

Intrepid Explorers

We hope you continue to keep safe and enjoy the time with your families. The weather has been lovely, which is great for getting outdoors more. Don't forget to keep safe in the sun, by wearing sun cream and a hat. Also, don't forget to drink plenty of water!

Please continue to put photos on Twitter of all of the things you have been doing at home.

It is lovely to continue to see some of the Year 1 children in school, and to speak to the rest of you on the phone once a fortnight. Please also remember you can always ring or email the school with any questions etc and home learning packs are available to pick up if needed. Take care and keep safe.

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 – Ordering numbers, recognising coins and notes, counting coins

Lesson 1 video link – <https://vimeo.com/432401517> Lesson 2 video link – <https://vimeo.com/432401693>

Lesson 3 video link – <https://vimeo.com/432401840> Lesson 4 video link – <https://vimeo.com/432401953>

Year 2 – Measuring mass in g/kg, volume and millimetres

Lesson 1 video link – <https://vimeo.com/432483400> Lesson 2 video link – <https://vimeo.com/432483645>

Lesson 3 video link – <https://vimeo.com/432483778> Lesson 4 video link – <https://vimeo.com/432483882>

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

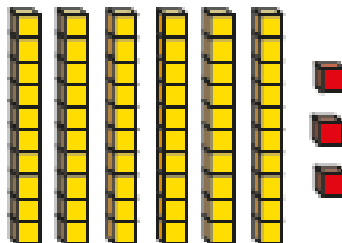
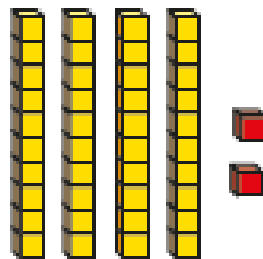
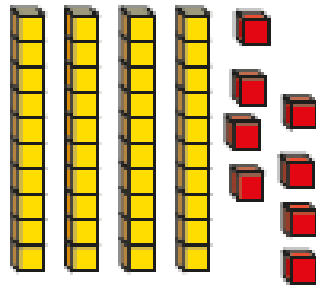
Read for at least 15 minutes. There are lots of free online books - <https://home.oxfordowl.co.uk/books/free-ebooks/>

Additional tasks for this week (29/6/20)

English	Topic
<p>Monday: We are going to start innovating the story of <i>Lost and Found</i> this week. Let's start by changing the animal that knocks at the Boy's door. You could choose one from the list below or use your own idea.</p> <p>a crab an orang-utan a camel an owl</p> <p>Complete a 'role on the wall' for your new animal. Around the outside, describe what the animal looks like, how they act and what they like or dislike. Inside the outline, describe how the animal is feeling.</p> <p>Tuesday: Create a 'found' poster for your animal. Describe what the animal looks like, where you found it and how someone can get in touch with you.</p> <p>Wednesday: The Boy in the story decides to take the animal back to their habitat. Where does your animal come from? Draw a picture of where they live in the wild and add some labels that describe what the habitat is like.</p> <p>a crab - coral reef an orang-utan – rainforest a camel - desert an owl – forest</p> <p>Thursday: Where in the world would you find your animal's habitat? Have a look on a globe or on a map. How would your characters get there? Choose a mode of transport. You can be imaginative – why not try a hot air balloon, a canoe, roller skates or a helicopter? Draw a picture and explain why you have chosen it.</p> <p>Friday: What will you take with you on your journey? Think about what you might need – maybe a map, snacks and clothes for hot or cold weather? What would your animal need? Draw and label the items in the backpack on the sheet attached.</p>	<p>Science: The rainforest is an important habitat for many living things. What can you find out about the rainforest? https://www.youtube.com/watch?v=3vijLre760w Watch the video clip, read through the PowerPoint slides and note down any interesting facts. Complete the matching activity on the sheet attached.</p> <p>DT: Have a go at making your own rain stick! Try using these instructions: https://buggyandbuddy.com/how-to-make-a-rainstick-instrument/</p> <p>Art: Have a look at 'Surprised!' by Henri Rousseau. What do you think of the painting? Talk to someone at home about what you can see. Have a go at creating your own jungle or rainforest picture. You could draw, paint or collage.</p> <p>PE: Daily Challenge! How many times can you bounce and catch a ball in 30 seconds? Record your number in the table. See whether your score improves by the end of the week!</p>

Ordering numbers

i a) What numbers are shown?

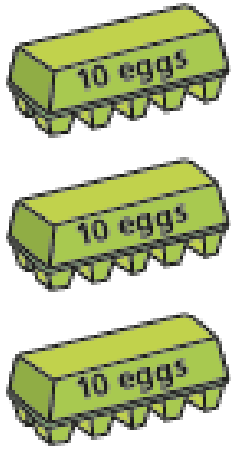
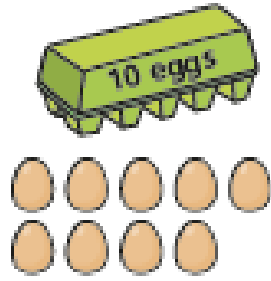
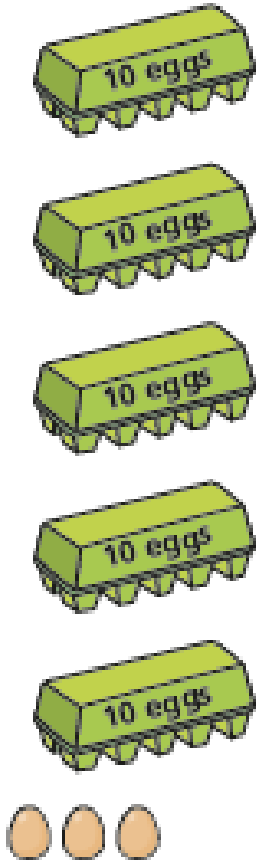


b) Write the numbers in order.
Start with the smallest.

smallest

greatest

2 Three hens lay these eggs.

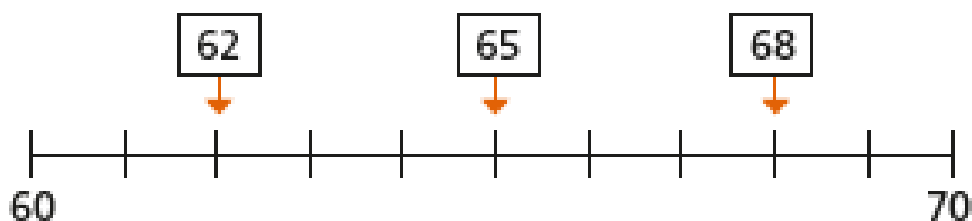
Hen 1	Hen 2	Hen 3
		

Put the number of eggs in order.
Start with the greatest number.

greatest

smallest

3 Three numbers are labelled on a number line.



Write the numbers in order.
Start with the smallest number.

smallest

greatest

4 Put the numbers in order.
Start with the smallest number.

a) 53, 58, 47

b) 19, 83, 7

5 Tick all the numbers between 80 and 100

72

95

11

85

9

Recognising coins

1 Match the coin to the amount.



20 pence



5 pence



10 pence



1 pound



1 pence



50 pence



2 pence



2 pounds

2 Here are some coins.



Complete the sentences.

There are 1p coins.

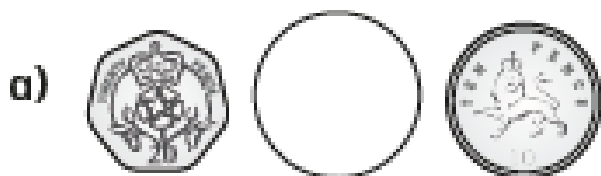
There are 2p coins.

