

# Week 5 (KS1 SEN pack)

Home Learning	
<p>This pack is an SEN pack (KS1 level). It provides alternative activities if you are finding your year group pack a little bit tricky. There is a suggested 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 <b>your class e-mail address</b> or you can call the school office on 0116 2413444 where somebody will be able to help you.</p>	
Monday 1 <sup>st</sup> February	
30 mins	<p style="text-align: center;"><b>Get active / wake up shake up</b></p> <p>Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).</p>
10 mins	<p style="text-align: center;"><b>Handwriting</b></p> <p>Practice your cursive handwriting using the sheet starting with 'sea.' These are useful words to be able to spell. Can you write a sentence using two or three of these words?</p>
40 mins	<p style="text-align: center;"><b>Maths</b></p> <p><b>Arithmetic:</b> Add together the partitioned numbers to get the total of the two numbers.</p> <p><b>WALT- Can I make doubles?</b></p> <p>Watch the video below, 'Make doubles.' Pause it as you go along and answer any questions that pop up orally. Then have a go at the making doubles activity cards.</p> <p><a href="https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/</a></p>
Break	
20 mins	<p style="text-align: center;"><b>Writing time</b></p> <p>Click on the link below to remind yourself about adjectives.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc">https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc</a></p> <p>When you have watched the clip, have a go at all of the activities underneath.</p>
30 mins	<p style="text-align: center;"><b>Literacy</b></p> <p>Over the next two weeks, you will be learning about how to write a discussion. First, listen to a discussion and learn what a discussion is. Click on this link for today's lesson</p> <p><a href="https://tinyurl.com/yylfo8yu">https://tinyurl.com/yylfo8yu</a></p> <p>You will need a pen or pencil and either your work book or some scrap paper to work on.</p>
Lunch	
15 mins	<p style="text-align: center;"><b>Reading</b></p> <p>Today your reading task is to complete 'The Character Contraption' worksheet. Come up with your own new character and fill in each cog. Hint: You can use ideas from stories that you have read or listened to.</p>
15 mins	<p style="text-align: center;"><b>Wellbeing</b></p> <p>This week in our wellbeing activities we are going to be completing activities from a book called 'Be Brave'. This week is Children's Mental Health week and we are going to be looking at ways we have overcome tricky situations. For your first activity, complete the 'All of Me' sheet. This week we are looking at recognising the things that we find tricky and remembering who is there to support us. Remember even though you are not at school, your teachers and teaching assistants are still here for you too!</p>
30 mins	<p style="text-align: center;"><b>History</b></p> <p>Watch the video below all about Christopher Columbus and then have a go at the quick quiz.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn">https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn</a></p> <p>Now use what you have learnt about Christopher Columbus to order the timeline of his life correctly. You will need some scissors and glue. If you would like a challenge, you can then have a go at completing the factfile worksheet!</p>
Break	
10 mins	<p style="text-align: center;"><b>Gratefulness</b></p> <p>Complete 'The Good Stuff' grid. You will be doing this over week 5 and 6 so add two or three ideas each day. Today you may want to add food to your 'Good Stuff' grid.</p>
15 mins	<p style="text-align: center;"><b>Storytime</b></p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

# Cursive Handwriting Practice

Practise your weekly spelling words using cursive handwriting.

sea

dream

meat

each

scream

read

head

bread

meant

instead

Name

Date

# Partition 2 digit numbers

$10 + 5 = \square$

$10 + 2 = \square$

$10 + 7 = \square$

$10 + 1 = \square$

$10 + 4 = \square$

$\square + 1 = 11$

$\square + 6 = 16$

$10 + \square = 11$

$10 + \square = 17$

$10 + \square = 15$

$10 + \square = 18$

$10 + \square = 13$

$\square + \square = 17$

$10 + 6 = \square$

$10 + 9 = \square$

$10 + 3 = \square$

$10 + 8 = \square$

$10 + 0 = \square$

$\square + 4 = 14$

$\square + 8 = 18$

$10 + \square = 14$

$10 + \square = 19$

$10 + \square = 12$

$10 + \square = 16$

$\square + \square = 15$

$\square + \square = 13$

I can partition a 2 digit number into tens and units.



## Making Doubles

### Adult Guidance with Question Prompts

Children use objects and images to double quantities. They complete addition calculations and stem sentences. In this activity, children identify which picture shows a double.

They then use counters to double quantities and accompany these with stem sentences and calculations. Children move on to use counters to investigate doubles of their own and record number sentences to match them.

*What does 'double' mean? What would it look like?*

*Do the bananas/pears/tomatoes show doubles?*

*How do you know?*

*Do there need to be the same amount in each group?*

*Does it matter if they are arranged in the same way?*

*How can you use counters or cubes to help you?*

*Do you know any number facts that would help?*

*Can you finish the sentences and calculations and then read them out loud?*

*Have you noticed a number pattern on this page?*

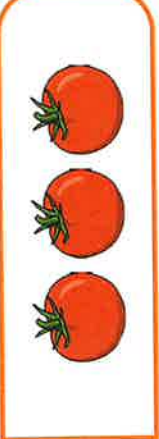
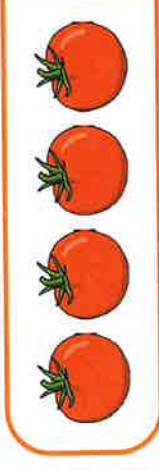
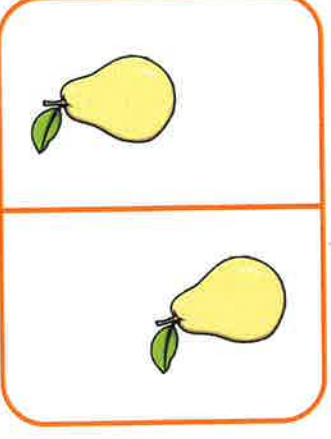
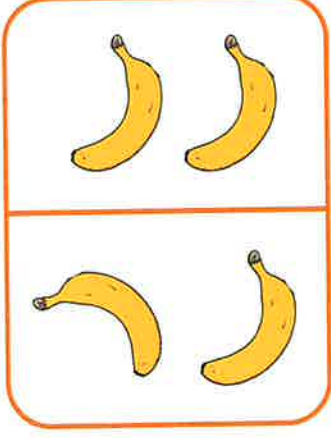
*What could come next? Can you explain why?*

*Can you use cubes or counters to show more doubles?*

## Making Doubles



Which are doubles?



Use counters to make doubles.

Double 4 is

$5 + 5 =$

Double 6 is

What is next?



## Making Doubles

### Adult Guidance with Question Prompts

Children use objects and images to double quantities. They complete addition calculations and stem sentences. In this activity, children match a picture of a double with the correct calculation. They use what they know about doubles to look at misconceptions. They then find doubles with dice. Children would benefit from using counters or cubes for their working out.

Can you use stem sentences to describe the doubles?

'Double    is   '

Which calculation matches the picture? How do you know?

Can you count the bananas/cherries in the first picture? Does the next picture show double the amount?

How do you know?

How many different doubles is it possible to roll?

How can you check that you have found them all?

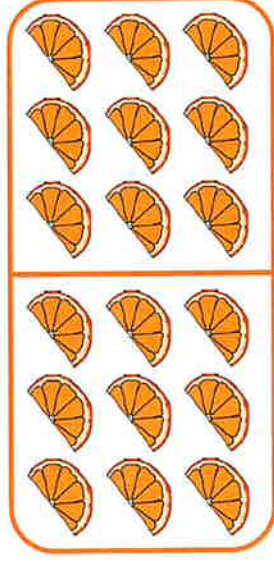
What's the smallest/greatest total you could find?

Can you explain your reasoning?

