

| 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. |
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| D/T | To know how to handle food and kitchen tools safely. | <p style="text-align: center;">World Chocolate Day – July 7th!</p> <p>It would be wonderful if you were able to make a chocolate based food or drink to help Miss Betterton celebrate world chocolate day!</p> <p>You have explored a few new skills over the last few weeks so should feel a bit more confident preparing the ingredients! Remember – grown-ups have the final decision on what is going to be made.</p> <p>I'm sure if you look up some recipes and talk about them sensibly to your grown-ups you will be able to find something everyone wants to make and eat!</p> <p>These are some websites that have straightforward recipes: https://www.bbcgoodfood.com/recipes/collection/kids-baking http://allrecipes.co.uk/recipes/chocolate-recipes.aspx </p> |
| PSHE | Thinking about changes | <p>In September you will all be attending new schools. This can feel quite strange, especially this year when we haven't been able to do some of the things we normally do.</p> <p>The important thing is to find all the positives about this change.</p> <ul style="list-style-type: none"> • Create a positive picture/poster about moving on. Include all the positives that will take place – new friends, old friends, new school trips, learning new songs, new topics, pencil cases, snacks, different walk to school, new playground etc. • Take a walk to your new school, have a good look at it. There will be things about it that are very similar to Moss Lane. • Spot at least 10 things that are the same.... Even simple things like windows! • Spot 5 things that are different. Talk about these differences. Are they going to stop you having a great time or help you enjoy your next adventure? Do the differences worry you? Maybe you can talk about this and find a way to see that differences can mean new adventures and positive experiences. |
| ART | Thinking about changes | <ul style="list-style-type: none"> • Create a careful and detailed image of you in your Moss Lane uniform. You could use any resources you have available – paint, paper, collage, etc. Write a few words around the outside that remind you of good times that you had at Moss Lane. • Now create a careful and detailed picture of you in your new junior school uniform. You might need to look up on the school website to see it! Write a few words around the edge of your picture of things that you want to achieve at your new school. Talk about how you can achieve these things with a grown up or a friend. |

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| <p>Math</p> | <p>Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels</p> | <p>Children are introduced to litres (l) as a standard unit for the first time. Children recognise the difference between measuring in millilitres and litres and when it is more efficient to use litres to measure liquid rather than millilitres. They should be encouraged to estimate volumes and then check by measuring. Show them a measuring jug (ml/l) if you have one.</p> <p><u>Mathematical talk:</u> Which is larger, 1 millilitre or 1 litre? How do you know? Would you measure a water bottle in litres or millilitres? Why? How many litres of water do you drink a day? Show the children a litre container. How many litres of water do you think it would take to fill a vase?</p> <p>1. Use different containers e.g. bucket, large saucepan, ice cream container, etc. Estimate and then measure the capacity of each one.</p> <p>2. Mo puts 4 litres of water in bucket A. He then pours 3 litres from bucket A into bucket B.</p> <div data-bbox="836 958 1023 1055" data-label="Image"> </div> <p>Which sentence is correct? A B</p> <ul style="list-style-type: none"> • There is more in bucket A. • There is less in bucket A. • There are equal amounts in each bucket. <p>Explain why.</p> <p>3. Eva wants to measure 2 litres of water into a tub. She only has a 5 litre and a 3 litre container.</p> <div data-bbox="432 1559 799 1697" data-label="Image"> </div> <p>How can she use both containers to measure 2 litres?</p> <p>4.</p> |
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3 bowls each have more than 20 l of water in but less than 50 l

The green bowl has 5 l more than the red bowl.

The blue bowl has 10 l more than the green bowl.

How much could each bowl have in?



Children are introduced to temperature, thermometers and the units 'degrees Centigrade', written $^{\circ}\text{C}$ for the first time. They learn that the temperature is higher when it is warmer.

