

Nelson St Philip's C of E Primary School

We love to learn. We learn to love. We love and learn together



Class Barley

Remote education

Tuesday 2nd March 2021

Daily Lesson Timetable	Time (approximately)
Phonics	20 minutes
English	45 minutes
Fluent in 5	10 minutes
Maths	45 minutes
Daily PE challenge	10 minutes
PSHE	30 minutes
Handwriting	15 minutes
Reading time	20 minutes

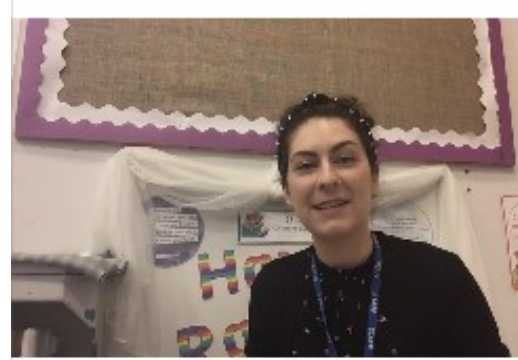
Phonics groups

Please begin each phonics session with the speed sound video warm up below. Click to view.

Speed sounds Set 2



Speed sounds Set 3



It is important to remember that all children will secure sounds at different paces, therefore, if there is a particular sound you wish to recap and secure, then please do so. There will also be activities for consolidation of previous sounds as children have to recognise sounds and words as well as learn how to spell them using the correct graphemes. If you feel that your child is progressing well, then try the next group up for a challenge. If you feel that the lesson was too difficult, then you can always try the group below.

Thank you,

Miss Peel

Miss Peel's Group (Phase 6) Begin with the speed sound Set 3 video

Lesson Focus: Making plural nouns (when to add -ies)

If a noun ends in the letter -y and we want to make this plural, we drop the -y and replace it with -ies.

Complete the activities in the boxes below:

Can you spot the errors in my sentences?
Re-write each sentence with the correct spellings.

On thursday and friday, we will celebrate World Book day by listening to lots of storys. (4 errors to find)

At Easter time, we mite eat chocolate bunnys or Easter eggs. (2 errors)

I like different types of fruit such as: bananas, cherrys and apples, but strawberrys are my favourite. (2 errors)


Practise spelling the singular nouns and the nouns in their plural form:


cherry  cherries

donkey 

lady 

marry 

daisy 

story 

berry 

Mr Ashworth's Group

Phase 5 Set 3: Focus sound -tion

Today's sound is the sound **tion**. Watch the RWI online tutorial. Have your home learning book and pencil ready to write down some of the **-tion** words.

https://www.youtube.com/watch?v=rth_cb5-gpU



Tricky words to practise:

could would should asked

Mrs Mahmood's Group (Phase 5 Set 1)

Today's sound is the split digraph o-e. Watch the online tutorial and then practise spelling some of the o-e words at the bottom of the page.

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



Click on the image to
take you to the video
lesson.



Revise tricky words
oh their people Mr
Mrs

phone bone cone

throne alone toe rope

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

English LO: To plan and innovate a story.

Yesterday, you wrote the story of Taking Flight. Today, you are going to innovate (change) elements of this story and plan your own narrative.

Taking Flight video. You may wish to use this to recap some key events. →



Task: Create your own story map of events to help you with your story writing tomorrow. Add some key words and phrases to your map. Here are some things that you might wish to change in the story:

- The characters (could be grandma, a different child's name)
- The places that they visit (they could visit the arctic, another country, a sea castle deep in the ocean)

On the next page, you will find a story map template that you can use to draw the illustrations for your story and a box to add key information that will help you to plan out your events.

English LO: To plan and innovate a story.

Map out the events of your story in each box

	→		→	
--	---	--	---	--

Add notes here:		
-----------------	--	--

	→		→	
--	---	--	---	--

--	--	--

Key vocabulary that I want to include:

(Adverbs: happily, joyfully, excitedly)

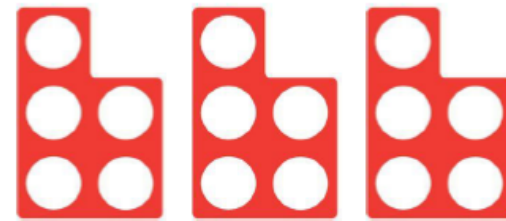
(Adventurous adjectives such as: mysterious, terrifying, captivating mermaids)



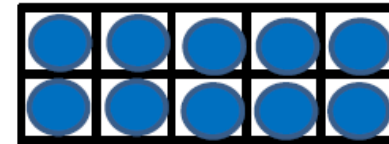
THIRD SPACE
LEARNING

Year 1
Week 21 – Day 1

A. 3 lots of 5 = ?

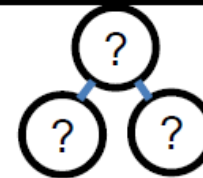


B. Half of 10 = ?



C. $17 + 13 = ?$

Use...



