







| English | Work to complete. |
|---|---|
| Tiger  |  |
| Rabbit  | <p>I am sure you have seen the fantastic efforts from veteran Captain Thomas Moore who has raised over 28 million pounds for the NHS. For your English work this week. I want you to write a letter to him. You could include things like</p> |
| Dog  | <ul style="list-style-type: none"> • What you think about his efforts • Information you have found out about him. • What you want to say to him • Your thoughts about 'lockdown' • How you feel about it |
| Cat  | <p>The structure of the week could go something like this.</p> <p>Monday - research about Captain Thomas Moore - you could make a fact sheet about him.</p> <p>Tuesday - continue your research about Captain Thomas Moore.</p> <p>Wednesday - Begin your letter - do not include your address, as we want to tweet some of them. Remember to include the date and start it with 'Dear'.</p> <p>Thursday - Continue your letter.</p> <p>Friday - Finish off your letter. End your letter with 'Yours Sincerely'.</p> |
| Cat  | |

| Handwriting | Work to complete. |
|---|---|
| Joining Group - Mrs Kilner | Nelson Handwriting Workbook 5. Unit 6 'ch' join Complete pages 12 and 13 of your handwriting book. |
| Letter Formation Group - Miss Struggles | Nelson Handwriting Blue Level. Unit 6 'i' Complete the 2 pages in your handwriting booklet. |

Phonics

Work to complete

Only the children that have the 'Phoneme sound mat' sheet in their home learning pack.

Dog



Say the sounds in each phase as we do in phonics 'qu' as in queen.

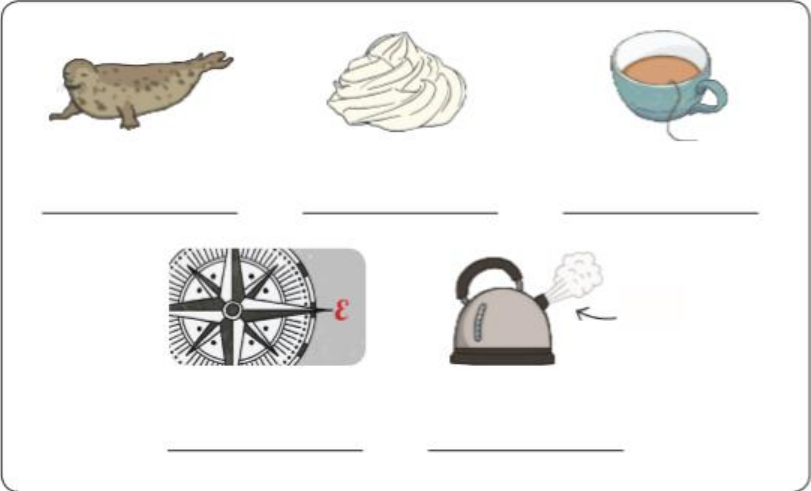
1. Trace over 'ea'.



2. Just add 'ea'.
















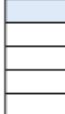
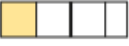







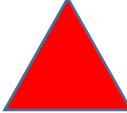


3. Write the correct 'ea' words under the pictures.



Cat

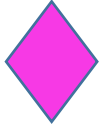


| | | |
|---|--|--|
| <h1>Maths</h1> | <h2>Work to complete</h2> | |
| <p>Problem of the day Circles, Squares, Triangles and Rectangles</p> | <p>Complete the problem of the day. Show your workings in your red book.</p> <p>John buys 12 pencils one week and 7 the following week. He gives 3 pencils to his friend.</p> <p>How many pencils does he have left?</p>  | |
| <p>Circles</p>  | <p>Complete the questions in your red/blue book.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Recognise a quarter</p> <p>1 Use the words to complete the sentences. quarter equal</p> <p>The shape has been split into 4 _____ parts.</p> <p>One of the 4 equal parts is called a _____.</p> <p>This can be written as $\frac{1}{4}$</p> </div>  <p>2 Colour $\frac{1}{4}$ of each shape.</p>       <p>3 Tick the shapes that have $\frac{1}{4}$ shaded.</p>       <p>4 This shape has $\frac{1}{4}$ shaded.</p>  <p>5 Do the shapes show $\frac{1}{4}$? Tick your answer.</p> <p>a)  Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>b)  Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>6 Only $\frac{1}{4}$ of each shape has been drawn. Draw the rest of each shape to make the whole shape.</p> <p>a)  c) </p> <p>b) </p> <p>7 $\frac{1}{4}$ of these shapes are shaded.</p> <p>Rosie:  $\frac{1}{4}$ of these shapes are shaded.</p> <p>Amir: That is not possible as they do not look like equal parts.</p> <p>a) Who is correct? _____ How do you know?</p> <p>b) Find two more ways to split the rectangle into quarters. Colour $\frac{1}{4}$ of each shape.</p>  | |
| <p>Squares</p>  | <p>Maths Blast Calculations: 50 + 51 = 101 - 9 = 2 x 12 = 20 ÷ 10 = 2/3 of 90 = ? + 14 = 70 56 - ? = 22 ? - 50 = 11</p> | |
| <p>Triangles</p>  | | |

