

## Garwick Class Distance Learning Week B

| English   | Maths  | Other   |
|---|--|---|
| <p><b>Speaking and Listening</b><br/>I can give explanations for different purposes and listen attentively.</p> <p>Join in <a href="#">this game</a>. Pause the video and use 'because' to explain your answer. Eg. 'I would rather be as fast as a cheetah because I would be the fastest human in the whole world'. To challenge yourself further, ask your family members to answer the questions. Show caring thinking by listening to their ideas respectfully, making eye contact and not interrupting.</p>   | <p><b>Money</b><br/>I can find totals of coins using number facts.</p> <p>Ask an adult to hide a tin/container (that makes a noise when coins are dropped into it) and drop in 11 pennies one at a time. How much money is in the box? How many more pennies would you need to total 20p? Take the pennies out and count them altogether. Were you correct? Record what you did as a number sentence: <math>11p + 9p = 20p</math>. Repeat with other amounts. When you are confident, <a href="#">watch this clip</a> and challenge yourself to play the game using different coins: E.g. 2p/5p/10p/20p.</p> | <p><b>Science</b><br/>I can relate my sense of hearing to my ears and talk about changes in sound that result from actions.</p> <p>Watch the animation '<a href="#">Sound</a>'. Complete the experiment '<a href="#">Chiming Fork/Coat Hanger</a>'. Cut a piece of string/thread as long as your arm. Tie a fork to the middle and wind the ends around your fingers. <b>Not too tightly!</b> Swing the fork gently so that it knocks against the edge of a table. You will hear a dull clink. Complete the experiment again with your fingers covering your ears. What do you hear this time? Explain what is happening.</p> |
| <p><b>Reading</b><br/>I can discuss a range of poetry.</p> <p>Read '<a href="#">A Senseless Poem</a>'. Remember to segment (sound out) and blend sounds together. Notice how the poet has muddled up the senses. Compose new ideas where the senses are mixed up. E.g. 'I smelt my favourite TV programme; I heard a chocolate ice-cream'. Read '<a href="#">Another Sensational Day</a>'. Compose ideas that describe what you touch/feel/see/smell/taste during your day, e.g. 'At playtime I feel my warm, soft coat'.</p>   | <p><b>Money</b><br/>I can recognise the value of different coins.</p> <p>Set up a shop using toys and other objects. Give them a price tag, e.g. 1p/2p/5p/10p/20p. Pretend to be the customer and choose 2 objects. Add the amounts together. Remember to look for number facts you already know, e.g. number bonds to 10 or 20, doubles etc. Record what you did in a number sentence. Explain the number facts you used to find the total. Challenge yourself to use higher value coins/notes.</p>   | <p><b>Physical</b><br/>I can use rhythm and speed to respond to music.<br/>I show awareness of cultures and traditions.</p> <p>Watch <a href="#">these clips</a> of dance sequences from different cultures. Clap your hands together in time to the music. Listen to <a href="#">Music from Around the World</a> and jump, hop, skip and jog in time to the music. To challenge yourself, listen carefully for changes in the music and change height, speed, direction when the music changes.</p>  |
| <p><b>Writing</b><br/>I can combine words to make sentences.</p> <p>Listen to '<a href="#">First Dog on the Moon</a>'. Notice that the dog is asked what it can taste, smell and see. Which senses have been left out? Discuss the sensations you like/do not like: E.g. Like = taste of delicious, summer strawberries; Don't like = the smell of sprouts cooking. Use the 5 senses to write your own poem about a creature in an unusual place, e.g. 'First cow under the sea'. Ask, 'What can you smell, hear, see, feel, taste?' Remember to use question marks. Answer the question as the creature. Add descriptive vocabulary to improve your ideas.</p> | <p><b>Money</b><br/>I can calculate the amount of change I need.</p> <p>Join in <a href="#">this lesson</a>. Set up a shop using toys and other objects. Give them a price tag eg. 1p/2p/5p/10p/20p. Pretend to be the customer and choose 2 objects. Add the amounts together. Pay for your items with an incorrect amount and calculate the change. E.g. a teddy is 5p and a ball is 2p. Pay using a 10p coin and work out how much change you need. E.g. <math>5p + 2p = 7p</math>, change needed is <math>10p - 7p = 3p</math>.</p>  | <p><b>History</b><br/>I can talk about the differences between things from the past and compare them to how things look /are used now.</p> <p>Turn the sound off and watch <a href="#">this clip</a> of a shopping experience 50 years ago. Discuss the clip with an adult. What is the customer buying? Is there anything in the shop that you have in your house? What don't you have in your house? Find an object that you haven't seen before. What do you think it was used for? Do we still need that object in the present day? What do we use instead of that object?</p>  |
| <p><b>Word, sentence, grammar</b><br/>I can use a question mark.</p> <p>Look at <a href="#">this picture</a>. You can only ask this octopus 3 questions. Discuss what you would ask the octopus and why. Write your questions on a piece of paper. You must include a question mark. Watch <a href="#">this clip</a>. Next, pretend to be the octopus, read the questions and answer them!</p>  | <p><b>Money</b><br/>I can exchange money for items.</p> <p>Join in <a href="#">this lesson</a>. Ask an adult to make a lunch menu with the cost of each item. E.g. bread 10p, apple 5p. Play restaurants and buy the food you would like to eat in exchange for coins (play with real or pretend money). Challenge yourself by putting items at a higher price.</p>  | <p><b>Creative</b><br/>I can choose tools, techniques and materials to make a product.</p> <p>Go on a walk and collect some sticks. Use the sticks to make a '<a href="#">Yarn Stick Mobile</a>'. Add pom-poms to your Yarn Stick mobile. <a href="#">Here</a> is a quick way to make pom-poms.</p>   |

### Spelling

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

Read a story from [this website](#). Discuss the story: Who was your favourite character? Why? If you could give the book a new title what would it be? Which 3 words best describe the main character? Is there anything in this book that is familiar to you/ has happened to you? Then, make up a different ending for the story.

### Money

I can solve problems involving money.

First, solve these problems, then create your own to solve. Niarbyl and Garwick classes are baking biscuits. They need to pay for any toppings and can have as many of each topping as they like. Solve the problems by drawing pictures of the toppings. Chocolate chips = 1p  
Cherries = 2p. Jam = 3p. Marshmallows = 4p. Vicky has 15p. She buys one topping. How much money will she have left? John has 10p and spends it all. What toppings might he have bought? Find 4 different ways. I have a 5p, 2p and 1p coin. Record the amounts that can be made using different combinations of these coins. Repeat with a 10p, 5p, 2p, 1p coin.

### 6R

Resilience: I learn from my mistakes.

Listen to Todd Parr's '[It's Okay to Make Mistakes](#)'. Create a page to go in 'It's Okay to Make Mistakes'. On one side of a piece of paper, draw someone making a mistake, flip your paper over to tell the reader why it's okay to make that mistake. E.g. 'It's okay to mix colours together' (a drawing of me painting a picture, using 4 different colours). 'You might invent a new colour' (a drawing of me proudly showing everyone my artwork). For support, watch [this clip](#) to learn more about developing a Growth Mindset.