Year 1 and 2 – Week beginning 08/03/21 Isolation timetable

	Day 1	Day 2	Day 3	Day 4	Day 5
Year 1 Phonics	**Year 1 Phonics – alternative AI** We are looking at alternative ai. Watch the following clip to recap different ways of saying ai https://www.youtube.com/watch?v=UCE3ZO0Rc0E Now complete todays task from the class page. **Extra practise –** https://www.phonicsplay.co.uk/resources/phase/5/acorn-adventures and select the **a** sound.	**Year 1 Phonics – alternative AI** We are looking at alternative ai again. Start with **the Train Your Brain Activity** https://www.phonicsplay.co.uk/resources/phase/4/train-your-brain-ph4?utm_source=pdf&utm_medium=text_link&utm_campaign=phonicsplay&utm_term=planning&utm_content= Now complete todays task from the class page. **Extra practise –** https://www.phonicsplay.co.uk/resources/phase/5/reading-robot and select phase 5	**Year 1 Phonics – alternative AI** Begin by playing https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials Follow up with today's task from the class page. **Extra practise –** https://www.phonicsplay.co.uk/resources/phase/5/tricky-word-trucks	**Year 1 Phonics – alternative C** Practise reading the tricky words: some, come, were, who using **Train Your Brain Phase 4** https://www.phonicsplay.co.uk/resources/phase/4/train-your-brain-ph4?utm_source=pdf&utm_medium=text_link&utm_campaign=phonicsplay&utm_term=planning&utm_content= Watch the following clip https://www.youtube.com/watch?v=WJWu9Pr-Zzs Now complete todays task from the class page. **Extra practise –** https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-ai	**Year 1 Phonics – alternative AI** Start with https://www.phonicsplay.co.uk/resources/phase/5/flashcards-time-challenge and select phase 5 Can you write the following words: make, clay, snail, eight, grey, date, tray. Encourage children to think about the phonemes that they can distinguish easily first. Then think carefully about the tricky part of the word (the /ai/ phoneme). Ask them to now write the sentence **How much do you think a whale's brain would weigh?** **Extra practise –** https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure and select any sound.

Literacy	**Literacy** **Scented Garden The Bee Who Spoke by Al MacCuish** **L.O. Year 1** **I can write simple sentences and check for capital letters and full stops.** **Challenge:** I can write a sentence. When I look out of my window I can see… **L.O. Year 2 I can write sentences using conjunctions and adjectives.** **Challenge: Write the sentence When Belle looks out of her window she can see…** **INPUT: Introduce the book The Bee Who Spoke by Al MacCuish.** Read the first three paragraphs and then look at the first page and ask the children to tell you what Belle can see out of her window. After making a mind map of the	**Literacy** **Scented Garden The Bee Who Spoke by Al MacCuish** **Year 1 and 2:** **L.O. Year 1 and 2: I can make inferences about a character using picture clues.** **Read the first three paragraphs of the book again to remind the children what they already know about Belle**. Use the photo provided to make a role on the wall about Belle. The children can say what they know about Belle from the story and use the picture clues to say what they infer about her. Encourage the children to look at the objects on the table to make inferences about her interests. Place on working wall. **Task**: The children choose three or four (Year 1) or six	**Literacy** **Scented Garden The Bee Who Spoke by Al MacCuish** **Year 1 L.O: I can use letter sounds to write a list** **Year 2 L.O: I can make a prediction about a text.** **Ask the children to tell you what they recall about Belle. Consider the sentence Belle loved the city and the city loved her. What does that mean to you? Remind the children that Belle is going on a special journey to a place she goes every summer. What do you need to do when you go a journey? Pack a Bag. Belle has been busy packing her bag. Let's see what she's packed. Read the next two pages with the children. Where do you think Belle might be going? What do you think she will do there?**	**Literacy** **Scented Garden The Bee Who Spoke by Al MacCuish** **Year 1:** **L.O: I can write simple sentences about what I have seen.** **Year 2: I can write a descriptive piece.** **Input:** Recap the story so far. Where does Belle live? Where is she going? Who is she visiting? What did she pack? Read until the part where Belle takes off on her bicycle. You may want to stop and discuss the special gifts Belle got from Grandad briefly. Have you ever received a very special gift? Which of the grandad's gifts would you like best? Then finish the next page. What did Belle's dad say to her before she took off? Watch the following clip	**Literacy** **Scented Garden The Bee Who Spoke by Al MacCuish** **Year 1 and 2:** **L.O: I can consider how a poem describes feelings and emotions.** **Year 1 and 2:** **INPUT:** Begin reading the book where Belle is riding her bike in the country. Stop at the end of the page where she falls off her bike and is lost. Briefly discuss how belle might be feeling and what she might be thinking. Children may share their experiences of being lost. Follow the link to the poem Lost by Michael Rosen. https://clpe.org.uk/poetryline/poems/lost

