**Numeracy**

This week we are introducing money. I appreciate the concern with handling coins with regards to the current situation so ensure they are all washed thoroughly beforehand. The children should have access to a range of coins up to £2 (real ones are preferable). It is really useful to have out a pot of coins permanently and to get the children to ‘pay’ for their dinner and any snacks or drinks that they have during the day. A simple price list on the kitchen door is great fun and the children have to make the correct amount before they can eat or drink! Start with amounts up to 10p. If they pick this up quickly, encourage the children to ‘find two or three different ways’ of making that amount. For those that are fabulous spenders, swap the coins in the pot for 20p or 30p and then see if the children can work out how much change they need to be given back before they can eat. You may not choose to do all the tasks but stick with one or two and revisit them as they do enjoy playing shops so one day may not be enough for that task.

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| **Task One – week 2**  Have out a range of coins. Spend time looking at the different images on them and identifying that some coins are worth the same but have different pictures. How can they tell if it is a 50p? *(shape, colour, size)*. What is on all the coins? Look at the dates – are shinier coins newer? Put some coins in a bag. Without looking can they feel the coins and work out what it might be? Which ones are easiest? Why? Our children rarely see us handling money and we often assume (wrongly) that they are familiar with the values so let them guide you. Get the children to create coin people (a flat 2D figure out of coins). Can they work out how much his arm costs? What about his whole body? Can they make a figure only out of 5pence coins? How much is he worth? Can they make a figure totalling 30p? What coins would they use? (a *mixture or just 1p & 2ps).*Etc |
| **Task Two**  How many different ways can they make 8p / 10p / 16p etc. See if they can find all the different ways. To record this, they could lay the coins out and then rub a crayon over them or draw around the coins and write their value inside. Have they made all the ways? How can they check? Could they find a method? |
| **Task Three**  [www.ictgames](http://www.ictgames) (money splat). The children have to splat the hand holding the right amount. Different levels. |
| **Task Four**  Play shops. The children go on a hunt to find things to create their own shop. It could be food or a toy shop etc. Create price labels for each of the items. Then take it in turns to be the shop-keeper or customer. They could choose 3-5 items to add together and find the right coins or find the change needed. Can they swap their coins – rather than making 5p, then 4p and then 7p can they work out what they total and make that amount? If they wish they can record the items on a ‘receipt’ writing it as a calculation eg finding the total 5p + 7p + 4p = ??? ; or (trickier) calculating change 20p – 5p – 7p – 4p = ? |
| **Task Five**  Revisit any one of the above tasks. |

**Literacy**

This week we will continue our theme of poems but base these around nature. This will be linked to our science and art. The children will go on Spring walks and create word banks of adjectives and use these to make up their own little poems.

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| **Task One – wk 2**  Share the poems on PPT with the children. Which ones do they like? Why? What words help paint a picture in their heads? Explain that these are only the first verses of a poem and Mrs Santry has hidden the titles. Let the children think of titles for each of the poems and give reasons for their choice. Can they learn one off by heart. Focus on rhythm and stanza and how to perform it using clear enunciation and expression. |
| **Task Two**  If they are going on a Spring Walk today, take a note book. Get children to jot down adjectives for what they see or hear. You could focus on one thing ie a bird in a tree. They could sketch it and then write adjectives to describe what it looks, sounds like or what it is doing around it. Try doing this three to four times during the walk. |
| **Task Three**  Look at their notebooks from yesterday. What can they remember about their walk? What words did they use? Talk about what a synonym is. Explain that a synonym is another word for the same thing ie synonym for big – large, huge, massive. A synonym for pretty is beautiful, stunning etc. Get them to repeat the word synonym as an ogre, in a mouse voice, as a witch etc. Choosing one or two of their pages from their walk (depending how many words they wrote) rewrite as many different synonyms as they can for their words. Which words are more powerful? |
| **Task Four**  Start to think about how they could use their ideas to write a poem. Create the first line. Which words do they want to include? Read it aloud. What rhythm does it have? Can they create a flow with this ie 6 beats per line da-da da-da da-da, da-da da-da da-da or 6 beats first and third line and 4 for lines 2 and 4. |
| **Task Five**  Continue with yesterday’s work. If finished write it up in their neatest writing and decorate the page with pictures to go with it. They can do more than one poem if they choose to. |

**Science and Art**

We would begin this term with Spring Walks looking for signs of growth including buds, bulbs, flowers, birds and insects. We would talk about how the warmer weather and longer sunlight hours encourage things to start to bloom linking this with a comparison of seasons. You could go as far as you wish with this by taking a small field guide key out with you to identify what you find. Butterflies at this time of year include Brimstone (bright yellow), Meadow Brown, Painted Lady and Peacock. A walk each day could allow you to focus on a specific thing and makes it easier to identify ie spotting and listening for just birds. A notepad and pencil is great to sketch, write or doodle what they see, feel, hear and think, paying particular attention to detail. This is also a wonderful mindfulness activity letting the children really focus in on the small details.

**Art**

Over at least two weeks we would look at painting with water colours. We would discuss the muted colours often used and how the water causes the paints to bleed and blend into each other. We would experiment beforehand and the following link has good ideas showing the children how to use and explore water colours <https://www.projectswithkids.com/watercolor-techniques-for-kids/>

When they feel ready and confident we would move onto creating a water colour picture of a flower; I often provide daffodils or hyacinths so they can feel the texture of the real thing and we would talk about the thick waxy leaves that allow these flowers to be the earliest of the year. However, the following clip shows how to create a wonderful sunflower if they would prefer a step by step approach. <https://www.youtube.com/watch?v=rh40ivABziI>

To begin with, most children do not like adding enough water and create an almost poster paint picture but the aim of this task is to realise how different the watercolour technique is to create soft dreamy muted images. These tasks would be over a couple of weeks so do not feel the need to rush it along as they do need the experience of experimenting beforehand to develop the necessary skills.

**ICT**

As the children are spending a significant amount of time on-line I felt it would be beneficial to introduce an e-safety lesson. The Espresso Discovery site has several e-safety video clips and quizzes. Rather than set specific ones, I recommend taking time to start at the beginning of the KS1 section and maybe do one each week to familiarise the children with this important concept.

**Geography**

I am aware that some may have started however, I am allocating time each week to start / continue a project on their chosen country. The children need to research what life is like for a child in a non-European country and how it differs/is similar to their life experiences. This includes human and physical geography including: foods, religion, weather, landscape/topography, wildlife, architecture / homes, or any other aspect that they find interesting. A good starting point is to ask them to think of questions that they would like to find out about their chosen country and then they can pick 3-5 of these to research. They do not need to do reams of writing and models, drawings or photos with labels are encouraged. They could produce a poster if they wish or learn how to copy images into a powerpoint or purple mash to share. The objective is to build awareness, understanding and empathy within the wider world and involves them asking and answering questions and comparing these to their own experiences. This project should be spread over a 2-3 weeks.

In class we would look at life in a Brazilian slum, a little girl called Chana living in a small rural Indian village and a child in Japan to show very stark comparisons. I still intend to do these on our return to school but do feel free to explore if you choose to.