


## The Fire of London Project Homework -Y2

	Week 1	Week 2	Week 3	Week 4
<b>English</b>	<p>Discuss with the children the reasons why the fire of London spread rapidly and why people took refuge in churches and in boats on the river. <a href="http://www.fireoflondon.org.uk">www.fireoflondon.org.uk</a></p> <p>Write a newspaper report about the fire and how it spread.</p> <p>Remember to include:</p> <ul style="list-style-type: none"> <li>• Headline</li> <li>• Answers to key questions; What, when, where, who, why.</li> <li>• Labelled images of the city on fire.</li> <li>• Include quotes/ reactions from people who witnessed the fire, what did they see? How did they feel? *Remember to use speech marks.</li> </ul> <p>Think about:</p> <ul style="list-style-type: none"> <li>• Handwriting and presentation.</li> <li>• Spelling &amp; punctuation.</li> <li>• The sequence of events.</li> <li>• Use of ambitious and descriptive vocabulary.</li> <li>• Use of a variety of</li> </ul>	<p>Follow a simple set of instructions for making bread/ biscuits. e.g <a href="https://www.bbcgoodfood.com/recipes/easy-white-bread">https://www.bbcgoodfood.com/recipes/easy-white-bread</a></p> <p>Use command sentences and imperative verbs; mix, weigh, take, stir, knead etc to re-write and improve the instructions. Time connectives (first, next, then, after, finally etc) may also be used to help sequence the steps of the instructions.</p> <p>Remember to include:</p> <ul style="list-style-type: none"> <li>• Sequenced steps.</li> <li>• Diagrams/ pictures to explain exactly what to do.</li> <li>• Precise verbs to give clear commands.</li> </ul> <p>Think about:</p> <ul style="list-style-type: none"> <li>• Handwriting and presentation.</li> <li>• Spelling &amp; punctuation.</li> <li>• The sequence of events.</li> <li>• Use of ambitious and descriptive vocabulary.</li> </ul>	<p>Samuel Pepys' diary. <a href="https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt">https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt</a> Look at Samuel Pepys diary. Discuss the part he played by recording the events of the Great Fire. Have a go at writing a diary entry like Samuel Pepys. <a href="https://www.history.org.uk/primary/resource/3676/samuel-pepys-and-the-great-fire-of-london-ks1">https://www.history.org.uk/primary/resource/3676/samuel-pepys-and-the-great-fire-of-london-ks1</a></p> <p>Remember to include:</p> <ul style="list-style-type: none"> <li>• Sequenced events.</li> <li>• Use senses to describe what you saw, thought, heard, smelt, felt etc.</li> </ul> <p>Think about:</p> <ul style="list-style-type: none"> <li>• Handwriting and presentation.</li> <li>• Spelling &amp; punctuation.</li> <li>• Use of conjunctions to extend sentences.</li> <li>• Use of ambitious and descriptive vocabulary.</li> </ul>	<p>Complete one of the differentiated reading comprehension tasks about the fire of London. <a href="https://www.twinkl.co.uk/resource/t-l-54681-ks1-the-diary-of-samuel-pepys-differentiated-reading-comprehension-activity?sign_in=1">https://www.twinkl.co.uk/resource/t-l-54681-ks1-the-diary-of-samuel-pepys-differentiated-reading-comprehension-activity?sign_in=1</a></p> <p>If you are unable to print the worksheets, you could simply write your answers on a separate sheet after reading through the information.</p> <p>Remember:</p> <ul style="list-style-type: none"> <li>• Write your answers in full sentences and make sure that you have answered the question in full.</li> </ul>

	conjunctions to extend sentences (and, but, so, because, meanwhile, however etc).			
<b>Maths</b>	<p><b>Play shops.</b> Gather a collection of food items/ pictures of food items together. Create price labels for each item. Create a shopping list and then work out how much you would pay altogether if you purchased those items.</p> <p><b>Further challenge:</b> Work out how much change you would get from a whole pound/ note denomination e.g £1.00, £2.00, £5.00 etc.</p>	<p><b>Bakery shop – maths</b> Using the same recipe you followed to make your bread/ biscuits (see above) calculate cost of ingredients. Use website for well known supermarkets to help you with these prices.</p> <ul style="list-style-type: none"> <li>• How much would it cost to make the bread/ biscuits?</li> <li>• What coins would you use to pay?</li> <li>• How would you change the recipe for different quantities? * Use skills of halving /doubling/ quarters and work out the new prices.</li> </ul>	<p><b>Create a time line/ time frame for the spread of the fire.</b></p> <ol style="list-style-type: none"> <li>1) How long did the fire last?</li> <li>2) How many hours are in a day?</li> <li>3) How many minutes are in an hour?</li> <li>4) How many seconds are in a minute?</li> </ol> <p>Explore time: <a href="https://www.topmarks.co.uk/Search.aspx?q=time">https://www.topmarks.co.uk/Search.aspx?q=time</a></p>	<p><b>Create a model of the monument of the Fire of London.</b></p>  <p>Think about and label the 2D &amp; 3D shapes that have been used in its design. Use a ruler/ tape measure to measure the height of your model.</p> <p><b>Challenge:</b> Find out the real height of the monument. How does this compare to the height of Big Ben? Which is the tallest and by how much?</p>
<b>Topic</b>	<p><b>Where is London / famous landmarks.</b></p> <ul style="list-style-type: none"> <li>• Know where the Great Fire occurred.</li> <li>• Know when the fire happened.</li> </ul> <p>Look at unlabelled images of London today. Do you know the name of the city by identifying some of its</p>	<p>Create a powerpoint or poster about the Great Fire of London. It is up to you how you wish to present this work but it is your opportunity to demonstrate your knowledge, understanding and learning throughout this topic.</p>	<p><b>Board Game</b></p> <p>Create a board game about events of the Fire of London. This could be something simple along the lines of snakes and ladders or you could be even more creative! The rules, counters, playing</p>	<p><b>Create a drawing or painting of the London landscape during the fire.</b></p> <p>Alternatively, use materials like chopped up bits of paper to make a collage. If you have Playdough, you could make a model of some of the buildings too.</p>

