

Home Learning Willow, Ash, Elm

Summer 2 Week 4

Maths: Outdoor Maths

English: Poems to Perform

Science: Forces

Outdoor Maths

- This week we are going to have fun looking for numbers and counting outside.



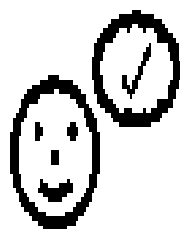


Words

we

need

to



know.



How many



how many



park



park



bus



bus



squirrel



squirrel



birds



birds



see



see

Every time you go outside with your child use it as an opportunity to identify and read numbers in the community. Repeat the activities as often as possible.

Activity 1: I am a number detective.

With your child encourage them to read numbers on buses, bus stops, door numbers etc. Set them a challenge of finding numbers from **1 to 5**, **1 to 10** or **1 to 20**.

If your child is confident reading numbers encourage them to read and find 2 digit and 3 digit numbers.

Activity 2: I can count the number of red buses that I see.

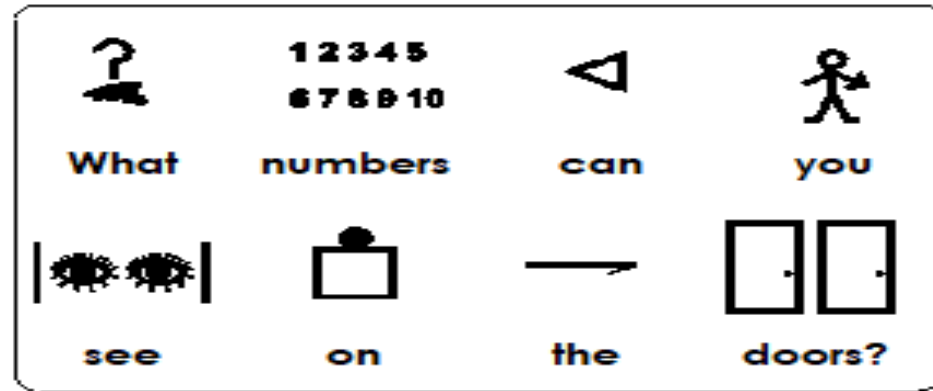
Activity 3: I can count the number of birds that I see in the park.

Activity 4: I can use a tally chart to record the number of birds that I see in the park.

Activity 5: I can count the number of squirrels that I see in the park.

Activity 1

I am a number detective.
I can find numbers in my
community.



Activity 2: I can count the number of red buses that I see when I go out for a walk.

I can count the number of red buses that I see.

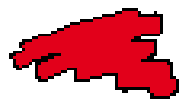
The grid contains the following elements:

- Stick figure: I
- Triangle: can
- Stick figure with numbers 1, 2, 3: count
- Arrow: the
- Arrow with numbers 1, 2, 3: number
- Arrow: of
- Red brushstroke: red
- Two bus icons: buses
- Arrow: that
- Stick figure: I
- Two eyes: see.





How many



red



buses



can



you



see?



I



can



see



red




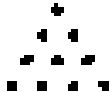


buses.








I can see
red buses.



How many red buses

can you see?





I



can



see






red






buses.

I can see red buses.

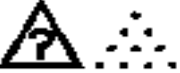







 I can see




 red buses.



How many red buses

can you see?

I can see

red buses.

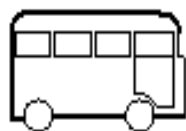


?

123



What number is on the



bus?

?



Where is the bus



going?

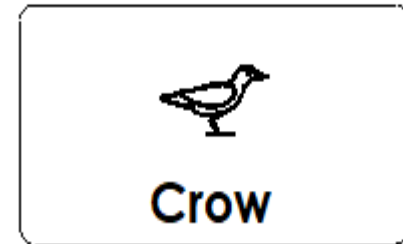





For this activity you could focus on counting a different type of bird each day.

Activity 3: I can count how many blackbirds I see in the park.


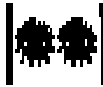
I can count how many magpies I see in the park.

