



ENGLISH

WEEK 1

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

Spelling (Words of the Week):

Yr 2 - behind, wild, climb, child, children, because

Yr 3 - enough, though, although, thought, through

Children to practise reading the Year 2 and 3 words of the week.

Children to complete the year 2 and 3 worksheet (Resources - Look cover write Wk 2) then use the words in sentences.

SPaG - Plurals

Look at the PowerPoint (**Resources - Making Singular Nouns Plural**)

Children to complete sheets (**Resources – plurals**) choosing the correct plural form (-s / -es / -ies). Write a sentence for each of the plural words created.

Spelling rules:

U: ou – eg: young touch double trouble country enough couple cousin rough tough southern nourish courage.

Look at the PowerPoint for an explanation of the rule (Resources - ou SPaG PPT) – ou sounds like u when in the middle of some words. Copy the words accurately, then use the words within sentences checking the spelling is correct. Continue to practise the words throughout the week.

This half term our focus is on 'Stories with a Familiar Setting' – *What is a setting? Can you give some examples? Look at the pictures of different story settings. Some of these settings are **fantasy story settings** and some are **familiar settings** (Resources – Familiar story setting pictures / Story setting pictures-mixed). *In what kind of stories would you find these settings? What might happen in a story of this type? What could not happen? Why?**

C.S. Lewis helps us picture his imaginary setting in Narnia by describing it in detail. Read – or listen to - the description of this **fantasy setting** (Resources - Narnia Extract - Setting Description) and underline any descriptive vocabulary you find. *Are there any parts that you particularly like? Does the description give you any clues to what might happen in the story?* Try to explain to your adult why you think it is an effective description.

Using the phrases you have underlined, draw a picture of what you think the setting would look like. *Do you think there was enough description given for you to really imagine it?*

Choose one of the pictures of a familiar setting and describe it

(Resources – Familiar story setting pictures).

Settings are important in stories as they set the scene for the action! When describing a story setting, we need to give the reader plenty of detail to help them imagine the scene.

Read the short description of the park which is the setting in chapter 1 of Dick King Smith's book, "The Hodgheg"(Resources – The Hodgeheg park setting).

Can you picture the scene? What details has he included that help you imagine it?

You can listen to the story and read along using youtube resources (links below in the Useful Website box): e.g.: parts 1, 2 and 3

<https://www.youtube.com/watch?v=sLc3yjJunf4&safe=true#>



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Choose one of the pictures of a familiar setting and describe it

(Resources – Familiar story setting pictures).

Settings are important in stories as they set the scene for the action! When describing a story setting, we need to give the reader plenty of detail to help them imagine the scene.

Read the short description of the park which is the setting in chapter 1 of Dick King Smith's book, "The Hedgehog"(Resources – The Hodgeheg park setting).

Can you picture the scene? What details has he included that help you imagine it?

Look at the picture you have chosen and imagine you are describing it to someone in your family for them to draw.

Around the picture write as many descriptive words (adjectives) as you can think of.

Try to include some **expanded noun phrases** in your description:

e.g.: the shiny, tiled floor the yellow, plastic chairs

Remember to use commas to punctuate lists of adjectives.

Try to choose some words for their effect on the reader.

e.g.: the **g**olden, **g**low of the lamp (alliteration)

Using these words and phrases, **write a setting description**.



Could the writing of C.S. Lewis and Dick King Smith inspire you to add plenty of detail? Remember that you are setting the scene for a story. What might be about to happen?

Comprehension**Practise your comprehension skills:**

Read the passage (Resources - **James and the Giant Peach Comprehension**) and answer the question in full sentences. Remember to include a full stop, capital letter and to start each question on a new line.

Comprehension

Read or listen to Chapter 1 of The Hedgehog by Dick King Smith and answer the questions (Resources - The Hodgeheg – comprehension – ch 1). There are versions of the story on youtube – e.g.: <https://www.youtube.com/watch?v=htPjCiZxoZ4&safe=true> (Parts 1, 2 and 3). You can listen and read along at the same time. (NB: if you are using an online version of the book, the page numbers might not be exactly the same).



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Handwriting

Revise the long ladder letters – l t l u w y j k and second join: at, al, ch

Use the handwriting paper in resources to practise each of the above letters. Remember the letters are positioned on the second grey line and tall letters (ascenders) go up to the red line above and the letters that hang below the line (descenders) go down to the red line below.

**MATHS****WEEK 1****Making and Ordering 3-digit numbers.**

Write the numbers 0-9 on a piece of paper and cut them out.
Choose 3 random digits.

