



Dear children, parents/carers and family members,

I hope you are all well, staying safe and looking after each other during this difficult time. Staff in school have been working hard to put together activities for you to complete if you would like to – remember your well-being and happiness are the most important things at the moment.

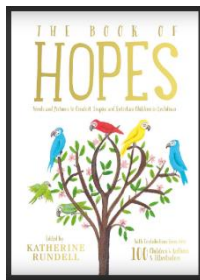
I am looking forward to seeing you all soon – although I don't know when that will be yet. I am keeping you all in my prayers.

*Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go.” Joshua 1:9*

Take care and stay safe  
Mrs Swift

### The Book of Hopes

<https://literacytrust.org.uk/family-zone/9-12/book-hopes/>



Completely free for all children and families, the extraordinary collection of short stories, poems, essays and pictures has contributions from more than 110 children's writers and illustrators, including Lauren Child, Anthony Horowitz, Greg James and Chris Smith, Michael Morpurgo, Liz Pichon, Axel Scheffler, Francesca Simon and Jacqueline Wilson.

The collection, published by Bloomsbury, is dedicated to the doctors, nurses, carers, porters, cleaners and everyone currently working in hospitals. Click on the link to read.

### 'Sports of the Future' Competition



IET want you to come up with exciting and imaginative designs for a new sporting invention that embraces engineering and technology. This could be inventing a piece of equipment for a new sport or developing a piece of equipment for a sport that already exists. From a supersonic tennis racket with the ultimate bouncy strings to trainers that can make you run faster – you just simply have to sketch your invention and tell us what it is and how it works.

Submissions will be scored by cycling champion Mark Cavendish, IET President Peter Bonfield and IET Young Women Engineer Ying Wan Loh – and the winner's invention will be made into a prototype for the lucky champion!

The competition is open between **22 April – 11 May 2020 23:59 BST** to children aged between **5-13 years old**.

<https://www.engineer-a-better-world.org/get-involved/>

BBC Bitesize Daily lesson schedule for wb 4<sup>th</sup> May. Follow this link to access:  
<https://www.bbc.co.uk/bitesize/dailylessons>

Year 1/ P2 online lessons Monday 4 May - Friday 8 May				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b> Practising phonics skills and developing vocabulary about the UK	<b>English</b> Using capital letters and full stops when writing postcards	<b>English</b> Forming long ladder letters	<b>English</b> Creating questions correctly using question marks	<b>English</b> Reading lesson: Cyl and Pat by Emily Gravett
<b>Maths</b> Part-whole relationships: Number bonds	<b>Maths</b> Fact families: Linking addition and subtraction	<b>Maths</b> Add together and find a part	<b>Maths</b> Add more and count on within 20	<b>Maths</b> Challenge of the week
<b>History</b> Boudicca	<b>Geography</b> Introduction to Africa	<b>Science</b> Basic parts of a plant	<b>Computing</b> What is code?	<b>Art and Design</b> Drawing and Painting

Find all this content and more at: [bbc.co.uk/bitesize/dailylessons](https://www.bbc.co.uk/bitesize/dailylessons)

Year 2/ P3 online lessons Monday 4 May - Friday 8 May				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b> Using phonics to develop vocabulary about the UK	<b>English</b> Using commas in letters when writing statements	<b>English</b> Using long ladder letters in writing	<b>English</b> Creating questions correctly using question marks	<b>English</b> Reading lesson: Cyl and Pat by Emily Gravett
<b>Maths</b> Part-whole relationships and fact families	<b>Maths</b> Comparing $a + b > c$	<b>Maths</b> Related facts	<b>Maths</b> Two digit $-/ + 1$	<b>Maths</b> Challenge of the week
<b>History</b> Emmeline Pankhurst	<b>Geography</b> Introduction to Africa	<b>Science</b> Basic parts of a plant	<b>Computing</b> What is code?	<b>Art and Design</b> Drawing and Painting

Find all this content and more at: [bbc.co.uk/bitesize/dailylessons](https://www.bbc.co.uk/bitesize/dailylessons)

Year 3/ P4 online lessons Monday 4 May - Friday 8 May				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b> Using inverted commas to show speech	<b>English</b> Expanded noun phrases	<b>English</b> Understanding what a recount is	<b>English</b> Similes and metaphors	<b>English</b> Reading lesson: Dinky and the Elephant by Elizabeth Laird
<b>Maths</b> Converting pounds and pence	<b>Maths</b> Adding money	<b>Maths</b> Subtracting money	<b>Maths</b> Multiplying and dividing by 3	<b>Maths</b> Challenge of the week
<b>History</b> The Stone Age	<b>Geography</b> Introduction to time zones	<b>Science</b> What plants need to survive	<b>Computing</b> How to get computers to do what we want	<b>Art and Design</b> Drawing and Painting

