




Key Stage 1 Weekly Learning		
Year 2, Cedar and Willow	Theme: The secret world of plants	Week beginning: 04/5/2020
Daily Activities		
Wake up & Shake up	Exercise with Joe Wicks (online videos), go for a walk, run or dance. Why not try out some Cosmic Yoga <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a>	
Reading - 10- 15 mins	<p>Continue to read a book from home, school or online. This week, we are going to carry on looking at the story <b>Rapunzel</b> by <b>Bethan Woolvin</b>. You can find it here to read and then answer some of the questions below or similar ones. <a href="https://www.youtube.com/watch?v=Qst6Yw7w9EQ">https://www.youtube.com/watch?v=Qst6Yw7w9EQ</a></p>  <p>What do you think Rapunzel is thinking as she looks out of the tower window, or as the witch brushes her hair? Look at the things that Rapunzel does in the forest. Can you spot her ladder and where she hides it at night? What else from the forest has made it up into Rapunzel's tower? What do you think Rapunzel does once she is free from the witch?</p> <p>Do you prefer Rapunzel to rescue herself or is it nice for her to be rescued by someone? Should Rapunzel have been more scared of the witch?</p> <p><b>Extra challenge:</b> re order the pictures attached and retell the story of Rapunzel in your own words.</p>	
Maths- 20- 30 mins	Log on to <b>Mathletics</b> 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 <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=BMX8O0aGB0Q">www.youtube.com/watch?v=BMX8O0aGB0Q</a> <a href="http://www.youtube.com/watch?v=A8cCyQTkRgI">www.youtube.com/watch?v=A8cCyQTkRgI</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_UtIdV2K_-niWw">www.youtube.com/channel/UCP_FbjYUP_UtIdV2K_-niWw</a> , practise your Common Exception Words or continue to learn to spell some homophones. <a href="http://spellingframe.co.uk/spelling-rule/105/28-Homophones-and-near-homophones">spellingframe.co.uk/spelling-rule/105/28-Homophones-and-near-homophones</a>	
Writing- 15 - 20 mins	Using the 'Seaside Fun' sheet think about what makes a correct sentence and have a go at writing some sentences of your own. <b>Challenge:</b> Can you add capital letters and full stops to the paragraph so that it makes sense.	
Our School Value	This term our value is <b>Perseverance</b> . Discuss with your family what this means. Think of ways that you and your family have shown perseverance in the last few weeks. We have added a poster this week that you might like to display in your home to inspire you to persevere. Can you write a sentence about a time when you have continued with something when it was tricky?	

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 are deserts found?

- Do you know what a desert is?

It is an area of land that only gets a tiny bit of water. Did you know 1/3 of the land on Earth is desert?



- Where do you think you

would find the world's largest desert?

- How is the Sahara Desert different to a polar desert?

Talk about the weather and landscape!

<https://www.ducksters.com/geography/deserts.php>

<https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zsqnfg8>

<https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3sr4wx>

- Which plants survive in a hot desert where there is very little water?

- How do these plants survive?

- Can any plants survive in a polar desert? How do you think they survive?



Using a template of the world, draw and label as many deserts as you can. Remember to add the polar deserts.

- If you look at all of the deserts around the world is there anything interesting you notice about the locations of hot deserts and cold deserts?

**Extra hard challenge:** List your deserts in order of size from the largest to the smallest.

**Computing** - This week, we would like to introduce you to coding. Watch this clip to learn what coding is.

<https://www.bbc.co.uk/bitesize/clips/ztqxhyc>

We have set you two coding challenges on Purple Mash.

Log on to Purple Mash

<https://www.purplemash.com/sch/cherry-wd24>

Click on Computing and then click on 2Code. Have a go at the following challenges: Fun with Fish and Bubbles.

Remember to order each line of code carefully.



If you are looking for an extra challenge have a go at the activities on Hour of Code (Grade 2-5) or have a go at some of the coding activities on Blockly.

<https://hourofcode.com/uk/learn>

<https://blockly.games/?lang=en>

### Science - Do plants need soil to grow?

Last term, we learnt that plants need water, light, a suitable temperature, air and time to be able to grow healthily. What about soil? We often think that bulbs and seeds need soil because in this country we usually see plants growing in soil. Plants can actually grow in water, as long as the water has the right nutrients to keep the plant healthy. Growing plants in water is called 'Hydroponics'.

- Where do you think it would be really useful to grow plants without soil using the Hydroponics method?

Imagine that you are preparing for life on Mars, in the Sahara Desert or in the Antarctic. You are going to carry out an experiment to grow some seeds using Hydroponics. Follow the instructions on the 'Science - Hydroponics Grow a bean in a bag experiment' sheet to set up your experiment.

Observe your seeds grow over a period of time and write up a seed diary of your observations.

Why not create a time lapse video of your seeds growing or draw illustrations to add to your diary? What do you notice?

If you have any spare compost, you could try and grow some seeds in soil to compare your results.

Think about other plants around the world which grow without any soil.

**Alternative challenge:** Another plant that grows really well without soil is cress. Try growing some cress on some damp kitchen towel. How quickly can you grow some cress to eat?

### Design and Technology- How can you help Rapunzel to escape her tower?

Rapunzel is tired of letting down her hair! She needs another way of escaping from the tower or climbing back up again. We would like you to construct something to help her. You could make a pulley system to lift a bucket up to the tower or you could make a ladder or slide that she could use to escape from her tower! Be creative and have fun! Kitchen/ toilet roll tubes and Pringle packets make great towers but Lego, Knex, Duplo etc are allowed too! Please email/ tweet your pictures or your constructions.



## Jigsaw

Our topic this term is 'Relationships' and this week's lesson is to help you to identify some of the things that can cause conflict with your friends and how you can make amends.

We would like you to think about a time when you had a disagreement and fell out with a friend. *Can you remember what happened? What were you thinking and how did you feel when you and your friend fell out with each other?* Sometimes negative (unhelpful) thoughts and feelings can get in the way of making friends again. It is possible for even the closest of friends to fall out sometimes, but we can learn how to fix a broken friendship if both people are willing to try. *What are the words that can help us to resolve broken relationships and mend our friendships? Is it always easy to mend a broken friendship?*

The Mending Friendships Chart shows us the three stages of recognising and calming feelings, understanding each other's points of view and agreeing how to move forward. It is so important to be positive rather than focussing on the negative feelings as these can be very unhelpful in the friendship mending process. Rather than saying 'It's always your fault, why do you always...?' why not try, 'I feel disappointed, but I can see...'.

Using the Mending Friendships resource sheet, think of some phrases that might be helpful to say when you are trying to mend a friendship, e.g. 'I feel angry because...', 'I was upset but now I have calmed down...', 'I didn't know that you felt like that...' 'I'm sorry that I ...', 'Why don't we...?' *What do you like about this way of mending friendships? Do you think it might work? Can you think of anything else that friends could do? Would there be any trickier parts to mending your friendship?*

## VE DAY

On Friday 8<sup>th</sup> May it is the 75th Anniversary of VE Day. VE Day remembers the end of the Second World War. It is a day to remember the brave soldiers who had fought and all of the people who died in the war. It was also a day to celebrate peace because war was over. Watch these videos and look at these websites to learn more about VE Day and how Britons celebrated: <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr>

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

<https://www.britishlegion.org.uk/get-involved/remembrance/remembrance-events/ve-day-75>

Some people remember times in the past with special food. If you like, you could write out a VE day party Menu.



### A taste of war time?

Plan a VE day party menu! What special party dishes might people have made to share with their friends and family on VE Day?


**TOP TIP**

Food was rationed during wartime so you will need to find out what food was available before you design your meal!

**TAKE IT FURTHER**

You could try making a war time recipe from your party menu such as a cake or some lemonade, to share with your family on VE day.

Miss Wylie (our History co-ordinator) would love to create a VE Day display of all your amazing work. One idea we really like is for you to create a poster (see below) about what peace means.



### Create a peace display

- How can we remember the past and build a peaceful future together?
- Think about what peace looks like and the actions we could take everyday to achieve this
- Create a peace display somewhere in school to remind students to be kind to each other
- Include the word "peace" in different languages

**TAKE IT FURTHER**

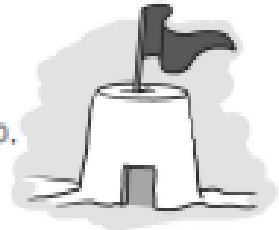
Get in contact with local faith leaders and ask them to share thoughts that can be included in the peace display.

Whatever you do to commemorate VE day, please take lots of photos and email/ tweet them so we can print off your work for display.

# Seaside fun

## ▼ Learn about

If we didn't use sentences in our writing, it would be hard to understand what has been written.  
Sentences start with a capital letter and end with a full stop.



Underline the sentences that are written correctly.

It is the beginning of the holidays,  
when we get there  
We are nearly there

We are going to the seaside.  
I can't wait to build a sandcastle.

## ▼ Now try these

Sentences can ask a question,  
be an instruction or make a point.

What time  
is it?

Pick up  
your spade!

The sun  
is hot.

Write two of your own sentences about a visit to the seaside.

1. ....
2. ....

## ▼ Challenge

It is hard to make sense of the passage below.  
Copy the passage adding the missing capital letters and full stops.

we arrived at the beach very early in the morning mum and Dad wanted to get the best  
spot we were having such fun that we didn't notice the tide coming in until our towels  
were all wet maybe Mum and Dad hadn't chosen the best spot after all

.....

.....

.....

.....



# PERSEVERANCE



**KEEP WORKING  
TOWARD YOUR GOALS,  
EVEN WHEN IT GETS DIFFICULT**

## Science - Hydroponics experiment - Grow a bean in a bag

### You will need:

Some bean / cress / other seeds

Kitchen towels

A large clear plastic food bag

Sticky tape

### Method:

1. Dampen a paper towel and place it inside your plastic bag.
2. Place your seeds along one side of the paper towel pressing them gently against the paper towel.  
(Hint: If you are using dry bean seeds, soak them overnight in water before draining the water and placing them in your bag the next day).
3. Seal the bag tightly at the top and stick it to the inside of a window making sure that the beans are visible to you so that you can observe them.
4. Sit back and enjoy observing your experiment.
5. Create a seed diary to record the changes that you observe.
6. Why not create a time-lapse video or draw some illustrations of your seeds growing to accompany your seed diary?
7. If you have any spare compost why not carry out a second experiment and grow some seeds in compost. Observe and compare both experiments. Can you notice any differences? Why do you think the seeds are growing differently?





### Relationships

Mending Friendships PowerPoint Slide 2 - Ages 6-7 - Piece 3

## Mending Friendships



### Stop

Think about how you're feeling. Angry? Upset? Disappointed? Let down?

Try to calm these feelings so you can think about what's gone wrong.



### Get Ready

Look at each other's point of view.

**Listen** to how the other person sees it.

**Talk calmly** about how you see it.

Work out what's gone wrong.



### Mend The Friendship

Say sorry if you need to (even if it's hard).

Agree how to put it right.

Do something fun together.

Have a special 'make friends' sign, gesture or phrase (touch little fingers, say "make friends, make friends...").

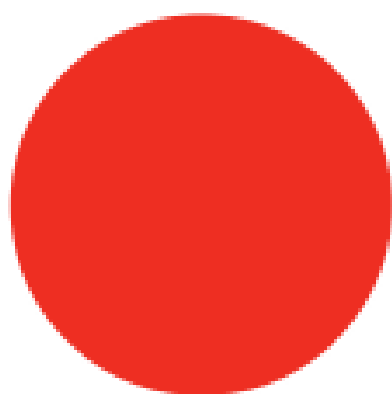


## Relationships

Mending Friendships Resource Sheet - Ages 6-7 - Piece 3

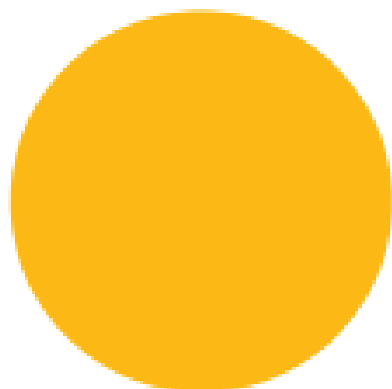
# Mending Friendships

A reason why friends might fall out is...



**Stop**

You could say...



**Get Ready**

You could say...



**Mend The Friendship**

You could say...



**Mad Maths Minutes**

33. Make 20 Set A

_____ + 12 = 20	6 + _____ = 20
8 + _____ = 20	_____ + 3 = 20
16 + _____ = 20	14 + _____ = 20
0 + _____ = 20	_____ + 19 = 20
7 + _____ = 20	_____ + 11 = 20
18 + _____ = 20	13 + _____ = 20
_____ + 5 = 20	_____ + 14 = 20
10 + _____ = 20	5 + _____ = 20
_____ + 13 = 20	_____ + 1 = 20
9 + _____ = 20	_____ + 8 = 20
_____ + 7 = 20	_____ + 6 = 20
11 + _____ = 20	12 + _____ = 20
2 + _____ = 20	_____ + 17 = 20
_____ + 15 = 20	4 + _____ = 20
20 + _____ = 20	_____ + 9 = 20

**Mad Maths Minutes**

33. Make 20 Set B

19 + _____ = 20	15 + _____ = 20
9 + _____ = 20	_____ + 2 = 20
_____ + 13 = 20	7 + _____ = 20
_____ + 12 = 20	_____ + 18 = 20
3 + _____ = 20	14 + _____ = 20
17 + _____ = 20	_____ + 11 = 20
_____ + 5 = 20	_____ + 0 = 20
8 + _____ = 20	13 + _____ = 20
_____ + 4 = 20	6 + _____ = 20
_____ + 20 = 20	_____ + 10 = 20
11 + _____ = 20	_____ + 9 = 20
_____ + 7 = 20	5 + _____ = 20
1 + _____ = 20	_____ + 16 = 20
_____ + 14 = 20	12 + _____ = 20
_____ + 6 = 20	_____ + 8 = 20

**Mad Maths Minutes**

30. Make 100 (Multiples of 10) Set A

$_____ + 40 = 100$

$_____ + 70 = 100$

$_____ + 70 = 100$

$80 + _____ = 100$

$_____ + 20 = 100$

$30 + _____ = 100$

$90 + _____ = 100$

$20 + _____ = 100$

$60 + _____ = 100$

$_____ + 100 = 100$

$_____ + 80 = 100$

$_____ + 30 = 100$

$0 + _____ = 100$

$50 + _____ = 100$

$_____ + 60 = 100$

$_____ + 80 = 100$

$50 + _____ = 100$

$40 + _____ = 100$

$30 + _____ = 100$

$60 + _____ = 100$

$_____ + 90 = 100$

$_____ + 10 = 100$

$70 + _____ = 100$

$100 + _____ = 100$

$100 + _____ = 100$

$_____ + 60 = 100$

$10 + _____ = 100$

$_____ + 0 = 100$

$_____ + 50 = 100$

$90 + _____ = 100$

**Mad Maths Minutes**

30. Make 100 (Multiples of 10) Set B

$30 + _____ = 100$

$50 + _____ = 100$

$_____ + 70 = 100$

$100 + _____ = 100$

$0 + _____ = 100$

$_____ + 90 = 100$

$_____ + 80 = 100$

$_____ + 10 = 100$

$_____ + 60 = 100$

$_____ + 60 = 100$

$_____ + 50 = 100$

$60 + _____ = 100$

$80 + _____ = 100$

$70 + _____ = 100$

$10 + _____ = 100$

$40 + _____ = 100$

$_____ + 100 = 100$

$90 + _____ = 100$

$60 + _____ = 100$

$30 + _____ = 100$

$100 + _____ = 100$

$_____ + 30 = 100$

$_____ + 20 = 100$

$50 + _____ = 100$

$90 + _____ = 100$

$20 + _____ = 100$

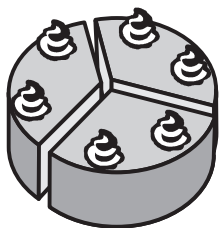
$_____ + 40 = 100$

$_____ + 0 = 100$

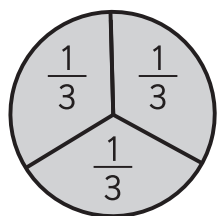
$_____ + 70 = 100$

$_____ + 80 = 100$

# Fractions – thirds

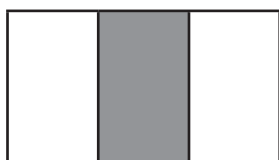
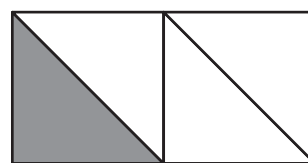
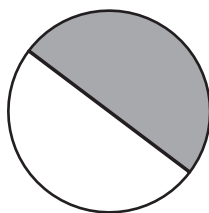


This cake has been cut in to 3 equal parts.  
Each part is called one third.



This cake has been cut in to 3 equal parts.  
Each part is call one third. This can be written as  $\frac{1}{3}$ .

1 Circle the fractions that have one third ( $\frac{1}{3}$ ) shaded.

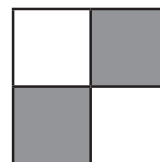
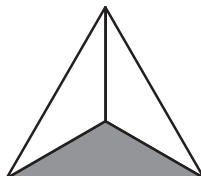
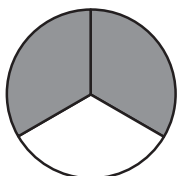
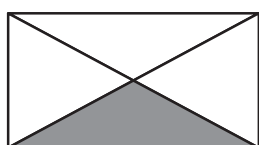


2 Match the fraction to the picture.

$$\frac{1}{3}$$

$$\frac{2}{3}$$

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



# Fractions – thirds

There are 6 cakes in total. They make up the whole.



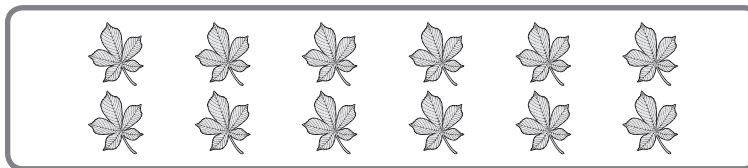
$$\frac{1}{3}$$

The 6 cakes are split in to 3 equal groups.  
Each group is one third of the whole.

$$\frac{1}{3} \text{ of } 6 = 2$$

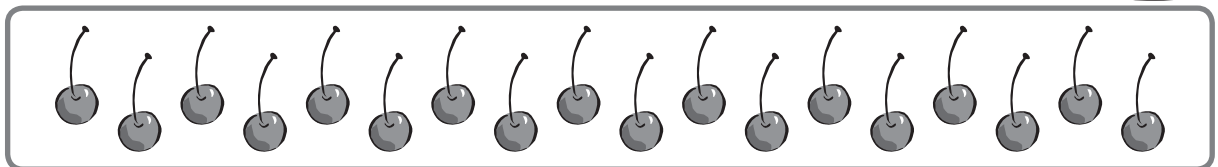
- 1 Circle to divide the objects into 3 equal groups. Complete the number sentence.

a



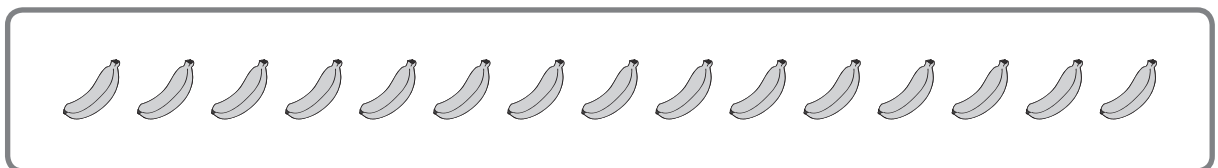
$$\frac{1}{3} \text{ of } 12 = \square$$

b



$$\frac{1}{3} \text{ of } 18 = \square$$

c



$$\frac{1}{3} \text{ of } 15 = \square$$

The groups  
must be  
equal.

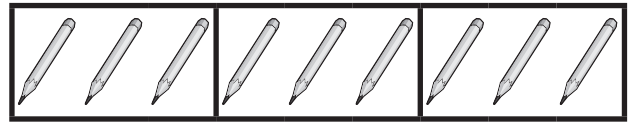


**Hint:** Use counters to help you divide the objects into groups.

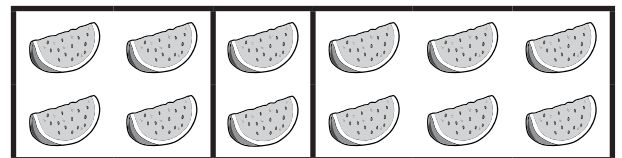
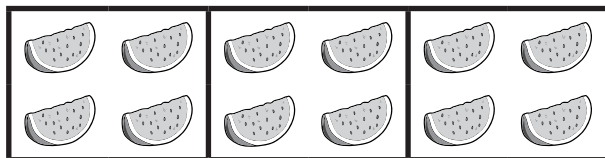


## Fractions – thirds

1 Circle the image that shows  $\frac{1}{3}$  of 9.



2 Circle the image that shows  $\frac{1}{3}$  of 12.



3 Complete the number sentences.

a  $\frac{1}{3}$  of 12 =

b  $\frac{1}{3}$  of 6 =

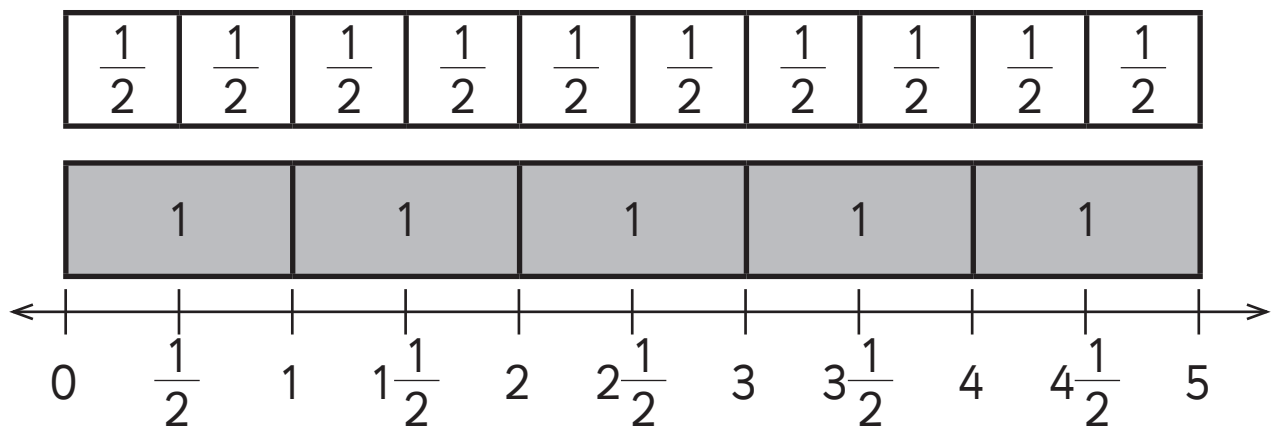
c  $\frac{1}{3}$  of 9 =

d  $\frac{1}{3}$  of 15 =

e  $\frac{1}{3}$  of 18 =

f  $\frac{1}{3}$  of 3 =

# Fractions – counting in halves

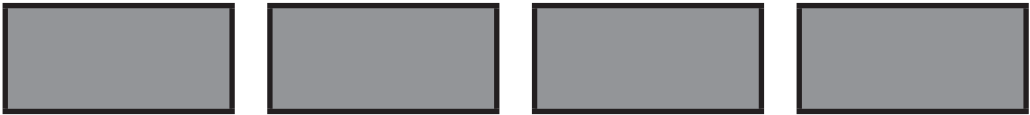



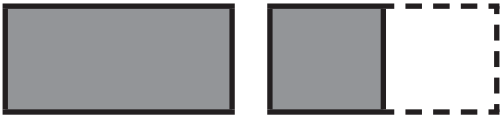

We can use the number line to count in halves.

1 How many pieces are there?

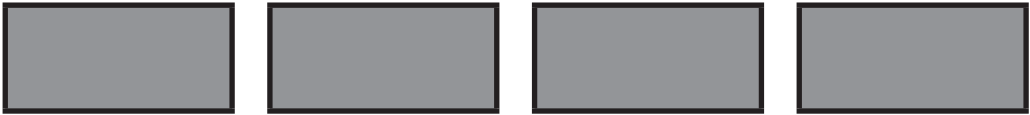

**a**  

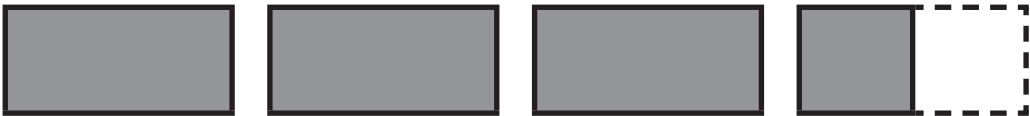

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**b**  



 


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**c**  

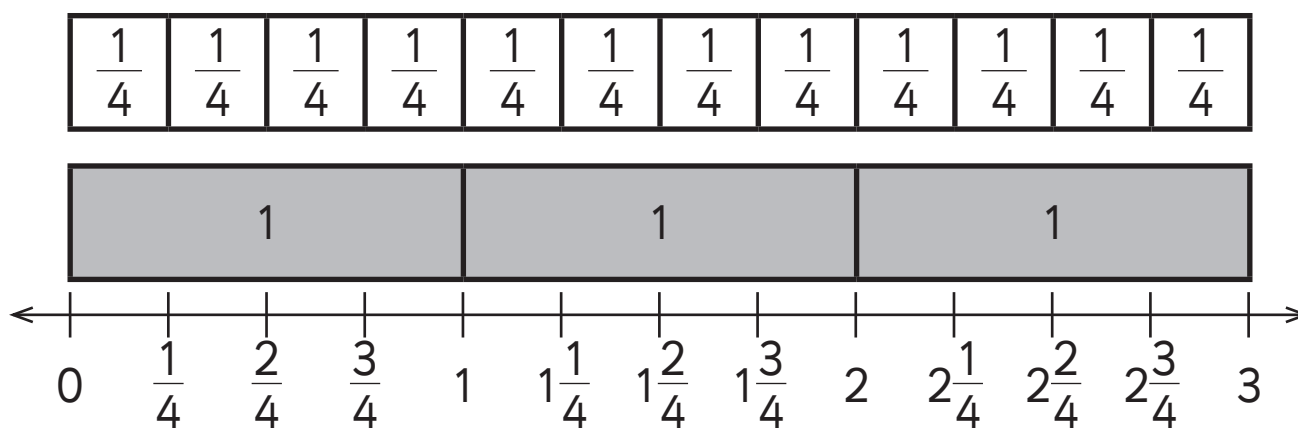
 

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**d**  

# Fractions – counting in quarters



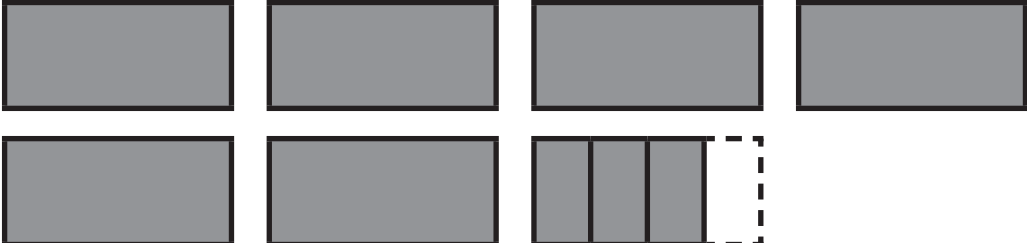
We can use the number line to count in quarters.

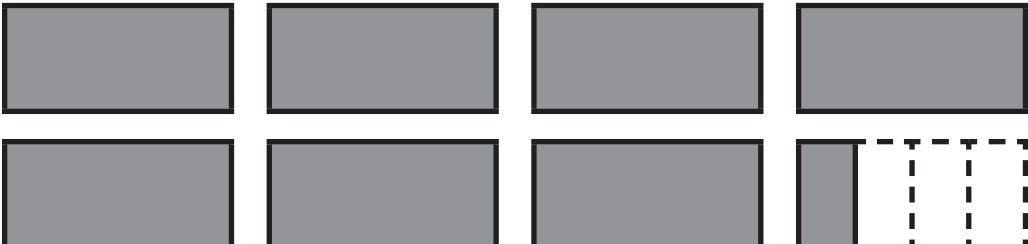
1 How many pieces are there?

**a** 

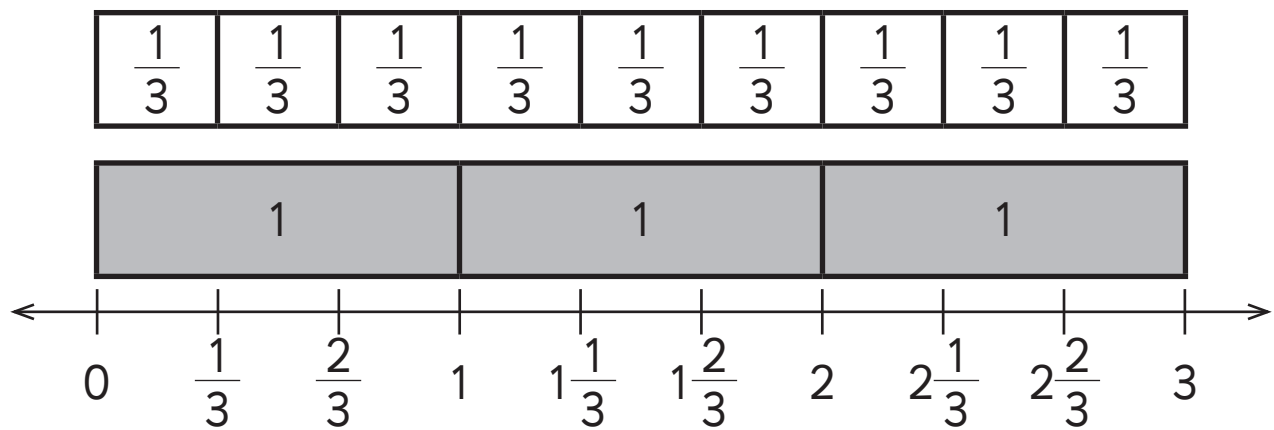
**b** 

**c** 

**d** 

**e** 

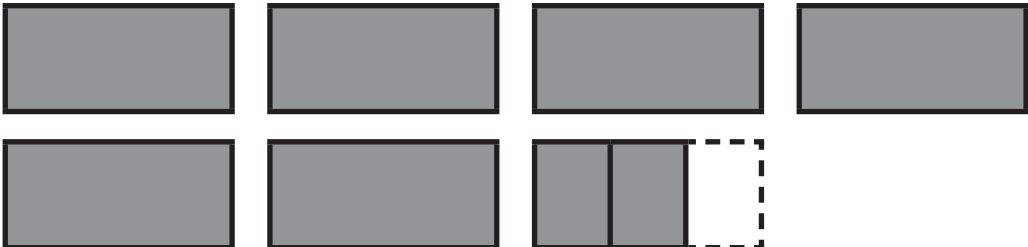
# Fractions – counting in thirds

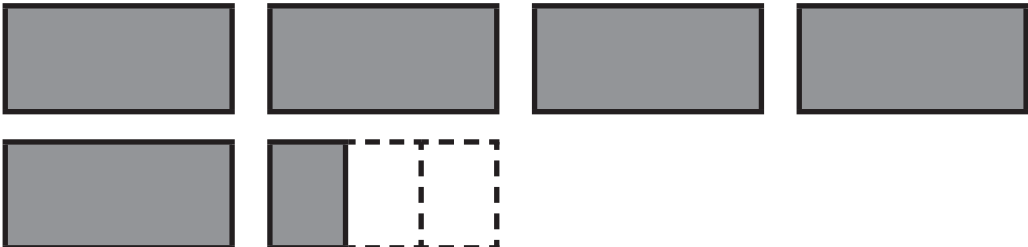


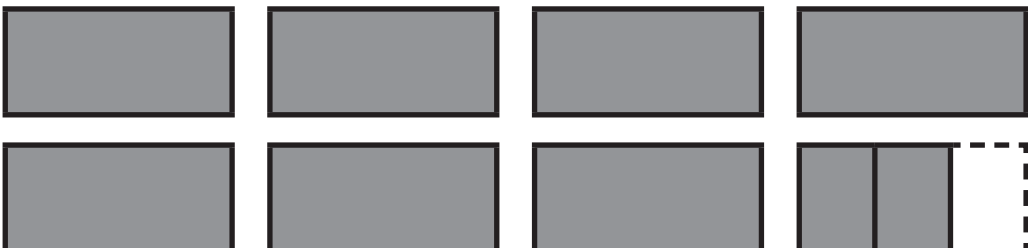
We can use the number line to count in thirds.

1 How many pieces are there?

**a** 

**b** 

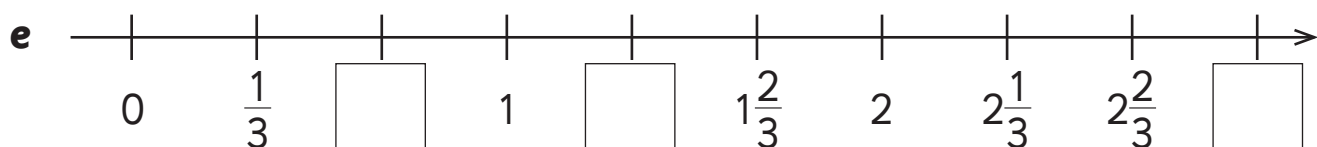
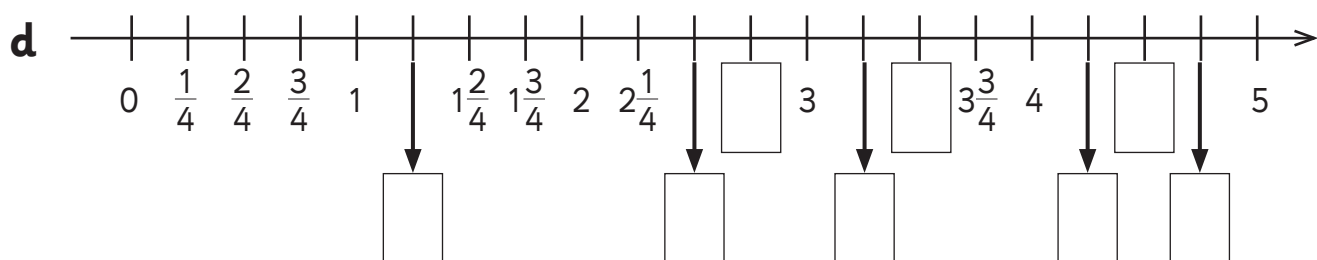
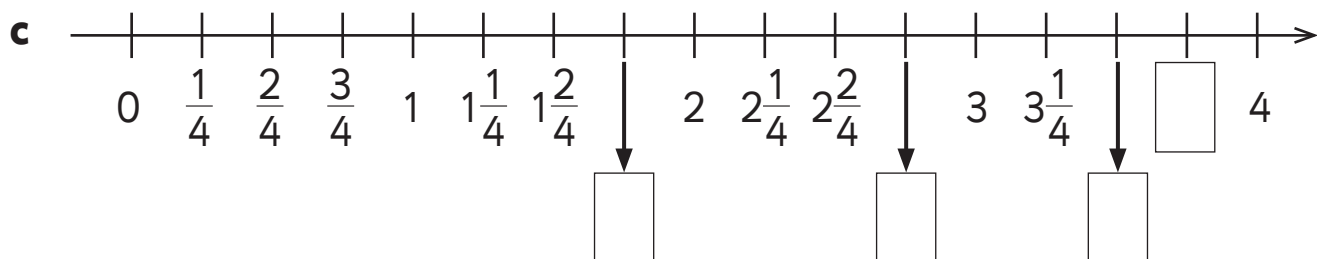
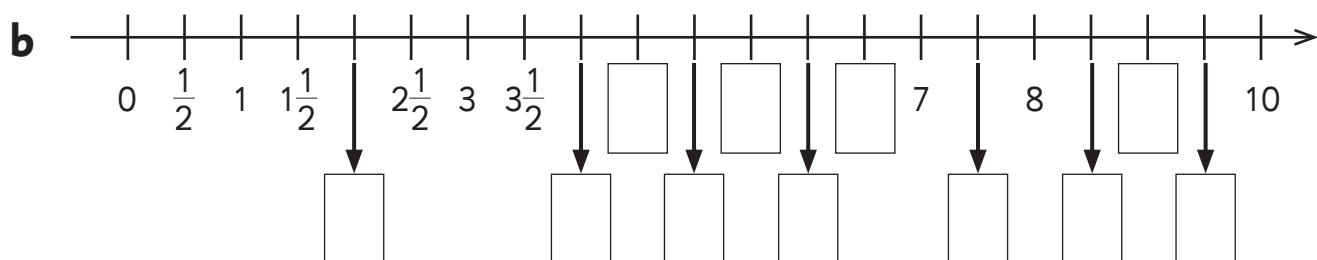
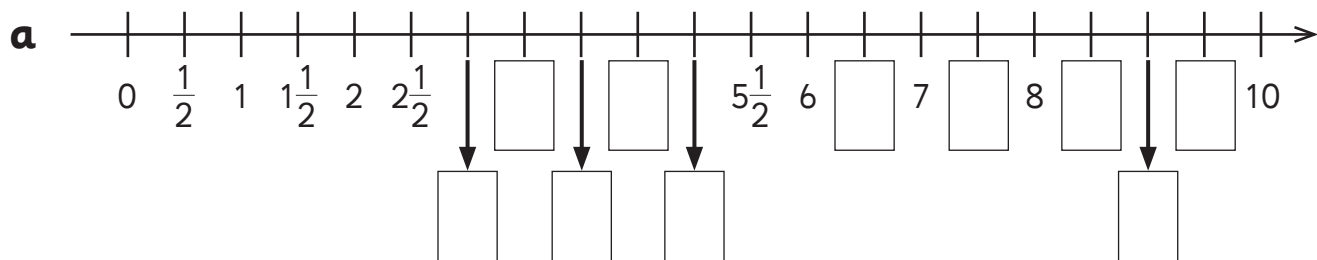
**c** 

**d** 



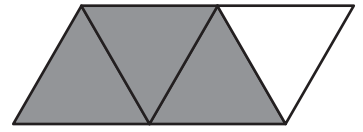
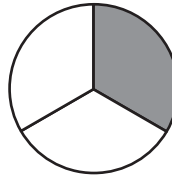
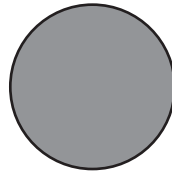
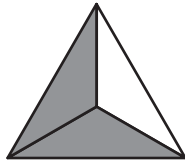
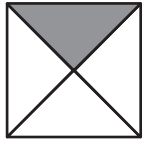
# Fractions – counting on a number line

1 Count on the number line and fill in the missing numbers.



# Fractions – writing fractions

1 Match the picture to the fraction.



$$\frac{2}{3}$$

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

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

$$\frac{1}{3}$$

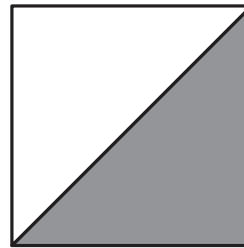
$$1$$

2 Write the fraction for the shape.

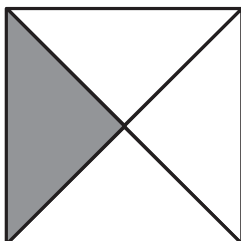
a



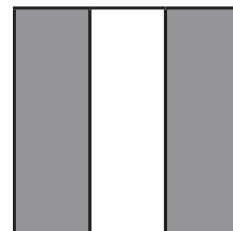

b




c

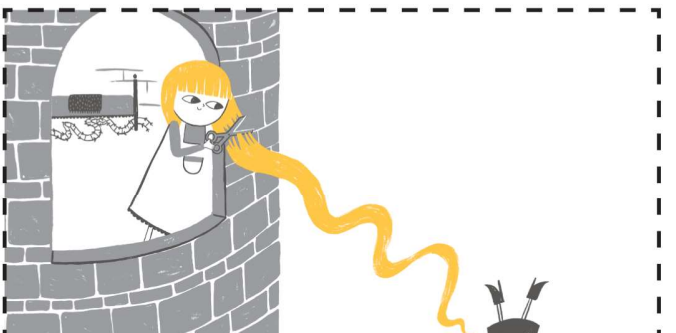
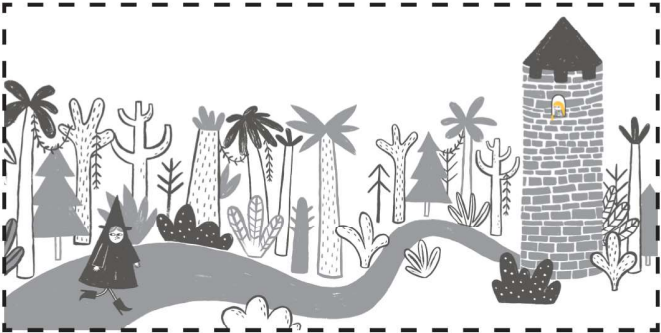
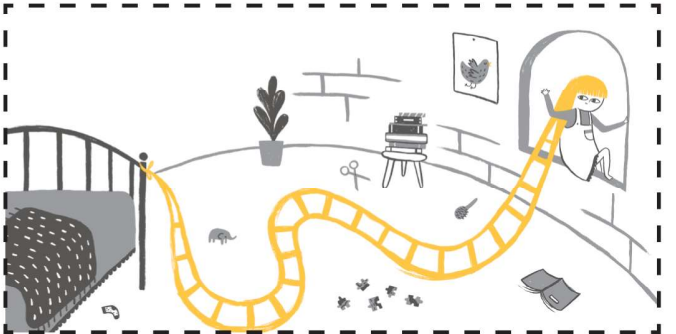



d




## STORY SORT

Cut out these images from *Rapunzel* and put them in the right order. Use the pictures to tell the story. Glue the pictures on to a piece of paper. Write a caption for each picture.



Peace

Pokói

Paix

平和

Frieden

Paiz

Salam



# World Map



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