


Scarlett Class Distance Learning Week 3 (25.1.21)

English	Maths	Other																														
<p>Speaking and Listening I can listen to and understand instructions with more than one step. Follow these instructions to make an origami butterfly. You will need one square piece of paper and your listening skills!</p>	<p>Place Value I can count, read and write numbers to 100. You will need a pen, paper and a die. Draw a table with 4 columns, with each of these headings:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Numeral</th> <th style="padding: 5px;">In words</th> <th style="padding: 5px;">One more</th> <th style="padding: 5px;">One less</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">51</td> <td style="text-align: center;">Fifty-one</td> <td style="text-align: center;">52</td> <td style="text-align: center;">50</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Roll the die twice to create a 2-digit number (E.g. if you roll a 5 first this will represent the amount of tens and if you then roll a 1 this will represent the amount of ones, so building 51). Enter your 2-digit number then complete the other sections of your table. For a further challenge, roll the die three times to create a 3-digit number (this time the first roll would represent the number of hundreds).</p>	Numeral	In words	One more	One less	51	Fifty-one	52	50					<p>Science I can describe how some materials are changed by heating or cooling. When heated, ice melts and turns into water but turns back into ice if put into the freezer. Explore what happens to these materials when heated. Can they be changed back into their original state? What happens to the colour, size and shape? Create this table:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Material</th> <th style="padding: 5px;">What happens when heated?</th> <th style="padding: 5px;">Can it be changed back?</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Chocolate</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Cheese</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">E.g.g</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Bread</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Milk</td> <td></td> <td></td> </tr> </tbody> </table>	Material	What happens when heated?	Can it be changed back?	Chocolate			Cheese			E.g.g			Bread			Milk		
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<p>Reading I can sequence a story. Choose a story (from home or an e-book from Oxford Owl) and read it carefully. Identify the 3 main events of the story. Split a piece of paper into 3 sections (beginning, middle and end) and draw a picture for each part. Write a sentence to go with each section.</p>	<p>Number bonds I know the number bonds to 10, 20 and 100 off by heart. Write down all the ways to make 10 and practise them on Hit The Button. Aim to get at least 15 right each time. Do the same with number bonds to 20. Watch this video about number bonds to 20. Notice a link between number bonds to 10 and 20! Next steps challenge: number bonds to 100!</p>	<p>Physical I can move to a rhythm. Create a mini dance routine to a song of your choice. You could even do your routine to one of the songs in the 'Mental Maths' section to help you practise counting in 2s, 3s, 5s and 4s.</p>																														
<p>Writing I can sequence and write a clear set of instructions. Look at books or examples online to identify the features of a recipe. Choose and follow one to make something yummy! (E.g. Rice Krispie cakes). Write your own recipe instructions to explain what you did. You will need to include: A title, a list of equipment and ingredients, numbered instructions, time adverbials (first, then, next, after that, finally), a picture of the end result and a top tip.</p>	<p>Multiplication I can make equal groups. Understanding the idea of 'equal groups' and how to make them helps you to understand multiplication. Watch this 'Make equal groups' video. Complete the 'Make equal groups activity'.</p>	<p>History I can use different sources to research the past. Use the internet or information books to find out about houses from the past. Find out what houses looked like throughout the 1800s, 1900s and the present day. Draw a picture of a house from each century and add labels to compare. What is the same or different? Think about the features of the house and its materials.</p>																														
<p>Word, sentence, grammar I can use time adverbials in my writing. You need to use time adverbials when writing instructions, but also in lots of other types of writing. Write a diary entry of your day. Begin 'Dear Dairy' and include adverbials to record events from different times of the day. Make sure to include: Capital letters, full stops, exclamation marks, finger spaces and lots of</p>	<p>Multiplication I can add equal groups and make arrays Watch the 'Add equal groups' video and answer the questions. Then watch and discuss the 'Make arrays' video before completing the follow-up activity.</p>	<p>Creative I can choose tools, techniques and materials to make a product. Using recycled materials, create a model of <u>your</u> home. Design it first. Think about the materials you will need and how you will join any together. How will you decorate it on the outside? Think about your home's features. Is it a house, bungalow or apartment? Does it have a</p>																														

<p>description. Use your knowledge of phonics to support your spelling.</p>		<p>chimney? How many windows has it got? Is it attached to another house?</p>
<p>Spelling I can spell the high frequency words. Practise spellings from your word walls. Choose ones you need to practise the most. Using your neatest handwriting, create a rainbow of words like this:</p>  <p>As a challenge, hold a quiz at the end of the week to find out which you remember and which still need practising.</p>	<p>Mental Maths I can count in steps. Practise counting in multiples of 2 and then 5. When you can do this, practise counting in 3s and then 4s. Use objects such as coins, pasta, Lego bricks to help you.</p> <p>Write down the numbers you say and see if you notice a pattern!</p> <p>Use this song to help you practise counting in 2s. Use this song to help you practise counting in 5s. Use this song to help you practise counting in 3s. Use this song to help you practise counting in 4s.</p>	<p>6R Resilience Watch and listen to the story of The Koala Who Could.</p> <p>Think of a time when you have been resilient this week. Perhaps there is something you didn't believe you could do and now can!</p>