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Week beginning 22.06.20

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.*
D/T	To explore food preparation	When it is a good time, you are going to work with a grown up in your home to prepare and **cook** a vegetable to go with a meal. Discuss how to keep safe when cooking: • Washing hands • Clean work surfaces • Lay out all tools and ingredients • Pick up knives by the handle • Work with an adult to cut the vegetables • Work with an adult if using the hob, oven or boiling water Anything else that's really important? • Prepare the vegetables – wash, cut, grate etc. • Cook the vegetables in the way you and your grown up have decided • Serve and enjoy the cooked vegetables!
PSHE/Art		Draw or create your ideal location
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	Children recap on Year 1 learning by comparing the mass of different objects. They could use balance scales to compare the mass of two or more objects but if you don't have any then let children estimate what is heavier/lighter. Children compare mass using < and > and order objects based on their masses. <u>Mathematical talk</u>: Look at an image of items on a scale, which side is lower? What does this tell us about the objects? Which object is heavier? Which object is lighter? Can you hold the objects and predict which is heavier? Is a largest object always the heaviest? 1. Using the words 'more' and 'less' and the > or < symbols, describe the mass.   The lettuce weighs _____ than the pineapple. 2. Complete the sentences:  4 bananas weigh the same as ___ doughnuts. 2 bananas weigh the same as ___ doughnuts Can you write sentences using 'more' or 'less' using the image?

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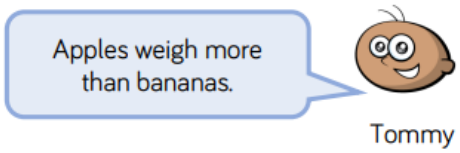
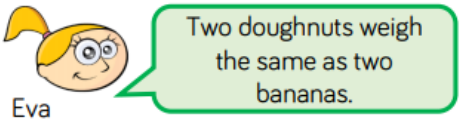
	Remind children that to answer these questions they need to use their number facts (not just measure) e.g. if 4bananas=8doughnuts 1banana=2doughnuts 3bananas=2apples Tommy is correct but Eva is incorrect.	3.    Do you agree? Explain why. 4.  One pear weighs 10 cubes. How many cubes will balance one pineapple? Explain how you know. 5. Always, sometimes or never true? *The larger the box, the heavier it is.* Children can explore this using different sized boxes. In Year 2, children use standard units of mass (grams) for the first time. Give them the opportunity to feel the mass of gram weights so they can use this for estimation. E.g. weigh out a gram of sugar. <u>Mathematical talk</u>: When the balance scales are level, what does this tell us? What symbol could we use? (=) How could you tell if something was lighter or heavier than 10g? What is the mass of the _____? What would two _____weigh? How could you tell is something was lighter or heavier than 10g? How much heavier is the _____ than the _____? How could you work it out?

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6.

Use gram weights to measure the mass of objects using a balance scale.

The _____ weighs _____ grams.

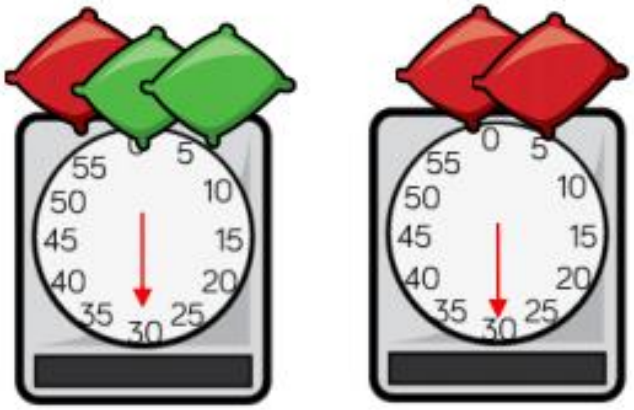
7.

Use scales to record the mass of objects in grams.

8.

Order the items from heaviest to lightest.

9.



