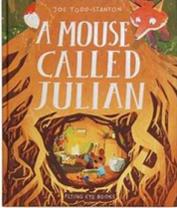


Year 1 and 2 Home Learning week beginning 22nd June 2020

## Weekly Timetable of Activities

Here are some suggested activities to complete each day this week. When you have finished you could take a photograph (or scan) and upload it to your folder on Purple Mash so your teacher can see it.

Monday			
Maths		English	ICT
<p><b>Year 1</b></p> <p>Count how much money is in the purses.</p> <p>Can you work out how many coins you will need to reach the correct total for each purse?</p> <p>Resource 2</p> <p>(Please also see the separate PDF for this week which has activities to support fluency for each day of the week)</p>	<p><b>Year 2</b></p> <p>Remembering what we learnt about subtraction, find out how much change each person will receive.</p> <p>Don't forget to use drawings or objects if you need to.</p> <p>You could re-watch Miss Lawton's subtraction video if you need some extra help.</p> <p><a href="https://vimeo.com/419012893">https://vimeo.com/419012893</a></p> <p>Resource 3</p>	<p><b>WALT understand characters</b></p> <p><u>Look at the picture Resource 4</u></p> <ul style="list-style-type: none"> <li>• Which animals can you see above ground and below ground?</li> <li>• Now look carefully at their facial expressions and body positions – what are they doing? How might they feel?</li> <li>• What can you tell about the relationships between the characters they see?</li> <li>• Why is only one place labelled home?</li> </ul> <p>You can print the picture and label the animals and write sentences underneath or just write sentences on paper.</p>	<p>Typing</p> <p>2Do typing</p> <p>Draw and Type</p> <p>Design your own animal and their egg. Type a sentence to explain what it is.</p>

Tuesday			
Maths		English	Topic
<p><b>Year 1</b></p> <p>Remembering what we learnt about subtraction, find out how much change each person will receive.</p> <p>Don't forget to use drawings or objects if you need to. You could re-watch Miss Lawton's subtraction video if you need some extra help.</p> <p><a href="https://vimeo.com/419012893">https://vimeo.com/419012893</a></p> <p>Resource 5</p>	<p><b>Year 2</b></p> <p>Remembering what we learnt about multiplication and division, solve the word problems in Resource 6.</p> <p>Don't forget to use drawings or objects if you need to. You could re-watch Miss Lawton's multiplication and division videos if you need some extra help.</p> <p>Multiplication <a href="https://vimeo.com/423750872">https://vimeo.com/423750872</a></p> <p>Division <a href="https://vimeo.com/426177240">https://vimeo.com/426177240</a></p> <p>Please write the number sentence you will need to find the answer.</p>	<p><b>WALT understand characters</b></p> <p>Listen to Joe Todd the author and illustrator read his book A mouse called Julian.</p> <p><a href="https://www.youtube.com/watch?v=yDdJxeP3ip0&amp;feature=emb_rel_pause">https://www.youtube.com/watch?v=yDdJxeP3ip0&amp;feature=emb_rel_pause</a></p>  <p><b>WITH AN ADULT</b></p> <p><u>Look at the picture of Julian in this den (Resource 7)</u></p> <ul style="list-style-type: none"> <li>• How do you think Julian is feeling?</li> <li>• Why do you think he might feel this way?</li> <li>• What is different about his home compared to all the other homes you can see below the ground?</li> </ul> <p>What do we know about Julian?</p> <p>Look at the verbs <i>dodge, hide, leap, escape</i> and the last phrase ...<i>and get home safe</i>.</p> <p>What do these words tell us about how Julian might really feel in his day to day life? What dangers does he face?</p> <p>Do you think Julian should always avoid everyone? Why?</p> <p><b>INDEPENDENT WORK</b></p> <p>Write a letter to Julian.</p> <p>Explain to him that you understand that he may want to live alone (give reasons why he may feel this because of the dangers he faces).</p> <p>Give any suggestions as to why he might want to meet or be friends with some of the other animals. Use your own personal stories to help explain why he might like to be alone or share a special moment with friends or family.</p>	<p>Different perspectives of the Rainforest.</p> <p>Watch Mrs Cowburn's video</p> <p>Look at Resource 8 of people who live and work in the rainforest.</p> <p>Put the people into different groups thinking about how they act and how it affects the rainforest.</p>

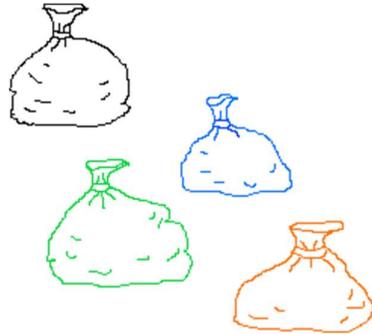
Wednesday			
Maths		English	Science
<p><b>Year 1</b></p> <p>Watch the video 'Missing Number Problems' before completing this work.</p> <p>Find the missing numbers in the problems.</p> <p>Don't forget to draw a part whole model to help you.</p> <p>Resource 9.</p>	<p><b>Year 2</b></p> <p>Watch the video 'Missing Number Problems' before completing this work.</p> <p>Find the missing numbers in the problems.</p> <p>Don't forget to draw a part whole model to help you.</p> <p>Resource 10.</p>	<p><b>WALT understand characters</b></p> <p>Listen to the story again.</p> <p>WITH AN ADULT</p> <p>Listen for words and phrases that describe the fox's character, such as <i>crept, skill, cunning, smashed, bared his teeth, howled and growled, lied</i>.</p> <p>What do you think when he said 'Pardon me, but would you be so kind as to help me out?' Do you think he is a character that should be trusted? Why? Why do you think Julian wouldn't want a fox in his house? Towards the end the story says '<i>And Julian realised that having a guest wasn't so terrible</i> – what does he mean? How has this meeting affected both characters? How have their characters changed as a result of their meeting? Do you think that a mouse and a fox were good choices of characters for this story? Why?</p> <p>INDEPENDENT WORK</p> <p>Imagine you are Julian or the fox, write a recount of the story events and describe how your feelings towards the other character have changed after your time together.</p> <p>Use time connectives such as first, before, suddenly, then, later and now.</p>	<p>Parts of a plant</p> <p>Watch</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-parts-of-a-plant/zvdkpg8">https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-parts-of-a-plant/zvdkpg8</a></p> <p>Then label the plant in Resource 11. Can you add some more information about the function of each of the parts?</p> <p>A tree has a thick stem and we call it a trunk. See if you can label the parts of a tree in Resource 12.</p>

