



Key Stage 1 Weekly Learning		
Year 2, Cedar and Willow	Theme: The secret world of plants	Week beginning: 27/4/2020
Daily Activities		
Wake up & Shake up	Exercise with Joe Wicks (online videos), go for a walk, run or dance.	
Reading - 10- 15 mins	Read a reading book from home, school or online. We are going to look at an unusual version of the fairy tale Rapunzel by Bethan Woolvin this week. It starts " Rapunzel lived all alone in a tall, dark tower. She was trapped there by a witch who visited every day. " Where is the story set? Have you heard the name Rapunzel before? What do you already know about her and her story? What is the tower like? Which words tell you this? What do you think the characters are like? Please draw some illustrations for this story based on your imagination!	
Maths- 20- 30 mins	Log on to Mathletics to complete some more fraction activities. We have also included some activity sheets which you could use if you can't access Mathletics. Please don't worry about printing worksheets, you can write out your work in the workbook we gave you or on paper.	
BREAK	Eat a healthy snack, exercise or relax with some mindfulness	
Times Tables- 10 - 15 mins	Log on to Time Tables Rock Stars to compete in our class battle or sing with Percy Parker www.youtube.com/watch?v=BMX800aGB0Q www.youtube.com/watch?v=A8cCyQTkRgI	
Spelling- 5 - 10 mins	Look at the ' Letters and sounds ' phonics videos on www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw , practise your Common Exception Words or investigate some homophones (words that sound the same but are spelt differently) www.bbc.co.uk/bitesize/topics/zqhp2p	
Writing- 15 - 20 mins	If you have finished your illustrations you can watch someone read the story of Rapunzel here www.youtube.com/watch?v=ZaFjsWtKAJO Then write a letter to Rapunzel to help her take her mind off being lonely. What could she do while she's by herself to stop being bored? How could she escape? Use your neatest handwriting, best spellings and perfect punctuation!	

Key Mathematical skills	Key Reading skills	Key Writing skills
<ul style="list-style-type: none"> Counting in 2's, 3's, 5's and 10's x2, x5, x10 tables Number bonds to 10 and 20 Coin recognition up to £2 Quick addition and subtraction of 1 digit numbers Doubles and halves to 20 Telling the time Names and describing 2D and 3D shapes Number of seconds in a minute, minutes in an hour, hours in a day, days in a month, months in a year. 	<ul style="list-style-type: none"> Using phonics to decode words Predicting what will come next Talking about characters and events Sharing opinions Retrieving facts Making simple inferences (e.g. <i>I think it is sunny and hot because the girl is wearing a t-shirt and shorts.</i>) 	<ul style="list-style-type: none"> Capital letter at the start of a sentence Full stop at the end (or ? !) Finger spaces Neat, joined handwriting Conjunctions to join ideas (and/ but/ so/ because/ if/ that/ when/ which) Using prepositions (on, above, next to, below, underneath, beside) Using past or present tense Using 1st person (I) or 3rd person (he/she/they) Using phonics to spell Adjectives to describe

Weekly Activities	
<p>Geography - Where are rainforests found?</p> <ul style="list-style-type: none"> - Can you name a famous rainforest? - What is the weather like there? - Which animals and plants live there? - Which country is it in? Which continent is that? - Can you find it on a map or inside an atlas? <p>Pretend you are visiting a rainforest to find out about the amazing plants that grow there. Imagine you need to pack a suitcase. Draw the things you would need on your adventure. Then find out some facts about Rainforests around the world and write some sentences. - If you look at all of the rainforests around the world is there anything interesting you notice about their locations?</p> 	<p>Science - How are seeds spread?</p> <p>Bees and butterflies pollinate plants in this sunny weather. This is so the plant can produce fruit which contains seeds. Seeds travel in many different ways. They travel through the wind or inside animals who have eaten the fruit. Some seeds float on water, some stick to animals' fur and some even explode. - Can you act out the different ways seeds are spread? This is a really important part of a plant's life cycle. Have a look at these webpages to learn more.</p> <p>www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z2vdjxs www.kidsdiscover.com/parentresources/seed-dispersal www.vtaide.com/png/seed-dispersion.htm</p> <p>Please create a poster demonstrating what you have learnt.</p>

PE- Can I hit a ball accurately?

Make a mini adventure golf course in your lounge or garden. You will need a small ball, a stick as a golf club, a tin or cup as a hole and then some objects for your course. Books would make good ramps or tunnels and teddies could hold your cups in place. If you have Lego or Duplo that would make your golf course really fun! How accurately can you direct the ball? You could make a score card to record how many turns it takes to get your ball in the hole. We would love to see your creative golf courses on Twitter or via email.



RE- What happens during Ramadan?

Many Muslims will have started fasting for the month of Ramadan. It is a very special time when grown-ups do not eat when the sun is in the sky. You can have a look at some of the information here.

www.bbc.co.uk/newsround/23286976

www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zjc2bdkm

- Who do you know that is Muslim?