	children's ideas around the picture provided. Ask the children to infer what the people might be doing and where they might be going. Note the time on the clock. Make sure the children note the shop keepers and street cleaners as well as mum and child and dog walkers. **Task: Write sentences about what can be seen outside the window.** **Year 1: Belle can see…** **Year 2: When Belle looks out her window she can see…(use commas and conjunctions)When Belle looks out her window she can see a lady walking a small brown dog and a two people talking. Model a sentence using adjectives and conjunctions to children.** **Plenary:** Refer to the book saying that Belle lived in the great city of Paris the	(Year 2) ideas to record on their sheets about Belle. Ideas: Likes to write, draw, collect nature feathers, rocks, flowers, writes letters, watches people, observant, creative, interested in nature, curious, arty. **Plenary**: Finish the page and ask the children to infer what season is approaching and where they might be travelling.	**Year 2:** Write a few sentences about where you think Belle is going and what you think she will do when she gets there. **Year 1 Task:** Write a packing list of things Belle has put in her bag. **Challenge:** Write a list of things you would pack if you were going on a journey. **Plenary**: Read the next page where Belle is in the car with her family. Discuss:What do you do on a long journey?	to explore the countryside virtually. https://www.youtube.com/watch?v=HR3c38VsUAs **Task: Year 1**: Write simple sentences about what you saw on the clip. Practise tricky word saw **L.A**: I saw a… Write three sentences. **MA/HA**: Write three to five I saw sentences with an adjective. I saw a green medow. I saw a rushing waterfall. I saw a yellow cornfield. **Task Year 2:** Model writing a descriptive piece about a bike ride in the country. **HA:** Write their own descriptive pieceusing ideas from the modelled piece if necessary. **MA:** Use elements of modelled piece and add their own ideas at the end. **LA/SEN** See year 1 task	**Task Year 1**: **All learners**: Locate and record rhyming words in the poem. Discuss how the author is feeling. How do you know? **MA/ HA**: How do you think the author became lost? Write your explanation down in your book. **TASK: Year 2:** Briefly discuss and identify rhyming words in poem then write an explanation about how you think the author of the poem got lost. **SEN/LA**: See year 1 rhyming task discuss how they think the poet got lost. **Plenary:** Share ideas on how children thought the poet got lost or separated from his friends.

	capital city of France. Watch the following clip and note famous landmarks of Paris **Eifel Tower** **Montmartre** **Notre Dame** **The Seine** **The Louvre** **https://www.youtube.com/watch?v=dqQO3h9B_wg**			**Plenary:** Ask children to read their work to class.	

Maths Year 1	**LO: I can compare length and height. (recap)** Start by watching the White Rose video (recap) https://vimeo.com/507943851 This will be a different sheet to White Rose – **Page 3** is the sheet your child needs to complete**, page 4** if they need **more of a challenge.** There is a **challenge**	**LO: I can measure length. (recap)** Start by watching the White Rose video https://vimeo.com/508439670 This will be a different sheet to White Rose – **Page 3** is the sheet your child needs to complete**, page 4** if they need **more of a challenge.** There is a **challenge**	**LO: I can measure length continued. (recap)** Start by watching the White Rose video https://vimeo.com/510394371 This will be a different sheet to White Rose – **Page 3** is the sheet your child needs to complete**, page 4** if they need **more of a challenge.** There is a **challenge**	**LO: I can solve practical problems.** Start off by playing https://www.topmarks.co.uk/maths-games/measuring-in-cm Which practises using a ruler to measure. Today we are looking at applying the skills we have looked at in different problem solving activities.	**LO: I can solve problems for length and height by telling which objects are longer or shorter/taller or shorter.** **Assessment day** - Work through the questions on the assessment sheet. Please let your child complete this on their own but you may read the questions.

	activity if they need it, page 3 or 4 again of the pack. Once you have completed the questions, please check your work and then upload it to Seesaw. 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.	**activity** if they need it, page 3 or 4 again of the pack. Once you have completed the questions, please check your work and then upload it to Seesaw. 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.	**activity** if they need it, page 3 or 4 again of the pack. Once you have completed the questions, please check your work and then upload it to Seesaw. 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.	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. Choose at least three problems from the pack to solve. Once you have completed the questions, please check your work and then upload it to Seesaw. 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.	Once you have completed the questions, please check your work and then upload it to Seesaw. Please have a practise of **99 club – see the website for sheets** **https://www.holyportprimaryschool.co.uk/holyports-99-club/** 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.

