**WAGTAILS’WEEKLY SUGGESTED HOME LEARNING – WB 15.6.20**

**Hi there historians! How are you all getting on with your Great Fire of London projects? Do you know 10 interesting facts about the event? Tell a family member your fascinating, new facts! We can’t wait to see your finished work. If we do not return to school before September, I will organise a time for you all to share your projects with each other and I will create a display in school for them to be celebrated.**

**You are going to continue with your Great Fire of London project this week. We thought it would be a good opportunity to do some fire safety work too so some of your activities have a focus on that.**

**Have a wonderful week!**

**Always remember, you are BRAVER than you believe, STRONGER than you seem, SMARTER than you think and LOVED more than you know.**

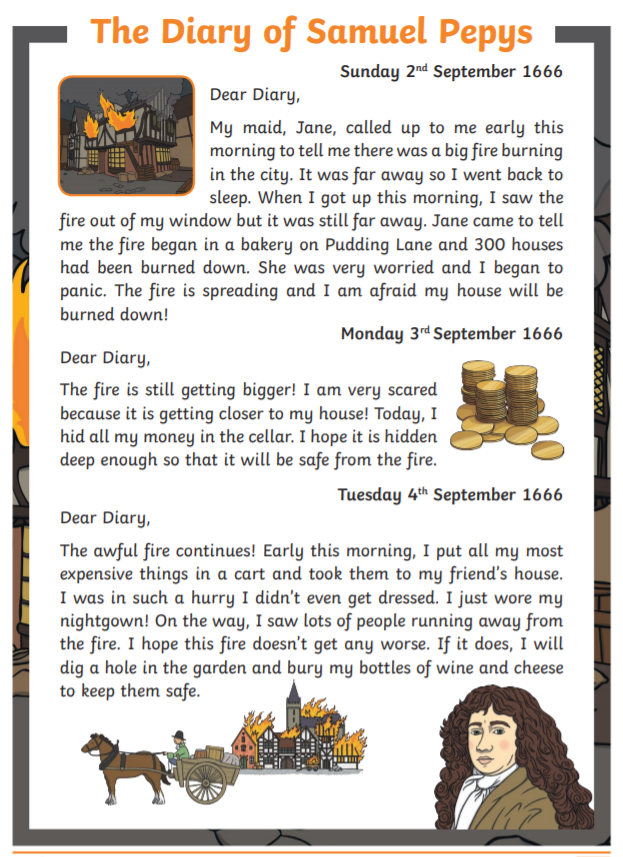
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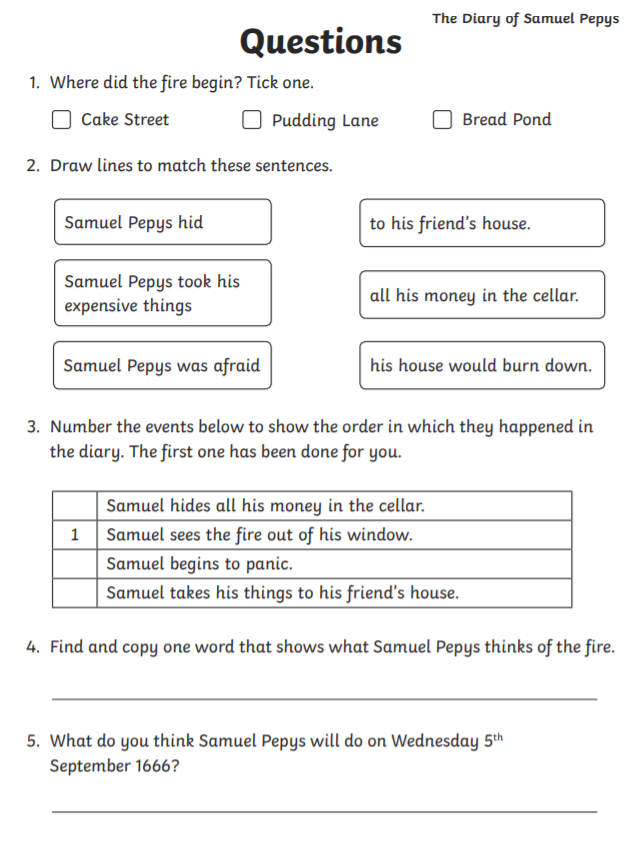
**Miss Silver and Mrs Costello ☺**

