

Suggested Timetable for Home Learning Activities

	9.00-9.30	9.30-9.45	9.45-10.30	10.45- 11.00	11.00-12.00	1.00-2.00	2.00-3.00pm
Monday	P.E with Joe Wicks (The body coach tv channel on YouTube) https://www.youtube.com/channel/UCAXxW1XT0iEJo0TYIRln6rYQ	Spelling Activity Practise spelling 5 common exception words by writing them in a sentence.	English Activity Complete a Grammar activity (You can find this in your home learning pack or on Curriculum Visions) Handwriting Please spend 15 minutes doing a handwriting activity. You can watch a video on the curriculum visions websites in the English section.	Mental Maths Complete a mental maths activity. (You can find this in your home learning pack)	Maths Activity Find: https://whiterosemaths.com/homelearning/year-2/ Start on Week 1 and work your way through the five lessons for this week. (The following week you will need to follow week 2 and so on) Watch video and compete online worksheet. Then check answers.	Science Complete an activity in the Science pack. Or Go onto https://www.siem.org.uk/home-learning/primary/#science and choose a science activity.	Outdoor Activity <u>Garden obstacle course.</u> Encourage children to create their own obstacle course. Write out a sequence, like jump like a bunny x 3, hold tree pose on one side, jump on one foot, jump on the opposite foot, twirl x 2, jump up and try touch the sky x 4.
	Break time					Lunchtime	
Tuesday	P.E with Joe Wicks	Spelling Activity Practise spelling 5 common exception words by writing them in a sentence.	English Activity Complete a reading comprehension activity (You can find this in your home learning pack) Handwriting Please spend 15 minutes doing a handwriting activity. You can watch a video on the curriculum visions websites in the English section.	Mental Maths Complete a mental maths activity. (You can find this in your home learning pack)	Maths Activity Find: https://whiterosemaths.com/homelearning/year-2/ Start on Week 1 and work your way through the five lessons for this week. (The following week you will need to follow week 2 and so on) Watch video and compete online worksheet. Then	P.S.H.E/ Music Choose a music or P.S.H.E activity. (You can find more information in your pack)	Outdoor Activity <u>Sensory scavenger hunt.</u> Collect items you're sure to find around the garden (wood chips, dandelions, leaves, pebbles) How do they feel/smell/look etc.

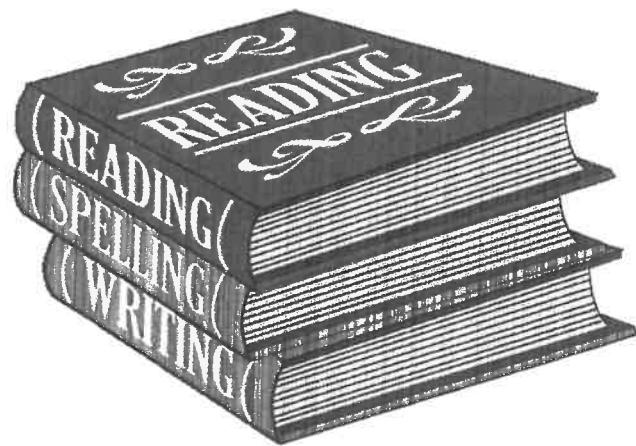
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				check answers.			
Wednesday	P.E with Joe wicks	Spelling Activity Practise spelling 5 common exception words by writing them in a sentence.	English Activity Start a writing activity (You can find this in your home learning pack) Handwriting Please spend 15 minutes doing a handwriting activity. You can watch a video on the curriculum visions websites in the English section.	Mental Maths Complete a mental maths activity. (You can find this in your home learning pack)	Maths Activity Find: https://whiterosemaths.com/homelearning/year-2/ Start on Week 1 and work your way through the five lessons for this week. (The following week you will need to follow week 2 and so on) Watch video and compete online worksheet. Then check answers.	Geography Complete an activity from the Geography pack (You can find this in your home learning pack)	Outdoor Activity <u>Kitchen utensil bubble wands.</u> Go through a kitchen drawer and collect slotted spoons, spatulas, and anything else that has holes to make bubbles. Make your own bubble solution and then head out to see which utensil creates the best bubbles.
Thursday	P.E with Joe wicks	Spelling Activity Practise spelling 5 common exception words by writing them in a sentence.	English Activity Finish your writing activity. (You can find this in your home learning pack) Handwriting Please spend 15 minutes doing a	Mental Maths Complete a mental maths activity. (You can find this in your home learning pack)	Maths Activity Find: https://whiterosemaths.com/homelearning/year-2/ Start on Week 1 and work your way through the five lessons for this week. (The	Art Choose a famous artist and recreate one of their famous artworks. (You can find more information in the home learning pack)	Outdoor Activity <u>Nature collage</u> Make a nature collage using all things found in your garden/home. Try to make it as colourful as possible.

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Friday	P.E with Joe wicks	Spelling Activity Practise spelling 5 common exception words by writing them in a sentence.	handwriting activity. You can watch a video on the curriculum visions websites in the English section.	Mental Maths Complete a mental maths activity. (You can find this in your home learning pack)	following week you will need to follow week 2 and so on) Watch video and compete online worksheet. Then check answers.	D&T Go onto https://www.stem.org.uk/resources/collection/462629/10-food-based-sessions Choose an activity from the food based activities.	Outdoor Activity Spooky sounds Sit quietly for 60 seconds, make a list of everything you can hear. Try this in different places, indoors, outdoor or even in the bath. What do you think it would sound like in space?
		English Activity Week 1 & 2 Complete a non-fiction reading activity Week 3,4,5 and 6 Go onto Curriculum Visions choose a Nonfiction book to read and write down 5 facts that you learnt. Handwriting Please spend 15 minutes doing a handwriting activity. You can watch a video on the curriculum visions websites in the English section.		Maths Activity Find: https://whiterosemaths.com/homelearning/year-2/ Start on Week 1 and work your way through the five lessons for this week. (The following week you will need to follow week 2 and so on) Watch video and compete online worksheet. Then check answers.			

Home Learning pack for English



Writing Activities

For each writing activity spend the first lesson planning/ building up to writing and then complete the final writing piece in the second lesson.

1) Instructions

Write a set of instructions/ recipe for how to make your favourite dish.

Remember-

- start each instruction on a new line
- number the instructions
- start with bossy verbs/ commands e.g. cut, spread
- include adverbs to describe how to do things e.g. carefully
- use adjectives e.g. small spoon
- use conjunctions e.g. but, because
- use commas for lists e.g. add the flour, salt and yeast

2) Leaflet

You need to find out as much information as you can about two endangered animals. Use the facts you have gathered to create a leaflet. Make it as interesting and detailed as possible.

Possible headings-

- Where does it live?
- What does it eat?
- What does it look like?
- Why is it endangered?
- How can we protect it?

3) Story Setting Description

Choose from one of the settings and write a description. Remember to use-

- Expanded noun phrases e.g. the giant, scary house
- Conjunctions to add extra detail
- A variety of sentence starters
- A variety of punctuation

4) Story

Write a story using your setting description.

Lesson 1- Use the template to plan your story. Plan which characters will be in your story (beginning), what the main problem in the story will be (middle) and how that problem gets solved (end).

Lesson 2- Write your story with three separate paragraphs- beginning middle and end.

Remember to use-

- Expanded noun phrases e.g. the giant, scary house
- Conjunctions to add extra detail
- A variety of sentence starters
- A variety of punctuation

5) Poem

Write an acrostic poem about your favourite season. An acrostic poem is a type of poetry where the first, last or other letters in a line spell out a particular word or phrase. For example

Cuddly and soft fur,

Animals who like to purr,

They're always catching mice!

Sharp claws that like to scratch.

6) Creative Writing Questions

We have provided some creative writing questions where children need to try and answer the question in any form they like. It could be in the style of a story or diary entry; the key is to be as creative as possible! Remember to use lots of adjectives, conjunctions and a variety of punctuation.

Story Settings Description



Key Words

spooky haunted gloomy

scary frightening

terrifying dark cold

dangerous mysterious

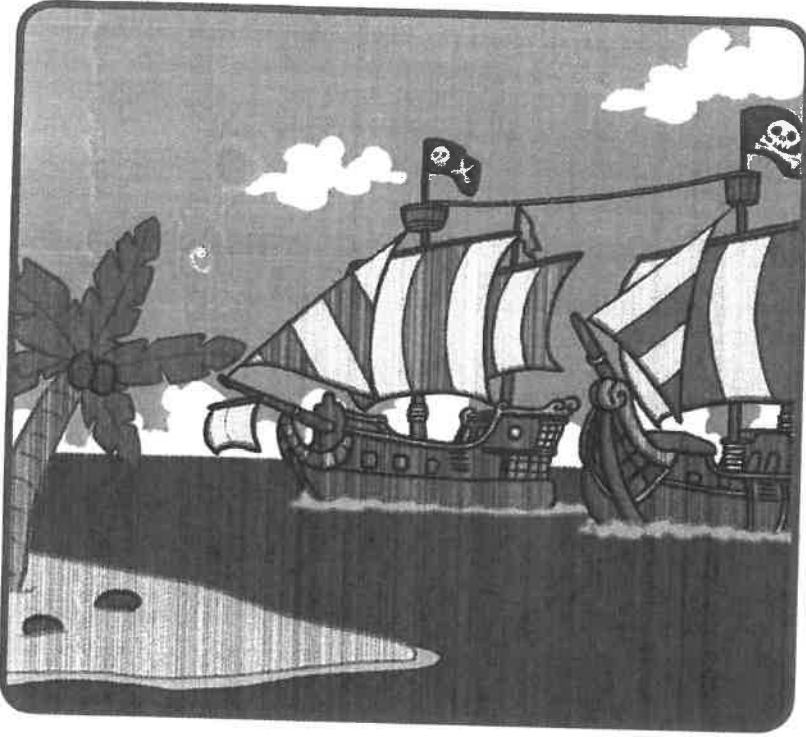
eerie lonely creepy foggy

misty

Can you write a paragraph about this setting?

[illegible]

Story Settings Description



Key Words

windy warm hot tropical
beautiful magnificent
noisy dangerous
ferocious swashbuckling
daring sandy exciting
adventurous frightening

Can you write a paragraph about this setting?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the left side, there are several small, dark marks or artifacts, possibly from the scanning process or the edge of the paper. The overall appearance is that of a clean, unused piece of stationery.

Who? _____

Where? _____

What was the problem? _____

How was it solved? _____

End: _____

If you could have any fantasy pet, what would it be and why?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be slightly tilted or the camera angle is not perfectly straight, giving the lines a slight perspective. There is no handwriting or other markings on the paper.

How did this pirate get stuck on a deserted island?



Common-Exception Words

h o u r e f s h i j k i
m n o p y r u t u v w m
o z a b e d g s g h i p
v l m n o p a h s t u r
e x y z a b r o w f g o
i j k l m n o u o r s v
s u r e y z a l u d e e
g h i j k l m d l p q r
s t u v w h o z d b c d
e f g h i j k l m n o p
q c o u l d w h o l e b
p r o v e h i j k l m n

hour
move
prove
improve

sure
sugar
eye
could

should
would
who
whole



Common-Exception Words

d o o r d f l o o r y s
 h w f r b e h i n d w z
 p z i s c d z f g h c j
 o l n n o p q r s t h v
 o x d m z z c w z f i h
 r j k i n d o i q r l t
 e v w n s z a l j d d f
 g j i d k z m d o p r z
 c l i m b x y z a b e d
 z f g h c h i l d n n p
 q r t z d j y x z z a b
 b e c a u s e j k z m n

door
 floor
 poor
 because

find
 kind
 mind
 behind

child
 children
 wild
 climb



Year 1 & 2 Common Exception Words

This Spot the Mistake with Mr. Whoops pack will cover the words from this statutory spelling list:

Year 1		Year 2	
a	is	after	cold
are	love	again	could
ask	me	any	door
be	my	bath	even
by	no	beautiful	every
come	of	because	everybody
do	once	behind	eye
friend	one	both	fast
full	our	break	father
go	pull	busy	find
has	push	child	floor
he	put	children	gold
here	said	Christmas	grass
his	says	class	great
house	school	climb	half
I	she	clothes	hold
			hour
			improve
			kind
			last
			many
			mind
			money
			most
			move
			Mr
			Mrs
			old
			only
			parents
			pass
			past
			path
			people
			plant
			poor
			pretty
			prove
			should
			steak
			sugar
			sure
			told
			water
			who
			whole
			wild
			would

Mr Whoops is a little bit clumsy...OK, OK, he's a lot clumsy! Even though he's really trying hard with his writing, he's still accidentally misspelt 14 of his Y1/Y2 common exception words. Can you spot his mistakes?

Highlight them in the passage of text.

Could you then correct the words at the bottom of the sheet and create a list for Mr. Whoops to practise?



Activity 2:

After schul, Msr Jones from down the road takes em and my frend to the park. I love to clime really high on the climbing frames with the other childrun. Once, a cheld didn't howld on like you shud so eh fell from the very top and all the way to the flur! His farthr had to take him to the doctors and sed he wasn't allowed to play outside for a howl week until his injured arm had healed.

Mr. Whoops needs to practise these words:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Mr Whoops is a little bit clumsy...OK, OK, he's a lot clumsy! Even though he's really trying hard with his writing, he's still accidentally misspelt 12 of his Y1/Y2 common exception words. Can you spot his mistakes?

Highlight them in the passage of text.

Could you then correct the words at the bottom of the sheet and create a list for Mr. Whoops to practise?



Activity 3:

The weather was so beautiful today that my class were allowed to stay outside for our art lesson. We sat on the grass and looked at pretty, colourful flowers. I had a plant that looked like it was made from gold because the sun was shining on it. There were lots of wild flowers in our school forest. I hope we do a lesson like that again soon.

Mr. Whoops needs to practise these words:

Mr Whoops is a little bit clumsy...OK, OK, he's a lot clumsy! Even though he's really trying hard with his writing, he's still accidentally misspelt 12 of his Y1/Y2 common exception words. Can you spot his mistakes?

Highlight them in the passage of text.

Could you then correct the words at the bottom of the sheet and create a list for Mr. Whoops to practise?



Activity 4:

My parunts took me and some friends to a worter park at the weekend. It was great but ew cud hardly muve it was so bzy! There wer families everywhere, all queuing for different rides. A boy beehinde me tried to pushe in the queue, but hsi father told him off and said he had to be laste in the queue aftr that.

Mr. Whoops needs to practise these words:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Mr Whoops is a little bit clumsy...OK, OK, he's a lot clumsy! Even though he's really trying hard with his writing, he's still accidentally misspelt 12 of his Y1/Y2 common exception words. Can you spot his mistakes?

Highlight them in the passage of text.

Could you then correct the words at the bottom of the sheet and create a list for Mr. Whoops to practise?



Activity 5:

ew have sports day next week and I'm sor it'll eb so much fun! Evrybodi hsa to join in, evn if you don't like playing sports. I didn't want to join in last year because I'm not grate at any sport but ym teacher says it's not about being the best, it's about trying to inpruve each year. I want to prouve to myself that I can run faste and make rM Gill proud.

Mr. Whoops needs to practise these words:

The Enormous Turnip



Once upon a time, there lived a little old man and a little old woman. One day, the little old man planted some turnip seeds. One of the turnips grew... and grew... and grew... until it was enormous.

The little old man pulled, and pulled, and pulled, but still the turnip would not budge. The little old man shouted to his wife to help. Together they pulled, and pulled, but still the turnip would not budge! So the little old man and the little old woman shouted to a boy who was playing in the field. Together they pulled, and pulled, and pulled, but still the turnip would not budge!



So the little old man, the little old woman and the boy shouted to a girl to help them. Together they pulled, and pulled, and pulled, but still the turnip would not budge! So the little old man, the little old woman, the boy and the girl shouted to the old man's dog to help them. Together they pulled, and pulled, and pulled, but still the turnip would not budge!

So the little old man, the little old woman, the boy, the girl and the dog called the little old woman's cat to help. Together they pulled, and pulled, and pulled, but still the turnip would not budge! So the little old man, the little old woman, the boy, the girl, the dog and the cat called the farmhouse mouse to help.



Together they pulled, and pulled, and pulled, and suddenly... out popped the enormous turnip! The little old man was very pleased. He invited everyone round for a turnip dinner!



Questions about The Enormous Turnip

Answer the questions below in full sentences.

