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| BREAKING NEWS!!! **OUR NEW TOPIC STARTS TODAY!!!!!** BREAKING NEWS!!! |

PICTURE THIS!

Our new topic takes us on a new adventure through the topic of art and the artists that create the masterpieces. We will be investigating different art based skills and techniques and seeing how art can provide a link to other subjects.

Instead of a timed schedule we have suggested the amount of time that each activity should take and you then have the freedom to choose when you do your activities to fit around your day.

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| SUBJECT | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| MATHS  For examples of maths steps please see the end of this word document in the section – Maths examples. Also there are some challenges to go with the plans. | **Step 1. Count in halves and quarters.**  Show children a picture of 4 circles/ pizzas all cut in half. Practice counting in 1/2s. ½, 1, 1 and ½, 2, 2 and a half, up to the whole amount 4.  Provide children with opportunities to count halves in context ensuring that the shapes vary. For example: half slices of toast, pears cut in half.  Repeat for real life examples now cut into quarters. Remind children that the whole amount will be cut into 4 equal pieces. Count in ¼’s – ¼, 2/4, ¾, 4/4. When you get to 4/4 discuss that this the whole amount.  Children to draw around objects for an example can of tomatoes and can they draw or cut them into 1/4 s? Remind children that each part needs to be equal. Repeat for different shapes and practice counting in ½’s and ¼’s.  Have a go at the greater depth challenge – See at the end of this document. (1h) | **Step 2. Count in fractions along a number line.**  Draw a line and number it 0 at one end and in intervals of one draw in the numbers to 5. Count along that number line with the children.  Now count from zero and draw in ½ between 0 and 1. The count the 1 and add the 1 ½ in between 1 and 2. Continue adding in the halves until you get to five.  Children can draw number lines with intervals of 1’s, starting at different numbers up to a number they choose then add in the 1/2s.  Go back to the first number line 0 – 5. Now add in the ¼’s, discuss how the 2/4s is the same as a half. See example at end of document.  Practise for different start and end numbers.  (1h) | **Step 3. Fractions of length.**  Measure out a strip of paper 1 metre long. Or a piece of wool, string so that the children can see 1m. Provide children with a range of objects and ask them to place them on the paper/string.  Put you toy car at ½ m, put the lego at 1m.  They are **not** actually measuring in cm’s but discussing where they think these objects would be placed, discussing how many equal parts there are – the denominator and how many parts we are using – the numerator. Discuss how the parts need to be equal.  The children do use this language when discussing fractions  Remove the objects and then repeat for ¼’s.  Now add a car at ¼ of a metre and so on for ¼’s, again discuss how the 2/4s will be the same point as a ½.  If want to extend this use 2m length of paper or string and count past 1m in ½’s and ¼’s. (1h) | **Step 4. Fractions of capacity.**  Show children a cup full of water. **See maths examples at end of this document.** How else could we say this cup is full using ½’s, ¼’s and then introduce 1/3’s. Discuss that there are three equal parts when using 1/3s.  They are **not** actually measuring in ml but discussing where they think these would fill to all the time discussing how many equal parts there are.  Provide children with a range of cups or containers and ask them to fill them to different fraction.  Fill ½ of the first container.  Fill one container ¾ full. Ask them to judge where they think half way is and where half way from that point to being full. Repeat for different fractions.  Where do you think 1/3 would be?  See greater depth challenge at end of this document. (1h) | Make a fact file entitled fractions and the children can write all that they know about fractions.  You could include drawings, photographs of the activities they have been doing this week and they be as creative as possible. (1h) |
