

# Intrepid Explorers

Hello to you all. We hope you are all continuing to keep safe and we are looking forward to when we can all be back together at school. The Year 1 children in school are continuing to enjoy our 'Explorer' topic and we hope you are at home too. We would love to see more photos of your learning, keep posting them on Twitter when you can. There are some exciting topic activities this week, which we hope you can enjoy. Keep active and get outside when you can, you could create your own PE challenges, maybe for your family to join in with too!  
It feels like a long time since we were all together, but keep strong, keep smiling and look after each other.

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

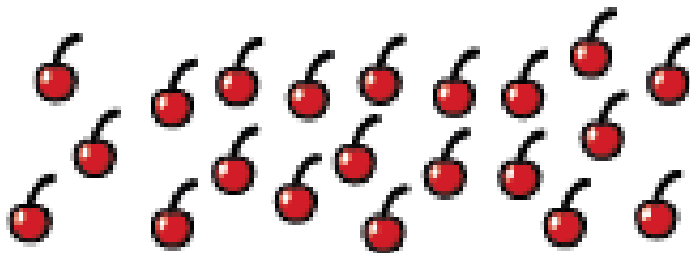
**EVERY DAY** Daily Maths lessons - <https://whiterosemaths.com/homelearning/>  
**Year 1 – Counting to 100, partitioning and comparing numbers**  
 Lesson 1 video link – <https://vimeo.com/430314213> Lesson 2 video link – <https://vimeo.com/430317914>  
 Lesson 3 video link – <https://vimeo.com/430320026> Lesson 4 video link – <https://vimeo.com/430313386>  
**Year 2 – Lengths and mass**  
 Lesson 1 video link – <https://vimeo.com/430299105> Lesson 2 video link – <https://vimeo.com/430299221>  
 Lesson 3 video link – <https://vimeo.com/430299420> Lesson 4 video link – <https://vimeo.com/430109855>  
 Mathematics – 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 (22/6/20)

<u>English</u>	<u>Topic</u>
<p>This week, we are going to be learning the story of 'Lost and Found' using Talk for Writing. We use pictures and symbols on a story map, alongside actions, to help us retell the story.  <a href="https://www.youtube.com/watch?v=cRAAQ8EWzig">https://www.youtube.com/watch?v=cRAAQ8EWzig</a>  <b>Monday: Talk for Writing – part one</b>                      Follow the symbols on the first part of the story map, on the sheet attached. Think of some actions that you could do to help you remember the words.  <b>Tuesday: Talk for Writing – part two</b>                      Carry on learning the next part of the story using the pictures and your own actions.  <b>Wednesday: Talk for Writing – part three</b>                      You have almost finished learning the story! Try putting all three parts together. Can you record yourself or perform it for someone in your family?  <b>Thursday:</b>                      Write a speech bubble for the Boy and the Penguin at different parts of the story. What do you think they might say to each other? Remember to write using the first person (I, me, my etc.)  <b>Friday:</b>                      Have a go at creating a comic strip to retell the story of Lost and Found. Use the template attached. Remember to include speech bubbles for the characters and think of some interesting openers for each box. <i>One morning ... Soon ... Suddenly ... Before long ...</i></p>	<p><b>Science:</b>                      A coral reef is an important habitat for many living things. What can you find out about a coral reef?  <a href="https://www.youtube.com/watch?v=J2BKd5e15Jc">https://www.youtube.com/watch?v=J2BKd5e15Jc</a>                      Watch the video clip and/or read through the PowerPoint slides and note down any interesting facts.  <b>Science:</b>                      Choose 6 objects from around your house and investigate whether they float. Fill a bowl or a bucket with water. Remember to make a prediction before you test it out!  <b>DT:</b>                      Use what you have found out about floating and sinking to design and make a boat out of junk modelling. Decide which material would be best to use and what features your boat will need. Test out your boat and evaluate your design.  <b>PE: Daily Challenge!</b>                      Mark out a line on the floor. Practise jumping over it with two feet, going side to side. How many jumps can you do in 30 seconds? Record your number in the table. See whether your score improves by the end of the week!  <b>Art:</b>                      Have a go at making a sea creature using craft or junk modelling materials.  <b>Music:</b>                      Listen to 'Carnival of the Animals: Aquarium' by Camille Saint Saens. What do you think?  <a href="https://www.youtube.com/watch?v=lyFpZ5MZ7kk">https://www.youtube.com/watch?v=lyFpZ5MZ7kk</a></p>

# Counting to 100

1 How many cherries are there?



There are  cherries.

How did you count them?

2 How many bread rolls are there?



There are  bread rolls.

How did you count them?



3 How many sweets are there?



There are  sweets.

How did you count them?

4 Complete the number tracks.

a)

67	68			71			
----	----	--	--	----	--	--	--

b)

89			92				
----	--	--	----	--	--	--	--

c)

			97	96		94	
--	--	--	----	----	--	----	--





## Partitioning numbers

1 Here are some sweets.



Complete the sentences.

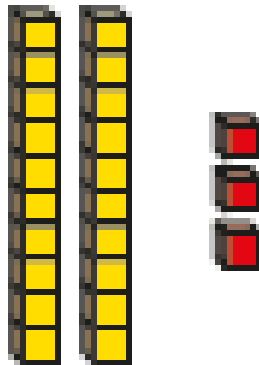
There are  bags of 10 sweets.

There are  individual sweets.

There are  sweets altogether.



**1** The base 10 show the number 23



Complete the sentence.

23 has  tens and  ones.

How do you know?

**3** Complete the sentences.

a) 49 has  tens and  ones.

b) 92 has  tens and  ones.

c) 60 has  tens and  ones.



- 4 Ron is thinking of a number.



My number has 4 ones  
and 7 tens.

What number is Ron thinking of?

- 5 Fill in the missing numbers.

a)  is greater than 57

b)  is less than 41

c)  is greater than 28 but less than 35

d) 65 is greater than

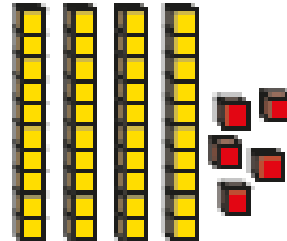
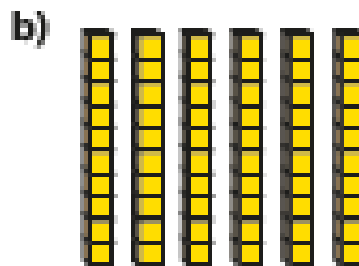
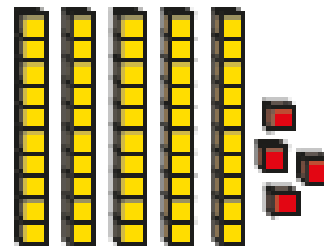
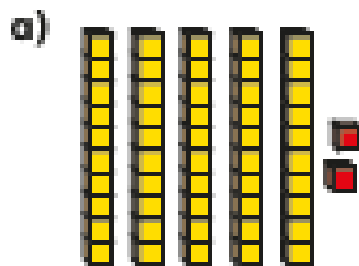
How many tens and ones does each of your numbers have?



# Comparing numbers (1)

**I** Which is the greater number in each pair?

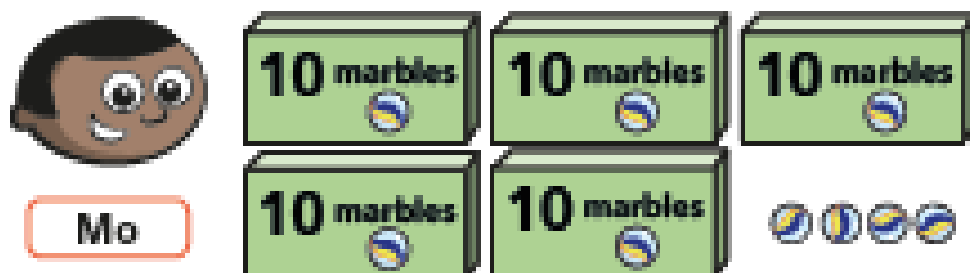
Tick your answers.