Thursday

Maths

**NRich Challenge!**

Ram divided 15 pennies among four small bags.



He labelled each bag with the number of pennies inside it.

He could then pay any sum of money from 1p to 15p without opening any bag.

How many pennies did Ram put in each bag?

(You could use objects to represent each of your pennies and use plates or tubs instead of bags)

Extra challenges:

Year 1 – Resource 13

Year 2 – Resource 14

English

**WALT retell the story**

Listen to the story again

WITH AN ADULT

Talk about the main structural features of the story

- We meet Julian and learn he likes to be alone.
- A fox tries to eat him but gets his head stuck in the entrance to Julian's home.
- They enjoy being together.
- Julian frees the fox and they go back to their separate lives.
- Julian gets trapped by an owl on his way home.
- The fox rescues Julian and they become friends. ☑

**INDEPENDENT WORK**

Create the story map in words and pictures by drawing 6 boxes, one box for each main part of the story. Use the map to retell the story to another person or make a little book to retell the story.

Art

Cardboard relief animals



Use resource 15 to help you create your own moving card relief animals. How colourful and patterned can you make yours? What part/s will move? How will you join them together?

Friday		
Maths	English	Rainforest Art
<p><b>10 for 10 – see Resource 16</b> You have 10 minutes to complete the 10 questions. You need to try to do it all by yourself! How quickly can you do them? Continue to practise any of the ones you found tricky.</p>	<p><b>Phonics/spelling activity</b> Please find the appropriate activity below in the 'Phonics and Spelling' section of this document.  Year 2 – Please also complete comprehension activity Resource 17.</p>	<p>Invent your own rainforest animal using what you have learnt in the last 2 weeks (collage or relief). What features will it have to help it live in the rainforest?</p> 

## Reading

### Reading books

Two publishers are providing free access to some of their e-books. They are both publishers, which we use at school so some stories may be familiar to your children.

Please see the details below of how to log in to each of the websites.

If you are not sure which level your child should be reading please contact your child's class teacher via Purple Mash.

Please continue to read any other books you may have at home. Reading any book for at least 5 minutes daily will be a great help to your child's reading progress.

### Oxford Owl

Go to: <https://www.oxfordowl.co.uk/>

**My class login** >

Click: at top right of the page

Enter your child's class details:

Otters

Username: spsotters Password: otters1

Squirrels

Username: spssquirrels Password:  
squirrels1

Foxes

Username: spsfoxes Password: foxes1

### Collins Connect

Go to: <https://connect.collins.co.uk/school/Portal.aspx>

Follow instructions below

#### How to access free Collins Big Cat ebooks

Access 330+ free KS1 ebooks from our primary reading programme

Go to [Collins Connect](#) and click on the Teacher portal and enter:

Username: **parents@harpercollins.co.uk**

Password: **Parents20!**

and click Login.

When using these e-books the application will read the story aloud. If you want to stop this you need to press the pause button as you turn to each page.

Please remember the importance of discussing books with your children. Their understanding and comprehension of what they have read is just as important as the reading itself. Many of these e-books have questions already printed into them, which you can use as prompts.

### Comprehension (Year 2)

If you are a Year 2 please have a go at the 'The Camping Trip' comprehension in Resource 2. Try and do as much as you can by yourself. You can ask your adult to help you mark it using the answer sheet.

## Phonics and Spelling Activities

Miss Lawton, Mrs Cowburn and Mrs Kellam's Phonics Groups

This week we are looking at the grapheme 'ou' making the /ow/ sound. This spelling is usually found in words with the /ow/ sound in the middle. If the /ow/ sound is at the end of a word or followed by 'n' we usually use the 'ow' spelling.

Please watch

ow- <https://www.youtube.com/watch?v=GJtvjxBYg7I>

ou - <https://www.youtube.com/watch?v=-qtCB7CYH3I>

Can you complete the sentences using the 'ou' or 'ow' spelling?.

1. Milk comes from \_\_\_\_\_.
2. Your \_\_\_\_\_ is below your nose.
3. I need to \_\_\_\_\_ the dots in my array.
4. The opposite of up is \_\_\_\_\_.
5. I planted some seeds in the \_\_\_\_\_.
6. I \_\_\_\_\_ a secret door.

Challenge: Can you think of your own words with the /ow/ sound in and put them into sentence?

### Daily Phonics Videos

Continue to watch daily phonics videos using the link below. If you are unsure which session your child should be watching please contact your child's class teacher via Purple Mash.

[https://www.youtube.com/channel/UCP\\_FbjYUP\\_UtldV2K\\_-niWw/featured](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured)

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Mrs Spevack's Phonics Group

Please watch the video 'Year 2 Phonics' for today's lesson which is using the homophones there, their and they're.



Their 

Their is a possessive determiner.  
It shows that something belongs to one person or more than one person.

There 

There refers to a place or position.

they<sup>a</sup>re

They're is a contraction of 'they are'.

