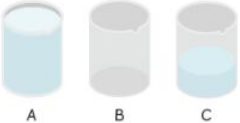



Week commencing 29 th June, 2020.	Maths	English	Foundation Subjects
Monday	<p>Comparing Volume and Capacity</p> <p>In Focus</p> <p>How can we compare and describe the amount of water inside the beakers?</p>  <p>To begin this lesson, set up 3 identical beakers/bottles of water. Label the containers A, B and C. Fill container A, leave container B empty and fill container C about halfway. Let your child know that the 3 containers are the same size and ask them how they could compare them.</p> <p>Prompt your child by introducing some of the language, telling them your friend said container B is 'empty'. How might we describe the other two? Continue prompting discussion in order to consider the terms 'full', 'empty', 'more than' and 'less than'. Use comparative language, for example, 'container C has more water than container B' or 'the amount of water in container C is more than the amount of water in container B'. How might we describe container A and C and/or A and B?</p> <p>Useful links:</p> <p>https://www.bbc.co.uk/bitesize/topics/zt9k7ty/articles/zp8crdm</p> <p>http://www.ictgames.com/mobilePage/capacity/index.html</p>	<p>Spelling lesson 1 of 2</p> <p>Words with the vowel digraph 'ar', and 2 common exception words</p> <p>garden, artist, star, our, ask.</p> <p>Work at the level comfortable for your child.</p> <p>L1- practise reading and copying the words underneath an adult's writing.</p> <p>L2- use look, say, cover, write, check to learn the spellings. (encourage them to do this on their own).</p> <p>L3- Create oral sentences using the words to show you understand what they mean.</p> <p>You can test your child in lesson 2 on Friday. Why not agree a target of words to be able to spell by then? You could agree a reward for their success (eg. playing football at the park).</p>	<p>History /Art</p> <p>Guess the object:</p> <p>Look at Little Kippers! Episode 2</p> <p>https://www.museums.norfolk.gov.uk/time-tide/earning/lockdown-learning</p> <p>or</p> <p>https://www.youtube.com/watch?v=PDmZy5xQeRY</p> <p>Craft activity (7 minutes in on the video):</p> <p>Make an ice cream collage!</p> 

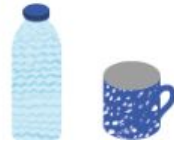
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Tuesday

Finding Volume and Capacity

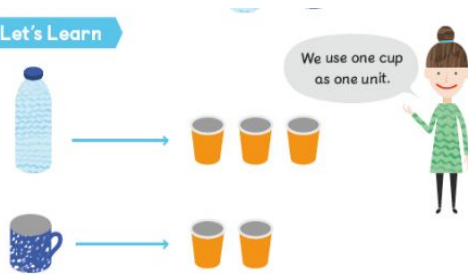
In Focus

Which has a greater capacity, the bottle or the mug?



To begin this lesson, Show 2 different containers. Ask your child which container has the greater capacity. (This will be a new word, so describe 'capacity' as the amount of liquid a container can hold when it is full.) Introduce the 'cup system' and show your child the picture in Let's Learn (image below). The bottle fills 3 cups and the mug fills 2 cups, so the bottle has a greater capacity. We call the cups 'units'.

Let's Learn



The bottle and mug are filled with water.

Water from the bottle fills 3 cups.
Water from the mug fills 2 cups.

The capacity of the bottle is 3 units.
The capacity of the mug is 2 units.

The bottle has a greater capacity than the mug.



Next, ask your child to predict which of the containers they were given at the beginning of the lesson will hold more water. Ask them to fill both containers and pour their contents into cups of the same size, observing how many cups each container fills.

Kipper the Dog- The Seaside

- using 'because' in a sentence.

Watch the story use the link below

<https://www.youtube.com/watch?v=7dCdT6tN3WY>

When the characters arrive at the beach, read your child the first question, then see if they can answer using the word 'because' in their sentence. Pause the clip at helpful points and help your child think about the answers to the questions. Practise orally using 'because' in a sentence with them to build their confidence.

Questions:

Why was Tiger so slow when he arrived at the beach?

Eg) Tiger was slow because he was carrying lots of beach toys.

Why did Tiger want base camp further up the beach?

Eg) Tiger wanted base camp further up the beach because the tide might come in.

Why did Kipper go to find a rock?

Why was Kipper feeling cross?

Why did the shell move off the sandcastle?

Why did Tiger wash out to sea?

Extra: Ask your child to write 3 of the answers using because in their neatest handwriting.

Art

Draw a picture of an event from today's English story.

Kipper the Dog- The Seaside



Recap some of the questions asked in today's English lesson.

Use the picture as a prompt to help aid the character descriptions in Wednesday's English lesson.

Wednesday

Comparing Mass

In Focus



Can you group the objects into heavy and light objects?

To begin this lesson, place a range of objects of different mass to illustrate heavy and light on a table. Ask your child to group them into two categories 'heavy' and 'light' and see what they come up with. How have they arranged these objects? Are they able to explain why? Show the In Focus task and ask your child to group these objects into heavy and light.

Let's Learn

heavy	light
 monitor	 cube
 pin board	 rubber
 chair	 keyboard
 piano	 sweet
 table	 marble

The monitor, pin board, chair, piano and table are heavy objects.

The cube, rubber, keyboard, sweet and marble are light objects.

This is a good opportunity to create a chart with your child, categorising the items as heavy or light, similar to the one in Let's Learn 1 (as above). Prompt them to think about heaviness and lightness within each category, for example, the cube is heavier than the rubber so the rubber is lighter than the cube. Encourage them to think of some examples and test them using scales to weigh the different objects.

