



## Sully School School Key Stage 2 2021 -2022



Languages, Literacy and Communication - Mathematics and Numeracy - Science and Technology - Humanities - Health and Well-Being - Expressive Arts

### What Matters Statements - PStep 3 Lookup

Summer 2	Week beginning: 4th July 2022	Year Group: 4	Class Teacher: RD, CDW, ES
	Literacy	Numeracy	Topic
<p>Dydd Llun</p> <p>Monday</p>	<p><b>Thinking skills task (during register)</b>            Display on board  <input type="checkbox"/> Summer Week 10: Thinking Skills</p> <p><b>WCGR</b> - Read Chapter 17 from 'The Miraculous Journey of Edward Tulane' Focus on reading aloud with expression.</p> <p><b>LO: Spell high frequency words correctly</b>  <i>*See Google Classroom 'Y4 Spellings' Folder</i>            Spelling pattern of the week - Challenge Words length            strength            purpose            history            different</p> <p>difficult            separate            suppose            therefore            knowledge</p> <p>3 Chill: All 10 words            2 Chill: First 5 words            1 Chill: (From Next 200 HF words):            why, cried, keep, room, last, jumped</p>	<p><b>RUBICON DANCE WORKSHOPS ACROSS THE MORNING</b></p> <p><b>CDW: 9:15 - 10:15 (BREAK AT 10:30)</b>  <b>RD: 10:30 - 11:30 (BREAK AT 10:10)</b></p> <p>After break: CDW to do WCGR and Literacy</p> <p>Cymraeg Bob Dydd:  <input type="checkbox"/> CYMRAEG BOB DYDD PLAN</p>	<p><b>OUTDOOR PE</b></p> <p><b>Sports Day Preparation (CDW &amp; RD Mixed)</b></p> <p>CDW to lead the warm up with Ynys and Dyffryn            - Domes and cones</p> <p>RDB to lead warm up with Mynydd and Afon            - Chicken feed</p> <p>With both, ask the children what Learning Asset they might need to use during the warm up today?            Resilience? Collaboration?</p> <p>Have a carousel of activities set up across the playground and field to work around in house groups. Pick two leaders from each house group to lead each activity with their team. Even if it isn't an activity they aren't assigned, they still need to practice in case they need to step in for someone.</p> <p>Activities to be set up:</p> <ol style="list-style-type: none"> <li>1) Relay (cones spaced at one end from another)</li> <li>2) Obstacle (cones, hoop to get through, skipping rope to skip through once)</li> <li>3) Egg and spoon</li> </ol>

	<p>Practise writing the spellings of the week into Handwriting Books. Practise writing spellings on J2 Blast. How can we remember how to spell each word? Which words are the trickiest to spell? Write out each word using a spelling pyramid - 📄 Spelling activities.pdf</p> <p><b>Self assessment</b></p> <p>*DIRT time - respond to the tasks and targets in their Language, Maths and Topic books.</p>		<p>4) Standing long jump</p> <p>When children hear 2 whistles, they are to sit in their groups and reflect on what worked well, as well as what they would do differently next time.</p> <p>Give the groups 5 minutes at each and then 2 minutes each to reflect.</p> <p>Come together at the end to reflect: What skills do you think you worked on today?</p> <p>Cool down in a circle - start led by a teacher and then use ideas suggested by pupils.</p>
<b>Description of Learning.</b>	<p>ACL - set themselves high standards and seek and enjoy challenge</p> <p>LL&amp;C - WM3 - I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity.</p>	<p>ACL - set themselves high standards and seek and enjoy challenge</p> <p>LL&amp;C - WM3 - I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity.</p>	<p>ACL - set themselves high standards and seek and enjoy challenge</p> <p>H&amp;WB - WM1 - I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress</p>
<b>Cross Curricular Skills LNF/DCF</b>	I can use my knowledge of letter sounds and patterns accurately in my spelling	I can use my knowledge of letter sounds and patterns accurately in my spelling	I can listen to, understand, infer, interpret and recall the general meaning of what I have heard.
<p>Dydd Mawrth</p> <p>Tuesday</p>	<p><b>Thinking skills task (during register)</b></p> <p>Display on board</p> <p>📄 Summer Week 10: Thinking Skills</p> <p><b>HOMEWORK:</b> 📄 Homework Week 10</p> <p><b>WCGR</b> - Read Chapter 18 from 'The Miraculous Journey of Edward Tulane'. How did Edward feel about Sarah Ruth? Describe Bryce and Sarah Ruth's relationship. Which sentences are not written in standard English? Why? (Speech, dialect)</p> <p><b>LO: Analyse a wordless book</b></p> <p>📄 Tuesday Literacy</p>	<p><b>LO: Add two 2-digit numbers mentally</b></p> <p>Starter: Mental Maths in Minutes Strip - Round to the nearest whole number</p> <p>📄 Maths Starter TUES</p> <p>3 minutes to solve and then purple pen with a partner. <i>What is the rule for rounding? 0 to 4 = slide to the floor (round down), 5 to 9 = climb the vine (round up).</i></p> <p>Can they recognise the numbers made by the dienes? Play a game as a class.</p> <p><a href="http://www.snappymaths.com/counting/placevalue/interactive/to100imm/to100imm.htm">http://www.snappymaths.com/counting/placevalue/interactive/to100imm/to100imm.htm</a></p>	<p><b>CYMRAEG</b></p> <p><b>LO: Write a text conversation in Welsh</b></p> <p>Revise vocabulary for Gwersylla using flashcards and the ppt:</p> <p>📄 gwersylla</p> <p>Play charades and act out the vocabulary for others to guess.</p> <p>Play 'Ping Pong' to reinforce the vocabulary - stand in a circle and throw the bean bag to a person who has to shout out one of the words from the flashcards and then throws it to another person. The rule is that no one is allowed to repeat the word the last person said.</p>

