

# HALF-TERMLY HOMEWORK MENU YEAR 2

Topic: The Great Fire of London

Term: Spring 2

Name:

## Statutory Spellings

This term the children will continue to practise spellings daily. Children accessing RWI phonics should continue to practise spelling the green and red words in the front of their weekly reading books.

As part of the spelling focus this half term all children will focus on these spellings as part of their writing targets.

**hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole**

## Times Tables

Practise your 2, 5, 10 and 3 times tables and begin to learn your 4 times tables. Use the sheets to help you and you can access lots of times tables games online.



## Topic Project Activities using SECRET Skills

- Take responsibility – Create some **artwork based on the Great Fire of London**. This could be a painting, 3D model, drawing however you choose to present your artwork.
- Go for it finish it- The Great Fire of London was thought to have started in a bakery in Pudding Lane. **Have a go at baking** something at home.
- Make links - **Visit the local bakery** and buy something. Can you work out what money you need to buy the item? Can you work out how much change you would get?
- Try something new- **Create a front cover for Samuel Pepys diary**.

## Reading

Keep reading daily for 10-15 minutes and record your reading in your reading diary alongside a parent's signature. Dojos will be awarded for this.

Have a go at the 60 second reads attached to keep practising your comprehension skills.



## Online Maths Weekly

Use Mathletics weekly

Mathletics

We'll be watching and rewarding you for your efforts!



Please bring this in on Friday 10<sup>rd</sup> March. We will use this as part of a display of our writing.

- **Bring your homework in when you complete a piece we will share it with the class on Fridays, you can send videos and pictures via dojo. Please bring all homework in by Friday 24<sup>th</sup> March unless otherwise stated. You will receive dojos for your hard work!**

# Times Table Speed Challenge $\times 2$

Name \_\_\_\_\_



$\times 2$ Set 1	$\times 2$ Set 2	$\times 2$ Set 3	$\times 2$ Set 4	$\times 2$ Set 5	
$2 \times 1 =$	$2 \times 3 =$	$3 \times 2 =$	$4 \times 2 =$	$7 \times 2 =$	
$4 \times 2 =$	$9 \times 2 =$	$2 \times 7 =$	$10 \times 2 =$	$2 \times 2 =$	
$2 \times 6 =$	$2 \times 5 =$	$2 \times 2 =$	$5 \times 2 =$	$2 \times 4 =$	
$8 \times 2 =$	$7 \times 2 =$	$6 \times 2 =$	$12 \times 2 =$	$2 \times 6 =$	
$2 \times 10 =$	$2 \times 12 =$	$10 \times 2 =$	$2 \times 1 =$	$2 \times 3 =$	
$2 \times 2 =$	$2 \times 2 =$	$1 \times 2 =$	$2 \times 11 =$	$12 \times 2 =$	
$2 \times 3 =$	$4 \times 2 =$	$2 \times 5 =$	$2 \times 2 =$	$2 \times 9 =$	
$5 \times 2 =$	$10 \times 2 =$	$2 \times 12 =$	$6 \times 2 =$	$8 \times 2 =$	
$2 \times 7 =$	$2 \times 6 =$	$4 \times 2 =$	$2 \times 8 =$	$1 \times 2 =$	
$9 \times 2 =$	$2 \times 1 =$	$8 \times 2 =$	$3 \times 2 =$	$2 \times 5 =$	
<b>Time:</b>		<b>Time:</b>		<b>Time:</b>	
<b>Score:</b>		<b>Score:</b>		<b>Score:</b>	