How do you know?



2 Mo and Kim each have some marbles.



a) How many marbles does Mo have?

b) How many marbles does Kim have?

c) Who has more marbles? \_\_\_\_\_

How do you know?





3

Use base 10

a) Make a number greater than 50

What number did you make?

b) Make a number less than 90

What number did you make?

c) Make a number greater than 80  
but less than 100

What number did you make?

Talk about your answers.

4

Write greater than or less than to complete the sentences.

a) 72 is \_\_\_\_\_ 83

b) 100 is \_\_\_\_\_ 99

c) 65 is \_\_\_\_\_ 56





## Comparing numbers (2)

1 Which is the smallest number in each pair?

Tick your answer.

a)

Tens	Ones
4	6

Tens	Ones
5	1

b)

Tens	Ones
7	2

Tens	Ones
7	1

How did you know which number to tick?

2 Circle the greater number in each pair.

a)

37

81

b)

90

9

c)

16

72



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

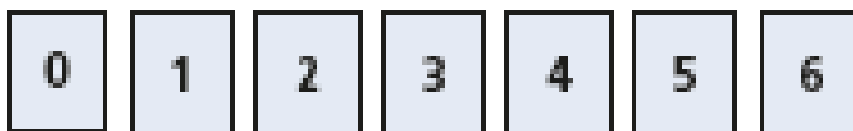
a) 19  41

b) 51  24

c) 79  80

d) 100  93

4 Use the digit cards.



Make a number greater than 25

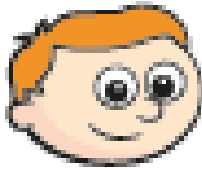
Make a number less than 72

Make a number greater than 59

Talk about your answers.



5 Ron, Sam and Kim have each made a number.



Ron

My number has 7 tens  
and some ones.



Sam

My number has 8 tens  
and some ones.



Kim

My number has 6 tens  
and some ones.

a) Who has made the smallest number?

\_\_\_\_\_

b) Who has made the greatest number?

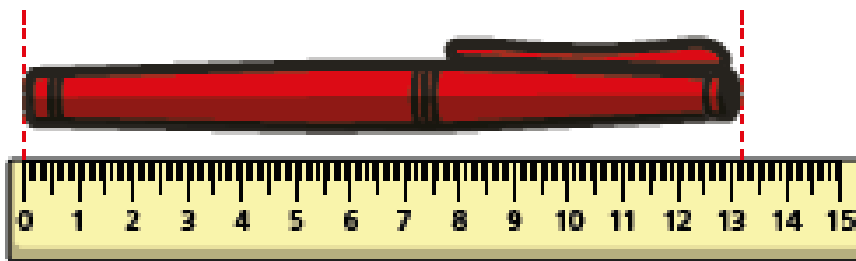
\_\_\_\_\_

Talk about it with a partner.



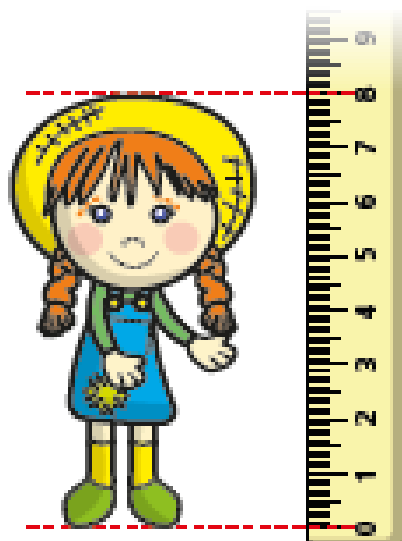
## Measure length (cm)

- 1 How long is the pen to the nearest centimetre?



The pen is  cm long.

- 2 How tall is the doll to the nearest centimetre?



cm

3 Use a ruler to draw the lines.

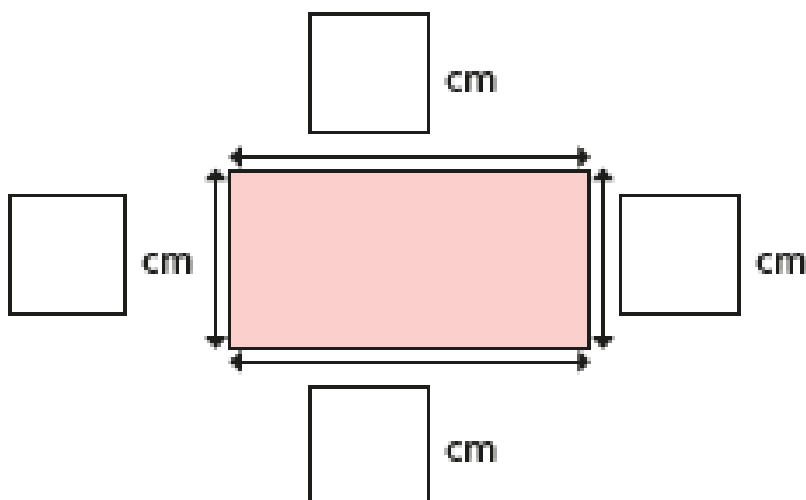
a) 12 cm long

b) 7 cm long

c) 8 cm long

4 How long is each side to the nearest centimetre?

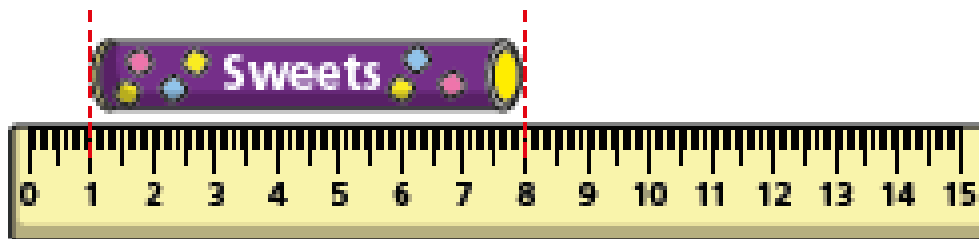
Measure and label the rectangle.



- 5 Rosie measures the length of a tube of sweets.



The tube is 8 cm long.



- a) Do you agree with Rosie? \_\_\_\_\_

Talk about it with a partner.

- b) How long is the tube to the nearest centimetre?

cm

- 6 You cannot use a ruler to measure the line.

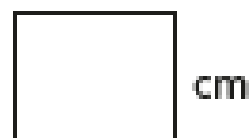


Why not? How could you measure it?

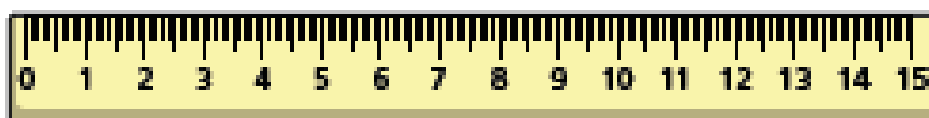


- 7 a) Draw a line that is between 6 cm and 9 cm long.

- b) How long is your line to the nearest centimetre?



- 8 Amir has a 15 cm ruler.



I cannot measure anything that is longer than 15 cm.

Is Amir correct? \_\_\_\_\_

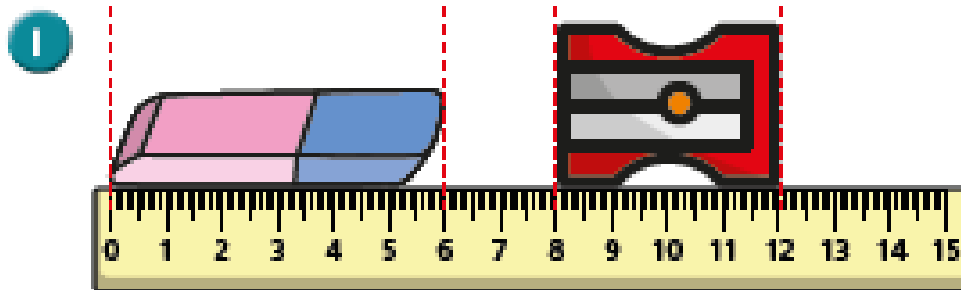
How could he measure an object longer than 15 cm?

