

The Great Fire of London – timeline September 1666



2. The fire spread quickly and by 7 o'clock in the morning more than 300 houses had been destroyed



4. The King was told of the fire and he ordered the Mayor to knock down any houses to stop it spreading



6. The fire got worse; many more buildings were destroyed including St. Paul's Cathedral.



8. By night the fire was close to the Tower of London

9. The wind died down and the fire stopped spreading so quickly

Sunday 2nd - morning

Sunday 2nd - afternoon

Monday 3rd

Tuesday 4th

Wednesday 5th

Thursday 6th

1. The fire started in a bakery in Pudding Lane owned by Thomas Farriner.

3. Some people tried to stop the fire spreading

5. People realized they couldn't stay any longer and escaped on foot and on river barges.

7. They even tried blowing up houses with gunpowder to stop the fire spreading even further

10. By evening all the fires had been put out.



The Great Fire of London

Why is this event important?

The Great Fire of 1666 is an event that most people know about today not least because it changed the face of London as we know it today. It provides a marvellous opportunity to explore ideas of causes and consequences, as well as change, and encourages children to get a feel for what life must have been like at the time, using a rich array of evidence.



Key vocabulary



Cathedral Very large church



Diary Book in which people write about things that happen in their life



Evidence Clues used to prove that something happened



Pitch/Tar Thick black sticky liquid that easily catches fire



Plaque Writing to remember where something happened in the past



Squirts Old-fashioned water carrier when you push the handle water shoots out



Thatch Straw used to cover the roofs which easily catches alight



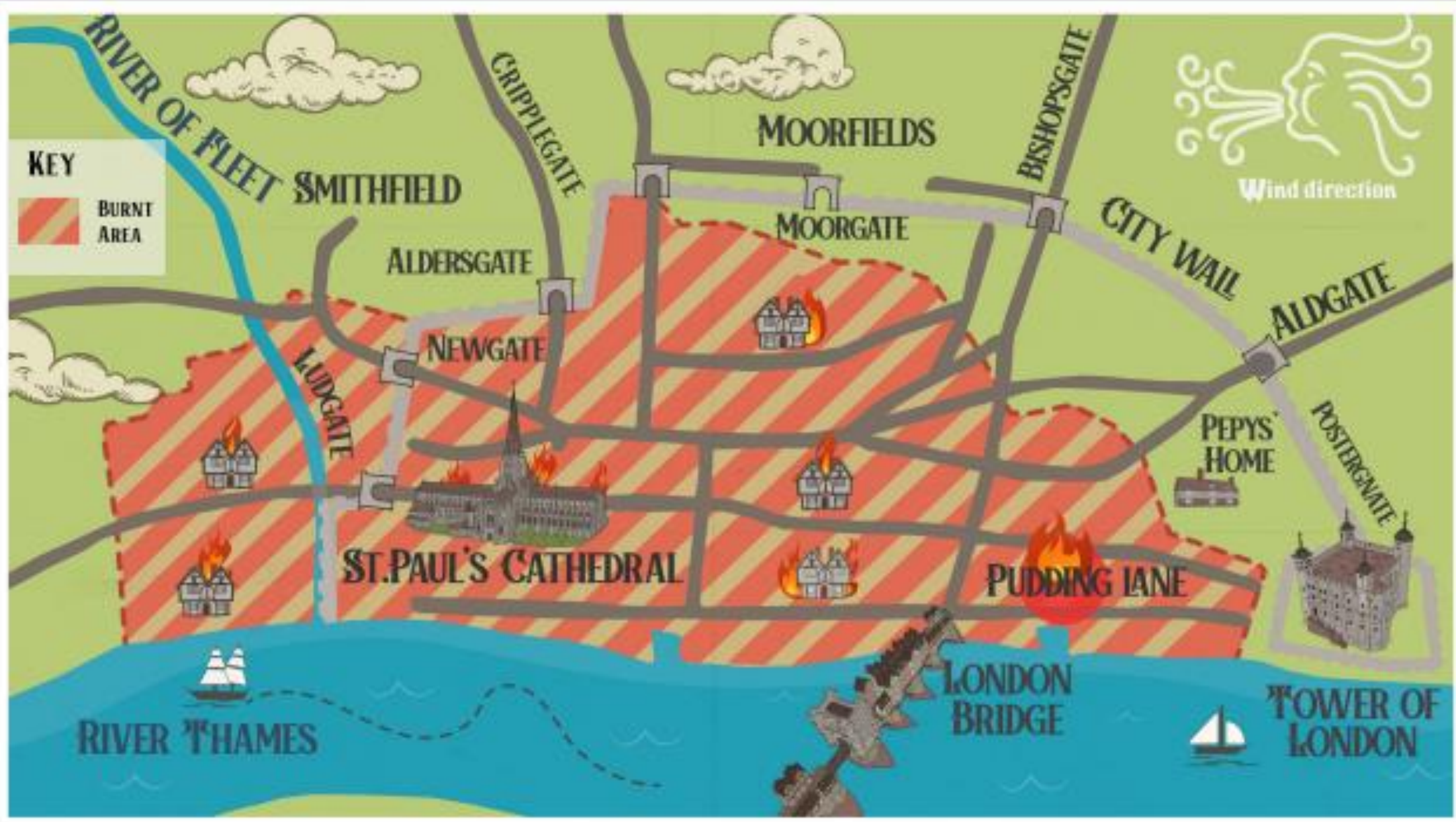
Warehouse Large storehouse

Who is who?

