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

Monday 11th January 2021

Daily Lesson Timetable	Time (approximately)
Phonics	25 minutes
English	45 minutes
Fluent in 5	10 minutes
Maths	45 minutes
Daily PE challenge	10 minutes
RE	45 minutes
Reading time	30 minutes

Phonics groups

Your child will know which group they are in for phonics. Please follow the plan for the group your child is in as this is tailored to their individual phonics assessment.

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.

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.

Please also continue to practise the Common Exception Words for your year group. These are words that children must be able to read and write by the end of the year and the children were making amazing progress in these last half term. To consolidate this further, you can ask your child to put these words into oral and written sentences.

Thank you

Miss Peel's Group

Focus: **homophones**

Homophones are words that sound the same but have different meanings. They also have different spellings.

Watch the video below:

Compare the homophones **night and knight**. What are their meanings? Draw a picture to represent each word then put them into your own sentences.

Mr Ashworth's Group

Focus sound: split digraph a-e

Read the alien (nonsense) words below. These encourage children to blend using their phonetic knowledge, rather than reading by sight.

Write your own alien words using the digraph a-e and draw your own funny aliens next to the word.

flabe

phate

jate

spave

thape

kafe

Mrs Mahmood's Group

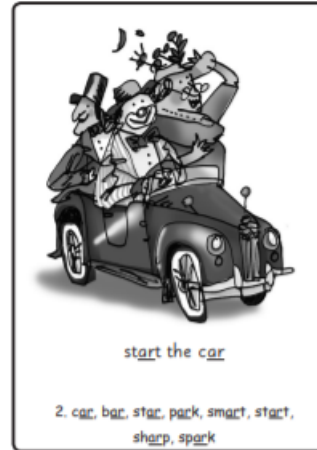Today's sound is the revision of the digraph ar.

Read the words using your Fred fingers and then practise writing them down. Make sure you draw your sound buttons underneath. Can you put these words into a sentence?

Tricky words to recap:

was   my   you

Speed Sounds Set 2   ar

start the car

2. car, bar, star, park, smart, start, sharp, spark

ar

Practise reading

car	start
part	star
hard	sharp

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 generate and write questions using a question mark (?)

Show the film clip of Tim Peake to open our new English unit below:

https://www.youtube.com/watch?v=2RCD4WanF7M

**If you don't have access to the internet, then orally discuss what it might be like to fly up into space in a space shuttle.

Written task: What questions do you have?

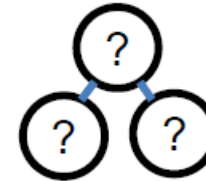Read my question below and then write some of your own using varied question words and question marks.

How did you feel when you first set off in the space shuttle?

A. 17 + 14 = ?

Use...

?
? ?

Part-Whole Model
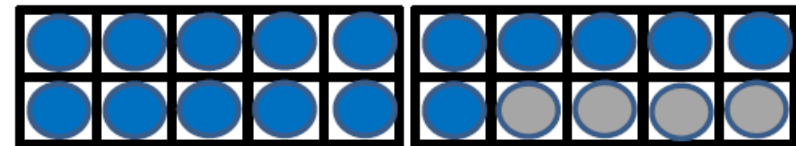
...to help you

B. 20 - 4 = ?

C. 8 + ? = 10
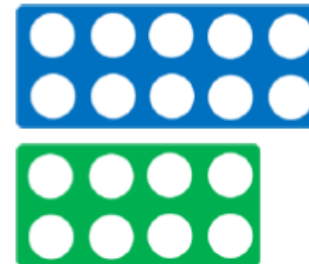
A. 17 + 14 = 31

Use...
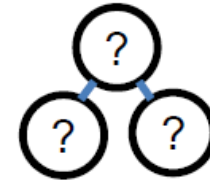
Part-Whole Model

...to help you

B. 20 - 4 = 16
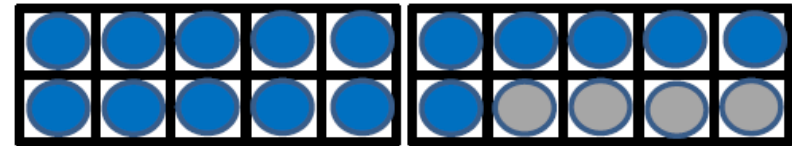
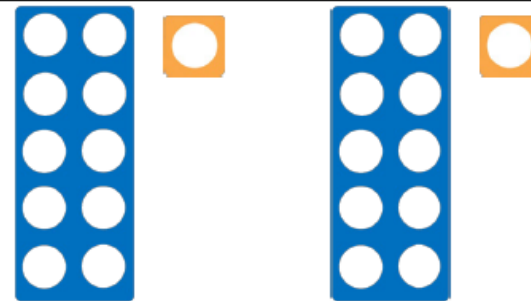C. 8 + 2 = 10
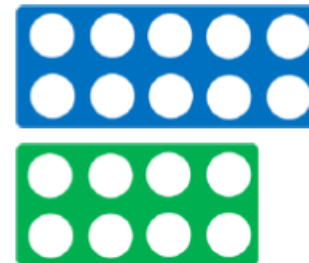
THIRD SPACE LEARNING

A. 57 + 29 =

Use...

