

W/C: 25.1.2021

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-9:50am on Zoom. Children should join in by using the Zoom details below:

Monday-

Explain to your child that this week we're focussing on a new book. Show children the front cover of the book and ask the following questions:
Who is the author of the book? **Timothy Knapman**
Who is the illustrator of the book? **Patrick Benson**
What is the title of the book? **Soon**

With your child, discuss the title of the book 'Soon' – what does this mean? Does it mean something is happening now or later? Is the adult elephant saying this to the baby elephant or is the baby elephant saying this to the adult? What is going to be happening soon? What could this mean?

Explain that this story is set in India – India is in the continent of Asia – could you maybe show this on a map of the world?

Show the first page of the story (just a picture of a landscape).

Main activity

Read the text under the title of the book 'A mother elephant and her baby are beginning a great adventure...'
Can your child write a prediction about what they think the story will be about?
Encourage your child to begin their predictions with '**I think that...**' '**I predict...**' '**In my opinion...**'

Monday-

The sound we will be today teaching is: **ie making 'ee'**
<https://www.youtube.com/watch?v=ZvVUHml1KQc>

Word on spelling sheet:

field

Other words:

Relief, chief, brief, priest, belief, shriek, shield

Read this sentence aloud for your child to write down:

The **chief shrieked** to his guards for a **shield**.

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.) **elephant, adventure, Raju, mummy**

Tuesday-

The sound we will be today teaching is: **ey making 'ee'**
<https://www.youtube.com/watch?v=XDruUMOtZw>

Word on spelling sheet:

valley

Tier 2 words are synonyms (better words for e.g. for the walked a synonym would be strolled.) **dozed, tremble, scrambling, stamped**

Tier 3 words are subject specific words (words that are to do with the story, so meerkats, desert etc...) **Raju, tremble, scrambling, elephant, trunk, mountain**

With your child, read from page 1 (assuming page 1 is left hand page) and stop at page 6. Look at the word 'scrambling.'

What does this word mean? What type of word is it? Could they act it out?

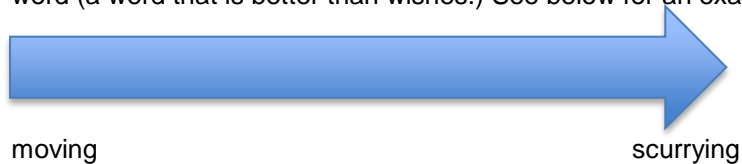
Does it mean the crocodiles moved quickly or slowly?

Encourage your child to look at the picture – look how the crocodiles are on top of each other. They were quite clumsy. The crocodiles wanted to get into the water first to escape the elephants.

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:



Other words:

Trolley, monkey, honey, money, donkey, donkey

Read this sentence aloud for your child to write down:

The **monkey** and the **donkey** ate the **honey**.

Wednesday-

With your child, read from page 6 to page 17.

Reveal the text from page 18 one step at a time (use the PPT – session 3 text) and encourage your child to keep thinking about what they're wondering.

Ask the children the following questions about the text you have read:

What does reared mean?

As tall as a giant – what does this mean? Can we imagine how tall she must have been?

Why did the tiger go running off?

Wednesday-

The sound we will be today teaching is: **ie making 'igh'**

Word on spelling sheet:

replied

Other words:

Fried, spied, tried, cried, pie, lie, tie

Read this sentence aloud for your child to write down:

I **spied** on the **pie** because I wanted to eat it.

