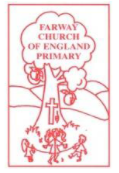
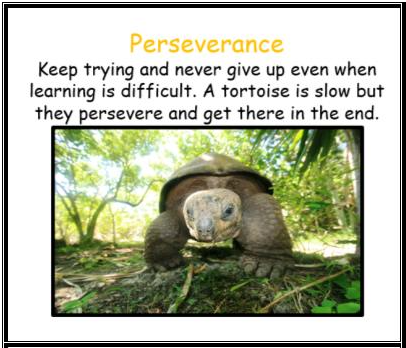
 **Home Learning Grid** 

This is the home learning grid for the week beginning 18th 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 we will begin to continue focusing on our **Learning Behaviours**, to support our home learning. This week Class 1 will be focusing on: **perseverance** and **managing our distractions**.

It is often very busy at home and quite difficult to keep going, so keep persevering and managing those distractions to be the best learners you can be! You are doing fantastic learning!!

I have attached two forms at the bottom of the home learning grid for parents to fill in when they see their child displaying these focus learning behaviours at home. We will be celebrating these achievements and displaying their efforts on our home learning wall.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Farway C of E Primary School - Class 1 – week beginning 18th 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 8, phoneme ‘ng’, written as ‘ng’.  **Year 1**  Recap - Phase 5, Unit 26, phoneme /m/ written as ‘mb’  **Year 2**  Phase 5, unit 27, language session. | **R.E - Which place is sacred for Christians?**  Recap with the children over the last lesson, talk to them about the three images that they looked at. Show the children the images again and ask them to consider which of these places of worship might be sacred for Christians. How do they know? Do all churches look the same? If not why not?  **Visit a virtual church:**  Look around the virtual church, explain that they are on a clue finding mission to see if they can find things to show that the church is important and sacred to believers.  Children to write down the things they think are sacred: encourage -Altar, cross or crucifix, Lord’s Table, bread, wine, bible, font, lectern, candles, symbol of light. Depending on the denomination of church you are looking at on line, look at specific features of that church e.g. Baptist church- Baptistery, Catholic church and some Anglican churches- stations of the cross.  **Expressing their learning:** Children are to create a 4 piece jigsaw for one or two of the artefacts. One piece should show the artefact e.g. a picture of the cup of wine, another piece should have the name of the artefact e.g. cup of wine or chalice of wine, the next piece should show the artefact in use e.g. the priest giving wine at communion and the final piece should have a sentence explaining why the artefact is important e.g. the wine reminds people that Jesus died.  **Finally:** ask children to think about questions they might ask a believer about why a church is important to them. Ask them to use the question starters: why, where and when.  Remind the children that they need to consider which questions will give them the most information if they are answered.  Please can the children email their questions to Mrs Jackson and she will forward them to Reverend Sue.  There are also films of different churches on www.request.org.uk | 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**  Research shows exercise keeps is a good way to wake up your brain. Have a go at joining in with this counting song to get that brain working!  <https://www.bbc.co.uk/teach/supermovers/ks1-maths-counting-with-john-farnworth/zbct8xs>  **Reception** – You are very good at counting to 10 and representing 10 in different ways. Have a go at applying your knowledge to different real-life maths problems (see attachment). This will support greater depth thinking and problem -solving skills.  **Year 1 and Year 2 –** This week we will continue exploring counting in multiples of 2, 5, 10 and 3.  Last week, several misconceptions and questions arose, when teaching this in class. For example:   * Can you make equal groups of 2, using 15 counters? * When counting in 2’s do we always say an even number?   When we are exploring concepts and numbers in maths, we learn to think more deeply about mathematical concepts and embed our learning.  Today I would like you to be mathematicians by exploring the questions above.  **Have a go at counting out 15 objects (cars, Lego bricks, apples…) and sharing them into equal groups of 2.**  **What do you notice?**  **Practise counting in 2s, from any given number. Do you always say an even number?**  What do you notice?  Is this different when counting equal groups of two? If so why?  Please send me your answers and any photographs of your learning. I would love to see them!  Quick check: Do you know what we mean by even numbers and odd numbers?  [**https://www.bbc.co.uk/bitesize/topics/zknsgk7/articles/zt4jj6f**](https://www.bbc.co.uk/bitesize/topics/zknsgk7/articles/zt4jj6f)  [**https://www.bbc.co.uk/bitesize/clips/zm26sbk**](https://www.bbc.co.uk/bitesize/clips/zm26sbk) | **P.E**  Now you have mapped out a mile of your garden or local area, have a go at running your mile again today – but! This time try and add on an extra lap, from last week.  For those of you that love this challenge, why not keep a record of how many miles you can run throughout our school closure. If you run one mile a week, in 6 weeks you will have run 6 miles. If you run your loop twice a week, this would be double 6, which is 12 miles!! The equivalent of half a marathon!!  Let’s see how far Class 1 can run in total, throughout lockdown!  If you have just started our Class 1 running challenge, then welcome - every mile or lap counts Remember: have fun!  **If running is not your thing, why not try skipping a mile, cycling a mile or horse-riding a mile!**  See the link below for some alternative ideas:  [**https://www.homeschooling-ideas.com/homeschool-pe.html**](https://www.homeschooling-ideas.com/homeschool-pe.html) |
| **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 8, language session.    **Year 1**  Phase 5, Unit 26, phoneme /n/ written as ‘kn’ and ‘gn’  **Year 2**  Phase 6, unit 28, suffix ending – ‘ing’. | **Literacy**  **Reception, year 1 and 2**  **WALT: Continue converting past to present and vice versa.**  Last week we explored what we mean by past and present tense. Today, we are going to take a deeper look at this and have a go at converting some of the sentences from our book, ‘Dino Dinners’, into the opposite tense.  **Task 1:**  Remind yourself of past and present tense verbs, by matching the pairs of past and present tense verbs in the sheet attached.  **Task 2:**  Using sentences from ‘Dino Dinners’, we are going to have a go at converting some of the present tense sentences into past tense because dinosaurs are no longer alive today.  For example: ‘**I eat plants’** (see Triceratops page attached).  What tense is this written in?  How do you know this?  Which verb tells you it is present tense?  **The verb ‘eat’ is in present tense.** Have a look at your matching pairs chart. **Which verb will be the past tense for ‘eat’?**  Let’s have a go at ‘**I eat plants**-‘ together.   |  |  | | --- | --- | | **present** | **past** | | eat | ate |   So, ‘I **eat** plants’ becomes ‘I **ate** plants.’  You may notice that the word warned, has the suffix ending -ed. This is often used in the past tense. However, the verb ‘eat’ is in the present tense. It is important to look for the tense first, before deciding if it is in past or present tense.  Try saying the sentence aloud tohear the difference.  **Now have a go at writing these sentences into your books, in your neatest handwriting. The rewrite each sentence in the past tense:**   * I am a very dangerous veggie. * I like sick and injured dinosaurs or dead animals that really pong! * I’m a giant with a giant’s appetite and I love rotten meat. * Here I come! Trundling through the woodland plants. * Fresh fish are my favourite and I swallow them one at a time.   Please send a copy of your sentences to Mrs Jackson. | 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 –** counting to 20 and recognising pictorial representations of these numbers. [**https://classroom.thenational.academy/lessons/to-count-from-1-to-19-and-match-pictorial-and-abstract-representations-of-these-numbers-chgkjt**](https://classroom.thenational.academy/lessons/to-count-from-1-to-19-and-match-pictorial-and-abstract-representations-of-these-numbers-chgkjt)  **Year 1 and 2**  WALT: continue counting forwards and backwards in 5s.  Several of the children have shared they are finding counting in 5s quite tricky.  Remember: when counting groups of 5, we only say the numbers in the 5’s column and the numbers in the 10’s column.  Task 1:  Have a go at practising counting forwards and backwards in 5’s, using the 100 splat square (or the 100 square attached).  <https://www.topmarks.co.uk/Search.aspx?q=100%20square%20splat>  You could print off a 100 square (if you have a printer) and colour in the 5 times table. This will help you with the challenge questions below.  Task 2:  Have a go at completing Task 1 on the sheet attached.  If your child finds this easy or has completed this already, then please have a go at completing the real life maths challenge attached - years 1 and 2. | **Topic -** **Dinosaur Poems**  Listen to and discuss poems and rhymes about dinosaurs. Practise reading one aloud with a sibling or parent and performing it to your family. Maybe you could film yourself performing your poem and send your video to a family member that you are missing during lockdown.  