



Year 1 Home Learning Pack

Monday 18th January -








Friday 22nd January

Name:

Date returned to school:



How are animals the same and different?

Vocabulary		
Amphibians	They live in the water as babies and on land as they grow older. They have smooth, slimy skin.	
Mammals	They are animals that breathe air, grow hair or fur and feed on their mother's milk as a baby.	
Birds	All birds have a beak, two legs, feathers and wings.	
Fish	Fish live and breathe under water. They have scaly skin, fins to help them swim and they breathe through gills.	
Reptiles	All reptiles breathe air. They have scales on their skin.	
Carnivores	Animals that eat only meat.	
Herbivores	An animal that only eat plants.	
Omnivores	An animal that feeds on plants and other animals.	
5 Finger Facts		
Animals are grouped into fish, amphibians, reptiles, birds and mammals.		
I can name at least one animal from each group, fish, amphibians, reptiles, birds and mammals.		
Animals can be grouped based on their diet, a carnivore only eats meat, a herbivore only eats plants and an omnivore eats both animals and plants.		
Animals in the same group have similar features but they are not all the same.		
Animals and humans need air, water, food and shelter in order to survive.		
This week's activities		
<p style="text-align: center;">Grouping animals</p> 	<p style="text-align: center;">Omnivore, carnivore or herbivore?</p> <div style="border: 1px solid pink; padding: 2px; margin-bottom: 5px; text-align: center;">Carnivores </div> <div style="border: 1px solid pink; padding: 2px; margin-bottom: 5px; text-align: center;">Herbivores </div> <div style="border: 1px solid pink; padding: 2px; text-align: center;">Omnivores </div>	<p style="text-align: center;">Comparing animals</p> 
<p style="text-align: center;">Observing animals</p> <div style="border: 1px solid gray; padding: 5px;">  <p>Name: <u>sheep</u> Where: <u>in a field</u> Group: <u>mammal</u></p> </div>	<p style="text-align: center;">Animals and humans basic needs</p> 	
<p>At the end of the week, you will be using your knowledge and skills to write an information sheet about animals and their needs.</p>		

Monday 18th January



9:00 – 9:30am – Reading Eggs

Complete your daily assignments on Reading Eggs. These should come up and include a Storyland Session and a Driving Lesson.

9:30 - 10:15am - Writing

This week we are working towards writing our own poem about the Great Fire of London using all of your senses. You will need to complete each activity to help you write your poem including some actions so that you can perform it.

We are going to be using capital letters for emphasis in our poem but let's start by recapping on using capital letters for the beginning of sentences and when using the personal pronoun 'I'.

Starting Sentences

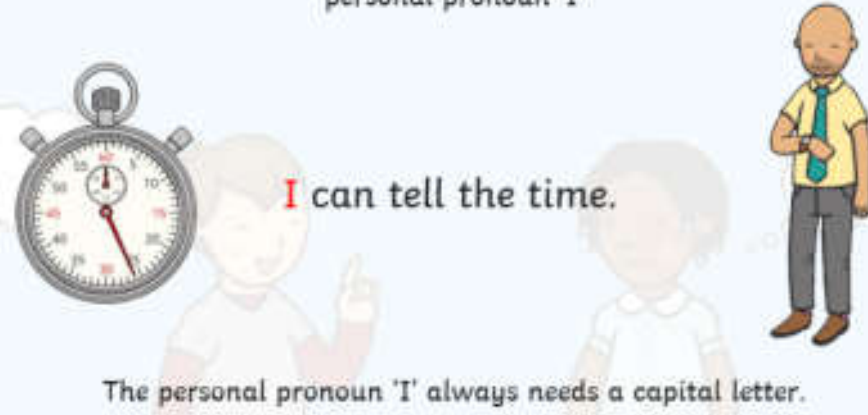


Capital letters are always used to start sentences

He loves to eat cake!

The Personal Pronoun 'I'

When we are writing about ourselves we use the personal pronoun 'I'

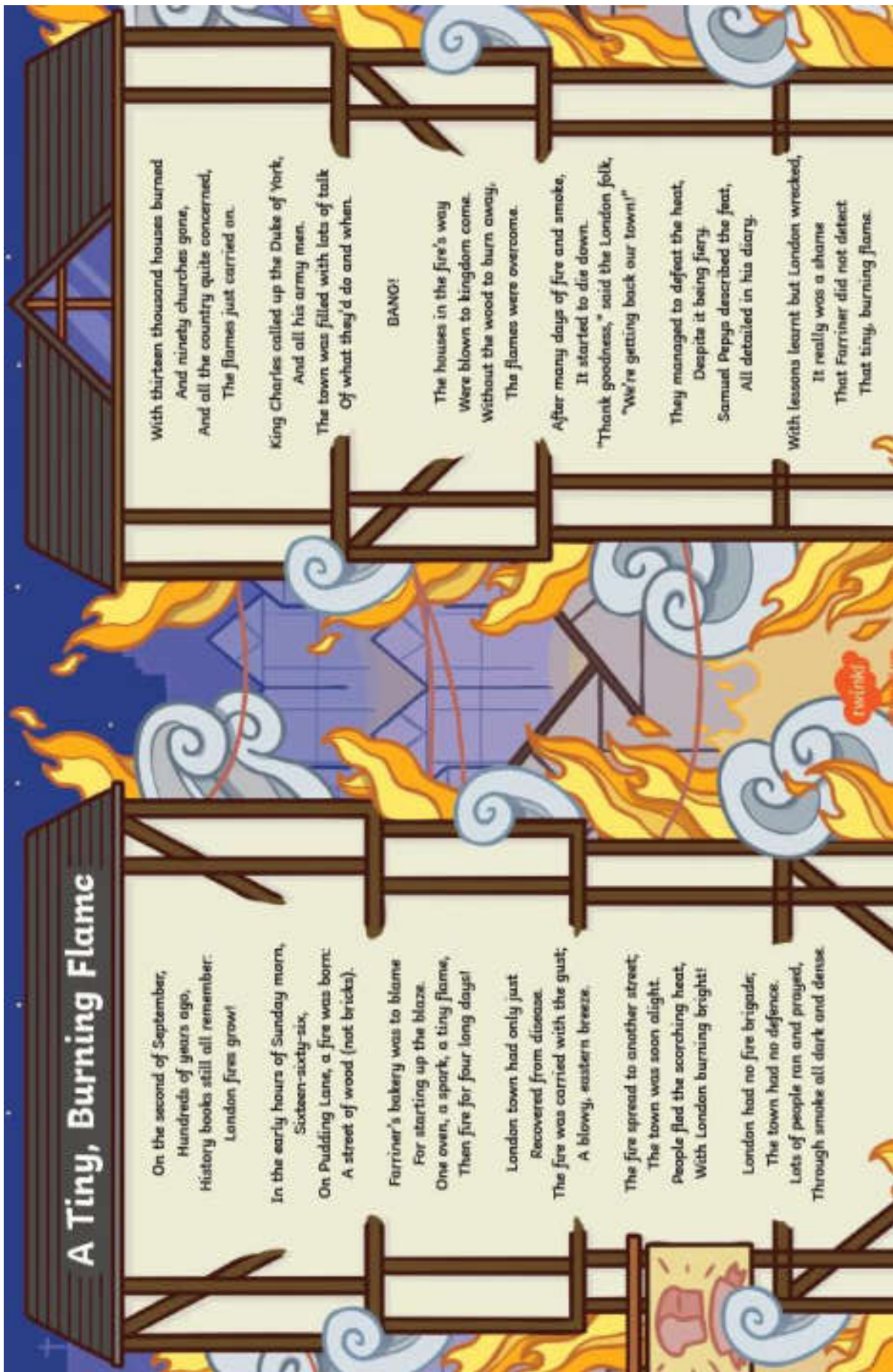


I can tell the time.