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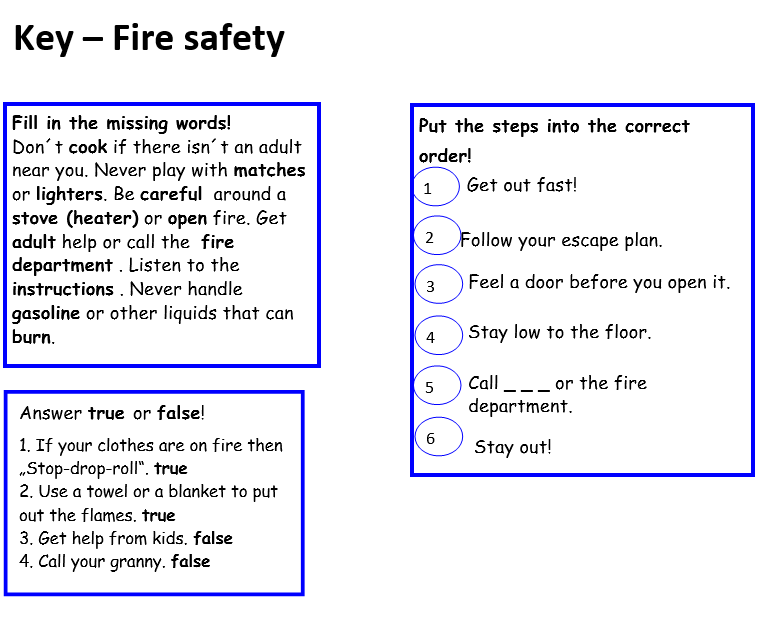
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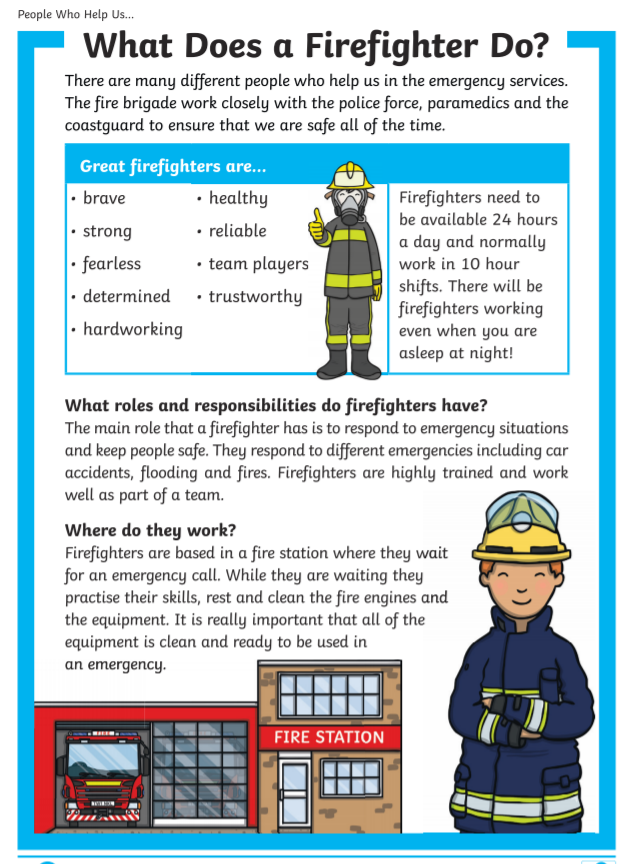
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| **ENGLISH** | **MATHS** |
| **Reading – Read every day for pleasure for 15 minutes.**  **Comprehension tasks**   * **Read the diary of Samuel Pepys and answer the questions.** * **Complete the fire safety worksheet below. Write your answers on a separate piece of paper, writing in full sentences and in your neatest, joined up handwriting.** * **Read the information ‘What do firefighters do?’ and answer the questions.**   **Writing**   * **Write five facts about Samuel Pepys. Find out why he was a significant person.** * **Complete the ‘Who burnt the buns?’ Mystery SPAG activity below. You need to solve the clues to work out who burnt the buns. I have included the answers too but please do not cheat!** * **Imagine you lived in London in 1666. Write a diary (like Samuel Pepys did) describing what it was like to be caught up in the event. Use your senses to help you with this. For example, I can hear people screaming as they run away looking for safety.**   **I can see thick, black smoke rising high into the sky whilst red and orange flames continue to grow.**  **Spellings – adding the suffix –ful**  **Using the word bank below:**   * **Play the roll and spell game (see below)** * **Write a fantasy story using all the words.** * **Hunt for all your spelling words in books.** * **Can you list any other words that end in the suffix –ful?** | ***Basic Skill* – Telling the time on an analogue clock. Continue practising telling the time.**  **Use these links to help you:**  <https://www.bbc.co.uk/teach/supermovers/ks1-maths-telling-the-time/zk4t8xs>  <https://www.bbc.co.uk/bitesize/topics/zhk82hv/articles/zcmdwxs>  <https://www.topmarks.co.uk/Search.aspx?q=telling+time>  **Unfortunately, White Rose has started to charge for their worksheets.**  **Open the link to Hamilton Trust’s home learning packs.**  <https://www.hamilton-trust.org.uk/blog/learning-home-packs/>  **Download the Year 2 Week 6 pack.**  **The activities will download onto your computer. Some activities have PowerPoint presentations that talk you through the maths skill.**  **Some of the activities are differentiated so please choose the activity that is best suited to you.**  **If you are finding the Year 2 pack too hard, feel free to download the Year 1 pack.** |
| **R.E.** | **OTHER** |
