

Home Learning Activities- Term 6 Week 3

The Train Ride by June Crebbin

<https://safeYouTube.net/w/udTK>

Day	Learning Activity Suggested time 9.00-9.30	Phonics Suggested time 11.30-12.00	Maths Suggested time 1.00-1.20
Monday 15 th June	<p>Before reading The Train Ride by June Crebbin or watching the musical version above, ask your child, what they think the story might be about? Where might the train be going? What might happen? Read the story, encouraging your child to join in with the repeating refrains. When you get to the end ask your child the following questions...</p> <p>Who were the main characters in the story? Can you think of some of the things they saw on the journey? Where was the train going?</p> <p>Have a go at drawing and labelling, using your sounds, at least 3 things the little girl saw out of the window.</p>	<p>See additional information on class pages for:</p> <p>Mr Rapley's group Mrs Jarmola's group Miss Powell's group</p>	<p>This week we are going to do some work on 'sharing.' Explain that when we 'share' in Maths, this means that every group should be the same. You may want to use the term 'equal' but this could cause some confusion with the = sign.</p> <p>Start the session by getting two soft toys and 4 objects. Ask your child to 'share' these objects between the two soft toys. Get them to have a go, and then model how you can share them using a 1-1 method (giving out 1 at a time) After your child has practiced this strategy, practice sharing 6, 8 and 10.</p> <p>As an extra 'gold' challenge, get your child to practice saying the statements at the end of the problem (i.e. 4 shared between 2 is 2)</p>
Tuesday 16 th June	<p>Reread the story from yesterday. Can your child name some of the places the train passed through?</p> <p>Country side Meadow Farm Town- Market square</p>	<p>See additional information on class pages for:</p> <p>Mr Rapley's group Mrs Jarmola's group Miss Powell's group</p>	<p>Resources: Two large circles (decorated as a pizza base) and 10 smaller pieces of paper (decorated as pizza toppings)</p> <p>Introduce the 'pizza bases' to your child and tell them you need to make sure the pizzas have the same amount of toppings (an equal amount.) This activity will be similar to</p>

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	<p>Seaside Draw a train track and draw along it, the different places the train passed through. Have a go at labelling it after.</p>		<p>yesterday, but more ownership will be on your child to see if they picked up on the sharing strategy from yesterday. Start by giving your child two 'toppings' and ask them to share them between the pizza bases. Move on to 4,6,8 then 10. Get your child to 'check' their answer by counting how many each pizza base has.</p> <p>Do they have the same amount?</p>
<p>Wednesday 17th June</p>	<p>Today you are going on a train ride. Create a train in your home or garden, remember to make yourself a ticket or you won't be able to travel. Put on your imagination hat, what will you need to take with you on your train ride? Where are you going on the train? Wait at the station and check the time of the train. Board the train when it arrives. As the train pulls away, what do you see? You will need to remember your ideas for tomorrow.</p>	<p>See additional information on class pages for:</p> <p>Mr Rapley's group Mrs Jarmola's group Miss Powell's group</p>	<p>Resources: Three sheets of paper with small animal pens drawn on, 15 small world animals (or pictures will do.)</p> <p>Introduce three animal pens to your child (this could be drawn on a piece of paper) and use some small world animals. Explain that today you want to make sure there are the correct number of animals in each pen. So they will need to use their super sharing skills to make sure this happens! As the farmer, it is their job to separate the animals into their pens. Start by giving your child 3 animals and ask them to 'share them' between the 3 pens using the 1-1 sharing method. Move on to 6,9 then 12.</p>
<p>Thursday 18th June</p>	<p>Yesterday you went on your very own imaginary train ride. Draw or paint a picture or what you saw out the window.</p>	<p>See additional information on class pages for:</p>	<p>Resources: 2 circles drawn on paper, 10 objects to 'share.'</p>

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		Mr Rapley's group Mrs Jarmola's group Miss Powell's group	<p>Introduce the two circles to your child and explain that these are called 'sharing circles.' It is important to use the language of 'sharing' as this is what your child has been working on throughout the week.</p> <p>Continue the session by taking out 4 objects, put the others away and out of your child's sight so they do not get confused. Take two of the objects, and place them in one of the 'sharing circles.' Explain that if I have two in one of these circles, how many need to go in the other one to make sure they are shared equally? Give your child some time to think about it, and eventually they should move the remaining two into the other circle.</p> <p>Continue by increasing the object number to 6 (placing three in the first one.) Then repeat with 8, then 10. As a further challenge, simply show your child all of the objects, and say that you want x amount in one circle, how many would be in the other?</p>
Friday 19 th June	Can you write a sentence to go with your picture just like the story? Please send them to your teacher, so we can make our very own class book.	See additional information on class pages for: Mr Rapley's group Mrs Jarmola's group Miss Powell's group	<p>Resources: 2 circles drawn on paper, 10 objects to 'share.'</p> <p>Review the 'sharing circles' with your child. Explain that today, we are going to investigate</p>

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			<p>sharing further by looking at different numbers.</p> <p>Start by giving your child 2 counters, get them to share them, they should do this relatively quickly by now. Next, give your child 3. Ask them to predict what might happen if you try to share 3. They might try some different strategies, but should eventually conclude that 3 cannot be shared. On a sheet of paper, record (or get your child to record if they are confident) numbers that will share and numbers that will not. Continue by practicing with all of the numbers up to 10.</p> <p>As a gold challenge, ask your child what they notice about the numbers that will share. Some might tell you that these numbers are included when we count up in 2s! (Or in the 2 times tables.) Or that the numbers that are 'even' can be shared, and ones that are 'odd' cannot. Allow your child to explain their reasoning in their own words.</p>
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