Which is heavier, the red or the green beanbag?
Explain why.

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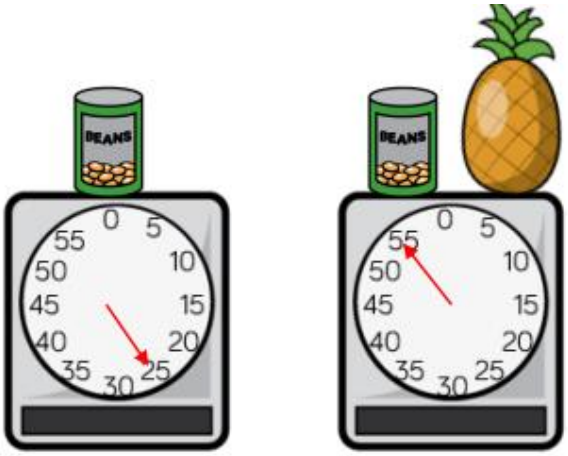
10.

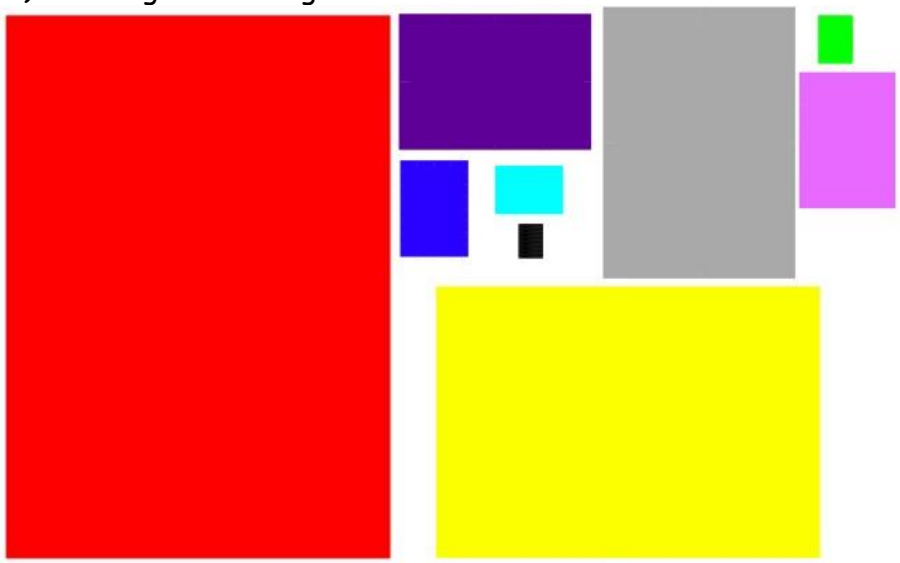


The  weighs ☐ g.

The  weighs ☐ g.

<u>Other activities</u>:
i) Mathletics-Length, Mass, Volume-How Heavy? And Ordering Mass.
ii) Top Marks - Addition and Subtraction - Number balance.Try level 3 (or a level to suit).
http://mathszone.net/mw/number/NumberBalance/index.html

<u>Extra challenges</u>:
iii) Doubling and halving



You could have a go at putting these in order from the smallest to the biggest. Do you notice anything about the way they increase in size?

