





Learning from Home



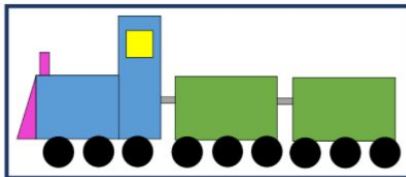
Class 1 Wk beg: 22nd February 2021	Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five										
Learning Behaviour Focus	This week our Learning Behaviour focus is 'Imagining' We are looking for you to use your imagination to create fantasy creatures, share stories and to develop your own ideas. Explore new possibilities and ask the question: What if ...? If you notice your child doing this at home please fill in the 'Imagining' slip attached in Google classroom and upload it with their work. We will reward children with a sticker slip on Friday. **Please note: the activities in red are provided for you in case your internet goes down, meaning you can not access google classroom and require alternatives. Maths - you have your Power Maths book so could find the day's topic from the contents page and complete that page as an alternative.				<p>Imagining</p> <p>You should use your imagination to create fantasy creatures, stories and to develop your own ideas. Explore new possibilities. Ask the question- What if ...?</p> 										
	Monday Live Meet: 9.15 am (I will introduce today's English task)	<p>Phonics/Spelling</p> <p>https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics</p> <p>R: unit 8 revision and lesson Phoneme /ai/ written as 'ai'</p> <p>Watch: https://www.bbc.co.uk/iplayer/episode/b01py4xg/alpha_blocks-series-3-14-train</p> <p>Alternative activity: use your magnetic letters to make the words: train, rain, sail, fail.</p>	<p>English</p> <p><u>NEW UNIT - Instruction writing based on text - 'How to wash a woolly mammoth'.</u></p> <p>WALT: use drama to retell a story.</p> <p>Watch teacher video as she reads 'How to Wash a Woolly Mammoth'. Discuss with an adult what instructions are. What do they do and how are they written? Can you find any examples at home?</p> <p>TASK:</p>	<p>Maths</p> <p>R: Watch the video - session 1</p> <p>https://whiterosemaths.com/homelearning/early-years/building-9-10-week-1/</p> <p>Make a giant 10 frame outside with chalk.</p> <table border="1" data-bbox="1108 1181 1350 1267"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Put different objects inside. Children should notice it is full when they have 10 items.</p> <p>"Show me nine objects on the</p>											<p>RE/UW</p> <p>YR/1/2: WALT : talk about signs of new life.</p> <p>Look at a bunch of daffodils. (see image attached if you haven't got any available) Explore the shape and colour of the daffodil.</p> <p>How do they make you feel? Is yellow a happy colour?</p>

