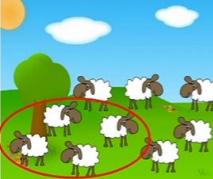
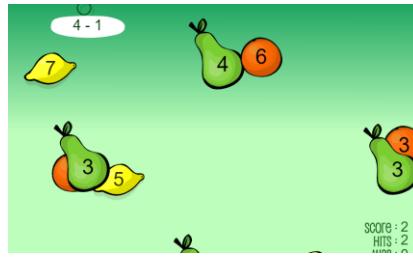
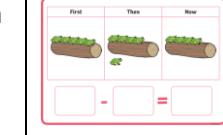
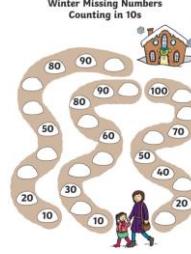
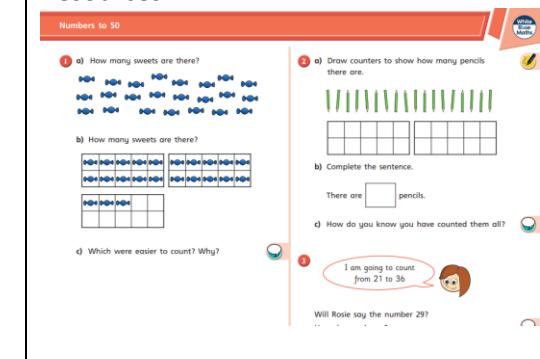
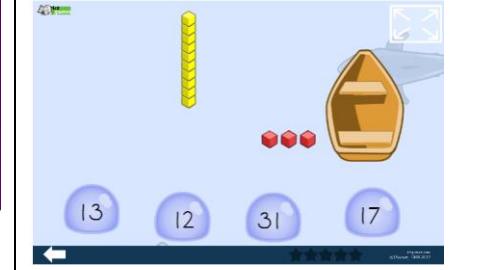
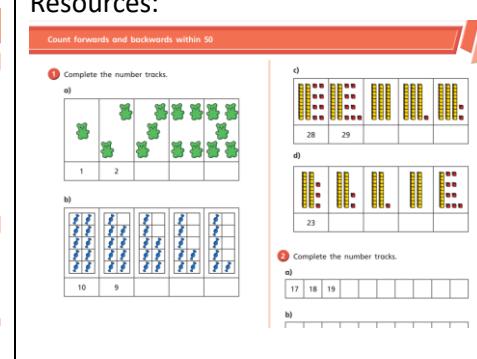
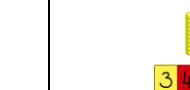
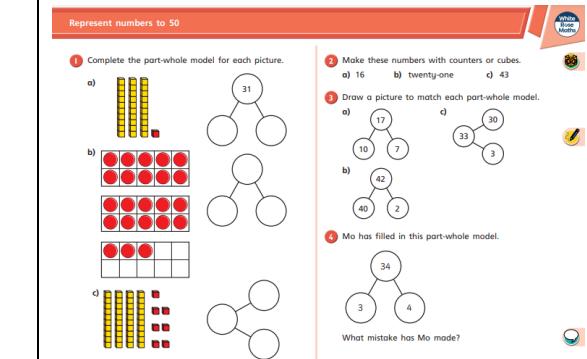
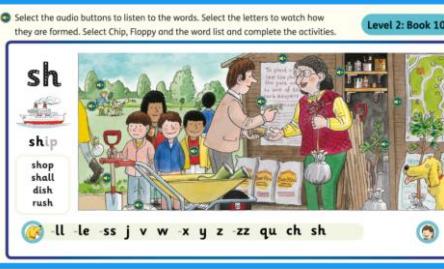
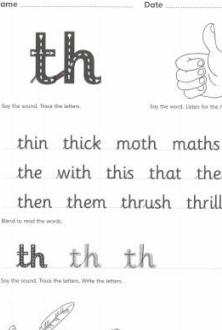
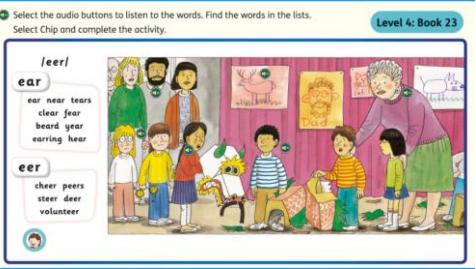
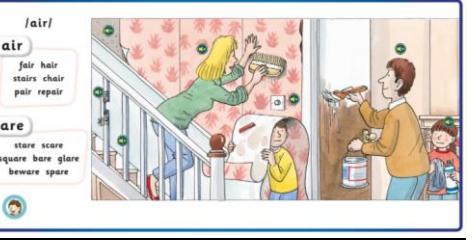