- Can you discover why this month is so important for Muslims?

- Why do you think Muslims try to be extra kind during this month?

- How would you feel if you fasted for all of the day light hours?

- What usually happens at the end of Ramadan?

Write your reflections on the sheet provided or write some of your own sentences in your book.

Jigsaw

Share with your family the structure we use in Jigsaw lessons.

Our topic this term is '**Relationships**' and this week's lesson is about physical touch.

We would like you to think about all the different ways people use touch to communicate with friends or family members.

Do you like it when someone touches you? (e.g. a handshake, a hug, a kiss, a pat on the back, a tap on the shoulder, holding hands, putting a comforting arm around you if you are sad, etc.) **Can you think of a touch you really like?**

Can you think of any physical touch you don't like? It is never acceptable to hit, kick, pinch, punch, push, shove, thump or slap someone even if they are a friend or in your family. Some people don't like being tickled or hugged and prefer high fives instead.

What can you say to get someone to stop touching you? Who should you speak to if they won't stop?

Look at the pictures we have included in this pack. **Do you think they are pictures of people being kind or hurtful?**

Discuss with your family which forms of touch you do like and which forms of touch you don't like. Practise saying "Please stop, I don't like it when you touch me like that". If you want to, draw around two hands, write on one hand the touches you like and on the other hand the touches you don't like. **We need to give our permission to be touched as our bodies belong to us. Make sure you tell a grown up if someone won't stop touching you after you've told them to stop.**

Name: _____

Week 1 Session 1

2019-20

x2, x5, x10

5 a week

Times Tables Rock Stars

2,5,10 Times Tables

Licensed to Cherry Tree Primary School, Watford

1	_____ = 2 × 8	21	_____ = 5 × 11	41	_____ = 4 × 10
2	_____ = 5 × 9	22	_____ = 2 × 4	42	_____ = 5 × 2
3	_____ = 10 × 5	23	_____ = 2 × 2	43	_____ = 11 × 5
4	_____ = 10 × 12	24	_____ = 10 × 9	44	_____ = 10 × 10
5	_____ = 2 × 3	25	_____ = 10 × 6	45	_____ = 6 × 2
6	_____ = 5 × 2	26	_____ = 2 × 11	46	_____ = 2 × 5
7	_____ = 2 × 7	27	_____ = 5 × 12	47	_____ = 4 × 5
8	_____ = 10 × 6	28	_____ = 2 × 12	48	_____ = 2 × 10
9	_____ = 10 × 7	29	_____ = 5 × 4	49	_____ = 10 × 10
10	_____ = 10 × 6	30	_____ = 10 × 12	50	_____ = 6 × 5
11	_____ = 5 × 10	31	_____ = 6 × 2	51	_____ = 2 × 2
12	_____ = 5 × 6	32	_____ = 2 × 2	52	_____ = 11 × 10
13	_____ = 10 × 6	33	_____ = 12 × 5	53	_____ = 11 × 2
14	_____ = 2 × 11	34	_____ = 1 × 5	54	_____ = 4 × 10
15	_____ = 5 × 10	35	_____ = 11 × 5	55	_____ = 11 × 10
16	_____ = 5 × 12	36	_____ = 4 × 2	56	_____ = 6 × 2
17	_____ = 2 × 12	37	_____ = 12 × 5	57	_____ = 9 × 10
18	_____ = 10 × 8	38	_____ = 10 × 2	58	_____ = 8 × 2
19	_____ = 10 × 8	39	_____ = 7 × 2	59	_____ = 8 × 2
20	_____ = 5 × 5	40	_____ = 9 × 2	60	_____ = 4 × 2

Time taken

:

3 minute time limit

Score

60

What's your rock status?