Year 1 and 2 Home Learning week beginning 22nd June 2020

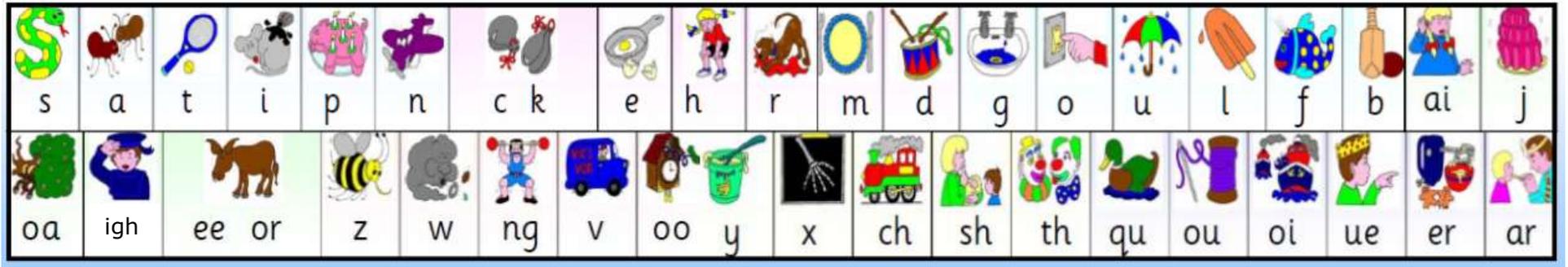
## Independent activities

Here are some activities for you to complete by yourself. Colour in the star when you have completed it. You can ask your adult to photograph your challenges and upload to *your Purple Mash folder so that we can see them.*

<p><b>Be a botanist.</b> Collect a few different shapes and colours of flowers from your garden or nature walk. Press your flowers (between paper towels and 2 heavy books) to dry them out or simply sellotape to your page. Write notes about their shape, colour, number of petals, anything else you can observe. Compare each plant. You could make notes about the height of each plant, the shape and colour of the leaves, etc. <b><u>Make sure you ask an adult which plants you can pick.</u></b></p>	<p><b>Paper plate rainforest animals</b> Use paper plates or circles of paper to create a range of Rainforest animals, snakes, birds, sloths, monkeys. How many different ideas can you come up with? How inventive can you be with your paper plate/circle?</p>												
<p><b>Spelling practise</b></p> <p>Year 1</p> <table border="1" data-bbox="113 662 422 829"> <tr><td>our</td><td>do</td></tr> <tr><td>the</td><td>to</td></tr> <tr><td>a</td><td>today</td></tr> </table> <p>Year 2</p> <table border="1" data-bbox="520 621 850 784"> <tr><td>child</td><td>eye</td></tr> <tr><td>children</td><td>who</td></tr> <tr><td>half</td><td>whole</td></tr> </table>	our	do	the	to	a	today	child	eye	children	who	half	whole	<p><b>Watch a wild webcam</b> Take a look at the videos on Youtube to see some animals in action! The Wildlife Trust <a href="https://www.youtube.com/user/WildlifeWatchUK/videos">https://www.youtube.com/user/WildlifeWatchUK/videos</a> Chester Zoo <a href="https://www.youtube.com/c/chesterzoo/live">https://www.youtube.com/c/chesterzoo/live</a></p>
our	do												
the	to												
a	today												
child	eye												
children	who												
half	whole												
<p><b>Design a postcard</b> Draw a rainforest scene onto a rectangle of paper, colour it in. Make a postcard layout on another piece of paper the same shape and size. Glue both together to create a postcard – send it to school, or write it for your parents or grandparents.</p>	<p><b>Create your own quiz</b> Think about facts you have learnt. Can you write some questions to test your family on their knowledge? You might want to give multiple choice answers too.</p>												
<p><b>Colours of the rainbow</b> Can you find something for each of the colours of the rainbow? You could use things in your house or from outside in nature. How many different things can you find for each of the colours? Arrange your treasures in a rainbow shape and take a photograph.</p>	<p><b>Thank a community hero</b> Think of someone that helps in your community and write a short letter or picture to thank them for what they do.</p>												
<p><b>Obstacle Course</b> Design and obstacle course in your home or garden. How fast can you complete it? Can you challenge other people at home to complete it too?</p>	<p><b>Bookmark Maker</b> Design and make your own bookmark to use when you are reading. You could make another one for a friend or family member as a gift.</p>												

Resources

Resource 1: Sound mats to support with spelling



### My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

### My Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e* 	i-e 	o-e 	u-e 	u-e 		
						*even	

Year 1 and 2 Home Learning week beginning 22nd June 2020  
 Resource 2: Year 1 Monday Maths

WALT count in 2s, 5s and 10s

Total

Total

Total

Total

Total

Total

WALT count in 2s, 5s and 10s

Draw the coins given to make the amount in the purse correct.

