

Spring 1 bubble pack (alternative)

Home Learning	
<p>In this pack we have provided a set of activities which are similar to a school day. We have suggested a length of time for each activity. Please feel free to spend more or less time on each activity to suit you and your child. In your pack there are all the resources you need for each day. We are available to contact should you have any questions on info@scraftoftvalley.leicester.sch.uk or you can call the school office on 0116 2413444 where somebody will be able to help you.</p>	
Day 1	
30 mins	<p style="text-align: center;">Get active / wake up shake up</p> <p>Take part in the 'Kiddo's catching challenge'. What level can you get up to?</p>
10 mins	<p style="text-align: center;">Handwriting</p> <p>Complete the handwriting sheet starting with the spelling 'do'. All of these words you will be practising are words you may use in your writing. Try and test yourself on the spelling afterwards.</p>
40 mins	<p style="text-align: center;">Maths</p> <p>Arithmetic- Can you fill in the missing numbers on the fairy Christmas lights sheet? Complete the missing 2's, 5's and 10's. Challenge - Can you complete the missing 3's?</p> <p>Main activity- Can you use the number shapes to work out the addition to 20 questions?</p>
Break	
20 mins	<p style="text-align: center;">Writing Time</p> <p>Have a look at the PowerPoint about adverbs. Can you complete all the activities on the PowerPoint? You could say them to an adult or write them down and show them to an adult.</p>
40 mins	<p style="text-align: center;">Literacy</p> <p>This week we are going to be thinking about Marvel Superheroes. How many can you name? Which is your favourite? Today you will be writing a character description. Have a look at the Power Point all about the Marvel Superheroes to remind yourself about them. Choose your favourite character and write a description of them in your homework. You must include; what they look like, how they talk and move, what they are thinking as well as using some fantastic descriptive language. You can use the ideas on the Power Point to help you. Write at least two paragraphs. You can also draw a picture of them if you would like.</p>
Lunch	
15 mins	<p style="text-align: center;">Reading</p> <p>Read the Story 'The Lion and The Mouse,' you may have heard it before. It is a very old story written by someone called Aesop. Can you answer the questions on the sheet once you have read it?</p>
15 mins	<p style="text-align: center;">Wellbeing (yoga)</p> <p>Take a look at the yoga positions called 'butterfly', 'relaxation', and 'frog'. Read the instructions carefully. Yoga poses make you feel calm and relaxed.</p>
30 mins	<p style="text-align: center;">Non-Core (History)</p> <p>Watch the following videos about Mary Seacole (Episode 1, 2 and 3) Why was she such an important person? https://www.bbc.co.uk/bitesize/articles/zk7mkty Can you try the activity and put the key events in the correct order? Now use your sheet to create a fact file about Mary Seacole and use the word mat to help you.</p>
Break	
10 mins	<p style="text-align: center;">Gratefulness</p> <p>Think of someone you are grateful for. Can you brighten their day with a random act of kindness? This could be a compliment, making them a drink, tidying up. It is about being thoughtful, kind and caring towards that person.</p>
15 mins	<p style="text-align: center;">Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

KIDDO's Catching Challenge

What level can you get to over the school holidays?

What do you need: wall, hard surface and a ball – use whatever balls you have at home.

Harder

smaller, bouncier balls e.g. rubber bouncy balls

Easier

larger, softer e.g. large foam balls

Catching Challenge

How did you go?

1					
	Wall	Bounce	Catch		
2					
	Wall	Bounce	Bounce	Catch	
3					
	Wall	Catch			
4					
	Bounce	Wall	Catch		
5					
	Bounce	Wall	Bounce	Catch	
6					
	Wall	Bounce	Catch		
7					
	Wall	Bounce	Bounce	Catch	
8					
	Wall	Catch			
9					
	Bounce	Wall	Catch		
10					
	Bounce	Wall	Bounce	Catch	
Bonus					
	Bounce	Wall	Bounce	Spin 360	Catch

Level 1 & 2		AMAZING
Level 3 & 4		SUPERSTAR
Level 6 & 7		HERO
Level 9 & 10		LEGEND
Bonus		CATCHING GENIUS

Day 1

Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

do

when

what

could

should

would

want

their

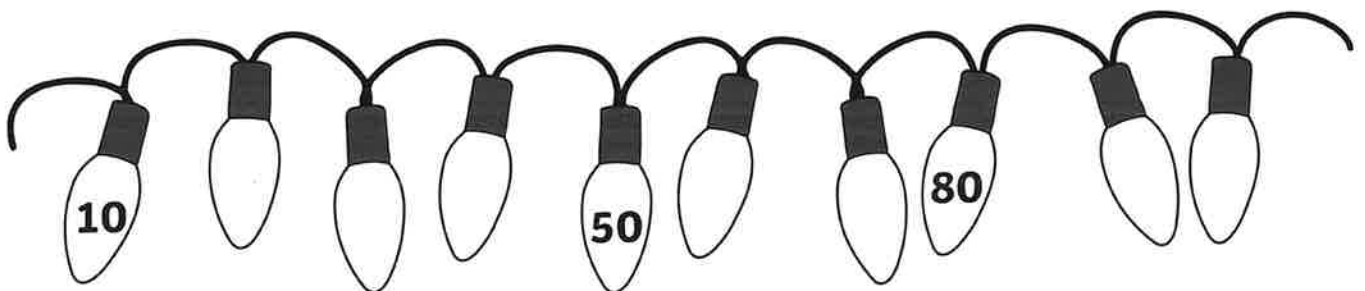
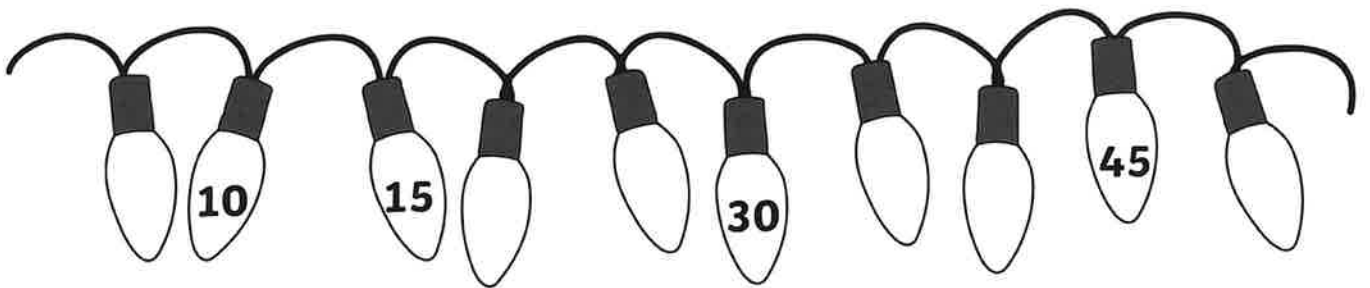
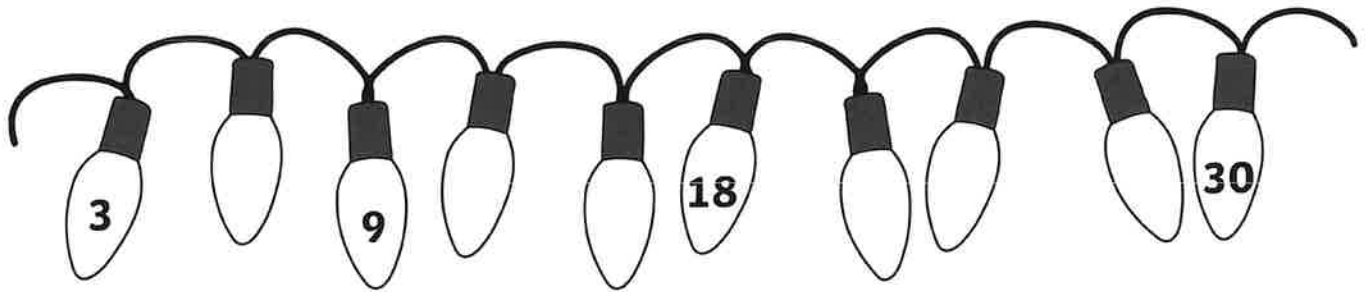
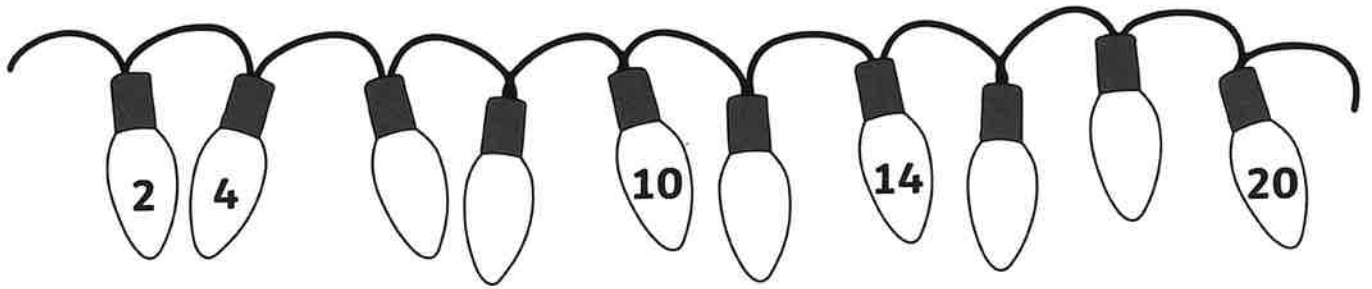
Mr

Mrs

Day 1

Fairy Lights Missing Numbers

Write down each missing number.



Day 1

Number Shape Addition to 20

Use the number shapes to work out the answers to each addition question.

$$\begin{array}{|c|} \hline \text{6 circles} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{2 circles} \\ \hline \end{array} = \square$$

$$\begin{array}{|c|} \hline \text{6 circles} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{3 circles} \\ \hline \end{array} = \square$$

$$\begin{array}{|c|} \hline \text{5 circles} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{4 circles} \\ \hline \end{array} = \square$$

$$\begin{array}{|c|} \hline \text{5 circles} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{5 circles} \\ \hline \end{array} = \square$$

$$\begin{array}{|c|} \hline \text{6 circles} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{1 circle} \\ \hline \end{array} = \square$$

$$\begin{array}{|c|} \hline \text{8 circles} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{2 circles} \\ \hline \end{array} = \square$$

$$\begin{array}{|c|} \hline \text{Green 10-dot shape} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{Light Green 4-dot shape} \\ \hline \end{array} = \square$$

$$\begin{array}{|c|} \hline \text{Purple 10-dot shape} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{Yellow 3-dot shape} \\ \hline \end{array} = \square$$

$$\begin{array}{|c|} \hline \text{Pink 10-dot shape} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{Pink 10-dot shape} \\ \hline \end{array} = \square$$

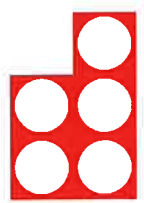
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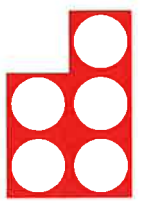
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Day 1


Number Shape Addition to 20



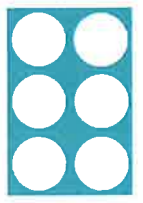
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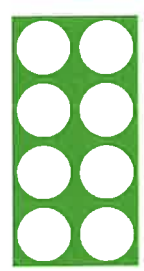
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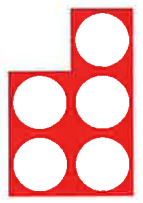
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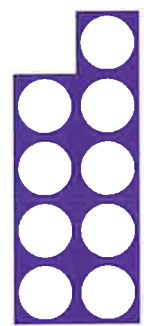
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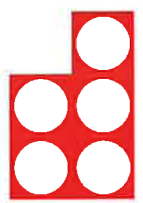
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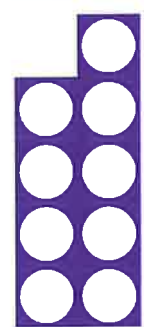
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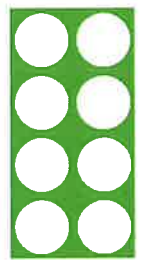
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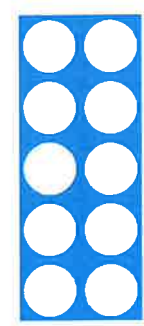
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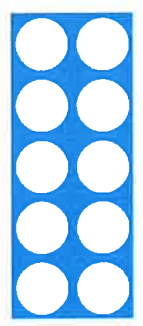
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+




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Adverbs

With Adil Adverb

twinkl



My name is Adil Adverb. You'll often find me close to Veronica Verb. I love to describe her actions. For example:

Veronica Verb always laughs **loudly** and she runs **quickly**.

That's my job - to tell you more about a verb.

An adverb tells you where, why or how much something is done.

Can you spot the adverb in this sentence?

Jessica **shouted loudly**.



The verb (the action) is in purple.

The adverb in blue tells us how Jessica shouted: she shouted loudly.

Can you spot the adverb in this sentence?

Isabelle **tried hard**.




The verb (the action) is in purple.

The adverb in blue tells us 'how much' Isabelle tried.

Can you spot the adverb in this sentence?

Abigail **threw** the ball **up**.





The verb (the action) is in purple.

The adverb in blue tells us 'where' Abigail threw the ball.

Some adverbs are made by adding 'ly' onto the end of the word.

kind + ly = kindly careful + ly = carefully

Lilly smiled **kindly**.

Daniel coloured his picture **carefully**.

Some adverbs describe *where* an action is happening.

Liam ran **upstairs**.



Here, 'upstairs' is describing **where** Liam ran, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

here
there
above

Some adverbs describe *how* an action is happening.

Helen laughed **nervously**.




Here, 'nervously' is describing **how** Helen laughed, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

quickly
loudly
sadly

Some adverbs describe *when* an action is happening.

The penguins swam *yesterday*.



Here, 'yesterday' is describing *when* the penguins swam, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

- earlier
- later
- today

Some adverbs describe *how often* an action is happening.

The lion roared *daily*.




Here, 'daily' is describing *how often* the lion roars, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

- weekly
- always
- sometimes

Some adverbs describe *how much* an action is happening.

Amy tried *hard* to finish her homework.




Here, 'hard' is describing *how much* effort Amy put in, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

- very
- completely
- almost

Find the adverbs



Tom painted his picture beautifully.

Annie quickly brushed her hair.

Amjid read his books today in the library.

Neena swam well without arm bands.

Ben always rides his bike to school.

Day 1

Character Profiles - Marvel Heroes

You are going to be creating a character profile for a superhero!
First let's look at some Marvel heroes!

Writing a Character Profile:

Appearance

- Describe your character's physical features that can affect their abilities, powers etc. etc.

Voice and movement

- Describe how your character talks and moves. Are there any special sounds or movements?

Inner person

- Describe what your character is thinking or feeling. Do they have any fears or insecurities about their life?

Metaphors

- Compare your character to something else.
- E.g. He is as strong as an ox.

Similes

- Compare your character to something else using "like".
- E.g. Her powers were like her hair.

Unusual features

- Are your character an unusual human that makes them stand out, such as a scar, hair, etc.

Character Profile

IRON MAN

- Real Name:** Anthony "Tony" Stark
- Age:** 35+
- Location:** Long Island, NYC
- Nickname:** The Man of Iron
- Group Affiliations:** The Avengers, S.H.I.E.L.D.
- Powers/Abilities:**
 - Super genius intellect
 - Master Engineer
 - Expert tactician
 - Skilled unarmed fighter
 - Master Businessman

CAPTAIN AMERICA

- Real Name:** Steve Rogers
- Age:** 99
- Location:** Brooklyn, NYC
- Nickname:** Cap, Nomad
- Group Affiliations:** The Avengers, World War II Commandos
- Powers/Abilities:**
 - Superhuman intellect
 - Superhuman senses
 - Leadership & Strategy
 - Skilled with his weapons
 - Exceptional Strength
 - Superhuman Strength
 - Amazing agility & reflexes

Day 1

THE INCREDIBLE HULK




- **Real Name:** Dr Bruce Banner
- **Age:** 48
- **Location:** Unknown, possibly NYC
- **Nicknames:** Big Guy, The Beast, Big Blue Guy
- **Group Affiliations:** The Avengers, Defenders, Futureline
- **Powers/Abilities:**
 - Immense Strength
 - Durability
 - Regeneration
 - Rage Factor
 - Bulletproof

THOR



- **Real Name:** Tia Aether
- **Age:** 1500
- **Location:** Asgard
- **Nicknames:** Son of Odin, God of Thunder, King of Asgard
- **Group Affiliations:** The Avengers, God of Asgard
- **Powers/Abilities:**
 - Godly Physiology
 - Master Combatant
 - Flight
 - Incredible Healing Factor
 - Lightning Control & Manipulation
 - Super Strength

BLACK WIDOW



- **Real Name:** Natasha Romanoff
- **Age:** 34
- **Location:** Kansas City, Missouri, USA
- **Nicknames:** Natasha Romanoff, Red Widow
- **Group Affiliations:** S.H.I.E.L.D., The Avengers, F.I.C.I.D.
- **Powers/Abilities:**
 - Master Spy
 - Master Combatant
 - Master Assassin
 - Expert marksman
 - Multilingual

SPIDER-MAN



- **Real Name:** Peter Parker
- **Age:** 17
- **Location:** Queens, NYC
- **Nicknames:** Spider, Amazing Spider-Man, The Amazing Spider-Man
- **Group Affiliations:** The Avengers
- **Powers/Abilities:**
 - Superhuman Physiology
 - Spider Senses
 - Superhuman Strength
 - Wall-Crawling
 - Regeneration
 - Super Agility
 - Spider Senses

Day 1

BLACK PANTHER



- **Real Name:** T'Challa
- **Age:** Unknown
- **Location:** Wakanda
- **Nicknames:** Step 11 Character, King of Wakanda
- **Group Affiliations:** The Avengers
- **Powers/Abilities:**
 - Master Combat Artist
 - Superhuman Strength
 - Genius Intellect
 - Cat-like Reflexes
 - Bravery & Leadership

CAPTAIN MARVEL



- **Real Name:** Carol Danvers
- **Age:** Unknown
- **Location:** Earth, Massachusetts
- **Nicknames:** The Red Bull, The Red Comet
- **Group Affiliations:** The Avengers, The Guardians of the Galaxy
- **Powers/Abilities:**
 - Flight Speed
 - Superhuman Strength
 - Energy Absorption
 - Flight, Super Jump
 - Matter Conversion

WOLVERINE



- **Real Name:** James "Logan" Howlett
- **Age:** 137+
- **Location:** Alberta, Canada
- **Nicknames:** Logan, Weapon X, Weapon D
- **Group Affiliations:** The X-Men, X-Force, Brotherhood
- **Powers/Abilities:**
 - Mutant Physiology
 - Superhuman Strength
 - Enhanced Senses
 - Regeneration
 - Adamantium Skeleton

Scarlet Witch



- **Real Name:** Wanda Maximoff
- **Age:** 19-23
- **Location:** Genosha, Bludworth, Texas
- **Nicknames:** Scarlet, Little Wanda
- **Group Affiliations:** Wanda Maximoff
- **Powers/Abilities:**
 - Magic Powers
 - Energy Manipulation
 - Telekinesis
 - Teleportation
 - Telepathy
 - Teleportation
 - Telekinesis

Day 1

QUICKSILVER



- **Real Name:** Pietro Maximoff
- **Age:** 19-25
- **Location:** Westchester Mountain, Westchester
- **Nicknames:** The Silver Bullet
- **Group Affiliations:** X-Men, X-Factor
- **Powers/Abilities:**
 - Super Speed
 - Super Reflexes
 - Super Stamina
 - Vibration of Cells
 - Time Dilation
 - Super Metabolism

THING



- **Real Name:** Benjamin "Ben" Grimm
- **Age:** 57
- **Location:** Manhattan, NY
- **Nicknames:** Ben Grimm, Abner
- **Group Affiliations:** Fantastic Four, The Avengers
- **Powers/Abilities:**
 - Rock like skin
 - Superhuman Strength
 - Superhuman Stamina
 - Immortality
 - Superhuman Reflexes
 - Superhuman Durability
 - Superhuman Combat

CYCLOPS



- **Real Name:** Scott Summers
- **Age:** 28-35
- **Location:** Jacksonville, Florida
- **Nicknames:** Cyclops, Scott
- **Group Affiliations:** X-Men & X-Factor
- **Powers/Abilities:**
 - Optic Blasts
 - Master Combatant
 - Expert Pilot
 - Skilled Leader & Strategist
 - Skilled Swordsman

DAREDEVIL



- **Real Name:** Matthew Murdock
- **Age:** 38
- **Location:** Hell's Kitchen, NYC
- **Residence:** 100 East 99th St, Manhattan, New York City, NY
- **Group Affiliations:** The Defenders, Hellbore
- **Powers/Abilities:**
 - Enhanced Senses
 - Echolocation
 - Limb Detachment
 - Enhanced Balance
 - Master Martial Artist
 - Super Reflexes
 - Precognition
 - Superhuman Strength

The Lion and the Mouse



One day, a proud lion was asleep in the wood, his head resting on his paws. A timid mouse came along. The mouse didn't see the lion and ran across the lion's nose.

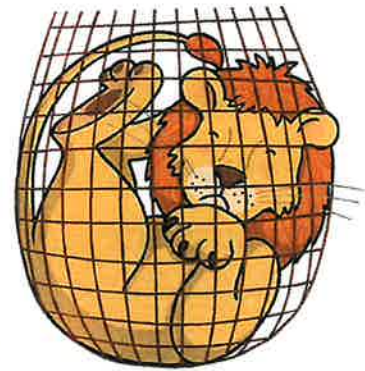
The lion woke up from his nap. He was cross with the mouse. "You woke me up!" he roared and laid his paw on the mouse, ready to gobble her up.

The mouse was scared. "Please let me go!" begged the mouse. "If you let me go, I will repay you one day!"

"You are funny!" said the lion. "How could a mouse help a lion?"

The lion laughed at the idea that a mouse could ever help him. But he was generous and let the mouse go.

Some days later, the lion was caught in a hunter's net. Unable to get out, the lion roared in anger. The mouse remembered the lion's voice and ran quickly to the net.

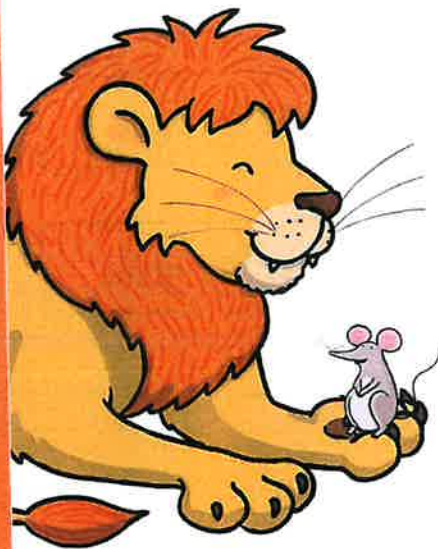


The mouse saw the lion struggling in the net and had an idea. She gnawed on the net until it broke and the lion was able to escape. The lion was free.

"Even a mouse can help a lion!" declared the tiny mouse.

From that day on, the mouse and the lion became friends forever.

A kindness is never wasted.



Day 1

The Lion and the Mouse Questions

1. Why did the mouse run across the lion's nose? Tick one.

- She didn't see the lion.
- She wanted to surprise the lion.
- She thought it would be fun.

2. Why did the lion think the mouse was funny? Tick one.

- because she was dressed as a clown
- because she told him a joke
- because he thought a mouse could never help a lion

3. Why did the mouse run quickly to the net? Tick one.

- because she was in a hurry
- because she heard the lion's voice
- because she was nosy

4. Complete the sentences. One has already been done for you.

The mouse didn't see the lion

and had an idea.

The mouse saw the lion
struggling in the net

became friends forever.

The mouse and the lion

and ran across his nose.

5. What is the moral of the story?

The Lion and the Mouse



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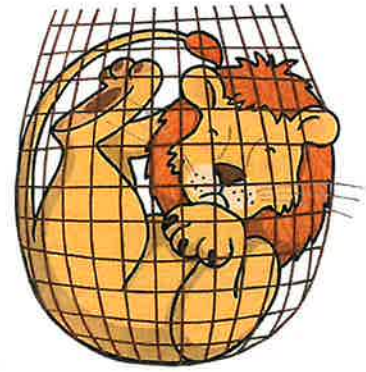
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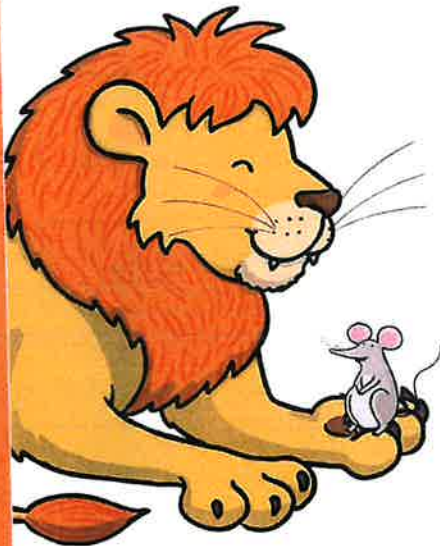


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The mouse saw the lion struggling in the net	became friends forever.
The mouse and the lion	and ran across his nose.

5. What is the moral of the story?

Butterfly Pose

Baddha Konasana



Benefits

Calms the body and mind, helps relieve stress, headaches and fatigue

- 1 Begin by sitting with the soles of your feet together.
- 2 Wrap your hands around your feet, keep your back straight.
- 3 Gently bounce your knees to flap your butterfly wings.

Relaxation Pose

Corpse Pose: Savasana



Benefits

Calms the body and mind, helps relieve stress, headaches and fatigue.

- 1 Lie down on your back with your arms next to your body and your legs slightly apart.
- 2 Relax and close your eyes, focus on deep breathing and relaxation. For the full benefit, relax for 2-5 minutes.

Frog Pose

Ardha Bhikasana



Benefits

Tones legs and increases hamstring flexibility.

- 1 Squat on the floor, balancing on your toes, knees spread wide, hands on the floor or out in front of you. Wherever makes you feel most balanced.
- 2 Look up and inhale. As you exhale, straighten your legs so you are in a standing position, lower your head towards your knees.
- 3 Return to the first position, then repeat.

