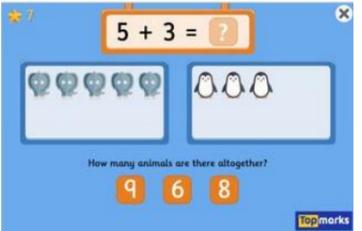
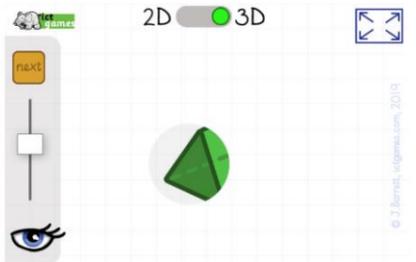
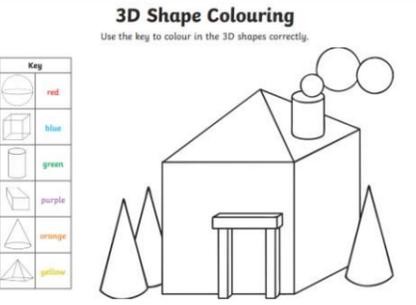
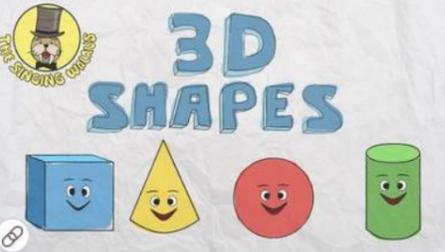


Class 1	Week 5 Home Learning Topic overview:				
	Mon 1/2/21	Tues 2/2/21	Wed 3/2/21	Thur 4/2/21	Fri 5/2/21
PE	Jo Wicks PE teacher: YouTube 9:00 am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ	Cosmic Yoga: Mindfulness Week https://www.youtube.com/watch?v=laDRCHhSTxM	Jo Wicks PE teacher: YouTube 9:00 am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ	Wake up shake up: https://www.youtube.com/watch?v=1gUbdNbu6ak	Jo Wicks PE teacher: YouTube 9:00 am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ
Individual Reading	Reading books set each week				
Class story Text:	Miss Broxholme		Mrs Parkin		Miss Pursley:
Maths YR:	<p>Objective: I can identify the properties of 3D shapes.</p> <p>Mental & Oral: Seesaw task: develop quick calculation skills. Please use counters or fingers to help.</p>  <p>Main Task: Seesaw video.</p> <p>Introduce 3D shapes: Set up a 3D shapes hunt around the house. Can you find these 3D objects in real life? Cuboid, cube, cone, sphere.]</p> <p>Look closely at a cone. Help me describe it. Flat, curved, vertices? 1 vertex: 1 point or corner 1 curved surface 1 flat surface at the bottom.</p>	<p>Objective: I can identify the properties of 3D shapes.</p> <p>Mental & Oral: Seesaw task: Develop fluency with addition.</p>  <p>Main Teach: Seesaw video</p> <p>Recap on the names and properties of 3D shapes. Which of these shapes would be good for rolling? why? What shapes would be good to stack? why? Using the 3D shapes you gathered from your house, try and roll each shapes.</p> <p>Demonstrate why it is not easy to roll.</p> <p>Which are best to stack? Demonstrate.</p>	<p>Objective: To identify 3D shapes used.</p> <p>Mental & Oral: Seesaw task:</p>  <p>Main Teach: Today we are going to look at pictures and identify which 3D shapes we can see hiding in the image. Look carefully and colour using the key.</p> 	<p>Objective: the language to describe the objects position.</p> <p>Mental & Oral: Seesaw link: 3D shape song.</p>  <p>Main Teach: Model examples of language:</p> <p>Game: using 6 coloured counters and a ten frame. Describe who is on top of the red bear. Who is under the yellow bear? Who is beside the green bear? Etc.</p> <p>Task: Choose a toy from around your house, take them on a journey. Pick a position word card (see resources) and place your toy there. Choose another position card, and repeat.</p>	<p>Objective: I can use positional language to describe m model.</p> <p>Mental & Oral: Seesaw task:</p> <p>Main Teach: Recap on 3D shapes. Can you name the 3D shapes? Play guess my shape from behind the magic cloth.</p> <p>Task: Make a model using your 3D shapes. Then can you describe your model to a parent, telling them how to make your model. EG: put the cone on top of the cuboid. Put the cuboid under the sphere.</p>

Does it remind you of anything in real life? A party hat.

