

# Home Learning Willow, Ash, Elm

## Summer 2 Week 2

**Maths:** Capacity and volume

**English:** Poetry – Poems to perform

**Science:** Forest School

# Maths

Have fun exploring the amount of water different containers hold. Encourage your child to fill and empty containers using cups, yogurt pots, jugs etc. Count with your child as they pour the cupfuls into the containers.

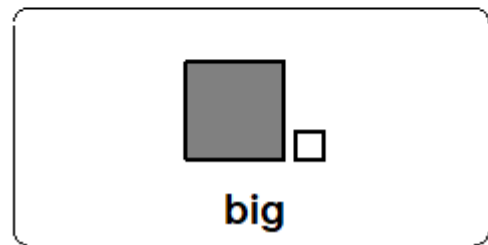
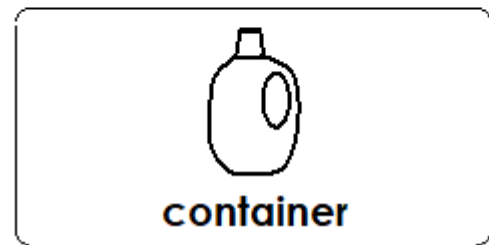
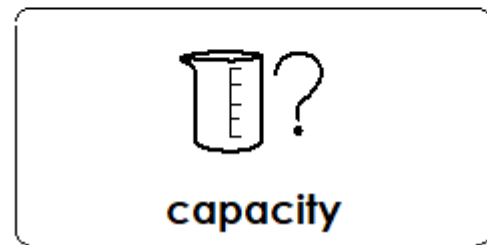
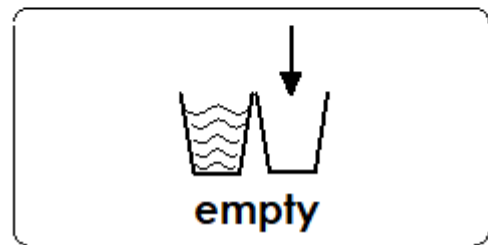
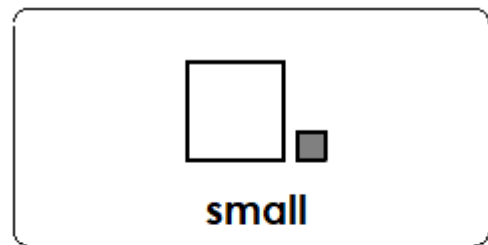
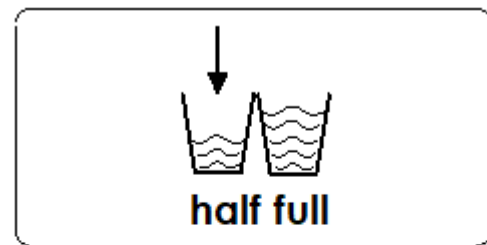
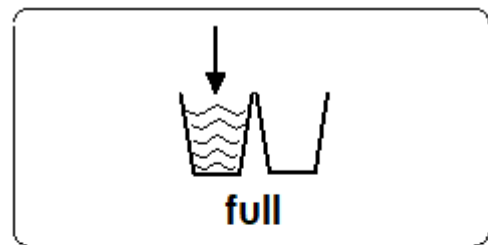
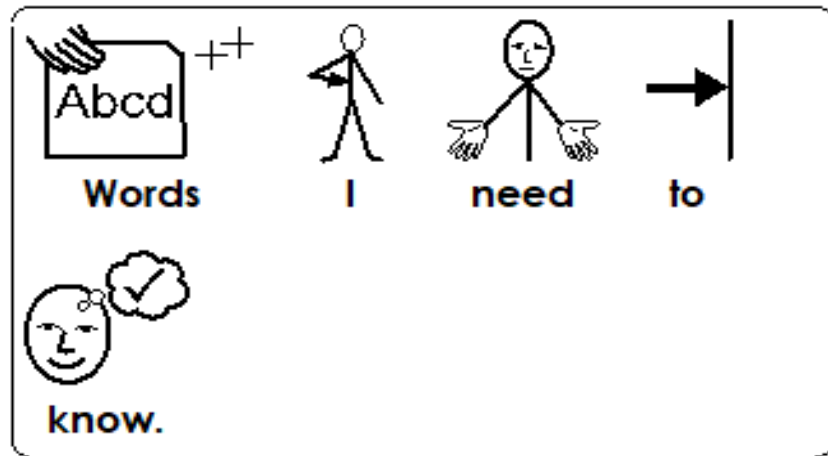
**Day 1:** I can identify if a container is full or empty.

