



*Nourishing the fitrah of each unique child*

## Newsletter – Issue 21

01.04.2022

### Ramadan Mubarak!

*Assalaamu alaykum,*

#### Fasting during Ramadan

Parents and Guardians are kindly requested to inform the school, if you are allowing your child to fast during the month of Ramadan. You can do this by sending an email to: [office@uniqueacademy.education](mailto:office@uniqueacademy.education).

If health and safety purposes, if any child who is fasting feels unwell during school hours, we will have no choice but to give them something to eat or drink during the school day.

Jazaakumullaahu khairan for your understanding and cooperation in this regard.

#### Friday Iftari snacks sale during Ramadan.

We plan to arrange Iftari snack sales which will include snacks such as dates, samosa and other finger foods during this blessed month. All proceeds raised will go towards the schools building campaign, more details regarding this are outlined below.

#### School timing and bank holidays in April

The school timings will not change during the month of Ramadan, however, please note that there is bank holiday on Friday 15<sup>th</sup> April and Monday 18<sup>th</sup> April, 2022, therefore, there will be no school for children on these 2 days.

#### **Assembly SMSC focus this week:**

### **Ramadan**

During this weeks Assembly, pupils have been learning key facts and benefits about the blessed month of Ramadan.



## Upcoming Events

*Dates for your diary*

#### Bank Holidays in April 2022.

Friday 15<sup>th</sup> April and Monday 18<sup>th</sup> April are bank holidays – Therefore, there will be no school day for the children.

#### Parents Spring Term Meeting:

**Thursday 21st April 2022** (No school day for children)

#### Half - term break

*Begins on Friday 22nd April, 2022 until Monday 2<sup>nd</sup> May, 2022.*

*School resumes on: Tuesday 3rd May 2022*

*(Please note that should Eid fall on Tuesday 3<sup>rd</sup> May – the school will announce that this day will be off also, and the children will return on Wednesday 4<sup>th</sup> May 2022, instead)*

# SCHOOL NOTICES

## Fundraising Team Needed

We are looking for 5 brothers to form part of our fundraising team. This is an excellent opportunity to support your child's school and support it to grow from strength to strength, in shaa Allaah. Team members will need to be:

- 1) Reliable
- 2) Committed
- 3) Well spoken
- 4) Able to speak to their local masjid to arrange donation collection days during Ramadan.

If any fathers are interested in this role, please kindly send an email to:

[office@uniqueacademy.education](mailto:office@uniqueacademy.education).

## Fundraising Officer

We are looking for a brother who can lead the father's fundraising team. The role will be a part time, paid position.

If anyone is interested, they can send an email to: [personnel@uniqueacademy.education](mailto:personnel@uniqueacademy.education) and the job description will be sent to you with more details.

## Ramadan Presentation and Bazaar

Jazakumullaahu khairan to everyone who attended and volunteered at our first children's presentation and bazaar last weekend. We were very grateful for your help and support. We aim to host this event annually, in shaa Allaah.

Our next children's event will take place during the month of Dhul Hijjah, in shaa Allaah.

## Admissions

We currently have **7 spaces available** in our afternoon nursery class.

Please kindly encourage family members and friends to apply by visiting:

<https://uniqueacademy.education/admissions>.

Admissions enrolment tours and interviews for Years 3 / 4, 5 / 6 for September 2022 intake have also commenced.

Please encourage family members and friends to apply by visiting the same link provided above.

Unique Academy

Ground Floor

Khosla House

Park Lane

Hounslow

TW5 9WA

Tel: 0208 004 5481 (Option 4)

Email: [office@uniqueacademy.education](mailto:office@uniqueacademy.education)

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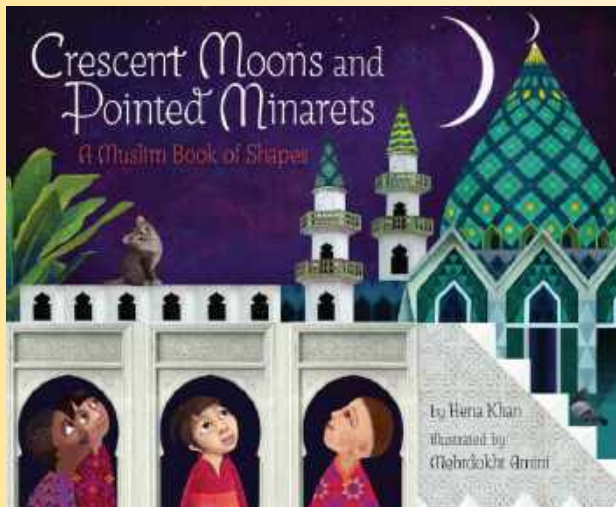
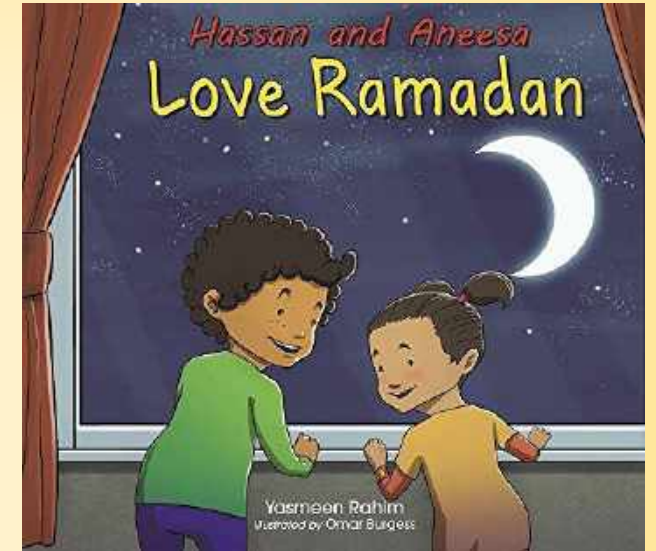
Registered Charity Number: 1184741

