



**The Great Fire of London**

Over 350 years ago, in 1666, a fire broke out at a bakery in Pudding Lane, London.

The fire raged for four days and nights and led to the destruction of the city of London. It is known as the Great Fire of London.



**Significant People**

	
<b>King Charles II</b>	<b>Sir Christopher Wren</b>
King during the Great Fire of London.	Architect who designed the new St Paul's Cathedral.
	
<b>Samuel Pepys</b>	<b>John Evelyn</b>
Eyewitnesses of the fire, Samuel Pepys and John Evelyn wrote diaries describing what happened.	

**Key Words**

<b>bakery</b>	Place that makes bread, cakes etc.
<b>combustible</b>	Able to catch fire and burn easily
<b>destruction</b>	Wiping out something so it cannot be fixed
<b>diary</b>	A book that people write about their lives in
<b>drought</b>	A period of low rainfall, making it very dry
<b>eyewitness</b>	A person who has seen something happen first hand
<b>fire brigade</b>	People trained to put out fires
<b>fire breaks</b>	A gap that stops fire spreading to nearby buildings
<b>fire hooks</b>	Long pole with a hook, used to pull down walls and ceilings
<b>flammable</b>	Easily set on fire
<b>gunpowder</b>	Explosive powder used to blow things up
<b>possessions</b>	Things that belong to people
<b>quench</b>	Put out a fire



**Key Events**



**Sunday 2<sup>nd</sup> September 1666**  
Around 1am the fire started in a bakery on Pudding Lane. It spread quickly.



**Tuesday 4<sup>th</sup> September 1666**  
The fire reached its peak. St Paul's Cathedral was destroyed.



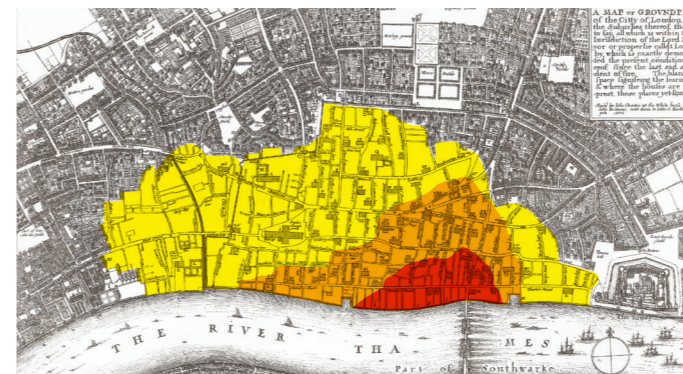
**Thursday 6<sup>th</sup> September 1666**  
The last of the flames were eventually put out.



**Monday 3<sup>rd</sup> September 1666**  
The fire blazed through the south of the city. People tried to escape.



**Wednesday 5<sup>th</sup> September 1666**  
The wind died down and the fire lost strength.



**How the Fire Spread**

**Key**

- Sunday 2<sup>nd</sup> September
- Monday 3<sup>rd</sup> September
- Tuesday 4<sup>th</sup>/Wednesday 5<sup>th</sup> September



## Subject: Science Autumn 2

### Topic: Everyday Materials

#### Unit overview

This Every Materials Unit will teach you about the uses of everyday materials. You will then go on to compare the suitability of different everyday materials for different purposes and explore how objects can change shape.



#### Key Vocabulary

<b>materials</b>	<b>Materials</b> are what objects are made from.
<b>suitability</b>	<b>Suitability</b> means having the <b>properties</b> which are right for a specific purpose.
<b>properties</b>	This is what a <b>material</b> is like and how it behaves (soft, stretchy, waterproof).

