



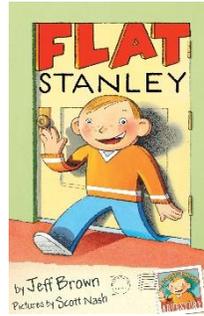
ENGLISH

WEEK 1

WEEK 2

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

Either read or find a clip from a Flat Stanley book. Flat Stanley gets to go on lots of adventures because he is flat.



Answer questions based on the story:
Who is the main character?
What other characters are in the story?
What happened to make Stanley flat?
Choose one of the four key characters; Stanley, his brother, his mum or dad. Write about your chosen character, what were they like? How do you think they felt about Stanley being flat? How would you feel if you were flat?

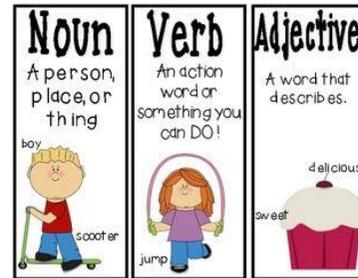
Continue to read or watch Flat Stanley and discuss his adventures

Plan

Read the start of a story created by the teacher, with Flat Stanley being in school and wanting to go on an adventure. (Resources – English – Flat Stanley beginning)
Create your own end to the adventure for Flat Stanley.
Draw your plan using either an 's plan' or a story mountain; ensure you have a problem that needs to be solved.

Read through the series of sentences in Resources English- Flat Stanley editing. Someone has written some of the story but they have forgotten something very important! They have not included capital letters or full stops. Add full stops in the correct place and write in the capital letter where they are needed. Remember people's names must have a capital letter as well.

Adjectives, nouns and verbs.



Read through the passage and highlight all the adjectives in blue, all the nouns in green and all the verbs in red. (Resources – English - Adjectives, noun and verbs).

Extension

Can you change the adjective in the first sentence, noun in the second sentence and verb in third sentence?

Flat Stanley gets to go on lots of adventures because he is flat.

What would you do if you were flat?

Can you think of three different things you would do if you were flat. Choose one to write about, explain what you would do and why. Remember to use full stops and capital letters.

Retell

Look through your plan and add the adjectives that you would like to include in your story.
With the beginning of the story already written, write your Flat Stanley adventure.
Remember to use full sentences and use the phonics and CEW sheet.



MATHS

WEEK 1

Number formation and orientation

Practise writing the digits 0-9. When writing each digit we start from the top. Write the digits in order from 0 to 9. To help you with the correct formation you could use the website link called **'Number Formation' in the Useful Websites** box. (We draw the three lined 4)

In **Resources 'Numbers to 10, different representations'**, if you are able to, either print and cut the cards, or choose some of the pictures and make your own.

Shuffle some of the cards, upside down. Pick a card and write the number shown. Check, is your number the right way around? Did you start from the top? Keep practising until you finish all your cards!

WEEK 2

Counting on and back in 10s from any number

On a printed **hundred square, in Resources**, highlight the 10s column and practise counting from 0 to 100. Or use the Splat Square website. Now practise counting from 100 to 0.

What is 10 more than 40?

$$40 + 10 =$$

What is 10 less than 40? $40 - 10 =$

Answer these calculations by counting on or back in 10.

$$50 + 10 = \quad 20 - 10 = \quad 70 + 10 = \quad 40 - 10 =$$

We can count on from 0 but can we count on from any multiple of 10?

Start at 40 and count in 10s to 100. Now try starting from 70, 20, 90.

Can we count back to 0 from any multiple of 10? Count back in 10s starting from 30, 50, 70.

Each time we count in tens, only the tens column changes. Does the ones column change? No, it's always a 0.

Look at another column on the hundred square; e.g. 12, 22, 32, 42, 52.

What's happening to the tens column?

What's happening to the ones column?

Choose another column and practise adding and subtracting 10.

$$34 + 10 = \quad 56 - 10 = \quad 27 + 10 = \quad 81 - 10 =$$

Complete the questions and patterns in **'Counting in 10s' in the resources folder.'**

Numbers to 100

Practise counting to 20, 50 or 100. You can use **'Hundred Square' in resources** to help, if needed. Choose any number. What are the next 5 numbers? E.g. if 23 is my number, the next 5 are 24, 25, 26, 27, 28.