Talk to a partner.





## Compare lengths



Choose a word to complete the sentences.

shorter

longer

The rubber is \_\_\_\_\_ than the sharpener.

The sharpener is \_\_\_\_\_ than the rubber.

2 Write  $<$ ,  $>$  or  $=$  to compare the statements.

a) 9 cm  23 cm

b) fifty metres  50 m

c) one metre  1 cm

- 3 Write digits in the boxes to make the statements correct.

a)  cm < 41 cm

b) 14 m <  m

c) 14 cm >  cm

d) 12 m <  m < 20 m

Is there more than one answer for each?

- 4 Would you measure each one using centimetres or metres?

Tick your answer.

	centimetres	metres
a) the height of a baby	<input type="checkbox"/>	<input type="checkbox"/>
b) the length of a pencil	<input type="checkbox"/>	<input type="checkbox"/>
c) the height of a school	<input type="checkbox"/>	<input type="checkbox"/>
d) the height of your teacher	<input type="checkbox"/>	<input type="checkbox"/>

What else would you measure in metres?

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

a)  $39 \text{ cm} + 9 \text{ cm}$    $47 \text{ cm}$

b)  $22 \text{ m} - 6 \text{ m}$    $0 \text{ m} + 15 \text{ m}$

c)  $4 \text{ cm} + 13 \text{ cm}$    $20 \text{ m} - 3 \text{ m}$

6

$5 \text{ m} = 5 \text{ cm}$

a) Why is the statement wrong?

Talk about it with a partner

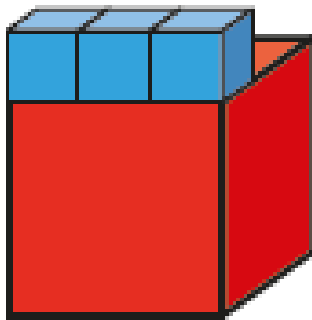


b) Write  $<$  or  $>$  to correct the mistake.

$5 \text{ m}$    $5 \text{ cm}$

7

One large cube is three times as long as one small cube.



One small cube is 5 cm long.

a) How long are 2 small cubes?

 cm

b) How long are 10 small cubes?

 cm

c) How long is 1 large cube?

 cm

d) How long are 2 large cubes?

 cm

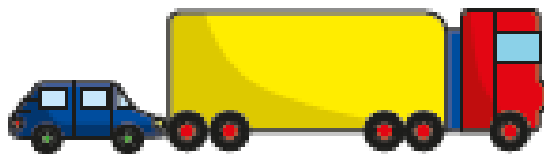
## Four operations with lengths

- i** Eva has a toy car and a toy truck.  
The toy car is 12 cm long.  
The toy truck is 7 cm longer than the toy car.

a) How long is the toy truck?

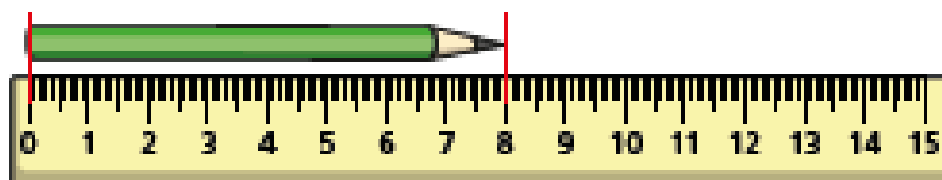
 cm

b) What is the total length of both toys together?

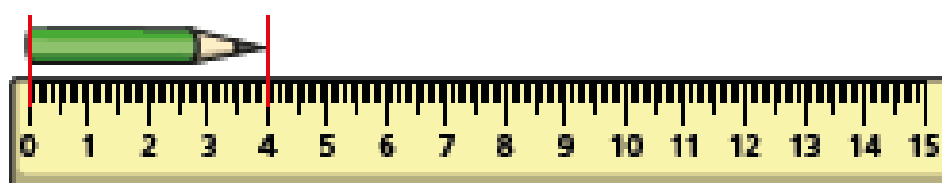
 cm

- 2 Mo measures his pencil at the start of Year 2, halfway through Year 2 and at the end of Year 2

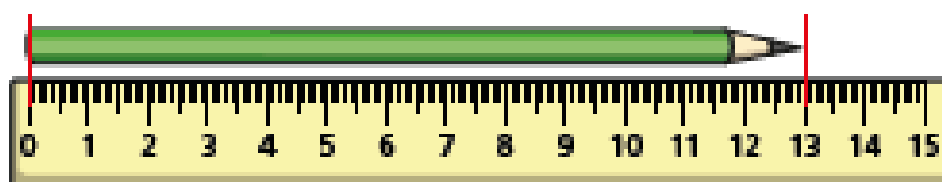
A



B



C



- a) Which picture (A, B or C) shows the pencil at the start of Year 2?

Picture \_\_\_\_\_

How do you know?

- b) What is the difference between the longest and shortest length?

cm



- 3 Jack, Teddy and Aisha buy cards for Dora's birthday.



- Teddy's card is 12 cm high.
- Jack's card is half the height of Teddy's card.
- Aisha's card is 3 cm taller than Teddy's card.

a) What is the height of Jack's card?

 cm

b) What is the height of Aisha's card?

 cm

c) What is the difference in height between Jack's card and Aisha's card?

 cm

- 4 Kim is 87 cm tall and Huan is 78 cm tall.  
Kim is taller than Brett.  
Huan is shorter than Brett.  
Circle all the heights that Brett could be.

80 cm      87 cm      78 cm      86 cm

- 5 The Year 2 classroom is 13 m long.  
The Year 3 classroom is 8 m longer than the  
Year 2 classroom.  
a) How long is the Year 3 classroom?

 m

- b) The Year 4 classroom is 3 m shorter than the  
Year 2 and Year 3 classrooms together.  
How long is the Year 4 classroom?

 m

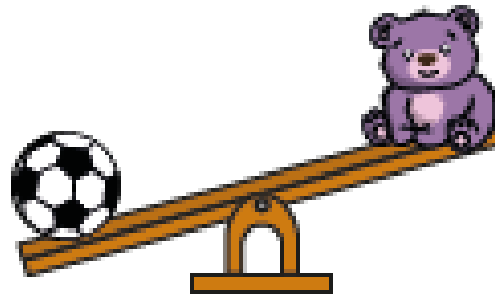


Year Two Lesson 4

# Compare mass

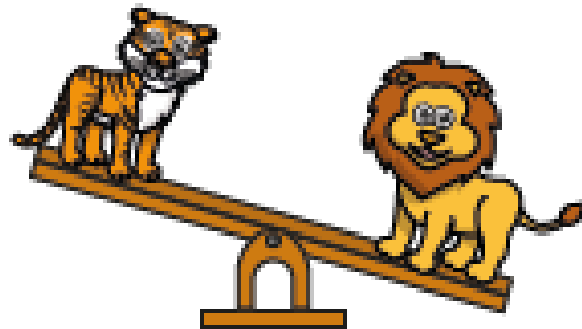
1 Use the words **heavier** or **lighter** to complete the sentences.

a)



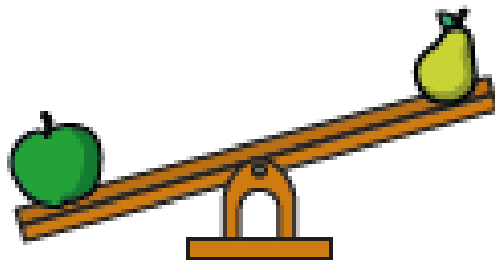
The ball is \_\_\_\_\_ than the teddy.

b)



The tiger is \_\_\_\_\_ than the lion.

c)

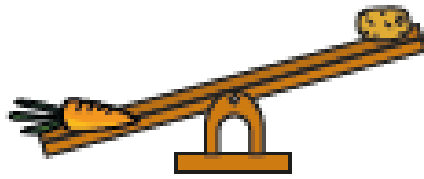


The pear is \_\_\_\_\_ than the apple.

