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| Class 1Wk beg: 30th November 2020 | 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 6 ‘j’**Y1**: unit 24 ‘s’ written as ['c(e)', 'c(i), 'c(y)'](https://www.activelearnprimary.co.uk/planning#:goto_node(841273|4))Also play unit 23 assessment games.**Y2**: as Y1, also play your set games on spelling shed:<https://www.edshed.com/en-gb/login> | English[How to write command sentences - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z8strwx)Find out about bossy verbs. Highlight the verbs in the hand washing instructions below. Now give instructions to somebody else about how to make a jam sandwich. They must follow your instructions mistakes and all! How did you do? Did you use time connectives (first, then, next, after that, finally)? Did you use bossy verbs? | MathsYR<https://classroom.thenational.academy/lessons/count-six-objects-reliably-61k6cc>Year 1<https://classroom.thenational.academy/lessons/subtracting-by-partitioning-crr3jr>Year 2<https://classroom.thenational.academy/lessons/adding-two-2-digit-numbers-crvk6d> | RE<https://aleph.org/sites/default/files/2014/09/breisheit6panelsbright.jpg> Look at the artist interpretation of The creation days 1-5. Have a go at creating Day 6 in the style of the artist. | PSHE/UW<https://classroom.thenational.academy/lessons/same-or-different-cthkac>**Same or Different- Learn about the similarities and differences between you and others. Then create a Venn diagram comparing yourself to someone else.** |
| Tuesday | Phonics/Spelling<https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics>**R:** unit 6 ‘v’ * **Y1**: Unit 24: [Phoneme /s/ written as 'sc' and st(l)'](https://www.activelearnprimary.co.uk/planning#:goto_node(841274|4))

Also play unit 23 assessment games.**Y2**: as Y1, also spelling shed:<https://www.edshed.com/en-gb/login> | EnglishRecap what we mean by a verb? What do we mean by a bossy verb?Find out about adverbs here: [What is an adverb? - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr)Complete the highlighting and quiz activities. Can you add adverbs to your sandwich instructions? E.g. **evenly or thinly butter, generously or neatly spread, enthusiastically or quickly/slowly place, equally cut, ravenously/hungrily eat!...** | MathsYR<https://classroom.thenational.academy/lessons/explore-conservation-of-number-within-6-ccw30c>**Year 1**[**https://classroom.thenational.academy/lessons/counting-back-in-ones-to-subtract-6gu64r**](https://classroom.thenational.academy/lessons/counting-back-in-ones-to-subtract-6gu64r)**Year 2**[**https://classroom.thenational.academy/lessons/subtracting-two-2-digit-numbers-6gup2t**](https://classroom.thenational.academy/lessons/subtracting-two-2-digit-numbers-6gup2t) | History/UW<https://primaryfacts.com/3277/captain-james-cook-facts-and-information/>Blow up a blue balloon and place the continents onto the balloon. Now track Cook’s voyage using the map. | PSHE/UW<https://classroom.thenational.academy/lessons/we-have-rights-ctgket>**We have rights- In this lesson, we will be learning about children’s rights. We will meet some characters and identify what is wrong. You will learn some of your rights as a child and create your own scroll.** |
| Wednesday | Phonics/Spelling<https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics>**R**: unit 6 ‘w’* **Y1**: Unit 24: [Phoneme /s/ and /z/ written as 'se'](https://www.activelearnprimary.co.uk/planning#:goto_node(841275|4))