The personal pronoun 'I' always needs a capital letter.

On classroom secrets there is a game called 'Year 1 Capital Letters Game Capital Letters to Start Sentences and 'I''. Have a go at it to help you practice your use of capital letters.

Have a copy of this poem ready for our zoom this morning.



A Tiny, Burning Flame

On the second of September,
Hundreds of years ago,
History books still all remember:
London fires grow!

In the early hours of Sunday morn,
Sixteen-sixty-six,
On Pudding Lane, a fire was born:
A street of wood (not bricks).

Farriner's bakery was to blame
For starting up the blaze.
One oven, a spark, a tiny flame,
Then fire for four long days!

London town had only just
Recovered from disease.
The fire was carried with the gust;
A blowy, eastern breeze.

The fire spread to another street;
The town was soon alight.
People fled the scorching heat,
With London burning bright!

London had no fire brigade,
The town had no defence.
Lots of people ran and prayed,
Through smoke all dark and dense.

With thirteen thousand houses burned
And ninety churches gone,
And all the country quite concerned,
The flames just carried on.

King Charles called up the Duke of York,
And all his army men.
The town was filled with lots of talk
Of what they'd do and when.

DANG!

The houses in the fire's way
Were blown to kingdom come.
Without the wood to burn away,
The flames were overcome.

After many days of fire and smoke,
It started to die down.
"Thank goodness," said the London folk,
"We're getting back our town!"

They managed to defeat the heat,
Despite it being fiery
Samuel Pepys described the feat,
All detailed in his diary.

With lessons learnt but London wrecked,
It really was a shame
That Farriner did not detect
That tiny, burning flame.

twinkl

10am - Don't forget to log onto the class zoom.



10:30 - 10:45am **Brain break!**

Go outside and get some fresh air, go and have a chat with someone about something you have done this morning or play with your favourite toy.

10:45 - 11am **Times Tables Rock Stars**

Log on to times tables rock stars and see if you can beat your last score.

11 - 11:05am - **Before you get back to work let's do a mindfulness activity**

Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.



11:05 - 11:20 am - Daily phonics

Please click on the link for your daily phonics session and complete the activities detailed daily.

u making /yoo/ in unicorn

Watch -

<https://www.youtube.com/watch?v=SAIbJhVrY44&list=PLuGr6z2H2KNHY2HITC9jV0a65ED0aD2Ry&index=22>

Complete the spelling quiz on Purple Mash.

LO: To count on

Click here for you Maths lesson <https://vimeo.com/490879063>

Complete the flashback

1) What comes next? 8, 9, 10, ____

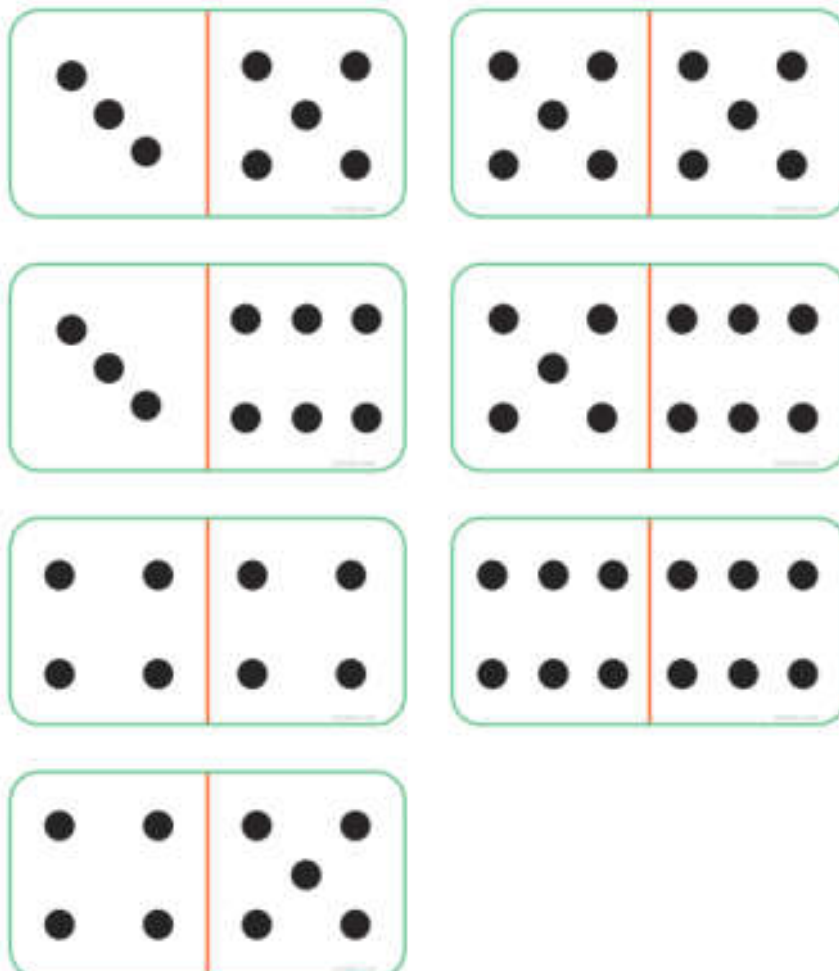
2) 1 ten and 4 ones = ____

3) Can you count from 12 to 17?

4) How many straws?



Have a go at counting on using dominoes here. You could even write the numbers you said underneath like in the video.



Play the card game like in the video using these cards below (you could just circle them once you've used them). If you do not have a dice then you can use an online one on this link

<https://nrich.maths.org/6717>

8

9

10

11

12

13

14

15



12 - 1pm - Lunch

1pm - Science

Grouping animals

There are lots of different animals and scientists sort them into groups to help to identify them.

Using the information below and the vocabulary can you sort the animals into groups.

Then complete the 'Animals - Close activity' on Purple Mash.