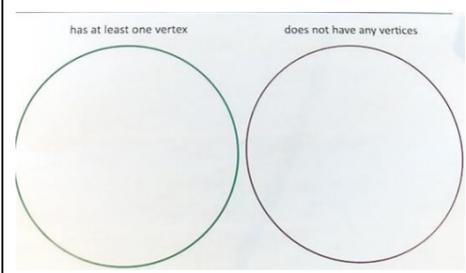
Cube: Curved faces/ surfaces? Straight edges? Vertices? What does it remind you of? Dice?

Cuboid: how is it similar to the last shape? Curved faces? etc.

Cylinder:

Game: I am going to pick one shape on the screen. I am going to describe it and I want you to point to the correct shape. Pause and have a guess. Now you have a turn with your family. Remember to use the sentence stem.... This shape has....

Main task: Using the shapes you have found from the shape hunt. Sort the shapes between the



Resources:

Main Task: Build a model using blocks or household objects. If you don't have these you can use the photocopy images. Remember to explain the choice of your shape using the sentence stem:

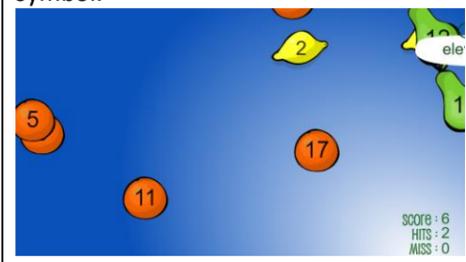
I am going to use a shape with to build my model.

Resources: household objects that are 3D in shape. Resource sheet if not.

Resources: a teddy/ toy, paper and colouring pencils, position cards.

Maths Y1:

Objective: 1 more and 1 less
Mental & Oral: Seesaw task: read the number words and splat the number symbol.



Main Task: Seesaw video.
<https://vimeo.com/503093120>

Resources:

Objective: 1 more and 1 less
Mental & Oral: counting 1 more and 1 less



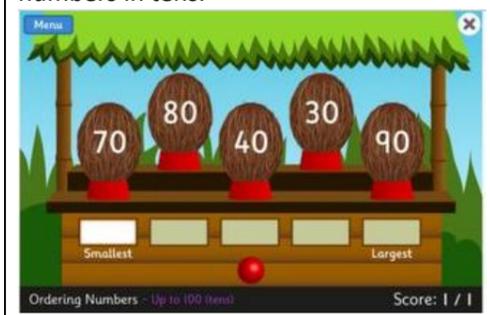
Main Task: Seesaw video.
<https://vimeo.com/503098045>

Objective: Comparing Numbers
Mental & Oral: Seesaw task: Shark Numbers: Count in tens and ones.



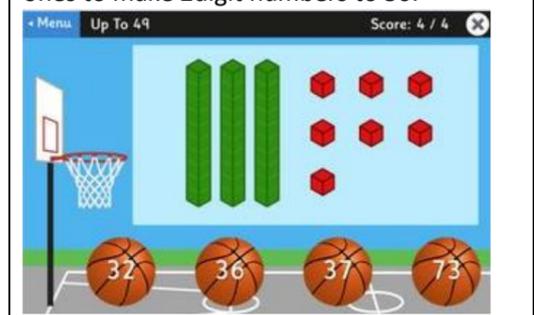
Main Task: Seesaw video.
<https://vimeo.com/503099894>

Objective: Comparing numbers
Mental & Oral: : Seesaw task: Ordering numbers in tens.



