

Year 2 Home Learning Grid: Week Beginning Monday 24th January 2022

English

MONDAY



Take Pictures for children's books

Talk to the children about how a diary has been found at Heronshaw school!

There will be giant footprints on the floor around the shared area and year 2 class doors.

Who do you think the diary belongs to?

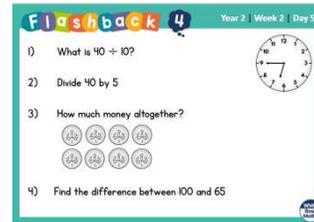
Follow the smart to explain what a diary is. Let children know a Diary is **non-fiction**. Real events and facts and feelings.

A personal record of thoughts, feelings and events. It is arranged in chronological order; a secret place to write how you feel about what has happened to you in the day. In a diary you might include feelings, hopes and fears that you wouldn't want anyone to know about.

Activity 1. Design your own diary front page or the Giant's diary front page. [Using use card paper, colouring pencils,](#)

Maths

MONDAY



Fluency:

Rolling numbers to 10 - what number can you get to?

Concrete:

Following on from last week, the children will be making equal groups, and then counting on to find the total number of groups.

Children will still need physical resources to continue to group.

Pictorial:

We will need to model the link between division, multiplication and repeated addition. Continue to model the division equations or the children so that they become familiar with how to write it.

Abstract:

Remind children of groups that were discussed when they were learning about multiplication, and they we are going to use them in division too. Children will need to use their rolling numbers to help solve the equations.



Different ideas of diary front pages from the internet to show to children. See sample pictures for ideas and link below.

<https://www.postermywall.com/index.php/posters/search?s=diary%20cover%20design#>

Activity 2 – Short role play. Read to the children - Trust me, Jack's Bean stalk stinks!

Put children in a group to share ideas on sticky notes of what they think will be included in the giant's diary. Get them to role play taking on characters.

There should be printed pictures of bag of gold, goose and harp to be used for acting. Children can role play any favourite scene from the book

Using the resources on your table, find 8 cubes and see how many groups of 2 can you make?



There are three ways of writing this as an equation:

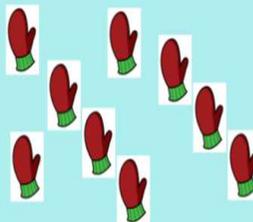
use division $8 \div 2 =$

use multiplication $\underline{\quad} \times 2 = 8$

use repeated addition $2 + 2 + 2 + 2 =$

Now find 9 cubes to work out the following to complete the three equations.

How many groups of 3 can you make?



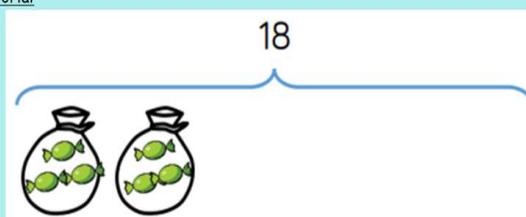
$9 \div 3 =$

$\underline{\quad} \times 3 = 9$

$3 + 3 + 3 =$

Notice there are three ways of writing this as an equation. Use a white board to record your answers.

Pictorial



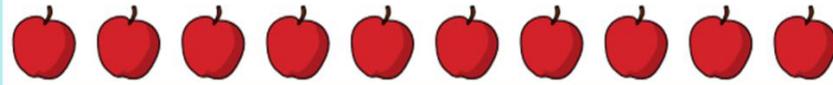
I have 18 sweets.
I put 3 sweets in each bag.
How many bags can I fill?

Use the resources and white boards to work out and complete the equations.

$18 \div 3 =$

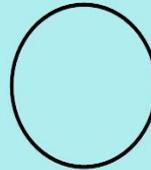
$\underline{\quad} \times 3 =$

$3 + 3 + 3 + 3 + 3 + 3 =$

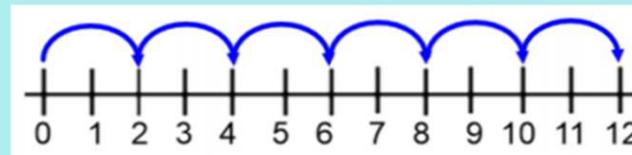


I have 10 apples and some plates I want to put 2 apples on each plate.

On your white board, draw how I have grouped the apples.



