

W/C: 22.2.2021

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? **White Owl, Barn Owl**
- Who is the author of the book? **Nicola Davies**
- Who is the illustrator? **Michael Foreman**

Ask your child further questions to get them to think about what they think the book might be about.

Do you think the book is fiction or non-fiction? *Why?*

What is the difference between a white owl and a barn owl? (show your child the pictures of a white owl and a barn owl.)

Do owls only come out at night? How do they know looking at the front cover?

Do they know any other facts about owls?

Show your child the following video clips (activating children's background knowledge around owls):

<https://www.youtube.com/watch?v=hIKo42iPslg>

<https://www.youtube.com/watch?v=XYDMmZqv9wI>

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: **s making 'sh'**

Word on spelling sheet:

sugar

Other words:

Sure, pressure, insure, surely

Read this sentence aloud for your child to write down:

Would you like **sugar** in your tea?

Tuesday-

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

Tuesday-

The sound we will be today teaching is: **ch making 'sh'**

Word on spelling sheet:

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.

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)

owls, white, barn, nest, tree, grandpa, perches

Tier 2 – synonyms of functional words

old, oak, perches

Tier 3 – subject specific words

owls, nest, tree, spring, summer

Read up to slide 7.

Stop at slide 7 and ask your child what they have noticed about the book – it is a fictional story, but it has facts about owls running alongside the story.

Explain that today they're going to focus on the word 'perches' from some of the non-fiction parts of the story.

What does 'perches' mean?

Can your child act out themselves perching?

Main activity

Children are to complete a vocabulary helper sheet.

chef

Other words:

Machine, parachute, brochure, champagne

Read this sentence aloud for your child to write down:

The **chef** gave the people some **champagne**.

Wednesday-

Read from slide 7 to slide 9.

Whilst reading, model 'I wonder if' statements.

I wonder if no owls come to the nest box.

I wonder if grandad and the boy miss the owl coming to the nest box.

Can your child share their I wonder if statement?

Read from slide 9 to slide 13.

Show the image of the owl from the story.

What do they think the owl is going to do ask?

Wednesday-

The sound we will be today teaching is: **s making 'zh'**

Word on spelling sheet:

measure

Other words:

Vision, television, pleasure, casual

Read this sentence aloud for your child to write down:

I found the **treasure** when I went on a **casual** walk.

<p>Do they think the owl will hurt grandad? How might the owl be feeling? What might the owl be thinking?</p> <p><u>Main activity</u></p> <p>Can children record their 'I wonder if statement...' starting with I wonder if.</p>	
<p>Thursday- Read from slide 13 to slide 14. Read slide 15 using the session 4 text (try and not show your child the image.)</p> <p>Slowly reveal and read from session 4 – text PPT as you're reading and revealing the text your child is to draw what they're visualising as you read.</p> <p><u>Main activity –</u></p> <p>Give your child time to draw their visualisations. Then, reveal slide 15 to them. <i>Is this how the children imagined the owl to look?</i> <i>Why do they think the author described it like an angel?</i> <i>What makes it so angel like?</i></p>	<p>Thursday- The sound we will be today teaching is: ou https://www.youtube.com/watch?v=-qtCB7CYH3I</p> <p>Word on spelling sheet: sprout</p> <p>Other words: Cloud, shout, loudest, mountain</p> <p>Read this sentence aloud for your child to write down: I found a pound in my pocket.</p>
<p>Friday- <i>Re-read the whole story today.</i></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.</p>	<p>Friday- The sound we will be today teaching is: ie https://www.youtube.com/watch?v=DoPUHeA0CHA</p> <p>Word on spelling sheet: spied</p> <p>Other words: Cried, tried, fried, replied</p> <p>Read this sentence aloud for your child to write down: I tried to untie the tie.</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>

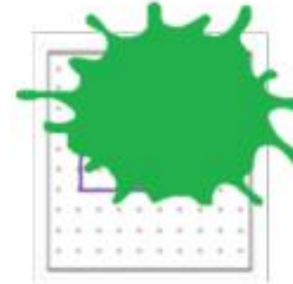
	<p>The work below should be posted to Seesaw.</p> <p>Most of these maths worksheets have been added to Seesaw. Now that we are getting to grips with Seesaw we thought we would be a little more adventurous this week. We'll see how it goes. Paper copies of the worksheets are in the email as normal.</p>
<p>Writing is not taught in school on Monday.</p>	<p>Monday- Recognise 2-D and 3-D shapes Learning video: https://vimeo.com/506145944</p> <p>Watch the supporting video above.</p> <p>Before learning about their properties, children need to recognise and name both 2-D and 3-D shapes and to be able to identify some differences between them. They should begin to understand that 2-D shapes are actually flat and the 2D shapes they handle in class are representations of the shapes. Children also need to be able to recognise 2-D shapes in different orientations and proportions.</p> <p><u>Questions to ask the children to check their understanding:</u> What is the difference between a 2-D and 3-D shapes? What shape is this? If I turn it around, what shape is it now? Can you draw around any of the faces on your 3-D shapes? Which 2-D shapes can you make?</p> <p>Complete maths worksheet 1.</p> <p>An additional scavenger hunt is available to find</p>
<p>Tuesday – WALT – To begin to understand what/who ‘Bog Baby’ is.</p> <p>Without telling your child that it is Bog Baby read the description extract out loud. Stop and discuss any vocabulary that they are unsure of in the extract. Then, re-read the extract without stopping.</p> <p>Ask them the following questions: What do you notice about this creature? Is it like any other creatures you know? Would you like to meet this creature? Why? What words and phrases make the creature seem likable? Why? Give your child the opportunity to draw the creature based on the description they have read. They can annotate the different parts of their picture using words and phrases from the description.</p> <p>Activity –</p>	<p>Tuesday- Count sides on 2-D shapes Learning Video: https://vimeo.com/506146067</p> <p>Children should be encouraged to develop strategies for accurate counting of sides, such as marking each side as it has been counted. Children also need to understand that not all same-sided shapes look the same, such as irregular 2-D shapes.</p> <p><u>Questions to ask the children to check their understanding:</u></p> <p>What is a side? How can you check that you have counted all the sides? Do all four-sided shapes look the same? Why do you think the shapes have the names that they do?</p> <p>Complete maths lesson 2. There are mastery challenge cards available for this lesson to test children’s deeper understanding.</p>

<p>Your child will be invited to imagine they are the person discovering this creature. You will read the description extract sentence by sentence. After each sentence, pause and allow your child to create a freeze frame of how they would react to that discovery. When they are in their freeze frame, you can tap them and ask them to explain how they feel and what their body is doing to show this.</p>	
<p>Wednesday – WALT – To understand the setting of the story.</p> <p>Reveal to your child that the title of our book is named Bog Baby and the creature that was described yesterday was a bog baby. Discuss with your child what a bog is. Show some images of bogs, to help them understand the setting of the story. Can they think of nouns to say what they can see in the images? Can they think of adjectives to describe what they see in the images?</p> <p>Activity – Ask your child to write expanded noun phrases (two adjectives with a comma in the middle to describe the noun) to describe what they can see in the images. For example, the deep, muggy water laid heavy on the ground.</p>	<p>Wednesday – Counting the vertices on 2D shapes Learning Video: https://vimeo.com/506146126</p> <p>Children are introduced to the terms vertex and vertices. They understand that a vertex is where two lines meet at a point. They recognise that corners are vertices and will be able to identify and count them on shapes. Please ensure that we use the word vertex instead of corner when talking about shapes in maths.</p> <p><u>Questions to ask the children to check their understanding:</u></p> <p>Show me a vertex. Can you identify the vertices in this shape? Would this be a vertex? Explain why. If my shape has ____ vertices, what could my shape be? What couldn't it be?</p> <p>Complete maths lesson 3. There are mastery challenge cards available for this lesson to test children's deeper understanding.</p>
<p>Thursday – WALT – To listen to and begin to sequence the story of 'Bog Baby.'</p> <p>Whole class - Read Bog Baby to your child showing the illustrations. Look at their reactions to what bog baby looks like and where he lives.</p> <p>With your child discuss what happens at the beginning, middle and end of the story. Keep encouraging the them to talk in full sentences. Begin to draw a very simple story map to sequence the basic pictures in the story. Encourage your child to tell you what you should draw next.</p> <p>Activity - Now with your child, you're going to 'step' the story. Find a space in your house</p>	<p>Thursday- Drawing 2D shapes Learning video: https://vimeo.com/506146175</p> <p>. Children use their knowledge of properties of shape to accurately create 2-D shapes.</p> <p><u>Questions to ask the children to check their understanding:</u></p> <p>Compare your shape with a friend's shape. Is it in the same position? Is it the same size? Where are you going to start drawing the shape? In the middle of a side? At a vertex? Which is the most efficient way? Why is it important to use a ruler? Is your shape an exact copy? How do you know?</p> <p>Can you draw a rectangle on dotted paper? Start at a vertex and use a ruler to draw your first straight side. How many straight sides will you need? Rotate the paper to help you draw the shape more accurately. Try drawing other shapes in</p>

and each step is a step forward. This helps the children to internalise the story.

the same way.

What shape could be hiding under the spilt paint?



Prove your answer by drawing it.

Complete maths lesson 4.

There are mastery challenge cards available for this lesson to test children's deeper understanding.

Friday – Feel Good Friday.

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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 invertebrates in micro-habitats

To complete a wildlife survey

Children to recap their knowledge from last half term to watch the video and shout out which habitat they are in.

<https://www.bbc.co.uk/bitesize/clips/z2bygk7>

Explain to the children that biologists (scientists) often conduct surveys to see how many animals/ creatures live in an area or habitat. This helps them identify if a species is reducing in numbers and not reproducing. Use the PowerPoint lesson 1 discuss whether the animals shown live your their local habitat. Explain the word local. The meadow, pond, woods next to school, Stockbridge, fields, farms.

Main Activity

Explain to the children that we are going to answer the question why are these mini beasts so important?