	<p>landmarks?  <a href="https://360.visitlondon.com/#">https://360.visitlondon.com/#</a>          Look at images of the monument commemorating the Great Fire.  <a href="https://www.themonument.info/">https://www.themonument.info/</a>          Read or tell the story of the fire in as much detail as possible.  <a href="https://www.london-fire.gov.uk/museum/history-and-stories/the-great-fire-of-london/">https://www.london-fire.gov.uk/museum/history-and-stories/the-great-fire-of-london/</a>          Discuss with the children the story of the fire.          *Create labelled maps.          1) Locate Coventry/ London.          2) Map of London locating key landmarks associated with the fire.</p>	<p>Key ICT skills should involve combining text and graphics/ images.           If you do not have access to a computer/ IPAD then this task could be done on paper but should still combine images/ drawings &amp; text.</p>	<p>board etc are all your choice and design.</p>	
<p><b>Science</b></p>	<p><b>Materials</b>  <b>To know the suitability of materials for different purposes.</b></p> <p>Tell someone about the different materials we have been learning about and what they can be used for. Here is a reminder:  <a href="https://www.bbc.co.uk/bitesize/topics/zrssgk7/articles/z9pgcdm">https://www.bbc.co.uk/bitesize/topics/zrssgk7/articles/z9pgcdm</a></p> <p>Design a house that might have survived the Great Fire of London. Label the materials you have chosen. How could you test the materials?</p> <p>Talk to someone about the materials you have chosen. Have you thought</p>	<p><b>Materials</b>  <b>To know how shapes of objects can be changed.</b></p> <p>Think about how you can change the shape of something. Which materials are easier to change the shape of? How can you do it?</p> <p>Get a selection of 8 objects made out of different materials eg ruler, pencil, elastic band, sock, mug, stone, playdough, sponge.</p> <p>Investigate if you can change their shape by doing the following things to them:</p> <ul style="list-style-type: none"> <li>• Squash</li> <li>• Bend</li> <li>• Twist</li> </ul>	<p><b>Materials</b>  <b>To know that materials can be changed into new products by recycling.</b></p> <p>Find out what recycling is and what materials can be recycled. Think about materials such as plastic, metal, glass, fabric.</p> <p>Ask people in your home if they know why it is important to recycle.</p> <p>Watch these if you can:  <a href="https://www.youtube.com/watch?v=7UuUeoyYmxl">https://www.youtube.com/watch?v=7UuUeoyYmxl</a></p>	<p><b>Materials</b>  <b>To know which solids dissolve in water.</b></p> <p>Some solids dissolve in water. You are going to do an investigation to find out which solids dissolve.</p> <p>You will need:          Warm water from the tap          Clear containers          A teaspoon          Some solids for example salt, sugar, coffee, sand, soil</p> <p>Plan what you are going to keep the same and what you are going to change.</p>

	<p>about the cost of the materials or if they are good for the environment?</p>	<ul style="list-style-type: none"> <li>• Stretch</li> </ul> <p>Write the results down in a table.</p> <p>Talk to someone about your results. Are some materials easier to change the shape of? Why? Why is it useful to know this information?</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zrsgk7/articles/z9w26sg">https://www.bbc.co.uk/bitesize/topics/zrsgk7/articles/z9w26sg</a></p> <p>Make a list of ways you could reuse a plastic bottle. Clues: plant pot, part of a game, storage</p> <p>Have a go at reusing a plastic bottle or other plastic container such as a yoghurt pot. You could do this as part of your topic work to create a board game.</p>	<p>Decide how you are going to record your results. Make a prediction.</p> <p>Carry out the investigation and record the results. Try to explain what happened. Do all solids dissolve? Where does the solid go?</p> <p>If you have more time have a go at:</p> <p>Doing the same thing with different types of sugar eg a sugar cube, caster sugar, brown sugar. Then find out if any type of sugar dissolves more quickly. Why?</p> <p>Does the temperature of the water make a difference to how quickly solids dissolve? Do the investigation again with cold water and warm water. Does it make a difference? Why?</p>
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