

W/C: 18.1.2021

Class 1 & 5

Shared Reading

Shared reading will be taught Monday - Thursday at 1.30-1.45pm on Zoom. Afterward children will then be expected to independently complete the tasks below and record them on to Seesaw.

Phonics

Phonics will be taught Monday-Thursday at 9.30am-10am on Zoom. Children should join in by using the Zoom details below:

**Monday-**

Show your child the front cover of the book (see session 1 – front cover PPT) and ask them the following questions:

- What is the title of the book? **Meerkat Mail**
- Who is the author of the book? **Emily Gravett**

What does “Mail” mean? Do the children use the visual cues/know that it means ‘letters’ or ‘post’? What other animals might be in this book? Explain that ‘Mail’ is an American word for ‘post’ as in ‘postman’. What do they do? So what do they think the story may include? Ask for predictions about the back cover of the book – why might there be an address on the back whose address?

Show children the following video clips (activating children’s background knowledge about meerkats):

<https://www.youtube.com/watch?v=uf4UAdCeaeU>

**Main activity**

What do the children think the story will be about (not just, ‘I think that it will be about a meerkat!’) children are to write their prediction on the gap underneath the copy of the cover

Encourage children to begin their predictions with ‘**I predict...**’ or ‘**I think that...**’

**Monday-**

The sound we will be today teaching is: **ay**

<https://www.youtube.com/watch?v=MTCP8i4Nwgc>

**Word on spelling sheet:**

spray

**Other words:**

Play, may, stray, delay, tray, clay

**Read this sentence aloud for your child to write down:**

The plane was **delayed** so I **played** with my friend.

**Tuesday-**

Can children remember what tier 1, 2 and 3 words are?

**Tier 1** words are verbs, adjectives and nouns (all the words we need to make a story.) **Dry, hot, work, play, eat, learn, sleep, close, writes**

**Tuesday-**

The sound we will be today teaching is: **a-e**

<https://www.youtube.com/watch?v=jkycxr-joDk>

**Word on spelling sheet:**

escape

**Other words:**

**Tier 2** words are synonyms (better words for e.g. for the walked a synonym would be strolled.) *Wishes, worry, visits, agree, favourite*

**Tier 3** words are subject specific words (words that are to do with the story, so meerkats, desert etc...) *Kalahari Desert, family, suitcase, mongoose, cousins*

With your child, read the YouTube version of the story up to **1min 30 secs of story** ('Sometimes Sunny wishes that he could live somewhere else').

<https://www.youtube.com/watch?v=GUQt4VJ5DI>

Stop and ask what type of text this is – fiction or non-fiction? How do they know? What are the clues?

Explain that today they're going to focus on the word '**wishes**' from the above sentence.

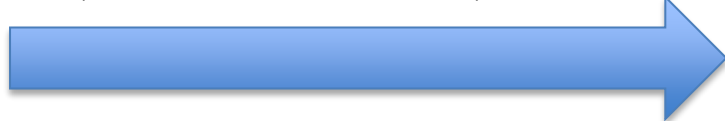
What does 'wishes' mean? Can you think of anything that you have wished for?

Why do you think that Sunny wishes that he could live somewhere else?

#### **Main activity**

Ask your child to complete the verb arrow. You can draw the arrow on a piece of paper and children can write the words on if you don't have access to a printer. If you do have access to a printer children can place the words on the arrow and stick down.

Children place the synonyms for 'wishes' on the verb arrow, starting with the words that is least effective (isn't as good as wishes) leading up to the most effective word (a word that is better than wishes.) See below for an example:



Want

Desire

Came, made, amaze, snake, same, game, race

**Read this sentence aloud for your child to write down:**

The **snake escaped** from the **cage**.

