

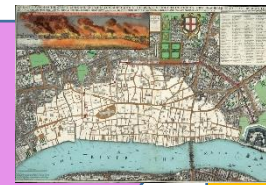
Science

- *Finding out what 'ingredients' are needed to create a fire.
- *Thinking about materials and their properties.
- *Looking at plant bulbs & finding out why they are planted in the Autumn and flower in Spring.



History

- *Investigating the causes and consequence of 'The Great Fire of London'



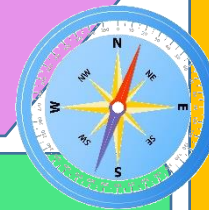
Art

- *Looking at paintings of 'The Great Fire of London' before learning how to create orange hues with paint.
- *Creating a relief printing tile using cardboard.



Geography

- *Using maps to look at London before and after the fire.



Music

- *Discovering how rhythm and pulse are used in music.



DT

- *Learning to measure, mark, cut and join wood to make a 1666 wooden framed house.



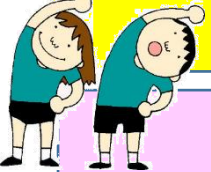
Fire!

Autumn 2



PE

- *Dance: Looking at how to link and transition between shapes and balances.
- * Respond imaginatively to music.



ICT

- *Using 'Purple Mash' to create, save and print images and text.
- *using QR codes to navigate to a webpage to carry out research.



RSHE & Safety Passport

- *Valuing differences and being kind
- *Calling 999 - fire safety.



Literacy

- *Writing about the characters and events in 'George's dragon at the fire station', before innovating and writing our own ending to the story.
- *Reading and writing poems about Fire!
- *Creating non-fiction sentences to create a fact file about 'The Great Fire of London'



RE

- *Looking at how light is used as a symbol in Christianity and Judaism.



Maths

- *Using the numbers 0-100 to add and subtract.
- *Thinking about position, direction, and rotation.
- *Learning how to make and interpret simple pictograms, tally charts, block diagrams and simple tables



Websites to support home learning

Phonics http://www.phonicsplay.co.uk/ http://www.teachyourmonstertoread.com/ https://www.topmarks.co.uk/Interactive.aspx?cat=40	Reading https://home.oxfordowl.co.uk/reading/free-ebooks/ https://www.starfall.com/h/ltr-classic/ https://www.starfall.com/h/fun-to-read/ https://www.starfall.com/h/im-reading/ https://storylineonline.net/
Maths https://www.topmarks.co.uk/maths-games/hit-the-button https://www.topmarks.co.uk/maths-games/5-7-years/data-handling https://www.ictgames.com/mobilePage/ https://whiteroseeducation.com/1-minute-maths#download	Topic https://www.theschoolrun.com/homework-help/great-fire-london https://kids.britannica.com/kids/article/Great-Fire-of-London/476266 https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h
Keeping active https://www.bbc.co.uk/teach/supermovers/ks1-collection/zbr4scw https://www.youtube.com/channel/UC5uIZ2KOZZeQDQo_GsiqbQ	Child safe search engine www.kiddle.co <i>Please supervise you child when they are accessing online content. Further information about e-safety can be found here:</i> https://www.saferinternet.org.uk/advice-centre/parents-and-carers

Class emails:

woodpeckers.class@glenfieldschool.co.uk

owls.class@glenfieldschool.co.uk

ducks.class@glenfieldschool.co.uk

Staying Safe Online



Maths Methods of addition and subtraction

+ Addition +

add plus more count on
increase total sum altogether

Use your **jottings** to represent each digit...

$$\begin{array}{c} \text{T} \quad \text{O} \\ 5 + 3 = 8 \\ \text{||||} \quad \text{||} \end{array}$$

Count up the ones, 1, 2, 3, 4, 5, 6, 7, 8

$$\begin{array}{c} \text{T} \quad \text{O} \quad \text{T} \quad \text{O} \\ 12 + 17 = 29 \\ \text{||||} \quad \text{||} \quad \text{||||} \quad \text{||} \end{array}$$

To find the answer count up the tens, and then count on the ones e.g., 10, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29

When you add the answer is always larger than the number you started with!

You can add the numbers in any order, so $12+17$ is the same as $17+12$ because it is **commutative**.

$$\begin{array}{c} \text{T} \quad \text{O} \quad \text{T} \quad \text{O} \\ 54 + 28 = 82 \\ \text{||||} \quad \text{||} \quad \text{||||} \quad \text{||} \end{array}$$

Count up the tens, and then count on the ones e.g., 10, 20, 30, 40, 50, 60, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82

$$\begin{array}{c} \text{T} \quad \text{O} \quad \text{T} \quad \text{O} \\ 89 + 13 = 102 \\ \text{||||} \quad \text{||} \quad \text{||} \quad \text{||} \end{array}$$

To be **efficient**, start on the Ten value in the first number and then count on the tens in the second number, then count on the ones: 80, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102

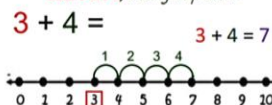
Using a numberline

numbers jumps forward
place value tens ones

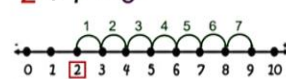
+ Addition +

Find the first number in your number sentence on the numberline - this is where you will start. Now jump on in ones to match the value of the second number in your number sentence. Where you end up is the answer.

Start on 3, then jump on 4

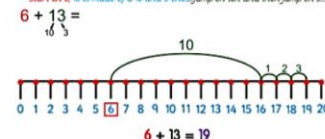


$$2 + 7 = 9$$

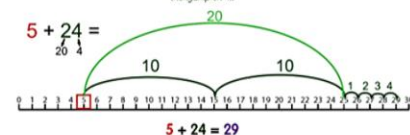


When adding two digit numbers you can be more efficient, by partitioning the value of the second number into tens and ones and jumping on in tens and then ones...

