

Monday

Maths

LI - To understand 5x table.

$$1 \times 5 = 5 \quad 6 \times 5 = 30 \quad 11 \times 5 = 55$$

$$2 \times 5 = 10 \quad 7 \times 5 = 35 \quad 12 \times 5 = 60$$

$$3 \times 5 = 15 \quad 8 \times 5 = 40$$

$$4 \times 5 = 20 \quad 9 \times 5 = 45$$

$$5 \times 5 = 25 \quad 10 \times 5 = 50$$

Home learning focus:

In this lesson we will be looking at and understanding our 5x table.

This lesson includes:

- Success criteria
- Quick recap
- 5 times table examples
- Activity

Equipment you will need: A pencil and a piece of paper.



Last week you focussed on what X symbol means and how to draw arrays to help with your learning. You also spent Friday's lesson looking at the 2x table. Recap last week's learning. **What does this sign X mean? What words can you think of that mean X?**

$5 + 5 + 5 = 15$ is a repeated addition.

How many lots of 5 are there? Could we write this number sentence a different way? Discuss with the children that there are 3 'lots of' 5. What would our multiplication sentence be? Write $3 \times 5 =$ What would our answer be? How do you know?

Let's practise, the 5x table.

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

Let us work through some examples:
How many petals altogether?



Write the calculation.

There are 4 flowers each with 5 petals so $4 \times 5 =$

Let's try another, we need to think backwards for this one. Try counting up in 5s until you reach 35. This will tell you how many hands there are?

There are 35 fingers.
How many hands?

$$\square \times 5 = 35$$



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

<https://www.youtube.com/watch?v=A8cCyQTkRgI>

Activity:

For your activity today we would you like to look at the questions given to you (see resources).

English

LI - To write factual sentences.



Home Learning Focus:

Today we will start to learn about the events of the Great Fire of London.

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



This lesson includes:

- Steps to Success
- Continue reading our Great Fire book.
- Generate ideas for writing.
- Independent work.

We will continue reading our class book together to find out what happened on Sunday 2nd September 1666.

Where did the fire start?

How did the fire start?

What happened?

We will record the facts we have learnt together in our own words, using a word mat to help us.

Activity: Challenge yourself to write 3 factual sentences about what we know happened on Sunday 2nd September 1666. Remember to use capital letters, finger spaces and full stops. Use the word mat to help you with your writing.



Please click here for a link to support your learning:

<https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-story/z4xx7nb>

<https://www.youtube.com/watch?v=yslKve7TJxl>

Activity:

For your activity today we would you like to look at the questions given to you (see resources).

Topic

LI - To show the difference between London now and during the time of The Great Fire.



Home learning focus:

In this lesson we will learn about the difference between London in 1666 compared to now. There are a couple of videos for you to watch. The first will show us what life was like at the time of the Great Fire. The second will show us what London is like now. It will help us visualise and

This lesson includes:

- 2 videos.
- Independent activity

Equipment you will need:

A pencil and the sheet (see below in the resources)



Please click on this video to support your learning:

<https://www.youtube.com/watch?v=SPY-hr-8-MQ> Start at 0:50 for the best part of the video

Click on this 2nd link to see London now:

<https://www.youtube.com/watch?v=YCMeeala mE>

Activity:

Use the sheet (see resources) draw pictures or write sentences about the main differences between London now and during The Great Fire.

Maths

LI – To understand 10x table.

1	× 10 = 10
2	× 10 = 20
3	× 10 = 30
4	× 10 = 40
5	× 10 = 50
6	× 10 = 60
7	× 10 = 70
8	× 10 = 80
9	× 10 = 90
10	× 10 = 100
11	× 10 = 110
12	× 10 = 120

Home learning focus:
In this lesson we will be looking at and understanding our 10x table.

This lesson includes:

- Success criteria
- Quick recap
- 10 times table examples
- Activity

Equipment you will need: A pencil and a piece of paper.



Let's have a recap of yesterday's learning:

<https://www.youtube.com/watch?app=desktop&v=A8cCyQTkRgI>

$10 + 10 + 10 + 10 = 40$ is a repeated addition. **How many lots of 10 are there? Could we write this number sentence a different way? What would our multiplication sentence be? Write 4×10 What would our answer be? How do you know?** Let's have a quick recap of that with our supermovers!

<https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-10-times-table-with-webster-the-spider/zm32cqt>

Now we have warmed up, let's chant them together. Using a 100 square.

Let's work through some examples:
How many crayons are there altogether?



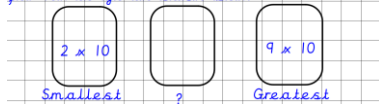
There are 6 packs of 10 crayons, so $6 \times 10 = ?$

Let's try a few more examples:

Altogether there are 30 bottles, how many walls are there?



