

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

Wednesday 3rd 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
Design Technology	60 minutes
Reading time	20 minutes

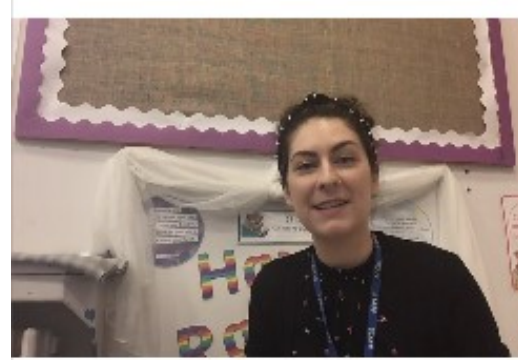
Phonics groups

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

Suffixes -ful and -less

The suffix -ful often means 'being full of' or having lots of.
For example, **useful** means being full of use or having lots of use.



When we use the suffix -ful on the end of words we only write one letter l.

The suffix -less is often the opposite of -ful and means having none.
So **useless** means having no use.



Miss Peel's Group (Phase 6)

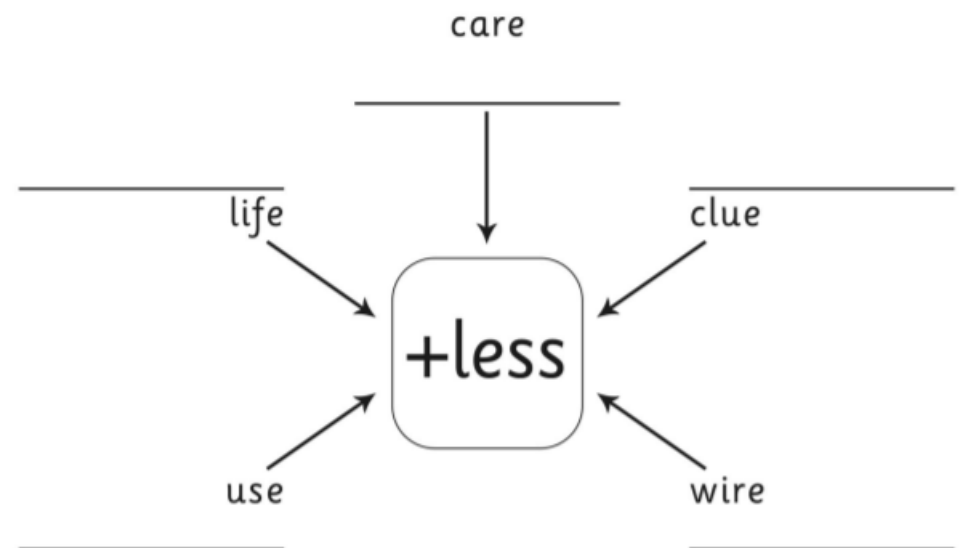
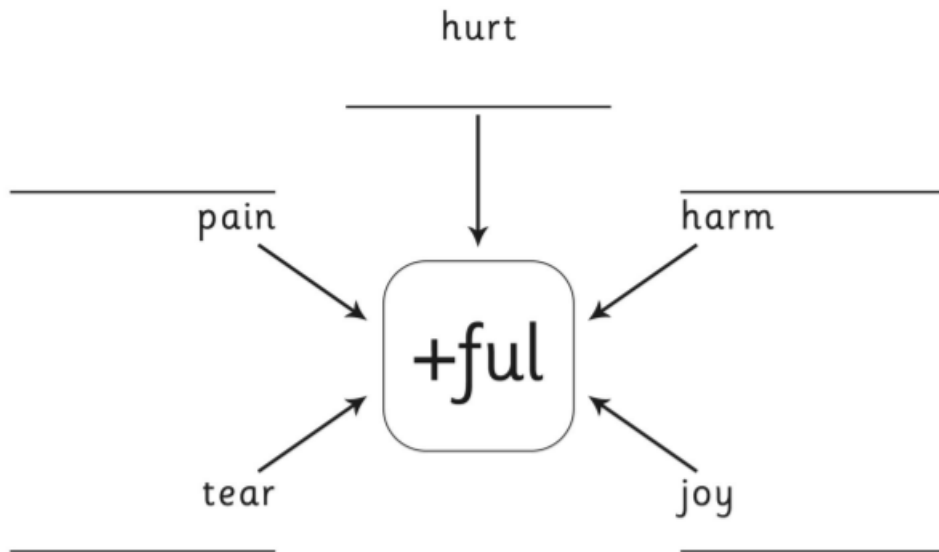
When we add the suffixes -ful and -less, we usually just add them to the end of the root word.

care → careful

care → careless

fear → fearless

Task: Add the suffixes to the words below to make new word. Then choose 2 -ful words and 2 -less words to put into your own sentence.