I can count how many crows I see in the park.





How many blackbirds can


you see?




1 one	2 two	3 three	4 four	5 five
6 six	7 seven	8 eight	9 nine	10 ten


I can see



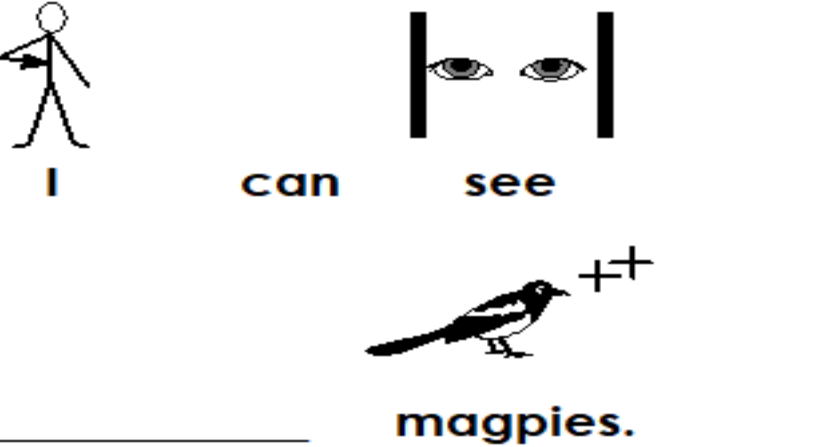
blackbirds.



How many magpies can you



see?

I can see

magpies.





