



# Gainsborough Primary School

*Excellence in learning, always striving.*

Name: \_\_\_\_\_

Subject : Spring Term Home Learning Booklet

Year and Class: Year 2 - Magpies

## To do my best I must:

- Follow the suggested timetable as best as I can
- Try my best as my work will be marked at the end of lockdown
- Make the most of the time I am able to use devices to access TT Rockstars, Mathletics, Reading Plus or Bug Club
- Not worry if I cannot do my learning, and ask my teacher for help at the end of my writing zoom lesson
- Check my Carrot Point log in for Carrot Points
- Remember this is for a short time and even though learning at home is hard it gives us other new skills

*'The onus is on us through hard work, honesty and integrity, to reach for the stars.'* Nelson Mandela



Complete a reading book on Bug Club. Once you have finished reading complete the table for each day. In the table you need to write down:

- Book Read – write the title of the book you have read that day
- What happened? – write some sentences to explain what happened in the book

Example:

Date	Book Read	What happened?
5.1.21	The Hungry Caterpillar	The caterpillar popped out of the egg. It was very hungry so ate
		lots of different foods. Then the caterpillar made a cocoon.
		When it came out it was a beautiful butterfly.

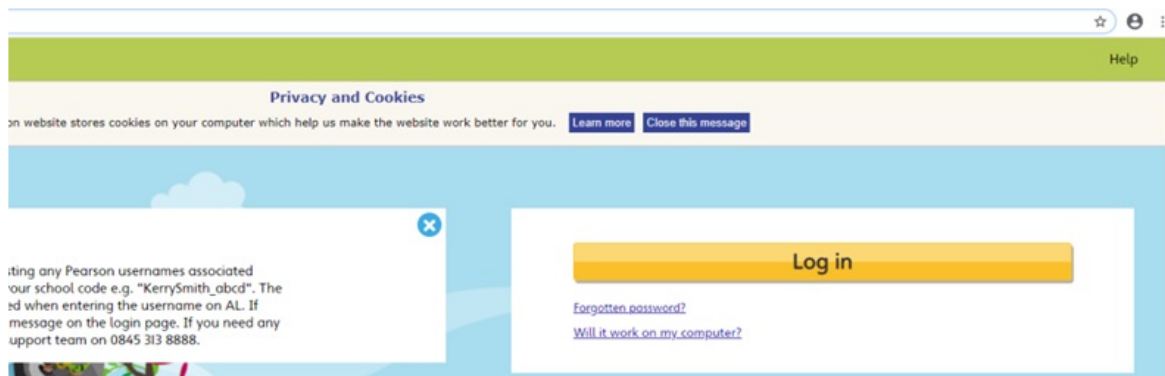
### Bug Club logging in instructions:

#### Step 1:

Open a web browser (Google Chrome, Firefox, Safari etc.)

Type 'https://www.activelearnprimary.co.uk/' on the address bar and click 'enter'

On the ActiveLearn site click 'Log in'

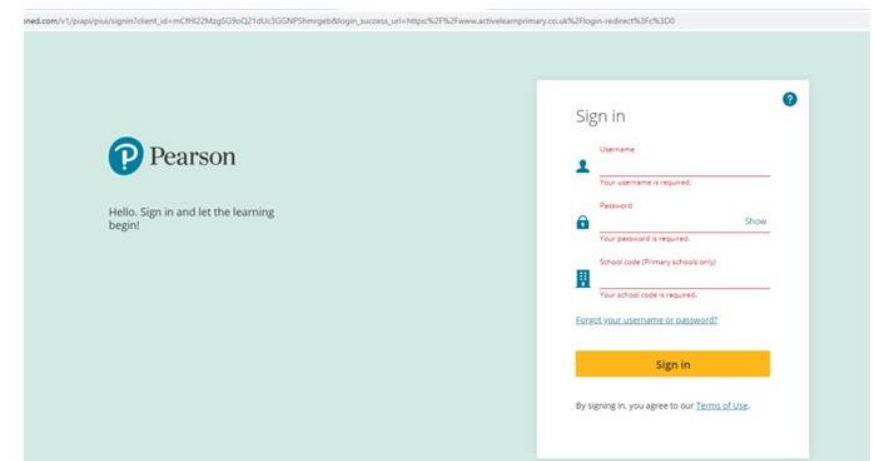


#### Step 2:

Fill in the login fields and click **Sign in**

Your class teacher should provide you with three pieces of information which are required for you to log in:

- Username – your username
- Password – Your password
- School code is 'brun'



Date	Book Read	What happened?
5.1.21		

Date	Book Read	What happened?
6.1.21		



Date	Book Read	What happened?
7.1.21		

Date	Book Read	What happened?
8.1.21		

Date	Book Read	What happened?
11.1.21		

Date	Book Read	What happened?
12.1.21		

Date	Book Read	What happened?
13.1.21		

Date	Book Read	What happened?
14.1.21		

Date	Book Read	What happened?
15.1.21		



### Tuesday 5<sup>th</sup> January 2021


Zoom link Each day 10am	<a href="https://zoom.us/j/96222660441?pwd=ell3N3l2Njg4WkRKa0xTQVI4ZWFiQT09">https://zoom.us/j/96222660441?pwd=ell3N3l2Njg4WkRKa0xTQVI4ZWFiQT09</a> Meeting ID: 962 2266 0441 Passcode: z6xA0m
Literacy shed video link if you can't join the zoom	<a href="https://www.literacyshed.com/something-fishy.html">https://www.literacyshed.com/something-fishy.html</a>

### Lesson 1

#### Something Fishy

<https://www.literacyshed.com/something-fishy.html>

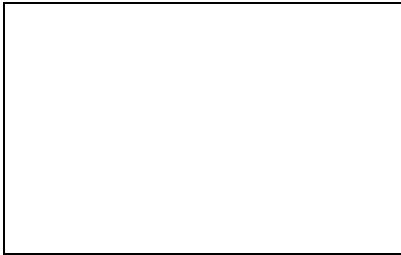
Watch the video 'something fishy' using the link where a little girl uses a washing machine as a trigger by putting her head in the machine and journeys into an underwater world.

<b>LI: to build ideas and plan a narrative using an everyday object as a trigger</b> 	<b>Assessment</b>		
	Pupil	Parent	Teacher
SC: I can retell the story using the pictures			
SC: I can use <b>time conjunctions</b> and <b>adjectives</b> in my retell. <ul style="list-style-type: none"> <li>- Time conjunctions: one afternoon, after a while, suddenly, not long after, eventually, finally</li> <li>- Adjectives: beautiful, huge, healthy, sparkling, exuberant, adventurous, grotesque</li> </ul>			
SC: I can plan a different object for my story			

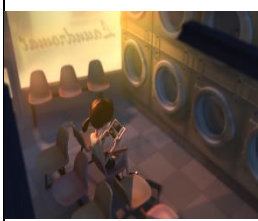
#### **Task:**

- Watch the video and write the key events in the beginning, middle and end. You may use the pictures to help.
- Choose an object in your house that you will use in your story to transport you to a magical world. For example: **TV, Mirror, Wardrobe, Toy box, iPad, Computer or microwave**. Where will you travel to?

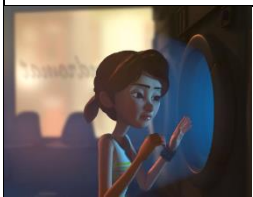
## Writing Lessons



My Object will be \_\_\_\_\_. It will transport me to \_\_\_\_\_.



Where is she?  
What is she doing?  
What could she see, hear, touch, smell?



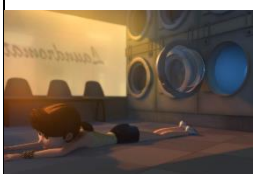
What did she notice?



What could she see, hear, touch, smell?



How did she feel?  
What could she see, hear, touch, smell?



What happened next? How did she feel to be back in the normal world?

Writing Lessons



How did the story end? Was the girl happy to be back?

Wednesday 6<sup>th</sup> January 2021Lesson 2Something Fishy<https://www.literacyshed.com/something-fishy.html>

Using your retell from yesterday, we'll start writing our narrative using a different objects in your house as a trigger. E.g. TV, **Mirror**, **Wardrobe**, **Toy box**, **IPad**, **Computer** or **microwave**.

LI: to write opening of narrative using object as triggers	Assessment		
	Pupil	Parent	Teacher
SC: I can use a different object as a trigger			
SC: I can include <b>time conjunctions</b> to write the events in order			
SC: I can use <b>adjectives</b> to describe what I saw			
SC: I can include <b>similes</b>			

**Task:**

Write opening paragraph using a different object as a trigger. Remember to sequence the events in the correct order and use adjective and similes to describe the things you saw on your journey. Here's an example to help you.


*One afternoon, Rita was quietly sitting in her cold, dark kitchen waiting for her food in the microwave. Suddenly, a light as bright as the sun lit up the room. Rita was shocked! As she got closer to the microwave, she noticed the room getting warmer and warmer. She stretched out her hand to touch the light through the microwave and it sucked her in. Rita.....*





Thursday 7<sup>th</sup> January 2021Lesson 3Something Fishy<https://www.literacyshed.com/something-fishy.html>

Today we are going to continue the story from where the character entered into the object and started their adventure.

LI: to write a narrative using object as triggers 	Assessment		
	Pupil	Parent	Teacher
SC: I can use a different object as a trigger			
SC: I can include time conjunctions to write the events in order			
SC: I can use adjectives to describe what I saw			

**Task:**


Using your retell to help you write the rest of your story. Remember to include adjectives!