Mr Ashworth's Group: Phase 5 Set 2

Focus: Spelling phonetically decodable 2/3 syllable words



Using coloured pencils in different ways can help you to make parts of a word more memorable. You could highlight the tricky part/s of the word in a different colour or you may wish to write each individual letter in a different colour. Take a look at some examples below:

different

destroy

Today, practise reading and spelling the following Phase 5 set 2 words using the rainbow method, with the sounds that we have covered so far:

loudest, thirteen, drawer, Andrew, river,
staircase, playtime, shouted, something

Mrs Mahmood's Group (Phase 5 Set 1)

Today we are going to recap the *ow* and split digraph *o-e* sound.

Read the words below using your Fred fingers to blend each sound.



Practise reading

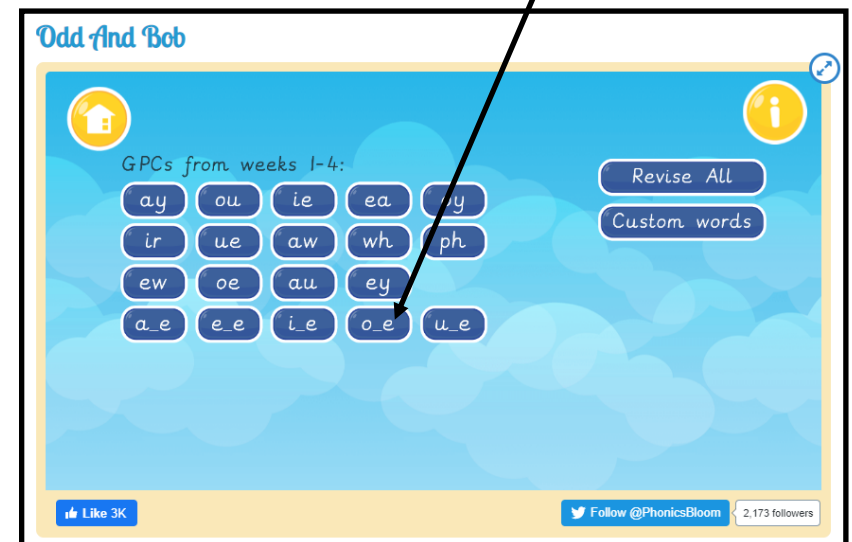
blow snow low

show know slow

home hope spoke

note broke phone

Now, have a fun time phonics game online. Click on the image. Select the *o-e* words here:



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 write a story opening

Yesterday, you created your own innovated story map based on the Taking Flight story. Today, you are going to write the first part of your story using your story map to help you sequence the events.

