Year 3

Autumn Homework

Week 1

Weekly SPaG Check

Week 1 | Y2

Mark

1. **Circle the nouns in the list below.**

book slow Jane under warm table

2. **Read the sentences. Tick to show whether they are past or present tense.**

	past	present
I spoke to my grandad.	☐	☐
I saw my friends.	☐	☐
We build a den.	☐	☐

3. **Tick to show what type of sentence is written below.**

How amazing that show was!

statement	☐
question	☐
command	☐
exclamation	☐

4. **Rewrite the sentence in the past tense.**

I play with the ball and kick it towards the goal.

_____

5. **Complete the sentence with the correct verb form.**

sing | sang | singing

The children are _____ in a choir.

6. **Write a conjunction to complete the sentence.**

Emma likes jam _____ I prefer honey.

7. **Circle the words that need a capital letter.**

bella and zuha were riding their bikes.

Week One

Task 1

Which group of money is the odd one out?
How do you know?



Task 2

Complete the table.

Name	Shape	Number of sides
Triangle		
Circle		
Pentagon		
Rectangle		

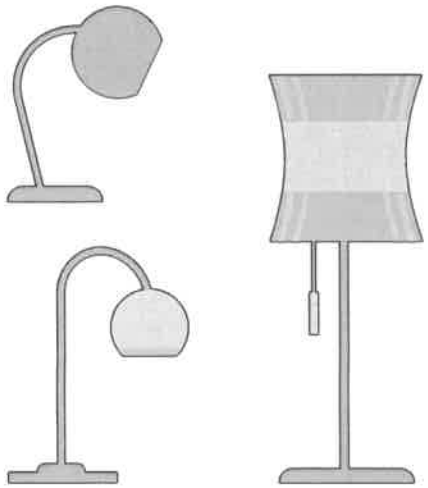
Task 3

Make the groups equal.



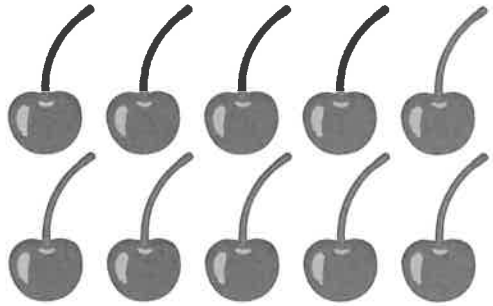
Task 4

Tick the tallest light.
Circle the shortest light.



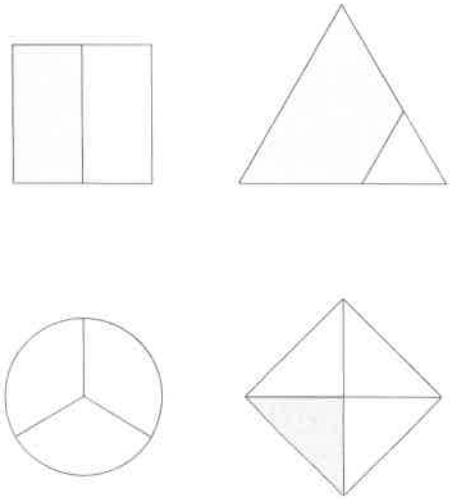
Task 5

How many ways can you split these cherries into equal groups?



Task 6

Circle the picture that shows $\frac{1}{2}$.





Monster Hunt

I'm going on a monster hunt. I'll look under the bed.
I'm sure there is one under there just waiting to be fed.
I lift the sheet, I dare to peek, but all that can be found.
Is a lot of junk and dust bunnies, all scattered on the ground.

I'm going on a monster hunt. The wardrobe is where I'll look.
That is just the kind of place a monster could have snuck.
I carefully take the handle and I peer around the door.
But all that's there are hanging clothes and shoes upon the floor.

I'm going on a monster hunt. I'll try beneath the stairs.
It's very dark and spooky so I'd better say my prayers.
One step at a time I go. Careful they don't creak.
I peer around the corner, and I take a little peek.

I stop and stare, there's something there. Imagine my surprise.
As looking right back at me are two unblinking eyes!
I slowly back away and make my way back to the stair.
I keep looking at the monster to make sure that it stays there.

I take the stairs two at a time and make it to my room.
I slam the door behind me and it closes with a BOOM!
I need somewhere safe to hide so I dive onto my bed.
I grab all of the covers pulling them over my head.

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I'm keeping very quiet and I'm staying on my guard.
I'm looking out for movement and I'm listening very hard.
When outside I hear a sound. A scratching at my door.
Time to be brave, I think. I will not be scared anymore.

I tiptoe from my bed and in fear I start to sweat.
I need something to catch it, so I grab my fishing net.
I slowly turn the handle and open the door a crack.
Something leaps towards me and I fall onto my back.

The monster is upon me. It's warm and soft and small.
I start to think that maybe it's not a monster at all.
It climbs further up to lick my face. I'm tickled by its fur.
The not-so-monster snuggles up and then begins to purr.

R: Where do they find the dust bunnies?

I: How do you think they feel when they see the eyes under the stairs?

R: What sound does the door make when it closes?

R: What do they want to catch the monster with?

P: What do you think the monster really is? What clues does the story give us?

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Week 2

Weekly SPaG Check

Week 2 | Y2

Mark

1. **Add appropriate adjectives to create expanded noun phrases.**

a) the _____ snake

b) the _____ scarf

c) the _____ baby

2. **Write the correct verb form from the boxes to complete the sentence.**

go	goes	going

She _____ to the shops.

