



**REMOTE LEARNING: EARTH CLASS**  
**Monday 22nd - Friday 26th February 2021**



Welcome back to a new half term, we hope that you have had a lovely break! We hope you enjoy the lessons on offer this week. Don't forget to email us to let us know how you are getting on.

As always, if you have any suggestions or questions about our home learning please contact us via the school office [admin@kf.starmat.uk](mailto:admin@kf.starmat.uk)

We will be very pleased to hear from you.

Have a good week!

Mrs Slater and Mrs Skelton

**Daily Activities**

These daily activities are to support the development of key skills in reading, writing and maths. They should be completed every day for a minimum of 10 minutes each.

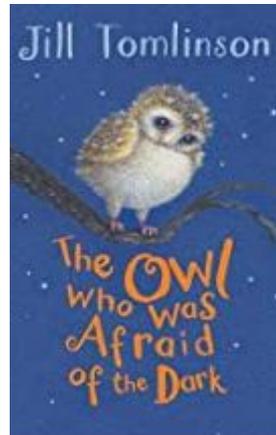
<b>Numbots</b>	<p>Click <a href="#">here</a> to access numbots. The teacher panel allows us to track children's progress and we will be in touch if your child is finding a particular level challenging. We can then offer additional support with their mental maths.</p> <p>If you complete 10 minutes per day, 5 days per week, we will award you with a special badge on Marvellous Me!</p>
<b>Handwriting</b>	<p>In class we use the <a href="#">Teach Handwriting</a> scheme and resources for handwriting. Please click the link to watch a video of how each letter should be formed. There are also sheets which can be printed. Alternatively practise on any paper you have at home.</p> <p>This week we will be returning to the 'hooks and loops' and 'straight lines' families.</p> <p>Monday - i, l, t          Tuesday - x, z          Wednesday - j, y,          Thursday - f, k          Friday - recap and practise the letters of the week in words (eg) fuzz, little etc</p> <p>Daily repetition is key with handwriting practice to ensure a build up of stamina in writing and also to secure the pattern and memory for how letters are formed.</p>
<b>Reading</b>  Submit on Purple Mash	<p>Enjoy reading a book. This could be one of your own or find a new book online via <a href="#">Oxford Owl</a>:</p> <p>Books can be selected by age or current book band level.</p> <p>We now have access to <a href="#">EPIC</a> during school hours. This website has many more amazing books to enjoy, including sequels to books we have already shared in class. Enter class code:    to access.</p> <p>By the end of the week, complete the <a href="#">Book Review</a> on PurpleMash. Write about the book you have enjoyed reading the most this week.</p>
<b>Spellings</b>  Submit on Purple Mash	<p>This week's spellings are:</p> <p style="text-align: center;"><b>boat, coat, road, coach, goal, toe, goes, own, snow, grow</b></p> <p>These are words that contain 'oa', 'oe' and 'ow' digraphs.</p>

Remember to check the [Parent Guide to English](#) for different ways to learn spellings.

By the end of the week, complete the **Spelling Quiz** on [PurpleMash](#) and test your child next Monday.

### Optional Extras for this week

#### Earth Class Story



Over the next few weeks the children in school will be sharing the story of 'The Owl who was Afraid of the Dark' together. We will be reading the chapter version - it would be lovely if you could share this book together at home too. If you don't have this book at home follow this [youtube link](#) to listen to the story.

#### Outdoor Learning

Seasons scavenger hunt

Scavenger hunts encourage children to use and develop their observation skills. When they are hunting for treasures they pay more attention to their surroundings and notice things they may have missed otherwise. So they are a wonderful way to help youngsters increase their awareness of the environment.

Trees may be bare and animals tucked up in hibernation, but there's still plenty to spot on a trip to the woods in winter. On your scavenger hunt, can you find these treasures?

- glossy evergreen leaves
- a lacy leaf skeleton
- bumpy bark
- fallen tree cones
- a y-shaped stick
- animal tracks on the ground

What other treasures can you add to your list?

#### Mindfulness

Have a go at this [Cosmic Kids Yoga](#) challenge - Frogs, Reptiles and Rainforests.

**Phonics**  
(30 minutes maximum)

**Revisit and review**

Use the phonics powerpoint on the Earth class page to recap all the sounds from phase 3 & phase 5. Remember to use your 'superhero' arms when you are reading the graphemes. Don't forget to sing the rainbow first - this will help you to learn the names for each letter of the alphabet.

**Teach**

In phonics we are recapping the alternative spellings for the 'oo' sound oo (boot), ew (grew), u\_e (tube), ue (glue/argue), ui (fruit). **There are just two more graphemes to learn in this family - 'ou' as in soup and 'u' as in unit.** There are fewer words with these spellings but we still need to learn the rules and be aware of them when we are reading and writing.