Early Years Foundation Stage – Nursery Class

Spring 2

Our themes are:  
**Sparkle and Shine  
Ramadan**

**Our big questions are:  
When is Ramadan?**



**Our big aims are:  
To learn about  
Ramadan and  
different types of  
festivals.**



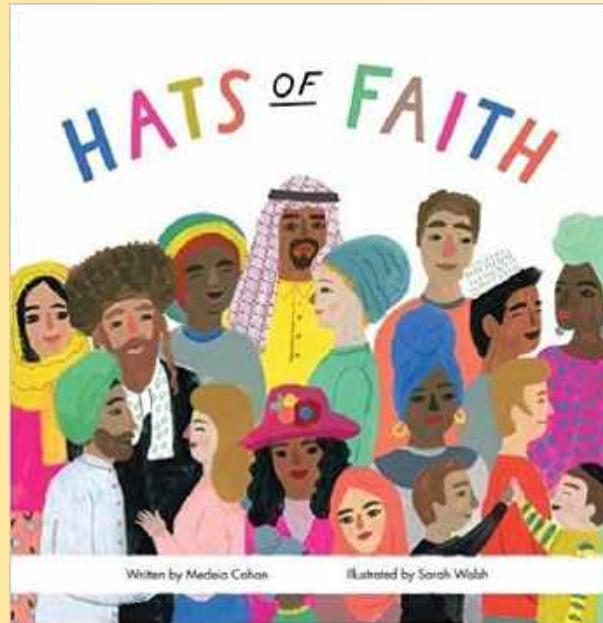
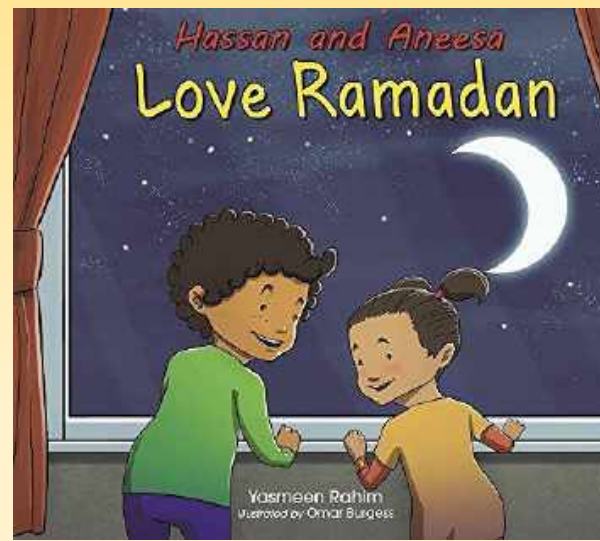
# Early Years Foundation Stage – Nursery Class



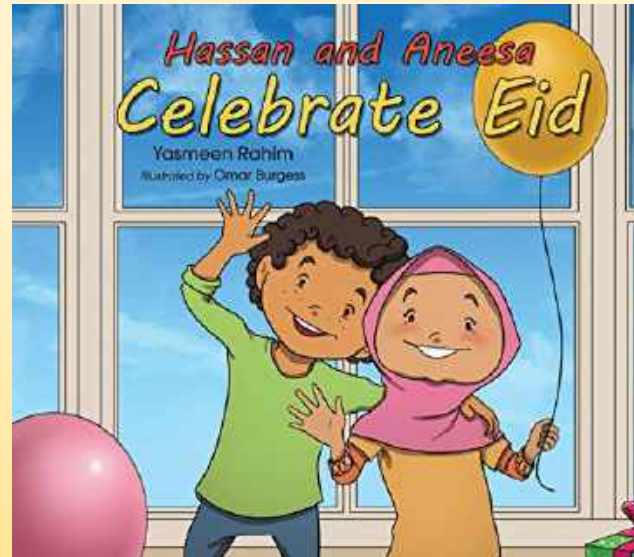
## Spring Term – Sparkle and Shine and Ramadan