Where have we come across the word journey before in Y4? (Refugees, Amal, The Last Bear, Edward Tylane, Patagonia, RE - journey of life & pilgrimages.) Watch the trailer of the book 'Journey' by Aaron Becker.

▶ Journey by Aaron Becker - Book Trailer  
Share initial thoughts about what pupils think the trailer is about - what clues did we see? What are their predictions about the book? Explain that we are going to be 'Picture Detectives' to look for clues, as there are no words to the text. Show them the first page where the girl is sitting on the steps. Look at her body language - how is she feeling? What stands out and why? (The scooter and the boy's crayon, colour.) In pairs, write down some questions about the double page on whiteboards.

Look at the next page - what does her family's body language tell us? How is the girl feeling now, how can you tell? What does she do? 1/3 of the class write down some words to describe how the girl is feeling, 1/3 write how members of her family are feeling, 1/3 write what the characters might be saying to each other - use Jamboard to record ideas.

CDW: [Journey by Aaron Becker CDW](#)

RD: [Journey by Aaron Becker RD](#)

Now share the book with the pupils:

▶ journey by aaron becker

Explore the different pages and discuss what they can see, think and wonder. What are their thoughts and reflections of the book?

What is the first thing they notice when she walks through the door - colour. Why is there colour? How does that contrast to previous pages? How does the girl feel at the end of the book? Why?

Using base 10, ask children to make a variety of 2 digit numbers on their table e.g 26, 54, 78. Ask children how they made their number, did they just use tens and ones or did they make it in a different way?

Some pupils use the interactive whiteboard to create their 2 digit numbers:

<https://mathsbot.com/manipulatives/blocks>

Then ask the children to make the numbers 23 and 45. What is different about these two numbers? Ask children to share how they made them emphasising the use of language of 'tens', 'ones', and 'partitioning'.

Now explore how you would find **the total**. Get groups to solve this together and talk through how they worked it out. Did they add the ones together first? Or did they add the tens together? How would we write down the calculation? Model using a part whole model so children see that the two numbers (parts) together make the total (whole): <https://www.ictgames.com/mobilePage/partPartWhole/index.html>

Have a go with another two 2-digit numbers. Chn to record their workings on a whiteboard this time, drawing their part whole model and using dienes to create the numbers.

Discuss a strategy for solving this mentally. How could you work this out in your head? Give children time to work out another 2-digit addition, this time with the two ones digits crossing ten. What happens now? Demonstrate swapping ten ones for a block of ten.

Independent chilli activities: [Tuesday Maths](#)

Play the loop game to reinforce the phrase:

*Oes ... gyda ti? Oes / Nag oes.*

Repeat the game, trying to beat the time.

