



ENGLISH

WEEK 1

WEEK 2

Please remember to always check the online resources before looking at them with your child e.g. online stories

Have a look at the 'Percy the Park Keeper Busy Pictures'
Write some words to describe what you can see, such as 'fox, hat, duck and sun.'
Here is an example.
I can see a red fox.
Look at the rabbit on the wall.

Read 'Percy the Park Keeper – The Hedgehog's Balloon'. There is an online version on YouTube. Write 3 sentences or words to retell the story.
This should represent the beginning middle and end of the story. For example:
Percy saw the balloon flying in the sky.
The hedgehog was sad because he was too prickly.
Percy and the animals helped him to have the balloons.

Describe Percy the Park Keeper's appearance.
Adult to explain what appearance refers to.
Can you describe a friend/teacher?
What colour hair do they have?
What colour eyes do they have?
What type of clothes are they wearing?
What colour are their clothes?
Make a list of descriptive words of what you can see.
Generate these words into some sentences to describe Percy the Park Keeper.



Have a think about how each character is feeling.
How does the hedgehog feel?
How does Percy feel?
Write a few sentences describing how some of the characters are feeling.
Try and use as many emotion words as possible such as:
Happy, sad, excited, friendly.

Create a Story mountain for Percy the Park Keeper – 'The Rescue Party'. There is an online version on YouTube.
Choose between a story mountain with 3 boxes, or 5 boxes.
Draw some pictures to represent different parts of the story and add some sentences/labels to your pictures to retell the story.
Use your story mountain to retell the story. Start by using some key words and then create sentences from these. Add some adjectives to describe what the animals look like? Remember your finger spaces, capital letters and full stops.

Common Exception Word Focus
Spend the week looking at, reading, writing and practising the words: his, me, no, go
Remind children of the Common Exception Words for this week.
See if they can recognise the words without any help.
Can you go on a treasure hunt to find the CEW?
Put the words around the house and ask the children to go and find them.

Phonics
Recap all the single letter sounds you learned in Reception.
Move onto 'sh, ch, th, ng, nk, qu.'
Can you recognise 'ar, or, air, ir, ou and oy'?
How many words can you say with those sounds in?
If you know what set of sounds your child is working on, recap the set previously to this to consolidate their learning.

SPaG Focus
Look at the Posters for Statements, exclamation, questions, they give you the definition of each type of sentence and discuss them.
Can you ask me a question?
Can you give me a command?
Look at the Powerpoint for more information and examples.

Handwriting
Practice forming the following letters and numbers.
c, a, d, g, 0, 1, 2, 3, 4
Have a look at the 'Handwriting Formation' sheets to help with the lead ins and outs.

Handwriting – q, o, e, 5, 6, 7, 8, 9
Practice forming the following letters and numbers.
c, a, d, g, 0, 1, 2, 3, 4
Have a look at the 'Handwriting Formation' sheets to help with the lead ins and outs.



MATHS

WEEK 1

WEEK 2

Practice forming your numbers correctly and in order.
 Watch 'Write Numbers' on YouTube
<https://www.youtube.com/watch?v=DzKgCmjVXLI&t=11s&safe=true>
 Have a go at writing the numbers to 20.
 Remember, you always start at the top of the line when you are writing numbers.
 If your child is reversing their numbers, please model correctly how to write these and allow your child to trace this before attempting to re-write.

Practice your counting by matching a numeral to a set of objects.
 Look at the 'Ordering 1 – 20' sheet, where you can cut and stick these pictures in order. Remember to count accurately and write the correct number above each one. Remember your number formation rhymes from the song.

Make a set of number cards 1 to 10. Recap the numbers by reading through them together. Read the number and make a 'tower of that number of cubes'. Take it in turns to pick a number card and build a tower to represent that number. Ask questions: who has the smallest tower? How many cubes do they think ... has in their tower? Compare the towers & say which is longer. Can you make a tower that is in between 2 other towers?

Using < and >
 Have a collection of number cards available and some </> signs.
 Talk about these these mean. They are 'greater than' and 'less than' symbols.

For example:
 You might have the number 3 and the number 7.
 Model this by talking through what you are doing.
 $7 > 3$ so 7 is greater than 3. Therefore 3 is less than 7.
 You can do this with the numbers any way round.
 For example:
 $3 < 7$ is the same. 3 is still less than 7, 7 is still greater than 3.

