Week 5
Week beginning 29.06.20

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.*
		*Important Mission for **ALL** Otters and Hedgehogs!!* *We need you to tell us your favourite memory of Moss Lane. In no more than 5 sentences tell us something special about your time at Moss Lane. Please email your memory to abetterton@moss-lane.surrey.sch.uk by Thursday 2nd July 2020.*
D/T	To know how to handle food and kitchen tools safely. To plan a healthy meal/drink	This week we are hoping that you can make a milkshake or a smoothie to share with a member of your family. Sometimes a banana or strawberry milkshake is yummy. You might like a fruit smoothie – using the fruit you have at home. • Discuss with your grown up what ingredients you have available to make a smoothie or a milk shake. • Prepare the fruit you are using. Does it need peeling? Any pips to remove? Does it need chopping up? • If you have a blender then now is the time to put the liquid of your choice – milk, juice or water into a jug and add the fruit. Whizz it all up! • If you do not have a blender, then now is the time to get mashing. Use a fork or a potato masher to squish the fruit. When it is squished, add it to the liquid of your choice. Mix well. You may want to pour it through a sieve. • Pour your drink into a glass and have a taste! Discuss with someone else 'What went well' and an 'Even Better if'.
PSHE	Thinking about changes	You all know by now which Junior school you are going to in September. Your heads must be buzzing with all sorts of questions. Changes can sometimes be quite confusing if you are unsure about something, even if it seems small. Talking about things helps you move forwards and can stop you worrying. Write down a few of the questions you have about your new junior school. Are you able to find any of the answers in letters you have had from your junior school? Could you find the answer on the junior school website? Could you ask a sibling or a friend? Can you email us and see if we can find the answer? Let us know how we can help.

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Math	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	Give children the opportunity to feel the mass of kilogram weights and real life objects that weigh 1 kg so they can use this to estimate. Mathematical talk: Which is heavier, one gram or one kilogram? What else do you think we might measure in kilograms? How much do you think that you weigh? Would you measure this in grams or kilograms? Shall we estimate and then weigh ourselves? 1. Sophie's family are going on holiday. Compare the mass of their suitcases.  Sophie's suitcase is _____ than Dad's suitcase Mum's suitcase weighs ____ kg more than Dad's suitcase. Can you make up some different questions about the suitcases? What words can you use to compare? 2. What is the mass of each barrel?  Double the mass of A   Half the mass of A What is the difference between the mass of B and C? 3.

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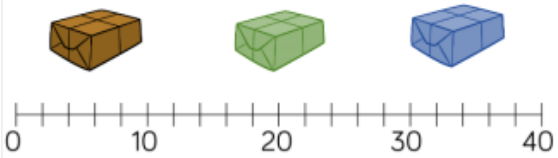
	Compare Volume	The brown parcel weighs twice as much as the blue parcel. The green parcel weighs 2 kg more than 30 kg The blue parcel weighs 12 kg less than the green parcel. Draw an arrow to show where each parcel would be on the scale.  Children compare the volume of containers using < , > and = They build on their understanding of the difference between capacity and volume from Year 1. Capacity is the amount a container can hold. Volume is the amount it is actually holding. Children use the language 'quarter', 'half' and 'three-quarters full' to describe and compare volume. Make sure children have the opportunity to practically investigate volume and capacity. 4. Find three different containers. Which container has the largest capacity? Using water or rice, make each container: one quarter full, half full, three-quarters full. 5. Choose a selection of different sized containers. Decide how you will measure how much liquid each container can hold. Order your containers from smallest to largest. Compare the containers using <, > or =  Children are introduced to standard units of millilitres (ml) for the first time. They should be provided with a selection of different measuring

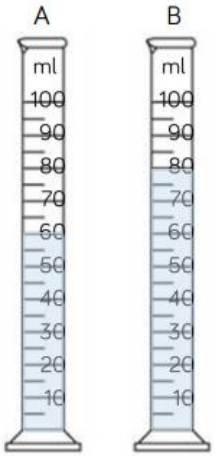
cylinders and jugs in order to practice measuring in millilitres. They should be encouraged to estimate how many ml unlabelled containers will hold and then use measuring cylinders or jugs to check.

Use a variety of different containers with ml clearly labelled e.g. measuring spoon, water bottle, liquid soap, vinegar etc. Introduce that liquid can be measured in millilitres. Discuss whether 5 ml is a large or small amount. Show 5 ml using a medicine spoon/measuring syringe. Look at the containers estimate then identify how many ml each container holds.

6.

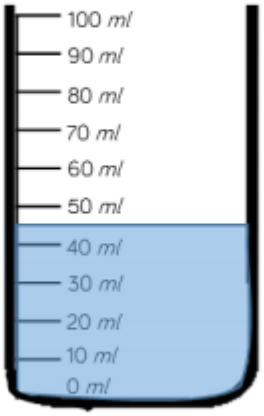
A  holds 5 ml of liquid.

How many  of liquid are there in each container?



7.

Estimate the amount of water in the container.



Explain why you have given your answer.

Below are some number/place value problems to solve

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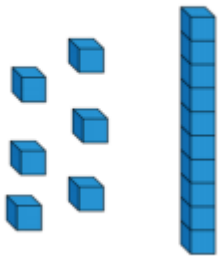
8.

Jack says he has 61

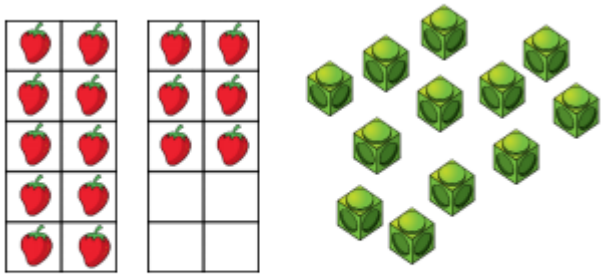
Is he correct?