**Remember -**

**'ou' as in soup - sounds like 'oo'**  
**'u' as in unit/bugle - sounds like 'yoo'**

**Practise**

Use Monday's slides to read and write words containing alternative spellings for the 'oo' sound just like we do in class. Remember to use your 'superhero' arms when you are reading the words.

Write some of the words in a sentence - don't forget to use a capital letter and full stop in every sentence.

**Today's activity:-**

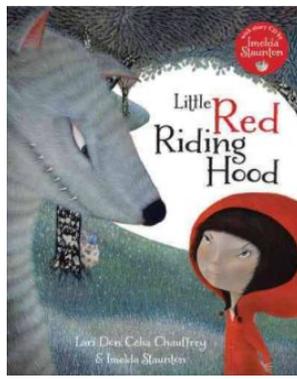
Read each sentence carefully. Can you draw a picture to match the sentence? Can you write some sentences using words from the 'oo' family? Draw a picture for each sentence.

LO I can read words with alternative spellings for 'oo' grapheme. 

	
I ate my soup with a spoon.	The unicorn has a blue balloon.
	
The tube of glue is in the room.	The owl grew huge.

**Writing**

Over the next few weeks our writing focus will be narrative (writing a story) based on Little Red Riding Hood. In school we will be using this book as a stimulus for our writing.



Little Red Riding Hood by Lari Don.

If you don't wish to buy this book there is a lovely [youtube clip](#) of the story which you could use instead **BUT** don't read/listen to the full story until Tuesday.

NB the abbreviation LRRH means Little Red Riding Hood. Please can you write the words not the abbreviation.

Adults - this is the way we teach narrative in Earth Class. Although the lessons may seem a little wordy if you remember that building the vocabulary - adjectives/verbs etc is an important part of the writing you will be fine. The children are only writing 3 to 4 sentences a lesson and they are familiar with this style of teaching.

Each lesson is in three parts - we call these learning chunks in school:-

First (LC1) - look at the pictures of Little Red Riding Hood (LRRH) on the slides on the [Earth Class page](#). Can you CHOT (jot and chat with an adult) adjectives (describing words) to describe LRRH e.g. kind, thoughtful etc. Then think about how she was kind, thoughtful - e.g. who liked to help her family, who was kind to her Grandma etc.

Ask an adult to model (write) this idea to show you what your sentence might look like. This is how the teacher does it in class.

**Little Red Riding Hood was a calm, caring girl who was kind to her Grandma.**

Now choose your best ideas and put them into your own similar sentence.

Next (LC2) - do a short role play with an adult. One of you will be LRRH and the other will be Mummy. Have a conversation about Grandma being sick. Think about what Mummy would say to LRRH e.g. Grandma is poorly/unwell/sick. Can you help? Could you go to see her? Can you take some things for her?

CHOT (jot and chat) a list of ideas that you could use in your sentence.

Ask an adult to model (write) this idea to show you what your sentence might look like. This is how the teacher does it in class.

**Grandma is unwell, please go to visit her.**

Now choose your best ideas and put them into your own similar sentence.

If you are confident you could write a reply from LRRH to her Mummy.

Now (LC3) - you are going to write a simile (e.g.) The sun was yellow, like a bright, golden diamond ring.

Think about LRRH's red cloak. CHOT (jot and chat) your ideas (adjectives) to

describe her cloak e.g. bright, dark, shiny, dazzling etc.

Ask an adult to model (write) this idea to show you what your sentence might look like. This is how the teacher does it in class.

She wrapped herself in her new cloak that Granny had made for her. It was red, like a bright shiny postbox at the end of the street.

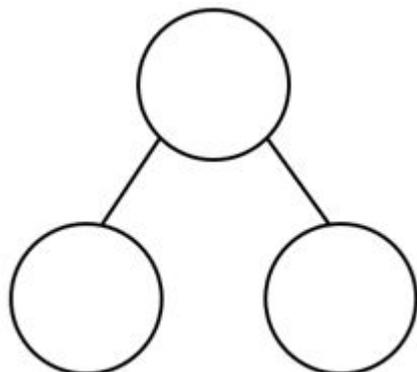
Now choose your best ideas and put them into your own similar sentence.

Remember to use capital letters, full stops and your best handwriting in every sentence.

## Y1 Maths

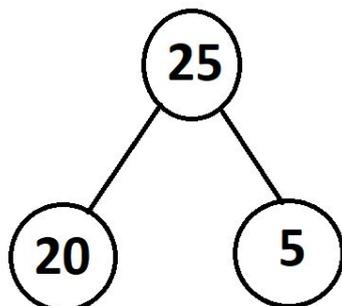
Video Needed - [Represent Numbers to 50](#)

Today we are going to splitting up the numbers to 50 and representing them with part-whole models:



A part whole model is a way of showing a number as a whole and also a way of splitting the number into parts. Partitioning a number can be done in different ways and for different reasons. Today's way of partitioning a number is to show it in tens and ones.