Mary Seacole

Date of birth: _____

Date of death: _____

_____ is significant because _____

A picture of Mary Seacole



Interesting Facts

Mary Seacole Word Mat

Crimean War

sick



Jamaica

Mary Seacole

nurse

Britain

soldier



dolls

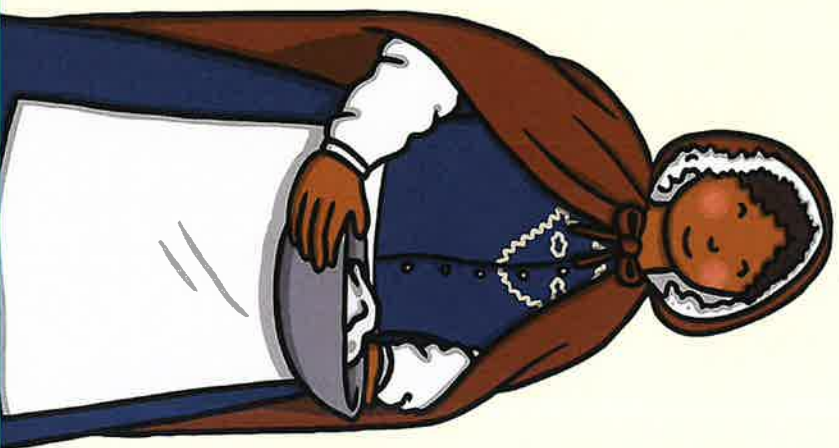
wounds

travel

battle

ship

prejudice



Day 2	
30 mins	<p>Get active / wake up shake up</p> <p>Take a look at the balance dice. Put the dice together. When you have done this, roll the dice at least 6 times. Can you copy the action that is rolled? Can you hold it for 5 seconds? 10 seconds? 20 seconds? What is the longest you can balance for?</p>
10 mins	<p>Handwriting</p> <p>Complete the handwriting sheet starting with the spelling 'love'. All of these words you will be practising are words you may use in your writing. Try and test yourself on the spelling afterwards.</p>
40 mins	<p>Maths</p> <p>Arithmetic- Fill in the number of 10's and 1's using the pictures on your sheet to help you. What is each 2-digit number?</p> <p>Main activity- Can you complete the number sentences using the number bond sticks to 20? Use the pictures on the sheet to help you.</p>
Break	
20 mins	<p>Writing Time</p> <p>Have a look at the sheet titled 'Identifying Adverbs.' Can you use what you learnt yesterday to complete the sheet? For the first section you need to complete the sentence using an adverb from the box at the top. For the second section you need to circle the adverb in the sentence.</p>
40 mins	<p>Literacy</p> <p>Yesterday you wrote a character description of a Marvel Superhero. Today you are going to be the superhero! What would your superhero name be? What would your super power be? Would you have a special vehicle? Use the planning sheet called 'Your Superhero Profile' to help you. When you have finished planning your character, you can draw a picture of what you would look like. Include some detail on your outfit.</p>
Lunch	
15 mins	<p>Reading</p> <p>Read the book from your book bag, or any other book that you want to read. If possible read to an adult, don't forget to get them to sign your Reading Superstar sheet! Read for at least 15 minutes.</p>
15 mins	<p>Wellbeing (meditation)</p> <p>Today's activity is called 'pebble meditation'. Can you collect 4 pebbles (you could use bits of gravel, marbles, rocks or shells if you can't find pebbles). Place the 4 pebbles in front of you. Breathing in- 'I see myself as a flower' Breathing out- 'I feel fresh, flower fresh' and breathe in and out 3 times. Round 2: Breathing in- 'I see myself as a mountain' Breathing out - 'I feel solid, mountain solid' and breathe in and out 3 times. Round 3: Breathing in- 'I see myself as water' Breathing out- 'Clear water, reflecting' and breathe in and out 3 times. Round 4: Breathing in- 'I see myself as space' Breathing out- 'I feel free, space free' and breathe in and out 3 times.</p>
30 mins	<p>Science</p> <p>Take a look at the two experiments in your pack. The first one you will need eggs, the second one you will need cream! Can you give these experiments a go? Can you take some pictures of you doing the experiment?</p>
Break	
10 mins	<p>Gratefulness</p> <p>Think about your random act of kindness yesterday. How did it make you feel? How do you think that person felt? Can you challenge yourself to fit in as many random acts of kindness as you can throughout the week?</p>
15 mins	<p>Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

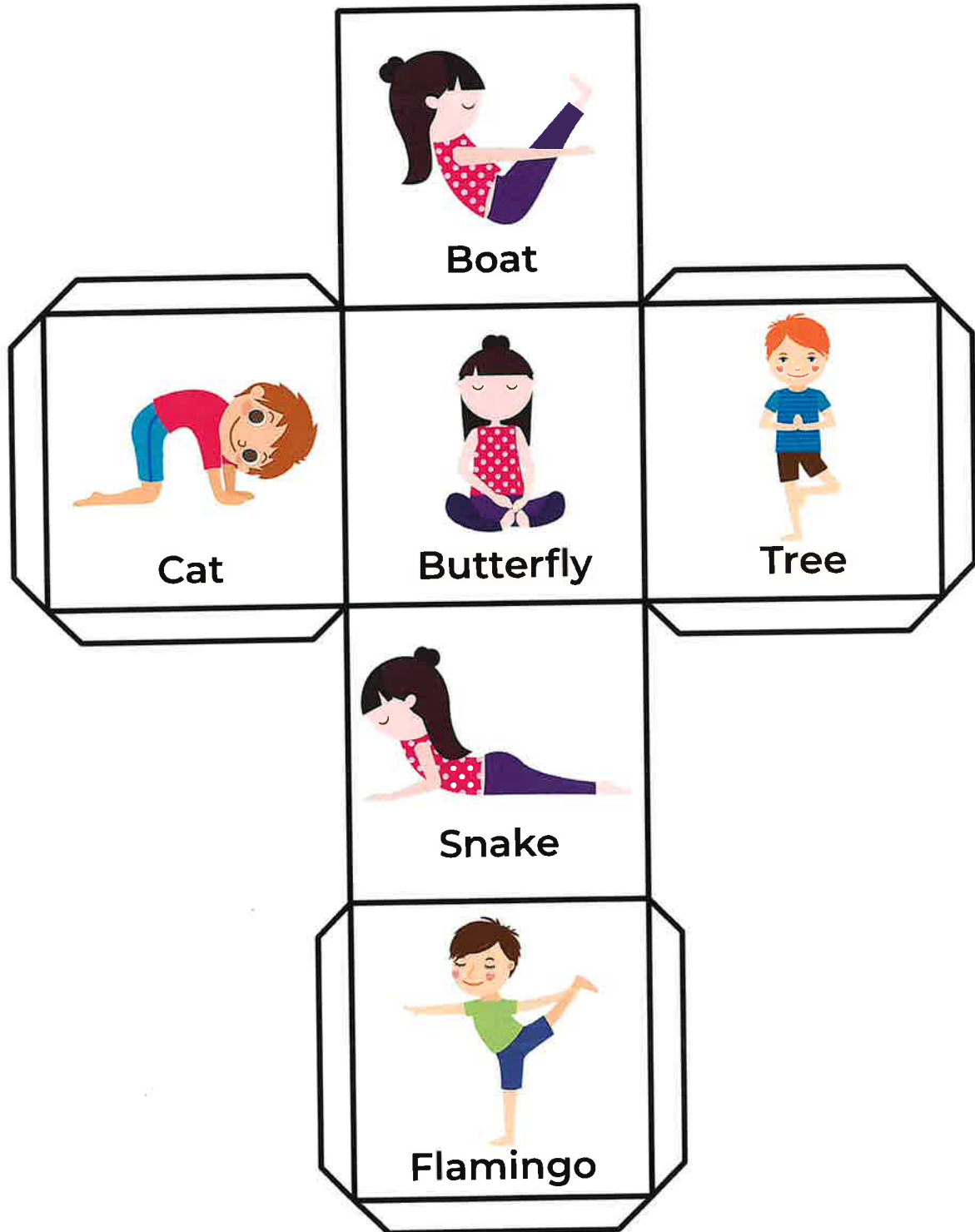
Day 2



Improve your Move

www.kiddo.edu.au

KIDDO BALANCE DICE



Day 2

Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

love

your

people

looked

asked

called

water

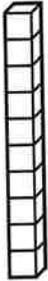

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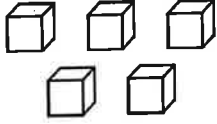
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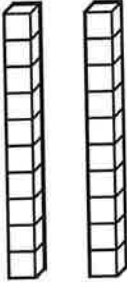

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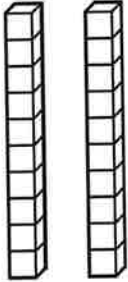
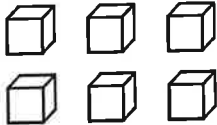
Day 2

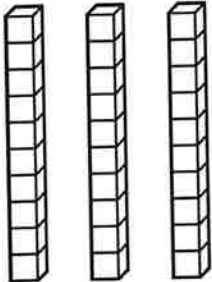

How Many Tens and Ones?

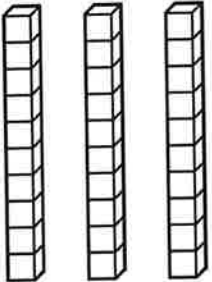
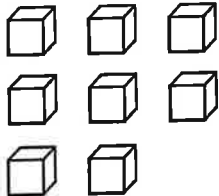
	
tens	ones

	
tens	ones

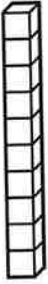

	
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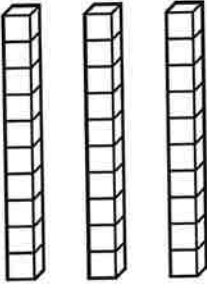

	
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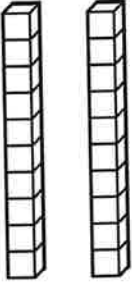
	
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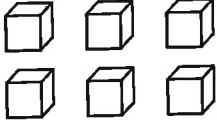
	
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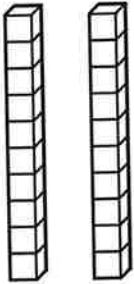
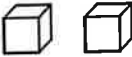
How Many Tens and Ones?

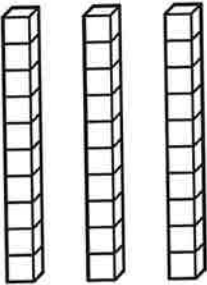
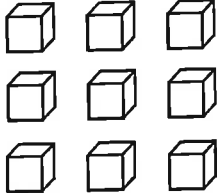
	
tens	ones

	
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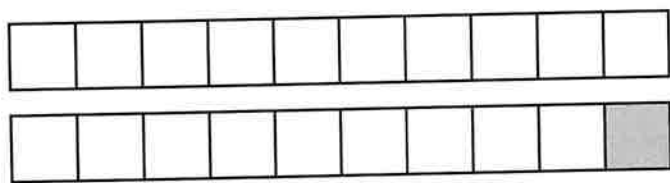
	
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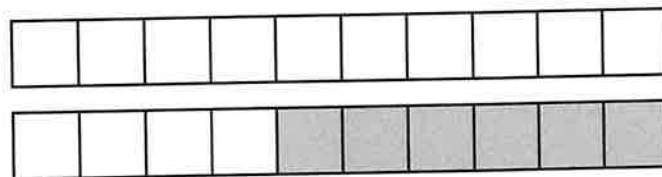
Day 2

Number Bond Sticks

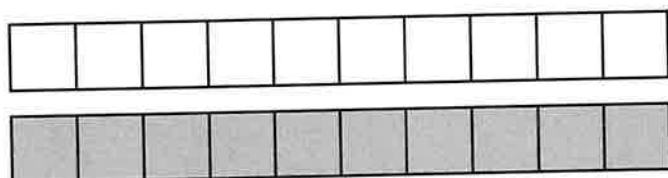
Can you complete these number sentences using number bonds to 20?
The first one has been done for you.



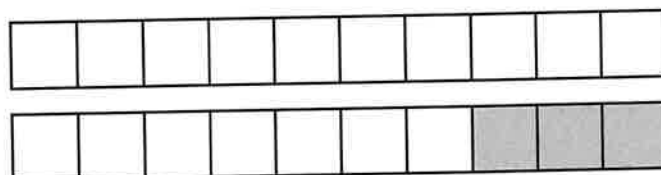
$$\boxed{19} + \boxed{1} = 20$$



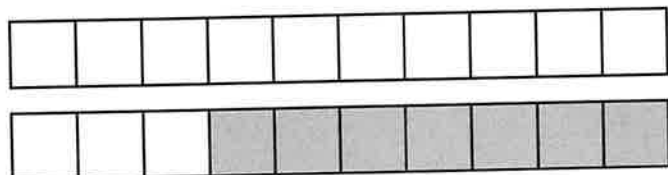
$$\boxed{} + \boxed{} = 20$$



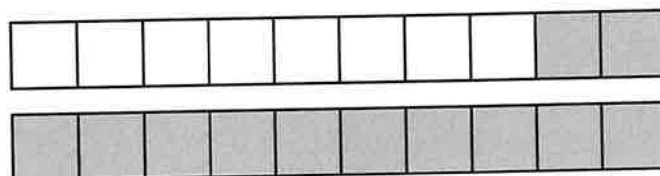
$$\boxed{} + \boxed{} = 20$$



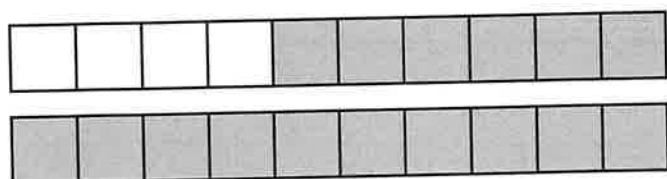
$$\boxed{} + \boxed{} = 20$$



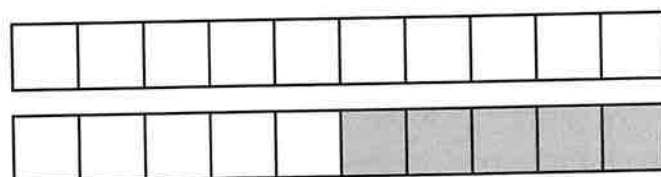
$$\boxed{} + \boxed{} = 20$$



$$\boxed{} + \boxed{} = 20$$



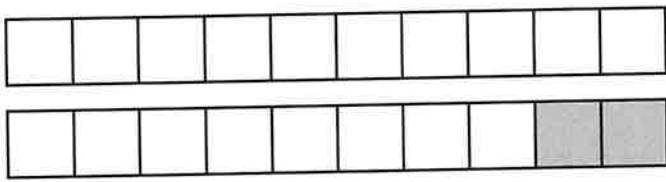
$$\boxed{} + \boxed{} = 20$$



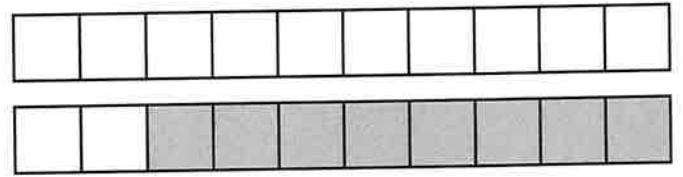
$$\boxed{} + \boxed{} = 20$$

Number Bond Sticks

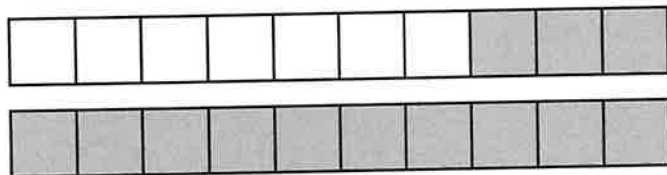
Can you complete these number sentences using number bonds to 20?
The first one has been done for you.



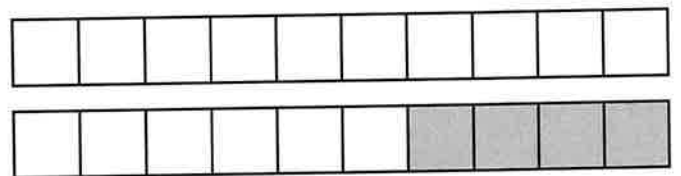
$$\boxed{18} + \boxed{2} = 20$$



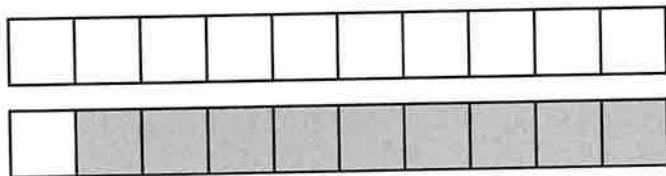
$$\boxed{} + \boxed{} = 20$$



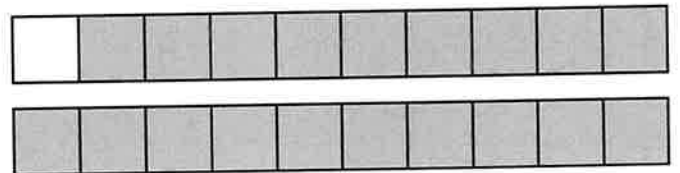
$$\boxed{} + \boxed{} = 20$$



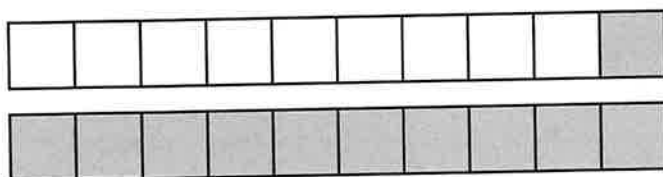
$$\boxed{} + \boxed{} = 20$$



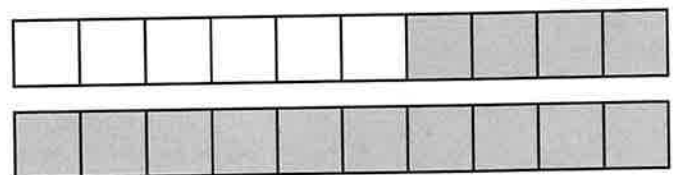
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$$\boxed{} + \boxed{} = 20$$



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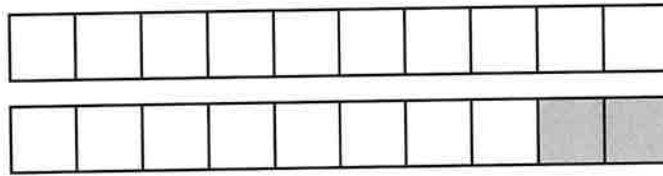


$$\boxed{} + \boxed{} = 20$$

Day 2

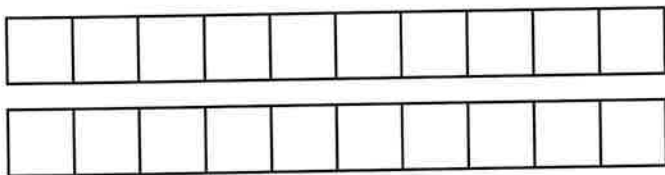
Number Bond Sticks

These number bond sticks are made from 18 white cubes and 2 grey cubes.

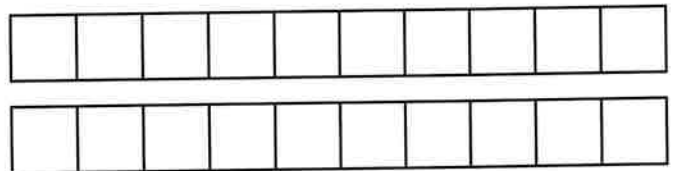


$$\boxed{18} + \boxed{2} = 20$$

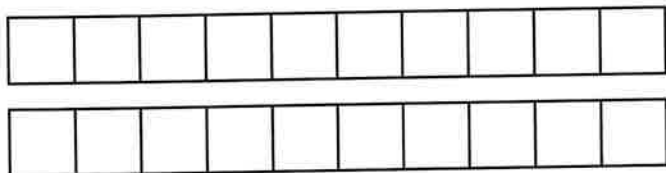
Can you use two colours to make your own sticks with number bonds of 20? Write the matching number sentence below each picture.



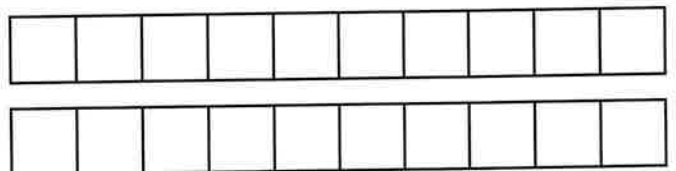
$$\boxed{} + \boxed{} = 20$$



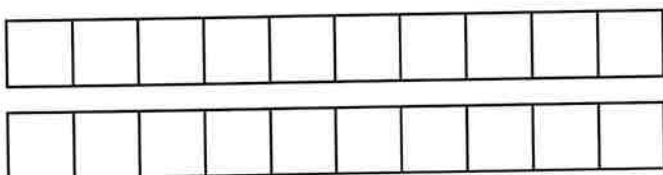
$$\boxed{} + \boxed{} = 20$$



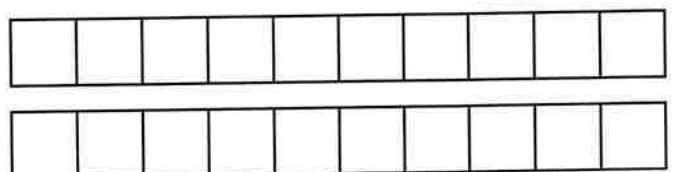
$$\boxed{} + \boxed{} = 20$$



$$\boxed{} + \boxed{} = 20$$



$$\boxed{} + \boxed{} = 20$$



$$\boxed{} + \boxed{} = 20$$



Identifying Adverbs

I know what adverbs are used for.

Adverb Word Bank						
cheerfully	sadly	shyly	happily	gently	angrily	hungrily

1. Answer each question with an adverb. Use the **Adverb Word Bank** to help you.

- a) How did your brother play? He played *happily*.
- b) How did your mum say goodbye? Mum said it _____.
- c) How did the dog bark? The dog barked _____.
- d) How did the kite fly in the breeze? The kite flew _____.
- e) How did your dad tell you off? My dad told me off _____.

The first one has been done for you.

2. Look at the sentences below. Circle the adverb in each one.

- a) He smiled cautiously.
- b) She frowned angrily.
- c) He walked to school quickly.
- d) Carefully, she looked for her coat.
- e) Thankfully, it would be his turn soon.



YOUR SUPERHERO PROFILE

Real name:

Superhero name:

Superhero outfit:

Special powers/abilities:

Do you have a weakness:

Do you have a super vehicle:

Do you have any gadgets:

Do you have a sidekick:

Who's your arch-enemy:

IDEAS TO HELP YOU:

- TELEPATHY
- Gloves
- SKINNY
- EXTRA BENDY LIMBS
- TANK
- SKATEBOARD
- X-RAY VISION
- FLYING
- CAPE
- WEAPONS
- ARMOUR
- LASER BEAMS
- Claws
- Throw fire-balls
- CLIMB BUILDINGS
- HOVERBOARD
- SHORT
- Jetpack
- HORNS
- Tall
- HELMET
- SHIELD
- PENDANT
- INVISIBILITY
- FASHIONABLE
- FORCE FIELD
- MASK
- RING
- GADGET BELT
- SUPER CAR
- LASER GUNS

NAME IDEAS:

- CAPTAIN... The Mighty...
- The Incredible...
- CRYSTAL... DOCTOR...
- PROFESSOR...
- MR... WONDER...
- PHANTOM...
- MAGICIAN...
- Master...

WHAM!

Now turn over to draw your superhero in action ...



Day 2



COMPLETE THE PROFILE QUESTIONS.
PICTURE YOUR SUPERHERO USING YOUR IMAGINATION...

NOW IT'S TIME TO DRAW YOUR SUPERHERO IN ACTION...

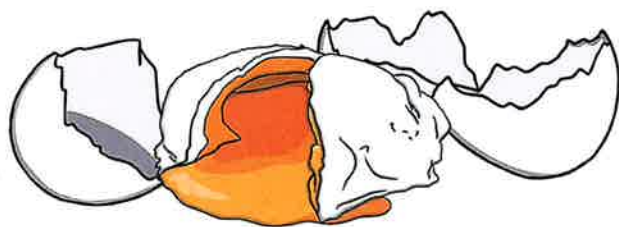
Egg White and Yolk

Science Experiment

Sometimes when you are cooking, you need either just the white or just the yolk (the yellow bit) of an egg. This experiment gives you an easy way to separate the parts.

You will need:

- two bowls
- an egg
- an empty plastic drinks bottle



Method:

1. Crack the egg and put it in the bowl. You might need a grown-up to help you with this.
2. Squeeze the bottle and keep it squeezed tight.
3. Put the opening of the bottle on top of the egg yolk.
4. Release the pressure on the bottle so it's no longer squeezed.
5. The yolk will pop up into the bottle.
6. Put the bottle over the other bowl.
7. Squeeze the bottle so the yolk empties into the bowl.

The science:

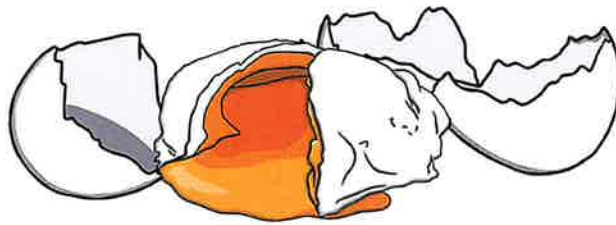
When you squeeze the bottle, air comes out of it. When you release the squeeze, air rushes back into the bottle to fill the space. If the yolk is at the opening of the bottle, it will rush into the bottle instead of air. The reason why only the yolk will be sucked up is because the yolk is thicker than the egg white.

Science Experiment

Egg White and Yolk Activity

Squeeze the bottle tightly so lots of air gets squeezed out.
Make sure you don't let go.

When you put the bottle on the yolk, make sure it is touching the egg, like a lid. This will seal it to make sure no air gets back in.



Science Experiment

Egg White and Yolk Activity

Squeeze the bottle tightly so lots of air gets squeezed out.
Make sure you don't let go.

When you put the bottle on the yolk, make sure it is touching the egg, like a lid. This will seal it to make sure no air gets back in.



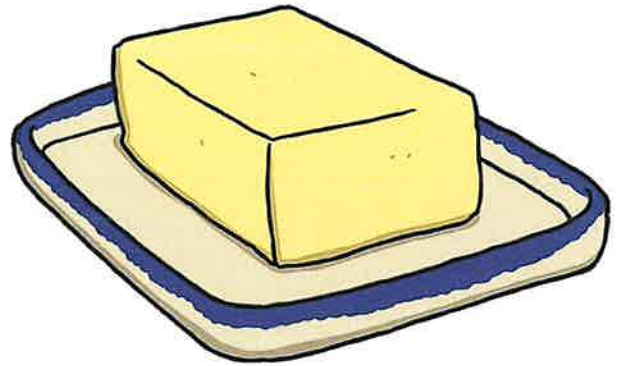
Make Your Own Butter

Science Experiment

Butter is an important part of sandwiches and tastes great on toast. Follow these instructions to make your own yummy butter.

You will need:

- cream (it needs to be thick cream so double cream or whipping cream works best)
- plastic jar with a lid
- sieve
- bowl



Method:

1. Pour the cream into the jar. The jar should be about half full.
2. Put the lid on the jar and make sure it's on tightly.
3. Now for the hard work! Shake the jar lots until you see a lump form in the jar. This could take a long time – maybe even ten minutes!
4. Eventually, you will see a lump and some liquid. The lump is butter and the liquid is buttermilk, an ingredient that can be used in lots of different things.
5. Put the sieve over a bowl. Open the jar and tip the contents into the sieve.
6. You now have separate butter and buttermilk.

The science:

Cream is made up of tiny pieces (called molecules) of fat surrounded by water. When you shake the cream, the fat molecules start to clump together in a lump. They then separate from the liquid.

