



Weston Primary School

Learning Project – Living Creatures & Habitats 1.3.21 Computing – Data & Photography

Age Range: KS1 Year 2

Weekly Reading Tasks, [Comprehension](#) & [getepic.com](#)

Weekly Phonics / Spelling Tasks

Monday- Seesaw – Wilderness Class Story. Mr Manning has added more pages from the book to seesaw. Please enjoy the pictures and recordings to learn more about these wonderful creatures, plants and places.

Monday- Look at and read our spelling words for this week
Sit, Sitting, drip, dripping, skip, skipping, beg, begging, put, putting
Practice spelling the words – look, copy, cover up and write. Talk to the children about how we sometimes double the last letter in the verb.

Tuesday – Log-on to get epic and have a search for information texts about an animal / pet you have never owned. Make notes and talk about some interesting facts that you have discovered. How do you look after it? What food do they need? Etc
After your research, would you consider having it as a pet in the future and why?

Tuesday- Look at our spelling words again. Read them out loud using sounds
Can the children use some or all the words in a sentence? If not, help them and allow children to repeat.

Wednesday- Seesaw: I would like the children to listen to the new pages within our class text. Come up with hand actions or full body dramatic poses for each of the pages to help bring the story / facts to life. Please upload still images or a film of the children acting out the story.
Then Answer the questions about what you think about the story.
*In class, we would read our class story many times in order for the children to remember it.

Wednesday- Practice the 'ing' sheets and activities on our home learning page and also practice our phonics through games and videos on [Phonics Play](#), [BBC Bitesize](#), [Letters and Sounds](#), [Phonics Bloom](#) or [seesaw](#).

Thursday- World Book Day – **Seesaw:** Get Caught Reading Challenge - To celebrate, I would like you to read your favourite book or poem! You may want to get dressed up while you read it or simply find a relaxing, quiet place and enjoy reading it. Take a picture and upload it to seesaw :) You may even want to record yourself reading part of the book too.
Also, as we have been learning about the Bengal Tiger, the children might enjoy reading some [Tiger Poems](#). :)

Thursday- Have a game of 'Quick Fire' using the spelling words. You (the adult say a word) and the children need to write it as quickly as they can. You can start off by giving them 10 seconds to spell each word.

Friday- Have a look at the Reading Comprehension activity about [Minibeasts](#). There are some differentiated text sheets and questions. Choose one and read the fact sheet. Then attempt to answer the questions. The children could answer them verbally or write them down on a separate sheet of paper. Once finished, mark them together & discuss answers or areas that needed a bit more work.

Friday- spelling test. You (the adult) can choose all 10 or shorten to as many words as you feel. Read the word and repeat as many times as you want. You may even want to say a simple sentence with the word in to support the children's understanding. Then encourage the children to come up with their own written 'ing' sentences for each of the words.