1
one

2
two


3
three

4
four

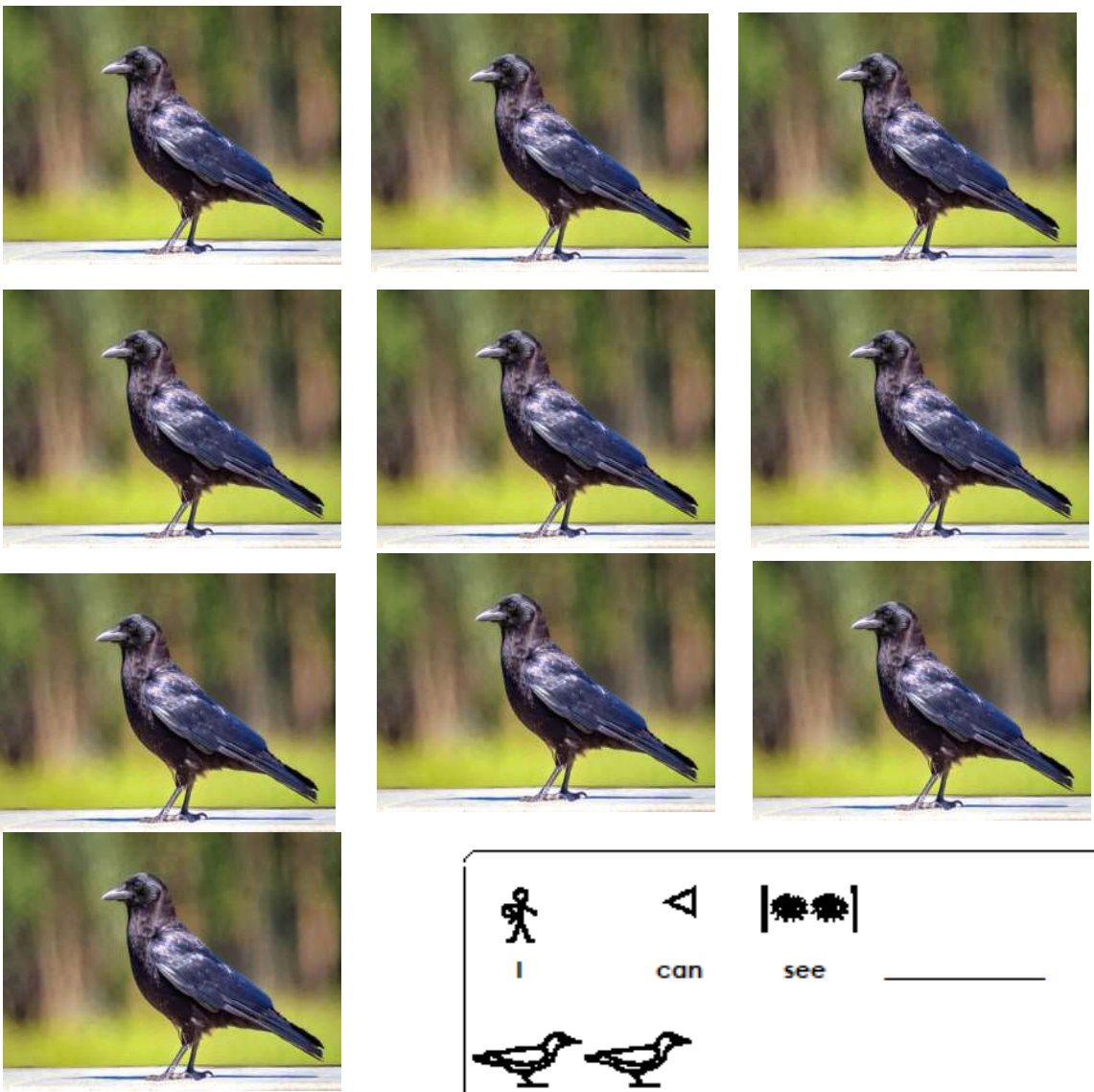
5
five




How many crows can you




see?



- 1**
one
- 2**
two
- 3**
three
- 4**
four
- 5**
five
- 6**
six
- 7**
seven
- 8**
eight
- 9**
nine
- 10**
ten

