

Numeracy :Position and Direction

Day 1: Describing turns.

Remind the children of halves, quarters and three quarters. Demonstrate with a circle these different amounts. Explain that we can turn on the spot in a circle making full turns, half turns, quarter turns and three quarter turns. We will turn in a **clockwise direction**.

Give the following instructions to the children.....

- Choose a starting point- face a particular point in the room or garden.
- Make a full turn.
- Make a half turn.
- Half turn. What do you notice? (back to starting point as two halves make a whole)
- Quarter turn.
- Quarter turn.
- Quarter turn.
- Quarter turn. What do you notice? (back to starting position as four quarters makes a whole)
- Take a three quarter turn.
- What turn will I need to take to reach the starting point?(quarter turn)

Continue giving instructions to turn by different amounts. Child can give you instructions!

Day 2 :Turns

Draw a circle and fold and draw along the half and quarter lines.

Using a small toy give instructions to turn full, half and quarter turns using the middle of the circle as the turning point.

Work through the worksheet - Summer block 3 Describe turns - answer sheet provided also.

Day 3: Language of position.

Use an object like a teddy bear to show position and to introduce positional language.

Can the children place the teddy?

- On **top** of the table.
- **Under** the table.
- **Next to** the table.
- **Above** the table.
- **In front** of the table.
- **Behind** the table.
- To the **right** of the table.
- To the **left** of the table.

Can the children follow your instructions to draw a picture accurately?

- In the middle of the paper draw a tree.
- Above the tree draw a bird.
- Under the tree draw grass and flowers.
- Next to the tree draw a dog.
- To the right of the dog draw his bone.
- At the top of the tree draw a nest with 3 eggs.
- In the top left corner of the paper draw a shining sun.

Check the drawing with your instructions and point out any learning points.

Day 4: Position and Direction.

Check your child's understanding of the language of direction by asking them to follow instructions using the terms forward, backwards, left, right.

E.g. March 3 steps forward. Take one step to the right. March 5 steps forward. Take 6 steps backwards. Etc.

Work through the worksheet with your child (answers provided) - Summer Block 3 - Position 1.

Day 5: Position and Direction.

Enjoy working through the challenges on the worksheet - Summer Block - Position 2.

Use lego bricks instead of unit cubes as shown if not available for building the towers.

Challenge - Be an explorer and hide an object in your garden. Write out clear instructions to find the treasure! E.g. Walk 4 paces forwards and make a quarter turn. Can your parent find the treasure? Are your instructions clear?

Begin by using 3 instructions, then 5 and then?

Literacy:

Day 1:

Revisit the story: The princess and the white bear king. Talk about the beginning of the story and the language that it is used in the book: in the North, thickly needled forests, bride white snow, three princesses, daughters of a king and queen, crown brighter than the sun itself etc.

Tell the children that this week we will be rewriting the story of the Princess and the white bear king. They are becoming authors. Encourage capital letters, full stops, adjectives and conjunctions. Write the story as a booklet that can have a front cover for the title and the author, and a back cover for the blurb. Below you will find some ideas how to help your child but if they are happy to do their own version of the story, it is also brilliant.

Today children should **write the beginning of the story** until the princess agrees to go away with the bear.

E.g. In the North, where the thickly needled forests are and the snow is bride white, there once lived three princesses, daughters of a king and queen. They lived in a wonderful castle. All three girls were beautiful, but the youngest was the prettiest by far. She had long fair hair, dreamy eyes and wore some beautiful clothes. One night the princess dreamt of a crown that was brighter than the sun itself and she asked her father if she can have such crown. The king ordered his craftsmen to forge fine crowns but none of them were as pretty as the one from the princess's dream. One snowy day as the princess was walking in the forest and she met a bear who had the crown of her dreams. The bear said this crown is not for sale for gold and money and the princess agreed to go and live with the bear in exchange of the crown.

Day 2

Skip the part when the princess goes home to her family and just change the story.

Write the middle of the story. Start this session with: One day the bear told the princess the story that once he was a beautiful prince but a troll queen put an evil enchantment on him. He now needs to travel to a land that lies East of the sun and west of the moon and he needs to marry the troll queen unless his true love saves him from the curse.

