

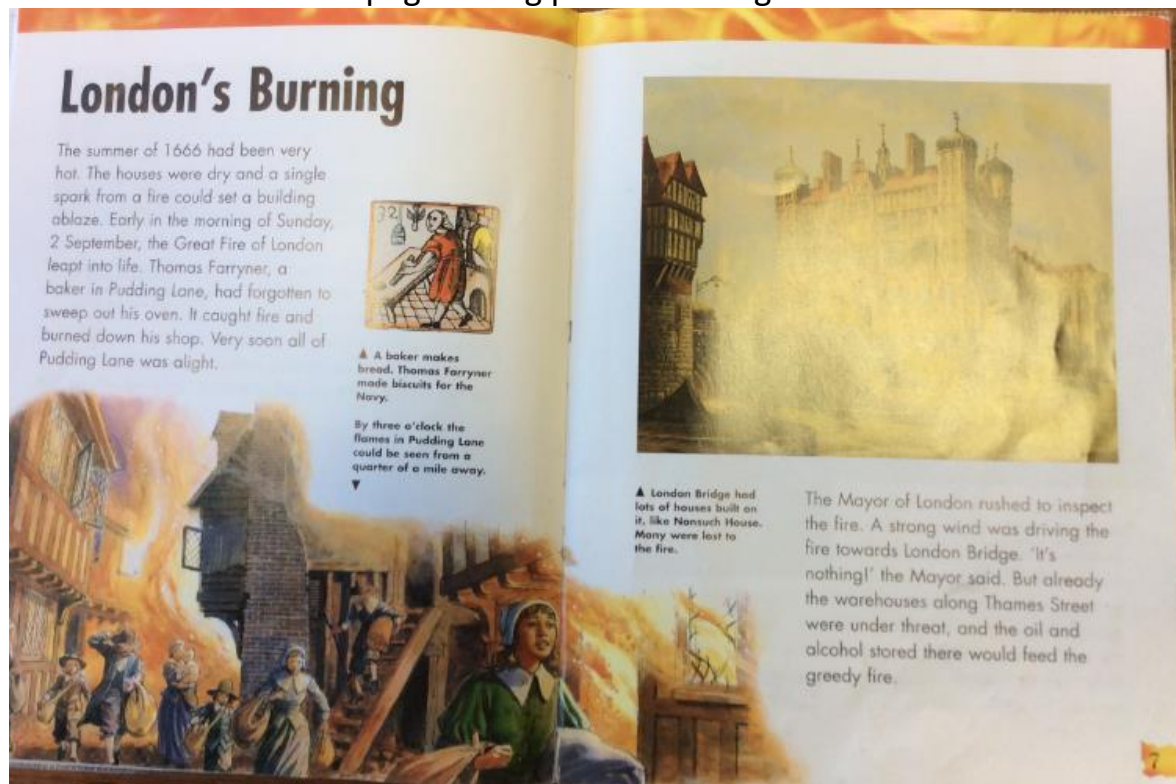
## English – Reading

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### Monday

Explain that we will be reading pages 6 and 7 today. Use the contents to discover what these pages will be about. Pre-teach the words ablaze, inspect, warehouses, overcrowded, opposite. Model reading the pages, clicking your fingers at intervals so the children can say the missing word. Children to re-read the pages using paired reading.