#### **Wednesday-**

**With your child, read Sunny's letter to his family from the 'Session 3 – visualising' PPT.**

#### **Main activity**

#### **Wednesday-**

The sound we will be today teaching is: **ea**

<https://www.youtube.com/watch?v=L6F4KRdhqak>

**Word on spelling sheet:**

repeat

**Other words:**

Treat, steam, least, heap, meat, seat

**Read this sentence aloud for your child to write down:**

I **read** at **least** once a day.

<p>Ask your child to draw what they think would be a perfect home for Sunny. Remind them of the video they watched on Monday. Read up to 2mins and 8 secs of the book – ask your child to compare their drawing with the book.</p> <p><a href="https://www.youtube.com/watch?v= GUQt4VJ5DI">https://www.youtube.com/watch?v= GUQt4VJ5DI</a></p>	
<p><b>Thursday-</b> Re-read the story up to 2 min 13 secs. Stop and tell the children that you are going to carry on the story a sentence at a time using the PowerPoint.</p> <p><a href="https://www.youtube.com/watch?v= GUQt4VJ5DI">https://www.youtube.com/watch?v= GUQt4VJ5DI</a></p> <p>Using the PowerPoint, can your child make an I wonder if statement.</p> <p>Can they write down their I wonder if statement –</p> <p>I wonder if....</p>	<p><b>Thursday-</b> The sound we will be today teaching is: <b>e-e</b></p> <p><a href="https://www.youtube.com/watch?v=kFuETDoqVnA">https://www.youtube.com/watch?v=kFuETDoqVnA</a></p> <p><b>Word on spelling sheet:</b> theme</p> <p><b>Other words:</b> Complete, theme, gene, these, even</p> <p><b>Read this sentence aloud for your child to write down:</b> I must <b>complete</b> these spellings.</p>
<p><b>Friday-</b> Read the whole story today <a href="https://www.youtube.com/watch?v= GUQt4VJ5DI">https://www.youtube.com/watch?v= GUQt4VJ5DI</a></p> <p>Can your child answer the questions about Meerkat Mail? How much can they remember?</p>	<p><b>Friday-</b> The sound we will be today teaching is: <b>y making 'ee'</b></p> <p><b>Word on spelling sheet:</b> sadly</p> <p><b>Other words:</b> Quickly, heavy, penny, happy, sunny, only</p> <p><b>Read this sentence aloud for your child to write down:</b> The <b>bunny quickly</b> ate the carrots.</p>
<p><b>Weekly Writing Tasks</b></p>	<p><b>Weekly Maths Tasks</b></p> <p>Children have access to Mathletics for additional maths challenges. Login to Mathletics using the username and password supplied by your class teacher. All work set will complement the learning this week. There is no need to take photos of the work on Mathletics as we will keep a track of how the children are progressing with it remotely.</p> <p>The work below should be posted to Seesaw.</p>
<p><b>Lesson 1- WALT - To know what happens in the story and orally tell story.</b> Read Lila and the Secret of Rain.</p>	<p><b>Monday- Making equal groups (recapping Y1 sharing)</b> Learning video: <a href="https://vimeo.com/492603273">https://vimeo.com/492603273</a></p> <p>Complete maths lesson 1 worksheet.</p>

With your child can you discuss the three parts of the story? The beginning, middle and end. What happens in each part of the story?

**Beginning** – The sun is beating down on the village. The villagers and Lila are sad because there is no rain so, no water. The crops are failing and people will grow hungry.

**Middle** – Lila’s grandfather tells her the secret of rain. She walks up the highest mountain and tells the sky the saddest things she knows. The rain came.

**End** – Lila runs back to her village and the villagers are celebrating. They’re happy to see the rain. Lila’s grandfather knows she told the secret of rain.

**Activity -**

Ask your child to draw the story of Lila and the Secret of Rain in pictures. They can use the story map worksheet or simply draw their story map on a piece of paper using arrows to show the next picture.

**Lesson 2- WALT - To describe the character of Lila in Lila and the Secret of Rain.**

With your child, read the letter from Henrietta Hen. Read the letter to the children with lots of emotion and exclamations!

