

You should be reading with your child every day and in years 1-4 practising their times tables. All children need to be practising the tricky/keywords/common exception words from their year group alongside the activities above.

WEEK 8	9-9:30 PE	9:30-10:30 am Mathematics	10:30 11am	11-12pm Phonics/English	12 - 1pm	1-2pm	2-3pm
Nursery & Reception		See separate plan under Diamonds tab		See separate plan under Diamonds tab		See separate plan under Diamonds tab	See separate plan under Diamonds tab
Year 1	J O E W I C K E S	<p>As well as practicing times tables and number bonds, here are some mental maths games you can play:</p> <p>https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>https://www.topmarks.co.uk/maths-games/daily10</p> <p>https://www.topmarks.co.uk/maths-games/mental-maths-train</p> <p>https://www.arcademics.com/games/alien</p> <p>https://www.topmarks.co.uk/Flash.aspx?f=loopcardsv6</p> <p>http://flash.topmarks.co.uk/4021</p> <p>https://coolsciencelab.com/math_magician_addition.html</p> <p>https://coolsciencelab.com/math_magician_subtraction.html</p> <p>https://coolsciencelab.com/math_magician.html</p> <p>https://coolsciencelab.com/math_magician_division.html</p> <p>There will be daily activities set on PurpleMash for Mathematics</p> <p>There are also lots of activities set on Mathletics</p> <p>On Friday weekly/fortnightly Times Tables/Division tests/games are also on PurpleMash</p>	BREAK	<p>http://www.ictgames.com/littleBirdSpelling/</p> <p>http://www.ictgames.com/mobilePage/forestPhonics/index.html</p> <p>https://www.ictgames.com/mobilePage/poopDeck/index.html</p> <p>The links above are common exception and phonics games you can play. (Click on the bird boxes in the first game to get more words).</p> <p>Practice sound/s <u>ee</u>, <u>ea</u>, <u>e-e</u> (as in these), <u>y</u> (as in very), <u>ie</u> (as in field), <u>ey</u> (as in money).</p> <p>In the last link above you can choose these sounds and read real/nonsense words with those sounds in.</p> <p>Find words in books with these sounds in – can they make sentences with this sound in?</p> <p>Practice spellings and common exception words: green, dream, these, very, field, key, be, he, me, she, we, friend, head.</p> <p>Please use ‘Teach Your Monster To Read’ every day. There will also be daily activities set on PurpleMash for English – the reading activity will have a new chapter a day to read.</p> <p><u>Julia Donaldson – Focus author for the half term – Room on the Broom –</u></p> <p>https://www.bbc.co.uk/iplayer/episode/p0102qfj/room-on-the-broom - Feature Film</p> <p>https://www.youtube.com/watch?v=XRany_OScms – Video of book being read aloud, if you don’t have a copy</p> <p>See attachments (on Chalton website Home</p>	LUNCH	<p>Science – Room on the Broom</p> <p>Which material is best to fix a broken broom? Experiment with recyclable materials, kitchen roll, tin foil, cling film, old clothes, Cellotape. You could use a broken stick or make a new broom, using 2 sticks/branches. Think about whether the material needs to be waterproof or absorbent/ rough or smooth/ shiny or dull/ bendy or stiff.</p> <p>Animals including Humans</p> <p>There will be resources on the Chalton Home Learning Tab for this topic--</p> <p>Animal babies—Look at different animals and decide whether or not they come hatch from an egg or are born after growing inside their mother’s tummy.</p> <p>Choose your favourite animal and draw its life cycle – could you describe how it changes as it grows?</p> <p>Find out the names of animal babies, e.g. cat=kitten, owl=owlet etc. Perhaps you could make a quiz about these?!</p> <p>History – The Great Fire of London</p> <p>London – past and present – How was London different in the past? – You could use the resources on the Chalton Lower School Home Learning Tab – you DO NOT have to print these, if you cannot/do not wish to.</p> <p>Look at how houses and buildings, people, transport and streets at night</p>	<p>Art/DT – Room on the Broom</p>  <p>Design and make the witch a new hat, wand, broom and/or bow. Use sticks and ribbon/thread glitter, paint, bits of paper, tin foil... anything you can find! If you have spare nail files or sand paper, you could try to carve the wand! Or, make it out of playdough. A hat can be made out of card or paper, or any other material you can find!</p> <p>Make a ‘mud monster’ – again, this could be out of any material, or natural materials – grass cuttings, left over seeds, mud, straw etc.</p>

