**Key Stage Two Summer Term**

**This is a new venture for us all!  Children think of this as history in the making. You’ll be telling your Grandchildren about, ‘the time I had to learn at home!’**

**Ideally we would hope you complete 30-60 minutes of maths, 30-60 minutes of English, and 30-60 minutes of learning such as topic, science or art each school day. Don’t forget to learn your spellings, some X tables and reading too! Obviously the older you are the more we expect from you.**

**Parents – hopefully this is manageable. We realise you are not teachers and are doing your best in these strange times, thank you. Please communicate with us regarding instructions, quantity or with any other queries you might have. It is appreciated that specialised subjects such as French and Music may be challenging, please don’t get stressed about these.**

**English, Maths and Science will be set on a weekly basis. In other subjects the learning is for the whole half term, it should not be completed in one go.**

**Where does my food go?**

**Half termly topic overview;**

**This is our topic up until the May half term holiday, as you can see, it is linked to science. Where possible, learning across the curriculum is related to this.**

Pupils will learn the different parts of the human digestive system and the

role each part plays.

They will compare and contrast teeth and learn why different animals have differing types of teeth.

Pupils will have the opportunity to research their digestive systems, through

physically creating it with props following the journey of food from mouth to

toilet.

They will also investigate the jobs of different teeth, what might

damage them and how to look after them.

They will compare the differences between the teeth of herbivores, carnivores and omnivores.

Key questions to explore include: What happens to food in my body? What

are teeth for? Why do animals have different teeth? Why can’t sheep eat

meat? What is not good for my teeth?

The work in science should include specific reference to two groups of

words that pupils may not be familiar with. The first of these is in relation to

the digestive system and includes:

• Oesophagus

• Stomach

• Intestine

These should be introduced not in isolation but in the context of their

function within the digestive system. The oesophagus (also known as the

gullet) carries food from the back of the mouth to the stomach; the stomach

continues the process of breaking food down (which started in the mouth)

and the intestine, in which nutrients are absorbed. The programme of

study doesn’t require distinction to be made between small and large

intestines but this will almost inevitably arise from any use of diagram: most

nutrients are absorbed in the small intestine and water in the large

intestine. Again, rectum and anus aren’t required terms but are useful to

introduce.

The other group of words is:

• Carnivores (flesh eaters)

• Herbivores (plant eaters)

The relationship of teeth to diet is fundamental: different animals don’t just happen to have different kinds of teeth, they have them because of what they eat.

Art and Design  ( to be carried out over the half term)

* Study Giuseppe Archimboldo Fruit and Vegetable Portraits.
* Drawing in the style of favourite artist

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| Y3/4 Progression skills Y3/4 | Y5/6 Progression skills Y5/6 |
| * Select and record from first- hand experience
* Explore roles and purpose of artists/ craftspeople and designers working in different times and cultures
* Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.
 |  Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.   Question and make thoughtful observations about starting points and select ideas to use in their work.   Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.   Adapt their work according to their views and describe how they might develop it further.   Annotate work in sketchbook.       |

Music (to be carried out over the half term)

Composition in small groups using percussion – The digestion story.

• Food songs – ‘Food glorious food’, ‘On top of spaghetti’, ‘Bananas in pyjamas’,

‘Found a peanut’, ‘5 fat sausages’.

• Learn and perform own composition based on format of known song.

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| Y3/4 Progression skills Y3/4 | Y5/6 Progression skills Y5/6 |
| * **Sing** simple songs with others or individually, remembering the melody and keeping in time.  **Perform** in tune and with expression.

  | * **Sing** an individual role, from memory or by **reading**

**notation*** **Evaluate** different types of singing from different cultures and heritages, and discuss their preferences.
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French (to be carried out over the half term)

Create an imaginary animal.

New vocabulary

un lapin a rabbit

un dauphin a dolphin

une grenouille a frog

un cheval a horse

un blaireau a badger

un mouton a sheep

une mouette a seagull

un renard a fox

• Prepare and perform simple presentation of imaginary

animal and/or their food groups - carnivore, herbivore,

omnivore.

• Vocabulary focus – animals.

• Grammar points **il** and **elle**, identifying simple plurals,

adding ‘s’ to make plurals, preferences **je préfère.**

• Recommended story. **De la petite taupe qui voulait savoir qui lui avait fait sur la tête.**

• Learn some geographical facts about France.

PE

Be as active as possible (within Government and NHS going out guidelines) walking, running, bike riding. Throwing/catching, skipping in the garden.  Invent an assault course in the garden. (if you have a dog, why not have a go at making a dog agility course in your garden!)

Jo Wicks  You Tube 9am daily

<http://imoves.com/>

Science (to be completed over one week)

Week One  Objective-

I am aiming to:

− recognise the main parts of the human digestive system

− describe the route of food and how it travels through the

human body

− explain how each part of the digestive system works in

Scientific notes for parents; Tongue – tastes and moves food around for teeth to chew, makes it into a ball and pushes it backwards to the oesophagus.