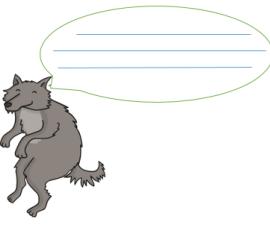
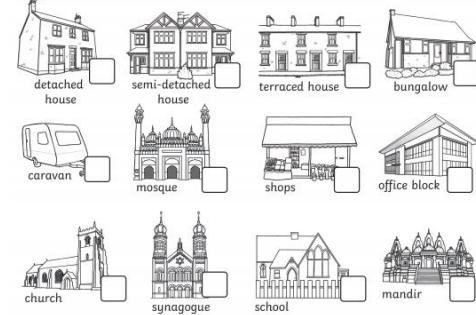
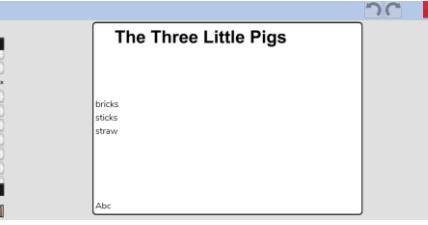
Class 1	W/C 25.01.21 Home Learning Topic overview:				
	Mon 25/1/21	Tues 26/1/21	Wed 27/1/21	Thur 28/1/21	Fri 29/1/21
PE	Jo Wicks PE teacher: YouTube 9:00 am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ	Cosmic Yoga: alien https://www.youtube.com/watch?v=v9W8iV4AJYQ	Jo Wicks PE teacher: YouTube 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 Five Minutes' Peace by Jill Murphy		Mrs Parkin		Miss Pursley
Maths YR:	<p>Objective: I can understand the concept of subtraction as take away.</p> <p>Mental & Oral: Seesaw task: Missing number line car game and counting song.</p> <p>Main Task: Seesaw video.</p> <p>Today we are looking at take away. This means we take away some from a set. Using the picture: I have four flowers, the little lamb eats three. How many do I have.</p> <p>First I had 4 flowers Then lamb ate 3 Now I have. Illustrate using ten frame using maths story language.</p> <p>Repeat with sheep counter on a field ten frame.</p>  <p>Illustrate using written sentence too.</p>	<p>Objective: I can understand the concept of subtraction as take away</p> <p>Mental & Oral: Seesaw task: counting forwards and backwards. Hit the mole that is one more than the number presented.</p> <p>Select the toggle on the right, to practise counting back too!</p>  <p>Main Teach: Seesaw video</p> <p>Today we are going to use take away on a number track.</p> <p>Candles on a cake: 4 candles on a cake. He blows out 1, how many left to blow out?</p> <p>Model on a number line. $4-1=3$</p> <p>Cakes: I have eight cupcakes. I gave 5 away to my friends. 8 cupcakes on the track, take 5 of them away. How many are left. $8-5=3$</p> <p>Illustrate as a number sentence.</p>	<p>Objective:</p> <p>Mental & oral: develop quick calculation skills. Please use counters or fingers to help.</p>  <p>Main Task: Use a number track to work out take away calculations.</p> <p>Model reading number sentence using first, then and now. For example. $4-2=$ First there was our counters, then I took two away, now there are.</p> <p>Resources:</p>	<p>Objective: To practise forming subtraction calculations.</p> <p>Mental & oral: Seesaw task</p>  <p>Practise subitising: send the ladybird to the correct toadstool.</p> <p>Main Task: Play the subtraction game to consolidate take away.</p> <p>You will need 2 dice and counters to help with the calculation. You will also need 2 coloured sets of counter to cover the numbers for each player, or print this out and cross out the numbers. Whichever is easier.</p>	<p>Objective: To count back using a number line.</p> <p>Mental & oral: Seesaw task: Fruit Splat. Select level 1.</p>  <p>Main Task: Introduce counting back using a number line.</p> <p>Counting back on a number line. The key point here is the direction. When we take something away the number gets smaller.</p> <p>See model on seesaw video.</p> <p>Resources:</p>