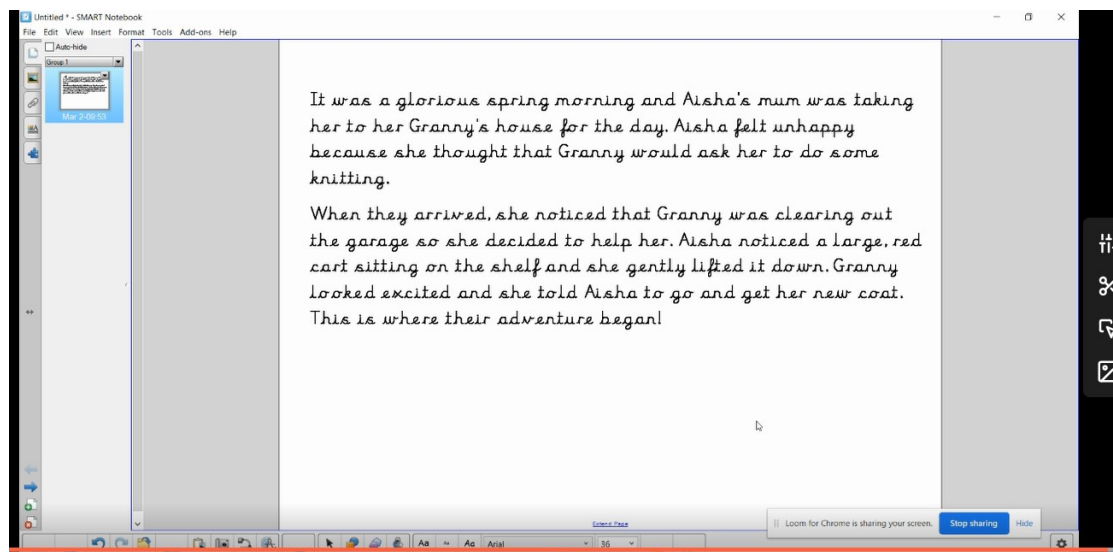
	→		→	
Add notes here:				
	→		→	

Key vocabulary that I want to include:
(Adverbs: happily, joyfully, excitedly)
(Adventurous adjectives such as: mysterious, terrifying, captivating, mermaids)

By writing the first part of your story, this gives you the opportunity to really focus on your sentence composition and the skills needed to write a narrative. I don't want you to rush your writing, so take time to orally compose each sentence (build each sentence in your head) before writing it. That way, you can add extra detail and exciting vocabulary. Take a look on the next slide for a video model of my own innovated story.

English LO: To write an story opening

Click here to watch the model and read the first part of my innovated story.



Task: Write the opening part to your innovated story using the story map that you created yesterday. Remember to use some of the Year 1 and Year 2 skills (where you can) in your writing.

Year 1 skills:

- Capital letters
- Full stops
- Use of ? !
- Conjunctions (and, but, because)
- Re-reading work

Year 2 skills:

- Correct punctuation ABC . , ? !
- Conjunctions (and, but, because, when, so that)
- Adverbs
- Noun phrases to add detail
- Re-reading and edit your work



Use...

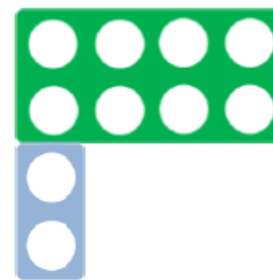


Counters

...to help you

A. 4 lots of 2 = ?

B. 8 in groups of 2 = ?



C. 31 - 6 = ?



Year 1
Week 21 – Day 3 (answers)

A. 4 lots of 2 = 8

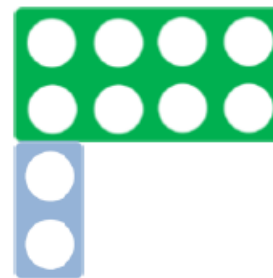
Use...



Counters

...to help you

B. 8 in groups of 2 = 4



C. 31 - 6 = 25





THIRD SPACE
LEARNING

Year 2

Week 21 – Day 3

$$A. 10 \times 7 =$$

Use...



Base 10

...to help you

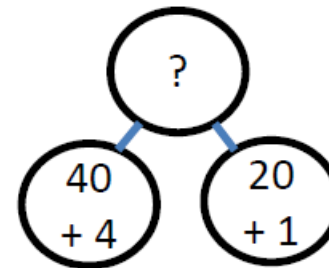
$$B. ? \times 8 = 16$$

You choose...

...what to use...

...to help you

$$C. 44 + 21 =$$





THIRD SPACE
LEARNING

Year 2

Week 21 – Day 3 (Answers)

$$A. 10 \times 7 = 70$$

Use...



Base 10

...to help you

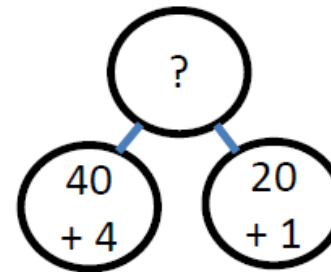
$$B. 2 \times 8 = 16$$

You choose...

...what to use...