Find all this content and more at: [bbc.co.uk/bitesize/dailylessons](https://www.bbc.co.uk/bitesize/dailylessons)

Year 4/ P5 online lessons Monday 4 May - Friday 8 May				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b> Using apostrophs correctly	<b>English</b> Using fronted adverbials	<b>English</b> Conjunctive conjunctions	<b>English</b> Writing a recount	<b>English</b> Reading lesson: Dinky and the Elephant by Elizabeth Laird
<b>Maths</b> Multiply 2-digit numbers by 1-digit numbers	<b>Maths</b> Multiply 3-digit numbers by 1-digit numbers	<b>Maths</b> Divide 2-digit by 1-digit numbers	<b>Maths</b> Divide 3-digit by 1-digit numbers	<b>Maths</b> Challenge of the week
<b>History</b> The Stone Age	<b>Geography</b> Introduction to time zones	<b>Science</b> What plants need to survive	<b>Computing</b> How to get computers to do what we want	<b>Art and Design</b> Media and Materials

Find all this content and more at: [bbc.co.uk/bitesize/dailylessons](https://www.bbc.co.uk/bitesize/dailylessons)

Year 5/ P6 online lessons Monday 4 May - Friday 8 May				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b> How to investigate setting: descriptions and context	<b>English</b> How to use prepositions for effect in a setting description	<b>English</b> How to use relative clauses to add detail to a setting description	<b>English</b> How to use personification effectively in a setting description	<b>English</b> Reading lesson: Tell Me No Lies by Malorie Blackman
<b>Maths</b> Area model/ Grid method	<b>Maths</b> Multiplication using the formal method up to 4 digits x 2 digits	<b>Maths</b> Short division with remainders	<b>Maths</b> Measure and calculate perimeter	<b>Maths</b> Challenge of the week
<b>History</b> Ancient Egypt	<b>Geography</b> Trade and economic activity	<b>Science</b> How plants reproduce	<b>Computing</b> Algorithms and debugging	<b>Art and Design</b> Media and Materials

Find all this content and more at: [bbc.co.uk/bitesize/dailylessons](https://www.bbc.co.uk/bitesize/dailylessons)

Year 6/ P7 online lessons Monday 4 May - Friday 8 May				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b> How to investigate setting: descriptions and context	<b>English</b> How to use personification in a setting description	<b>English</b> How to use relative clauses to add detail to a setting description	<b>English</b> How to use subordinating conjunctions in a setting description	<b>English</b> Reading lesson: Tell Me No Lies by Malorie Blackman
<b>Maths</b> Simplify fractions using knowledge of equivalent fractions	<b>Maths</b> Compare and order fractions	<b>Maths</b> Add and subtract fractions	<b>Maths</b> Adding and subtracting mixed numbers	<b>Maths</b> Challenge of the week
<b>History</b> Ancient Egypt	<b>Geography</b> Trade and economic activity	<b>Science</b> How plants reproduce	<b>Computing</b> Algorithms and debugging	<b>Art and Design</b> Media and Materials

Find all this content and more at: [bbc.co.uk/bitesize/dailylessons](https://www.bbc.co.uk/bitesize/dailylessons)

**More Non-screen activities you can do at home**

What can you do when there's no school and you're stuck at home? Here are 25 fun ideas to choose from.

25 more ideas!

**1 Get doodling!**  
Grab some paper and pens and doodle anything you like! Animals, aliens or something else.



**2 Create your own animal.**  
Could you combine two of your favourites? What will you call it?



**3 Design and draw a new musical instrument.**  
How would you play it and what will it sound like?



**4 Make up your own 5 minute exercise routine.**  
What will you include?



**5 Can you make up your own jokes?**  
Tell them to someone to make them laugh!



**6 Make some jewellery.**  
Use anything you can find around the house. Strips of wrapping paper or rolled up magazines make great beads!



**7 Paper aeroplane challenge!**  
Make a paper aeroplane and see how far you can fly it! Can you make a target and try to aim for it?



**8 Fingerprint art!**  
Use only your fingertips and paint to create a picture.



**9 Make a bookmark to use when you're reading.**



**10 Make some wild art using sticks, leaves, flowers and anything else you can find outdoors.**



**11 Quick draw!**  
Set a 1 minute timer, draw a quick doodle and see if the other person can guess what it is before the time is up.



