



# KS1 2025-2026 Medium Term Planning Autumn 1 Our School



KF - Kingfishes - Year 1&2  
WP - Woodpeckers - Year 1&2  
SK - Skylarks - Year 2

## Week 1

### KF/WP - English

Welcome back! Listen to author Chris Naylor-Ballasteros read The Suitcase.

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

Think carefully about what things the visitor had in their suitcase - a teacup and saucer, a photograph.

**Y1 Home activity:** Draw a suitcase and some useful objects that you would take on a long journey to live in a new place. Can you write a sentence to explain why you have chosen one of your objects?

**Y2 Home activity:** Same as Year 1, but can you write a sentence for each of your chosen objects and explain why they would be useful.

### SK - English

Welcome back! Watch and listen to the story 'The Little Story who didn't Want to be Told'.

<https://www.youtube.com/watch?v=9IJc3LbWTJK>

Think carefully about the mouse and write some sentences about the mice. For example, the mice also found a camera by the river. How could you turn this into a question? E.g., Where did the mice find the camera?

**Y2 Home activity:** Use the example above to write some sentences about the mice and then turn them into questions.

### Maths (Y1) - Place Value (within 10)

Small steps:

- Sort objects
- Count objects
- Count objects from larger groups

**Y1 Home activity:** Go on an object hunt around your house collecting a variety of different object - How many different ways can you sort these. (For example - shape, size, colour).

### Maths (Y2) - Place Value

Small steps:

- Numbers to 20
- Count objects to 100 by making 10s
- Recognise tens and ones
- Use place value chart

**Y2 Home activity:** Can you get a selection of small objects (i.e. buttons, dry pasta, paperclips, blueberries, Lego etc.) group these into groups of ten and count using your groups up in 10s.

### Science - Plant hunt

## Week 2

### KF/WP - English

This week we are practising using conjunctions in our writing. Conjunctions are words that join ideas together in a sentence. Read Emil and Elise's day.

**Y1 Home activity:** Select and copy a clause (sentence) from set A and add the word 'and' before copying a clause (sentence) from set B to complete the sentence. Can you repeat this two times?

**Y2 Home activity:** Select and copy a clause (sentence) from set A and add the word 'and', 'or' or 'but' before copying a clause (sentence) from set B to complete the sentence. Can you repeat this two times?

### SK - English

Watch the trailer for the book 'The Flat Rabbit'.

<https://www.youtube.com/watch?v=HI90Lz8t2C8>

This book has won several prizes and people think it is a brilliant story. After watching this, does it make you want to read the book? Yes/No, why? Today, we are going to predict (have a guess) what happens in the story and use our imaginations to help us.

**Y2 Home activity:** Write a prediction (a guess) about what happens in this story and use your imagination to decide what happens next. Make sure you remember capital letters and full stops.

### Maths (Y1) - Place Value (within 10)

Small steps:

- Represent objects
- Recognise numbers as words
- Count on from any number

**Y1 Home activity:** Roll one or two dice - can you count on from whatever number it lands - ask your grown-ups for help if you get stuck.

### Maths (Y2) - Place Value

Small steps:

- Patrician numbers to 100
- Write numbers to 100 in words
- Flexibly patrician numbers to 100
- Write numbers to 100 in expanded form

**Y2 Home activity:** Get your grown up to give you five 2-digit numbers can you identify the number that represents the tens Column and the number that represents the 1s.

## Week 3

### KF/WP - English

This week, you are going to be authors! Re-listen to the story 'The Suitcase' from week 1. Think carefully about the visitor and imagine he is going to start a new school now he has moved house. This week we are going to write a story about a child who starts at a new school. First, we need to invent our character (child). Maybe you could start by drawing your character and giving your character a name and describe how they are feeling.

**Y1 Home activity:** Begin to write the first part of your story in full sentences with finger spaces. Make sure you include your character's name, how they are feeling about starting at a new school and what happens when they arrive at school.