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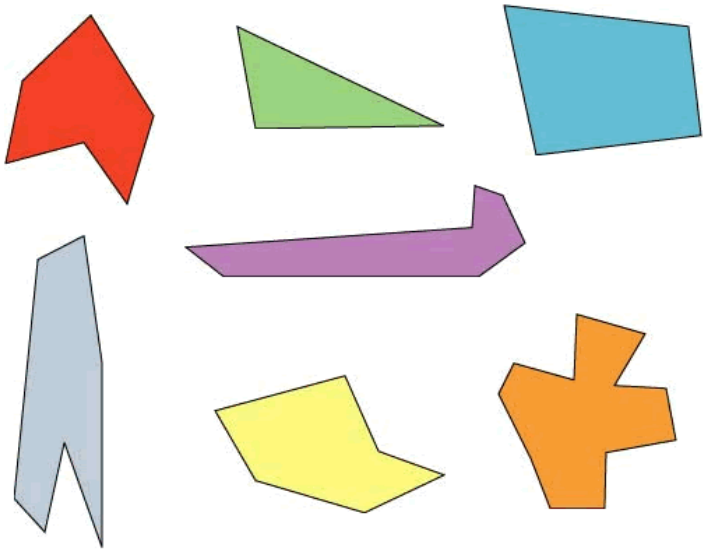
		What about the sides? What about the area? Can you arrange them in a pattern which shows doubling? Could you draw some different pictures that also show doubling? What about halving? Could you make an arrangement or new picture to show halving, again and again? iv) Arrange these shapes in order of size. Put the smallest first.  Once you've had a chance to think about it, check below to see how other pupils began working on the task. 'I printed the shapes and then measured the length of each shape at the longest point.' 'We observed the area of each and tried to rearrange the shapes in our heads to compare them.' 'I cut out the shapes then cut each up into little pieces and laid them on top of each other to see which was bigger. I also put them on a grid with small squares and counted the number of squares for each.' Can you find a solution?
English	To use adjectives effectively	This week we are going to write setting descriptions. • Pick 10 story books and look at where each story is set. Write down the story setting. e.g. the beach, a school, in a castle etc. If you don't have 10 story books at home, maybe call a friend or relative and ask about their books. • Now brainstorm even more story settings. Think of ones that you would love to read about. • Use the picture below to write some **noun phrases** that describe the setting. Describe things you can see and things that you could smell, feel or hear if you were there. You are not writing full sentences now!

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		 e.g. rocky path, purple globes, twisted branches • Time to write a short setting description using the noun phrases you created. Here is a short example: 'The pale moonlight shone down onto the rocky path. The air smelt damp and rain gently drizzled down the twisted branches. Purple globes lit the forest clearing. • Look back at your list of story settings. Choose one that really interests you. Draw a careful detailed picture of a story setting. Try to include things that you could describe…. Sights, sounds, possible smells etc. • Write some noun phrases to describe your picture. • Use your noun phrases to write a short setting description of the picture you drew.
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		Buy some cress seeds from a garden centre. Ask children to brainstorm all that they know about how to grow healthy seeds. Remind them of the beans they are growing in the bags and look carefully at the growth so far. Are there any beans that are thriving more than others? Can they work out why? Maybe more sunlight or warmth? Maybe some beans have been allowed to get a little too dry? Explain that they will be growing their own cress and will be planting it today to eat it in two weeks. Can they predict what will happen to the cress seeds? Questions they should think about are: how long will it take for the seeds to start to grow? How long until the cress is full-grown? How big do they think the cress will be when it is fully-grown? Show them time lapse clip of cress growing. Were their predictions correct? Explain that they won't be able to see their cress grow, but that it does grow quite quickly, so it is worth looking for changes every morning and after the weekend. Ask what do seed needs for germination to occur and for the plant to grow. Explain that the cress needs to be in a warm place for germination to happen. Place one cress head in a cupboard and ask them to predict what will happen to it. You could keep a 'Record of Cress Growth' so make sure you look every three days. Talk about when that will be. You might want to make a timeline or highlight a calendar, as a visual reminder. Ask: *How long do you think it will take for the cress to grow long enough to eat? What would we eat it with? What do you think it will taste like? Have*

