

28/9/2020

Dear parents,

1. Please find below lesson plan for the week.
2. I have included ideas on how you can support your child during the 2 weeks. You are welcome to mix and match the sessions to work around your work schedule. It is crucial to work with your child's ability. Your child will benefit from the 1-to-1 time that you will be spending to help him/her with their learning.
3. Sometimes they may need revisit previous year's knowledge. This is absolutely fine as some students benefit from a refresher. However, please bear in mind that each child is unique and their abilities vary. So, you will know best on how to move on from the lessons. Do not hesitate to take the time revisit topics if your child struggles or needs the extra time to practise.

The useful websites are (You can of course research other teaching websites as there are many available):

<https://classroom.thenational.academy/>

<https://whiterosemaths.com/homelearning/>

<https://www.educationcity.com/>

<https://login.mathletics.com/>

<https://www.bbc.co.uk/bitesize/levels/z3g4d2p>

All logins for mathletics and education city were given to your child in their homework books.

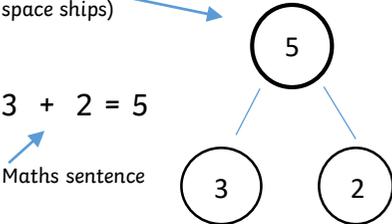
4. When we are back in school, I will print the 2week home learning plan for you, so that you can 'tick' and indicate which sessions you've attempted during the 2 weeks with your child. Alternatively, you can print the plan at home and tick the sessions you have attempted with your child as you go along. This would help me gain a better idea of each child's home learning when they return.

Thank you for supporting your child. Stay safe.

Mrs Hall

Home learning- Timetable of tasks - week 2

Week beginning: 28 th September		Class: 1 / 2H		Year Group: 1	
	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	To know the sounds ai, and ay	Grammar – to write full sentences	To identify main character and Describe them Familiar settings and characters	To sequence a story	To Write a story with Familiar settings and characters
Literacy/ Phonics	<p>ai – rain, paint, snail new sound Phase 5 ay –day, clay, spray, tray</p> <p>Go through these sounds and words. Note the different spellings of these two digraph even though they present the same sound.</p> <p>Use dots and dashes. Notice that the 'ay' spelling always comes at the end of the word, 'ai' is in the middle. Remember the digraphs.</p> <p>When you read your reading books, try and spot words with these sounds. <i>Can you find more words?</i></p> <p><i>Go on to education city phonics and practise these sounds.</i></p>	<p>Recap the phonics from yesterday.</p> <p><i>Choose one word from each sound, write a sentence and draw a picture for your sentence. You can do this in your blue homework book or a different book you have at home.</i></p> <p><i>Remember the golden rules we have discussed: sentences start with a capital letter and finish it with a punctuation. So far we have looked at 'full stop'.</i></p> <p><i>Can you challenge yourself to include question marks?</i></p>	<p>If you have this book, read it. It is also available online.</p> <p>What pet to get by Emma Todd https://www.youtube.com/watch?v=sSHt14v_EME</p> <p>Can you listen to it again? Discuss: what is the story about? Who is the main character? Grammar – talk about question mark on the title. There are lots of question marks used in this book.</p> <p>Vocabulary: discuss the meanings of these words: -Absent-mindedly -Vacation -extinct -Squash (the car) <i>is there another meaning for squash?</i></p> <p>Are there any other words that you can explore the meaning of? Write them down 😊</p>	<p>Revisit the story.</p> <p>Task : Sequencing the story: Can you order the pets that he wants to get?</p> <p>(This activity shows if your child has listened to the story, understood the sequence)</p> <p>You can ask your child to make book or draw this picture of the pets Jack wants in the correct order.</p>	<p>Listen to 'What pet to get?'</p> <p>Now think about what pet you will like? Maybe you already have one. Compose and write a story Title: 'What Pet Do I wish I could have'.</p> <p>Start with... I wish I could have ____ as a pet. Why do want that pet? Then describe the pet, what would it need to eat, how will you play with it, what will you call it.</p> <p>As this is fictional, you can be creative and wish for polar bear! Use some of your science habitats knowledge to include in your writing.</p> <p>If your child is struggling to construct sentences, you can help them. Count the number of words in the sentence. Tell them that a sentence has to a full meaning.</p> <p>If your child is able to verbally tell you the sentence, but unable to spell or write the words down, encourage them to sound out the letters and try spelling them. You can then help them write the sentence down & they can copy it.</p> <p>Try to see if you can child can write at least one full sentence with meaning..</p>
Links to learning	Education city English-KS1-phonics.	Revisit BBC bitesize video on sentence from last week to remind you.	https://www.youtube.com/watch?v=sSHt14v_EME	https://www.youtube.com/watch?v=sSHt14v_EME	
Objectives	To know Ordinal numbers	To order non-consecutive numbers	To Add with numbers up to 5	To Add With numbers up to 5 with commutative law	To know addition facts Number bonds to 10
Maths	Use the vocab : first, second. Third etc. Practise first – 1 st Second – 2 nd etc.	Given any 3 numbers, can you order them from the smallest to the largest? Task:	Practical activity: Use any objects that are available at home: teaspoons, lego, blocks, buttons etc.	Revisit yesterday's activity: Practical activity and writing. Use any objects that are available at home: teaspoons, lego, blocks, buttons etc.	Repeat and try Wed and Thursday's lesson with number 10. Can they find different ways to make 10.

