



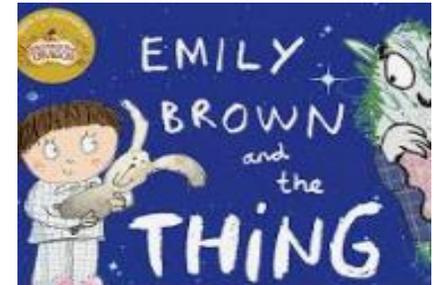
ENGLISH

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

Read or watch a copy of Emily Brown and the Thing

Before reading the story, discuss what the 'Thing' might be.
Stop on page where Emily asks 'What's really the matter?' Share your ideas.

Consider Emily's personality and appearance. What is Emily like how do we know? Draw a picture of Emily and write adjectives to describe her around the picture. Underneath, write sentences describing Emily; explaining how you know. For example, Emily is kind, even when she is tired she still helps the Thing.



Suffixes – est

Look closely at the double page illustration where Emily visits the Dark and Scary wood to find the lost toy.

Create a list of synonyms for 'dark' and 'scary'.

The 'Thing's' cuddly is found at the top of the **twistiest and thorniest** tree.

Can you think of any more words that end in **'est'**. How does this affect the meaning?
Write a series of sentences for your words that end in **'est.'**



Independent work

After completing the character profile for Emily Brown. Do the same for the Thing. Write describing words around the outside of a picture of the Thing, including some for what he looks like and some for his personality.

**MATHS****Addition and subtraction facts to 20**

Write your number bonds to 10.

$1 + 9 = 10$, $2 + 8 = 10$, $3 + 7 = 10$, $4 + 6 = 10$, $5 + 5 = 10$, $6 + 4 = 10$, $7 + 3 = 10$, $8 + 2 = 10$, $9 + 1 = 10$

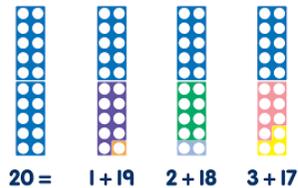
Using this knowledge, we can work out our number bonds to 20.

$1 + 9 = 10$ and $1 + 19 = 20$.

What has changed to get the answer 20? We've added a 10 to 9 to make 19.

Using this pattern, write your number bonds to 20.

If you have access to, use resources at home to build your number bonds to 20.



If we know $2 + 18 = 20$, what is $20 - 18 = ?$

Use your number bonds to 20 to write out subtraction facts from 20.

If we know $3 + 17 = 20$ we also know:

$$17 + 3 = 20$$

$$20 - 3 = 17$$

$$20 - 17 = 3$$

Chose a number bond to 20 and find its fact family.

Bennie has written $3 - 20 = 17$.

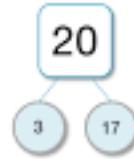
Why is Bennie's number sentence incorrect? Use resources to help you.



MATHS

Look at this part, part whole model.

The two parts make the whole.



In **Resources, Part, Part, Whole**, complete the part, part, whole models, finding the missing numbers.



DT

Now we have looked at the different parts of a wheeled vehicle, your challenge is to design and draw your own-wheeled product for a race!

Remember to include the body, chassis, wheels and axles.

Think about:

Who is it for?

Why do they need your product?

Why do they want your product?

Look at the pictures of the 'Wacky Races' cars for ideas.

Label each part of your design using the terminology: body, chassis, wheels and axles .





COMPUTING

An algorithm is a list of rules to follow in order to solve a problem.

How do we use algorithms in our everyday lives?

I can't find the park

Create an algorithm to give a set of directions to get to the park. There might be different ways to the park so you can have different algorithms.



I need to build a toy

Create an algorithm to instruct someone how to build a toy.





GEOGRAPHY

We are learning about Ewell Village

Look through the pictures of Epsom and Ewell and sort them into physical and human features. **Year 1 Resources – Geography – Sorting – Features**

Physical Features are things that occur naturally on Earth such as rivers, mountains and cliffs.

Human Features are things that humans have made such as houses, schools and bridges.



Write a description of Ewell using the features explain what you might see when go to Ewell and describe one of the places to visit .



RE

With an adult, search 'cbeebies autumn harvest' and watch the clip.



What do you know about Harvest. What is it?
Why is it celebrated?
How do we celebrate it at school?

Look at the first **PowerPoint in Resources** called 'What is Harvest?'

Answer the questions above again, are you more confident now?

Look through the **PowerPoint in Resources** called 'Harvest around the World' thinking of the similarities and differences between the different countries, their celebrations and food they harvest.