People	Objects	Comfortable feelings	Uncomfortable feelings	Size
adorable adventurous aggressive annoying beautiful caring confident clumsy confident considerate excitable	bright clear distinct drab elegant filthy gleaming grotesque long magnificent precious	brave calm cheerful comfortable courageous determined eager elated encouraged energetic excited	angry annoyed anxious ashamed awful bewildered bored confused defeated defiant depressed	big colossal enormous gigantic great huge immense large little long mammoth



**Friday 8<sup>th</sup> January 2021****Lesson 4****Something Fishy**<https://www.literacyshed.com/something-fishy.html>

Today we are going to edit our work and then publish our final piece.

LI: to edit and publish my narrative. 	Assessment		
	Pupil	Parent	Teacher
SC: I can up-level my work using adjectives and adverbs			
SC: I can check my spellings using my high frequency word mat			
SC: I can write on the line			
SC: I can use capital letters, finger spaces and full stops			

**Task:**

**Read through your work and check your spellings using the word mat and publish.**

the	his	be	do	into	house
and	but	like	me	back	old
a	that	some	down	from	too
to	with	so	dad	children	by
said	all	not	big	him	day
in	we	then	when	Mr	made
he	can	were	it's	get	time
I	are	go	see	just	I'm
of	up	little	looked	now	if
it	had	as	very	came	help
was	my	no	look	oh	Mrs
you	her	mum	don't	about	called
they	what	one	come	got	here
on	there	them	will	their	off
she	out			people	asked
is	this			your	saw
for	have			put	make
at	went			could	an



## Writing Lessons



### Monday 11<sup>th</sup> January 2021


Zoom link Each day 10am	<a href="https://zoom.us/j/96222660441?pwd=ell3N3l2Njg4WkRka0xTQVI4ZWFiQT09">https://zoom.us/j/96222660441?pwd=ell3N3l2Njg4WkRka0xTQVI4ZWFiQT09</a> Meeting ID: 962 2266 0441 Passcode: z6xA0m
Literacy shed video link if you can't join the zoom	<a href="https://www.literacyshed.com/montythepenguin.html">https://www.literacyshed.com/montythepenguin.html</a>

### Lesson 1

#### Monty the Penguin

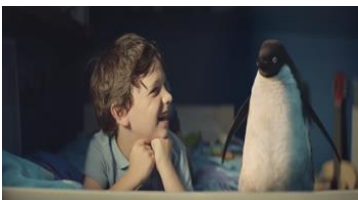
<https://www.literacyshed.com/montythepenguin.html>

Watch the clip of John Lewis' Christmas advert, along with the heart wrenching plot and chilled musical cover version where a small boy and his 'pet' penguin do everything together. But we soon see that the penguin has a yearning for something more.

LI: to retell the story using a story board 	Assessment		
	Pupil	Parent	Teacher
SC: I can identify the events, settings and characters.			
SC: I can draw the main events in the correct order.			
SC: I can write a caption or label for each event.			

#### **Task:**

- Watch the video and retell the story of Monty the Penguin using the story board.
- Write a caption or label each event in the story.



Writing Lessons





Writing Lessons

**Tuesday 12<sup>th</sup> January 2021****Lesson 2****Monty the Penguin**<https://www.literacyshed.com/montythepenguin.html>

Watch the video and retell the story of Monty the Penguin but this time use a different animal.

<b>LI: to retell and plan a story with a different character</b>	<b>Assessment</b>		
	Pupil	Parent	Teacher
SC: I can choose a different animal e.g. fish, polar bear or turtle.			
SC: I can write a sentence for each event in my story.			
SC: I can use adjectives to express feelings.			
SC: I can include capital letters, finger spaces and full stops.			

**Task:**


- Draw your character and come up with a title for your story.
- Use the story board to plan your story Monty the \_\_\_\_\_. Remember to use a different animal and think about the different things your character might do together.

**Monty the \_\_\_\_\_**

Writing Lessons

**Wednesday 13<sup>th</sup> January 2021****Lesson 3****Monty the Penguin**<https://www.literacyshed.com/montythepenguin.html>

Rewrite the story Monty and the Penguin using your character.

LI: to rewrite a story using a different character 	Assessment		
	Pupil	Parent	Teacher
SC: I can organise my work clearly (beginning, middle end)			
SC: I can include the main events in the story.			
SC: I can use expanded noun phrases to express feelings.			
SC: I can use a range of punctuation (? ! ""')			

**Task:**

Using your retell to help you write your story. Remember to include expanded noun phrases!

**Expanded Noun Phrases**


A noun is a thing, person or idea. An expanded noun phrase provides extra information about the noun. You can use adjectives within your expanded noun phrase to describe and specify details about the noun.

Noun Phrase	Colour		Size		Condition		Age	
my mum	red	orange	small	huge	tatty	new	ancient	young
the lady	blue	purple	tiny	massive	dirty	shabby	newborn	old
the house	green	white	teeny	gigantic	clean	rusty	prehistoric	
a boy	yellow	black	little	enormous	dusty	spotless	middle-aged	
a dress	pink	brown	medium-sized		pristine	tidy	six-year-old	
two dogs	Personality		Texture		Feeling		Appearance	
an elephant								
my friend								
the spider								
our car								
the witch								
my bedroom								
	helpful							
	loving		shiny		worried		muscly	
	kind		soft		sad		cute	
	healthy		smooth		confused		skinny	
	nasty		silky		happy		ugly	
	grumpy		rough		tired		petite	
	cheeky		fluffy		cheerful		fat	
	generous		wrinkly		terrified		beautiful	
	mean		hard		excited		tall	
	mischievous		prickly		miserable		handsome	
			bumpy		angry		blue-eyed	

## Writing Lessons

Thursday 14<sup>th</sup> January 2021Lesson 4Monty the Penguin<https://www.literacyshed.com/montythepenguin.html>

Rewrite the story Monty and the Penguin using your character.

LI: to rewrite a story using a different character 	Assessment		
	Pupil	Parent	Teacher
SC: I can organise my work clearly (beginning, middle end)			
SC: I can include the main events in the story			
SC: I can use expanded noun phrases to express feelings			
SC: I can use a range of punctuation (? ! ""')			

**Task:**


Using your retell to help you write your story. Remember to include a range of sentences and punctuation!





Friday 15<sup>th</sup> January 2021Lesson 5Monty the Penguin<https://www.literacyshed.com/montythepenguin.html>

Today we are going to edit our work and then publish our final piece.

LI: to edit and publish my narrative. 	Assessment		
	Pupil	Parent	Teacher
SC: I can up-level my work using <b>adverbs</b>			
SC: I can check my spellings using my high frequency word mat			
SC: I can write on the line			
SC: I can use capital letters, finger spaces and full stops			

**Task:**

Read through your work and see where you can add adverbs in your work.

 Movement	Feelings	Sound 
energetically gracefully rapidly quickly slowly slothfully jerkily	cautiously viciously kindly nastily carelessly wilfully sorrowfully	loudly silently quietly noisily musically discordantly softly







**Tuesday 5<sup>th</sup> January 2021**

LI: to recognise equal groups	Assessment		
	Pupil	Parent	Teacher
SC: I can understand what 'equal' means			
SC: I can identify equal groups			
SC: I can use my number knowledge to help me solve Problem Solving and Reasoning activities			

White Rose Home Learning Video:

<https://whiterosemaths.com/homelearning/year-2/week-12-number-multiplication-division/>

Watch the video shown below



## Task 1

Complete the stem sentences.



There are \_\_\_\_ equal groups with \_\_\_\_ in each group.

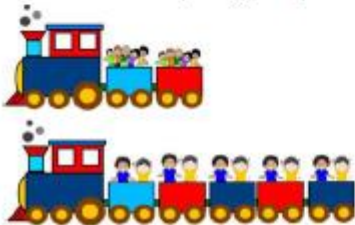
Complete the sentences.



There are \_\_\_\_ equal groups with \_\_\_\_ in each group.

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

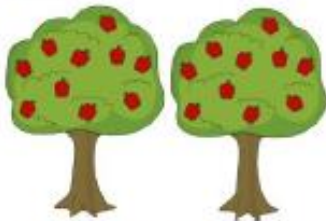
Describe the equal groups.



What is the same and what is different in each group?

## Task 2

Spot the mistake.



Alex says, "There are 10 equal groups with 2 in each group. There are ten 2s."

Explain Alex's mistake below:

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Task 3

Which group of money is the odd one out?

Explain why.

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Wednesday 6<sup>th</sup> January 2021

LI: to make equal groups	Assessment		
	Pupil	Parent	Teacher
SC: I can understand what 'equal' means			
SC: I can identify and match equal and unequal groups			
SC: I can use my number knowledge to help me solve Problem Solving and Reasoning activities			

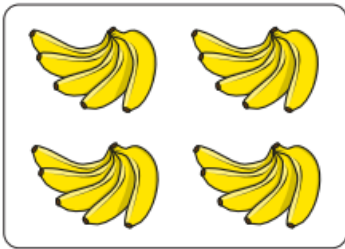
White Rose Home Learning Video:

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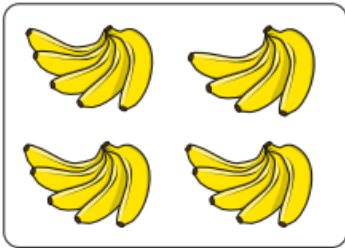
Watch the video shown below



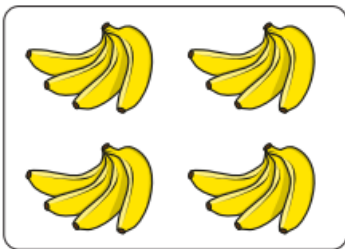
1 Match the pictures to the labels.



equal groups



unequal groups



2 Complete the sentences.

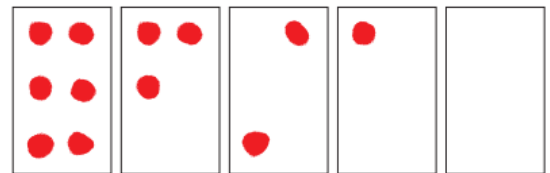


There are  equal groups of



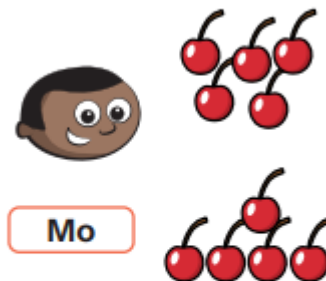
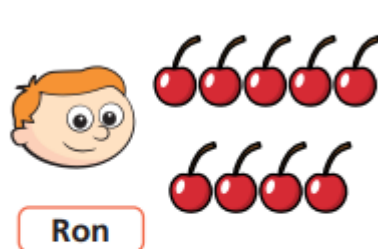
There are  equal groups of

3 Kim is drawing 5 equal groups of 6  
Finish Kim's drawing.



### Worksheet

4 Ron and Mo have some cherries.



Who has made equal groups? \_\_\_\_\_

How do you know?