**Y2 Home activity:** Start to write the first part of your story in full sentences with full stops and capital letters. Make sure you include your character's name, how they are feeling about starting at a new school, what happens when they arrive at school and how the other children react in the class to the new child. Remember to try and use adjectives in your writing to describe objects and add detail.

### SK - English

Think carefully about the two stories you have listened too. They are both imaginative stories which have animals that talk and wonderful things that can happen. First, we need to invent our character (our animal talking character). Maybe you could start by designing your character and describing them in full sentences.

**Y2 Home activity:** Begin to write your new imaginative story using your new character and what you know from the stories you have listened too. Remember to use capital letters, full stops and try and extend your sentences with conjunctions (joining words).

### Maths (Y1) - Place Value (within 10)

Small steps:

- 1 more
- Count backwards within 10
- 1 less

**Y1 Home activity:** Make yourself some number cards from numbers one to nine.

## Week 4

### KF/WP - English

What do we need instructions for? Cooking, making things, building things and playing games. This week we are going to start looking at instructions. We would like you to find a board game in your house and play it with your family. This could be snakes and ladders, monopoly, connect four etc. First of all, you need to read the instructions with a grown-up.

**Y1 Home activity:** Play a game with your family and have fun! Make sure you follow the instructions.

**Y2 Home activity:** Play a game with your family and have fun! Can you keep a list of which instructions are important and if any of the players don't follow the instructions.

### SK - English

Listen to John Burningham's book, John Patrick Norman McHennessy, the boy who was always late

<https://www.youtube.com/watch?v=Q4jekpnlIAI>

John is always late for school isn't he? What things happen in the story to make him late? Does the teacher believe John's excuses?

**Y2 Home activity:** Can you think and write some made up and real excuses as to why the boy could be late for school? Maybe you could share them with the class on TEAMS and we could vote to see which ones are the most believable.

### Maths (Y1) - Place Value (within 10)

Small steps:

- Compare groups by matching
- Fewer, more, same
- Less than, greater than, equal to

**Y1 Home activity:** Gather a handful of grapes or sweets with your adult and count them. Imagine you have three friends with you. Use the sentence starter below:

"There are children \_\_\_ and \_\_\_ grapes/sweets. Each child can/can not have a present because ..."

**Challenge** - change the number of sweets/grapes or the number of friends.

We are going to go on a plant hunt. Go outside into your garden or on a local walk. How many plants from the plant ID guide on TEAMS can you find. If you have one take a magnifying glass and examine the different plants in detail – take some photographs if you can. When you get home draw and label your favourite plant.

**Home activity:**

**Y1:** draw and label using root, leaf, stem, flower.

**Y2:** draw and label and explain what the roots do.

**Topic (History) – What do I know about schools in the past?**

**Y1/Y2 Home activity:** Think about what you know about schools now and what schools used to be like years and years ago in the past. Can you create a 'knowledge map' to show what you already know about schools in the past?

**Topic (Art) – Observational drawing of our school.**

**Home activity:**

**Y1/Y2:** Take paper and a pencil outside. Look carefully at your home. Can you sketch what you can see?

**Learning with Parents:**

**Y1:** Full stops

**Y2:** Place Value with 2-digit numbers.

**Vocabulary**

**English:** Y1/2: draw, objects, suitcase, journey, sentence, finger spaces.

**Y2:** sentence, question, example, mouse, how, where, when, why, what.

**Maths:** Y1 – objects, sort, group, different, larger, smaller, count, variety.

**Y2 –** objects, selection, one hundred, digits, ascending, increasing.

**Topic (History):** past, school, old, modern, a long time ago, decade.

**Topic (Art):** sketch, observe, detail, shade

**Science:** plant, growth, stage, seed, seedling, nutrients, sprout, shoot, adult plant, young plant.

Challenge – How many tens are there in 56, 78, 64, 34? Can you draw these amounts using base 10 (splitting them into 10s and 1s.)?