| **The theme is: RECONCILIATION – INTER-RELATING: BEING SORRY**  **LEARNING FOCUS:** **Jesus forgives us when we make wrong choices.**  **Jesus met a chief tax collector, called Zacchaeus. Share his story ‘*Good News for Zacchaeus’*, based on Luke 19:1-10 (see below). Talk about how when we make wrong choices like Zacchaeus did, we need to show that we are sorry in some way.**  **Levi gave a big party to say he was sorry. Zacchaeus gave his money to the poor and the people he had cheated to show he was sorry.**  **SOME KEY QUESTIONS**   * **What wrong choices did Zacchaeus make?** * **Why do you think he wanted to see Jesus?** * **How did Zacchaeus feel when Jesus told him that he was coming to his house?** * **Why did the people complain?** * **How did Zacchaeus show he was sorry for his wrong choices?** * **Why was it a happy day for Zacchaeus?** * **Dramatise the story in two parts:**  1. **Jesus meets Zacchaeus** 2. **Jesus at Zacchaeus’ house.**   **Then make a TV interview of the characters in the story and record it using a video camera.**   * **Make a storyboard of the events (see below for template).** | **History – Continue working on your Great Fire of London project. This should be completed by the end of the week.**  **Geography – Create a map of London in 1666 showing the location of the bakery in Pudding Lane, the River Thames and where the fire spread. You could draw this or create a collage.**  **DT – Make a model of a Tudor house. Using a cereal box is one way you could do this. (Look on Google for some inspiration).**  **Art - Draw how you would have redesigned the city following the Great Fire. Why would you redesign it this way?**  **Science – Walk around your house. How many different materials have the builders used to make your house?**  **Fire safety**   * **Use this link to access a number of fire safety resources, including an activity booklet, online story and craft tasks:** <https://www.london-fire.gov.uk/schools/learning-resources/> * **Make the biggest pile of leaves you can. Pretend it’s a fire; how will you put it out?** * **Design a fire safety poster.** * **Use a hose or buckets to clean a car or bike.** * **Which is the best route to lead your family out of your house for a fire drill?** * **Find out where your nearest fire station is – how long would it take a fire engine to drive to your house?** * **Play these online games to help you and your family learn about being safe at home:** <http://www.familylearning.org.uk/safety_in_the_home.html> |