1. Name all the characters in the story.

2. Who did they call for after the little old woman? Where was this character?

3. Who did they call to help them after the boy?

4. Which animals lived at the farmhouse?

5. Who did they call to help them before the cat?

6. Why do you think they wanted to pull up the turnip?

7. Why do you think the turnip wouldn't budge?

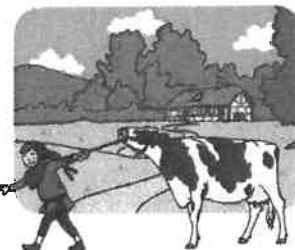
8. Describe the turnip using three adjectives.

9. How many characters did it take to pull out the turnip?

10. Why do you think the little old man invited everyone round for turnip dinner?

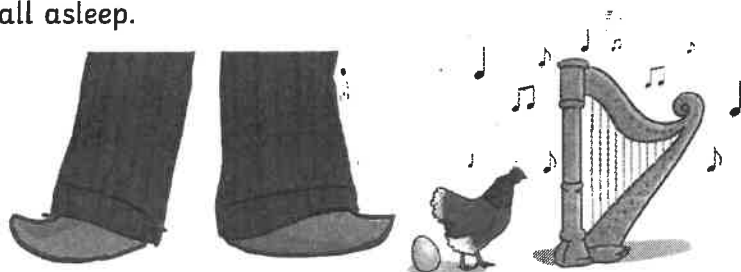
Jack and the Beanstalk

Once upon a time, there was a boy called Jack. Jack lived in a cottage with his mother. They were very poor and their most valuable possession was a cow. One day, Jack's mother asked him to take the cow to market to sell. On the way, Jack met a man who gave him some magic beans in exchange for the cow.



When Jack came home with the beans his mother was angry. She threw the beans out of the window and sent him to bed. The next morning, Jack looked out of the window. A giant beanstalk had grown in the garden! Jack decided to climb the beanstalk. It was so tall, it went right up to the sky and through the clouds!

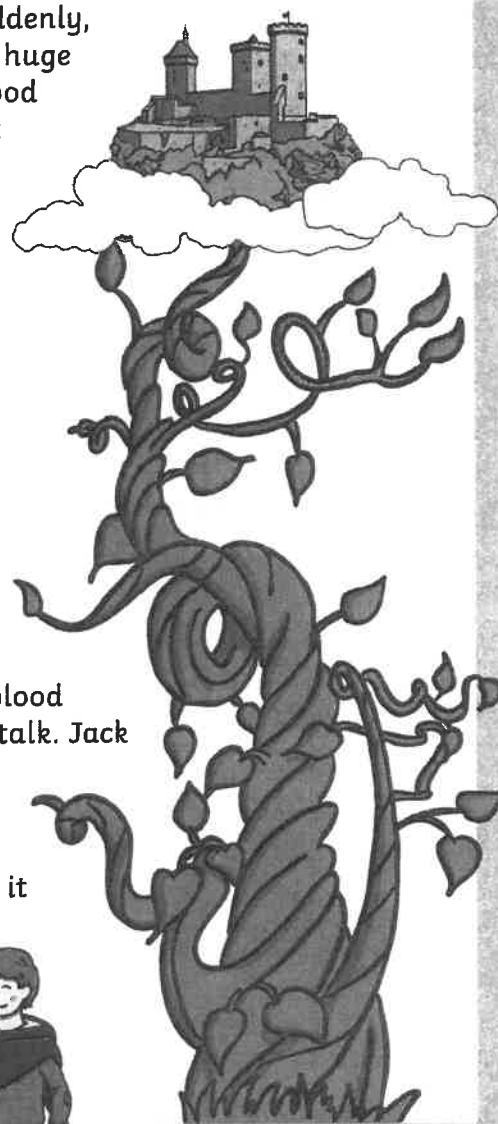
When Jack finally reached the top, he saw an enormous castle. Jack decided to go inside; all the furniture was huge! Suddenly, Jack heard a loud noise. He ran into a cupboard to hide. A huge giant came into the room. "Fee, Fi, Fo, Fum, I smell the blood of an Englishman!" he bellowed. The giant sat down at the table. On the table was a hen and a golden harp. "Lay!" said the giant and the hen laid an egg; it was made out of solid gold. "Sing!" said the giant and the harp sang. The beautiful music made the giant fall asleep.



Jack jumped out of the cupboard and took the hen and the harp. As he ran, the harp cried, "Help master!"

The giant woke up and called, "Fee, Fi, Fo, Fum, I smell the blood of an Englishman!" He chased Jack to the top of the beanstalk. Jack climbed down the beanstalk and the giant followed him.

As Jack got to the bottom of the beanstalk, he shouted, "Help!" Jack's mother came out with an axe. She used it to chop the bottom of the beanstalk. The giant fell and crashed to the ground. He was never seen again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.



Questions about Jack and the Beanstalk

Answer the questions below in full sentences.

1. What was the most expensive item that Jack and his mother owned?

2. Who gave Jack something in exchange for his cow? What was it?

3. How do you think Jack's mother felt when she found out what Jack had done with their cow?

4. Where did the beanstalk grow?

5. How can you tell the beanstalk was high?

6. What was the giant's catchphrase?

7. How did the giant find out about Jack?

8. Describe how you think the giant's egg looked using three adjectives.

9. Who saved the day and how?

10. Do you think it was a happy ending for everyone?

Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. She lived with her mother in a village near a forest. One day, Little Red Riding Hood went to visit her grandmother. She took a basket of food with her. Her mother warned her before she left, "Remember not to talk to any strangers."



On her way, Little Red Riding Hood met a wolf. "Hello," said the wolf. "Where are you going?"

"I'm going to visit my grandmother who lives in the forest," explained Little Red Riding Hood. She continued on her way.

The wolf ran to her grandmother's house. He went inside and locked Granny in the wardrobe! He put on her nightgown and got into her bed.



A little later, Little Red Riding Hood arrived at Granny's house. She knocked on the door, then went inside. Little Red Riding Hood went over to her grandmother's bed.



"Oh Granny, what big ears you have," she said.

"All the better to hear you with," answered the wolf.

"Oh Granny, what big eyes you have," said Little Red Riding Hood.

"All the better to see you with," replied the wolf.

"Oh Granny, what big teeth you have," gasped Little Red Riding Hood.

"All the better to eat you with!" replied the wolf.

"Help!" shouted Little Red Riding Hood, as she realised that it was in fact a wolf in her grandmother's bed. She ran out of the house.

A woodcutter was nearby. He heard Little Red Riding Hood scream and ran to the house. The woodcutter hit the wolf over the head and let Granny out of the wardrobe. The wolf ran away and Little Red Riding Hood never saw him again.



Questions about Little Red Riding Hood

Answer the questions below in full sentences.

1. Name all four characters in the story.

2. Where was Little Red Riding Hood trying to go? What did she take with her?

3. What stopped Little Red Riding Hood on her way?

4. How do you think Granny felt when the wolf arrived at her house? Why?

5. How did the wolf try to make himself look like Granny?

6. Why did the wolf dress up as Granny?

7. What did Little Red Riding Hood notice was different about Granny in bed?

8. Describe the wolf using three adjectives.

9. How did the woodcutter know to come to the house?

10. What do you think was the moral (message) of the story?

The Three Little Pigs

Once upon a time, there lived three little pigs. One day, they decided to leave home and build houses of their own. The first little pig thought that straw would make a good house. He built the house very quickly and he was very pleased with it. The second little pig thought that sticks would make a fine house. He built the house very quickly and he was very pleased with his house too. The third little pig thought that bricks would make a strong house. It took him a long time to build the house, but he was very pleased with it.

The next day, a big bad wolf came along. He saw the first little pig in his house of straw. "Little pig, little pig, let me come in," he called.

"Not by the hair on my chinny, chin, chin, I will not let you in!" cried the first little pig.

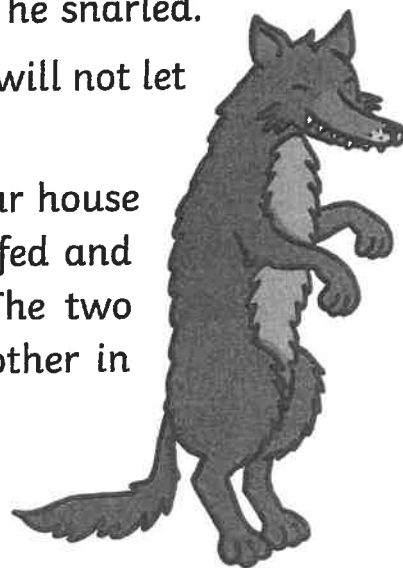
"Then I'll huff and I'll puff and I'll blow your house down!" growled the big bad wolf. So he huffed and he puffed and he blew the house down! Terrified, the first little pig escaped and ran to join his brother in the house made of sticks.

The big bad wolf followed the little pig to the house made of sticks. "Little pig, little pig, let me come in," he snarled.

"Not by the hair on my chinny, chin, chin, I will not let you in!" shouted the second little pig.

"Then I'll huff and I'll puff and I'll blow your house down!" warned the big bad wolf. So he huffed and he puffed and he blew the house down! The two little pigs escaped and ran to join their brother in the house made of bricks.

The big bad wolf followed the little pigs to the house made of bricks. "Little pig, little

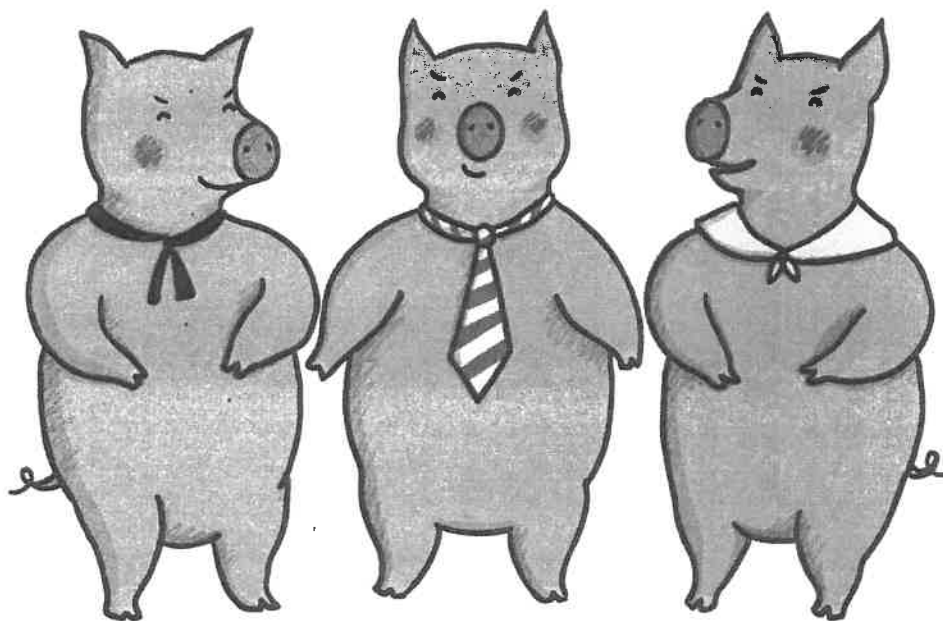


pig, let me come in," he called again.

"Not by the hair on my chinny, chin, chin, I will not let you in!" yelled the third little pig.

"Then I'll huff and I'll puff and I'll blow your house down!" threatened the big bad wolf. He huffed and he puffed, but the house was too strong. He could not blow it down! This made the big bad wolf very angry. He climbed onto the roof of the house so he could crawl down the chimney. The big bad wolf was in for a big surprise! The third little pig had been cooking a big pot of stew and SPLASH! The wolf fell right into the pot! The wolf was very shocked. He jumped out of the pot and ran straight out of the house. He never came back again. The three little pigs lived happily ever after in the house made of bricks.

The end.



The Three Little Pigs

Answer the questions below in full sentences.

1. What materials did the three pigs use to build their houses?

2. Which is your favourite word or phrase in the story. Why?

3. Write down two phrases that are repeated throughout this traditional tale.

4. How did the wolf know where to find the house of sticks and house of bricks?

5. What did the wolf do after the first little pig said that he couldn't come in?

6. Why didn't the third house blow down?

7. How do you think the three little pigs were feeling while the big bad wolf was trying to blow down their houses and then after he'd climbed down the chimney?

8. Explain whether this story has a happy ending for all the characters.

9. Describe the wolf using three adjectives.

10. What would be an alternative ending for the story?

The Gingerbread Man

Once upon a time, there lived a little old woman and a little old man. One day, the little old woman was baking a delicious gingerbread man. When she opened the oven, the gingerbread man jumped off the baking tray and ran out of the house! The little old woman and the little old man ran after the cheeky gingerbread man, yelling, "Stop! Stop!" Sadly, they could not catch him. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



The gingerbread man ran until he came to a cat. "Stop! You look good enough to eat!" said the cat. The little old woman, the little old man and the cat ran after the gingerbread man.

The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



The gingerbread man ran until he came to a dog. "Stop! You look good enough to eat!" said the dog. The little old woman, the little old man, the cat and the dog ran after the gingerbread man.

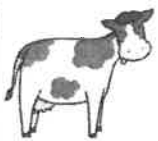
The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



The gingerbread man ran on, then he came to a cockerel. "Stop! You look good enough to eat!" said the cockerel. The little old woman, the little old man, the cat, the dog and the cockerel ran after the gingerbread man. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



The gingerbread man ran down the lane and came to a pig. "Stop! You look good enough to eat!" said the pig. The little old woman, the little old man, the cat, the dog, the cockerel and the pig ran after the gingerbread man. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



A little further on, the gingerbread man came to a cow. "Stop! You look good enough to eat!" said the cow. The little old woman, the little old man, the cat, the dog, the cockerel, the pig and the cow ran after the gingerbread man. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



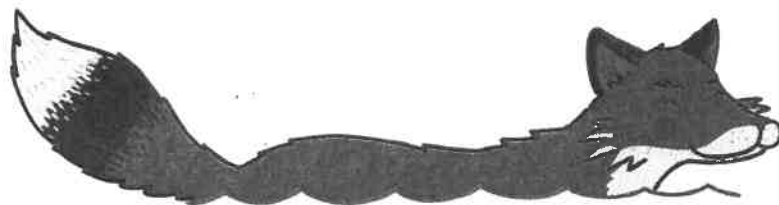
The gingerbread man ran on, until he came to a horse. "Stop! You look good enough to eat!" said the horse. The little old woman, the little old man, the cat, the dog, the cockerel, the pig, the cow and the horse ran after the gingerbread man. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



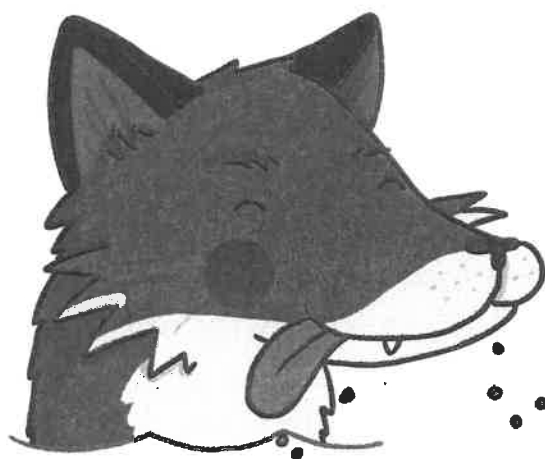
It was not long before the gingerbread man came to a boy. "Stop! You look good enough to eat!" said the boy. The little old woman, the little old man, the cat, the dog, the cockerel, the pig, the cow, the horse and the boy ran after the gingerbread man. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



The gingerbread man kept running and came to a girl. "Stop! You look good enough to eat!" said the girl and joined in the chase.



The gingerbread man ran on, until he came to a river. He stopped as he could not swim! Just then, a fox came by. "I can help you cross the river," said the fox. "Just hop onto my tail and I will swim across." The gingerbread man saw the others coming. He knew that if he did not go with the fox he would be eaten, so he jumped onto his tail. Soon the gingerbread man began to get wet. "Climb onto my back," suggested the fox, so the gingerbread man did. The water was getting even deeper. This time the fox said, "Jump onto my nose so that you don't get wet." The gingerbread man climbed onto the tip of his nose. Just then, the fox tipped back his head and the gingerbread man flew into the air. The fox opened his mouth and SNAP! That was the end of the gingerbread man.



The end.

The Gingerbread Man

1. Why did the gingerbread man run away?

2. Which is your favourite word or phrase in the story. Why?

3. Write down two phrases that are repeated throughout this traditional tale.

4. Which characters chased the gingerbread man **before** he came to the cow?

5. Why were the characters chasing the gingerbread man?

6. Which characters chased the gingerbread man **after** the cow?

7. How do you think the gingerbread man was feeling when he was on the baking tray, when he was being chased and when he met the fox?

