

Week 9

English

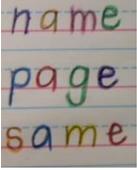
Week 9: Monday		
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	focus on words <b><u>your child</u></b> needs to learn
Phonics & Spelling	5 – 10 min	<p>Revise the rules of adding suffixes with your child and practise adding suffixes to words using the word bank below.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>biggest, readily, coming, sleeping, charger, stepped, making, gripped, easiest, blacker, happiest, beautiful, having, lover, quicker, loved, maker, using, running, changed, stopping, bigger, fattest, angriest, quizzes, stopped, writer, whitest, prettier,</p> </div>
Writing	20 – 30 min (depends if you watch the film which is longer than reading the story)	<p>Read Sick Man to your child/ Watch Stick Man (through book, BBC film, YouTube telling)</p> <p>Stop/ pause regularly to discuss:</p> <ul style="list-style-type: none"> <li>• The meanings of new words e.g. pooh-stick, weave, grate</li> <li>• Your child’s favourite words/ phrases</li> <li>• Predictions of what could happen (if it is an unfamiliar story)</li> <li>• Their opinions of the book</li> </ul> <p>Once your child has read/watched Stick Man, ask them what a noun is. Explain that a noun is the name of a person, place, animal or thing. If your child would find a visual explanation would be helpful, search ‘noun ks1’ and click on images. Go to <a href="https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpd8ng8">https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpd8ng8</a></p> <p>If you have a copy of Stick Man, ask your child to look through the book to see how many nouns there are. Alternatively, could listen/ watch the story again or choose another book to search through.</p> <p>Your child may like to visit <a href="https://www.stickmanofficial.com/">https://www.stickmanofficial.com/</a> for more activities and information.</p>
Reading	10 min (at least)	<b><u>This is SO important!</u></b>

Week 9: Tuesday		
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	focus on words <b>your child</b> needs to learn
Phonics & Spelling	5 – 10 min	Revise the rules of adding suffixes with your child and practise adding suffixes to words using the word bank below.  biggest, readily, coming, sleeping, charger, stepped, making, gripped, easiest, blacker, happiest, beautiful, having, lover, quicker, loved, maker, using, running, changed, stopping, bigger, fattest, angriest, quizzes, stopped, writer, whitest, prettier,
Writing	20 – 30 min	<p>Today's lesson will focus on exclamations. Unlike other parts of grammar and punctuation, the children have not had much direct teaching around this because it was planned for the Summer term. However, we have referred to them in lessons and some children use them as a result of seeing them in their own reading.</p> <p>Most children will recognise exclamations coming at the end of sentences that show strong emotion e.g. It was a boiling hot day! However, it was felt that people overused exclamations and that we should use them more liberally. Therefore, the government decided that, <i>"an exclamation must be introduced by a phrase with 'what' or 'how' and should be followed by a subject + verb + any other elements. It is typically demarcated by an exclamation mark, for example:</i></p> <p><i>What big teeth you have, Grandma!</i></p> <p><i>How beautiful Cinderella looks in that dress!</i></p> <p><i>The definition of an exclamation should not be confused with the uses of the exclamation mark for punctuation. The exclamation mark can be used in a variety of sentence forms and not just in exclamations. Pupils at KS1 who are 'working at the expected' and/or 'working at greater depth' standards must use sentences with different forms in their writing."</i> (Quoted from the Government Standards and Testing Agency Document).</p> <p>There is a lot of information about exclamatory sentences at the school run: <a href="https://www.theschoolrun.com/what-is-an-exclamation-sentence">https://www.theschoolrun.com/what-is-an-exclamation-sentence</a></p> <p>Your child could watch the following video: <a href="https://www.youtube.com/watch?v=vdXRckK4WHU">https://www.youtube.com/watch?v=vdXRckK4WHU</a></p> <p>They could also watch Michael Rosen read We're Going on a Bear Hunt. This book contains examples of 'how' and 'what' exclamation sentences. Ask your child to see how many exclamation sentences they can find. <a href="https://www.youtube.com/watch?v=Ogy16ykDwds">https://www.youtube.com/watch?v=Ogy16ykDwds</a></p>

		<p>Stick Man has lots of exclamations. While it is fine for children to use exclamation to punctuate emotional sentences from time to time, they must also know the more formal use of exclamations at the end of 'how' and 'what' sentences.</p> <p>When your child understands that formal exclamation sentences begin with 'what' and 'how' ask them to write some exclamation sentences Stick Man could say for example:</p> <ul style="list-style-type: none"> <li>• How far I am from the family tree!</li> <li>• What a fast river this is!</li> <li>• How very cold and lonely I am!</li> </ul> <p>This will be revisited when the children return to school so please don't worry if your child does not totally understand exclamations used in this way.</p>
Reading	10 min (at least)	<b><u>This is SO important!</u></b>