Practise using expression and intonation to keep your audience entertained.  **Note:** Encourage the children to think about actions that might enhance the performance. Sound effects and percussion instruments could also be used.   * [Dinosaur poems](https://maestro.cornerstoneseducation.co.uk/school/271/download/2014-dino_dev_poet_dinosaur_poems?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MDUxODI4ODgsImV4cCI6MTYyMDczNDg4OCwibmJmIjoxNjA1MTgyODg4LCJqdGkiOiJ5VmVaM212V0s5TEJoYUlTIiwic3ViIjo4ODE4LCJwcnYiOiI4N2UwYWYxZWY5ZmQxNTgxMmZkZWM5NzE1M2ExNGUwYjA0NzU0NmFhIiwia2V5IjoiNWJvc2dNVWlmN3dBSDNuMXdmVXEyZHZmN1J6dWZLaDA4bFZ5TGN2SDhNTnA3N3hXd2EifQ.vO5U7-Dnzs-0ZGABAaEnNQ60hX3tNkjBRhmJNavb2Yw)   Try watching Michael Rosen perform one of his famous poems about chocolate cake for inspiration!  <https://www.youtube.com/watch?v=7BxQLITdOOc> |
| **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 ‘ai’, written as ‘ai’ – this is a digraph because it is one sound, made up if two letters.  **Year 1**  Phase 5, Unit 26, phoneme ‘r’, written as ‘wr’.  **Year 2**  Phase 6, unit 28, suffix ending – ‘ed’. | **Literacy**  **Reception, Year 1 and 2**  **WALT: use conjunctions to join sentences together**  What do we mean by contractions?  Can you write down a few examples?  Task 1:  Watch the video link to expand your understanding on what a conjunction is.  <https://www.bbc.co.uk/bitesize/articles/z6rvbdm>  Task 2:  Go through the power point and have a go at completing the tasks. | 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, year 1 and year 2 – WALT: make equal groups**  Recap – what do we mean by equal and unequal groups?  [**https://classroom.thenational.academy/lessons/understanding-the-concept-of-equal-groups-6wvp8r?from\_query=equal+groups**](https://classroom.thenational.academy/lessons/understanding-the-concept-of-equal-groups-6wvp8r?from_query=equal+groups)  For this video you will all need to print out or draw five fields and collect 20 small objects, ie: Lego bricks, counters or beads. | **History – Mary Anning**  Listen to the story of [Mary Anning](https://www.bbc.com/bitesize/articles/zf6vb82).  <https://www.youtube.com/watch?v=qNOh-85_Dmc>  Look at images of her fossil discoveries <https://www.nhm.ac.uk/discover/mary-anning-unsung-hero.html#:~:text=In%201823%20Mary%20was%20the,Cuvier%20himself%20disputed%20the%20find>. - including the first marine reptile Ichthyosaur skeleton to be correctly identified, the first two Plesiosaur skeletons ever found and some important fish fossils.  Work with your sibling or parent to compose questions you would like to ask her about her discoveries.  Role play asking your questions confidently with an adult in the role of Mary Anning.  Share what they have learned about her by drawing a picture of her or one of her discoveries, and writing a sentence to describe why she was significant. |
| **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 ‘ee’, written as ‘ee’.  **Year 1**  Phase 5, Unit 26, language session.  **Year 2**  Phase 6, unit 28, split digraph silent ‘e’ + ‘ing’, ‘-ed’. | **Literacy**  **Reception, Year 1 and 2**  **WALT: box up our ideas.**  **See the Topic retile day (last Friday for additional resources)**  Task 1:  Choose your favourite reptile and gather as much information and facts about your chosen reptile.  Write your facts down using bullet points to help you manage your notes and thoughts.  Task 2:  When you have gathered lots of facts (at least 10), have a go at boxing up your ideas, using the grid below (see below homework grid).  Remember: When writing your ideas into the boxing up chart, please include:   * Technical vocabulary * Personal pronoun for the voice of your reptile * Verbs, using the correct tense (past and/or present tense) * Conjunctions to join your sentences | 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: practise counting in equal groups**  [**https://classroom.thenational.academy/lessons/practising-counting-in-equal-groups-and-adding-them-together-6rr32r**](https://classroom.thenational.academy/lessons/practising-counting-in-equal-groups-and-adding-them-together-6rr32r)  **Year 1 and 2**  WALT: recognise and add equal groups  <https://classroom.thenational.academy/lessons/to-recognise-and-add-equal-groups-cgr68d?activity=video&step=1>  The importance of multiplication: <https://www.bbc.co.uk/teach/class-clips-video/maths-ks1--ks2-what-is-multiplication/z68fbdm> | **Science – How big?