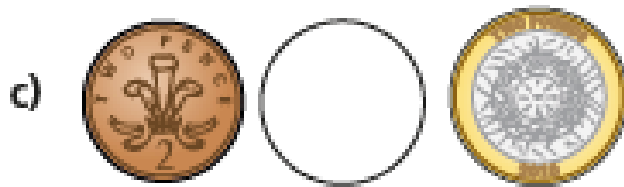
There is 5p coin.

There are 10p coins.

There are 20p coins.

3 Write $<$ or $>$ to compare the amounts.





4 Mo has one coin in his hand.

I have more than 2 pence,
but less than 1 pound.



Draw Mo's coin.

What is the value of Mo's coin?

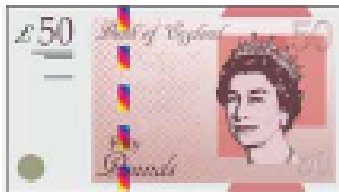
Is there more than one answer?



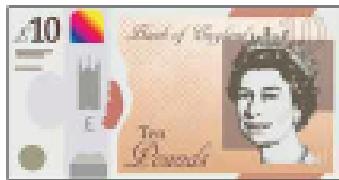
Recognising notes



1 Match the note to its value.



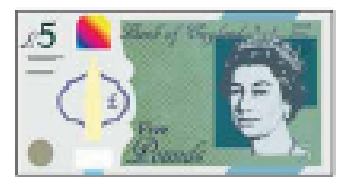
5 pounds



20 pounds



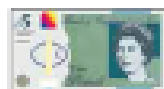
10 pounds



50 pounds

2 Dan has two £10 notes and one £5 note.

Circle the notes that Dan has.





3 Here are some notes.



Complete the sentences.

There are £5 notes.

There are £10 notes.


There are £20 notes.

There are £50 notes.


4 Tick the note with the smaller value.



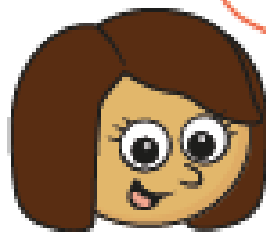
5 Write $<$, $>$ or $=$ to compare the amounts.

a)  50 pounds

b) 20 pounds 

c)  10 pounds

6 Kim has some money.



I have a 30 pound note.

Do you agree with Kim? _____

Talk about your answer.







Counting in coins







I How much money is there?

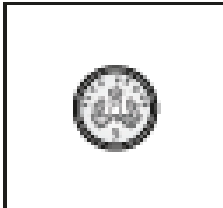
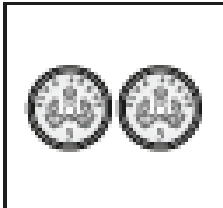
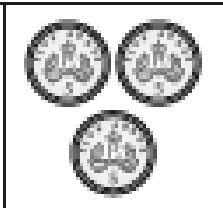
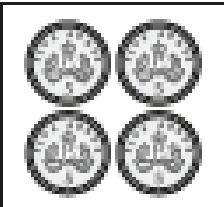
a)

			
<input type="text"/> p	<input type="text"/> p	<input type="text"/> p	<input type="text"/> p





b)

			
<input type="text"/> p	<input type="text"/> p	<input type="text"/> p	<input type="text"/> p

c)

			
<input type="text"/> p	<input type="text"/> p	<input type="text"/> p	<input type="text"/> p

d)

			
<input type="text"/> p	<input type="text"/> p	<input type="text"/> p	<input type="text"/> p

2 How much money is there?

a)  p

b)  p

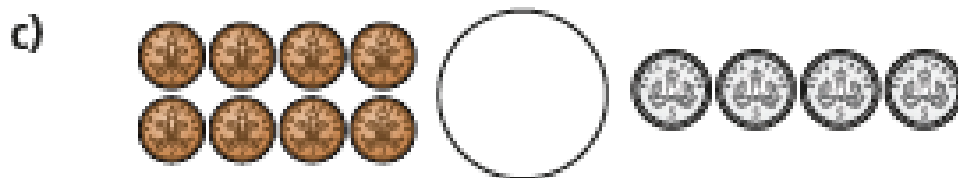
c)  p

3 Write $<$, $>$ or $=$ to compare the amounts.

a)  

b)  





- 4 Sam has some 2p coins.



I have 11 pence.

Do you agree with Sam? _____

Talk about your answer.

- 5 Ron has nine 2p coins.

Jo has three silver coins.



I must have more money because I have more coins.

Ron

Do you agree with Ron? _____

Talk about your answer.

Measure mass in grams

1 What is the mass of each object?

a)



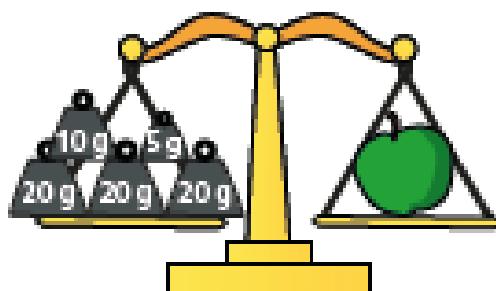
The pencil has a mass of g.

b)



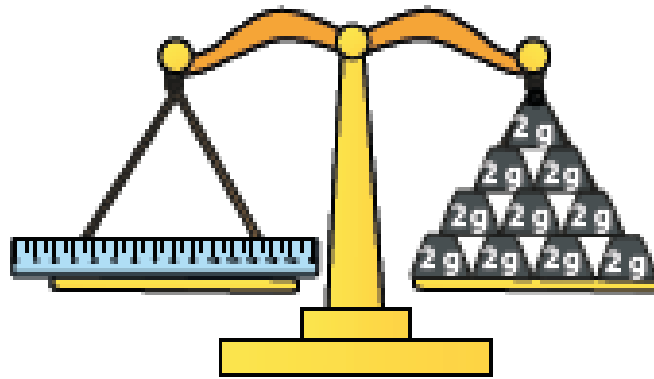
The teddy has a mass of g.

c)



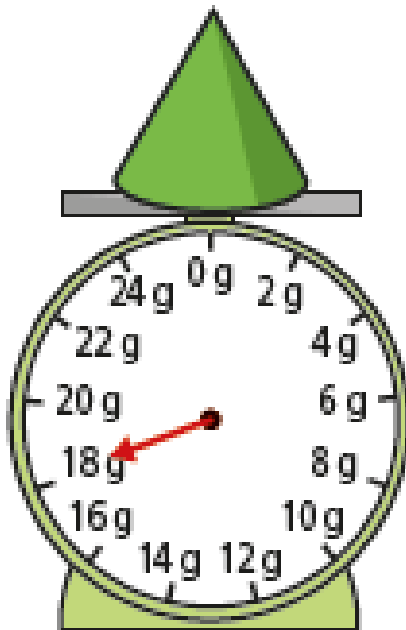
The apple has a mass of g.