**Day 2:** I can identify if a container is half full.

**Day 3:** I can sort and group containers that are full, half full and empty.

**Day 4:** I can investigate which container holds the most water.

**Day 5:** I can play a game to see who can fill the container first.



I can identify if a container is **full**.  
I can identify if a container is **empty**.

You will need:

containers of different shapes and sizes

water

basin

jug

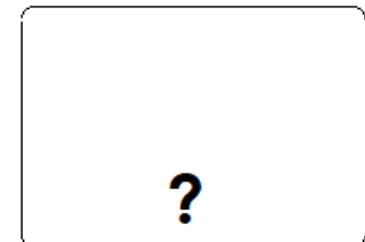
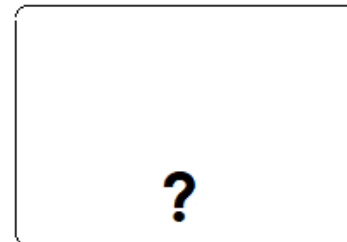
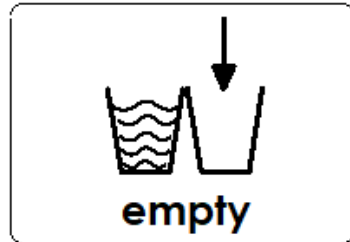
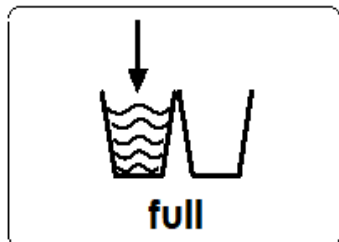
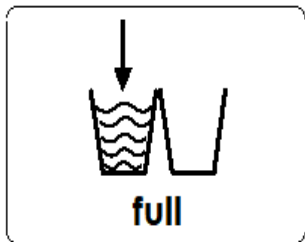
### Activity

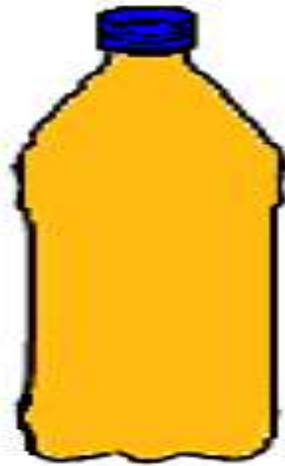
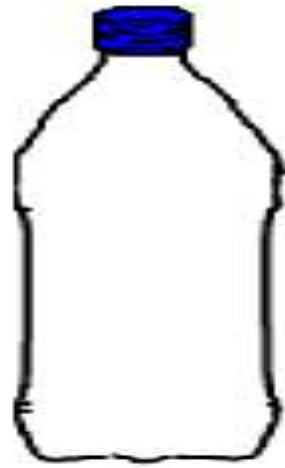
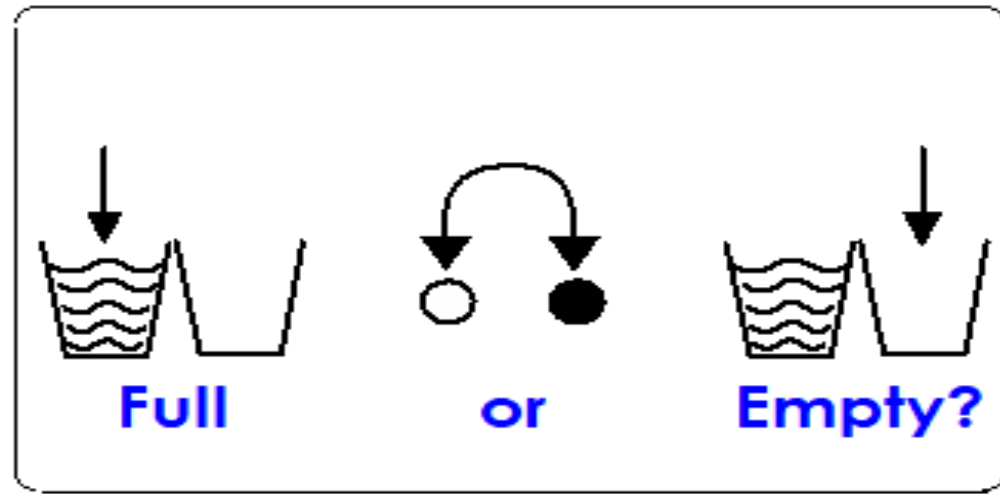
Have fun filling containers with water. When the container is full encourage your child to say the word FULL.

