



## Learning Project WEEK 5 – Fire

Age Range: Y1/2

### Weekly Maths Tasks (Aim to do 1 per day)

#### Division

This week we will be recapping on our division skills. There are two links on the school website on the Class 2 page to remind the children of the strategies they have learnt to divide numbers. The document with one star is aimed at Year 1 and the document with two stars is aimed at Year 2.

#### Offline

- There are tasks to work on at the back of the pack. The tasks are rated by stars, one star challenges are easier and 3 star challenges are most difficult. There's no need to print all the sheets, children can copy and complete the calculations or even just write the answers on a piece of paper.
- Problem solving task – Lots of Biscuits (see back of pack)

#### Online

##### General ideas

- <https://whiterosemaths.com/homelearning/year-1/>
  - <https://whiterosemaths.com/homelearning/year-2/>
- The worksheets for the White Rose Maths lessons aren't free anymore, however, if you follow the link to BBC Bitesize there are some follow up activities that you could do afterwards with your child.
- [BBC Daily lessons](#)
  - Hit the Button game - <https://www.topmarks.co.uk/maths-games/hit-the-button>
  - [TT Rockstars](#)

### Weekly Reading Tasks (Aim to do 1 per day)

#### Offline

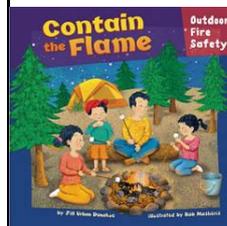
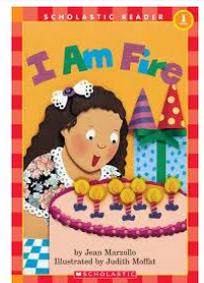
- If you have any poetry books at home, read some poems this week. Which poems does your child like best? What do they like about them?

#### Online

- **Read 'Staying Safe around Fire.'** What must you do if a fire happens? What is the number to ring if you find a fire? In the book it says 9-1-1- but that is in America. What number do we ring in the United Kingdom?  
[https://readon.myon.co.uk/reader/index.html?a=ss\\_fire\\_f11](https://readon.myon.co.uk/reader/index.html?a=ss_fire_f11) What have you learnt from this book about fire?



- **Read 'I am Fire'**  
<https://www.youtube.com/watch?v=EvmN99Zzm> Read along with the book. Are there any new words in the book? What does harmful mean? Why can you not touch fire? What are the good things that fire does?



- **Read 'Contain the Flame'.** How have the family made sure that the camp fire is safe? What could have happened if the whole family went to look for sticks? Why did dad put out the fire when there was a strong gust of wind? What did the wind do to the fire? What could have happened?  
[https://readon.myon.co.uk/reader/index.html?a=htb\\_fire\\_f08](https://readon.myon.co.uk/reader/index.html?a=htb_fire_f08)



## Weekly Spelling Tasks (Aim to do 1 per day)

### Offline

- Practise the spellings for this week on the Summer 2 spelling lists.
- Mrs Angrave's and Mrs McManus' group continue to practise the Phase 5 sounds and actions (see below for a reminder)
- Mrs Slack's group continue practising writing the tricky spelling words on the list (see attached sheet.)
- Have a spelling test on Friday using the week's spellings.

### Online

- Practise spellings on [Spelling Shed](http://www.ictgames.com/littleBirdSpelling/). (Year 1's games don't correspond to the week's spelling list but are to revise previous spelling lists from the year)
- Common Exception word games to support learning challenge words.

