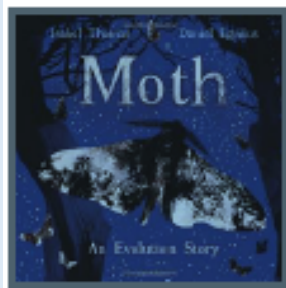




Key Stage 1 Weekly Learning		
Year 2, Cedar and Willow	Theme: How is our world wonderful?	Week beginning: 29/6/2020
Daily Activities		
Wake up & Shake up	Exercise with Joe Wicks (online videos), go for a walk, run or dance. Why not try out some Cosmic Yoga www.youtube.com/user/CosmicKidsYoga	
Reading - 10- 15 mins	<p>This week, we will be looking at the book 'Moth' by Isabel Thomas and Daniel Egnéus. Look at the attached illustration from the book and read the text on the page. Did you spot the moths in the picture? Were there any interesting words or any that you didn't know? Do you know what camouflage means? Look at the moths again. Where is the best place for them to hide? What makes you think this? How is the moth similar to the tree bark? Now look at the front cover of the book and read the title. Do you agree that 'speckled and freckled' is a good description? How would you describe the moth? Look again at the illustration on the attached page and move your eye from left to right. Look how it changes from fresh green leaves and pale trunks to black sooty chimneys. What will the smoke do to the tree trunks? What will happen to the moths if the tree trunks turn black with soot? Will they still be camouflaged? What would have to change for them to remain camouflaged? This is a story about how moths changed to keep up with the changes in the world. Do you know anything else about how other animals have changed over time? You can hear the author read the whole of Moth here: https://www.youtube.com/watch?v=bh8vyeU-J_o</p>	
Maths- 20- 30 mins	Log on to Mathletics to complete some graph 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 keep on practicing your times tables or sing with Percy Parker www.youtube.com/watch?v=BMX8O0a6B0Q 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_UtIdV2K_-niWw , practise your Common Exception Words or continue to learn	
Writing- 15 - 20 mins	Think about the local wildlife that you see in your garden or while out on a walk. You might look for birds outside your window, insects or minibeasts on your windowsill, in your garden or on the paths, grass, bushes and trees around your home. You may even spot a fox. Keep a wildlife diary over a period of a week, drawing and writing about any of the wildlife you spot. You might write what it looks like, how it moves, what time or where you saw it, or any other information you know or can find out about each creature. Think about the language Isabel Thomas uses to describe the moths like 'speckled and freckled' or 'salt and pepper wings'. Can you think of any descriptive words for the creatures you spot?	
Our School Value	Our school value this half term is Cooperation. This means working together to overcome an obstacle. How many different instances can you think of where you and your family have had to cooperate with each other to overcome a problem or an obstacle. This could be as simple as making sure that dinner is ready to eat at dinner time. How do you and your family cooperate with each other to achieve this goal? Do you all work together and share the responsibility and cooperate with each other? Can you think of any other ways you cooperate with each other at home? Maybe you can think of an instance where things might have run more smoothly if you did cooperate. For instance, sharing a toy with a brother or sister?	

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

Science - How does pollution affect our world?

In the story *Moth*, how do you think the smoke from the city affects the environment? Smoke from car fumes or from the chimneys of industrial buildings in the city causes pollution in the earth's atmosphere. Pollution can also end up in food chains and can affect the health and wellbeing of animals and humans. In this simple experiment, you can see how pollution can be drawn up into plants and how it can enter the food chains of humans and animals.

You will need: a stick of celery, a small glass or clean jam jar and dark coloured food dye (either red, blue or purple)

Instructions:

- Chop the bottom off the celery stalk.
- Add a few drops of food dye to half a glass of water. (Tip: add enough dye so that the water becomes quite dark).
- Place the celery stalk in the water making sure that the cut end is sitting under the water.

Imagine that the celery is a plant growing along the banks of a river. The river has been polluted over the years by the smoke from the city. **What do you predict will happen to the celery after 10 minutes?** Leave the celery for an hour. Has

there been any change? How about if you left it for longer or even overnight? **What happens to your celery stick?** Create a diary over a day and observe the changes each hour. You could take photos or draw some pictures to show the changes. This process is called capillary action, and this is how plants move water and nutrients up into their stalks or trucks. Here is a link to another exciting experiment called 'Walking Water' which you could try at home. <https://www.youtube.com/watch?v=Evuyv3h7axA>



Art - Look at the illustrations of the peppered moths from the book 'Moth'. You can find many more pictures on the internet. **If you were going to draw a peppered moth, what would you include? What is special about them? How would you describe the patterning on the wings? Are all moths the same as each other? What is the same? What shape are the wings? What do the antennae look like?**

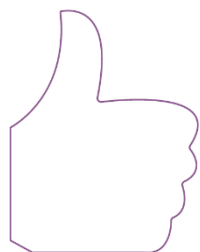
Can you draw or paint your own peppered moths like the ones in the book? Fold a piece of paper in half and draw half of the shape of the moth, with the body along the fold, so that the moth remains together. Now cut around the shape so that you end up with a symmetrical shape.

You could use the image below to give you an idea of shape. Remember to think carefully about the pattern. You could test out your camouflage pattern by placing them somewhere around your house where they might be camouflaged. Can someone find them easily or do they stay hidden for a while? You could create a set of moths that can be camouflaged in different places. You could look at moths and their names here for ideas <https://butterfly-conservation.org/moths/identify-a-moth>



Jigsaw – Our lesson this week is called '**Thumbs Up for Learning**'.

We are going to think about how you feel learning new things and understanding the importance of positive feelings. Think of an elastic band or playdough. When you stretch it, it changes shape but it will always bounce back to how it was before. However, if you leave it for a very long time and then go back and try to stretch it, it doesn't always work as well. Our muscles in our bodies are the same. Without **regular exercise**, we can become stiff and ache when we try and move. Stretch out your arms and feel your muscles moving up and down. **Our brains are a muscle too.** We have all been either at home or at school and we may have been having lots of learning time or a little but it hasn't been the same as normal school so our brains might feel a little **clogged up**. **That is OK** because we have had a **very unusual** time. Jigsaw Jo would like you to try and remember how good learning is and what you enjoy about it. Hold onto these positive feelings and imagine your brain is giving us a 'thumbs up' that it is ready to learn and enjoying getting stretched **like an elastic band**. Using the attached 'Thumbs Up' sheet, draw or write



things you are looking forward to learning about or achieving and the feelings that these might give you. **Can you give learning the 'thumbs up'?** Remember that our brain needs the challenge of learning to be able to give us the 'thumbs up' feeling that is good.

Music –

Look on this website <https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-at-home/zjy3382>

Scroll down to Week 9 - to learn about Mason Bates' '**A Bao A Qu**' from his Anthology of Fantastic Zoology!

The '**A Bao A Qu**' is a creature that lives at the very bottom of a very tall tower. *Can you imagine what the tower looks like? Can you picture a staircase leading from the bottom of the tower all the way to the top?*

Music can inspire creative ideas and powerful pictures in our imaginations. By listening to the music, you can dream up an amazing story all about the A Bao A Qu and create lots of fascinating images in your mind.

Find a quiet space where you are comfortable and clear of any distractions. Listen to the music. *How does this music make you feel?* You might like to shut your eyes while you listen. *What can you see in your mind? Can you think of any adjectives to describe the A Bao A Q monster?*

Powerful, terrifying or scary maybe. *How about an expanded noun phrase?* E.g. 'he had rows and rows of powerful jagged teeth which filled his jaw' or 'his eyes were like rips in his skin filled with fireballs. *How about the sound of the music? Do you feel any different when the music sounds high pitched and loud? How do you feel when the music is quieter and softer?*

We would like you to share your feelings on this piece of music. You can either write a poem about how it makes you feel or what you think is happening. You could write a story about the A Bao A Qu. How about drawing what you imagine the A Bao A Qu looks like? What would his lair (home) look like at the bottom of the tall tower?

You might even choose to create an A Bao A Qu using junk modelling.

The Moth by Isabel Thomas and Daniel Egnéus.

Every year, the same thing happens.

Hundreds of tiny eggs hatch.

The moths with the best camouflage

Survive long enough to have children,

And pass on their salt and pepper wings.

This is why most peppered moths

Were speckled and freckled.

Until the world began to change.

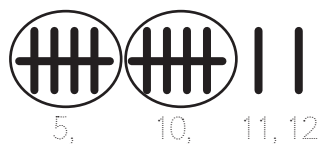


Statistics – collecting and representing data

We can use tally marks to record data as we collect it. We make a mark like this **|** as we count or receive answers.

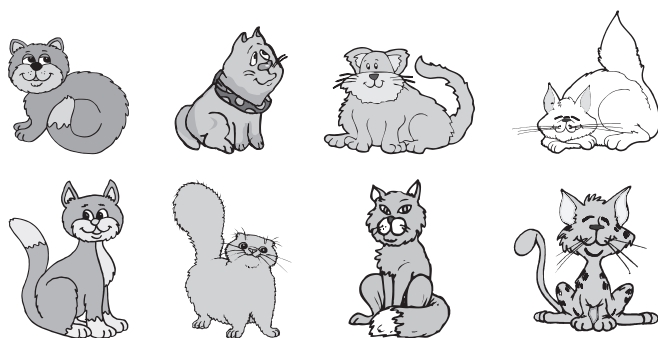
We show 5 like this **|||||**. This makes it faster to count because we can count in 5s.

How many marks are here?

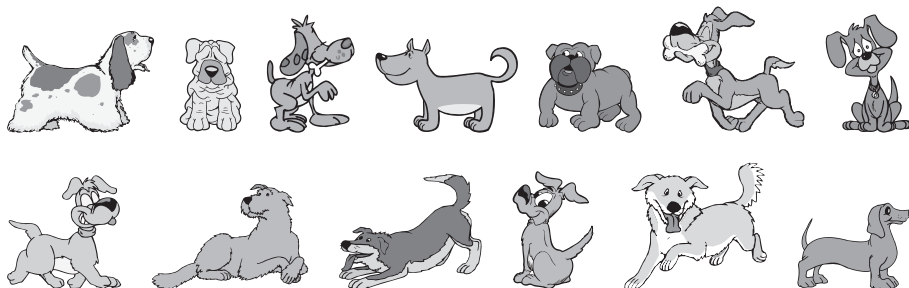


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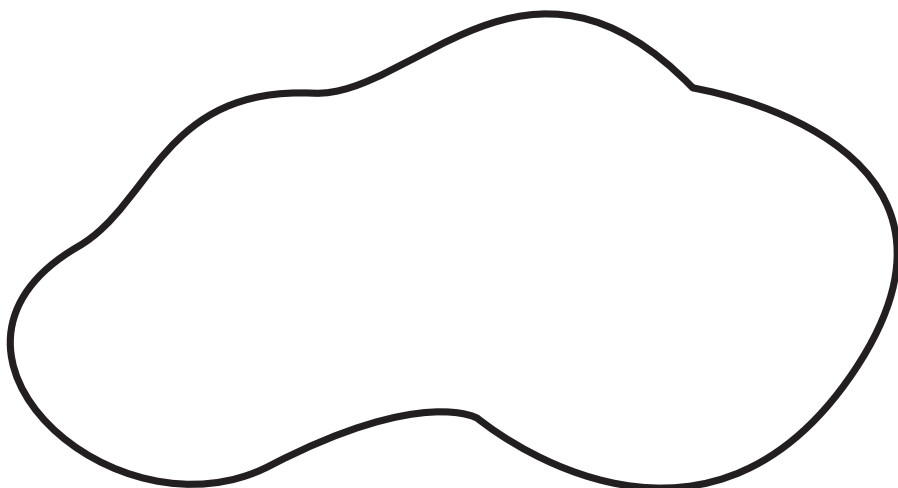
1 How many cats are here? Each time you count a cat, make a tally mark.



