



Holly Hill
Church School

Life in all its Fullness

Remote Learning Pack Reception

Dear Parents and Carers

Please find enclosed the remote learning pack for your child. Each pack contains 10 days of learning for your child to complete and **return to school on their first day back.**

For ease, the learning is set out in day order and your child will need to work their way through it daily. You will find that each day's learning is listed on a front page and it mirrors their year group timetable. The learning pack reflects the whole curriculum and covers all of the subjects that are taught in school. Each page has an explanation of the activity the children need to complete and space for the children to work in. We ask that you look after these packs, value and respect them as they are important parts of your child's learning.

Your child will have also been sent home with two reading books. Your child is expected to read daily and there are activities to complete based on their reading book. Reading is really important and when your child completes their book, we ask you to re-read it, practising phonics and reading fluency. The books all contain help on the inside covers and provide you with questions to use when talking about the book.

It is really important that the children continue to catch up on the missed learning and build on the amazing progress they have already made. In order to do this, we kindly ask that you do the following:

- Make School aware if your child is sick or otherwise can't complete their learning
- Complete the learning each day and return it to school on the first day back
- Seek help from the class teacher if you need it to support your child's learning
- Provide regular feedback via email about your child's learning (comments, pictures, recordings)

We know that this time will be daunting and difficult for us all but we are here to help! Whilst your child's is self-isolating their class teacher will be available to support, via email. If you need further support please request a call and the teacher will get back to you. This will most probably be from a withheld number, so please be ready to answer.

Mrs Guilfoyle and Mrs McCabe in Cedar Class – email:
Mrs Cox, Miss Read and Mrs Mason in Willow Class - email:

cedar@hollyhill.bham.sch.uk
willow@hollyhill.bham.sch.uk

Continued...

New Street, Rubery, Rednal, Birmingham, B45 0EU
Tele: 0121 675 8700
Website: www.hollyhill.bham.sch.uk



Headteacher: Charlotte Taylor Deputy Headteacher: Mark Carr

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

This remote learning pack will be available via our school website and you will find it under your child's class page and in our news section.

If you have any worries outside of your child's education and need some support or a listening ear, please contact one of our Learning Mentors:

Denise Harris – d.harris@hollyhill.bham.sch.uk
Michelle Watts – m.watts@hollyhill.bham.sch.uk

Some other useful contacts are:

Designated Safeguarding Lead: Mark Carr m.carr@hollyhill.bham.sch.uk
School Office (subject to being open): 0121 675 8700 enquiry@hollyhill.bham.sch.uk
Headteacher: Charlotte Taylor c.taylor@hollyhill.bham.sch.uk

Finally, we want to wish you well during the isolation period and rest assured we will be here ready and waiting for you and your child when you return to school. Take care, stay safe and may the Lord be with you.

Yours sincerely

Mark Carr
Deputy Headteacher

Day 1

Phonics - s

Reading - Jin's First Day

English

Maths

Expressive Arts and Design (EAD)

Physical Challenge - Around the World - How many times can you pass a ball around your waist in 60 seconds? If you drop the ball you need to pick it up quickly and carry on. *If you do not have a ball you can use a pillow or a cuddly toy.*

Day 2

Phonics - a

Reading - Jin's First Day

English

Maths

Expressive Arts and Design (EAD)

Physical Challenge - Speed Bounce - How many times can you bounce over a pillow or a safe object in 60 seconds? Both feet must land over the pillow for the jump to count.

Day 3

PE

Stamina – Can you run on the spot for 1 minute without stopping?

Speed – Can you run on the spot as slow as you can for the count to 5, then run as fast as you can for the count to 5?

Core Stability & Strength – Can you hold a press-up position for 10 seconds

Flexibility – Can you touch your toes whilst sitting down with straight legs? Can you touch your toes whilst standing up?

Phonics t

Reading - Jin's First Day

English

Maths

RE

Day 4

Phonics - p

Reading - Jin's First Day

English

Maths

Understanding the World

Physical Challenge — Soft Toy Throw - How many times can you throw a soft toy into a basket in 60 seconds? Stand 3 large steps away from the basket. You need to collect the soft toy and return to the throwing line once thrown. *If you do not have a soft toy, why not use a pair of socks and a washing basket instead!*

Day 5

Phonics - i

Reading - Jin's First Day

English

Maths

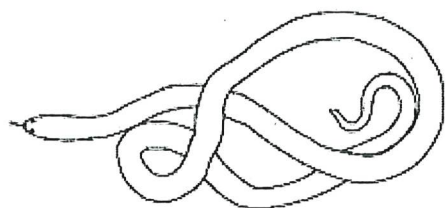
PSHE

Physical Challenge — How many times can you complete heads, shoulders, knees and toes in 60 seconds?

S
S

Slither down the snake.

Put a ring around the things that begin with s



Can you draw something that begins with s?

I can recognise the letter s and say its sound

Put a ring around the letter s. How many can you find?

n s z
h l s
s s x
f g r
u v

I can trace and write the letter s

S
S

Slither down the snake.

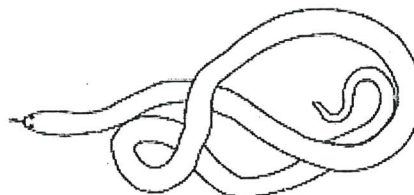
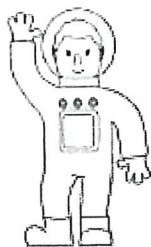


I can hear initial sounds.



Around the apple
and down the
leaf.

Put a ring around the things that begin with a



Can you draw something that begins with a?



I can recognise the letter a and say its sound

Put a ring around the letter a. How many can you find?

a s a
m a y
a d l
b x
a u a r

I can trace and write the letter a



Around the apple
and down the
leaf.



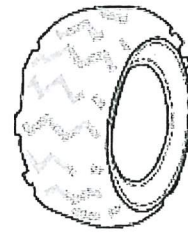
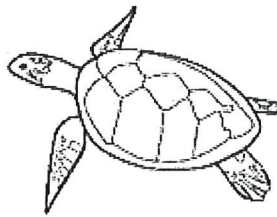
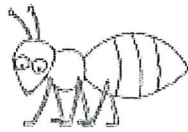
Week 1 Lesson 3

I can hear initial sounds.



Down the tower,
across the tower.

Put a ring around the things that begin with t



Can you draw something that begins with t?

I can recognise the letter t and say its sound

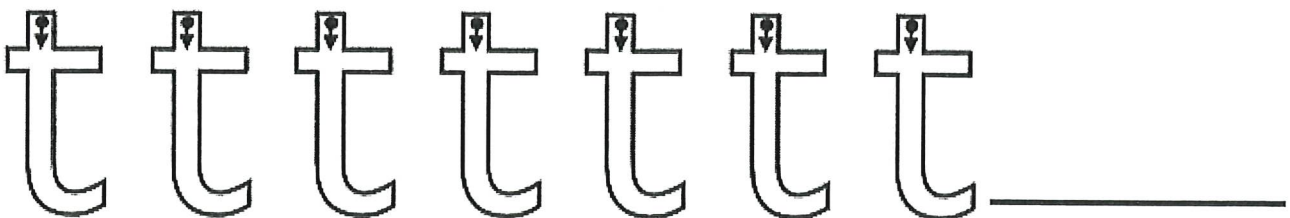
Put a ring around the letter t. How many can you find?

t g a
h m t
t f t
v x s
k t



Down the tower,
across the tower.

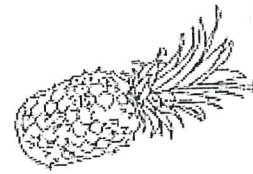
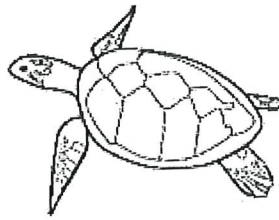
I can trace and write the letter t



p p

Down the pirates
plait and around
his face.

Put a ring around the things that begin with p



Can you draw something that begins with p?

I can recognise the letter p and say its sound

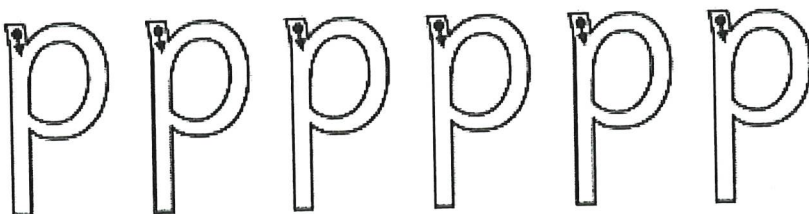
Put a ring around the letter p. How many can you find?

a r p p
j g e
b h p p
p w p y

p p

Down the pirates
plait and around
his face.

I can trace and write the letter p



Week 1 Lesson 5

I can hear initial sounds.

Put a ring around the things that begin with i



Can you draw something that begins with i?

I can recognise the letter i and say its sound

Put a ring around the letter i. How many can you find?

h i n
b r i
t i t
i j k i s

I can trace and write the letter i

100-100-100

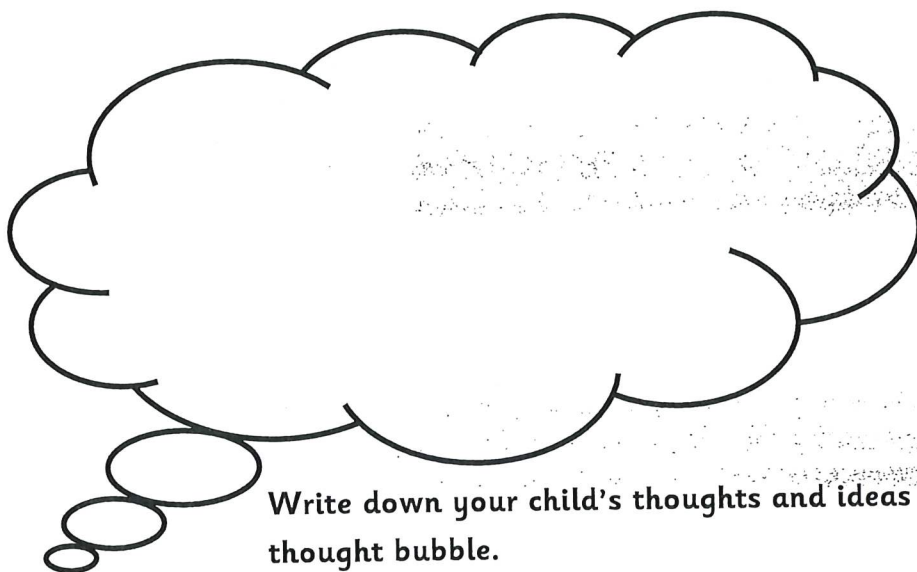




I can talk about the title of the book and the blurb on the back cover



Task 1: I wonder where Jin is going for the first time.



Write down your child's thoughts and ideas in the thought bubble.

Task 2: Look closely at pages 2 and 3 together. Discuss what might be happening.

Look through the rest of the book, can your child find the other children at the school? Discuss what their powers might be.

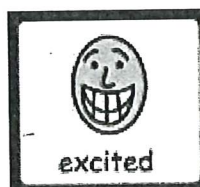
Task 3: How does Jin feel **about** his first day?



happy

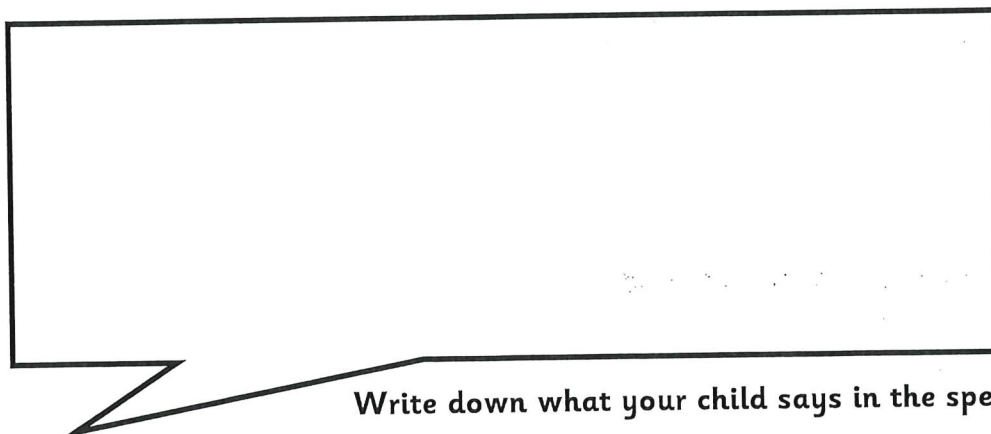


worried



excited

How did you feel on your first day?

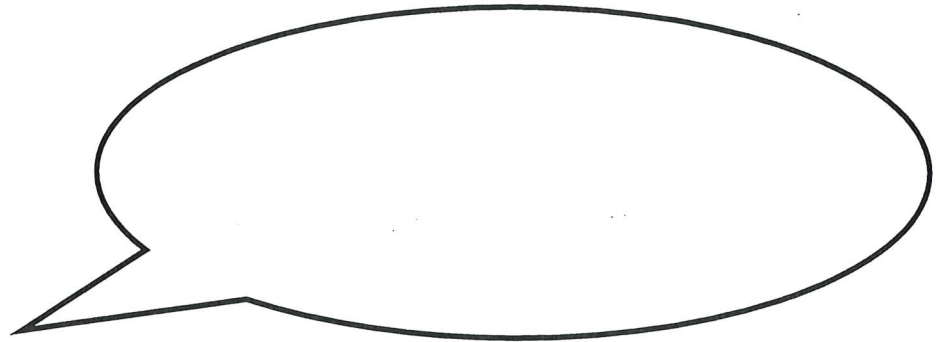


Write down what your child says in the speech bubble.

I can read simple words



Task 1: Write down what your child can remember about the story. Where is Jin? How did he feel on her first day?

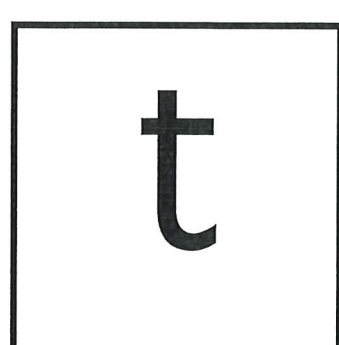
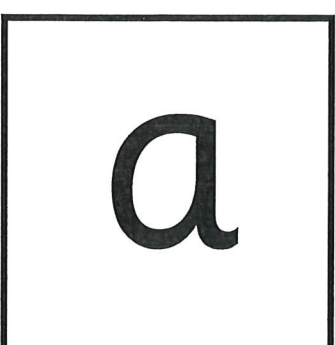
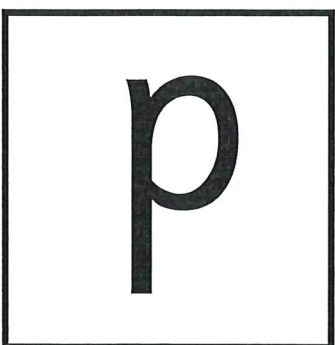
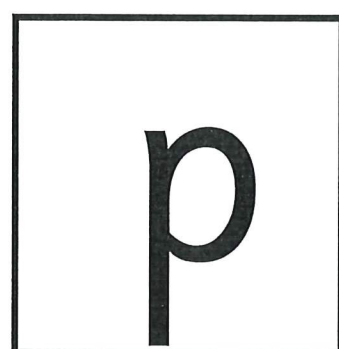
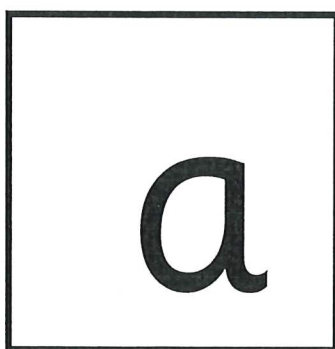
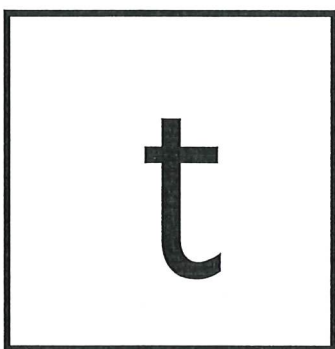


Your child is starting to learn that letters represent sounds that can be blended together to make words. there are a few simple words in this story and your child should be able to read them by saying the letter sounds then blending them together, e.g. t-a-p becomes tap.

Task 2: Use the letters at the bottom of the page to cut out and build the words that are in the story.

