

English

Task 1

Learning objective: To recognise the features of a recipe.

Following on from the last 2 weeks of English, I thought we could look at how to write a recipe - maybe even one that included honey. Below, you will find a recipe that I have found on the internet. Look at the different parts of the recipe: the ingredients, the instructions.

FRUIT HONEY FLAPJACK

Time: 20 minutes plus 20 minutes baking

Serves: 16

INGREDIENTS

115g (1/2 cup) butter

100g (1/3 cup) honey

175g (2 cups) porridge oats

65g (1/3 cup) raisins/sultanas

55g (1/3 cup) dried apricots, chopped

25g (1/4 cup) sunflower seeds

HOW TO MAKE FRUITY HONEY FLAPJACKS

PREHEAT YOUR OVEN TO 180C/170C FAN/350F

Line a square 18cm (7 inch) baking tin with baking/parchment paper.

MELT THE BUTTER AND HONEY

Weigh the butter (115g) and honey (100g) and put them in a small pan. Heat the pan over a low heat until the butter has melted.

WEIGH THE DRY INGREDIENTS

While the butter is melting, get your child to measure the remaining dry ingredients - oats (175g), sultanas (65g), apricots (55g) and sunflower seeds (25g) - and put them in a large bowl. Don't worry about being too accurate. That's the great thing about making flapjacks, just weigh things out roughly and throw them in the bowl.

MIX EVERYTHING TOGETHER

Once the butter has melted, pour it into your mixing bowl. Give you child a wooden spoon and get them to stir everything together until the oats are well coated.

BAKE THE HONEY FLAPJACKS

Think about the important words that have been used to explain the process. These words are usually at the start of the sentences and are called imperative verbs - doing words.. These include words such as: weigh, pour, stir and tell the person what to do. See if you can find some of those words in the recipe above or in a favourite recipe you have at home.

Task 2

Learning objective: To follow instructions.

Using either the recipe including or another, read and follow the instructions with support. You will be writing this recipe in your own words so think carefully about the process you need to follow and what words might be helpful to use. You could write them down as you follow the recipe through the instructions. When you have finished, you could take a photograph of your creation and send it to me. Your recipe could be something sweet like flapjack or something savoury like your favourite dinner. It's up to you!

Task 3

Learning objective: To write out the ingredients list for a recipe.

For this, you can copy from the recipe you followed, but you need to write in your very best handwriting! Remember, tall letters, short letters, long letters. Sit them carefully on the line. Give your work a title and write the ingredients out including the measurements. That's simple. Take your time.

Task 4

Learning objective: To write a recipe.

Now write your recipe. Think carefully about the process you followed. You could use numbers to help to order your instructions. Take your time and think carefully about the words you use to explain what needs to be done. Remember that it's really important that instructions make sense for the reader otherwise the recipe wouldn't work. Have a go and remember to try your best. Maybe we could make a Year 1 recipe book with all the lovely recipes you make!

To follow up, you could draw some diagrams to help to show the process.

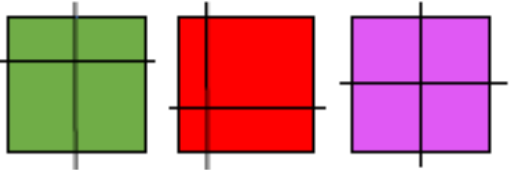
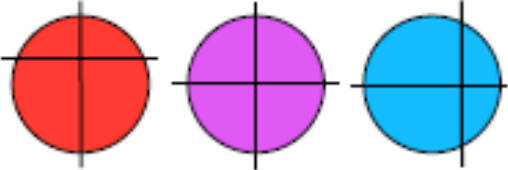

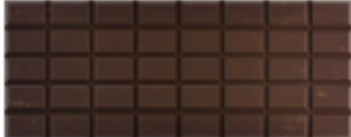
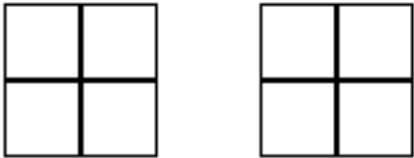
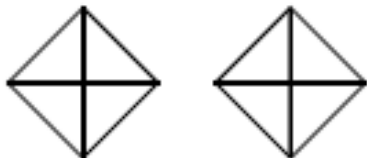


Maths

Varied Fluency – Find a Quarter of a Shape or Object

National Curriculum Objectives:

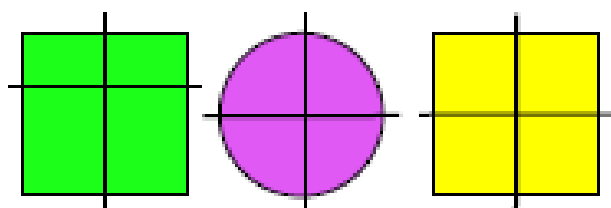
Mathematics Year 1: (1F1b) Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Mathematics Year 1: (1M1) Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than, half, quarter]

Varied Fluency – Find a Quarter of a Shape or Object	
<p>1a. Tick the shape that is split into equal quarters.</p> <div></div> <p>☆</p>	<p>1b. Tick the shape that is split into equal quarters.</p> <div></div> <p>☆</p>
<p>2a. Draw lines to split this object into 4 equal quarters.</p> <div></div> <p>☆</p>	<p>2b. Draw lines to split this object into 4 equal quarters.</p> <div></div> <p>☆</p>
<p>3a. Colour a quarter of each shape. Can you think of two different ways of doing it?</p> <div></div> <p>☆</p>	<p>3b. Colour a quarter of each shape. Can you think of two different ways of doing it?</p> <div></div> <p>☆</p>
<p>4a. Colour a quarter of each shape.</p> <div></div> <p>☆</p>	<p>4b. Colour a quarter of each shape.</p> <div></div> <p>☆</p>

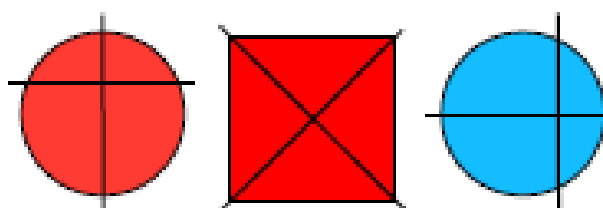
Varied Fluency – Find a Quarter of a Shape or Object

5a. Tick the shapes split into equal quarters.



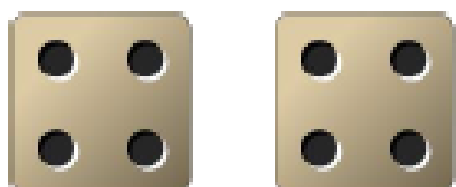
VP

5b. Tick the shapes split into equal quarters.



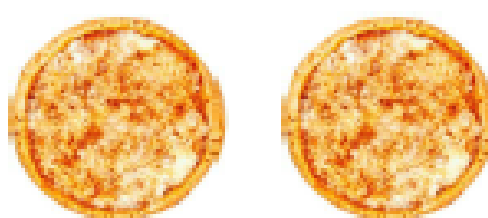
VP

6a. Draw lines to split this object into 4 equal quarters. Try to do this in 2 different ways.



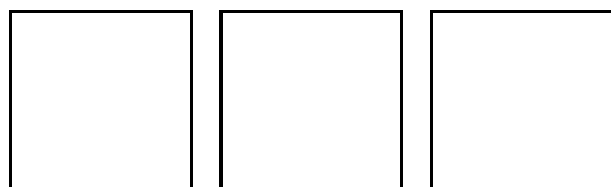
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6b. Draw lines to split this object into 4 equal quarters. Try to do this in 2 different ways.



