

Home Learning

Milepost 2 (Elm, Ash Willow)

Summer 2
Week 4

Maths: measuring length and height with non-standard units

English:

Topic: Bright Sparks

Science: shadows

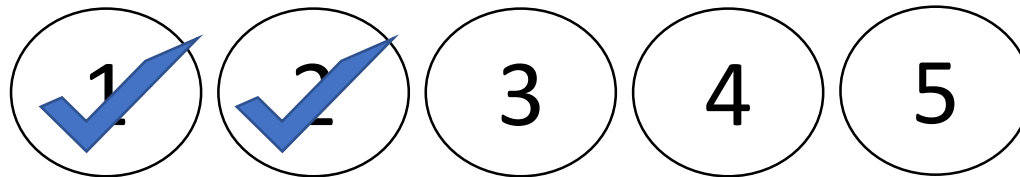
Advice for completing activities

Often our children find it difficult to engage in a piece of work if it is not clear where/when the end point is and if they are unaware of the expectation that we have of them.

Before starting an activity, therefore, it can be very helpful to make it very clear to your child how many practices they will be doing or how long they will be working for, and to use a visual reminder of where they are in the timeline of the activity throughout.

This can take the simple form of:

- A set number of circled numbers, which you tick off as you go along. You can introduce this to your child by saying, for example: "We're going to do 5 practices" before you start the activity.



- If you are doing a more open-ended activity like an art task, for example, using a visual timer can be very helpful to establish this kind of clarity. You can use the same kind of introduction by saying, for example: "We're going to work on this for 5 minutes" before starting the timer. Sand timers are great as they are very visual, but you can also use a digital timer if you don't have one.



Maths

This week in maths we are going to practice comparing length and height and using the words “longest”, “shortest” and “tallest” in a practical context

Day 1: I can compare height

Day 2: I can compare length

Day 3: I can measure using non-standard units of measure

Day 4: I can draw straight lines using a ruler

Day 5: I can solve problems involving measure

Maths Day 1: I can compare height

For this activity you will need:

2/3 people (more if available)

Sticks collected from a local walk (long ones if possible!)

Toy dinosaur / person / animal



- Compare the heights of different people in your house. Ask your child “who is shortest?” “Who is tallest?” Encourage your child to use the language “taller”, “shorter”, “tallest”, “shortest”.
- Now look at the sticks you collected. Which one is taller/shorter? Is it taller than you? Can you mark your height on the stick with a pencil? You can add a new mark as you grow taller.
- Look at your toys – put them in height order, starting with the shortest first. Then repeat, starting with the shortest.
- **Out and about!** Look around your home, garden, park or local environment. Can you find things that are taller than you? Can you find things that are shorter than you?
- **Look out for: post boxes, lamp posts, walls, gates, doors** – are you taller or shorter than these?



Maths Day 2: I can compare length

For this activity you will need:

A selection of items of different lengths, e.g. pencil, scissors, book, cup, phone, skipping rope etc

Dry spaghetti

Sticky tape / marshmallows

Pencil and paper



- Look at slide 6, discuss with your child which is the longest / shortest pencil. Ask them to point or tell you the letter name. On a piece of paper draw a line, now ask your child to draw a longer line than your one. Repeat this asking them to draw a shorter line.
- Look at slide 8, put the worms in order from shortest to longest.
- Now ask your child to look at the objects they have selected. Which is the longest object? Which is the shortest? Put your objects in order, starting with the shortest and finishing with the longest.
- Lay on the floor next to another person. Put your feet against the wall. Put a marker where your heads come to. Who has the longest body?
- Using the spaghetti, break it into 4 different lengths and ask your child to identify the longest piece and the shortest piece. Repeat this with your child breaking the spaghetti and putting them in order.
- **Challenge:** Find out how many lengths of spaghetti, connected with marshmallows, are the same length as you. You will probably have to lay on the floor to do this! Compare this to another person in your house. How many more/less pieces of spaghetti are you?
- **Extra challenge:** Try not to eat the marshmallows before you finish!!

A



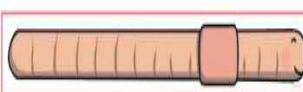
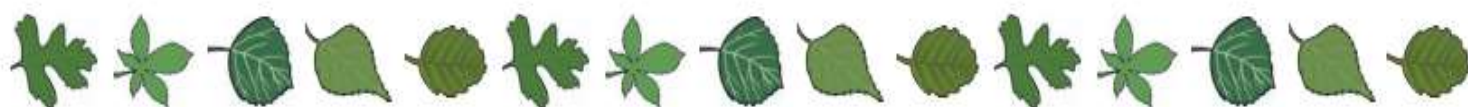
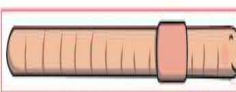
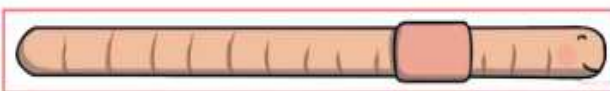
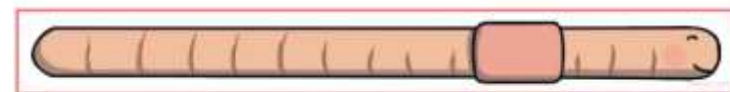
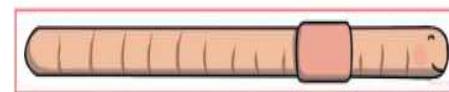
B



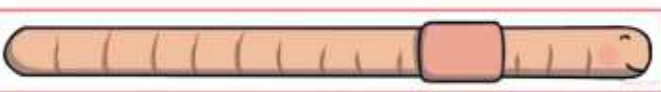
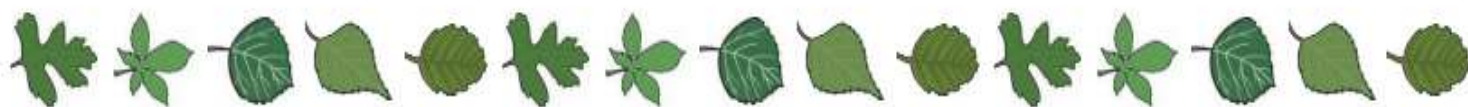
C



Shortest



Longest



Maths Day 3: I can measure using non-standard units of measure

This pencil is 4 paper clips long.



