







Year 2 Remote Learning Schedule

W/C 1 st February	Monday	Tuesday	Wednesday	Thursday	Friday		
Maths <i>(approx. 45 mins per lesson)</i> This week our focus is: Multiplication and Division	Lesson 1: <i>Divide by 5</i> <i>Click on the link here.</i>	Lesson 2: <i>Divide by 10</i> <i>Click on the link here.</i>	Lesson 3: <i>Division assessment</i>	Lesson 4: <i>Multiplication assessment</i>	Lesson 5: <i>Arithmetic Skills (5b)</i> <i>Challenge yourself with our weekly number skills check.</i>		
	<i>You will find links to videos produced by White Rose Maths above. The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i>						
<div><div></div><div>Remember to log in to TT Rockstars each week to practise your times tables! <i>Message your teacher on ClassDojo if you've forgotten your login details.</i></div><div></div></div>							
<div><div></div><div>Remember to share your learning on ClassDojo! <i>Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</i></div><div></div></div>							
English <i>(approx. 45 mins per lesson)</i> This week our focus is: Narrative	Lesson 1: <i>'Rap up Warm in Winter'</i> <i>To answer questions about a poem</i>	Lesson 2: <i>Grammar:</i> <i>To use the homophones 'there' and 'their' correctly.</i>	Lesson 3: <i>To write a character description.</i>	Lesson 4: <i>To consider a character's thoughts and feelings.</i>	Lesson 5: <i>To plan a story with a beginning, middle and end.</i>		
	<i>The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i>						
This week's spellings are: giant, giraffe, gentleman, gem, gerbil <i>(Remember to test yourself on Friday!)</i>							
Reading for Pleasure is such an important part of our curriculum – follow the link here to listen to the story of 'Penguin' by Polly Dunbar. On Wednesday afternoon this week, your class teacher will upload a video onto ClassDojo of them reading a poem or an extract from a book.							
Reading for Productivity is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.			Mon:	Tues:	Wed:	Thurs:	Fri:
			Geography	History	Art	Science	PE
Extended Curricular Learning provides a great opportunity to exercise skills in foundation subjects and science. Within this pack, you will find 5 activities that link to our topic: one for each day. Please continue to upload your work to ClassDojo for your teacher to see!							

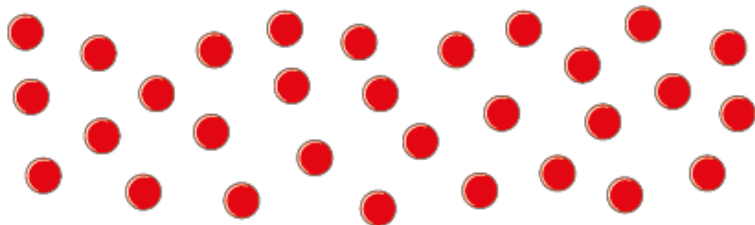


Maths Lesson 1: To divide by 5.

Divide by 5

White
Rose
Maths

1 Here are some counters.



a) Draw circles around groups of 5



b) Complete the sentences.

There are 30 counters.

There are counters in each group.

There are groups.

$$30 \div 5 = \square$$

$$\square \times 5 = 30$$

2 Share the sweets between the party bags.



There are sweets.

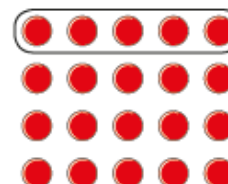
There are party bags.

There are sweets in each bag.

$$15 \div \square = \square$$

3 Complete the number sentences for each array.

a)

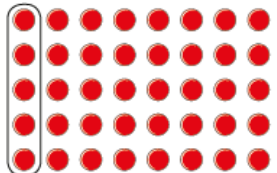


$$\square \times 5 = 20$$

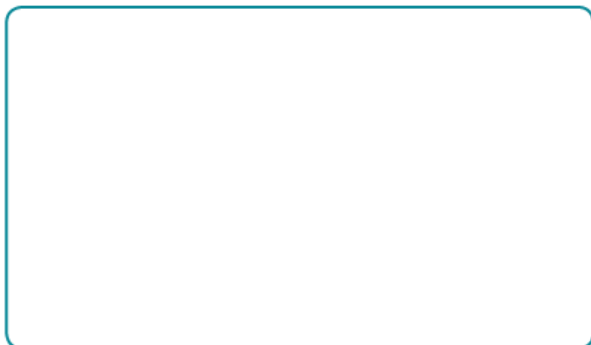
$$20 \div 5 = \square$$



Maths Lesson 1: Continued

b)  $\square \times 5 = \square$
 $\square \div 5 = \square$

- 4 Draw an array to show that $10 \div 5 = 2$



- 5 A boat can fit 5 people.
Work out how many boats are needed for 45 people.

$$\square \div \square = \square$$

\square boats are needed.

- 6 Complete the divisions.

a) $15 \div 5 = \square$

e) $\square \div 5 = 7$

b) $25 \div 5 = \square$

f) $\square \div 5 = 11$

c) $50 \div 5 = \square$

g) $\square \div 5 = 8$

d) $60 \div 5 = \square$

h) $\square \div 5 = 0$

- 7 Annie buys 5 lollipops.



