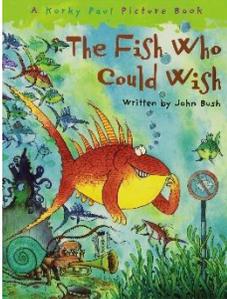


# Water

This week our home learning tasks are based around the theme of water. Water is such an important part of everyday life - think about all of the different things that we use water for and where we find it!

Reading	Phonics / Spelling	Writing	Maths
<p>Look at the picture below called "By The River." This week we are going to use some of our reading comprehension skills to answer questions about the picture and then explore some new vocabulary. The daily tasks will be set below.</p>  <p>Let's remember some of our skills:</p> <p><b>Decoding</b> <b>Explaining</b> <b>Retrieving</b> <b>Interpreting</b> <b>Inference</b></p> <p>Using our <b>inference</b> skills will be important this week. This is when we use what we already know and what we can see to make sensible predictions about a picture or text. It is helpful to explain our thinking.</p>	<p>Using <b>Phonics Play</b> games Picnic on Pluto, Buried Treasure, Dragon's Den to practise different sounds each day.</p> <p><b>Spelling Shed</b> Practise the words released each day.</p> <p>Spell Year 1 <b>Common Exception words</b> - use your child's individual list to work from, targeting those he/she is still working on.</p>	<p><b>Day 1</b> - Listen to the story <b>The Fish Who Could Wish</b> by John Bush <a href="https://www.youtube.com/watch?v=sWb7KBT7KyA">https://www.youtube.com/watch?v=sWb7KBT7KyA</a></p>  <p><b>Day 2</b> - The fish wishes for many things - write a list of things that you would wish for. Can you use adjectives to describe them and explain your reasons why?</p> <p><b>Day 3</b> - Look at the words below - with the help of a grown up can you think of an object that rhymes with each?</p> <p><b>Day 4 and 5</b> - Create your own <b>The Fish Who Could Wish</b> set of wishes that rhyme! An example from the story is below.</p>	<p><b>Day 1:</b> Discuss <b>volume</b> and <b>capacity</b> - what do they mean? Explore with water, cups and jugs to know that volume is how much water is actually in it and capacity is how much something can hold. <b>See ideas below.</b></p> <p><b>Day 2:</b> Measure <b>capacity</b> by finding how many cups it takes to fill a jug. <b>See ideas below</b></p> <p><b>Day 3:</b> Measure the <b>volume</b> Investigate how many cups of water are in a bowl and a jug. <b>See ideas below</b></p> <p><b>Day 4:</b> Order three cups of water from greatest to least. <b>See ideas below</b></p> <p><b>Day 5:</b> Look at the word problems can you explain your reasons when solving them? <b>See ideas below</b></p>

## Discussion

This week we are learning about water. In this episode of Come Outside a water pipe bursts on Auntie Mabel's street so Auntie Mabel and Pippin find out how water gets from the river to the tap.

<https://www.youtube.com/watch?v=m-WxDQs7hpc&t=183s>



Now that you've watched the episode discuss the following questions:

- Where does water come from?
- Where do we find water outside?
- Where do we find water at home?
- Can you name 5 things we use water for?
- Why is water important?
- How does water keep us healthy?

## Science

Keeping our fingers crossed for just a little rain this week.....

Can you find an answer to the question:

### How big is a raindrop?

**Predict** - how big are raindrops?  
Are raindrops all the same size?  
What shape are raindrops?

### What to do

When it is raining and with your coat on, go outside and holding out a piece of sugar paper as flat as possible catch some raindrops.

Stop before your paper catches too many drops.

Back inside, draw around each raindrop with a pencil before the raindrops evaporate.

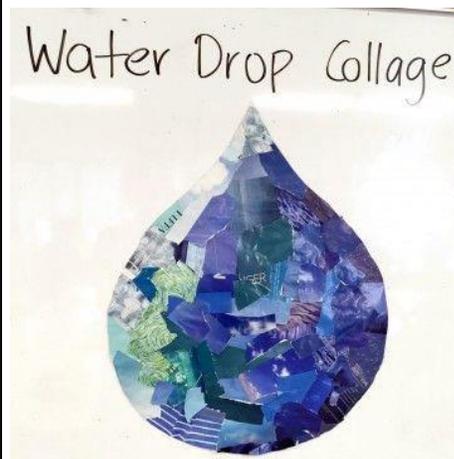
### Look at your evidence

What is it telling you?  
Do raindrops vary in size?  
Why do you think that is?

## Art

Can you make your own collage water droplet?

Using as many different shades of blue and pieces of paper or fabric cut and stick to build your own collage drop of water.

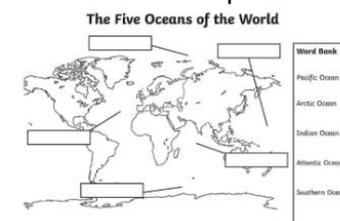


## Geography

Let's listen to the Five Oceans song!