Personal, Social and Emotional Development	Communication and Language	Physical Development
<ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	<p><b>Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>	<p><b>Gross motor</b></p> <ul style="list-style-type: none"> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine motor</b></p> <ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul>

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Anticipate – where appropriate – key events in stories.</li> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word</b></p> <ul style="list-style-type: none"> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Enjoys looking at books and sharing stories</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	<p><b>Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> </ul>	<ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>Make observations about the world around them.</li> <li>Sort and group materials and resources and talk about how they are similar or different.</li> </ul>	<ul style="list-style-type: none"> <li><b>Listen to a variety of sounds</b></li> <li>Take part in imaginative, creative and sensory play activities.</li> <li>Test their ideas</li> </ul> <p><b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul> <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>



These are the books we are learning about within our theme of:  
**Sparkle and Shine and Ramadan**

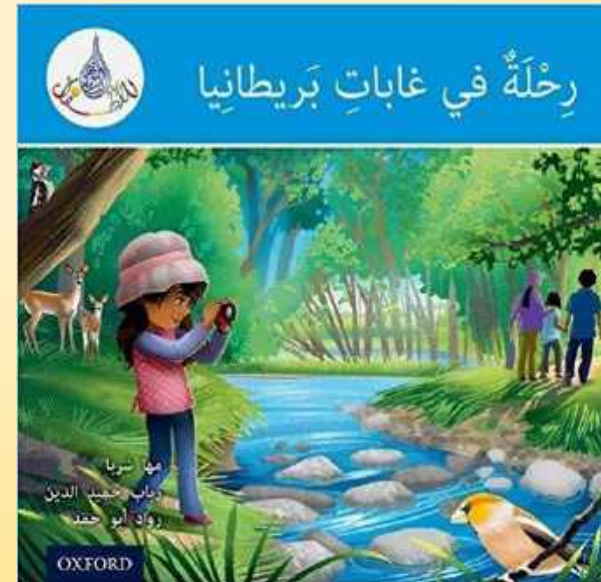


# Unique Academy

## Early Years Foundation Stage – Nursery Class

### Spring Term 1 – Sparkle and Shine and Ramadan

Arabic	Qur'aan	Dua	Halaqah
<ul style="list-style-type: none"> <li>My family</li> <li>Ramadan</li> </ul>	<ul style="list-style-type: none"> <li>Surah Fatiha and Surah Ikhlāas</li> </ul>	<ul style="list-style-type: none"> <li>Going into and coming out of the toilet</li> <li>Before and after eating</li> <li>Islamic greetings</li> </ul>	<ul style="list-style-type: none"> <li>5 pillars of Islam</li> </ul>



Share photos of events that you celebrate.

Talk about how you prepare for special celebrations including the clothes you wear, food you prepare and gifts you give or receive.

Home learning activities for:  
**Sparkle and Shine Ramadan**

Talk about special events that you celebrate at home.

Trips :

None.

Visitors :

Presentation



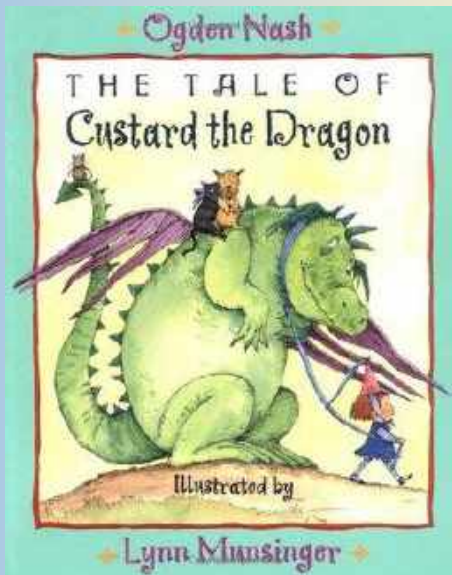
# Early Years Foundation Stage – Reception Class



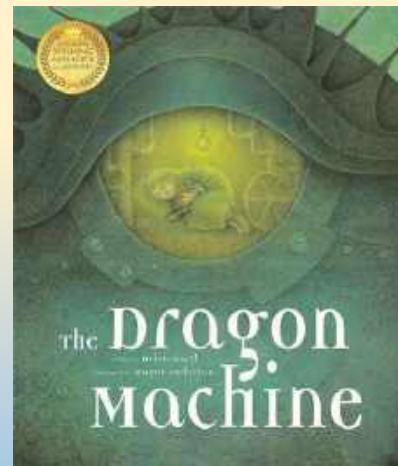
## Spring Term 2 – Long Ago and Stories and Rhymes

