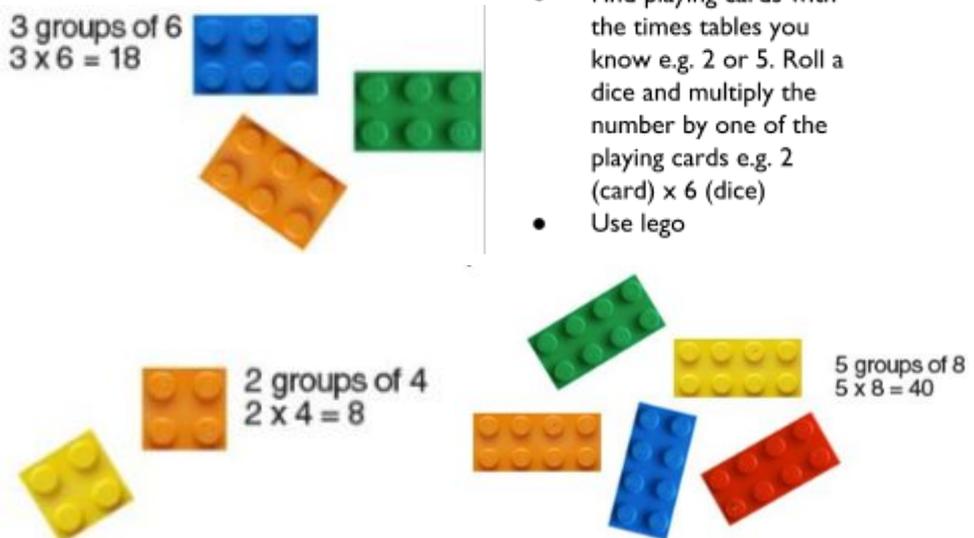




<p>Monday</p>	<p>Arithmetic warm up sheet</p>	<p><b>Learning objective:</b> add numbers. Some suggestions</p> <ul style="list-style-type: none"> <li>• Roll 2, 3 or 4 dice and add together e.g. 2+ 3 + 7 =</li> <li>• Add using lego pieces</li> <li>• flip over playing cards and add together e.g. 2+ 3 + 7 =</li> <li>• Flip playing cards and put together to make 3 digit numbers e.g. 432+324=</li> </ul>																																							
	<p>Guided reading</p>	<p><b>Learning objective:</b> listen to Miss Goodman read ‘Peace at Last’ <a href="https://www.youtube.com/watch?v=c5hKqE7o-Ow">https://www.youtube.com/watch?v=c5hKqE7o-Ow</a> Complete the true or false questions below...</p> <p style="text-align: center;"><u><a href="#">Peace at Last.</a></u></p> <p>True or False?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">True</th> <th style="width: 10%; text-align: center;">False</th> </tr> </thead> <tbody> <tr> <td>The Author of the book is Jill Murphy.</td> <td></td> <td></td> </tr> <tr> <td>There were three bears in the story.</td> <td></td> <td></td> </tr> <tr> <td>The story was set at night time.</td> <td></td> <td></td> </tr> <tr> <td>Mrs Bear could not get to sleep.</td> <td></td> <td></td> </tr> <tr> <td>Baby Bear fell asleep straight away.</td> <td></td> <td></td> </tr> <tr> <td>Mr Bear could not sleep because of Mrs Bear’s loud snoring.</td> <td></td> <td></td> </tr> <tr> <td>Mr Bear tried to sleep in the bathroom.</td> <td></td> <td></td> </tr> <tr> <td>Mr Bear tried to sleep in the car.</td> <td></td> <td></td> </tr> <tr> <td>Mrs Bear made Mr Bear some hot chocolate.</td> <td></td> <td></td> </tr> <tr> <td>The pictures in the book are all black and white.</td> <td></td> <td></td> </tr> <tr> <td>It was raining.</td> <td></td> <td></td> </tr> <tr> <td>Mr Bear finally fell asleep.</td> <td></td> <td></td> </tr> </tbody> </table>		True	False	The Author of the book is Jill Murphy.			There were three bears in the story.			The story was set at night time.			Mrs Bear could not get to sleep.			Baby Bear fell asleep straight away.			Mr Bear could not sleep because of Mrs Bear’s loud snoring.			Mr Bear tried to sleep in the bathroom.			Mr Bear tried to sleep in the car.			Mrs Bear made Mr Bear some hot chocolate.			The pictures in the book are all black and white.			It was raining.			Mr Bear finally fell asleep.		
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	<p>English</p>	<p><b>Learning objective:</b> create an acrostic poem for your name or another word of your choice e.g.</p> <p><u>Acrostic Poem</u></p> <p>Very important people          Outstanding!          Love to be helpful          Understanding          Needed for many things          Teachers value them          Enjoy helping people</p>																																							

