





## Key Stage 1 Weekly Learning

Year 2, Cedar and Willow

Theme: How is our world wonderful?

Week beginning: 22/6/2020

### Daily Activities

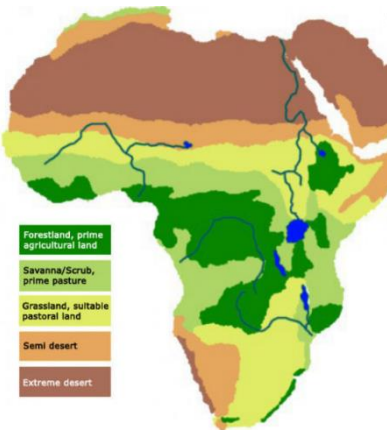
Wake up & Shake up	Exercise with Joe Wicks (online videos), go for a walk, run or dance. Why not try out some Cosmic Yoga <a href="http://www.youtube.com/user/CosmicKidsYoga">www.youtube.com/user/CosmicKidsYoga</a>	
Reading - 10-15 mins		<p>This week we will be reading 'One Day on our Blue Planet... In the Savanna' by Ella Bailey. Look at the front cover of this book and the title. Do you know what the Savanna is? Could you predict from this illustration? Do you know whereabouts in the world we find the Savannah? Watch this video to give you some ideas.  <a href="http://www.youtube.com/watch?v=DxAO-aOKrAQ">www.youtube.com/watch?v=DxAO-aOKrAQ</a></p> <p>The book begins with this sentence '<i>As the morning sun rises on the African Savannah a lioness and her cub emerge from their secret den.</i>' What information does this sentence tell you? Do you like the word 'emerge' that the author uses? What do you think it means? Why do you think their den is secret? Another sentence in the book is '<i>By the sun's first light, three flamingos glide gracefully across the morning sky.</i>' Which words are powerful in this sentence? What kind of book do you think this is? Which facts have you learnt so far? Which other wildlife do you think will live here in the Savanna? Have a look at the following pages or google earth to find out more information. We have included an extract of the book below or you could listen to the book being read here.  <a href="http://www.youtube.com/watch?v=OffcDXOjZKY">www.youtube.com/watch?v=OffcDXOjZKY</a></p> 
Maths- 20- 30 mins	Log on to <b>Mathletics</b> to complete some activities. We have also included some money 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 <b>Time Tables Rock Stars</b> to keep on practicing your times tables or sing with Percy Parker <a href="http://www.youtube.com/watch?v=BMX800aGB0Q">www.youtube.com/watch?v=BMX800aGB0Q</a> <a href="http://www.youtube.com/watch?v=A8cCyQTKRqI">www.youtube.com/watch?v=A8cCyQTKRqI</a>	
Spelling- 5 - 10 mins	Look at the ' <b>Letters and sounds</b> ' phonics videos on <a href="http://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw">www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw</a> , practise your Common Exception Words. This week we would like you to practise adding the suffixes -er and -est to adjective to compare. (cooler, closer, hottest, biggest)	
Writing- 15 - 20 mins	Write factual sentences about African animals. Please write in the present tense and try to include conjunctions to join your sentences together. Please see the sheet for more information.	
Our School Value	Our value this half term is Cooperation. Please work together with your family to carry out some household jobs. Can you help to tidy up your bedroom? Can you help to get things ready for dinner or pack away? Please email/ tweet us to let us know how you are working as part of a team to help at home.	

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

## Weekly Activities

### Geography- Where is our book set?

This story is set in the savanna in Africa. Can you remember how many countries there are in Africa? **54**



Can you name any of these countries? The savanna means the grasslands. You can see it is the pale green part of this map, so it is found in many African countries including **Nigeria**, the country we looked at last week.

In the savanna, there are scattered trees, mostly acacia trees.

There is also lots of grass, which is why it is also known as grassland. The dry season is the winter, from December to February where it may not rain at all. But in the summer, there is lots of rain.

The most famous part of the African savanna is called the Serengeti. This part of East Africa is 12,000 square miles (or 30,000 square kilometres) and is located in north **Tanzania** and south western **Kenya**.

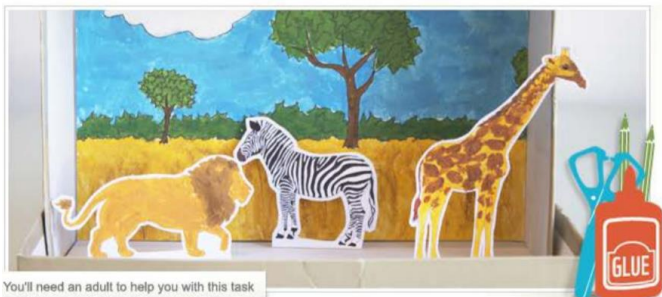
Have a look at these websites to find out more information.

[www.ducksters.com/science/ecosystems/savanna\\_biome.php](http://www.ducksters.com/science/ecosystems/savanna_biome.php)  
[kids.kiddle.co/Serengeti](http://kids.kiddle.co/Serengeti)  
[www.thirteen.org/wnet/africa/explore/savanna/savanna\\_overview\\_lo.html](http://www.thirteen.org/wnet/africa/explore/savanna/savanna_overview_lo.html)  
[www.wwf.org.uk/where-we-work/mau-mara-serengeti](http://www.wwf.org.uk/where-we-work/mau-mara-serengeti)  
[www.natgeokids.com/uk/discover/geography/countries/country-fact-file-tanzania/](http://www.natgeokids.com/uk/discover/geography/countries/country-fact-file-tanzania/)

Create a **fact file** about the **Serengeti**, demonstrating your knowledge.

### Art/ DT

Create a shoe box safari.

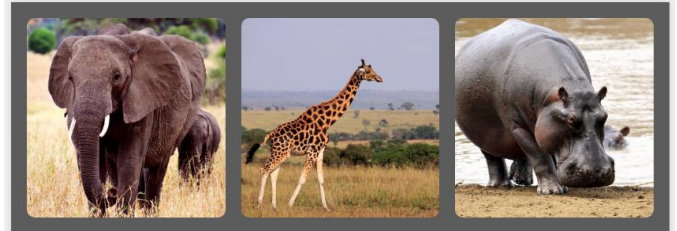


Please see the attached sheet for more information.

