



Learning Project WEEK 8- Amazing Africa Week Commencing 1st June 2020 - KS1 Year 2

Alongside the learning projects we are using, the Government have worked alongside a wide range of educational experts to create the list of resources below including the [Oak Academy](https://www.thenational.academy/online-classroom) daily learning schedules and home learning projects. They follow the National Curriculum and all resources and tasks are there ready for you to take part. Please have a look and try some of the activities alongside these learning activities.

<https://www.thenational.academy/online-classroom>

See the following for a wide range of government recommended resources:

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education>

<https://classroomsecrets.co.uk/free-home-learning-packs/>

We would **LOVE** to see what you are doing at home whether it is the work you have completed or a new skill that you have learnt. Please share them with us at: @class5stmarys @class6yr2stmarys OR email us at mdeks1@stmarys.derby.sch.uk

Weekly Maths Tasks

Weekly Reading Tasks

Monday: Sorting 2D shapes - before to half term we recognised our 2D and 3D shapes, counted sides and corners (vertices) on 2D shapes. Today, we are sorting shapes into lots different groups!

1. Can you recap all of the above with your child?
2. Head over to the attached sheet for Monday, can you match the shape to the correct group? (Polygons are 2D shapes that only have straight lines.)
3. Can you sort shapes around the house?
 - Order 2D shapes by the number of vertices or edges
 - Can you group shapes into polygons/non polygons?
 - Can you draw a shape with an odd number of vertices? Can you draw a shape with an even number of vertices?

Tuesday: Making patterns with 2D shapes - can you sequence objects around the house? E.g. can of beans, bottle of water and an apple. Ask "What comes after the apple if the sequence repeats?" Can you find anymore?

1. Can you crack Mr Birkinshaw's code?
 - What would be Mr Birkinshaw's 20th shape?
2. Can you group the shapes in the sequence? (circle a group of 4 before the pattern repeats, then circle the next group of 4).
3. Have a go at the attached sheet! Enjoy.

Wednesday: Counting faces on 3D shapes - have a go at the naming 3D shape sheet below.

1. Have a go at cutting out the cube net. Ask your children to fold the lines, can they make a cube? Discuss how the net of a cube is made up of 6 square faces.
2. Have a go at the attached sheet.

Thursday: Counting edges on 3D shapes - you may want to gather objects such as: tin of beans, a ball, container that

Watch the 'Monkey Puzzle' by Julia

Donaldson on YouTube: <https://www.youtube.com/watch?v=CIhJ5iAelEQ/>

Have a go at answering these questions from the story:

1. Who had the monkey lost?
2. Who offered to help Monkey?
3. When monkey said his Mum was bigger than him, which animal did butterfly think was Monkey's mum?
4. Which Animal did butterfly go to whose tail coils around trees?
5. Monkey says snakes can't be his mum because his mum as more what?
6. How do you think Monkey feels when he can't find his mum?
7. Why do you think butterfly keeps guessing animals that don't look like monkey?
8. Monkey says his "Mum has a _____ and not a beak."
9. Which animal who leaps and springs do you think Butterfly will take Monkey to see?
10. How do you think monkey feels about losing his Mum and why?

DON'T FORGET to log into your Bug Club account to read a range of books. Log in details are in the front of reading diaries - we'd love to see how many books you can read on here! Don't forget to click on all of the 'aliens faces' throughout the book to achieve your points.

<https://www.activelearnprimary.co.uk/login?c=0>

resembles a cube, cornetto ice cream - careful it doesn't melt! Toblerone packaging.

1. Can you use these objects to count edges of these 3D shapes? Find sheet attached.

Friday: Counting vertices on 3D shapes.

Remind children that vertices are corners.

1. Use the same objects from yesterday to count the vertices on the attached sheet for Friday.

Daily fluency:

Mon: $\frac{1}{2}$ of 28 = $57 - _ = 40$ 9×5
=

Tues: $62 + 20$ $\frac{3}{4}$ of 4 = $10 \div 2$
=

Wed: $81 - 6 =$ $26 + 29 =$ $2 \times _$
= 24

Thurs: $_ + 16 = 24$ $15 \div _$
= 3 $100 - 99 =$

Fri: $45 + 45 =$ $2/4$ of 6 $_$
 $\times 10 = 50$

Weekly Spellings/Phonics Tasks

Spell common exception words found in the back of your child's diary.

- [Spelling City](#)

This week's spelling tasks:

Practise writing them out. Can you include them in sentences? Share on twitter. Try writing them out using look, say, cover, write, check/breaking the spelling down or even singing it!