If you say the sounds first t-a-p ask your child to select the letter to match, can they blend the letters to make a word? What word can they hear?

Now swap over, can your child say the sounds for you, select the letters then blend the sounds to read the word together.



I can read simple words



Task 1:

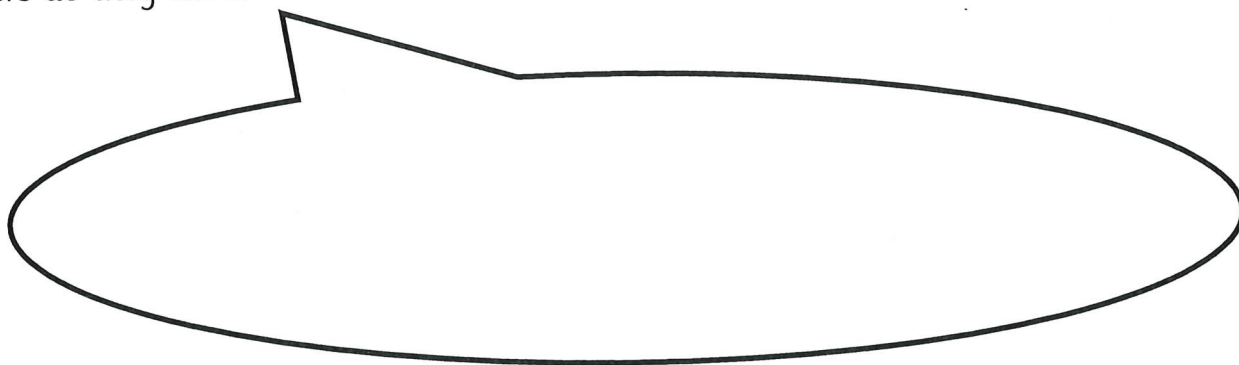
Can you find the words tap and pat in the story?

How many times do they appear?

tap

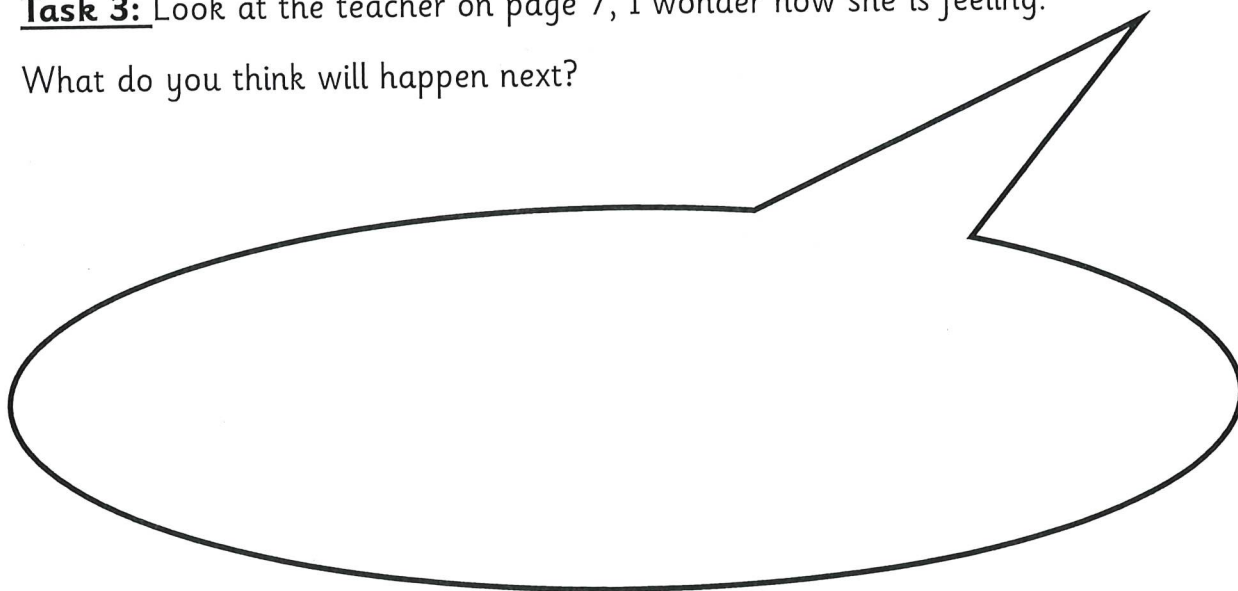
pat

Task 2: Look at the children on Page 7. How are they different to you? What powers do they have?



Task 3: Look at the teacher on page 7, I wonder how she is feeling.

What do you think will happen next?



I can read simple words and say what I think will happen next



Task 1:

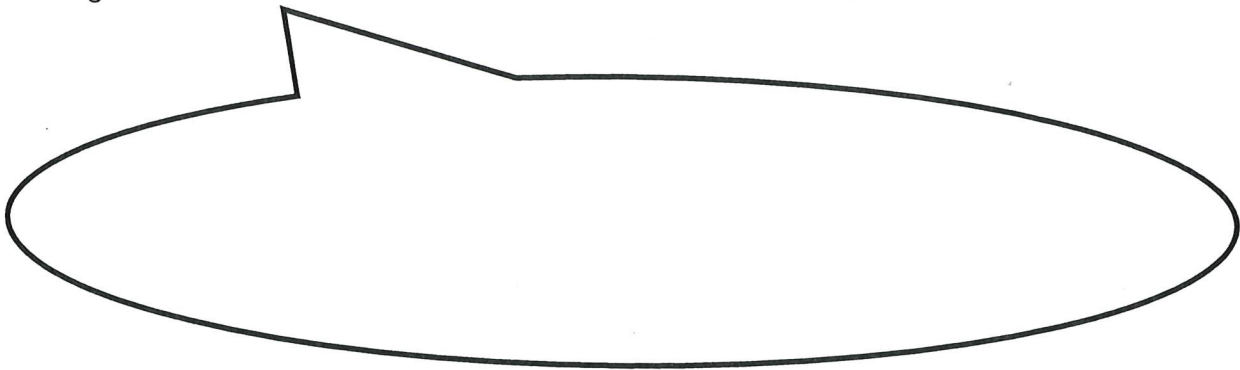
Can you find the words tap and pat in the story?

How many times do they appear?

tap

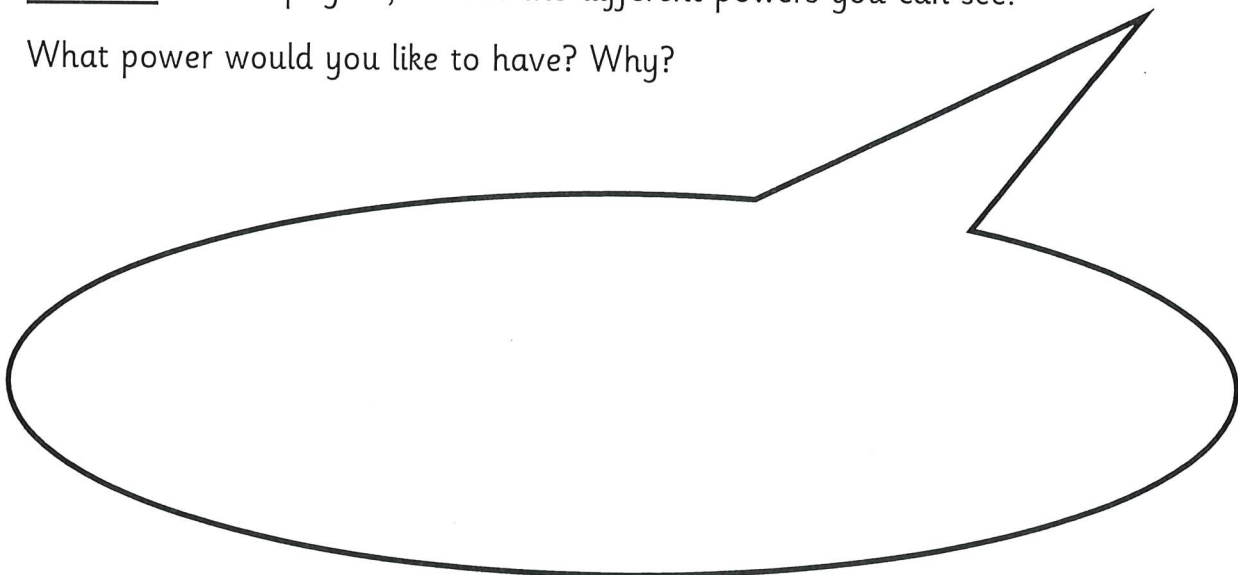
pat

Task 2: Look at the children on Page 8. How are they different to you? What powers do they have?



Task 3: Look at page 8, discuss the different powers you can see.

What power would you like to have? Why?



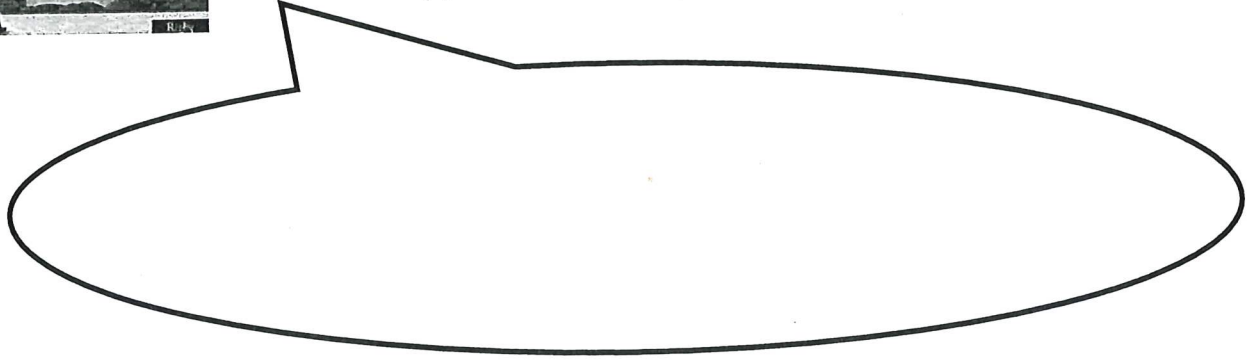
I can retell the story



Task 1:

Look at the story map on page 12, can you retell the story in your own words.

What happened in the beginning? What happened next?



Task 2: Can you answer the following questions about the book?

Who is the first character Jin meets?

How do Jin and the cat (Slink) enter the main door of the school building?

Jin is shown round the school. Where does he go?

Jin sees some of the other children at the academy. What are their superpowers?

Record what your child says here.

Task 3: Encourage your child to read the story again. This will build their reading confidence and fluency.

I can write my name

Task: Design your own front cover for your first day at the Hero Academy



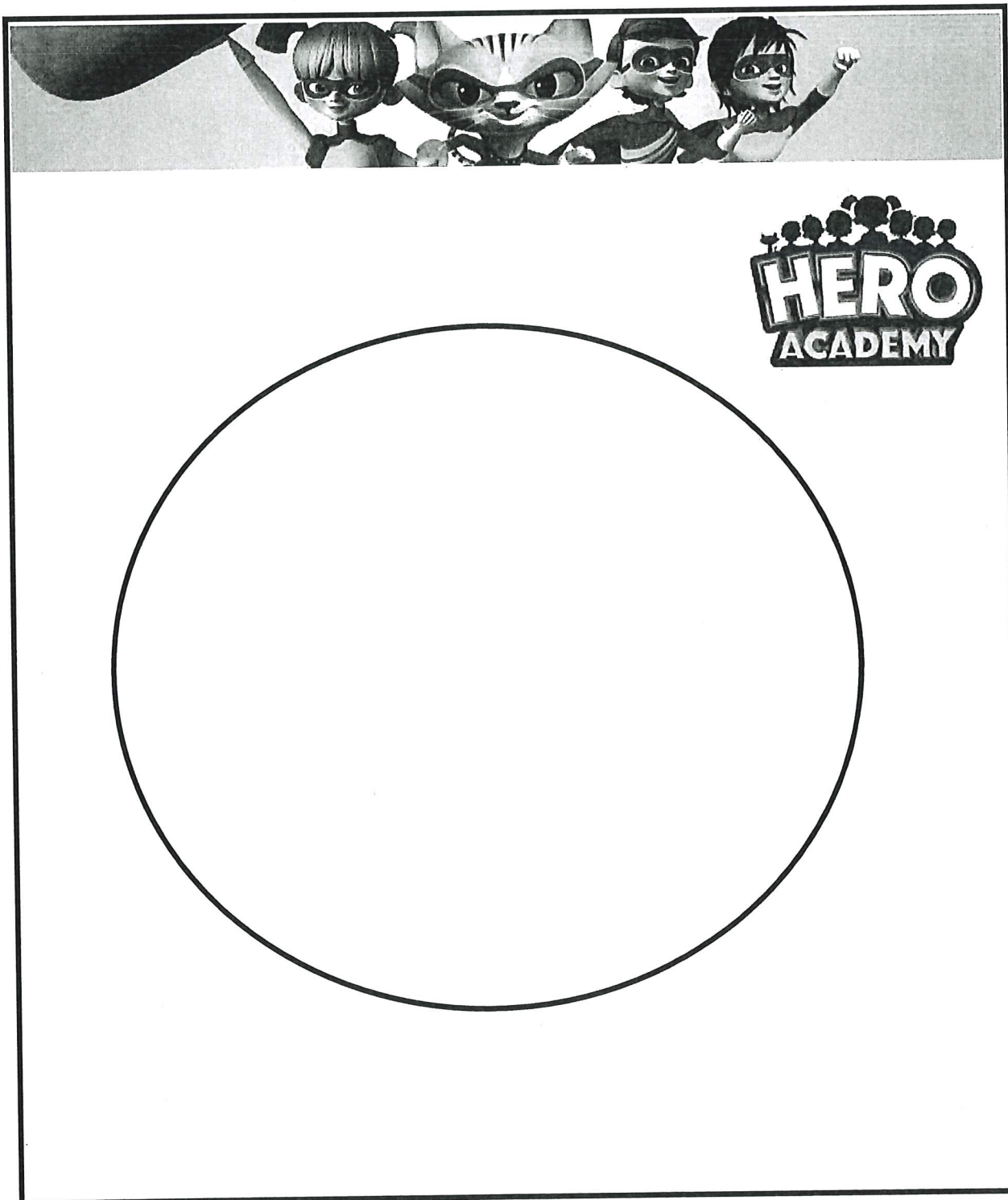
'S

First Day

by

I can write my name and say how I would feel on my first day

Task: Draw how you would feel on your first day. What would a happy face look like? What would an excited face look like? What would a worried or scared face look like? Don't forget to draw all of your features.



by _____

I can write my name and say what my superpowers would be

Task: Draw a picture of your superpowers and ask an adult to write it down for you.



by _____

I can write my name and say what I would eat for lunch

Task: Design a healthy meal for your lunch at Hero Academy.

Remember to include fruit and vegetables and a refreshing drink.