| ENGLISH | Listen to the first chapter of Killer Cat by Anne Fine  Draw a picture of Tuffy. Around Tuffy write down all of the adjectives (describing words that you can think of. Write some noun phrases to describe Tuffy. (1 hr) | Listen to the second chapter of Killer Cat by Anne Fine  Write some sentences pretending to be Tuffy – describe him catching the bird. Why did you do it? How did you do it? Excuses? Are you sorry? (1 hr) | Listen to the third chapter of Killer Cat by Anne Fine  Write a letter to Ellie to say sorry for catching the bird. Write in the way Tuffy would speak to add character to your writing. Edit and use the sentences from yesterday. (1 hr) | Listen to the fourth chapter of Killer Cat by Anne Fine  What could Tuffy do next? Write another chapter describing a different event. Write as if you are Tuffy. Why? How? Excuses? Attitude? Sorry or not? (1 hr) | Listen to the fifth chapter of Killer Cat by Anne Fine  Make a mini book to capture your new event. Remember to write in complete sentences and illustrate your mini book.  (1 hr) |
| P.E | Joe Wicks Live  9 – 9:30 (30 minutes)  Super-movers (15 mins) | Joe Wicks Live  9 – 9:30 (30 minutes)  Go Noodle (15minutes) | Joe Wicks Live 9 – 9:30 (30 minutes)  Super-movers (15 mins) | Joe Wicks Live  9 – 9:30 (30 minutes)  Go Noodle (15 minutes) | Joe Wicks Live 9 – 9:30 (30 minutes)  Super-movers (15mins) |
| SCIENCE |  | MATERIALS:  SPOT IT!  Children can keep a list of the different uses of materials they spot at home, at school and whilst out on daily exercise.  TALLY IT! Do they find for one material?  Children could keep a tally of the number of times they see a material such as metal being used for a different purpose. How many different purposes do they find for one material? Which material has the most purposes?  PAINT/DRAW IT!  Children could choose one material and paint/draw as many different uses they can think of. |  |  |  |
| ART |  |  |  | Create your own Mondrian piece of artwork. Use the same colours and border with black. Use whichever colouring materials you have.  OR/  Build a Marvellous Mondrian using lego  OR/  Create a Mondrian inspired hama bead/sticky shape/fuzzy felt/shape tile. (1 hr) |  |
| TOPIC  COMPUTING | PIET MONDRIAN – ARTIST  Type in keywords to find out about the artist.  Make notes as you research him as you will need them later.  (1 hr) |  | PIET MONDRIAN – ARTIST  Use Google images to find paintings created by Piet Mondrian.  Use your copy and paste skills to save them to a word document and print if possible. (1 hr) |  | PIET MONDRIAN – ARTIST  Create a fact-file about Mondrian – remember to include important facts – born/died/famous for/famous paintings/where he lived/do you like the pictures – why? (1 hr)  Don’t forget to add in the pictures you found and add your own colouring too |
| WELLBEING | Do a Cosmic Yoga session (15 minutes) | Quiet Minutes  Guided Meditation (15 minutes) | Do a Cosmic Yoga session (15 minutes) | Quiet Minutes  Guided Meditation (15 minutes) | Do a Cosmic Yoga session (15 minutes) |
| STORY | Choose a story to listen to quietly – invite someone to join you  (30 minutes) | Choose a story to listen to quietly – retell the story afterwards to someone  (30 minutes) | Choose a story to listen to quietly – draw a picture of what you think the character looks like (30 minutes) | Choose a story to listen to quietly – write down all of the powerful describing words that you heard  (30 minutes) | Choose a story to listen to quietly – create a story review to recommend this story  (30 minutes)  Include: why you liked it? What the characters were like? How many stars you would give it? What do you think a sequel would be about? |
| SKILLS PRACTICE | Look at this weeks’ spellings using suffixes.  Practice the spellings using the say, cover, write approach. (15 minutes) | Look at this weeks’ spellings using suffixes.  Complete the suffix word-search and jumble puzzle (15 minutes) | Look at this weeks’ spellings using suffixes.  Use the suffix cards and play Lucky Dip – children to choose a card and then should add a word to complete the suffix word. (15 minutes) | Look at this weeks’ spellings using suffixes.  Complete a spelling scribble. (15 minutes) | Look at this weeks’ spellings using suffixes.  Write down each spelling in your neatest joined handwriting. (15 minutes) |
| TT Rockstars  (15 minutes) | TT Rockstars  (15 minutes) | TT Rockstars  (15 minutes) | TT Rockstars  (15 minutes) | TT Rockstars  (15 minutes) |