

Nelson St Philip's C of E Primary School

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



Class Barley

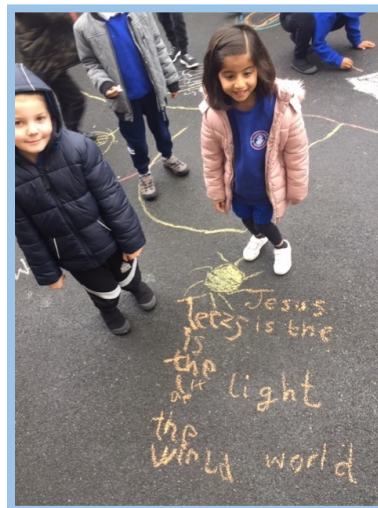
Remote education

Tuesday 23rd 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.



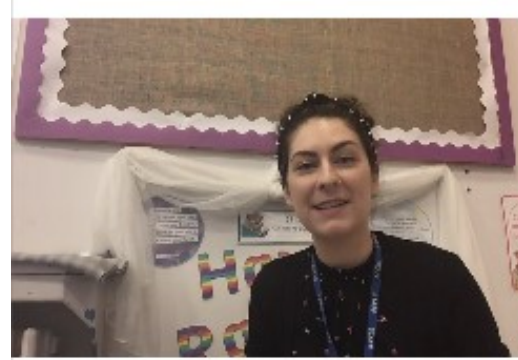
Phonics groups

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 **-ing**, **-ed**, **-er**, **-est** and **-y** to words of 1 syllable
(ending in a single consonant after a single vowel)

Yesterday, we learned that the final consonant is doubled before adding -ing and -ed. This happens when we add the suffixes -er and -est too.

Task: Read the passage below and write out all the words that you can find that have double consonant and the endings above. Practise spelling these.

The **fattest** bear hummed the **saddest** tune that he knew as he was running up the hill. He clapped his hands, patted his head and then suddenly slipped and dropped his pot of delicious runny honey. What a pity!

Mr Ashworth's Group

Phase 5 Set 2: alternative spellings for ear/ eer/ ere (hear with your ear)

Begin with the SPEED SOUND Set 2/3 video.

Look at the different sounds and spellings of the trigraphs: *ear eer ere*

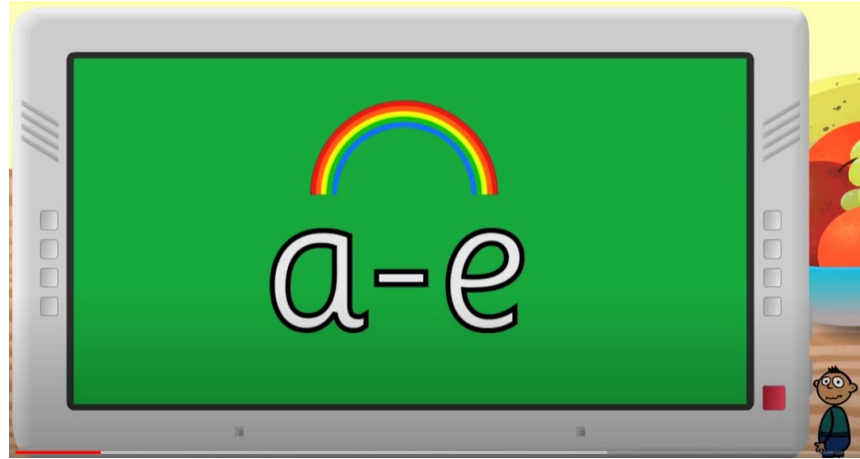
These are three letters that make one sound. Read the words below and then sort them into the correct spelling column. For a challenge, ask an adult to read the words to you, so that you can not see the spelling pattern as you write it.

ear	ere	eer

*deer (animal) spear
rear here beard
meerkat volunteer
peering sphere clear
severe*

Mrs Mahmood's Group (Phase 5 Set 1)

Today, we are going to consolidate our new sound a-e. Watch the video and then practise writing the a-e words below.



snake cake shake make

flake game save name

brave cave shave

Tricky words to spell

this week

oh their people 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: To write for different purposes (create a fact file on cows)

How milk gets from the farm to the shop.