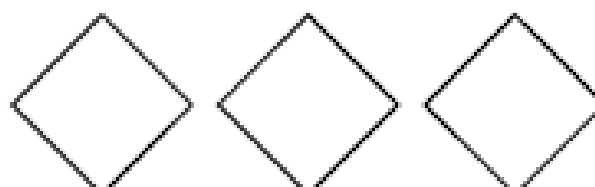
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7a. Colour a quarter of each shape. Can you think of three different ways of doing it?



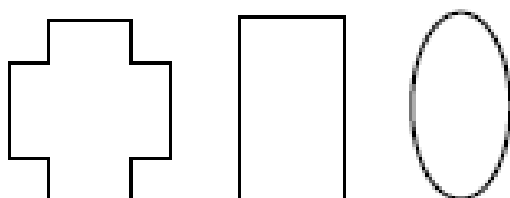
VP

7b. Colour a quarter of each shape. Can you think of two different ways of doing it?



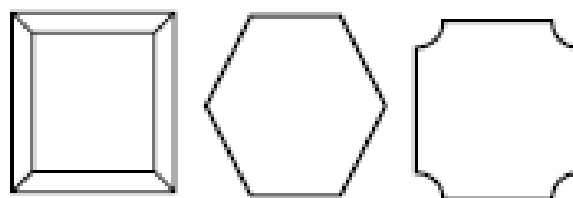
VP

8a. Colour a quarter of each shape.



VP

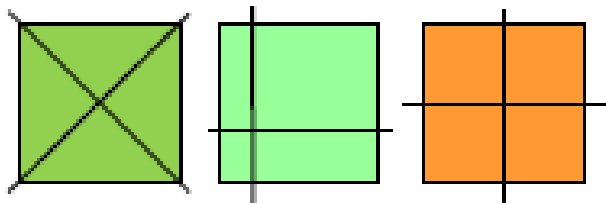
8b. Colour a quarter of each shape.



VP

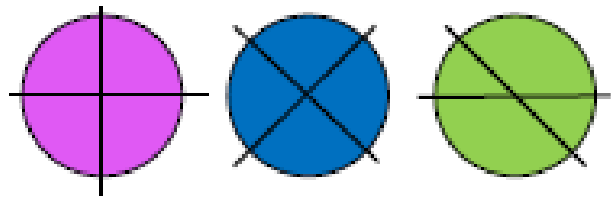
Varied Fluency – Find a Quarter of a Shape or Object

9a. Tick the shapes split into equal quarters.



VF

9b. Tick the shapes split into equal quarters.



VF

10a. Draw lines to split this object into 4 equal quarters. Try to do this in 3 different ways.



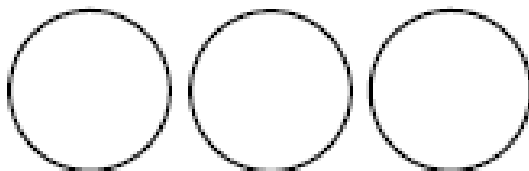
VF

10b. Draw lines to split this object into 4 equal quarters. Try to do this in 3 different ways.



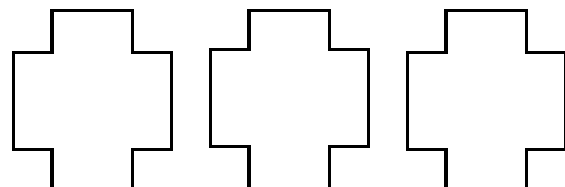
VF

11a. Colour a quarter of each shape. Can you think of three different ways of doing it?



VF

11b. Colour a quarter of each shape. Can you think of three different ways of doing it?



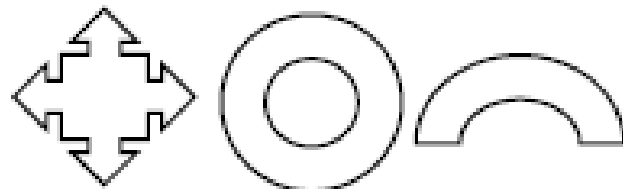
VF

12a. Colour a quarter of each shape.



VF

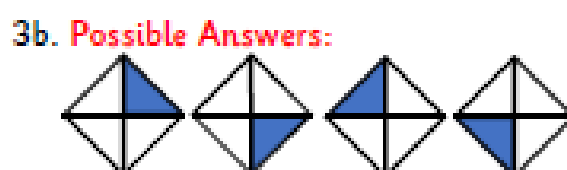
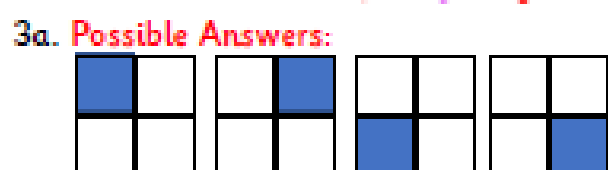
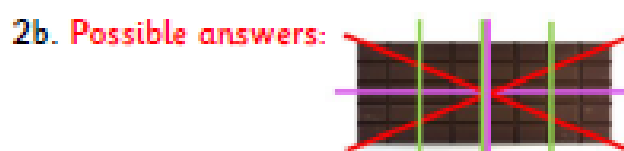
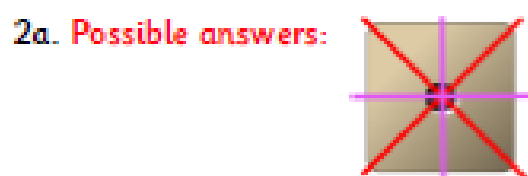
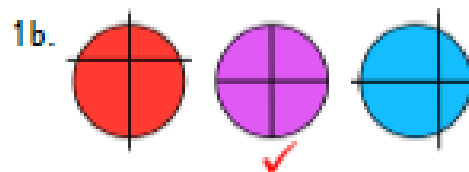
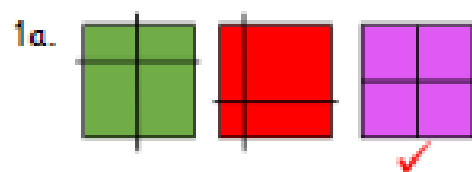
12b. Colour a quarter of each shape.



VF

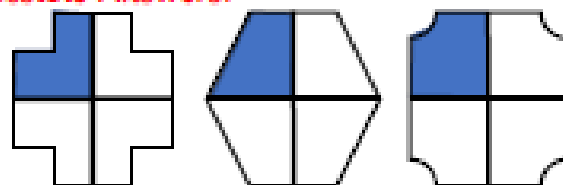
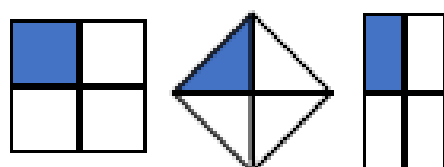
Varied Fluency – Find a Quarter of a Shape or Object

Developing

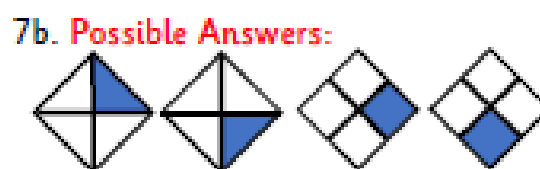
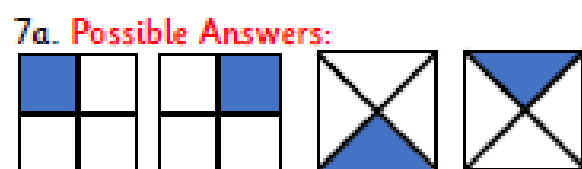
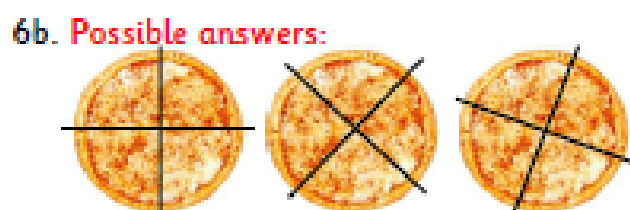
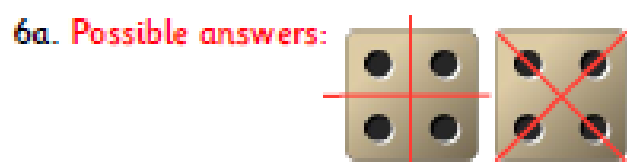
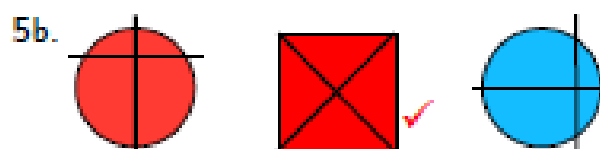
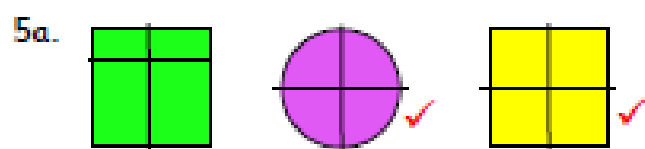