8. Explain whether this story has a happy ending for all the characters.

9. Describe the fox using three adjectives.

10. What would you have done if you were the gingerbread man at the river?
Why?

The Three Billy Goats Gruff

Once upon a time, there were three Billy Goats Gruff. They lived in a valley in the hills. One day, they saw a field of sweet, green grass on the other side of the valley. They decided to go there. To reach the valley, the three billy goats had to cross a river.

There was only one bridge across the river and underneath there lived a terrible, grumpy troll. He never let anyone cross and he always gobbled them up for his breakfast. The three goats made a plan.

The smallest Billy Goat Gruff was the first to get to the bridge. Trip trap, trip trap went his hooves as he walked across the bridge. "Who's that trip trapping over my bridge?" growled the troll.

"It's only me, the little Billy Goat Gruff," said the smallest goat.

"Then I'm going to eat you up!" roared the troll.

"Don't eat me, I'm much too little," said the smallest Billy Goat Gruff. "My brother is coming after me and he is much bigger."

"Hmm," grunted the troll. "Then I will wait for him."

Next, the medium-sized Billy Goat Gruff came over the bridge. Trip trap, trip trap went his hooves. "Who's that trip trapping over my bridge?" growled the troll.

"It's only me, the medium-sized Billy Goat Gruff," said the goat.

"Then I'm going to eat you up!" roared the troll.

"Don't eat me, I'm much too little," said the medium-sized Billy Goat Gruff. "My brother is coming after me and he is much bigger."

"Hmm," grunted the troll. "Then I will wait for him."

Soon, the biggest Billy Goat Gruff came over the bridge. Trip trap, trip trap went his hooves.

"Who's that trip trapping over my bridge?" growled the troll.

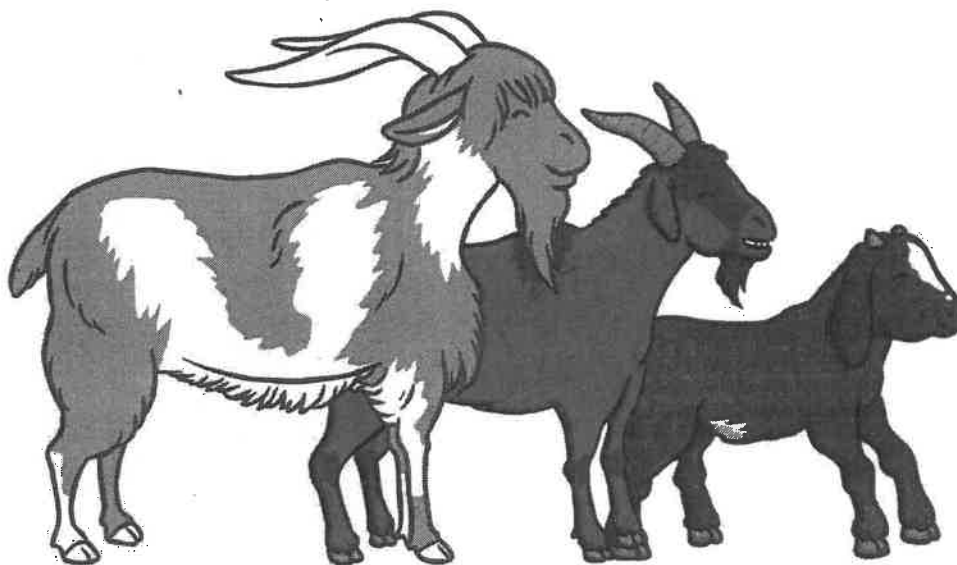
"It's me. Big Billy Goat Gruff," said the goat.

"Then I'm going to eat you up!" roared the troll.



"Oh no you won't!" shouted the biggest goat, and he lowered his horns and charged at the troll. Smack! He butted him right over the edge of the bridge. The troll fell into the river and was never seen again.

The big Billy Goat Gruff joined his brothers. They found their field of sweet, green grass and ate their fill.



The Three Billy Goats Gruff Questions

1. Where did the three Billy Goats Gruff live?

2. Write down two phrases that are repeated throughout the traditional tale.

3. Why did the goats want to cross the bridge?

4. Why did they have to hatch a plan?

5. Why did the troll wait for the next brother?

6. What could the troll hear as the goats crossed the bridge?

7. Does this story have a happy ending for all the characters?

8. Describe the troll using three adjectives.

9. Which is your favourite word or phrase in the story and why?

10. What would be an alternative ending for the story?

The Diary of Samuel Pepys

Sunday 2nd September 1666



Dear Diary,

My maid, Jane, called up to me early this morning to tell me there was a big fire burning in the city. It was far away so I went back to sleep. When I got up this morning, I saw the fire out of my window but it was still far away. Jane came to tell me the fire began in a bakery on Pudding Lane and 300 houses had been burned down. She was very worried and I began to panic. The fire is spreading and I am afraid my house will be burned down!

Monday 3rd September 1666

Dear Diary,

The fire is still getting bigger! I am very scared because it is getting closer to my house! Today, I hid all my money in the cellar. I hope it is hidden deep enough so that it will be safe from the fire.



Tuesday 4th September 1666

Dear Diary,

The awful fire continues! Early this morning, I put all my most expensive things in a cart and took them to my friend's house. I was in such a hurry I didn't even get dressed. I just wore my nightgown! On the way, I saw lots of people running away from the fire. I hope this fire doesn't get any worse. If it does, I will dig a hole in the garden and bury my bottles of wine and cheese to keep them safe.



Questions

1. Where did the fire begin? Tick one.

☐ Cake Street

☐ Pudding Lane

☐ Bread Pond

2. Draw lines to match these sentences.

Samuel Pepys hid

to his friend's house.

Samuel Pepys took his expensive things

all his money in the cellar.

Samuel Pepys was afraid

his house would burn down.

3. Number the events below to show the order in which they happened in the diary. The first one has been done for you.

	Samuel hides all his money in the cellar.
1	Samuel sees the fire out of his window.
	Samuel begins to panic.
	Samuel takes his things to his friend's house.

4. Find and copy one word that shows what Samuel Pepys thinks of the fire.

5. What do you think Samuel Pepys will do on Wednesday 5th September 1666?

The Battle of Bosworth

What a mistake!

When Richard heard about Henry's invasion, he did not think it was a real threat because he expected the Welsh landowners to attack Henry.

Eventually, Richard realised his mistake. Richard was shocked to find out the Welsh landowners were actually helping Henry!

Richard marched his army to meet Henry's army in Leicester.

Richard knew that Lord Stanley would only support the side he would get the most reward from. Richard did not trust Lord Stanley to be on his side.

The Battle of Bosworth

The fighting began on the 22nd August, 1485. The Stanleys stayed away at first, because they needed to work out whether they were going to support Henry or Richard in the battle. Both armies suffered huge injuries.

Then things changed.

King Richard decided to charge at Henry himself. Henry's bodyguards closed ranks and saved him. Suddenly, Lord Stanley decided who to support! He attacked Richard, and defended Henry.

King Richard III of England was killed and his army ran away.

The Yorkist king was dead. Lord Stanley picked up the crown from the ground and placed it on Henry's head. Henry Tudor of the House of Lancaster was now King Henry VII of England.

The red rose was the badge of the Lancastrians and the white rose was the badge of the Yorkists.

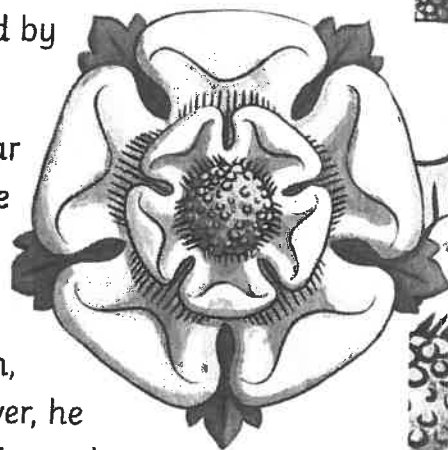


The Battle of Bosworth

King Richard III of England

The Wars of Roses began in the middle of the 1400s. It was called this because each side of the battle was represented by a rose.

Richard III was a Yorkist king, but he was not popular with everybody. He may have been a good king, but some people thought that he had killed members of his own family!



After Richard's older brother died (King Edward IV), his son, also called Edward, should have been the next king. However, he was only 12 years old so Richard made important decisions about the country until the child was old enough to be crowned king.

Eventually Richard was crowned king and he had his brother's sons put in the Tower of London. They were never seen again. There are rumours that he had them killed so that he could always be king.

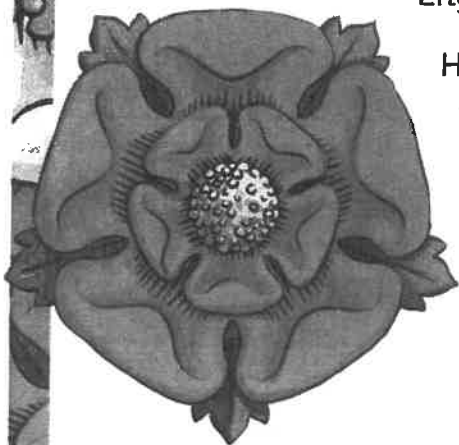
Henry Tudor

Henry Tudor also had a claim to the English throne so he wanted to get Richard off it! This meant that Henry needed money if he was going to get a strong enough army together to fight Richard and his army.

Henry had about 500 loyal followers and 1500 French soldiers but he needed more. He sailed from France to Wales and then Henry's army marched to the English border.

Henry managed to get the support and money of some of the most important landowners in South Wales, and made promises about what he would give them as a reward if they helped him and he became king.

Then Henry turned to his stepfather, Lord Stanley, and his brother, Sir William Stanley, for support. Both of these men owned land and gave Henry money.



The Battle of Bosworth

1. What colour rose was each side in the War of the Roses represented by?

2. Why did Richard make decisions about the country before he was king?

3. What did Henry need to do to become king?

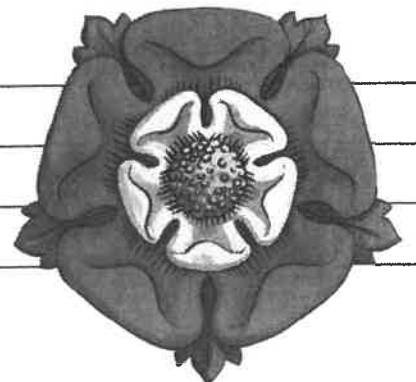
4. How did he get the money to do this?

5. When Richard heard about Henry's invasion what was he shocked to find out?

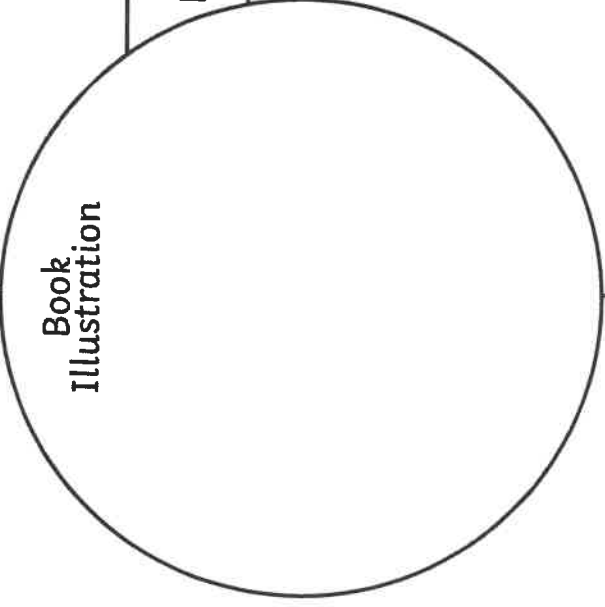
6. Could Richard depend on Lord Stanley being on his side? Explain your answer.

7. On which date did the Battle of Bosworth occur?

8. Which side did Lord Stanley decide to support in the end?



Book Review

Book Title: _____	Who would you recommend the book to? Why?
Author: _____	
Fiction or Non-fiction: _____	
What is the book about?	
Book Illustration 	
Rating: ★ ★ ★ ★ ★	
What ages and interests is this book suitable for? Why?	

**Home Learning
pack for Maths,
Science, Art,
Geography and
P.S.H.E**



Mental Maths- Suggested activities

5 times table- multiplication and division facts, counting forwards and backwards in 5s.

10 times table- multiplication and division facts, counting forwards and backwards in 10s.

3 times table- multiplication and division facts, counting forwards and backwards in 3s.

Number sequences- fill in missing number sequences going up/down in 1s, 2s, 3s, 5s or 10s.

Missing numbers- adding, subtracting and multiplication and division. Ask children to find out the missing sum in a number sentence. For example; $\square + 10 = 20$; $\square \times 5 = 40$

What is my number? Think of a number from 0-100. Write down 3 facts about your number. For example; My number is an even number. It is in-between the numbers 60-70. You can double 32 to get my number.

Money – How many ways can you use to make 36p? Ask children to make an amount in 2 different ways. For example; 10p can be made using two 5p's & it can be made using five 2p's.

Money—Change from £1. Provide different amounts of money that the children can use to get change from £1. For example; I buy a sweet for 25p and a chocolate bar for 15p, how much change do I get from £1.

Telling the time- Children must practise how to tell the time. Start with o'clock time, then half past and move on to quarter to and quarter past times. Practise at various times of the day.

Measurements involving distance, capacity and weight- Children need to practise measuring centimetres and metres. They also need to know how to measure liquids in millilitres and litres. They also need to practise weighing in grams and kilograms. Practise weighing different objects. For example: Weigh a tin of beans or rice. Measure the length of a book or pencil. Pour different amounts of water into a measuring jug to practice how to read the measuring scale on the side.

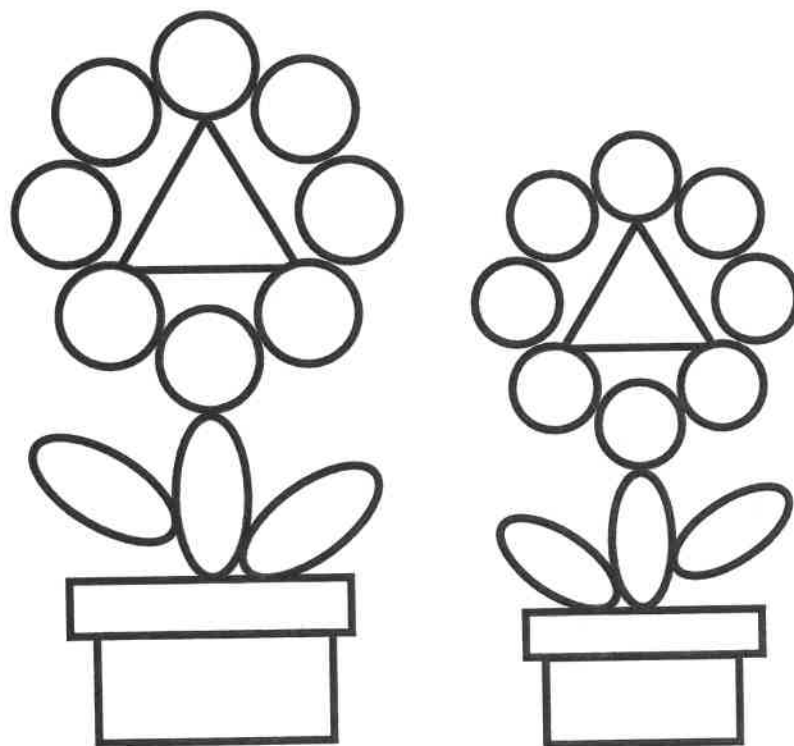
Springtime Colour by Multiplication



Answer:	1-10	11-20	21-30	31-60	61-80	81-100
Colour:	Red	Skin colour of your choice	Yellow	Green	Blue	Brown

2D Shape Picture

Write the shape properties and colour the 2D shapes hidden in this spring picture.



Shape	Name	Number of Sides	Number of Vertices	Colour
				Pink
				Yellow
				Brown
				Green

Spring Mosaic

Solve the calculations to reveal the hidden picture.