Day 2

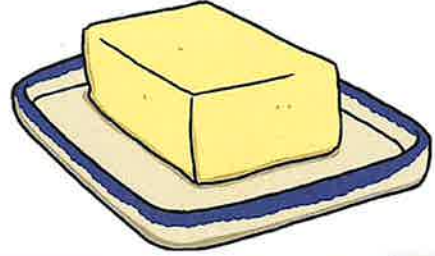
Science Experiment

Make Your Own Butter

How long did you have to shake the jar before you saw lumps starting to form?

Which is runnier, the cream or the buttermilk?

Does the cream change colour when it turns into butter and buttermilk?



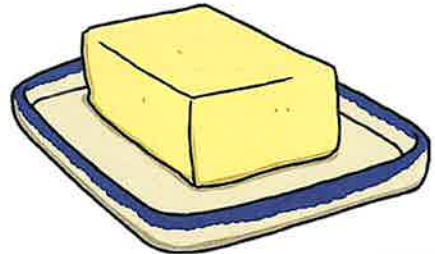
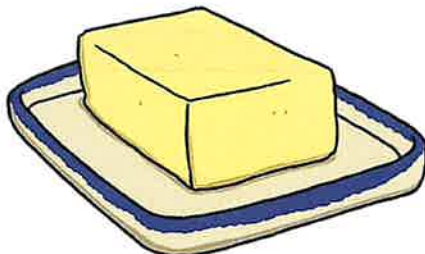
Science Experiment

Make Your Own Butter

How long did you have to shake the jar before you saw lumps starting to form?

Which is runnier, the cream or the buttermilk?

Does the cream change colour when it turns into butter and buttermilk?



Day 3	
30 mins	<p>Get active / wake up shake up Complete Cogsworth's time trial! https://www.nhs.uk/10-minute-shake-up/shake-ups/cogsworths-time-trial</p>
10 mins	<p>Handwriting Complete the handwriting sheet starting with the spelling 'thought'. All of these words you will be practising are words you may use in your writing. Try and test yourself on the spelling afterwards.</p>
40 mins	<p>Maths Arithmetic- Practise counting in 5's up to 50. Now can you count backwards? How fast can you do this? Main activity- Can you partition the 2-digit numbers into 10's and 1's using the images on your sheet to help you? For example: $10 + 3 = 13$</p>
Break	
20 mins	<p>Writing Time Look at the sheet called 'Word Match Up Spelling Activity.' Can you use the words in the word bank on the right hand side of the page to complete the sentences? Challenge: Choose 5 words and use them in a sentence.</p>
40 mins	<p>Literacy Using your planning sheet and picture from yesterday, write a detailed description of the superhero that you created. Try and write three paragraphs. The first paragraph should describe appearance and special powers/weaknesses. The second paragraph should include special gadgets and vehicles as well as a description of your sidekick. The last paragraph should describe your arch enemy and why they are your enemy.</p>
Lunch	
15 mins	<p>Reading Read the story called 'The Camping Trip.' Have you ever been on a camping trip? Answer the questions on the sheet.</p>
15 mins	<p>Wellbeing (Deep breathing) Deep breathing is a good way to calm yourself down. There is no right or wrong way to deep breathe. This is a trick you can play on your body to make it feel relaxed- even if something is worrying you! <ol style="list-style-type: none"> 1. Breathe in 1, 2, 3, 4, 5 2. Pause (for a count of one) 3. Breathe out 1, 2, 3, 4, 5, 6, 7, 8 4. Pause (for a count of one) Repeat</p>
30 mins	<p>Non-Core (PE) Try each of these 3 times each. What is the best score that you can get? Record them in your homework book! Around the sock challenge: https://youtu.be/c9lm8Y7koqE Sock ladder challenge: https://www.youtube.com/watch?v=BA4XN3Pynig Speed bounce challenge: https://www.youtube.com/watch?v=zzWyMWAefk4 What happened to your heart rate when you were doing these? How did your arms feel after the around the sock challenge? Which muscles could you feel working in the sock ladder challenge?</p>
Break	
10 mins	<p>Gratefulness Look at each member of your family. What do you appreciate about them? Appreciation is recognition of enjoyment of the good qualities about someone. Draw a picture of each member of your family and write down the things you enjoy and appreciate about them! They might tell you what they appreciate about you.</p>
15 mins	<p>Storytime Listen to a story. An adult could read you a story or you can listen to one online.</p>

Day 3

Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

thought

through

work

house

many

laughed

because

different

any

eyes

Day 3

Word Match Up Spelling Activity

1. Join up the two parts of the sentences with one of the words from the box down the side of the page.

Jake held up his certificate _____.

In the middle of winter, it can be _____ cold outside.

The moon shone _____ in the black velvet sky.

A _____ figure stood still in the churchyard.

The fan looked _____ at his idol on the stage.

_____, the clown had a big orange wig, huge blue shoes and a purple nose.

A strange looking ghost hovered _____ into the darkened room.

James waited _____ for his exam results.

The hikers walked _____ into the thick mist.

I'll _____ be going to the party if I start to feel better.

proudly

ghostly

blindly

bitterly

brightly

spookily

adoringly

amusingly

anxiously

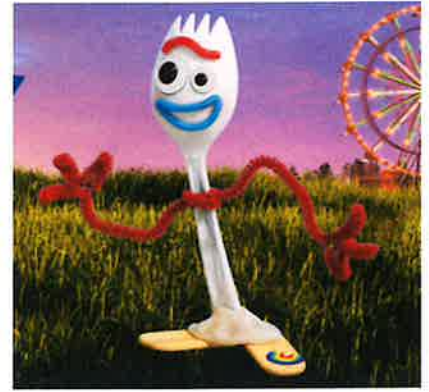
certainly

2. Now choose 5 of the words. Write each word into a sentence below.
Don't forget capital letters and full stops!

Day 4	
30 mins	<p>Get active / wake up shake up</p> <p>Play 'find forky' with a member of your family! It is all explained on the sheet in your pack!</p>
10 mins	<p>Handwriting</p> <p>Complete the handwriting sheet starting with the spelling 'friend'. All of these words you will be practising are words you may use in your writing. Try and test yourself on the spelling afterwards.</p>
40 mins	<p>Maths</p> <p>Arithmetic- Complete the number bonds using the part-part-whole pictures on your sheet to help you.</p> <p>Main activity- Use known number facts to fill in the missing numbers on the bar models on your sheet.</p>
Break	
20 mins	<p>Writing Time</p> <p>Have a go at the word search. Can you find all the adverbs? Challenge: choose 6 adverbs and write a sentence for each one.</p>
40 mins	<p>Literacy</p> <p>Today you are going to plan a short story about the superhero and the arch enemy that you have already created. The story should include your superhero defeating the arch enemy. Will they have a big battle? Will the superhero trick the enemy into being captured? Use the story mountain planning sheet to help you.</p>
Lunch	
15 mins	<p>Reading</p> <p>Read the book from your book bag, or any other book that you want to read. If possible read to an adult, don't forget to get them to sign your Reading Superstar sheet! Read for at least 15 minutes.</p>
15 mins	<p>Wellbeing</p> <p>Take a look at the 'how do you feel today?' cards. Play emotion charades with someone in your house. Try and copy the facial expression of a chosen emotion. Can the person you are playing with guess what emotion you are acting out? Can you guess what they are acting out?</p>
30 mins	<p>Non-Core (ICT/PSHE)</p> <p>Take a look at the Cyberbullying PowerPoint. This will give you lots of information about what cyberbullying is and what to do about it. When you have read that, match the picture to the card in the matching activity about cyberbullying. If you finish quickly, you may want to complete the colouring sheet called 'say no to cyberbullying'.</p>
Break	
10 mins	<p>Gratefulness</p> <p>What good things have happened in your day? How has it made you feel? Can you re-call a positive memory from the past- why does it stick in your mind? Tell your parent about positives that have happened this week.</p>
15 mins	<p>Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

Day 4 =

Forky, the newest member of the Toy Story gang, does not believe he is a toy. Even though he is Bonnie's favourite, he keeps running away. Who can find Forky the fastest?

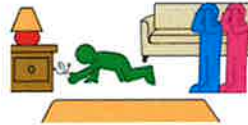


How to play...

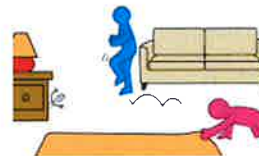
- 1 Draw Forky on a piece of paper and get an adult to help you cut him out.



- 2 One player hides Forky while everyone else closes their eyes.



- 3 Open your eyes and hop your way around the room to try to find Forky.



- 4 The player who finds Forky is the winner.



- 5 Everyone celebrates with 10 star jumps. Let the winner take a turn to hide Forky, and play again!



Day 4

Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

friend

once

please

lived

more

coming

Monday

Tuesday

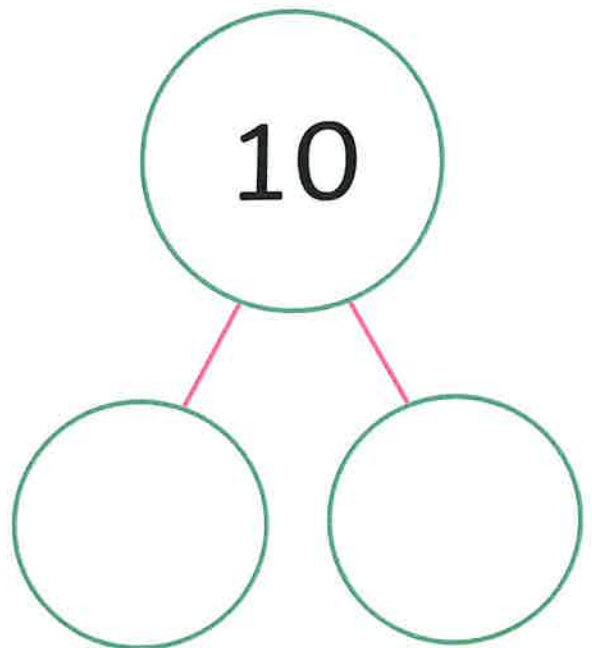
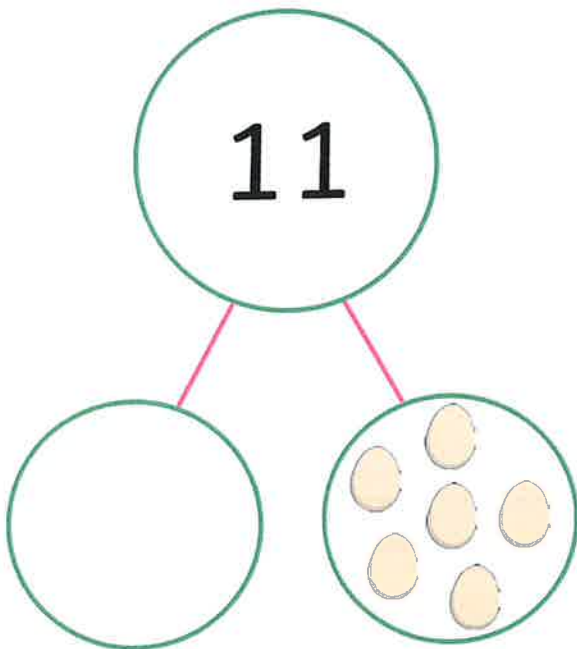
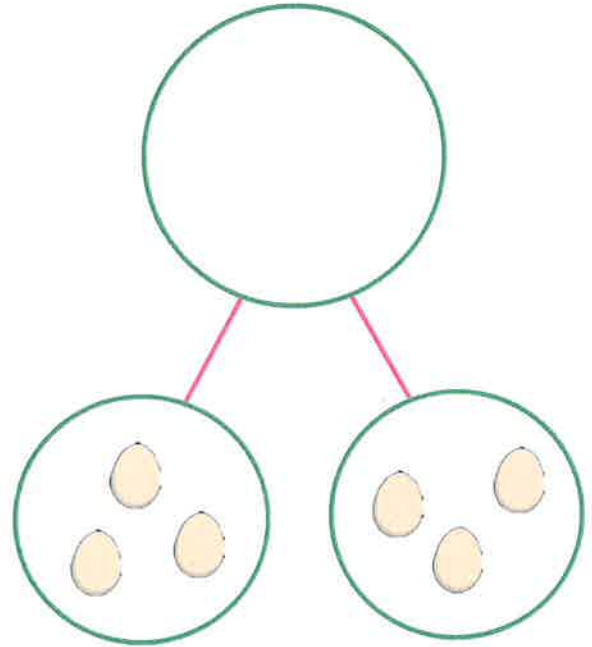
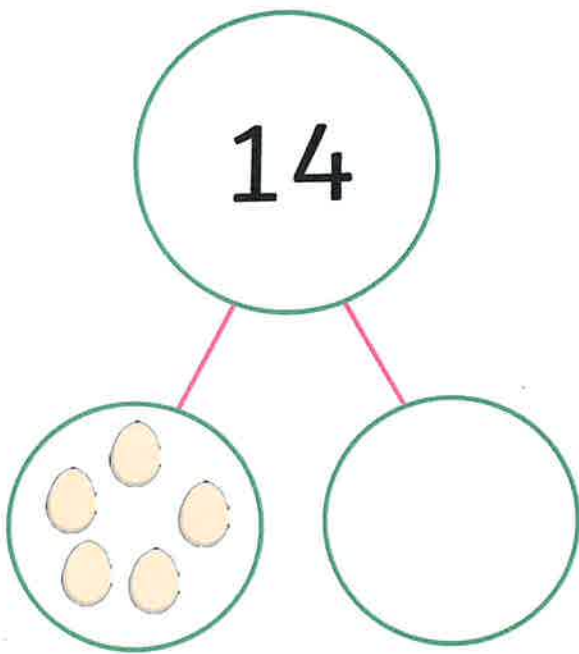
Wednesday

Thursday

Day 4

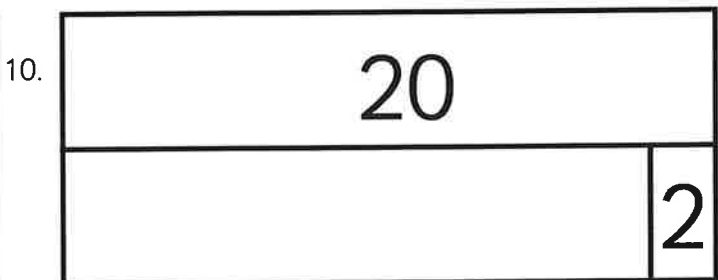
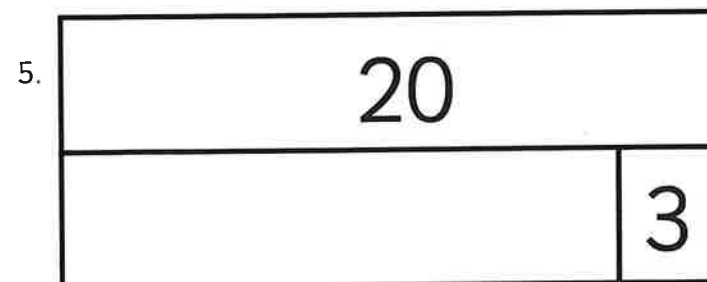
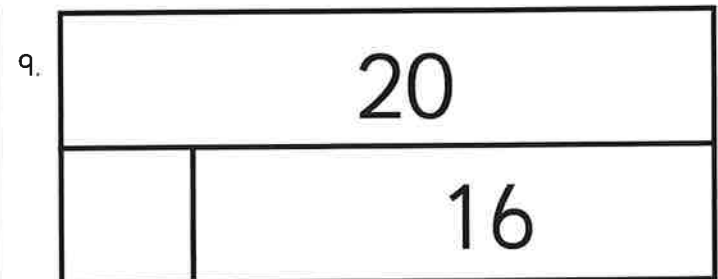
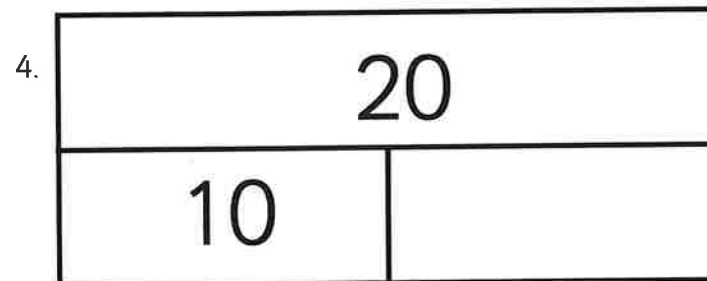
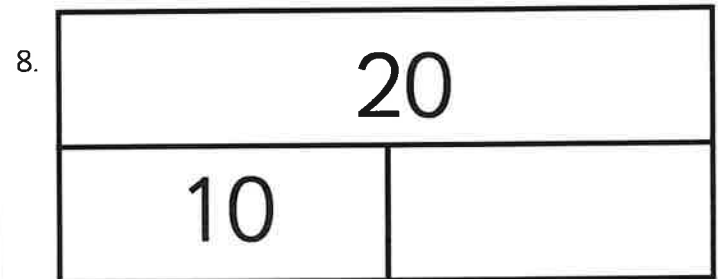
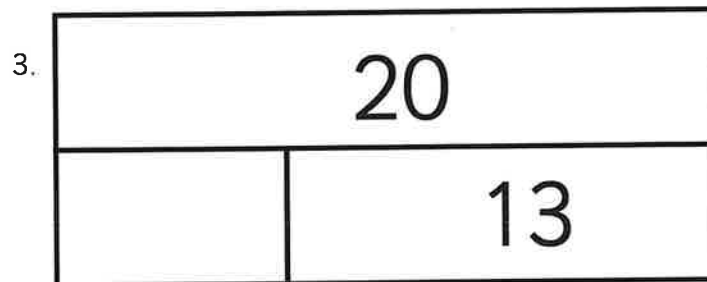
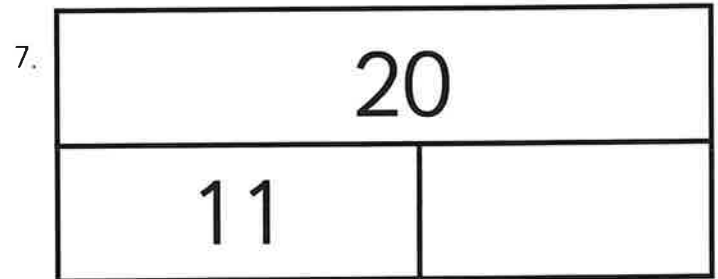
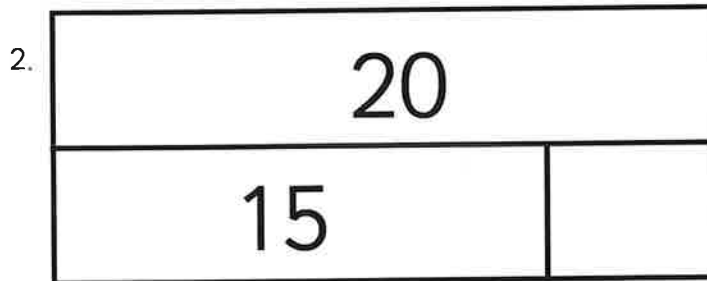
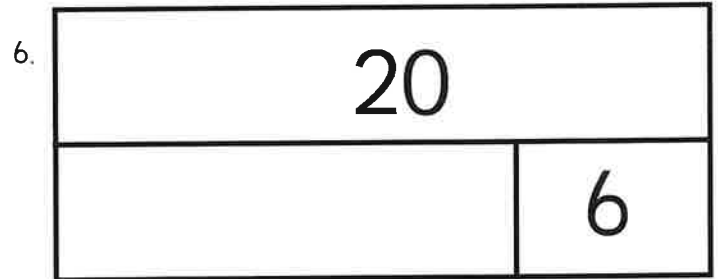
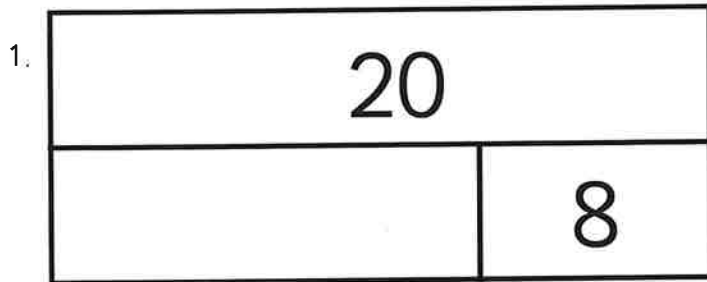
Spring Number Bonds

Complete the part-part-whole pictures by writing numbers or drawing the eggs in the empty circles.



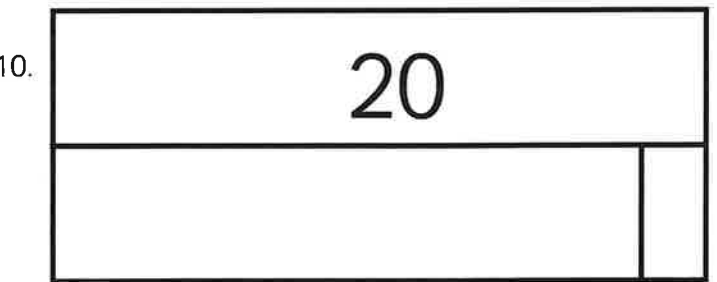
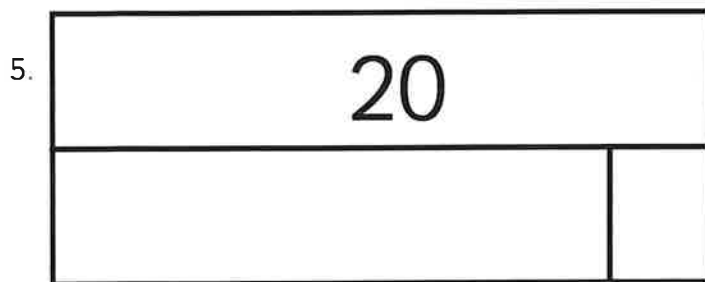
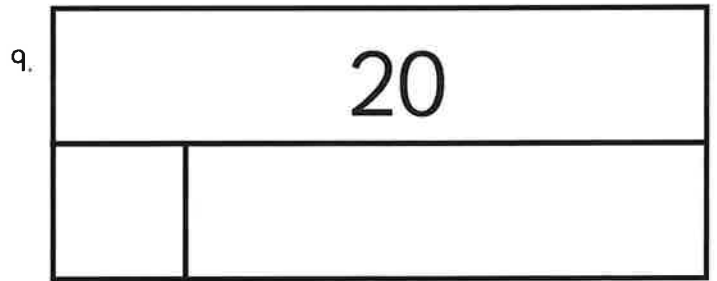
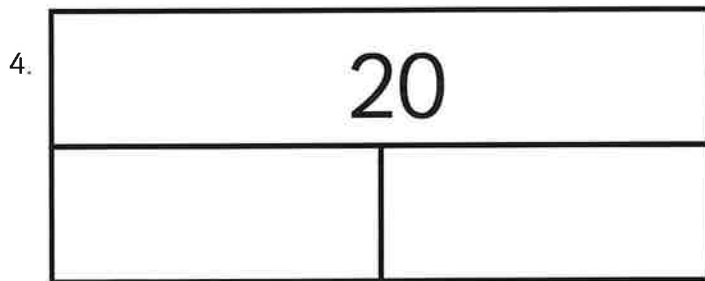
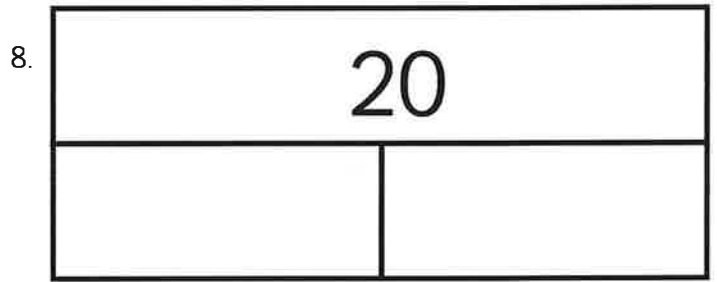
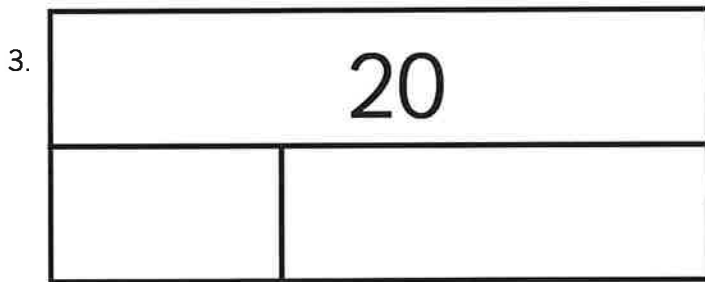
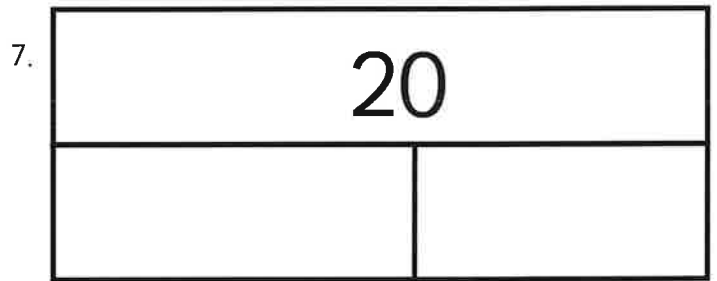
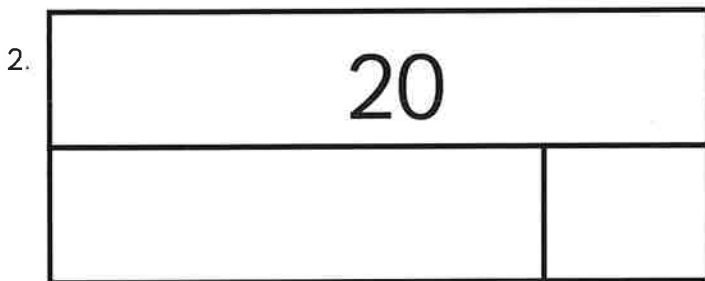
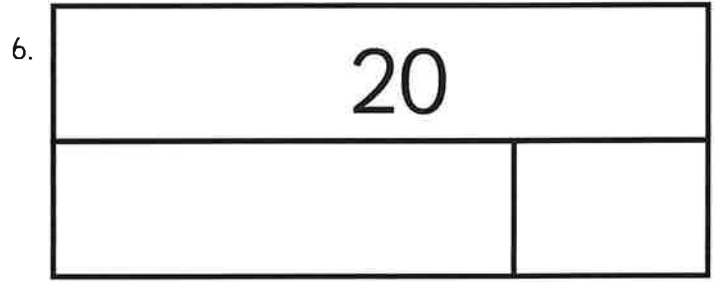
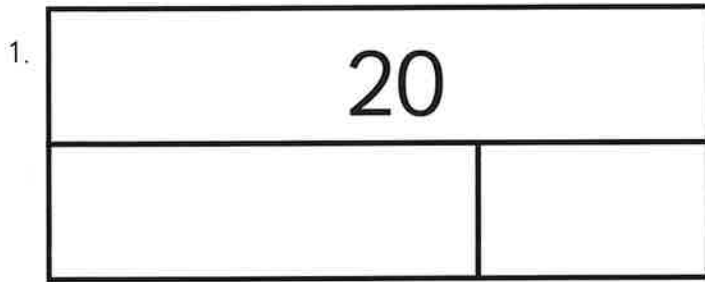
Number Bonds to 20

Use known number facts to fill in the missing numbers on these bar models.



