

# Key Stage 2

## Numeracy

### Explores:

Researching and collecting data, analysing and comparing results in different formats.

### Task 1:

Create a tally chart to show the types of animals and number at Coombe Mill.

### Tip:

Take a walk around the farm with a pen and paper to count up the animals.

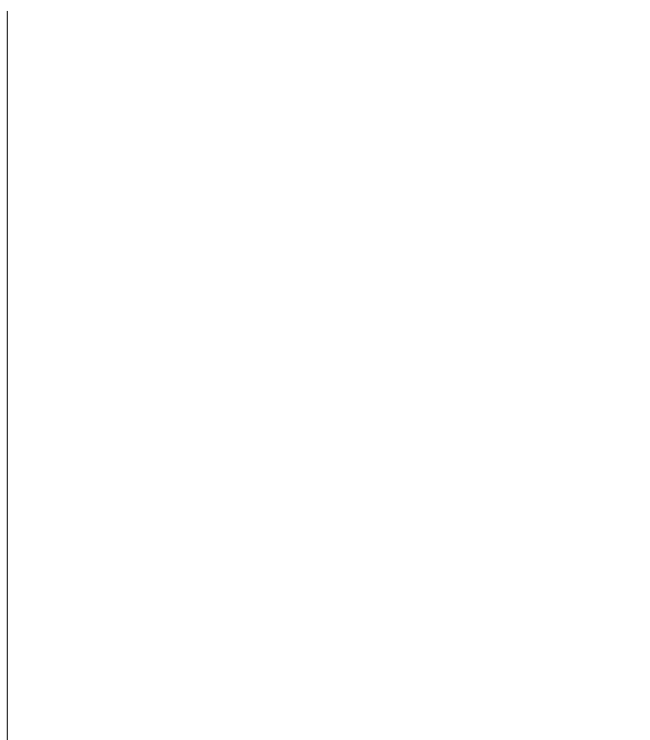
Type of Animal	Number at Coombe Mill - Tally	Total
Ponies		2

### Task 2:

Use the information gathered in your tally chart to construct a bar graph below.

### Tip:

Remember to show and label your axis.





## Key Stage 2 Numeracy

2. How can you represent the information gathered in graph form?

**Tip:**

Remember to label your axis and to give your graphs titles. You may wish to use bar charts as before or try bar line graphs to include both pieces of information or a line and or pie chart.

3. Use your graphs / charts to interpret the information and draw conclusions.

a. e.g. Rabbits have a shorter gestation period than ponies.

b.

c.

d.

e.

f.

4. Can you explain any of the conclusions you have drawn?

## Key Stage 2 Literacy

### Explores:

Recalling and writing of events.

Integrating written work, drawn pictures and other objects into work with clear titles and labelling.

Forward planning of writing style and understanding of different methods to recall or write down events.

### Task 1:

Keep a diary or topic book of your holiday at Coombe Mill.

In a logical and varied manor, record interesting events, facts, experiences and learning.

### Tips:

Think about the style you will use.

You will need to divide your work into headings and subjects.

e.g. days of the week or topics such as: animals on the farm, friends and play, days out etc.

These headings may need sub headings e.g.

Monday

am

pm

Animals on the farm

Donkeys and ponies

Sheep

Goats

Or:

Animals on the farm

Animal feeding

Animals and their young

Animal care

There are many different ways of recording your holiday experiences so take some time to plan what you will use.

Try to include pictures and samples in your work. These are a few suggestions: plant cuttings, sketching, animal fluff or fur from grooming.

### Task 2:

Design a poster or advert to tempt others to visit Coombe Mill.

### Tip:

You may want to include a catchy slogan or memorable logo. Think about who you are appealing to and what they might want to see or read. Remember, often a picture can tell more than writing in an advert so keep it visual and impactful.







## Key Stage 2 Science : Habitats

### Explores:

Variety of live, different needs and habitats, simple classification.

### Task 1:

Have a look around the farm and take notes on the feed run to help you fill in the following chart with words and pictures.