This costs her 50p.

How much do 2 lollipops cost?

\square p

Deepen the moment: Multiples of 5 end in a 5 or 0. If you add 2 multiples of 5 is this still true? What about 3 multiples of 5? Explain your findings.



Maths Lesson 2: To divide by 10.

Divide by 10



- 1 Here are some crayons.



A pack holds 10 crayons.

How many packs can be made?

Complete the sentences.

There are crayons.

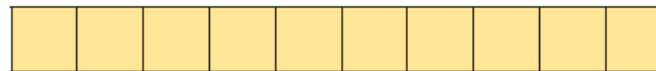
There are crayons in a pack.

$$60 \div 10 = \square$$

packs can be made.



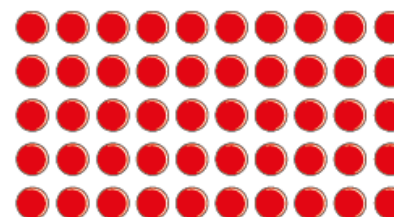
- 2 Share 40 counters equally between 10 groups.



Complete the division.

$$40 \div \square = \square$$

- 3 Use the array to complete the fact family.



$$\square \times \square = \square$$

$$\square \times \square = \square$$

$$\square \div \square = \square$$

$$\square \div \square = \square$$



Maths Lesson 2: Continued

4 Write the missing numbers.

a) $70 \div 10 = \square$

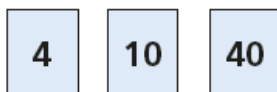
d) $\square \text{ tens} \div 10 = 2$

b) $80 \div 10 = \square$

e) $\square \div 10 = 6$

c) $1 \text{ ten} \div 10 = \square$

5 Rosie has these number cards.



Complete the number sentences using only these numbers.

$$\square \div \square = \square$$

$$\square \times \square = \square$$

Are there any other ways to complete the sentences?

6 Tommy has 100 stickers for his sticker book.

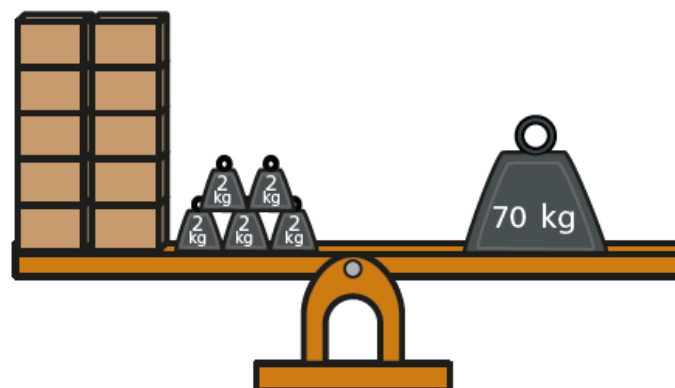
He can fit 10 stickers on each page.

How many pages can Tommy fill?

$$\square \div \square = \square$$

Tommy can fill \square pages.

7 What is the mass of one of the boxes?



Deepen the moment: What do you notice when you divide by 10? Explain your answer.



Maths Lesson 3: Division Assessment..

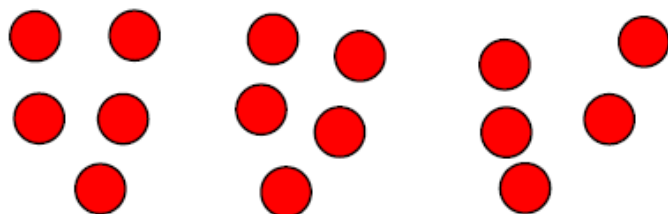
Year 2

Division

Name _____

White
Rose
Maths

- 1 Circle groups of 5 counters.



1 mark

- 2 Mo is putting 12 flowers into pots.



He puts 2 flowers into each pot.

How many pots does he need?

_____ pots

1 mark

- 3 Dora has 10 sweets.



She shares them equally between 2 plates.



How many sweets are on each plate?

_____ sweets

1 mark

- 4 Three children share 6 crayons equally.



They want to know how many they will get each.

Complete the number sentence to help them.

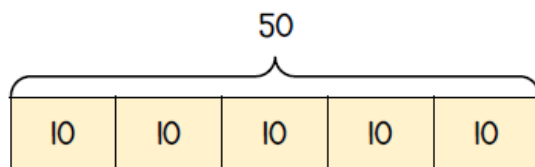
$$\square \div \square = \square$$

1 mark



Maths Lesson 3: Continued

- 5 Here is a bar model.



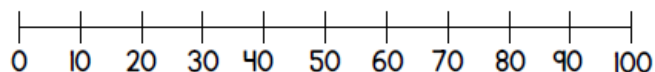
Use it to complete the number sentences.

$$50 \div \square = 10 \quad 50 \div 10 = \square$$

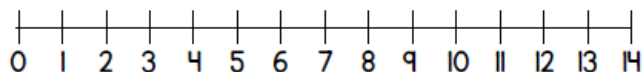
2 marks

- 6 You may use the number lines to help you.

