

Subject	Learning objective	Complete the activities that suit you. Please do not think you have to complete it all! We just want to give you lots of variety.												
PHSE Week 2 Week beginning 8.06.20		<p>Look for an empty jar (or other container). If possible decorate the outside with sticker, glitter, paint etc.</p> <p>This is going to become your <b>jar of positivity</b>.</p> <p>At the end of each day you are going to write down 3 things that were positive during the day - you saw a rainbow, you spoke to a grandparent, you were allowed to choose your lunch, you saw a grasshopper, you received a gift, you had a 10 minute snuggle on the sofa - anything that made you smile or made your heart happy.</p> <p>Go back to the jar if you feel grumpy, or feel everything is really rubbish. Pick out a piece of paper to remind yourself of the good things that have been happening.</p>												
Art/DT/PHSE	To use materials for a given purpose.	<p>What is your most favourite thing ever? An animal, a character, a food, a plant, a place, a person ... ?</p> <p>Your task this week is to plan and create an image of your <b>favourite thing</b> using any media you like (paints, collage, pencils, crayons, natural resources, fabric, recycled materials).</p> <p>The only rule is that you take your time. It will need to take you longer than 20 minutes. You may decide to 10 minutes a day rather than completing it all in one go.</p> <p>It is often a good idea to talk through, or write down your ideas of the colours, shapes, textures you want to use.</p>												
Math	<p>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</p> <p><u>Activities</u></p>	<p>Children compare lengths of objects using comparison language and symbols. They use language such as longer than, shorter than, taller than, longest, shortest and tallest. Children only compare using the same unit of length in a question. However, the same number but different unit of measure could also be used to check that children understand metres are bigger than centimetres.</p> <p><u>Mathematical talk</u></p> <p>Which is longer: 10 centimetres or 10 metres? Which symbols can we use to compare lengths? What is the difference between using taller than and longer than? When would we use taller than instead of longer than?</p> <p>1.</p> <p>Compare the lengths using <b>longer than, shorter than, or the same as</b>.</p> <table> <tr> <td>15 cm is</td> <td><input type="text"/></td> <td>60 cm</td> </tr> <tr> <td>Sixty metres is</td> <td><input type="text"/></td> <td>60 m</td> </tr> <tr> <td>96 m is</td> <td><input type="text"/></td> <td>69 m</td> </tr> <tr> <td>80 cm is</td> <td><input type="text"/></td> <td>80 m</td> </tr> </table>	15 cm is	<input type="text"/>	60 cm	Sixty metres is	<input type="text"/>	60 m	96 m is	<input type="text"/>	69 m	80 cm is	<input type="text"/>	80 m
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Remember how the signs work:  
 $2 > 1$  but  $9 < 11$   
 (2 is greater than 1 but 9 is less than 11) The open crocodile jaws always face the bigger number.

2.

Use  $<$ ,  $>$  or  $=$  to complete the statements.

7 metres



17 metres

18 cm



18 m

32 cm



32 centimetres

3.

Choose 2 objects from your home. Estimate the length of each object. Then measure both objects and compare the lengths using  $<$ ,  $>$  or  $=$ . Try this again, but this time measuring brother's, sister's or friends' heights.

4.

Compare the measurements using  $<$ ,  $>$  or  $=$

55 cm + 10 cm



55 cm - 10 cm

42 m + 6 m



42 m + 7 m

6 cm - 5 cm



6 m - 5 m

80 m - 5 m



70 m + 5 m

5.

A green pencil is twice as long as a blue pencil.



Using this, complete the statements using **longer than**, **shorter than** or **equal to**.

