YEARS 1 & 2

Intrepid Explorers

We hope you are all enjoying our new topic, all about intrepid explorers. This week, we are looking forward to welcoming some of the Year 1 children back into school. Their learning in school will be similar to all of the things you can also do at home too. Please continue to post your photos on Twitter, they really are lovely and make us all smile. You can post photos of anything you have been learning about at home, even if its not on our home learning sheet. It is great to see different ideas, such as baking, daily exercise and craft ideas.

Keep smiling and keeping safe. Look after each other and we hope to see more of you soon.

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 – count in 2s, 5s and 10s, adding equal groups

Lesson 1 video link – https://vimeo.com/425797171 Lesson 2 video link – https://vimeo.com/425797292

Lesson 3 video link – https://vimeo.com/425797444 Lesson 4 video link – https://vimeo.com/425797578

Year 2 – fractions, finding half, finding a quarter

Lesson 1 video link – https://vimeo.com/425799745 Lesson 2 video link – https://vimeo.com/425799860

Lesson 3 video link – https://vimeo.com/425799938 Lesson 4 video link – https://vimeo.com/425800005

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 (8/6/20)

English

Monday:

Listen to the story of 'The Colour Monster' by Anna Llenas. https://www.youtube.com/watch?v=Ih0iu80u04Y

Talk to someone at home about the different colours in the story and the feelings that they represent. Add some colour to the Monster's jars on the sheet attached.

Tuesday:

Read through the words on the list attached and talk to someone at home about what they might mean. Have you ever felt that emotion? What made you feel that way? Sort the words into the jars that you coloured yesterday.

Wednesday:

We can use lots of words to describe our emotions. Can you find out what these words mean?

miserable incensed serene jubilant

What other words could we use for *happy* and *sad*?

Use a dictionary or a thesaurus to help you.

Thursday:

What makes you feel happy? What makes you feel sad? Have a go at writing a sentence for each one of the Monster's emotions. Try and include a conjunction!

I feel ____ when … When I ___, I feel ____.

I feel ___ if … ___ makes me feel ___ because …

Friday:

What could the Colour Monster do if he is feeling all mixed up? What could he do if he was angry or sad? Think about what advice you would give him and write him a letter.

Topic

Monday:

Today is World Ocean day, a festival celebrating our ocean connections. Can you do some research? https://worldoceanday.school/

There are lots of interesting and fun facts to explore on this website, including a variety of videos to watch at different times of the day. You could pick a topic to find more about, eg oxygen, food, pollution, climate. You could talk to an adult about the new facts you find out, or maybe even create your own fact file or poster.

PE:

Keeping active is really important at the moment. GoNoodle has a series of great dances you can join in with at home. Can you try this one, it is to Trolls, Can't Stop the Feeling and is great fun! I bet the adults will enjoy it too! https://www.youtube.com/watch?v=KhfkYzUwYFk

Art:

Colour mixing: can you explore colour mixing at home? Can you mix two, or maybe even three, colours together to create a different colour? You could use your hands to mix paint together, or maybe explore using chalks or crayons. Included is in a colour mixing chart.

Music:

https://www.youtube.com/watch?v=6563liL7rew

Can you listen to this piece of jazz music? How does it make you feel? What instruments can you hear? What is your opinion about this piece? Can you create your own music?

Science:

Wow experiment: Can you grow a rainbow?

Please see attached sheet for instructions.

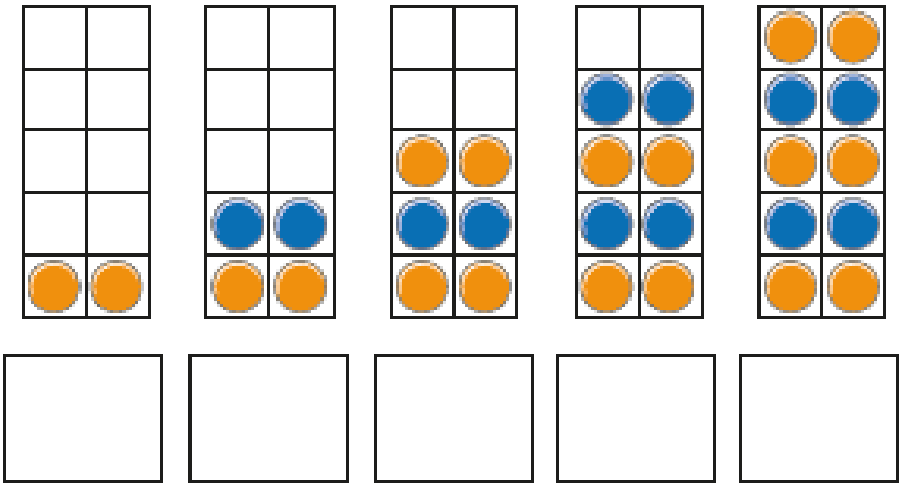
Year One Maths

Lesson 1

Count in 2s

1 What are the numbers?

a)