3. **Complete the sentences with the correct punctuation**

a) Where are your parents _____

b) The children lined up outside the classroom ____

4. **Tick the sentence that has used a comma correctly.**

I would like to be a doctor, teacher or vet when I am older. ☐
I would like to be a doctor, teacher, or vet when I am older. ☐
I would like to be a doctor teacher, or vet when I am older. ☐

5. **Write an appropriate adverb to complete the sentence.**

The boy wrote his name _____ in his book.

6. **Rewrite these words in their contracted form.**

a) had not = _____

b) I will = _____

7. **Identify the suffix in these words.**

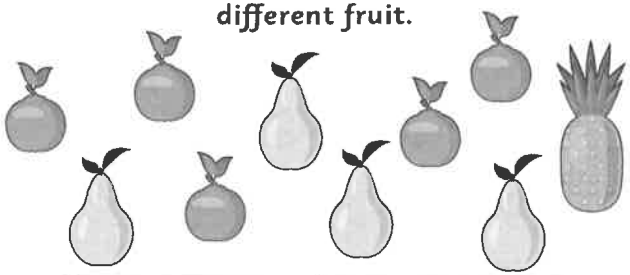
shouting	sailing	pouring	boiling

suffix = _____

Week Two

Task 1

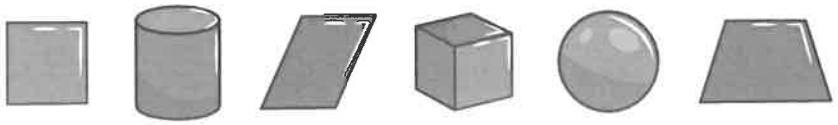
Complete this tally chart to show the different fruit.



Fruit	Tally
Pineapple	
Orange	
Pear	

Task 2

Sort the objects into the correct groups:



2-D shapes

3-D shapes

Task 3

Circle half of the stars.

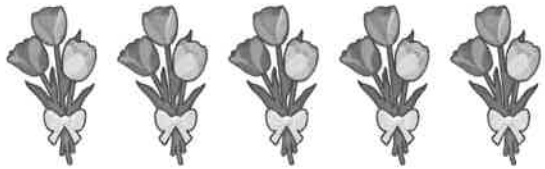


Task 4

How many flowers are in each bunch?

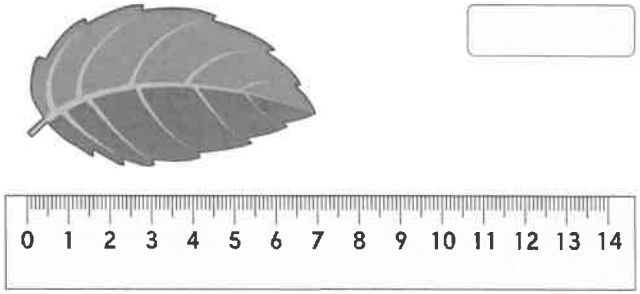
How many bunches are there?

How many flowers are there altogether?



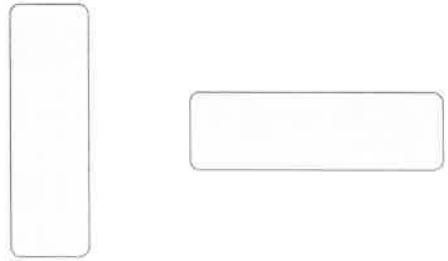
Task 5

How long is the leaf?



Task 6

Describe how the shape has turned.



The shape has made a _____ turn _____.



Earthquakes

Earthquakes happen around the world every day. Most are very small. You don't even feel them. But some are very powerful. Big earthquakes can be very destructive.

The surface of the Earth is broken into different pieces. These pieces are called plates. The plates move around. This movement can cause an earthquake. The Earth literally shakes. The biggest earthquakes happen when two plates move towards each other. They build up pressure then this is released suddenly as a shock wave. The shock wave is a big earthquake.

V: What does the word destructive mean? Circle your answer.

Causes a lot of damage Very powerful Shakes a lot

R: What are the pieces of the surface of the Earth called?

Big earthquakes can be very powerful. They can destroy whole towns and cities in minutes! Earthquakes in the UK are very weak. They don't happen very often. Other countries have many.

Japan has lots of earthquakes. They have to prepare and plan for them. Schools teach children how to take cover and stay safe. Buildings are built to sway in the movement. That way they don't fall. Japan also has many shelters to keep people safe.

Earthquakes are usually very short. They only last 10-30 seconds. After a big earthquake there may be aftershocks. These are smaller earthquakes. They can happen for days after the first one but they are much smaller than first earthquake. They get smaller and weaker.

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R: How long does an earthquake last?

R: What is special about buildings in Japan?

If an earthquake happens under the ocean it creates a huge wave. This is called a tsunami. Tsunamis are very powerful. They can be very destructive.

E: What is an aftershock?

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Week 3

Weekly SPaG Check

Week 3 | Y2

Mark

1. **Tick to show what type of sentence is written below.**

You will come with me, won't you?

- statement ☐
- question ☐
- command ☐
- exclamation ☐

☐

2. **Circle the conjunctions in the sentence.**

Mrs Price said we could go out to play when we were finished but I chose to read a book instead.

☐

3. **Place the commas in the correct places in this sentence.**

We had pizza salad chips and garlic bread for dinner.

☐

4. **Circle the nouns in the list below.**

happy London ugly ran pencil rabbit

☐

5. **Circle the word that uses an apostrophe for omission.**

Danny's mum didn't want the children to watch a scary film.