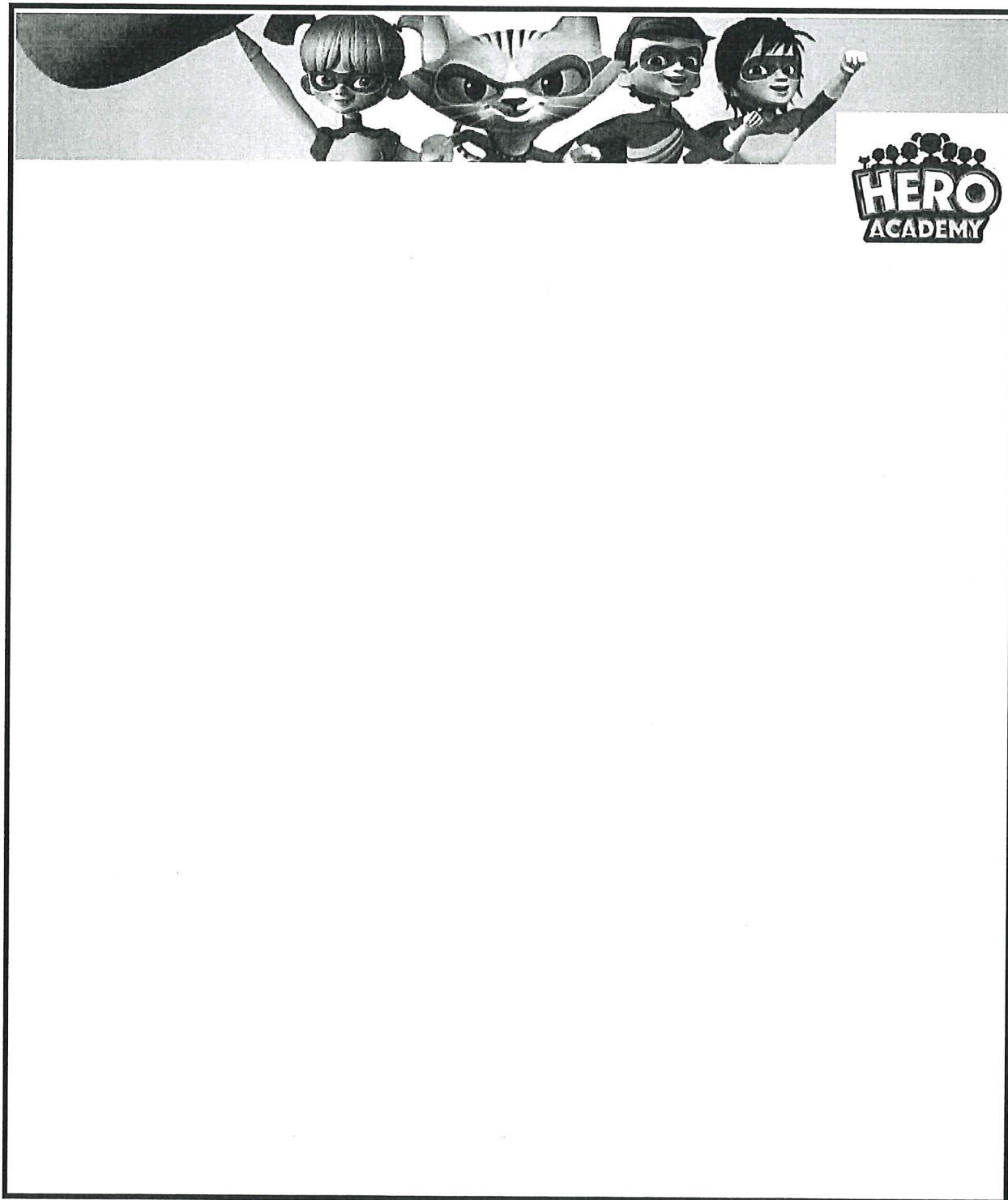


by _____

English Week 1 Day 5

I can write my name and say what I would do at Hero Academy

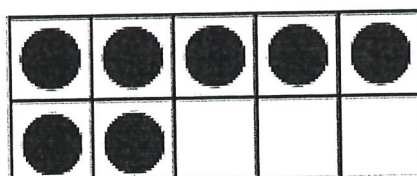
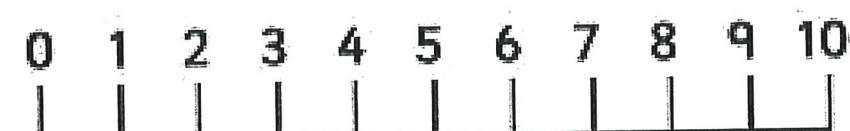
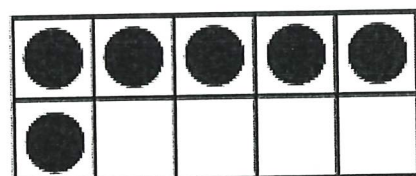
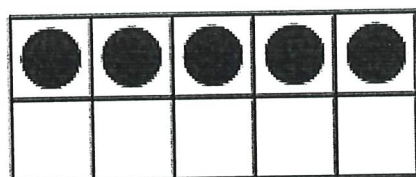
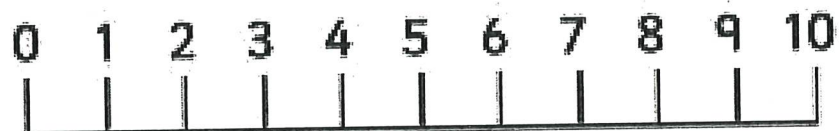
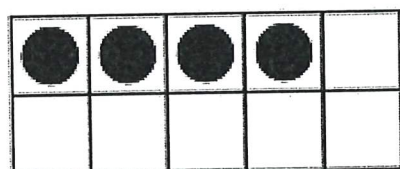
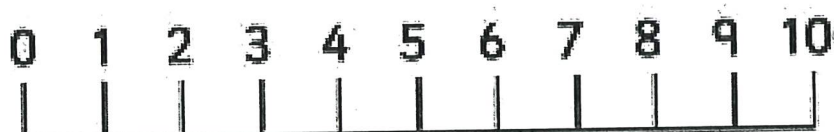
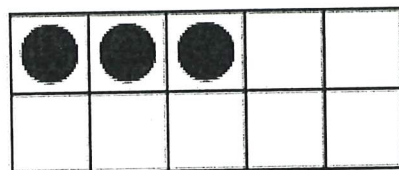
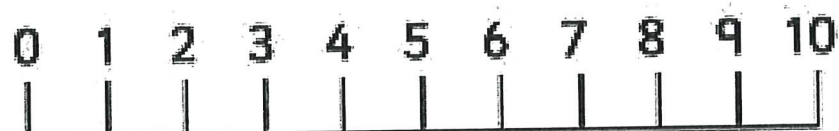
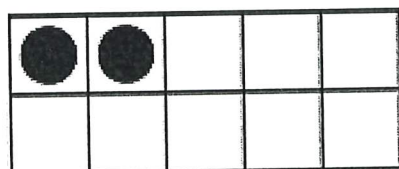
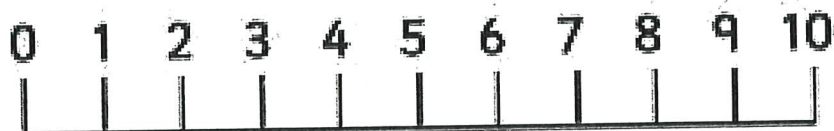
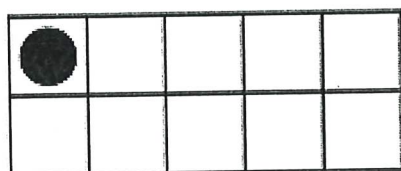
Task: Draw a picture of what you would do if you went to Hero Academy for a day. Use the book Jin's First Day for ideas.



by _____

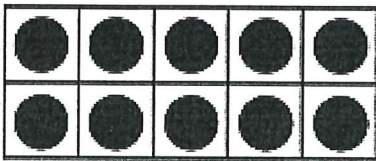
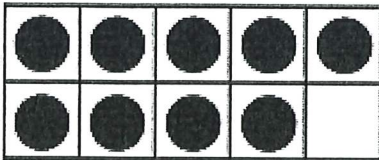
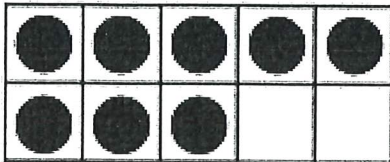
I can count objects and say how many there are in each group.

Task: Count the circles in the ten frame. Can you circle how many there are on the number line. Remember to count along the number line if you don't know what the number looks like.



I can count objects and say how many there are in each group.

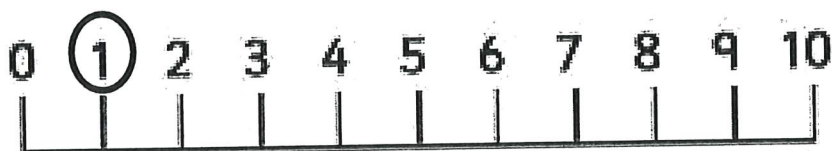
Task: Count the circles in the ten frame. Can you circle how many there are on the number line. Remember to count along the number line if don't know what the number looks like.

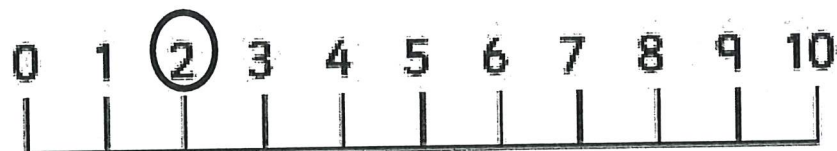


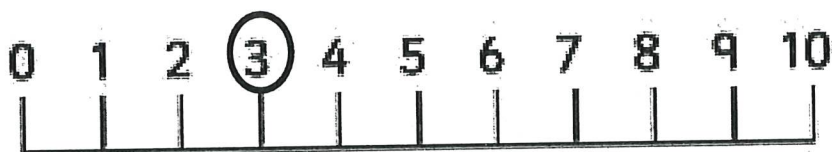
Challenge: Can you find ten toys and place them in a line.

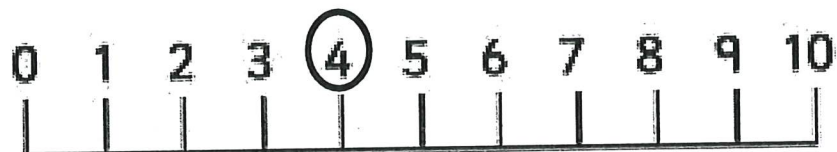
I can represent numbers.

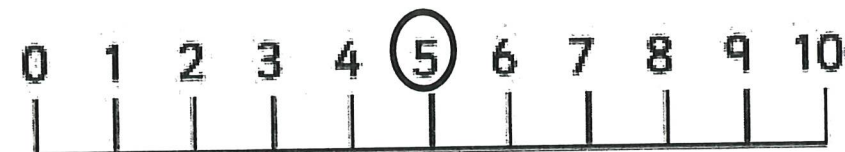
Task: Draw the correct amount of circles to match the number circled on the number line. Remember to count along the number line if you don't know what the number looks like.

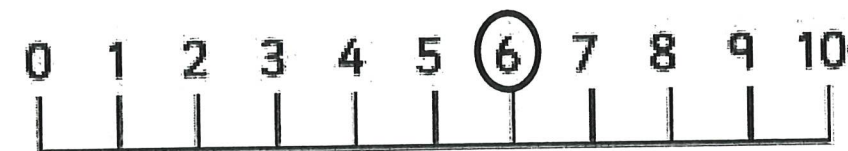


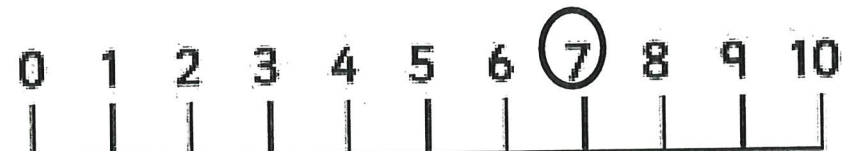








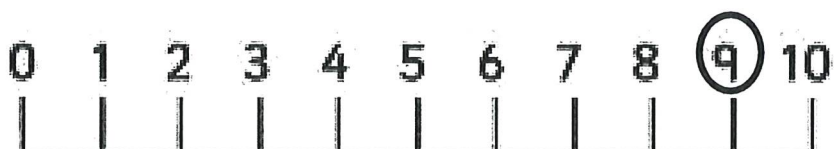


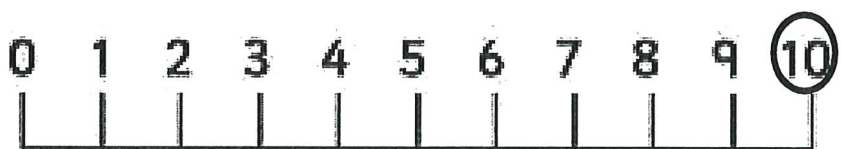


I can represent numbers.

Task: Draw the correct amount of circles to match the number circled on the number line. Remember to count along the number line if you don't know what the number looks like.







Challenge: Can you draw 8 stars on the superhero cape?

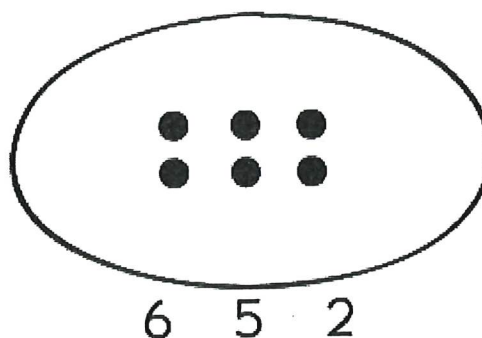
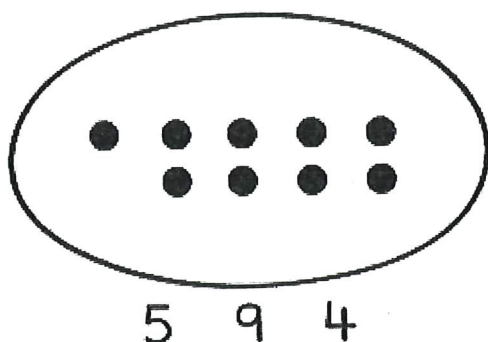
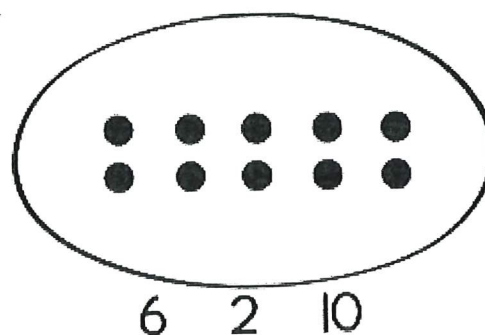
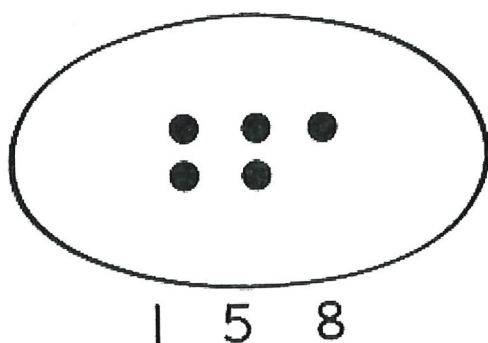
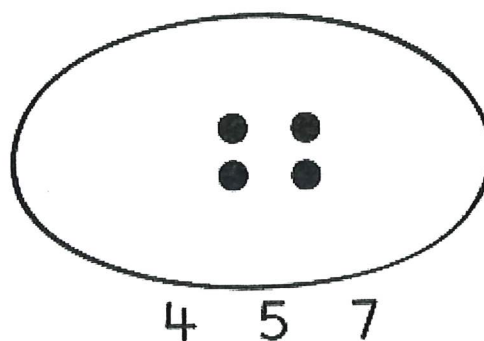
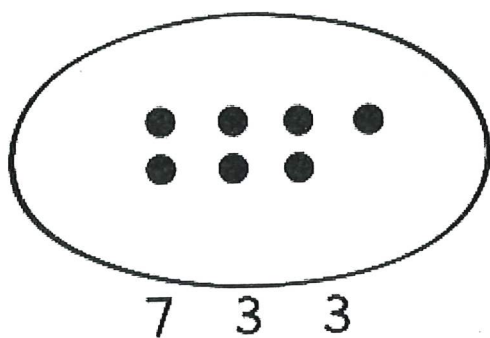


I can match number to quantity

Task: Circle the number to match the amount of spots in each set.

Which set has more spots? Colour it in red.

Which set has fewer spots? Colour it in green.




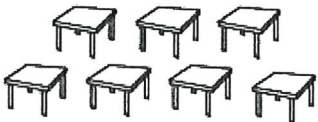

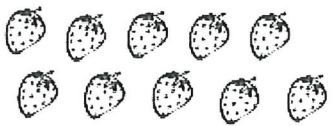



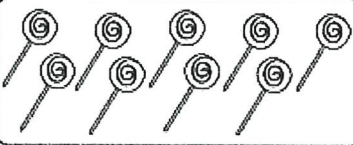


Maths Week 1 Day 4

I can match number to quantity

Task: Draw a line to the number to match the amount in each set.

Which set has more? Colour it in red.

Which set has fewer? Colour it in green.

