

# Nelson St Philip's C of E Primary School

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



## Class Barley

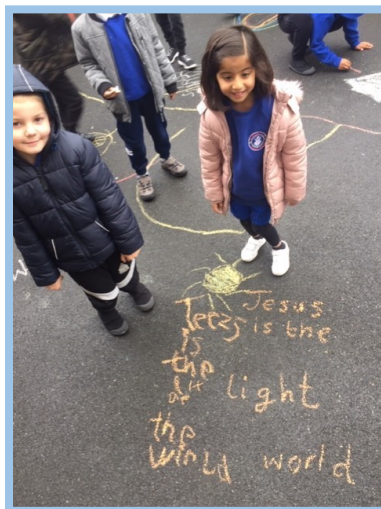
Remote education

*Thursday 4th February 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	10 minutes
Art/ DT	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.



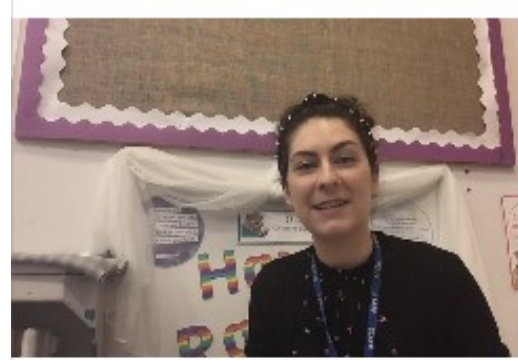
# Phonics groups

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



Detective Daisy is looking for words that can be contracted in the following sentences. Can you help her to find them by writing out each sentence again with the contracted word form.

For example:

**Expanded form:** In the morning, **they will** be going on holiday.

**Contracted form:** In the morning, **they'll** be going on holiday.

1. Later, we are going to the park.

---

2. Lucy was amazed! She had never been to such a fantastic place.

---

3. I have always wanted a pet dog.

---

4. Where is the party tomorrow afternoon?

---

5. John is very friendly and he is funny too.

---

6. It is very late so we will finish the game tomorrow.

---

## Mr Ashworth's Group

### (Phase 5 Set 1)

Begin with the SPEED SOUND Set 2/3 video.

Today's we are going to learn the sound 'ough' This can make different sounds ough (as in 'aw') and ough (as in 'uff')

First, watch a short clip of Mr Thorn reading the different ough words then turn to the next slide to complete the consolidation activities:



Mr Ashworth's Group (Phase 5 Set 1)

Read the different ough words below a few times:

ough (as in aw)

**bought**

**ought**

**thought**

**fought**

makes 'uff' sound

**rough**

**tough**

**enough**

Now, practise reading the sentences below:

I bought a packet of sweets from the shop.

The knight fought in the battle.

I thought that I could see a spaceship.

This meat is far too tough to eat.

The path was rough and rocky.

## Mrs Mahmood's Group (Phase 4- day 14)

Look at the two syllable word:

*lunch/box.*

Sound talk the first syllable and blend it *l-u-n-ch lunch*. Sound talk the second syllable *b-o-x box*. Say both syllables *lunchbox*. Clap out the syllables as you read the whole word.

Now repeat with the words below. Clap out each syllable as you read the words:

*helpdesk windmill treetop*

*starlight laptop sandwich*

*desktop lightbulb*



Mrs Mahmood's Group (Phase 4- day 14)

Activity 2: First, read the sentences below to decode. Now, read them again to build fluency in your reading

You put a shampoo sandwich in my lunchbox.  
Ring the helpdesk and tell them my cat is stuck.  
I stuck a little windmill in this sandpit.

Tricky words to learn:

little when

oh, Mr, Mrs

# 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: Year 2- To write a set of instructions using adverbs and time adverbials.

Year 1- Use command verbs to write a set of instructions.

Yesterday, we learned that Scrubbing Brush became Traction Man's new pet.

Today, you are going to write a set of instructions about how to look after a pet scrubbing brush. Look at the instructions checklist below:



## Instructions Checklist

### Organise the instructions.

- Tell the reader what the instructions are for.
- Say what to do step by step.



### Think about

- Use command (imperative) verbs.
- Use time adverbials to show the order of the instructions.
- Use how adverbials to show how to carry out the instruction
- Use short sentences that are easy to understand.



# English Task

LO: Year 1- Use command verbs to write a set of instructions.

Use my model grid below to organise your ideas, then write your own instructions.

