Elm Class Summer Term #1 Week 1 commencing 20/04/20

Day	Morning	Afternoon

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Monday

1. Times Tables Rock Stars

2. Bedrock

English

Spellings for the week – words with the suffix -ly

Learning Objective:

To understand the term Suffix

To be able to spell the words correctly, with the suffix added.

Teaching:

A suffix is a string of letters that go at the end of a **root word**, changing or adding to its meaning. Suffixes can show if a word is a noun, an adjective, an adverb or a verb.

The Suffix –ly is an adverb suffix,(an adverb describes the noun.)

In the case of this suffix it changes the ending of the root word, if that word ends in y

The y is replaced with an i then the suffix ly is added.

So the word happy, becomes happily

Activity to complete:

- I'd like you to re- write these words into sentences please, adding the suffix .ly

bad

merry

accidental

grateful

hungry

happy

Maths

Try to work on maths 3 or more times a week.

Don't spend too long on bits that are very simple for your child.

Equally don't move on if your child is finding the work challenging.

Remember it's not about how many lessons you cover, but how much your child understands.

You don't have to do all this maths in 1 week.

Take it at your own pace.

If you or your child have any questions please get in touch, I'm happy to help. lrooke@clareprimary.org

Starter/Warm Up

Re-write these sums as column addition and work them out.

56+23= 82+15= 35+27= 78+65=

Learning Objective:

To know what a fraction is and be able to draw and name some simple fractions.

Teaching:

What is a fraction? - pieces of a whole something, a piece of paper, a square, an object, food such as pizza.

The only rule is that to be fractions, the pieces must **All** be the same size.

Recognise and name some simple fractions, a half, a quarter, a third, a fifth, a sixth etc

How many pieces does each of these have? (Apart from a half and a quarter, the clue is in the name.)

Look for fractions / the use of fractions in everyday life.

Topic

Full steam Ahead

Look at this photo from 1906 (photo at the end of the plans, scroll down to last page.)

Be a detective:

Where do you think this is?

When do you think this is?

Our new topic is about exploring how trains have changed the years; looking at the Victorians through to modern rail travel.

We will also look at how towns were shaped by the rail networks, including Clare.

Activity

Make a KWL grid

What do I know already? What do I want to know? What have I learnt?

You can add to this, as you go along if you like, Use a different coloured pen when you write something new in each column.

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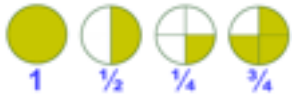
Tuesday 1. Accelerated Reader 2. Times Tables Rock Stars	**English** **Learning Objective:** To find out what we already know about trains **Teaching:** Look at the picture of the railway station again Have you worked out where it is? What where your clues? (It's Clare, the station in the country park) **Activity to complete:** Get a piece of paper and make 5 columns Give each column a title 1. Victorians 2. How have trains changed 3. Trains in Clare 4. The British railway network 5. Why were trains so important in the past? Under the titles, write what you already know about trains in those categories and what you are finding out. Draw a picture of what you think the first trains looked like on the back of the paper.	**Maths** **Starter/Warm Up:** Re-write these sums as column addition and work them out. 145 +78= 386 +67= 591+99= 805+47= **Learning Objective:** To able to write simple fractions and know what a denominator/ numerator is and what they stand for. **Teaching:** Draw a square and colour in a half of it have a good look at it. You have one square ***cut*** into 2 pieces. /2 How many of those parts are coloured in? (1 of them is coloured) A fraction is written like this, Numerator 1 (coloured in pieces) Denominator 2 (number of pieces all together) **Activity to complete:** Draw a rectangle like in lesson 1 and colour in 1 piece now copying what I did with the half, write the fraction on or next to the coloured bit. Can you name the fraction? Can you say which is the numerator, which the denominator. Repeat for other fractions.  1 ½ ¼ ¾ Can you write some simple fractions first, then draw a shape and colour in the piece to show you understand. Remember the pieces need to be the same size.	**Science** **Forces and magnets** ***LO***: I can identify the forces acting on objects. I can name different types of force. I can say when there is a push or a pull acting on an object. **What is a force?** A force is a push or pull acting on an object as a result of the object's interaction with another object. **Forces can make objects stop or start moving**. For example, • A rower pulls on the oars of a boat • Players pull on the rope in a tug of war • A runner pushes on the ground with his legs and feet • A bat pushes a ball How many other types of pushes and pulls can you identify? Draw some pictures of movements and write whether it is a push or a pull.