4a. Accept any quarter correctly coloured.
Possible Answers:

4b. Accept any quarter correctly coloured.
Possible Answers:

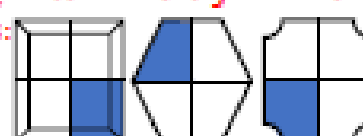
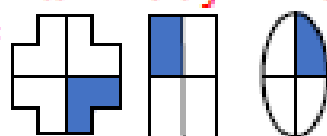


Expected



8a. Accept any quarter correctly coloured.
Possible Answers:

8b. Accept any quarter correctly coloured.
Possible Answers:



























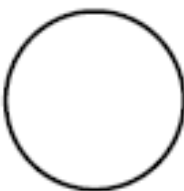
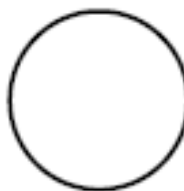





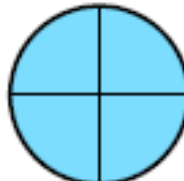
Reasoning and Problem Solving

Step 3: Find a Quarter of a Shape or Object

National Curriculum Objectives:

Mathematics Year 1: (1F1b) Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Mathematics Year 1: (1M1) Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than, half, quarter]

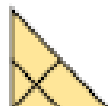
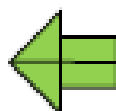
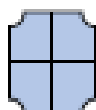
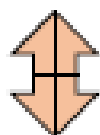
Find a Quarter of a Shape or Object		Find a Quarter of a Shape or Object									
1a. Sort the shapes into the table.		1b. Sort the shapes into the table.									
<table border="1"> <thead> <tr> <th>Shapes that are split into quarters</th> <th>Shapes that are not split into quarters</th> </tr> </thead> <tbody> <tr> <td>     </td> <td></td> </tr> </tbody> </table>	Shapes that are split into quarters	Shapes that are not split into quarters	   			<table border="1"> <thead> <tr> <th>Shapes that are split into quarters</th> <th>Shapes that are not split into quarters</th> </tr> </thead> <tbody> <tr> <td>    </td> <td>  </td> </tr> </tbody> </table>	Shapes that are split into quarters	Shapes that are not split into quarters	  		
Shapes that are split into quarters	Shapes that are not split into quarters										
   											
Shapes that are split into quarters	Shapes that are not split into quarters										
  											
2a. Colour the circles to match their labels.		2b. Colour the squares to match their labels.									
 	<div>less than a quarter</div> <div>exactly a quarter</div>	 	<div>more than a quarter</div> <div>exactly a quarter</div>								
3a. Ben says:		3b. Lucy says:									
 <div>This rectangle is in quarters.</div> 	 <div>This circle has been divided into quarters.</div> 										
<div>Is he right? Explain your answer.</div>	<div>Is she right? Explain your answer.</div>										

Find a Quarter of a Shape or Object

Find a Quarter of a Shape or Object

4a. Sort the shapes into the table.

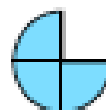
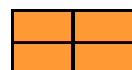
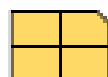
Shapes that are split into quarters	Shapes that are not split into quarters



PS

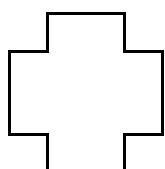
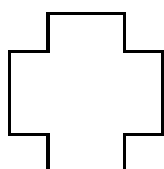
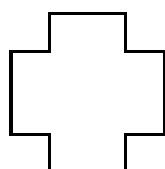
4b. Sort the shapes into the table.

Shapes that are split into quarters	Shapes that are not split into quarters



PS

5a. Colour the shapes to match their labels.



less than a quarter

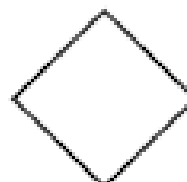
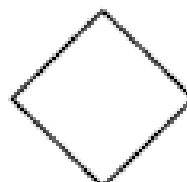
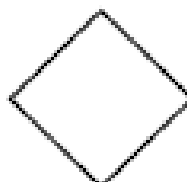
exactly a quarter

more than a quarter



PS

5b. Colour the squares to match their labels.



less than a quarter

exactly a quarter

more than a quarter

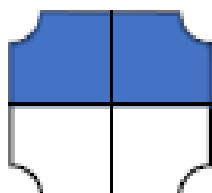


PS

6a. Aisha says:



A quarter of this shape is coloured in.



Is she right? Explain your answer.

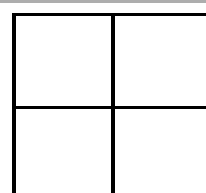


R

6b. Liz says:



This is the only way to divide this shape into quarters.



Is she right? Explain your answer.



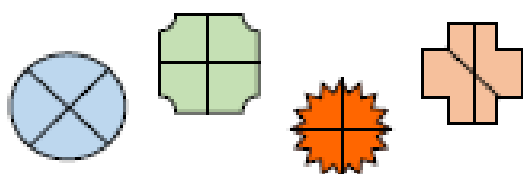
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Find a Quarter of a Shape or Object

Find a Quarter of a Shape or Object

7a. Sort the shapes into the table.

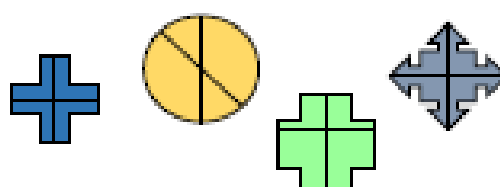
Shapes that are split into quarters	Shapes that are not split into quarters



PS

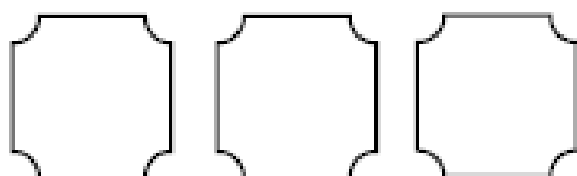
7b. Sort the shapes into the table.

Shapes that are split into quarters	Shapes that are not split into quarters



PS

8a. Colour the shapes to match their labels.



less than a quarter

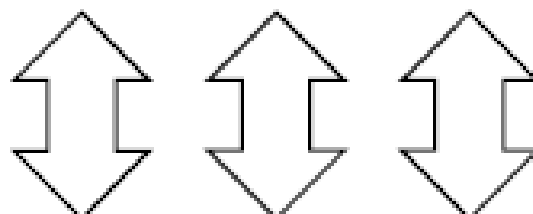
exactly a quarter

more than a quarter



PS

8b. Colour the shapes to match their labels.



less than a quarter

exactly a quarter

more than a quarter



PS

9a. Sam says:



You can split this shape into quarters by drawing two lines or by drawing 3 lines.



