

## Class 1 Home Learning - Week 6

22.02.21

Year 1/2 children need an hour of daily physical development activities such as running, jumping, hopping, playing with balls, climbing, cycling, scooting and to be outside as much as possible.

Alongside the daily tasks set, we hope you are continuing to read your child's school reading books at home. Please use the Oxford Owl website to support your child's reading and as a source of additional reading materials. [Free Reading Ebooks](#)

Thank you, as always, for your constant support, we can't wait to see you again soon!

	Phonics/ Spellings	English	Maths	Other Subject	Focus
<b>Mon</b>	<p><b>Y1:10am: Zoom with Mrs. Smith</b> – Spelling Test and overview of the week  <b>Y2:10.30am: Zoom with Mrs. Smith</b> – Spelling Test and overview of the week</p>				
	<p><b>Focus sound: a-e</b>  <b>Y1: Picture Match</b>                      Cut out the words and pictures.                      Place the words face down and spread the pictures across the table.                      Pick up a word card, sound out the sound and find the correct picture on the table.  <b>Challenge</b> - How many rhyming words can you make by adding different letters to the a - e sounds?  <b>Focus sound: ou/ow</b>  <b>Y2: Rucksack Word Sort</b>                      Kit and Sam have different rucksacks to take on their camping trip! Help sort the <b>ou</b> words into the right rucksack.  <b>Challenge</b> - Write sentences using some of the real ou words from Kit's rucksack.</p>	<p><b>L.O. To understand the importance of diaries when finding out about the past.</b>  <b>ALL</b> – Work through the slides, reading extracts of Samuel Pepys' diary.                      Over the next few days, you will be writing diaries as if you were there at the time of the Great Fire.  <b>Y1/Y2:</b> Carefully read Pepys' Diary (this can be read to the children as well) and answer questions on the worksheet.</p>	<p><b>Focus- More addition and subtraction</b>  <b>Y1: Use pairs to ten to bridge ten (8 + 2, 8 + 3 ... ) with visual support.</b>                      This is tricky today. We are going to learn a strategy that can help when we are adding.                      We make the first number add up to 10 and then add what is left over.                      Adding with 10 is easier.                      Watch <a href="#">Make 10 to add</a> to see how we use this strategy to help us.  <b>Activity:</b> Complete the addition sums on 'Make 10 to add' Challenge: see if you can make some additions yourself for practice.</p> <p><b>Y2: Identify number facts and strategies for calculating additions</b>                      Go through the PowerPoint 'Year2 week 6' Looking at the various strategies we can use to help us add numbers.  <b>Activity-</b> Test your knowledge by identifying different strategies on the 'Adding methods'.</p>	<p><b>Art: Use chalks to create flames.</b>  <b>ALL</b> – Go through the slides on the PDF.                      You will be using chalks to create the flames in the background of the picture. Look closely at the colours and shapes of the flames, smoke and clouds.                      The pdf explains how to use chalks to create the flames.  <b>Y1/Y2:</b> Follow the instructions to create your chalk background.                      Then cut out buildings from the black paper and stick them on your picture to complete the foreground.</p>	
	<p><b>Y2:10am: Zoom with Mrs. Smith</b> – Go over learning, show &amp; tell</p>				