**  Draw a life-sized dinosaur in chalk on the playground. Measure it in metres (if you have a large ruler or a tape measure) Remember: 100 cm = 1 metre.  You could try measuring it in feet, using your own feet to measure how long each dinosaur would have been.  Then, draw some smaller dinosaurs, making sure they are the right sizes too.  Remember: to use the same unit of measure to represent each of the dinosaurs, to ensure you have a fair size comparison between them.  **Note:** When choosing a dinosaur to measure, think about how much space you have. Ie: A Tyrannosaurus rex measured approximately 12m long and 6m tall, while a Brachiosaurus measured a massive 15m tall and 26m long. There are lots of examples of small dinosaurs for the children to draw. For example, the Compsognathus was tiny – just 60cm tall and 90cm long.  **Useful links:**   * <https://www.nhm.ac.uk/discover/dino-directory.html> * <https://www.dkfindout.com/uk/dinosaurs-and-prehistoric-life/dinosaurs/> |
| **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, phoneme ‘igh’, written as ‘igh’ – this is called a ‘trigraph’ because it is one sound made up of three letters.  **Year 1**  Phase 5, Unit 27, phoneme /ch/ written as ‘tch’  **Year 2**  Phase 6, unit 28, language session. | **Literacy**  **Reception, Year 1 & Year 2**  **WALT: write an information text about my chosen reptile, in the style of Dino Dinners.**  Use your boxing-up chart about your chosen reptile and try and design an information page, in the style of Dino Dinners.  You will need to look back at the key features identified. These included:   * Subtitle * **Author’s voice -** bullet points, past tense, information, technical language, sketch drawings * **Dinosaur’s voice –** personal pronoun ‘I’, fun, rhythmic language, conjunctions, adjectives, painting   Please send me your pages when they are finished! | 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: explore counting in equal groups of 2**  <https://classroom.thenational.academy/lessons/exploring-counting-in-groups-of-two-to-find-the-total-6mvk2d>  **Year 1 and 2 – WALT: add equal groups together.**  <https://classroom.thenational.academy/lessons/to-add-equal-groups-6thkat?step=2&activity=video>  **Year 2** – as an additional challenge could you try writing the number sentence using a multiplication symbol.  **So, 3 + 3 + 3 + 3 = 12**  **Can also be written as:**  **4 x 3 = 12**  **There are 4 groups of (X) 3, which equals 12.**  *Please watch this video to understand more about the multiplication symbol*. <https://www.bbc.co.uk/teach/class-clips-video/maths-ks1--ks2-what-is-multiplication/z68fbdm> | **DT – junk dinosaurs**  Research into your favourite dinosaur, thinking about the shape and size of it. Then plan and make a large scale model dinosaur using a range of found and recycled materials, such as tyres, barrels, pipes, boxes and crates.  **Note:** Encourage the children to work together to lift, carry and transport different materials and equipment. Take photographs of the finished creations for display.  Alternatively, if you are home learning and do not have access to large scale recycled materials, try using regular recycled materials, such as cereal boxes, lolly pop sticks, egg boxes, milk cartons… and create your own scale-sized model.  I would love to see photos! |

Thursday Literacy – WALT: box up our ideas.

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| --- | --- | --- |
| **Text Model** | **Practising writing** | **Independent writing** |
| ***Information voice:***  ***T-Rex*** | ***Information voice: chameleon*** |  |
| They lived over 65 million years ago.  From nose to tail they measured 12 metres long  They were one of the fiercest carnivores to have ever lived on earth. | Are a distinctive and highly specialised group of Old World Lizards.  There are over 202 different species of chameleons.  They have the ability to change colour. |  |
| Very strong bite, good sense of smell meant it could eat the largest herbivores | Most distinctive eyes of any reptile, each eye can move independently, seeing the whole way around their head. |  |
| Babies covered in downy fluff to keep them warm | Insectivore, which means they mainly eat insects. |  |
| ***Dinosaur voice:*** | ***Chameleon voice:*** |  |
| ‘I like eating sick and injured dinosaurs that pong!’ | ‘I like eating juicy insects and my long tongue can catch them up to 60 cms away.’ |  |
| ‘I am a giant with a giant’s appetite and love rotten meat.’ | ‘I can change my skin colour to camouflage myself so I can hide from predators.’ |  |