Work out $90 \div 10 =$



Work out $14 \div 2 =$



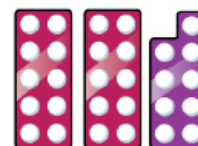
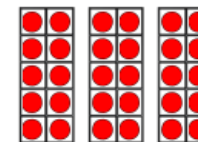
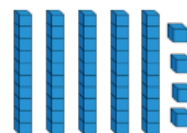
2 marks

- 7 Use $<$, $>$ or $=$ to complete the number sentence.

$$35 \div 5 \bigcirc 40 \div 10$$

1 mark

- 8 Circle the odd numbers.



45

2 marks

- 9 Teddy has 20 pence in 2p coins.
He uses 7 of the coins to buy a drink.
How many 2p coins does he have left?

_____ coins

1 mark

Circle how confident you feel with division.

1 2 3 4 5
Not Very
confident confident

Deepen the moment: When we divide we share equally. Does that mean all of our answers have to be even when we divide? Convince me of your answer.



Maths Lesson 4: Multiplication Assessment.

Year 2

Multiplication

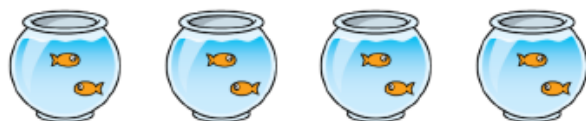
Name _____

White
Rose
Maths

1 Complete the sentences.



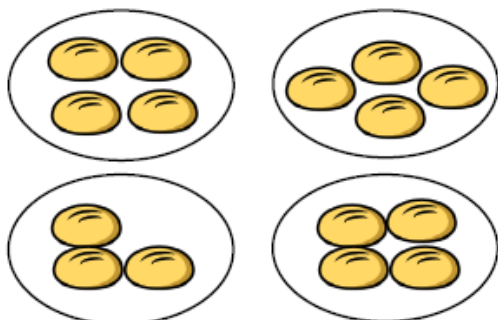
There are _____ equal groups of 5 bananas.



There are _____ equal groups of _____ fish.

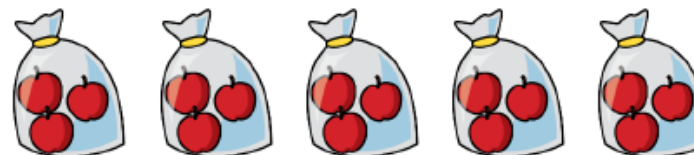
2 marks

2 Tick the group that is **not** equal to the others.



1 mark

3



Complete the addition sentence to work out how many apples in total.

$$3 + \square + \square + \square + \square = \square$$

1 mark

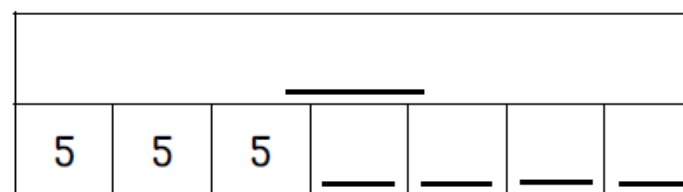
Complete the multiplication sentence to work out how many apples in total.

$$\square \times 3 = \square$$

1 mark

4

Complete the bar model to show $7 \times 5 =$

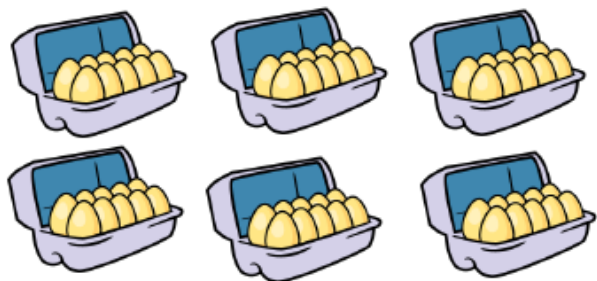


1 mark



Maths Lesson 4: Continued

- 5 Each box contains 10 eggs.



How many eggs are there altogether?

_____ eggs

1 mark

- 6 Jack makes an array with cubes.



Write **two** different number sentences using \times and $=$ to represent Jack's array.

1 mark

- 7 Fill in the missing numbers.

$$0 \times 10 = \square$$

$$60 = \square \times 5$$

2 marks

- 8 Harry has 6 of these coins.



He also has 11 of these coins.



How much money does he have in total?

_____ pence

2 marks

Circle how confident you feel with multiplication.

1 2 3 4 5
Not Very
confident confident



Deepen the moment:

Have a go at this activity from the NRICH website about multiples of 2 and 5.

Clapping Times

Age 5 to 7 ★

For this activity, you'll need to work with a partner, so the first thing to do is find a friend!

Together count from 1 up to 20, clapping on each number, but clapping more loudly and speaking loudly on the numbers in the two times table, and quietly on the other numbers.

Now clap the five times table together up to about 30, so this time you are clapping more loudly and speaking loudly on the multiples of five and quietly on the others.

If one of you claps the twos in this way and one of you claps the fives, at the same time, can you predict what you would hear?

Which numbers would be quiet?

Which numbers would be fairly loud and which would be very loud?

Now try it - what did you hear?

Were you right?