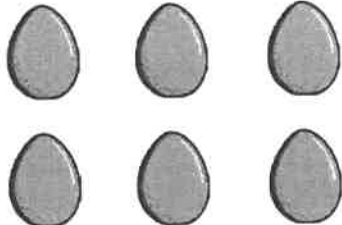
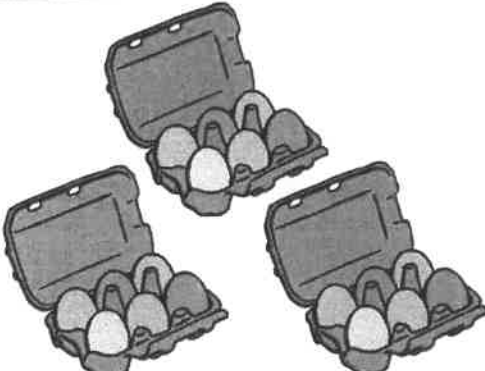
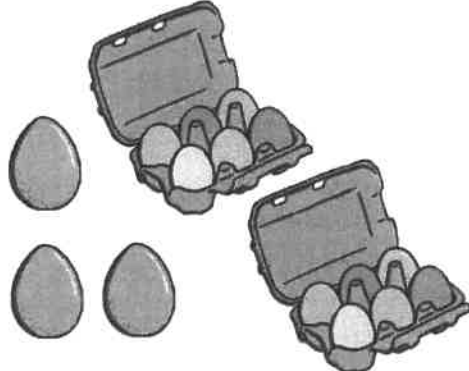
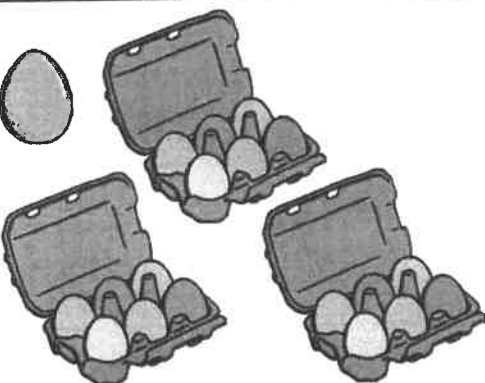
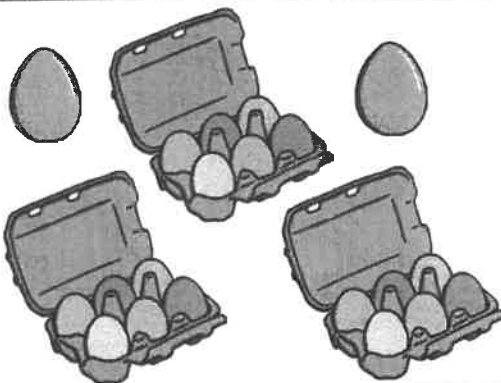
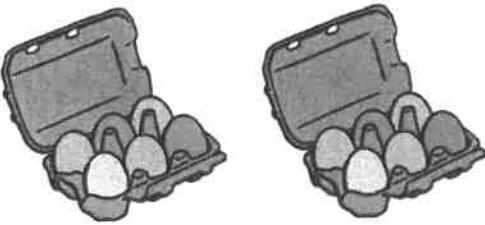
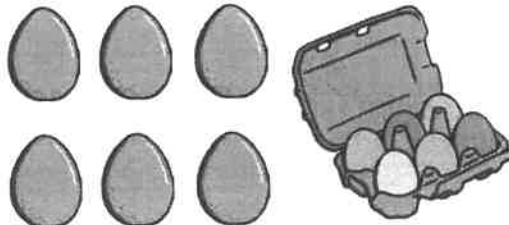
Each answer has a special colour.

Answer:	1-12	14-35	40-55	60-80
Colour:	Green	Yellow	Orange	Brown

				$37 + 15$				
		$22 + 10$	$20 + 20$	$39 + 11$	$50 - 10$	$35 - 12$		
	$15 + 14$	$11 + 12$	$80 - 30$	$44 + 6$	$55 - 12$	$18 + 12$	$19 + 8$	
		$35 - 9$	$34 - 10$	$30 - 5$	$29 + 3$	$13 + 10$		
				$10 + 10$				
	$3 + 8$			$6 + 6$			$7 + 3$	
		$15 - 4$		$10 - 8$		$3 + 3$		
			$5 + 5$	$5 + 3$	$19 - 10$			
$30 + 30$	$90 - 20$	$55 + 25$	$70 - 9$	$11 - 1$	$55 + 11$	$56 + 15$	$35 + 35$	$80 - 12$

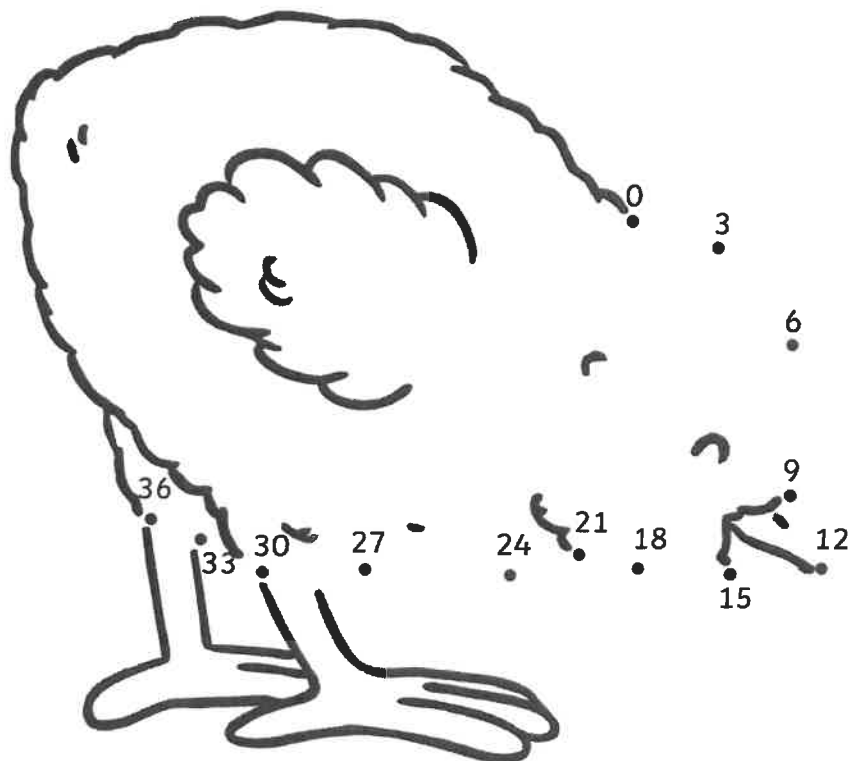
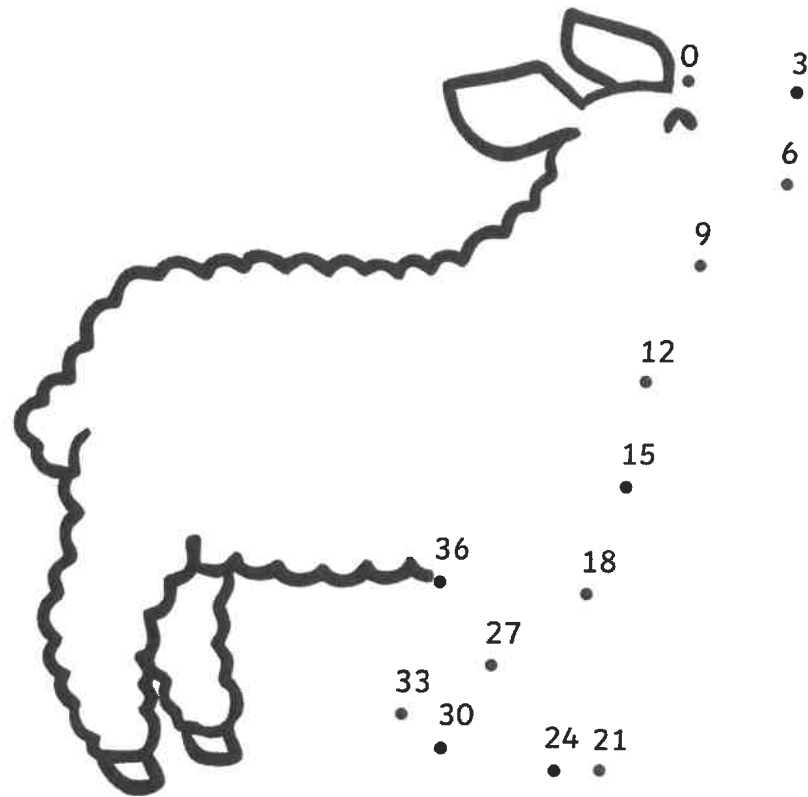
Comparing Numbers to 100

Use the $>$, $<$ or $=$ symbol to compare the number of eggs.

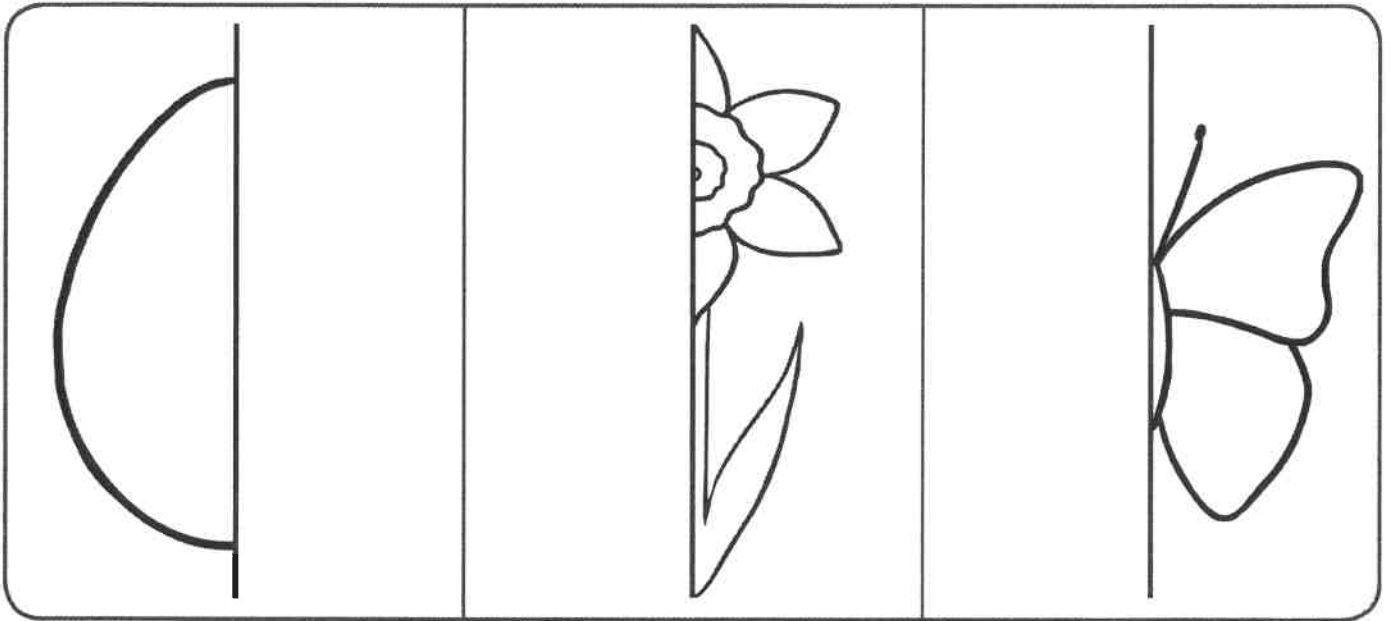
Count in 3s Dot to Dot

Join the dots to reveal the two spring pictures!

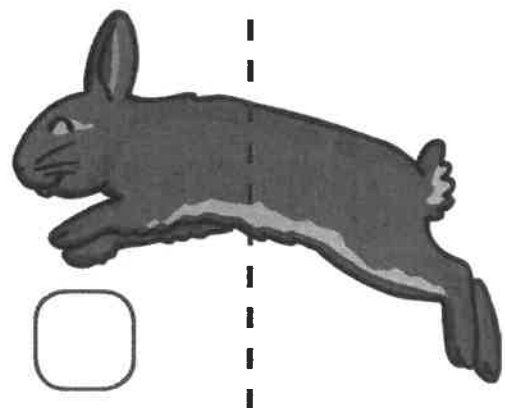
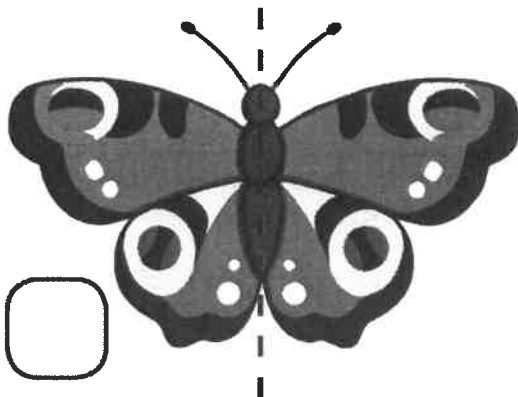
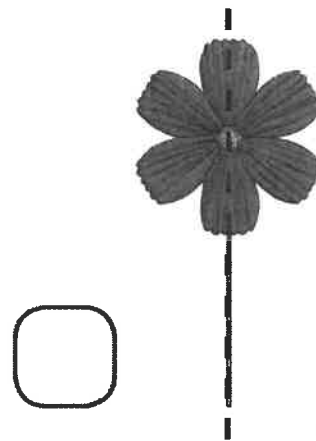
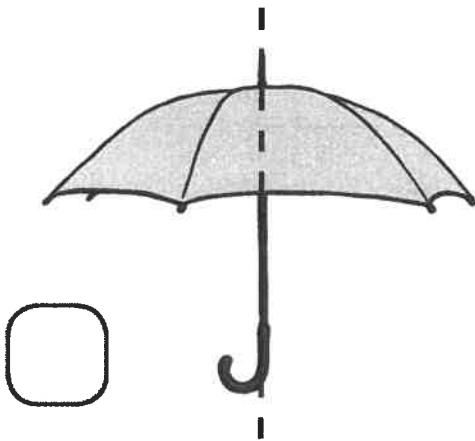


Spring Lines of Symmetry

Complete the other halves of these spring pictures.



Are these lines of symmetry correct? Tick or cross.



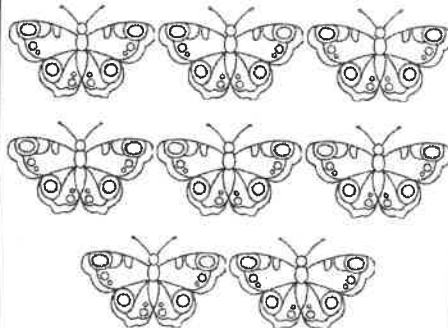
Spring Fractions

Colour the correct fractions of the spring pictures.

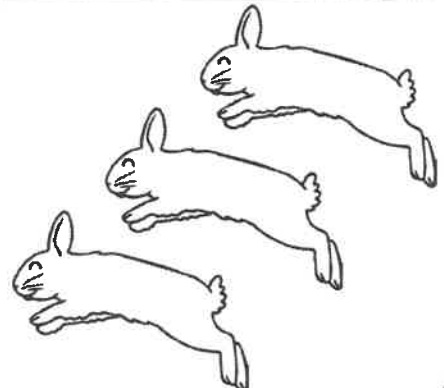
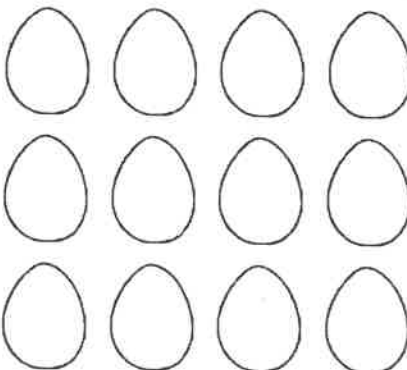
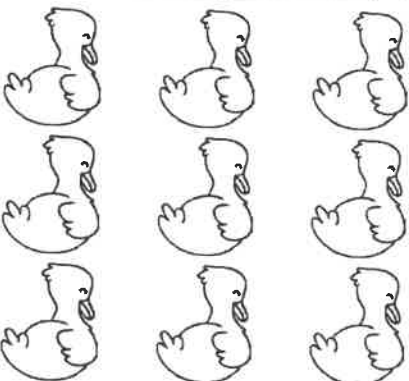
For each group of spring pictures, colour in $\frac{1}{2}$.



For each group of spring pictures, colour in $\frac{1}{4}$.

