




























Home learning

Friday 22nd January 2021

Time table for your day

 Wake up Activity	 RWI	 SPaG	 English	 play	 break	 maths	 play	 break	 Topic	 story	 finished
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 Wake up Activity	Pick an activity to help wake yourself up and get ready for the day PE with Joe – https://www.youtube.com/user/thebodycoach1 Cosmic yoga – https://www.youtube.com/user/CosmicKidsYoga/videos	 The Body Coach TV 2.62M subscribers SUBSCRIBE	 Cosmic Kids Yoga 1.03M subscribers SUBSCRIBED
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RWI or SPaG  RWI   SPaG	<p>Play the video for your set and you will see, they know what to do!</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">Set 1</th> <th style="width: 33%;">Set 2</th> <th style="width: 33%;">Set 3</th> </tr> </thead> <tbody> <tr> <td style="font-size: 2em;">t t</td> <td style="font-size: 2em;">oo</td> <td style="font-size: 2em;">o-e</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>https://youtu.be/j22Uw_4VzK4</td> <td>https://youtu.be/IOJypabCZnU</td> <td>https://youtu.be/mJvJeBrxtaY</td> </tr> <tr> <td></td> <td>Fred Fingers and Hold a sentence https://youtu.be/5CQ40VmAWmg</td> <td>Fred Fingers and Hold a sentence https://youtu.be/LbpnJAm6_sE</td> </tr> </tbody> </table> <p>SPaG – See sheets below</p>	Set 1	Set 2	Set 3	t t	oo	o-e				https://youtu.be/j22Uw_4VzK4	https://youtu.be/IOJypabCZnU	https://youtu.be/mJvJeBrxtaY		Fred Fingers and Hold a sentence https://youtu.be/5CQ40VmAWmg	Fred Fingers and Hold a sentence https://youtu.be/LbpnJAm6_sE
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English *See sheets below*

Have a break and play

Maths *See sheets below*

Have a break and play

Topic *See sheets below*

Story time
Reading – Read one of your favourite books to you parent/carer. If you have ran out of books, log on to your my.on.co.uk and find a book from there! Ask your teacher on class dojo if you aren't sure of your username or password.
Story time -

Hope you had a lovely day 😊

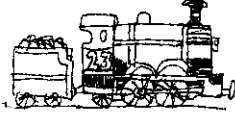
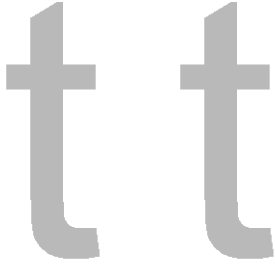


RWI

RWI

Set 1 sounds

Day 5



Practise handwriting

Down the tower, across the tower



Practise sound-writing



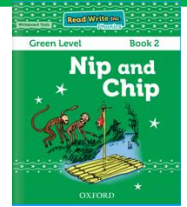
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Have a read of the words in this book.

<https://www.oxfordowl.co.uk/api/interactives/29253.html>

Nip and Chip – Story 2 - Gran's Van

Day 2



Practice reading these words.

this van quick fast nip zip
thing past rush bus tram
truck pram just then went
pop bang clang ping

your	said	you	are
to	be	go	baby

Read story 2 -

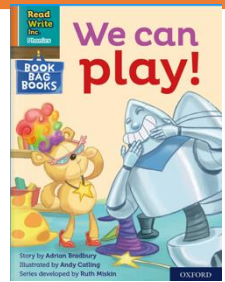
<https://www.oxfordowl.co.uk/api/interactives/29256.html>

Hold a sentence.

This van is quick. This van is fast.

We Can Play

Day 2



Practice reading these words.

Story Green Words

Story Green Words are made up of sounds your child has already learnt.
This book contains the following green words:

still plastic bash sways crushes

all	want	some	what
they	do	was	call
be	she	we	her
so	old	like	I've

Read the story

<https://www.oxfordowl.co.uk/api/interactives/29255.html>

Hold a sentence.

Kim stays in the green tray.



SPaG – To write sentences correctly. Spelling test & quiet reading.

Friday 26th February

LO: To write sentences correctly.

Success Criteria:

- I can read the text.
- I can spot the mistakes.
- I can fix the mistakes.

Fix the Sentence

Wot big teef you hav?



What big teeth you have!



Fix the Sentence

whair are yuo gowing this crismas!



Where are you going this Christmas?






Fix the Sentence

the grait, fierce dragon blowed fire at the toun.



The great, fierce dragon blew fire at the town.



Date	Friday 26 th February		
Subject/s	SPaG		
Learning Objective	To write sentences correctly.		
			
Success Criteria 	I can read the text.		
	I can identify the mistakes.		
	I can fix the mistakes.		
Support	Independent	Adult Support	Groups

Can you fix my sentences? Circle the mistakes you can see. Rewrite the sentence correctly.

