

Nelson St Philip's C of E Primary School

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



Class Barley

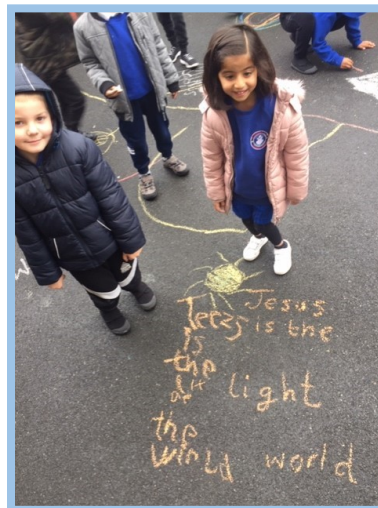
Remote education

Thursday 25th 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
Art	40 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.



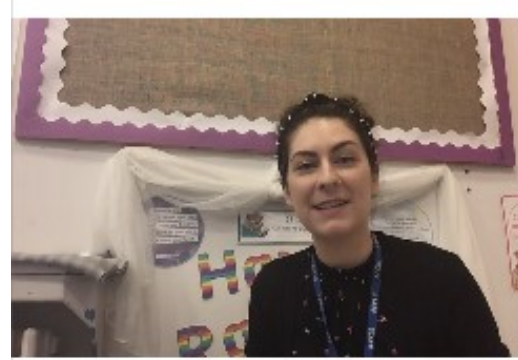
Phonics groups

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.