Choose another pair of tables and repeat what you have just done.

How about the twos and tens?

Why not try the fives and tens?

Each time predict what you will hear before you clap - which numbers will be loud, which fairly loud and which quiet?



Maths Lesson 5: Arithmetic.

You have 30 minutes to complete your arithmetic test; set a timer so you know how much time is remaining. Remember to highlight symbols and to show your working out. When you have finished, use the answer sheet to mark your test and record your score out of 12. If you have any corrections, do these again in a different colour beside your previous answer.

1

$$13 - 7 = \boxed{}$$



1 mark

3

$$54 - 7 = \boxed{}$$



1 mark

2

$$68 + 10 = \boxed{}$$



1 mark

4

$$77 + 8 = \boxed{}$$



1 mark



5

$$18 + 35 = \boxed{}$$



7

$$10 \times 2 = \boxed{}$$



6

$$80 - 20 = \boxed{}$$



8

$$12 \div 2 = \boxed{}$$





9

$$\frac{1}{3} \text{ of } 15 =$$

1 mark

1 mark

11

$50 - 43 =$

1 m

1 m...

10

$75 - 31 =$

Page 10 of 10

[illegible]

1 mark

1 mark

12

$$\frac{3}{4} \text{ of } 12 =$$

[illegible]

1 ma

1 m...



English: Practise your spellings.

Spellings –g words

Remember to **look, cover, say, write** and then **check!**

giant			
giraffe			
gentleman			
gem			
gerbil			

Can you write sentences for each of your spellings?

English Lesson 1: Reading comprehension.

Rap up Warm in Winter

You have to wrap up, you need a scarf, gloves and hat,
You have to rap it up, in winter that's that.

When winter comes round, now you've been told,
You need to wear a coat, when it gets cold.
You need to wrap up, when it is dull.
Wear a thick scarf, made of wool.

You can keep warm, you can do it with ease,
You have to keep warm or you will freeze.

You have to wrap up, you need a scarf, gloves and hat,
You have to rap it up, in winter that's that.

Keep those fingers toasty, it's easy to do,
Find a pair of gloves that are right for you.
They come in many colours, patterned and plain,
Your fingers will thank you, they won't be in pain.



English Lesson 1: Reading comprehension continued.

Rap up Warm in Winter

With a coat, scarf and gloves you won't feel the chill.

Without this winter clothing, you might get ill.

You have to wrap up, you need a scarf, gloves and hat,

You have to rap it up, in winter that's that.

Keep your head warm with a decent hat,

Fur-lined or woolly, you can't argue with that.

When icy winds blow your ears turn red,

So keep them under wraps, they'll be warm instead.

Say this rap in winter when you go out,

You'll know how to keep warm, there is no doubt.

You have to wrap up, you need a scarf, gloves and hat,

You have to rap it up, in winter that's that.





English Lesson 1: Reading comprehension questions.



Rap up Warm in Winter



1. Find and copy two rhyming words.

2. Match up the sentences.

You need to wear a coat

with a decent hat.

Find a pair of gloves

when it gets cold.

Keep your head warm

that are right for you.

3. What does the poet say might happen if you don't wrap up in the winter?

4. Write two words which are homophones.

5. What general message does the poet give the reader in this poem?





English Lesson 1: Deepen the moment

Use the template below to write your own poem about winter. Use the descriptive skills you have been taught over the last few weeks to make each line really interesting. Add expanded noun phrases to describe each item in your poem. Remember, not all poems have to rhyme.

Winter Poem

I can **see** _____

I can **hear** _____

I can **feel** _____

I can **smell** _____

I can **taste** _____

Word Bank

whistling
jumper
wind
snowman
fire
hot chocolate
sleighbing
jolly
songs
scarf





English Lesson 2: To use homophones correctly.

Homophones are words that sound the same but are written differently and have different meanings.

There—a place or position

Their –belongs to someone

Look at each group of sentences—one of them contains a mistake. Can you spot it and rewrite it correctly?

"Who left that coat there?" I moaned.

"There is the puppy!" I shouted excitedly.

"When can we have some of there chocolates?"

"Who left their coat on the floor?" I moaned.

"Their puppy is lost!" I shouted worriedly.

"Their having their dinner," I replied.

Look at these sentences carefully. Which word fits in the gap? Choose there or their.

Look at that beautiful rainbow over _____.

The one with the white fence is _____ house.

Put that book over _____ on the shelf.

_____ bus was running late.

The cold wind made _____ teeth chatter.

Could they be in _____ ?

Ava and Lucas put _____ hands up at the same time.



Deepen the moment

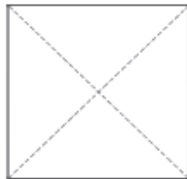
There are many different homophones. Can you find some examples and put them into sentences? Make and use the fortune teller on the next page to give you some ideas.

Year 2 Spelling: Homophones Fortune Teller

Fortune Teller

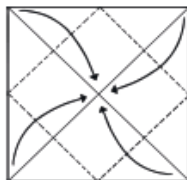
Instructions

①



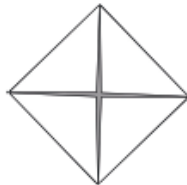
With pictures face down, fold on both diagonal lines. Unfold.

