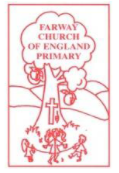
 **Home Learning Grid** 

This is the home learning grid for the week beginning 11th 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!

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|  | **Farway C of E Primary School - Class 1 – week beginning 11th 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 7, phoneme ‘qu’, written as ‘qu’.  **Year 1**  Phase 5, Unit 25, phoneme /j/ written as g(e), g(i), g(y)  **Year 2**  Phase 5, unit 27, phoneme /ch/ written as ‘tch’ | **R.E -What makes some places sacred to believers?**  Today we are beginning our new unit in R.E, exploring the scared place in different religions: Christianity, Judaism and Isalm.  **Task 1.**  Have a think about these questions:  \*Where do you feel safe? \*Why do you feel safe here? \*What is special about this place?  Maybe ask a parent or sibling to share their safe space with you. Do you like the same safe place or is it different?  Ask the children to draw a picture of the place that is special to them. They can paint it, use collage, draw it or walk there and take a photograph (if it is nearby).  Please share these pictures with Mrs Jackson! She would love to see them, and they will be going on our class wall to celebrate your success’ of home learning!    Finally, have a go at writing a sentence about your picture, telling me what you have drawn and why it is special to you.  **Year 1 & 2**: Remember to include adjectives when describing your place to me and conjunctions to join sentences together ie: ‘and’ ‘because’.  **Reception**: Remember to use your knowledge of phonics and have a go at sounding out and writing some key words around the outside of your picture.  **Task 2**  **To think about a special place for believers to go?** Talk to the children about places in their community that might be special to other people and show them photographs (school, library, swimming pool, gym, doctors surgery, hospital). Have the children ever been to any of these places? What was good about them? Ask the children to consider if there are other places in their community that are special to others. Show the children a picture of a local church, mosque and synagogue. Do they recognise these places? Why might they be important to people?  Children are to look at the photographs of the mosque, church and synagogue. Do they know what these places are?  Children are to choose one of the places, that most interests them and have a think why this place would be special to some people. It might be a good idea to print the photograph out and encourage your child to write down key ideas around the outside of the photograph. **Reception:** your adult can scribe your ideas for you, to ensure you free your working memory up to generate lots of good ideas.  Finally,  Explain to the children that these are all places of worship and are more than special for a group of children and adults called believers. These places would be called **sacred or holy.** What might that mean? | 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** – This week we are beginning to look in greater depth at number composition of the numbers 4 and 5.  <https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/> - session 1  If you feel your child is confident with these numbers please also challenge them to have a go at the additional task.  **Year 1 and Year 2 –** This week we are being our new unit on multiplication and division.  First, we are going to recap **counting in twos.**  **Year 1**  <https://www.bbc.co.uk/bitesize/articles/zkjv382>  **Year 2 – in addition to the link above,** have a look at this link.  <https://www.bbc.co.uk/bitesize/articles/zkjv382> | **P.E**  Class 1 has a keen interest in running! We really enjoy a daily jog around the playground, trying to see how many laps we can complete in 20 minutes.  14, full laps of our playground are the equivalent to one whole mile.  Have a go at mapping out one mile around your garden/local field.  **1 mile = 1609 metres.** You could try measuring out the perimeter of you chosen area (or use mum’s fitbit!)  **Engagement in topic: dinosaurs.**  As a cool down exercise, why not have a go at making frozen dinosaur eggs! (instructions attached). |
| **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 7, language session.    **Year 1**  Phase 5, Unit 25, phoneme /j/ written as ‘dge’  **Year 2**  Phase 5, unit 27, phoneme /sh/ alternatives. | **Literacy**  **Reception, year 1 and 2**  **WALT: further explore the layout of the Dino Dinners and label the key features**  **Task 1**  **Look through the book pages (I have scanned these in for you) and choose your favourite dinosaur.**  **Have a think, what do you notice about the layout on the page? What are the key features?**  **Discuss this with an adult (or sibling) – Talk through some of your ideas, you can write these down if you would like, or just have a good discussion.**  **Task 2**  **Here are some key words for you to think about:**   * **subtitle** * **bullet points** * **information text** * **voice of the author** * **voice of the dinosaur** * **painting/drawing** * **scientific sketch**   **Now, have a go at labelling these features on your chosen dinosaur page.**  **Have a look at the example attached for support with this.**  **Please don’t forget to share some of your work with me. I would love to see how you are getting on!** | 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 –**  <https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/> - session 2  **Year 1 and 2**  Today we will be recapping counting in 5s.  <https://www.bbc.co.uk/bitesize/articles/zhfjqp3>  **Year 2** - in addition of the task above, also try: <https://www.bbc.co.uk/bitesize/articles/zdhdr2p> | **History**  **Memorable experience –** visit a virtual history museum (find out facts about dippy) – natural history museum  *What can you find out about dippy the dinosaur?*  <https://www.nhm.ac.uk/discover/dippy-the-dinosaur-3d-skull.html>  <https://www.nhm.ac.uk/take-part/dippy-on-tour/dippy-learning-resources.html>  *What would it be like to go on a real dino dig?*  <https://www.nhm.ac.uk/discover/what-is-it-like-on-a-dino-dig.html> |
