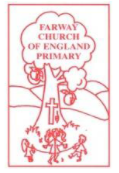
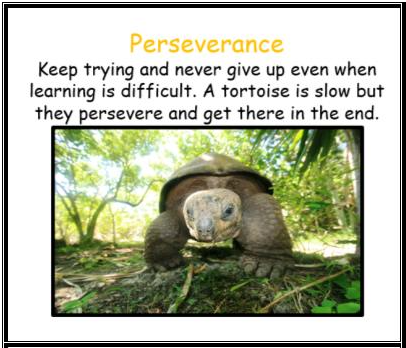
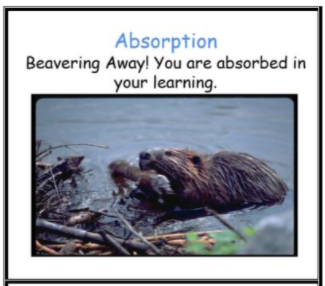
 **Home Learning Grid** 

This is the home learning grid for the week beginning 25th January 2021. *Please use this as a grid to support planning your child’s home learning. Additional resources will be made available on ‘google classrooms’, to support your child to access these activities. A daily reading and counting task are important to support your child to access their education but remember to have fun!*

This week Class 1 will continue to focus on the learning behaviours of **perseverance** and **managing our distractions,** but we will also be focusing on the learning behaviour: **absorption.**

Now you are becoming more used to your learning routines at home, you are probably becoming better at managing those distractions, like the hedgehog. It is important to keep being that tortoise and preserve, even when you’ve had enough, so try and become absorbed and engaged in your learning, like the beaver, to gain that real sense of pride and passion in what you are all achieving! Please do remember to keep sending your learning into Mrs Jackson. This will help me to plan and create learning that will help your children remain engaged and meet their individual learning needs.

I have attached some learning behaviour celebration cards at the end of the home learning grid. If you feel your child has shown some fantastic learning behaviours this week, please do send them in because we will be celebrating these in school and at home with you all!

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| --- | --- | --- | --- | --- | --- |
|  | **Farway C of E Primary School - Class 1 – week beginning 25th January** | | | | |
|  | Lesson 1 | Lesson 2 | Break time | Lesson 3 | Lesson 4 |
| **Monday**  Please read for at least 10 minutes every day with an adult or a sibling.  *You can use the Bug Club online books to access books in line with your child’s phonics ability.* | **Phonics -** [**https://www.activelearnprimary.co.uk/login?e=-1&c=0#bugclub\_phonics**](https://www.activelearnprimary.co.uk/login?e=-1&c=0#bugclub_phonics)  **Reception** – Phase 3, unit 9, phoneme ‘igh’, written as ‘igh’.  **Year 1**  Phase 5, Unit 27, phoneme /sh/ alternatives.  **Year 2**  Phase 6, unit 29, suffix ending ‘-s’, as plural morpheme. | **R.E – WALT: think about sacred places for Jewish people.**  Recap with the children what we mean by sacred and special places. Can they remember any of the sacred items we looked at last week, from the Christian church and recap what they mean to Christians?  Task 1  Show the children some images and artefacts linked to Judaism, are they able to talk about which religion these are linked to? What do they already know? Show the children a board split into three sections. Section one labelled ‘What I know’, section two ‘what I want to find out’ and section three ‘what I have learnt’. Record children’s ideas on to the board (as a class record onto post it notes and display on the working wall).  Task 2  Explain to the children that they are going to be finding out about the sacred places of worship for Jewish people.  Watch the link attached to explore a Jewish synagogue and sacred Jewish artefacts. https://www.bbc.co.uk/bitesize/clips/zcfgkqt - make notes on the items you learn about during the clip.  Talk to the children about the synagogue and show them the clip of a virtual tour around a synagogue. Can they spot any of the artifacts you explored at the beginning of the lesson?  Have a look at some photos of some famous synagogues, including: The **Grand Choral Synagogue** of St. Petersburg, **Tempio Maggiore di Roma**, The **Leopoldstädter Tempel,**  What do the children notice about all the synagogues? They look very grand don’t they!  Task 3  Children will look more closely at the images of the Jewish sacred artifacts (Ner tamid, Ark, Torah scroll, Bimah, tallit (prayer shawl), tefellin, Kippah (skullcap) and hannukiah.)  Watch the video clip below -https://www.bbc.co.uk/bitesize/clips/zd9jxnb.  It is a video clip showing a Jewish child talking through their Jewish artefacts around their home.  