Number Bonds to 20

Use known number facts to fill in the missing numbers on these bar models.



Day 4

'-ly' Word Search

1. Find the words hidden in the grid below.

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

costly

eerily

fairly

hourly

glumly

loudly

easily

yearly

wildly

prickly



How Do You Feel Today?



happy



angry



excited



embarrassed



cold



hot



surprised



tired



astonished



upset



worried



nervous



proud



sad



confused



scared



poorly



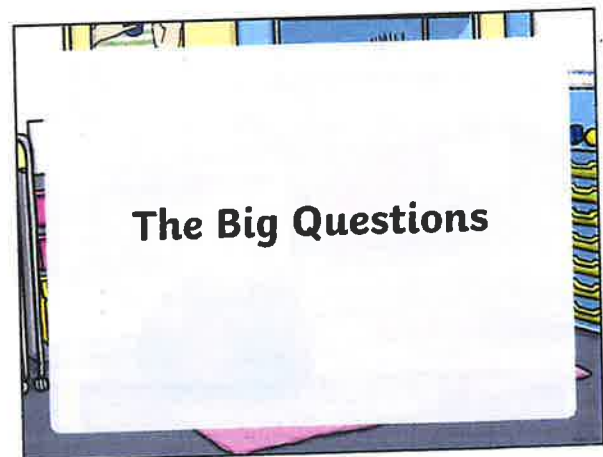
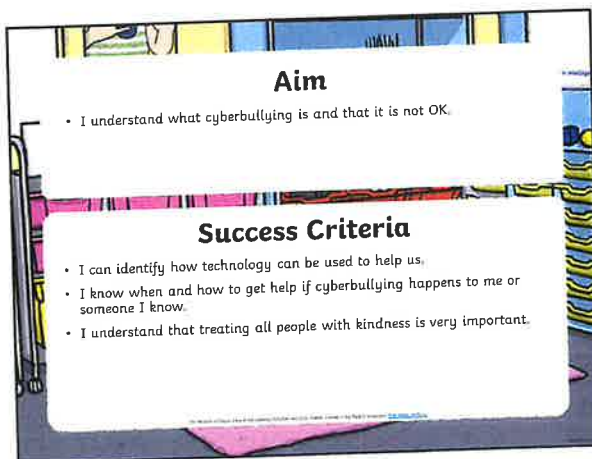
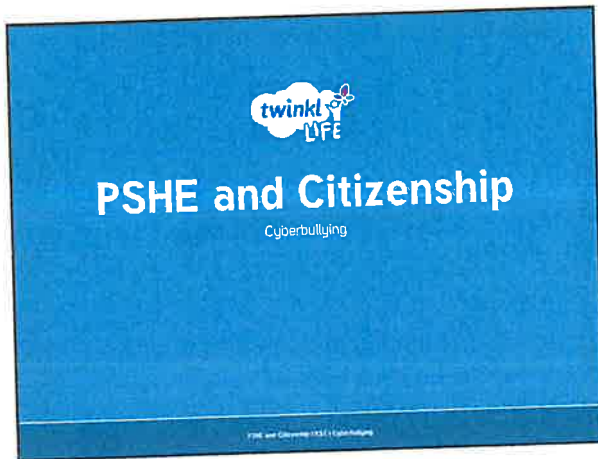
calm

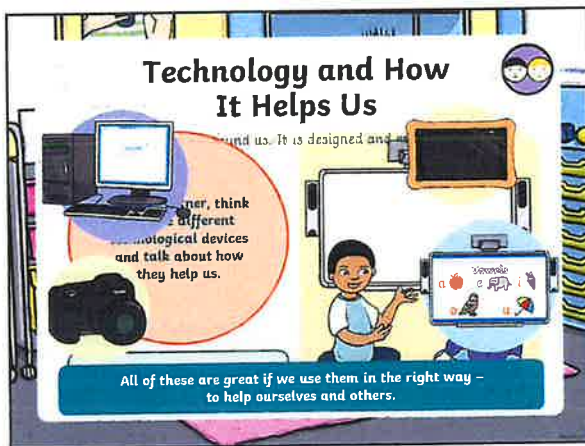
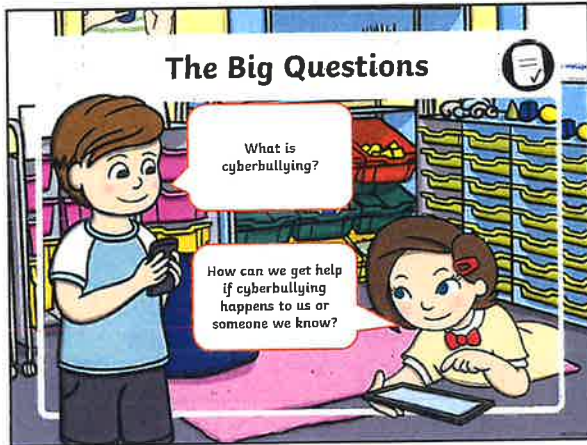


stressed



disappointed





Cyberbullying

Unfortunately, some people choose to use technological devices to hurt others instead of helping them.

What do you think bullying means?

This is not OK.

Bullying is when someone chooses to hurt someone else on purpose with their actions or with their words.

It is most often something that happens more than once but it can also happen just once.

Cyberbullying

Bullying can happen in person or using a technological device.

Using technology in this way is unacceptable behaviour and can cause a lot of hurt and upset.

All bullying behaviours are wrong and unacceptable.

Let's find out more about cyberbullying by taking part in a quiz!

Cyberbullying

Cyberbullying is any sort of bullying that happens through a technological device. For example, a phone, a computer, a tablet or a gaming device.

True

True - Cyberbullying is when people choose to hurt others through a phone, computer, tablet or a gaming device.

Cyberbullying

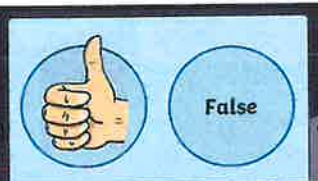
Cyberbullying includes sending people nasty messages or pictures.

True

True - Sending nasty messages or pictures, telling lies about people or making fun of them are all types of cyberbullying.

Cyberbullying


Cyberbullying doesn't hurt people as much as face-to-face bullying



False – All bullying behaviours can make people very sad, worried and frightened.

Cyberbullying


Cyberbullying isn't as bad as physical bullying, such as hitting and kicking



False – All bullying behaviours are wrong and unacceptable.

Cyberbullying

We can help to stop cyberbullying




True – We can choose to never hurt others using a technological device and we can speak out if we see it happening to us or our friends.

Getting Help

If we see or experience cyberbullying, it is important to tell a trusted adult and ask for help.


In your group, look carefully at the **Getting-Help Cut and Stick Activity**.

Cut out the cards and match the picture to the correct words to help you find out more about when and how to get help for cyberbullying.



Getting Help

How did you do?





<p>If you see a nasty message on a phone, show and tell an adult you trust</p>	<p>Consolidating</p> <p>If you see someone being unkind online, show and tell an adult you trust</p>	<p>Reflecting</p> <p>If you see someone being unkind online, show and tell an adult you trust</p>	<p>If you see someone being unkind online, show and tell an adult you trust</p>
--	---	--	---

Consolidating

Say No to Cyberbullying

Decorate and colour your Say No to Cyberbullying Colouring Page in any way you choose. As you do, think carefully about all you have learnt and how it is going to help you and your friends.



Reflecting

The Big Questions



What have you learnt today?

How will it help you in your daily life?

Aim

- I understand what cyberbullying is and that it is not OK.

Success Criteria

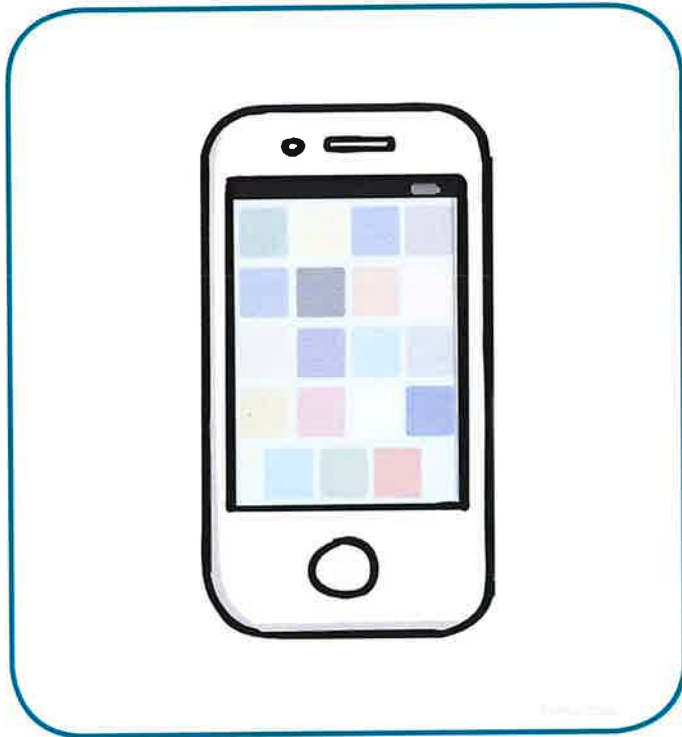
- I can identify how technology can be used to help us.
- I know when and how to get help if cyberbullying happens to me or someone I know.
- I understand that treating all people with kindness is very important.



Getting Help

Cyberbullying is wrong and if it happens to us, it is important we get help to make it stop.

Cut out the cards below. Match the picture to its correct description to help you learn more about when and how to get help.



If you see a nasty message on a phone, show and tell an adult you trust.

If you see someone being unkind online, show and tell an adult you trust.

If your friend tells you they have seen an unkind picture, tell them to talk to an adult they trust.

If you feel frightened about how someone has treated you online, tell an adult you trust and ask them to help you.

Say No to Cyberbullying



Be Kind Online



Day 5	
30 mins	<p>Get active / wake up shake up</p> <p>Have a go at a 'PE with Joe' this morning! It will help get your heart rate going ready for a day of learning. https://www.youtube.com/watch?v=BDigyoBrHms</p>
10 mins	<p>Handwriting</p> <p>Complete the handwriting sheet starting with the spelling 'also'. All of these words you will be practising are words you may use in your writing. Try and test yourself on the spelling afterwards.</p>
40 mins	<p>Maths</p> <p>Arithmetic- Complete the subtraction from 30 questions using the number lines on your sheet</p> <p>Main activity- Complete the 'Theo thinks' addition sentences worksheet. Use the number lines and part-whole models to help you to solve the problem questions.</p>
Break	
20 mins	<p>Writing Time</p> <p>Today you are going to practise using full stops and capital letters correctly. Look at the sheet called 'Full Stops and Capital Letters.' All the punctuation is muddled up! Can you rewrite the sentences with the capital letters and full stops in the correct places?</p>
40 mins	<p>Literacy</p> <p>Using your planning sheet from yesterday and your character descriptions, you are going to write a short story. Try to write at least three paragraphs. Include plenty of description. Challenge: can you include dialogue using the correct punctuation for speech? You can write the story in your homework book. Or you could use the lined piece of paper with a superhero border that is in your pack.</p>
Lunch	
15 mins	<p>Reading</p> <p>Read the information about 'Deep Sea Explorers' and answer the questions on the sheet.</p>
15 mins	<p>Wellbeing (mindful doodling)</p> <p>Play some soft music in the background. You can find 'mindfulness' music on youtube. Make sure an adult helps you with this! Create a pattern on a blank piece of paper. Keep filling in the shapes you have made with patterns. Can you colour in the pattern you have made? Remember- there is no right or wrong way to doodle. This is just what comes from your wrist!</p>
30 mins	<p>Non-Core (Art)</p> <p>Take a look at the self- portrait Powerpoint. Can you draw your self-portrait?</p>
Break	
10 mins	<p>Gratefulness</p> <p>Can you complete a gratitude diary in your homework book for this week? Look back at all of the activities that you have done and this might trigger your memory. You can be grateful for almost anything! People, things, memories.</p>
15 mins	<p>Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

Day 5

Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

also

before

January

February

April

July

August

October

November

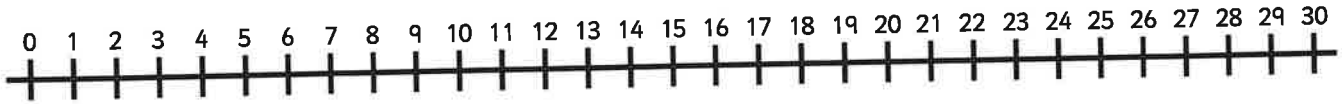
December

Day 5

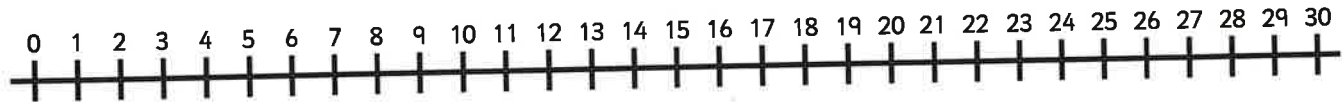
Subtraction from 30 with a Number line

Example:	
$28 - 4 = 24$	

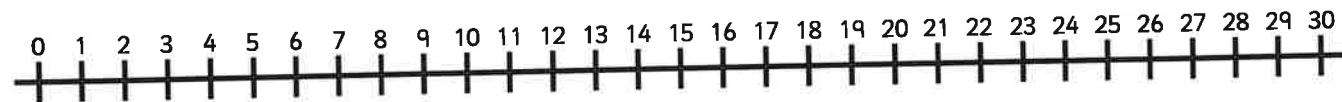
$30 - 4 =$



$20 - 4 =$



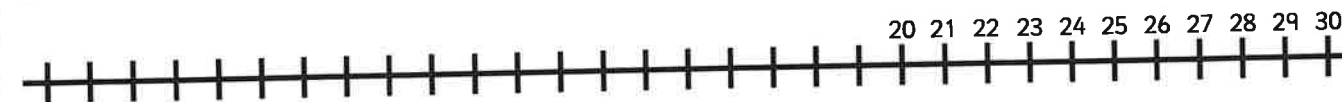
$25 - 4 =$



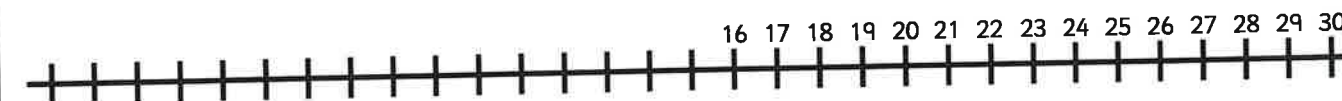
$15 - 4 =$



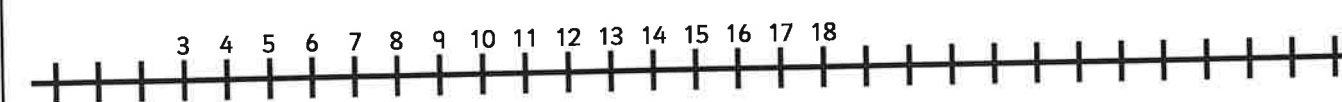
$29 - 1 =$



$23 - 3 =$



$27 - 5 =$



$20 - 11 =$



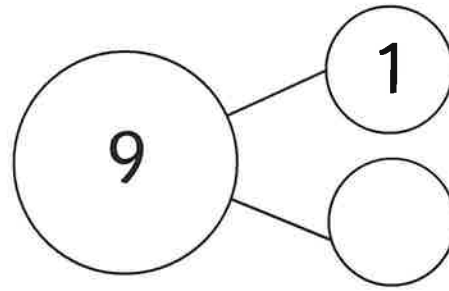
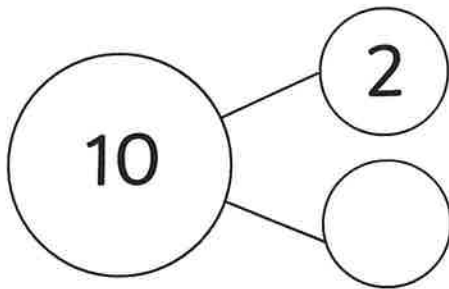
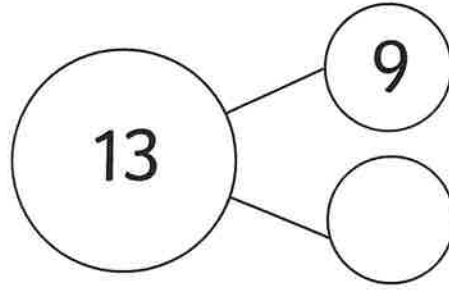
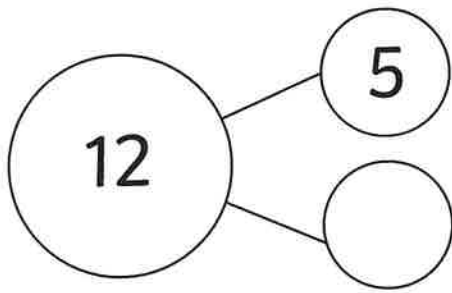


Theo Thinks

I can find gaps in addition sentences.



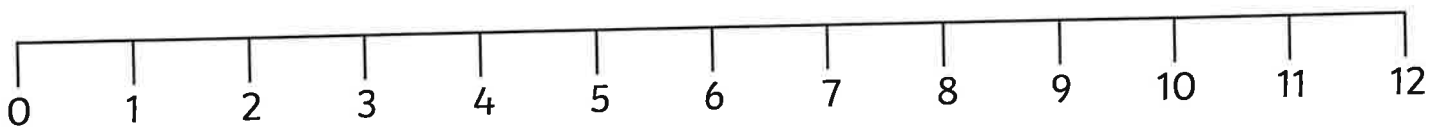
Fill in the gaps in the part-whole diagrams. Use these to help you solve the missing number puzzles. Draw jumps on the number lines to show your thinking.



Maya buys a comic. She spends £7 on football cards. She spends £12 altogether. How much did the comic cost?

$$\square + \square = \square$$

comic + football cards = total spent



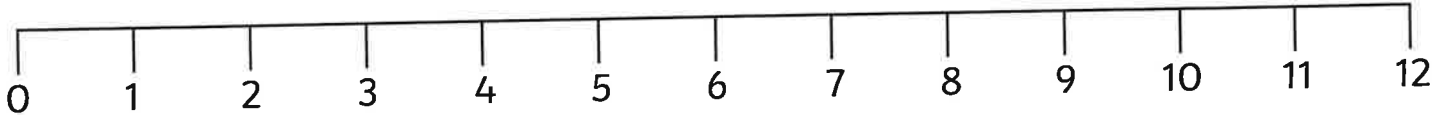


Theo Thinks

Jin picks 8 flowers then he picks some more. He has 9 flowers in the vase altogether. How many more flowers did he pick?

$$\square + \square = \square$$

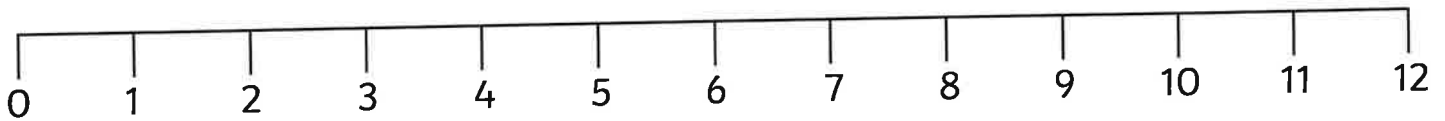
picked flowers + extra flowers = total flowers



Freya has £2. She is given some more and now has £10.
How much more is she given?

$$\square + \square = \square$$

Freya's money + extra money = total money



$$9 + \square = 13$$

Can you draw a picture and write a story for this sentence?

Day 5

Full Stops and Capital Letters



In the Woods

Read the sentences below. Can you spot the full stops and capital letters that are in the wrong places? Write the sentences out yourself with capital letters and full stops in the right places.

1. chris Found his Wallet in. the drawer

2. soup is A. healthy Kind of food

3. grown-ups Teach us at. school

4. snow and Rain are part of. our winter weather

5. you can See clowns at. a circus

6. we could. fly To africa on a Plane

7. the thief was. Kept in prison

8. we Can make. models. from card

9. cows And. sheep May graze in a meadow

10. the. puppy Was very playful

Day 5



A large rectangular area with horizontal lines for writing, framed by a yellow border with white polka dots.



Day 5

WOW!

SPLASH!

Lined writing area with 15 horizontal lines.

BAM!

CRACK!

twinkl.com

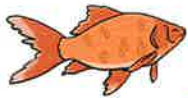
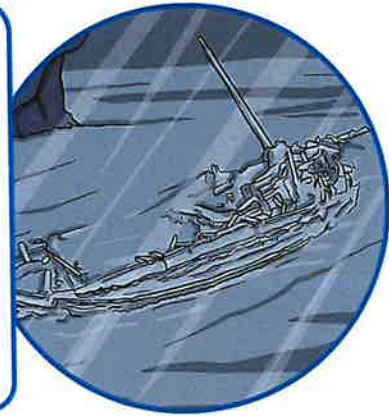
Deep Sea Explorers

Read on to find out about three explorers and their missions to discover below the waves.

Jacques Cousteau

Jacques Cousteau was a photographer who looked at habitats in the ocean.

In 1948, Jacques was part of a mission to find a Roman shipwreck. This was the beginning of exploring sunken ships.



Sylvia Earle

Sylvia Earle is an American underwater photographer. She was born 30th August 1935.

Sylvia hopes to protect 30% of the world's oceans by the year 2030 by creating areas called 'hope spots' where ocean life is protected.

Robert Ballard

Robert Ballard is an American ocean photographer and explorer. He was born 30th June 1942.

In 1985, Robert was part of a huge mission to find the RMS Titanic shipwreck, a ship that had been missing since 1912.



Day 5

Deep Sea Explorers Questions

1. What was Jacques Cousteau's job? Tick **one**.

- engineer
- photographer
- fisherman

2. In 1948, what was Jacques sent to find? Tick **one**.

- hope spots
- the RMS Titanic
- a Roman shipwreck

3. Read the **Sylvia Earle** section.

What will be the name of the areas where ocean life will be protected? Tick **one**.

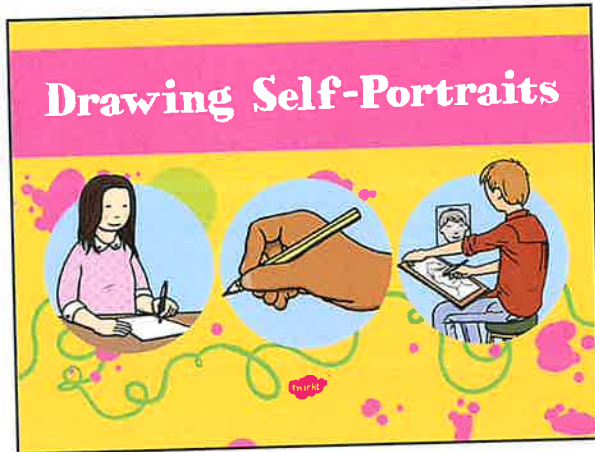
- animal spots
- hope spots
- trust spots

4. When does Sylvia want the 'hope spots' to be made? Tick **one**.

- 2030
- 1935
- 1942

5. What is the name of the shipwreck that Robert found? Tick **one**.

- Navy submarines
- Argo
- RMS Titanic



Aim

- I can explain what a portrait is.
- I can create a self-portrait.

Success Criteria

- I understand that a portrait is a picture of one person or a small group of people.
- I can draw my face as an egg shape.
- I can add my eyes, nose, and mouth in the right place.
- I can choose the right colours for my skin, hair, and features.
- I can note similarities and difference between 3 famous portraits.

What is a Portrait?

A portrait is a picture of a one person or a small group of people.

People can make portraits in lots of ways, using different materials, techniques, equipment and colour.

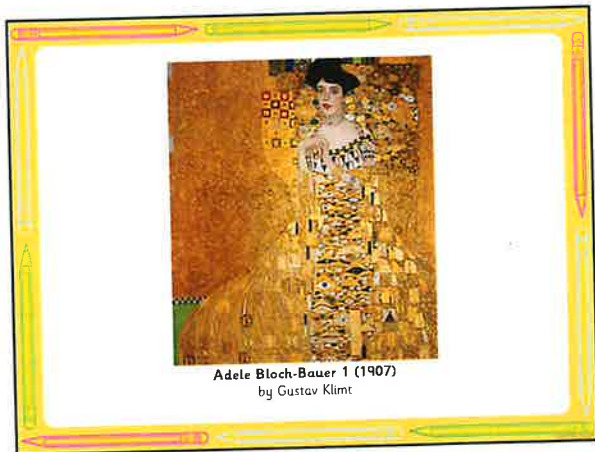
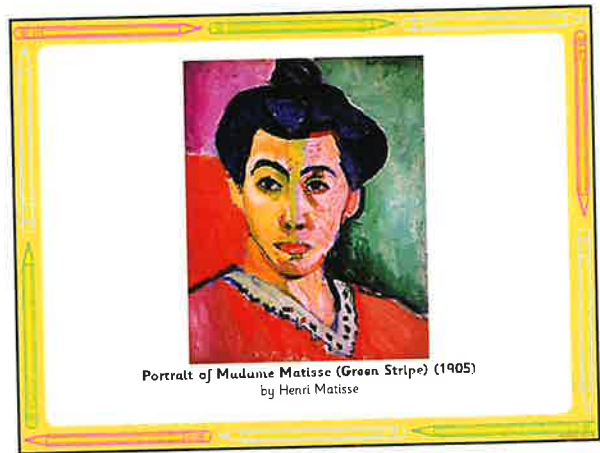
Why do Artists Paint Portraits?

Sometimes artists are asked to create a portrait for somebody. They may get paid to do so.


Sometimes artists create portraits of somebody they admire or love.

In the past, portraits were mostly used to memorialize rich and powerful people like kings and queens. This meant the world would remember them after they died.

An artist often tries to show the person's character so a portrait might show how important someone is, or how kind, or strong.



Some Portraits by Famous Artists




How are they similar?

How are they different?

Which is your favourite? Why?

What is a Self-Portrait?

Artists use many different techniques to create self-portraits.




Leonardo da Vinci used pencil on paper.

Andy Warhol used photography and screen printing.

Vincent Van Gogh used paint and swirling brush strokes.

What do You See?

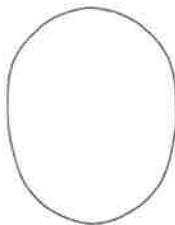
To create a self portrait you need to look at your face and think about what you see.



Practise looking at your partner.

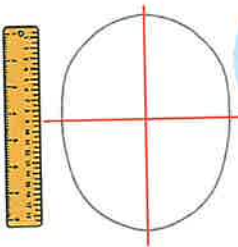
- What colour are their eyes?
- What colour is their hair?
- How high up are their eyes?

