

Nelson St Philip's C of E Primary School

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



Class Barley

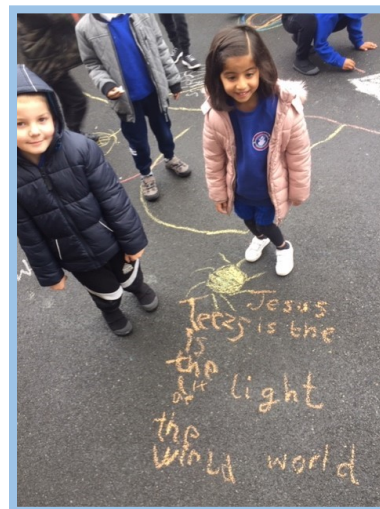
Remote education

Tuesday 12th January 2021

Daily Lesson Timetable	Time (approximately)
Worship	15 minutes
Phonics	20 minutes
English	45 minutes
Fluent in 5	10 minutes
Maths	45 minutes
Daily PE challenge	5-10 minutes
Science (seasonal changes)	45 minutes
Reading time	20 minutes

Worship

Click on the dove (a symbol of peace) to take you to today's worship. I'd love to hear your thoughts and reflections so please email any evidence that you have. It could be a written prayer, an object or a picture that you have made, or a photograph of your worship.



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.

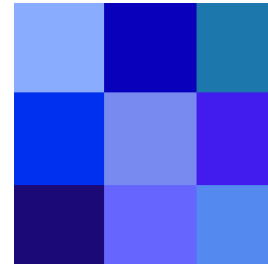
Thank you

Miss Peel's Group (Phase 6)

Focus: homophones

Read the different /u/ sounds: ʊ ʊ eɪ u e u-e

Compare the homophones *blew* and *blue*. How are they different? Draw a picture to represent each word.



Read the sentences below:

The wind *blew* and *blew* in the afternoon.

Blue is my favourite colour.

The sky was *blue* this morning.

I *blew* the balloons up when it was my sister's birthday.

Make four of your own sentences using the *blew*/*blue* homophones?

Mr Ashworth's Group (Phase 5 Set 1)

Focus sound: split digraph e-e





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

<https://www.youtube.com/watch?v=Rw7waexWb6Y>

If you do not have access to the online lesson, practise reading the e-e words here:

Tricky words to practise:

oh, their

e-e		
	even scene delete these swede	
	evening extreme complete	

Mrs Mahmood's Group

(Phase 3-4)

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

[https://www.youtube.com/watch?
v=otz5jVlHOVo](https://www.youtube.com/watch?v=otz5jVlHOVo)

Tricky words to recap:

her they

Speed Sounds Set 2

air



air

Practise reading

fair

stair

hair

air

chair

lair

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 make inferences from an illustration*

This is Bob. Look closely at the image of Bob below and complete the tasks on the next slide.



English

LO: To make inferences from an illustration

What can you find out about Bob from his picture?

What do you think he likes?

What do you think his job might be?

What clues can you spot?



Label the picture with the clues you have found.

I have found out that ... because ...

I think he likes ...

I think his job might be ... because ...

A. $49 - 9 = ?$

Use...



A number line

...to help you

B. $13 + 8 = ?$

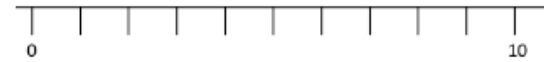


C. Half of 2 = ?



A. $49 - 9 = 40$

Use...



A number line

...to help you

B. $13 + 8 = 21$



C. Half of 2 = 1



A. $\frac{3}{4}$ of 12 =

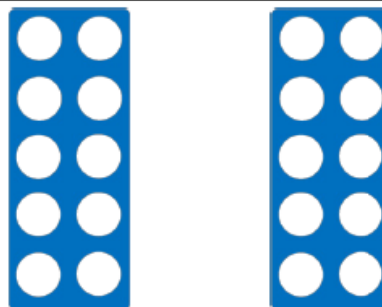
Use...