Use the place value grid (Resources - H T O place value grid) and put one of the digits under the H, one under the T and one under the O.

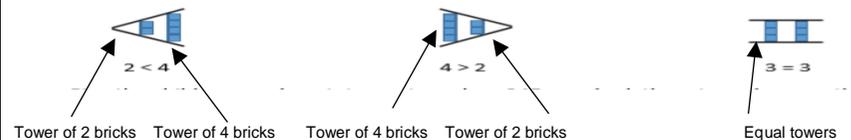
Record the number you have made and tell an adult what it is.

Still using the same 3 digits swap the digits on the H T and O around to make two different 3-digit numbers. Remember to record the numbers each time and tell an adult what they are.

E.g 123 312 321

Write your 3 numbers on a piece of paper ordering them smallest to largest.

Put your 3-digits back with the other numbers you cut out, mix them up and select 3 new digits and start again.

Greater than, less than and equal to.

The first image is the less than sign, the second is the greater than sign and the last is the equals sign. The image can be used as a reminder of where the smaller/larger number should be put by looking at the towers of bricks.

Fill in the correct sign between the given values (Resources – Greater than less than or equal to). Remember to use you place value knowledge to compare the hundreds value first, then the tens and finally the ones to determine which is the bigger number.

As a challenge we have included some questions where you need to solve the number sentence to find out the value before you choose the sign.

E.g.

$$12 + 7 \quad \underline{\hspace{1cm}} \quad 18$$

Months

Practise reciting the months of the year rhyme.

*30 days has September,
April, June and November.
All the rest have 31*

Greater than, less than and equal to – Mastery Challenge

Complete the $<>=$ mastery challenge.



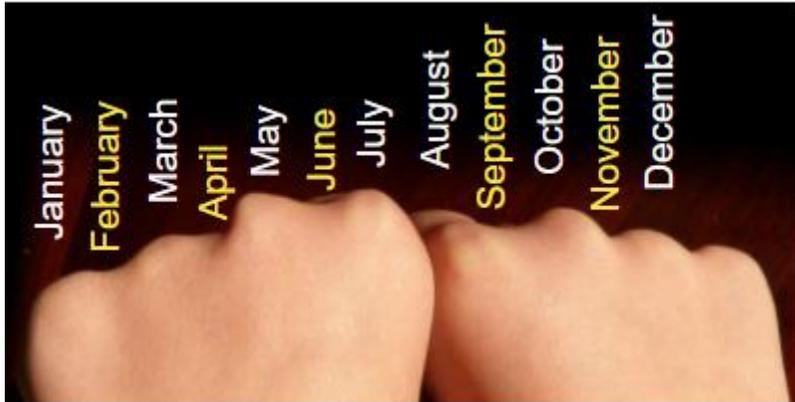
MATHS

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*Except February alone,
Which has 28 days clear
And 29 in each leap year.*

Complete the table (Resources – Months of the Year) to show the months in the correct order (starting at January), fill in the missing number of days in each month for when it is a leap year and when it is not.

Look at the picture below of the months of the year and the two hands. What can you notice? What is similar about the months above the knuckles and those that fall in the dips between the knuckles?



Compare Numbers

Look at this comparison.

Lillian says that these numbers could go into the box. Is she correct? Explain your thinking.

32 25 15 12

How many different numbers could go into the box?
How many different base ten block representations could go into the box?
Can you find another way to represent your answers?

Ascending and Descending Order

Do you know what ascending and descending orders refer to?
Ascending order is to arrange things from smallest to largest.
Descending order is to arrange things from largest to smallest.

Complete the following reasoning question.



MATHS

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Whitney has six different numbers.

She put them in ascending order then accidentally spilt some ink onto her page. Two of her numbers are now covered in ink.

214, , 243, 256, , 289

What could the hidden numbers be? Explain how you know.

Measure

Look at the PowerPoint on Measuring mass in grams and practice reading the scales.

Complete the following reasoning question.

 Who do you agree with? Explain why.



 The potatoes weigh 13 kg

Amir

 We don't know how much the potatoes weigh because the number is hidden.

Jack

 The potatoes weigh more than half of 10 kg

Rosie

Can you calculate the weight of the potatoes? Explain how you did it.

Greater Than and Less Than Reasoning

True or False?



Explain your answer.



DT

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This term we will be exploring **mechanisms**. A **mechanism** is a **device used to create movement in a product**. We will be looking in particular at **levers and linkages** and thinking about how they work together.