☐

6. **Add 's' or 'es' to these words to make them plural.**

a) rocket_____

b) box_____

☐

7. **Choose a suffix from the boxes to complete the word.**

ness	ment	ful

fit_____

☐

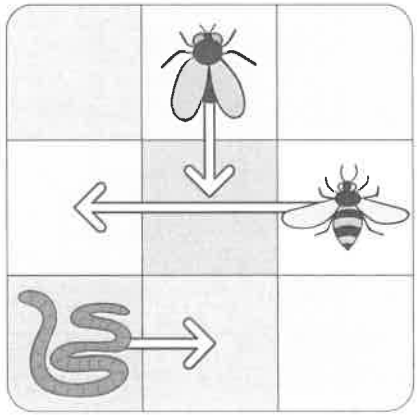
Week Three

Task 1

Complete the sentences.

The bee has moved 2 squares _____.

The _____ has moved 1 square down.



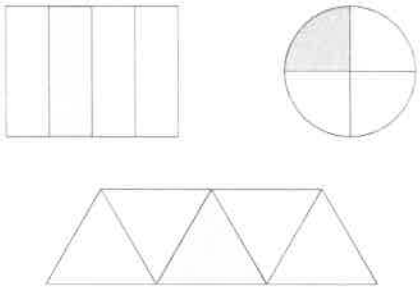
Task 2

Using the pictogram, what is the difference between the number of children who love football and the number who love tennis?

Favourite sport	Each picture = 2 children
Football	
Rugby	
Tennis	

Task 3

Circle the examples that show $\frac{1}{4}$.



Task 4

Using your ruler, draw a line that is 5 cm long.



Task 5

Draw a triangle using a ruler. Remember to think about how many sides a triangle has.

Task 6

Use <, > or = to finish these number sentences.

2 x 5	_____	2 + 2 + 2
3 x 3	_____	3 + 3 + 3
10 x 1	_____	10 + 10



Unit focus: Bees
Text focus: Information Text

STAGE 2

Bumblebees

Bumblebees are big, fat, fluffy bees. They are black with bright yellow stripes and a white tail. Bumblebees are very good for the planet. They pollinate crops and plants. That means they spread the pollen which makes new plants grow. Crops and plants grow the food that we eat and make the air that we breathe. Without bees there would be no plants. Without plants there would be no people!

R: What colours are bumblebees?

I: Why do you think bumblebees are important?

Bumblebees live in big families in nests. These are not like a bird's nest. Bumblebees don't build with sticks and twigs in trees. They look for places with some sort of soft material. Somewhere hidden that is dry and out of the sun is best. Bumblebees often nest underground in holes that had belonged to other animals before.

R: Where will you often find a Bumblebee nest?

A bumblebee nest has one queen. The queen lays eggs that hatch into worker bees. The worker bees look after the nest and collect food. One bumblebee nest

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can have 400 bees. This would be the size of a small football. A nest is always built new. They are never used again when they are finished with.

Bumblebees eat pollen and nectar. Worker bees get this from flowers. They collect it and take it back to the nest. This feeds the rest of the family and the larvae (baby bees).

R: What do bumblebees eat?

R: What does a worker bee do?

Bumblebees are friendly. However, they will defend themselves if they feel threatened. They will buzz loudly as a warning. They can sting to protect themselves. Bumblebees have a stinger on their tail. The stinger is smooth so they can sting many times. Don't worry though. If you leave the bee alone it will leave you alone. Never try to shoo a bee away or hurt it. That will make it sting to protect itself.

E: Why would a bee sting you?

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Week 4

Weekly SPaG Check

Week 4 | Y2

Mark

1. **Complete the sentence with the correct verb form.**

learning | learnt | learn

I am _____ about volcanoes at school.

2. **Circle the words that need a capital letter.**

last saturday we watched hayley play the piano at the church fete.

3. **Rewrite the sentence in the past tense.**

Harry walks to school and arrives first.

_____

4. **Complete the sentences with the correct punctuation.**

a) What a beautiful flower that is _____

b) May I have a drink please ____

5. **Add an apostrophe to show possession in each of these phrases.**

a) J u d e s b a l l

b) t h e d o g s b o n e

6. **Add appropriate adjectives to create expanded noun phrases.**

a) the _____ pizza

b) the _____ flowers

c) the _____ children

7. **Rewrite these words in their plural form.**

a) lady = _____

b) toy = _____

Week Four

Task 1

Answer this multiplication and draw an array that matches it.

3 x 6 = _____

Task 2

Using the pictogram, how many children were surveyed?

Way to school	Each circle = 5 children
Walk	○ ○ ○
Car	○ ◐ ○ ○
Bus	◐

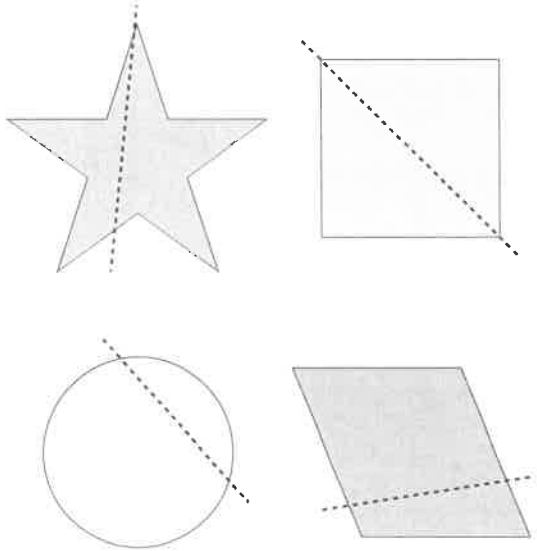
Task 3

Circle one quarter of these pennies.