E.g. 25 - you know that 25 is 2 tens and 5 ones so we would represent it in a part-whole model like this:



Complete the worksheet looking carefully at the numbers and how they are represented.

**Simplify** - Use part whole models to make all the numbers from 10-20. What do you notice?

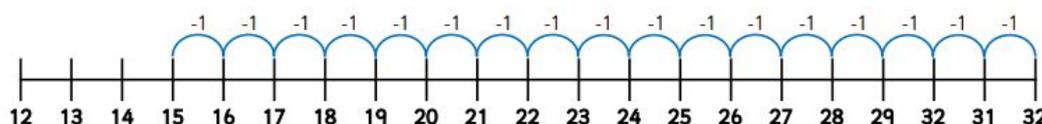
**Extension** - Complete the table using 'place value counters'.

## Y2 Maths

We are continuing this week to subtract 1 and 2 digit numbers from a 2 digit number where the units cross 10.

This week we will use a different method: a number line. Today we will count back in ones but we will progress to counting back in chunks.

Example:  $32 - 17 = 15$



## DT

Did you make a Bog Baby last half term? Today you need to evaluate your

Bog Baby. Evaluating your finished product is an important aspect of Design & Technology. Evaluating means checking that you have done something the best way and seeing what improvements could be made next time.

If you didn't make a Bog Baby you could evaluate your Chinese Puppet Dragon or anything else you have made over the last few weeks.

On the [Earth Class page](#) you will find an evaluation sheet. You need to write about three things that went well and three things that could be improved. For example - could your stitching have been neater and closer together?

*I can evaluate my product*

I am evaluating
What I did well:
•
•
What I could improve:
•
•
Draw a picture of your finished Bog Baby

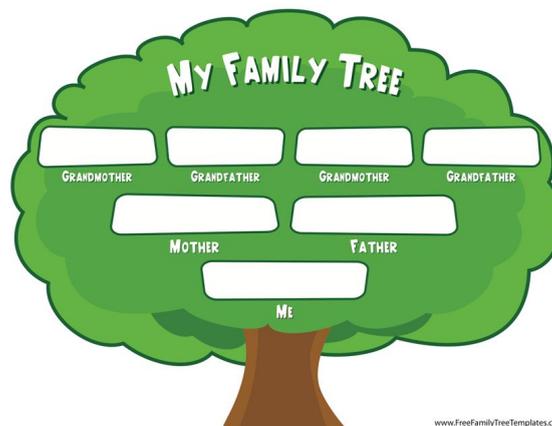
Draw a picture of your finished Bog Baby.

## History

This half term we are focusing on our own personal history. We will be first looking at our families and finding out where we belong within it. Can you produce a family tree to show who is in your family and where you should be?



As families can be complicated, you are welcome to do this in any way you think appropriate. The above tree simply asks you to draw pictures and name important people within your family. The below tree is a more traditional design.



There are some sheets to complete a family tree provided but please feel free to do this in any creative way you like!

Tuesday 23rd February

**Phonics**  
(30 minutes maximum)

**Revisit and review**

Use the phonics powerpoint on the Earth class page to recap all the sounds from phase 3 & phase 5. Remember to use your 'superhero' arms when you are reading the graphemes. Don't forget to sing the rainbow first - this will help you to learn the names for each letter of the alphabet.

**Teach**

In phonics we are recapping the alternative spellings for the 'ow' sound. There are only two alternative spellings for this sound - ow (town) and ou (shout).

**Practise**

Use Tuesday's slides to read and write words containing ow and ou graphemes just like we do in class. Remember to use your 'superhero' arms when you are reading the words.

Write some of the words in a sentence - don't forget to use a capital letter and full stop in every sentence.

**Today's activity:-**

Today you need to wear your sorting hat to sort words with ow and ou graphemes. Read each word carefully then write in the correct column.

LO: I can read words that contain ow and ou graphemes 

ow	ou

Can you complete the extra challenge today? Help the cowboy follow the right path to find his horse by reading and colouring all words containing 'ow' and 'ou'.



found	house	class	tree	map	
feet	mum	mouth	bird	hand	eye
mud	fun	round	stop	star	pie
tea	sea	cow	sound	brown	cloud
soap	nose	rose	stone	phone	mouse
bear	fast	big	flower	south	out
blue	car	forest	loud	cave	book
look	walk	run	owl	crown	

**Writing**

Today is an experience day!

Can you remember when we made bows and arrows, looked for clues about the Gunpower Plot and followed instructions to make a Pirate Hat and a Chinese Dragon Puppet. These were all experience days. We do these in class to help support our writing.

Your objective for today's lesson is to collect vocabulary and ideas to use in your writing tomorrow about LRRH's journey through forest.

Do you have a forest or wooded area where you can go for your daily exercise? If not you will need to use your imagination! Could you find a dry space to lie down? Close your eyes and imagine that you are in the middle of a deep, dark forest just like Little Red Riding Hood. What might you see, hear and smell? How would you feel if you were LRRH on her journey through the forest to visit her Grandma?

