

## Maths

LI To understand multiplication as equal groups



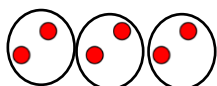
In this lesson, we will be looking at what equal groups mean, how we make equal groups and begin to understand how they represent multiplication .

Look carefully at each of the groups. How many groups are there? How many are in each group? Is it the same amount? How do we know that each group is equal? Example – There are 2 equal groups with 3 in each group.

### Activity:

For your activity you will need to look at the number statements below (in the resources section) and draw the equal groups to match that statement.

Example: There are 3 equal groups with 2 in each group



Equipment needed:

You will need a piece of paper and pencil



This lesson includes:

- Steps to Success
- Teaching slides
- Independent activity

Zoom link:

## Monday English

LI To make inferences about a text.



Home Learning Focus:

Today we will look at the nursery rhyme London's Burning.

Read the text provided (within the resources section below) which focuses on the rhyme of The Great Fire of London.

Discuss the rhyme with an adult, then have a go at recording your ideas, using the example of the Guided Reading template (within the resources section) to organise your recording. Firstly, you will need to ask yourself 'I Wonder..?' questions. Next, you will need to ask your adult to read the text whilst you close your eyes and visualise. What do you see? Can you draw your visualisation on your paper?

Finally, you will need to record your prediction on your paper. What you think will happen next?

Equipment needed: You will need a piece of paper, a pencil and colouring pencils.

This lesson includes:

- Steps to Success
- Read the text
- Discuss the text
- Independent work



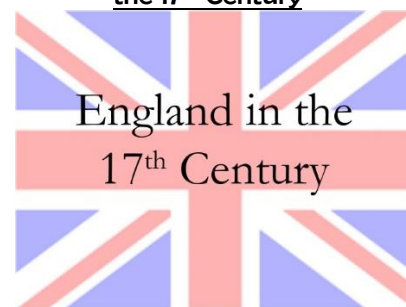
Please click on the link to access your learning:

<https://www.museumoflondon.org.uk/families/rhymes-in-time/londons-burning>

Zoom link:

## History

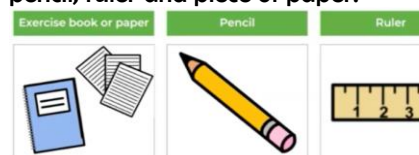
To know what life was like in the 17<sup>th</sup> Century



Home learning focus

In this lesson, we will begin by looking at who ruled England during the 17th century, up to who was in charge at the time of the Great Fire of London. We will then have a look at how people lived, finishing by exploring the different types of jobs available during this period.

Equipment needed: You will need a pencil, ruler and piece of paper.



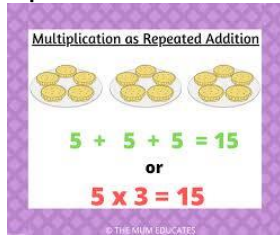
This lesson includes:

- Star words
- Who was in charge?
- How did people live?
- Jobs in the 17<sup>th</sup> century.
- End of lesson quiz.

Click on the link to access your learning:

<https://classroom.thenational.academy/lessons/what-was-life-like-in-the-17th-century-6dk3ed>

L1 To understand multiplication as repeated addition



In this lesson, we will be recapping yesterday's learning of equal groups and identifying how we can use the equal groups to write a repeated addition number sentence to represent multiplication.

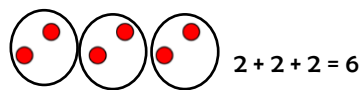
Look carefully at each of the groups. How many groups are there? How many are in each group?

Example – There are 3 equal groups with 2 in each group = 2+2+2=6. There are three 2's.

Activity:

For your activity you will need to look at the pictures of equal groups below (in the resources section) and write the repeated addition number sentence for the equal groups.

Example:



Equipment needed:

You will need a piece of paper and pencil



Zoom link:

L1 To know what an adjective is.



Home Learning Focus:

Today we will start finding out about the Great Fire of London. We will recap what an adjective is and generate our own adjective word bank.