How to Draw a Self-Portrait Step 1

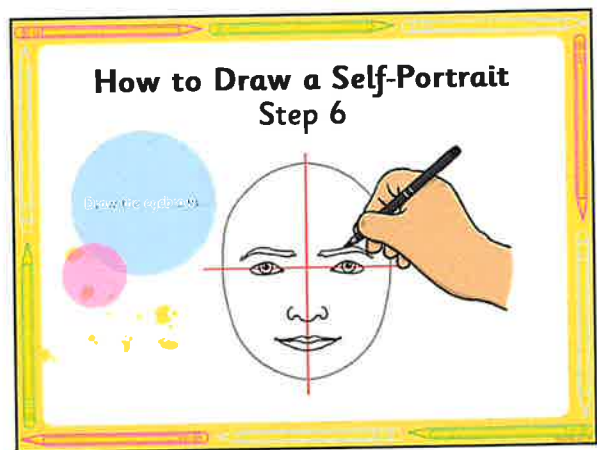
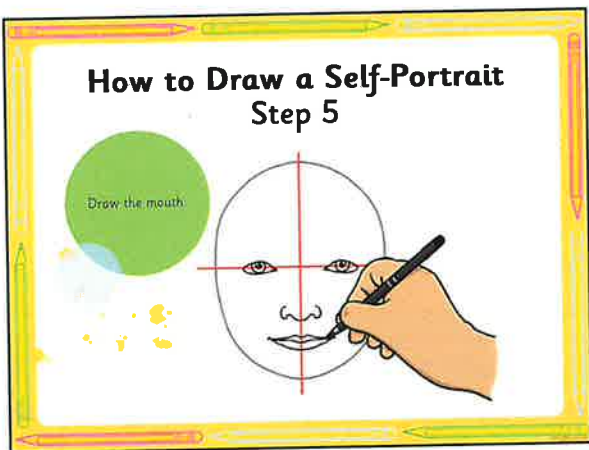
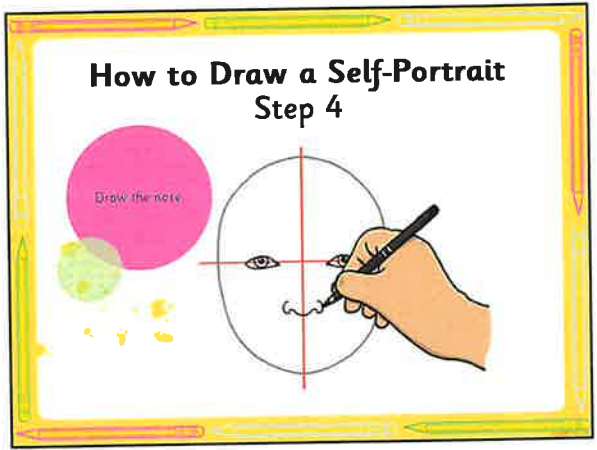
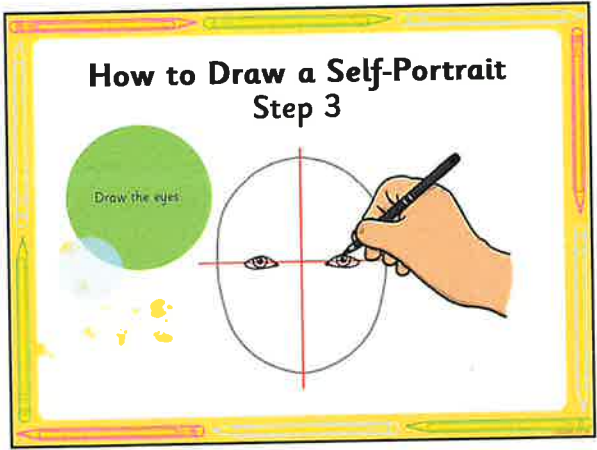


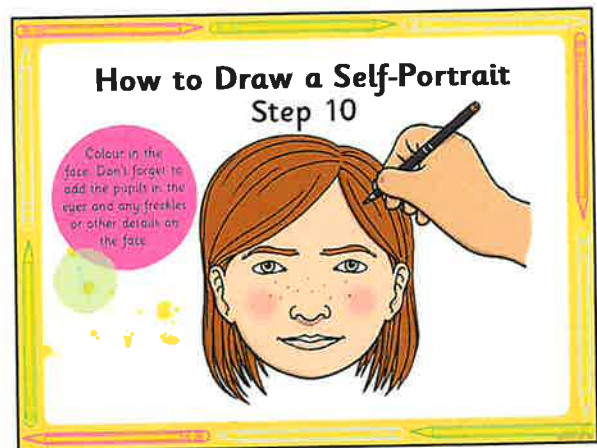
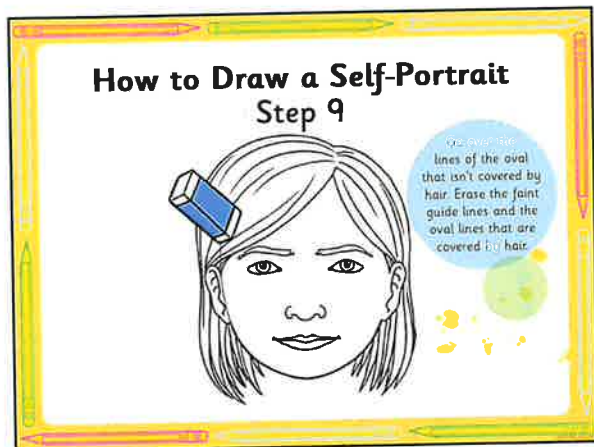
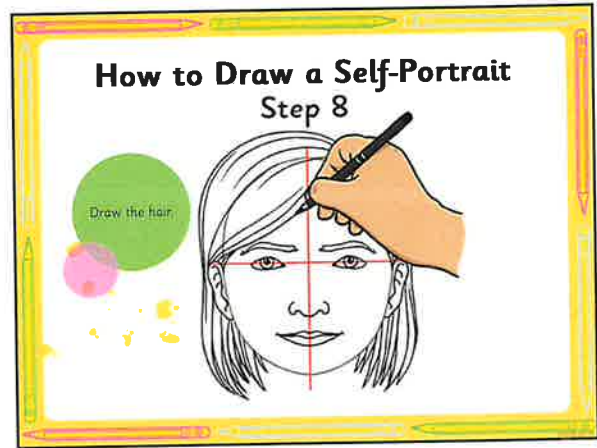
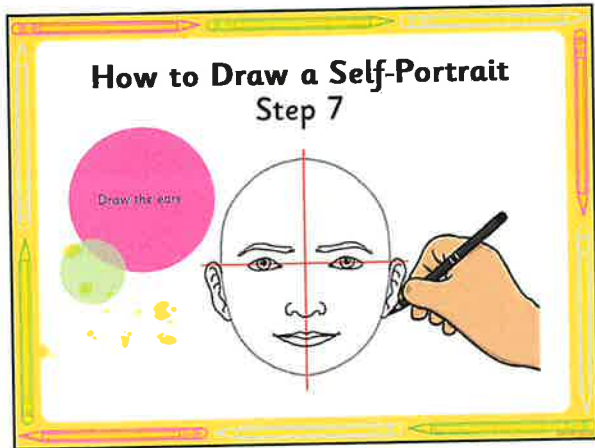
Draw a faint oval. You will go back over this later after you have drawn the hair.

How to Draw a Self-Portrait Step 2



Make some very faint guide lines with a pencil and ruler.

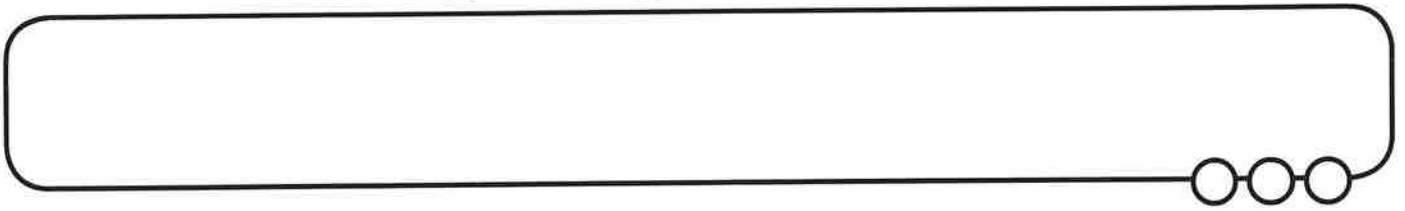






Day 5

My Self-Portrait



Use the guides to help you add your features. Put your eyes, eyebrows, nose, mouth, ears, and hair in the right place. Choose the right colours to colour your self-portrait.



Home learning

In this pack we have provided a set of activities which are similar to a school day. We have suggested a length of time for each activity. Please feel free to spend more or less time on each activity to suit you and your child. In your pack there are all the resources you need for each day. We are available to contact should you have any questions on info@scraptoftvalley.leicester.sch.uk or you can call the school office on 0116 2413444 where somebody will be able to help you.

Day 6

30 mins	Get active / wake up shake up Complete the Yoga Yak challenge using the following link: https://www.nhs.uk/10-minute-shake-up/shake-ups/yoga-yak
10 mins	Handwriting Complete the handwriting sheet starting with the spelling 'door'. All of these words you will be practising are words you may use in your writing. Try and test yourself on the spelling afterwards.
40 mins	Maths Arithmetic- Can you find the multiples of 2 and 5 on your sheet? Can you challenge yourself and find multiples of 10? Main activity- Complete the addition and subtraction spotlight number activity sheet. You can use pictures to help you.
Break	
20 mins	Writing Time Take a look at the contractions PowerPoint. Try to learn the spelling rules for the contractions shown. Can you use this to rewrite the passage at the end of the Power Point? You can write this in your homework book.
40 mins	Literacy Today you are going to create a 'wanted poster' for a baddie. You could use the baddie that you created last week. Or you can use one of the Marvel baddies such as Loki, Thanos or Magneto. In your wanted poster you will need to describe what they look like and what awful things they are wanted for. For example, Magneto would be wanted for using metal as weapons, for attacking people, for destroying towns and cities. You can use a blank page in your homework diary or you might like to use the blank wanted poster included in your pack.
Lunch	
15 mins	Reading Carefully, read the story called 'Knight and Dragons, Unite!' Underline any words that you don't know the meaning of. Ask an adult or use a dictionary to find out the meaning of these words.
15 mins	Wellbeing Take a look at the yoga positions called 'happy baby', 'bear', and 'three-legged dog'. Read the instructions carefully. Yoga poses make you feel calm and relaxed.
30 mins	Non-Core (RE) Take a look at the 'special places' Powerpoint. Draw and write about a place that is special to you and why. This may be a place you go to with your family, a place of worship or somewhere in your home!
Break	
10 mins	Gratefulness This week you are going to complete a week of gratitude! Today you are going to draw a picture of a happy memory that you have! You could write a sentence or small paragraph to say why it was special!
15 mins	Storytime Listen to a story. An adult could read you a story or you can listen to one online.

Day 6

Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

door

floor

prince

princess

autumn

school

know

baby

mother




another

Day 6

Identifying Multiples of Two, Five and Ten

I can count in multiples of two, five and ten.

Use the key below to complete the activity.

- On every multiple of 2, draw a sun. 
- On every multiple of 5, put a cross on the square. 
- On every multiple of 10, colour the square blue. 

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What do you notice about the numbers?

Day 6

Addition and Subtraction Spotlight Number Activity Sheet

Find the missing numbers:

$14 - \square = 6$

$\square + 6 = 14$

Complete:

$14 - 4 = \square$

$14 - 7 = \square$

$14 - 10 = \square$

Complete:

$6 + 5 = \square$

$6 + 8 = \square$

$6 + 20 = \square$

$6 + 40 = \square$

Complete:

$14 + 3 = \square$

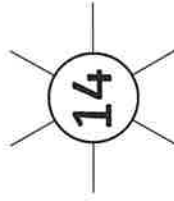
$14 + 9 = \square$

$14 + 10 = \square$

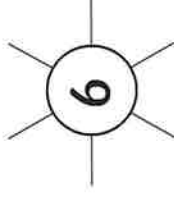
Write a story to represent $14 + 6$

How many ways can you represent 14 and 6?

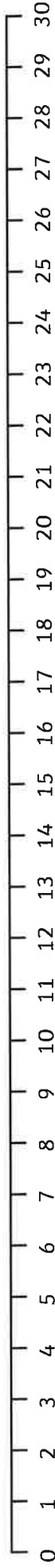
$9 + 5 = 14$



$10 - 4 = 6$



Represent $14 + 6 = \square$ using a number line:



Shortened Words Contractions

Shortened Words

Sometimes, we join two words together to make them shorter.

We call these contractions.

In today's lesson, we will learn some rules for using contractions correctly.

I am

If 'I' is one of the words in the contraction, the 'I' must be a capital letter.

When shortening 'am' with 'I', remove the 'a' and replace it with an apostrophe.

I am
=
I'm

Are

If 'are' is one of the words in the contraction, remove the 'a' and replace it with an apostrophe.

we are	you are	they are
=	=	=
we're	you're	they're

Is

If 'is' is one of the words in the contraction, remove the 'i' and replace it with an apostrophe.

he is	she is	it is	that is
=	=	=	=
he's	she's	it's	that's

Will

If 'will' is one of the words in the contraction, remove the 'w' and the 'i' and replace them both with an apostrophe.

I will	you will	he will	she will
=	=	=	=
I'll	you'll	he'll	she'll
it will	we will	they will	
=	=	=	
it'll	we'll	they'll	

Has

If 'has' is one of the words in the contraction, remove the 'h' and the 'a' and replace them both with an apostrophe.

she has	he has	it has	that has
=	=	=	=
she's	he's	it's	that's

Had

If 'had' is one of the words in the contraction, remove the 'h' and the 'a' and replace them both with an apostrophe.

I had	you had	she had
=	=	=
I'd	you'd	she'd
he had	they had	we had
=	=	=
he'd	they'd	we'd

Have

If 'have' is one of the words in the contraction, remove the 'h' and the 'a' and replace them both with an apostrophe.

I have	you have	we have	they have
=	=	=	=
I've	you've	we've	they've

Not

If 'not' is one of the words in the contraction, remove the 'o' and replace it with an apostrophe.

could not	do not	does not	had not
=	=	=	=
couldn't	don't	doesn't	hadn't
have not	is not	should not	would not
=	=	=	=
haven't	isn't	shouldn't	wouldn't

But watch out! can not = can't (remove one n) will not = won't

Rewrite the passage by using contractions.

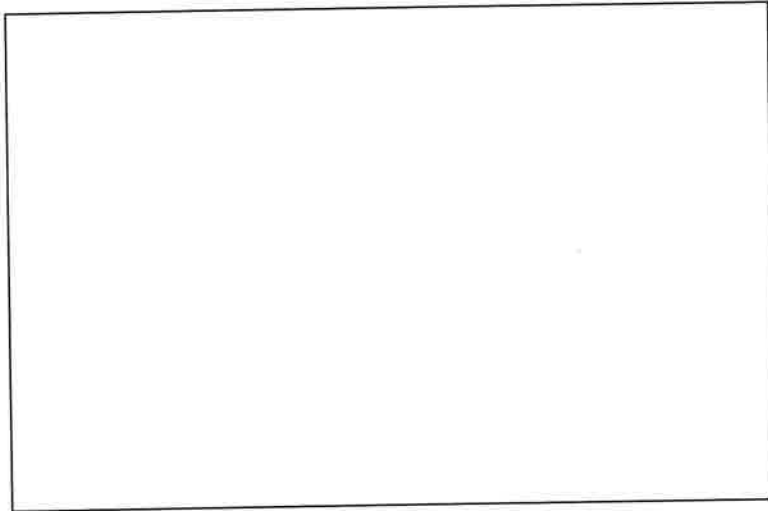
Click for the answer

I am going shopping today. My friend Lucy will be going too. She is a lovely girl. She will get the bus there but I will go by train. We are going to get lunch in town. I am going to bring an umbrella because it is going to rain. We will be meeting my sister and her friends this afternoon because they are going shopping too. My mum can not collect us so we will get the bus home. We will have to be home at seven o'clock this evening and we will not be late.



Day 6

WANTED



Characteristics:

Wanted for:

Last seen:

REWARD:

Knights and Dragons, Unite!



The noble knights of Stombart were the bravest in the land; They trained to fight the dragons with their swords and shields in hand.

Sir Gorrell was uncomfortable with swords and angry steeds. He found it all too scary and preferred to do good deeds.



The mighty Dracton dragons were the fiercest in the world; They trained to fight the knights with giant flames that blazed and swirled.

Young Aristar disliked the flames, which scorched as they shot by. She found it all too scary and preferred the cooling sky.

One morning, while the knights were all in training for a fight, Sir Gorrell slipped away towards the woods and out of sight.

And as the dragons roared and shot their flames into the air, It got too much for Aristar, who crept out of the lair.

Sir Gorrell skipped along till something stopped him in his tracks. "Hello? Is someone there?" he called, unable to relax.

Sir Gorrell saw a dragon with a blue and scaly snout...

"Don't hurt me!" said the two of them together, with a shout.



"Oh, I would never hurt you!" they responded, both confused. The presence of a friendly foe had left them quite bemused!

"Don't worry," said Sir Gorrell. "I'm just keeping out the way, As fighting makes me nervous and they're practising today."

"Me too," responded Aristar. "I find the flames too hot! I hate the fact that dragons have to breathe them such a lot."



If only we weren't enemies, we wouldn't need to fight
And maybe, if we worked together, things would be all right."

Then suddenly, Sir Gorrell turned to Aristar and said, "Forget this silly training; let's put on a show instead!"

They put their heads together and devised a cunning scheme
To join the knights and dragons into one united team.

They laughed and worked all afternoon until the job was done;
This plan could bring a peaceful truce where everybody won.

They headed for the castle, where
the knights all gazed in shock.
"How **did** you catch a dragon?"
asked the biggest knight, Sir Jock.

"I didn't," said Sir Gorrell. "She's
not scary; she's my friend!
We've come up with a plan to
bring our squabbles to an end."



Then, Aristar took flight and as she did, their plan was clear.
The banner flew behind them and Sir Gorrell gave a cheer.

The message in the sky said:

Knights and dragons, all unite!
Join forces for a friendship-building
talent show **TONIGHT!**



They headed next to Dracton Lair to show off their new plan. The dragons shouted, "Aristar, how did you catch this man?"

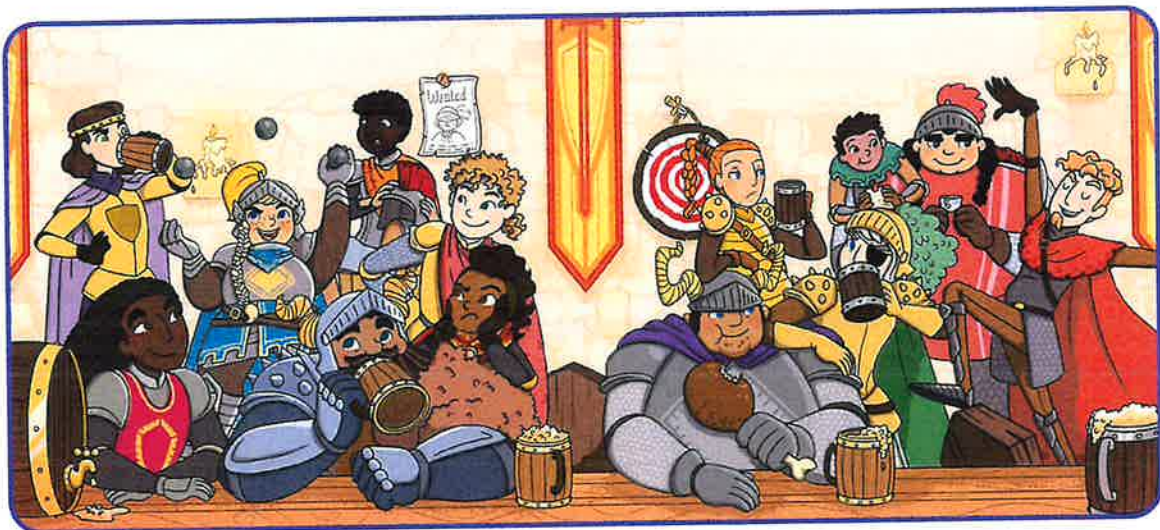
"I didn't," she responded. "He's not scary; he's my friend! We've come up with a plan to bring our squabbles to an end."

Then, Aristar flew back towards the village from the wood
And headed for the castle, where the great arena stood.

They worked until they both grew tired from rushing to and fo,
Preparing all the things they'd need for putting on a show.

The knights back at the castle huddled tightly in a scrum;
A show seemed odd to many but it did appeal to some.

"I do quite like to juggle," said Sir Thea with a smirk.
"And I've been known to dance a wicked rumba," said Sir Kirk.





The dragons back at Dracton were all huddled in a scrum;
A show seemed odd to many but it did appeal to some.

“I am quite good at singing,” Ruxley mentioned, feeling shy.
Then, Cloudie said, “I might give writing poetry a try.”

Sir Gorrell sat with Aristar upon the empty stage.
The audience consisted of a donkey and a page.

“At least we tried,” said Aristar. “I guess they just don’t care.”
But then, as she was talking, raucous laughter filled the air.

They looked up to the sky and
saw the most amazing sight:
A host of flying dragons, each one
carrying a knight!

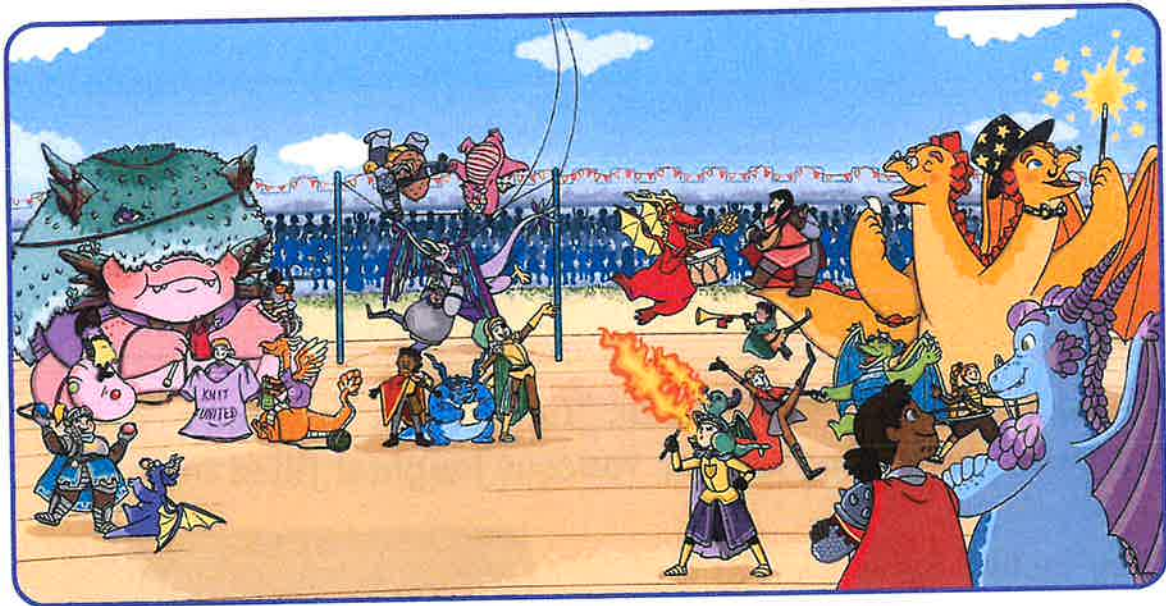
Sir Thea called, “I guess that we
can give this thing a go!”
“It’s worth a try,” called Maddox.
“Now, let’s get on with the show!”



The audience were captured by the a cappella squires
And Maddox and Sir Trundlefoot did somersaults on wires.

A group of street performers brought the house down with a roar
And Knit United knitted like they'd never done before.

Their lives were much more wholesome
with new talents and new friends.
They realised that life becomes more fun
when fighting ends.



Three-Legged Dog Pose

Tri Pada Adho Mukha Svanasana



Benefits

Calms the mind, relieves stress, energizes the body, strengthens arms and legs, stretches upper and lower body, relieves headaches, back pain and fatigue.

1

Begin in downward-facing dog (hands and feet on the floor, bottom in the air in an upside-down V).

2

Lift one leg, hold, then lower with an exhale.

3

Repeat with the opposite leg.

Happy Baby Pose

Ananda Balasana



Benefits

Gently stretches inner groin and spine, calms the mind and helps relieve stress and fatigue.

- 1 Lie down on your back.
- 2 Exhale, bend your knees into your belly and hold onto your feet.
- 3 Allow your body to gently rock side to side.

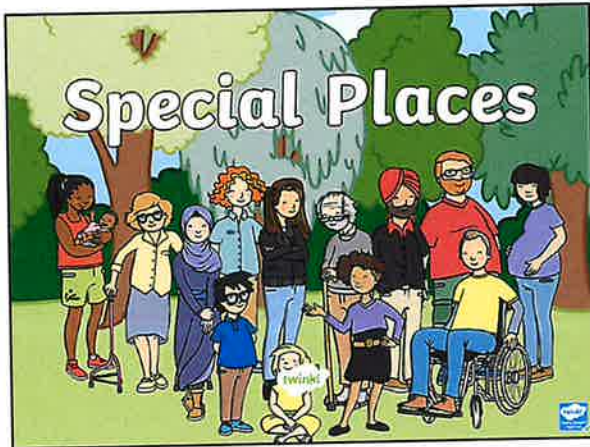
Bear Pose

Benefits

Stretches arms, legs, sides and chest; releases tension.



- 1 Begin on your knees, then sit back on your heels.
- 2 Spread your knees comfortably apart.
- 3 Bend forward, lowering your chest to the floor.
- 4 Bring your hands in front of you, locking your fingers together.
- 5 Exhale through your mouth, warming your hands.



Aim


- To consider what makes a place so special to people.

Success Criteria

- I can say what makes a place special.
- I can talk about a place that is special to me.
- I can choose appropriate words to describe what a place of worship is like.

Talking about Special Places

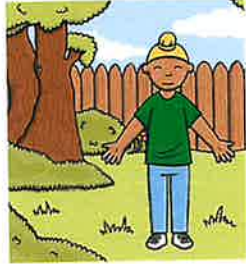
These children are talking about places that are special to them.



Hi! I'm Jilly. The beach, which is just a short walk from my house, is a very special place to me. It is special to me because I have happy memories of time spent with my family there. It is a very beautiful and peaceful place. I like to think quietly on the beach.

Talking about Special Places

These children are talking about places that are special to them.




Hi! My name is Hardeep and a place that is special to me is my back garden.

I enjoy spending time there, relaxing and exercising. I feel really safe and happy when I am in my back garden. It is very pretty and peaceful.

I like spending time with my family in my back garden.

Talking about Special Places

These children are talking about places that are special to them.



Hello! My name is Stefan. A place that is special to me is the library.

I feel very relaxed when I am in the library. There are lots of books and I love reading there. It is also very quiet and calm. There are some lovely beanbags and it is such a friendly and welcoming place to be.

Talking about Special Places

Can you remember any of the special places the children mentioned?