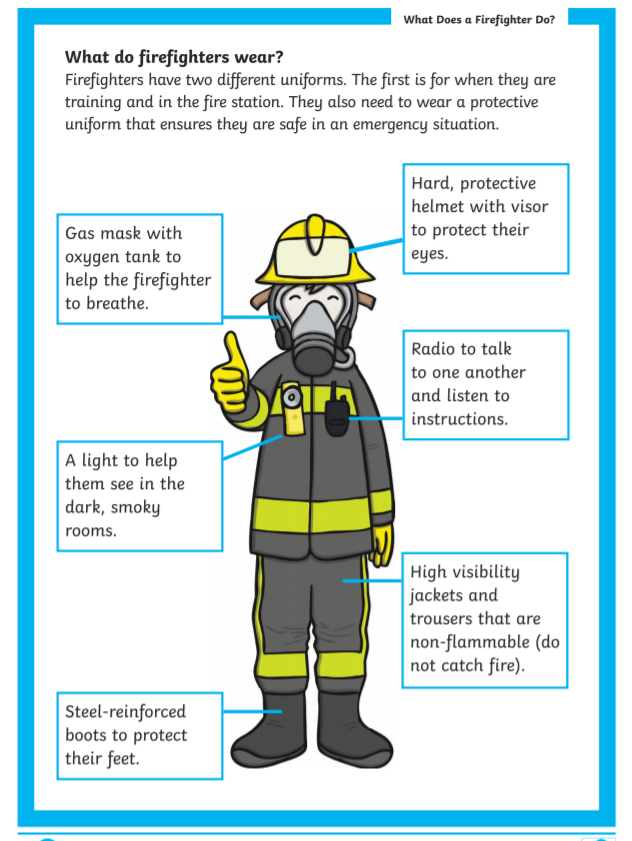


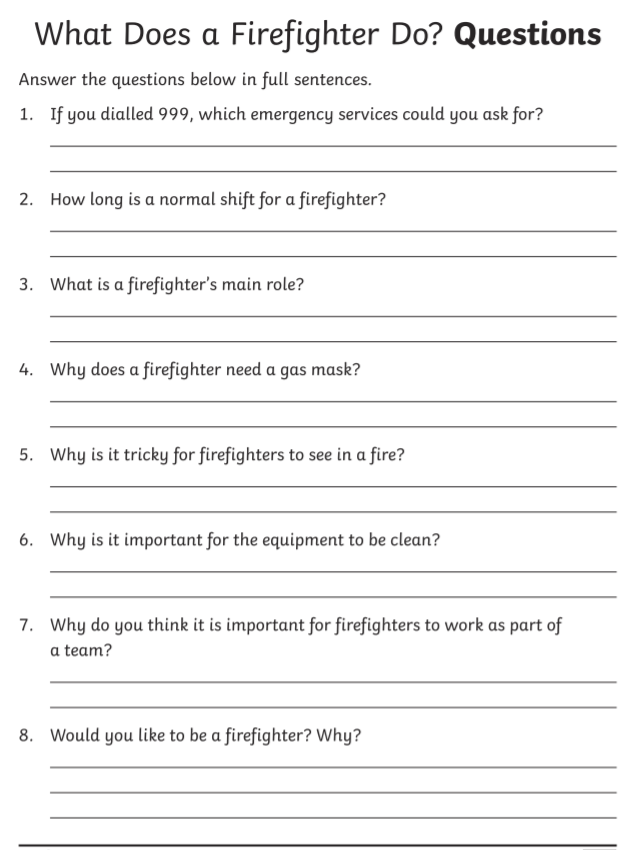


**Read the information and then complete the tasks on a separate piece of paper – you will struggle to fit your answers on this page.**

