

Learning Project Week 7 'Fire'

Age Range Year 1

Weekly Maths Tasks – aim to do one per day



- Complete any maths work set by your school.

Try to do 10 minutes of arithmetic/ mental maths each day:



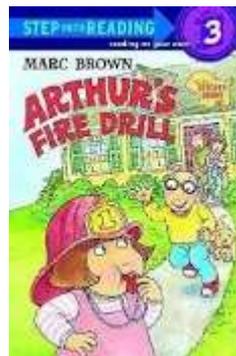
For the next three problems use the pictures of drawers above.

- Identify the position of each item. Top, middle or bottom? First, second or third? Left or right?
- The cups are in the middle row and third from the left. Answer the questions below.
The shapes are in the _____ row and _____ from the left.
The rulers are in the _____ row and _____ from the right.

Weekly Reading Tasks – aim to do one per day

- **Read 'Arthur's Fire Drill'**

<https://www.youtube.com/watch?v=rzjb0jYzRr8> Follow the story. How does DW feel



about Fire? Why is she scared about going to school? How did Arthur make DW feel better. Why did DW think there was a fire at the school? Did she change her mind about fires by the end of the story? Why?

- **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.



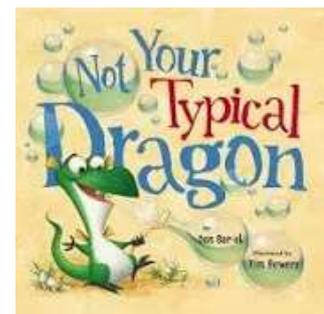
What number do we ring in the United Kingdom?

https://readon.myon.co.uk/reader/index.html?a=ss_fire_f11 What have you learnt from this book about fire?

- **Read favourite books from home or ask a grown up to read to you. Are there any about the fire? Try 'Not your typical dragon'**

<https://www.youtube.com/watch?v=3j1KS7rXyiU>

Listen to the story about Crispin. What did he breathe instead of fire? How did Crispin feel about not being able to breathe fire? Was the coach cross with Crispin? What



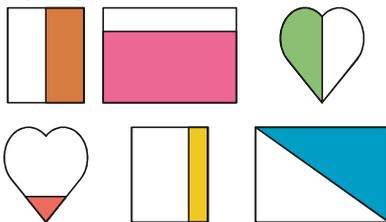
The maths books are in the _____ row and _____ from the right.

Describe the position of other objects.

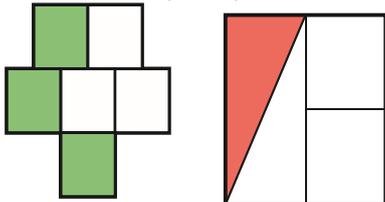
- Which drawer will Ziggy open? You may ask him four questions to identify the drawer. He can only answer 'Yes' or 'No'. Which four questions would you ask? Explain your reasoning.

- Captain Conjecture says, 'If you add 0 to a number, the number stays the same.' Do you agree? Explain your answer.

- Which of these show half of each whole shape? Explain your reasoning. Children should talk about the two parts needing to be equal parts of the whole.



- What fraction of the whole shape is shaded? Explain your reasoning.



- White Rose Maths has daily maths lessons for you to work through:

<https://whiterosemaths.com/homelearning/year-1/>

Watch the video, pausing to do the activities when you are told. The BBC are providing **free** worksheets to support the White Rose Maths lessons. Access these [here](#).

From May 4th, White Rose Maths are charging for their worksheets – your

word was used?

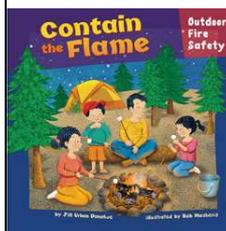
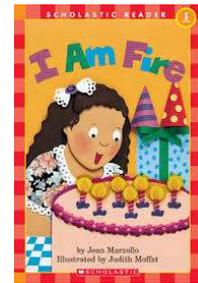
<https://home.oxfordowl.co.uk/reading/reading-age-5-6-year-1/>

- Visit Oxford Owl for free eBooks that link to your child's book band. You can create a free account. Complete the linked Play activities for each book.

- **Read I am Fire**

<https://www.youtube.com/watch?v=EvmN99Zzmsw> 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 you can use fire for?

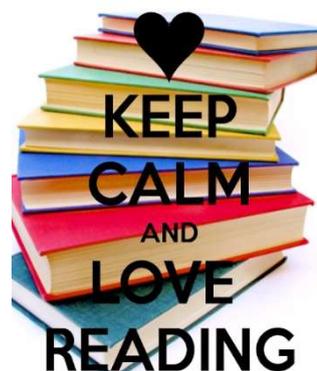


Read Contain the Flame.

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



school may provide you with a code to access these – the BBC sheets are completely compatible with White Rose.