Empty the water out of the container and say EMPTY. Encourage your child to look into the container and turn the bottle upside down to emphasise EMPTY.

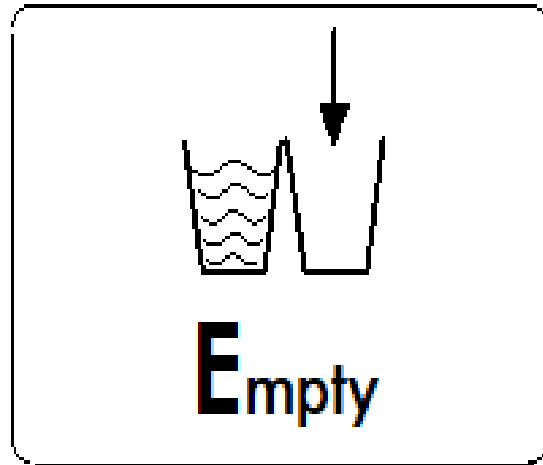
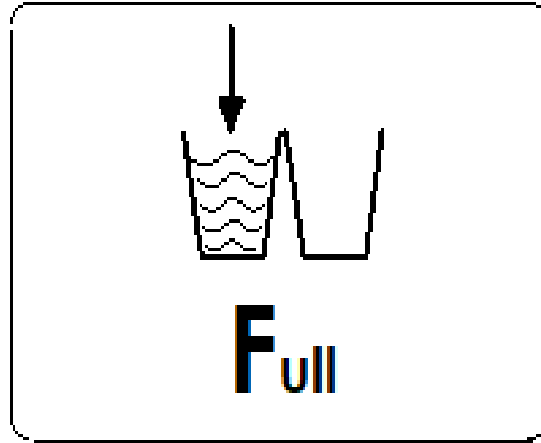
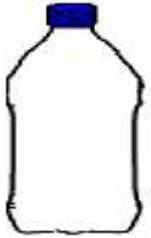


I can identify if a container is **full**.  
I can identify if a container is **empty**.

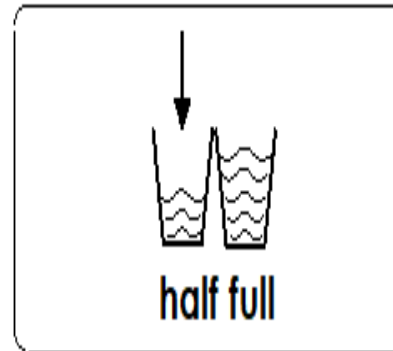
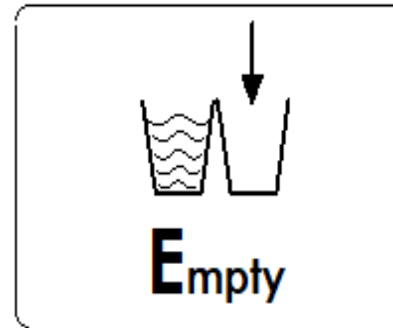
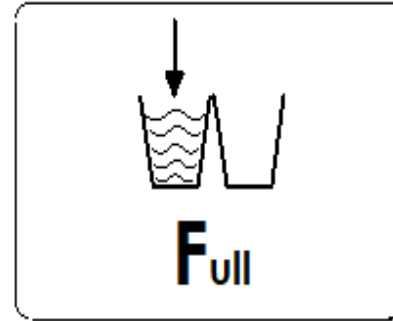
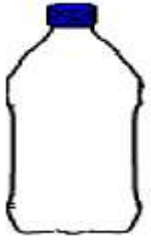




Draw a line matching the container to the correct label.



Draw a line matching the container to the correct label.