		<p>Enthusiastic  Ready at a moments notice  Special people</p>
	Humanities	<p><b>Week 2: Geography – Map skills</b>  A map is a drawing of part of the earth’s surface that shows what is on the ground, for example, roads, houses, churches, rivers, mountains, countries. Maps are drawn from above, in 2D not 3D.</p> <p><b>Younger children:</b>  Stand on your front door step and look up and down your street. What can you see? What might your street look like to a bird who was flying overhead and looking down? Draw a simple map of your street showing the shape of your road and the buildings you can see. Label your house.</p> <p><b>Older children:</b>  Draw a map to show a familiar walk you take from your house. Draw the shape of the roads first and then mark on any significant buildings or landmarks. Provide your map with a key and remember to label your own house.</p> <p><b>Challenge:</b> Compare the map you have drawn to a Google Map of your area. How accurate is your map? How could you improve it?</p>
Tuesday	Arithmetic warm up sheet	 <p><b>Learning objective:</b> multiply</p> <ul style="list-style-type: none"> <li>Find playing cards with the times tables you know e.g. 2 or 5. Roll a dice and multiply the number by one of the playing cards e.g. 2 (card) x 6 (dice)</li> <li>Use lego</li> </ul>
	English	<p><b>Learning objective:</b> write a poem about kindness e.g.  <u>A Kindness Poem</u></p> <p>Kindness is being empathetic and considerate  Kindness is choosing love over hate  Kindness is spreading sunshine through love  Kindness is looking after the vulnerable</p>
	Guided reading	<p><b>Learning objective:</b> read a story book of your choice and use your imagination to write a new ending for the story.</p>

		<ul style="list-style-type: none"> <li>• What happens to the characters?</li> <li>• How are they feeling at the end of the story?</li> </ul>
	Science	Please see the final page of this document.
Wednesday	Maths Arithmetic	<b>Learning objective :</b> To use shape vocabulary to describe New Book- page 50
	English	<b>Learning objective:</b> write your own alphabet poem e.g. <u>Miss Webb's alphabet Poem</u> <b>A is for</b> a delicious red apple <b>B is for</b> a bouncy, blue ball <b>C is for</b> a crazy cat <b>D is for</b> a yellow fuzzy duckling <b>E is for</b> a high flying eagle etc .
	Guided reading	<b>Learning objective:</b> Choose one of the bears from 'Peace at Last'. Draw them and write some sentences to describe them. <ul style="list-style-type: none"> <li>• Include what they look like?</li> <li>• Include how they are feeling?</li> </ul>
	Art/DT	<p>Week 2 - Silhouettes</p>  <p>You will need:</p> <p>A3 paper if possible but A4 is fine too</p> <p>Yellow, red and orange paints</p> <p>Brushes</p> <p>Black card or sugar paper</p> <p>Scissors</p> <p>Glue</p> <p>1.Using yellow and red paint, paint a thick, yellow stripe horizontally onto the bottom of the paper. You only need a small amount of red paint on their brush to mix into the yellow.</p> <p>2. Paint the next stripe of orange paint. Show children how to gradually add more red into the yellow and each time paint a horizontal stripe onto the paper until you have created a sunset!</p>

		<p>3. Leave to dry.</p> <p>4. You could create your own animal silhouettes using black card or sugar paper. Animal stencils can be useful too or you could print out an animal picture from the Internet and draw around it. To create a silhouette, draw the basic outline of the animal without any facial features, like the picture below.</p>  <p>5. When the sunset is dry, attach the silhouettes with glue. Children could add mountains, trees, water or even people.</p> <p><b>For next week - start collecting smooth pebbles or rocks for pebble painting.</b></p>
Thursday	<p>Maths Arithmetic</p>	<p><b>Learning objective :</b> To identify the correct units of measurement and complete measurements for ml, g and cm New Book- page 41 and 42</p>
	<p>English</p>	<p><b>Learning objective:</b> write a poem of what you see and hear out of your window</p> <p style="text-align: center;"><u>My Window</u></p> <p style="text-align: center;">I see the bins and recycling ready for collection I can hear the humming sound of a car in this distance I feel a chill down my spine as wind hits the window frame I see a blue cyclist fly past the driveway I hear a dog park suddenly</p>
	<p>Guided reading</p>	<p><b>Learning objective:</b> Read a book of your choice and write about your favourite part of the story.</p> <ul style="list-style-type: none"> <li>• Include what your favourite part is.</li> <li>• Explain why it is your favourite part.</li> </ul>
	<p>RE</p>	<p><b><u>Week 2: Wisdom</u></b> Read the story of 'Solomon asks for Wisdom' from the Bible - (1 kings Ch 3 vs 1-15) or listen to the story on: <a href="https://www.youtube.com/watch?v=hmDTuYEGmW0">https://www.youtube.com/watch?v=hmDTuYEGmW0</a> Choose one of the following activities to do:</p> <ul style="list-style-type: none"> <li>• Draw a picture of Solomon and write around him all the things he could have asked God for. Underneath write down what he did ask God. Why do you think Solomon asked for wisdom? What would you ask God for?</li> <li>• <b>Wisdom is being able to make right decisions that are pleasing to God and which are good for you and other people.</b> Read the two scenarios below, for each scenario below explain what the wise choice and its</li> </ul>