2 How many grams does the ruler weigh?

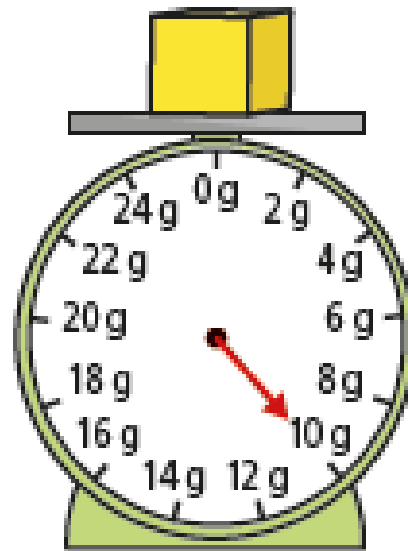
 g

3 What is the mass of each 3D shape?

a)

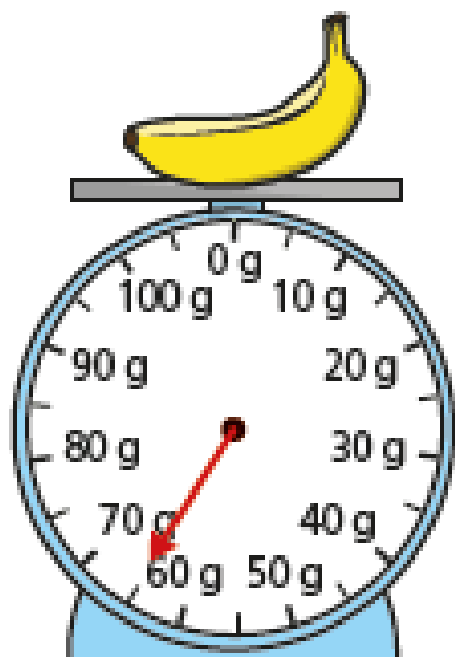
 g

b)

 g

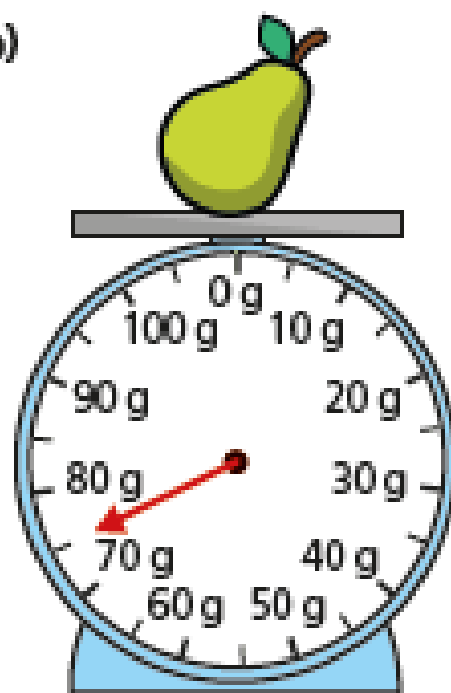
4 What is the mass of each piece of fruit?

a)



g

b)

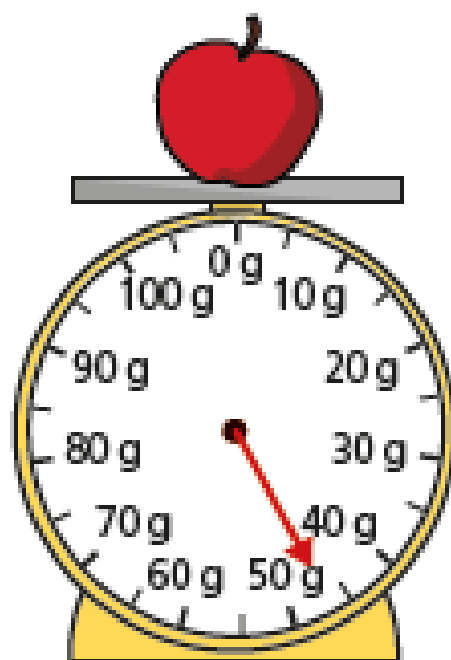


g

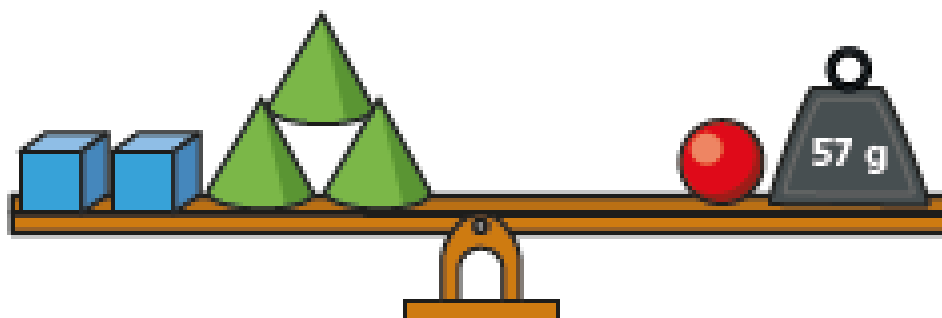
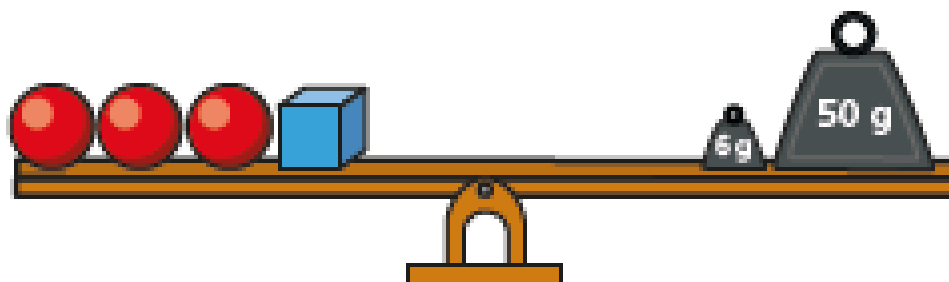
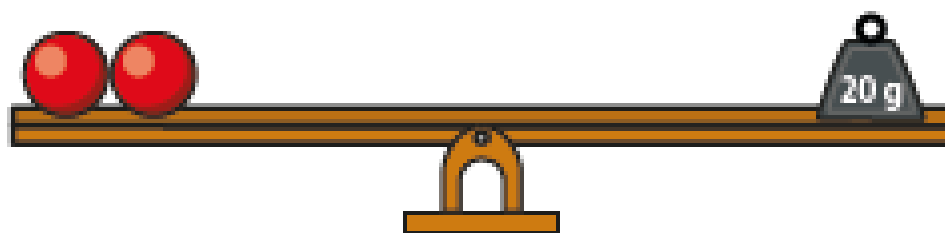
c) Which piece of fruit is heavier? _____


5 Estimate the mass of the apple.


g




6 Work out the mass of each 3D shape.



 = g

 = g

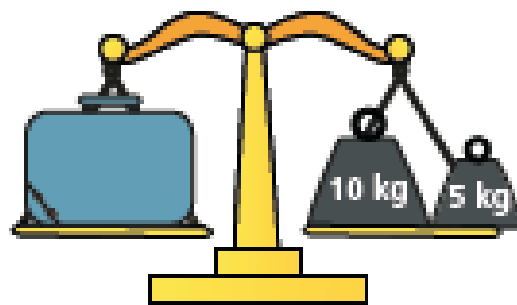
 = g

How did you work them out? Talk to a partner.