<https://www.youtube.com/watch?v=X6BE4VcYngQ>

- Can you now tell a grown up the names of the five oceans?
- Can you order them from largest to smallest? Remember to include a capital letter as they are the name of a location!
- If you can, label the five Oceans on the map below.



- Challenge yourself using the song or your own research to tell us an interesting fact about each ocean!

### Reading - Inference Questions

Look at the picture below to answer the following questions each day. Remember to use what we can see and already know to make good guesses.

Day 1	Day 2	Day 3
<ul style="list-style-type: none"><li>• Who can you see in the picture?</li><li>• What do you think she is doing?</li><li>• What is the weather like? How do you know?</li></ul>	<ul style="list-style-type: none"><li>• Where in the world could she be?</li><li>• Do you think she is there for just a day? How do you know?</li><li>• Do you think she likes the river?</li><li>• What might be living in the forest by the river?</li></ul>	<ul style="list-style-type: none"><li>• What do you think she might be able to hear?</li><li>• Would you like to go there?</li><li>• If you could ask the lady in the picture a question what would it be?</li></ul>



**Reading Day 4**

Match the words relating to the picture to their definitions:

- |               |   |
|---------------|---|
| 1. river      | a. go from one place to another                               |
| 2. tropical   | b. a large back pack or bag                                   |
| 3. travel     | c. a large stream of water                                    |
| 4. rainforest | d. go somewhere for a short time to see something or someone  |
| 5. rucksack   | e. a very hot and wet place                                   |
| 6. visit      | f. a hot and wet forest filled with trees, plants and animals |

**Reading Day 5**

Add -s or -es to the ends of the words to make them plural (more than one)

- |           |       |
|-----------|-------|
| river     | _____ |
| dress     | _____ |
| hat       | _____ |
| snake     | _____ |
| monkey    | _____ |
| insect    | _____ |
| rucksack  | _____ |
| beach     | _____ |
| ice cream | _____ |
| bus       | _____ |
| torch     | _____ |
| boat      | _____ |

### Writing Day 3

The fish wished for many things! Did you notice that they rhyme? Can you think of an object that rhymes with each of the following words?

Star →

Clock →

Bell →

Flag →

Train →

Dog →

Boat →

### Writing Day 4 & 5

Using the rhyming words from yesterday's activity try to create your own text in the style of The Fish That Could Wish. Remember to use rhyme and the suffix -ed  
Here is an example from the story:

*He wished for a castle. He wished for a **car**.  
He wished for a horse and a Spanish **guitar!***

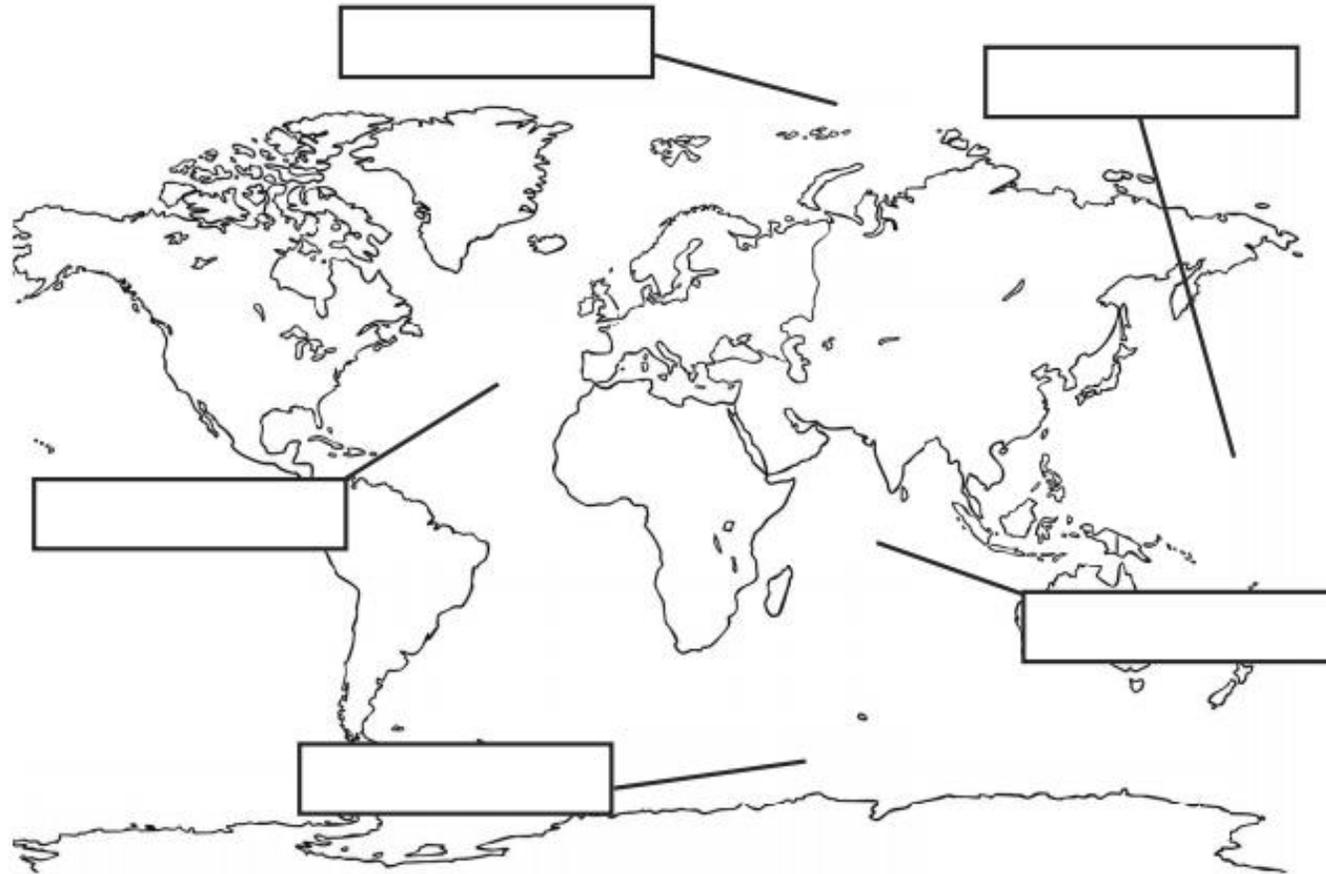
We can use this example to create our own:

*She wished for a river. She wished for a **boat**.  
She wished for a farm and a little **goat!***

How many different versions can you come up with? We'd love to see who can come up with the most unique or funny ones!

**Geography** - Can you correctly label the five Oceans. Use the song above and maybe even Google Maps to help you!

## The Five Oceans of the World



### Word Bank

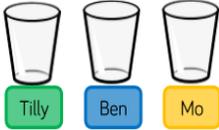
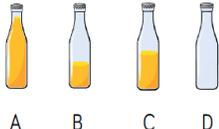
Pacific Ocean

Arctic Ocean

Indian Ocean

Atlantic Ocean

Southern Ocean

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Talk to each other about what capacity and volume means?</p> <p>Capacity is the amount that something can hold.</p> <p>Show your child a cup and a jug. Which can hold more water?</p> <p>Explain that if the cup and jug are both full. Does that mean that they hold the same amount of water?</p> <p>Explain that volume is different. Capacity is how much something can hold i.e. my cup can hold a cup of water but volume is how much water is actually in it.</p> <p>Use half a cup of water as an example - the capacity is one cup full, but my volume is half a cup because that's how much water is actually in it.</p> <p>Using a cup and water show a full, empty, half full, nearly full, nearly empty container.</p>	<p><b>I can measure capacity</b></p> <p>Show children a cup, a jug and a tray. All of these things can hold liquid or rice etc.</p> <p>When we fill them up that is their capacity.</p> <p>Today we are going to be learning how to measure capacity.</p> <p>Using a jug of water and a cup, we are going to measure the capacity by seeing how many cups it takes to fill the jug.</p> <p>Get your child to predict.</p> <p>Then investigate filling the jug and recording the capacity.</p> <p>Challenge using a spoon a jug a Cup</p> <p>Which will fill the bowl the quickest? How do you know? Find the capacity using each object.</p>	<p><b>I can measure volume</b></p> <p>Today we are going to measure volume. This is how much liquid is in a container NOT how much liquid the container can hold.</p> <p>Recap the difference between volume and capacity.</p> <p>Using a jug. We need to find out the volume. Is it full or empty or half full?</p> <p>How could we measure this? Model measuring volume by pouring into cups.</p> <p>Investigate how many cups of water are in a bowl and a jug.</p>	<p><b>I can compare capacity and volume</b></p> <p>Today we are going to compare capacity and volume, we are going to use the words, more than, less than, the same as, most, least.</p> <p>Show two jugs of water. Which has the greatest and least volume?</p> <p>Now order three cups of water from greatest to least.</p> <p>Can you write comparative sentences? i.e.</p> <p>The green cup has the least water the pink cup has the most volume. The blue cup has more water than the green cup and less water than the pink.</p>	<p><b>I can reason</b></p> <p>Tilly, Ben and Mo are describing their glasses of water.</p>  <p>Mo Can you fill in how much water could be in each of the children's glasses?</p>  <p>Label each glass using 'full', 'empty', 'nearly', 'half full' or 'quarter full'</p> <p>Match the statement to the correct bottle.</p>  <ul style="list-style-type: none"> <li>The volume of orange is 0 cups.</li> <li>The volume of orange is the same as the capacity of the bottle.</li> <li>The volume of orange is about 2 cups.</li> <li>The volume of orange is more than 2 cups.</li> </ul>