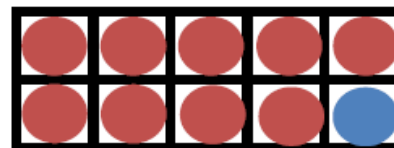
Counters

...to help you

B. $\frac{1}{2}$ of 20 =



C. $9 + 3 =$





THIRD SPACE
LEARNING

Year 2

Week 14 – Day 2 (Answers)

A. $\frac{3}{4}$ of 12 = 9

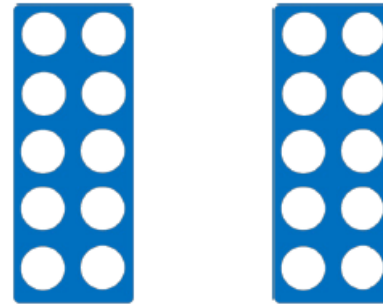
Use...



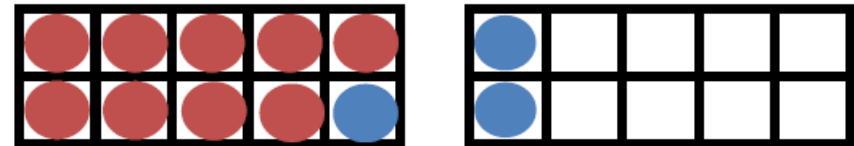
Counters

...to help you

B. $\frac{1}{2}$ of 20 = 10



C. $9 + 3 = 12$



Maths LO: To find a quarter of an object (developing fluency)

Year 1 Look at the images below and discuss.

Quarter $\frac{1}{4}$

The **whole** split into 4 **equal** parts.



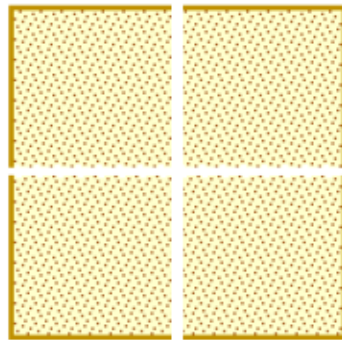
grape



slice of banana



slice of bread

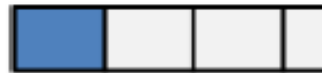


How could you find **one quarter** $\frac{1}{4}$ of this ball of plasticine?



Tick the shapes that show quarters.

Look carefully,
are the parts all
equal?



Maths LO: To find a quarter of an object (developing fluency)

Year 1

Guided Learning Task 1 (explore cutting different objects into quarters)

Objects could include:

grape apple bun slice of bread length of ribbon/string
slice of banana chocolate bar (not in sections)

Observational check: Child can find one quarter of an object.



Complete the sentence

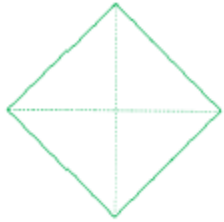
For $\frac{1}{4}$, the _____ is split into _____ **equal parts**.

Maths LO: To find a quarter of an object (developing fluency)

Year 1

Reasoning and problem solving activities (task 2)

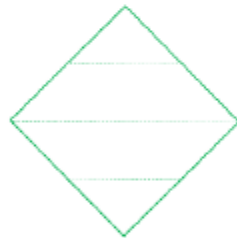
Alex and Jack are talking about quarters.



Alex

My shape shows quarters because it has four equal parts.

My shape shows quarters because it has four parts.



Jack

Are they correct?
Explain your answer.

Use the squares to show:

- Less than a quarter shaded.
- Exactly a quarter shaded.
- More than a quarter shaded.