Mammals



human



mouse



dog



cow

Birds



penguin



chicken



flamingo



robin

Fish



goldfish



tuna



shark



eel

Reptiles



snake



tortoise



lizard



alligator

Amphibians



frog



toad



newt

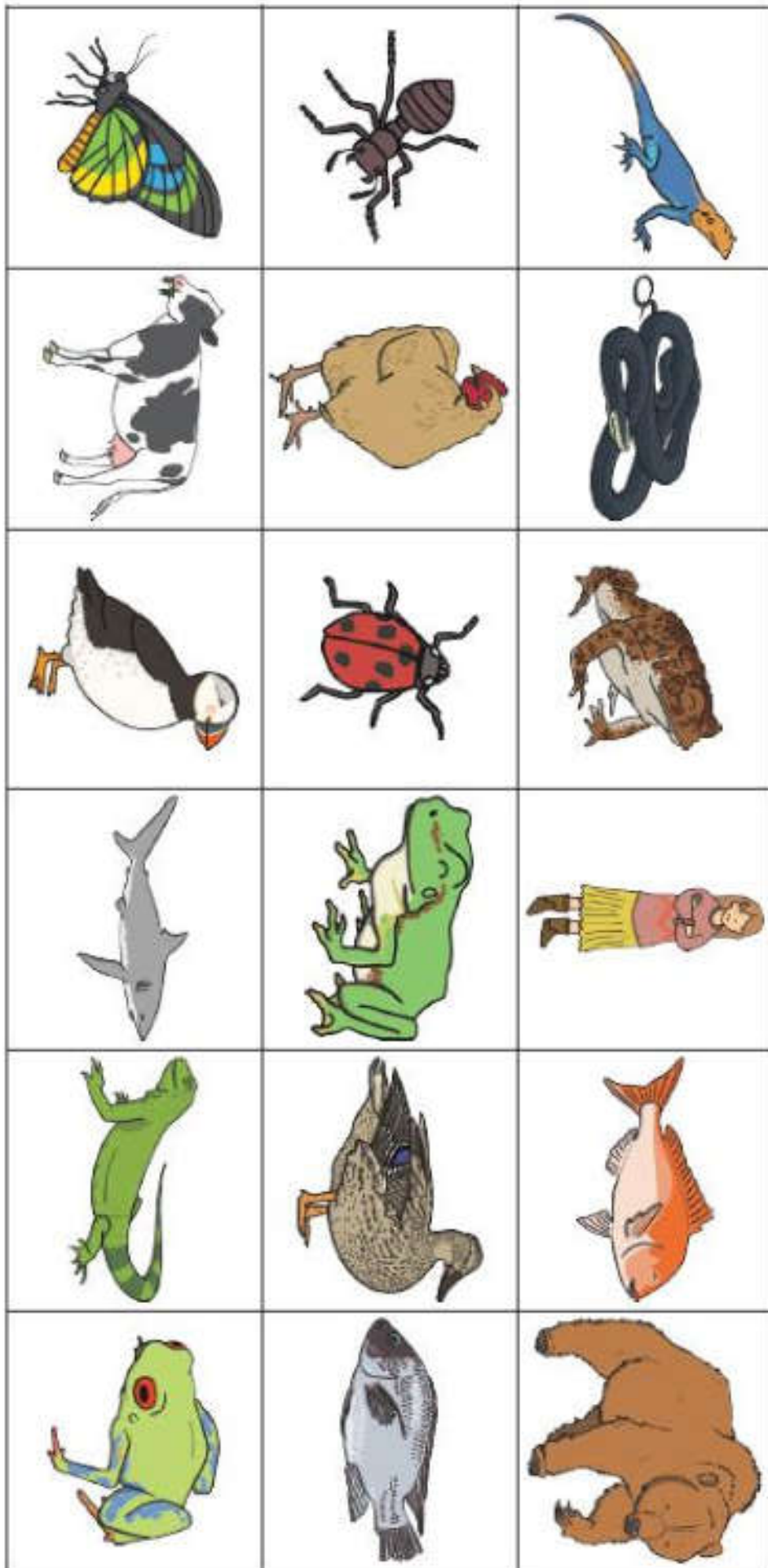


salamander

Vocabulary

Amphibians	They live in the water as babies and on land as they grow older. They have smooth, slimy skin.
Mammals	They are animals that breathe air, grow hair or fur and feed on their mother's milk as a baby.
Birds	All birds have a beak, two legs, feathers and wings.
Fish	Fish live and breathe under water. They have scaly skin, fins to help them swim and they breathe through gills.
Reptiles	All reptiles breathe air. They have scales on their skin.
Carnivores	Animals that eat only meat.
Herbivores	An animal that only eat plants.
Omnivores	An animal that feeds on plants and other animals.

Sort these animals into the correct sets. Are they mammals, reptiles, amphibians, fish, birds or insects?



<p style="text-align: center;">Fish</p> <table border="1"><tr><td></td><td></td><td></td></tr></table>				<p style="text-align: center;">Reptiles</p> <table border="1"><tr><td></td><td></td><td></td></tr></table>			
<p style="text-align: center;">Birds</p> <table border="1"><tr><td></td><td></td><td></td></tr></table>				<p style="text-align: center;">Amphibians</p> <table border="1"><tr><td></td><td></td><td></td></tr></table>			
<p style="text-align: center;">Mammals</p> <table border="1"><tr><td></td><td></td><td></td></tr></table>				<p style="text-align: center;">Insects</p> <table border="1"><tr><td></td><td></td><td></td></tr></table>			

Tuesday 19th January



9:00 - 9:30am - Reading Eggs

Complete your daily assignments on Reading Eggs. These should come up and include a Storyland Session and a Driving Lesson.

Today we are going to be Poetry Detectives so make sure you have a copy of the poem with you and complete the sheet below.

Poetry Detective

Poem title:



What is the poem about?

Does the poem rhyme?

Yes

No

Copy two words from the poem that rhyme.

What is your favourite word in the poem?

A ribbon banner icon with a central horizontal line for writing.

Why is this your favourite word?

What is your least favourite word in the poem?



Draw a picture to show what the poem is about.

A large, empty rectangular box with a double-line border, intended for drawing a picture related to the poem.