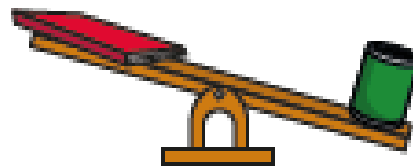
The apple is \_\_\_\_\_ than the pear.

2 Tick the heavier object on each scale.

a)

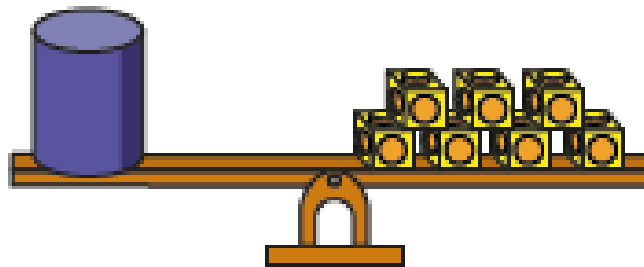


b)



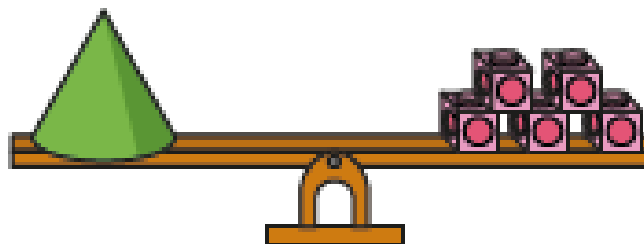
3 What is the mass of each object?

a)



cubes

b)



cubes

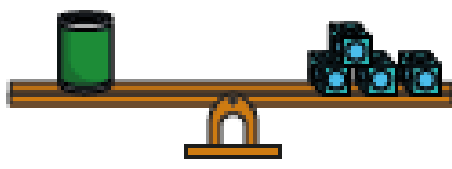
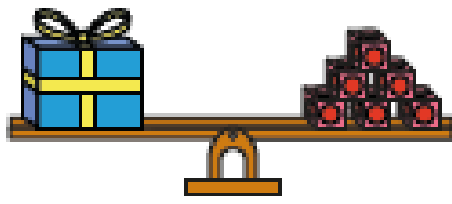
c) Which object is heavier? \_\_\_\_\_



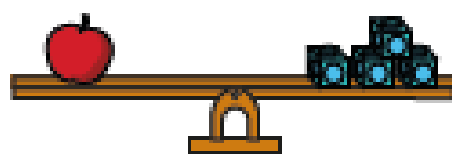
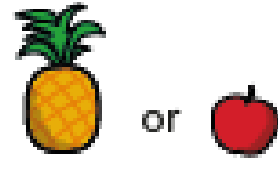
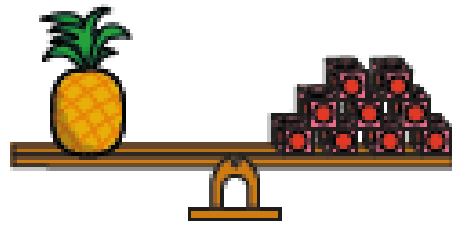
4 Which object is heavier?

Tick your answer.

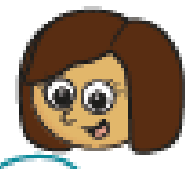
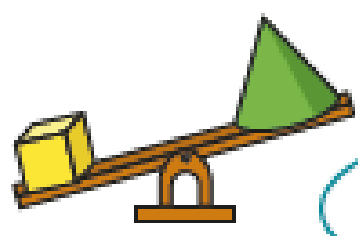
a)



b)



5 Kim puts two objects on the scales.

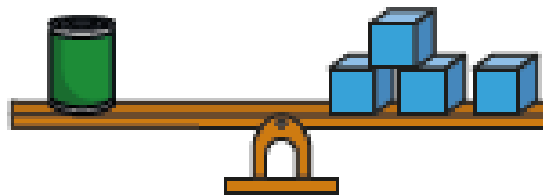


The cube is lighter, because it is smaller.

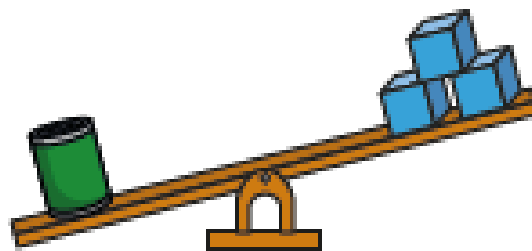
What mistake has Kim made?



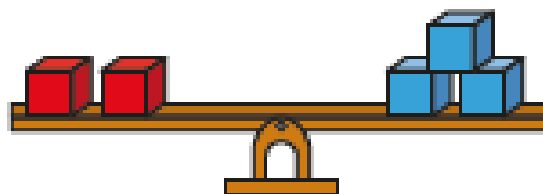
- 6 Dora balances a tin with blocks.



- a) Complete the sentence.  
1 tin has the same mass as  blocks.
- b) Explain why these scales do not balance.



- 7 Which blocks are lighter?  
Tick your answer.



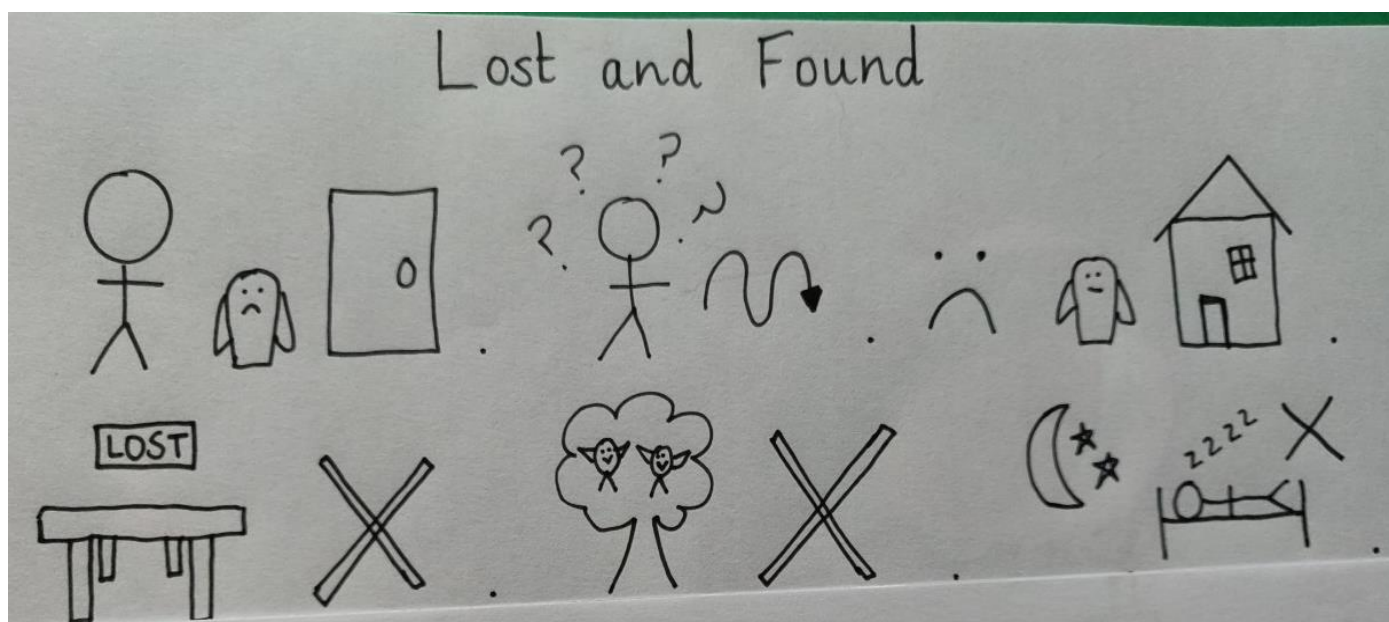
Talk about your answer with a partner.



