Please use this grid as ideas for learning opportunities. Anything I am asking you to do is not as an expectation. I have included a link to curriculum objectives at the bottom of Class 2 webpage. Please feel free to pick objectives that are manageable for you and you can resource at home home.

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| **Reading/Phonics**  Pick a book from Oxford Owls. Answer some Vocabulary Victor questions **–** these can be found in your yellow homework books and as a pdf on the web page titled *Reading Mat Guidance.* | **Writing**  Write a description of the woods that Little Red Riding Hood travels through. Aim for this to be a relatively long piece of writing and remember to use lots of adjectives. What can you see? What can you hear? What can you smell? What can you feel? Add lots and lots of detail. | | **Maths**  Practice partitioning numbers beyond 50. How many tens and ones does each number have? In class we would use dienes rods of 10 and ones cubes. Do you have anything at home that could replace these to help your learning…sticks and pebbles maybe? Get creative! | | **Science**  Gather together some pictures or toys of lots of different animals. Do you remember what makes an herbivore, and omnivore and a carnivore? Sort the animals into these categories. You could use tubs or chalk circles to help sort them. |
| **RE**  Research some symbols that Jews use to show that they belong to a community e.g. a mezuzah, a Kiddish cup, challah bread, a kippah. What do they mean? | **PE**  In school we are beginning a few weeks of self challenge. Choose a physical skill that you’d like to improve on – it could be catching a ball, goal scoring or balancing. Record down your best effort and then practise your skill. Can you improve you record a little each day? | | **DT**  Let’s get foody! Gather a selection of dips from the supermarket. Evaluate each dip and give it marks out of 10 for its appearance, smell, texture and taste. It would be a good idea to list its ingredients too. Record your evaluation in a grid. | | **Art**  Pick a famous artist to research – when were they born? What nationality are or were they? What style are their paintings in? What do you think of their works? Is there anything in particular that makes them famous? Find some interesting facts about them and/or their work. |
| **PSHE**  ***(Personal Social and Health Education)***  What makes you special and what do you think other people love about you? In class we have been thinking about how we are connected to everyone we love with an invisible string. We had a think about what makes us special to other people. Make a collage of your name from magazines or newspapers and decorate the space around with pictures or a collage of what make syou unique. What makes you, you? | | **History**  Research King Charles I. When did he rule? How many interesting facts can you find out about him?  Continue your timeline of monarchs. You could do this on paper or as a Power Point presentation. | | **Geography**  We’ve looked at the Forest of Dean, we’ve looked at Gloucestershire, we’ve looked at the United Kingdom. Now look at a map of Europe. Can you list all the countries that are in Europe? What about their capital cities? | |
| **Remember…** | | | | | |