



Key Stage 1 Home Learning- w/c 04.05.2020

Daily activities:

English worksheet	Maths video and worksheet	Phonics and Spelling activity	TTRS and Numbots	PE session	An activity from the choices below.
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This week's themed learning is based around our *Inside the Potting Shed* topic

<p>Art <i>Giuseppe Arcimboldo</i> was a famous artist who used plants, fruit and vegetables to create his masterpieces. The Glory of summer painting is conjured up in this unusual and amazingly detailed face. Peapod teeth and cherry lips make up a mouth, a cucumber stands for the nose and an aubergine, elderflower berries and plums hang for hair. This week when you are preparing/eating your lunches, have a go at creating your own Giuseppe inspired piece of art made out of food including fruit and vegetables.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Design and technology Fruit is not only delicious, but also very healthy for us. Fruit and vegetables are a good source of vitamins and minerals. Can you create your own healthy fruit kebab using your favourite fruit? You will need: a skewer, your favourite fruit and maybe something yummy to dip it in to.</p>	<p>Geography Research and create a mini fact file of where the food you eat comes from. You can choose food items from around the house. (mini fact file attached in pack)</p> <hr/> <p>Science Watch this video about balanced diets. https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/zppvv4j Can you create your own balanced diet food plate and explain the importance of each food group?</p>	<p>Computing Complete the 2dos on Purple Mash including instructions on how to make a berry smoothie. (Yum!)</p> <hr/> <p>Science Investigation We all love chocolate right? Lets take part in this fun chocolate rocks experiment where you will understand how the heat and pressure from your hands is similar to the heat and pressure on the rocks underground. (attached)</p>
	<p>English Using Collins online dictionary, can you define the following words? Plants, vegetables, fruit, balanced, diet, healthy, food</p>	<p>British Values Discuss the food you eat. Which country does it originate from? Gather ideas from your family members on how to make a fruit kebab. Are they similar/different to yours? Remember to show respect on other people's opinions.</p>

Sticky knowledge

Remembering our previous learning

- **History – The Great Fire of London**

Can you remember a significant person who witnessed the Great Fire of London? What were they remembered for? Watch this short video to re-cap on your prior knowledge to answer the questions above.

<https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt>

- Florence Nightingale – Who was she?
- Visit these two websites to read all about Florence and what amazing impact she had in our hospitals.

<https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39>

<https://www.youtube.com/watch?v=jONlz7vaMnU>

- Who was the first man to land on the moon?
<https://www.bbc.co.uk/bitesize/topics/zjwvb82/articles/zhx4k2p>
- Visit this website to find out interesting facts and see what questions you can answer from what you can remember.

Phonics

Each week there will be daily phonics activities to complete. Each sound will consist of two taught lessons, the first day learning and teaching the sound, the second day applying/writing the sound. There will also be a short re-cap activity at the top of the page, which will support your child with remembering previous taught sounds. On Friday's, please use phonics play and choose the sound that has been taught that week to practice. www.phonicsplay.com/

Re-cap activity: Can you practice reading the phase 2, 3 and 4 tricky words? Cover them up and see if you can spell them correctly.

Phase 2, 3 and 4 Tricky Words		
Phase 2	Phase 3	Phase 4
I	he	said
no	she	have
the	we	like
to	me	so
go	be	do
into	you	some
	are	come
	her	little
	was	one
	all	were
	they	there
	my	what
		when
		out

Here is an example of a completed two-part phonics session learning the **au** sound.


Day 1:

Can you copy the spellings below with the 'au' sound?

Haul	Draw	Sauce
Straw	Laundry	Saucer
Flaunt	Caution	Pause

au


g e l m b s v t t p d p
p g p i t e s z i a a a
f a u l t u c a j u u u
j c g j g g u a f s n n
f l a u n t t s u e t c
d x A b j l n a p s k h
y z h g u o a u c m e h
b r h a i z v c h y c q
q m v t c k y e j n l p
m c u c a u s e u d b l
r a n i r z t a f k c g
c z s o r j l f b w s q



- pause
- cause
- because
- fault

- vault
- daunt
- sauce
- paunch

- launch
- August
- caution
- flaunt



Day 2:

Underline the 'au' sound in the paragraph below.

E.g. I like to play with Paul.

In the Autumn I like to go for a walk with my dog Paul. He likes to put sauce on the large astronaut who sits on the flying saucer. It was all his fault that we ended up in the haunted house. The ghosts applauded us when we arrived and asked for our autograph. We were so scared we drove away quickly in the automobile.

Can you write your own sentences using 'au' sounds?

Monday 4th May 2020 Day 1:

Re-cap activity: Can you complete the phonics activity mat using phase 4 sounds?