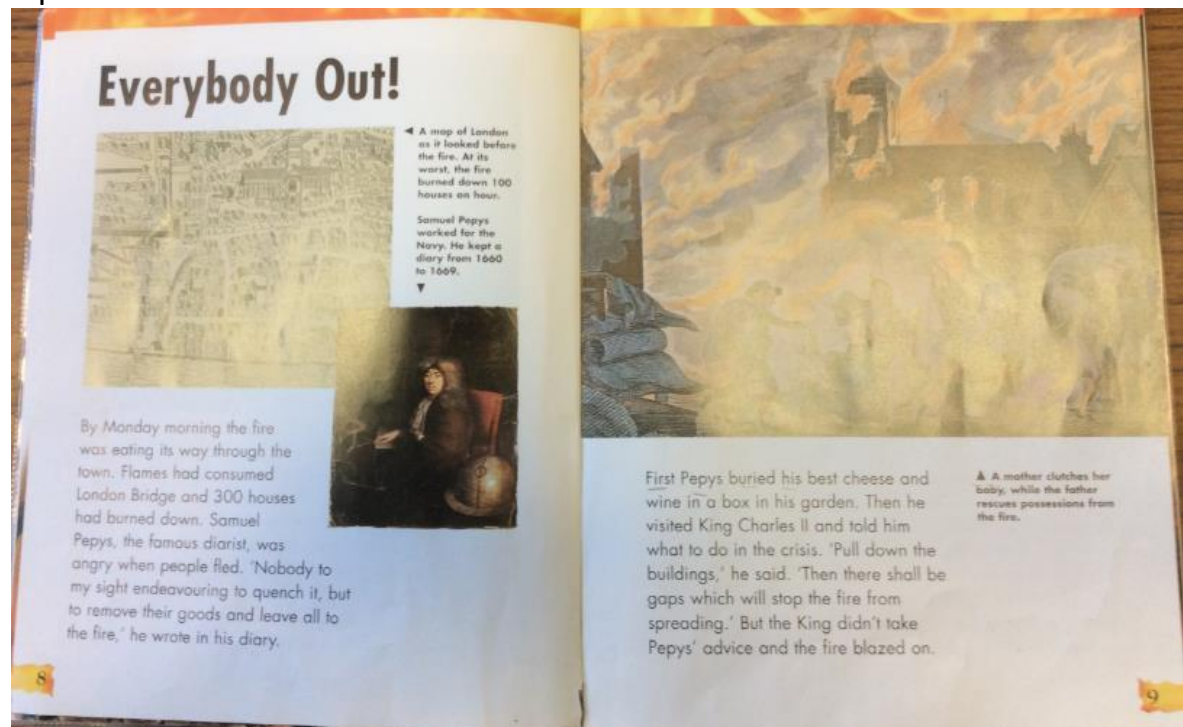


### Tuesday

#### Everybody Out! Pages 8 – 9

Use the contents page to find out what pages 8 – 9 will be about. Ask children to read the pages Q. How do you think King Charles II didn't pull down the houses? people would have felt about their houses being pulled down? Q. Why do you think Samuel Pepys buried his cheese and wine?

Several words are in the glossary but have not been made bold. Look up consumed, endeavouring, quench. Remind children glossary is in alphabetical order.



Wednesday

The Fire Rages on Pages 10 - 11

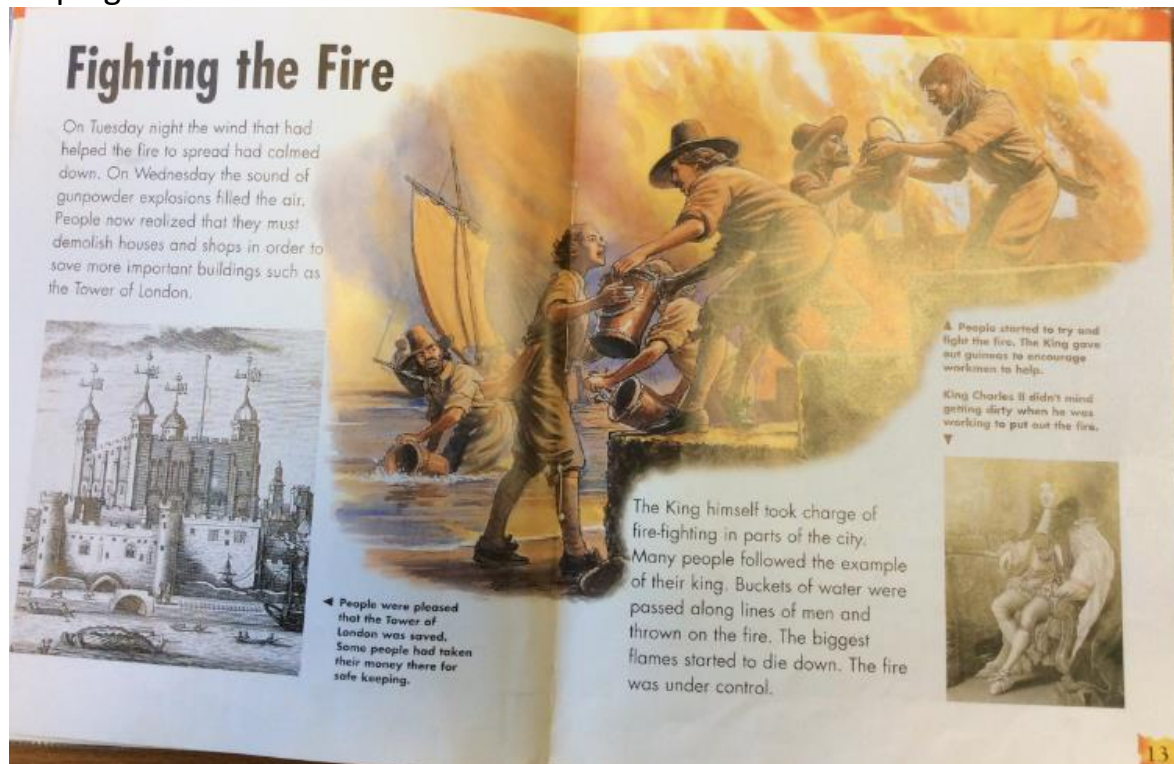
Use the contents page to find out what pages 10 - 11 will be about. Read the pages while the children follow in their own book. Look up the following words in the glossary: fire hook, demolition. Q. Why do you think people were angry about their houses being pulled down? Q. Why do you think people were so upset about St. Pauls Cathedral burning?