<p>Y1: Unit 16: Phoneme /igh/ written as 'ie' Revision and Lesson.</p> <p>Alternative activity: Practise writing the digraph 'ie'. Spell: pie, tie, lie and any other words you can think of with the digraph 'ie'</p> <p>Y2: Unit 29 - Revision and Lesson <u>Suffix ending: '-es' after 'ss', 'x'</u></p> <p>Follow-up sheet to be completed in tomorrow's session.</p> <p>Alternative activity: Explain that when 'es' is added to words as a plural suffix, it makes another syllable, as in "dress/dresses", "fox/foxes". We use 'es' after 's' and 'zz' as in "bus/buses", "gas/gases", "buzz/buzzes". Practise spelling these words and search for others that follow this rule.</p> <p>Also spelling shed: https://www.edshed.com/en-gb/login</p> <p>See extra spelling activities on google classroom. Try to get to Royal bee status on spelling</p>	<p>R/1/2:</p> <p>1 - Take on the role of the Zoo Keeper and explain to a pretend audience at the zoo how you wash a woolly mammoth, based on what you can remember from the story.</p> <p>2 - Choose a soft toy that you would like to clean. Think about what equipment you would need and how you will do it. As you are washing your toy, think about the language and vocabulary you are using. E.g, scrubbing, lathering in soap, patting, dabbing. How will you dry your toy? It would be lovely to see photos of this! You will be writing a set of instructions for this on Wednesday and the photos might remind you how you did it!</p>	<p>frame" - what do they notice? (One space is always empty) Do they always need to count them or just use the frame to help? Start making a number book to 10, a double page per number with photos and pictures of each number - to complete by the end of the week.</p>  <p>Y1: On google classroom: Watch the warm up video then watch the white rose video: subtraction related facts. https://whiterosemaths.com/homelearning/year-1/spring-week-4-number-addition-and-subtraction-within-20/ Then complete the sheet.</p> <p>Y2: Watch the warm up video then watch the divide by 5 video https://whiterosemaths.com/homelearning/year-2/spring-week-4-number-multiplication-and-division-2/ and complete the worksheet.</p>	<p>Go for a walk to the church / park/locally. Look out for signs of new life. Use the 'spring scavenger hunt sheet' if you wish. It would be lovely to see some photos of the children's findings.</p> <p>When you get back home, have a go at drawing / painting the signs of new life/spring that you have found. Why do they make you think of a new life? What do you notice about the colours?</p>	<p>video is broken down into a warm up, main session and challenge.</p> <p>Alternative activity: 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>
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	shed by the end of the week.				
<p>Tuesday</p> <p>Live Meet: 9.15 am</p> <p>(English lesson)</p>	<p>Phonics/ Spelling</p> <p>https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics</p> <p>R: Unit 8 Revision and Lesson Phoneme /ee/ written as 'ee'</p> <p>Watch: https://www.bbc.co.uk/iplayer/episode/b01py516/alpha_blocks-series-3-15-beep</p> <p>Alternative activity: Use large chalk to write the words: feet, meet, tree, outside on the paving slabs.</p> <p>Y1: Unit 16 Phoneme /igh/ written as 'i-e'</p> <p>Revision and Lesson</p> <p>Watch: https://www.bbc.co.uk/iplayer/episode/b036btdw/alpha_blocks-series-4-8-mine</p> <p>Alternative activity: Practise writing the digraph 'i_e'. Spell:, 'price', 'slice' and any other words you can think of with the split vowel digraph 'i_e'</p> <p>Y2: Complete follow up sheet from yesterday's</p>	<p>English - Live lesson.</p> <p>YR/1/2</p> <p>WALT: remember the text using a map and actions.</p> <p>By the end of this unit, you will be writing your own set of instructions telling the reader how to care for a pet dinosaur. Before our live lesson at 9:15, you may like to re-read the story using yesterday's video or reading through the powerpoint together.</p> <p>In the live lesson we will use the story map of the text to retell the story. Can we add actions too? You will need a printed copy of the story map or access to view it on another device during our live lesson.</p>	<p>Maths</p> <p>R: Watch Session 2: https://whiterosemaths.com/homelearning/early-years/building-9-10-week-1/</p> <p>Teacher video reading 10 green bottles: Can you find some bottles / skittles to use as green bottles on a wall to knock over with a bean bag or a ball? How many are still standing? How many fell? Do we still have 10 altogether?</p> <p>Y1: On google classroom: Watch the warm up video then watch the white rose video: compare number sentences.</p> <p>https://whiterosemaths.com/homelearning/year-1/spring-week-4-number-addition-and-subtraction-within-20/</p> <p>Then complete the sheet.</p> <p>Y2: Watch the warm up video then watch the divide by 10 video https://whiterosemaths.com/homelearning/year-2/spring-week-4-number-multiplication-and-division-2/ Complete the worksheet</p>	<p>History</p> <p>WALT: explore how rocks were formed and tell a rock story.</p> <p>Watch the recorded lesson about rocks and fossils. The BBC video isn't very clear, so here is the link for you to watch it again. https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/z2ym2p3</p> <p>It is meant for slightly older children, so ask your grown-up if there are any words that you are unsure of.</p> <p>Y2 - Write a rock story.</p> <p>Rec/ Y1 - use the booklet to make your chosen rock in the plastic cup. Draw your rock and then label it.</p> <p>Send me photographs of your Rock Story and have fun writing about your rock.</p> <p>I have also attached the activity booklet as this will give you the instructions that you need for this activity. Have fun!</p>	<p>Mental Health</p> <p>Family Mental Health and Wellbeing</p> <p>Have a look at the Family and Mental Health powerpoints found on Google Classroom.</p> <p>If you can, and you have a phone/tablet or PC, watch this session's Powerpoint or Loom video on our school website. http://www.branscombe.devon.sch.uk/website/mental_health/535433</p>