## How to look after a pet Scrubbing Brush



Command verb	
Feed	him a spoonful of sugar.
Teach	him how to swim safely.
Give	him a drink of cold water.
Stroke	his head so that he feels happy.
Clean	his bristles with soapy water.
Play	

# English

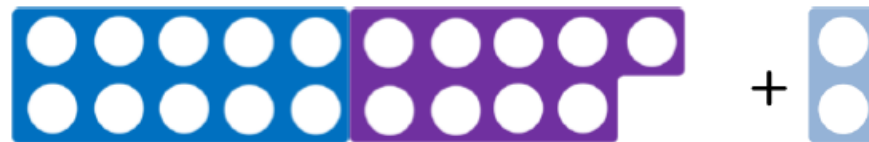
LO: Year 2- To write a set of instructions using adverbs and time adverbials.

Use the model grid below to organise your ideas then write your own instructions.

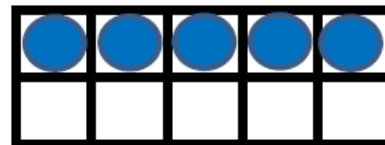
<b>Adverb/adverbial</b>	<b>Command verb</b>	
Everyday,	feed	him a spoonful of sugar.
Patiently,	teach	him how to dive safely into the foamy water.
Once a week,	brush	his bristles so that he is clean and hygienic.
Gently,	stroke	his head so that he feels calm and happy.
Carefully,	clean	



A.  $19 + 2 = ?$



B.  $5 + ? = 10$



C.  $41 - 14 = ?$

Use...

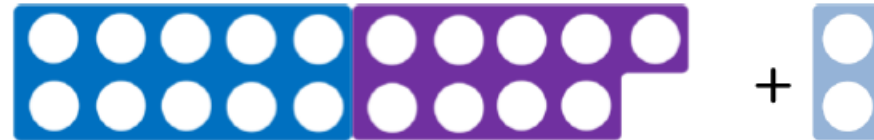


A number line

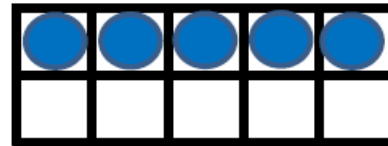
...to help you



$$A. 19 + 2 = 21$$

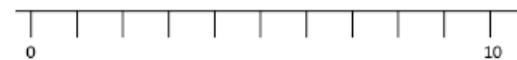


$$B. 5 + 5 = 10$$



$$C. 41 - 14 = 27$$

Use...



A number line

...to help you

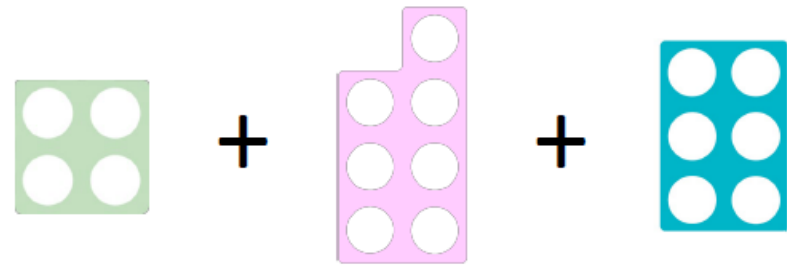


THIRD SPACE  
LEARNING

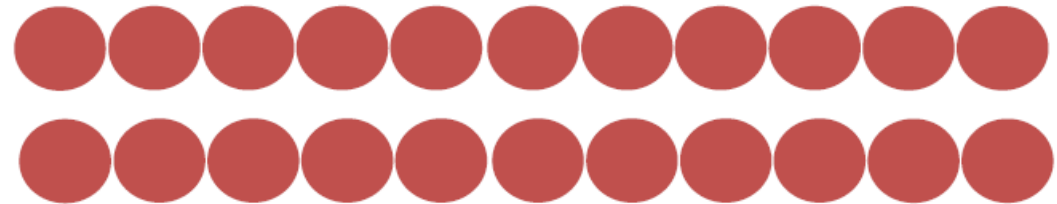
Year 2

Week 17 – Day 4

$$A. 4 + 7 + 6 =$$



$$B. 22 \div 2 =$$



$$C. \frac{1}{4} \text{ of } 16 =$$

Use...



