Week five of summer term two– Rabbit class

I will do videos Monday to Thursday to chat about some of those days tasks.

**Daily Maths White Rose Maths**

<https://whiterosemaths.com/homelearning/> Watch the video and do the activity. If you can print off the activity sheets please do so from the Sheerhatch website- Rabbit page. If this is not possible don’t worry, write the answers in your math exercise book. The flashback answers can be written in the maths book too, please.

Remember to write the date, lesson and step at the top of the page. .

**Reading and Phonics**

Reading and Phonics can be done by using ‘Reading Eggs’. If you have lost your log in details let me know as I have them and can email you them. Make sure you use all the areas: spelling, driving test, story and story factory.

**Daily English Tasks**

Just four days. On Friday you could concentrate on word boxes: spelling and reading the words. Handwriting books (Also remember Reading Eggs today, if you haven’t already)

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| Day | Task / Activity of the day |
| Monday – WALT: Plan our own story climax/plot. | Look at all the stories we have read so far this term. I have created a sheet (1) to help as it has been over a few weeks. There is a blank sheet (2) for children to fill in during the discussion of the stories. Compare the 6 stories, what is similar and what is different.  We are beginning to think of plots for their own story which they will write on Thursday.  Children to think of their own food story. What’s the plot and the climax?  Ideas - *Maybe collecting different ingredients to cook, a sharing food story or a greedy person story* - it is up to them and their imaginations. They can then draw pictures of their ideas for the story to help them remember what they think their story will be. This may change as we work through the week. Some will need more encouragement than others. KEEP IT SIMPLE, sometimes the children get carried away with their ideas and this is hard for them to then write. Simple is best. Adults will need to gently encourage this. Giving pointers to guide them with their own ideas. |
| Tuesday – WALT; create and describe our own setting and character for our own story | Today the children need to think about the setting of their story, draw it and write a short description. Remind them to use adjectives (describing words).  Then do the same with the character. Draw a picture of their main character and then write a short description. what they look like and their personality  These two descriptions will help them when writing the beginning of their story.  Work sheet WALT, on website rabbit page. |
| Wednesday - WALT: create a story mountain of ideas for our own stroy | Story mountain - On website  Using what you have done this week so far. Fill in the story mountain to help you remember the different part of your story. Briefly in notes… not writing the story. it should be short sentences or pictures. |
| Thursday –WALT: write our own story  Hot write | Tell Children to -Look at Monday’s, pictures and ideas, Tuesday’s descriptions and Wednesday’s story mountain.  Children to tell themselves the story, then tell someone else their story.  Remember to describe their setting and character to the person listening..  They now need to write their story down. They can keep their story mountain in front of them to help them remember the order but not their descriptions.  Remember your non-negotiables!  (We will edit next week) Hot writing paper on website page. |

**Science for the week**

**Thinking Scientifically**

Continue with the investigation: - watching food over time to see what happens to it. Does it rot? What happens to it? *We have a banana, mushroom, grapes, potato, carrot, bread in school and we are watching over time*.

We are going to be ‘Thinking Scientifically’ (NC)

* asking simple questions and recognising that they can be answered in different ways
* observing closely,
* using simple equipment
* using their observations and ideas to suggest answers to questions performing simple tests

The mushroom and banana have rotted so much that they became smelly and we threw them away. We are still watching the other four foods

**Science – How do plants grow.**

[**https://www.twinkl.co.uk/resource/t2-s-230-what-plants-need-to-grow-powerpoint**](https://www.twinkl.co.uk/resource/t2-s-230-what-plants-need-to-grow-powerpoint)

work sheet on the Rabbit website.

**Topic work for this week. - The world and UK**

**Geography and DT**

**Where in the world does food come from? Locating and labelling UK map**

**National Curriculum Objectives**

**Design Technology** –

* Understanding where our foods come from in the world.

**Geography** –

* use basic geographical vocabulary to refer to:
* key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
* name and locate the world’s seven continents and five oceans
* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
* identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
* use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

**Task 1 – Looking at the weather around the world Hot countries (Geog)**

Remind ourselves about last week’s learning on Brazil (chocolate) + (Rio de Janeiro and the Amazon).

Listen to the story link below.

Then have a discussion about weather and location of the Amazon forest (Brazil) discuss the Equator and how hot it is in that part of the world. Look briefly at the other areas of the world that are rain forest… notice they are all near the equator where the earth is the hottest.

[**https://www.youtube.com/watch?v=J1Teb-\_jTyI**](https://www.youtube.com/watch?v=J1Teb-_jTyI)

On the plan black and white map (add to map form last week) look at the map to where the Amazon rain forest is. Colour in green. At the end of the story video there is a page which shows the other rainforests around the world. Copy and colour on your map … notice that rainforests are near the Equator the hottest part of the earth.

**Task 2 - The world came to my place today. (DT)**

**Listen to story -**

[**https://www.youtube.com/watch?v=pwPqr36eL3I**](https://www.youtube.com/watch?v=pwPqr36eL3I)

Where does fruit come from? map work sheet. Find it on the rabbit website page

Also a worksheet where does food come from ie pig to pork.. if you wish to do this one. .

**Task 3 – Hot countries of the world (Geog)**

**Listen to the story.**

[**https://www.youtube.com/watch?v=Id98rTOglSY**](https://www.youtube.com/watch?v=Id98rTOglSY)

After look at the world map to see where India is , label and colour flag

**Task 4 - UK , countries, capitals and seas surrounding UK (Geog)**

[**https://www.twinkl.co.uk/resource/t-g-115-our-country-the-uk-facts-powerpoint**](https://www.twinkl.co.uk/resource/t-g-115-our-country-the-uk-facts-powerpoint)

Work through the PowerPoint together, discussing together as you go.

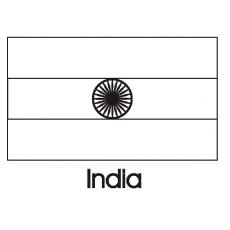
It is long! So you can go through quickly or concentrate on things that your child is more interested in.

Please make sure you study the capital city pages though as this is what the work sheet will concentrate on.

Work sheet is on the Rabbit website.

This is the last time we will study and hopefully after a year’s work, the children will be able locate and name the countries, and seas.

If after today’s learning they can locate and label the capitals of all four countries with a bit of support maybe, then that is brilliant



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