

Nelson St Philip's C of E Primary School

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



Class Barley

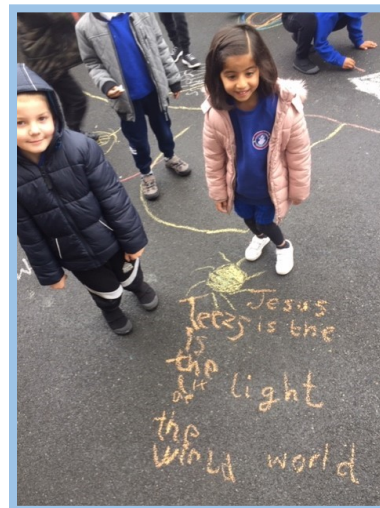
Remote education

Tuesday 9th February 2021

Daily Lesson Timetable	Time (approximately)
Daily Worship	20 minutes
Phonics	20 minutes
English	45 minutes
Fluent in 5	10 minutes
Maths	45 minutes
Daily PE challenge	10 minutes
Science	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.



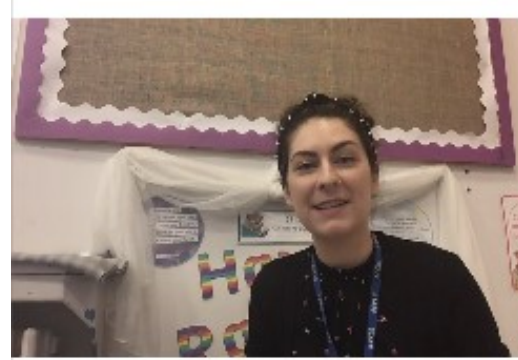
Phonics groups

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

Weekly focus: adding -y

When adding -y to words ending in e, the e should first be removed (if there is a consonant before it).

For example:

shine → shiny

sparkle → sparkly

scare → scary

smoke → smoky

shake → shaky

Adding the suffix -y to a noun or verb creates an adjective. For example, 'bone' is a noun but adding the -y suffix creates 'bony', which is an adjective.

Turn to the next page for your activity today

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

Weekly focus: adding -y

slime → _____ simple → _____

Proofread these sentences. Underline words that are not spelt correctly and write the correct spelling above.

Be careful walking of the spikee rocks.

The car ride was very shaki.

The ghost costume was too scarey for Kit.

Sam had an achii leg after walking so far.

Mr Ashworth's Group

Phase 5 Set 1 ue (as in 'oo' and 'you')

Begin with the SPEED SOUND Set 2/3 video.

Today we are going to look at the alternate sound ue.

Watch the video below and then complete the activity on the next page



Click to access the
video lesson



Mr Ashworth's Group

Phase 5 Set 1 ue (as in the sounds
'oo' and 'you')

There are many different words spelt with 'ue'.

Can you spot which words are real and which are nonsense below?

Fill in your key with a different colour for real words and nonsense words then colour in the correct boxes below.

Key

Real Words

Nonsense Words



penue	chescue	ganue	cue
thue	queue	rescue	balue
argue	felue	hanue	glue
jesue	true	issue	lesue
blue	tissue	resue	clue

Mrs Mahmood's Group (Phase 4)

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

When you drink milk, will you hear it crunch?

Will an igloo melt in spring?

Will a pink shrimp punch a green crab?

Do you think mud will scrunch?

Do cars sleep?

Will a plump toad burst?

Do skunks stink? Do fish blink?



Tricky word to spell
people

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

Year 1 LO: To use capital letters/ full stops consistently in my writing.

Year 2 LO: To check that sentences make sense and use a comma to separate items.

Join Miss Peel for today's English lesson by clicking the link below. Read the examples on the next slide and then complete the learning task on the following page.

<https://www.loom.com/share/2cb0d8f976b44bd08afa0065d380d952>

0:17

My Goodness! Down there!
All those spoons have crashed! They must be helped -
but how? The Kitchen Cliff is very high.

Look at that dust cloud!
We must hurry!
The Broom
is coming!

What IS Scrubbing Brush doing?

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22

English: Discuss and read together.