Total 6p

Total 18

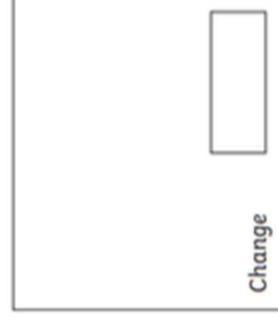
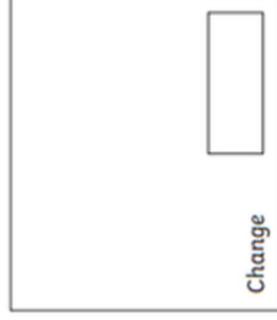
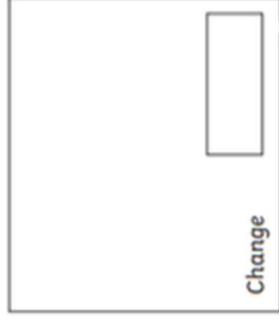
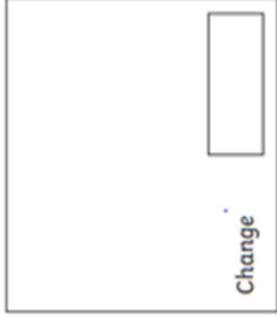
Total 20

Total 35p

Total 40p

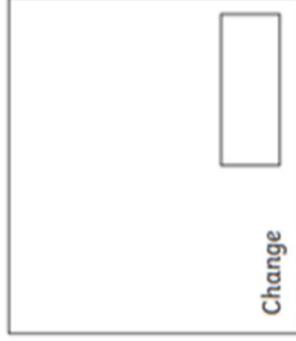
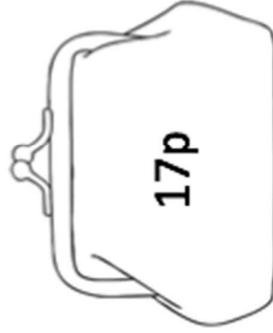
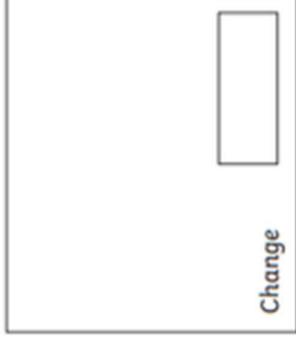
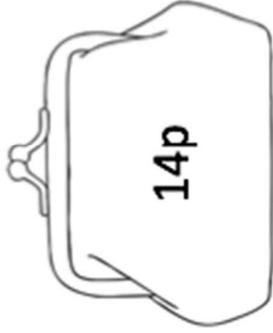
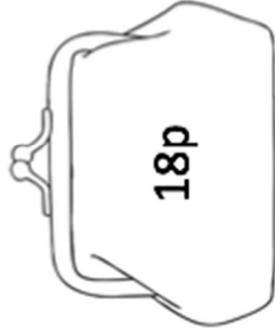
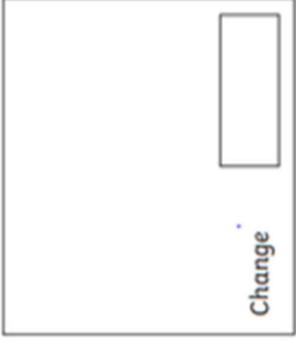
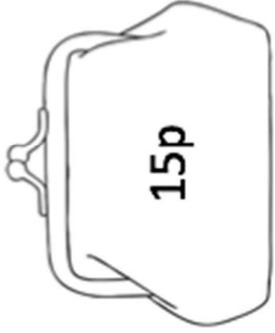
Total 80p

WALT subtract money





WALT subtract money



Resource 6: Year 2 Maths Tuesday

<p>Amy buys a toy for 20p. She pays for it with 5p coins. How many coins did she use?</p>	
<p>Ben only has 2p coins. He buys an apple for 24p. How many coins will he give to the shop keeper?</p>	
<p>The King is preparing a feast. He buys a turkey, a ham, a bag of potatoes and a bag of carrots. Each item costs 10p. How much does he spend?</p>	
<p>The knight buys some food for his horse. The food costs 12p. He pays with 2p coins. How many coins does he use?</p>	

<p>Pam has 5 coins in her purse. They are all 10p coins. How much money does Pam have?</p>	
<p>A knight buys himself a new helmet. He uses 5p coins to pay for it. He gives 6 coins. How much was the helmet?</p>	
<p>I buy 7 sweets for 5p each. How much will it cost me?</p>	
<p>The Princess buys a new crown for £1. She uses 10p coins to pay for it. How many coins does she use?</p>	

Year 1 and 2 Home Learning week beginning 22nd June 2020  
Resource 7: Tuesday English Resource



Year 1 and 2 Home Learning week beginning 22nd June 2020

Resource 8: Topic Resource (perspectives of the rainforest)

<p><b>John Matthews</b> (owner of Logging Company)</p> <p>I need to make money to pay my employees their wages. I need to feed my own family. If I don't make a profit my business will fail.</p> <p>I work in the rainforest</p>	<p><b>Karen Matthews</b> (owner of Logging Company's wife)</p> <p>I'm glad my husband makes enough money for us to live comfortably. I can give my children the things I never had.</p> <p>I get money from rainforest logging.</p>	<p><b>Black-Faced Lion Tamarin Monkey</b> (Critically Endangered Rainforest Mammal)</p> <p>I am one of the most endangered of all rainforest animals. My family is nearly extinct primarily because of our magnificent fur, which can bring up to \$20,000 on the black market. My family that are left are found in the coastal lowland rainforests of Brazil.</p> <p>I live in the rainforest</p>
<p><b>Thomas Matthews</b> (owner of Logging Company)</p> <p>My dad works hard and gives lots of people jobs. I like having nice things and holidays.</p> <p>I work in the rainforest</p>	<p><b>Michael Davies</b> (Logger at Logging Company)</p> <p>I need this job to pay my bills and look after my family. I don't like it but it has to be done.</p> <p>I work in the rainforest</p>	<p><b>Jaguar</b> (Endangered Rainforest Mammal)</p> <p>I am constantly being hunted by humans. Although it has been prohibited (forbidden) it still goes on in many countries.</p> <p>I live in the rainforest</p>
<p><b>Andrew Holloway</b> (Logger at Logging Company)</p> <p>I love my job. I like to do things well. I am very good at driving my digger. People rely on me to get the job done.</p> <p>I work in the rainforest</p>	<p><b>Simon Jones</b> (Logger at Logging Company)</p> <p>I enjoy working with my friends we get on well and have a laugh.</p> <p>I work in the rainforest</p>	<p><b>Dr. Peter Raven</b> (Biodiversity Expert)</p> <p>Biodiversity means all living organisms makes life sustainable for all species. If we keep destroying whole species it will drastically affect all other species. The rainforest is one of the world's most diverse places. It is a serious concern for all scientists.</p> <p>I am worried about the rainforest</p>

