

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 8th February 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
RE	45 minutes
Reading time	20 minutes

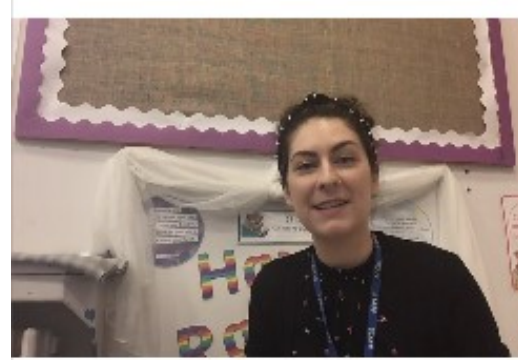
Phonics groups

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

Weekly focus: Spelling patterns (le)

The most common spelling for the /l/ sound at the end of words is le. Write the words below and then complete the next activities.



Spot the errors (there are 4 to find)

Theyr eating a delicious, green appel.

Peter put his book bag in the midle of the taible so that he wouldn't forget it.

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

Weekly focus: Spelling patterns (le)

Task 2:

'le' Spelling Activity

1. Trace over 'le'

le le le le le le le le
le le le le le le le le

2. Just add 'le'

ab_ _ dazz_ _ pood_ _ midd_ _ wobb_ _

3. Write the correct 'le' words under the pictures.





4. Write a sentence containing the following 2 words: **poodle** and **ankle**.

5. Write a sentence containing the following 3 words: **bottle**, **apple** and **table**.

Mr Ashworth's Group

Phase 5 Set 1 (Focus sound ew)

Begin with the SPEED SOUND Set 2/3 video.

Read all the alternate graphemes: ew oo u-e

Watch the video link below and then complete the phoneme spotter activity on the next page.



Mr Ashworth's Group- find all the *oo/ew* words

Dear Andrew,

I am having a great time staying at my granny's house for a few days. I planted some seeds last time I was here and I can't believe how much the plants grew! I also went fishing in the pond and found a newt.

Granny needed help to put up a shelf, so I held all the screws. Then, we played cricket and I threw the ball really far! I knew I could do it!

For dinner, Granny made a yummy vegetable stew. After dinner, we had a cake with a candle on top and I blew it out.

It was a busy day and the time just flew by.

I look forward to seeing you soon.

Lots of love,

Stewart x



Andrew Green,
23 Tooley Street,
Crewe,
CW1 2DT

Mrs Mahmood's Group (Phase 4)

Today, we are going to answer some yes/ no questions using our phase 4 blends. Read the sentences independently then decide if the answer is yes or no.

Do clocks get cross?

Can crabs clap hands?

Are you fond of plums?

Did a shark ever jump up a tree?

Do trains run on tracks?

Will a truck go up steep stairs?

Can we see the stars on a clear night?

When you get wet, will you shrink?

Will trash jump from a dustbin?



Tricky words to spell
oh their

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: Make inferences about characters' behaviour.

Watch the next double page of the story today with Miss Peel then complete the activities over the next 2 slides. <https://www.loom.com/share/e551052eb57b4e7d8100a1a6d5761f27>

Tasks

How do you think Traction Man feels as he goes to rescue the Cupcake?

How does he feel when Doctor Sock and Cupcake laugh at him?

I think that Traction Man feels...