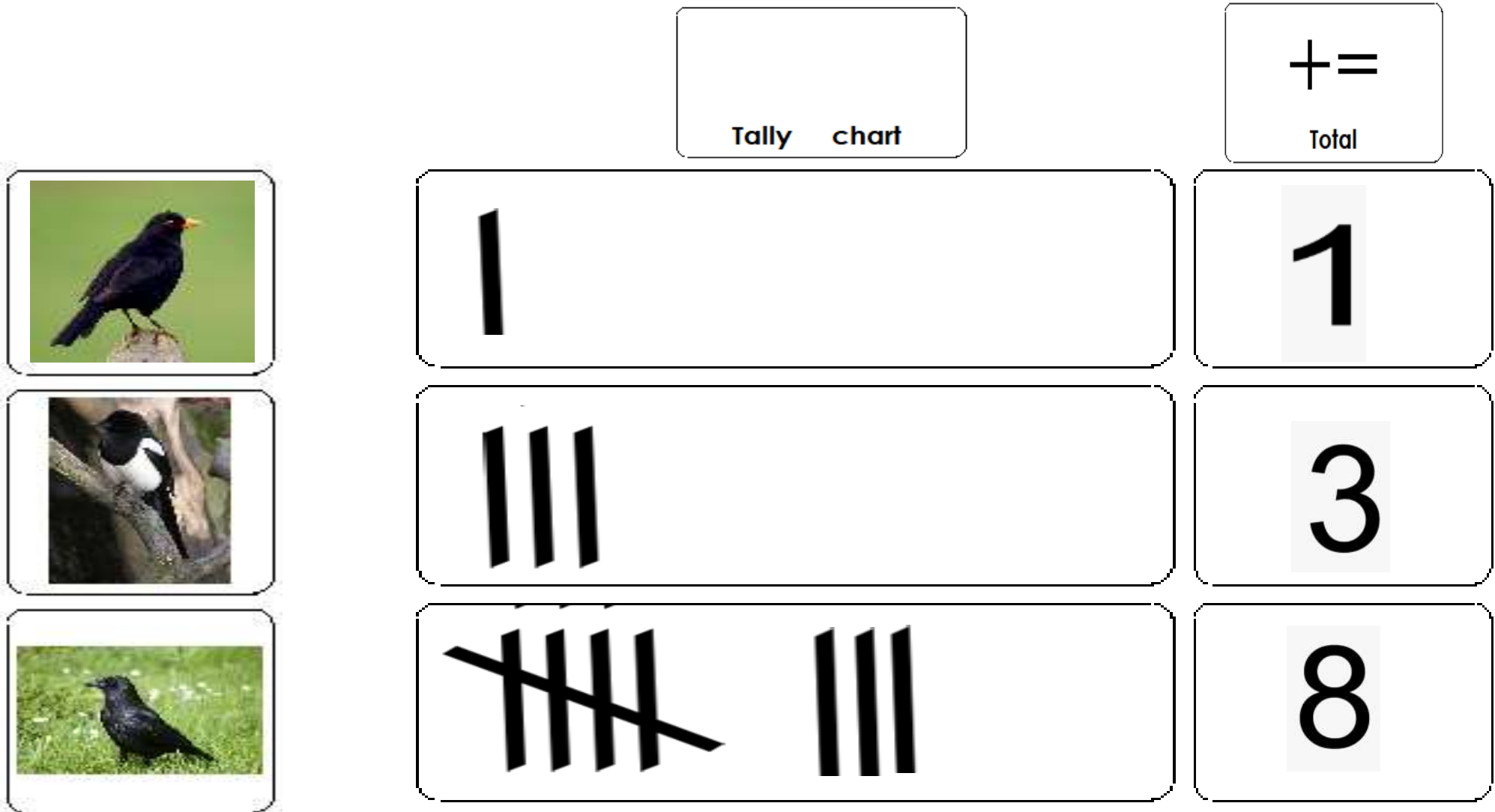
I can see _____




crows.

Activity 4




It's easy to keep a tally chart to record the number of each bird that you see. Tally marks are drawn in bundles of five however it may be easier to encourage your child to make a single mark for every bird that they see. Choose whatever your child is most confident with.



Count the tally for each

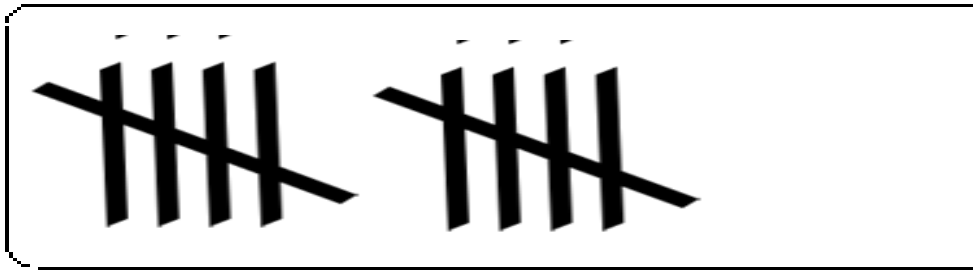


bird. What is the total?

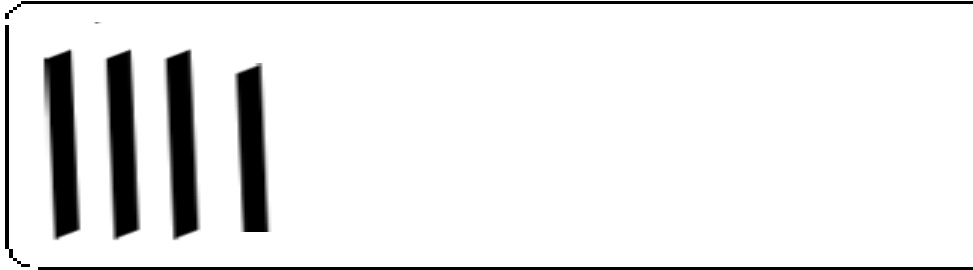




Tally chart

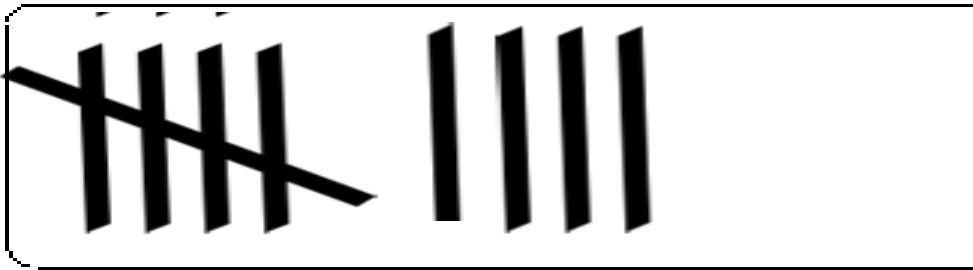
+ =
Total



Blank box for the total of the first row.