Problem solving and Reasoning:

How can you make the groups equal?



Explain what you have done and why:

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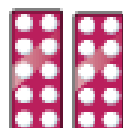
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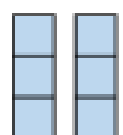
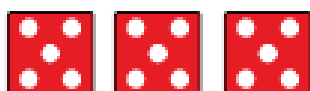
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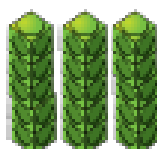
Match the equal groups.



Three 5s



Two 10s



Two 3s



**Thursday 7<sup>th</sup> January 2021**

LI: to add equal groups	Assessment		
	Pupil	Parent	Teacher
SC: I can understand what 'equal' means			
SC: I can identify how many objects are in each group			
SC: I can use different strategies to solve <ul style="list-style-type: none"> <li>- hold a number then count on</li> <li>- draw pictures</li> <li>- 2's, 5' and 10 times table</li> </ul>			
SC: I can use my number knowledge to help me solve Problem Solving and Reasoning activities			

White Rose Home Learning Video:

<https://whiterosemaths.com/homelearning/year-2/week-12-number-multiplication-division/>

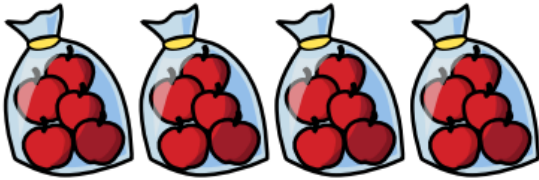
Watch the video shown below

Add equal groups



## Worksheet

1 Complete the sentences.



There are  apples in each bag.

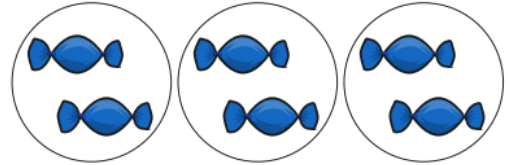
There are  bags.

There are  equal groups of

There are  apples altogether.

$$\square + \square + \square + \square = \square$$

2 How many sweets are there?



$$\square + \square + \square = \square$$

There are  sweets.

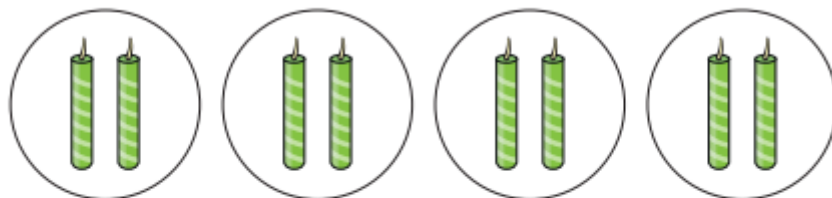
3 How many marbles are there?



$$\square + \square + \square = \square$$

There are  marbles.

4 How many candles are there?



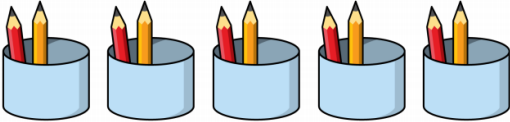
$$\square + \square + \square + \square = \square$$

There are  candles.

## Problem Solving and Reasoning

True or False?

Add equal groups



There are 2 groups of 5  
 $5 + 5 = 10$

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Explain your answer:

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Which one does not belong?



Two 5s

$5 + 5$



Ten



Explain your answer:

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**Friday 8<sup>th</sup> January 2021**

LI: to make arrays	Assessment		
	Pupil	Parent	Teacher
SC: I can identify the equal amount of objects in each group			
SC: I can draw arrays to show a number sentence			
SC: I can use different strategies to solve <ul style="list-style-type: none"><li>- hold a number then count on</li><li>- draw pictures</li><li>- 2's, 5' and 10 times table</li></ul>			
SC: I can use my number knowledge to help me solve Problem Solving and Reasoning activities			

White Rose Home Learning Video:

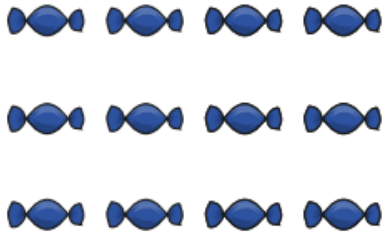
<https://whiterosemaths.com/homelearning/year-2/week-12-number-multiplication-division/>

Watch the video shown below



## Worksheet

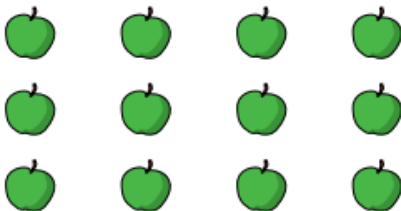
- 1 Circle each row of sweets.



How many rows are there?

There are  rows.

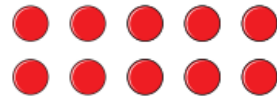
- 2 Circle each column of apples.



How many columns are there?

There are  columns.

- 3 Make this array.



Complete the sentences.

a) There are  counters in each row.

There are  rows.

There are  counters altogether.

b) There are  counters in each column.

There are  columns.

There are  counters altogether.

Make your own array.

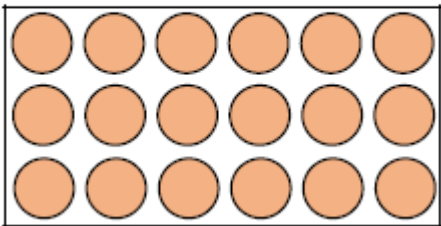
How many rows are there?

How many columns are there?

Use this space to draw your arrays

Problem Solving and Reasoning

Find different ways to solve six lots of three.



Explain your answers:

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Part of this array is hidden.



The total is less than 16

What could the array be?

Explain your answer:

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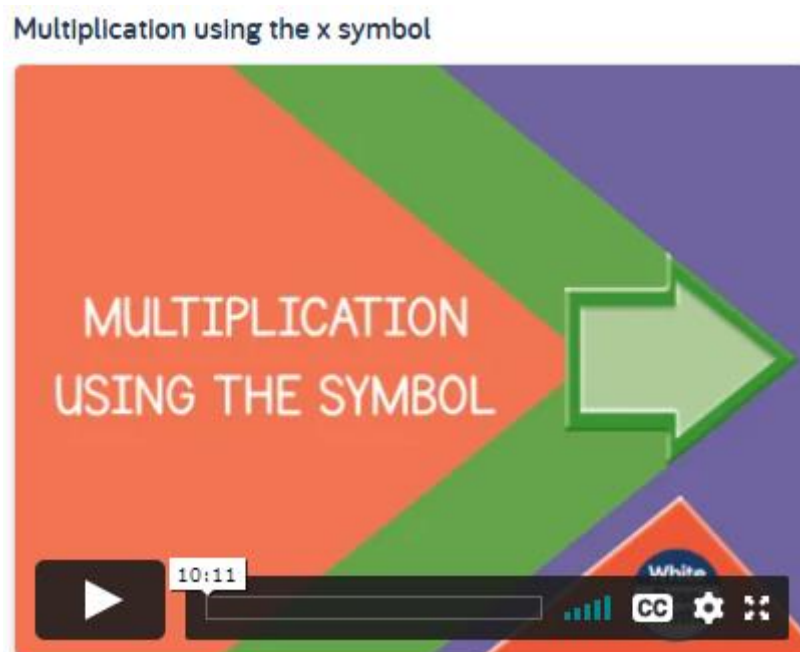
**Monday 11<sup>th</sup> January 2021**

LI: to use the multiplication symbol	Assessment		
	Pupil	Parent	Teacher
SC: I can identify the equal amount of objects in each group			
SC: I can use repeated addition to help me to recognise the number and what it is being multiplied by e.g $2+2+2+2 = 2 \times 4$			
SC: I can use different strategies to solve <ul style="list-style-type: none"><li>- hold a number then count on</li><li>- draw pictures</li><li>- 2's, 5' and 10 times table</li></ul>			
SC: I can use my number knowledge to help me solve Problem Solving and Reasoning activities			

White Rose Home Learning Video:

<https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/>

Watch the video shown below



## Worksheet

Multiplication sentences using the  $\times$  symbol

1 Complete the sentences.

a)

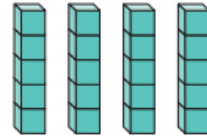


There are  equal groups with   
in each group.

$$\square + \square + \square = 18$$

$$\square \times \square = 18$$

b)



There are  equal groups with   
in each group.

$$\square + \square + \square + \square = 20$$

$$\square \times \square = 20$$

c)



There are  equal groups with   
in each group.

$$\square + \square = 8$$

$$\square \times \square = 8$$

2 Complete the table.

The first one has been done for you.

