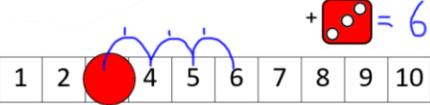


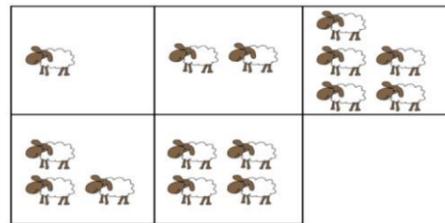
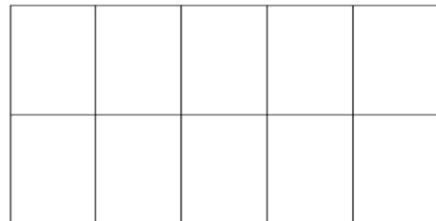
Class 1	Week 3 Home Learning Topic overview: Our Local Area.				
	Mon 18/1/21	Tues 19/1/21	Wed 20/1/21	Thur 21/1/21	Fri 22/1/21
PE	Jo Wicks PE teacher: YouTube 9:00 am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ	Cosmic Yoga: Space Monkey https://www.youtube.com/watch?v=LZAaZDVqCiA	Jo Wicks 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: to add by combining two amounts.</p> <p>Mental & Oral: Counting number song and missing number car game. This is great fun. Seesaw links.</p>  <p>Main Task: Seesaw video Today we are going to use the picture to tell addition stories.</p> <p>First... there were 3 yellow flower, Then.... there were 4 more yellow flowers. Now.... there are 7 flowers (combining and counting the total).</p>  <p>Use the picture to tell some more addition stories using: first, then, now.</p>	<p>Objective: To add by counting on. Use a number line to count on.</p> <p>Mental & Oral: Find a number to 10. Seesaw task.</p>  <p>Main Task: Using the picture from the previous day, continue to practise making additions. 3 birds and 2 flowers. Make amount on ten frame and count on from 3 to find the answer. Remember to use the vocabulary: First, then, now.</p> <p>Now an example to show that we can also do this on a number line.</p> <p>Choose a card, count and make the number on a number line. Then choose another card, add that amount to a number line. Count all, by counting on from the first amount.</p>	<p>Objective: I can add by counting on a number line.</p> <p>Mental & Oral: Follow the seesaw link to play the addition game. Remember to count on from the first number.</p>  <p>Main Task: Rehearse adding by combining amounts on a number line. (As Tuesday). If I add 0 to an amount the starting number stays the same.</p> <p>Today we are going to rehearse counting on but using our fingers to make it an oral method. (please make sure your child can count on, from any number for this method to work) 4+ 3 more = (count on from 4, 3 more). See sheet. Can you make some of your own up. Be careful when the number get bigger than 10.</p> <p>If you start with 0 and add a number on, what happens?</p> <p>Resources:</p>	<p>Play a board game together. It can be anything you have at home, or I have attached a simple snakes and ladders.</p>  <p>Today's skill *to make sure we recognise numbers on a die confidently! (eg we don't have to count the spots, we can just say the number). *we can count jumps not squares.</p> <p>Roll a dice and jump on that many space. Make sure we count the jumps, not the space.</p> 	<p>Objective: I can jump on a number line.</p> <p>Mental & Oral: core number skills, ordering and sequencing. Seesaw task</p>  <p>Main Task: Today we are going to rehearse using a number line to count on. This time we are going to jump on a number line like the game we played yesterday.</p> <p>Pick a picture card. Roll the dice to generate a number. Add this amount on by using a number line to jump that many on. Seesaw video.</p> <p>Resources: number cards, dice, number line question sheet.</p>

Now use the ten frame to help make amounts. For example 4 flowers (put four counters on the ten frame) and two more flowers (2 counters on the ten frame). Count them all up. Encourage your child to count on from 4. we know this is 4, so let's count on. 4,5,6. 6 flowers altogether.

Repeat with different amounts from the picture.

Now use the sheep counting cards. Choose two. Make the amounts on the ten frame and practise counting on.

Resources:



Counters.

Discuss what happens when we add 0. Does the total amount change?

Resources:

Bird counters and number line.

