**Mulberry Class**

**WK: 18th & 25th January 2021**

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| **Area** | **Activity** | **Links /resources** |
| English | * **Continue the stories Lost and Found / The Heart and the Bottle** * Reread the story or watch the story being read on YouTube. Use the ‘Lost and Found’ communication storyboard below to join in with the story, pass comments and answer questions about the book. Can you make full sentences using the symbol board? * **Story:** The Heart and the Bottle.   Re-read or watch the story being read on YouTube. Focus on the sentence “Whose head was filled with all the curiosities of the world”. Pick out the word *‘curiosity’*, discuss what the word means. Think about what you are curious about, use the internet and any books you might have to do research about something that makes you feel curious, for example an animal, a foreign country, a pop star, food etc. Present your findings in a poster, word document etc.   * **Non-fiction: Fine motor skills:** Ribbon dances, dough disco, using index finger to point to symbols/words and using hands to perform signs. * **Reading & Phonics:** – Reading books or free reading books / Education City login. | <https://www.youtube.com/watch?v=cRAAQ8EWzig> – full story  <https://www.youtube.com/watch?v=qjhVE1uzutQ>  -full story (The Heart and the Bottle)  Education City Homework Spring 2021 page– parent login |
| Maths | Watch our number videos and complete the tasks at the end.  • Try to bounce a ball between you and a partner Bounce, catch (1) bounce, catch (2), bounce… etc. (if you don’t have much room you could use a balloon – might be the safer option!) How many times can you do this? Keep practicing. • Choose three cards, e.g. 5, 6, 7. Lay them out in order. Then turn them face down. While your partner’s eyes are shut, switch two of the cards. They point to a card and must say what number they think it is. Were they correct? What number did they get? Now they do the same to you!   * Capacity- full, half-full and empty. Fill a container with water, use a cup to fill another cup until it’s half-full or full. Watch <https://www.youtube.com/watch?v=QmqEKErBq7M> * Make ice cream at home, find the recipe on <https://www.bbcgoodfood.com/recipes/no-churn-ice-cream>. Use the words full, half-full and empty when measuring your ingredients. | Class YouTube Link sent by email.  Education City Homework Spring 2021 page– parent login |
| Creativity | Watch weather reports on TV or on YouTube. Print or make some weather symbols and create your own weather report.  <https://www.youtube.com/watch?v=6dEpI75FOeo> |  |
| Individuality | Play ‘500 miles’. Walk to the beat of the song, use little steps, long strides, jump, hop and stop. Play musical statues so when the music stops you must stop!  <https://www.youtube.com/watch?v=tbNlMtqrYS0> |  |
| Community | World Water Day -  Use different bowls of water to show clean and dirty water. Which water would you drink?  Use taps around the home to see if water is clean/dirty?  Explore different ways of getting clean water. Make filters (paper towels etc.) and get students to clean water. Also, could buy water purification tablets and show them these. (Check health/safety first before using.)  Collect samples of water. Is it from a clean source, that is either tap or bottled water, or from a dirty source like water from a drain, pond, river or puddle? Compare the water samples by holding them up against each other. Look how dirty the water is, and see if it can be made cleaner by passing it through a number of colanders with blotting paper, tea strainers and other mediums. What happens if you only have dirty water? Wash hands in dirty water-are they clean? Link to COVID-need to wash hands properly.  Nirinasoa’s Walk.  Nirinasoa lives in Madagascar-where is this. Find on a world map.  Climate-Tropical.  Ways of moving water. What makes best container? Where do you get the water from? Taps, hose, outside tap. What can we use to effectively carry water – experiment with different items, paper bags, colander, carrier bags, buckets, plastic bottles, plastic cups etc. Move water from one bowl to another using the resources – this activity could be done in the bath, outside or on a hard/cleanable surface. | <https://www.twinkl.co.uk/resource/t-tp-308-eyfs-all-about-world-water-day-information-powerpoint>  <https://www.wateraid.org> ( international and UK site)  [**https://www.wateraid.org/uk/publications/schools-challenge-ks1**](https://www.wateraid.org/uk/publications/schools-challenge-ks1) |
| Challenge | Carry on from toy reviews last week - Incorporate investigations of forces into reviews of any toy that requires pushing or pulling to make it move (balls of different sizes and textures, any wheeled toy). Pupils can play with toys together in twos and decide together whether a toy needs pushing or pulling to make it move.   * Investigate how different toys move across different surfaces e.g. across a carpet, thick rug, smooth flooring, textured mat (e.g. textured rubber runner used by entrances). The number of different surfaces students test the toys on can be increased or decreased according to ability. Depending on student ability, they could simple decide which surface is easiest to push/pull the toy along and which is the hardest, or they can order the surfaces best to worst of what they would recommend each toy should be played with on * Students could be asked to make predictions of which surfaces they think will be the easiest/hardest to move each toy on and they can set up an investigation to find out if they are right. Where appropriate, introduce the idea of fair tests. * Use a ramp at the same angle for each toy and make sure the toy is held at the top of the ramp and let go without any force from the student. If you work with a partner, one can release the toy and the other can mark where the toy comes to a stop on each surface and then between them they can measure the distance. This could be using either standard or non-standard measurements, depending on ability e.g. use tape measures or footsteps. * Record their investigations with photos/video. |  |
| * Please refer to annual reviews for your child’s personalised targets.   We would love to see and hear about what you have been doing, feel free to email anytime  [twu@parklane.cheshire.sch.uk](mailto:twu@parklane.cheshire.sch.uk) [eshaw@parklane.cheshire.sch.uk](mailto:eshaw@parklane.cheshire.sch.uk) | | |



 