
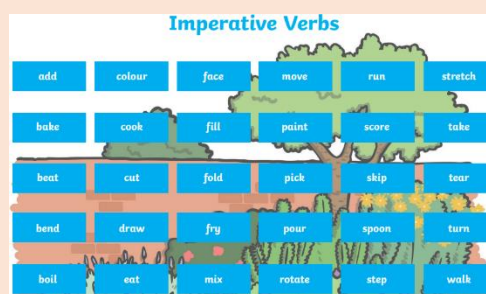
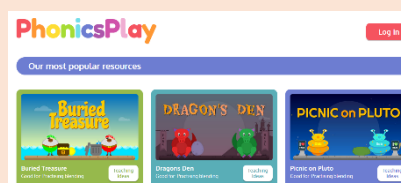


Isolation Home Learning: 9th November 2020

| Spelling/Phonics | | Time to spend on activity |
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| 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 ch it can sound different in different words e.g. crutch, chemical, chef Read and Spell these words: Choo, pitch, witch, church, chip, chop, crutch, match, such, hutch, latch, pinch, much, chat, bench, chant, cheek - Can you think of anymore? Practise reading 'what, 'please' and 'through' and 'eyes' Write the sentence – The chart showed eight chicks had hatched.</p> <p>Tuesday: Phonics: Phonics: new sound of the day: Alternative sound ch it can sound different in different words e.g. crutch, chemical, chef Read and Spell these words: Chord, chemical, chemist, Christmas, chorus, chemist, character, headsche, ache, technical, orchid Can you think of anymore? Practise reading 'what, 'please' and 'through' and 'eyes' Write the sentence – Chloe and Chris went to church</p> <p>Wednesday: Phonics: Phonics: new sound of the day: Alternative sound ch it can sound different in different words e.g. crutch, chemical, chef Read and Spell these words: Chef, chute, brochure, machine, parachute, champagne, moustache, Charlotte, crochet. Can you think of anymore? Practise reading 'what, 'please' and 'through' and 'eyes' Write the sentence – Charlotte is a chef.</p> <p>Thursday: Phonics: Read your phonic book with the alien and tricky words. Try and make silly sentences using your words. 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>Friday- Grammar: Command Sentences: A command is when we ask someone to do something. We use imperative verbs e.g. cut, push, stand up, We use imperative verbs and command sentences when we write instructions. Can you write some instructions for how to brush your teeth or wash your hands using imperative verbs for command sentences? Ensuring we have capital letters, finger spaces and imperative in all sentences.</p> | <p>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.myon.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: Tuckerbean on the moon</p> | <p>Read for 15 minutes daily using your My on log in</p> <p>30 minutes</p> |



English

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| Monday | LO: To LO To know features of a report. | 45 minutes | | | | | | | | | | |
| <p>Opener</p> <ul style="list-style-type: none"> Read the fact sheets together and discuss the moon landing. <p>Main Make a word mat for some of the special words we learnt from the fact sheets.</p> <p>Activity Using the reports use different coloured pens to match the features and colour in the features using the key.</p> | | | | | | | | | | | | |
| <table border="1" style="margin: auto;"> <tr> <td style="background-color: red; color: white;">Title/Heading</td> <td style="background-color: purple;">Fun facts</td> </tr> <tr> <td style="background-color: yellow;">Photographs</td> <td style="background-color: grey;">Time connectives</td> </tr> <tr> <td style="background-color: green;">Facts</td> <td style="background-color: brown;">Chronological order of events</td> </tr> <tr> <td style="background-color: cyan;">Adjectives to describe</td> <td style="background-color: pink;">Scientific/Topical vocabulary</td> </tr> <tr> <td style="background-color: orange;">Past Tense</td> <td></td> </tr> </table> | | | Title/Heading | Fun facts | Photographs | Time connectives | Facts | Chronological order of events | Adjectives to describe | Scientific/Topical vocabulary | Past Tense | |
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| Adjectives to describe | Scientific/Topical vocabulary | | | | | | | | | | | |
| Past Tense | | | | | | | | | | | | |
| Tuesday | LO: To write facts | 45 minutes | | | | | | | | | | |
| <p>Main Recap what we read yesterday can we remember some facts we learnt about the moon landing: What was the name of the rocket? Where did they travel from? What did they take them with them? What did they eat? What was it like on the moon? What did they do on the moon? How long did it take to get to the moon? Etc.</p> <p>Activity Children will record the facts that they have learnt about Neil Armstrong into their books. HEADINGS – the rocket, what they took, what they ate, the moon, how long it all took.</p> | | | | | | | | | | | | |
| Wednesday | LO: To write a character description | 45 minutes | | | | | | | | | | |
| <p>Opener Sort true and false facts</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 / Friday | LO: To write a character description | 45 minutes | | | | | | | | | | |
| <p>Start by sharing some facts together that you have learnt over the week.</p> <p>Main: look at your big write book. Today we will start writing our facts. Look at the title of the page and think about the facts you will write about on that page.</p> <p>We will be using all the facts and information and the rest of the work in our books to write the Big Writes. Look at the first three pages and TP what we know about these parts of the landing.</p> | | | | | | | | | | | | |