Explain your reasoning.

9.

Here are two sets of objects.



Which are easier to count?

Explain your answer.

10.

Sort these statements into always, sometimes or never.

- When counting in hundreds, the ones column changes.
- When counting in hundreds, the hundreds column changes.
- To count in hundreds we use 3-digit numbers.

11.

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Whitney thinks the place value grid is showing the number eight.

Hundreds	Tens	Ones
● ● ● ● ● ● ● ●		

Do you agree? Explain why.

Using all of the counters, what is the smallest number you can make?

What other numbers could you make?

<u>Other activities</u>:

i) Mathletics-Length, Mass, Volume-How Full? & Ordering Volumes (too easy!)

ii) Top Marks – Capacity Countdown (Choose your own challenge or 'answer in steps of 10ml')
http://www.ictgames.com/mobilePage/capacity/index.html

iii)

You need to find a collection of jars and bottles of different sizes and shapes, like those in the picture below:

You could use this picture as an example and number the bottles/jars 1 to 8 from left to right.
So, your challenges would be:
How many 2s are needed to fill 1?
How many 3s are needed to fill 4?
How many 2s are needed to fill 6?

How do you know?

You could create your own questions for yourself or friends to answer.

iv) Ladybirds in the Garden

In William and Lola's garden there are two sorts of ladybirds. There are red Seven-Spot ladybirds with 7 black spots and shiny black Four-Spot ladybirds with 4 red spots.

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		  William and Lola looked at a leaf with three ladybirds on it.  "One Seven-Spot ladybird," said William, "and two Four-Spot ones." "That's 15 spots altogether!" laughed Lola. "I wonder if we could find ladybirds whose spots add to other numbers. I know how to do 16." "And 14 is easy too," added William. How would you make 16 and 14 spots with the Seven-Spot and Four-Spot ladybirds? What other numbers can you make with adding 4s and 7s? Can you get lots of numbers from say 4 to 35? Are there some numbers you can't get?
English	Character descriptions	• Pick 10 books and think about the main character. Are they human or another type of animal? Real or made up? Make a list of characters. • Pick one character from a story that you really like. Brainstorm this character – think about their appearance, their actions, their interests etc. • Pick one of these three characters and brain storm them! Some things will be easy for you to know….. many things you will have to decide upon….. time to use your imagination.

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Write a brief character description using your notes from your brain storm.

Here is an example:
Annie is an experienced farmer whose favourite animals are chickens. She has lived on her farm for 25 years and keeps a range of animals. Annie works on her farm wearing her green, waterproof dungarees. Her most favourite job on the farm is collecting eggs. When her working day is over, Annie relaxes in her farm house; she is a keen baker and knitter.
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<td colspan="2">Science
Plants
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.
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</td>
<td>How has the 'bean in a bag' grown?
Children to look carefully at their beans. (At school we planted 5 kidney/butter beans per bag and at least 1 sprouted but the others went mouldy and had to be removed). Ask them: Is there one that has flourished more than the others? Any that haven't done very well? Can we work out why some have done better than others? What about the temperature in the room? Are some near the window? Has their growth been different to the growth of beans placed elsewhere? Can we explain why? Point out the leaves, stem and roots of the healthy beans grown in the bag (if this is the case). Now ask them to look at the bean in the cupboard (At school we forgot to do this but we will make a prediction). Ask them to talk about what has happened to this bean, and compare its growth to those beans grown in the light, looking at similarities and differences. Ask: Can you explain why these differences have happened? What is similar about the cupboard bean and the beans in the light? How are the leaves, roots and stem similar/different? How would the bean continue to grow if it was kept in the cupboard? How would it change if it was brought out into the light?
If you have been keeping a bean diary, add to it.
Challenge children to make a bean out of junk modelling materials. Tell them that their model must show the roots, stem and leaves of the bean and that they must be clearly labelled. They could include in their model the seed coat left at the base of the plant and other details. Also, ask them to talk about the function of each of these plant parts.</td>
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	How to make **A Junk Model Bean** **You will need:** Craft and junk modelling materials Tape Glue Wool or pipe cleaners.  Make a stem. Twist tissue paper and bend.  Crunch brown paper up for the bean coat. Tape to make it the right shape.  Use pipe cleaners or wool for the roots.  *Can you label your model?* Cut these out. Stem Roots Leaves
Reading	https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/open-very-carefully/ Read along to this story. Then answer these comprehension questions: • What story is she trying to tell you? • Write down the 2 adjectives used to describe the crocodile. • What is the crocodile eating? • What word describes how he is eating? • What type of dancing does the author mention? • List the punctuation you have seen being used in the book.

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Geography To develop knowledge about the world, the United Kingdom and their locality. Understand basic subject-specific vocabulary relating to human and physical geography.	Write a quiz that you can give to members of your family or friends to answer. Base the questions on your own geographical knowledge or from facts that you find in an atlas. You could give multiple choice answers and (if you want) a prize to the person who answers the most questions correctly. Remember to start each questions with a question word like 'what', 'where', 'why', 'is' and use a ? at the end. Can you answer some of the following examples: 1. Which of the following countries are not in Europe? a) France b) Italy c) Kenya 2. What continent has penguins? 3. Can you name an ocean or sea that borders the United Kingdom? 4. Is the river Thames a physical or human feature of London?

Please don't forget to let us know how you are getting on. We love to hear from you.
Thank you for working so hard and being patient. We appreciate it x
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