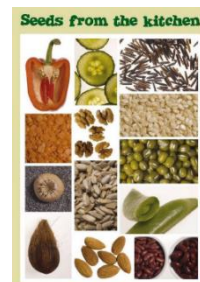




Key Stage 1 Weekly Learning		
Year 2, Cedar and Willow	Theme: The secret world of plants	Week beginning: 20/4/2020
Daily Activities		
Wake up & Shake up	Exercise with Joe Wicks (online videos), go for a walk, run or dance.	
Reading - 10- 15 mins	Read a reading book from home, school or online. We have also added a reading sheet for you to work with. This work is based on the book <b>How to Find Gold</b> . You do not need the book, listen to the author <b>Viviane Schwarz</b> read the whole book here: <a href="https://www.youtube.com/watch?v=vxWIWJUfMEo">https://www.youtube.com/watch?v=vxWIWJUfMEo</a> Please complete tasks 1 and 2 this week.	
Maths- 20- 30 mins	Log on to Mathletics to complete some fraction activities. We have also included some activity sheets which you could use to learn about fractions. If you don't have a printer, you could write out your work in the workbook we gave you.	
BREAK	Eat a healthy snack, exercise or relax with some mindfulness	
Times Tables- 10 - 15 mins	Log on to Time Tables Rock Stars or sing with Percy Parker <a href="https://www.youtube.com/watch?v=BMX8O0aGB0Q">https://www.youtube.com/watch?v=BMX8O0aGB0Q</a>	
Spelling- 5 - 10 mins	Practise your Common Exception Words (given out at Parents Evening) or log onto to <a href="http://www.ictgames.com/mobilePage/lcwc/index.html">http://www.ictgames.com/mobilePage/lcwc/index.html</a> and play Look Cover Write Check.	
Writing- 15 - 20 mins	Using the story board for <b>The fly-away kite</b> , think about how the story could finish. Cut out the pictures and stick them or draw them into your book. Complete the last picture in the storyboard and write the story. Remember to use time words and time phrases in your story, e.g. One sunny morning, a few moments later, next, afterwards, later that day, finally. Use feeling words to show how the characters in your story feel. Can you include verbs and prepositions in your story?	

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	
<p><b>Geography - What climates are around the world?</b> Choose two countries which are in different continents, e.g. Iceland and Indonesia, or Kenya and Canada. Research what the seasonal weather is like for each of your chosen countries.</p> <ul style="list-style-type: none"> <li>- Does the weather change over the year?</li> <li>- Is the weather very different in each country? Why?</li> </ul> <p><b>Hint:</b> Think about where the country is in the world. Are there mountains, deserts, forests or coastline there? <i>Is it in the Northern Hemisphere, Southern Hemisphere or close to the Equator?</i> Imagine you will visit each of your countries. Draw a suitcase for each country packed with the things you would need. - What would you take with you and why? Please use <a href="https://www.kiddle.co.uk">https://www.kiddle.co.uk</a> for your internet research</p>	<p><b>Science - How do seeds and bulbs grow into plants?</b> Watch this video clip to recap different plants you know. -What is the difference between a tree, plant or flower? <a href="https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zw2y34j">https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zw2y34j</a></p> <ul style="list-style-type: none"> <li>- Can you find any seeds, pips or bulbs in your kitchen?</li> <li>- What will they grow into?</li> </ul> <p>Sketch and label each seed you find. Then draw what it grows into.</p> <ul style="list-style-type: none"> <li>- What is important about these seeds, pips and bulbs?</li> <li>- What does a seed and bulb contain and what is its job?</li> <li>-Do you think the smallest seeds will grow into the smallest plants?</li> </ul>



## PE

Make a training circuit around your house or garden with at least five different stations. Try to include stations that will get your heart pumping, some that will build muscle strength and some that will help with co-ordination.

At each station, complete a different exercise for 30 seconds, for example; *bunny hops, star jumps, lunges, stepping on and off a step, bouncing a ball up in the air and catching it or fast jogging on the spot.* Then move on to the next station.

- Can you challenge a family member to complete your circuit?

- How many laps can you complete?

Remember to tweet or email us some pictures of your circuit training.

## Art

Draw a self-portrait or a portrait of one of your family. Follow this link to draw a self-portrait with Rob Biddulph. <http://www.robbiddulph.com/draw-with-rob>

Choose option 9 and follow the instructions to draw your own self portrait.

Remember to share your finished portraits with us either via Twitter or email.

## Jigsaw

Share with your family how we use Jigsaw in class. Describe your favourite part of our Jigsaw sessions. Is it '**Connect us**' (where we play a game), '**Calm Me**' (where we have our mindful moment while listening to the chime and focus on our breathing) or is it '**Let Me Learn**' (when we take part in an activity)?

Our topic this term is '**Relationships**'. Think about the different relationships you have in your **family** home. Do you have brothers or sisters? Do you have a Dad, Mum, Step-Dad, Step-Mum, Auntie, Uncle or Grandparents in your home? How do you share and cooperate with each other?

Have a think about what your family is like and how other people's families are similar or different to yours.

Can you think of someone who has a family that is different to yours?

Families come in all different shapes and sizes. Our families are there to protect us and love us. They are a place where we belong. With your family, play a game of 'Happy Home Cake' using a mixing bowl and a wooden spoon.

Take turns to suggest the ingredients for making the recipe for your cake, e.g. *a pinch of laughter, a cup of love, a spoon of sharing etc.*

Collect your ideas to make up the recipe, writing all the ideas on small pieces of paper and adding them to the bowl. Give it a good stir to complete your recipe. If you like, use the Happy Home recipe sheet to write or draw your recipe for a happy home or create your own template. Don't forget to share it with us on Twitter or via email.

**Mad Maths Minutes**

Halves (to half of 20) Set A

Half of 6 = \_\_\_\_ Half of 12 = \_\_\_\_

Half of 18 = \_\_\_\_ Half of 4 = \_\_\_\_

Half of 12 = \_\_\_\_ Half of 16 = \_\_\_\_

Half of 16 = \_\_\_\_ Half of 14 = \_\_\_\_

Half of 2 = \_\_\_\_ Half of 10 = \_\_\_\_

Half of 10 = \_\_\_\_ Half of 20 = \_\_\_\_

Half of 16 = \_\_\_\_ Half of 14 = \_\_\_\_

Half of 6 = \_\_\_\_ Half of 6 = \_\_\_\_

Half of 8 = \_\_\_\_ Half of 18 = \_\_\_\_

Half of 20 = \_\_\_\_ Half of 20 = \_\_\_\_

Half of 14 = \_\_\_\_ Half of 8 = \_\_\_\_

Half of 2 = \_\_\_\_ Half of 12 = \_\_\_\_

Half of 4 = \_\_\_\_ Half of 4 = \_\_\_\_

Half of 18 = \_\_\_\_ Half of 2 = \_\_\_\_

Half of 10 = \_\_\_\_ Half of 16 = \_\_\_\_

**Mad Maths Minutes**

Halves (to half of 20) Set B

Half of 18 = \_\_\_\_ Half of 20 = \_\_\_\_

Half of 8 = \_\_\_\_ Half of 10 = \_\_\_\_

Half of 2 = \_\_\_\_ Half of 16 = \_\_\_\_

Half of 16 = \_\_\_\_ Half of 6 = \_\_\_\_

Half of 6 = \_\_\_\_ Half of 18 = \_\_\_\_

Half of 12 = \_\_\_\_ Half of 14 = \_\_\_\_

Half of 18 = \_\_\_\_ Half of 4 = \_\_\_\_

Half of 4 = \_\_\_\_ Half of 20 = \_\_\_\_

Half of 8 = \_\_\_\_ Half of 2 = \_\_\_\_

Half of 20 = \_\_\_\_ Half of 12 = \_\_\_\_

Half of 14 = \_\_\_\_ Half of 8 = \_\_\_\_

Half of 6 = \_\_\_\_ Half of 18 = \_\_\_\_

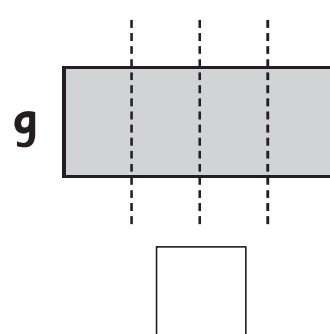
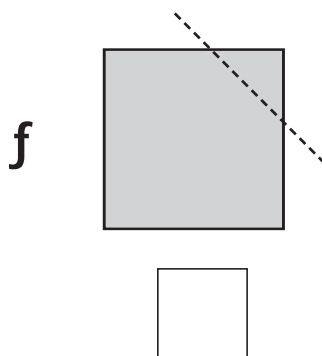
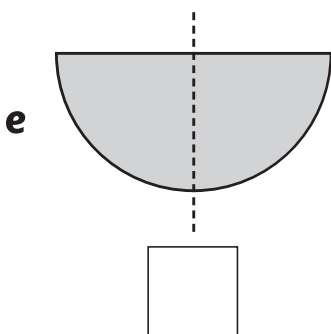
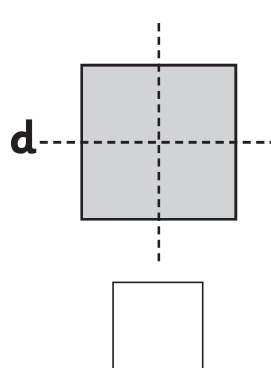
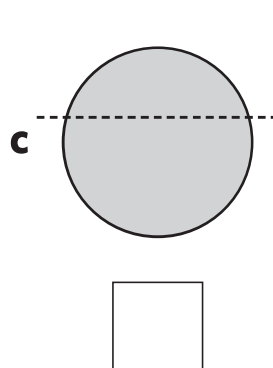
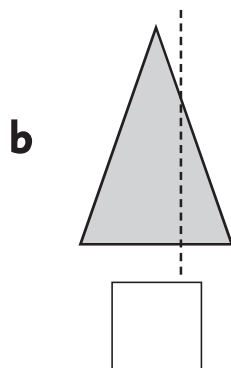
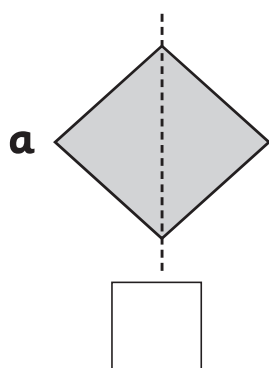
Half of 16 = \_\_\_\_ Half of 14 = \_\_\_\_

Half of 10 = \_\_\_\_ Half of 16 = \_\_\_\_

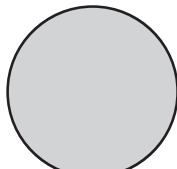
Half of 14 = \_\_\_\_ Half of 8 = \_\_\_\_

# Fractions – equal parts

- 1 ☒ the shapes that have been divided into **equal** parts.

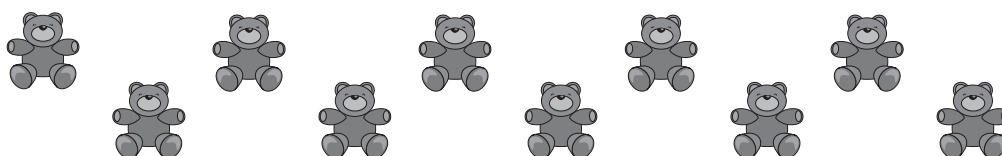


- 2 Divide these shapes into equal parts.



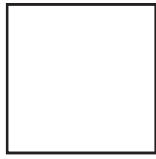
Is there only one way to do this? Compare your shapes with someone else at your table. Have you divided them the same way? Is one of you wrong or can you both be right?

- 3 You and your partner have been given these teddies. Divide the group into 2 equal parts so you each get a fair share.

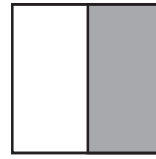


# Fractions – writing fractions

When we divide a whole into 2 equal parts, we call each part a half.



This is one whole shape.

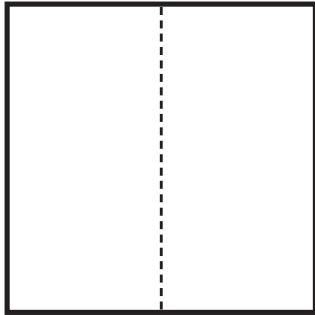


Half has been shaded.

We can write half as  $\frac{1}{2}$   $\frac{\text{Number of shaded parts}}{\text{Number of equal parts}}$

1 Shade **one** equal part of each shape and write the fraction.

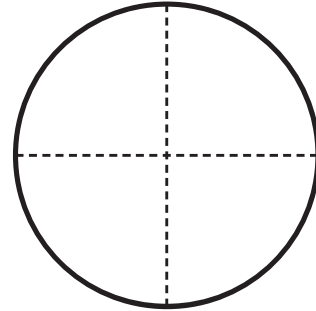
a



Number of shaded parts

Number of equal parts

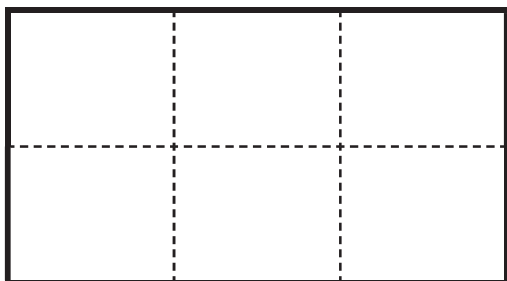
b



Number of shaded parts

Number of equal parts

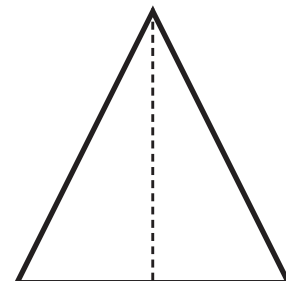
c



Number of shaded parts

Number of equal parts

d

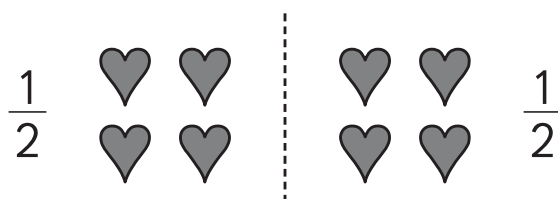


Number of shaded parts

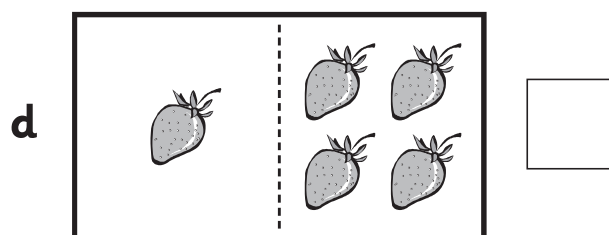
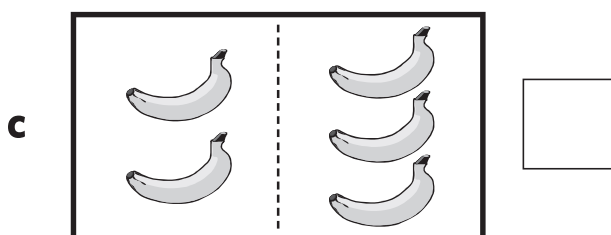
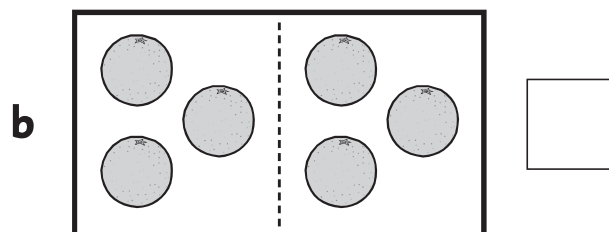
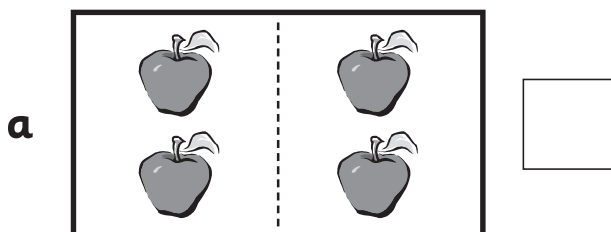
Number of equal parts

# Fractions – half of a group

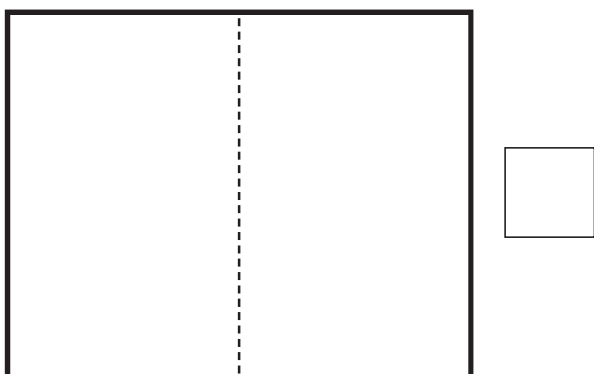
When we divide a group into 2 equal parts, we call each share or part a half. When they are equal, each share is fair.



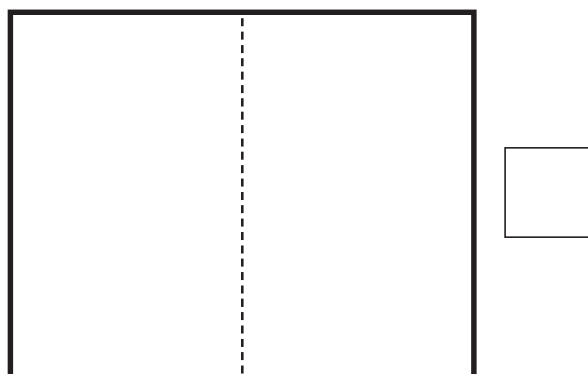
- 1 Tick all the groups that have been divided into 2 equal parts. Cross them if the parts are not equal.



- 2 Draw a group of hats in the box. Put half on one side of the line and half on the other. Are the parts equal? If so, tick the box.



- 3 Draw a group of stars in the box. Make the two parts unequal. Do you tick or cross the box?



# Fractions – half of a group

**You will need:**



a partner



counters

## What to do:

- a** Start with 2 counters. Divide the 2 counters into 2 equal groups. How many counters are in each group? Draw them.

$$\frac{1}{2} \text{ of } 2 \text{ is } \boxed{\phantom{00}}$$

- b** Now take 4 counters. Divide the counters into 2 equal groups. How many counters are in each group? Draw them.

$$\frac{1}{2} \text{ of } 4 \text{ is } \boxed{\phantom{00}}$$

- c** Now take 6 counters. Divide the counters into 2 equal groups. How many counters are in each group? Draw them.

$$\frac{1}{2} \text{ of } 6 \text{ is } \boxed{\phantom{00}}$$

- d** Now take 8 counters. Divide the counters into 2 equal groups. How many counters are in each group? Draw them.

$$\frac{1}{2} \text{ of } 8 \text{ is } \boxed{\phantom{00}}$$

- e** Can you see the pattern? Continue it on another piece of paper. How high can you and your partner go?

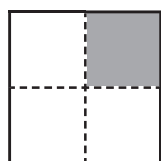
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## What to do next:

Can you make 2 equal groups out of 3, 5, or 7 counters? What happens?

# Fractions – quarters

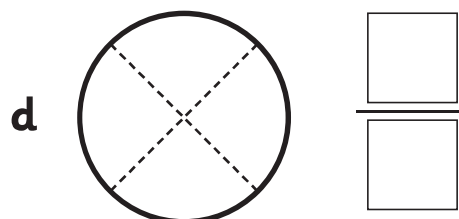
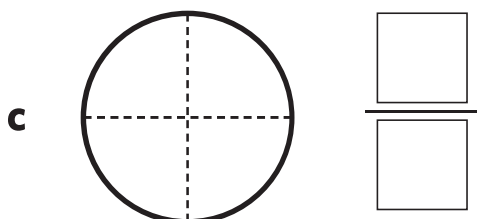
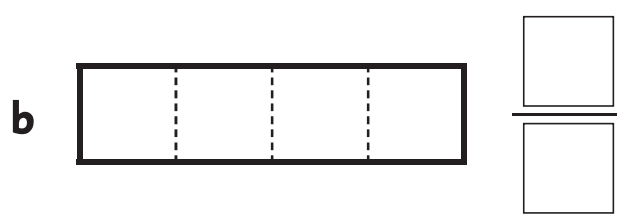
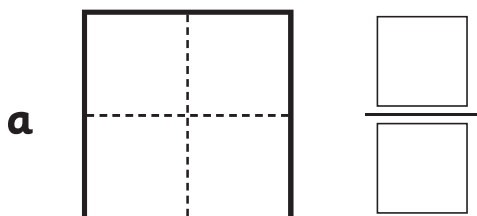
When we divide a shape or group into 4 equal parts, we call each part a **quarter**. We can write this as:



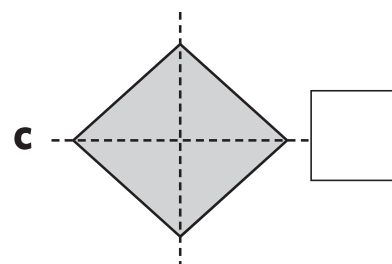
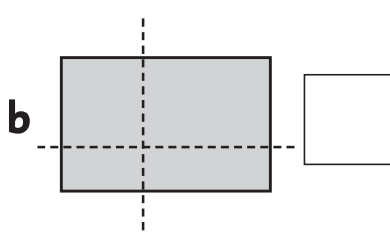
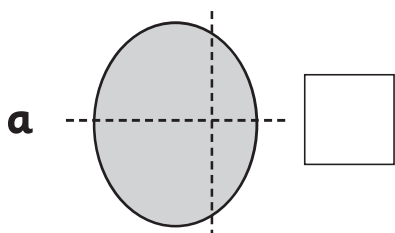
$$\frac{1}{4} \quad \frac{\text{Number of shaded parts}}{\text{Number of equal parts}}$$

- 1 Can you think of 3 places or times you hear the word quarter?  
Discuss this with the people at your table.

- 2 Shade one quarter of each shape and write the fraction.

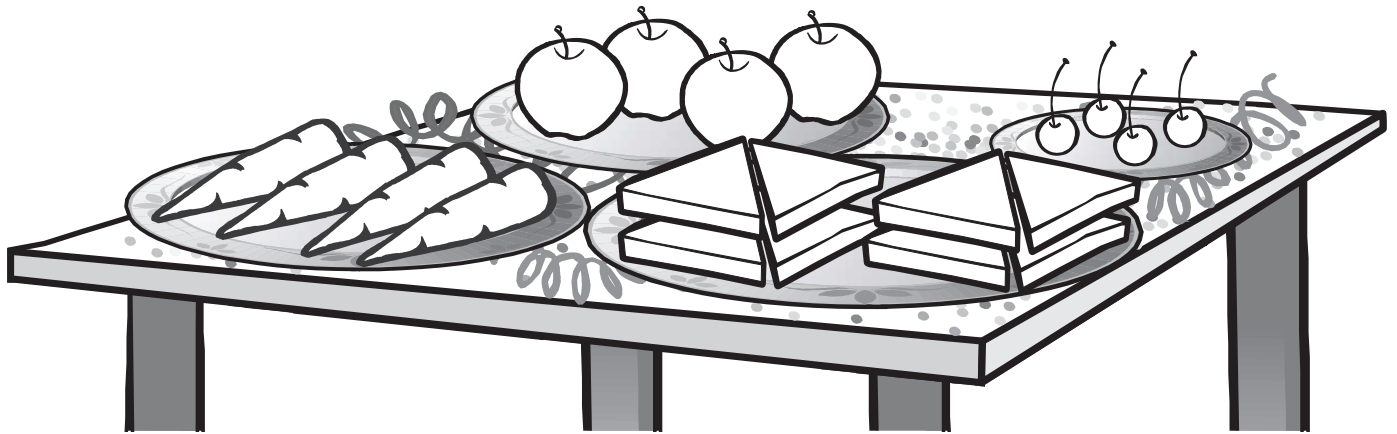


- 3 Are these shapes cut into quarters? Write Y or N.

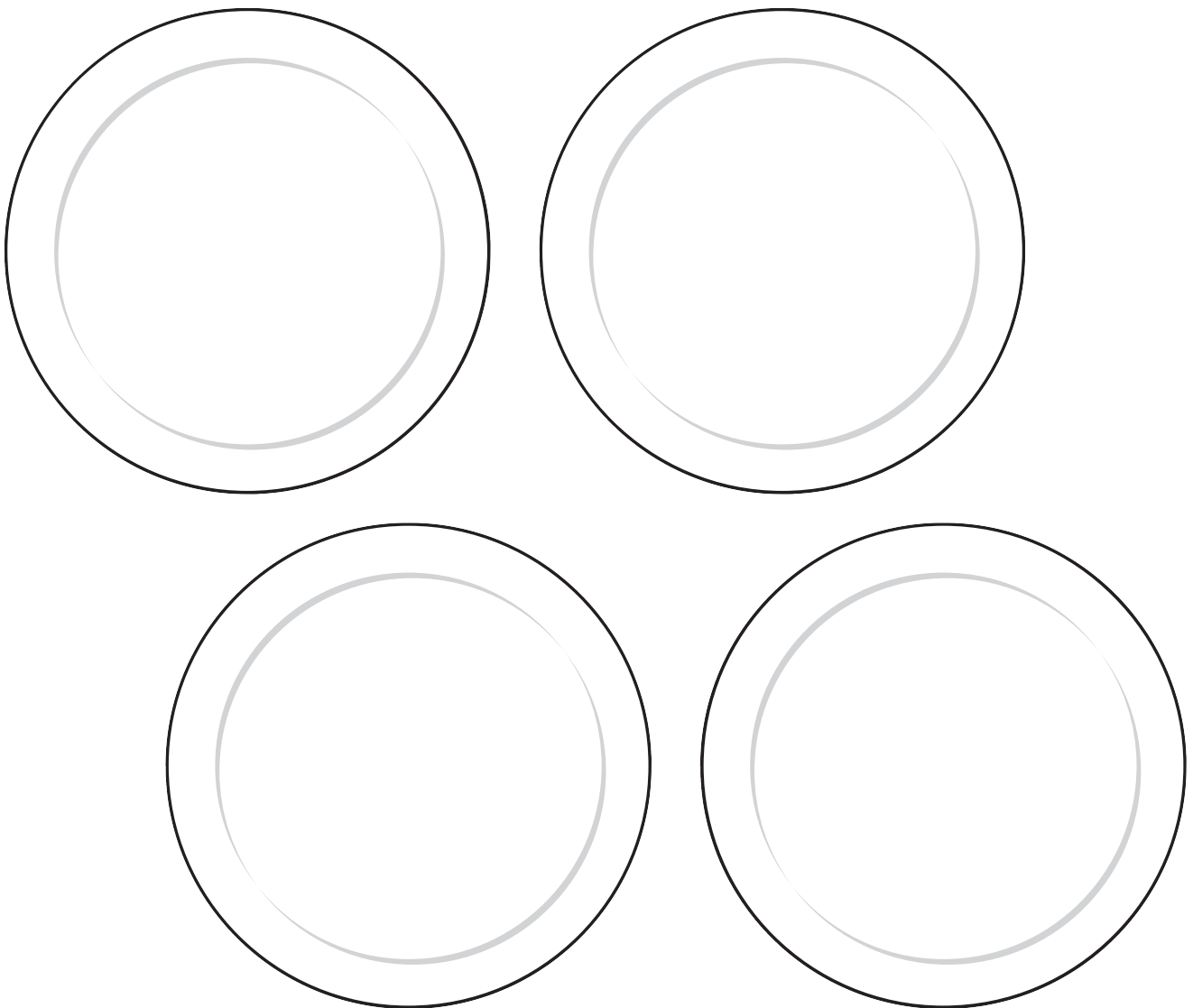




# Fractions – quarters



- 1 Four friends are having a party. Look at the food on the table. Share it equally out onto the plates so that each friend has **one quarter**. Draw what each friend will have.

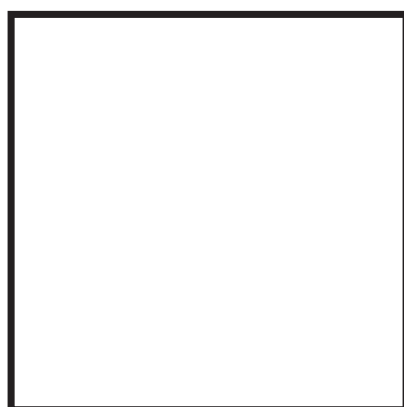
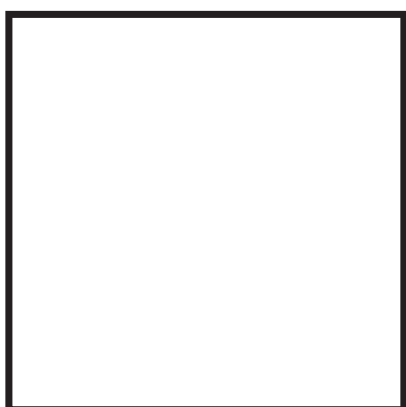
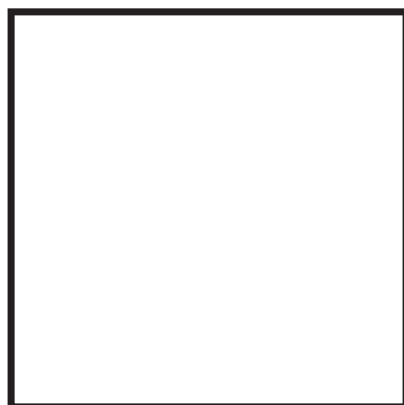
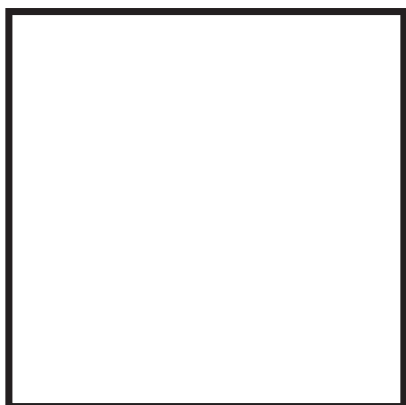