# I can sort and group containers that are **full**, **half full** and **empty**.

## You will need:

- Containers of different shapes and sizes
- 3 sheets of paper to draw symbols

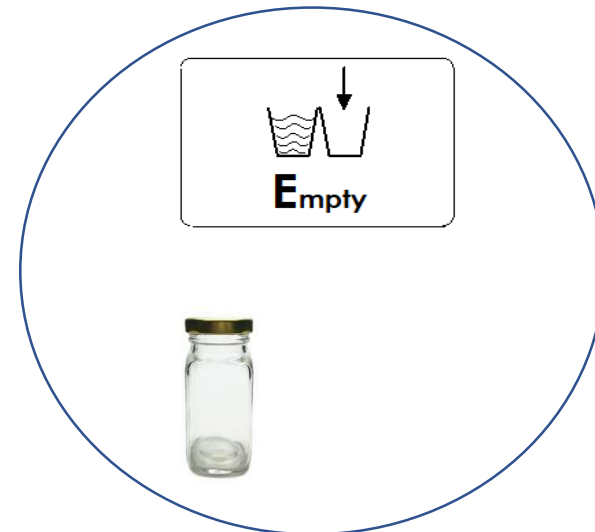
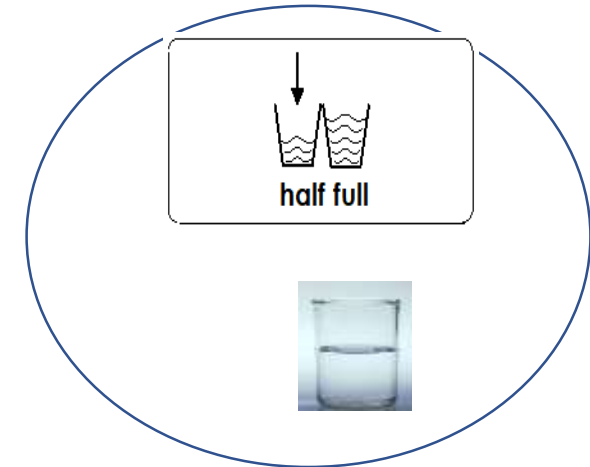
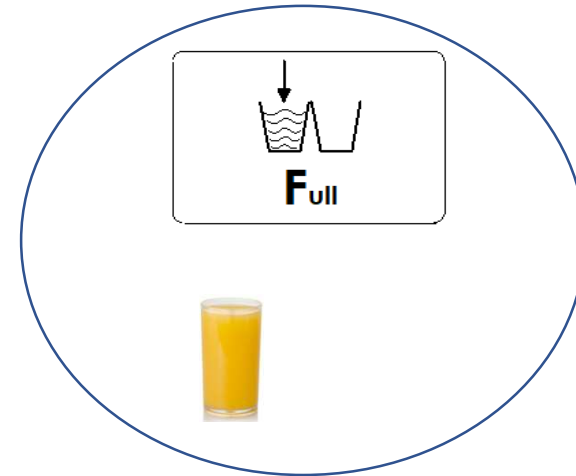
Full, Empty, Half Full

## Activity

Pour different amounts of water into each container.

Using the symbols recap on key words **Full**, **Empty** and **Half Full**.


Encourage your child to sort and match the containers to the correct symbol.



# I can investigate which container holds the most water.

1. Choose 3 containers.



2. Take a cup  or yogurt pot and find out how many cups it takes to fill each container.

3. Line your containers up in order from smallest to largest.
4. Write down the number of cupfuls it took to fill each container.

# I can play a game to see who can fill the container the quickest.

## You will need:

2 containers

1 plastic cup

1 tablespoon



1. Take one container each.
2. One person use the spoon to fill their container. The other use the cup.
3. Start the race.
4. Who is the winner?  
How many cupfuls of water did it take to fill the container?  
How many spoonfuls of water did it take to fill the container?
5. Is this a fair game?
6. Why? Why not?

# Poems to perform

The following poems are fun and easy to perform. If possible have objects or images from the poem available to stimulate and encourage your child to join in with the actions.

**Day 1:** I can read the poem **Hands** by **Julia Donaldson**.

I can perform the poem.

**Day 2:** I can read and perform the poem **Hands**.

I can think of five other actions I do with my hands.

**Day 3:** I can read the poem **Queue for the Zoo** by **Clare Bevan**.

I can think of actions for the poem.

**Day 4:** I can read the poem **Queue for the Zoo**.

I can practise and perform the poem.

**Day 5:** I can write and perform a poem.

I can read and perform a poem.