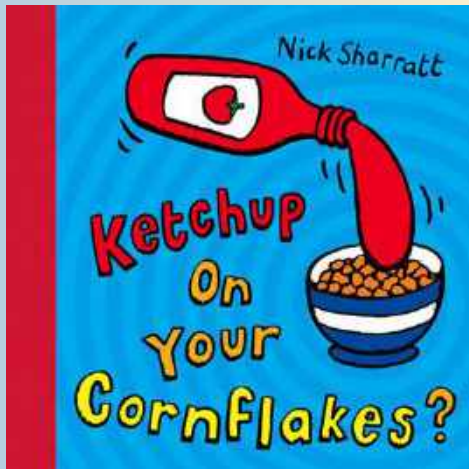
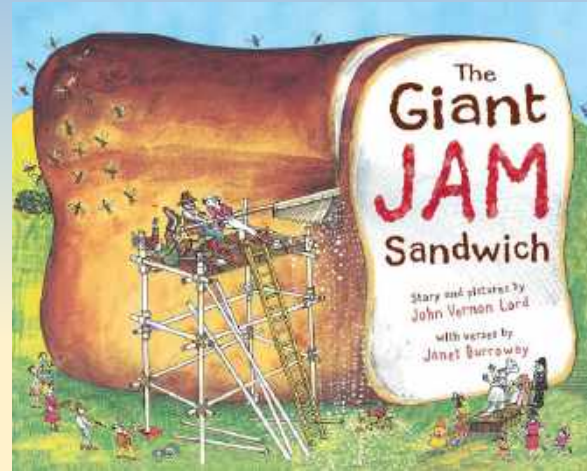
Personal, Social and Emotional Development		Communication and Language		Physical Development			
<p><b>Long Ago</b> <b>Managing self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> <p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>Form positive attachments to adults and friendships with peers.</li> <li>Work and play cooperatively and take turns with others.</li> </ul> <p><b>Stories and Rhymes</b> <b>Managing self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> <p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> </ul>		<p><b>Long Ago</b> <b>Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul> <p><b>Stories and rhymes</b> <b>Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>		<p><b>Long Ago</b> <b>Gross motor</b></p> <ul style="list-style-type: none"> <li>Demonstrate strength, balance and coordination when playing</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine motor</b></p> <ul style="list-style-type: none"> <li>Begin to show accuracy and care when drawing.</li> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul> <p><b>Stories and Rhymes</b> <b>Gross motor</b></p> <ul style="list-style-type: none"> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul> <p><b>Fine motor</b></p> <ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul>			
Literacy		Mathematics		Expressive Arts and Design			
<p><b>Long Ago</b> <b>Dragons</b></p> <ul style="list-style-type: none"> <li><b>ELG8 Comprehension:</b> Use and understand recently acquired non-fiction vocabulary in small group learning.</li> <li><b>ELG9 Reading:</b> Read words and phrases that describe dragons.</li> <li><b>ELG10 Writing:</b> Write descriptive captions about dragons.</li> </ul> <p><b>Chinese New Year</b></p> <ul style="list-style-type: none"> <li><b>ELG8 Comprehension:</b> Use and understand recently acquired non-fiction vocabulary in small group learning.</li> <li><b>ELG9 Reading:</b> Read words and simple sentences about Chinese New Year.</li> <li><b>ELG10 Writing:</b> Write captions to explain, using new vocabulary.</li> </ul> <p><b>Stories and rhymes</b> <b>Sandwich Chefs</b></p> <ul style="list-style-type: none"> <li><b>ELG8 Comprehension:</b> Use and understand recently acquired non-fiction vocabulary in small group learning.</li> <li><b>ELG9 Reading:</b> Read sentences in a repetitive text.</li> <li><b>ELG10 Writing:</b> Write a list of ingredients.</li> </ul> <p><b>Pancake time!</b></p> <ul style="list-style-type: none"> <li><b>ELG8 Comprehension:</b> Use and understand recently acquired non-fiction vocabulary in small group learning.</li> <li><b>ELG9 Reading:</b> Read simple recipes.</li> <li><b>ELG10 Writing:</b> Write simple recipe instructions.</li> </ul>		<p><b>Long Ago</b> <b>Understanding number</b></p> <p>Understanding number</p> <ul style="list-style-type: none"> <li>Counting and estimating</li> <li>Order and compare numbers</li> </ul> <p><b>Position and time</b></p> <ul style="list-style-type: none"> <li>Where is it?</li> <li>Time</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Partition to create number bonds</li> <li>Say the number 1 more/less</li> </ul> <p><b>Stories and rhymes</b> <b>Comparison and measures</b></p> <ul style="list-style-type: none"> <li>Comparing weights</li> <li>Measuring weights</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Count on to add</li> <li>Count back to subtract</li> </ul> <p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>Explore and play with 3D shapes</li> </ul> <p><b>Monday and coins</b></p> <ul style="list-style-type: none"> <li>Coin recognition</li> <li>Money role play</li> </ul>		<p><b>Long Ago</b> <b>People, culture and communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul> <p><b>Past and present</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>The natural world</b></p> <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p><b>Stories and rhymes</b></p> <ul style="list-style-type: none"> <li>Use technology to record their work and ideas.</li> </ul> <p><b>The natural world</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>		<p><b>Long Ago</b> <b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Perform songs, rhymes, poems and stories</li> <li>Sing a range of well known nursery rhymes and songs.</li> </ul> <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul> <p><b>Stories and rhymes</b> <b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>Sing a range of well known nursery rhymes and songs.</li> </ul> <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>	