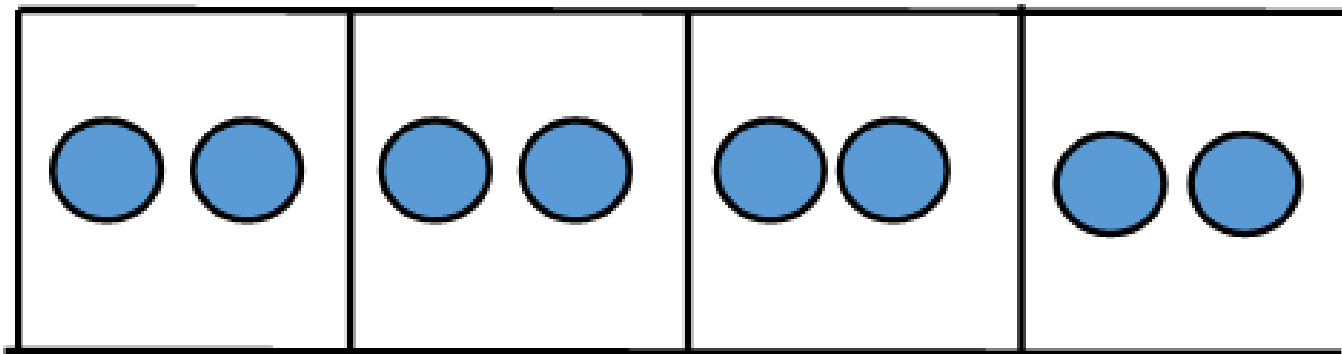


Maths LO: To find a quarter ($\frac{1}{4}$) of a number (developing fluency)

Year 2

When you find a quarter of a number or quantity, it is important to share equally between four groups. We can do this in a variety of ways. Today, you will use the bars to help you share equally.

$\frac{1}{4}$ of 8 = 2. This is how we would represent this by sharing equally.



Maths LO: To find a quarter ($\frac{1}{4}$) of a number (developing fluency)

Year 2

Guided Learning Task 1 (use the bars if you need to)

1. Find $\frac{1}{4}$ of 8 _____

--	--	--	--

2. Find $\frac{1}{4}$ of 24 _____

--	--	--	--

3. Find $\frac{1}{4}$ of 16 _____

--	--	--	--

4. Find $\frac{1}{4}$ of 28 _____

--	--	--	--

Maths LO: To find a quarter ($\frac{1}{4}$) of a number (developing fluency)

Year 2 Task 2

Match:

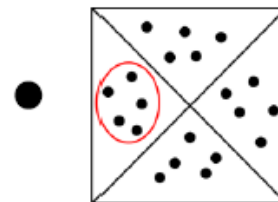
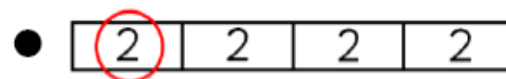
$\frac{1}{4}$ of 20 ●

$\frac{1}{4}$ of 16 ●

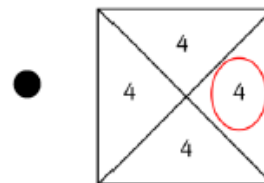
$\frac{1}{4}$ of 8 ●

$\frac{1}{4}$ of 24 ●

$\frac{1}{4}$ of 12 ●



● 3

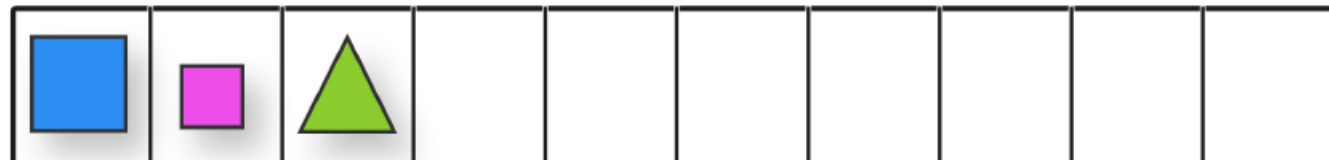


● 5

Maths (additional activities)

Repeating Patterns

Can you continue the patterns below?



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.



Science

LO: To discuss the changes across the four seasons

Click on the image to watch the video below and discuss the questions.



- What is a season? Can you name them?
- What makes up the weather and climate of a particular season?
- What are the main jobs for farmers during each season?
- What happens to the trees across the four seasons?
- What is your favourite season, and why?

