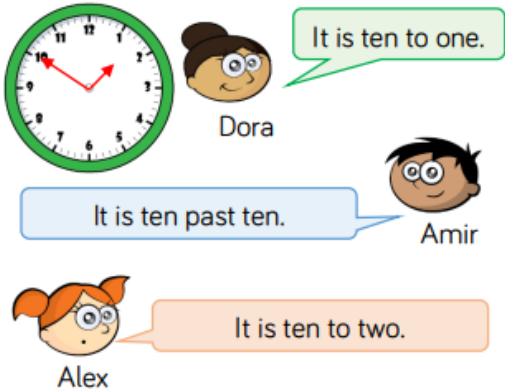
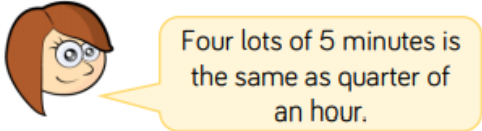




Subject	Learning objective	Activities to complete
Maths	Tell and write the time to 5 minutes and draw the hands on a clock face to show these times	<p>1. What is 5 minutes? Can you sit still for 5 minutes? Can you stay silent for 5 minutes? Can you skip for 5 minutes? Have an adult time you trying an activity for 5 minutes.</p> <p>2. Children should be confident at counting from 0 to 60 in steps of 5 so they can then apply this to counting around the clock in fives and use this method to work out what time is shown. Children need to recognise that once the minute hand gets past 6 the time is described as 'to' the next hour, rather than 'past' the hour.</p> <p><u>Mathematical talk:</u> How many minutes are there between each pair of numbers on a clock? How many different ways can you count round the clock? Where will the minute hand be at _____? Where will the hour hand be at _____? How do we know whether it is a 'past' or a 'to' time? Can you show _____ past/to _____?</p> <p>3. Make an analogue clock with a plate, number cards, short (hour hand) and long (minute hand) knife or outside with chalk, hockey stick and cones so children can make times practically on a clock. Try making 10:00, 1:05, 2:10, 3:15, 4:20, 5:25, 7:30, 12:35, 8:40, 11:45 etc.</p> <p>4.</p> <div data-bbox="512 1122 1018 1509">  <p>Dora: It is ten to one.</p> <p>Amir: It is ten past ten.</p> <p>Alex: It is ten to two.</p> </div> <p>Who is correct? Explain your answer.</p> <p>5.</p> <div data-bbox="520 1686 1003 1816">  <p>Rosie: Four lots of 5 minutes is the same as quarter of an hour.</p> </div> <p>Do you agree with Rosie? Explain why.</p>

Karate maths/mental recall	Recognise the place value of each digit in a 2-digit number.	<p>6. Sophia starts her Maths questions at 10 past 11</p>  <p>Each question takes her 5 minutes to complete. She completes 7 questions.</p> <p>What time does Sophia finish her Maths questions? Explain how you found the answer.</p> <p>Login to White Rose Free teaching resources, Home learning: Look for Summer term, week 2, Lesson 1 compare lengths, Lesson 2 order lengths, Lesson 3 four operations and Lesson 4 problem solving (challenging but fun)!</p> <p>Login to Mathletics. Look at Time and Money - Five Minute Time</p> <p>See Top Marks for Place Value - Place Value Basketball - Number to 99 or choose your own. This will be easy for all of you clever year 2 mathematicians!</p> <p><i>Complete the maths 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>
English	<p>To develop comprehension and inference skills.</p> <p>To use adjectives and nouns effectively. To build stamina in writing.</p>	<p>We will be working on the story 'Where The Wild Things Are' by Maurice Sendak. You can find lots of videos of the story being read on YouTube. Ask a grown up to help you find one.</p> <p>If you have the story at home, spend some time reading it.</p> <ul style="list-style-type: none"> • Answer these questions. Remember to use evidence from the book in your answers. Who is the main Character in the story? How does Max's mother describe him? What grows in Max's room? What do Max's walls become? What are the 2 story settings in this story? Why do you think the Wild Things make Max their king? How does Max tame the Wild Things? What does the word 'rumpus' mean? • Draw a picture of Max. Write a character description of Max. You can write a full paragraph or descriptive captions. Remember to describe his appearance, personality and actions. • Pick one of the Wild Things. Draw a picture of it. Write a character description of the Wild Thing. You can write a full paragraph or descriptive captions. • Read the story again. Create a simple story map of Where the Wild Things Are. Add key words to your story map.