Join William Whiskerson for today's English and geography lesson as he meets Theo on his family farm. As you watch the video, collect some key facts about cows. You can pause the video as you watch to ensure you have enough time to write. When you have finished, create your own fact file poster about cows and how the milk gets from the farm to the shops. Remember to add key features to your fact file such as a title, sub headings, illustrations (or photographs).

Click on the image or link to access the video.



<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-how-our-milk-gets-from-the-farm-to-the-shop/z444d6f>

Challenge!

Why not check the labelling on your milk bottle from your local supermarket to find out where it came from. How much milk does your bottle hold?



A. 7 groups of 2 = ?

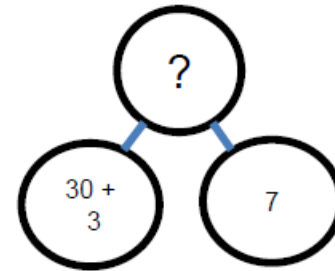
Use...



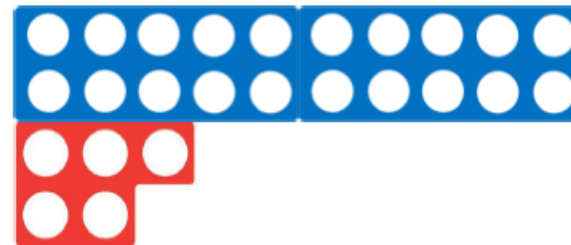
Counters

...to help you

B. $33 + 7 = ?$



C. $20 - 5 = ?$





THIRD SPACE
LEARNING

Year 1

Week 19 – Day 2 (answers)

A. 7 groups of 2 = 14

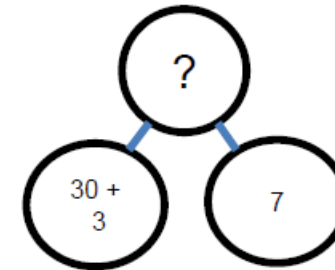
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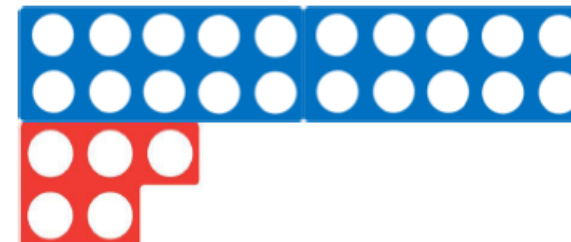
Counters

...to help you

B. 33 + 7 = 40



C. 20 - 5 = 15



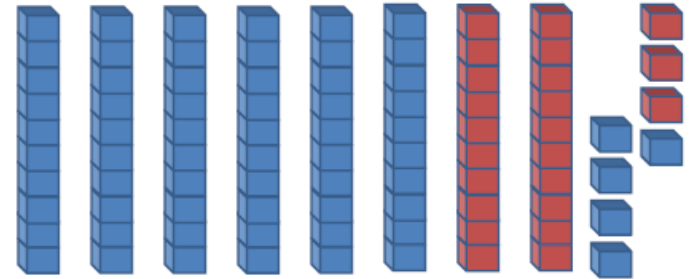


THIRD SPACE
LEARNING

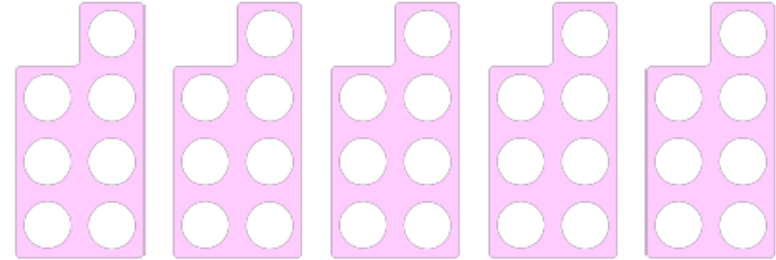
Year 2

Week 19 – Day 2

$$A. 88 - 23 =$$



$$B. 7 \times 5 =$$



$$C. 25 + 48 =$$

Use...



