

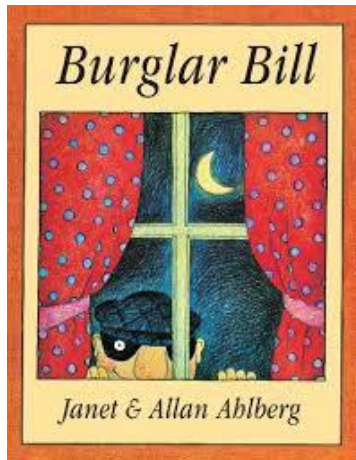
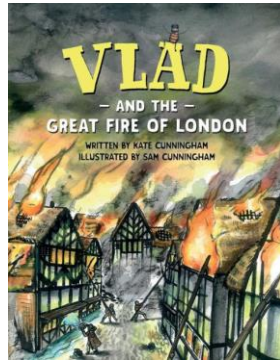
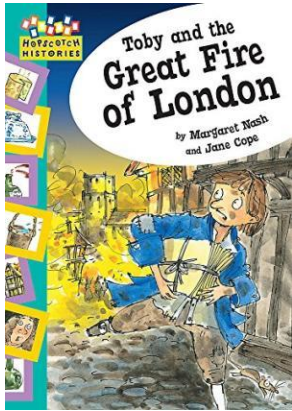
Heroes and Emergencies



What makes a hero? (2)

Year 2 – Autumn 2

Fiction



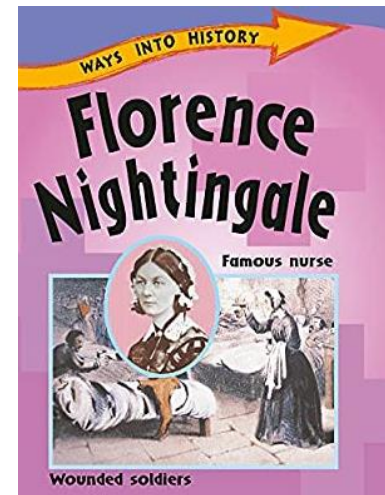
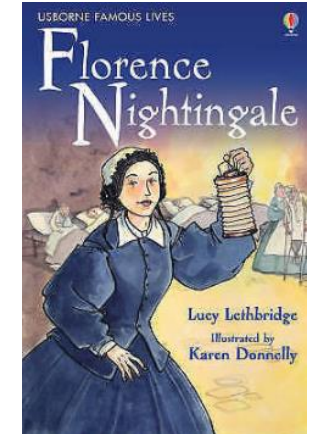
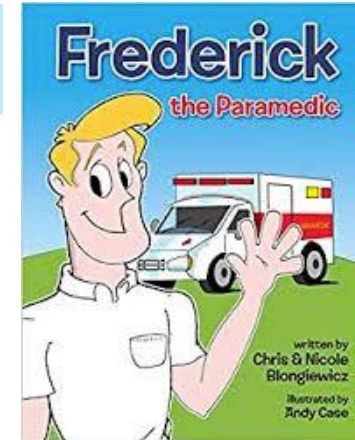
High Quality Texts

Core Texts

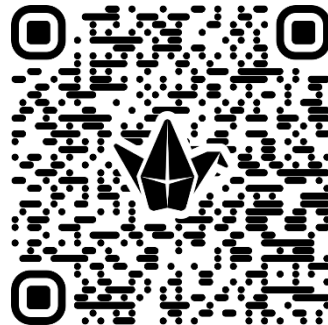
Cops and Robbers



Janet & Allan Ahlberg



Multi-media



Access the Padlet here for more resources to support learning.

<https://padlet.com/aharker4/the-great-fire-of-london-80ls8vd19aoumpih>

What makes a hero? (2)

The Great Fire of London

I know the key events, place and people.

I know why the fire spread so quickly.

I know how things have changed over time.

I know how key information was recorded for us to learn from.