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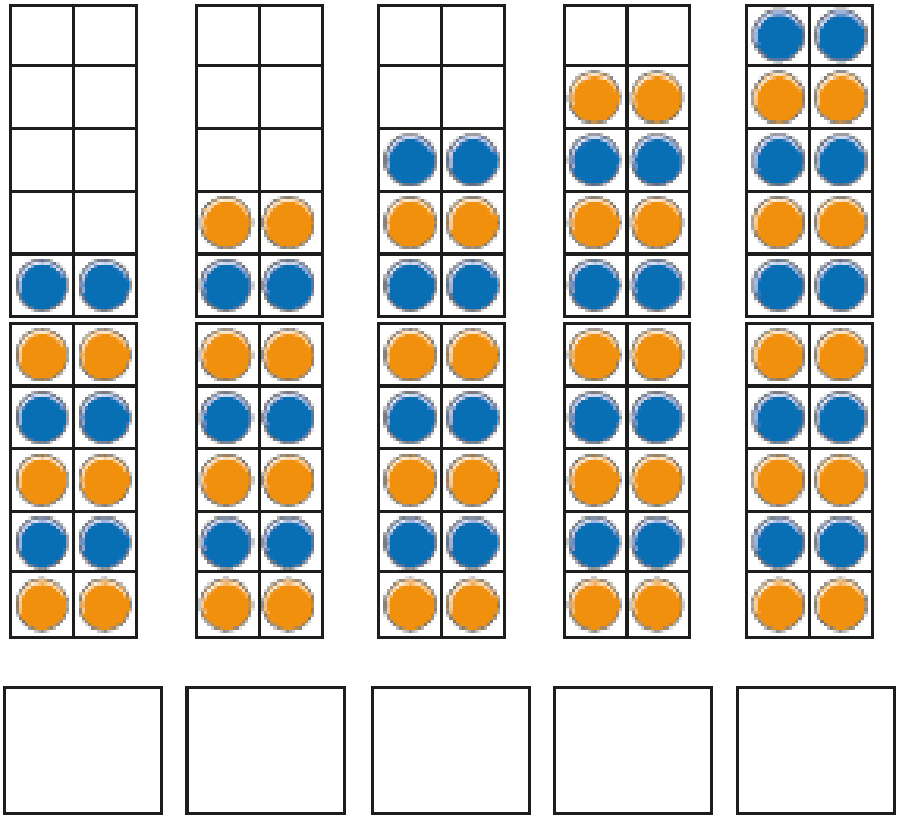


2 How many flowers are there?

There are ☐ flowers.

3 Circle 14 socks.

4 Fill in the missing numbers.

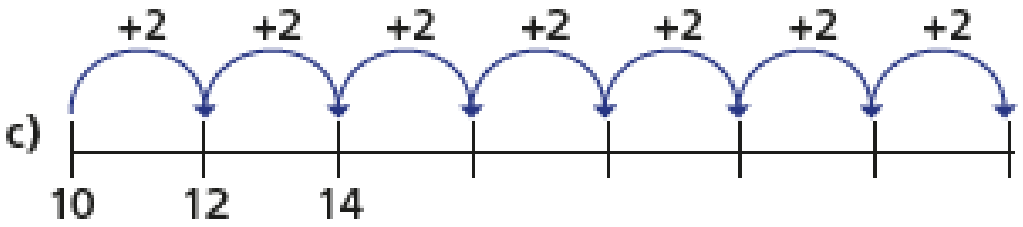
a)

0	2	4					

b)

18	16		12		8		

c)



5 How far can you count up in 2s?

Work with a partner.

Can you count up to 50 together?