The beach



Their back garden



The library

Can you remember any of the words they used to describe their special place?

beautiful

pretty

friendly

peaceful

quiet

calm

welcoming



Talking about Special Places

Can you remember any of the things the children liked to do in their special places?

spending time with family thinking relaxing exercising reading books

Can you remember any of the words they used to describe how they feel when they are in their special places?

happy safe relaxed

What Do These Special Places Have in Common?

What Do These Special Places Have in Common?

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What Do These Special Places Have in Common?

What Do These Special Places Have in Common?


These photos all show places of worship

A place of worship is a special place for some people.

A place of worship is a building or space where people worship.

To worship means to act in a way that shows great respect and/or love for someone. People often worship God.

Do you know what the word 'worship' means?



What Do These Special Places Have in Common?

You will be finding out more about places of worship in this unit

What do you know already about what happens in a place of worship?

Can you think of other things that might happen in a building where people gather to worship?


You might have come up with these ideas:

- meeting and talking with others
- reading and learning about their religion
- spending quiet time alone,
- celebrating special events in someone's life, such as a wedding
- celebrating religious festivals

Introducing Some Places of Worship

Hi! My name is Aisha. I am a Muslim. My place of worship is called a mosque. I like to go there with my family.


It is huge and looks very grand from the outside. Not all mosques look as grand as the mosque where I go. As well as praying in the mosque, my family goes there for special occasions, like weddings. My older brother goes there to study Islam. Islam is the name of my religion. I feel a sense of peace when I'm in the mosque.



Introducing Some Places of Worship

Hi! My name is Ben. I am a Christian. My place of worship is called a church.

My family and I go to a service here on Sundays. There is lots of singing and praying during a service. It is quite a large building. On Tuesdays, my little sister goes to a playgroup in the church hall at the back and my Beaver Scout meetings are held there, too. When we are all singing and worshipping in the church, I feel joyful.



Introducing Some Places of Worship

Hi! My name is Adam and I am Jewish. My place of worship is called a synagogue.


My family and I go to services here on Friday evenings, Saturdays and on festival days. It is very big and very old. I think it is beautiful and peaceful inside. I feel close to God when I am in the synagogue. It's a very special place to me.



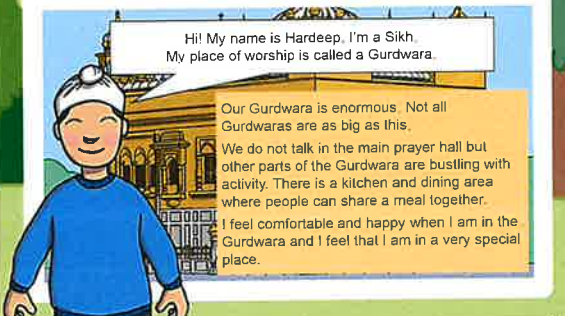
Introducing Some Places of Worship

Hi! My name is Eva and my family and I are Hindu. My place of worship is called a mandir.

Our mandir looks very grand from the outside but I have been to mandirs that look very plain from the outside, too. There are many bright colours and the inside is richly decorated. When I am in the mandir, I feel full of life and happy to be there with my family and with God.



Introducing Some Places of Worship



Hi! My name is Hardeep, I'm a Sikh. My place of worship is called a Gurdwara.

Our Gurdwara is enormous. Not all Gurdwaras are as big as this. We do not talk in the main prayer hall but other parts of the Gurdwara are bustling with activity. There is a kitchen and dining area where people can share a meal together. I feel comfortable and happy when I am in the Gurdwara and I feel that I am in a very special place.

Introducing Some Places of Worship



Hi! My name is Lucy, I'm a Buddhist. My place of worship is called a Buddhist temple.


There is a strong smell of incense inside. This helps people to meditate.

Incense is a material which gives off a pleasant (and often strong) smell when burnt.

To meditate

Meditation is where people focus very carefully on the present moment.


What Qualities Might a Place of Worship Have?



We have learnt that places of worship are all very different, even if they are the same type of place of worship.

- They can be loud or quiet.
- They can be big or small.
- They can be richly decorated or very plain.
- They can be old or modern.

What Qualities Might a Place of Worship Have?




We are going to make a list of qualities that a place of worship might have. A quality is a feature that something has (what it is like).

For example, if someone asked what are the qualities of a classroom, you could say that it is:

- spacious;
- light and airy;
- welcoming;
- friendly;
- at a comfortable temperature to work;
- sometimes noisy;
- sometimes quiet.


What Qualities Might a Place of Worship Have?



Think about places of worship and how they are special to people.

You have two minutes to list the qualities that places of worship might have. Work with your talk partner and jot down your ideas on your whiteboard.

Making a Word Cloud



You are going to create your own word cloud using the words you have come up with to describe places of worship.

You are going to write the words so that they form the shape of a building. You can choose the shape of the building; it doesn't have to be like any particular place of worship you have seen.

Make your own word cloud on the Making a Word Cloud Activity Sheet

calm, pretty, grand, beautiful, busy, holy, togetherness, peaceful, elegant, quiet, large, welcoming, friendly, spacious, clean, bright, airy, warm, comfortable, safe, secure, peaceful, quiet, beautiful, grand, busy, holy, togetherness, peaceful, elegant, quiet, large, welcoming, friendly, spacious, clean, bright, airy, warm, comfortable, safe, secure.

Day 7

30 mins	<p>Get active / wake up shake up</p> <p>Take a look at the Stork Challenge. Can you complete it? https://www.youtube.com/watch?v=aDxT-56hGL0 Did you manage to balance for the whole time?</p>
10 mins	<p>Handwriting</p> <p>Complete the handwriting sheet starting with the spelling 'talk'. All of these words you will be practising are words you may use in your writing. Try and test yourself on the spelling afterwards.</p>
40 mins	<p>Maths</p> <p>Arithmetic- How quickly can you recall your 2 and 5 times tables? Time yourself and see if you can beat your previous time!</p> <p>Main activity- Look at the picture arrays on your sheet. Can you write the number sentences for each?</p>
Break	
Writing Time	
20 mins	<p>Yesterday you revised contractions. Today can you use your knowledge to complete the sheet 'Chris Contraction'? You have to write the contracted form of words and then do the opposite and write the expanded form. You can write the answers on the sheet.</p>
40 mins	<p>Literacy</p> <p>Today you are going to write some instructions. First look at the PowerPoint to remind yourself of the features of instructions. Then read the example of instructions called 'How to trap Iron man.' Your task today is to write a set of instructions that explain how to catch a villain. You could use a Marvel Superhero or the villain that you created as part of this Home Learning Pack. Your instructions should include: a short introduction explaining why the villain needs to be caught, a 'you will need' list, step by step instructions that are in order, a short conclusion.</p>
Lunch	
15 mins	<p>Reading</p> <p>Reread the story 'Knight and Dragons, Unite!' Can you remember what all the words meant that you underlined yesterday? Now answer the questions on the sheet.</p>
15 mins	<p>Wellbeing (mindful eating)</p> <p>Get a healthy snack such as raisins, apple, orange or any dried fruit. What do you notice about it? What colour is it? Is it small or large? What does it smell like? Can you squeeze it? Is it smooth, sticky or rough? Does it make any sounds? What does it feel like on your tongue? What does it taste of? How does it feel in your mouth? When you swallow it, can you feel the food going through your body? Discuss with an adult how you felt during that and what you noticed.</p>
30 mins	<p>Science</p> <p>Take a look at the Powerpoint about carnivores, herbivores and omnivores. Can you complete the sorting activity?</p>
Break	
10 mins	<p>Gratefulness</p> <p>Continuing with our week of gratitude. You are going to think about who has been thoughtful towards you while you have not been in school. Why are you grateful for this?</p>
15 mins	<p>Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

Day 7

Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

talk

two

world

work

poor

great

break

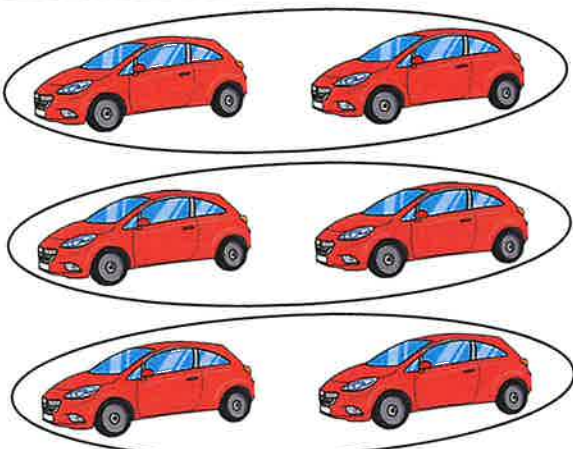
steak

busy

clothes

Twos, Fives, and Tens - Picture Arrays


Arrays are pictures that help us see numbers in rows and columns.
Write the rows and columns, the repeated addition and a multiplication
number sentences for each array.



3 rows of 2 cars.

$2 + 2 + 2 = \underline{\hspace{2cm}}$ cars.

$3 \times 2 = \underline{\hspace{2cm}}$ cars.



$\underline{\hspace{2cm}}$ rows of $\underline{\hspace{2cm}}$ chocolates.

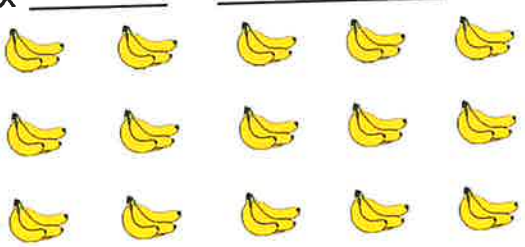
$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} =$
 $\underline{\hspace{2cm}}$ chocolates.

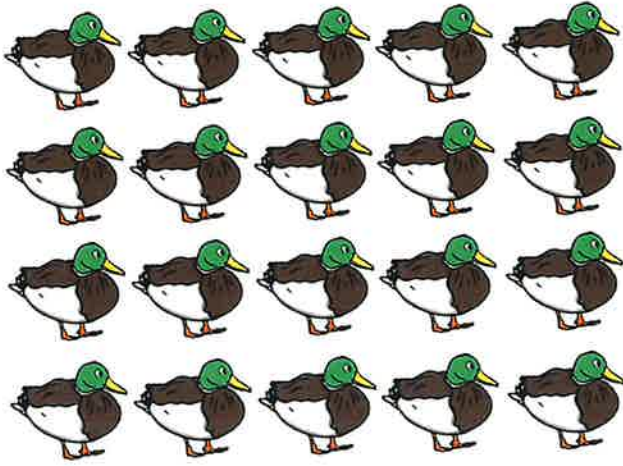
$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ chocolates.

$\underline{\hspace{2cm}}$ rows of $\underline{\hspace{2cm}}$ bananas.

$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ bananas.

$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ bananas.





_____ rows of _____ ducks.

_____ + _____ + _____ + _____ + _____ = _____ ducks.

_____ x _____ = _____ ducks.

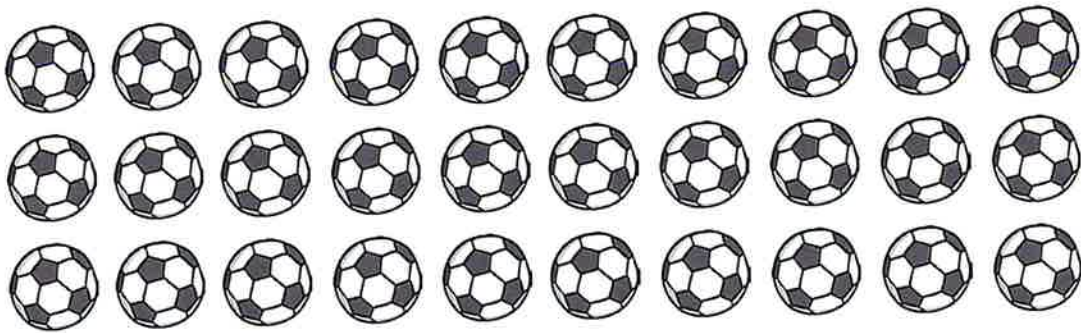
_____ x _____ = _____ ducks.

_____ x _____ = _____ ducks.

_____ rows of _____ balls.

_____ + _____ + _____ + _____ + _____ = _____ balls.

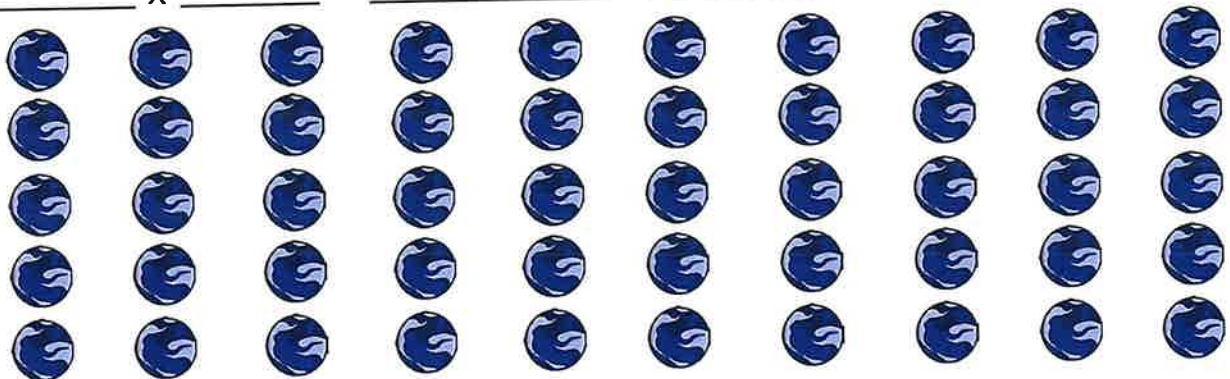
_____ x _____ = _____ balls.

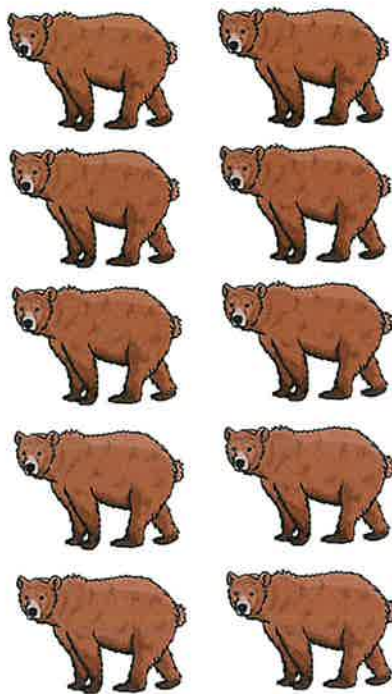


_____ rows of _____ marbles.

_____ + _____ + _____ + _____ + _____ = _____ marbles.

_____ x _____ = _____ marbles.





_____ rows of _____ bears.

_____ + _____ + _____ + _____ + _____ +

_____ = _____ bears.

_____ x _____ = _____ bears.

_____ rows of _____ bikes.

_____ + _____ + _____ + _____ + _____ + _____ +

_____ = _____ bikes.

_____ x _____ = _____ bikes.





Chris Contraction

Chris Contraction has been set some homework by his teacher. However, he is finding the work a little tricky. Can you help him complete the following questions by writing the correct answer in the space provided?

Write the contraction:

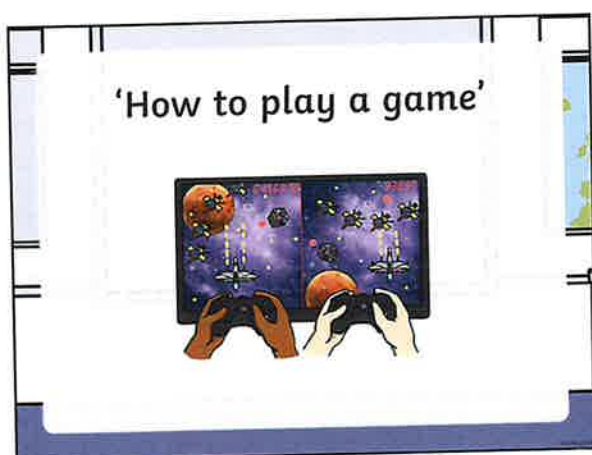
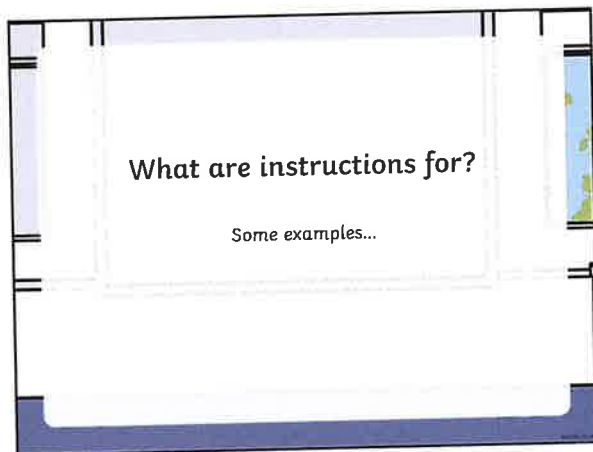
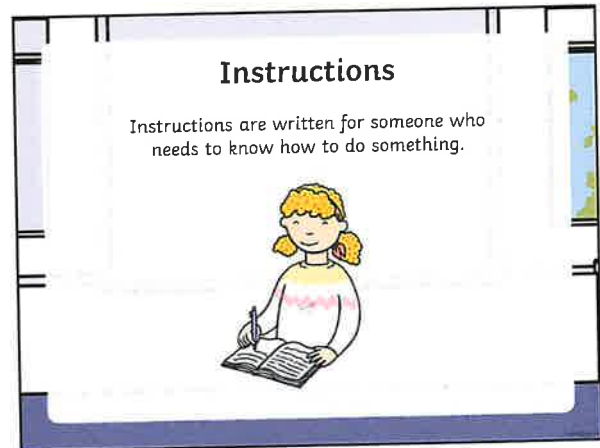
I will _____
they have _____
he is _____
you are _____
do not _____

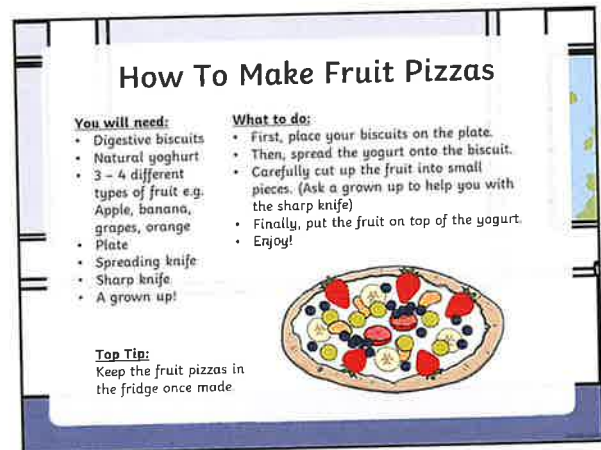
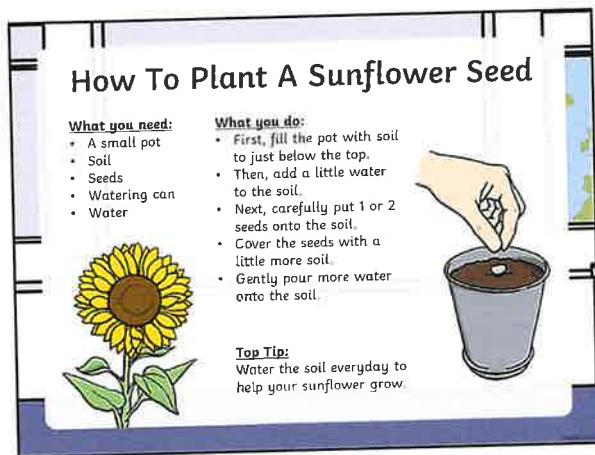
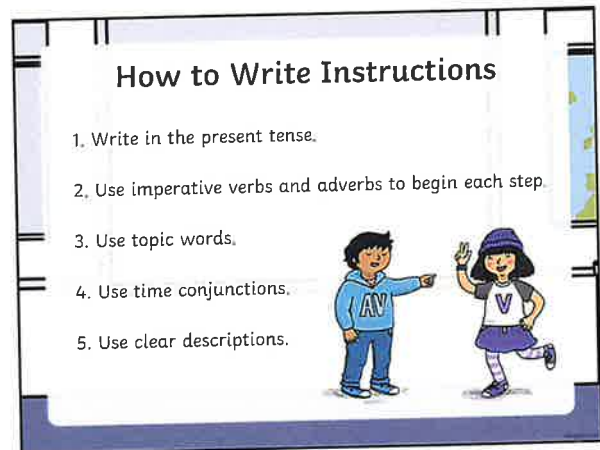
would have _____
does not _____
it is _____
we are _____

Write the expanded form:

don't _____
what's _____
we're _____
can't _____

he's _____
where's _____
you'll _____
I'd _____





Day 7

How to Trap the Iron Man

Are you kept awake by the sound of something tramping through your garden? Do you lie in your bed trembling at the sound of another car being squashed? Do you awake to smashed walls and footprints in the flower beds? Do you live in fear of what might await you round the corner? Do your knees knock at the thought of a walk to the corner shop? If so, the likelihood is that you have the Iron Man in the neighbourhood! Do not despair. Help is at hand. The Iron Man is not so hard to defeat, as they he is rather dim-witted. Read these step-by-step instructions and soon you too could be rid of this terrible pest.

What you will need:

- a spade
- a brown sheet
- tent pegs
- a sack of leaves
- some branches
- plenty of soil
- a large lump of metal (maybe a lorry or a tractor)

What you have to do:

- 1 First, you must dig a very large and deep hole. (This needs to be deep enough to hold the Iron Man.)
- 2 Secondly, you must cover the hole with a brown sheet that is pinned securely by tent pegs into the earth's crust.
- 3 After that, scatter leaves, a few branches and enough soil on top of the sheet to cover it.
- 4 Now you have to tempt the Iron Man by placing a large on top of the sheet.
- 5 Hide nearby and patiently wait for his arrival.
- 6 Soon the tempting smell of the metal warming in the sun will reach the nostrils of his nose.
- 7 Eventually, the Iron Man will come along and try to get the lorry.
- 8 In the end it will not be able to resist the food and therefore will fall straight into the pit.

Important note

An angry Iron Man can be a frightening sight, so keep all little children inside. He will try to escape so make sure that you do not go too near the edge in case he can reach over the top. The Iron Man may try to bargain his way out he may sob and weep and beg for his freedom. He may even promise you vast wealth, pretending that they know the whereabouts of a dragon's treasure trove. Do not be fooled, the Iron Man only thinks of eating and sleeping.

Questions

1. How are the knights of Stombart described? Tick **one**.

- the funniest in the land
 the bravest in the land
 the scariest in the land

2. What do you think 'friendly foe' means?

3. Find three adjectives used in the story.

1. _____
2. _____
3. _____

4. Draw a line to match each word to its meaning.



raucous	joined together for a common purpose
truce	making a loud noise
united	an agreement between enemies



5. What is the 'most amazing sight' that Aristar and Sir Gorrell see?



6. What do you think is the **message** in this story?

Carnivores, Herbivores and Omnivores

What Do Animals Eat?





Staying Alive


Animals need to eat to stay alive.


Different animals eat different types of food.

Which of these animals does **not** eat grass?





rabbit






cow





lion



Carnivores

Some animals eat other animals.
These animals are called **carnivores**.
Carnivores eat:

mammals



fish



birds



insects



and other animals:







Carnivores

Carnivores can be big or small.
Which of these animals do you think is a carnivore?

kingfisher




deer







goat



Carnivores

Kingfishers are small birds.
They **only** eat other animals.
They are **carnivores**.
They eat small fish and other little animals like tadpoles.






Herbivores

Some animals eat only plants.
These animals are called **herbivores**.
Herbivores eat.


grass




nuts




seeds




flowers



fruit



vegetables



Herbivores

Elephants are herbivores.

Which of these can they not eat?

Omnivores

Carnivores eat only animals.

Herbivores eat only plants.

But some animals eat animals and plants. These animals are called omnivores.

Omnivores

Omnivores survive by eating both plants and animals. This can be a good way of staying alive. If they cannot find meat, omnivores can eat plants instead.

Omnivores come in all shapes and sizes!



Grizzly bears eat seeds, berries and grass.



They also eat deer, fish and insects.



Omnivores

Ants are tiny omnivores.

Most ants eat a mixed diet of plants and meat. This might include leaves, nectar and fruit, as well as insects and dead animals.

What about Humans?

Do you think humans are carnivores, herbivores or omnivores?

What did you eat yesterday?

Humans are able to eat meat and plants

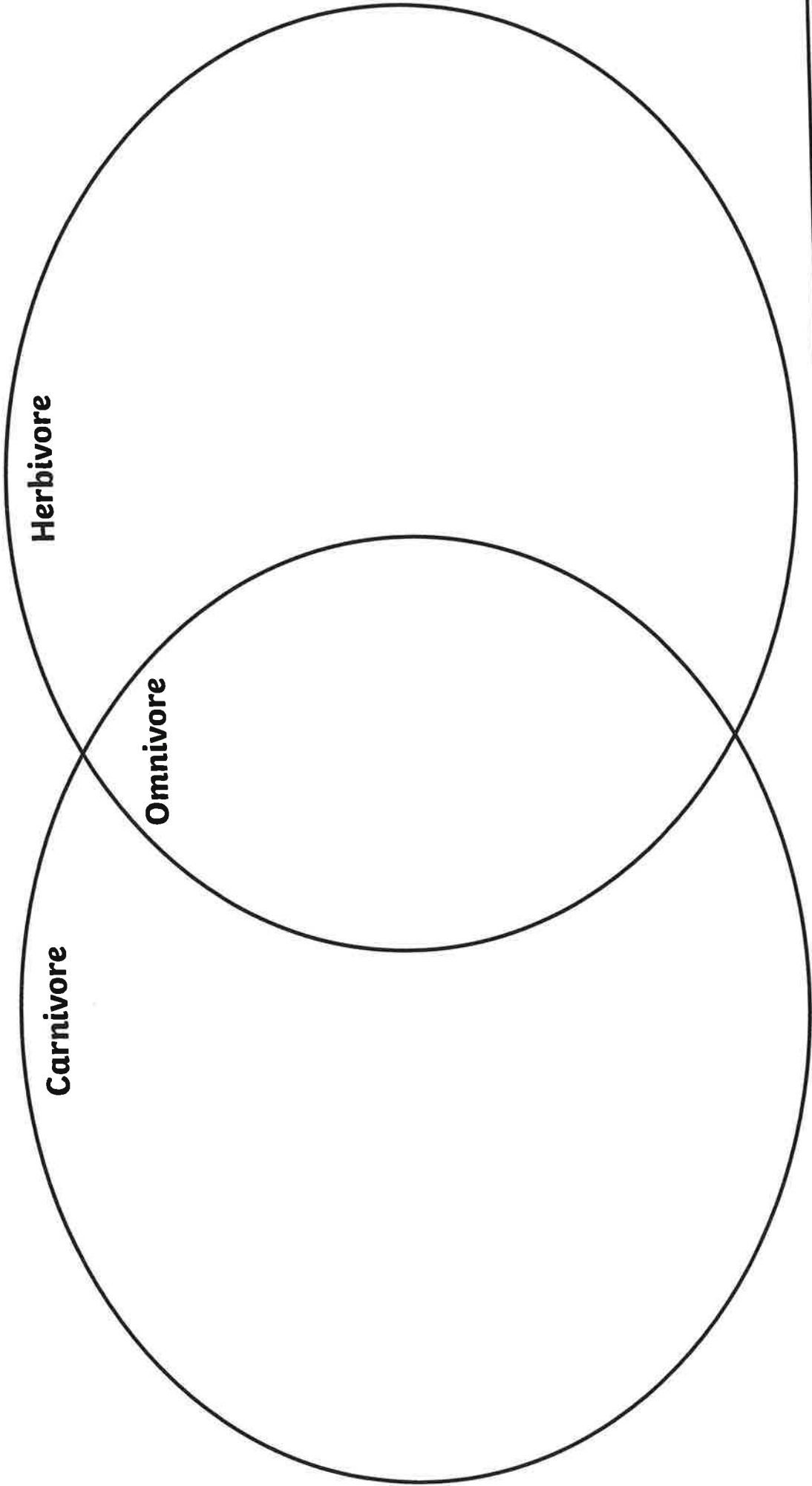
Some people eat only plants but most humans have both plants and meat in their diet.