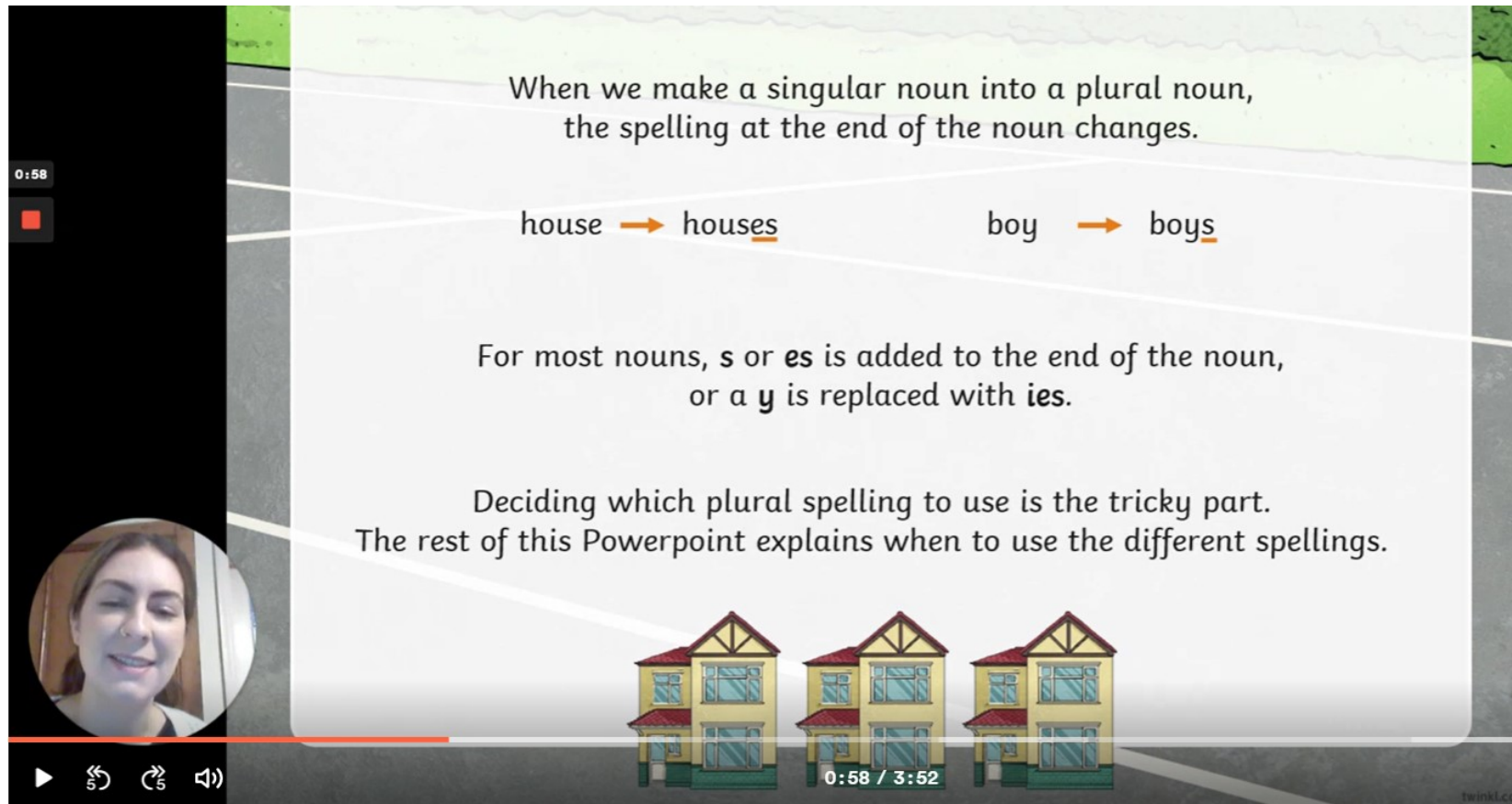
Thank you,

Miss Peel

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

Weekly focus: adding *-s*, *-es*, *-ies* to singular nouns

Watch the Loom lesson below and then complete the activity on the next page. <https://www.loom.com/share/cde74d7360ca4b4eab384536a4d06638>




When we make a singular noun into a plural noun, the spelling at the end of the noun changes.

house → houses boy → boys

For most nouns, *s* or *es* is added to the end of the noun, or a *y* is replaced with *ies*.

Deciding which plural spelling to use is the tricky part. The rest of this Powerpoint explains when to use the different spellings.



0:58 / 3:52

twinkl.com

The screenshot shows a video player interface. On the left, there is a circular video feed of a woman. The main area displays a slide with text and illustrations. At the bottom, there are playback controls including a play button, a refresh icon, a volume icon, and a progress bar showing 0:58 / 3:52. The twinkl.com logo is visible in the bottom right corner.

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

Weekly focus: adding *-s*, *-es*, *-ies* to singular nouns

Ash is reading some of his text messages from Hassan. Hassan has not always written the correct form of the plural noun in his messages, so Ash is going to do that. Can you help him? For each singular noun, decide which rule Ash should follow to make it plural, then write the plural noun on the correct phone.

light	box	costume	hero
party	story	country	family
bus	book	script	match



Mr Ashworth's Group: Phase 5 Set 2

Begin with the Speed Sound Set 3 video.

Today we are going to focus on alternate spellings of the graphemes:

ir er ur ear

Watch the video lesson with Miss Peel and then practise spelling the different 'ear' words in pre-cursive handwriting.

<https://www.loom.com/share/f2606c8ffa984e3caf33f8a4825382aa>

Practise your weekly spelling words using precursive handwriting.