10:15 - 10:30am - Times Tables Rock Stars

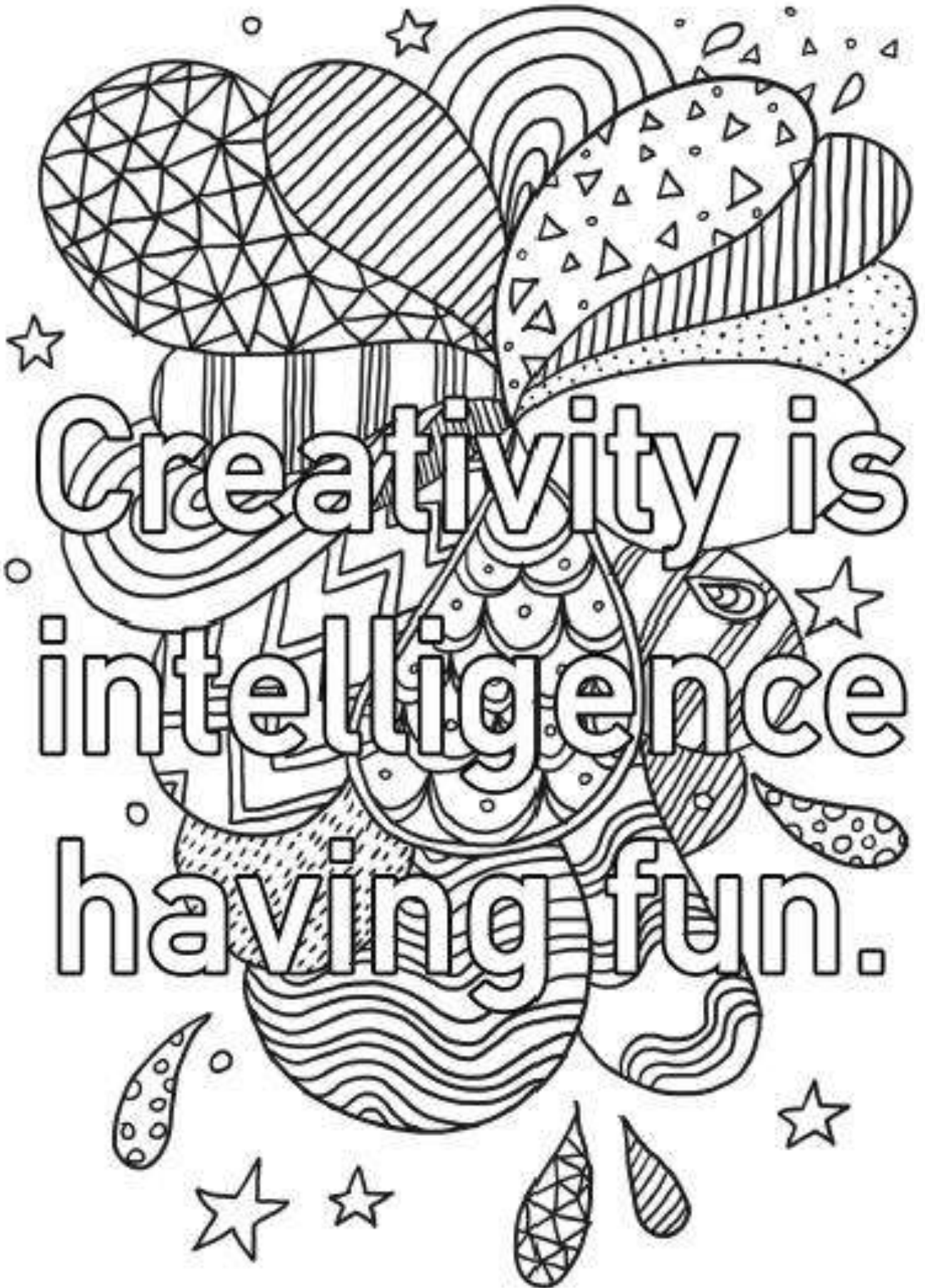
Have a practice before you have a go online.



10:30 - 10:45am Brain break!

Try and do something different today.

10:45 - 10:55am - Before you get back to work let's do a mindfulness activity



10:55 - 11:10am - Handwriting and phonics

Watch <https://teachhandwriting.co.uk/continuous-cursive-joins-choice-4.html> (ck)

Complete 'ck' handwriting sheet

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Daily phonics

Please click on the link for your daily phonics session and complete the activities detailed daily.

o making /oa/ in open

Watch

<https://www.youtube.com/watch?v=ZIFnBksHVRA&list=PLuGr6z2H2KNHY2HITC9jV0a65ED0aD2Ry&index=2>

Complete the spelling quiz on Purple Mash

LO: To add by counting on

Click here for you Maths lesson <https://vimeo.com/490879463>

Complete the flashback questions

1) What comes next? 11, 12, 13, _____

2) 1 ten and 7 ones = _____

3) Can you count from 15 to 20?

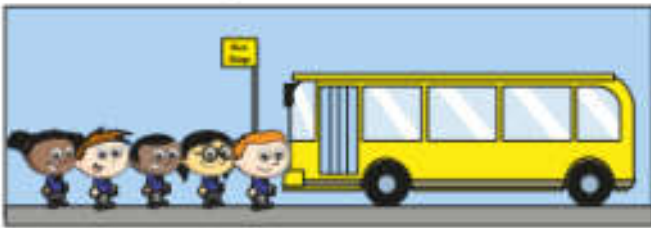
4) How many straws?



Have a go at Questions 1 and 2 when the video tells you to

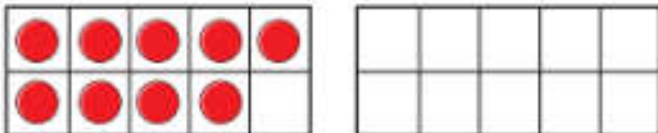
1 There are 9 children on the bus.

5 more children get on the bus.



How many children are on the bus now?

Complete the ten frames and the sentences.



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

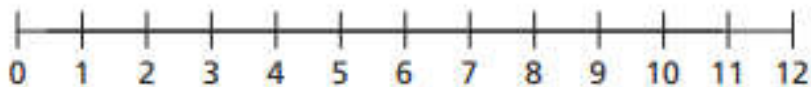
There are children on the bus now.

2 Eva has 4 coins.

Jack gives her 7 more coins.

How many coins does Eva have now?

Draw on the number line and complete the sentences.



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

Eva has coins now.

Have a go at this problem when the video asks you to

Counting on Have a think

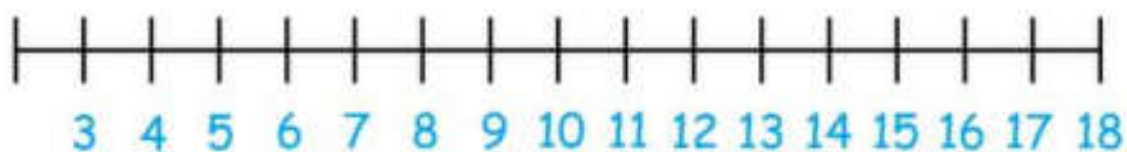


The shop had 4 juice boxes.

They ordered 12 more.



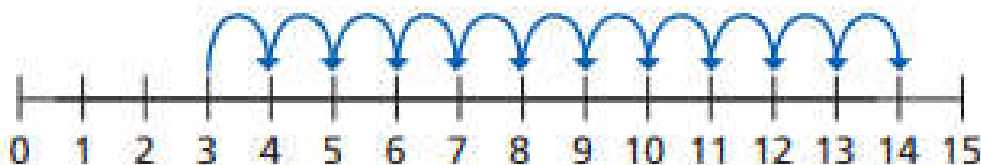
How many juice boxes do they have now?



When prompted to have a go at questions 3 and 4 please complete these

- 3** Ron and Mo are working out $3 + 11$ on a number line.

Ron's method



Mo's method



What is the same and what is different?

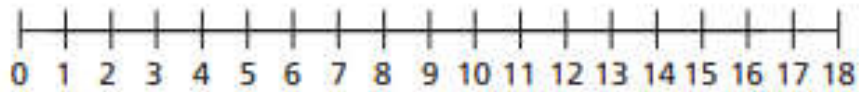
Question 4

Use the number lines to work out the additions.