An adjective is a word that describes a noun (the name of a person, place or thing). When writing, we use adjectives to make our sentences more descriptive and creative. For example, adjectives are used to make the sentence below more interesting:

The **fierce** and **uncontrollable** flames were spreading across the **wooden** houses.

Can you think of any other adjectives to describe the fire, buildings, sky, animals and people within the scene? Create your own word bank using the suggested template and the different headings ( found within the resources section) to organise your ideas.

This lesson includes:



- Steps to Success
- Introduction of new book.
- Recap what an adjective is
- Independent work.

Please click on the link to access your learning:

<https://www.bbc.co.uk/bitesize/topics/zrqtfr/articles/zy2r6yc>

Zoom link:

Science  
To know about properties of different materials.



Home learning focus

In this lesson we will learn about basic material types, their properties and their uses.

Equipment needed:  
Pencil and paper.



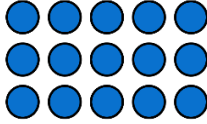
This lesson includes:

- Online video.
- Online activity
- Online quiz

Click on the link to access your learning:

<https://www.bbc.co.uk/bitesize/articles/zdpftrd>

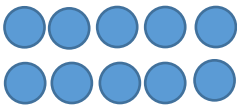
L1 To understand multiplication as arrays



In this lesson, we will be looking at and understanding the multiplication symbol X. We will be discussing what an array means and learning how to draw them to represent multiplication questions.

Look carefully at the array. How many are in each row? How many are in each column? We can use this information to write a multiplication sentence and draw an array.

Example:

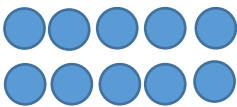


This array shows 2 rows with 5 in each row  $2 \times 5 = 10$

**Activity:**

For your activity you will need to look at the times tables questions below (in the resources section) and draw the array for each.

Example:  $2 \times 5 = 10$



**Equipment needed:**

You will need a piece of paper and pencil



This lesson includes:

- Steps to Success
- Teaching slides
- Independent activity

Zoom link:

L1 To be able to use adjectives correctly.



**Home Learning Focus:**

Today we will continue to find out about the Great Fire of London. We will recap our learning on adjectives from yesterday and use our word banks to write our own descriptive sentences.

Can you use the adjectives from your word bank to write descriptive sentences about the image of The Great Fire of London? You can find the image in the resources section of this plan.

Equipment needed: You will need a piece of lined paper and a pencil.

This lesson includes:

- Steps to Success
- Continue reading The Great Fire book
- Recap word mat from yesterday
- Generate sentences
- Independent work.



Please click on the link to access your learning:

<https://youtu.be/-NjXbgvrVIM>

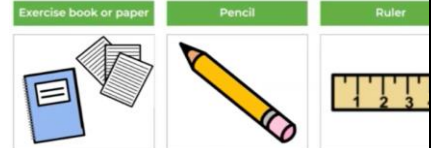
Zoom link:

Who are Jewish people and what do they believe?

Home learning focus

In this lesson, we will be looking at Judaism and finding out what they believe.

Equipment needed: You will need a pencil, ruler and piece of paper.



Click on the links to access your learning:

<https://www.youtube.com/watch?v=73WsIne-FKg>

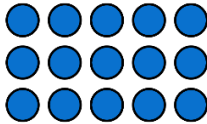
What items are precious to Jewish people?

<https://www.bbc.co.uk/bitesize/clips/zd9jxnb>

What items are precious to you? Why?

Can you draw three things that are special to you and write why?

L1 To understand arrays



In this lesson, we will be recapping arrays and understanding what they mean.

Look carefully at the array. How many rows are there? How many are in each row? What is the repeated addition number sentence? How many are there altogether?

Example:



There are \_\_\_\_\_ in each row.



There are \_\_\_\_\_ rows.

\_\_\_\_\_ = \_\_\_\_\_



There are \_\_\_\_\_ altogether.

Activity:

For your activity you will need to look at the array descriptions below (in the resources section) and draw the array for each.

Example:

There are 2 in each row.



There are 3 rows.



$2 + 2 + 2 =$  \_\_\_\_\_

There are \_\_\_\_\_ altogether.