Can you think of a multiplication fact for 10x to go in each box?



Please click here for a link to support your learning:

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

<https://www.youtube.com/watch?v=8yxMJUHBsIY>

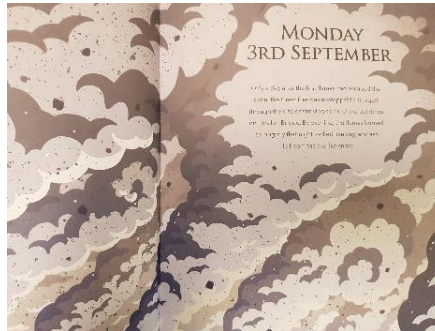
Activity:

For your activity today we would you like to look at the questions given to you below (see resources).

Tuesday

English

LI -To write factual sentences.



Home Learning Focus:

Today we will continue to learn about the events of the Great Fire of London.

This lesson includes

- Steps to Success
- Warm up
- Continue reading our Great Fire book.
- Generate ideas for writing.
- Independent work.

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



We will find out what happened on Monday 3rd and Tuesday 4th September 1666.

What did the fire look like on Monday? Where did the fire spread?

What did the people in London do?

We will discuss our ideas together and record the facts we have learnt in our own words.

Activity: We are going to write 3 factual sentences about what we know happened on Monday 3rd and Tuesday 4th September 1666.

Remember to use capital letters, finger spaces and full stops. Challenge yourself to include some interesting adjectives to describe the fire.



Click on the link to access your learning:

<https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-story/z4xx7nb>

<https://www.youtube.com/watch?v=yslKve7TJxl>

Science

LI - To answer a question by collecting information.



Home learning focus

In this lesson we will learn about basic material types, their properties and their uses. We thought last week about the different materials in our home and class. Today we'd like you to think about shoes. **What do they need to be? What does the sole need to be? Can you find the best material for the sole of a shoe?**

Watch the video below first. Then think about how you could test a collection of different materials to see which has the best grip? Let us know what you find out! Maybe design your own shoe!

Equipment needed:
Pencil and paper.



This lesson includes:

- Online video.
- Activity

Click on the link to access your learning:

https://www.youtube.com/watch?v=340MmuY_osY

Math's

LI – To know doubles of numbers.

0+0 0	1+1 2	2+2 4	3+3 6
4+4 8	5+5 10	6+6 12	7+7 14
8+8 16	9+9 18	10+10 20	11+11 22

Home learning focus:
In this lesson we will be looking at und understanding doubles of numbers.

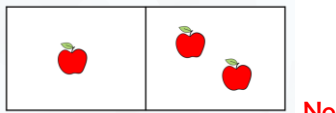
This lesson includes:

- Success criteria
- Quick recap
- Doubling examples
- Activity

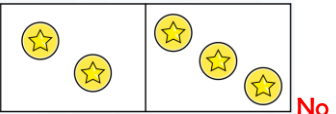
Equipment you will need: A pencil and a piece of paper.



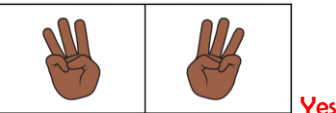
We have spent last week and this week beginning our look at multiplication. You will have done some doubles before in previous learning. **Have these numbers been doubled?**



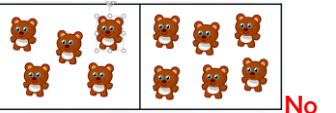
No



No



Yes



No

What happens when we double a number? Multiplying by 2 or repeating the addition.
Let's try:



Double 7 =?



Double 3 =?



Double 10 =?

Please click here for links to support your learning:

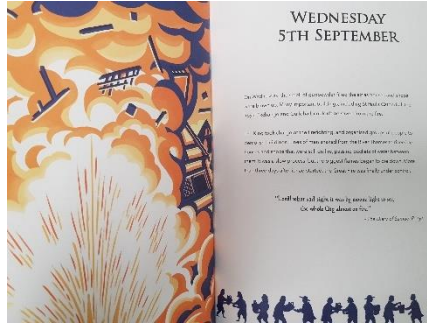
<https://www.youtube.com/watch?v=ylRjRxLsHAE>

<https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication>

Wednesday

English

LI - To write factual sentences.



Home Learning Focus:
Today we will finish learning about the events of the Great Fire of London.

This lesson includes:

- Steps to Success
- Warm up
- Continue reading our Great Fire book.
- Generate ideas for writing.
- Independent work.

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



We will find out what happened on Wednesday 5th September 1666.

What buildings were destroyed?
How many streets and homes were destroyed?
What had the wealthy people chosen to save from the fire?
How did they end the fire?
What did they use?

We will discuss and record the facts we have learnt together in our own words.

Activity: Challenge yourself to write 3 factual sentences about what we know happened on Wednesday 5th September 1666.