I can also use number lines to work out how many equal groups of 2 I can make from 12.



$$12 \div 2 =$$

$$\underline{\quad} \times 2 =$$

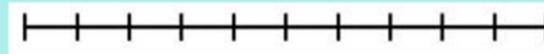
$$2 + 2 + 2 + 2 + 2 + 2 =$$

Can you complete the equations using your white boards?

Abstract - Independent task

On your white boards, have a go at completing the equations using number lines. Use resources if you need it.

Use a number line to work out how many groups of 5 you can make from 30.



How long should your number line be?

$$30 \div 5 =$$

$$\underline{\quad} \times 5 =$$

$$5 + 5 + 5 + 5 + 5 + 5 =$$

What will you count up in?

Use a number line to work out how many groups of 5 you can make from 25.

Chilli challenge



Can you circle groups of 5 chairs?



How many groups did you circle?

Complete the number sentence

$$\square + \square = \square$$

Chilli challenge



Count out 15 counters or cubes
Put them into groups of 3
Complete the sentences below

There are _____ counters

There are _____ in each group

There are _____ groups

Complete the number sentence

$$\square + \square = \square$$

Chilli challenge



Tommy and Jack each have the same number of sweets.



Tommy has 5 equal groups of 2
Jack has 1 equal group.
How many sweets are in Jack's group?

Chilli challenge



I am thinking of a number between 20 and 30

I can only make equal groups of 5

What must my number be?

What happens when I try to make groups of 2 with it?

What happens when I try to make groups of 10 with it?

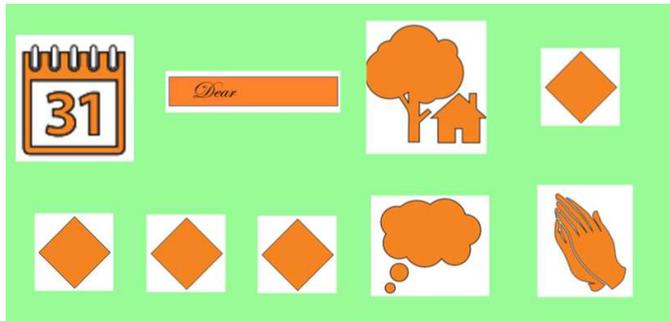
TUESDAY

Have an enormous book out on the table, with a diary front cover on it. Open it and read the giant's diary for the children.

Go through the SMART for features of a diary entry and explain the importance that a diary is written in the past tense and in chronological order.

Introduce the shapes.

Have large shapes printed for working wall.



Date/ Introduce/ Set the Scene/ Event 1/ Event 2/ Event 3/ Event 4/
What's next/ Prayer

ENABLE

On table groups have the diary entry cut in separate paragraphs.
Get the children to look at the cut diary entry.

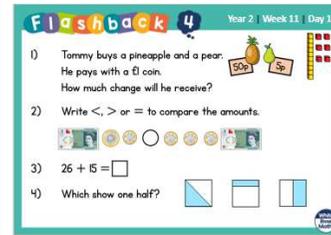
Can the children put it back together?

They should put it in order on large sugar paper.

Children to annotate using post-its what features they notice throughout the writing, for example, adjectives, similes and expanded noun phrases.

Take Pictures for children's book and display

TUESDAY



Fluency:

10 x table around the room - each child to say the next number in the 10 x table. Up to 10×12 then repeat.

Concrete:

Sharing is a model of division. To share, we must share equally, one at a time. This is an important concept for the children to understand otherwise they will have difficulty sharing equally. Model sharing equally. Children must have access to concrete resources.

Pictorial:

Work through the smart slides

The sweets, cubes and dienes on the slides are individual so you can physically move them to model sharing. Model the link between multiplication, division and repeated addition through examples.

Abstract:

Children to work through the division equations using the different resources and making links to multiplication and complete them in their books - **Remind children about the presentation of work in book**

Concrete

division

- divide
- divided by
- divided into
- share
- share equally
- equal groups of

When we see $\div 2$ - this means that we need to share into 2 groups

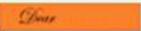
$10 \div 2 = 5$

How many we start with groups to share into how many in each group

Show me with your objects

The diary entry needs to have important features such as

Date → 

Salutation like Dear Diary → 

Setting the scene → 

Event 1 (written in past tense and first person) → 

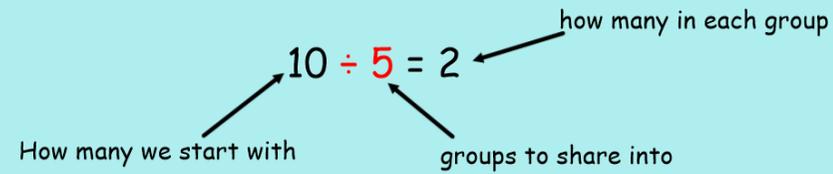
Event 2 (written in past tense and first person) → 

