

Numeracy :

Money

Day 1 - Counting mixed coins to make a total.

Revise the value of coins 1p, 2p, 5p and 10p.

Label different objects to buy with a total up to 10p.

Which coins can we use to make the total?

Remind the children that we are not adding the number of coins but the value of the coins.

Start with totals that use only two coins e.g. $1p + 2p =$ $1p + 5p =$ $1p + 10p =$

$2p + 5p =$ $2p + 10p =$

Encourage the children to count on.

Challenge - use 3 coins making a total up to 10p.

e.g. $1p + 2p + 2p =$ $1p + 5p + 5p =$

Day 2 - Counting mixed coins to make a total.

Revise addition up to 20 using a number line. Remind the children that we jump forwards up the number line when we add.

Label different objects to buy with a total up to 20p.

Which coins can we use to make the total?

Remind the children that we are not adding the number of coins but the value of the coins.

Start by adding two coins e.g. $10p + 1p$ $10p + 2p$ $10p + 5p$.

Children to count on or to use a number line.

Record as a number sentence. E.g. $10p + 2p = 12p$

Challenge-

If children are confident then extend to using 3 coins. E.g. $10p + 2p + 1p$ $10p + 5p + 5p$

Day 3 - Solving Money problems

Practise counting in 1's, 5's and 10's.

Use the worksheet 'Diving into Mastery - diving' (counting coins in purses).

This outlines a series of maths questions to challenge the children's understanding of money in a problem.

Day 4 - Solving Money problems

Use the worksheet 'Diving into Mastery - deeper' (candy cane problem).

This outlines a series of maths questions to challenge the children's understanding of money in a problem.

Day 5 - Using coins

Set up a shop where items can be labelled and then purchased. Take turns with your child to buy and sell the items. Use totals up to 20p to price the items in your shop.

Remind children to add the value of the coins and not the number of coins.

Challenge - 1. Write out the number sentence for the purchase e.g. $2p + 10p = 12p$

2. How many different ways can we make the total? E.g. 3p could be $2p + 1p$ or

$1p + 1p + 1p$

Literacy:

The Princess and the White Bear King

Day 1

Find a special story box that contains: a small bell, a candle, knife, small tablecloth, a pair of silver scissors, a golden cup, and a golden crown. Alternatively look at the picture attached that contains all these items. Can we make up a story using these special things? Who could be the characters? What would the problem be? Talk to the children to try and make up a story.

Next look at the picture of the princess in her bed. (photo attached) *What can we see in the picture? What do we know about the girl? What would you like to know about the girl? Does anything puzzle you? What especially caught your attention? What sort of story are you expecting? Why? Does it remind you of anything you have read before?*

Children to write at least three sentences about the picture. Remind children to start with capital letters, use adjectives and conjunctions and finish with a full stop. The sentences can start with:

I wonder....

I think....

I believe....

Day 2:

Reveal the book that we will be reading: The princess and the white bear king. Watch/listen to the video of the story until "Then you are the one," purred the bear. (The whole story will not be read at this point, only a small part of it. Each day we will read a little bit more of the story).

Talk about the princess. What is she like? How does the bear view her? Why do you think she is the King's favourite daughter? What does she look like?

Write a character description of the princess. Make sure you describe how she looks like, what she is wearing but also what she might be like, the way she behaves tells us she is kind. Use adjectives to describe her. (The princess has long, fair hair and dreamy eyes. She wears a beautiful red dress. She is the youngest of the King's three daughters. She is adventurous and brave. She is kind to the bear.)

Day 3:

Watch/listen to the second video that describes the bear's castle. Imagine what it looks like. Draw a picture of the castle and label the items inside the rooms. You can add any items that you wish to the rooms. Alternatively make a gate-folded castle book out of a folded sheet of A3, draw and annotate the inside of the castle using the children's ideas.

Day 4:

Write a diary entry in first person. Imagine that you are the princess. How do you feel being in the bear's castle? What kind of foods can you eat? What does the castle look like? Encourage children to use personal pronoun I and they can imagine anything they like. They should write in present tense and use their imagination.
e.g. I feel safe and secure in this castle. It is magnificent and full of beautiful ornaments. I love the golden goblets and the high ceilings. I am not scared at all and I am excited about exploring this wonderful place. One room has all my favourite food. I can't wait to eat all the cupcakes and delicious chocolate. In my room I have a bell and every time I ring the bell I can wish for anything.

Day 5:

Make a crown that is brighter than the sun itself. Write a short description why your crown is the best. Does it have any magical powers if you wear it?
e.g. My crown is the best as it has enormous rubys and emeralds sprinkled all over. It is made of the best gold from a magical land. My crown will look amazing on anyone who wears it. If you wear it during the day, you can turn invisible. If you wear it at night, it gives you laser vision.

Topic:

Please choose two of the following activities:

Art/DT -

Using junk modelling and coloured paper or card design and make a space rocket to fly to the moon and back!



Outdoor Learning -

Collect together (from your garden or as you go for a walk) a selection of different natural objects. E.g. feathers, small sticks, pebbles, flower petals, leaves, moss etc.

Use them to build a rocket or spaceship picture. Take a photo of your design.

History -

Re visit what the terms **past**, **present** and **future** mean. Last week we talked about a famous explorer from the past (Neil Armstrong), who no longer lives and this time we will be talking about an explorer from the present who still lives.

This person is **Tim Peake**. Go through the PowerPoint presentation with your child. Make simple notes, write down important words or draw pictures to remember the facts about Tim Peake.

Children can design a fact file for Tim Peake.

Space page border writing paper available.

ICT -

In a Year 1 class the teacher asked the children where they would like to explore.

These were the results.....

Desert 5 Mountain 2 Jungle 7 Space 6 Ocean 4 Forest 3

Using Purple Mash plot these results into a bar chart.

- Select Maths.
- Select 2Graph
- Launch app
- Input places to explore and number
- Look at and talk about the bar chart that you have made!

Science -

Watch and talk through the power point about animal groups/classification.

Complete the cut and stick activity to place animals in their correct group i.e. mammals, amphibians, reptiles, birds and fish.