Take some paper and a pencil with you on your walk to jot your ideas down as you go along.

## Reading

This week we are thinking about the story of Little Red Riding Hood. The version that we are reading is by Lari Don and Celia Chauffrey. Click on this [youtube](#) link to listen to the complete story.

Can you answer these questions?

What did Little Red Riding Hood have in her basket?

What instructions does Little Red Riding Hood's mother give to her?

What words does the author use to describe how Little Red Riding Hood and her granny come out of the wolf's tummy?

Who is your favourite character in the story and why?

Remember to write your answers in a sentence.

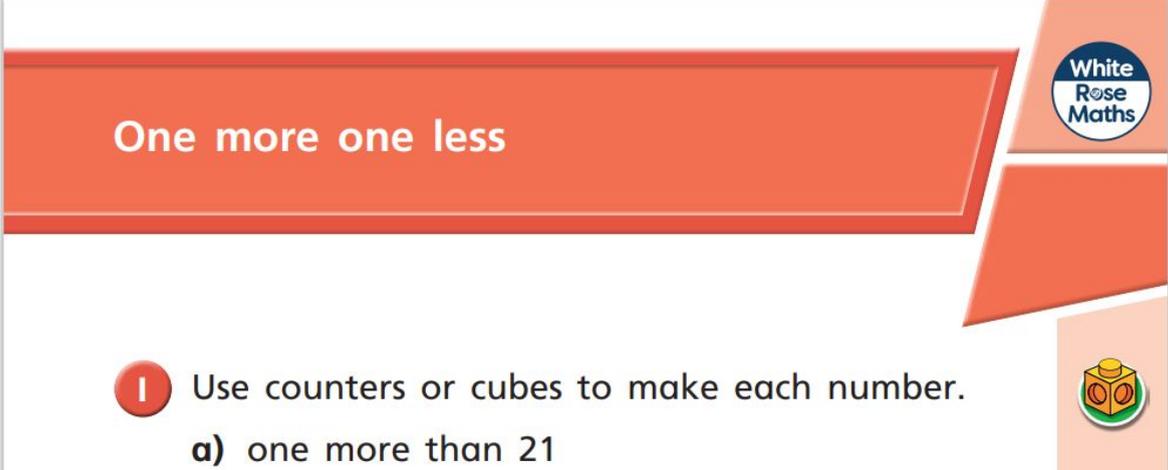
## Y1 Maths

Video Needed - [One more one less](#)

Today the children will be looking at numbers on a grid and using their place value skills, they will identify a number one more and one less.

There are two worksheets to complete:

The first one (WhiteRose) is to be completed on the first page. Please leave the second page for Thursday.



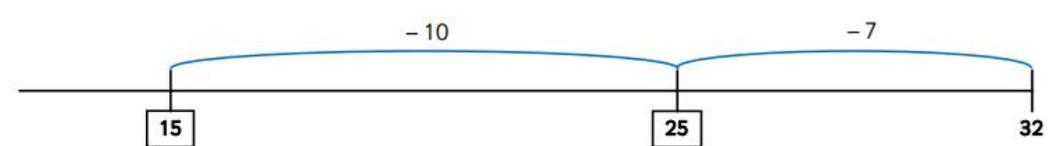
The image shows a worksheet header for 'One more one less' from White Rose Maths. It features a red banner with the title 'One more one less' and the White Rose Maths logo. Below the banner, there is a red circle with the number '1' and the instruction 'Use counters or cubes to make each number.' followed by 'a) one more than 21'. There is also a small icon of a cube with numbers on it.

The second one is an activity to organise numbers. Please start at 1 or 2 star and progress to 2 or 3 star if you would like to go some extra.

## One more and one less

Pick a card and stick it in the number column. Write one more and one less.

one less	number	one more

<p><b>Y2 Maths</b></p>	<p>Today we are subtracting crossing 10 but using a number line to count back in chunks.</p> <div data-bbox="343 89 1500 313" style="border: 1px solid black; padding: 5px;"> <p>Example: <math>32 - 17 = 15</math></p>  </div> <p>First subtract the ones, and then subtract the 10s. Use a hundred square to help if you need to see the numbers.</p>
<p><b>Music</b></p>	<p>This half term is only 5 week and it would be lovely to collaborate between home and school. For the next few weeks at home, until you are back in school, can you use your music time to practise a song with sign language for us all to sing together when we are finally reunited.</p> <p>Our song is:  <a href="#">Count On Me - Bruno Mars</a></p>
<p><b>PE</b></p>	<p>At school we use the 'REAL PE' scheme.</p> <p>Practise your ball skills on <a href="#">Clown Adventure</a>.</p> <p>Ms McHale has sent everyone their log in details on Marvellous Me. If you have any problems just get in touch.</p>

<p style="text-align: center;">Wednesday 24th February</p>	
<p><b>Phonics</b>            Tricky Word            Wednesday            (30 minutes            maximum)</p>	<p>In phonics each Wednesday we practise reading and spelling tricky words.</p> <p>Use the phonics powerpoint on the Earth class page to recap reading all the tricky words from Phase 3 to Phase 5. We call these tricky words as most of them are not decodable - this means you can't sound them out (e.g.) come, are, all. You need to be able to sight read these words.</p> <p>If you are confident reading these words practise writing them.</p> <p>This week's tricky words for spelling are:-</p> <p style="text-align: center;"><b>their, there</b></p>

their

there

In Earth Class not only do we need learn how to spell the tricky words **their** and **there** correctly we also need to understand how to use them correctly in our writing.