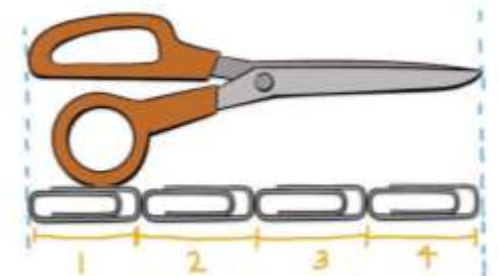
For this activity you will need:

Objects from around the home / local area to measure

Non-standard units of measure - Paper clips, match sticks, pasta – penne /bows

Pencil and paper

- Help your child to select an object that they can measure. This might be an ipad, book, toy, shoe, stick or leaf etc. Using one of the non-standard units of measure listed above, show your child how to measure it, carefully counting the number of units you used to measure it. Record the number on a piece of paper. Repeat this with a different item. Now compare the length of the two objects. Which one was longer / shorter? How do you know?
- Repeat this with different objects, using a different non-standard unit of measure to compare the two items.
- After a few practises, ask your child to record the number if they can and independently point to the longer/shorter one.



Maths Day 4: I can solve problems using measure

For this activity you will need:

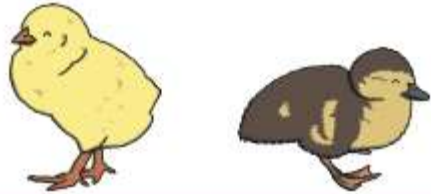
A laptop or tablet

A printer if you have one

- Show your child the images on slides 10 - 17 (or print them off if possible) and work through some of the problems. Don't feel that you have to complete them all. Do as many as your child wants to do.

The chick is than the duckling.

The duckling is than the chick.

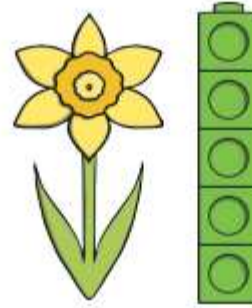


taller



shorter

The daffodil is 5 cubes tall.



true

false

The butterfly is 10 cubes tall.

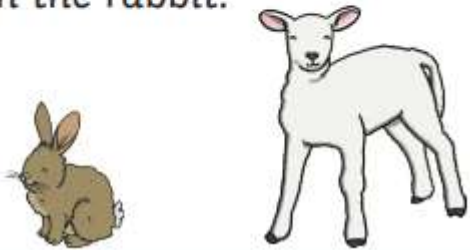


true

false

The rabbit is than the lamb.

The lamb is than the rabbit.

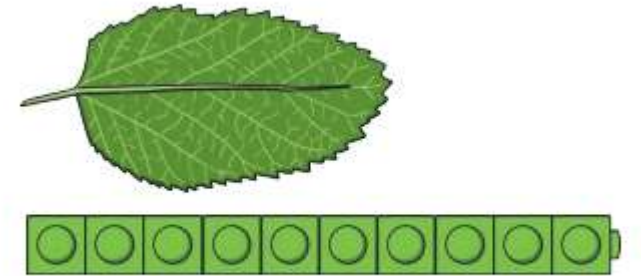


taller



shorter

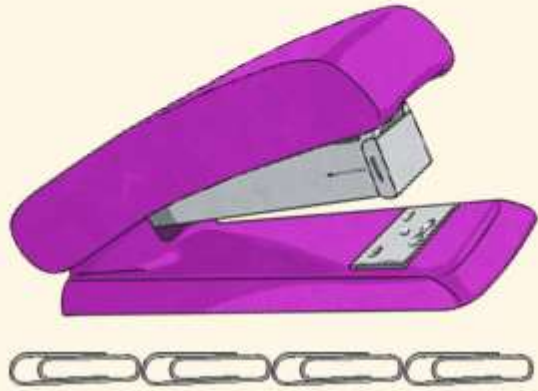
The leaf is 10 cubes long.



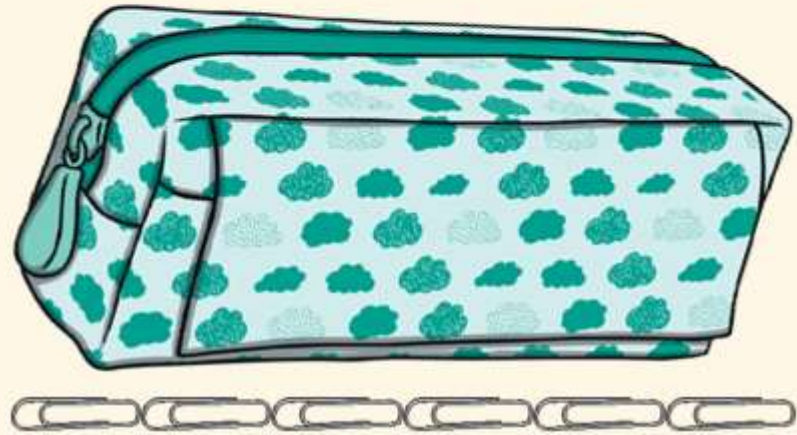
true

false

Measure and compare the length of the objects.



The stapler is _____ paperclips.



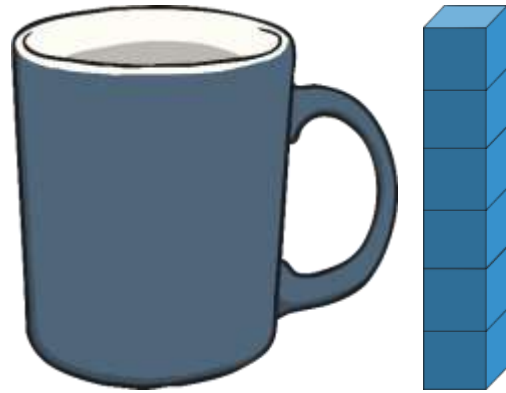
The pencil case is _____ paperclips.

The stapler is shorter than the pencil case.

Measure and compare the length of the objects.



The glue stick is
___ cubes.



The mug is _____
cubes

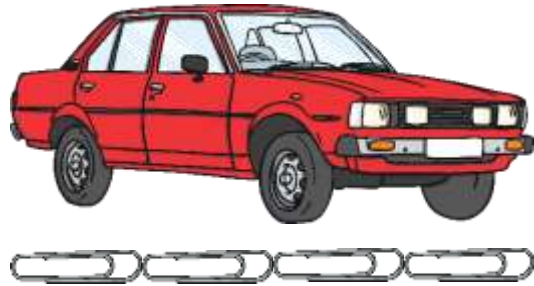


The jar is _____ cubes

The mug is the _____.