<p><b>Tues</b></p>	<p><b>Focus sound: a-e</b>  <b>Y1: Bake the cake sorting game.</b>  <b>Challenge</b> – Identify the real and nonsense words.  <b>Focus sound: ou/ow</b>  <b>Y2: South Woods Camp Rules</b>  Read the rules.  Choose the correct missing words from the tent to put in the spaces.  <b>Challenge</b> - Write your own ‘Camp Rules’ and include as many ou words as you can.  How many ou words have you included?  <b>Spelling:</b> Go through the PowerPoint (emailed).</p>	<p><b>L.O. To identify the features of a diary.</b>  <b>ALL</b> – Work through the information on the pdf, talking about the features of a diary and why these are important.  <b>Y1:</b> Read the diary entry carefully then answer the questions to see how many features children can identify.  <b>Y2:</b> Read the diary entry carefully then answer the questions to see how many features children can identify.  <b>Challenge:</b> Stick the diary back together on paper in the correct order.  Then identify the features of a diary by answering the questions provided on the Challenge Card and annotating the corrected Muddled Diary Entry.</p>	<p><b>Y1: Use pairs to ten to bridge ten.</b>  Another way to help bridging through 10 is using a numberline.  <b>Activity-</b> Complete ‘Forwards Fred’ activity.    <b>Y2: Add 9 to 2-digit numbers by adding 10 then subtracting 1.</b>  Watch <a href="#">Round to 10 and adjust</a>  <b>Activity</b> – complete the ‘Adding 9 to 2-digit numbers.’  You can you a 100 square if you want.  <b>Challenge</b> – have a go at the exit quiz  <a href="#">Exit quiz</a></p>	<p><b>Music:</b> Music lesson with Miss Horrobin - Week 6 (Link to follow)  <b>Extra</b>  Exploring the Great of London through simple songs and music activities.  <a href="#">Samuel Pepys and the Great Fire of London - Part 1</a></p>	<p><b>PE:</b>  <b>Dance:</b> Explore The Fire through movement and dance.  <a href="#">The Fire begins in Pudding Lane</a></p>
<p><b>All: 10am: Zoom with Mrs. Smith</b> – Have a pencil and your lined paper ready</p>					
<p><b>Wed</b></p>	<p><b>Focus sound: a-e</b>  <b>Y1: Photo Labels – a - e</b>  Kit and Sam have taken instant photos using Grandpa’s special camera.  Can you help them write labels for the a_e words?  <b>Focus sound: ou/ow</b>  <b>Y2: Hotdogs and ou Ketchup!</b>  Read the <b>ou</b> words in the ketchup.  Match each <b>ou</b> word with the correct hotdog.  Write the correct <b>ou</b> word on the hotdog.  <b>Challenge</b> - Write a sentence to describe the <b>ou</b> pictures!</p>	<p><b>L.O. To learn how to use our senses to describe our surroundings.</b>  <b>ALL</b> – You are going to go back in time to 1666, where the streets of London were crowded, dirty and smelly.  Watch a short clip showing what London might have looked like in 1666 <a href="#">London 1666</a>  Talk about the five senses, sight, taste, touch, smell and hearing.  Imagine that you have woken up in 17th century London.  The fire is raging outside your window.  Can you think of words to describe what you might see, hear, smell, taste or touch?  <b>Y1:</b> Imagine you are in London at the time of the Great Fire.  Then write sentences for each of the five senses, describing what you</p>	<p><b>Y1: Add single-digit numbers to 2-digit numbers using facts.</b>  Using the Year 1 Week 6 day 3 PowerPoint. To learn a strategy to add a single digit to a 2 digit number.  Complete the ‘Addition Patterns’.  <b>Challenge</b> - Domino investigation.    <b>Y2: Add pairs of 2-digit numbers using partitioning.</b>  Watch how to partition into 10s and ones to add 2 digit numbers. <a href="#">Adding two 2-digit numbers</a>  <b>Activity</b> - practice solving 2 digit adding using the ICT resource <a href="#">Partition Addition</a>.  Complete the ‘Adding 2 digit numbers.’  Have a go at the <b>challenge</b> at the bottom of the sheet.</p>	<p><b>History: Find out about Samuel Pepys and his diary.</b>  <b>ALL</b> – How do you think we know so much about Pepys and his experience in the Great Fire? He wrote a diary and recorded the events of the Great Fire. As he worked for the government, he was quite involved in fighting the fire.  He tells us a lot about decisions made by the Mayor and the king.  He also tells us about things he did, like burying his cheese in his garden!  We know a lot of information about the fire from Pepys’ diary but what other sources of information can we use to find out about the fires? Go through the information on the slides about pictures from the time and archaeologists digging up objects that give us information.  <b>Y1:</b> Match each Picture Card to the correct column and stick them on the worksheet.  When finished, label the pictures to show what we can find out from each source.  <b>Challenge</b> - Samuel Pepys buried some of his most treasured possessions in his garden to stop them being destroyed in the fire.</p>	

