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| Class 1Wk beg:28.9.20 | Lesson One | Lesson Two | Lesson Three | Lesson Four | Lesson Five |
| Monday | Phonics/Spelling<https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics>R: unit 2 session ‘m’Y1: unit 15 ‘ee’ as ‘ea’Also play unit 14 assessment games.Y2: as Y1, also play your set games on spelling shed:<https://www.edshed.com/en-gb/login> | EnglishReception: <https://classroom.thenational.academy/lessons/to-listen-and-join-in-with-a-story-c5h36t>Y1 &2: Katie Morag and the New Pier<https://youtu.be/65U7COtatDo>Choose some tricky words from the book and find out what they mean. Ask your child to retell the main points of the story. | MathsReception: <https://classroom.thenational.academy/lessons/count-one-and-two-objects-reliably-71h3jc>Y1 <https://classroom.thenational.academy/lessons/recognising-number-bonds-to-five-and-six-cmw3jt>Y2<https://classroom.thenational.academy/lessons/representing-2-digit-numbers-part-1-6dhkgd> | GeographyReception: UW<https://classroom.thenational.academy/lessons/to-identify-different-creatures-that-live-under-the-sea-75hkjt>Y1&2<https://classroom.thenational.academy/lessons/where-are-the-worlds-oceans-chk3jc> | PSHE/Mental Health &WellbeingReception: UW<https://classroom.thenational.academy/lessons/to-name-and-describe-different-feelings-6rt34d>Y1&2<https://classroom.thenational.academy/lessons/feeling-good-6hj64d> |
| Tuesday | Phonics/SpellingR: unit 2 session ‘d’Y1: unit 15 ‘ee’ as ‘e-e’Also play unit 14 assessment games.Y2: as Y1, also spelling shed:<https://www.edshed.com/en-gb/login> | EnglishReception: <https://classroom.thenational.academy/lessons/to-sing-and-map-a-story-6wukgd>Y1&2: Katie Morag and the New Pier<https://youtu.be/65U7COtatDo>Draw some pictures of the main characters and objects in the story: Katie, Grannie Island, The ferryman, the huts and the ferryboat. Cut these out and use them to retell the storm part of the story. | MathsReception:<https://classroom.thenational.academy/lessons/count-one-two-and-three-objects-reliably-6wu3ac>Y1 <https://classroom.thenational.academy/lessons/recognising-number-bonds-to-seven-and-eight-60r6cc>Y2<https://classroom.thenational.academy/lessons/exploring-2-digit-numbers-by-grouping-in-tens-69hp4e> | REReception: <https://classroom.thenational.academy/lessons/to-name-important-places-in-my-community-74rp4c>Y1&2:<https://classroom.thenational.academy/lessons/how-can-christians-show-their-identity-60t36c> | PSHE/Mental Health & WellbeingReception: UW<https://classroom.thenational.academy/lessons/to-act-out-different-feelings-c9gp4d>Y1&2<https://classroom.thenational.academy/lessons/cool-down-corner-6hjkae> |
| Wednesday | Phonics/Spelling<https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics>R: unit 2 language session’Y1: unit 15 ‘ee’ as ‘ie, ey, y’Also play unit 14 assessment games.Y2: as Y1, also spelling shed:<https://www.edshed.com/en-gb/login> | EnglishReception: <https://classroom.thenational.academy/lessons/to-focus-on-character-cnk3jr>Y1&2: Katie Morag and the New Pier<https://youtu.be/65U7COtatDo>Discuss the viewpoints of the characters. Who is for or against the new pier? Draw a ‘For or Against’ table and draw or write the characters in the correct column. Write some sentences to explain why they are for or against the new pier. | MathsReception:<https://classroom.thenational.academy/lessons/count-one-two-and-three-reliably-using-abstract-materials-6ru38c>Y1 <https://classroom.thenational.academy/lessons/recognising-number-bonds-to-nine-and-ten-c8v3ec>Y2<https://classroom.thenational.academy/lessons/comparing-numbers-within-100-on-a-number-line-6wv64r> | MusicReception:<https://classroom.thenational.academy/lessons/this-is-me-60t36d>Y1&2<https://classroom.thenational.academy/lessons/rhythm-and-pulse-c4tker> | PSHE/Mental Health& WellbeingReception: UW<https://classroom.thenational.academy/lessons/to-represent-different-feelings-cdhp8e>Y1&2<https://classroom.thenational.academy/lessons/turn-things-around-60u3ar> |
| Thursday | Phonics/Spelling<https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics>R: unit 3 session ‘g’Y1: unit 15 language sessionAlso play unit 14 assessment games.Y2: as Y1, also spelling shed:<https://www.edshed.com/en-gb/login> | EnglishReception: <https://classroom.thenational.academy/lessons/to-reenact-a-story-focusing-on-character-6gu32t>Y1&2: Katie Morag and the New Pier<https://youtu.be/65U7COtatDo>Complete the first half of the comprehension booklet. | MathsReception:<https://classroom.thenational.academy/lessons/to-estimate-a-number-of-objects-and-check-by-counting-within-three-75j36e>Y1 <https://classroom.thenational.academy/lessons/finding-double-of-a-number-up-to-five-70vkad>Y2<https://classroom.thenational.academy/lessons/comparing-2-digit-numbers-c4t38e> | PSHEReception: Y1&2:<https://schools.1decision.co.uk/info/videos-5-8/living-in-our-world-scorm/index.html> | ScienceReception: Y1&2:<https://classroom.thenational.academy/lessons/what-is-a-habitat-cmupat> |
| Friday | Phonics/Spelling<https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics>R: unit 3 session ‘o’Y1: unit 16 ‘igh’ as ‘ie’Also play unit 15 assessment games.Y2: as Y1, also spelling shed:<https://www.edshed.com/en-gb/login> | EnglishReception: <https://classroom.thenational.academy/lessons/to-tell-the-story-independently-focusing-on-character-crtpac>Y1&2: Katie Morag and the New Pier<https://youtu.be/65U7COtatDo>Complete the second half of the comprehension booklet. | MathsReception:<https://classroom.thenational.academy/lessons/count-one-two-and-three-objects-reliably-and-create-representations-for-each-number-69j66r>Y1 <https://classroom.thenational.academy/lessons/finding-half-of-a-number-within-10-6gtkjc>Y2<https://classroom.thenational.academy/lessons/ordering-numbers-within-100-c4vkec> | PE<https://signup.imoves.com/free-trial/user-details> | Science<https://classroom.thenational.academy/lessons/what-is-a-habitat-cmupat> |

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