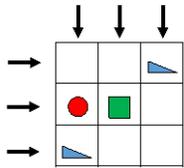
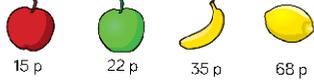
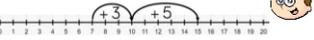
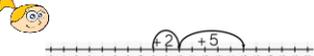


Monday 05.10.2020	Tuesday 06.10.2020	Wednesday 07.10.2020	Thursday 08.10.2020	Friday 09.10.2020
<p><b>Phonics</b></p> <p>Recap set 1 and 2 Speed sounds Set 1 - <a href="https://www.youtube.com/watch?v=B6ltPCRM93E">https://www.youtube.com/watch?v=B6ltPCRM93E</a> Set 2 – <a href="https://www.youtube.com/watch?v=7sAGOVlJWjc">https://www.youtube.com/watch?v=7sAGOVlJWjc</a></p> <p>Practice Set 3 ‘u-e’ reading words, sounding out then blending. <a href="https://www.youtube.com/watch?v=Yj8FpQ375IM">https://www.youtube.com/watch?v=Yj8FpQ375IM</a></p> <p>Hold a sentence: write sentences using these words with this sound in.</p>	<p><b>Phonics</b></p> <p>Recap set 1 and 2 Speed sounds Set 1 - <a href="https://www.youtube.com/watch?v=B6ltPCRM93E">https://www.youtube.com/watch?v=B6ltPCRM93E</a> Set 2 – <a href="https://www.youtube.com/watch?v=7sAGOVlJWjc">https://www.youtube.com/watch?v=7sAGOVlJWjc</a></p> <p>Practice Set 3 ‘aw’ reading words, sounding out then blending. <a href="https://www.youtube.com/watch?v=SyiG1AaTVFk">https://www.youtube.com/watch?v=SyiG1AaTVFk</a></p> <p>Hold a sentence: write sentences using these words with this sound in.</p>	<p><b>Phonics</b></p> <p>Recap set 1 and 2 Speed sounds Set 1 - <a href="https://www.youtube.com/watch?v=B6ltPCRM93E">https://www.youtube.com/watch?v=B6ltPCRM93E</a> Set 2 – <a href="https://www.youtube.com/watch?v=7sAGOVlJWjc">https://www.youtube.com/watch?v=7sAGOVlJWjc</a></p> <p>Practice Set 3 ‘are’ reading words, sounding out then blending. <a href="https://www.youtube.com/watch?v=32mNG3itSRM">https://www.youtube.com/watch?v=32mNG3itSRM</a></p> <p>Hold a sentence: write sentences using these words with this sound in.</p>	<p><b>Phonics</b></p> <p>Recap set 1 and 2 Speed sounds Set 1 - <a href="https://www.youtube.com/watch?v=B6ltPCRM93E">https://www.youtube.com/watch?v=B6ltPCRM93E</a> Set 2 – <a href="https://www.youtube.com/watch?v=7sAGOVlJWjc">https://www.youtube.com/watch?v=7sAGOVlJWjc</a></p> <p>Practice Set 3 ‘ur’ reading words, sounding out then blending. <a href="https://www.youtube.com/watch?v=6VqTTnhE2LQ">https://www.youtube.com/watch?v=6VqTTnhE2LQ</a></p> <p>Hold a sentence: write sentences using these words with this sound in.</p>	<p><b>Phonics</b></p> <p>Recap set 1 and 2 Speed sounds Set 1 - <a href="https://www.youtube.com/watch?v=B6ltPCRM93E">https://www.youtube.com/watch?v=B6ltPCRM93E</a> Set 2 – <a href="https://www.youtube.com/watch?v=7sAGOVlJWjc">https://www.youtube.com/watch?v=7sAGOVlJWjc</a></p> <p>Practice Set 3 ‘er’ reading words, sounding out then blending. <a href="https://www.youtube.com/watch?v=Xd2e2_wA5Vk">https://www.youtube.com/watch?v=Xd2e2_wA5Vk</a></p> <p>Hold a sentence: write sentences using these words with this sound in.</p>
<p><b>Maths –Related facts</b></p> <p>Follow the slides about related facts then complete challenges 1, 2 and 3 on the related facts worksheets.</p> <p><b>Application –</b></p>  <p>Squares are worth 10 Triangles are worth 20 Circles are worth 30</p> <p>Can you complete the grid above so that all horizontal and vertical lines equal 60?</p> <p>Can children create another pattern on an empty grid where each line equals 60? How many possible ways are there to solve this?</p> <p><b>True or false?</b></p>	<p><b>Maths –Add and subtract 1s</b></p> <p>Complete challenges 1, 2 and 3 on the add and subtract 1s worksheets.</p> <p><b>Application -</b> True or False?</p> <p>These four calculations have the same answer.