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Wednesday 1. Bedrock 2. Times Tables Rock Stars	**English** **Learning Objective:** To discover what we know, what we want to know and what we've learned. **Activity to complete:** Yesterday we began a new science subject, Forces and magnets Can you make a mind map of the things you already know about forces, and things you want to know? You can make up your own kind of mind map, or there is an example of one at the end of these plans.	**Maths** **Starter/Warm Up:** Re-write these sums as column addition and work them out. 274+625= 456+193= 820+730= 631+976= **Learning Objective:** To be able read and write fractions where more than 1 piece is coloured, for example 2/3 or ¾ and begin to recognise the equivalence of 2/4 and ½ **Teaching:** Draw a shape or fold some paper to make some fractions. This time colour in more than one piece What is that fraction called? How are we going to write it down? If you have an idea have a go. Draw another rectangle divide it into three equal parts, colour in one part. We know that is 1/3 One coloured piece (numerator) of 3 (denominator)) Colour in a second piece. Now you have coloured in two pieces of three so the numerator is now 2. The denominator 3 so your fraction is 2/3 or two thirds.  **Activity to complete:** Draw more shapes and practice with other fractions. Colour in more than 1 piece each time and write down the fraction. **Extension** Do you notice, that as you begin to use more fractions, sixths, eighths, quarters and so on, that sometimes you have actually coloured in a different fraction	**Art** Look on the internet and in favourite books for a picture of a train. It can be a toy train, a Victorian train, a modern train, or someone else's drawing of a train. Can you draw your favourite train, nice and large on a big piece of paper. It would be wonderful if you could paint it or colour it in Maybe we could have an Elm Class art gallery of trains, that would be lovely.

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Thursday 1. Times Tables Rock Stars 2. Accelerated Reader	**English** **Learning Objective:** To be able to recount my week, highlighting my favourite activities. **Teaching and activity to complete:** Please can you write about your week for me, remembering your favourite bits, they may be during your hours exercise one day, or when someone at home made you laugh. It may be an activity that you have done, something you ate or perhaps, just sitting and listening to the world around you and feeling happy. Remember for each time you talk about something new, start a new papragraph Remember as well your full stops and capital letters, but most of all make it interesting and funny to read. You can draw some pictures to illustrate your writing if you want to.	**Maths** **Starter/Warm Up:** Practice you 4 x table to 12x **Learning Objective:** To be able to write simple fractions of numbers **Teaching:** Fractions are very useful to understand and you can have fractions of numbers as well, it's like dividing. So we can say that ½ of 6 = 3 or ½ of 10 = 5 What about ¼ of? For example ¼ of 8=2 **Activity to complete:** Can you write some more sums that show ½ of? **Extension** Can you write more using different fractions?	**P.E.** If you can follow Joe Wicks or cosmic yoga in the mornings. (It has me puffed out!) then do so. Practice a different skill for a while every week. Don't let anything beat you! This week we will practice catching. If you think you can't catch then practice throwing something soft, like a soft toy, or a beanbag, or soft ball. You can do this inside as well as out. Keep it close, don't throw it too high. Count how many times you can throw and catch without dropping it. Try to beat that score. If you're lucky enough to have someone else to throw to, it can be more fun. But most of all never give up! You WILL get better.

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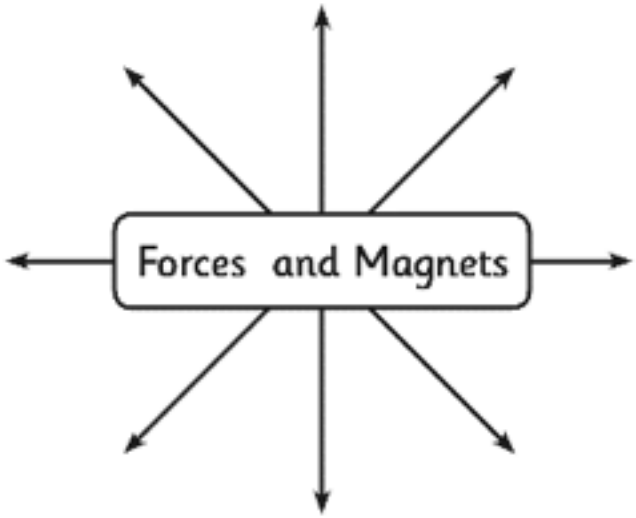
Photo for Topic, Monday afternoon 20/4

Mind Map

Draw or write about the things you already know about forces and magnets.



How do things move?

What makes things speed up or slow down?

Which materials are magnetic?

What are magnets used for?

What different forces are there?

What are some different types of magnets?

Do you have any questions about forces or magnets? What would you like to find out? Write your thoughts below.