Part One

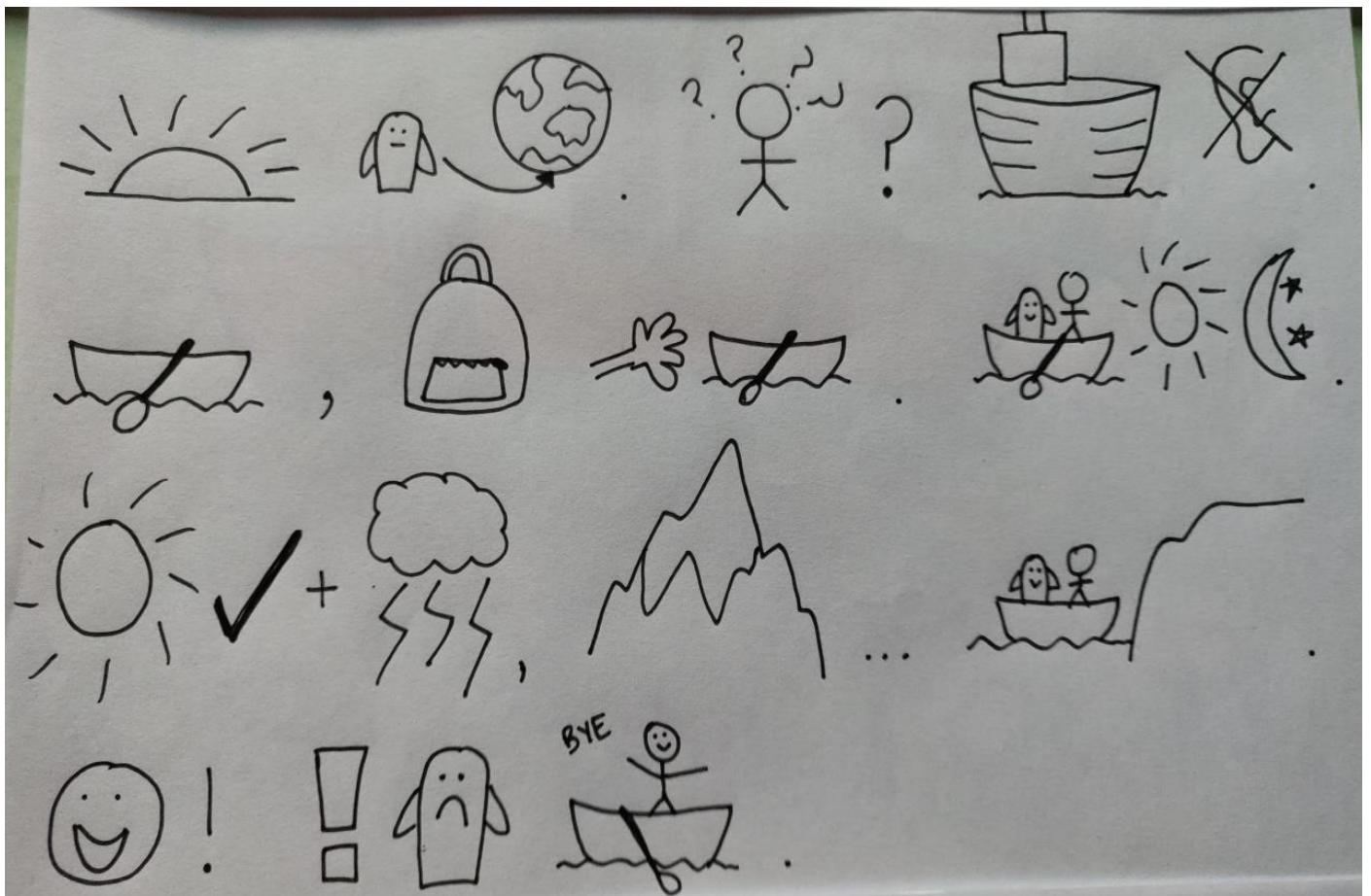
Lost and Found by Oliver Jeffers

Once there was a boy who found a penguin at his door. The boy didn't know where it had come from but it began to follow him everywhere. He looked sad so he decided to help the penguin find its way home. He checked in the Lost and Found office but no one was missing a penguin. He asked some birds if they knew where it came from but they ignored him. That night, the boy couldn't sleep.



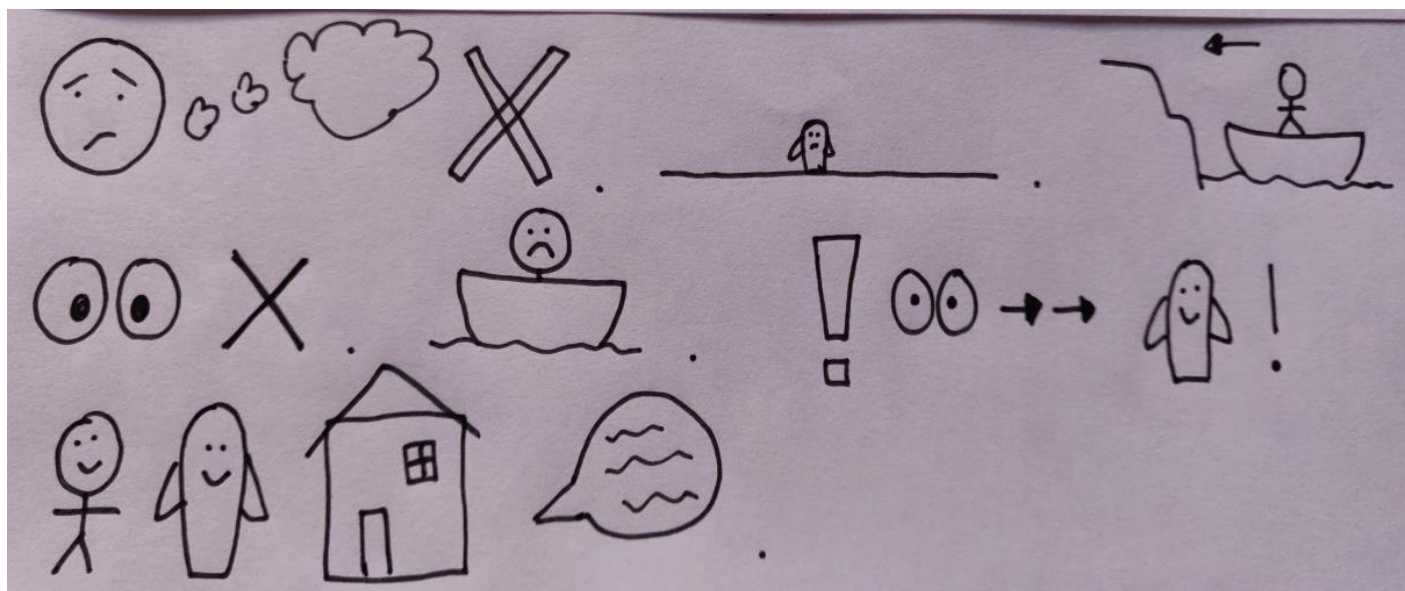
Part Two

The next morning he discovered that penguins come from the South Pole. But how could he get there? He asked a big ship to take them to the South Pole but nobody could hear him. Just then, the boy took his rowboat out of the cupboard, packed his bag, and pushed the rowboat out to sea. Together, they rowed for many days and nights. They floated through good weather and bad, when the waves were as big as mountains. . . until finally they came to the South Pole. The boy was delighted! Suddenly, the penguin looked sad again as the boy said goodbye and floated away.