	5		6
	3		8
	1		7
	2		10
	4		9

Challenge:

Which has **more**, the pumpkins or the lollipops? _____

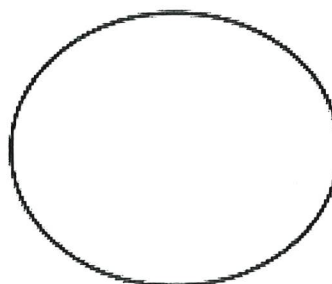
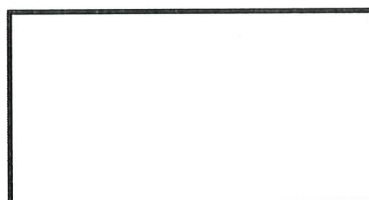
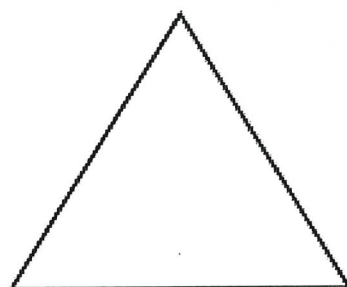
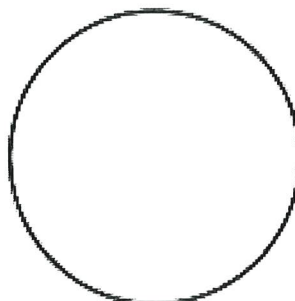
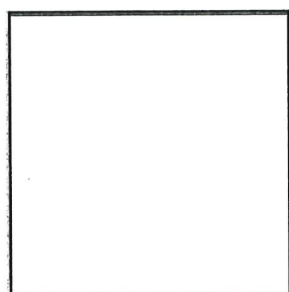
Which has **fewer**, the stars or the trees? _____

How many apples and trees are there altogether? _____

Write your child's answers on the line

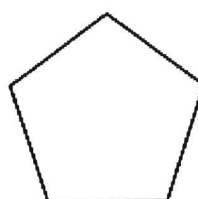
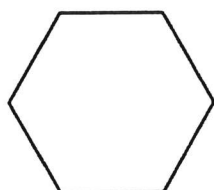
Shapes Hunt

Colour the shapes as you find them.



Which shape did you find most of?





Challenge: Can you name and find these shapes?

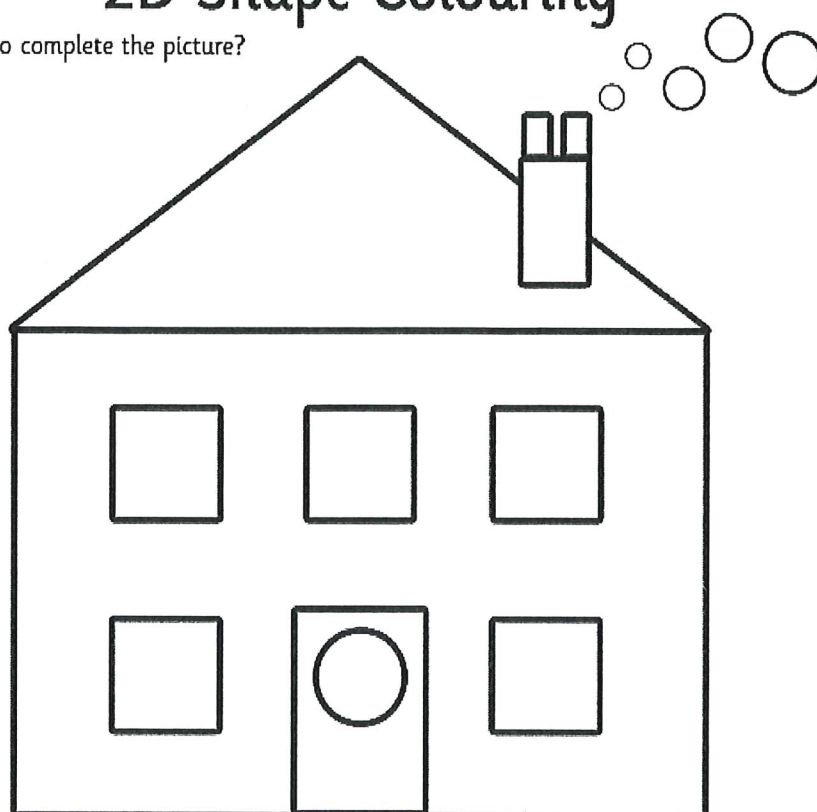


2D Shape Colouring

Can you colour the shapes to complete the picture?

Key:





-  = red
square
-  = blue
circle
-  = yellow
rectangle
-  = green
triangle

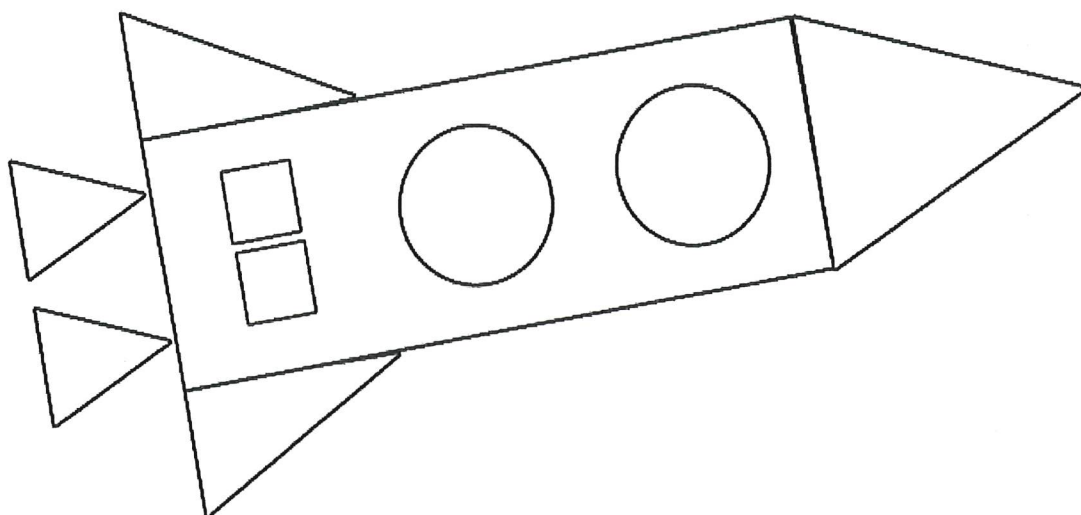


2D Shape Colouring

Can you colour the shapes to complete the picture?

Key:

-  = purple
rectangle
-  = yellow
triangle
-  = green
square
-  = blue
circle



























Maths –











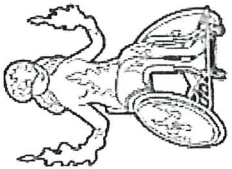










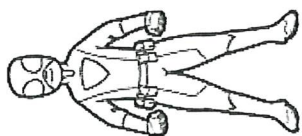
Ordering Numbers to 10.

Can you spot the missing numbers? Can you add the missing numbers?
from the beginning? Can you check your answers by counting

CHALLENGE: Can you fill in the missing numbers to 20?



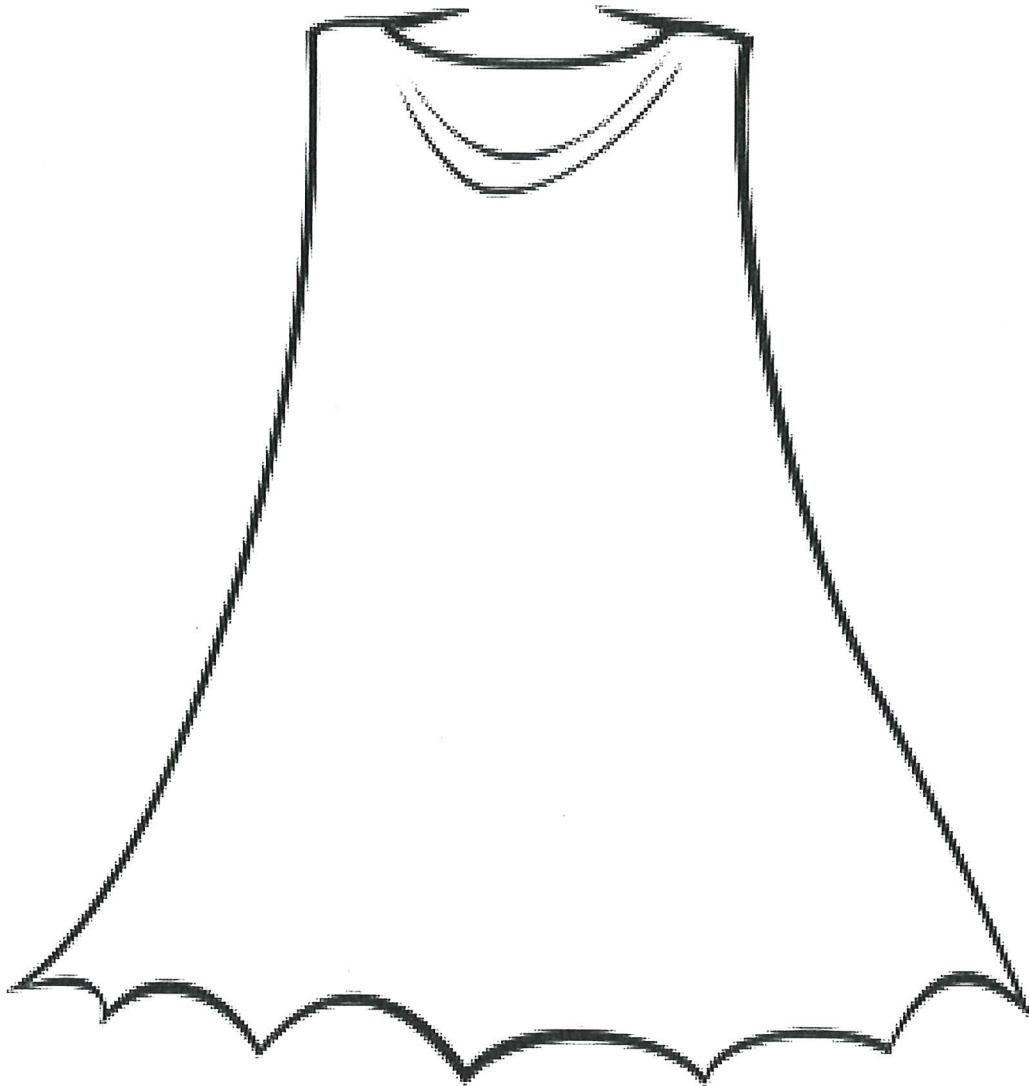




I can create simple representations

Task: Design your own Superhero Cape. What colour will it be?

My Cape



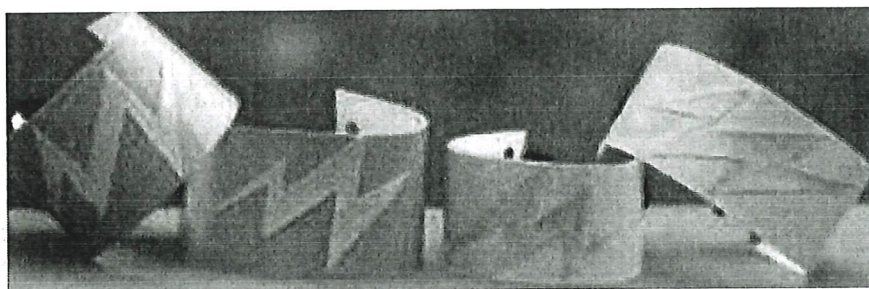
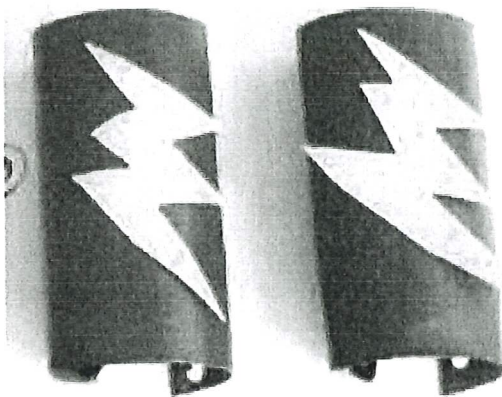
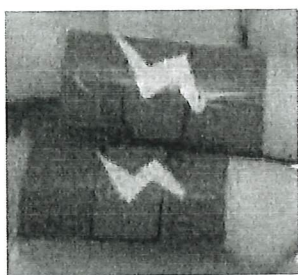
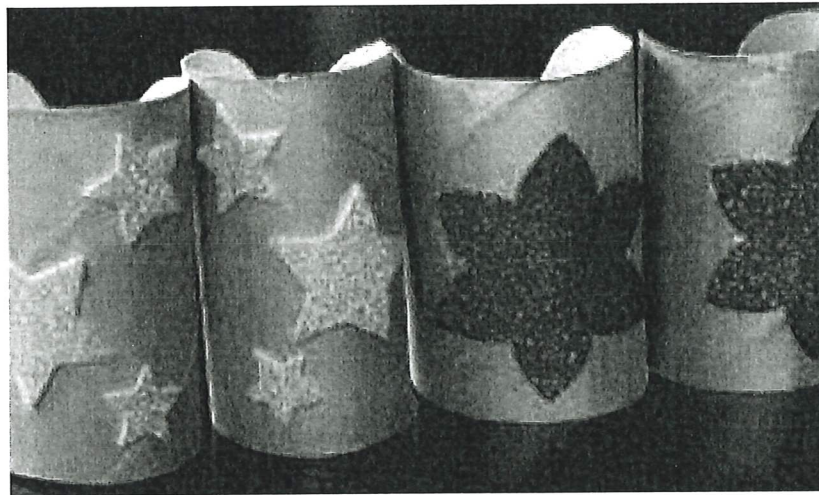
by _____

I can use simple tools to create simple representations

Task: Use empty toilet roll or kitchen roll tubes to make some superhero cuffs. You could decorate them with your favourite colours. Use your imagination, have fun and get creating! Ask an adult if you can take a picture of them and send it to cedar@hollyhill.bham.sch.uk or willow@hollyhill.bham.sch.uk.

Can you act out your own superhero story?

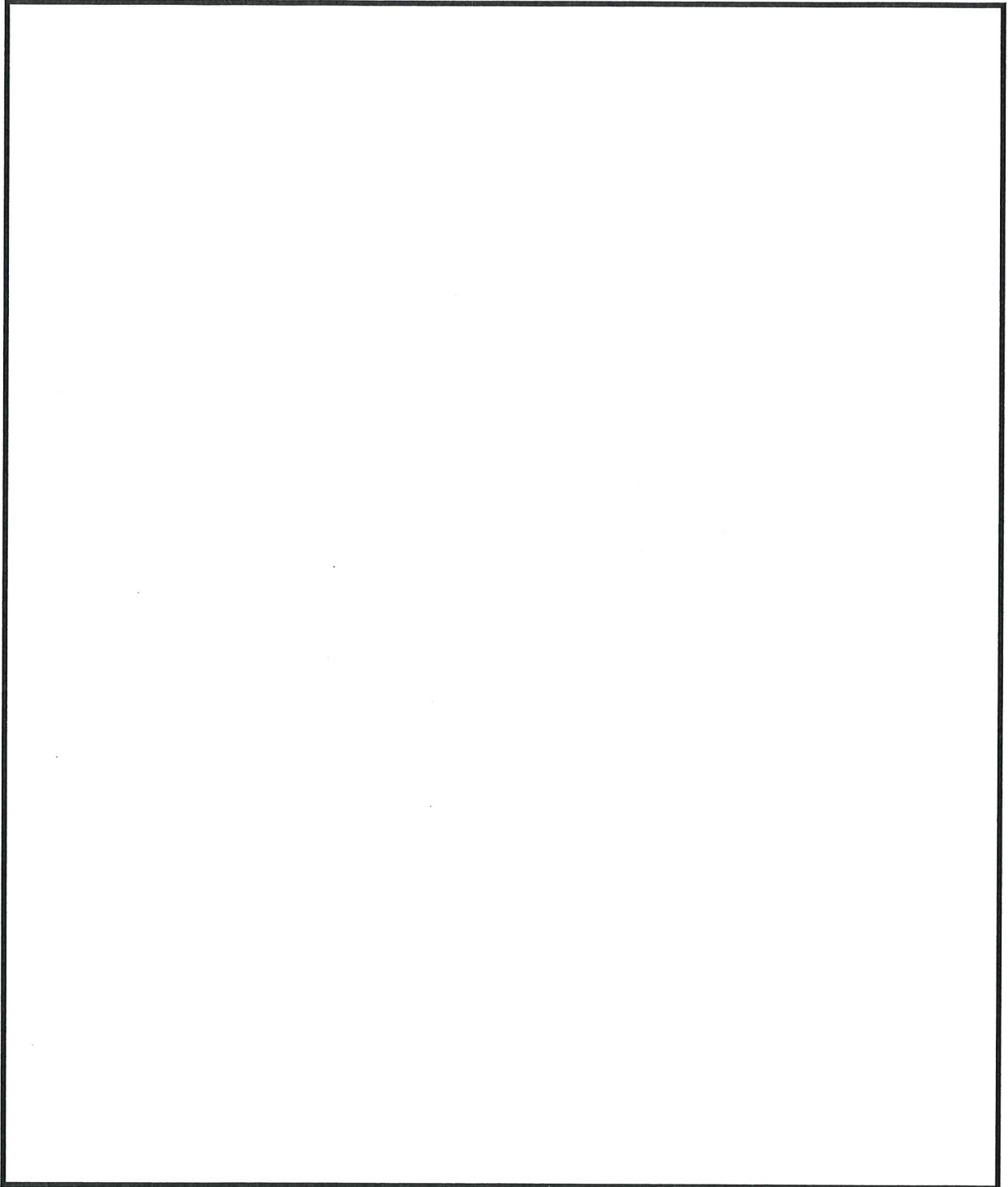
Some ideas...