Traction Man's Outfits

Setting	Outfit
box	Combat Boots, battle pants and his warfare shirt
bed	Latex space suit and Perspex helmet
Foamy waters	Sub-aqua suit, fluorescent flippers and infra-red mask
garden	Jungle pants, camouflage vest and sweaty bandana
bath	Deep sea diving suit, brass helmet and metal shoes
Kitchen cliff	Knitted green romper suit and matching bonnet
Huge carpet	Green swimming pants and swimming bonnet

Explain why he has a different outfit for each setting.

Traction Man wears ... because ...

Traction Man wears ... so that ...



English

Traction Man needs an outfit to defeat the scissors.

Think about the materials you will need to use.

First, draw the outfit and label it.

Then, write a description about your outfit using full sentences, capital letters and full stops.

Think about the type of setting that you want Traction Man to be in. For example, if he is undertaking a sea mission, he will need items that are waterproof.

Year 2: Remember to use commas for items in a list.

Brass helmet, metal shoes and a snorkel.

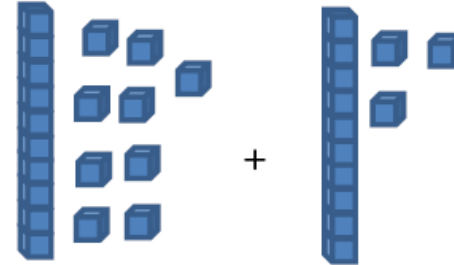




A. 3 groups of 5 = ?



B. $19 + 13 = ?$



C. $25 - 5 = ?$

Use...



Number shapes


...to help you



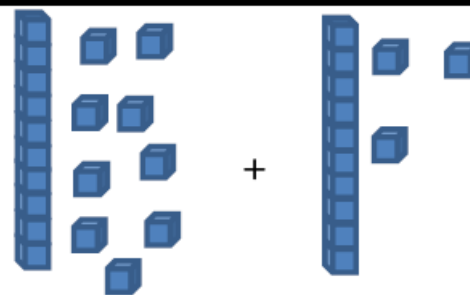
THIRD SPACE
LEARNING

Year 1

Week 18 – Day 2 (answers)

A. 3 groups of 5 = 15 

B. $19 + 13 = 32$



C. $25 - 5 = 20$

Use...



Number shapes

...to help you



THIRD SPACE
LEARNING

Year 2

Week 18 – Day 2

$$A. 77 - 25 =$$

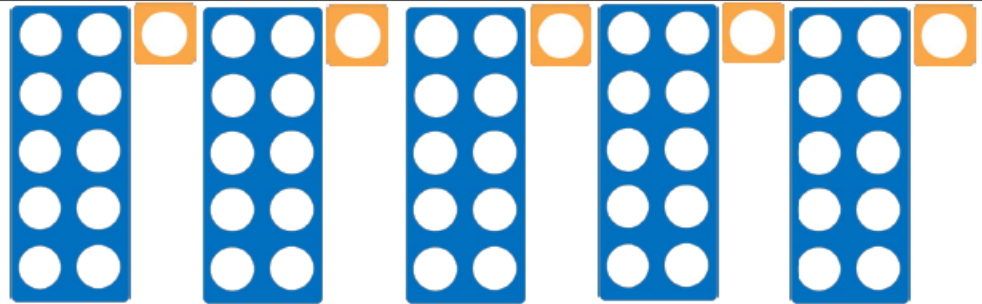
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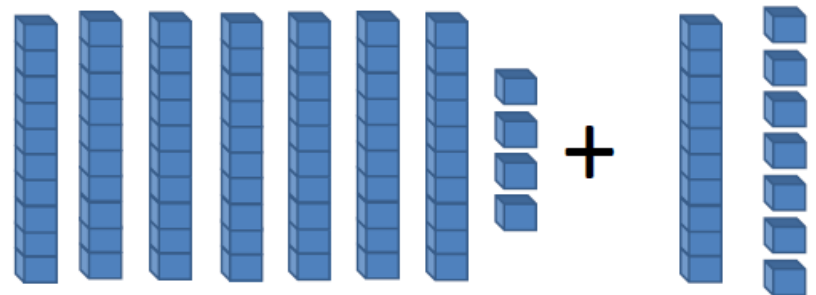
A number line