Year 1 and 2 Home Learning week beginning 22nd June 2020

<p><b>David Smith</b> (Hunter of endangered species)</p> <p>I make lots of money for my family. There is high demand for the animals I hunt and if I didn't do it then someone else would.</p> <p>I hunt (work) in the rainforest</p>	<p><b>Toucan</b> (Endangered Rainforest Bird)</p> <p>I have lost much of my homeland as they cut down the trees. Many of my family have also been captured and sold as pets around the world.</p> <p>I live in the rainforest</p>	<p><b>Dr. Pam Fernside</b> (Researcher in the Amazon)</p> <p>The Government are trying to reduce climate change by meeting gas emissions targets and replanting deforested areas but this may not be enough. Most of the Amazon could be gone by the end of the century.</p> <p>I am worried about the rainforest</p>
<p><b>Huitoto</b> (Boy from Yanomami Tribe)</p> <p>My tribe often moves around. The government has told us we have to move onto a reserve which will stop the way we live. This will make the future of my family very different and we will lose our heritage and traditions.</p> <p>I live in the rainforest</p>	<p><b>Dr. Colin Bryant</b> (British Scientist)</p> <p>We get 20% of the world's oxygen from the Brazilian rainforest. It also provides more than 200 fruits, coffee, nuts, potatoes, chocolate and many more foods. The ingredients of over 100 medicines are also provided by the rainforest. Losing the rainforest would seriously affect our country and our world.</p> <p>I am worried about the rainforest</p>	<p><b>Maku</b> (Tribe Leader from Yanomami Tribe)</p> <p>My tribe has been threatened by gold-miners and the Government taking our lands. The miners have brought in diseases like Malaria which we never had before. If we increase our own village population we could overuse our own resources.</p> <p>I live in the rainforest</p>
<p><b>Shuar</b> (Daughter of Kayapo Tribe Leader)</p> <p>We are taught from an early age that the worst crime in our tribe is 'hun' which means failing to share. I wish the rest of the world would learn to share the land and look after it instead of destroying it.</p> <p>I live in the rainforest</p>	<p><b>Bob Miller</b> (Rare animal skin collector)</p> <p>I am very rich and the animal skins I buy are status symbols. Only a few people can afford to buy them so I don't think we affect the numbers of animals that are killed.</p> <p>I get money from hunting in the rainforest</p>	<p><b>Carlos Minc</b> (Environment Minister)</p> <p>We are trying to cut rainforest deforestation (cutting down trees) by 40% by 2020; however we need donations of over \$1billion to support us. But there are townships built on logging which will also be affected.</p> <p>I am worried about the rainforest</p>

Year 1 and 2 Home Learning week beginning 22nd June 2020

<p><b>Spectacled Bear</b> (Critically Endangered Rainforest Mammal)</p> <p>My family is the only surviving species of bear native to South America. We survive because we can climb the very tallest trees, but if these trees are cut down will become extinct.</p> <p>I live in the rainforest</p>	<p><b>Yekuana</b> (Native Kayapo Tribe Leader)</p> <p>The Government wants to build a dam near our village. This will threaten our way of life and even the rainforest itself. They will bring in many people and machines which will destroy our homes.</p> <p>I live in the rainforest</p>	<p><b>Poison Dart Frog</b> (Endangered Rainforest Amphibian)</p> <p>I can release toxins from my skin which can be lethal to predators. My poison is used by the native Indians to tip their blowgun darts when hunting for food.</p> <p>I live in the rainforest</p>
<p><b>Claire Hall</b> (Greenpeace Campaigner)</p> <p>Brazil is the 4<sup>th</sup> largest producer of greenhouse gases due to forest burning and land clearing. We need to reduce this as quickly as possible.</p> <p>I am worried about the rainforest</p>		

Sort these people and animals into groups...

For example: people who live in the rainforest, animals from the rainforest, people who work in the rainforest, people who look after and care for the rainforest, people who damage and destroy the rainforest....)

How many different groups can you find that go together? Why are you putting the separate people or animals into that group?

Do any cards go in several different groups?

Why do you think some people view the rainforest differently to others? What do you think is important for the rainforest? Why?

What can we do to help the rainforests to stay healthy?

Think about all the questions:. You could make a poster to explain your ideas and thinking. Maybe stick the cards into groups and write some notes on the page.

