

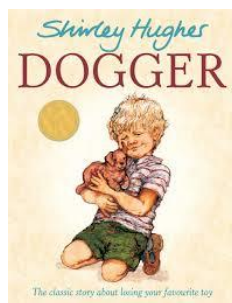
## Weekly Timetable of Activities


Here are the activities to complete each day this week. When you have finished please take a photograph (or scan) and upload it to your 'Work' folder on Purple Mash so your teacher can see it.

Please click the links to the videos and use the password for this provided in an email on Purple Mash.

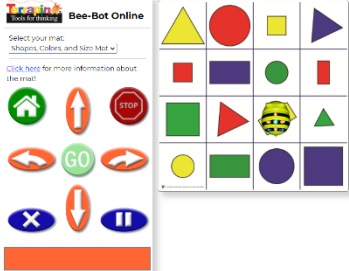
There will also be some assembly videos available from Mrs Norden and other members of staff throughout the week.

Reading Activities for the Week									
Book of the Week	Books for Children to Read								
<p>Please watch the video every day and then complete the activity. By reading the book every day your child will develop their story language and vocabulary.</p> <p><u>Discuss</u></p> <p>What different things did Dave do with Dogger?                      Why did they hang Dogger on the washing line?                      Why was Dave quiet when they get home?                      What does the word 'anxiously' mean?                      What did Bella do that was kind?                      How did Dogger end up at the School Fair?                      What is your favourite toy? How would you feel if you lost it?                      What would you say to Bella at the end?</p> <p><u>Activity</u></p> <p>Can you write a thank you letter from Dave to Bella?</p> <p><u>Story read aloud (a few different versions)</u>  <a href="https://www.youtube.com/watch?v=iNOYgRf5jes">https://www.youtube.com/watch?v=iNOYgRf5jes</a>  <a href="https://www.youtube.com/watch?v=DONW86TFiE8">https://www.youtube.com/watch?v=DONW86TFiE8</a>  <a href="https://www.youtube.com/watch?v=0n_htBjw1ZY">https://www.youtube.com/watch?v=0n_htBjw1ZY</a></p>	<p>Please log on to <a href="https://connect.collins.co.uk/school/teacherlogin.aspx">https://connect.collins.co.uk/school/teacherlogin.aspx</a>                      Using login details                      Username: <a href="mailto:parents@harpercollins.co.uk">parents@harpercollins.co.uk</a>                      password: Parents!21</p> <p>We have selected 3 books for each year group. You can find them by using the search function on the website and typing in the title.                      The books cover 3 different levels across the year group. We would recommend starting with the first level for your child's year group and then adjusting as needed. This will ensure your child's reading confidence is protected. If you require some support or find that none of the selected books are right for your child's reading level then please contact us.</p> <p>Please read the books without sound turned on your device. The books are read aloud by the programme but it would be better if your child had a go at reading it themselves first.</p> <table border="1"> <thead> <tr> <th><u>Year 1</u></th> <th><u>Year 2</u></th> </tr> </thead> <tbody> <tr> <td>Red – Homes</td> <td>Orange - A Letter to New Zealand</td> </tr> <tr> <td>Yellow – Around the World</td> <td>Turquoise – Africa's Big Three</td> </tr> <tr> <td>Blue – Bert's Band</td> <td>White - Fossils</td> </tr> </tbody> </table>	<u>Year 1</u>	<u>Year 2</u>	Red – Homes	Orange - A Letter to New Zealand	Yellow – Around the World	Turquoise – Africa's Big Three	Blue – Bert's Band	White - Fossils
<u>Year 1</u>	<u>Year 2</u>								
Red – Homes	Orange - A Letter to New Zealand								
Yellow – Around the World	Turquoise – Africa's Big Three								
Blue – Bert's Band	White - Fossils								
<p>Mrs Norden is also going to be doing live reading sessions on Wednesday and Friday at 2pm.</p>									



Monday				
Maths		English/Writing		Art
<p><b>WATCH</b> <a href="https://vimeo.com/508876115">https://vimeo.com/508876115</a></p>		<p><b>WATCH</b> <a href="https://vimeo.com/508862684">https://vimeo.com/508862684</a></p>		<p>You are going to use your learning about Aboriginal symbols from last week to help you create a piece of artwork.</p> <p>You will also use some of the pointillism work from a few weeks ago to create an aboriginal dot painting.</p> <p>This video will help you  <a href="https://www.youtube.com/watch?v=8RZzLEoMCQE">https://www.youtube.com/watch?v=8RZzLEoMCQE</a></p> <p>Don't worry if you don't have paints. You could use felt tips or colouring pencils instead.</p> <p>What symbols will you include in your artwork?</p>
<p><b>Year 1</b>                      After watching the video about measuring length complete the activity in <b>Resource 1.</b></p>	<p><b>Year 2</b>                      After watching the video about measuring length complete the activity in <b>Resource 2.</b></p> <p>You can play the game from the video here:  <a href="https://www.topmarks.co.uk/maths-games/measuring-in-cm">https://www.topmarks.co.uk/maths-games/measuring-in-cm</a></p>	<p><b>Year 1</b>                      Choose your favourite Dreamtime story and make a story plan.</p> <p>You can use the plan template in <b>Resource 3</b> to help you.</p>	<p><b>Year 2</b>                      Make your own Dreamtime story plan.</p> <p>You can use the plan template in <b>Resource 3</b> to help you.</p> <p>Will your character gain something as a reward for being kind, resilient or helpful?                      Will your character lose something for being selfish or greedy?</p>	