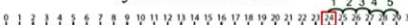
Start on 6, 13 is made of a 10 and 3 ones, jump on ten and then jump on 3.



Start on 5, 24 is made of two 10s and 4 ones, jump on two lots of ten for one jump of 20 and then jump on 4.



Remember...as addition is commutative you can be even more efficient by starting on the largest number and jumping on the value of the smallest number... e.g. $5 + 24$ could become $24 + 5$



- Subtraction -

take away subtract minus less
fewer leave difference count back

Straight forward subtraction

Use your **jottings** to represent each digit in the numbers in the subtraction...

$$\begin{array}{c} \text{T} \quad \text{O} \\ 9 - 4 = 5 \\ \text{||||} \quad \text{||} \end{array}$$

Draw a **box** around the jottings for the number you are taking away (this stops any accidental adding). Start with the ones and **tick them off** in the 'box' jotting as you take them away by **crossing them out** on the jotting underneath the number you are taking away from. Count up what's left to find the answer: 1, 2, 3, 4, 5

$$\begin{array}{c} \text{T} \quad \text{O} \quad \text{T} \quad \text{O} \\ 19 - 12 = 7 \\ \text{||||} \quad \text{||} \quad \text{||||} \quad \text{||} \end{array}$$

Tick and cross the ones and then do the same with the tens. Count up what's left to find the answer: 1, 2, 3, 4, 5, 6, 7

$$\begin{array}{c} \text{T} \quad \text{O} \quad \text{T} \quad \text{O} \\ 56 - 14 = 42 \\ \text{||||} \quad \text{||} \quad \text{||||} \quad \text{||} \end{array}$$

Tick and cross the ones and then do the same with the tens. Count up what's left to find the answer: 10, 20, 30, 40, 42, 42

When you subtract the answer is always smaller than the number you started with!

- Subtraction -

take away subtract minus less fewer
leave difference count back

Subtraction needing exchanging

Set the **jottings** out like the 'straight forward subtraction'.

You are unable to take away the ones like we did before, as you can't take 7 away from 5, so we will need to **exchange**. This is the maths word for turning a group of Ten back into ten ones.

$$\begin{array}{c} \text{T} \quad \text{O} \quad \text{T} \quad \text{O} \\ 35 - 17 = \\ \text{||||} \quad \text{||} \quad \text{||||} \quad \text{||} \end{array}$$

Cross out a ten in the jottings of the number you are taking away from and then add ten 'new' ones to its ones.

$$\begin{array}{c} \text{T} \quad \text{O} \quad \text{T} \quad \text{O} \\ 35 - 17 = 18 \\ \text{||||} \quad \text{||} \quad \text{||||} \quad \text{||} \end{array}$$

Now you can carry on taking away like in the straight forward subtraction, and find the answer by counting up the remaining jottings under the number you were taking away from.

10, 11, 12, 13, 14, 15, 16, 17, 18

Using a numberline

numbers jumps back
place value tens ones

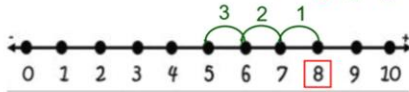
- Subtraction -

Find the first number in your number sentence on the numberline - this is where you will start. Now jump back in ones to match the value of the second number in your number sentence. Where you end up is the answer.

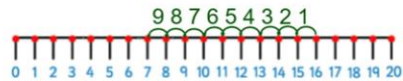
Start on 8, then jump back 3

$$8 - 3 =$$

$$8 - 3 = 5$$



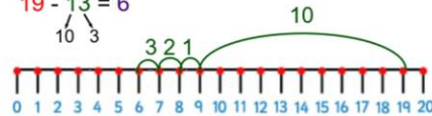
$$16 - 9 = 7$$



When *subtracting two digit numbers* you can be more efficient, by partitioning the value of the second number into tens and ones and jumping back in tens and then ones...

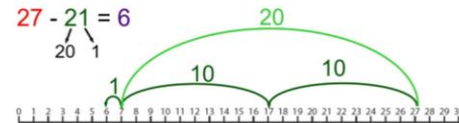
Start on 19, 13 is made of a 10 and 3 ones. jump back ten and then jump back 3...

$$19 - 13 = 6$$



Start on 27, 21 is made of two 10s and 1 one. jump back two lots of ten (or one jump of 20) and then jump back 1.

$$27 - 21 = 6$$



Position and Direction

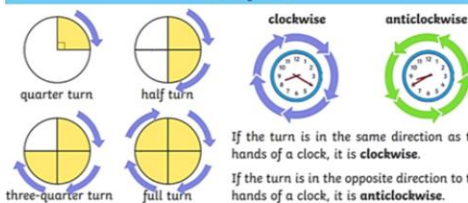
forward backward left right
north south east west
turn half full quarter

Describing Straight-Line Movement



Left and Right
The hand that makes an L shape is the left hand.

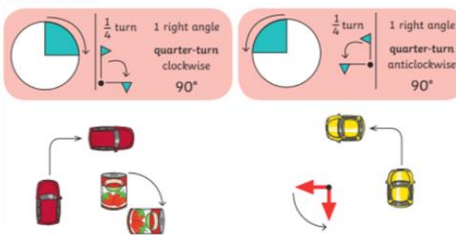
Describing Turns



If the turn is in the same direction as the hands of a clock, it is **clockwise**.

If the turn is in the opposite direction to the hands of a clock, it is **anticlockwise**.

Quarter Turn



Half Turn