WANNABE

< 18 correct in 3 mins

GARAGE ROCKER

18-19 correct in 3 mins

BUSKER

20-21 correct in 3 mins

GIGGER

22-24 correct in 3 mins

UNSIGNED ACT

25-29 correct in 3 mins

BREAKTHROUGH ARTIST

30-35 correct in 3 mins

SUPPORT ACT

36-44 correct in 3 mins

HEADLINER

45-59 correct in 3 mins

ROCK STAR

All correct in ≤ 3mins

ROCK LEGEND

All correct in ≤ 2min

ROCK HERO

All correct in ≤ 1 min

**TIMES TABLES
ROCK STARS**

Name: _____

Week 1 Session 2

2019-20

x2, x5, x10

5 a week

Times Tables Rock Stars

2,5,10 Times Tables

Licensed to Cherry Tree Primary School, Watford

1	5	13	5	25	10	37	5	49	5
$\times 4$		$\times 6$		$\times 5$		$\times 4$		$\times 8$	
2	10	14	2	26	2	38	10	50	5
$\times 7$		$\times 2$		$\times 12$		$\times 10$		$\times 9$	
3	2	15	5	27	2	39	10	51	2
$\times 2$		$\times 12$		$\times 9$		$\times 1$		$\times 2$	
4	5	16	10	28	10	40	5	52	10
$\times 11$		$\times 4$		$\times 12$		$\times 8$		$\times 8$	
5	5	17	2	29	10	41	2	53	5
$\times 4$		$\times 11$		$\times 9$		$\times 8$		$\times 12$	
6	5	18	10	30	10	42	2	54	5
$\times 2$		$\times 7$		$\times 9$		$\times 1$		$\times 7$	
7	2	19	5	31	2	43	10	55	2
$\times 6$		$\times 1$		$\times 9$		$\times 6$		$\times 2$	
8	5	20	2	32	10	44	10	56	10
$\times 6$		$\times 2$		$\times 12$		$\times 1$		$\times 3$	
9	10	21	10	33	10	45	10	57	5
$\times 11$		$\times 5$		$\times 12$		$\times 7$		$\times 7$	
10	5	22	2	34	10	46	10	58	5
$\times 10$		$\times 11$		$\times 9$		$\times 5$		$\times 10$	
11	10	23	5	35	5	47	2	59	5
$\times 12$		$\times 5$		$\times 3$		$\times 5$		$\times 1$	
12	5	24	2	36	2	48	10	60	2
$\times 6$		$\times 10$		$\times 8$		$\times 9$		$\times 4$	

Time taken

🕒 3 minute time limit 🕒

Score

60

What's your rock status?

WANNABE

< 18 correct in 3 mins

GARAGE ROCKER

18-19 correct in 3 mins

BUSKER

20-21 correct in 3 mins

GIGGER

22-24 correct in 3 mins

UNSIGNED ACT

25-29 correct in 3 mins

BREAKTHROUGH ARTIST

30-35 correct in 3 mins

SUPPORT ACT

36-44 correct in 3 mins

HEADLINER

45-59 correct in 3 mins

ROCK STAR

All correct in ≤ 3mins

ROCK LEGEND

All correct in ≤ 2min

ROCK HERO

All correct in ≤ 1 min

**TIMES TABLES
ROCK STARS**

Name: _____

Week 1 Session 3

2019-20

x2, x5, x10

5 a week

Times Tables Rock Stars

2,5,10 Times Tables

Licensed to Cherry Tree Primary School, Watford

1	_____ = 5 × 9	21	_____ = 10 × 4	41	_____ = 2 × 2
2	_____ = 10 × 4	22	_____ = 10 × 1	42	_____ = 9 × 10
3	_____ = 10 × 7	23	_____ = 2 × 3	43	_____ = 8 × 2
4	_____ = 2 × 7	24	_____ = 5 × 7	44	_____ = 12 × 5
5	_____ = 5 × 6	25	_____ = 10 × 2	45	_____ = 2 × 2
6	_____ = 2 × 9	26	_____ = 10 × 12	46	_____ = 7 × 5
7	_____ = 5 × 12	27	_____ = 5 × 1	47	_____ = 12 × 10
8	_____ = 2 × 10	28	_____ = 10 × 6	48	_____ = 4 × 5
9	_____ = 5 × 8	29	_____ = 5 × 3	49	_____ = 8 × 10
10	_____ = 5 × 2	30	_____ = 5 × 5	50	_____ = 4 × 2
11	_____ = 5 × 2	31	_____ = 3 × 5	51	_____ = 10 × 5
12	_____ = 5 × 12	32	_____ = 8 × 10	52	_____ = 5 × 5
13	_____ = 2 × 12	33	_____ = 11 × 5	53	_____ = 2 × 5
14	_____ = 10 × 3	34	_____ = 8 × 2	54	_____ = 1 × 2
15	_____ = 2 × 12	35	_____ = 12 × 5	55	_____ = 4 × 5
16	_____ = 2 × 11	36	_____ = 9 × 10	56	_____ = 3 × 2
17	_____ = 10 × 5	37	_____ = 12 × 2	57	_____ = 10 × 2
18	_____ = 2 × 8	38	_____ = 4 × 5	58	_____ = 9 × 5
19	_____ = 2 × 4	39	_____ = 12 × 2	59	_____ = 2 × 5
20	_____ = 5 × 2	40	_____ = 3 × 5	60	_____ = 3 × 10

Time taken

:

3 minute time limit

Score

60

What's your rock status?

