|  |  |  |  |
| --- | --- | --- | --- |
| Calculate | Write | Create | Investigate |
|  | Diary Samuel Pepys was famous for keeping a diary during the fire. Imagine you lived in London in 1666. Write a diary about the fire, describing what it was like to be caught up in the event. | FIRE!Create or reproduce a picture depicting a scene from London during the great fire. You could draw, paint, collage, use chalks or use a computer paint package to create your picture. | Character StudyFind out about important people from this famous event – for example Samuel Pepys, the mayor, Elizabeth Pepys.Choose how to present your findings. |
|  | PoemWrite and illustrate a poem inspired by ‘The Great Fire on London’. | BuildingsMake a model of a church or house in London in 1666. |  MapCreate a map of London in 1666 showing the location of the River Thames, Pudding Lane bakery and where the fire spread. This could be drawn or collaged. Alternatively, you could create a 3D map with miniature buildings e.g. Houses of Parliament, Pudding Lane bakery etc. |
|  | News reportPretend you are a news reporter in 1666. Write a newspaper report. This could be handwritten or typed on the computer. Remember to make your newspaper report look old | New LondonMake a model or drawing to show how you would have redesigned the city following the Great Fire. | **The Fire service**Can you find out how many houses were burned down during the Great Fire of London? How was the fire put out? Were there any fire engines? Is the fire service different today? Can you list the similarities and differences. |



Please complete a minimum of 5 tasks during the half term. You can present your work in any way you wish, e.g. a poster, video, picture, photograph, report etc. You will need to upload your completed home learning tasks onto the Google classroom throughout the term. If you have any concerns, please do not hesitate to contact me. I look forward to seeing all of your exciting home learning!

The great fire of London

**Skills to be taught in class during Spring Term**

**Literacy**

**Grammar:**

**Word:** Regular **plural noun suffixes** –*s* or –*es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun

**Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*)

How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*]

**Text:**

Sequencing **sentences** to form short narratives

**Punctuation**

Separation of **words** with spaces

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

**Joining words using and**

**Use grammatical terminology to discuss their writing. Letter,capital letter, word,singular, plural,sentence, punctuation,fullstop,question mark,exclamation mark**

Capital letters for names and for the personal **pronoun**

**Spelling:**

**Tricky words-phase 4**

**Phase 5 ay,ou,ie,ea,oy,ir,ue,aw,wh,ph,ew,oe,au**

**Maths**

**Numbers to 20-** counting to 20, writing to 20,comparing numbers, ordering numbers,number patterns.

**Addition and subtraction within 20-** add by counting on, add making 20, add by making ones, subtract by counting back, subtract by subtracting ones, subtract from 10, addition and subtraction facts.

**Fractions-** making halves, making quarters, sharing and grouping

**Science - Animals including humans**

To be able to record data in simple ways (table, Venn Diagram).

To be able to observe closely, using simple equipment.

To identify and classify

Literacy link to Dear zoo

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense