Year 1 Maths

Monday: Count along 1-30 on a number line together. Focus on the numbers 0, 10, 20 and 30. What is special about these numbers? Talk about positioning of numbers 1 more/less on number line. Chn find numbers 1 more/less than given numbers. Find numbers 1 more/less than 10, 20, 30. Write in sets of 3. (e.g. 9, 10, 11). Show 100-square and use to find numbers 1 more/less than the 10s numbers. Write in sets of 3 and identify patterns. Choose numbers (1-30). Write 1 less and 1 more than the number. Write in sets of three: 1 less, number, 1 more or roll dice to create 2-digit numbers. Partner 1 rolls first, then partner 2 rolls. Make a 2-digit number out of the two numbers. Write 1 less and 1 more than the number. Write in sets of three: 1 less, number, 1 more.

Tuesday: count out 50 objects from a bag. Reinforce the total, then count back in again (starting at 50). Ask how we work out 1 more/less than a number. Ask chn to say 1 more/less than 22, then 40. Ask child to say 2 more than 6, then 2 less. Reinforce counting on and back from the given number, not from 1. Show a 100-square. Chn find numbers 2 more/less than 10s number. Write in groups of three. Identify patterns. Choose numbers from 2-50 and 10-100. Write numbers 2 more and 2 less. Can you write numbers 10 more/10 less?

Wednesday: count in multiples of ten. Count backwards in multiples of ten. Repeat counting in 10s from 6. *What is happening to the numbers?* Look at rows and columns on the 100-square and discuss the digits. *What is different about the numbers in the first row (1-9)? (on the number square).* Child to point to a 2-digit number, a 1-digit number and a 3-digit number. Ask child to point to a specific 2-digit number according to the properties (ending in 6 etc). *Where will we find 34? Which row? Which column?* Hide 57, 13, 72, 65, 80 and 99 on a number square. Ask chn which numbers go in the empty spaces, explaining how they know (use paper number square and counters to hide the numbers). Chn colour multiples of 10 on 100-square red. Then use other colours to identify patterns. Chn explain patterns. Chn colour multiples of 2 on 100-square. Chn work in pairs and take turn covering a number. Other pair to say the hidden number.

Thursday: count in 10s using objects (use pencils/toys/straws etc). ask them to make a 2-digit number using the objects, counting in 10s rather than 1s. repeat each time with child saying how they made the number. Ask child to find the number on a 100-square. Can they find two numbers on 100 square and then say a number in between?

Friday: Play game with numbers 10, 12, 45, 63, 82, 27, 38, 16, 50, 99. Avoid numbers that sound similar (e.g. 13 and 30). Identify how many 10s and 1s in a 2-digit number, using a tens and ones column. E.g. 45 – 4 tens and 5 ones. Add 1-digit numbers to 2-digit numbers.

Year 2 Maths

Monday: Children to show a given number using 10p and 1p coins (e.g. show me 33p – three 10p coins, one 2p coin and one 1p coin). Chn to write down what coins they have used. Ask questions: *Show me the number before/after 30 (use coins to make the number). Show me the number before 51. Show me a number between 25 and 35.* And so on. Highlight a number on the 100-square and discuss ways of describing it (e.g. what count it's in, what numbers it lies between – 55: has 5 tens and 5 ones. It is in the 5x table. It is in between 50 and 60). Play a game: think of a number and ask questions about it. Cross out numbers it can't be.

Chn work out how many times the digit 9 is used in the page numbers of a book with 100 pages. Rpt with 0. Discuss how to go about the task and record findings.

Tuesday: call out a 2-digit number. Chn say how many 10s and 1s in the number. (e.g. 67 – six 10s and seven 1s) how can we write this? 60 + 7 = 67. Take the 7 away. Write the calculation: 67 – 7 = 60. Repeat using other 2-digit numbers. Chn make 2-digit numbers using 0-9 cards and enter into calculator. Enter 55 into a large calculator. Chn describe how to 'zap' 50 (55 – 50 = 5). They work out what to subtract to 'zap' the 10s digit and record the calculation. Rpt with 1s digit.

Wednesday: Ask chn what is 10 more than 36, using the 100-square. Write 46 + 11 = Point out that we need to add 10 and 1 more. Model finding the answer using the 100-square. Repeat using 74 + 11. Demonstrate that we need to add 10 and 1 more. Do the same for 23 + 11 and 51 + 11. Repeat adding 11 to 85, 67 and 49. Work through the questions on the worksheet.