Spread the images of Jewish artefacts out on your table – with the text to accompany the images. Ask your child to have a go at matching up the definition with the correct image.  Finally, ask your child to draw their favourite sacred Jewish artefact and write a short sentence to explain why this is their favourite. For example: ‘My favourite sacred Jewish artefact is the Hanukkiah because the shape reminds me of a rainbow and the candles remind me of my own beliefs, that Jesus is the light of the world.’ | Have a mind break (20 mins) - get a drink and run around the garden or do something you enjoy.  For ideas visit:  <https://www.cosmickids.com/mindfulness-meditation-videos-kids/> | **Maths**  Get those brains active by moving those bodies, whilst recapping counting in 5s.  <https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-5-times-table/zhbm47h>  **Reception**  WALT: explore time and seasons  <https://classroom.thenational.academy/lessons/exploring-and-discussing-time-and-the-seasons-6mwp8c>  **Year 1**  **WALT: recap adding equal groups**  [**https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/**](https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/) **- add equal groups.**  **Year 2**  **WALT: solve multiplication problems using pictures**  [**https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/**](https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/)- **multiplication sentences using pictures** | **P.E**  This afternoon spend time getting your bodies active!  I have attached an activity sheet at the bottom of this grid to encourage mini-workouts throughout the week. It is a great way to keep those minds and bodies healthy during lockdown!  Task 1  Warm those bodies up by having a go at this ‘stay active’ video:  [**https://video.link/w/qRBBb**](https://video.link/w/qRBBb)  Task 2  Go outside for some fresh air and complete your mile run. This is a great way to get you heart and lungs moving, breathing in lots of fresh air!  **Have fun!** |
| **Tuesday**  Please read for at least 10 minutes every day with an adult or a sibling. | **Phonics**  [**https://www.activelearnprimary.co.uk/login?e=-1&c=0#bugclub\_phonics**](https://www.activelearnprimary.co.uk/login?e=-1&c=0#bugclub_phonics)  **Reception** – Phase 3, unit 9, phoneme ‘oa’, written as ‘oa’.    **Year 1**  Phase 5, Unit 27, phoneme /e/ written as ‘ea’.  **Year 2**  Phase 6, unit 29 suffix ending – ‘es’, after ‘ss’, ‘x’. | **Literacy**  WALT: use capital letters correctly.  On Friday, you were asked to have a go at writing your own non-fiction page about your chosen reptile, in the style of Dino Dinners.  Today, we will be looking at these and practising ‘marking and revising’ our own work, making sure we have used capital letters correctly.  Task 1 – watch the video link below to learn more about how and when we use a capital letter in our writing.  [**https://www.bbc.co.uk/teach/class-clips-video/english-ks1--ks2-where-do-you-put-capital-letters/zkbhf4j**](https://www.bbc.co.uk/teach/class-clips-video/english-ks1--ks2-where-do-you-put-capital-letters/zkbhf4j)  Task 2 – Look at the sentence sheets attached. Rewrite the sentences in your book, correcting the mistakes that Andy has made, to ensure the sentences have used capital letters correctly.  Task 3 – Look at your own writing from Friday. Check where and how you have used capital letters in your writing and correct any errors, should you need to (using a purple pen). | Have a mind break (20 mins) - get a drink and run around the garden or do something you enjoy.  For ideas visit:  <https://www.cosmickids.com/mindfulness-meditation-videos-kids/> | **Maths**  [**https://www.bbc.co.uk/teach/supermovers/ks1-maths-number-patterns-with-maggie-magpie/zvv7rj6**](https://www.bbc.co.uk/teach/supermovers/ks1-maths-number-patterns-with-maggie-magpie/zvv7rj6)  **Reception**  **WALT: explore and discuss days of the week**  <https://classroom.thenational.academy/lessons/exploring-and-discussing-the-days-of-the-week-and-daily-events-6ngkgc>  **Year 1**  **WALT: make arrays**  <https://classroom.thenational.academy/lessons/to-explore-arrays-part-1-6mvkcd>  **Year 2**  **WALT: use arrays**  Recap what we mean by arrays, following the link below:  <https://classroom.thenational.academy/lessons/to-explore-arrays-part-1-6mvkcd>  Then watch this link and have a go at using arrays to see the commutativity of multiplication facts.  <https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/> - using arrays.  <https://classroom.thenational.academy/lessons/to-explore-arrays-part-1-6mvkcd> - embed learning | **Science** – Dinosaur Dentist.  Read children ‘Harry and the Dinosaurs visit the Dentist’ – discuss the importance of looking after our teeth. What is the role of the dentist? Discuss sugar and the affects it has on teeth decay.  Do you think dinosaurs ate sugar?  Explain, Dinosaurs would not have been able to visit the dentist. Look at images of different dinosaur teeth. Use the [Dinosaur teeth sorting cards](https://maestro.cornerstoneseducation.co.uk/school/271/download/2014-dino_dev_sc_dinosaur_teeth?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE1OTg1MTk4OTIsImV4cCI6MTYxNDA3MTg5MiwibmJmIjoxNTk4NTE5ODkyLCJqdGkiOiJmcWpjSjYxcU1uNVV4Ym11Iiwic3ViIjo4ODE4LCJwcnYiOiI4N2UwYWYxZWY5ZmQxNTgxMmZkZWM5NzE1M2ExNGUwYjA0NzU0NmFhIiwia2V5IjoiNWJvc2dNVWlmN3dBSDNuMXdmVXEyZHZmN1J6dWZLaDA4bFZ5TGN2SDhNTnA3N3hXd2EifQ.N-Bvl9jhUZ9Ra9sREbJjZ0b1gxwrOG3ly6wvihLyp-Q) to sort them into groups of meat eaters and plant eaters. Have a go at making either a herbivore or carnivore dinosaur tooth using salt dough.  When it’s dry you could paint it and decorate it, or create more dinosaur teeth - then arrange to create an enormous dinosaur jaw.  Find out about the teeth of modern-day carnivores, herbivores and omnivores.  **Note:** Carnivores’ teeth are sharp, pointed or serrated for tearing up the flesh of their prey. Herbivores’ teeth are large or flat, ideal for grinding up plants. Only a few species of dinosaur were omnivore. |
| **Wednesday**  Please read for at least 10 minutes every day with an adult or a sibling. | **Phonics**  [**https://www.activelearnprimary.co.uk/login?e=-1&c=0#bugclub\_phonics**](https://www.activelearnprimary.co.uk/login?e=-1&c=0#bugclub_phonics)  **Reception** – Phase 3, unit 9, phoneme ‘oo’ (long), written as ‘oo’.  **Year 1**  Phase 5, Unit 27, phoneme /w/ /o/, written as ‘wa’.  **Year 2**  Phase 6, unit 29, suffix ending – ‘es’, after ‘ch’, ‘sh’, ‘tch’. | **Literacy**  **WALT: use bullet points**  Today, you are going to start planning your own non-fiction piece, in the style of Dino Dinners, about prehistoric animals.  Children need to research: what do we mean by prehistoric animals? Can you name four prehistoric animals that you find interesting?  <https://kids.nationalgeographic.com/animals/prehistoric-animals/>  Ask them to choose their favourite prehistoric animal and collect as much information about their animal, that they can.  **Bullet points** are a great way to help collect the most important information / facts from a larger piece of writing.  Watch the video link for more information <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z2yydxs>  Have a go at using bullet points to gather and plan the most important information about your chosen prehistoric animal, that you would like to include in your fact page.  For example:  When children have gathered enough information to write about, support them to look through their notes and highlight any **technical vocabulary** they have used.  Children need to use a dictionary / thesaurus to find out what each of these words mean – this will enhance their understanding and help them to be beavers, absorbed in their learning | Have a mind break (20 mins) - get a drink and run around the garden or do something you enjoy.  For ideas visit: <https://www.cosmickids.com/mindfulness-meditation-videos-kids/> | **Maths**  **Reception**  **WALT: use everyday language to talk about and sequence daily events**  <https://classroom.thenational.academy/lessons/using-everyday-language-to-talk-about-and-sequence-daily-events-60tkad>  **Year 1**  **WALT: make doubles**  [**https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/**](https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/) **- make doubles**  **Year 2**  **WALT: continue using arrays**  [**https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/**](https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/)  <https://classroom.thenational.academy/lessons/to-explore-arrays-part-2-71hp2t> - challenge | **DT – Sockasaurus Rex**  Can you create your very own Sockasaurus Rex?  