

Message for all of Badger Wood...

Hi Badgers, hope everyone is healthy and well.

On Wednesday 25th March our little chick hatched! Unfortunately, out of the 10 eggs we put in the incubator, only 1 hatched. But it is very strong, healthy and happily singing away! I hope you're all enjoying this extra time you have at home with your families and are managing to get out in the sunshine when possible. I have put together a list of things you can be doing at home over the next couple of weeks below. Keep working hard and stay safe.

Miss Milner

**Weekly Maths Tasks (aim for one per day)**

- All – Work through the '[White Rose Maths](#)' lessons from Week 1 (contains 5 lessons) and Week 2 (contains 5 lessons).
Parents - How to use these lessons:
Just follow these four easy steps...
 - 1) Click on the set of lessons for your child's year group in the home learning section.
 - 2) If possible, print the activity sheet.
 - 3) Watch the video (either on your own or with your child) and fill in the activity sheet.
 - 4) Find a calm space where your child can work for about 20-30 minutes.
 - 5) Use the video guidance to support your child as they work through a lesson.
 - 6) Get the answers and mark the sheet with your child, discussing and altering any mistakes.
- Y2 - Work on your reasoning and problem solving by practising past SATs questions from <https://www.gov.uk/government/publications/key-stage-1-tests-2019-mathematics-test-materials>
- All - Play on [Hit the Button](#) – Reception focus on the number bonds, up to 10 section. Year 1 focus on number bonds up to 20 and times tables (2, 5, 10). Year 2 focus on times tables (2, 3, 5, 10), number bonds to 20 and doubles and halves to 10.
- All - Work on [Times Table Rockstars](#). Login details are recorded in your reading logs/planners.
- KS1 - Work on a shopping list for the weekly shop and get children to add up how many items and add up the cost of some items.
- Reception - Watch a Numberblocks clip each day at: BBC or CBeebies. Use the link below to give you ideas on what to do with your children whilst watching an episode.
<https://www.bbc.co.uk/cbeebies/joinin/numberblocks-help-your-child-with-maths>

Weekly Reading Tasks (aim for one per day)

- Year 1 – Read some of the Traditional Tales comprehensions and answer the questions. These can be accessed on Twinkl (<https://www.twinkl.co.uk/resource/t-l-52099-traditional-tales-differentiated-reading-comprehension-activity-pack>)
- Year 2 - Listen to each chapter of the book Flat Stanley – By Jeff Brown (<https://www.youtube.com/watch?v=5QD5UAbDNLs>)
- Just like sessions in class, complete the reading comprehension questions (see below) for the chapters that you have listened to.
- All - Read books from oxford owl and record this in your blue log/planner. Explore the meanings of these words by using a dictionary. (Year 2)
- All - You can log on to [GetEpic.com](#) using our class code (our class code is ukk9954) and read a book for pleasure. If you use the search box you can then filter them by clicking on the 'age' box.
- KS1 - Watch Newsround and find out what is happening in the world. What did you find out? Is there anything you need help understanding?
- KS1 - Complete a book review on one of the books you have read - what did you like about it? Would you recommend it to anyone?

| Weekly Spelling/Phonics Tasks (aim for one per day) | Weekly Writing Tasks (aim one per day) |
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| <ul style="list-style-type: none"> All - practise your year groups Common Exception Words (these can be accessed on Twinkl) - Then choose 3 Common Exception word and write them in a sentence. All - Practise spellings on Spelling Frame. All – Practise spellings on Spelling Shed. I have added some Phonics assignments for each child to complete. Login details are recorded in your reading logs/planners. Ruth Miskin Training (from the Read, Write, Inc phonics scheme) is putting on YouTube daily phonics lessons. Reception’s should be watching set 2 and Year 1’s should be watching set 3 videos. Play phonics games on phonics play and topmarks. | <ul style="list-style-type: none"> All – Diary task: Write a diary for everyday for the week explaining what you’ve done each day. <p>Reception</p> <ul style="list-style-type: none"> Ask your child to draw a picture of the people who live in their house. Can they label their family members using their phonics knowledge? <p>KS1</p> <ul style="list-style-type: none"> Poetry task: Write a riddle about someone in your family and read it to someone and see if they can guess who it is. Write a rhyming poem about your favourite animal (remember the rhyming pairs have to come at the end of each sentence.) Take a look at a variety of poems with your child. Ask them to pick their favourite poem and write a poem https://www.poetry4kids.com/topic/family/ Ask your child to create a story about their family. Who will be the main characters ? Where will the setting take place? |

Learning Project – to be done throughout the week: My Family

The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on what different makeup of families, what traditions your family has, stories linked to your family etc.