Addition	Multiplication
$2 + 2 + 2 + 2$	$4 \times 2$
$5 + 5 + 5$	
$3 + 3 + 3 + 3 + 3$	
	$2 \times 10$

3 Complete the pattern.

$$5 \times 2 = 5 + 5 = \square$$

$$5 \times 3 = 5 + 5 + 5 = \square$$

$$5 \times 4 = 5 + 5 + 5 + 5 = \square$$

$$5 \times 5 = \underline{\hspace{2cm}} = \square$$



## Problem Solving and Reasoning



$$3 + 3 + 3 = 3 \times 3$$

Is Mo correct? Explain why.

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Think of a multiplication to complete:

$$6 + 6 + 6 > \_ \times \_$$

**Tuesday 11th January 2021**

LI: to make multiplication sentences from pictures	Assessment		
	Pupil	Parent	Teacher
SC: I can identify the equal amount of objects in each group			
SC: I can complete multiplication number sentences			
SC: I can use different strategies to solve <ul style="list-style-type: none"><li>- hold a number then count on</li><li>- draw pictures</li><li>- 2's, 5' and 10 times table</li></ul>			
SC: I can use my number knowledge to help me solve Problem Solving and Reasoning activities			

White Rose Home Learning Video:

<https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/>

Watch the video shown below

Multiplication sentences using pictures



## Worksheet

## Multiplication sentences from pictures

White  
Rose  
Maths

1 Complete the sentences to match the picture.



$$\square \text{ lots of } 3 = \square$$

$$\square \text{ multiplied by } 3 = \square$$

$$\square \times 3 = \square$$



$$\square \text{ lots of } 6 = \square$$

$$\square \text{ multiplied by } 6 = \square$$

$$\square \times 6 = \square$$

2 Draw a picture for each sentence.

a) 4 lots of 5

b) 2 multiplied by 4

c)  $3 \times 5$ 

3 Complete the sentences for each picture.



$$\square \text{ lots of } \square = \square$$

$$\square \times \square = \square$$



$$\square \text{ lots of } \square = \square$$

$$\square \text{ multiplied by } \square = \square$$

$$\square \times \square = \square$$



$$\square \text{ lots of } \square = \square$$

$$\square \text{ multiplied by } \square = \square$$

$$\square \times \square = \square$$

© White Rose Maths 2019



$$\square \text{ lots of } \square = \square$$

$$\square \times \square = \square$$

What is the same about the number sentences?  
What is different?

4 a) The answer is 12

What could the multiplication be?

Compare answers with a partner.

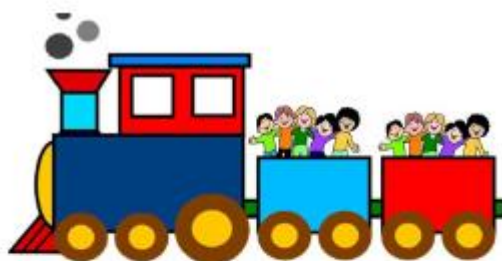
b) Now the answer is 15

What could the multiplication be?

Can you write more or fewer multiplications  
for 15?

© White Rose Maths 2019

## Problem solving and Reasoning



$$2 \times 5$$

$$5 + 5$$

$$5 \times 2$$

Each calculation could explain the image.

Explain why.

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There are four baskets.

There are three dolls in each basket.

How many dolls are there altogether?

Draw an image and write a calculation to represent the problem.

Wednesday 12th January 2021

LI: to make doubles	Assessment		
	Pupil	Parent	Teacher
SC: I can understand that doubling is the same as adding a number to itself e.g double 2 = 4 $2 + 2 = 4$			
SC: I can use different strategies to solve <ul style="list-style-type: none"><li>- hold a number then count on</li><li>- draw arrays or dienes</li><li>- use 2's, 5' and 10 times table</li></ul>			
SC: I can use my number knowledge to help me solve Problem Solving and Reasoning activities			

White Rose Home Learning Video:

<https://vimeo.com/490420115>

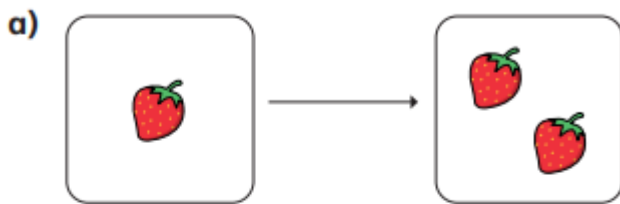
Watch the video shown below



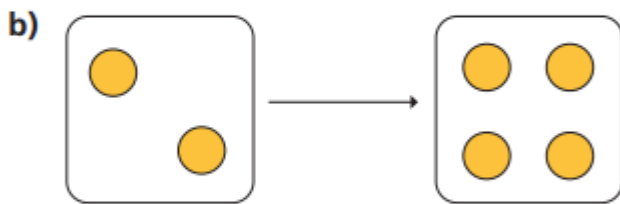
## Worksheet

1 Complete the sentences.

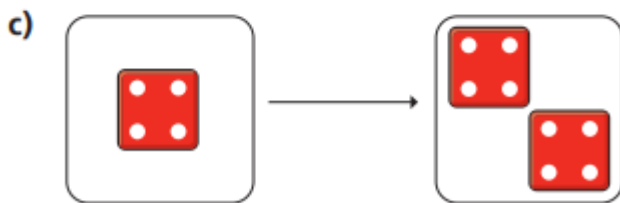
Use the pictures to help you.



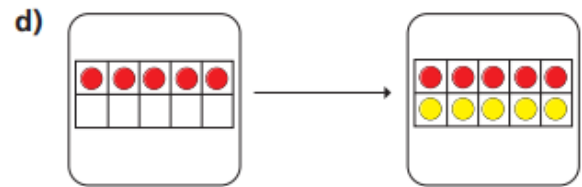
Double 1 is



Double 2 is



Double  is



Double  is

2 Match the doubles to the additions.

Double 3

$6 + 6$

Double 6

$7 + 7$

Double 10

$3 + 3$

Double 7

$10 + 10$

3 Fill in the gaps.

a) Double 15 is

b) Double 11 is

c) Double 12 is

d) Double 20 is

e) Double  is 8

f) Double  is 16

Problem Solving and Reasoning

Louise doubles her donuts. The picture shows what she had after she doubled her donuts.



Whitney



Louise started with 4 and ended with 8 donuts.

Eva



Louise started with 8 and ended with 16 donuts.

Mo



Louise started with 2 and ended with 4 donuts.

Who do you agree with? Explain why.

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Complete the table by doubling each number.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

What patterns do you notice?

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Thursday 13th January 2021

LI: to make equal groups by sharing	Assessment		
	Pupil	Parent	Teacher
SC: I can understand what 'equal' means			
SC: I can share amounts equally			
SC: I can use different strategies to solve <ul style="list-style-type: none"><li>- hold a number then count on</li><li>- draw pictures</li><li>- 2's, 5' and 10 times table</li></ul>			
SC: I can use my number knowledge to help me solve Problem Solving and Reasoning activities			

White Rose Home Learning Video:

<https://vimeo.com/492603273>

Watch the video shown below





## Worksheet

**I** Rosie and Amir are sharing some sweets.



- a) Draw lines to share the sweets equally.
- b) How many sweets does each child get?

Each child gets  sweets.

8 sweets shared equally between 2 is

- 2 Five children share some grapes.



- a) Draw lines to share the grapes equally.
- b) How many grapes does each child get?

Each child gets  grapes.

10 grapes shared equally between 5 is

- 3 Ron needs to share 20 bananas between 5 boxes.



How many bananas will there be in each box?

20 bananas shared between 5 boxes is

There will be  bananas in each box.

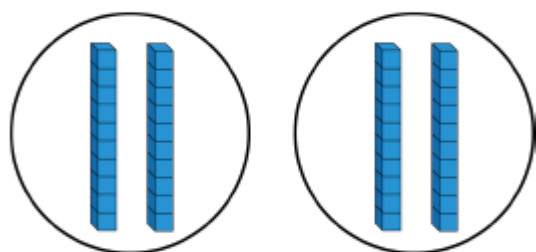
## Problem Solving and Reasoning

Jack says,



I can work out  $40 \div 2$  easily because I know that 40 is the same as 4 tens.

This is what he does:



$$40 \div 2 = 20$$

Is it possible to work out  $60 \div 3$  in the same way?

Prove it.

Is it possible to work out  $60 \div 4$ ?  
What is different about this calculation?

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Alex has 20 sweets and shares them between 5 friends.



Tommy has 20 sweets and shares them between 10 friends.

Whose friends will receive the most sweets?

How do you know?

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Friday 14<sup>th</sup> January 2021

LI: to make equal groups by sharing	Assessment		
	Pupil	Parent	Teacher
SC: I can understand what 'equal' means			
SC: I can share amounts equally			
SC: I can use different strategies to solve <ul style="list-style-type: none"><li>- hold a number then count on</li><li>- draw pictures</li><li>- 2's, 5' and 10 times table</li></ul>			
SC: I can use my number knowledge to help me solve Problem Solving and Reasoning activities			

White Rose Home Learning Video:

<https://vimeo.com/492603633>

Watch the video shown below



## Worksheet

## Make equal groups – sharing



- 1 Annie has 12 apples.



She shares them equally into 2 boxes.

Show how Annie shares the apples equally.

Complete the sentences.

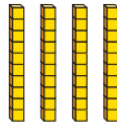
There are 12 apples.

There are  boxes.

There are  apples in each box.

- 3 Complete the divisions.

Use base 10 to help you.



a)  $40 \div 2 = \square$

c)  $40 \div 5 = \square$

b)  $40 \div 4 = \square$

d)  $40 \div 10 = \square$

Did you have to make any exchanges?

- 4 30 flowers are shared equally between 5 vases.



