

# Nelson St Philip's C of E Primary School

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



## Class Barley

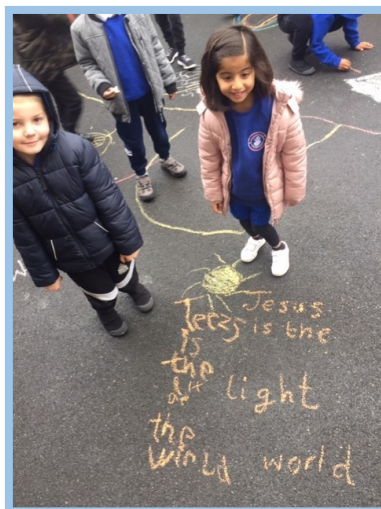
Remote education

*Wednesday 10th 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
PSHE	30 minutes
Reading time	20 minutes

# Worship

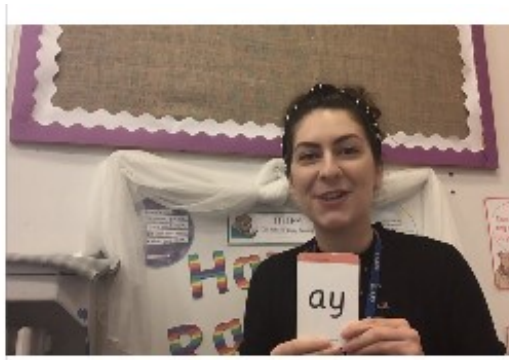
Click on the dove (a symbol of peace) to take you to today's worship. I'd love to hear your thoughts and reflections so please email any evidence that you have. It could be a written prayer, an object or a picture that you have made, or a photograph of your worship.



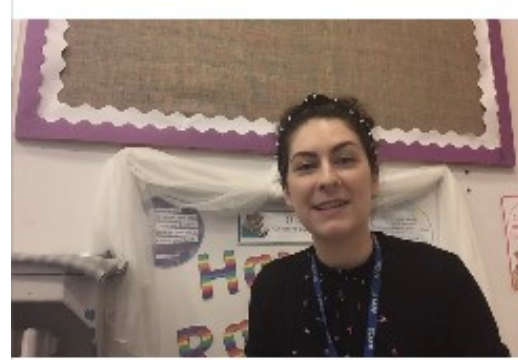
# Phonics groups

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

Yesterday, we looked at dropping the 'e' when we add the suffix -y. Today, we are going to look at another pattern for adding -y.

With words that end with a short vowel and a consonant, we double the final consonant before adding -y (except words which end with -x).

Take a look at some of these below. Notice that the vowel makes the short sound.

fun → funny

run → runny

sun → sunny

nut → nutty

Can you practise this spelling pattern and put the words into your own sentences. For a challenge, try to include some contractions in your sentences too!

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.

Remember!

## Mr Ashworth's Group: Phase 5 Set 1 ui

Begin with the Speed Sound Set 2/3 video and look at the different ui graphemes:

oo u-e ew ue ui

Today we are going to focus on the alternate grapheme ui.

Read the words below and then practise spelling these in your remote learning book.

Choose 3 to put into your own sentence. Finish the session with a quick fire round of reading the words. Point to them in random order.

fruit suitcase recruit suit

bruise cruise swimsuit juice

## Mrs Mahmood's Group (Phase 4)

Today, we are learning to spell words with adjacent consonants.

(Adult guidance ) Say the word 'think' and model counting out phonemes (sounds) on your fingers. Ask children how to write each of the phonemes. Count them off against your fingers to check that you haven't forgotten any. Write the word.

Now read the words below to your child. Ask them to show the number of phonemes by holding up that number of fingers; then try writing the word.

thank, street, spring, crept, slept, crunch,  
scrunch, trunk



Finish by reading the sentence below:

An octopus puts on lots of pink socks  
with brown spots.

