

Year 1 and 2 Home Learning Week Commencing 22nd June 2020

Writing

Watch and listen to the story of "The Day the Crayons Quit" by Oliver Jeffers. Follow this link <https://www.youtube.com/watch?v=Hrd-Wdxbg-Q> or search for the story "The Day the Crayons Quit" on YouTube. This week we will be thinking about how we feel and how others feel. We will also be thinking about our friends.

Task 1

Have a look at the book cover before you begin to listen to the story. Look at the pictures on the book cover and read the title of the book. What does the word quit mean? What do you think this story will be about? What are the crayons doing? Why do you think they are holding up signs?

Now you can watch and listen to the story thinking about the following questions. Why are the crayons upset? Who are they upset with? Are they all upset for the same reason? By looking at the facial expressions and body posture of each crayon can we tell how they are feeling?

You will now need to re-watch the story pausing on each page. Please complete the following table, I have completed some of the boxes to help you.

Colour of crayon	Facial expression	Body posture	How do you think they are feeling?
biege	frowning	bent over, arms drooping forward	
red	sweating		
purple		upright, finger pointing	
black			pleading
green		open palms, hands up	
blue			exhausted
pink			
peach			

Task 2

Imagine you are Duncan and you have read the letters from your crayons. Write a reply to your box of crayons and remember to include the following;

- Say you are sorry
- Thank them for their letters
- Thank them for letting you know how they are feeling
- Explain how you intend to solve the problem
- Ask them to come back
- Explain they are a team and that they all need to be friends and help each other
- Remember you are trying to persuade the crayons to keep doing their job (look up the word persuade in the dictionary - what does this word mean)

Set out your letter with an address and date at the top of the page and then begin with;

Dear Crayons

Don't forget to end by signing your letter

Task 3

Colour can be linked to a mood/emotion. Fill in the table below to show how different colours make you feel.

Colour	Mood/Emotion
black	
blue	
red	
orange	
green	
white	

Task 4

What is your favourite colour?

What are your favourite things to draw using that colour?

Draw a picture using your favourite colour.

Reading and Grammar

Have a look on the Home Learning page and complete these activities based on the book "The Day the Crayons Quit"

- adjective hunt activity sheet
- -ful and -less activity sheet

ART

LO I can explore two different techniques using wax crayons

Wax crayons are really effective for colouring large areas quickly and for creating large, simple drawings, but their unique characteristics make them especially suitable for the following art ideas too.

Task 1

Use a technique called Texture Rubbing.

Create a series of pictures using texture rubbings. You could use leaves, bark, coins, wood grain, stone, anything that has a textured surface. Hold your piece of paper over the object and rub firmly using the side of your wax crayon. Experiment with different textures and colours to create your picture. You can use items indoors and outdoors too.

Have a look at the example below.



Task 2:

Use a technique called Resist Work.

This technique uses the water-resistant qualities of wax crayons. Create your drawing in wax crayon, and wash over it with a watery paint. Experiment with different effects using different thicknesses of paint and the colour of your drawing. Use with a very watery paint and a white crayon then wash over a bright wax crayon drawing with a denser black paint (not too thick or the paint will block out the drawing). See the different effect you get, Alternatively, if the pictures are small you can use a felt tip marker pen over the wax crayon. To get the best effect, apply the wax crayon thickly and press hard with your crayon.



A pale wash over white crayon creates a delicate effect



A dark wash over bright crayon creates strong contrast

PSHE

Task 1: LO I can recognise what makes a good friend



The ingredients to make a good friend are:

- kindness,
- listening,
- honesty,
- trust,
- forgiveness,
- encouragement,
- loyalty,
- fun.

Discuss with an adult what each of the qualities means and why it is important. Which do you think are the four most important qualities? List them for me and use them when you write your recipe.

- 1.
- 2.
- 3.
- 4.

Can you think of anything else that makes a good friend?

Write a recipe to make a good friend using your favourite ingredients from the list above. Don't forget to include a measurement of each quality (see below).

Here is an example of a recipe for making crispy cakes with the ingredient list and steps you take to make your crispy cakes to help you with your ingredients and method for making a good friend.

Ingredients

A **spoonful** of butter

A **jar** of marshmallows

A **pinch** of chocolate powder

A **sprinkle** of rice krispies

Method

1. Melt the butter, marshmallows and chocolate powder.
2. Stir in the rice krispies and mix until they are coated.
3. Place mixture into a tin and smooth the top to make it flat.
4. Leave to set
5. Cut into squares.

Task 2:

Complete the sheet below called Friendship

Task 3:

Have a look on the Home Learning page and complete the activity called the Circle of Friends Home Learning task



Friendship

Draw and label a picture of you and a friend doing something together and write about it.

My friend is called _____

We are _____