...to help you

$$B. 55 \div 11 =$$



$$C. 74 + 17 =$$





THIRD SPACE
LEARNING

Year 2

Week 18 – Day 2 (Answers)

$$A. 77 - 25 = 52$$

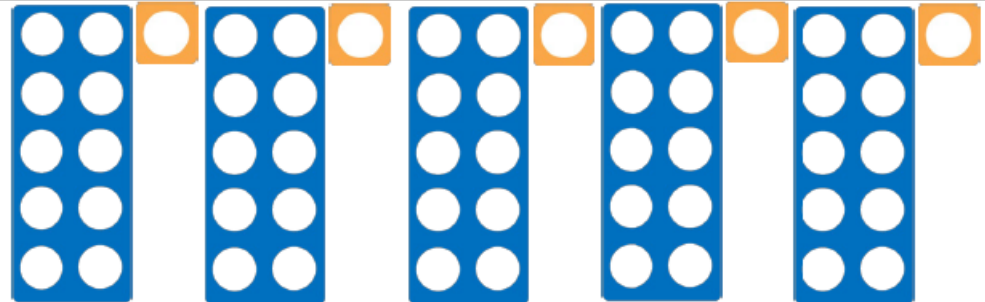
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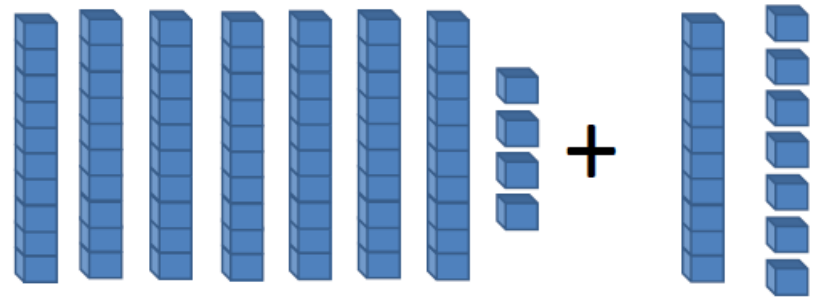
A number line

