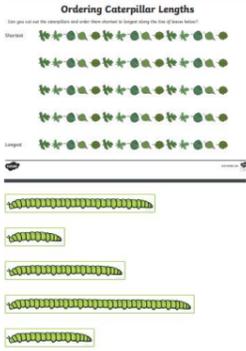
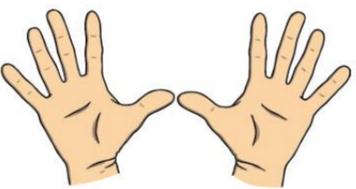
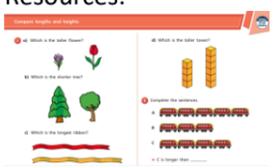
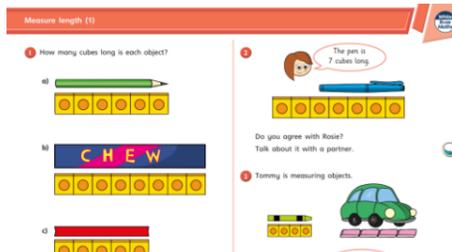
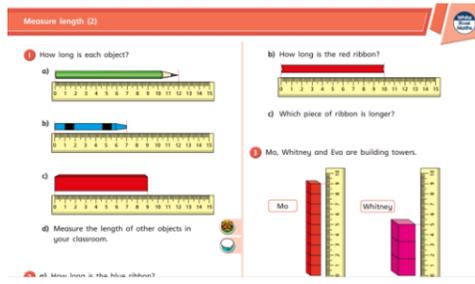


Class 1	Week 8 Home Learning Topic overview:				
	Mon 22/2/21 INSET	Tues 23/2/21	Wed 24/2/21	Thur 25/2/21	Fri 26/2/21
PE		Cosmic Yoga: https://www.youtube.com/watch?v=xlg052EKMtk	Jo Wicks PE teacher: YouTube 9:00 am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ	Wake up shake up: https://www.youtube.com/watch?v=1gUbdNbu6ak	Jo Wicks PE teacher: YouTube 9:00 am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ
Individual Reading	Reading books sets each week				
Class story Text:			Mrs Parkin		Miss Pursley:
Maths YR:		<p>Mental & Oral Maths:</p> <p>Objective: to estimate length. Vocabulary of length: longest, shortest. shorter, longer</p> <p>Main Task: Cut the strip of paper into 4 different lengths. Describe the different lengths. Put them in order from the shortest to longest. Put them close together to compare. Line up against the same point.</p> <p>Provide strips and encourage the children to estimate (guess) the length, longest, shortest, etc. Then compare by putting the strips side by side.</p> <p>Collect 4 different shoes from around the house. Compare the length. Who has the longest foot, shortest foot.</p> <p>Resources: paper strips, scissors,</p>	<p>Mental & Oral Maths:</p> <p>Objective: to estimate height. Vocabulary of length: tallest, shortest. taller, shorter</p> <p>Main Task:</p>  <p>Talk length in the picture: which is the longest carrot, shortest, etc. When we compare height, we measure vertically. It is still important to compare the objects at the bottom, making sure they are side by side. Which is the tallest spade, sunflower? How do we know?</p> <p>Model comparing the height of chairs. Make sure you place the objects together at the bottom to ensure you compare accurately.</p>	<p>Mental & Oral Maths:</p> <p>Objective: To measure using a nonstandard measure.</p> <p>Main Task: Introduce measuring using a non-standard measure. You can use anything that you have a lot of that is small, and regular in size. Dried pasta, 1p coins, paper clips.</p> <p>Model measuring toy cars. ensure no gaps between the object you're measuring with. Record your results. Using your results can you order the objects.</p> <p>Resources: pasta, 1p coins, or paperclips.</p>	<p>Mental & Oral Maths:</p> <p>Objective: Problem solving.</p> <p>Main Task: Use your knowledge of measuring to complete the challenges below. Remember to accurately measure, making sure there are no gaps between the counting objects.</p> <p><small>Measuring Length</small></p> <p>Measure your height. Then, with someone's help, measure the distance from fingertip to fingertip when you stretch your arms wide. Compare the distances - do you notice anything?</p> 