Kipper-

Describing what characters are like

artistic, annoying, brave, silly.

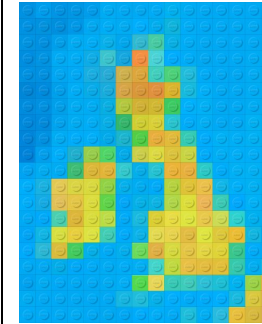
Write the words above on a piece of paper- talk to your child about what they mean. Watch the Kipper story again, look out for times when the characters' behaviour matches those words. Orally compose sentences with your child using the words.

Eg) Tiger was annoying when he would not let Kipper use the mallet.

Extra: Ask your child to write the sentences. They could draw a picture to show their favourite part and colour it in.

Geography

Can you create a 3D map of the UK?



Map making ideas:

- Lego
- Junk Modelling
- Outline with shells in the sand
- Leaves

Can your child tell you where Great Yarmouth is? Where is Scotland, London, Wales, Ireland...?


Use Google maps to help aid their locational knowledge.

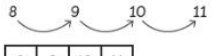
Thursday

Review Addition on a Number line

Let's Learn

Add by Counting On

1  Count on 3 steps from 8.



8 9 10 11

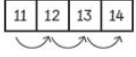
8	9	10	11
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8 + 3 = 11

There are 11 buns altogether.

2 11 + 3 = ?

Why do we count on from 11?



11 12 13 14

11 + 3 = 14

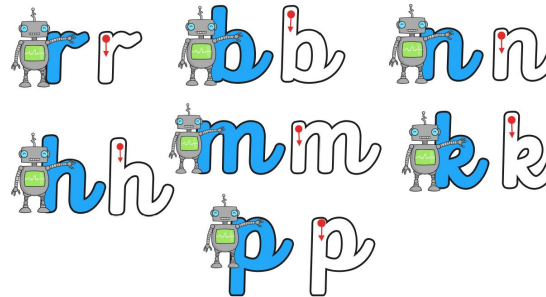
Use a ruler as a number line.
If you do not have one, write the numbers 1-30 on a piece of paper. Your child could be encouraged to create their own!

Start with addition calculations to 10 first. E.g 6+4, 5+3, 2+7...
Demonstrate how to count forwards carefully, without missing jumps.

Next try numbers within 20.
If your child is confident, extend further.

Handwriting- 1 armed robot letters.

Practise writing letters in this formation family.



Extra: Look up an activity using these letters on Twinkl OR practise writing words that have these letters. Aim for regular sized letters, neatly presented. Can your child spot a 1 armed robot letter in a row of letters you have written? Play odd 1 out?

Science- Seasons

I can compare seasons and explain how they are different.

Watch the story of Kipper again with no sound. Ask your child to list all the clues they can see that this story is set in the Summer (eg, clothes, weather, activities etc.). Discuss their ideas.

Now ask your child how Kipper's trip to the seaside would have been different if it had happened in the winter (eg. clothes, weather, hot drink instead of ice-cream! Activities- walking not swimming etc).

Ask your child to draw a labelled picture of Kipper's winter visit to the beach to show they can discuss the differences.

Extra: Ask your child to write about Kipper's trip to the seaside, adding as many winter details as they can, you could give them a star for each feature of winter they get into their writing.

Friday


Review Subtraction on a Number line

Let's Learn

Subtract by Counting Back

Subtract 3 from 15.

Count back 3 steps from 15.



12 13 14 15

12	13	14	15
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15 - 3 = 12

There are 12 flowers left.

Spelling lesson 2

Test your child on the word/ words you agreed they would learn on Monday.

Have fun making up different types of sentences with the words (eg. the silliest sentence, the spookiest sentence, the tastiest sentence (eg. **Our** barbeque dinner made my mouth water).

PE

Warm-up (with music if possible- remove obstacles from the space OR go to the park!).

Choose different ways for your child to travel around the room/ garden (eg hopping, jumping, skipping, fast walking)- then shout freeze when you want them to. Repeat.

Shout 'Change it' when you want them to change direction (backwards, sideways, diagonally).

Coordination, sending and receiving

<p>Use a ruler as a number line. If you do not have one, write the numbers 1-30 on a piece of paper. Your child could be encouraged to create their own!</p> <p>Start with subtraction calculations to 10 first. E.g 8-4, 9-7, 6-5...</p> <p>Demonstrate how to count backwards carefully without missing jumps.</p> <p>Next try numbers within 20. If your child is confident, extend further.</p>	<p>Extra: Ask your child to write the sentences in their neatest handwriting, with capital letters and full stops.</p>	<p>Throw a large ball and catch the rebound with 2 hands.</p> <p>Throw a tennis ball against a wall OR to a partner, catch with the other hand after 1 bounce.</p> <p>Extra:</p> <p>Alternately roll 2 balls against a wall/ to a partner. using both hands, sending one as the other is returning.</p> <p>I can strike a ball with alternate hands against a wall or to a partner in a rally.</p>
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Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Play on Hit the Button - focus on number bonds, halves, doubles and times tables. 	<ul style="list-style-type: none"> Listen to your child read and let them discuss what they have read. Encourage them to read with fluency and expression. Many websites are offering the opportunity to access books through their websites. <ul style="list-style-type: none"> Audible – A variety of free books to read online. Oxford Owl - Your child can log on to and read a book that matches their book band. First News – A free online digital download of a specialist children’s newspaper.