

Class Cremyll Summer Term Week 11

Hey Cremlins,

How are you all? I have thoroughly enjoyed seeing your learning about castles, knights, dragons and monarchs over the past few weeks - thank you for sharing. We're going to have a complete change now and use the seaside as our focus. **To begin, we're heading to Mr Grinling's lighthouse to find out what is happening with the pesky seagulls! Next week, we will be focusing on lighthouses and Grace Darling.**

Remember to take photos of your learning or record it in your exercise book - it will be just like a learning journey! It's also been lovely to see your learning on Google Classroom too!

English

Assignment 1 - Words, words, words!

Our story this week includes lots of unusual words which is something we would usually look at together so your challenge is to find out what each word means.

industrious	devoured	ingenious
concocting	varmints	consolingly
appetising	baffle	pitifully
assorted	brazen	jubilant
scavenging	accomplished	scrumptious

Next, imagine that you need to create a glossary for the book to help younger children understand the new vocabulary. You will need to put the words in alphabetical order - here's a clue, the first word will be 'accomplished' because it begins with the first letter of the alphabet 'a'.

Please note: when there are several words beginning with the same letter, you will need to look at the second letter.

As an extra challenge, can you choose a word each day to use in a conversation.



Assignment 2 – Newspaper report

Imagine you are a journalist writing about those pesky seagulls stealing Mr Grinling's lunch – how would you grab the reader's attention with your headline? Sometimes, alliteration is used; this is when each word starts with the same sound. Here are a couple of examples:

Scavenging seagulls steal scones!

Lighthouse keeper loses luscious lunch!

See if you can come up with your own headline then write a short news report about what happened to Mr Grinling's lunch. You could always ask someone at home to pretend to be Mr and Mrs Grinling and interview them before writing your report.

When you complete any writing, remember to be *GCOPS Genius* - use conjunctions (and, because, but, if, so, when), check your spellings, punctuation (A . , ? !), and that your sentences make sense.

Science & DT

Challenge 1 – Stop those seagulls!

I wonder if you could design a device to stop those scavenging seagulls from pinching food from the basket. What different ideas did Mrs Grinling try?

You could design a new basket or something that fits on the top of the basket. Here are some questions to help you think about your design in more detail:



How did the seagulls untie the ribbon?

Are seagulls scared of anything?

What materials are seagull-proof?

Now you can draw your design and remember to add labels – Mrs Grinling is really looking forward to receiving your ideas!

Challenge 2 – Healthy lunch

Mrs Grinling made her husband lots of treats for his lunch as well as some healthy ones but he would really like you to make him a lunch that contains mostly healthy options and just one treat.

You can use the Eatwell Guide to help you choose from each food group to create a balanced lunch. **Can you come up with some interesting names for each item?** Mrs Grinling used names like 'Lighthouse Sandwich' and 'Peach Surprise'. Remember to add labels or an ingredients list alongside your pictures – Mr Grinling is so excited to see what appetising delights you come up with!



Computing

Task 1 – A disgusting sandwich filling is needed!

Mr Grinling has been having a lot of trouble with Bert, Tom and Fred (the naughty seagulls) because they keep devouring his lunch. Your challenge is to design a sandwich filling that they will find disgusting just like Mrs Grinling did – **I wonder what you will choose instead of mustard.**

Remember to draw a picture of your sandwich and add labels so that we know what ingredients you have chosen.

Task 2 – A sandwich algorithm

An algorithm is like a sequence of instructions or a set of rules that are followed in order to complete a task or to solve a problem. Once you have written your algorithm, it can be used to write code to tell a computer what to do.

We use algorithms in our everyday lives, for example, when we get dressed or when we walk to the park. It's really important that we write the steps or instructions in the correct order.

Imagine if you put your pants on after your trousers!

You can find a short video about algorithms on BBC Bitesize:

<https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/z3whpv4>

Now, imagine that you needed to write an algorithm to tell someone how to make your disgusting sandwich – **what is the first step? What do you need to do next?**

To check that your algorithm works, you could ask someone to follow the instructions in the order you have written them. If something is in the wrong order, you can move it – this is called debugging. You are now learning to be a computer programmer!

Maths

This week, we are going to revisit many areas of our maths learning by solving problems and explaining how - this is called reasoning. It's a really important skill that helps you to practise using maths vocabulary in all sorts of different scenarios. Try to complete a few questions each day from the following activities:

- Reasoning challenge cards for Y1 and Y2.
- Carrot Club number bonds to 10.
- Solve 'The Mystery of the squashed fruit'.
- For an extra slice of fun, you could role-play your own sandwich shop or café. You could make a menu with prices and ask someone at home to pretend to buy some food and drink - this will give you lots of practice at finding totals and giving change too.

PE

Aim to do something physical every day, for example,

- Imagine you are a robot learning how to do star jumps - what instructions do you need to follow?
- Join in with Joe Wicks on a Monday, Wednesday and Saturday morning at 9am.
- Dance along to a sea shanty.

This week, BBC Bitesize Daily has lessons on money for Y1 and measurement for Y2 as well as a range of general punctuation, spelling and writing tasks. Follow this link for the online BBC Daily Bitesize homepage: <https://www.bbc.co.uk/bitesize>

Please remember, as Mrs Norton said, these are suggestions that you may like to use alongside your own ideas - do what's best for your family. Above anything else, keep reading.

Have a great week everyone! Mrs I and Mrs W.