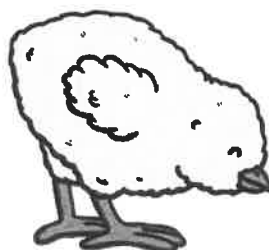
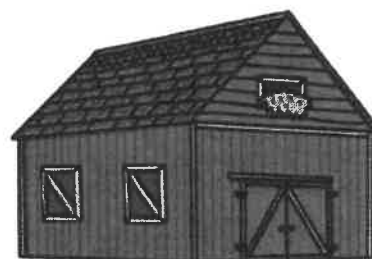
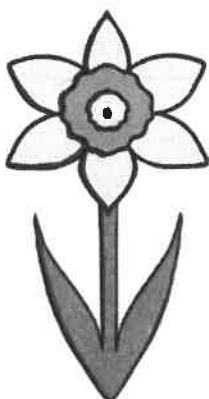
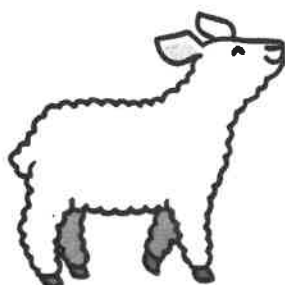
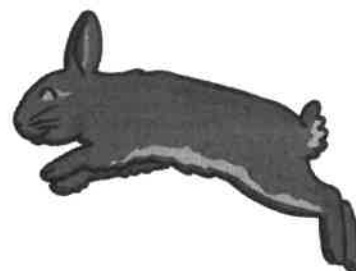
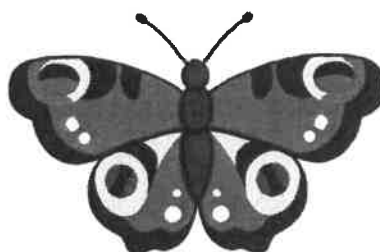


For each group of spring pictures, colour in $\frac{1}{3}$.



Measuring Length and Height

Circle the objects you would measure in centimetres. Tick the objects you would measure in metres.



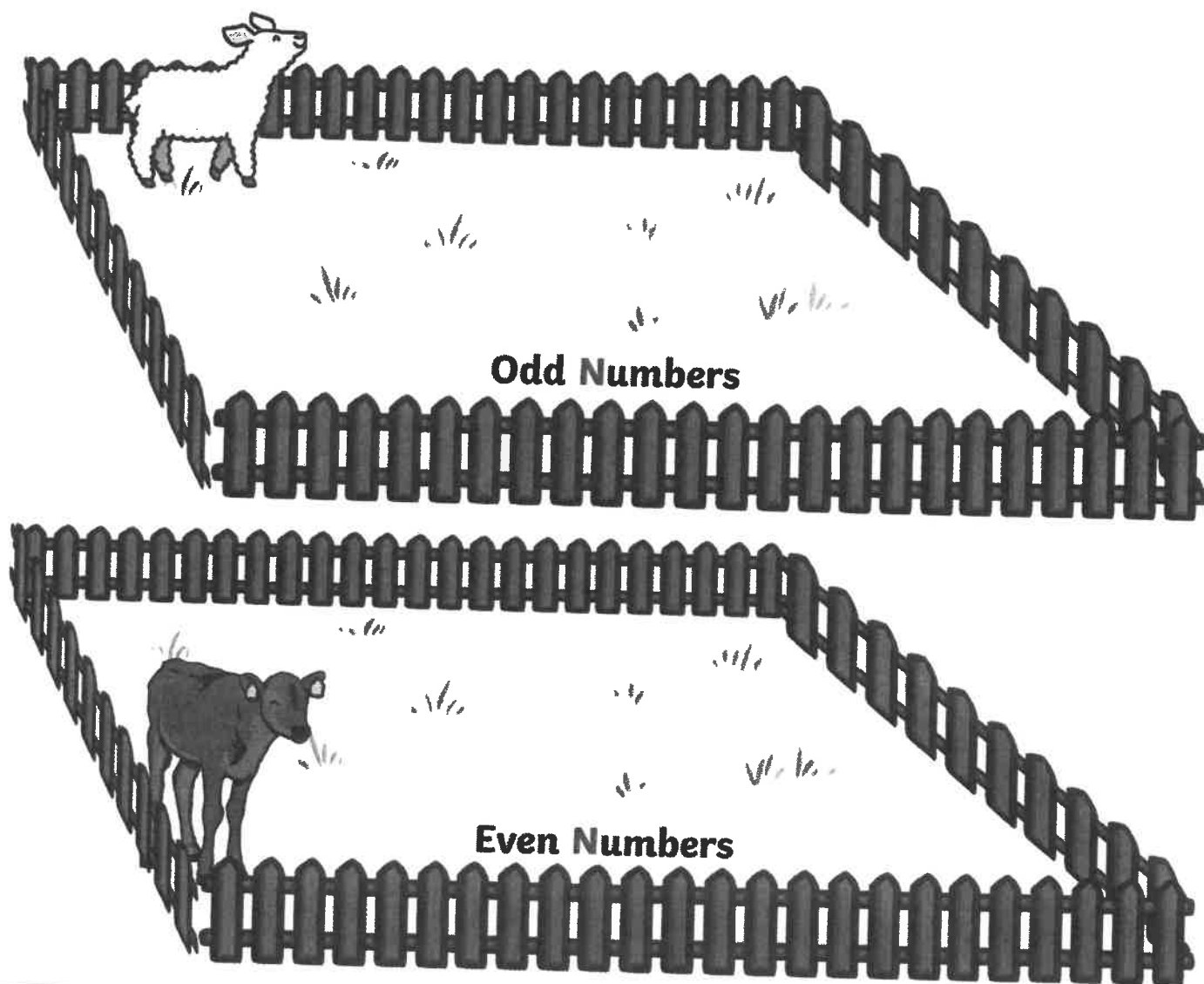
Odd and Even Farm Game

You will need:

- Two players
- Two 1-6 dice

Instructions

- Decide which player is collecting even numbers and which player is collecting odd numbers.
- When it's your turn, roll both dice and add the numbers together. If the answer is odd, write the number in the lamb's field. If it is even, write it in the calf's field. The first player to collect 10 numbers in their field is the winner.



Spring Shopping

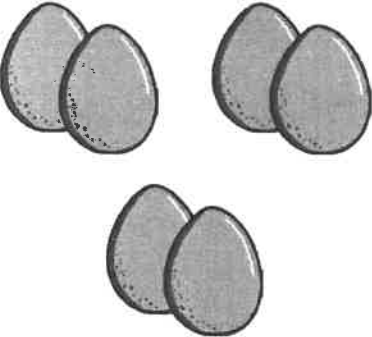
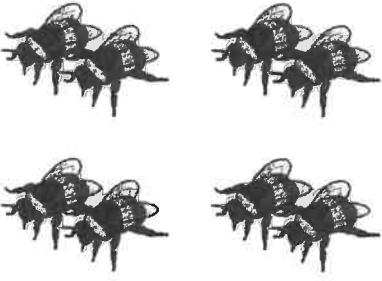
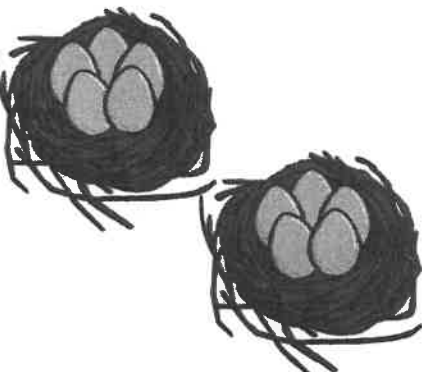
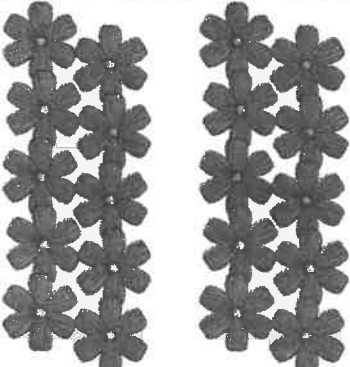
Work out how much change you would get if you bought these items.

You buy	You Pay	Change
£1.00 		
80p 		
20p 		
60p 		

Challenge: Which coins could you get for your change?

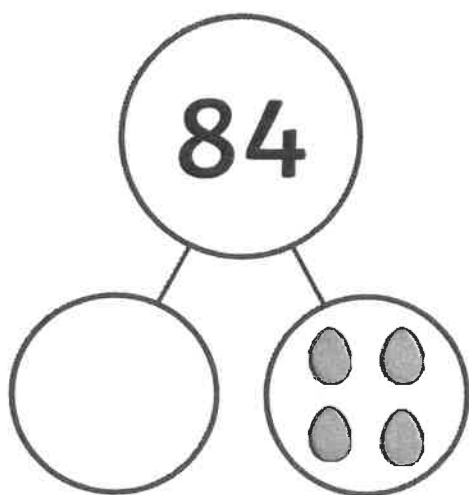
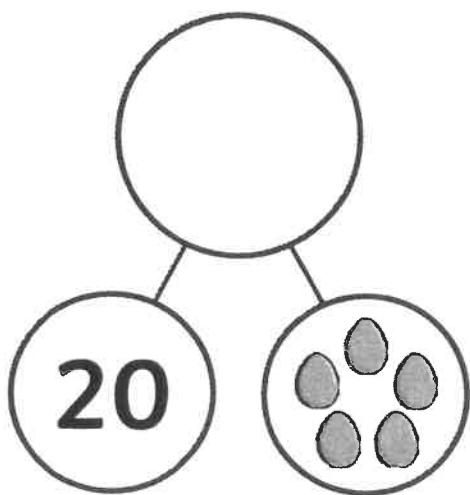
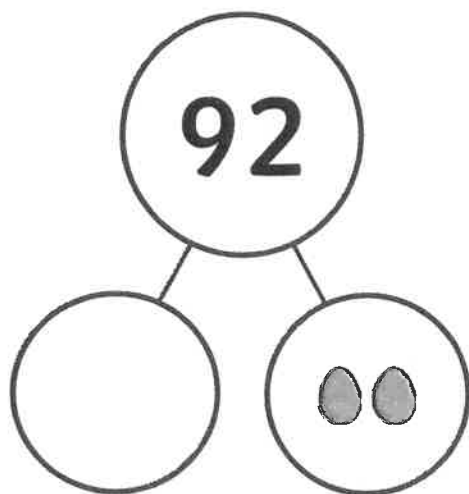
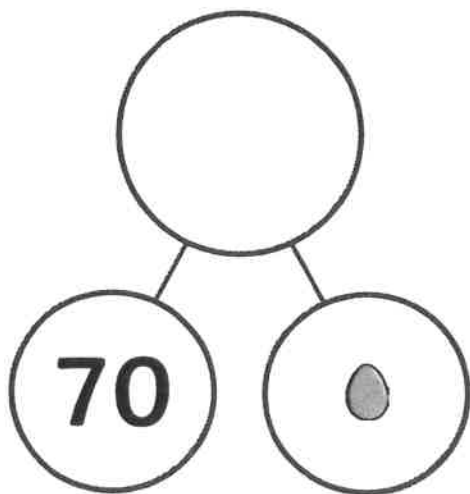
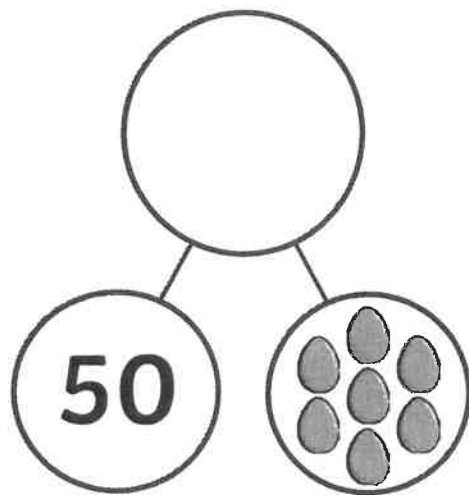
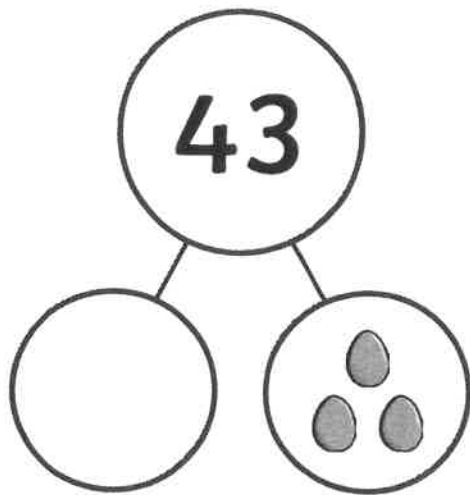
Spring Division by Grouping

Use the spring pictures to complete the sentences and the calculations.

	There are altogether. There are groups. There are in each group.	$\bigcirc \div \bigcirc = \bigcirc$ $\bigcirc \times \bigcirc = \bigcirc$
	There are altogether. There are groups. There are in each group.	$\bigcirc \div \bigcirc = \bigcirc$ $\bigcirc \times \bigcirc = \bigcirc$
	There are altogether. There are groups. There are in each group.	$\bigcirc \div \bigcirc = \bigcirc$ $\bigcirc \times \bigcirc = \bigcirc$
	There are altogether. There are groups. There are in each group.	$\bigcirc \div \bigcirc = \bigcirc$ $\bigcirc \times \bigcirc = \bigcirc$

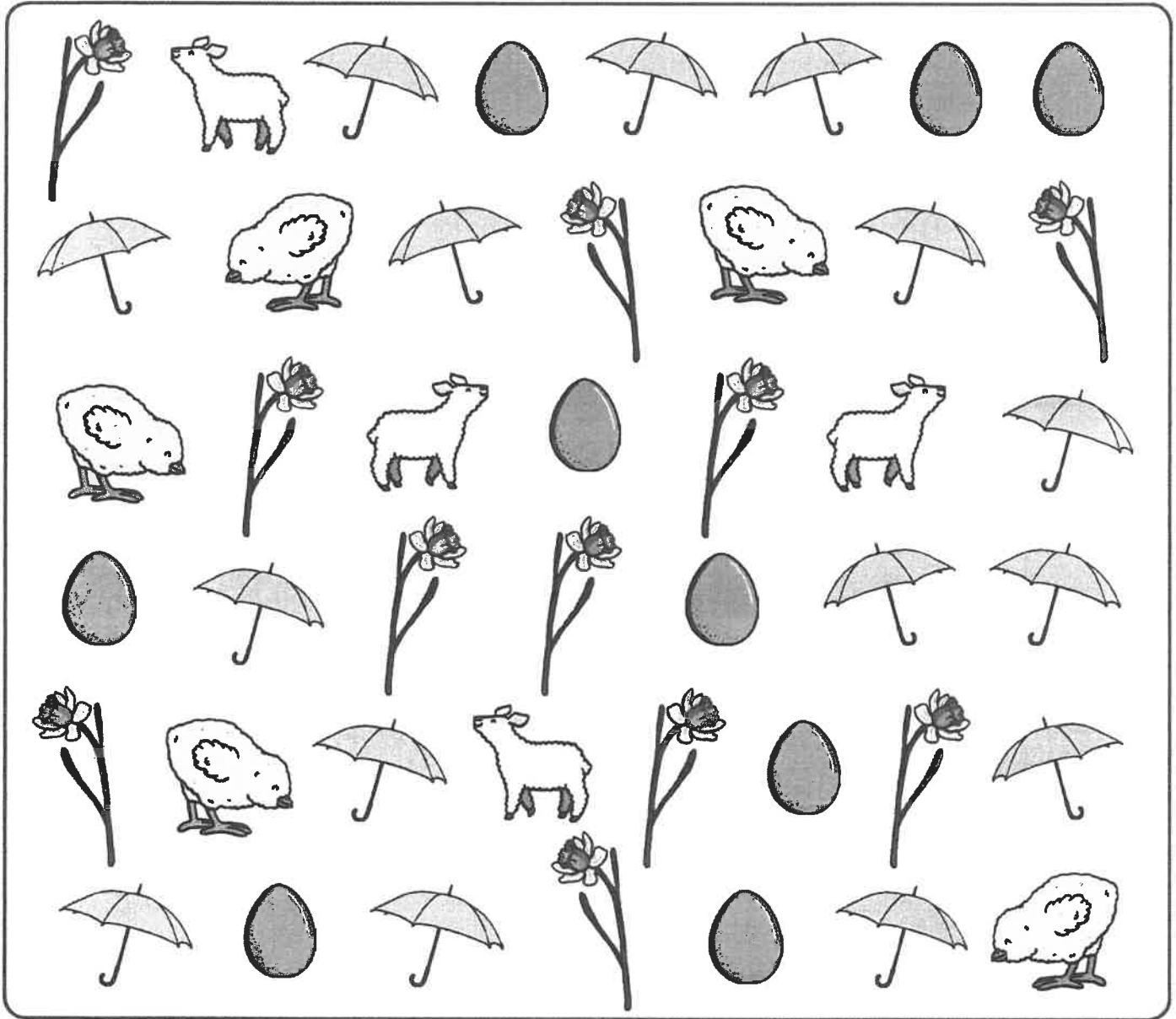
Egg Tens and Ones

Complete the part-part-whole pictures by adding the missing number.



Spring Tally Chart

Count the objects to complete the tally chart.

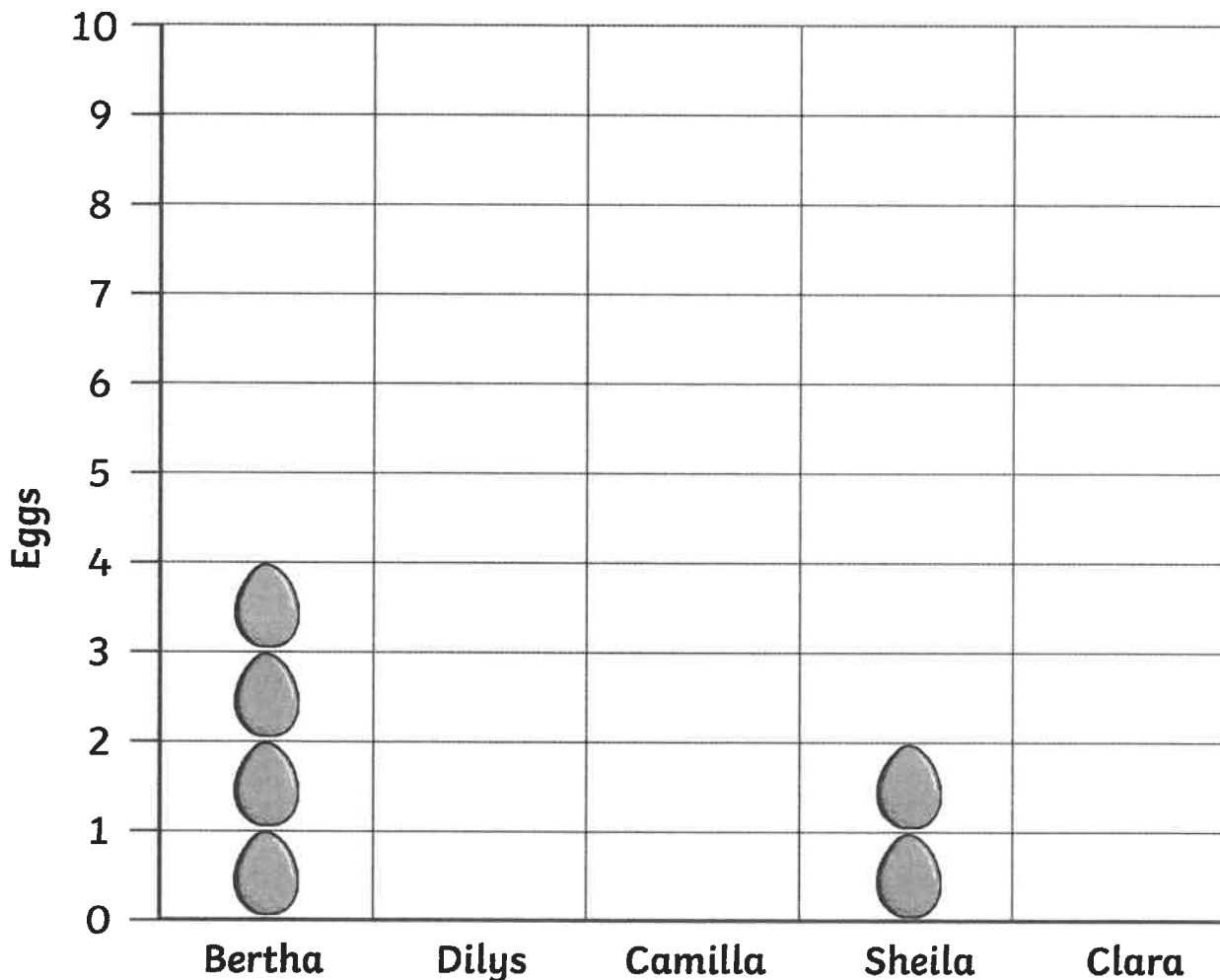


Spring Picture	Tally	Total
Chick		
Egg		
Umbrella		
Lamb		
Daffodil		

Chicken and Egg Pictogram

Connie has chickens in her garden. She recorded how many eggs they laid in a week. Complete the tally chart and pictogram using the data given.

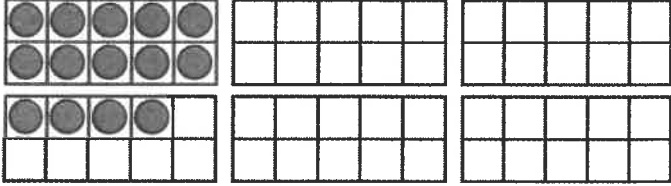
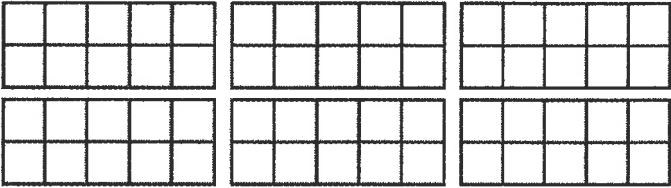
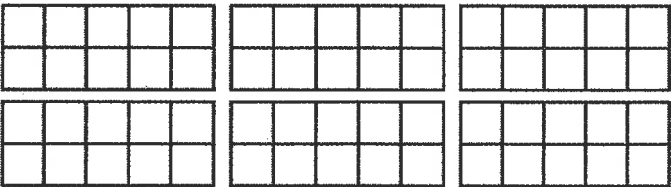
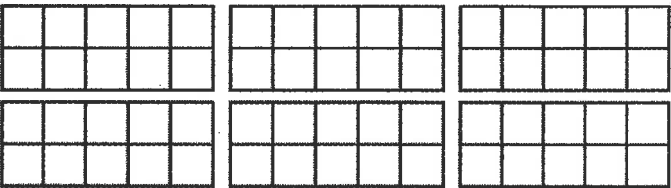
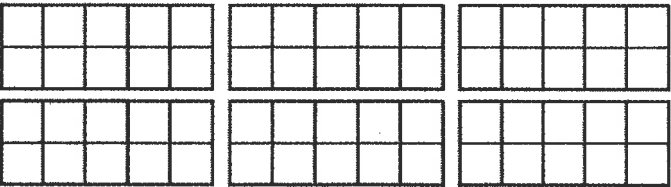
Chicken's name	Tally
Bertha	
Dilys	I
Camilla	II
Sheila	
Clara	III



Challenge: How many more eggs did Camilla lay than Bertha?

Number Representations to 100

Draw circles in the ten-frames to represent the number on the egg baskets. Write the number in words. The first one has been done for you.

 14	 fourteen
 40	
 57	
 31	
 49	

Year 2 Spring 1 Maths Activity Mat 1

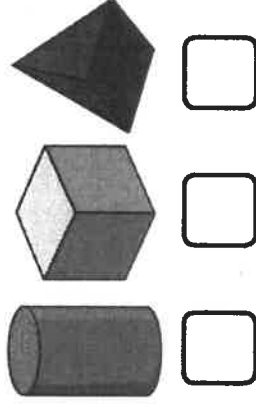
Section 1

Make the lowest three-digit number you can with the cards. You can only use each digit once.

4	9	1	3

Section 2

Which 3D shape has five faces? Tick the correct shape.



Section 3

$39 - 17 =$	$34 - 17 =$	$58 - 28 =$

Section 4

41 people are watching a film. Eight people leave before the end. How many people watch the film until the end?



Section 5

Write three different ways of making 9p using 1p, 2p and 5p coins.

Section 6

What are the next three numbers?

21, 25, 29, , ,



Section 7

If $152 = 100 + 50 + 2$, then $135 =$

--

Section 8

Draw a line that is 3cm longer than the line.



Year 2 Spring 1 Maths Activity Mat 1

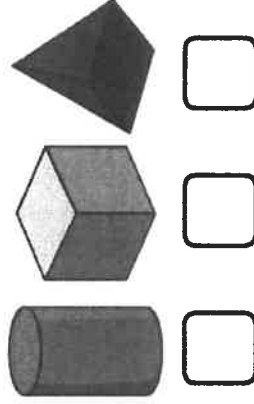
Section 1

Make the lowest two-digit number you can with the cards. You can only use each digit once.

3	8	2	7	
---	---	---	---	--

Section 2

Which 3D shape has three faces? Tick the correct shape.



Section 3

$45 - 15 =$	$28 - 17 =$	$33 - 11 =$

Section 4

23 people are watching a film. 12 people leave before the end. How many people watch the film until the end?



Section 5

Write two different ways of making 10p using 1p, 2p and 5p coins.

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Section 6

What are the next three numbers?

13, 16, 19, , ,



Section 7

If $52 = 50 + 2$, then $63 =$

Section 8

Measure the line.


 cm

Year 2 Spring 1 Maths Activity Mat 1

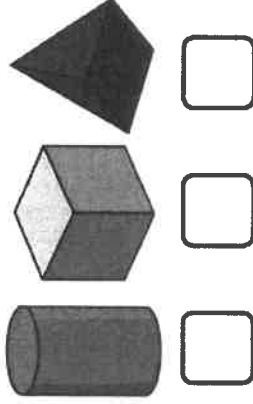
Section 1

Make the lowest number you can with the cards. You can only use each digit once.

5	1	
---	---	--

Section 2

Which 3D shape has six faces? Tick the correct shape.



Section 3

$25 - 12 =$

$24 - 13 =$

$18 - 11 =$

Section 4

14 people are watching a film. 5 people leave before the end. How many people watch the film until the end?



Section 5

Write two different ways of making 6p using 1p, 2p and 5p coins.

Section 6

What are the next three numbers?

12, 14, 16, , ,



Section 7

If $16 = 10 + 6$,
then $21 =$

Section 8

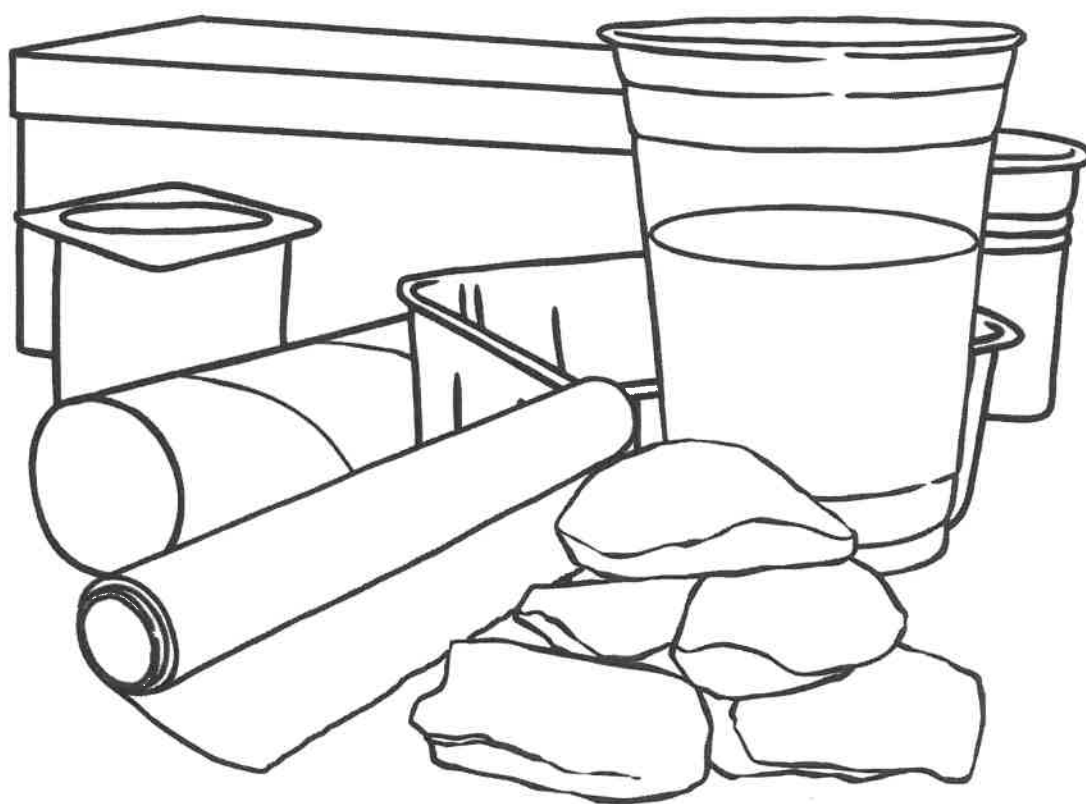
Measure the line.

cm

Year 2 Science

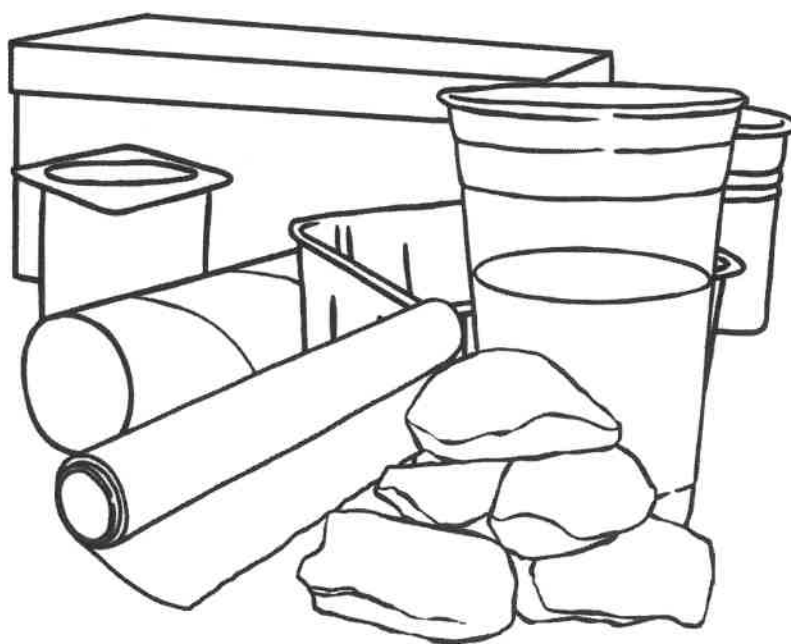
Uses of Everyday Materials

Learning from Home Activities



Year 2 Programme of Study – Uses of Everyday Materials

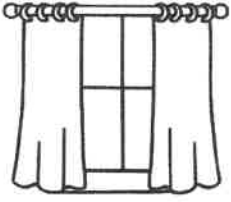
Statutory Requirements	Activity Sheet	Page Number	Notes
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Magic Materials	2	
	Challenges	3	
	The Day the Materials Went Wrong!	4	
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Bend, Stretch and Squash	5	
	Key Vocabulary	6	



Note for parents: The main focus of science teaching in key stage 1 is to enable pupils to experience and observe things, and to look at the natural and human-made world around them. Encourage your child to be curious and ask questions about what they notice, and help them to use different methods to answer their questions, such as observing changes over time, grouping and classifying things, carrying out simple tests, and finding things out using books and the internet. Talk to your child about what they are doing and encourage them to use simple scientific language to explain their ideas to you. Most science learning should take place through first-hand practical experiences, therefore this booklet contains some ideas for recording information but has a strong focus on practical activity as well.

Magic Materials

Find the following objects around your home. For each object, write what material it is made from, and one property of that material which makes it suitable for this object. You will find the words you need on the key vocabulary page (page 6).

	A window is made from glass because it is transparent.
	A fork is made from _____ because it is _____.
	An umbrella is made from _____ because it is _____.
	A coat is made from _____ because it is _____.
	A pencil is made from _____ because it is _____.
	A house is made from _____ because it is _____.

Note for parents: In year 1, children will have learnt about the most common materials in everyday use including; wood, metal, plastic, fabric, rock and glass. They also learned some of the properties of these materials, such as if it was hard/soft, rigid/flexible, transparent/opaque, shiny/dull, waterproof or strong. In year 2, this knowledge is extended by asking children to think about why materials are used for particular uses.

Challenges

Think of another property for each of these materials. For example, 'A window is made from glass because it is waterproof.'

Find six new objects and put them on a tray. Describe two properties of the material each one is made of and see if your helper can guess which object you describing.

Look in your toy box or around your bedroom. Can you find a toy made out of each material you have learnt about? Why is each material used?

How many objects can you find around your home that are made of two or more materials? Can you talk to your helper about why this is?

Plastic is a very popular material, as it can have lots of different properties. How many different forms of plastic can you find in your home?

Ask your helper to talk to you about recycling. Have a look at what goes into your recycling bin at home. Find out why we recycle lots of materials.