The jar is the _____.

Measure and compare the length of the objects.



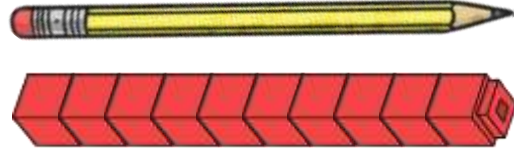
The toy car is
___ paper clips.



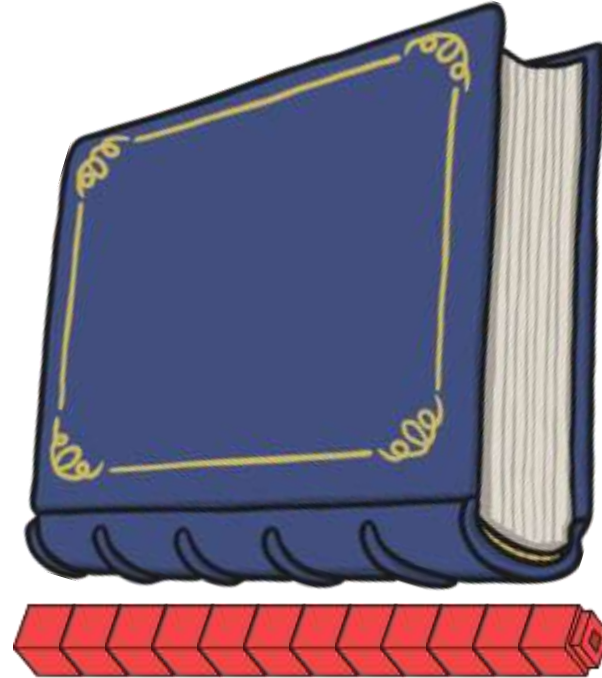
The pencil is
___ paper clips.

The toy car and the pencil are _____.

Measure and compare the length of the objects.



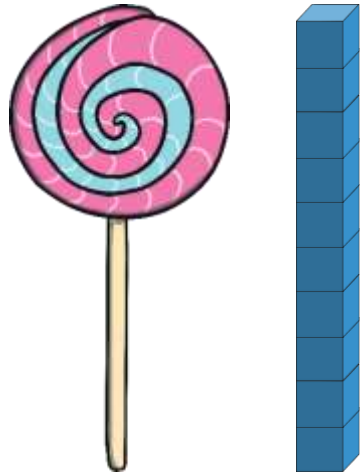
The pencil is
___ cubes.



The book is _____
cubes.

The book is _____ than the pencil case.

Measure and compare the height of the objects.



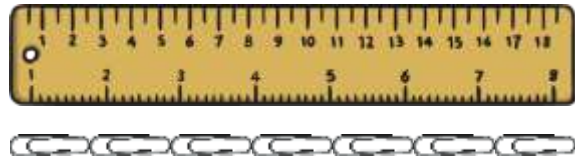
The lollipop is
_____cubes.



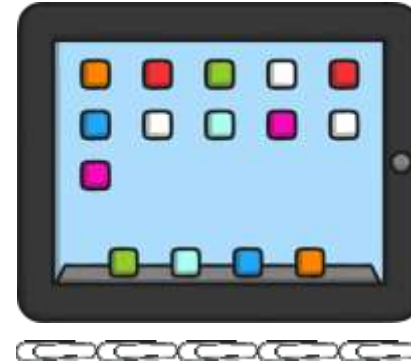
The mug is
_____cubes.

The lollipop and the mug are _____.

Measure and compare the length of the objects.



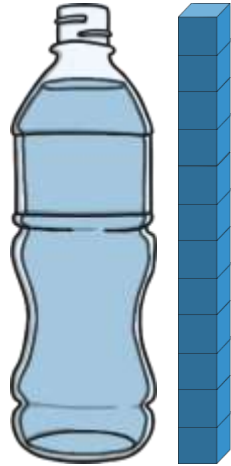
The ruler is ___ paper clips.



The tablet is ___ paperclips.

The ruler is _____ than the tablet.

Measure and compare the length of the objects.



The drink bottle is
___ multilink cubes.



The pencil tin is
___ multilink cubes.

The drink bottle is _____ than the pencil tin.

Maths Day 5: I can practise holding and using a ruler

For this activity you will need:

A ruler

A pencil

Paper



- For this activity you can either print off the slides or draw the dotted shapes yourself for your child to use.
- First show your child how to use a ruler to draw straight lines.
- Then show them how we use a ruler to join the dotted lines, making a shape. Can your child tell you what shape you have drawn?
- Now it is your child's turn to have a go, repeating what you have shown them.
- **Holding a ruler and pencil and drawing a straight line is a very difficult task so please don't worry if your child doesn't grasp this immediately. It may take a few tries and their lines might be wobbly if they haven't got the strength in their hands to hold both the pencil and ruler and apply pressure.**
- **Challenge: Ask your child to draw their own, made up shape using their ruler. Can they create a picture?**