Animal Type	Where does the animal live	What does it eat	What extra care does it require?	Other observations
<p>Donkey</p> 	<p>Field with shelter</p>	<p>Grass, hay, oats and barley</p>   an apple or carrot as a treat Clean water.	<p>Farrier to trim their hooves</p> <p>Regular grooming and stroking</p>  Company of other donkeys.	<p>Coombe Mill donkeys are miniture donkeys.</p> <p>Jack is oldest and Rolo youngest.</p>
<p>Geese</p>				
<p>Guinee Fowl</p>				

Goats

Sheep

Chickens

Rabbits

Deer

Ducks

# Key Stage 2 Science

## Task 2:

Place the animals from your chart in the following groups and write them in the circles below.

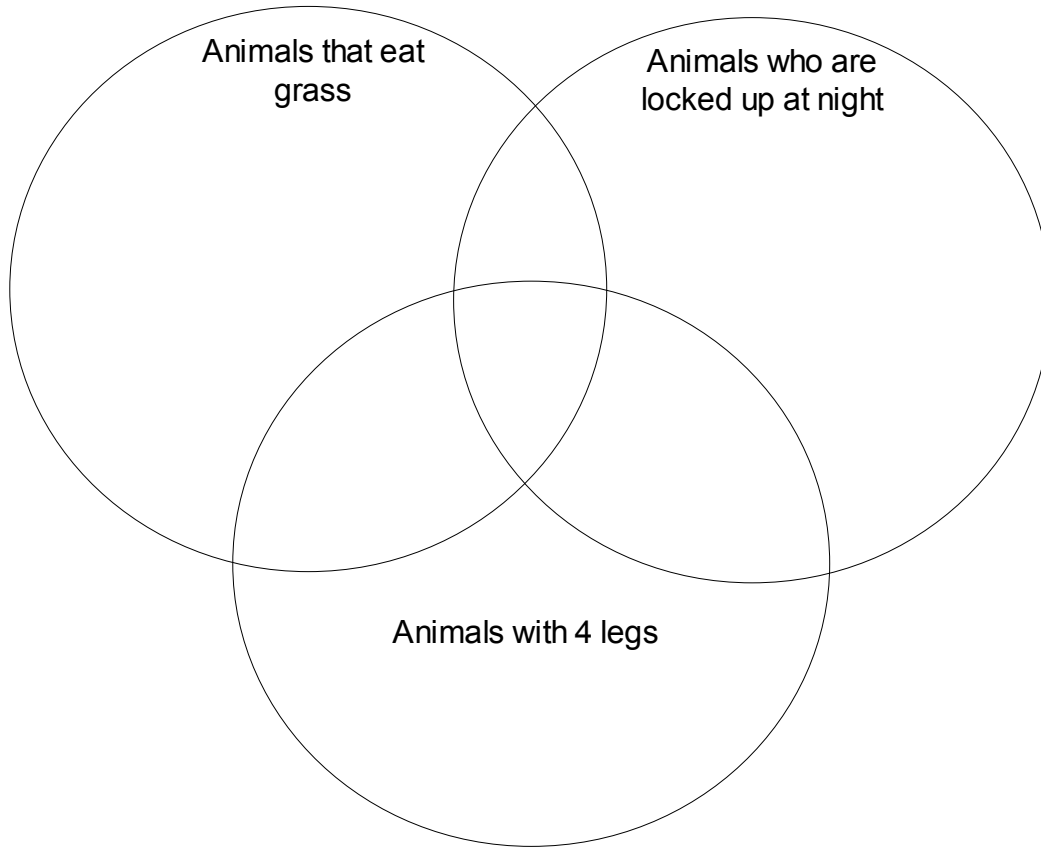
Animals who eat grass

Animals who are locked up at night

Animals with 4 legs

## Tip:

Take care with animals in more than one circle.



## Task 3:

Use your table and venn diagram above to help you answer the following questions:

1. What do geese and guinee fowl have in common?.....  
.....
2. How are they different? .....  
.....
3. What do goats and sheep have in common? .....  
.....
4. How are they different? .....  
.....
5. What do all the animals have in common? .....  
.....
6. What other similarities and differences can you note between the animals?