earth

early

learn

heard

earn

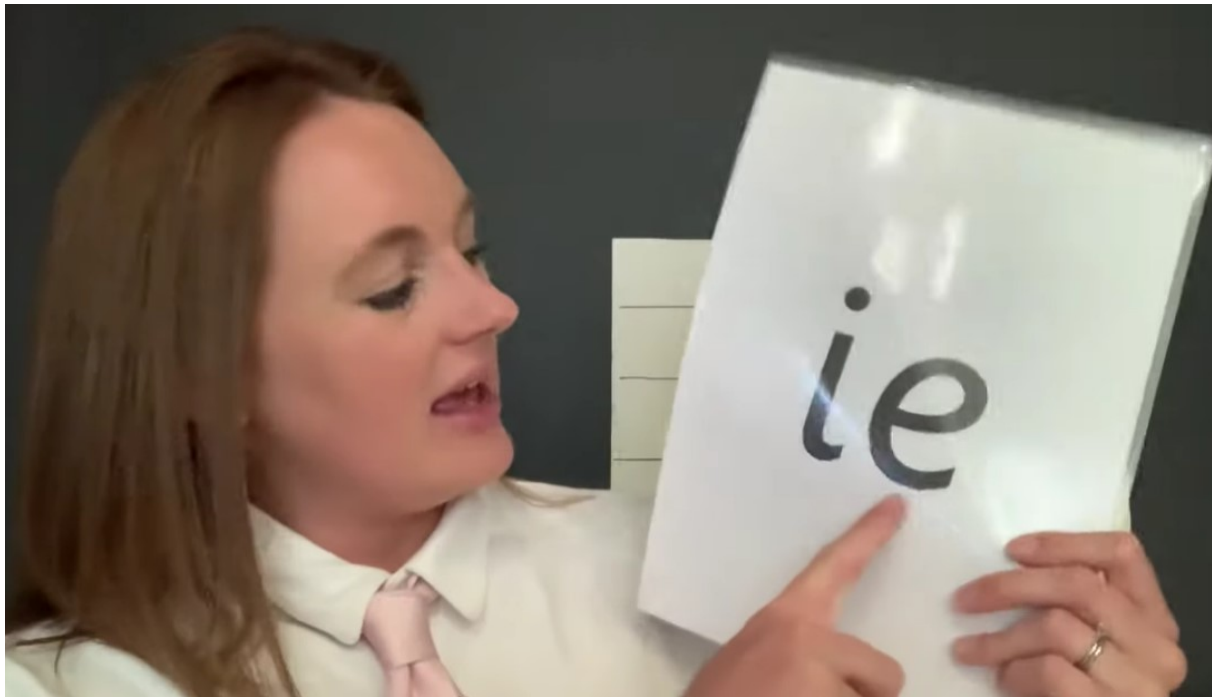
pearl



Mrs Mahmood's Group (Phase 5 Set 1)

Today's sound is the digraph ie. Watch the RWI online tutorial. Have your home learning book and a pencil ready to write down some of the ie words.

https://www.youtube.com/watch?v=6zVm_zO-0hY



Tricky words to practise:

looked, called, asked, could

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 build sentences using key skills

As we are heading back to school on the 8th March. Over the next two days we will be focusing on building our sentence composition, ready for when we return.

Today, we are going to build sentences using conjunctions to extend our ideas. In these sentences, it is important that we have the following skills included:

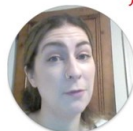
- Correct punctuation (full stops, capital letters, ? ! and commas where needed)
- Conjunctions (and, but, when, because, or, so that)
- Correct letter formation

Watch the video session to look at ways in which we can build our sentences and then complete the task on the next page.

<https://www.loom.com/share/9caa8d9b3eba4bc697533484b8e507d3>



In the vast countryside, there is a magnificent castle with tall turrets and stained glass windows. It is surrounded by lots of old trees and it might be the home of a rich king or queen.



Task:

Write a sentence to go with each picture.

beach buildings world oceans clouds spider











Write a sentence to go with each picture.

forest pirate alien birthday candle









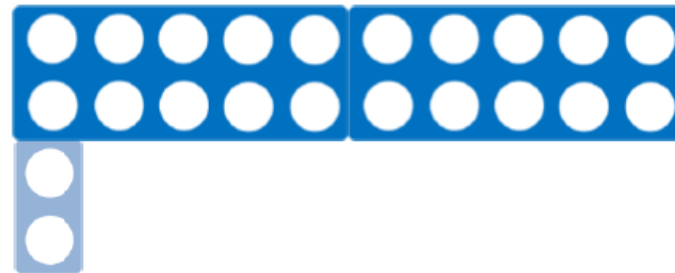




A. 3 lots of 5 = ?

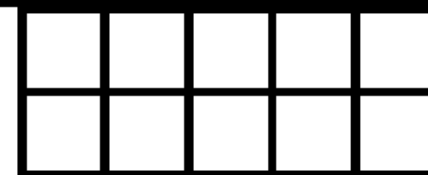


B. 2 + ? = 20



C. 21 - 8 = ?

Use...



