

Numeracy :Time

Day 1 :Half past times

Revise o'clock times with the children by quizzing them to show you different o'clock times on their hand- made clock. Remind them that the minute hand points to the 12 when there is an o'clock time.

Show and talk through the power point about Half past times.

Can the children read the times on the power point?



Point out to them that the hour hand is just past the number/hour.

Children to complete the worksheet - Half past times.

Day 2 : Half past times

Revise o'clock times and half past times.

Talk through the problem below. Encourage children to explain their mathematical understanding using maths language - minute hand, hour hand, half past.



Tommy

The time is 6 past 1

Can you spot Tommy's mistake?

Tommy has read the minute hand as showing the number of minutes past the hour, rather than understanding that the minute hand pointing to 6 means half past. The time is half past one.

Play the following game with your child. Show the children different times on the clock.

Children receive a counter/lego block for every time they can read the time accurately. How many counters can they collect in 1 minute? 2 minutes?

Children to complete the worksheet - o'clock and half past times.

Day 3: Measurement of time - seconds/minutes/hours

Turn a stop watch on for 20 seconds. Children to guess when the 20 seconds is up.

What do you think you could do in 20 seconds?

How many star jumps? How many times can you write your name? How many times can you hop?

How would we measure the time for different activities? e.g. Play time, saying the alphabet, school day. Which will be measured in seconds, minutes and hours?

Complete the cut and stick activity - What can you do in a second....?

Day 4: minutes/hours/days/weeks/months/years

Talk about the number of minutes in an hour, hours in a day, days in a week, days in a month and months in a year. Recap songs from last week to help.

How would we measure the following activities?

How long it takes to run around the playground? (minutes)

How long we sleep at night for? (hours)

How long do we go on holiday for? (weeks)

How long are we in Year 1 for? (year)

Children to enjoy the Time sorting card game.

Day 5 :Using Time language

Complete the following activities with your partner/parent.

Time each activity and record the time in seconds or minutes.

- Build a tower of 10 bricks or blocks
- Run a lap of the garden or playground.
- Write your name 5 times.
- Jump as high as you can for 10 jumps.
- Write the numbers 1 to 10.

Write or say 2 sentences for each activity to describe the timing of the activity and who completed the task quickest. Use maths language (slower, faster, quicker, slowest, fastest, seconds, minutes, more, less) within the sentences to show understanding.

E.g. I built my tower faster than my Mum because she took 3 seconds longer than me.

Challenge - Complete the problem below.

Five friends are going to a party.
Use the clues to work out when each friend arrived.

Amir arrived later than Jack and Eva.
Rosie arrived later than Amir but earlier than Ron.
Eva arrived the earliest.

1st

2nd

3rd

4th

5th

1st - Eva
2nd - Jack
3rd - Amir
4th - Rosie
5th - Ron

Literacy:

Day 1:

Read aloud until the end of the story. Discuss the character of the troll queen.

Think of words to describe the troll queen.

How do you think that she might have felt about what happens? Do you think the end of the story was fair to her? What would you like to ask her?

Activity: Children to ask questions from the troll queen and record these questions in their books. Don't forget to finish with a question mark.

Extension: make character puppets: the princess, the prince and the troll queen then act out the story.

Day 2:

Re-read or talk about the three different cottages. Focus on the objects the princess got given and the kind people who lived in these cottages. Can children come up with a fourth cottage where a person gives something else? Collect ideas.

Activity: Children to write a description of the fourth cottage.

e.g. Exhausted, the princess came to a tiny cottage covered in snow. In the cottage there lived an old but very kind lady. When the princess told her all about her journey, the old lady gave her a whistle. She said: this whistle is magical, if you blow into it a giant dragon will appear and will take you for a fly.

Day 3:

Revisit the Princess and the White Bear King book. Did you like it/not like it and why?

Encourage children to talk in full sentences using conjunctions: because, but, and.

Which one was your favourite part and why?