Counters

...to help you



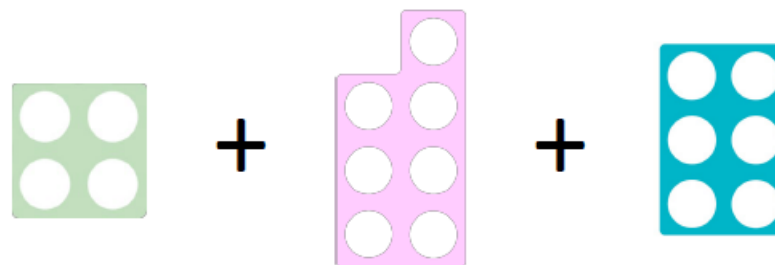


THIRD SPACE  
LEARNING

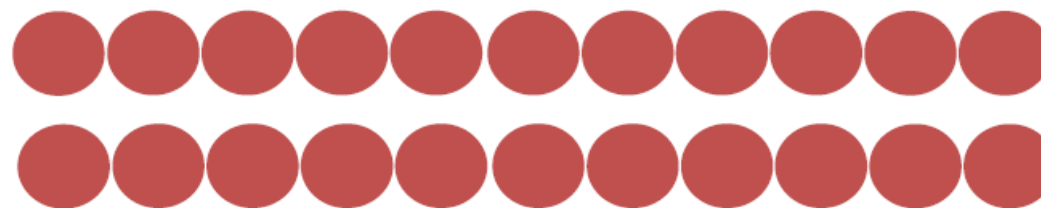
Year 2

Week 17 – Day 4 (Answers)

$$A. 4 + 7 + 6 = 17$$



$$B. 22 \div 2 = 11$$



$$C. \frac{1}{4} \text{ of } 16 = 4$$

Use...



Counters

...to help you

# Maths LO: To know how to compare objects within 50

## Year 1

Join Miss Peel for today's maths tutorial by clicking the link below. If you do not have access to this, please download the PowerPoint on the remote learning page then complete the activities.

<https://www.loom.com/share/459ea23ef280441dabff13c30b78845a>

### Activity 1

1. Who has more cakes: Simon or George?

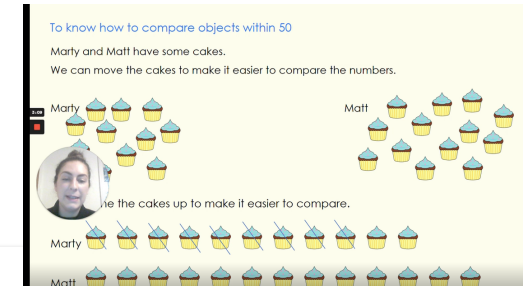
Complete the sentences.



\_\_\_\_\_ is less than \_\_\_\_\_.

\_\_\_\_\_ < \_\_\_\_\_

\_\_\_\_\_ has the fewest cakes.



Maths LO: To know how to compare objects within 50

## Year 1 activity 2

2. Complete the comparison sentences:



\_\_\_\_ < \_\_\_\_

\_\_\_\_ > \_\_\_\_



\_\_\_\_ < \_\_\_\_

\_\_\_\_ > \_\_\_\_

Can you use < and > to compare the numbers?

15

18

21

12

42

24

22

33

# Maths

LO: To represent numbers in a place value chart

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 on the next slide.

<https://www.loom.com/share/6a479e8cabd74b0d9b0334479a77b829>

03/02/2021 Year 2 Place Value Lesson 5

### To represent numbers in place value charts

- I can present numbers in a place value chart
- I can use objects, pictures and numerals in a place value chart

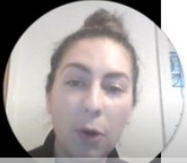
- I can reason and explain using place value charts

**Starter:**  
Charlie has drawn a part-whole model. He has written four matching sentences. Is he right? How would you help him?

```
graph TD; A((67)) --- B((60)); A --- C((7))
```

$$60 + 7 = 67$$
$$7 + 60 = 67$$
$$67 = 60 + 7$$
$$7 = 60 + 67$$

0:18



Maths LO: To represent numbers in a place value chart

Year 2: Task 1

Make the following numbers on the place value charts using both Base 10 and Place Value counters. You can draw the chart in your book. Try to make 3 more own you own numbers.

67

tens	ones

83

tens	ones

95

tens	ones

tens	ones

tens	ones

tens	ones

# Maths

LO: To represent numbers in a place value chart

Year 2

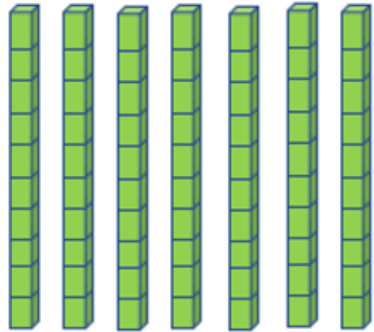

Task 2: fluency

## Activity 2:

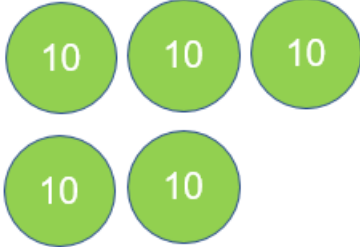

Can you help Ava to complete the place value charts so that both represent the number 98?