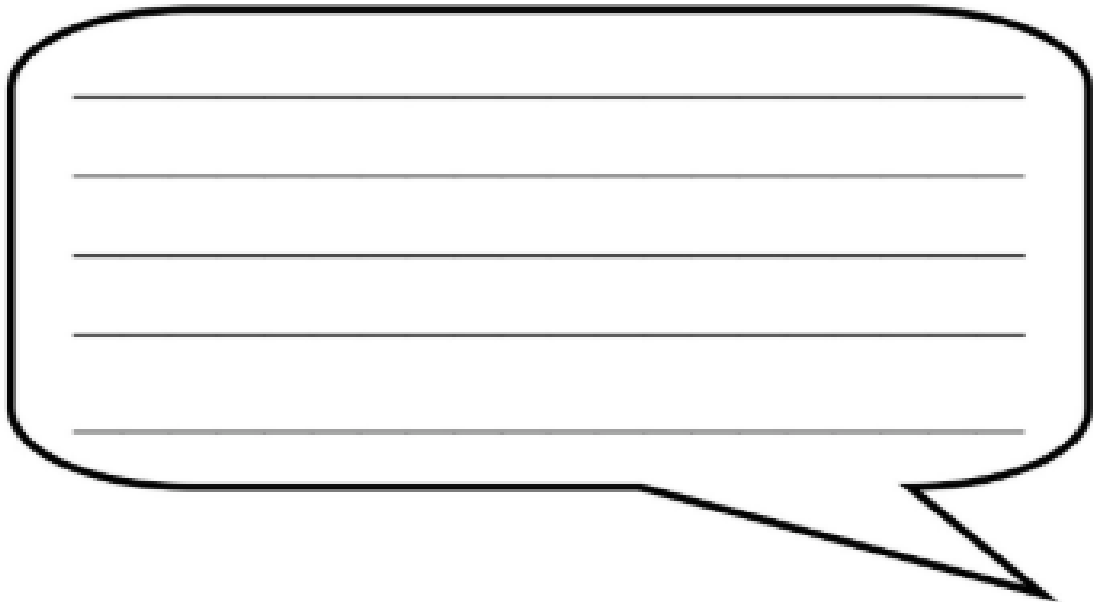
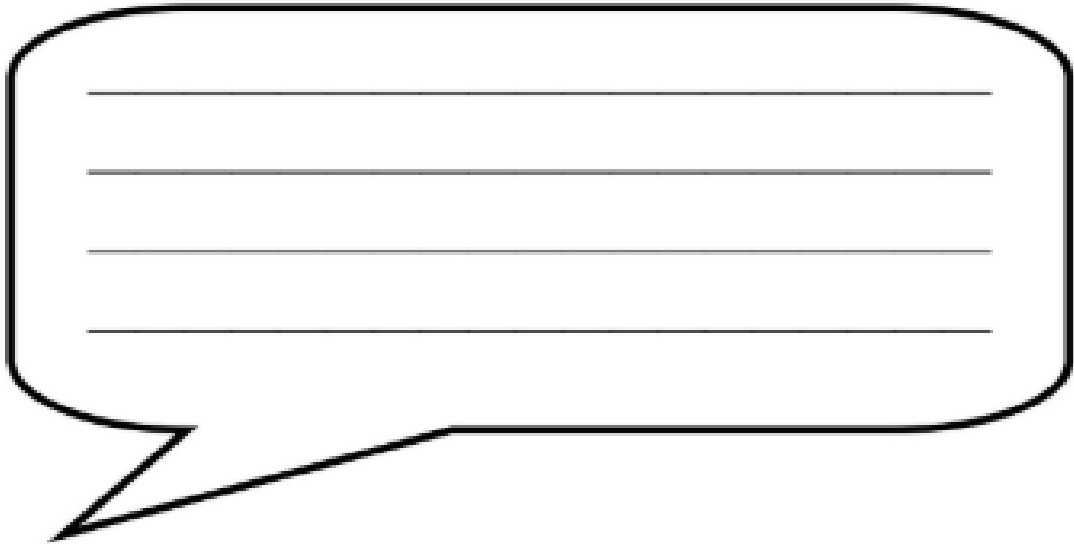
Part Three

It felt strange to be on his own and he realised he was making a big mistake. The penguin wasn't lost, he was just lonely. Quickly, he turned the boat around and headed back to the South Pole as fast as he could. The boy searched and searched but he was nowhere to be found. Sadly the boy set off for home. Suddenly, he saw something in the water in front of him. Closer and closer he got, until he could see... the penguin! And so the boy and his friend went home together, talking of wonderful things all the way.





What would the boy and the penguin say to each other?

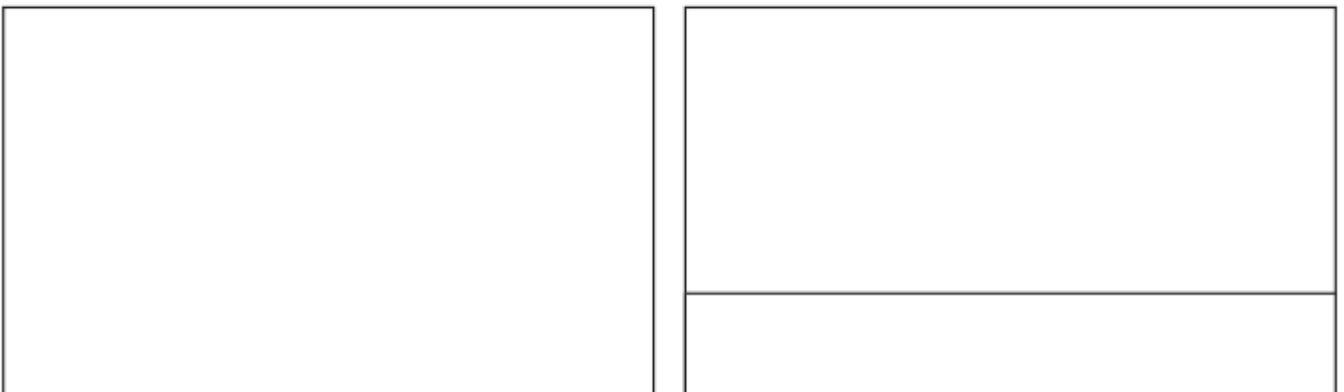
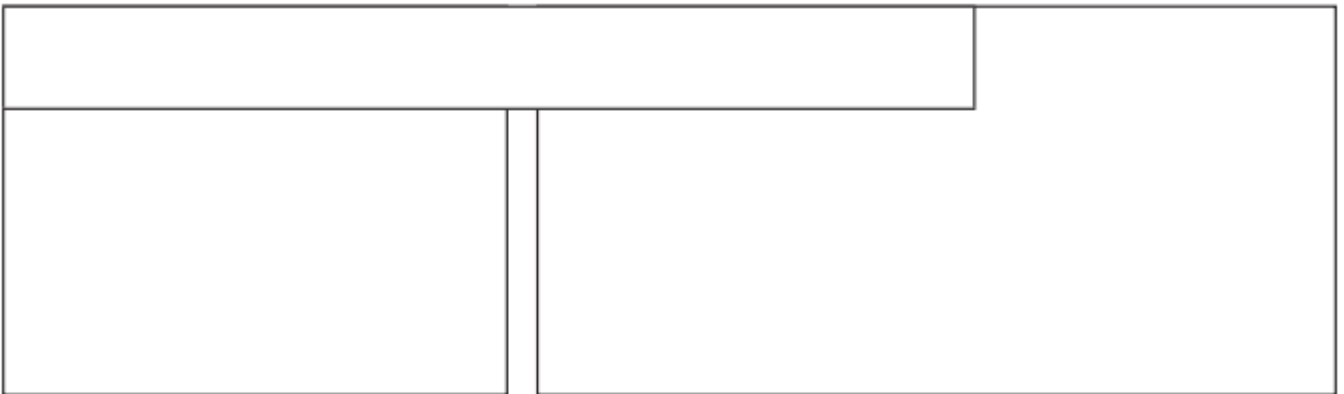
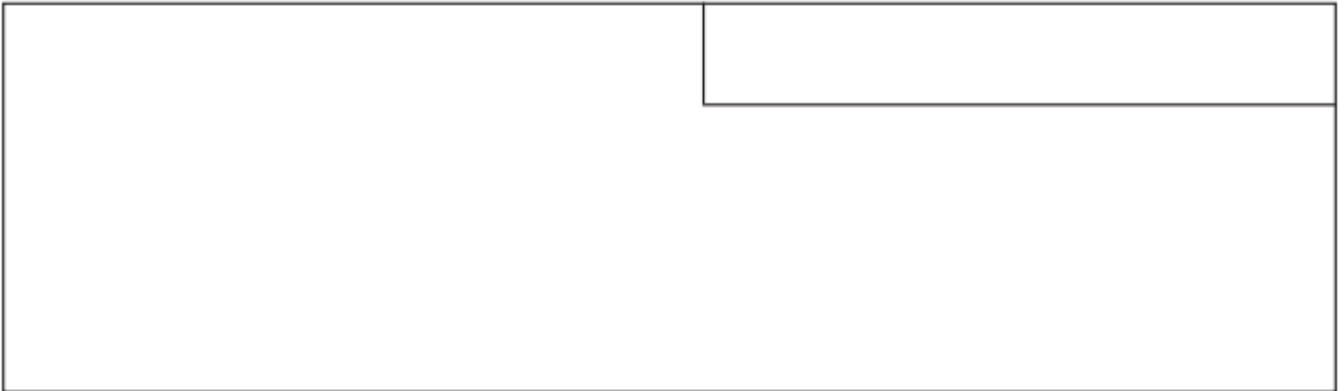


