

Terrific Topic!

Hello everyone! I hope you've enjoyed your Easter break and are looking forward to our new term.

This week we are starting our new topic—Animals: Growth and Change.

We'll be learning to recognise how animals, including humans, grow and change through different stages of their lives, learning to identify and name a variety of animals and their young (*focus on farm animals*) and say whether they are carnivores, herbivores or omnivores. We'll also learn to describe and compare the structure of a variety of common animals including pets and/or fish, amphibians, insects, reptiles, birds and mammals, and identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. In History we'll be looking at changes within living memory—how we have grown and changed, and lifecycles of animals. We'll also be learning about a very special young girl called Maria Merian. In DT we'll be thinking about healthy eating and where food comes from.

At school we would have had duck eggs to hatch, caterpillars to watch and tadpoles to observe, so please, if you have a chance to visit either Petersfield Lake or Buriton Pond on your daily exercise excursions over the next few weeks, please do have a close look at how the ducklings, goslings or cygnets are developing—perhaps you could take regular photos to show how they are growing. Please also have a good look for caterpillars or butterflies in your garden—again, a photo diary would be amazing. Remember if you do find a caterpillar or other grub that you would like to observe more closely in your home, it is VERY important that their food source is from the same plant you found them on — these little creatures are often specially adapted to eat only one type of plant.

I'd like to stress again that these activities are guidelines only — they represent what we would have done in class, with modifications for home learning. Please don't feel you have to do *all* these activities — pick and choose those your children would enjoy, or modify them to suit your family circumstances. Remember too, you don't have to do all these activities in one go — spread them out to suit your family's timetable and your child's concentration levels. These activities are for both year groups to have a go at, if they would like to (working to their own levels) but I have also included some more 'Early Years'-oriented activities at the end of the page, specifically aimed at Year Rs.

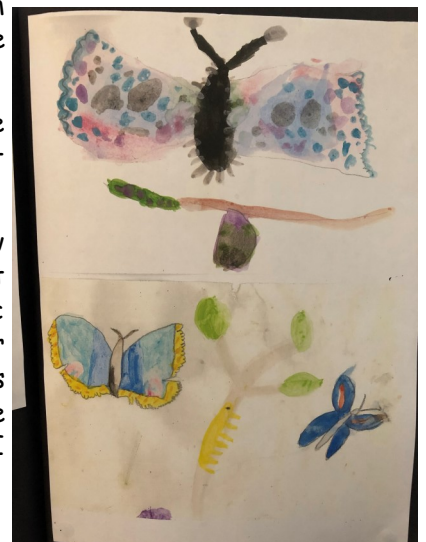
Week 1:

1. Maria Merian.

We're going to start off the week by reading a book about a very special little girl called Maria Merian, who grew up to be a very famous scientist and artist. I've made a **video** of the book and put it on the Home Learning Video page on our website (the video page opens in a different tab). Find the Video Page by going to the 'Children' tab, then click on 'Home Learning'. Scroll down to the bottom of that page and you'll see a link to 'Videos' - click on that and you'll see the topic videos and the Hungry Caterpillar vids on the Diamonds play list.

Once you've watched the book, you can look together at the **powerpoint** I've made about Maria Merian, to find out a little more information, and look at some of her wonderful artwork.

Then I'd like you to have a go at painting a picture in Maria's style: show your children copies of some of Maria Merian's butterflies in the powerpoint — ask them to choose one to paint (nb future lessons will focus on scientific looking and observation—line drawing for form/shapes then painting for accurate colour, so expect 'imaginative' rather than 'scientific' art at this stage!!). We would have used watercolours at school, but if you don't have them, just adapt what you have! Here are some examples from last time I did this topic to inspire you...



2. Lifecycle of a Frog Part 1

Watch the **video** (on the Home Learning Page) of 'Tadpole Blues' - perhaps older brothers and sisters will remember the song! [Please watch it several times over the next few weeks, so we can sing it together when we return to school]

Watch the **video** of 'Lifecycle of a Frog number 1' on the video page, and discuss what you see. We will be focussing on just the first stages of the lifecycle today. (We would have felt some water beads to really get an idea of what frogspawn feels like—they're available to buy online, but our imaginations are just as good at helping us guess how frogspawn feels.)

Year Rs — what does frogspawn look like? What would it feel like? How many words can you write to describe it? Perhaps you could write some sentences using your amazing adjectives?

Year 1s (and of course those year Rs who'd like to as well!) — please complete pages one and two of your 'Lifecycle of a Frog Observation Booklet' which can be printed from the PDF file if you would like to, otherwise, feel free to make your own pages. Draw a picture and write some sentences about Frogspawn and the first stage of Tadpole



Both Year groups — you can also cut out and reassemble a very mini jigsaw to put on the front cover of your life-cycle book. Print it out from this PDF, or, of course, draw your own if you prefer.

Art project stage 1 — we are also going to be making a 3D lifecycle of a frog over the next couple of weeks, which will be revealed at a later date. Stage one is the frogspawn. You will need a piece of cardboard about 15cm x 15cm, some blue cellophane or paper, some bubblewrap, scissors, a black sharpie or similar, glue and colouring pens. If you don't have any of these things, please feel free to adapt the activity!

1. Cut out and stick down your 'pond'; decorate round the edges with reeds etc.
2. Carefully cut your bubblewrap into a blob of frogspawn — you'll have to try to cut carefully between the bubbles. Stick it in your pond
3. Use your permanent pen to put an egg in the centre of each bit of 'jelly' - be careful not to miss any!



Please keep your Froggie artwork carefully, as we will be adding to it at a later date.

If you'd like to play a quick online life-cycles game, there's an animated movie in the link below, along with some quick games: http://www.sheppardsoftware.com/scienceforkids/life_cycle/movie.htm

A couple of extra activities for Year Rs (and Year 1s too if you'd like to join in!)

Can you make a Maria Merian butterfly by splodging paint on one side of a cut out butterfly and folding it over to print onto the other side? Just like a real butterfly, your butterfly will have symmetrical wings—the pattern will be exactly the same on each wing. Perhaps you could make lots of multi-coloured butterflies and put them on your bedroom window to make passers-by smile?



Make a number Hungry Caterpillar

Lots of green paper strips, 1 red card strip per child, red card for antennae, glue, pens

5 minute input:

Show children how to make paper loops. Can the children make a Hungry Caterpillar by using a red loop for his head and green loops for his body. Can they estimate and then count how many loops long their caterpillar is, and write the numbers on each loop? Can they say the number one more or one less? Can they make another short section and add it on? Can they count on to find how many loops now? Maybe even write the addition number sentence?