Measure mass in kilograms

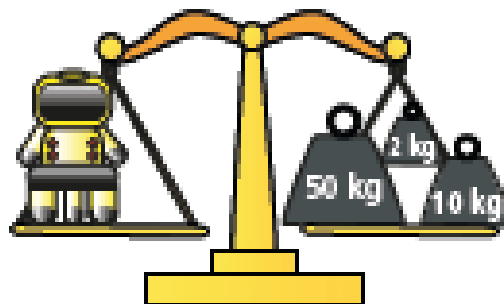
1 What is the mass of each object?

a)



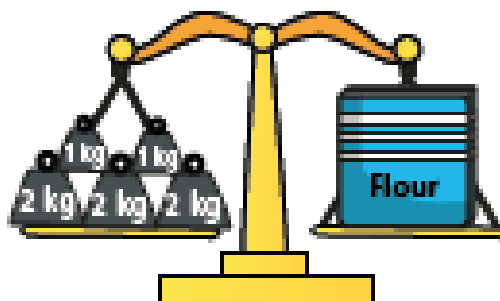
The case has a mass of kg.

b)



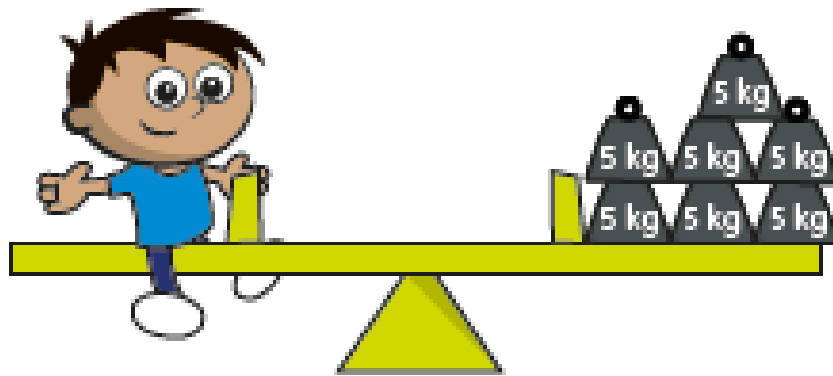
The robot has a mass of kg.

c)



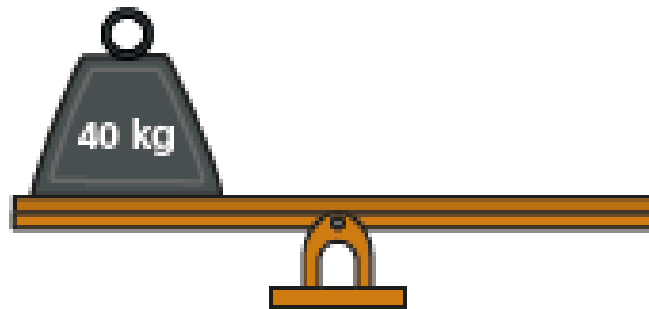
The box of flour has a mass of kg.

2 How many kilograms does Amir weigh?

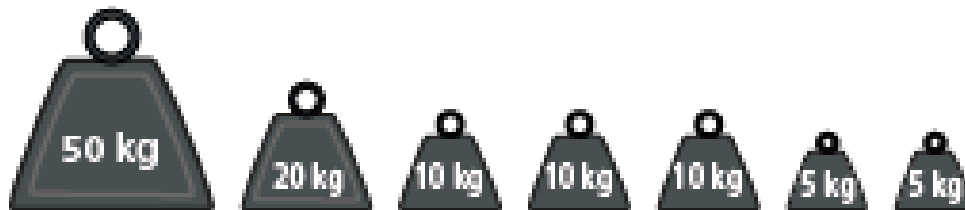


kg

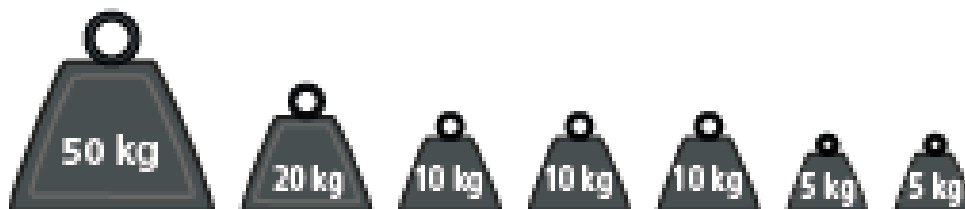
3



a) Circle the weights that will balance the scale.

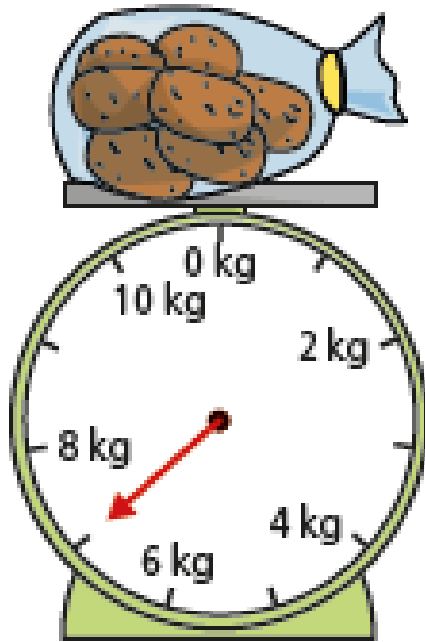


b) Find another way. Circle the weights.



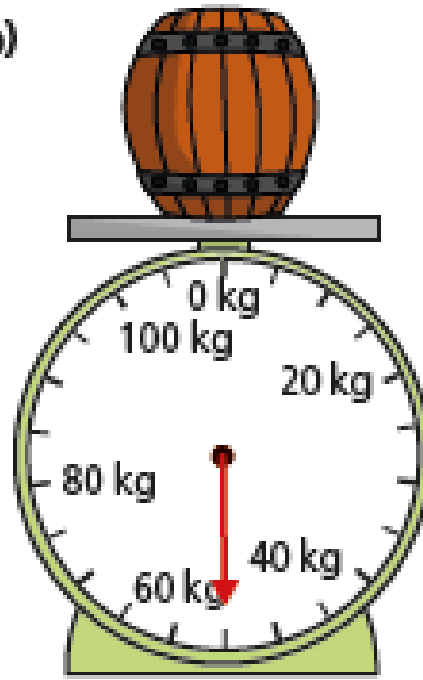
4 What is the mass of each object?

a)



kg

b)



kg

5 a) Mo weighs his dog in January and June.

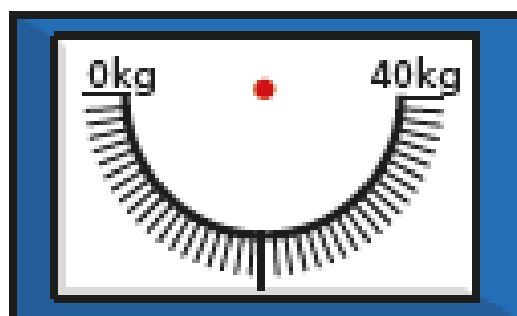


How much heavier is the dog in June?

kg

- b) By December, the dog's weight has increased by another 10 kg.

Draw an arrow to show the weight of the dog in December.

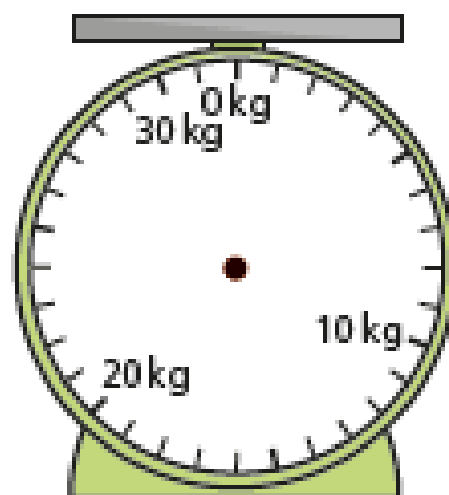
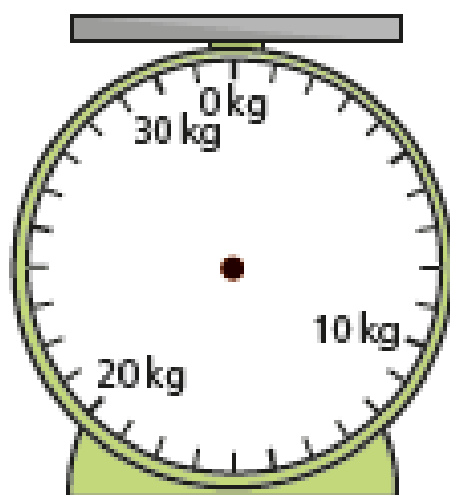


By December, Mo's dog weighs kg.