Number line

Cut out the number lines to make one long number line for counting. (Please make sure the objects you count with fit inside the square)



Superheroes Addition to 10

Write the answer in the circle. Then, write the number sentence on the line below.

$3 + $		$= $	<input type="text"/>	$1 + $	<input type="text"/>	$= $	<input type="text"/>
$2 + $		$= $	<input type="text"/>	$7 + $	<input type="text"/>	$= $	<input type="text"/>
$0 + $		$= $	<input type="text"/>	$2 + $	<input type="text"/>	$= $	<input type="text"/>
$5 + $		$= $	<input type="text"/>	$0 + $	<input type="text"/>	$= $	<input type="text"/>
$6 + $		$= $	<input type="text"/>	$0 + $	<input type="text"/>	$= $	<input type="text"/>

My Superhero Questions

Write the answer in the circle. Then, write the number sentence on the line below.

$1 + $	<input type="text"/>	$= $	<input type="text"/>
$7 + $	<input type="text"/>	$= $	<input type="text"/>
$2 + $	<input type="text"/>	$= $	<input type="text"/>
$0 + $	<input type="text"/>	$= $	<input type="text"/>
$0 + $	<input type="text"/>	$= $	<input type="text"/>



Number Line Addition	
$3 + 3 =$	
$8 + 1 =$	
$6 + 4 =$	
$2 + 5 =$	
$9 + 2 =$	
$5 + 4 =$	

Maths Y1:

White Rose: Lesson Summary: Count back, crossing number ten.

Mental & Oral: Counting number song and missing number car game. This is great fun. [Seesaw link.](#)



White Rose: Lesson summary: Counting back, crossing 10.

Number bonds to 20: video link: <https://vimeo.com/497919464>

Worksheet attached.

Subtraction - crossing 10 (1)

1. Rosie has 15 cakes. How many cakes does Rosie have left?

2. Her friends eat 6 cakes. How many cakes does Rosie have left?

3. Jack has 13 stickers. He gives 7 stickers to Dora. How many stickers does Jack have left?

4. Ron and Eva have worked out $12 - 5$ on a number line. Ron's method: Eva's method:

a) What is the same and what is different?
 b) Use Eva's method to work out the subtractions.
 $12 - 6$ $15 - 8$ $14 - 9$

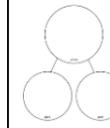
White Rose: Mental & Oral: Revision of bonds to 20, developing fluency. Seesaw link.



Lesson summary: this uses the calculations of counting back to work out difference. How many more do you

White Rose: Lesson summary: Related fact. We call this skill fact families.

If $3+2=5$ the $2+3=5$. Nothing has changed we have just swapped the numbers around. When we introduce take away. $5-3=2$, $5-2=3$. It helps if you make the numbers on a part part whole model. I will attach a model to help. Please use counting equipment and the frame to ensure this model is secure.

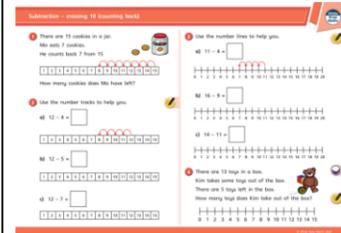


White Rose: Mental and Oral Revision: greater than and less than symbol. Seesaw link.



Lesson summary: Key points: The children are generally confident with which number is greater or less. They often need reminding to do both parts. 1: work out the sum, 2, assign the sign for which is greater, than or equal.

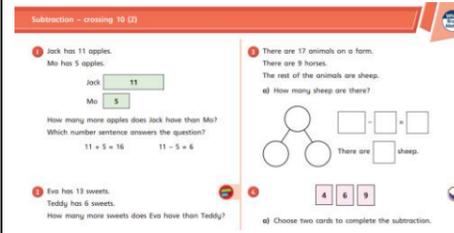
Revision: The key skill here is to make sure we count the jumps back. If you take 4 away, put 4 fingers up (this stops the counting back) but also start with the first number in your head.
Video: <https://vimeo.com/497563367>
Worksheet:



have? Large number, take away the small number, shows the difference.