☐ Gwersylla loop game

Drill the phrases:

*Wyt ti'n hoffi gwersylla? Ydw, dw i'n hoffi gwersylla.*

*Dw i'n dwlu ar gwersylla! Nag ydw, dw i ddim yn*

*hoffi gwersylla. Mae'n gas da fi gwersylla!*

*Wyt ti eisiau gwersylla?' Ydw, achos mae'n ..... Nag ydw, achos mae'n .....*

*Pryd wyt ti eisiau gwersylla? Dw i eisiau gwersylla*

*Dydd Llun .....*

Practise in pairs, and ask HH to be spies looking for good examples. Who has extended their answers using achos and ond?

Look at the example of a text conversation - can they tell what type of genre it is? How do they know?

How is it set out? [conversation-iphone](#)

In pairs, colour or underline the words they do know in green, words they are unsure of in yellow and words they do not know in red. Compare, how many red words are there? Can we guess their meaning? Do they sound similar to other words?

Read the text conversation together as a class, with different children taking the roles. Practise reading aloud in pairs. HH listen and choose pairs to read to the class.

In pairs, use text message post it notes to write their own text conversations based on the model. Set them out correctly and stick them onto paper. Practise reading them aloud, then read out to the class.

Write their text messages onto the pro forma provided, or on Google Classroom.

[conversation-iphone blank](#)

\*SC [Welsh SC Week 10](#)

**Written comment + task (2)**

	<p>Give each pair a copy of a double page to study in more detail.</p> <p>Chilli 1: Use a 'See, Think, Wonder' chart to note down their observations and thoughts.   See Think Wonder</p> <p>Chilli 2: Use a 'See, Think, Wonder' chart to note down their observations and thoughts. Use speech bubble post it notes to write down what the characters could be saying to each other, or thinking.</p> <p>Chilli 3: Use a 'See, Think, Wonder' chart to note down their observations and thoughts. Write some sentences to explain whether they think the text was effective in conveying the story, even though it did not have any words. Share their thoughts with the other pair on their table.</p> <p><b>Written comment (1)</b></p>	<p><i>Leave resources out for anyone who may need extra guidance.</i></p> <p>Go through the answers as a class and <b>peer assess</b></p> <p>Cymraeg Bob Dydd:   CYMRAEG BOB DYDD PLAN</p>	<p>Class Worship - How does the song and video relate to our theme Justice? (Equality, fairness, equal opportunities)   INSPIRATIONAL WALES Adwraith Wels Band - Fel i Fod (I don't know how to be)</p>
<p><b>Description of Learning.</b></p>	<p>EIC - find, evaluate and use evidence in forming views  LL&amp;C - WM4 - I can recognise the features of different types of literature and use appropriate language to talk about them.</p>	<p>ACL - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts;  M&amp;N - I can use the four arithmetic operations confidently, efficiently and accurately with integers</p>	<p>ACL - can communicate effectively in different forms and settings, using both Welsh and English  LL&amp;C - WM3 - (Welsh in English medium schools) I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself.</p>
<p><b>Cross Curricular Skills LNF/DCF</b></p>	<p>I can use my understanding of different kinds of texts to consider whether a text is effective in conveying information, ideas and views.</p>	<p>I can add and subtract numbers using whole numbers and decimals.</p>	<p>I can receive information in one language and adapt it for various purposes in another language.</p>

## ☐ Summer Week 10: Thinking Skills

### ☐ Wednesday Literacy

**WCGR - Sequence events and retell a story orally.** Recap yesterday's lesson - title of book, author, main events of the story. In groups, can they arrange the pictures to show the correct sequence of the story? Use the pictures to tell the story orally to their group. Share good examples with the rest of the class.

### ☐ Journey sequencing pictures

#### **LO: Respond creatively to a text**

Both the children in the story have magic crayons – one red, one purple. Can the pupils write down the different objects created by each child? In pairs, make a list on whiteboards. How many did they remember? Check using the book. Did they spot where some of these objects were originally? (Girl's bedroom - show them a picture) Watch the video of the book trailer again and ask the pupils to listen out for the 3 key questions:

📺 Journey by Aaron Becker - Book Trailer  
(*What if there was something magic that could take you far away? What would you do? Where would you go?*)

In a circle and pass Mr Hapus/ teddy around to speak and answer the 3 questions. Explain why they would draw their items too, encourage full answers. Start with your own example as a model.

Mime drawing an object with a magic crayon and make it 'come to life'. Perform the mimes to the rest of the class, half the class at a time. Can the others guess what their object is?