Science

LO: To discuss the changes across the four seasons

We see lots of changes across the seasons. We can observe these changes by looking around us outside.

Task: Today, you will make your own seasonal picture. You can use colours, tissue paper or finger prints to re-create the trees across each season. Take a look below at some examples. There is also a template on the next page if you wish to use it.



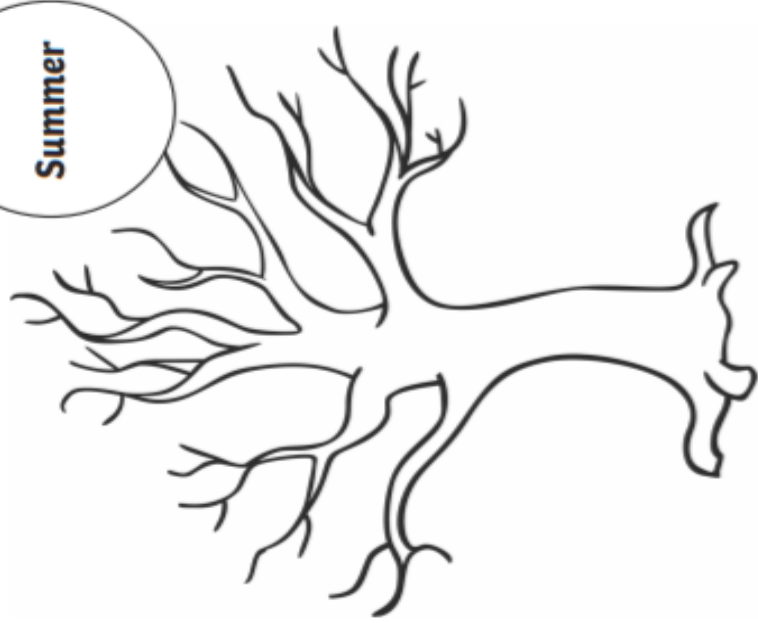
Science

The Four Seasons

Spring



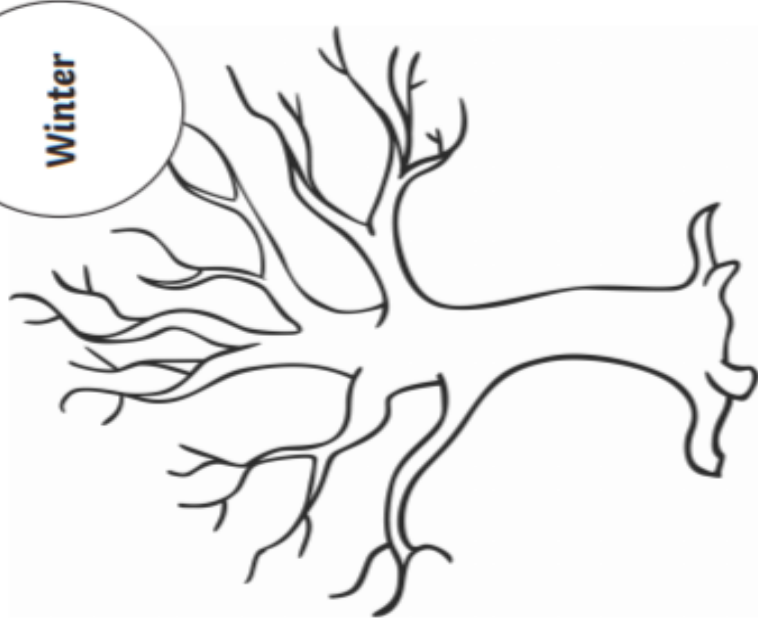
Summer



Autumn



Winter



Science Quiz

Can you use your observations to guess which season is hiding?

What season am I?

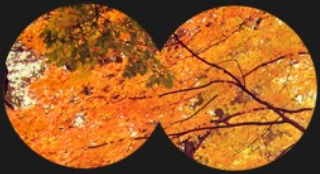


What season am I?



