

## Garwick Class Distance Learning Week 4 (1.2.21)

English	Maths	Other
<p><b>Speaking and Listening</b> I can participate in discussion about what is read to me. Listen to '<a href="#">Chicken Licken</a>' and discuss the story: What fell on Chicken Licken's head? Why did Chicken Licken set off to see the King? Who are the key characters? Why did the fox lead everyone into his den? How would you feel if you were Chicken Licken?</p> <p>What's special about the names of the characters? Create a new character. Draw a picture of them and give them an appropriate name in the style of the story.</p>	<p><b>Subtraction</b> I can explore subtraction by partitioning. Join in <a href="#">this lesson</a>. Collect 6 - 20 objects. Create a story using these sentence stems: _ is one of my parts _ is the other part _ is my whole _ subtract _ is equal to _ E.g. 'There are 10 bears playing outside, 3 in the sandpit and 7 not in the sandpit. 3 is one of my parts, 7 is the other part, 10 is my whole. <math>10 - 3 = 7</math> bears not in the sandpit.' Challenge yourself to work with numbers to 20.</p>	<p><b>Science</b> I can describe objects and materials using my observations and senses. Which materials make the best boat? Construct a boat using different materials you have around your home. Test your boat in the bath or sink. Investigate which materials are best for making a boat and think about why. Make notes on what you find out. Investigate what happens if you blow your boat with a straw. Which type of boat is the most stable? What happens when you blow gently and then with more force?</p>
<p><b>Reading</b> I can apply phonic knowledge and skills to decode and I can develop my vocabulary and understanding. Read/share <a href="#">this story</a>. Segment and blend unfamiliar words or ask a grown-up to segment the <a href="#">sounds</a> so you can practise blending the sounds. Talk about the personality traits of the different characters. Who is clever, lazy, hardworking, selfish, responsible, cross, unhelpful or rude? Write a sentence about a character using this descriptive vocabulary (adjectives).</p>	<p><b>Subtraction</b> I can subtract by counting back. Use a number line to join in with <a href="#">this lesson</a>. For a number line: use a ruler, draw one or use <a href="#">this tool</a>. Collect a selection of objects from around your house to help you make number sentences of your own. E.g. Freddie had 20 marbles and lost 6 out of a hole in his pocket. How many marbles does he have left? Draw a part-whole model to help you. Use your number line to check.</p>	<p><b>Physical</b> I can explore basic actions and repeat skills with increasing control and coordination. Choose some music to listen to and create a dance to go with it. Aim to have at least 4 actions that are repeated within your dance. Keep yourself healthy at home by setting up a circuit of three different exercises. Include a jumping station, a running station and a stretching station. Join in with some of <a href="#">these activities</a>.</p>
<p><b>Writing</b> I can use a story map and sequence to form short narratives. Join <a href="#">this lesson</a>. Draw a story map. It can be of 'The Noisy House', 'Chicken Licken' or 'The Mouse, The Frog and the Little Red Hen'. Add names and key words to your map. Challenge yourself to write a word, then a sentence for each picture on your map. Use the map to retell the story.</p>	<p><b>Subtraction</b> I can subtract by counting back. Join in with <a href="#">these lessons</a> (videos 4 and 5). Use a ruler, make one out of paper or use <a href="#">this tool</a> as your number line. Try these number sentences: <math>18-2=</math> <math>16-4=</math> <math>17-4=</math> <math>5-3=</math> <math>10-7=</math> <math>4-1=</math> Make your own subtraction number sentences, or ask an adult to write some for you to solve.</p>	<p><b>History</b> I can describe/talk/write about the differences between things from the past (how they look now/used to look) and compare them to how things look/are used now. Take a look at this short clip that looks at <a href="#">homes through time</a> Consider how homes have changed through time. Write down any similarities and differences you see.</p>
<p><b>Word, sentence, grammar</b> I can use capital letters for names. Join <a href="#">this lesson</a>. Write a list of people you know, making sure you use capital letters at the start of their name. Play <a href="#">this game</a>. Names, places and sentences start with a capital letter. Click and drag the magnifying glass to correct the sentences and add capital letters.</p>	<p><b>Subtraction</b> I can subtract using numbers up to 10/20. Join in with <a href="#">these lessons</a> on subtraction. Set up a skittles game using 10 or 20 objects which you can knock down safely with a ball. Knock down pins, and subtract them from the total. How many number sentences can you make?</p>	<p><b>Creative</b> I can choose appropriate materials and tools and use them safely to design and make in 2D/3D. Plan your dream home on paper. Remember to label your design and say what materials you are using. Write about the materials needed. Who would live there? What features does your home have? Use your design to then make it.</p>

### Spelling

I can say the sound when shown the grapheme and blend to read words.

Phase 2 - Play [this game](#) without sound. As the letters appear, say the sounds. Blend the sounds together to read the word. Practise tricky words [here](#).

Phase 3 - Join in with these phonics videos: [video one](#) and [video two](#). Write a list of words containing the sounds 'oo', 'ar', 'or', 'ur', 'ow', 'oi', 'ear'. Practise tricky words [here](#).

### Subtraction

I can subtract using numbers up to 10/20.

Make a stack of Lego bricks. Roll the die and take away the number rolled, record what happens in a subtraction number sentence. First to zero wins! Online die [here](#).

Stack a number of blocks/objects, knock them down and see how many remain. Record what happened in a subtraction number sentence.

### 6R. Resilience

I like to hear what people say about the things I have done.

Aim: to be physically strong to support writing by developing my fine and gross motor skills.

**Fine motor** – pinch your hands / fingers and thumbs together to tear strips of paper.

**Gross Motor** – Scrunch some paper into balls. Find a bucket, basin or box. Using big arm movements (over/underarm) throw each paper ball to your target. How many did you score? Challenge yourself to create different targets/score values/distances/different sized containers and balls. Ask an adult how you could improve.