Part-Whole Model

...to help you

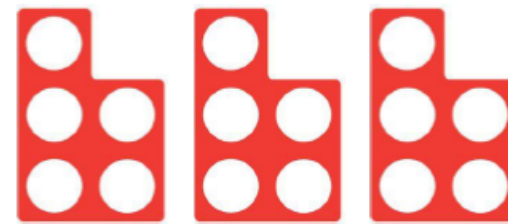


THIRD SPACE
LEARNING

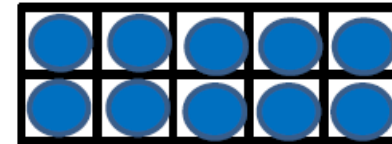
Year 1

Week 21 – Day 1 (answers)

A. 3 lots of 5 = 15

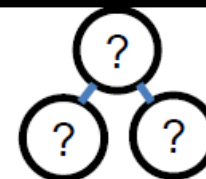


B. Half of 10 = 5



C. 17 + 13 = 30

Use...



Part-Whole Model

...to help you



THIRD SPACE
LEARNING

Year 2

Week 21 – Day 1

A. $6 \times ? = 30$



B. $7 \times 2 =$



C. $18 + 76 =$

You choose...

...what to use...

...to help you

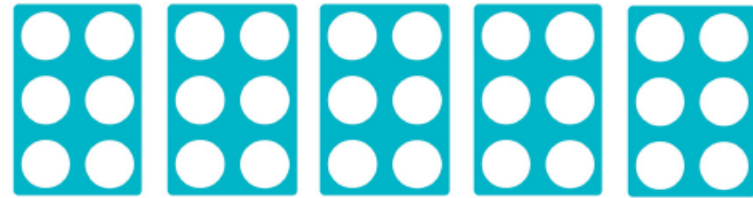


THIRD SPACE
LEARNING

Year 2

Week 21 – Day 1 (Answers)

$$A. 6 \times 5 = 30$$



$$B. 7 \times 2 = 14$$



$$C. 18 + 76 = 94$$

You choose...

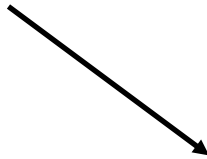
...what to use...

...to help you

Maths LO: To make equal groups

Year 1 Join Miss Peel for today's maths lesson by clicking link below. If you do not have access, please download the PowerPoint on the remote learning page and complete the activity on the next slide.

<https://www.loom.com/share/71956a9b6ae24054ab1759e34b953a7a>




01/03/2021 Year 1 Multiplication and Division Lesson 2

To make equal groups

- I can use real objects and pictures to make equal groups
- I know when groups are equal and when they are not
- I can explain when equal groups are arranged in different ways

Starter:
Riley is counting in **tens**.
Is he right?
How do you know?

10, 20, 30, 40, 50, 60,
70, 80, 90, 95, 100



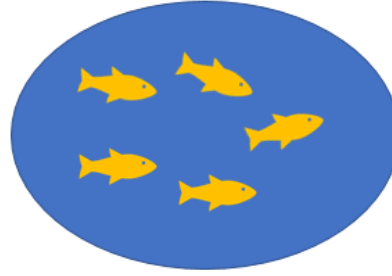
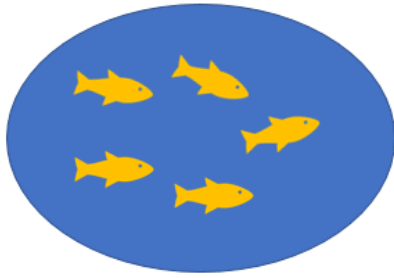
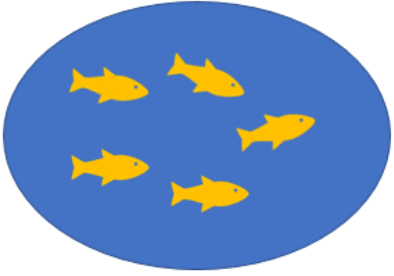
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0:44 / 12:37
THIRD SPACE LEARNING thirdspacelearning.com Specialist 1-to-1 maths interventions and curriculum resources

Maths LO: To make equal groups

Year 1 Task 1

Can you use the pictures to complete the sentences?



