

# ESSENTIAL KNOWLEDGE

## BY THE END OF THIS UNIT CHILDREN WILL ...

- ◇ Become more independent and know ways of helping themselves.
- ◇ Become more persistent in their attempts to succeed and not give up so easily.
- ◇ Know why rules are important and how to follow them.



As part of your child's mission this term, it would be fantastic if you could support your child in completing their project(s) which are included on the

**CO JO SAMUEL PEPYS HOMEWORK MENU** attached.

There will be a special certificate for all children who achieve their homework missions.

## Samuel Pepys

### The Great Fire of London.



'You don't fight fire with fire. You fight fire with water.'



**TOP SECRET**

# YEAR 2 MISSION: SAMUEL PEPYS

**CHARACTER**

**FOUNDATION**

**DEVELOPMENT**

**SUBJECTS**

## ENGLISH

Children will:

Write a diary about the Great Fire of London, incorporating role-play from scenes extracted from Samuel Pepys' diary.

## MATHEMATICS

Children will study:

### Time

Calculating time between key events.

### Shape

Identifying 2D and 3D shapes in the houses and fire engines they construct during D+T.

## SCIENCE

Children will study:

### Uses of Everyday Materials

Learning about which materials are flammable and which are not.

Investigating squashing, bending, twisting and stretching materials.

Designing, making and testing a better house design, selecting materials to meet the needs.

**R**espect

**E**mpathy

**S**elf aware

**P**assion

**E**xcellence

**C**ommunication

**T**eamwork

### RESPECT TARGET

### CHARACTER BEHAVIOURS

During the mission children will develop empathy, Self Awareness, Communication, Compassion, Honesty and Reflectiveness.

### PHILOSOPHY

'Panic only makes things worse.'

'You can't fight fire with fire.'

'What is worth saving?'

'You should always put your safety first.'

'You don't know what you've got until it's gone.'

'Help other people, even if they can't help you back..'

## HISTORY, GEOGRAPHY AND CITIZENSHIP

### History:

#### Then to now:

Children will be exploring how fires are fought now compared to how they were fought in 1666. Comparing the ways in which we can communicate now with firefighting in the 17th century.

#### Chronology:

Children will be developing their understanding of chronology through ordering the events of the Fire of London and a series of events during the plague. Children will be discussing where we are in history and using their improved understanding of chronology to create timelines.

#### Historical Enquiry

Children will be reading some of the diaries of Samuel Pepys and John Evelyn, considering what they teach us about the past, using these sources to uncover what life was like during the **Stuart** period.

## ART AND DESIGN AND TECHNOLOGY

### Art:

Children will be exploring the use of soft pastels and mixing to create different shades of orange, red and yellow. The children will be using these mixes to make scenes from the Fire of London.

### Design and Technology:

Children will be learning about how their houses have been designed to be fire safe, using this knowledge to design a house which they will make a model of, which they believe would be much safer and more fit for purpose than the **Tudor** houses.

## COMPUTING

Children will be developing and using algorithms to plan a route to safety using Beebots. They will also be using a grid map, following teacher's instructions to spot errors in a pathway and correct the instructions, further developing their use of algorithms.