### Science- Animal research

Using your best observation skills, which one of these animals do you think is the 'odd one out?' Think of as many similarities and differences as you can.

### Savanna sidekicks



- o What do they look like? (**appearance**)
  - o What do they do during the day/ night? (**behaviour**)
  - o How do they find food? (**diet**)
  - o Where might you find them? (**habitat**)
  - o Who else do they share their home with?
- There are no wrong answers, every animal is different!

The elephant is the largest land mammal, the giraffe is the tallest, and the hippopotamus walks underwater to cross a deep river. It can do this because its nostrils and ears, both set at the top of its head, automatically close up to keep the water out.

Sadly, elephants have been poached (hunted by humans) for their ivory tusks and are endangered. African elephants have large ears which help to keep them cool in the blazing African sun.

The giraffe drinks water when it is available but can go weeks without it, relying on morning dew and the water content of their food.

We would like you to carry out some research about the amazing animals which live in the African savanna. Find out how they survive in such a hot, dry environment. **How do they find food and water during the dry season? Do you know which plant life can be found in the savanna?**

[www.bbc.co.uk/programmes/p0117tb4](http://www.bbc.co.uk/programmes/p0117tb4)  
[www.youtube.com/playlist?list=PLQInTldJs0ZQ-MRRNbPaPoaZABgwJCBiS](http://www.youtube.com/playlist?list=PLQInTldJs0ZQ-MRRNbPaPoaZABgwJCBiS)  
[gowild.wwf.org.uk/regions/africa-fact-files/index.html](http://gowild.wwf.org.uk/regions/africa-fact-files/index.html)

### PE - Create a wild workout

This week we would like you to explore and imitate the movement of the different sorts of animals living and moving in the African Savannah.

You could take part in Andy's wild workout in the Savannah: [www.bbc.co.uk/iplayer/episode/p06tmn8z/andys-wild-workouts-series-1-2-african-savannah](http://www.bbc.co.uk/iplayer/episode/p06tmn8z/andys-wild-workouts-series-1-2-african-savannah)

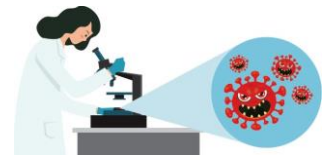
or you could create your own 'Wild Workout' creating exercise moves to match different animals you know. E.g. Lion (prowl and pounce) African Elephant (stomp or swing your arms like a trunk) Springbok (jump and leap) Cheetah (running fast of course!)

We'd love to see pictures of your wild workout! You could even write instructions for how to take part. There are lots more 'Andy's wild workouts' on BBC iPlayer so please feel free to explore other habitats around the world.

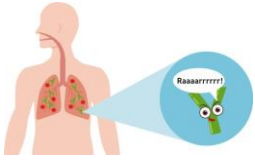
## Jigsaw: What is Coronavirus?

Please read the information below or talk about the virus as a family. When you have finished, make a poster reminding yourself, your family and friends how to stay safe from the virus.

The Coronavirus is a new type of **virus**, or **illness** that our bodies have not seen before. Viruses are too tiny to see without a powerful microscope, but our bodies are used to catching lots of different viruses, and we are also very good at fighting them off.



### Have you ever had a cold or virus before?



When a virus comes along and gets into our body for the first time, like a **cold** or **chickenpox**, our body notices it and starts making our own tiny special cells called **antibodies** that fight the virus and get it to stop attacking our bodies. This is what makes us get better. The stronger our bodies are, the better we are at making antibodies. *Can you imagine all those antibodies being made in your body?*

Our bodies are amazing at keeping us safe. Most viruses just make us a bit poorly. Some can make us much more ill and are harder for our antibodies to fight. New viruses don't usually spread very far but the Coronavirus has **spread all around the world** which has never happened before this quickly. Because it is new, none of us had made the antibodies to fight it yet, and the scientists have not had time to make any medicines, called **vaccines** - that can stop us getting it. This means lots of people got it at the same time and we had to all try and **stay at home** as much as we could to help the doctors and scientists learn about how to help people.



### How does the Coronavirus make people feel?

Anyone can catch the Coronavirus, but people react differently. Some people do not know that they even have it as they do not feel at all ill. Most people who have it have **mild symptoms** and get better at home.



### Do you know what the symptoms are?

They usually have a dry cough, a tight feeling in their chest, a high temperature and feel very tired. Almost all children and most adults get very **mild symptoms** and get better quickly, but you can still pass it on. However, some people are not as strong as others, maybe because they have other illnesses too, or because they are much older. Some people need to go to hospital to get help from doctors and nurses to get better. Sadly, some of these people cannot fight the virus and they die from it.

### Why do we have to stay at home?

We all want to find a way to stop the spread of the virus and find a way to help **EVERYBODY** to stay healthy. Many families have **stayed at home** so the virus has not been able to make everyone ill and lots of people all around the world have stayed safe. This has given the scientists much more time to find out more about the virus and how we can fight it.

### Can everything get back to normal now?

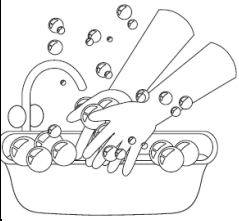
Now more children have started coming back to school more safely and lots of adults are starting to go back to work too. Scientists don't have all the answers so some children aren't coming back to school yet. Schools and other places where people meet up are going to carry on being different for a while.

Children are one of the **best** groups at fighting off the Coronavirus, so you clearly all have **super-bodies!** But because the Coronavirus is sneaky and we can't always know who has it, we have to follow some very important rules to try our best not to spread it by mistake to someone else.



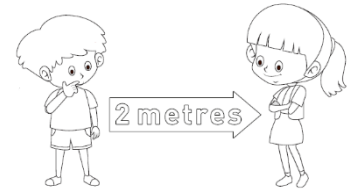
## Do you know what these rules are?

Just like with a cough or a cold, Coronavirus is spread through people **breathing**, coughing or sneezing out the virus from their body, even when they don't know they have it.