WALT solve missing number problems

$10p + \square = 11p$

$10p + \square = 13p$

$10p + \square = 15p$

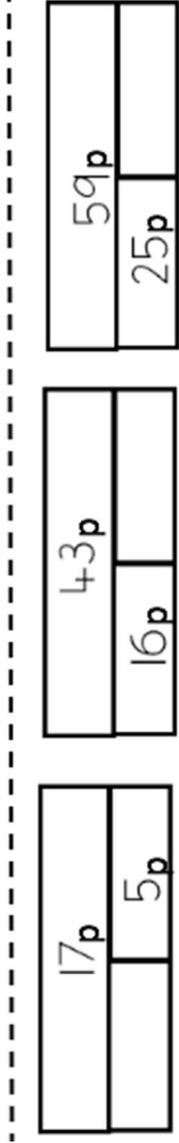
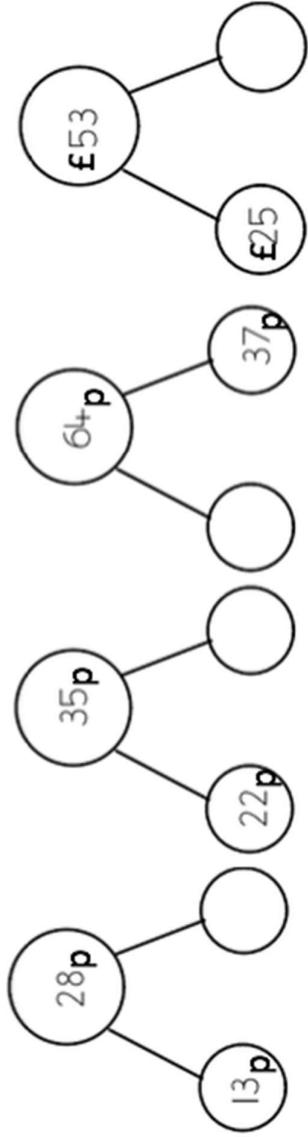
$5p + \square = 15p$

$10p + \square = 22p$

$10p + \square = 24p$

$10p + \square = 27p$   
 $10p + \square = 30p$   
 $10p + \square = 29p$   
 $16p + \square = 26p$

WALT solve missing number problems  
Fill in the missing numbers



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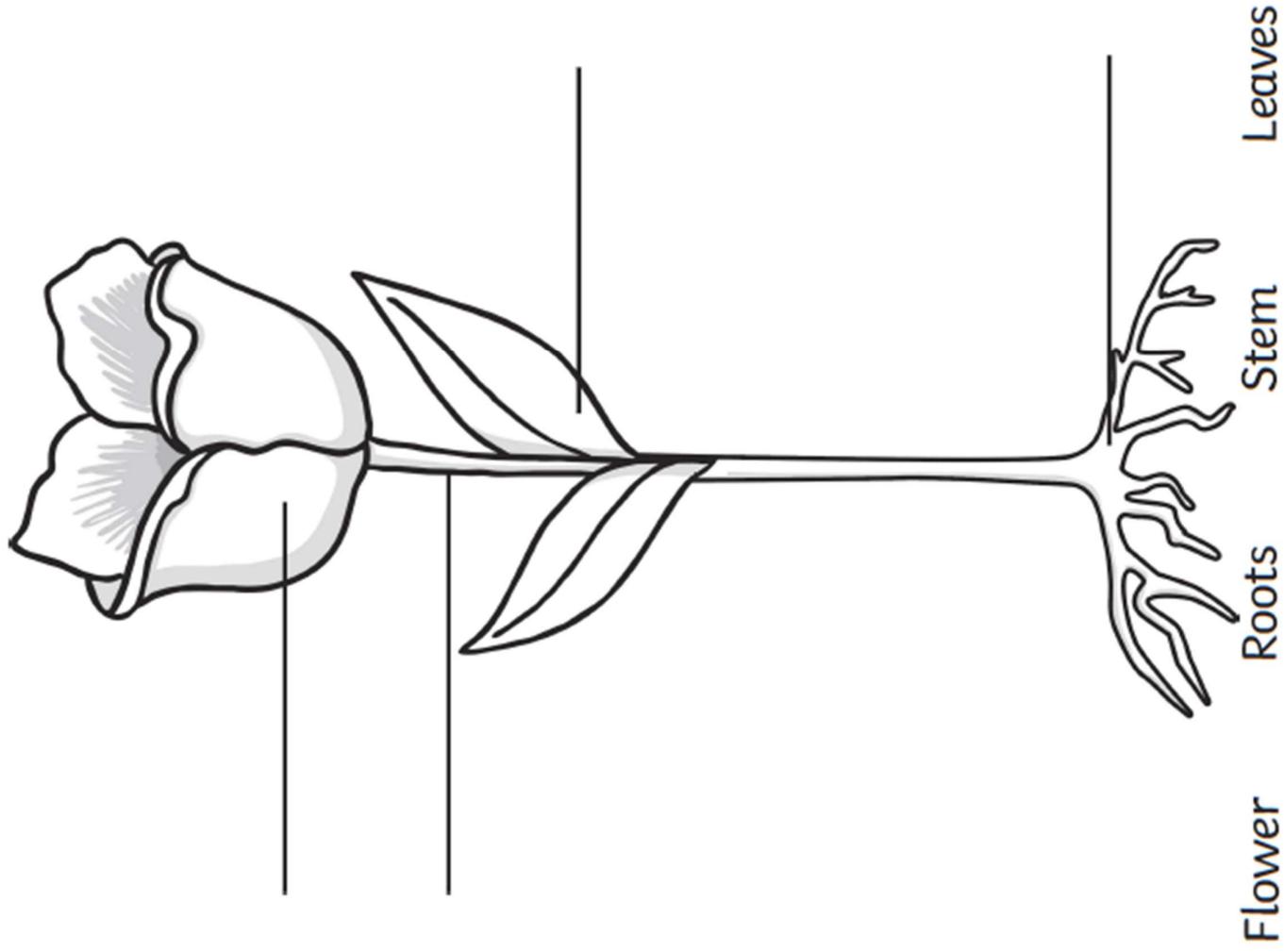
$$24p + \square = 38p$$