2 How many dogs are here? Each time you count a dog, make a tally mark.



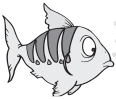



3 The tally marks show how many fish are in the pond. Draw the fish to match.



Statistics – collecting and representing data

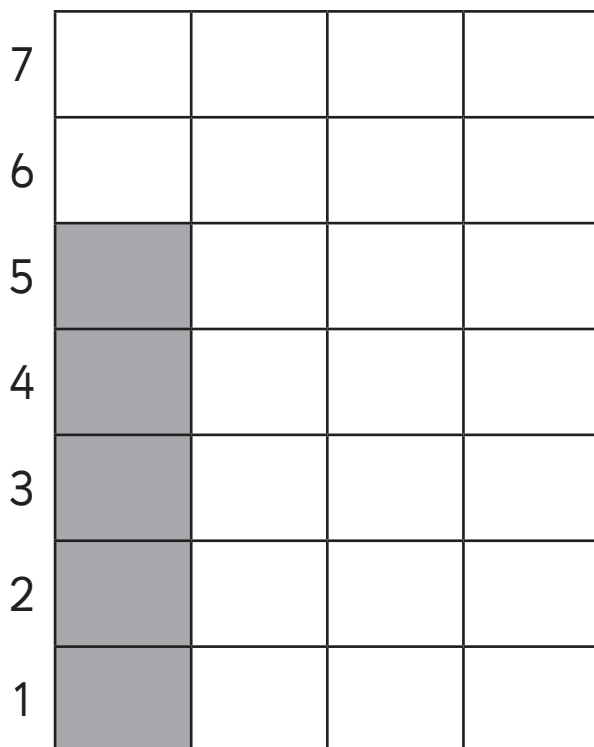
We can represent data in many different ways. We often use graphs as they make it easy to see and understand information. One kind of graph is a bar chart.

- 1 Students in 2G conducted a class survey to find out what class pet they should get.

They decided to show this information on a bar chart and present the chart to their class teacher.

- a What should the title of the chart be? Write it in the box at the top of the chart.

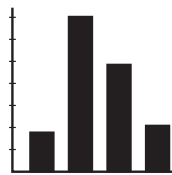


Type of pets

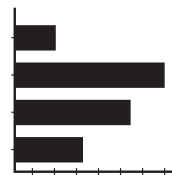
- b Colour a square to match each vote. The fish votes have been done for you.
- c Which is the **most popular** choice?
- d Which is the **least popular** choice?
- e Does the bar chart make it easy to find out this information? Why or why not?

Statistics – collecting and representing data

Bar charts can be vertical



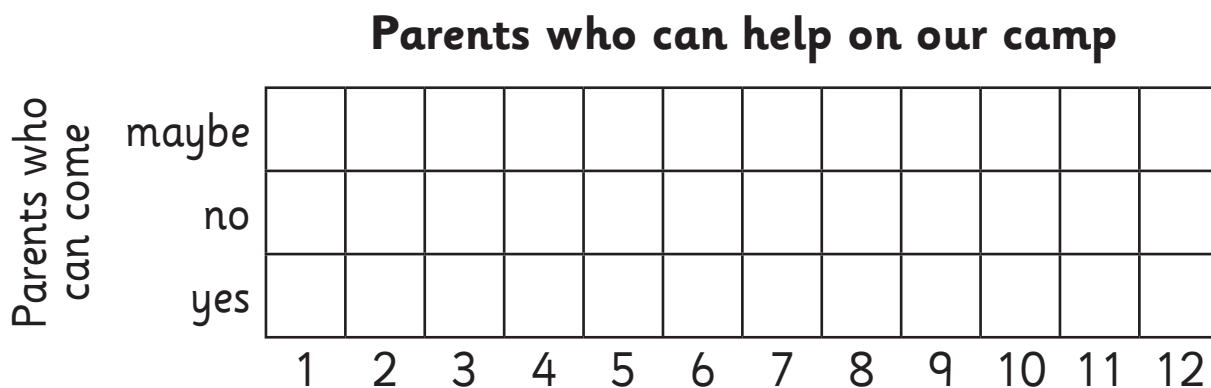
or horizontal.



- 1 2F conducted this survey to find out how many parents could come on their class camp.

Yes	No	Maybe

- a Colour the squares to represent this information on the horizontal bar chart.



- b Write 3 things this chart tells you.
- c If all the maybes turn into yeses, how many parents will come along? Show how you know.

Continued on page 9.