<p><u>Main activity</u> Can your child write their 'I wonder if' statement. What do they think will happen next? Encourage them to begin their sentence with 'I wonder if.'</p>	
<p>Thursday- With your child read from page 19 to page 22. Using the Ppt Thursday text reveal to your child the text and read together. Once you have read can your child draw what they're visualising?</p> <p><u>Main activity</u> Once your child has drawn their visualisation, show them the illustration on page 23. Can they see any similarities between their drawing and the illustrator's? Can they spot differences too?</p>	<p>Thursday- The sound we will be today teaching is: y making 'igh' https://www.youtube.com/watch?v=t0C01G_sCsQ Word on spelling sheet: sky Other words: Spy, why, try, deny, reply, by, my, cry Read this sentence aloud for your child to write down: Why do we need to multiply the numbers?</p>
<p>Friday- Read the whole story with your child today.</p> <p>Can your child answer the questions about Soon? How much can they remember? Encourage them to answer in a full sentence remembering their capital letter and full stop.</p>	<p>Friday- The sound we will be today teaching is: i-e making 'igh' https://www.youtube.com/watch?v=o9JSTYL7vyc Word on spelling sheet: shine Other words: Slide, prize, like, nice, decide, polite Read this sentence aloud for your child to write down: I had to decide on the prize for my team.</p>
<p>Weekly Writing Tasks</p>	<p>Weekly Maths Tasks 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 is as we will keep a track of how the children are progressing with it remotely. The work below should be posted to Seesaw.</p>
<p>Lesson 1 (Monday) – To be able to re-tell the beginning of Lila and the Secret of Rain.</p> <p>With your child, read the opening of Lila and the Secret of Rain. (Using the PowerPoint – stop at page 6.)</p>	<p>Monday- Odd and Even Numbers</p> <p>Learning video: https://vimeo.com/498261586</p> <p>Watch the video above to support home learning.</p>

<p>Can your child summarise - tell you in a few sentences what happens at the beginning of the story?</p> <p>Activity –</p> <p>Using the pictures for the opening, can they re-tell the story? Encourage them to use the story language and the word mats to help them spell tricky words.</p> <p>Encourage your child to not copy directly from the story, as it doesn't matter if they miss out different parts. It's their interpretation of the story and what they've learned over the few weeks. Also, try and avoid writing the whole story in one session, complete it over the week.</p>	<p>Building on from Year 1, children should be able to recognise odd and even numbers. Children can practise making odd and even numbers using physical objects and explore the structure of these.</p> <p>Questions to ask the children:</p> <p>Can you sort these objects (number pieces, ten frames, cubes, pictures etc) into an odd set and an even set? What makes these odd/even? How do you find out if ___ is an odd or even number? Can you find all the odd and even numbers on a 100 square? What do you notice?</p> <p>I've included some additional worksheets. If you notice the stars in the top right corner, 1 star is the easiest challenge</p>
<p>Lesson 2 (Tuesday) – To be able to re-tell the middle of Lila and the Secret of Rain.</p> <p>With your child, read from page 6 to page 8 (the middle of the story.)</p> <p>Can your child summarise what happens in the middle of the story?</p> <p>Activity –</p> <p>Using the pictures for the middle, can they re-tell the story? Encourage them to use the story language and the word mats to help them spell tricky words.</p>	<p>Tuesday- Dividing by 5 Learning video: https://vimeo.com/498262138</p> <p>Watch the video above to support home learning.</p> <p>In this lesson children will focus on efficient strategies and whether they should use grouping or sharing depending on the context of the question. This is based on the learning that they did last week. They use their knowledge of the five times table to help them divide by 5 They will continue to see the = sign both before and after the calculation.</p> <p>Eg $30 \div 6 = ?$ $6 = 30 \div ? ?$</p> <p>Complete maths lesson 2 worksheet. There are some additional worksheets to support your child's understanding. Same again with the stars, 1 stars is the easiest up to 3 stars being the hardest.</p>
<p>Lesson 3 (Wednesday) – To be able to re-tell the ending of Lila and the Secret of Rain.</p>	<p>Wednesday – Dividing by 5 Learning video: https://vimeo.com/498262138 (same video as yesterday to</p>