<http://www.ictgames.com/littleBirdSpelling/>

<http://www.ictgames.com/mobilePage/spookySpellings/index.html>

## Weekly Writing Tasks (Aim to do 1 per day)

### Offline

- Letter to school – some children have written letters and sent them into school, sending lovely messages and explaining what they have been doing at home. We would love to receive more letters!
- Make a fire safety poster (see PSHE activity on the next page) Think about how we can stay safe and make a poster for home.
- Write a diary for five days - write a few sentences of things that you have done every day for five days. Remember to write the date for each day.
- Newspaper article –write a newspaper article about The Great Fire of London explaining what happened.
- Fire poem – write an acrostic poem about fire. An acrostic poem is one where the letter at the start of each line spells a word. (there is a sheet at the back of the pack to use for this)

## Learning Project - to be done throughout the week

**This project aims to provide opportunities for your child to learn about fire and The Great Fire of London. The following activities are intended as a bank of ideas to dip into. If you don't get all the activities done this week, they can roll over to the coming weeks if your child is enjoying them and would like to continue with them.**

**We would love to see what you do at home! Have fun!**

- **History:**

- The Great Fire of London started on 2<sup>nd</sup> September 1666 and burned until 5<sup>th</sup> September. It started in a bakery on Pudding Lane. It had been a very dry summer and most of the buildings in London were made out of wood and straw so they caught fire easily.

Watch this video to find out more:

<https://www.youtube.com/watch?v=Er3GKw8Z3R4>

This video is from an old TV programme called Magic Grandad and it explains about the fire and Samuel Pepys. It's a bit dated but it's a great introduction to The Great Fire of London:

<https://www.youtube.com/watch?v=VarSSAwimU>

A game that your child might enjoy playing:

<http://www.fireoflondon.org.uk/game/>



- Samuel Pepys was a significant historical figure as he wrote a diary that gives us lots of information about what happened during The Great Fire of London.

Watch this clip to find out more about him:

<https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt>



What did he look like? What did he like? Food, clothes? Where did he live? How did Samuel Pepys protect his most important possessions? Why has Samuel Pepys helped us?

Look at pictures of Samuel Pepys. How does his hair and dress compare to modern day clothes? Write down any similarities and differences between what Samuel Pepys wore and a male grown up that you know.



- **Art:**

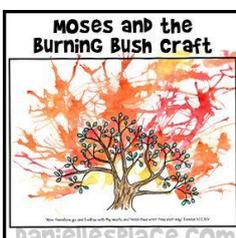
- Using skills of colour mixing, create paint that looks like flames across a piece of paper. When the paint has dried. Cut out black pictures of buildings and stick them on top of your background of fire.

- Make a fire picture using paint, crayons or chalk. Reinforce the primary colours red and yellow. When they are mixed together they make orange. Use these colours to create a flame picture. Fetch some twigs from outside to stick on the bottom of your fire. If you dip chalks into water before making marks with them, the colours are more vibrant and would make a lovely outdoor fire picture.



- **Music:** Sing the song London's Burning. <https://www.bbc.co.uk/programmes/p03xp0hg> See how the song is sung as a round with a different person starting after the first. Sing along to the song. If you can, get a member of your house to sing along with you in a round.

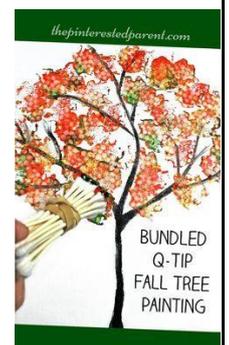
- **Design and technology:** Make a model of a Tudor house. You could make it yourself (there are lots of ideas online) or use the nets if you follow this link. The nets are also available at the end of this pack.



<https://www.teachingideas.co.uk/sites/default/files/tudorhousecoloured.pdf>

- **RE:** Watch the story of Moses and the Burning Bush.

<https://www.youtube.com/watch?v=omn08jyfN3s>





How did God speak to Moses? How did God prove to Moses that people would believe him? Why did God get cross with Moses? Do you think Moses was scared when he first heard God's voice? Was Moses worried about what God wanted him to do? Create a picture of the burning bush. You can paint it collage it or draw a picture of the bush and blow paint over it. Be as imaginative as you like!

- **PSHE**
- Talk to your child about fire safety. Discuss the reasons why you should never play with matches with and remind your child that they should always say 'NO!' if anyone tries to persuade them. Show your child smoke alarms in your home and explain what they are for. Discuss with your child what they should do if they see a fire.



