

21/9/2020

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 1

Week beginning: 21 <sup>st</sup> September		Class: 1 / 2H		Year Group: 1	
	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Handwriting: To form letters c,a,g,d and practise phonics ng, ai, ee	Grammar – To write full sentences with capital letters	To describe a character in a story (in familiar settings)	To write a character description (in a familiar settings)	To read and show comprehension (plus discuss any new words) Vocabulary
Literacy/ Phonics	<p><b>ng – e.g. king, ring, song</b> <b>ai – rain, paint, snail</b> <b>ee – bee, sheep, tree</b></p> <p>Go through these sounds and words. Use dots and dashes. 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>Watch this bbc link to remind yourself what a sentence is or how to write simple, complete statement. <a href="https://www.bbc.co.uk/bitesize/articles/z97r2nb">https://www.bbc.co.uk/bitesize/articles/z97r2nb</a></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>In our class, we are reading Anthony Browne books with familiar settings and exploring describing characters. Today, can you read My Mum by the same author. This book is also available online – it is beautifully read by a child. My mum: <a href="https://www.youtube.com/watch?v=3nam3tN1VVQ">https://www.youtube.com/watch?v=3nam3tN1VVQ</a></p> <p>Can you listen to it again? What is good about the way she reads? Think fluency. Recognising key words. How many ways does she describe 'mum'</p> <p>Next, Discuss the different ways the author is describing 'mum'. You can choose either mum or dad. Think of at least 5 ideas to describe your mum (or dad). Draw and label.</p> <p>Extension: Paint a portrait of your mum/ dad.</p>	<p>Listen to My Mum again to refresh your memory. Next, look at your picture and labels you did yesterday. Now, put those ideas into sentences. 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. Watch bbc bitesize to remind yourself. <a href="https://www.bbc.co.uk/bitesize/articles/z97r2nb">https://www.bbc.co.uk/bitesize/articles/z97r2nb</a></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 &amp; they can copy it. Try to see if you can child can write at least one full sentence with meaning.</p>	<p>Please read one your reading books. Ask your child some questions from the book. .Re-read a few times if needed. Use dots and dashes to decode the words as we have done in the class. Answer the questions. Refer to the text if needed. Parents you can support your child with reading if they find it tricky. <b>Comprehension is crucial when reading to show that your child has understood what they have read. Re-read it as many times as you need to support your reading.</b></p>
Links to learning	Education city phonics. Login is in your homework book. Select English, KS1 and phonics phase 3. Practise.	<a href="https://www.bbc.co.uk/bitesize/articles/z97r2nb">https://www.bbc.co.uk/bitesize/articles/z97r2nb</a>	<a href="https://www.youtube.com/watch?v=3nam3tN1VVQ">https://www.youtube.com/watch?v=3nam3tN1VVQ</a>	<a href="https://www.bbc.co.uk/bitesize/articles/z97r2nb">https://www.bbc.co.uk/bitesize/articles/z97r2nb</a>	
Objectives	To Count one more for numbers within 10	To Count one more for numbers within 20	To know Count and compare numbers using symbols	To know one to one correspondence	To know one to one correspondence, and pairs
Maths	Use the vocab one more, one less or equal to. Practical activity: you can use counters, dried pasta, lego, Chn to count from a given number. E.g. say 7. Chn to count 7 buttons. Then add one more and say how many now. Can they show this on a number line? If using lego, build a tower to see the difference in height. Then discuss which number is bigger (i.e. look the	Activity- Try the maths work on one more one less. Mathletics. (Allow the child to attempt it independently, this will give you an idea as to whether they have understood the concept of one more, one less or equal to.) If they are struggling, revisit practical activity and support then. If they are comfortable, proceed to do this with numbers up to 20 or 30.	Introduce the symbols: < > = explain how to use this to show if a number is more, less or equal to another number.  Count and compare numbers. E.g. which is more 12 or 15. How do you know?  Reasoning: Ask the children to either show this on a number or use lego to build a tower and explain.	Choose 3 teddies in your house. Discuss how many hats they will need? How many plates will you set out a teddy bear picnic? Next, draw 10 plates and 6 apples – you have to put on apple on each plate. Discuss – do you have enough apples? Repeat with different number of teddies or other examples such as if there are 5 people in the family, how many dinner plates will put on the table? Go ahead	Complete mathletics work on one-to-one correspondence. Challenge yourself with 20 or 30 if you can.  An extension activity: How many gloves will they need? How many shoes will they need?

	height of the tower. Add one more, write the number)  Work with 0-10, then 0-20 if confident.		Repeat with other numbers to develop a good understanding. Task: attempt maths sheet.	and help set the table for lunch or dinner and count! ☺ Take photos and record this. Use the vocabulary from Mon and Tues (more than, less than an equal to) in your daily activity when playing or shopping.	How do the number differ?  Discuss 'pairs' - counting in 2s by using the objects up to 10 and then 20 is they are able to. Counting their socks – firstly in ones, then pair them up and count in 2s. Record by taking photo.
Links to learning	Whiterose maths	<a href="https://classroom.thenational.academy/lessons/comparing-numbers-within-10-c8vp4d">https://classroom.thenational.academy/lessons/comparing-numbers-within-10-c8vp4d</a>	<a href="https://classroom.thenational.academy/lessons/finding-one-more-and-one-less-of-a-number-within-10-cn62r">https://classroom.thenational.academy/lessons/finding-one-more-and-one-less-of-a-number-within-10-cn62r</a>	Whiterose maths	
Objectives	To know living things and their habitats	To make a moving picture	PE: Jumping To jump using a skipping rope	To know what the 4 seasons are and how the weather changes	P.E jumping
Core/ Non- core subjects	So far we talked about living and non-living. What living things need – shelter. This links to habitats. Next Explore where different animals live. Watch bbc bitesize link@ <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv">https://www.bbc.co.uk/bitesize/topics/zx882hv</a>  Make a poster of different types of habitats: Woodlands, ocean, rainforest, polar. Desert etc E.g. where do lions, bears, koalas, penguins, sharks or hawks live? How is their habitat different? Why is their habitat different?  Extension – go to the garden. Can you make a minibeast hotel for the little living things in your garden? Take a picture.	Choose your favourite animal. Draw a large picture and paint or colour it.  Option 1: Make a poster with lost of information. E.g. penguin – what do they eat, where do they live, why do they live there?  Option2: Create a moving picture of your animal. Cut out the legs/ arms from your drawing and join them to the body using split spins. You can use thread or string to make the legs/arms moving.	P.E – if possible practise jumping. Can you use a skipping rope and learn different ways to skip?  <b>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.</b>	Talk about what seasons are. What season is it now? We are at the end of summer.  What will be next. Sept 22 <sup>nd</sup> is the start of Autumn.  Compare the seasons. Pay close attention to the leaves on the trees. Look a picture of how a tree changes through the seasons in the UK. Do all trees lose their leaves?  Discuss – evergreen vs deciduous  Take photos of your favourite tree in the garden and start a diary of how it changes. Make a prediction: is it deciduous or evergreen? You will find out as you observe the changes over the next few weeks. <b>Music: can you find a song about seasons and learn it?</b>	P.E – continue jumping. Practise and improve your skipping rope unping skills and learn the different ways to jump? <b>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.</b>
Links to learning	Explore topics on habitats here: <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv">https://www.bbc.co.uk/bitesize/topics/zx882hv</a>	Explore topics on habitats here: <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv">https://www.bbc.co.uk/bitesize/topics/zx882hv</a>	Physical wellbeing, mental wellbeing and PSHE	How do trees change: <a href="https://classroom.thenational.academy/lessons/how-do-trees-change-across-the-seasons-CHK2r/activities/2">https://classroom.thenational.academy/lessons/how-do-trees-change-across-the-seasons-CHK2r/activities/2</a>	
Reading/ Spellings	Read for 10-20 mins at least.	Read for 10-20 mins at least.	Read for 10-20 mins at least	Read for 10-20 mins at least	Read for 10-20 mins at least
Mathletics	Tasks set online	Tasks set online	Tasks set online	Tasks set online	Tasks set online