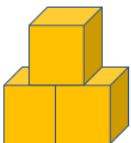
There are ___ ponds.
There are ___ fish in each pond.
There are ___ groups of ___ fish.
There are ___ fish altogether.

Violet and Ollie are using blocks.

Who has made equal groups? How do you know?



Violet



Ollie



Maths LO: Use make equal groups

Year 1 Task 2

Ava is drawing equal groups of 3.



Can you finish this task?

Do your drawings match Ava's?



Lola has used real objects and pictures to show how to make **3 equal groups**.

Can you show me what Lola's equal groups could look like?

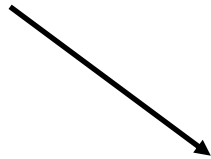
Extension:

Lola decided to make 4 unequal groups with real objects or drawings. Can you show me what those unequal groups could look like?

Maths LO: To divide by 2

Year 2 Join Miss Peel for today's maths lesson by clicking link below. If you do not have access, please download the PowerPoint on the remote learning page and complete the activities. There are templates for the activities over the next slides.

<https://www.loom.com/share/f808ff276c314fa99c28158e28bb3c27>



To divide by 2

Starter:

Alex is investigating whether half of 14 is the same as $14 \div 2$.

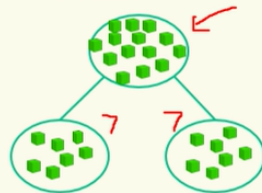
How could he use cubes to prove that they are the same?

Using a bar model or a part-model.

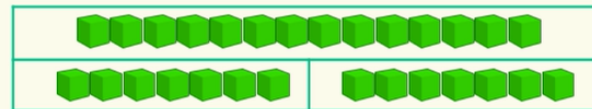
Alex starts with 14 cubes. He splits them into 2 groups.

Half of 14 is 7.

$14 \div 2$ is also 7



THIRD SPACE LEARNING



Answers

Loom for Chrome is sharing your screen. Stop sharing Hide

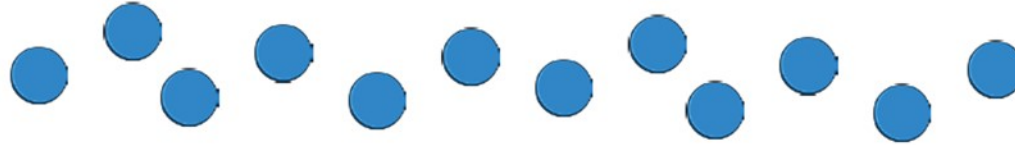
Answers

THIRD SPACE LEARNING

Year 2 Task 1

1. a. Divide the 12 counters by 2. Complete the calculation.

$12 \div 2 = \underline{\hspace{2cm}}$



b. Divide the 16 apples by 2. Complete the calculation.

$16 \div 2 = \underline{\hspace{2cm}}$



c. Divide the 20p by 2. Complete the calculation.

$20 \div 2 = \underline{\hspace{2cm}}$



d. Divide the 28p by 2. Complete the calculation.

$28 \div 2 = \underline{\hspace{2cm}}$

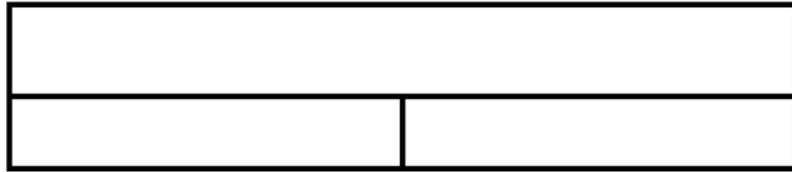


Maths LO: To divide by 2

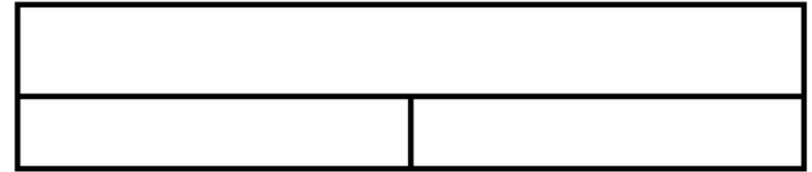
Year 2 Task 2

2. Complete the bar models and calculations.

a. $22 \div \underline{\quad} = \underline{\quad}$

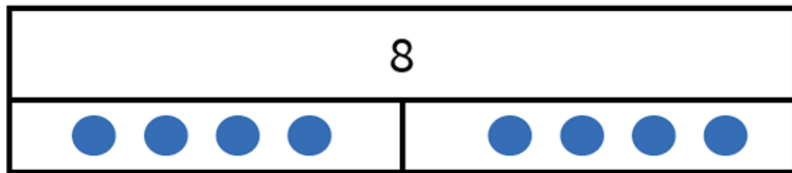


b. $18 \div \underline{\quad} = \underline{\quad}$



c. Using the bar model, circle the mistake in the calculation.

$8 \div 2 = 3$



3. The Yellow and Purple Mathstronauts have some counters.

The Yellow Mathstronaut shares his counters into 2 equal groups. He has 17 in each group.

The Purple Mathstronaut groups her counters in twos. She has 21 groups.

Who has more counters and by how many?

How did you work it out?

Maths (additional activities)

Year 2 Spring 1 Maths Activity Mat 5

Section 1

Write three numbers greater than 40, using the numbers on the cards.

3	7	5	2
<input type="text"/>	<input type="text"/>	<input type="text"/>	

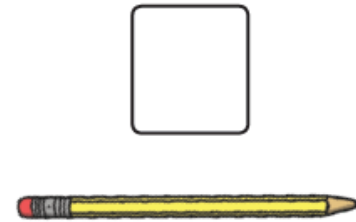
Section 2

Use the signs $>$ $<$ to show the most and least amount.

39	<input type="text"/>	57
£1.45	<input type="text"/>	£1.36
$24+9$	<input type="text"/>	31

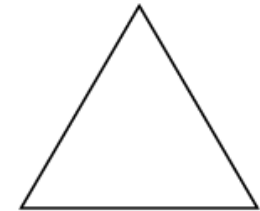
Section 3

18 is seven more than which number?



Section 4

Draw one line of symmetry.

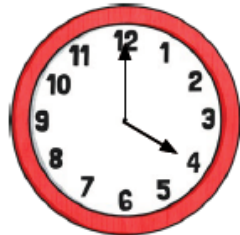


Section 5

Emma invited 14 people to her birthday party. 12 people came. How many people weren't able to come?

Section 6

What time is shown on the clock?



Section 7

Complete the sequence:

52, 54, 56, , ,



Section 8

$$13 + \square = 22$$

$$\square - 9 = 12$$

$$4 \times \square = 8$$

Maths (additional activities)

Year 1 Spring 1 Maths Activity Mat 5

Section 1

How many apples are there altogether?



Section 2

Maddie has 4 candles. She needs 9.

How many more does she need?



Section 3

Which shape has only one side?

Section 4

How tall is the giraffe?



Section 5

What will the time be in 3 hours?



Section 6

What is double 4?

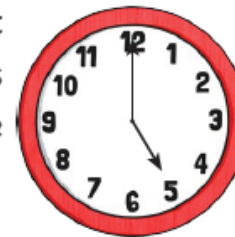
Section 7

Make the highest number you can with these digits.

2 7

Section 8

What time is on the clock?



Daily PE challenge

Come and exercise with a challenge session delivered by
Mr Ashworth!

Click on the tennis ball to access the video link for today's
challenge.



PSHE: E-safety: To identify ways to keep safe online

Watch the short video below about how we can keep ourselves safe online and read through the top tips. Then complete the activities on the next page.



Keep personal information safe



Ten tips to stay safe online

1. Never give out personal information.
2. Tell a grown-up if you find something that is not right.
3. Never agree to meet.
4. Never send your picture.
5. If someone says something mean online, tell a grown-up.
6. Don't do things online that you know are wrong.
7. Check before you download anything.
8. Don't give out your password.
9. Set up rules for going online.
10. Show your parents and carers how you use the internet. Share!


PSHE: E-safety: To identify ways to keep safe online



We have to make sure that we stay safe and sensible when we are online. Write down your own 5 rules about staying safe when using the internet.

- 1.
- 2.
- 3.
- 4.
- 5.

Internet Safety



n	p	t	l	l	o	r	t	t	w
s	c	s	s	a	f	e	t	y	v
g	d	d	f	m	f	j	d	c	v
n	r	r	n	s	a	e	d	a	i
i	e	o	l	p	c	e	n	v	r
t	t	w	i	a	e	z	e	i	u
t	t	s	q	m	b	v	i	r	s
e	i	s	d	p	o	t	r	p	d
s	w	a	s	a	o	o	f	k	u
j	t	p	y	a	k	u	u	p	t



settings
safety
twitter
passwords
friend

spam
privacy
facebook
troll
virus



Handwriting

Letter-join

Today, spend 15 minutes practising your pre-cursive letters. Each letter begins on the line and we go up with a 'whoooooosh'.

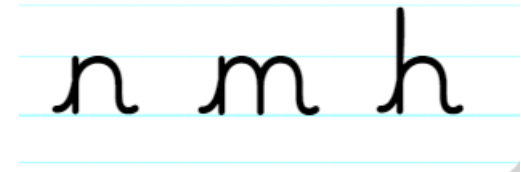
You can practise writing these letters in your book OR explore them on the Letter-join website

<https://www.letterjoin.co.uk/log-in.html>

Username: wk23481

Password: home

If you are using a tablet or a phone, please draw a capital L starting from the left hand corner.



Reading time:

Login to your Oxford Owl e-book account and continue to the next slides for your activities:

Click on the image or the link below to access

[https://
www.oxfordowl.co.uk/](https://www.oxfordowl.co.uk/)



Username: classbarley

Password: Barley2021

Reading time: Miss Peel's phonics group

(Book band Gold/ White/ Brown)



Username: classbarley

Password: Barley2021

Reading activity

First, talk through the cover questions and the tricky words covered in the book. Then, read up to chapter 3.

Cover clues ★★

- Look at the front cover. Who do you think the Beach Detectives might be?
- What type of bird can you see in the cover picture?
- Read the back cover blurb. How do you think the Beach Detectives might save the day?

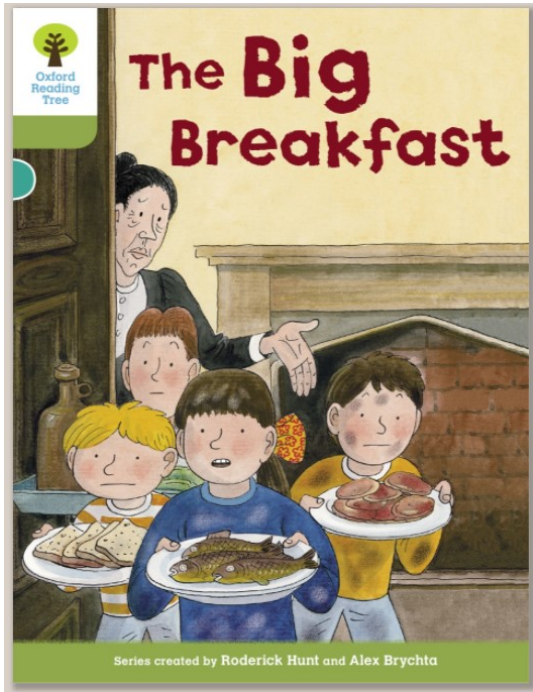


Tricky words ★★

- soothed – gently calmed
- pleaded – begged
- impression – a mark made in something
- suspect – someone thought to be guilty of a crime
- scoffed – mocked
- menacingly – in a threatening way

Reading time: Mr Ashworth's phonics group

(Book band Orange/ Turquoise)



Username: classbarley

Password: Barley2021

Reading activity

Look at the cover of the book together and discuss.

Ask: What is different to the food in the picture compared to what we might have for breakfast?

What do you like to eat for breakfast?

Read up to page 12 and discuss what has happened so far in the story.

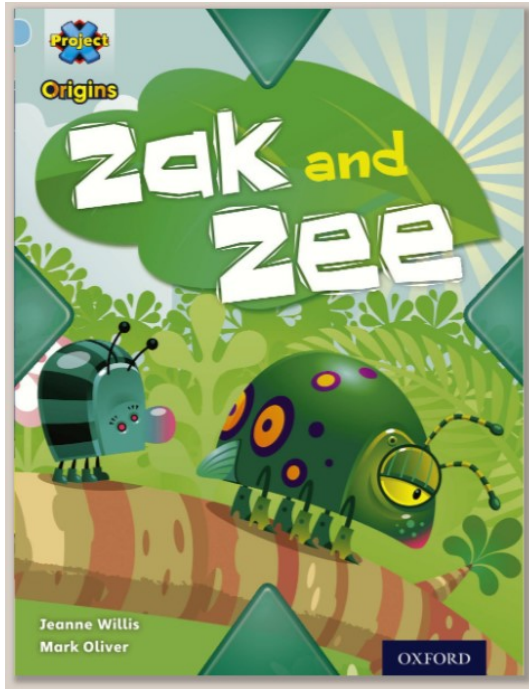
Where do you think Rose is taking the children?

Why do you think she is holding a candle?

What do you notice about the other lights in the house?

Reading time: Mrs Mahmood's phonics group

(Book band Yellow/ Blue: Phase 4)



Username: classbarley

Password: Barley2021

Reading activity

Re-read the story for a second time to build fluency, confidence and comprehension.

After reading, talk with your child about the book and ask these questions:

Why did Zee talk to Zak's back?

Why did Zak not reply?

What do you think the bugs will do next?

How did the story make you feel?