Reception:

- Do a picture survey of the people in your house.** How many family members have blonde/ brown/ black/ red hair? Can you record this with pictures? How many people have blue/ brown/ green eyes?
- Have a family picnic.** Lay out a blanket in the living room or garden. Can children make sure everyone has a plate, fork, spoon, cup? How many do we need all together? Give your child a selection of food and ask them to share it fairly between everyone? If there is one left over what could we do?
- Put on a show or performance-** Perform a story or song to your family. Plan out costumes, props. Children could make a show program.
- What jobs do the people in your family do?** Talk to your child about your job and what you do. What would they like to be when they grow up? Can they draw a picture of themselves in the job they would like to do?
- Play a family board game-** Play a game together. Talk about taking it in turns and playing fairly. Dice games will support your child’s number recognition.

KS1:

- Self portrait:** - Ask your child to think about which materials they use to draw? Can they find different materials around the house to help? Ideas
- Create a card:** - Ask your child to design a card for someone in their family. It can be a birthday card, thank you card or a card to tell someone how much they love them!
- Family tree:** - Look at photographs of your family members and discuss where they would go on a family tree. Have you met everyone? Is there anyone you could interview and find out more about?
- Design a personal coat of arms shield for the family:** - Find out what a coat of arm shield means. Ask them to begin to think about their design. What could they draw? What does it mean to them ? Ask them to think about the colours and shapes. Maybe if they have some cardboard around the house they could make a shield to give to a family member.
- Create a booklet all about the family:** - Can they name the people in their family and write sentences about them? Who are they? What do they call them? What do they like or dislike? Why are they special to them? Maybe they could get a photograph or draw a family member before they write about them.

- **Interview a family member:** - interview a family member that doesn't live at home with them. Allow your child to ask them about their childhood. Who did they live with? Who is in their family? Have they got any family traditions they follow and why.

Other things you can be doing at home over the next 2 weeks:

- **PE** – Joe Wicks daily PE lessons on YouTube.
- **Maths** – Jack Hartmann (YouTube) Count backwards from 100, Count by 2's, Count by 5's, Count by 10's (all), Count by 3's (YR2), Number Bonds to 10 (Reception), Number bonds to 20 (YR1/2)
- **Reading** – David Walliams is reading an audio book every day for 30 days (<https://www.worldofdavidwalliams.com/elevenses/>)
- **Geography** - Identify the countries or cities within the UK where your family members and friends originate from or live.
- **History** – Research Queen Victoria and create a fact file about her, just like we did in class for Queen Elizabeth. Useful websites are BBC Bitesize, Primaryhomeworkhelp.co.uk, natgeokids.com.
- **Science** – If you can go out on a walk, see if you can spot any animals and their habitats (this could also include minibeasts and microhabitats.) Can you label why it chose that habitat?
Year 1 – Can you write about whether the animal you spotted is a carnivore, herbivore or omnivore?
Year 2 – EXT: Can you create a food chain for the animal as well?
- **Science** – Look outside for signs of spring and discuss the seasonal changes that are happening – draw these in a picture and write about them.
- **Art** – If possible, make playdough together at home and create different characters to use in a story.

Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

Year 2 – Flat Stanley questions

Chapter Questions



Name _____

Use your book to answer these questions. Write your answers on a separate piece of paper.

Chapter 1

1. What was Stanley's problem?
2. How did Stanley feel?
3. What did they do before they went to the doctor?
4. Did the doctor know how to help him?
5. Why did Mrs. Lambchop measure Stanley?

Chapter 2

1. Did Stanley like being flat?
2. Was Arthur (brother) jealous of Stanley?
3. Write 3 or 4 sentences to tell how Stanley helped his mother in chapter 2.
4. What toy did the police think Mrs. Lambchop was playing with?
5. Why did Stanley go to California?
6. How did Stanley go to California?
7. Why didn't he go on a plane or a train?
8. What two things did Mrs. Lambchop put in the envelope with Stanley?
9. What did Stanley's friend Thomas Jeffrey write on the envelope when he came back?

Chapter 3

1. Where did Mr. Lambchop and the boys like to go on Sunday's?
2. How did Stanley go to the park now that he was flat?
3. What did Ralph Jones think Mr. Lambchop was carrying?
4. Why did Arthur put books on himself?
5. Put these in order:
_____ Arthur tries to make himself flat.
_____ Stanley got stuck in a tree.
_____ Mr. Lambchop takes the boys out for a day.
_____ Stanley would not speak to his brother.
_____ Arthur flew Stanley like a kite.
_____ Arthur apologized to Stanley.

Chapter 4

1. Who was Mr. Dart?
2. What was Mr. Dart's problem?
3. List two reasons the museum is hard to guard.
4. What was Stanley's idea to catch the crooks?
5. What disguise did Stanley want to wear?
6. What 4 things did Mr. Dart tell Stanley he had to wear?
7. How did Stanley feel about the disguise?
8. How did the thieves get into the museum?
9. What were the names of the thieves?
10. What did the thieves think they needed when Stanley yelled for the police?
11. What did the Chief of Police give Stanley?

Chapter 5

1. On page 56 why wasn't Stanley happy?
2. What woke Arthur up? (what did he hear?)
3. What was Arthur's idea?
4. Did his idea work?
5. How did Stanley and his family celebrate?