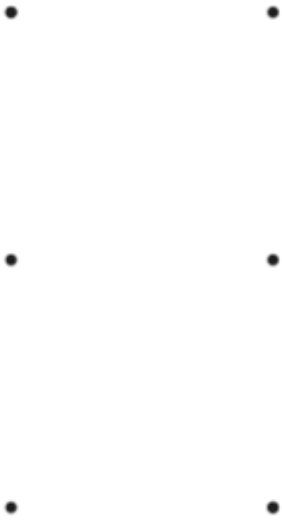
Use your ruler to draw the shapes



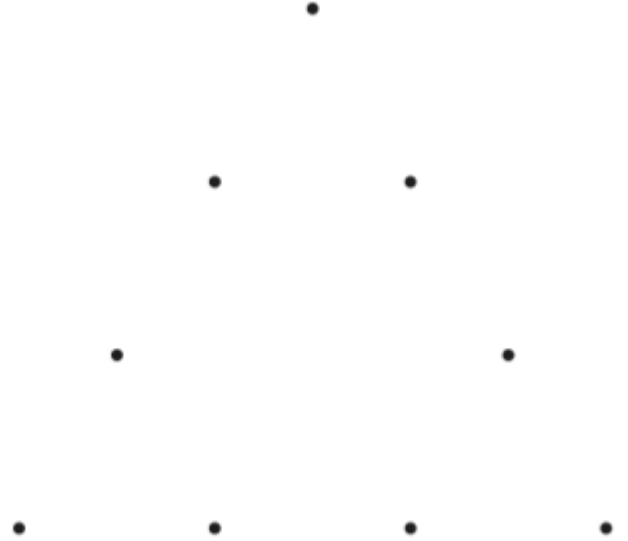
This is a _____



This is a _____



This is a _____



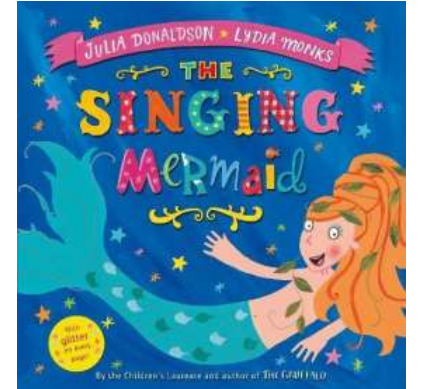
This is a _____



English

This week in English we are going to learn how to respond to texts and the characters in them. We will be using The Singing Mermaid by Julia Donaldson. We will be focusing on the feelings of the characters and explaining why they might feel happy or sad.

Please encourage your child to use the Makaton signs.



Day 1: I can listen and respond to a story

Day 2: I can use 'because' in a sentence

Day 3: I can complete fun mermaid activities!

Day 4: I can use 'because' in a sentence to explain what makes me feel happy or sad.

Day 5: I can say what a friend is

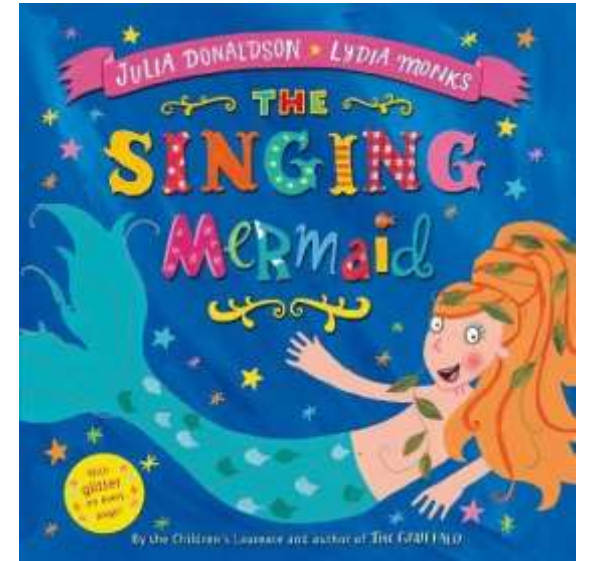
English Day 1: I can respond to a text

For this activity you will need:

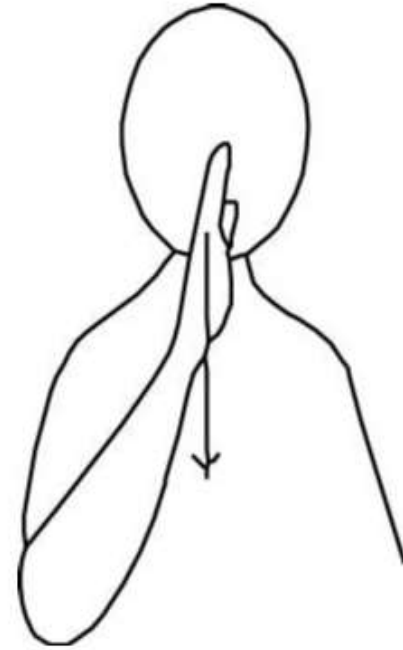
Computer / laptop / ipad to watch the link

Symbols and signs for happy and sad

<https://www.youtube.com/watch?v=i8E0xAL8heE>

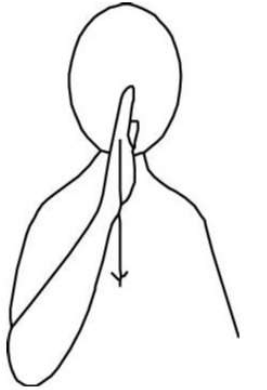


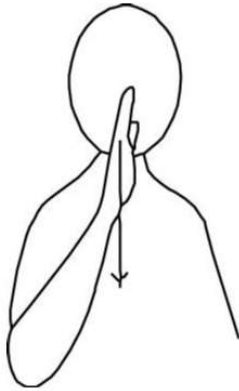
- Listen to the story all the way through without stopping.
- Watch it again, this time, asking your child to think about how the mermaid is feeling at different points in the story.
- Ask you child to look at the pictures on the next slides. Can they say whether the mermaid is feeling happy or sad.



Did you ever go to Silversands
On a sunny summer's day?
Then perhaps you saw the mermaid
Who sang in the deep blue bay.

She sang to the fish in the ocean,
To the haddock, the hake and the ling.
And they flashed their scales and swished their tails
To hear the mermaid sing.





But she wasn't friends with old Sam Sly,
No, she didn't care for him,
For he made her live in a fish tank
Where there wasn't room to swim.



And there was no pool of marble.
There was no feather bed.
And when she begged him, "Set me free!"
He laughed and shook his head.