	<p>4-3 = 1. Read – as take away.</p> <p>Practise making up lots of different questions using the sheep counters and ten frame using the language, first then and now, or as number sentences __ take away __ equals __</p> <p>Resources: ten frame. Sheep counters.</p>	<p>Using the first, then and now number stories attached, practise orally telling the stories and working out the calculations. If you can to add the numbers too... then that is great.</p> <p></p> <p>Resources: number line, counting objects. First, then and now subtraction stories.</p>	<p>Winter Subtraction</p> <table border="1"> <tbody> <tr> <td></td> <td></td> <td>= ○</td> <td>6 - 2 =</td> </tr> <tr> <td></td> <td></td> <td>= ○</td> <td>8 - 4 =</td> </tr> <tr> <td></td> <td></td> <td>= ○</td> <td>10 - 9 =</td> </tr> <tr> <td></td> <td></td> <td>= ○</td> <td>3 - 0 =</td> </tr> <tr> <td></td> <td></td> <td>= ○</td> <td>= 5 - 2</td> </tr> </tbody> </table> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Dice Subtraction 4-in-a-Row</p> <p>You will need: - 2 dice - 2 different coloured sets of 13 counters</p> <p>The aim of the game is to get four of your own counters in a row.</p> <p>Roll the two dice. Take the smaller number away from the bigger number and place a counter on that number. Take it in turns until a player wins or the board fills up.</p> <p></p> <table border="1"> <tbody> <tr> <td>5</td> <td>0</td> <td>2</td> <td>4</td> </tr> <tr> <td>2</td> <td>1</td> <td>3</td> <td>1</td> </tr> <tr> <td>0</td> <td>3</td> <td>0</td> <td>4</td> </tr> <tr> <td>5</td> <td>1</td> <td>3</td> <td>5</td> </tr> </tbody> </table> <p>Roll the dice. Place the largest number onto the first part of the calculation sentence. Read the sentence, calculate. Place your coloured counter on the board. The winner is the person who has 4 in a row!</p> <p>Resources:</p>			= ○	6 - 2 =			= ○	8 - 4 =			= ○	10 - 9 =			= ○	3 - 0 =			= ○	= 5 - 2	5	0	2	4	2	1	3	1	0	3	0	4	5	1	3	5	<p>Number Line Subtraction</p> <table border="1"> <tbody> <tr> <td>9 - 3 = 6</td> <td></td> </tr> <tr> <td>10 - 5 = 5</td> <td></td> </tr> <tr> <td>8 - 6 = 2</td> <td></td> </tr> <tr> <td>9 - 4 = 5</td> <td></td> </tr> </tbody> </table>	9 - 3 = 6		10 - 5 = 5		8 - 6 = 2		9 - 4 = 5	
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Maths Y1:	<p>Objective: I can count in tens</p> <p>Mental & Oral: Seesaw task: Seesaw task: Missing number line car game and counting song.</p> <p>Main Task: Seesaw video. https://vimeo.com/500465193</p> <p>Resources: Counting 10s worksheet. </p>	<p>Objective: I can count tens and ones.</p> <p>Mental & Oral: Counting in tens song </p> <p>Can you practise counting piles of 10p coins and match to a number.</p> <p>Main Task: Seesaw video. https://vimeo.com/500466597</p> <p>Resources:</p> <p></p>	<p>Objective: Counting forwards and backwards to 50</p> <p>Mental & Oral: Seesaw task: Shark Numbers: Count in tens and ones. </p> <p>Main Task: Seesaw video. https://vimeo.com/500467345</p> <p>Resources:</p> <p></p>	<p>Objective: Tens and ones.</p> <p>Mental & Oral: : Seesaw task: In class we would use tens and ones to create 2 digit numbers. Then we would encourage the children to make the amount using the arrow cards. It illustrates that the 0 in the tens number is a place holder for the ones.</p> <p>This is not a game. Practise making amount for your child to count and say the number. Then click on the arrow card say the number. </p> <p>Please practise making lots of different numbers and guessing it. You could even do it in reverse. Can you say a number and they make it in tens and ones. Sticks and pebbles are great for this, or even 10p coins and 1p coins.</p> <p>Main Task: Seesaw video. https://vimeo.com/500467998</p> <p>Resources:</p> <p></p>																																												