- a) Complete the division.

$$\square \div \square = \square$$

- b) What does each part of the division represent?  
Talk about it with a partner.

- 2 Take 20 cubes.

- a) Share them into 2 equal groups.  
Complete the sentences.

There are 20 cubes.

There are  groups.

There are  cubes in each group.

- b) Share the cubes into 5 equal groups.  
Complete the sentences.

There are 20 cubes.

There are  groups.

There are  cubes in each group.

- c) You can share 20 into other equal groups.

Is this true? \_\_\_\_\_

How do you know?

- 5 Complete the divisions.

A  $20 \div 5 = \square$

C  $20 \div \square = 2$

B  $20 \div 4 = \square$

D  $20 \div 2 = \square$

Write a letter in each box to match the divisions to the sentences.

Dora has 20 apples. She shares them equally between 4 boxes.

Ron has 20 sweets. He shares them equally between some party bags. There are 2 sweets in each party bag.

Dexter has 20 toy cars. He shares them equally between 5 boxes.

Whitney has 20 dolls. She shares them equally with her sister.

What other sentences can you think of to match the divisions?

Problem Solving and Reasoning

Dora has 10 biscuits.



She wants to share them equally at her party.

How many people could be at the party?

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There are 10 cakes and 2 boxes.

An equal amount needs to be put into each box.



Jack

Put them into groups of 2



Eva

Share them into 2 groups.

Who is correct?  
Explain your answer.

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**Tuesday 5<sup>th</sup> January 2021**

LI: to compare London in 1666 and 2020	Assessment		
	Pupil	Parent	Teacher
SC: I can talk about how the buildings in London were different in the past			
SC: I can talk about how people travelled differently in London in the past.			
SC: I can compare past and present London to say what things are different and similar			

Use the information and pictures below, to look and discuss, the differences between London in 1666 and London now.

**Present Day London**

Lets look at the following images of modern London.

What do you know about London already?  
What can you see?

Can you discuss:

- Houses and buildings
- London at night
- Roads
- Transport
- People and jobs
- Anything else you think is interesting!

What does this tell you about London today?  
How is it the same/different to where you live?






## How was London different in the past?



We are about to go back in time by around 350 years to visit London in the year 1666. This was a very important year in the history of London. In pairs, discuss your ideas about how London might have been different at that time.

### Discuss these topics:

- Houses and buildings; what might these have been built from?
- People; what might they have worn?
- Transport; how would people in London have travelled around?
- Roads and streets at night; what might they have looked like?

Now it's time to draw these ideas!



## London in the Past 1666



Let's look at the following images of London from the 17<sup>th</sup> Century.  
How do they compare to your own ideas?

- Why don't we have photos of London in 1666?
- What can we use to find out what London was like then?



This is a 17<sup>th</sup> Century map of London- can you see the River Thames?



This is a drawing of St Pauls Cathedral (pre 1666)



This is a painting of  
Samuel Pepys (1633 – 1703).

He was a Member of Parliament  
and lived in London. He kept a  
very detailed diary from 1660 –  
1669 and this diary became  
one of the most important  
sources of information about  
London during this time in  
history.



Use what you know about London now and then to complete the table below

	Present Day	1666
Houses and buildings		
People		
Transport		
A street at night		

**Wednesday 6<sup>th</sup> January 2021**

LI: to understand how the plague was spread	Assessment		
	Pupil	Parent	Teacher
SC: I can understand what The Plague / The Black Death was			
SC: I understand how the plague was spread			
SC: I can explain how people tried to prevent the Plague			
SC: I can design a safety poster			

Use the link below to learn all about The Plague! Find out what it was, how it spread and what was done to try and stop the spread.

<https://www.dkfindout.com/uk/history/black-death/>

## Black Death

The Black Death was one of the most feared diseases in the 14th century. It was a type of plague, that was spread via the bite of infected rat fleas. The name Black Death came from the swollen buboes (glands) in the victim's neck, armpits and inner thigh, that turned black as they filled with blood. Victims often died within 12 hours of being bitten. This outbreak of the Black Death originally started in the 1200s in Central Asia, before sweeping Europe between 1348 and 1350. It killed up to half the population in some countries.

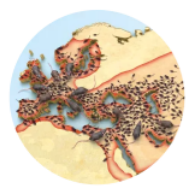
**The Black Death killed 75 million people in Asia, three times more than in Europe.**



How did the Black Death begin?



Life during the Black Death



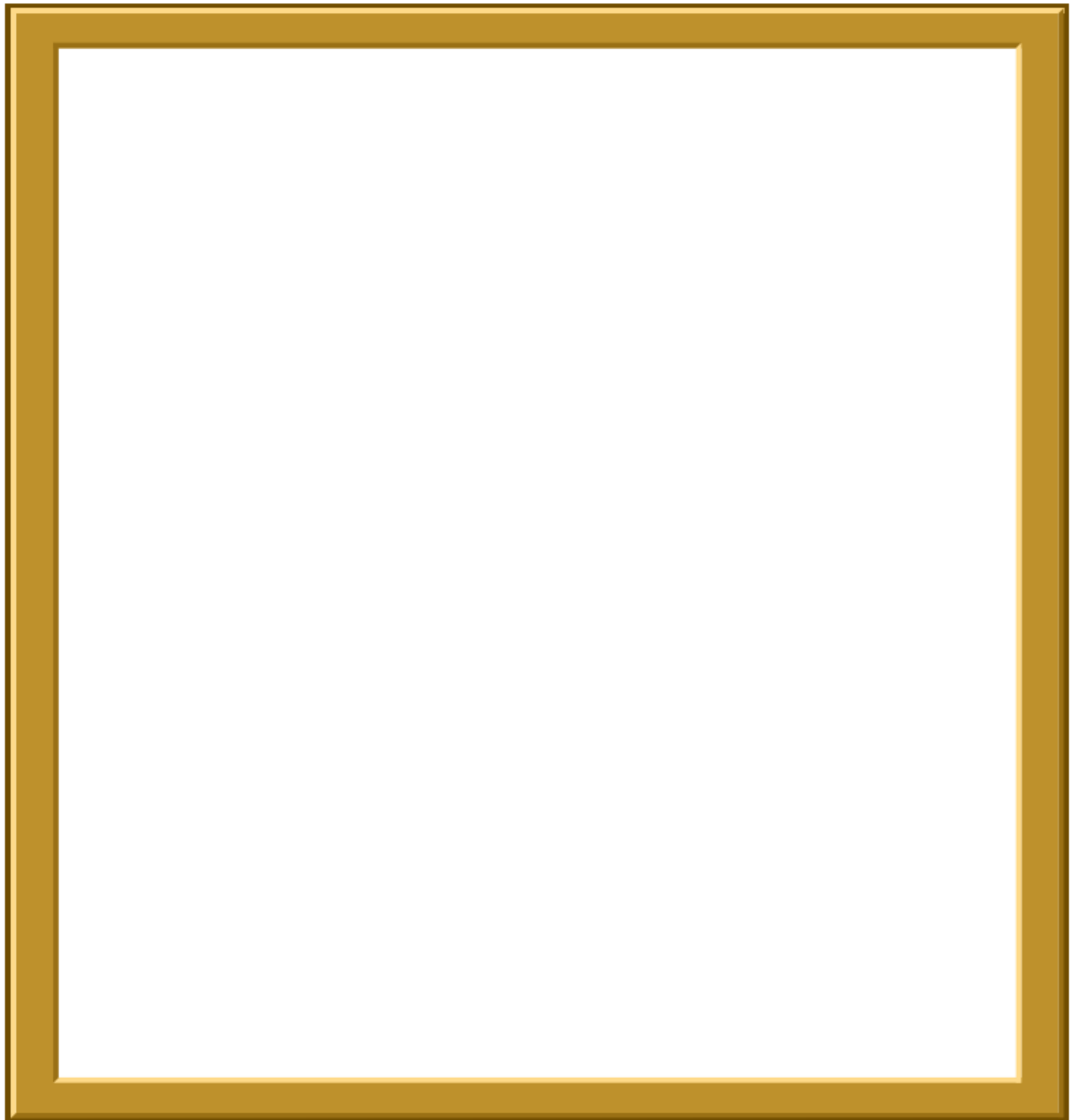
The spread of the Black Death



The symptoms and treatment

**Make sure you click on each sub section to find out as much information as you can!**

The year is 1666. The Plague is spreading fast and we need to stop it! Design a poster giving people in London advice about how to stay safe.



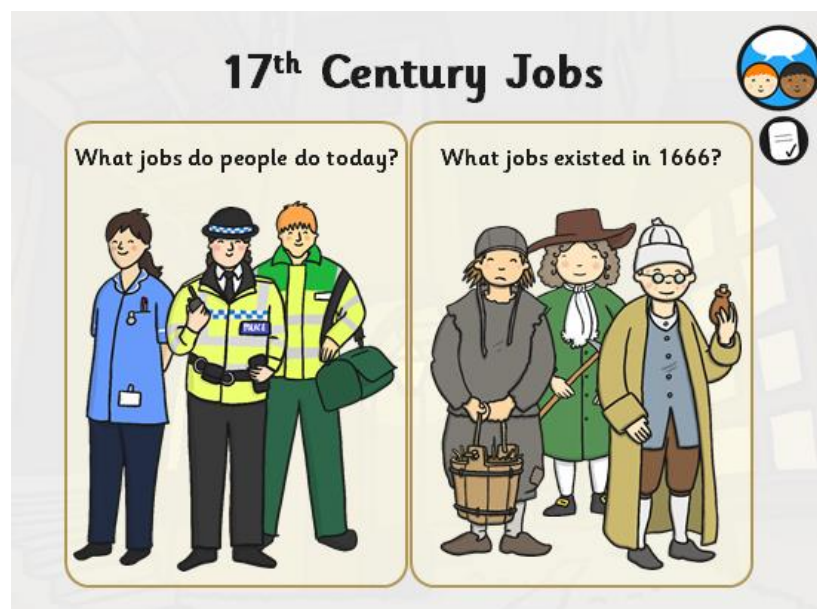
### Thursday 7th January 2021

LI: I can find out some of the ways in which how we live now is different and similar to how people lived in 1666	Assessment		
	Pupil	Parent	Teacher
SC: I can describe some ways in which how we live now is different to 1666			
SC: I can describe some ways in which how we live now is similar to 1666			
SC: I can talk about some of the jobs that people often did in 1666			
SC: I can draw and write about the differences / similarities in jobs, since 1666			

### Life in London in 1666

What would it be like to live in London in 1666? Let's take a look;

<https://www.youtube.com/watch?v=SPY-hr-8-M0>



Look at the pictures below and read all about the different jobs that people were doing in 1666. As you go along, talk about any similarities or differences between jobs then and jobs that exist today.