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** LO: To discuss the book I have read and ask questions

Revisit the adventures and listen to the full story of Traction Man here:

Click here to take you  
to the web link

[https://www.youtube.com/  
watch?v=0JySea288Qo](https://www.youtube.com/watch?v=0JySea288Qo)



Today, you are going to reflect on the book and discuss what you liked and perhaps didn't like. On the next slide, there is a scaffolded model for you to read over and help you. You must write a variety of sentences in each box, not just one sentence for each.

English: Discuss and read together, then complete your own.

conjunctions  
(because, when) used  
here

contraction (didn't)  
used in my writing  
here

## What do you think about this book?

### What I like

I like the character Traction man **because** he was courageous **when** he saved the metal spoons.

### What I don't like

I didn't like the part when evil doctor sock embarrassed Traction Man **because** it made me feel sorry for him.

### Any questions I have

remember  
to use a ?

### What it reminds me of

any other  
stories?





A. Half of 10 = ?



B. 2 lots of 2 = ?

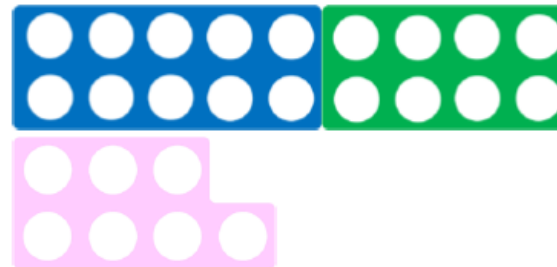
Use...



Counters

...to help you

C. 18 - 7 = ?





A. Half of 10 = 5



B. 2 lots of 2 = 4

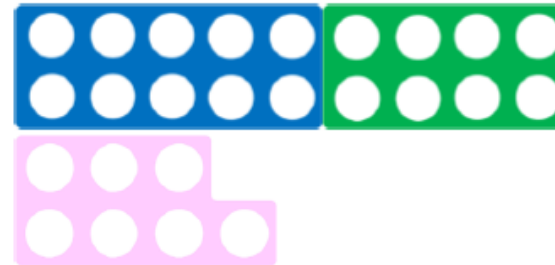
Use...



Counters

...to help you

C. 18 – 7 = 11





THIRD SPACE  
LEARNING

Year 2

Week 18 – Day 3

$$A. 88 - 58 =$$

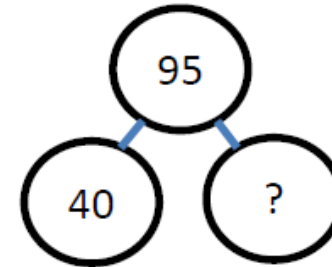
Use...



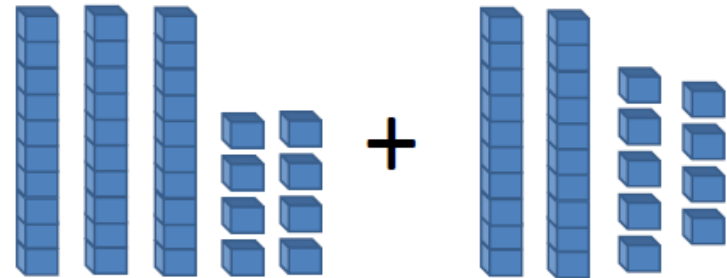
A number line

...to help you

$$B. 95 - ? = 40$$



$$C. 38 + 29 =$$



Use...