**Science – Plants**

How do plants grow from seeds? Watch the following clip

<https://www.bbc.co.uk/programmes/p01183n4>

**Home Activity:**

**Y1:** have a look at the seeds card attached – can you cut them out and then place them in the correct order?

**Y2:** there are 5 stages of plant growth- can you draw and label them?

**Topic (History) – Were schools different in the past?**

**Y1/Y2 Home activity:** Look at the four photos of schools, cut them out and add the four images to the timeline in the correct order.

(See sheet on Teams). You could start with what you consider the most recent and the oldest photographs, then sort the remaining two. Once finished, can you write the date or approximate year below each one? Remember a decade is 10 years, so we can count in 10s to help us with this.

**Topic (Design and Technology) – (Design and Technology) – Do I know what makes a balanced diet?**

**Home activity:**

**Y1/Y2:** Using the NHS Eatwell guide, find out which foods are in the food groups below:

Carbohydrates

Proteins

Fruit and vegetables

Dairy

Oils and spreads

**Learning with Parents:**

**Y1:** Fine motor for writing.

**Y2:** Co-ordination using and/or/but

**Vocabulary**

**English:** Y1/2: conjunctions. joining, sentences, clause, ideas, together, and, but, so.

**Y2:** predict, predictions, happens, imagination, capital letters, full stops.

**Maths:** Y1: recognise, represent, count, value.

**Y2:** recognise, partition, represent, identify, column, numerical, written, expanded form, hundred, thousand, separate.

Pick on at random and complete these sentences using it.

1 more than \_\_\_\_ is \_\_\_\_\_

1 less than \_\_\_\_ is \_\_\_\_\_

**Challenge:** can you find out what 2 more and 2 less is from the number card you select.

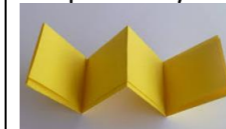
**Maths (Y2) – Place Value**

**Small steps:**

- 10s on the number line to 100
- 10s and 1s on the number line to 100
- Estimate numbers on a number line
- Compare objects

**Y2 Home activity:** Cut yourself a long thin strip of plain paper. This is going to be your number line to 100 (write 0 at one end 100 at the other). To find 50 on your number line what could you do? If you said fold it in half you are correct, write the number 50 on the fold. To find 25-fold the half in half again and write 25.

**Challenge –** can you fill in any of the other numbers on the number line – try to complete all your 10s.



**Science – Plants**

**What does a plant need to grow?**

**Home activity:**

**Y1/2:** list the different criteria a plant needs to grow well? Watch the following video to see if you have missed anything –

[What does a plant need to grow? - BBC Bitesize](#)

Can you make a prediction about where might be the best place to put your plant to help it grow?

**Y2:** which is the best place for plant growth – a sunny windowsill or a fridge? Can you explain your answer?

**Topic (History) – How have schools changed within living memory?**

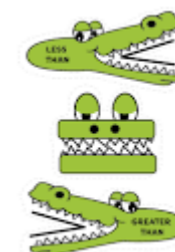
**Y1/Y2 Home activity:** Think of questions that you would ask a visitor or older relative to find out about what school was like in the past. Can you record your questions using capital letters, finger spaces and question marks? Remember to try and use the question words; what,

**Maths (Y2) – Place Value**

**Small steps:**

- Compare numbers
- Order objects and numbers
- Count in 2s, 5s and 10s
- Count in 3s

**Y2 Home activity:** Draw and cut out your own set of 'more than less than' crocodiles. See image below for reference. Roll 2 dice to give you a 2-digit number – for example you rolled a 4 and a 2 your number will be 42. Do this twice so you have 2 numbers – write these on a piece of paper and put the correct more than or less than crocodile in the middle.



