

Week 9

Maths - Position, Direction and Time

Vocabulary to use

position, over, under, underneath, above, below, top, bottom, side, on, in, outside, inside, around, in front, behind, front, back, before, after, beside, next to, opposite, apart, between, middle, edge, centre, direction, journey, left, right, up, down, forwards, backwards, sideways, across, close, far, near, along, through, to, from, towards, away from, half, quarter, three-quarter(s), turn, time, hour, minute, o'clock, half past, clock, watch, hands, face

Day 1

The learning of position and direction is best practised through everyday situations; such as tidying up (put your teddy **under** the bed).

Activity

Provide children with a blindfold, give them instructions to negotiate a simple obstacle course. Then the course can be made more difficult. Next swap roles and let the children give you directions and use the vocabulary provided. *Good luck!*

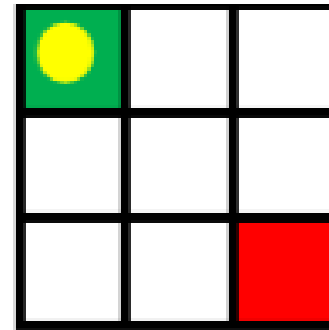
Don't forget I always like to see what you have been up to so take photos for me.

Day 2

Look at this grid with the counter on it.

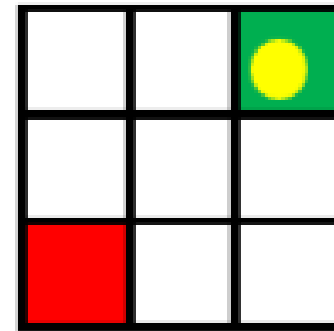
How many ways are there to get from the green space to the red space?

You can only move right or down.



How will the instructions have to change for this new grid where the green and red spaces are in a different position?

How many ways are there of getting from the green space to the red space using the new instructions?



Day 3

What time is this clock showing?

The minute hand makes one full turn.

How long will this take?

Where will the hour hand be pointing?

What time will this show?

Think of some other times the clock would be showing once the minute hand has made some more full turns.



What do you notice about all of these times? Explain why.

Hiba says

When the minute hand makes half a turn the time is always half past something.

Is Hiba correct?

Explain why.

What do you think she was trying to say?

Day 4

Look at the hundred square.

Describe how to move from the yellow number to the pink number.

How does this movement help you work out what needs to be added to 13 to make 25?

How can this be written as a number sentence?

Describe how to move from the pink number back to the yellow.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Day 5

Look at this 0-99 grid.

Which number is to the left of 36?

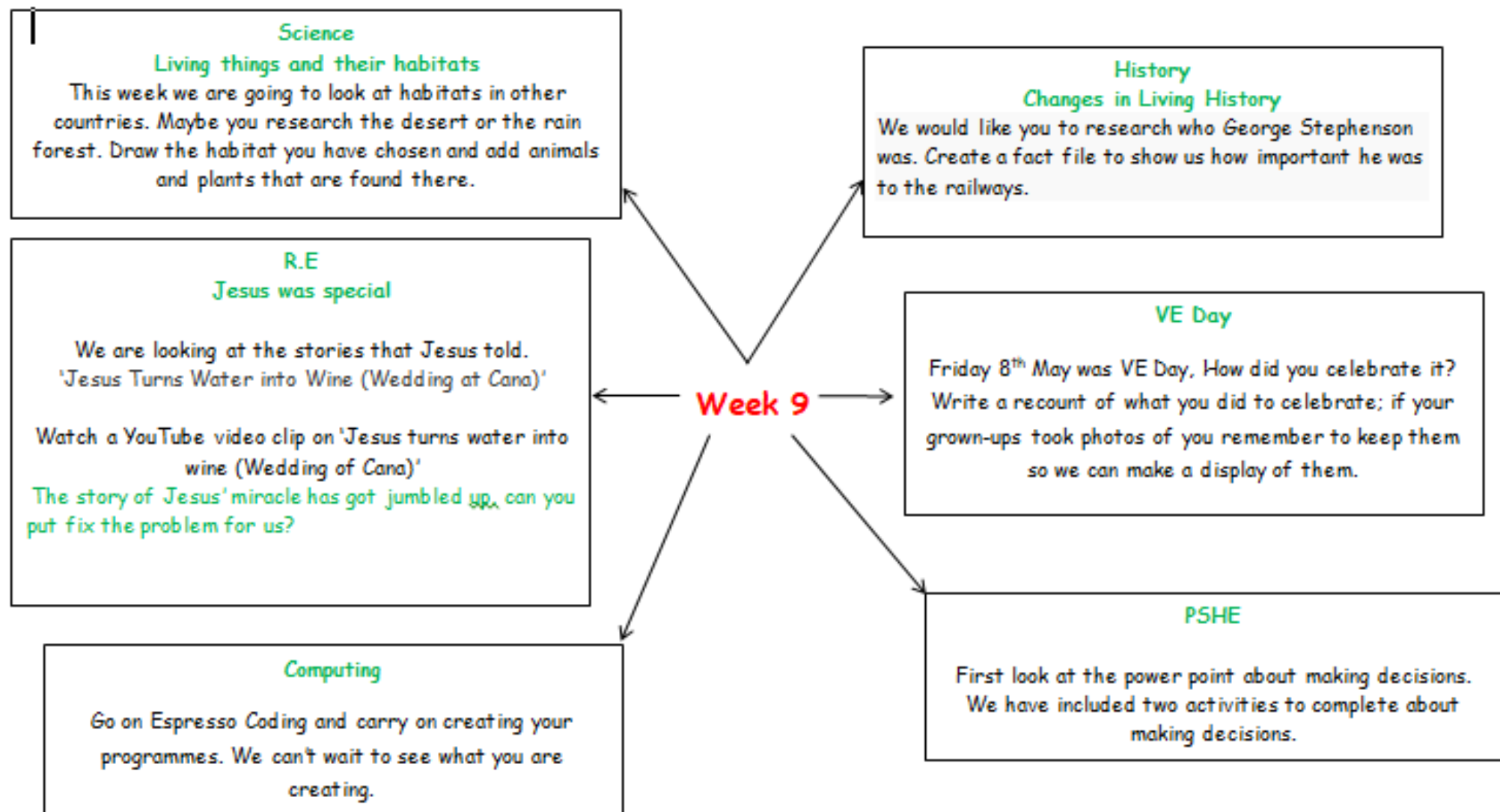
Which number is above 41?