<p>lesson, found on Google Classroom.</p> <p>Alternative activity: Look through a book at home and see how many words you can find with the suffixes: es, after ss and x.</p> <p>Then login to spelling shed.</p> <p>spelling shed: https://www.edshed.com/en-gb/login</p>				
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<p>Wednesday</p> <p>Live Meet: 9:15 am</p> <p>(English lesson)</p>	<p>Phonics/ Spelling</p> <p>https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics</p> <p>R: Unit 8 Revision and Lesson Phoneme /igh/ written as 'igh' Watch: https://www.bbc.co.uk/iplayer/episode/b01py5bs/alpha_blocks-series-3-16-tightrope</p> <p>Alternative activity: Get a grown-up to write the following words on paving slabs and use water spray to wash away the 'igh' words. (fight, light, sight, tree, me, the, rain, train etc)</p> <p>Y1: Unit 16 Revision and Lesson Phoneme /igh/ written as 'y'</p> <p>Alternative activity: Can you write a sentence containing the words: by, shy, fly, myself?</p> <p>Y2: Log on to Bugclub and play the following games: Unit 29 (-s, -es) Sounds</p>	<p>English</p> <p>WALT write some instructions using imperative verbs.</p> <p>Live lesson: What is a verb? Can we read some of the sentences from the text and identify where the verb is in the sentence? What is an imperative verb?</p> <p>I will ask the children to come up with an instruction for us to follow, using an imperative/bossy verb. Then I will model writing it pointing out the punctuation I am using.</p> <p>Task after live lesson: Y2 Write 3 or more instructions using an imperative verb and adverb in each one explaining how to wash your cuddly toy. (from Monday) Y1 Write 2 or more instructions using imperative verbs explaining how to wash your cuddly toy from Monday. Rec Write 1 or 2 instructions using imperative verbs on how to wash your soft toy. E.g - Wash with soap. (Adult support needed with writing a sentence - but</p>	<p>Maths</p> <p>R: Watch session 3 video - https://whiterosemaths.com/home/learning/early-years/building-9-10-week-1/ Then use numeral cards 0-10. Ask your child to peg them to a washing line in order. Take one away - can they guess which number it is? Then put a number in the wrong place - can they spot the mistake?</p> <p>Y1: Complete assessment task on google classroom - addition and subtraction. THESE MUST BE COMPLETED INDEPENDENTLY PLEASE! Then have a go at Twilight takeaway with numbers up to 20. http://www.ictgames.co.uk/ (You have to scroll down a bit to find it!)</p> <p>Y2: Complete the assessment task on google classroom- Multiplication</p> <p>THESE MUST BE COMPLETED INDEPENDENTLY PLEASE!</p> <p>Then login to TTRS</p>	<p>Music/ Computing</p> <p>Reception/Y1/2:</p> <p>Click on to this link to open up Chrome Music Lab https://musiclab.chromeexperiments.com/</p> <p>Check out the Song Maker experiment, which lets you make and share your own songs.</p>	<p>Mental Health and Wellbeing</p> <p>Go for a walk/cycle ride with your family and have a go at becoming a tree tracker. Follow this link to see how to download the free tree tracker app. https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/tree-id-app/</p> <p>How well do you know the trees in your garden or neighbourhood? Your family can become expert tree trackers with our free Tree ID app. It features over 70 British trees and helps you learn how to identify them by their twigs, bark, leaves and fruits. Give it a go on your walk and see which trees are living near you.</p>
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	Unit 29 (-s, -es) Letters Unit 29 (-s, -es) Reading Unit 29 (-s, -es) Spelling Unit 29 (-s, -es) Language Alternative activity: Look through your reading book and see if you can find any words with the suffix 'es'. E.g - box - boxes. Spelling shed https://www.edshed.com/en-gb/login	encourage them to use their phonic knowledge to sound out)			
Thursday Live Meet: 9.15 am	Phonics/ Spelling https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics R: Unit 8 Revision and Lesson Phoneme /oa/ written as 'oa' Watch: https://www.bbc.co.uk/iplayer/episode/b01py5qz/alpha-blocks-series-3-17-toad Alternative activity: Practise making the following words using your magnetic letters: goat, moat, toad, boat, float. Y1: Unit 16 Phoneme /igh/ written as 'i' Revision and Lesson Alternative activity: Can you write a sentence containing	English Year 1 WALT: write instructions by composing orally before writing. Year 2 WALT: write in sentences using imperative verbs and adverbs. EYFS: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. Teacher video or live lesson Teacher will focus on the Step 3 page from the book. Together, you will look at each fig. and discuss what is happening. Teacher will model orally creating a sentence starting with a verb for fig.1. Teacher will then model writing it down and discuss how to punctuate it correctly. Children will mark the sentence- finger spaces?	Maths R: Watch session 4 video - https://whiterosemaths.com/home/learning/early-years/building-9-10-week-1/  Draw your own picture using 9 or 10 dots. Explore different ways you can make 9 or 10. Y1: Complete the elicitation task on google classroom - place value up to 50. THIS MUST BE COMPLETED INDEPENDENTLY! Then have a go at place value basketball with numbers up to 49. https://www.topmarks.co.uk/lear	PSHE WALT: To identify emotions and the physical effects they have. Watch the teacher video and complete the worksheets in google classroom. Write a list or draw face pictures to show all the different emotions that you know without adult help. Then discuss how different emotions make you feel physically (butterflies in	Science WALT: To Identify and name a variety of dinosaurs that are carnivores, herbivores and omnivores based on their teeth. Look at the teacher video and images of different dinosaur teeth on google classroom (and below). Use the Dinosaur teeth sorting cards to sort them into groups of meat eaters and plant eaters.