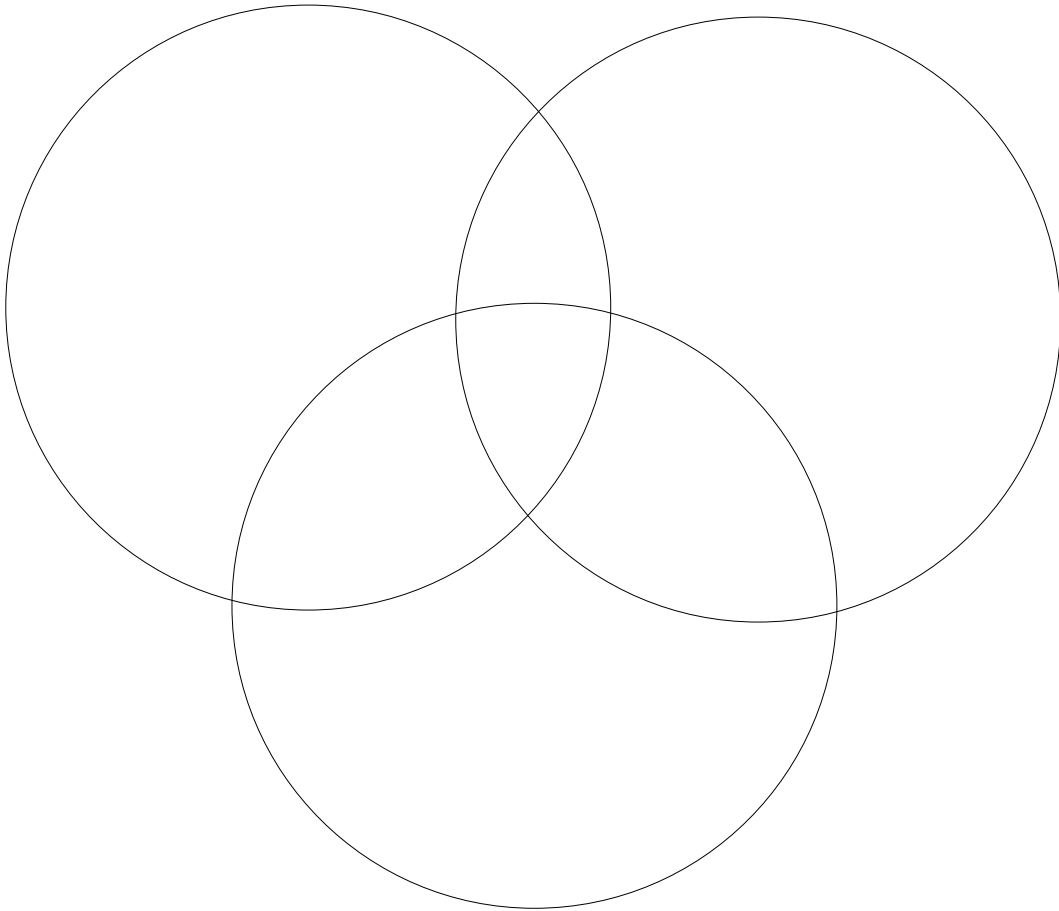
## Key Stage 2 Science

### Task 4: (year 5 / 6)

Design your own classification below for the animals.

- 1.
- 2.
- 3.

Now place the animals in your chosen segments.



What conclusions can you draw from your classification?

- 1.
- 2.
- 3.

# Key Stage 2 Life Cycles and Food Chains

## Explores:

That plants, animals and humans have life cycles and that they can overlap.

## Task 1:

Have a look at the life cycle chart overleaf and try to place the following sentences in the correct place in the boxes on the chart so that the life cycle flows logically. Notice that if you are correct you will form a continuous loop with no start or finish.

- The seeds of the fruits pass through the animals and end up on the ground
- Seedlings grow into big plants with lots of flowers
- Seed ('pips')
- The fruits are eaten by animals
- Flowers turn into fruits
- The seeds in the ground grow into new plants

## Task 2:

Once you are happy with the chart try answering the questions below.

Name two fruits we have growing on the farm, how might they have got there? .....

.....

Who eats them? .....

.....

In whose field have we found vegetables growing? .....

.....

How did they get there? - Tip, we feed her left over vegetables each day! .....