We use **their** for possession - it is something that people have or own. It is just like my, his, her, our.

The children put **their** pencils in the pot.

**Their** do is big and brown.

The girls ate **their** lunch quickly.

We use **there** when we are writing about a place or location. **There** has the word **here** in it.

**There** are five girls in Earth Class.

The park is over **there**.

How many swings are **there** in the park?

If you want to challenge yourself - practise reading all the words on the **red** word mat on the [class page](#). If you are confident reading these words - practise spelling the next five words on the list.

**fast, first, gave, girl, grow**

Practise writing these words in a sentence.

## Writing

Today we are continuing our writing about Little Red Riding Hood (LRRH). You will be using your ideas from your walk yesterday to help with your writing today about LRRH's journey through the forest.

First (LC1) - Use your ideas from yesterday CHOT (jot and chat with an adult) your ideas to describe the forest - e.g. brown, crunchy leaves, long, spiky branches, sticky, squelchy mud etc.

Ask an adult to model (write) this idea to show you what your sentence might look like. This is how the teacher does it in class.

**She walked through the sticky, squelchy mud, the tall, towering trees and the brown, crunchy leaves.**

Now choose your best ideas and put them into your own similar sentence. If you are feeling confident - could you write two sentences to describe the forest?

Next (LC2) - Listen to this clip of a [woodland soundscape](#) (or find your own). CHOT (jot and chat) your ideas - What can you hear? What did you hear on your own walk? For example - birds tweeting, leaves rustling and crackling, mud squelching, grass swishing etc.

Ask an adult to model (write) this idea to show you what your sentence

might look like. This is how the teacher does it in class.

Behind her, she heard the twigs snapping and the mud squelching.

Now choose your best ideas and put them into your own similar sentence. If you are feeling confident - could you write two sentences to describe the sounds LRRH might hear?

Now (LC3) - Make a list of items that LRRH might have in her basket - e.g. bread, jam, grapes, medicine, a blanket etc. Choose three items and CHOT (jot and chat) adjectives to describe them - e.g. bread - fresh, crusty, soft, brown, crispy.

Ask an adult to model (write) this idea to show you what your sentence might look like. This is how the teacher does it in class

In her basket, there were green, juicy grapes, fresh, brown bread and sticky, dark medicine.

Now choose your best ideas and put them into your own similar sentence.

Remember to use capital letters, full stops and your best handwriting in every sentence.

## Reading

Listen to this alternative version of [Little Red Riding Hood](#) which tells the story from the wolf's point of view.

Can you answer these questions about the story?

What questions did Little Red Riding Hood ask the wolf?  
What animals did Little Red Riding Hood come across in the forest?  
Where did the wolf put Grandma?  
What did Little Red Riding Hood do to the wolf?  
What happened at the end of the story?

Remember to write your answers in a sentence.

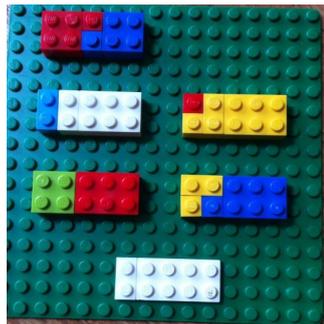
## Y1 Maths

I'm calling today the Wednesday WOBL! The Wednesday Work On Bonds Lesson!

Each week you will need to practise your bonds to 10 to help with other challenges in maths. If you are a Number Bond Master then you will have no trouble solving many other problems!

Ideas for practising number bonds:

1. Sing the [number bonds song](#)
2. Speed bonds - write them down as fast as you can!
3. Make the bonds with something like bricks



4. Have your grown up say a number from zero to ten and you shout back the bond.
5. Use beads or pasta on a string



6. Make jigsaws from paper or card



Extension challenge IF bond recall is instant and reliable - try these activities for bonds to other numbers up to 20.

## Y2 Maths

I'm calling today the Wednesday WOBL! The Wednesday Work On Bonds Lesson!

Each week you will need to practise your bonds to 10 to help with other challenges in maths. If you are a Number Bond Master then you will have no trouble solving many other problems!

It's a bit different for Y2 children as they need to know bonds to 100 so we shall do it in 3 steps.

**Step 1** - Make sure bonds to 10 are instant and 100% reliable by practising in the same way as Y1 children above.

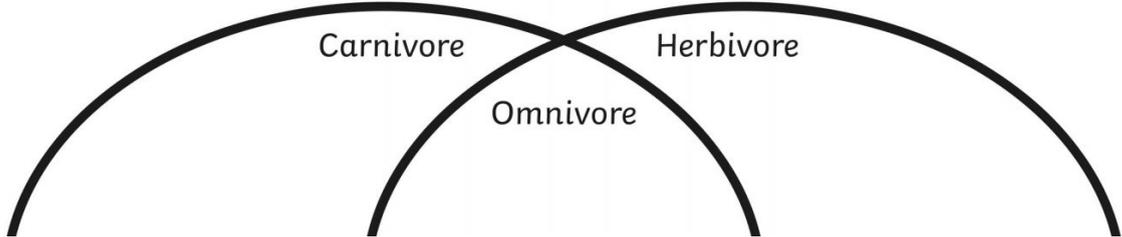
**Step 2** - Practise bonds to 20, realising that the 'ones' column is what matters

E.g.  $3 + 7 = 10$  and  $13 + 7 = 20$ .

**Step 3** - Practise bonds to 100.

Use the table below to help with these steps:

Bonds to 10	Bonds to 20	Bonds to 100
$0 + 10 = 10$	$0 + 20 = 20$	$0 + 100 = 100$
$1 + 9 = 10$	$1 + 19 = 20$	$10 + 90 = 100$
$2 + 8 = 10$	$2 + 18 = 20$	$20 + 80 = 100$
$3 + 7 = 10$	$3 + 17 = 20$	$30 + 70 = 100$
$4 + 6 = 10$	$4 + 16 = 20$	$40 + 60 = 100$
$5 + 5 = 10$	$5 + 15 = 20$	$50 + 50 = 100$
$6 + 4 = 10$	$6 + 14 = 20$	$60 + 40 = 100$
$7 + 3 = 10$	$7 + 13 = 20$	$70 + 30 = 100$
$8 + 2 = 10$	$8 + 12 = 20$	$80 + 20 = 100$
$9 + 1 = 10$	$9 + 11 = 20$	$90 + 10 = 100$
$10 + 0 = 10$	$10 + 10 = 20$	$100 + 0 = 100$
	$11 + 9 = 20$	
	$12 + 8 = 20$	
	$13 + 7 = 20$	
	$14 + 6 = 20$	
	$15 + 5 = 20$	
	$16 + 4 = 20$	
	$17 + 3 = 20$	
	$18 + 2 = 20$	
	$19 + 1 = 20$	
	$20 + 0 = 20$	

<b>Computing</b>	<p>This half term you will be creating your own traditional story on Purple Mash about Little Red Riding Hood. Can you complete the 2do on <a href="#">Purple Mash</a>. This week you need to create the front cover and the first two pages of your story only. Remember to use a capital letter and a full stop in every sentence. Try to include 'and' to join your ideas and some amazing adjectives too! Can you do an illustration for each page?</p> <p>You will be completing the rest of your story next week.</p>
<b>Science</b>	<p>This half term, we are continuing our Animals including humans. Our main focus is on carnivores, herbivores and omnivores.</p> <p style="text-align: center;"><b>Carnivore, Herbivore or Omnivore?</b></p> <p style="text-align: center;">Sort the animals into the correct section of the Venn diagram below.</p> <div style="text-align: center;">  </div> <p>Today you will be learning about the diets of different animals. Can you find out what different animals eat? Use the sorting cards to help.</p>
<b>RSHE</b>	<p>This week in RSHE you need to find out about the work that people do in your family. Can you interview four different members of your family? This could be your parents, aunties, uncles, older cousins or grandparents. You need to ask them the following questions:-</p> <p>What job do you do?          What kind of things do you need to do in your job?          What do you like the most about your job?          Why did you decide to do this job?</p> <p>If you are interviewing someone who has retired or is no longer working, they can answer the questions about the job they did previously.</p> <p>You can either ask an adult to help you write the answers down on paper or you could record the answers and ask an adult to email them to school (e.g.)          My auntie is a nurse. She helps her patients to get better. She loves caring for people. To help people.</p>
<b>Keep Active!</b>	<a href="#">PE with Joe Wicks</a>

Thursday 25th February	
<b>Phonics</b> (30 minutes maximum)	<p>Use the phonics powerpoint on the Earth class page to recap all the sounds from phase 3 &amp; phase 5. Remember to use your 'superhero' arms when you are reading the graphemes. Don't forget to sing the rainbow first - this will help you to learn the names for each letter of the alphabet.</p> <p><b>Teach</b>            Today we are recapping the alternative spellings for the 'ow' sound. There</p>

are only two spellings for this sound - ow (town) and ou (shout).

### Practise

Use Thursday's slides to read and write words containing ow and ou graphemes just like we do in class. Remember to use your 'superhero' arms when you are reading the words.