...to help you

$$B. 55 \div 11 = 5$$



$$C. 74 + 17 = 91$$

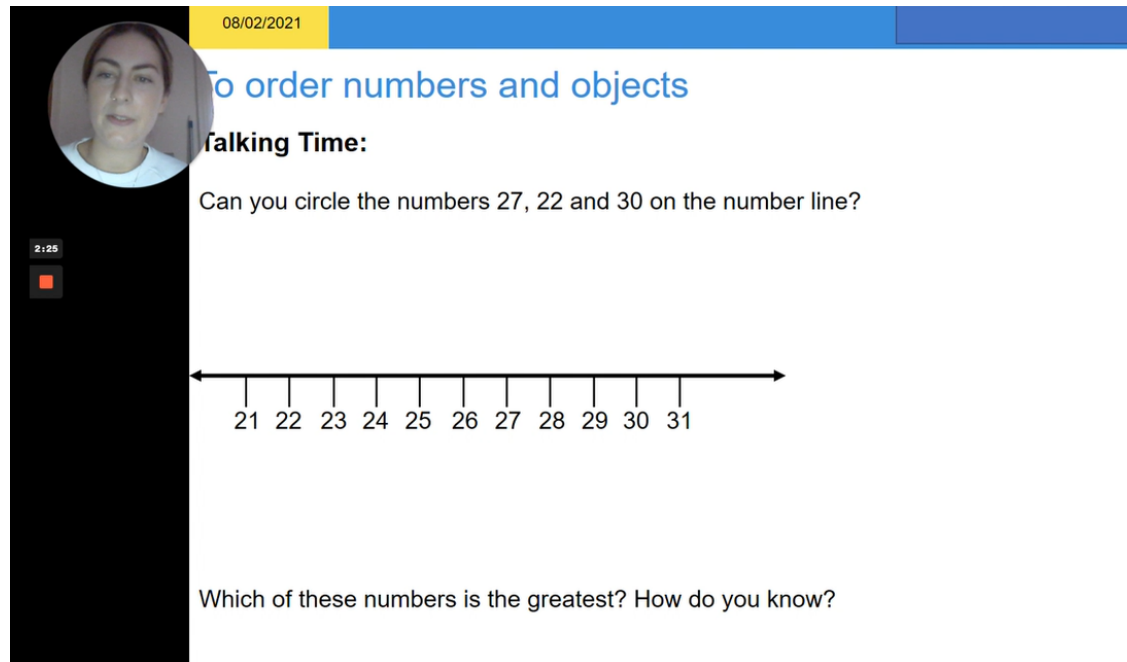


Maths LO: To order numbers within 50

Year 1

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

<https://www.loom.com/share/0ad0067d132045ceab81f5fd3d8f7566>



The screenshot shows a Zoom meeting interface. At the top, there is a date '08/02/2021' and a blue header bar. On the left, there is a circular video feed of a woman and a vertical sidebar with a '2:25' timer and a red stop icon. The main content area displays the following text:

To order numbers and objects

Talking Time:

Can you circle the numbers 27, 22 and 30 on the number line?

←—————→

21 22 23 24 25 26 27 28 29 30 31

Which of these numbers is the greatest? How do you know?

Maths Year 1 (Task 1) LO: To order numbers within 50

Ordering Numbers



Which numbers have been swapped over on these number tracks?

0	1	3	2	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

0	1	2	3	4	6	5	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

0	1	2	3	7	5	6	4	8	9	10
---	---	---	---	---	---	---	---	---	---	----

2	8	4	5	6	7	3
---	---	---	---	---	---	---

4	1	2	3	0	5
---	---	---	---	---	---

4	5	10	7	8	9	6
---	---	----	---	---	---	---

Can you read the numbers on the track out loud?

What do you notice?

Which numbers are in the wrong order?

Can you colour them in?

Can you write them in the correct position under the track?

Are the mixed-up numbers next to each other?

Can you explain what is wrong with the next track?

After the first three tracks, ask:

How are the next tracks different?

Is it harder if the tracks don't start at zero?

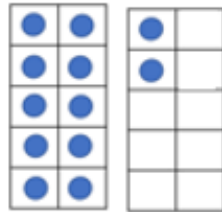
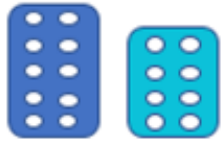
What could you use to help you?

Maths Year 1 (Task 2) higher numbers

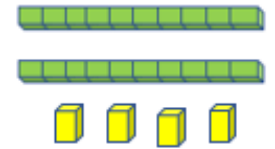
Here are five representations of different numbers.

Where will they fit on the track?

Can you write in each number to check your answers?



22



smallest		→			greatest	

Fill in the missing numbers:

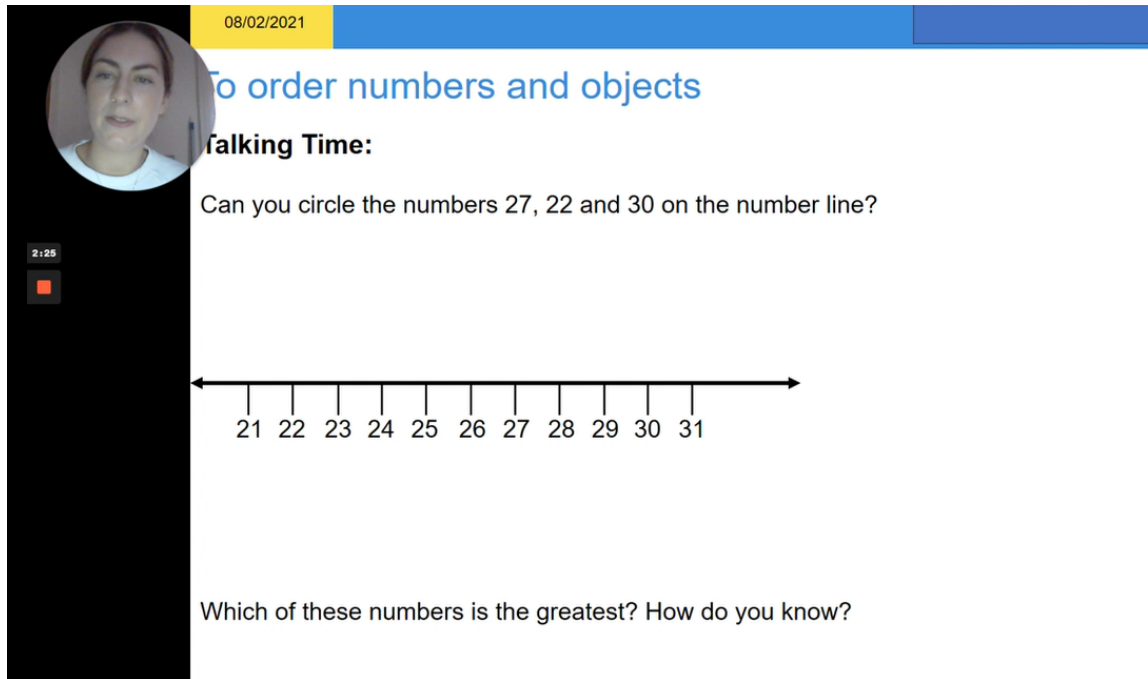
35 36 ___ ___ 39 ___ ___

___ ___ 43 ___ ___ 46 47 ___

Maths LO: To order numbers 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 on the next slide.

<https://www.loom.com/share/0ad0067d132045ceab81f5fd3d8f7566>



08/02/2021

To order numbers and objects

Talking Time:

Can you circle the numbers 27, 22 and 30 on the number line?

2:25

21 22 23 24 25 26 27 28 29 30 31

Which of these numbers is the greatest? How do you know?

The screenshot shows a Zoom meeting interface. At the top, there is a yellow bar with the date '08/02/2021' and a blue bar. Below this, a circular video feed shows a woman. The main content area is white and contains the text 'To order numbers and objects' in blue, followed by 'Talking Time:' in bold. Below that is the question 'Can you circle the numbers 27, 22 and 30 on the number line?'. A number line is shown with arrows at both ends and tick marks labeled from 21 to 31. Below the number line is the question 'Which of these numbers is the greatest? How do you know?'. On the left side of the meeting window, there is a vertical black bar with a small video icon and a timer showing '2:25'.

Maths LO: To order numbers to 100

Year 2 Task 1

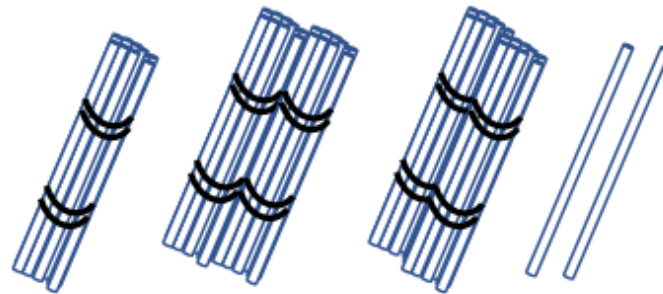
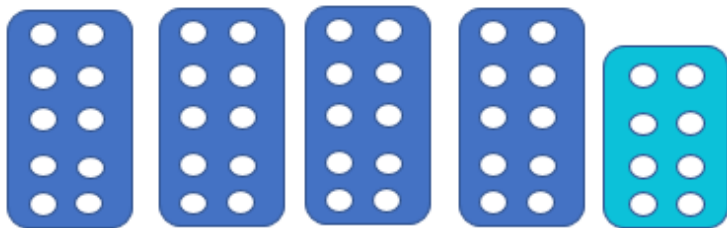
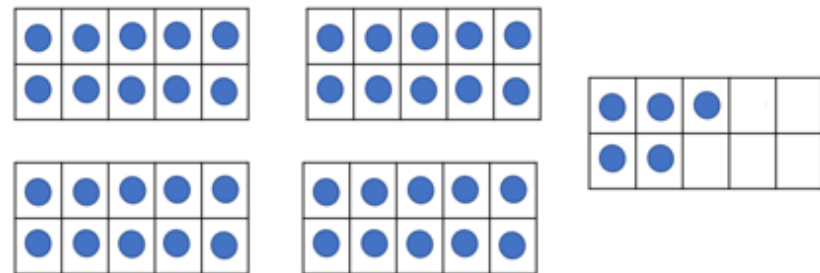
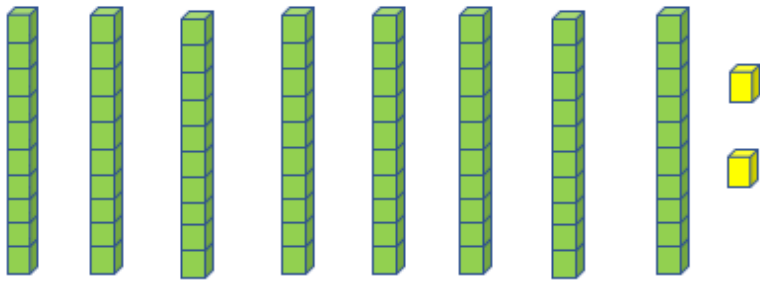
Here are some diagrams representing different numbers.