## Making Doubles

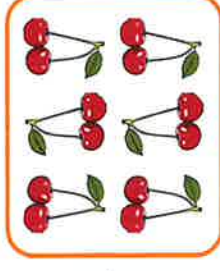
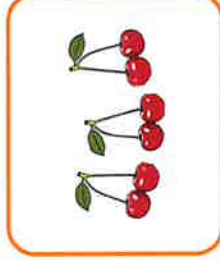
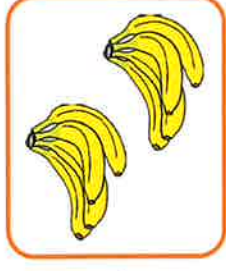
Circle the matching calculation.

$8 + 8 =$



Double 9 is

Are the doubles right? Tick or cross.



Roll 2 dice.



How many doubles can you make?

## Making Doubles

### Adult Guidance with Question Prompts

Children use objects and images to double quantities. They complete addition calculations and stem sentences. In this activity, children choose the sentences or calculations that match the picture. They then double numbers in a sequence and describe the patterns that helped them, using the pattern to then find the next doubles in the sequence.

Children would benefit from using counters or cubes to help them solve these questions.

How many cubes are there?

How many cubes would you double to make 12? Can you show me? Which statements does this match? ('6 + 6' and 'it is double 6.')

Does 12 + 12 match the picture? Why not?

What would you double to make 12? Does this match the picture? Why not?

Can you continue the number doubles sequence?

What is double 2? (3, 4, 5?) How can you work it out?

Which patterns will help you? What do you notice?

Can you use the pattern to find the next answer?



## Making Doubles

Tick the sentences that match the picture.

$12 + 12$

$6 + 6$

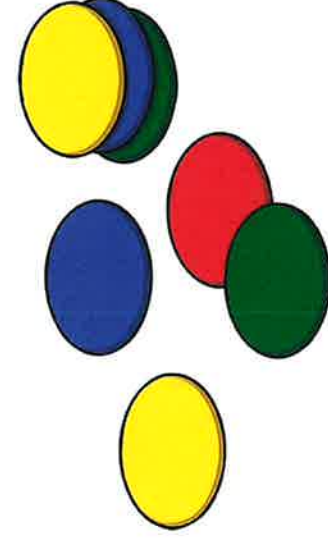
It is double 6.

Double it to make 12.



Finish the doubles.

$1 \rightarrow 2$



$2 \rightarrow$

$3 \rightarrow$

$4 \rightarrow$

$5 \rightarrow$

What is the pattern?

How many more can you find?

# The Character Contraption

This crazy machine is where all new story book characters begin their life. Can you add all of the necessary information to make a brand new character to add to your story?

About my character's appearance:

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My character lives...

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My character's family...

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About my character's personality:

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What makes them unique is...

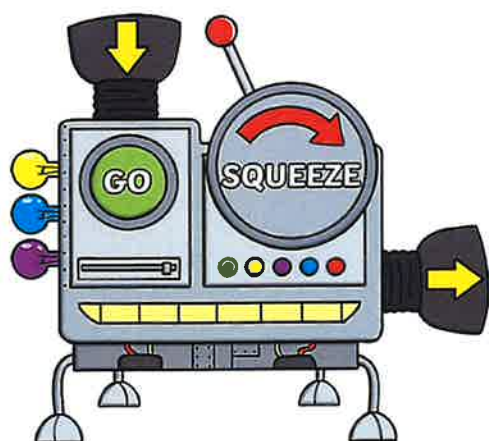
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One last thing...

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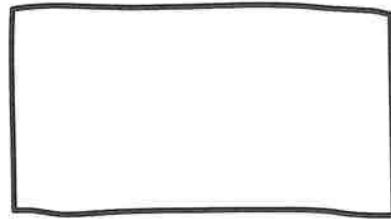
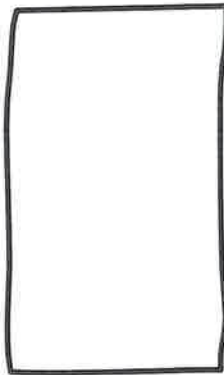
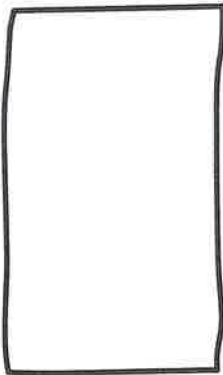
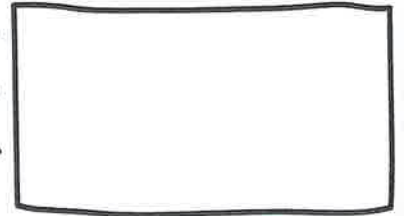
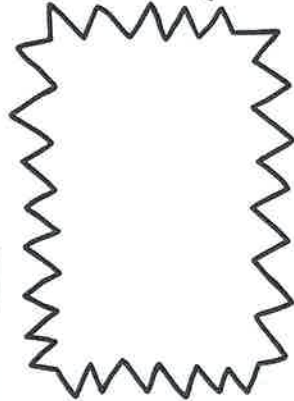
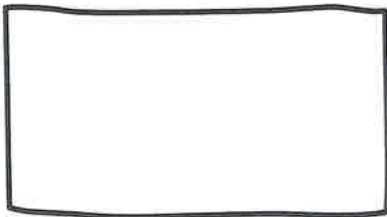
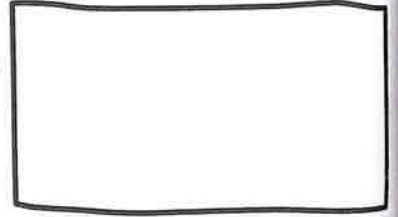
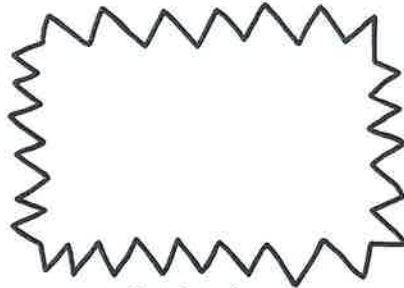
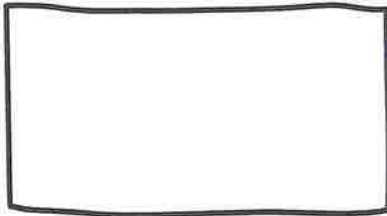
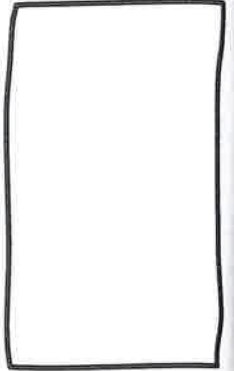
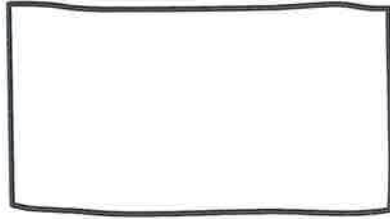
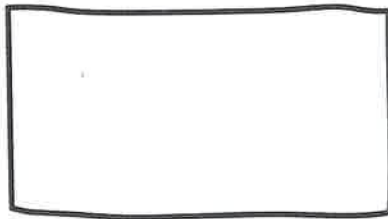
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# ALL OF ME

Even if it doesn't always feel like it,  
your fears are just a small part of you.  
You are SO much bigger than your fears.

Put one or two of your biggest fears in the middle, then fill the rest of the shapes with all the things you enjoy doing, the people you love and who love you, the things you're good at, great memories you have, things you've achieved, nice things people have said about you and anything else you can think of.



# Christopher Columbus

Date of birth: \_\_\_\_\_

Date of death: \_\_\_\_\_

\_\_\_\_\_ is significant because \_\_\_\_\_

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A picture of Christopher Columbus.



## Interesting Facts

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# The Life of Christopher Columbus



Cut out the events from the life of Christopher Columbus and glue them in the correct order.