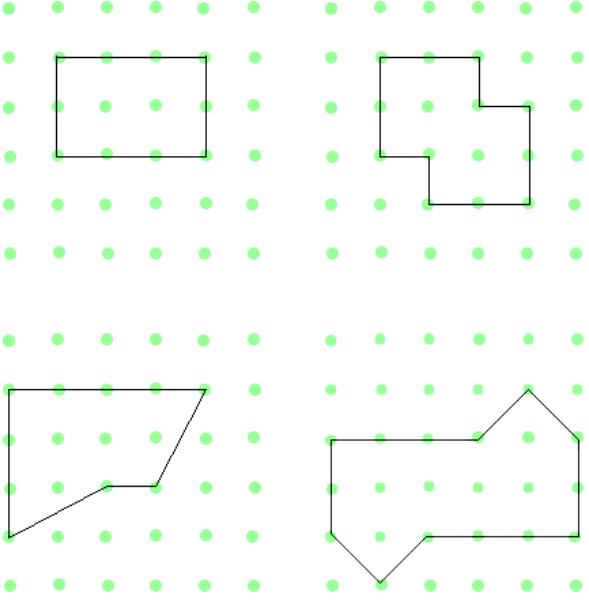
3 green pencils are \_\_\_\_\_ 2 blue pencils

2 green pencils are \_\_\_\_\_ 5 blue pencils

4 green pencils are \_\_\_\_\_ 8 blue pencils

6.


BBC bitesize for revision <https://www.bbc.co.uk/bitesize/levels/z3g4d2p>

<p>Karate/Mental maths</p>	<p>Halves and quarters</p>	<p>1.</p> <p>Design a picnic using portions of 2, 4, 8, 12 or 16 e.g. 2 apples, 4 pieces of pizza, 8 cherry tomatoes, 12 washed carrots, 16 bread sticks.</p> <p>Share it equally between 2 people.</p> <p>Share it equally between 4 people.</p> <p>Write or draw what each person will get.</p> <p>2.</p> <p>Can you split each of the shapes below in half so that the two parts are exactly the same?</p> 
<p>English</p>	<p>To write in a range of styles: non fiction</p>	<p>Week 2 of creating an information book:</p> <ul style="list-style-type: none"> <li>Read through your notes. Do you have enough information about your animal? Name /species Location, habitat Appearance Diet How they live - groups, herds, solitary Babies/young Other facts/skills/features</li> <li>Construct a simple book using plain paper (any colour). You can decide on the number of pages, but we suggest more than 4!</li> <li>Create the front and back cover. Look at the front cover of information books for inspiration. Read the blurb on the back of some books. Can you add 'blurb' to the back of your book? How about a barcode?</li> </ul>

