

Remember all your work can be done on paper if you do not have access to a printer.

Week 7 work

Maths

Day 1

This week we are learning about capacity. Today we would like you to get different sizes of containers and put different levels of water in them.

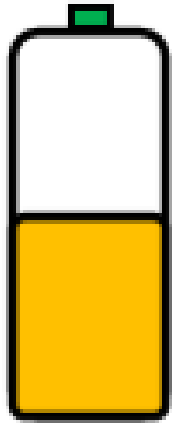
- Can you put them in order from the container with the least water in to the container with the most water in?
- Can you estimate how many ml are in each container then pour each one in to a jug to measure how many ml are in each one?
- Can you find a container that will hold a litre of water in?



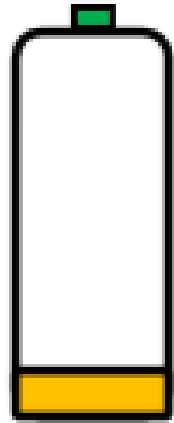
Day 2

All of these juice bottles can fill ten cups from being full.

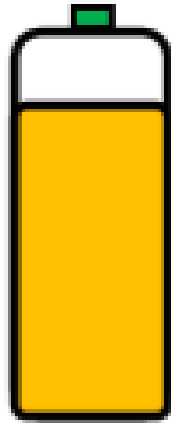
Look at how much liquid is left and estimate how many cups have already been filled from each bottle.



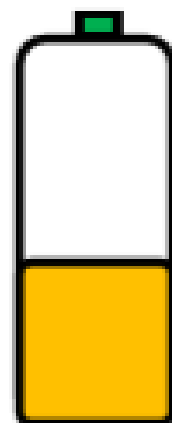
A



B



C



D

Think of a number sentence to show what is left in each bottle.

For example:

$$10 - \underline{\quad} = \underline{\quad}$$

Day 3

Adam says

Tall containers hold more.

Do you agree with him? Explain why.

This jug of melted jelly cubes can fill five of these jelly moulds.

If I use 3 of these jugs, how many jelly moulds could be filled?

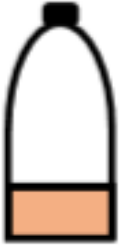
How many would 5 fill? _____



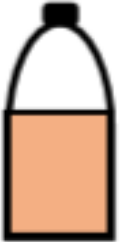
How many would 10 fill? _____

Day 4

Describe how full this bottle is:



Now this one:



A jug of juice at the party can make twenty drinks.

Seven drinks have been poured from the jug.

How many more can be made? _____

What is the number sentence that shows this story? _____

Day 5

A bucket will hold approximately:

1 litre 5 litres 50 litres

Circle the correct one.



A spoonful of medicine is 5ml.



Lily is poorly and has to take a spoonful of medicine four times a day.

How much medicine does she have in total each day? _____

The bottle of medicine has enough for 20 spoonfuls.

Lily has had 12 spoonfuls.

How many spoonfuls are left in the bottle? _____

English

English Year 1

Hello year one and two, we hope you are enjoying the time with your families. We are missing you so much and can't wait to be back in the classroom. Remember to enjoy lots of reading time and using the logins from the back of your diaries for the different apps/websites. Here are some lessons for each day to keep you busy, but what we want most of all is for you spend time doing things that make you happy.

The True Story of the Three Little Pigs

Monday

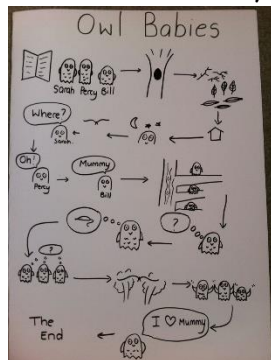
Following on from our work about the Three Little Pigs, this week we are going to look at 'The Wolf's True Story' which tells the story from the wolf's perspective.

Watch and listen to the story on youtube:

<https://www.youtube.com/watch?v=vB07RfntTvw>

When you have watched the story, talk through some of the differences in this story and the original story of the three little pigs. Who is the villain in this story? Who is innocent? Which story do you believe?

TASK - Create a story map of 'The True Story of the Three Little Pigs'. The children have done lots of these in class, the idea is to retell the story in small images with few words - like the one below.



Tuesday	<p>Over the next three days we would like you to retell the story in stages. Use the story map to help you. We would like you to think about how the characters are feeling, you might want to use speech for what they might be saying to one another.</p> <p>TASK - Write the beginning of the story. The beginning starts to introduce us to the characters and the setting of the story. You may want to write up to the point of the Wolf going to the first pig's house and knocking it down.</p>
Wednesday	<p>Revisit the beginning of the story from yesterday - is there anything else you would like to add? Are there any bits you would like to change to make it even better? Next we are going to look at the middle of the story. This is where problems start to appear and the action of the story takes place.</p> <p>TASK - Write the middle of the story where things start to go wrong - the wolf starts eating the pigs by 'accident". What are some of the things he might say? You might want to write up to the point of the wolf sneezing at the brick house, because this is when things begin to change and the ending falls into place.</p>
Thursday	<p>Again, revisit what you have written so far for your story. Are there any bits that you would like to change to make it even better?</p> <p>TASK - Write the end of the story. Think about how the pig might have been feeling inside the house, how was the wolf feeling? Why was he so upset? What did the news reporters do?</p>
Friday	<p>BOOK OF THE WEEK</p> <p>Your teachers are really missing class reading time and listening to you read. We would like you to use this day to tell us about a book you have read this week. What was your favourite part? Who were the characters? What would you rate your book on a 5 star rating? You may want to draw a new front cover for your book too!</p>