**Challenge –** Try to create yourself a crocodile that shows the equal sign – what

**Science – Observing plant growth.**



**Home activity:** plant a runner bean seed in a see through cup like the picture. diagram.

We are going to observe and record the growth over time. Please use the attached recording sheet to complete your runner bean growth diary. Watch the following clip to see how your bean should grow. [Runner bean plants growing - KS1 Science - BBC Bitesize](#)

**Topic (History) – How were schools different in the 1900s?**



**Y1/Y2 Home activity:** Look carefully at the photograph of a

classroom above. Make a list of all the

		<p><b>Topic (History):</b> past, present, timeline, important, date, similar, different, modern, decade.</p> <p><b>Topic (Design and Technology):</b> Balanced diet, carbohydrate, fruit, oils, protein, balance, dairy, ingredients, sugar, vegetable</p> <p><b>Science:</b> plant, growth, nutrients, shade, sunny, warmth, water, moisture, soil, shoot, roots.</p>	<p><i>when, where, who, why and how. When you have thought of some questions, you could visit an older relative and ask them about what school was like for them using your questions. Maybe you could video/record their answers or write them down.</i></p> <p><b>Topic (Design and Technology) – Can I create healthy food combinations by tasting food from more than one food group?</b></p> <p><b>Home activity:</b> Y1 /Y2: Taste foods from the different food groups. What would be tasty and healthy combinations to use in a wrap?</p> <p><b>Learning with Parents:</b> Y1: Gross Motor Y2: Ordering and comparing 2-digit numbers.</p> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p><b>English:</b> Y1/2: author, invent, character write, sentences, adjectives, describe. Y2: author, invent, characters, adjectives, conjunctions, describe. <b>Maths:</b> Y1 - more, less, equal to, backwards, forwards, value Y2 - estimate, predict, complete, missing, fill in <b>Topic (History):</b> living memory, past, present, source, evidence, decade. <b>Topic (Design and Technology):</b> Balanced diet, design criteria, fruit, protein, vegetable, dairy, diet, ingredients, sugar <b>Science:</b> observe, record, over time, diagram, predict.</p>	<p><i>important features you can see that may be different or similar to our classrooms today. Now, using some of the features you have identified, we would like you to imagine that you can time travel back to the 1900s. What would you ask a child from the 1900s about life in school? Can you record your questions and ideas on the sheet? (See sheet on Teams).</i></p> <p><b>Topic (Design and Technology) - Can I design a healthy wrap?</b></p> <p><b>Home activity:</b> Y1/Y2: Draw pictures of and label the ingredients you would use to create your wrap.</p> <p><b>Learning with Parents:</b> Y1: Explaining Y2: Telling stories</p> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p><b>English:</b> Y1/2: instructions, follow, bossy, play, read, understand, fair. Y2: excuses, believable, real, made up, rhythm, cadence. <b>Maths:</b> Y1/2 - compare, order, count, multiples, twos, fives, tens, threes (y2) <b>Topic (History):</b> beyond living memory, past, present, source, evidence, decade. <b>Topic (Design and Technology):</b> Balanced diet, diet, ingredients, sugar, design criteria, fruit, protein, vegetable <b>Science:</b> examine, draw, detail, magnifying glass, label.</p>
--	--	--	---	---

## Week 5

### KF/WP - English

This week we are learning about suffixes. A suffix goes at the end of the word to change its meaning. Look at the words below.

- \*use
- \*fear
- \*help
- \*hope
- \*care

If you add ful or less to these words (suffixes) it changes the meaning of the words.

**Y1 Home activity:** Can you add ful to the words above to make a set of new words. Use these new words to write some sentences.

**Y2 Home activity:** Can you add ful or less to the words above to make a set of new words. Use these new words to write some sentences.

### SK - English

This week we are learning about different types of sentences. There are statements, commands, questions and exclamations.

<https://www.bbc.co.uk/bitesize/topics/zkxxs/bk/articles/zvp6dp3>

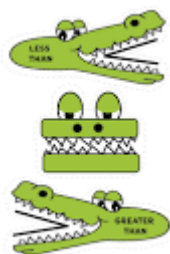
**Y2 Home activity:** Using Sir's Sentence Sorter (See TEAMS), read each sentence and highlight the word that describes it - statement, question, exclamation or command. **Challenge:** Write a sentence of your own for each sentence starter. Remember the correct punctuation for the sentence.