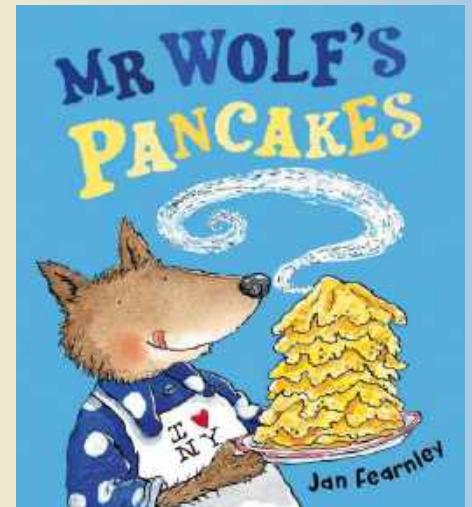


These are the books we are learning about within our theme of **Long Ago**





These are the books we are learning about within our theme of :  
Stories and rhymes



Arabic	Qur'aan	Dua	Hadeeth
<ul style="list-style-type: none"> <li>Describing and expressing opinion about food and drinks</li> <li>Ramadan Nasheeds</li> </ul>	<ul style="list-style-type: none"> <li>Surah Fatihah, Ikhlaas, Falaq and Naas.</li> </ul>	<ul style="list-style-type: none"> <li>Before and after using the toilet</li> <li>Breaking the fast</li> </ul>	<ul style="list-style-type: none"> <li>“Breaking the fast”</li> </ul>



Look at photographs of the children as babies and discuss how they have grown and changed.

Share and discuss the Did you know? resource.

Home learning activities for:  
**Long Ago**

Look at family photographs so the children can see family members when they were children.

Talk about what your life was like when you were a child.

Trips :

None

Visitors :

No visitors for this theme

Talk about favourite stories and story characters.

Share and discuss the Did you know? resource.

Home learning activities for:  
**Stories and Rhymes**

Sing nursery rhymes and songs.

Share a wide range of stories and retell favourite stories using repeated phrases.

Trips :

None

Visitor:

Storyteller

# Did you know?



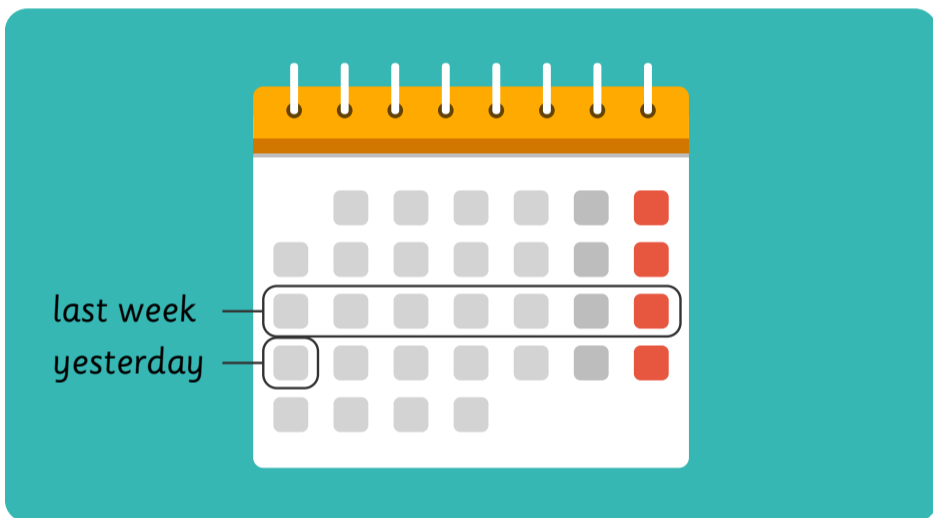
Read these interesting facts about the past and changes over time with a parent, carer or teacher.



The past is made of events that have already happened.



Memories are things we remember from the past.