Old and New Car Comparison

I can find out about how cars have changed since they were invented

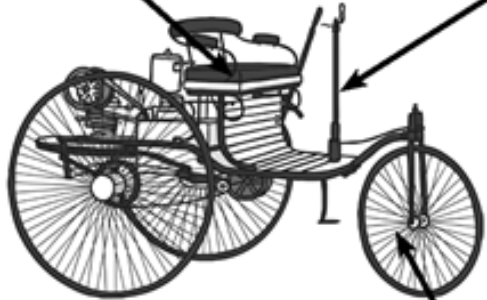


[Blank box for labeling]

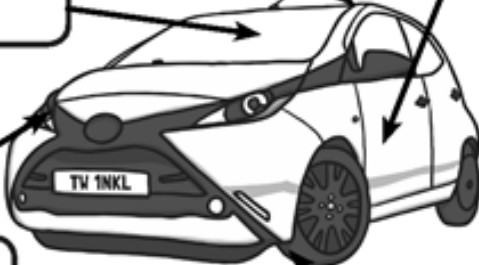
[Blank box for labeling]

[Blank box for labeling]

[Blank box for labeling]



[Blank box for labeling]



[Blank box for labeling]

[Blank box for labeling]

[Blank box for labeling]

Word Bank

four wheels

three wheels

steering crank

doors

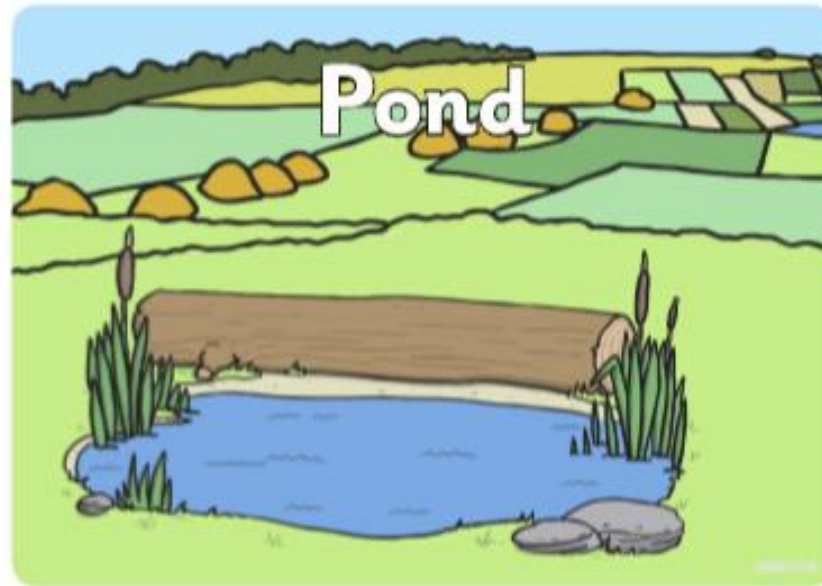
windscreen

two-seater

lights

roof

Science





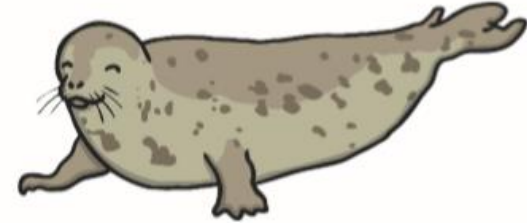
Fox

twinkl.co.uk



Rat

twinkl.co.uk



Seal

twinkl.co.uk



Pigeon

twinkl.co.uk



Cat

twinkl.co.uk



Seagull

twinkl.co.uk



Frog

twinkl.co.uk



Toad

twinkl.co.uk

VE Day

A ● —	N — ●
B — ● ● ●	O — — —
C — ● — ●	P ● — — ●
D — ● ●	Q — — ● —
E ●	R ● — ●
F ● ● — ●	S ● ● ●
G — — ●	T —
H ● ● ● ●	U ● ● —
I ● ●	V ● ● ● —
J ● — — —	W ● — —
K — ● —	X — ● ● —
L ● — ● ●	Y — ● — —
M — —	Z — — ● ●

Morse code is a way of sending messages in the war. Use the Morse code to make your own secret message.

Use the Morse code to decipher this message.

● ● ● —
●
— ● ●
● —
— ● — —