**Maths and ICT:**

All children: Learn counting songs and rhymes

Ten little fire fighters- repeat each verse counting down to zero

Ten little firefighters  
Sleeping in their beds.  
"Ding!" went the bell,  
And down the pole they slid.  
They raced to the fire  
And put out all the flames.  
Then the 10 little firefighters  
Went back to bed again.

Count backwards from 10 and then 20 (N and R)

Recognise basic shapes (Nursery and R)

Practice sharing one piece of food equally with one other person- use the language of half (N/R)

Count forwards and backwards from any number up to 100 (Year 1)

Bake a cake or make a pizza- cut into halves and then quarters.(R/Y1)

Peel a banana- can you break it in half- now into quarters?

Share a chocolate bar between 2 people/ 3people/ 4 people equally. What would each piece be called ? Half / quarter/ third ?

**Geography:**

Where is London? (Year 1) How has it changed over time? Discuss with an adult who can record what you have said.

Nursery and reception: Recognise landmarks in your locality- bridges, rivers, churches, shops, houses- compare different types of houses. Make a junk modelling house.

**Art and DT:**

Build a safe fire that burns for 1 minute (with an adult).

Make a model house using cardboard boxes. Set it on fire with an adult and time how long it takes to burn down.

Think about what colours you make you think of fire. Collect materials, magazine cuttings of those colours and make a fire collage.

**Science:**

Place a marshmallow on a fire and watch what happens to it. Test with several marshmallows to see how much time makes the best toasted marshmallow!

Find out about the sun. Why is it so important to life on earth?

Bury something underground and see how well it keeps – dig it up a few days later and see if it has changed.

**History:**

How has firefighting changed over the years?

**Literacy:** Verbally generate questions (N and R) Record questions in writing (R Year 1) Use question marks at the end of sentences (Year 1)

Understand the difference between a question, an exclamation and a command- read and punctuate accordingly. Nursery and reception- can you spot the question mark/ exclamation mark- can you draw one/ paint one ? Spot these punctuation marks in favourite stories and rhymes.

Ask relevant questions to extend their understanding and knowledge; Maintain attention and participate actively in collaborative conversations, staying on topic; Use question marks to demarcate sentences; Learn how to use sentences with different forms such as question, exclamation, command

Learn songs and rhymes: “London’s burning”.

PARENTS: Please watch first and decide if you are happy for your child to watch this story.

<https://www.youtube.com/watch?v=VarSSAwiimU> - Magic Grandad – Samuel Pepys – Great Fire of London’

Write a diary entry – you are Samual Pepys and you are burying your cheese and running from the fire.

If you choose not to use the video above please build a small fire with your child and support them in writing a diary entry about the experience afterwards. Were they scared, excited e.t.c, what did they think about while looking at the fire?

**Music:** Learn songs and rhymes: “London’s burning”.Listen to the sounds that fire makes. How can you recreate these sounds yourself. (rustling tin foil/ paper, snapping twigs ?)

<https://www.bbc.co.uk/teach/school-radio/history-ks2-the-great-fire-of-london/z4bft39>

**Fire Fire!**

**Week 5**