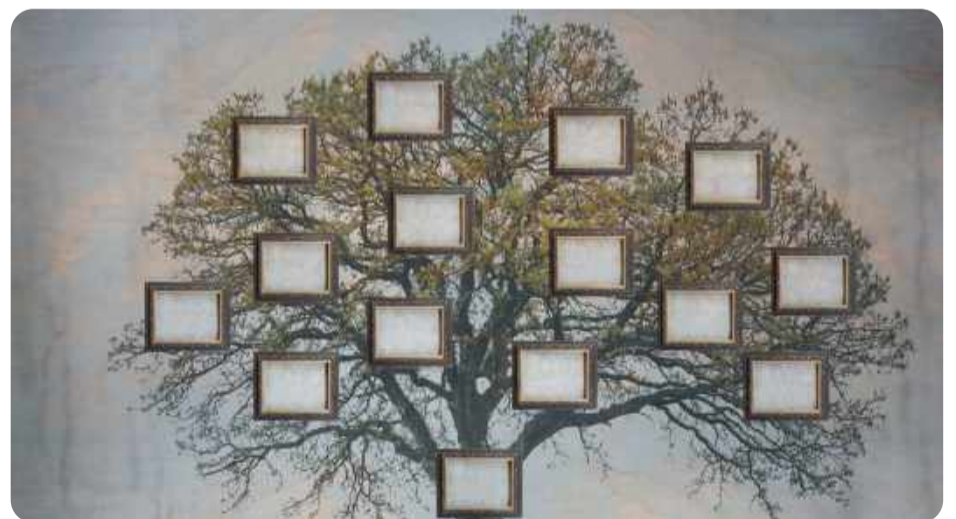
We use words to describe the passing of time, like yesterday, last week, last year and long ago.



Everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time.



People grow from being babies to adults. As people grow older, they look different and can do different things.



All families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage.



# Key vocabulary



Explore these words together. Talk with an adult about what each word means and use the words in a sentence or as you play.



adult



baby



belief



change



clothes



event



family



grow



heritage



long ago



memory



past



toy



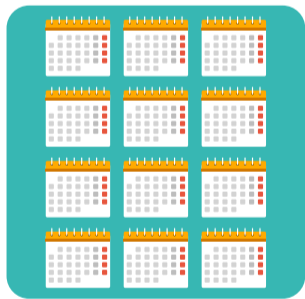
tradition



vehicle



week



year



yesterday



# Did you know?



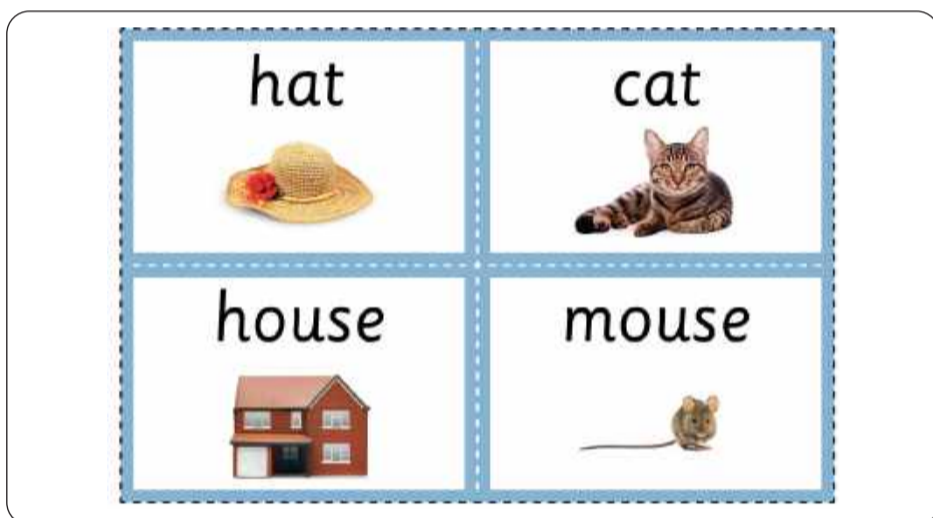
Read these interesting facts about stories and rhymes with a parent, carer or teacher.



Fairy tales are traditional children's stories.



Nursery rhymes are traditional children's songs or rhymes.



Nursery rhymes use rhyming words to make them easier to learn and remember.



Nursery rhymes can help children learn new skills, like counting.



Lullabies are rhymes sung to children to help them sleep.



Fairy tales and nursery rhymes can help us find out about life in the past.





# Key vocabulary



Explore these words together. Talk with an adult about what each word means and use the words in a sentence or as you play.



count



fairy tale



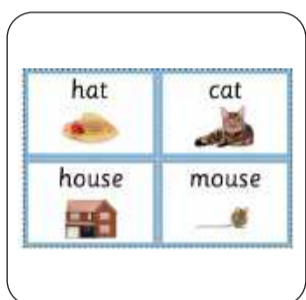
lullaby



nursery rhyme



past



rhyme



sleep



song



story



traditional

**Science**  
**Seasonal Changes - Wild Weather**  
 In this unit, the children will learn how to present data and make your own weather forecast to present to the class. Play shadow tag and create bar charts to record shadow length over time. Set up rain gauges to observe rainfall and bring all the learning together in a recorded weather forecast for the school website!