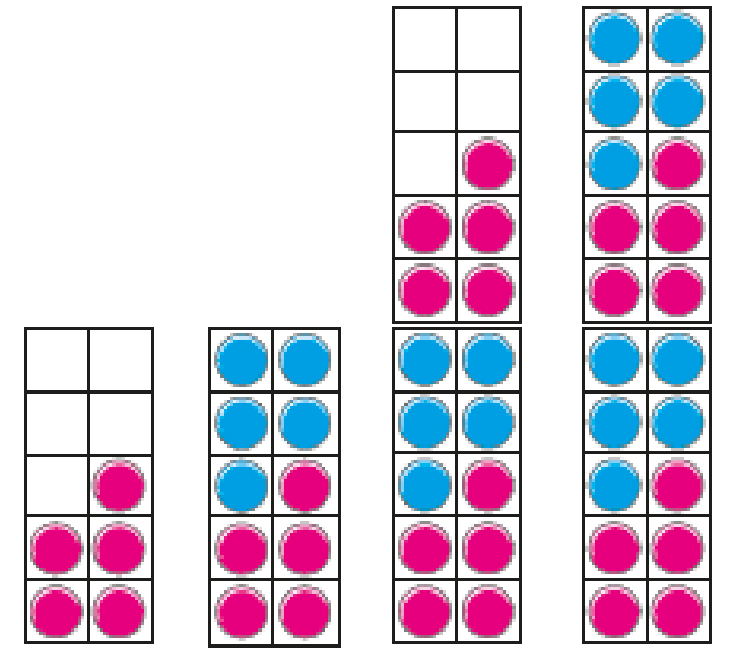
Now try counting down in 2s from 50

Year One Maths

Lesson 2

Count in 5s

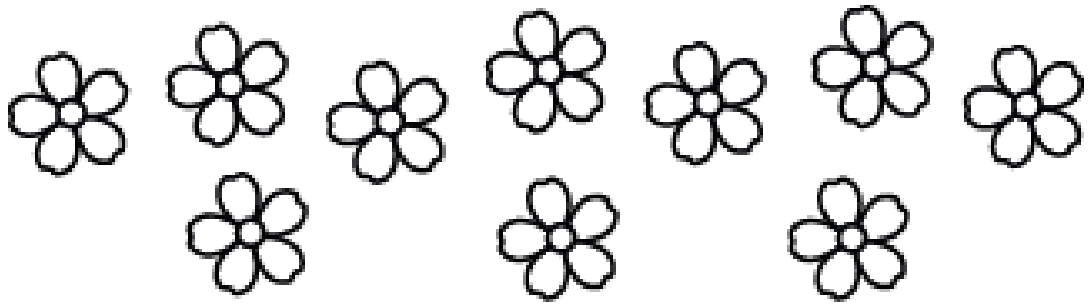
1 What are the numbers?



2 How many spots are there in total?

There are ☐ spots in total.

3 Colour 35 petals.



4 Fill in the missing numbers.

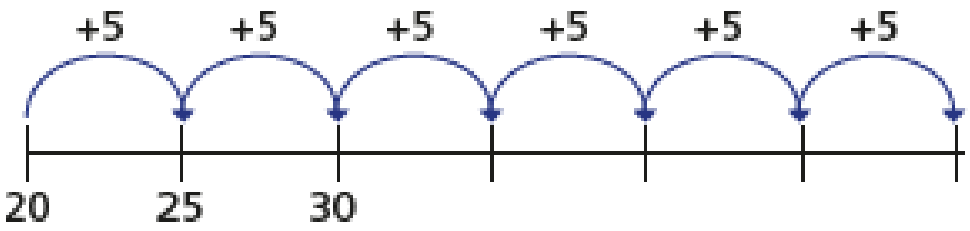
a)

0	5	10					

b)

50	45	40					

c)



5 Mo counts up to 50 in 5s.

Eva counts up to 50 in 2s.

What numbers do they both say?

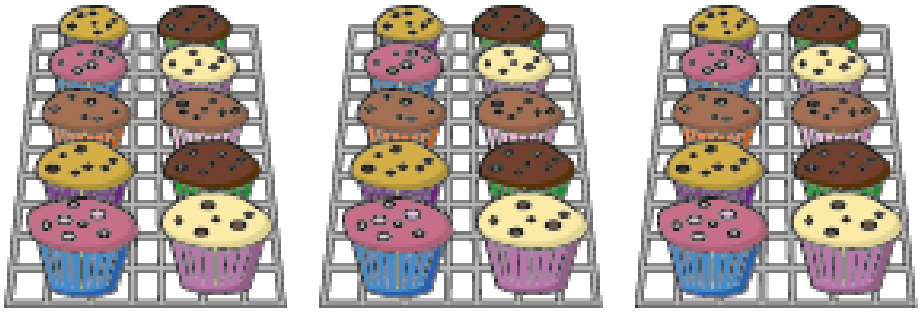
Can you spot a pattern?

Year One Maths

Lesson 3

Count in 10s

1 How many muffins are there altogether?

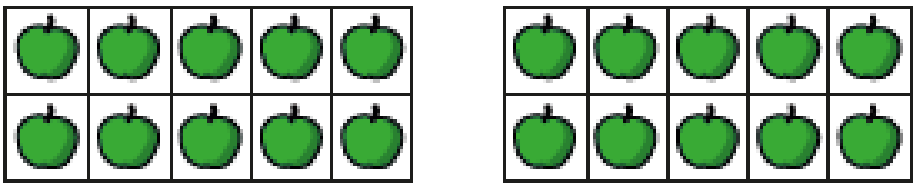


There are ☐ muffins on each tray.

There are ☐ trays.

There are ☐ muffins altogether.

2 How many apples are there altogether?

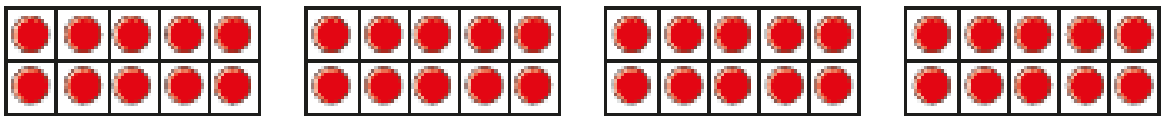


There are ☐ apples on each ten frame.

