



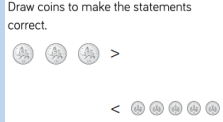

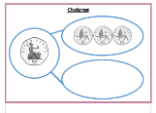
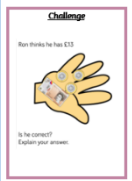
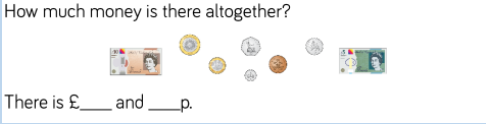
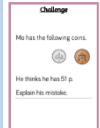
Isolation Home Learning: 9th November 2020

Spelling/Phonics		Time to spend on activity
Spelling/Phonics:	<p>How to start each session: 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 Sing the alphabet song Practise tricky words from your tricky word book mark</p> <p>Monday: Phonics: Phonics: new sound of the day: Alternative sound ie it can sound different in different words e.g. die and movie Read and Spell these words: Dried, lie, lied, cried, untie, pie, fried, lies - Can you think of anymore? Practise reading 'any', 'saw' and 'thought' Write the sentence – The boy cried because he had no pie.</p> <p>Tuesday: Phonics: Phonics: new sound of the day: Alternative sound ie it can sound different in different words e.g. die and movie Read and Spell these words: Chief, field, thief, alien, believe, yield, shield Can you think of anymore? Practise reading 'any', 'saw' and 'thought' Write the sentence – The priest is in the field.</p> <p>Wednesday: Phonics: Phonics: new sound of the day: Alternative sound ea it can sound different in different words e.g. sea and ready Read and Spell these words: Read, bead, bean, peach, leaf, deaf, meal. Can you think of anymore? Practise reading 'any', 'saw' and 'thought' Write the sentence – I put my head in the sea.</p> <p>Thursday: Phonics: Phonics: new sound of the day: Alternative sound ea it can sound different in different words e.g. sea and ready Read and Spell these words: Dead, deaf, wealth, head, bread, leather, tread, feather Can you think of anymore? Practise reading 'any', 'saw' and 'thought' Write the sentence – He hurt his head.</p> <p>Friday- Grammar: Question Sentences: A question is when we ask someone something and expect a response We can start the sentence with these question words Who/What/Where/When/Why/How. E.g. What is your favourite colour? Why did you kick the ball? Ensuring we have capital letters, finger spaces and question marks in all sentences. /?/ Can you write some questions.</p> <p>Try using phonics play daily to test your phonic understanding through using some fun games. https://www.phonicsplay.co.uk/resources Lots of these games are free to play.</p>	 <p style="text-align: center;">30 minutes</p>
Reading	<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. https://www.muon.co.uk/login/index.html?logoutReason=10&returnTo=%2Flibrary%2Fsearch.html</p>  <p>See the planning proforma 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 style="text-align: center;">30 minutes</p>

English

Monday	LO: To explore the characters	45 minutes
	<p>Opener Show the front cover of the book and ask the children to guess the names of the toys.</p> <ul style="list-style-type: none"> • What can you see? • Have you seen these toys before? • Do you have any of these toys? <p>Main Read the story up to the page which introduces each toy - Pink Horse, Small Sheep, Cowboy, Dinosaur, Robot and Wonder Doll. Discuss how they are described and what each toy might be like or used for.</p> <p>Activity Discuss how they will portray each character then bring them to life and move around the room as the character. Draw each character and record a prediction about what you think might happen next.</p>	
Tuesday	LO: To use expanded noun phrases.	45 minutes
	<p>Opener Show the picture with the 7 characters from yesterday. Which is their favourite and why? Discuss in pairs.</p> <p>Main Read the captions about each toy. Highlight the nouns in one colour (horse, sheep, rabbit, etc.). Now ask the children to identify the adjectives with another colour- (strong, little, brave, thoughtful etc.). Check for understanding about what they mean.</p> <p>Activity Create expanded noun phrases to describe each of the characters. E.g. (The intelligent, soft Rabbit)</p>	
Wednesday	LO: To write a character description	45 minutes
	<p>Opener Re read the story up to the page which introduces the Hootopize and the fact that he has lost his toy Cuddles. Was he what you expect a Space Creature to look like? Why/why not?</p> <p>Activity Create a role on the wall – children to add words around the outside of Hootopize for the appearance and inside for feelings when he had lost his toy Cuddles.</p>	
Thursday	LO: To record reasons for and against.	45 minutes
	<p>Opener Read the next page of the book which introduces the Room of a Thousand Lost Toys. How would the children describe this room? How would it feel?</p> <p>Main Discuss the problem that the Hootopize has - he is stealing toys because he is trying to find his lost toy. Remind the children about how the Hootopize is feeling based on the learning yesterday.</p> <p>Activity Do you agree or disagree with his decision? Create a table of reasons for and against what Hootopize is doing.</p>	
Friday	LO: To write a letter of apology	45 minutes
	<p>Opener Recap what has happened in our story so far this week. How could the Hootopize show the children that he is sorry?</p> <p>Main Explain that we are going to help the Hootopize send all of the toys back to Earth along with a letter of apology. Think about what we need the letter to include.</p> <p>Activity Write a letter to the children from the Hootopize explaining his actions and how sorry he is for taking their toys.</p>	