# Times Table Speed Challenge $\times 5$

Name \_\_\_\_\_



$\times 5$ Set 1	$\times 5$ Set 2	$\times 5$ Set 3	$\times 5$ Set 4	$\times 5$ Set 5	
$5 \times 3 =$	$6 \times 5 =$	$5 \times 6 =$	$5 \times 10 =$	$2 \times 5 =$	
$5 \times 7 =$	$5 \times 2 =$	$5 \times 1 =$	$5 \times 5 =$	$4 \times 5 =$	
$11 \times 5 =$	$5 \times 4 =$	$8 \times 5 =$	$6 \times 5 =$	$11 \times 5 =$	
$5 \times 1 =$	$5 \times 11 =$	$4 \times 5 =$	$5 \times 2 =$	$5 \times 7 =$	
$8 \times 5 =$	$5 \times 5 =$	$5 \times 3 =$	$5 \times 11 =$	$5 \times 3 =$	
$2 \times 5 =$	$7 \times 5 =$	$10 \times 5 =$	$3 \times 5 =$	$5 \times 12 =$	
$5 \times 5 =$	$1 \times 5 =$	$12 \times 5 =$	$7 \times 5 =$	$5 \times 6 =$	
$12 \times 5 =$	$5 \times 12 =$	$2 \times 5 =$	$5 \times 4 =$	$5 \times 1 =$	
$4 \times 5 =$	$5 \times 10 =$	$5 \times 7 =$	$5 \times 12 =$	$8 \times 5 =$	
$5 \times 6 =$	$3 \times 5 =$	$5 \times 5 =$	$1 \times 5 =$	$5 \times 5 =$	
<b>Time:</b>		<b>Time:</b>		<b>Time:</b>	
<b>Score:</b>		<b>Score:</b>		<b>Score:</b>	

# Times Table Speed Challenge $\times 10$

Name \_\_\_\_\_



$\times 10$ Set 1	$\times 10$ Set 2	$\times 10$ Set 3	$\times 10$ Set 4	$\times 10$ Set 5	
$1 \times 10 =$	$10 \times 1 =$	$3 \times 10 =$	$10 \times 3 =$	$5 \times 10 =$	
$10 \times 2 =$	$2 \times 10 =$	$10 \times 8 =$	$10 \times 10 =$	$10 \times 2 =$	
$10 \times 10 =$	$10 \times 12 =$	$9 \times 10 =$	$10 \times 5 =$	$10 \times 11 =$	
$3 \times 10 =$	$9 \times 10 =$	$10 \times 4 =$	$4 \times 10 =$	$3 \times 10 =$	
$10 \times 6 =$	$10 \times 3 =$	$1 \times 10 =$	$6 \times 10 =$	$10 \times 6 =$	
$10 \times 11 =$	$11 \times 10 =$	$10 \times 11 =$	$10 \times 1 =$	$9 \times 10 =$	
$9 \times 10 =$	$10 \times 10 =$	$10 \times 2 =$	$11 \times 10 =$	$10 \times 10 =$	
$10 \times 4 =$	$10 \times 5 =$	$5 \times 10 =$	$10 \times 7 =$	$10 \times 8 =$	
$5 \times 10 =$	$4 \times 10 =$	$10 \times 10 =$	$10 \times 12 =$	$1 \times 10 =$	
$10 \times 8 =$	$10 \times 7 =$	$10 \times 6 =$	$2 \times 10 =$	$10 \times 4 =$	
<b>Time:</b>		<b>Time:</b>		<b>Time:</b>	
<b>Score:</b>		<b>Score:</b>		<b>Score:</b>	

# Times Table Speed Challenge $\times 2$ , $\times 5$ and $\times 10$

Name \_\_\_\_\_



$\times 2, 5, 10$ Set 1	$\times 2, 5, 10$ Set 2	$\times 2, 5, 10$ Set 3	$\times 2, 5, 10$ Set 4	$\times 2, 5, 10$ Set 5
$2 \times 6 =$	$10 \times 7 =$	$2 \times 2 =$	$2 \times 5 =$	$2 \times 10 =$
$7 \times 2 =$	$4 \times 5 =$	$10 \times 9 =$	$2 \times 2 =$	$5 \times 1 =$
$8 \times 5 =$	$2 \times 1 =$	$5 \times 3 =$	$11 \times 2 =$	$4 \times 10 =$
$10 \times 5 =$	$11 \times 2 =$	$4 \times 2 =$	$10 \times 1 =$	$10 \times 10 =$
$2 \times 3 =$	$6 \times 5 =$	$2 \times 8 =$	$10 \times 11 =$	$4 \times 2 =$
$12 \times 10 =$	$10 \times 10 =$	$12 \times 5 =$	$5 \times 9 =$	$5 \times 5 =$
$9 \times 2 =$	$10 \times 3 =$	$8 \times 10 =$	$6 \times 10 =$	$5 \times 11 =$
$2 \times 5 =$	$10 \times 5 =$	$4 \times 5 =$	$4 \times 5 =$	$10 \times 3 =$
$5 \times 5 =$	$2 \times 12 =$	$10 \times 11 =$	$2 \times 5 =$	$7 \times 2 =$
$4 \times 2 =$	$5 \times 7 =$	$10 \times 3 =$	$10 \times 3 =$	$11 \times 2 =$
<b>Time:</b>	<b>Time:</b>	<b>Time:</b>	<b>Time:</b>	<b>Time:</b>
<b>Score:</b>	<b>Score:</b>	<b>Score:</b>	<b>Score:</b>	<b>Score:</b>