A number line

...to help you

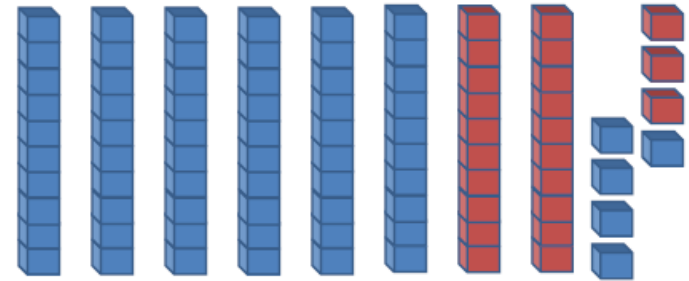


THIRD SPACE
LEARNING

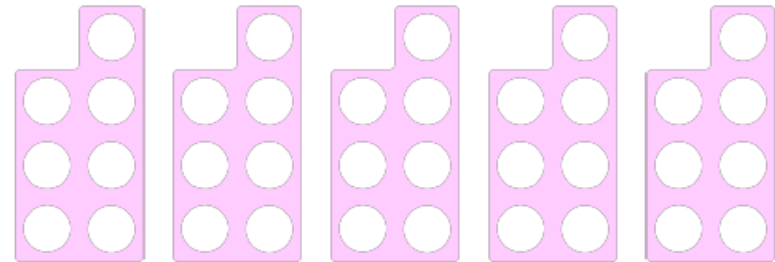
Year 2

Week 19 – Day 2 (Answers)

$$A. 88 - 23 = 65$$



$$B. 7 \times 5 = 35$$



$$C. 25 + 48 = 73$$

Use...



A number line

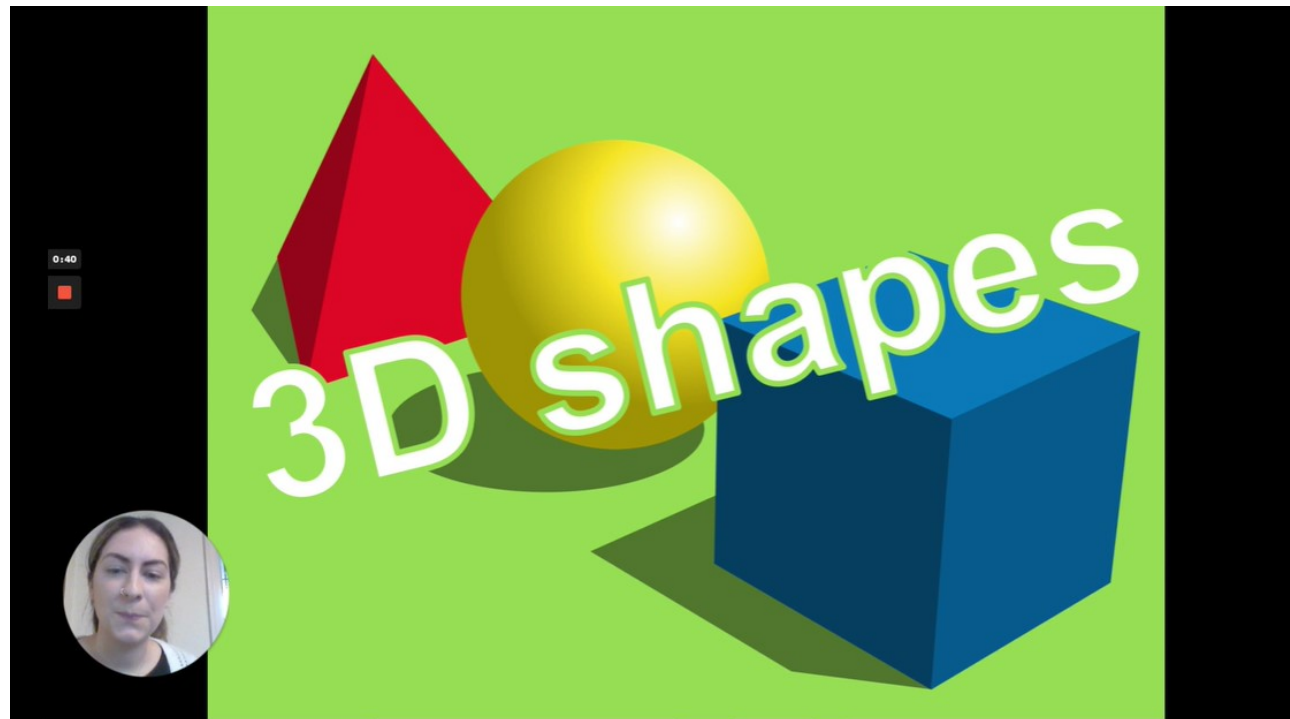
...to help you

Maths LO: To recognise and sort 3d shapes

Year 1 and Year 2 lesson

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.