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visit [twinkl.com](https://www.twinkl.com)



Columbus arrived on an island and met Indigenous peoples there.	Christopher Columbus first sailed when he was 13 years old to sell wool for his family.	He went on his final voyage to the Americas in 1502 and landed in Central America, where he was stranded for more than a year.	Columbus returned to Spain with new foods from the islands and called the area the "New World."	The king and queen of Spain gave Columbus the money he needed to buy ships.
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Tuesday 2<sup>nd</sup> February

30 mins	<p><b>Get active / wake up shake up</b></p> <p>Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).</p>
10 mins	<p><b>Handwriting</b></p> <p>Practice your cursive handwriting using the sheet starting with 'lie.' These are useful words to be able to spell. Can you write 2 sentences using these words?</p>
40 mins	<p><b>Maths</b></p> <p><b>Arithmetic:</b> Think of your own totals that are made up of tens and units. Can you partition them into multiples of tens and units?</p> <p><b>WALT: Can I use the 2-times table to answer questions?</b></p> <p>Yesterday you practised making doubles. Today, you are going to practise using the 2 times table to answer questions. Watch the '2 times table' video below and then have a go at worksheets 1 and 2.</p> <p><a href="https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/</a></p>
Break	
20 mins	<p><b>Writing Time</b></p> <p>Yesterday you learnt about adjectives, today you are going to come up with some of your own. Your challenge is to create an adjective alphabet. Remember adjectives describe nouns.</p> <p>For example,          A is for anxious          B is for beautiful          C is for clever</p> <p>Can you complete the alphabet?</p>
30 mins	<p><b>Literacy</b></p> <p>Click on this link for today's lesson.  <a href="https://tinyurl.com/y5k97edw">https://tinyurl.com/y5k97edw</a></p> <p>Today you will be making a story map for a discussion and learning it off by heart. You will need a pen or pencil and either your work book or some scrap paper to work on.</p>
Lunch	
15 mins	<p><b>Reading</b></p> <p>Read the book in your book bag, or any other book that you like, Read for 15mins. If you can, ask an adult or older brother or sister to listen to you read. Or you could read a story to a younger brother or sister.</p>
15 mins	<p><b>Wellbeing</b></p> <p>Have a go at the sheet called 'Zen Triangles'. You will be practising triangle breathing in this activity. You may have done this before in Wellbeing Wednesday sessions!</p>
30 mins	<p><b>Science</b></p> <p>Take a look at the 'Melting Ice' experiment sheet in your pack.</p>
Break	
10 mins	<p><b>Gratefulness</b></p> <p>Complete 'The Good Stuff' grid. You will be doing this over week 5 and 6 so add two or three ideas each day. Today you may want to add experiences to your 'Good Stuff' grid.</p>
15 mins	<p><b>Storytime</b></p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

# Cursive Handwriting Practice

Practise your weekly spelling words using cursive handwriting.

tie

tie

pie

cried

tried

dried

chief

field

thief

shield

Name

Date

# Partition 2 digit numbers

$20 + \square = \square$

$\square + \square = \square$

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I can partition a 2 digit number into tens and units.

# Diving into Mastery – Diving

## Adult Guidance with Question Prompts

Children are introduced to the two times table. Children use pictures to count in twos and complete calculations and sentences.

How many pairs of socks are there?

What are the missing numbers in the calculations?

How many socks are there in total?

Can you count in twos to help you?

## The 2 Times Table



Count in twos to complete the sentences.



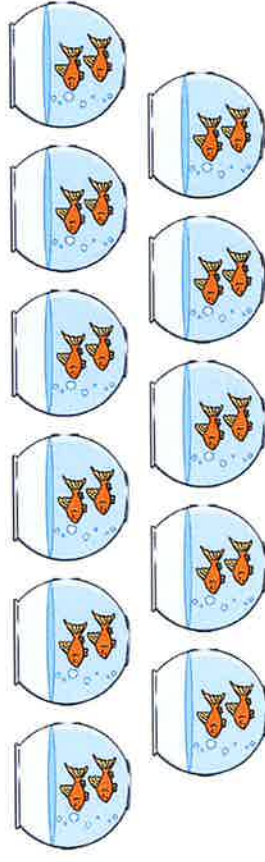
$$2 \times \underline{\quad} = \underline{\quad} \quad \text{and} \quad \underline{\quad} \times 2 = \underline{\quad}$$

There are      socks in total.



$$2 \times \underline{\quad} = \underline{\quad} \quad \text{and} \quad \underline{\quad} \times 2 = \underline{\quad}$$

There are      footballs in total.



$$2 \times \underline{\quad} = \underline{\quad} \quad \text{and} \quad \underline{\quad} \times 2 = \underline{\quad}$$

There are      fish in total.

# Diving into Mastery - Deeper

## Adult Guidance with Question Prompts

Children use reasoning to investigate multiples of two on a number track and explore whether multiples of two are odd or even.

What do you notice about the number track?

Is it counting in ones?

How do you know?

Look at the numbers Harpritt has written. What has he done wrong?

What numbers should he have written?

How can you check you are correct?

What are the odd numbers?

What do they end in?

What are the numbers that are not odd called?

What do even numbers end in?

Do you think multiples of two are all odd, all even or a mixture?

Can you prove it?



## The 2 Times Table

Harpritt has filled in the blanks on this number track.

2	3	6	8	10	11	14	16	17	20
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What mistake has Harpritt made?  
Explain your answer.

What should he have written?

When I say the multiples of 2,  
I won't say any odd numbers.



Do you agree with Harriet?  
Prove it.

# Diving into Mastery - Deepest

## Adult Guidance with Question Prompts

Children find all the possible combinations of numbers to complete a calculation, using the clues and multiplying by two. They will need to use their knowledge of place value and odd/even numbers in this activity. Encourage children to work in a systematic way, following the pattern of the numbers.

What shall we do first?

Can you read all the clues?

What does 'even' mean?

What is a 'two-digit number'?

What is the smallest number that could go in the circle?

What would the number in the square be in that case?

We know that  $2 \times 4 = 8$ . Could 8 be in the square? Why not?

What could you try next?

How many different possibilities have you found?

## The 2 Times Table



Find all the possible calculations using the clues.

$$2 \times \bigcirc = \square$$

The number in the circle is greater than 3.

The number in the square is less than 24.

Both numbers are even.

The number in the square is a 2-digit number.

