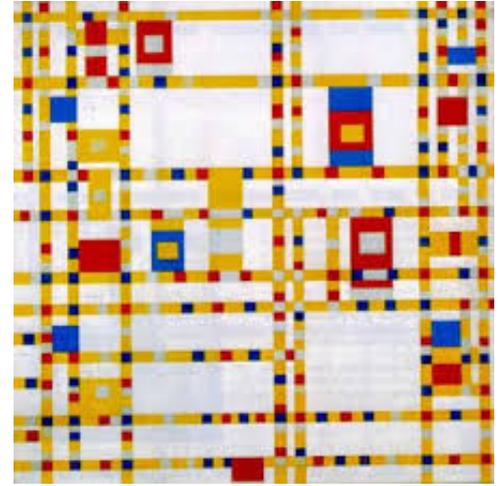


Planning 13th January Wed afternoon to Friday afternoon

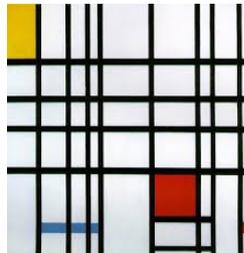
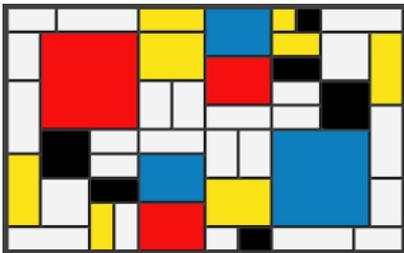
General Subjects

Art : Following on from the Maths squares the children completed drawing straight lines with rulers. Have a google for Mondrian's 'Squares' artwork and try to do some. (Use paint to paint in the squares and rectangles if you can) Card or paper/ large or small.

Ellyn Iorish Mondrian. Art by Mondrian
Kerrin (a square or just the word 'square')
Kerrynyn (squares)
Kiare chuilleig (a rectangle/rectangle)
Daaghyn (colours)
Daah (colour)
Cur daaghyn er y yaloo (put colours on the picture)
Stiagh 'sy kerrynyn (in the square)



(An audio will be uploaded to compliment this)



Three types of work available here - the above is for the child that really loves art and colouring in (or painting in). Smaller squares can be drawn in by hand.

Across: is the for the child that loves to do art in a very structured way and likes painting and the other example is a get-out clause: draw lines and colour in one or two boxes!

Maths: following on with measuring.

Using a ruler (or a stick or peice of card you make with numbers on it) can they measure short items around the home. Starting at number one on the ruler every time is the hardest part.

Extension - Can they discover any other types of measuring items in the house. At present - just identify them.

EG:

Jug for measuring liquids

Timer for measuring time

The whole school project: pets theme and also finding out about the world (part of the curriculum for our class).

Pets and the environment: Can we seek out places for creatures to live. Plants, trees, rocks, beaches, rock pools. How do we take care of these homes for creatures?

(Placing a rock back where we found it, treading carefully etc...)

Are there examples where humans don't take care of the homes of animals.

Go on a walk and record, if you can, lots of places where creatures in the wild live.

Draw and record at least two. EG: a tree with a bird's nest and spider at the bottom.

Add labels in any language but these words may help and I will add these words to an audio for this planning sheet.

ushag - bird

doo-aollee - spider

eeast - fish

billey - tree

y chean - the sea

clag- a stone/rock

lussyn - plants

(An audio for this will follow on from the above on one large recording)

Taking the above themes one step further and joining them up:
Art and the Environment with Maths and Literacy.

See picture below

Look at letters a b c and talk about the capitals (lettyr, lettyr mooar)

Capital letters they will relate to will be with their name and give them an understanding of what they are.

Explain that sometimes we use letters in Maths too. Sometimes they are capitals and sometimes lower case. On maps they are usually in capitals. Here they are on a map (use a real one or this one below or google a grid map to show them).

Draw a map with a general theme of the walk you take and where you found your mini beasts or make one up. Keep the map simple. Children usually need help spreading things out and drawing them large enough to find them again. Over the top of the map draw black lines to accommodate 123?ABC boxes (help them do this).