#### Books linked to topic you may wish to read:

Fundamental Science Key Stage 1: Everyday materials – Ruth Owens

Investigating materials

#### Learning Outcomes

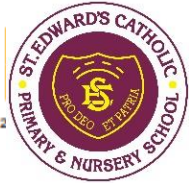
- To identify uses of different everyday materials
- To identify and group the uses of everyday materials
- To compare the suitability of different everyday materials
- To explain how the shapes of objects made from some materials can be changed
- To explain the process of recycling
- To create a fact file about the inventor John McAdam

#### Key Facts/dates – Sticky Knowledge

 wood: hard, stiff, strong, opaque, can be carved into any shape.	 glass: waterproof, transparent, hard, smooth.
 plastic: waterproof, strong, can be made to be flexible or stiff, smooth or rough.	 metal: strong, hard, easy to wash.
 paper: lightweight, flexible.	 cardboard: strong, light, stiff.
 fabric: soft, flexible, hard-wearing, can be stretchy, warm, absorbent.	 rubber: hard-wearing, elastic, flexible, strong.

#### Key Knowledge

<b>John McAdam</b>	<b>John McAdam</b> was a Scottish engineer who experimented with using new <b>materials</b> to build roads, inventing a new process called ' <b>macadamisation</b> '.
<b>John Dunlop</b>	<b>John Dunlop</b> was a Scottish inventor who invented the air-filled rubber tyre. It was originally invented in 1887 to use with bicycles, and then became very useful when automobiles were developed.
<b>Charles Macintosh</b>	<b>Charles Macintosh</b> was a Scottish inventor and chemist who invented waterproof fabrics in 1818. The Mackintosh raincoat was introduced in 1824.
<b>Macadamisation</b>	<b>Macadamisation</b> was the name given to <b>John McAdam's</b> construction process of building roads. The name tarmac means a road made like this using tar.

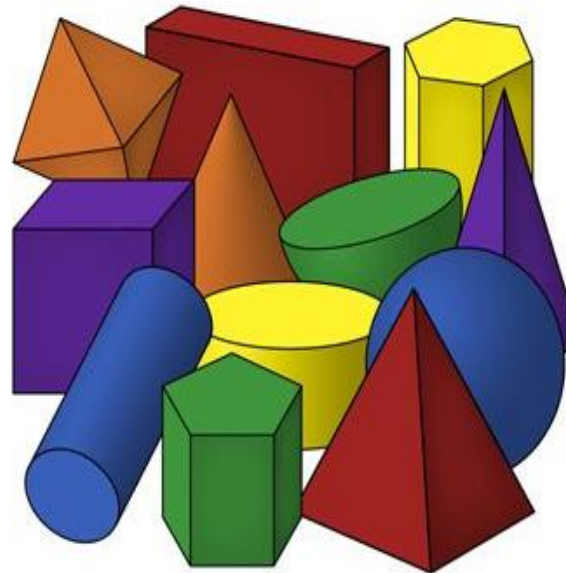


**Year 2**

**Subject: Maths Spring 2**  
**Topic: Properties of Shape**

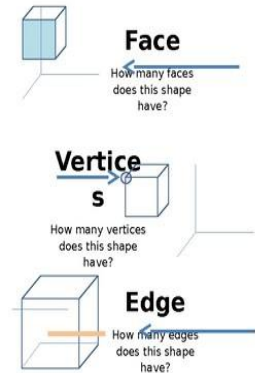
**Unit overview**

In the unit properties of shape children will learn to identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. They learn to identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Children compare and sort common 2D and 3D shapes and everyday objects. They also learn to identify 2D shapes on the surface of 3D shapes, for example, a circle on a cylinder and a triangle on a pyramid.