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	<p>Number and Place Value There will be a booklet or two and a Problem Solving worksheet to download/print on the Chalton Lower School Home Learning Tab. Alternatively: -Value of digits and partitioning—Look at 2-digit numbers and write the value of each underlined digit, e.g. $2\text{4} = 4$, $3\text{6} = 30$. Now partition the whole numbers to form number sentences, e.g. $24=20+4$, or $20+4=24$. -Read and write numbers to 100—Show/write numbers 26, 81, 43, 75, 98, 13, 30, 52, 64 to check recognition of numbers to 100 –can they tell you which numbers they are? If you have a number square (or use the online one- https://www.topmarks.co.uk/learnin-g-to-count/paint-the-squares) you can play a game like Bingo, Splat the number each player says. Read and write numbers in words to 20 – can they ‘splat’ eight, eleven, twelve correctly? Can they write given numbers in words? -One more/One less—Say/write random numbers up to 100 and ask what one more or less is – start with numbers with the same number of units – 21, 31 etc or multiples of 10. Use the online Number square to ‘splat’ answers and see patterns. -Ordering—Write 3 to 6 numbers for children to put into order –smallest to biggest or biggest to smallest. Remind them to look at the Tens for this – 19 is a lot smaller than 81 because it only has 1 Ten, even</p>	<p>Learning Tab) for various activities, YOU DO NOT NEED TO PRINT ANY of the resources, only if you wish to - children can answer and complete the activities verbally, or write answers on paper. <u>Alternatively</u>, you could do <u>some</u> of the activities below: --Design a new hat, wand and/or bow— The witch loses all of these items on her travels, could you design and label new ones? Create a persuasive poster to make the witch want to buy it- use statements (description of items), commands (Buy now before they are sold out!) exclamation (What great compliments you will get wearing this beautiful hat!) and questions (Do you want a hat that doesn’t blow off in harsh winds?) --Design a new broom—Look at the end scenes/pages of the story, the witch’s spell created a magical new broom, complete with personalised seats for all her guests – could you do the same? Just like above, use the 4 sentences types and create a persuasive poster/advert. --Hotseating—Think of questions for an ‘interview’ with the witch or another character in the story and answer in a way you think the character would, e.g. Where did you get your first broom? How did you learn to fly? --Create a new spell – Perhaps for your new broom to be made or for something you wish for. Remember that spells are set out like a recipe – perhaps the ingredients could be rhyming words-a hat, rat, mat, gnat etc. The instructions should start with a bossy very – Mix, Pour, Chop, Squeeze, Stir etc. --Carry the story on with a new adventure/ page— Perhaps the witch drops something else and picks up a new animal and has to cast a spell to extend her broom and add another personalised seat. --Create a short rhyme/riddle—Choose an animal (from the story or another) and think of some words to rhyme with ‘eyes’, ‘feet’, ‘found’</p>	<p>looked different in 1666 to how they look now. The website below will help with this and the video clip: https://www.theschoolrun.com/home-work-help/london-1660s https://www.youtube.com/watch?v=S-PY-hr-8-M0 Use The Great Fire of London Game and website over the next few weeks to help learn more about this topic: http://www.fireoflondon.org.uk/ http://www.fireoflondon.org.uk/game/ PSHE Many of the characters in Room on the Broom are grateful and say Thank You – could you think of times when you have felt grateful or thankful or times when we usually say Thank You?</p>	<p>Music Sing along to ‘London’s Burning’ https://www.youtube.com/watch?v=9RkX8WG6HS0 Geography Draw a map of the witch’s journey and where each animal was picked up from – label the landscape features you see along the way – field, forest, mountain, river, park etc. Use Google Maps to find your local area and look for similar features: https://www.google.co.uk/maps/place/Chalton/</p>