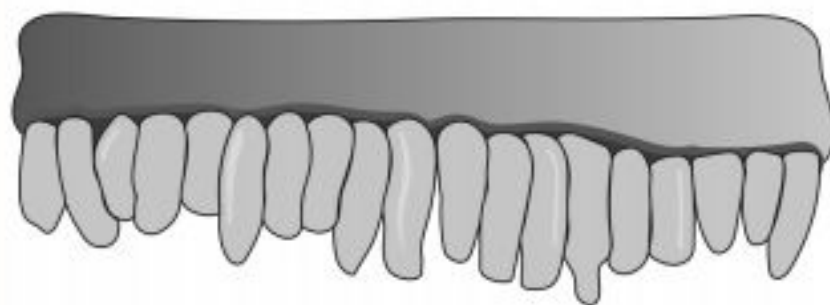
	<p>the words: find, mild, mind, behind ?</p> <p>Y2: Open the following link on this bbc bitesize page. Single and Plural words</p> <p>https://www.bbc.co.uk/bitesize/articles/z3dw4xs</p> <p>Watch the videos and then complete the quiz and suggested activities.</p> <p>Then login to spelling shed.</p> <p>Spelling shed: https://www.edshed.com/en-gb/login</p>	<p>letters formed correctly and sat on the line? Is it punctuated correctly?</p> <p>TASK: Children generate and write sentences for each of the other figures on the page.</p> <p>Y2: Add adverbs to their instructions. Y1: Must compose sentences orally first. Rec Use the print-out of the pictures to write labels for the figures on 'Step Three' page e.g. broom.</p>	<p>ning-to-count/place-value-basketball</p> <p>Y2: Complete the assessment task on google classroom- Division</p> <p>THIS MUST BE COMPLETED INDEPENDENTLY!</p> <p>Then login to TTRS</p>	<p>tummy when nervous etc). Draw an outline of a person and label where different feelings make you feel a physical effect.</p> <p>Guided Reading: Y1: 1.15pm Y2: 1.40pm</p>	
<p>Friday Live Meet: 9.15 am and R guided reading.</p>	<p>Phonics/Spelling https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics R: Unit 8 Phoneme /oo/ (long) written as 'oo'</p> <p>Watch: https://www.bbc.co.uk/iplayer/episode/b01py6g1/alphablocks-series-3-18-book</p> <p>Can you think of words that rhyme with pool? Make sure they have the long 'oo' sound. Play Splat using words from this week and</p>	<p>English</p> <p>Year 1 WALT: Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Year 2 WALT: Use questions, statements and exclamations to engage the reader.</p> <p>EYFS: ELG: Children express themselves effectively, showing awareness of listeners' needs.</p> <p>Live lesson at 10am for Y1 and Y2</p>	<p>Maths</p> <p>R: Watch session 5 video - https://whiterosemaths.com/home/learning/early-years/building-9-10-week-1/ Play 0-10 bingo game. See friday resources on google classroom. Complete the numbers to 10 book. Make a video of your child sharing the book. Y1: Have a go at the oak academy lesson. There is an activity to complete at the end which you can print out or complete the</p>	<p>Art</p> <p>WALT: To use different materials to add texture to sculptures.</p> <p>Watch the teacher video.</p> <p>Use the top of a 4 pint milk bottle to make a woolly mammoth. Add strips of brown paper/tissue/felt/wool with PVA to add a shaggy texture to the bottle. Leave it to dry -</p>	<p>PE/Mental health and wellbeing</p> <p>Look at the timetable in the PE folder on google classroom and choose some activities from here.</p> <p>OR: You could go on a daily walk or bike ride with your family, try and</p>