Thursday: Write *36 + 9 =* Add 10 and say you've added too much and put one back. Ask chn to remind you how to add 11. Model working out 53 + 9. Write 78 + 10, 78 + 11 and 78 + 9. Which will have the biggest answer? Work these out using a number line. Record the jump of 10 and the hops forwards and back.

Friday: Write *34 – 11 = . How is this different to the calculations we have been doing? (we have been adding).* Show some toys/objects which have been labelled with prices (£). Explain that the prices of the toys are going down by £11 or £9. Choose a toy which has the tag £11 and work through how to subtract 11. Repeat with using a toy with the £9 tag. Work through questions.

Woodpeckers English

Monday: Show the poem 'Green Giant'. Read the poem and ask chn what they think of the poem. Read the poem again and ask the chn to close their eyes and picture the Green Giant. Explore the use of adjectives. How do they create and image in their minds? What do the words tell us about the Green Giant?

Draw a picture of the Green Giant, using the descriptions from the poem. Write key words from the poem, describing the Green Giant.

Tuesday: Go through the exclamation PowerPoint. Ask chn what punctuation they already know. Quick quiz on using full stops or exclamation marks.

YR1: To write the words and put them in order to create the sentence. Must add the exclamation mark.

YR2: To use pictures to write five different sentences, using exclamation marks.

Wednesday: Go through adjectives and similes PowerPoint. Explain that a simile uses *like* and *as* to compare two things. The candle smelt as sweet as candy. Give chn opportunities to identify similes. Can they use adjectives to make their sentences interesting?

YR1: To complete sentences using similes. Extension: Can they use adjectives to improve their sentences?

YR2: To write simile sentences, using adjectives too. Can they include exclamation marks?

Thursday: Go through expanded noun phrases PP. Ask chn if they remember what a noun is: people, places, animals, things. Identify the nouns in the sentences. Explain what a noun phrase is. A group of words that have a noun as a key word. Identify the noun phrase in the sentences. Explain what an expanded noun phrase is. Easiest way to expand a noun phrase is to add an adjective before the noun. E.g. A **young** man. Chn have a go at expanding noun phrases using adjectives.

YR1: To improve the noun phrases by using adjectives.

YR2: To write six expanded noun phrases. Extension: Expanded noun phrase hunt.

Friday: Recap the different things we have learnt this week.

Read the Green Giant again. Can they identify any similes or expanded noun phrases?

Underline them in different colours.

YR1: Chn to use the key to identify similes or expanded noun phrases in the Green Giant poem.

YR2: Chn to use the key to identify similes or expanded noun phrases in the Green Giant poem.

Extension: Chn to write their own sentences uses similes and expanded noun phrases.

Woodpeckers Science

Go outside and observe the current weather. What can you see? What can you hear? How does it feel outside?

Ask questions: consider these questions: *What was I expecting today when I went to watch the weather? Was I surprised by it? What season are we in? What is the weather normally like at this time of year?* Consider together these questions: *What do we expect the weather to be like tomorrow? What sort of weather usually happens in Spring? What do we do to relax in the summer? How is that different in the winter? Why is that?*

Ask the chn to explain what they think is meant by 'season' and see if they can name any of them. Tell chn to discuss what they know about each season. How they feel about the season/any facts they know/experiences etc.

Match the pictures to the correct seasons.

Woodpeckers History

Tell chn we will be learning about transport and thinking about how it has changed. What was it like in the past? What is it like now, today? And what will it be like in the future?
Firstly, discuss what the word *transport* refers to. e.g. boat, train, aeroplane, car, bike, skateboard, scooter, horse, bus, coach, rocket, tram, tube, motorbike, etc.

Ask chn to discuss what forms of transport they have been on. Has transport always been the same? Would our grandparents have come to school in the same way? Would they have gone on holiday in the same way?

Look at pictures of different forms of transport (see resources PDF). Use these pictures to show how different forms of transport have changed. Start to record what is the same and what is different. So when our great-grandparents or grandparents were little, bikes, cars, trains, buses all looked very different. Discuss other differences e.g. There were not so many aeroplanes or cars.

Show PowerPoint of cars and trains from previous times. Discuss how these look different.

Ask chn what they think the first form of transport was? Discuss walking and then going by horse, horse and cart. Explain that as far back as caveman times, when humans first came to be on this earth (after the dinosaurs), we discovered fire and worked out how to use simple tools and plant things, etc. Thousands of years later we invented the wheel. This has led to transport.

