

Week beginning  
18.05.20

## Emerald Class daily learning tasks

In addition to the English and maths activities we have already sent home, these activities will support your children in the wider curriculum.

**Maths:** year 1 and 2s should have a 'Busy Ants' maths book to work on at home. Do a page each day. You could then develop the skills you have been working on [www.topmarksmaths.co.uk](http://www.topmarksmaths.co.uk), try to go on hit the button each day to improve your times tables. Don't forget you can go on 'Doodle' too.

**PE:** Try to do something active each day. Joe Wicks is hosting a daily live PE lesson from his living room at 9:00-9:30 each morning, which you can join in with. There are many other similar activities you could try, from yoga to home workouts, from the safety of your home.

### News

This week we have welcomed back Mrs Gilbert who is now on her final teaching placement. Mrs Gilbert has planned activities for science and forest schools as well as for YR.

Monday

### Science

This week in science we will be looking at identifying birds. Think about the birds that you already know. I have given you some examples of ones which you may know. Can you think of any others?



Where would you find these birds? Are their habitats the same? If not think about how they might be different. Which birds can be kept as pets? Which birds would you find in a zoo or another country? Can you identify the birds in your garden? Do you see any different ones when you are out on a walk? How are the birds that you see or know different or similar to each other? What features do all birds have? Can you tell your grown up how you know a bird is a bird? What makes it different from other animals that you know? Can you draw a picture of a bird and label its features?

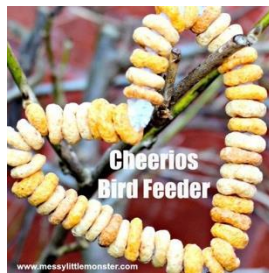
Here is a link to the RSPB website <https://www.rspb.org.uk/birds-and-wildlife/wildlife-guides/identify-a-bird/> You may like to use it to help you identify and name the birds that you see visiting your garden.

I have had goldfinches, great tits and robins who frequently visit my garden. I would love to hear about the birds you have identified and to see any work that you produce for your science activities.

Tuesday

### **Forest schools**

In science this week we looked at identifying birds. I thought it would be fun to make a bird feeder for the birds that come into your garden. I have found a couple of examples that you may be able to use to help you as I realise it may be difficult to find some of the items that you need.



You could thread cheerios or plain popcorn onto a pipe cleaner or piece of wool tie it into a circle (or shape it into anything you like if you have a pipe cleaner) and hang it from a branch. You could add blueberries or raisins to your bird feeder too if you have some.



Toilet Paper Roll  
Bird Feeder

If you have some birdseed at home, you could spread some peanut butter onto a cardboard tube and then roll it in seed to hang up for the birds. If you are lucky enough to find a pinecone this can be used instead of the toilet roll.



Or you could use an empty egg carton and fill with seeds.

You may even come up with your own interesting way of making a feeder for your feathered friends.

Perhaps you could create a picture or a bird using the natural materials in your garden. I would love to see pictures of any of the things that you create.

<p>Wednesday</p>	<p><b>Geography</b>      <b>Animals of the Sea</b></p> <p>Choose sea animal to research. Draw a picture of it and add any information you can find out about it.  Where in the world would you find it?  Does it prefer hot or cold water?  Which ocean layer would you find it?  What does it eat?  Add anything else interesting that you have discovered.</p>
<p>Thursday</p>	<p><b>RE</b>      <b>What do my senses tell me about the world of religion and belief?</b></p> <p>Think about the world around you. One of our senses is hearing. Think about all of the things you can hear in your house and outside if you are able.</p> <p>I can hear:  People clapping for key workers at 8:00 on Thursday nights.  My tummy rumbling, waiting for lunch.  Children laughing, playing snakes and ladders.  My dogs barking, asking to go for a walk.</p> <p>What can you hear?  Write a song about all of the things you can hear.</p> <p>challenge – could you call someone and brighten up their day by singing your song to them?</p>

Friday

**Spring hunt**

Go on a trip around your garden – or just look through the windows of your house!

What can you spot?

How many different kinds of trees are there?

How many different flowers? What colours are there?

What animals can you see?

Add some of your own categories.

You could draw a bar chart to show your results.

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## Emerald Class English activities

### *The Pirates Next Door by Johnny Duddle*

C1 is intended for reception children, C2 for year 1 and C3 for year 2.

Monday



To accompany our topic on Pirates and the open seas, we are going to look at the book 'The Pirates Next Door' by Johnny Duddle. I have attached the book so that you can read the story – it is one of my favourites, I hope you like it too!

#### **Comprehension**

- What is the name of the town where this story is set?
- How many people live in the town?
- What kind of setting is this? E.g. in a woods
- What is the name of the main character in the book?
- Why do you think it says 'in winter it slows down'.
- What did the teacher say was wrong with Jim Lad's uniform?

Tuesday

**This is a rhyming story**

	<p>C1: listen to an adult reading the story – can you hear the rhyming words on each page?</p> <p>C2: listen to an adult reading the story – if they pause where the rhyming words should be can you say the right words?</p> <p>C3: read the story and find the pairs of rhyming words</p>
<p>Wednesday</p>	<p><b>What would you buy if the pirates left treasure in your garden?</b></p> <p>C1: draw the items you would buy</p> <p>C2: label the things you would buy</p> <p>C3: write sentences explaining what you would buy, describing each item and explaining why you would like them</p> <p><b>Year 2s remember to check these things</b></p> <ul style="list-style-type: none"> <li>• It makes sense</li> <li>• You have written in sentences with capital letters and full stops</li> </ul>
<p>Thursday</p>	<p><b>Who would you like to move in next door, now that the pirates have left and gone back to the sea?</b></p> <p>C1: draw the new neighbours</p> <p>C2: describe the neighbours. Are they nice / nasty? What do they look like? It could be dinosaurs or wizards, anything you like!</p> <p>C3: what sort of things do you think will happen with the new neighbours? Write your own version of the story</p> <p><b>Year 2s remember to check these things</b></p> <ul style="list-style-type: none"> <li>• It makes sense</li> <li>• You have written in sentences with capital letters and full stops</li> </ul>

	<ul style="list-style-type: none"><li>• You have included speech punctuation when people speak</li><li>• Each time someone new speaks, you have started a new line</li></ul>
Friday	<p><b>What do you think will happen when Matilda goes to stay with the pirates on board their ship?</b></p> <p>C1: tell an adult your ideas for what could happen to Matilda next – where will they go and what will they see? Draw a picture to show the view from the pirate ship and use your phonics to write some sentences to describe the view</p> <p>C2: draw a comic strip of Matilda’s adventure with the pirates -where will they go and what will they see?</p> <p>C3: write your own story of Matilda’s adventure with the pirates.</p> <p><b>Year 2s remember to check these things</b></p> <ul style="list-style-type: none"><li>• It makes sense</li><li>• You have written in sentences with capital letters and full stops</li><li>• You have included speech punctuation when people speak</li><li>• Each time someone new speaks, you have started a new line</li></ul>