Plan your ideas and choose appropriate materials for embellishing your sock to create a sock dinosaur. Stick or sew felt, googly eyes and other decorative materials to a brightly coloured sock. Then, evaluate the success of their design.  **Note:** To further refine their needlework skills, children could sew triangular spines and a tail to the back of old hooded tops to create dinosaur outfits for themselves. Perfect for a dinosaur party.   * [Making a Sockasaurus dinosaur puppet](https://maestro.cornerstoneseducation.co.uk/school/271/download/2014-dino_dev_ins_making_a_sockasaurus_puppet?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE1OTg1MTk4OTIsImV4cCI6MTYxNDA3MTg5MiwibmJmIjoxNTk4NTE5ODkyLCJqdGkiOiJmcWpjSjYxcU1uNVV4Ym11Iiwic3ViIjo4ODE4LCJwcnYiOiI4N2UwYWYxZWY5ZmQxNTgxMmZkZWM5NzE1M2ExNGUwYjA0NzU0NmFhIiwia2V5IjoiNWJvc2dNVWlmN3dBSDNuMXdmVXEyZHZmN1J6dWZLaDA4bFZ5TGN2SDhNTnA3N3hXd2EifQ.N-Bvl9jhUZ9Ra9sREbJjZ0b1gxwrOG3ly6wvihLyp-Q)  **Practical resources**  * Brightly coloured socks * Googly eyes * Felt * Card * Glue * Sewing materials * Old hooded tops |
| **Thursday**  Please read for at least 10 minutes every day with an adult or a sibling. | **Phonics**  [**https://www.activelearnprimary.co.uk/login?e=-1&c=0#bugclub\_phonics**](https://www.activelearnprimary.co.uk/login?e=-1&c=0#bugclub_phonics)  **Reception** – Phase 3, unit 9, phoneme ‘oo’ (short), written as ‘oo’.  **Year 1**  Phase 5, Unit 27, phoneme /u/, written as ‘o’.  **Year 2**  Phase 6, unit 29, language session. | **Literacy**  **WALT: prioritise key information and discuss why it will engage the reader.**  Pupils to complete their **Text structure** chart using their information (an example is at the bottom of this home learning grid) – talking through why the information they are including is important and will engage the reader.  Have they included **technical vocabulary**? **Conjunctions** to join sentences together?  Is there any further information could they include? Change?   * Maybe you could ring a loved one you are missing and share the information you have gathered with them. | Have a mind break (20 mins) - get a drink and run around the garden or do something you enjoy.  <https://www.cosmickids.com/mindfulness-meditation-videos-kids/> | **Maths**  **Reception**  **WALT: measure short periods of time**  [**https://classroom.thenational.academy/lessons/using-ordinal-language-when-sequencing-events-and-measure-short-periods-of-time-6nh6at**](https://classroom.thenational.academy/lessons/using-ordinal-language-when-sequencing-events-and-measure-short-periods-of-time-6nh6at)  **Year 1**  **WALT: make equal groups by sharing (recap).**  <https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/> - make equal groups sharing (recap)  **Year 2**  **WALT: make equal groups by sharing.**  <https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/> - make equal groups sharing  <https://classroom.thenational.academy/lessons/to-share-a-total-equally-and-find-the-number-of-groups-part-1-65hkad> | **Art – Dinosaur eggs**  Make dinosaur eggs using malleable materials, such as mud, playdough and/or clay (see instructions for how to make playdough a home below).  Explore ways of changing the shape of the materials by rolling, squeezing and pressing, and changing textures by adding sand, glitter and other textural materials. Arrange the eggs in the egg laying formations of different types of dinosaur.  **Note:** The Maiasaura  laid their eggs in a circle. Sauropods laid theirs in a row as if they were laid while walking. Hypselosaurus laid football-shaped eggs in groups of five, while the Protoceratops cleverly laid theirs in a spiral.  Maybe you could try moulding your egg shape around a toy dinosaur?  **Children with sensitive skin may need to wear gloves in case of skin irritation.** **Practical resources**  * Mud, dough or clay * Sand, glitter and other textural materials |