## Thursday

### Fighting the Fire Pages 12 - 13

Use the contents page to find out what pages 12 – 13 will be about. Read the pages while the children follow in their own book. Look up the following words in the glossary: gunpowder. Q. How has King Charles II changed his attitude towards the fire? Q. How do you think people felt about the King helping?



## Friday



## Twinkl comprehension questions

### The Great Fire of London

On Sunday 2<sup>nd</sup> September, 1666, a fire began in a bakery on Pudding Lane, in London. The baker had forgotten to put out the fire he had used to bake his bread.



#### Did You Know...?

In 1666, the buildings in London were all made of wood and built very close together, which meant the fire could spread easily.

The fire soon started to spread to other buildings. On Sunday evening, buildings were pulled down to try and stop the fire spreading. There were no firefighters in 1666, so people had to try to put the fire out themselves, using leather buckets and water from the River Thames. This didn't work very well. Soon, people began to run from the fire, taking their families and belongings onto boats on the river.

The fire carried on spreading on Monday and Tuesday. Luckily, on Wednesday, the wind stopped and the people were able to fight the fire with water.

The fire destroyed large parts of London, which had to be rebuilt. The new buildings were made out of brick.



#### Did You Know...?

Even after the Great Fire of London, a fire service was not formed until 1866.

## The Great Fire of London

Answer the following questions using full sentences.

1. Where did the Great Fire of London begin?

---

---

2. On what date did the fire begin?

---

---

3. What did the baker forget to do?

---

---

4. What did the people use to fight the fire?

---

---

5. Where did some people take their families and their belongings?

---

---

6. Give two reasons why the fire spread easily.

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7. What were the new buildings made of?

---

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### English – Writing and CEW

Monday

CEW: Mr

Today we will look at conjunctions again. Without conjunctions we would only use short, simple sentences which would be repetitive. What is a 2-part sentence? Which 3 co-ordinating conjunctions do we learn about in Y2? and, or, but. And: add things on. Or: Gives a contrast (this or this). But: Gives a contrast (connects ideas that are opposite).

Look at the sentences and discuss both parts of the sentence being equal and would make sense on their own (refer to it being used to replace the subject)

Discuss firefighting in 1666 and now using the pictures to focus the conversation. Compare the pictures using the conjunctions and, or, but. When children have discussed the pictures in detail, they can write 2 part sentences in their topic book comparing fire fighting now and in 1666.