0 ————————— 10

A number line

...to help you

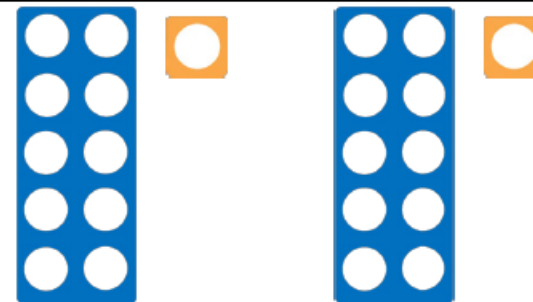**B. $\frac{1}{4}$ of 8 =**

●●●●●●●●

C. 11 x 2 =

A. 57 + 29 = 86

Use...

A number line

...to help you

B. $\frac{1}{4}$ of 8 = 2

C. 11 x 2 = 22

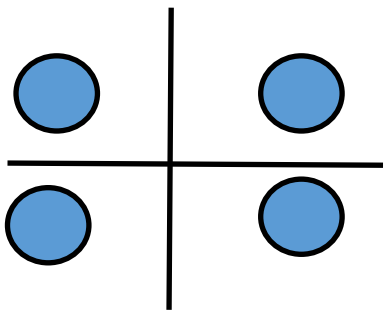# Maths LO: To find a quarter of a number up to 20

Year 1

When you find a quarter of a number or quantity, it is important to share **equally** between **four** groups.

Practise finding a quarter of these numbers using objects around the house such as cubes, lego shapes or raisins. When children use practical equipment like this, we call this a **concrete resource** and this is the vocabulary that we encourage the children to use in
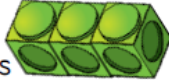
12   8   4   16   20

Reasoning challenge ——————————→

One cube is a quarter, what could the whole look like?

Two cubes are a quarter, what could the whole look like?

Three cubes are a quarter, what could the whole look like?

How many different possibilities can you make?
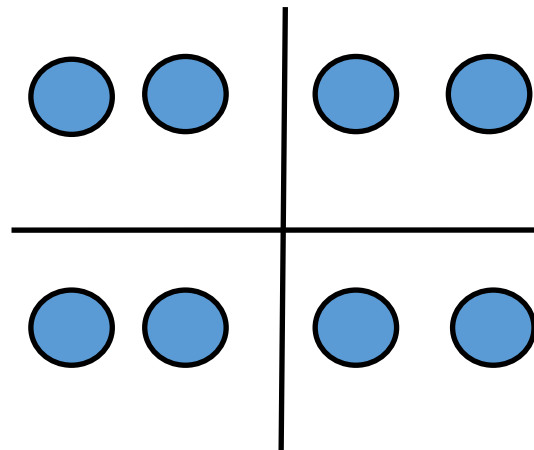
Maths LO: To find a quarter (1/4) of a number up to 100

Year 2

When you find a quarter of a number or quantity, it is important to share **equally** between **four** groups. This is how we write a 1/4 in its abstract form. When children use practical equipment like counters, Base 10 or Numicon, we call this a **concrete resource** and this is the vocabulary that we encourage the children to use in class. When we use the word **'representation'**, we are asking for a pictorial form (working out).

Task1: Practise finding 1/4 of these numbers using circle **representations**.

20   16   24   28

You may want to use concrete resources first to help you. On the next slide, you are going to find 1/4 of larger numbers. This is where you can use Base 10 representations.
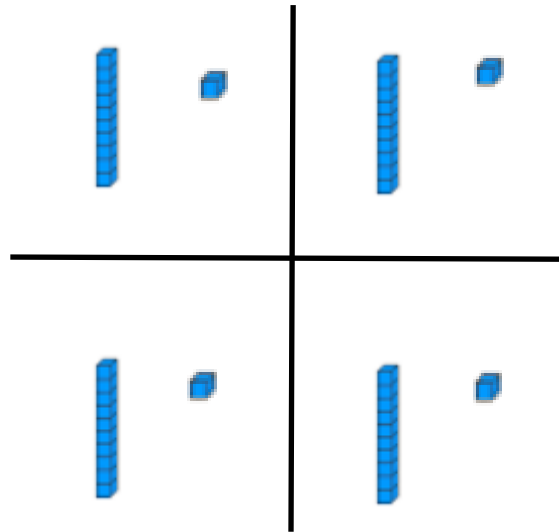
Task 2: Now find 1/4 of these numbers using Base 10 representations.

40   80   44   84

If 1/4 of my number is 11, what is my whole number? Use the image to help you.

Maths (additional activities)

Write the missing numbers on the aliens.

