Year 1 and 2 – Week beginning 15/03/21 Isolation timetable

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
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| Year 1 Phonics | **Year 1 Phonics – alternative ee**<br>Start by playing - https://www.phonicsplay.co.uk/resources/phase/5/flashcards-speed-trials<br><br>Then play the **phoneme spotter** https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-ee<br><br>**Extra practise – https://www.phonicsplay.co.uk/resources/phase/5/sentence-substitution-ph5b** | **Year 1 Phonics – alternative ee**<br>Start by practising spelling the tricky words: **said, so, have, like.**<br><br>Then play **Word Sort https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-ee**<br><br>**Extra practise –** https://www.phonicsplay.co.uk/resources/phase/5/crater-creatures-countdown-ph5b | **Year 1 Phonics – alternative ee**<br>Start by playing - https://www.phonicsplay.co.uk/resources/phase/5/flashcards-speed-trials<br><br>Then play the **Word sort** from yesterday **https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-ee**<br><br>**Extra practise –** https://www.phonicsplay.co.uk/resources/phase/5/dragons-den | **Year 1 Phonics – alternative ch**<br>Practise spelling the tricky words: **said, so, have, like.**<br><br>Write the words **rich, much, future, adventure, catch, stitch.** Ask children to read the words aloud to each other and soundtalk them.<br>Which sound do all of these words contain?<br><br>Ask children to help you write a sentence. **The witch in the picture is making such a messy mixture.**<br><br>**Extra practise – https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure** | **Year 1 Phonics – alternative ee**<br>Practise reading the decodable words**: day, made, came, make**<br><br>Ask the ch to write the words: **tree, three, steam, happy, monkey, these, chief.**<br>Encourage children to think about the sounds that they can distinguish easily first.<br>**Practise reading theses sentences**. The lazy donkey went to sleep on the beach.<br>The sleepy puppy came to eat a meat treat by my feet.<br>Maybe the thief is jolly or maybe he's mean.<br>**Extra practise –** https://www.phonicsplay.co.uk/resources/phase/5/cheeky-chimps and select today's sound. |

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| Literacy | **Literacy**<br>**Scented Garden The Bee Who Spoke by Al MacCuish**<br><br>**L.O. Year 1**<br>**I can answer questions about what has been read to me.**<br><br>**Complete the reading comp sheet provided.**<br><br>**L.O. Year 2 I can answer questions about what I have read.**<br><br>**Complete the reading comp sheet provided in complete sentences.**<br><br>**Challenge: Describe a special gift that you received.**<br><br>**Plenary: Children can share special gifts they have received from special people.** | **Literacy**<br>**Scented Garden The Bee Who Spoke by Al MacCuish**<br><br>**Year 1: I can write a list using letter sounds.**<br><br>**Year 2: I can answer questions about what I have seen.**<br><br>**Input: Read the story up until the picnic page and discuss how plants provide many things we eat and use. Note how Belle uses arnica to heal her bruise. Watch the following clip about plant products.**<br><br>**https://www.youtube.com/watch?v=MbSQBpT31t0**<br><br>**Task**: **Year 1**: Write a list of food and products that comes from plants. Class derive and write list as a group.<br>**Task**: **Year 2:** Complete the sheet provided. Choose the word from the word | **Literacy**<br>**Scented Garden The Bee Who Spoke by Al MacCuish**<br><br>**Year 1 and 2**<br>**L.O: Speaking and Listening Role Play.**<br><br>**Year 2 L.O: I can write in role.**<br><br>**Input: Finish the story and discuss what Belle learned from the bee.**<br><br>**Year 1 Task: Imagine you are Belle. You arrive back at granny's house and you want to tell your family all about your amazing day. Describe what happened to you to your talk partner. The talk partner must act as if they are Belle's grandma or grandpa. What questions would they ask Belle? How would they respond?**<br><br>**Top Tip: Use gesture and voice to show how excited Belle is to share her** | **Literacy**<br>**Scented Garden The Bee Who Spoke by Al MacCuish**<br><br>**Year 1:**<br>**L.O: I can write in role.**<br><br>**Year 2: I can write a diary entry.**<br><br>**Input:** Review diary writing tips in power point provided. Remind children they wrote diary entries as Bob in The Man in the Moon.<br><br>**Task:** Write a diary entry as if you are Belle. Write a shared diary entry of the day she met the bee**.**<br>**HA** children can write independently.<br>Some children may want to contribute to a shared writing piece.<br><br>**Top Tips:** Write in role as if you are Belle.<br>Use at least one exclamation marks in your entry as exciting | **Literacy**<br>**Scented Garden The Bee Who Spoke by Al MacCuish**<br><br>**Year 1 and 2:**<br>**L.O: I can write for different purposes.**<br>**I can write a post card.**<br><br>**Year 1 and 2:**<br>**INPUT:** Ask children to share what they know about postcards. What are they? What do people send them?<br>Have you ever received one? Explain that they are going to design a postcard sent by Belle to a friend in Paris. What would the picture be of on the front? What might Belle write on the card? Model an example and provide children with template.<br>**Task**: Use the template to design a postcard.<br><br>**Challenge:**<br>They may also design their own stamp. Look |