Blank box for the total of the second row.



Blank box for the total of the third row.

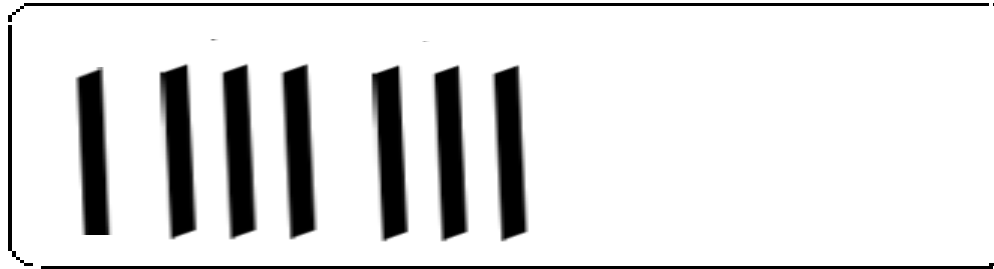
Count the tally for each

bird. What is the total?

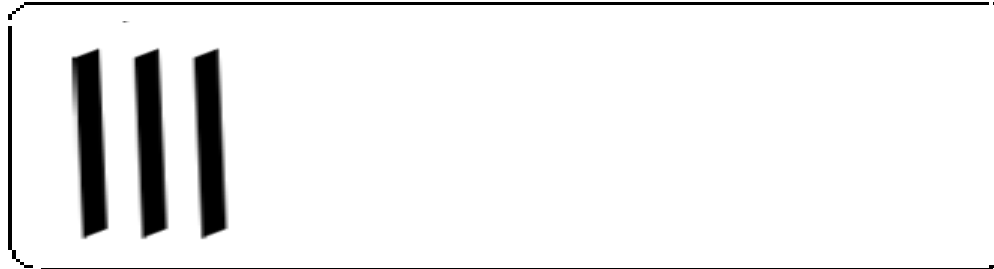
You can encourage your child to make a single mark every time they see a bird if they feel more confident to do so.

Tally chart

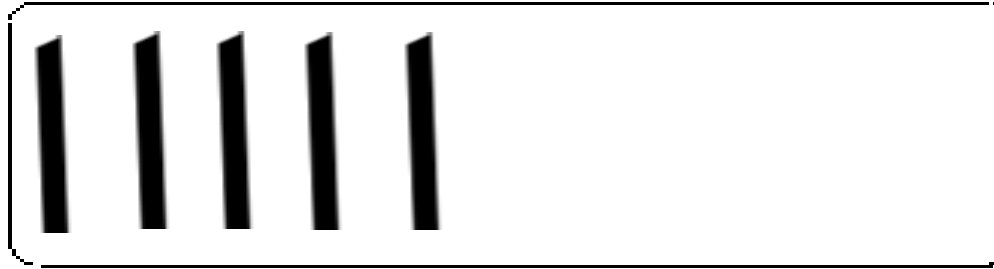
+ =
Total



Blank box for recording the total count for the first row.



Blank box for recording the total count for the second row.



Blank box for recording the total count for the third row.

How many of these

birds can you

count at the park?

Tally chart

+ =

Total



--

--

--

--

--

--

Activity 5

I can count the number of
squirrels that I see in the park.

How many squirrels did you
see?



1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8



eight

9



nine

10



ten

How many

squirrels can

you see?





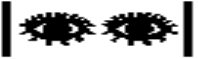
1
one

2
two


3
three

4
four

5
five









I can see




squirrels.