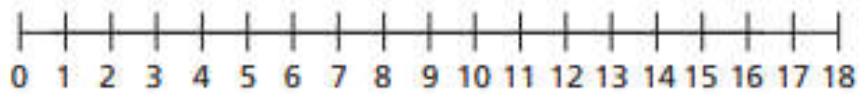
a) $2 + 13 =$



b) $4 + 9 =$



c) $1 + 17 =$





12 - 1pm - Lunch

Science activity

Have a go at the Science activity and see if you can make the raisins dance.



Dancing Raisins



Pour a glass of lemonade and observe the bubbles.

**Where are they?
What are they doing?**



Drop in a raisin or two and watch what happens.

**Where are the bubbles?
What's happening to the raisins?**

Adult supervision required. Please take care. You are responsible for your own safety.
Creative commons © Jo Montgomery 2020 @DrJoScience www.drjosciencesolutions.co.uk

You need to go on an animal hunt! This could be within your house and your garden or while you are out on your daily exercise.

Whenever you see an animal, draw it on the observing animals sheet below. If you know its name write it down as well as where you saw the animal. Was it in a tree? Or on the ground? Or flying in the sky? Use the Animal Groups Key to help you try and work out what group it belongs to.

Animal Groups Key



<div data-bbox="949 129 1189 425" style="border: 1px solid black; height: 132px; width: 145px;"></div> <p>Name: _____ Where: _____ Group: _____</p>	<div data-bbox="949 1086 1189 1382" style="border: 1px solid black; height: 132px; width: 145px;"></div> <p>Name: _____ Where: _____ Group: _____</p>
<div data-bbox="678 129 917 425" style="border: 1px solid black; height: 132px; width: 145px;"></div> <p>Name: _____ Where: _____ Group: _____</p>	<div data-bbox="678 1086 917 1382" style="border: 1px solid black; height: 132px; width: 145px;"></div> <p>Name: _____ Where: _____ Group: _____</p>
<div data-bbox="406 129 646 425" style="border: 1px solid black; height: 132px; width: 145px;"></div> <p>Name: _____ Where: _____ Group: _____</p>	<div data-bbox="406 1086 646 1382" style="border: 1px solid black; height: 132px; width: 145px;"></div> <p>Name: _____ Where: _____ Group: _____</p>

Wednesday 20th January



9:00 - 9:30am - Reading Eggs

Complete your daily assignments on Reading Eggs. These should come up and include a Storyland Session and a Driving Lesson.

9:30 - 10:15am - Writing

Today you will be using your senses and imagining what it would have been like to be in there when the fire burnt through London in 1666.



Here are some pictures to help you feel like you were there.

There is a video clip of some buildings burning in London as part of the 350th Anniversary of The Great Fire of London. They made some buildings and put them on the River Thames, then they set them on fire. There is music on the video clip but you can also hear the fire.

https://www.youtube.com/watch?v=bA0xwx_1eJ4

Think about what it is like to be at a bonfire or around the fire in Forest School. This should all help you when completing the senses sheet below.

On the sheet below, you will also find some words and phrases that describe what was happening in the Fire of London. You can use these and put them with the sense you would be using, for example tall house you would be seeing so they would need to go next to 'I can see'.

A Tiny, Burning Flame

Sense Poem

Use all of your five senses to describe London in 1666. Use the ideas below to help you.

I can see _____

I can hear _____

I can feel _____

I can smell _____

I can taste _____

chattering people

horse hooves clattering

rumbling wooden carts

overcrowded

dry, dusty air

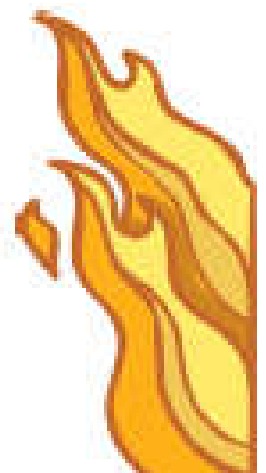
tall houses

burnt bread

thatched roofs

narrow streets

warm breeze



10:15 - 10:30am - Times Tables Rock Stars

Are you getting better as you use it more?



10:30 - 10:45am Brain break!

If you can go outside for a bit of fresh air.

10:45 - 10:55am - Before you get back to work let's do a mindfulness activity

Before you get back to work let's do a mindfulness activity.

Lie with your back on the floor and place a soft toy on your tummy.

Breathe in and out slowly and deeply and try to concentrate on the way your toy rises and falls with your breathing.



10:55 - 11:10am - Daily phonics

Please click on the link for your daily phonics session and complete the activities detailed daily.

i making /igh/ in find

Watch

<https://www.youtube.com/watch?v=7bZAmR4wg88&list=PLuGr6z2H2KNHY2HITC9jV0a65ED0aD2Ry&index=19>

Complete the spelling quiz on Purple Mash

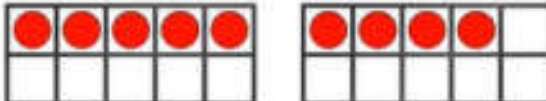
LO: To add ones using number bonds

Click here for your Maths less <https://vimeo.com/490879867>

Complete the flashback

1) What is one more than 9?

2) $6 + ? = 10$

3) How many? 

4) These are number bonds to ____

$5 + 2$ $3 + 4$

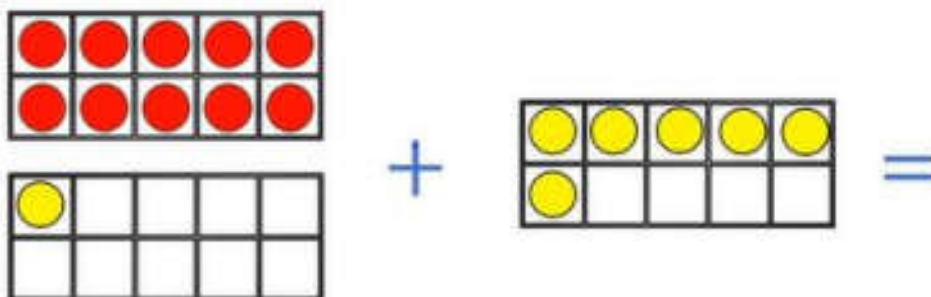
Have a go at this

Using number bonds

Have a think



$11 + 6 =$

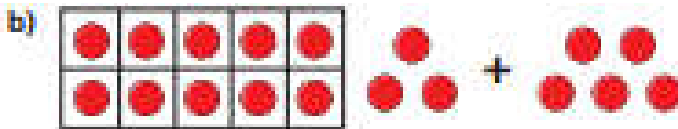


Have a go at Questions 1 and 2

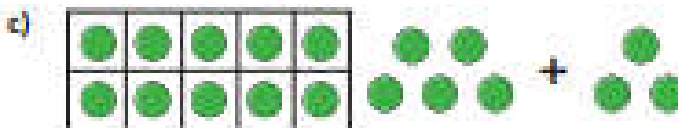
1 Complete the additions.