Practise counting down from 20, 50 or 100. Choose any number. Counting backwards what are the next five numbers?

In **Resources**, complete the **'Number Tracks'** filling in the missing numbers in the patterns.

Counting in 2s

Using the **100 square in Useful Websites or Resources** highlight 2s to 24.

Then practise counting in 2s to 24. Can you see a pattern?

Write out your 2s to 24.

Which of these numbers are a multiple of 2?

12, 17, 3, 4, 53, 72. How do you know?

Challenge yourself by counting on in 2s from any multiple of 2.

Try counting in 2s from 6, from 12, from 18.

Even trickier, practise counting backwards from 24. How far can you get?



MATHS

WEEK 1

In **Resources 'Numbers to 100, different representations'**, if you are able to, either print and cut the cards, or choose some of the pictures and make your own.

Shuffle some of the cards, upside down. Pick a card, look at the representation and write the number shown. Keep practising until you finish all your cards!

Comparing numbers.

We can compare two numbers by using $<$, $>$ or $=$

SYMBOL	WORDS	EXAMPLE
$>$	greater than	$10 > 3$
$<$	less than	$2 < 6$

Have a set of small objects; e.g. beads, counters, pasta. Pick up some of the objects in each hand and make two piles.

Count how many there are in each pile.

Which pile is greater than ($>$) the other?

Which pile is less than ($<$) the other? Or, are they equal to ($=$) each other?

Write your number sentences. For example, $7 < 9$ and $9 > 7$.

Practise making new piles and comparing them using $<$, $>$ or $=$ and writing the number sentences.

In **Resources, Comparing Numbers**, complete the worksheet by putting $<$, $>$ or $=$ in between the two numbers.

WEEK 2

Complete the questions and patterns in **'Counting in 2s' in the Resources folder.'**

Counting in 5s

Using the **100 square in Useful Websites or Resources** highlight 5s to 60. Then practise counting in 5s to 60. Can you see a pattern?

Write out your 5s to 60

Which of these numbers are a multiple of 5?

15, 17, 40, 4, 53, 70. How do you know without counting?

Challenge yourself by counting on in 5s from any multiple of 5.

Try counting in 5s from 15, from 45, from 30.

Even trickier, practise counting backwards from 60. How far can you get?

Complete the questions and patterns in **'Counting in 5s' in the Resources folder.'**



MATHS

WEEK 1

WEEK 2

Counting in 3s

Using the **100 square in Useful Websites or Resources** highlight 3s to 36.
The practise counting in 3s to 36.

Practise in chunks of three. 3, 6, 9, pause. 12, 15, 18, pause. 21, 24, 27 pause.
30, 33, 36 pause.

Write out your 3s to 36.

Challenge yourself by counting on in 3s from any multiple of 3.
Try counting in 3s from 21, from 12, from 18.

Even trickier, practise counting backwards from 36. How far can you get?

Complete the questions and patterns in '**Counting in 3s**' in the **resources folder.**'



DT

WEEK 1

This term we will be exploring how wheels and axles work together.

Go on a wheel hunt around your house and, if possible, with an adult outside.

Draw and name all the different objects you can find with wheels. (including toys)

What is the product?

What is its purpose?

How many wheels does it have?

Explore and think about:

How do the wheels move?

How are they attached to the product so that they can spin?

Why does this product have that many wheels?

Why are the wheels round?



WEEK 2

Watch the **Wheels and Axles** clip in the **Useful Websites** box

What is a wheel?

What is an axle?

How do they work together?

The key words we are learning this week are:

wheel



axle



chassis



body



In **Resources - Wheels and Axles Sorting Activity**, if you have access to a printer, print and sort the pictures into these four groups: wheels, axles, chassis, body.



COMPUTING

WEEK 1

In class, we will be exploring the range of programs we will be using this half term. Talking about those that are online and those that are not.

With an adult, talk through the different programs and games you use. Make sure you know if it uses the internet not and then talk through what the possible problems you may face if it is online. Ensure you have set rules about what you must do if something pops up, where and when you may use your device and who you can speak to if something makes you feel upset or worried.