I can talk about myself and answer the big question

Task: Can you answer the big question, Why do we have Birthdays?




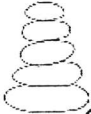





Design a Birthday card for a friend or family member.

A large, empty rectangular box with a black border, intended for a student to draw a birthday card. The box occupies the central portion of the page, below the task instructions and above the final question.


Whose Birthday is celebrated on Christmas Day?

I can use scientific words to name and describe objects


Task: We have five senses. We use our senses to touch, smell, taste, hear and see.
Can you use your senses to find the following things?

<p>Something soft</p> 	<p>Something you can eat</p> 	<p>Something red</p> 
<p>Something smooth</p> 	<p>Something rough</p> 	<p>Something that makes a noise</p> 
<p>Something that has a smell</p> 	<p>Something long</p> 	<p>Something man-made</p> 


5 Senses




Sight




Hearing



Touch



Smell



Taste



I can say why I am special and why my family members are special

Task: Learn the rhyme “Twinkle, twinkle little star, you are special as you are.”

Boris says “We are all special”

Can you think of something special about your family members?

I am special because

My family is special
because

Day 1

Phonics - n

Reading

English

Maths

Expressive Arts and Design

Physical Challenge - Around the World - How many times can you pass a ball around your waist in 60 seconds? If you drop the ball you need to pick it up quickly and carry on. *If you do not have a ball you can use a pillow or a cuddly toy.*

Day 2

Phonics - m

Reading

English

Maths

Expressive Arts and Design

Physical Challenge - Speed Bounce - How many times can you bounce over a pillow or a safe object in 60 seconds? Both feet must land over the pillow for the jump to count.

Day 3

PE

Balance & Control – Can you Balance on 1 Leg for 5 seconds

Coordination & Fluency – Can you throw an object up and catch it? If you haven't got a ball you could use a teddy or a pair of socks. Can you clap before you catch it?

Rhythm & Timing – Can you jump 5 times, then clap 4 times at the same time as someone else?

Gross/ Fine Motor Skills – Can you jump off something and land on 2 feet?

Phonics - d

Reading

English

Maths

RE

Day 4

Phonics - g

Reading

English

Maths

Understanding the World

Physical Challenge — Soft Toy Throw - How many times can you throw a soft toy into a basket in 60 seconds? Stand 3 large steps away from the basket. You need to collect the soft toy and return to the throwing line once thrown. *If you do not have a soft toy, why not use a pair of socks and a washing basket instead!*

Day 5

Phonics – satpin game

Reading

English

Maths

PSHE

Physical Challenge — How many times can you complete heads, shoulders, knees and toes in 60 seconds?

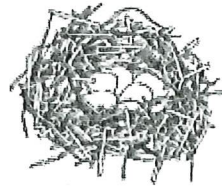
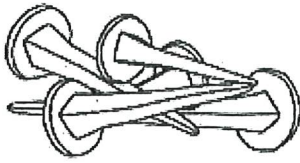
Week 2 Lesson 1

I can hear initial sounds.

Put a ring around the things that begin with n

n n

Down Nobby and over his net.



Can you draw something that begins with n?

I can recognise the letter n and say its sound

Put a ring around the letter n How many can you find?

n s y
m n
n n l
r u
g f a n

I can trace and write the letter n



n n

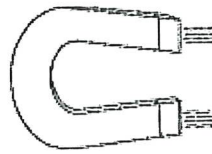
Down Nobby and over his net.

Week 2 Lesson 2

I can hear initial sounds.



Put a ring around the things that begin with m



Can you draw something that begins with m?

I can recognise the letter m and say its sound

Put a ring around the letter m. How many can you find?

n s h
m m m
o m j u
m m k
g r

I can trace and write the letter m



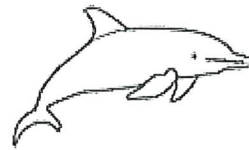
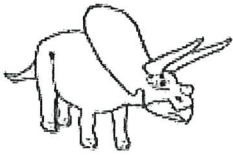
Week 2 Lesson 3

I can hear initial sounds.



Around the
dinosaur's bottom,
up his tall neck &
down to his toes.

Put a ring around the things that begin with d



Can you draw something that begins with d?

I can recognise the letter d and say its sound

Put a ring around the letter d. How many can you find?

b a d g
d o d
d s m d
x h d l

I can trace and write the letter d



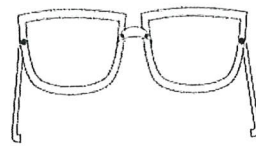
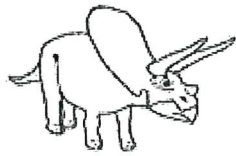
Around the
dinosaur's bottom,
up his tall neck &
down to his toes.





Around the girls
face, down her
hair and give her
a curl.

Put a ring around the things that begin with g



Can you draw something that begins with g?

I can recognise the letter g and say its sound

Put a ring around the letter g. How many can you find?

a p g
j m y
f g h q
g g t g



Around the girls
face, down her
hair and give her
a curl.

I can trace and write the letter g



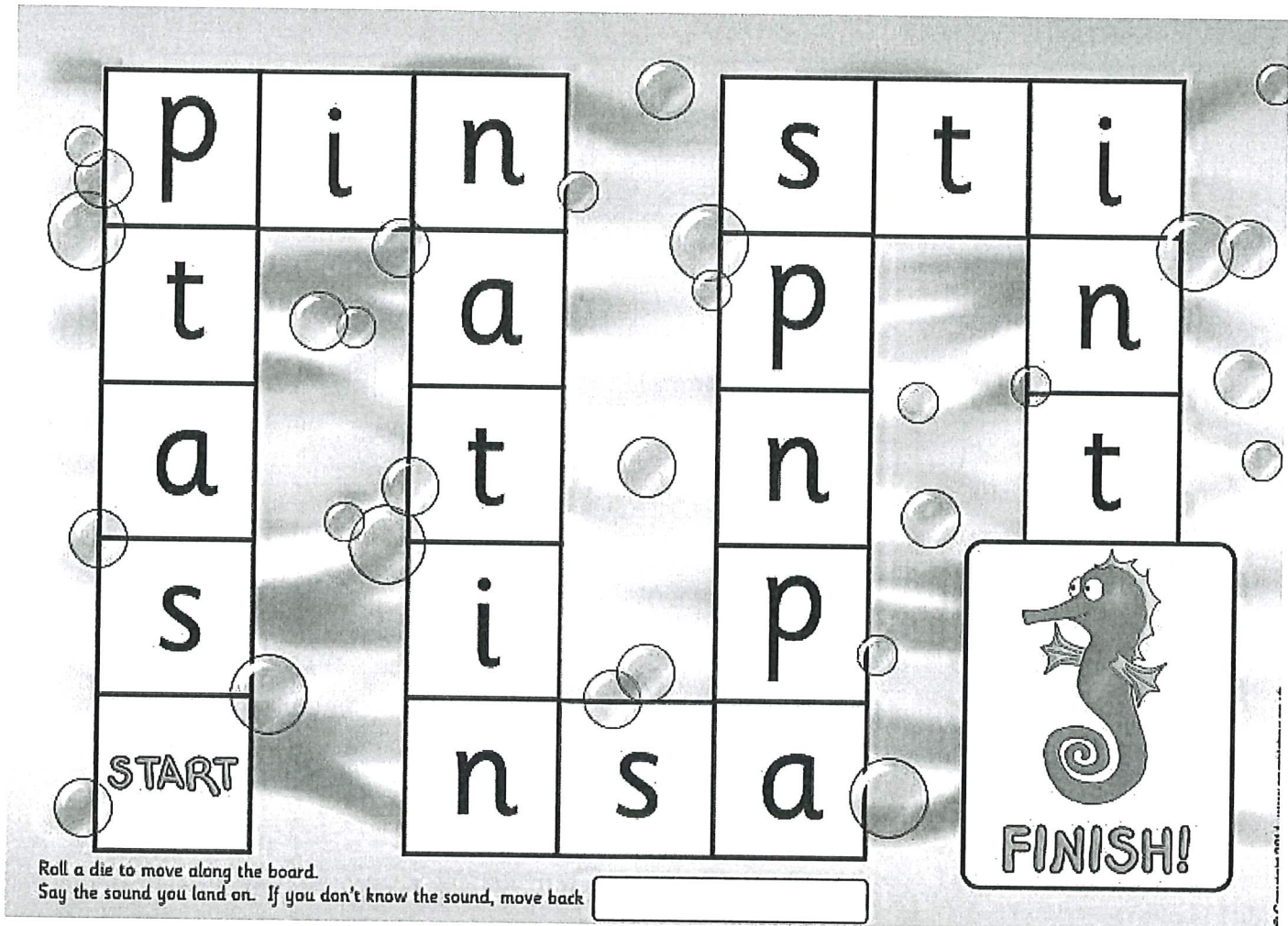
I can say the sounds for satpin

Week 2 Lesson 5

Time for a game!

For this game you will need a dice and counters. Take it in turns to roll the die and move along the board. Can you say the sound for the letter you land on? If you don't know a letter then move back one square. The first person to finish is the winner.

Challenge: Can you think of a word that begins with the sound you land on?



Can you write the letters you landed on?

Did you see any words as you moved around the board? What did you see?

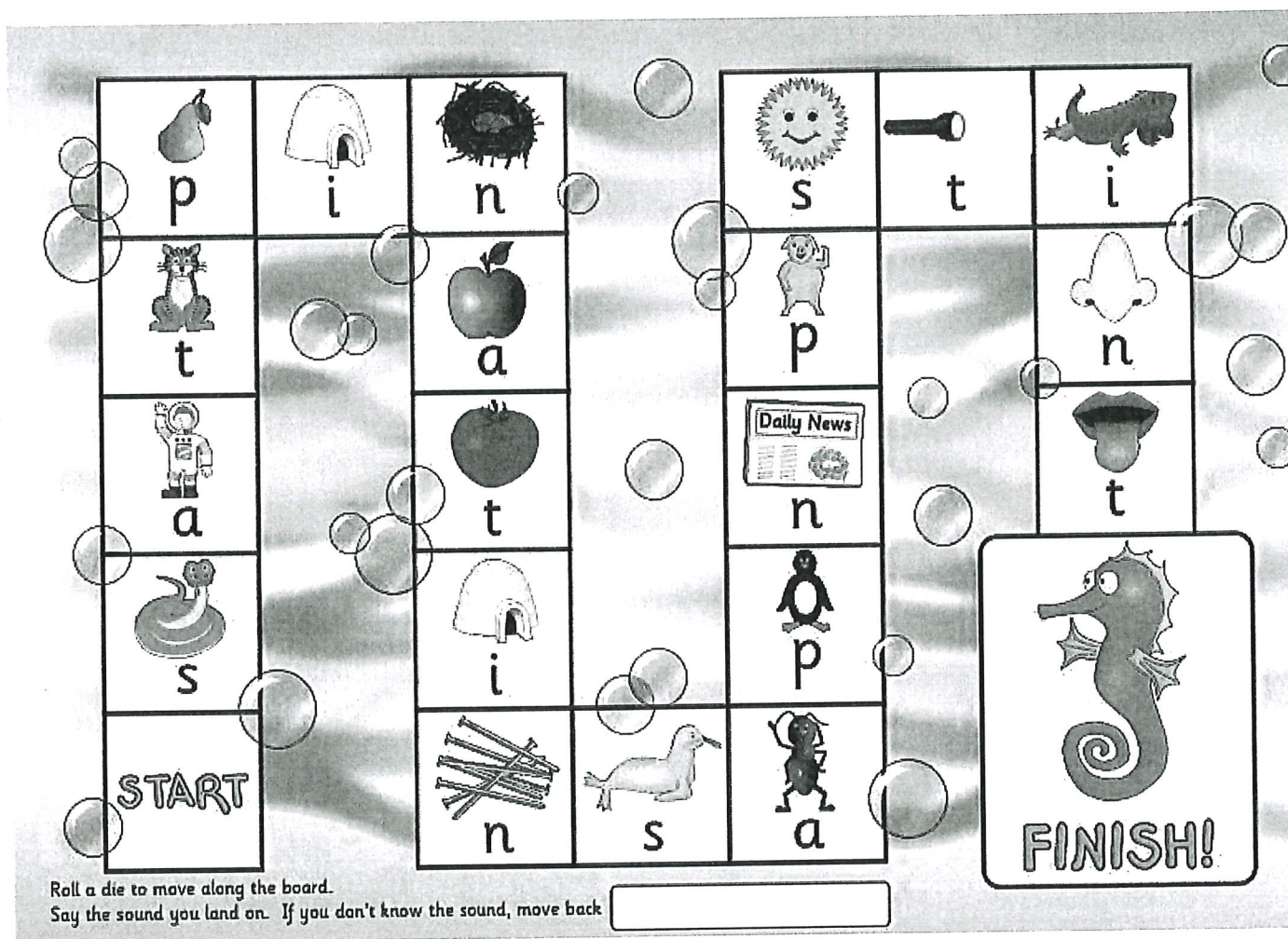
I can say the sounds for satpin

Week 2 Lesson 5

Time for a game!

For this game you will need a dice and counters. Take it in turns to roll the die and move along the board. Can you say the sound for the letter you land on? If you don't know a letter then move back one square. The first person to finish is the winner.

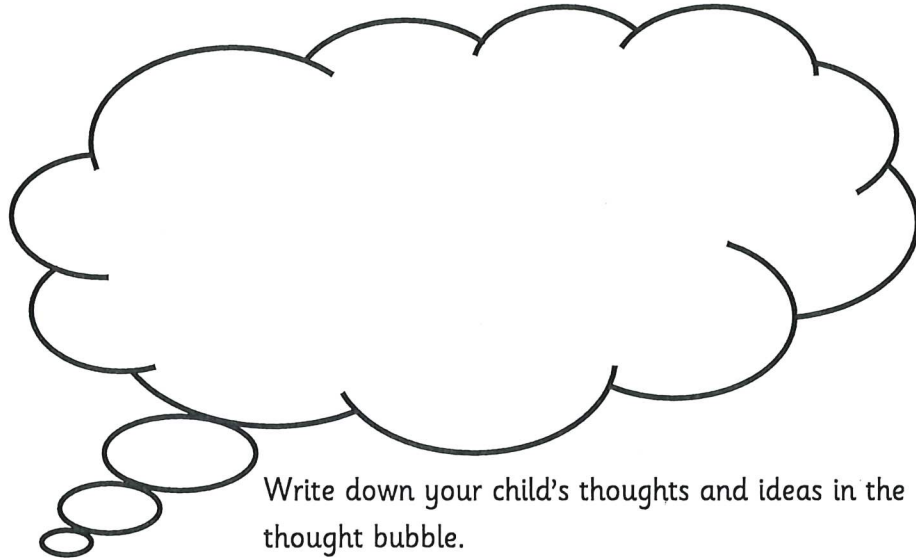
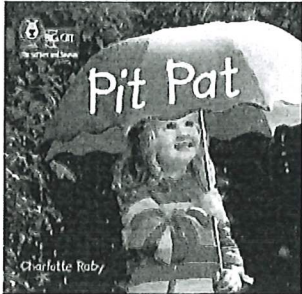
Challenge: Can you think of a word that begins with the sound you land on?



Can you write the letters you landed on?

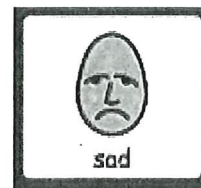
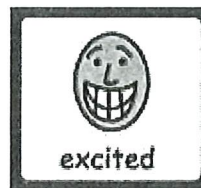
I can talk about the title of the book and the blurb on the back cover

Task 1: How many words are in the title? Do you recognise any letters? I wonder why the girl has an umbrella.