Tuesday

CEW: Mrs

Watch the video by Pudding Lane Productions, Crytek Off The Map:

<https://www.youtube.com/watch?v=SPY-hr-8-M0>. Pause to discuss: narrow streets, lack of drains, stalls selling products, overhanging buildings, wooden frames, cobbles, windows, washing drying, churches, smoke etc.

When the children have seen the video give them 2 minutes to write down adjectives to describe London in 1666 on wipey boards. Encourage them not to think too hard but to write down the first words that pop into their head. E.g. dark, spooky, narrow etc. Children draw an image of London then write adjectives around their picture to describe London, focusing on formation and spelling.

Wednesday

CEW: class

Refer to children's discussions about London in 1666. Show the children paragraph 1 below. Ask them to discuss how could it be improved. Give children copies of paragraph 2 and ask them to discuss how it has been improved. Ask them to work with a partner and then to circle the improvements. Guide the discussion asking the children to circle the different sentence starters and discuss why they are important. Repeat with adjectives, adverbs, conjunctions etc. Also discuss the tense and why it is important to write in past tense.

Paragraph 1

### London in 1666

In 1666 London streets were very narrow. In 1666 London had lots of churches. In 1666 London houses were made of wood. In 1666 London houses had candles in the windows. People hung their washing outside. Some people had brick houses. There were shops outside. There were cobbles. It was dirty.

Paragraph 2

## London in 1666

In 1666 London was very different to now. Streets were narrow and made of bumpy cobbles. They were also dirty because people threw waste out of the window! Can you imagine how smelly that would have been? Houses were tall, narrow and usually made of wood. Only rich people could afford brick houses. Windows glowed with the light of flickering candles because there was no electricity. There were lots of churches in London because so many people believed in God. I prefer London in 2021 because it is not so smelly.

Thursday

CEW: grass

Drawing on the children's research from Tuesday and the paragraphs they analysed on Wednesday, write a description of London together. Discuss an introduction sentence then grouping all writing about the streets, then the houses etc. Model including adjectives, conjunctions, using 'have a go sheets.' etc.

We have been building up to writing a description of London in 1666. The children should now be prepared to write their own, independent description on London in 1666.

When children have finished their description, adult read it and give feedback for them to act on in tomorrow's lesson.

Friday

CEW: pass

Children re-read their writing from yesterday. Consider and act upon feedback if possible. Children re-read their writing again, independently and check for full stops, capital letters, spellings, sense, tense etc. It is wise to check for things one at a time. Children work with a partner and read each other's writing, offering feedback and editing as necessary.

Re-draft description of London.

### **Phonics – Daily**

**Show your child the sounds below and ask them to tell you each sound with the word (above the sound) and the action.**

<table border="1"><tr><td>toe <b>oe</b></td><td>bone <b>o-e</b></td><td>station <b>tion</b></td></tr><tr><td>whistle <b>wh</b></td><td>car <b>ar</b></td><td>train <b>ai</b></td></tr></table>	toe <b>oe</b>	bone <b>o-e</b>	station <b>tion</b>	whistle <b>wh</b>	car <b>ar</b>	train <b>ai</b>	<table border="1"><tr><td>cat city <b>c</b></td><td>sea head <b>ea</b></td><td>ear pear <b>ear</b> learn</td></tr><tr><td>yo-yo very <b>y</b> fly crystal</td><td>this thumb <b>th</b></td><td>flute cube <b>u-e</b></td></tr></table>	cat city <b>c</b>	sea head <b>ea</b>	ear pear <b>ear</b> learn	yo-yo very <b>y</b> fly crystal	this thumb <b>th</b>	flute cube <b>u-e</b>
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Daily Phonics lessons are posted on Microsoft Teams. This can be downloaded as an App on any device (including Xbox and Playstation) or can be accessed online by googling Microsoft Teams.


**Maths**

Monday – Multiplication using the ‘x’ symbol  
Practice counting in 2s and 5s. How far can you go?  
Follow this video link <https://vimeo.com/488111269> to learning about multiplication using the ‘x’ symbol. Complete questions below.



**Multiplication sentences using the x symbol**


1 Complete the sentences.

a) 

There are  equal groups with  in each group.

+  +  = 18

x  = 18

b) 

There are  equal groups with  in each group.