Main Task: Seesaw video.
<https://vimeo.com/503102857>

Objective: Ordering numbers to 50
Mental & Oral: Seesaw task: Seesaw task: Place Value Basket ball. Count the tens and ones to make 2digit numbers to 50.



Main Task: Seesaw video.

One more one less

1 Use counters or cubes to make each number.

a) one more than 21
b) one more than 34
c) one less than 41
d) one less than 30

2 Use different colours to show each number on the grid.

a) one less than 17 c) one more than 39
b) one more than 26 d) one less than 50

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Q1 and 2 only

Resources:
Q3 and Q4 of previous days sheet.

1 Fill in the missing numbers.

One less	Number	One more
35	31	
	51	
47		47

2 My number has 4 tens. One more than my number would make the tens digit change.

3 My number is one more than thirty-five.

4 All the children can have one apple. Is Teddy correct?

Resources:

Compare objects within 50

1 Draw counters to show the apples.

2 Draw counters to make the statements true.

3 Draw counters to show the children.

4 Complete the sentences.

There are apples.

There are children.

There are fewer than .

5 All the children can have one apple. Is Teddy correct?

Resources:

Compare numbers within 50

1 Tick the number sentences that are true. Use cubes or counters to help you.

a) 12 is more than 13
b) 33 is less than 41
c) 2 tens and 8 ones is equal to twenty-eight
d) $40 + 8$ is more than $30 + 9$
e) Thirty-one is less than 3 tens

2 Write $<$, $>$ or $=$ in each circle.

3 Complete the table.

greater than	less than	equal to
22 is <input type="text"/> 29	41 is <input type="text"/> 4 tens	Forty-six is <input type="text"/> $40 + 3$
$40 + 8$ is <input type="text"/> one more than 47		

Resources:

Order numbers within 50

1 What are the numbers? Start with the smallest number.

2 Write the numbers in order. Start with the smallest number.

3 Write the numbers in order. Start with the greatest number.

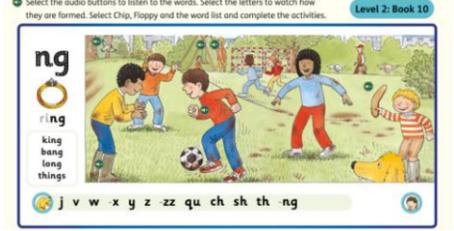
4 Complete the number sentence.

2 tens and 3 ones $<$ = forty-one

5 Is there more than one answer?

Phonics YR ng and dge HFW: my revise: all go.

Flash cards revision: seesaw. / Log into Oxford owl>my class login Username: Millhouse Class 1 Password: Floppyphonics and select: Level 2, Book 10. pg 5-6 <https://www.oxfordowl.co.uk/api/interactives/28374.html>



Explore the story talking about the characters.

See seesaw video.

Practise the ng formation using the whiteboard on the back of your homework books.

Practise reading the ng words. Reading routine, spot the letter group (ng as a group), say the sounds and read the word. When reading the worksheet, encourage your child to spot the letter group by underlining the group that make ng.

Discuss any words they don't understand the meaning of.

See attached sheet.

Flash Cards: Login into the oxford owl and practise letter sounds with the floppy icon. Press the play button and point to the letters as it says the sounds. You could even play with your grown up by you saying the sound and getting them to point.

Log into Phonics play: Username:jan21 Password: home Play the tricky word game: Phase 2 All HFW bottom. Please send me your scores.

Tricky word: seesaw video Practise learning the tricky word: my

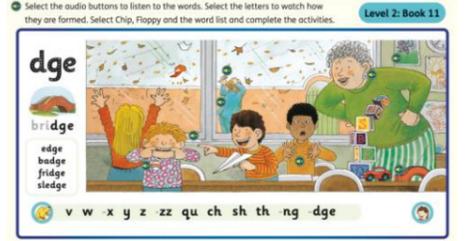
Say the sounds, say the word phonetically. Point out the y at the end. Remind them that y makes and ee or igh sound when at the end of words like, names: Emily, Billy Look, cover, write, check.