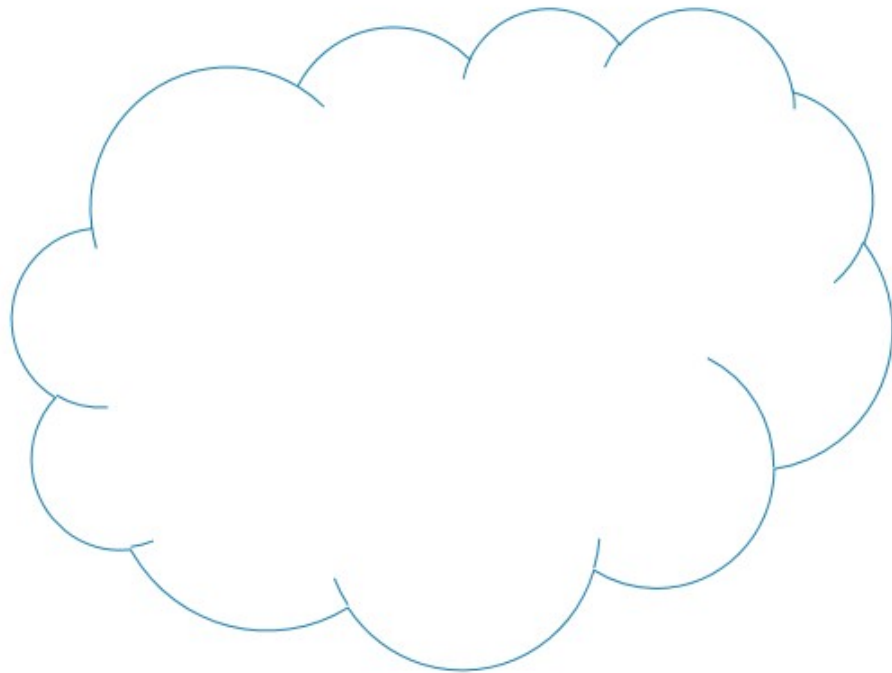
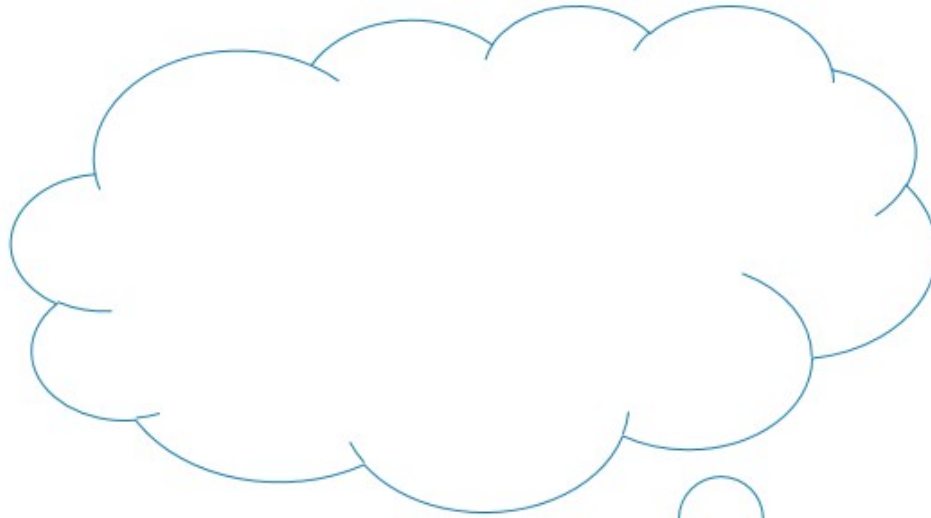
Why doesn't Scrubbing Brush laugh at him?

Scrubbing Brush doesn't laugh at him because ...

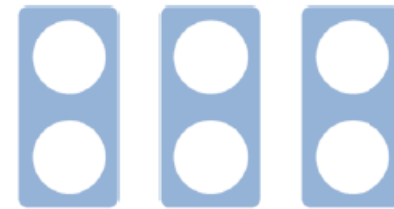


English

LO: Make inferences about characters' behaviour.



A. 3 lots of 2 = ?

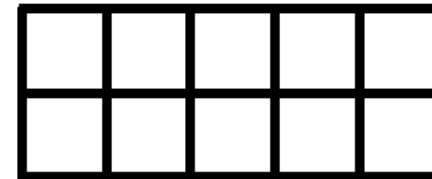


B. 20 - 4 = ?



C. ? + 8 = 10

Use...



Tens Frames

...to help you

A. 3 lots of 2 = 6

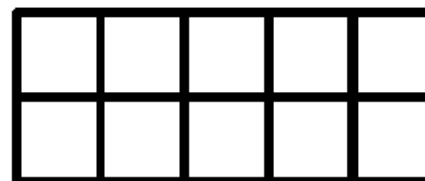


B. 20 - 4 = 16



C. 2 + 8 = 10

Use...



Tens Frames

...to help you

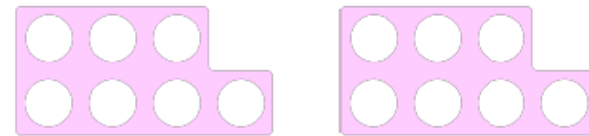


THIRD SPACE
LEARNING

Year 2

Week 18 – Day 1

$$A. 7 \times 2 =$$



$$B. 28 + 28 =$$

You choose...

...what to use...

...to help you

$$C. 90 - 5 =$$

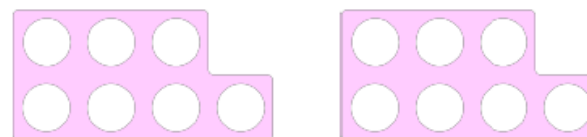
Use...



Base 10

...to help you

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



$$B. 28 + 28 = 56$$

You choose...