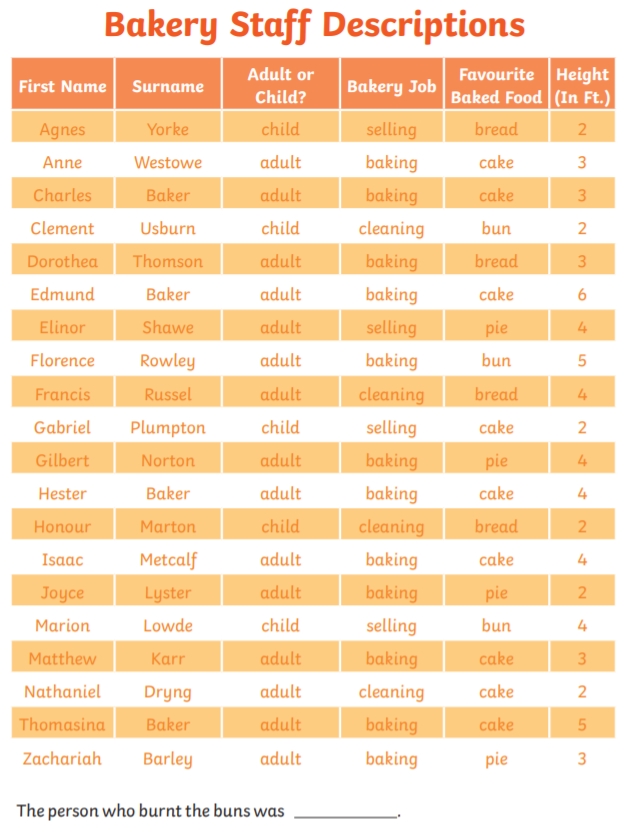


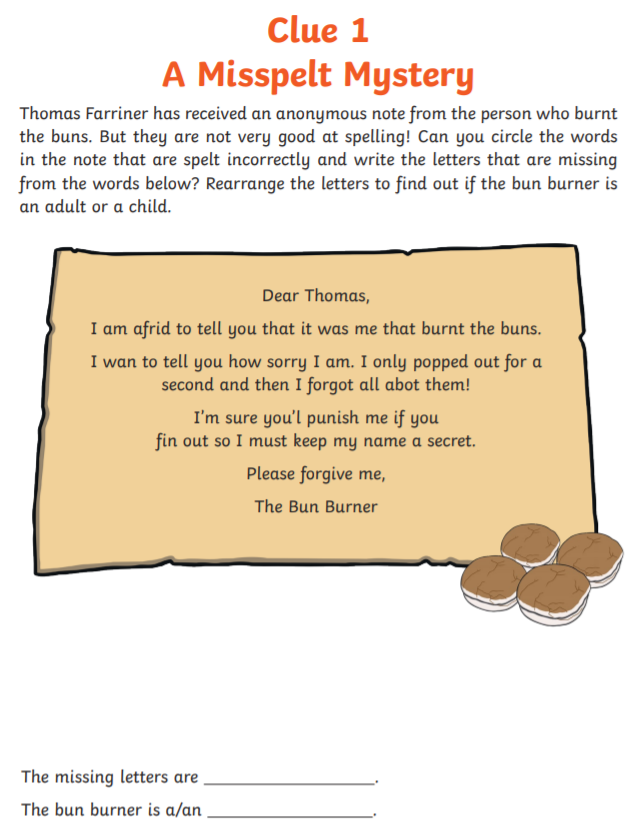


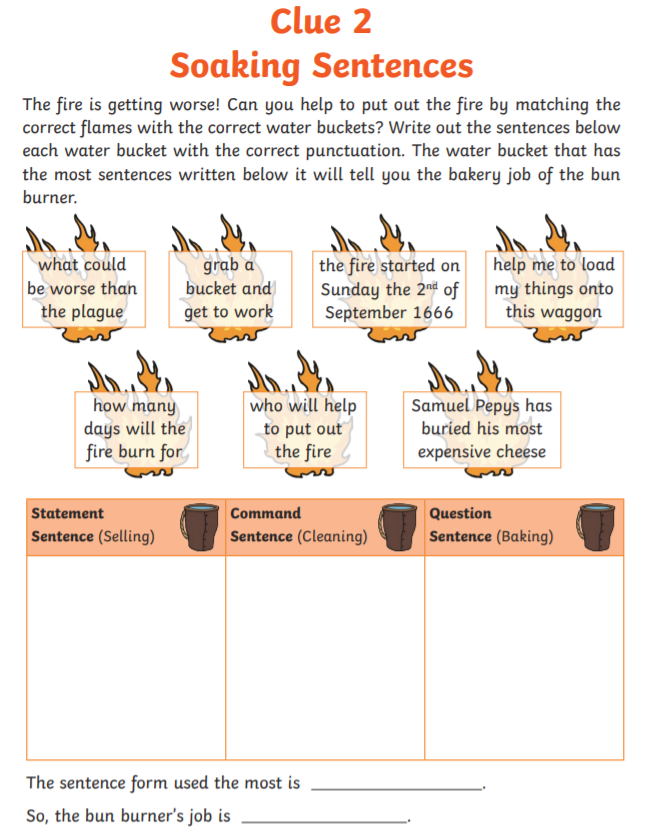


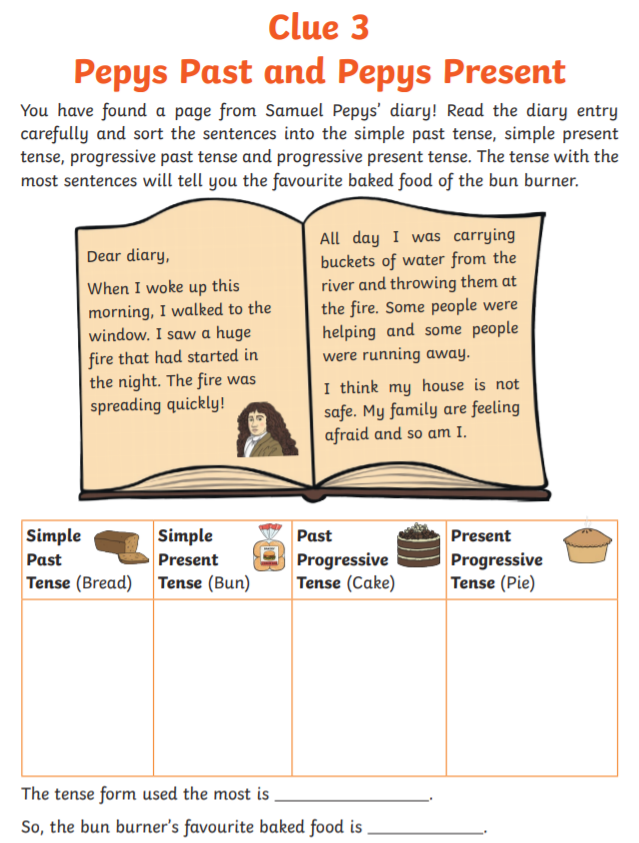