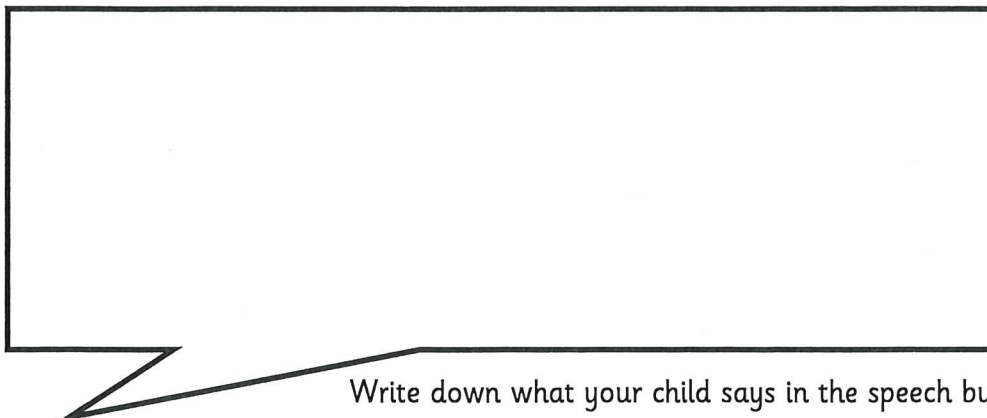


Task 2: I think this book is about weather. What type of weather could these words be describing?

Task 3: How do you feel when it rains?



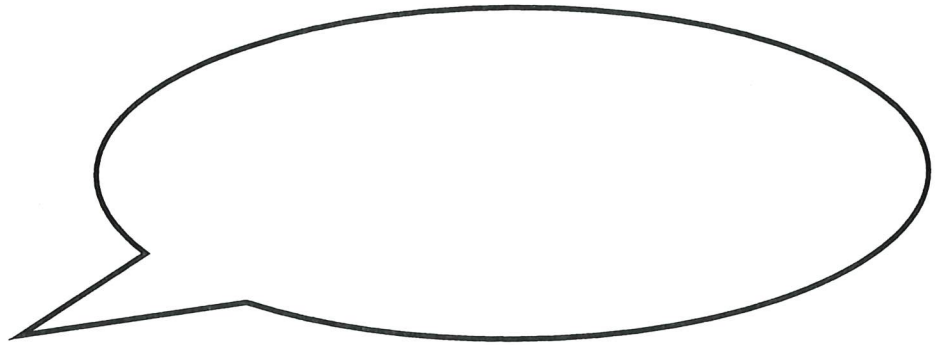
How many different kinds of weather can you think of?



I can read simple words



Task 1: Write down what your child can remember about the book. How many different types of weather did they see yesterday?

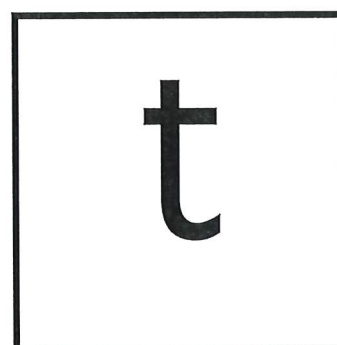
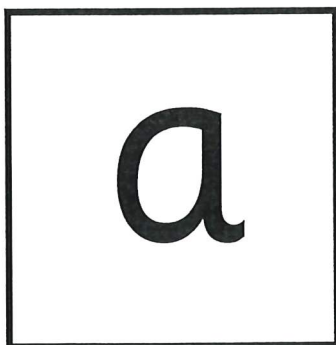
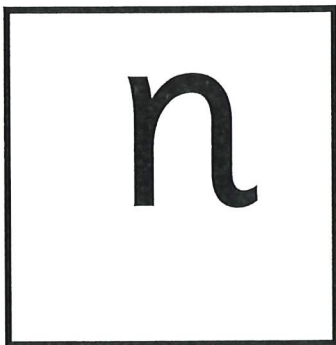
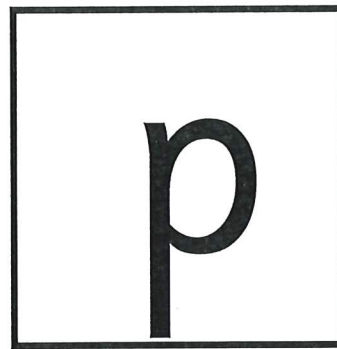
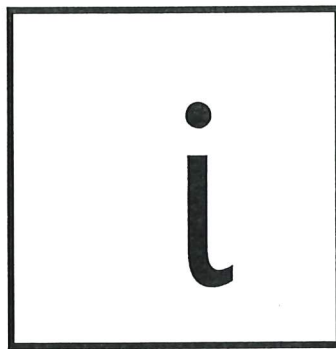
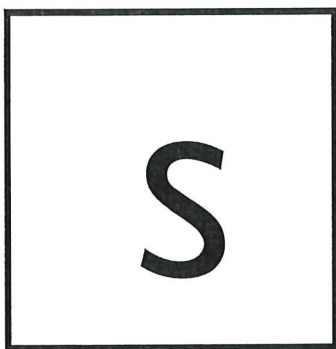


Your child is starting to learn that letters represent sounds that can be blended together to make words. there are a few simple words in this story and your child should be able to read them by saying the letter sounds then blending them together, e.g. p-i-t becomes pit.

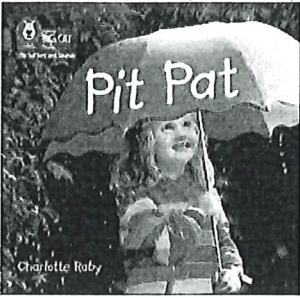
Task 2: Use the letters at the bottom of the page to cut out and build the words that are in the book.

If you say the sounds first p-i-t ask your child to select the letter to match, can they blend the letters to make a word? What word can they hear?

Now swap over, can your child say the sounds for you, select the letters then blend the sounds to read the word together.



I can read simple words



Task 1:

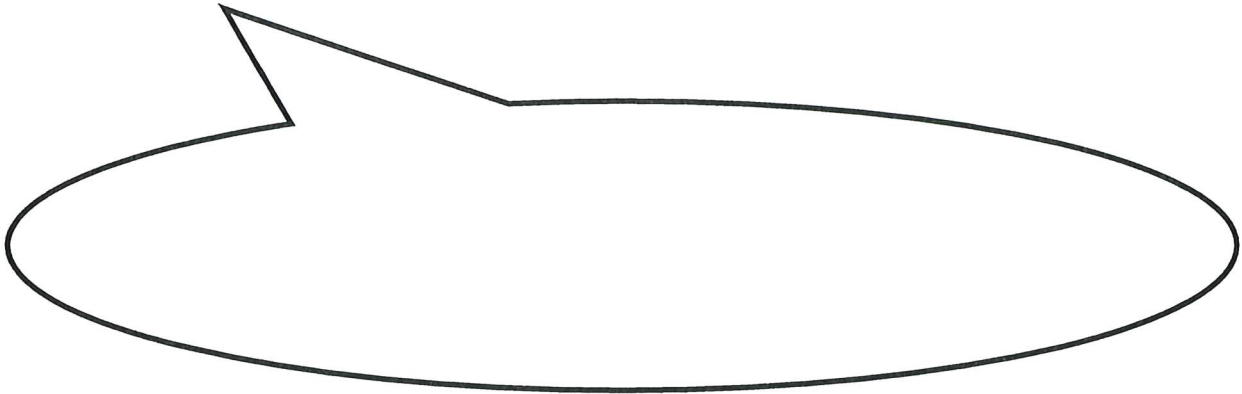
Can you find the words tip and pit in the story?

How many times do they appear?

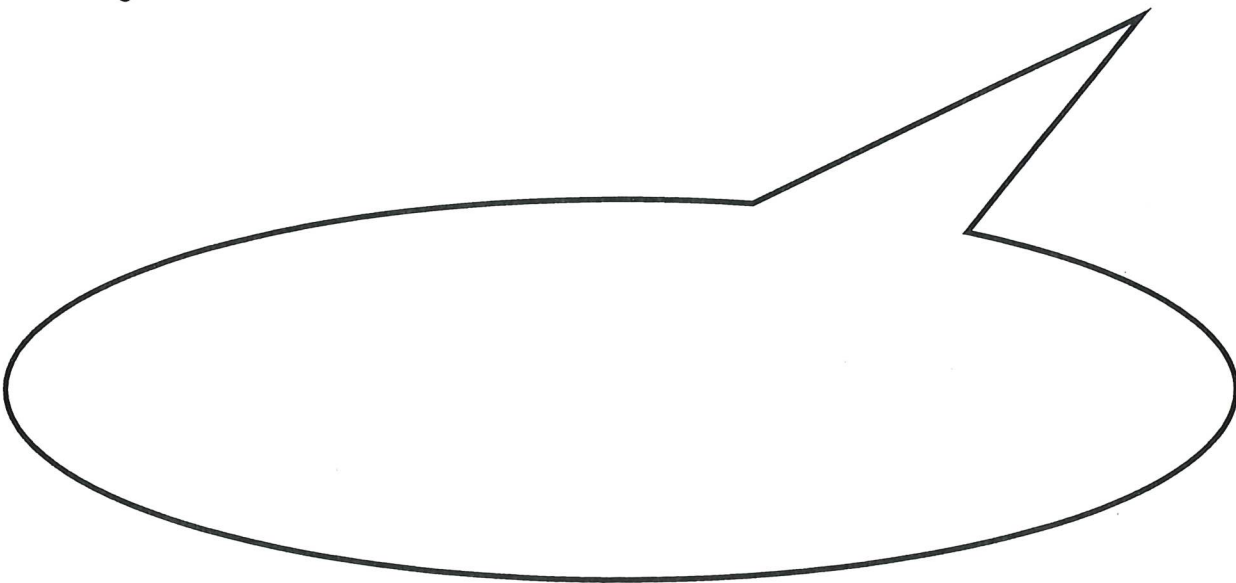
tip

pit

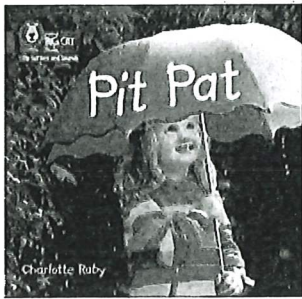
Task 2: I spy sounds on pages 14 & 15. Which words can you find in the picture with the 'a' sound in them?



Task 3: Can you think of any other words that describe what it sounds like when its raining?



I can read simple words



Task 1:

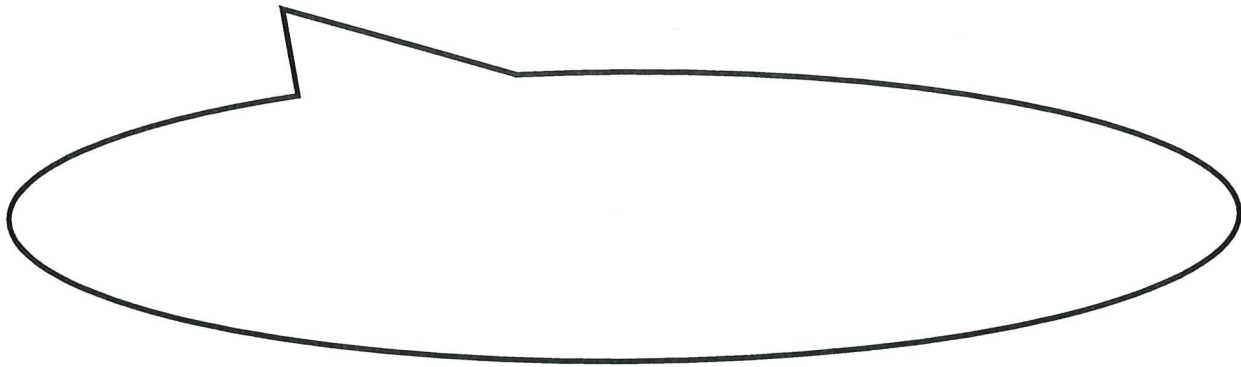
Can you find the words sip and nap in the story?

How many times do they appear?

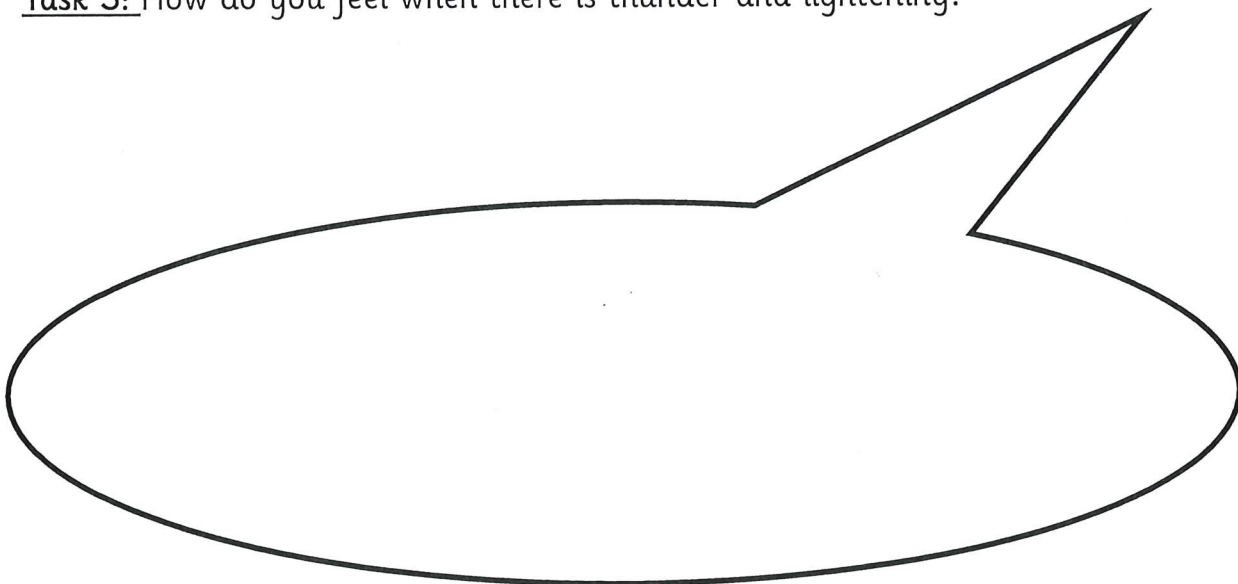
sip

nap

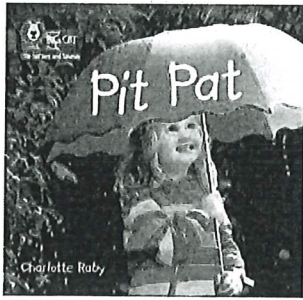
Task 2: What words would you use to describe thunder and lightening?



Task 3: How do you feel when there is thunder and lightening?

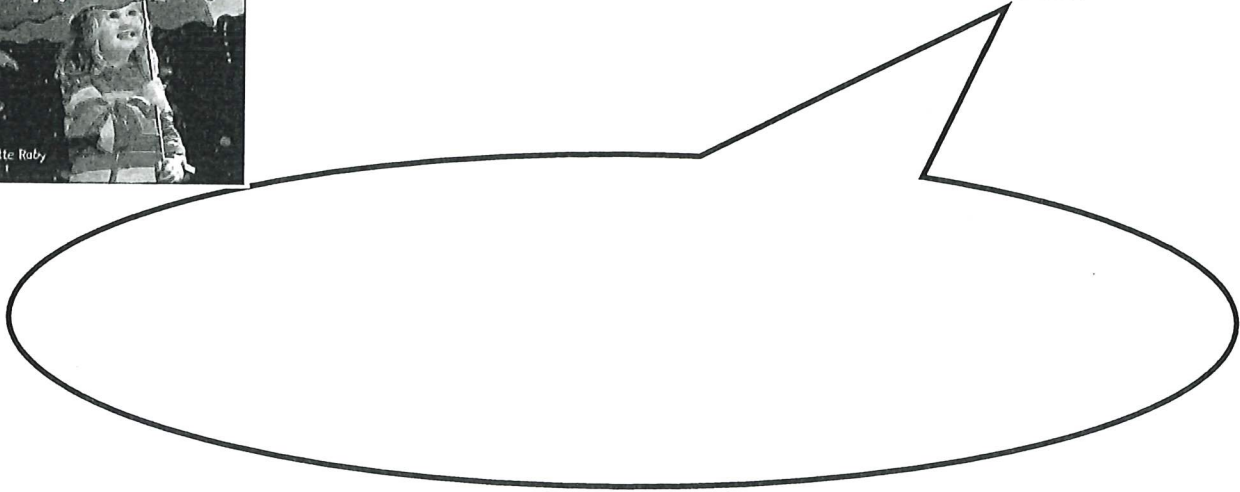


I can understand what I have read



Task 1:

What did the children in the book do in the rain?