Phonics Activity Mat 1

Read these words to a friend.

dest



soft

zelt



land

quind



best

vust



gulp

zump



hunt

Write the real words next to the chest and the nonsense words next to the bin.

melt

ipt

limp

wump

gift

fact

kest

nift



Circle all of the words that contain the **mp** blend.

jump

cost

lump

fact

pact

hump

link

damp

Add the sound buttons to these words.

gift

tend

cost

Write the missing sounds in these words.



__and



ne__



si__



__on__



mi__



t__t



la__



__ank



ju__



__nd

Write a word that ends with **nk**.

/a/ /o/ /ai/ sound.

Practice these words and identify the different ways of spelling them.

a as code for /a/

wa as code for /o/

a as code for /ai/

adder

wash

tasty

acrobat

what

wasteful

alligator

swallow

danger

animal

wander

gravy

Can you copy the spellings below with the 'a' sound?

Actor	Wander	Bathe
Actually	Watch	Lady
swallow	Tasty	Ladies

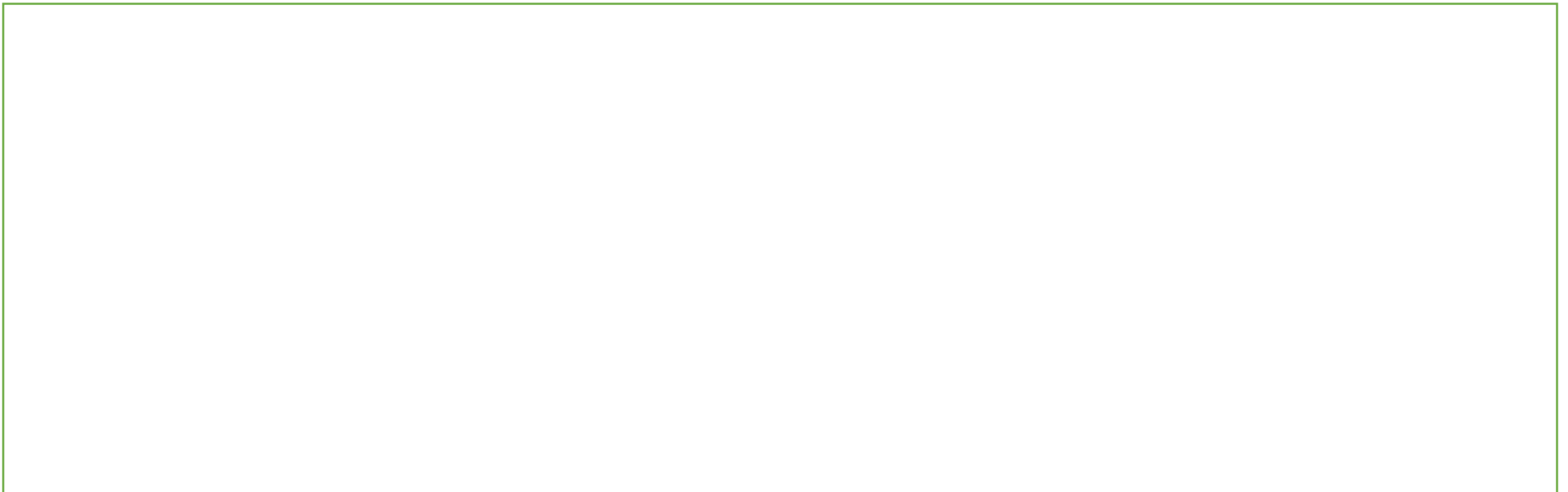
Tuesday 5th May 2020 Day 2:

Underline the 'a/o/ai' sound in the paragraph below.

The ladies went for a wander to watch the acrobats perform a dangerous act over a pool of bathing alligators. Actually, the alligators were actors, not animals, but they looked like they would swallow the acrobat's whole in one tasty bite. This was a great bit of melodrama!

Can you write your own sentences using 'au' sounds?

Draw a picture to illustrate your sentences.



Wednesday 6th May 2020 Day 3

Re-cap activity: Can you complete the phonics activity mat using phase 4 sounds?

Phonics Activity Mat 2

Read these words to a friend.

frub



speck

plon



grip

stam



brag

flim



clam

slod



club

Write the real words next to the chest and the nonsense words next to the bin.

plan

frib

crab

swem

slam

stom

skip

glod



Circle all of the words that contain the **tr** sound.

trim

spin

trip

glad

sniff

track

plum

trap

Add the sound buttons to these words.

spun

sniff

speck

Write the missing sounds in these words.



___og



___ins



tra___



___ag



___op



gr___



___um



sw_m



s__t



___ap

Write a word that begins with **st**.

ch/ /-tch/ /-ture/ sound.

Practice these words and identify the different ways of spelling them.

ch

-tch

-ture

bench

batch

nature

parchment

kitchen

features

treacherous

crutches

adventure

drenched

watchtower

departure

Can you copy the spellings below with the 'ch' sound?