The number 53 is below which number?

What number is to the right of 29?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Monday	<p>What is a traditional tale? It is a story that has been retold for many years and therefore most people know. Things can change slightly between different versions but the tale mainly stays the same. We have looked at the traditional tale of The Three Little Pigs, this week we are going to look at The Gingerbread Man. Share the story together - https://www.youtube.com/watch?v=pckuS--UIV4</p> <p>Write a newspaper report like the one on the next page - remember to include a headline!</p>
Tuesday	<p>Mr Fox has been arrested by the police for eating The Gingerbread Man! He must come up with a reason as to why he ate the gingerbread man but what could he say? Think about The Wolf's True Story from last week when he kept sneezing and 'accidentally' blowing the pigs houses down. What could Mr Fox's excuse be? Did the Gingerbread Man accidentally slip into his mouth? Was it already too late so he thought he may as well enjoy eating him anyway? Maybe it was the Gingerbread Man actually jumped into Mr Fox's mouth?</p> <p>Write a statement from Mr Fox to the police about why he ate The Gingerbread Man - you might want to draw pictures.</p>
Wednesday	<p>Discuss what happens at the end of this story, is it a happy ending? What might have been a happier ending? Today you are going to write a different ending for the story. There are lots of different characters in the story that you might want to include in the ending. Could the fox be kind to The Gingerbread Man but then the old lady catches up with him? Could The Gingerbread Man find a group of friends to live happily ever after with? Write your new ending in your home school book, we can't wait to read them!</p>
Thursday	<p>Think about the different stages in the story, what are the important things that happen? In your home school books, split your pages into 6-8 boxes to create a comic strip. Draw the different events of the story in each of the boxes and include speech bubbles to retell the story. You may also want to include thought bubbles to write what the characters might be thinking or feeling. If you like, you could use this comic strip to re-write the story in your own words.</p>
Friday	<p>Watch and share the PowerPoint 'Making Decisions'. The PowerPoint is all about different decisions we might make and people who can help us to make them In your Home Learning book, try some of the activities from the slides. You could draw a table like the one on slide 5 to think of some different decisions you might make at home and at school. Think about the different people who could help you with your decisions such as your family, friends and teachers.</p>



Remember all your work can be done on paper if you do not have access to a printer.

Who Was the 'Father of the Railways'?



1700

1800

1781

George Stephenson was born.



George Stephenson was born in 1781 and was an **engineer**. He built **steam locomotives** for the railways. Because of this, some people call him the 'Father of the Railways'.

Photo courtesy of Snapshots4U@iStock.com -- granted under creative commons license - iStock

Research who George Stephenson is and how important he is to railways.

Would we have railways now if it wasn't for George Stephenson?

Create a fact file of what you have found out. I have attached one to use or you can create your own.

