

## Learning Project Week 8 'Fire'

Age Range Year 1

### Weekly Maths Tasks – aim to do one per day



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- Complete any maths work set by your school.

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

- Use apparatus to help with these problems.  
What is half of 6?  
What is double 4?  
What is half of 10?  
What is double 7?  
What is double 10?  
What is half of 20?

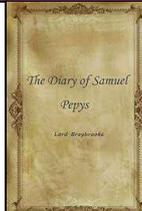
What do you notice?



- Captain Conjecture says, 'I can double any number, but I can only halve some numbers'. Do you agree? Explain your reasoning.

- Sarah is filling party bags with sweets. She has 20 sweets altogether and decides to put 5 in every bag. How many bags can she fill?

### Weekly Reading Tasks – aim to do one per day



- **Read Samuel Pepys' Diary (click on the preview to read.)**

<https://www.tes.com/teaching-resource/samuel-pepys-diary-3003679>

What have you noticed about how the diary was written? What have you learnt from the diary? Is it factual or all made up?

- Year 1 children: Children to read to parents daily.

<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 'A Firefighters Day' by yourself.**

[https://readon.myon.co.uk/reader/index.htm!?a=wr\\_fired\\_f11](https://readon.myon.co.uk/reader/index.htm!?a=wr_fired_f11)



Think about the order of when firefighters complete their work. Would they check the engine before going out in it? Why? Why is it important to hurry when the fire alarm rings? Can you retell the day in order?

- **Read 'Firefighters help'**

[https://readon.myon.co.uk/reader/index.htm!?a=och\\_firef\\_s13](https://readon.myon.co.uk/reader/index.htm!?a=och_firef_s13)

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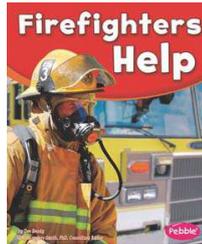
Write a number sentence you would use to solve the problem.

- How else could 20 sweets be put into bags so that every bag had the same number of sweets? How many bags would be packed each time?
- If I start on 0 and count on in fives will I say the number 55? If I start on 4 and count on in twos will I say the number 17? If I start at 10 and count on in tens will I say 100? Prove it!
- 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 4<sup>th</sup>, White Rose Maths are charging for their worksheets – your school may provide you with a code to access these – the BBC sheets are completely compatible with White Rose.



- What sort of things do firefighters do? What equipment do they need to keep them safe? What equipment do they take with them so that they can fight fires safely?

- **Listen to the story The Snow Dragon**

<https://www.bbc.co.uk/bitesize/clips/zcnxpv4>

What happened to change everything? What was so special about 'Book?' Who are the 'two legs?' What happened when the Fire Dragon became very angry? What did the fire dragons do the two legs? Where did the two legs go? What happened to the now dragon at the end?



- **Read the story Francis the Firefly** What do you learn from the story? Why should you never play with matches, even if someone tries to convince you to?

Was Charlie the Cockroach a good friend? Why was he punished?

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/532662/Francis\\_the\\_Firefly\\_Book.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/532662/Francis_the_Firefly_Book.pdf)



## 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 link 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](#)

- Phase 5 phonics practise the sounds learning.
- Recap on the suffix 'ing'. This can be added after a word, e.g. helping, singing. Make a list of words that you can add ing to without changing the main word, e.g. jump. Use 2 words and write them in

#### New Curriculum Spelling List Year 1

the	your	come	are	go	push
a	they	some	were	so	pull
do	be	one	was	by	full
to	he	once	is	my	house
today	me	ask	his	here	our
of	she	friend	has	there	
said	we	school	I	where	
says	no	put	you	love	

sentences.

## Weekly Writing tasks – aim to do one per day



- From the story 'The Snow Dragon' Write 2 questions that you would ask 'Book' about life in the North and South of the world.
- Write descriptive sentences about the north Land where the peace loving Snow Dragons lived and the south where the evil fire dragons rule. Use some descriptive phrases from the story to help you. It might be helpful to listen to the story again.

- Samuel Pepys wrote a diary about the 4 days and 4 nights of the Great Fire of London. Write a question for every day that you would ask Samuel Pepys.



- Write a thank you card to the local fire station thanking the firefighters for all the work that they do. Use the book 'A Firefighter's Day' to think about all the jobs that they do and why they are so important.



- Write the story of Francis the Firefly that you could retell to a younger brother, sister or friend of the family.



## Learning Project to be done throughout the week

### FIRE SAFETY



This is the second week of the project and aims to provide opportunities for your child to learn about fire safety.

- Science:** What happens to materials when they get too hot? Would you make a teapot out of chocolate? Why not? What would happen to the chocolate? In a fire, many things could melt. Complete an experiment on objects that melt in the sun. Predict first if you think that the objects will melt or not. Put outside in the sun (or a hot place) and check every 10 minutes. Record any changes. Which melts first? Which does not melt at all? Record findings. Think about how the test can be fair (e.g. putting them all in the same place at the same time with the same exposure to the sun.) Would it be fair if one object was in the shade? Why not? Use an **ice cube, Lego brick, a pencil a spoonful of butter.**

	I predict that it will melt or not.	10 minutes	20 minutes	30 minutes
Ice cube				
Lego				
pencil				
butter				

I have found out that:

- Design and Technology:** Design and make your own Fire engine that would be helpful if there was a fire. Draw what you would want your engine to look like. Use boxes or empty packets and milk cartons to help you. Think about what you could use for wheels. What about a ladder? How could the ladder lift up? CHALLENGE. Can you make the ladder extend? Think about where you would put the water, hoses and where the fire fighters would sit. What about the lights and the siren? You may want to work with a grown up to help you!

- 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. Use the pictures as ideas.



- Music:** Sing the song London's Burning.  
<https://www.bbc.co.uk/programmes/p03xp0hq>

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. Now, sing along with this clip



<https://www.youtube.com/watch?v=-J2h-EE3-nM> Why is this different? Were there engines at the time of the Great Fire? Again, sing as a round. Can you find any musical accompaniment? These could be pots and pans!

- **History:**

Recap (or learn about) The Great Fire of London. Watch the video.

<https://www.youtube.com/watch?v=VarSSAwiimU> When did it happen (1666). How did the fire start? Where did the fire start? How did the fire spread? How long did the fire last for? Can you name a famous place that was burnt down? How was the fire put out? Find out about Samuel Pepys. Watch

<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 the pictures below 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.



- **Computing:** Using your shoebox house from last week, create an escape route plan from one room out of the house. Remember to say the direction and how many steps as though coding. Record the route.

**PE:** Every day, Joe Wicks has a 30 minute workout at 9 am.

Join in via YouTube



## Family learning



- Practise phoning the fire brigade if there was a fire. Prepare a script that would be used in an emergency and act it out with each other with one person being the operator and the other person reporting the fire. Remember your address!



Talk as a family about the different escape routes out of your home if there was a fire. What would you do? How would you exit if it was smoky?