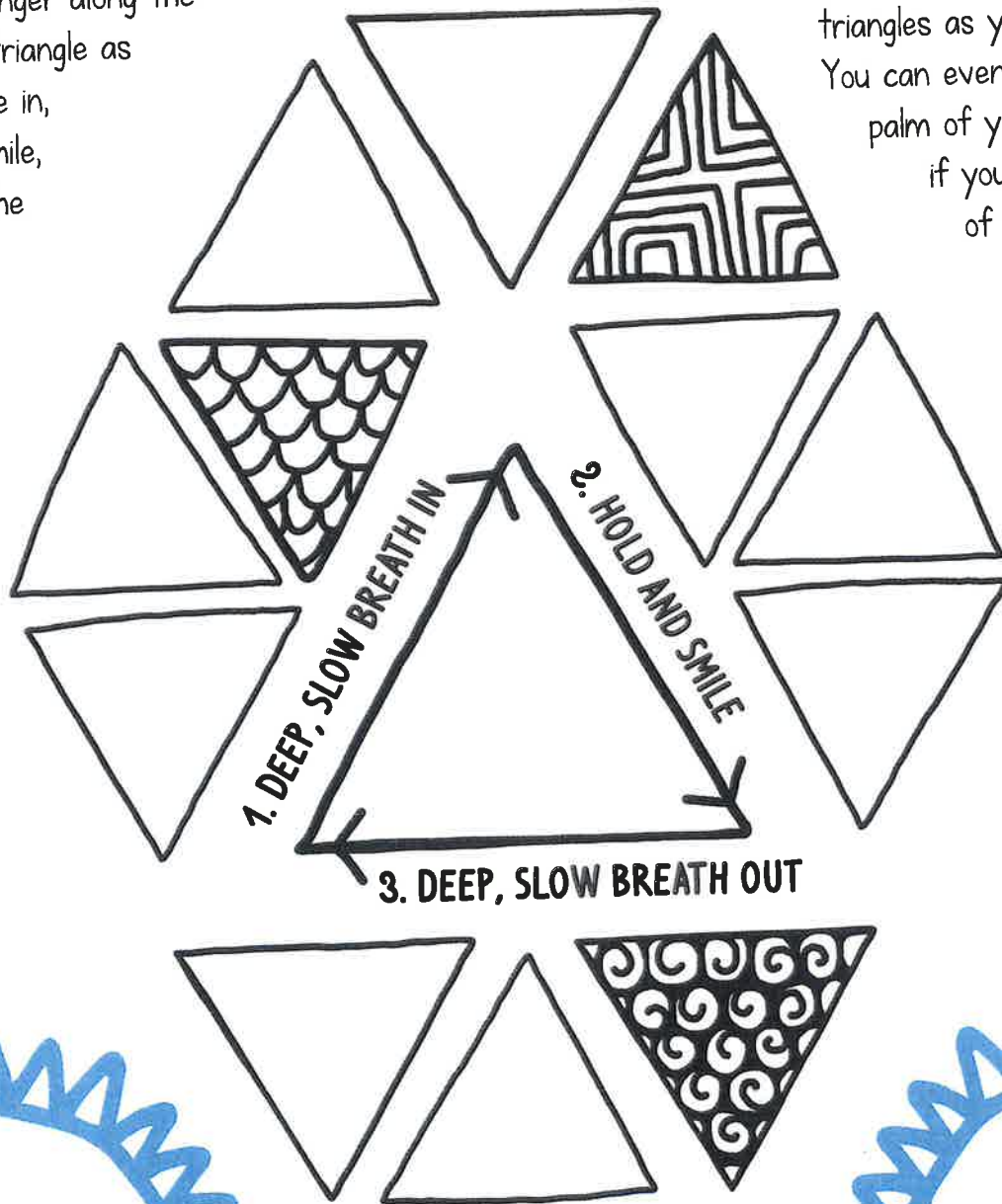


# ZEN TRIANGLES

Triangle breathing is a great way to calm your whole brain and put you back in control.

Run your finger along the sides of a triangle as you breathe in, hold and smile, then breathe out.

Do this on as many of the triangles as you want. You can even use the palm of your hand if you run out of triangles.



Why not colour in or decorate some triangles with zentangle patterns?

Try breathing out for longer than you breathe in.

## Melting Ice Experiment

Today, you are going to be testing to see if adding something to an ice cube will help it melt any quicker compared to an ice cube that is left alone to melt. You may want to record your findings in a table, or you may want to record your experiment on an iPad or tablet. E-mail any pictures of your work to your teacher on your class e-mail address! You will need an adult to help you with the hot water!

### **You will need:**

Baking tray  
4 Ice cubes  
Water  
Sugar  
Salt  
Timer

### **Instructions:**

- 1) Put the ice cubes in your baking tray (one per hole- see picture below).
- 2) You will have a control ice cube, you do not need to add anything to this ice cube.
- 3) All of the other ice cubes will need 2 spoonfuls of the substance that is going to try and melt the ice cube faster. For example, one ice cube needs 2 spoonfuls of salt. The labelled picture below will help you.



**Please make sure that an adult helps you with hot water!**

- 4) Here is an example of a table to record your findings. You need to time how long each ice cube takes to melt. Which ice cube melts the fastest?

Ice Cube	Time to melt (seconds)	Position (1 <sup>st</sup> /2 <sup>nd</sup> etc)
Control		
Hot Water		
Salt		
Sugar		

Wednesday 3<sup>rd</sup> February

30 mins	<p><b>Get active / wake up shake up</b></p> <p>Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).</p>
10 mins	<p><b>Handwriting</b></p> <p>Practice your cursive handwriting using the sheet starting with 'right.' These are useful words to be able to spell. Can you test yourself on spelling 3 of these words?</p>
40 mins	<p><b>Maths</b></p> <p><u>Arithmetic:</u> Can you think of a 2 digit number and then partition them into multiples of 10 and units?  <b>WALT: Can I use the 5-times table to answer questions?</b>          Today you are going to practise using the 5 times table to answer questions. Watch the video below (5 times table) and pause as you work through and practise the questions. Then have a go at the 5 times table activity cards.  <a href="https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/</a></p>
<b>Break</b>	
20 mins	<p><b>Writing Time</b></p> <p>Click on this link to watch a video about how to use exclamation marks  <a href="https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/z3dcmsg">https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/z3dcmsg</a>          Then try out the two short activities underneath it.</p>
30 mins	<p><b>Literacy</b></p> <p>In today's lesson about discussion writing, you will be learning how to give reasons for and against an argument. Click on this link for the lesson.  <a href="https://tinyurl.com/y5q2lqty">https://tinyurl.com/y5q2lqty</a>          Again, all you need is a pen or pencil and your workbook to write in.</p>
<b>Lunch</b>	
15 mins	<p><b>Reading</b></p> <p>Find 'The Comic Creator' and create your own comic strip based on a book that you have read. It could be a school book, or a book that you have at home or perhaps a book that you remember your teacher reading to you.</p>
15 mins	<p><b>Wellbeing</b></p> <p>Complete the sheet called 'Awesome Me-Brain'. You will be recognising your talents and interests. Everyone has a talent- I wonder what yours are?</p>
30 mins	<p><b>PE</b></p> <p>Complete one of the 'Throwing and Aiming' challenge cards or a 'Gymnastics' challenge card. You can complete more than one of these. Please make sure that you are wearing appropriate clothing and make sure that you have space so that you do not hurt yourself.</p>
<b>Break</b>	
10 mins	<p><b>Gratefulness</b></p> <p>Complete 'The Good Stuff' grid. You will be doing this over week 5 and 6 so add two or three ideas each day. Today you may want to add items to your 'Good Stuff' grid.</p>
15 mins	<p><b>Storytime</b></p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

# Cursive Handwriting Practice

Practise your weekly spelling words using cursive handwriting.

right

bright

tight

night

fright

tight

high

I

by

my

Name

Date

# Partition 2 digit numbers

$20 + \square = \square$

$\square + \square = \square$

$\square + \square = \square$

$\square + \square = \square$

$\square + \square = \square$

$\square + \square = \square$

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$\square + \square = \square$

$\square + \square = \square$

$\square + \square = \square$

I can partition a 2 digit number into tens and units.



# Diving into Mastery - Diving

## Adult Guidance with Question Prompts

Children use the five times table to complete a number track and write calculations based on the pictures. They use their ability to count in fives to find the answers.

Which numbers are missing from the number track?

How do you know?

What do you notice about the ones digit in these numbers?

Can you count in fives to find out how many marshmallows there are?

Why will counting in fives help you to count the amount of money?

How will you use counting in fives to help you find how many 5p coins are in 50p?

Can you think of any other amounts that could be made using only 5p coins?

## The 5 Times Table



Complete the number track.

5	15	25	30	45
---	----	----	----	----

How many marshmallows are on the 7 cakes?



Write the multiplication calculation:

How much money is shown here in total?



Write the multiplication calculation:

Alice has 50p. How many 5ps is that?  
Use the calculation to help.

$$50p = \underline{\hspace{2cm}} \times 5p$$



# Diving into Mastery - Deeper

## Adult Guidance with Question Prompts

There are three statements about the five times table for children to consider. They must say if they agree or not and give reasons. They could use practical equipment to help if necessary.

What is  $0 \times 5$ ?

Is the answer always the same when multiplying by zero? Why?

Is Aman correct?

Does it matter which way round we write the calculation?

What does the = symbol mean?

Does this calculation make sense both ways?

Is Jin correct?

Can you list all the multiples of five up to 60?