Weekly Writing Tasks	Weekly Maths Tasks + Mathletics , SnappyMaths & White Rose worksheets
<p>Monday- Seesaw - This week, we will learn more about one of the National Parks from our Wilderness book – The Sundarbans National Park. First of all, I would like the children to watch the video clip about the park (watch the video as many times as needed). Though there are no spoken words throughout the video, the images & short story give out a lot of information.</p> <p>I would like the children to tell me some of the facts or things they noticed about this Park. How is this place different to our own town and park? Encourage the children to write short sentences about what they think and what they saw. Eg.</p> <p>There are no roads and no vehicles. It is a very wet place. People travel by small boats. Some people wore masks on the back of their heads. Grey dolphins jumped out of the water... etc</p>	<p>Monday- This week, we will focus on Division – looking at grouping, sharing equally and also answering/ making up our own word stories.</p> <p>Today, focus on understanding what the term ‘equal groups’ means and then practicing physically sharing objects.</p> <p>Discuss what ‘equal groups’ means – same number of objects / same number in each group. Then have a go at the Seesaw – Equal groups activity.</p> <p>Once completed, have a go at sharing physical objects at home using plates from the kitchen to act as groups. Take pictures of the children sharing – are they equal? Are there any foods or toys that you tried to share equally, which failed? Why were they not equal? Could you resolve this and if so, how? Send pictures to Mr M on Seesaw.</p> <p>Lastly, have a go at the second Seesaw activity – Can you share my chocolates.</p>
<p>Tuesday- Seesaw - Yesterday, we watched the video about the Sundarbans National Park. Most of the video was about the Bengal Tigers & how the peoples fears and opinions changed towards these animals. So let us learn more about them. I would like the children to access these webpages – Bengal Tiger Facts for Kids – National Geographic – Read the facts to answer the following questions on Seesaw.</p> <p>What is a Bengal Tiger? How long and tall can they grow? What type of habitat do the Tigers live in? When do they hunt and what do they eat? What hunts or can kill a Bengal Tiger? Write or record the answers, in detail, onto the Seesaw pages.</p>	<p>Tuesday- Watch the video about Dividing. This video not only reinforces what was don yesterday but re-introduces the division sign and word problems.</p> <p>Once watched, have a go at the Seesaw activity – Division Word Problems Introduction. Listen and watch the teacher physically modelling sharing and writing the division number sentence. Then have a go at the 5 questions on pages 2 and 3.</p> <p>Once completed, I would like the children to answer the Seesaw Marbles question. Here the children will need to draw the groups themselves along with the division number sentence and the answer. You can share physically if needed.</p>
<p>Wednesday- Live zoom lesson with Mr Manning at 10:30am. The children will need paper and writing materials. Today the children will continue to learn more about the Bengal Tiger. We will explore why the Bengal Tiger is so dangerous to the humans who live within the Sundarbans.</p> <p>*** If you are not able to join the lesson, then perhaps you could watch this video clip and write a few sentences about why the Bengal Tiger has begun to attack and eat humans.</p>	<p>Wednesday – Seesaw Today the children will attempt to solve Division word stories.</p> <p>Have a go at all the activities – if your child needs to share physically then please allow them and take pictures for seesaw.</p> <p>If your child prefers to use paper jottings to solve problems then that is fine also. If you could upload the paper jottings to Seesaw too that would be great.</p> <p>Extension: The children may want to write their own division stories. If so, then please send them to seesaw :)</p>
<p>Thursday- Seesaw – Yesterday we looked at why the Bengal Tiger was attacking and eating humans who live in the Sundarban. There were a number of reasons such as – humans were destroying their habitat, humans were causing the Tigers food source to move or disappear, humans were keeping their cattle and farm animals close to their homes, also another reason was down to sick, old or injured Tigers turning on humans because they were easy to hunt and kill. So todays work is about this question – what should humans do to protect themselves and the Bengal Tiger? I would like the children to come up with different suggestions to help solve this growing problem without killing the Tigers and without destroying the Sundarbans National Park. Then on seesaw the children can present their solutions through any way they see fit – a</p>	<p>Thursday – Seesaw – access the Sharing With Remainders activity. Watch and listen to the teacher recording. Here, she recaps previous strategies and introduces ‘left overs’ or ‘remainders’. The teacher also models how to record division sums with a remainder. *** Parents, be aware that on the video, the teacher uses the % sign to represent the division sign. Please encourage the children to continue to use the correct division sign $\overline{)}$</p> <p>Have a go at the bean sharing activities. The children might want to record their thinking using the microphone.</p>

video presentation, drawings and diagrams, a short written report... etc	
<p>Friday- We have learnt so much about the Bengal Tiger this week. So I would like the children to write a written information page about some of the facts they know. Encourage the children to include a Title, an introduction and Subtitles which link to the facts. The children may even want to include pictures or diagrams with their written reports. Good luck!</p>	<p>Friday- Please download and attempt the White Rose Division activities (They can be found on our class home learning page, in the same 22.2.21 white rose folders from last week) Mathletic activities about Division have also been set. Practice our times tables. 2 times tables 3 times tables 5 times tables 10 times tables</p>

Learning Project - to be done throughout the week

Our new Topic about Animals has begun. This week, the children will focus on Computing activities. These lessons will focus on creating electronic graphs, taking photographs and manipulating them. Please take your time and have a go at each activity as best as you can. Then send images or videos of the finished projects to me using Seesaw. Any other additional work can also be sent to me via Seesaw too :

