YEARS 1 & 2

Intrepid Explorers

Hello, Years 1 and 2! Welcome back to the second half of Summer Term. We hope you have been having some fun in the sunshine and are all looking after each other. We have really enjoyed seeing photos of some of you on You Tube. Your lovely messages made us smile, cry happy tears, but also miss you lots!

Our new topic for the next few weeks is 'Intrepid Explorers'. We thought that we may as well find out about other people and the exciting places they have travelled to, even if we can't go very far ourselves at the moment!

Sadly, we are saying good-bye to Mrs Iqbal this week, and wish her lots of luck for the future. We welcome back Miss Jones into Years 1 and 2, who is now back from maternity leave. As always, please put any work or photos up on the school's Twitter account, as we do love to see what you've been up to at home. Also, please do not hesitate to get in touch and leave a message on the office telephone or email address if you need any advice or information. Take care everyone, from the Y1 and 2 Team.

Ms Hall   Miss Jones   Mrs Pritchard   Mrs Stallwood   Mrs Bozward   Mrs Catherwood   Miss Davis

---

EVERY DAY   Daily Maths lessons - https://whiterosemaths.com/homelearning/

Year 1 – Comparing and measuring mass, introduce capacity and volume, measure capacity

Lesson 1 video link – https://vimeo.com/420580932 Lesson 2 video link – https://vimeo.com/420580980

Lesson 3 video link – https://vimeo.com/420581017 Lesson 4 video link – https://vimeo.com/420581067

Year 2 – Ten times table, grouping, sharing, odd and even numbers

Lesson 1 video link – https://vimeo.com/420582220 Lesson 2 video link – https://vimeo.com/420582354

Lesson 3 video link – https://vimeo.com/420582476 Lesson 4 video link – https://vimeo.com/420582652

Mathletics – 15-20 minutes (more if you wish).

Read for at least 15 minutes. There are lots of free online books - https://home.oxfordowl.co.uk/books/free-ebooks/

| Additional tasks for this week (1/6/20)	
English	**Topic**
Monday & Tuesday: What makes someone a significant person? Use the images from the lesson presentation below to talk about a number of different famous and significant people. Who do the children recognise? You may have to explain who some of them are and the achievements they've made. Try and find out more about someone that the children are interested in. What makes them important? E.g. they are good at sport; they've invented something, or they have been very powerful.	**WOW Science experiment** – Watch Ice Grow! Take an imaginary trip to the polar regions and follow the simple steps to see if you can make a tall ice tower by growing ice! https://www.twinkl.co.uk/resource/t-t-25692-can-you-make-ice-grow-science-experiment
Wednesday: Who are important people in our own lives? Talk about who is important in the children's own lives, school or community. Why are they important? Draw a picture of them and come up with a list of reasons e.g. they look after us, they help us learn new things, they help us.	**PE** – Be an explorer on a mission to the moon in this Cosmic Kids yoga session. Maybe you could show us some of your yoga poses on Twitter! https://www.youtube.com/watch?v=v9W8iV4AJYQ
Thursday: What makes people significant? Using the lesson presentation, decide which criteria explorers may fit into. Have a go at sorting the pictures of different famous people below into different groups according to this criteria. Some may fit into more than one group – there are no right or wrong answers!	**Geography** – Label the blank world map with the names of the continents and oceans. You might need to look online or use an atlas to help you. https://www.twinkl.co.uk/resource/t-g-272-the-five-oceans-labelling-map-activity-sheet https://www.twinkl.co.uk/resource/t-g-273-the-seven-continents-labelling-activity-sheet
Friday: Can we put people in order of importance? Cut out and sort the pictures below of famous people into a diamond shape in order of importance. Talk about your reasons for where they go.	**Art** – Whilst on a walk or outdoor adventure this week, see if you can make a 'Journey Stick' by collecting things you find in nature on different parts of your journey (See resources sheet for an example). You could then retell your adventure to someone else in your family when you get back.

Measure mass

1 How much does each object weigh?

a)
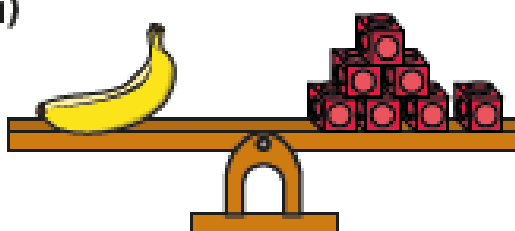
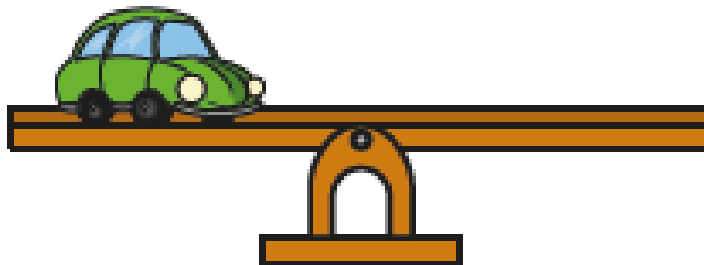The banana weighs ☐ cubes.

b)
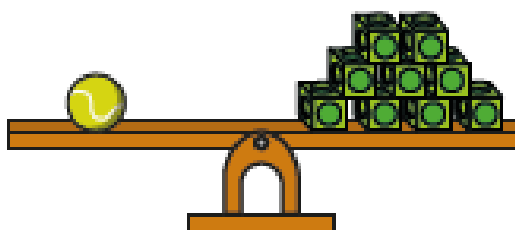
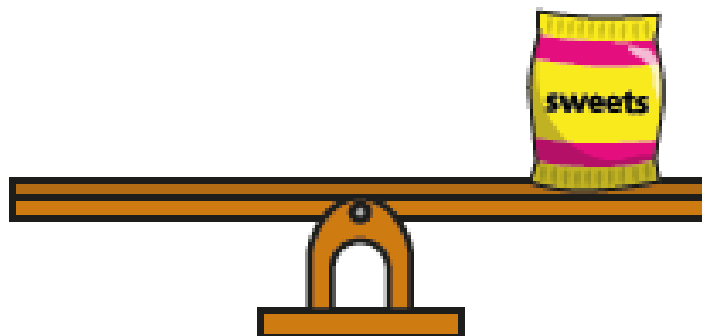The tennis ball weighs ☐ cubes.

c)
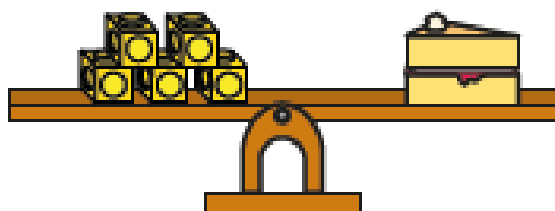
The slice of cake weighs ☐ cubes.

2 Draw cubes to balance the scales.

a) The toy car weighs 6 cubes.

b) The sweets weigh 4 cubes.

3 Use cubes to weigh objects in your classroom.

Complete this sentence for each object.

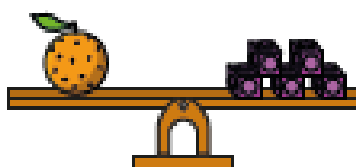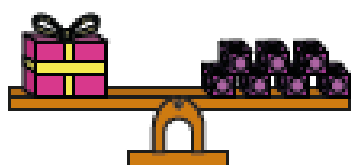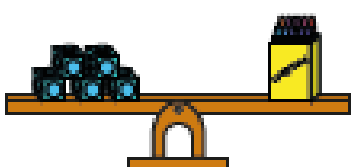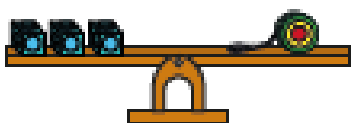_____weighs ☐ cubes.

Compare answers with a partner.

Compare mass

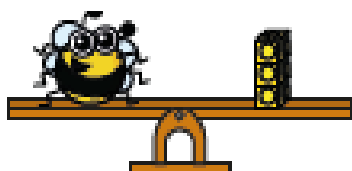**1** Which object is heavier?

Tick your answer.
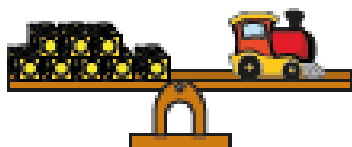
a)
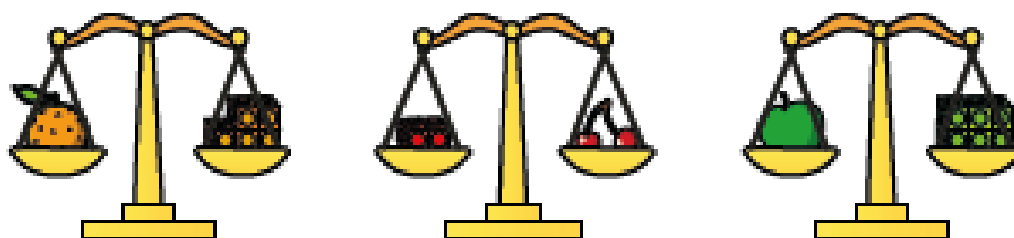

b)

c)

2 Look at the scales.
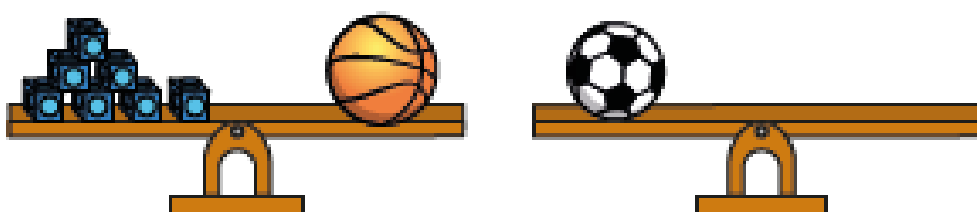

Choose a word to complete each sentence.

heavier   lighter

a) The orange is _____ than the cherries.

b) The apple is _____ than the orange.

c) The cherries are _____ than the apple.

d) The apple is _____ than the cherries.

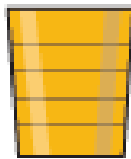**3** The basketball is heavier than the football.
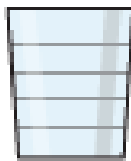
Draw cubes to complete the scales.

Is there more than one answer?

Introduce capacity and volume

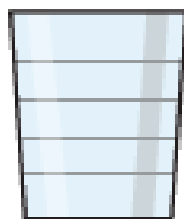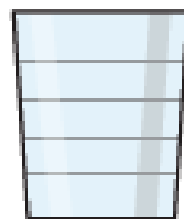**1** **a)** Match the picture to the label.

empty

almost full

almost empty

full

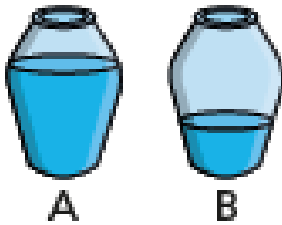**b)** Show 'almost full' and 'almost empty' another way.

almost full   almost empty

2 Choose a word to complete the sentence.

more	less

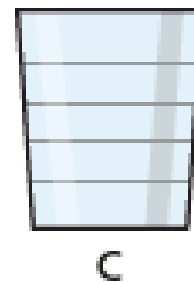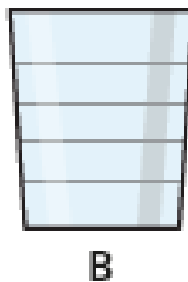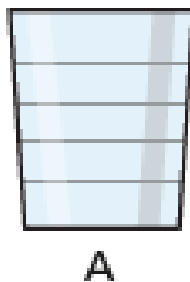A has _____ than B.
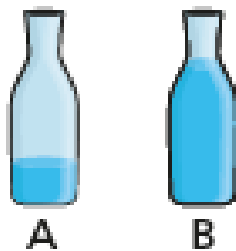
A has _____ than B.

3 Show the volume in each glass.

- A is nearly full.
- B is nearly empty.
- A has more than C.
- C has more than B.

A   B   C

Compare answers with a partner.

Measure capacity

1) 4 glasses of water fill 1 jug.
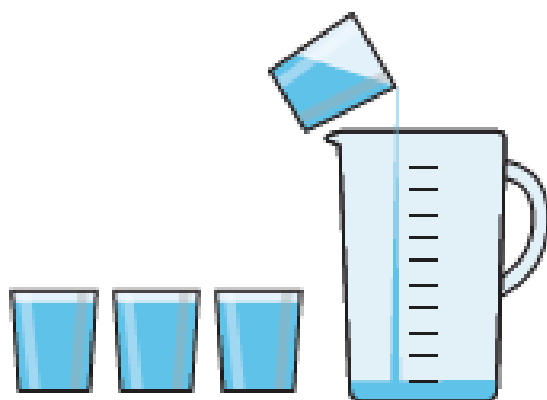
a) How many glasses will fill 2 jugs?

b) Eva uses 20 glasses of water.
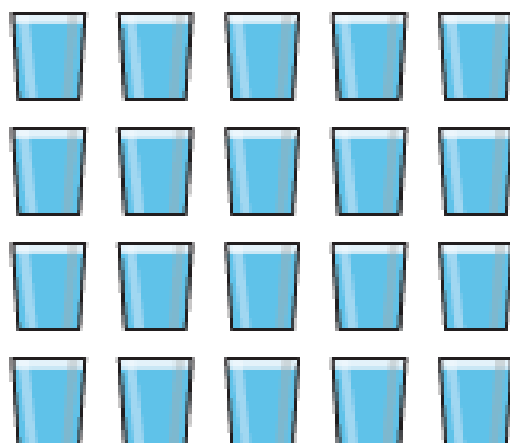
How many jugs can she fill?

Eva can fill ☐ jugs.

2 Teddy pours these 6 glasses of juice.

He uses a whole bottle of juice.

The bottle has a capacity of 6 glasses.

Do you agree with Teddy?_____

Talk about it with a partner.

3 It takes 8 glasses of water to fill a jug.

It takes 3 jugs of water to fill a bucket.
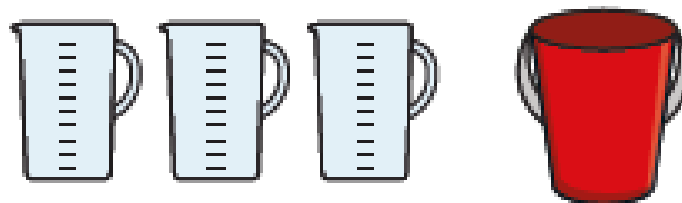
How many **glasses** of water fill a bucket?

What else can you find out?

The 10 times-table

1 How many cookies are there?

[10] [10] [10] [10] [10] [10]

☐ × 10 = ☐

There are ☐ cookies.

2 Complete the multiplication fact to match the bar model.

a)

40			
10	10	10	10

☐ × ☐ = ☐

b)

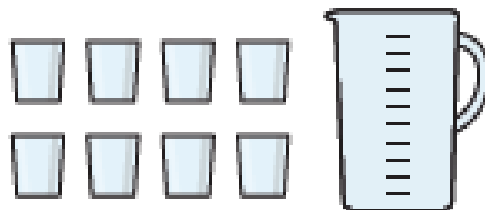|					
10	10	10	10	10	10

☐ × ☐ = ☐

c)

100									

☐ × ☐ = ☐
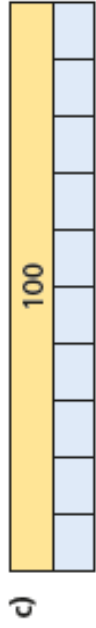
3 Draw a bar model to represent 5 × 10

4 a) Complete the number line.

0   10   20   70

b) Which times-table does the number line show?

Tick your answer.

10 times-table   5 times-table   1 times-table

How do you know?

7 Four children each have some money.

Teddy has this money.

I have twice as much money as Teddy.

Dora

I have five times as much money as Teddy.

Jack

I have ten times as much money as Dora.

Rosie

How much money do they each have?

Teddy has [ ] p   Dora has [ ] p

Jack has [ ] p   Rosie has [ ] p

---

5 Complete the number sentences.

a) $2 \times 10 = $ [ ]

b) [ ] $= 7 \times 10$

c) $10 \times 4 = $ [ ]

d) $10 \times$ [ ] $= 110$

e) $80 = $ [ ] $\times 10$

f) [ ] $= 10 \times 10$

g) $10 \times$ [ ] $= 10$

h) $10 \times 0 = $ [ ]

i) $30 = 10 \times$ [ ]

j) [ ] $\times 10 = 90$

6 Eva is 7 years old.

Her gran is 10 times older.

How old is Eva's gran?

Eva's gran is [ ] years old.

Make equal groups – sharing

1 Annie has 12 apples.

She shares them equally into 2 boxes.

Show how Annie shares the apples equally.

Complete the sentences.

There are 12 apples.

There are [ ] boxes.

There are [ ] apples in each box.

2 Take 20 cubes.

a) Share them into 2 equal groups.

Complete the sentences.

There are 20 cubes.

There are [ ] groups.

There are [ ] cubes in each group.

b) Share the cubes into 5 equal groups.

Complete the sentences.

There are 20 cubes.

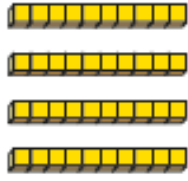There are [ ] groups.

There are [ ] cubes in each group.

c) You can share 20 into other equal groups.

Is this true? _____

How do you know?

3 Complete the divisions.

Use base 10 to help you.

a) $40 \div 2 =$ ☐

b) $40 \div 4 =$ ☐

c) $40 \div 5 =$ ☐

d) $40 \div 10 =$ ☐

Did you have to make any exchanges?

4 30 flowers are shared equally between 5 vases.

a) Complete the division.

☐ $\div$ ☐ $=$ ☐

b) What does each part of the division represent?

Talk about it with a partner.

5 Complete the divisions.

A $20 \div 5 =$ ☐

B $20 \div 4 =$ ☐

C $20 \div$ ☐ $= 2$

D $20 \div 2 =$ ☐

Write a letter in each box to match the divisions to the sentences.

Dora has 20 apples. She shares them equally between 4 boxes. ☐

Ron has 20 sweets. He shares them equally between some party bags. There are 2 sweets in each party bag. ☐

Dexter has 20 toy cars. He shares them equally between 5 boxes. ☐

Whitney has 20 dolls. She shares them equally with her sister. ☐

What other sentences can you think of to match the divisions?

Make equal groups – grouping

1 Annie has 10 apples.

Annie has some plates.

She wants to put 2 apples on each plate.

Show how Annie groups the apples.

Complete the sentences.

There are [ ] apples.

There are [ ] apples on each plate.

There are [ ] plates.

2 Take 15 counters.

Put the counters into groups of 3

Complete the sentences.

There are 15 counters.

The counters are in groups of [ ]

There are [ ] groups.

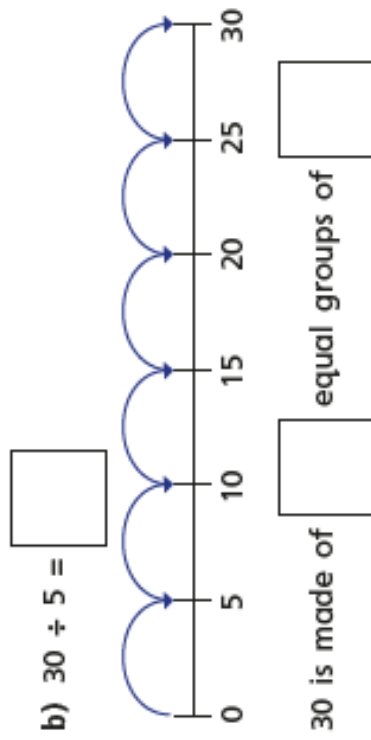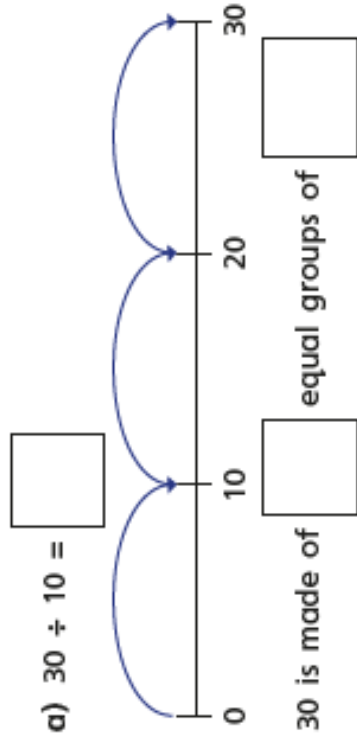**3** Mo has 20 chairs.

a) Circle groups of 5 chairs.

b) How many groups did you circle? [ ]
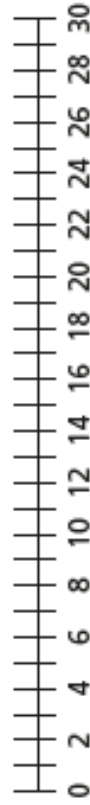
c) Complete the number sentence.

[ ] ÷ [ ] = [ ]

4 Complete the number sentences.
Use the number line to help you.

a) $30 \div 10 =$ [ ]

[number line marked 0, 10, 20, 30]

30 is made of [ ] equal groups of [ ]

b) $30 \div 5 =$ [ ]

[number line marked 0, 5, 10, 15, 20, 25, 30]

30 is made of [ ] equal groups of [ ]

c) Investigate other equal groups you could make with 30

[number line marked 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30]

Talk about it with a partner.

5 Eva is putting 24 pencils into pots.

She puts 2 pencils into each pot.
How many pots does Eva need?

[ ] ÷ [ ] = [ ]

Eva needs [ ] pots.

6

With 40 counters you can only make equal groups of 4 and 10

Is Ron correct? _____

Use counters to show how you know.

Odd and even numbers

1 Eva uses counters to make the numbers from 1 to 10

Tick all the numbers that are even.
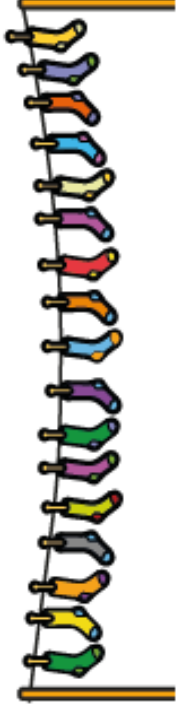
What do you notice about all the even numbers?

2 Use counters and ten frames.

a) Show that 14 is an even number.

b) Show that 15 is an odd number.

c) Work out whether 18 is even or odd.

Compare answers with a partner.

3 Draw circles to show the groups.

a) Group the shoes in 2s to show that 16 is even.

b) Group the socks in 2s to show that 17 is odd.

4 Colour all the even numbers.

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

What do you notice about the last digit of all the even numbers?

7 Roll 2 dice and find the total.

Complete the table.

Dice 1	Dice 2	Total	Is the total odd or even?
3 (odd)	2 (even)	3 + 2 = 5	odd

What patterns can you spot?

8 Whitney is making a number pattern.

[ ] , [ ] , 5, 7, 9, 11, 13, 15, [ ] , [ ]

a) Write the missing numbers.

b) Write 2 numbers greater than 30 that could be in the pattern.

c) Write 2 numbers greater than 60 that could not be in the pattern.

---

5 Dexter makes the number 70 from base 10

"70 is odd as you cannot share into 2 equally."

What mistake has Dexter made?

6 a) Teddy has a 2-digit number.
The 1st digit has been covered up.

6

Is Teddy's number odd or even?
Circle your answer.

odd   even   you cannot tell

How do you know?

b) Dora has a 2-digit number
The 2nd digit has been covered up.

4

Is Dora's number odd or even?
Circle your answer.

odd   even   you cannot tell

What makes someone a significant person?

Significant People

Who are important or significant people and why are they important?

- Do you recognise any of these people?
- Are there any you do not recognise?
- What makes these people important?

Who are important people in our own lives?

Talk with your partner about who is important in your life this could be anybody!

What makes these people important to you?

Sorting Significant People

How could we sort these significant people into different groups? Why are they important?

Can you sort the different people into groups?

You could use your own reasons or you could use these points:

Reasons for being significant. If s/he:

- **Changed events** at the time they lived.
- **Improved** lots of people's lives or made them worse.
- **Changed** people's ideas.
- **Had a long lasting impact** on their country or the world.
- **Had been a really good or very bad example** to other people how to live or behave.

Remember; there are no right or wrong answers! Talk about your ideas and think about each person carefully. They might be important for more than one reason.

How have you grouped the different people?

Who have you put in the same group?

Can you explain your reasons?

Why are explorers significant people?

We will be finding out more about explorers this term. Neil Armstrong is a famous explorer, he went to space to explore the moon.

• Why are explorers important?

In the past, people did not know or understand much about other countries, or even that countries existed!
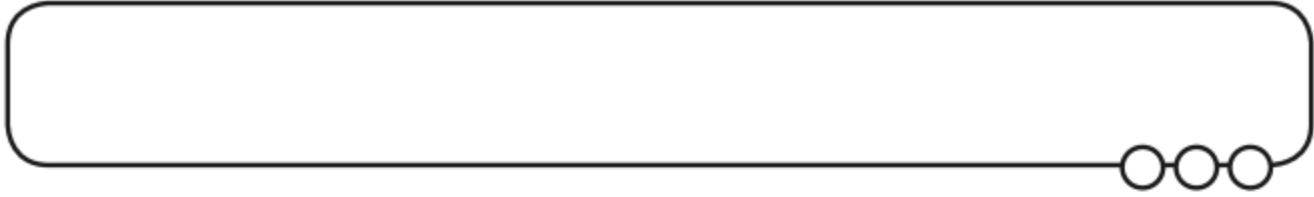
• Can you think of any other famous explorers?

Photo courtesy of NASA's Marshall Space Flight Center (@flickr.com) - granted under creative commons licence - attribution
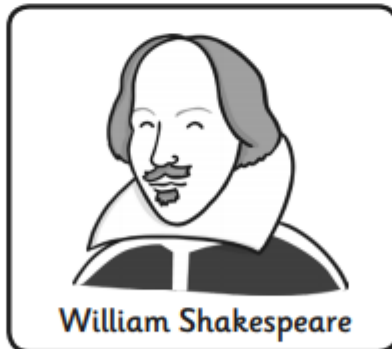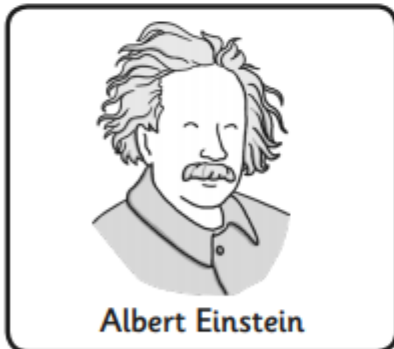
Significant People

Can you sort these people into groups?

From L - R, from top: Usain Bolt, Queen Elizabeth II, Neil Armstrong, Albert Einstein, William Shakespeare, Barack Obama, Mother Teresa, Florence Nightingale, Nelson Mandela, Wolfgang Amadeus Mozart, Tim Berners-Lee, Jane Austen, David Beckham, Marie Curie, Henry VIII.

Usain Bolt	Queen Elizabeth II	Neil Armstrong
Albert Einstein	William Shakespeare	Barack Obama
Mother Teresa	Florence Nightingale	Nelson Mandela

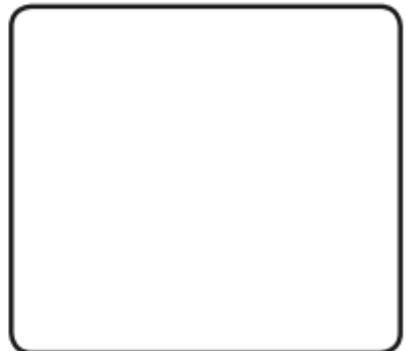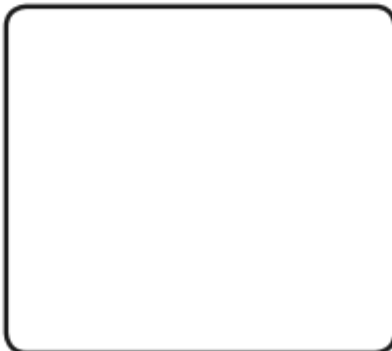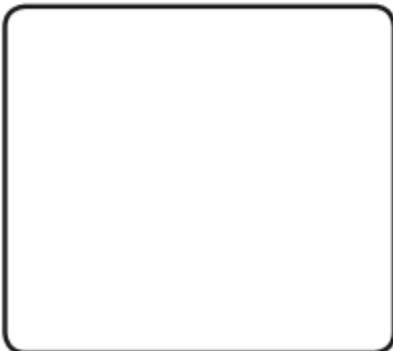|		
Wolfgang Amadeus Mozart	Tim Berners-Lee	Jane Austen
David Beckham	Marie Curie	Henry VIII

Use these boxes to draw some other significant people you can think of. Can you add them to the groups you have created?
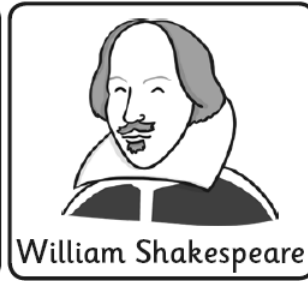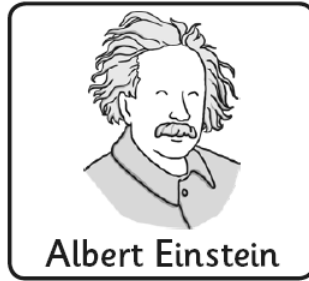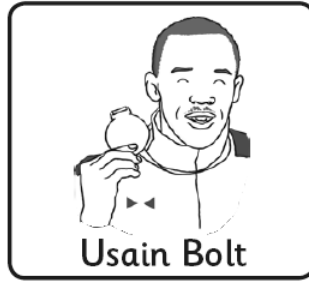
Significant People

Can you sort these people into the diamond, with most important at the top to the least important at the bottom?

Usain Bolt	Queen Elizabeth II	Neil Armstrong
Albert Einstein	William Shakespeare	Barack Obama
Mother Teresa	Florence Nightingale	Nelson Mandela
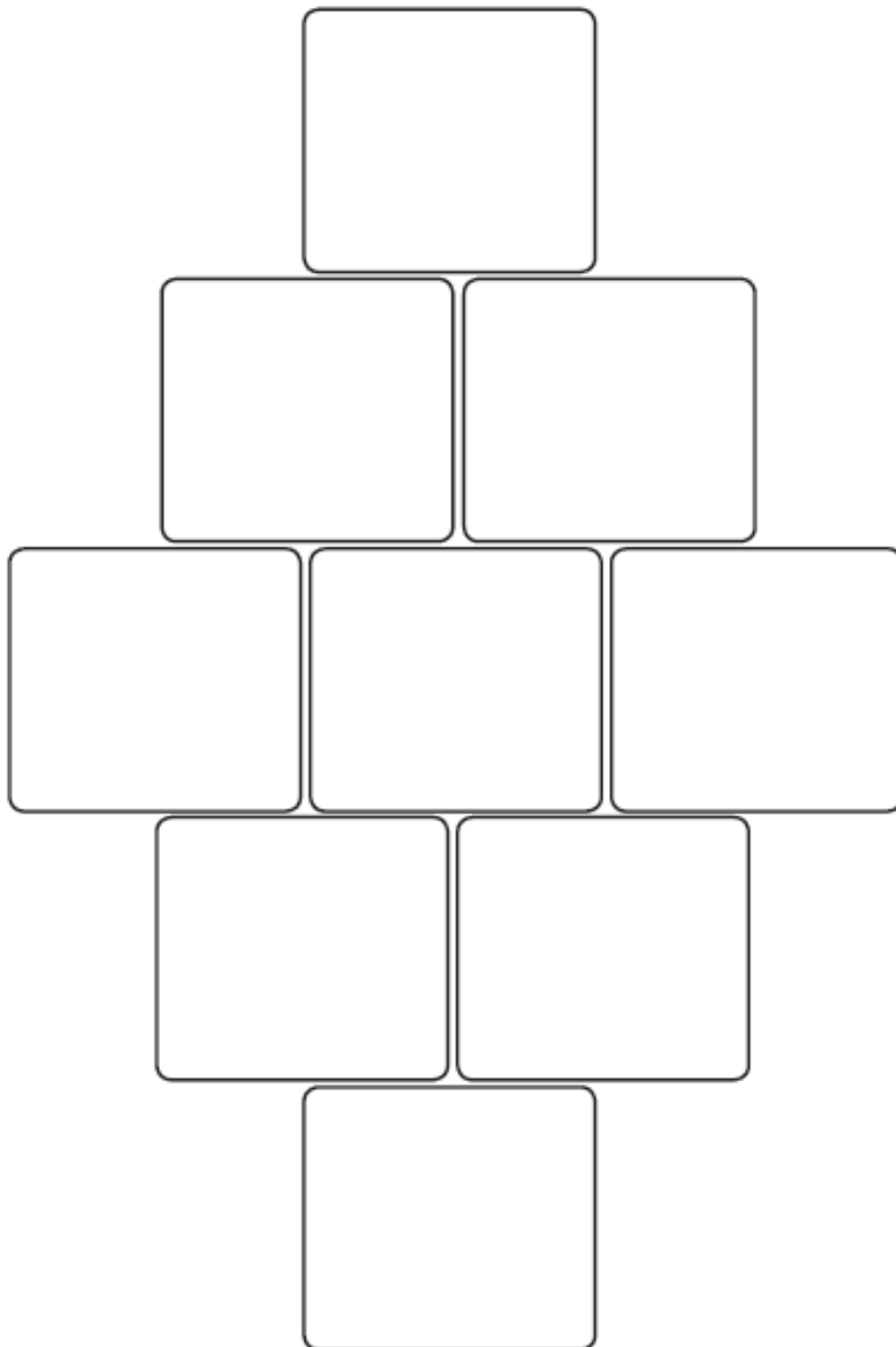
Can You Make Ice Grow?

Science Experiment

You will need:

Bottles of water - plain or coloured water

A container of ice cubes

The Activity

1. Put some bottles of water, laying flat, in a freezer for nearly 3 hours.

2. If you would like to use coloured water, add food colouring before placing in the freezer but ensure that the lids are secured tightly afterwards.

3. Remove the bottles from the freezer - before the water turns to ice, but has been in there long enough to make it icy cold.

4. Care is needed when removing the bottles from the freezer to ensure no ice is created. Do not shake or bump the bottle.

5. In a small container, place some ice cubes and gently start to pour the icy water over the top of the ice cubes. Watch what happens!

6. Continue to keep the stream of water going and move it around a bit (like a whippy ice cream) and see the ice tower grow taller and taller.

The Seven Continents of the World
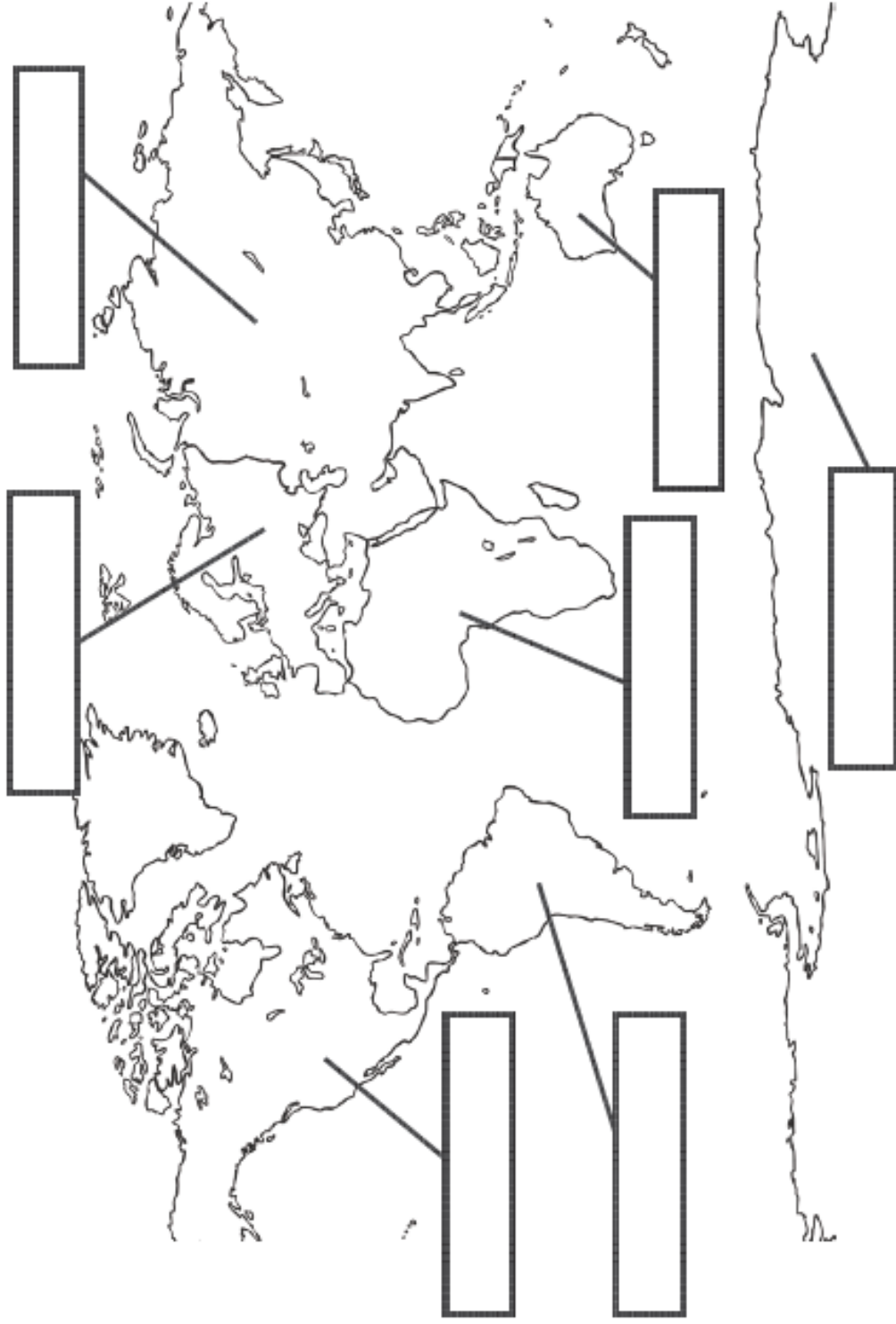
Word Bank

North America

South America

Africa

Antarctica

Australasia

Europe

Asia

The Five Oceans of the World
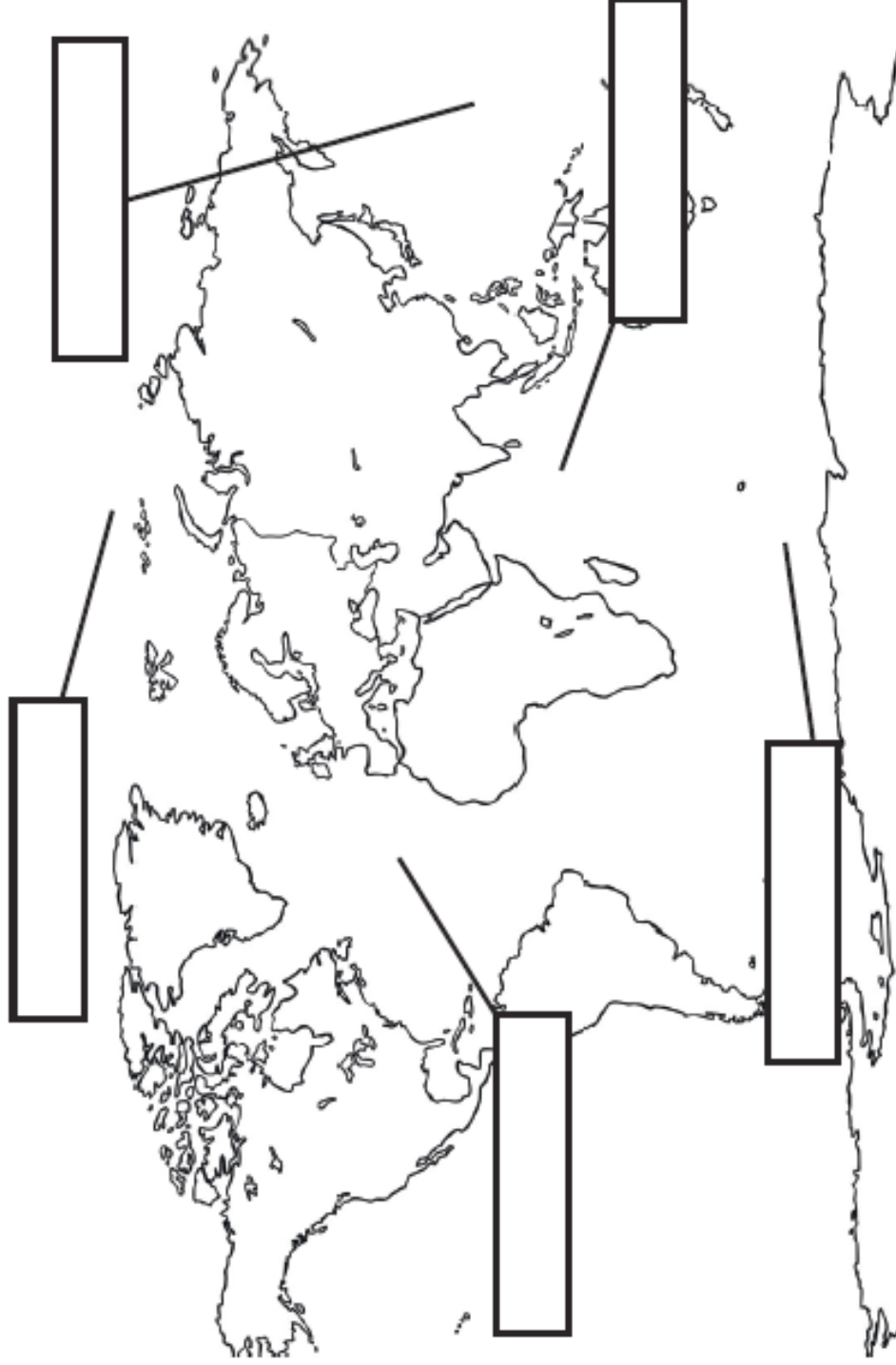
Word Bank

Pacific Ocean

Arctic Ocean

Indian Ocean

Atlantic Ocean

Southern Ocean

Here are some examples of journey sticks made using nature found whilst on a walk. You will need some tape to attach the things you find onto your stick, or you may wish to use string or wool to tie things on.