Maths

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| Monday | LO: To write facts | 45 minutes |
| To investigate 2D shapes -identify & describe. | LO: To write facts | 45 minutes |
| Tuesday | LO: To write facts | 45 minutes |

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| Monday | Mental/Oral Starter – Count in steps of 2. Rote count in 2s from 0-24 forwards and backwards | 30 minutes |
| Input | What is a shape. Can we name as many 2D shapes as possible in 1 minute | |
| Activity – | Go on a shape hunt around your home. What shapes can you find e.g. a photo frame-rectangle. A mirror- circle? | |
| Record on the sheet how many shapes you find and where you found them. | | |
| Tuesday | Mental/Oral Starter – Count in steps of 5. Rote count in 5s from 0-60 forwards and backwards. | 30 minutes |
| Input | | |

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| LO: To name 2D shapes | any shapes we remember from yesterday, describe them and where we found them. Teach children that if a shape has 6 sides it is a hexagon – even if it does not look like one it is! We call it an irregular hexagon. Repeat for Pentagon and Octagon. Address any misconceptions. Reinforce using the word mat for correct spellings. Activity – using the shapes and recognising how many sides can we name them correctly | |
| Wednesday LO: To sort 2D shapes | Mental/Oral Starter – Count in steps of 10. Rote count in 10s from 0-120 forwards and backwards Input Using different objects from around the house or smarties coloured counters or cars sort them in different ways. It could be by colour/size/shape/type etc. Discuss how they have been organised. Activity –using the shapes sort them by using the organising hoops. Look at the categories at the top of the hoop and look at the shapes to match each title. If they have both they go in the middle. | 30 minutes |
| Thursday LO: To identify properties of 2D shapes | Mental/Oral Starter – Missing number multiplication 2x?=4 5x?=50 6x?=35 3x?=12 5x?=40 4x?=8 Input Tell the children today we are looking at the 2D shapes they learnt yesterday and their properties – · How many sides? · What are the sides like? · How many corners do they have? Show a shape and explain to the children; how to count the sides, where the corners are and what kind of sides the shape has. (straight or curved) teach new vocab – vertices (points/corners) Activity – Look at the shapes and complete the proforma for each shape | 30 minutes |
| Friday LO: To reason about shapes | Mental/Oral Starter – Multiplication Quiz Set a timer for 2 minutes and 24 seconds. Complete the multiplication quiz and see what score you get. Do not go over the time! Input pick two shapes. In Talk Partners children give one similarity and one difference. Model writing into the grid. How many different similarities and differences can we come up with? Activity – Explain the similarities and differences between shapes. It could be colour, size or even use our property learning from yesterday | 30 minutes |
| Foundation Subjects | | |
| Science | Starter: Remind ourselves what a habitat is. Main: Share the power point and discuss what a micro habitat is. Go on a mini beast hunt in your garden and see what you can find. Activity: using different materials found around your home can you make a micro habitat to put in your garden. | 1 sessions 30 minutes |
| RE | Session 1 LO: To label a sacred place Starter: discuss the meaning of sacred – see what you can remember from our learning last week, Main: Look at the power point and discuss the main features of a mosque. Share the power point with your family and discuss what you already know about this special place. Activity: Draw an image of a mosque and label its key features. Session 2: LO: To learn facts about mosques Starter: name some special places you know. It could be a sacred place or just somewhere that is special to you. Discuss why it is special Main: Look at the fact sheets about different mosques from around the world. See if you can use google maps to find them on a map. Share the facts together with you family and see if they have visited any of these places. Activity: Create a fact sheet about three of the mosques you would like to visit the most. | 2 sessions 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