+  +  +  = 20

x  = 20

2 Complete the table.

The first one has been done for you.

Addition	Multiplication
2 + 2 + 2 + 2	4 x 2
5 + 5 + 5	
3 + 3 + 3 + 3 + 3	
	2 x 10

c) 

There are  equal groups with  in each group.

+  = 8

x  = 8

3 Complete the pattern.

5 x 2 = 5 + 5 =

5 x 3 = 5 + 5 + 5 =

5 x 4 = 5 + 5 + 5 + 5 =

5 x 5 =  =

What comes next?

4 The total is 16

What could the addition and multiplication be?

5 Use counters to help you complete the number sentences.

a) 3 x  = 12

b)  x 4 = 8

c) 2 x  = 10


## Tuesday – Multiplication sentences from pictures

Follow this link <https://resources.whitrosemaths.com/wp-content/uploads/2019/10/Y2-Autumn-Block-4-WO5-Multiplication-sentences-from-pictures-2019.pdf> to access learning about multiplication.

Complete the questions below.

**Multiplication sentences from pictures**


1 Complete the sentences to match the picture.

a) 

lots of  =

multiplied by 3 =


x 3 =

b) 

lots of  =

multiplied by 6 =


x 6 =

c) 

lots of  =

multiplied by  =

x  =

d) 

lots of  =

multiplied by  =

x  =


2 Draw a picture for each sentence.

a) 4 lots of 5

b) 2 multiplied by 4


c) 3 x 5

3 Complete the sentences for each picture.

a) 

lots of  =

x  =

b) 

lots of  =

x  =

What is the same about the number sentences? What is different?

4 a) The answer is 12

What could the multiplication be?

Compare answers with a partner.

b) Now the answer is 15

What could the multiplication be?

Can you write more or fewer multiplications for 15?


## Wednesday – Use arrays

Follow this link <https://vimeo.com/490417143> to learning about arrays (an arrangement of numbers, pictures or objects in columns or rows).

Complete questions below.

**Use arrays**

1 How many pears are there?




+  +  =

x  =

There are  pears.

2 How many stars are there?




+  =

x  =

There are  stars.

3 Write two additions and two multiplications for the array.



+  +  =


x  =

+  +  =

x  =

What do you notice?

4 Write two multiplications for this array.



x  =

x  =

5 Draw an array to show 7 x 3

Complete the number sentence.



7 x 3 =

Is there more than one way to draw the array?


6 Draw three different arrays to show 12

7 Draw dots to show each multiplication in two ways.

The first one has been done for you.

Multiplication	Array 1	Array 2
3 x 8		
2 x 5		
4 x 9		
6 x 1		

8 Can you see the multiplications 5 x 4 and 4 x 5 in the array?



Talk about it with a partner.



## Thursday - Make doubles.



Play Hit The Button (<https://www.topmarks.co.uk/maths-games/hit-the-button>) and make doubles to 20.



Follow the video link <https://vimeo.com/490420115> to learning about doubling. Complete the questions below.

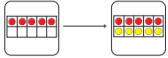
**Make doubles**

1 Complete the sentences.  
Use the pictures to help you.

a)  →   
Double 1 is

b)  →   
Double 2 is

c)  →   
Double  is

d)   
Double  is

2 Match the doubles to the additions.

Double 3	$6 + 6$
Double 6	$7 + 7$
Double 10	$3 + 3$
Double 7	$10 + 10$

3 Fill in the gaps.

a) Double 15 is


b) Double 11 is



c) Double 12 is

d) Double 20 is

e) Double  is 8

f) Double  is 16

4  I have doubled the number of strawberries.

 → 

Do you agree with Mo? \_\_\_\_\_


Talk about it with a partner.


Friday – 2 times-table


Follow the video link <https://vimeo.com/490420447> to learning about the 2 times-table. Complete the questions below.

**The 2 times-table**

1 Write a fact from the 2 times-table to match the picture.

a)   
 ×  =

b)   
 ×  =


c)   
 ×  =


2 a) Complete the number line.


0 2 4 6 8 10 12

b) Which times-table does the number line show?  
Tick your answer.  
1 times-table    2 times-table  
3 times-table  
How do you know?