## **LO: Add a 2-digit number to a 3- or 4-digit number**

### ☐ Maths SC Week 10

#### ☐ Wed Maths

Starter: Mental Maths in Minutes Strip -

*Divide by 10* ☐ Maths Starter WEDNES

3 minutes to solve and then purple pen with a partner. *What is the rule for dividing by 10? Move all the digits one place to the right.*

Ask chn, how did we add two 2-digit numbers? Ask for 3 different strategies.

Have the base 10 out on tables again. Ask chn to make the number 22 and 341. How would you go about adding those together? Use the base 10 part whole model interactively:

<https://www.ictgames.com/mobilePage/partPartWhole/index.html>

Swap the base 10 for the place value counters option and repeat the sum.

How could you represent this on a number line? Would it make sense to start at 22 and add the biggest number or vice versa?

Model how to solve this on an open number line and model how to solve it by partitioning 22 into 20 and 2.

Have a go at solving  $236 + 45$  using the base 10, partitioning and number line. Ask children if they have a method that they prefer?

Introduce column method as well, but remind children about how it is really important to make sure that the digits line up correctly.

## **LO: Investigate existing products**

Spend time looking back at The Eatwell Plates and ask children what the most interesting fact they learnt was.

Explain that we are going to look at some different lunch products. Food labels tell you useful things such as the amount of salt, fat and added sugars the product contains and how many calories it has.

☐ Food Label Example Explain that there is a food labelling law which means that companies have to legally put all of the information about their product on the label.

Did you know? Ingredients are written in size order, so the ingredient that there is the most of, will be at the top of the list.

Divide children into 4 groups to evaluate different lunch products (e.g a wrap, pasta bowl, a salad and a sandwich) using the table Product Evaluation Table on Google Classroom ☐ Product Evaluation Table

Children then to feedback to each other on the different products and add to their tables. What learning asset assets will we be using? Curiosity? Collaboration?

As a class, discuss which product was chosen as the most liked? Create class tally (to go on working wall)

If time, start creating design criteria for their own healthy lunch in small groups.

### **Written marking (4)**

	<p>Repeat, with the other half performing their mimes. Then pair the children and ask them to use their magic crayons to create something together. It could be an item from the book, or their own idea. Perform their mimes to the class, explaining what their object is and why they have chosen it.</p> <p>In their Language books, underneath the question, <b>'If you could have a magic crayon, what would you draw?'</b> write a paragraph explaining what their object is, what they would do and where they would go. Model sentences on the board first, using your own example.</p> <p>Chilli 1: teacher transcribes sentences on a whiteboard to copy from.</p> <p>Chilli 2: Write paragraph independently</p> <p>Chilli 3: Write paragraph independently, using time connectives to start their sentences.</p> <p>Draw a picture of their object underneath their writing.</p>	<p>Set up the above as a carousel activity to rotate around (base 10, number line, column method, counters, place value chart)</p> <p> Timelines to laminate on A3</p> <p>Children to pair up with someone with a different chosen method to be their buddy for the independent activities in case they get stuck.</p> <p>Independent activities:  Wednesday Maths</p> <p><b>Written marking + task (3)</b></p> <p>Cymraeg Bob Dydd:</p> <p> CYMRAEG BOB DYDD PLAN</p>	<p>Class Worship - Link our value Justice to food, hunger and inequality. Watch the video:</p> <p> Two Indonesian 9-year-olds lead very different... What differences did they notice between Christina and Nindy's days? (If they don't mention food, ask them specifically about what the girls ate. Pick out a couple of specific things that Nindy and Christina did during the day. Ask your kids how they think each girl was feeling at that time. Do you think this is fair? What things does every kid need to have a fair start in life?</p>
<p><b>Description of Learning.</b></p>	<p>ECC - express ideas and emotions through different media</p> <p>LL&amp;C - WM4 - I can use my imagination to respond to literature.</p>	<p>ACL - can explain the ideas and concepts they are learning about</p> <p>M&amp;N I can use the four arithmetic operations confidently, efficiently and accurately with integers</p>	<p>HCI - apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives</p> <p>S&amp;T I can identify and consider factors when developing design proposals.</p>
<p><b>Cross Curricular Skills LNF/DCF</b></p>	<p>I can adapt my writing style and structure to suit the audience, purpose and context.</p>	<p>I can use firmly established, memorable and usable facts and techniques in order to apply the most efficient methods.</p>	<p>I can independently create and plan work before beginning a digital task.</p>
<p><b>Dydd Iau</b></p> <p>Thursday</p>	<p><b>Thinking skills task (during register)</b></p> <p>Display on board</p> <p> Summer Week 10: Thinking Skills</p> <p> Thursday Literacy</p> <p><b>WCGR - Pick out the main themes of a text</b></p> <p>Reflect on the book 'Journey' by Aaron Becker. What do the pupils think the main themes of</p>	<p><b>OUTDOOR PE</b></p> <p><b>Sports Day Preparation (CDW &amp; RD Mixed)</b></p> <p>RDB to lead the warm up with Ynys and Dyffryn</p> <p>- Domes and cones</p> <p>CDW to lead warm up with Mynydd and Afon</p>	<p><b>PPA - Music</b></p> <p>Charanga - Let Your Spirit Fly</p> <p><a href="https://charanga.com/c/1311889-original-scheme/1312019-ages-7-8/1312314-let-your-spirit-fly/lessons/145217-step-2-let-your-spirit-fly?tab=tab-1">https://charanga.com/c/1311889-original-scheme/1312019-ages-7-8/1312314-let-your-spirit-fly/lessons/145217-step-2-let-your-spirit-fly?tab=tab-1</a></p> <p>Listen to the song Let Your Spirit Fly and revise the instruments playing, the style of music and how the</p>