Make a poster encouraging people to recycle. Explain why we do this and what can be made by recycling different materials.

Can you find examples of the same material having different properties, for example rigid/flexible, transparent/opaque? Hint: try metal, plastic and glass.

Use books or the Internet to find out where paper comes from.

Use books or the Internet to find out how glass and plastic are made.

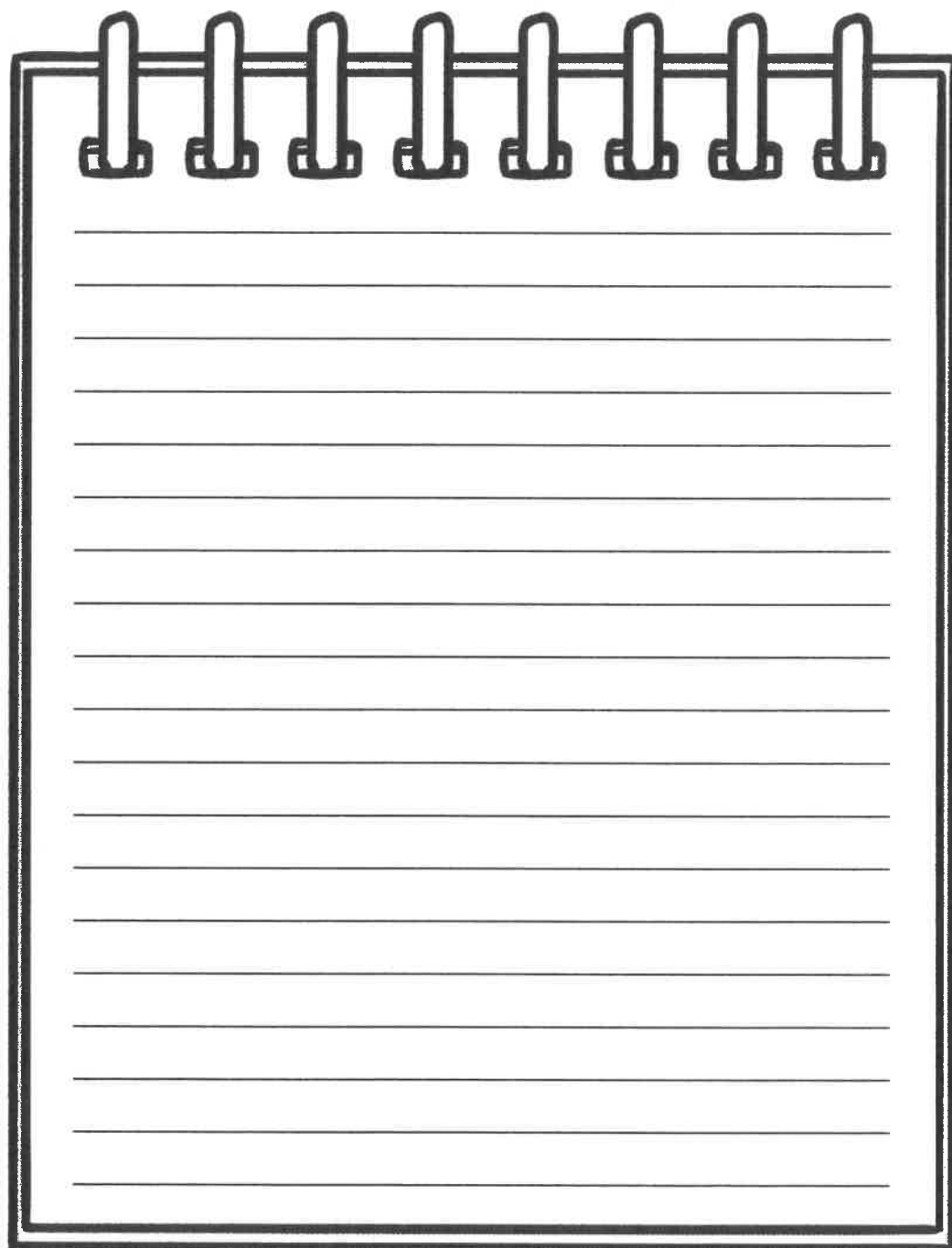
Investigate which materials would be best to make a cage for a hamster, who is trying to escape. Which materials will stand up to being nibbled by a hamster's teeth?

Which materials are best for making a mirror? Look at a window on a dark night, can you see your reflection? Investigate backing a piece of clear plastic with different materials to see which would make the best mirror.

Investigate objects which can be made of different materials- for example, can you find spoons made of metal, plastic and wood? Find out and talk about why the same object might be made from different materials.

The Day the Materials Went Wrong!

Imagine you have woken up one day and all the materials have gone wrong! The properties they used to have are all changed. Glass is now flexible, fabric is rigid and plastic isn't waterproof. Write a diary to show what happens to you as a result.

A large, blank spiral-bound notebook is centered on the page. The notebook has a black cover and a silver spiral binding on the left side. The pages are white with horizontal blue lines. The notebook is open to a blank page, ready for writing.

Note for parents: Children can complete this task at their own level. Confident writers can write their own diary after discussing their ideas with you. Less confident writers can draw pictures and label them, or simply talk about their ideas and write simple sentences.

Bend, Stretch and Squash

Some objects can be changed by bending, stretching, squashing or squeezing them. Can you find any objects made from each of these materials, which can be changed by bending, stretching, squashing or squeezing? Can you find another object which cannot be changed? Talk to your helper about why one can be changed but one cannot.

Material	Objects	Can it be changed?	Why/why not?
plastic			
wood			
rubber			
fabric			
glass			
clay			

Challenge: Find out which of your objects can go back to the way they were after being twisted or stretched, and which stay in their new shape.

Further challenge: Make some biscuit dough or pastry with your helper. How do the properties of the dough or pastry change when it is baked?

Note for parents: Before starting this activity, have some of the following items to hand: playdough, pastry, a plastic bag, something made from fabric, a rubber band, a paper clip, sawdust/wood shavings/pencil shavings or a small twig or stick.

Key Vocabulary

Children should become familiar with this vocabulary and, where appropriate, depending on age and ability, read and spell the words.

material	hard	transparent
wood	soft	opaque
paper	rigid	shiny
fabric	flexible	dull
rock	strong	bend
glass	waterproof	stretch
plastic	brittle	twist
clay		squeeze

Please make sure that you print this resource at 100% so that all measurements are correct.
To do this, follow the relevant steps below.

Adobe Reader or Adobe Acrobat

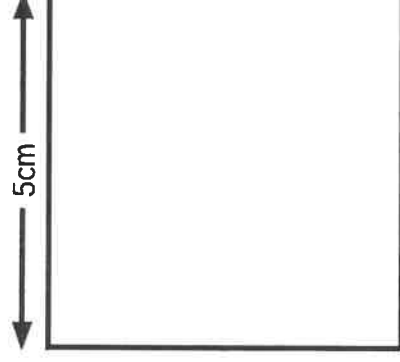
- Adobe Reader is a free PDF viewer, from Adobe. To install a copy of Adobe Reader, go to <https://get.adobe.com/uk/reader/>.
- Once Adobe Reader is installed, open your PDF.
- Go to File>Print.
- Under 'Page Sizing & Handling', select 'Size'.
- From here, make sure that 'Actual Size' is selected.
- Print this page as a test, making sure that the shape below is the correct size once printed.
- If the test print is correct, print your PDF.

Foxit Reader

- Go to File>Print.
- Set the 'Scaling' to 'None'.
- Print this page as a test, making sure that the shape below is the correct size once printed.
- If the test print is correct, print your PDF.

Web Browser

- If printing from a web browser, such as Chrome, Firefox or Microsoft Edge make sure that your printer is set to print at 100%, either by unticking 'Fit to Page' or selecting 'Actual Size'.
- Print this page as a test, making sure that the shape below is the correct size once printed.
- If the test print is correct, print your PDF.



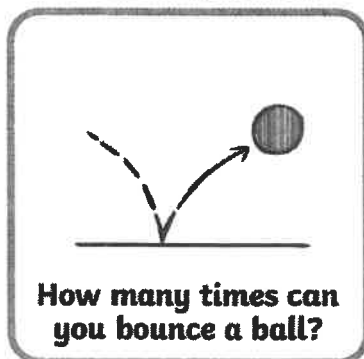
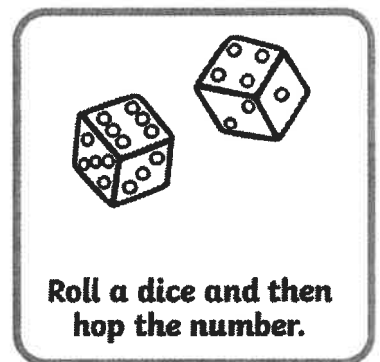
P.S.H.E Activities

1. Make a chart of your likes and dislikes- think of things from home, school or afterschool clubs. Use lots of pictures and be as creative as you can.
2. Write down a list of things that you think would make a good friend. Then draw a picture of your friends and write a sentence explaining why each friend is important to you.
3. Think of five ways in which you can make the world a better place. Use your fives ways to make a poster.
4. Create a poster on why you are an amazing person. You can use these sentence starters
 - I am a good friend because...
 - I am really good at...
 - I worked hard to improve...
 - I am proud of myself when...
 - I am unique because...
 - I am a good family member because...

Music Activities

1. Can you find and make lists of 5 high pitched and 5 low pitched sounds from your home and garden? Examples: birds singing, tap running, hoovering.
2. Can you design and make your own instrument that will make a high or low pitched sound? Use empty egg boxes, plastic bottles, elastic bands etc.

Outdoor Activities



Geography Activities

Week 1

Use an atlas to label the 7 continents and colour in the separate continents

Extension- Find and label some countries in each continent.

Week 2

Create your own world map by carefully cutting and sticking the 7 continents in the right place.

Extension- Find and label the 5 oceans.

Week 3

Complete the "create your own continent" sheet.

Week 4

Create your own compass and write a set of directions for people to follow in your house/ garden.

Extension- Use a map to write directions to school from your home.

Week 5

Design your own cruise ship! You can travel to any continent in the world. Write down which continent you would like to go to and write down three reasons explaining why. (You may want to do some research on the internet)

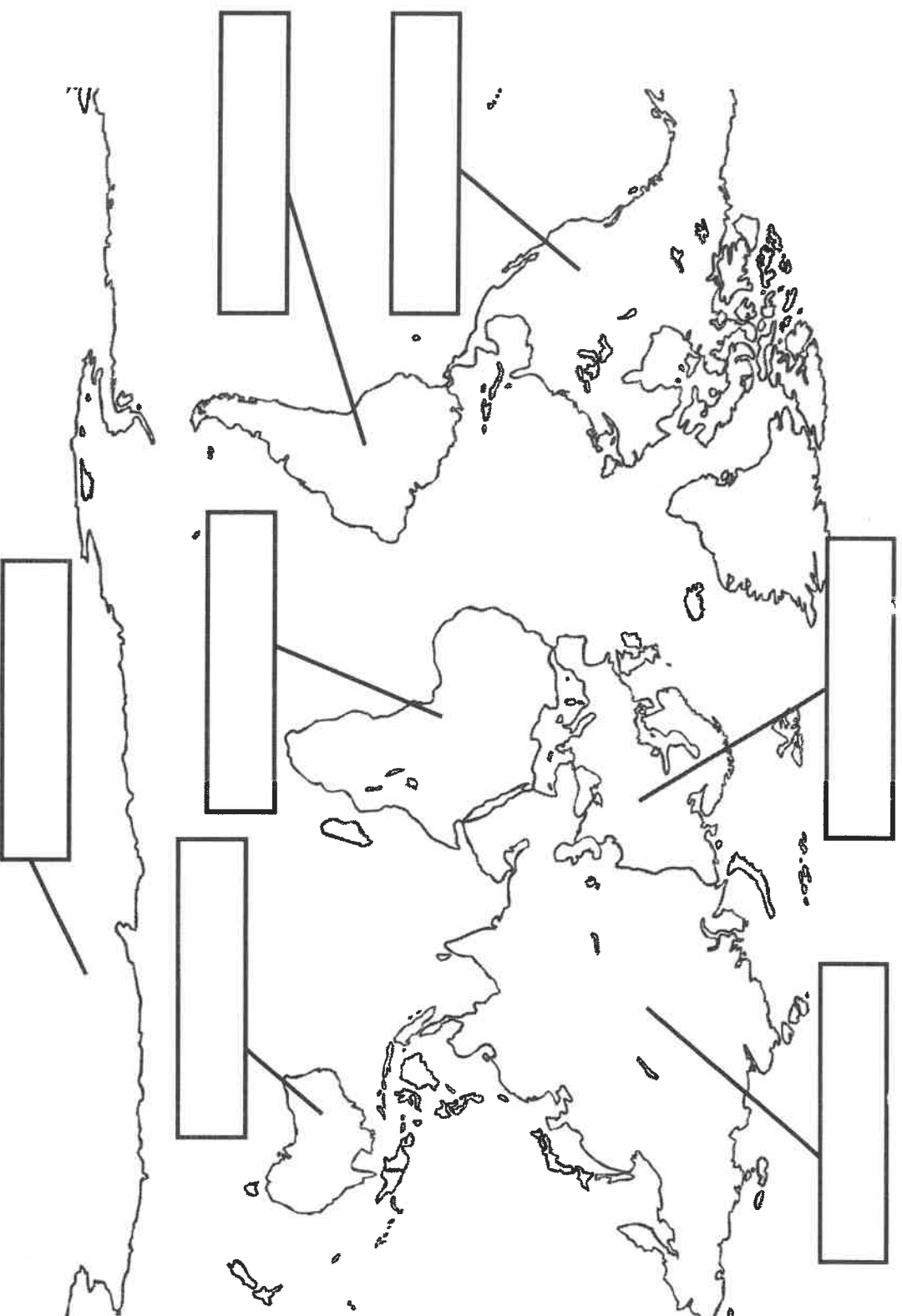
Extension- Use your world map from lesson 1 to draw the route your cruise ship will take.

Week 6

Using an old cereal box, design and make your own cruise ship. You can use paint, felt tips or different materials to make your ship.

On one side of the box, draw the outside of your cruise ship and use the other to draw the inside.