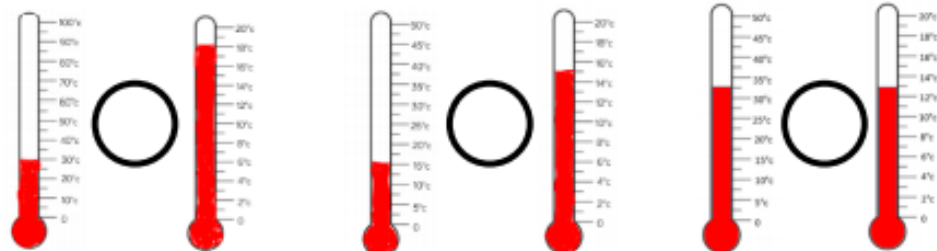
Mathematical talk:

What unit can we use to measure temperature? What is the scale going up in? How do you know? If the temperature increases what happens to the number on the scale? If the temperature decreases what happens to the number on the scale? Can we compare temperatures using vocabulary such as increased, decreased, warmer, colder and difference?

If you have a thermometer, record the temperature over a week morning and evening. What do you notice? Why might the temperature change over the day?

5.

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



6.

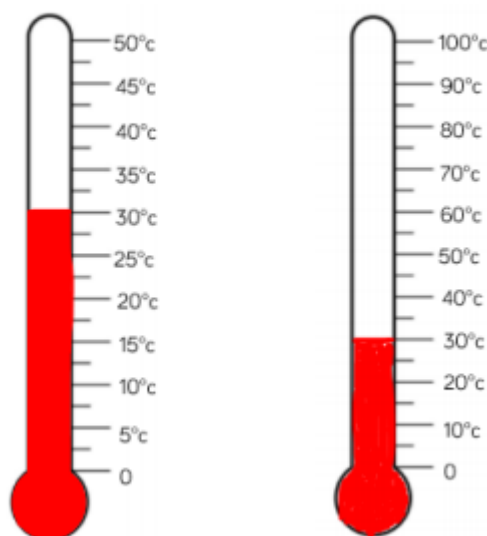
Mollie took the temperature at 12 p.m.
and again at 5 p.m.

There was a difference of 7°C

What could the temperatures be?

7.

What is the same and what is different
about the thermometers/temperatures?

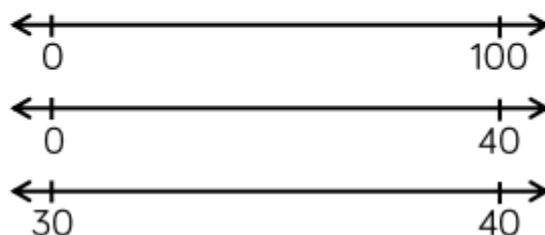


Place value: Year 2 children should be able to state how a number is made up. For example, they can express 42 as 4 tens and 2 ones or as 42 ones. Children should have an understanding of what each digit represents when partitioning a number. It is important that children can partition numbers in a variety of ways, not just as tens and ones. For example, 58 is made up of 5 tens and 8 ones or 4 tens and 18 ones, or 2 tens and 38 ones etc.

For practise, try the following:

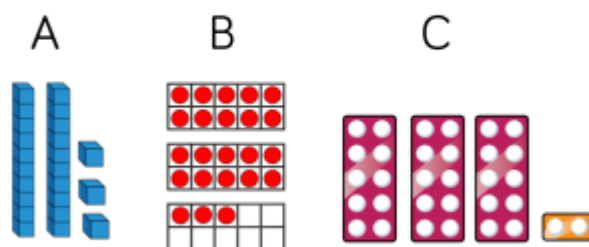
8.

Where would 36 go on each of the
number lines?



9.

One of these images **does not** show 23
Can you explain the mistake?



10.

How many two digit numbers can you make using the digit cards?