Events can be as many as needed

Coming to terms/ final thoughts → 

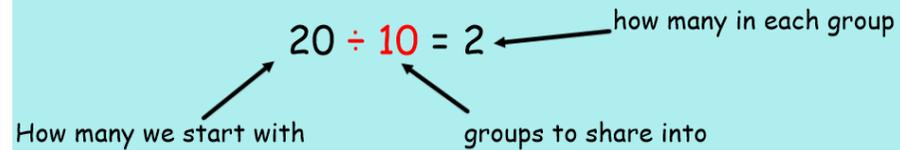
Hope and pray → 

When we see $\div 5$ - this means that we need to share into 5 groups



Show me with your objects

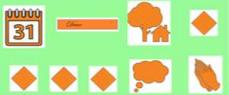
When we see $\div 10$ - this means that we need to share into 10 groups



Show me with your objects

Your task!

Can you put the diary entry back together, using the correct shapes?



Could you label the diary entry with what features you notice?

Adjectives? Verbs? Nouns?

Where do you notice the capital letters are.

Is it in chronological order?

Dear Diary,	Saturday 15 th January 2022
Today has been such a difficult day, life just keeps getting worse and worse! That nasty young boy Jack paid me a visit in my magnificent castle and now I have nothing left. Usually, I yell my famous "Free fi Fo Fun" and this scare away all the pesky humans that come lurking around my house, but that annoying boy Jack wont just give up so easily.	
As you know, I'm a very hungry giant and each time I capture a human I pass it on to my lovely wife to cook me a good human recipe for din-din. Sometimes its Kiddie Kasserole or little man stew, both are very delicious delicacies.	
First, that troublesome boy stole my precious bag of gold that took me years to acquire, he then sneaked in again and stole my glorious, glistening goose that lays golden eggs. He is such a brave boy, he sneaked in again tricked my wife to feed him and then stole my very special melodic harp. My harp plays sweet tunes that would set me to sleep. Now I lie awake at night wondering if I would ever get my prized possessions back.	
The second time he came, I just couldn't let my harp go, I followed the nasty little boy down the wretched beanstalk. You know I have slow reflexes for my big size, by the time I was halfway down sack was already at the bottom cutting the beanstalk down with his little sharp axe. I clung onto the beanstalk for my dear life as I fell sideways hitting my head on a brick.	
In the end, I got a really bad concussion as well as cuts and bruises, for the humans it is a day of victory but for me, a day I will never forget. I watched them down from the clouds celebrating as I felt miserable. As soon as I fully recover from my injuries, I will seek vengeance and keep my wife busy cooking lots of little man stew and Kiddie Kasseroles.	
Bye for now, I need to go ice my head that has been hurting for days!	
From David the Giant!	

(SEE SEPARATE ATTACHMENT FOR DIARY ENTRY)

Look at this equation

$$12 \div 2 =$$

How many do we start with? - count out your objects

How many groups do we need to share them into?

What is the answer? - (How many in each group)

Look at this equation

$$15 \div 5 =$$

How many do we start with? - count out your objects

How many groups do we need to share them into?

What is the answer? - (How many in each group)

Independent task

There are 20 chairs in the hall.

Can you circle groups of 5 chairs?



How many groups did you circle? _____

Complete the number sentence _____ \div _____ =

There are 20 pencils in the class room.

I need to put 2 in each pot. Circle groups of 2.



How many groups did you circle? _____

Complete the number sentence _____ \div _____ =

Count out 15 cubes or counters



Put the counters into groups of 3 and complete the sentences

There are _____ counters.

There are _____ in each group.

There are _____ groups.

Is Mo correct?



Every number in the 5 times table is odd.

Explain your answer.

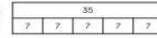
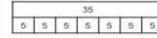
Tubes of tennis balls come in packs of 2 and 5

Whitney has 22 tubes of balls.

How many of each pack could she have?

How many ways can you do it?

Tommy and Rosie have both drawn bar models to show 7×5



What's the same and what is different about their bar models?