On your worksheet: Revise the ng formation on the worksheet. Practise re-reading the words on the word bank. This helps to develop fluency.

Today we are going to write 3 words. **Wing, swing, thing** See seesaw video

Read the ng sentence:

Flash cards revision: seesaw. Log into Oxford owl>my class login Username: Millhouse Class 1 Password: Floppyphonics and select: Level 2, Book 11. pg 1-2 <https://www.oxfordowl.co.uk/api/interactives/28376.html>



Explore the story talking about the characters.

See seesaw video.

Practise the dge formation, joining the three letters together, on the whiteboard on the back of your homework books.

Practise reading the dge words ensuring they understand that this is used when the j sound is at the end of a word. Reading routine, spot the letter group, say the sounds and read the word.

Discuss any words they don't understand the meaning of. Eg. sludge, judge

See attached sheet.

Flash Cards: Login into the oxford owl and practise letter sounds with the floppy icon. Press the play button and point to the letters as it says the sounds. You could even play with your grown up by you saying the sound and getting them to point.

Log into Phonics play: Username:jan21 Password: home Play the tricky word game: Phase 2 All HFW bottom.

Tricky word: seesaw video Practise learning the tricky word: revision of all and go. Look, cover, write, check.

On your worksheet: Revise the dge formation on the worksheet. Practise re-reading the words on the word bank.

Today we are going to write 3 words. **jog, hedge, bridge** See seesaw video

Read the dge sentence: **We all jog along the bridge.**

See seesaw link for dictation task: Please read the sentence below:

We jog and sing past the hedge. Discuss what the picture will look like that matches this sentence. Spot any tricky words, or new letters we have learnt. Cover and then have a go at writing it.

Now, as a Friday treat, log into phonics play. Username: jan21 Password: home

I would like you to play three games. The first game is a flash card time trial:



Select phase 2 and 1 minute. How many sounds can you say in 1 minute? Can you beat your score?

The second game is called 'Tricky Word Trucks':

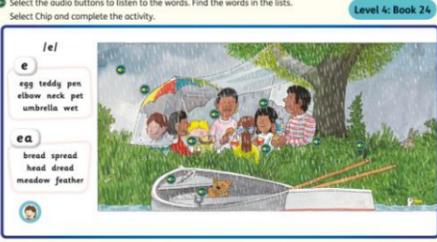


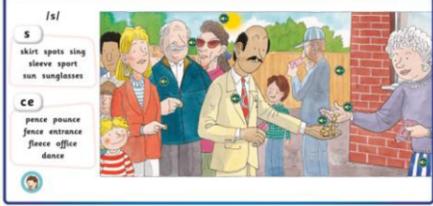
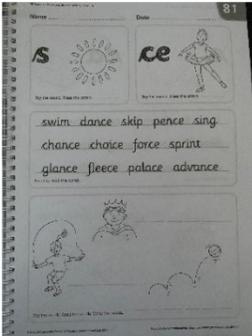
Again, select level 2, and Make sure you select the HFW bottom with tricky words.

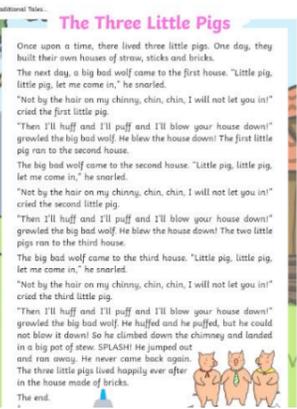
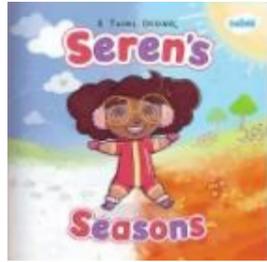
The final game to play the dragons den:

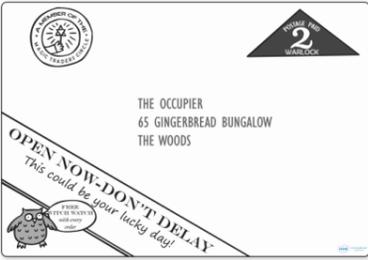
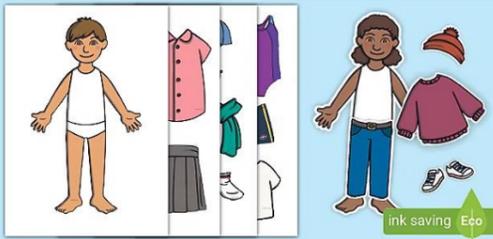


Select Phase 3, ng sound.