- 6 Mark the mass on each scale.

a) 15 kg

b) 27 kg



Compare volume

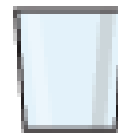
1 Here are three glasses.



A



B



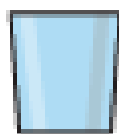
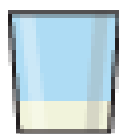
C

- a) Which glass is empty? _____
- b) Which glass is half full? _____
- c) Which glass is full? _____

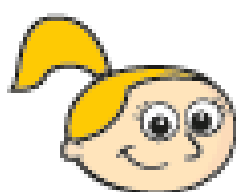
2 Tommy has some milk in a glass.



Circle all the glasses that have more milk than Tommy's.



3 Eva, Ron and Amir have some juice.



This is my juice.

Eva

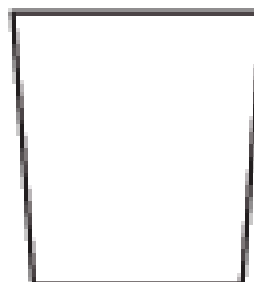


Shade the glasses to show how much juice Ron and Amir could have.



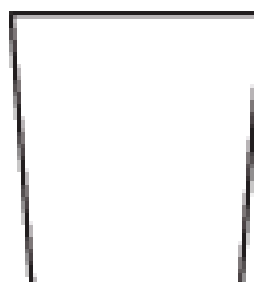
I have more juice than Eva.

Ron



I have less juice than Eva.

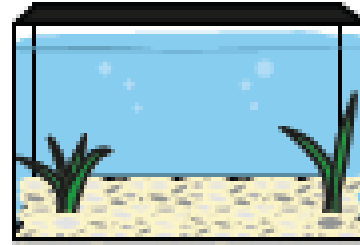
Amir



Compare answers with a partner.



- 4 Which fish tank contains less water?
Tick your answer.



- 5 Tick the object with the greater capacity.



- 6 Tick the object with the greatest capacity.

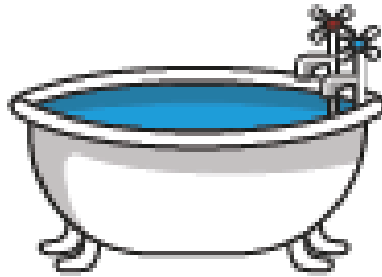


- 7 Put these objects in order of how much water they can hold.

Start with the object that has the smallest capacity.



A



B



C

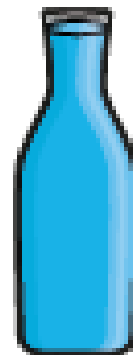
smallest

greatest

- 8 Whitney says B contains more water than A.



A



B

Why might Whitney think this?

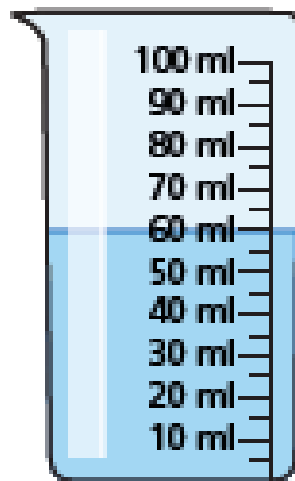
What could she do to check?



Millilitres

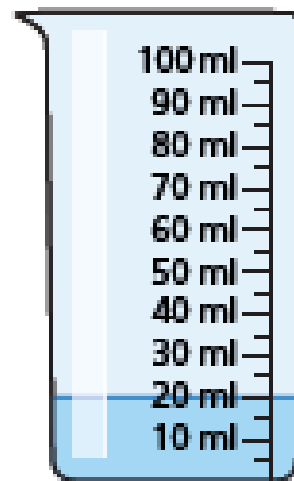
1 How much water is there in each beaker?

a)



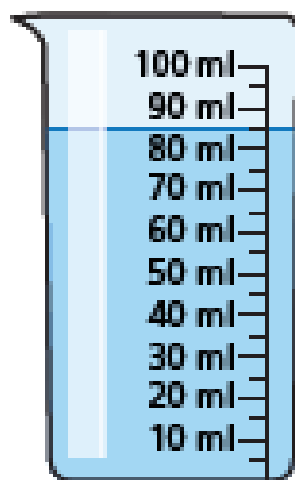
ml

c)



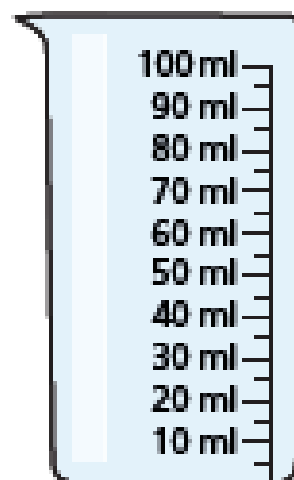
ml

b)



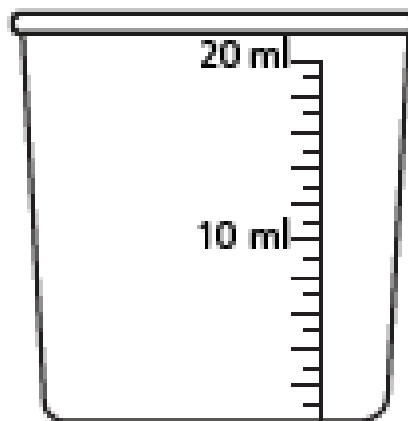
ml

d)



ml

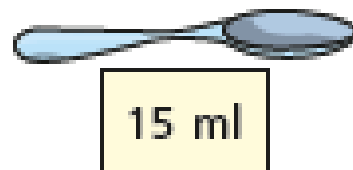
- 2 Jack pours 12 ml of water into a measuring container.



Draw a line to show where the water reaches.



- 3 A teaspoon holds 5 ml.
A tablespoon holds 15 ml.



Work out the total capacity of the spoons.

 ml ml ml

- 4 A recipe includes 45 ml of lemon juice.



Dora

I can measure this using a teaspoon.



teaspoon 5 ml



tablespoon 15 ml

a) How many teaspoons is 45 ml?

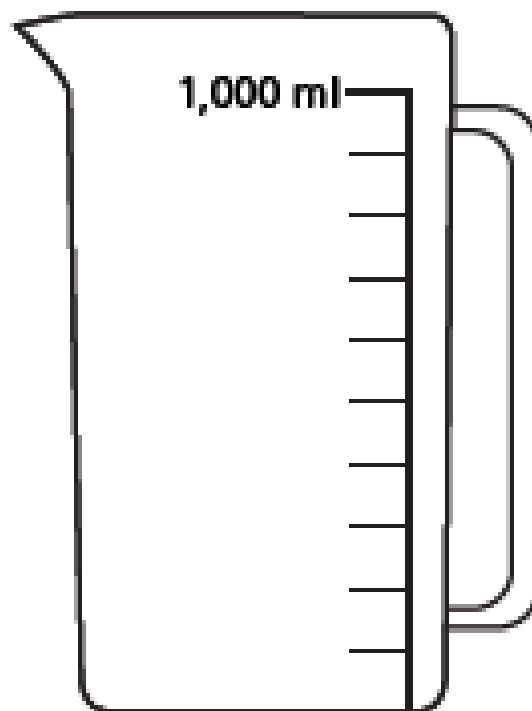
b) Find another way of measuring 45 ml.
Circle your answer.