Draw your own bar model to represent 4×5

WEDNESDAY

Step One

Speedy sentence



Children to **re-write** below sentence into their books correcting the **punctuation** and underlining the **adverbs**. Ask children what tense is the sentence written in? How do they know?

i carried the tray of drinks slowly and carefully

Step Two

Shape 1 Date

WALT : To know the months of the year



<https://www.bbc.co.uk/teach/supermovers/ks1-english-days-of-the-week/zd8njhv>

days of the week video

<https://www.youtube.com/watch?v=Fe9bnYRzFvk>

Months of the year video

Format together that Date is on the right hand side and Salutation is on the left.

We always say Dear Diary to say hello to our reader.

WEDNESDAY

Fluency:

Daily 10 maths - Multiplication level 2

<https://www.topmarks.co.uk/maths-games/daily10>

Concrete:

Following on from yesterday, the children will be making equal groups, and then counting on to find the total number of groups.

Children will still need physical resources to continue to group. We will need to model the link between division, multiplication and repeated addition. Continue to model the division equations or the children so that they become familiar with how to write it.

Pictorial:

Using the slides children to work through the number sentences. Continue to model the division equations or the children so that they become familiar with how to write it.

Abstract:

Remind children of groups that were discussed when they were learning about multiplication, and they we are going to use them in division too. Children will need to use their rolling numbers to help solve the equations.

We will continue thinking about division and sharing. We have been learning different ways we work out division and multiplication and how they are linked.

Today we will be writing out the division equations...let's do this one together and then you can have a go.



$$\begin{array}{c} \text{How many do} \\ \text{we start with} \end{array} \div \begin{array}{c} \text{How many groups} \\ \text{are there?} \end{array} = \leftarrow \text{How many in each group}$$

Let's recap the days of the week!

<https://www.bbc.co.uk/teach/super movers/ks1-english-days-of-the-week/zd8njhv>



Let's recap the months of the year!

<https://www.youtube.com/watch?v=Fe9bnYRzFvk>



Remember days and months are proper nouns!

So they **always** need a ...?

TEACHER MODEL

I am going to write the date, formatting it correctly: using a day, month and year format.

Friday 21st January 2022.

ENABLE

Children choose their Day, Number, Month and Year

LA – support children with writing date.

_____ 21st January 2022

Dear _____

ADTM

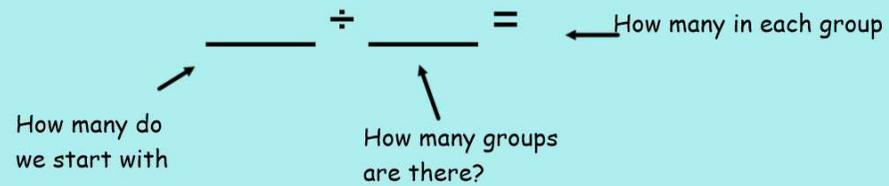
Imagine you are the giant how will you start your opening sentence for your reader. For example, How are you doing?

Step Three

Shape Two Introduce

WALT: To use repetition and exclamation

Let's have a look at this division and see if you can work it out with a partner.



Let's check what equations you have written...

Your turn!

With your objects - calculate the following equation and write it neatly in your books.

20 ÷ 5 =

What might the multiplication sentence be?

Now try the following equations:

20 ÷ 4 =

15 ÷ 3 =

10 ÷ 2 =

10 ÷ 5 =

24 ÷ 4 =

12 ÷ 4 =

6 ÷ 2 =

6 ÷ 3 =

18 ÷ 6 =

30 ÷ 10 =

8 ÷ 2 =

12 ÷ 3 =



Remember
One digit in a box!

Dear

Show the children the image of the giant feeling miserable
Ask children if the giant was to describe his life using repetition what
will he say.

How do you think the giant is feeling?

Why do we use repetition in our writing?

Can you use others repetitive words to describe how the giant may be
feeling? Ask children to TTYP to provide word and write down on
word catcher

Share below and add to word catcher:

Harder and harder, tougher and tougher, tiring and tiring, dreadful
and dreadful, awful and awful



TEACHER MODEL

We are going to describe the giant's life using repetition to show
effect

Today has been such a difficult day, life just
keeps getting worse and worse!

ENABLE

Children to think of their own repetition to create their sentence.

Life just keeps getting _____ and _____

Chilli challenge



Group the socks into pairs.