<i>Bench</i>	<i>Thatch</i>	<i>Departure</i>
<i>Parchment</i>	<i>Scratched</i>	<i>Furniture</i>
<i>attached</i>	<i>Creatures</i>	<i>Kitchen</i>

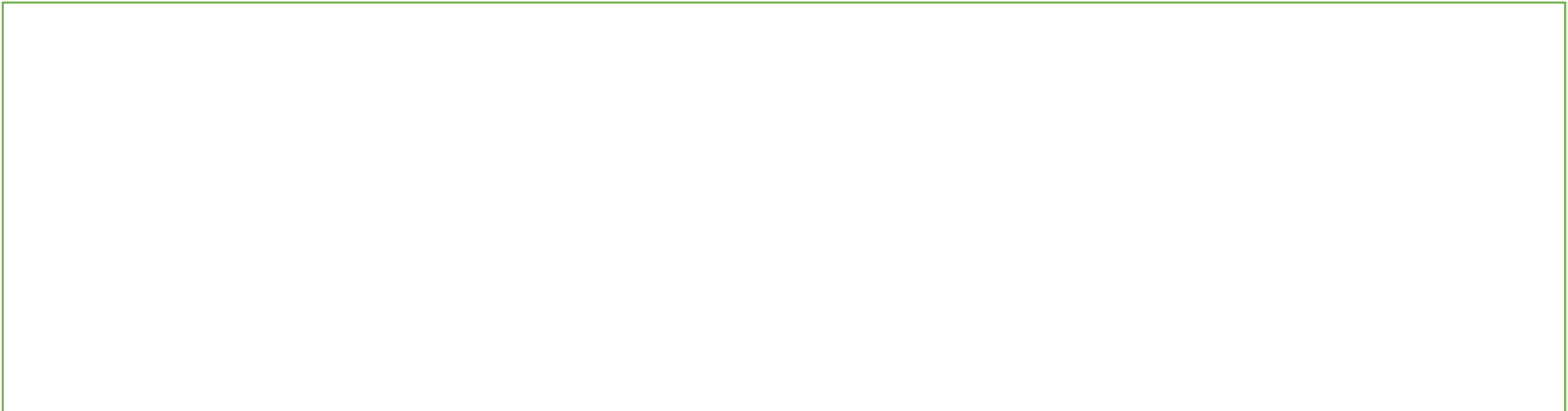
Thursday 7th May 2020 Day 4:

Underline the /ch/ /chu/ sound in the paragraph below.

The adventure began on a park bench. I met a man with a briefcase attached to his arm. There was a piece of parchment inside the case with a map scratched on the surface. The man said there was a treacherous plot to keep him from the treasure. We must prepare for departure at once.

Can you write your own sentences using 'au' sounds?

Draw a picture to illustrate your sentences.



Choose three activities from the spelling board below.



Year 1 English Home Learning

Week 3 -

Year One Spellings

One once

Ask friend

School put

Push pull

Full house

Year Two Spellings

Clothes busy

People water

Again half

Money Mr

Mrs Parents

Introduction.

Each week you will receive a set of English tasks. You should aim to complete one each day. Spending about 30 minutes on reading, 45 minutes on writing and at least 20 minutes on grammar and spelling.

It is fine for you to ask for help from parents, siblings or your teacher through teams.

Week 3	I have read the book and thought about the characters.	☆
	I have written the next part of the story.	☆
	I have written sentences leaving spaces between my words.	☆
	I have practised the spellings and handwriting activities.	☆

Colour the stars when you think you have achieved this.

If you love reading and writing and want more of a challenge you can keep writing stories based on your own ideas or other books you have read.

Or explore

www.lovereadings4kids.co.uk or www.newsela.com to find more extracts to read and write about.

This week we will be reading n extract from **Acorn Wood**

Acorn Wood

Extract from [lovereading4kids](http://lovereading4kids.com): find out more about the book and the author



Say hello to the friends from Acorn Wood.
They have lots of fun together.



Fox



Hen



Rabbit



Pig



Blackbird



Dormouse



Badger



Frog



Squirrel



Mole



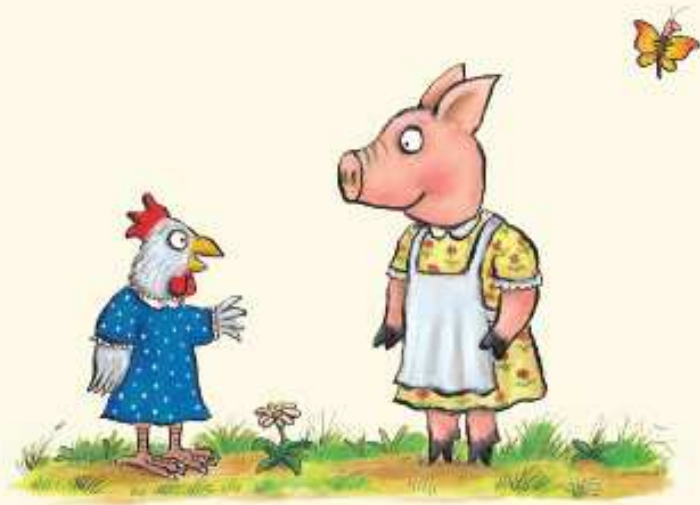
Bear



Tortoise



Mouse



Hen and Pig are friends.