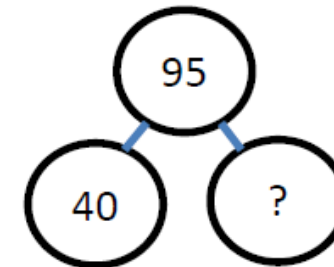


A number line

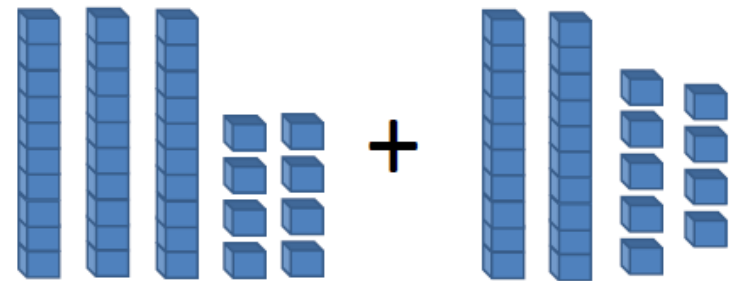
...to help you

$$A. 88 - 58 = 30$$

$$B. 95 - 55 = 40$$



$$C. 38 + 29 = 67$$



Maths LO: To find 1 more/less and 10 more/less than a number to 50 (using a hundred square)

Year 1 Join Miss Peel for today's maths lesson by clicking the link below then complete the activities on the next two pages. You can use the template 100 square if you can not access the interactive resource.

<https://www.loom.com/share/a1f62792be1d4db9b6e794aa62070385>



<https://mathsframe.co.uk/en/resources/resource/71/itp-number-grid> click the 100 square image or the link here.

Task 1:

Spend time exploring the interactive resource. Can you find 10 more/less and 1 more/less than these numbers?

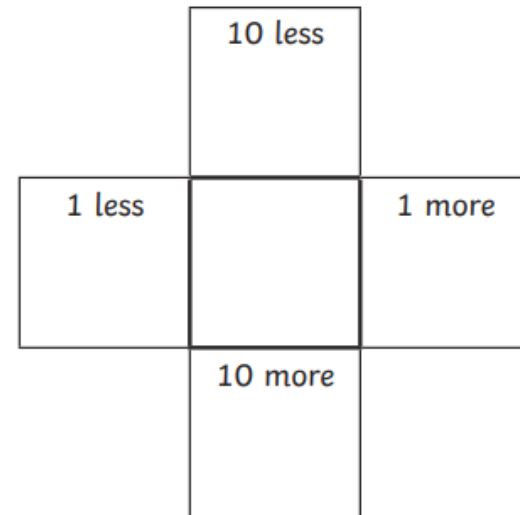
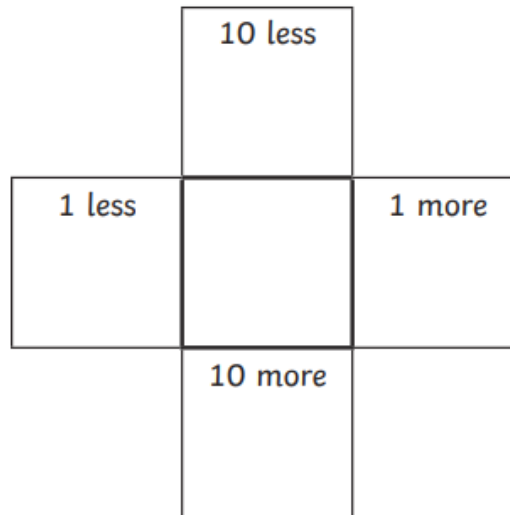
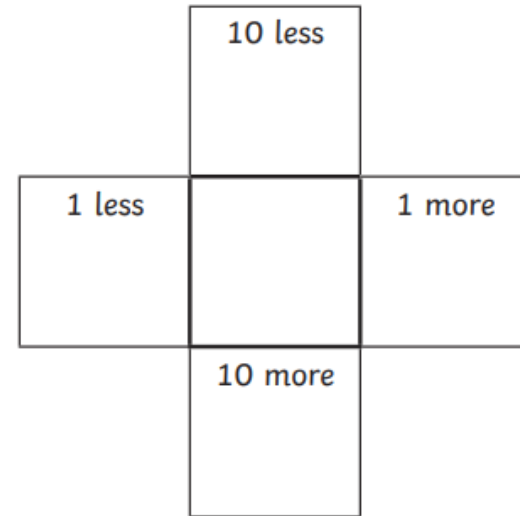
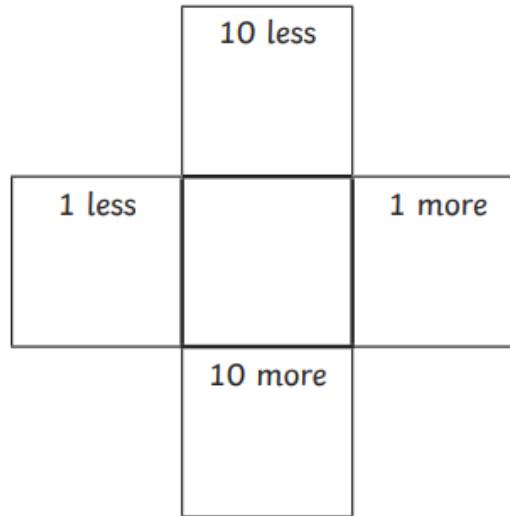
16, 19, 24, 31, 40