There are ☐ ten frames.

There are ☐ apples altogether.

3 How many counters are there altogether?



There are ☐ counters altogether.

4 Complete the number tracks.

10	20					

70		50					

5 Tom has these balloons.

He needs 60 balloons for a party.

Does Tom have enough balloons? _____

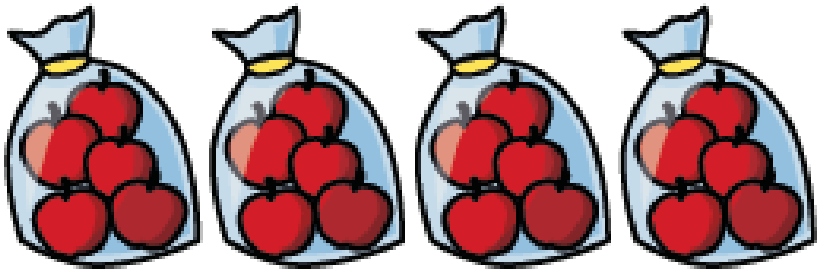
How do you know?

Year One Maths

Lesson 4

Add equal groups

1 Complete the sentences.



There are ☐ apples in each bag.

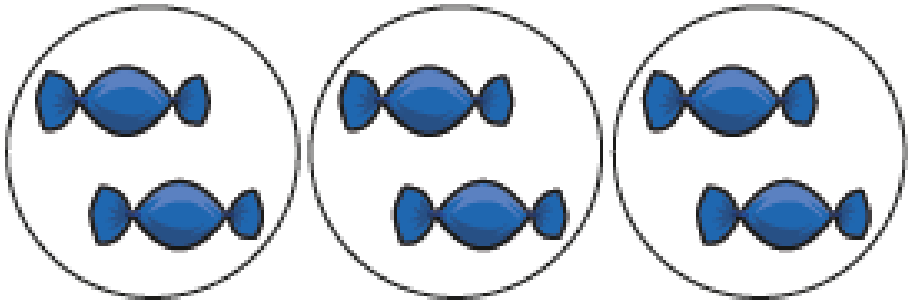
There are ☐ bags.

There are ☐ equal groups of ☐

There are ☐ apples altogether.

☐ + ☐ + ☐ + ☐ = ☐

2 How many sweets are there?



☐ + ☐ + ☐ = ☐

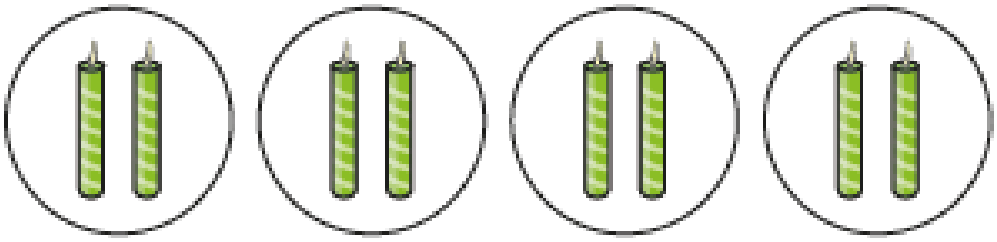
There are ☐ sweets.

3 How many marbles are there?

☐ + ☐ + ☐ = ☐

There are ☐ marbles.

4 How many candles are there?



$\square + \square + \square + \square = \square$

There are $\square$ candles.

5 Use counters to show the equal groups.

Complete the number sentences.

a) $2 + 2 + 2 + 2 = \square$

b) $5 + 5 + 5 + 5 + 5 = \square$

6 There are 7 equal groups of 5 counters.

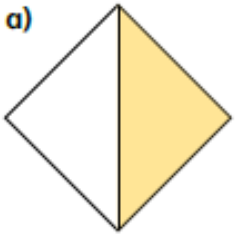
How many counters are there altogether?

There are $\square$ counters altogether.

Unit fractions

1 Complete the sentences for each shape.

a)

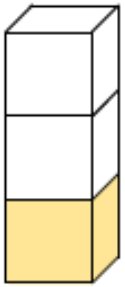


There are ☐ equal parts.

There is ☐ part shaded.

☐ is shaded.

b)



There are ☐ equal parts.

There is ☐ part shaded.

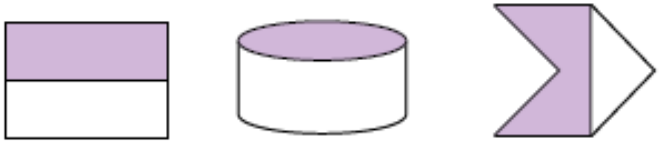
☐ is shaded.