**Mathematics**

**Fractions**

- Recognise doubles to double 6 and find related halves (half even numbers up to 12).
- Recognise, find and name a half as 1 of 2 equal parts of an object, shape, quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

**Geometry**  
**2 D Shapes & 3 D Shapes**

- Name and describe common 2-D shapes; recognise the difference between 2-D and 3-D shapes.
- Sort items into lists or tables.

**Symmetry**

- Recognise line symmetry and create symmetrical patterns.

**Computing**

The children will be copying and pasting images and text from the internet. They will use technology purposefully to create, organise, store, manipulate and retrieve digital content. They will be responsible, competent, confident and creative users of information and communication technology. They will use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**English**

The children will enjoy three fiction picture books, *The Invisible*, *The Night Gardener* and *Last Stop on Market Street*. They will learn spelling rules for adding prefixes and suffixes. They will be inspired to write a story using vivid descriptive language.



**Halaqah**  
 The children will be engaged in discussions on Tawheed Ar Rubbobiyyah, the Prophets and Messengers of Allaah and Ramadan.



**Arabic**  
 Speaking & Listening: My family & Pets  
 Reading & Writing: Vowel



**Qur'aan**  
 Surah Qadr to Surah Ma'un

**Citizenship**  
 Developing our school grounds  
 Safeguarding – PANTS

**Online safety**  
 Private information



**Spring Term 2 Theme -  
 Bright Lights, Big City**

In the Bright Lights, Big City project, your child will take part in a royal garden party and learn about Queen Elizabeth II. They will learn about the countries that make up the United Kingdom, including their location, capital cities and some of their physical and human features. They will have the opportunity to do map work, using compasses and positional and directional language to plan routes around London. They will research the cause and impact of the Great Fire of London and look at some famous London landmarks. They will learn about other capital cities around the world, including Kuala Lumpur, and compare how they are similar and different to London.

**History**

In this geography project the children will build on their historical learning from the Autumn theme, 'Childhood'. They will learn about the term 'monarch' and explore the life and work of the monarch as a significant person. The children learn about the significant event, the Great Fire of London, its chronology, causes and consequences. They are also introduced to the term 'monument' and begin to understand how monuments and memorials commemorate significant events.

**Geography**

In this geography theme, children will build on the geographical skills and knowledge introduced in Autumn term. They will revisit the map of the United Kingdom and identify its four countries, their relative positions, their capital cities, the surrounding seas, oceans and the cardinal compass points. They consolidate their understanding of the term 'physical feature' and learn about the physical characteristics of the UK using geographical vocabulary. To help children compare and contrast places, they are reintroduced to urban landscapes from the 'Our wonderful world' theme, including the human of towns and cities, such as landmarks.

**Art**  
**Rain and Sunrays**  
 This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints.



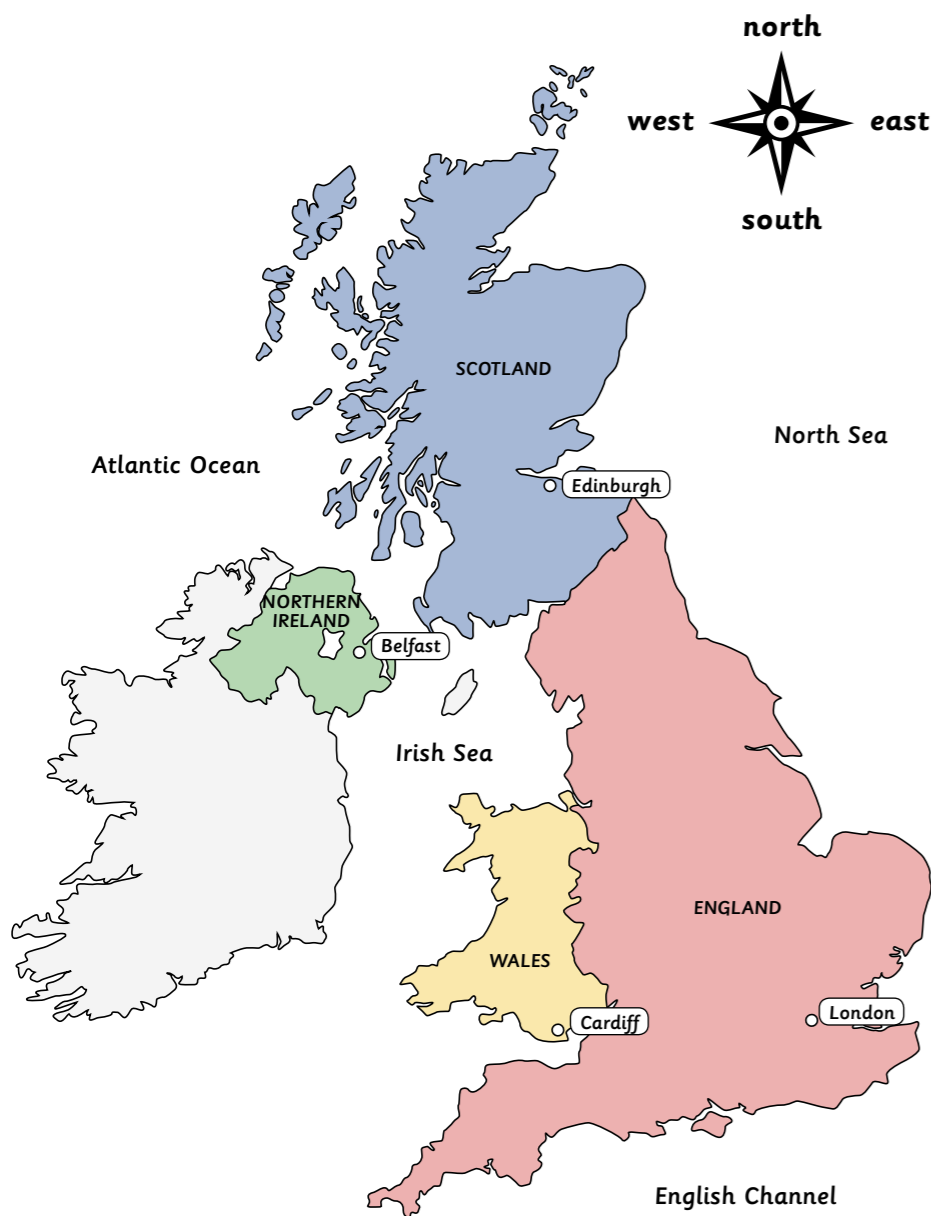
**Design & Technology**  
**Taxi**  
 In this design and technology project children revisit parts of the vehicle, including the wheels, axles and chassis, building on constructions. They explore different methods of making axles and fixing wheels to a chassis, comparing products and using what they learn to design and create a moving model of taxi, according to given design criteria.