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Maths Year 1 (Task 2)

Choose a number up to 50 and write it in the middle box. Then use your 100 square to find the missing numbers.

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

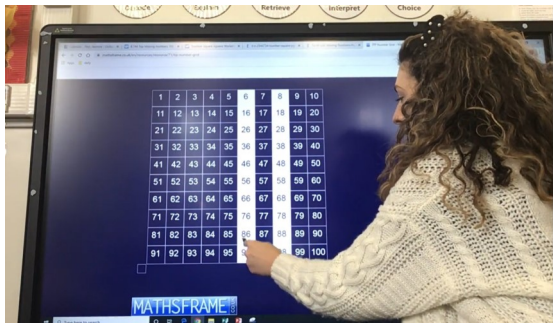




Maths LO: To find 1 more/less and 10 more/less than a number to 100 (using a hundred square)

Year 2 Join Miss Peel for today's maths lesson by clicking the link below then complete the activities on the next two pages. You can use the template 100 square if you can not access the interactive resource.

<https://www.loom.com/share/a1f62792be1d4db9b6e794aa62070385>



<https://mathsframe.co.uk/en/resources/resource/71/itp-number-grid> click the 100 square image or the link here.

Task 1:

Spend time exploring the interactive resource. Can you find 10 more/less and 1 more/less than these numbers?

91, 76, 88, 64, 51, 100

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Maths

## Year 2 Task 2

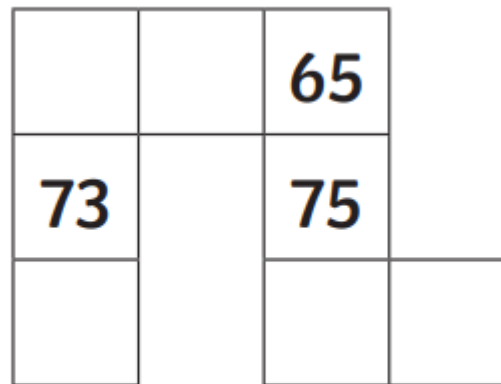
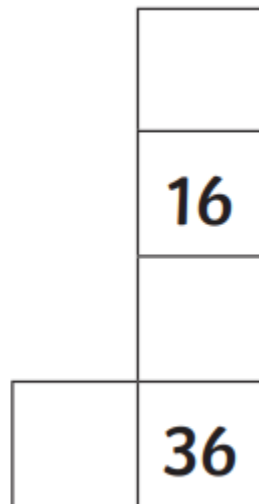
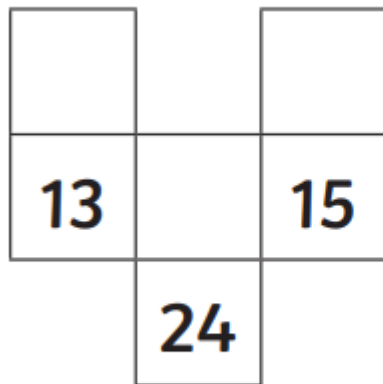
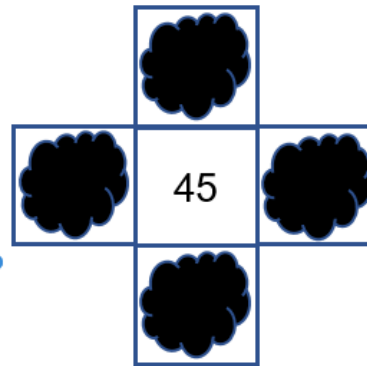
Here is a jigsaw piece from a hundred square.

