

The Great Fire of London | Diary Entries : English : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand the importance of diaries when finding out about the past.	After recapping their knowledge of The Great Fire of London so far, children will think about how we know about The Great Fire of London and how we find out about the past. Children will be introduced to Samuel Pepys and will be challenged to recall the events of the fire according to his account.	<ul style="list-style-type: none"> Can children explain what a diary is? Are children able to say why diaries are important in historic events? Can children draw out information from a text? 	<ul style="list-style-type: none"> Slides Pepys' Diary 1A/1B/1C Worksheet 1A/1B/1C Diary Entries 1A/1B/1C/1D/1E (FSD? activity only)
Lesson 2	To identify the features of a diary.	Following on from the previous lesson, children will look closely at the features of a diary, including the use of personal pronouns and past tense verbs. Children will then independently identify the features of a diary.	<ul style="list-style-type: none"> Can children list some of the features of a diary? Can children identify features of a diary? Are children able to say why diaries are important to people who write them? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Muddled Diary Entry (FSD? Activity only) Challenge Card (FSD? Activity only)
Lesson 3	To learn how to use our senses to describe our surroundings.	In this lesson, children will be transported back in time to 1666. They will use their senses to imagine what life might have been like in 17th century London. As an alternative activity, children will use their senses to experience the Great Fire of London.	<ul style="list-style-type: none"> Can children name the five senses? Are children able to imagine what it would have been like in 1666? Can children write descriptive sentences using their senses? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Senses Word Mat Senses Worksheet (FSD? Activity only) Picture Cards (FSD? Activity only) Audio Files 3A/3B/3C (FSD? Activity only) Fire Safety Poster
Lesson 4	To plan a diary entry.	After briefly reminding children about the features of a diary, children will then imagine they have lived through the first day of the Great Fire of London, sitting down to write their diary before bed. Children will plan their diary considering questions such as 'how did you find out about the fire?' and 'how did you feel?'.	<ul style="list-style-type: none"> Are children able to talk through their ideas before writing them down? Can children use the features of a diary? Are children able to imagine what it would have been like in 1666? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Senses Word Mat Feelings Word Mat Character Cards (FSD? Activity only)
Lesson 5	To write a diary entry.	In this final lesson, children will participate in a shared write, modelling the features of a diary and writing as if they were there during the fire in 1666. After, children will independently write their own diary, using their plans from the previous lesson to help them.	<ul style="list-style-type: none"> Can children include features of a diary in their writing? Can children write in the past tense? Are children able to use personal pronouns? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Diary Checklist 5A/5B/5C Plans from Lesson 4 (FSD? Activity only) Character Cards Lesson 4 (FSD? Activity only)

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Reading - word reading	
<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes 	<ul style="list-style-type: none"> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading
Reading - comprehension	
<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing
Writing - transcription SPELLING	English Appendix 2
<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<p>WORD</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs <p>SENTENCE</p> <ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command <p>TEXT</p> <ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] <p>PUNCTUATION</p> <ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] <p>TERMINOLOGY FOR PUPILS</p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>
Writing - composition	
<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear 	