- Oesophagus (food pipe) – squeezes the food down to the stomach (in 2-3 seconds)

- Stomach – a ‘bag’ that stores food, breaks it down into a liquid mix by adding chemicals and pushes the mix into the intestine

- Small intestine – a narrow tube that breaks down the food mixture even more and starts to absorb nutrients through its walls into the blood to be carried all over the body. An adult intestine is about 6.7m long.

Large intestine (colon) – a wide tube about 1.5m long that carries waste to the rectum. Water is reabsorbed into the body here.

- Rectum – a place to store solid waste at the end of the digestive system

- Anus – the hole where waste leaves the body

Here are some science activities you can choose from. Do as many as you can manage, or would like to!

Activity 1- Equipment needed- a banana, knife, funnel (or tights), freezer bag, water, old pair of tights, box or bowl

* Cut up a banana- action of teeth cutting and grinding, add water that’s saliva.
* With finger, push banana into funnel – action of tongue pushing food into oesophagus
* Squeeze the banana and water from the funnel into the freezer bag – stomach. If air gets trapped in the bag that would be a belch!  Normally food would remain in the stomach for 6 hours.
* Cut a hole in the freezer bag (pyloric sphincter) squeeze the food onto a pair of tights- small intestine. The water will pass through and the nutrients will pass into the large intestine, then be used by the body.
* Squeeze the remains of the food then into the box or bowl (rectum and out through anus)

Activity 2-  Digestive system cut and stick activity (some support may be needed with reading)

Activity 3- Using any objects, (garden materials or contents of pencil case etc.) recreate the digestive system and explain to someone how it works.

Activity 4- Write a job description for each component of the digestive system. These could be acted out as role play.

Additional investigation;

- What happens to gas that gets caught in the system?

- How does the system get rid of something it can’t digest?

- What part does saliva play in digestion?

- What part do the teeth play in digestion?

- Why does the intestine need to be so long?

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| Y3/4 Progression skills Y3/4 | Y5/6 Progression skills Y5/6 |
| Ask some **relevant questions and use** different **types of scientific enquiries** to answer them.  Begin to explore everyday phenomena and the relationships between living things and familiar environments.  Begin to develop their ideas about functions, relationships and interactions.  Begin to raise their own questions about the world around them.   | Plan different types of **scientific enquiries to answer questions, including recognising and controlling variables** where necessary**.** Explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.   Begin to recognise more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.  Begin to recognise scientific ideas change and develop over time.  Select the most appropriate ways to answer science questions  using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.) |

PSHE (personal, social, health education)

(to be completed over the half term)

We have been learning this year about the achievements of people from different minority groups within our society. These have included women, people with disabilities, people of colour and LGBT people.

I would like you to choose somebody from one or more of these groups to research and prepare a presentation about for your parent/carer at home. It could be someone famous; for example an inventor/business person/athlete/actor/politician/campaigner, equally they could be someone that you know and are proud of. They can be living, or from history. Choose someone who interests you and who you think is or was special. You should aim to inform your audience about the person’s life and their achievements. The older you are the more in depth and detailed your presentation should be. It is up to you whether your presentation is produced using technology, or whether you prepare posters for example by hand.

R.E.

To be completed over the half term

As we have just celebrated Easter, this half term I would like you to research, and then retell the Easter story.

If you are in year 3 or 4, I would like you to begin with the origins of Palm Sunday. If you are in year 5 or 6 I would like you to start further back, with the origins of Lent.

You may choose to write by hand, or to type, and can draw, or copy and paste pictures to support your writing.

Remember to maintain a good standard of written English, think about spelling, punctuation and grammar.

Maths;

This learning is for the whole week.

Area of Learning; Number and Place Value (place value means the value the digit has according to its position in the number – for example. 305  Three hundreds, no tens and 5 ones 530 five hundreds, three tens and no ones )

Poldark- I am aiming to partition and represent 3-digit numbers and order on empty number lines

* Write 327. Demonstrate drawing a simple sketch to show three 100s blocks (drawn as squares), two 10s (sticks) and 7 ones (small squares).
* Now ask children to sketch blocks to represent 145, then 402.
* Complete sheets one and two
* Write 3 digits on 3 separate pieces of paper – with a partner, who can make up the lowest number with these 3 digits, who can make up the highest number with these 3 digits. Ask the child to explain using place value terms,
* Ordering 3 numbers sheets 1 and 2

Levant- I am aiming to practise place value addition and subtraction and rounding to the nearest ten.

* Write 4375 .
* Ask children to subtract 305 and write the answer . *Why should this be a quick calculation?* (Place value can be used to subtract digits from the 100s and 1s columns, like removing a place value card).
* Repeat for 4375 – 4005, then 4375 – 4070.
* Ask children to add 202 to 4375… *Should this be a quick calculation, like those we just did?*  Ask them to write the answer . *Now subtract 1002 from 4375.*
* Complete sheets 3 and 4
* Rounding to the nearest ten.  ‘Five or more raise the score, four or less let it rest’.