Statistics – collecting and representing data

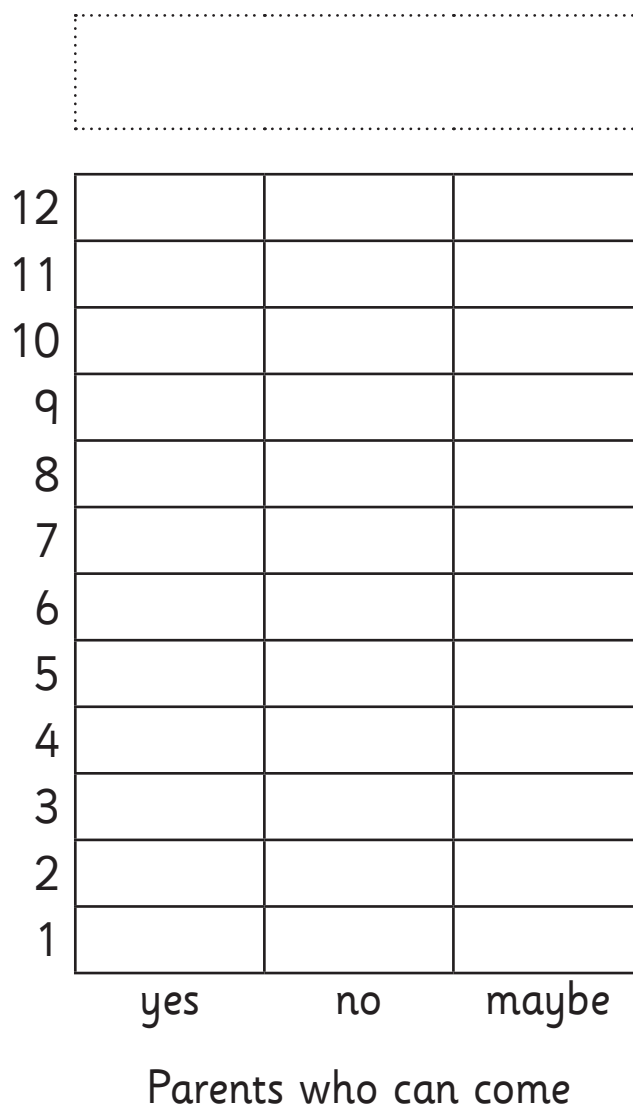
Continued from page 8.

2 a Use the same information on page 8 and represent it on this vertical bar chart.

b Compare the 2 charts.
Do they represent the same data?

c This chart is missing its title.
Add it to the bar chart.

d Why do charts need titles?



3 Find a third way to represent this information. Perhaps you could use blocks or counters and sticky notes for the labels.

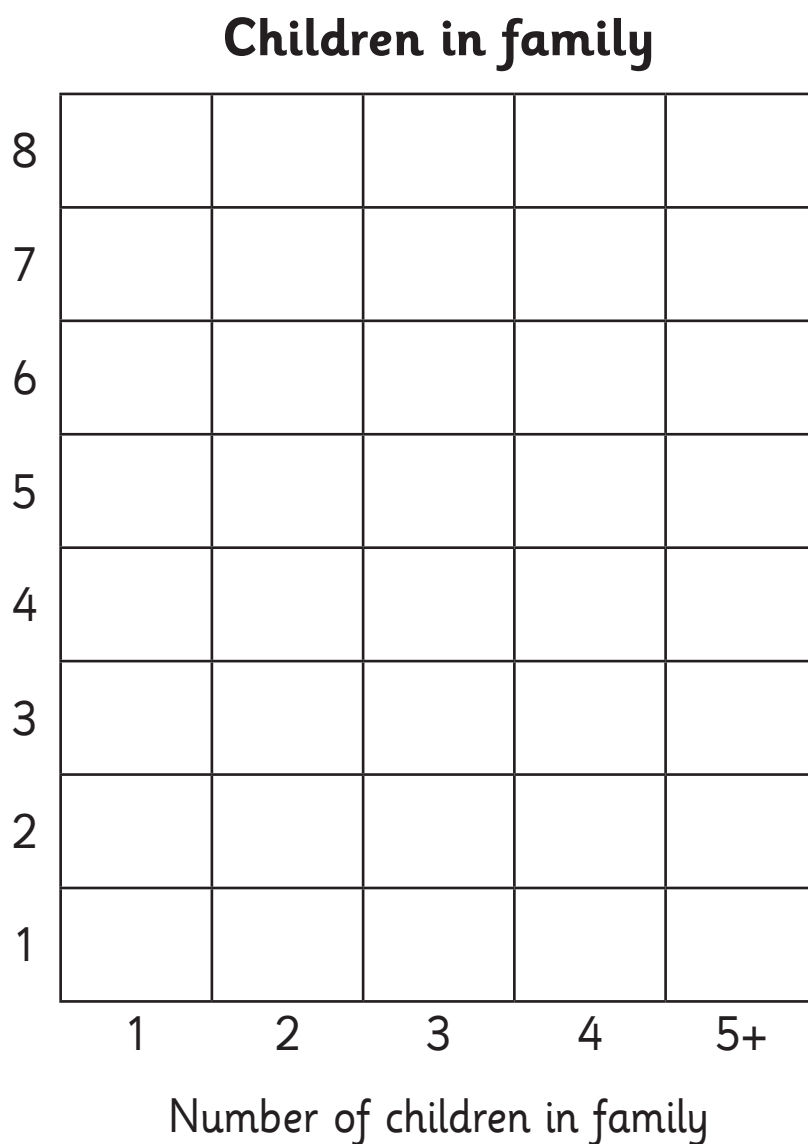
Statistics – collecting and representing data