2 There are ☐ equal parts.

There is ☐ part circled.

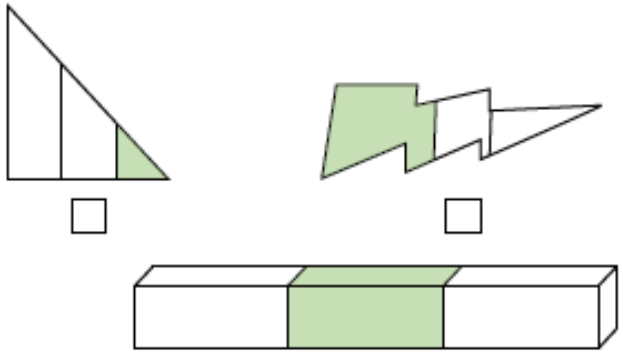
☐ is circled.

3 Tick the shape that has $\frac{1}{2}$ shaded.



☐ ☐ ☐

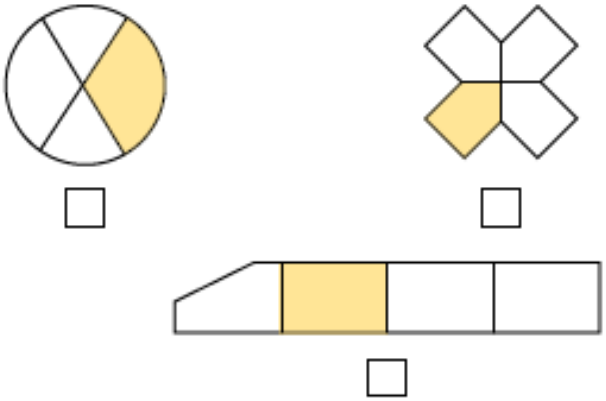
4 Tick the shape that has $\frac{1}{3}$ shaded.



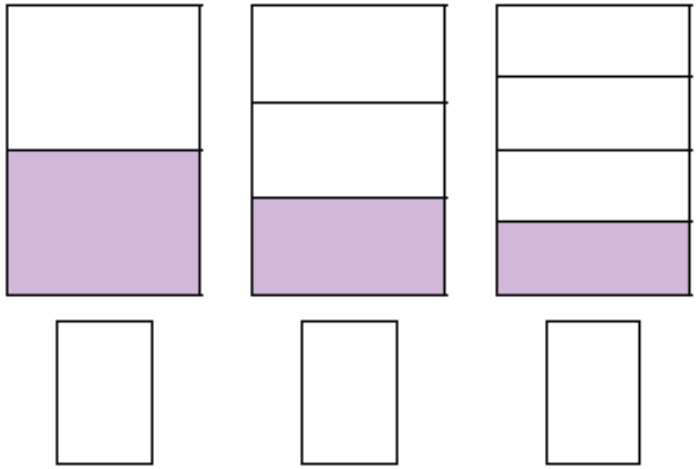
☐ ☐ ☐

Year Two Maths
Lesson 1

5 Tick the shapes that have $\frac{1}{4}$ shaded.



6 What fraction of each shape is shaded?



What is the same about the fractions?

What is different about them?

7 Here are some fractions.

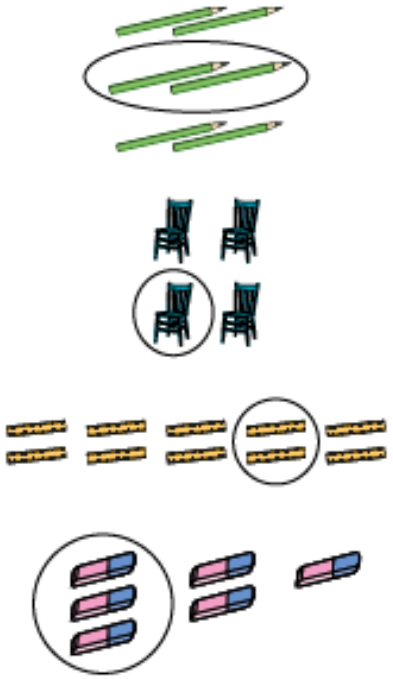
$\frac{1}{2}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{4}$	$\frac{1}{3}$

Tick all the unit fractions.

Compare answers with a partner.

Can you think of any more unit fractions?

8 Match the objects to the unit fractions.



$\frac{1}{2}$

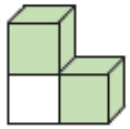
$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{5}$

Non-unit fractions

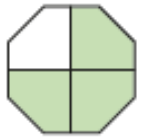
1 Complete the sentences.

a) 

There are 3 equal parts.

There are 2 parts shaded.

☐ is shaded.

b) 

There are ☐ equal parts.

There are ☐ parts shaded.

☐ is shaded.