	<p>splat the correct word called out by an adult.</p> <p>Y1: <u>Unit 16 Language Irregular</u> <u>Unit 16 Language Lesson</u>.</p> <p>Can you write the dictated sentences: "I would like a glass of water", "Where shall we go on Saturday?"</p> <p>Y2: Complete the plurals worksheet - choose easy or expert level!</p> <p>Spelling shed: https://www.edshed.com/en-gb/login</p> <p>New Spellings set today! Who can get to Royal bee status first?</p>	<p>You will be looking through the text together to find examples of question marks and exclamation marks. Explore what they are and why they are used. Teacher will model writing some sentences using question marks and exclamation marks.</p> <p>Y2 - see resource sheet on Google Classroom.</p> <p>Children to read sentences and decide whether they should be punctuated using either full stop, question mark or exclamation mark. They should have a go at writing their own question and exclamation.</p> <p>Y1 -Children to read sentences with an adult and decide whether they should be punctuated using either full stop, question mark or exclamation mark.</p> <p>Rec</p> <p>Think of questions that they would like to ask the little girl in the text. Adult to scribe their ideas.</p>	<p>sheet attached in google classroom.</p> <p>https://classroom.thenational.academy/lessons/sequencing-number-s-to-50-cmtkit</p> <p>Y2: Watch the warm up video then complete the statistics Elicitation task in google classroom. THIS MUST BE COMPLETED INDEPENDENTLY.</p>	<p>we will add more features next week.</p> 	<p>explore a nearby footpath or try a different route.</p> <p>Have fun! Upload some photos on google classroom.</p>
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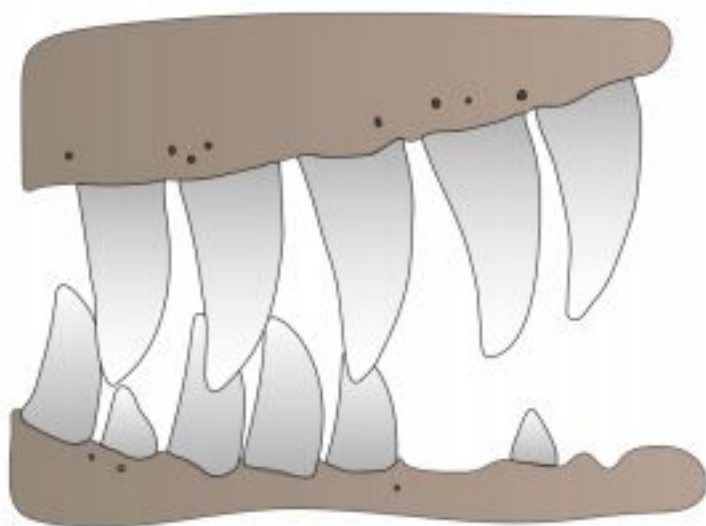
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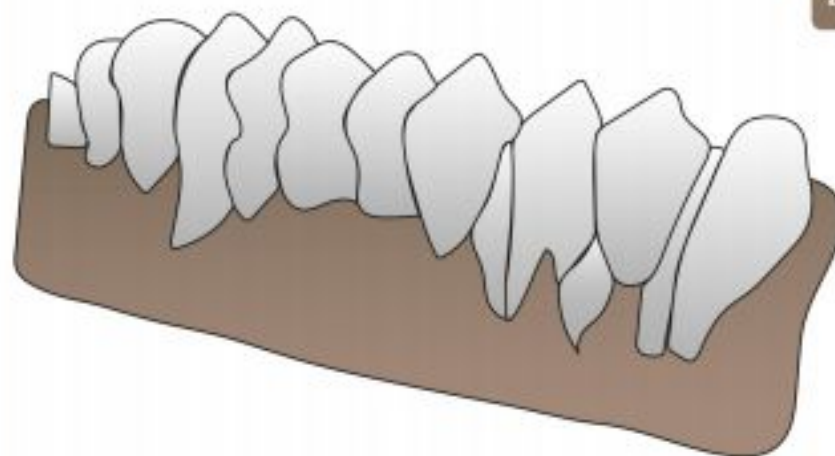
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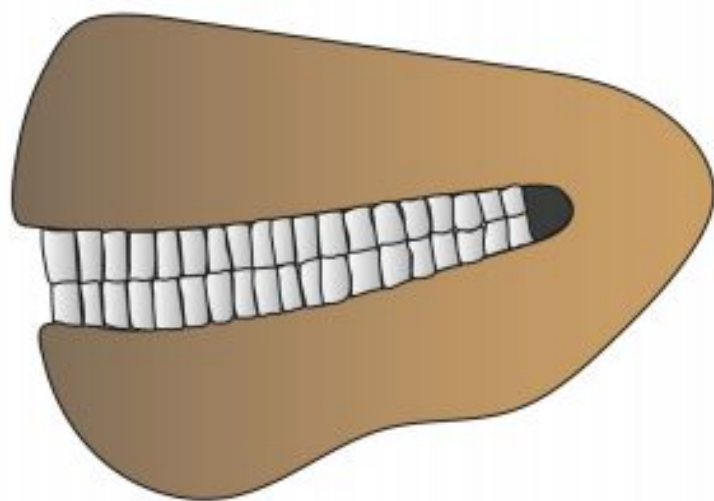