Duke of York	The brother of the King who helped give orders to stop the fire spreading
King Charles II	The King at the time.
Samuel Pepys	Famous man who kept a diary of everything that happened
Thomas Bludworth/Bloodworth	He was the mayor of London who did not take warnings about the fire seriously enough at the start.
Thomas Farriner/Farynor	The baker who lived in Pudding lane. A spark from his ovens started the Fire.

Top takeaways

1. Children understand how a small event, with a careless baker in a short narrow lane, can lead to a major rebuilding of vast areas of the capital.
2. They are able to explain that there were a variety of reasons for the fire and can suggest the most important ones.
3. They are able to describe the desperate measures taken to control the fire and can explain how Londoners felt at the time.
4. They can explain how the appearance of London changed after the Fire both the houses and the street layout and that the fire led to better fire service.



KEY
BURNT
AREA



RIVER OF FLEET

SMITHFIELD

CRIPPIEGATE

MOORFIELDS

BISHOPSGATE

CITY WALL

ALDGATE

ALDERSGATE

MOORGATE

NEWGATE

LUDGATE

POSTERNGATE

PEPYS' HOME

ST. PAUL'S CATHEDRAL

PUDDING LANE




RIVER THAMES

LONDON BRIDGE




TOWER OF LONDON

Key Vocabulary	
minibeast	Minibeasts are all invertebrates . They come in all shapes, sizes and colours. Most are very small.
invertebrate	An animal without a backbone.
decomposer	Minibeasts that feed on and break down (decompose) natural waste material.
predator minibeast	A carnivore or omnivore minibeast that feeds on other minibeasts .
pollinator	An animal responsible for pollination .
pollination	The transfer of pollen within or between plants that allows the plant to produce seeds.
habitat	The natural place that something lives. A habitat provides living things with everything they need to survive.
microhabitat	A very small habitat that minibeasts live in.

Key Knowledge

pollinators	decomposer	predator
		

Examples of microhabitats:

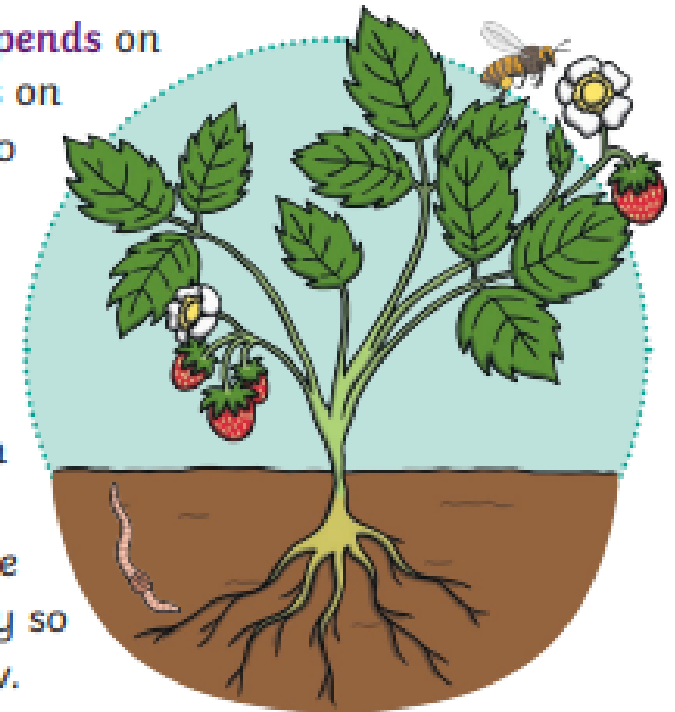
		
in or on soil	in or under logs	in grass

Key Vocabulary	
biodiversity	Biodiversity measures the variety of living things (such as plants and animals) in an area and how those different things depend on each other to meet their needs.
ecosystem	An area that is home to living (e.g. animals and plants) and non-living (e.g. soil) things that depend on each other.
depend	Living things depend on each other for survival, which means they need each other.
food chain	A food chain shows how each animal gets its food. Food chains are one of the ways that living things depend on each other to stay alive.

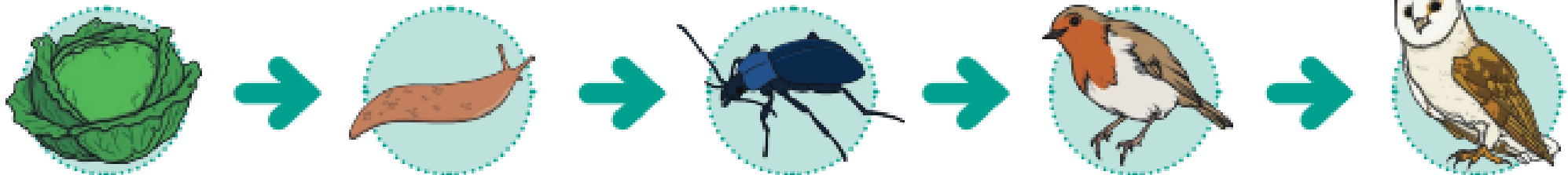
Living things in a **habitat** all **depend** on each other for their survival. They provide things like food and shelter for other living things.