How many squirrels can you




see?



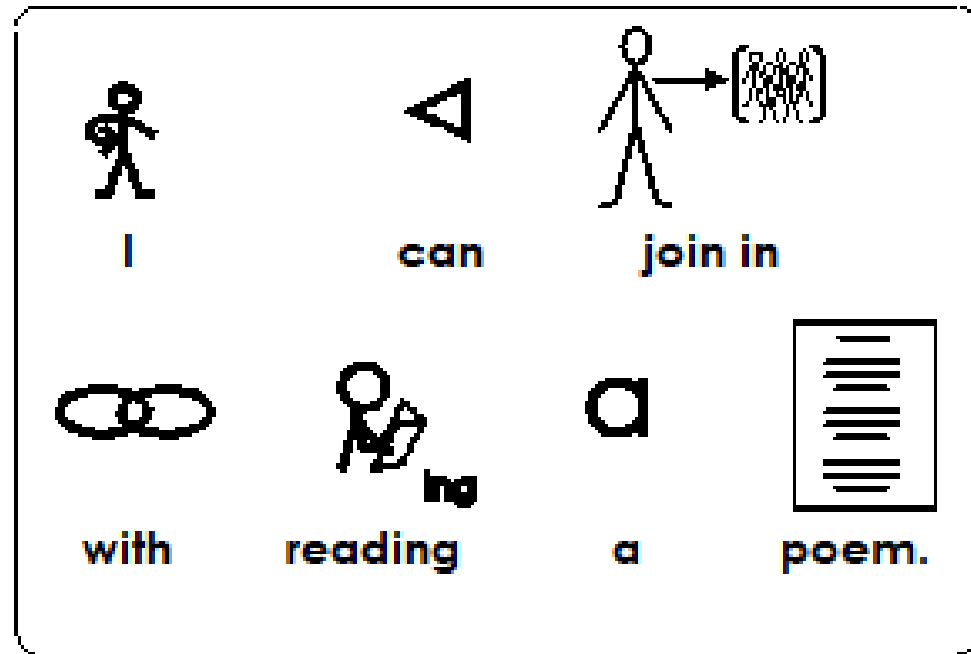
How many squirrels can you



see?

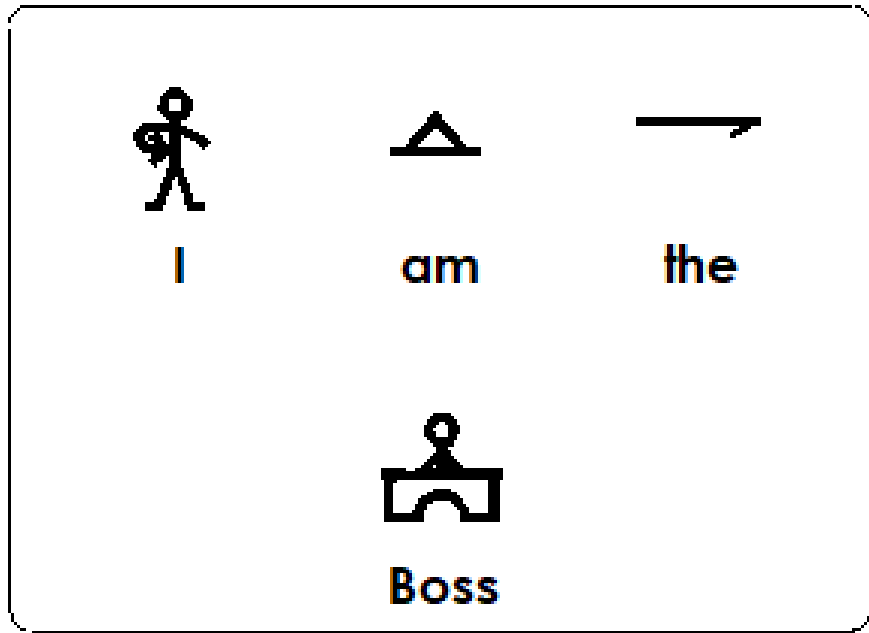
Poems to Perform

- Day 1: I can read a poem. I can create actions for the poem.
- Day 2: I can perform a poem to an audience.
- Day 3: I can think of actions to include in a poem.
- Day 4: I can create my own poem.
- Day 5: I can read and perform my own poem.