happy



sad

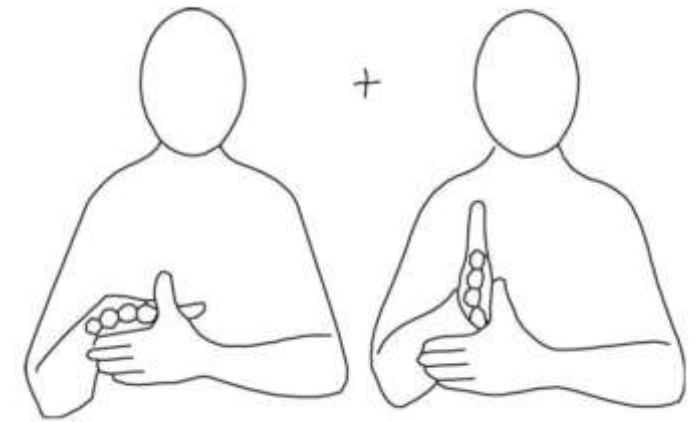
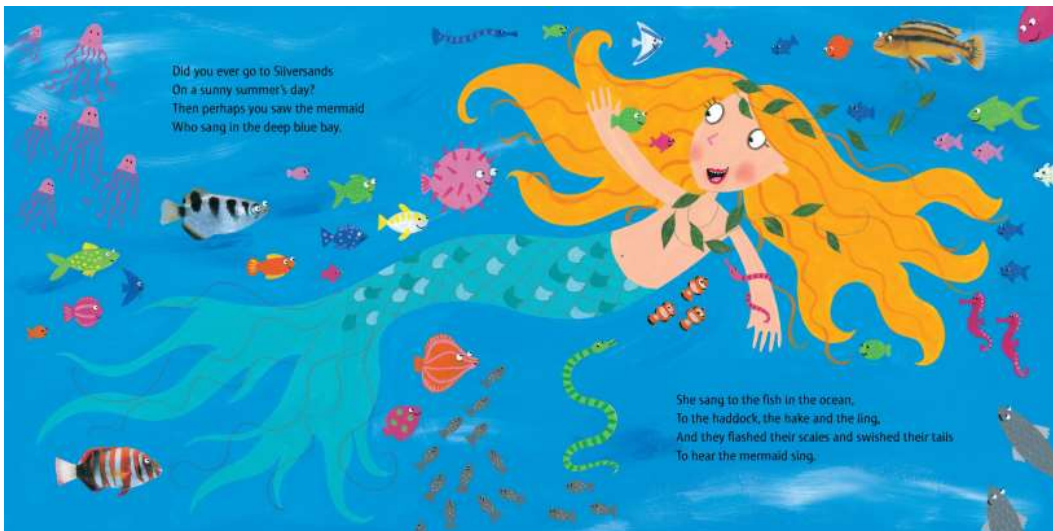
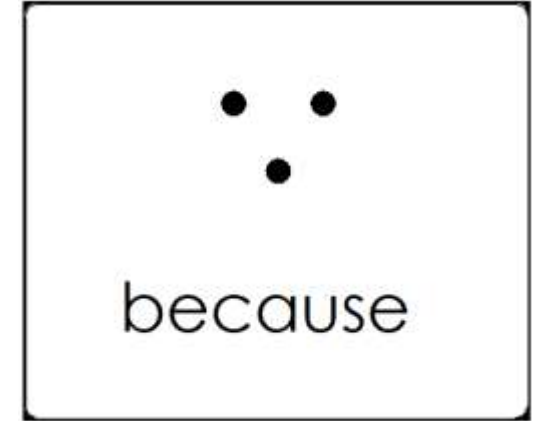






English Day 2: I can use 'because'

For this activity you will need:



A computer or ipad to view the slides

- Look at the next slides. Ask your child to say whether the mermaid is feeling happy or sad and then ask them to identify the correct reason for her feelings? Encourage your child to use the word 'because' both verbally and using sign.