Phonics YR qu and ch HFW: all you revise: they was.	<p>Flash cards revision: seesaw. / Log into Oxford owl>my class login Username: Millhouse Class 1 Password: Floppyphonics</p> <p>and select: Level 2, Book 10. pg 1-2 https://www.oxfordowl.co.uk/api/interactives/28374.html</p>  <p>Explore the story talking about the characters.</p> <p>See seesaw video.</p> <p>Practise the sh formation using the whiteboard on the back of your homework books.</p> <p>Practise reading the sh words. Reading routine, spot the letter group (sh 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 sh.</p> <p>Discuss any words they don't understand the meaning of. Eg. hush (using quiet voices), shock (a little bit afraid.)</p> <p><u>See attached sheet.</u></p>	<p>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.</p> <p>Log into Phonics play: Username:jan21 Password: home Play the tricky word game: Phase 2 All HFW bottom. Please send me your scores.</p> <p>Tricky word: seesaw video Practise learning the tricky word: she (revision)</p> <p>Say the sounds, say the word phonetically. Point out the sh at the beginning of she. Look, cover, write, check.</p> <p>On your worksheet: Revise the sh formation on the worksheet. Practise re-reading the words on the word bank. This helps to develop fluency.</p> <p>Today we are going to write 3 words. shut, shock, brush. See seesaw video</p> <p>Read the sh sentence: She shuts the shell and she has her wish. Can you draw a picture to go with the sentence?</p>	<p>Flash cards revision: seesaw.</p> <p>Log into Oxford owl>my class login Username: Millhouse Class 1 Password: Floppyphonics</p> <p>and select: Level 2, Book 11. pg 3-4 https://www.oxfordowl.co.uk/api/interactives/28374.html</p>  <p>Explore the story talking about the characters.</p> <p>See seesaw video.</p> <p>Practise the th formation, joining the two together, on the whiteboard on the back of your homework books.</p> <p>Practise reading the th words using both the voiced and unvoiced way of pronouncing. Reading routine, spot the letter group, say the sounds and read the word.</p> <p>Discuss any words they don't understand the meaning of. Eg. thrush (a small bird) thrill (a feeling)</p> <p><u>See attached sheet.</u></p>	<p>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.</p> <p>Log into Phonics play: Username:jan21 Password: home Play the tricky word game: Phase 2 All HFW bottom.</p> <p>Tricky word: seesaw video Practise learning the tricky word: her Point out the er in her, this is a new sound we will come across. er as in herb. Look, cover, write, check.</p> <p>On your worksheet: Revise the th formation on the worksheet. Practise re-reading the words on the word bank.</p> <p>Can you cut and sort the th words into voiced (the) and unvoiced (f). See demonstration.</p> <p>Today we are going to write 3 words. this, moth, cloth See seesaw video</p> <p>Read the th sentence: They got a cloth that was thick not thin.</p>	<p>See seesaw link for dictation task: Please read the sentence below:</p> <p>We must get off this thin ship.</p> <p>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.</p> <p>Now, as a Friday treat, log into phonics play. Username: jan21 Password: home</p> <p>I would like you to play three games. The first game is a flash card time trial:</p>  <p>Select phase 2 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 2, and Make sure you select the HFW bottom with tricky words.</p> <p>The final game to play the dragons den:</p>  <p>Select Phase 3, th and sh sound. 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>