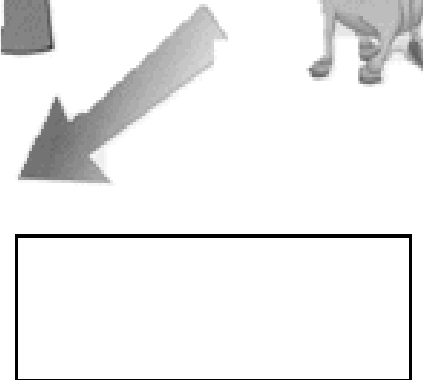
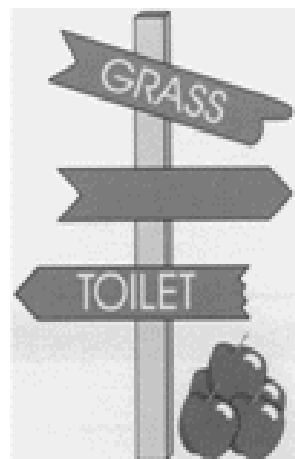
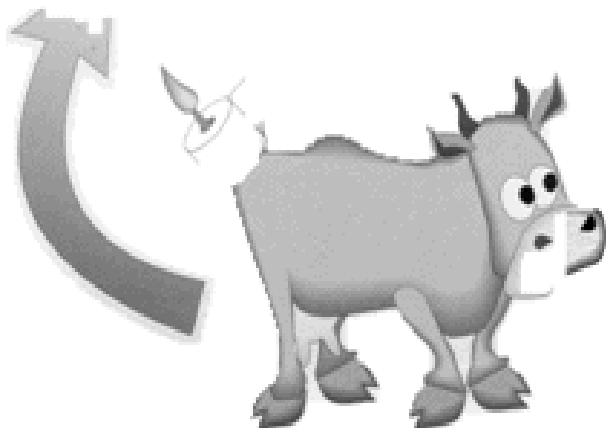
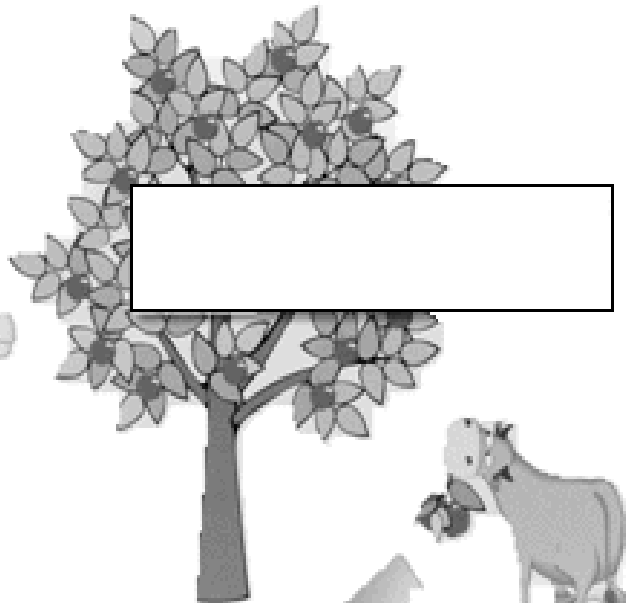
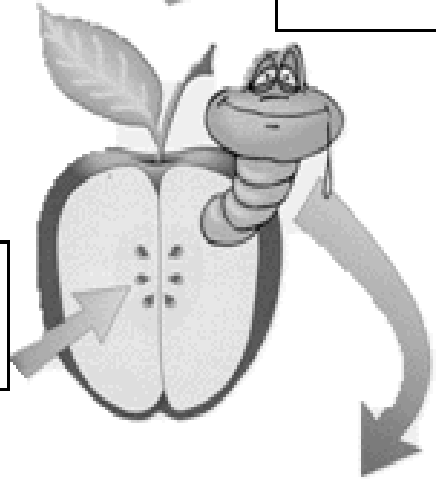
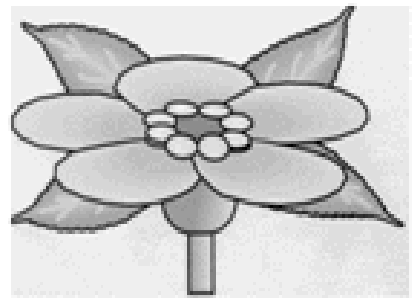
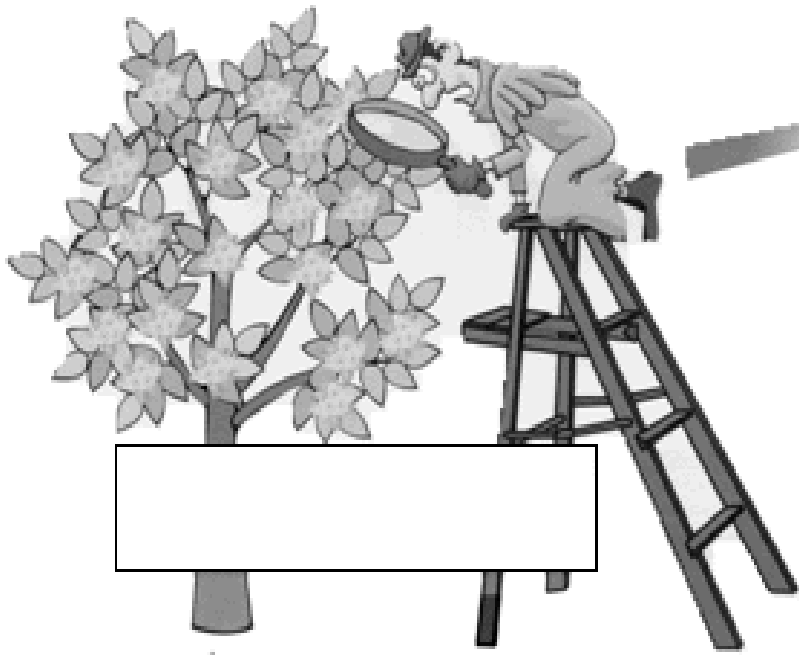
.....