		<ul style="list-style-type: none"> <li>Time to start writing up the factual information you have made notes on.</li> </ul> <p>Don't try to write the entire book in one go! <b>Maybe a page a day.</b></p> <p>Remember to think about the features of an information text. Try to include pictures, labels, captions, questions etc. on each page.</p> <p><a href="https://www.twinkl.co.uk/resource/t-l-854-mini-book-template-blank">https://www.twinkl.co.uk/resource/t-l-854-mini-book-template-blank</a> This is a template for a book, if you would like one.</p>
<p>Science Plants</p> <p>i) observe and describe how seeds and bulbs grow into mature plants. ii) find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</p> <p><b>Working Scientifically:</b> i) asking simple questions and recognising that they can be answered in different ways ii) using their observations and ideas to suggest answers to questions iii) identify and classify iv) gathering and recording data to help in answering questions v) observe closely vi) performing simple tests</p>		<p>Collect different seeds for children to look at through magnifying glasses (if you have any). These could include different grasses that have seeded, silver birch or sycamore branches, fruit, berries, gorse pods, cleavers, dandelion clocks). Ask children if they remember the different ways that seeds travel and disperse (Blowing, Eating, Exploding, Floating, Falling, Sticking). Then show them the different seeds and ask them to sort the seeds into the five different dispersal categories. Explain that to do this effectively they will have to look very carefully at the way they are designed. They should use magnifying glasses or look very closely. Ask children to share their ideas about what they might see in the seed designs by asking: <i>What will be special and useful about the design of a seed that needs to float?</i> (Light, have fluffy or flat parts to help with floating.) <i>What about the ones that are designed to be spread through animals' eating them?</i> (Will be edible, tasty.) <i>And exploding ones?</i> (Stream lined, all tightly packed and hard.) <i>What about those that will float away?</i> (They need to not sink in water, normally have thick outer layers – waterproof.) <i>And finally, how can we spot the ones that will stick on animals and travel that way?</i> (They usually have burrs or tiny hooks to help them attach to fur).</p> <p>Watch <a href="http://www.vtaide.com/png/seed-dispersion.htm">http://www.vtaide.com/png/seed-dispersion.htm</a> - For excellent information about different methods of seed dispersal.</p> <p>Collect some junk modelling (clay, cling film, pipe cleaners or play dough) and say that their challenge is to make a model of a seed that can be dispersed by one of the five ways already talked about. Children to decide what sort of dispersal their model seed will be designed for. When they have come to a decision, ask them to write their dispersal method on a sheet of paper and to think of different design features their model seed could have. For example, if they choose 'Blowing' then their seed will need flat or feathery parts and will need to be lightweight. Encourage them to write any ideas and facts about their choice of seed dispersal on the sheet of paper so you can display them with their junk model seed when they have finished it.</p>
<p>Spelling/grammar Suffixes and prefixes</p>		<p>Take a look Bitesize page about prefixes. <a href="https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/z9hjwxs">https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/z9hjwxs</a> Once you have explored the activities on the page, see how many words you can spot in a book, magazine, newspaper etc that have a prefix (un, dis, re, mis). Make a list of the words. Use 5 of the words in 5 different sentences.</p> <p>Take a look Bitesize page about suffixes <a href="https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/zwgbcwx">https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/zwgbcwx</a> Once you have explored the activities on the page, see how many words you can spot in a book, magazine, newspaper etc. that have a suffix – ed or ing. Can you remember the spelling rules about adding ed or ing? Try these worksheets: <a href="https://www.twinkl.co.uk/resource/t-l-54846-starry-eyed-stan-adding-the-suffix-ed-activity-sheet">https://www.twinkl.co.uk/resource/t-l-54846-starry-eyed-stan-adding-the-suffix-ed-activity-sheet</a> <a href="https://www.twinkl.co.uk/resource/t2-e-1365-prefix-and-suffix-word-search">https://www.twinkl.co.uk/resource/t2-e-1365-prefix-and-suffix-word-search</a> <a href="https://www.twinkl.co.uk/resource/t-l-52747-year-2-spelling-practice-adding-ing-to-verbs-ending-in-y-homework-activity-sheet">https://www.twinkl.co.uk/resource/t-l-52747-year-2-spelling-practice-adding-ing-to-verbs-ending-in-y-homework-activity-sheet</a></p>

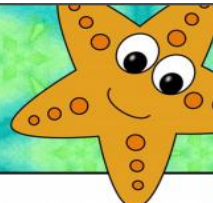
	<p>One more activity linked with suffixes:  <a href="https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/zgghtyc">https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/zgghtyc</a>            There are some worksheets you could explore. (we can print these at school for you if needed)  <a href="https://www.twinkl.co.uk/resource/t2-e-1374-words-ending-in-ly-sentence-match-up-activity">https://www.twinkl.co.uk/resource/t2-e-1374-words-ending-in-ly-sentence-match-up-activity</a>  <a href="https://www.twinkl.co.uk/resource/t2-e-1375-adding-ly-spelling-activity">https://www.twinkl.co.uk/resource/t2-e-1375-adding-ly-spelling-activity</a></p>
<p>Geography</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>Choose a city or town in the UK such as Godalming. Research and write some human (high street, church, cemetery) and physical (woods, river) features about this town.</p> <p>Perhaps it is where you live or have been with your family. Look at maps, atlases and photos about it.</p> <p>You could also draw a picture to go with your facts.</p> <p>In the coming weeks you will looking at how similar and different your chosen place from last week is to a small area of the UK such as Godalming, Guildford or London.</p>
<p style="text-align: center;"><b>Keep being superstars!</b>  <b>We really, really miss you all xx</b>  <b>If you have any questions or photos please email us.</b>  <a href="mailto:acummins@moss-lane.surrey.sch.uk">acummins@moss-lane.surrey.sch.uk</a> or <a href="mailto:abetterton@moss-lane.surrey.sch.uk">abetterton@moss-lane.surrey.sch.uk</a></p>	