Two large, empty speech bubbles with horizontal lines for writing, positioned vertically. The top bubble has a tail pointing towards the bottom-left, and the bottom bubble has a tail pointing towards the bottom-right.



Friday – English

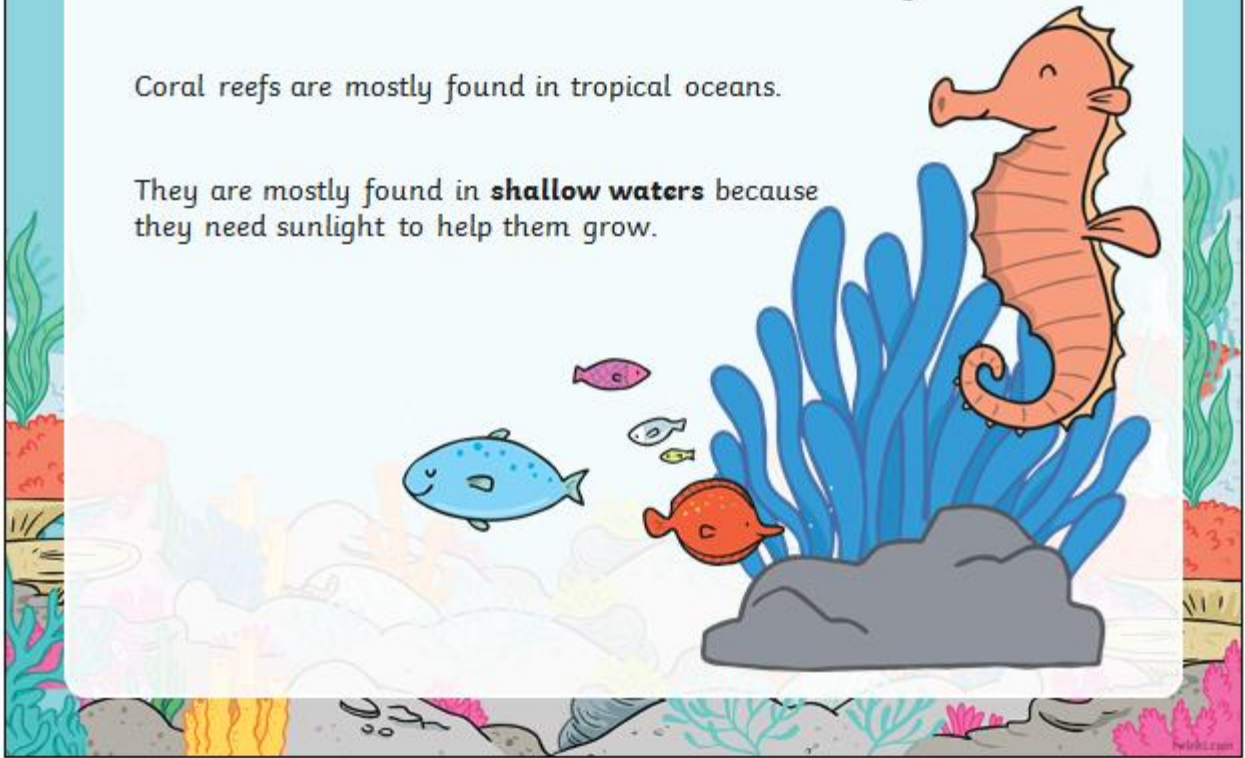
Create a comic strip to re-tell the story of Lost and Found  
Here is an example, or you could have a go at making your own.



# What Is a Coral Reef?

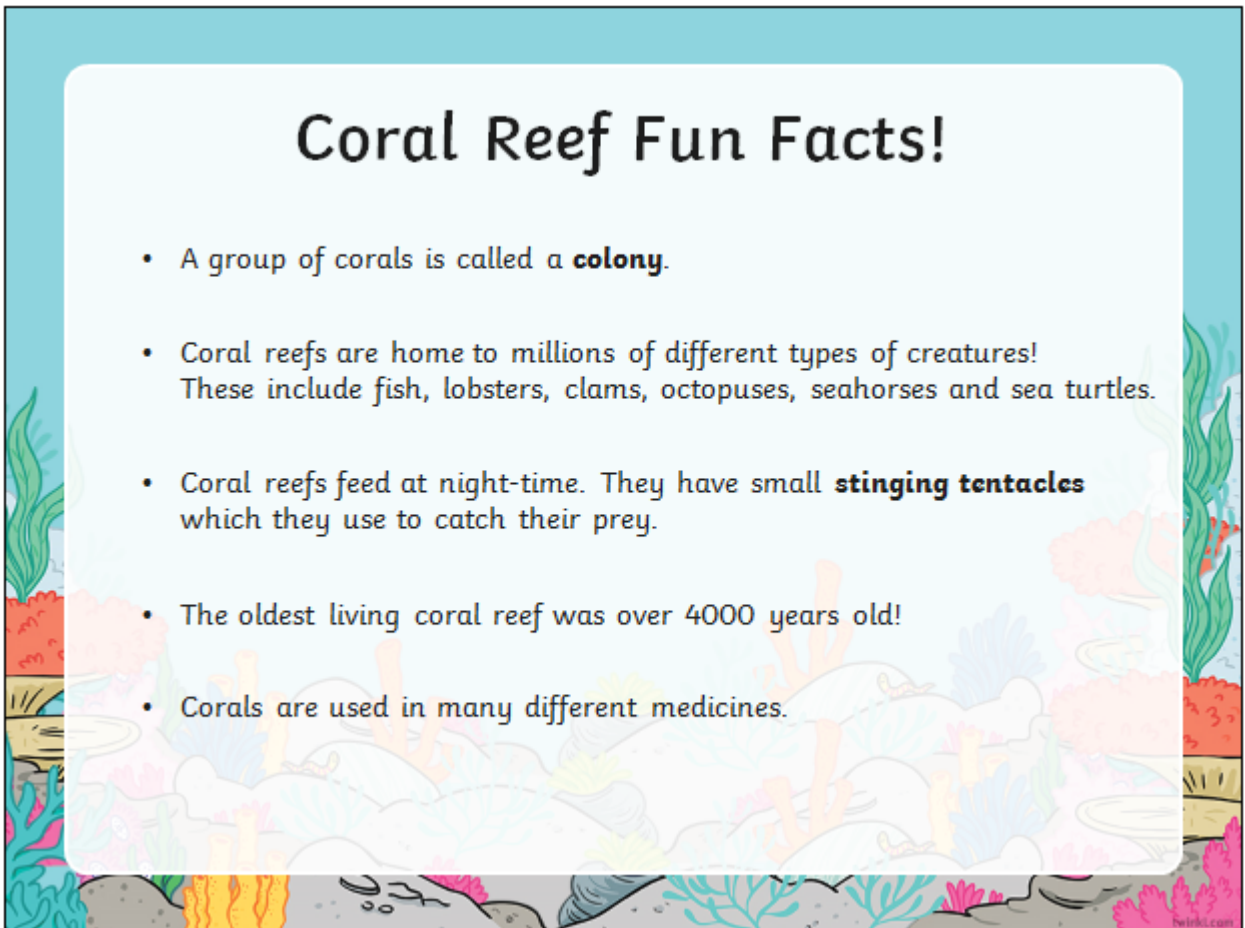
Coral reefs are mostly found in tropical oceans.