What do you notice about the ones column?

Do you think this will always be true?

Why?

Is Alice correct?

## The 5 Times Table



Aman

$$0 \times 5 = 5$$



Jin

$5 \times 3 = 15$  is the same as  $15 = 5 \times 3$ .



Alice

All the multiples of 5 have 0 or 5 ones.

Do you agree with the children?

Explain your answer.

# Diving into Mastery – Deepest

## Adult Guidance with Question Prompts

Children solve problems related to hot chocolate toppings. They should write the related calculations and count in fives to work out the total cost. They also need to use the facts they know to work out how many fives make a given total. Remind children to use the units of money in their answer.

How many toppings has (child's name) chosen?

How much is each topping?

How can we find out the total cost?

Can you write an addition calculation?

Can you write a multiplication calculation?

Can you count in fives to help you?

If you know how much the adult spent, can you work out how many toppings they had?  
How?

Which toppings would you choose?

How much would that cost?

Can you write a calculation to show this?

## The 5 Times Table



At the café, all hot chocolate toppings are 5p.



Alice chose cream, a flake and strawberry sauce.

Aman asked for marshmallows, fudge, cream and nuts.

Jin had all the toppings.

Write a calculation for each child to show how much each of them spent.

Alice's mum spent 25p on toppings.

Aman's dad spent 30p on toppings.

Jin's Grandma spent 10p on toppings.



**How many toppings did they each have?**

**Write a calculation for each adult.**

**What toppings would you have?**

**Work out the cost.**



# AWESOME ME-BRAIN

Your me-brain is awesome!  
Your skills, interests and talents  
come from your me-brain.

Add the things your me-brain  
can do or knows to this page.  
Ask others for ideas if you get stuck.



Dear me-brain,

Thank you for  
everything.

You're awesome!

Love,  
the rest of me X

## CAN YOUR ME-BRAIN DO ANY OF THESE THINGS?

Read, write, dance, sing, remember, play  
sport, challenge yourself, knit, perform  
times tables, speak French, play chess, skip.

# THROWING AND KICKING



## OBJECTIVES

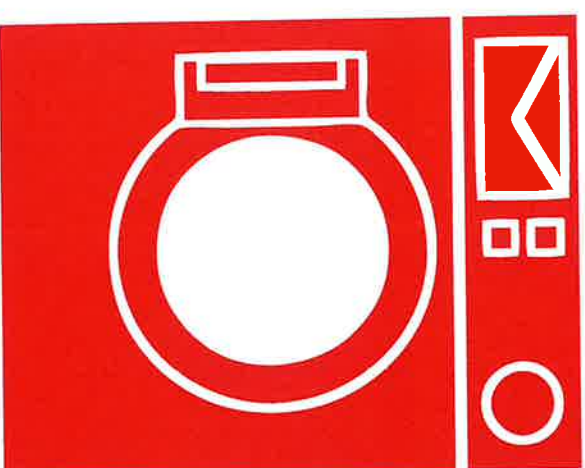
- ★ IMPROVE THROWING ACCURACY.
- ★ DEVELOP A GOOD UNDERARM AND OVERARM THROWING TECHNIQUE.

## INSTRUCTIONS

- ✓ ROLL UP SEVERAL PAIRS OF SOCKS TO MAKE SOCK BALLS.

- ✓ USING A WASHING MACHINE OR LAUNDRY BASKET AS A TARGET, PRACTISE THROWING THE SOCKS INTO THE TARGET.

- ✓ USE BOTH OVERARM AND UNDERARM THROWING TECHNIQUE.



## CHANGE IT UP



THROW FROM DIFFERENT DISTANCES AND ANGLES.



START OFF CLOSE AND EACH TIME A SOCK GOES IN MOVE FURTHER AWAY.



USE A SMALLER BOX OR TARGET.

# THROWING AND CATCHING



## OBJECTIVES

- ★ IMPROVE CATCHING TECHNIQUE.
- ★ PRACTISE CATCHING FROM A VARIETY OF DIFFERENT HEIGHTS.

## INSTRUCTIONS

✓ ROLL UP A PAIR OF SOCKS TO MAKE A BALL.

✓ PRACTISE THROWING AND CATCHING THE SOCKS TO YOURSELF OR WITH A PARTNER.

✓ START THROWING IT LOW AND GRADUALLY START THROWING THE SOCKS HIGHER.



## CHANGE IT UP

💡 THROW THE SOCK AWAY FROM YOU AND RUN TO CATCH IT.

💡 SHUT ONE EYE WHILST CATCHING.

💡 IF WITH A PARTNER, THROW TO THE SIDE TO INCREASE DIFFICULTY.



**OBJECTIVES**

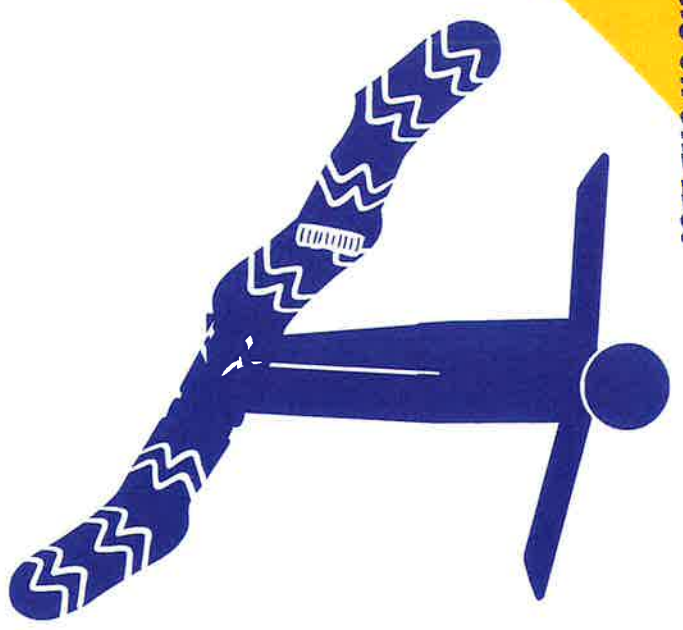
- ★ **BALANCE WITH CONTROL.**
- ★ **KEEP THE BODY STILL WHILST BALANCING ON ONE LEG.**

**INSTRUCTIONS**

✔ **LAY OUT SOCKS IN A STRAIGHT LINE WITH EACH SOCK TOUCHING.**

✔ **START AT THE BEGINNING OF THE LINE. WALK FORWARDS, STEPPING ONE FOOT AT A TIME, KEEPING AT LEAST ONE FOOT ON THE SOCKS UNTIL YOU GET TO THE END OF THE LINE.**

✔ **AFTER A FEW PRACTISES START BALANCING ON ONE FOOT FOR 3 SECONDS EVERY STEP.**



**CHANGE IT UP**

💡 **BALANCE ON ONE FOOT FOR 5 SECONDS EVERY STEP.**

💡 **CAN YOU ADD A TURN OR JUMP WHEN IN THE MIDDLE OF THE LINE?**

💡 **WHEN HOLDING A BALANCE, PLACE THE NON-STANDING FOOT OUT TO THE SIDE.**



**OBJECTIVES**

- ★ MOVE AROUND WITH BALANCE AND GRACE.
- ★ BALANCE USING 2, 3 AND 4 BODY PARTS.

**INSTRUCTIONS**

✔ ENSURE THAT THE WORKING AREA IS LARGE ENOUGH TO MOVE AROUND IN.

✔ START BY WALKING AROUND THE ROOM AND EVERY 5 SECONDS STAND STILL AND BALANCE ON ONE LEG. AFTER A FEW PRACTISES START USING TWO PARTS OF THE BODY TO BALANCE, THEN 3 AND 4.

✔ YOU CAN USE HANDS, ARMS, BACK, BOTTOM, FEET AND KNEES WHEN BALANCING.