tens and ones or base 10

tens	ones
	

place value counters

tens	ones
	

# Maths (additional activities)

1. Count back from 24 in 2's.
2. Count back from 86 in tens.
3. Count forwards in 5's to 60

Home

## Number Bonds

Up to 10

- ▶ Make 10
- ▶ Addition within 10
- ▶ Missing Numbers (+ and -)

Up to 20

- ▶ Make 20
- ▶ Addition within 20
- ▶ Subtraction within 20
- ▶ U + U + U

Up to 100

- ▶ Make 100 (tens)
- ▶ Make 100
- ▶ Addition within 100 (tens)
- ▶ Subtraction within 100 (tens)

Decimals

- ▶ Make 1 (1 dp)
- ▶ Make 10 (1 dp)

Topmarks

Practise addition within 10/20. Choose the level you feel confident with. Click the image to access.

# 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.





Art 10: To design and re-create a landscape piece using the technique of pointillism

Over the next two weeks, you are going to re-create a piece of artwork based on the following artists. Look through the slides below and talk about the different shades, effects and colours that you can see.

How does this piece of art make you feel?

Look on the next slide for a closer look!

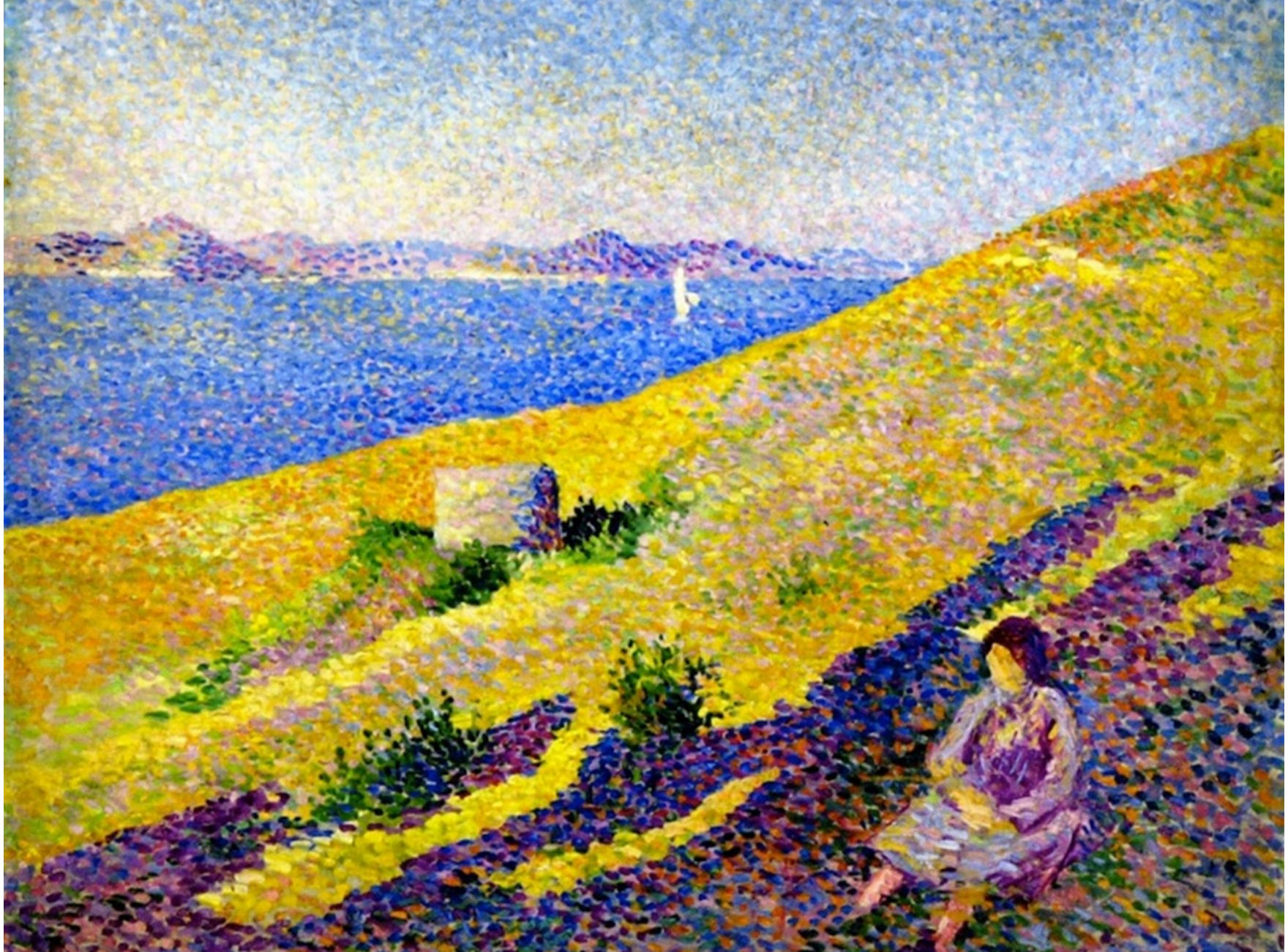
## Côte de la Citadelle by Maximilian Luce