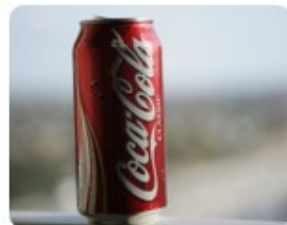
<https://www.loom.com/share/200b9ff4e8c64275b322038cb6led1a1>



Maths Year 1 and Year 2

Cut and stick or draw the 3d shapes into the correct column. Add some examples of your own.

cylinder	cuboid	cone	pyramid	cube




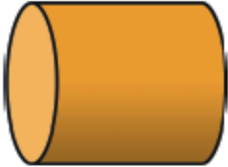
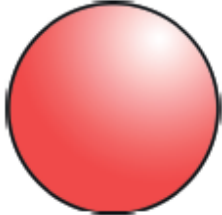


Maths Year 1 and Year 2

Task 2

Cut the shapes and their names and match them together. If you do not have scissors and glue, you can draw lines to match them up.

3D Shape Properties

Cut out the names of the shapes and match them to the correct shape.

	Sphere
	Cuboid
	Cube
	Cone
	Cylinder

Maths (additional activities)

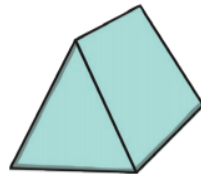
House hunt!

Find as many 3d shapes from around your home. Which shapes can you find the most of? Were there any shapes that you didn't find? Take a photograph of the items that you found.

3D Shapes



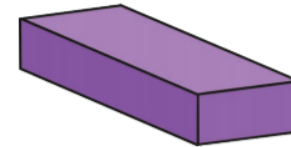
square-based pyramid



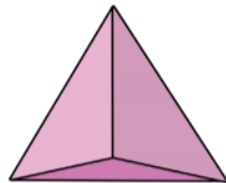
triangular prism



cone



cuboid



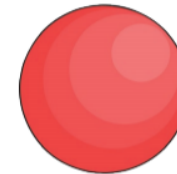
tetrahedron



cube



cylinder



sphere

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 identify healthy and unhealthy food, and say how much of them I should eat.

Click on the link to watch the Loom lesson for today's learning.

<https://www.loom.com/share/fc17bcd5b84c489284947e7d6a3b63e7>



Basic Needs

Humans and other animals need certain things to keep alive. These are called basic needs. Can you remember what they are?

Food

Air

Water

twinkl.co.uk

The screenshot shows a Loom lesson interface. On the left, there is a video feed of a woman with a timer at 0:40 and a red stop button. The main content is a slide titled 'Basic Needs' with a light blue background. The slide contains a text box with the text 'Humans and other animals need certain things to keep alive. These are called basic needs. Can you remember what they are?'. Below the text box are three illustrations: a basket of vegetables labeled 'Vegetables', a cloud with blue lines representing wind, and a glass of water next to a water bottle. Each illustration is above a green button with the corresponding label: 'Food', 'Air', and 'Water'. The background of the slide is a cartoon illustration of a wooden structure with ropes and a chain-link fence. The Twinkl logo 'twinkl.co.uk' is visible in the bottom right corner.

Science: Task

Design a healthy eating menu for the day.