**Key Vocabulary**

two-dimensional (2D)
three-dimensional (3D)
flat
solid
corner
apex
vertex
vertices
side
edge
face
curved
straight
round
line of symmetry
vertical
pattern



**Books/Websites linked to topic you may wish to use:**

[https://www.youtube.com/watch?v=OVItzLoovLc&feature=emb\\_title](https://www.youtube.com/watch?v=OVItzLoovLc&feature=emb_title)

<https://www.youtube.com/watch?v=qEmN--EiotU>

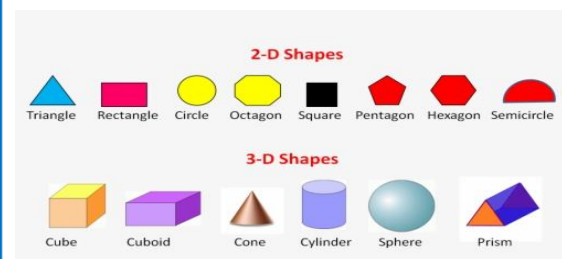
**Learning Outcomes**

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- Compare and sort common 2-D and 3-D shapes and everyday objects.

**Key Facts/dates – Sticky Knowledge**

Shape	Vertices	Edges	Faces
Square based pyramid	5	8	5
Triangular based pyramid	4	6	4
Triangular prism	6	9	5
Cylinder	0	2	3
Cone	1	1	2
Cube	8	12	6
Cuboid	8	12	6

2D	3D





**Subject: Maths**  
**Topic: Addition and Subtraction**

**Key Vocabulary**

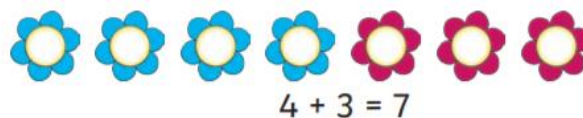
**Unit overview**

In this Place Value unit you will begin to check addition and subtraction calculations independently, compare number sentences building on prior knowledge, look at bonds to 100, add and subtract 1s from larger numbers and begin to add and subtract two digit numbers.

**Books/websites linked to topic you may wish to read:**

**Progress with Oxford: Addition and Subtraction Ages 7-8**

<https://www.twinkl.co.uk/resources/maths-school-years-parents/addition-and-subtraction-maths-main-subjects-parents/addition-and-subtraction-year-2-ages-6-7-parents>



**Total** –The whole amount

**Difference** – the result of subtraction one number from another

**Subtract** – taking one number away from another

**Column addition** – addition by writing one number below the other

**Column subtraction** – subtraction by writing one number below the other

**Estimate** – roughly calculating a number

**Inverse operation** – addition and subtraction are inverse operations

**Learning Outcomes**

- To identify fact families
- To check calculations
- To compare number sentences
- To look at related facts
- To look at number bonds to 100
- To add and subtract 1s
- To find 10 more and 10 less
- To add and subtract 10s
- To add 2-digit and 1-digit numbers
- To add 2-digit and 2-digit numbers
- To subtract with 2-digit and 1-digit numbers
- To subtract with 2-digit and 2-digit numbers
- To add 3-digit numbers

**Key Facts/dates – Sticky Knowledge**

**Methods**

**Add 2-digit and 1-digit**

$27 + 6 = 33$

Tens	Ones
2	7
3	3

**Subtract 1-digit from 2-digit**

$33 - 6 = 27$

Tens	Ones
3	3
2	7

**Add 2-digit numbers**

$34 + 28 = 62$

3 tens and 4 ones  
add  
2 tens and 8 ones  
equals  
5 tens and 12 ones  
becomes  
6 tens and 2 ones

**Subtract 2-digit numbers**

$62 - 28 = 34$

6 tens and 2 ones becomes  
5 tens and 12 ones subtract  
2 tens and 8 ones equals  
3 tens and 4 ones



## LEARNING OUTCOMES

- To identify and name the seven sacraments of the Catholic Church.
- Know some of the rituals that happen during the seven Sacraments.
- Understand the stages within a Catholic Baptism and that it is the first Sacrament.
- Understand and know some of the symbols of Baptism.
- Understand some of the stages that take place within a Catholic Baptism.
- To explore the signs, symbols and meaning of the Sacrament of Marriage.
- Know some of the symbols of the sacraments.
- Understand the stages within a Catholic Marriage.
- To know how and why Christians make confessions.
- To understand the significance of the Body and Blood of Christ.
- Identify which sacrament brings a person close to God.
- Understand the story of the Baptism of Jesus.