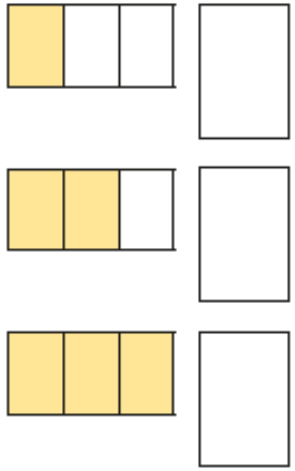
c) 

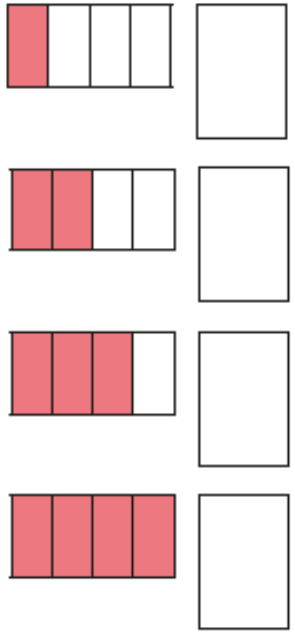
There are ☐ equal parts.

There are ☐ parts shaded.

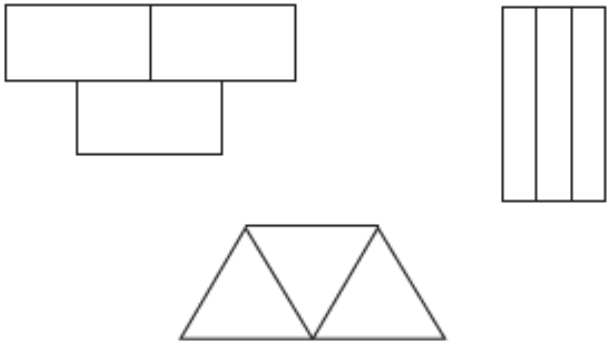
☐ is shaded.

2 What fraction of each shape is shaded?

a) 

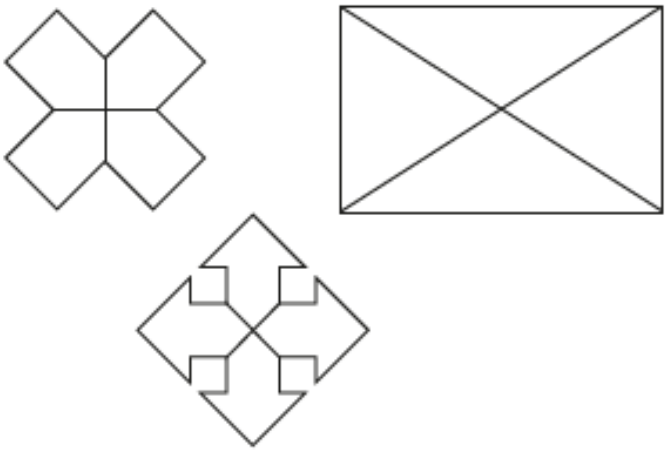
b) 

3 Colour $\frac{2}{3}$ of each shape.



Year Two Maths
Lesson 2

4 Colour $\frac{3}{4}$ of each shape.



5 A shape has 3 equal parts.

a) What fraction is shaded if there are 2 parts shaded?

☐ is shaded.

b) What fraction is shaded if there are 3 parts shaded?

☐ is shaded.

6 Write the fractions in the table.

$\frac{1}{3}$ $\frac{3}{4}$ $\frac{1}{2}$ $\frac{1}{4}$ $\frac{2}{3}$

Unit fractions	Non-unit fractions

7 Fill in the boxes to give a unit fraction and a non-unit fraction.

unit fraction $\frac{\square}{5}$ **non-unit fraction** $\frac{\square}{5}$

Work with a partner.

Find other examples of unit fractions and non-unit fractions.

Write five examples of each.

unit fractions: _____

non-unit fractions: _____

Find a half

1 Here are 6 counters.

a) Share the counters into 2 equal groups.

Group 1	Group 2

b) Complete the sentences.

There are 6 counters.

The counters are shared equally between ☐ groups.

There are ☐ counters in each group.

$\frac{1}{2}$ of 6 is equal to ☐

2 Use counters.

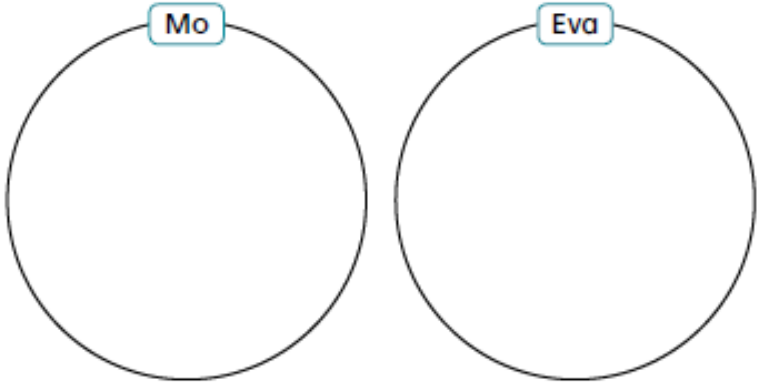
a) Can you share 10 counters into 2 equal groups? _____

b) Can you share 11 counters into 2 equal groups? _____

Talk about it with a partner.