When early humans created the wheel, it would have been a stone wheel in the stone age, then wood and metal wheels. We had the wheel for simple carts thousands of years ago. Explain to chn that they will make a wheel which rolls, as this is the basis for many forms of transport.

Chn use paper and straws and masking tape to make a wheel. Make a simple wheel by folding A4 paper and rolling it, then using cut straws for spokes. Discuss with chn how can they make it stronger? More sturdy? Wider tread? More spokes, etc. Encourage chn to improve and alter their work. They should try rolling their wheels.

Woodpeckers Geography

Show the challenge sheet (session resources). Ask chn to read the painting titles and match them to the corresponding painting. Examine 'Spring', 'Summer', 'Autumn' And 'Winter' and go through chn's answers. *How did you make your choices? Were there any clues in the paintings? What do the words 'spring', 'summer', 'autumn' and 'winter' have in common?* (*They are seasons*) *The series of paintings is called 'Seasons'. The paintings show people made up of seasonal fruits, vegetables, flowers and plants.*

What makes you think of the season spring? Spring is a time of flowers, new life and changing weather. Show chn the globe (can use google maps for this) and point out the northern hemisphere. Help chn to locate the UK. *What is the weather like in spring in the UK? (The weather starts warming up and the days get longer.)*

Point out the southern hemisphere on the globe. *By what are the northern and southern hemisphere divided? (The equator)* Help chn to locate the equator on the globe. *Do you think the seasons are the same in the northern and southern hemispheres? When it is spring in the northern hemisphere, it is autumn in the southern hemisphere.*

Explain that when we have winter, Australia has summer. Imagine having Christmas dinner on the beach! But not all countries have seasons. Countries near to the equator - the line which goes round the middle of the earth - have very mild seasons. The weather stays almost the same temperature all the year round. Can you think why this is?

The middle doesn't tilt very much does it? This means the seasons don't change as much.

Can you guess what the seasons are like in the North and South Pole? Because they tip further towards and further away from the sun, their seasons are very extreme. The North and South Pole only have one sunrise and one sunset a **year**. It is dark for six months of the year and light for six months of the year.

What problems would there be if you had to live somewhere that was dark for six months of the year and light for six months of the year?

The sun seems to move across the sky during the day because the Earth is spinning. The stars do exactly the same thing. They seem to move a across the sky at night.

Show video: https://www.youtube.com/watch?v=UQjT5uKp2hg which explains why there are seasons, which talks about the southern and northern hemisphere.

Chn will create portraits of someone in their family by using Collage Instructions. They will look at the colours, patterns and shapes of flowers and think about their partner's defining features. Take photographs of the process to use in a class exhibition at the end of the block. You could play the Vivaldi music 'Spring' while the chn create their portraits.

Woodpeckers Art

Briefly recap the different seasons. How many are there? What are there? Name one thing associated with each season. E.g. Winter: snow. Spring: flowers. Summer: heat. Autumn: orange leaves.

Explain to the chn that they are going to make a collage of all the seasons.

You can go on a nature walk to collect items for your collage, or you can use magazines/online printed pictures etc to create your collage. You can pick one season, or a combination, or all four seasons.

Woodpeckers PSHE

Ask chn what they think germs are. Where might they find germs? Explain that germs are everywhere! All over our bodies, all around us, everywhere!

Germs are so tiny that they cannot be seen by the naked eye. You need a microscope to see them.

Explain that germs are not all bad (use PowerPoint). There are some germs that are needed to keep our bodies healthy. However, occasionally germs can make us feel poorly. There are four types of germs that do this: bacteria, fungi, viruses and protozoa.

Why have we been washing our hands more frequently? Coronavirus. It can easily spread because the germs can be left on surfaces such as flush handles, door handles, taps, tables, pencils etc. we can't see the germs, but we are always touching them. If we put our hands in our mouth without washing them, we can get very ill.

Make a poster on personal hygiene. Include things such as washing hands, brushing our teeth, wearing clean clothes, bathing etc.

Woodpeckers RE

Ask chn what does the word 'care' mean to them. Write it on the IWB. Chn talk to the person next to them and discuss their ideas.

Go through answers. Explain that to care means to attach importance to something/look after and provide for its needs/showing that its special to you/trying to damage it/protecting something

Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Read the Rainbow Fish. Talk about characters in The Rainbow Fish exploring friendship. How did they show they care for one another? (can find The Rainbow Fish on YouTube) Or you can use Winnie the Pooh, which is also available on YouTube.

Go through Twinkl RE caring for others PP.

Complete the worksheet 'looking after each other'