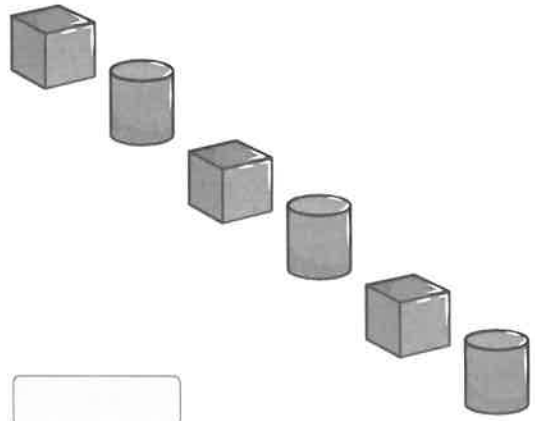
Task 4

Circle the shape with a correct line of symmetry.



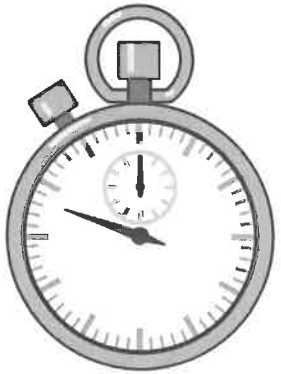
Task 5

How many times does this pattern repeat?



Task 6

How fast can you write out your 2 times table?





Comparing Countries

Every country is different. Each has different weather and different habitats. People in different countries eat different food from one another and have different daily routines. It makes the world a fascinating place!

Hot and Cold

Most countries have different weather through the year but not all countries. Some countries are always hot whilst others are always cold. The hottest country is Mali. Its average temperature is 28.83C. The UK's average temperature is 13C. That's less than half.

The coldest country is Antarctica. Antarctica is at the bottom of the world. It has reached temperatures as low as -98C. The coldest UK temperature ever recorded was -27.2C. That was in Scotland 1995.

Biggest and smallest

Countries come in many sizes. The biggest country in the world is Russia. It's over 6 million square miles. The smallest country is Vatican City. Vatican City is only 0.17 square miles.

Population

Population is the number of people living somewhere. Some countries have lots of people. While some have only a few. India and China have the biggest population. They each have 1.4 billion people living there!

Vatican City has the smallest population. Just 500 people live there.

Visitors

People like to travel to visit other countries. In 2022 France had the most visitors at 82.6 million people! America and Spain came joint second. They both had 75.6 million visitors.

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R: Which is the coldest country in the world?

R: Where was the UK's coldest place?

V: What does the word population mean?

I: Why do you think Vatican City has the smallest population?

R: Which is the biggest country in the world?

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Week 5

Weekly SPaG Check

Week 5 | Y2

Mark

1. **Circle the conjunctions in the sentence.**

We don't know if it will rain today so we took our coats just in case.

2. **Read the sentences. Tick to show whether they are past or present tense.**

	past	present
He drives a car.	☐	☐
The bus stopped next to the shops.	☐	☐
My brother plays with his toys.	☐	☐

3. **Rewrite these words in their contracted form.**

a) we have = _____

b) do not = _____

4. **Tick the sentence that has used a comma correctly.**

- The witch had a long pointed nose and a black, hat. ☐
- The witch had a long pointed, nose and a black hat. ☐
- The witch had a long, pointed nose and a black hat. ☐

5. **Write an appropriate adverb to complete the sentence.**

The boy ran _____ to the ice cream van.

6. **Circle the word that uses an apostrophe for omission.**

The elephant's tusk wasn't growing properly.

7. **Choose a suffix from the boxes to complete the word.**

ness	less	ful

wonder_____

Week Five

Task 1

Match the 3-D shapes to the number of vertices.

0	1	5	6	8


cone


cube


cuboid


pyramid

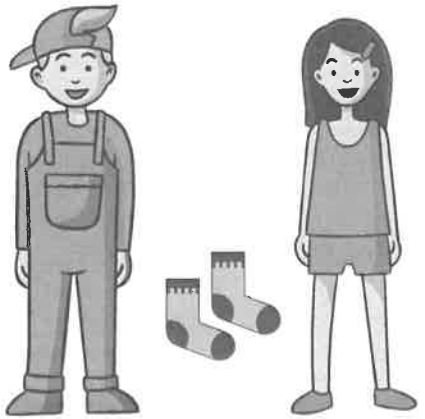

triangular prism


sphere


cylinder

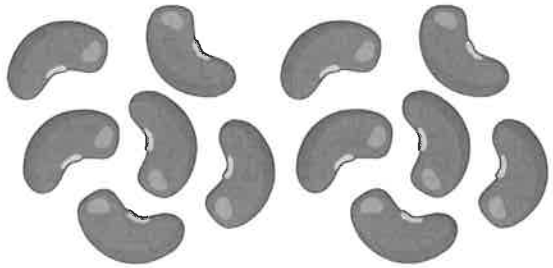
Task 2

Lina has 8 pairs of socks. Olly has 11 pairs of socks.
Who has more socks? How do you know?
How many more socks do they have?



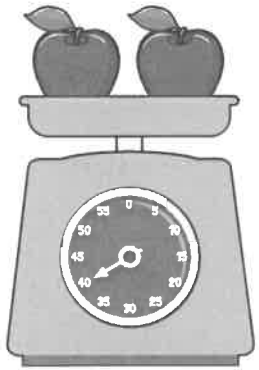
Task 3

Circle one third of these beans.



Task 4

The units for the scale are in grams.
How much does one apple weigh?



