

## Garwick Class Distance Learning Week A

English	Maths	Other
<p><b>Speaking and Listening</b> I can speak audibly, clearly and confidently.</p> <p>Join in with the poem '<a href="#">If You Should Meet a Crocodile</a>'. Learn the poem by heart. Make up your own actions to go with the poem. Remember to use expression to build suspense and to keep the listener interested – especially when the crocodile is ready for his dinner! SNAP! SNAP! SNAP!</p>	<p><b>Money</b> I can recognise coins.</p> <p>Watch <a href="#">this lesson</a>. Play 'CATCH THE COIN!' game. Find a range of 1p/2p/5p/10p/20p coins. Ask an adult to take one type of coin at a time, telling you what it is (repeat 3 times). Without looking take a coin from the pile and slide it across the table from the left side to the right. Catch and identify the coin before it slides off the table. If you guess the coin correctly keep it, if not put it back into the pile. When you are confident, use higher value coins (50p/£1/£2).</p>	<p><b>Science</b> I can recognise and describe many sounds and describe how they are generated.</p> <p>Join in <a href="#">this lesson</a>. Go on a sound walk around your home/outside. List the sounds you can hear. Make a <a href="#">Super Sound Cone</a> and take it on another sound walk. Use it to identify sounds that you can't usually hear. What sounds can you hear now? Why can you hear them better?</p>
<p><b>Reading</b> I can apply phonic knowledge/skills to decode.</p> <p>Read and enjoy a <a href="#">tongue twister</a> poem. Remember to segment (sound out) and blend sounds together to support your reading. Ask an adult to say the lines one by one, copy your adult. Keep practising until you are confident that you can say the poem confidently. Time yourself to see how quickly you can recite the poem this way.</p>	<p><b>Money</b> I can recognise the value of different coins.</p> <p>Join in <a href="#">this lesson</a>. Find a selection of coins and sort them in different ways. Name each coin and write the values. How do you know the value? How many 1pence coins will you need to make 2p? 5p? 10p? 20p? 50p? £1 pound? Question: Dennis says all coins are round. Do you agree with him? Why/not? When you are confident, discuss this problem: The tooth fairy left a 50p coin for Mark and £1 coin for Alice. Mark thinks he has more money because his coin is bigger.</p>	<p><b>Physical</b> I can perform dances.</p> <p>Practise different styles of dance. Learn how to do <a href="#">The Robot</a>, <a href="#">Hip Hop</a> or <a href="#">Ballet</a>. Choose your favourite and create a dance in that style. To challenge yourself further, choose a subject to create a dance about (<a href="#">Subject ideas</a>). E.g. If your subject is animals, you could crawl like a crocodile for eight beats, jump like a rabbit, walk sideways like a crab etc...</p>
<p><b>Writing</b> I can compose a sentence orally before writing it and include adjectives to describe and engage.</p> <p>Read '<a href="#">The Vulture</a>' and '<a href="#">If You Should Meet a Crocodile</a>'. Draw a picture of a crocodile or a vulture. Write descriptive words around your picture. Describe how the animal looks and how it behaves. Look for clues in the poems, e.g. 'the vulture's head is bald'. Try to include some funny ideas about how the animal might behave. Next, write a sentence using your descriptive words. Say it out loud, write it down and read it back to yourself to check it.</p>	<p><b>Money</b> I can recognise the value of different coins.</p> <p>Join in <a href="#">this lesson</a>. Play 'DO YOU WANT TO BATTLE?' Use the coins you collected earlier. Without looking, each player takes one coin from the pile and says, "You want to battle me? I am worth ____." (State the value of your coin) The coin with the highest value wins that battle and both coins are put in a 'won' pile. The person who collects the most coins wins. When you are confident, use higher value coins (50p/£1/£2).</p>	<p><b>History</b> I can talk about things from the past.</p> <p>Watch this clip '<a href="#">A Brief History of Money</a>'. Discuss what you have learned. Imagine if you lived in the past (2000 years ago!). What would you prefer be paid in:</p> <ul style="list-style-type: none"> <li>• Shells or gold?</li> <li>• Chocolate or bananas?</li> <li>• Hugs or stories?</li> </ul> <p>Create your own options and ask your family/friends. Decide what you think is the most valuable object - what you would prefer to use as money, e.g., chocolate/shells. Draw a picture and label it/write a sentence about it.</p>
<p><b>Word, sentence, grammar</b> I can write capital letters with consistency.</p> <p>Read '<a href="#">Where Teachers Keep Their Pets</a>'. Compose your own rhymes for different people's names. You could use your teacher's name, a friend's, your own name or a version of your name, e.g. Alfred could use 'Fred' and</p>	<p><b>Money</b> I can compare different amounts of money.</p> <p>Join in <a href="#">this lesson</a>. Ask an adult to group coins, with a different number of coins in each group (but using the same coins, i.e. all 2ps/5ps/or all 10p coins in one group). Compare and decide which group contains most</p>	<p><b>Creative</b> I can express ideas in 2D drawings.</p> <p>Most countries around the world use coins as currency. Look at the <a href="#">different designs</a> and design your own. Talk about your design. Which material is your coin made from - copper/silver/gold? How much is your coin worth?</p>

<p>Jacinta could use 'Jazzy'. Convert your rhyme into rhyming couplets, e.g. My Name is Jazzy. I like to look snazzy! My name is Fred. I hate going to bed! Rhyming words need to go at the end of each line. Remember to use capital letters at the beginning of the lines as well as for any names.</p>	<p>money. Explain how you know. Repeat using different groups of coins. Investigate combinations of coins and compare the different amounts you can make, i.e. choose from a 5p, 2p and 1p coin to find out the different totals that can be made using these coins. Record the totals and which coins were needed. When confident use 4 coins: ie.10p, 5p, 2p, 1p.</p>	<p>Does your coin have an image of an important figure on one side? If so, why did you choose that figure?</p>
<p><b>Spelling</b>  I can say the sound when shown the grapheme and I can blend to read words, including words of more than one syllable.  Turn the sound off and join in with <a href="#">this video</a>. Blend the sounds together to read the words. When you are confident, join in with <a href="#">this video</a> to practise the chunking strategy. Break the words into smaller chunks. The next step is to turn the sound off and practise reading them independently.</p>	<p><b>Money</b>  I can use my knowledge and understanding of + and - when using money.  Join in <a href="#">this lesson</a>. Ask an adult to group coins with different amounts of coins in them. Work out how much money is in each group altogether, e.g in group 1 I have a 2p coin and a 1p coin and in group 2 I have a 5p coin and 2p coin. How much do I have altogether? When confident, challenge yourself to use higher valued coins to create + and - sentences.</p>	<p><b>6R</b>  <b>Resilience: I am prepared to take risks.</b>  Go on a 'Trust Walk'. With an adult, set up a short walk from one room to another. One person wears a blindfold whilst the other guides them. As the guide, give clear instructions to your partner. Take it in turns. After the trust walk, discuss how you felt when wearing the blindfold compared to being the guide. In which role did you feel most comfortable? Why do you think this was?</p>