WANNABE

< 18 correct in 3 mins

GARAGE ROCKER

18-19 correct in 3 mins

BUSKER

20-21 correct in 3 mins

GIGGER

22-24 correct in 3 mins

UNSIGNED ACT

25-29 correct in 3 mins

BREAKTHROUGH ARTIST

30-35 correct in 3 mins

SUPPORT ACT

36-44 correct in 3 mins

HEADLINER

45-59 correct in 3 mins

ROCK STAR

All correct in ≤ 3mins

ROCK LEGEND

All correct in ≤ 2min

ROCK HERO

All correct in ≤ 1 min

**TIMES TABLES
ROCK STARS**

Name: _____

Week 1 Session 4

2019-20

x2, x5, x10

5 a week

Times Tables Rock Stars

2,5,10 Times Tables

Licensed to Cherry Tree Primary School, Watford

1	10 × 2	13	5 × 6	25	10 × 3	37	10 × 12	49	5 × 5
2	2 × 8	14	5 × 4	26	10 × 10	38	10 × 1	50	10 × 5
3	2 × 1	15	10 × 10	27	2 × 1	39	2 × 12	51	2 × 4
4	5 × 9	16	5 × 10	28	10 × 10	40	2 × 1	52	5 × 2
5	2 × 7	17	5 × 2	29	10 × 6	41	2 × 3	53	5 × 1
6	10 × 2	18	2 × 10	30	2 × 7	42	2 × 2	54	10 × 11
7	10 × 2	19	5 × 3	31	2 × 3	43	10 × 3	55	5 × 5
8	5 × 5	20	5 × 4	32	10 × 4	44	2 × 7	56	2 × 9
9	10 × 11	21	10 × 4	33	2 × 10	45	10 × 12	57	10 × 12
10	5 × 8	22	2 × 11	34	10 × 9	46	2 × 4	58	10 × 1
11	5 × 8	23	2 × 3	35	2 × 5	47	10 × 2	59	10 × 1
12	2 × 2	24	10 × 10	36	2 × 5	48	2 × 7	60	2 × 10

Time taken

🕒 3 minute time limit 🕒

Score

60

What's your rock status?

WANNABE

< 18 correct in 3 mins

GARAGE ROCKER

18-19 correct in 3 mins

BUSKER

20-21 correct in 3 mins

GIGGER

22-24 correct in 3 mins

UNSIGNED ACT

25-29 correct in 3 mins

BREAKTHROUGH ARTIST

30-35 correct in 3 mins

SUPPORT ACT

36-44 correct in 3 mins

HEADLINER

45-59 correct in 3 mins

ROCK STAR

All correct in ≤ 3mins

ROCK LEGEND

All correct in ≤ 2min

ROCK HERO

All correct in ≤ 1 min

**TIMES TABLES
ROCK STARS**

Name: _____

Week 1 Session 5

2019-20

x2, x5, x10

5 a week

Times Tables Rock Stars

2,5,10 Times Tables

Licensed to Cherry Tree Primary School, Watford

1	_____ = 2 × 11	21	_____ = 5 × 1	41	_____ = 8 × 5
2	_____ = 2 × 3	22	_____ = 2 × 11	42	_____ = 3 × 2
3	_____ = 2 × 10	23	_____ = 10 × 8	43	_____ = 11 × 10
4	_____ = 2 × 12	24	_____ = 5 × 2	44	_____ = 2 × 2
5	_____ = 2 × 5	25	_____ = 5 × 3	45	_____ = 12 × 2
6	_____ = 2 × 5	26	_____ = 2 × 4	46	_____ = 7 × 2
7	_____ = 5 × 12	27	_____ = 10 × 1	47	_____ = 12 × 10
8	_____ = 2 × 8	28	_____ = 5 × 1	48	_____ = 7 × 2
9	_____ = 10 × 12	29	_____ = 2 × 12	49	_____ = 7 × 5
10	_____ = 5 × 9	30	_____ = 10 × 2	50	_____ = 2 × 10
11	_____ = 10 × 12	31	_____ = 9 × 10	51	_____ = 3 × 5
12	_____ = 5 × 4	32	_____ = 8 × 5	52	_____ = 8 × 5
13	_____ = 10 × 4	33	_____ = 10 × 10	53	_____ = 6 × 10
14	_____ = 2 × 1	34	_____ = 2 × 2	54	_____ = 5 × 2
15	_____ = 10 × 5	35	_____ = 7 × 10	55	_____ = 7 × 2
16	_____ = 2 × 4	36	_____ = 7 × 5	56	_____ = 4 × 2
17	_____ = 5 × 5	37	_____ = 5 × 2	57	_____ = 12 × 10
18	_____ = 2 × 4	38	_____ = 6 × 10	58	_____ = 12 × 2
19	_____ = 5 × 9	39	_____ = 8 × 10	59	_____ = 6 × 5
20	_____ = 2 × 4	40	_____ = 2 × 2	60	_____ = 9 × 2

Time taken

:

3 minute time limit

Score

60

Add up your time

Mins

S1 _____

S2 _____

S3 _____

S4 _____

S5 _____

Total _____

Secs

S1 _____

S2 _____

S3 _____

S4 _____

S5 _____

Total _____

Add up your score

S1 _____

S2 _____

S3 _____

S4 _____

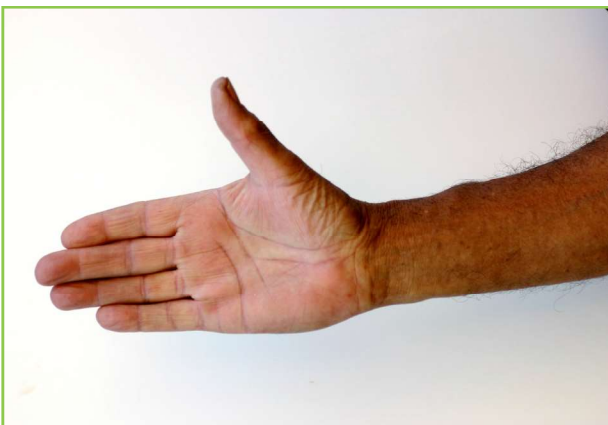
S5 _____

Total _____

Mad Maths Minutes	Mad Maths Minutes
23. Halves (to half of 20) Set C	23. Halves (to half of 20) Set D
Half of 10 =	Half of 6 =
Half of 14 =	Half of 12 =
Half of 4 =	Half of 14 =
Half of 2 =	Half of 18 =
Half of 18 =	Half of 8 =
Half of 18 =	Half of 4 =
Half of 12 =	Half of 6 =
Half of 6 =	Half of 18 =
Half of 8 =	Half of 14 =
Half of 20 =	Half of 14 =
Half of 16 =	Half of 6 =
Half of 12 =	Half of 20 =
Half of 6 =	Half of 18 =
Half of 16 =	Half of 14 =
Half of 2 =	Half of 2 =
Half of 14 =	Half of 16 =
Half of 18 =	Half of 20 =
Half of 12 =	Half of 8 =
Half of 16 =	Half of 16 =
Half of 20 =	Half of 8 =
Half of 10 =	Half of 16 =
Half of 6 =	Half of 20 =
Half of 12 =	Half of 10 =
Half of 14 =	Half of 12 =
Half of 20 =	Half of 10 =
Half of 10 =	Half of 12 =
www.primarytopics.co.uk	www.primarytopics.co.uk

Relationships

Different Types of Contact PowerPoint Slides 1-8 - Ages 6-7 - Piece 2



Fractions – halves and quarters

You will need:



scissors



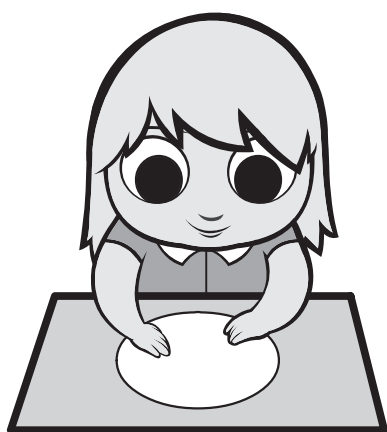
4 coloured paper circles



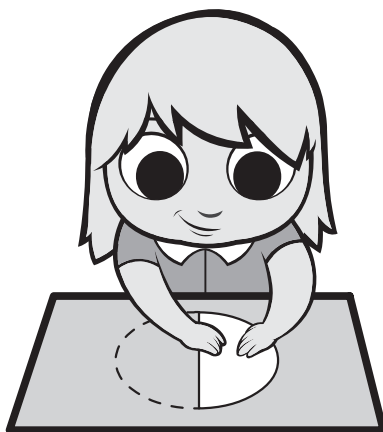
copy

What to do:

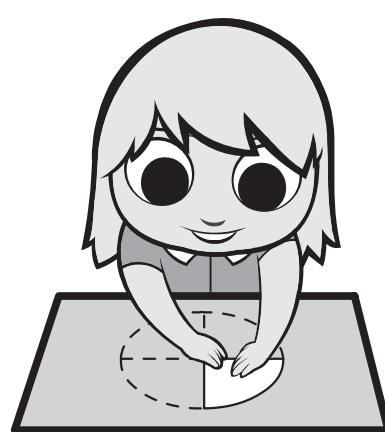
- a** Leave one circle whole.




- b** Fold one circle in half.



- c** Fold another circle in half and then in half again.



- d** Cut out the labels on the right and match them with the circles above.
- e** Now mix them up and ask a friend to put them back correctly.



1	one quarter
$\frac{1}{4}$	one half
$\frac{1}{2}$	one whole

What to do next:

What happens if you fold a circle into half, then half again, then half again. How many equal parts do you have? How would you write that as a fraction?

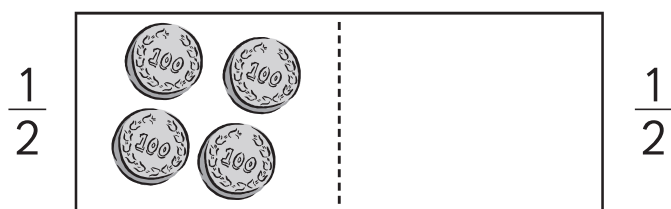
Fractions – halves and quarters

You will need:  a partner or just yourself

What to do:

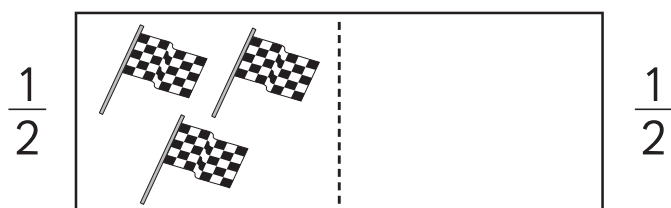
Draw pictures to help you solve these Grand Prix problems.

a This is half of the prize.