They like playing hide and seek.
Can you find Hen?



Bear writes letters to his friends.



Squirrel and Mole read the letters.
They love to get post from Bear.



Blackbird and Pig are going to visit their friend.



Hello, Rabbit!
Rabbit makes them a nice warm drink.

Monday 4th May 2020

Year 1 - Week 3 - Day 1- Reading

Acorn Wood

Reading

Read pages 1 to 4 of Acorn Wood.

You can either think, talk or write about the questions.

1. How many characters are there?
2. What game did Hen and Pig play?
3. Which character wrote letters to his friends?
4. What is different about Rabbit's home?
5. Which character is your favourite and why?

Tuesday 5th May 2020

Year 1- Week 3- Day 2- Writing

Writing

Look at page 1 and 2 of Acorn Wood.

Write two sentences about what you think Frog and Tortoise might be doing.

Write the next two pages of the story including Mole and Tortoise's actions.

Use the other pages of the story to help you.

Wednesday 6th May 2020

Year 1- Week 3- Day 3- Grammar

Grammar

Write sentences with the following words:

breakfast lunch drink fruits food

Example: I had jam on toast and orange juice for breakfast.

Thursday 7th May 2020

Year 1 - Week 3- Day 4- Spelling

Spelling

Practise each word by rewriting it 3 times. Say it aloud as you write it.

bank	think
honk	sink
sunk	sank

Can you make the words using something different? Try using paint, play-doh or leaves.

Friday 8th May 2020

Year 1 - Week 3-Day 5- Handwriting

Handwriting

Practise writing the spelling words in your neatest handwriting.

bank

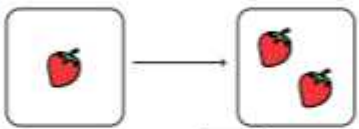
Year 1 Maths Home learning

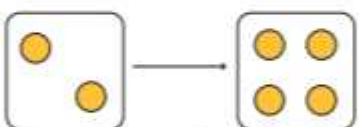
Monday 4th May 2020 Week 3- Lesson 1 - Make Doubles

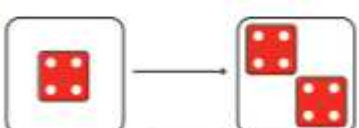
Please watch the video first <https://whiterosemaths.com/homelearning/year-1/> (Week 3 Lesson 1)

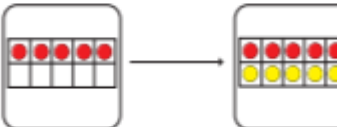
Make doubles

1 Complete the sentences.
Use the pictures to help you.

a) 
Double 1 is

b) 
Double 2 is

c) 
Double is

d) 
Double is

2 Match the doubles to the additions.

Double 3	$6 + 6$
Double 6	$7 + 7$
Double 10	$3 + 3$
Double 7	$10 + 10$

3 Fill in the gaps.

a) Double 15 is

b) Double 11 is

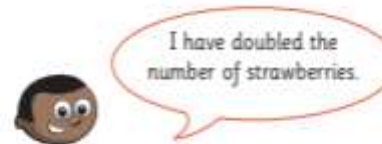
c) Double 12 is


d) Double 20 is

e) Double is 8

f) Double is 16

4





Do you agree with Mo? _____

Talk about it with a partner.

Tuesday 5th May 2020 Week 3- Lesson 2 -Make equal groups (grouping)

Please watch the video first <https://whiterosemaths.com/homelearning/year-1/> (Week 3 Lesson 2)

Make equal groups – grouping

1 Here are some socks.



a) Draw lines to match the pairs of socks.

b) Complete the sentences.

There are socks altogether.

There are socks in each pair.

There are pairs of socks.

2 Here are some counters.



a) Circle groups of 2

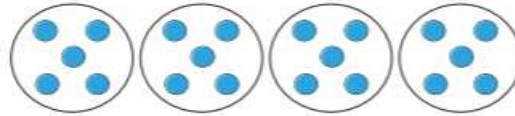
b) Complete the sentences.

There are counters altogether.

There are equal groups of 2 counters.

3 Complete the sentences.

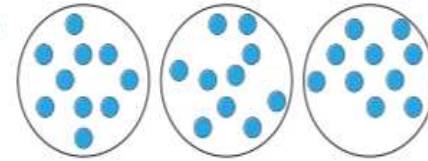
a)



There are counters altogether.

There are equal groups of counters.

b)



There are counters altogether.

There are equal groups of counters

4 Use 30 counters.

a) How many equal groups of 2 can you make?

b) How many equal groups of 5 can you make?

c) How many equal groups of 10 can you make?