3 Mo and Eva have 12 tennis balls.

Share the tennis balls equally between Mo and Eva.



Year Two Maths
Lesson 3

4 Find $\frac{1}{2}$ of each number.

Use the arrays to help you.

a) 

$\frac{1}{2}$ of 10 = ☐

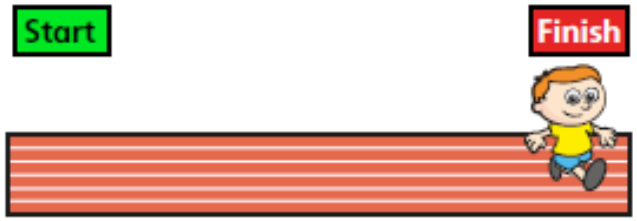
b) 

$\frac{1}{2}$ of 16 = ☐

c) 

$\frac{1}{2}$ of 20 = ☐

5 Ron has run 20 m.



Rosie has run half that distance.

a) Draw an arrow on the running track to show where Rosie is.

a) How far has Rosie run? ☐ m

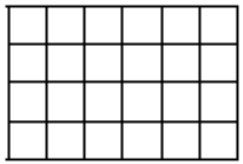
6 Here are half of Annie's sweets.

How many sweets does Annie have in total? ☐

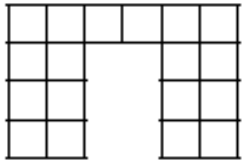
Compare answers with a partner.

7 Colour $\frac{1}{2}$ of each shape.

Use the shapes to help you complete the number sentences.

a) 

$\frac{1}{2}$ of ☐ = ☐

b) 

$\frac{1}{2}$ of ☐ = ☐

8 Complete the number sentences.

$\frac{1}{2}$ of ☐ = 10 $\frac{1}{2}$ of ☐ = 7

Find a quarter

1 Here are 8 counters.

a) Share the counters equally into 4 groups.

b) Complete the sentences.

☐ counters are shared equally

between ☐ groups.

There are ☐ counters in each group.

c) What is $\frac{1}{4}$ of 8? ☐

How did you work this out?

2 There are 12 pencils.

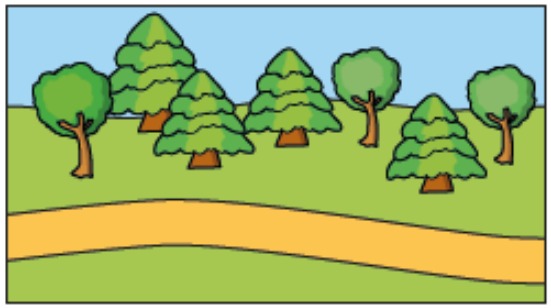
a) Share them equally between 4 pencil pots.

b) What is $\frac{1}{4}$ of 12? ☐

3 Tom and Dora are walking along a path.

By midday Dora has walked halfway.

Tom has walked a quarter of the way.

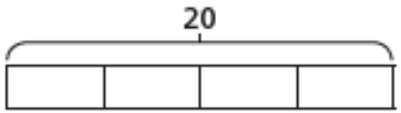


a) Draw an arrow to show where Dora is.

b) Draw an arrow to show where Tom is.

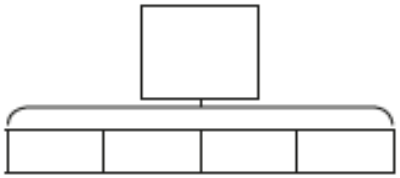
4 Use the bar models to help you work out a quarter.

a) Work out $\frac{1}{4}$ of 20



$\frac{1}{4}$ of 20 = ☐

b) Work out $\frac{1}{4}$ of 16



$\frac{1}{4}$ of 16 = ☐

5 Show that $\frac{1}{4}$ of 24 is 6

6

I can find a quarter by halving a number and halving again.

Use this method to find $\frac{1}{4}$ of 12

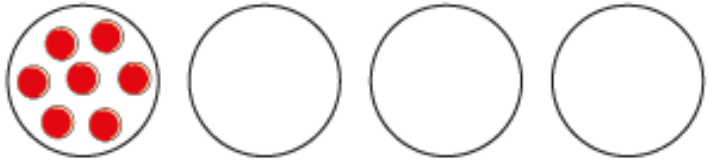
$\frac{1}{4}$ of 12 = ☐

7 Complete the table.

Number	$\frac{1}{2}$ of Number	$\frac{1}{4}$ of Number
8		
20		
24		

8 $\frac{1}{4}$ of a number is 7

What is the number?



