



Learning from Home

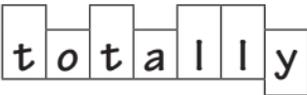


| Class 1 Wk 15th March 2021 | Lesson One | Lesson Two | Lesson Three | Lesson Four | Lesson Five |
|--------------------------------------|---|---|--|--|--|
| Monday | <p>Phonics/Spelling https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics R: Open Unit 11: Target phoneme /ear/ written as 'ear' (Revision and Lesson) Y1: Unit 19 /or/ as 'aw' Revision and Lesson' Y2: Use your GPC chart and join in with the live lesson on Google Meet. We will teach pupils how to find their way around it. Focus on GPCs that pupils are familiar with. Use the phase 5 words listed and ask children to locate where those words would fit on the chart. What other spellings can they see for that phoneme?</p> | <p>English R To listen and join in with a story (thenational.academy) Year 1 and 2 - Finish off writing your set of instructions for washing your pet dinosaur. Can you also add labelled diagrams and illustrations to help the reader? Remember to check your writing makes sense and is correctly punctuated. Have you also used interesting adjectives and tried to join some of your letters?</p> | <p>Maths R: Watch session 1 and complete the activity. https://whiterosemaths.com/homelearning/early-years/spring-consolidation-week-1/ Y1: https://classroom.thenationalacademy/lessons/to-compare-lengths-and-heights-of-objects-6-wrpce Y2: https://whiterosemaths.com/homelearning/summer-archive/year-2/ Watch lesson 1 then complete the worksheet.</p> | <p>RE/UW YR/1/2: Good Friday and Easter eggs - 1st level Religious and moral education Religious Studies KS1: The Christian Story of Easter Show children a real life hot cross bun. Ask children what they notice about the hot cross bun? Do they notice the shape on top of the buns? How do they think it links to the Christian Easter story? Discuss ideas about what they think the bun looks like.</p> | <p>PE/Mental Health and Wellbeing Can you make up an obstacle course for your family to complete? See if you can involve throwing and catching skills and lots of different ways of moving from different markers.</p> |

| | | | | | |
|---------|---|---|--|---|---|
| | <p>Also spelling shed: https://www.edshed.com/en-gb/login</p> | | | <p>Look at the image to see: www.bibleistrue.com/qa/tomb1.jpg</p> <p>Can the children draw a picture of a hot cross bun and write what they feel the bun reminds them of?</p> | |
| Tuesday | <p>Phonics/ Spelling https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics R: Open Unit 11: Target phoneme /ear/ written as 'ear' (Re-cap Lesson and complete follow-up sheet) Y1: <u>Unit 19 /or/ as 'au' Revision and Lesson</u> Y2: Play 'Words without vowels'. Display a word with the vowels ai, ay, or ow, oa removed. Ask pupils to try writing the word, choosing from the choices on the chart, for example, st_p. Choices are ea/ee/ey. Which one looks right?</p> | <p>English WALT: retell the story of Little Red Riding Hood. EYFS: WALT write simple sentences that we can read ourselves. ELICITATION TASK - Can they write their own version of Little Red Riding Hood? Reception - working with a grown up, Orally rehearse sentences together and then children attempt to write a sentence indep.</p> | <p>Maths R: Watch session 2 and complete the activity. https://whiterosemaths.com/homelearning/early-years/spring-consolidation-week-1/ Y1: https://classroom.thenationalacademy/lessons/to-measure-lengths-using-non-standard-units-part-1-64v30t Y2: https://whiterosemaths.com/homelearning/summer-archive/year-2/ Watch lesson 2 then complete the worksheet.</p> | <p>History Mary Anning was the pioneer of paleontology. Watch this clip Being a Paleontologist - Behind the Scenes Can they remember how fossils were 'formed? Refer to 'Digging for Fossils' book to recap how they were formed. Complete zig zag book. YR - draw different fossils using photos from books and images from museum.</p> | <p>Mental Health 'Small Acts of Kindness' activity. Instead of writing, Reception pupils can draw or photograph small acts of kindness to use in the 'kindness cards' activity. This activity focuses on all acts of kindness, but especially those small acts that can make a very real difference to people's lives and impact positively on ourselves, each other, our school, our communities and the wider world. Using pieces of card and coloured pens, ask</p> |

