

Class One



Dear Parent/Carer

Although the school is temporarily closed due to the Coronavirus, we are continuing to provide education for your child.

Please see the attached home learning tasks for your child to complete this week:

- Reading (minimum 20 minutes per day)
- 5 hours of English across the week
- 5 hours of Maths across the week
- 20 minutes of phonics daily (Foundation and year 1) or 20-minute spelling practice for year 2
- Wider curriculum tasks
- Please supplement with online learning and record this as part of your child's learning timetable
- Please refer to the school website and class dojo where there will be tutorials to support learning.
- Please upload your completed learning to Class Dojo

Take care and stay safe

Miss Whiteley and Miss Bryant 😊

	Maths Warm up: Hit the Button - Quick fire maths practice for 5-11 year olds (topmarks.co.uk)	English	Wider Curriculum
Monday	<p>EYFS – Comparing Height – Taller & Shorter Year 1 – Counting in 2s Year 2 – Draw Pictograms (2, 5 and 10) Complete activity on video in your maths books.</p> <p>Learning videos</p> <p>Growing 6, 7, 8! - Week 3 White Rose Maths Spring Week 7 – Number: Place Value (within 50) White Rose Maths Spring Week 6 - Statistics White Rose Maths</p>	<p>LO: I can give reasons for why a poem appeals to me. Watch English lesson from Miss Whiteley</p> <p>Year 1: Read through Tale of the Unexpected and Some Other Planet. Score the poem out of 5, giving reasons for the marks that they have awarded. Choose their favourite part of the poem and write a sentence about why they like it. Year 2: Read through Tale of the Unexpected and Some Other Planet. Score the poem out of 5, giving reasons for the marks that they have awarded. Copy out a favourite part of one of the poems and explain what appeals to them about the extract that they have selected.</p> <p>EYFS: I can discuss what happens in a story. Show 'The Gingerbread Man' animated tale The Gingerbread Man Storytelling from Hamilton Trust - YouTube. Children join in with repeated refrain, i.e. <i>Run, run as fast as you can</i> etc. Enjoy the humour. Discuss why the Fox lied to the Gingerbread Man and consider if he's trustworthy. Identify and describe the characters the Gingerbread Man meets.</p>	<p>Computing – I can learn about how to stay safe on the internet.</p> <p>Watch Safer Internet Day - Live Lesson - BBC Teach complete the sheet on the sharepoint folder.</p>  <p>PSHE To link with our assembly for this week on Wednesday, please have a think about your favourite, best, proudest or happiest moment of the half term holiday. You might like to draw a picture of it to share during the assembly. We all hope you had a lovely, relaxing time.</p>
Tuesday	<p>EYFS – Comparing height – Longer & Shorter</p>	<p>LO: I can compare and contrast poems. Watch English lesson from Miss Whiteley</p>	<p>Geography – I can create a map.</p>

	<p>Year 1 – Count in 2s Year 2 – Draw Pictograms (2, 5 and 10)</p>	<p>Year 1: Recap all the poems that we have read so far. Use the Poem Comparison table to record notes about each. Discuss the similarities and differences between the poems. Year 2: Recap all the poems that we have read so far. Use the Poem Comparison table to record notes about each. Write sentences to compare the two choices.</p> <p>EYFS: I can re tell a story through role play. Re watch the gingerbread man video. Create lolly pop stick puppets of the characters from the story. If you have a printer you can use The Gingerbread Man Stick Puppets Gingerbread Man Pictures (twinkl.co.uk). Once you have created your puppets, can you re tell the story yourself using your puppets?</p>	<p>Pretend you are a pirate. Can you create a map to show where your treasure is hidden. Remember to use your compass symbols so you know which way is North, South, East and West. Can you also include a key so you know what the symbols and images mean. There are som ideas about how you could make a treasure map here. Treasure Map - CBeebies - BBC</p>
<p>Wednesday</p>	<p>EYFS – Days of the week Year 1 – Count in 5s Year 2 – Interpret pictograms</p>	<p>LO: I can use and understand grammatical terminology (nouns and adjectives) Watch English lesson from Miss Whiteley</p> <p>Year 1: Look at all the Sprong words in the poem. Decide what they mean in English. Write down the two headings, Nouns and Adjectives. Write the English words under the correct column. Use Revision Slides 1 and 2 if you get muddled. Year 2: As Year 1 and then correct all the incorrect English words in the poem. Add corrected words to you lists of nouns and adjectvies.</p> <p>EYFS: I can describe a character.</p>	<p>Science So far, we have looked at two main groups of animals – birds and mammals. There are 3 more for us to explore. Do you know what they are? Here is a little activity to help you find out: https://www.twinkl.co.uk/resource/interactive-pdf-science-year-1-animal-groups-t-sc-2550647</p> <p>Do you have a favourite animal? If so, can you work out which animal group yours belongs to?</p>