		<p>The king can sing and the bells go ding-dong. Can you draw a picture to go with the sentence?</p>			<p>Read the word on the egg and give it to the red dragon if a fake/ silly word. If it is a real word, then give it to the green dragon.</p>
<p>Phonics Y1: /s/ ce soft c. as in dance. Rule: makes a s sound when c is followed by an e. /e/ ea as in bread no rule HFW: revise: like have</p>	<p>Seesaw: Flash cards and spelling test from last week. I would love it if you could send me the scores through:</p> <ol style="list-style-type: none"> 1. deer 2. sheer 3. sneer 4. steers 5. cheerful 6. hare 7. care 8. glares 9. little 10. come <p>New spellings for this week:</p> <ol style="list-style-type: none"> 1. dance 2. pence 3. choice 4. force 5. glance 6. head 7. read 8. bread 9. like 10. have <p>Log into Oxford owl>my class login Username: Millhouse Class 1 Password: Floppyphonics</p> <p>and select: Level 4, Book 24. pg 1-2 https://www.oxfordowl.co.uk/api/interactives/28388.html</p>	<p>Log into Phonics play: Username:jan21 Password: home Play the tricky word game: Phase 4 All HFW bottom.</p> <p>Tricky word: seesaw video Practise learning the tricky word: like Say the sounds, say the word phonetically. Look, cover the word and write it down, uncover then check you have it correct.</p> <p>Video: seesaw:</p> <p>Log into Floppy Phonics and revise the the /s/ and /ce/ sounds.</p> <p>Spelling Rule: When c meets a, o, or u, its sound is hard. When c or g meets e, i, or y, its sound is soft /s/.</p> <p>Write each word onto a piece of paper and sort them into two piles.</p> <p>Sound out and write: dance, voice, fence</p> <p>Read and Write the sentence: Can I have ten pence for the sweet shop?</p> <p>Extension if you fancy a challenge: The prince says we must stand next to the fence and sing!</p> <p>Can you draw a picture to go with the sentence? 0</p>	<p>Seesaw: Flash cards</p> <p>Log into Oxford owl>my class login Username: Millhouse Class 1 Password: Floppyphonics</p> <p>and select: Level 4, Book 24 . pg 3-4 https://www.oxfordowl.co.uk/api/interactives/28388.html</p>  <p>Explore the story talking about the characters.</p> <p>See seesaw video.</p> <p>Practise the ea formation, ensuring they join.</p> <p>Practise reading the /ae/ words. Reading routine, spot the letter group: ea or are say the sounds and read the word.</p> <p>Discuss any words they don't understand the meaning of on the sheet. dread (a fear), dreadful (awful).</p> <p>There is no rule again for which to use when. It is more common than you think. Click on the link to spellzone to explore more games. https://www.spellzone.com/unit06/page4.cfm</p>	<p>Log into Phonics play: Username:jan21 Password: home Play the tricky word game: Phase 4 All HFW bottom.</p> <p>Tricky word: seesaw video Practise learning the tricky word: have Say the sounds, say the word phonetically. Point out the silent e at the end. Look, cover the word and write it down, uncover then check you have it correct.</p> <p>Video: seesaw:</p> <p>Log into Floppy Phonics and revise the the ea as in bread. Remind yourself of the word bank and the silly sentence to remind yourself of which words use ea.</p> <p>Sound out and write: head, bread, feather.</p> <p>Read and write the sentence: The hen pecks at the bits of bread.</p> <p>Extension if you fancy a challenge: My tent is so little that I will bang my head if I stand up in it!</p> <p>Can you draw a picture to go with the sentence?</p>	<p>Revise all spellings for the week: We will test you on Monday. spellings for this week:</p> <ol style="list-style-type: none"> 1. dance 2. pence 3. choice 4. force 5. glance 6. head 7. read 8. bread 9. like 10. have <p>Now, as a Friday treat, log into phonics play. Username: jan21 Password: home</p> <p>Phase 4/5</p> <p>I would like you to play three games. The first game is a flash card time trial:</p>  <p>Select phase 5 and 1 minute. How many sounds can you say in 1 minute? Can you beat your score?</p> <p>The second game is called 'Tricky Word Trucks':</p>  <p>Again, select level 4, and Make sure you select the HFW bottom with tricky words.</p> <p>The final game to play the dragons den:</p>

