



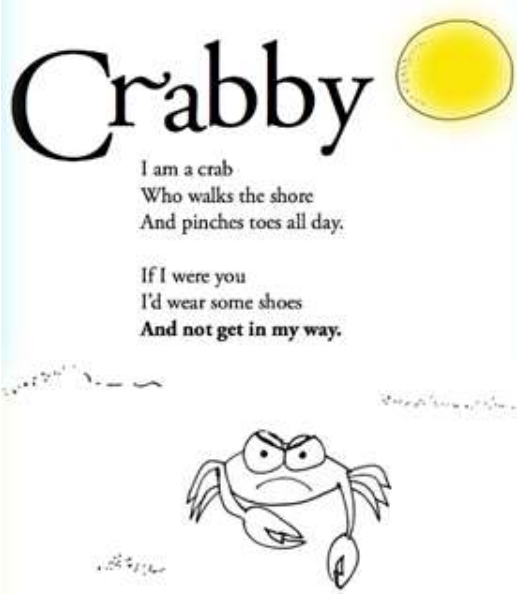
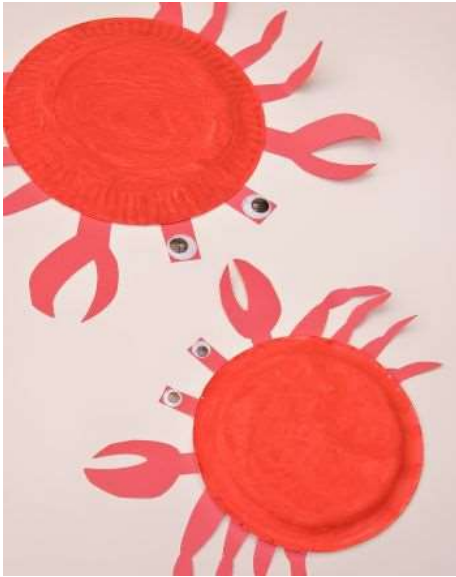


Week commencing 6 th July, 2020.	Maths – Space	English	Foundation subjects
Monday	<p>Describing Positions</p> <p>In Focus</p>  <p>How is everyone seated?</p> <p>To begin the lesson, place some ingredients on the table (real or make-believe) and ask your child to make a sandwich. Get them to describe the arrangement of the ingredients (one slice of bread is on the bottom, the chicken is in the middle, another slice of bread is on top of the chicken and so on).</p> <p>Let's Learn</p> <p>1</p>  <p>Elliott, Sam and Hannah are seated on the top row.</p>  <p>Ruby, Amira, Emma, and Charles are seated in the middle row.</p>  <p>Holly, Ravi and Lulu are seated on the bottom row.</p> <p>Ask your child to describe how everyone is seated. In this portion of the lesson, introduce them to the terms 'top', 'middle' and 'bottom' as well as 'in front of' and 'behind'.</p> <p>Practical Put a teddy on a chair and change its position. Can your child describe its new position?</p> <p>Useful link: https://www.bbc.co.uk/bitesize/clips/zy26sbk</p>	<p>Read the poem 'Crabby' together with your child. Ask them to practise reading it aloud, clearly and not rushing, so that all the words can be heard. Can your child learn the words off by heart? Can they create actions to accompany their reading to create a performance poem? You could film them so that they could enjoy the performance too!</p> <p>Extra You could help them make a crab mask and claws to wear during their performance.</p>  <p>Crabby</p> <p>I am a crab Who walks the shore And pinches toes all day.</p> <p>If I were you I'd wear some shoes And not get in my way.</p>	<p>Art</p>  <p>Get your child to make a crab using a paper plate or junk modelling materials.</p> <p>Useful art link: https://www.pinterest.com/pin/226517056234756952/</p>

Tuesday

Describing Movements

In Focus

What is Amira doing?



Let's Learn

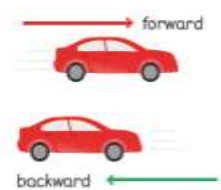
1



Amira climbs up the ladder.

Amira slides down the slide.

2



The car went forward.