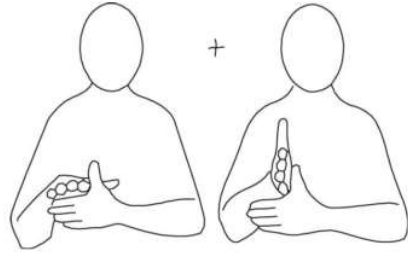











 The mermaid is feeling

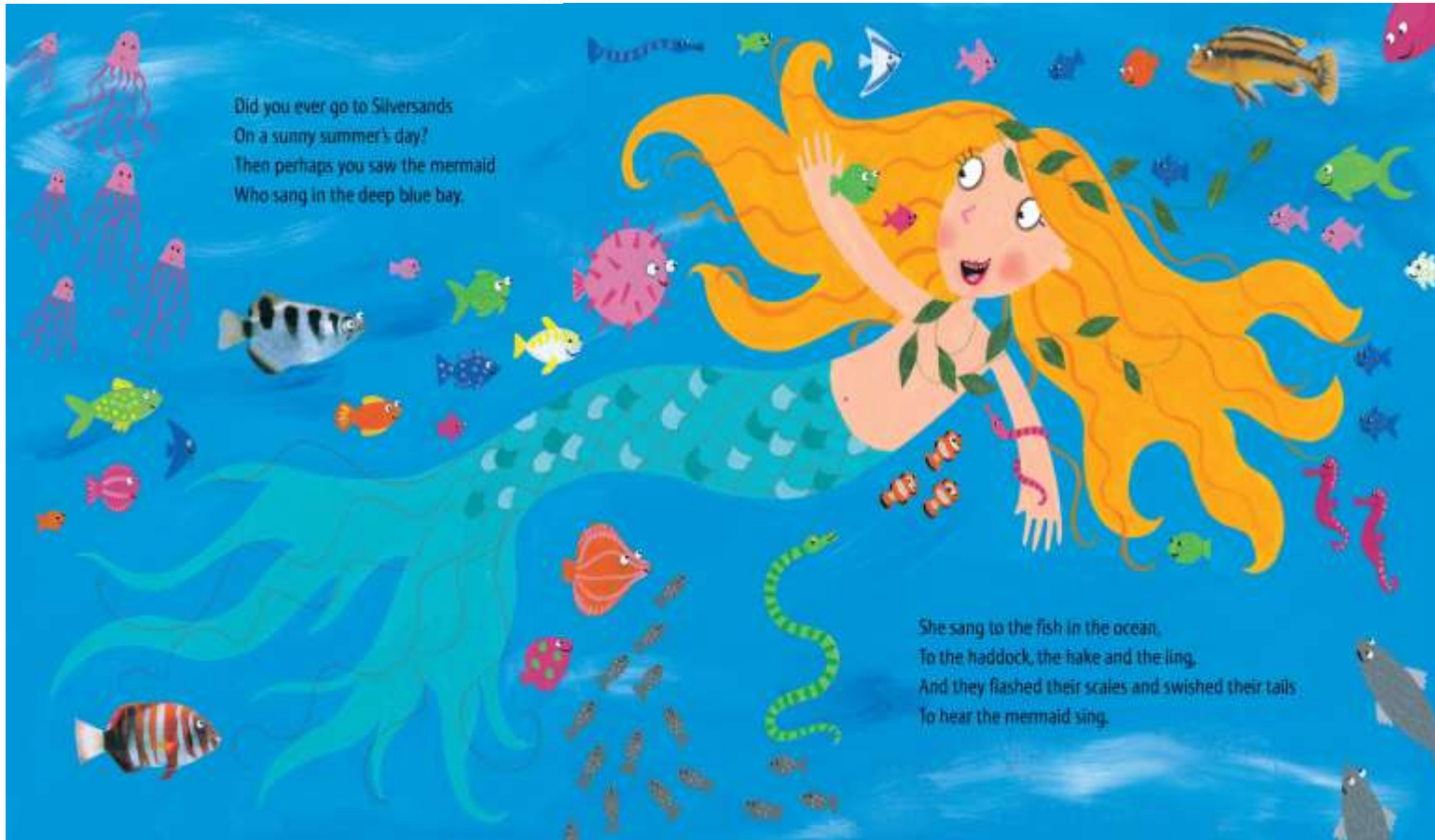







 happy because










 the sun is shining



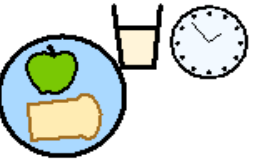






 she is singing to


 her friends

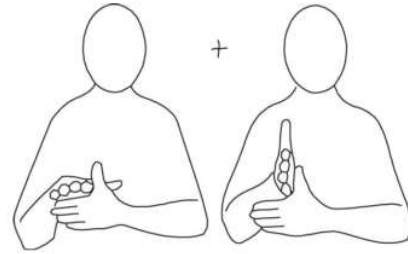
 it is lunch time



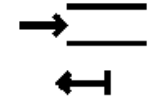






The mermaid is sad










because













It has started to rain

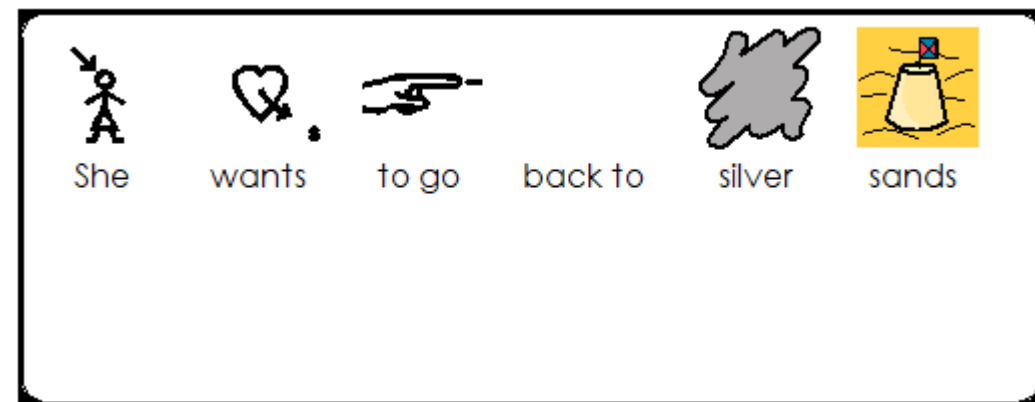
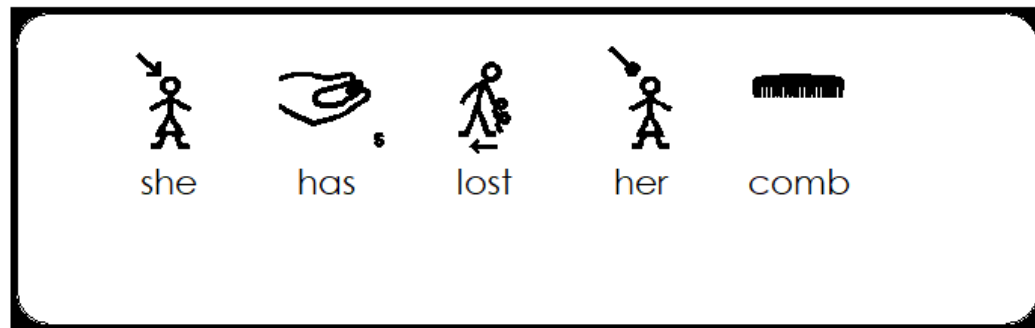
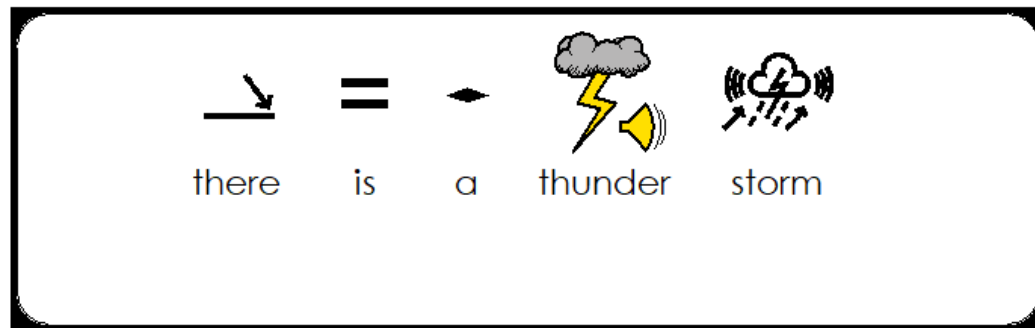
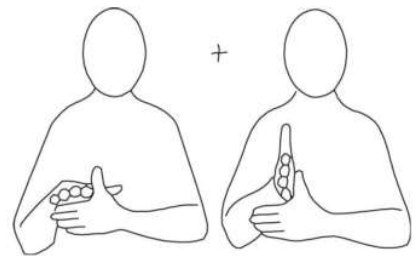
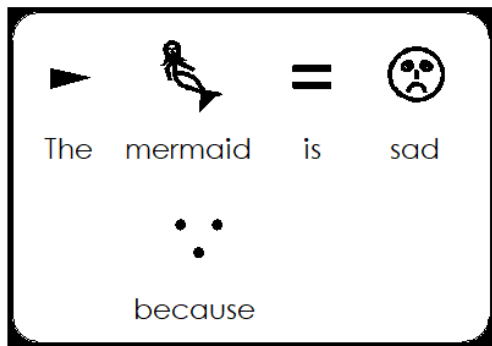