		Choose your favourite character from the gingerbread man story. Discuss, why is it your favourite character? Draw a picture of your favourite character and write some describing words around your drawing.	When you have done that see if you can find a friend for it from the same group!
Thursday	<p>EYFS – Measuring height</p> <p>Year 1 – Count in 5s</p> <p>Year 2 – Interpret pictograms</p>	<p>LO: I can create nouns using suffixes.</p> <p>Watch lesson from Miss Whiteley</p> <p>Year 1: Pick any 4 words cards, 2 adjectives (describing words) and 2 verbs (actions or doing words). Write the adjectives but add the suffix -ness to them to make them into nouns eg sad – sadness and write out the verbs but add the suffix -er to make them into nouns, eg run - runner</p> <p>Year 2: Pick any 8 words cards, 4 adjectives (describing words) and 4 verbs (actions or doing words). Write the adjectives but add the suffix -ness to them to make them into nouns eg sad – sadness and write out the verbs but add the suffix -er to make them into nouns, eg run – runner. Write at least 2 sentences that contains one of the nouns you have made.</p> <p>EYFS: I can plan a new story ending.</p> <p>Re-watch the ginger bread man story. Discuss the ending. Why does the fox lie to the gingerbread man? What would have happened if someone managed to catch the gingerbread man instead of</p>	<p>DT - I can follow instructions to make a simple recipe.</p> <p>Follow instructions to make a fruit salad. Sit down as a group/ family to taste your fruit salad. What do you like/ dislike about it? Is it healthy? Why? Where do you think the fruit comes from?</p> <p>Draw a picture of your fruit salad and write a sentence about why you like/ dislike your salad.</p> <p>Music - I can describe my favourite song.</p> <p>Log on to charanga. Choose the 'your imagination option'.</p>  <p>Pick either the Warm-up Games or Flexible Games Track and find the pulse (the heartbeat of the music) by marching around, or copy the rhythms (long and short sounds) by clapping the patterns back.</p>

		him being eaten by the fox? Design your own ginger bread man trap/ catcher. Draw a picture of your plan, make a list of the resources you will use to make it.	What is your favourite song at the moment? Why? What do you like about it? Listen to your favourite song on youtube, can you sing along? Write a short paragraph about your favourite song. Who is singing? Are there any instruments? What is the theme of the song? Romance, heartbreak, happiness?
Friday	EYFS – Measuring time Year 1 – End of block quiz Year 2 – End of block quiz	English: I can write a letter to a character in the poem using suffixes. Watch English lesson from Miss Whiteley Year 1: Write a letter reply to the alien. Decide on the alien's name eg Dear Zog. Tell the alien all about yourself and what you like doing. Make sure you include two -ness nouns and two -er nouns. Make sure you double check your spelling. You could include some Sprong words in your letter. Year 2: As Year 1 except use at least three -ness nouns and at least three -er nouns. EYFS: I can role play my own version of a story. Using your ginger bread man trap plan from yesterday, create your trap. Once your trap is complete, role play the story with your Lolly stick puppets and capture your ginger bread man. Who is going to capture the ginger bread man?	RE We are continuing with sewing our Islamic prayer mats in school. If you haven't been able to collect the fabric in school, see if you can find any at home – it could even be some fabric from a piece of clothing you have grown out of. Cut a rectangular piece roughly 20cm X 30cm (smaller if you prefer) that one of your toys will be able to sit on. You could do some lines of simple running stitch in different colours. We are finding sewing on a Friday afternoon at school very relaxing and we would love you to be able to do some at home too.