the story are? Discuss in groups and write down words on a whiteboard to share with the class. (Possible themes - confidence, independence, perseverance, creativity, problem solving, risk-taking and thinking.) Which themes could relate to our Learning Assets in Sully School? How would they describe the girl in the story? Write down adjectives to describe her at different points of the story. Share their adjectives list with the class.

**LO: Describe a scene using figurative language**

Explain that we are going to create a tableaux to represent one of the scenes from the book. Watch the video to find out how to create a tableaux:

📺 Drama Game for Kids: Tableaux

Look at the first picture on the ppt:

📺 Tableaux pictures and each group expresses the scene as a tableaux. Look for good examples which show actions, levels, expression and storytelling. Then give each group a different picture from the ppt to express as a tableaux. Give time for the groups to practise. Then each group presents their tableaux to the class, while the rest of the class peer assess their tableaux according to the 4 key points in the video - actions, levels, expression, storytelling. (Ask HH to take photos of each group.) Were the rest of the class able to guess which scene was being portrayed in each tableaux?

In their groups, look carefully at the picture of their scene again, and ask the pupils to write down the nouns they can see in the picture. Then, add adjectives to the nouns to describe them more descriptively. Can they use double

- Chicken feed

With both, ask the children what Learning Asset they might need to use during the warm up today? Resilience? Collaboration?

Have a carousel of activities set up across the playground and field to work around in house groups. Pick two leaders from each house group to lead each activity with their team. Even if it isn't an activity they aren't assigned, they still need to practice in case they need to step in for someone.

Activities to be set up:

- 5) Relay (cones spaced at one end from another)
- 6) Obstacle (cones, hoop to get through, skipping rope to skip through once)
- 7) Egg and spoon
- 8) Standing long jump

When children hear 2 whistles, they are to sit in their groups and reflect on what worked well, as well as what they would do differently next time.

Give the groups 5 minutes at each and then 2 minutes each to reflect.

Come together and the end to reflect: What skills do you think you worked on today?

Cool down in a circle - start led by a teacher and then use ideas suggested by pupils.

Cymraeg Bob Dydd:

📺 CYMRAEG BOB DYDD PLAN

song makes you feel. Listen to the song 'Sebona Fi' by the Welsh band Yws Gwynedd and appraise:

📺 yws gwynedd - sebona fi + lyrics in welsh and ...

- how does it make you feel?
- what instruments can you hear?
- does the song have a story?
- what style of music do you think this is?

Compare the songs - how are they similar / different? Can they clap to the beat? Which song do they prefer? Why?

Warm up games - silver challenge

Sing Let Your Spirit Fly all the way through using the online screen.

If the children are ready, add the second vocals too. Add instruments - play the Glockenspiel Practise speed easy part, joining in at the right times. (Half class sing, half play instruments then swap).

Practise a couple of times until the children feel ready to perform.

Film the performance, watch and evaluate the performance. How could we improve our performance next time for the audience?