②



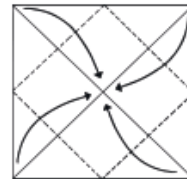
Fold all four corners to the centre.

③



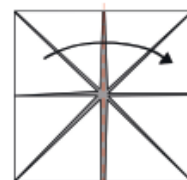
Turn paper over.

④



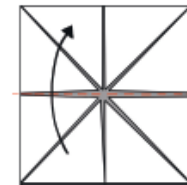
Once again, fold all corners to the centre.

⑤



Fold paper in half and unfold.

⑥



Fold in half from top to bottom. Do not unfold.

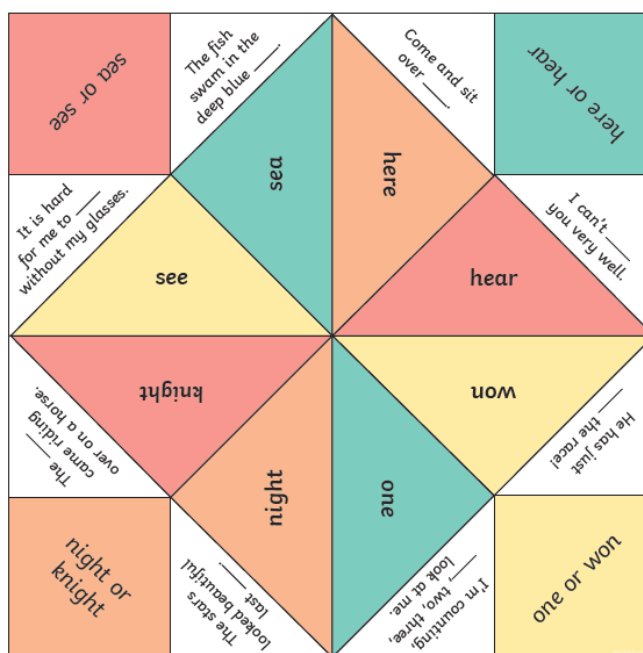
⑦



Slide thumbs and forefingers under the squares and move the fortune teller back and forth to play.



You will find a full size version of this to cut out and use at the back of this pack





Lesson 3: To write a character description.

Using our WAGOLL from our live session, write a character description all about the Adelie Penguin. Include a description of her actions and also think about her thoughts and feelings.

Don't forget to include:

- Full sentences using capital letters, correct punctuation and finger spaces.
- Expanded noun phrases to describe.
- Conjunctions to join your sentences and ideas.
- A range of sentence types – exclamations, questions and statements.



English Lesson 4: To consider a character's thoughts and feelings.

Today, we are going to write about an event from our book 'One Day On Our Blue Planet'. You can choose any part of the text to write about where there is more than one character. Describe the thoughts and feelings for the penguin chick and one other character. Remember to add lots of description to your writing.

Situation: _____

Character	Thoughts	Feelings

Deepen the moment: Think about your lesson from yesterday. Can you write a character description for the other character in your chosen situation? Think about personality and appearance.



English Lesson 5: To plan a story with a beginning, middle and end.

Today, we are going to plan our own narrative version of the journey taken by the penguin chick. You can use the events from the story or you can make changes to the things she does and the animals she sees, it is up to you! Record what will happen on your planning sheet and also write down lots of exciting adjectives you will use in your story next week.

Reading for Productivity Lesson 1: Geography

Where Is Antarctica?

Antarctica is a continent (a large solid area of land). It is the furthest south in the world. It is surrounded by the Southern Ocean. Antarctica is about 50 times the size of the UK. Although it looks like a line on a map, Antarctica is more of a circle shape.



The ground under Antarctica is covered with a very thick layer of ice and snow. There are whole mountains buried underneath! Antarctica also has a volcano – Mount Erebus – that is still active. This means it is filled with lava and could erupt.

Antarctica is the coldest, driest and windiest continent on Earth. Although it is covered in ice and snow, it is dry because it hardly ever rains. Some parts of Antarctica are classed as a desert because they are so dry! It is very difficult for plants and animals to survive in Antarctica.

For thousands of years, no humans had ever been to Antarctica. They weren't sure it existed! Eventually, humans discovered Antarctica. Once it was discovered, the next challenge was to reach the South Pole. The South Pole is near the middle of Antarctica - it is the very bottom of the planet.



Travelling across Antarctica is extremely hard work. Explorers had to make their way across ice and through thick snow, using pickaxes to clear a path. Explorers had to battle against temperatures as low as -90°C . They had to carry all of their food, clothes, maps and other essentials, there was limited food and no heating or electricity. They even had to set up camp on the ice when they needed to rest!



Reading for Productivity Lesson 1: Geography

Questions

1. What is a continent?

.....

.....

2. Find and copy the phrase that describes the size of Antarctica.

.....

3. Where is the South Pole?

.....

.....

4. Which ocean surrounds Antarctica?

.....

.....

5. Draw a line to match the boxes to complete the sentences.

Antarctica is covered in a thick layer

by the Southern Ocean.

