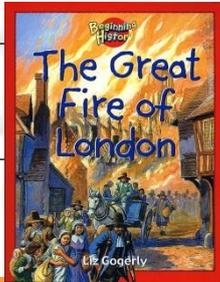


Year 2

Aut 1



Rational
 Inspired by a recent fire alarm test children will look at how fire prevention has improved since the great fire of London and that as a result of this event our homes today are much

Hook
 The children will watch the story of the Great Fire of London and re-enact it.

History

English

Art

- When and where did the Great fire begin and how did it start? Sequencing events beyond living memory that are significant nationally or globally
- What happened during the Great Fire of London? To identify different ways in which the past is represented and how to find out about the past from a range of sources
- Why did the fire spread so quickly? Recognise why people did things, why events happened and what happened as a result
- How did they try to put out the fire and escape from the flames? To ask questions about the past using a wide vocabulary of everyday historical terms
- How did London change because of the Great fire? Recognise why people did things, why events happened and what happened as a result

- To develop positive attitudes towards and stamina for writing by:
 - writing about real events
 - writing for different purposes
- Writing**
- Story Board of the Great fire of London, sequencing the events chronologically
 - Diary entries in the style of Samuel Pepys
- Drama**
- Freeze frames
 - Hot seating/teacher in role
 - Whole group role play
- Speaking and Listening**
- Presentation of home learning outcomes

- To recreate a scene from the fire of London using layering and mixed media
- Use a wash to create a background in the style of Yvonne Coomber

PSHE
 To show empathy for other people

- Computing**
- To review and evaluate their work, making simple modifications to their work (edit) e.g. changing font, style, size, colour and graphics to enhance. Know that text can be saved and retrieved.
 - With support use pre-selected web pages (favourites file, hyperlinks set up by the teacher). Extend to using the Internet to find information for a topic

- Thinking**
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- Information processing skills – collecting, sorting, sequencing and comparing
 - Reasoning skills – give reasons for opinions and actions, using precise language to explain thinking
 - Enquiry skills – Providing opportunities to develop enquiry skills, asking open ended questions

- Emotional Engagement**
- To be aware of their own feelings and the feelings of others
 - Understanding there are consequences to our actions

Home learning
 A diary entry or picture of the Great Fire of London.

Outcome
 Year group presentation to parents virtually.