|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **English** |  | **Maths** |  | **Topic/Creative** |  |
| C:\Users\stmartinspri.3325LX66\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\1E85907E.tmpOn the computer or using books, **research** King Charles II and **create a fact file** giving information about who he was, what he did, etc.  Your fact file could be made on the computer and printed for your homework book, or written. | Date:  Comments: | **Continue to practise your current level of mental maths challenge to help you move up to a new level.**  Practise the level you are on by repeating it, writing it down and asking your family to help by testing you. Record your practice in your homework book.  Year 1: Can you count onwards and backwards from any given number (up to 100 and beyond)? | Date:  Comments: | Easy Homemade French Bread Recipe | Mel's Kitchen CafeThe fire started in a bakery. **With the help of an adult, make your own bread.**  Y3: Can you write a set of instructions? | Date:  Comments: |
| Samuel Pepys was famous for keeping a diary during the Great Fire of London. **Write a diary entry of what you did at the weekend.**  Year 1: Remember full stops, capital letters and finger spaces, try to include an exclamation mark ! to add emphasis to your sentence.  Year 2: try to use and, but, because conjunctions to extend your sentences  Year 3: try to write in paragraphs to break up your writing | Date:  Comments: | **Adding and subtracting!**  Have a go at adding and subtracting some numbers. Remember, to show your workings out!  Y1: Use numbers up to 20. (practise number facts i.e 12+8=20, 20-12=8)  Y2: 2 digit and 2 digit (blank number line)  Y3: 3 digit number and 3 digit number (column method, blank number line) | Date:  Comments: | **Hot seat in pairs.** One person takes on the role of Samuel Pepys or a Londoner during the fire, and the other asks them questions. Then swap around.  You could film this interview! | Date:  Comments: |
| **Write a summary of what happened in The Great Fire of London.**  How did it start? Why did it start? Who started it? Where did it start?  Y3: What was the effect of the fire on London?  Y3: Can you use sub headings in this piece of writing? | Date:  Comments: | **Sumdog!**  <https://www.sumdog.com/user/sign_in>  Image result for sumdog logo  Log on to Sumdog and practise your maths skills! | Date:  Comments: | Fire safety + role play teaching resources display early years ks1 ...**Create a fire safety poster** informing the reader who to call in the event of a fire. | Date:  Comments: |
| **Research The Great Fire of Edinburgh**. Write down what the similarities and differences were, comparing The Great Fire of London and The Great Fire of Edinburgh. | Date:  Comments: | Research what houses looked like in 1666**. Can you draw a picture of a house in 1666?**  Then, label all the shapes that you can see. | Date:  Comments: | **Create a 3D model of a 1666 house** using materials from around the house. | Date:  Comments: |

**Homework Grid Summer 2: The Great Fire of London**

Please choose one activity a week, and record which activity has been completed by adding the date into the box provided. Please add comments, should you wish to, regarding your child’s engagement/enjoyment/understanding of each activity. Please choose at least two from each column during each half term.