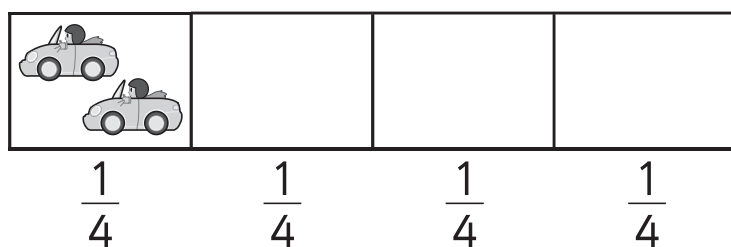
How many pieces of gold are in the whole prize?

b This is half of the flags at the race.



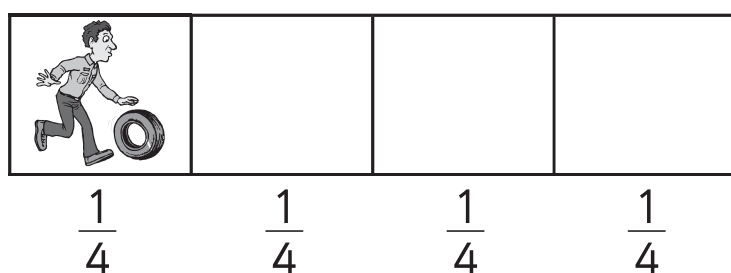
How many flags are at the race?

c This is one quarter of the cars on the track.



How many cars are on the whole track?

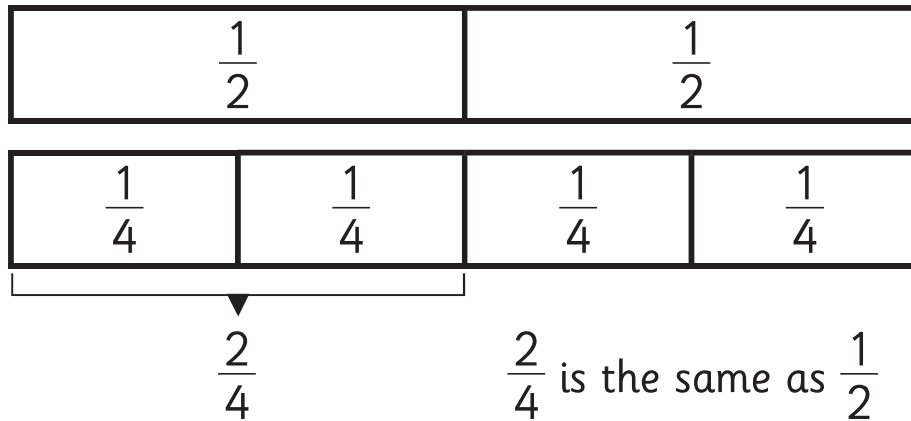
d This is one quarter of the pit crew.



How many people are in the pit crew altogether?

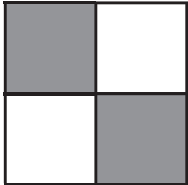
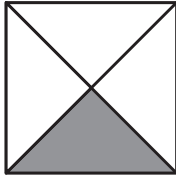


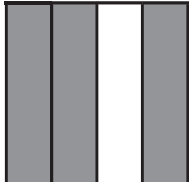
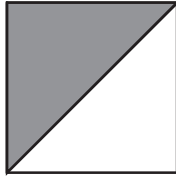
Fractions – halves and quarters

Some fractions are of equal size. We call these equivalent fractions.

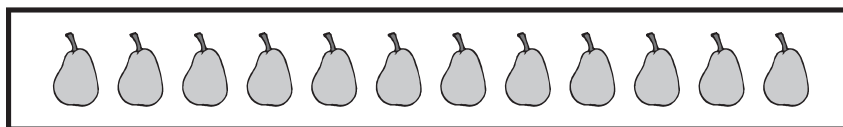


This can also be written as $\frac{2}{4} = \frac{1}{2}$

1 ☒ the fraction equivalent to $\frac{1}{2}$.

a		<input type="text"/>	b		<input type="text"/>	c		<input type="text"/>
d		<input type="text"/>	e		<input type="text"/>	f		<input type="text"/>

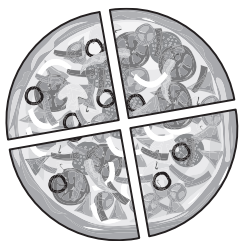
2 Calculate.