Also play unit 23 assessment games.**Y2**: as Y1, also spelling shed:<https://www.edshed.com/en-gb/login> | EnglishRecap how Mrs Grinling used mustard in her sandwiches to ‘deter’ the seagulls. Why do you think they didn’t like mustard? If you have a jar, smell it or taste!Design your own ‘seagull repellent sandwich’. Label it with adjectives (describing words) E.g. Hot chilli and rotten green eggs.  | MathsYR<https://classroom.thenational.academy/lessons/to-explore-one-more-within-six-74u34t>Year 1 <https://classroom.thenational.academy/lessons/linking-subtraction-equations-to-problem-solving-contexts-cdjkgc>Year 2<https://classroom.thenational.academy/lessons/adding-and-subtracting-two-2-digit-numbers-ctk3gr> | ComputingDesign it: Can children think of a way that we could make a Bee-Bot draw a shape on paper? Can they design a program for a Bee-Bot that could do this job?  <https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/ztgjq6f> | PSHE/UW[https://classroom.thenational.academy/lessons/dont-worry-about-a-thing-68u32d?](https://classroom.thenational.academy/lessons/dont-worry-about-a-thing-68u32d?step=1&activity=video) |
| Thursday | Phonics/Spelling<https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics>**R**: unit 6 ‘x’**Y1**: unit 24 language sessionAlso play unit 23 assessment games.**Y2**: as Y1, also spelling shed:<https://www.edshed.com/en-gb/login> | EnglishDraw a text map (see below for example) Y1/2: Children are to plan their instructions for their most disgusting sandwich – drawing out their ideas. Include bossy verbs and adverbs.R: Shared write a text map together. Get chn to tell you initial sounds / sound some words out.  | Maths**YR**[**https://classroom.thenational.academy/lessons/explore-one-fewer-within-six-6wr66c**](https://classroom.thenational.academy/lessons/explore-one-fewer-within-six-6wr66c)Year 1<https://classroom.thenational.academy/lessons/recognising-the-relationship-between-addition-and-subtraction-60tp4t>Year 2<https://classroom.thenational.academy/lessons/exploring-strategies-to-add-three-1-digit-numbers-61j32c> | PSHE[Online Heroes (thenational.academy)](https://classroom.thenational.academy/lessons/online-heroes-65j3at) | ArtMake your own wave picture. Experiment with textures. If you use paint, try adding flour to it. You can cut and stick different scraps of fabrics or magazine cuttings, perhaps some rice or lentils – whatever you have. Be creative!  |
| Friday | Phonics/Spelling<https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics>**R**: unit 6 language session **Y1**: unit 24 assessment gamesAlso play unit 23 assessment games.**Y2**: as Y1, also spelling shed:<https://www.edshed.com/en-gb/login> | EnglishR: **login to bugclub and read ‘Cheer up Donkey!’** - Main question: Is Donkey happy by the end of the story? Ask children if anyone has ever tried to cheer them up. Pages 2–3: Discuss how Donkey is feeling. Encourage children to point to the things in the picture that tell them this. Ask children what Sarah is doing to try and cheer him up. Pages 4–5: Talk about what Sarah is giving Donkey. Ask them if they think he is still sad. Talk about the things in the picture that tell us how Donkey feels. Page 8: Ask children how Donkey feels now. Talk about what has cheered Donkey up. Complete sheet below.Y1/2: **Login to bugclub.****Read ‘Grow it back’** Main question: What interesting information can we find out in the book? Pages 4–5: How did this lizard lose its tail? Pages 8–9: What happened to this stick insect’s leg? Pages 12–13: What are the deer doing and why? Pages 14–15: How is a child like a shark? Complete sheet below. | MathsYR<https://classroom.thenational.academy/lessons/to-place-numbers-1-6-in-order-ctk66t>Year 1<https://classroom.thenational.academy/lessons/exploring-problems-involving-addition-and-subtraction-6dh68c>Year 2Addition problem solving task<https://nrich.maths.org/7819> | Science**Food chains**<http://devonbatproject.org/>In the search box, type in ‘food chain’Use the poster and resources to create your own horseshoe bat food chain. | PE**Disco dice:**Adult rolls a dice. Perform the following actions for each number.1. Jog on the spot
2. Jumping jacks (star jumps)
3. Side to side jumps (speed bounce)
4. Bend down, stretch up.
5. Spotty dog (alternate feet forwards and backwards)
6. Clap under knee

Play a game of tag or stuck in the mud with your family. |

Highlight the bossy verbs. Text map example Thursday

First, turn on the tap.

Second, wet your hands.

Next, squirt some soap onto your hands.

After that, rub your hands all over for 20 seconds to make bubbles.

Then, rinse your hands under the tap.

After that, turn the tap off.

Next, dry your hands with a paper towel.

Finally, throw your paper towel in the bin.

Reception Year 1/2

