

W/C: 1.3.2021

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-

Show your child the front cover of book (see resources) and ask them the following questions:

- What is the title of the book? **Welcome Home, Bear**
- Who is the author of the book? **Il Sung Na** (Il Sung (IHL SONG) is the author's first name, and Na (NAH) is his last name. This is also a good time to explore with children cultural information about Korean names. Korean people do not have middle names.

What does "Welcome Home, Bear" mean? What other animals might be in this book? What does the phrase "Animal Habitats" means? Ask for predictions about what Bear is doing on the rock on the dedication page (slide 3 of PPT).

Main activity

What does your child think the story will be about (not just, 'I think that it will be about a bear!)

Your child is to write their prediction. Encourage them to begin with **I predict that or I think that.**

Monday-

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

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

Word on spelling sheet:

repeat

Other words:

Treat, meat, beast, bead, sea, read, least

Read this sentence aloud for your child to write down:

The huge, scary **beast** are the tough **meat**.

Tuesday-

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

Explain to them 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 encourage them to stop you when they don't understand what a word means.

Tuesday-

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

<https://www.youtube.com/watch?v=DoPUHeA0CHA>

Word on spelling sheet:

third

Other words:

Birth, girl, first, skirt, twirl, dirty

Discuss what it means together, maybe look the definition up using an online/real dictionary.

Tier 1 – functional words carry meaning (nouns, verbs and adjectives)

Morning, forest, sky, home, nest, tree, woke, climbed, rained, green, blue, steep

Tier 2 – synonyms of functional words

Underground, surprised, dizzy,

Tier 3 – subject specific words

Bird, Mole, Goat, ocean, Polar Bear, puffins, snow, Camel, Orang-utan, hippos

Read up to 1min 15 secs of story.

<https://www.youtube.com/watch?v=fJLPLNzj8YY>

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 'surprised' from this section of the story about the octopus.

What does 'surprised' mean?

Why would Octopus be surprised to see Bear in the ocean?

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:



Read this sentence aloud for your child to write down:

The girl's skirt was very dirty.

Wednesday-

Read from the session 3 Ppt.

Wednesday-

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

<https://www.youtube.com/watch?v=7xvdbR6g060>

<p><u>Main activity</u></p> <p><u>Your child will need a piece of paper split in half.</u></p> <p>Explain to your child that they are to draw their first visualisation in the first box SO you will need to pause for 5 mins or so at the snow scene before continuing to read the rest of the text from the PPT.</p> <p>Now share the YouTube story with your child from 1min 20 secs to 1min 45 secs. Give your child time to discuss what they have seen compared to what they have drawn.</p> <p>Allow your child some more time to finalise their drawings and to add anything if they wish from what they have seen on the 'real' illustration.</p>	<p>Word on spelling sheet: lawn</p> <p>Other words: Yawn, shawl, drawer, paw, claw, jaw, saw</p> <p>Read this sentence aloud for your child to write down: The bear had sharp claws and a greedy jaw.</p>
<p>Thursday-</p> <p>Listen to the whole story today.</p> <p><u>Main activity</u></p> <p>Can your child answer the questions based on the story? How much can they remember? Encourage them to answer their questions in a full sentence using the question to help them.</p>	<p>Thursday-</p> <p>The sound we will be today teaching is: aw https://www.youtube.com/watch?v=7xvdbR6g060</p> <p>Word on spelling sheet: lawn</p> <p>Other words: Yawn, shawl, drawer, paw, claw, jaw, saw</p> <p>Read this sentence aloud for your child to write down: The bear had sharp claws and a greedy jaw.</p>
<p>Friday- Feel Good Friday</p>	<p>Friday- Feel Good Friday</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- Lines of symmetry</p>