1. wons upon a time there was farmer who lived in a village one day he felt hungry so he went out to pick a papaya

2. the farmer looked at his dog. "Did yuo say that" sed the farmer



Challenge

Write a sentence for your partner. Make two mistakes on purpose. Can they find your mistakes and fix them?

Date given: 22.2.2021 Date tested: 26.2.2021
The sound 'u' spelt with 'o',





English

English – To discuss the feeling of characters

English- Friday 26th February

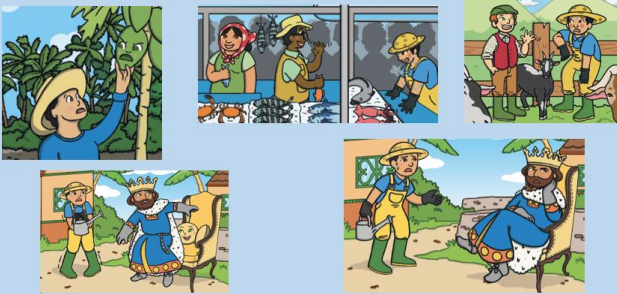
Learning outcome:

To use emotive language to explain the characters feelings.

Success criteria:

- I can say how the farmer felt using emotive language.
- I can write how the farmer felt using emotive language.
- I can say/write a sentence about how the farmer felt.

Who is the main character?



Recap the story map

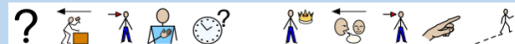
Think about these questions...



How did he feel in the story?



How did he feel when the papaya spoke?



How did he feel when the king told him to go away?



How do you think the farmer feels when the papaya spoke?

- Sad?
- Excited?
- Nervous?
- Happy?
- Shocked?
- Scared?
- Suspicious?
- Confused?

Can you think of anymore?



How do you think he felt when the king told him to go away?

- Mad?
- Confused?
- Afraid?
- Happy?
- Helpless?

Can you think of more exciting adjectives?

Task

In the thought bubbles write down how the farmer felt.



For example: I think the farmer felt shocked when the Papaya spoke because he didn't know it could talk.

Date	Friday 26 th February
Subject	English
Topic	To discuss the feeling of characters
Success	I can discuss the events in the story.
Criteria	I can say how the farmer might feel.
Support	I can use emotive language to describe how the farmer feels.
Independent	Adult Support
Group	Group

How do you think the farmer felt when the papaya spoke?

How do you think the farmer felt when he told the farmer?

How do you think the farmer felt when the king told him to go away?

Date	Friday 26 th February		
Subject/s	English		
L.O  	To discuss the feeling of characters		



Success Criteria	I can discuss the events in the story.		
	I can say how the characters might feel.		
	I can use emotive language to describe how the farmer feels.		
Support	Independent	Adult Support	Group

How do you think the farmer felt when the papaya spoke?



How do you think the farmer felt when he told the fisherman?



How do you think the farmer felt when the king told him to go away?



$$2 + 3 = 5$$

Maths- To use arrays

MATHS **STARTER** OF THE DAY

26.2.2021

Use the pattern to complete the number sentences.

	$0 + \square = 5$
	$1 + \square = 5$
	$2 + \square = 5$
	$3 + \square = 5$
	$4 + \square = 5$
	$5 + \square = 5$

$20 = \square + 14$

$8 + 9 + 2 = \square$

$8 + 5 + 4 = \square$

$36 + 24 = \square$

$15 + 3 + 3 = \square$

Count back.

26, 24, 22, , ,

Extend Page

26.2.2021

Today we are learning to:

use arrays

Success Criteria:

- I can make the right amount of groups
- I can make the right amount in each group
- I know multiplication can be done in anyway and I can use arrays to show this

Extend Page

3×5

5×3

Extend Page

10×2

2×10

Extend Page


Your turn




Show me...

6×5 and 5×6

This array shows 6×2

Convince me I am wrong

Date	26.02.2021
Subject/s	Maths
L.O 	To use arrays

			
Success criteria 	I can make the right amount of groups 5 x 2 =		
	I can make the right amount in each group 5 x 2 =		
	I know multiplication can be done anyway and can show this using arrays 5 x 2 = 2 x 5		
Support	Independent	Adult Support	Group

Fluency 1

Choose a number sentence and have a go at drawing the arrays.

5 x 2 = 2 x 5	4 x 5 = 5 x 4	7 x 2 = 2 x 7
4 x 3 = 3 x 4	3 x 2 = 2 x 3	1 x 10 = 10 x 1
2 x 10 = 10 x 2	6 x 5 = 5 x 6	3 x 10 = 10 x 3
4 x 2 = 2 x 4	8 x 5 = 5 x 8	6 x 2 = 2 x 6



Topic

Topic – To learn why Jewish people tell the story of Passover (Pesach) every year.