...what to use...

...to help you

$$C. 90 - 5 = 85$$

Use...



Base 10

...to help you

Maths LO: To compare numbers within 50

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 activities over the next 2 slides.

<https://www.loom.com/share/cc03333dfa7d49f28772c333c90d42b7>

To compare numbers within 50

Guided Practice:
Use the 1 - 50 grid to compare the numbers.

13 < 31

37 > fourteen

30 > 29 + 1

22 + 1 > 11 + 1

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

1. Use a number line to compare these numbers:

a. sixteen _____ 46

b. 33 _____ 32

c. 20 _____ 21

d. 31 _____ 13

e. 42 _____ 24

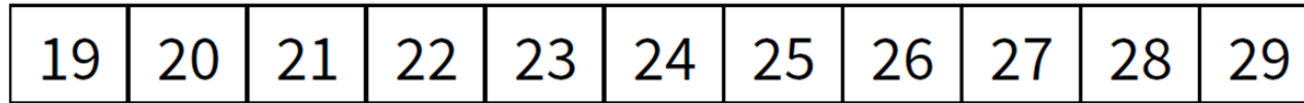
Which numbers could complete this number sentence?

f. 3 tens < _____

Maths LO: To compare numbers within 50

Year 1

2. Use the number line to compare the two numbers using words and inequality symbols.



a. _____ is more than _____.

_____ is less than _____.

25 _____ 23

23 _____ 25

b. 21 is _____ 29.

29 is _____ 21.

21 _____ 29

3. Compare the numbers using $<$, $>$ or $=$.

a. 25 _____ 23

b. 32 _____ thirty-two

c. $20 + 2$ _____ 29

d. $32 + 4$ _____ $10 + 7$

e. $20 + 1 = 23 - 3$

Maths LO: To compare numbers using comparison vocabulary up to 100

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/7721226b6f454b24ba8ec4754e18ddf6>

07/02/2021 Year 2 Place Value Lesson 7

To compare numbers using comparison vocabulary and symbols

- I can compare numbers to 100 using "greater than", "less than", "most", "least" and "equal to"
- I can use the $<$, $>$ and $=$ symbols to write number sentences
- I can explain and justify my answers using concrete resource

Starter:

I am thinking of 2 numbers.
Both numbers have 2 digits.
Both numbers are < 20 .
The difference between them is 4.

Can you work out **more than one answer** to Darcey's problem?

Task 1

Can you choose the right numbers to make these correct?

35
23

53

$30 + 5 >$

$60 + 8 >$

86 68
58

44 24
34

$20 + 14 >$

Maths LO: To compare numbers using comparison vocabulary up to 100

Year 2 Task 2

Can you choose the right numbers to make these correct?

$$\begin{array}{r} 27 \\ 77 \end{array} \quad \begin{array}{r} 72 \\ 70 + 2 < \end{array} \quad \square$$

$$40 + 14 < \square \quad 44 \quad 54 \quad 64$$

$$\begin{array}{r} 42 \\ 32 \end{array} \quad \begin{array}{r} 52 \\ 20 + 10 + 12 < \end{array} \quad \square$$

Can you put $<$, $>$ or $=$ in each circle to make these correct?

$<$, $>$ or $=$

$$50 + 23 \quad \bigcirc \quad 80$$

$$30 + 40 + 10 \quad \bigcirc \quad 80$$

$$30 + 40 + 13 \quad \bigcirc \quad 80$$

You could use resources to prove that you are correct.

Maths LO: To compare numbers using comparison vocabulary up to 100

Year 2 Reasoning challenge

You must explain your answer using 'because'. The answer is on the next slide.

Do you agree with Lucas?
Why? Why not?

Can you explain how you know?



Two tens and fourteen ones is greater than three tens.

Maths LO: To compare numbers using comparison vocabulary up to 100

Year 2 Reasoning challenge

Answer:

Do you agree with Lucas?
Why? Why not?

Can you explain how you know?



Two tens and fourteen ones is greater than three tens.

You should agree with Lucas because he is right.
Two tens and fourteen ones = 34.
 $34 >$ three tens or 30.

Extension:

Can you write your own example, but change the words 'greater than' to 'less than'?

Maths (additional activities)

Practise learning your 2 times table with this catchy reggae rap!



Now let's count in 5's

Complete the following sequences:

- a) 5 10 15 ___ 25 ___
- b) 35 30 ___ 20 ___ 10
- c) ___ 25 30 35 ___ 45
- d) 45 ___ ___ 30 25 20
- e) 15 ___ 25 30 ___ 40

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

What can we learn from the stories Jesus told?