- **Monday – Computing – Data gathering and Photographs:** Today I would like the children to go on a nature hunt around their gardens or during a walk to their local park. During this hunt, I would like the children to do two things.
Task One: During the nature hunt, I would like the children to record what animals, insects, birds etc (living things) they see. Record their names and count how many they see using a drawn tally chart. The table may have the following headings – Names – Tallies – Total. Once the walk / hunt is completed then send me a picture of the completed table on Seesaw *** but do not throw it away! The children will need it for Tuesday’s activity.
Task Two: During the nature hunt / walk, I would like the children to us a device that can take photographs – ipad, tablet, parents mobile phone etc Using the electronic device, I would like the children to take photographs of the animals, plants and living creatures they see. Encourage the children to frame the image well, make sure the image is focused and clear before taking the picture. Take as many images as you can. *** Please do not delete them afterwards, as they will be needed for Tuesday’s activity.
- **Tuesday – Seesaw – Computing – Graph creating and Manipulating my images:** To complete these tasks, you will need to work from Monday.
Task One: Look at your tally data from yesterday. Make sure you understand the information (animal names, how many times they were seen). Then, using any of these graph creating websites, I would like you to carefully transfer your paper data into the computer to create your own bar chart or pie chart to represent your findings in a different way. [Bar Chat link.](#) [Bar chart, Pie Chart and Line Graph link.](#) Once completed, take a picture or upload your graph to Seesaw.
Task Two: Look at your nature pictures from yesterday. Choose one and begin to alter the colour, brightness, contrast as well as other filters that are on your tablet, ipad or parents mobile phone. Experiment altering each picture in different ways until you are happy. Save the alterations and send me your modified images through Seesaw.
- **Wednesday – Zoom lesson with Mr Manning at 1:30pm – Science:** children will need a piece of paper split into 3 sections or 3 individual pieces of paper and writing materials. Here the children will focus upon living, dead (once alive) or non-living things. We will explore what each title means and will then try to group objects and animals into the correct sections. *** If you are unable to join us, perhaps you could have a go using pictures from the internet or go on a hunt for living, dead and non-living things around your home, garden or local area. Once completed, take a picture and send them on [Seesaw](#).
- **Thursday – Seesaw – World Book Day Potato Character Challenge:** As it is World book day, Weston have set you a challenge! The challenge is to recreate a book character using a potato or other large fruit or vegetable. Once you have made your potato character, please tweet an image to the school twitter account and also send a picture or two to Seesaw :)
- **Friday – Seesaw – Computing - Photography: Potato Model Shoot:** On Thursday, the children created their own Potato book character. Today, I would like the children to photograph their characters using an electronic device (ipad, parents mobile phone, tablet etc . Practice taking photographs from different angles,

close up images, framing the character or parts of the character to the left or right etc experiment taking different pictures. Once you have a few then have a look at them and edit if needed to make them look better. You may want to crop the images, turn the image, change the colour filters, make images black and white etc When you are happy, send me the digital images on Seesaw :)

Other Suggestions

PE – To keep the children active and fit you can either enjoy [PE with Joe](#) Wicks (every Mon, Wed and Fri), [Fix and Play](#): Would you rather? workouts or even [Gymnastics for Kids](#) .

PE – Warrington Gymnastics Club are running free online sessions every Tuesday at 2:30 – 3:00pm – Zoom ID 835 4548 4229

Practice some of our Year 2 sentence types

What +!
Sentences

What a lovely day!
What a delicious smell!
What an awful meal!

Noun -
adjective pair -

Little Johnny -
happy and
generous - was
always fun to be
around.

First word
last sentence

Brilliant, the
whole day was
just brilliant!
Vile, the food
was just vile!

'-ly
sentence'

Silently, the bow
swam across the
river
Nervously, the boy
tiptoed to the
door.

Verb, person
(-ing
sentence)

Flying, John had
always been
terrified of it.

The more,
the more

The more upset
she was, the
more her tears
flowed.

'BOBS'

She ran down the
road, because a man
was chasing her.
He wept buckets,
so he had to blow
his nose.

