

W/C: 1.2.2021

Class 1 & 5

Shared Reading

Shared reading will be taught Monday, Tuesday and 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, Tuesday and Thursday at 9.30am-9:50am on Zoom.
Children should join in by using the Zoom details below:

Monday-

Explain to the children that this week we're focussing on a new book.
Can the children identify the **author** of the book? **Verna Aardema**
Can the children identify the **illustrator** of the book? **Beatriz Vidal**
Can the children identify the **title** of the book? **Bringing the Rain to Kapiti Plain**

Ask the children the following questions and encourage the children to discuss their thoughts and opinions:

- Is there anything they notice about the title of the book? Rain and Plain rhyme – is it a rhyming book?
- Do they think the author and the illustrator are English? The book maybe set in a different country – where do they think the book could be set? Does the front cover give us any clues?

Main activity –

Ask the children to record their prediction - **encourage the children to begin their thoughts with 'I predict...' or 'I think that...'**

Monday-

The sound we will be today teaching is: **ow**
<https://www.youtube.com/watch?v=WPtNBSfCkJA>

Word on spelling sheet:

window

Other words:

Snow, blow, glow, show, below, grow, throw

Read this sentence aloud for your child to write down:

Softly, the **snow** blew into my **window**.

Tuesday-

See if children can remember the meanings of tier 1, tier 2 and tier 3 words.

Explain to the children that today we're going to be focussing on vocabulary – **emphasise that it is a good thing to not know what a word means** – and as you're reading children are to stop you when they don't understand what a word means.

Tell the children what a word means when they come across it and discuss with the class drawing in children's responses/ideas.

Tuesday-

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

Word on spelling sheet:

echoes

Other words:

Heroes, foe, goes, woe, doe

Read this sentence aloud for your child to write down:

The loud noise **echoes** through the dark, damp tunnel.

<p>Tier 1 – functional words carry meaning (nouns, verbs and adjectives)</p> <p>Kapiti Plain, fresh, green, creatures, giraffes, rains</p> <p>Tier 2 – synonyms of functional words</p> <p>browse, pasture, shadowed</p> <p>Tier 3 – subject specific words</p> <p>Kapiti Plain, rains, Ki-Pat, acacia trees</p> <p>Read up to page 3 of the story. Ask the children if they have noticed anything about the patterns in the story – repetition, rhyming couplets (the end word of the line rhymes).</p> <p><u>Main activity</u></p> <p>Give your child an adjective target board and they're to arrange the different synonyms for heavy. In the middle of the target board they will have the most effective word for heavy (the word that is better) spiralling out to the least effective word (the word that isn't better than heavy.)</p>	
<p>Wednesday- See below for Wellbeing Wednesday activities</p>	<p>Wednesday- See below for Wellbeing Wednesday activities</p>
<p>Thursday- With your child read up to page 4 of the story. Use the Lesson 5 Page 5 text PDF and read with your child the text without the pictures. As you're reading, can they draw what they're imagining?</p> <p>When they've had time to draw their visualising show them the picture from the story. Can they spot any similarities or differences between their drawing and the illustrators – record their ideas on seesaw.</p>	<p>Thursday- The sound we will be today teaching is: ue making 'oo' https://www.youtube.com/watch?v=BCeE3B_tAq8 Word on spelling sheet: rescue Other words: Argue, statue, queue, value, hue, cue Read this sentence aloud for your child to write down: There was a long queue at the venue.</p>
<p>Friday-</p>	<p>Friday- The sound we will be today teaching is: u-e making 'oo'</p>

<p>Read the whole of the story today. How much can your child remember about the story? Encourage them to answer the questions answering in a full sentence. Do they remember their full stops and capital letters?</p>	<p>https://www.bing.com/videos/search?q=geraldine+the+giraffe+u-e&&view=detail&mid=91DE1BEBFD906F09A40891DE1BEBFD906F09A408&&FORM=VRDGAR https://www.youtube.com/watch?v=o9JSTYL7vyc</p> <p>Word on spelling sheet: amuse</p> <p>Other words: Huge, cute, duke, cube, tube, computer</p> <p>Read this sentence aloud for your child to write down: There was a huge, cute bear at the zoo.</p>
<p>Weekly Writing Tasks</p>	<p>Weekly Maths Tasks</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>Most of these maths worksheets have been added to Seesaw. Now that we are getting to grips with Seesaw we thought we would be a little more adventurous this week. We'll see how it goes. Paper copies of the worksheets are in the email as normal.</p>
<p>Writing is not taught in school on Monday.</p>	<p>Monday- Making tally charts Learning video: https://vimeo.com/501669795</p> <p>Watch the video above. Your task today is to create a tally chart of the different colours of cars you can see in 20 minutes. You can either look for cars passing on the road outside your house or count the parked cars that you can see from your windows. If you can't see any cars, you could count them during your daily exercise.</p> <p>Alternatively you could do the additional sheet and perhaps contact friends and family to ask what their favourite fruit is.</p> <p>Watch the video above and have a go at lesson 1.</p>
<p>Tuesday –</p>	<p>Tuesday- Making tally charts Learning Video: https://vimeo.com/501671369</p>