This makes humans omnivores.

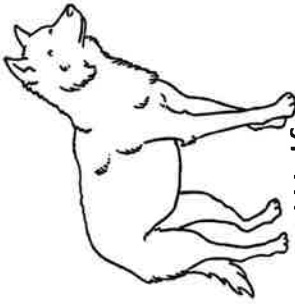


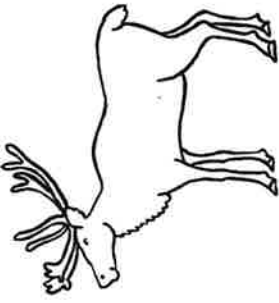

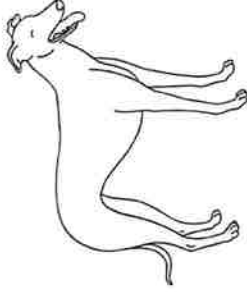
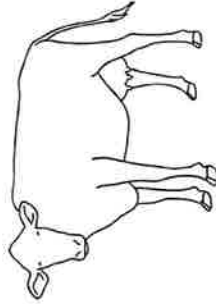

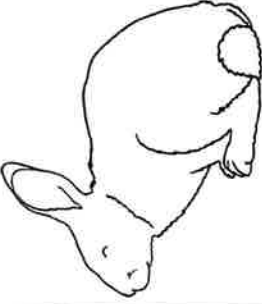


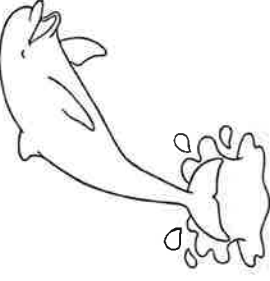
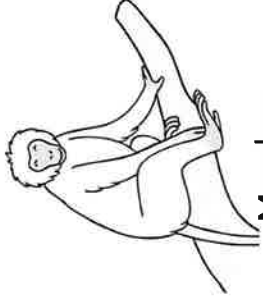

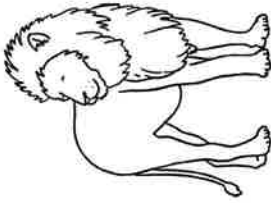


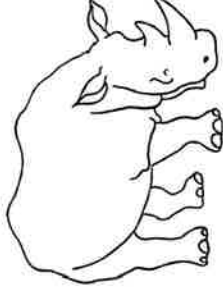
Day 7

Carnivore, Herbivore or Omnivore?

Sort the animals into the correct section of the Venn diagram below.















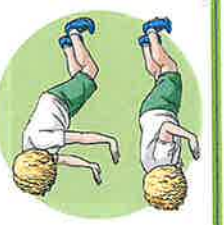
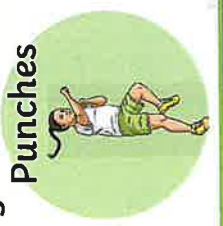






Carnivore, Herbivore or Omnivore?

 <p>Wolf</p>	 <p>Squirrel</p>	 <p>Eagle</p>	 <p>Reindeer</p>	 <p>Giraffe</p>	 <p>Dog</p>
 <p>Cow</p>	 <p>Tiger</p>	 <p>Rabbit</p>	 <p>Polar Bear</p>	 <p>Pig</p>	 <p>Dolphin</p>
 <p>Monkey</p>	 <p>Horse</p>	 <p>Lion</p>	 <p>Badger</p>	 <p>Frog</p>	 <p>Rhinoceros</p>

Day 8	
30 mins	<p align="center">Get active / wake up shake up</p> <p>Take a look at the fun fitness bingo. Pick 5 different stretches that you are going to do. You could pick different stretches later on in the day for movement breaks!</p>
10 mins	<p align="center">Handwriting</p> <p>Complete the handwriting sheet starting with the spelling 'whole'. All of these words you will be practising are words you may use in your writing. Try and test yourself on the spelling afterwards.</p>
40 mins	<p align="center">Maths</p> <p>Arithmetic- Can you fill in the missing numbers on the kites? Use the number line to help you to count in 10's</p> <p>Main activity- Use the base 10 pictures to help you to complete the tens and ones in each number. Can you challenge yourself and draw a 3-digit number using base 10 pictures?</p>
Break	
20 mins	<p align="center">Writing Time</p> <p>Can you help 'Detective Daisy' to spot all the words that can be contracted? Once you have spotted them, rewrite the sentence with the contracted form. Remember to use an apostrophe to represent the missing letter or letters.</p>
40 mins	<p align="center">Literacy</p> <p>Watch this BBC clip about creating a comic strip https://www.bbc.co.uk/bitesize/topics/zkqcwmm/articles/zbk47nb</p> <p>Over the next two days you are going to create a comic strip. Today you will need to plan it out. It should be a short story and include either the characters that you have already created or a Marvel superhero and villain. On a blank page in your homework book, roughly plan out what will happen in each box of the strip. You could use stickmen drawings at this stage to speed you up. Think about the sizes and position of the boxes. Which ones will you add captions to and where will you include speech/thought bubbles? Don't worry if you make lots of mistakes and changes at this stage. There are some blank comic strips included in your pack if you prefer to use one that is already made.</p>
Lunch	
15 mins	<p align="center">Reading</p> <p>Read a book that you love. Find somewhere comfortable and lose yourself in the book. If you can, ask an adult to listen to you. Don't forget to ask them to sign your Reading Superstar sheet!</p>
15 mins	<p align="center">Wellbeing</p> <p>This method we are learning today will help re-focus you. It is like an acrostic but it is a way to remember how to STOP and refocus yourself.</p> <p align="center">S- Stop what you are doing</p> <p>T- Take a deep breath. Breathe in for a count of five, hold for a count of one and breathe out for a count of eight (just like Day 1's breathing technique)</p> <p>O- Observe what is happening around you at this moment.</p> <p>P- Proceed with what you were doing.</p> <p>Keep trying this throughout the week if you feel you need to re-focus yourself! This is a very useful hint to keep you concentrating!</p>
30 mins	<p align="center">Non-Core (PE)</p> <p>Today we are going to learn a dance routine! You can choose either 'Don't stop the feeling' with Kidz bop https://www.youtube.com/watch?v=Ojblhvzvjsk or Trolls with Oti Mabuse https://www.youtube.com/watch?v=MCe06Q3p7Mc Have fun!</p> <p>If you can not get onto the internet. Put on your favourite song and create your own dance routine.</p>
Break	
10 mins	<p align="center">Gratefulness</p> <p>Today you are going to remember a 'whimsical' memory. Think about a memory that is funny, makes you laugh or was very fun! You could try and re-create this memory!</p>
15 mins	<p align="center">Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

Fun Fitness Bingo Cards

<p>Backwards Lunges</p> 	<p>Climb the Rope</p> 	<p>Upwards Punches</p> 	<p>Sumo Squats</p> 	<p>Frog Jumps</p> 
<p>Shoulder Taps</p> 	<p>Twist and Jump</p> 	<p>Front Kicks</p> 	<p>Side Lunges</p> 	<p>Marching on the Spot</p> 
<p>Star Jumps</p> 	<p>Squats</p> 	<p>Forward Punches</p> 	<p>Elbow to Knee</p> 	<p>Box Push-Ups</p> 
<p>High Knees with Punches</p> 	<p>Squat with Punches</p> 	<p>Upper Cuts</p> 	<p>Mummy Kicks</p> 	<p>Running on the Spot</p> 

Day 8

Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

whole

Easter

again

most

only

both

please

use

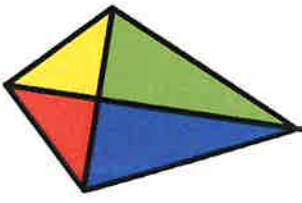
money

parents

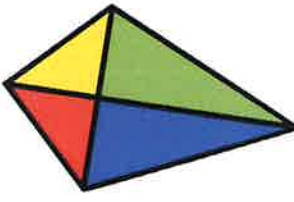
Counting in Tens

Fill in the missing numbers. Use this number line to help you:

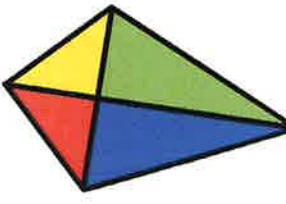
10	20	30	40	50	60	70	80	90	100
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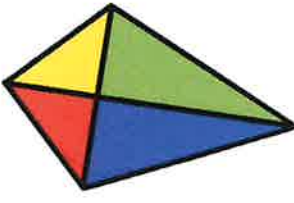
20 — 30 — 40 — —



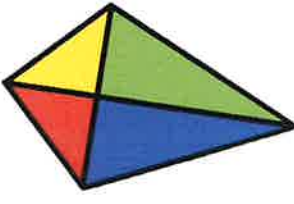
40 — 50 — 60 — —



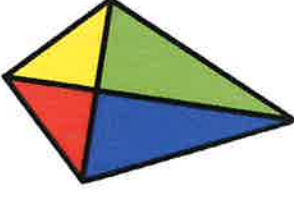
0 — 10 — 20 — —



— 40 — — 60 —



50 — 40 — — —



90 — 80 — — —

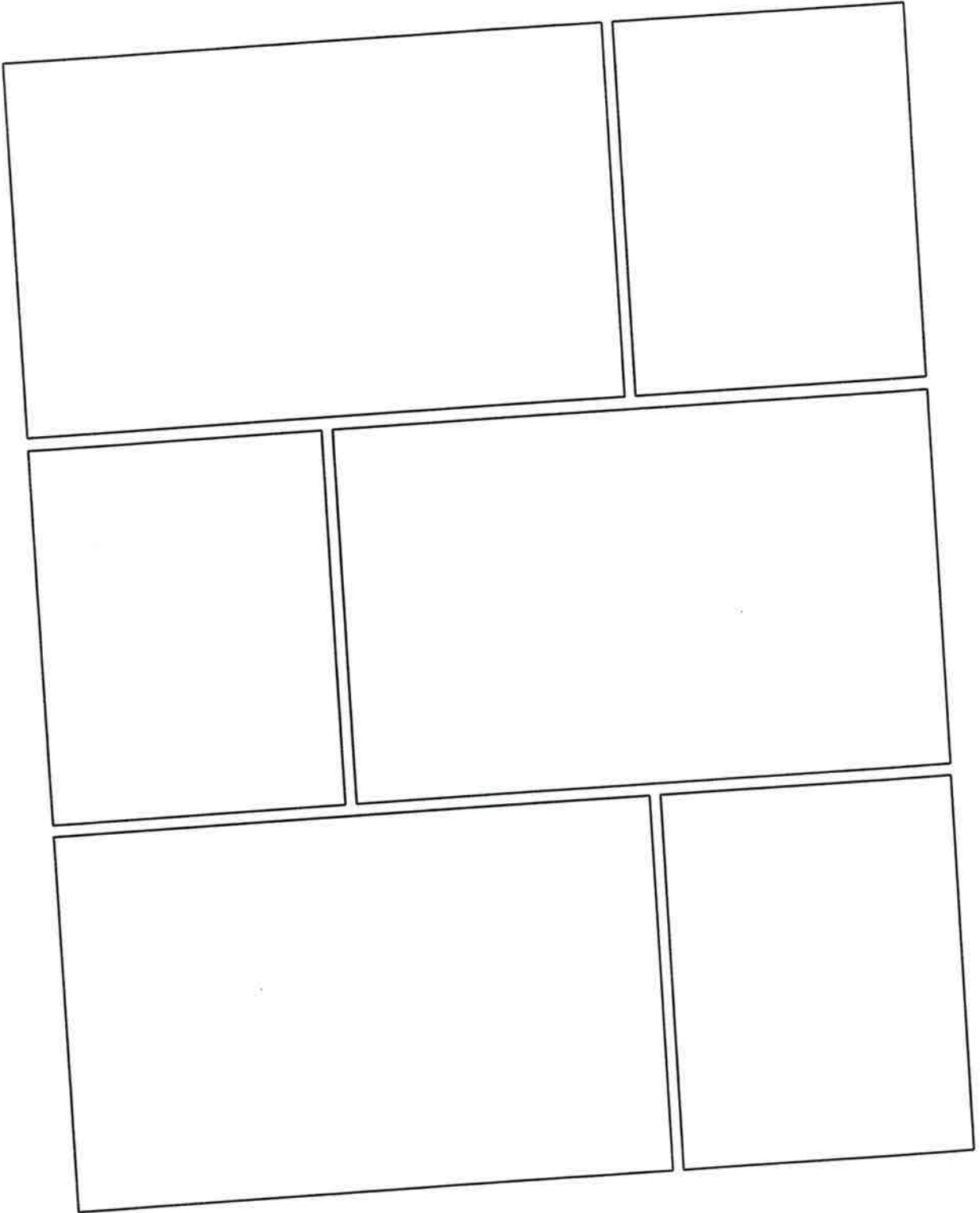
Place Value

Name: Date:

Write how many groups of tens and ones there are.

	<p>_____ tens _____ ones</p> <p>_____ + _____ = _____</p>
	<p>_____ tens _____ ones</p> <p>_____ + _____ = _____</p>
	<p>_____ tens _____ ones</p> <p>_____ + _____ = _____</p>
	<p>_____ tens _____ ones</p> <p>_____ + _____ = _____</p>
	<p>_____ tens _____ ones</p> <p>_____ + _____ = _____</p>

Day 8



Day 8



Detective Daisy

Detective Daisy is looking for words that can be contracted in the following sentences. Can you help her find them by writing each sentence out again with the contracted word form?

For example:

Expanded form: In the morning, **they will** be going on holiday.

Contracted form: In the morning, **they'll** be going on holiday.

1. Later, we are going to the park.

2. Lucy was amazed! She had never been to such a fantastic place.

3. I have always wanted a pet dog.

4. Where is the party tomorrow afternoon?

5. John is very friendly and he is funny too.

6. It is very late so we will finish the game tomorrow.

7. In the cave, there is a mighty dragon.

Day 9	
30 mins	<p align="center">Get Active / Wake Up / Shake Up</p> <p>Take a look at the 'what does this key open?' sheet. Think about the questions on the sheet. This will wake your brain up and get you thinking first thing in the morning!</p>
10 mins	<p align="center">Handwriting</p> <p>Complete the handwriting sheet starting with the spelling 'every'. All of these words you will be practising are words you may use in your writing. Try and test yourself on the spelling afterwards.</p>
40 mins	<p align="center">Maths</p> <p>Arithmetic- Complete the 5 times tables activity sheet.</p> <p>Main activity- Read the addition word problem cards. Use the pictures to help you to find the answers. Challenge: Can you write 3 of your own addition word problems for an adult to solve?</p>
Break	
20 mins	<p align="center">Writing Time</p> <p>It can really useful sometimes to arrange words in alphabetical order. Can you complete the sheet 'Order the Dining Objects' using the alphabet at the top of the worksheet to help you?</p>
40 mins	<p align="center">Literacy</p> <p>Today you are going to do the final draft of your comic strip. You can use a blank page in your homework book and draw in the boxes for your strip yourself. Or if you prefer, you can use one of the blank comic strips included in your pack. Remember to include details in your pictures that help to tell the story. Use captions, speech bubbles and thought bubbles to help tell the story as well. Make your comic strip bright and colourful, use felt tips or pencil crayons. Or you might decide to stick with black and white. We can't wait to see what you have created when you come back to school!</p>
Lunch	
15 mins	<p align="center">Reading</p> <p>Have a look at the information about Elephants and read it carefully. Then answer the questions on the sheet.</p>
15 mins	<p align="center">Wellbeing (emotions)</p> <p>Take a look at the 'how do you feel today?' cards. Pick an emotion. Can you tell a story of something that has happened to you or someone you know linked to this emotion? Why did they feel this way? You could write this story down, create a story board or even act it out!</p>
30 mins	<p align="center">Non-Core (History)</p> <p>Watch the following video about Charles Dickens. https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/z4j32sg What is the title of two of his most famous books? Can you take the quick quiz and order his life events? Write 5 key facts about Charles Dickens. When you have finished, you can have a go at completing the Oliver Twist word search!</p>
Break	
10 mins	<p align="center">Gratefulness</p> <p>Today you are going to list all of things that you are thankful for.</p>
15 mins	<p align="center">Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

Day 9

What Does This Key Open?

You find a key. What does it open?

Describe what happens when you find out . . .

Use all of your senses to describe what happens.



Day 9

Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

every

everybody

pretty

beautiful

England

Ireland

always

after

everyone

mouse

5 Times Table Activities


Count in 5s and colour in the grid:

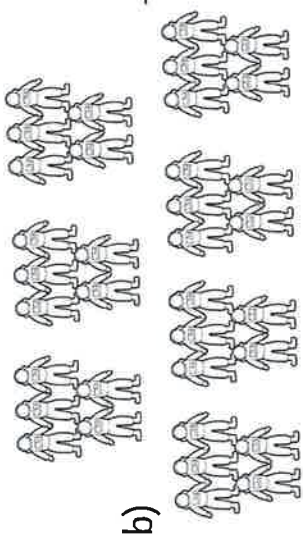
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

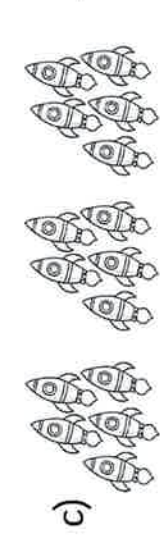
Work out these answers:

- a) $2 \times 5 =$ _____
- b) $4 \times 5 =$ _____
- c) $5 \times 5 =$ _____
- d) $6 \times 5 =$ _____
- e) $7 \times 5 =$ _____
- f) $12 \times 5 =$ _____

How many are there?

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

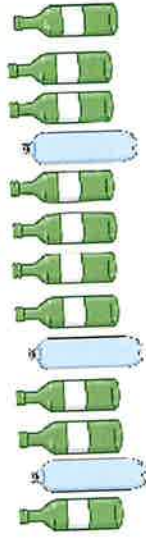
Addition Word Problem Challenge Cards



Addition Word Problem Challenge Cards



If you had 10 glass bottles and 3 plastic bottles, how many bottles are there altogether?



Answer:

Day 9

Addition Word Problem Challenge Cards



If you had 5 milkshakes and 2 fizzy drinks, how many drinks do you have in total?

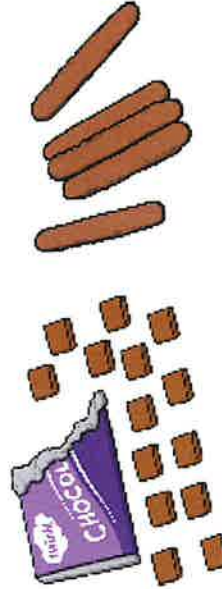


Answer:

Addition Word Problem Challenge Cards



If you had 14 squares of chocolate and 5 chocolate fingers, how many do you have in total?

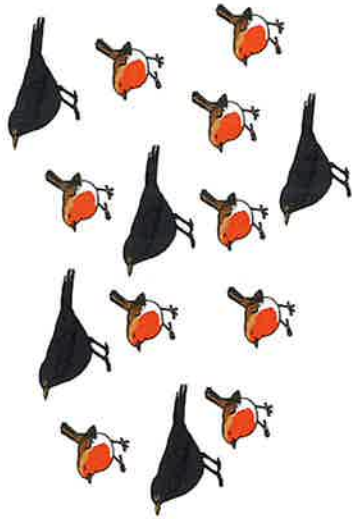


Answer:

Addition Word Problem Challenge Cards



If you have 5 blackbirds and 9 robins in your garden, how many are there?



Answer:

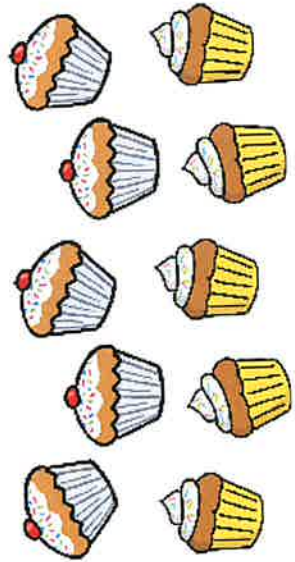
Answer:



Addition Word Problem Challenge Cards



If you had 5 cherry cakes and 5 plain cakes, how many would you have altogether?

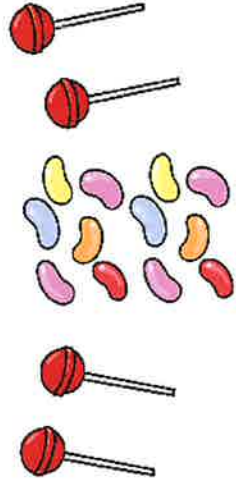


Answer:

Addition Word Problem Challenge Cards



If you had 12 jelly beans and 4 lollipops, how many would you have in total?



Answer:

Addition Word Problem Challenge Cards



If you had 3 marbles and 2 dice, how many do you have in total?

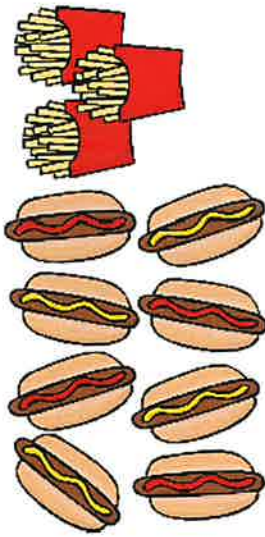


Answer:

Addition Word Problem Challenge Cards



If you had 8 hotdogs and 3 portions of chips, how many would you have altogether?

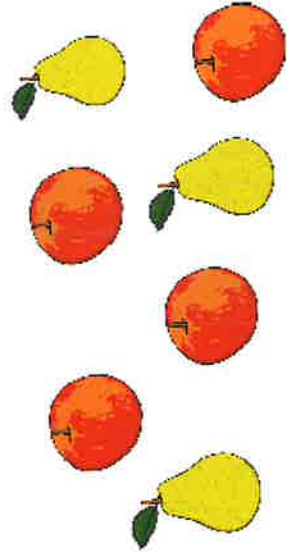


Answer:

Addition Word Problem Challenge Cards



If you had 4 apples and 3 pears, how many do you have?



Answer:

Addition Word Problem Challenge Cards



If you had 8 milk cartons and 9 juice cartons, how many would you have altogether?

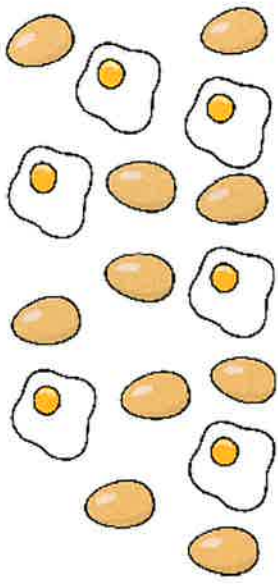


Answer:

Addition Word Problem Challenge Cards



If you have 10 boiled eggs and 6 fried eggs, how many would you have in total?



Answer:

Order the Dining Objects

Amazing Fact

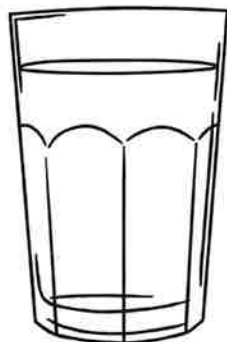
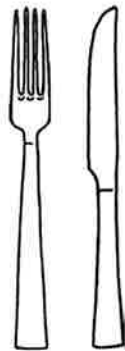
The order in which cutlery was made and commonly used, from the oldest invention to the most recent, was the spoon, then then knife, then the fork.

Challenge

Put these dining objects into alphabetical order.

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

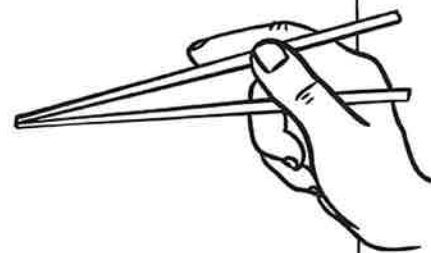
- knife
- fork
- spoon
- plate
- cup
- glass
- napkin
- bowl
- dish
- placemat
- saucer



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

You could also try to find out:

- how we know they were developed in this order;
- how places are set for special dinner occasions;
- how many people in the world use chopsticks.



Day 9

Day 9

All About Elephants

Elephants can grow up to three metres tall. They can weigh around the same as three large cars!

Elephants Never Forget

Elephants have big brains and they are very clever. They help and love each other. Lots of people say that elephants never forget things.

Did You Know...?

Elephants can get sunburnt!

They have a bath in the mud and throw dirt on their backs to help to keep their skin safe.



Telling Them Apart

There are three ways to check if an elephant is an African elephant or an Asian elephant. You can look at:

- their ears;
- the shape of their head;
- their tusks.



an African elephant



an Asian elephant

African elephants have:

- large ears that look like the shape of Africa;
- rounded heads.

Male and female African elephants can have tusks.



Asian elephants have:

- smaller, rounder ears;
- two bumps on their heads.

Only male Asian elephants can have tusks.

Did You Know...?

A group of elephants is called a herd.

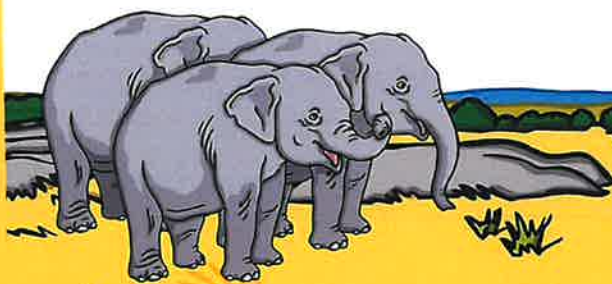
The oldest female elephant is the boss of the herd. She leads the way.

Did You Know...?

Adult male elephants are called bulls.

Adult female elephants are called cows.

A baby elephant is called a calf.



Questions

1. Which elephant has two bumps on its head? Tick one.

- an African elephant
- an Asian elephant
- a baby elephant

2. Draw **three** lines and match each elephant to what it is called.

An adult male elephant is called...