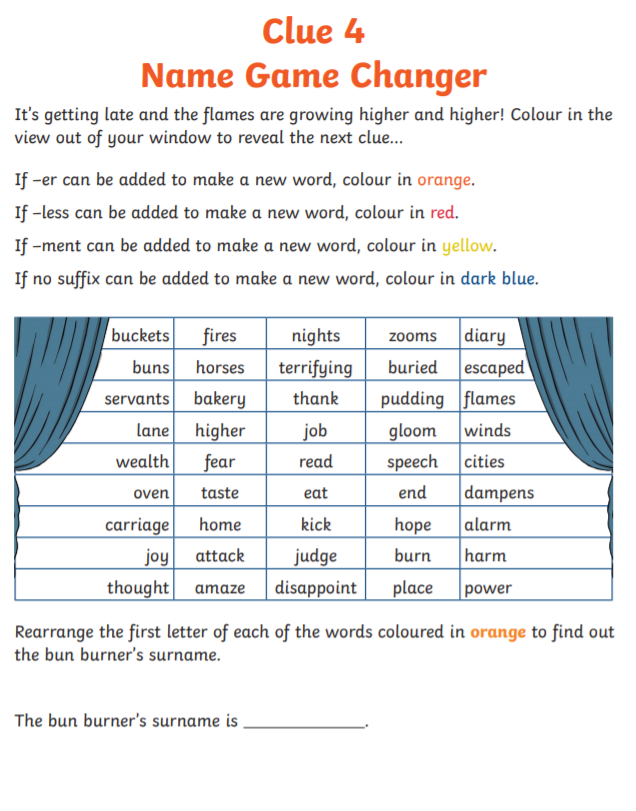


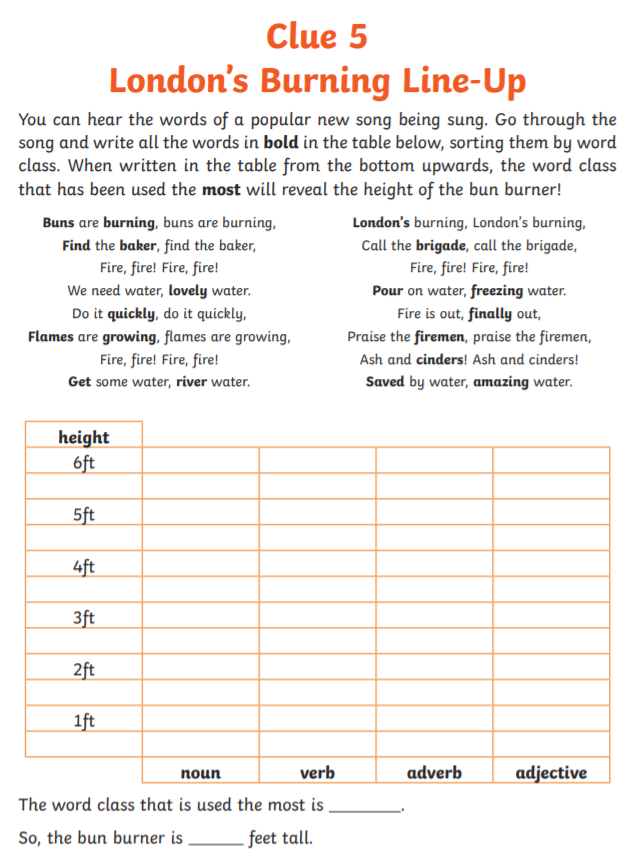


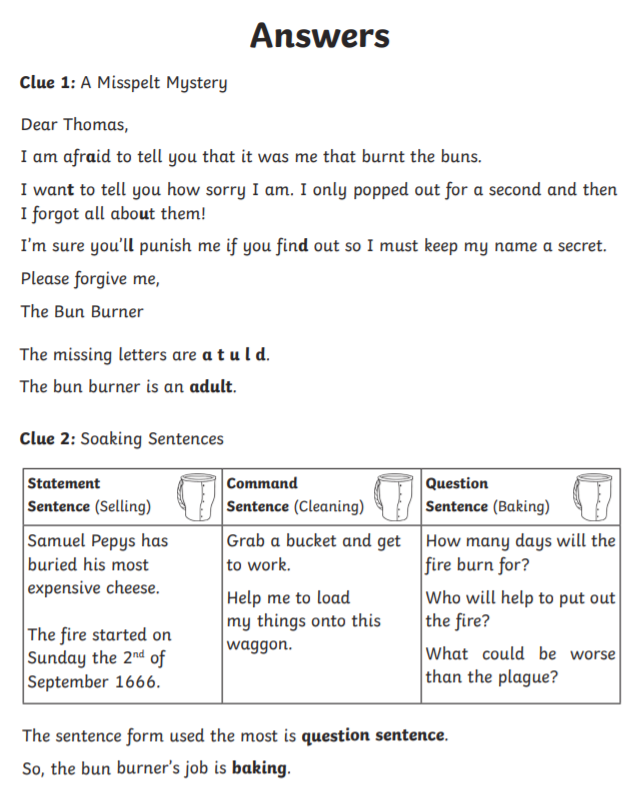