### Maths (Y1) - Place Value (within 10)

Small steps:

- Compare numbers
- Order objects and numbers
- The number line

**Y1 Home activity:** Draw and cut out your own set of 'more than less than' crocodiles. See image below for reference. Roll 1 dice to give you a 1 digit number. Do this twice so you have 2 numbers - write these on a piece of paper and put the correct more than or less than crocodile in the middle.



## Week 6

### KF/WP - English

Read and enjoy the story Stardust by Jeanne Willis and Briony May Smith

<https://www.youtube.com/watch?v=WKem-2LqUKo> Looking carefully at the final few pages once more, do you think the pictures and text give any clues as to what the girl will do when she is grown up?

**Y1 Home activity:** Draw or paint the little girl from Stardust. Then think carefully about what the girl will be when she is grown up and why you think this. Beneath your picture, record your predictions as punctuated sentences: I think the girl will...

**Y2 Home activity:** Look at the Two Sisters and share ideas for what you think each will do when they are grown up. Record your predictions on the page, writing two or more punctuated sentences to record your ideas about each girl.

### SK - English

Look at the cover of The Rainmaker Danced. (See TEAMS). Read the title and the author and illustrator. Read Rooms (p10 - See TEAMS) twice. What do you think is going on in the poem? Who might be talking (We...)? Where are these rooms - in a big house, in a school maybe? Look at how the poem is organised, into verses.

**Y2 Home activity:** Share ideas for new verses for Rooms with a grown-up. Discuss and decide on the verbs your verses will be focused on. Then write out your verses on the New Rooms frame. (See TEAMS) Remember to check against the original poem to see if you have got the structure right. When finished, rehearse reading your new verses aloud to your family.

### Maths (Y1) - Addition and Subtraction

Small steps:

- Introduce parts and whole
- Part- whole model
- Write number sentences

**Y1 Home activity:** Try to write some number sentences using the number cards below:



$\underline{\quad} + \underline{\quad} =$

Try to do as many different number sentences as you can by swapping the numbers around.

### Maths (Y2) - Addition and Subtraction

## Week 7

### KF/WP - English

Re-read Stardust by Jeanne Willis and Briony May Smith and re-read the six pages from where the girl's Grandad says, 'Once upon a time there was NOTHING'. 'Hold open the spread showing the stars and read the description - billions of stars, brilliant and beautiful. Look again at the three spreads from Stardust showing the mountains, the deep sea and the jungle. Choose a couple of things seen in the pictures to describe using adjectives, e.g. the fish in the sea or the parrots or monkeys in the forest.

**Y1 Home activity:** Look at the pictures on Stardust Nouns, choose one and think of a really good describing word for it. Write out your phrase (e.g. the big yellow planet), spelling accurately and leaving neat spaces between your words. Repeat for at least three further nouns.

**Y2 Home activity:** Same as Y1, however, you need to use a comma to separate your adjectives in the phrase you have written.

### SK - English

Do you believe in fairies, unicorns, UFOs, ghosts, the Loch Ness Monster or the Abominable Snowman, etc. Read Of Course I Believe In (p24 - See TEAMS), discussing tricky words/phrases (singular, gullible, impressionable, 'cred') as you read with a grown-up. Can you say 'extra-terrestrials with extendable mandibles' out loud without getting your tongues twisted? What message is John Agard giving us in the poem? The poet is urging us to keep an open mind about life and to enjoy all sorts of things that are incredible about the world and its creatures. The next poem is about balloons. When do you get to have balloons: Christmas, birthday, parties etc? Has anyone ever made you a balloon animal? How did you feel when it went 'pop' or collapsed? Read The Balloons and the Pins (p40 - See TEAMS), exploring any challenging vocabulary (helium, deflated etc.) and the poem's meaning. John Agard seems to be saying that although it is always sad when happy events like birthdays are over, we can look forward straightaway to the next exciting occasion.

**Y2 Home activity:** Choose your favourite poem from the above and write a response to what you think the poet is meaning and why this is

## Week 8

### KF/WP - English

Watch and listen to the author Lupita Nyong'o reading her book Sulwe at <https://youtu.be/vujbTOuzg2Q>

Spelling words with an un- prefix in this way is easy, as the spelling of the root word does not change. Note however that not all words can have un- added to them to make the opposite: we don't say unbig when we mean little, or unfast when we mean slow!