An adult female elephant is called...

A baby elephant is called...

a cow.

a calf.

a bull.

3. Number the facts from 1-3 to show the order that they appear in the text.

- A group of elephants is called a herd.
- Elephants have big brains.
- Only male Asian elephants have tusks.

4. Fill in the missing word.

The _____ female elephant is the boss of the herd.

5. Why do elephants have a bath in the mud?

How Do You Feel Today?



happy



angry



excited



embarrassed



cold



hot



surprised



tired



astonished



upset



worried



nervous



proud



sad



confused



scared



poorly



calm



stressed



disappointed

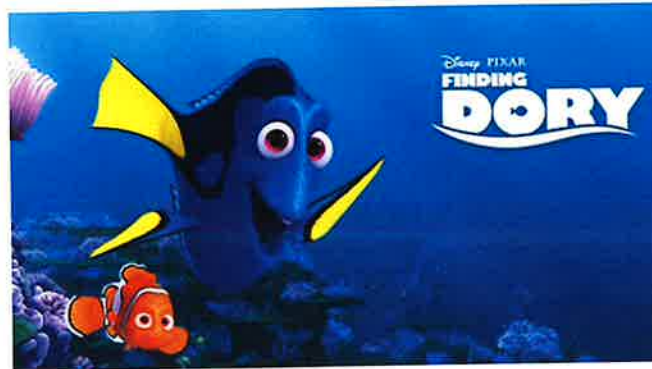
Oliver Twist Word Search

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

Oliver	Monks
Poor	Jack
Fagin	Rose
Twist	Bumble
Nancy	Sir
London	More

Day 10	
30 mins	<p>Get active / wake up shake up</p> <p>Take a look at Dory's Blue Fin Boogie. Follow the instructions on your sheet. You can play this with everyone in your house!</p>
10 mins	<p>Handwriting</p> <p>Complete the handwriting sheet starting with the spelling 'four'. All of these words you will be practising are words you may use in your writing. Try and test yourself on the spelling afterwards.</p>
40 mins	<p>Maths</p> <p>Arithmetic- Can you complete the 'Adding numbers in any order' worksheet?</p> <p>Main activity- Use the number shapes on your 'addition to 30' sheet to help you to answer the questions</p>
Break	
20 mins	<p>Writing Time</p> <p>Can you put these Northern Hemisphere countries into alphabetical order? Look at the sheet called 'Alphabetical Countries' and use the sheet with all the letters of the alphabet to write them on.</p>
40 mins	<p>Literacy</p> <p>Have you heard of Stan Lee? Look at the PowerPoint to find out more about him, you can test yourself on the quiz at the end of the PowerPoint. Use what you have learnt about Stan Lee to complete the fact file sheet about him that is in your pack.</p>
Lunch	
15 mins	<p>Reading</p> <p>Spend 15 minutes reading a book from your book bag, or one of your own books. If you can, ask an adult to read to you. Don't forget to ask them to sign your Reading Superstar sheet!</p>
15 mins	<p>Wellbeing (calming activity)</p> <p>We are going to complete mindful listening. Find a quiet space in your house or garden. Stand up straight and take 3 deep breaths. Close your eyes and focus on the sounds around you, what sounds can you hear? Is it loud? Soft? Quiet? How does it make you feel? Move places and try again. What different sounds can you hear?</p>
30 mins	<p>Non Core (ICT)</p> <p>It is very important to keep safe when you are online. https://www.thinkuknow.co.uk/globalassets/thinkuknow/documents/thinkuknow/parents/pdf/thinkuknow-5-7s-home-activity-sheet-1.pdf Watch episode 2 https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ Talk to adult in your house about the clip - How did lots of people end up seeing the pictures? What made Mo feel sad? How did the friends get help when they needed it? What did Miss Humphrey say she would do to help? Draw a picture of your favourite character singing the 'funny tummy' song.</p>
Break	
10 mins	<p>Gratefulness</p> <p>Describe what is good and special about your family!</p>
15 mins	<p>Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

Dory's Blue Fin Boogie



How to play...

- 1 Choose one person to be Dory, and they'll be in charge of the music. Everyone else moves into the middle of the floor.



- 2 When the music starts, everyone else start dancing and moving to the music. But remember as soon as the music stops - freeze!



- 3 If you're the last one to stop moving, then you're out.



- 4 Keep going until there's only 1 person left and then it's their turn to be in charge of the music.



Day 10

Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

four

eight

aunt

father

prove

improve

hour

move

sure

sugar

Adding Numbers in Any Order

Aim: I can add numbers to 20 in any order.

It doesn't matter in what order we add numbers together – the answer will always be the same.

$2 + 5$ is the same as $5 + 2$

1. Solve and match up these calculations:

$6 + 2 = \underline{\quad}$
$7 + 8 = \underline{\quad}$
$4 + 9 = \underline{\quad}$
$2 + 9 = \underline{\quad}$
$1 + 8 = \underline{\quad}$

$8 + 1 = \underline{\quad}$
$9 + 4 = \underline{\quad}$
$8 + 7 = \underline{\quad}$
$2 + 6 = \underline{\quad}$
$9 + 2 = \underline{\quad}$

2. Identify the missing numbers in these matching calculations.

- | | | |
|---------------------------------|---------------------------------|---------------------------------|
| a) $3 + \underline{\quad} = 7$ | b) $3 + \underline{\quad} = 12$ | c) $4 + \underline{\quad} = 10$ |
| $4 + \underline{\quad} = 7$ | $9 + \underline{\quad} = 12$ | $6 + \underline{\quad} = 10$ |
| d) $2 + \underline{\quad} = 8$ | e) $2 + \underline{\quad} = 13$ | f) $1 + \underline{\quad} = 6$ |
| $6 + \underline{\quad} = 8$ | $11 + \underline{\quad} = 13$ | $5 + \underline{\quad} = 6$ |
| g) $8 + \underline{\quad} = 15$ | h) $5 + \underline{\quad} = 9$ | i) $7 + \underline{\quad} = 11$ |
| $7 + \underline{\quad} = 15$ | $4 + \underline{\quad} = 9$ | $4 + \underline{\quad} = 11$ |

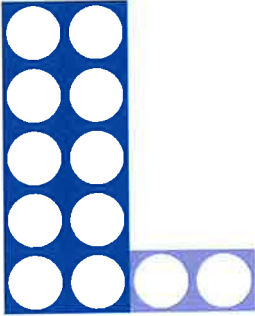
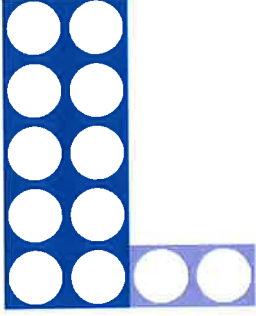
3. Write these calculations in a different way.

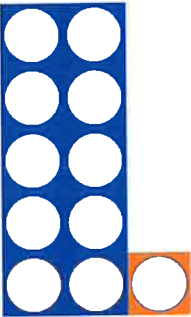
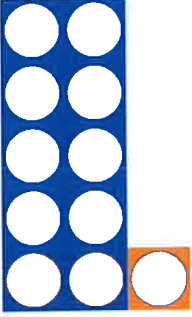
- | | | |
|--------------------------------|--------------------------------|--------------------------------|
| a) $7 + 4 = \underline{\quad}$ | b) $5 + 9 = \underline{\quad}$ | c) $9 + 8 = \underline{\quad}$ |
| $\underline{\quad}$ | $\underline{\quad}$ | $\underline{\quad}$ |

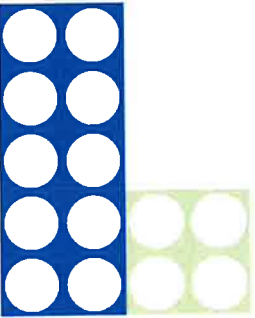
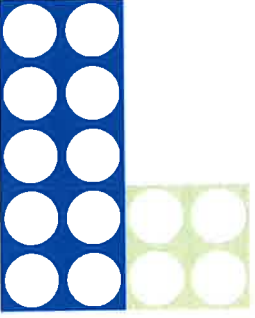
Day 10

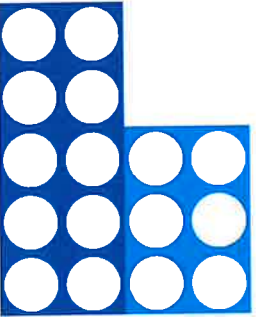
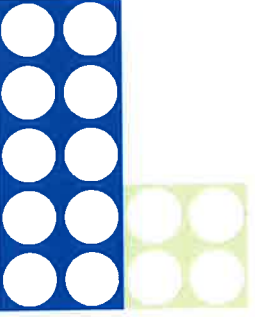
Number Shape Addition within 30

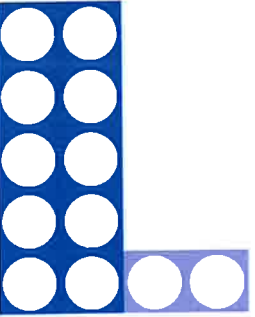
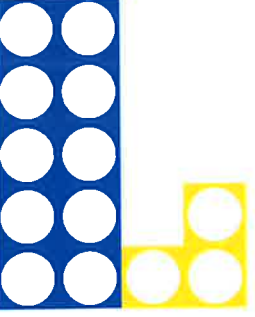
Use the number shapes to work out the answers to each addition question.

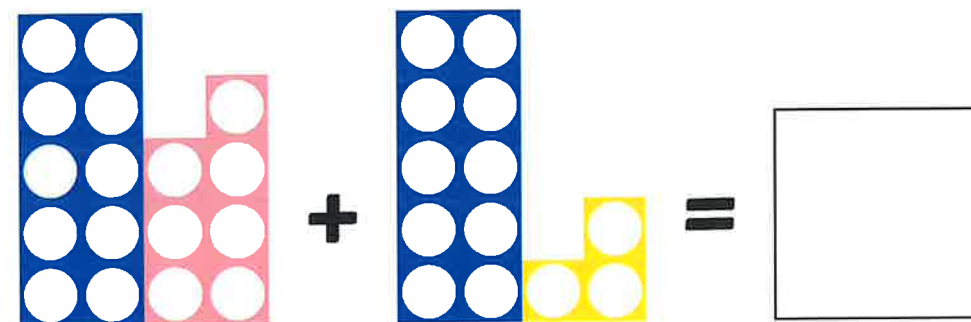
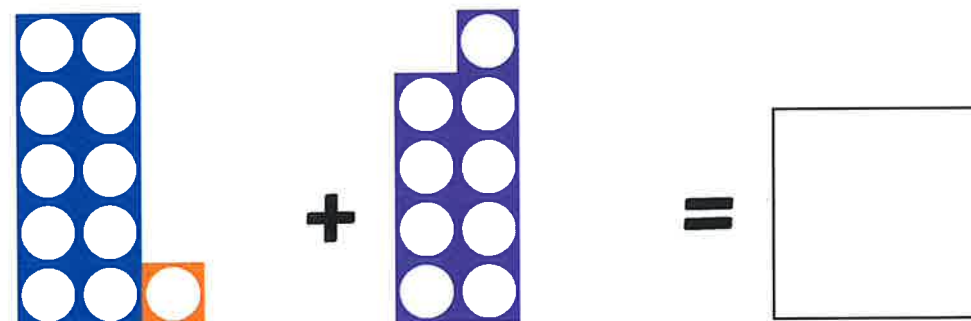
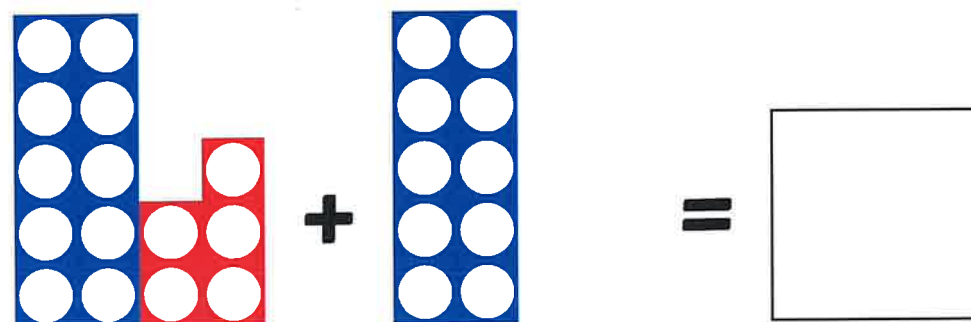
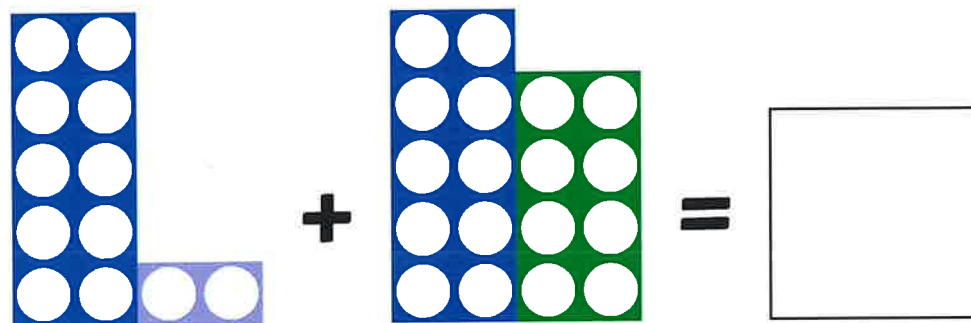
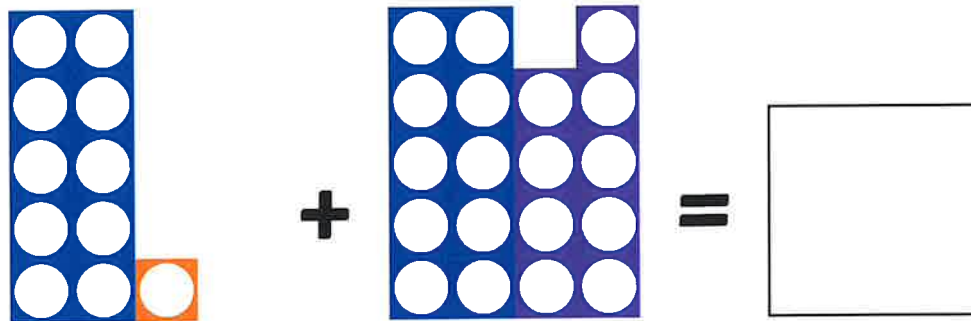
 $+$  $=$

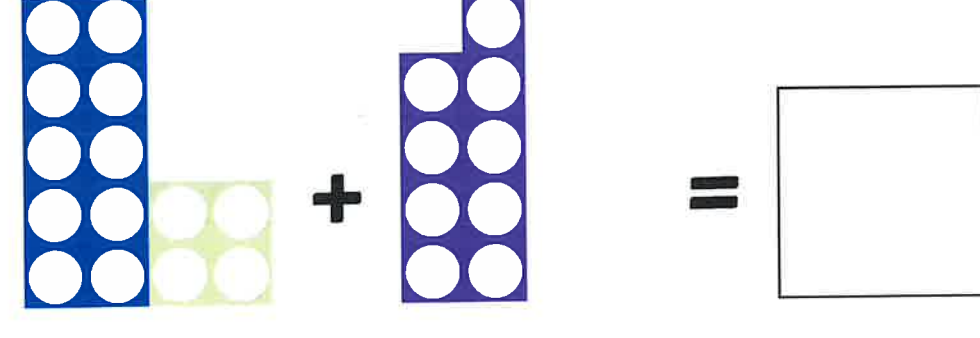
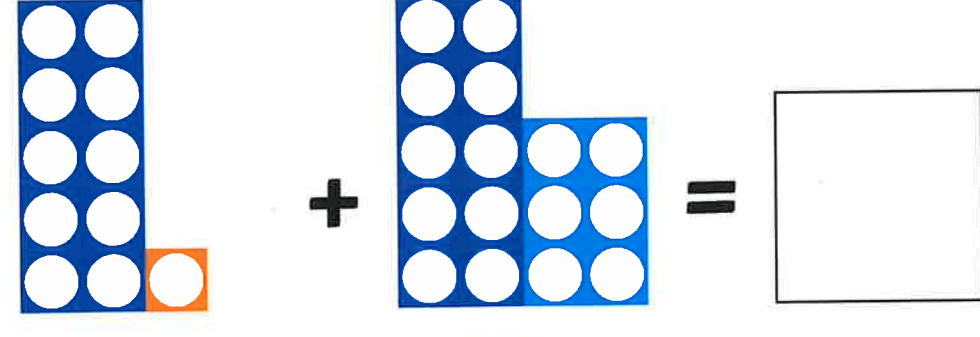
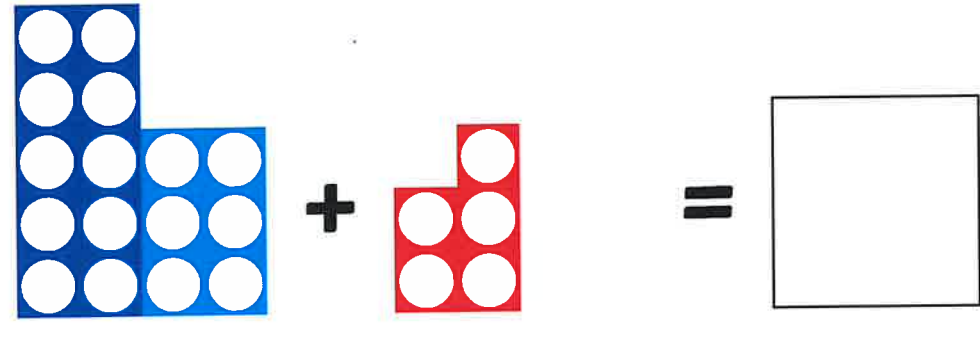
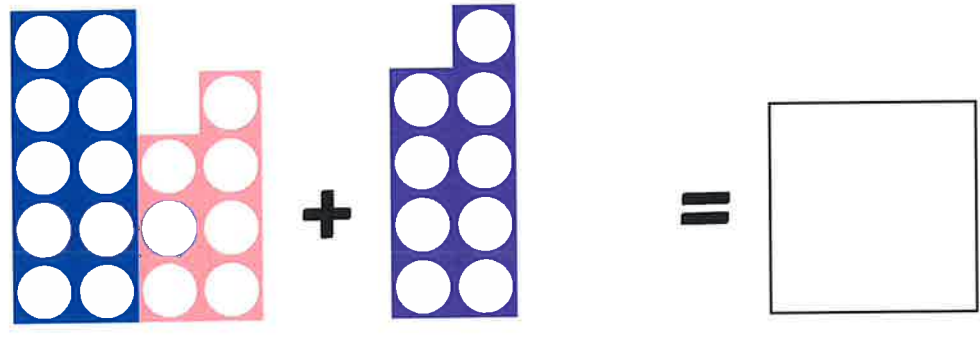
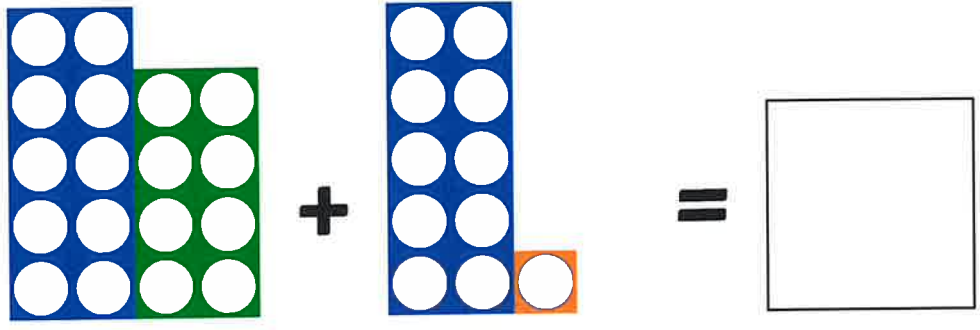
 $+$  $=$

 $+$  $=$

 $+$  $=$

 $+$  $=$





Alphabetical Countries

Amazing Fact

About 90% of the world's population lives in the Northern Hemisphere.

Challenge

Below is a list of some of the countries which are in the Northern Hemisphere.

See if you can put them in alphabetical order.

India

England

Burma

Japan

Georgia

Vietnam

Thailand

Kazakhstan

France

Spain

Uganda

Norway

Russia

Malaysia

Pakistan

Qatar

Afghanistan

Yemen

China

Oman

Liberia

Wales

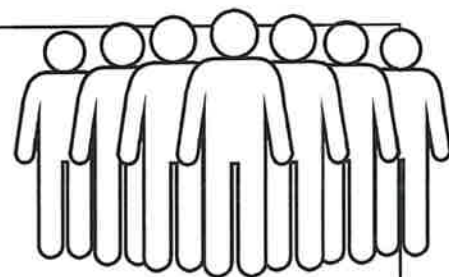
Hungary

Denmark



You could also try to find out:

- what the most populous country in the world is;
- what the population of the world is now;
- what the population of the world was 100 years ago;
- what the population of the world might be in 100 years.

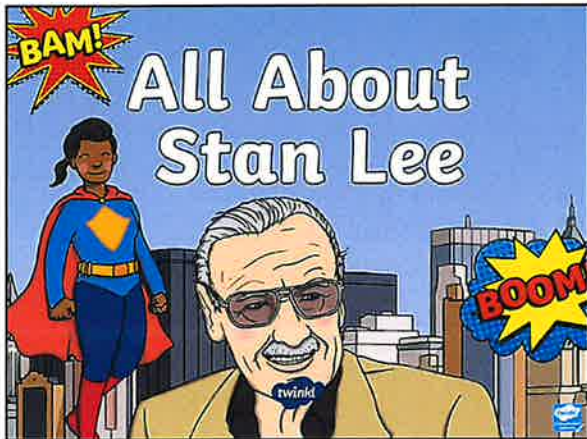


Day 10

An Amazing Fact a Day

Alphabetical Countries

A _____	N _____
B _____	O _____
C _____	P _____
D _____	Q _____
E _____	R _____
F _____	S _____
G _____	T _____
H _____	U _____
I _____	V _____
J _____	W _____
K _____	X _____
L _____	Y _____
M _____	Z _____



Who Was He?

Stan Lee was the creator of Spiderman, the X-Men and many other comic superheroes.

He created popular characters and stories in a time where there was no internet, computer games or computer-animated films.

An illustration of Stan Lee wearing his signature glasses and a tan jacket, smiling. To his right is a stack of colorful comic books. The background shows a stylized cityscape.

Early Life

Stan Lee was born Stanley Lieber, on 28th December 1922, in the USA.

Lee left school when he was 16. He began a job as a comic book editor.

Did You Know...?
Stan Lee thought that writing comic books was not a proper job when he was young!

A small illustration of a young Stan Lee in a brown suit and tie, looking slightly to the side.

Editor:
A writer who checks and improves someone else's writing for a book, newspaper or comic.

A Great Idea

In 1961, Stan Lee created the 'Fantastic Four'.

These were four scientists who gained superhero powers.

This became a big hit with many people in the USA.

An illustration of a rocket launching upwards with a large plume of fire and smoke at its base. The background shows a stylized cityscape.

Success

In 1962, Stan Lee created Spiderman.

Spiderman was very popular with a lot of teenagers.

Spiderman had all the powers of a real spider.

Did You Know...?
Stan Lee's publisher told him that Spiderman was the worst idea he had ever heard!

An illustration of a young boy with blonde hair, wearing a blue shirt, sitting and reading a comic book. There are yellow starburst effects around him.

Stan Lee at the Movies

From the 1980s onwards, Stan Lee worked to turn his creations into popular movies.

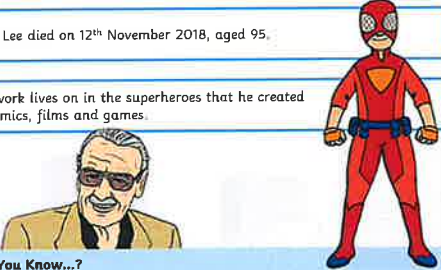
An illustration of a movie theater with red seats and a screen showing a scene from a movie. To the left of the theater is a red bowl overflowing with popcorn.

CGI (computer-generated imagery) has brought Lee's creations to life, allowing them to do the things that real actors can't do.

A Superhero Legacy

Stan Lee died on 12th November 2018, aged 95.

His work lives on in the superheroes that he created in comics, films and games.



Did You Know...?
In Los Angeles, USA, they have a special Stan Lee Day!

Quiz

Question 1- What country was Stan Lee born in?

A. France B. Canada C. USA

X X ✓

Quiz

Question 2- Which one of these superheroes did Stan Lee create?

A. Superman B. Spiderman C. Batman

X ✓ X

Quiz

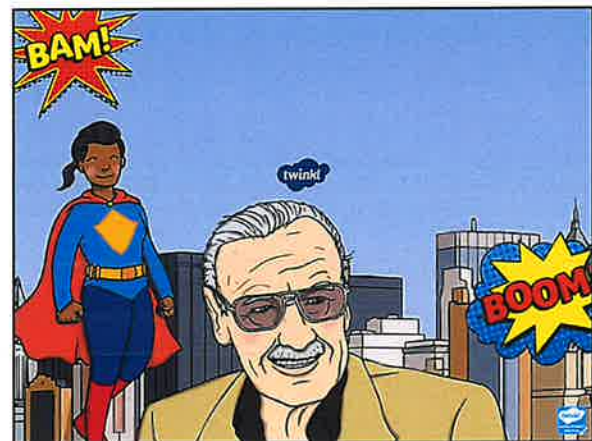
Question 3- Where can you see Stan Lee's superheroes?

A. The cinema B. The zoo C. The theatre

✓ X X

Stan Lee Activity Ideas

- Invent your own superhero. What animal's powers could you use?
- Find out more about one of the characters Stan Lee created.
- Read a comic book in class.
- Draw or paint your favourite superhero.
- Write your own story using one of Stan Lee's superheroes!



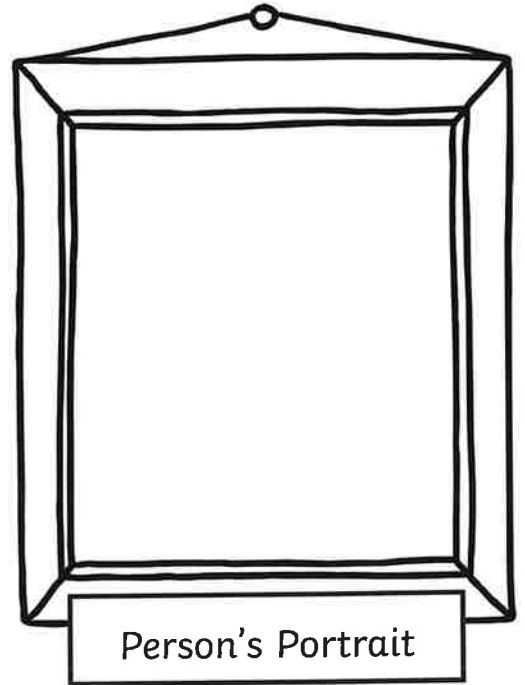
Day 10

Researcher: _____

Person's Name:

Lived from: _____ to _____
year year

Most Known for:



Five Facts

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____