With your child, discuss the different 'plots' in stories. For example, Jack and the Beanstalk is an adventure plot. Jack goes on an adventure. The Three Billy Goats Gruff is a warning plot where the goats conquer the monster.

Discuss with your child that most stories have 5 parts to them – **opening, build up, problem, resolution and ending.**

Thinking about Lila and the Secret of Rain, what happens in the 5 parts of the story?

Opening = Lila's village having no water/crops failing/cows hungry

Build Up = Lila's grandfather telling her about a secret

Problem = Lila has to go and see if the secret works/find the highest mountain

Resolution = Lila told saddest story/didn't work/she wept and wept

Ending = clouds darkened & rain came/village celebrated.

This week, your child is going to have a go at innovating the story, so changing different parts to make their own version of the story.

Activity –

Children are to have a look at the innovation grid. They're to complete the grid. For example, they might change Lila to a boy named Leo (see grid for help in how to complete it).

When they have completed it they're to choose 2 things they would like to change and circle them. So, they might change Lila to a boy and instead of them finding the highest mountain, they find the deepest river.

In Monday's and Tuesday's lessons children are introduced to tally charts as a way of recording data. They will use their knowledge of counting in 5s to work out the total in a tally chart. Before you begin, practise counting in 5s up to 100. It is always a good idea to count backwards too. In this lesson they will practise using the vocabulary of total, altogether, more, less and difference.

Watch the video above and have a go at lesson 2. An additional work sheet is available where the children have to complete either the tally chart from the total given in the right hand column, or work out the total from the tally chart but counting in 5s then counting in 1s – eg 5, 10, 15, 20, 25,26,27,28.

To check children's understanding, you could ask these questions:
What do you notice about the groups? How would we count these?
How would you show 6, 11, 18 as a tally?
Why do we draw tallies like this?
When do we use tallies?

Wednesday - See below for Wellbeing Wednesday activities

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Thursday –

Ask your child to tell you the changes they have made to their stories. Today they're going to have a go at completing a story mountain. Talk through the different parts of the story mountain.

What is the opening of their story? What is the build up? What is the problem?
What is the resolution? What is the ending?

SOME PARTS OF THE STORY MOUNTAIN WILL BE THE SAME IF THEY HAVE KEPT THAT ASPECT THE SAME, OTHERS MIGHT BE DIFFERENT.

Thursday- Drawing pictograms

Learning Video: <https://vimeo.com/501672753>

In this lesson, children use their knowledge of tally charts to produce pictograms – another form of recording data. They build pictograms using physical objects such as counters or cubes. Once this is secure, they then move to drawing their own pictures to represent quantities in a pictogram.

For example, the problem could be instead of Lila finding the highest mountain, Leo might have to find the deepest river.

Activity –

Children complete their story mountains.

When the children move on to using pictures instead of counters, they should use the same picture to represent all the data in the pictogram and line this up carefully.

It is important that children see pictograms both horizontally and vertically.

Watch the video above and have a go at lesson 3. Here you should go on a walk with your grown up (as part of your daily exercise) and see how many of the items you can spot. Remember to use circles or images to represent single objects. The last row is there for you to add in your own object to spot.

If you can't go out, you can have a go at the alternative sheet. This sheet is not on Seesaw as you will need to follow the instructions and cut/stick the pictures onto the pictogram.

Friday -

Remind children of their innovated stories – innovation grid from Tuesday and story mountains from yesterday.

Activity –

Children are to draw their new version of the story in a story map. **REMEMBER YOUR CHANGES.**

Friday – Drawing pictograms

Learning video: <https://vimeo.com/501673699>

Watch the video above and have a go at lesson 4. An additional sheet is available. Complete the tally chart by writing in the total amount – remember to count in 5s and then 1s to get to the total. Transfer this information and draw it as a pictogram at the bottom of the worksheet.

To check children's understanding, you could ask these questions:

How do you know how many images to draw?

What is the same and what is different about these two pictograms? (same data but shown horizontally and vertically)

Which pictogram is easier to read? Why?