Then try and include them in sentences.

Weekly Writing Tasks

Story writing based on 'Monkey Puzzle'

This would be a good opportunity to discuss direct speech in writing.

Monday: Listen to Monkey Puzzle again, can your child make actions/gestures for certain parts of the story? Eg. "No, no, no!" "Mum isn't..." "I've got an idea"

This week we are going to be writing a story similar to 'Monkey Puzzle'. On our adventure, the children will need to think of at least three animals that Monkey will bump into when finding Mum. Can you draw a picture of three of your favourite animals and describe them using lots of WOW adjectives?

Challenge - can you make your adjectives more exciting using a thesaurus? Don't worry if you haven't got one, ask your grown up to help you use one online!

Tuesday: Listen to Monkey Puzzle again, can your child rehearse the learnt actions?

Choose one of the animals on the word mat (*see Resources below*). Then, make up some clues for your grown up to help them identify the animal that you are thinking of.

Wednesday: Listen to Monkey Puzzle again, can your child rehearse the learnt actions?

Plan a beginning middle and end through drawing pictures with their new animals. Can your child write where their speech marks would go and other punctuation?

Challenge - can you write out a section of your story? Can you read this to your grown up? Have you checked your capital letters, full stops and finger spaces?

Week 5

The /zh/ Sound Spelt 's'

television pleasure

treasure measure

usual occasion

division usually

vision leisure

Thursday:

Can you write another story in which an animal loses its mum and another animal helps it? Have a go at writing the beginning and middle of your stories.

Friday:

Have a go at finishing your stories. Can you re-read to check that they make sense? Have you included capital letters, full stops, finger spaces, adjectives? Have you included most things from your fictional writing toolkit?

DAILY CHALLENGE: Can you grow a sentence?

WHAT: I saw a dog.

ADJECTIVE: I saw a spotty dog.

WHEN: Yesterday, I saw a spotty dog.

WHERE: Yesterday, I saw a spotty dog at the park!

HOW: Yesterday, I saw a spotty dog playing merrily at the park!

WHY: Yesterday, I saw a spotty dog playing merrily at the park because his owner was throwing a ball.

Weekly Singing

If you love to sing here is a website that has a song a day with lyrics and tunes that you can access. The children might enjoy listening to the songs and learning the songs from listening.

https://www.outoftheark.co.uk/oatam-at-home/?utm_medium=email&utm_campaign=OTA%20%20HOME%20Week%20&utm_content=OTA%20%20HOME%20Week%20+CID_97d6cfd6112207a2395eab741dfad65e&utm_source=Email%20newsletter&utm_term=VIEW%20WEEK%20%20HOME

Learning Projects - to be done throughout the week



Monday: RE task RE TASK

Our next topic in school is RULES!

Key Scripture: John 15: 12, Colossians 3: 10-17, Matthew 18: 21-22

Key Vocabulary: rules, care, safe, sorry, forgive, right, wrong make up, choices, sin, consequences, examination of conscience

Ask your child, when is a time you've had to say sorry?

Rules are everywhere, in school, at home and in the community. What rules does your child follow at home? School? Watch this video with your child about the rules of football!






<https://www.youtube.com/watch?v=bS0mU1J695wc/>

What would happen if we didn't follow the rules of football?

What would happen if we didn't follow the rules in the classroom?

Task: create a poster about the rules of a club you belong to, rules in school and rules you follow at home.

Something to take away and think about: When do we say sorry? What is forgiveness? Was Jesus forgiving?