		<ul style="list-style-type: none"> Write your own version of Where the Wild Things Are! You could make it into a book, or write it out like we do at school. Please do not copy the book word for word. You are EXCELLENT writers and can do a fabulous version of your own! <p>Remember – spellings, punctuation, handwriting.... and check your sentences make sense.</p> <p>Don't forget all the work we have done on time connectives, using conjunctions to make our sentences longer and noun phrases.</p> <p>Enjoy.</p>
<p>Science</p> <p>Living things and their habitats: Explore/compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Working Scientifically: i) asking simple questions and recognising that they can be answered in different ways</p> <p>ii) observing closely, using simple equipment</p> <p>iv) identifying and classifying</p> <p>v) using their observations and ideas to suggest answers to questions.</p>		<p>Explain to the children that they are going to be looking carefully at microhabitats. Ask: <i>Have you heard of the word 'micro' before? Where have you heard it used? (Microwave, micro scooter).</i> Explain that the term 'micro' means little. Ask: <i>What do you think the word 'habitat' means?</i> (A type of environment/special place where animals or plants live). <i>We will be looking at special places where little creatures might live, tiny homes and places where everything is right for them, for example, just the right amount of dampness, light and food. Where do you think we should look? Why? What do you think we might find there?</i> Invite the children to suggest good microhabitats and predict what creatures they may find there.</p> <p>Children to go outside and use good observational skills to look under stones, on leaves, in shadows, on branches, in hedges, under logs etc. to find where things live. Children to discuss what they found or what they didn't find and why. They could take photos, draw interesting features or record points of interest. Most importantly – have fun!</p> <p>In case you don't find any habitats then watch the following (it's good). https://www.youtube.com/watch?v=5mXEsvrJUnU - YouTube: Microhabitats;</p> <p>Ask: <i>What would it be like to live on the moon? (No oxygen, no food...) What would it be like to live under water? (No air, would have to live in a pod, etc.)</i> Explain that we are perfectly adapted to our environments, our habitats. We aren't made to live on the moon or under water. Say: <i>Think back to the habitats you observed today. Think about what you found there. Can you work out why those creatures like living there? They have chosen those habitats because they suit them the best.</i></p> <p>Play the BBC Bitesize woodland habitats video clip. Ask the children to consider the answers to these questions: Which microhabitat is best for moss to grow? Which living things can be found in muddy microhabitats? Which microhabitats had the biggest variety of living things?</p> <p>http://www.bbc.co.uk/education/clips/zf6mhyc - BBC Bitesize: Woodland habitats.</p>
R.E.	<p>To know about different religions.</p> <p>To know about Judaism.</p>	<p>Over the next term we are finding out about Judaism.</p> <p>Question : What celebrations take place in the Jewish religion ?</p> <p>How could you find out ?</p> <p>BBC Bitesize, Purple Mash or Cbeebies might be able to help.</p> <p>Add some 'celebrations' information to your poster about Judaism,</p> <p><u>Leave room on your poster as we have more to find out next week.</u></p>
Phonics and reading	To become familiar with spelling patterns	<p>Remember to read something every day!</p> <p>Contractions / contracted words.</p> <ul style="list-style-type: none"> Watch this little video to remind yourself of what a 'contraction' is. https://www.youtube.com/watch?v=gubPH3WEurg&safe=true Can you spot any contracted words in books, newspapers or magazines? Write down any contracted words you see. Now write out the two words

WEEK 4

Week beginning 27.04.20

	To use a range of punctuation accurately	<p>that have been put together to make the contracted word e.g. hadn't = had not</p> <ul style="list-style-type: none"> Use 5 of the words you find in separate sentences. Make a 'contractions' word game. You might like to make a pairs game, dominoes or a dice/track game <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">I'm</div> <div style="border: 1px solid black; padding: 2px 5px;">I am</div> </div>
Physical activities and well being	To master basic movements including running, jumping, throwing and catching,	<p>Activities to keep you moving over the week and focussing on developing your throwing and catching skills:</p> <ul style="list-style-type: none"> Using a tennis ball sized ball to practice throwing and catching the ball (by yourself) whilst standing still. What happens if you throw the ball too high? Now practice throwing and catching the ball whilst walking slowly around an open space. What challenges do you face? Make yourself a simple course to weave in and out of practice throwing and catching the ball as you walk around your course. How does this compare to walking in an open space? If you have a clear wall space OUTSIDE Roll a ball against the wall with one hand and try to receive it as it returns with the other hand. Switch your sending and receiving hands. Any challenges? Why? If you have a clear wall space OUTSIDE Throw a ball GENTLY against the wall with one hand and receive it as it returns with both hands. Switch your sending hands. Try catching it with one hand. Any challenges? Why? If there is some one free to play, practice throwing and catching with different sized balls, using one hand, using two hands etc.
Art/DT/English		<p>Over the next couple of weeks, it would be great if you could create a 3D scene from 'Where The Wild Things Are.'</p> <p>You could use a shoe box, cereal box.... Any small cardboard box will do. You may decide to make Max's bedroom or part of land where the Wild Things live.</p> <p>You can use resources such as paper, pencils, sticks, leaves etc.</p>  <p>When you are complete, please email us pictures! abetterton@moss-lane.surrey.sch.uk or acummins@moss-lane.surrey.sch.uk</p>

WEEK 4

Week beginning 27.04.20

Geography	Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right) to describe the features and routes on a map.	<p>Espresso www.discoveryeducation.co.uk/espresso User: student28576 Password: mosslane</p> <p>Watch Espresso, KS1, Geography 1, Our Journey to School - Sophie and Sal, Video, Journey to School</p> <p>Draw a map of your house and garden and include features in the garden like patio, steps, pond, shed, fence, garage, play house, trampoline. Label the drawings and draw a compass in the corner.</p> <p>Talk someone through your map and use words like near, beside, further along, straight ahead, north, south, left, right, before, after.</p> <p>For fun, watch Espresso KS1 Our Journey to School, Activity, Labelling</p>
<p>Keep being superstars!</p> <p>Remember to listen carefully to your grown-ups. They are busy too, and need you to do the right thing.</p> <p>We would love to see some of the work you have done.</p> <p>Sending big smiles to you all.</p>		