

Key Stage 1 Weekly Learning				
Year 2, Cedar and Willow		Theme: The secret world of plants		Week beginning: 11/5/2020
Daily Activities				
Wake up & Shake up	Exercise with Joe Wicks (online videos), go for a walk, run or dance. Why not try out some Cosmic Yoga <u>www.youtube.com/user/CosmicKidsYoga</u>			
Reading - 10- 15 mins	Continue to read a book from home, school or online. This week, we are going to look at the story Pattan's pumpkin by Chitra Soundra. (see the sheets attached) Task 1. Where do you think this story is set? What is it like there? How can you tell? Who is Pattan? 'One day, Pattan found an ailing plant in the valley.' What do you think the word 'ailing' means? Check the meaning of the word in a dictionary or <u>www.oxfordlearnersdictionaries.com</u> Think about what Pattan does with the 'ailing plant'. What do you think he is like as a person? Does a pumpkin what Pattan does with the 'ailing plant'. What do you think he is like as a person? Does a pumpkin grow immediately? How long do you think it took for the pumpkin to start to grow? Task 2. Think of how the flowers are described: 'Its yellow flowers smiled at the sun.' How does this description make you think about the pumpkin flowers? Do you have a favourite flower, plant or vegetable? Can you think of a way to describe it so someone else can imagine it? How could we describe the pumpkin? E.g. 'Its round body swelled in the soil?' How does this make you picture the pumpkin? Look at the fruits and vegetables you have in your home. What stands out to you as you look at them? Can you draw your favourite fruit or vegetable for someone else? Look carefully at its shape, colour and texture. Can you describe it in a sentence? You can find out more about the story from the author here www.chitrasoundar.com/picture-book/pattans-pumpkin/ ww.youtube.com/watch?v=u2XyIRUZOM www.youtube.com/watch?v=u2XyIRUZOM www.youtube.com/watch?v=iadd03A5M7K			
Maths- 20- 30 mins	Log on to <b>Mathle</b> sheets which you worksheets, you	t <b>ics</b> to complete some c could use if you can't a can write out your work	livision activities. ccess Mathletics. in the workbook u	We have also included some activity Please don't worry about printing we gave you or on paper.
BREAK	Eat a healthy sno	ack, exercise or relax w	ith some mindfuln	ess.
<b>Times Tables</b> - 10 - 15 mins	Log on to <b>Time T</b> Parker <u>www.youtube</u>	Tables Rock Stars to ke e.com/watch?v=BMX800aGB00	ep on practicing y <u>www.youtube.com/w</u>	your times tables or sing with Percy <u>yatch?v=A8cCyQTkRgI</u>
<b>Spelling</b> - 5 - 10 mins	Look at the ' <b>Lett</b> practise your Col <u>https://spellingframe</u>	ers and sounds' phonics mmon Exception Words <u>e.co.uk/spelling-rule/106/29-H</u>	s videos on <u>www.you</u> or continue to lea omophones-and-near-ho	<u>tube.com/channel/UCP_FbjYUP_UtldV2KniWw,</u> rn to spell some homophones. omophones
Writing- 15 - 20 mins	Using the Conjun <b>Challenge:</b> Can ye	actions activity sheet, ch ou use each conjunction	noose the correct to write a senten	conjunctions to complete the sentences. ce of your own?
Our School Value	This term our va Class Dojo: <u>http:</u> might we have a and how can we s demonstrate the and 'Rosie Rever	lue is <b>Perseverance</b> . Ho //vid.ly/7s0b81 <b>Discuss</b> dip? What kind of emot tay positive? Do you kno value of perseverance? e Engineer' but there ar	ave a look at this w What is a dip? w ions do we feel wh ow any story book We love 'Giraffes e many more.	video clip of Which times hen have a dip, s that s can't dance'