- **Go outside and talk about the sun.** Grown up to reinforce that you must never look directly at the sun as it can blind you. Reinforce why you must wear sun cream, drink water, wear a hat and stay in the shade. Watch

<https://www.bbc.co.uk/cbeebies/watch/sun-safety-for-kids>

Your child might be interested to view this virtual tour of a fire engine:  
<https://roundme.com/tour/215242/view/594646>

They might also be interested to watch this video about a visit to a fire station.

<https://www.cheshirefire.gov.uk/news-events/webcasts/safety-videos-for-children/gecko-visits-lymm-fire-station>

## Additional learning resources parents may wish to engage with

**[Classroom Secrets Learning Packs](#)** - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

**[Twinkl](#)** - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

**STEM** (Science, Technology, Engineering, Maths) family home learning activities -

<https://www.stem.org.uk/home-learning/family-activities>

## Phase 5 sounds

Phase 5 sound	word	action
ir	bird	flap arms like bird
ou	pound	make an o shape using thumb and forefinger
ow	snow	wiggle fingers like falling rain
ue	clue	pretend to be searching with a magnifying glass
ew	threw	pretend to throw a ball
ie	tied	pretend to tie up shoe laces
ie	shield	pretend to hold up a shield



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a_e	snake	move like a snake
e_e	centipede	wiggle fingers like playing the piano
i_e	high five	high five action
o_e	home	make a triangular shape with arms
u_e	rude	make a rude face
ea	tea	drink a cup of tea
ea	head	shake or nod head
igh	light	salute sign
or	ee or!	put your hands at the top of your head to create donkey ears
ore	before	swing your arm back and point behind your shoulder
aw	see-saw	flat arm moving in a see-saw motion
au	author	pretend to be writing
ear	hear	wiggle ear
air	hair	pretend to flick hair back
are	hare	hop around the room pretending to be a hare.
ear	bear	pretend to be a grizzly bear
ph	phonics	Mime holding a balloon between your hands and make a 'ffff' sound as if it is deflating whilst bringing your hands closer together
wh	what	Blow into open hands like the wind saying wh wh wh

Mrs Slack's Phonics Group - Practise reading and spelling the following 'tricky words'

				
even every everybody eye	fast father find floor	gold grass great	half hold hour	improve

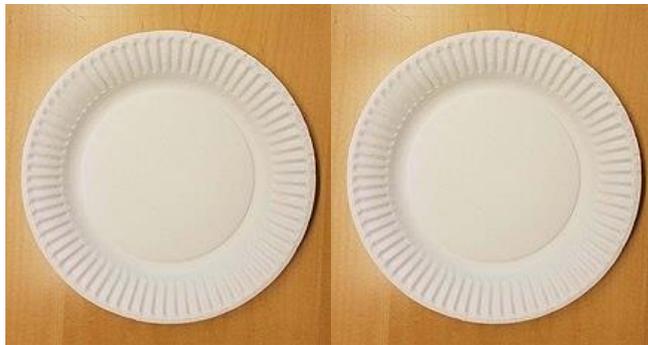


## Division

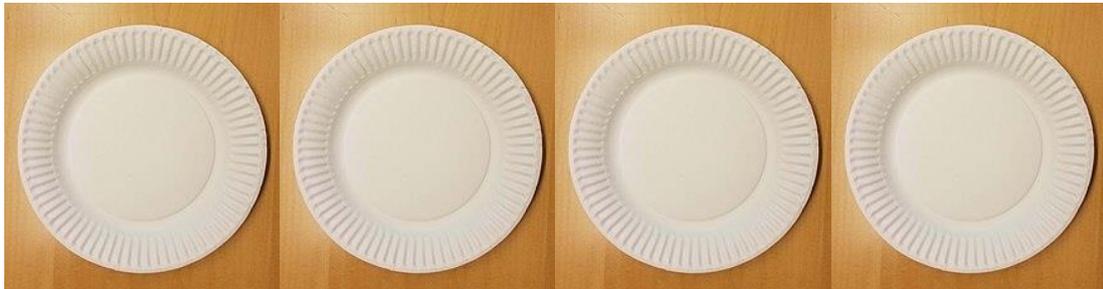


Challenge - Draw the cakes on the plates to find the answers.