Day 1: Read the poem **I Am The Boss**. Have fun doing the actions together.

Day 2: Encourage your child to take on the role of the boss ordering everyone to do as they are told. Get as many of your family to join in with performing the poem and have fun!



I am the Boss



I am the boss.

What I say goes.



Clap your hands

And touch your toes.





I am the boss.

Look over here.



Waggle your thumbs



And scratch your ear.





I am the boss.



Jump like a clown.



Bend your knees

And all sit down.

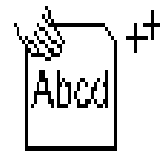
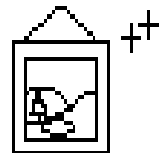
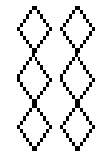




Day 3: I can think of actions to include in a poem.

If you were the boss what fun actions would you ask people to do? Act out your ideas or write them down. Can you work out what the actions below are?





Match the pictures to the words.



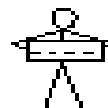
play a game



run down the hall

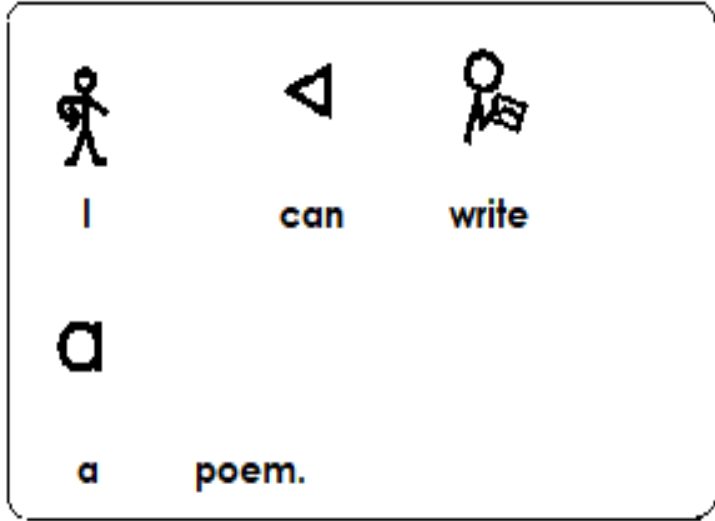


kick a ball



write your name





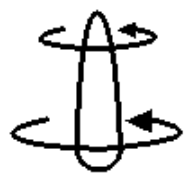
I am the boss.
What I say goes.



I am the boss.
Look over here

Help your child to think of 4 funny actions to complete their own version of the poem. Help them write or draw their ideas.

There are some actions on the next slide to perform.



spin



around



touch



the



ground



wobble



like



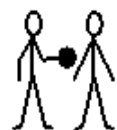
jelly



point



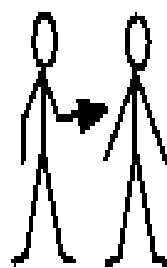
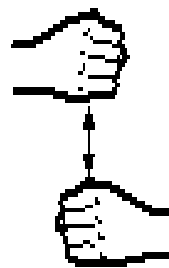
to



your



belly



Actions

you

could



do.



