

Week beginning  
06.07.20

## Emerald Class daily learning tasks

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

School is open every day, so if you would like more reading books just call the office to arrange a time to collect them.

**PE:** Try to do something active each day. Joe Wicks is hosting PE lessons, which you can join in with. You can find this on Youtube. There are many other similar activities you could try, from yoga to home workouts, from the safety of your home.


Monday


### Science

This week we continuing to explore how to stay healthy, focussing on exercise. Exercise keeps us healthy by working a very important muscle in our body – our heart! Watch this video about your heart -

<https://www.youtube.com/watch?v=gxUNxvsG7lc>.

Put your hand on your heart while you are sitting quietly. Can you feel it beating? Do some star jumps or running on the spot, now feel your chest again. What has changed to the beating of your heart? Is it faster or slower? Keep your hand on your chest and see what happens over the next minute or so. Is your heart beat getting faster or slower? Try jumping on the spot with your hand on your heart, what is happening as time goes on?

	<p>Have you ever listened to your heart beat or anyone else's? If you have the equipment at home, you might like to make a stethoscope!</p> <p><b>Make a Stethoscope:</b></p> <p>What you need:  Kitchen roll tube  Tape  Small funnel</p>  <ol style="list-style-type: none"> <li>1. First try using just the kitchen roll tube. Place on a someone's chest and listen. Can you hear their heart beating?</li> <li>2. Next tape the funnel into one end of the kitchen roll. Listen to a friend's chest again, does it sound clearer?</li> <li>3. Make a prediction – what do you think would happen to your heart rate if you did some star jumps? Hint –will the heart have to beat faster or slower?</li> </ol> <p>Talk about the following questions:</p> <p>Did you spot any patterns when you listened to/felt your heartbeat?  What would happen if you did these exercises every day?  What is the role of your heart?  What can you do to keep it healthy?</p>
<p><b>Tuesday</b></p>	<p><b>Forest school</b></p> <p>Leaf baskets</p> <p>What you will need:</p> <ul style="list-style-type: none"> <li>• A collection of leaves of different sizes, shapes and colours.</li> <li>• A plastic bowl (disposable ones for parties are ideal)</li> <li>• Glue</li> </ul>

	<ul style="list-style-type: none"> <li>• Petroleum jelly</li> </ul> <p>The activity:</p> <ul style="list-style-type: none"> <li>• Turn the bowl upside down and cover it with a thin layer of petroleum jelly. This will help you remove the bowl later.</li> <li>• Cover the bowl in a thin layer of leaves and cover thoroughly with the glue, like you would for making papier mâché.</li> <li>• Keep adding layers of leaves and glue until you have several layers.</li> <li>• Decorate the final layer with other objects such as seeds, catkins or anything else you can find.</li> <li>• Give it a final coat of glue.</li> </ul> <p>Leave it until the leaves are dry completely, then remove the bowl. You now have your own natural bowl to store things in. Maybe you could use it as your collection bowl for your outdoor activities. Please don't use it for food! It wouldn't be very hygienic.</p>
<p>Wednesday</p>	<p><b>Coasts</b></p> <p>Think about a time when you went to the coast. What could you see? Draw a picture of what it looked like and add labels. Think about which things that are there all of the time and which things change. For example, the sand and sea are always there (though they do change with the tide!) but people, buckets and spades and picnics will go home at the end of each day.</p>
<p>Thursday</p>	<p><b>Art</b> Texture</p>



The Tate Modern is an art gallery in London. Their website has lots of interactive games and activities for you to explore. This week we are going to explore texture

<https://www.tate.org.uk/kids/make/paint-draw/have-fun-textures>

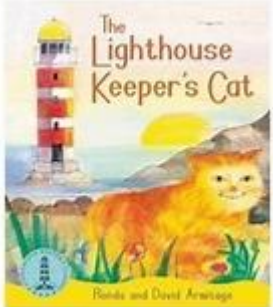
Look at the pictures for ideas and then have a go at making your own texture picture.

Friday

**Music**

This week's lesson continues from the story last week with Suki and Nigel. This week we are going to learn to sing a song called, 'My ship rolls over the ocean'. This week we will also think about *crescendo* which means getting louder.

<https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-3-my-ship-rolls-over-the-ocean/zkx3y9q>

<p>Week beginning 06.07.20</p>	<p><b>Emerald Class English activities</b> C1 is intended for reception children, C2 for year 1 and C3 for year 2.</p>
<p><b>Monday</b> <b>The Lighthouse Keeper's cat by Ronda and David Armitage</b> <b>Narrative</b></p> 	<p><b>Read the story of the Lighthouse Keeper's Cat.</b></p> <p>Read the story to where Hamish goes missing. You can watch it here <a href="https://www.youtube.com/watch?v=kSlaOU3Crts">https://www.youtube.com/watch?v=kSlaOU3Crts</a> Where do you think he has gone? Write a description of where Hamish is now.</p> <p>C1: Draw a picture of Hamish to show where you think he is now. Write a sentence to go with your picture. C2: Write sentences to describe where Hamish is. C3: Write a detailed description of where Hamish is. Use adjectives to describe what you can see around him.</p>
<p><b>Tuesday</b></p>	<p>Discuss how Mr and Mrs Grinling feel when Hamish goes missing. Collect feelings words. In books children describe how Hamish is feeling and explain why he ran away.</p> <p>C1: Draw Mr and Mrs Grinling's faces to show how they are feeling. Write a sentence to say how they are feeling. C2: In sentences, describe how Mr and Mrs Grinling are feeling and explain why they feel like this. C3: In detailed sentences, describe how Mr and Mrs Grinling are feeling and explain why they feel like this. Have you ever felt like this? Explain how you felt.</p>
<p><b>Wednesday</b></p>	<p>Read the next part of the story to find out where Hamish actually went. How is he feeling now?</p> <p>C1: Draw Hamish and write a sentence to explain what he has been doing. C2: Explain what Hamish has been doing. Where has he been? What has he been doing? How Is Hamish feeling now? C3: Explain what Hamish has been doing. Where has he been? What has he been doing? How Is Hamish feeling now? Do you think he wants to go home? Why?</p>

<h1>Thursday</h1>	<p>Mrs Grinling is going to try to find Hamish. Write the next part of the story explaining where she finds him and how she gets him back.</p> <p>C1: What do you think Mrs Grinling will do to get Hamish back? C2: Make up a plan to get Hamish back. Write each step and think about what she might need. C3: Write a detailed plan to get Hamish back. What will you need? Write instructions in numbered steps. Use adverbs to explain how to do each step. E.g. carefully, slowly, quietly.</p>
<h1>Friday</h1>	<p>Read the story to the end to find out what actually happened</p> <p>How much of the story can you remember?</p> <p>C1: Make a story map of the adventure Hamish had. Mark on It all of the places Hamish visited. C2: Label your story map to describe all of the different places Hamish visited. C3: On your map, describe all of the different places Hamish visited and explain how the characters felt at each part of the story.</p>