3 Complete the array and times-table fact so that they match.

a)   $2 \times 2 = \square$

b)   $2 \times 5 = \square$

c)   $2 \times \square = 8$

4 Complete the number sentences.

a)  $3 \times 2 = \square$     f)  $\square = 12 \times 2$

b)  $\square = 9 \times 2$     g)  $2 \times \square = 2$


c)  $2 \times 5 = \square$     h)  $2 \times 0 = \square$


d)  $2 \times \square = 4$     i)  $14 = 2 \times \square$

e)  $12 = \square \times 2$     j)  $\square \times 2 = 22$

5 Teddy has £8.  
Rosie has twice as much money as Teddy.  
How much money does Rosie have?  
Rosie has £

6 Eva is writing  $10 \times 2$  in different ways.

 I can write  $10 \times 2$  as  $3 \times 2 + 7 \times 2$



Find three more ways that you can write  $10 \times 2$ .  
Use counters to help you.

×  +  ×

×  +  ×

×  +  ×

Compare answers with a partner.

Play Hit The Button

<https://www.topmarks.co.uk/maths-games/hit-the-button> and practice your two times tables.

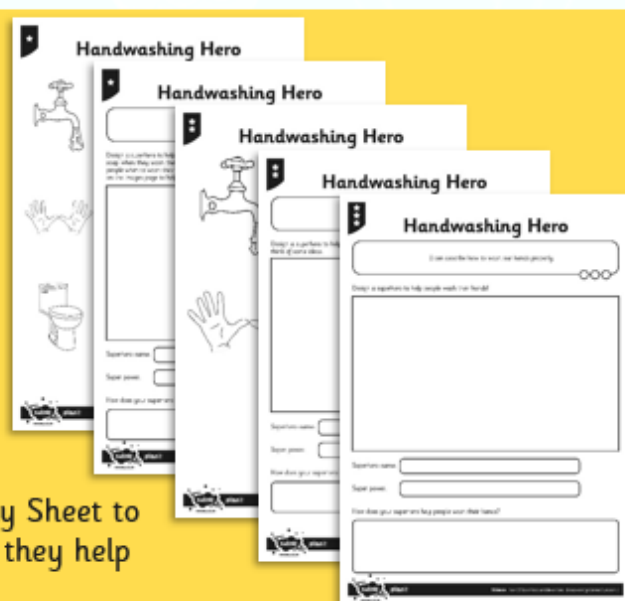
Science – Monday

Understanding germs and how they spread.

- A video lesson is available on Teams- the main topics we cover to discuss with your child are:
- When and why do we need to wash our hands?
- We go on to learn about Louis Pasteur who showed that germs cause disease. What facts can your child find out or recall from the video about Pasteur's life?
- How do germs spread? The video follows Mr Horne on a germ journey around the school! If he doesn't wash his hands, what will happen to the germs on *him* as he touches objects in the school...?
- Your child's task is to design a handwashing superhero! A template is available on Teams to complete but the superhero can be presented in any way- don't forget to record their name, superpower(s) and how they help people to wash their hands.

Can you design a handwashing hero to help people wash their hands?

Your superhero might tell people when they should wash their hands, or they might tell people how to wash their Hands well.



Use the Handwashing Hero Activity Sheet to design your hero and explain how they help people wash their hands.

RE – Tuesday

Today we continue to learn about Muslims and what they believe.

Follow this link: <https://www.bbc.co.uk/programmes/p02q87r8> to watch Kaisan, a 12 year old Muslim boy from London, as he explains about prayer and what it means to him to be a Muslim.



The online learning includes this link and a short video explaining some of the themes and terms explored by Kaisan in his video.

Can your child answer these questions to show what they have learned:

- Which direction do Muslims always face when they pray?
- What object does Kaisan use to pray with?
- Which angel records Kaisan's good deeds?
- When Kaisan prays how does he feel about Allah?
- Kaisan tells us that he feels connected to Muslims all over the world. Why does he feel this way, how does he explain it?