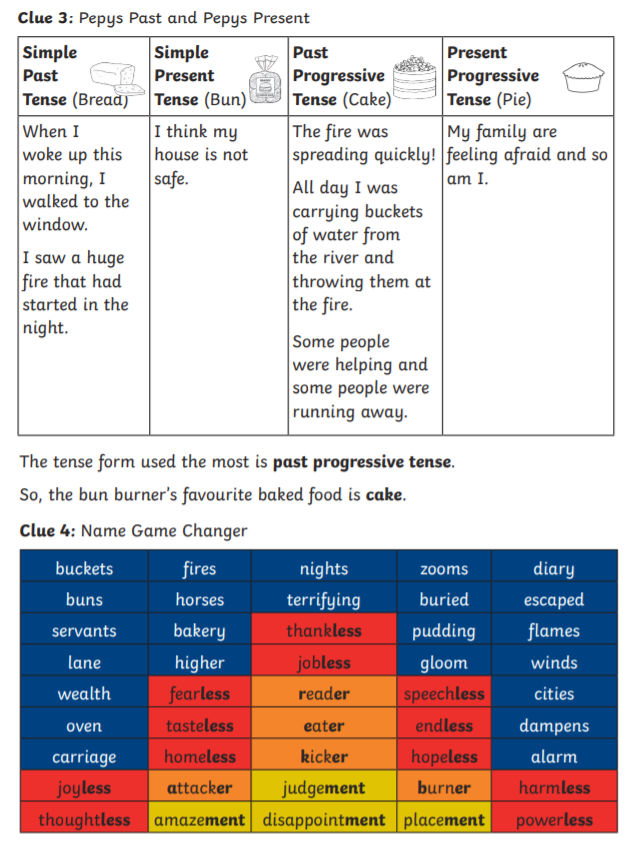


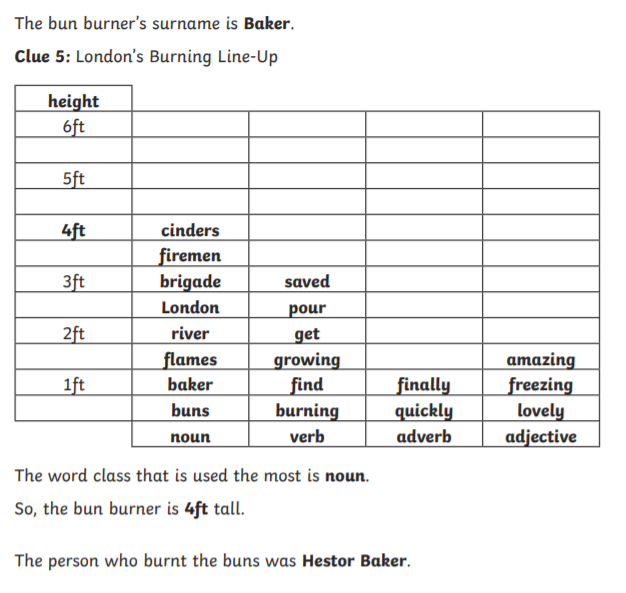






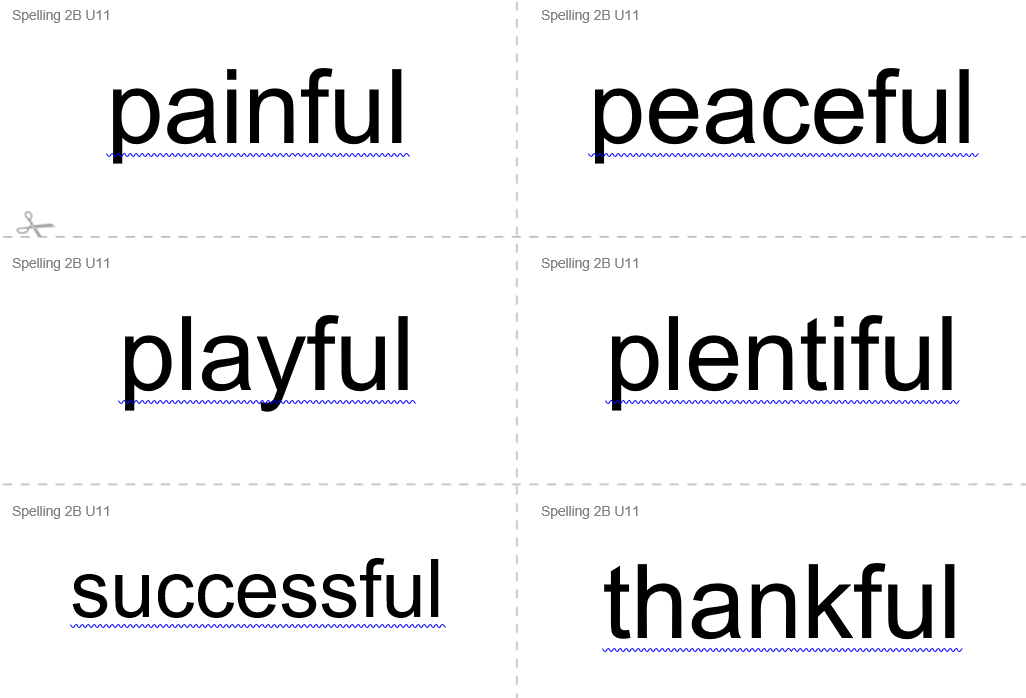