$$\square + 33p = 74p$$

$$46p + \square = 83p$$

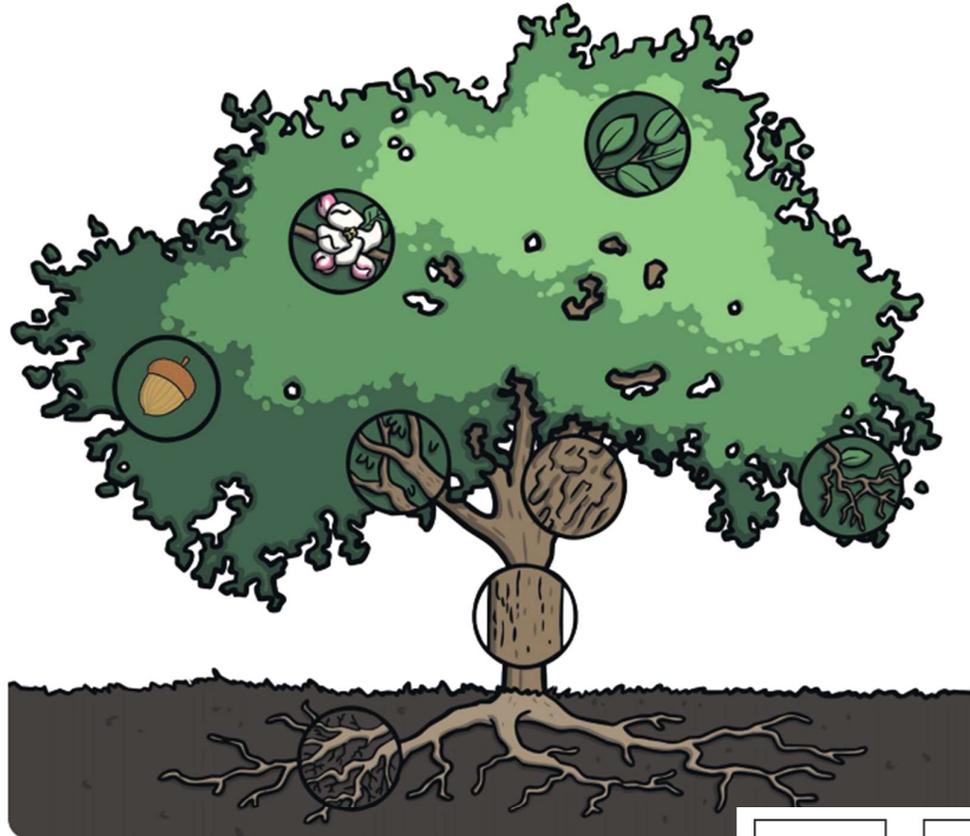
$$26p + \square = 51p$$

## Labelling Parts of a Plant



Year 1 and 2 Home Learning week beginning 22nd June 2020  
Resource 12: Labelling the parts of a tree (Science)

## Parts of a Tree



- |        |          |         |       |
|--------|----------|---------|-------|
| leaves | branches | blossom | roots |
| bark   | twigs    | acorns  | trunk |

Resource 13: Year 1 Maths Reasoning and Problem Solving (optional)

Here are some reasoning and problem solving questions. If you choose to complete these activities, it would be beneficial to do so with your child in order that they can talk it through with you. The most important element of these types of questions is the explanation of **how and why** they got to the answer.

What else do you know?

If you know this:

$$12 - 9 = 3$$

What other facts do you know?

Fact families

Which four number sentences link these numbers?

12, 15, 3

Which is the odd one out?

20 p

8 p

10 p

2 p

Why?

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Year 1 and 2 Home Learning week beginning 22nd June 2020

Resource 14: Year 2 Maths 2 Step Problems (optional challenge)

These problems require you to use 2 steps (or calculations) to solve them. Remember to record your working out so you can check back if you make an error.

My friend and I decide to share our money equally. My friend has 36p and I have 48p. How much will we each have after sharing the money?

Oranges cost 5p. I buy 4 oranges. How much change will I get from 50p?

A bottle of water costs 42p and a chocolate biscuit costs 37p. I get 31p change. With how much money did I pay?

Apples cost 10p. I buy 6 apples. How much change will I get from £1?

Year 1 and 2 Home Learning week beginning 22nd June 2020  
Resource 15: Art

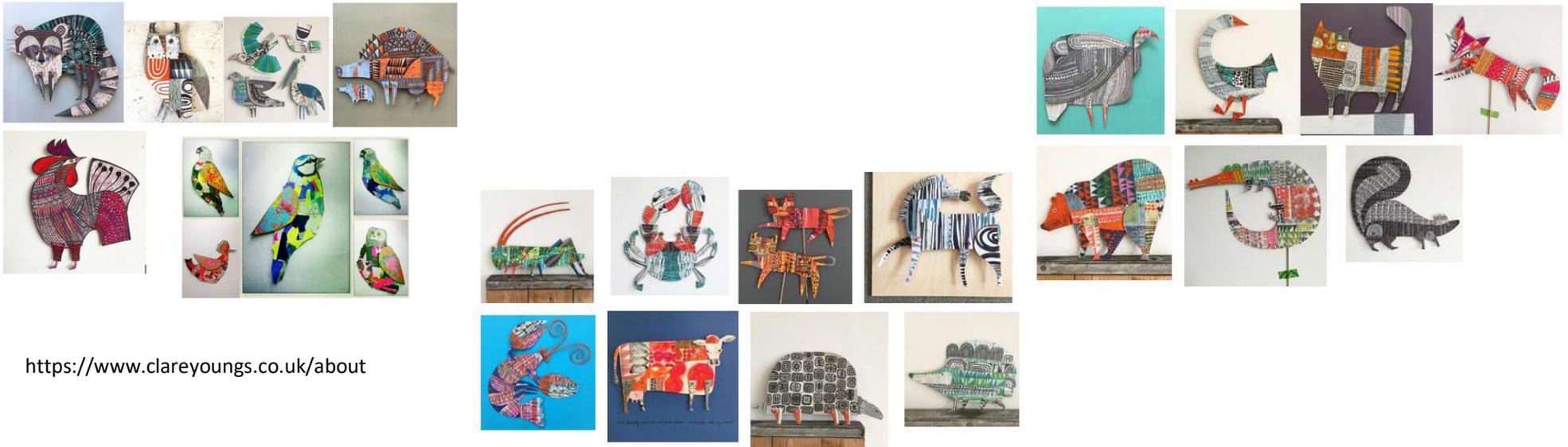
### How to make a Cardboard Relief Animal

Articulated Animals, inspired by Clare Youngs work <https://www.clareyoungs.co.uk/>

Think BIG. You will need cardboard box card, colours and collage to decorate and split pins (or buttons and thread).