**Chimney Sweep**

Chimney sweeps used to clean chimneys and fireplaces. Children were often used as apprentices because they were small.

**Apothecary**

An apothecary dispensed remedies made from herbs, plants and roots.

**Blacksmith**

The blacksmith was a very important but lowly occupation. Blacksmiths forged objects from iron or steel. They would sharpen weapons and repair cooking utensils.

**Rat-catcher**

Rat-catchers caught rats around the city.

**Gong Farmer**

Gong farmers cleaned out toilets. They removed human waste from privies and cesspits.

**Spinster**

A spinster was a woman who supported herself by spinning wool and linen.

**Chandler**

A chandler made and sold candles.

**Scullery Maid**

Scullery maids were the lowest ranked workers in the kitchen. Their job was to clean the floor, stoves, sinks, pots and dishes in the kitchen.

**Carpenter**

A carpenter made all types of furniture and wooden items. They were regarded as master craftsmen.

**Fire Fighter**

There was no organised fire brigade. Fire fighting was very basic with little or no skill or knowledge involved. Leather buckets and axes were used to put out fires.

**Life in London in 1666**

- What would it be like to live in London in 1666?
- How would it feel to do some of the jobs we have looked at?



- Which of the jobs still exist today?
- What jobs are no longer needed? Why?



Chose one job role that existed in 1666, that also still exists now. Draw pictures and write some sentences about any similarities and differences in your chosen job role.

Tip: The name of some jobs may have changed

Then



Now



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**Monday 11th January 2021**

LI: To understand how people tried to stop the Great Fire	Assessment		
	Pupil	Parent	Teacher
SC: I understand why fire is dangerous			
SC: I understand how people fought fires in 1666 and how fires are fought today			
SC: I can talk about why the Great Fire of London was difficult to stop			

In the video below, a firefighter from the present day talks all about The Great Fire of London. Listen and think about how the Great Fire started, how they tried to stop The Great Fire of London and why this was so difficult.

<https://www.youtube.com/watch?v=h3IUJp9dHGw>



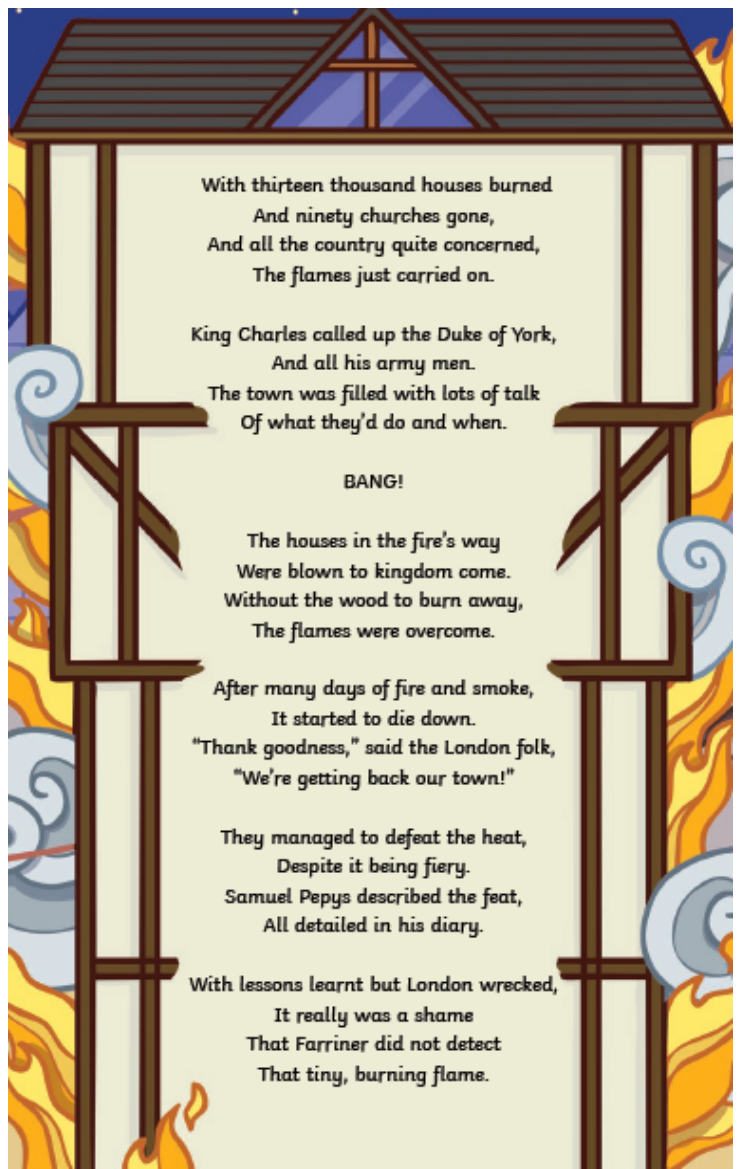
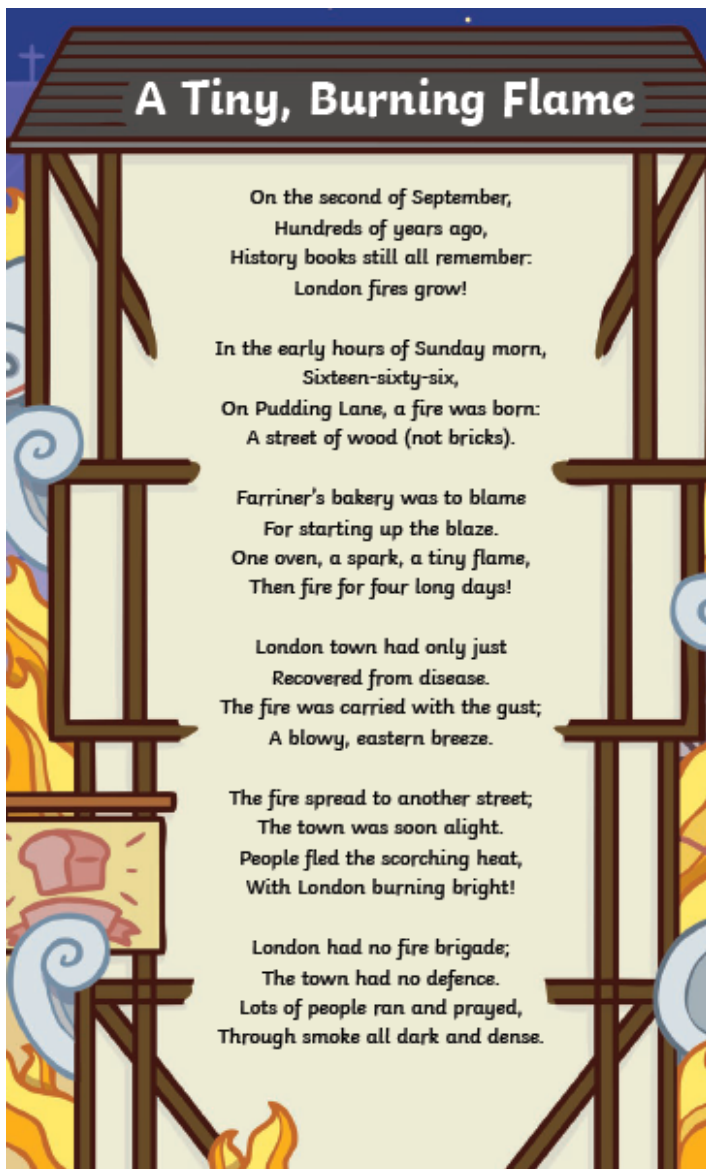


Use what you have already learnt about firefighters in 1666 and the new information you learnt from the video, to cut and stick the pictures under the correct headings.

1666	Present Day

**Tuesday 12<sup>th</sup> January 2021**

LI: To understand the key events of the Great Fire	Assessment		
	Pupil	Parent	Teacher
SC: I understand the key events of the Great Fire			
SC: I can read and perform the poem 'A Tiny Burning Flame' to someone at home			
SC: I can be a poetry detective and write about the key parts of the poem			





Read the poem again and use your detective skills to complete the tasks below.

## Poetry Detective



Poem title: \_\_\_\_\_

What is the poem about?

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Does the poem rhyme?

Yes ☐

No ☐

Copy all of the rhyming words  
that you can find in the poem.

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What is your favourite  
word in the poem?

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Why is this your favourite word?

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What is your least favourite  
word in the poem?



Draw a picture to show what  
the poem is about.

Did you like this poem?

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Explain your answer.

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Wednesday 13<sup>th</sup> January 2021

LI: to write a newspaper report on the Great Fire of London	Assessment		
	Pupil	Parent	Teacher
SC: I can describe the events of 1666			
SC: I can include key vocabulary			
SC: I can use dates and time conjunctions to place events in order			

Read the information cards below to help you create a newspaper report all about The Great Fire of London. Include any of the important information that you





already know. Remember – You want to keep the reader's attention so make sure you use amazing adjectives

### The Great Fire of London

On Wednesday The Duke of York (the future King James II) ordered that houses be destroyed using gunpowder ahead of the fire to stop the fire from spreading even further. This plan succeeded and by Thursday, the fire had been extinguished.