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| | | bank to complete the sentences.<br><br>**Challenge**: practise reading the passage out to check it makes sense.<br><br>**Plenary**: Ask children to read passages to their partner to check them. Encourage confidence and fluency. | **adventure.**<br><br>**Plenary**: Children chosen to model their role play as Belle and granddad or grandma to the class at a social distance when talking. | things happened to Belle that day.<br><br>**Plenary:** Share diary entries that children wrote independently. | some up on your computer. |

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| Maths Year 1 | **LO: I can measure weight.**<br>Start by watching the White Rose video https://vimeo.com/517199752<br><br>Work through the questions on the sheet as you go through the lesson PowerPoint ( see class page for resources or print out pack)<br><br>Once you have completed the questions, please check your work and then upload it to Seesaw.<br><br>Now complete **one** activity from **Mathletics** (login will be in your child's reading record) and will be linked to our current or previous topics. | **LO: I can measure mass.**<br>Start by watching the White Rose video https://vimeo.com/516653575<br><br>Work through the questions on the sheet as you go through the lesson PowerPoint ( see class page for resources or print out pack)<br><br>Once you have completed the questions, please check your work and then upload it to Seesaw.<br><br>Now complete **one** activity from **Mathletics** (login will be in your child's reading record) and will be linked to our current or previous topics. | **LO: I can compare mass.**<br>Start by watching the White Rose video https://vimeo.com/516654572<br><br>Work through the questions on the sheet as you go through the lesson PowerPoint ( see class page for resources or print out pack)<br><br>Once you have completed the questions, please check your work and then upload it to Seesaw.<br><br>Now complete **one** activity from **Mathletics** (login will be in your child's reading record) and will be linked to our current or previous topics. | **LO: I can solve weight and mass problems.**<br>Start by watching the White Rose video https://vimeo.com/516655480<br>Work through the questions on the sheet as you go through the lesson PowerPoint ( see class page for resources or print out pack)<br><br>You may read the question to your child and can work through together on the recording. This is a developing skill so please don't worry if they don't get it straight away.<br><br>Choose at least three problems from the pack to solve.<br><br>Once you have completed the questions, please check your work and then upload it to Seesaw.<br>Now complete **one** activity from **Mathletics** (login will be in your | **LO: I can measure capacity and volume.**<br>Start by watching the White Rose video https://vimeo.com/521892857<br>Work through the questions on the sheet as you go through the lesson PowerPoint ( see class page for resources or print out pack)<br><br>Please have a practise of **99 club – see the website for sheets https://www.holyportprimaryschool.co.uk/holyports-99-club/**<br><br>Now complete **one** activity from **Mathletics** (login will be in your child's reading record) and will be linked to our current or previous topics. |

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| | | | | child's reading record) and will be linked to our current or previous topics. | |
| Maths Year 2 | **LO: I can count vertices on 3D shapes.**<br>**S**tart by watching the White Rose video.<br>https://vimeo.com/508432389<br>Work through the questions on the sheet as you go through the lesson PowerPoint ( see class page for resources or print out pack)<br><br>Once you have completed the questions, please check your work and then upload it to Seesaw.<br><br>Now complete one task from Mathletics (login will be in your child's reading record) and will be linked to our current or previous topics. | **LO: I can sort 3D shapes.**<br>**S**tart by watching the White Rose video.<br>https://vimeo.com/508433384<br><br>Work through the questions on the sheet as you go through the lesson PowerPoint ( see class page for resources or print out pack)<br><br>Once you have completed the questions, please check your work and then upload it to Seesaw.<br><br>Now complete a task from Mathletics (login will be in your child's reading record) and will be linked to our current or previous topics. | **LO: I can make patterns with 3D shapes.**<br>Start by re watching the White Rose video.<br>https://vimeo.com/508434253<br>Work through the questions on the sheet as you go through the lesson PowerPoint ( see class page for resources or print out pack)<br><br>Once you have completed the questions, please check your work and then upload it to Seesaw.<br><br>Now complete a task from Mathletics (login will be in your child's reading record) and will be linked to our current or previous topics | **LO: I can solve problems.**<br>Start by watching the White Rose video.<br>https://vimeo.com/508435282<br><br>The instructions for this problem is online and can be found on enrich<br>https://nrich.maths.org/5648/note<br><br>Once you have completed the questions, please check your work and then upload it to Seesaw.<br><br>Now complete a task from Mathletics (login will be in your child's reading record) and will be linked to our current or previous topics<br>**Thursday -** Don't forget to log onto TTR and play. | **Assessment Day**<br>We would aim for your child to now be reading the question independently but you may read it to them if they are finding it difficult. Please let them complete independently.<br><br>Once you have completed the questions, please check your work and then upload it to Seesaw.<br><br>**99 club!**<br><br>Now complete a task from Mathletics (login will be in your child's reading record) and will be linked to our current or previous topics<br>**Friday -** Don't forget to log onto TTR and play. |

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| | **Monday -** TTR time Don't forget to log onto TTR and play. Spend time practicing in the 'Garage' levels on the tables that you need to work on. | **Tuesday** - Don't forget to log onto TTR and play. Do a few 'Sound Checks' can you achieve 25 out of 25 when you only have 6 seconds to answer a question? | **Wednesday -** Don't forget to log onto TTR and play. Complete some 'Studio' Time. When you have been on the Studio 10 times TTR will generate an average response time for you. The aim is to improve your response time. Take care the response time can go both ways quicker and slower! We report the quickest and the most improved response times in the school newsletter each term. | Want to play against others? Go to the 'Area' and race your classmates or go to the 'Festival' to race the world. | Want to set a challenge for a friend or a member of school staff to beat? Go to 'Rockslam' to set the score for them to beat. |

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| Foundation Subjects | Science<br>**L.O: I can order the lifecycle of a flowering plant.**<br><br>**Watch the power point provided and order the pictures of the life cycle from germination to dispersal with the children.**<br>**HA Year 2 may label the pictures.**<br><br>**Challlenge Task: What seeds would you plant in your garden? Design and label your own garden** | DT<br>**LO I can choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.**<br><br>Today we are going to be making scented play dough. Use a range of scents, such as lavender, basil (grind the basil leaves into a watery paste using a pestle and mortar) rose oil or mint tea to add to the dough mixture.<br><br>Encourage children to carefully select which scents they want to add to their batch of play dough, explaining their choices. Do they want to | RE<br>**L.O: Jesus taught his disciples to include everyone.**<br><br>**Input:** Jesus chose special friends to help him spread his message of God's love. Many of them were fishermen who worked on Lake Galilee catching fish. Jesus wanted as many people as possible to hear his message and learn how to be closer to God so he chose 12 special friends called disciples. A disciple is a follower. Someone who learns from someone else.<br>Watch the following clips in order. | Music<br>**L.O. I can identify how a slow tempo.**<br>**I can identify long phrases and smooth notes.**<br>**I can sing/chant a different rhythm at the same time as other parts.**<br><br>**I can respond to a piece of music.**<br><br>**Part 3** – And the beanstalk grew.<br><br>**Start with the tutorial** **https://www.bbc.co.uk/teach/school-radio/music-jack-and-the-beanstalk-song3/z6ydkmn** | Art<br>**LO: I can select the best materials and techniques to develop an idea.**<br><br>Look through the Famous Works Of Art PowerPoint which showcases a range of different types of art based on flowers.<br><br>Discuss with the children what they notice and like about each one and if they have a favourite.<br><br>Explain that we are going to making a floral collage which means to stick various different materials such as photographs and pieces |

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| | | attract others to play with their dough by giving it a beautiful smell? Or maybe they want to surprise others with a smell they weren't expecting? Help them to measure out and add the ingredients, mixing and kneading, then play by rolling, squeezing and stretching the dough whilst enjoying its fragrant smell!<br><br>**Note:** To make, use 2 cups flour, 1 cup salt, 2 tbsp vegetable oil, 2 tbsp cream of tartar, 1.5 cups of boiling water, a big squeeze of liquid food colouring or scented ingredient and a few drops of glycerine for extra shine. Add colouring and any flavouring or natural scent at the kneading stage. Rose petals, basil, mint leaves and lavender buds can be included in the kneaded dough for extra texture | **https://www.bbc.co.uk/bitesize/clips/zbyr87h**<br><br>**Pull objects out of bag for children to see. Balloons, party hats, biscuits, plates, cups and let the children guess what the objects are for… A party. Jesus wants God's love to feel like a party where everyone is invited. Watch the clip below:**<br><br>**https://www.bbc.co.uk/bitesize/clips/z3pvcdm**<br><br>**Jesus wanted his disciples to include everyone and let everyone know they are special to God.**<br><br>**Task:** Draw a picture of a fantastic party and lots of guests. Who would you invite? Remember to include lots of wonderful food to share. | **Follow on with**<br>• **Listening to the story Episode 5 and 6**<br>• **Listen to the music**<br>• **Complete the comprehension quiz**<br><br>You could upload yourself singing the song on SeeSaw. | of paper or fabric on to a backing.<br><br>Show the children a  photo and paper collage example such as this.<br><br>**Resources**<br>Magazines of flowers or catalogues<br>Different coloured tissue paper.<br><br>**Task Year 1 and 2**<br>Create floral collages using papers and fabrics. Represent colours and textures, explaining their intentions as they work. |

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| | | and fragrance. | **Challenge: Draw and label the 12 disciples.**<br><br>These are the names of the twelve disciples: Simon (who Jesus liked to call Peter, which means rock), his brother Andrew; brothers James and John; Philip and Bartholomew; Thomas and Matthew the tax collector; James and Thaddaeus; Simon and Judas Iscariot, | | **Post a picture of your end result on SeeSaw.** |
| | **<u>Keep Active</u>**<br>**<u>Virtual School's Games</u>**<br><br>**Lesson 1- Ball Skills**<br>For this lesson you will need a ball and someone to count your scores and time you.<br><br>Challenge 1- Catching- Throw the ball up and catch the ball as many times as you can. If it is too tricky, allow the ball to bounce before catching | **<u>Computing</u>**<br>**L.O: I know what coding is.**<br>When you learn to code you can make things happen on your computer.<br><br>You can make anything you want with code. It could be a game, some pictures or a film.<br><br>Computer code is a set of rules or instructions. It is made up of words and | **<u>PSHE</u>**<br>**Year 1and 2**<br>**L.O: I know that the Eatwell Plate helps us build a healthy meal.**<br><br>**Go through power point provided and complete sorting task with children.**<br><br>**Challenge: Which food group should fill the largest part of your plate?** | **<u>Keep Active</u>**<br>**<u>Lesson 2- Virtual School Games</u>**<br>For this lesson, you can access the challenges by looking at the school website, on the help with keeping active page. | **<u>Geography</u>**<br><br>Explain that we now already know that there are a lot of different species of plant that are found in the rainforest. Today we are going to look at different plants that are found around the world.<br><br>Look at the Plants from around the world PPT. |

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| | it. If it is too easy, try and catch with one hand, or throw the ball up higher.<br><br>Challenge 2- Clap Catch- Throw the ball up into the air, before you catch the ball, clap your hands before catching it. If this is too tricky, use a bigger ball and allow a bounce. If it is too easy, try and touch different body parts before catching the ball.<br><br>You can always keep Mr Deverall up to date with what you have been doing, by emailing sports@holyportprimaryschool.co.uk | numbers and when you put them in the right order it will tell your computer what you want it to do. You can program lots of things with code.<br><br>**Watch the following clip**<br>https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/zykx6sg<br><br>Followed by<br>https://www.bbc.co.uk/teach/class-clips-video/computing-ks1--ks2-programming-a-robot-crocodile/z4hpy9q<br><br>**Year 1** – Design a robot and write a list of instructions to get it from one place to another. Test it out using something that moves.<br><br>**Year 2** – Design a treasure map. Write a list of instructions for 2 different journeys across | | | **Task**<br>**Year 1 –** draw and label one plant from each continent and write a sentence about each.<br><br>**Year 2 –** Create a factfile and write about 2 plants found on each continent. |

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| | | your treasure map.<br><br>**Alternative Task if you don't have computer access: Write an algorithm for making a cup of tea.**<br><br>**Please take a photo and put it on SeeSaw.** | | | |