Tens Frames

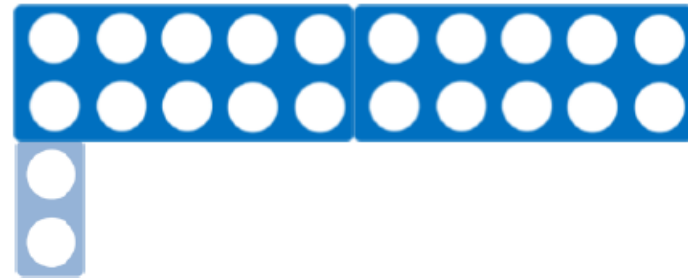
...to help you



A. 3 lots of 5 = 15

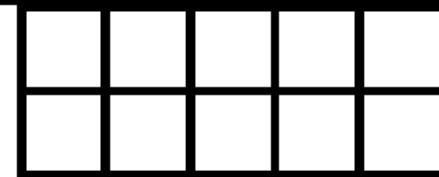


B. 2 + 18 = 20



C. 21 - 8 = 13

Use...



Tens Frames

...to help you

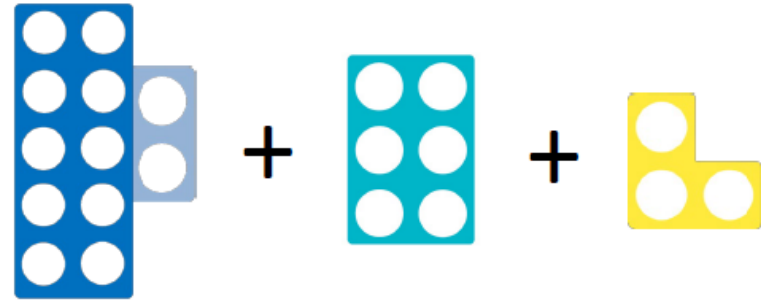


THIRD SPACE
LEARNING

Year 2

Week 19 – Day 4

A. $12 + 6 + 3 =$



B. $88 - 18 =$

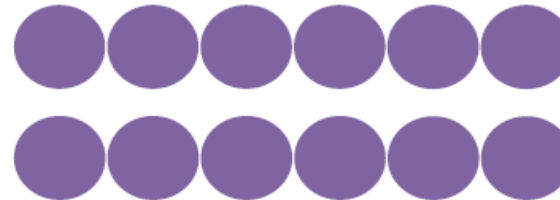
Use...



A number line

...to help you

C. $\frac{1}{12}$ of 12 =



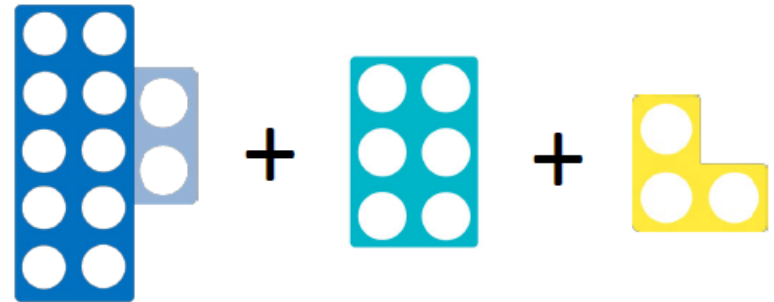


THIRD SPACE
LEARNING

Year 2

Week 19 – Day 4 (Answers)

$$A. 12 + 6 + 3 = 21$$



$$B. 88 - 18 = 70$$

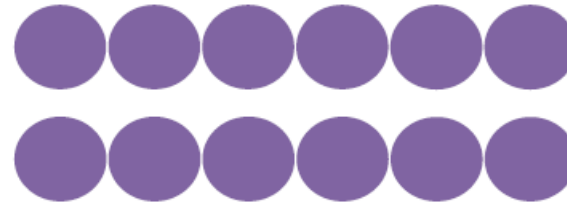
Use...