**CHANGE IT UP**

💡 CAN YOU PROGRESS ONTO USING 5 OR 6 OR 7 BODY PARTS?

💡 BALANCE WHILST KEEPING ALL BODY PARTS STRAIGHT.

💡 DO NOT USE CERTAIN PARTS OF THE BODY WHEN BALANCING.



## OBJECTIVES

- ★ UNDERSTAND THE BASIC GYMNASTICS SHAPES.
- ★ KNOW THE NAMES OF EACH SHAPE AND THE CORRECT BODY POSITION.

## INSTRUCTIONS

- ✔ ENSURE THAT THE WORKING AREA IS LARGE ENOUGH TO MOVE AROUND IN.
- ✔ PRACTISE ALL OF THE GYMNASTICS SHAPES (SHOWN IN DIAGRAM), HOLDING EACH SHAPE FOR AT LEAST 5 SECONDS.
- ✔ ONCE YOU HAVE PRACTISED ALL OF THE SHAPES, TRY TO REMEMBER EACH ONE WITHOUT THE GUIDE SHEET.



## CHANGE IT UP

- 💡 HAVE A PARTNER CALL THE SHAPES OUT AND THEN POSITION THE BODY IN THE CORRECT SHAPE.
- 💡 LINK SHAPES, MOVING SMOOTHLY FROM ONE TO THE OTHER.
- 💡 CHOOSE 5 SHAPES AND PERFORM THEM IN A SET ORDER, OVER AND OVER AGAIN.

Thursday 4 <sup>th</sup> February	
30 mins	<p align="center"><b>Get active / wake up shake up</b></p> <p>Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).</p>
10 mins	<p align="center"><b>Handwriting</b></p> <p>Practice your cursive handwriting using the sheet starting with 'car.' These are useful words to be able to spell. Can you challenge yourself and write a sentence that includes 3 or 4 of these words?</p>
40 mins	<p align="center"><b>Maths</b></p> <p><b>Arithmetic:</b> Match the given numbers in digits to ones written in words.</p> <p><b>WALT: Can I use the 10-times table to answer questions?</b></p> <p>Today we are going to practise using the 10 times table to answer questions. First, watch the video below (10 times table) and then have a go at the activity cards.</p> <p><a href="https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/</a></p>
Break	
20 mins	<p align="center"><b>Writing Time</b></p> <p>Click on the link below to watch a short clip about how to use question marks</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/zcm3qhv">https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/zcm3qhv</a></p> <p>Then have a go at the inter active quiz underneath it.</p>
30 mins	<p align="center"><b>Literacy</b></p> <p>Today you are going to learn how to use coordinating conjunctions. You will need something to write with and your workbook. Click on this link for today's lesson.</p> <p><a href="https://tinyurl.com/y3r9twfh">https://tinyurl.com/y3r9twfh</a></p>
Lunch	
15 mins	<p align="center"><b>Reading</b></p> <p>Read the book in your book bag, or any other book that you like, Read for 15mins. If you can, ask an adult or older brother or sister to listen to you read.</p>
15 mins	<p align="center"><b>Wellbeing</b></p> <p>Complete the sheet called 'Let me count the ways'. You will be recognising all of the different ways that you have been brave! There are probably more than you think. An adult may be able to help you with this one.</p>
30 mins	<p align="center"><b>Computing</b></p> <p>Take a look at this video <a href="https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2021/i-am-educator/safer-internet-day-films/films-5-11-year">https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2021/i-am-educator/safer-internet-day-films/films-5-11-year</a></p> <p>. Next week on Tuesday 9<sup>th</sup> February it is safer internet day. In preparation for this, watch the video and then create some 'true' and 'false' facts about an animal of your choice (you may want to research an animal). When you have done this, see if members of your family can select the false facts!</p>
Break	
10 mins	<p align="center"><b>Gratefulness</b></p> <p>Complete 'The Good Stuff' grid. You will be doing this over week 5 and 6 so add two or three ideas each day. Today you may want to add places to your 'Good Stuff' grid.</p>
15 mins	<p align="center"><b>Storytime</b></p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

# Cursive Handwriting Practice

Practise your weekly spelling words using cursive handwriting.

car

start

park

arm

garden

artist

star

are

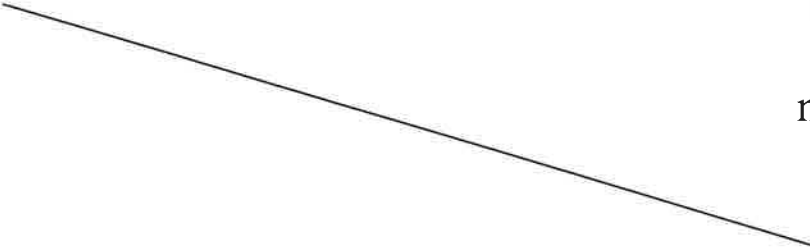
were

our

Name \_\_\_\_\_ Date \_\_\_\_\_

Match the words to the numbers:

10	forty
20	ninety
30	ten
40	eighty
50	thirty
60	seventy
70	twenty
80	sixty
90	fifty



Write the numbers for these words:

twenty-one	
forty-three	
sixty-seven	
ninety-nine	
thirty-two	

fifty- six	
sixty-four	
seventy-five	
eighty-eight	
thirteen	

# Diving into Mastery – Diving

## Adult Guidance with Question Prompts

Children build on their knowledge of counting in tens from year 1. They count groups of tens and write the multiplication calculation using the symbol.

How many doughnuts are in each box?

How many boxes are there?

What calculation could we write?

Why do we use the symbol  $\times$ ?

How many doughnuts are there altogether?

Can you count in tens?

What does 'in total' mean?

What is different about this calculation?

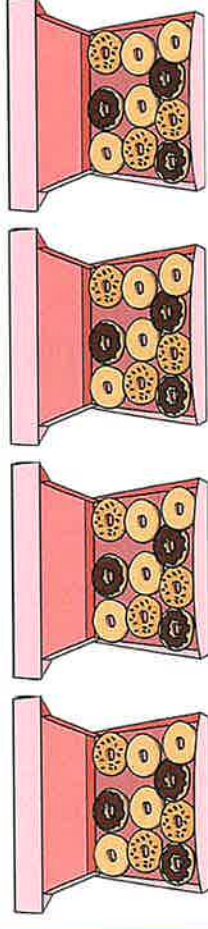
What does each note represent?

What does the symbol £ mean?

# The 10 Times Table

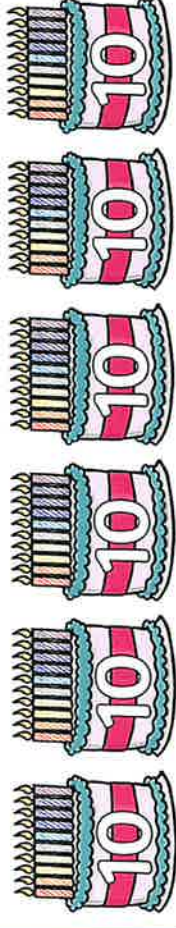


Complete the statements.



$$10 \times \quad = \quad$$

There are  $\quad$  doughnuts altogether.



$$\quad = 10 \times \quad$$

There are  $\quad$  candles in total.



$$\quad \times \text{£}10 = \text{£} \quad$$

There is  $\text{£} \quad$  altogether.

# Diving into Mastery – Deeper

## Adult Guidance with Question Prompts

Children reason whether comparison statements are true or false. They complete statements by choosing the correct numbers.

What do these symbols mean?

How can we find out if the statements are true?

How can we work out the answers?

Can you count in tens to help you?

Is that the correct symbol?

What symbols should have been used?

What number could go here to make this statement correct?

Can I write  $10 \times 4 > 10 \times 5$ ?

Why not?

How many groups of ten is  $10 + 10$ ?

Is  $10 \times 7$  the same as  $7 \times 10$ ? Why?