		<p>Ordering Caterpillar Lengths</p> 	<p>Resources:</p>		<p>Measuring Length</p> <p>Who has the longest finger? Can you find out?</p>  <p>Measuring Length</p> <p>How far does the toy car travel if you roll it down a slope? Which one goes the furthest?</p>  <p>Resources:</p>
<p>Maths Y1:</p>		<p>Mental & Oral Maths: 2D shapes song. Objective: Comparing the length and height of objects:</p> <p>Main Task: Compare a range of items around the house. Make sure you place them together at the starting position. Which one goes past? Is this the longest? https://vimeo.com/507943851</p> <p>Resources:</p> 	<p>Mental & Oral Maths: Place value basketball https://www.topmarks.co.uk/learning-to-count/place-value-basketball</p> <p>Objective: To measure length and height using a non-standard measure.</p> <p>Main Task: Measuring activity: https://vimeo.com/507969952 Task: https://vimeo.com/508439670 Key point: when combining equipment it must be all the same size. When placing them together, there must be no gaps.</p> <p>Resources:</p> 	<p>Mental & Oral Maths: Counting in 2s song.</p> <p>Objective: Using a standard measure: centimetres. Main Task : Introducing a ruler: centimetres. https://vimeo.com/510394004</p> <p>Resources:</p> 	<p>Mental & Oral Maths: counting in 10s. Objective: to measure in cms.</p> <p>Main Task: Measure in centimetres. https://vimeo.com/510394371</p> <p>Resources:</p> 
<p>Phonics YR ve and wh</p>		<p>Introduce spelling test:</p> <p>1. he 2. me</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</p>	<p>Flash cards revision: seesaw.</p> <p>Log into Oxford owl>my class login Username: Millhouse Class 1</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</p>

HFW: love
her
revise: he
she

- 3. be
- 4. she
- 5. we
- 6. was

We will test the children on Friday.

Flash cards revision: seesaw. /

Log into Oxford owl>my class login
Username: Millhouse Class 1
Password: Floppyphonics

and select: Level 2, Book 12. pg 1-2
<https://www.oxfordowl.co.uk/api/interactives/28373.html>



Explore the story talking about the characters.

See seesaw video.

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

Spelling rule: is used at the end after a short vowel. We cover this as children often confuse cks with x.

Practise reading the cks words. Reading routine, spot the letter 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 cks.

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

See attached sheet.

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 3.

All HFW bottom. Please send me your scores.

Tricky word: seesaw video

Practise learning the tricky word: **have:**
revise: he live they

Look, cover, write, check.

On your worksheet:

Revise the cks 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.

wax, rocks, bricks

See seesaw video

Read the **cks** sentence:

He has six ducks that live in six shacks.

Extension:

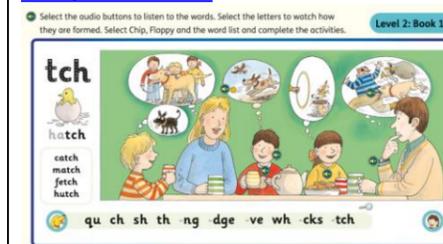
If they spot a fox, the ducks give six quacks, then we dash in and the fox backs off!

Can you draw a picture to go with the sentence?

Password: Floppyphonics

and select: Level 2, Book 12. pg 3-4

<https://www.oxfordowl.co.uk/api/interactives/28373.html>



Explore the story talking about the characters.

See seesaw video.

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

Practise reading the tch words.

Spelling rule: Explore the how tch is only used at the end of words, after a short vowel. ch is used at both.

there are only five words that break the rule: rich, such, much, which, touch.

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

See attached sheet.



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 3

All HFW bottom.