The bee **depends** on the flowers on the plant to provide a source of food.

The plant **depends** on the worm to make the soil healthy so it can grow.



In a **food chain**, the arrows mean 'is eaten by'.



Computer Systems and Networks: Technology Around us

Prior Learning (EYFS):

Learners need to explore how things work.

Current Learning (Y1):

Learners will develop their understanding of technology and how it can help them in their everyday lives. They will begin to become familiar with different components of a computer.

Future Learning (Y2):

Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.

Key Vocabulary

Technology	Anything made by people to help us
Computer	A device that stores and processes data according to the program it receives
Mouse	The mouse lets you select and move. On a laptop it is called a trackpad .
Screen	The screen shows what the computer is doing
Keyboard	The keyboard lets you type letters and numbers
Base Unit	The base unit stores and processes information

Desktop Computer



Laptop Computer



Key Questions:

- What is technology?
- What technology do we have around us?
- What are the main parts of a computer?
- How do we use a mouse/keyboard?
- How can we use a computer responsibly?

Rules for using Computer Technology:



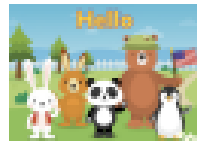
- Hold your device carefully
- Stop using your device when someone is talking to you
- Take turns with your partner
- Only use apps you have been asked to use
- Don't share your passwords


Musical Spotlight: Pulse, Rhythm and Pitch

Social Question: How Does Music Help Us to Make Friends?

Name:

Class:

Understanding Music	Improvise Together	Listen and Respond
Let's find and keep a steady beat.	Keep a steady beat when improvising.	Listen to the music carefully, move to the music.
Play or clap simple rhythmic patterns using long and short sounds.	Clap four-beat rhythms, creating long and short sounds.	Respond to the questions and use any musical words that you know. Explore your feelings and thoughts towards the music.
Respond to different high and low pitches. 	Improvise using one, two or three notes, using C, D and E.  C D E How many notes did you improvise with?	Enjoy some 'Did You Know?' facts about the song. Do you know any more? 

SONG 1 Music Is In My Soul Style: Soul	SONG 2 Hey Friends! Style: Jazz	SONG 3 Hello! Style: Pop
<p>Vocal Singing with a Soulful voice and expressing the words with meaning is important. Did you sing with good posture? How fast or slow did you think the tempo of the music was?</p> <p>Instrumental Which part did you play? </p> <p>Glockenspiel: Part 1: C, D, E, G Part 2: C, D</p> <p>Recorder: Part 1: G, A Part 2: G</p> <p>Improvise Which notes did you improvise with? Did you use one, two or three notes?</p> <p>Compose Which notes or symbols did you compose with?</p>	<p>Vocal Singing with actions is fun and helps you to remember the words. Did you sing with actions? What do you think this song is about?</p> <p>What did the lyrics mean to you? What was your favourite line in the song?</p>	<p>Vocal When singing, posture is very important. Try standing or sitting in a relaxed position with level shoulders, hands on your legs and feet placed hip-width apart. How was your posture? Have you been a superstar, singing a solo?</p> <p>Perform Which songs did you perform? Which was your favourite? Did you include the Musical Spotlight and Social Question as part of your performance?</p>

How should we care for the world and for others and why does it matter?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Our Learning

Identify a story or text that says something about each person being unique and valuable.

Give an example of a key belief some people find in one of these stories, e.g. that God loves all people.

Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.

Give an example of how people show that they care for others, making a link to one of the stories.

Give an example of how Christians and Jews can show care for the natural earth.

Say why Christians and Jews might look after the natural world

Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.

Give good reasons why everyone (religious and non - religious) should care for others and look after the natural world.

Focus for the unit:

How do Christians and Jews know God values everyone?

What are the benefits and responsibilities of friendship and caring for others? Explore stories from the Bible about friendship and show ideas of good and bad, right and wrong.

Why might serving and supporting others be important to a religious believer?

How can the Golden Rule make life better for everyone?

How does Genesis (God's creation) tell Christians and Jews they have a role in looking after the world? Investigate ways people can look after the world.

Key Ideas	
Creation	Genesis 2.15, care for the world as a gardener tends to a garden.
The Golden Rule	In everything, do to others what you would have them do to you.
God values everyone	Psalm 8, David praises God's creation and how each person is special in it.
Friendship and responsibility	Jesus' special friends, The Good Samaritan, Jewish story of Ruth and Naomi
Inspiring people	David Attenborough, Greta Thunberg, Jane Goodall, Mother Teresa, Florence Nightingale, Cecil Jackson-Cole, Doctor Barnardo, William Booth, Princess Diana