Task 2: Answer the following questions;

What did the children in the book do when it was sunny?

What is your favourite type of weather?












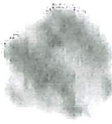






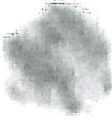



























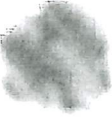


What do you do when it is raining/sunny thundery/snowing?

Record what your child says here.

Task 3: Encourage your child to read the book again. This will build their reading confidence and fluency.

Draw a picture of your favourite weather.

Keep a weather diary

Day 1 What is the weather today?
      
Day 2 What is the weather today?
      
Day 3 What is the weather today?
      
Day 4 What is the weather today?
      
Day 5 What is the weather today?
      
Day 6 What is the weather today?
      
Day 7 What is the weather today?
      

Circle the weather for each day.

How many days was it sunny?

How many days did it rain?

Keep a weather diary

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					

Key:



sunny



cloudy



windy



sunny & cloudy



foggy



rain



snow

Draw the weather for each day.

How many days was it sunny?

How many days did it rain?

English Week 2 Day 1

I can write my name and draw a picture of myself

Task: Design a front cover for your own story. You could draw a self-portrait.

My Story

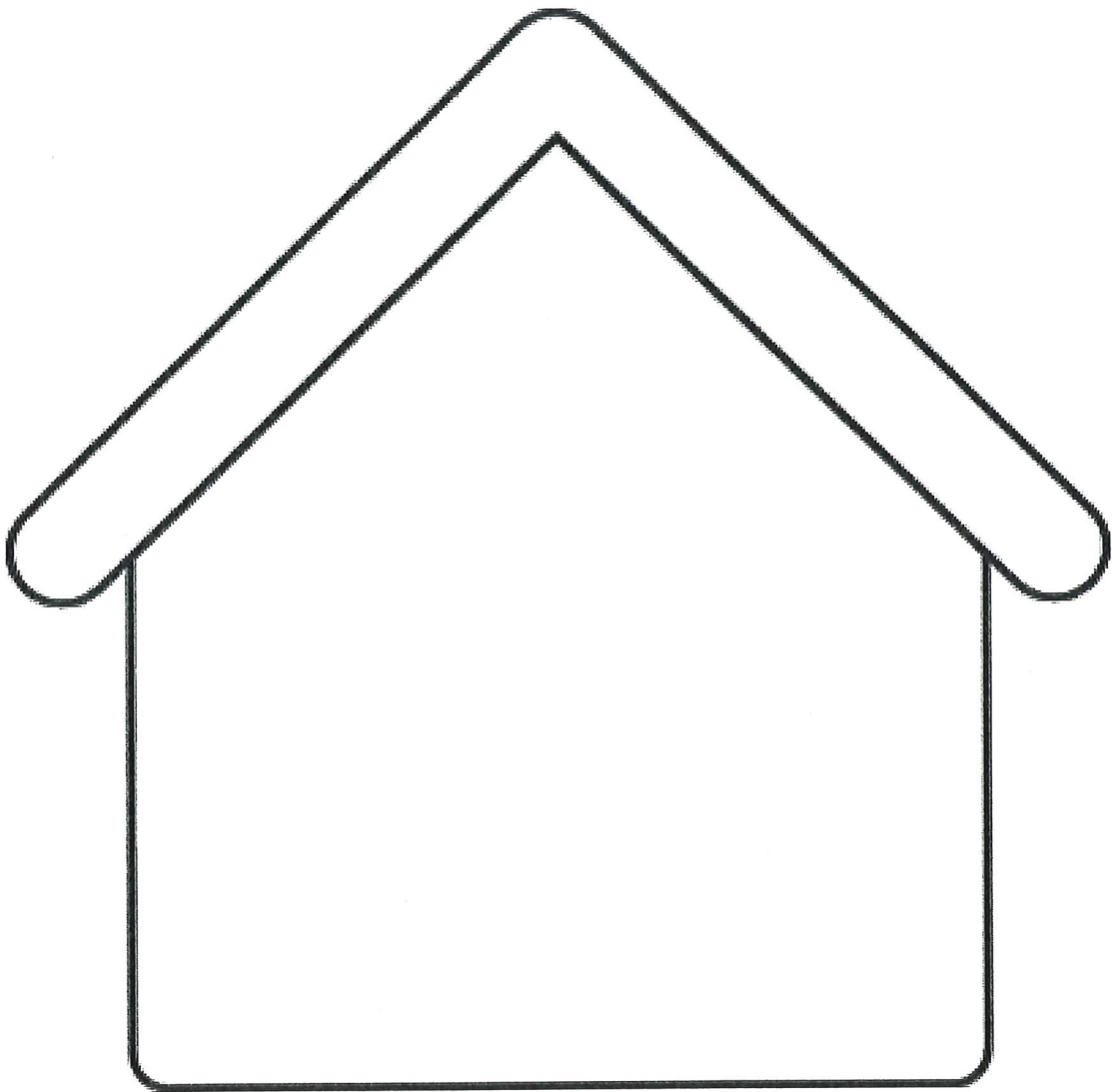
by _____

I can write my name and draw a picture of who I live with

Task: Draw a picture of your family. Can you label it? You could write your family members names.

Talk about your picture with an adult. Who is the oldest? Who is the youngest?

I live with



by _____

I can write my name and draw my favourite toy

Task: Draw a picture of your favourite toy. Can you label it.

Talk about your picture with an adult. Why is it your favourite? What colour is it?
How does it work? How does it feel?

My favourite
toy

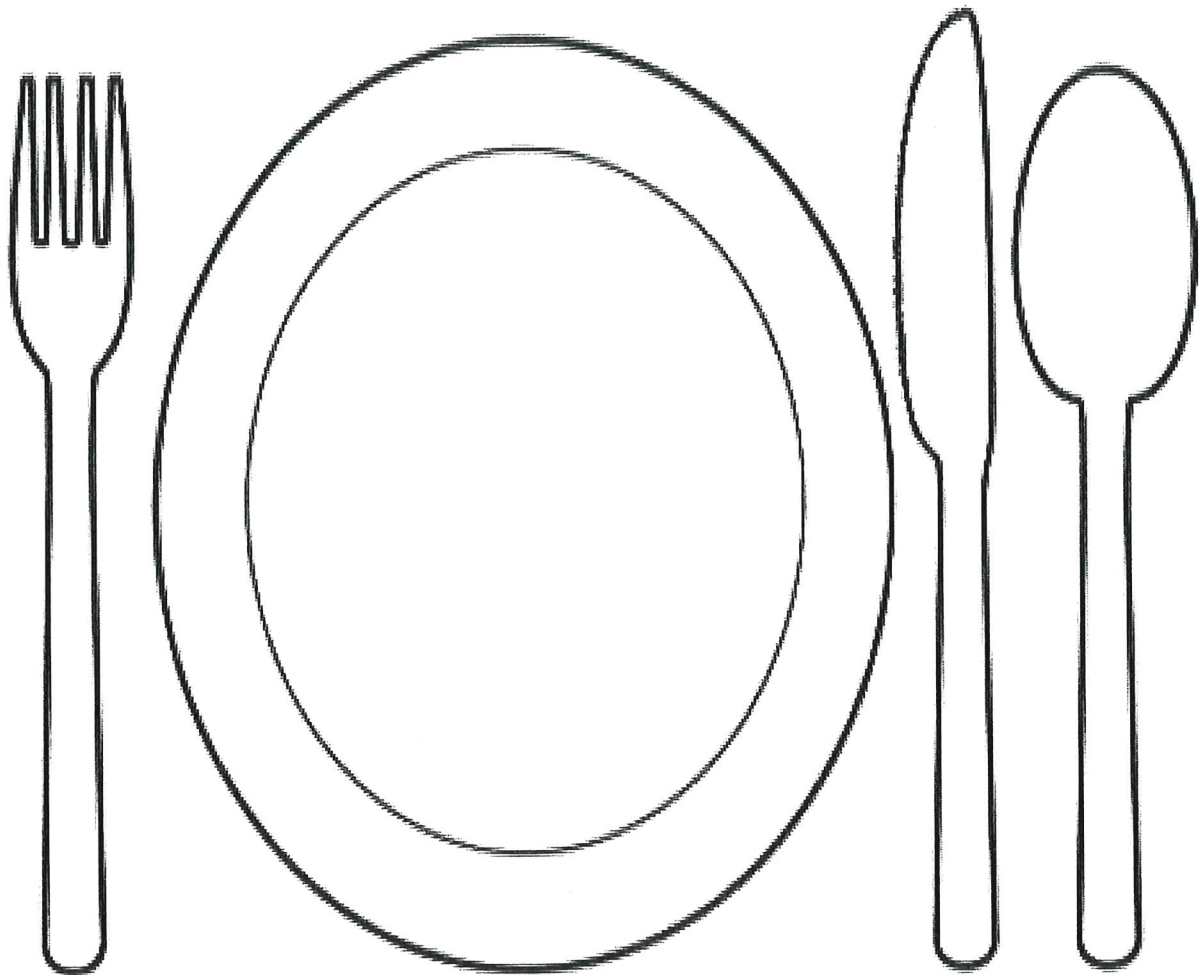
by _____

I can write my name and draw my favourite food

Task: Draw your favourite foods. Can you label them?

Talk about your picture with an adult. Why are they your favourite? What do they taste like?

I like to eat



by _____

I can write my name and draw a picture of what I would like to be

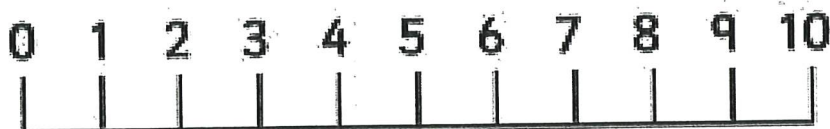
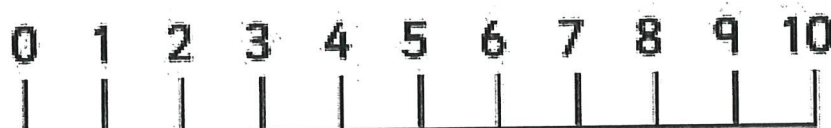
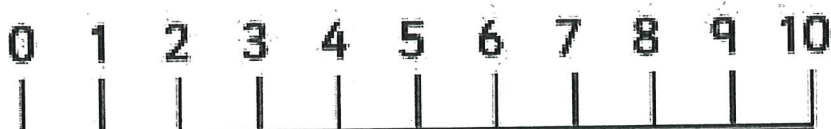
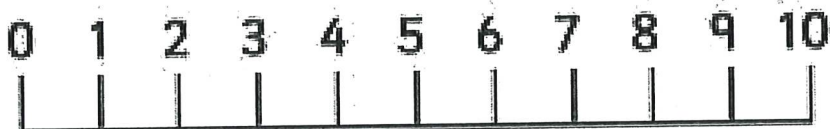
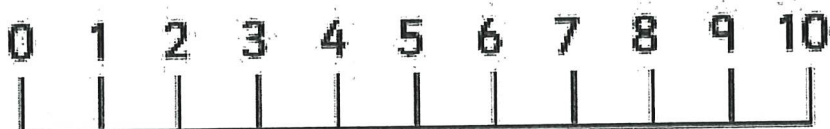
Task: Draw a picture of what you would like to be when you grow up. What occupations can you think of? What would you wear?

I want to be

by _____

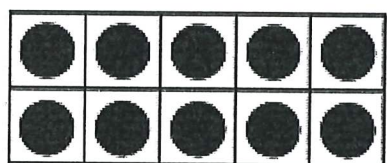
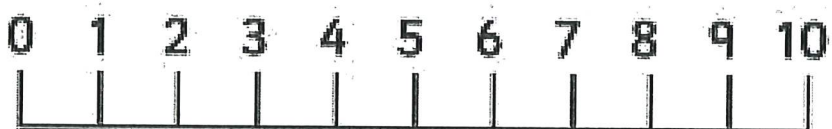
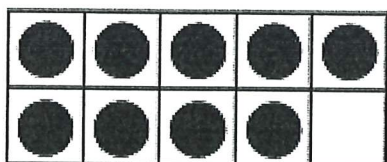
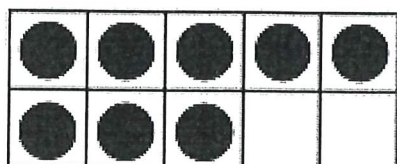
I can add one more

Task: Count the circles in the ten frame. Can you add one more? Count them again and circle how many there are on the number line. Remember to count along the number line if you don't know what the number looks like.



I can add one more.

Task: Count the circles in the ten frame. Can you add one more? Count them again and circle how many there are on the number line. Remember to count along the number line if you don't know what the number looks like.



Challenge: Can you find ten toys and place them in a line.

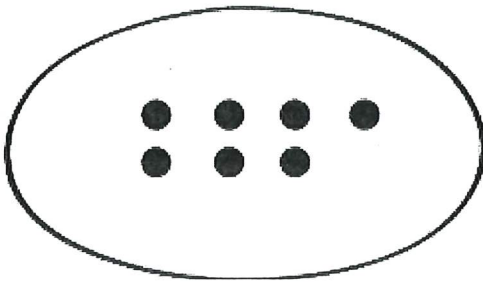
Maths Week 2 Day 2

I can add more

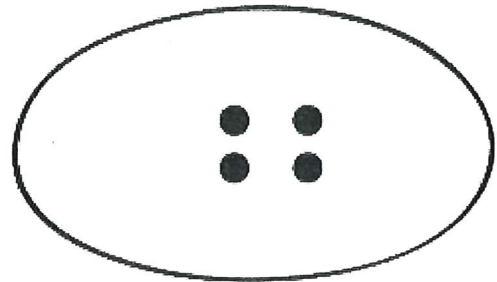
Task: Draw one more spot in each set and circle the number to match the amount of spots.

Which set has more spots? Colour it in red.

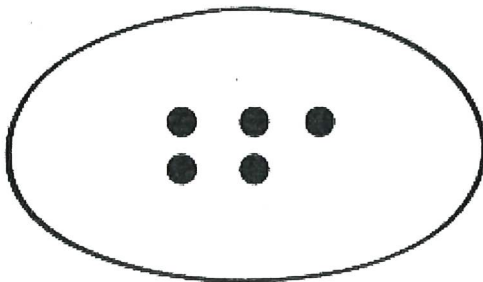
Which set has fewer spots? Colour it in green.



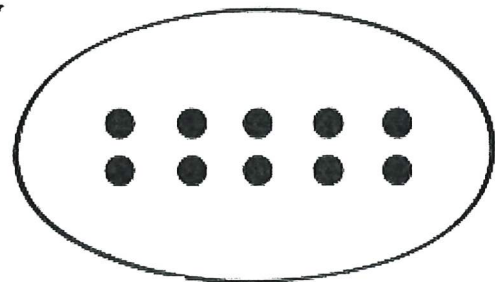
8 6 3



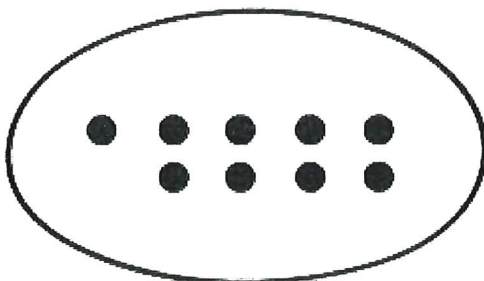
4 5 7



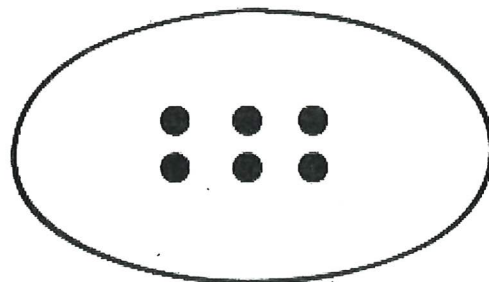
6 5 8



11 2 10



10 9 4



7 5 2

I can add one more.