	<p>Learning video: https://vimeo.com/508430942</p> <p>Children are introduced to the concept of vertical lines of symmetry. They should be exposed to examples that are symmetrical and also examples that are not. Children can use a range of practical resources (mirrors, paper folding) to explore shapes being halved along their vertical line of symmetry.</p> <p><u>Questions to ask the children to check their understanding:</u></p> <p>Where is the vertical line of symmetry? What does vertical mean? Which is the odd shape out? How do you know? What resources could you use to check if a shape has a vertical line of symmetry?</p> <p>Complete maths sheet 1. There is an additional set of mastery challenge cards to test the children's deeper understanding of symmetry.</p>
<p>Tuesday –</p> <p>With your child re-read The Bog Baby. Can they tell you what happens in the beginning, middle and ending of Bog Baby?</p> <p>Activity –</p> <p>Your child is to draw their story map to show the events of The Bog Baby.</p>	<p>Tuesday- Lines of symmetry – draw the whole shape</p> <p>Learning Video: https://vimeo.com/508432389</p> <p>A drawing that is symmetric has identical parts mirroring each other across a line of symmetry. In today's lesson children will extend the shapes by completing the shapes across the lines of symmetry.</p> <p>You can use a mirror placed along the line of symmetry to help.</p> <p>Complete maths lesson 2 sheet.</p>
<p>Wednesday – WALT – To understand the setting and environment of The Bog Baby.</p> <p>Whole class –</p> <p>Re-read the text today, if needed.</p> <p>Remind your child of the bog images – can they tell you any adjectives/expanded noun phrases to describe the bog?</p> <p>Discuss with them the habitat that the bog baby lived in when the girls put him in the bucket (shells, twigs, gravel (stones/rocks)).</p>	<p>Wednesday – Sort 2D shapes</p> <p>Learning Video: https://vimeo.com/508433384</p> <p>Children will recognise and sort 2-D shapes including circle, square, triangle, rectangle, pentagon, hexagon and octagon using a range of different orientations. Children should be encouraged to sort the shapes in more than one way. They can then describe how they have sorted them using key language including side, vertex and symmetrical.</p> <p><u>Questions to ask the children to check their understanding:</u></p> <p>How have you sorted your shapes? How do you know you have sorted your shapes correctly? Can you sort the shapes in a different way? Can you find a shape which is in the wrong place?</p>

Activity –

Your child is to create their own bog baby habitat. They can use a Tupperware tub, bucket or jar and are to use any natural materials (twigs, stones, leaves etc...) to create their own interpretation of the habitat.

This could also be done with art materials (tissue paper for water etc...) whichever you prefer.

See ideas below:



Can you see how these shapes have been sorted?

Complete maths lesson 3. There is an additional set of mastery challenge cards to test the children's deeper understanding of symmetry.

Thursday –

WALT – To describe the Bog Baby.

Read the letter to your child (see resources).

Remind them of the character description we did when we had to tell Henrietta that she was wrong and Lila was a kind, caring girl.

Thursday- Make patterns with 2D shapes

Learning video: <https://vimeo.com/508434253>

Children will use their knowledge of the properties of 2-D shapes to create patterns. They are encouraged to place the shapes in different orientations when making patterns and recognise that it is still the same shape. In particular, squares do not become diamonds when turned sideways.

<p>Ask your child what did we have to include in our description? Show checklist if needed.</p> <ul style="list-style-type: none"> • What they look like? • What they like/dislike? • Where they live? • How they behave? <p>Activity – Your child is to write a character description to describe what bog baby is like. Encourage them to answer the questions in the letter (THEY'RE NOT WRITING A LETTER.)</p>	<p><u>Questions to ask the children to check their understanding:</u></p> <p>Can you explain the pattern? How does circling the set of shapes that repeat help you see the pattern? Continue the pattern. Which shape will be next? How are these patterns similar? How are these patterns different? How can you work out which shape will come 4 th ?</p> <p>Complete maths lesson 4. There is an additional set of mastery challenge cards to test the children's deeper understanding of symmetry.</p>
<p>Friday – Feel Good Friday.</p>	<p>Friday – Feel Good Friday</p>

Curriculum Subjects - to be done throughout the week

When are we teaching the curriculum subjects in school?

Monday - Science

Tuesday - Music

Wednesday – Fairtrade fortnight

Friday – Art

Science – To identify and name animals in their habitats, including microhabitats

To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Each child needs a tray, tweezers or cocktail sticks and a magnifying glass. They are to go to the garden and collect their potato and put it in the tray. (The potato should have mini beasts on or inside)

Children to return to the classroom. Before letting the children do anything please remind and discuss that these are living things. To be a living thing what do they do? Remind of MRS GREN. Remind children we are investigating what we have found, we respect all living things and we do not hurt the creatures in any way. They have to stay in the tray.

Before touching what, can we see? The potato should have decomposed gone soggy maybe a different colour. How has this happened? Where has this gone? Now carefully investigate. What has your potato trapped? Use your original sheets and continue the tally chart. For example there might be two woodlice, a worm might have dug inside the potato.

Give children time to investigate

Stop the children. Explain to the children they are looking at a microhabitat. The mini beasts are currently living in a small place. What are they doing?

Children should now understand that mini beasts are important, because they are decomposers. Without them, we would not be able to have a food chain. Recap what is a food chain. What would eat the mini beasts? What is their predator?

Ask them to complete the investigation worksheet. Here they need to write up their experiment.

Take a photograph and post on Seesaw of them investigating.

Music – Yumu – Lesson 2

Zootime - a Reggae song for children by Joanna Mangona. This is a six-week Unit of Work that builds on previous learning. You should have received a unique login for your child to access this at home.

Fairtrade fortnight – Following on from last week, we will continue to investigate fair trade and look at what we can all do to help farmers and communities in developing countries.

Fairtrade describes the trading (buying and selling) between companies in developed (rich) countries and producers (eg farmers) in (poorer) developing countries. Fair prices are paid to the producers, and companies are able to provide workers with a stable income that can improve their lives.

Watch this video <https://vimeo.com/503505343> which explores how climate impacts cocoa production. Have a quick discussion with your group about the similarities and differences between

Follow this by watching this video <https://vimeo.com/388217600>. This video examines the rainforests and how they link to cocoa production. Using the Guardians of the Rainforest worksheet, pick some of the activities to complete. Post your work on Seesaw.

For further research you can explore the Fairtrade website: <https://schools.fairtrade.org.uk/take-action/fairtrade-fortnight-2021/>

Art – To investigate natural forms through making rubbings and printmaking.

Spend some time talking about the artefacts (natural objects) to encourage the children once again, to really look and describe what they can see. Think shape, colour, line, tone (dark and light areas) pattern, texture, markings etc. Explain that we will try to recreate some of these by taking rubbings and making prints.

Two activities to try today:

Demonstrate how to make a rubbing by placing the object e.g. a leaf, under the paper. Hold firm and rub the crayon (often on its side is best) over it to capture the detail. Sometimes it's better to stroke the crayon in just one direction, rather than back and forth. Try both! Can they see the tip of the leaf: the veins etc. Try with a feather, if you have one. This might work underneath a page of their sketchbooks.

Now apply a single bold colour of paint to the leaf. Demonstrate how to stroke or sponge the paint onto the whole of the leaf, but not have big globs of paint. Place the leaf paint side down onto a piece of paper. I like to cover it with another piece of scrap paper before pressing down with my hand or using a dry roller to get the print. Carefully remove the top paper and peel away the leaf. Repeat this again. Sometimes the best prints aren't the first ones you do. Could you make a repeating or symmetrical pattern or design? Maybe try paint on both sides of the leaf?



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

Passcode: 157779

Below are some extra PE videos from LINKS & Megan that you may like to access:

- PE Skills: https://youtube.com/playlist?list=PLSTXERq_m0iT4drpW8FSDdl-DL5LST7wn
- Pe Quiz: https://youtube.com/playlist?list=PLSTXERq_m0iT8dBju-KfB8nHn5C6PtPK6
- Dance Active Blasts: https://youtube.com/playlist?list=PLSTXERq_m0iTeRTmZSOkSo8t055bYSAfy
- Move it with Megan live videos: https://youtube.com/playlist?list=PLSTXERq_m0iRitqslOkMDTdZhaEhKz5hW

Feel Good Friday activities

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

- Cosmic Yoga - <https://www.youtube.com/user/CosmicKidsYoga>
- Join in with Megan's dance masterclass on Youtube.
- Create your own obstacle course. This could be inside or outside and you could time each person in your family to go around it. You could try travelling around it in different ways – like a crab, on your tummy or using only one foot. Post some photos of your obstacle course on Seesaw.



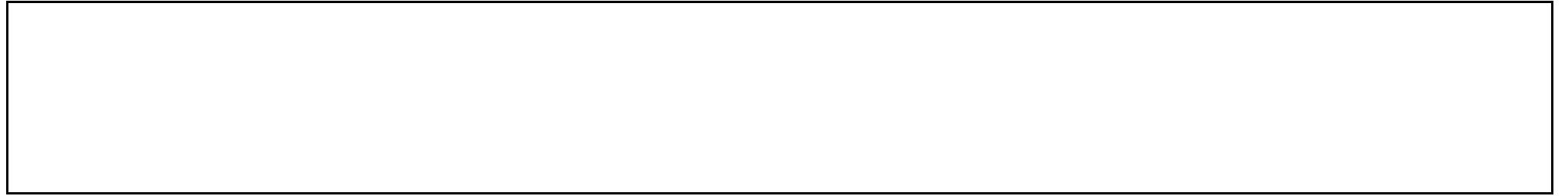
- Mindfulness colouring - please find the colouring sheets in the attached resources sent out to you. Minibeasts is the chosen theme for this week – very apt with all the bug hunting and habitat making we've been doing.
- Why not have a go at some baking? There are some simple recipes below that might 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.
- Lie on your bed, the sofa or somewhere quiet and listen to some calming music. Here are a few links to some gentle music:
<https://www.youtube.com/watch?v=WUXEeAXywCY>
<https://www.youtube.com/watch?v=l7DVd3nwdaw>
<https://www.youtube.com/watch?v=4NrpprUAa2U>
- <https://youtu.be/R-paPhe0nDI> follow this link for some children's boogie bounce with Nicola Priestly.

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