### The Great Fire of London



The disaster made London a better and safer city. Streets were widened and buildings were made stronger, more fireproof and out of brick instead of wood.

### The Great London Fire



The Monument to the Great Fire of London was erected. The monument still remains in place today so that no one will ever forget what happened.

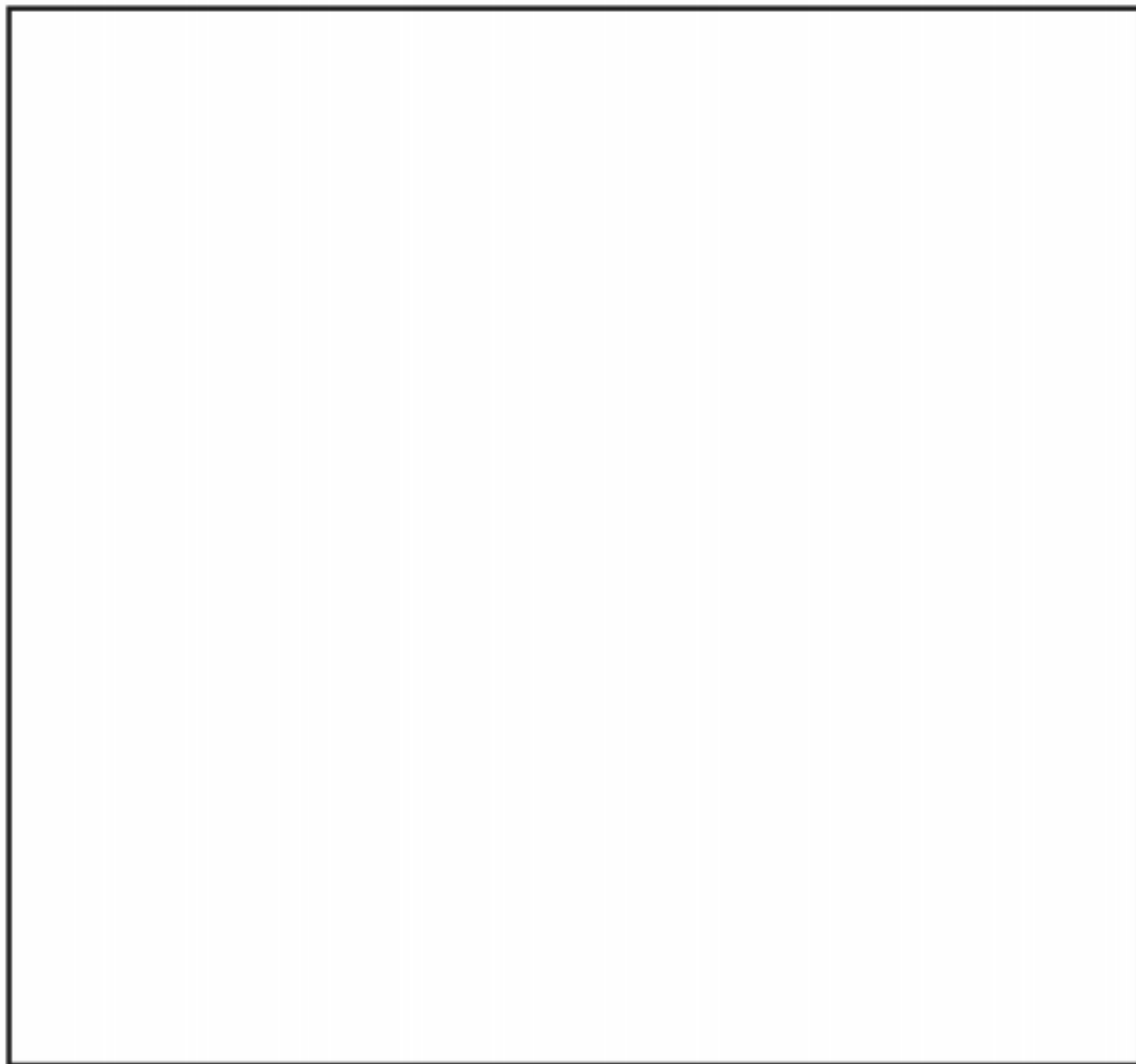
### The Great London Fire



Even the smallest fire can be dangerous within a few minutes. Make sure you always have a fire escape planned. If a fire starts, stay calm and leave immediately.

# THE LONDON GAZETTE

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**Thursday 14<sup>th</sup> January 2021**

LI: to consolidate my learning about The Great Fire of London	Assessment		
	Pupil	Parent	Teacher
SC: I can share my knowledge about The Great Fire Of London with someone at home			
SC: I can use my phonics knowledge to crack the clues			
SC: I can solve The Mystery of the Broken Bucket			

Use the links below to learn some more about The Great Fire of London.

<https://www.bbc.co.uk/cbbc/watch/horrible-histories-great-fire-of-london>

<https://www.bbc.co.uk/newsround/37222884>

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/frontscreen/item976473/grade1/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item976473/grade1/index.html)

<https://www.youtube.com/watch?v=VM-3vjy9lxl>



Use your super Phonics skills to help you solve the mystery of the broken bucket!

Remember to read and carefully sound out each word.

## The Mystery of the Broken Bucket

Everyone on Pudding Lane had been working hard to put out the fire that had been burning for days. They had used hundreds of buckets of water and more were needed to dampen the blaze. However, as Thomas Farrinor went to refill his bucket, he found that someone had put a hole in the bottom of it!

As Detective Chief Inspector on the case, it is your job to find out who has made a hole in Thomas Farrinor's bucket. You have taken down the names and descriptions of 20 people who live on Pudding Lane. There are also five important clues that have been discovered.

To crack the case, you will need to solve each clue and check the information with the list of names. Will you be able to solve the mystery and find the culprit before Pudding Lane burns down?

Good luck!



## Pudding Lane Resident Descriptions

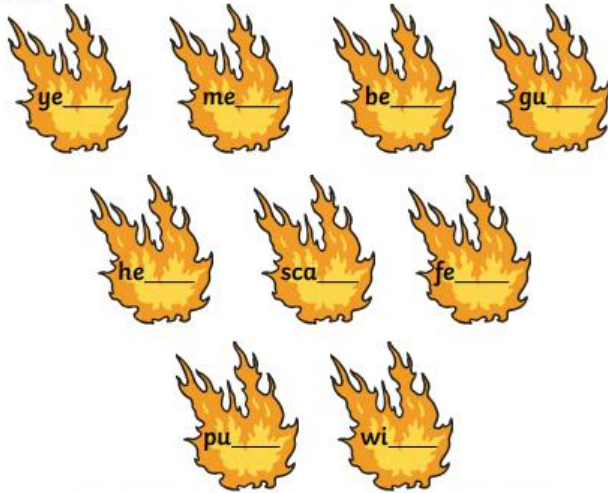
Name	Male Or Female?	Hair Colour	Job	Shoe Size	Door Number
Avice Stanbury	female	grey	grocer	8	2
Batholomew Roberts	male	blonde	butcher	7	4
Beatrice Leventhorpe	female	brown	baker	6	6
Christopher Bende	male	grey	grocer	8	2
Ediva Burgh	female	ginger	fishmonger	4	8
Edward Claybrook	male	black	butcher	9	10
Godwin Kesteven	male	brown	grocer	7	12
Hamo Wymer	male	blonde	baker	5	6
Isolde Horton	female	brown	fishmonger	9	8
Jacob Clifton	male	grey	grocer	8	4
Janet Bigley	female	ginger	butcher	6	12
Joseph Mylett	male	blonde	grocer	10	10
Mildred Bostock	female	black	baker	4	4
Muriel Barnes	female	grey	fishmonger	8	12
Rose Sedlow	female	blonde	butcher	6	6
Sabine Samuel	female	brown	baker	5	2
Samuel Dixon	male	grey	grocer	7	2
Sigric Chechester	male	ginger	fishmonger	9	10
Theda Peele	female	black	butcher	6	8
Tobias Scrogs	male	grey	grocer	8	6

The prankster who broke the bucket must have been \_\_\_\_\_.

## Clue 1

## What's Their Agenda

Each of these words has two letters missing. Add the missing letters and write the word in the correct box, making sure to spell them correctly. The words with the most common spelling pattern will show whether the bucket breaker is male or female.



**lp**  
If most words have **lp** the bucket breaker is **male**.

**lt**  
If most words have **lt**, the bucket breaker is **female**.

The letters \_\_\_\_ are used the most.

Is the bucket breaker male or female?

☐ male ☐ female

## Clue 2

## A Career Criminal

Draw a line to match the word to the correct vowel grapheme. Make sure that you spell the words correctly. The vowel digraph with the most words will show the bucket breaker's job.



**ee**



If **ee** is needed most, the bucket breaker is a **butcher**.

**ea**



If **ea** is needed most, the bucket breaker is a **grocer**.

**ey**



If **ey** is needed most, the bucket breaker is a **baker**.

**ie**








If **ie** is needed most, the bucket breaker is a **fishmonger**.

The vowel digraph with the most words is \_\_\_\_\_ so the bucket breaker must be a \_\_\_\_\_.

## Clue 3

## A Strand of Evidence

Trapped beneath the broken bucket, you find a strand of hair. It must have been left by the bucket breaker! By following the path of real words, you will find out what colour hair the bucket breaker has.