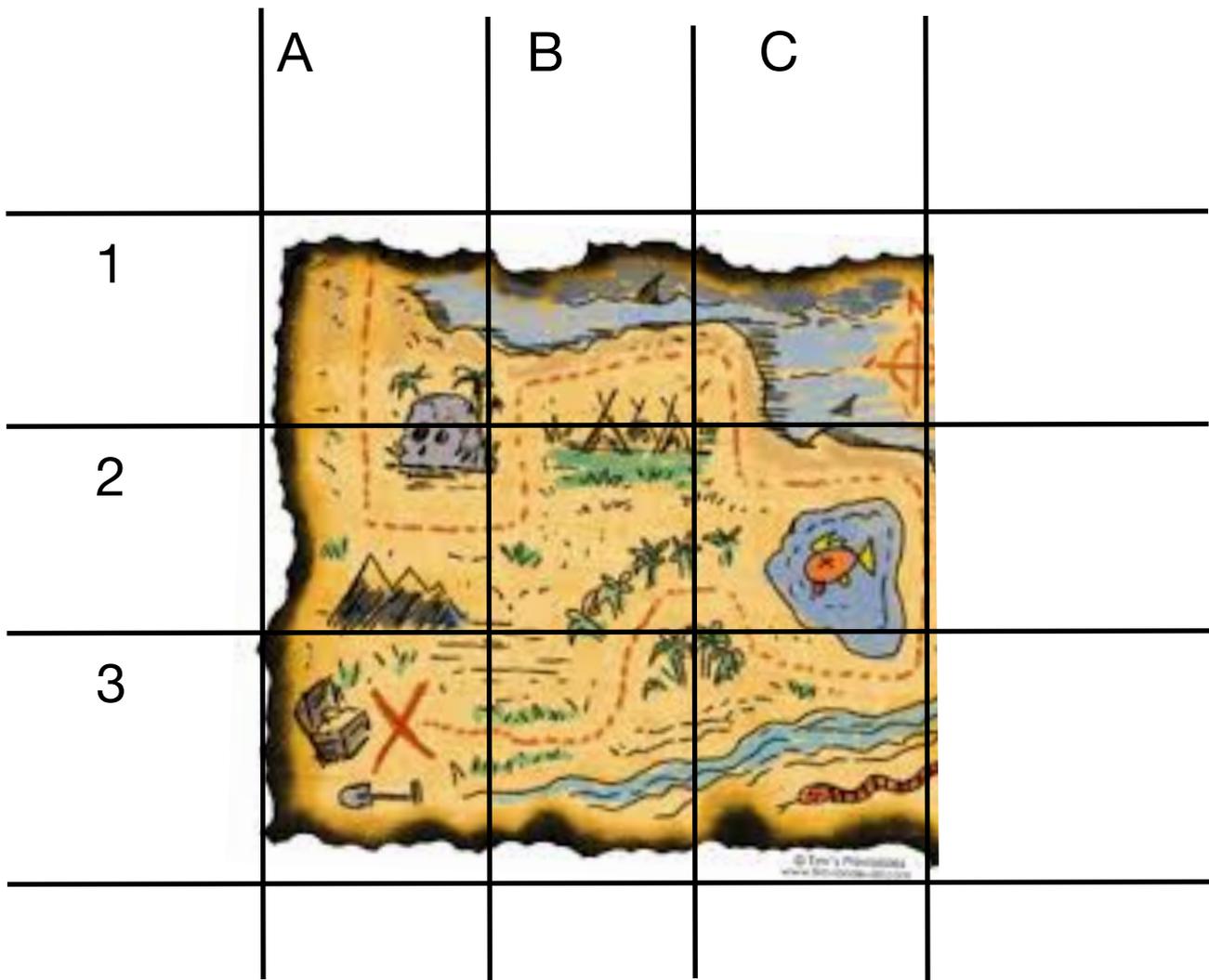
Ask questions like 'C'raad ta'n thie doo-oallee?' (Where is the spider house) Use any language, Manx or English, but show them how to find the correct box using two straight items (like a rule and a pen/stick and the point at where they cross or how to trace finding the box with their fingers.

What is each box called? A1 A2 A3 B1

Reverse it - Where is Box A1? (C'raad ta'n kishtey A1 ('a'-nane) ?)

To extend the task - Draw a grid for them without a picture map and ask them to fill in the boxes with the name of the box only (A1...)

Praise all attempts. This is an abstract idea and some children will need time to understand it.



Writing : 3 session ideas

1. Forming letters: Using the alphabet sheet already uploaded take an A4 sheet of paper (or whatever you have) and fold it in half to make a little book. On each part chose a letter to practice writing the letter correctly and draw the picture word that matches the letter. Chose two letters they can do well and two they can't.

2. Story writing: When we are story writing the focus is on the flow of ideas rather than perfect formation of letters (we focus on both when we have an idea we want to write up smart to go on display).

Chose an animal they found on the walk or an imaginary animal and take the animal on an adventure. Here are some ideas for writing guidance: The children could use the words we looked at together in our session on Tuesday : Ren moddey goll magh (for example).

This is what story writing usually looks like in young children:

Letter strings: allow your child to write a jumble of letters that mean something to them. Ask them what the writing says and praise it. Ask your child to draw a picture of the story to match the attempt at writing.

Sentence without punctuation or finger spaces and with a plausible attempt at writing one or two words: this is the progression from the above letter string writers. Praise all attempts.

Sentences with spaces and maybe correct or incorrect use of capital letter and/or a full stop or two.

Story attempts can look like this:

Imagine the child's name is Kevin

letter string

kEvkineEvvkind

Sentence attempt

RnKevingldoo

Sentences with spaces and some use of capitals/full stops

REn KEvin.
gll msh dolee.

The child in all attempts was trying to write: Ren Kevin goll marish doo-oallee. (Kevin went with the spider)

It is very tempting to help out and force the child to write perfectly but this process above allows the child to believe they are writing while progressing all the time and learning as they go.

3. When this story is finished and the child had read it back to you. Write it out (in another session) correctly for them to copy the correct form and read it with them. Ask them which version of the story they prefer: the corrected one with help or their own attempt. All answers are correct!

Any language will be find here, but ask your child to try to use Manx and help with words verbally if you can. It's a very open task so it is hard for me to give Manx guidance but the skill is important. The next written work with be with structured sentences for them to use and will be in Manx.

Have fun. We story write like this at lease once a week.

Friday afternoon is sacred in school for the children.

They are allowed to play and create. There is usually an arty messy table without rules (glue, blunt scissors, paint) so have fun with 3D models and/or collages.

If you want a theme - they could make a junk model wardrobe for teddy or a collage or clothings cut from magazines, catalogues and newspapers or (only if you have it) printed from the internet.