Key Mathematical skills	Key Reading skills	Key Writing skills
<ul> <li>Counting in 2's, 3's, 5's and 10's</li> </ul>	<ul> <li>Using phonics to decode words</li> </ul>	<ul> <li>Capital letter at the start of a sentence</li> </ul>
• x2, x5, x10 tables	<ul> <li>Predicting what will come next</li> </ul>	<ul> <li>Full stop at the end (or ? !)</li> </ul>
<ul> <li>Number bonds to 10 and 20</li> </ul>	<ul> <li>Talking about characters and events</li> </ul>	• Finger spaces
$\cdot$ Coin recognition up to £2	<ul> <li>Sharing opinions</li> </ul>	<ul> <li>Neat, joined handwriting</li> </ul>
<ul> <li>Quick addition and subtraction of 1 digit</li> </ul>	<ul> <li>Retrieving facts</li> </ul>	<ul> <li>Conjunctions to join ideas (and/ but/ so/</li> </ul>
numbers	<ul> <li>Making simple inferences</li> </ul>	because/ if/ that/ when/ which)
<ul> <li>Doubles and halves to 20</li> </ul>	(e.g. I think it is sunny and hot	<ul> <li>Using prepositions (on, above, next to, below,</li> </ul>
<ul> <li>Telling the time</li> </ul>	because the girl is wearing a t-shirt	underneath, beside)
<ul> <li>Names and describing 2D and 3D shapes</li> </ul>	and shorts.)	<ul> <li>Using past or present tense</li> </ul>
<ul> <li>Number of seconds in a minute, minutes in</li> </ul>		<ul> <li>Using 1<sup>st</sup> person (I) or 3<sup>rd</sup> person</li> </ul>
an hour, hours in a day, days in a month,		(he/she/they)
months in a year.		<ul> <li>Using phonics to spell</li> </ul>
		<ul> <li>Adjectives to describe</li> </ul>

#### Weekly Activities

Geography - Where is the book 'Pattan's pumpkin' set? Use a map, globe or Google Earth to locate India, then Kerala in Southern India where the hills in the story can be found. Zoom in further by focussing on Mannarkkad and the surrounding area.

Pattan's Pumpkin is set in the Western Ghats - one of the oldest mountain ranges of the world. It is also a UNESCO heritage site. The Westerm Ghats in our story are more like rolling hills than tall mountains, they stretch from the

north of Mumbai to the southern tip of India - are a biodiversity hotspot. This means they contain a large proportion of the country's plant and animal



species; many of which are only found here and nowhere else in the world. Find out more on these websites www.chitrasoundar.com/picture-books/pattans-pumpkin/the-western-ghatswhere-pattans-pumpkin-is-set/ whc.unesco.org/en/list/1342 mocomi.com/species-in-western-ghats/ wwf.panda.org/knowledge\_hub/where\_we\_work/western\_ghats/

Have a look at some pictures of places in the story (on the next few pages). What colours do you notice? Describe the people's clothes, the houses and landscape. Have you seen clothes/buildings/landscapes like this before?

Choose some pictures and try to use Geography vocabulary to describe what you can see. What do you notice? Remember that some of the pictures are of an urban town and some show the rural landscapes in the story.

#### so well in the Kerala region of India. PE Music Explore some of the traditional music and songs from Dance is a very important part of the culture and Southern India. It is most likely that Pattan (who was part traditions of India. of the Irular tribe) and his family spoke Tamil. Here is a link to a traditional dance performed by the Irular tribe at a festival in Kerala. http://www.chitrasoundar.com/picture-books/pattans-pumpkin/watch-the-Have a listen to some songs from India on this website in dance-of-the-irular-people/ each of these languages. https://www.mamalisa.com/?t=ec&c=18 What instruments can you hear? Which songs are your favourite? Why? If you wanted to learn a simple Indian lullaby, Hari Coo Coo has a reasonably simple tune. You can also listen to the

National Youth Choir of Scotland performing it on Sound Cloud at the following website: https://soundcloud.com/nycos/hari-coo-coo

I have attached the sheet music with the lyrics below!