...to help you

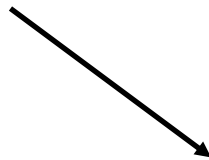
$$C. 44 + 21 = 65$$



Maths LO: To make arrays

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/d8dca156e17d4d8a8e221c03b9c36ea4>

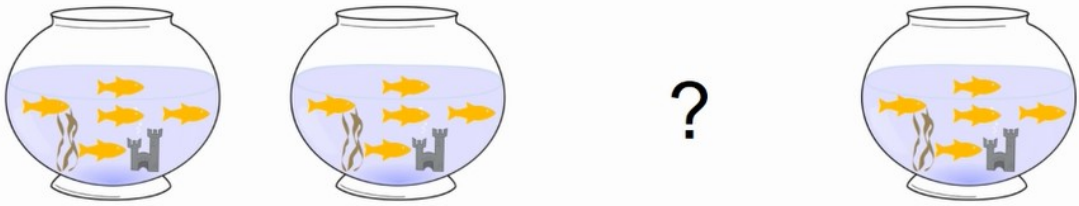


02/03/2021

To make arrays

- I can create arrays by making equal groups using columns and rows
- I can change any arrays that have not been built correctly
- I can solve problems using arrays with real objects and pictures

Starter:
Can you explain what is missing from the picture and the number sentences below?
Can you fill in the gaps?



$5 + \underline{\quad} + \underline{\quad} + 5 = 20$

There are fish.

Loom for Chrome is sharing your screen. Stop sharing Hide

0:21 / 15:09
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THIRD SPACE LEARNING

1x

Maths LO: To make arrays

Year 1 Task 1



_____ rows of _____ chocolates.

_____ + _____ + _____ + _____ =

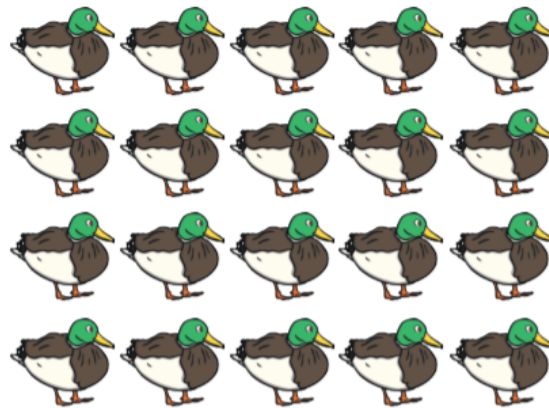
_____ chocolates.

_____ x _____ = _____ chocolates.

_____ rows of _____ bananas.

_____ + _____ + _____ = _____ bananas.

_____ x _____ = _____ bananas.



_____ rows of _____ ducks.

_____ + _____ + _____ +

_____ = _____ ducks.

_____ x _____

= _____ ducks.

Maths LO: To make arrays

Year 1 Task 2

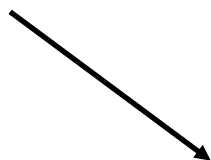
Activity 2: Can you make or draw the array using the table to help you?
Can you write the number sentences to finish the table?

array	columns	rows	number sentences
	There are 4 columns. There are 5 cubes in each column.	There are 5 rows. There are 4 cubes in each row.	

Maths LO: To make arrays

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/d8dca156e17d4d8a8e221c03b9c36ea4>



02/03/2021

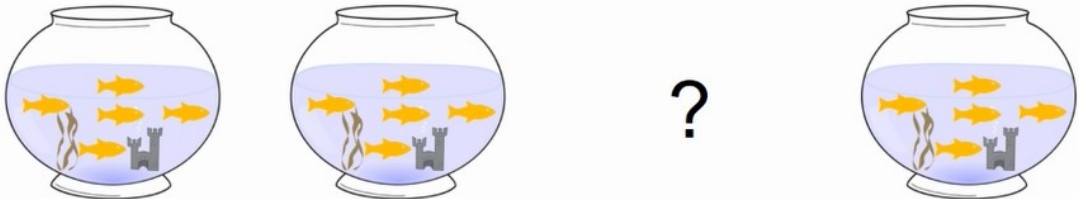
To make arrays

- I can create arrays by making equal groups using columns and rows
- I can change any arrays that have not been built correctly
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Starter:

Can you explain what is missing from the picture and the number sentences below?

Can you fill in the gaps?



$5 + \underline{\quad} + \underline{\quad} + 5 = 20$

There are fish.