Tuesday		
Maths	English/Writing	Phonics
<p><b>10 for 10 – see Resource 4</b> You have 10 minutes to complete the 10 questions. You need to try to do it all by yourself! How quickly can you do them? Continue to practise any of the ones you found tricky.</p>	<p><b>Watch <a href="https://vimeo.com/508869211">https://vimeo.com/508869211</a></b></p> <p>Make a book following the instructions in <b>Resource 5</b> or your own design.</p> <p>Using your plan from yesterday write your Dreamtime story.</p> <p>Year 1s this will be a retelling of a Dreamtime story we have already read.</p> <p>Year 2s have a go at writing your very own Dreamtime story.</p> <p>Don't forget to use adjectives or expanded noun phrases and story language to make your Dreamtime story exciting to read.</p>	<p><b>Watch</b> <b>Year 1 <a href="https://vimeo.com/508502043">https://vimeo.com/508502043</a></b> <b>Year 2 <a href="https://vimeo.com/508502284">https://vimeo.com/508502284</a></b> <b>Phonics play login if you would like to play some phonics games</b> Username: jan21 Password: home</p>
		<p><b>Year 1</b> This week we are learning the different ways to spell the sound oo.</p> <p>We can spell it using these 3 graphemes: oo ew u_e ue</p> <p>Tasks: 1. Practise spelling words every day</p> <p><b>June, use, grew, blue, spoon, moon</b></p> <p>2. Complete the sheet in <b>Resource 6</b>.</p> <p>3. Use the words from the sheet or your spelling words to write sentences</p>

Wednesday		
Maths	English/Writing	Computing
<p><b>Watch</b></p> <p><a href="https://vimeo.com/508868303">https://vimeo.com/508868303</a></p>	<p><b>Year 1</b></p> <p>Can you add some pictures to go with your story? Can you add a front cover to your book? Have you remembered a title? Who is the author?</p> <p><b>Year 2</b></p> <p>Use a polishing pen (coloured pen) and edit your work. There is an example of this in <b>Resource 10</b>. Read your work aloud and tick off each part of the checklist once you've done it.</p> <p>You need to check:</p> <ul style="list-style-type: none"> <li>○ Capital letters</li> <li>○ Full stops</li> <li>○ Do your sentences all make sense?</li> <li>○ Have you missed out any words?</li> <li>○ Check tricky word spellings using your spelling mat</li> <li>○ Can you add any expanded noun phrases or adjectives?</li> </ul> <p>Finally, add pictures and a front cover to your book. Have you remembered a title? Who is the author?</p>	<p><b>Watch</b></p> <p><a href="https://vimeo.com/508501845">https://vimeo.com/508501845</a></p>
<p><b>Year 1</b></p> <p>After watching the video about measuring weight and mass complete the activity in <b>Resource 8</b>.</p> <p><b>Year 2</b></p> <p>After watching the video about measuring weight and mass complete the activity in <b>Resource 9</b>.</p>		<p>Go to <a href="https://beebot.terrapiinlogo.com/">https://beebot.terrapiinlogo.com/</a> Use the Shapes, Colours and size mat. Can you write an algorithm using the arrows to guide the Beebot from the yellow rectangle to:</p> <ul style="list-style-type: none"> <li>- The large blue square</li> <li>- The medium green square</li> <li>- The large yellow triangle</li> </ul> <p>Don't forget to write down your algorithm and debug as you go.</p>  <p>If you'd like an extra challenge have a go at completing the Go Kart Rally mat using an algorithm to go from start to finish.</p> <p>If the website does not work there is an apple and android app available to download for use on a tablet.</p> <p>Google playstore <a href="https://play.google.com/store/apps/details?id=com.tts.beebot&amp;hl=en_GB&amp;gl=US">https://play.google.com/store/apps/details?id=com.tts.beebot&amp;hl=en_GB&amp;gl=US</a></p> <p>Apple App store <a href="https://apps.apple.com/gb/app/bee-bot/id500131639">https://apps.apple.com/gb/app/bee-bot/id500131639</a></p> <p>If you have any problems with this please email Miss Lawton on Purple Mash.</p>

Thursday		
Maths	Science	PE
<p style="text-align: center;"><b>Watch</b>  <a href="https://vimeo.com/508876820">https://vimeo.com/508876820</a></p>		<p>Have a look at Mrs Turian's 'PE Remote Learning' document and choose an activity to do.</p>
<p><b>Year 1</b>                      After watching the video about measuring capacity and volume complete the activity in <b>Resource 11</b>.</p>	<p><b>Year 2</b>                      After watching the video about measuring capacity and volume complete the activity in <b>Resource 12</b>.</p>	
<p style="text-align: center;"><b>Watch</b>  <a href="https://vimeo.com/508501745">https://vimeo.com/508501745</a></p>		
		<p>After watching Mrs Kellam's video use <b>Resource 13</b> to complete the tasks below.</p> <p><b>Year 1</b>                      Choose 2 of the animals and label the different body parts.                      Write a sentence to tell us something that is the same about the animals and something that is different.</p> <p><b>Year 2</b>                      Choose 4 animals and label the features of the animals.                      Write a sentence to tell us something that is the same and something that is different about the animals</p>

Friday			
Live Zoom Sessions: Otters – 9:15, Foxes 10:15, Squirrels 10:45 (the log in details are always the same)			
Maths		English/Writing	PSHE
<b>Year 1</b>	<b>Year 2</b>	<b>WATCH <a href="https://vimeo.com/508863662">https://vimeo.com/508863662</a></b>	<b>Watch <a href="https://vimeo.com/508501636">https://vimeo.com/508501636</a></b>
Use what you have learnt this week and your problem solving skills to complete the activity in <a href="#">Resource 14</a> .	Use what you have learnt this week and your problem solving skills to complete the activity in <a href="#">Resource 15</a> .	<p>We have learnt about buildings and their uses in Swavesey and travelled around Australia looking at the physical features of the land. Today we are going to look at those features on maps and see the symbols (pictures that are used) to show us where they are.</p> <p>You will need to design an island (land with water all around it) with symbols and a key.</p> <p>You can use <a href="#">Resource 16</a> or design your own.</p>	<p>Think about your community and why it is special to you.</p> <p>Start with your house in the middle of a piece of paper.</p> <p>Around the outside include different parts of your community that you enjoy and that make your community special.</p> <p>You could draw or use photos but please add some labels and detail about why some of the places are special.</p> <p>Extra story time video with Mrs Kellam <a href="https://vimeo.com/508501432">https://vimeo.com/508501432</a></p>

## Topic Homework

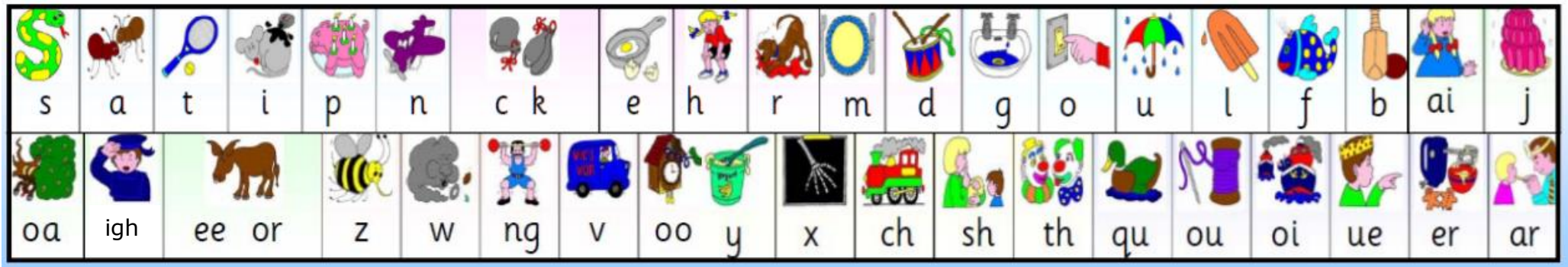
If you would like any more activities to complete, don't forget about our Topic Homework grid below.

### Around the World Homework Book

Please use the grid below to choose activities you wish to engage with at home. Any activities you choose to do at home will support your child's learning and can be shared with your child's class teacher on Purple Mash.

<p><u>Design a front cover</u> Use your creative art skills to design the front cover for a story or non-fiction book. Keep it in the <i>Around the World</i> theme! (We are learning about Australia before half term and Mexico after half term)</p>	<p><u>What would you wear?</u> Choose a country and find out about its Traditional costume. How is it different/ the same to the way you dress? Create a labelled picture.</p>	<p><u>Big or small?</u> Which is the biggest country you can find? Which is the smallest?  What can you find out about the population of different countries?</p>	<p><u>Sports</u> Find out about a sport that is popular in another country and write instructions on how to play it. Can you teach someone at home and take photos of you playing together?</p>	<p><u>7 Wonders of the World</u> What and where are the 7 wonders are the world? What makes them special? What do you know about them?</p>
<p><u>Food research</u> What food grows in different countries? Why do you think some food grows in some countries and not in others?</p>	<p><u>Country fact file</u> Make a fact file about a country you have visited using information you have found out.</p>	<p><u>Flags</u> Research flags of the world. Which do you like best? Why?  Design your own flag.</p>	<p><u>Holiday postcard</u> Create a postcard imagining you are on holiday. What can you see? Hear? How do you feel? What did you do?</p>	<p><u>Hello/ Goodbye</u> Make a list of the words for Hello and Goodbye in other languages. Can you practise saying them?</p>
<p><u>Learn a song or dance from another country</u> Can you learn a dance from another country? You could video it and upload it to Purple Mash.</p>	<p><u>Make an instrument</u> Look at the variety of instruments around the world. Use whatever materials you can find and make your own instrument</p>	<p><u>Aeroplanes</u> Can you make a model of an aeroplane? You can use recycled materials, construction kits or playdough (or anything else you can think of)</p>	<p><u>Design a boomerang</u> Make a boomerang for yourself. What will you make it from? How will you decorate it?</p>	<p><u>Animal Top Trumps</u> There are lots of species of animals in Australia that can't be found anywhere else in the world. Can you design and make Top Trump cards for them?</p>

### Resources



#### My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

#### My Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e* 	i-e 	o-e 	u-e 	u-e 	*even	





# Year 1 Common Exception Words Mat



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

**Aa**

a  
are  
ask

**Bb**

be  
by

**Cc**

come

**Dd**

do

**Ff**

friend  
full

**Gg**

go

**Hh**

has  
he  
here  
his  
house

**Ii**

I  
is

**Ll**

love

**Mm**

my  
me

**Nn**

no

**Oo**

of  
one  
once  
our

**Pp**

put  
push  
pull

**Ss**

said  
says  
some  
so  
she  
school

**Tt**

the  
to  
today  
there  
they

**Ww**

were  
was  
where  
we

**Yy**

you  
your



# Year 1 and 2 Common Exception Words Mat

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

## Aa

a  
after  
again  
any  
are  
ask

## Bb

bath  
be  
beautiful  
because  
behind  
both  
break  
busy  
by

## Cc

child  
children  
Christmas  
class  
climb  
clothes  
cold  
come  
could

## Dd

do  
door

## Ee

even  
every  
everybody  
eye

## Ff

fast  
father  
find  
floor  
friend  
full

## Gg

go  
gold  
grass  
great

## Hh

half  
has  
he  
here  
his  
hold  
hour  
house

## Ii

I  
improve  
is

## Kk

kind

## Mm

many  
me  
mind  
money  
most  
move  
Mr  
Mrs  
my

## Nn

no

## Oo

of  
old  
once  
one  
only  
our

## Pp

parents  
pass  
past  
path  
people  
plant  
poor  
pretty  
prove  
pull  
push  
put

## Ss

said  
says  
school  
she  
should  
so  
some  
steak  
sugar  
sure

## Tt

the  
there  
they  
to  
today  
told

## Ww

was  
water  
we  
were  
where  
who  
whole  
wild  
would

## Ll

last  
love

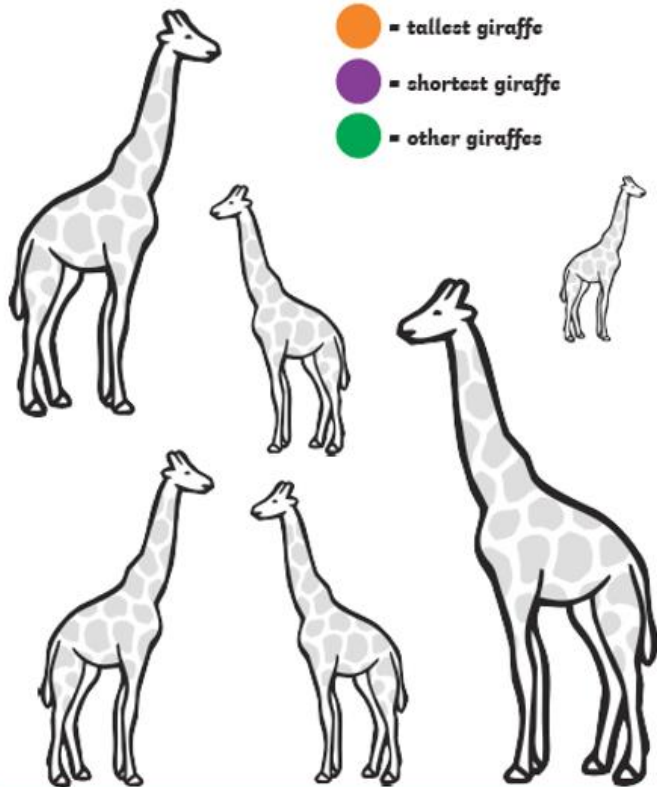
## Yy

you  
your

## Resource 1: Monday Year 1 Maths Length

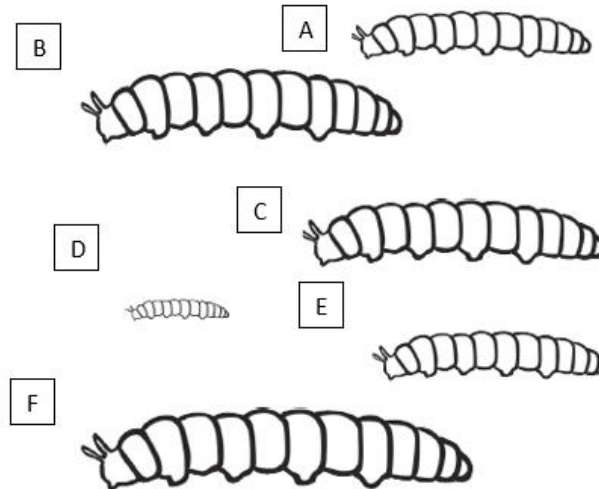
### Giraffe Measuring

Look carefully at the giraffes and check which colour they need to be.



Look carefully at the caterpillars.

Which is the longest? label it. Which is the shortest? Label it.



Is caterpillar A longer or shorter than caterpillar B? How do you know?

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### Look around your house/classroom.

Find 2 objects that are **shorter** than your pencil.

1. \_\_\_\_\_ 2. \_\_\_\_\_

Find 2 objects that are **longer** than your pencil.

1. \_\_\_\_\_ 2. \_\_\_\_\_

What is the **shortest** object you found?

\_\_\_\_\_

What is the **longest** object you found?

\_\_\_\_\_

Resource 2: Year 2 Monday Maths Measuring Length

1a. How long are these objects in centimetres?



VF

2a. How many centimetres is the arrow showing?



VF

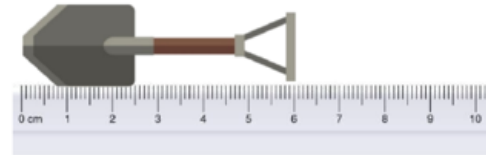
3a. True or false?

This toy suitcase is 7cm long.



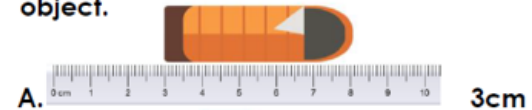
7b. True or false?

This toy spade is 6cm long.



VF

8b. Match the measurement to the toy object.



VF

9a. Gemma's flag measures between 10cm and 20cm.

What are the possible measurements her flag could be if her answer is an even number?



PS

**Look around your house/classroom.**

A) Find 2 items about 10 cm long.

1. \_\_\_\_\_ 2. \_\_\_\_\_

B) Find 2 items about 20 cm long.

1. \_\_\_\_\_ 2. \_\_\_\_\_

C) Choose 3 items between 10 and 20 cm in length.

Which is the longest? \_\_\_\_\_

Which is the shortest? \_\_\_\_\_

How do you know?

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Use your ruler to measure your pencil in centimetres (cm).

How long is your pencil?

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Can you use your ruler to find anything else in your house or classroom that is the same length as your pencil?

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### Resource 3: Monday Dreamtime Story Panning Template

What did the animal look like at the beginning?	What was the problem?	What happened to the animal?	What did the animal look like at the end?

Year 2 – What was the moral of the story: \_\_\_\_\_

Resource 4: 10 for 10

**Year 1**

What day comes **after** Monday? \_\_\_\_\_

If today is Sunday what day was it yesterday? \_\_\_\_\_

What day will it be tomorrow? \_\_\_\_\_



The time on the clock is \_\_\_\_\_



The time on the clock is \_\_\_\_\_



The time on the clock is \_\_\_\_\_



The time on the clock is \_\_\_\_\_



The time on the clock is \_\_\_\_\_

What day of the week begins with a W? \_\_\_\_\_

How many days are there in a week? \_\_\_\_\_

**Year 2**

How many days are there in a week? \_\_\_\_\_

How many months are there in a year? \_\_\_\_\_

What is the 4<sup>th</sup> month of the year? \_\_\_\_\_



The time on the clock is \_\_\_\_\_



The time on the clock is \_\_\_\_\_



The time on the clock is \_\_\_\_\_



The time on the clock is \_\_\_\_\_



The time on the clock is \_\_\_\_\_




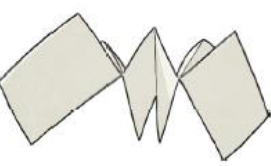
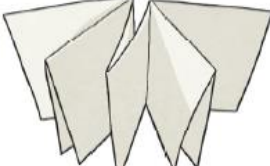








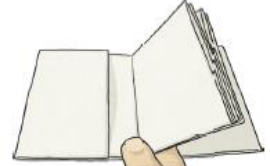

The time on the clock is \_\_\_\_\_



The time on the clock is \_\_\_\_\_







## Resource 5: How to make a book

<p>1. Take a piece of A4 paper</p> 	<p>2. Fold it in half</p> 	<p>3. Fold it in half again</p> 
<p>4. Fold it in half a third time</p> 	<p>5. Open out the piece of paper and cut halfway across from the middle of the long edge.</p> 	<p>6. From the centre cut halfway across to the short edges to make a T cut.</p> 
<p>7. Fold in half again.</p> 	<p>8. Fold the top back in half.</p> 	<p>9. Turn the paper over.</p> 
<p>10. Fold the other piece back in half.</p> 	<p>11. This will make an M (or W)</p> 	<p>12. To fold into the book, stand the paper on end with the cut part uppermost.</p> 

<p>13. Allow the top parts to drop down, one each side.</p> 	<p>14. Press the folds to make the inside of the book. (There are 2 single flaps and 3 inside pages. The single flaps will tuck into the cover.)</p> 	<p>15. To make the cover: fold a few centimetres of paper lengthways.</p> 
<p>16. Fold the top down to the first fold, leaving about a finger width space between the folds.</p> 	<p>17. The finger width space enables the single flaps of the book to tuck into the cover.</p> 	<p>18. Fold the cover nearly in half, leaving a finger width at the end to create the spine of the cover.</p> 
<p>19. Repeat the fold in half with the finger width space.</p> 	<p>20. You now have the spine.</p> 	<p>21. Fold the cover to a finger width space before the spine.</p> 
<p>22. Repeat for the other side.</p> 	<p>23. Tuck the flap into the side of the cover and repeat on the other side.</p> 	<p>24. Now write the book!</p> 



Resource 6: Year 1 Phonics

cube   spoon   moon   grew   glue   stew

## An Adverb Spell

Wanda the Witch is casting a spell. She wants to change adjectives (words that describe nouns) into adverbs (words that describe verbs). The potion in the cauldron changes the words by adding the suffix *-ly*. Write what the word will become after it comes out of the cauldron. The first one has been done for you.

sudden	
suddenly	

safe

quiet	
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rude

sad	
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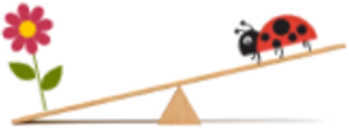

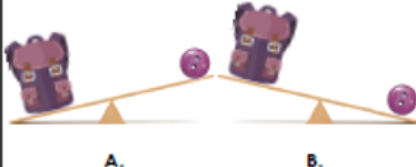





brave

slow	
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kind

soft	
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Resource 8: Wednesday Year 1 Maths

<p>1a. Amy thinks the ladybird is heavier than the flower.</p>  <p>Is she correct? Explain your answer.</p> <p>☆</p>	<p>4a. Zoya thinks the pencil is heavier than the doll.</p>  <p>Is she correct? Explain your answer.</p> <p>☆</p>
<p>2a. A button and a bag are placed on the scales.</p>  <p>Would the balance scales look like A or B?</p> <p>☆</p>	<p>5a. Two identical apples were put on either side of a scale.</p>  <p>Would the balance scales look like A or B?</p> <p>☆</p>
<p>3a. These objects have been ordered from lightest to heaviest.</p>  <p>Which object is missing from the scale?</p>  <p>☆</p>	<p>6a. These objects have been ordered from lightest to heaviest.</p>  <p>Which object is missing from the scale?</p>  <p>☆</p>

Look around your house/classroom.

A) Find 2 objects.

Complete the sentence.....

The \_\_\_\_\_ is **heavier** than the \_\_\_\_\_.

B) Find 2 different objects.

Complete the sentence.....

The \_\_\_\_\_ is **lighter** than the \_\_\_\_\_.

C) Think carefully and complete the sentence....

I am heavier than \_\_\_\_\_.

\_\_\_\_\_ is heavier than me.

C) Think carefully and complete the sentence....

\_\_\_\_\_ is **lighter** than a full tin of beans.

A full tin of beans is **lighter** than \_\_\_\_\_.

Resource 9: Year 2 Maths Wednesday

Look around your house/classroom.

A) Find 3 objects. Complete the sentences....

The \_\_\_\_\_ is **heavier** than the \_\_\_\_\_.  
The \_\_\_\_\_ is the **heaviest**.

B) Find 3 **different** objects. Complete the sentences....

The \_\_\_\_\_ is **lighter** than the \_\_\_\_\_.  
The \_\_\_\_\_ is the **lightest**.

C) Think carefully and complete the sentences....

I am heavier than \_\_\_\_\_ and \_\_\_\_\_.

\_\_\_\_\_ is heavier than me.

The heaviest thing I can think of is \_\_\_\_\_.

C) Think carefully and complete the sentences....

\_\_\_\_\_ is **lighter** than a full tin of beans.

A full tin of beans is **lighter** than \_\_\_\_\_.

\_\_\_\_\_ is about the same as a full tin of beans.

5a. Draw lines to show which side of the balance the objects belong.

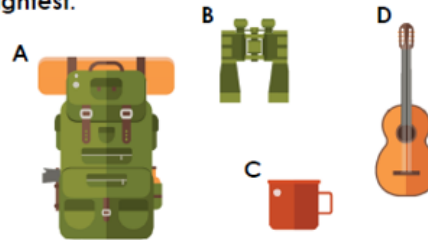


6a. Use the words 'more' or 'less' to complete the sentence.

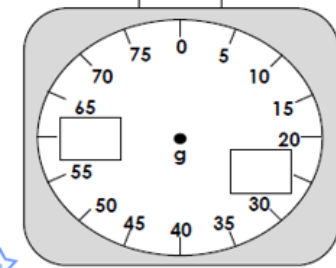
A pair of shoes weighs \_\_\_\_\_ than a pair of socks.



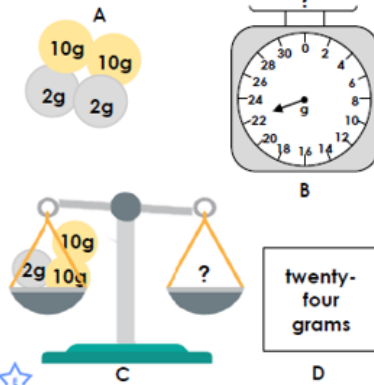
7a. Order these objects from heaviest to lightest.



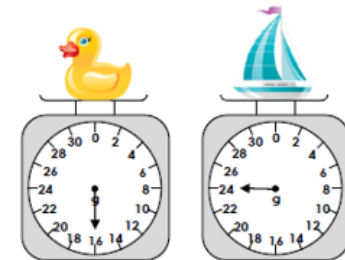
4b. Complete the missing numbers on the scale.



5b. Join the matching pairs.



6b. How much do these items weigh?



Resource 10: Example of using polishing pen to edit work

Long, long ago in th Dreamtime the  
birds had ~~noa~~ colours. They were all  
dull. Crow ~~waz~~ black. One day Dove  
pricked his foot on a sharp, pointy branch.

## Resource 11: Thursday Year 1 Maths

Look around your house/classroom.

A) Find 2 things that are full.

1. \_\_\_\_\_

2. \_\_\_\_\_

How do you know?

\_\_\_\_\_

B) Find 2 things that are empty.

1. \_\_\_\_\_

2. \_\_\_\_\_

How do you know?

\_\_\_\_\_

**Look carefully at the pictures of the cups.**

Complete the sentences using the words.... *Full, half full, quarter full, empty*

Cup A is \_\_\_\_\_.

Cup B is \_\_\_\_\_.

Cup C is \_\_\_\_\_.

Cup D is \_\_\_\_\_.



A B C D

5a. Tick the box which best describes the volume of the jug below.



nearly empty    nearly full    half full



VF

6a. True or false? The glass below is nearly full.



VF

7a. Which sentence is correct?



1. The volume of jug B is less than jug A.

2. The capacity of jug A is equal to jug B.



VF

8a. Complete the sentence.



is \_\_\_\_\_

greater than    less than



VF

4a. Sam emptied the sauce bottle into these egg cups. The sauce bottle was full.

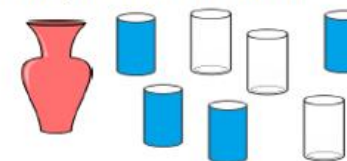


True or false? The capacity of the sauce bottle is 7 egg cups.



VF

5a. Sally emptied the water from the vase into the glasses. The vase was full.



Complete the sentence.

The capacity of the vase is  glasses.



VF

6a. A bottle of soda can be filled using this many scoops.



Circle the objects that have a larger capacity than the bottle of soda.

kettle		10 scoops
flask		7 scoops
mug		3 scoops

Resource 12: Thursday Year 2 Maths

**Look around your house/classroom.**

A) Find 3 things that are full. How do you know?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

B) Find 3 things that are empty. How do you know?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Look carefully at the pictures of the cups.** Order them by the amount they have in them.

Use the words.... **Full, half full, quarter full, empty, least full, most full**

\_\_\_\_\_

\_\_\_\_\_

A



B



C



D



E

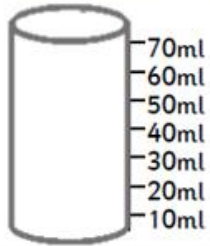


5a. A teaspoon holds 5ml. A table spoon holds 15ml. How many teaspoons would it take to fill 2 tablespoons?



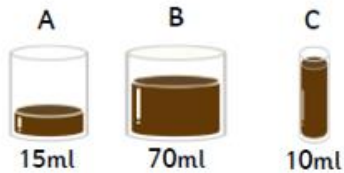
VF

6a. Colour the container to show 60ml of liquid.



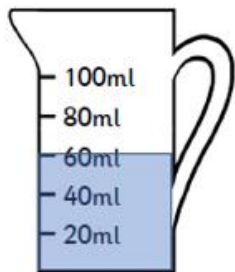
VF

7a. Which of these contains the most liquid?



VF

8a. How much more liquid would be needed to fill this container?



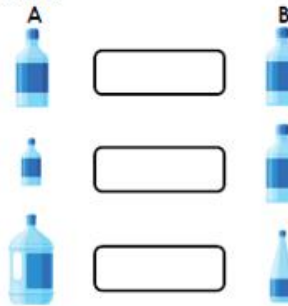
VF

5a. The volume of the container below is a quarter full. True or false?



VF

6a. Use  $<$ ,  $>$  and  $=$  symbols to compare the capacity of container A with container B.



VF

7a. Draw a line to the word that best describes the volume of each container.



full    quarter    half    three-quarters

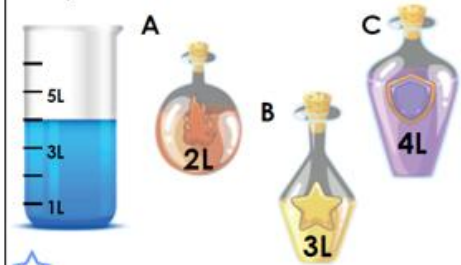
VF

8a. Order these items from the largest capacity to the smallest capacity.



A    B    C    D

5a. Which bottle holds the same amount of liquid as the container?



VF

6a. Complete the comparison by using the correct symbol from below.



$<$      $>$      $=$

VF



Year 1 and 2 Remote Learning week beginning 8.2.21

Resource 13: Thursday Science



### Resource 14: Friday Year 1 Maths

4a. May is comparing items at school.



She says,



The book is the tallest.  
The pen is the shortest.

Do you agree? Explain your answer.



5a. Use the items below to make comparison statements.



bag



shoe



scarf

is shorter than

is longer than

Find 3 possibilities.



6a. Russ is thinking of an animal.



He says,



My animal is shorter  
than the pig but taller  
than the chick.

Which animal is Russ thinking of?

4b. Imran thinks the caterpillar is lighter than the worm.



Is he correct? Explain your answer.



5b. A pumpkin was put on one side of a scale and a lemon was put on the other.



A.

B.

Would the balance scales look like A or B?



6b. These objects have been ordered from lightest to heaviest.



A.



B.



C.

Which object is missing from the scale?



Resource 15: Friday Year 2 Maths

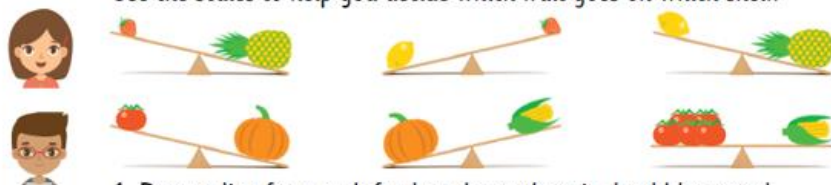
### Smooth Operators

Josie and Jamal are running smoothie stalls at the school fayre. Josie is selling ice cold fruit smoothies and Jamal is selling healthy vegetable smoothies.

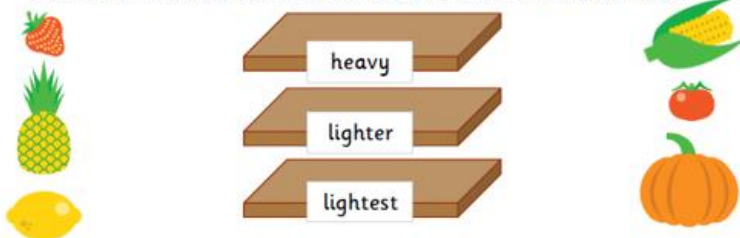


Time to set up their stalls. The children must decide which fruit or vegetable goes on each shelf. The top shelf holds the heavy food, the middle shelf holds the lighter food and the bottom shelf holds the lightest food.

Use the scales to help you decide which fruit or vegetable goes on which shelf.



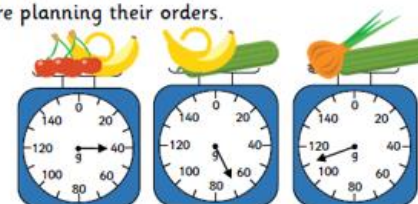
1. Draw a line from each food to show where it should be stored.



Josie and Jamal are planning their orders.

The cherries are lighter than the banana.

The onion weighs more than the banana.



2. Who is correct? Explain your answer.

Find a present that has a length of 6cm.

1. Tiana thinks that she has found the right present. Is she correct? Explain why.



Sam thinks he has found the right present. Is he correct? Explain why.



Find the tallest party hat for Toby to wear at the party.



Hat A is 4cm tall.



Hat B is 6cm tall.



Hat C is twice as tall as hat B.




Hat D is five times taller than hat A.