Equipment needed:

You will need a piece of paper and pencil



This lesson includes:

- Steps to Success
- Teaching slides
- Independent activity

Zoom link:

English

L1 To be able to design a street from 1666



Home Learning Focus:

Today we will continue to find out about the Great Fire of London. We will recap all of our learning about the houses and streets of London in 1666. Using our adjectives and sentences to inspire us we will be designing and drawing our own street in London from 1666.

Watch the video link or look at the images (found in the resources section) to answer the questions before you start your design.

**What do you notice about London from this time? Is it what you expected? What were the houses made from? Why were the streets narrow?**

Equipment needed: You will need a piece of lined paper and a pencil.

This lesson includes:

- Steps to Success
- Discuss what we have learnt so far about London in 1666
- Independent work.



Please click on the link to access your learning:

<https://www.literacyshed.com/puddinglane.html>

History

To know what London was like at the time of the Great Fire.

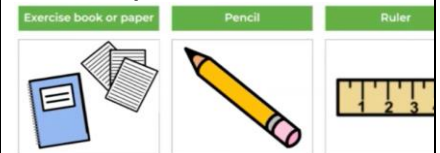


Home learning focus

In this lesson, we will look at how London developed as an important cultural, economic and political centre through the reign of the Anglo-Saxons, Normans and Tudors.

Equipment needed:

You will need a piece of paper, ruler and pencil.



This lesson includes:

- Star Words
- London after the Romans.
- Anglo-Saxon London
- Norman & Tudor London
- End of lesson quiz

Click on the link to help with your learning:

<https://classroom.thenational.academy/lessons/what-was-london-like-at-the-time-of-the-fire-6ru64c?step=2&activity=video>

L1 To understand the X2 table

$$1 \times 2 = 2 \quad 6 \times 2 = 12 \quad 11 \times 2 = 22$$

$$2 \times 2 = 4 \quad 7 \times 2 = 14 \quad 12 \times 2 = 24$$

$$3 \times 2 = 6 \quad 8 \times 2 = 16$$

$$4 \times 2 = 8 \quad 9 \times 2 = 18$$

$$5 \times 2 = 10 \quad 10 \times 2 = 20$$

In this lesson, we will be looking at and understanding the 2 times table.

Recap previous learning on multiplication. **What does this sign X mean? What words can you think of that we could use that mean X?**  $2+2+2+2=8$  this is repeated addition. **How many lots of 2 are there? Could we write this number sentence another way?** Discuss with the chn that there are 4 'lots of' 2. **What would our multiplication sentence be?  $4 \times 2 =$  on board, what would the answer be? How do you know?**

#### Activity:

For your activity you will need to log on to Tines Tables Rockstars to practice your 2 times table.

<https://play.trockstars.com/>

#### Equipment needed:

You will need a piece of paper and pencil



This lesson includes:

- Steps to Success
- Teaching slides
- Independent activity

Zoom link:

Other times tables practice links

<https://www.topmarks.co.uk/times-tables/coconut-multiples>

<https://www.topmarks.co.uk/mathsgames/hit-the-button>

English

L1 To be able to write descriptively



#### Home Learning Focus:

Today we will continue to find out about the Great Fire of London. We will continue to read our book (or watch the video link) and find out more about the streets of London. In this lesson, we will look at our drawings from yesterday and label them with adjectives. After, we will use our adjectives to write descriptive sentences about the streets of London and what they looked like.

**What do you notice about London from this time? Is it what you expected? What were the houses made from? Why were the streets narrow?**

Equipment needed: You will need a piece of lined paper and a pencil.

This lesson includes:



- Steps to Success
- Continue reading Great Fire book
- Discuss what we think the streets of London looked like using our pictures we drew yesterday
- Label our pictures with adjectives
- Use our adjectives to write descriptive sentences.
- Independent work.

Zoom link:

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Music

To know the instruments of an orchestra.

The orchestra



#### Home learning focus

In this lesson, we will be learning about all the different families and instruments of the orchestra and learn what they sound like through listening activities.