	<p>Tuesday: Active task</p> <p>Can you use a ball in different ways with more control? Can you catch a ball with 2 hands? Can you throw a ball to a person for them to catch? Can you throw it at a wall for you to catch? Can you kick it gently and make a course for you to go around? Can you use a bat and ball if you have one? If you don't have a ball could you use a pair of socks?</p> <p>You can also carry on with some of these activities: https://www.youtube.com/results?search_query=wii+dance Wii dance routines https://jumpstartjonny.co.uk/free-stuff Jumpstart Jonny workouts</p>
	<p>Wednesday: Art task</p> <p>What can you remember from last week about Tinga Tinga art?</p> <p>https://www.tingatingaart.com/pages/about-tingatinga-african-art/</p> <p><i>Edward Saidi Tingatinga was born in Southern Tanzania on the border of Mozambique in a remote village called Ngapa. He was a self-taught artist and did not start to paint until he was thirty-six. His inspiration came from anything and everything he saw around him: birds, animals, landscapes and village life. We hope you enjoyed creating an African Animal piece of art.</i></p> <p>Task: This week we would like you to create your own piece of Tinga Tinga style art, using inspiration from 'Monkey Puzzle'. Have a go at colouring your monkey using the template resource provided below. You may want to practice some Tingatinga style patterns before starting!</p> <p>Don't forget to share on twitter!!</p>
	<p>Thursday: Geography task</p> <p>This week you will be weather reporters! You will need to follow the weather and temperature for Derby, Arusha and Antarctica each day from Monday 1st June - Friday 5th June. Once complete, have a go at presenting what you have found to your grown up - then have a go at the challenge questions! Good luck!</p>
	<p>Friday: Science task</p> <p>Can I understand that plants make their own food? Recap learning from last week - what do plants need in order to survive/thrive? If plants are provided with water, light and a suitable temperature, then they are able to make their own food. Explain to children that plants make their own food through using the sun's energy - this process is called photosynthesis. This process happens on the leaves of plants.</p> <p>To investigate how plants need sunlight to make their own food, please follow instructions on the sheet below! Good luck!</p>
	<p>Friday: Computing</p> <p>On PurpleMash, use ToPaint Butterfly to design your own butterfly from the story 'Monkey Puzzle'.</p>
<p>#TheLearningProjects</p>	

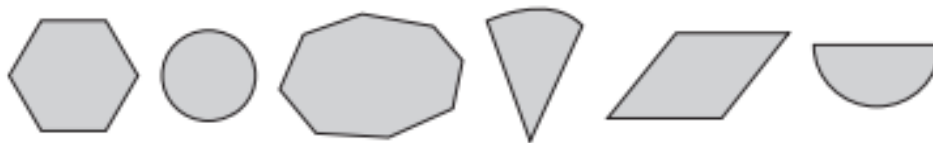
Monday:

Sorting 2D shapes

1 Match each shape to the correct group.

Polygons

Not polygons



Tuesday:

1 2 3 4 5 6 7 8 9 10 11 12

■ ● ◆ ● ■ ● ◆ ● ■ ● ? ?

Complete the pattern using one of these options.

A: ◆ ▲

C: ◆ ●

B: ■ ●

D: ● ■

3.





Show the repeating part of each pattern.

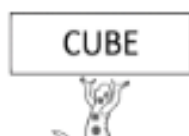
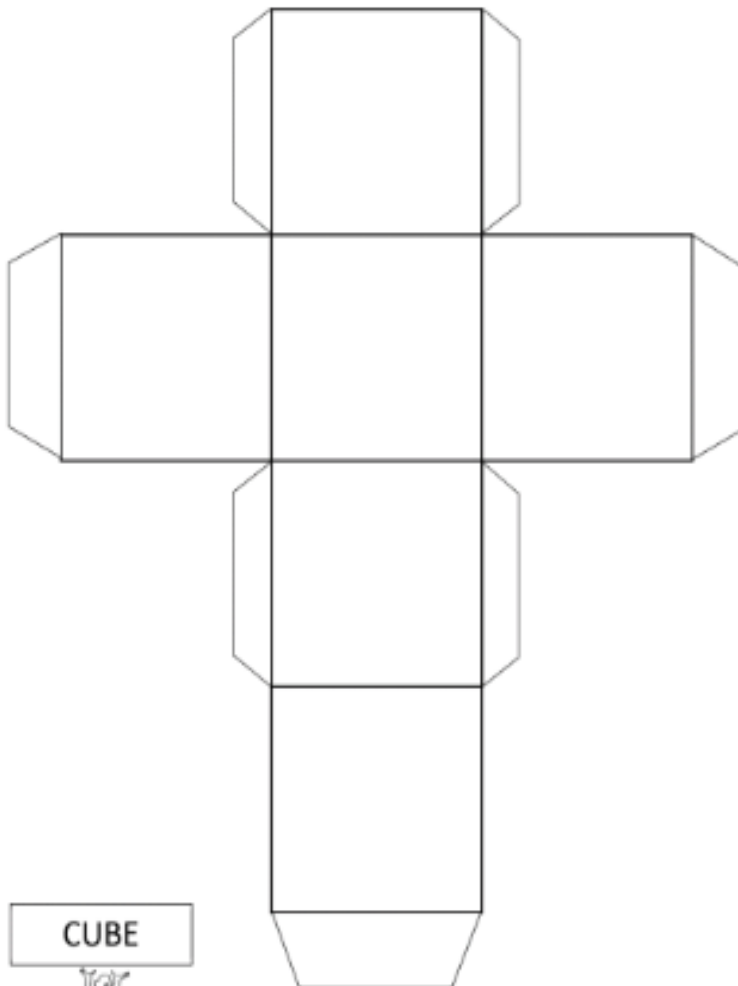
The first one has been done for you.