Write some of the words in a sentence - don't forget to use a capital letter and full stop in every sentence. Challenge yourself to use 'and' and 'because' to make your sentences more interesting.

### Today's activity:-

Can you be a phoneme spotter? Read the sentences carefully and highlight each word that contains 'ow' or 'ou'. Use a different colour for each digraph.

LO: I can spot ow and ou graphemes.

Spot and highlight all the **ow** and **ou** words.

Use a different colour for each digraph.

*A brown mouse lives in my round house. How do I get it out? It  
even growls around my shower. I feel like a sad clown who  
frowns at every sound. Will it pounce and howl like a loud  
owl? I will shout aloud to get it out.*

Write the **ow** and **ou** words in the correct column.

**ow**

**ou**

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Make a list of 'ow' and 'ou' words. Choose some of the words to write your own silly sentences about a mouse.

## Writing

Today we will be continuing our writing about LRRH and her journey through the forest. On Tuesday you read/listened to Lori Dan's version of this story so now know how this version of the story ended.

First (LC1) - In this learning chunk we are thinking about alliteration (jolly, jiggly jelly; pretty, pink pig; bouncy, blue ball).

Look at the slides of LRRH picking flowers on the [Earth Class page](#). Make a list of popular flower types - e.g. daisies, roses etc. Now CHOT (jot and chat) alliterative adjectives for the flowers - e.g. roses - rosy, rich, ruby, daisies - dancing, delicate, delightful etc.

Adults - we haven't talked about alliteration in Earth Class yet so your child may find this tricky and need a little extra support. This [BBC Bitesize clip](#) will help them.

Ask an adult to model (write) this idea to show you what your sentence might look like. This is how the teacher does it in class.

**Little Red Riding Hood stopped to pick up some delicate, dancing daisies.**

Now choose your best ideas and put them into your own similar sentence. If you are feeling confident - could you write a sentence to describe another flower?

Next (LC2) - Look at the image of the wolf on the path to the cottage on the [Earth Class page](#).

CHOT (jot and chat) some 'ing' verbs to describe the wolf's stealthy movements - e.g. creeping, scuttling, prowling, sneaking etc.

CHOT (jot and chat) adverbs to describe how the wolf is moving - cheekily, naughtily, suspiciously etc. Watch this [BBC Bitesize clip](#) as a reminder about adverbs.

Ask an adult to model (write) this idea to show you what your sentence might look like. This is how the teacher does it in class.

**Scuttling suspiciously, the wolf approached/arrived at Grandma's house.**

Now choose your best ideas and put them into your own similar sentence.

Then (LC3) - Look at the image of the wolf going inside Grandma's door.

Talk about what he might do before he enters the cottage - CHOT (jot and chat) verbs to describe his actions - licks, stares, scratches, taps, knocks etc.

Ask an adult to model (write) this idea to show you what your sentence might look like. This is how the teacher does it in class.

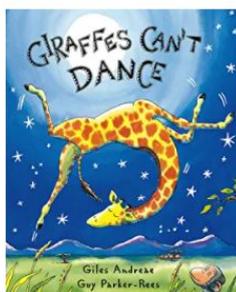
**He scratches at the door, licks his lips and knocks loudly.**

Now choose your best ideas and put them into your own similar sentence, can you use an adverb to describe how the wolf knocks at the door?

Remember to use capital letters, full stops and your best handwriting in every sentence.

## Reading

Listen to [Giraffes Can't Dance](#) By Giles Andreae.



In Earth Class you need to practise 'retrieving (find and extract) information from a piece of text. When you have listened to the story answer these questions. Remember you can always go back and listen again to check your answer.

- What was Gerald really bad at?
- What did the crickets say to make Gerald feel better?
- How do you think Gerald felt when he started to dance?
- What words describe Gerald on the first page?

## Y1 Maths

Video Needed - [One more one less](#) (second video)  
Please complete the second part of the One More One Less worksheet.

# One more one less

**I** Use counters or cubes to make each number.



**a)** one more than 21

To extend the learning, please complete the 2 star cards by picking a number from 0-50.

## Count one more and one less



Number	One more	One less	Number	One more	One less
Sentence		Draw it (use Base 10)	Sentence		Draw it (use Base 10)
One more than _____ is _____.			One more than _____ is _____.		
_____ One less than _____ is _____.			_____ One less than _____ is _____.		

**Simplify** - 1 star  
**Extension** - 3 star

### Y2 Maths

Continuing from Tuesday, subtract numbers crossing 10 but your job today is to write your own number lines.