Task: Count how many candles/cakes are in the first group. Can you add one more? Circle how many candles/cakes you have on the number line. Remember to count along the number line if you don't know what the number looks like.

$$\begin{array}{c} \text{candle} \\ \text{candle} \\ \text{candle} \\ \text{candle} \end{array} + \begin{array}{c} \text{candle} \end{array} = \begin{array}{c} 0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \\ | \quad | \quad | \quad | \quad | \quad | \quad | \quad | \quad | \quad | \quad | \end{array}$$

$$\begin{array}{c} \text{candle} \\ \text{candle} \\ \text{candle} \\ \text{candle} \\ \text{candle} \end{array} + \begin{array}{c} \text{candle} \end{array} = \begin{array}{c} 0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \\ | \quad | \quad | \quad | \quad | \quad | \quad | \quad | \quad | \quad | \quad | \end{array}$$

$$\begin{array}{c} \text{candle} \\ \text{candle} \\ \text{candle} \\ \text{candle} \\ \text{candle} \\ \text{candle} \end{array} + \begin{array}{c} \text{candle} \end{array} = \begin{array}{c} 0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \\ | \quad | \quad | \quad | \quad | \quad | \quad | \quad | \quad | \quad | \quad | \end{array}$$

$$\begin{array}{c} \text{cupcake} \\ \text{cupcake} \\ \text{cupcake} \end{array} + \begin{array}{c} \text{cupcake} \end{array} = \boxed{}$$

$$\begin{array}{c} \text{cupcake} \\ \text{cupcake} \\ \text{cupcake} \\ \text{cupcake} \end{array} + \begin{array}{c} \text{cupcake} \end{array} = \boxed{}$$

$$\begin{array}{c} \text{cupcake} \\ \text{cupcake} \\ \text{cupcake} \\ \text{cupcake} \end{array} + \begin{array}{c} \text{cupcake} \end{array} = \boxed{}$$








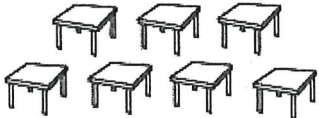
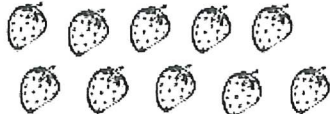
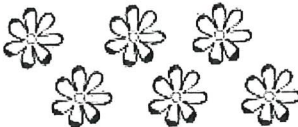
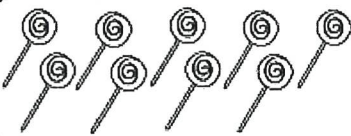

I can add one more

Task: Draw one more picture in each set then draw a line to the number to match how many there are in all.

Which set has more? Colour it in red.

Which set has fewer? Colour it in green.

	3
	4
	2
	6
	5

	11
	10
	8
	9
	7

Challenge:

Which has more, the pumpkins or the lollipops? _____

Which has fewer, the stars or the trees? _____

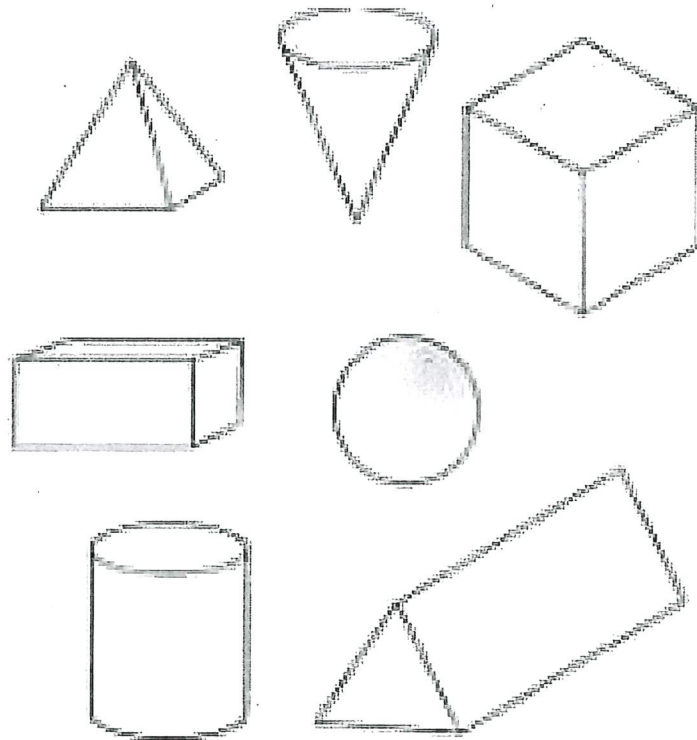
How many apples and trees are there altogether? _____

Write your child's answers on the line

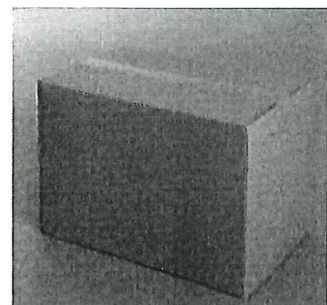
Maths Week 2 Day 5

I can recognise and name 3D shapes

Task: Can you find these shapes around your home? Colour them in when you find them.



Challenge: Can you compare the objects? Which object is the heaviest? Which object is the lightest?



Challenge

I can add one more.

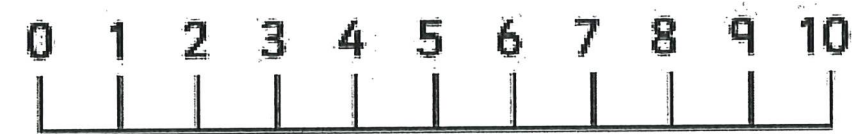
Task: Can you solve the number sentences. You could make jottings to work out the answers. Remember to count along the number line if you don't know what the number looks like.

$4 + 1 = \square$

$6 + 1 = \square$

$5 + 1 = \square$

$7 + 1 = \square$



$6 + 1 = \square$

$8 + 1 = \square$

$7 + 1 = \square$

$9 + 1 = \square$



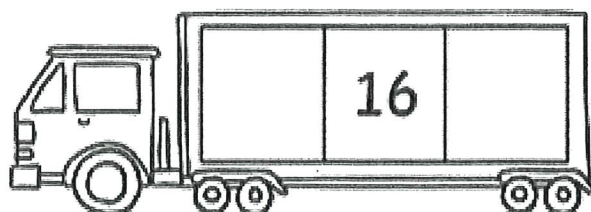
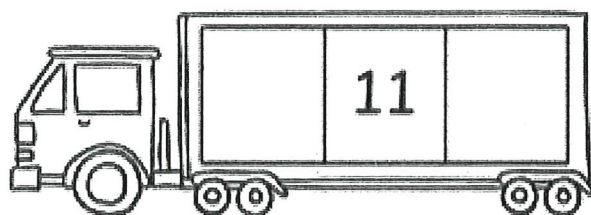
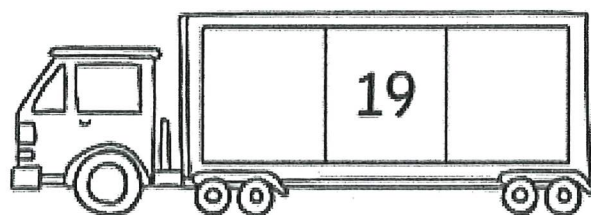
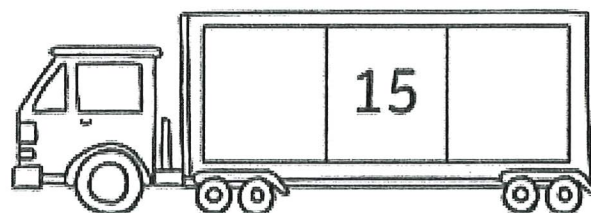
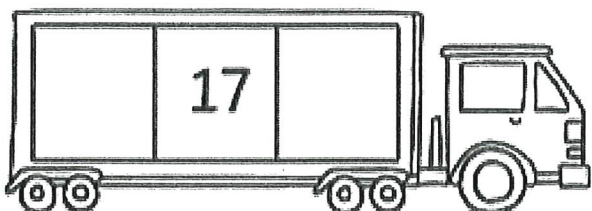
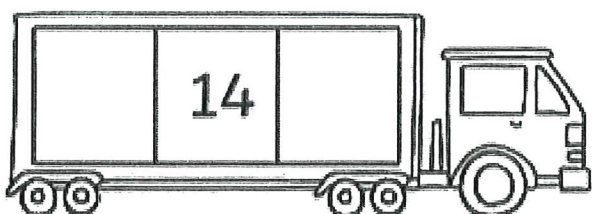
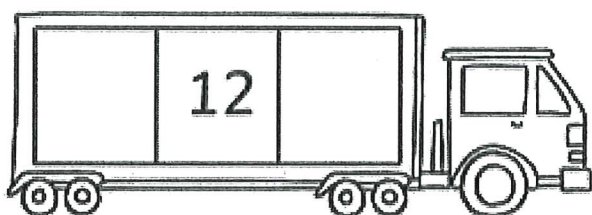
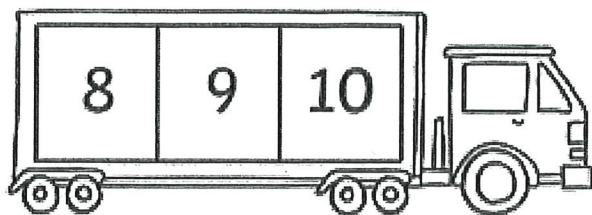
Maths

I can recognise 1 more and 1 less

Can you solve the missing numbers?
What number comes before?

What numbers comes after?

Write the numbers that come before and after.



Maths –
I can add 1 more

Can you add 1 more? What number comes after? What number is 2 more?
Can you jump on using the number line?



1 more than 5 =

Now try these!



1 more than 6 =

1 more than 10 =

1 more than 7 =

1 more than 8 =

1 more than 15 =

1 more than 9 =

1 more than 18 =

1 more than 1 =

1 more than 11 =

1 more than 2 =

1 more than 3 =

1 more than 16 =

I can create simple representations

Task: Draw a picture of your home. Where do you live? What colour is your front door? What number do you live at?

My home



by _____

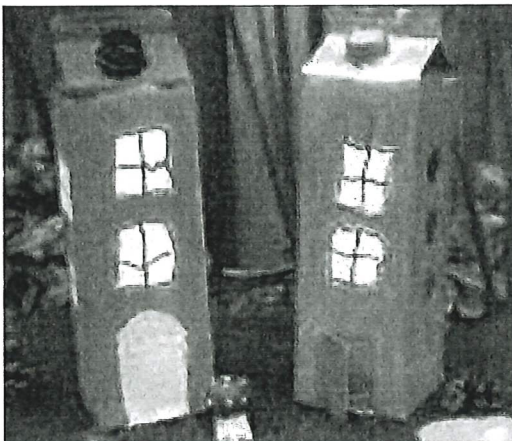
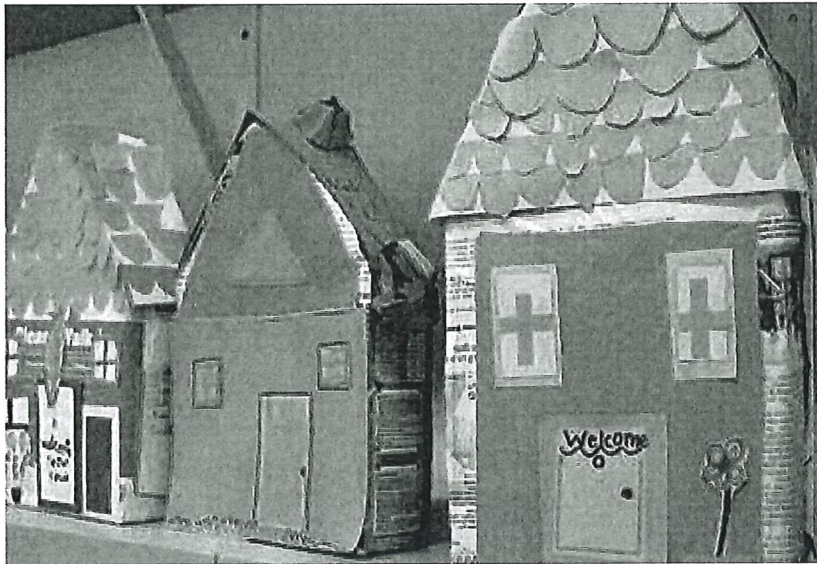
EAD Week 2 Day 2

I can use simple tools to build a model

Task: Use recycled materials to make a model of your home. You could use cereal boxes, toilet roll tubes, egg boxes, milk cartons or plastic bottles. Use your imagination and get creating! Ask an adult if you can take a picture of it and send it to cedar@hollyhill.bham.sch.uk or willow@hollyhill.bham.sch.uk.

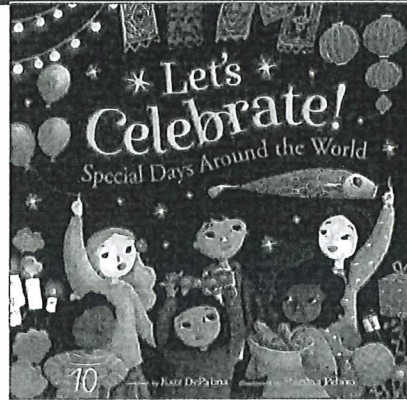
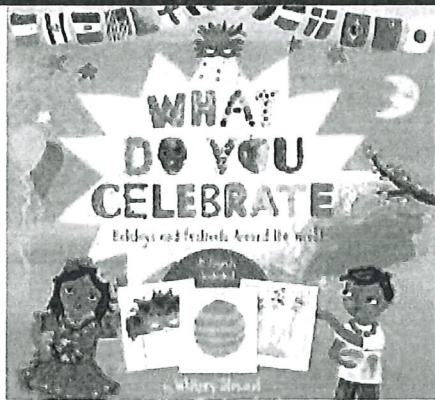
Talk about the materials you are using.

Some ideas...



I can draw a picture of something I have celebrated and talk about it.

Task: Celebrations are special, they include Birthdays, weddings, christenings, Diwali, Christmas, Eid, Easter and many more. Can you draw a picture of something you have celebrated with your family. Talk about your picture with an adult.



I can use scientific words to name and describe objects

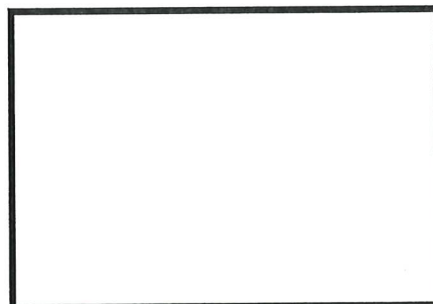
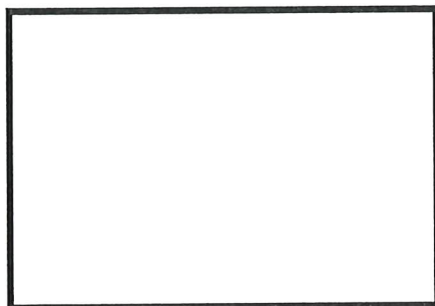
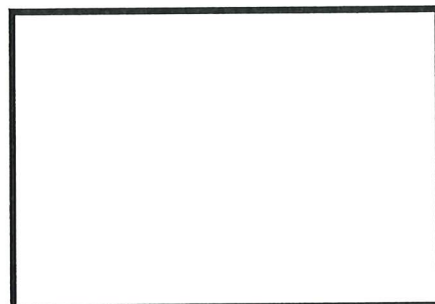
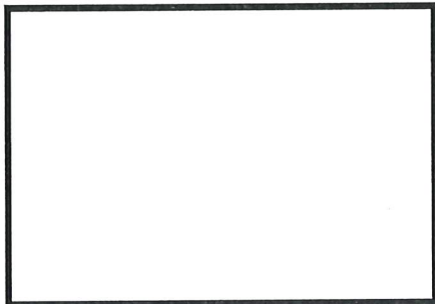
Task: Look for objects around your home, that are made from plastic and metal.
Can you draw the things you find? Ask an adult to write down what they are.

Scavenger Hunt

Plastic



Metal



Can you find any other materials around your home?



I can say what I am good at and practise my talent and skill

Boris says "We all have different talents and skills"

Can you think of something you are good at and draw a picture for the class talent show poster.

Cedar's Got Talent

Featuring...

EAD

Using things from around your house and you design and make your own musical instrument?

My Musical Instrument

