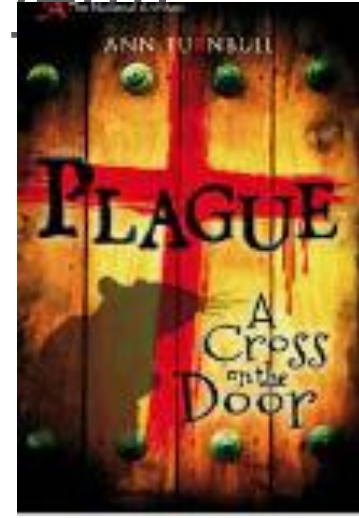


Summer 1 Y2: Panic on Pudding Lane

Key books this term:



A Cross on the Door

Key Vocabulary:

- **Plague** – a disease that killed millions of people.
- **Fleas** – a wingless parasite that feeds on blood from humans and animals.
- **Corpse** – a dead body.
- **Medicine** – a drug or treatment to prevent disease.
- **Remedy** – a medicine or treatment for a disease or injury.
- **Carts** – a strong open vehicle used for carrying loads and pulled by a horse.

Key Questions?

- Do you think the Plague was a real-life event or a made up story?
- How do you think the characters in the story are feeling knowing people are dying from the Plague?
- How do you think Sam felt when he saw his friend's door padlocked and a red cross put on the door?
- What were the symptoms of someone with the Plague?
- Why was the churchyard full?
- What was it full with?



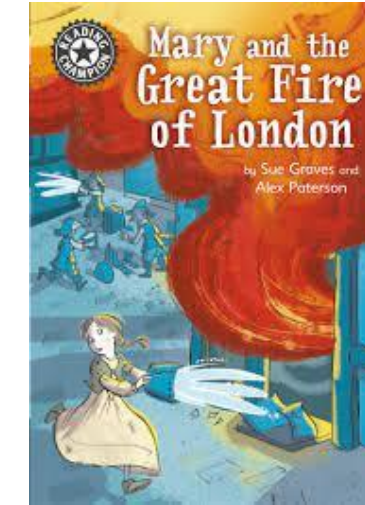
The Black Death poem

Key Vocabulary:

- **Disease** – a disorder of a function that can cause a group of symptoms.
- **Demise** – a person's death.
- **Prejudice** – an opinion that is not based on any experience or reason.

Key Questions?

- Is the poem talking about a person?
- What is the poem talking about?
- How does the poet talk about the Plague?
- What clues do we learn from the poem that the Plague didn't care who it killed?
- What language does the poet use that tells us the Plague was a nasty disease?
- Did the darkness end for the people of London and Eyam?



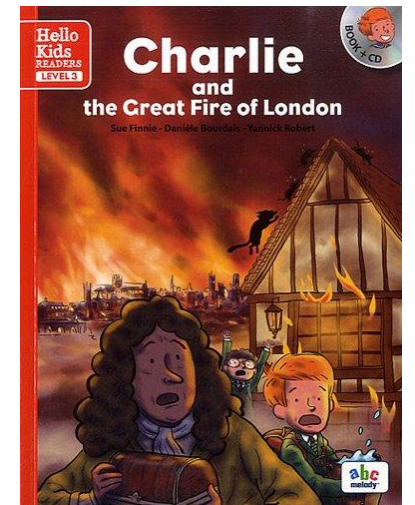
Mary and the Great Fire of London

Key Vocabulary:

- **Bakery** – a place where bread and cakes are made or sold.
- **Thatched roof** – a roof made out of straw.
- **River Thames** – a river that flows through London.
- **Flames** – a hot glowing body of gas that is ignited from something being on fire.
- **Great Fire of London** – a fire that spread through London in 1666, when a bakery became on fire.

Key Questions?

- What was the Great Fire of London?
- How did it begin? Where did it begin?
- Why did the fire spread so quickly and violently?
- Why did Mary want to help Mr Farriner so desperately?
- Why did the flames spread so quickly between the houses?
- How do you think Mary was feeling when she couldn't find her mother?
- Why do you think everyone goes to the River Thames?
- Do you think Mary is right when she says: 'We have a lot to be thankful for' at the end of the story?



Charlie and the Great Fire of London

Key Vocabulary:

- **Samuel Pepys** – he wrote a diary documenting his time in the Great Fire of London.
- **Prisoner** – a person who has been captured.
- **Dream** – thoughts and images in a person's mind when they're asleep.

Key Questions?

- What didn't the people in 1666 have that we have now to help with emergencies?
- What do you think London was like in 1666?
- Do you think it would have been different to the London we have now?
- Do you think Charlie is dreaming? How do you know he is?

Science

The children will learn to describe the physical properties of everyday materials, focusing on the materials that houses were made from in 1666 (Great Fire of London). The children will decide which materials are combustible and will see this in action!

Geography

Whilst visiting Eyam, the children will put their geographical skills to good use. They will follow simple maps and identify features of landscapes, using vocabulary such as village, hill, valley, stiles. The children will also recap on their knowledge of human and physical features.

RE

The children will learn about Muslims. They will understand why the prayer mat and Quran are important to Muslims. The children will reflect on which objects and rooms are special to them and why.

Time

Step 1	O'clock and half past
Step 2	Quarter past and quarter to
Step 3	Tell the time past the hour
Step 4	Tell the time to the hour
Step 5	Tell the time to 5 minutes
Step 6	Minutes in an hour
Step 7	Hours in a day

Mathematics

Length and Height

Children measure to the nearest centimetre using a ruler or tape measure.

They measure both length and height and focus on the importance of measuring from 0 rather than the end of the ruler or tape measure.



We will also be working on money.

History

The children will have a chance to bring history alive when visiting Eyam. They will be Plague detectives, trying to find clues on their visit to decide whether The Plague really happened. Once the truth has been established, the children will continue to find out about why The Plague happened, what the outcome was if you caught it and how it came to an end. The Plague naturally lends itself to exploring The Great Fire of London, so we will be exploring how the fire started and what changed because of it.



English



AT HOME: Please read your school reading books and practise reading your tricky words regularly. Please log reading in your child's reading diary.

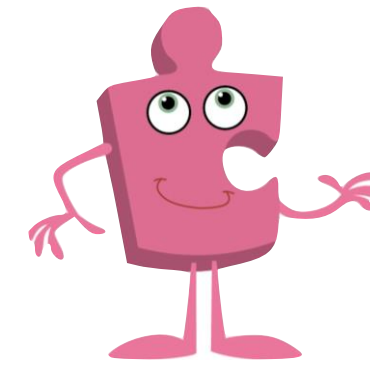
Diary writing and poetry

This half term, the children will be both authors and poets. The children will become characters from The Great Plague and have the opportunity to write their own diary entries. Our visit to Eyam will help them with this. We will look at the features of diary writing. The children will also take a look at many poems that have been written about The Plague. They will look closely at the language used and have a go at writing their very own piece of poetry.

RSHE

Jigsaw – Going for Goals.

In this topic, the children are learning about the importance of looking after our environment.



ICT

The children will learn the importance of the order of commands in a program. They will look at debugging to improve their program.

PE

Indoor – This half term, we will play a range of team games to develop our attacking and defending skills.

Outdoor – The children will consolidate their understanding of jumping. They will apply jumping into a game and explore different jumping combinations.



Please note all jewellery must be removed at home on PE days.

Art

Landscapes will be the focus of this half term, The children will explore pencil, pastel and paint to create landscapes both in Eyam and back in Stocksbridge. We will be developing the children's knowledge of foreground, mid-ground and background.