Important people



Samuel Pepys



Thomas Farriner



King Charles II

Vocabulary

ablaze	A fire that is burning fiercely.
catastrophe	An event which causes devastating and sudden damage or suffering. A huge disaster. People say that the GFOL was a big catastrophe because it injured lots of people.
ember	A small piece of burning or glowing coal or wood in a dying fire.
flammable	A material that sets on fire easily.
monument	A statue, building or structure that is built to remember an important person or event.
bakery	A place where bread is baked.
diary	A book that people write about their lives in.



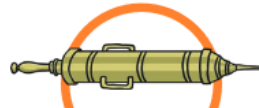
Tower of London



St Paul's Cathedral



leather water bucket



water squirt



fire hook



axe

Northern Ireland

England

Wales

Derby

London

Important knowledge:

Monday 3rd September 1666

The fire gets very close to the Tower of London.

Tuesday 4th September 1666

St Paul's Cathedral is destroyed by the fire.

Sunday 2nd September 1666

The fire starts at 1 a.m.

Mid-morning: Samuel Pepys starts to write about the fire in his **diary**.

Wednesday 5th September 1666

The wind dies down and the fire spreads more slowly.

Thursday 6th September 1666

The fire is finally put out.
Thousands of people are left homeless.

Week 1

Research Guy Fawkes.
Fire Safety poster.
Order facts of the
Gunpowder plot.

Week 2

Time capsule - hook.
Facts about the Great Fire
of London.
Inference- speech bubbles of
characters thoughts.
Vocabulary building –
synonyms (eg big,
humongous).
Learn songs about the
GFOL.

In English, we will
be writing to inform.



Week 3

Sequencing – GFOL - what
happened?

Week 4

Recount of the Great Fire of
London - narrative.
vocab building

Week 5

Features of newspaper report.
Sentence starters for
newspaper report.

Week 6&7.

Newspaper Report.

Week 8.

Christmas activities

Writing Features Fiction

Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempt at others.

Write CL of the correct size/orientation to one another.

Year 2 Autumn
Term 2

Form lowercase letters of the correct size

finger spaces

use subheadings

develop stamina for writing by writing for different purposes.

be clear and understand

write effectively and coherently for different purposes

Make the reader interested

*super sentence starters
verbs, adverbs, suffixes
punctuation for effect
!
Adjectives- descriptive vocabulary*

Make simple additions and changes after proof reading

Audience and Purpose:
Narrative of an event in the past, newspaper report.

Full stops
Capital Letters

tell what happened clearly

Make the reader feel empathetic for those in the fire

Use thoughtful and sometimes ambitious vocabulary.