Science Quiz

Can you use your observations to guess which season is hiding?



What season am I?



What season am I?

Science Quiz (answers)

Did you guess all four?

Winter!



Spring!



Autumn!



Summer



Reading time Phase 3

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

On the River

- 11 An owl and a cat set sail in a boat down
- 13 the river.
- 22 They sat on a rock to look for fish.
- 26 The sun was hot.
- 37 The cat had a rod and the owl sang a song.
- 46 The cat had lots of fish to reel in.
- 54 The cat had six big fish for dinner.



Read Together Quick Questions



1. Which of these 'ee' words is in the text?
Tick one.

- reel
- leek
- feel



2. Where does the story start? Tick one.

- in a boat
- on the rocks
- at dinner



3. How many fish does the cat catch? Tick one.

- ten
- six
- sixteen

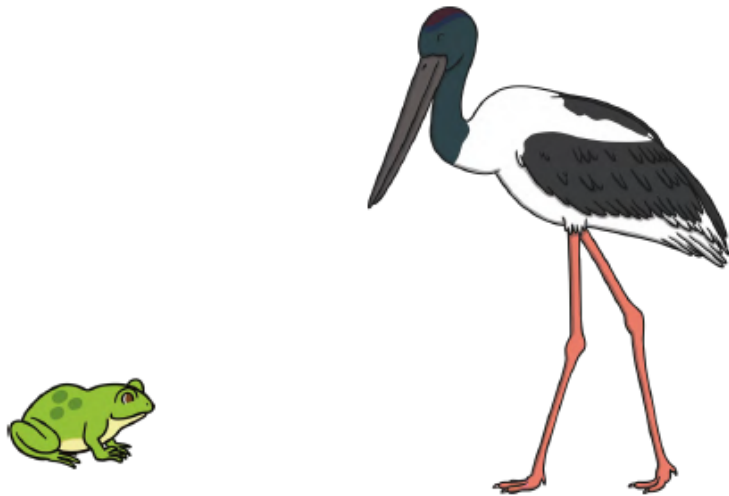


4. How do you think the cat feels about eating six big fish for dinner?

Reading time Phase 4

Croak! Croak! Croak!

- 7 There were three frogs in a pond.
- 16 The green frog swam under a log and got
- 25 stuck. The next frog crept into a tree and
- 33 got stuck. The brown frog swung on a
- 40 stick and got stuck on some rocks.
- 46 "Croak! Croak! Croak!" said the frogs.
- 57 A stork was in the pond. It had a plan to
- 64 help and soon the frogs were free.



Read Together Quick Questions



1. Where did the green frog get stuck? Tick one.

in a tree

under a log

on some rocks



2. How did the stork know that the frogs needed help?



3. Which word shows what the brown frog did? Tick one.

swam

crept

swung



4. Do you think that the frogs will get stuck again?

Reading time Phase 5/6

Song of the Seasons

- 5 In spring time, the forest, 56 Ah, wind, is it winter?
9 In summer, the sea, 60 Yes, winter is here;
13 In autumn, the mountains, 65 With snow on the meadow,
17 In winter, we freeze. 69 And ice growing near.

22 How nice, the old branches 73 The daylight is short,
25 Bursting with buds, 78 But the firelight is long;
29 The primrose and bluebell 82 Ice-skating's our sport,
34 Freshly grown in the woods. 87 Then a story and song.

38 All green things unfolding, 92 In spring time, the forest,
42 Where merry birds sing! 96 In summer, the sea,
47 I love in the woodlands 100 In autumn, the mountains,
51 To wander in spring. 104 In winter, just me.

Quick Questions

1. '*...where merry birds sing!*' In this line, what does 'merry' mean?



2. Number these seasons from 1 to 4 to show the order they appear in the poem.



_____ autumn _____ spring

_____ summer _____ winter

3. How does the author feel about the branches in spring time? Find evidence from the poem.



4. Fill in the missing words below using the text to help you.



'The daylight is _____ but the firelight is _____.'