<p>With your child, read from page 8 to page 13 (the ending of the story.)</p> <p>Can your child summarise what happens in the ending of the story?</p> <p>Activity –</p> <p>Using the pictures for the ending, can they re-tell the story? Encourage them to use the story language and the word mats to help them spell tricky words.</p>	<p>recap the children)</p> <p>This lesson continues to deepen children’s understanding of dividing a number by 5. It would be good to reinforce this by watching the same video from yesterday again.</p> <p>The worksheets will support the children to understand that sharing or grouping can be done in work form as well as using number sentences.</p> <p>There are two optional additional tasks – one is a tile puzzle where the children have to cut out the tiles and place them in the correct place by answering the questions. The more stars on the worksheet, the harder the challenge.</p> <p>The second additional worksheet requires the children to reason and problem solve. This will allow the children to demonstrate that they have a deep and secure understanding of dividing by 5.</p>
<p>Lesson 4 (Thursday) – To be able to review the re-telling of Lila and the Secret of Rain.</p> <p>Today, your child gets to ‘act as the teacher.’ Allow them to use a coloured crayon or a pen and they’re to ‘mark’ their writing from over the week. Can they underline where they have used story language (words/phrases used in the story)? Can they underline where they have used capital letters and full stops. If they have missed any capital letters or full stops can they add them in where they should go with their crayon or pen?</p>	<p>Thursday- Dividing by 10</p> <p>Learning video: https://vimeo.com/498262386</p> <p>Building on from last week, children should already be able to multiply by 10 and recognise multiples of 10. They will need to use both grouping and sharing to divide by 10 depending on the context of the problem. Hopefully by the end of the lesson, children start to see that grouping and counting in 10s is more efficient than sharing into 10 equal groups (of say 7).</p> <p>Complete maths lesson 4 worksheet. An optional additional set of questions are available to further practise. A further colouring sheet (linked to dividing by 10) is available as an optional alternative/extra.</p>
	<p>Friday – Dividing by 10</p> <p>Learning video: https://vimeo.com/498262386 (same video as yesterday to recap the children)</p> <p>Today’s lesson builds on what was covered yesterday. Use the video (same as yesterday) to recap dividing into groups of 10.</p> <p>Complete maths lesson 5 worksheet. This worksheet allows the children to see visual representations of the quantities that they will be dividing into groups of 10.</p> <p>There is a challenge sheet available. These challenges require the children</p>

to explain their reasoning – verbally or through pictures. There is some adult guidance/questions available to support children reason their way to the correct answer.

Curriculum Subjects - to be done throughout the week

When are we teaching curriculum subjects in school?

Geography – Monday

Music – Tuesday

RE – Wednesday

Science - Thursday

Science – This we are learning :

To know what is a food chain?

To understand that all organisms need energy to live

To understand a simple food chain.

Linking back to the lesson last week, now we understand what a living organism is and its habitat, but how do they survive?

Thinking back to MRS GREN what is the one thing we all love to do at dinner time? Our food is cooked but is a polar bear? Do they go to McDonalds?

How do they get food? Food gives us energy.

Does a plant need food? Do the trees outside need food? Where does it get its food from?

Watch this clip on BBC:

<https://www.bbc.co.uk/bitesize/clips/z96r82p>

Show the clip to confirm knowledge of a food chain we are all dependent on each other.

Draw a simple food chain on the board- leaf, caterpillar, bird, cat, explain that they are all in a chain and the part of the chain has names.

The leaf is a PRODUCER- Plants produce their own food from sunlight it is not fed to them

The caterpillar is a CONSUMER- It eats the plant other animals can be this too they eat.

The cat is a PREDATOR- It hunts for its food and is the top of its food chain

The Bird is a PREY- it gets eaten by predators.

There is also DECOMPOSERS- these are organisms that break down animals back into the soil to make the circle of life.

Main Activity

Cut out the pictures from the food chain sorting sheet and place them face down. Children to take turns to turn a card over, say what it is say if it will be a producer, consumer, predator or prey. Children are to make the food chains using the images. Take a photo of this and post it to Seesaw.

Finally: We have looked at food chains and now know that all animals and plants need food (energy) What happens if one of the chains goes away?

What is a predator?

RE - To learn about the 'kara' and what it means to Sikh people

Introduction

Remind the children about our learning last week – Sikh beliefs, the five k's etc Show the Sikh symbol from Google. You could also watch the BBC video from last week again: <http://www.bbc.co.uk/learningzone/clips/the-five-ks-of-sikhism/4805.html>

We have already learned about the 'kesh' and the 'kanga' and why they are important to Sikh people.

Now we are going to learn about the third of the 5 k's.

Show the children a drawing of a circle – ask a child to find the beginning of the circle or the end?