Luce painted a wide range of different subjects, but mostly he painted landscapes.

We can see how Luce creates a sense of perspective (representing 3d objects such as the plants and hills) with a limited choice of colours.



Art



# The Harvesters

Charles Angrand



Angrand was a great friend of Seurat and imitated his pointillist style.

# Art

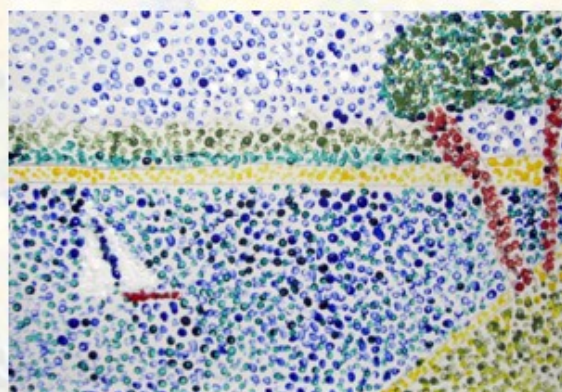
Look how the different directions of the dots help to create texture in the picture



# Today's task

Re-create a landscape design using the skill of pointillism. This process takes time so please do not rush your work as you will have time in the next art session to finish this. You might wish to complete your outlines today and then next week, fill in your picture with different shades of dots.

You can re-create the piece [Côte de la Citadelle](#) or make your own landscape design. Here are some ideas below:



## Miss Peel's Top Tip!

Explore using a variety of colours and try blending them together to create different shades.

# Reading time: Miss Peel's phonics group

## **My Castle**

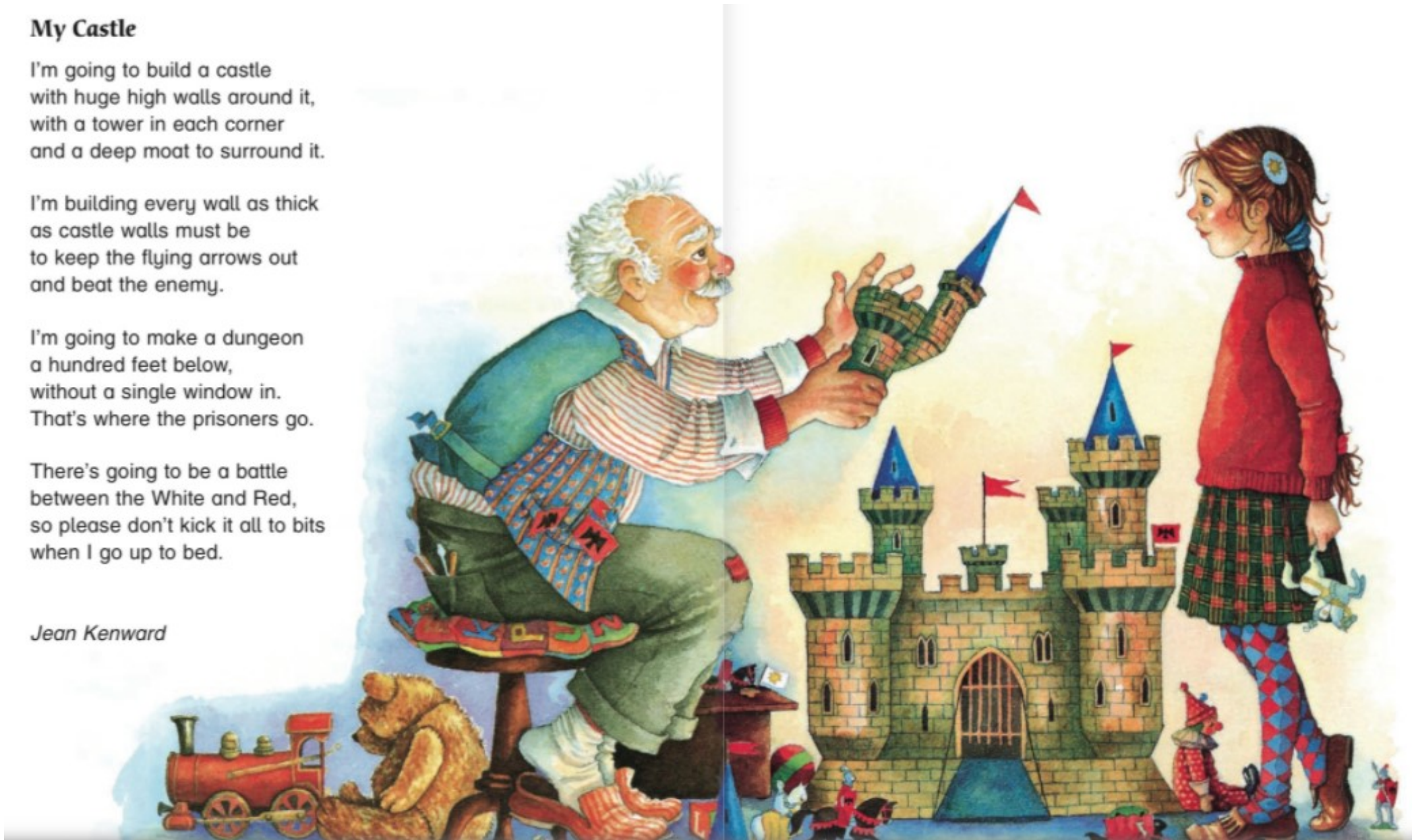
I'm going to build a castle  
with huge high walls around it,  
with a tower in each corner  
and a deep moat to surround it.