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0:21 / 15:09
thirdspacelearning.com Specialist 1-to-1 maths interventions and curriculum resources

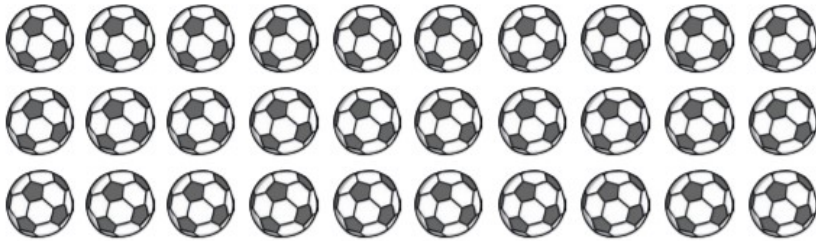
THIRD SPACE LEARNING

1x

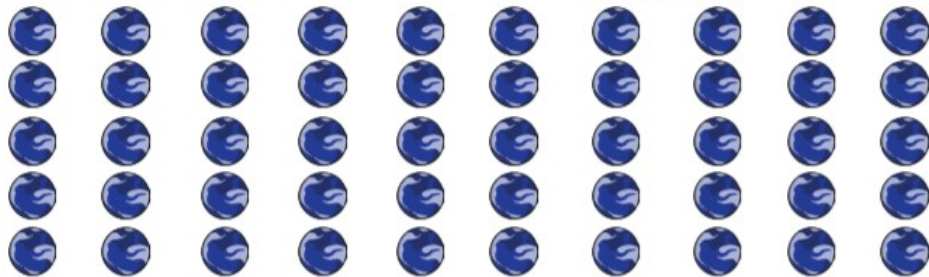
Maths LO: To make arrays

Year 2 Task 1

_____ rows of _____ balls.
_____ + _____ + _____ = _____ balls.
_____ x _____ = _____ balls.



_____ rows of _____ marbles.
_____ + _____ + _____ + _____ + _____ = _____ marbles.
_____ x _____ = _____ marbles.



_____ rows of _____ bikes.
_____ + _____ + _____ + _____ + _____ + _____
= _____ bikes.
_____ x _____ = _____ bikes.



Maths LO: To make arrays

Year 2 Task 2

Activity 2: Can you make or draw the array using the table to help you?
Can you write the number sentences to finish the table?

array	columns	rows	number sentences
	There are 5 columns. There are 6 cubes in each column.	There are 6 rows. There are 5 cubes in each row.	

Maths (additional activities)

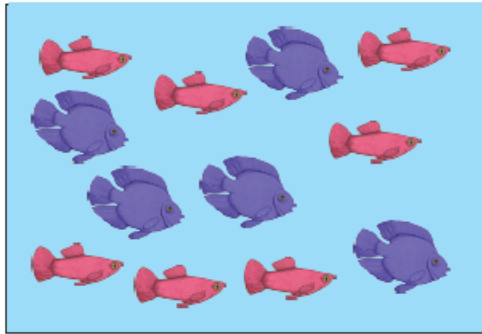
Year 1 Spring 1 Maths Activity Mat 6

Section 1

What is half of 20?

Section 2

How many fish are there altogether?

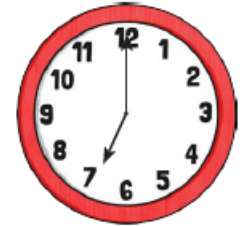


Section 3

What day is two days after Tuesday?

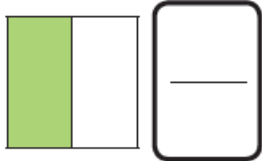
Section 4

What time will it be in 1 hour?



Section 5

How much of the square is shaded?



Section 6

$12 + 4 = \square$

$11 - 7 = \square$

$4 \times 10 = \square$

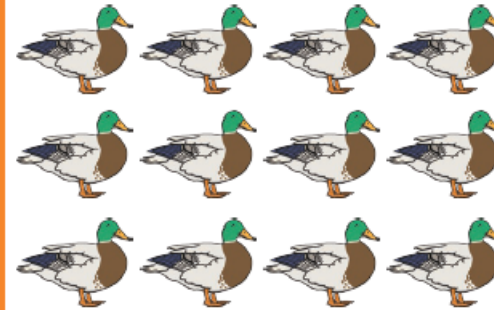
Section 7

Tick the coins that add up to 18p.



Section 8

Share the ducks equally between 2 ponds. How many ducks are in 1 pond?



Maths (additional activities)

Year 2 Spring 1 Maths Activity Mat 6

Section 1

Put the correct operation into the calculations to complete the number sentences.