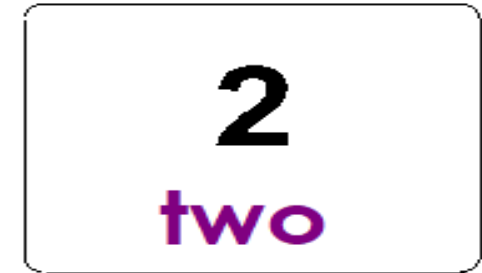
# Hands

By Julia Donaldson



# Hands

One, two,  
What can you do?



We can . . .

Stroke a cat,  
Put on a hat,



Shake your hand,  
Dig in the sand.



Drive a car,  
Play the guitar,



Scrub the floor,  
Knock on the door,



Turn a screw,  
Tie up a shoe,



Toot the flute,  
Pull off a boot,



Brush your hair,  
Cuddle a bear,



Wave goodnight  
And switch out the light.





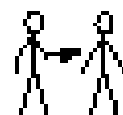


## Hands

1

2

One, two,



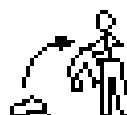
What can you do?



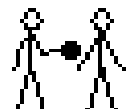
We can .....



Stroke a cat,



Put on a hat.



shake your hand,

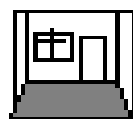


Dig in the sand.