Antarctica is surrounded

of ice and snow.

Antarctica can be found

at the very bottom of the Earth.

Year 1-2 Extended Curricular Learning

Geography: Where is Antarctica?

Monday 1st February –2021—Activity 1

VIPs

Antarctica is the coldest place on Earth.

The South Pole is found in Antarctica.

Today, you will think about the weather conditions in Antarctica and where in Antarctica the South Pole is found.

1. Complete the Reading for Productivity to find out more about Antarctica.
2. Look at a map or a globe and find Antarctica. You can also use a computer to access Google Earth.
3. Make a list of the things you would need to take on an expedition to the Antarctic. Think about clothing, food, and shelter.

- ✓ Year 1—Draw and label your items.
- ✓ Year 2—Explain what your items will be used for.

Deepen the moment

No humans live in Antarctica permanently. Why do you think this is? Lots of scientists visit the Antarctic and stay in special research stations around for 3-6 months. What do you think it is like for them?





Reading for Productivity Lesson 2: History

Exploring the Antarctic

We have already learned that Roald Amundsen was the first person to visit the South Pole, with Robert Falcon Scott only weeks behind, but that is not the only exciting thing to happen on the continent of Antarctica! Read on to find out about the timeline of this frozen wonderland.

1772 – Captain Cook is the first person to cross the Antarctic circle – the seas around Antarctica. This was the furthest south that anyone had ever been, and it was incredibly tough for the sailors who were not expecting such bitterly cold and icy conditions.

1820 – Antarctica is first seen from a ship.

1821 – The first person steps onto Antarctica. From this point, there were lots of visits to Antarctica, but only to the edges. No-one had yet travelled very far inland due to the horrendous weather conditions.

1911 and 1912 – Amundsen and Scott reach the South Pole.

1955 – 7 countries have set up bases in Antarctica, and there is fighting and arguing about who owns the land!

1956 – America sets up the Amundsen-Scott South Pole Research Station at the South Pole as a base for scientists to work from.

1959 – All countries sign the Antarctic treaty – a contract that says Antarctica will always be a place of peace and science. No more fighting!

1978 – Emilio Palma is the first baby born in Antarctica. His parents were both scientists and were working on the continent when he was born. In total, 11 people have been born in Antarctica.

Today – About 1200 people live and work on Antarctica, although no-one stays there all the time! There is a post office, a shop and a café for the workers to use.





Reading for Productivity Lesson 2: History

1. When did the first person step foot onto Antarctica?

2. True or false? Nobody has ever been born in Antarctica.

3. Find and copy a word that shows you that the weather conditions in Antarctica are terrible.

4. Complete the sentence from the Antarctic treaty – Peace and _____

5. How many people live and work in Antarctica today?

6. Which of these will you find on Antarctica? Circle three.

hotels
research station

post office
sandy beach

forest
café

7. Match the dates to the correct event:

1820
1911
1955

Roald Amundsen reaches the South Pole.
There is fighting in Antarctica over who owns the land.
Antarctica is first seen from a ship.



Year 1-2 Extended Curricular Learning

History: Making a timeline.

Tuesday 2nd February 2021—Activity 2

VIPs

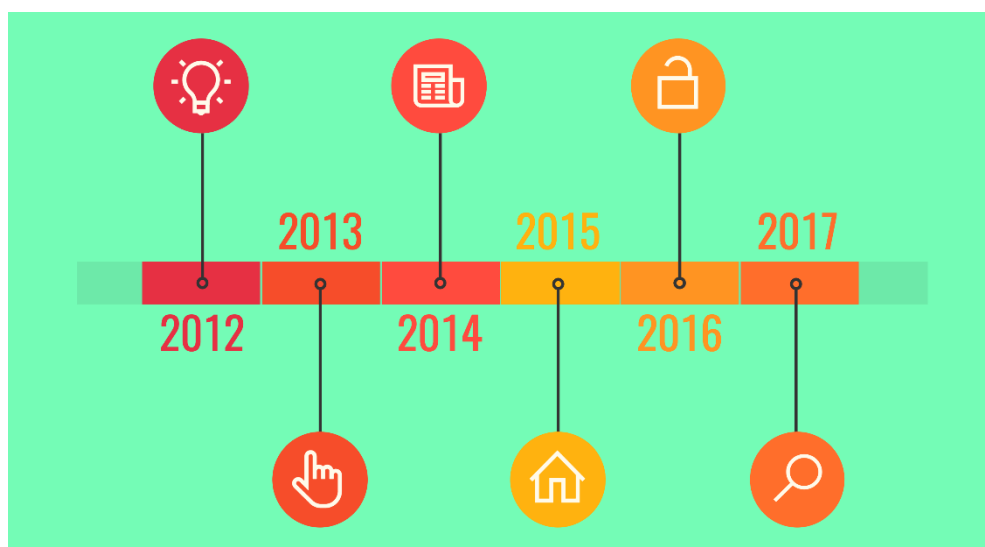
A timeline shows a series of events in the right order.

Today, you will learn about timelines and how a timeline can show changes and developments over time.