Task 5

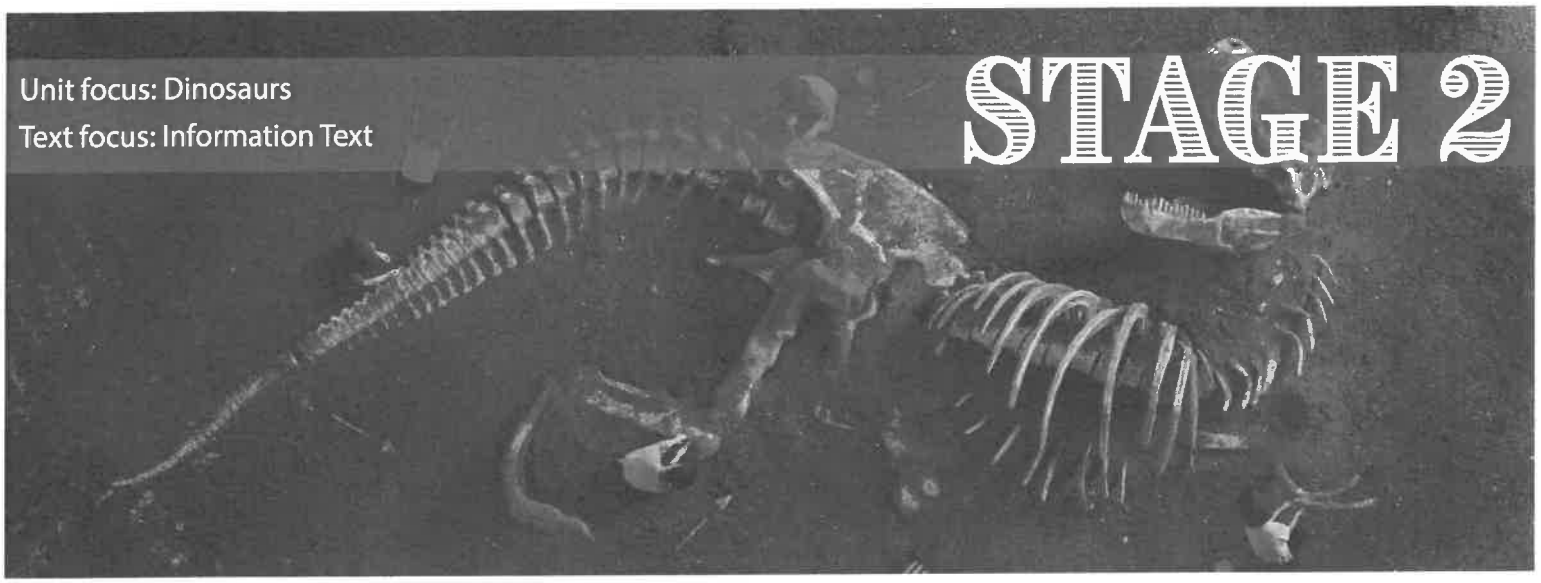
I am a 2-D shape.
I have 5 vertices.
I have 5 sides.
What am I?

Task 6

Which number is missing from the 5 times table?



0	5	10	20
25	30	35	40
45	50	55	50



Unit focus: Dinosaurs
Text focus: Information Text

STAGE 2

Fossils

Fossils are the remains of living things that have turned to stone. These things lived many thousands of years ago. It's rare for things to become fossilised. When something dies it usually rots away. The conditions have to be perfect to form a fossil.

S: What is a fossil?

Most fossils we find were made underwater. When the animal died, it sank and the soft parts rotted away. The hard skeleton and teeth were left behind. Mud and sand gradually covered the bones. Over time they became buried. More mud and sand piled on top. The skeleton sank deeper and deeper. Over thousands of years the mud and sand got harder. Eventually it turned into rock. The skeleton formed a different type of rock. The fossil is the shape of the skeleton in the rock.

R: What happened to the soft parts of the animal?

R: Which part of the animal got left behind?

There are other types of fossils that are made in different ways. An imprint fossil is a print left behind. We have found fossils of dinosaur footprints. The footprints were left in soft ground which later turned into rock. You can also get fossils of plants. This happens when the plant has been pressed into the ground. It takes at least 10 thousand years for a fossil to form!

Amber fossils have the real animal inside. We find insects in amber fossils. Pine and fir trees make a sticky liquid called sap. The sap runs down the bark of the tree and small

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insects get trapped in it. Over time this liquid sets harder. Hardened sap is called amber. It traps the insect inside forever.

R: How long does it take for a fossil to form?

R: What is an amber fossil made from?

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Week 6

Weekly SPaG Check

Week 6 | Y2

Mark

1. **Write the correct verb form from the boxes to complete the sentence.**

has	have	having

Katie _____ two brothers.

2. **Write a conjunction to complete the sentence.**

You can have milk _____ you can have water.

3. **Place the commas in the correct places in this sentence.**

Hamid Yusef David and Paul are coming to my house.

4. **Tick to show what type of sentence is written below.**

The new girl in our class is called Sara.

- statement ☐
- question ☐
- command ☐
- exclamation ☐

5. **Rewrite these words in their contracted form.**

a) you are = _____

b) she is = _____

6. **Identify the suffix in the words**

fastest	cutest	slowest	bravest

suffix = _____

7. **Add 's' or 'es' to these words to make them plural.**

a) bus = _____

b) bush = _____

Week Six

Task 1

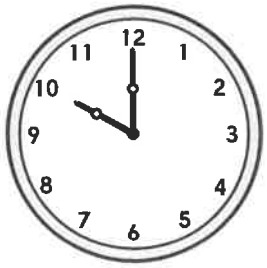
Paul has 25 football cards. He shared them between himself and four of his friends. How many football cards did they each get? Use a number line to help you.

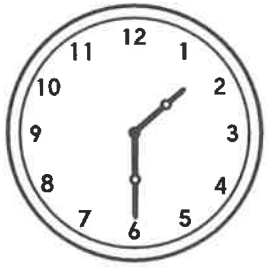


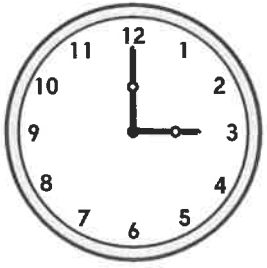


Task 2

Match the times to the clocks.