Complete the number sentences.

$$\square \div \square = \square$$

$$\square \times \square = \square$$

Chilli challenge



Complete these equations using
your cubes or counters

$$10 \div 2 = \square \quad 14 \div 2 = \square$$

$$15 \div 5 = \square \quad 25 \div 5 = \square$$

Do you need to count out 70 or 80
counters to work these out?
Could you use your rolling numbers?

$$70 \div 10 = \square$$

$$80 \div 10 = \square$$

Chilli challenge



Fill in the missing numbers.

$$70 \div 10 = \square$$

$$6 \text{ tens} + 1 \text{ ten} = \square$$

$$5 = \square + 10$$

There are _____ tens in 40

Chilli challenge



Ron has shared some grapes equally
between two friends.



Ron's friends

Each friend receives fewer than 50
grapes.

Complete the sentences to describe the
number of grapes Ron started with.

He must have started with...

He could have started with...

He can't have started with...

△DTM children use their imagination to describe how the giant is feeling with an exclamation mark

I feel.....

THURSDAY

Step one

Speedy sentence



Children to re-write the sentence into their books correcting all punctuation

james allan and ethan went to sid party in london

Step Two

Shape 3

Introduce the setting.

WALT:

Use both positive and negative adjectives



Show children page 5, 9 and 11 of 'Trust me Jack Beanstalk stinks' we are going to use Jack and the castle as our noun and use adjectives to describe both nouns.

Follow the link to watch the book

[Trust me Jacks Beanstalk stinks! - Books Alive! Read Aloud book for kids - YouTube](#)

Ask children to jot some negative adjective at the top left of their word catcher and some positive adjective below.

THURSDAY

Flashback 4 Year 2 | Week 11 | Day 3

- Which show 2 equal groups with 4 in each group?
  
- Find the difference.
 - 
- $43 - 8 = \square$
- 9 is half of \square 

Fluency:

Daily 10 Maths - division

<https://www.topmarks.co.uk/maths-games/daily10>

Concrete:

Children to be confident at demonstrating sharing and dividing equally using resources

Pictorial:

Using the slides children to work through the number sentences. Continue to model the division equations or the children so that they become familiar with how to write it.

Abstract:

Today's lesson will enable children to secure their knowledge of making the links between multiplication and division. For all equations in the SMART slides, model the counting of the rolling numbers/times table to support the children in finding the answer.

Word bank for **negative adjectives for nasty**

Terrible, horrible, mean, disgusting, unpleasant, unkind, unfriendly.

Word bank for **positive adjective magnificent**

Attractive, beautiful, magical, lovely, extraordinary.

TEACHER MODEL

Children use a negative adjective to describe Jack and a positive adjective to describe the castle.

That **nasty** boy Jack paid me a visit in my **magical** castle and now I have nothing left.

ENABLE

LA children

The _____ young boy.

My _____ castle

△DTM The giant says he had nothing left! This must be really bad, use 2 adjectives to describe jack

He is a _____ thief!

Step Three

WALT: importance of Time connectives

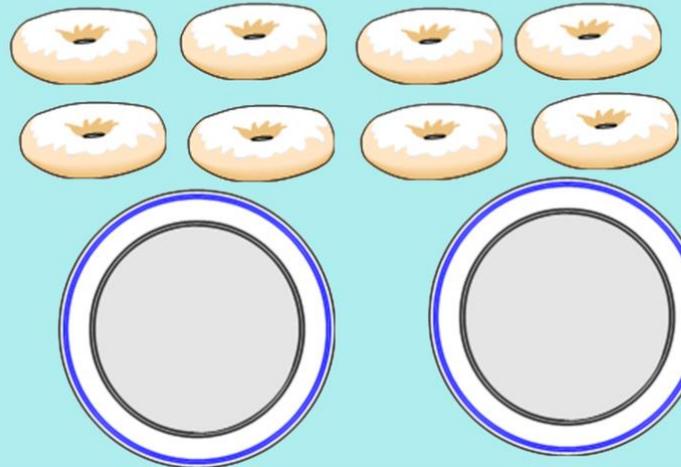


What is a time connective? TTYP

Today we will be using time connective to let us know when an event happened.

Today we will continue to work on sharing and dividing equally.

How can I share the doughnuts equally? What is the first thing I should do?



Let's have a go at sharing the candies equally. TTYP what is the first thing we should do?



Show slides with examples of time connective and ask children to jot some down.