# Bright Lights, Big City

## United Kingdom

The United Kingdom is in Europe. It is made up of England, Northern Ireland, Scotland and Wales. The capital city of the United Kingdom is London.



## Physical features

The landscape of the United Kingdom has many different physical features.



river



flatland



mountain



forest

## Weather

The United Kingdom has four seasons. These are spring, summer, autumn and winter. The weather can be very warm and sunny in the summer. In the winter, the weather can be cold and snowy. There can also be lots of rain all year round.



spring



summer



autumn



winter

## London

As well as being the capital city of the United Kingdom, London is also the capital city of England. It is the largest city in the United Kingdom. Over eight million people live in London. The River Thames is the main river that runs through the city. Other rivers include the River Lea and the River Roding.

## Landmarks

A landmark is a feature, such as a building, that can be seen from far away. A landmark can help you to describe your location. London has many famous landmarks.



Houses of Parliament



Tower Bridge



Royal Albert Hall



London Eye



St Paul's Cathedral



The Gherkin



# Great Fire of London

Thomas Farriner was the baker of King Charles II. His bakery shop was on Pudding Lane in London. A spark from one of his ovens started a terrible fire on Sunday 2nd September 1666. It was known as the Great Fire of London.

## Timeline

**Sunday** The fire spread along Pudding Lane. King Charles II asked for wooden houses to be knocked down to make gaps in the streets to stop the fire from spreading. His plan didn't work.

**Monday** Many people packed their belongings and left the city. The fire reached the Tower of London but the tower didn't catch fire.

**Tuesday** The main street in London, Cheapside, caught fire. The fire reached St Paul's Cathedral and burned it to the ground.

**Wednesday** The wind blew the fire towards the river. The fire reached the river and died down.

**Thursday** Hundreds of soldiers started to clean the streets and put out small fires that were still burning.

**Friday** The fire was out.

# HM Queen Elizabeth II

Elizabeth II is the monarch of the United Kingdom. She was born in 1926 and became queen in 1952. She was married to Prince Philip and has a large family. She lives in Buckingham Palace in London. The Queen is very important. She visits charities and schools in the United Kingdom and welcomes world leaders to Buckingham Palace.



The Queen meets lots of people

## Life in a city

A city is a large, busy settlement where lots of people live and work. A city usually has a cathedral, a river, important buildings and offices where people work. There are lots of things to see and do in a city. There are many shops and restaurants to visit.



Aerial view of London

# Glossary

<b>bakery</b>	A place where bread, cakes and pastries are made and sold.
<b>capital city</b>	A city that is home to the government and ruler of a country.
<b>cathedral</b>	A large, important church.
<b>city</b>	A large town, often with a cathedral.
<b>country</b>	A large area of land that has its own government.
<b>landmark</b>	A feature, such as a building or statue which can be seen from far away.
<b>physical feature</b>	Naturally-formed features on the surface of the Earth.
<b>queen</b>	A female monarch or the wife of a king.
<b>settlement</b>	A place where people live and work.