Mrs Slack baked 6 yummy chocolate chip cookies and shared them between 2 plates. How many were on each plate?



Mrs McManus baked 8 jam tarts and shared them between 4 plates. How many were on each plate?



Mrs Angrave baked 10 delicious cupcakes and shared them between 5 plates. How many were on each plate?



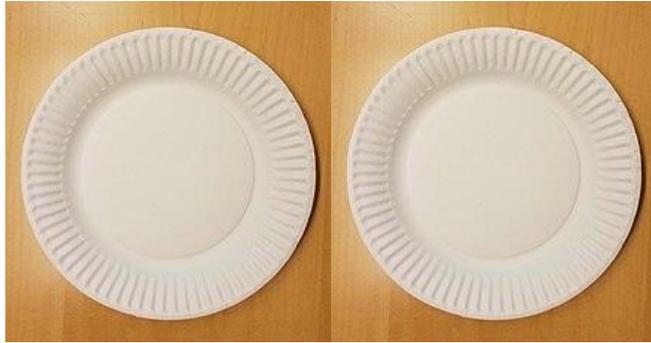


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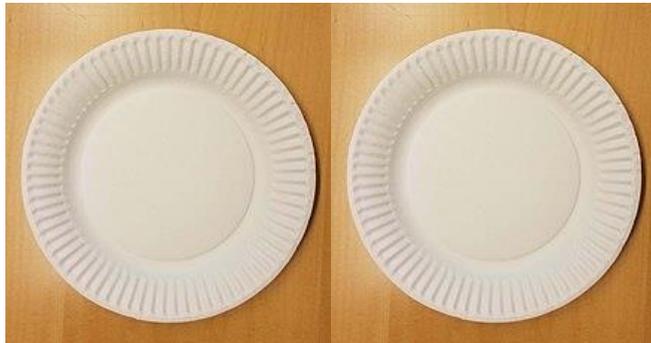
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Miss Kirk baked 12 lemon biscuits and shared them between 2 plates.  
How many were on each plate?



Mrs Eyley-Jones baked 14 fluffy scones and shared them between 2  
plates. How many were on each plate?





## Division



Challenge – use this information to help you

$$15 \div 5 =$$

1. Have a think about what the question is asking using the idea of sharing. The division question of  $15 \div 5 =$  means you need to share 15 into 5 equal groups.

2. Draw 5 groups



Remember!

Equal means the same!

3. Share 15 one at a time between the 5 groups counting along until you reach 15.



Top Tip!

Double check there is the same amount in each group!

4. There is 3 in each group.

5. So,  $15 \div 5 = 3$  😊

$$50 \div 5 =$$

$$18 \div 3 =$$

$$110 \div 10 =$$

$$24 \div 2 =$$

$$55 \div 5 =$$

$$21 \div 3 =$$

$$22 \div 2 =$$

$$120 \div 10 =$$

$$24 \div 3 =$$

$$60 \div 5 =$$



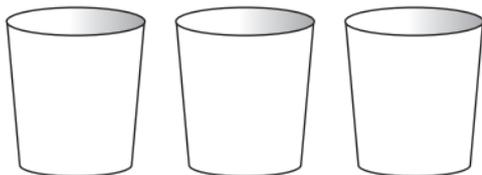
## Division



### Challenge

Ajay has **30** pencils.

He shares them equally between **3** pots.



Complete the number sentence to show how Ajay shares the pencils.

$$\square \div \square = \square$$



A shopkeeper has **20** fish and **5** fish bowls.

He puts the same number of fish in each bowl.

How many fish go in each bowl?

fish

Ajay has **20p** in 2p coins.

How many 2p coins does Ajay have?



coins

Alex has 20 sweets and shares them between 5 friends.