How many can they jot down in their word catcher?

Time Connectives		
First	Later	In due course
Next	In the end	At first
Just then	Finally	Until then
Meanwhile	After a while	After that
When	Immediately	After that
Before long	Eventually	In the mean time
	After some time	Once

TEACHER MODEL

We are going to use a time connective to show time has moved the sequence of time in our diary on.

There I was minding my own business in my comfy chair. **Before long** I smelt something tasty from the kitchen.

ENABLE

LA children

I was minding my business _____ I smelt something tasty.

△DTM

Can you extend your sentence for your reader by asking a rhetorical question for example....What could that be?

What is my lovely wife cooking?

On your tables there are some cubes....with a partner count out 20 cubes and see if you can have a go at the following questions? Think about what you need to do and then write it as an equation on your white boards.

Can you share the 20 cubes between 5 friends?

20 shared between 5 _____

$$20 \div 5 =$$

Can you share the 20 cubes between 10 friends?

20 shared between 10 _____

$$20 \div 10 =$$

Can you share the 20 cubes between 2 friends?

20 shared between 2 _____

$$20 \div 2 =$$

Check your answers with your partners.

Tim has 16 bananas.
He shares them equally between two boxes.
How many bananas are in each box?
Represent and solve the problem.



Dora has 10 biscuits.



She wants to share them equally at her party.

How many people could be at the party?

There are 10 cakes and 2 boxes.
An equal amount needs to be put into each box.



Put them into groups of 2

Jack



Share them into 2 groups.

Eva

Who is correct?
Explain your answer.

Jack says,



I can work out $40 \div 2$ easily because I know that 40 is the same as 4 tens.

This is what he does:

$$40 \div 2 = 20$$

Is it possible to work out $60 \div 3$ in the same way?

Prove it.

Is it possible to work out $60 \div 4$?

What is different about this calculation?

Use the number cards to make multiplication and division sentences.

How many can you make?



Alex has 20 sweets and shares them between 5 friends.



Tommy has 20 sweets and shares them between 10 friends.

Whose friends will receive the most sweets?

How do you know?

Cakes are sold in boxes of 10. Jack and Alex are trying to pack these cakes into boxes.



Jack says,



There are 5 groups of 10.



Alex says,



There are 6 groups of 10.



Who is correct? Explain how you know.

FRIDAY

Step one

Speedy sentence



Children to **re-write** below sentence into their books correcting the **punctuation** and underlining the prepositions and wrong spelling.

FRIDAY

Flashback 4 Year 2 | Week 11 | Day 4

- Make these groups equal.
- Mo has £2 and he spends 67p. How much change does Mo get?
- $45 + \square = 100$
- \square is half of 4

Fluency:

the hedgehog ran across our lawn and under a bush

Step Two

Shape 4 Event 1

WALT: Use alliteration



What is an alliteration?

Children TTYP to get ideas about different food they have eaten to make alliteration for the giant's name a food.

Big Burger Bites,
Mighty Mice Meatball,
Spicy Scorpion Soup,
Smelly Strawberry Sauce
Luscious Lasagne with leaves
Silly Sauce Spaghetti
Brown Bat Brownies
Creamy Curry Cake for

TEACHER MODEL

Can you use your own alliteration to name the giant's favourite dinner?

As you know, I'm a very hungry giant and my favourite food is Kiddie Kasserole, Kangaroo Dumplings.

ENABLE

Children to complete a mix of multiplication/division problem around the room in groups. Record scores and use a timer to make it more challenging in a gameshow style.

Concrete:

Children should be secure with grouping and sharing. They will use this knowledge to divide by 2. Provide LA children with the grouping in 2s template to support with using resources to divide by 2.

Pictorial:

Work through the slides using the pictorial representation to transfer the skills of using concrete resources to solve the number sentences/equations.

Abstract:

Children to work through and solve the equations/number sentences. Continue building on the knowledge of sharing and dividing for children to create their own number sentences or equations to work through with a partner.

Let's have a go at some speedy calculations of a mix of division and multiplication equations.

