

SLC Remote Learning 7.1.21

9:00 Spelling	9:30 Phonics	9:45 English	10:45 Break	11:00 Maths	12:00 Lunch	1:00 Reading	1:30 Science	3:00 Story Time
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SPELLING - Please use the **Look, Say, Cover, Write, Check** as we do in school.

Today we will be revising magic 10 or magic 20 words.

Group 1

somebody, thought, which, witch, with, friend, opened, who, found, wanted, asked, hear, couldn't, through, around, goes, stopped, wasn't, really, shouldn't

Group 2

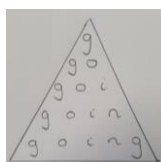
these, those, always, going, were, people, every, little, because, above

Group 3

saw, when, what, where, there, and, about, has, want, have

ACTIVITY

Today, as you are practising writing these tricky words, I would like you to write them spelling pyramids



E.g

PHONICS

Looking at Phase 4 blends can you create a table showing which are initial blends (come at the beginning) and which are final blends (come at the end) E.g

Initial blends	Final Blends
cl	nd
fr	nch

Now can you write 2 sentences. One needs to have a word in with an initial blend and the other needs to have a word using a final blend.

ENGLISH

Today I would like us to think about the parts to the story. Some of you split the story into 3 parts, some of you 5 parts (you know which path you follow). I would like you to create a story mountain with pictures and captions (KA, MA, BJB, AM, DH)/sentences (GB, AC, EM, JT, RH) – Try to use conjunctions to extend your sentences.

3 part – Beginning, Middle, Ending 5 part – Opening, Build up, Problem, Resolution, Ending

If you need to watch the story clip again, that's fine. I would like you to think about the key events happen within the story of Rumpelstiltskin.

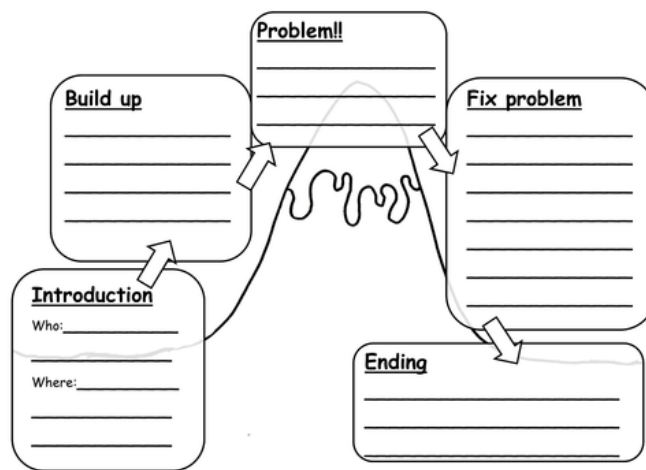
Opening – What characters are there? Where is the story set?

Build up – How does the story build tension?

Problem – Oh no! What happens? Is there a villain? (a bad character)

Resolution – How does the character overcome the problem?

Ending - Is it a happy ending? What happens? Do they learn a lesson?



This is an example of how your story mountain should look. Remember, if you only do 3 parts to the story, you only need 3 boxes, Introduction, problem and end. Once you have finished, you can colour around your mountain.

MATHS MEETING

Can you write out your 2, 5 and 10 times table. This can help you when counting money.

MAIN ACTIVITY

Remember the BIGGER the SIZE of the coin DOES NOT mean that the VALUE of the coin is MORE!!



You will have noticed yesterday that we can use different coins for the same amount. Write out and complete the following exchanges.

Practice 2 Exchanging money

1 Fill in the spaces.

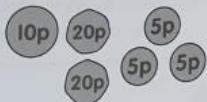

- a One 5p coin (5p) = _____ 1p coins
- b One 10p coin (10p) = _____ 1p coins
- c One 20p coin (20p) = _____ 1p coins
- d One £1 coin (£1) = _____ 1p coins
- e One 50p coin (50p) = _____ 10p coins
- f One 20p coin (20p) = _____ 5p coins
- g One £1 coin (£1) = _____ 20p coins


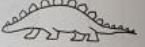
2 Fill in the spaces.


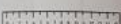
- a One £2 coin (£2) = _____ £1 coins
- b One £10 note (£10) = _____ £1 coins
- c One £5 note (£5) = _____ £1 coins
- d One £10 note (£10) = _____ £5 notes
- e One £20 note (£20) = _____ £10 notes
- f One £50 note (£50) = _____ £10 notes



As we discussed in class, there are 100p in £1. (p means pence and £ means pounds)

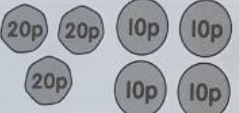

2 Match the money to the objects.

a   80p

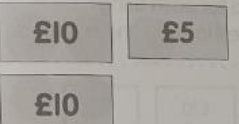

b   65p

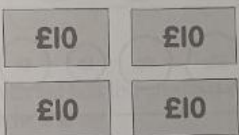

c   40p

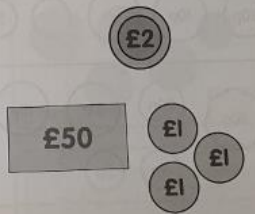

d   £1

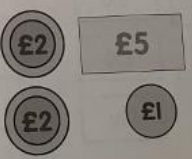

e   25p

3 Match the money to the objects.

a   £42

b   £53

c   £25

d   £10

Unit 18: Money III

I know you can't draw the lines like I have to show you, but if you could just write the answers in your maths book e.g **2b – Ice cream 80p**

Extra Challenge: You could create some tags and price up some items around your house. What coins would you use to pay for them?

