

Glen Wyllin Class Distance Learning Week 3 (25.1.21)

English	Maths	Other												
<p>Speaking and Listening I can listen and focus on the main points, then confidently explain ideas and opinions. Watch the following stories about the wild. ‘The Tin Forest’ by Helen Ward & Wayne Anderson ‘The Whale’s Song’ by Dylan Sheldon & Gary Blythe ‘Fox’ by Margaret Wild & Ron Brooks Identify the main differences and similarities between the stories. To challenge yourself further, build on your initial ideas by explaining your opinions in more detail and by comparing specific examples from the stories.</p>	<p>Addition and Subtraction I can calculate the answer to a 1 more or 1 less calculation. Play the Chopper Squad game to recap 1 more and 1 less. Play 1 more or 1 less with numbers to 20. Challenge yourself to play 1 more or 1 less with numbers to 30. Play 1 more or 1 less with numbers to 100!</p>	<p>Science I can name and describe some materials. Watch the video lesson What is a Material? Complete the final task by going on a material hunt around where you live. Name and describe the materials you have found. Use a table to record the name and a description of materials found on the material hunt:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Object</td> <td style="width: 25%;">Chair</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td>Material</td> <td>Wood</td> <td></td> <td></td> </tr> <tr> <td>Description</td> <td>etc</td> <td></td> <td></td> </tr> </table>	Object	Chair			Material	Wood			Description	etc		
Object	Chair													
Material	Wood													
Description	etc													
<p>Reading I can discuss what I like and dislike about a story. Decide which is your favourite story about the wild from above. Tell someone why you think this and explain your reasons clearly. Draw a picture of your favourite story and write labels/sentences to explain why you think this. Use these to explain your ideas to someone.</p>	<p>Addition and Subtraction I understand subtraction and can use the – symbol. Watch the Cookie Monster to remind you that taking away is subtraction Sesame Street Cookie Subtraction. Watch the Subtraction Song for Kids to remind you which symbols we use for a subtraction number sentence. Practise subtracting a 1-digit number from a group of objects. Write down the corresponding number sentence E.g. 8 Lego bricks, take 3 away, leaves 5 altogether. The number sentence is $8-3=5$</p>	<p>Physical I can balance with confidence. Find a safe place (with area to move). Watch and follow Balance and Co-ordination: Exercise for Kids What other types of balance can you think of? How long can you hold these balances for?</p>												
<p>Writing I understand how a character could be feeling. Listen to the stories about the wild (above). Write a letter from one of the characters to an imaginary friend, explaining what has happened to them. For example, the Fox could write to his friend Koala. Plan the letter first by writing a list of the events that you want to write about. Listen to the story a second time to make your list. Remember to write about how you (as the character) are feeling at certain points in the story.</p>	<p>Addition and Subtraction I can use a number line to subtract a 1-digit number. Watch Subtraction on a Number Line then use a number line to answer 10 questions. You could make your own number line or use a ruler. Practise subtracting a 1-digit number from a 1-digit number. For example, $8-3=5$ Next step - practise subtracting a 1-digit number from a low 2-digit number without crossing the 10s. For example, $28-6=22$</p>	<p>History I can put events onto a simple timeline. Watch the clip Timeline for Children. Think about important events in your life. For example, when you / your brother / or sister were born, when you started school or a club such as ‘Rainbows’ or ‘Beavers’. Draw 4 events from your life and put them onto a timeline marking the start and finish dates. Next, make a dated timeline with at least 6 events from your life.</p>												
<p>Word, sentence, grammar I can use adjectives to add description to sentences. Think about the different animals from the above stories and draw a picture of 4 of them. Write different adjectives around each picture. For additional challenge, write a sentence with an adjective to describe each animal. Or try the next step of writing a sentence with 2 adjectives in it to describe each animal. When you do, remember to include a comma between the adjectives.</p>	<p>Addition and Subtraction I can use a number line to subtract a 1-digit number from a low 2-digit number. Practise subtracting a 1-digit number from a low 2-digit number without crossing the 10s. For example, $28-6=22$. Once you are confident with this, practise subtracting a 1-digit number from a low 2-digit number, crossing the 10s. For example, $23-7=16$</p>	<p>Creative I can choose the correct resources to make a model Pyramids are a ‘Spectacular Structure’. Watch Ancient Wonders:Pyramids Using items from around your home make a model of a pyramid. For example, you could use Lego bricks, wooden blocks or cardboard triangle shapes stuck together and painted.</p>												

Spelling

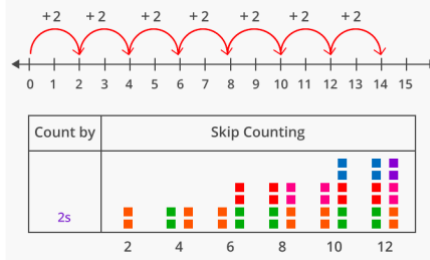
I can read and spell high frequency words.

Play the game [Little Bird Spelling](#) or [Look, Cover, Write, Check](#)

The games have different challenges of words for you to practise reading and spelling. These words should be known by sight.

Addition and Subtraction

I can use skip counting to count in 2s.



Use counters to make the numbers to count in 2s. Write down the numbers in 2s and practise saying them both forwards and backwards. Try skip counting forwards and backwards from memory, without the numbers in front of you.

6R

Resilience: I keep going until I find the answer to a question.

Reflect on your learning. Think of a time when you weren't sure what to do - when you had to keep on going until you understood. Maybe you tried a task once, then tried it a different way but you still didn't understand, so you had to keep going and try different strategies until you did.

Here are two songs to help you think about keeping going. [Don't Give Up Song](#) and [Sesame Street-Bruno Mars](#). Discuss your examples of 'keeping going' with someone.