I'm building every wall as thick  
as castle walls must be  
to keep the flying arrows out  
and beat the enemy.

I'm going to make a dungeon  
a hundred feet below,  
without a single window in.  
That's where the prisoners go.

There's going to be a battle  
between the White and Red,  
so please don't kick it all to bits  
when I go up to bed.

*Jean Kenward*



# Reading time: Miss Peel's phonics group

## Question time!

Why is he building thick walls for his castle?

Where will the prisoners go?

How many noun phrases can you find in the poem? Underline them.

What would your castle look like? Draw and label your own underneath:

### My Castle

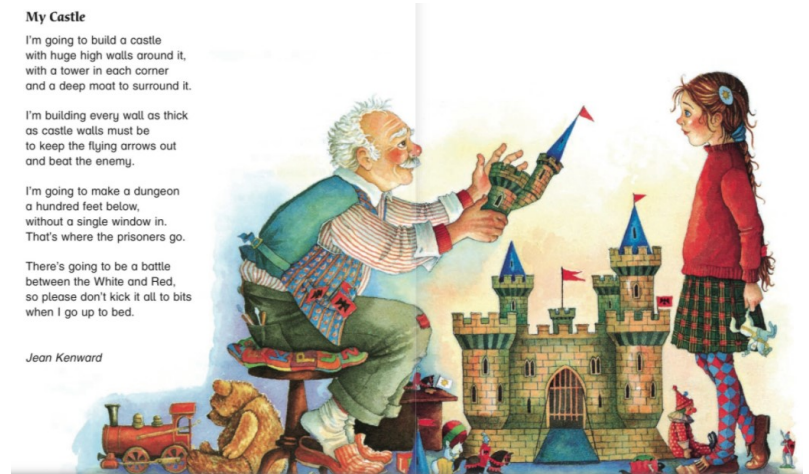
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Jean Kenward



## Reading time Mr Ashworth's phonics group

Read the next double pages and answer the questions. Please note that you do not have to print these pages.

### Goblin Shark



This goblin shark's nose is weird but it's useful. The shark can smell and feel when other animals are nearby. In the darkness, the goblin shark uses its nose to find other animals to eat.

When the goblin shark finds something good to eat, it swallows it whole.


### Glass Squid



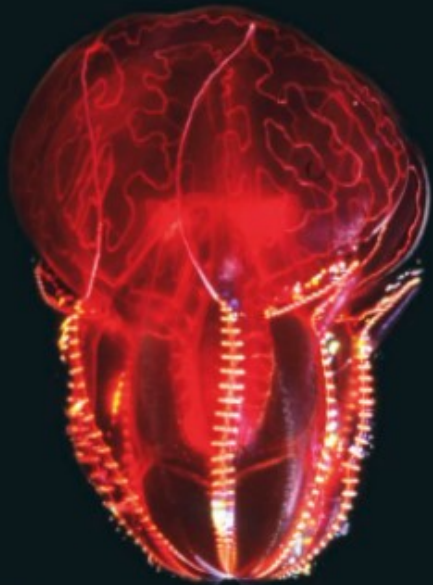
Looking weird is useful for this glass squid. Its see-through body helps it to hide from animals that might want to eat it.