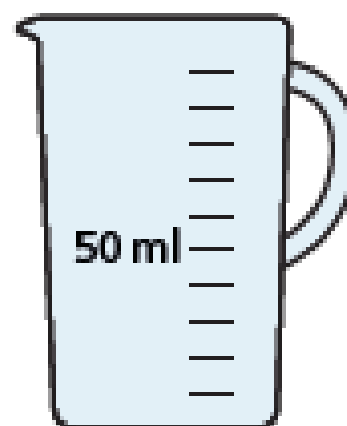
- 5 How can you work out the capacity of an egg cup?
Talk about it with a partner.



- 6 Draw a line on the jug to show where 500 ml of juice would reach.



- 7 Mo opens a can of drink.
He pours it all into a measuring jug.



Draw a line to show where the drink will reach.



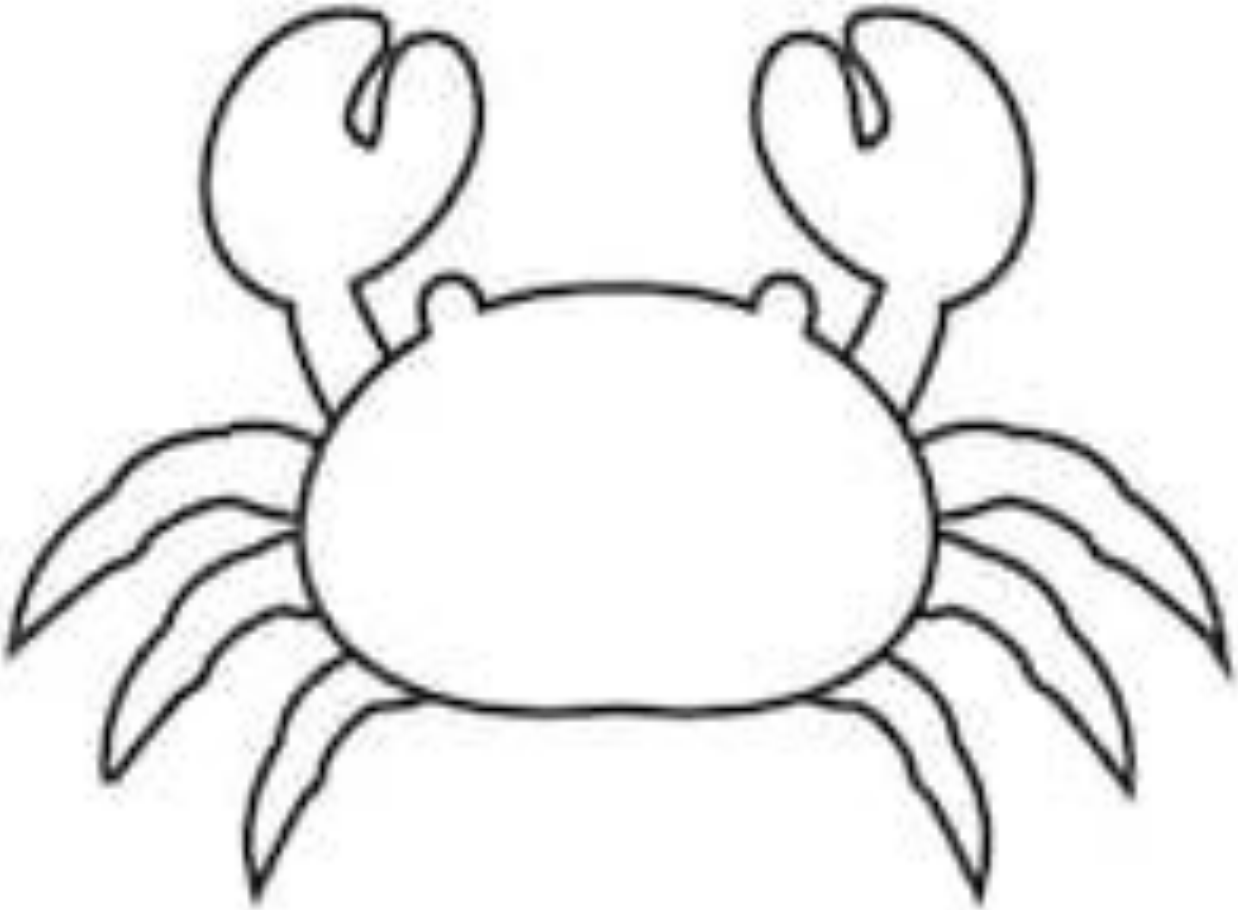
English – Monday

Choose one of the animals

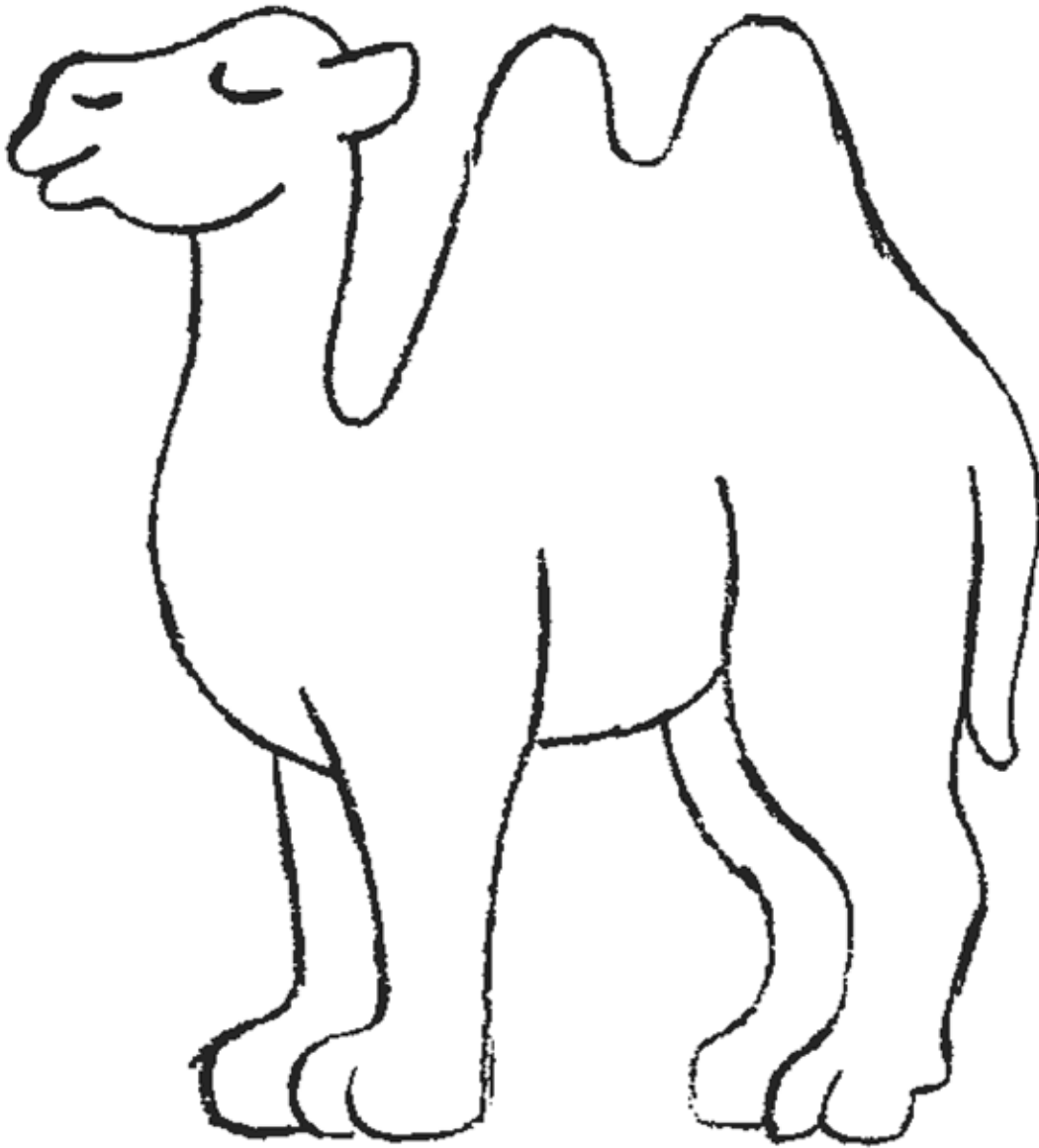
Innovate - Design a new character that the boy finds and decides to help.