#### Science - Which amazing plants are found around Kerala?

#### Do you know any exotic fruit grown in the Kerala region? What do they need to grow well?

The area is famous for having some many amazing plants growing in the forests, mountains and valleys. Why do you think this is? You could have a look at this website. keralaplants.in/exotic-plants-kerala.aspx

Here are some plants that we found.

Coconut tree Rubber trees



Papaya tree



Fig tree

Which other plants can you think of? How are they suited to their environments? Which plants are the biggest, tallest etc? How do you think these plants get water and sunlight in the forest where they cannot access the sunlight or water? After you've done some research or had a think, please make a poster showing us how you think these plants grow

What do you notice about this dance? How are the dancers moving? Can you see how they are dancing together in a circle around the musicians and the singer? What about their movements? Can you see how each of the dancers is carrying out the same movement? This is called choreography. The dancers are all carrying out the same sequence of steps and movement as each other at the same time.

Why don't you try this dance for yourself? Can you create your own tribal dance using this music or you could try and create a dance to Hari Coo Coo.

We would love to see some videos of your dances. Have fun!

#### Jigsaw

Our topic this term is 'Relationships' and this week's lesson is to help you to understand that sometimes it is good to keep a secret and sometimes it is not. We will also think about how it feels to be asked to keep a secret you don't want to and know who to talk to about this. Miss Wolstencroft and Mrs Malhotra have a special box and they would like to know if you can keep their secret? Don't tell Jigsaw Jo but in their box, is a present for Jo's birthday. Is this a good secret to keep or not? Some secrets are good secrets to keep and sometimes it's OK to have a secret, e.g. surprise birthday present or a surprise party. Think back to a time when you had to keep a good



secret that you really wanted to keep as a surprise for another person. How did you feel? How do you think you would feel if you were keeping a secret which wasn't very good? There are two different types of secrets and it is very important to know the difference. Good secrets make us feel happy and usually lead to good surprises. Some secrets can make us worry and feel sad or

frightened. These are 'worry' secrets. It can be hard to share a 'worry' secret because you might be scared of the person who told you to keep it, it might be something you feel guilty about, or you might not know who is a safe person to tell it to. Who could you tell your worry secret to? You should always tell an adult if someone has asked you to keep secret which makes you feel worried or scared. Worry secrets usually lead to worse results if they are kept secret, but if you tell then the worry can be sorted out.

Jigsaw Jo has some friends with worry secrets and they have asked Jo to help them to know what to do. Can you help Jo? Look at these examples and talk about why they are worry secrets and what advice you would offer to Jo.

- 1. Some of Jigsaw Jo's friends watched a scary movie together that was meant for grown-ups. They are all having bad dreams about it. The person who said they should watch it said they shouldn't tell anyone and it was their special secret.
- 2. One of Jo's friends has been private messaging with someone they don't know on social media. The person said they shouldn't tell anyone and it was their special secret.
- 3. One of Jo's friends is being bullied. The bullies have told Jo's friend that if they tell, they will bully them even more.
- 4. One of Jo's friends played on their Mum's tablet computer behind her back and accidentally broke it. Their Mum is angry because the tablet cost a lot of money and she doesn't know how it happened.

Hari Cuckoo (from India)



This is a map, showing the Kerala region in Southern India, where the story is set.











Some images of the Irula tribe <u>http://kanimar.com/irula.html</u> who the story is based on.



Images of Mannarkkad (a small town near where the story is set.) <u>http://www.mannarkkad.com/</u>



Images of the Sahyadri mountains (also known as the Western Ghats, where the story is set.)