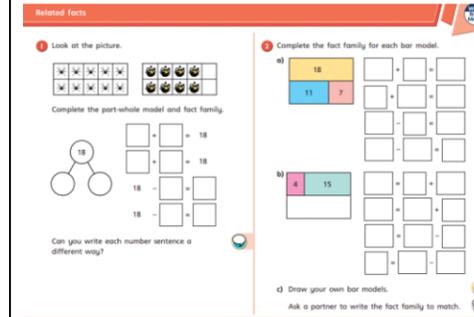
Video: <https://vimeo.com/497919984>

Worksheet:



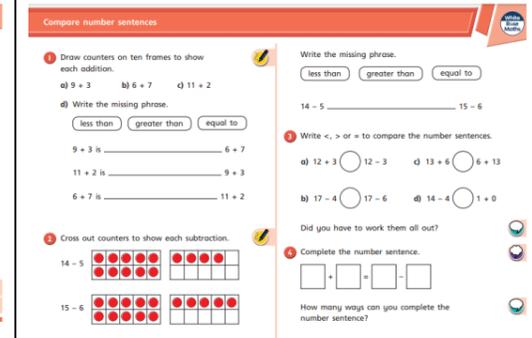
Video link: <https://vimeo.com/497920336>

Worksheet attached:



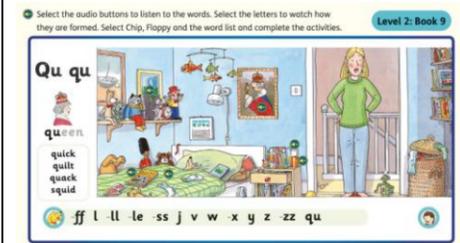
Video link: <https://vimeo.com/497920660>

Worksheet:



Phonics YR qu and ch HFW: all you revise: they was.

Flash cards revision: seesaw. / Log into Oxford owl>my class login Username: Millhouse Class 1 Password: Floppyphonics and select: Level 2, Book 9. pg 3-4 <https://www.oxfordowl.co.uk/api/interactives/28371.html>



Explore the story talking about the characters.

See seesaw video.

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

Practise reading the qu words. Reading routine, spot the letter group (qu as a group), say the sounds and read the word.

Discuss any words they don't understand the meaning of. Eg. liquid, squint

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.

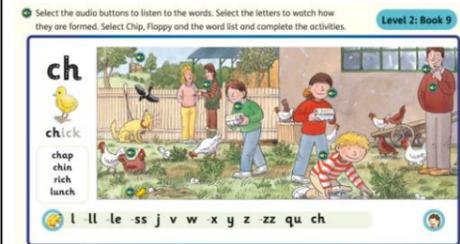
Tricky word: seesaw video Practise learning the tricky word: **all**

say the sounds, say the word phonetically. point out it sounds like orll, but it is spelt with a. cover the word and write it down, uncover then check you have it correct. Practise making rhyming words with all: ball, call, tall, mall, fall. etc.

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

Today we are going to write 3 words. **quit, squid, liquid** **See seesaw video**

Flash cards revision: seesaw. Log into Oxford owl>my class login Username: Millhouse Class 1 Password: Floppyphonics and select: Level 2, Book 9. pg 5-6 <https://www.oxfordowl.co.uk/api/interactives/28371.html>



Explore the story talking about the characters.

See seesaw video.

Practise the ch formation, joining the two together, on the whiteboard on the back of your homework books.

Practise reading the ch words. Reading routine, spot the letter group, say the sounds and read the word.

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

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: **you** Point out that it sounds like it should be oo. however it is oo. Look, cover the word and write it down, uncover then check you have it correct.

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

Today we are going to write 3 words. quiz, rich, lunch **See seesaw video**

Read the ch sentence: **Chip had chips to munch on at lunch.**

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

Chop all the logs and be quick!

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:



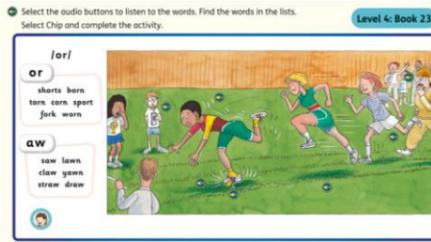
Select phase 2 and 1 minute. How many sounds can you say in 1 minute? Can you beat your score?

