|  |  |
| --- | --- |
| **Learning Project Week 8 ‘Fire’** | |
| Age Range Year 2 | |
| **Weekly Maths Tasks – aim to do one per day** | **Weekly Reading Tasks – aim to do one per day** |
| * Maths Images, Stock Photos & Vectors | ShutterstockComplete any maths work set by your school.   Try to do 10 minutes of arithmetic/ mental maths each day:   * Practise your 2, 5 and 10 times tables. Do you know them off by heart? Can you answer questions quickly out of order? Ask a grown up to check with you. Can you get quicker at answering the questions? * Which has the most biscuits:   4 packets of biscuits with 5 in each packet, or 3 packets of biscuits with 10 in each packet?  Explain your reasoning.   * Write these addition sentences as multiplication sentences. The first one has been completed. * 5 + 5 + 5 + 5 + 5 = 5 × 5= * 5 + 5 + 5= * 2 + 2 + 2 + 2 + 2 = * 2 + 2 + 2 = * 10 + 10 + 10 + 10 = * 10 +10 +10 +10 + 10 +10 = * This array represents 5 × 3 = 15.   Write three other multiplication or addition facts that this array shows.   * Find different ways to find the answer to 12 × 4.   *Children are expected to use their 2, 5 and 10 times tables to answer this question.*   * True or false?   5 × 4 = 4 × 5  5 × 4 = 10 × 2  5 × 4 = 2 × 10  Explain your reasoning.  What do you notice?   * White Rose Maths has daily maths lessons for you to work through: <https://whiterosemaths.com/homelearning/year-2/>   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](https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1).  From May 4th, 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. | C:\Users\jackie.stirland\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\45ACEA31.tmp   * **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? Is it written in the first person (e.g. I) or not?   * **Read Daily:** Year 2 children: Children to read to parents daily. [https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\_group=Age+6-7&level=&level\_select=&book\_type=&series=#](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+6-7&level=&level_select=&book_type=&series=) * Visit Oxford Owl for free eBooks that link to your child’s book band. You can create a free account. * **Read ‘ A Firefighters Day’ by yourself.**  <https://readon.myon.co.uk/reader/index.html?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? What do the words ‘**alarm, engine, firefighter, heavy, protect, rescue, search, station, trapped’** mean? Use a dictionary to find out.   * **Read ‘Firefighters help’**  <https://readon.myon.co.uk/reader/index.html?a=och_firef_s13> * 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? What would happen if they didn’t have this equipment? * C:\Users\jackie.stirland\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\265CD0AA.tmp**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 does the word ‘charred’ mean? Why did the author write ‘breathless in his excitement?’ What does that mean? * **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/Frances_the_Firefly_Book.pdf>   **C:\Users\jackie.stirland\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C1F7D9A9.tmp** |
| **Weekly Phonics Tasks – aim to do one per day** | **Weekly Writing tasks – aim to do one per day** |
| C:\Users\jackie.stirland\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2C3D317D.tmpDaily phonics - your child to practise  their sounds and blend words set by the school.   * Recap on all the plural rules that you have learnt. Can you change the endings of all of these words to make them plural?  1. bay 2. city 3. leaf 4. dog 5. try 6. light 7. catch 8. life 9. army 10. half  * Play Pond Life plurals <https://new.phonicsplay.co.uk/resources/phase/6/pond-life-plurals>   C:\Users\jackie.stirland\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\41326A08.tmpPlay the game every day. See if you can beat your score every day. Can you get 10/10?   * Practise words to read and spell from the Year 2 common exception word list.  1. Mr 2. Mrs 3. only 4. parents 5. pass 6. past   Write each word in a sentence. | * Fire dragon painting Diy Diamond Embroidery Paintings Rhinestone ...C:\Users\jackie.stirland\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\EAE925B.tmpFrom the story ‘ The Snow Dragon’ Write questions that you would ask ‘Book’ about life in the North and South of the world. Try and write descriptive answers for each question. * Write a descriptive setting 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.   C:\Users\jackie.stirland\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\EAE8D29F.tmp   * Samuel Pepys wrote a diary about the 4 days and 4 nights of the Great Fire of London. Keep a diary from Monday until Friday. Say what happened in the day, how you have felt and what the best and worst part of the day has been. * British fire engines. Surrey Fire and Rescue Service Chertsey Fire station. UK, may 2009.Write a letter 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. * C:\Users\jackie.stirland\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\1B459505.tmpWrite 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 Poster Stock Photos & Fire Safety Poster Stock Images ...**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, some chocolate, a wax crayon or small candle, a pencil a spoonful of butter.**  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | I predict that it will melt or not. | 10 minutes | 20 minutes | 30 minutes | 40 minutes | 50 minutes | 60 minutes | | Ice cube |  |  |  |  |  |  |  | | Lego |  |  |  |  |  |  |  | | Chocolate |  |  |  |  |  |  |  | | Crayon |  |  |  |  |  |  |  | | pencil |  |  |  |  |  |  |  | | butter |  |  |  |  |  |  |  |   Can you think of other objects to test?  I have found out that:   * **Great Fire of London art display | Great fire of london, Classroom ...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 C:\Users\jackie.stirland\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\595EEDEB.tmplike flames across a piece of paper. You may want to add some black at the top for the night sky. 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> Look at the words. What is a fire hook?   Clipart Music SingingSee 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:**   Samuel Pepys (@Samuel_Pepys) | TwitterRecap (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?  C:\Users\jackie.stirland\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B8FC4D2F.tmpLook 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. Repeat with another. Remember to say the direction and how many steps as though coding. Record the routes from different places in the room.      * **PE:** Every day, Joe Wicks has a 30 minute workout at 9 am. Join in via YouTube | |
| **Family learning** | |
| *C:\Users\jackie.stirland\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2E03257B.tmpC:\Users\jackie.stirland\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C18D5841.tmp*   * 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? | |