Drive a car,

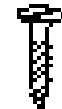
Play the guitar,



Scrub the floor,



Knock on the door,



Turn a screw,



Tie up a shoe,



Toot the flute,



Pull off a boot,



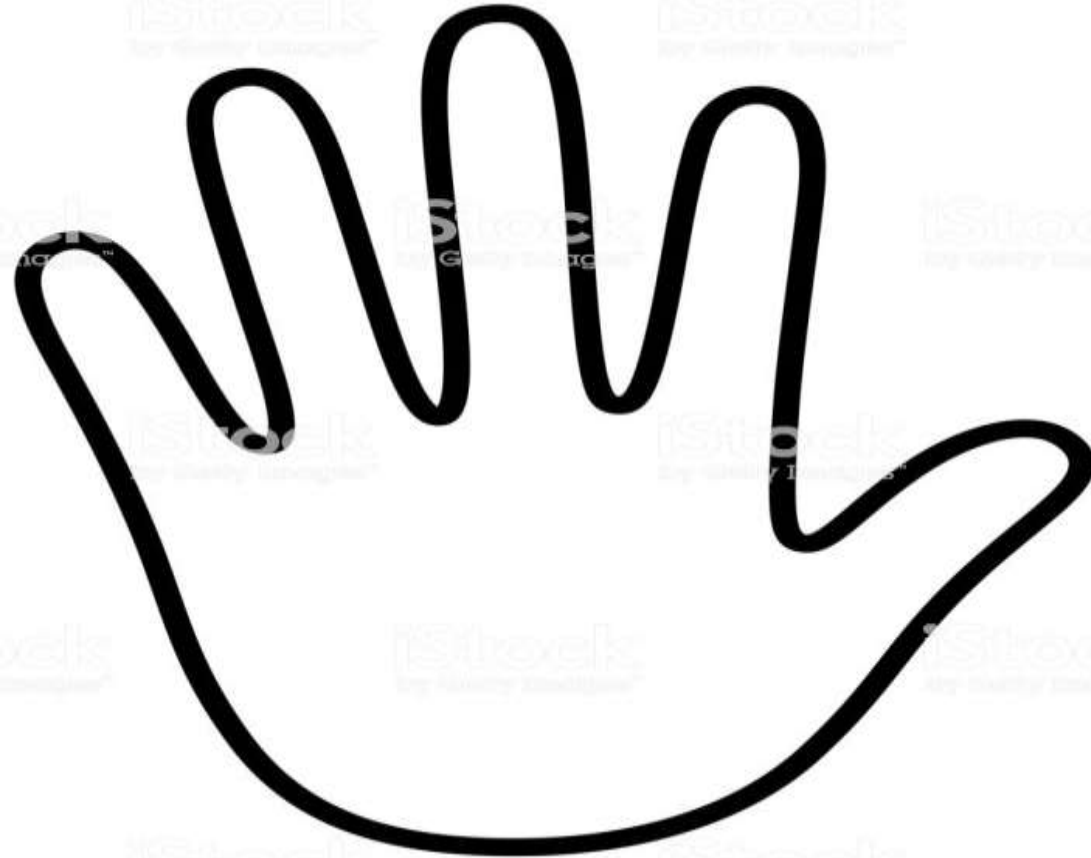
Brush your hair,



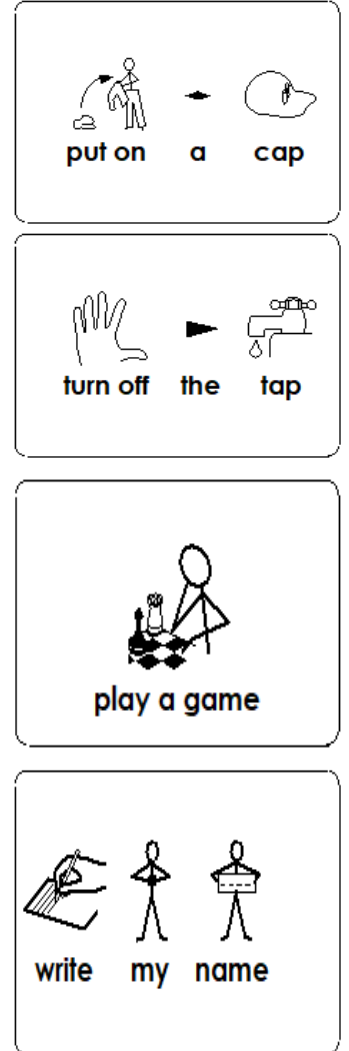
Cuddle a bear,

I can think of **at least** five actions that I do with my hands.

Encourage your child to draw around their hand. Have some objects visible to stimulate ideas. Encourage them to explore different actions that they can do. Support them to write down their ideas.



**Challenge:** Can you think of rhyming words?

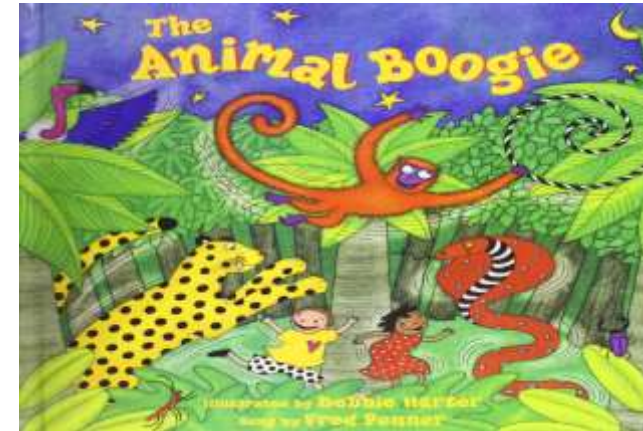


Before reading the poem **Queue for the Zoo**  
have fun singing these animal songs.

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



[https://www.youtube.com/watch?v=25\\_u1GzruQM](https://www.youtube.com/watch?v=25_u1GzruQM)



<https://www.youtube.com/watch?v=wCfWmlnJl-A>



I can read and perform a poem.

## Queue for the Zoo



By Clare Bevan

# Queue for the Zoo

Oh no! There's a queue!  
What shall we do?  
Act like the animals  
In the zoo.....

Growl like tigers,



Grizzle like bears,



Skip about like  
Mad March Hares,



Squirm like snakes,



And squeak like rats,



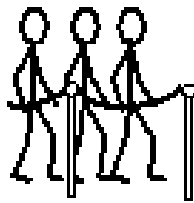
Flap our coats  
Like vampire bats,



I'm glad we're in a queue –  
Aren't you?

Jump as high as  
A kangaroo.....





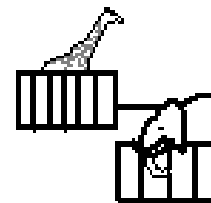
Queue



for



the



Zoo



Oh no! There's a queue!



What shall we do?



Act like the animals



In the zoo.....



Growl like tigers,



Grizzle like bears,



Skip about like



Mad March Hares,



Squirm like snakes,



And squeak like rats,



Flap our coats



Like vampire bats,



Jump as high as



A kangaroo.....



I'm glad we're in a queue



- Aren't you?

# I can write and perform a poem.

Copying the style of Julia Donaldson encourage your child to think of all the actions they do with their feet. Use their ideas to create a poem to perform. Choose from activity 1-3 depending on the confidence of your child.