**Handwashing** - soap is very good at killing the virus, and hand gels can help too (depending on approach/ resources in school). We must all try not to touch things that other people out of our homes are touching too, but sometimes it does happen so lots of handwashing helps us to protect ourselves and others.

**Social Distancing** - this when we keep apart from other people so that we don't accidentally breathe the virus to each other, or touch each other. You may see some people wearing masks in places where they cannot keep far away from other people, like in hospitals or on busy buses. We can still smile and talk to people, but we just need to keep a safe distance from anyone



who is not in our family group. If we come back to school, we also have to not share our school equipment with lots of children because the virus can hang around on surfaces for days.



**Coughing and sneezing into our elbows** to stop the droplets reaching other people. All our tissues need to go in the bin - and then we must wash our hands before touching things that other people touch too.

**Stay at home if we have any of the symptoms.** If any of us feel unwell, we need to go home and stay at home until we are well again. If you have a cough, or a temperature, you have probably just got a cold or something else that makes you feel poorly for a few days, but it is not Coronavirus. But just in case, it is important that you stay at home and get fully better before you come back to school or leave the house.



And remember, even if you do have Coronavirus, you will probably just feel a little bit unwell like you do with a cold and be back to your usual self very soon. Please don't worry. Our families, doctors and nurses will look after you if you are poorly.

An extract from the book 'One day on our blue planet... in the Savannah' by Ella Bayley.



As the morning sun rises on the African Savannah, a lioness and her cub emerge slowly from their secret den.



Since this cub's birth, his mother has kept him safe and hidden. Now he is big, and ready to join the rest of his family, who all live together in a group called a pride.

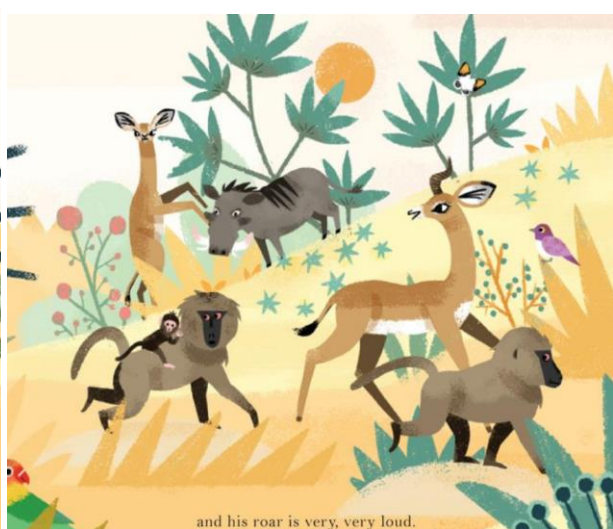


These are his aunts,

and here are his cousins.



This is the father of all the cubs. He is very, very big.



and his roar is very, very loud.



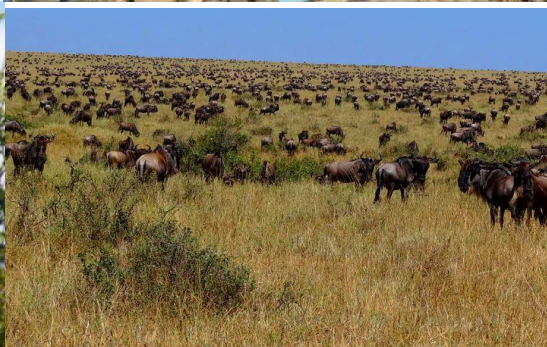


This is an image of some of the wildlife found on the Savanna. Can you find any of these animals or plants?

1. Grass
2. Jackalberry tree
3. Acacia tree
4. Warthog
5. Cattle
6. Zebra
7. Impala
8. Elephant
9. Giraffe
10. Hyena
11. Leopard
12. Lion
13. Aardvark
14. Vulture
15. Red-billed oxpecker