**Y1 Home activity:** Read and neatly copy out a word from Sulwe's Opposites. Then rewrite the word but with the prefix un- attached to it, so as to create the opposite. Repeat for the remaining words on the page. Then choose one pair of words and write a sentence linking the two, e.g. In our football, the teams were unfair but the ref was fair.

**Y2 Home activity:** Do as Y1 above but with the larger set of words on Mich's Opposites. Write two or three sentences for pairs of words on the page.

### SK - English

Read and enjoy Dinosaur Meets Electronic Mouse (p68 - See TEAMS), discussing the meaning of any tricky words and phrases (digital revolution, sussed, nonplussed, virus, extinct, Geek etc.) as you go. We are going to be planning, writing and illustrating our own poem about a dinosaur meeting a piece of modern day technology. Which type of dinosaur was in this poem? Brontosaurus. Read and sound out the name. Which other dinosaurs do you know? Using books from the library or home or the Dinosaurs ID Chart (see TEAMS), look at the amazing range of dinosaurs. Pick one dinosaur (e.g. Triceratops) and choose a piece of technology e.g. Ipad, computer, phone etc. Finish by considering where your dinosaur and device might meet, e.g. in the classroom. This will be determined by their choice of device, so the meeting might be in a kitchen if the device was a microwave, or at the cinema if it was a digital projector.

**Y2 Home activity:** Note down (a) which dinosaur will be in your poem (b) which electronic device the dinosaur encounters, and (c) where their meeting takes place ready to start writing your poem.

## Fresh Air Thursday Activities



Using natural materials outside can you make a picture of our school?



Go hunting around your garden and see if you can find objects to make a portrait of you and your friends playing at school.



Go on a walk around your local park and collect objects to stick on a piece of card. Can you retell your journey using the objects on your journey stick to remind you.

## Maths (Y2) – Addition and Subtraction

Small steps:

- Bonds to 10
- Fact families - addition and subtraction bonds within 20
- Related facts
- Bonds to 100 (10s)

**Y2 Home activity:** Get yourself 10 skittles (or other small food of your choice) see how many different ways you can split these with the total still remaining 10. Write down all the different ways you can make these - they will be your number bonds to 10. Can you see and patterns?

**Challenge** - Do the same but this time you will be doing number bonds to 100 - so each skittle represents 10. What do you notice that is similar or different to when you were making your bonds to ten?

## Science – Plants – Leaf Hunt

We're going on a leaf walk and will be looking at different types of trees with leaves (Evergreen) and some without leaves (deciduous). Take the leaf ID sheet (see TEAMS) and see if you can identify the leaves you find. Collect a small sample of leaves as you go.

**Home activity:**

**Y1:** can you sort/classify your leaves according to evergreen or deciduous trees?

**Y2:** can you think of a different way of classifying the leaves? What criteria are you using?

## Topic (History) – How have schools changed?

**Home activity:** Look at the two classroom images (see Teams) and think carefully about the aspects that have changed e.g. the desks, blackboards and whiteboards, sitting in rows, ink pens, displays etc.

**Y1:** Label a classroom 100 years ago and a modern classroom used today. Cut round the pictures and stick the images in the appropriate place on the classrooms to show where it would go. (See sheet on Teams).

**Y2:** Draw and label a classroom 100 years ago and a modern classroom in the relevant box on the sheet. (See sheet on Teams).

## Can I make the healthy wrap that I designed?

**Home activity:**

Small steps:

- Add and subtract 1s
- Add by making 10
- Add 3 1-digit numbers
- Add to the next 10

**Y2 Home activity:** Play a rolling of the dice game. Roll one or two dice to give you a one or two-digit number. Do this twice so you have two numbers to add together. Work out the answer. **Challenge** - Add three separate numbers together.