Is he right? Explain your answer.

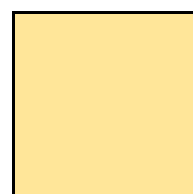


R

9b. Emily says:



If you divide this shape into quarters it makes 4 squares.



Is she right? Explain your answer.



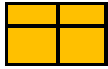
R

Reasoning and Problem Solving

Find a Quarter of a Shape or Object

Developing

1a.

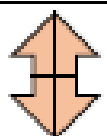
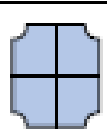
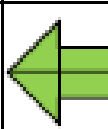
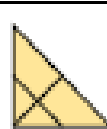
Shapes that are split into quarters	Shapes that are not split into quarters
 	 

2a. Answers will vary.

3a. Ben is wrong because each quarter will need to be equal.

Expected

4a.

Shapes that are split into quarters	Shapes that are not split into quarters
 	 

5a. Answers will vary.

6a. Aisha is wrong because her shape is in quarters but she has coloured two of the quarters.

Greater Depth

7a.

Shapes that are split into quarters	Shapes that are not split into quarters
  	

8a. Answers will vary.

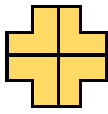
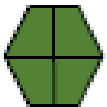
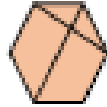
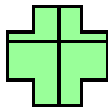
9a. Sam is right. It can be done by having two lines that cross over or 3 lines that do not.

Reasoning and Problem Solving

Find a Quarter of a Shape or Object

Developing

1b.



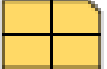
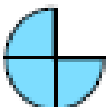
Shapes that are split into quarters	Shapes that are not split into quarters
 	 

2b. Answers will vary.

3b. Lucy is right because her shape is in 4 equal parts.

Expected

4b.



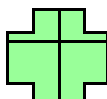
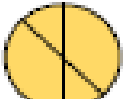
Shapes that are split into quarters	Shapes that are not split into quarters
 	 

5b. Answers will vary.

6b. Liz is wrong because you could have diagonal lines to make quarters as well.

Greater Depth

7b.

Shapes that are split into quarters	Shapes that are not split into quarters
 	 

8b. Answers will vary.

9b. Emily could be right if she divides it that way. However, you can also divide this shape into quarters which are triangles.

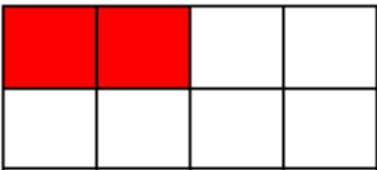





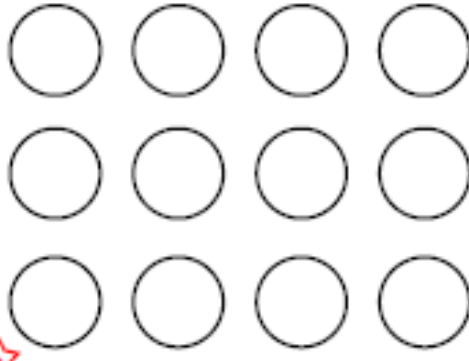
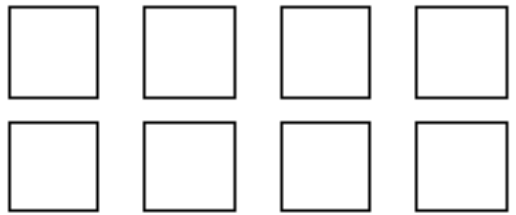
Varied Fluency

Step 4: Quarter of a Quantity

National Curriculum Objectives:

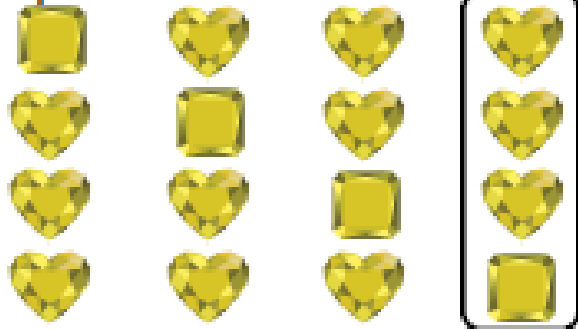
Mathematics Year 1: (1F1b) Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Mathematics Year 1: (1M1) Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than, half, quarter]

<u>Quarter of a Quantity</u>	<u>Quarter of a Quantity</u>
<p>1a. Complete the statement based on the picture below.</p>  <p>There are _____ boxes. One quarter of _____ is _____.</p> <p>★</p> <p>VF</p>	<p>1b. Complete the statement based on the picture below.</p>  <p>There are _____ gems. One quarter of _____ is _____.</p> <p>★</p> <p>VF</p>
<p>2a. Use the counters to complete the statement.</p>  <p>★</p> <p>One quarter of 4 is _____.</p> <p>VF</p>	<p>2b. Use the counters to complete the statement.</p>  <p>★</p> <p>One quarter of 8 is _____.</p> <p>VF</p>
<p>3a. Here is one quarter. What is the total?</p>  <p>★</p> <p>VF</p>	<p>3b. Here is one quarter. What is the total?</p>  <p>★</p> <p>VF</p>
<p>4a. Colour one quarter of the circles.</p>  <p>★</p> <p>VF</p>	<p>4b. Colour one quarter of the squares.</p>  <p>★</p> <p>VF</p>

Quarter of a Quantity

5a. Complete the statement based on the picture below.



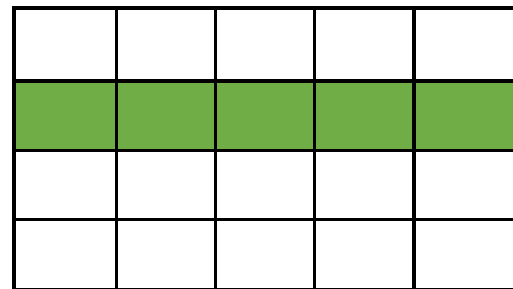
There are _____ gems. One quarter of _____ is _____.



VF

Quarter of a Quantity

5b. Complete the statement based on the picture below.

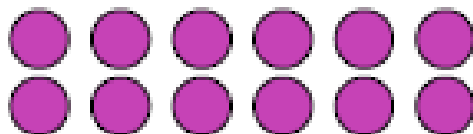


There are _____ boxes. One quarter of _____ is _____.



VF

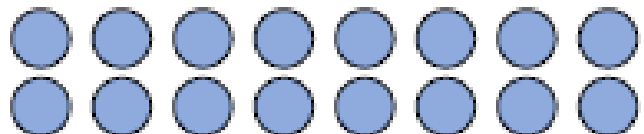
6a. Use the counters to complete the statement.



One quarter of 12 is _____.

VF

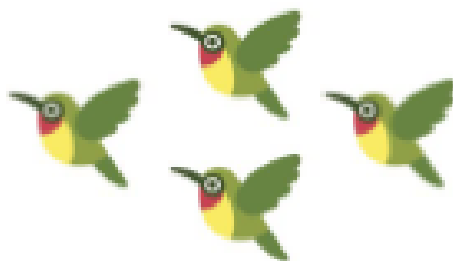
6b. Use the counters to complete the statement.



One quarter of 16 is _____.

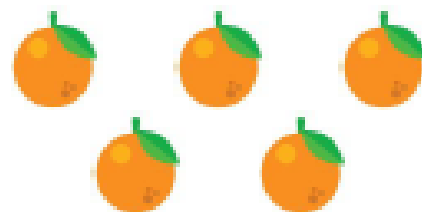
VF

7a. Here is one quarter. What is the total?