	<p>adjectives? Now, can they think of one or more similes to describe something in their scene? Then, add one or more metaphors. Share their ideas with the rest of the class.</p> <p>Imagine they are writing the word version of the book with no pictures. Use their ideas to write a paragraph in their Language books to describe their scene using figurative language. Describe in as much detail as possible, to enable the reader to have a clear picture in their mind of the scene they have described. Read out good examples. Peer assess. *SC</p> <p> Lit SC Week 10</p> <p>Chilli 1 - Include adjectives in their description Chilli 2 - Include adjectives and similes Chilli 3 - Include adjectives, similes and metaphors</p> <p><b>Written comment + task (5)</b></p>		
<b>Description of Learning.</b>	<p>ECC - express ideas and emotions through different media</p> <p>LL&amp;C - WM4 - I can use my imagination and experiment with language to create my own literature.</p>	<p>ACL - set themselves high standards and seek and enjoy challenge</p> <p>H&amp;WB - WM1 - I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress</p>	<p>HCI - have the confidence to participate in performance</p> <p>EA - WM3 - I can perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact of my creative work on the audience.</p>
<b>Cross Curricular Skills LNF/DCF</b>	I can write legibly and fluently.	I can listen to, understand, infer, interpret and recall the general meaning of what I have heard.	I can express issues and ideas clearly using area of learning and experience/discipline-specific vocabulary and examples.
<p>Dydd Gwener</p> <p>Friday</p>	<p><b>Thinking skills task (during register)</b></p> <p>Display on board</p> <p> Summer Week 10: Thinking Skills</p> <p><b>WCGR - Empathise with characters and their experiences</b> Read Chapter 19 from 'The Miraculous Journey of Edward Tulane'. Make connections between Edward's journey and the girl's journey in 'Journey'. Are there any</p>	<p><b>LO: Calculate the average</b></p> <p>Linking to our healthy lunch time product for DT (Cooking), we are going to continue our market research.</p> <p>Can you remember Wednesday, what do food producers have to share on their labels?</p> <p>Discuss: What are calories?</p>	<p><b>SPORTS DAY</b></p>

	<p>similarities between their characters and their experiences?</p> <p><b>LO: Approach tasks with independence</b></p> <p><b>Carousel of activities to respond to the text:</b></p> <ol style="list-style-type: none"> <li>1. Look at the picture showing the girl falling through the air. If you were holding a crayon while you went for a walk, jumped, or turned somersaults, what kind of marks would you make? Explore circles of all sizes by drawing them, large and small, in a variety of colours and media. Create enormous chalk circles in the school playground with smaller circles inside, draw circles on paper.</li> <li>2. Look at some pictures of pages from the text showing characters interacting and invent some dialogue. If a character is angry or scared, make sure that what they say reflects this, or add a 'stage direction' telling a reader how the lines should be delivered. Read the dialogues aloud. Do they sound convincing? How could they improve them?</li> <li>3. Respond to the question 'What can we find out about the author Aaron Becker'? Use chrome books to find and present their research in any form they choose, e.g. a poster, factfile, powerpoint, using paper or ICT such as Adobe Spark.</li> </ol>	<p>A calorie is a unit of energy.</p> <p>Watch the video for more information.  <a href="https://www.bbc.co.uk/teach/skillswise/calories/zn9f4j">https://www.bbc.co.uk/teach/skillswise/calories/zn9f4j</a></p> <p>Children to make some estimations of how many calories they think there are in lunch products like wraps, pasta, sandwiches, salad.</p> <p>Explain that we are going to calculate the average calories for different lunch products.</p> <p>In groups, children to calculate the average (add them all together and divide by the amount of products) and record in their topic books.</p> <p>Children to stick each row in their book and record the average  DT.pdf</p> <p>End with a discussion to decide what lunch product they think would be the best? Reiterate that this doesn't necessarily mean the one with the less/most calories. Which appeals to most people? Which has a good mixture of the food items from the Eatwell plate?</p> <p>Children to write a summarising sentence in their book.</p>	
<p><b>Description of Learning.</b></p>	<p>HCI - have the skills and knowledge to manage everyday life as independently as they can  LL&amp;C - WM4 - I can use my imagination to respond to literature.</p>	<p>ACL - understand how to interpret data and apply mathematical concepts  M&amp;N I can find and use the mean of a simple set of data</p>	
<p><b>Cross Curricular Skills LNF/DCF</b></p>	<p>I can identify ideas and information that interest me to develop further understanding.</p>	<p>I can use mean to interpret a simple data set.</p>	