Tricky word: seesaw video

Practise learning the tricky word: **they, then, this.**

Look, cover, write, check.

On your worksheet:

Revise the tch formation on the worksheet. Practise re-reading the words on the word bank.

Today we are going to write 3 words.

catch, hatch, chess.

See seesaw video

Read the **tch** sentence:

The rabbit had lunch in his hutch.

extension:

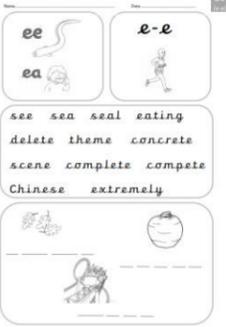
A batch of chicks hatch, then they scratch at a patch of bugs.

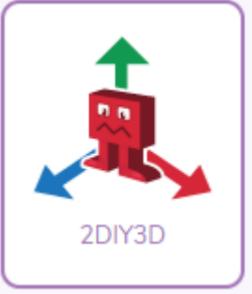
See seesaw link for dictation task:

Please read the sentence below:

Six rabbits had lunch in the hutch.

					
<p>Phonics Y1: /u/ o as in onion. /d/t/ -ed endings. HFW: Monday</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. son 2. ton 3. front 4. Monday 5. hugged 6. rained 7. frowned 8. popped 9. limpet 10. slipped <p>New spellings for this week:</p> <ol style="list-style-type: none"> 1. game 2. made 3. take 4. grapes 5. scrape 6. escape 7. flame 8. plate 9. so 10. when <p>Log into Oxford owl>my class login Username: Millhouse Class 1 Password: Floppyphonics</p> <p>and select: Level 5, Book 25. pg 3-4 https://www.oxfordowl.co.uk/api/interactives/28387.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 when 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 /ai/ a-e sound.</p> <p>Spelling Rule: there is no rule for when to use the split digraph, however it is the most popular way of writing the /ai/ sound. SPELLZONE link:</p> <p>Write each word onto a piece of paper and sort them into the piles. /ai/ /ay/ a-e/</p> <p>Sound out and write: name, scrape, plane</p> <p>Don't forget to put your name on it.</p> <p>Extension if you fancy a challenge: The plane ticket must have your name on it for your big escape.</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 7-8 https://www.oxfordowl.co.uk/api/interactives/28387.html</p>  <p>Explore the story talking about the characters.</p> <p>See seesaw video.</p> <p>Explore all the different ways on making /ee/ sound. Explain that the new split digraph e-e is generally only used when the word has two or more syllables.</p> <p>Discuss any words they don't understand the meaning of on the sheet.</p> <p><u>See attached sheet.</u></p>	<p>Log into Phonics play: Username:jan21 Password: home Play the tricky word game: Phase 4 All HFW bottom.</p> <p>Video: seesaw: ee/ ea/ e-e sorting activity.</p> <p>Word writing challenge: compete, Chinese, concrete</p> <p>Spellzone game: https://www.spellzone.com/unit07/page8.cfm</p> <p>Read and dictate the sentence: The animals competed in the race at Chinese new year.</p> <p>Can you draw a picture to go with the sentence?</p>

		<p>Select the audio buttons to listen to the words. Find the words in the lists. Select Clip and complete the activity. Level 5: Book 25</p>  <p>Explore the story talking about the characters.</p> <p>See seesaw video. Which explains the split digraph. They a and e are two vowels that walk together to make the long a sound. But in this word the a-e have been split by one letter sound. They are still holding hands.</p> <p>Explore word bank, joining the a-e.</p> <p>Reading routine, spot the letter group: say the sounds and read the word. Check that the word makes sense. If it doesn't sound right with o use the sound u.</p> <p>Discuss any words they don't understand the meaning of.</p> <p><u>See attached sheet.</u></p> 	<p>Can you draw a picture to go with the sentence?</p>		
Literacy:		<p>SPAG: lesson</p> <p>YR: Read the sentences and match to the picture. Can you spot the missing capital letter.</p> <p>y1: seesaw video. Verbs cont. ed endings for past tense.</p>	<p>Share the PowerPoint about Chinese new year.</p> <p>Write a sentence to describe how to celebrate Chinese new year.</p> <p>YR: Include a capital letter and full stop.</p> <p>Y1: extend caption, including and. Make sure you use past tense verbs.</p>	<p>Explore the lantern festival that happens today. Share the final part of the power point.</p> <p>Follow the instructions on how to make a lantern.</p> <p>Write a sentence that describes the lantern festival.</p>	<p>Reading comprehension.</p> <p>YR: Seesaw task:</p>