READING

We will continue with our reading carousel groups as usual. The only difference is I will not be there to read with you! Your reading groups will stay the same

Group 1: Ryan, Gracie, Josh

Group 2: Abbie, Ethan, Alfie, Daniel

Group 3: Bobby-Joe, McKenzie, Kye

Today, **Group 1** I would like you look at the following 2 pages of your book. (Josh this is a new book we started on Monday, I think you will like it!) I would like you to make a list of the following which have been used:

- Verbs
- Adverbs
- Nouns
- Adjectives

Now I would like you to think of a time when you really wanted something but weren't allowed it. Tell me about this time. How did you feel? What did you do? Did you get it in the end?

Chapter 1 – Tiger's tantrum

"Oh, Mum, please!"

Tiger pressed his face against the glass. He was gazing through the window of the big toyshop on the high street. The display was of a Tyrannosaurus rex fighting a battle, desperately defending the earth against alien invaders. It was crushing one of the alien spaceships in its giant jaws.



"Not a chance, Tiger," his mum replied, wearily. "You'll have to save up your pocket money if you want that thing. Anyway, haven't you already got one?"

"Oh, but, Mum," Tiger moaned, "that's the old Robo-Rex. This is the new Robo-Rex. The Robo 1 was the greatest toy ever invented, but the Robo 2 is even better."

"The answer is still no," said his mum.

"But it'll take me years to save enough money to buy it. It's soooooo unfair."

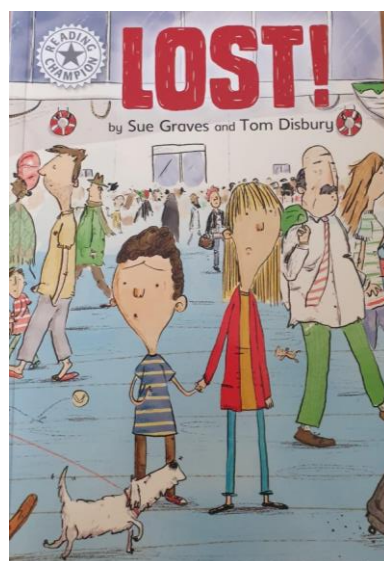


Group 2 – Please look at the following book cover. I would like you to write a few sentences predicting what you think the book is about.

Look at the title, look at the picture.

Who could they be, where could they be, where could they be going?

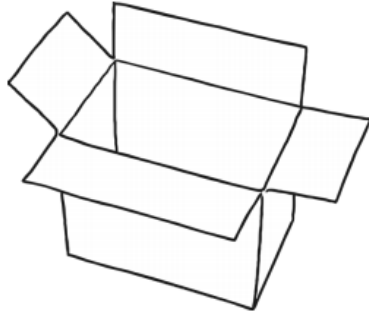
How do they feel?



Have you ever been lost? Tell me about your own experiences in a couple of sentences, when you have been lost.

Group 3 – I would like you to read the sentences and draw the picture, adding the information it asks for.

Six chicks in a box.



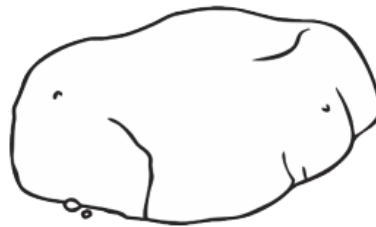
She has got a fish and a shell in the bucket.



Quick! We can jog to the top of the hill.



Look at the big moth on that rock.



SCIENCE – ROCKS

Our new topic is all about rocks. Rocks are found everywhere. Some ABOVE the ground, some BELOW the ground. There are many different types of rocks.

JOB 1

I would like you to look around your house and garden and find me 3 different rock. Do you know what they are called? Can you use adjectives to describe them?

Some rocks are NATURAL, some are HUMAN-MADE meaning we have created them for building etc,

We are going to be learning all about the 3 main types of 'NATURAL' rock.

JOB 2 – Can you find out what these types of rock are by doing some research?

-Igneous

-Sedimentary

-Metamorphic

JOB 3 – Can you make a table and choose whether these rocks are Human-Made or Natural (found in the Earth)

Natural or Human-Made Rocks

Brick



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Granite



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Chalk



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Marble

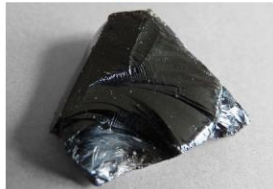


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Concrete



Obsidian



Natural or Human-Made Rocks

Coade Stone



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Sandstone



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Quartzite



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Basalt



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Limestone



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Slate



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STORY TIME –

Click on the you tube link and enjoy this story. It is Science based and all about rocks. It also links in our Geography focus as the minute – Volcanoes. Hope you enjoy it!

<https://www.youtube.com/watch?v=yTTLk8E194E>

****Zoom meeting will take place on Friday at 1:30pm**

Name: SLC

Meeting ID: 585 813 1184

Passcode: 4f04Gn

If you have any problems downloading zoom or have any queries, please email me prior to the scheduled meeting time.