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		<p>though it has more units etc. -Odd and Even Numbers and counting in 1's, 2's, 5's, 10's—Use the online Splat Number square to 'splat' odd and even numbers – say a number and children splat odd numbers in yellow and even numbers in red – can they spot a pattern? Count forwards and backwards, from different starting points and in 1's, 2's, 5's, 10's – can they carry on a sequence, e.g. 20, 19, 18, 17, __, __ or 2, 4, 6, __, __ or 15, 20, 25, __, __.</p>	<p>and 'tail', to make rhyming couplets, e.g. This creature has big, googly <u>eyes</u>, It likes to eat nice, juicy <u>flies</u>, It jumps and hops on its tiny, bulbous <u>feet</u>, On a log, is its favourite <u>seat</u>, In a pond or hiding in leaves, is where they can be <u>found</u>, Always hopping and jumping and splashing <u>around</u>, It doesn't seem to have any form of a <u>tail</u>, It likes to dive into water, and doesn't need a <u>sail</u>! Visit the website for more fun and activities! https://roomonthebroom.com/activities/</p>		
Year 2	E V E R Y D A Y	<p>Use above links (In Year 1 section) to online Mental Maths games.</p> <p>There will be daily activities set on PurpleMash for Mathematics There are also lots of activities set on Mathletics On Friday, weekly/fortnightly Times Tables/Division tests/games are also on PurpleMash</p> <p>Number and Place Value There will be a booklet or two and a Problem Solving worksheet to download/print on the Chalton Lower School Home Learning Tab. Alternatively: -Value of digits and partitioning— Look at 2-digit and 3-digit numbers and write the value of each underlined digit, e.g. <u>8</u>4 = 4, 2<u>3</u>6 = 30, <u>1</u>43=100. Now partition the whole numbers to form number sentences, in different ways e.g. 42=40+2, 30+12, 20+22, 10+32, 31+11, 21+21 etc (Look at the pattern of taking a ten from the first number and giving it to the second or splitting the units). -Read and write numbers to 100 and</p>	<p>Use above links to play phonics games too. Can you make your own real and alien words using <u>ee</u>, <u>ea</u>, <u>e-e</u> (as in these), <u>y</u> (as in very), <u>ie</u> (as in field), <u>ey</u> (as in money)? Practice sentences with words which have the ee, ea, e-e, y, ie, ey sound in. E.g. One <i>evening</i>, the <i>happy</i> girl had a vivid <i>dream</i> that she was in a <i>field</i> with <i>money trees</i>. Make the sentences better by adding an adjective, conjunction and adverb – One <i>hot, sunny</i> evening, the <i>extremely</i> happy girl had a <i>very</i> vivid dream that she was in a <i>lovely, green</i> field with <i>lots of huge</i> money trees. <i>'What a fantastic dream!'</i> she thought. Practice spellings and common exception words: squeeze, (all the <i>teen</i> numbers), please, complete, memory, (all of the multiples of ten – twenty etc.), thief, monkeys, pretty, any, many, busy, people, money, instead.</p> <p>There will be daily activities set on PurpleMash for English – the reading/comprehension activity will have a new chapter a day to read.</p> <p>See Year 1 Literacy ideas/links and attachments on Chalton website Home Learning Tab – Ensure children are using lots of adjectives, verbs, conjunctions (and, because, but, when, that), suffixes (words ending in -less, -ness, -ment, -ful, -ly), if they are doing writing tasks.</p>	See Above	See Above

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	<p>use < > and = — If you have a number square (or use the online one https://www.topmarks.co.uk/learning-to-count/paint-the-squares) you can play a game like Bingo, Splat the number each player says/has written in words..</p> <p>Read and write numbers in words – Can they write given numbers in words? Can they write in numerals, eighty eight, twenty one, seventy nine etc.?</p> <p>Write 2 numbers with a space in between: 28 41 and have children place either < (less than) > (greater than) or = in between. Make harder by using calculations: $24+5$ $16+8$.</p> <p>Challenge – balance the equations: $5+6=7+?$, $18+5=12+?$, $?+6=21+6$, $?+2=18+7$.</p> <p>-One&Ten more/One&Ten less— Say/write random numbers up to 100 and ask what one more or less is and ten more or less is—Use the online Number square to ‘splat’ answers and see patterns.</p> <p>-Ordering—Write 6 numbers for children to put into order –smallest to biggest or biggest to smallest. Challenge - Calculation ordering: $25+3$, $31-9$, $14+12$, $35-10$, $21+9$, $23-4$.</p> <p>-Odd and Even Numbers and counting in 1’s, 2’s, 3’s, 4’s, 5’s, 10’s—Use the online Splat Number square to ‘splat’ odd and even numbers – say a number and children splat odd numbers in yellow and even numbers in red – can they spot a pattern?</p> <p>Count forwards and backwards, from different starting points and in 1’s, 2’s, 3’s, 4’s, 5’s, 10’s – can they carry on a sequence, e.g. 20, 25, 30, __, __.</p>					
