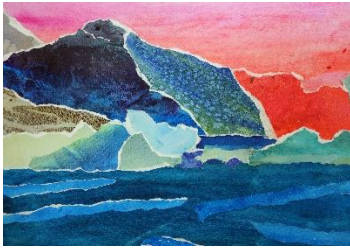

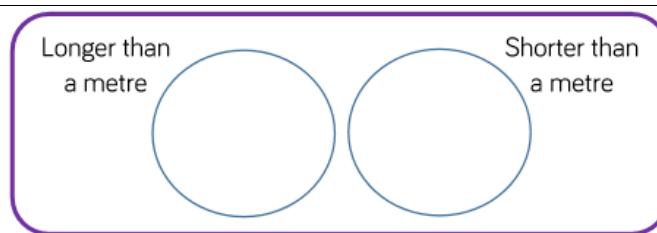


Subject	Learning objective	<p><i>Complete the activities that suit you. Please do not think you have to complete it all! We just want to give you lots of variety.</i></p>
PHSE	To know what makes you feel happy.	<p>Time to think about yourself and what you really, really love! There is a fun game called 'My Favourites' which allows you to talk about all the stuff that makes you happy. Have a look at the game. If you cannot print one, make your own! Enjoy x https://www.elsa-support.co.uk/wp-content/uploads/2020/05/Favourites-game.pdf</p>
Art/DT/PHSE	To use materials for a given purpose.	<p>Wild Thing Collage</p> <p>Using as many recycled materials as possible (newspapers, magazines, wrapping paper, cards, packets) create a 'wild space' / habitat image. Tear your resources into the shapes that you want to build the landscape. You may choose under the sea, rain forest, hedgerow, grasslands etc. Look carefully for colours and textures in the materials to make your image look true to life. Have fun; let your imagination run wild!</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
Math	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) using rulers.</p> <p><u>Activities</u></p>	<p>Children begin to measure larger objects using metres. They think about whether it is better to measure items in centimetres or metres and discuss the reasons why. Children do not yet convert from metres to centimetres, however, they may see that 100 centimetres is the same as 1 metre and measurements can be written as mixed units e.g. the child is 1 metre and 25 centimetres tall. <i>If you don't have a metre stick then you can make one with string or a piece of wood.</i></p> <p><u>Mathematical talk</u></p> <p>When would it be appropriate to use metres? Why is more efficient to use metres instead of centimetres for longer objects/distances? What equipment would you use to measure longer objects/distances?</p> <p>1. Use a metre stick to measure objects around your house and place them into the groups.</p>



Can you find anything that is exactly one metre?

2.

Use a metre stick to count up in 10cm blocks. What do you notice about 100cm? (Possible responses: it is the same as a metre, 1m is written, it is the end of the stick).

3.

Usain Bolt can run 100m in 9.58 seconds (just under 10 seconds). How far do you think you can run in 10 seconds? Do you think it will be more or less than 100m?

Measure how far you can run in 10 seconds. Record your answer in metres and centimetres.

4.


Circle the objects that you would measure in metres. Tick the objects that you would measure in centimetres.



5.

Measure the length of your bedroom. Record the length in metres and centimetres, e.g. 2 metres and 17 centimetres.

6.

<p>Karate/Mental maths</p>	<p>To know 2 times tables and related division facts. Extension: 5 and 10 x tables and related division facts too.</p>	<p>Amir has a metre stick.</p> <p>He wants to measure the length of his classroom.</p> <div data-bbox="603 394 1235 613">  <p>I can't measure the length of the classroom because my metre stick isn't long enough.</p> </div> <p>Explain to Amir how he could measure the length of his classroom.</p> <p>7.</p> <p>Mathletics - Length, Mass and Volume - i)Measuring Lengths with Blocks? ii)Ordering Lengths</p> <p>BBC bitesize for revision https://www.bbc.co.uk/bitesize/levels/z3g4d2p</p> <p>Login in to Top Marks- Daily 10 (choose Level 2 or above for x and ÷) and Mental Maths Train x and division.</p>
<p>English</p>	<p>To write in a range of styles : non fiction</p>	<p>Over the next 2 weeks, we would love you to make a small information book about a 'wild thing' of your choice. The wild thing is an animal that you are very interested in.</p> <p>Before we can make/write our book, we need to make sure we know what features a non-fiction text should have.</p> <ul style="list-style-type: none"> • Make a list of what you can remember from our work on non-fiction texts / non-chronological reports (titles, labels etc). • Grab a non-fiction book (or two) and look through it carefully. Think about the layout and the features you can see. Check your list, did you remember all the features? Add to your list if you need to. • Time to think about the wild thing you want to explore. Decide on an animal you find fascinating. Brainstorm everything you ALREADY know about the animal. Write it down in notes. • Research time : use whatever resources you have available to research facts and information about the animal of your choice. <p>Think about appearance, diet, habitat, young, population, predator/prey, location, skill, unusual features etc.</p> <p>ONLY TAKES NOTES AT THIS POINT. Keep them safe for next week.</p>

Science

Plants

- observe and describe how seeds and bulbs grow into mature plants.
- find out and describe how plants need water, light and suitable temperature to grow and stay healthy.