Maths Year 2	**LO: I can draw the whole.** **S**tart by watching the White Rose video. https://vimeo.com/508432389 Work through the questions on the sheet as you go through the lesson PowerPoint (see class page for resources or print out pack) Once you have completed the questions, please check your work and then upload it to Seesaw. 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. **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.	**LO: I can sort 2D shapes.** **S**tart by watching the White Rose video. https://vimeo.com/508433384 Work through the questions on the sheet as you go through the lesson PowerPoint (see class page for resources or print out pack) Once you have completed the questions, please check your work and then upload it to Seesaw. 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. **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?	**LO: I can make patterns with 2D shapes.** Start by re watching the White Rose video. https://vimeo.com/508434253 Work through the questions on the sheet as you go through the lesson PowerPoint (see class page for resources or print out pack) Once you have completed the questions, please check your work and then upload it to Seesaw. 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 **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	**LO: I can count faces on shapes.** Start by watching the White Rose video. https://vimeo.com/508435282 Work through the questions on the sheet as you go through the lesson PowerPoint (see class page for resources or print out pack) Once you have completed the questions, please check your work and then upload it to Seesaw. 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 **Thursday -** Don't forget to log onto TTR and play. Want to play against others? Go to the 'Area' and race your classmates or go to the 'Festival' to race the world.	**LO: I can count edges on 3D shapes.** Start by watching the White Rose video. https://vimeo.com/508435282 Work through the questions on the sheet as you go through the lesson PowerPoint (see class page for resources or print out pack) Once you have completed the questions, please check your work and then upload it to Seesaw. **99 club!** 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 **Friday -** Don't forget to log onto TTR and play. 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

			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.		beat.

Foundation Subjects	Science **L.O: I can label the body parts of a bee.** **Year 1: I know all insects have six legs, an abdomen,a thorax, and antenna** **Watch:** **https://www.bbc.co.uk/bitesize/clips/zq3ygk7** **https://www.bbc.co.uk/bitesize/clips/zq3ygk7** **Year 2: I know what each body part does. I know all insects have an exoskeleton to protect them.** **Task: Year 1 and 2: Complete the labelling activity provided.** **Task: Year 2: Write a sentence about the abdomen, thorax, and antenna. Complete the challenge sheet provided.**	Topic **LO: I can describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European.** Explain that because rainforests are warm, wet and dense, they are full of life – millions of different kinds of plants and animals live there, and some haven't even been discovered yet! It's important to protect rainforest habitats for all the creatures who live there, and for humans too; rainforests produce 20% of the oxygen that all of us in the world need to breathe. In the rainforest, plants grow fast because it is always warm and there is plenty of water. Hardwood, tall trees like	RE **L.O: I am beginning to learn about the Life of Jesus and his miracles.** **https://www.youtube.com/watch?v=sYwimzwpSgs** **Task:** Remind your child that Jesus was teacher and travelled around telling people stories with a lesson (parables) Can they recall the parables we learned last week? The Lost Sheep and The Good Samaritan. Remind each other of the stories and what they tell us about God's Love. Can the children recall the story of how Jesus helped feed 5,000 people? **Watch the clip above to learn about how Jesus cured a man with leprosy. Leprosy was considered a very contagious disease and people with it were forced to live outside**	Music **L.O. I can identify how a musical phrase is made longer by adding to** **I can sing a different rhythm at the same time as other parts.** **I can respond to a piece of music.** **Part 2 – Jack Went To Market** **Start with the tutorial** https://www.bbc.co.uk/teach/school-radio/music-jack-and-the-beanstalk-song2/zkhrbdm **Follow on with** • **Listening to the story part 1 and 2** • **Listen to the music** • **Complete the comprehension quiz**	Art **LO: I can select the best materials and techniques to develop an idea.** Go for a walk or look in your garden for some wild flowers growing. When picking flowers there are some important things to remember • Avoid picking flowers from someone else's garden • Pick in a safe spot • Try not to take more than you need • Check with an adult to see if it's safe to pick as some our poisonous! • Wash your hands thoroughly after Watch how to guide for

		mahogany, rosewood and ebony thrive and lots of smaller plants grow on them like creepers, trying to get some sunlight. Leaves and fruits are produced year-round in the rainforest, which makes it a wonderful place for animals. **Show children Rainforest Animals PPT.** Explain that **Rainforest habitats are getting smaller.** This is because forests are being destroyed because of mining, cutting down trees to use the wood to make things, building roads and making space for farmland. All those animals and insects who used to live in those bits of rainforest that have been destroyed have had to find new homes, or have died. The plants that used to be there are gone. We need rainforests	**villages and cities in what were called leper colonies. Some kind people, mainly relatives of the lepers, dropped off food to the colonies as the lepers were unable to leave or have contact with others.** **Task:** Draw a picture of Jesus healing the man with leprosy. Answer the question: How do you think God wants us to treat people who are sick? How was Jesus teaching by example?	You could upload yourself singing the song on SeeSaw.	pressing flowers https://www.nhm.ac.uk/discover/how-to-press-flowers.html **Task Year 1 and 2** Press a garden or wild flower between the pages of an old book and weigh down, leaving in a warm, dry place to dry out. Laminate pressed flowers when dry to create a bookmark or tag. Write a simple explanation or set of instructions on how they did it. Leaf rubbings can also be done for year 1. **Post a picture of your end result on SeeSaw.**

		because all those trees and plants produce around 20% of the oxygen that we need to breathe. The trees also absorb carbon dioxide, which is a greenhouse gas that the Earth has too much of at the moment. It's making the planet temperatures get warmer, which is affecting many other habitats around the world. So, it's very important that we help keep rainforest habitats healthy and growing by caring for the environment and not cutting down any more rainforest trees. **<u>Task</u> Year 1 – Draw and label animals that you would find in a rainforest.** **Year 2 – Complete animal adaptations sheet**			

	Keep Active **Virtual School's Games** Lesson Aim- Ball Skills In this lesson the children will learn 3 types of catch. 1- Crocodile Catch 2- Cup Catch 3- Grab Catch Watch the seesaw video that goes out, this has visual demonstrations of each catch and what to do. As well as this, you can have a look at the activity card which will be posted on the website on the keeping active page and our class page. You can always keep Mr Deverall up to date with what you have been doing, by emailing sports@holyportprimaryschool.co.uk	**Computing** **L.O: I know what an algorithm is.** You use code to tell a computer what to do. Before you write code you need an algorithm. An algorithm is a list of rules to follow in order to solve a problem. Algorithms need to have their steps in the right order. Think about an algorithm for getting dressed in the morning. What if you put on your coat before your jumper? Your jumper would be on top of your coat and that would be silly! When you write an algorithm the order of the instructions is very important. **Watch the following clip** **https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/z3whpv4**	**PSHE** **Year 1and 2** **L.O: I am learning about how to keep my body healthy.** **Task; Watch** **https://www.bbc.co.uk/teach/class-clips-video/science-ks1-keeping-my-body-healthy/zk4dwty** **Make a list or Draw and label at least four things you need to do to keep yourself healthy.** **Challenge questions:** **How much exercise should you get a day?** **How many glasses of water should you drink** **How many hours sleep should you get?** **What two food groups do you need to limit?**	**Keep Active** Athletics- Lesson 4 Make sure you watch the video with demonstrations on See Saw. **L.O:** Virtual School Games Children can take part in the Virtual School Games, which are accessible on the school website. Mr Deverall would love to hear how you get on, so email him at sports@holyportprimaryschool.co.uk	**Keep Active** **Skipping Challenges** There are free skipping challenges available on the website from Dan the Skipping Man. These are great ways to keep active and also to have small breaks in work to help focus the mind and concentration. These are available on the school website on the keeping active page.

		Please upload to SeeSaw if you are learning at home. **Year 1** – Use the following game to practice going the computer directions. https://www.bbc.co.uk/games/embed/g8f82nnl3k?exitGameUrl=https%3A%2F%2Fwww.bbc.co.uk%2Fcbeebies%2Fgames%2Fnina-go-digital-game make sure to say your instructions out loud. **Year 2** – In pairs using too simple (in school) Child 1 – is the instructor Child 2 -is on the computer. Child 1 needs to instruct child 2 to draw something without telling them what it is just by giving them the instructions. **Alternative Task if you don't have computer**			

		access: Write an algorithm for making a cake or a sandwich. **Please take a photo and put it on SeeSaw.**			