Talk about your answers.

Wednesday 6th May 2020 Week 3- Lesson 3 - Make equal groups (sharing)

Please watch the video first <https://whiterosemaths.com/homelearning/year-1/> (Week 3 Lesson 3)

Make equal groups – sharing

1 Rosie and Amir are sharing some sweets.

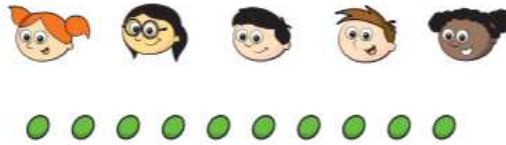


- a) Draw lines to share the sweets equally.
b) How many sweets does each child get?

Each child gets sweets.

8 sweets shared equally between 2 is

2 Five children share some grapes.



- a) Draw lines to share the grapes equally.
b) How many grapes does each child get?

Each child gets grapes.

10 grapes shared equally between 5 is

3 Ron needs to share 20 bananas between 5 boxes.

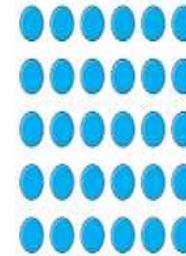


How many bananas will there be in each box?

20 bananas shared between 5 boxes is

There will be bananas in each box.

4 Use 30 counters.



a) Share the counters between 2 friends.

How many counters does each friend get?

b) Share the counters between 5 friends.

How many counters does each friend get?

c) Share the counters between 10 friends.

How many counters does each friend get?

Thursday 7th May 2020 Week 3- Lesson 4 - Find a half (1)

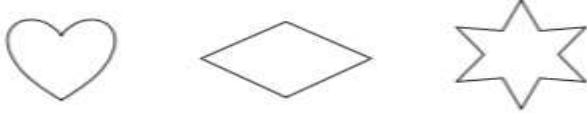
Please watch the video first <https://whiterosemaths.com/homelearning/year-1/> (Week 3 Lesson 4)

Find a half (1)

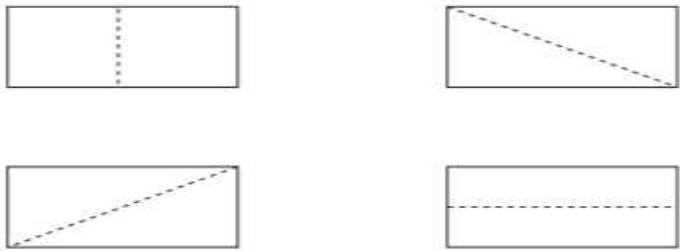
1 Tick the cake that is cut in half.



2 Draw a line to split each shape in half.



3 Colour half of each rectangle.



4 Show one half in three different ways.



5 Tick the shapes that show one half.



6 Match the halves to make a whole.



Challenge 1

Can you work out the values of each shape?

$$\star + \star = 20$$

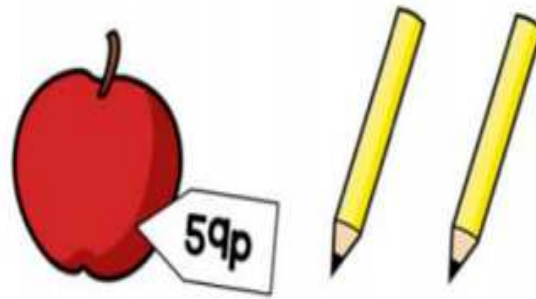
$$\heartsuit - \star = 7$$

$$\heartsuit - \heartsuit = \blacktriangle$$

Challenge 2

Tom has six 10p coins and three 5p coins. He buys an apple for 59p and two pencils.

He has no money left. How much does a pencil cost?



Year 2 English Home Learning

Week 3 -

Introduction.

Each week you will receive a set of English tasks. You should aim to complete one each day. Spending about 30 minutes on reading, 45 minutes on writing and at least 20 minutes on grammar and spelling.

It is fine for you to ask for help from parents, siblings or your teacher through teams.

Week 3

I have carefully read and answered questions about the book.

I have written a letter from another crayon to Duncan.

I have read and answered the grammar questions carefully.

I have practised the spellings and learned the definitions.



Colour the stars when you think you have achieved this.

If you love reading and writing and want more of a challenge you can keep writing stories based on your own ideas or other books you have read.

Or explore

www.lovereadings4kids.co.uk or www.newsela.com to find more extracts to read and write about.

The Day the Crayons Quit

One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them.



Hey DUNCAN,

It's me, RED Crayon. WE NEED to talk.

You make me work harder than
any of your other crayons.

All year long I wear myself out

colouring FIRE ENGINES, APPLES,

strawberries and EVERYTHING

ELSE that's RED.

I even work on Holidays!

I have to colour all the SANTAS

at CHRISTMAS and ALL the

HEARTS on VALENTINE'S day!

I NEED A REST!