WEEK 2

Read Digi Duck's big decision



<https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision>

Talk through the problems Digi Duck faces in the story.
Why do you think he shared the photo?
Was he trying to be unkind?
What should he do?
He was lucky that the wise owl showed him what might happen if he shared the photo. However, what could he do if he wasn't that lucky?
How could he make things better? (Make rules/ agreement with his friends about being kind online?).

Create rules about being kind online so that we always remember.

Design a poster reminding people to be kind to others online.



GEOGRAPHY

WEEK 8

In Geography, we will be looking at Ewell, understanding its history, where it is in the world and what are its key features now.

Find Ewell Village on Google maps beginning with a world map and zooming in. What do you already know about Ewell? Can you identify any familiar places on the map? (Bourne Hall, the church, Ewell Grove).

What do you notice on the map? Can you see a river, buildings, parks; these are all features of Ewell.

Consider why these features are in Ewell Village. (People need to use shops, post letters).

Do we use the river now?

Would we have used it in the past?

Choose four features that you have noticed. These can come from the list below. Draw a picture of each feature and write what the purpose this feature has, how does it help the people who live in Ewell?

(Prison, mill, museum, lake, street signs and traffic calming measures, parking restrictions – why are these needed?)

WEEK 9

Begin with Google maps zoomed out with a pin in Ewell Village. Can you find the different continents? Do you recognise the names? Look back to the continent song from year 1.

<https://www.youtube.com/watch?v=K6DSMZ8b3LE&safe=true>

Once we are in Europe, what country do we live in? Talk through the difference between Britain, United Kingdom and England. Now show a map of different counties which county do we live in, start by looking for where we live in England (near the bottom to the right do you know what we call this? It is southeast England).

Complete the where do I live booklet, draw a picture for each page start with the word, Europe, England, Surrey, Ewell. (**Resources – geography – Where do I live**).



RE

WEEK 1

What do Christians believe God is like?

We are going to start answering our big question by discussing images of the Christian God, where we have seen them and why they look like they do.

With an adult, talk about:

What do you know about the Christian God?

Do Christians believe they can see God?

How do we know about their God?

What do Christians believe about What God is like?

Record your ideas in your topic book. This can be as notes or in full sentences.

Has anyone seen a picture or image of God? When and where? What did the image look like? (Church, book, TV)

Look at **Representations of the Christian God** in images.

Who do you think drew these? Why do you think they think God looks like that? Christians believe God is spirit, God is light, and God is Love. God is all knowing and all seeing. God is eternal.

Using this description. Draw what you think a Christian God would look like and explain why you have chosen to draw God like that.

WEEK 2

What do Christians believe God is like?

Watch the clip in **Useful Websites** called 'God the creator.'

How do you think this makes Christians feel about their God? What adjectives can you think of; e.g. powerful, caring?

What did it show their God creating?

What did it not show that you see in the world?

If you could create something for the Earth, what would it be?

Watch the clip called 'What is God like?' in **Useful Websites** up until 4min16seconds

Focus on the last sentence 'and he was showing the world, just what God is like.' What does the story suggest Christians believe God is like?

Make a poster with words and pictures that you think Christians would use to describe their God. Here are some examples of ways you could make your word art.





PE

WEEK 1

We are beginning our dance topic.
Spend time listening to a range of music and consider how it makes you feel?
Does one piece of music make you want to move more than another?

Choose your favourite piece of music and sequence together three different moves.
Consider how you can repeat these; would you do them the same or could you change the height, direction or order?

WEEK 2

Linking to the music from last week continue to use your favourite piece of music. Think about what you discussed in music, how the music makes you feel. How does it make you want to move?

With a focus on twists and turns, create a short piece to share with someone at home, can you link the twist and turns to our moves from last week?



PSHE

WEEK 1

All about me

We are starting a new class and it is important to think about ourselves as an individual. Consider what is important to you, what you feel you want to work on this year and what you may need help with.

Complete the '**All about me sheet**' in resources to share with your teacher.

Hygiene – washing hands

Watch a video about how to correctly wash your hands, talk through why we are ensuring we are washing our hands properly. When should we be washing our hands?

- Write a list of all the times it is important to wash your hands.
- Demonstrate how to wash your hands correctly to someone at home.
-

<https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/>

<https://www.youtube.com/watch?v=S9VjeIWLnEg&safe=true>

WEEK 2

All families are different; we do different things with our families. Some people have big families some people have small families.