What simple symbol could we draw to represent the data?

Why did you choose this?

Curriculum Subjects - to be done throughout the week

When are we teaching the curriculum subjects in school?

Geography – Monday

Music – Tuesday

Science – Thursday

Geography – This week we are learning:

To know what a Kenyan landscape looks like.

To know how to represent places and landscapes as objects in the form of a 3D map.

To know how make a key for their map.

Introduction Remind the children what we know about Kenya to date. Rural village life, animals, continent, equator, weather, landscape, rivers, lake, coast, capital city.....

Watch clip: <https://www.bbc.com/bitesize/clips/zrsgkqt>

Main Activity

Look at Google Earth and zoom in on Kenya. What do they see? Rivers, land, coast, lakes, mountains, urban areas.

Make a landscape to represent what they know about Kenya.

Here is an example of what they can do.

Can you make a key for the symbols that you have used on your landscape?



Music – Lesson 4 on Yumu. You should have received a unique login for your child to access this at home.

Alternatively you can have a go at Musical Moments by Sheffield Music Hub:

Lesson 1 <https://www.youtube.com/watch?v=Xrts0Bx5t8I>

Lesson 2 <https://www.youtube.com/watch?v=ztY2ySTXzss>

Lesson 3 <https://www.youtube.com/watch?v=ehMxg5Ww1aE>

Singing lessons are also available at the Sheffield Music Hub: <https://www.youtube.com/watch?v=JNEO610D27c>

Science – To identify organisms as producers, consumers or decomposers

Ask children to think, pair, share what words we have learnt relating to food chains in our previous lessons and what they meant

Revise the terminology from the previous lesson and what it means:

- producers – plants are called producers because they 'produce' (make) their own food
- consumers – animals that eat plants or other animals are called consumers because they 'consume' (eat) plants or other animals
- decomposers – break down dead plants and animals and get their nutrition from them while doing so
- predators – eat other animals
- prey – get eaten by predators

Explain that today we will be learning some examples of producers, consumers and decomposers

Ask children to think, pair, share some examples of producers and consumers

Ask children to make suggestions about what organisms might be decomposers

Watch the video clip on organisms that live on a dead oak tree at <https://www.youtube.com/watch?v=EAI1gLIENE>

Activity: To look at the animals and decide if they are:

A consumer- eat plants and animals

A producer- makes its own food and energy

A decomposer- breaks down the dead into the soil.

To cut and stick into the correct column

PE – Here are some options to choose from this week:

- <http://imoves.com> - There are 5 quick active blast lessons that you can choose to do with your child. – login using these details: class ID: 38775 & password: Plane
- Battleships (see attached resource for plan.
- LINKS Active Blast: Trollz wanna have fun! - https://www.youtube.com/watch?v=R1aCMB_8S3Y
- Start with Lesson 1 and practise each skill until you become a master.
<https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/>

Wellbeing Wednesday

Below are some ideas that you can do on Wellbeing Wednesday. Remember it is important to put some time aside for healthy minds.

- Cosmic Yoga - <https://www.youtube.com/user/CosmicKidsYoga>
- Read a book in the most unusual place you can think of. Post a photo of it on Seesaw.
- Ice art – have a go at using ice to create some cool art. Have a look on google for some inspiration. Perhaps you want to use paint or natural objects in it? Maybe you could create something to hang from a tree or even build an igloo out of ice cubes. Be quick though otherwise it will melt.

Take photos and post your art on Seesaw.

- Play a board game with your grownups or siblings. Perhaps you can create your own? A template is available in the email.
- Cosmic Yoga - <https://www.youtube.com/user/CosmicKidsYoga>
- Mindfulness colouring - please find the colouring sheets in the attached resources sent out to you. Pets is the chosen theme this week.
- Why not have a go at some baking? There are some simple recipes below that might take your fancy or you might be able to rustle up your own creation.
- <https://www.bbcgoodfood.com/recipes/simple-iced-biscuits> (Iced Biscuits)
- <https://www.bbcgoodfood.com/recipes/chocolate-chip-muffins> (Chocolate Chip Muffins)
- <https://www.bbcgoodfood.com/recipes/chocolate-rice-krispie-cakes> (Rice Krispy Buns)
- <https://www.bbcgoodfood.com/recipes/butterfly-cakes> (Butterfly Buns)
- Or you could simply take a plain biscuit (Rich Tea) and spread icing on the top then decorate with hundreds and thousands, choc chips and marshmallows.
- Trawl through your house and find objects of different colours. Could you create a rainbow like the ones below?



Additional learning resources parents may wish to engage with

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

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

Zoom Links

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