READING: Please do some reading practise every day. Books you have at home are great and the e-books on Oxford Owl ([Free eBook library – practise reading with phonics eBooks | Oxford Owl](#)) are very good. There are a range of audio books on the link shown below: <https://stories.audible.com/start-listen>

	EYFS phonics	Year 1 phonics	Year 2 spellings	Handwriting See links below
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Monday	New sound ch	Alternative y - my	Complete the spellings handwriting sheet	l
Tuesday	New sound sh	Alternative y - happy	Practise your spellings using the look cover write check method	i
Wednesday	New sound th	Alternative y - gym	Can you put your spellings into sentences?	r
Thursday	New sound ng	Alternative y - recap	Spellings wordsearch	b
Friday	Recap new phase 3 sounds	Polysyllabic words	Ask your adult to do a spelling test	L I R B

Videos for non joined handwriting (EYFS, Year 1) [Cursive Letters - Animations and Worksheets Letter version 3 - Refiners \(teachhandwriting.co.uk\)](#)

Videos for joined handwriting (Year 2) [Continuous Cursive letter choice 3 refiners \(teachhandwriting.co.uk\)](#)

Capital letters [Capital Letters - Refiners Animations and Worksheets \(teachhandwriting.co.uk\)](#)

There are many useful websites that can help with your learning, please find some below

Online learning resources:

Nessy: www.nessy.com (pupils with access only)

Read theory: www.readtheory.org

BBC Bitesize: <https://www.bbc.co.uk/bitesize/primary>

Literacy shed: www.literacyshed.com

Primary Resources: www.primaryresources.co.uk

Phonics play: www.phonicsplay.co.uk

Twinkl: www.twinkl.co.uk

Pearson Education:

<https://www.pearson.com/uk/educators/schools/update-for-schools/primary-support.html>

Oxford Owl: www.oxfordowl.co.uk

Other free resources:

<http://www.amazingeducationalresources.com/>

Online learning resources:

RM Easimaths: www.rmeasimaths.com

BBC Bitesize: <https://www.bbc.co.uk/bitesize/primary>

Timestables rockstars: www.ttrockstars.com

Percy Parker times tables: www.percyparker.com

Top Marks: <https://www.topmarks.co.uk/>

Nrich: <https://nrich.maths.org/>

White Rose: <https://whiterosemaths.com/>

KEEPING FIT AND ACTIVE

In such uncertain times, it is vital we stay both fit and healthy for our wellbeing. Try to do at least 30 minutes of physical activity a day. Whether it is running around in your garden, or completing a home workout. Staying fit will keep you healthy and happy.

Miss Scullion has given some PE activities and ideas which can be completed.

https://exbourneprimaryschool-my.sharepoint.com/:p/g/personal/head_exbourne-primary_devon_sch_uk/EfD6zazE0v5Ki5sEURQ70MEB-fFKC62zJ6Y-NsV1oilxRA?e=tvZci

Please see below for some links towards fitness activities aimed at children in Key Stage One: <https://www.nhs.uk/10-minute-shake-up/shake-ups>
(Ten-minute videos based on Disney films.)

<https://www.bbc.co.uk/teach/super movers>

(Videos which help children move while they learn. They support curriculum subjects, including maths and English.)

Continuous Provision- EYFS

For the early years children, it is important that they have access to continuous provision between their focussed Phonics, English and maths activities. Continuous provision is a range of play-based activities that the child can access independently. This is important because children at the foundation stage learn best through their experiences within a play-based environment. In school the continuous provision would be different activities around the room/ outside area for the children to independently access. These activities would include a role play area with dolls, trains, cars for the children to put a narrative into their play, a maths area with objects and numbers for counting, making patterns, comparing, a literacy area where the children can practice writing their letters or look at a book, and an outdoors area for exploring using their senses and to support their physical development. These activities can be created at home, you probably have these different activities set up without even realising! They do not need to take over your house, a child's toys in their bedroom could be the role play area, books and paper in their bedroom moved onto a dining or coffee table could be their literacy area, the maths area could be bath time each night, counting objects, pouring and filling water and the outside area could be your garden or your daily walk. It is important that children at the foundation stage complete most of their learning through play-based activities. The phonics, English and maths tasks should only last around 30 minutes each. With play-based activities in between and throughout the day. The wider curriculum tasks are there to be completed in the afternoons.