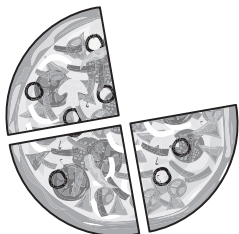
a $\frac{2}{4}$ of 12 =

b $\frac{1}{2}$ of 12 =

Fractions – quarters and three quarters

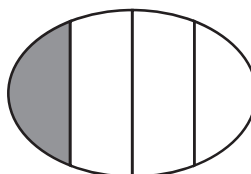
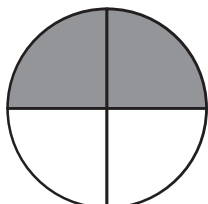


This pizza has been split in to 4 equal parts.
Each equal part is called a quarter.

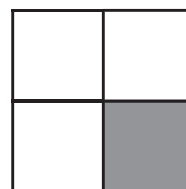
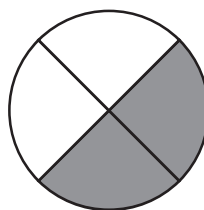
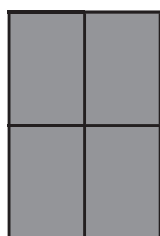
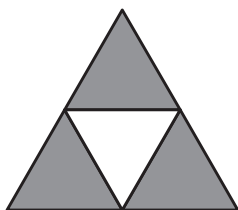


One piece of pizza has been eaten. There are 3 out of the total 4 pieces left. This can be called three quarters.
This can also be written as $\frac{3}{4}$.

- 1 Circle the shape that is three quarters ($\frac{3}{4}$) shaded.



- 2 Match the fraction to the picture.



$$\frac{1}{4}$$

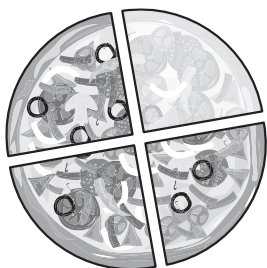
$$\frac{2}{4}$$

$$\frac{3}{4}$$

$$\frac{4}{4}$$

Fractions – quarters and three quarters

To write fractions you need to know how many parts make up the whole and how many are shaded.

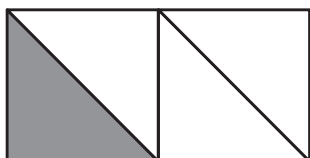


4 parts make the whole pizza. 3 parts are shaded.

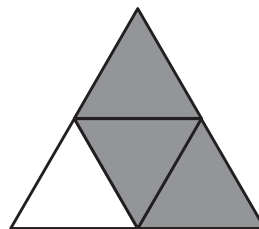
$$\frac{\text{parts shaded}}{\text{parts that make the whole}} = \frac{3}{4}$$

1 Write the fraction for each picture.

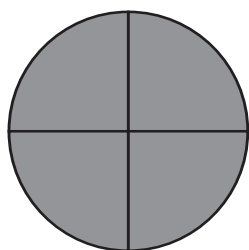
a


$$\frac{\square}{\square}$$

b


$$\frac{\square}{\square}$$

c

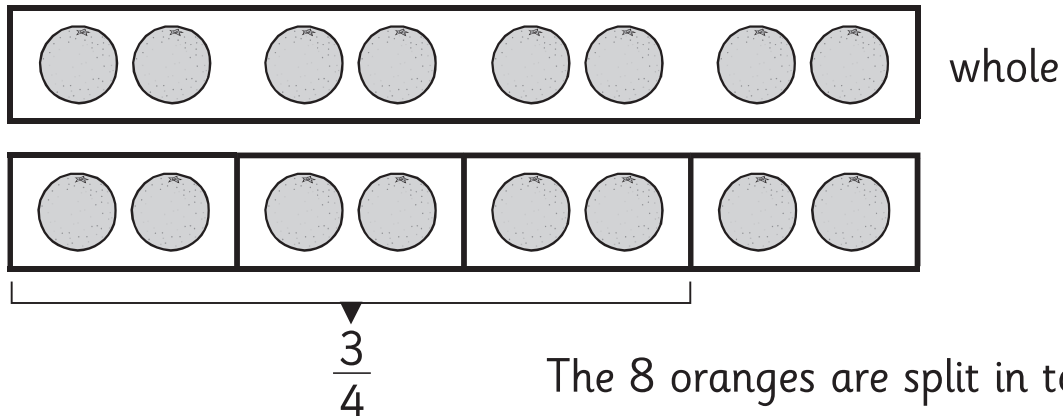

$$\frac{\square}{\square}$$

d


$$\frac{\square}{\square}$$

Fractions – quarters and three quarters

There are 8 oranges in total. They make up the whole.



The 8 oranges are split in to 4 equal groups. Each group is one quarter of the whole.

$$\frac{1}{4} \text{ of } 8 = 2$$

$$\frac{3}{4} \text{ of } 8 = 6$$

- 1 Circle to divide the objects into 4 equal groups. Complete the number sentences.