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 dragon's den:

	<p>See attached sheet.</p> 	<p>Read the qu sentence: all Quick! The duck can quack and peck! Can you draw a picture to go with the sentence?</p>			 <p>Select Phase 3, ch qu 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>
<p>Phonics Y1: /ur/ ir as in bird Rule: no rule. /or/ aw as in yawn Rule: aw often used before n l HFW: revise: what, there new: so some</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. chew 2. drew 3. jewel 4. flew 5. loud 6. shout 7. mouse 8. there 9. what 10. classroom <p>New spellings for this week:</p> <ol style="list-style-type: none"> 1. fir 2. dirt 3. shirt 4. girl 5. skirt 6. paw 7. lawn 8. straw 9. so 10. some <p>Log into Oxford owl>my class login Username: Millhouse Class 1 Password: Floppyphonics</p> <p>and select: Level 4, Book 23. pg 1-2 https://www.oxfordowl.co.uk/api/interactives/28393.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: so: Say the sounds, say the word phonetically. Point out it sounds like /soh/ but it is spelt so. 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 ir and ur sounds. Write each word onto a piece of paper and sort them into two piles.</p> <p>Sound out and write: fur, first, skirt</p> <p>Read and Write the sentence: First Biff got out her black skirt and then she got out her purple shirt. Can you draw a picture to go with the sentence?</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 23. pg 3-4 https://www.oxfordowl.co.uk/api/interactives/28389.html</p>  <p>Explore the story talking about the characters.</p> <p>See seesaw video.</p> <p>Practise the aw formation in handwriting books.</p> <p>Practise reading the /aw/ words. Reading routine, spot the letter group: aw or or say the sounds and read the word.</p> <p>Discuss any words they don't understand the meaning of. Eg. cork, thaw, pawn.</p> <p>Can you spot the rule: aw is often used when it is followed by l or n.</p> <p>See attached sheet.</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: some 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.</p> <p>Video: seesaw:</p> <p>Log into Floppy Phonics and revise the the or and aw sounds. Write each word onto a piece of paper and sort them into two piles. Look at the pattern, ending in n and l. Point out any words that break this rule?</p> <p>Sound out and write: door, lawn, squawk</p> <p>Read and write the sentence: My cat has hurt his paw and must go to the vet. 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. fir 2. dirt 3. shirt 4. girl 5. skirt 6. paw 7. lawn 8. straw 9. so 10. some <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 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 4, and Make sure you select the HFW bottom with tricky words.</p> <p>The final game to play the dragons den:</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 23**

Explore the story talking about the characters.

See seesaw video.

Practise the ir formation in handwriting books.

Practise reading the /ir/ words. Reading routine, spot the letter group: ir or ur say the sounds and read the word.

Discuss any words they don't understand the meaning of. Eg. fur and fir.

Rule: no rule: make up little rhyme to help you remember.

See attached sheet.



Select Phase 5 ir and aw 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.

Literacy:

SPAG: lesson

YR: Rainbow capitals. **FGHI**

seesaw video.

Y1: Adjectives: PowerPoint, add the adjective into the sentence before the noun.

T4W unit.

Seesaw video:

Share whole report on Planet Earth.

This week we are going to pretend to write a report on a brand new planet.

Today's job is to make up a planet.

What shape is it? Colour? How close is it to the sun?

Use your ideas to form a sentence.

Remember what we wrote about Earth,

Seesaw video:

Recall our heading, 'Living on Earth'

Today we are going to write about what lives on your planet.

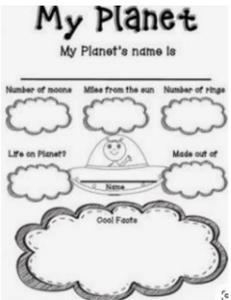
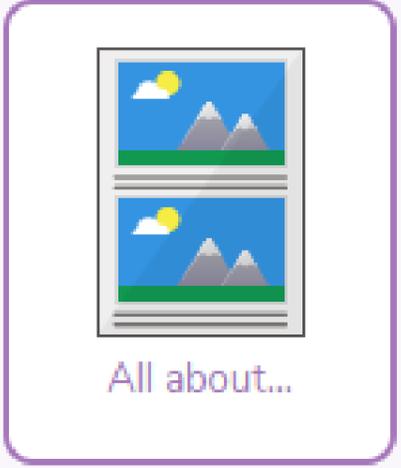
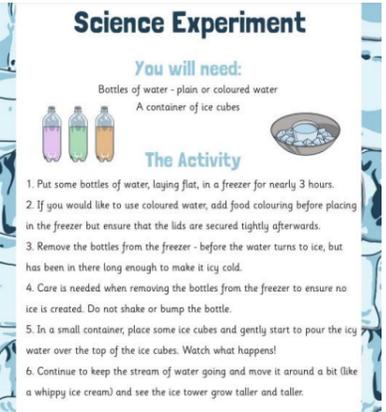
Who lives on the planet? Can you make up an alien? Add labels to help you describe them.