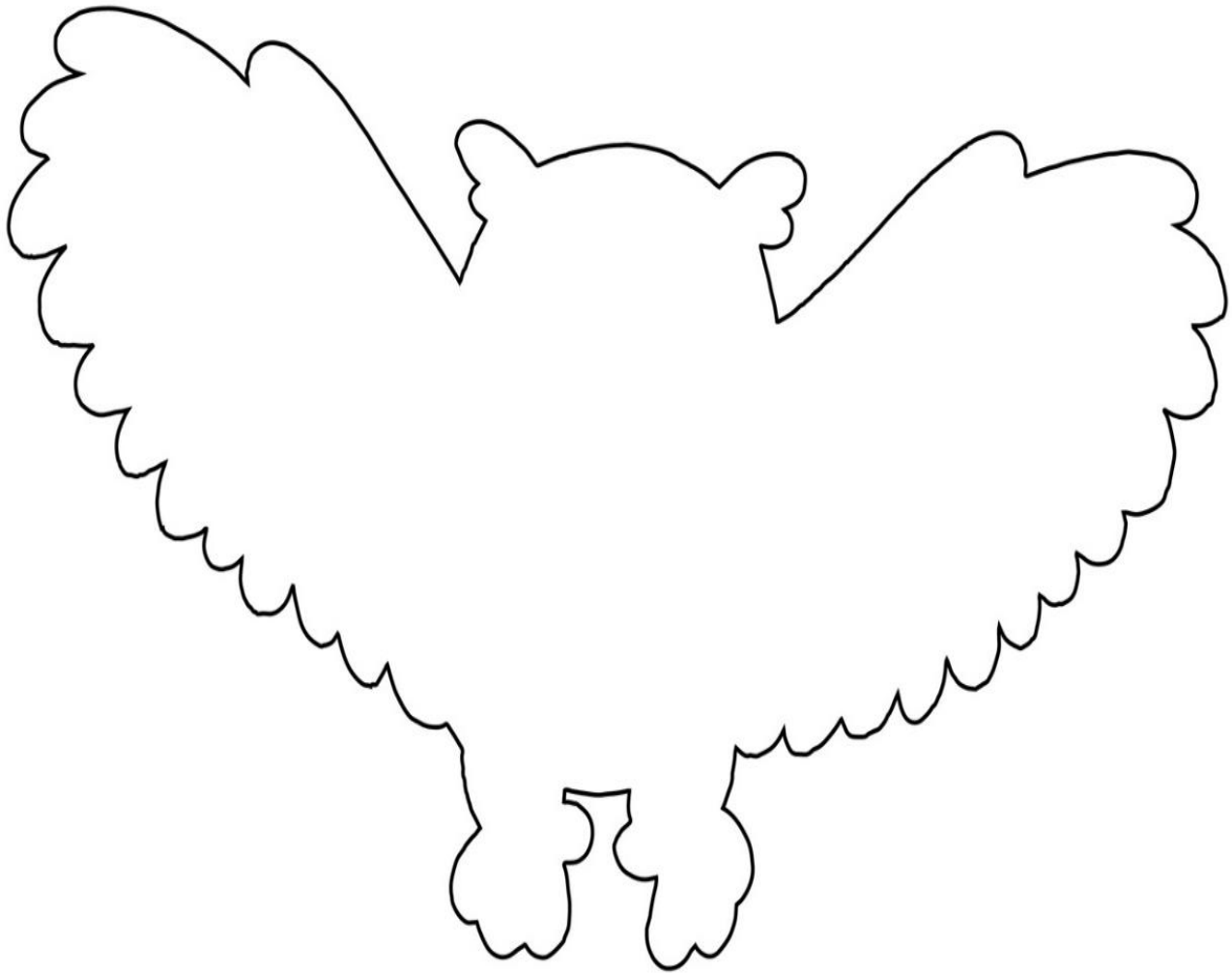
Innovate - Design a new character that the boy finds and decides to help.



Innovate - Design a new character that the boy finds and decides to help.



Innovate - Design a new character that the boy finds and decides to help.



English – Tuesday

Innovate – Where will the characters travel to? Choose the habitat for your animal.



A large, empty rounded rectangular box with a black border, intended for drawing or writing.

Seven horizontal lines for writing, spaced evenly across the bottom of the page.

English – Wednesday

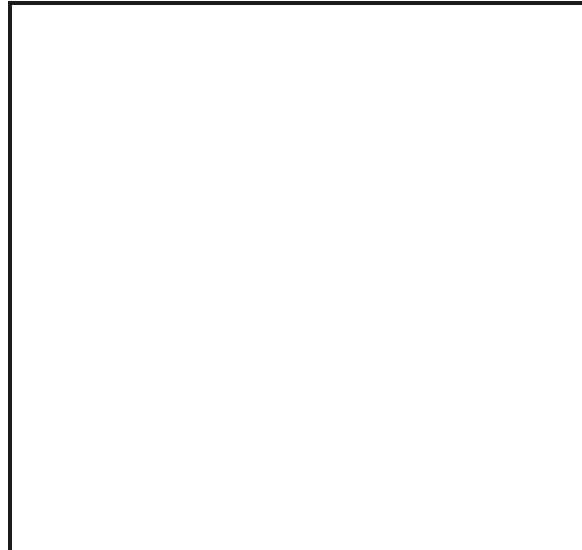
Innovate – Decide on the best mode of transport to take the characters to your setting. Now think about where they will find this transport.



What will they travel in? Draw a picture of it.

Where will they find it?

FOUND



Is anyone missing a _____?