## Science – Seasons

**Listen to the song and see if you can join in...**

[https://youtu.be/ksGiLaIx39c?si=kSVXq80so-dK\\_x4V](https://youtu.be/ksGiLaIx39c?si=kSVXq80so-dK_x4V)

**Home activity(y1/2):** can you design an information poster about all 4 seasons - think carefully about the information you need to include...what do the trees look like, what clothes do you need to wear, what is the weather like?

## Topic (History) – What is similar and different about schools now and in the past?

**Y1/Y2 Home activity:**

Using what you have learnt so far about how schools have changed and the similarities and differences, can you sort the given statements into 'Same as schools now' or 'Different to schools now'. (See sheet on Teams).

**Learning with Parents:**

Y1: Number bonds to 10

Y2: Performance

## Vocabulary

**English:** Y1/2: text, clues, pictures, predict, predictions, guess.

Y2: rainmaker, danced, verse, structure, line, poem, poetry.

**Maths:** Y1/2 - addition, subtraction, part, whole, fact families, part whole model, number bonds, represent, remaining

**Topic (History):** similar, different, past, present.

**Science:** seasons, autumn, winter, spring, summer.

important. Remember to use correct punctuation and full sentences.

## Maths (Y1) – Addition and Subtraction

Small steps:

- Fact families - addition facts
- Number bond within 10
- Systematic number bonds within 10
- Number bonds to 10

**Y1 Home activity:** Get ten pieces of dried pasta. Split the pasta into 2 groups and write the number sentence for those groups. E.g.  $4+6=10$

Try to do this as many different ways you can **Challenge** - Can you spot any patterns?

## Maths (Y2) – Addition and Subtraction

Small steps:

- Add across a 10
- Subtract across 10
- Subtract from a 10
- Subtract a 1-digit number from a 2-digit number (across a 10)

**Y2 Home activity:** Create a set of number cards with the numbers 10-20 on them and a set of number cards with 0-9 on them. You will also need a card with the subtraction symbol on and a card with an equal's symbol on. Pick one card from the pile of 2 digit numbers and one card with 1 digits (remember the 2 digit number needs to go first in your number sentence). Can you work out your answer?

## Science – Autumn

Why do leaves change colour in the Autumn?

Using the internet, books and your grown ups research why leaves change colour in the autumn. Can you record your findings and send them to us on TEAMS.

## Topic (History) – Would you have preferred to go to school in the past?

**Home activity:** This half term, we have been learning about how schools have changes. Using all the knowledge you have learnt, can you think about whether you would have preferred to go to school in the past or now. Why might this have been? Are there any reasons why school in the past is better than school today?

**Y1:** To draw and write 1 sentence to explain why you would or would not have liked to go to school in the past. (See sheet on Teams).

**Y2:** To draw a labelled picture and write 2-3 sentences explaining their reasons as to why

## Maths (Y1) – Addition and Subtraction

Small steps:

- Addition - add together
- Addition - add more
- Addition problems

**Y1 Home activity:** Cut out 2 sets of number cards 1-10 (so you have 20 cards) plus an addition symbol and an equal's symbol. Take turns turning over two cards and add an addition symbol into the middle and the equals sign onto the end and work out the answer. You can use objects such as pasta and counters to help your child work out the answer.

## Maths (Y2) – Addition and Subtraction

Small step:

- 10 more, 10 less
- Add and subtract 10s
- Add two 2-digit numbers (not across a 10)
- Add two 2-digit numbers (across a 10)

**Y2 Home activity:** Pick a number from 10 - 100. Can you find out what 10 more is and what 10 less is. Use a hundreds square to help you with this and see if you can find any patterns.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Science – Autumn – Rainfall

The weather changes in autumn and the rainfall increases. Can you make a rain gauge (see instructions on TEAMS) and see if this is true. You will need to measure and record your results every day for a week.

**Home activity:**

**Y1**-use the recording sheet on TEAMS.

**Y2**-design our own recording sheet - refer to the sheet on TEAMS to ensure that you are recording all the information you need.