What numbers are hidden?

Which of the hidden numbers will be the greatest?

Which of the hidden numbers will be the smallest?

Why?



Use your knowledge of 10/1 more/less to solve the missing number jigsaw pieces.

# Maths (additional activities)

Someone has broken the number square into pieces!  
Can you fill in the missing numbers?

		5
13		
23		

11	12	
		33

8	
	19

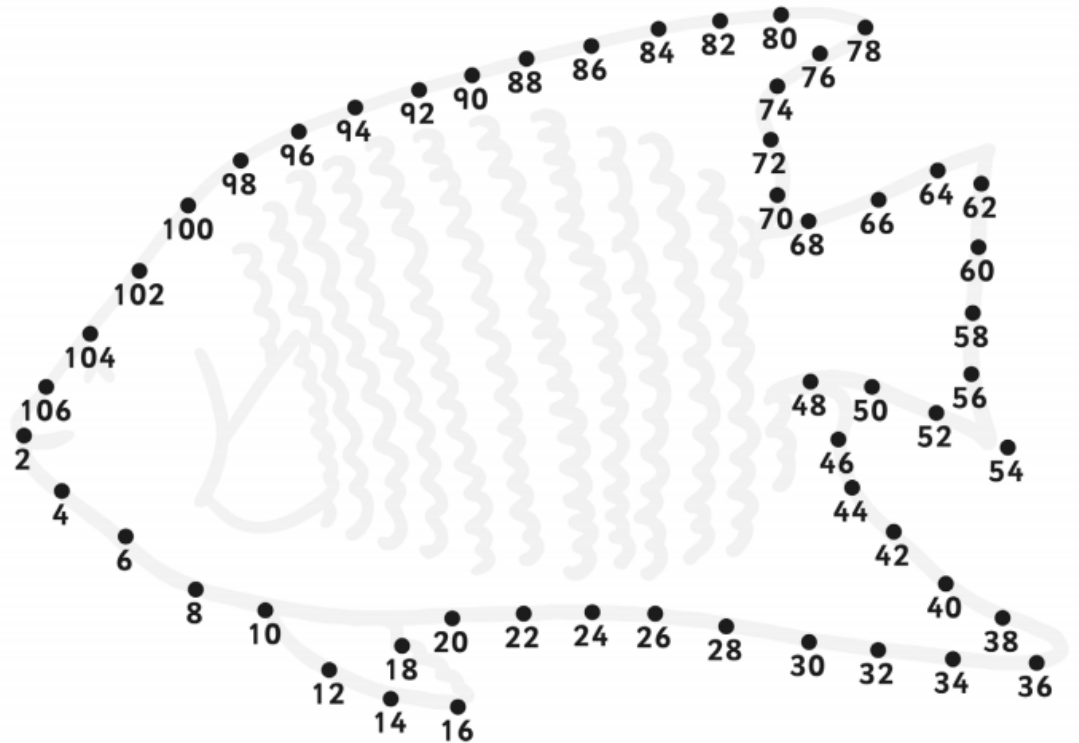
Challenge!!!