Mad Maths Minutes		Mad Maths Minutes		
38. 5x Table Division Facts Set A		38. 5x Table Divis	sion Facts Set B	
20 ÷ 5 =	35 ÷ 5 =	10 ÷ 5 =	45 ÷ 5 =	
15 ÷ 5 =	25 ÷ 5 =	35 ÷ 5 =	40 ÷ 5 =	
40 ÷ 5 =	50 ÷ 5 =	5 ÷ 5 =	35 ÷ 5 =	
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30 ÷ 5 =	45 ÷ 5 =	15 ÷ 5 =	5 ÷ 5 =	
25 ÷ 5 =	40 ÷ 5 =	45 ÷ 5 =	50 ÷ 5 =	
15 ÷ 5 =	30 ÷ 5 =	10 ÷ 5 =	20 ÷ 5 =	
50 ÷ 5 =	20 ÷ 5 =	25 ÷ 5 =	10 ÷ 5 =	
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10 ÷ 5 =	25 ÷ 5 =	5 ÷ 5 =	45 ÷ 5 =	
20 ÷ 5 =	30 ÷ 5 =	25 ÷ 5 =	35 ÷ 5 =	
25 ÷ 5 =	45 ÷ 5 =	30 ÷ 5 =	50 ÷ 5 =	
5 ÷ 5 =	10 ÷ 5 =	45 ÷ 5 =	25 ÷ 5 =	
35 ÷ 5 =	5 ÷ 5 =	20 ÷ 5 =	15 ÷ 5 =	
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Mad Maths Minutes		Mad Maths Minutes		
26. 10x Table Division Facts Set A		26. 10x Table Divi	sion Facts Set B	
60 ÷ 10 =	90 ÷ 10 =	70 ÷ 10 =	10 ÷ 10 =	
80 ÷ 10 =	40 ÷ 10 =	50 ÷ 10 =	20 ÷ 10 =	
20 ÷ 10 =	20 ÷ 10 =	30 ÷ 10 =	80 ÷ 10 =	
10 ÷ 10 =	10 ÷ 10 =	10 ÷ 10 =	40 ÷ 10 =	
90 ÷ 10 =	60 ÷ 10 =	40 ÷ 10 =	70 ÷ 10 =	
70 ÷ 10 =	100 ÷ 10 =	90 ÷ 10 =	60 ÷ 10 =	
50 ÷ 10 =	50 ÷ 10 =	20 ÷ 10 =	100 ÷ 10 =	
10 ÷ 10 =	70 ÷ 10 =	90 ÷ 10 =	20 ÷ 10 =	
30 ÷ 10 =	20 ÷ 10 =	60 ÷ 10 =	90 ÷ 10 =	
40 ÷ 10 =	80 ÷ 10 =	70 ÷ 10 =	60 ÷ 10 =	
90 ÷ 10 =	100 ÷ 10 =	80 ÷ 10 =	100 ÷ 10 =	
70 ÷ 10 =	60 ÷ 10 =	30 ÷ 10 =	30 ÷ 10 =	
30 ÷ 10 =	40 ÷ 10 =	10 ÷ 10 =	50 ÷ 10 =	
100 ÷ 10 =	30 ÷ 10 =	50 ÷ 10 =	40 ÷ 10 =	
50 ÷ 10 =	80 ÷ 10 =	100 ÷ 10 =	80 ÷ 10 =	
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# Division – sharing



1 Look at these shares. Are they fair? 🖌 the fair shares and 🗶 the ones that are not fair.



**2** Draw 16 fish, sharing them between the 4 bowls. Make sure each bowl has the same number of fish.



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# Division – sharing

SERIES

TOPIC



1 Use tally marks or draw pictures to help you solve these problems. Finish the matching number facts.



Division – sharing



# What to do:

Make 5 animal pens with lolisticks. They must be big enough to hold some animals or counters.

**a** Share the 30 animals out fairly between the animal pens. How many animals are in each animal pen? Draw your answer.

**b** Take the animals out and take away 2 animal pens. Share the animals between the 3 animal pens. How many animals are in each animal pen now? Draw your answer.

c What if there are only 2 animal pens. How many animals are in each animal pen? Draw your answer.