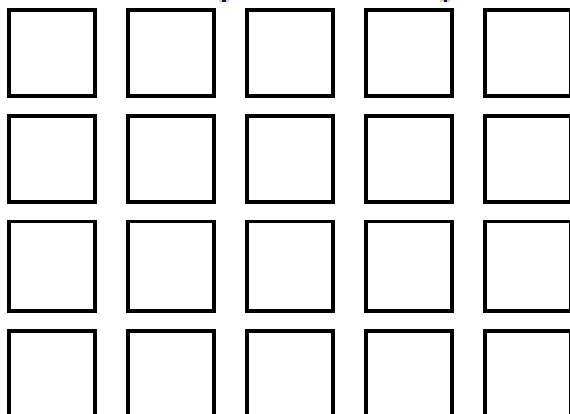
VF

7b. Here is one quarter. What is the total?



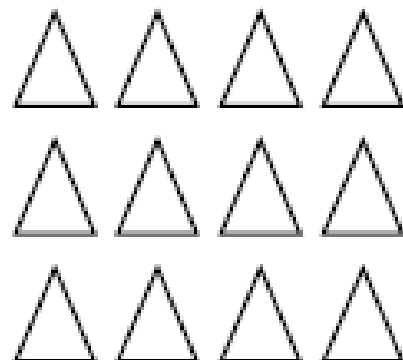
VF

8a. Colour one quarter of the squares.



VF

8b. Colour one quarter of the triangles.



Quarter of a Quantity

9a. Complete the statement based on the picture below.



There are _____ socks. One quarter of _____ is _____.



VP

Quarter of a Quantity

9b. Complete the statement based on the picture below.

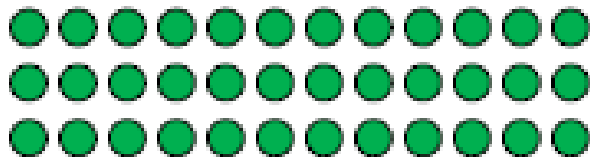


There is _____ pence. One quarter of _____ is _____.



VP

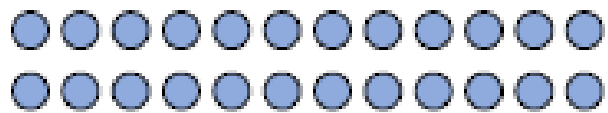
10a. Complete the statement.



A quarter of 36 is _____.

VP

10b. Complete the statement.



A quarter of 24 is _____.

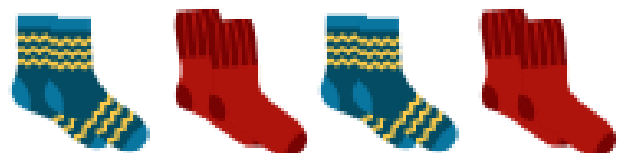
VP

11a. Here is one quarter of Lucy's money. How much money does Lucy have in total?



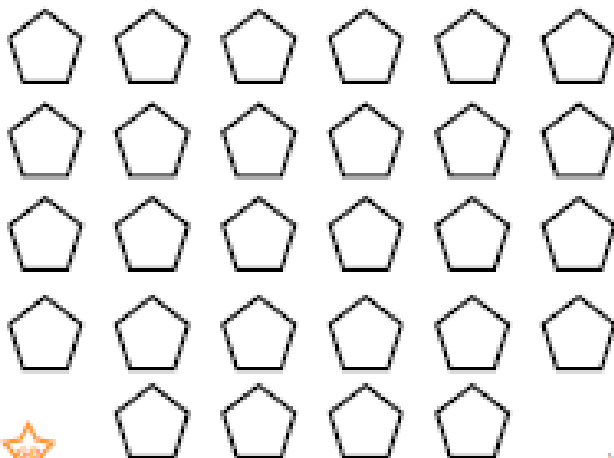
VP

11b. Here is one quarter of Alfie's socks. How many socks does Alfie have in total?



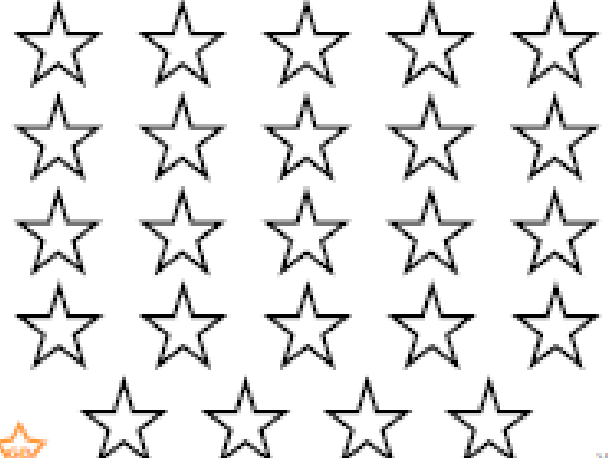
VP

12a. Colour a quarter of the pentagons.



VP

12b. Colour one quarter of the stars.



VP

Varied Fluency
Quarter of a Quantity

Developing

1a. 8, 8, 2

2a. 1

3a. 8

4a. 3 circles coloured

Expected

5a. 16, 16, 4

6a. 3

7a. 16

8a. 5 squares coloured

Greater Depth

9a. 24, 24, 6

10a. 9

11a. 24

12a. 7 pentagons coloured

Varied Fluency
Quarter of a Quantity

Developing

1b. 12, 12, 3

2b. 2

3b. 12

4b. 2 squares coloured

Expected

5b. 20, 20, 5

6b. 4

7b. 20

8b. 3 triangles coloured

Greater Depth

9b. 16, 16, 4

10b. 6

11b. 32

12b. 6 stars coloured

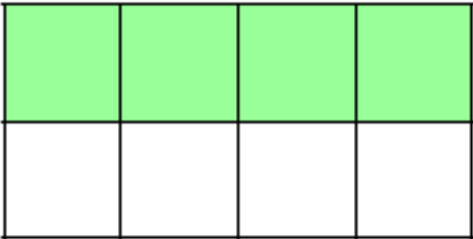
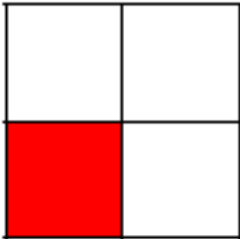




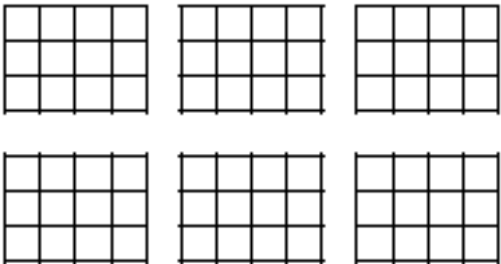
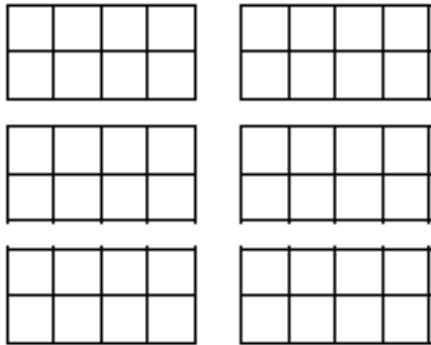
Reasoning and Problem Solving

Step 4: Quarter of a Quantity

National Curriculum Objectives:

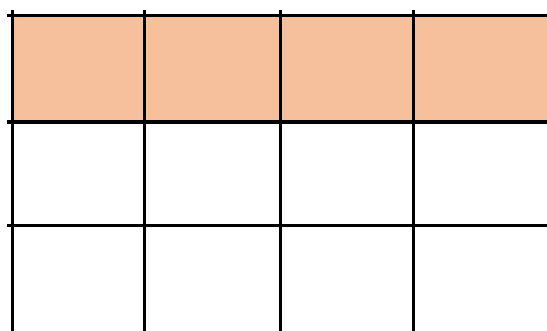
Mathematics Year 1: (1F1b) Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Mathematics Year 1: (1M1) Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than, half, quarter]