## SPECIAL CELEBRATIONS UNIT F YEAR 2 KNOWLEDGE ORGANISER



This unit will help you develop an understanding of the Liturgical year as a celebration of the life of Christ. You will also learn about Baptism and Marriage as special sacramental celebrations as well other important sacraments. This unit builds on previous learning on Seasons of the Church year and the Sacrament of Baptism.

## RELATED VOCABULARY

Word	Definition
Baptism,	Is performed to make one a child of God.
Marriage	To unite a man and woman together as husband and wife.
Confession	It is a way for people to be forgiven of their sins, ...
Holy orders	To ordain men to become bishops, priests or deacons.
Confirmation	To strengthen or deepen one's relationship with God.
Eucharist	The body and blood of Christ.
Anointing of the sick	The priest anoints a sick person with special oil.

### Look at the images below:

What promises do you think these people would make to one another?

Why is it important for Christians to be baptised?



## OPPORTUNITIES FOR THOUGHT AND REFLECTION THROUGHOUT

I wonder.

When a person confesses to their sins, how do they know that they have been forgiven?

Why are the gifts of the Holy Spirit important to Christians?

Why is it important to be baptised at an early age?

Why are these special times in the Christian church?

Which sacrament brings a person more close to God?

How was John the Baptist related to Jesus?

Using the Knowledge Organiser choose an activity to help you remember the key facts and vocabulary.

Here are some ideas:

- Read the information on the knowledge organiser.
- Write or say a prayer for something that you are truly sorry for.
  - Create a poster of the different stages of baptism.
- Write questions that you would like to ask the significant people in the story
- Draw a picture of one of the 7 sacraments and write a paragraph about their importance to Christians.
- Identify the 7 sacraments and write a sentence about each and the symbols associated with them.
- Have a discussion about which sacrament you think will bring you close to God.
  - Discuss the events of your baptism and create a poster with captions drawings and photos.

**\*Please submit these tasks onto Purple Mash for your teacher to mark.**

## BIBLE REFERENCES

Read though the Bible references below to find out what happened when Jesus was baptised by John the Baptist.

Matthew 3. 13-17

Mark 1. 9-11

Luke 3. 21-22





hopeful  
curious  
wise  
grateful  
discerning  
compassionate  
active  
truthful  
learned  
prophetic  
eloquent  
generous  
faith-filled  
intentional  
attentive  
loving



## Advent

### Unit C Autumn 2



### Key Vocabulary

**Advent:** the 'coming', it is a period of time before Christmas

**Preparation:** the act of getting something ready

**Advent Wreath:** a Christmas tradition made from evergreen plants and four candles

**Season:** a part of the year marked by an activity

**Prophet:** people who say God has spoken to them

**Messiah:** the figure promised by God to Jews for the salvation of the world

### Learning Outcomes

- To understand the season of Advent and to recognise the important symbols.
- To know Jesus
- To know the story of Zechariah and the birth of John the Baptist
- To understand why John the Baptist wanted people to get ready for the Messiah to come

### Unit overview

This unit will develop your knowledge of the time, symbols and characters of the liturgical season Lent. It will focus on Advent being a season of preparation.

### Prayer tasks linked to unit and tasks to completed

- ✓ To write about the meaning of Advent and what the wreath symbolises
- ✓ Rewrite a passage and what it means to you
- ✓ Role play the story of Zechariah and the birth of John the Baptist
- ✓ To write what you have learnt about John the Baptist

### Windows of reflection (things to think about)

Why do you think we have a period of time to prepare for Christmas?

Why do you think the wreath is in the shape of a circle? Why does it have evergreen leaves?