**12 Write a silly sentence that includes all of these words... BANANA, CURTAIN, DOLPHIN, SNOW and BALLOON.** Now think of your own words and write some more!

Keeping my brain busy is fun

**13 How many different words can you make from the letters in this sentence?**

**14 Ping pong story telling!** Write the opening sentence to a story, then someone else writes the next line. Then it's your turn again! Keep alternating until you have a full story.

**15 Guess the character!** Think of a character from a book, write it down so no-one can see. Have others ask you questions to try and guess which character you chose.

**16 Make a finger puppet!**  
Use a paper cone to make a body, then attach a paper head.



**17 Describe the most disgusting meal EVER!** What is in it? Spaghetti worms, toenails on toast or something else?



**18 Create a comic strip about an animal who turns into a superhero.** Which animal will you choose?



**19 Create a family kindness jar.** Every time someone does something kind, write it down and put it in the jar. When the jar is full you all deserve a special treat!

**20 Find a fun place to sit and read a book.** Under the bed? Up a tree? Where will you go?



**21 How many words can you think of that rhyme with WRITE?**



**22 Write a recipe for 'Springtime'.** What will you include? Flowers? Sunshine? What else?



**23 Use your body to make the shape of a letter.** How many more can you make? Can you make every letter in the alphabet?

**24 Play alphabet bingo!** Can you spot an item in your home or garden that starts with the letter a,b,c and so on?

ABC

**25 Start a diary.** Write a short entry every day about what you do and how you feel. It will be good to look back on when you're older.

## Barefoot Computing - Learning together activities

Fun and creative activities, built by teachers to help you guide your child through fundamental parts of the computing curriculum without the need for screen time.

They include everything you need to get started with activity sheets and accompanying materials.

<https://www.barefootcomputing.org/homelearning>

**GOING WILD**

Age: 5-11 years

Concepts: Programming, Debugging, Algorithms

Overview: Children programme their homemade bee to move towards flowers by creating a short sequence of instructions (an algorithm).

[Download Files](#)  
[Activity Instructions.pdf](#)  
[Supporting Worksheets.pdf](#)

**DANCE MOVES**

Age: 5-11 years

Concepts: Algorithms

Overview: Children will make up a dance routine and create the instructions for a partner to follow.

[Download Files](#)  
[Activity Instructions.pdf](#)  
[Supporting Worksheets.pdf](#)

**HOUSE PATTERNS**

Age: 5-7 years

Concepts: Patterns

Overview: By drawing their own house, exploring and identifying similarities between features of other houses, children start to understand patterns.

[Download Files](#)  
[Activity Instructions.pdf](#)  
[Supporting Worksheets.pdf](#)

**STORY SEQUENCING**

Age: 4-6 years

Concepts: Algorithms

Overview: Using a well-known story or song, children learn how important it is to put a sequence of events in the right order - the first step in understanding algorithms.

[Download Files](#)  
[Activity Instructions.pdf](#)  
[Supporting Worksheets.pdf](#)



# Tornado in a Bottle

Pretend to be a scientist and make a tornado that you can hold in your hand!

## WHAT YOU'LL NEED

- two empty clear, plastic 500 ml water bottles
- one water bottle top
- water
- food colouring
- glitter
- packing tape

## STEP 1

Get an adult to help you poke a hole in the water bottle top. The hole should be about 1 centimetre wide.

## STEP 2

Fill one bottle with water. Add a few drops of food colouring and some glitter, then screw the top on the bottle.

## STEP 3

Place the second bottle on top of the first one. Tape the tops of the bottles together with packing tape to form an hourglass shape.

## STEP 4

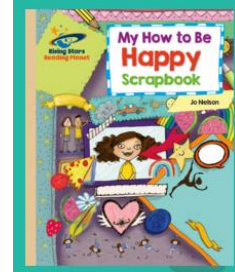
Hold your creation over the sink in case it leaks. Flip it over so the full bottle is on top. Swirl it in a steady circular motion a few times, then watch the water form a glittering tornado as it drains into the bottom bottle!



## 'My How to Be Happy Scrapbook' story to share

Follow Jo as she creates a scrapbook to help record ways to be happy and share tips to overcome stress and worry.