<u>Quarter of a Quantity</u>	<u>Quarter of a Quantity</u>
<p>1a. Emma thinks she has coloured in one quarter of the squares. Is she correct?</p>  <p>How do you know?</p> <p>☆</p>	<p>1b. James thinks he has coloured in one quarter of the squares. Is he correct?</p>  <p>How do you know?</p> <p>☆</p>
<p>2a. Pirate Pete needs to put one quarter of his gold coins in his treasure chest.</p>  <p>I have put 2 of my coins in my treasure chest.</p>  <p>What mistake has Pirate Pete made?</p> <p>☆</p>	<p>2b. Pirate Polly needs to put one quarter of her gems in her treasure chest.</p>  <p>I have put 1 of my gems in my treasure chest.</p>  <p>What mistake has Pirate Polly made?</p> <p>☆</p>
<p>3a. Find six different ways to shade a quarter of the shapes.</p>  <p>☆</p> <p>PS</p>	<p>3b. Find six different ways to shade a quarter of the shapes.</p>  <p>☆</p> <p>PS</p>

Quarter of a Quantity

4a. Tanya thinks she has coloured in one quarter of the squares. Is she correct?



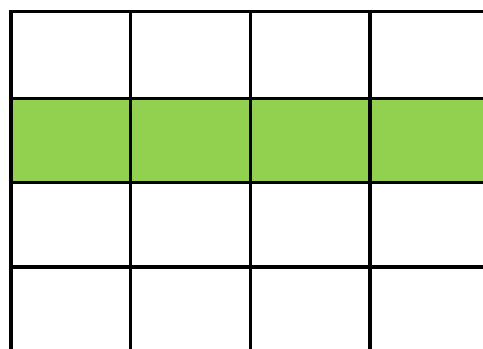
How do you know?



R

Quarter of a Quantity

4a. Awais thinks he has coloured in one quarter of the squares. Is he correct?

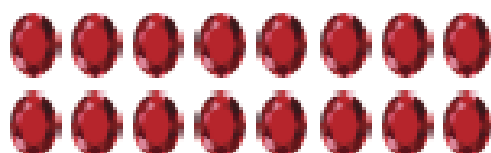


How do you know?



R

5a. Pirate Paul needs to put one quarter of his gems in his treasure chest.



I have put 8 of my gems in my treasure chest.



What mistake has Pirate Paul made?



R

5b. Pirate Padma needs to put one quarter of her coins in her treasure chest.



I have put 4 of my coins in my treasure chest.

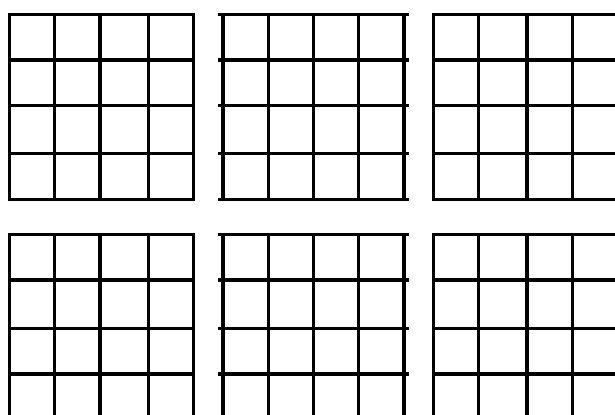


What mistake has Pirate Padma made?



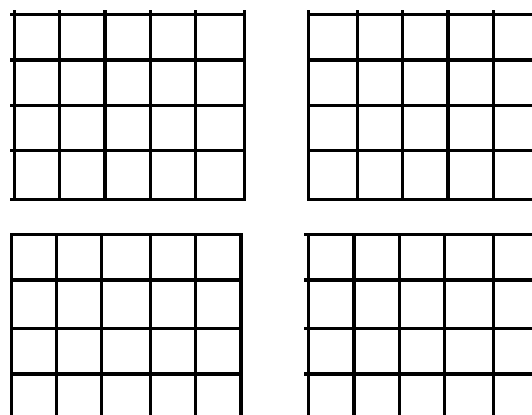
R

6a. Find six different ways to shade a quarter of the shapes.



PS

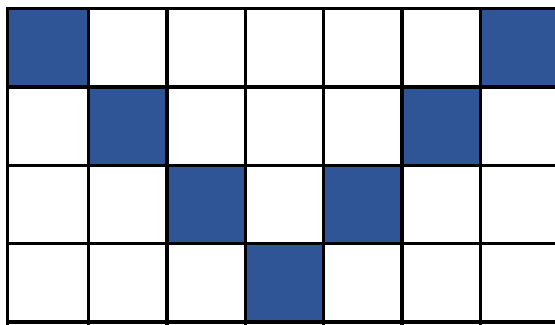
6b. Find four different ways to shade a quarter of the shapes.



PS

Quarter of a Quantity

7a. Ellie thinks she has coloured in one quarter of the squares. Is she correct?



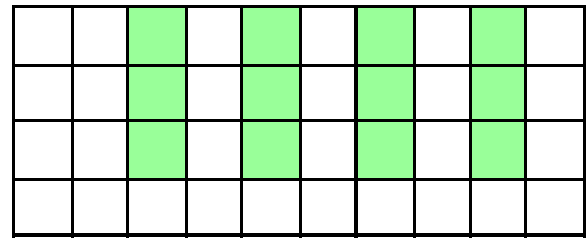
How do you know?



R

Quarter of a Quantity

7b. Usman thinks he has coloured in one quarter of the squares. Is he correct?



How do you know?



R

8a. Pirate Plump needs to put one quarter of his coins in his treasure chest.



I have put 4 of my coins in my treasure chest.

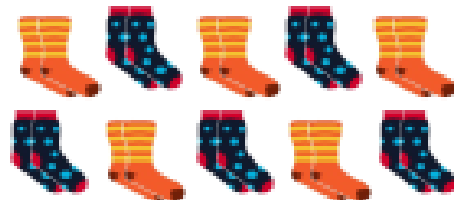


What mistake has Pirate Plump made?



R

8b. Pirate Puff needs to put one quarter of his lucky socks in his treasure chest.



I have put 4 of my socks in my treasure chest.



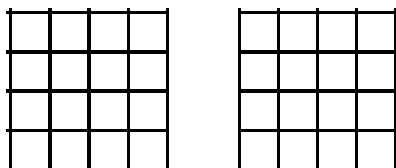
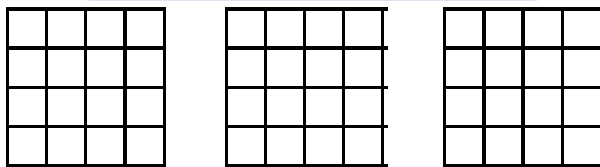
What mistake has Pirate Puff made?



R

9a. How many different ways can you shade a quarter of the shapes following the rule below?

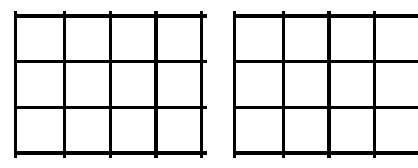
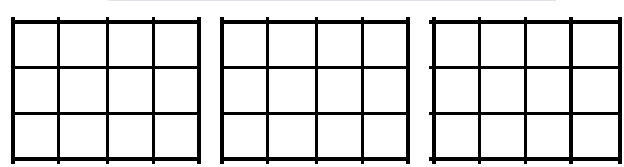
Rule: Shaded squares cannot be touching.



PS

9b. How many different ways can you shade a quarter of the shapes following the rule below?

Rule: Shaded squares cannot be touching.