	 		 		
Phonics Y1: /ur/ ir as in bird Rule: no rule. /or/ aw as in yawn Rule: aw often used before n 1 HFW: revise: what, there new: so some	Seesaw: Flash cards and spelling test from last week. I would love it if you could send me the scores through: 1. fir 2. dirt 3. shirt 4. girl 5. skirt 6. paw 7. lawn 8. straw 9. so 10. some New spellings for this week: 1. deer 2. sheer 3. sneer 4. steers 5. cheerful 6. hare 7. care 8. glares 9. little 10. come Log into Oxford owl>my class login Username: Millhouse Class 1 Password: Floppyphonics and select: Level 4, Book 23. pg 5-6 https://www.oxfordowl.co.uk/api/interactives/28393.html 	Log into Phonics play: Username:jan21 Password: home Play the tricky word game: Phase 4 All HFW bottom. Tricky word: seesaw video Practise learning the tricky word: little Say the sounds, say the word phonetically. Look, cover the word and write it down, uncover then check you have it correct. Video: seesaw: Log into Floppy Phonics and revise the eer and ear sounds. Write each word onto a piece of paper and sort them into two piles. Can you make up a little rhyme to help you remember which has which spelling? For example: a cheerful deer saw a mountaineer. Sound out and write: deer, , clear, cheerful, puppeteer Read and Write the sentence: The deer fears the hunter and runs away from the clearing. Can you draw a picture to go with the sentence?	Seesaw: Flash cards Log into Oxford owl>my class login Username: Millhouse Class 1 Password: Floppyphonics and select: Level 4, Book 23. pg 7-8 https://www.oxfordowl.co.uk/api/interactives/28393.html  Explore the story talking about the characters. See seesaw video. Practise the air and are formation in handwriting books. Practise reading the /are/ words. Reading routine, spot the letter group: air or are say the sounds and read the word. Discuss any words they don't understand the meaning of. Eg. fair, fare (blonde) . hair and hare (a wild rabbit) Discuss homophones: words that sound the same that have two meanings. There are so many using this sound!	Log into Phonics play: Username:jan21 Password: home Play the tricky word game: Phase 4 All HFW bottom. Tricky word: seesaw video Practise learning the tricky word: come Say the sounds, say the word phonetically. Point out it sound like u, not u. Revise words that rhyme, some, come. Look, cover the word and write it down, uncover then check you have it correct. Video: seesaw: Log into Floppy Phonics and revise the the air and are sounds. Write each word onto a piece of paper and sort them into two piles. Make up a sentence for each to remind you. Sound out and write: scare, square, pair. Read and write the sentence: Scare the birds away with a scarecrow! Can you draw a picture to go with the sentence?	Revise all spellings for the week: We will test you on Monday. spellings for this week: 1. deer 2. sheer 3. sneer 4. steers 5. cheerful 6. hare 7. care 8. glares 9. little 10. come Now, as a Friday treat, log into phonics play. Username: jan21 Password: home Phase 4/5 I would like you to play three games. The first game is a flash card time trial:  Select phase 5 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 4, and Make sure you select the HFW bottom with tricky words. The final game to play the dragons den:

	<p>Explore the story talking about the characters.</p> <p>See seesaw video.</p> <p>Practise the eer formation in handwriting books.</p> <p>Practise reading the /ear/ eer words. Remember to underline the letter group when spotting it.</p> <p>Reading routine, spot the letter group: ear / eer say the sounds and read the word.</p> <p>Discuss any words they don't understand the meaning of. Eg. deer and dear, puppeteer.</p> <p>Rule: no rule: make up little rhyme to help you remember.</p> <p>See attached sheet.</p>	<p>There is no rule again for which to use. are is most common, but it is important to learn which to use for the meaning of the words.</p> <p>See attached sheet.</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>
Literacy:	<p>SPAG: lesson</p> <p>YR: Rainbow capitals, KLMNO</p> <p>seesaw video.</p> <p>Y1: Adjectives: Adjectives can change the appearance of something. Match the adjective to the noun, then draw a picture. Discuss how adjectives help give the reader an impression of what it looks like.</p>	<p>T4W unit: Three Little Pigs.</p> <p>Share the story of the Three Little Pigs. Model making a story map of the story, illustrating the beginning, middle and end.</p> <p>Resources: large paper and felt pens.</p> <p>See Seesaw video for model.</p>	<p>Look at the part of the text that describes the big bad wolf. Highlight the adjectives that describe his features.</p> <p>Draw a picture of the wolf, label the nouns and add adjectives.</p> <p>Y1: extend labels into a descriptive sentence. Modelled on seesaw for Y1 only.</p>	<p>Make finger puppets of the three characters. Act out giving the characters a voice. What do they say when they meet the wolf?</p> <p>Model writing a sentence in a speech bubble.</p> <p>Phase 2 Early Reading Comprehension Activity 4</p> <p>Y1: Send through seesaw</p>