	<p>Can you include two <b>ou</b> words in each sentence? Remember your sentences must make sense! <b>Spelling:</b> Write each of these words in a sentence: <b>ball, walk, always, wall &amp; altogether.</b> Include some question sentences.</p>	<p>can see, smell, taste, touch and hear. Use the word mat to help you. <b>Y2:</b> Imagine you are in London at the time of the Great Fire. Then write sentences for each of the five senses, describing what you can see, smell, taste, touch and hear. Use the word mat to help you. <b>Remember</b> to use adjectives to extend your sentences.</p>		<p>What would you bury in the ground if you had been in his position? Draw a picture on the worksheet of yourselves burying the objects you would save. <b>Y2:</b> Write the names of each of the sources in the correct column - writing, picture or object. When finished, write kind of information we can find out from each type of source. <b>Challenge</b> - Organise the sources into groups according to their own criteria. Then answer the questions about the sources on the worksheet. <b>Extension</b> - Samuel Pepys buried some of his most treasured possessions in his garden to stop them being destroyed in the fire. What would you bury in the ground if you had been in his position? Draw a picture on the worksheet of yourselves burying the objects you would save. Finally describe why you have chosen these items.</p>
<p><b>Thurs</b></p>	<p><b>Y1:10am: Zoom with Mrs. Barker – Go over learning, show &amp; tell</b></p>			
	<p><b>Focus sound: a-e</b> <b>Y1: a_e Jigsaw Puzzle</b> Dad and Grandpa are making an a_e jigsaw for the children to play! Can you help them? Write the a_e word to match the picture. <b>Challenge</b> Can you write silly sentences using these words? <b>Focus sound: ou/ow</b> <b>Y2: Shadow Sentences</b> Write down sentences using the shadow <b>ou</b> words you can see. <b>Challenge</b> - Write a sentence for each of the <b>ou</b> words. Can you include Kit or Sam in each of your sentences? <b>Spelling:</b> Practice the words in your best handwriting.</p>	<p><b>L.O. To plan a diary entry.</b> <b>ALL</b> – Look at example of a diary entry. Who wrote the diary? What is the diary about? Can you spot the features in the example diary entry? Look at an example structure of a diary, talk about each part. Today you will be planning a diary entry. Imagine it is the end of the first day of the fire starting. <b>Y1:</b> Answer the question prompts. Also use the Senses Word Mat and Feelings Word Mat to help you. <b>Y2:</b> Answer, the question prompts, helping you in your diary writing.</p>	<p><b>Y1: Add single-digit numbers to 2-digit numbers using facts.</b> Using the ‘Addition cards’ with your grown up take a card, circle the 1s digits with a coloured crayon. Say which known number fact you could use to help you find the answer, e.g. if the card reads <math>33 + 5 =</math> use the fact <math>3 + 5 = 8</math>, then add 30 to make 38. Try and record your number sentence, with the fact used alongside, i.e. <math>33 + 5 = 38</math> (<math>3 + 5 = 8</math>). Using different coloured pencils for the 10s and ones.  <b>Y2: Add 19 by adding 20, then subtracting</b> With the Year 2 Week 6 PowerPoint go through day 5 explaining how we can use near numbers to adding. <b>Activity:</b> Use your 100 square to help you solve the calculation on the ‘Adding 10, 9, 20 and 19’ IF you don’t have your 100 square you can use this one on <b>100 square</b></p>	<p><b>Science – Everyday Materials</b> - Floating and sinking. <b>Y1/ Y2: To conduct and record your on floating and sinking Investigation.</b> Watch <b>Which objects float or sink</b> Then you are going to conduct your own investigation with objects you find around your house and record your findings on the sheet provided. You will need various objects, a pencil, recording sheet and a bowl of water or you can use the sink.</p>

			<b>Challenge</b> - try 'Adding 9, 19, 29 and 39 Sheet 4' and see if you notice any pattern.	
<b>Fri</b>	<b>All:10am: Zoom with Mrs. Barker</b> - Have a piece of work that you are proud of ready to show			
	<p><b>Focus sound: a-e</b>  <b>Y1:</b> Read 'The Best Birthday Mini Book and highlight/circle words with a-e in.  <b>Focus sound: ou/ow</b>  <b>Y2:</b> Read 'Kits Camping Trip Mini Book and highlight/circle words with ou in.  <b>Spelling:</b> Wordsearch</p>	<p><b>L.O. To write a diary entry.</b>  <b>ALL</b> – Look through the slides on the pdf.  You will be writing your diaries today.  You have lived through the first day of the fire in London and about to sit down to write your diary. How do you feel listening to the fire burning?  <b>Y1:</b> First, talk through your ideas with an adult before beginning your diary entry.  <b>Y2:</b> Imagine you are on the streets of London, writing your diary on the evening of Sunday 2<sup>nd</sup> September 1666. Use your diary plans from the previous lesson to inform your writing.</p>	<p><b>Y1: Use your knowledge of addition.</b>  With a family member or two, Play the 'Build a sandcastle' board game. You will need counters and a dice.  <b>Y2: Use your subtraction knowledge</b>  Mystery in the Palace Kitchen. Can you solve the mystery of who bit the leg off the gingerbread man? Work through the Maths challenges to find the name of the mystery nibbler.</p>	<p><b>Handwriting:</b>  Use lined paper. Practise your letter formation. Don't forget the capitals.  <b>Y1:</b> Practice these words and phrases: <b>tea, bed, time. After tea it is time for bed.</b>  <b>Y2:</b> Practice these, a line of each: Slope joins to letters with ascenders: <b>ht, tt, lt, ll, mb</b></p>