Your overworked friend,

RED Crayon



Dear Duncan,
All right, LISTEN.
I love that I'm your favourite crayon
for grapes, dragons and wizards' hats,
but it makes me crazy that so much
of my gorgeous colour goes outside
the lines. IF YOU DON'T START
COLOURING INSIDE the lines
soon... I'm going to
COMPLETELY LOSE IT.

Your very neat friend,
Purple Crayon





Monday 4th May 2020

Year 2 -Week 3 - Day 1- Reading

The Day The Crayons Quit

Reading

Read The Day The Crayons Quit

List 3 things that the red crayon is used for in Duncan's drawings.

You can either think, talk or write about the questions.

1. Why does the red crayon feel 'overworked'?
2. Do you agree with the red crayon's opinion? Give one reason.

Tuesday 5th May 2020

Year 2 -Week 3 - Day 2- Writing

Writing

Imagine you are another crayon. What colour would you be? (yellow, green, orange, black, blue)

Think about what Duncan might use you for. What would you want to say to Duncan about how you are used?

Write a letter to Duncan as your chosen crayon. Use the pages from the extract to help you.

Start with...

Dear Duncan,

I am the _____ crayon, and I want to tell you how I feel.

Wednesday 6th May 2020

Year 2 -Week 3 - Day 3-Grammar

Grammar

Use colour words to write sentences.

Red, purple, orange, green, black, yellow, pink green, white, brown

Example: My football team wear red and white.

Thursday 7th May 2020

Year 2 -Week 3 - Day 4- Spelling

Spelling

Practise each word by rewriting it 3 times. Say it aloud as you write it.

try fly dry cry reply July

Can you make the words using something different? Try using chalk on the path, string or Lego.

Friday 8th May 2020

Year 2 -Week 3 - Day 5- Handwriting

Handwriting

Practise writing each spelling words five times in your neatest handwriting.

reply



Year 2 Maths Home learning

Monday 4th May 2020


Week 3- Lesson 1 - find three quarters

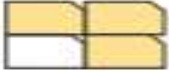
Please watch the video first <https://whiterosemaths.com/homelearning/year-2/> (Week 3 Lesson 1)


Find three quarters


White Rose Maths

1 Tick the representations that show $\frac{3}{4}$

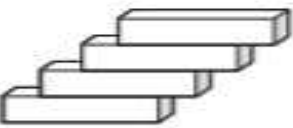








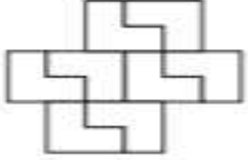



2 Colour $\frac{3}{4}$ of each shape.











- 3** Rosie is sharing out 16 strawberries. She shares them into 4 equal groups.



- a) What is $\frac{1}{4}$ of the strawberries?
 $\frac{1}{4}$ of 16 =
- b) What is $\frac{2}{4}$ of the strawberries?
 $\frac{2}{4}$ of 16 =
- c) What is $\frac{3}{4}$ of the strawberries?
 $\frac{3}{4}$ of 16 =
- d) What is $\frac{4}{4}$ of the strawberries?
 $\frac{4}{4}$ of 16 =

- 4** Work out $\frac{3}{4}$ of £20



£

- 5 Year 2 are planting sunflower seeds.
Annie has 4 pots and 12 seeds.
She plants the same number of seeds in each pot.

a) Draw the seeds she puts in each pot.

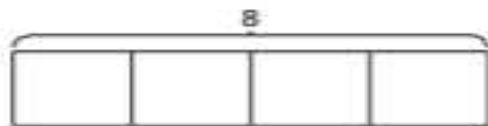


b) Complete the number sentences.

$$\frac{1}{4} \text{ of } 12 = \square \quad \frac{3}{4} \text{ of } 12 = \square$$

- 6 The bar model is split into 4 equal parts.

a) What is the value of each part?
Label it on the bar model.



b) Use the bar model to find $\frac{3}{4}$ of 8



- 7 Draw a bar model to find $\frac{3}{4}$ of 40



$$\frac{3}{4} \text{ of } 40 = \square$$

- 8 Write < , > or = to compare the statements.

a) $\frac{1}{4}$ of 4 $\frac{3}{4}$ of 4

b) $\frac{1}{2}$ of 20 $\frac{3}{4}$ of 20

- 9 Scott has some seeds.

He puts $\frac{3}{4}$ of the seeds into his hand.



He puts the rest of the seeds on the table.

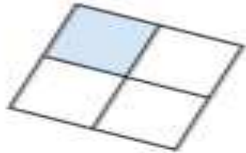
How many seeds does Scott have in his hand?

Use a bar model to help you.