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	you had cress before? What do you think it contains that makes it a good food for us to eat? *Watch the following:* *http://www.bbc.co.uk/cbeebies/makes/mr-blooms-nursery-cressheads - Cbeebies' Mr Bloom talks about how to make cress grow from tights; http://www.healwithfood.org/grow-indoors/garden-cress.php - Teacher information about growing cress, including the nutritional value (rich in vitamin C); https://www.youtube.com/watch?v=qtECPtJzW7A- Time lapse of cress growing.* How To Make My Cress Head **You will need:** An egg shell or yogurt pot Cotton wool Water Cress seeds Googly eyes Pen Glue  1. Stick googly eyes on to your pot or draw with a pen 2. Fill your empty yoghurt pot or egg shell with cotton wool 3. Leave some space at the top so the seeds don't fall out 4. Pour in a little water until the cotton wool is damp but not soaked with water 5. Sprinkle the cress seeds over the cotton wool 6. Leave your cress head in a warm, sunny position and wait for the hair to grow. If you're using an empty egg shell then the egg box is an ideal stand
Grammar	Take a look at these Bitesize activities: **First, second or third person?** https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zxdhsg8 Once you have done the session online, look at some of your books, are they written in first, second or third person ? **Past, present or future?** https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z3dbg82 Now write these past tense sentences into the present and future tense… She was in the bath. Mrs Abbott sang a song

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	The cat was on the bin
Reading	Spend at least 15 minutes reading at least 4 days of this week. After you have read each day make a note of any • Adjectives • Verbs • Punctuation Below is a reading comprehension to complete. You can simply write the answers on a piece of paper, you do not have to print the sheet. It is copied from Twinkl. If you have chosen to buy a month's subscription you will be able to download it from Twinkl.
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.	Think about the two places you have researched and using your knowledge of the human and physical geography of a place, write or draw what is different about both places. Include details about all the different cultural and sport opportunities and traditions. E.g. in Havana, Cuba they celebrate the anniversary of the founding of the city by walking around an old ceiba tree for good luck, supporting their local baseball team, singing the national anthem every morning at school, horse drawn buggy rides, warm and sunny weather with tropical storms, walking along the seafront, PE activities in the neighbourhood, amusement parks and shopping in the organic food market.
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 being patient. We appreciate it x acummins@moss-lane.surrey.sch.uk or abetterton@moss-lane.surrey.sch.uk	

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Sunflower Plant Life Cycle

Sunflowers are a type of flowering plant. They originally came from North America. There are around 60 different types of sunflower! They can be yellow, dark red and orange. Two types are the 'American Giant' and the 'Big Smile'. The tallest sunflower on record was 9.17 metres (30 feet 1 inch) tall and was grown by Hans-Peter Schiffer in

1

What happens during the first stage?

Seed and Germinating Seed

During the first stage of the sunflower life cycle, the seed is planted in soil or compost in spring when it is warmer. The seeds are black and white striped or just black. The seeds have a hard coat that helps protect the seed. Next, the seed begins to sprout roots 1-2 weeks after planting.

2

What happens during the second stage?

Seedling and Shoot

During the second stage, a seedling grows above ground and a few leaves appear on the stem of the plant. Underground, roots continue to grow to keep the sunflower planted in the ground.

3

What happens during the third stage?

Bud and Bloom

During the third stage, the plant grows taller and stronger, facing towards the sun. After 30 days, the bud forms. Then the flower head opens and after around 90 days, the sunflower will be fully grown.

4

What happens during the fourth stage?

Wilt and Regrowth

At the end of the summer the flower petals will start to wilt. This is the final stage of the life cycle, when the plant dies. The flower shrivels and the seeds from its head fall onto the ground. There can be up to 2000 seeds! Some of the seeds settle in the ground and then begin the new life cycle of the next sunflower.

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Questions about the Sunflower

1. How many different types of sunflower are there?

2. What colours can sunflowers be?

3. How tall was the tallest sunflower ever grown?

4. Why is the sunflower seed planted in spring?

5. What colour are the seeds?

6. What grows above ground and underground during the second stage?

7. When does the bud form?

8. What happens when the flower shrivels?

9. How many new seeds can fall from the head of the shrivelled flower?