Are these vegetables safe for humans to eat? Why? .....

.....

How else might seeds travel and start to re grow without animals and insects? .....

.....

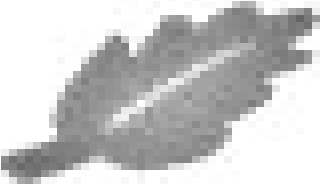
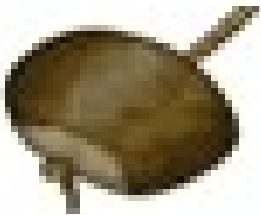


## Key Stage 2 Science - Now a bit of fun: Scavenger Hunt

Take a bag or shoe box and see how many interesting objects from nature you can collect on the farm, perhaps you can stick in some samples or draw them?

### Tip:

A couple of examples have been given here to start you off.

Object to collect	Where found	Why might it be found here?
<p data-bbox="40 371 179 403">Red Leaf</p> 	<p data-bbox="900 371 1232 403">In front of Millers House</p>	<p data-bbox="1541 371 2145 443">Part of the Japanese Maple tree planted in the boarder</p>
<p data-bbox="40 946 145 978">Concor</p> 	<p data-bbox="900 946 1108 978">Front Car Park</p>	<p data-bbox="1541 946 2168 1018">Blown in the wind from the Tree on the front lawn</p>

Animal fluff




# Key Stage 2 Geography

## Explores:

Understanding and use of maps.

## Task 1:

Have a look at the ordinance survey maps in reception. Look at how they use a key to show the important features and contours to show the slope of the land.

Draw a simple map of Coombe Mill. What do you think the key features would be? What symbols will you use to show them? Your map doesn't need to be to scale.

## Tips:

You may like to think about including some of the following:

- Location of the cottages, lodges, farm buildings and reception
- Animal fields and shelters
- Play areas
- The river and stream
- Coombe Lane and bridge
- Fishing lakes

## Task 2:

Use your map to design an interesting nature walk for visitors. Where will it start? Where will you take them? What should they look out for on their way?

**Map extract and example key symbols you might find helpful.**



## Map Key

⊕ = Place of worship with tower

☎ = Public Telephone

P = Post Office

PH = Public House