1. Sketch your animal on rough paper
2. Now think about its separate moving parts. The head might be attached to the neck or directly to the body, where are its arms, legs or wings attached ?
3. Draw the biggest part of your animal on the cardboard.
4. Then draw all its other parts separately but a little longer than usual so you can overlap on to the next shape
5. Look at the picture below can you see how the legs, tail and head might be attached ?
6. Once you have your shapes drawn onto the cardboard. Paint on the colour or use oil pastels, or collage to increase the texture or to invent a pattern or camouflage for your creature.

Once dry you might have to ask an adult to cut it out for you and to make holes where you want to put the split pins. These pins will allow you to move the limbs of your creature into different positions. If you don't have split pins maybe thread 2 buttons together either side of the card



<https://www.clareyoungs.co.uk/about>

### Year 1

1.  $6 \times 5 =$
2.  $10 \times 5 =$
3.  $7 \times 5 =$
4.  $5 \times 5 =$
5.  $4 \times 5 =$
6.  $30 \div 5 =$
7.  $10 \div 5 =$
8.  $20 \div 5 =$
9.  $15 \div 5 =$
10.  $45 \div 5 =$

### Year 2

1.  $6 \times 10 =$
2.  $7 \times 2 =$
3.  $4 \times 2 =$
4.  $7 \times 5 =$
5.  $8 \times 10 =$
6.  $70 \div 10 =$
7.  $40 \div 5 =$
8.  $16 \div 2 =$
9.  $25 \div 5 =$
10.  $14 \div 2 =$

## All About Leopards

Leopards are part of the same family as domestic cats and share many similar features. For example, all cats are mammals and carnivores. Leopards, however, belong to a group known as 'big cats'. Big cats, such as leopards, tigers, lions, jaguars and cheetahs, are different from domestic cats because they are able to roar.

### Habitat

Leopards have adapted to many different habitats and therefore they can be found in many different parts of the world. Some live in rainforests, some mountains and some live in swamps! Sadly, however, most types of leopard are endangered in the wild. The most endangered is the Amur leopard of Russia; it is estimated that there are only about 70 adults alive today.



## All About Leopards

### Diet

Being nocturnal, leopards' bodies are perfectly adapted to night-time hunting. They have a keen sense of hearing, excellent vision and their sensitive whiskers detect even tiny movements.



Leopards are skilled climbers and often pounce on their prey from the trees up above. Incredibly, they are strong enough to drag it back up into the branches!

Although leopards mainly hunt large mammals such as deer, they are different from other big cats because they will eat fish, birds, monkeys or even dung beetles if food is hard to find!

### Fun Facts

- Leopards don't just have babies in the spring. They can reproduce at any time of year!
- Leopards tend to live on their own in their own territories. However, they can communicate by leaving scent markings for other leopards to sniff!

### Did You Know...?

- Leopards spend most of the day asleep in trees or under sheltered rocks. Their camouflaged coat keeps them well hidden.
- Leopards have a long tail (as long as the rest of their body) to help them balance when climbing up high.
- The dark spots which cover a leopard's coat are called rosettes because they are rose-shaped.

## Questions

1. What can big cats do that domestic cats cannot? Tick **one**.

- Big cats can roar.
- Big cats eat meat.
- Big cats are mammals.

2. Look at the **Habitat** section. Fill in the missing words.

Leopards have \_\_\_\_\_ to many different \_\_\_\_\_ and therefore they can be \_\_\_\_\_ in many different parts of the \_\_\_\_\_ .

3. Put ticks in the table to show which sentences are **true** and which are **false**.

Sentence	True	False
Leopards only live in one type of habitat.		
Some leopards live in rainforests.		
Most leopards are endangered.		
Only about 70 Amur leopard adults exist in the wild.		

4. Look at the **Fun Facts** section. **Find** and **copy** the word which means **have babies**.

\_\_\_\_\_

5. Look at the **Did You Know...?** section. Which part of the leopard's body helps it to balance?

\_\_\_\_\_

6. Describe how the diet of a leopard is different from the diet of other big cats.

\_\_\_\_\_

\_\_\_\_\_

## Answers

1. What can big cats do that domestic cats cannot? Tick **one**.

- Big cats can roar.**
- Big cats eat meat.
- Big cats are mammals.

2. Look at the **Habitat** section. Fill in the missing words.

Leopards have **adapted** to many different **habitats** and therefore they can be **found** in many different parts of the **world**.

3. Put ticks in the table to show which sentences are **true** and which are **false**.

Sentence	True	False
Leopards only live in one type of habitat.		✓
Some leopards live in rainforests.	✓	
Most leopards are endangered.	✓	
Only about 70 Amur leopard adults exist in the wild.	✓	

4. Look at the **Fun Facts** section. **Find** and **copy** the word which means **have babies**.  
**reproduce**

5. Look at the **Did You Know...?** section. Which part of the leopard's body helps it to balance?

**The leopard's long tail helps it to balance when climbing up high.**

6. Describe how the diet of a leopard is different from the diet of other big cats.  
**Leopards are different from other big cats because they can eat other animals such as fish, birds, monkeys or even dung beetles when there isn't much food around.**