| **Friday**  Please read for at least 10 minutes every day with an adult or a sibling. | **Phonics**  [**https://www.activelearnprimary.co.uk/login?e=-1&c=0#bugclub\_phonics**](https://www.activelearnprimary.co.uk/login?e=-1&c=0#bugclub_phonics)  **Reception**  Phase 3, unit 9, language session.  **Year 1**  Phase 5, Unit 27, language session.  **Year 2**  Recap plural endings - <https://www.bbc.co.uk/teach/skillswise/plurals/z7trpg8>  Have a go at turning singular nouns into plural nouns – sheet attached. | **Literacy**  **WALT: write a dual-voice text about my chosen pre-historic animal.**  Using their key information and text structure charts children need to write their information text into their books. Today, children will be writing the voice of the author.  Remember: this voice is written in a more serious, factual manner (using bullet points, information text, technical language and subtitles) to inform the reader key information about their chosen prehistoric animal.  Please encourage the children to complete this piece of writing independently. I love seeing what they can do independently, but if they become upset then a little guidance is fine. Please remember to send me a copy of their writing for their books in school!  When children have written their information piece, encourage the children to re-read their writing. Proof checking for spellings, punctuation, past tense, conjunctions, technical vocabulary. These can be amended in a purple pen (if you have one or a different coloured pen, if not). | Have a mind break (20 mins) - get a drink and run around the garden or do something you enjoy.  <https://www.cosmickids.com/mindfulness-meditation-videos-kids/> | **Maths**  **Reception**  **WALT: consolidate our learning**  [**https://classroom.thenational.academy/lessons/consolidating-learning-64rpct**](https://classroom.thenational.academy/lessons/consolidating-learning-64rpct)  **Year 1**  **WALT: continue making equal groups by sharing**  <https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/> - make equal groups by sharing  **Year 2**  **WALT: make equal groups by grouping**  Recap – what we mean by making equal groups by grouping, watching the video link below:  <https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/> - make equal groups grouping **(recap)**  **Then have a go at the main task:**  [**https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/**](https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/) **- making equal groups by grouping** | **Science – same or different?**  Label the parts of a dinosaur’s body on a large-scale diagram or picture. Look at images of dinosaur skeletons, identifying the main features. Compare with the parts of a lizard’s body, discussing any differences.  **Note:** One of the main differences between a dinosaur and a lizard’s body is the hip bone – some dinosaurs were able to walk on two legs.   * [Dinosaur labelling](https://maestro.cornerstoneseducation.co.uk/school/271/download/2014-dino_dev_dia_dinosaur_labelling?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE1OTg1MTk4OTIsImV4cCI6MTYxNDA3MTg5MiwibmJmIjoxNTk4NTE5ODkyLCJqdGkiOiJmcWpjSjYxcU1uNVV4Ym11Iiwic3ViIjo4ODE4LCJwcnYiOiI4N2UwYWYxZWY5ZmQxNTgxMmZkZWM5NzE1M2ExNGUwYjA0NzU0NmFhIiwia2V5IjoiNWJvc2dNVWlmN3dBSDNuMXdmVXEyZHZmN1J6dWZLaDA4bFZ5TGN2SDhNTnA3N3hXd2EifQ.N-Bvl9jhUZ9Ra9sREbJjZ0b1gxwrOG3ly6wvihLyp-Q) * [Dinosaur and reptile skeletons](https://maestro.cornerstoneseducation.co.uk/school/271/download/2014-dino_dev_pc_dinosaur_and_reptile_skeletons?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE1OTg1MTk4OTIsImV4cCI6MTYxNDA3MTg5MiwibmJmIjoxNTk4NTE5ODkyLCJqdGkiOiJmcWpjSjYxcU1uNVV4Ym11Iiwic3ViIjo4ODE4LCJwcnYiOiI4N2UwYWYxZWY5ZmQxNTgxMmZkZWM5NzE1M2ExNGUwYjA0NzU0NmFhIiwia2V5IjoiNWJvc2dNVWlmN3dBSDNuMXdmVXEyZHZmN1J6dWZLaDA4bFZ5TGN2SDhNTnA3N3hXd2EifQ.N-Bvl9jhUZ9Ra9sREbJjZ0b1gxwrOG3ly6wvihLyp-Q)  **Practical resources**  * Paints, pens or sticky notes |

Example of the Text Structure – to support your writing. Please use the ideas from your own Text Structure you created last week.