Count in fractions

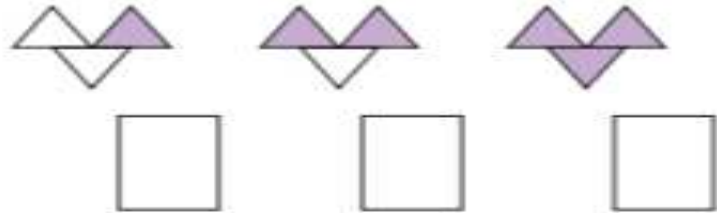
Use Maths

- 1 Dani colours part of this shape.



- a) What fraction of the shape has Dani coloured?
- b) Colour another small square. What fraction of the shape is now coloured?
- c) Colour another small square. What fraction of the shape is now coloured?
- d) Colour another small square. What fraction of the shape is now coloured?

- 2 What fraction of each shape is shaded?

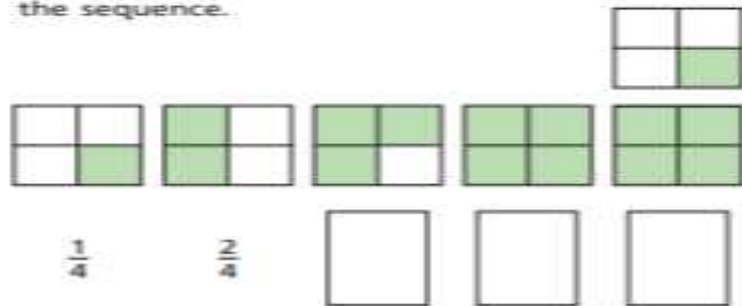


Say the fractions out loud to a partner.

- 3 Huan is colouring squares to make a sequence.

What fraction of each diagram is coloured?

Count the fractions out loud and continue the sequence.



- 4 Aisha is counting pieces of fruit.
How many strawberries are there altogether?



There are strawberries.

- 5 The children in the class would like a whole apple each.

How many whole apples can be made from these quarters?

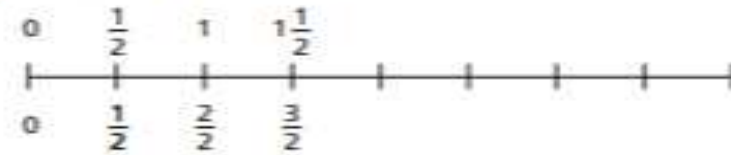


whole apples can be made.

- 6 Write the missing fractions.



- 7 Complete the number line.



What is the same? What is different?

- 8 Ron is counting to 3 in thirds.



0, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{3}$, $\frac{4}{3}$, $\frac{5}{3}$, $\frac{6}{3}$, $\frac{7}{3}$, $\frac{8}{3}$, $\frac{9}{3}$

Is Ron correct? _____

Use the number line to show how you know this.



Measure length (cm)

- 1 How long is the pen to the nearest centimetre?



The pen is cm long.

- 2 How tall is the doll to the nearest centimetre?



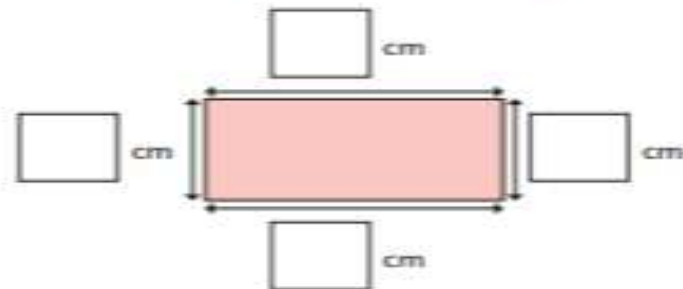
cm

- 3 Use a ruler to draw the lines.
a) 12 cm long

- b) 7 cm long

- c) 8 cm long

- 4 How long is each side to the nearest centimetre?
Measure and label the rectangle.



5 Rosie measures the length of a tube of sweets.



The tube is 8 cm long.



a) Do you agree with Rosie? _____
Talk about it with a partner.

b) How long is the tube to the nearest centimetre?
 cm

6 You cannot use a ruler to measure the line.



Why not? How could you measure it?

7 a) Draw a line that is between 6 cm and 9 cm long.



b) How long is your line to the nearest centimetre?



8 Amir has a 15 cm ruler.



I cannot measure anything that is longer than 15 cm.

Is Amir correct? _____

How could he measure an object longer than 15 cm?

Talk to a partner.

Measure length (m)

Class
Place
Activity

1 Look around your classroom.

Choose 10 objects.

- Estimate which objects are longer than 1 metre and which are shorter than 1 metre.
- Draw each object in the correct part of the table.

Longer than 1 metre	Shorter than 1 metre

c) Use a metre ruler to measure your objects.

Did you put them in the correct column?

d) Which object is closest to 1 metre long?



2



Dexter

I am 1 metre and 8 centimetres tall.



Ron

You can write this as 1 m and 8 cm.