If it is attacked, it can **swell** up like a football to look scary!





The deep ocean is hard for people to visit and explore, even in a **submarine**. New animals are still being found – like this bloodybelly.



## Bloodybelly

Down in the darkness, the bloodybelly glows red. The animals that might want to eat it can't see the colour red, so they can't see the bloodybelly.

## Dumbo Octopus

This is a dumbo octopus. It can grow as long as a person. Only a few dumbos have ever been seen.



The deep ocean is still a mystery. What other weird animals might be deep down in the darkness?

Reading time Mr Ashworth's phonics group

Questions to answer:

Find a word that means the same as helpful (pg 12)

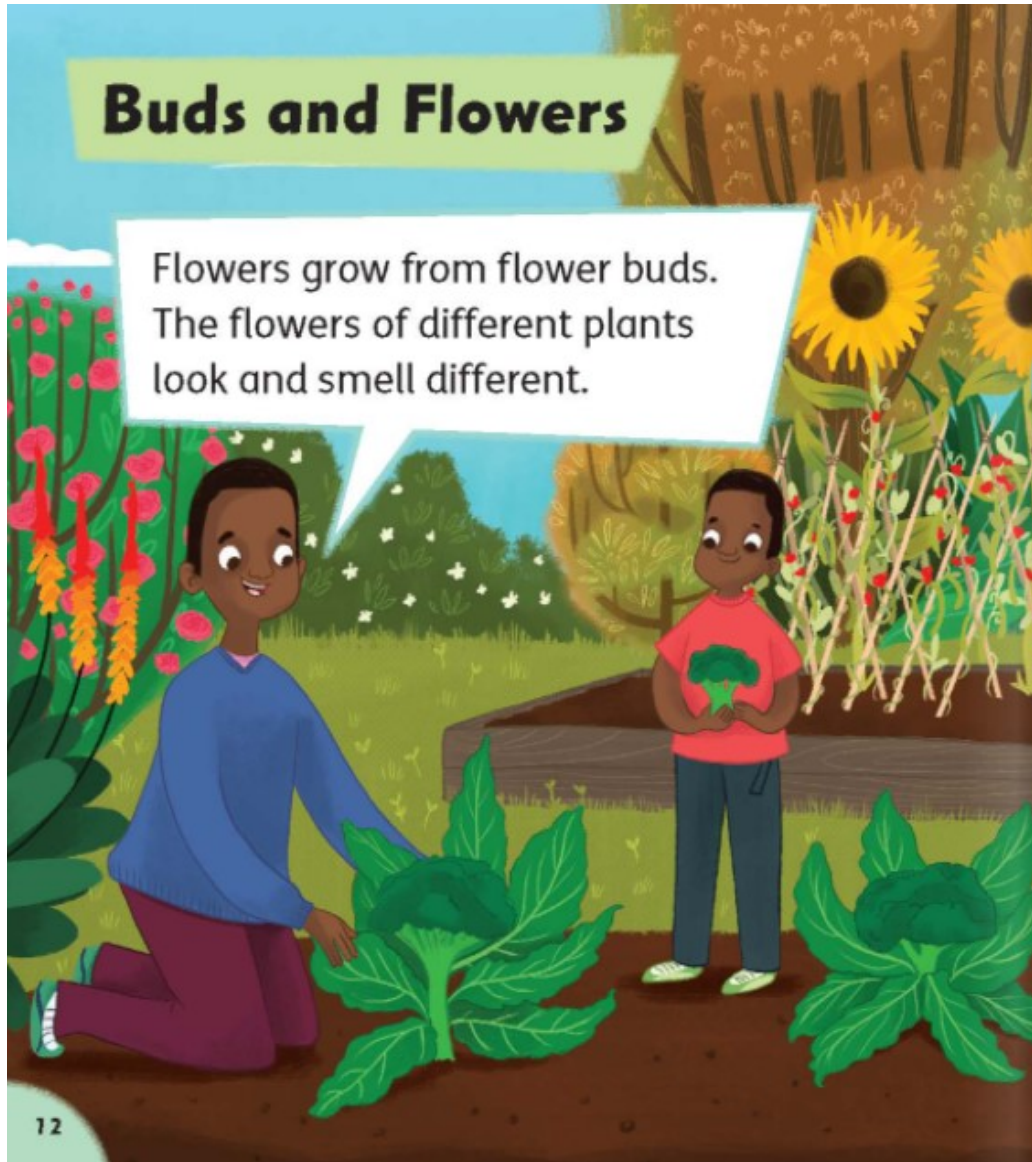
What happens to the glass squid when it is attacked (pg 13)

Why is it useful that the bloodybelly is red? (pg 14)

How long can a dumb o octopus grow? (pg 15)

# Reading time Mrs Mahmood's phonics group

Read the next four slides and answer the questions.