Choose 2 number cards 1-10 and use the sign to show which is bigger/smaller.
 Have a go at the children writing the number sentence down.

Make 3 towers: one of 5, one more than 5, and one fewer than 5 cubes. Can you order them biggest to smallest? What can they notice?
 Introduce the mathematical language - more than, less than, greater, fewer.
 Order the towers smallest to largest and represent the towers on a piece of paper colouring one square for each cube to show the smallest to largest towers.

Select 3 non-consecutive number cards to 20. Children to tell the adult the value of each card and say which is the smallest value, next smallest and highest value card. Children to record the numbers on a piece of paper
 Talk about what the signs < and > means/ stand for and write this number sentence including those symbols.

Children to choose objects/number cards and the signs to show which is bigger.

Play 100 square splat on
<https://www.primarygames.co.uk/pg2/splat/splatsq100.html> and count in 10s.
 Introduce the term decade numbers.
 Collect groups of 10 sticks at a time and join in with counting in 10s up to 100.
 Order, cut and stick decade numbers up to 100 independently.

Representing Number Bonds

Children to make a tower of 10. Then to make 2 more towers to make 10 and hold underneath. Children to verbally say the number sentences and then write down the number sentence.

Introduce the commutative law – the answer (product) is the same regardless of the order of the number sentence.

Change the order of your towers. Have the numbers changed? Adult to write the new number sentence and children to say it.



DT

WEEK 1

Continue to practice your scissor control that you developed in Reception. Scissor control is very important and we need to continue practising this.

Make a 'Split Pin Squirrel'.

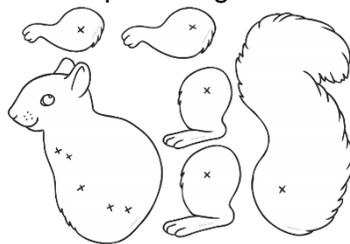
Remember:

First – colour it in

Next – cut it out

Finally – join the pieces together using split pins.

At school, we use a pencil and blue tack to pierce the hole, then it is easier to put the split pins through.



Explore a range of books with sliders, levers and flaps.

Have a look at what the mechanism is.

How does it work?

How has it been made it?

WEEK 2

Have a look at 'Hedgehog's Balloon'.

Create a flap to reveal something behind the balloon.

What is the purpose of the flap? Why do books have flaps?

Where do we need to put the picture and where do we put the balloon?



COMPUTING

WEEK 1

Talk through the rules of using a computer, what you are allowed to do and when (only 2 children on each computer at a/tablet/phone etc. Remember to stay on the application that has been chosen by the adult, if the application changes or you are unsure about something on the screen tell an adult.

Algorithms

Adult to explain that an algorithm is a series of instructions. Adult to model using carpet tiles in a path on the floor how they can create an algorithm to direct a child from one end of the path to the other.

Use a range of different objects to count in a sequence. Spot patterns and continue sequences.

Use rhymes and songs that have repeated patterns.

WEEK 2

Adult to explain that the children need to use the commands left (L), Right (R) and forward (F) when directing someone to something. The child giving the instructions needs to write the series of commands (letter only) on a white board to create their algorithm.

For example:

L

L

L

F

F

R

Can you give someone instructions to make a squash drink

Can you give an example of everyday tasks that include a set of instructions?

This could be getting ready for school or making a sandwich.?



GEOGRAPHY

WEEK 1

Have a discussion about the child's immediate environment.
You could talk about home or school.
What can you see?
What colour are the walls at home in the different rooms?
Can you measure how big the rooms are by counting your steps?
Talk about Ewell Grove – what does it look like? What does the playground look like etc?
Talk about Ewell Village - what are the different places you can name?



WEEK 2

Have a walk around your local area.
It could be your road, a park, Ewell Village or a field.
Have a look at the key features of where you are.
Are there any roads?
Is there any shops?

Create your own checklist of all the different things you have seen.
If you go out again, have you noticed anything different?
Can you add them to your checklist?

You could give your checklist to someone else in your family and see if they notice everything you have.



RE

WEEK 1

Have a discussion about Jesus.
Talk about any of Open the Book performances they can remember.
Talk about the Bible and talk about who Jesus was – Look at 'Jesus Feeds the 5000' Presentation and its importance.
What is the message behind this?
What has it taught you?



WEEK 2

Have a look at 'Jesus Healed a Blind Man' presentation and discuss its importance.
How did this make you feel?
How do you think the blind man felt?
Why is Jesus special?
What is the message behind this?
What has it taught you?