PS

Reasoning and Problem Solving Quarter of a Quantity

Developing

- 1a. Emma is not correct because she has coloured in half. She should have coloured 2 squares.
- 2a. Pirate Pete has put away half of his coins. He should have put away 1 coin.
- 3a. Various possible answers. Three different squares must be shaded on each shape to represent one quarter.

Expected

- 4a. Tanya is not correct because there are 12 squares and she has coloured in 4 of them. She should have coloured in three squares.
- 5a. Pirate Paul has put away half of his gems. He should have put away 4 gems.
- 6a. Various possible answers. Four different squares must be shaded on each shape to represent one quarter.

Greater Depth

- 7a. Ellie is correct because there are 28 squares and she has coloured in 7 of them. 7 is one quarter of 28.
- 8a. Pirate Plump hasn't shared his coins into 4 equal groups. He should put away 3 coins.
- 9a. Various possible answers. Four different squares that are not adjoining must be shaded on each shape to represent one quarter.

Reasoning and Problem Solving Quarter of a Quantity

Developing

- 1b. James is correct because there are 4 squares and he has coloured in 1 of them. 1 is one quarter of 4.
- 2b. Pirate Polly hasn't shared her gems into 4 equal groups. She should put away 2 gems.
- 3b. Various possible answers. Two different squares must be shaded on each shape to represent one quarter.

Expected

- 4b. Awais is correct because there are 16 squares and he has coloured in 4 of them. 4 is one quarter of 16.
- 5b. Pirate Padma hasn't shared her coins into 4 equal groups. She should put away 5 coins.
- 6b. Various possible answers. Five different squares must be shaded on each shape to represent one quarter.

Greater Depth

- 7b. Usman is not correct because there are 40 squares and he has coloured in 12 of them. He should have coloured in 10 squares.
- 8b. Pirate Patt hasn't shared his socks into 4 equal groups. He should put away 5 socks.
- 9b. Various possible answers. Three different squares that are not adjoining must be shaded on each shape to represent one quarter.

Come to the Monster Pizza Party!

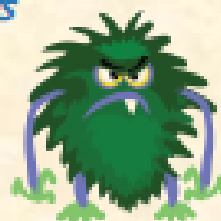


*You are invited to a Monster Pizza Party,
today at 10 o'clock in my cave.*

*There will be lots of yummy insect treats
and bogey bread to spread them on.*

Come along and join the fun!

Lots of love your monster buddy Gregor

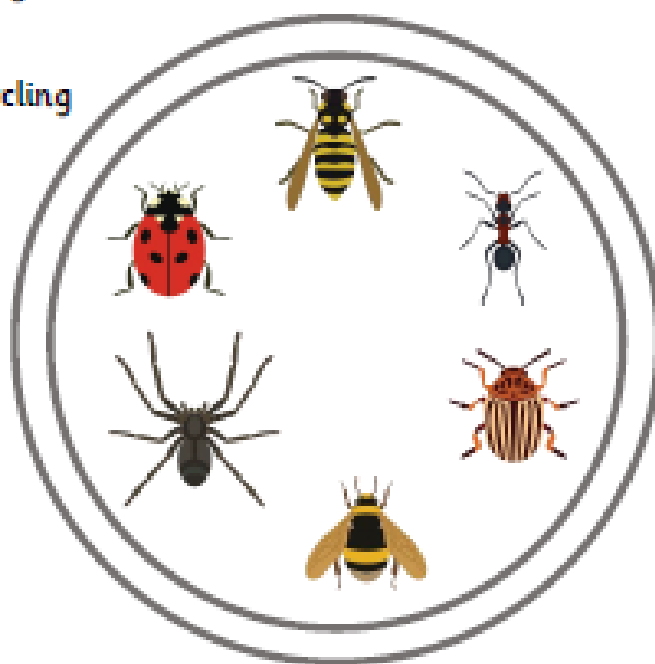


The monsters are having a pizza party and you are invited!
You have to choose your toppings from Gregor's list.

1. Which bugs would you eat on a pizza?
Choose half the bugs from the plate, by circling
which ones you'd like on the pizza.

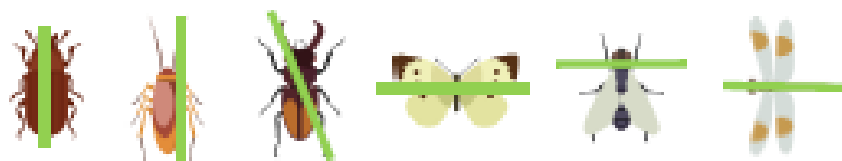
You now need to cut your ingredients
in half so they fit on the pizza.

2. Draw a line to cut the insects in half.



Fluffy wants to face time you.
He needs help to cut his ingredients.

3. Circle the insects he has cut in half correctly.



Reasoning and Problem Solving – Fractions – Year 1

Time to pack up your ingredients.

4. How many bugs will be in each container?



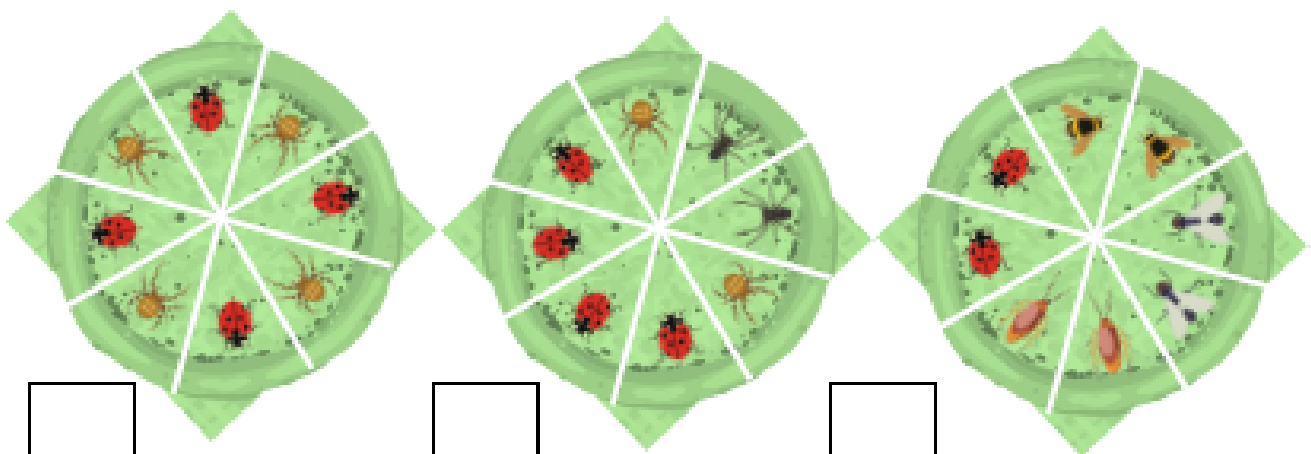
You've arrived and the monsters have already made the pizza bases. They have smeared the bogey mix on top to hold your insects in place.

WOW! What crazy shapes monsters have for their pizzas! Have you ever seen a pentagon for a pizza? Help to cut the pizzas in half.

5. Draw a line to show where they should be cut. Make sure the pieces are equal.



Munchie has tried to put ladybirds on only half of each pizza because he doesn't like ladybirds as much as spiders!

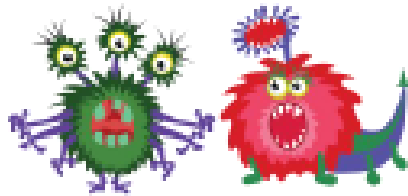
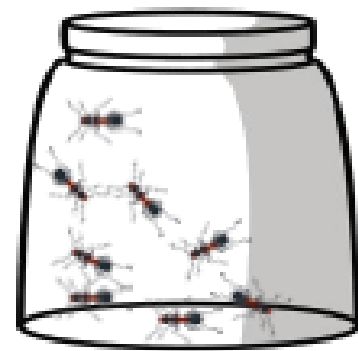


6. Tick which pizzas have ladybirds on half of the slices.

Reasoning and Problem Solving – Fractions – Year 1

Zelda and Rhianna are fighting over the last pot of ants.