Remember to use capital letters, finger spaces and full stops.



Please click on the link to access your learning:

<https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-story/z4xx7nb>

<https://www.youtube.com/watch?v=ysIKve7TJxl>

PE with team Garlinge

Personal Challenge Home Learning



Home learning focus:
Back during the summer term some of the key worker children had weekly challenges using socks. We called this 'The Sock Olympics'. The PE team have come up with and planned a personal challenge card available here

<https://www.garlingeprimary.co.uk/home-school-learning> under the PE and Sport section of our home learning. They have also put a link to a variety of videos to support this. https://www.youtube.com/playlist?list=PLYGRaluWWT0jV3An2WEgsQ4qGfY_9jJDL

The sheets can also be found in the resources page for the year 2 planning.

Have fun and see if you can beat your own personal challenge!

The TEAM GARLINGE Personal Challenge Activity Card

What is it?
We would like you to complete the following challenges whilst you are at home. The challenges have been chosen to help you in your future PE lessons. The aim is to complete the challenges that you can and use the school values to help you improve! As long as you complete the challenges safely, you can adapt the activities to suit you and your environment! Because this is about YOUR personal best and YOU improving YOUR skill!

IMPORTANT!
Please remember that these challenges have been designed to helpfully enable all abilities to participate in a personal best challenge. Each activity has an **easy** and **hard** option for your child to try. The challenges can be adapted to individual's abilities. Please email PE@garlinge.kent.sch.uk for further guidance if needed.

You will need:
• A ball of socks
• Stopwatch/timer or clock
• Paper and a pen
• A bucket or target

Share your success!
If you would like your child's picture of them doing the challenge, emailed onto the school website or Twitter page, then please email pictures and permission to PE@garlinge.kent.sch.uk to Team Garlinge!

THE CHALLENGE
Have a go at the different activities and record your scores on the score card or a piece of paper. Practice the activities to see if you can improve your best score! For every challenge you complete you will also earn points for your House! Write how the School Values helped you.

Personal Challenge Score Card

Name: _____
Class: _____
HOUSE COLOUR: _____

1. LEG BALANCE
Balance on 1 leg and time how long you can balance for. Stop the time when your other foot touches the floor.
Time how long you can balance on your left leg and on your right leg.
How long can you balance on your left leg and on your right leg?
LEFT: _____ RIGHT: _____

2. Arm Holds
Pick one arm and time how long you can hold it fur. Stop the time when you put your arm down.
Time how long you can rest your left arm and on your right arm.
How long can you hold your left arm in the air? _____
How long can you hold your right arm in the air? _____

3. Sock Throw
Toss a target. For example a piece of paper or bucket. Choose how many times you would like to throw from, and see how many times you can throw your ball of socks into the bucket, collect, return and throw again in 1 minute.
How many times can you throw your ball of socks into the bucket in 1 minute?
LEFT: _____ RIGHT: _____

4. Clap and Catch
Throw your ball of socks into the air and see how many times you can clap before you catch them. You get 1 point for every 10 claps - remember you have to catch the sock to score a point.
How many claps can you do in 1 minute?
LEFT: _____ RIGHT: _____

5. Speed Jumping
Place your ball of socks on the floor and see how many times you can jump over them and back in 1 minute!
Give yourself 1 point for every jump!
How many times can you jump over the socks in 1 minute?
LEFT: _____ RIGHT: _____

6. Star Jumps
How many star jumps can you do in 2 minutes? Remember to pace yourself! If 2 minutes is too long then try to make it start with...
How many star jumps can you do in 2 minutes?
LEFT: _____ RIGHT: _____

7. Agility
Toss a target. For each minute you can do without missing. Remember to pace yourself!
How many times can you toss the target into the bucket in 1 minute?
LEFT: _____ RIGHT: _____

8. CREATE YOUR OWN CHALLENGE
You create your own challenge that helps with...
Balance
Co-ordination
Jumping
Running
Throwing or Catching!
Always make sure you carry out all challenges in a safe way!
PERFORMANCE - How many or how long you can do a challenge without stopping?
ASPIRATION - Can you aspire to achieve these targets? Can you aspire to do more?
RESPECT - Remember to respect your body, only do what you can!
TEAMWORK - Can you work with someone you live with and help each other?

Speed Jump
How many can you do in 2 minutes?
LEFT: _____ RIGHT: _____

Star Jumps
How many in 1 minute?
LEFT: _____ RIGHT: _____

AGILITY
How many laps or minutes did you complete?
LEFT: _____ RIGHT: _____

Activity:

For your activity today we would you like to look at the questions given to you below (see resources). If you want to you may wish to draw a small picture to help you understand the doubling.

Thursday

Math's

LI – To know odd and even numbers.