**Learning with Parents:** English

Y1: Using 'un' at the Start of Words



Use some washing up liquid and warm water and see if you can make blow some bubbles.



Can you make your own outdoor reading den? Make sure you send some pictures on TEAMS of you in your den reading your favourite book.



Go on an evergreen leaf hunt and see if you can make an evergreen discovery bottle like the one above.

<p><i>Y1 /Y2: Make a healthy wrap combining foods from the different food groups.</i></p> <p><b>Learning with Parents:</b>  Y1: 1 digit addition using a number line  Y2: Number bonds that equal 20.</p> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p><b>English:</b> Y1/2: suffix, meaning, ful, less, change, root word.  Y2: command, sentence, statement, question, exclamation, full stop, type, question mark, exclamation mark.  <b>Maths:</b> Y1 - compare, order, sequence, more, less, equal, number line  Y2 - Bonds, fact families, inverse, related facts, bonds within, bonds to, addition, subtraction.  <b>Topic (History):</b> past, present, source, evidence, similar, different, modern.  <b>Topic (Design and Technology):</b> Balanced diet, ingredients, protein, design criteria, fruit, vegetables.  <b>Science:</b> sort, criteria, evergreen, deciduous, tree, leaf, classify.</p>		<p><i>you would or would not have liked to go to school in the past using 'because'. (See sheet on Teams).</i></p> <p><b>Learning with Parents:</b></p> <p>Y1: Reading and writing numbers to 20 in numerals  Y2: Addition and subtraction of 10s and 1s without regrouping.</p> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p><b>English:</b> Y1/2: nouns, phrases, adjectives, commas, describing, objects, finger spaces, capital letters, full stops.  Y2: poems, poet, meaning, understanding, response, vocabulary, John Agard.  <b>Maths:</b> Y1- digit, number bonds, systematic, various ways, addition, subtraction, together  Y2 - calculation, tens, ones, number bond, related facts, missing number, multiple of, two-digit, one-digit, representation, strategies.  <b>Topic (History):</b> past, present, modern, preferred.  <b>Science:</b> autumn, change, fall, chlorophyll.</p>	<p>Y2: Size, orientation and spacing when writing</p> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p><b>English:</b> Y1/2: prefix, root word, opposite, -un, change.  Y2: planning, writing, illustrating, dinosaurs, types, device, modern day technology.  <b>Maths:</b> Y1 - addition, subtraction, answer, equals, all together, total, problem solving, reasoning.  Y2 - crossing a ten, digits, calculating, addition, subtractions, more/less, unitising, hundred square, organise, method.  <b>Topic (History):</b> past, date, timeline, different, decade, present, important, similar, modern, living memory, evidence, source, decade, beyond living memory, preferred.  <b>Science:</b> rain, measure, record, gauge, table, information</p>	
--	--	---	---	--

## Outdoor Learning Activities



### Musical Nature.

Use a small stick to make music on different items in the wild area. Can you make a nature song?



### Leafy pictures

Collect some fallen leaves and create a picture of a wild animal



### Stick Whispers

Using a 'special stick' Tell the children that the special stick has a secret message and that we can only hear it one at a time. The adult comes up with a message to be passed around the circle, then holds the stick first and whispers the message to the child next to them. The stick is then passed around the circle as each child whispers the message to the next. When the stick comes to the last child in the circle, they say out loud what the stick's message was. Is it the same as the one the adult said? Discuss why it may be slightly different.

### Animal Homes

Collect some items which could be used as a home for an animal. Have a go at making some suitable habitats.



### Leaf sort.

Collect some leaves, can you match them to the tree they came from? How many ways can you sort them?



### Leaf Crown

Use a strip of paper to create a base for your crown and decorate it with the best leaves you can find.



### Spot the bird!

Sit quietly and see how many different species of birds you can spot. Use the checklist to identify the different types. Can you tell which bird makes which noise?



### Weaving Nature

Create a weaving frame using some cardboard and string. Find a green object, a beautiful object, a straight object, a fluffy object, a round object, a yellow object, a smooth object, a rough object and weave into your frame.