### Bible References

Isaiah 7: 14 – The Coming of Emmanuel










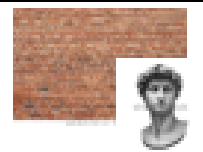




Lk. 1: 1-24, 57-80 – The Story of Zechariah and the Birth of John

Mt. 3: 1-12 – The Proclamation of John the Baptist

Lk. 3: 1-16

## Y2 Knowledge Organiser: Everyday Materials and their Uses

Materials are used to make objects. Different materials have different properties. A material is chosen to make an object because of its properties.

Material	Properties	Common Uses	
<b>Wood</b> 	<ul style="list-style-type: none"> <li>rigid</li> <li>hard</li> <li>opaque</li> <li>dull</li> </ul>	<ul style="list-style-type: none"> <li>furniture</li> <li>fences</li> <li>pencils</li> <li>instruments</li> </ul>	
<b>Glass</b> 	<ul style="list-style-type: none"> <li>transparent</li> <li>rigid</li> <li>waterproof</li> <li>smooth</li> </ul>	<ul style="list-style-type: none"> <li>windows</li> <li>glasses</li> <li>jars</li> <li>lightbulbs</li> </ul>	
<b>Fabric</b> 	<ul style="list-style-type: none"> <li>soft</li> <li>flexible</li> <li>absorbent</li> <li>opaque</li> </ul>	<ul style="list-style-type: none"> <li>jumpers</li> <li>blankets</li> <li>soft toys</li> <li>towels</li> </ul>	
<b>Metal</b> 	<ul style="list-style-type: none"> <li>hard</li> <li>shiny</li> <li>waterproof</li> <li>rigid</li> </ul>	<ul style="list-style-type: none"> <li>fences</li> <li>cutlery</li> <li>coins</li> <li>keys</li> </ul>	
<b>Rock</b> 	<ul style="list-style-type: none"> <li>rough or smooth</li> <li>rigid</li> <li>waterproof</li> <li>opaque</li> </ul>	<ul style="list-style-type: none"> <li>walls</li> <li>buildings</li> <li>roads</li> <li>statues</li> </ul>	
<b>Paper</b> 	<ul style="list-style-type: none"> <li>bendy</li> <li>transparent or opaque</li> <li>absorbent</li> </ul>	<ul style="list-style-type: none"> <li>books</li> <li>newspapers</li> <li>boxes</li> <li>envelopes</li> </ul>	
<b>Plastic</b> 	<ul style="list-style-type: none"> <li>transparent or opaque</li> <li>hard or soft</li> <li>rigid or flexible</li> <li>waterproof</li> </ul>	<ul style="list-style-type: none"> <li>carrier bags</li> <li>drinks bottles</li> <li>food packaging</li> <li>toys</li> <li>furniture</li> <li>straws</li> </ul>	

## Can materials be used to make the same object?

Different materials can be used to make the same object. Spoons can be made from plastic, wood and metal.


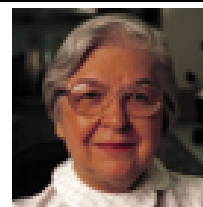



## What are flexible materials?

Flexible materials can change shape. You can change the shape of an object by...

bending	stretching	squashing	twisting
change the shape something into a curve	change the shape of something by pulling it at each end	change the shape of something by pushing it together	change the shape of something by turning your hands in the opposite direction

## Famous Scientists

George Washington Carver	Stephanie Kwolek	Charles Macintosh
		
<p>Best known for inventing new uses for the peanut. He used peanuts to invent more than 300 products, including milk, plastics, paints, dyes, oils, soap and even petrol.</p>	<p>Best known for discovering a new material called Kevlar that is strong enough to stop bullets and has saved thousands of lives.</p>	<p>Best known for inventing a waterproof fabric to keep people dry. The mackintosh raincoat (or mac) is named after him.</p>