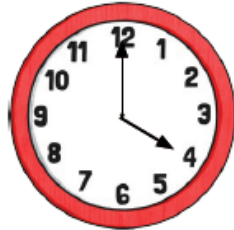
$$12 \square 11 = 23$$

$$14 \square 6 = 8$$

$$5 \square 3 = 15$$

Section 2

What time is shown on the clock?



Section 3

What unit of measurement is used to measure the winning time of a short running race? Tick your answer.

- km hours
 seconds m

Section 4

14 people visited a museum. Six were adults. How many were children?

Section 5

Tick the coins that make 53p.





Section 6

What 3D shape has six faces and eight vertices?

Section 7

Amy had 10p. She spent 7p. What coins will she get as change?



Section 8

13 is five less than what number?

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.

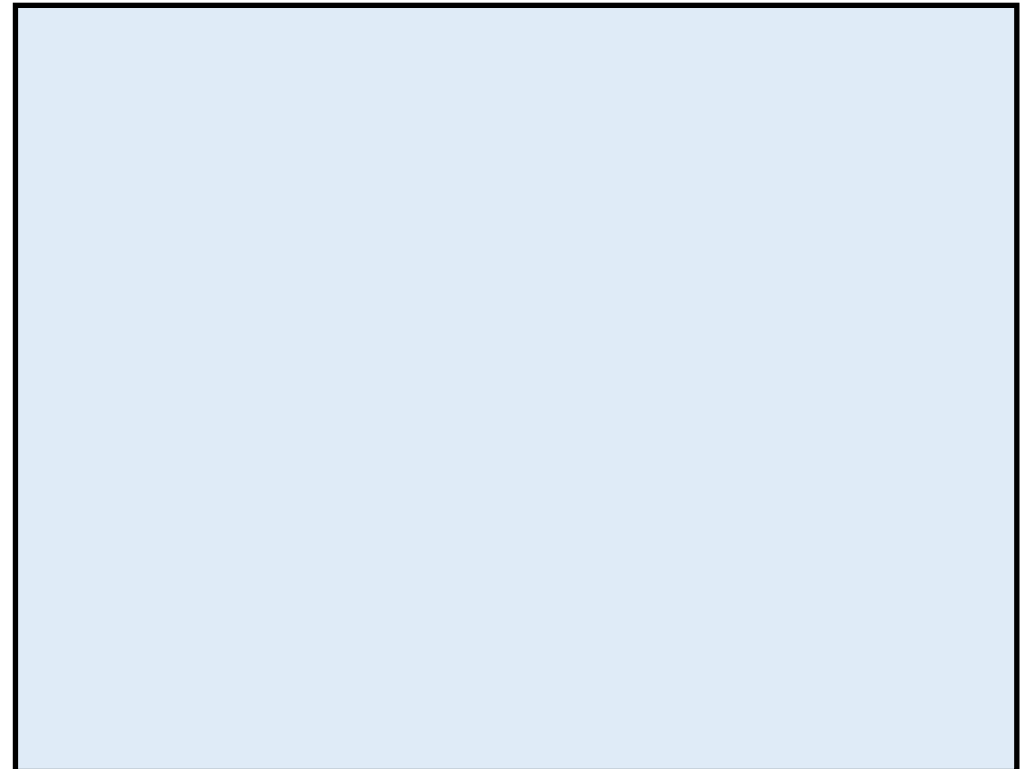


Design Technology: Easter treats

Part of design technology is to be able to design, create and evaluate products. Today, I'd like you spend time designing your own Easter pancake treat! Once you have completed your design, follow the recipe on the website below and have a go at making your own delicious pancakes. Why not add some healthy pieces of fruit to your pancakes too? *If you are not able to cook these, I have set you some 2d activities on Purple Mash. Please see the next page.*

<https://www.bbcgoodfood.com/recipes/healthy-easter-bunny-pancakes>

My pancake design




Design Technology: Easter designs

Your Purple Mash 2do activities:



Easter Egg




Ar RE Ar DT

Can you draw an Easter egg? Do you know why we have them on Easter?

Launch App Set 2Do

This activity window is titled 'Easter Egg'. It features a central image of a decorated Easter egg with vertical green stripes, horizontal red and blue stripes, and a brown and white striped base. Below the image are four colored boxes containing the letters 'Ar', 'RE', 'Ar', and 'DT'. A text prompt asks the user to draw an Easter egg and explains their significance. At the bottom, there are two buttons: 'Launch App' and 'Set 2Do'.