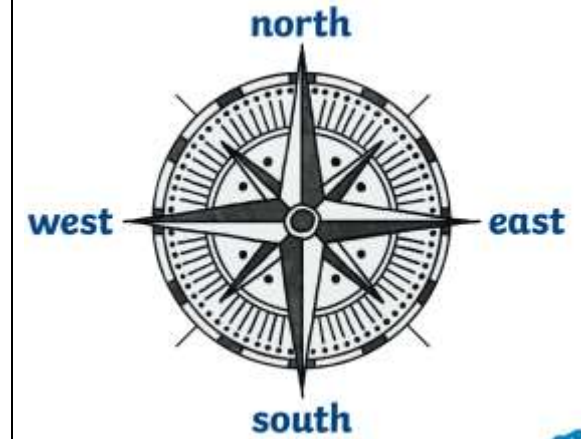
The car went backward.

To begin this lesson, take your child outside in the garden and ask them to use the slide (if you do not have a garden or slide, make a slope with a book and a toy car). Ask them what they need to do to use the slide. Prompt them for language like 'climb up' and 'slide down'. Then show your child the picture from the In Focus task and ask them what they think Amira is doing so that she can use the slide. Tell them your friend said Amira is climbing down the ladder and going up the slide.

Copy the poem 'Crabby' out in your neatest handwriting. Decorate the poem with a picture and seaside border. Colour it in neatly.

Extra: Use the internet (parent guidance needed) to find some facts about crabs. Pick your favourite 5 facts and make an information poster.

Geography



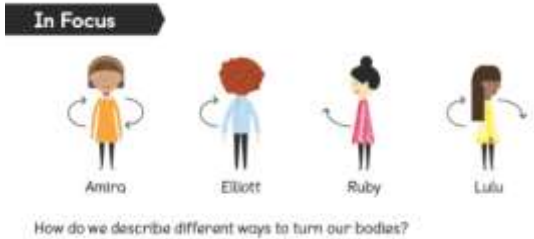
Can you make your own compass?
You could make a compass from a paper plate or a piece of card (see ideas in the image below).



Can you think of a clever way to remember the points on a compass?

**Naughty
Elephants
Splashing
Water**

or
**Never
Eat
Shredded
Wheat**

	<p>Does that make sense? How would they describe what she is doing?</p> <p>Next, show a toy car or the picture of the car from Let's Learn 2 without the text and ask them how a car can move. Begin asking them how you drive a car. Can we do it from our living room? What must we do before we can drive the car forwards or backwards (get in the car, get out of the car).</p> <p>Use other practical examples of movement for your child to describe using the terms 'up', 'down', 'forward', 'backward', 'inside' and 'outside'.</p>		
<p>Wednesday</p>	<p>Making Turns</p>  <p>To begin this lesson, show your child the picture of the In Focus task. Ask them if they think they are able to turn their bodies like the characters in the picture. Ask them how they would describe the turns. Tell them your friend said all the characters started by facing forward. How did she know that? What are the arrows telling us? Ask them how they would describe the turn of a specific character, e.g. Elliott. He was facing us, but now his back is facing us. What happened? Amira turns all the way around and is now facing us again. What kind of turn did she make? Encourage your child to talk and discuss the different turns.</p> <p>Work through Let's Learn to consolidate the learning and allow your child to practise using the terms 'a whole turn', 'a half turn', 'a quarter turn' and 'a three-quarter turn' in context. Get them to</p>	<p>Read the poem 'Sand' together, ask your child to practise reading the poem aloud so that it is really clear (some children may need to focus on 1 or 2 of the verses only). Clap the rhythm of the poem with your child when you read. Help them improve their performance of this poem by being clear and adding actions. Can your child 'rap' the poem?</p> <p>Extra: Make up your own simple poem about sand. Look at examples on the internet to help you.</p>	<p>History/ Music/DT Guess the object Look at Little Kippers! Episode 3. https://youtu.be/edgFPTXI60U or https://www.museums.norfolk.gov.uk/time-tide/learning/lockdown-learning</p> <p>Try making a horn. This can be viewed on the clip above (9 minutes in).</p> <p>Further ideas on making instruments out of junk modelling: https://www.pinterest.com/pin/462956036665991550/</p>

jump on the spot using the terms. E.g Show me a whole turn, half turn...

Let's Learn



Sand

Sand at the beach,
Sand at the shore.
Sand in the ocean
On the ocean floor.

Sand in the desert,
Sand on the ground.
Sand in a sandstorm
Blowing around!

Sand from rock that has
Crumbled into grains
Sand in a sand dune
Shaped by winds and rains.