Where do we find mini beasts? Start lifting chairs, cushions, books up looking for them is this where we find them? Children should answer no. Explain to them before we answer the question if they are important we need to find out how many we have in our surrounding area.

Explain that we are going to be taking part in a national project to count mini-beasts

Show children the website at <https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-wild-challenge/activities/minibeast-safari/> (if the link does not work, Google 'RSPB mini beast safari')

The bug hunt sheets are attached to the email. Children are to go and look for mini beast in your local woods/garden. Children are to do a tally chart to add up how many of each mini beast they have seen. Keep worksheets for next week.

Still working outdoors, go to any area that does not have any bugs – patio, driveway etc. Why are the mini beasts missing? How can we encourage them to our surroundings? What do they need? Discuss and children should mention food. Explain to the children that we are going to leave them a trap to see if we can find more mini beasts next week. The potato trap. Cut a potato in half and ask children to put the potato face down into the ground. We are going to leave them here and look at them next week. Children may also need to build a shelter for the bugs too.

Music – Yumu – Lesson 1

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. Start by accessing lesson 1.

Alternatively there is an activity that has been provided to us by the Sheffield Music Hib. This is the link to accompany the attached Music PDF.

<https://www.youtube.com/watch?v=p5Cb0eNfE0g&list=PLzLeBvk3Xx91owZyPdReSoMMi37Hljg-3>

Fairtrade fortnight – Over the next two weeks we will 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.

Start off by watching these videos: <https://vimeo.com/511055279> and <https://vimeo.com/500855906>

The first video introduces Fair trade and the second video examines what consequences our daily choices have.

Once you have watched the video had a go at the choices and consequences activity. Cut out the boxes and match them up. Discuss how our choices can have consequences for someone else.

Art – To practise using their observational skills to really look at what they are drawing.
To understand how to create tone using pencil or charcoal.

Introduction: Gather some artefacts/natural objects together for the children to look at, touch and talk about. You could do this together by going on a walk to collect them. You could also just use lots of different types of leaves. Spend a few minutes engaging the children's looking by talking about what they can see. You could also use magnifying glasses to focus on details.

Look at the pdf on tonal shading and revise what the children already know (pick out the slides 2,3 &4 – they're not all necessary).

Get the children to rub their index finger into the palm of their hand, like a pencil on some paper. Press hard and cause a 'rub' or a bit of friction to show how this would make the pencil darker. Now try a lighter rub. Now try a really light rub (a bit tickly). How you apply pencil pressure will create the different tones. Let the children experiment using a pencil using paper for 5 mins.

Grown ups to model how to draw the outline of an object slowly and carefully using really LIGHT LINES. Add bits of detail, describing what you can see. Keep reminding them about really looking. Explain how you are pressing a bit harder/lighter to create different tones where you can see lighter or darker areas.

Do not draw around the outline/edge of the object and ban all rubbers, except for the adult's!

Main Activity:

Children draw the outline of their leaf etc and then add bits of detail, using different pencil pressures to create tone. Look and draw, look and draw etc. Keep repeating this!

Remind them that it takes a lot of practise to get really good at looking and drawing and it doesn't matter if it's not perfect. Try again in charcoal if possible.

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

- Friday 12th February at 9am. – Youtube Live with Megan from LINKS. Bring your dancing shoes Please access it via this link:
<https://youtu.be/JjpkDC4gs64>
- <http://imoves.com> - There are 5 new physical activities that you can choose to do with your child. I've added a mix to suit differing interests – login using these details: class ID: 38775 & password: Plane

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.



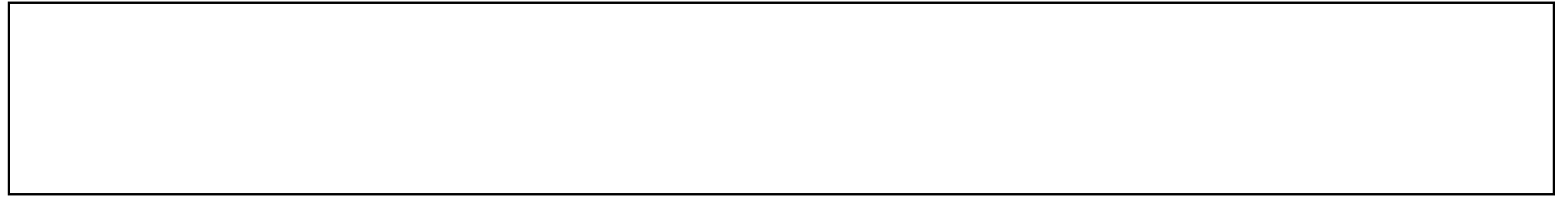
- Mindfulness colouring - please find the colouring sheets in the attached resources sent out to you. Winter is the chosen theme for this week – very apt with all the snow we've been having.
- Why not have a go at some baking? There are some simple recipes below that might take your fancy or you might 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>
- Using your 1 hour daily exercise, why not go on a walk around your local area and spot different birds and animals. Use the sheet sent in the email to help you become an expert in identifying birds.
- <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