Description:

If it is yours -----

Packing an Explorer's Backpack

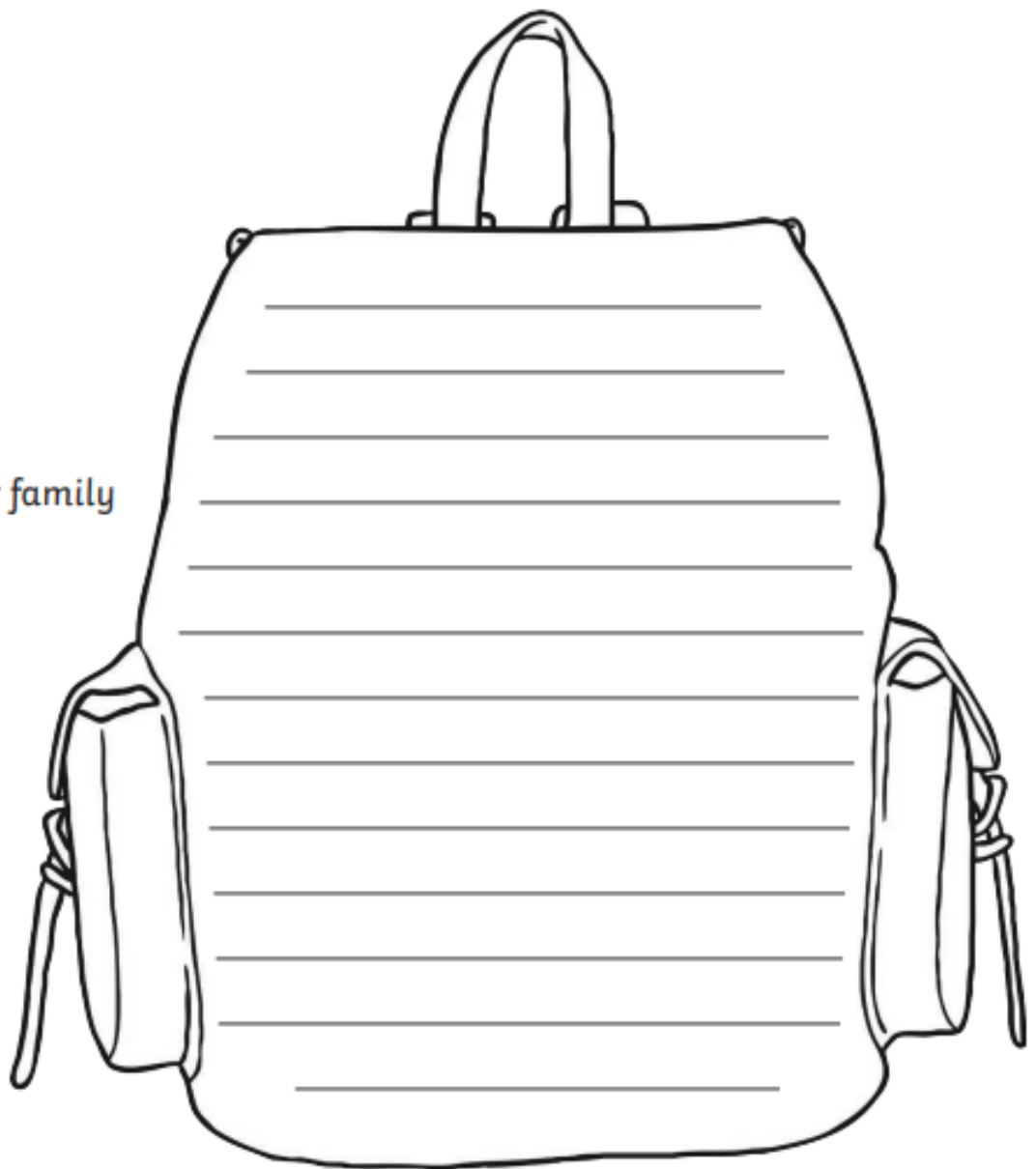
You are about to set off on an epic adventure. What would you need to pack to take with you? What do you really need for a journey into the unknown?

Example:

A torch because I might find myself in a gloomy jungle and need to see where I was going.

Possible Ideas:

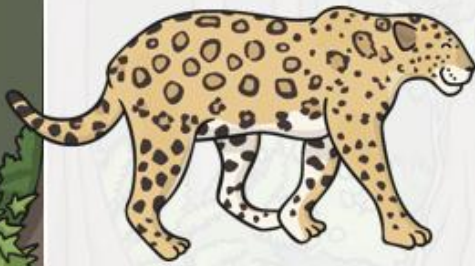
- a radio
- a teddy
- warm clothes
- notebook
- binoculars
- a map
- pictures of your family
- first aid kit



The Rainforest

The rainforest is made up of four different layers:

- the emergent layer
- the canopy layer
- the understory layer
- the forest floor layer



The Emergent Layer



This is the top layer of the rainforest.

Only a few animals live in this layer.

It is hot, wet, and windy in the emergent layer.



Some of the animals that can be found in the emergent layer are bird-eating tarantulas, hummingbirds, and macaws.



The Canopy Layer



The canopy layer is located under the emergent layer.

The canopy is home to most of the animals and plants of the rainforest.

There is plenty of food and shelter in this layer.

Red-eyed tree frogs, sloths, and toucans are some of the animals that live in the canopy layer.



The Understory Layer



The understory layer is located beneath the canopy.

The understory does not get much sunlight.
It is dark and humid here.

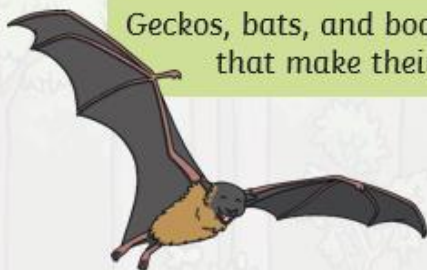
The understory is home to smaller animals,
insects, and snakes.

Some larger animals use the understory layer for hunting.

The Understory Layer



Geckos, bats, and boa constrictors are some of the animals
that make their home in the understory layer.



The Forest Floor Layer



The last layer of the rainforest is the forest floor layer.

This layer is dark, humid, and hot. Only 5% of the sunlight makes it to the forest floor.

Anteaters, jaguars, and scorpions are some of the animals that live in the forest floor layer.



Animals in the Rainforest

The animals of the rainforest do not usually stay in only one layer. Some animals can be found in several different rainforest layers.

Some animals may live in one layer and hunt in another layer of the rainforest.



Layers of the Rainforest

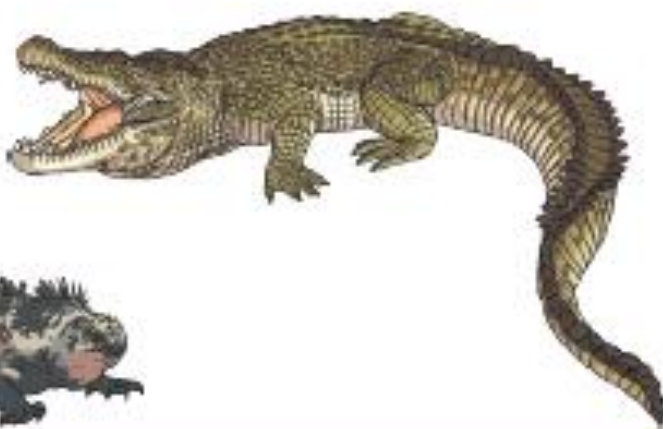
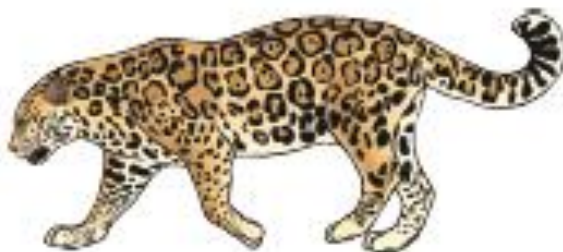


emergent

canopy

understory

forest floor



Art



Surprised! by Henri Rousseau

Create your own jungle/rainforest inspired picture. You could draw, paint or use collage.

Why not try making a picture in the style of Rousseau?



Bouncing and Catching Challenge!

How many times, in 30 seconds, can you bounce a ball on the floor and catch it?

Monday	Tuesday	Wednesday	Thursday	Friday

Did you improve over the week?

Why do you think you got better?