# Fractions – quarters

**You will need:**  a partner

## What to do:

Can you and your partner find 4 different ways to divide these squares into quarters? Draw the lines you would use.

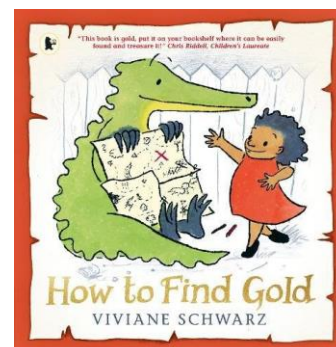


## Take 5: Ideas for Independent/Home Learning

### How to Find Gold by Viviane Schwarz (Walker Books)

#### 1. Explore it

Look at the front cover of the text above, then read the spread from the book below, exploring the text and the illustration:



Talk together about Anna and Crocodile. What is their relationship? How can you tell? What are they doing? Do you think it will be **'easy'**, like Anna says? What can you tell about the characters of Anna and Crocodile from the text that you see? How would you describe each of the characters? Are they very similar or different? Try not to just think about the way they look, think also about the way they behave.

#### 2. Illustrate it

Look at Anna and Crocodile's map of the world. How have they made it? What have they included? If you were going to draw a map of the whole world, what would you include? What countries, special places or features do you know that you would include? Is the whole world just land? What is on the land? Around the land? Use any materials you have to hand in your home to create your own imaginary world map.

#### 3. Talk about it

- Why does Crocodile think the cross is important?
- Why do you think Crocodile thinks that gold is always **'hidden'**? Where might Crocodile have got this idea from?
- Who do you think hides gold? Why do you think they might hide it?

#### 4. Imagine it

Think again about Anna's question; "How do we get to France?" What do you already know about France? If you have a globe or atlas in your home, see if you can find where you are in the world, and then where France is. You could use this downloadable example:

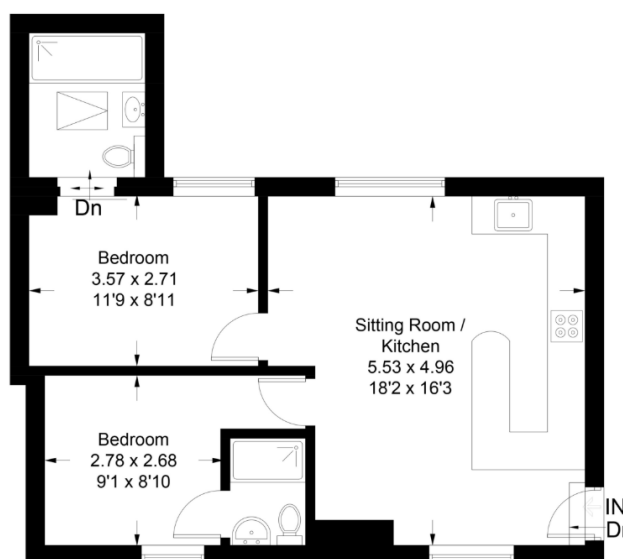
[https://www.mapsinternational.co.uk/downloads/world\\_pol\\_green.pdf](https://www.mapsinternational.co.uk/downloads/world_pol_green.pdf)

How do you think Anna and Crocodile might get to France? Would they be able to walk? What might they need to get there? How might they travel? You could talk about, write or draw your ideas together.

#### 5. Create it

Make a map of your own home. How will you show the different rooms, how the rooms are set out and the routes between them? What will you draw in each room so that the reader knows which room is which? You might draw a bed in a bedroom, a bath in the bathroom, an oven in the kitchen, for example.

You could look at how Estate Agents make floor plans for homes so that buyers have an idea of how they are set out, e.g.



On this plan you can also see the measurements of each room. If you have a long tape measure in your home, you could try measuring out the size of your rooms and record these on your own map.