she has bumped her tail on a rock









she has to live in a fish tank

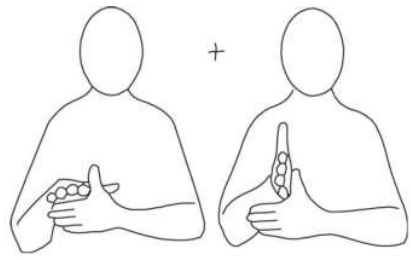











 The mermaid is feeling






 happy because









 she found her comb



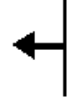







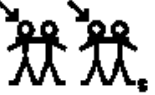
 she doesn't have to do any



 homework

 she is back at silver sands with

 her friends

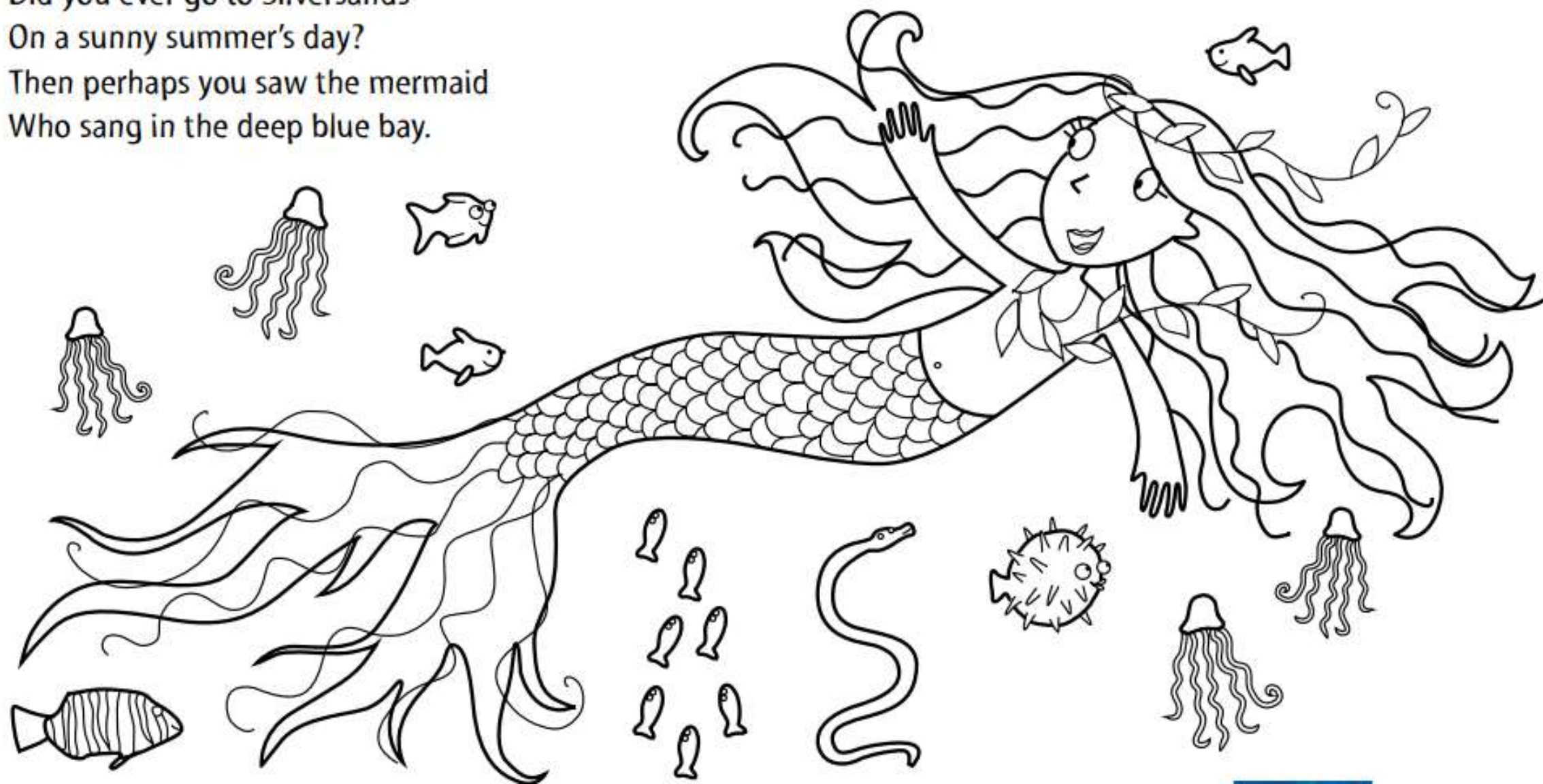
English Day 3: I can complete some fun mermaid activities!

For this activity you will need:

A print out of the next two slides
ipad or computer to watch the videos

- Colour in the picture of the mermaid, selecting your colours carefully.
- Help your child to spot the difference between the two pictures. Circle each one you find.
- Follow the link that shows you how to draw your own mermaid. Colour it in. Send your teacher a photograph of your picture! The videos are quite different so just select the one you like.
- <https://www.youtube.com/watch?v=DtB2kMt5tIU>
- <https://www.youtube.com/watch?v=8sEb-l-4AG4>

Did you ever go to Silversands
On a sunny summer's day?
Then perhaps you saw the mermaid
Who sang in the deep blue bay.





Can you spot the 10 differences between the two pictures of the singing mermaid and her seaside friends?



English Day 4: I can use 'because' in a sentence to explain what makes me feel happy or sad.

For this activity you will need:

Paper and pencil/pen



- Ask your child to think of something that makes them feel happy and draw a happy face
- Demonstrate saying a sentence, using their idea and the word 'because' to explain. For example:
"I feel happy because I am having pizza for tea" Repeat this activity with different examples. Encourage your child to use the signs for happy and because.
- Now do the same as above, but ask your child to think of something that makes them feel sad and draw a sad face. For example:



"I feel sad because I can't watch TV today" Repeat this with different examples.

Remember to use facial expression to show that you are happy or sad.

Challenge: Record some of your sentences. You can miss words out for your child to fill in if they find a whole sentence too difficult. You could ask your child to write the word happy or sad in the sentence. Encourage your child to draw a happy or sad face to go with their sentences.

English Day 5: I can say what a friend is.