Wednesday

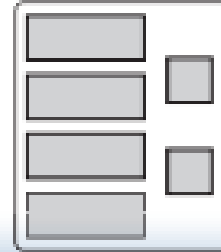
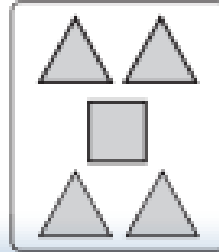
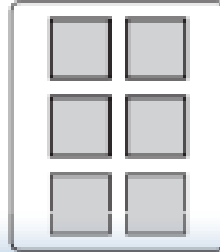
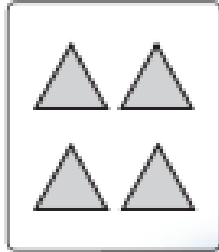
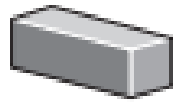
Complete the table.

Shape	Name	Number of faces
	_u_e	
	p_r_m_d	
	cu_oi_	
	py_a_ _d	
	s_ _e_e	0



2.

Match each 3D shape to its faces

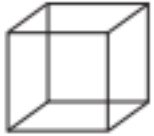


Counting edges on 3D shapes

1 How many edges does each shape have?



edges



edges



edges

2 Use the clues to write the correct letter on each label.



Shape A has an odd number of edges.

Shape B has the most edges.

Shape C has four fewer edges than a cuboid.

Shape D is on the right of the cuboid.

3 Complete the sentences.



cube



triangular prism



square-based
pyramid

A _____ has 6 faces and 12 edges.

A _____ has 5 faces and 9 edges.

A _____ has 5 faces and 8 edges.

4 Not all prisms have triangular ends.



Complete the sketch and write the number of edges for each.



A pentagonal prism has edges.



A hexagonal prism has edges.






This prism has edges.




This prism has edges.




- 5 a) Maddy made five  using .

How many  did she use in total?

Maddy used .

- b) Gabriel used 50 sticks to make .

How many did he make?

Gabriel made .

Reflect

Explain the difference between a face and an edge of a 3D shape.

●	_____
●	_____
●	_____

Counting vertices on 3D shapes

- 1 Complete the table.

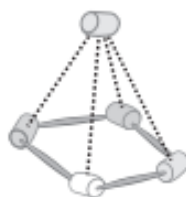
Shape	Number of vertices
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- 3 Match the shapes to the number of vertices.

- 5 Complete the drawings for these pyramids.

CHALLENGE

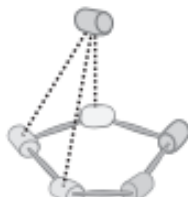
Write the number of faces, edges and vertices for each one.



Faces =

Edges =

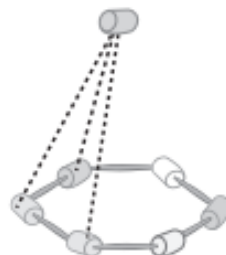
Vertices =



Faces =

Edges =

Vertices =



Faces =

Edges =

Vertices =

Reflect

What is your favourite 3D shape? _____

How many vertices does it have?

Compare with other people on your table.





Understand that plants make their own food.

Show what happened during your experiment.

How to set up the experiment:

1. Place a leafy, healthy plant by the window in sunlight and water it daily.
2. Tape some paper over some of the leaves.
3. Each day over the next week, peel back the paper from those leaves.
4. Observe the colour of the leaves and compare to the rest of the leaves.
5. Record any changes on the table below.



Day	Normal leaves	Covered Leaves

Draw and colour in two different leaves and explain what they looked like after one week.

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*Weather and temperature report from Monday 1- June - Friday 5-
June comparing Derby, Arusha and Antarctica*

	Weather/Temp	Weather/Temp	Weather/Temp	Weather/Temp	Weather/Temp
Derby					
Arusha (Tanzania)					
Antarctica					



Which location was the coldest?

Which location was the warmest?

What was the warmest day in Derby?

What was the coldest day in Antarctica?

What temperature was the warmest day in Arusha?

What temperature was the warmest day in Derby?

What was the difference between these temperatures?

Art:

