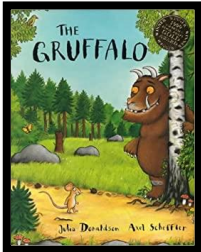
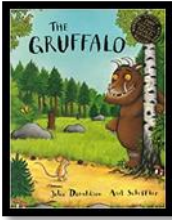



Week 10

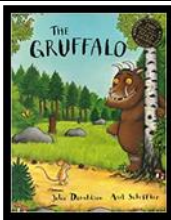
English

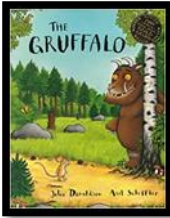
Week 10: Monday		
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	focus on words <u>your child</u> needs to learn
Phonics & Spelling	5 – 10 min	<p>Revisit the spellings for the sound /or/ and remind your child that there is another spelling of this sound.</p> <p>It is an unusual spelling and occurs after 'w'.</p> <p>Show them the words war, warm, towards, ward, warn and ask them to identify the spelling of /or/ in these words.</p> <p>Can your child find any more words that are spelled in this way?</p> <p>Try to remember these words.</p>
Writing	20 – 30 min (depends if you watch the film which is longer than reading the story)	<p>Read the Gruffalo to your child/ Watch the Gruffalo (through book, BBC film, YouTube telling)</p> <p>Stop/ pause regularly to discuss:</p> <ul style="list-style-type: none"> • The meanings of new words e.g. frightfully, fled • Your child's favourite words/ phrases • Predictions of what could happen (if it is an unfamiliar story) • Their opinions of the book <p>Ask your child what a verb is. They are action/ doing words. I often find Simon Says is a great introduction to verbs. For example, 'Simon Says jump' 'Simon Says hop' 'Simon Says cough' 'Simon Says sit.' Ensure your child knows that verbs are words that tell them things they can do. Ask your child to watch the following video to clarify verbs.</p> <p>https://www.youtube.com/watch?time_continue=97&v=OjiFdT0bF-w&feature=emb_logo</p> <p>If you have a copy of The Gruffalo, ask your child to look through the book to see how many verbs there are (flew, meeting, walk, took etc). Alternatively, could listen/ watch the story again or choose another book to search through.</p> <p>Your child may like to visit https://www.gruffalo.com/ to find more activities and information.</p>
Reading	10 min (at least)	<u>This is SO important!</u>

Week 10: Tuesday		
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 min	focus on words <u>your child</u> needs to learn
Phonics & Spelling	5 min	Ask your child to quickwrite some of the words that have an unusual spelling of /or/. Quickwriting these words will build speed and fluency. The aim is to write as many words as possible within a time constraint. You could agree words for your child to write before starting the timer or they could generate their own words. For example, in two minutes write as many words as possible with the /or/ phoneme spelled with 'ar' (warm)
Writing	20 – 30 min (depends if you watch the film which is longer than reading the story)	Today's lesson will focus on commands. Commands are a type of sentence that orders us to do something, for example: <ul style="list-style-type: none"> • Go and get a drink. • Get me a pencil please. • Run to the beach quickly. Commands use the verbs we learned about yesterday. Repeat the Simon Says game, giving your child commands. When you think they understand command sentences, ask them to give you commands in the 'Simon Says' style. Ask your child to write some commands the mouse gave the mouse could give the animals e.g. Come and have tea with me. Go and get owl ice cream. Go away Gruffalo. Get the Gruffalo.
Reading	10 min (at least)	<u>This is SO important!</u>

Week 10: Wednesday		
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 min	focus on words <u>your child</u> needs to learn
Phonics & Spelling	5 min	Ask your child to look at the words word, work, worm, world, worth, worse, worst. What is the tricky part of these words? The /er/ sound is made by /or/ which is an unusual spelling.

		Ask your child to write out these words, using a different colour for the tricky part. This will help them commit these words to memory e.g. w ord, w ork, w orm, w orld, w orth, w orse, w orst. When do they need to think about /er/ being spelled /or/? After 'w' in the middle of a word.
Writing	20 – 30 min	Discuss all the Julia Donaldson stories you and your child have read/ watched during the past few weeks. Discuss similarities and differences between the stories. There are no right or wrong answers, just discuss what occurs to you and your child. For example: similarities: they are all rhyming; they all feature animals; they all have a happy ending. Differences: Some have animals that outsmart the 'baddie' Ask your child to write down some of their ideas. They could do so in a table, list, mind map etc.
Reading	10 min (at least)	<u>This is SO important!</u>

Week 10: Thursday		
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	focus on words <u>your child</u> needs to learn
Phonics & Spelling	5 – 10 min	Remind your child of yesterday's phonics and spelling lesson when /er/ was made by 'or'. Dictate the following sentences: It will not be worth watching a worm as it works down into the soil. The world is full of worms that are on the path and grass. Discuss any errors with your child.
Writing	20 – 30 min	Ask your child which is their favourite/ least favourite Julia Donaldson? Ask them to explain their opinion and to compare the Julia Donaldson books to others they have read. Is there another style or series of book they prefer? Why? Tomorrow, your child will write a book review, giving their opinion of the Julia Donaldson books we have read so make sure they have lots of ideas.
Reading	10 min (at least)	<u>This is SO important!</u>

Week 10: Friday		
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	focus on words your child needs to learn
Phonics & Spelling	5 – 10 min	<p>Ask your child to remind you of the possessive apostrophe and when to use it in their writing.</p> <p>Dictate the following sentences to your child, ensuring they use the possessive apostrophe correctly. If they don't remember it clearly, discuss examples e.g. Joe's hat, Kevin's ball, Mum's dog and explain that it shows who/what an object belongs to.</p> <p>That is Anna's coat.</p> <p>Please give me Jake's ball.</p> <p>This car's lights are very dirty.</p> <p>Where is the girl's book?</p>
Writing	20 – 30 min	<p>Today, your child will write a book review. They can focus it on one of the books we have read or discuss several of them. I have given some questions for your child to structure their answers. Some children will answer all the questions with ease, for other children it will be more appropriate to answer one or two. It is important to give them an achievable task. To answer the questions, I would expect children to write several sentences, explaining their opinion.</p> <ul style="list-style-type: none"> • Which is your favourite Julia Donaldson book? • What is the book about? • What is your favourite part? • Who would you recommend the book to? • Is this your favourite book or have you read others you prefer?
Reading	10 min (at least)	<u>This is SO important!</u>

Science

1. Talk about what a predator is and introduce the fact that there are food chains in nature which shows that things are linked by their need to eat – remind them about work in year 1 when they found out about herbivores, carnivores and omnivores. Look at the picture of the food chain game and if necessary research together what the animals are and what they eat. Deal the food chain cards between players and take it in turns to lay down cards if they are able to join on to a chain. Ask: *What do you notice about the order of the animals?* (Often the bigger animals are at one end, little creatures or plants at the other). Tell them that the largest animals at the end of the food chain are called 'predators' and that often food chains start with little plants that get their energy from the sun. Ask: *Why do you think we call them 'food chains'?* (Because, in a healthy habitat, all living things depend on each other and each part of the chain is food for another). Can they suggest other food chains they

know about. Play the BBC Bitesize 'What is a Food Chain?' clip. If possible go outside into the yard, garden or on a walk, looking for examples of food chains (living things eating leaves, for example). Encourage them to look under things - the underside of leaves, dead leaves on the ground, small logs, stones etc. When the chn have identified a mini-beast in its habitat and spotted the sort of thing it could be feeding on, ask them to think about what might eat (prey upon) the mini-beast. Ask: *What could eat the mini-beast? What could it be afraid of? (Birds, larger mini-beasts, hedgehogs.) Where would it hide to be safe? (Under logs, stones etc.)*. They should record what they discover by drawing and labelling. Remind them that sketching outside can be rough and not detailed, but should be just a way of remembering what they have seen and then redraw and label neatly at home (you could also take photographs). Ask them to consider these questions: *What happens at the end of the food chain, to the predator? Why is it that really a food chain isn't a long line, but more like a circle?* (When predators die, their bodies turn into food for the creatures at the beginning of the food chain) During the time outside, when they find part of a food chain, encourage them to consider how the food chain may end, so if they find a caterpillar eating a leaf, they could draw that, and then makes notes (or draw) the rest of the food chain.

<https://www.bbc.com/bitesize/clips/z8hxp4> - BBC Bitesize - Food chains;

<https://www.bbc.com/bitesize/clips/z96r82p> - BBC Bitesize - What is a Food Chain?

https://www.topmarks.co.uk/Flash.aspx?b=science/food_chains - animated food web game (this is relatively complex – may need adult support);

<http://flash.topmarks.co.uk/1880> 'Chain Reaction' presentation showing a simple food chain and exploring what happens when you take one predator out – requires Flash.

2. Give them small blank white cards / pieces of paper and ask them to draw a picture of the creatures involved in a food chain, one on each piece of paper. They may want to start with the food chain already identified when outside (for example, bird - caterpillar - leaf). Then challenge them to think about food chains found in other places (heron - fish - plankton). When they have a completed set of cards to make a food chain, punch a hole in the opposite sides and string their food chains together in the right order.
3. Show them the 'Large habitats and small inhabitants' resource and explain that habitats are not just very small, but can also be massive and are all over the world (The resource shows images of desert and polar habitats). Move onto the next images in the resource and encourage them to talk about the features of these habitats and what they think will live there. Encourage them to think about the animals that live there, and then what they eat and what might eat them. Ask: *What does a food chain in this habitat look like? Can you talk about it?* You may want to give them access to the Internet to find out about each habitat, or use their general knowledge to generate a list of creatures found in these places. Print out the page of black and white drawings of animals. Then ask them to stick the cut-out animals and stick them on the picture of the habitat they the animal is best suited to. Talk about how each creature is perfectly adapted to one habitat but wouldn't survive in a different one. Ask them if

they know why (not the right food, not the right temperature, too dry, too damp, etc). Then show them the habitat diorama ideas, if you haven't made one previously, make mini habitats in a shoebox - a shoebox diorama. Alternatively review the habitat diorama they made previously and see if they need to revise any part of it using the information they have found out about food chains. Can they write a label explaining what they know about the food chains in existence in their habitat.

<https://www.bbc.com/bitesize/clips/zjynvcw> - *BBC Bitesize Habitats (clip compilation) – including images of desert, polar and coastal habitats;*

<https://www.bbc.com/bitesize/articles/zc42xnb> - *BBC Bitesize - What is a woodland habitat?*

DT

Last week you have designed your own shelter/humpy. Ask your child if they remember what a humpy is? Look at the child's design from the last week together. This week's task is to create a prototype according to your design. As it is a prototype the materials do not have to be the same as your child have planned in the design, so you can use anything you have at home. Additionally, it is up to you and your child to decide about the size of the project. Depending on your initial design, you can use chairs and throws, smaller/bigger sticks (if you have some), salt dough or plasticine, toothpicks or cotton buds. Allow your child to use their imagination and resources around you. As long as your child follows their design, the materials do not matter!

Maths

See separate sheet

PE

Keep up challenge

You can use a balloon for this activity and children can either keep a balloon or ball up with their feet. Get them to count each time and try and improve how many they get every day. If you do not have a balloon but have a ball and it is too tricky get the children to do it with their hands throwing the ball up and catching it as many times as they can.

Keep following the Joe Wicks exercise at home programme on YouTube.

Good links to use at home.

Dance

Search

Kidz Bop dance along

Or use the link

https://www.youtube.com/watch?v=sHd2s_saYsQ&t=558s

Yoga/ Mindfulness

Search

Kids yoga and mindfulness to STAY STRONG

Or use the link

<https://www.youtube.com/watch?v=9JI01thiHYI&t=2495s>

Search

Yoga Time! | Jungle Safari - Kids Yoga and Nursery Rhymes

Or use the link

<https://www.youtube.com/watch?v=C4CaR0syf1g>

Fitness / Exercises

<https://www.youtube.com/watch?v=xj7TQ6xTjnU>