Choose a country and make a fact sheet or poster, on A4 about how that country celebrates harvest.
Include pictures and factual information.

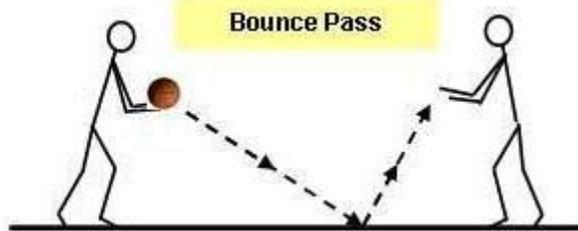
We will use these to create a class book about harvest!



PE

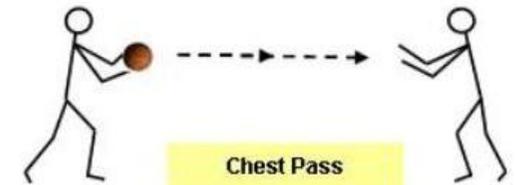
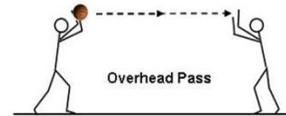
Throwing and catching

If you can, with another person, practise the three different throwing techniques. Count how many passes you can do without dropping the ball. What is the highest number you can get to? Consider how far away from each other you need to be to do each throw (the overhead pass should be further away from each other than the bounce pass).



OVERHEAD PASS

A pass thrown from over the head to clear a defender or for added power





PSE

At Ewell Grove we follow the Golden Rules.

If everyone follows the rules we make the school a happy nice place to learn.

We work hard,

 We don't waste time

We are gentle

 We don't hurt others

We are kind and helpful

 We don't hurt anybody's feelings

We look after property

 We don't damage things

We listen

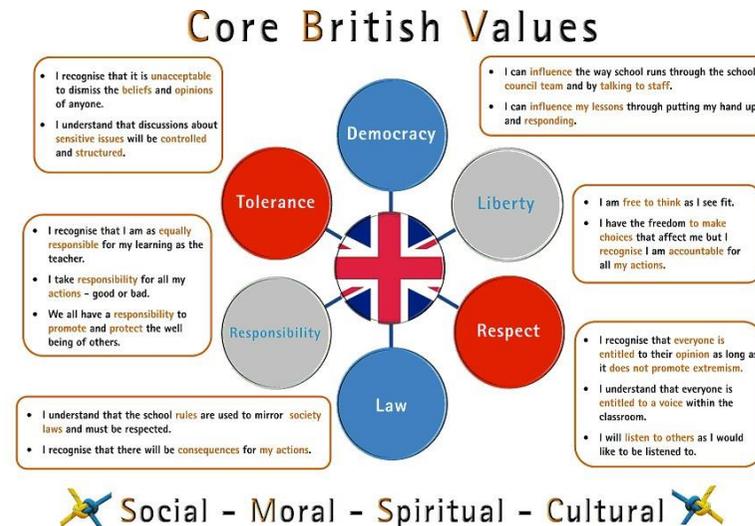
 We don't interrupt

We are honest

 We don't cover up the truth

We also follow the British Values which are:

Draw a hand and label each finger with one of the British Values



Choose one British Value and write how it links to some of the golden rules. For example: Democracy – we take time to listen to others. When people have different opinions or ideas we find a fair way to come to a solution.



ART

In art we are looking at colour and tone and the works Edgar Degas.



Recreate one of Edgar Degas' landscape pictures, look carefully at the way he has created the colours. He has used one colour as a base and then used a different colour over the top to add texture.



Using oil pastel or chalk, recreate the four season pictures of the tree on West Street.

Spend time each day exploring the technique of layering using one colour as a base and then adding colours on the top to add depth.





SCIENCE

Research different habitats: the ocean, the Arctic, tropical rainforest and the desert.

How are they different? How are they the same?

In **Resources**, look at the **World Habitat** file for extra information.

The National Geographic for children has some great pictures and information.

<https://kids.nationalgeographic.com/explore/nature/habitats/>



Divide your page into four.

In each section put a habitat: ocean, Arctic, rainforest and desert.

Look in **Resources at the Sorting Animal Habitats** and decide and write/draw where you think each animal lives.

Explain to someone why you think that animal lives in that habitat.

Why is a camel suited to the desert? Why would a camel not like the Arctic?



USEFUL WEBSITES

Science, habitats <https://kids.nationalgeographic.com/explore/nature/habitats/>