Start by looking at the Flat Stanley's family, who does he have in his family?

Think about other families from stories and TV you may be familiar with and look at their families. Examples might include Andy in Toy Story, Waffle the Wonder Dog and Oxford Reading Tree.

Talk about how your family is made up of people who are important to you.

Create a picture of your family and write about what you like to do with someone in your family.



ART

WEEK 1

WEEK 2

Primary and Secondary Colours

Primary Colours
There are THREE PRIMARY COLOURS. These are pure colours which cannot be made by mixing other colours.

RED YELLOW BLUE

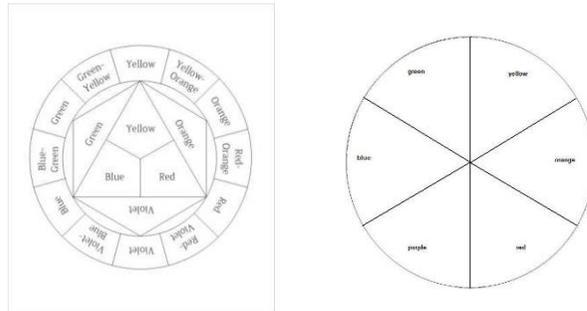
Secondary Colours
Secondary colours are made by mixing each primary colour with one other primary colour.

PRIMARY + PRIMARY = SECONDARY

RED + YELLOW = ORANGE
YELLOW + BLUE = GREEN
BLUE + RED = PURPLE

Colour Mixing

Complete a colour wheel by mixing paint. Start with the three primary colours and add the secondary colours in between.



Create a unique colour wheel, use the same techniques to paint or colour a circle. Once it is dry, cut out different shapes to make a unique wheel.



Exploring with oil pastels, blending. Works of Edgar Degas

Watch the clip, 10 oil pastel techniques

<https://www.youtube.com/watch?v=im6wo-8rJD0&safe=true>

Complete the 10 oil pastel technique sheet (**Resources – 10 oil pastel techniques**) then on a plain sheet of paper, explore creating a piece of art of your choosing.

Look at the ballerina pictures by Edgar Degas.



Use the step-by-step guide how to draw a ballerina to create your own picture.

Using the different oil pastel techniques you have practised, colour the little dancer picture. (**Resources – art – Edgar Degas the dancer**).



SCIENCE

WEEK 1

Read through the PowerPoint, '**Why we Need to Exercise**' in Resources.

Answer these key questions as you look at the slides:

How does your body feel after sitting down for a long time?

What does your heart do for your body?

What do your bones do for your body?

What do your muscles do for your body?

What do your lungs do for your body?

Why does exercise help your heart, bones, muscles and lungs?

How many minutes or hours should you try to be active for, at least, each day?

Make a list of ways you can stay active during the day; e.g. running, skipping etc.

Choose a day and keep a chart of which activities you do and how long for. Did you manage to do at least 1 hour?

WEEK 2

Personal Hygiene.**Why do we keep clean?**

Discuss the questions below.

How often do you clean your hands? What with/why?

How often do you clean your teeth? What with/why?

How often do you wash your body? What with/why?

Go through the **Personal Hygiene PowerPoint in resources.**

Explain to an adult:

What is hygiene?

What ways do we keep clean?

Why is keeping clean important?

If you can, with an adult, set up and carry out 'Why we use soap' experiment using the link in the **Useful Websites** box.



USEFUL WEBSITES

<https://www.youtube.com/watch?v=vjB5aSyWD6U&safe=true> – Number Formation

https://www.youtube.com/watch?v=q7c2j2MzD_E&safe=true - Wheels and Axles

<https://www.bbc.co.uk/bitesize/clips/z62hyrd> - God the creator

<https://www.youtube.com/watch?v=aHzxeeDLDAU&safe=true> - What is God like?

<https://www.youtube.com/watch?v=ho0o7H6dXSU&safe=true> – Why we use Soap

<https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision> - Digi Ducks big decision.

<https://www.youtube.com/watch?v=K6DSMZ8b3LE&safe=true> – Continents song

<https://www.youtube.com/watch?v=jm6wo-8rJD0&safe=true> – 10 oil pastel techniques