Tommy has 20 sweets and shares them between 10 friends.

Whose friends will receive the most sweets?

How do you know?

You have 30 counters.



How many different ways can you put them into equal groups?

Write down all the possible ways.



# Lots of Biscuits!

Age 5 to 7

On Tuesdays Green Class sometimes do baking.

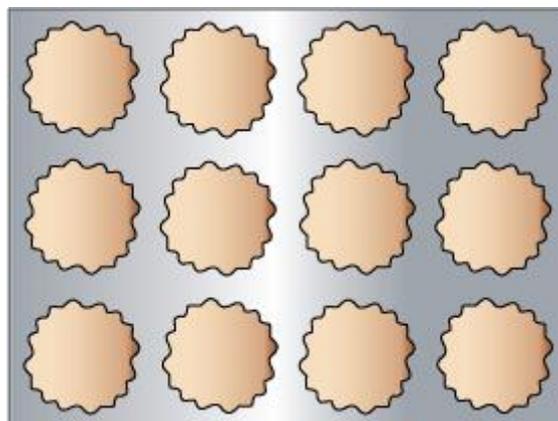


One Tuesday Miss King said that William's group were going to make biscuits. There were four children in the group besides William. They are Ali, Jess, Karni and Danny.

William, Jess, and Karni were going to work together to make biscuits with chocolate chips in them.

Ali and Danny were going to make ginger cookies.

When Miss King took Ali and Danny's tray of biscuits from the oven they looked like this:



How many biscuits did they make?

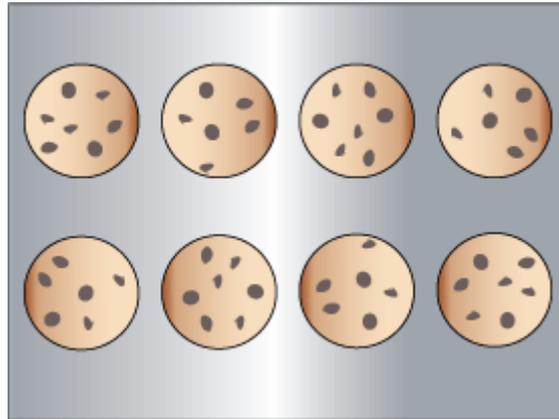


"Let's share them out!" cried Danny, "There are lots of biscuits! We'll get lots each, won't we?"

If they shared them between just Ali and Danny, how many would they get each?

"What about Will, Jess, and Karni?" objected Ali, "They should get some too."

Just then Miss King took the other tray of biscuits from the oven. They looked like this:



How many biscuits did the three of them make?

"Ooh! They smell good!" exclaimed William.

"Can we eat them now?" asked Karni.

"We will have to cut some of them up, if we are going to divide them between us fairly," said Jess thoughtfully.

If they shared them between the three of them, how many would they get each?

Ali looked at both trays. He counted all the biscuits. How many were there altogether?

They decided to share all the biscuits between all five of them. How many did they get each?

"What about Miss King?" Danny asked suddenly. "She might like some biscuits too."

Can they share all the biscuits equally between the five children and Miss King? How many more biscuits could they bake so that they could share them fairly without cutting any of them up?