30 ÷ 5 =

30 ÷ 3 =



# Division – grouping



a Each bird needs 2 worms. You have 18 worms. How many groups of 2 can you make?





# Division – word problems

- 1 Use tally marks or draw pictures to help you solve these problems. Finish the matching number facts.
  - **a** There are 30 sparklers to be shared between 10 children. How many sparklers does each child get?

**b** The hospital has 18 blankets to donate to some babies. To make sure they stay toasty warm, each baby needs 2 blankets. How many babies will get blankets?

- **c** For a maths activity, every child needs 5 stickers. The teacher has 25 stickers. How many children can do the maths activity?

÷

d Farmer Jess has 40 carrots. She wants to plant them in rows of 10. How many rows can she plant?



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**1** Use the dot diagrams to finish the number statements and facts.



**2** Now you can only see part of the dot diagrams. Can you still finish the facts?



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We can use known multiplication facts to help us solve division problems. Number patterns can also help us.

**1** Use known multiplication facts (or counters) to help you finish these division facts.



**2** Now use your understanding of number patterns to finish these.





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**2** Make up 5 of your own multiplication facts and related division facts.



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# Division – relating division and fractions

When we divide something in half, we are sharing it into **2 equal** parts or dividing it by 2.  $\frac{1}{2} \text{ of } 12 \text{ is } 6$  $12 \div 2 = 6$ 

**1** Draw lines to divide these dot diagrams into halves. Finish the facts.



When we divide something into quarters, we are sharing it into **4 equal parts or dividing it by 4.** 



**2** Draw lines to divide these dot diagrams into quarters. Finish the facts.





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# Division – explore



# What to do:

You and 4 friends have won a prize from the local bakery. There are 50 delicious mini cupcakes available to be shared out.

Would you get more if they said, 'Share these cupcakes evenly among you', or 'Each winner can have 6 cupcakes'.

Work with a partner to solve this problem. Show your working out below.





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Sal

BOOKS

Otter-Barry

a mighty river that galloped down the Sahyadri mountains. and rode with the elephants that roamed their lands. Once upon a time, there was a man called Pattan. He lived with his wife, Kanni, on the banks of They tended the goats, fed the bulls











The next day, dark clouds gathered. Rain crashed against the rocks in fury. Pattan was afraid that the floods would wash away his hut. "We should leave the mountains tomorrow," he said. "We should take all the animals, birds, beetles and bugs with us. And a sapling of every plant and seeds of every grain."



Pattan couldn't sleep that night. When the pumpkin glowed like fire under a burst of lightning, he had an idea....







Pattan's Pumpkin

## Take 5: Ideas for Independent/Home Learning Pattan's Pumpkin by Chitra Soundar and illustrated by Frané Lessac (Otter-Barry Books)

## 1. Explore it

Read the extract from the book below and spend time looking at the illustration together.



Talk together about what you read. Where do you think this story is set? What is it like there? How can you tell? Who is Pattan? What is he doing? Re-read the first sentence again: **'One day, Pattan found an ailing plant in the valley.'** What do you think the word **'ailing**' means? What makes you think this? Check the meaning of the word in a dictionary, if you have one at home. You could use this online version, if you don't: <u>https://www.oxfordlearnersdictionaries.com/</u>

Think about what Pattan does with the **'ailing plant'** and how he treats it. What does this tell us about him? What do you think he is like as a person? Now think about what happens in this passage. How much time do you think has passed between the two pieces of text? Does a pumpkin grow immediately? How long do you think it took for the pumpkin to start to grow?

#### 2. Illustrate it

Think of how the flowers are described in the text: *'Its yellow flowers smiled at the sun.'* How does this description make you think about the pumpkin flowers? Do you have a favourite flower, plant or vegetable? Can you think of a way to describe it so someone else can imagine it? How could we describe the pumpkin? How about: *'Its round body swelled in the soil*?' How does this make you picture the pumpkin?