</p> <p>1 <math>\square + 4 = \square</math>      4 <math>\square - 2 = \square</math> 2 <math>\square - 4 = \square</math>      4 <math>\square - \square = \square</math></p> <p>These four calculations have the same answer.</p> <p>7 <math>\square - 3 = 2</math>      2 <math>\square - 3 = 7</math> 3 <math>\square - 2 = 7</math>      7 <math>\square - 2 = 3</math></p>	<p><b>Maths –10 more and 10 less</b></p> <p>Complete challenges 1, 2 and 3 on the 10 more and 10 less worksheets.</p> <p><b>Application -</b> SALE</p>  <p>The cost of each piece of fruit is reduced by 10 p.</p> <p>What are the new prices?</p> <p><b>True or false?</b></p>	<p><b>Maths –Add and subtract 10s</b></p> <p>Complete challenges 1, 2 and 3 on the add and subtract 10s worksheets.</p> <p><b>Application –</b></p> <p>Here are Class 2’s crayons.</p>  <p>They are given a new box of 10 each day for a week.</p> <p>How many crayons do they have at the end of the week?</p> <p><b>True or false?</b></p>	<p><b>Maths –Add by making 10</b></p> <p>Complete challenges 1, 2 and 3 on the add by making 10 worksheets.</p> <p><b>Application –</b></p> <p>Teddy and Eva are adding together 7 and 8 using a number line.</p> <p>Teddy shows it this way:</p>  <p>Eva shows it this way:</p>  <p>Who is correct? Explain your answer.</p>
<p><b>English – Poetry - Acrostics (slides on Seesaw)</b></p> <p><u>WALT: Explain and discuss my understanding of poetry.</u></p> <p><b>Introduction: Types of sentences – KS1 SPAG – Tick the correct sentence that is a</b></p>	<p><b>English – Poetry - Acrostics (slides on Seesaw)</b></p> <p><u>WALT: Give well-structured descriptions and explanations for different purposes.</u></p> <p><b>Introduction: Types of sentences – KS1 SPAG – Tick the correct sentence that is</b></p>	<p><b>English – Poetry - Acrostics (slides on Seesaw)</b></p> <p><u>WALT: Explain and discuss my understanding of books and other materials.</u></p> <p><b>Introduction: Types of sentences – KS1 SPAG – Tick the correct sentence</b></p>	<p><b>English – Poetry - Acrostics (slides on Seesaw)</b></p> <p><u>WALT: Write down ideas and/or key words, including new vocabulary.</u></p> <p><b>Introduction: Types of sentences – KS1 SPAG – Tick the correct sentence</b></p>	<p><b>English – Poetry - Acrostics (slides on Seesaw)</b></p> <p><u>WALT: Write an acrostic poem about rescue.</u></p> <p><b>Introduction: Types of sentences – KS1 SPAG – Tick the correct sentence that is a statement, command, exclamation or</b></p>

<p>statement, command, exclamation or question sentence.</p> <p><b>Discussion:</b> Using ppt explain and discuss what poetry is and what an acrostic poem is. Discuss alliteration and how we can use in poetry.</p> <p><b>Activity:</b> As a class, think of a topic e.g. Beach and create an acrostic poem together as a class to show they children what is expected by the end of the week. If children understand give them a word e.g. ocean and get them to work in pairs to create an acrostic poem.</p> <p><b>Plenary:</b> What have we learnt today? What is poetry? What is an acrostic poem? What poetic style have we learnt about today?</p>	<p>a statement, command, exclamation or question sentence.</p> <p><b>Discussion:</b> Look at a range of modern-day sea rescues. Talk about what the children can see and consider how modern-day rescues are different from the sea rescue of Grace Darling's day.</p> <p><b>Activities:</b> Children work with a family member and create an oral story about what they see is happening. Children then tell others about their story.</p> <p><b>Plenary:</b> What have we learnt today? Tell me something new you have learnt today.</p>	<p>that is a statement, command, exclamation or question sentence.</p> <p><b>Discussion:</b> Find out about the role of the RNLI. Watch the series of videos that show what the RNLI do, explain what the RNLI stands for – Royal National Lifeboat Institute.  <a href="https://rnli.org/about-us">https://rnli.org/about-us</a> ,  <a href="https://rnli.org/what-we-do">https://rnli.org/what-we-do</a></p> <p>The RNLI is a charity that saves lives at seas. The lifeboat crews are mainly made up of volunteers.</p> <p><b>Activity:</b> Record facts and information on a specific aspect of the RNLI e.g. lifeboats, jobs, history, location, beach safety.</p> <p><b>Plenary:</b> What information you have found?</p>	<p>that is a statement, command, exclamation or question sentence.</p> <p><b>Activity:</b> Think about and collect words that are associated with sea rescues. Brainstorm these together to create a word wall or word bank that would be useful in a rescue poem. Use alliteration to make these words more effective.</p> <p><b>Plenary:</b> Read through ideas together, can they improve their vocabulary in their writing.</p>	<p>question sentence.</p> <p><b>Activity:</b> Using their brainstorms and word banks they create an acrostic poem for the word RESCUE. Consider where there are any opportunity for alliteration within the poem.</p>														
<p><b>Science – Living things and their habitats: Local Habitats</b></p> <p><u>To identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants.</u></p> <p><b>Introduction: Our Habitat:</b> What do humans need to stay alive? Revisit the seven life processes and discuss how humans and all other living things need certain conditions to stay alive and healthy. Discuss how humans have adapted their habitats so that they meet the right conditions to keep us healthy and safe.</p> <p><b>British Habitats:</b> Using the Lesson Presentation look and learn about the following British habitats: urban habitats, woodland, ponds and coastal habitats</p> <p><b>Living, Dead or Never Alive:</b> Remind children how the seven life processes can be used to identify if something is living, dead or has never been alive. In pairs, children identify the objects in a heathland habitat that are living, dead or have never been alive, before feeding back to the rest</p>	<p><b>Maths – Arithmetic</b></p> <p>Complete the arithmetic papers.</p>	<p><b>Guided Reading – Reading VIPERS - The Storm by Benji Davies</b></p> <p><u>WALT: Make inferences on the basis of what has been said and done</u></p> <p>Guided reading PowerPoint for Wednesday 7<sup>th</sup> September on Seesaw.</p> <p>Watch youtube video of The Storm by Benji Davies:  <a href="https://www.youtube.com/watch?v=zT9LnMQipIc">https://www.youtube.com/watch?v=zT9LnMQipIc</a></p> <p>Answer Questions about the book from page 9-14</p> <table border="1" data-bbox="967 1177 1339 1391"> <tr> <th colspan="2">Pages 9 to 12</th> </tr> <tr> <td>Vocabulary</td> <td>Replace the word in bold with a synonym: The whale was an <b>excellent</b> listener. Write a set of instructions entitled 'How to look after a whale'.</td> </tr> <tr> <td>Infer</td> <td>Imagine you are Noi telling the whale about life on the island. What sort of stories might you tell the whale? What might Noi be thinking and feeling as he talks to the whale in the bath? Where do you think the rest of the whale's family is?</td> </tr> <tr> <th colspan="2">Pages 13 and 14</th> </tr> <tr> <td>Vocabulary</td> <td>Think of some synonyms for the following words: angry, worried</td> </tr> <tr> <td>Infer</td> <td>Why do you think Noi is waiting at the window? Describe the relationship between Noi and his dad. What are your impressions of dad?</td> </tr> <tr> <td>Predict</td> <td>How would the story have changed if dad had come home earlier? Do you think dad will be angry?