Pictograms are another type of graph. Pictures are used to represent the data.

You will need:  a partner  pencils  10 people to ask

What to do:

Survey 10 people and find out how many children are in their family. Draw a 😊 in the correct column to represent **each person you ask**.



Continued on page 11.

Statistics – collecting and representing data

Continued from page 10.

What to do next:

Use your pictogram to answer the following questions:

- a** How many people have **only 1** child in their family?

- b** How many people have **more than 4** children in their family?

- c** What is the **most common** number of children in the families in your survey?

- d** Sometimes we get data that we might not have planned for. For example, did any children have older step brothers and sisters who don't live with them? Did you decide to include or not to include them?

- e** What are 2 other pieces of information your pictogram tells you?


Statistics – analysing data

Once we have collected and represented our data, we can look at it more closely and learn from it.

- Imagine you have been asked by the owner of the local ice cream shop to study this data for them. Use the graph to answer their questions.

Dear _____,

Which flavour is our best seller?

How many tubs of  ice cream do we sell each week?

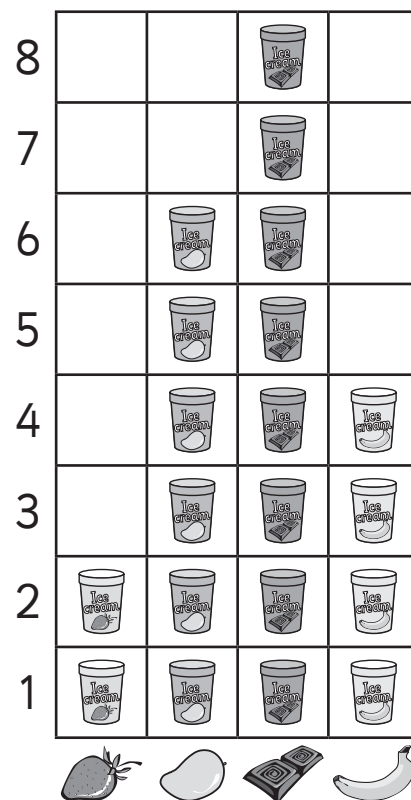
How many tubs of ice cream do we sell each week altogether?

If we could only sell 3 flavours, which flavour should we stop selling? Why?

We need someone to be our new flavour taster. Would you like the job?