You will work with a partner to see how many of these you can work out in 3 minutes!!!

$$\begin{array}{l} 5 \times 2 = \\ 10 \div 5 = \end{array}$$

$$\begin{array}{l} 3 \times 2 = \\ 6 \div 3 = \end{array}$$

$$\begin{array}{l} 8 \times 2 = \\ 16 \div 2 = \end{array}$$

$$\begin{array}{l} 10 \times 2 = \\ 20 \div 10 = \end{array}$$

$$\begin{array}{l} 3 \times 4 = \\ 12 \div 3 = \end{array}$$

LA children

My favourite food is Spicy Smelly Spaghetti

I also enjoy having Big _____

DTM -can children use their imaginary lenses to write another sentence about a different giant food using alliteration

Teacher model for example

I also enjoy having _____

Step Three

Shape 5 Event 2

WALT: Past tense and expanded



We use past terms when writing a diary, we are going to use past terms and expanded noun phrase to describe the bag of gold Jack stole.

Show children <https://www.bbc.co.uk/bitesize/articles/zmqh2v4>

Explain to children the Acronym DAN

D for Determiner

A for Adjective or Adjectives

N for Noun

Children to TTYP to share ideas on their word catcher, then circle 2 adjectives to describe the bag of gold and another past tense they can use to replace the word stole

Adjectives- unique, priceless, costly, expensive,
Past tense for Stole – took, snatched, grabbed

Today we will be thinking about dividing by 2 this is the same as halving which we have done already over the last few weeks. Remember how it is all linked together - sharing into 2 groups is the same as halving something into 2 equal groups.

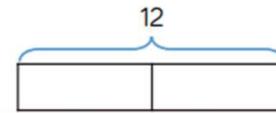
Let's have a go at this together...

Mo and Tommy have 12 sweets between them. They share them equally. How many sweets does each child get?

There are ___ sweets altogether.

There are ___ groups.

There are ___ in each group.



Have a go using 12 cubes to share equally into 2 groups. How do I complete the bar model?

What will the calculations be for this using division and multiplication? Can you show me on your white boards?

Zara and Kate have 18 ice creams between them. How can they share them equally?

Complete the sentences and write the equations on your white boards.

There are ___ ice creams altogether.

There are ___ groups.

There are ___ in each group.



Complete the bar model to show

Check your partners work.

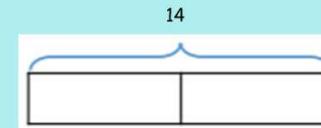
Louise and Ted have 14 toys between them. How can they share them equally?

Complete the sentences and write the equations on your white boards.

There are ___ toys altogether.

There are ___ groups.

There are ___ in each group.



Remember to use resources to help you!



TEACHER MODEL

We are going to use an expanded noun phrase to describe the bag of gold.

He stole my irreplaceable precious bag of gold that took me years to acquire.

ENABLE

LA children

He stole my _____ bag of gold

ADTM

Can you extend your sentence with an inverted comma for example..... I shouted, "bring it back!"

Abstract - Independent task

Have a go at the following questions and write the equations and complete them in your books.

Ben and Tom have 22 footballs between them. How can they be shared equally?

There are _____ footballs altogether.

There are _____ groups.

There are _____ in each group.



22

Complete the bar model to show



use a ruler to draw the bar model

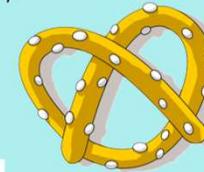
Joey and Josie have 28 pretzels between them. How can they be shared equally?

There are _____ pretzels altogether.

There are _____ groups.

There are _____ in each group.

28



Complete the bar model to show



Challenge

Use <, > or = to make the statements correct.

2×5 5×2

3×2 4×5

10×5 5×5

I have 24 p.
I divide it equally between 2 friends.
How much will they get each?

I have 24 p in 2 p coins.
How many 2 p coins do I have?
Consider the two questions above.
What is the same and what is different?

Tommy and Annie have some counters.
Tommy shares his counters into 2 equal groups.
He has 15 in each group.
Annie groups her counters in twos.
She has 19 groups.
Who has more counters and by how many?
How did you work it out?

SCIENCE:

Recap/Revisit: talk me through what a life cycle is?

Watch sort recap video on the life-cycle of butterfly and frog

GEOGRAPHY:

Starter:

Recap our key vocab from previous weeks:
Urban, suburban, rural, physical features, environment, town, city and village.
Tell me something you have learned about

MAIN

<https://www.theschoolrun.com/what-is-a-life-cycle>

Can you give me an example of what we have learned last week?

What other animals go through metamorphosis?

- Life Cycle of Animals. ...
- **Butterflies**. ...
- **Ants, Termites, Bees and Beetles**. ...
- **Grasshoppers and Dragonflies**. ...
- **Spiders and Scorpions**. ...
- **Frogs**.