Week 9: Wednesday		
<b><u>Focus</u></b>	<b><u>Aprox. timings</u></b>	<b><u>Suggested Teaching</u></b>
CEW	5 – 10 min	focus on words <b><u>your child</u></b> needs to learn
Phonics & Spelling	5 - 10min	<p>Use the following words: call, tall, ball, walk, talk, always</p> <p>Remind your child that we usually think of /or/ (fork), 'au' (autumn), 'aw' (paw), 'oor' (door), but that it can also be spelled with 'a' (call) 'al' (walk).</p> <p>Tell them the rule that the /or/ sound is usually spelt as 'a' before 'l' or 'll'. There are some tricky ones where they can't hear the 'l'. What can they do to help them remember these? Maybe say the word as it is written.</p> <p>Search ways of making /or/ with a (call) and 'al' (walk) on the internet and make a lost of words.</p>
Writing	20 – 30 min	<p>Your child is going to write their own story about stick man. Todays session will plan that story. Remind your child that stories have a beginning (setting the scene); a middle (there is a problem); and end (the problem is resolved). Where will stick man go in their story? What problem/ problems will he encounter? Will it end happily or not?</p> <p>The plan for this story could be done through discussion, notes or a mind map. Just make sure your child is prepared to write their story tomorrow.</p> <p>Remind your child of grammar and punctuation they have looked at that they might find useful in their story:</p>

		<ul style="list-style-type: none"> <li>• Statements</li> <li>• Questions</li> <li>• Exclamations</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul> <p>They could think of some words/ phrases/ sentences they could include.</p>
Reading	10 min (at least)	<b><u>This is SO important!</u></b>

Week 9: Thursday		
<b><u>Focus</u></b>	<b><u>Aprox. timings</u></b>	<b><u>Suggested Teaching</u></b>
CEW	5 min	focus on words <b><u>your child</u></b> needs to learn
Phonics & Spelling	5 min	<p>Use the following words: call, tall, ball, walk, talk, always (as well as some you discovered yesterday)</p> <p>Ask your child to rainbow write these words in order to learn them. Here are some examples of rainbow writing:</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
Writing	20 – 30 min	<p>Discuss your child's plan for their story and explain that they will write the beginning today. Explain that the beginning will set the scene, introduce the characters, describe where the story is set. You could look at the beginning of some of your child's story books.</p> <p>When your child is ready to write, encourage them to do so slowly, carefully and with an awareness of spellings.</p>
Reading	10 min (at least)	<b><u>This is SO important!</u></b>

Week 9: Friday		
<b><u>Focus</u></b>	<b><u>Aprox. timings</u></b>	<b><u>Suggested Teaching</u></b>
CEW	5 – 10 min	focus on words <b><u>your child</u></b> needs to learn

Phonics & Spelling	5 - 10 min	<p>Ask your child to read the short passage and find all the words with /or/ spelt 'a' before 'l' and 'll'.</p> <p>There was once a very tall man called Mr Chalk who lived with his dog, cat and also a cheeky hamster. Every day, he put on his hat and coat in the hallway, picked up a ball and called, 'Come on, Fido! It's time for your walk.'</p> <p>Fido and his owner always went the same way so that Mr Chalk could have a talk with his friend Bob at his flower stall in the market. One day, as they passed the old castle walls, they noticed a strange shape stalking along through the grass. Just then, the rain started to fall in enormous splashy drops so they forgot the odd shape and ran to the market hall as fast as they could.</p>
Writing	20 – 30 min	<p>Ask your child to finish their story today, writing the middle and end. You could read some of your child's books, looking at the middle and ending.</p> <p>When your child has written their story, look at it together. What are they very proud of?</p> <p>How could they improve it next time?</p>
Reading	10 min (at least)	<b><u>This is SO important!</u></b>

## Geography

Research about the Aboriginal people of Australia and their culture. Make a mind map of what you find out.

Some websites to help but there are many others

[www.kids.kiddle.co/indigenous\\_Australians#History\\_of\\_aboriginal\\_Australia](http://www.kids.kiddle.co/indigenous_Australians#History_of_aboriginal_Australia) ,  
[www.kids.britannica.com/kids/article/Australian-Aboriginal-peoples/629039](http://www.kids.britannica.com/kids/article/Australian-Aboriginal-peoples/629039) and  
[www.kidcyber.com.au/aboriginal-peoples-of-Australia](http://www.kidcyber.com.au/aboriginal-peoples-of-Australia)

Look at the Dreamtime stories of the Aborigines of Australia, discover why they were written. You can find animated versions of some of the stories on Youtube and also on [www.dreamtime.net.au/dreaming/story-list](http://www.dreamtime.net.au/dreaming/story-list)

Retell one of the dreamtime legends, or invent one of your own.