Breakfast:

Lunch:

Evening meal:

Healthy snacks:

Little treat:

Drinks:



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

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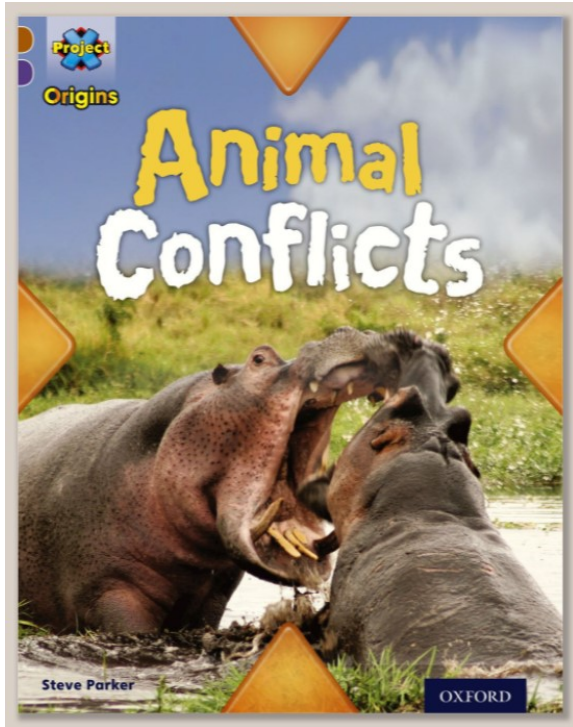
About Oxford Owl for School >

Username: classbarley

Password: Barley2021

Reading time: Miss Peel's phonics group

(Book band Gold/ White/ Brown)



Username: classbarley

Password: Barley2021

Reading activity

Recap on the text from yesterday and read from page 6 to page 10. Now, answer the following questions:

Why do some animals have venom? What does this word mean? (page 6)

Name 2 animals that have a poisonous sting in their tail.
_____ (page 6)

How heavy is the King Cobra? (page 7)

What does a gorilla do when it is under threat? (page 8)

What would you do if you were under threat? (your own answer)

Reading time: Mr Ashworth's phonics group

(Book band Orange/ Turquoise)

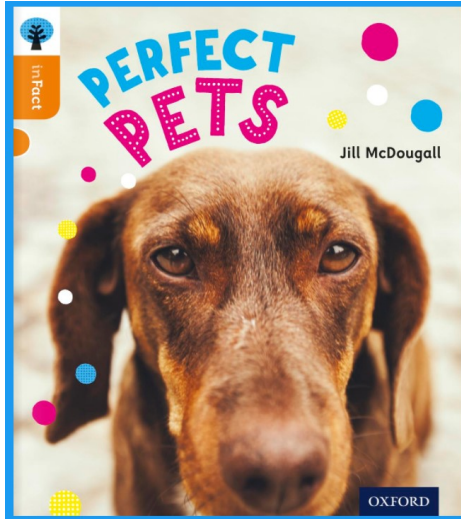
Reading activity

Recap on the text and continue reading to page 16.

Turn to page 10. *Which pet has legs that can fall off?*

Now spend time exploring the glossary on page 16. What do the following words mean? *loyal, prey, sheds.*

If I wanted to find information on a gecko, which pages could I turn to?



Username: classbarley
Password: Barley2021

Glossary

loyal: will always be there for you

prey: an animal that is eaten by another animal

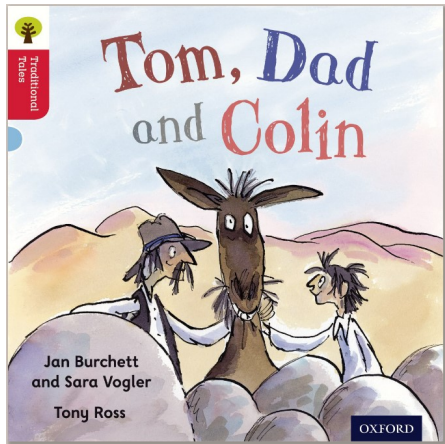
sheds: takes off or drops a covering, such as fur or skin

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gecko	8-9, 15
noisy	5, 13
play	4, 6, 11
quiet	9, 11
stick insect	10-11, 15

Reading time: Mrs Mahmood's phonics group

(Book band Yellow/ Blue: Phase 4)



Username: classbarley
Password: Barley2021

Reading activity

Re-read the text today to help build fluency in your reading. When you have finished, use the story map on the last page to re-tell the story in your own words. As you re-tell the story, try to use exciting and descriptive words to give more detail about the characters and their actions.

Who was your favourite character in the story? Can you draw a picture of them and write a sentence to describe them.