Activity: Complete a book review about the book. The title is: The princess and the White Bear King. The author is: Tanya Robin Batt. Write a sentence about your favourite part and explain why it is your favourite part. Draw a picture of your favourite part.

Day 4:

Talk to children about what singular and plural means. Singular is only one and plural is more.

If I have one pencil- singular. How can I put the word pencil in plural that shows me that I have more?

Pencil- pencils

Toy- Toys

Pen-pens

What do you notice?

Fox- foxes

Box- boxes

What do you notice now?

The -s and -es suffixes show plural.

Point out that if a word finishes in y, it becomes i then add -s or -es
If a word finishes in f, in plural the f becomes -v then add -s or -es.
Some words become something completely different in plural: cactus will become cacti or fungus will become fungi

And some words do not have plurals at all: sheep, fish, moose, deer

Play a game on phonics play: **planetary plurals**, phase 6 <https://www.phonicsplay.co.uk>

Activity: Can you put the following words in plural? Write sentences with some of these words. Focus on neat handwriting using ascenders and descenders.

chair, bed, church, dress, wolf, elf, city, baby, fish, tooth

Day 5:

Talk about some key extended noun phrases in the story:

Thickly needled pine forests.

Bride white snow.

Three princesses.

Glass mountain etc.

Are they singular or plural? Revisit the rules about plurals. Play a different game on phonics play, phase 6, plural **pond life**, www.phonicsplay.co.uk

Activity: put the following words in plural. Write a few sentences with them.

floor, carpet, dish, ditch, lady, galaxy, calf, leaf, sheep, child

Topic:

Please choose two of the following activities:

History -

Look at and talk through the power point about Antarctic Explorers. Start from Slide 18 as this focuses on Scott. Use an atlas or a globe to identify Antarctica.

Cut out the sequencing pictures and place the story of Scott's exploration in order - cut and stick activity.

Outdoor Learning -

Talk about the equipment an explorer would need to go on an adventure e.g. compass, map, binoculars, magnifying glass, sleeping bag, tent etc.

Explain that we are going on an adventure to explore our garden.

We need a map to follow and guide us along the way.

Children to draw out a simple map of the important features of their garden e.g. patio, fence, tree, flowerbed, slide, sandpit, garden shed. Include a route /pathway to follow and a simple key of the features included.

Challenge - A treasure could be hidden in the garden and marked on the map for the children to find.

ICT -

Using the 2Paint programme on Purple Mash design and draw an Antarctic scene similar to the work by Nerys Levi.



- Log in to Purple Mash
- Select 2Paint
- Launch app
- Use various colour choices/shades and different tools to draw your scene.

Science -

Present the children with a ball of play do just smaller than a tennis ball.

Can the children make the ball float?

If necessary give clues and explain that the ball can be moulded into a different shape.

Will a flat shape float?

Children to realise and recognise that they need to build a boat shape.

Test out the boat on the water. Can it float?

Explain to the children that many explorers would have travelled by sea in a ship or boat.

Scott journeyed from Cardiff by ship to Antarctica.

Challenge - Can your boat take a load? Explorers would have needed to carry heavy loads of food, equipment and water. Test the stability of your boat by adding marbles to it. How many marbles can it support without capsizing?

Dance/Music -

Enjoy listening to bbc.co.uk/sounds/play/b03g6vt1

This Sounds production is called Antarctica - the coldest place on Earth.

The children listen to the commentary and music and perform dance movements.

Art -

Look at photos of the Southern Lights which are seen in Antarctica.

What shapes can you see in the pattern of lights?

What are the main colours seen in the Southern Lights?

Using pastels or wax crayons of green, white and purple make swirling folds of colour at the top of a sheet of white paper. Cover the swirls with a wash of blue paint to portray the night sky.

At the bottom of the page stick on a landscape of white with paper cut to represent an icy landscape. In black paper cut out the silhouettes of pine trees.