| | | | | | |
|--|--|--|--|--|---|
| | <p>Model writing a sentence and attempting to spell a word with an appropriate grapheme using the GPC chart.</p> <p>Then login to spelling shed.</p> <p>spelling shed: https://www.edshed.com/en-gb/login</p> | | | | <p>children to create small cards with a small act of kindness that can be done in school/home written on each of them.</p> <ul style="list-style-type: none">• Discuss how these acts might help somebody and what the feelings for the giver and the receiver might be.• Emphasise that this isn't about spending money on doing something to help somebody but it is about the act itself. A small act can have a huge impact. E.g. smiling at somebody who is unhappy will help them feel that someone has noticed and cares.• Put the cards in a suitable 'kindness box'. At school, every morning we will ask each child to take out a card and perform that act of kindness. |
|--|--|--|--|--|---|

| | | | | | |
|------------------|--|---|--|--|---|
| <p>Wednesday</p> | <p>Phonics/ Spelling https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics</p> <p>R: Open Unit 11: Target phoneme /air/ written as 'air' (Revision and Lesson)</p> <p>Y1: Complete follow-up sheet from yesterday's phonics session. Complete Unit 19 assessment games on bug club.</p> <p>Y2: Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> | <p>English -</p> <p>(Join in with Live lesson on google meet if possible) Read story 'Where the Wild Things Are'. Look at the front cover before reading and ask them to make predictions/compare to other stories they are familiar.</p> <p>R - Draw a picture of their favourite scene from the story</p> <p>Y1/2 - Go through the story page by page. Chn to write down on whiteboard/paper one word to describe each page. E.g. naughty, angry, wild, crazy, loud etc.</p> | <p>Maths</p> <p>R: Watch session 3 and complete the activity. https://whiterosemaths.com/homelearning/early-years/spring-consolidation-week-1/</p> <p>Y1: https://classroom.thenationalacademy/lessons/to-measure-lengths-using-non-standard-units-part-2-6ngkac</p> <p>Y2: https://whiterosemaths.com/homelearning/summer-archive/year-2/</p> <p>Watch lesson 3 then complete the worksheet.</p> | <p>Computing</p> <p>Reception/Y1/2:</p> <p>Focus on choosing a dinosaur and a suitable Jurassic landscape.</p> <p>https://scratch.mit.edu/projects/editor/?tutorial=getStarted</p> <p>Play tutorial - Getting Started, Add a Backdrop and Choose a Sprite.</p> | <p>Mental Health and Wellbeing</p> <p>Go for a walk/cycle ride with your family in your local area and search for signs of spring.</p> <p>Make a birthday blossom card. Beautiful blossom is bursting into bloom on trees everywhere now, so task the children to get crafty by making a blossom card. If it's a sunny day you could even get busy with the paint box outdoors. Just glue a fallen twig to the front of some folded card and dab pink and white splodges along the branches to make your blossom. Maybe you could save it to send to a loved one for their birthday? See video on this page: https://www.woodlandtrust.org.uk/blog/2020/04/nature-activities-for-kids-to-do-at-home-part-two/</p> |
|------------------|--|---|--|--|---|

| | | | | | |
|-----------------|--|--|--|--|--|
| | <p>Choose words that they often mis-spell. (Y2 CE word list)</p>  <p>Spelling shed https://www.edshed.com/en-gb/login</p> | | | | |
| <p>Thursday</p> | <p>Phonics/ Spelling https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics R: Open Unit 11: Target phoneme /air/ written as 'air' (Re-cap Lesson and complete follow-up sheet) Y1: <u>Unit 19 /or/ as 'al' Revision</u> and Lesson Y2: Choose up to 8 words to learn either from the common exception words for Year 2, (see below) Practise using segmentation strategy to learn the words. (The splitting of a word into its</p> | <p>English Y1/Y2 WALT: retell the story using a story map. Re - read yesterday's story. Share story map with a grown up and re-tell the story using the map as a guide. Can they also add actions? Video call a friend/family member and use the story map to retell the story.</p> | <p>Maths R: Watch session 4 and complete the activity. https://whiterosemaths.com/homelearning/early-years/spring-consolidation-week-1/ Y1: https://classroom.thenationalacademy/lessons/to-begin-to-understand-standard-units-of-length-69gkct Y2: https://whiterosemaths.com/homelearning/summer-archive/year-2/ Watch lesson 4 then complete the worksheet.</p> | <p>PSHE WALT: To find ways to manage difficult feelings and emotions. https://www.bbc.co.uk/bitesize/topics/zxccwmn/resources/1 Watch the video clips about anger. Discuss and write a plan for what you could do to help you calm down and manage your anger.</p> | <p>Science WALT: To learn why exercise is important and to carry out a test. https://classroom.thenationalacademy/lessons/why-is-exercise-so-important-70w38d There are six stages of growing up – baby, toddler, child, teenager, adult, elderly. Introduce Q: Are older children faster? How can we find out? Make a prediction. <i>I think that... because...</i> Activity – Children to set up their experiment with an older and younger child if possible. Use a stop watch to time 1 minute. How many beads can you lace on a string? How many</p> |