## London's Burning

- 6 Bread is burning, bread is burning.  
12 Call the baker, call the baker.  
16 Fire, fire! Fire, fire!  
22 Fetch the water, fetch the water.
- 26 Houses burning, houses burning.  
32 Flames are growing, flames are growing.  
36 Fire, fire! Fire, fire!  
42 Pour on water, pour on water.
- 48 Streets are burning, streets are burning.  
54 Wind is blowing, wind is blowing.  
58 Fire, fire! Fire, fire!  
64 Fetch more water, fetch more water.
- 68 London's burning, London's burning.  
74 Call the engine, call the engine.  
78 Fire, fire! Fire, fire!  
84 Pour on water, pour on water.
- 90 Wind is stopping, wind is stopping.  
96 Flames are dying, flames are dying.  
102 No more fire! No more fire!  
108 Dry the water, dry the water.

## Quick Questions



1. Who is the first person that is called in the poem?

---



2. What effect has the poet created by repeating the phrase 'Fire, fire!'?

---

---



3. Can you order the events of the poem using the numbers 1-4?

houses are burning

London's burning

bread is burning

streets are burning



4. Can you write another verse of the poem, following the same pattern?

---

---

Fire, fire! Fire, fire!

Pour on water, pour on water.

# The London Express

## Breaking News: The Huge Fire Ends!

3 London celebrated today,  
8 as the fire that has  
12 ripped through the city  
17 for the last five days  
20 was finally extinguished.

24 The fire, which broke  
29 out in the early hours  
32 of Sunday morning, is  
36 thought to have begun  
40 on Pudding Lane.

44 Dry weather and strong  
48 winds helped the flames  
51 to spread. However,  
55 yesterday the fire started  
60 to burn more slowly as  
64 the wind died down.

68 Today, thanks to the  
72 help of many ordinary



76 people, the fire was  
79 completely put out.

85 Huge parts of the city and  
89 hundreds of houses have  
92 been destroyed. Rebuilding  
96 London will surely take  
101 many years, but for now,  
105 people are just grateful  
110 that the terror is over.

## Quick Questions



1. When did the fire break out?

---

---



2. What do you think the word 'extinguished' might mean?

---

---



3. Why do you think the author says that the people helping to put out the fire were 'ordinary'?

---

---



4. What two things helped the fire to spread?

---

---

# The Diary of Sally Potts

## A London Servant Girl

4 **Sunday 2nd September 1666**

16 This morning, as I was doing my daily chores I noticed a  
26 strong smell of burning. I wonder what it could be?

30 **Monday 3rd September 1666**

42 I was right to be worried about the smell... There is a  
50 terrible fire raging across London! From the upstairs  
60 windows, we can hear the shouts and see houses being  
69 pulled down to stop the fire spreading. What an  
76 awful tragedy this is! Some servants have  
84 bravely gone to help fight the fire, taking  
88 leather buckets with them.

97 Mrs Smith (the cook) says that the fire will  
07 be put out before it reaches us but I am  
16 not so sure. We are getting the horse and  
21 cart ready just in case.



## Quick Questions



1. What can Sally see from the upstairs windows?

---

---



2. What do you think the servants are planning to do with the leather buckets?

---

---



3. Can you find an exclamation sentence in the text?

---

---



4. What do you think will happen to Sally on Tuesday?

---

---