<https://www.elsa-support.co.uk/wellbeing-calendar-for-june/>



# ELSA Support June Wellbeing Calendar

www.elsa-support.co.uk



<p><b>1</b></p> <p>Find some pebbles and with some paints or sharpies make your own worry stones. You can make them look like worry monsters</p>	<p><b>2</b></p> <p>Make some hearts and write messages on them to give to people instead of hugs</p>	<p><b>3</b></p> <p>Start today and for one full week take a photograph at the same point or place on your daily walk. What changes each day do you notice?</p>	<p><b>4</b></p> <p>Make an A-Z of things that make you laugh</p>	<p><b>5</b></p> <p>Learn some origami. What can you make out of one sheet of paper?</p>	<p><b>6</b></p> <p>Use a tutorial online if possible or ask an adult to help you draw something simple step by step</p>
<p><b>7</b></p> <p>Do some exercise to really get your heart beating. Then get an adult to help you find your pulse on your wrist. Feel your heartbeat until it slows right down</p>	<p><b>8</b></p> <p>Try doing something different today to what you normally do. If you are right handed then see if you can write or draw with the other hand. What do you notice?</p>	<p><b>9</b></p> <p>Have a bake off competition in your house where everyone has to choose something to bake or make for an afternoon tea</p>	<p><b>10</b></p> <p>Learn a poem or a joke off by heart and get an adult to video you or stand in front of a mirror and recite the poem or joke. How do you feel about your performance?</p>	<p><b>11</b></p> <p>Make a sensory bin or box and put things into it that feel good. It might be a soft toy, a smooth and shiny pebble. You choose!</p>	<p><b>12</b></p> <p>Make a bookmark for your book today. Write a positive message on it</p>
<p><b>13</b></p> <p>Draw a big star and then write or draw your talents inside it.</p>	<p><b>14</b></p> <p>Make a 'things you want to do after lockdown' jar and fill it full of all the things you want to do</p>	<p><b>15</b></p> <p>Try some mindful colouring but only using 3 colours. Notice how you need to concentrate more.</p>	<p><b>16</b></p> <p>Design a new emoji. Draw a big circle and then decide on what your emoji will represent</p>	<p><b>17</b></p> <p>Make a paperchain and write down things that relax you on each link</p>	<p><b>18</b></p> <p>Draw a picture of someone you really admire</p>
<p><b>19</b></p> <p>How would your family describe you. Draw a picture of yourself and ask all your family members to give you words that describe you. Write them down around your picture</p>	<p><b>20</b></p> <p>Have you ever done a good deed? Write or draw about it</p>	<p><b>21</b></p> <p>Write on the top of a big piece of paper 'Today is a good day... write or draw why it is</p>	<p><b>22</b></p> <p>Photograph flowers today. How many different flowers can you find? Take photos of? How are they all different? Which do you like best?</p>	<p><b>23</b></p> <p>Notice everyone in your house's facial expressions today. Does everyone look happy? Sad? If they look sad can you cheer them up?</p>	<p><b>24</b></p> <p>Think about something you succeeded at today. Write or draw about it. How did it make you feel to succeed at something?</p>
<p><b>25</b></p> <p>Make a musical instrument today. Anything that makes a sound that you like. Can you make some music?</p>	<p><b>26</b></p> <p>Think about a skill you want to learn. Make a goal and write it down. Plan how you can achieve it. If you write your goals down they are more likely to be achieved</p>	<p><b>27</b></p> <p>Use an empty cereal box and create something. You choose! Use your design and creative skills.</p>	<p><b>28</b></p> <p>Make a healthy lunch box today for your lunch. What could you put in it that would be healthy and tasty? Eat it mindfully and notice all the tastes and smells.</p>	<p><b>29</b></p> <p>Send a video message or text to a friend today. What do you want to tell them?</p>	<p><b>30</b></p> <p>Be organised today and see if you can organise and tidy your bedroom</p>