Easter Bunny



Hi En Li

Hello, I am the Easter Bunny.

Put yourself into the role of the Easter Bunny. Show their thoughts and character in the speech bubble.

Launch App Set 2Do

This activity window is titled 'Easter Bunny'. It features a central image of a cartoon Easter Bunny character wearing a blue vest and holding a basket of flowers. A speech bubble next to the bunny contains the text 'Hello, I am the Easter Bunny.' Below the image are three colored boxes containing the letters 'Hi', 'En', and 'Li'. A text prompt asks the user to role-play as the Easter Bunny and write their thoughts in the speech bubble. At the bottom, there are two buttons: 'Launch App' and 'Set 2Do'.

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

Recap on the story from yesterday. Today, read chapters 3-5 (up to page 30).

Think back questions:

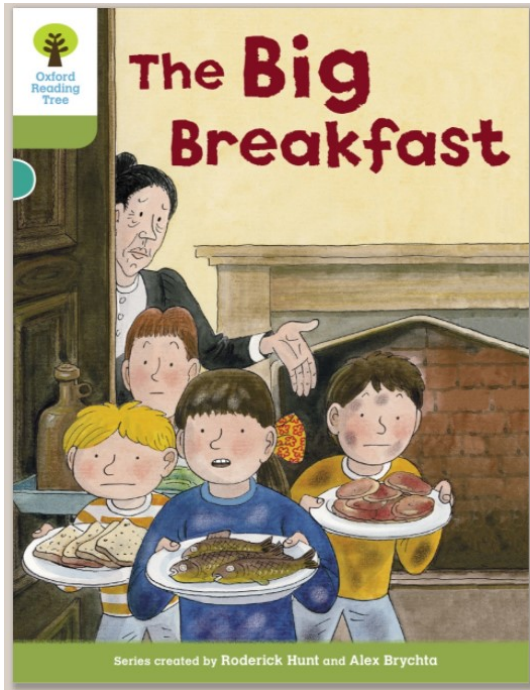
Why did Dad suggest that they should pack everything up and go home?

Turn to page 27. Why was Glynn's tail curled between his legs?

On page 29, the gulls' beaks *clacked cruelly*. Can you think of any other words that mean the same as *cruelly*?

Reading time: Mr Ashworth's phonics group

(Book band Orange/ Turquoise)



Reading activity

Recap on the story so far and continue reading pages 12-25.

Now answer the questions below:

Page 12 What does the word sternly mean?

Page 16 What animal does Kipper compare Floppy to?

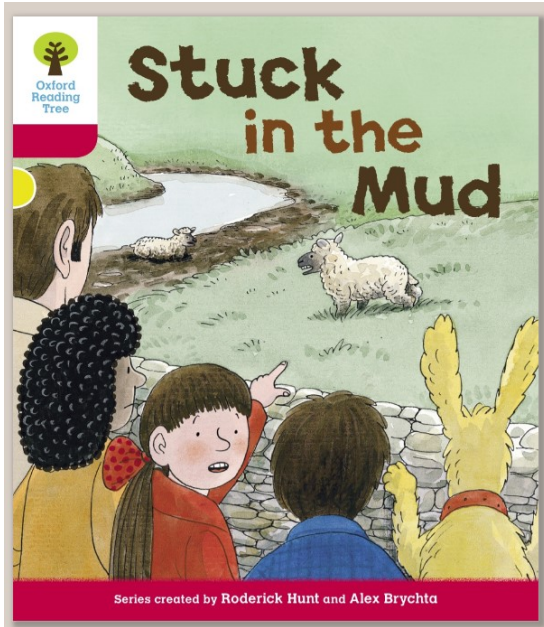
Page 20/21 List two jobs that Biff has to do.

Username: classbarley

Password: Barley2021

Reading time: Mrs Mahmood's phonics group

(Book band Yellow/ Blue: Phase 4)



Username: classbarley

Password: Barley2021

Reading activity

Look at the front cover. *Who is stuck in the mud?
Has this ever happened to you before?*

Read the story together.

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

Why did Dad say to put Floppy on a lead? (Page 5)

Why are Biff and Chip laughing? Do you think

Wilma thinks it is funny? (Page 16)