



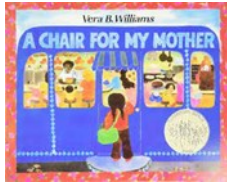
Ready to **Launch...**
Create charcoal
silhouette pictures.



Are you a **Home Explorer?**



- Bake some scones
- Visit the Museum of London and see the Great Fire exhibit
- Go to a fire open day at a local station
- Inspect your home for fire hazards



Was the Great Fire of London really great?

Wow moments



- Build and burn London
- London Fire Walk school trip

Time to **celebrate!**

A London Fire walk!



Expert knowledge:

- Thomas Farrinor was the owner of the bakery on Pudding Lane where the fire was thought to have started
- The fire began on Sunday 2nd September 1666 and burned until Wednesday 5th September 1666
- Over 13,000 homes were destroyed and over 70,000 people were made homeless
- Sir Christopher Wren designed many of the churches after the Great Fire of London including St Paul's Cathedral
- Wren also designed a monument to remember the Great Fire of London
- Samuel Pepys wrote a diary recording what he saw from the roof of All Hallows Church



English:

- Read a historical fiction story written as a diary
- Identify the features of a diary and use these features to plan, write, edit and publish diary entries featuring the events of the Great Fire of London
- Develop the use subheadings and paragraphs to write a non-fiction text
- Develop the use of co-ordinating and subordinating conjunctions
- Use a wider range of suffixes e.g. ment, ful, ness and ly

PE:

- Develop my swimming strokes
- Develop my athletics skills

Computing:

- Learn some key word processing skills and understand the function of different keys on the keyboard

History:

- Establish a time-line of events for the Great Fire of London
- Identify the key factors in causing the fire to spread so far and so quickly and what caused the fire to stop spreading
- Identify the key historical figures of the period
- Understand the importance of eye-witness reports and the impact of these in understanding historical events

Science:

- Identify things that are alive, dead or have never lived
- Use the seven life processes to identify things that are alive
- Identify a range of British habitats and micro-habitats
- Explain examples of dependency in local habitats and create food chains

Was the Great Fire of London really great?

Maths:

- Recognise, find, name and write fractions $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- Identify the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$
- Solving problems using multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context
- Secure addition and subtraction strategies for two two-digit numbers
- Identify and compare the properties of 2D and 3D shapes
- Tell the time to the nearest five minutes

PSHCE:

- Develop an awareness of key actions required in fire safety
- Understand the role of the emergency services in preventing incidents
- Identify dangers in the home and how to keep myself safe by making wise choices

Music:

- Listening to and appraising a range of music using simple music vocabulary

D & T:

- Use tools to create a simple wooden frame that can stand unaided as the frame of a house

RE:

- Learn what is important to Muslim children and specifically they believe in one God, Allah; that the Prophet Muhammad is the last messenger of Allah and that the Qur'an is a special book for Muslims containing the holy words of Allah to Muhammad