1. Complete the Reading for Productivity to find out more about the timeline of Antarctic discovery.
 2. Choose six events from the reading for productivity and add them to the timeline format on the next page. Make sure you get them in the right order!
- ✓ Year 1—Draw a picture to illustrate each event that you have chosen.
 - ✓ Year 2—Draw a picture to illustrate each event that you have chosen, and add a sentence to explain what is happening. Add the date to each event along the timeline.

Deepen the moment

Draw a long line on a piece of paper and draw your own timeline about your life. Start it the year you were born, then add key events in your life. Some ideas include: starting school, learning to ride a bike, baby siblings or cousins being born, weddings etc.



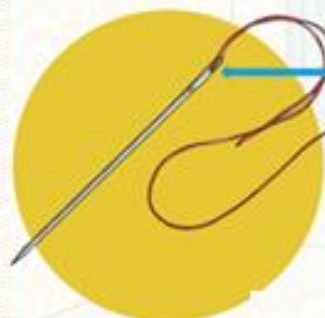


History Extended Curricular Learning

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Reading for Productivity Lesson 3: Art

How to Thread a Needle



This part of a needle is called the **eye**. It's where the thread goes through.

Putting thread through the needle, so you are ready to sew is called 'threading the needle'. It can be a bit tricky; it needs a steady hand and lots of patience.

How to Thread a Needle

1

Put the end of the thread in your mouth and then pull it out. This makes the thread less flopping and therefore easier to use.

2

Holding the thread still between your thumb and forefinger, and the needle in your other hand, bring the needle towards the thread.

3

Taking your time, guide the eye of the needle to the thread. This might take a couple of goes.

4

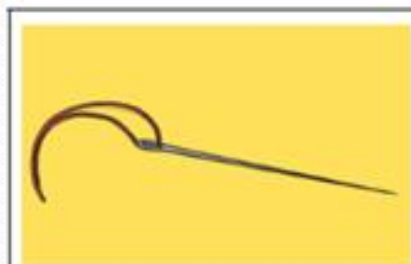
Once the thread is through just a tiny bit, pull more of it through with your fingers. To stop the thread from going back through, tie a knot in it by the eye of the needle.

5

Tie a knot at the end of your thread.

Starting Off

To start your stitching either tie a knot at the end of your thread or sew a few small stitches on the wrong side of the fabric.



Step 1. Begin the running stitch by pushing the threaded needle up through the fabric.



Step 2. Push the needle back down through the fabric near to where you came up and pull the thread down.



Step 3. Push your needle back up through the fabric, leaving a space from the previous stitch. Then, push the needle back down through the fabric again to make a second stitch and continue to the end.



Questions:

1. Which part of the needle does the thread go through?

.....

2. What do you need to thread a needle?

.....

3. Which fingers should you hold the thread with when trying to place it through the eye of the needle?

.....

.....

4. When threading a needle you should -

Tick one

Rush

take your time

Stand up

ask for help

5. Find and copy one word which shows that threading a needle can be hard.

.....



Year 1-2 Extended Curricular Learning

Art: Threading a needle.

Wednesday 3rd February 2021—Activity 3

VIPs

There are lots of different ways to join fabrics together.

A running stitch can be used to join fabrics together.

Today, you will learn about how to thread a needle and how to complete a simple running stitch.

1. Complete the Reading for Productivity to find out more about threading a needle and completing a running stitch.
2. Have a go at threading, you could thread beads onto a string, thread a pair of shoelaces through the holes in a shoe, wool through cotton reels or pasta onto a string.
3. Look around your home to see how different pieces of fabric have been joined together. Make a list of all the different things you find. Look out for stitches, zips and many more!

✓ Year 1—Make a list of the things you find.

✓ Year 2—Sort the things you find under different headings.

Deepen the moment

If you have the equipment at home, have a go at threading a needle with an adult.





Reading for Productivity Lesson 4: Science

Microhabitats and Minibeasts

We have been learning about the different habitats where living things make their homes.

Some of these habitats are very big, like a woodland. Some habitats are very small; we call these microhabitats.

A large habitat contains many microhabitats. A microhabitat can be as small as a fallen branch or the space under a stone.

What microhabitats did we find in our local habitat?



1. What is a habitat?

.....
.....

2. Find one example of a large habitat.

.....

3. Find one example of a microhabitat.

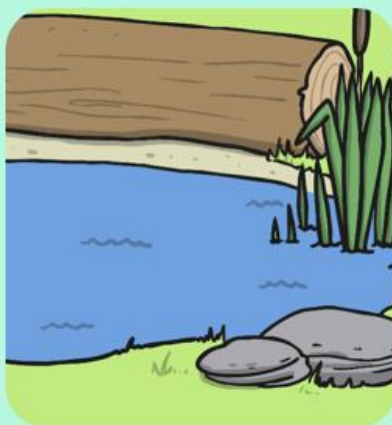
.....

A minibeast is a small creature like an insect, a worm or a spider.

