

Week Beginning: 11/1/2021

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| Daily Tasks | <ol style="list-style-type: none"> 1. Choose a book to share and discuss at home. Please read TO your child. This might be your bedtime story. 2. Children must read to you daily. Use books from home. We will post links to free online books when they become available on SeeSaw 3. Phonics online lesson <ul style="list-style-type: none"> • Go to https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ or search RWI phonics youtube and click on their channel. • The live lesson is at 9.30 every day, but can be accessed afterwards at your convenience. • Please choose either the set 2 or set 3 speed sound and spelling video for the day (total roughly 25 mins) based on your child's confidence with reading/spelling. 4. Log into EdShed – You have logins for this (if not, please email). Each week there will be a maths assignment (please do this 3 times), spelling (3 times) and a quiz to complete once 5. Teach your monster to read – logins in your reading record (twice a week) | | |
| | Maths | English | PM |
| Mon | <p>LO: To compare and describe capacity and volume</p> <p>Powerpoint introduction to capacity (Can also use: https://www.bbc.co.uk/bitesize/topics/zt9k7ty/articles/zp8crdm)</p> <p>‘ Capacity is the amount something can hold.</p> <p>We can use capacity to describe when something is full, half full and empty.’</p> <p>Complete one of the attached worksheets based on your child's ability. (Seesaw)</p> | <p>LO: To listen and respond to a story</p> <p>Oak National Academy https://classroom.thenational.academy/units/the-magic-paintbrush-mood-1d98</p> <p><u>Key Stage 1, English</u></p> <p>The Magic Paintbrush: mood - Lesson 1</p> | <p>History LO: To research jobs in the 17th century</p> <p>Watch the short clip of London before the fire https://www.bbc.co.uk/news/av/uk-england-london-37854640</p> <p>Go through the attached slides (Seesaw)</p> <p>Talk about what life would be like in London in 1666. What can you do now that you couldn't do before?</p> <p>Look at the list of jobs. What would you like to do/not like to do and why? Write/draw jobs that we have now that we didn't have in 1666.</p> <p>Research the job of a Firefighter then and now: All of you can draw some pictures, most of you can add labels and sentences to your pictures and some of you will challenge yourselves further by creating a table to compare then and now firefighters including the equipment and uniform.</p> |

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| Tue | <p>LO: To compare and order measurements</p> <p>Recap what capacity means. Take 5 containers of different sizes and ask your child to order them by which they think holds the least and the most liquid. Once they have made their predictions they need to fill them with water and tip them out into a jug to check their answers. They could also estimate how much each one holds using ml and l. (millilitres and litres)</p> <p>Have a go at some of the capacity challenge cards. (Seesaw)</p> <p>Extra: use < (less than) > (more than) and = (same as) symbols to compare the containers</p> | <p>LO: To tell a story from memory</p> <p>Oak National Academy https://classroom.thenational.academy/units/the-magic-paintbrush-mood-1d98</p> <p><u>Key Stage 1, English</u></p> <p>The Magic Paintbrush: mood - Lesson 2</p> | <p>Science LO: To identify different materials</p> <p>Children to write down the names of as many materials that they know. Talk about any misconceptions such as names/objects rather than what they are made from. Go for a materials walk inside and outside (weather permitting) Use a different colour to add to materials list from new materials they have discovered on their walk.</p> <p>Go through the power point slides</p> |
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Wed

LO: To be able to measure length using CM

Start the lesson with :

<https://www.topmarks.co.uk/maths-games/daily10>

Find out prior knowledge of measure. Look at a range of units e.g CM MM M L ML KG G. Ask the child if they know what any of them are, can they name them, order them etc

Collect 5 items from around the room. Order them in length by shortest to longest, use comparison language. * is longer than * but shorter than * etc

Demonstrate how to accurately measure length in cm. Child to measure objects around the room (estimate first whether they can use cm or whether they will be metres) record

On paper draw lines accurately:

For example:

-5cm long

-8 cm long

-Longer than 4 cm but shorter than 7 cm

Accurately measure given lines

How long is this piece of string?
How could you find out?



Does the string change length when you put it in a straight line?

LO: To explore the main moods in the story

Oak National Academy

<https://classroom.thenational.academy/units/the-magic-paintbrush-mood-1d98>

Key Stage 1, English

The Magic Paintbrush: mood - Lesson 3

Science

LO: To identify the uses of everyday materials

<https://www.bbc.co.uk/bitesize/topics/zrsgsk7/articles/z9pgcdm>

Discuss the power point slides

Record:

All can- write down a material and something it can be used for. Repeat for different materials.

Most- Material – at least 3 things it can be used for. Repeat for other materials.

Some- Same as above, also to answer the following questions:

Which materials did you think of the most uses for?

Why do you think that is?

Which materials did you think of the least uses for?

Why do you think that is?

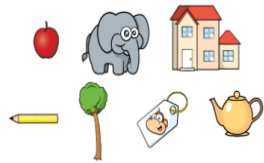
Thurs

LO: To be able to measure length using metres

Start the lesson with :

<https://www.topmarks.co.uk/maths-games/daily10>

Circle the objects that you would measure in metres. Tick the objects that you would measure in centimetres.



Create a table on your piece of paper – on one side draw or write objects which would be less than 1 metre and on the other side more than one metre
If you have a tape measure – estimate objects around your house that you think would be one metre long – measure and check.

Mathematical Talk

When would it be appropriate to use metres?

Why is more efficient to use metres instead of centimetres for longer objects/distances?

What equipment would you use to measure longer objects/distances?

Extra: use < (less than) > (more than) and = (same as) symbols to compare the lengths

LO: To use the past tense (ed)

Oak National Academy

<https://classroom.thenational.academy/units/the-magic-paintbrush-mood-1d98>

Key Stage 1, English

The Magic Paintbrush: mood - Lesson 4

Geography

LO: To investigate different weather types

Discuss all of the different weather types you already know. Record them and circle the ones which are most common to the UK.

Use the internet and/or books to find some other weather types then you can add them to your work in a different colour.

<https://www.bbc.co.uk/bitesize/articles/zv3xwnb>

Watch the video and complete the activity.

Go through the power point slides (seesaw)

Research an extreme weather type which we don't get in the UK.

Complete a 5 day weather diary (Template on Seesaw – when you click add response)

Fri

LO – To apply measure to real life maths

Complete the maths investigation

There are 3 teddies in a box.

The brown teddy is 15 cm taller than the yellow teddy.

The yellow teddy is 3 cm shorter than the pink teddy.

The pink teddy is 42 cm tall.

How tall are the brown and yellow teddies?

Answers:

The yellow teddy is 39 cm tall.

The brown teddy is 54 cm tall.

Online – Top marks measurement games and activities

<https://www.topmarks.co.uk/maths-games/7-11-years/measures>

LO: To make inferences based on what is said or done

Oak National Academy

<https://classroom.thenational.academy/units/the-magic-paintbrush-mood-1d98>

Key Stage 1, English

The Magic Paintbrush: mood - Lesson 5

PE

Pupils should be taught to:

- ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- ♣ participate in team games, developing simple tactics for attacking and defending
- ♣ perform dances using simple movement patterns.

If it is raining try an online session such as Joe Wicks, GoNoodle (search on Youtube) or Cosmic Kids Yoga (Youtube) or dance around your living room to music!

Or if the weather is nice, go outside and run, catch a ball, jump around your garden, set up an obstacle course, go on a bike ride...

Get Active!