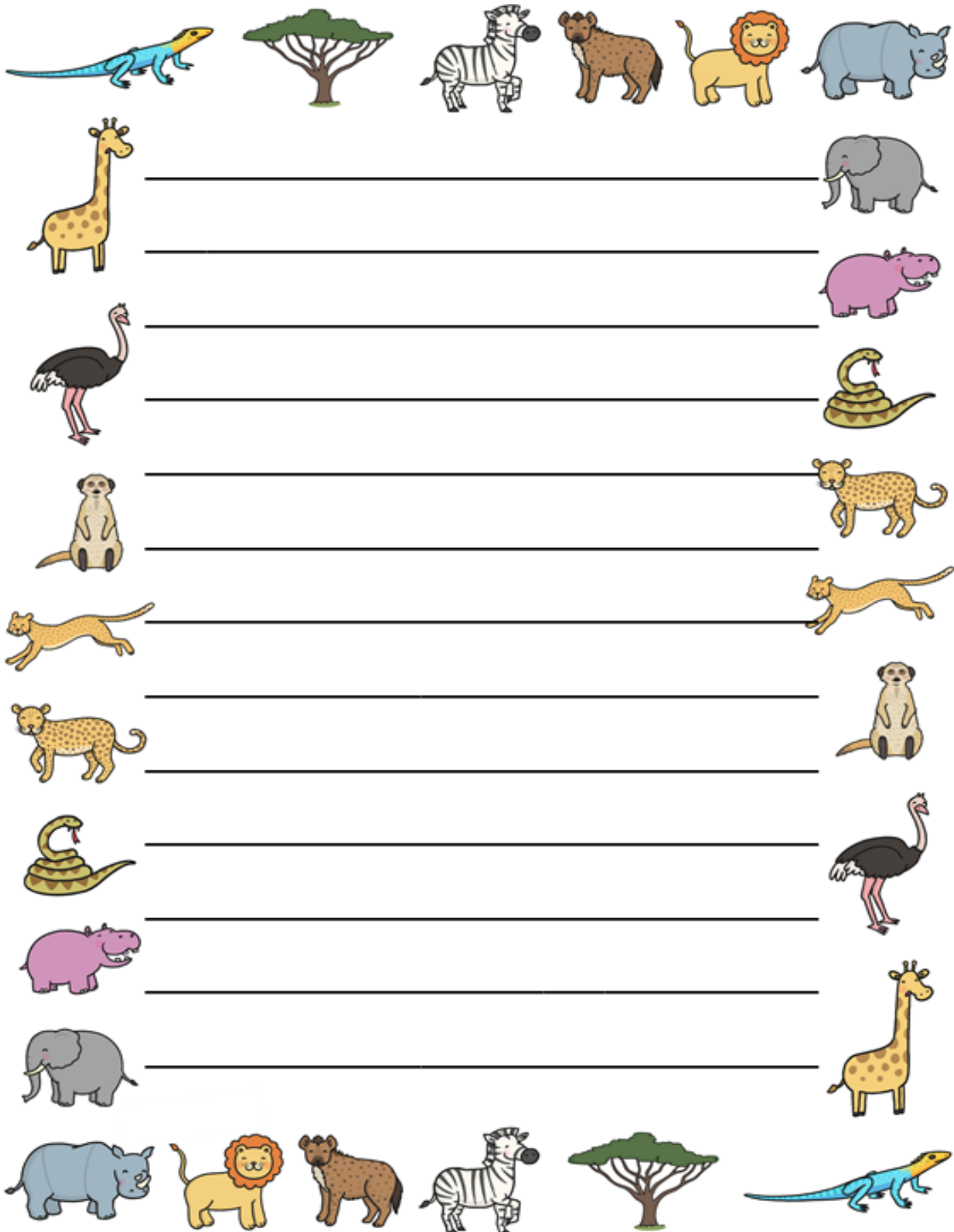


Here are some images of the Serengeti, found in Tanzania and Kenya. What do you notice? Can you describe the landscape? How is this place different to other locations around the world where you have visited or researched before? What would you like to find out about this place?



**Writing task: factual writing**

This week, we would like you to write some factual sentences about African animals. You can use all of your scientific research to help you. Please try to use conjunctions and write in the **present tense**. (E.g: Male lions **have** manes **but** the female lions do not **have** manes. The lions **live** in prides **and** often hunt together. Lions stalk zebra by camouflaging with grassland **and** **waiting** for the right moment to **pounce**.)



**Extra challenge:** Can you use any of these collective nouns when talking about a group of animals.

A pride of lions	A herd of buffalos	A herd of antelopes	A herd of elephants
A herd of giraffes	A herd of ostriches	A zeal of zebra	A flock of birds
A cackle of hyenas	A crash of rhinoceros	A leap of leopards	A troop of monkeys
A swarm of butterflies	A bask of crocodiles	A stand of flamingos	A bloat of hippopotami



**Spellings: Using -er -est to compare things.**

This week we are looking at adjectives that compare nouns. Can you fill in the table?

root word	add 'er'	add 'est'
tall	_____	_____
quick	_____	_____
thick	_____	_____
light	_____	_____
fast	_____	_____
fresh	_____	_____
bright	_____	_____
cold	_____	_____
warm	_____	_____

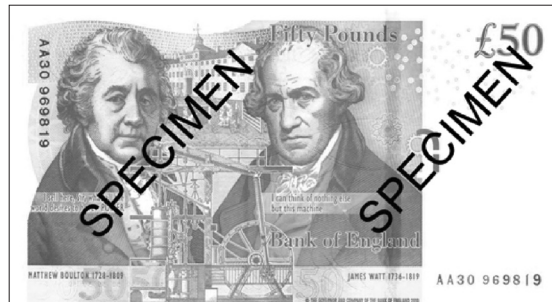
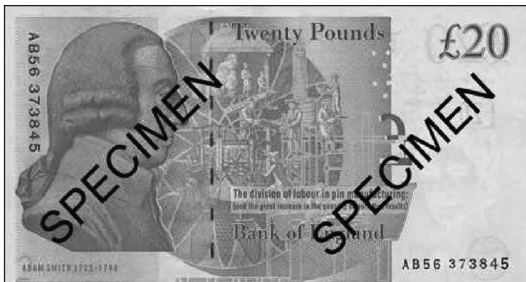
If there is a short vowel (a,e,i,o,u) we have to double the final consonant. If there is a long vowel (a-e, e-e, i-e, o-e, u-e) and it already ends in e we just an r or st to the end. If it ends in y, don't forget to change it to an i.

Adjective	adding er (comparative)	adding est (superlative)
thin	thinner	thinnest
big		
sad		
wise		
large		
safe		
strange		
great		
happy		
jolly		
lazy		

**Extra challenge:** Can you think of any other comparative adjectives? Can you write any of these words in sentences?

# Money – coins and notes

In the UK our money is pounds (£) and pence (p). We have eight coins and four notes. The coins have values of 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2. The values of the notes are £5, £10, £20 and £50.



1 Draw lines to match the coins to their values.



1p

2p

5p

10p

20p

50p

£1

£2



# Money – writing and ordering amounts

How do we write amounts with pounds and pence?

We keep the pound sign.

**£2.50p**

We remove the p sign.

We put a decimal point between the pounds and pence.

If the amount has no pence we can write it as:

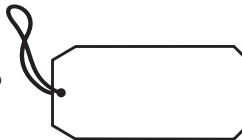
**£2 or £2.00**

If the amount has no pounds we can write it as:

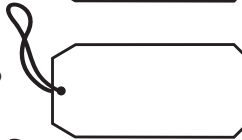
**50p or £0.50**

1 Write the amounts on the price tags.

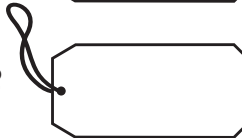
a one pound 

b 80 pence 


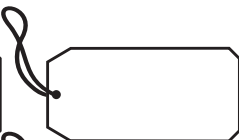
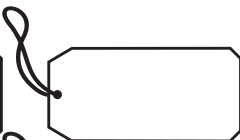
c 12 pounds and 50 pence 

d 35 pence 

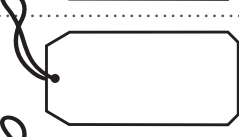
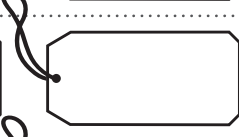
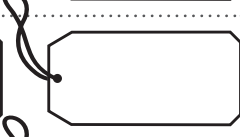
e 27 pounds 