Look at the fruits and vegetables you have in your home. What stands out to you as you look at them? Can you draw your favourite fruit or vegetable for someone else to see? Look carefully at its shape, colour and

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textures and try to recreate these in your drawing. How would you describe it in a sentence? Add this to your finished drawing.

### 3. Talk about it

Look again at the illustration in the text:

- What can you see? You might like to list as many different things as you can see in the image.
- What words or phrases might be used to describe the place where Pattan lives? What physical and human features can you see in the environment? Do you think this is a place where nature thrives? What makes you think that?
- Do you think the community has a good respect for the natural world? What tells you this?
- The author, Chitra Soundar, writes more about the book here:

<u>http://www.chitrasoundar.com/picture-books/pattans-pumpkin/</u> and tells us that the story is set in the Western Ghats in India. If you are able to, find out about more about the place where the story is set. You could look India up in an atlas, if you have one at home, or use an online atlas, to focus in on the Western Ghats:

https://www.google.com/maps/d/viewer?ie=UTF8&oe=UTF8&t=p&msa=0&mid=1LkrBLQotObx8zQmhW8yLQUvn3c&ll=12.85472362508814%2C75.69616199999996&z=7 You could also watch a video, to see more of what this place is like, such as: https://www.youtube.com/watch?v=ijC07JhxQ5E. How would you describe this place? Would you like to visit there? Why or why not?

### 4. Imagine it

Think about what it takes for a plant to grow. What do you think Pattan will have done between the two pieces of text we saw to care for the plant? What do plants need to survive and grow? Do you have any plants in your home or garden? Who takes care of them? What do they do to help them survive? Have you grown any fruits or vegetables before?

If you lived in a place like Pattan and Kanni, what would you plant and grow? Which are your favourite fruits, vegetables, herbs and spices? Would you grow any of these? Why would you like to grow these? What animals would you keep on your land? Why? Who would you share your produce with? Why?

#### 5. Create it

Using the ideas, you have thought about, design your own dream garden; what would you include and why? You can draw this, or write about it, or use any materials you have available such as an old shoebox and old scrap paper to make a model of this garden if you want.

You could also do some growing in your own home or garden. If space and resources are limited, you could start with something simple like cress: <u>https://theimaginationtree.com/growing-cress-heads-and-cress-initials/</u> Tomatoes, chillies, peppers and strawberries are all easy to grow in a small garden or on a balcony. Herbs like basil, oregano and parsley can all be grown on a windowsill. Leave instructions to help other people take care of the plants and things you are growing in your home, so that they can grow healthily and be well looked after.

You can hear Chitra Soundar talking about her book and reading the opening of the story here: <a href="https://www.youtube.com/watch?v=iadd03ASM7k">https://www.youtube.com/watch?v=iadd03ASM7k</a>

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## Conjunctions

Name: ..... Date: .....

Choose the correct conjunction from the list to complete these sentences.

and	but	because
then	while	SO

- 1. Laura put on her pyjamas \_\_\_\_\_\_ she went to bed.
- 2. We hoped to go to the seaside \_\_\_\_\_\_ it rained.
- 3. David kicked the football through the window \_\_\_\_\_\_ it broke.
- 4. Dad put the washing out on the line \_\_\_\_\_\_ it had stopped raining.
- 5. My new top cost £15.50. I gave the shopkeeper a twenty pound note
   \_\_\_\_\_ I got £4.50 change.
- 6. My sister waited for the bus for an hour \_\_\_\_\_\_ it didn't turn up.
- 7. Yesterday it snowed \_\_\_\_\_ I wore my scarf and gloves.
- 8. Katie was sad \_\_\_\_\_ her goldfish died.
- 9. We went to the football match \_\_\_\_\_ Mum cooked some dinner.
- 10. Maisy tried hard at school \_\_\_\_\_ Grandma bought her an ice cream.

Now use each conjunction to write a sentence of your own.