					<p>Phase 3 Early Reading Comprehension Activity 2</p> <p>Read the sentences. Add the information to the pictures.</p>  <p>Y1: Send through seesaw</p> <p>Dragons in the City: twinkl text and questions.</p>										
CONTACT DETAILS	INSET DAY				<p>IN SCHOOL</p> <p>Class 1 meet up on Zoom. 1:15</p> <p>Invite to follow.</p> <p>BINGO</p>										
Topic:		<p>ICT: Purple Mash todo:</p> <p>Design and make a 3D map. PART 2.</p>  <p>Open your map from last week. If not, I have left a simple one for you to edit.</p> <p>Today we are going to look at how we add more details.</p> <p>Monsters. As you click and add monsters, a pencil will appear. Click on the pencil to edit the monster. Here you can select a different monster from the clipart, or edit and draw a monster yourself.</p> <p>You could even take a photograph of yourself and make you into a monster.</p>	<p>Craft: seesaw task</p> <p>Chinese New Year is celebrated all over the world, not just in China. Here are five ways it's traditionally celebrated.</p> <ol style="list-style-type: none"> Many people celebrate with a reunion dinner - a special meal eaten with family. People often decorate their homes, particularly with red and gold. Paper lanterns are often made and hung up around the house. Lots of towns and cities have Chinese New Year festivals, many of which include lion dancers and a dragon parade. Lots of people celebrate with fireworks. It is also common for people to give money in small red envelopes. <p>For your craft challenge today I would like you to choose one activity below and complete.</p> <ul style="list-style-type: none"> A dancing dragon A lucky red envelope. A firework picture. <p>I can't wait to see your ideas.</p>	<p>Home baking: Seesaw task.</p> <p>Spring rolls are traditional Chinese food. They represent wealth and prosperity.</p> <p>Follow the recipe card to make Chinese food to celebrate the new year.</p> 	<p>SCIENCE: March in the first month of spring. Explore the PowerPoint of spring.</p>  <p>Go on a spring hunt. I have attached a sheet to give you a start.</p> <p>Spring Hunt Checklist</p> <table border="0"> <tr> <td><input type="checkbox"/> blossom</td> <td><input type="checkbox"/> seedling</td> </tr> <tr> <td><input type="checkbox"/> flower bud</td> <td><input type="checkbox"/> flower</td> </tr> <tr> <td><input type="checkbox"/> daffodil</td> <td><input type="checkbox"/> insect</td> </tr> <tr> <td><input type="checkbox"/> bird</td> <td><input type="checkbox"/> lamb</td> </tr> <tr> <td><input type="checkbox"/> nest</td> <td><input type="checkbox"/> green leaf</td> </tr> </table>	<input type="checkbox"/> blossom	<input type="checkbox"/> seedling	<input type="checkbox"/> flower bud	<input type="checkbox"/> flower	<input type="checkbox"/> daffodil	<input type="checkbox"/> insect	<input type="checkbox"/> bird	<input type="checkbox"/> lamb	<input type="checkbox"/> nest	<input type="checkbox"/> green leaf
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<input type="checkbox"/> bird	<input type="checkbox"/> lamb														
<input type="checkbox"/> nest	<input type="checkbox"/> green leaf														

		Now you can edit how you want your monster to move and sound. Click through the options and explore.			
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