## DT

This week you are exploring Aboriginal people of Australia. As you do your research for the geography, look at the examples of the Aboriginal homes. Tell your child that Aboriginal people lived in shelters that were called humpies. Put the words 'aboriginal humpy' into the google search. Look at the different pictures of humpies and discuss with your child what do the humpies remind you of. What materials did Aboriginal people use to build their homes? Were they good to live in for longer period? Why does your child think so? A task for this week is to design your own shelter/humpy. Draw your design on paper, think about the materials you are going to use, the size of your shelter. Is it going to fit just you or maybe several people? What will you use for the floor? Label your picture with all these details, also considering

where it is best to position your shelter (open space or in between trees, for example). Discuss pros and cons of different positioning.

## Art

Have a go at Aboriginal dot painting. Look at some aboriginal dot painting images together and [www.aboriginal-art-australia.com/aboriginal-art-library/the-story-of-aboriginal-art](http://www.aboriginal-art-australia.com/aboriginal-art-library/the-story-of-aboriginal-art) has some interesting facts but will need you to explain the content. It has an interesting sheet of symbols used to draw maps. Your child might like to have a go at drawing a map using symbols similar to the ones on the website but that they have invented to lead a trail around the house or garden. [Youtube.com/watch?v=8RZzLEoMCQE](https://www.youtube.com/watch?v=8RZzLEoMCQE) is a video designed for children to teach them dot painting and [Youtube.com/watch?v=xIRSRzmfVnw](https://www.youtube.com/watch?v=xIRSRzmfVnw) is designed for adults to help them teach dot painting.

## Maths Challenges

This week children have some more fun challenges to work through – they can be done in any order, just choose one to do each day.

If you would like to continue with more formal maths, please continue to follow the white rose website (link is below). Click onto Summer Term week 2 for the videos and activities – it continues with fractions and measurement.

Please do not worry if you don't have all of the resources listed below. These are just suggestions and can be easily substituted by whatever you have available to you.

<https://whiterosemaths.com/homelearning/year-2/>

Day	You will need	Key teaching points
1	Ingredients as outlined or for an alternative recipe	<p>Bake it!</p> <p>Biscuits are both tasty and fun to build with. Did you know the tallest biscuit tower ever was 1 metre and 84 cm tall?</p> <p>Use our biscuit recipe (or your own) to make some delicious biscuits. Can you build a biscuit tower? How tall can you build it before it falls down?</p> <p>What other structures could you build? How many biscuits did you use?</p> <p>Here's a recipe for 20 shortbread biscuits, you can use your own recipe if you would prefer. 150 g plain flour 100 g butter 50 g caster sugar plus 1 tbsp for dusting</p> <p>Method</p> <ol style="list-style-type: none"> <li>1. Put the flour, butter and sugar into a mixing bowl and use your hands to rub the ingredients together until they look like breadcrumbs then squeeze together to form a dough.</li> <li>2. Use a rolling pin to roll out the dough to a thickness of 5 mm and cut into fingers or circles. Sprinkle with the remaining caster sugar.</li> <li>3. Chill the dough for 20 minutes then bake in a 150oC oven for 15 to 20 minutes or until golden.</li> </ol>
2	Paper	Move it!

	Pencil	<p>Maths is all around us...even in the home!</p> <p>Go on a maths treasure hunt inside your home or garden. Where can you see examples of maths? Can you write clues and make a maths treasure hunt for other people to follow to find different objects hidden around the house? How many examples can you find? You could look for shapes, arrays, units of measurement, patterns etc..</p>
3	Paper Pencil	<p>Move it!</p> <p>Drawing a map is a good way to consider scale and the shape of buildings and streets from a bird's eye view. Make a map of your street or local area. Can you write directions for a route around your map? You could follow the route on your daily walk. Could you draw your map on a co-ordinate grid?</p>
4	Pencil Paper Tray Objects Tea towel	<p>Play it!</p> <p>Maths can involve using your memory. Games are a good way to improve your recall of information.</p> <p>Play the 'tray game' to test your memory – put items on a tray, cover it with a tea-towel and remove one of them. Can you work out which item has been removed? Make some matching cards. Draw pairs of shapes (e.g. two circles, two squares, two rectangles etc..). Turn them over and see if you can find a matching pair. Stop when all pairs have been found.</p>
5	Various construction toys Sellotape Paper Cardboard Cardboard box	<p>Make it!</p> <p>Designing and building models is the perfect opportunity to use our measuring skills. Design and build a model using any materials you have in your house. It could be a model of your home, another building or be something completely unique. How tall is your model? What shapes have you used?</p>

PE

Dance time

Get the children to pick a song and come up with a dance routine to the song. They can then perform the routine to you when they are finished.

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](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>