Thanking you,
The Ice Cream family

Tubs of ice cream sold in 1 week



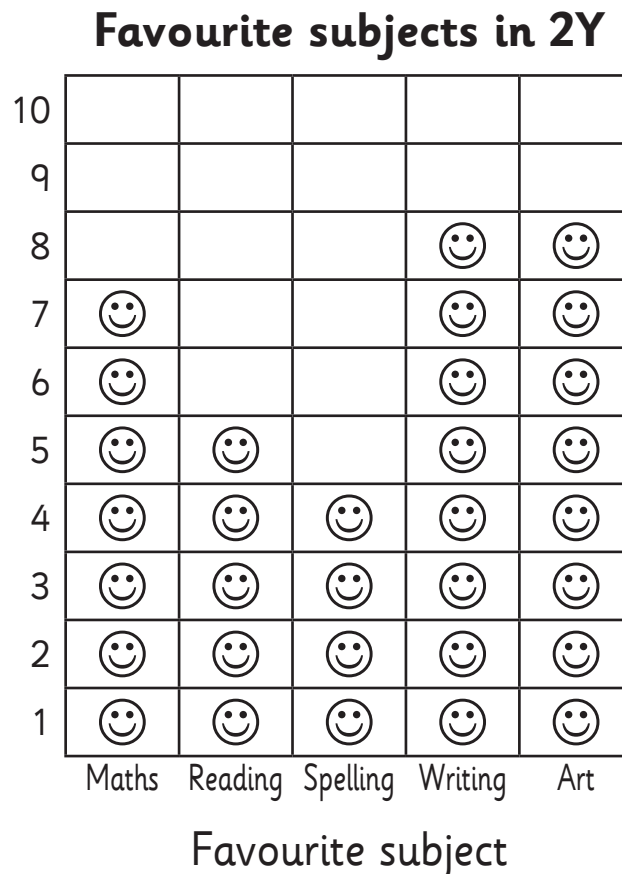
Flavours



Statistics – analysing data

When we look at data we have to think carefully about what information it actually tells us.

- 1 Look at this graph. Does it tell us that...
- a the 2 favourite subjects in 2Y are Writing and Art?
 - b the least favourite subject in 2Y is Spelling?
 - c everybody in 2Y loves Art?



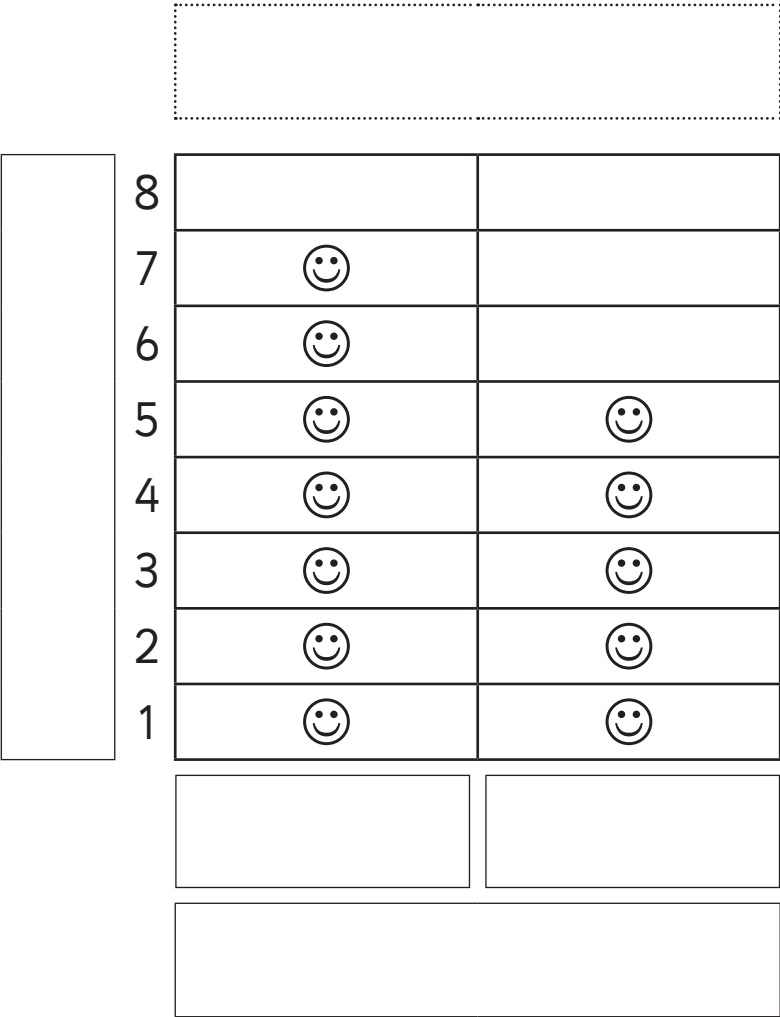
- 2 a One student says that this graph shows that 2Y shouldn't learn spelling because only 4 students say it is their favourite subject. What do you think of their argument?
- b Does this graph mean that no one likes PE or Science? Explain your thinking.

Statistics – analysing data

You will need:  a partner  pencils

What to do:

Look at this graph. What could it be about? Work with your partner to create a title and labels that could make sense.



What to do next:

Write 3 questions about your graph for another pair to answer. Show your questions to your teacher then swap pages with another group and answer their questions.

Thumbs Up for Learning - Activity Sheet - KS1 - Lesson 5