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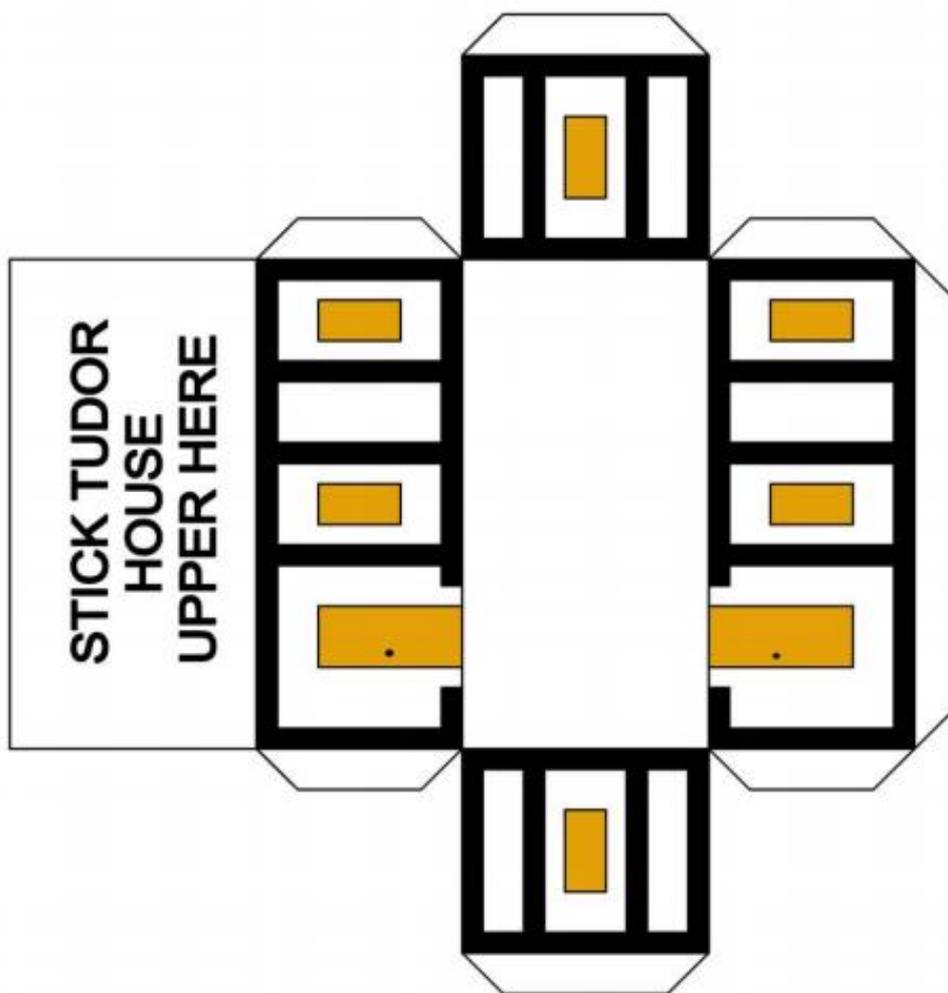
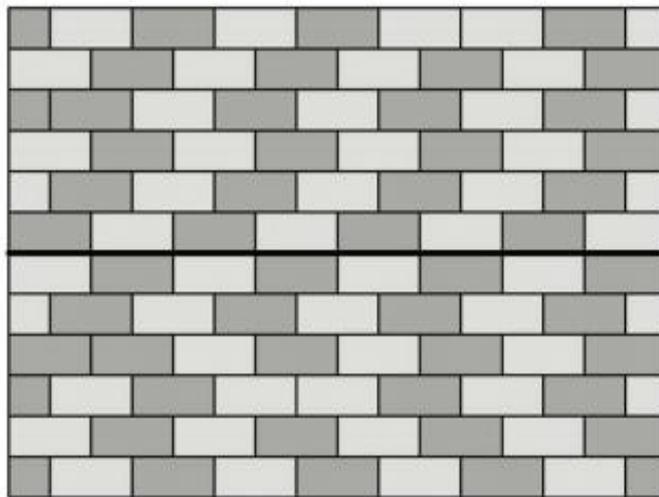
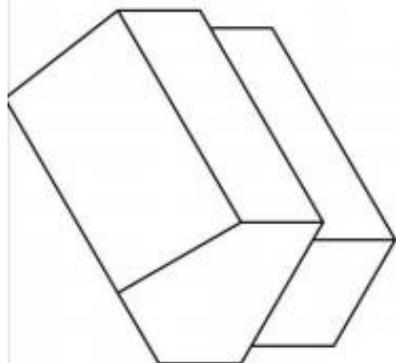
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# TUDOR HOUSE MODEL PART 1 OF 2





# TUDOR HOUSE MODEL PART 2 OF 2