They are mostly found in **shallow waters** because they need sunlight to help them grow.



# Coral Reef Fun Facts!

- A group of corals is called a **colony**.
- Coral reefs are home to millions of different types of creatures! These include fish, lobsters, clams, octopuses, seahorses and sea turtles.
- Coral reefs feed at night-time. They have small **stinging tentacles** which they use to catch their prey.
- The oldest living coral reef was over 4000 years old!
- Corals are used in many different medicines.



# The Great Barrier Reef

The **Great Barrier Reef** is the largest coral reef in the world.

It is in the **Coral Sea**, off the coast of **Queensland in Australia**.

It is more than 1600 miles long and can be seen from space!



Photo courtesy of Taylor, Owen B. Co. © iStock.com - general under creative commons license - attribution

# Threats to Coral Reefs

Large areas of the Great Barrier Reef are beginning to die.

Some of the coral is also losing its bright colour and turning white (this is called **bleaching**).

This is happening because the **oceans** are getting warmer.



Photo courtesy of coralG © iStock.com - general under creative commons license - attribution



# Fish

There are many different types of bright and colourful fish that live in coral reefs.

They are bright because they can easily camouflage themselves against the colours of the coral.



hawk fish



lion fish



clown fish



angel fish



butterfly fish

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Photo courtesy of [redwaters](#), [Bill Groll](#), [M.P.H. Team](#), [M. Giesler](#), [apple M. Wicker](#) - granted under creative commons license - attribution

# Sea Snails

Sea snails can be found in nearly every ocean. They are often found in coral reefs where there is lots of food for them to eat.

Sea snails breathe through gills, like a fish. They stick themselves to surfaces in the ocean, such as rocks and plants. They might also bury themselves in the sand.

Some sea snails sleep during the day and are active at the night (they are nocturnal).



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# Starfish

Starfish cannot swim. They have hundreds of tiny feet on each of their arms, called **tube feet**.

Starfish like to eat tiny fish, clams, oysters, and snails. This means they are carnivores.

Starfish have two stomachs and five arms. They do not have a brain or any blood.

Starfish have tiny eyes on the end of each arm but they cannot see very well.



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# Seahorses

Seahorses are called 'seahorses' because their heads are shaped a bit like a tiny horse!

They swim upright in the seaweed and between other sea plants.

Seahorses are very good at camouflaging themselves. This helps them to hide from other creatures that may want to eat them. It also helps them to find their own food.



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# Octopuses

Octopuses have two eyes. They have eight long legs called **tentacles**.

Octopuses are invertebrates. This means that they have no skeleton.

An octopus has a hard beak, a bit like a bird. They use this to break into their food, such as crabs and shellfish.

Octopuses have three hearts. They have very good eyesight and they are very clever.

An octopus can camouflage itself by changing its skin colour!



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# Moray Eels

A moray eel is the largest type of eel.

Eels look a little like snakes but they are actually fish.

They like to live in caves and cracks in rocks on the bottom of the sea.

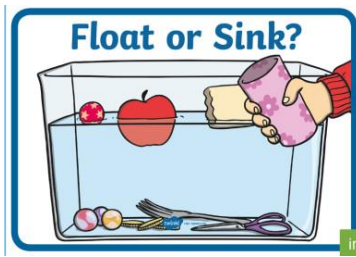
Moray eels eat meat, such as fish, octopuses, squid and crabs.

Moray eels have large eyes but they do not see very well.



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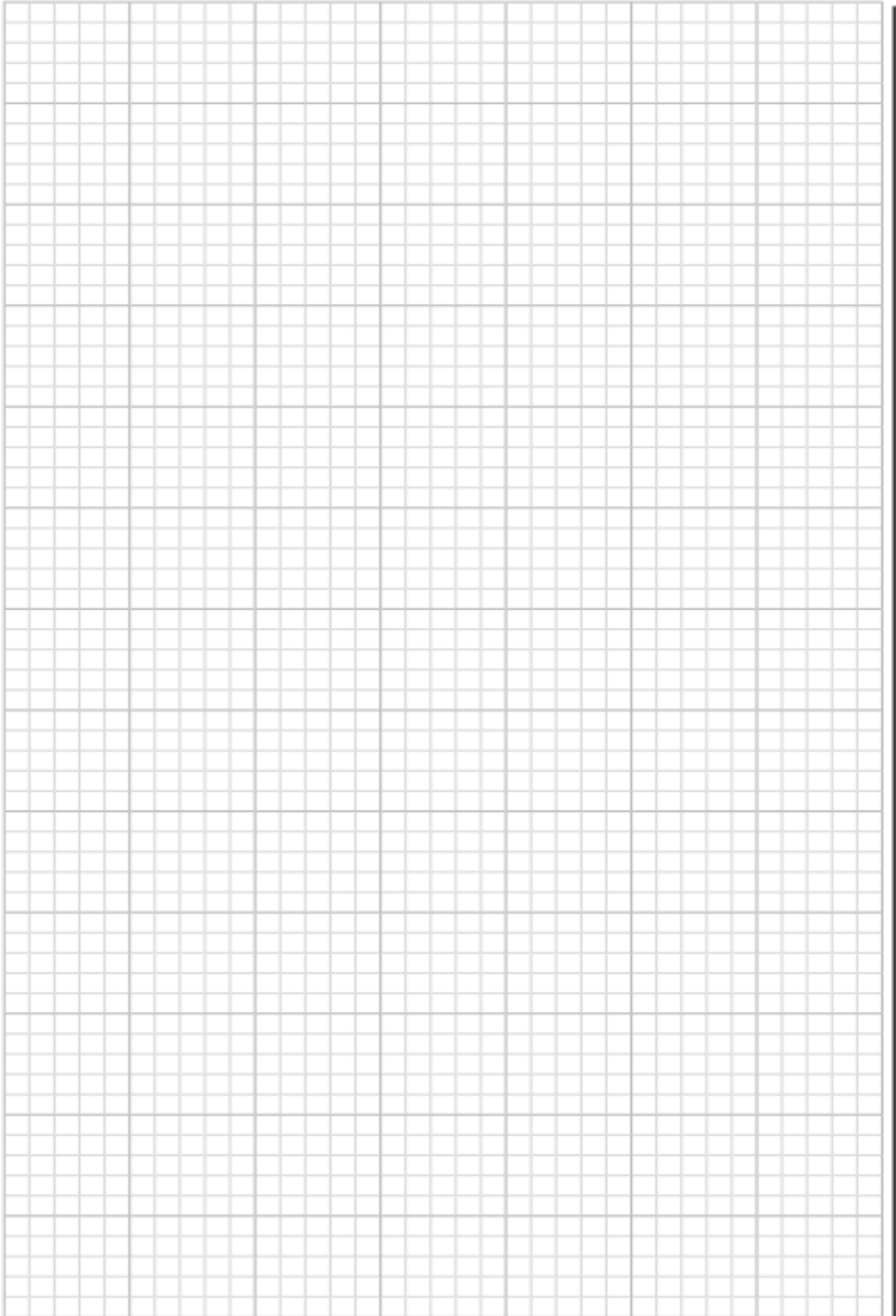
Object	Prediction: Float or Sink?	Result: Float or Sink?

Why do you think the object could float?

Why do you think the object sank?

Design a boat that floats!

This is a:



## Line Jump Challenge

How many times, in 30 seconds, can you jump sideways across a line with both feet together?

Monday	Tuesday	Wednesday	Thursday	Friday

Did you improve over the week?

Why do you think you got better?

Have a go at making a sea creature out of craft materials or junk modelling. Here are a few ideas!