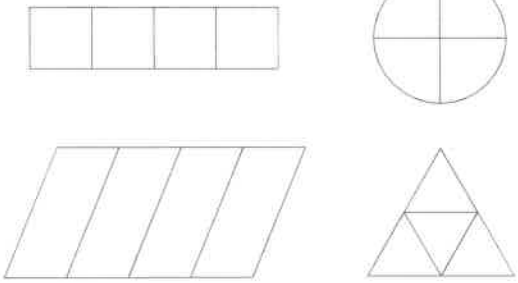
3 o'clock

ten o'clock

half past 1

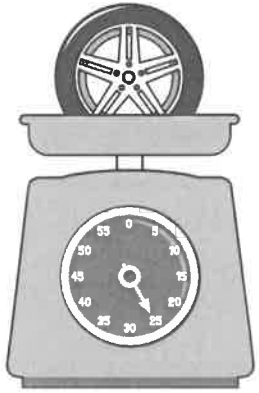
Task 3

Shade $\frac{1}{4}$ of each shape.



Task 4

The units for the scale are in kilograms. How much would two wheels weigh?

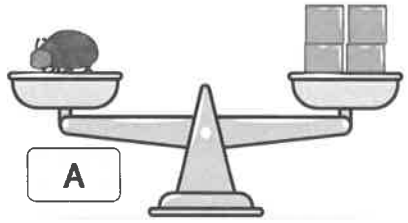


Task 5

I am a 3-D shape.
I have 0 vertices and 0 edges.
What am I?

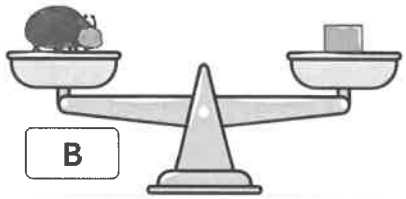
Task 6

Use <, > or = to compare the masses of the beetles on these scales.

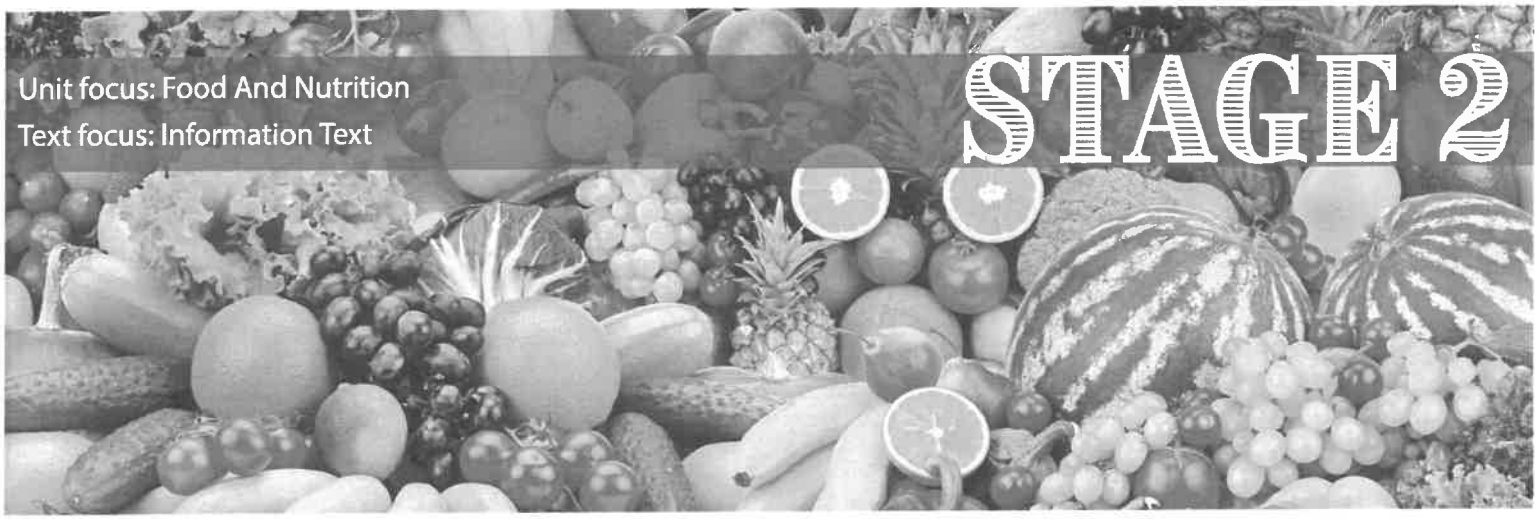


A

A B



B



Fruit And Vegetables

It's important to have fruit and vegetables in our diets. Fruits and vegetables come from plants. They grow. You may have grown some in your garden before. Some fruits grow on trees. Apples, pears, and bananas all grow on trees. Some fruits grow on vines. Grapes and melons are examples of this. Other fruit, like berries, grow on bushes.

Vegetables don't grow on trees. Some vegetables grow under the ground. These are called root vegetables. You can see the leaves of the plant above the ground and the root is in the soil. Carrots and parsnips are root vegetables. We eat the root of these and we don't often eat the leaves.

Some vegetables grow above the ground. With these, you can see the whole plant and the vegetable. Broccoli and sweetcorn grow above the ground.

Eating fruit and vegetables gives us vitamins, minerals, and fibre. Vitamins and minerals help our bodies to work properly. We only need small amounts, but we need lots of different ones. There are many vitamins, here are a few of them:

Vitamin A is good for our sight. It's found in orange fruits and vegetables like carrots and apricots. It's also found in dark green leafy vegetables like kale and cabbage.