## Key Words

<b>absorbent</b>	soaks up liquid easily	<b>biodegradable</b>	breaks down
<b>dull</b>	not shiny	<b>flexible</b>	changes shape
<b>inventor</b>	makes something new	<b>opaque</b>	you cannot see through it
<b>pollution</b>	harmful effect on the environment	<b>properties</b>	qualities or features
<b>recycling</b>	When materials are reused	<b>rigid</b>	does not change shape
<b>transparent</b>	See through	<b>waterproof</b>	does not let water in

## Year 2 English Knowledge Organiser

### Spellings and Phonics

<b>Phoneme</b>	A single unit of sound
<b>Digraph</b>	A type of grapheme where two letters represent one phoneme (sound) E.g. tree/turn
<b>Grapheme</b>	A letter, or combination of letters, that corresponds to a single phoneme within a word. E.g. ten
<b>Vowels</b>	The letters a, e, i, o, u
<b>Consonants</b>	The letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
<b>CVC</b>	A word made of consonant vowel consonant E.g. cat/dad
<b>Common Exception</b>	A word which can't be phonetically decoded.
<b>Homophone</b>	Two different words that sound exactly the same when pronounced but have different spelling. E.g. <b>here/hear</b>
<b>Contraction</b>	A word that uses an apostrophe to replace a missing letter. E.g. <b>did not becomes didn't.</b>

### Grammar and Punctuation

<b>Statement</b>	States a fact or something that has happened. Full Stop used to mark the end of a statement e.g. <b>You are my friend.</b>
<b>Question</b>	Asks something. Question mark used to mark the end of a question e.g. <b>Why aren't you my friend?</b>
<b>Exclamation</b>	When something is exclaimed – start with What or How. Exclamation mark used to mark the end of an exclamation e.g. <b>What a good friend you are!</b>
<b>Command</b>	Something you have to do. Full Stop used to mark the end of a statement e.g. Be my friend.
<b>Apostrophe</b>	To mark where letters are missing e.g. <b>can't, didn't</b> to mark singular possession in nouns e.g. <b>the girl's book</b>
<b>Comma</b>	Used to separate items in a list e.g. <b>The fox was hungry, mean and sly.</b>
<b>Prefix</b>	Added to the start of a verb or adjective to change the meaning of the word e.g. un- ( <b>unhappy, untie</b> )
<b>Suffix</b>	Can be added to the end of verbs (e.g. <b>helped, helper, helping</b> ) Can be added to the end of adjectives to form nouns (e.g. <b>-ness, -er</b> ) Can be added to the end of nouns to form adjectives (e.g. <b>-ful, -less – joyful</b> )

### Reading

<b>Prediction</b>	Saying what will happen next as a result of something.
<b>Sequencing</b>	Ordering events by how they appear in the text.
<b>Decoding</b>	Breaking a word down into different phonemes to help read it.
<b>Retrieval</b>	Finding information from a text.
<b>Vocabulary</b>	Understanding the meaning of words within texts.
<b>Inference</b>	Making assumptions about what is happening in a text from what you already know.

### Writing key concepts

<b>Adjective</b>	Used before a noun to make the noun's meaning more specific e.g. The <b>tall</b> tree.
<b>Noun</b>	Words to name people, places or 'things' e.g. <b>table, chair.</b>
<b>Verb</b>	'Doing words' to name an action that someone does e.g. <b>run, play</b>
<b>Adverb</b>	Used to modify the action of the verb e.g. <b>quickly, happily</b>
<b>Onomatopoeia</b>	a word used which sounds like the noise it describes e.g. <b>thud, bang</b>
<b>Simile</b>	Comparing one thing to another using like or as e.g. <b>as tall as a giraffe, he was red like a tomato</b>
<b>Coordination</b>	Using the conjunctions or, and, but
<b>Subordination</b>	The formation of letters to allow joined handwriting
<b>Tense</b>	Past tense Describes what is happening e.g. <b>I play football, I am playing football</b> Present tense Describes what did happen e.g. <b>I played football, I was playing football</b>
<b>Cursive</b>	The formation of letters to allow joined handwriting