

<u>Monday</u>	<u>Spelling</u>
	<p>This week's spelling rule is: Words ending with -sure.</p> <p>This week's spelling words <u>are</u>: enclosure, pressure, measure, exposure, leisure, treasure.</p> <p><u>Today's Task</u></p> <p>Look up the definition of each of these words (you do not need to write it down.) Once you've found out what each word means, you then need to write it in a sentence with a capital letter and a full stop. Remember to circle the spelling word you've used in each sentence.</p> <p>Finished?</p> <p>Can you think of any other words that fit this week's spelling rule?</p>

Monday

English

In last week's chapter, your child learnt about The Great Plague and The Great Fire of London. Both of these were main events during the Stuart Era. This week's learning will focus on The Great Fire of London. Your child needs to read the passage below and answer the questions in full sentences in their Home Learning Book.

Text

On Sunday 2nd September 1666, a fire began in a bakery on Pudding Lane in London. The baker had forgotten to put out the fire he had used to bake his bread. The fire soon spread to other buildings.

In 1666, buildings in London were made of wood and built very close together, which meant the fire could spread easily. There were no firefighters so people had to try to put the fire out themselves, using buckets of water from the River Thames.

The fire carried on spreading on Monday and Tuesday. Luckily, on Wednesday, the wind stopped and the fire was finally put out.

The fire destroyed large parts of London, which had to be rebuilt.

Questions

1. When did the fire start?
2. Where did the fire break out?
3. Why did the fire start?
4. What caused the fire to spread so quickly?
5. How long did the fire last?
6. What helped to stop the fire?
7. What happened to London afterwards?





Monday

Maths

This week's Maths focusses on the objective: making a whole. This encourages your child to think about how many parts make a whole. Watch the video with your child, pausing after each question to discuss it. Your child can then choose one of three challenges and answers the questions in their Home Learning Book. Remember, the denominator of a fraction (bottom number) tell us how many equal parts make a whole. For example if the denominator is 5, then 5 fifths make 1 whole.

Blue Star

5a. Complete the fractions and join them to the correct representation.

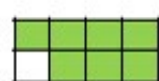
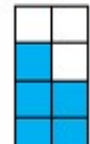

A.  B.  C.  D. 

$\frac{5}{\square}$ $\frac{2}{\square}$ $\frac{3}{\square}$ $\frac{4}{\square}$


8a. Circle the two fractions that make a whole.

$\frac{1}{7}$ $\frac{3}{7}$ $\frac{4}{7}$ $\frac{5}{7}$

6a. Tick the image which is equivalent to a whole. Write the fraction for each representation.

A.  B.  C. 

7a. Use the image to complete the sentence.



$\frac{2}{\square}$ and $\frac{\square}{\square}$ make $\frac{6}{\square}$

Monday

Maths Extension

Here is an additional Maths challenge for if your child would like to extend their learning further.

5. Ellie and Ron have combined the number of gems they both have.



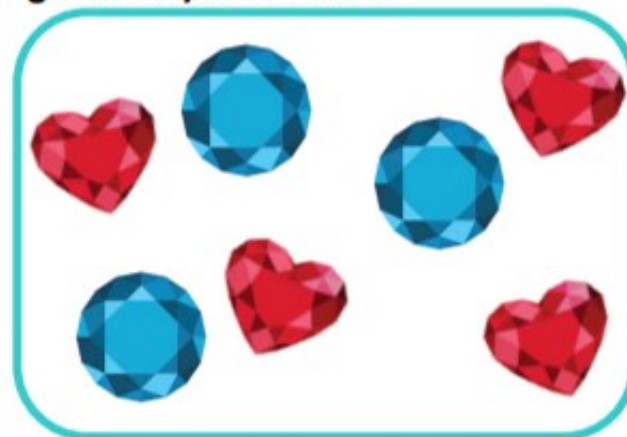
Ellie

I have more gems
than Ron.



Ron

My fraction is less
than Ellie's.



Use the clues to identify the fractions for each child. Write a statement for the representation using fractions.

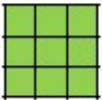

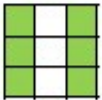
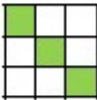
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Orange Star

9a. Complete the fractions and join them to the correct representation.

A.  B.  C.  D. 

12a. Circle the three fractions that make a whole.

$\frac{1}{9}$ $\frac{4}{9}$ $\frac{2}{9}$ $\frac{6}{9}$ $\frac{5}{9}$ |

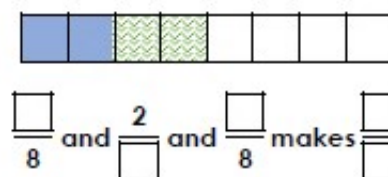
10a. Tick the fraction which is equivalent to a whole.

A. $\frac{5}{9}$



C. nine ninths

11a. Shade the image and complete the sentence.



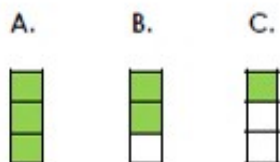
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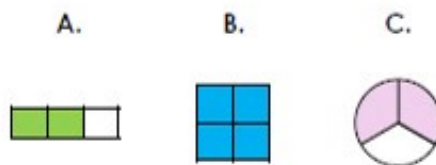
Red Star

1a. Join the representation to the correct fraction.

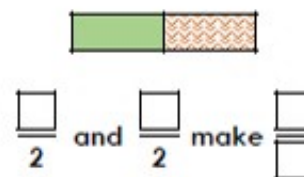


$\frac{2}{3}$ $\frac{3}{3}$ $\frac{1}{3}$

2a. Tick the image which is equivalent to a whole.



3a. Use the image to complete the sentence.



4a. Circle the two representations that make a whole.