	<p>A have race in the garden with your family.</p> <p>Who came first?</p> <p>Task: Can you make paper rosettes for them and write 1st, 2nd, 3rd, 4th and 5th?</p> <p>Even though the rule is 6 people, you can practise making rosettes with numbers 6th, 7th, 8th, 9th and 10th.</p>	<p>Try order these from the smallest to the biggest 6, 9, 2 19, 0, 5 7, 3, 11</p> <p>Order these from the biggest to the smallest. 20, 3, 14 11, 6, 8 9, 2, 7</p> <p>Build lego towers if you need help to visualise. Or you can use a number line.</p> <p>Parents – you will be able to see how comfortable your child is. If they are able to work with numbers up to 20 or 30. Please give them 3 random numbers and ask them to order them.</p> <p>Try the challenges on mathematics to consolidate your place value knowledge.</p> <p>We'll be moving to addition next.</p>	<p>Give your child 3 buttons. Ask them, if you give them 2 more buttons, how many will they have now?</p> <p>Explain that they are adding. This means their answer will be more than what they started with.</p> <p>$3 + 2 = 5$ (see part-whole model show below)</p> <p>Explain the addition symbol. + They should be able recognise this symbol to help them with addition.</p> <p>Fluency: keep practising with different numbers up to 10. Next draw the part-whole model. (They look like molecules or space ships)</p>  <p>Can they think of different ways to make 5? e.g. $4 + 1 = 5$ $0 + 5 = 5$</p> <p>Proceed to 6, 7 and 8 if they are confident. Try 3, 4 of they are struggling.</p> <p>Use the model and the equation to show their understanding.</p> <p>Use word such as: adding, add, more, altogether, what is the total?</p>	<p>Give your child 3 buttons. Ask them, if you give them 2 more buttons, how many will they have now? Give them 2 buttons next. How more will they need to make 5?</p> <p>Explain $2 + 3 = 3 + 2$</p> <p>When you add 2 numbers, will the answer the same if I change the order? e.g. $4 + 1 = 5$ $1 + 4 = 5$</p> <p>represent each maths sentence with part-whole model.</p> <p>Do not rush this step. Adding is not just about adding 2 numbers. They need to be able to manipulate the numbers.</p> <p>e.g. can they figure out: $5 = ? + 4$ $5 - \text{----} = 4$</p> <p>Today is a good time to introduce the term 'take away'. E.g. Now you have 5 cookies, if I take away 2 what will you have? Can they remember they will have the original number 3 that they started with? It is important that they see this pattern.</p> <p>Get them to write the maths sentences on a white board or paper. Check that they write the numbers correctly.</p>	<p>As your child write down the maths sentences.</p> <p>Draw the part-whole model for each sentence.</p> <p>Keep practising ☺</p>
<p>Links to learning</p>	<p>https://whiterosemaths.com/homelearning/year-1/week-3/</p>	<p>https://whiterosemaths.com/homelearning/year-1/week-3/</p>	<p>https://classroom.thenational.academy/lessons/combining-sets-count-on-74u32r/activities/2</p>	<p>https://classroom.thenational.academy/lessons/recognising-number-bonds-to-five-and-six-cmw3jt/activities/2</p>	<p>https://classroom.thenational.academy/lessons/recognising-number-bonds-to-nine-and-ten-c8v3ec/activities/2</p>
<p>Objectives</p>	<p>To know that not all countries have seasons</p>	<p>To link seasonal changes to our daily lives</p>	<p>P.E. jumping To skip and move forward</p>	<p>To explore harvest festival and where food comes from</p>	<p>P.E jumping To skip and move forward</p>

<p>Core/ Non- core subjects</p>	<p>Revisit what seasons are. Compare all four seasons: Summer, autumn, Winter and spring.</p> <p>Write down all the celebrations that you know: Christmas, Easter, Harvest Festival etc. In which season do they take place?</p> <p>Will Christmas be the same in New Zealand? Discuss. Do all countries have seasons?</p>	<p>Task: write down the birthday months of everyone in your family.</p> <p>Can you work out which seasons they are in? Does the season have an impact you will celebrate your birthday? (pre-Covid times of course)</p> <p>Continue your photo diary of your tree's changes.</p>	<p>P.E – can you expand on your skipping rope jumping skill and this move forward as you skip.</p> <p>If you don't have a skipping rope, please do a form of sport that is available to you. Including joe wicks, yoga or just dance.</p>	<p>When is harvest festival? In which season? Why is important to mark it? Discuss farming and where food comes from.</p> <p>e.g. chips – where do potatoes come from? What else do we grow in the UK?</p> <p>How do we celebrate harvest festival? Can you paint picture of your favourite fruits? (you can be as creative as you want to be)</p>	<p>P.E – continue jumping. Practise and improve your skipping rope jumping and moving skills.</p> <p>If you don't have a skipping rope, please do a form of sport that is available to you. Including joe wicks, yoga or just dance.</p>
<p>Links to learning</p>	<p>What are seasons https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7</p>			<p>Harvest festival: https://www.bbc.co.uk/programmes/p0114rn0</p>	
<p>Reading/ Spellings</p>	<p>Read for 10-20 mins at least.</p>	<p>Read for 10-20 mins at least.</p>	<p>Read for 10-20 mins at least</p>	<p>Read for 10-20 mins at least</p>	<p>Read for 10-20 mins at least</p>
<p>Mathletics</p>	<p>Tasks set online</p>	<p>Tasks set online</p>	<p>Tasks set online</p>	<p>Tasks set online</p>	<p>Tasks set online</p>