

**Year 2  
Term - Spring 2**

**This term we will be learning...**

- to create timelines in order to develop understanding of the chronology of historical events
- to identify similarities and differences between life now and life different periods of time
- to understand the significance of the Great Fire in terms of how it has impacted London in a lasting way
- to begin to understand what primary sources are and how they are used in historical investigation
- to use vocabulary specific to the topic and general historical terminology

**This term we will be learning...**

**The Great Fire of London**



**Educational Visits**

**A member of the Museum of London will come to speak to the children about the events of the Great Fire of London.**

**Key information**

We will be learning about The Great Fire of London and exploring the events which happened throughout this time.

The fire began in a bakery on Pudding Lane in 1666 and happened between the 2<sup>nd</sup> – 5<sup>th</sup> September. Before the fire began, there had been a drought in London that lasted for 10 months, so the city was very dry. In 1666, lots of people had houses made from wood and straw which burned easily. Houses were also built very close together.

To fight fires during this time, people would have used leather buckets, metal hooks and water squirts. People whose homes had burned down lived in tents in the fields around London while buildings were rebuilt.

We know what happened during the fire because people back then wrote about it in letters and newspapers – for instance, Samuel Pepys wrote about it in his diary.

## English

In reading, children will be practising reading text at length (at least 1 page). They will be able to infer about what the character has said. They will be able to explain why an author has used specific language in a text. In writing, the children will be learning to write diary entries focusing on their use of the past tense and adverbial phrases to order events. They will be writing different forms of poetry using expanded noun phrases and a range of synonyms to interest the reader. They will also practise reciting this poetry using expression.

**The Smartest Giant in Town by Julia Donaldson and Alex Scheffler**

## Science

**Seasonal changes:** Observing and recording weather at different points. Record our findings in tables and charts. **Plants:** Learn about what plants need to grow. We will look at different environments plants can grow in and how they adapt to these. We will investigate over time how seeds grow over time.

## Mathematics

**Length and height** - measuring in centimeters, meters, comparing lengths, ordering lengths and solving word problems on length.

**Properties of shapes** - Recognising 2D and 3D shapes, drawing 2D shapes, properties of 2D shapes including sides and vertices, finding lines of symmetry, sorting 2D shapes, making patterns with 2D shapes, counting faces of 3D shapes, counting edges on 3D shapes, counting vertices on 3D shapes, sorting 3D shapes and making patterns with 3D shapes.

## Computing

Children will begin to use coding in the espresso programme. They will be applying coding skills to make their own video game. They will carry out research into what should be included. They will use skills and computing algorithms to create their own.

## You might like to join in with our learning at home by:

### Reading

- Try reading poetry aloud at home. Use expression in your voice and see if you can recite it without the book.

### Watching

Learn all about the garden:

<https://www.bbc.co.uk/cbeebies/grownups/how-does-your-garden-grow>

### Doing

- Why don't you try growing your own seeds? What will they need to be able to survive?

### Visiting

Visit a local garden or park near you and record which plants you see growing. Are these the same to the plants we grow in our school garden?