7. If they take half each, how many ants will they have?

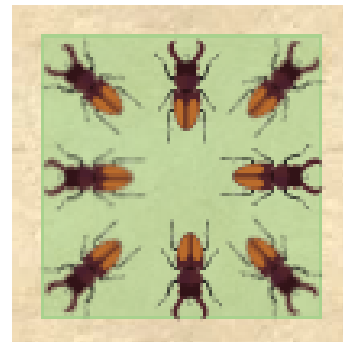
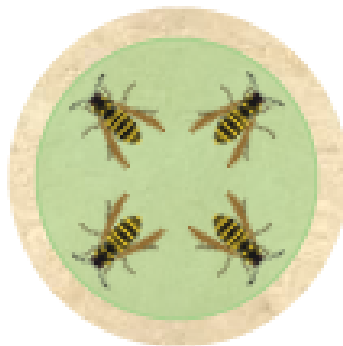


Your pizzas are ready!

DISASTER, Zelda and Rhianna drop theirs on the floor.

You and Gregor decide to share your pizzas with them.

8. Cut each pizza into quarters.

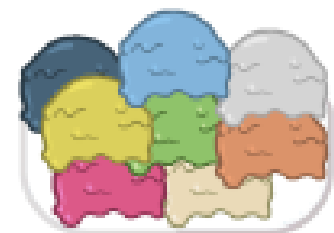


It's time for some pudding!

Yum it is ice-cream...

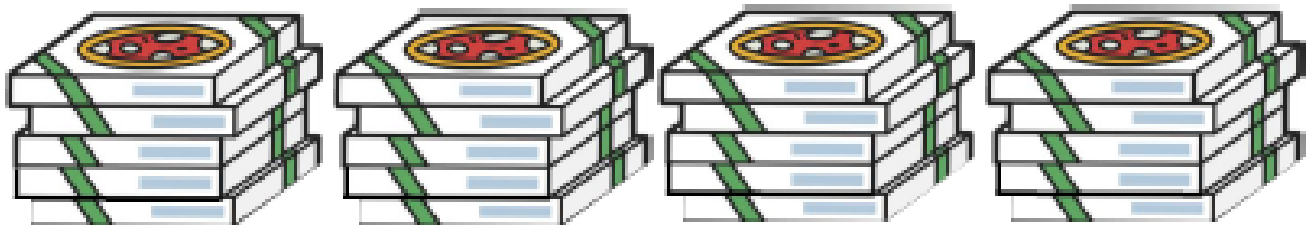
There are only 8 scoops of ice cream to share.

9. Draw the scoops on the cones to give everyone one quarter of the ice cream.



Reasoning and Problem Solving – Fractions – Year 1

Wow there are so many left over pizzas! The monsters decide to donate one quarter of the left over pizzas to a charity.



10. How many pizzas will the charity get?



The Monster Pizza Party was a great success, everyone is stuffed!

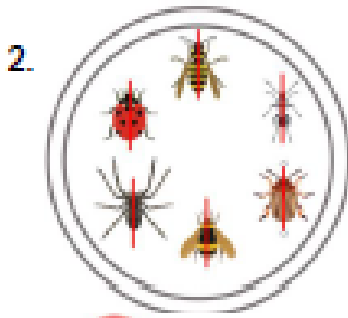
Next time it's a 'Make Your Own Soup Supper' and you are in charge of the ingredients. What gruesome food will you try?

Draw a picture in the bowl of the worst monster soup you can imagine!

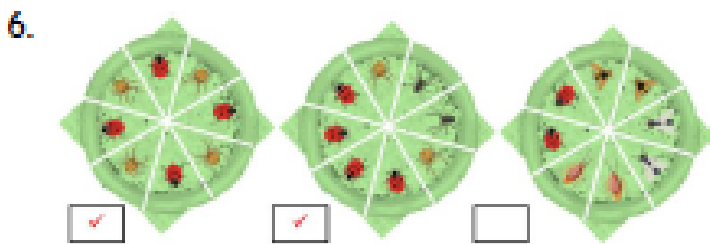
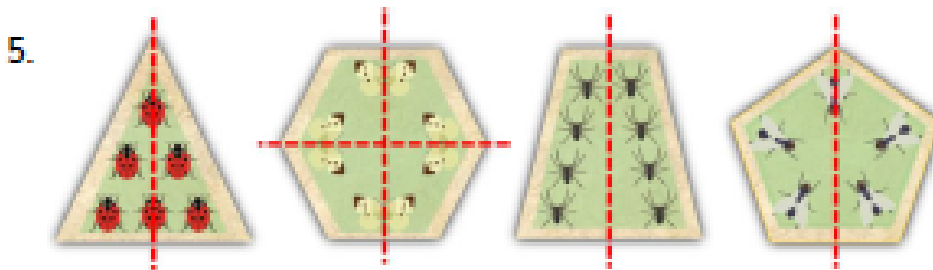


Reasoning and Problem Solving – Fractions – Year 1

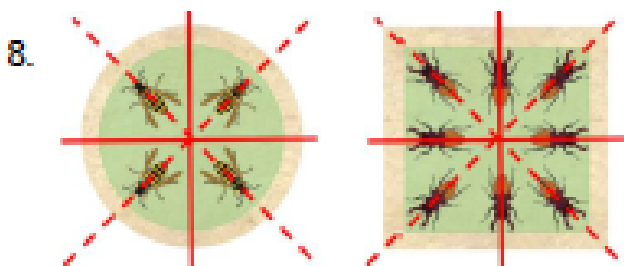
1. Children can choose any 3 insects.



4. There should be 3 bugs in each jar.



7. 4 ants each



9. Each cone should have 2 scoops on.

10. Five pizzas should get to the charity.

Science

Research activity.

In the previous task, the children discovered that plants need water in order to grow. Ask the children: what does the plant do with the water?

Invite their suggestions. In this task, the children will find out how water travels through a plant's stem.

Place a bunch of cut flowers in a vase.

Fill the vase with water and measure the amount of water left in the vase after three or four days.

Ask the children, where has the water gone? From this observation, they will know that the flowers have 'drunk' the water.

Now you should ask the children, how does a flower 'drink' water?

Give them a cut flower and invite them to examine it. Tell the children that they are going to test their ideas by carrying out a scientific investigation.

You will need:

- Clean jam jar or vase Freshly cut flower - a white carnation (or daisy) or stick of celery works best
- Food colouring
- Water

- 1. Put some food colouring in a jar of water.
- 2. Place the flower in the water and leave it to stand for a day.
- 3. Observe the petals change colour as they 'drink' up the coloured water.
- 4. Take the flowers out of the coloured water and dry them carefully. Study the flowers again using the magnifying glass - what do you notice?

Recording activity

Encourage the children to keep a record of their investigation by drawing labelled pictures and taking photographs or by making a video.

Ask the children if their original ideas and theories were correct. Through the experiment, they should observe that the flower 'drinks' up the water through little tubes in the stem. They will notice also how far the water travelled and to which parts of the flower it went. They may also notice that the water level in the jar changes - the level drops. Ask the children what would happen if you didn't put more water in the jar but let it become dry? The flowers would dry up and eventually die. You could link lack of water to different seasons and weather conditions, e.g. what happens to garden plants if there is a long spell of dry weather?

Handwriting

This week we will practice the 'tall' letters that all need a tall back but don't go over the danger line. Remember to start on the runway and take off like an aeroplane. Don't forget your lead out line. Try to stay within the correct lines and keep all letters the same size.

b b

d d

f f

h h

k k

l l

t t