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		<p>80, 70, 60, __, __. 8, 12, 16, __, __.</p> <p>Discuss odd and even numbers within sequences – are the numbers in the 5 times table all even, odd or both? What digit(s) are always in the units of the 10 times table?</p> <p>Challenge: 13, 16, 19, __, __.</p> <p>47, 42, 37, __, __. 14, 18, 22, __, __.</p> <p>Challenge: Look at sequences where a lot of numbers are missing, e.g. 6, __, __, __, __, 11, __, __, __, __, 17. 20, __, __, __, 40, __, __, __, __, 65.</p>				
Year 3	J O E	I will post a video reminding you of how to do this on FB if you can't remember don't panic!				
Year 4	W I C K E S a	<p>Mon- Find the perimeter of a shape (There are 16 sheets!!! So choose which YOU need don't print them all!)</p> <p>Tues- Today you are to draw shapes of your own- with a ruler and then workout the perimeter. Try doing this in cm and mm.</p> <p>Wed- find the area of the shapes. Most of you don't need the sheet with the squares!! Choose carefully</p> <p>Thurs- Perimeter and area problem solving</p> <p>Fri- Times tables and weekly</p>	<p>You will need to watch the video posted on FB of Chapter 11 how to train a dragon to complete the work this week.</p> <p>Mon- Choose a food that you like or have fun eating such as a yummy pudding or freezing cold ice cream. Use Hyperbole and exaggeration to make your chosen food seem more delicious and tasty. Think of words and phrases, rhymes and sounds that make you laugh. Use repetition or make your poem tongue-twisty when it is read out loud.</p> <p>Compose a poem about my favourite food. I will use rhyming couplets and include ideas about smell, taste and texture. Can you use rhyming couplets and alliteration?</p>	<p>Find out what light is and how it travels.</p> <p>https://www.bbc.co.uk/bitesize/topics/zbssgk7/articles/z2s4xfr</p> <p>https://www.bbc.co.uk/bitesize/clips/z6fnvcw</p> <p>Investigate shadows. Draw around your shadow at 9am, then 10am etc and notice how the shadow changes over the day! Send your pictures on fb for everyone to see.</p> <p>If you have a racket or bat then practising your hitting. The ball can start on the floor or on a cone or get someone to throw it. then practise fielding- if you have someone at home to play with.</p>	<p>Look at the Viking God Power point and then complete the Worksheet.</p>	

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		sheets		<p>Tues – Draw a map of the Isle of Berk. I Draw symbols for each feature and create a key. Use shading and colour to show cliffs and high points.</p> <p>Wed- Compose an insulting piece of writing. Using exaggeration, descriptive language and similes to infuriate a sea dragon.</p> <p>Thurs- Create a plan to defeat a dragon using time connectives and imperative verbs. Write complex sentences with accurate punctuation and add drawings to illustrate my plan.</p> <p>Fri- Write a paragraph describing how each sense is affected. Use adjectives and similes and accurate punctuation.</p>	<p>Can you create a shield in the style of the Vikings? Have a look at what they use to look like and the size? When you have created one send me a picture, I would love to see it! Think about what you could use to make it strong!</p> <p><u>Create a crown</u> Your imagination is the limit when it comes to creating your wild crown. Twigs, daisy chains, leaves, flowers, blossom, grass and other wild materials found in your back garden can be woven and fixed together to create a masterpiece for you to feel proud of wearing. Why not create a crown for a character? Make a fairy crown from daisies and dandelions. Or a woodland wizard could sport a crown made from twigs and colourful leaves. You'll find lots of natural materials in your garden to get creative with.</p>	
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