Main: So we have learned about the life cycle of an insect and an amphibian. We are now going to learn about the life cycle of a bird.

We are going to look at the life cycle of a chicken. Do you remember our little visitors that came to school when you were in yr 1. What can you remember about them? What changes did they go through?

Work through the PP on the life cycle of the chicken and watch the video.

Introduce the compass points, north South, East West

<https://www.youtube.com/watch?v=Te0Td0QVoj0>

Give children directions instructions

Can you face north

Look at the world map Which continent is in the n, s, e or w?



We are going to use our knowledge of compass points to explore a coastal area. What is a coastal area and what natural or man made features does it have. Discussion. Then children to have images to sort into the two criterias.

Core:



The Life Cycle of a Chicken

Describe each stage of a chicken life cycle.

First...



Next...



Then...



Last...

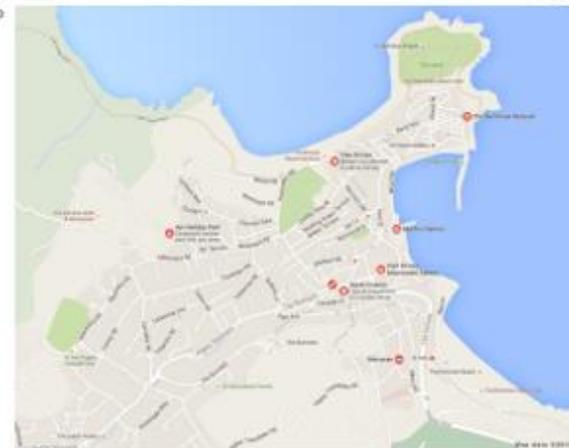
Week beginning 24.01.2022

WALT: explore a coastal area and use directional language to plan a route

You are a St. Ives tour guide. Use this map to plan your tour.



- Key
- Starting Point
 - Route
 - Finishing Point



Plan a route around St Ives:

Attraction	Direction (North, South, East or West)	What can you do there?
Attraction 1:		
Attraction 2:		

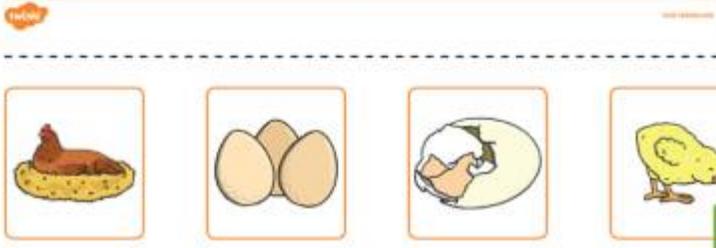
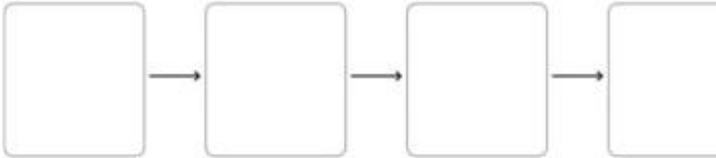
Core:

Challenge: Can they compare this life cycle to the life cycle of a frog or butterfly -what is the same / what is different?

Support:

Hen Life Cycle

Can you put the pictures in the right order?



Core: Children write sentences explaining the life cycle of a chicken.

Children will plan a route around St Ives using positional language of North, south east and west.

Vocabulary:

Positional language, north, south, east and west





The Life Cycle of a Chicken

Describe each stage of a chicken life cycle.

First...



Next...



Then...



Last...

twinkl

twinkl.com

Challenge: Can they compare this life cycle to the life cycle of a frog or butterfly -what is the same / what is different?

Support:

Cutting and sticking images into a life cycle

Vocabulary/Glossary: animals, offspring, babies, grow, age, life cycle, stages, change, develop, adult, chick

Subject Art:

Starter:

What is texture in art?

Why do artists use texture? What effect does it have?

Main:

Work through slides discussing what texture is and the different techniques you could use to create texture.

Work through images of different textures and discuss what they are and what materials they could use to create this effect



Core:



Children have different materials on their tables that they could use to create texture for their choice of animal.

In their sketch books can they experiment creating texture that would reflect their African animal.

Vocabulary/Glossary

texture

Resources:

Sketch books, sketching pencils, pencil (red, brown, orange, yellow, beige and black)

