



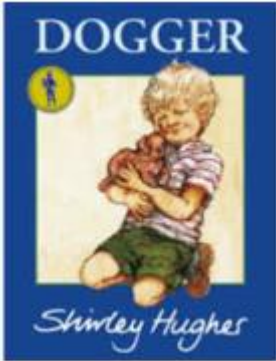
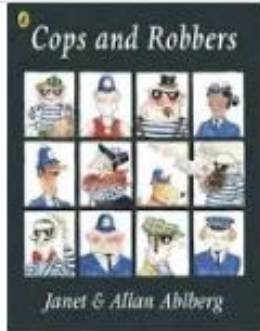
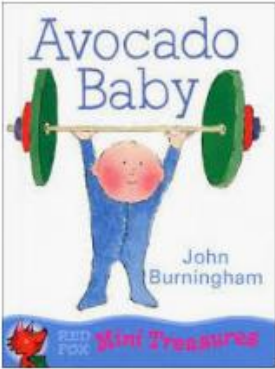
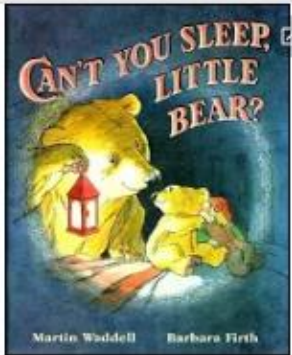






	Foundation Stage (Nursery and Reception)	Year 1	Year 2
Mathematics	<p>We have started to count, read and write numbers. Please refer to the <a href="#">Calculation Policy</a> on the school website for information about the '5 principles of number'.</p> <p>Play 'matching pairs' with numerals cards to 10. Use the sheet provided, this can then be stuck onto the back of a cereal box and cut up to make the cards.</p> <p>Using dominoes match the ends of the dominoes to make a continuous line. Playing the game in the usual way is also a great fun!</p> <p>Roll a dice and make a tower using that number of bricks. Roll the dice again and make another tower, now compare the two towers. Are they the same or does one have more/less bricks? Which is the tallest/shortest tower? How many more/less are there in each tower?</p>	<p>We are learning about odd and even numbers and we will be practising ways to divide a number by <b>equal sharing</b> (we don't talk about being "fair" when we divide as a child might think that it is fair that they have more than their partner!)</p> <p>Make a spinner using the shape on the sheet provided and a paper clip to spin around.</p> <p>Spin the spinner and collect that number of objects (lego, pasta, counters...anything small).</p> <p>Sort the objects into pairs and see how many complete pairs can be made.</p> <p>If you can make pairs with a number then it is even and if you have any that dont make pairs then the number is odd.</p> <p>Practise making sets using the spinner and then when confident spin the spinner twice and combine the numbers to give a total which can then be sorted to find out if it is odd/even.</p> <p>Take a handful of small objects and divide the set into 2 equal parts. Are there any objects left over?</p> <p>Practise dividing the objects into 2,3 or 4 equal sets.</p> <p>Practise saying the sentence that describes what you have just done, i.e. 9 divided into 3 equal sets is 3...</p>	<p>We are practising multiplication and division using objects. We need to be able to read a number sentence and draw what it means as well as write a number sentence to explain what we have drawn.</p> <p>By using an array we can clearly show how many sets of a given number we have.</p> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; padding: 5px; margin-left: 10px;"> <p>This array shows <math>2 \times 3</math>, as there are buns in groups of 2 and there are 3 of these groups.</p> </div> </div> <p>Use objects to make the arrays to show...</p> <p><math>6 \times 4</math>    <math>8 \times 2</math>    <math>2 \times 5</math>    <math>4 \times 2</math>    <math>7 \times 4</math>    <math>9 \times 3</math></p> <p>Draw or take a photo of the arrays you have made.</p> <p>Make all the arrays for the 2 and 5 times table.</p> <p>Write the number sentences for these arrays.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;">    </div>



	<p><b>Foundation Stage (Nursery and Reception)</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>
<p><b>English</b></p>	<p>Look at two stories written by the same author such as Gruffalo and Room on the Broom by Julia Donaldson, or The hungry caterpillar and the Very Busy Spider by Eric Carle.</p> <p>Talk about the similarities and differences in the stories.</p> <p>Are they both about animals?</p> <p>Do they both go on a journey?</p> <p>Draw a picture of your favourite one of the two stories.</p> <p>If you choose Eric Carle try to replicate his artist style, he tends to paint a sheet using bold strokes and then cuts this up to make the shapes/animals.</p> <p>Be ready to talk about it in class.</p>	<p>Look at your books at home, do you notice any that are written by the same person? How do you know they are written by the same person? Are the stories similar? Are they about the same person? Or are all the stories different?</p> <p>Read two books by the same author. Choose the one that you like best and recreate the front cover. On the back explain why you chose this story. Are there any other books by this author that you would like to read?</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div>	
<p><b>Science</b></p>	<p>Animals and their environments:</p> <p>Colour and cut the set of pictures (on the separate sheet provided) and play a game matching the animal cards to their environment.</p>	<p>Create a sensory board which will have objects on to stimulate your five senses. For example, crinkly paper, lavender, a rubber band for strumming...</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Find a collection of photographs of yourself and put these in order to show your development over time.</p> <p>Now create an annotated timeline for a person showing growth from baby to adulthood.</p>



	Foundation Stage (Nursery and Reception)	Year 1	Year 2
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DT/Music

Make a musical instrument to use during our talent show on the **18<sup>th</sup> December!** You will be accompanying the song “When Santa got stuck up the chimney” Think about how the sound is made. Do you need to pluck, strum, strike or shake? Be prepared to talk about how your instrument works and how you made it!



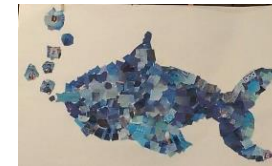
Start thinking about a talent you would like to perform, on your own or with a friend!

We have been exploring mark making using a variety of tools.  
 With an adults help, can you find these items and paint or print with them?  
 Paint brush, a stick, a straw, a cotton bud, ...  
 Can you find anything else to paint with?

Art



We have been looking at how one colour can have different tones (they can be lighter or darker).  
 Make a picture choosing just one colour and finding objects or pictures from magazines to create your art.





COMMENTS	
Mathematics	
English	
Science	
DT/Music	
Art	