PE

WEEK 1

Dance

Experiment with turning

- Turn slowly or quickly
- Turn and change levels
- Travel and then turn
- Turn with part of your body leading e.g. arm
- Turn to the right and turn to the left.

Can you slow down your turns or speed them up? Can you turn on different parts of your body?

Can you hold a position at the beginning and end of your sequence?

Throwing and Catching

Children to practise passing a ball to a partner using a chest pass and a bounce pass.

Children to pass the ball around a square using a chest pass and a bounce pass.

Children to play 'piggie in the middle' practising moving into a space to catch a ball before the 'piggie' can get it.

WEEK 2

Dance

<https://www.youtube.com/watch?v=1gUbdNbu6ak&safe=true>

Copy the moves from this dance video individually.

Explore travelling moves in isolation.

- Copy and repeat a sequence of travelling moves.
- Perform a travelling sequence with a partner or small group.
- Move in time to music; speed up or slow down in response to music.
- Create a sequence with a partner/small group which includes moving towards and away from each other/changing direction.

Throwing and Catching

Children to practise passing a ball to a partner using a chest pass and a bounce pass.

Children to pass the ball around a square using a chest pass and a bounce pass.

Can you measure your throws?

Which throw travelled the furthest?



PSHE

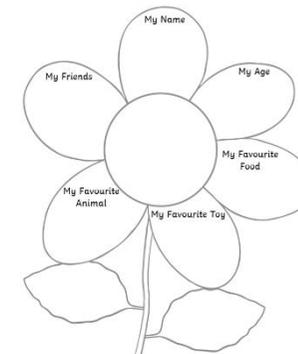
WEEK 1

Talk about similarities and differences between yourself and others.
Return to school – how are you feeling? Model labelling emotions.
Model children and adult names within the classroom.
Model who to talk to if you are scared/worried etc.
Create your own name card any way you like and it can be displayed.

Remind children of how to follow the Golden Rules.
Create poster for Golden Rules.
Create representations of the animals from the stories.
Talk about the Golden Rules, what they mean in the classroom and around the school. Do we think they are also important at home?
Create a medal to show that you can follow the Golden Rules.

WEEK 2

Complete an all About Me Flower.
Have a think about:
Your favourite animal
Your favourite food
How old you are
Your favourite colour
My friends
Your favourite toy
You can decorate it however you like and you could even add a picture of yourself in the middle.
Talk about what makes you special and unique and the similarities and differences between you and your peers.





ART

WEEK 1

WEEK 2

We would like you to paint a self-portrait.
 Talk about the colours of your hair, eyes and.
 Can you mix different colours to get the correct colour for your hair, skin, and eyes?
 Can you start with white and add a colour to make it darker?
 Have a look in a mirror to help you.
 If you wear glasses, remember to add those!



We would also like you to collage a portrait of yourselves.
 Use materials from around the house to experiment with colours and tones.
 Have a look at what the colours of your clothes are to match.

Create your own representation of a Squirrel/Hedgehog to show what class you are in.



Create your own woodland picture to support your understanding of Percy the Park Keeper. You could print the trees using straws and sponge the green grass along the bottom.

Create own bunch of balloons to support understanding of Hedgehog's Balloon. Start by drawing 3 balloons.
 As we are experimenting with colour and tone, we are going to create 3 different tones to these 3 balloons.
 First balloon: start by making this any colour you like.
 Second balloon: colour it in using the same colour again but on top, add another colour to make a new colour.
 Third balloon: colour it in the original colour again and add white/black to change the tone of the balloon.

There are lots of animals in our story of 'The Hedgehog's Balloon'. Create your own party scene with all the animals who were going to the party. What tools might you use to create your party scene?



SCIENCE

WEEK 1

We are going to be learning about our 5 senses.

These are:

See

Smell

Touch

Taste

Hear

Choose somewhere to go in your house/flat.

What can you see?

What can you hear?

What can you feel?

Next, go outside to a safe space.

Can you hear, see, feel, and smell different things?

Try and be silent for 1 minute and talk about any sounds you can hear.

WEEK 2

Play Simon Says with an adult and locate different parts of your body where these senses belong to.

Draw your face and label parts of the face and hands to match senses to those parts.

Ear – hear

Eyes – see

Mouth – taste

Nose – smell

Hands – touch



Play the Parts of the Body Bingo to enhance understanding of the body.



USEFUL WEBSITES