The Seven Continents of the World



Word Bank

North America

South America

Africa

Antarctica

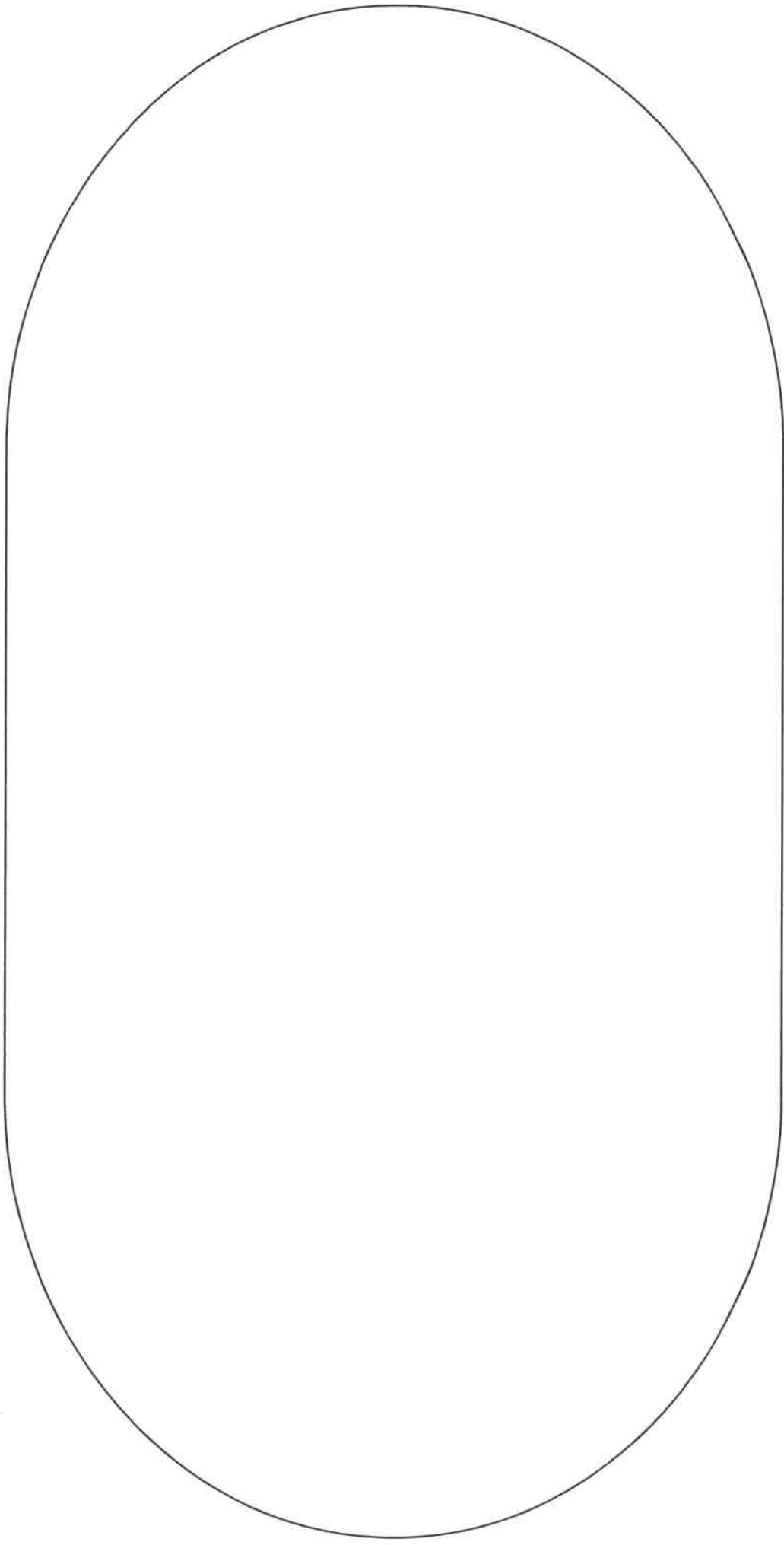
Australasia

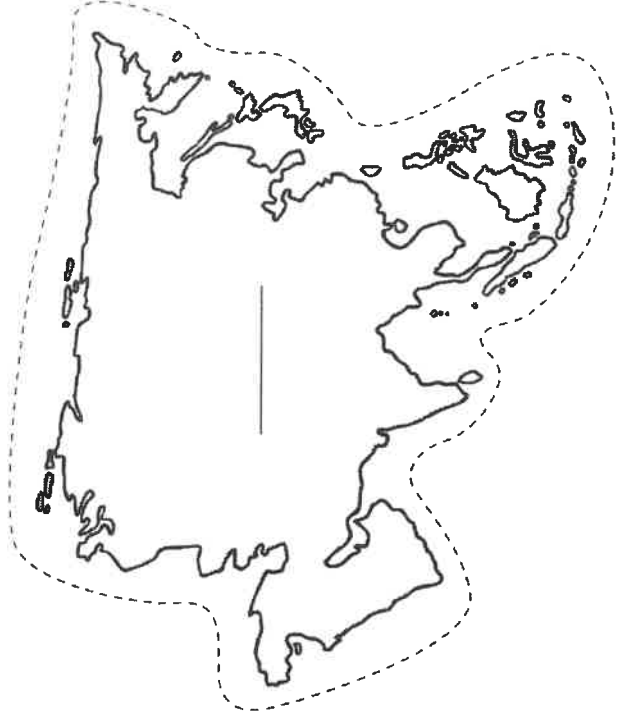
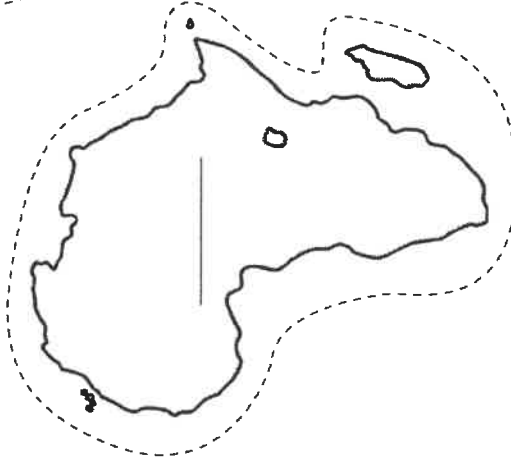
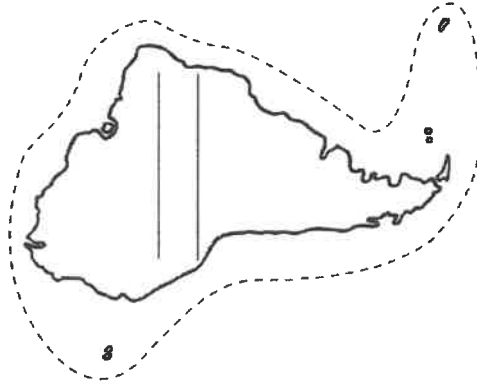
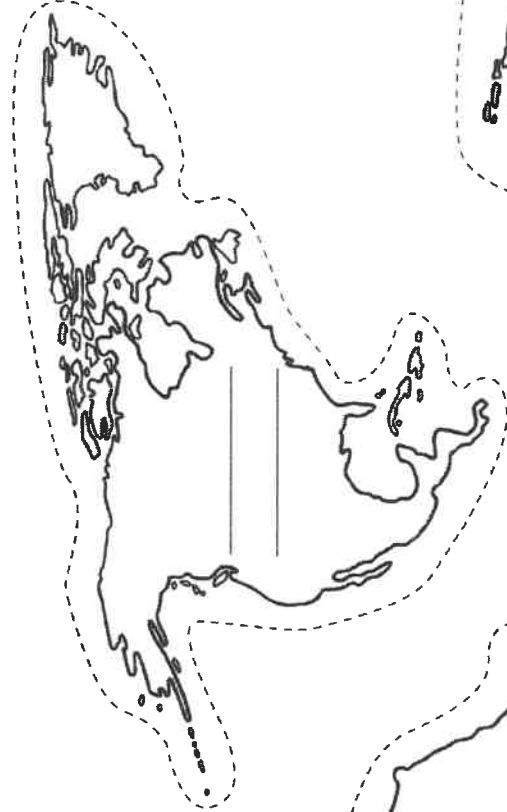
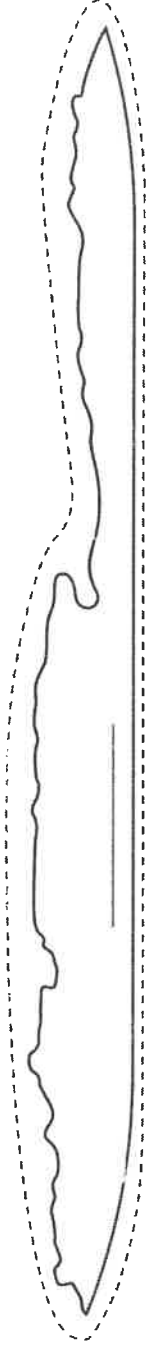
Europe

Asia

Oceans and Continents

WALT: Identify oceans and continents





Pacific Ocean	Atlantic Ocean	Indian Ocean
Southern Ocean	Arctic Ocean	

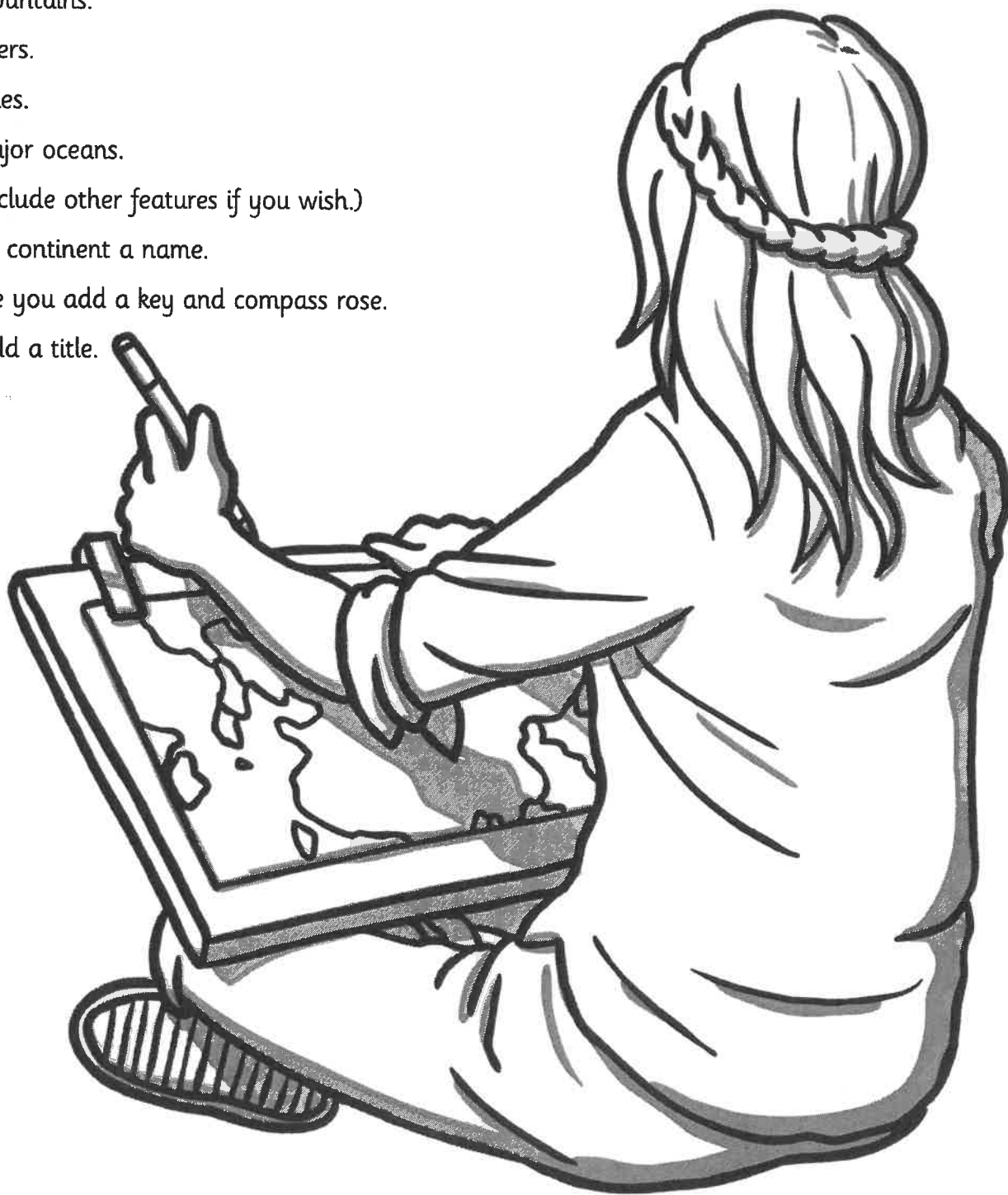
Create a Continent!

Follow the instructions to create your own continent.

You will need a large sheet of paper and felt-tip pens to make your own continent design.

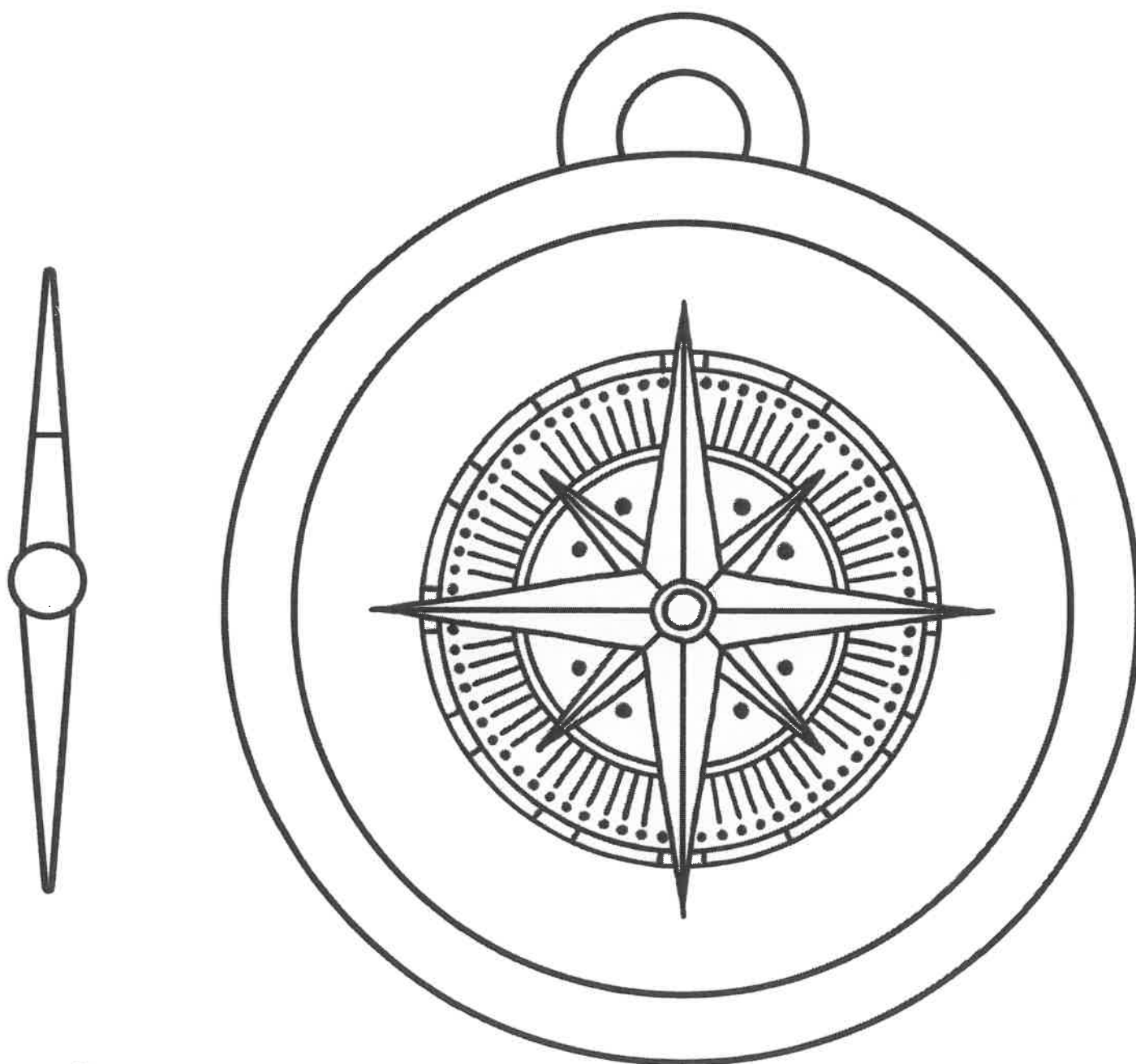
Draw your continent shape.

1. Add 5 countries.
 2. Add 8 cities and 5 capital cities.
 3. Add 5 mountains.
 4. Add 4 rivers.
 5. Add 3 lakes.
 6. Add 2 major oceans.
- (You could include other features if you wish.)
7. Give your continent a name.
 8. Make sure you add a key and compass rose.
 9. Finally, add a title.



Make a Compass

- Label the points on the compass (N,E,S,W).
- Colour in the compass and needle.
- Cut out the compass and needle from the page and use a split pin to attach the needle to the compass.
- You should now have your very own compass with moveable needle!



Art Activity

During each art lesson we would like you to choose a famous artist and recreate a picture in the style of that artist. Remember to be as creative as you can by using different techniques e.g. painting, sketching, collaging etc. We have included some templates for guidance.

Famous Artists

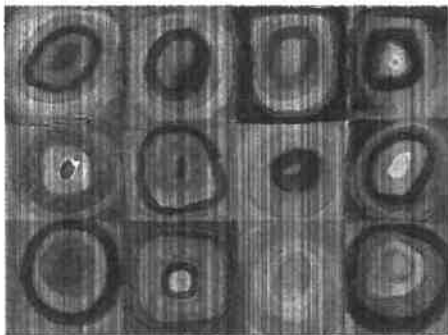
Andy Warhol



Roy Lichtenstein



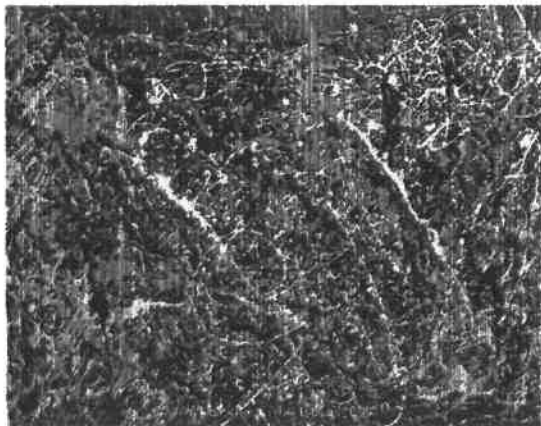
Wassily Kandinsky



Pablo Picasso



Jackson Pollock



Vincent Van Gough



Andy Warhol Patterns