## The 10 Times Table



True or false?

a)	$2 \times 10$	$>$	$5 \times 10$
b)	$10 \times 3$	$=$	$10 + 10 + 10$
c)	$10 + 10$	$=$	$10 \times 1$
d)	100	$<$	$10 \times 10$
e)	$10 \times 0$	$<$	$10 \times 8$

Choose from the numbers 1 to 9 to make these statements correct.

f)	$10 \times \underline{\quad}$	$>$	$10 \times \underline{\quad}$
g)	$10 \times \underline{\quad}$	$=$	$10 + 10$
h)	$10 \times \underline{\quad}$	$<$	$10 \times 9$
i)	$10 \times 7$	$=$	$\underline{\quad} \times 10$

# Diving into Mastery - Deepest

## Adult Guidance with Question Prompts

Children solve word problems by counting in tens. They write calculations using the multiplication symbol. They may choose to use concrete materials or draw jottings (bar model, number line, etc.) to help.

What do we know?

What is the important information?

What calculation can you write?

Why do we use the  $\times$  symbol?

What method will you use to find the answer?

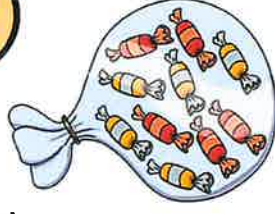
Could you use equipment?

Could you draw a jotting?

## The 10 Times Table



Solve these problems.



- a) There are 10 sweets in a packet. I buy 8 packets. How many sweets do I have?

- b) Football cards come in packs of 10. Luisa collected 5 packs. James collected 8 packs.



Who had the most cards?  
How many cards did they have?



- c) Pavel had 10 children at his birthday party. He wanted to put 6 toys in each party bag. How many toys did he have to buy?

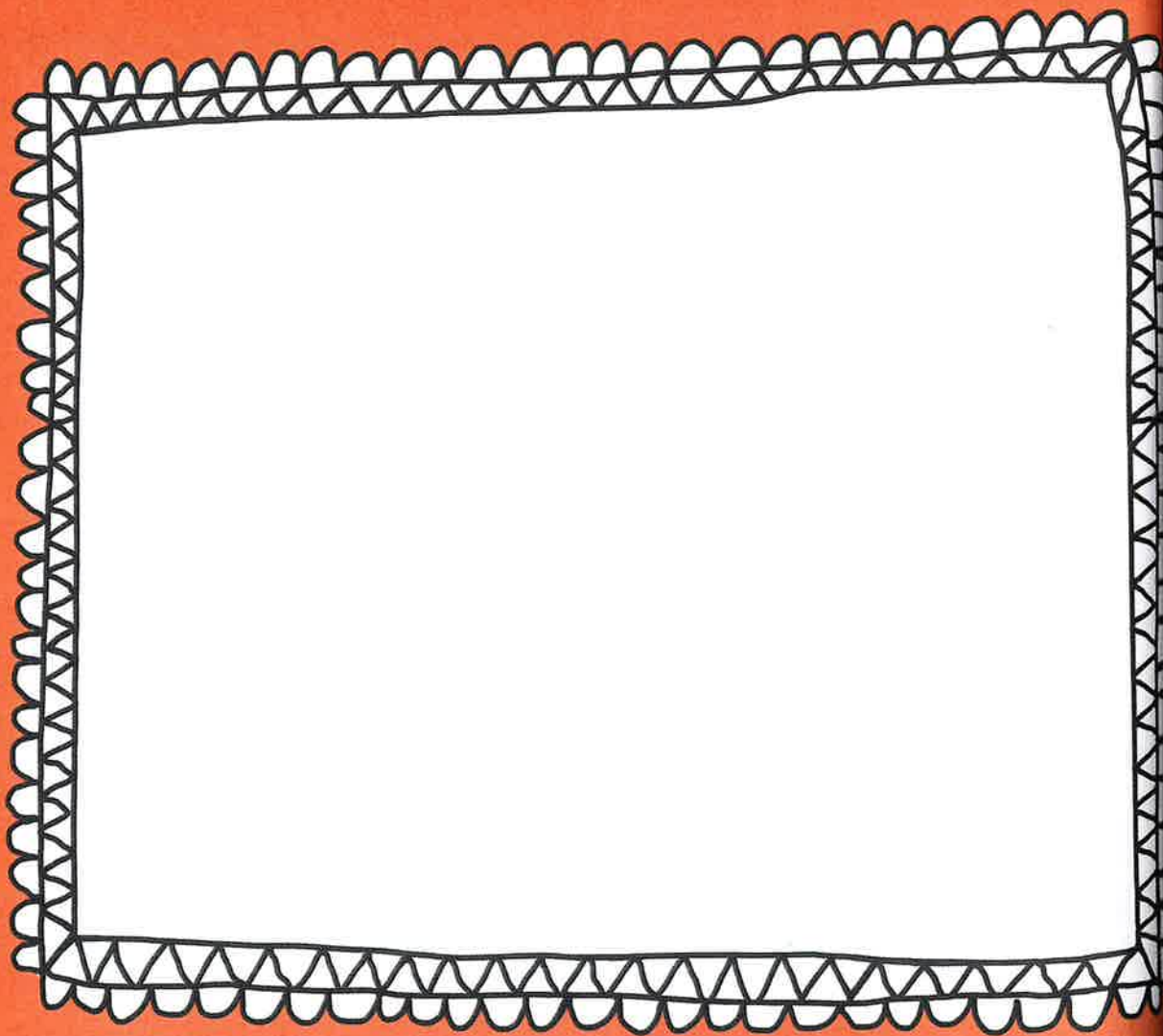


- d) Lucas and Moses have 30 marbles altogether. They can put 10 in a pot. How many pots will they need?

# LET ME COUNT THE WAYS

Use this page to write down all the ways your life is going to be better now that you're learning to BE BRAVE! What will make the biggest difference to you?

Who will be the first person to notice the changes?



Be super creative with colours, crazy writing or whatever you fancy.



Friday 5<sup>th</sup> February

30 mins	<p><b>Get active / wake up shake up</b></p> <p>Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).</p>
10 mins	<p><b>Handwriting</b></p> <p>Practice your cursive handwriting using the sheet starting with 'better.' These are useful words to be able to spell. Can you choose two of these words and write a sentence about each of them?</p>
40 mins	<p><b>Maths</b></p> <p><b>Arithmetic:</b> Colour in the correct number of beads to match the given numbers.</p> <p><b>WALT: Can I use the 2, 5 and 10 times table?</b> Have a go at completing the 'Multiplication sentences from pictures' activity cards. You will be using the 2, 5 and 10 times table that you have been practising this week to help you.</p>
<b>Break</b>	
20 mins	<p><b>Writing Time</b></p> <p>Which of these sentences need a question mark and which needs an exclamation mark? Copy them into your book in your neatest writing and add the correct punctuation to each one.</p> <ol style="list-style-type: none"> <li>1. Where did you go for a walk today.</li> <li>2. Wow, your trainers are really cool.</li> <li>3. What time is it.</li> <li>4. Why are the nights longer during winter.</li> <li>5. Watch where you are going.</li> </ol>
30 mins	<p><b>Literacy</b></p> <p>Today you are going to be giving your own opinion on different discussion points. Click on this link for the lesson. <a href="https://tinyurl.com/y25grbof">https://tinyurl.com/y25grbof</a></p> <p>You will need something to write with and your workbook to write in.</p>
<b>Lunch</b>	
15 mins	<p><b>Reading</b></p> <p>Have a look at the sheet 'Dead or Alive.' Your job today is to think about the most evil and horrible villain from a story that you can and create a wanted poster for them.</p>
15 mins	<p><b>Wellbeing</b></p> <p>Complete 'The Tree of Life' sheet. This is very similar to blob activities that you may have completed in school. You may want to do this activity more than once as you may want to add to it.</p>
30 mins	<p><b>PSHE</b></p> <p>Today we are going to think about friends. Have a look at the sheet in your pack on 'Friends.' Can you draw a picture of your friends and then a picture of what you like to do with your friends? Underneath your picture, write a sentence about you and your friends. Try and include some conjunctions to extend your sentences.</p> <p>Examples of conjunctions are: and, but, however, because, that, when.</p>
<b>Break</b>	
10 mins	<p><b>Gratefulness</b></p> <p>Complete 'The Good Stuff' grid. You will be doing this over week 5 and 6 so add two or three ideas each day. Today you may want to add people to your 'Good Stuff' grid.</p>
15 mins	<p><b>Storytime</b></p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

# Precursive Handwriting Practice

Practise your weekly spelling words using precursive handwriting.

better

under

summer

winter

sister

rubber

her

term

verb

person

## Place Value

Colour the correct amount of beads.