	<p>Select the audio buttons to listen to the words. Find the words in the lists. Select Chip and complete the activity. Level 4: Book 24</p>  <p>Explore the story talking about the characters.</p> <p>See seesaw video.</p> <p>Practise the ce formation in handwriting books.</p> <p>Practise reading the /s/ ce words. Remember to underline the letter group when spotting it. Reading routine, spot the letter group: /s/ /ce/ say the sounds and read the word.</p> <p>Discuss any words they don't understand the meaning of. Eg: advance (move forward), glance (a quick look)</p> <p>Rule: vowel e makes the c into a soft c.</p> <p><u>See attached sheet.</u></p> 	<p><u>See attached sheet.</u></p>			 <p>Select Phase 5 and choose a sound that could do with some revision. Read the word on the egg and give it to the red dragon if a fake/ silly word. If it is a real word, then give it to the green dragon.</p>
<p>Literacy:</p>	<p>SPAG: lesson</p> <p>YR: Rainbow capitals. PQRST</p> <p>seesaw task</p>	<p>T4W unit: Three Little Pigs.</p> <p>Innovate on the story. Change the characters from the three little pigs to alternative animals.</p> <p>Watch the seesaw video on how we innovate out story map, changing the characters and house.</p>	<p>Look back at your new story map. Using your puppets from yesterday Write a labels for your new houses, pointing out what they are made of.</p> <p>Share an image with labels for your new house. Explore the labels and discuss adding the adjectives.</p>	<p>Model writing the beginning of the story.</p> <p>Once upon a time there were three..... They decided to build their own houses.</p> <p>The first little built a house out of etc.</p>	<p>Reading comprehension.</p> <p>YR: Seesaw task:</p>

	<p>Y1: Plural and singular nouns.</p>  <table border="1" data-bbox="341 514 549 777"> <thead> <tr> <th>Singular</th> <th>Plural</th> </tr> </thead> <tbody> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </tbody> </table>	Singular	Plural															<p>For example instead of pigs, lets have ducks, or cows. What house who each animal build? The ducks could make a nest out of sticks, grass and plastic bags. Or what about a cow? They could make a house out of an old combine harvesters, a scarecrow or an old stone wall.</p> <p>Change your story map and practise telling your story. Can you make new puppets for the characters.</p>	<p>Model writing into a caption.</p>	<p>Frame for YR to complete missing words. Y1: write in sentences.</p> <p>Stop when you get to the big bad wolf.</p>	<p>Phase 2 Early Reading Comprehension Activity 5 Read the sentence. Add the information to the picture.</p>  <p>Y1: Send through seesaw</p> <p>The Three Little Pigs</p> 
Singular	Plural																				
CONTACT DETAILS			In school: Meeting with English hub am.		IN SCHOOL Class 1 meet up on Zoom. 1:15 Invite to follow.																
Topic:	<p>Geography: Seesaw task ✓</p> <p>An address tell the postman where we live in the world. Here is our school address.</p> <p>Millhouse Primary School Lea lane Penistone Sheffield S36 9LN</p> <p>The first line tell us the name of the building or number. The next line tells us the street name. The third line tells us the town.</p>	<p>Art: seesaw task ✓</p> <p>Listen to the story of the Jolly Postman. He delivers different types of letters to the traditional story book cottages.</p> <p>For your task today I would like you to choose a letter and read the address. Then using the information from the address, draw a picture of their house.</p>	<p>ICT: ✓</p> <p>Seesaw: Write an email to your friend.</p>  <p>Watch the video on how to use email. Send an email to a friend in your class. You could attach a picture too. Don't forget to check your mail and see if your friend emails you back.</p>	<p>Home baking: Seesaw task: ✓</p> <p>Can you make a gingerbread envelope?</p> 	<p>Science:</p> <p>Winter is one of the four seasons of the year. Share the story of Seren's seasons.</p>  <p>Discuss how the weather changes in the different seasons.</p>																