| | | | | | |
|--------|--|--|--|--|--|
| | <p>constituent phonemes in the correct order to support spelling.)</p> <p>Then login to spelling shed. Spelling shed: https://www.edshed.com/en-gb/login</p> | | | | <p>star jumps? How many times can you write the word __? Run back and forth between cones etc. Do each activity for 1 minute and record how many you did in the time. Discuss: What did you find out? Write up your conclusions. <i>The results showed that... Therefore...</i></p> |
| Friday | <p>Phonics/Spelling https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics R: Target phoneme /ure/ written as 'ure' Y1: Unit 19 - Language session Y2: Complete a spelling shed activity sheet set for you. Spelling shed: https://www.edshed.com/en-gb/login</p> | <p>English Read the following texts on Bug Club and complete the follow-up sheet. R: Can Panda Get it? Y1: Grow it Back. Y2: Pete's Peculiar Pet shop: The smelly dragon.</p> | <p>Maths R: Watch session 5 and complete the activity. https://whiterosemaths.com/homelearning/early-years/spring-consolidation-week-1/ Y1: https://classroom.thenationalacademy/lessons/to-solve-problems-involving-doubling-and-halving-cmt62c Y2: Y2: https://whiterosemaths.com/homelearning/summer-archive/year-2/ Watch the Friday challenge video then complete the worksheet.</p> | <p>Art WALT: To compare similarities and differences between different artists. (Repeated as last week we completed Mother's day cards and World book day activities) Look at the powerpoint on google classroom comparing self portraits of different artists. Then use a mirror to look closely and draw your own self portrait. You can use pencils, colour, paint or felt-tips, whatever you have at home.</p> | <p>PE/Mental health and wellbeing Look at the timetable in the PE folder on google classroom and choose some activities from here. OR: You could go on a daily walk or bike ride with your family, try and explore a nearby footpath or try a different route. Have fun! Upload some photos on google classroom.</p> |

Year 2 Common Exception Words

| | Read | Spell |
|-----------|------|-------|
| after | | |
| again | | |
| any | | |
| bath | | |
| beautiful | | |
| because | | |
| behind | | |
| both | | |
| break | | |
| busy | | |
| child | | |
| children | | |
| Christmas | | |
| class | | |
| climb | | |
| clothes | | |
| cold | | |
| could | | |
| door | | |
| even | | |
| every | | |
| everybody | | |
| eye | | |

| | Read | Spell |
|---------|------|-------|
| fast | | |
| father | | |
| find | | |
| floor | | |
| gold | | |
| grass | | |
| great | | |
| half | | |
| hold | | |
| hour | | |
| improve | | |
| kind | | |
| last | | |
| many | | |
| mind | | |
| money | | |
| most | | |
| move | | |
| Mr | | |
| Mrs | | |
| old | | |
| only | | |
| parents | | |

| | Read | Spell |
|--------|------|-------|
| pass | | |
| past | | |
| path | | |
| plant | | |
| people | | |
| poor | | |
| pretty | | |
| prove | | |
| should | | |

| | Read | Spell |
|-------|------|-------|
| steak | | |
| sugar | | |
| sure | | |
| told | | |
| water | | |
| who | | |
| whole | | |
| wild | | |
| would | | |