The number is ☐

The Colour Monster

happiness

sadness

anger

fear

calm

What do these words mean?

Which jar do they go in?

relaxed	joyful
nervous	terrified
content	furious
adored	low
glum	forlorn

What do these words mean?

Use a dictionary or a thesaurus to help you.

miserable _____
incensed _____
serene _____
jubilant _____

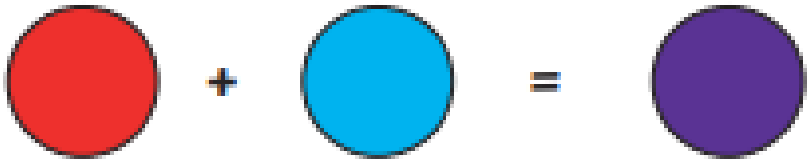
How many different words can you think of for. . .?

happy	sad

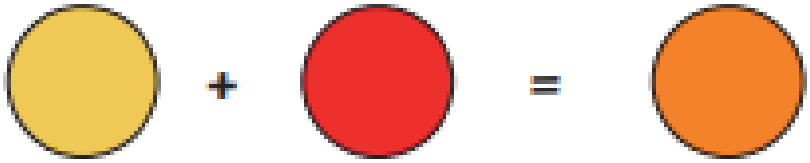

twinkl
www.twinkl.co.uk


twinkl
www.twinkl.co.uk

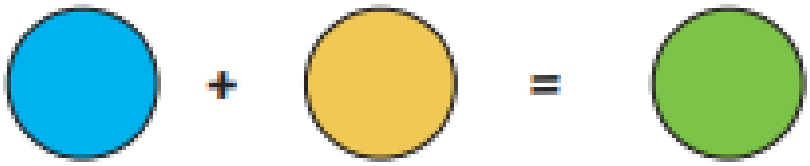
Colour Mixing



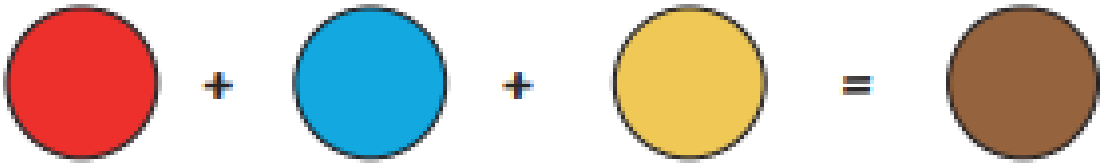
Red and blue make purple.



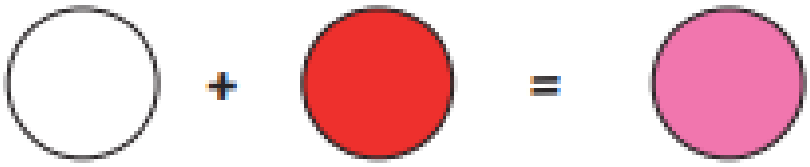
Yellow and red make orange.



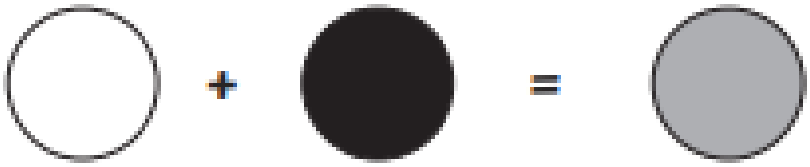
Blue and yellow make green.



Red and blue and yellow make brown.



White and red make pink.



White and black make grey.

How to Grow a Rainbow Science Experiment

Did you know that you can grow your own rainbow?

You will need a scientific process called the **capillary action**. This action happens when a liquid moves up through a hollow tube or into a spongy, solid material. It happens when three forces work together: **cohesion**, **adhesion** and **surface tension**.

Water molecules like to stick to each other - this is called **cohesion**. They also like to stick to solids in a process called **adhesion**.

In this experiment, you are going to use kitchen roll. The fibres in kitchen roll have lots of little holes. Water is **absorbed** through the kitchen roll because when the first water molecule **adheres** to it and begins to move upward, it pulls the next water molecule up with it, like a chain.

Words To Learn:

- capillary action
- adhesion
- cohesion
- absorbed

You will need:

- Kitchen roll/paper towel
- Felt-tip pens
- Two small bowls of water
- Paperclip
- Thread

What To Do:

1. Cut the kitchen roll into the shape of a rainbow.

2. At each end, use the felt-tip pens to colour a rainbow about 2cm up from the bottom. Remember the order of the colours: red, orange, yellow, green, blue, indigo, violet.

3. Attach the paperclip to the top of the rainbow and tie a piece of thread to it. This will allow you to hold your rainbow.

4. Add water to the two bowls.

5. Hold the rainbow with both ends slightly submerged into each bowl of water and watch your rainbow grow.