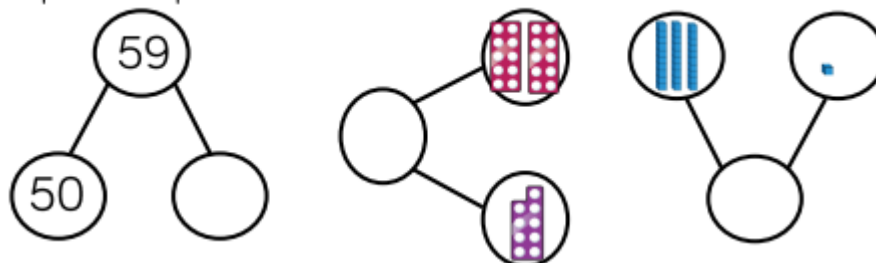
What is the largest number?

What is the smallest?

Why can't the 0 be used as a tens number?

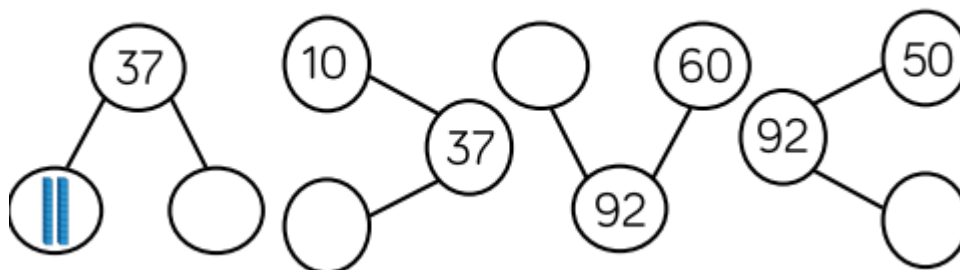
11.

Complete the part-whole models.



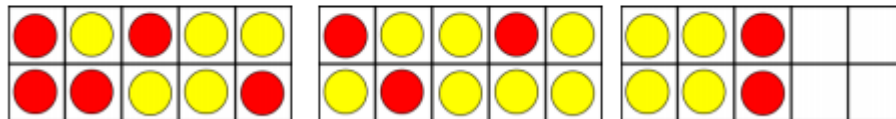
11.

Complete the part-whole models.



12.

The ten frames represent lemon and strawberry cupcakes.
Draw a part-whole model to show how many cupcakes there are altogether.



Karate maths practise: Rehearse your times tables and related division facts for 2, 5 and 10 times tables OR 3, 4 and 6 times tables depending on your challenge.

Make \times/\div fact families (a set of 4 related multiplication and division facts that use the same three numbers) to help you learn and revise.

Watch any of the following:

<https://www.youtube.com/watch?v=UoxVX6AHm04&safe=true>

<https://www.youtube.com/watch?v=i31rRt5m1-4&safe=true>

https://www.youtube.com/watch?v=Q_YABTPG71o&safe=true

Also try Top Marks <https://www.topmarks.co.uk/number-facts/number-fact-families>

Can you explain to an adult the pattern in a number fact family? Can the number in the numbers appear in any order? Multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

English

Mini Chocolate project!

July 7th is **WORLD CHOCOLATE DAY**. Hooray!

We would love you to create a fabulous fact file all about chocolate!

You are all excellent at researching in your own ways - books, internet, talking to others.

- Spend time finding out what **you** want to know about chocolate
- Spend time finding out important information about chocolate; how it's made, where it comes from originally, bestselling chocolate flavours, is there a country that eats more chocolate than others?
- Present your information in the way you feel most comfortable. This might be a bright colourful poster, a fact file with bullet points, a power point, a mini book.