f 15 pence 

2 Put these amounts in order of value from least to most.

a £5      5p      50p   

b £2.50   £25.00   £0.25   

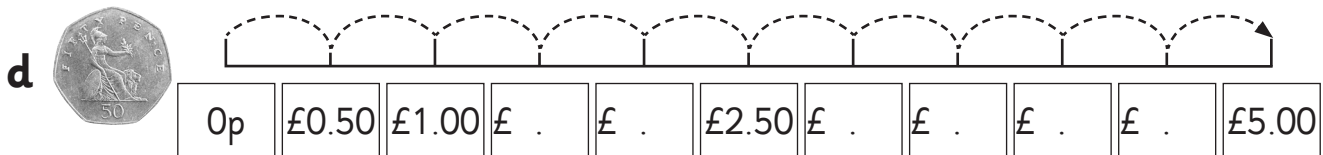
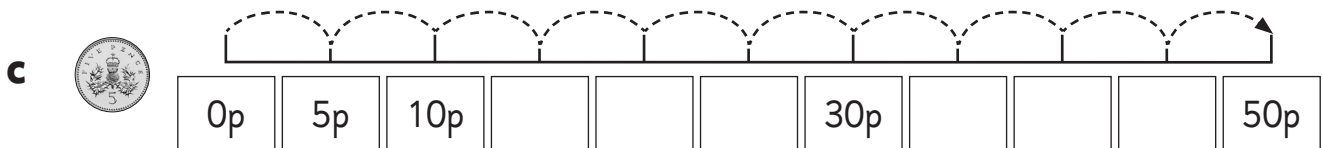
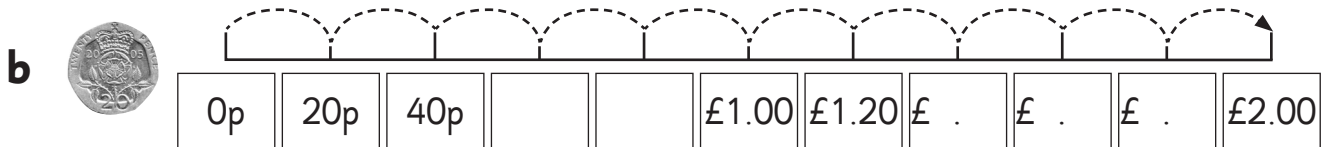
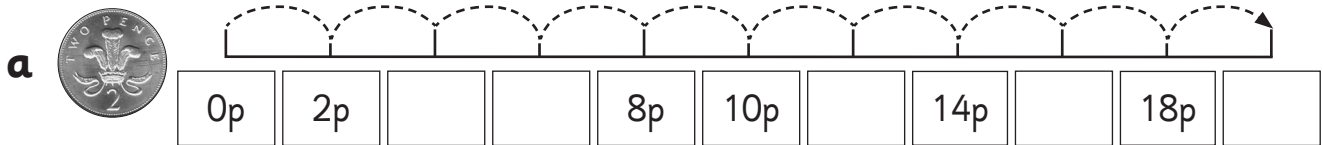
c £80.00   £0.80   £8.00   

d £11.95   £12.95   £10.95   

# Money – skip counting

Knowing how to count in 5s, 2s and 10s is useful when we are working with money. And if we know how to count in 2s and 5s, we can count in 20s and 50s.

1 Fill in the missing amounts on the number lines.



2 How much money?





# Money – adding coins

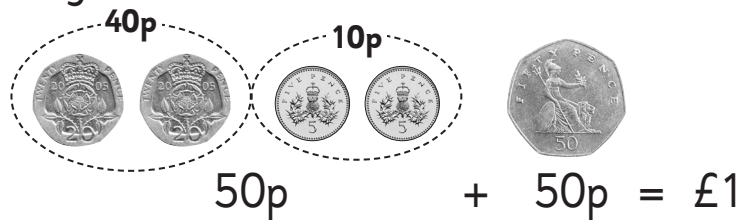
Another useful skill to have is recognising coins that add to make easy amounts. Look at these coins:



$$20p + 5p + 20p + 50p + 5p = \text{£}1$$

We could add them like this but there are easier ways.

We could rearrange the coins like this. Now we have:



Or as we know that  $25 + 25 = 50$  we could add the coins like this:



**1** Warm up by adding these coin combinations.

**a**  $5p + 5p = \underline{\quad}$

$10p + 10p = \underline{\quad}$

$20p + 20p = \underline{\quad}$

$50p + 50p = \underline{\quad}$

$\text{£}1 + \text{£}1 = \underline{\quad}$

$\text{£}2 + \text{£}2 = \underline{\quad}$

$25p + 25p = \underline{\quad}$

$\text{£}2.50 + \text{£}2.50 = \underline{\quad}$

**b**  $5p + 10p = \underline{15p}$

$5p + 20p = \underline{\quad}$

$5p + 30p = \underline{\quad}$

$5p + 40p = \underline{\quad}$

$5p + 50p = \underline{\quad}$

$10p + 20p = \underline{\quad}$

$10p + 30p = \underline{\quad}$

$10p + 40p = \underline{\quad}$

**c**  $3p + 3p = \underline{\quad}$

$30p + 30p = \underline{\quad}$

$4p + 4p = \underline{\quad}$

$40p + 40p = \underline{\quad}$

$2p + 3p = \underline{\quad}$

$20p + 30p = \underline{\quad}$

$2p + 4p = \underline{\quad}$

$20p + 40p = \underline{\quad}$

# Money – adding coins

1 Find a way to add these groups of coins. Write the total in each box.

**a**



**b**



**c**



Remember you can add them in any order. It may help to use plastic coins so you can rearrange them as you need.



**d**



**e**



**f**



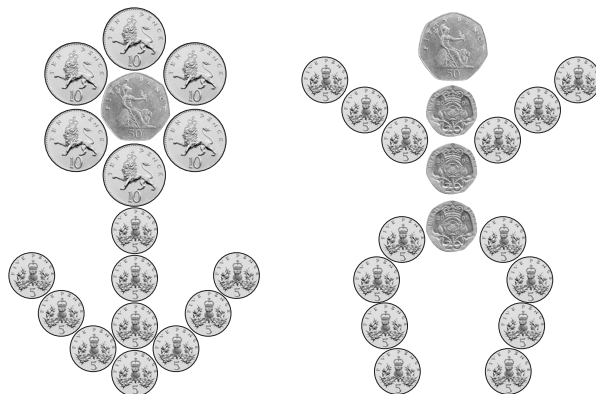


# Money – adding coins

**You will need:**  plastic coins

## What to do:

Use coins to make a picture such as the ideas on the right. Record your picture in the box and then add up how much it costs.