There is no beginning or end with a circle – it just continues to go around – If you have some bangles then they would be a good resource too!!

Show the children the powerpoint of the 5 k's.

The kara is a steel bangle worn on the arm. It is a closed circle with no beginning and no end...Sikh people believe this is how they view God - as with God there is no beginning and no end.

It is a reminder to behave well, keep faith and restrain from wrong doing. Wearing it will remind a sikh of his duties. It is the only one of the 5k's that you can see from the outside – all of the others are worn under clothes. If you are about to be naughty and you look down at your bangle it is a reminder that you should choose to do the right thing.

Main Activity

Design a badge or a piece of jewellery/clothing that you could wear to remind you to follow school rules!

What could you put on your jewellery/badge to make sure you remember? E.g if you sometimes get in to trouble when you are playing in the school yard – what could you put on it to remind you about good play outside? Extend – write a short paragraph explaining how it reminds you to make good choices.

Geography – Today we are learning:

To know two characteristics of a rural village in Kenya.

To know what the houses are like in a rural village in Kenya.

Remind the children about the weather chart...what can we tell from the data already? Look at map on Google Earth and remind children where Kenya is located and on which continent.

Ask children what ideas they have about what life is like in Kenya. What do you know so far?

Starter: Look at PPT of rural villages in Kenya. Points to make:

- To know the difference between Rural and Urban. We are looking at Rural today.
- The material of the houses...wood and mud.
- Simple wooden frame is made then covered in mud.
- These types of houses are in Lila's village.
- There are several houses built together.
- Everyone helps to build the village.

- They cook on an open fire – like the fire pit on Forest Schools.
- People are happy and enjoy their village life.
- People gather to share stories and dance.

Watch clip: https://www.youtube.com/watch?v=RKK_Xtgzj6Y

Questions: Why do they use mud and sticks?.....because there are no other resources.

Why are they only one level? Don't need big houses because it doesn't rain very often

Why aren't there any windows? Too hot...don't want sun in house.

Main Activity

Ask the children to draw a picture of a Kenyan Rural village with the information that you know about life in a village.

Ask them to draw a house....how many? Not just one as it wouldn't be a village otherwise.

What are the people doing in the village? Are the people outside the houses talking, dancing or working? What sort of clothes are they wearing? bright clothes like Lila?

Cooking on a fire?

May add a tree, cows, fence? What else might you add into a rural Kenyan village?

Looking for quality and detail.

Now ask for the children to label their pictures and explain why they have drawn their Kenyan village like that? What knowledge have they drawn upon?

Finally: If you are feeling daring, you could have a go at making your own mud hut, using mud, paper and sticks. I'd love to see some photos of mud huts on Seesaw.

Music – Lesson 3 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: <https://www.youtube.com/watch?v=ztY2ySTXzss>

Additional learning resources parents may wish to engage with

PE – Balance Time (see attached resource for plan)

Other PE links:

Start with Lesson 1 and practise each skill until you become a master.

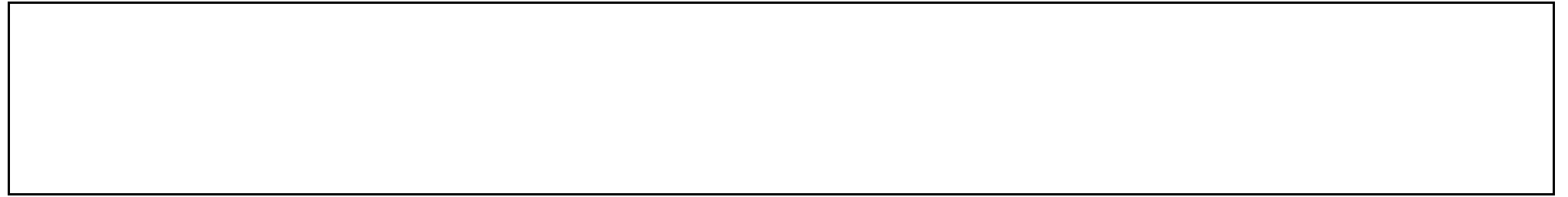
<https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/>

Cosmic Yoga - <https://www.youtube.com/user/CosmicKidsYoga>

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