[https://www.risingstars-uk.com/media/Rising-Stars/Assessment/Wellbeing%20and%20Attitudes%20to%20Learning/My How to be Happy Scrapbook resized.pdf](https://www.risingstars-uk.com/media/Rising-Stars/Assessment/Wellbeing%20and%20Attitudes%20to%20Learning/My%20How%20to%20be%20Happy%20Scrapbook%20resized.pdf)



## What brings you joy?

Draw a large sunshine or something that makes you happy in the centre of a page. Write down all of the different things from your life that bring you joy. It might be your family, pets, favourite teddy etc. When you have finished, why not try making one with someone else in your house.

## 7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

- 1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

- 2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

- 3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

- 4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

- 5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

- 6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

- 7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'



My name is \_\_\_\_\_ and on my walking adventure


around my neighbourhood \_\_\_\_\_ on the \_\_\_\_\_ of \_\_\_\_\_, 20\_\_\_\_  
 in my garden


I saw... 


I smelled... 


I heard... 

I counted...

Birds 

Bugs 

Dogs 

People 

I saw a tree and its leaves looked like this:

I found a flower that looked like this:

While I was on my adventure, I looked like this:











Through My Magnifying Glass I Can See...



**superstar spotters**  **Bugspotting**

I spy... BUTTERFLIES and MOTHS

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			
<b>Comma Butterfly</b> I look like a dead leaf and my larvae look like bird droppings.	<b>Large White Butterfly</b> I eat mustard oil so I smell & taste bad to anything that wants to eat me.	<b>Cinnabar Moth</b> I am a day-flying moth.	<b>Peacock Butterfly</b> I live until I am around 11 months old.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			
<b>Sycamore Moth</b> I am a night-flying moth	<b>Speckled Wood Butterfly</b> The heavier I am the more eggs I produce.	<b>Tortoiseshell Butterfly</b> I lay my eggs in stinging nettles.	<b>Emperor Moth</b> I am the UK's only silk-moth: emperor caterpillars spin a silk cocoon.

**Remember to look with your  not your **

## Alphabet Challenge

Choose a letter from the alphabet and write down the following beginning with the chosen letter. The idea is to try and think of one that no-one else will think of. Good luck!

- Town
- Country
- Girl's name
- Boy's name
- Animal
- Flower/plant
- River
- Bird
- Tree



### Wellbeing Wednesday – Count Your Blessings

Why not learn a new song this week and enjoy a good singalong!

Try 'Count Your Blessings' from Out of the Ark. You will find it in Week 6 if you follow this link:

<https://www.outoftheark.co.uk/ootam-at-home/>



### TALK ABOUT

Revisit your list of blessings together at the end of the day. What are you each most grateful for? Turn it into a prayer of thanks before you go to sleep. How has counting your blessings impacted on your day?

### SHARE IT

Try this over a meal together. The first person begins with 'I'm grateful for ...' (name one thing). Go around the table and before you add your own 'I'm grateful for...' sentence, repeat the previous sentences in order. How much cumulative gratitude can you remember?

## #LifeGoesONline

Bringing Life Science Centre to you!

**Life**  
SCIENCE FOR ALL

# Floating boats (KS1/KS2)

Boats are really useful for carrying cargo all around the world. But lots of cargo makes you heavy, and a heavy boat is at risk of sinking. Can you design a boat to hold as much weight as possible?

### MAKING YOUR BOAT

To make a boat you need a material that is easy to shape, lightweight and most importantly – waterproof. Aluminium foil is a good choice.

1. Cut a rectangle of foil with sides 15cm x 12.5cm long. Use a ruler and marker pen to draw a line on the foil if it helps.
2. Decide what features you think will make a boat that can hold a lot of weight.
3. Do you want it to be wide or narrow? Deep or shallow? What shape do you want it to be?
4. Fold up the foil to make the sides of the boat.
5. Where there's a corner, squish the foil together to make sure no water can get in.

### TESTING YOUR BOAT

To test your boat, you need water. Maybe use a washing up bowl, a deep baking tray or the sink. Something you can fill with enough water that your boat floats freely.



1. Collect a lot of 1p coins. Maybe around 30 of them.
2. Place your boat in the water. Before adding the coins, predict how many you think it will take for the boat to sink.
3. Gently, place a coin in your boat. Wait a moment to see what happens.
4. If the boat floats, carry on. Add coins one at a time until the boat sinks.

**Helpful tip!**  
Space the coins out evenly so the boat doesn't tip over.

We are stuck at home, but #LifeGoesONline! Check out other activities to try at home on our social media channels @scienceatlife and send us a message if you have a science question you want answering!

## #LifeGoesONline

Bringing Life Science Centre to you!

**Life**  
SCIENCE FOR ALL