| **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 8, phoneme ‘ch’, written as ‘ch’.  **Year 1**  Phase 5, Unit 25, language session  **Year 2**  Phase 5, unit 27, phoneme /e/ written as ‘ea’. | **Literacy**  **Reception, Year 1 and 2**  **WALT: explore technical vocabulary and discuss the meaning.**  Task 1.  Collect some of the technical vocabulary from the book that you find interesting or are unsure of the meaning.  Ask your children: *Can we use this book to find out information about dinosaurs? How do you know?*  Can you use the book to find out: **Which dinosaur had serrated teeth? What did it use these teeth for?**  Explore the word serrated. What does it mean?  Task 2.  Using your ‘personalised’ dinosaur (from Friday) can you use some technical vocabulary (use the glossary page to help you) to write an information text about your dinosaur. Remember! Dinosaurs are no longer alive today, so we need to write our text using the past tense. | 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 –**  <https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/> - session 3  **Reception challenge:** <https://www.bbc.co.uk/bitesize/topics/z8sfr82/articles/zw4g2nb>  **Year 1 and 2**  Today we will be recapping counting in 10s.  <https://www.bbc.co.uk/bitesize/clips/zbqmpv4>  **Year 2**  <https://classroom.thenational.academy/lessons/count-on-from-a-multiple-of-10-and-identify-the-number-of-tens-in-a-multiple-of-10-6gt62e>  **Year 2 Challenge:**  <https://www.bbc.co.uk/teach/class-clips-video/maths-ks1--ks2-multiples-of-two-five-and-ten/z769wty> | **Science**  Exploring Fossils  **Making salt dough bones**  Do you have any real- life fossils at home? Maybe you could use your daily exercise session to go and find some? Or maybe you could make your own fossils and bones, using salt dough (instructions attached).  Have a look through the images of fossils attached. What features can you see?  Identify whether the fossils show a plant or animal and explain why they think this?  Explore the images of fossils further using a range of non-fiction books and the internet (google). Can you name the fossils in the images?  Have a go at drawing an observational drawing of your favourite fossil. Remember to use sketch lines and shading, as practised in school.  See sketch lines attached. |
| **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 8, phoneme ‘sh’, written as ‘sh’.  **Year 1**  Phase 5, Unit 26, phoneme /l/ written as ‘le’  **Year 2**  Phase 5, unit 27, phoneme /w/ /o/ written as ‘wa’. | **Literacy**  **Reception, Year 1 and 2**  **WALT: use the personal pronoun ‘I’**  **Task 1**  Look back at the page on ‘Tyrannosaurus rex’ (attached). Looking at the writing on the page, what do you notice about the two voices?  You can read the page yourself, or ask an adult to read it to you.  **What do you notice about the tone of the text? The choice of vocabulary and the tense of the text?**  **Make a note on what is the same and what is different.**  **Whose voice do you think each text is meant to be?**  For example: the author’s voice? Or the dinosaur’s voice? How do you know?  **Task 2**  You probably noticed that the book contains dual-voices. The first voice is that of the author, written in a more serious tone, in the past tense and using more technical vocabulary.  The second voice is that of the dinosaur. It is written in the present tense, using fun, rhyming language, and often starting with the pronoun ‘I’.  Yesterday, you wrote an information text about your personalised dinosaur. Today I would like you to have a go at writing a narrative for your dinosaur (the dinosaur’s voice). This has been written using the present tense and using the personal pronoun ‘I’.  Enjoy playing around with fun, rhyming words. You can be as creative or silly as you like, but remember to include: information, descriptive language (adjectives ie: pong), rhymes and the **personal pronoun ‘I’ – which must be written as a capital letter.** | 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 –**  <https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/> - session 4  **Year 1**  **Consolidating counting in 2s, 5s and 10s.**  <https://www.bbc.co.uk/teach/class-clips-video/maths-ks1--ks2-multiples-of-two-five-and-ten/z769wty>  **Year 2**  Learning to count in multiples of three.  <https://www.bbc.co.uk/bitesize/articles/zbp43j6> Now get your bodies moving! <https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-3-times-table/z6sw382> | **D/T –**  **Prehistoric Landscapes**  Lesson brief  Create a prehistoric landscape. Use different natural materials, such as stones, sand, twigs, rocks and soil, and a range of small tools to shape, mould, carry and sift. Use small world dinosaurs to create thematic play.  **Note:** Section off an area of grass or create a mini landscape in a shallow container. Why not challenge the children to make small dinosaurs for their habitats? Encourage them to choose a suitable material, such as clay or dough.  See landscape images attached. **Practical resources**  * Small stones * Sand * Twigs * Rocks * Soil * Small tools * Shallow containers * Clay or dough |
| **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 8, phoneme ‘th’, written as ‘th’.  **Year 1**  Phase 5, Unit 26, phoneme /m/ written as ‘mb’  **Year 2**  Phase 5, unit 27, phoneme /u/ written as ‘o’. | **Literacy**  **Reception, Year 1 & Year 2**  **WALT: convert the past to the present and vice versa.**  So far you have written an information text about your personalised dinosaur (in the past tense) and a narrative text of the dinosaur’s voice (in the present tense).  Today we are going to be looking more closely into past and present tense.  What are past and present tense?  <https://www.bbc.co.uk/bitesize/articles/z4fq96f>  Now lets more closely!  <https://classroom.thenational.academy/lessons/to-use-the-past-tense-69k30d?activity=video&step=1> | 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 –**  [https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/](https://whiterosemaths.com/homelearning/early-years/light-and-dark-week-1/) - session 5  **Year 1 and 2 –** apply our knowledge of counting in 2s, 5s and 10s to counting amounts in money.  <https://classroom.thenational.academy/lessons/find-the-total-amount-by-combining-different-coins-cmw3jc?activity=video&step=1> | **Reptile Day!**  Today we would have been having real-life reptiles visiting us in school!  Unfortunately, this can not happen at the moment… but we can explore what we mean by a ‘reptile’.  Animals are living things. Animals can be sorted and grouped into six main groups: fish, amphibians, reptiles, birds, invertebrates and mammals.  <https://www.nhm.ac.uk/discover/what-are-dinosaurs.html>  Use the information provided to explore and answer the question below:  **Were all dinosaurs classified as reptiles?** |