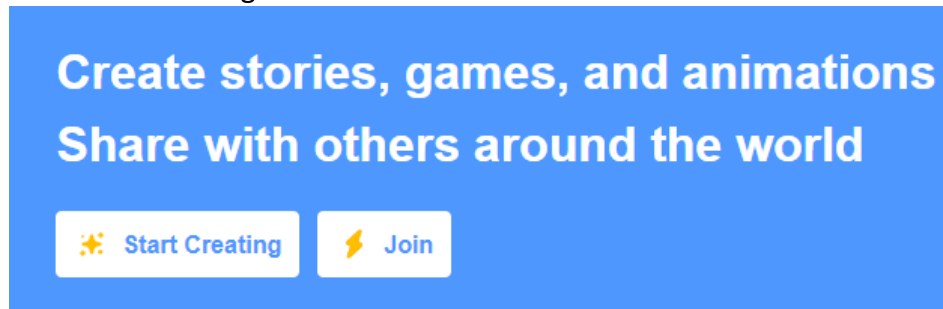
### Computing – Wednesday

Today we explore Scratch, an online programming language that explores how to write code. Your child's task is to follow the instructions to guide Scratch the Cat to reach the shelter of his cave!

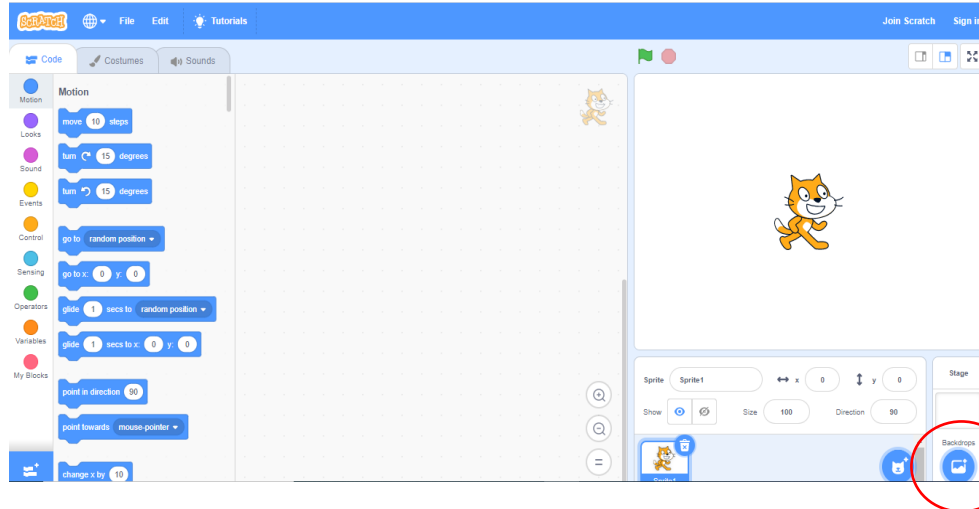
- Go onto the internet and visit <https://scratch.mit.edu/>  
The site is free to use and very child-friendly 😊