Start					
chop	quop	zook	vuss	ept	glog
sing	dart	scrid	rin	blard	wup
skap	shock	flat	quib	coid	quass
blorn	veems	skill	gift	disp	murbs
meft	slirt	reb	coins	gloom	sloam
jub	weath	pobe	flisp	turn	blast
jash	zued	meve	braint	splote	spray
clend	braits	trunk	feast	strike	groan
scrug	person	straw	glips	woats	barst
splue	chapter	stribe	splam	floost	phope
	grey	ginger	blonde	brown	black
					

The bucket breaker's hair must be \_\_\_\_\_.

## Clue 4

## Putting Their Foot in It

You see watery footprints leading away from the broken bucket... They must belong to the bucket breaker! Read the sentences below. Decide which suffix is needed to correctly complete the words. The number of times that the suffix -ful is used will show you the bucket breaker's shoe size.

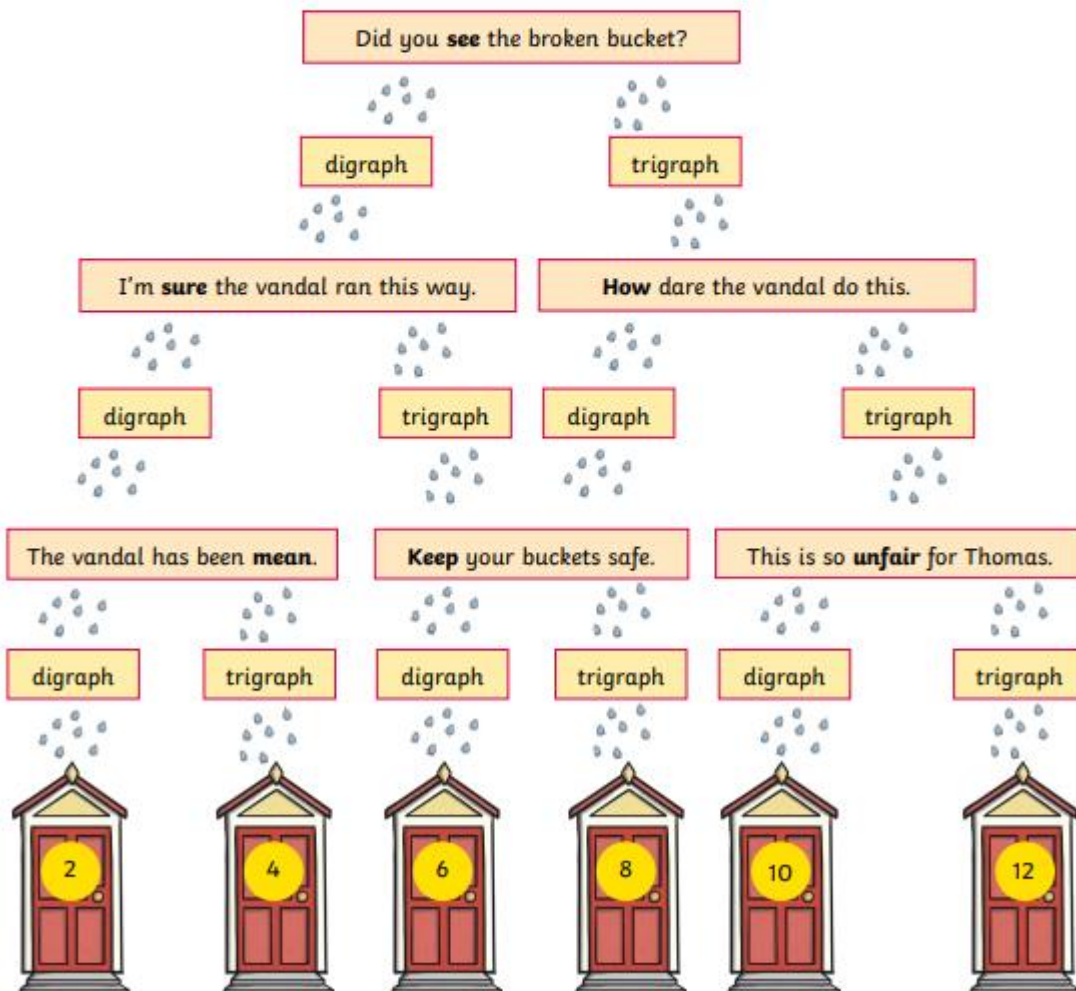
Sentence	-ing	-ful	-ly
I'm pray_____ that the police will catch the bucket breaker.			
This is such a spite_____ thing to do to Thomas.			
The bucket breaker has acted so rude_____.			
We must keep a care_____ watch to stop this from happening.			
They must have escaped quick_____ without us noticing.			
My father is very fear_____ that the bucket breaker will return.			
I think I saw the culprit sneak_____ away from the scene.			
We feel hope_____ that the vandal will be caught soon.			
I'm so thank_____ to the police for their hard work.			
We are all wonder_____ who would do such a thing.			
Thomas Farrinor has been very help_____ during the fire.			
Our street will sad_____ never be the same.			
The police are mak_____ good progress with the case.			
The Great Fire has been a very stress_____ time for us all.			
It would be delight_____ to get our street back to normal.			

The suffix -ful is used \_\_\_\_\_ times so this must be the bucket breaker's shoe size.

## Clue 5

### Knock Knock

Follow the watery trail to find out which door number the bucket breaker lives at. Decide whether the word in bold contains a digraph or a trigraph each time. Stay on the right path and catch the vandal!



The bucket breaker lives at door number \_\_\_\_\_.





**Tuesday 5<sup>th</sup> January 2021**

**Activity 1** – trace, cover the words and copy them

Look	Trace	Copy
every	every	
varies	varies	
puppies	puppies	
dries	dries	
shy	shy	
dry	dry	
stencil	stencil	
devil	devil	

**Activity 2** – Clarify: use a dictionary, online dictionary or an adult to clarify the meaning of the 4 words.

every	
varies	
puppies	
dries	

**Activity 3** – Write a sentence using each of the 4 words you found the meaning of.

Challenge: Can you include an expanded noun phrase in your sentences?

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**Wednesday 6<sup>th</sup> January 2021**

**Activity 1** – Clarify: use a dictionary, online dictionary or an adult to clarify the meaning of the 4 words.

shy	
dry	
stencil	
devil	

**Activity 2** – Write a sentence using each of the 4 words you found the meaning of.

Challenge: Can you include an expanded noun phrase in your sentences?

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.

4.

**Activity 3** – Can you find all of the words in the word search below?

s	t	e	n	c	i	l
p	u	p	p	i	e	s
s	e	o	d	s	c	b
a	v	i	e	h	t	w
f	e	i	v	y	f	y
d	r	y	i	i	r	t
d	y	r	l	s	d	j

devil

dries

dry

every

puppies

shy

stencil





**Thursday 7<sup>th</sup> January 2021**

**Activity 1** – trace, cover the words and copy them

Look	Trace	Copy
everybody	everybody	
varied	varied	
worried	worried	
worrying	worrying	
worry	worry	
carried	carried	
carrying	carrying	
carry	carry	

**Activity 2** – Clarify: use a dictionary, online dictionary or an adult to clarify the meaning of the 4 words.

everybody	
varied	
worry	
carry	

**Activity 3** – Write a sentence using each of the 4 words you found the meaning of.

Challenge: Can you include an expanded noun phrase in your sentences?

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**Friday 8<sup>th</sup> January 2021**

**Activity 1** – Clarify: use a dictionary, online dictionary or an adult to clarify the meaning of the 4 words.

worried	
worrying	
carried	
carrying	

**Activity 2** – Write a sentence using each of the 4 words you found the meaning of.

Challenge: Can you include an expanded noun phrase in your sentences?

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

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**Activity 3** – Can you find all of the words in the word search below?

c	w	t	c	j	b	d
h	c	o	a	y	e	b
m	w	a	r	i	e	d
l	i	r	r	r	n	g
y	j	r	i	r	y	g
b	o	h	e	p	y	k
w	p	e	d	o	u	t

carried

carry

varied

worried

worry



**Monday 11<sup>th</sup> January 2021**

**Activity 1** – trace, cover the words and copy them

Look	Trace	Copy
even	even	
spies	spies	
berries	berries	
tries	tries	
spy	spy	
try	try	
nostril	nostril	
fossil	fossil	

**Activity 2** – Clarify: use a dictionary, online dictionary or an adult to clarify the meaning of the 4 words.

even	
spy	
try	
nostril	

**Activity 3** – Write a sentence using each of the 4 words you found the meaning of.

Challenge: Can you include an expanded noun phrase in your sentences?

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**Tuesday 12<sup>th</sup> January 2021**

**Activity 1** – Clarify: use a dictionary, online dictionary or an adult to clarify the meaning of the 4 words.

spies	
tries	
berries	
fossil	

**Activity 2** – Write a sentence using each of the 4 words you found the meaning of.

**Challenge:** Can you include an expanded noun phrase in your sentences?

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Spelling Lessons

3.

4.

**Activity 3** – Can you find all of the words in the word search below?

u	b	j	c	s	f	n
f	e	v	e	n	o	o
v	r	i	u	u	s	s
e	r	n	g	e	s	t
t	i	s	i	s	i	r
p	e	p	c	p	l	i
i	s	y	g	l	u	l

berries

even

fossil

nostril

spies

spy

tries





**Wednesday 13<sup>th</sup> January 2021**

**Activity 1** – trace, cover the words and copy them

Look	Trace	Copy
replied	replied	
replying	replying	
bullied	bullied	
bullying	bullying	
great	great	
spied	spied	
reply	reply	
bully	bully	

**Activity 2** – Clarify: use a dictionary, online dictionary or an adult to clarify the meaning of the 4 words.

reply	
bully	
great	
spied	

**Activity 3** – Write a sentence using each of the 4 words you found the meaning of.

Challenge: Can you include an expanded noun phrase in your sentences?

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