Vitamin B1 is good for getting energy from our food. It's found in peas, spinach, and mushrooms.

Vitamin C is good for our immune system. Our immune system keeps us healthy. It fights bugs and makes us better when we are poorly. Vitamin C is found in citrus fruit. Like oranges and lemons. It's also in vegetables like broccoli.

Fibre keeps our digestive system healthy. It helps the food move through our body as it should. Fruits and vegetables contain fibre.

We should eat 5 portions of fruit and vegetables a day. A portion

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is a handful. Your handful could be made up of fresh, frozen, or tinned fruit and vegetables. Try and eat as many different colours as you can. This will help you get different vitamins and minerals.

R: What do we get from eating fruit and vegetables?

R: How many portions of fruit and vegetables should we eat every day?

R: How much is a portion?

R: Which vitamin is good for our immune system?

E: What does our immune system do?

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Week 7

Weekly SPaG Check

Week 7 | Y2

Mark

1. **Complete the sentence with the correct verb form.**

played | playing | play

The sisters were _____ in their room.

2. **Circle the words that need a capital letter.**

mitch plays football every wednesday night.

3. **Circle the word that uses an apostrophe for omission.**

We'll be told off if we arrive after the school's gates have been locked.

4. **Rewrite the sentence in the past tense.**

Lily works hard and wins a prize.

_____

5. **Rewrite these words in their plural form.**

a) tray = _____

b) baby = _____

6. **Choose a suffix from the boxes to complete the word.**

ness | ment | full

pay_____

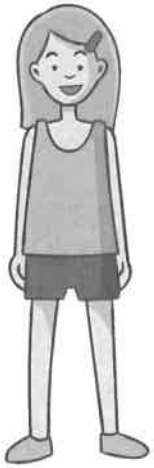
7. **Circle the nouns in the list below.**

Tom sad between tractor snail quickly

Week Seven

Task 1

Ina says that a cuboid and a cube are the same because they have the same number of edges and vertices. Do you agree? Why or why not?

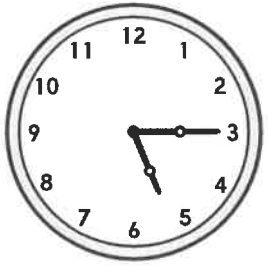


Task 2

Match the clocks to the correct times.







quarter past 5

quarter to 10

quarter past 11

Task 3

5 is an even number because it goes into 10 twice.

True

False

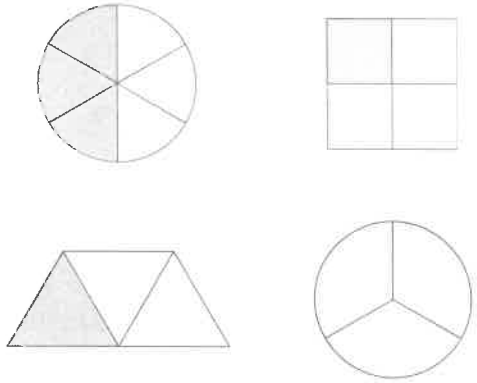
Task 4

Use <, > or = to compare the lengths.

55 cm	___	55 m
30 metres	___	12 m
100 centimetres	___	1 m

Task 5

Tick the examples that show one third.



Task 6

Mary is sharing the sweets from her sweetie jar. She takes half, gives one quarter to Sally and one quarter to Lesley.

How much of her sweetie jar is left?



Unit focus: Predators
Text focus: Information Text

STAGE 2



HOW A PREDATOR CATCHES PREY

Predators are animals that eat other animals. The animals they eat are called prey. Predators have to be good hunters. Otherwise they will starve. They have features and skills that help them catch prey.

SENSES

Predators have sharp senses. They detect prey using sight, sound or smell. Tigers and owls have great eyesight and can see prey even at night. Their eyes are on the front of their heads. They can fix them on their prey. It helps them when they are stalking. On the other hand, prey have eyes on the side of their head. This helps them to see all around. They can keep watch more easily.

VOCABULARY FOCUS

1. Predators have sharp senses. What does 'sharp' mean in this sentence?
2. What word in the 'Catching Skills' section is closest in meaning to 'follow'?
3. What is the name for the method where a predator sits and waits before jumping out at its prey?
4. Find a word which means 'eat hungrily'.
5. What does 'stealthy' tell us about ambush predators?

Sharks have good smell and hearing. Their sense of smell is hundreds of times stronger than ours. They can smell blood half a kilometre away and can hear even further. Some animals have different senses. Bats use sound to 'see' prey. They make a sound then they wait for the echo to come back. It tells them what is there. They can find prey even if it is pitch black. Some snakes can also find prey from their body heat! They can feel if an animal is close by.

CATCHING SKILLS

Some predators chase their prey. A cheetah hunts alone. It is very fast, however it can only sprint for a short time. Wolves hunt in packs. They trail a herd for days and

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don't give up. They look for a weaker animal in the herd. Then they work together to separate it from the others.

Other predators sit and wait for prey. This is called an ambush. These predators are good at hiding. They are quiet and stealthy. Imagine a cat getting ready to pounce. Predators can also trick prey. Some insects disguise themselves as flowers and attract their prey with bright colours. Then they eat them. The alligator snapping turtle wiggles its tongue like a worm. Fish come close looking for a snack, then it gobbles them up!

WEAPONS

The next job is to kill their prey. Many predators are strong. Lions have sharp teeth and strong jaws for biting. Eagles use sharp claws for grabbing. Snakes and jellyfish sting or poison their prey.

RECOVERY

Hunting is hard work. Predators sleep more than prey. It helps them get their energy back. They rest, recover and digest ready for the next hunt. Prey however have to stay alert as they are never safe. Therefore, they sleep less and more lightly.