$$3 + 5 = \square$$

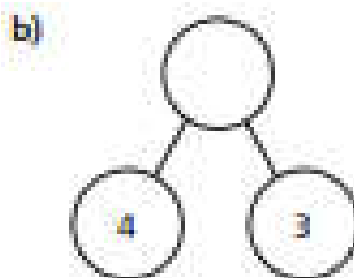
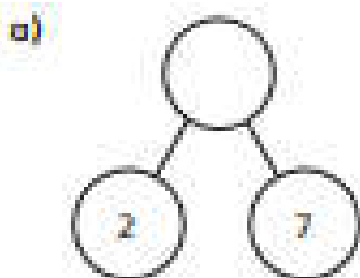


$$13 + 5 = \square$$




$$15 + 3 = \square$$

2 Complete the part-whole models.



Have a go at this when prompted

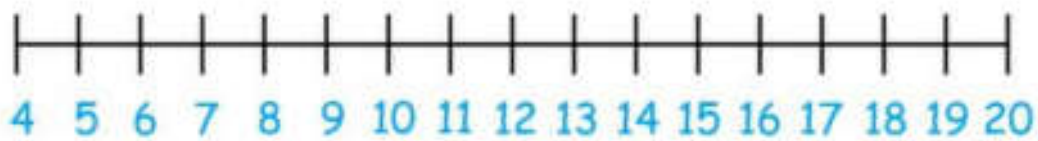
Have a think 

$16 + 2 =$

$12 + 6 =$

$2 + 16 =$

$6 + 12 =$



Complete questions 3 and 4

 Complete the additions.

a) $12 + 7 =$

b) $13 + 4 =$

$17 + 2 =$

$14 + 3 =$

$7 + 12 =$

$4 + 13 =$

$2 + 17 =$

$3 + 14 =$



Tick the additions that make 16

$14 + 2$

$15 + 2$

$10 + 6$

$1 + 16$

$3 + 13$

$12 + 5$

$11 + 5$

$1 + 15$



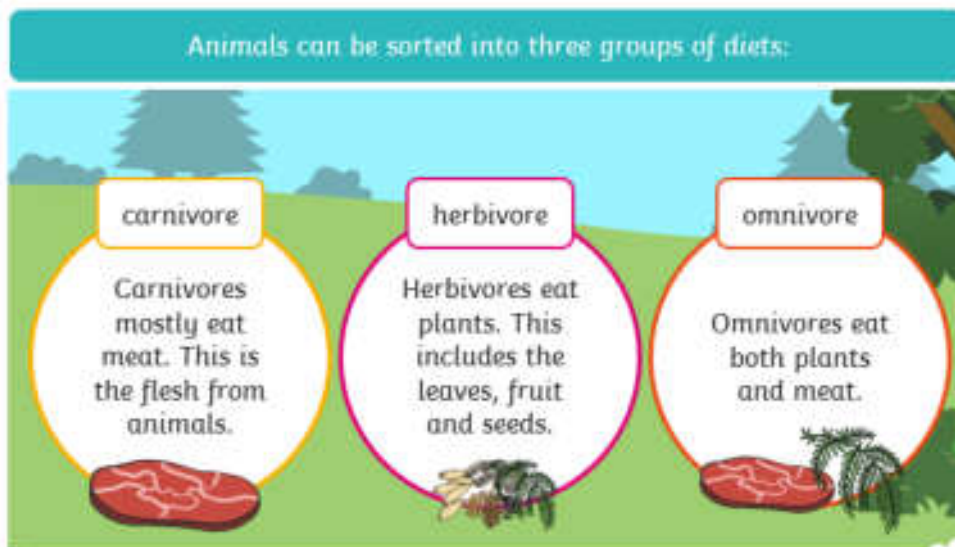
12 - 1pm - Lunch

1pm - Science

Omnivore, herbivore or carnivore?

Animals can also be organised based on the diet that they eat. We call these carnivores, herbivores and omnivores. I am an omnivore because I eat meat and plants, what about you?

Can you look at the pictures of the animals' diet and decide if they are a carnivore, a herbivore or an omnivore? Cut out the headings and the pictures, then group the pictures under the heading that describes the animals' diet. Take a picture once you have organised them all.



Carnivores



Herbivores

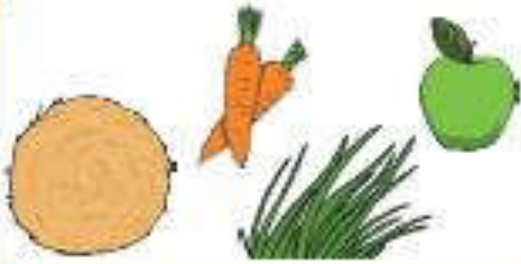


Omnivores





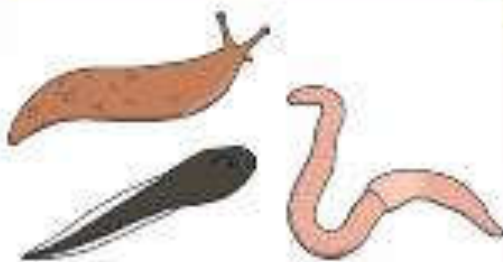
horse



frog



newt



house sparrow





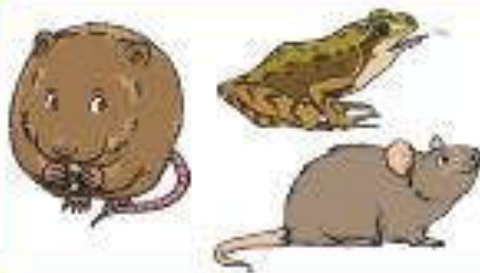
koi



crocodile



snake



chimpanzee





swan



cat



blue tang

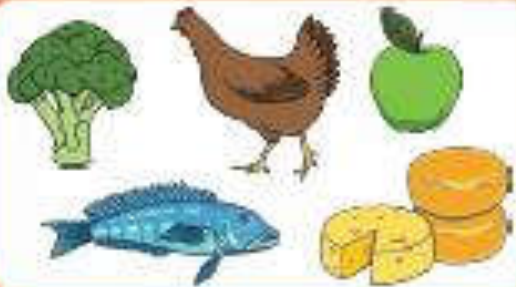


bearded dragon





human



barn owl



ostrich



giraffe



Match the animals to the correct groups.



amphibian

fish

bird

mammal

reptile

Now complete 'Animals and What They Eat' on Purple Mash.



Forest School Task: We hope you have all enjoyed lots of snow play and snowy walks. Remember to feed the birds when the ground is frozen as the birds cannot find food.

This week we are going to choose a special tree, either in your garden or close to your house. We are going to observe our special tree over time. It will be amazing to see how it changes as we move into spring.

If your tree is evergreen it will have leaves or needles on it. If your tree is bare it is a deciduous tree. Deciduous trees lose their leaves in Autumn.

- First take a photograph and/or sketch your tree. Look carefully at the shape of your tree.
- What patterns can you see in the bark? Can you see the roots above the ground? How many main branches are there growing from the trunk?
- Look at the ends of the branches. Can you see any buds that will grow into leaves or flowers? If so what shape and colour are they? Are there any leaves on the branches? (you could also sketch them)



- Look around your tree firstly at the sky. Notice the colour. Are there many clouds in the sky?
- Now look at the ground. Are there still any leaves on the ground below your tree. How many are there? What colour, shape and texture are they?
- Are there any animals living in your tree? Look in the tiny cracks in the bark and on the branches.