**Activity 1:** I can act out at least 5 different actions I do with my feet.



**Activity 2:** I can write a list of actions I do with my feet.

**Activity 3:** I can use short sentences to describe actions I do with my feet.







  
**I can write a poem.**

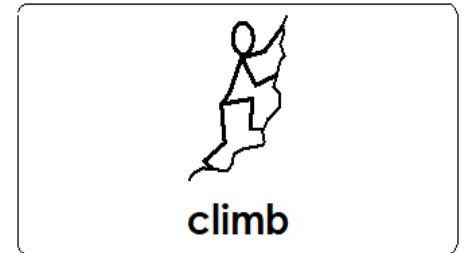
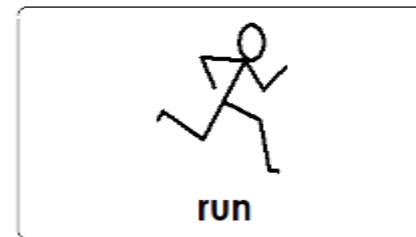
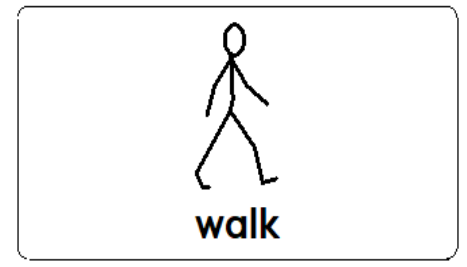
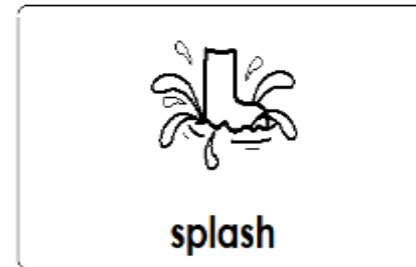
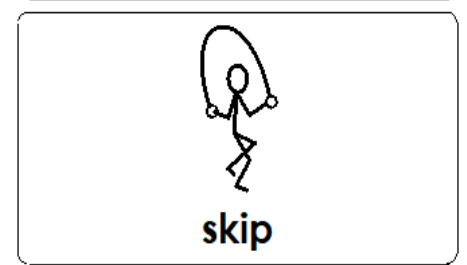
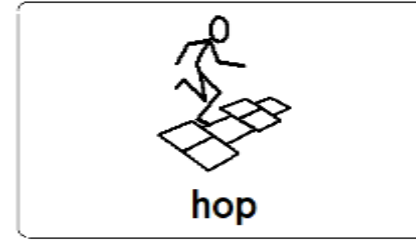

  
**I can perform a poem.**




Encourage your child to think of all the actions they do with their feet. Act out the actions and write them down. Have fun!



  
**Feet**

**1**      **2**  
 One,      two,  
              
**What can you do?**

        
**We can ...**






  
**I can write a poem.**



  
**I can perform a poem.**




Create a list of ideas before you start.  
Encourage your child to do the actions.  
Can they think of rhyming words?





  
**Feet**



**1** **2**  
**One, two,**



    
**What can you do?**

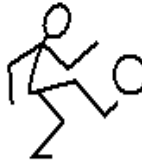

   
**We can ...**



    
**Go on a hike**





     
**Run after my dog**





   
**Ride a bike**

   
**Jump over a log**

   
**Kick a ball**

   
**Tap my feet**

     
**Walk down the hall**

     
**Dance to the beat**

# Forest School Challenge

If you are out walking in your local park see if you can complete some of the following challenges.

**Challenge 1:** I can be a tree detective.



With your child study the images of the leaves that follow. Discuss what the leaves look like. Discuss their names and the tree they belong to.

Your challenge is to find an Ash, Oak, Birch and Sycamore tree next time you are in the park.

# Challenge 1: I am a tree detective.

Look carefully at the leaves.

What are their names?

What tree do they belong to?

Do the leaves have pointy edges?

Do the leaves have round edges?