kick



a



ball



dance



in



the



hall



jump



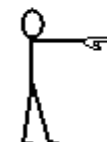
like



a



frog



point

to

the



door



step



on



a



log



sit



on

the

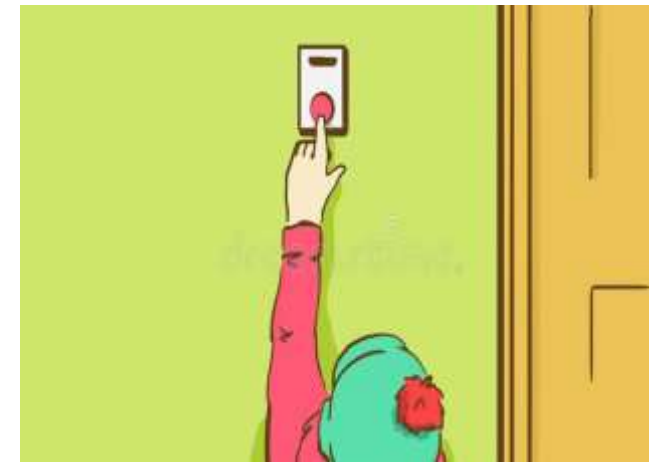









floor


Science

With your child explore how forces (pushes/pulls) make things move, stop, speed up, slow down or change direction.


Have fun using different toys or objects around the house to reinforce that pushes and pulls are forces. Emphasise the words PUSH and PULL when they are doing the action.










			
I	can	copy	the
			
sign	for	push.	




push




push

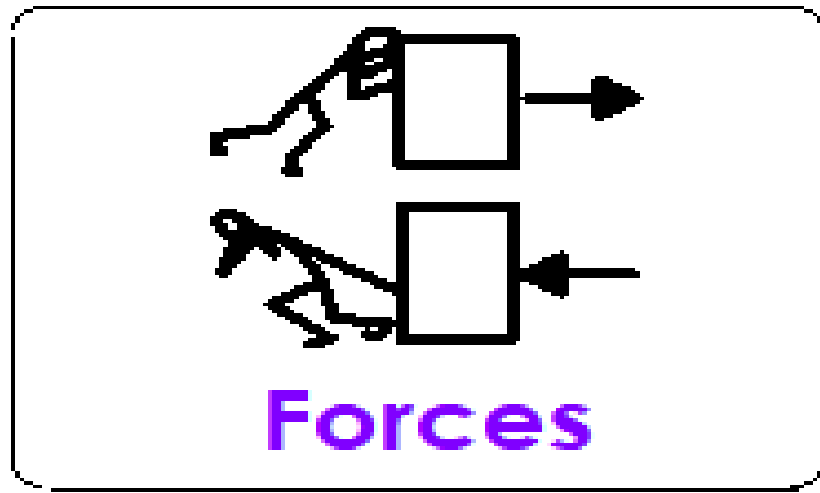
			
I	can	copy	the
			
sign	for	pull.	



pull



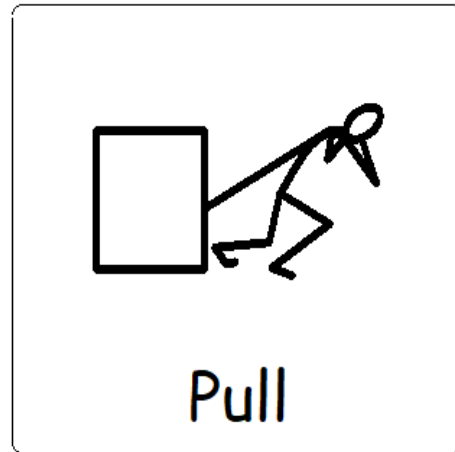
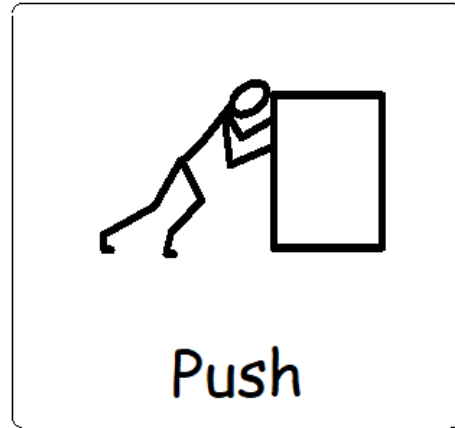
pull



<https://www.bbc.co.uk/bitesize/topics/zn77hyc/articles/zptckqt>



Look at the pictures. Draw a line to label the force being used in each picture.



Draw a line to label the force being used in each picture.