*Time adverbials
past tense
correct order of events*

*or, and, but,
when, if, that, because*

*Feeling
adjectives/synonyms*

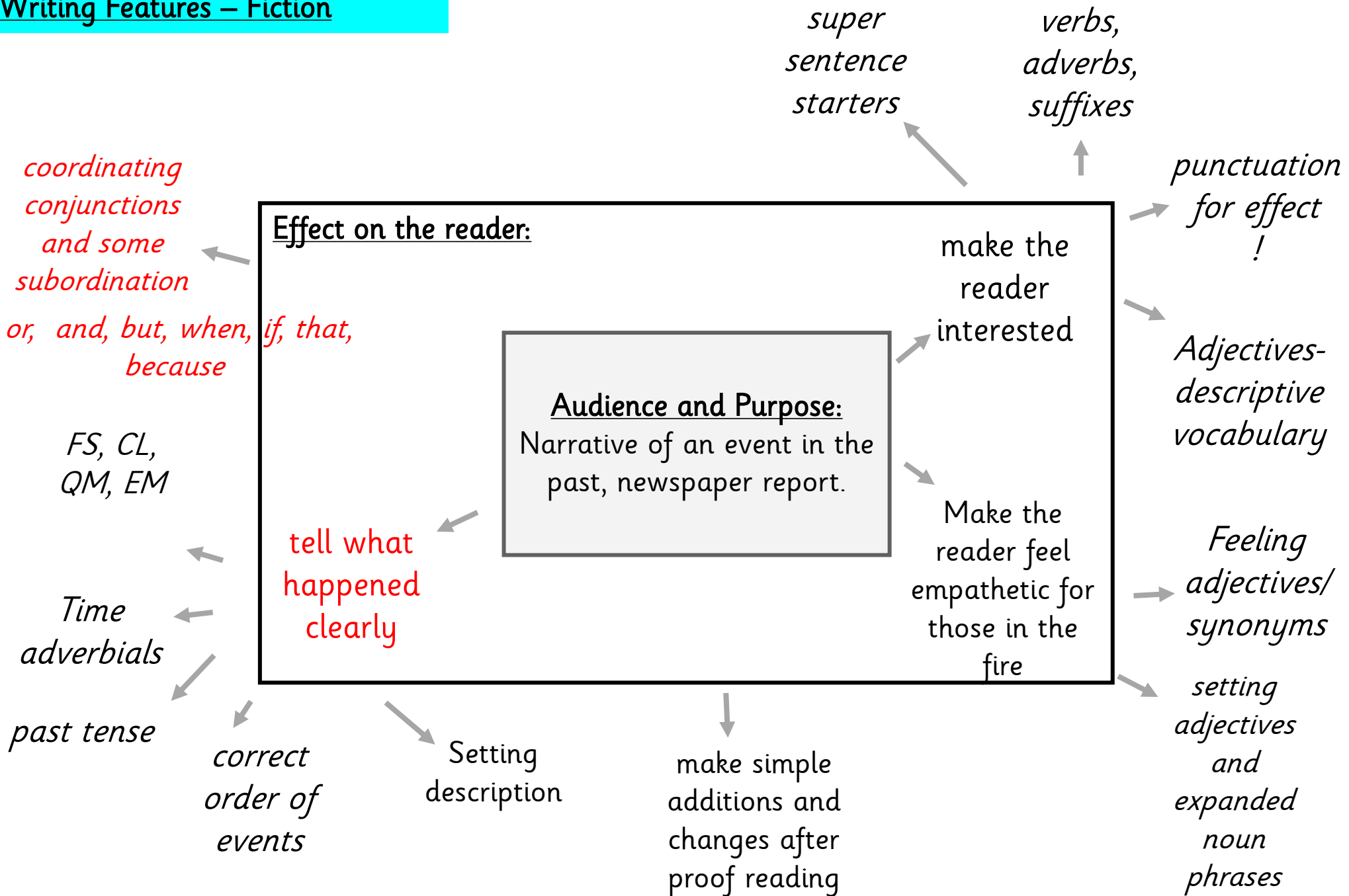
*setting
adjectives and
expanded noun
phrases*

Setting description

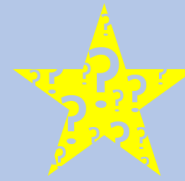
Use exclamation and question marks to demarcate sentences

Yellow = WTS

Writing Features – Fiction



Let's quiz



Year 2 Autumn Term 2

Our 'Let's quiz' session was held at the end of last half term and was a huge success.

The children really enjoyed being quizzed and having the opportunity to show off their new knowledge from across the topic. Please support your child to practise answering these questions, from our new topic 'The Great Fire of London', to help them be successful in the quiz. The children are always bursting with enthusiasm to get the most right they possibly can.

This is part of our whole school tool kit to help children to '**Know and Remember More**'. When we have learnt something, research says, we should regularly revisit it so that it stays in in our mind and doesn't get forgotten.

Bring it forward

1. How do you think Thomas Farriner might have been feeling? Why do you think this?
2. Name 3 reasons the fire spread so quickly.
3. How did the people of London try and put the fire out?
4. London is the capital city of which country? Can you name all of the capital cities for the UK?
5. What did Samuel Pepys bury and why?
6. Name some important places and buildings in London. For example the River_____
7. What changes were made to London after the fire?
8. How do we know what happened in The Great Fire of London?
9. Why do we celebrate Remembrance Day?
10. What do people do on St. Andrews' Day?