Home learning focus:

In this lesson we will be learning and understanding odd and even numbers.

This lesson includes:

- Success criteria
- Quick recap
- Sorting odd and even numbers.
- Activity

Equipment you will need: A pencil and a piece of paper.



Let's start by watching a video about Odd Todd and Even Steven.

<https://www.youtube.com/watch?v=fk6b9Zxte24>

Do you know what an odd number is?
Do you know what an even number is?

Let's try these examples:

Can you sort the odd and even numbers?

Odd			Even		

3	17	20	6	14	11
16	8	15	9	12	1

Spot the mistake?

Odd			Even		

Please click here for a link to support your learning:

<https://www.youtube.com/watch?v=E3uxBI9npas>

<https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even>

Activity:

For your activity today we would you like to look at the questions given to you below (see resources). Can you identify which numbers are odd and which are even? Can you explain why?

English

LI - To sequence events



Home Learning Focus:

Today we will sequence the events of the Great Fire.

This lesson includes

- Steps to Success
- Warm up activity
- Read a page of our class book
- Warm up video
- Sequence the story
- Independent work.

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



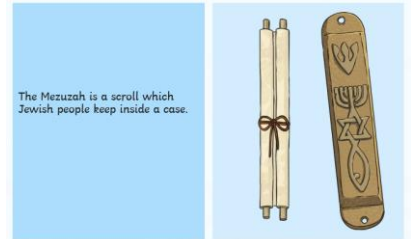
We will look at the timeline of The Great Fire, that we have learnt about through the week, and sequence the events in the right order.

Activity: Once we have looked at ordering the events as a class, you will need to cut and stick the events of the Great Fire in the right order.

RE

What is a Mezuzah and why is it special?

What is a Mezuzah?



The Mezuzah is a scroll which Jewish people keep inside a case.

Home learning focus

In this lesson we will learn about Mezuzahs.

Equipment needed: Pencil and paper.



This lesson includes:

- Online video.
- Activity

Find out about Mezuzahs from the video and see if you can find out:

What is a Mezuzah?
Why are they special?
What do they have inside?
Where do they go?
What do Jewish people do with them?

Activity: Make your own Mezuzah using the template and write your own special message inside.

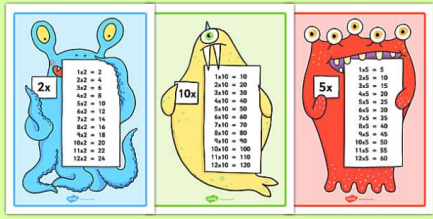
Please click here for a link to support your learning:

<https://www.bbc.co.uk/programmes/p02mx8pg>

Friday

Maths

LI – To know x2, x5 and x10 tables.



Home learning focus:

In this lesson we will consolidate our learning from the last two weeks and practise our times tables. You may wish to challenge yourself further with x3 and x4 tables too.

This lesson includes:

- Success criteria
- Quick recap
- Times table examples
- Activity

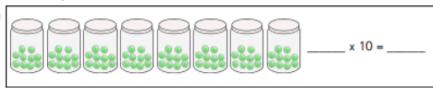
Equipment you will need: A pencil and a piece of paper.



Let's start with a quick recap and warm up of counting in steps of 1, 2, 5 and 10. These all help us with our times tables! Let's get up on our feet.

<https://www.bbc.co.uk/teach/supermovers/ks1-maths-counting-with-john-farnworth/zbct8xs>

Shall we see if you can answer these examples?



Please click here for links to support your learning:

<https://www.youtube.com/watch?v=dPk5JHBZs4Q>

<https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication>

Activity:

For your activity today we would you like to practise your times tables using times tables rockstars and/or these games.

English

LI - To know what a contraction is.



Home Learning Focus:

Today we will learn what a contraction is. We will look together at what an apostrophe means and how to use it to join two words together (example: did + not= didn't). We will go through different examples together

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



This lesson includes

- Steps to Success
- Video
- Look through examples of contractions together
- Independent work.

Please click on the link to access your learning:

<https://www.youtube.com/watch?v=gubPH3WEurg>

PHSE

A Recipe For Friendship



What are the 'ingredients' that make a good friendship? Discuss what is important in a friendship. Write your ideas down - recipe style!

- Share
- Take turns
- Be kind
- Don't leave people out
- Look out for someone who's feeling lonely
- Play together

Sometimes we can fall out with friends so you could think of another recipe – a recipe for making up.

- Say sorry
- Shake hands
- Have a hug
- Invite someone to join in (a game or a conversation)
- Do something special to show you really want to be their friend again

Write and draw about your friends on Harold the giraffe's special activity sheet.

Equipment needed: Pencil and paper.



This lesson includes:

- Online video.
- Activity

Click on the link to access your learning:

<https://www.youtube.com/watch?v=ReMq3KX8F94>