		<p>consequences might be, and what the foolish choice and its consequences might be.</p> <p>a) Imagine your mum or dad has baked some delicious cookies or bought a treat to have after lunch. They have left the treat on the table for later, but it looks so tempting. What is the wise choice? What is the foolish one?</p> <p>b) A group of children were playing in the back garden. One of them kicked the ball and it went over the fence and broke a pane of glass in the neighbour's greenhouse. What would be the wise thing the children should do next? What would be a foolish thing to do next?</p> <ul style="list-style-type: none"> <li>• Think of two or three scenarios when you are faced with a wise or a foolish choice to make. Describe the choice you might face, what a wise and foolish choice might look like and what the consequences of each choice might be.</li> </ul> <p><b>Reflection</b> - <i>There have been times when we have all made unwise decisions and foolish choices. Reflect on a time when you have been unwise in the past, think about what a wise decision might have been and ask for God's help to make better decisions in the future.</i></p>
Friday	Maths Arithmetic	<p><b>Learning objective:</b> To compare measurements</p> <p><b>New Book page:</b> 43</p>
	Big Write	<p><b>You are playing your favourite computer game and suddenly you are sucked into the console.</b></p> <p><b>Possible genre:</b>  Adventure story  Spooky story  Letter  Diary entry</p> 
	PSHE	<p><b><u>Week 2: To recognise our achievements</u></b></p> <p>What are achievements? Think about something you worked hard for. Was it easy to achieve that thing or was it a challenge? Did you feel proud of yourself and why? Would you compliment a friend on their achievement? How does it feel to be complimented?</p> <p><b>Younger children:</b>  Think of something you achieved. Here are some images to help.</p>



Make a certificate about your achievement

- 1) Draw a picture frame on your paper
- 2) Write your name and what you achieved.
- 3) Decorate with a celebration drawing like a trophy, fireworks, people clapping.

**Older children:**

Turn your page horizontally and create a 3-part story board showing the sequence of events leading up to your achievement. For example, *1) You wishing you could swim a length 2) You practising once a week. 3) You finally swimming the length by yourself.* The story board can include speech bubbles or written information.

**Challenge:**

Do you think it is important to recognise your own achievements and to celebrate them? Discuss with an adult.

Science Week 2: Skill Focus - Fair Test

**Question**



Which material makes the strongest boat?

Carry out a fair test to find out which material makes the strongest boat.

You could use paper, card, tin foil, or any other material you find.

Fold material to create a boat - it doesn't have to look like a boat!

Carefully place your boat in a large bowl of water or sink.

How many coins / legos / marbles can you put in your boat before it sinks?

Repeat with a different material.



Question

Predict

Observe

Record

Analyse

Report

Younger Children	Older Children
<p>Draw your boats and write how many objects you could fit in each boat before it sank.</p>	<p>Create a report of your experiment. What was your hypothesis? Record your results in a table. Analyse your results - Why do you think the boats sank/floated? How could you improve your boats? Was it a fair test?</p>
Challenge	About this type of Science
<p>Take part in the Great Science Share on Tuesday 16th June.  <a href="https://www.greatscienceshare.org/getinvolved2020">https://www.greatscienceshare.org/getinvolved2020</a>  <a href="https://twitter.com/greatscienceshare">#greatscienceshare</a>                      Share your science or watch others carry out experiments online. Along with opportunities to ask real scientists questions.</p>	<p><i>Depending on the amount of water displaced (push out the way) by the boat, will depend on how heavy the boat can be. This is how there can be huge shipping containers that are longer than 4 football fields!</i></p> <p><i>Marine Engineers design and build things that work in water. That could include boats, submarines or making electricity using hydroelectric dams.</i></p>