Start with any thousand number and children orally count in multiples of 10.   3010 3020 3030 3040 etc. write down any number within this range and children decide whether to round up or down to the nearest 10 .  Eg 3032 will round down to 3030 because 2 is less than 5. Practice a few examples verbally.

* Round 4 digit numbers to nearest multiple of 10  sheets 3 and 4
* Round to nearest 10 and 100 sheets 1 and 2

Geevor – I am aiming to compare and order negative numbers; count back in steps through 0.  ( this is new learning for y5 and revision for y6)

I am aiming to round 6 digit numbers to nearest 1000, 10 000 and 100 000

* *When might we use negative numbers?* (e.g. temperature, depth below sea level or overdrafts). Point out that we often hear the word ‘minus’ used rather than ‘negative’, but we’ll try to stick with the more mathematical ‘negative’ when talking about numbers less than zero.
* *Write a number between –2 and –8 .* Take feedback. Agree that –3, –4, –5, –6 and –7 are all in between.
* Repeat with another pair of numbers that is a mix of negative and positive numbers, e.g. +3 and –4.
* Sketch a line from –100 to 100. Label –100, 0 and 100 and draw marks to show intervals of 20. Point to 60. *What number should go here? How did you decide what each little mark stood for?* Point to –40. *What is this number? Where should we mark –70 on this line?*
	+ starting at –40 and counting on in 5s;
	+ starting at –100 and counting on in 10s;
	+ starting at –200 and counting on in 25s.
* **negative numbers sheet one**
* **rounding sheet** *Today’s ‘****Top Tip*** *for rounding.’  Remember that if the digit in the place value column you are looking at for rounding (the 100,000s in 5,500,000)  is 5, you round up – 5 or more raise the score 4 of less let it rest !*
* **place value and rounding sheet 1**

Crown– I am aiming to place and order negative numbers; calculate differences across 0.  (this is new learning for y5 and revision for y6)

I am aiming to understand place value in numbers to 10,000,000; rounding

* *When might we use negative numbers?* (e.g. temperature, depth below sea level or overdrafts). Point out that we often hear the word ‘minus’ used rather than ‘negative’, but we’ll try to stick with the more mathematical ‘negative’ when talking about numbers less than zero.
* *Write a number between –2 and –8.* Take feedback. Agree that –3, –4, –5, –6 and –7 are all in between.
* Repeat with another pair of numbers that is a mix of negative and positive numbers, e.g. +3 and –4. Find the difference between the two.
* Sketch a line from –100 to 100. Label –100, 0 and 100 and draw marks to show intervals of 20. Point to 60. *What number should go here? How did you decide what each little mark stood for?* Point to –40. *What is this number? Where should we mark –70 on this line?*
	+ starting at –40 and counting on in 5s;
	+ starting at –100 and counting on in 10s;
	+ starting at –200 and counting on in 25s.
* Repeat, counting back in 6s, and then in 2.5s.
* Challenge children to write as many pairs of numbers between –10 and 10 with a difference of 7 as they can in 5 minutes. What is their ‘**Top Tip’** for going about this task?
* **negative numbers sheet one**
* **rounding sheet** *Today’s ‘****Top Tip*** *for rounding.’  Remember that if the digit in the place value column you are looking at for rounding (the 100,000s in 5,500,000) is 5, you round up – 5 or more raise the score 4 of less let it rest!*
* **place value and rounding sheet 2**

On going maths;

Don’t forget to keep multiplication facts going. Choose a table a week to learn. Practice it in mixed up order and division facts

Practice telling the time. Use the time – work out how long TV programmes are on for, how long for a meal to cook, time a walk. Etc

Measuring- Help a grown up weigh and measure ingredients for cooking

English

To be completed this week.

Don’t forget to read to yourself, and to others! Why not share a family story that you take turns to read. A bit like our class reader.

Spellings:

Practice the spellings for your group. They are all topic words so might come in useful in other learning this week. Get somebody at home to test you!

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| **A** | **B** | **C** | **D** |
| foodteetheatingtummy | eatingdrinkingteethtonguestomachdigest | digestionnutrientsherbivoreomnivorecarnivoremolarcanineincisorintestinestomach | oesophagusintestinetonguestomachnutrientsdigestionherbivorecarnivoreomnivoreabsorptionincisorfunction |

Learning Objective -

I am learning to write an explanation text

Over this week I would like you to write an explanation text about what happens to the food we eat. Use your science and topic learning to  describe this journey through the body in writing. You may include diagrams to support your written explanation.

Remember this is non-fiction. Make sure you understand what fiction and non-fiction means. An explanation text should do just that, explain something to the reader, in this case, the process of digestion.

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| Y3/4 progression skills | Y5/6 progression skills |
| TitleWritten in full sentencesChronological order of what happensScientific keywords includedRange of punctuation including full stops, exclamation marks and commasErrors identified and corrected | Title and sub-headingsWritten in full sentences using a variety of starters and full range of punctuationDetailed explanation of each processAppropriate placement and use of scientific vocabularyOrganised to be of  interest and to explainErrors identified and corrected, 1st draft improved on, for example better vocabulary or improved sentence format |