1 more than 11 is

1 less than 10 is

1 more than 15 is

1 less than 21 is

2 more than 13 is

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.

Religious Education: Unit 2.3 Jesus, friend to everyone

Stories from the New Testament remind us of Jesus' love for people of all ages and from any social background. In Jesus' time, children were not thought of with any high regard. So when people brought their children to be blessed by Jesus, several adults tried to stop them. However, Jesus told them to let the children come to him.

Jesus and the children (Mark 10:13-16)
In the Bible it says...

'People brought their children to Jesus. They wanted him to bless their children, but the disciples scolded them.

When Jesus saw this, he said to the disciples, "Let the little children come to me. Do not stop them. The kingdom of heaven belongs to those who are like these little children."

Then Jesus took the children in his arms. He laid his hand on them and blessed them.'

Religious Education: Unit 2.3 Jesus, friend to everyone

Look at these pictures of Jesus and the children. What do you notice? What does this tell us about the kind of person Jesus was?

Task: Create your own interpretation of this event in the life of Jesus and then share your picture with an adult.

Reading time

Today, I'd like you to complete the reading comprehension questions. There are two levels. Choose the one that your child feels most comfortable with.

Zoom to the Moon

10   I am in a rush to get to the Moon.

16   I zoom up into the night.

21   The stars are my light.

29   My ship hits the rock with a thud.

37   I hop down and look near and far.

44   It is too dark on the Moon.

50   I zoom back to my bed.
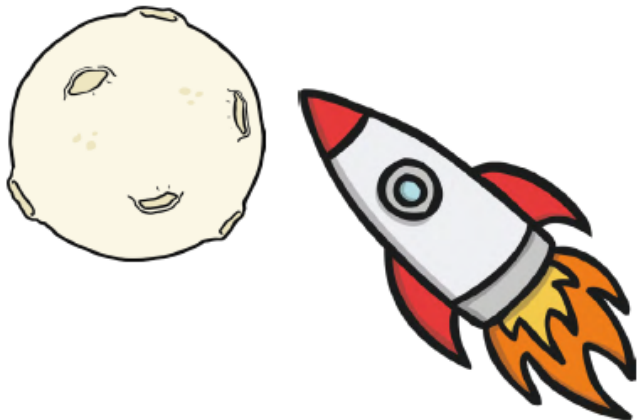
Read Together Quick Questions

1. What does the author see on the way to the way to the Moon? Tick one.
   - [ ] planets
   - [ ] stars
   - [ ] rockets

2. Where does the text end? Tick one.
   - [ ] on the Moon
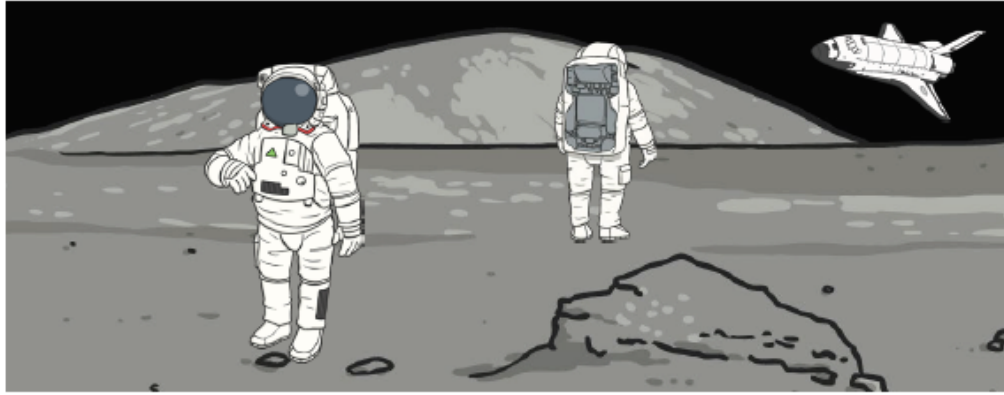   - [ ] in bed
   - [ ] in the rocket ship

3. Which word describes the way the ship hits the Moon? Tick one.
   - [ ] bang
   - [ ] bash
   - [ ] thud

4. Do you think that the author liked being on the Moon?

_____

Reading time

Marvellous Moon Tours

9 Have you ever dreamt about riding in a rocket
14 and flying to the Moon?

22 Well, Marvellous Moon Tours could now make your
31 dreams come true! For the tiny price of thirteen
40 thousand pounds, you can book your place on a
46 shuttle and become a real-life astronaut!

56 Before your space trip, you will need to take part
64 in an exciting week of astronaut training. Then,
75 it is time to fasten your seatbelts for your once in
81 a lifetime journey into outer space!

90 Look at our website and book your space holiday
91 today!

Quick Questions

1. Why do you think that the advert starts with a question?
   _____
   _____

2. How much does a Moon tour cost?
   _____

3. Why do people who book a Moon tour have to do a week of training?
   _____
   _____
   _____
   _____

4. Would you like to book a Moon tour?
   _____
   _____
   _____