Birch leaf



Oak leaf



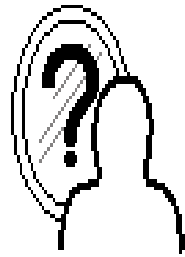
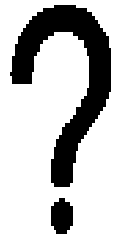
Sycamore leaf



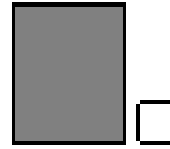
Ash leaf



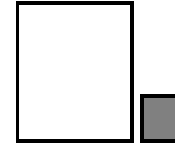
Horse Chestnut  
leaf



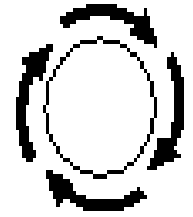
What do the leaves look like?



big



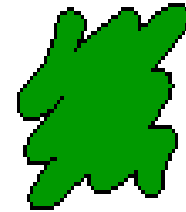
small



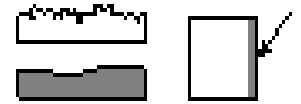
round



spikey

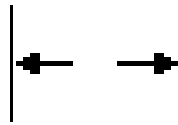


green

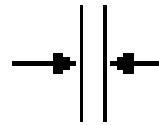


smooth

edge



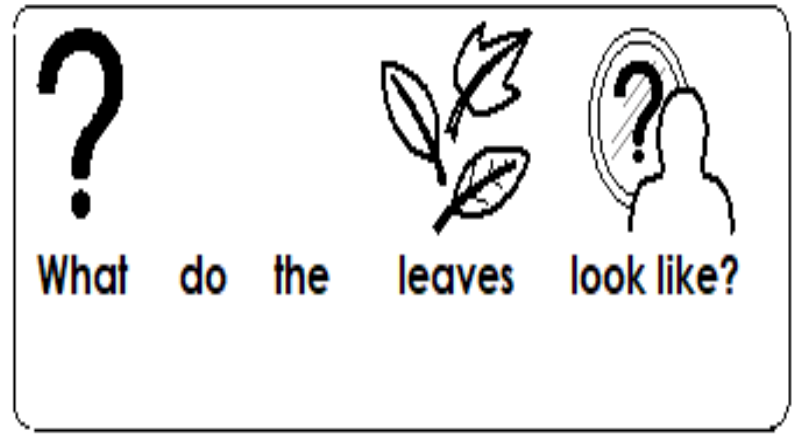
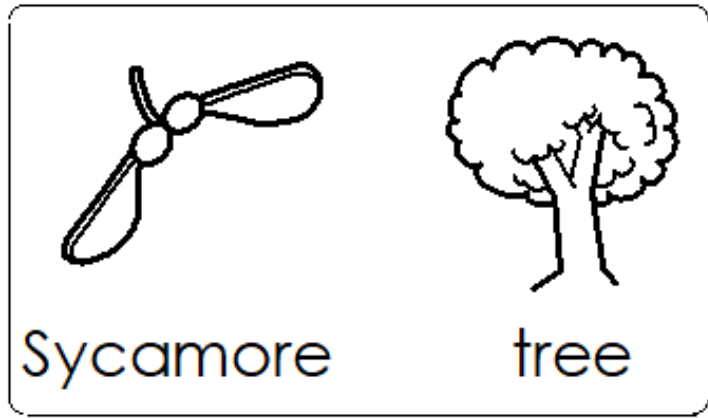
wide



narrow



pointy edge





Birch tree



What do the leaves look like?





Oak tree



What do the leaves look like?







Horse Chestnut



Tree



What

do

the

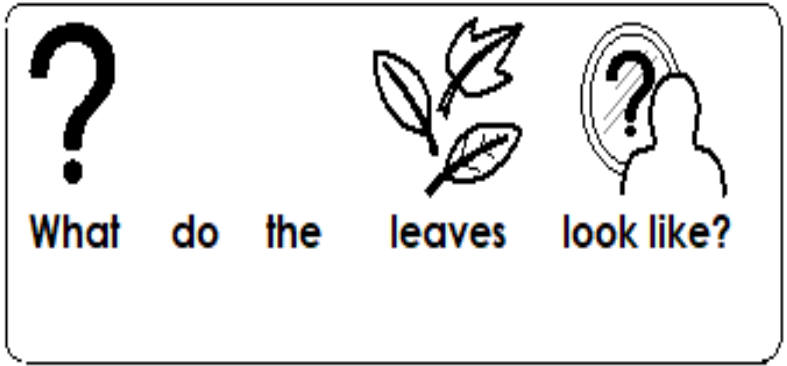


leaves



look like?









# Tree Detective




Tick the trees you discovered in the park

  
**Birch Tree**

  
**Horse Chestnut**  
  
**Tree**

   
**Sycamore Tree**

  
**Ash Tree**

  
**Oak Tree**

# Challenge 2: I am a wildlife detective.

How many of these creatures can you see at the park?