Levers – lengths of material (e.g.: metal or card) that are joined together by pivots, so that the links can move as part of a mechanism. Levers are used in many everyday products.

Linkages – a linkage is a system of levers, connected by pivots (e.g.: card strips joining one or more levers) to produce the type of movement required.

Pivots - join levers together and provide a fixed point around which levers can rotate (turn).

Loose pivot – e.g.: a paper fastener that joins 2 card strips.

Fixed pivot – e.g.: a paper fastener that joins card strips to the backing card.

Think back to the lever and pivot mechanism we used in Year 2 for our moving parts Father Christmas models to help you.

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

Draw and name all the different objects you can find which use **levers, pivots and/or linkages** (look at household objects, toys, equipment you see being used in the street or on building sites). Identify and label the pivot and the lever in each of the items you find.

Here are some examples:

**Explore and think about:**

What is the product? What is its purpose (What is it used for)?

How do the levers move? How are they attached so that they can move freely?

**COMPUTING****WEEK 1****Internet Safety**

It is really important that we all stay safe while using the internet. We have all learnt that part of keeping safe includes making sure that we keep our personal details secure by only giving these out to someone we trust when on line.

However, we also need to make sure that we are accessing websites and programmes that are suitable and safe for children of our age. Discuss the programmes and websites that you use at home and at school with your adult.

Make a list of the programmes and websites you use and the games you play. *What age group are these programmes and games aimed at?*

Why do you think certain games or websites have an age recommendation?

How do you know who you are speaking to or playing with on-line?

Think about these safety rules when you are watching the BBC clips and using recommended websites for research.

Explore the **Hour of Code resources** on the website : **Scratch and Minecraft-Hour of Code** will help you practise your coding skills:
<https://hourofcode.com/uk/learn>

Check that any other programmes you are interested in are appropriate for children your age before you use them.

**GEOGRAPHY****WEEK 1****Ordnance Survey Maps**

Watch the BBCBitesize clip:-

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjdkhbk>

Look at some examples of Ordnance Survey (OS) maps (**Resources – OS maps Cirencester, Gravesend and London**). What can you see on the map? Why is there a key on the map and what it is used for? Look at the symbols used. What do you think each symbol might represent?

How do you think you could find things on a map?

Look at the PPT Grid Referencing (resources – Grid referencing ppt).. Remember that when you give a grid reference, always give the **easting** first (the numbers along the bottom edge of the map): "**Along the corridor and up the stairs**".

Complete the cracking the code worksheet (Resources – Map 2 – crack the code) using grid referencing to find landmarks on a map.

Look at the map of **Bembridge** and answer the questions about the direction of travel between specific points on the map. (**Resources - Compass directions (Bembridge)**).

Explore the map of **London** and answer questions about key landmarks and their position on the map. (**Resources - Map of London**).



RE

WEEK 1

Christianity - Pentecost

What is a Christian? What do Christians believe?

Pentecost is the festival when Christians celebrate the gift of the **Holy Spirit**. It is regarded as the birthday of the Christian church and is celebrated on the 7th Sunday after Easter.

Vocabulary:

Try to use these words when you discuss **Pentecost**

Pentecost Christian Holy Spirit Easter Resurrection festival disciples apostles

Look at the **PowerPoint about Pentecost** (Resources – Pentecost PowerPoint). Learn about about where and when these unusual events happened, what happened and who was involved and then discuss what you have learned with an adult.

Why is this such a significant event for Christians?

Complete the worksheet (Resources – What is Pentecost) answering the questions about Pentecost.



PE

WEEK 1

Dance - this term we will be exploring dance motifs in response to music and partner work

Remember to warm up before you start moving. This can involve stretching your arms above your head, running on the spot, touching your toes and star jumps.

Listen to a variety of musical stimuli. Practise moving in time and in response to the music.

Move around the space in time to the music, changing movements in response to the changes in music eg: using different body parts, making different shapes, smooth/jerky, curved (led by shoulder)/zig-zag movements.



PSE

WEEK 1

Roles and Responsibilities

What is the difference between a “role” and a “responsibility”?

Role – part played by a person or thing in a particular situation.

Responsibility - is something that you're expected to do; it's your job.

What do you think you are responsible for within the class and at home? How does this translate into actions?

Watch BBCbitesize - <https://www.bbc.co.uk/teach/class-clips-video/am-i-always-responsible-for-my-actions-with-classroom-discussion/zfxtscw>

Why do you need to be responsible for yourself before you can be responsible for others or the shared environment?

Talk about roles and responsibilities and why we need to be responsible with your adult.