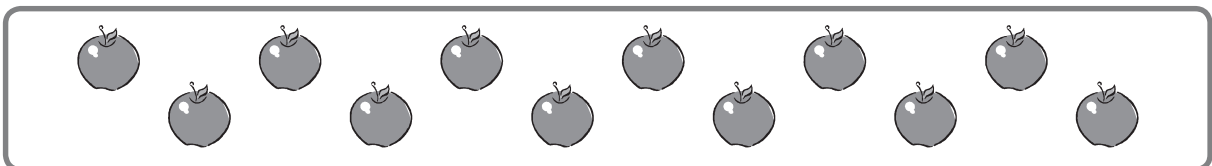
a



$$\frac{1}{4} \text{ of } 4 = \square$$

$$\frac{3}{4} \text{ of } 4 = \square$$

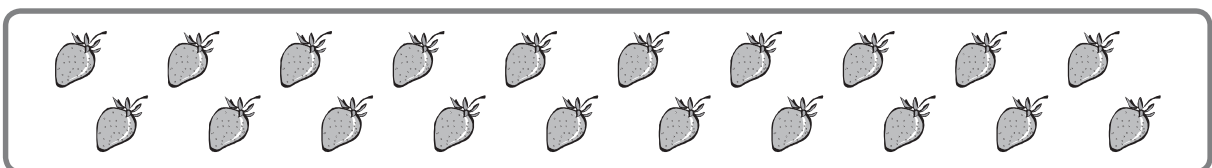
b



$$\frac{1}{4} \text{ of } 12 = \square$$

$$\frac{3}{4} \text{ of } 12 = \square$$

c



$$\frac{1}{4} \text{ of } 20 = \square$$

$$\frac{3}{4} \text{ of } 20 = \square$$

Fractions – quarters and three quarters

1 Match the fraction to the answer.

$$\frac{1}{4} \text{ of } 12$$

$$\frac{3}{4} \text{ of } 8$$

$$\frac{1}{4} \text{ of } 20$$

$$\frac{3}{4} \text{ of } 4$$

$$\frac{1}{4} \text{ of } 8$$

$$\frac{3}{4} \text{ of } 12$$

5

3

9

6

2

3

Name: _____

Ramadan is a special holy month for Muslims. Who do you know that is a Muslim? _____

Some Muslims, including children, fast during Ramadan. If Muslims are fasting, what does this mean they are doing?



How do you think you would feel if you fasted and could not eat during the day?



Why do you think some Muslims fast? What do they think about?

During Ramadan what different things might a Muslim do?



Take 5: Ideas for Independent/Home Learning

Rapunzel by Bethan Woollvin (Two Hoots)

1. Explore it



Rapunzel lived all alone in a tall, dark tower.
She was trapped there by a witch, who visited every day.

Read the first sentence of the text...

What do you know is happening from the sentence? Where is it happening? Have you heard the name Rapunzel before? What do you already know, or think you know about her and her story?

Now re-read the sentence again and think about the information we are given here? What is the tower like? Which words tell you this? Who are the characters in the story? What do you think they are like from what you have read? How do you know?

2. Illustrate it

Re-read these opening sentence again, a few times. What do you see in your mind's eye as you read this? What do the main characters look like? What about the tower? What else is part of the setting?

After you have read the opening of the story a few times, take a pen or pencil and a bit of scrap paper. You can use the back of an old envelope or cereal packet; whatever is to hand.

Draw what you imagine is happening here to illustrate the words you have heard and seen. Maybe other people in your family want to draw what they imagine her as well. Remember, everyone has their own ideas and imagines things their own way. This is a good thing!

Once you have drawn your picture, share your drawings with someone else if you can, or talk about what you have drawn with someone else: what is similar about the drawings? What is different?

Now, look at how the illustrator, Bethan Woollvin, has chosen to draw this scene. This is on the next page so that this doesn't influence your own ideas. What is similar and different about her illustration?

Rapunzel lived all alone in a tall, dark tower.
She was trapped there by a witch, who visited every day.



3. Talk about it

Read the text again while looking at the illustration in the text. What do you notice about the picture? How do you think Rapunzel feels in this picture? What tells you this? What do you think the character of the witch is like? What do you think she is thinking or doing in the picture? What do you think might happen next in this story? What will happen as the witch walks down the path and up to the tower? You could draw and write your ideas in pictures and words, or just write what you think will happen in the rest of the story yourself.

4. Imagine it

Look at the picture again. Focus in on Rapunzel in the tower. What do you think it feels like to live '**all alone in a tall, dark tower**'? What are the nice things about having time to yourself? How might this be different when we know that she is 'trapped; rather than choosing to be by herself? What might you miss about seeing the world and other people if you were trapped indoors?

5. Create it

Write a letter to Rapunzel to help her take her mind off being lonely. Do you know some good things that she could do while she's by herself that you could share with her? Do you have any ideas of what she could do to stop herself being bored? Do you have a plan that you could share with her on how to escape? Take a

paper and pen or pencil and write your letter. Share this with someone else at home. Do they think this is a good way to offer comfort or strength to her?