https://www.cocoaandheart.co.uk/blog/read_179457/chocolate-facts-for-kids.html

<https://www.cadbury.co.uk/our-story>

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| <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><i>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</i></p> | | <p>Watch any of the following: http://www.healwithfood.org/grow-indoors/garden-cress.php - adult information about growing cress, including the nutritional value (rich in vitamin C). http://www.missueflay.com/how-to-make-the-perfect-egg-cress-sandwich/ - How to make egg cress sandwiches. http://www.food.com/recipe/egg-and-cress-sandwiches-139693 - How to make egg cress sandwiches.</p> <p>Ask children to look carefully at their cress heads. Encourage them to look through a magnifying glass and talk to you about what they can see. Ask: <i>Is it different to what you expected? What can you see through the magnifying glass that you can't see with the naked eye? What shapes can you see? Can you draw what you can see?</i></p> <p>Label the different parts of the cress that they can see (stem, roots, leaves) and ask them to explain what each of those plant parts do to help the plant grow (roots collect nutrients, stem takes the nutrients to the leaves, leaves turn sunlight into food). Compare the cress they have grown with cress grown in the cupboard/without light. Ask them: <i>Has this turned out like you expected? Is this what you predicted? Is it similar or really different to what you expected? What has happened? Why has this happened?</i></p> <p>Explain that the healthy cress is actually ready to eat and that they are going to make egg, cress and mayonnaise sandwiches. There are instructions on the website provided above. Children to have butter, bread, egg and mayonnaise. An adult to supervise boiling eggs and then have children chopping the boiled eggs and mixing with mayonnaise in a bowl. When the mayonnaise and chopped egg is roughly mixed, ask the children to cut a handful of cress, using clean kitchen scissors. The cress should be put in the bowl to be thoroughly mixed with the egg and mayonnaise. The egg cress filling is now ready to be put in the sandwiches. Invite parents, siblings or neighbours to sample the egg cress sandwiches. Set up the tables with tablecloths and flowers and ask the children to wait on their guests. They could offer brown or white bread, always being polite and considerate in the hope the guests come back to their sandwich bar!</p> <p>Explain that their cress will actually grow back again, if they keep it watered and at the right temperature. It should be cut and grow back several more times. Take photos of any egg cress sandwiches they make at home and send it to us or use the photos to make a menu. How much will they charge for an egg and cress sandwich?</p> |
| <p>Geography</p> <p>To develop knowledge about the world, the United Kingdom and their locality. Understand basic subject-specific vocabulary relating to human and physical geography.</p> | | <p>To develop your knowledge about the world, <u>use an atlas or the internet</u> to answer the following questions:</p> <ol style="list-style-type: none"> 1. What is the capital city of the Republic of Ireland /Eire? 2. What continent has Galapagos tortoises? 3. Can you name a mountain in France? 4. What is the name of the river in Godalming? 5. What is the ocean on the east coast of Australia called? 6. What country is not in Africa? a)Sudan b)Ethiopia c)Spain 7. What language/s do people speak in Kenya? 8. Edinburgh Castle is a human feature of London. True or false? 9. Where can you find the Statue of Liberty? 10. List three physical geographical features of the Arctic? <p>*Bonus question: Can you name a city in northern Germany?</p> |

Week 6

Week beginning 6.7.20

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| Spelling | <p>Numbers to 100:</p> <p>Use this week to rehearse the correct spelling of number words to one hundred.</p> <p>Practice spelling one, two, three, four, five, six, seven, eight, nine, ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety and 'hundred'</p> <p>You could practice in a range of ways:</p> <ul style="list-style-type: none">• Look, cover, write, check• Pyramid spelling• Magnetic letters• Handwriting practice• Writing each letter in a different colour <ul style="list-style-type: none">• Once you are confident writing each of the words..... you will be able to write most numbers between 1 and 100 e.g twenty-six, eighty-nine, thirty-one• If you master these, you can rehearse the teens numbers Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen |
| <p>Stay positive. You have done so well during this time. There is a picture below to complete if you would like too.</p> <p>Remember to keep in touch</p> <p>acummins@moss-lane.surrey.sch.uk or abetterton@moss-lane.surrey.sch.uk</p> | |

Week 6

Week beginning 6.7.20

Things That Make Me Happy

What makes you happy? Have a think and talk about your ideas with a grown-up and your friends. Draw an idea into each thought bubble – you can draw a smiley, happy picture of you too!