Why do we need to assign roles/give jobs to people?

What would happen if none of us took responsibility for anything?

Draw a picture of yourself in one of your roles or taking responsibility. Write a sentence or two about how you feel about this role or responsibility and why you think it is important – it may be at school, at home or in another context (e.g.: Brownies, Cubs, Sports clubs).

**ART****WEEK 1****Spectrum Colour Wheel**

Using the knowledge from the previous colour mixing exploration, create a colour spectrum exploring, mixing and making different colours by combining primary colours to make secondary colours then adding more primary colours again to create tertiary colours.

Create a spectrum colour wheel showing primary, secondary and tertiary colours (Resources –Colour Spectrum Wheel).

SPECTRUM COLOUR WHEEL



- 1 = Three Primary Colours (Red, Yellow, Blue) from which all others are mixed.
- 2 = Secondary colours mixed half-way between the Primaries.
- 3 = Intermediary colours mixed by combining neighbouring adjacent colours.

Creating tones of black and white

Use the worksheet (**Resources – tone (black and white)**) to explore different tones using black and white. Follow the instructions on the sheet to see which colours (and quantities of that colour) are needed in each box. Complete the colours on the grid, adding a small amount of black/white to a base colour then adding to the grid.

Colour Mixing

Look at the Colour theory PowerPoint and discuss what the terms primary, secondary and tertiary colours mean? What is an analogue colour? What is a complementary colour?

What are the primary colours? What happens if we mix the colours?

Practise mixing the primary colours and record the result (e.g. yellow and blue = green). What happens if you add water to a colour? Does the shade get darker/lighter? What happens if you add one of the original primary colours to the secondary colour (e.g. add more yellow to the green)?

Create a colour pallet on a piece of paper to show the range of colours and tones that can be created using primary colours.

Exploring tones

Choose 2 of the 3 primary colours. Starting with one of the primary colours slowly add a small amount of the second primary colour to it. Each time paint a small square on a piece of paper starting from the left hand edge of the page (each square needs to be next to the previous one to see the changing colours).

Create Kandinsky circles using colour mixing.

Apply your colour mixing skills to create a piece of art in the style of the artist, Kandinsky. Fold a strip of paper into 3 sections; in each section draw a freehand circle that touches each of the edges of the section; then draw 3 more circles within the first, each getting smaller (make sure there is space to paint inside each



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circle). Start with a primary colour (base colour) on the outside of the section then add a small amount of another primary colour and use the new colour on the next circle in the section, continue to add a little more of the second primary colour using the new colour in the next circle in. In the next section choose a different primary colour as your base colour then add a small amount of another primary colour and continue as before. In the final section, use the last of the 3 primary colours as your base colour.





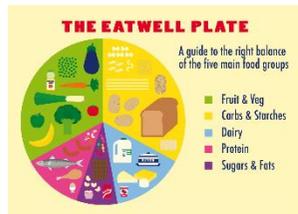
SCIENCE

WEEK 1

Food and Nutrition 1

What are the **different food groups**? How many different food groups are there and what are they? Look at the Eatwell Plate PowerPoint (**Resources - Eatwell Plate ppt**).

Cut out the variety of foods (or draw your own) and stick them into the correct food group on the Eatwell Plate. (**Resources – Eatwell Plate Sorting**).

**Food and Nutrition 2**

What is a **balanced diet**? Why do we need to have a balanced diet?

Create a menu of what you have eaten for the last day.

Complete the menu table (Resources – Daily Menu and Eatwell Plate) by drawing the food items into the correct rows depending on which meal they are for e.g breakfast, snack etc. Put a tick in the correct section of the eatwell plate to represent the different ingredients in your menu e.g. if breakfast is cereal and toast you will need to put 2 ticks in the bread potato and cereal section of the plate. Once completed try to say if you have created a balanced menu or not based on the proportions of food in each food group.



USEFUL WEBSITES

Maths

English

The Hodgeheg by Dick King Smith – You Tube:-

<https://www.youtube.com/watch?v=sLc3yjJunf4&safe=true#>

Geography

Watch the BBCBitesize clip:-

Compass

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjdkhbk>

Maps

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zdk46v4>

PSHE

Responsibilities

BBCbitesize - <https://www.bbc.co.uk/teach/class-clips-video/am-i-always-responsible-for-my-actions-with-classroom-discussion/zfxtscw>

DT

https://resources.hwb.wales.gov.uk/VTC/2008-09/science/irf_08_51/index.html

Computing

<https://hourofcode.com/uk/learn>