My drawing costs:

---

## What to do next:

Compare your picture with those of your classmates. Whose picture was most expensive? Whose was cheapest?

# Money – amounts to £2

**You will need:**  a partner  plastic coins

## What to do:



We can make amounts in many different ways. Work with your partner to find 2 ways to make these amounts. Record them.

**75p**

**£1.50**

**£1.25**

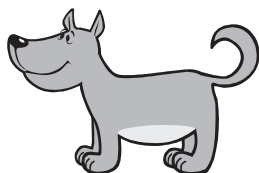
# Money – amounts to £2


**You will need:**  a partner  plastic coins

## What to do:

By making a donation of **£1**, you can send these dogs to good homes. Work with your partner to:

**a** Rescue this dog by using 1 coin to make £1. Show how you did it.



**b**  Rescue this dog by using 2 coins to make £1. Show how you did it.

**c** Rescue this dog by using 4 coins to make £1. Show how you did it.



**d** Rescue this dog by using 5 coins to make £1. Show how you did it.



## What to do next:

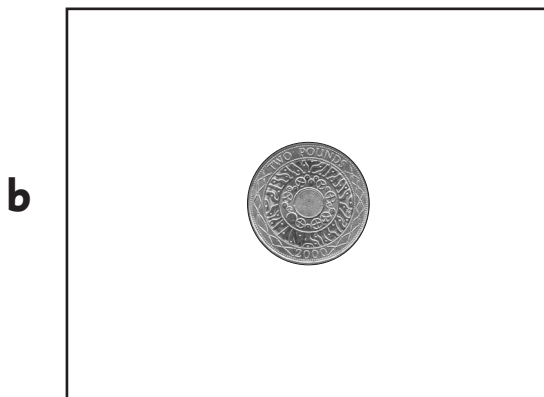
What is the greatest number of coins you can use to rescue this dog? (That's if you dare.) He also costs £1 to rescue. Show how you did it.





# Money – amounts to £2

1 Mara thinks the amounts on the left are the same as the amounts on the right. Tick the ones she gets right. Fix any she gets wrong by drawing more coins or crossing out extra coins to make them the same.


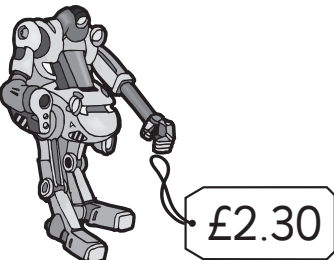






This is the same as ...



# Money – amounts to £5

1 You are at your school fair. Show which coins you could use to buy:

At the jumble sale	 <p>£1.75</p>	
	 <p>£2.30</p>	
At the rides	 <p>£2.50 a turn</p>	
	 <p>£3.30 a turn</p>	
At the food stalls	 <p>£3.50</p>	
	 <p>£4.25 a plate</p>	

# Money – amounts to £5

## Price list

Salad sandwich .. £3.00

Sausage roll...£2.20

Juice .... £1.50

Sushi roll.....£2.00

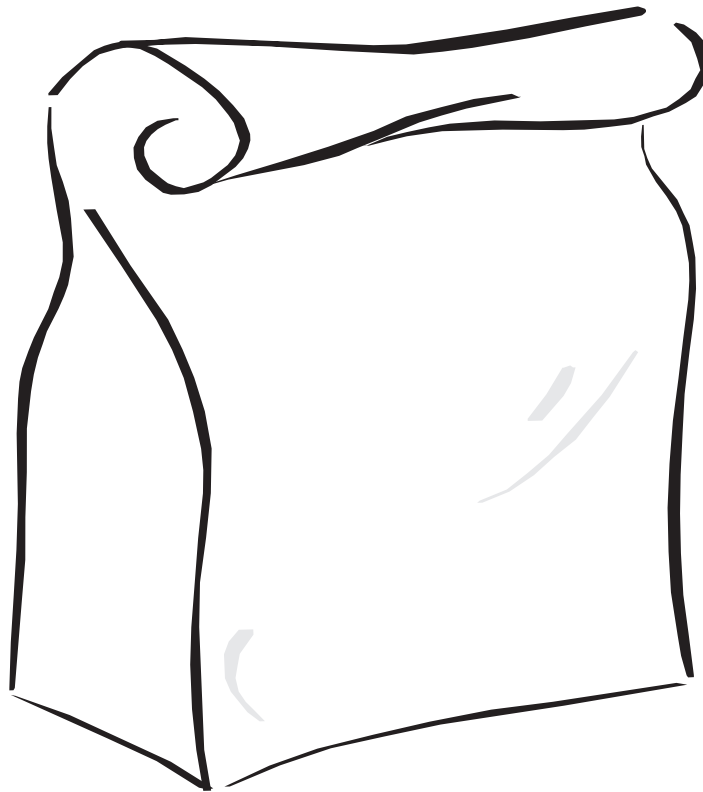
Cookie .....£1.00

Water... £1.50

Ham and  
cheese toastie ..... £1.50

Fruit .....£0.50

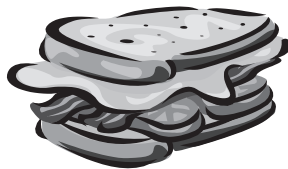
- 1 Make yourself a lunch order up to the value of £5. Write it on the lunch bag.



What adding strategy will I choose?



- 2 Your friend also has £5 and wants to order:





Can she do it? Why or why not?



# Money – change







One way of working out change is to imagine adding coins until you get to the amount you paid. It's a way of counting on.

We buy an  for 80p and pay with a . How much change should we receive?

We can make 80p like this  . If we add  we have .

So  is our change.

- 1 Draw the coins you would need to add to get to the amount you paid. This is your change.

You pay with	Cost	Coins to add	Change
			50p
	 		
	 		
 			
	 		

# Money – change

A book costs £2.00 (£2). We pay with a £5.00 (£5) note. How much change should we receive? One good strategy is to count on using a number line.



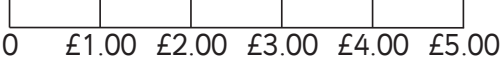


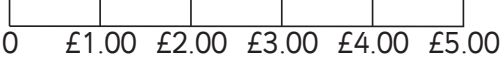
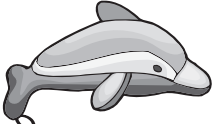

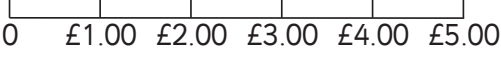



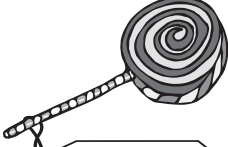

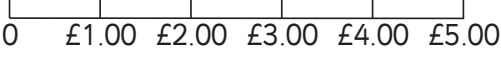
We start at £2.00.

We make 3 jumps of £1.00.

We should receive £3.00 change.



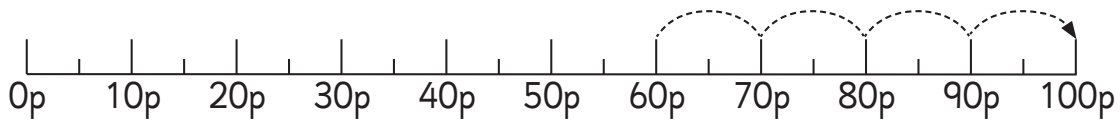
## 1 How much change?

	Item and cost	You pay with	Number line	Change
a	 £4.00			
b	 £2.00			
c	 £3.00			
d	 £5.00			
e	 £1.00			

# Money – change

A cake costs **£2.60**. We pay with a **£5.00** note. How much change should we receive? We can count on to find out.

First we count the pence on to the nearest pound. We start at 60p and make 4 jumps of 10p to 100p. We have jumped **40p** and we are now at £3.00.



Then we count the pounds on to £5.00.







We make 2 jumps.

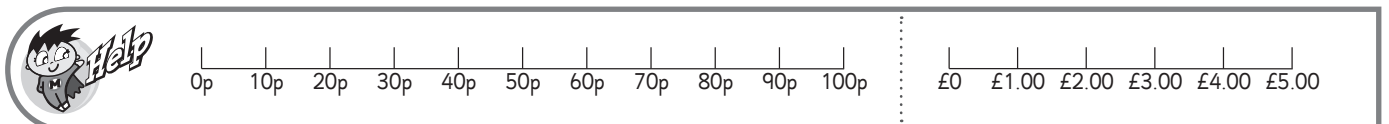
$$40p + £2.00 = £2.40$$



We should receive **£2.40** change.

1 Use the number lines in the help strip to work out the change.

	Item and cost	You pay with	Working out	Change
a	 £3.60		___ p + £___	
b	 £1.80		___ p + £___	
c	 £2.30		___ p + £___	





# Shoe-box safari

[◀ Back to Africa – Games & activities](#)



You'll need an adult to help you with this task

## You'll need

- 1 x shoe-box
- Pencil
- Pens or paints
- Glue
- Scissors
- FSC Card (optional)
- Animal templates (optional)

[Print this page](#)

[Print animal templates](#)

Why not copy some smaller versions of these to use as counters for your African Adventure boardgame in this month's Go Wild magazine? You will need to use FSC card instead of paper and create a bigger tab at the bottom so they can stand up.

## How to make it

01



Draw some African animals on the card in pencil. They need to have a tab at the bottom, so draw that as well so you remember it later. Animals you might like to draw could include lions, giraffes, cheetahs, elephants, rhinos and zebras. If you don't want to draw your own animals, you can [print out the templates](#) we've prepared for you here, and use them instead.

02



Cut them out, making sure they have a tab on the bottom. You might need an adult to help you with this bit.



03



Colour the animals in.

04



Take the lid of the shoe-box and turn it on its side. Decorate the inside of the box with your pens or paints, so it looks like an African landscape.

05



Bend the tabs on the animals back and glue them to the bottom of the box, toward the back, so that the animals stand upright.

06



Step back and admire your handiwork – a shoe-box safari.