Can you circle the greatest number?

Can you circle the smallest number?

Can you complete the number sentence?

_____ > _____



Year 2 Task 2

Can you order the following numbers from smallest to greatest?

1. 50, 30, 20, 40, 10 \longrightarrow _____, _____, _____, _____, _____,

2. 18, 17, 15, 16, 14 \longrightarrow _____, _____, _____, _____, _____,

3. 15, 30, 20, 25, 35 \longrightarrow _____, _____, _____, _____, _____,

Can you order the following numbers from greatest to smallest?

4. 40, 39, 29, 30, 20 \longrightarrow _____, _____, _____, _____, _____,

5. 18, 19, 21, 20, 17 \longrightarrow _____, _____, _____, _____, _____,

6. 10, 50, 90, 100, 1 \longrightarrow _____, _____, _____, _____, _____,

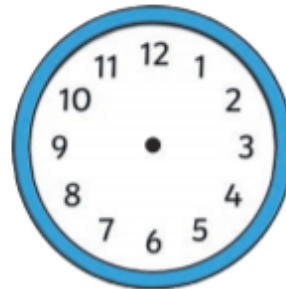
Maths (additional activities)



Watch and enjoy the SuperMover video on position and direction with Gangster Granny.



At _____, Peter Rabbit had some tasty radishes in Mr. McGregor's garden.



Draw the hands on the clock to show that Peter Rabbit was chased by Mr. McGregor at half past 2.

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: Animals including humans

LO: I can describe the basic needs of humans and animals.

Download the PowerPoint on the remote learning page and talk through the slides together. Then complete the activity on the next page.



Science: Task

Cut out the labels at the bottom and stick them into the right categories on the page.

mammals, reptiles and birds



Food

Air

Water

fish and other sea creatures



Food

Air

Water

Eats meat, plants or both.



Gets water by drinking or from food.



Breathes water through gills.



Gets water by drinking, from food or through skin.



Eats meat, plants or both.



Breathes air into lungs.



Reading time:

Login to your Oxford Owl e-book account using the details below then turn to the next slides for your activities. Continue with the book you began yesterday:

Click on the image or the link below to access

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



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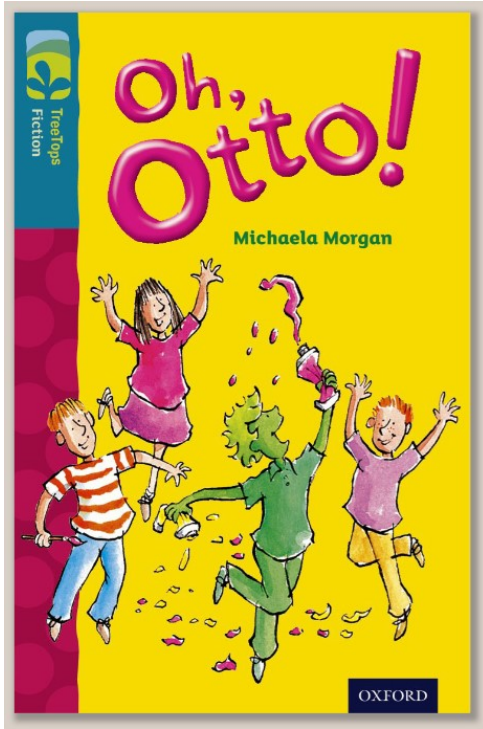
About Oxford Owl for School >