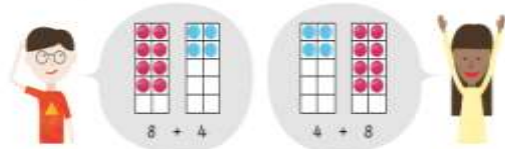
Sand on an island,
Sand in the sea.
Sand in a sandbox
For you and me!

by Meish Goldish

Thursday

Review Addition Facts (Fact Families)

In Focus



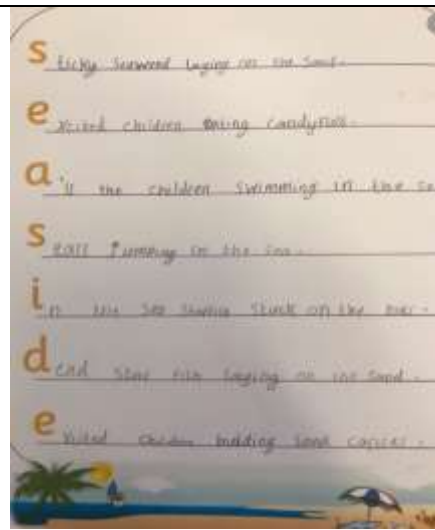
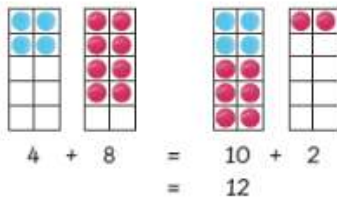
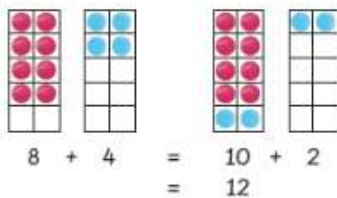
Is $8 + 4$ the same as $4 + 8$?

To begin this lesson, tell your child that your friend has made a silly claim. She said that 8 and 4 is the same as 4 and 8. How is this possible? Can you show me? A suitable approach would be to use cubes of 2 different colours along with number bond diagrams.

Use the In Focus task to show your child that 8 add 4 and 4 add 8 will always give you the same total. Then make sure you have 4 cubes (objects) of one colour and 8 of another. Refer them to the Let's Learn 2 number bond diagrams to show $8 + 4$ and $4 + 8$.

Let's Learn

1



Get your child to create a seaside acrostic poem (see image above).

They could extend onto writing their words neatly and adding a seaside border.

Extension:

Can your child create their own themed acrostic poem?

Useful links:

<https://www.twinkl.co.uk/teaching-wiki/acrostic-poem>

Science

Which material would be best for a summer hat?

Find a variety of hats for your child to explore with their senses. A swimming hat, a woolly hat, a summer hat, a hard hat...

Get your child to describe the suitability of the material.

Activity

Can your child design a summer hat and label the materials used?

Can your child try these questions...

Is $9+3$ the same as $3+9$?

Is $7+3$ the same as $3+7$?

Then extend further where required.

Friday

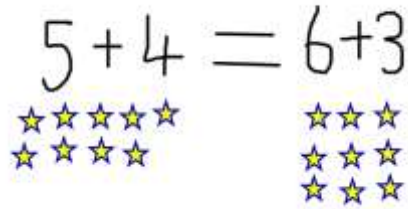
Explore = as a balance

Write down $5+4 = 6+3$

Are the calculations on each side of the equals sign the same? How do we know?

Get your child to explore this further.

Use counters to help aid their visual understanding.



Try other numbers to 10 before looking at numbers within 20.

If your child is confident, extend further.

Spelling

Words with the vowel digraph 'er', and 1 common exception word

better, under, summer, winter, *one

Work at the level comfortable for your child.

L1- practise reading and copying the words underneath an adult's writing.

L2- use look, say, cover, write, check to learn the spellings.

L3- Create sentences using the words.

PE Dance: Starry Skies Activities 1 to 3

1. Find a scarf, handkerchief or a long, thin strip of paper.

Try dancing with it. What can you make it do?

Play some music. Can you make your scarf dance in time to the music?



2. Have a go moving your body with the scarf. Can you do the same actions? Try twirling and jumping or making wiggly movements with your body and streamer at the same time.

Now pretend to be a firework exploding with it.

Can you and your scarf move in time to some music?



3. Pretend you are an astronaut blasting off to space.

Remember to put on your space suit and do a count down. What is it like to move around in your space rocket? You have landed on

the moon. Get out and try walking around. How is it different from walking on earth?



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. 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.