You can use the record sheet attached to make notes about your tree. In a few weeks we will send you back to visit your tree to see how it has changed.

Don't forget to share your Outdoor Adventures and discoveries with your class teachers and Mrs Goss. Keep observing!



My Tree Observations

Date:

Time:

Type of tree:

Sketch your tree in the space below and make some notes around your sketch from your observations (refer to the task sheet).

Remember we will revisit your tree in a few weeks to see how it has changed.

Thursday 21st January



9:00 - 9:30am - Reading Eggs

Complete your daily assignments on Reading Eggs. These should come up and include a Storyland Session and a Driving Lesson.

Here is an example of a poem written using all the authors senses.

My Senses



I can **hear** the birds sing,
The dogs bark, the cat miaow,
I can hear the phone ring,
I can hear YOU!



I can **see** the grass grow,
The bright stars, the yellow moon,
I can see the white snow,
I can see YOU!



I can **smell** the roast meat,
The fresh bread, the pretty flowers,
I can smell your dirty feet,
I can smell YOU!



I can **touch** the soft grass,
The cold ice, the wet rain,
I can touch the smooth glass,
I can touch YOU!



I can **taste** the crispy apple,
The chocolate bar, the cream cake,
I can taste the fresh pineapple,
I can taste YOU!



Use this and the work you have done so far to write your own performance poem. Think about the actions you can do to go alongside your poem and think about how you will say the words.

Write your poem on 'Michael Rosen Performance Poem' sheet on Purple Mash.

Here is a word mat of fire adjectives to help you



10am - Don't forget to log onto the class zoom.



10:30 - 10:45am Brain break!

Go outside and get some fresh air, go and have a chat with someone about something you have done this morning or play with your favourite toy.

10:45 - 11am Times Tables Rock Stars

Log on to times tables rock stars and see if you can beat your last score.

11 - 11:05am - Before you get back to work let's do a mindfulness activity



It's no use to

go back to

yesterday

because I was

a different

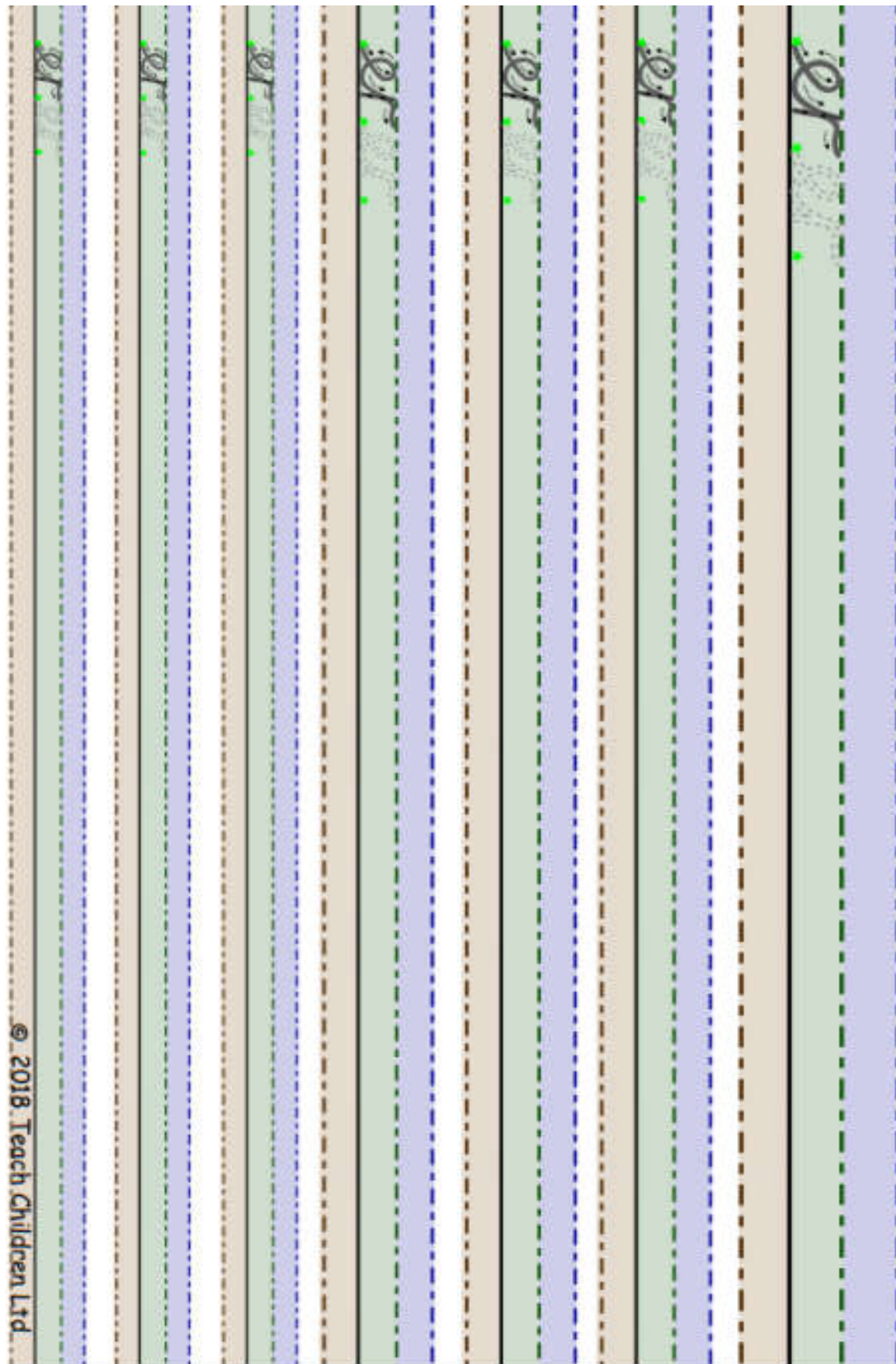
person then.

Lewis Carroll

11:05 - 11:20 am - Handwriting and daily phonics

Watch <https://teachhandwriting.co.uk/continuous-cursive-joins-choice-4.html> (er)

Complete 'er' handwriting sheet



Daily phonics

Please click on the link for your daily phonics session and complete the activities detailed daily.

a making /ai/ in paper

Watch

<http://www.youtube.com/watch?v=7jUowc8UNGE&list=PLuGr6z2H2KNHY2HITC9jV0a65ED0aD2Ry&index=18>

Complete the spelling quiz on Purple Mash

LO: To add ones using number bonds

Click here for your Maths lesson <https://vimeo.com/490880277>

Complete the flashback

1) What is one more than 19?

2) $16 + ? = 20$

3) How many? 

