Classroom Resources - Monkeys

The ideas on this sheet are examples of what can be done with the information collected on the *Monkey Information Sheet*. They are intended for Year 1 and 2.

It is certainly not the intention to be prescriptive, or to give the impression that all of these activities should be completed. If a particular topic is being pursued, for instance in the numeracy hour, it would be natural to put more bias there.

Teachers and children are encouraged to use the information in any way they wish.

The numbers in each section refer to those on the Monkey Information Sheet.

1. **Time**

   Hours spent in Park.

   Minutes spent in Park.

   Where did you spend most time?

   Opening and closing times.

2. **Heights of Animals**

   Draw an animal height, block graph or bar chart.

   Look at questions to interpret the data such as :

   What is the combined height of 2 animals?

   What is the height difference between 2 of the animals?

   If you measured the same animals in a year, would the graph look different? Why?

   Measures

   Think about vocabulary for length and distance, eg long, short, tall, high, etc.

Think about the place value of the units, eg 1.06m = 1 metre 6 centimetres.

Use comparative language such as which is longer, tallest, shortest.

Know 1m = 100cm = 1000mm.

Order the heights of animals.

Design a pen or an enclosure to fit one of the animals. How high should the fence be? Why?

3. **Venn diagram**

Could be used for a display.

Use questioning and discussion, eg which animals have claws and stripes?

How many animals did we see all together?

Display the information in a different way, eg table or chart, Carroll diagram.

4. **Tigers**

What does minus mean in temperature? Discussion.

What type of weather is the Amur tiger used to?

What type of weather is the Sumatran tiger used to?

What is the difference between the temperature of our classroom to the Sumatran tiger's habitat?

Think about problems of keeper being late or early, eg if the keeper was 2½ hours late, what time were they fed?

Convert the feeding times from analogue to digital.

What unit could you measure the time it takes for the tiger to eat its meal?

5. **Patterns, Angles**
6. **and Shapes**

Could be used for an art display.

Name the shapes drawn.

Non-regular polygons.

Discuss the properties of the 2D and 3D shapes.

Sort the shapes and explain the criteria.

Look for lines of symmetry.

Discuss the vocabulary.

Do any of the shapes you saw or patterns you drew tessellate?

Use paint or logo to draw the shapes. Repeat them, rotate them, tessellate them, etc.

Make the shapes on geo boards.

Use polydron, clixi, etc., to make the shapes.

7. **Measures**

Comparative weights.

Could you use a tortoise as a non-standard unit of measurement?

Problem solving - writing word problems.

8. **Shop**

What coins could you use to pay for the different things?

If you had £5.00 to spend, which items could you buy? How much change?

If you had 50p per week pocket money, how many weeks would it take to save up for a cuddly toy?

Use vocabulary, eg coin, pence, change, value. For example, problems involving exchange of £ and p. If a souvenir costs £2.25, how many pence is it?

Shopping lists.

Flashcards showing amounts and purchases and change given. Could use in mental starter.

Cost of multiple objects.

9. **Map Work**

Use a roamer to develop direction skills by following a route on the map.

Design an animal park on a grid - play battleships type game, describe the position of animals in their designed park.

Tell a story describing their route around the animal park - using key vocabulary.

Copy map onto OHP sheets (co-ordinates grid to overlay map). Children describe routes with co-ordinates or vocabulary, eg how to get from the monkeys to the tigers. Plot the routes.

10. **Number**

Multiples.

How many lots of?

More than, less than.

Animal Project

Research, using IT database. Speaking and listening display, presenting data. Using Internet address, www.wildanimalpark.co.uk. Problem solving. Cross-curricular links - Geography, ICT, Science, Art, PE, DT, Literacy, PSE.