Username: classbarley

Password: Barley2021

Reading time: Miss Peel's phonics group

(Book band Gold/ White/ Brown)



Username: classbarley

Password: Barley2021

Reading activity

Recap on chapter 1 from yesterday. *Can you remember why Charlie did not like Otto?*

Read the next 2 chapters today (up to page 24)

Now, answer the following questions:

What homophones can you spot on page 14/15?

Look at page 18. What words would you use to describe Charlie? How do you think he has made Otto feel?

Look at page 22. What makes them think they have seen a bear?

Reading time: Mr Ashworth's phonics group

(Book band Orange/ Turquoise)



Reading activity

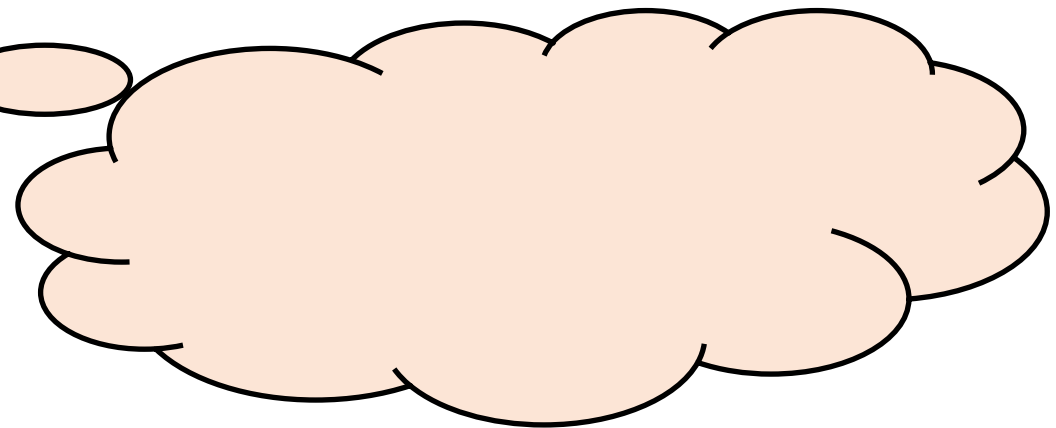
Recap on the story so far then read up to page 20.

Questions to answer:

Turn to page 17. Which model do you like the best? Which one do you think will win the competition?

Turn to page 19. How do you think the man was feeling when his model fell down? Why?

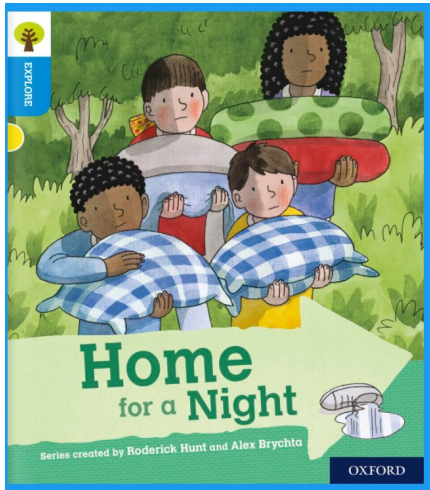
Write a thought bubble for him below:



Username: classbarley
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Reading time: Mrs Mahmood's phonics group

(Book band Yellow/ Blue: Phase 4)



Username: classbarley
Password: Barley2021

Reading activity

Recap the story so far. Now read pages 11-18.

Answer the questions below from page 19. Look back through the text to help you find the answers:

Look Back, Explorers



What was Dad's surprise?

What happened to the tent after the storm?



When Mum sees the lightning she tells everyone to get in the yurt. Why?



Did you find out where the ladder goes to?