					Goldilocks and the Three Bears.  Traditional Tales... Goldilocks and the Three Bears Once upon a time there lived three bears and a little girl called Goldilocks. One day, she saw a house and went inside. She saw some porridge. She said, "This porridge is too hot!" She tasted the medium bowl and said, "This porridge is too sweet!" She tasted the small bowl and said, "This porridge is just right." She ate it all up. Goldilocks then saw three beds. She sat in the large chair. "This chair is too big!" she said. She sat in the medium chair and said, "This chair is just right." Then it broke. Goldilocks wasさて She lay down on the big bed and said, "This bed is too hard!" She lay on the medium bed and said, "This bed is too soft!" She lay down on the small bed and said, "This bed is just right." She fell asleep. The Three Bears came home. "Someone's been eating my porridge," said Daddy Bear. "Someone's been eating my porridge," said Mummy Bear. "Someone's been eating my porridge and it's all gone!" cried Baby Bear. "Someone's been sitting in my chair!" cried Mummy Bear. "Someone's been sitting in my chair!" cried Baby Bear. They went upstairs. "Someone's been sleeping in my bed," said Daddy Bear. "Someone's been sleeping in my bed," said Baby Bear. "Someone's been sleeping in my bed, and she's still there!" cried Baby Bear. Goldilocks woke up and screamed. She ran away and never went back into the house again.
CONTACT DETAILS					IN SCHOOL Class 1 meet up on Zoom. 1:15pm Invite to follow.
Topic:	<p>Geography: Seesaw video and task Today I would like you to go for a little walk up and down your street and see what different types of houses you can see. Record your results on the sheet below.</p> <p>Local Walk Observation Sheet</p> <p>Our local area is called _____ Tick the types of buildings you see as you walk around.</p>  <p>What type of house do you live in? How do you know?</p>	<p>Art: Seesaw task Draw a house with me! Watch the video and draw along with me. We explore shape and colour alongside talking about parts of a house.</p> <p>Then have a go at drawing your house. Talk about shapes of things, patterns, and materials. Upload your pictures to share.</p>	<p>ICT: Seesaw: Watch the video on how to make a map. It can be a map of anything you like. Save it so others can use it too.</p> <p>See 2do task.</p> <p>Design and make a new house for the three little pigs. Think about extensions so each has a bedroom, roof lights, etc.</p> <p>You can use the pens to create texture: brick, wood, patterns.</p> 	<p>Home baking: Design and make a 3 little pigs home bake. It could be pig buns, made with pink icing, or biscuits. You could make a stick house of crackers or chocolate fingers. What about pigs in blankets. The choice is yours!!</p>	<p>Science: This is the last of the winter themed science experiments. Can you make frost? Follow the instructions to make frost on a tin can. Will the experiment work in other containers too?</p> <div style="border: 1px solid blue; padding: 10px;"> <p>Science Experiment Make Your Own Frost Make Your Own Frost Science Experiment Can you crush the ice in the can? What happens to the can when you pour the water and salt on the crushed ice? Do you get a thicker frost if you leave the water and ice cubes for longer? Using the tool, can you create some patterns and shapes? Try writing your name on the outside of the can!</p> </div>

Make Your Own Frost

Science Experiment



Method

1. Children are to put on their gloves.
2. Clean some tin can (the larger the better). You may wish to use a strong tape to ensure that any sharp edges are covered and made safe.
3. Fill the can at least halfway with ice. You may wish to crush the ice, as this will work better.
4. Add some salt and cold water and stir a little. Now wait!
5. Gradually, frost will start to form on the outside of the tin.
6. Once there is a generous layer of frost, the children can use the mark making tools to draw patterns/shapes around the outside of the tin.

You will need:
Gloves
Tin cans
Ice
Salt
Cold water
Mark making tools
Rolling pin to crush your ice (optional)



Resources:
a range of containers made from different materials.
Ice, water.