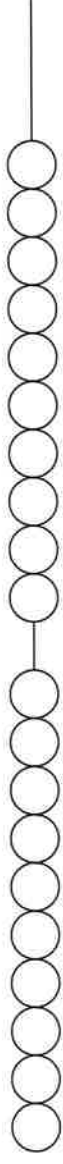
16



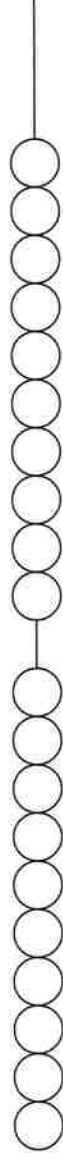
12



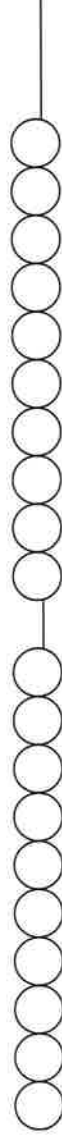
17



11



15



# Diving into Mastery – Diving

## Adult Guidance with Question Prompts

Children use the multiplication symbol to write a sentence and a calculation to match the pictures.

Please note: In this activity,  $2 + 2 + 2 + 2 + 2 = 12$  will be written as  $2 \times 6 = 12$  and read as 'two multiplied by six'. This is different to the way White Rose Maths write the calculation ( $6 \times 2$ ) but has been written this way to match the way multiplication is written in the year 4 multiplication tables check.

How many are there in each group?

How many groups are there?

What does the ten represent?

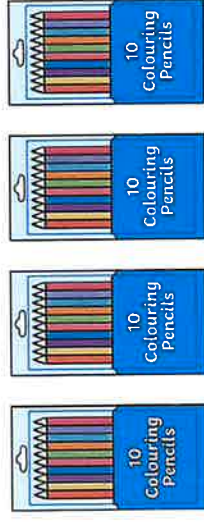
What does the four represent?

Can you count in twos/fives/tens to find the total?

# Multiplication Sentences from Pictures



Complete these sentences.



\_\_\_\_\_ multiplied by \_\_\_\_\_ is equal to \_\_\_\_\_

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ multiplied by \_\_\_\_\_ is equal to \_\_\_\_\_

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ multiplied by \_\_\_\_\_ is equal to \_\_\_\_\_

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

Can you draw your own picture and write a calculation to go with it?

# Diving into Mastery - Deeper

## Adult Guidance with Question Prompts

Children consider the different ways multiplication can be represented. They match the picture to the statements to find two statements that are not true.

Please note: In this activity,  $5 + 5 + 5$  will be written as  $5 \times 4 = 20$  and read as 'five multiplied by four'. This is different to the way White Rose Maths write the calculation ( $4 \times 5$ ) but has been written this way to match the way multiplication is written in the year 4 multiplication tables check.

How many stickers are in each group?

How many groups are there?

Does this picture represent  $5 \times 4$ ? Explain why.

Does the picture represent  $4 + 4 + 4$ ? Why not?

Which statements are true?

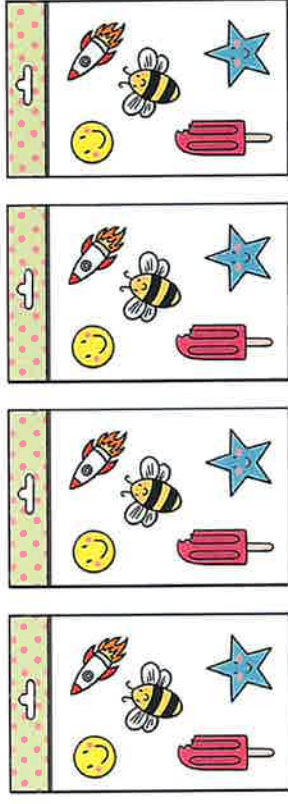
Which statements are false?

Convince me!

## Multiplication Sentences from Pictures



These statements represent this picture. Which ones are true and which are false?



$$5 \times 4$$

$$5 + 5 + 5 + 5$$

four 5s

four groups with five in each group

$$4 + 4 + 4$$

5 multiplied by 4

$$3 \times 5$$

# Diving into Mastery - Deepest

## Adult Guidance with Question Prompts

Children solve word problems by drawing pictures to find the total. They also make up their own pictures and stories to match given calculations.

Draw me a picture to match this problem.

Can you draw the plates?

Can you draw the biscuits?

Can you write a calculation?

What is the total?

What story could you tell to match this calculation?

Can you draw a picture to match? How many are in each group?  
How many groups are there?

Tell me the story.

## Multiplication Sentences from Pictures



Draw a picture to match each problem and find the answer.

There are four plates with two biscuits on each plate. How many biscuits are there in total?

There are ten sweets in a bag. There are three bags. How many sweets are there altogether?

A purse has five 5p coins in it. How much money is there in total?

Write a story and draw a picture for each calculation.

$$10 \times 2$$

$$2 \times 8$$

$$5 \times 6$$

# Dead or Alive

Think of the most evil, nasty villain you can from a story you have read. Can you make a wanted poster all about them? Don't forget to include details of their crime and what the public need to watch out for.



**WANTED!**

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# THE TREE OF LIFE

Colour in the figure that's in the same place as you now and write down the date and time.



Life's challenges are easier some days and harder on others, depending on how you're feeling.

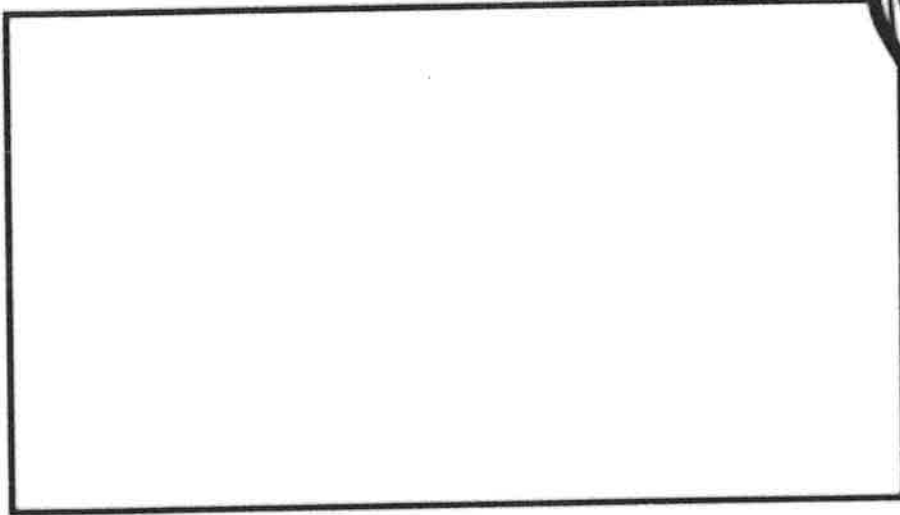
Where are you right now in the tree of life?

Come back to this later today, and over the days and weeks ahead, and fill in where you are each time.

# Friends

\_\_\_\_\_ name

My Friends



We like to \_\_\_\_\_