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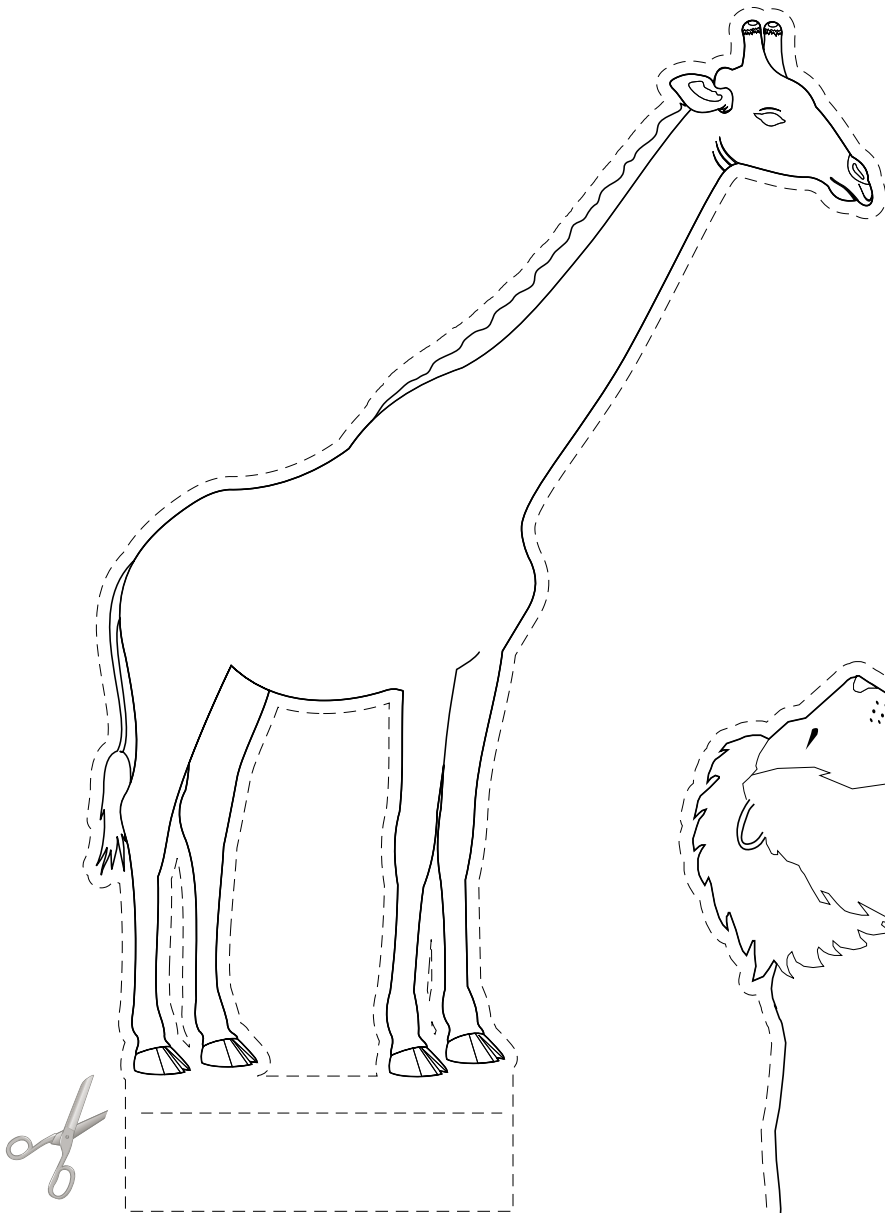
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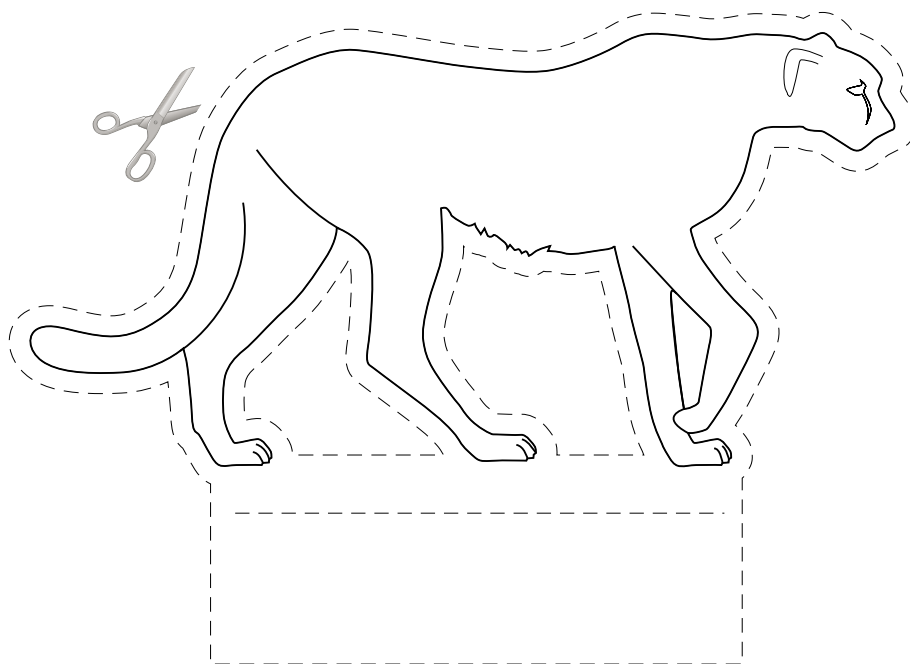
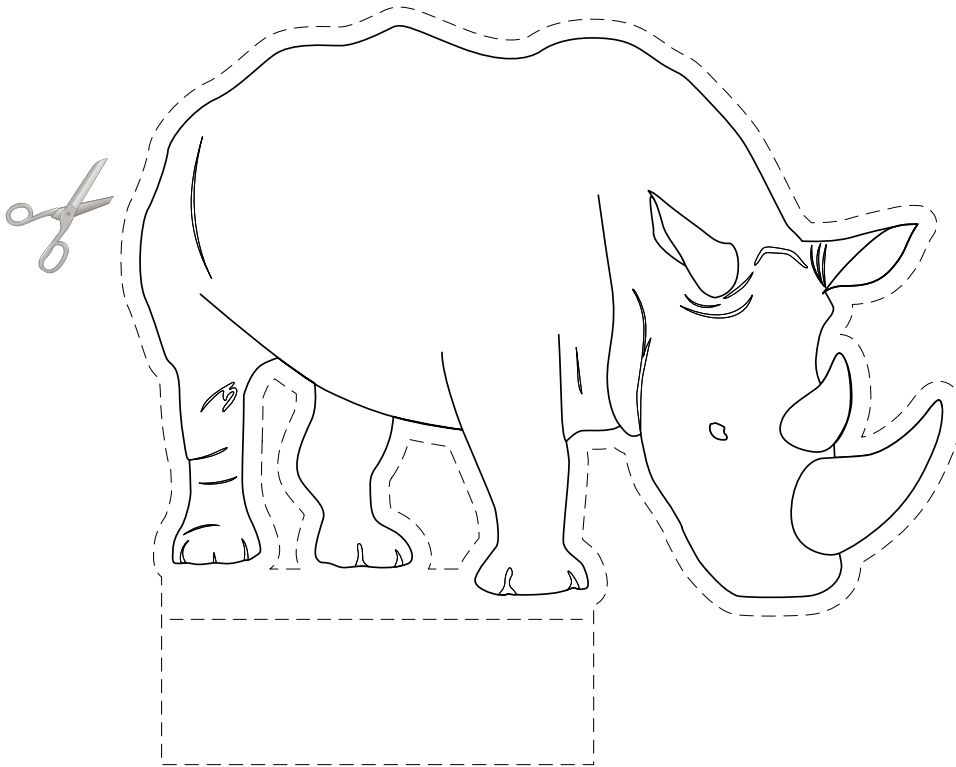


# Africa Shoe-box safari - Templates





# Africa Shoe-box safari - Templates







# Africa Shoe-box safari - Templates