A number line

...to help you

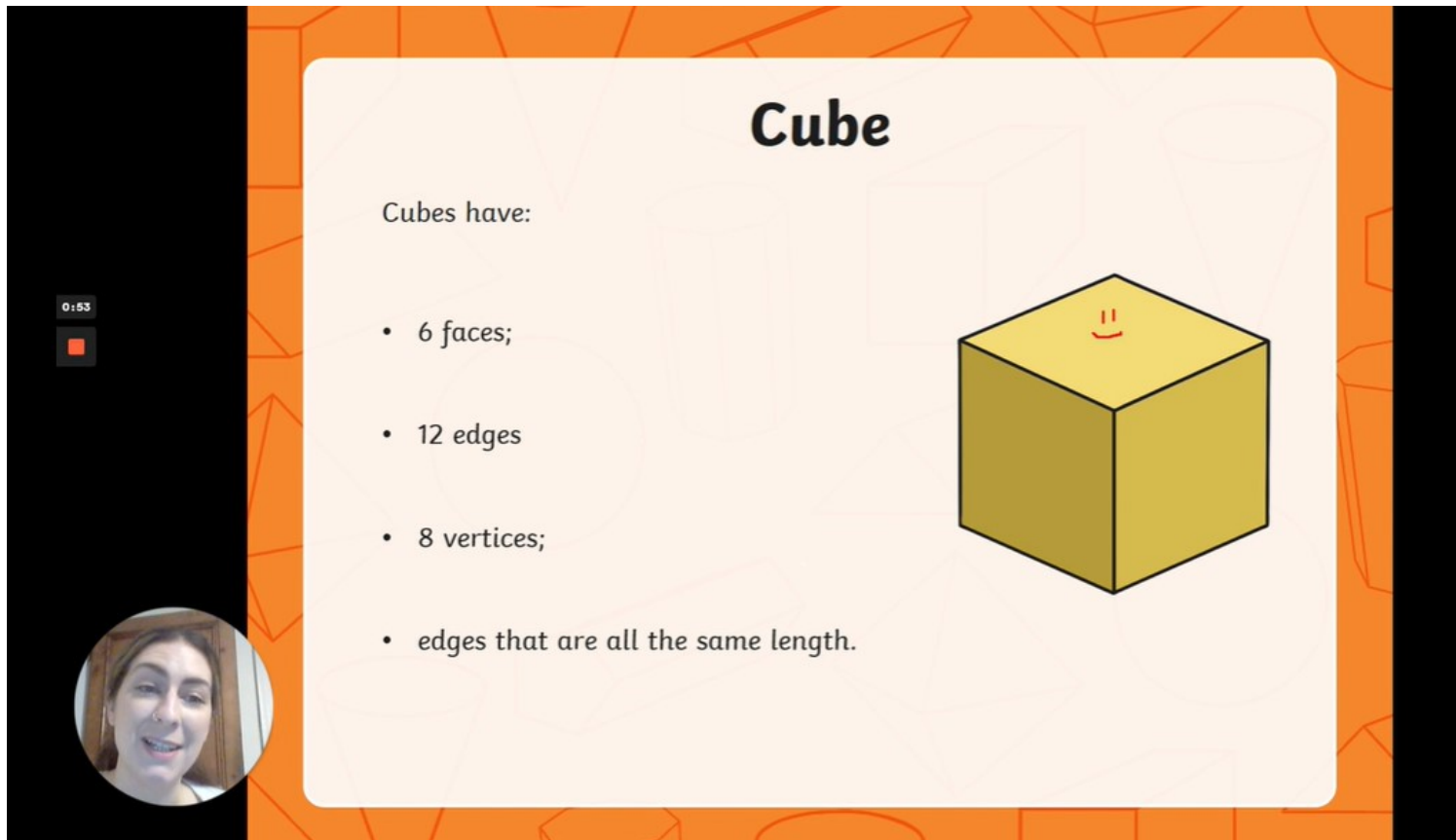
$$C. \frac{1}{12} \text{ of } 12 = 1$$



Maths LO: To identify the properties of 3d shapes

Join Miss Peel for today's maths lesson by clicking the link below then complete the activities on the next two pages. Alternatively, you can download the maths PowerPoint on the remote learning page.