For this activity you will need:

A laptop or tablet



- Watch the story of The Singing Mermaid again. Ask your child to think about who her friends are.
- Look at the pictures on the next slides of the different characters in the story. Ask your child to tell you if they are a friend. Encourage them to explain why using **because**.

For example:

“Annie the acrobat is the mermaid’s friend **because** she helps her escape.”

- When you have looked at all the slides, ask your child to draw a picture of their own friend and write a short sentence using ‘because’ explaining why they are a friend.

Friend?

Yes or no?



Because?

Friend?

Yes or no?



Because?

Friend?

Yes or no?



Because?

Friends?

Yes or no?



Because?

Topic

- Science:** I can draw around shadows and compare them
I can identify bird different bird songs
- Cooking:** I can cook for the birds!
- Art:** I can make a collage using pasta.

Science: I can draw around shadows and compare them

For this activity you will need:

A sunny day!

Chalk or pencils

Paper

A selection of your child's favourite toys



- When the sun is shining, go outside with your child and set up their toys on their paper.
- Position the toys so that a shadow is created.
- Help your child to draw around the shadows. Which toy created the largest shadow?
- Try this activity again at a different time of the day but in the same place. Do you notice anything different about the size and position of the shadow?
- **Challenge:** Make your own sundial. Watch this video <https://www.youtube.com/watch?v=oSMsX7cwzjk>

Science: I can identify different bird songs

For this activity you will need:

A laptop or ipad that has sound

Your ears!

Quiet!

Listen to the bird songs on this youtube clip. Can you identify these birds outside in your local environment just by listening to their song?

Can you make the same noises?

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



Art: I can make a collage using pasta and glue



For this activity you will need:

Glue

paint

pasta

- Why let all that pasta from this weeks activities go to waste? Let's use it to make some snazzy art work!
- You could even make a paintbrush out of spaghetti!



Cooking: I can cook for the birds!

This is a great time of year to welcome birds and other wildlife into you gardens and outside spaces.

Choose one of the bird feeders on the next slides to make. Hang it outside your front door or window or in your garden.

Wait and watch to see what happens!

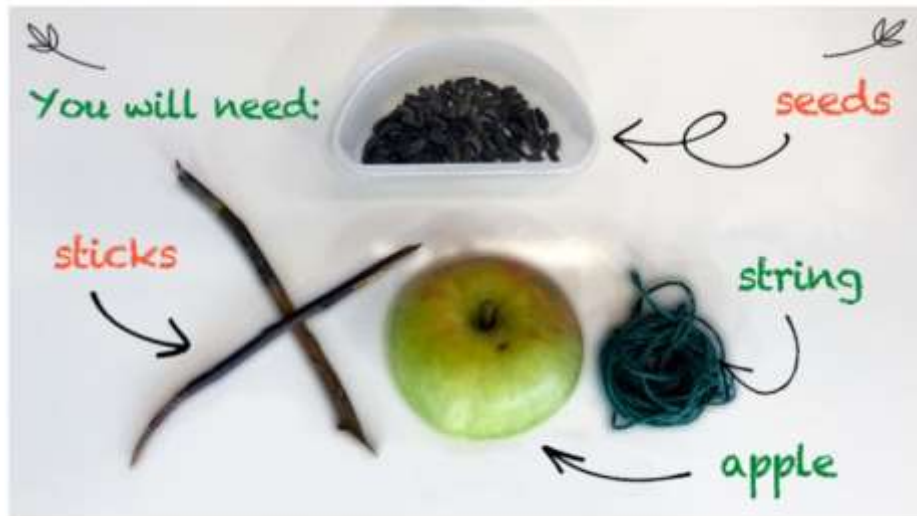
Top tip for wildlife watchers



Set your bird feeders on branches in front of a window so you can watch the birds without disturbing them.



Image: RSPB



Step 1

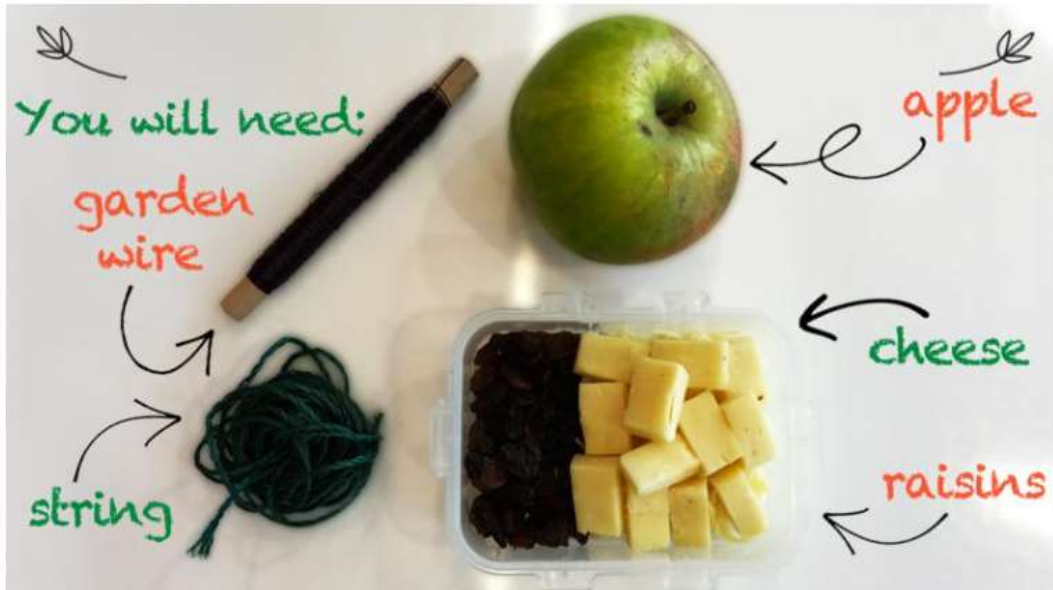
Thread the string through the hole in the apple.

Step 2

Make an 'X' with the sticks and tie them to the string so the apple sits on top.

Step 3

Make a pattern by pushing the seeds into the apple, then it's ready to hang up!



Step 1

Ask a grown-up to cut cubes of apple and cheese.

Step 2

Be very careful and ask a grown-up to help you thread fruit and cheese onto the wire like a necklace.

Step 3

Make a hoop with the wire and tie it to some string. Ready!