#### Equipment needed:

Just yourself and your ears.

The lesson includes:

- To know the instruments of an orchestra.
- To identify instruments by listening.
- To understand which instrument fits into which family and why.

Click on the link to support your learning:

<https://classroom.thenational.academy/lessons/instruments-of-the-orchestra-the-families-6tjpac?activity=video&step=1>

Questions for the maths activity.

1. There are 5 equal groups with 2 in each group.
2. There are 3 equal groups with 5 in each group.
3. There are 4 equal groups with 10 in each group.
4. There are 8 equal groups with 2 in each group.
5. There are 6 equal groups with 5 in each group.
6. There are 7 equal groups with 10 in each group

English

London's Burning Rhyme



# London's Burning!

London's burning, London's burning,

Fetch the engine, fetch the engine,

Fire, Fire! Fire, fire!

Pour on water, pour on water.

# London's Burning!

London's burning, London's burning,

Fetch the engine, fetch the engine,

Fire, Fire! Fire, fire!

Pour on water, pour on water.

I wonder...

Prediction

Visualise

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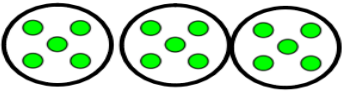
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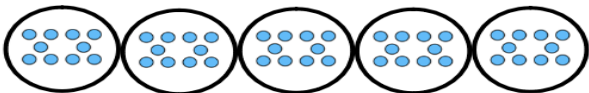
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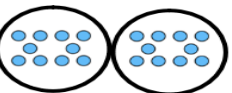
Questions for the maths activity.

1.   $\underline{\quad} + \underline{\quad} + \underline{\quad} =$

2.   $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} =$

3.   $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} =$

4.   $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} =$

5.   $\underline{\quad} + \underline{\quad} =$

6.   $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} =$

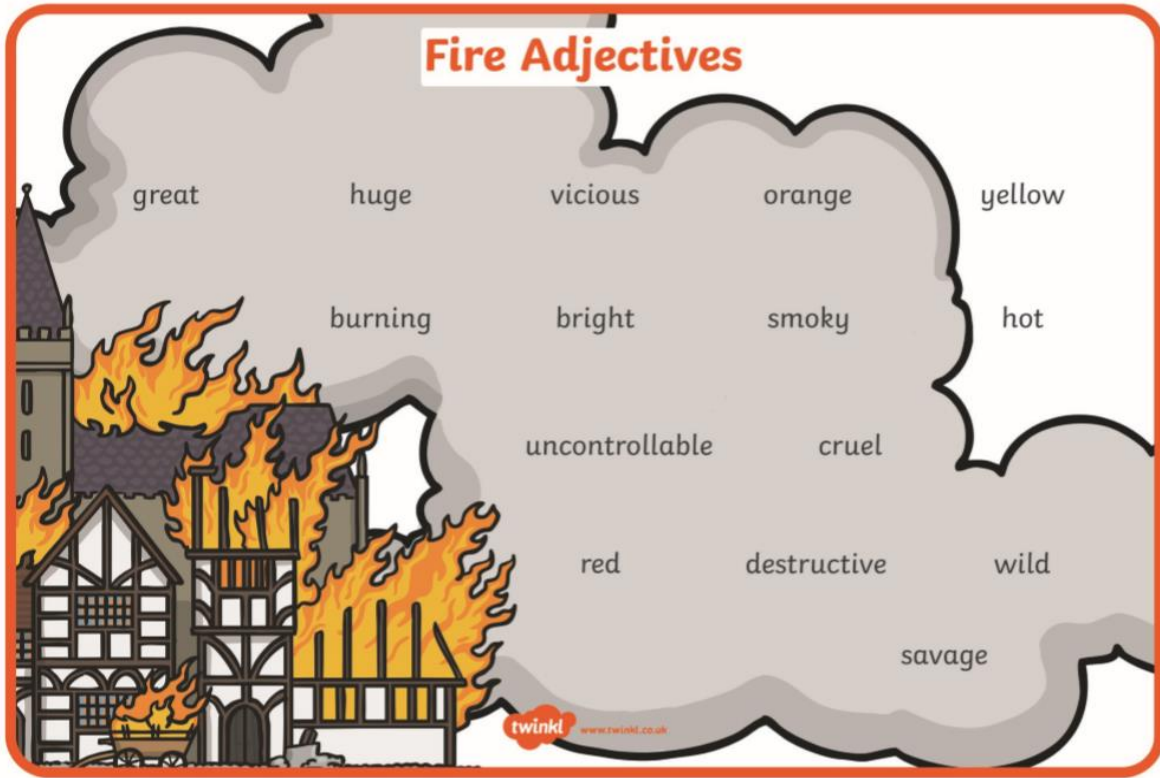
English:

Great Fire of London Image





Adjective word bank



Suggested headings to organise your adjectives

People	Fire	Buildings	Sky	Animals
	<p><i>Fierce</i></p> <p><i>uncontrollable</i></p>	<p><i>Wooden</i></p>		

Wednesday

Wednesday's maths resources

Questions for the maths activity.

*Copy the number sentence and draw the array.*

1.  $9 \times 2 =$

2.  $4 \times 2 =$

3.  $6 \times 5 =$

4.  $3 \times 5 =$

5.  $5 \times 10 =$

6.  $7 \times 10 =$

Thursday

Thursday's maths resources

Questions for the maths activity.

*Look at the array descriptions and draw the array for each.*

There are 2 in each row.

There are 3 rows.

$2 + 2 + 2 = \underline{\quad}$

1. There are  $\underline{\quad}$  altogether.

There are 5 in each row.

There are 2 rows.

$5 + 5 = \underline{\quad}$

2. There are  $\underline{\quad}$  altogether.

There are 10 in each row.

There are 3 rows.

$10 + 10 + 10 = \underline{\quad}$

3. There are  $\underline{\quad}$  altogether.

There are 2 in each row.

There are 2 rows.

$2 + 2 = \underline{\quad}$

4. There are  $\underline{\quad}$  altogether.

There are 5 in each row.

There are 4 rows.

$5 + 5 + 5 + 5 = \underline{\quad}$

5. There are  $\underline{\quad}$  altogether.

Health and Wellbeing Activities

Being Helpful



ALL WAFFLE THE WONDER DOG >

**Top 5 Tips for Being Helpful**

Waffle gives you his Top 5 Tips for Being Helpful. Sometimes it doesn't work out how Waffle imagined and things end in a bit of a mess.

Can you think of different ways to be helpful at home?

How does being helpful make you feel? How does it make your family feel?

Watch the video link below to give you some inspiration.

Click on the link to access the video clip: <https://www.bbc.co.uk/cbeebies/watch/tips-for-being-helpful>

O Other lessons

Science

The Big Bird Watch.



Home learning focus:

During January and February, the RSPB (The Royal Society for the Protection of Birds) are asking children to take part in the Big Schools Birdwatch and spot different birds. In today's lesson we will look at what a bird is and then can you go and look in your garden or go out for a walk and try and spot as many different birds as you can?

You could even record your results at <https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-birdwatch/>.

Equipment needed:

You will need:

A pencil and the survey.

This lesson includes:

- A video
- A survey
- A hunt around your garden or outside.

Please click on the link to access the video:

<https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zyd6hyc>

Please click on the link to access the survey sheet, you will also find this in the resources below:

[https://www.rspb.org.uk/globalassets/downloads/kids--schools/big-schools-birdwatch-downloads/survey-sheets-2021/rspb\\_big-schools-birdwatch\\_teaching\\_resources\\_counting\\_sheets\\_tens\\_english-version.pdf](https://www.rspb.org.uk/globalassets/downloads/kids--schools/big-schools-birdwatch-downloads/survey-sheets-2021/rspb_big-schools-birdwatch_teaching_resources_counting_sheets_tens_english-version.pdf)

### Survey



**House sparrow**

I saw




**Blackbird**

I saw




**Blue tit**

I saw




**Robin**

I saw




**Starling**

I saw




**Chaffinch**

I saw




**Woodpigeon**

I saw




**Magpie**

I saw
