

Numeracy/Maths:

Doubling and Sharing

Day 1:

Using lego bricks or similar show the pattern of doubling. Start with 1 brick. What is double 1? How about double 2, 3, 4 up to 10?

Lay the bricks out as an ordered pattern. What do the children notice about the answers?

2 4 6 8 10 12 14 16 18 20

Answers could include.... All even numbers ...The doubles increase by 2 each time.... The doubles end in 0 2 4 6 or 8

Challenge - if double 2 = 4 $2 + 2 = 4$ what does double 20 equal?

Investigate other doubles e.g. double 30 double 40

Day 2:

Children to double objects and to write the repeated addition for the example shown. Use lego bricks, sweets, coins or counters to lay out doubles in an ordered pattern.

Children to record repeated addition. E.g. Double 4 = 8 $4 + 4 = 8$

Challenge - To add further knowledge... If $4 + 4 = 8$ then $40 + 40 = 80$

Day 3:

Practise counting in 2's, 5's and 10's.

Take 20 lego bricks or similar and lay them out in front of your child.

Ask How many equal groups of 2 can you make?

I can make 10 equal groups of 2 lego bricks.

How many equal groups of 5 can you make?

I can make 4 equal groups of 5 lego bricks.

How many equal groups of 10 can you make?

I can make 2 equal groups of 10 lego bricks.

Challenge - Add the repeated addition sentence to each answer.

e.g. 10 equal groups of 2 $2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 20$

Day 4:

Read and work through the following problem with your child. Encourage them to explain their understanding in mathematical terms. Use lego bricks or similar to build and illustrate the problem.

I am thinking of a number between 20 and 30

I can only make equal groups of 5

What must my number be?

What happens when I try to make groups of 2 with it?

What happens when I try to make groups of 10 with it?

Answer: 25

Children can use practical

equipment to

solve this and

discover what

happens.

If you make equal

groups of 2 with it

there will be 1 left

over.

If you make equal

groups of 10 with

it there will be 5

left over.

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Literacy: Planning a fairy tale

Day 1:

Read through some fairy tales. If you have the use of a computer there are some fairy tales at.... <https://www.dltk-teach.com/rhymes/>

Can you spot some magical phrases/words that are used particularly within fairy tale stories?

E.g. Once upon a time, Long, long, long ago in a mysterious wood, They lived happily ever after.

Make a list of them to use in your own fairy tale.

Enjoy watching or re telling the fairy tale - Sleeping Beauty.

<https://www.dltk-teach.com/rhymes/sleeping-beauty/story.htm>

Can your child re tell the story?

Remind them to use the language of a fairy tale and to include lots of description.

Challenge - Act out the story.

Day 2:

The beginning of the Sleeping Beauty fairy tale introduces us to the characters and to the setting of the story.

Introduce the children to the idea that they are going to write their own fairy tale!

What characters could feature in their story? Who would the main character be?

Where would the fairy tale be set?

Draw a picture of your main character in the setting of the story.

Add adjectives to describe the character. What do they look like? What are their characteristics? (kind, thoughtful, pretty, beautiful, stunning, clever, humorous)

Day 4:

The middle of Sleeping Beauty poses a problem - the princess will be wounded by the needle of a spindle and fall into a deep sleep.

What will the problem be in your story? What will happen to the main character? Which 'bad' character will cause this problem?

Begin to draw out a plan of your story showing what is happening at the beginning and middle of your fairy tale. This could be planned out like a cartoon strip or as a flow diagram showing each step of the story.

Day 5 :

The end of the story is the exciting part because the problem is solved. In Sleeping Beauty the prince kisses the princess to break the curse/spell and the princess awakes.

They fall madly in love with one another, are married and live happily ever after!

How is your fairy tale going to end? How will you solve the problem that you introduced in the middle of the story? Will your character live happily ever after?

Add your ending to the story plan that you began yesterday.

Topic:

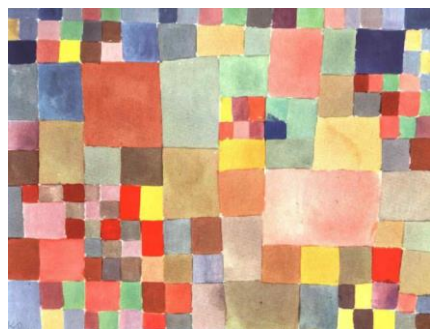
Please choose two of the following activities:

- Art

"A line is a dot that we take for a walk."

Share this quotation from the artist, Paul Klee, with the children, and indicate how his work looks like lines that he's made by putting his pencil on the paper, taking it for a walk and not letting it off the paper.

On an A3 or A4 piece of paper, using pencil first, take the line for a walk from one side to the other, then again from other points, they can overlap. The line can move up or down in straight lines. Once your child has drawn many, they can draw over the pencil lines with a marker pen. Then they can colour the gaps with bright colours using colouring pencils or felt tip pens.



Flora on sand- Paul Klee (1927)

- **DT**

Choose some fruits that are easy to peel/cut /segment .e.g. strawberries, grapes, satsumas, bananas and peaches.

Design and make a fruit sword using the fruit and a skewer.

- **History**

Read through the information sheet about Stone castles. Why did stone castles develop to replace wooden castles? (Stronger material and also not flammable)

Label the diagram of a castle with the correct features or draw your own picture with labels.

Challenge - add a sentence to each label to describe the function of the feature.

- **Science**

Tell the children that Sir Erik, a knight, needs to make a new shield because he needs to go to battle.

Explain that you are going to look at different materials and decide which material is going to be the best to make a shield. Introduce a selection of materials e.g. tin foil, wood(bread board), plastic(chopping board),metal (baking tray), felt, tissue paper, wall paper etc.

Children to pick and comment on some of the different materials explaining why they might be good or why they might not be good to use as a knight's shield.

Use senses to explore the materials and think of as many describing words as possible for each material. E.g. metal - strong, hard, waterproof, solid(material properties)

Come to the conclusion that a shield would need to be strong, waterproof, not too heavy, etc.

We will test the materials for strength next week.