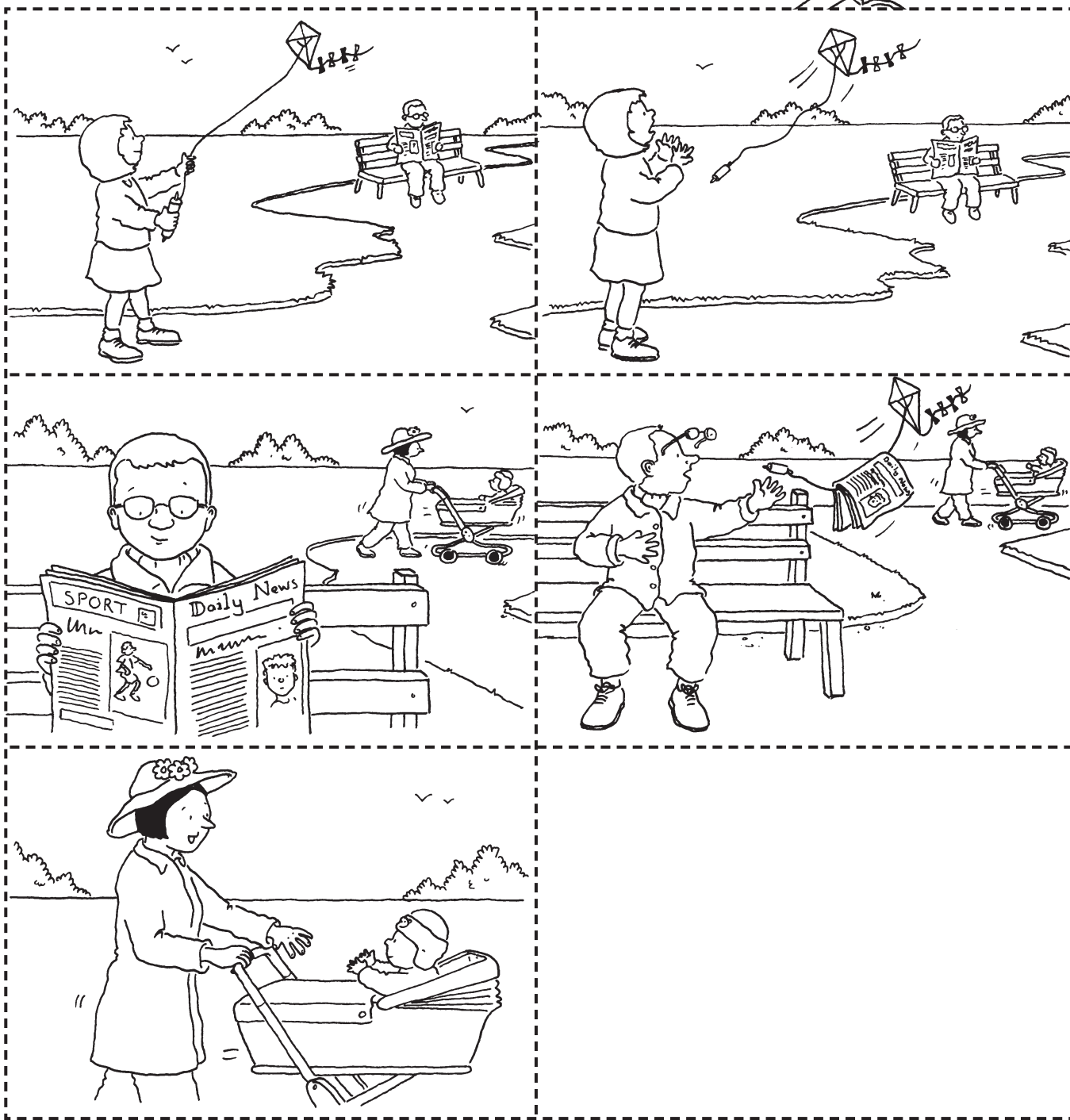
Test out how good your map is by playing hide and seek using the map for clues. Hide a familiar object in a different part of your home, place a cross on the map with a pencil that can be rubbed out, or make one from a sticker that can be lifted and replaced each turn, and see if another person can follow your map to find the object.

Listen to author/illustrator Viviane Schwarz read the whole book here:

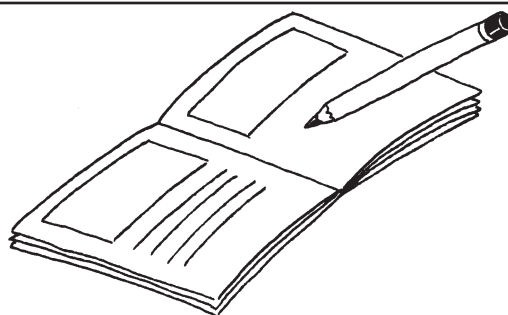
<https://www.youtube.com/watch?v=vxWIWJUfMEo>

# The fly-away kite

- Finish the picture story.



- Cut out the pictures.
- Glue them into a book.
- Write the story.



**Teachers' note** You could enlarge this page and use it as a shared text. To introduce the activity, cover all but the first picture and ask the children to look at it carefully and predict what might happen; reveal the second picture and discuss and refine their predictions before revealing the third. What might happen next?

Developing Literacy  
Text Level Year 1  
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Name: .....

# My Happy Home Recipe



A large, stylized bowl with a green rim and a light green body, containing a white oval area with horizontal dashed lines for writing.