	<p>The fourth line tells us the city The last line is the postcode. This tells a big computer how to sort the mail to the correct area.</p> <p>Where do you live? Can you write your address on the envelope template? Can you identify the name of the street you live on? Does your house have a name or a number?</p> <p>Extension: write a card/ Letter and their address. Post it.</p>	<p>For example:</p>  <p>We know from the address, we need to draw a bungalow... a house with no upstairs. It's a gingerbread house, so it will be made out of biscuits. Perhaps it is covered in sweets and lollypops. The town/ village is called the woods. So it will need lots of trees around the cottage.</p> <p>You do not need to do each story address, but it would be lovely to see some different types of house.</p>	<p>You could even send me an email too!</p>	<p>Practise making icing to write the name of your friend/ family. Don't forget the capital letter. And the stamp!!!</p>	<p>What clothes does Seren need for each weather type?</p>  <p>Cut out and dress the model for winter weather. Why do we not wear swimming costumes in winter but do wear sunglasses?</p> <p>Resources: Cut out model, clothes, scissors and glue.</p>
 <p>Children's Mental Health Week – Suggested short activities to promote positive mental health and well being.</p>	<p>Mindfulness means paying full attention to something. It means slowing down to really notice what you're doing. Being mindful is the opposite of rushing or multitasking. When you're mindful, you're taking your time. You're focusing in a relaxed, easy way. Each day this week, we will practice one activity to celebrate Children's mental health week.</p> <p>Just one breath</p>  <p>Find a relaxing place, sit comfortably, and set a timer for one minute. Breathe deeply in and out while paying attention to any sensations you notice or sounds you hear. Take another slow breath, imagine the air moving down into the lungs and</p>	<p>Make a mindful jar! Find a jar or plastic bottle and allow your child to decorate it however they like. Fill the bottle up ¾ of the way with water. Next add clear glue, food colouring, and glitter, then shake. Seal the lid and you are ready to go. As you shake the jar, encourage them to breathe slowly, in and out as the glitter rises and falls.</p> 	<p>Heartbeat Exercise Ask your child to stand up and either jump up and down or do jumping jacks for one minute. At the end of that minute, have them place their hand on their heart and pay attention to how their heartbeat and their breathing feels.</p>  <p>Turn everything off, all the distractions. Lay on your tummy and just colour. Choose one of the mindful colouring sheets or make your own with a blank piece of paper.</p>	<p>Going On A Safari Go outside on an exciting adventure, try picking up a small rock or touching a plant or flower. Notice the bugs or the birds. Take a moment to kneel down and touch the earth. Let it slide between your fingers. Listen to the sounds of the earth. Walk mindfully paying close attention to everything. Lay down on the grass and smell the earth. Breathe in the earthy smelly grass.</p>  <p>Take a small container and collect 10 different natural things small enough to fit inside your container. It could be a blade of grass, an acorn, a beautiful leaf, etc.</p>	<p>Tense and Release Muscle Relaxation Starting at the feet, gently squeeze the muscles in the feet by tightening them, then slowly releasing. Next, squeeze the large muscles in the calves for 5 seconds, then gently release. Working your way up the body, squeeze the thigh muscles for 5 seconds then gently release. Continue up the body for more relaxation.</p> 

	back up. Take one more deep breath and hold for a minute then release it.				
--	---	--	--	--	--