Working Scientifically: 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

We are starting a new topic but if you would like to make a bug hotel based on your design from last half term then please do so.

<http://www.kidsdiscover.com/parentresources/seed-dispersal/> - Simple information for adults on seed dispersal.

Collect different seeds, fruits and flowers and place on the tables (grapes with pips, sunflower seeds, orange with pips, avocado cut in half, pumpkin seeds, apple pips, dandelion clock etc.). Ask children to look at the different seeds. Remind them not to put them in their mouths, but to look carefully and let them talk about what they can see. Have sketchbooks and magnifying glass, if you have one, to examine the detail. Then ask children to share observations and conclusions about the different things in front of them. Together, sort the different things into fruits, seeds and flowers.

Ask, *What is important about these kernels, seeds, pips which are found inside fruits? What is their job?* Talk to children about what happens when you plant these things in the right sort of soil and what they grow into.

Ask, *What do we already know about seeds and how they grow into plants?*

Read any of the following books: 'Travelling Seeds' and 'Bees Like Flowers' by Rebecca Bielawski

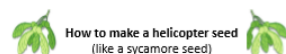
<https://www.youtube.com/watch?v=-YSIb3b734c&safe=true>

Talk to children about the importance of pollen being dispersed by the bees and insects. (Plants produce flowers to make seeds. To make a seed a flower must be pollinated. Pollen from the male part of one flower travels to the female part of another flower where the seeds are made. The petals act like an advertisement to attract various animals, which will carry the pollen from one flower to another. The flowers turn into fruiting bodies which protect the seeds.)

Ask: *Can you think of different ways that a plant could get its seeds dispersed?* (Through animals eating them, by sticking to animals, by being blown by the wind, or floated off by water or by bursting open or gravity.) They may come up with their own ideas, but write Blowing, Eating, Exploding, Floating, Falling, and Sticking down and see if they can name any seeds that are dispersed that way.

Encourage them to look at the shape of the seeds for clues as to how they are dispersed. Ask, *Why is it very important for plants to have seeds that can travel? Why is it better for them to be dispersed than to just drop on the ground in a heap all together?* (The seeds will avoid overcrowding and competing with each other.)

Make a helicopter seed and test it outside:



How to make a helicopter seed
(like a sycamore seed)

1. Take a piece of paper like this.



2. Make three cuts as shown here:



3. Fold the paper as shown here:



4. Fold the helicopter blades on opposite sides.



How to make a dandelion seed 3D clay model

You will need:
Cotton buds or pipe cleaners
Modelling putty or foam clay
Art straws

Roll foam clay into a ball.



Push a pipe cleaner into it. This will be the stem.



Then push cotton buds or pipe cleaners into the ball. These will be the feathery bits of the dandelion seed. This is not for investigating but to stimulate discussion.



Why don't you try moving like a helicopter or a dandelion seed. Use the words wind, seed and disperse. Add some music if you like.

	<p>Let's get our punctuation back on track!</p> <ul style="list-style-type: none"> Explore these BBC bitesize lessons and activities around punctuation. <p>Exclamation marks : https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/z3dcmsg</p> <p>Question marks : https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/zcm3qhv</p> <p>Commas in lists. https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/zxvcrdm</p> <ul style="list-style-type: none"> After each Bitesize session look through any text (books, newspapers, magazines, food packets etc.) and see if you can spot the punctuation. What impact would there be if we removed the punctuation? Make an information poster to about each type of punctuation you have explored. <p>Here are some links to worksheets you might want to use : https://www.twinkl.co.uk/resource/t-l-526850-ks1-popping-punctuation-missing-punctuation-differentiated-activity-sheets https://www.twinkl.co.uk/resource/correct-the-sentence-punctuation-activity-sheet-t-l-9615</p>
<p>Geography 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 a non-European country such as Havana in Cuba. Research and write some human (baseball stadium, fairground) and physical (beaches, cliffs) features about this city. Perhaps it is somewhere you have been with your family. Spend time looking at maps, atlases, non-fiction books and you tube videos about it. You could also draw a picture to go with your facts. In the coming weeks you will looking at how similar and different your chosen place is to a small area of the UK such as Godalming, Guildford or London.</p>
<p style="text-align: center;"> Keep being superstars! We really, really miss you all xx If you have any questions or photos please email us. acummins@moss-lane.surrey.sch.uk or abetterton@moss-lane.surrey.sch.uk </p>	