Rectangles



Diamonds



Complete the questions in your red/blue book.

Recognise a quarter



1 Use the words to complete the sentences.

quarter equal

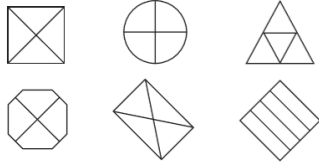
The shape has been split into 4 _____ parts.



One of the 4 equal parts is called a _____.

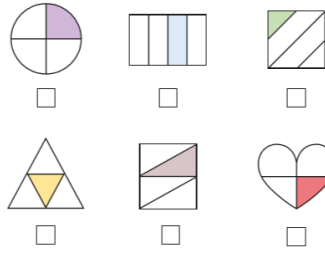
This can be written as $\frac{1}{4}$

2 Colour $\frac{1}{4}$ of each shape.



Does it matter which quarter you colour? Talk to a partner.

3 Tick the shapes that have $\frac{1}{4}$ shaded.

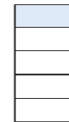


Talk about your answers with a partner.

4



This shape has $\frac{1}{4}$ shaded



Do you agree with Whitney? _____


Why?

Maths Blast Calculations:

- 10 + 11 =
- 11 - 9 =
- 2 x 12 =
- 20 ÷ 10 =
- 2/3 of 9 =

Maths Blast Calculations:

- 2 + 4 =
- 20 - 8 =
- 5 x 3 =
- 12 ÷ 6 =

| Guided Reading | Work to complete. |
|----------------|--|
| Group 1 | <p>Read the text and then answer the following questions. Complete the work in your red/blue book.</p> <h2 data-bbox="507 472 979 539">Doctor's Orders</h2> <p data-bbox="384 566 1145 645">Mum: How did you go on at the doctors, Sammy? What did they say?</p> <p data-bbox="384 669 1145 792">Sammy: Well, it wasn't good news. The doctor says that I need to get healthier or I will be poorly. I don't do enough exercise and I'm not eating healthy food.</p> |
| Group 2 | <p data-bbox="384 817 1145 896">Mum: I thought you were quite healthy. You eat lots of different things and you play outside.</p> <p data-bbox="384 920 1145 1126">Sammy: I know but it is not enough. I need to eat at least five pieces of colourful, juicy fruit and tasty vegetables every single day. I need to get at least thirty minutes of tiring exercise every single day that makes my heart beat faster and makes me sweaty.</p> |
| Group 3 | <p data-bbox="384 1153 1145 1189">Mum: Let's make more healthy choices together, Sammy.</p>  <p>The illustration shows a female doctor with dark skin and curly hair, wearing a white lab coat over a red top. She has a stethoscope around her neck and is holding the chest piece in her right hand. A horizontal green line is drawn below the illustration.</p> |

Quick Questions



1. What does Sammy say will happen if she doesn't become healthier?



2. Did Mum know that Sammy was unhealthy? How do you know?



3. What might Sammy and Mum do to get healthier?



4. Which two adjectives does the author use to describe fruit?

Group 4


Go onto your Reading Eggs - about 30 minutes.



Group 5

Read/Share a book with a member of your family. Talk about the following:

- The main events
- Main characters
- Morale of the story
- What would happen next in this story

| Topic | What to do? |
|-----------------|--|
| All Y2 children | <p data-bbox="432 349 485 378">Art</p>  <p data-bbox="432 432 1465 629">In your Art today, I would like you to go outside and draw something that catches your eye. It could be a plant, an animal, an object or anything else that you can see. Spend time looking at it and, using your pencil, make an observational drawing. Concentrate on the shape and the lines that you are making.</p> <p data-bbox="432 674 1442 790">From your drawings, I want to be able to guess what you have drawn. Will your drawing be that good, that I know straight away what it is or will I need to ask a friend (aka Mrs Kilner) for help?</p> |