<https://www.loom.com/share/c2e3c1bfbf0f4af1bf9665e277b39138>

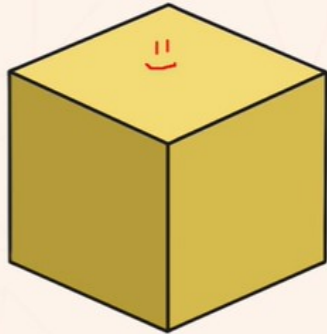


The screenshot shows a video recording interface. On the left, there is a black vertical bar with a timer showing '0:55' and a red square stop button. In the bottom-left corner, there is a circular video feed of a woman with brown hair, smiling. The main content is a slide with an orange background and a white central box. The slide is titled 'Cube' in bold black text. Below the title, it says 'Cubes have:' followed by a bulleted list of properties. To the right of the list is a 3D illustration of a yellow cube with a red smiley face on its top face. The background of the slide features faint, light-colored geometric shapes like hexagons and octagons.

Cube

Cubes have:

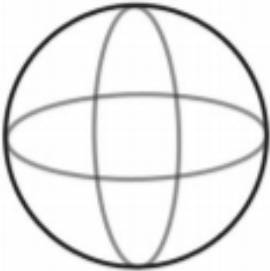


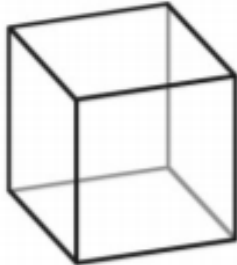
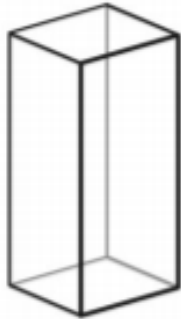
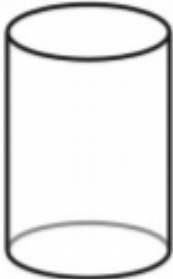
- 6 faces;
- 12 edges
- 8 vertices;
- edges that are all the same length.



Maths (Activity 1)

Use a coloured pencil to circle the vertices on each shape.

Use a different coloured pencil to count the edges on each shape.

It has...	It has...	It has...	It has...	It has...	It has...
<input type="checkbox"/> edges	<input type="checkbox"/> edges	<input type="checkbox"/> edges	<input type="checkbox"/> edges	<input type="checkbox"/> edges	<input type="checkbox"/> edges
<input type="checkbox"/> vertices	<input type="checkbox"/> vertices	<input type="checkbox"/> vertices	<input type="checkbox"/> vertices	<input type="checkbox"/> vertices	<input type="checkbox"/> vertices
<input type="checkbox"/> faces	<input type="checkbox"/> faces	<input type="checkbox"/> faces	<input type="checkbox"/> faces	<input type="checkbox"/> faces	<input type="checkbox"/> faces
					
<input type="text" value="sphere"/>	<input type="text" value="pyramid"/>	<input type="text" value="cone"/>	<input type="text" value="cube"/>	<input type="text" value="cuboid"/>	<input type="text" value="cylinder"/>

Maths (Activity 2 varied fluency and reasoning tasks)

1.

Amir and Eva are making patterns.

Eva



Amir



Eva

Our patterns are exactly the same.

Our patterns are different.



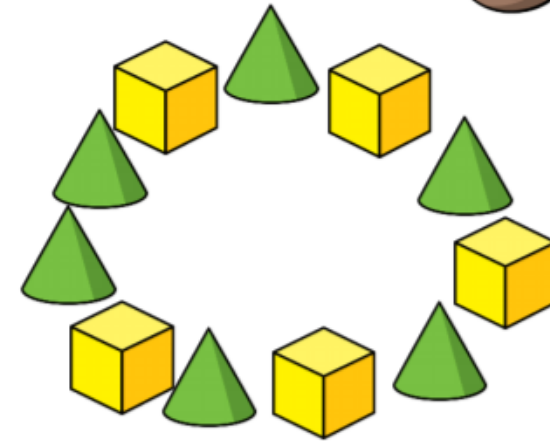
Amir

Who do you agree with?