Children need to describe the princess's journey up until she arrives to the troll queen's castle.

e.g. The princess fell in love with the bear and went to find him. On her way she has met three kind old ladies that lived in cottage. One lady gave the princess a table cloth that magiced food, another lady gave her silver scissors that made clothes and another lady gave her a cup that kept filling up with milk. The princess got to the top of the tall glass mountain and went to the troll queen's castle.

Day 3:

Finish the story today.

Skip the part when the princess has to use her magical items. Start with: It was the day of the wedding. The prince announced that he will marry the troll queen if she can wash a stain out of his shirt. The troll queen tried and tried but the more she scrubbed the bigger the stain grew. Then the prince offered to any eligible girl in the kingdom to try and wash the shirt in exchange for his hand in marriage. He said: only my true love can wash the shirt clean! The princess stepped forward and as soon as she dipped the shirt into the water, it became bride white. When she lifted the shirt to show the crowd, the sun came out and turned the troll queen and all her followers into stone. The prince and the princess collected the treasures of the troll queen and went home. . They organised a massive wedding. There was food enough for gods and paupers, wine enough to fill an ocean, the cake was covered in gold icing and the wedding lasted for 7 days and 7 nights. They danced a lot and a jester entertained the wedding guests. They all lived happily ever after and so may we.

Day 4:

Edit the story. Check capital letters, full stops. Check that the story makes sense. Practise spelling those words that we should know how to spell correctly. Read your story to an adult. Draw for front cover and design the back cover with the blurb.

Day 5:

Set up an explorer equipment: tent, compass, binoculars, cup, saucepan, sleeping bag, lunchbox. (alternatively show photos of these items if it is not possible to gather the objects) Look at the equipment and talk through what it is, what it might be used for and who it could belong to. Collect these ideas together and question what the different pieces of equipment might be used for.

Activity:

Children to write a short description predicting the owner of the equipment, where he/she might be going and why. Use sentence openers for prediction such as: I think, I believe, I wonder.

Topic:

Please choose two of the following activities:

Dance/Music –

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

This Sounds production is called Antarctica – Icebergs and Emperors which is the second episode.

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

DT/Science –

Build a paper plane by following the instructions below in the video clip. Learn about the forces of thrust and lift which help to make an aeroplane fly.

<https://www.youtube.com/watch?v=7KPaxKUDi6I>

Challenge members of your family to build the aeroplane that will stay in the air for the longest distance.

Challenge – Measure and record the flight distances in metres and centimetres.

History –

Watch and talk through the power point about the explorer Amelia Earhart who was the first lady to cross the Atlantic by plane.

Choose one of the following activities....

- Draw a picture of Amelia's plane and write facts around it in cloud shapes.
- Complete the reading comprehension about the explorer.

ICT –

A Year 1 teacher asked the children in her class to choose the type of flying machine they would like to travel on. These are the results of her survey.

(Children in class can make a vote and produce their own data).

Helicopter 3

Fighter jet 7

Hot air balloon 4

Passenger plane 2

Hang glider 4

Wingsuit 5

Use Purple Mash to input this data to form a **bar chart**. Talk about the results.

E.g. Which was the favourite form of air flight?

- Select Maths.
- Select 2Graph
- Launch app
- Input flight names and totals
- Look at and talk about the pie chart that you have made!

Outdoor Learning -

Explain to the children that an insect has a head, thorax and abdomen, six legs and generally one or two pairs of wings. What flying insects might we find in the garden?

E.g. ladybird bee wasp butterfly dragonfly grasshopper fly.

Using magnifiers explore the garden to see what flying insects we can find.

Note down/make a tally of where you find a flying insect. (on bark , in flower beds, in grass, near pond, in flight, on a leaf, on soil)

Remind children of safety concerning wasps/bees.

Where did you find most of the flying insects? (possibly flower beds - looking for nectar)

Art -

Make your own symmetrical butterflies using paint as explained in the video clip below.

<https://www.youtube.com/watch?v=042uDqg2k3g>

Challenge – Design and paint a background picture for your butterfly or hang your design as a mobile.