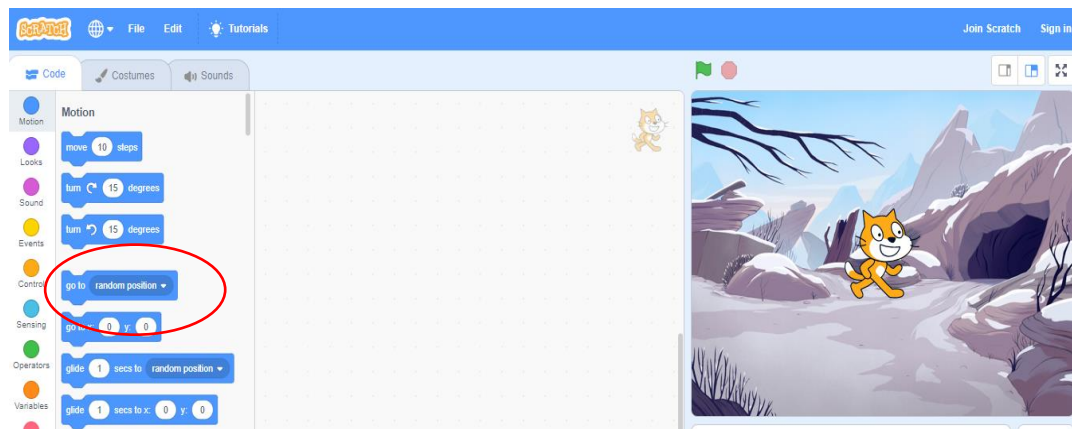
- Click Start Creating



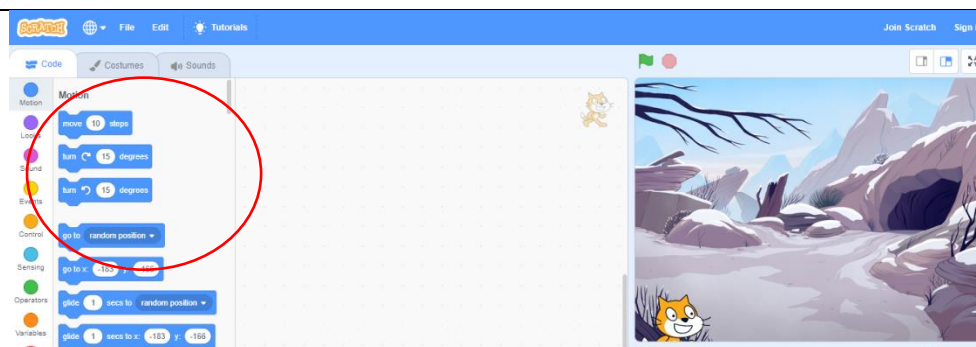
- Here is Scratch the Cat! Now we need his cave. Click the backdrop button.



- Now scroll down to find the cave picture or you could type "cave" in the search box. Click on the backdrop.
- That's better!



- Scratch is very close to the cave- too easy! Click "Go to random position" to move Scratch around the background.
- Try to take a picture/screenshot of where you start.
- Now you can click on the bossy verbs to guide Scratch to shelter!



Just like our Mouse Mazes, Scratch can only move a bit and turn left or right- click on the bossy verbs to make him move!

- Fill in the log sheet (or create your own) as you give Scratch your commands, then send me the picture of where you started and the log sheet- I should be able to follow your instructions to get Scratch to shelter!

### Log Sheet for Scratch the Cat

Step	Commands
1	
2	
3	
4	

If your child enjoys this task they can repeat it by going back to the “Go to random position” step.

We’ll be exploring Scratch later in the term- by all means, use the tutorials to explore what else you can do!

### History – Thursday

We know a great deal about the Great Fire of London because Samuel Pepys kept a diary at the time: he wrote down what happened in London during the Fire *every day*, almost at the very instant that events took place! “Pepys” is a very tricky word that the children cannot decode with finger phonics- it is pronounced “Peeps”!

Your child's task today is to find out facts about Samuel Pepys' life. A good way to start might be to think about questions that you'd like to ask *anyone* new that you meet, such as: Where do you live? What is your birthday? What is your favourite food? What is your job?

Children can carry out their research using the internet and can present their findings in any way they like: they could write out some super statements or record a video. Be as creative as you like!



Try these links to find out information about Pepys: they are very safe, child-friendly sources. Enjoy searching beyond by all means!

BBC Bitesize:

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

London Fire Brigade Museum (scroll down for information on Pepys- you can even *read* his diary!): <https://www.london-fire.gov.uk/museum/history-and-stories/the-great-fire-of-london/>

## PHSE – Friday

### Fire Safety.

Today we are going to join Di from Devon & Somerset Fire Service to learn about how to prevent fire.

<https://www.youtube.com/watch?v=AAvE4a5Ge9o&feature=youtu>

Many thanks to DSFS for supporting the children's learning.

How many fire hazards can your child find in this kitchen and bedroom?



The video also includes advice to children about staying away from matches and lighters and about the importance of talking to an adult if they are uncomfortable around someone who wants to play with fire.

Can your child design a poster warning about the dangers of matches and lighters, or perhaps draw a short picture story showing how to avoid any dangers with those items?

**Stay safe!**



**Hyde Park Infant School Home Learning – Year 2 – Week 1 - 11<sup>th</sup> January 2021**

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