Explain your answer.

2.

Whitney is making a pattern in a circle.



Is Whitney's pattern correct?
Explain why.

Can you make your own circular pattern
using 3-D shapes?

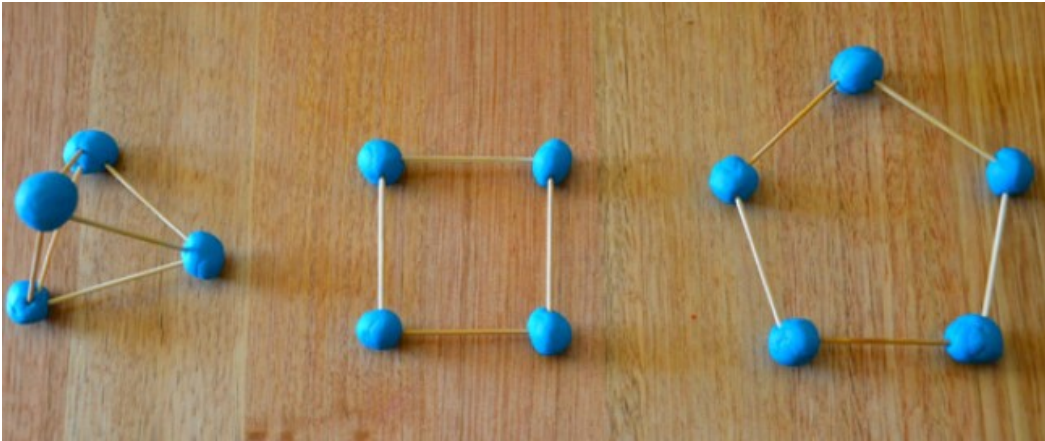
3.

Name the missing shapes in each pattern.



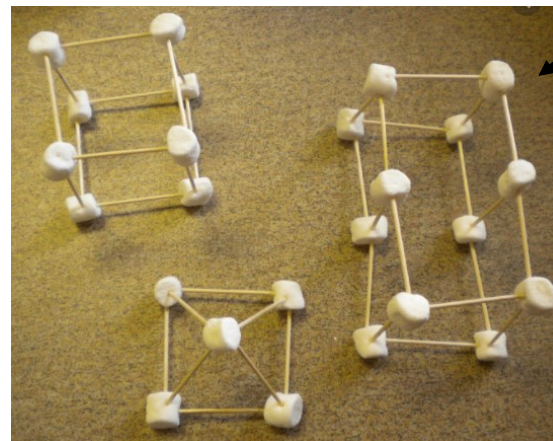
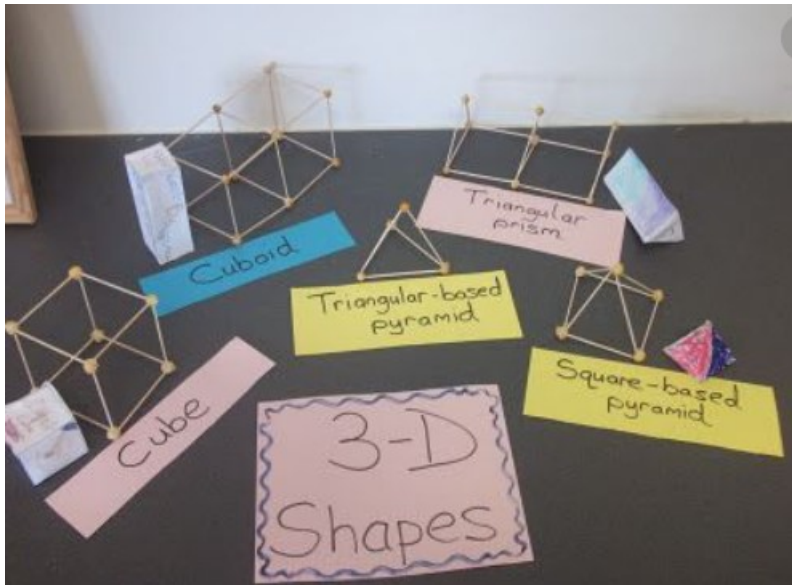
Maths (additional craft activity: shape making)

Try some of these fun practical ways to explore 2d and 3d shapes



Using straws or tooth picks, playdough or blue tak, explore making different 2d and 3d shapes. If you are using cocktail sticks, make sure you are careful as the ends are very sharp!