George Stephenson

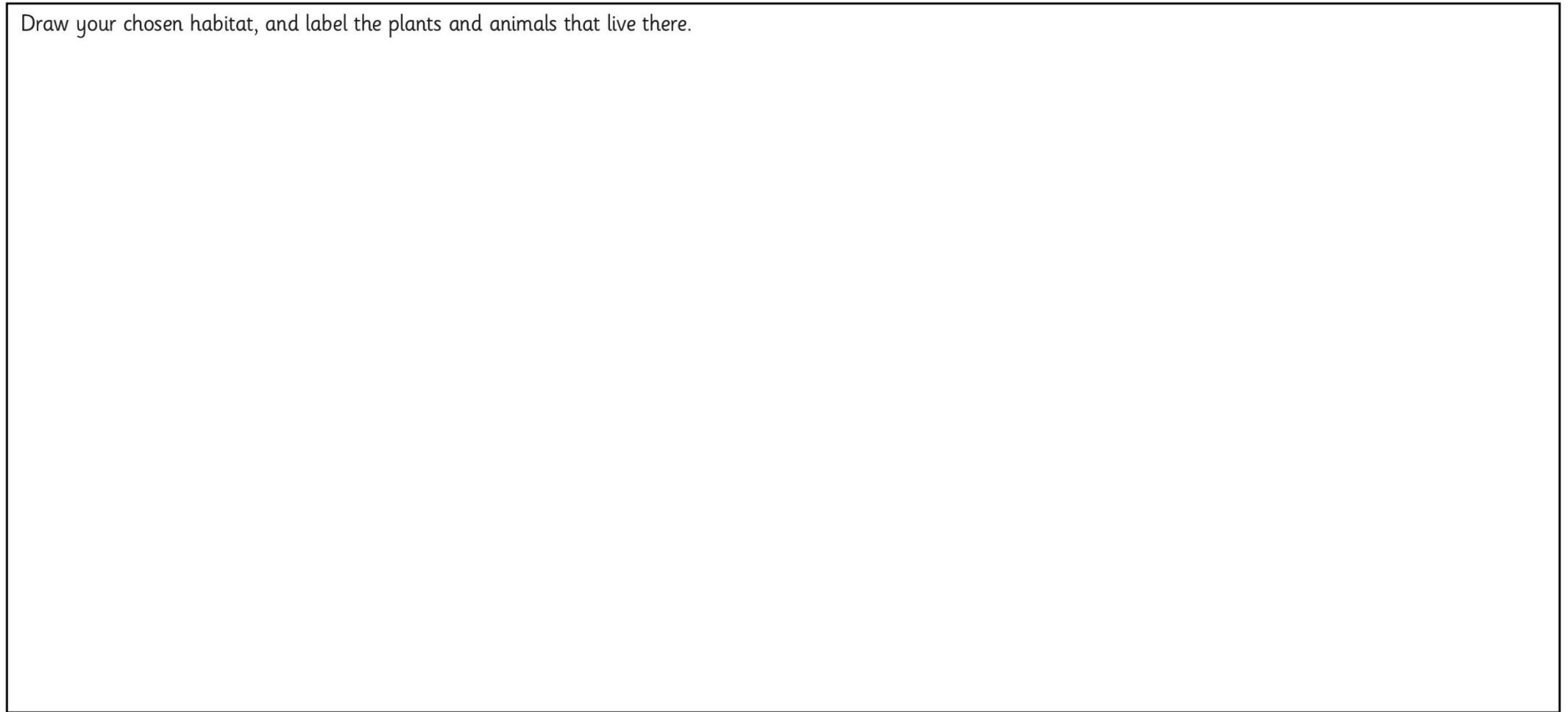


Science

A habitat from a different country



Draw your chosen habitat, and label the plants and animals that live there.



R.E

John Chapter 2, Verse 11 Word Scramble

Can you unscramble each word to find the memory verse?

hWta seusJ idd hree ni anCa fo lleaGei

saw teh sfirt fo hte ginss

tohrhug wihhc eh rleveade ihs ygolr;

dan shi idscilpes bleiedve ni ihm.



At home



At school



Who else might be able to help?



Would you rather?

If you could have a snack, **would you rather...**



An Apple

Or



An Orange

If you could have a new pet, **would you rather...**



A dog?

Or



A cat?

If you could have a day out, **would you rather...**



Go to the zoo?

Or



Go ice skating?

If you could stay up late, **would you rather...**



Read a book?

Or



Watch a cartoon?

If you could have something sweet, **would you rather...**



Ice cream

Or



Sweets

Which do you prefer doing,



Chatting on the
phone

Or



Listening to music