Weekly Phonics Tasks – aim to do one per day

Phonics

Daily phonics - your child to practise their sounds and blend words set by the school.

Interactive games found on links below.

- [Floppy's Phonics Sounds and Letters](#)
- [Jolly Phonics](#)
- [Letterland Phonics](#)
- [Letters and Sounds](#) (supplemented by closely matched and fully decodable books)
- [Phonics Bug](#)
- [Read Write Inc.](#)
- [Sound Discovery](#)
- [Sounds-Write](#)

<https://www.phonicsbloom.com/uk/ga/me/list/phonics-games-phase-5>

- Phase 5 phonics practise the sounds you are learning.
- Recap on the prefix 'un'. This can be added before a word, e.g. undo, unhappy. Make a list of words that start with 'un' Use 2 words and write them in sentences.

Weekly Writing tasks – aim to do one per day



like in Arthur's story. Talk them through with people who live in your home. Put them up so that everyone knows what to do in a fire.

- Write your own Fire safety rules of what you would do if you found a fire, just like in Arthur's story. Talk them through with people who live in your home. Put them up so that everyone knows what to do in a fire.
- From the story, Not your typical Dragon,' make a list of other things that Crispin could breathe and how Sir George and his father react. E.g. breathes marshmallows and they eat them!
- Create a story map of Sir George and Crispin going on an adventure. Why are they going? Where are they going? What happens when they get there? (the problem) How is the problem solved? Talk your Story map through with your family.
- Write your story of Sir George and Crispin's adventure. Remember to use full stops and capital letters. Try and use some interesting descriptive words.
- Practise writing your address including the postcode. Learn it off by heart.



s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boat	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer



Learning Project to be done throughout the week



The project for the next two weeks aims to provide opportunities for your child to learn about fire. The focus for this week is the danger of fire.



- Geography: This is a picture from the Australian bushfires that happened in Australia for many months. They happened when it was Winter in Australia and because it was warm and everything was dry, trees were able to catch fire more easily. The high temperatures and strong winds only made things worse. Many homes caught fire and were destroyed and people and animal wildlife have died. Watch <https://www.bbc.co.uk/newsround/51005074> and read

<https://www.bbc.co.uk/newsround/30682338> to find out more. Create a poster about the Australian Bush Fires advising people to stay away.

- Science: Identifying things in the house that **could** be a fire hazard if people are not careful.

http://www.glosfire.gov.uk/cd_res/site/teacher/ks1/t1_hse_of_fire_hzds_gm.htm

A hazard is something that might cause a fire. Discuss with a grown up how a candle left burning with no adult in the room, a tea towel too close to the hob, a lighter left lying around, overloaded sockets, leaving an iron unattended, cooking with no adult in the room and a fire without a fireguard, can all be dangerous. Have a look around your home with a grown up and see if you can see any fire hazards and talk about how you will correct them. Have you got a smoke alarm. Does it work? Test it with the grown up. Draw and label some fire hazards.

- Design and technology: Use a shoe box, cereal box, or any other box that you can find! Make a model of a house or two rooms with doors and windows. Make the doors and windows able to be opened. Think about the rooms that you have made. Is it a bedroom and kitchen? Or a lounge and bathroom? Cut out pictures and add them to your room so that it looks like a real house. Or make furniture or add any dolls house furniture. You may want to wallpaper the walls and add curtains too!



- History: How has fire been used through history? Look at the pictures and think about how fire has been helpful for keeping people warm, to help them see and cook. However, remember it can be dangerous! Never put things over lamps as they could catch fire. Never play with matches, Open fires must have a guard around them. Do not leave things too close to the cooker hob as they may catch fire and never leave candles unattended. Look at the pictures below.





Can you see how the pictures are different for cooking and for reading? Talk to a grown up about which one is the oldest and newest for cooking and reading. Cut them out and put them in order for each activity to make a timeline.

- 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 – Watch Frances the Firefly clip
http://www.glosfire.gov.uk/cd_res/site/films/francethefirefly.mpeg Discuss the reasons why you should never play with matches with a grown up and remember that you should always say 'NO!' if anyone tries to persuade you. Design and make a poster warning people to NEVER play with matches.



- PE: Every day, Joe Wicks has a 30 minute workout at 9 am. Join in via YouTube.



Family learning

- Reinforce fire safety as a family. Practise the 'Stop, drop and roll' techniques so that everyone knows what to do if your clothes ever caught fire. DO NOT run around. Cover your face with your hands, lie down and roll around until the fire is out.
- To the tune of Three Blind Mice Learn the song.**
 Stop, Drop, Roll,
 Stop Drop, Roll,
 Here's what to do,



If this should happen to you,
If ever your clothes should catch alight,
Don't you panic and run in fright,
Because you know that it wouldn't be right,
You stop, Drop, Roll