Top tip! You could even use marshmallows to hold the edges together.



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 LO: To create a geometric pattern using different shapes.

Today, we are going to explore making a geometric art print. This links our maths as we have been learning about shape this week. A geometric pattern is decorated with regular lines and shapes.

You will need:

- A plain sheet of card or thick paper
- Masking tape or strips of thin paper (cellotape will not work as you will not be able to peel it off)
- Blue tak (if you are using strips of paper to hold them down)
- Paints or coloured pencils

Turn to the next slide for your instructions.



Art LO: To create a geometric pattern using different shapes.

Instructions:

1. Gently, place down the masking tape (strips of paper) to create a variety of different shapes on your paper.
2. Paint each shape using different colours and patterns.
3. When the paint is dry, carefully peel off the masking tape to reveal your geometric pattern.



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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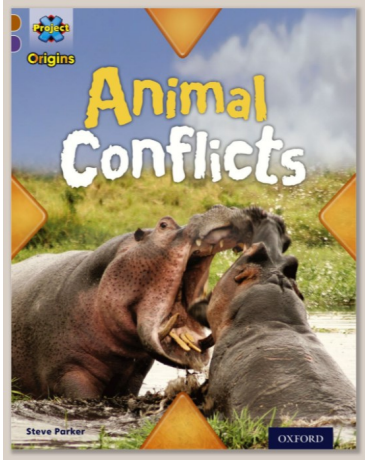
[About Oxford Owl for School](#) 

Username: classbarley

Password: Barley2021

Reading time: Miss Peel's phonics group

(Book band Gold/ White/ Brown)



Username: classbarley
Password: Barley2021

Reading activity

Read pages 18-24 and answer the questions below:

What is the long, pointed tooth called on a narwhal called?
(page 19)

Why does the male spider have to be careful? (page 21)

How much heavier are the male stag beetles than the female stag beetles? (page 21)

Why is being a parent and protecting their young so important for the animals? (page 22)

Reading time: Mr Ashworth's phonics group

(Book band Orange/ Turquoise)



Username: classbarley
Password: Barley2021

Reading activity

Look at the front cover of the book. What does the word *invasion* mean? Have you read any other stories about *aliens coming to earth*?

Read pages 1-15 of *Alien Invasion*.

Can you spot the common exception words *their, looked, very* in the text?

Now answer the questions below:

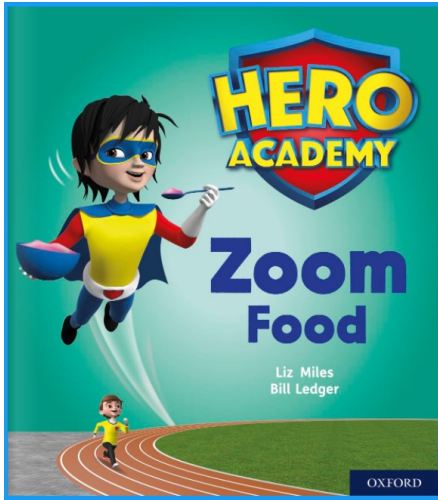
Why did the aliens want to move to earth?

What adjective does the author use to tell us that the aliens were not nice? (*horrid*)

What do you think is going to happen when the aliens arrive on planet earth?

Reading time: Mrs Mahmood's phonics group

(Book band Yellow/ Blue: Phase 4)



Username: classbarley

Password: Barley2021

Reading activity

Re-read the text for a second time to build fluency in your reading. Then, using the story map on page 16, ask your child to re-tell the story in their own words.

Now answer the questions below:

What was the name of the recipe book Mrs Butterworth looked at with Jin?

How much zoom food should Jin have eaten?

How did Mrs Butterworth and Ben stop Jin from crashing to the ground?

Which part of the story did you like the most?