

Numeracy :Time

Day 1 :Language of time

Introduce children to the key vocabulary of time: before/after/later, first/next, morning/afternoon/evening/night.

Talk to your child about what they do in a day. What activities come first?

Do we brush our hair before or after coming to school?

What part of the day do we....brush our teeth, climb into bed, go to school and watch TV etc.?

Children to draw pictures to show activities for morning, afternoon, evening and night.

Extension: write sentences on the bottom of the paper to go with their picture. Sentences to include time words:

First I had my breakfast. After that I went to the cinema. In the evening I had a bedtime story.

Before I watched TV, I went to the park.

Day 2 :Days of the week

Sing the days of the week song: <https://www.youtube.com/watch?v=mXMofxtDPUQ&vl=en>

Write the days of the week on some individual cards. Order the days of the week. Muddle up the cards- can your child place them in the correct order?

What is today? What will the day be tomorrow? What was the day yesterday?

What activities have you done on each day? Draw a picture on the day label of the activity you have taken part ine.g. Saturday - shopping Monday - walk to the park Wednesday - picnic in the garden etc.

Extension: cut and stick activity to order the days of the week.

Day 3:Months of the Year

Sing the Months of the Year song with your child.

<https://www.youtube.com/watch?v=5enDRrWyXaw>

Write out the months of the year on individual cards. Can you muddle them up and place them back into order?

Talk through the following questions with your child.

What months are winter/summer/spring/autumn? What month is Christmas? What month is your birthday? What month do we start school? What months are the summer holidays?

Complete the Months of the year cut and stick activity sheet.

Extension: add sentences to show what happens on different months.

Day 4 :Reading o'clock times

Using an analogue clock with moveable hands (or building your own clock using the worksheet provided) introduce the children to o'clock times.

Can they tell you the o'clock time you display to them?

Can they move the hands into place to show the time you give them?

Remember to use the language - hour hand(little hand) and minute hand (long hand).

Play a version of What's the time Mr. Wolf? The wolf holds a clock and shows the time to the other players.They call out - What's the time Mr. Wolf? And if they read the o'clock time accurately they can move forward...until the wolf spins round again!He then shows them a new time.

Day 5:Reading o'clock times

Show and talk through the power point - Telling the time.

Enjoy playing the board game that includes o'clock times.(worksheet - o'clock times)

Literacy:

Day 1:

Read the next part of the story until the point where the princess returns to the castle and the bear asks if she has listened to her mother's advice. (attached you will find the story from the book with pictures)

Talk to your partner/parents: Should the princess have listened to the bear or to her mother? Should the princess keep her promise or break it? Generate arguments for both points of view.

Discuss what they think will happen next. *What makes you think that?*

Write down your opinion about what the princess should do. Also predict what happens next in the story. Give children some ideas.

Eg. I think the princess should have kept her promise to the bear. It is not nice to break a promise. She likes the bear and the bear is her friend. I believe the princess will light the candle at night and will see that the bear is a good fairy. (I think the princess did the right thing to listen to her mother. She still doesn't know the bear that well to trust him. I believe the princess will light the candle in the night and will see that the bear is a witch.)

Day 2:

Read the next part of the story, the journey of the princess until she reaches the bottom of the glass mountain. Model how to draw a story map of the journey.

Describe what is happening in different parts of the story and where it happened.

Split an A4 size paper into 4 parts. In the first part draw a cottage, the princess, the old lady and the table cloth. In the second part draw the princess, the cottage, the old lady and a pair of scissors. In the third part draw the cottage, the princess, the old lady and the golden cup. In the final part draw the princess, the poor family and the feast they are having thanks to the princess's magical items.

Day 3:

Read the description of the princess' climb. Highlight significant words, model how they make you feel when you read them. Act out the climb, pretend that you are the princess, tired, sweaty but not giving up. Create a word bank for working wall.

Partner talk: How do you think the princess felt on her climb?

Children to write a diary entry of the princess' journey up the mountain. Use personal pronoun I and past tense.

Eg: I looked up to the mountain and it seemed massive. I knew I had to climb for my true love. I started climbing. It was the hardest thing I have ever done in my life but I was not giving up. I was tired, hungry and really sweating. I felt like I can't go any further. A voice in my head kept saying: you can do this!

Day 4:

Read until the end of the third night when prince and princess are reunited.

Discuss the phrase "not for sale for gold or money". What is precious to them and beyond price? Give children time to discuss. Write sentences with conjunctions. E.g. my mummy is the most precious thing for me. She is not for sale for gold or money **because** she gives the best hugs ever. She always cooks delicious food **and** she is kind to me when I am sad.

Day 5:

Predict how the story will end. Will it be happy ending? What do you think will happen to the prince and the princess? Is the spell broken or he will become a bear again and marry the troll queen?

Use sentence openers: I think, I believe. I wonder

e.g. I think it will be a happy ending because fairy tales usually have a happy ending. I think the prince will marry the princess and they will live happily ever after. I believe the troll queen will vanish in a puff of smoke. I wonder if the prince and the princess will live in the troll queen's castle or their magnificent castle with white turrets and windows like eyes blinking in all directions?

Topic:

Please choose two of the following activities:

Geography -

Remind the children of the 7 continents of the world and what a continent is - a group of countries/a large land mass. If possible use an atlas or a globe to spot the continents. Locate the UK and also focus on Antarctica.

Show the **YouTube clip - National Geographical for Kids** -that introduces the continent of Antarctica. <https://www.youtube.com/watch?v=X3uT89xoKuc>

Children to complete the world map of continents labelling and colouring the 7 continents in a different colour.

DT -

1. Children to have lego, duplo or stickle bricks and have a go at building an explorer's hut or a skidoo to explore Antarctica with - involving wheels to allow movement.
2. Children to have practise sewing in a straight line, using binca fabric or similar, going in and out of the holes in a running stitch. Children to design a coaster in the form of an explorer's map using a running stitch around the edge of the binca (explorer's pathway/footprints) and a cross in the middle to mark the destination/treasure.

Science -

Read through the important facts about each Antarctic animal on the power point. Identify what type of animal group each creature belongs to.

E.g. seal - mammal - because it is covered in fur and gives birth to live young.

Penguin - bird - it is covered in feathers and lays eggs.

Draw one of the animals and label the features that place it in a particular animal group.

Art - Watch the BBC bite size clip about Antarctica:

<https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zjg46v4>

Talk about the icy lands, freezing temperatures and frozen seas. Look at the landscape and notice the ice sheets, icebergs and snow. Show the children the pieces of artwork below. Can they draw and paint an Antarctic scene? Can they mix different shades of blue and white and cream to use for their painting?



ICT -

A Year 1 teacher asks her class to vote for their favourite Antarctic animal. These are the results of their vote.....

Emperor Penguin 4 Adelie Penguin 5 Leopard Seal 3 Dusky Dolphin 8
Orca 6 Blue Whale 4

Using Purple Mash plot these results into a bar chart.

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

Outdoor Learning -

Be nature explorers!

Explore your garden or go on a walk to see what different colours you can find in nature.

Can you collect a nature item for every colour of the rainbow? Look for petals. Leaves and different coloured stones.

How many different shades of green can you find? Look at leaves, buds, moss and twigs.

Challenge - build a picture from your collection and take a photo of it.

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