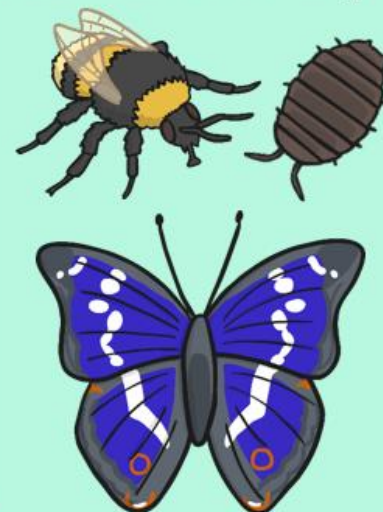
Many different minibeasts live in many different microhabitats.



They are suited to live in that microhabitat as they can find the food, water and shelter they need.



Minibeasts help to keep the microhabitat healthy.



4. Name three examples of minibeasts.

.....

.....

.....

5. What does the word 'shelter' mean?

.....

.....

6. How do you think minibeasts help to keep the microhabitat healthy?

.....

.....

.....



Spiders can live in just about any habitat. When the weather gets colder they have to find shelter. Their body colours help them to blend in and they build webs to catch insects easily.



Worms like to live anywhere there is soil. They like to eat dead leaf matter and they need the soil to be moist. Worms help to keep the soil healthy by digging tunnels that let air and water in.



Ants mostly live underground in big families. There are lots of insects to eat underground. Ants don't have ears. Ants hear by feeling vibrations in the ground through their feet.



7. How do spiders catch insects to eat?

.....

8. How do worms help to keep the soil healthy?

.....

.....

9. If ants have no ears, how do they know what is going on around them?

.....

.....

10. If you could be one of these minibeasts, which would you be and why?

.....

.....

.....



Year 1-2 Extended Curricular Learning

Science: Microhabitats and Minibeasts

Thursday 4th February 2021 – Activity 4

VIPs

A microhabitat is a small, specific habitat which creates the perfect conditions for particular plants and animals to live. For instance, a rockpool or a rotting log.

Today, you will go on a hunt for some micro-habitats in and around the area you live.

1. Complete your Reading for Productivity, about microhabitats and minibeasts.
2. Find a clear container and a spoon or a brush to scoop up your findings. A magnifying glass will help you to see things close up.
3. Hunt for microhabitats and make a note of the minibeasts that you find. Investigate at least one of these, looking to see what else you can spot!













Deepen the Moment

1. Why do you think that you cannot find some of the insects on this list?
2. Create your own microhabitat, using sticks, leaves and natural materials and over the next few weeks/months, watch to see if you get any visitors!





Tick the minibeasts that you can find. Where did you find them?

	On bark	On plants	In the sky	In the soil	Under Rocks
dragon fly 					
snail 					
bee 					
crane fly 					
ant 					
butterfly 					
beetle 					
woodlouse 					
fly 					
worm 					
millipede 					
ladybird 					



Reading for Productivity Lesson 5: PE

Caterpillar Races

- Your teacher will split you into teams.
- In your teams, spread out in a line from one side of the playing area to the other.
- The ball will start at one side of your line (the caterpillar)
- Pass the ball along the line until it reaches the end.
- Your teacher will tell you which throw to use.
- Catch the ball, turn to face the next person in the line, then pass to them.
- The first team to get the ball to the other end of their line wins.
- If you or your teammate drops the ball, the ball must go back to the start of the line.

1. Who decides which throw to use in the race?

.....

2. What happens if the ball is dropped during the race?

.....

.....

3. What do you have to do to win the race?

.....

.....

4. Number these in the order that they happen in the race:

1) Pass the ball along the line.	
2) Spread out in a line.	
3) The ball reaches the end of the line.	
4) The teacher will split you into teams.	
5) The team that gets the ball to the end of the line first wins.	

5. Why do you think this activity is called 'Caterpillar Races'?

.....

.....

.....

Over and Under



- Your teacher will split you into teams.
- Spread out in a line from one side of the playing area to the other.
- Face the same way and do not turn around.
- The ball will start at one side of your line.
- To get the ball to the other side of the line, you will have to pass the ball by either putting the ball over your head or between your legs.
- The pass alternates with each person in the line so that the first person passes under, the second passes over, third passes under and so on.
- The first team to get the ball to the end of their line wins!

6. Is it possible to play this game with 2 players? Explain your reasoning.

.....

.....

7. What does the word 'alternates' mean in the sentence "The pass alternates with each person in the line."

.....

.....

8. Why do you think the game is called 'Over and Under'?

.....

.....

9. Can you think of an alternative name for this game?

.....

.....

Year 1/2 Extended Curricular Learning

PE: Sending and Receiving a Ball

Friday 5th February 2021 – Activity 5

VIPs

When you throw a ball, let go of it when your hand is pointing at the target. When you catch a ball, always catch with two hands and wide fingers. When you kick a ball, use the inside of your foot. If you are hitting a ball, watch the ball and get your body behind it by moving your feet.

Today, you will create your own ball game. Write out the rules of play and if possible, film yourself / others playing the game. Remember, you can create a game that uses your hands, feet, a bat, rolling the ball or something else. You may use additional equipment.

1. Complete your Reading for Productivity
2. Create a ball game, write down the rules of play and how you win.
3. Play the game and film it if you can!

Deepen the Moment

Having tried out your new game, are there any ways that you could improve it? How?