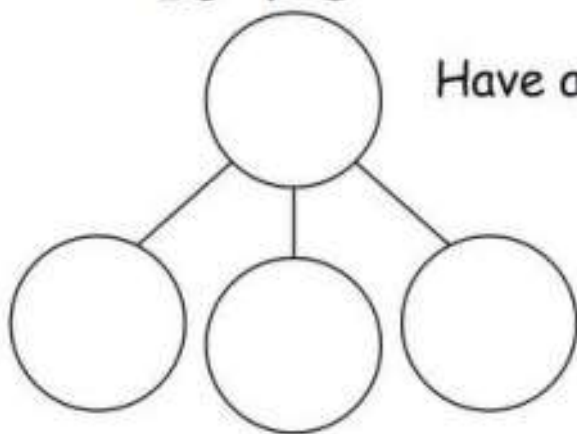
4) These are number bonds to ____


$6 + 2$ $3 + 5$

Have a go at this when prompted

Using number bonds

$13 + 3 =$



Have a think 

Have a go at questions 5 and 6 when prompted

5 Complete the additions.

$$\square + 5 = 9$$

$$\square + 2 = 9$$

$$8 + \square = 9$$

$$6 + \square = 9$$

6 Complete the additions.

$$\square + 5 = 19$$

$$\square + 2 = 19$$

$$18 + \square = 19$$

$$16 + \square = 19$$



12 - 1pm - Lunch

1pm - Science

Comparing animals

Each group of animals (bird, reptiles, mammals, fish and amphibians) have similar features but are they all the same or do they have some difference?

Do robins and penguins have all the same features? Have a think about what is the same and what is different and write below?





Robins:

- red, white and brown body
- short body
- short beak
- eyes
- 2 legs
- covered in long feathers
- wings
- feet with toes and claws

Penguins:

- white, yellow and black body
- long body
- long beak
- eyes
- 2 legs
- covered in short feathers
- flipper-like wings
- webbed feet with claws

As you can see, even though they are both birds there are some similarities and some differences.

Using the photographs compare the animals in each group, what is the same and what is different?

Animal Group	Things That Are the Same	Things That Are Different
<p>birds</p> 	<p>feathers</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>colour</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

fish



reptiles



amphibians



mammals



Amphibians

Mammals

Birds

Fish

Reptiles

_____ have a beak, two legs, feathers and wings.

_____ live in water. They have scaly skin, fins to help them swim and breathe through gills.

_____ are animals that breathe air, grow hair, or fur and feed on mother's milk as a baby.

_____ breathe air. They have scales on their skin.

_____ live in the water as babies and on land as they grow older. They have smooth, slimy skin.

Now complete 'Which Animal Am I?' on Purple Mash.

Friday 22nd January



9:00 - 9:30am - Reading Eggs

9:30 - 10:15am - Writing

Practice your poem and perform it.

Can you record it and send it to us? It would be lovely to see some of you performing your Fire of London poems.

10:15 - 10:30am - Times Tables Rock Stars

See if you can get your best score yet!



10:30 - 10:45am Brain break!

Think about all the things you have done this week, what has been your favourite thing to do during your brain break? Do that again today.

10:45 - 10:55am - Before you get back to work let's do a mindfulness activity

Brain Break Breathing

Bubble Breathe

Breathe in deeply and form a bubble in your mouth. Your cheeks should be puffed out. Blow your bubble out of your mouth and push it away from you by blowing out hard and strong. Do this slowly and picture your bubble floating away. Keep breathing in and out deeply. Close your eyes and think about where else your bubble could go. Can you blow it far away? Can you blow it to a friend? Imagine your bubble is returning to you. Open your mouth and catch it for next time. Repeat.



10:55 - 11:10am - Daily phonics

Please click on the link for your daily phonics session and complete the activities detailed daily.

e making /ee/ in she

Watch

<https://www.youtube.com/watch?v=GG54yZuMJr4&list=PLuGr6z2H2KNHY2HITC9jV0a65ED0aD2Ry&index=17>

Complete the spelling quiz on Purple Mash

LO: To find and make number bonds

Watch your Maths lesson here <https://vimeo.com/490882337>

Complete the flashback

1) How many?



2) These are number bonds for

$$5 + 2 = ?$$

$$3 + 4 = ?$$

3) If $5 + 2 = 7$ then $15 + 2 = ?$

4) What number is this? thirteen

Complete Questions 1 and 2

i Complete the additions to match the ten frames.

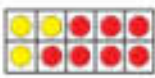
a)

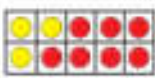


$$\square + \square = \square$$



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

b)


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



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

c) What do you notice?

2 Complete the number bonds.

a) $4 + 6 = \square$

$4 + 16 = \square$

b) $5 + 5 = \square$

$5 + 15 = \square$

c) $10 = \square + 1$

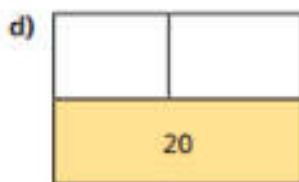
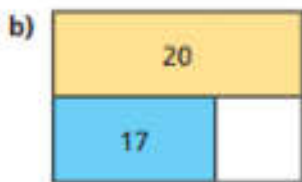
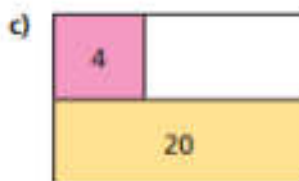
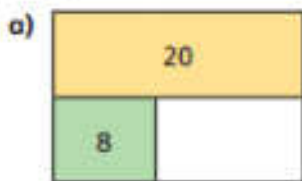
$20 = \square + 1$

d) $10 = 3 + \square$

$20 = \square + 13$

Complete questions 3 and 4

3 Complete the bar models.



4 Colour all the number bonds to 20

14 + 3	17 + 3	2 + 18	8 + 20	3 + 16	8 + 11	17 + 3	18 + 2	3 + 8
18 + 1	3 + 7	12 + 7	5 + 15	8 + 8	1 + 18	13 + 5	20 + 0	1 + 19
11 + 8	11 + 8	18 + 1	3 + 17	10 + 8	13 + 7	16 + 2	8 + 12	5 + 5
5 + 6	8 + 10	18 + 0	10 + 1	3 + 8	14 + 6	17 + 1	11 + 8	11 + 8
12 + 5	12 + 8	18 + 2	15 + 5	4 + 15	16 + 4	10 + 10	15 + 5	13 + 3

Make your own puzzle like this.



12 - 1pm - Lunch


1pm - Science

Basic Needs


There are many things that animals and humans have to make their lives more enjoyable or more comfortable. But there are only a few things that we really need to survive. These are: air, water, food and shelter.

Write about what animals need on the 'Animal Needs' on Purple Mash.


Air
Mammals, reptiles and birds breathe air through their nose or mouth into their lungs.




Fish and other sea creatures breathe under water through special organs called gills.



Water
Creatures that live on the land get water by drinking, and from the food that they eat.



Animals that live in water take in water by drinking, through their skin and from their food.



Food

All animals need to eat food to stay alive.



Some animals eat only other animals. These animals are carnivores.



Some animals eat only plants. These animals are herbivores.



Some animals eat animals and plants. These animals are omnivores.



For humans and most animals, shelter is very important too.

This keeps us safe from predators, gives us a place to rest and have young, and protects us from the getting wet, too hot or too cold.



Finish off your week with some Cosmic Kids Yoga or Zumba.

<https://www.youtube.com/user/CosmicKidsYoga>