Ask key questions like:

How does this hen know Lila and her brother so well? Is the hen fair about what she’s saying about Lila? Is Henrietta using adjectives that we came up with last week?

Reaffirm the adjectives that we listed from last week’s session – **brave, caring, independent, adventurous. (There were some great adjectives collected on seesaw!)**

Ask your child, should we let Henrietta think these thoughts about Lila?

Could we write our own character description of Lila and argue why we think she was brave and selfless?

**Tuesday- Making groups equal (sharing)**

Learning video: <https://vimeo.com/492603633>

Complete maths lesson 2 worksheet.

Tell the children that to be able to do this well we need to look at some other character descriptions so we know how to do it well.

**Activity –**

Read some of the other character descriptions. Can they make a list of things that are included in each description? What things are the same in each description?

1. **Tell us what the character looks like.**
2. **Describes how the character acts, speaks and moves.**
3. **Describes how the character feels.**
4. **Uses exciting adjectives (describing words)**

**Lesson 3- WALT - To describe the character of Lila in Lila and the Secret of Rain.**

Ask your child to think about Lila as the main character in the story.

Think about (uses the pictures from the story to help you):

- her name
- her appearance (what they look like)
- her personality (her behaviour)
- where she lives
- her skills or talents
- how old she might be
- how her skills/talents link to what she achieved in the story

Remind your child about the character sentences that they wrote last week about Lila. Do they agree with Henrietta Hen? If not, why not?

**Activity –**

Can your child write a character description about Lila? Remind them of the character description you read yesterday.

Can they tell us how Lila acts, what she looks like, where she lives.

Use the adjective word mat to help them think of some exciting adjectives.

Post them to seesaw – Miss Palmer is excited to read these!

**Wednesday – Making equal groups (recapping Y1 grouping)**

Learning video: <https://vimeo.com/492603899>

Complete maths lesson 3 worksheet. A number line is available if required.

<p><b>Lesson 4- WALT – To share and describe their memories as Lila does in Lila and the Secret of Rain.</b></p> <p>Read the story and as you're reading ask your child to think about the different memories Lila shares with us as the reader.</p> <p>Can we make a list of the sad memories Lila tells the sky?</p> <ul style="list-style-type: none"> <li>• The time her brother cut his leg whilst chasing a chicken.</li> <li>• The time she burnt her fingers whilst helping her mama cook.</li> </ul> <p>What happy memories might Lila be able to share when it starts raining? Discuss ideas.</p> <p>How she made it rain. All her villagers celebrating. Dancing and singing.</p> <p><b>Activity –</b></p> <p>Children are to complete the memories worksheet. They can either draw a picture of their different memories or write down what their memories are.</p>	<p><b>Thursday- Making equal groups (sharing)</b></p> <p>Learning video: <a href="https://vimeo.com/492603961">https://vimeo.com/492603961</a></p> <p>Complete maths lesson 4 worksheet. A number line is available if required.</p>
<p><b>Lesson 5-</b></p>	<p><b>Friday – Divide by 2</b></p> <p>Learning video: <a href="https://vimeo.com/498260506">https://vimeo.com/498260506</a></p> <p>Complete maths lesson 5 worksheet.</p>

**Learning Project - to be done throughout the week**

**Science – To explore and compare the differences of things that are living, dead and have never been alive.**

**RE - To begin to learn about the Sikh religion. Identify some of the things Sikh people believe in.**

**Geography – We are learning to:**

**Name and locate the world's seven continents and five oceans**

**I know Kenya is a country in Africa.**

**Additional learning resources parents may wish to engage with**

PE - Start with Lesson 2 and practise each skill until you become a master.

<https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/>

BBC Bitesize - <https://www.bbc.co.uk/bitesize>

Oak National Academy - <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1>

**Parents, please post learning from children in KS1 (Year 1 and 2) on SeeSaw. Learning from children in EYFS (Reception and Nursery) should be posted on Evidenceme**