</td> </tr> </table>	Pages 9 to 12		Vocabulary	Replace the word in bold with a synonym: The whale was an <b>excellent</b> listener. Write a set of instructions entitled 'How to look after a whale'.	Infer	Imagine you are Noi telling the whale about life on the island. What sort of stories might you tell the whale? What might Noi be thinking and feeling as he talks to the whale in the bath? Where do you think the rest of the whale's family is?	Pages 13 and 14		Vocabulary	Think of some synonyms for the following words: angry, worried	Infer	Why do you think Noi is waiting at the window? Describe the relationship between Noi and his dad. What are your impressions of dad?	Predict	How would the story have changed if dad had come home earlier? Do you think dad will be angry?	<p><b>PSHE – Good to be me</b></p> <p><b>Starter:</b> Show seal story , discuss what is happening in the pictures (the story has no words) talk about how the mouse must be feeling. This is about a mouse who looks at all the other animals and thinks that she is useless. When hunters come to the jungle, she realises that it is 'Good to be me!'</p> <p><b>Key elements:</b></p> <ol style="list-style-type: none"> <li>1 Mouse wants to be special like the other animals.</li> <li>2 She sees Lion who is a great leader, Gazelle who can run fast and Monkey who can climb. Mouse wishes she were special like them.</li> <li>3 Mouse hides away, feeling useless and unhappy.</li> <li>4 The animals get caught by hunters. They call for help.</li> <li>5 At first Mouse thinks she is too useless to help, but frees the animals by chewing through the ropes.</li> <li>6 When the other animals thank her and offer her anything she wants, she</li> </ol>	<p><b>History –Famous Explorers: Marco Polo</b></p> <p><u>WALT: Understand the lives of significant individuals in the past.</u></p> <p>Follow the History slides and using the blank map, map out the journey of Marco Polo.</p> <p>Write 5 interesting facts about Marco Polo.</p>
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<p>of the class. List these things under their headings on the Lesson Presentation or on a flipchart or whiteboard.</p> <p><b>Seven life processes</b></p> <p><b>Movement</b> - all living things move, even plants.</p> <p><b>Respiration</b> - getting energy from food.</p> <p><b>Sensitivity</b> - detecting changes in the surroundings.</p> <p><b>Growth</b> - all living things grow.</p> <p><b>Reproduction</b> - making more living things of the same type.</p> <p><b>Excretion</b> - getting rid of waste.</p> <p><b>Nutrition</b> - taking in and using food</p> <p><b>Our Local Habitat:</b> Explain that the children are going to visit a local habitat and introduce the two activities. Distribute the British Habitat Fact Sheet that goes with your local habitat, and read through the section on Plants and Animals together.</p> <p><b>Local Habitat Living, Dead or Never Alive:</b> In mixed ability pairs, children survey the local habitat and make a list of all the things that are living, dead or have never been alive using the Local Habitat Living, Dead or Never Alive Activity Sheet. Invite them to look closely into cracks and crevices with their magnifying glasses. Draw their attention to fallen leaves and plant debris (dead), to rocks and stones (never alive) and what is beneath them (alive).</p> <p><b>Local Habitat Map:</b> Children draw a map of the local habitat using the differentiated Local Habitat Map Activity Sheet. Children draw and label a map of the local habitat, and draw the animals that live there.</p>			<p>realises that they have already given her everything she wanted by helping her to understand that it really is good to be her.</p> <p><b>Main activity:</b> circle time, what's good about yourself.</p>	
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