



Isolation Home Learning: 2nd November

<u>English</u>		<u>Time to spend on activity</u>
<p>Spelling/Phonics:</p> <p><i>a split diagraph is when a vowel diagraph is split by a consonant.</i></p> <p><u>a_e</u> <u>e_e</u> <u>i_e</u> <u>o_e</u> <u>u_e</u></p>	<p>How to start each session:</p> <p>Recap all sounds on your sound mat from phase 2 and 3 and the Phase 5 sounds taught so far. ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, e_e, i_e, o_e, u_e</p> <p>Sing the alphabet song</p> <p>Practise tricky words from your tricky word book mark</p> <p>Monday: Phonics: new sound of the day: Alternative sound c it can sound different in different words e.g. cat and rice</p> <p>Read and Spell these words: cat, car, cramp, cart, coat, lucky, rock, carpet, cramp, cope, car, crane, crop, card.</p> <p>Can you think of anymore?</p> <p>Practise reading 'who' and 'because' Teach mnemonic Betty eats carrots and uncle sucks eggs</p> <p>Tuesday: Phonics: new sound of the day: Alternative sound c it can sound different in different words e.g. cat and rice</p> <p>Read and Spell these words: cell, icebucket, central, city, December, successful, acid, ricecakes, nice, rice, advice, cycle, ceiling, cycletrack</p> <p>HINT! Try and use these words in sentences</p> <p>Wednesday: Phonics: new sound of the day: Different pronunciations of g</p> <p>Read and spell these words: got, grape, get, egg, regular, orange, dagger, goat, grip, gale, gill, grain.</p> <p>HINT! Look for these words and more in your reading books.</p> <p>Thursday: Phonics: new sounds of the day: Different pronunciations of g</p> <p>Read and spell these words: Egypt, danger, gym, magic, gentle, age, ginger, gem, energy, giraffe</p> <p>HINT! Play bingo using these words</p> <p>Friday- Grammar: Statement Sentences: a statement is a simple sentence that tells your something e.g. The cat is black.</p> <p>Ensuring we have capital letters, finger spaces, full stops in all sentences. Can you write some statement sentences about things in your home, or things you have done.</p> <p>Try using phonics play daily to test your phonic understanding through using some fun games. https://www.phonicsplay.co.uk/resources</p> <div style="text-align: center;">  <p>Lots of these games are free to play.</p> </div>	30 minutes
<p>Reading</p>	<p>Log into your child's MYON account daily and read different texts for 15 minutes daily. Leave your teachers a review once you finish a book to say if you enjoyed it and if you would recommend it to a class mate.</p> <p>https://www.myon.co.uk/login/index.html?logoutReason=10&returnTo=%2Flibrary%2Fsearch.html</p> <div style="text-align: center;">  </div> <p>See the planning performa attached for Shared Read this week on the text: Astronauts Take flight</p>	<p>Read for 15 minutes daily using your My on log in</p> <p>30 minutes</p>