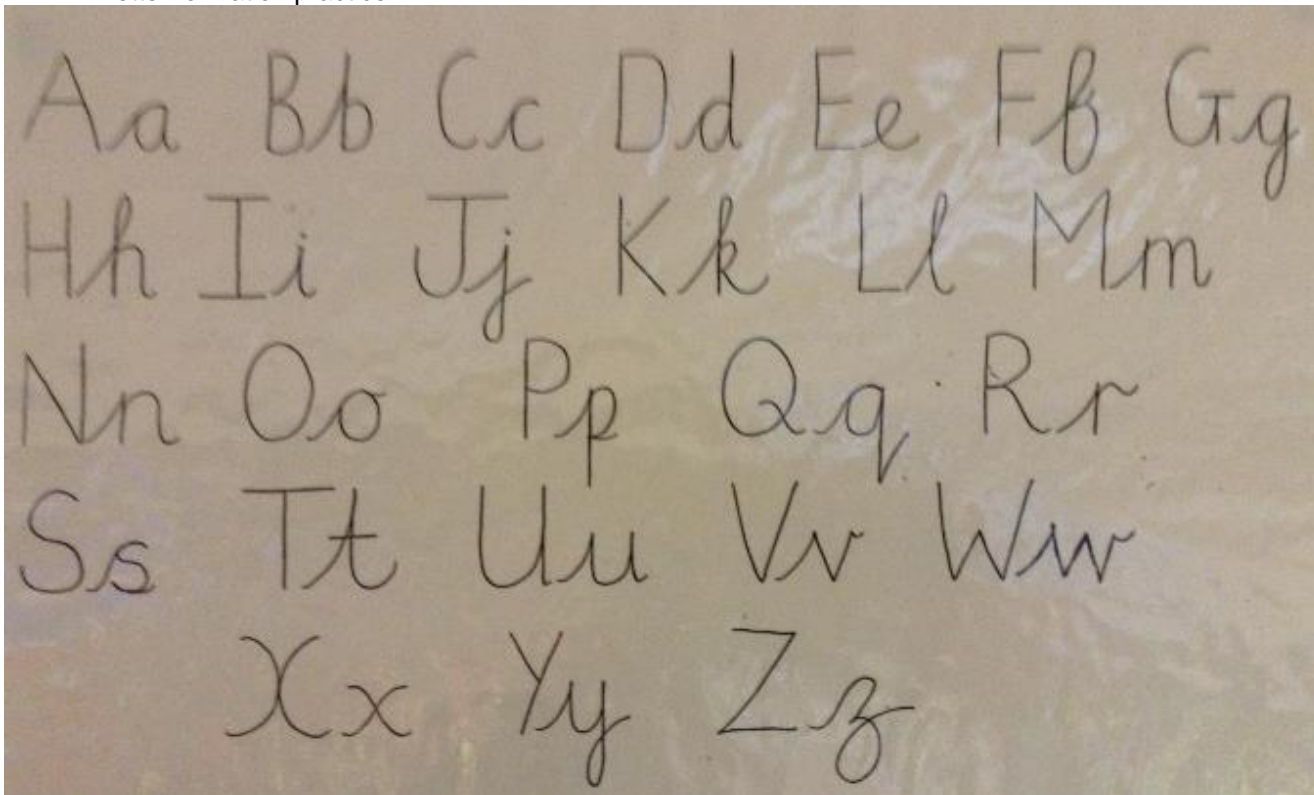
'Simile
sentence'

The moon hung above us
like a patient, pale white
face.
Although it was August,
it was as cold as a late
December evening.

- Reading Eggs
- 2, 3, 5 and 10 times tables practice
- Simple Column addition (Tens and Ones)

TU	TU	TU	TU
38 +	47 +	62 +	28 +
13	35	29	44
11	12	11	12
40	70	80	60
51	82	91	72
TU	TU	TU	TU
55 +	77 +	59 +	46 +
35	17	23	6
10	14	12	12
80	80	70	40
90	94	82	52

- Letter formation practice





Mrs Bullock and her friends at 'The B Tales' are posting weekly 'Collective Worship' videos on their [YouTube channel](#).
Feel free to take a look.



The Cheshire Police are creating weekly powerpoint presentations for children. Please have a look at the attachments on our Home Learning page.



The [ELSA support site](#) have created some Mindfulness / Social and Emotional Support challenges to do with the children. Please have a look and download the attachment on our Home Learning page.