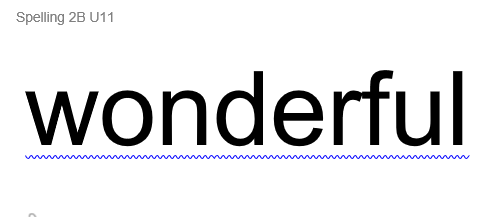


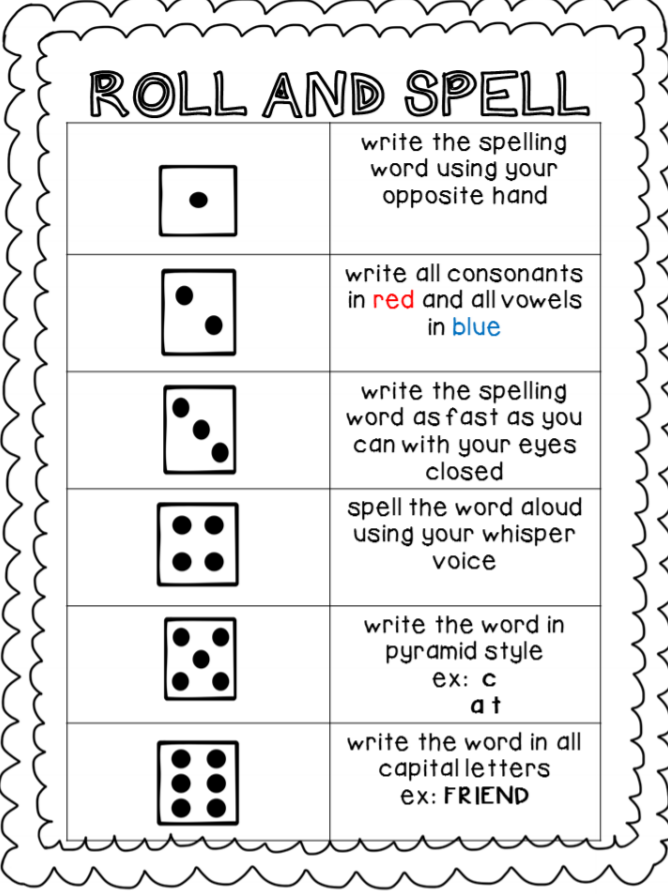


**Spelling word bank**









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