Seesaw: video:

Present their two sections and form a report on Purple Mash.

Reading comprehension.

YR: Seesaw task:

		<p>can you now write a sentence about your planet.</p>  <p>Model sentence opening: My Planet is called: _____ It is the _____ planet from the Sun.</p> <p>Encourage them to have their own sentence. Sound out, words and compose together.</p>	<p>Make a plan with key words: people, different, hair, skin</p> <p>Model sentence opening: Aliens come in different shapes and sizes.</p> <p>Encourage them to have their own sentence. Sound out, words and compose together.</p>		<p>Phase 2 Early Reading Comprehension Activity 3 Read the sentence. Add the information to the picture.</p>  <p>Y1: Send through seesaw</p> <p>The Enormous Turnip</p> 
CONTACT DETAILS				IN SCHOOL	Class 1 meet up on Zoom. 1:15pm Invite to follow.
Topic:	<p>ART</p> <p>This week in literacy we are inventing our own planet and alien report. For your craft challenge I would like you to choose what to produce. You could make a planet. Include how the surface looks, land, sea, mountains, etc. The colours of the land.</p> 	<p>Geography: seesaw task</p> <p>Using Google maps, investigate our local area. Zoom in and identify the different places in Millhouse Green.</p>  <p>Can you spot: school playground shop church River</p> <p>Today's Challenge is to go for a walk around your local area. (Please make</p>	<p>ICT: Last week we learnt to give directions to the robot to move him around a map. Today I would like you to make your very own map.</p>  <p>Seesaw: Watch the video on how to make a map. It can be a map of</p>	<p>Home baking:</p> <p>BEST EVER NO-COOK PLAY DOUGH RECIPE</p> <p><u>You need:</u></p> <ul style="list-style-type: none"> • 2 cups <u>plain flour</u> (all purpose) • 2 tablespoons <u>vegetable oil</u> (<u>baby oil</u> and <u>coconut oil</u> work too) • 1/2 cup <u>salt</u> • 2 tablespoons <u>cream of tartar</u> • 1 to 1.5 cups hot water from the tap (adding in increments until it feels just right) • <u>gel food colouring</u> (optional) 	<p>Science: Can you make ice grow? What happens when you pour icy cold water over ice? How tall can you make the ice grow?</p> 

You could make a mobile of the solar system, with your new planet.



Or you could make a model of a new alien.



I have added some images to help.

Core skills: joining and combining material.

sure you hold onto your parent's hand, and stay a 2M distance away from anybody, following the Covid-19 guidelines.) If this is not possible, then use google maps.

Take some photos of your local area. Can you spot the ones on the worksheet? A park, a school (it does not have to be our school), a place of worship, etc.

Our Local Area: Find It!

Name of local area:

Using Google Maps or going for a walk, can you find the following places in your local area?

Place to find	Where is it? Street name/description of place.
School 	
Place of Worship 	
Playground/Park 	
Leisure Centre 	
Supermarket 	
Open Space 	

When you get home, can you find the places you spotted on the google map? Can you retrace your steps and saw a route on the map, using the compass directions, north, south, east or west.

anything you like. Save it so others can use it too.

See 2do task.

Follow the seesaw video on how we make playdough at school. Once it is cooled you can play with it and make some models. Bring it to our Zoom session on Friday as we will be doing a **dough disco session**.

Resources:
A Bowl of ice cubes.
water bottles
food coloring.

Further support watch the video clip:
<https://www.youtube.com/watch?v=DDBe9a3W4E>