## Resource 16: Topic Map

WALT: Use physical and human geographical vocabulary

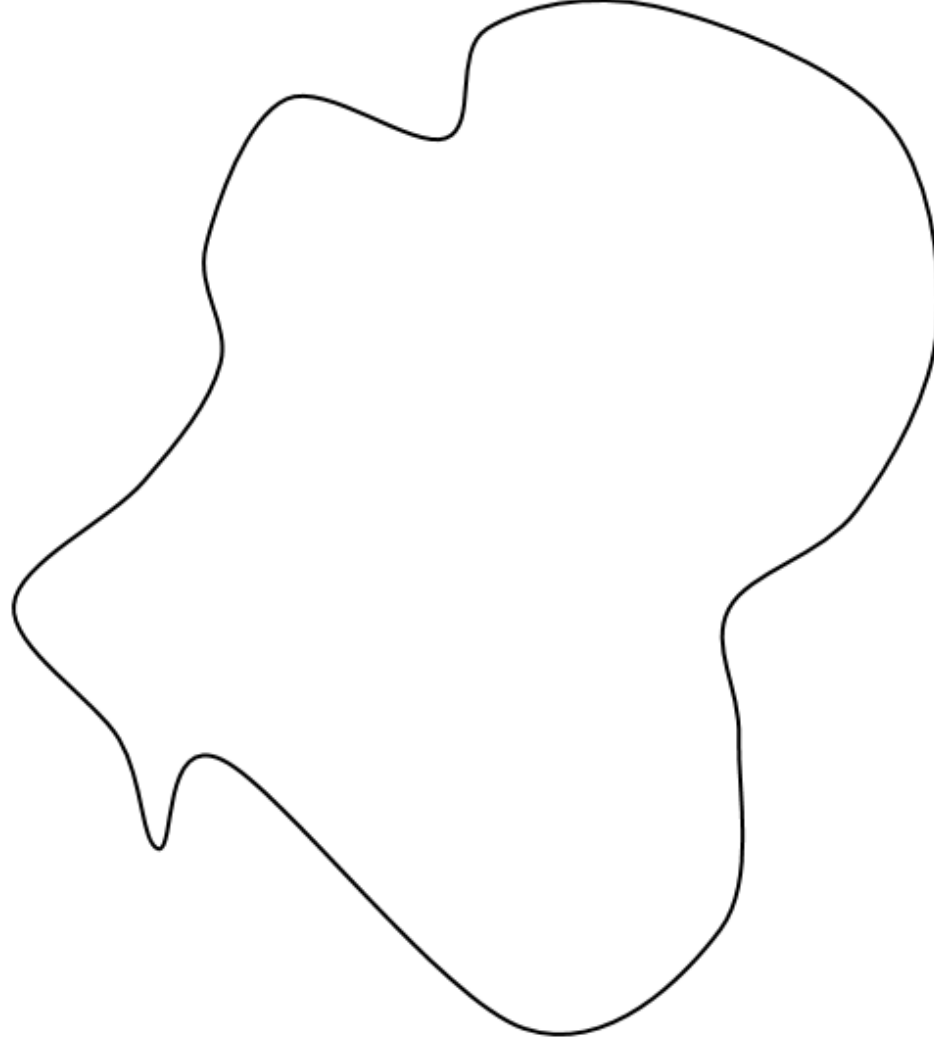
Key	
Beach	
Cliff	
Coast	
Forest	
Hill	
Mountain	
Sea	
Ocean	
River	
Valley	

Can you make a map of your imaginary island? 

Which features have you chosen?

Show them on the keys.

Key	
City	
Town	
Village	
Factory	
Farm	
House	
Office	
Port	
Harbour	
Shop	



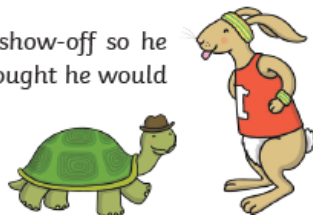
Resource 17: Year 2 Comprehension

## The Tortoise and the Hare

Once, there was a strong, young hare who bragged about how fast he could run.

The wise tortoise thought he was a show-off so he asked the hare for a race. The hare thought he would easily beat the tortoise.

All of the animals gathered at the finish line to see who would win.



As soon as the race started, the hare dashed ahead. After a little while, he stopped for a rest.



"You are so slow, you will never win!" he said to the tortoise.

The hare leaned against a tree. "That tortoise will never beat me!" he laughed to himself. The hare closed his eyes and soon, he was asleep.

The tortoise walked slowly past the hare. He didn't give up until he got to the end of the race.

The animals cheered as they saw the tortoise. "Tortoise, you are the winner!" they shouted happily. The hare heard the cheering and woke up.



He ran as fast as he could towards the finish line, but it was too late. The tortoise had already crossed the line.

"It's not fair!" complained the hare. "We have to do the race again!"

But this time, no-one listened to the hare.

**Keep trying, even when things seem hard.**

## Questions

1. Which words are used to describe the hare in the first sentence? Tick two.

- short
- strong
- thin
- young

2. Why did the hare decide to stop for a rest?

- because it was a sunny day
- because he thought that the tortoise was so slow that he would never beat him
- because his feet were hurting

3. Draw a line to complete the sentences. One has been done for you.

The tortoise walked slowly \_\_\_\_\_ the hare dashed ahead.  
"It's not fair!" \_\_\_\_\_ and woke up quickly.  
As soon as the race started, \_\_\_\_\_ complained the hare.  
The hare heard the cheering \_\_\_\_\_ past the hare.

4. In the story, the tortoise is described as 'wise'. Tick one word which means the same as 'wise'.

- funny
- clever
- angry

5. What is the moral of the story?

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