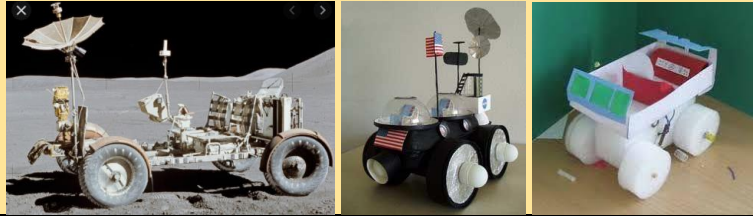
English

Monday	<p>Share the story: "The Darkest Dark" by Chris Hadfield. Discuss: What can they notice about the front cover? What do they think the book may be about? What can they notice about the author Chris Hadfield? (He is an astronaut – Written on front cover). Read the book up to the part in the story where Chris goes to bed to dream 'his favourite dream.' Ask the children to discuss the best dream they have ever had. THINK: Have a think about the book. Thinking about what we know already from the story, what do you think Chris might dream about? Ask children to explain their ideas.</p>	45 minutes
Tuesday	<p><u>To report an event</u> Re-cap part of the book where Chris watches the Moon landing. Discuss in what is happening, and why is it so important? Check for understanding and address misconceptions. Discuss the events and write up on Flipchart around the picture. Write your own report of the event thinking of these following points: Name of event/date (When and where). Who was involved Why was it significant? What happened? Quotes from people involved. FUN TASK: Pretent to be a new reporter reporting about how Chris became an astronaut. Use the facts from the back of the text.</p>	45 minutes
Wednesday	<p><u>To describe an event</u> Re-cap yesterday's learning and ask children to explain what was Chris watching on the TV? Why was it important? Discuss with children the main drama activity from yesterday. Create a list of verbs describing what the astronauts were doing during the space landing e.g. (floating, gliding, stomping). Show the children real footage from the moon landing: https://www.youtube.com/watch?v=gayth1yvG0g (Start at 0:41) Explain that this is what Chris will have seen on his TV. Set the scene, explaining TV was in black and white and that we knew very little about space. ASK: What can you see? How does this make you feel? Encourage them to up-level their word choices where possible. Activity: write their description of the moon landing using verbs, adjectives, adverbs and conjunctions.</p>	45 minutes
Thursday	<p><u>To plan a letter</u> Explain that in our BIG WRITE on Friday we are going to be writing a letter to NASA in role as Chris telling them why he wants to be an astronaut. ASK: What would make a good astronaut? Generate a list of ideas Generate the success criteria for writing the letter and write up on the board. What do they think is needed the letter? What do we know already about Chris that could convince NASA he would make a perfect astronaut? Show the planning proforma and talk through example. Discuss purpose of the letter. What has Chris seen that has inspired him? (Moon landing) What do they think would make a good astronaut? Why would Chris be a good astronaut?</p>	45 minutes
Friday	<p><u>To write a letter in role as Chris Hadfield</u> Re-cap yesterday's learning and discuss what we came up with in our planning proforma and emphasize how this can be used in our BIG WRITE. Discuss how we are still writing in role as Chris, and look at who our letter is being written to (NASA). Model writing the beginning of the letter, using persuasive language and 2A sentences etc. Take suggestions from individual children.</p>	45 minutes
Maths		
Monday	<p>Starter: Number bonds to 10 1+?=10 2+?=10 3+?=10 etc</p>	45 minutes

	<p>Main: Show different strategies for addition and subtraction- putting the larger number in our head first when adding, always start with the first number in the calculation when subtracting- they cannot be swapped/switched. Add 1 to start with to numbers: begin to recognize a pattern. E.g. $1+1=$ $2+1=$ $3+1=$ what happens when we increase the first number by 1? The answer also increases by 1</p> <p>Activity: add and subtract ones.</p> <p>Challenge: Continue the number tracks</p>	
Tuesday	<p>Starter: Count to 100 from different numbers</p> <p>Main: Count in 10s on the whiteboard. What are we doing? (adding 10 each time) Use the Interactive hundred square – model jumping down for 10 more and up for 10 less– what pattern do we notice is this always true? Model using the dienes to reinforce when we find 10 more or 10 less we add 10/subtract 10. Eg. 25 35 45</p> <p>Activity: to find ten more and ten less: choose a number from the 100 square and find ten more and ten less by colouring the numbers.</p> <p>Challenge: fruit sale questions</p>	45 minutes
Wednesday	<p>Starter: to count in 10s using counting hands children to count from 0 to 100 in tens forwards and backwards starting at different numbers 10 20 30 40 50...</p> <p>Main: Place addition symbol on the carpet- pair up share up everything we have learnt about this symbol so far. Place addition calculation on the whiteboard- $18 + 10 =$ what do we know about finding ten more from yesterday make the link with the tens in the 18 and the 10 in adding 10 What would the answer be if... $18+20=$ make the link $10+20=30$ $8+0$ is still 8. Make clear when we add a number to 0 or add 0 to a number it doesn't change!</p> <p>Activity: to add tens</p> <p>Challenge: Word problems</p>	45 minutes
Thursday	<p>Starter: Number bonds to 20 Quick fire number bonds. $10 + \underline{\quad} = 20$ $15 + \underline{\quad} = 20$ $6 + \underline{\quad} = 20$</p> <p>Main: place subtraction symbol on the carpet- pair up share up everything we have learnt about this symbol so far. Place subtraction calculation on the whiteboard- $23 - 10 =$ what do we know about finding ten less from Tuesday make the link with the tens in the 23 and the 10 in subtracting 10 What would the answer be if... $23-20=$ make the link $20-20=0$ $3-0$ is still 3. Make clear when we subtract 0 from a number it doesn't change!</p> <p>Activity: subtract tens</p>	45 minutes
Friday	<p>Starter: Timetable check the children will be given 2 minutes and 24 seconds to see how many questions they can answer.</p> <p>Main: Children will use the knowledge they have gained over the last 4 weeks on addition and subtraction to solve problems. See booklet and read the questions carefully to see what information is important and what type of calculation is being asked for.</p>	45 minutes
Foundation Subjects		
Design and Technology	This week we are looking at how we would travel once we land on the moon. We are discussing vehicles and their parts and beginning to design our own moon buggies.	3 sessions

Use the booklet attached to design your own moon buggy and make sure that it includes all the parts that a vehicle requires.

30
minutes
each



Please support your children at home and if you require printed copies of home learning please don't hesitate to contact the school reception who will inform us and we can arrange for this to get to you. We love seeing your children's learning so please ensure you bring this learning in for us to see!

Thank you for your support.

Mrs Greaves and Miss Blake