Maths

Monday	<p>Mental/Oral Starter – Count in steps of 2. Rote count in 2s from 0-24 forwards and backwards</p> <p>Input Introduce the term money- what do we know about it? Introduce the symbols, p. What does the p symbol mean? Show the children each coin 1p, 2p, 5p, 10p, 20p and 50p. Practise counting in 1s, 2s, 5s and 10s.</p> <p>Activity – LO: To count money in pence. Count the coins and record the amounts in pence using the (p) at the end,</p> <p>Challenge Draw coins to make the statements correct.</p> 	45 minutes
Tuesday	<p>Mental/Oral Starter – Count in steps of 5. Rote count in 5s from 0-60 forwards and backwards.</p> <p>Input Show the children the 4 coins. Model choosing 3 of them and adding up the total of the 3 coins. Repeat this with different combinations.</p> <p>Activity – LO: To solve money problems - pence Jack selects three coins he can use the coins more than once. Record the answers. (Children to have concrete money therefore 3x10p 3x5p 3x2p 3x1p)</p>  <p>Challenge</p> 	45 minutes
Wednesday	<p>Mental/Oral Starter – Count in steps of 10. Rote count in 10s from 0-120 forwards and backwards</p> <p>Input Introduce the symbol £- discuss this is the symbol for pounds. Show pictorial representations of different notes and coins for pounds - e.g. £1 £2 £5 £10 £20</p> <p>Activity – LO: To count money in pounds Count the coins/notes and record the amounts in pounds using the (£) at the beginning.</p> <p>Challenge</p> 	45 minutes
Thursday	<p>Mental/Oral Starter – Missing number multiplication $2x?=4$ $5x?=50$ $6x?=35$ $3x?=12$ $5x?=40$ $4x?=8$</p> <p>Input Have a picture card of mixed notes and coins what is the total? How much money is there altogether?</p>  <p>There is £__ and __p. e.g.</p> <p>Activity – LO: To count money in notes and coins. Have a selection of pictorial representations of combined amounts, add the amounts and record the answers using (£) and (p)</p> <p>Challenge</p> 	45 minutes

Friday	Mental/Oral Starter – Multiplication Quiz See Quiz sheet. Input We are going to go to the Space shop. Children will have to make a rocket, alien or astronaut by purchasing different resources. Model how to record purchases by writing a shopping list and calculating what coins they will use and need to purchase their resources. Activity – LO: To pay with coins and notes Record all the resources they think they will need and add the amount together on the shopping list.	45 minutes
Foundation Subjects		
RE	Key Question 1: Where is special to you? Mental/Oral Starter Ask the children to think of somewhere special. Where makes this place special or significant to them. Main Can the children name any places which are special to some religions? Introduce the word 'sacred' do they have any idea what it means? Describe it as 'a religious kind of special-ness' Activity Children to draw and label their special place and add in a sentence linked to why this place is special to them. Plenary Discuss the feelings they have when they are in their special place. How does it make you feel here? Why do you feel that way?	1 sessions 30 minutes
PSHE	Friendship Hunt Answer each of the questions on your friendship hunt. Then find a parent or sibling to ask them the same questions and collect the same information for them. Did you have any of the same answers?	1 sessions 30 minutes

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