

Week Two Maths Year One and Year Two Arrays.

An array is a bit like an arrangement where items are set out in neat rows and columns. They are just amazing at helping us with early multiplying and dividing and those all important times tables. I'd like you to be detectives this week and spot as many arrays as you can around the place. Once you start... you'll see them all over. Can you grab a camera and snap a few? Make a collection?



When you have figured this part of the task out see if you can try this way to use words and numbers to describe some of the arrays you see or make. Use the words row and column too. Remember that a column is like the column in London with Nelson on the top ! You know what a row is.



Array	Description - columns	Description - rows	Totals
	5 columns 2 cookies in each column	2 rows 5 cookies in each row	$2 + 2 + 2 + 2 + 2 = 10$ $5 + 5 = 10$
	___ columns ___ donuts in each column	___ rows ___ donuts in each row	
	___ columns ___ fish in each column	___ rows ___ fish in each row	

Now, last week I asked you to count in 2s, 5s, and 10's. Lets get clever and try counting in 3s.

I'll start you off... 3, 6, 9, 12, if you get to 36 I'll be really pleased. Try and learn to count in 2s, 3s, 5, and 10s off by heart. It's a cool trick and you'll need it later on

Some of you have asked for work sheets with basic number questions on to solve so I found a great link here to let you look at and you can print sheets off as you need them. I've concentrated on addition and subtraction problems and the children can start off with easier and work to trickier.

Maths Salamander is an American site which I've used for many years and it's very simple but full of printable stuff. Mrs C x

Year One <https://www.math-salamanders.com/first-grade-math-worksheets.html>

Year Two <https://www.math-salamanders.com/subtraction-facts-to-20.html>

Literacy Here's a dinosaur film to get you in the mood for any reading and writing about dinosaurs you could try. Maybe you'd just like to write a dinosaur story this week or a few sentences with dinosaur facts in them.

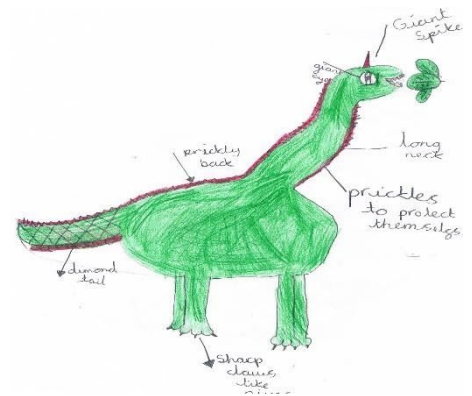
<https://www.youtube.com/watch?v=dktmOPfE7Dc>

Now for some reading practise with your grown ups. Can you test yourself on this quick dinosaur quiz?

<https://www.factmonster.com/take-quiz/dinosaur> Think you're pretty smart about dinosaurs? Can you make your own quiz with some new questions? Test it out on your family and maybe send me your questions and I'll have a try too.

Remember to keep your reading books going too and let us know if you need new ones. We can get them to you easily!

Someone very clever on the internet has drawn this dinosaur and added labels to make the picture very interesting. Can you see how they've given reasons for the prickles. See if you can draw some dinosaurs and cleverly add labels and details too.



And now for your weekly

spellings. This week I'd like you to learn them really well and see how many you can get right on Friday when you are tested on them. I wonder if you've remember how to spell the ones I gave you last week too!

Year One we she me he be where

love come some one

Year two most only both old cold gold hold told

clothes so

"It was most cold so I was told to put on only gold clothes and I had to hold them up because they were so old."

There. Mrs C's sentence using ALL the spellings this week. You can use it to practise your handwriting. Try to make one with the year one words or make a few simple sentences to copy. (You'll need to keep your handwriting practise going or you might rust up!)

Science

Dinosaurs



<https://www.sciencekids.co.nz/dinosaurs.html>

I found this very good webpage which has links to dinosaur facts and some things you could have fun with too while you learn a bit more about these creatures. Make sure you dust off your dinosaur toys and models at home this week to play with too. A dinosaur diorama is an excellent way to display any pictures, backgrounds or dinosaur toys you may have at home. Mrs C x



Here's a link to a film clip which gets us thinking about dinosaurs and the **fossils** they created.

<https://www.stem.org.uk/resources/elibrary/resource/36611/fossils>

If you are looking for an excellent and yummy way to remind your brain how fossils occur in layers then try this fossil jelly experiment. I'm sure you could use coloured water and ice if the shop runs out of jelly! You will need to add layers of jelly, allowing them to set one layer at a time and as you do, pop sweeties in to represent the prehistoric fossils which were laid in layers of rock over millions of years.

Fossils Jelly



This simplified model of fossils in different layers of rock will teach children that we can understand what living things existed in the past. Living things found in the same rock existed at the same time. Scientists can tell how old a fossil is by dating the rock they were found in. We can see how living things evolved over time by comparing fossils we find from different times.

Art:

Let's create our own dinosaur fossils! Miss T x

You will need: 250g of flour, 125g of table salt and 125ml of water.

Instructions:

1. Mix together the flour and salt.
2. Carefully add the water little bit at a time until it is a dough. Add more water if it doesn't stay together very well or add flour if it is too sticky.
3. Knead the dough together with your hands, roll into small balls (about the size of your hand).
4. Flatten the balls using your hand or rolling pin.
5. Press objects into the dough to create lines and marks (that look like prehistoric bone marks).
6. Leave to dry or place it in the oven (on lowest temperature) until hard (the thicker they are the longer they take to dry out).
7. You can now paint the fossils.



Let's build a garden dinosaur!

You need to collect: bendy sticks, string, some plants to weave and anything else you fancy.

Instructions:

1. Using the bendy sticks and string carefully bend and tie them to create the shape of your dinosaur.
2. Add more sticks and string to create the body.
3. Weave plants, flowers and leaves through the string and sticks on the body.
4. Add objects such as sticks, stones or leaves for the head or feet.
5. You can add any detail such as a face with pen (permanent marker may be best).
6. Add string and hang from tree or gate.



PSHE - This week's PSHE activity is linked to our emotions, how we manage these and finding ways to be

positive. Ms J.

Note to parents: This is an unusual time for everyone and I'm sure we all have worries about what is happening in the World and this includes our children. It is important to remind children that it is OK to be worried and to feel overwhelmed, scared and sad and to share how you are feeling to - they don't need us to take their worries away, we just need to acknowledge them and let them know we are here to listen and help them.



1) Hand Breathing - We've practised this technique in class and it's great as a calming exercise at any point in the day or when your child is feeling anxious or angry. Practise it together.

2) Positive Hand - Complete the activity below. Draw a hand (it needs to be quite large to fit the writing in) and label each finger as one of your senses. Think about a place that makes you feel happy and write down what you can see, hear, smell, taste and feel in this place. Display the hand and encourage your child to remember their 'happy place' when they feel worried or sad.

3) Have a go at some yoga with Cosmic Kids Yoga - this one is based on dinosaurs!

<https://www.youtube.com/watch?v=BqtPZ9OKa94>

Thrive: attached to this email is a list of Thrive activities you can do with your child during the week to support their social and emotional development.

Assembly: Follow the link below to watch this week's Picture News assembly which is all about how travel has decreased during the lockdown and asks the question: Do you think people will travel less in the future?

Video assembly: <https://vimeo.com/407559266>

Watch the video together and discuss the questions as they are asked.

Collective Worship

This week's Collective Worship story is the parable of The Good Samaritan.

Watch this video of the story: <https://www.bbc.co.uk/bitesize/clips/z4vcd2p>

Talk about how the Samaritan helped a stranger in need. Who is being helpful at the moment? How can we be more helpful?