16		
		48

	55	

	89	

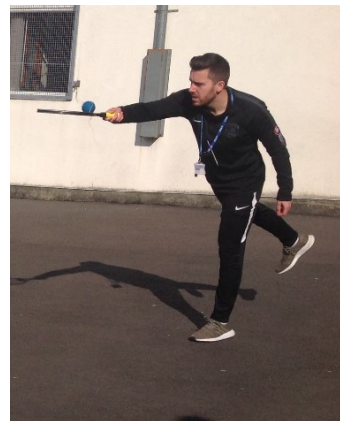
Counting in 2's dot to dot



# 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.



PSHE LO: To talk about my favourite things and identify things that are important to me

## The Island of You!

Design an island all about you, full of your favourite things and favourite people. You can draw your island, or build a model of your island using whatever you can find - recycling, Lego etc. Remember to take a photograph so that I can see your designs. You can be as magical and creative as you like. On my island, I might have candy floss trees and a melted chocolate river!

Who lives on your island with you?

What things are there to do there?



What makes your island special?

## 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/)



**Oxford Owl for School**  
Teaching resources and  
expert school improvement support

- Remote learning guidance and support
- Award-winning subscriptions and leadership support
- Free teaching resources and eBooks

[Log in](#) [Join us](#)

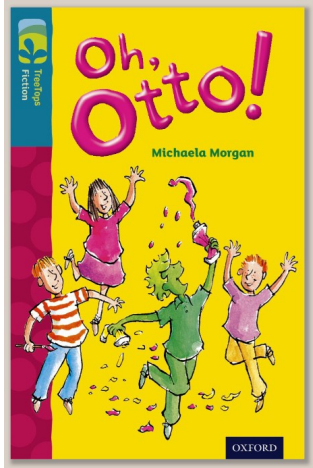
[About Oxford Owl for School](#) >

Username: classbarley

Password: Barley2021

# Reading time: Miss Peel's phonics group

(Book band Gold/ White/ Brown)



Username: classbarley  
Password: Barley2021

## Reading activity

Recap on what happened in chapter 3 from yesterday's session.  
Today, read the final chapter of the story.

There was another clue on the map.



'Let's go!' said Jo.

On page 25, we see that Jo and Otto find a map that leads them to chocolate treasure.

Challenge! Can you hide some kind of treasure or chocolate in your house and create a treasure map for someone to follow? Are they able to find the hidden treasure?

I'd love to see some pictures!

# Reading time: Mr Ashworth's phonics group

(Book band Orange/ Turquoise)



Username: classbarley

Password: Barley2021

## Reading activity

Recap on the story so far. Today, you will finish reading the book from page 20. Once you have finished the story, complete the comprehension activity below. You may wish to re-read the book to build fluency:

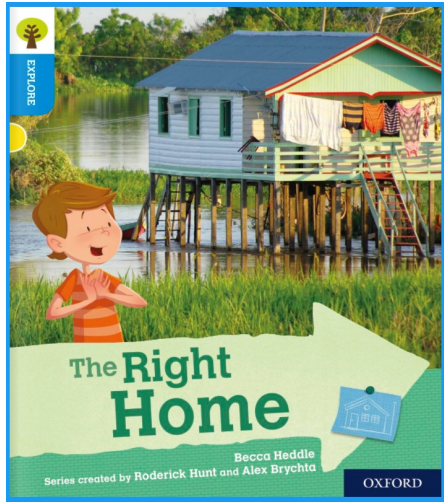
### **AFTER READING**

- Turn to pages 8–9. Ask: *Can you find clues that show the adventure is set in the past?*
- Ask: *How do you think the children felt when they realised they had gone back in time to a different country?*
- Turn to page 24. Ask: *Is this really how the Eiffel Tower was invented?*
- Go back to a word your child found difficult. Ask: *Which part of the word was tricky to work out? Help your child to practise reading the word.*



# Reading time: Mrs Mahmood's phonics group

(Book band Yellow/ Blue: Phase 4)



Username: classbarley

Password: Barley2021

## Reading activity

Look at our new book and front cover.

Ask: *Where is this home? Is it like where we live? Why?*

*Do you think this book is fiction/ non-fiction? How do you know?*

Look at the contents page on pages 2-3. Talk about how a contents page works. *What information can I find on page 10?*

Now read the text up to page 12. Sound out any unfamiliar words that you find in the text.