# Reading time Mrs Mahmood's phonics group

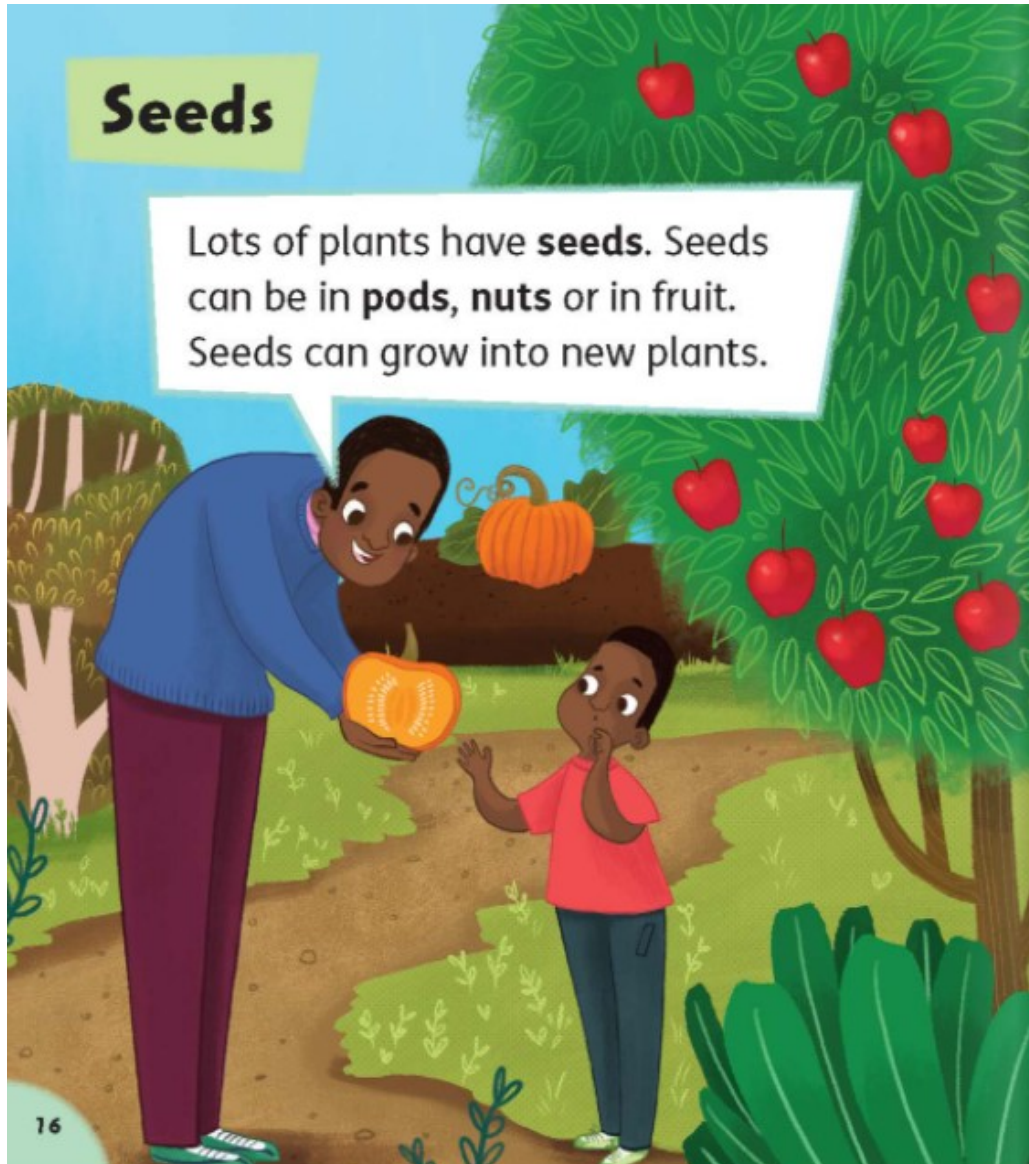
Q. Can you name all the different fruits?



All fruits have seeds in them.

# Reading time Mrs Mahmood's phonics group

Q. What do seeds grow into?



Reading time Mrs Mahmood's phonics group

Q. At the end of the book, the boy says 'Yum!' What other words mean the same as yum?