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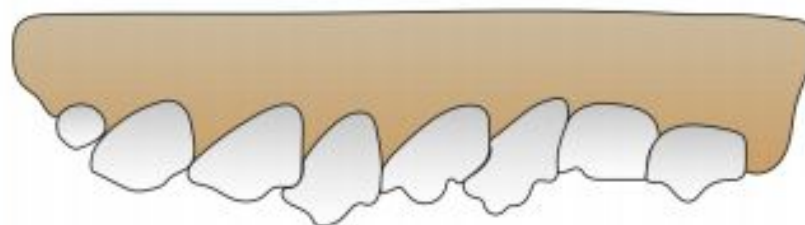


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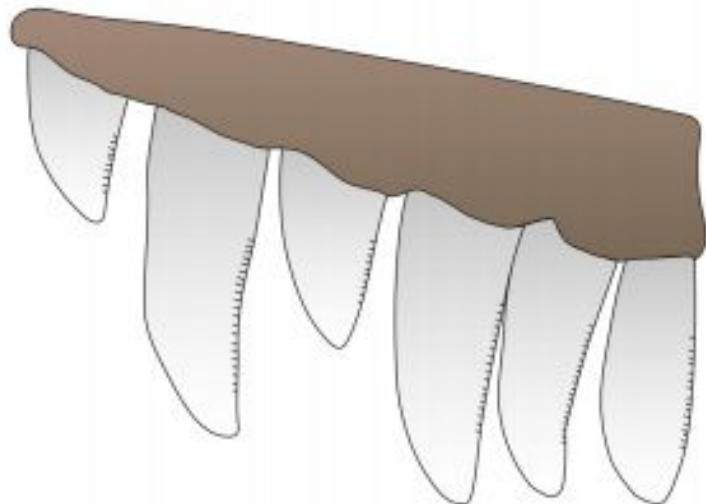




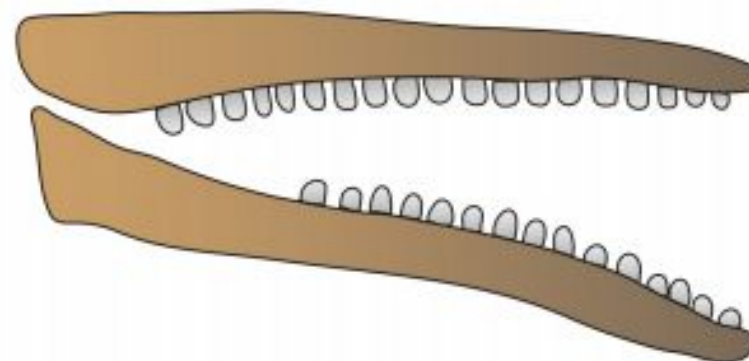
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8

Velociraptor
(carnivore)

1

Diplodocus
(herbivore)

2

Abydosaurus
(herbivore)

5

Aquilops
(herbivore)

6

Tyrannosaurus
(carnivore)

3

Triceratops
(herbivore)

4

Allosaurus
(carnivore)

7

Stegosaurus
(herbivore)

8