Example:  $32 - 17 = 15$



**a**  $43 - 15 = \underline{\hspace{2cm}}$



### RE

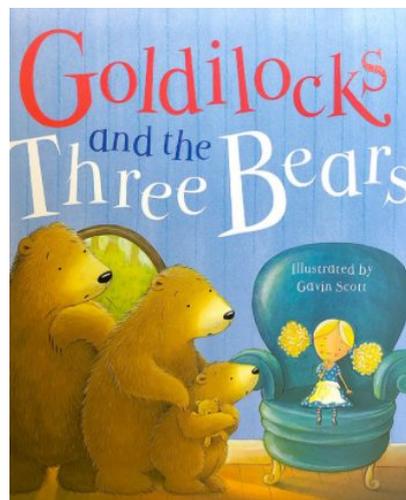
This half term our unit is 'How and why we celebrate special and sacred times' with a particular focus on Easter in Christianity. Your task at home is to illustrate and write about special and important family rituals and celebrations in your family.

Think about the following questions:

- What do you celebrate?
- How do you celebrate it?
- Why do you celebrate it?
- Who is invited?
- What do you eat and drink?
- Is there a story?

	Complete the sheet to share your ideas.
PE	<p>At school we use 'REAL PE' and the videos are popular with our children. They help to develop core skills, for example balancing and coordination. Have a go at the <b>Pirate</b> activity to improve your static balance.</p> <p>Login here: <a href="#">Jasmine</a>  Ms McHale sent everyone their log in details on Marvellous Me. If you have any problems just get in touch.</p>

Friday 26th February	
<b>Fun Phonics Friday</b> (30 minutes maximum)	<p>Use the phonics powerpoint on the Earth class page to recap all the sounds from phase 3 &amp; phase 5. Remember to use your 'superhero' arms when you are reading the graphemes. Don't forget to sing the rainbow first - this will help you to learn the names for each letter of the alphabet.</p> <p>Can you help <a href="#">Phonics Frog</a> cross the road safely by reading the words on the logs?</p> <p>Complete the 2dos set on <a href="#">Purple Mash</a> Choose the correct long vowel sound to spell the word correctly and recap ow, ou and ie digraphs.</p> <p>Can you be a grapheme sorter? Play this word sort game on <a href="#">Phonics Play</a> - read and sort words containing</p> <p>There are lots of other fun games on Phonics Play which is free to access during lockdown -</p> <ul style="list-style-type: none"> <li>o Username: jan21</li> <li>o Password: home</li> </ul>
<b>Free Writing Friday</b>	<p>Every Friday is free writing Friday! Each Friday you will have a different picture to write about. Free writing means that you can write whatever you want to about the picture below. Goldilocks and the Three Bears is another traditional tale.</p>



Can you write your own version of this story or could you write some sentences to describe the scene on the front of the book? Can you remember the part of the story about the three bears and their chairs?

Remember to use a capital letter and full stop in every sentence. If you are a confident writer try to include 'and' or 'because' in your sentences. Use exciting adjectives to describe the picture and always use your neatest handwriting.

When you have finished your writing - read it aloud to an adult to check that it makes sense.

Could you make your story into a book? Can you do a beautiful illustration to go with your story?

Could you practise writing some questions about the picture using question words like what, why, when, where and how. Remember to put a ? at the end of each question.

Why is Goldilocks sitting on the chair.  
How many bears are there in the story.  
Where does Goldilocks live?

Remember to keep your work safe so that you can share it with us when you return to school.

### Reading

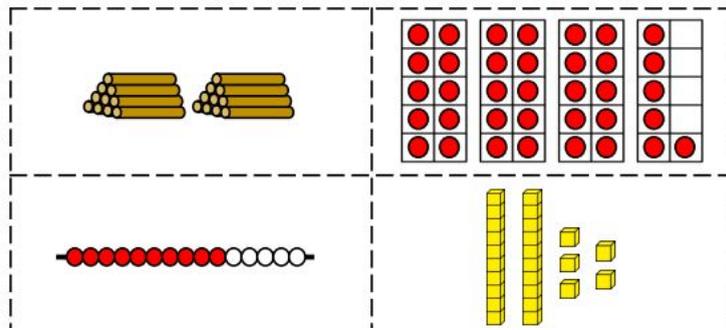
See Thursday's reading activity.

### Y1 Maths

Video Needed - [Compare objects to 50](#)  
Today your task is to compare objects to 50. Please complete the table of objects using the symbols:  
< less than  
> greater than  
= equal to

# Comparing objects

Cut out the cards and glue them on the table to make the comparisons correct.



**Simplify:** 1 star table with words 'is equal to' etc.  
**Extension:** Mastery cards

Y2 Maths

Subtraction investigation:

## Digit card subtraction



Use the digit cards to complete the calculation. You can only use each digit card once per calculation.  
 How many different ways can the number sentence be completed?

What is the largest total?  
 What is the smallest total?

Can you show each of your answers as a number sentence and column subtraction?

You can make some number cards to help. How many ways can you arrange the number cards. Can you answer the investigation questions?

Art

See your [Purple Mash 2Do](#) - experiment with your artistic skills to create a floral spring picture!

Keep Active!

[PE with Joe Wicks](#)