VIPERS QUESTIONS

R How are predator's eyes often different to prey's eyes?

R Which animal has a sense of smell hundreds of times better than ours?

E In 'detectors', why is the word 'see' in inverted commas?

R What three 'weapons' that predators use are given?

I Why do prey have to stay alert?

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Week 8

Weekly SPaG Check

Week 8 | Y2

Mark

1. **Write an appropriate adverb to complete the sentence.**

We had to speak _____ when we were in the library.

2. **Circle the word that uses an apostrophe for possession.**

Patel's cat didn't like having his fur stroked.

3. **Read the sentences. Tick to show whether they are past or present tense.**

	past	present
I floated on my rubber ring.	☐	☐
Joe eats an ice cream.	☐	☐
She skipped across the playground.	☐	☐

4. **Rewrite these words in their plural form.**

a) spy = _____

b) monkey = _____

5. **Write a conjunction to complete the sentence.**

We had to wear our coats _____ it was cold.

6. **Choose a suffix from the boxes to complete the word.**

less	ment	ful

spot _____

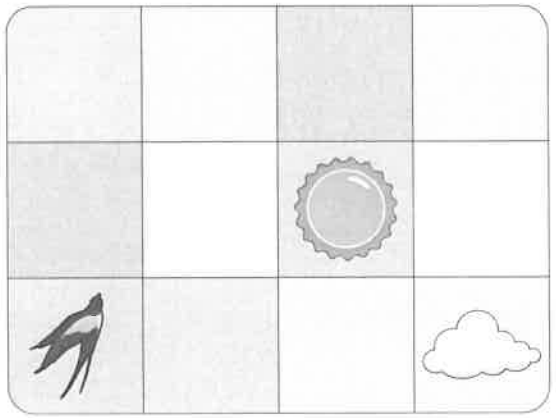
7. **Tick the sentence that has used a comma correctly.**

Please pack a jumper some, trousers and your toothbrush. ☐
Please pack a jumper, some trousers and your toothbrush. ☐
Please pack a jumper, some trousers, and your toothbrush. ☐

Week Eight

Task 1

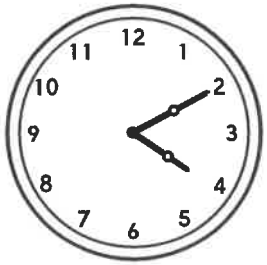
Draw lines to show where the bird flew on the grid. The bird flew 2 spaces forward, turned a quarter turn anti-clockwise and then flew 3 spaces backward.



Task 2

Match the clocks to the correct times.







10 past 4

25 to 7

5 to 12

Task 3

In your ten times table, if you start on 0, what is the 9th number you say?

Task 4

Lenny exchanges his 20p and 10p for 5ps. How many 5ps does he get?

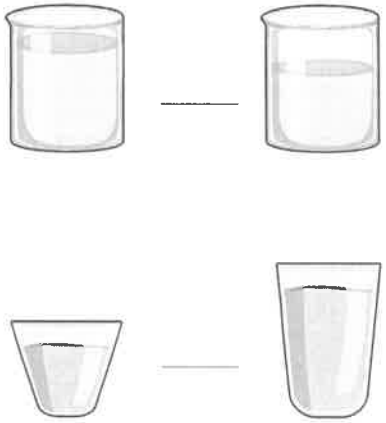


Task 5

If one quarter of 24 is 6, what is three quarters of 24?

Task 6

Use <, > or = to compare these capacities.



Unit focus: The Great Fire Of London
Text focus: Information Text

STAGE 2



The Great Fire Of London

FIRES IN LONDON

The Great Fire of London happened in 1666. That year, the summer was dry. There wasn't much rain. This was bad news. It meant a fire could spread more easily.

Electricity had not been discovered. So, fire was important. Real flames were used in homes. Fire was used for heating, lighting and cooking.

Houses were built close together. They had wooden timber frames. If a fire started, it spread quickly.

VOCABULARY FOCUS

1. What word means 'not ordinary'?

Dangerous Unusual Often

2. Which of these is another word for started?

Began Early Used

3. What does the word 'flammable' mean?

4. What does the word 'extinguished' mean?

Fires happened often. It wasn't unusual. The Great Fire of London was different. It was far bigger. It was far more dangerous.

HOW DID IT START?

The fire started on Pudding Lane. It began in a bakery shop. The shop belonged to the king's baker. It started in the early morning when most people were asleep. It was dark outside.

The wind was strong. It carried the fire quickly down the lane. It spread rapidly. The fire soon reached the river Thames and London bridge.

Near the river, there were warehouses. The warehouses stored lots of things. Some warehouses stored oil. Oil is very flammable. That means it burns quickly. The oil made the fire a lot worse. London Bridge caught fire.

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WHAT HAPPENED?

The fire burned for three days. It destroyed one third of London. 13,200 houses burned down. Important buildings burned down too, like St Paul's Cathedral. 70,000 people were made homeless. At least six people died. Probably many more.

HOW DID THEY PUT THE FIRE OUT?

In 1666, there were no fire engines. The fire brigade used buckets of water. They also used axes to chop wood. This didn't work very well.

They needed a different plan. The navy came to help. There were houses in the fire's way. The plan was to blow up these houses with gunpowder. This meant the fire had nothing in its way. It had nothing left to burn. This is how the fire put out. It was extinguished.

VIPERS QUESTIONS

I Why were people asleep at the start of the fire?

R How many people's houses burned down?

S Put these events in order

London Bridge starts burning

Fire spreads down Pudding Lane

The Navy come to help

The first starts in a bakery

The fire is put out

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