Do you agree with Ron? _____

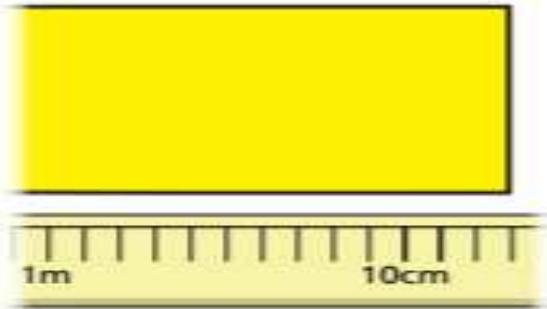
Talk about it with a partner.

Complete the sentences.

- Dexter is 1 _____ and 8 _____ tall.
- Dani is 1 metre and 21 centimetres tall.
Dani is m and cm tall.
- Scott is 1 metre and 11 centimetres tall.
Scott is and tall.

- 3 Class 2 are measuring poster paper for an art lesson.

Nijah puts the paper next to a 2-metre stick.



How long is the poster paper?

m and cm

- 4 Measure the longest side of your classroom and complete the sentence.

My classroom is and long.

5



Daddy Bear is 2 metres tall.

Baby Bear is half as tall as Daddy Bear.

- a) How tall is Baby Bear?

m

- b) Mummy Bear is taller than Baby Bear, but shorter than Daddy Bear.

How tall could Mummy Bear be?

Mummy Bear could be and

tall.

Compare answers with a partner.

Challenge 1

Can you work out the values of each shape?

$$\star + \star = 20$$

$$\heartsuit - \star = 7$$

$$\heartsuit - \heartsuit = \blacktriangle$$

Challenge 2

Tom has six 10p coins and three 5p coins. He buys an apple for 59p and two pencils.

He has no money left. How much does a pencil cost?



Challenge 3

Here are some digit cards.



Amir and Donna each make a three-digit number using all the cards.

Amir notices that when he subtracts his number from Donna's number he gets an answer greater than 300 but less than 400.

What numbers did they make?

Chocolate Rocks

Science Experiment

There are different types of rock. One kind, called sedimentary rock, has been pushed down by heat and pressure underground.

You will need:

- a bar of milk chocolate and a bar of white chocolate
- a cheese grater
- two plates
- a bowl
- cling film
- knife



Method:

1. Place the grater on a plate and carefully grate the milk chocolate. Be careful using the grater, and ask a grown up for help if you need it.
2. Do the same for the white chocolate on a separate plate.
3. Lay the cling film in the bowl, leaving the ends of the cling film hanging on the outside of the bowl.
4. Put in a layer of milk chocolate, the one of white chocolate.
5. Keep doing this until all the chocolate is used up.
6. Pull the corners of the cling film up and wrap it up.
7. Roll the cling film around in your hands for about five minutes.
8. Leave the chocolate to cool down.

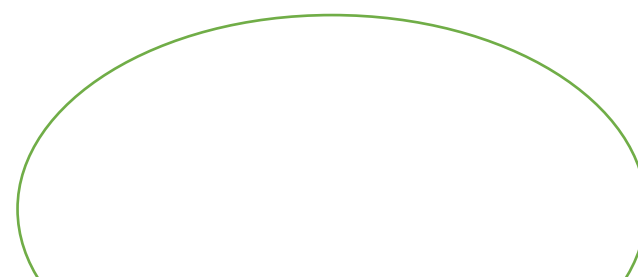
9. Unwrap the chocolate.
10. Using a knife, carefully cut through the chocolate. You will see layers of chocolate just like rocks.

The science:

The heat your hands create and the pressure your hands put on the chocolate act like the heat and pressure applied to rocks underneath the ground.



By _____

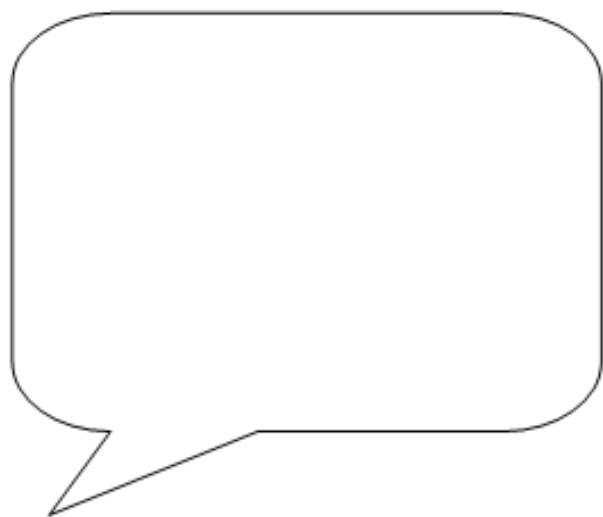


Respect

Gather some ideas from your family/friends on how they think we could make fruit kebabs.

Remember to show respect when listening to someone's opinion.

Write their ideas below.



Tolerance

Which foods do you eat that originate from other countries?

Research information about the food such as:

Where does it come from?

How is it grown?

Is it home grown or made through a machine?