Listen to the story of the Good Samaritan and The Lost Sheep, as told by Jesus in one of the gospels of the New Testament. What can we learn from this story?

Jesus told us to love our neighbour. Who is our neighbour? Does this just mean the people who live next door to us?

Task: Draw and write about people who are our 'neighbours', who we might be able to help, in a local and global sense (e.g. refugees, homeless people).



Click on the image to access the video.



Reading time:

I have now set up a class login for you to access the Oxford Owl online e-books, rather than pasting the pages onto this document as this will save paper. These are some of the books from our reading scheme in school so they are matched closely to your child's phonics. Select the book that is closest to your child's book band level. Turn to the next slides for your book titles.

Click on the image or the link below to access

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

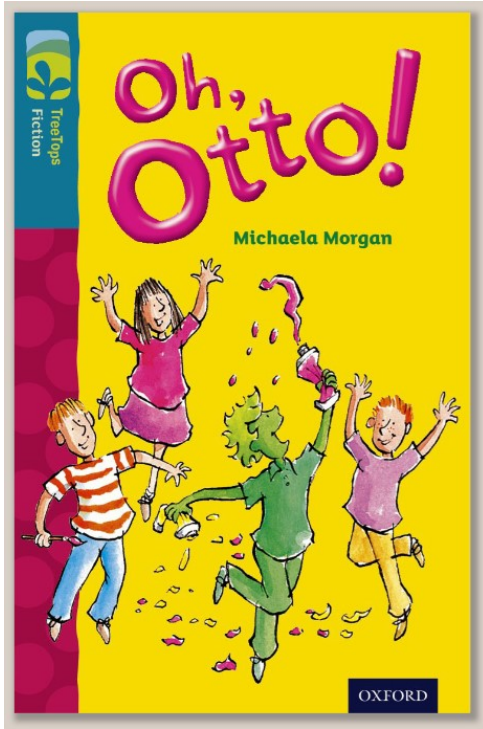


Username: classbarley

Password: Barley2021

Reading time: Miss Peel's phonics group

(Book band Gold/ White/ Brown)



Username: classbarley

Password: Barley2021

Reading activity

Look at the front cover and read the blurb below. **What do you think Otto will be like?** Look at the image on the front cover. **What do you think might happen in the story?**

Read the first chapter of the story today (up to page 11) and discuss what has happened so far.

Why does Charlie not like Otto?



Reading time: Mr Ashworth's phonics group

(Book band Orange/ Turquoise)



Username: classbarley

Password: Barley2021

Reading activity

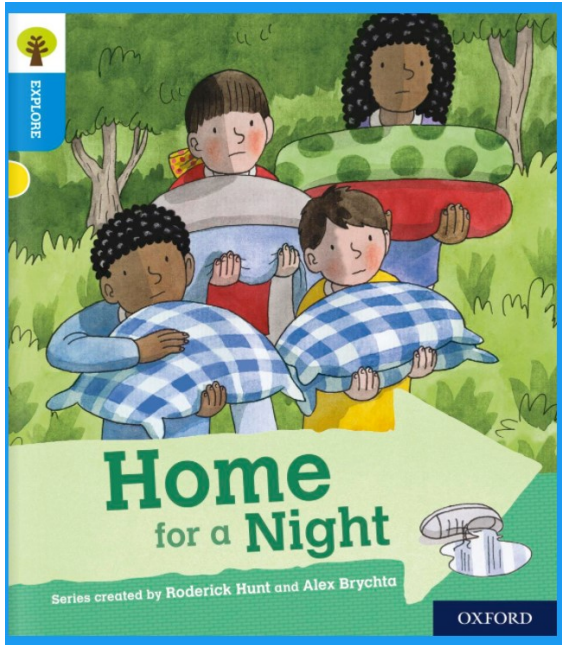
Look at the front cover and read the title together.
What do you think might happen in the story?

Turn to page 1. Where is Paris? What do you already know about Paris or France? Can you find it on a map?

Read up to page 12. Discuss the story so far. Why do you think the people are saying "There's no such thing as the Eiffel Tower!" ?

Reading time: Mrs Mahmood's phonics group

(Book band Yellow/ Blue: Phase 4)



Username: classbarley

Password: Barley2021

Reading activity

Look at the front cover and ask *What are the children carrying and where do you think they are going?* Make oral predictions using the clues on the front page.

Read up to page 9. Discuss the story so far and talk about the following questions:

What is a yurt?

Why do you think Mum asks the children to get in the yurt? Do you think she is concerned?