Please check class dojo for the Loom link to explain the lesson. Here is a youtube video for children about the Passover. <https://www.youtube.com/watch?v=1IwMt-KLkSE>

RE- Friday 26th February 2021

Learning outcome:

To learn why Jewish people tell the story of Passover (Pesach) every year.

Success criteria:

I can draw a part of the Seder Plate

I can label the Seder Plate

I can say what part of the story it represents.

Key words:

- Seder meal
- Passover
- Jewish people
- Moses
- Hope

Sharing the story

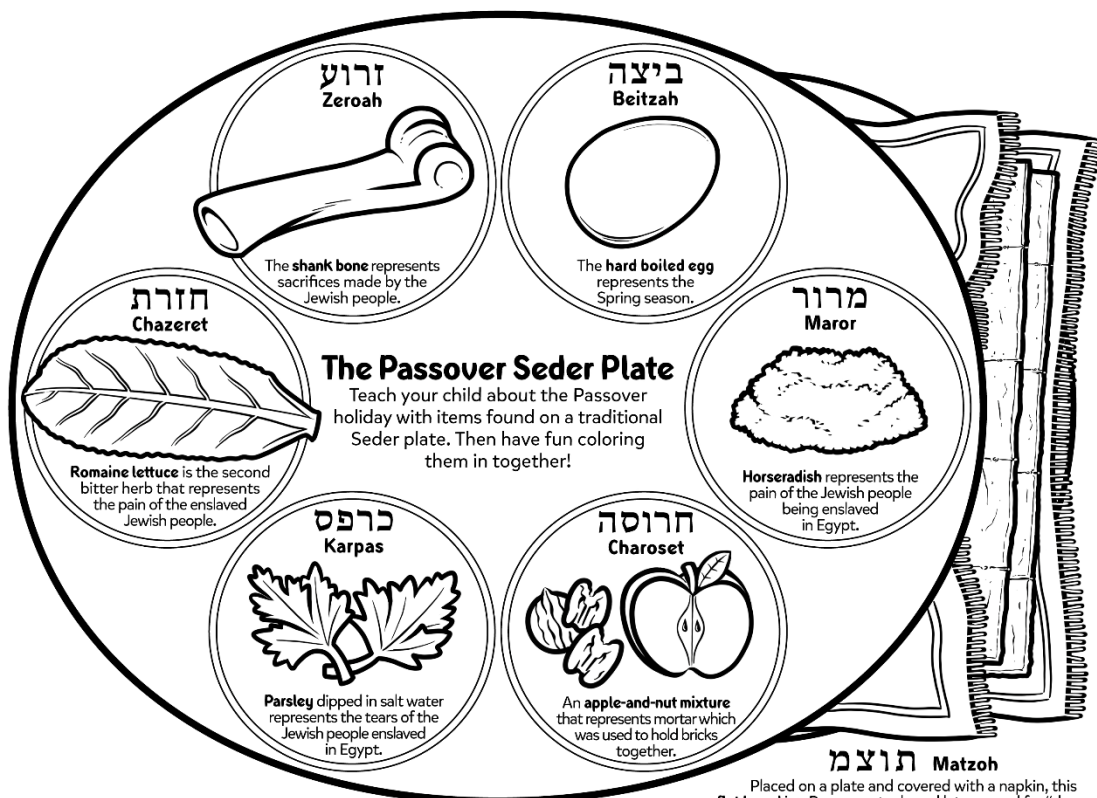
For many years the Jewish people had been slaves ruled over the Pharaoh of Egypt. They were working hard building pyramids and temples and were treated cruelly. The Pharaoh issued an order that all the new born sons should be killed. A son was born to a woman called **Yocheved**. She wanted to save him so asked her daughter Miriam to put him in a basket amongst the reed in the River Nile. The basket was found by the Pharaoh's daughter who took the baby back to the palace and adopted him as her own son. She called him Moses. His mother was employed as a nursemaid at the palace.




As he grew up, Moses saw how the Jewish people suffered, and one day he killed a man who he saw beating a slave. He ran away from the palace and went to live in Midian where he had his own family. One day whilst walking in the desert he came across a bush that was burning but did not turn to ash. It told Moses that it was God and that Moses should go back and ask Pharaoh to free the Jewish people from slavery. God proved to Moses that it really was him by turning a staff in to a snake, then back again.

The Pharaoh would not let the Jewish people leave Egypt and God sent down plagues to try and encourage him to do so. These includes plague of frogs, turning the water in to blood, hailstones and wild animals. Under the threat of each plague the Pharaoh said the Jewish people could leave, but when the plague had gone he would change his mind.

Moses told Pharaoh that if he did not let the people free a tenth plague would be brought on the Egyptians and all the first born Egyptians would be killed. The Jewish people were told to put a cross of lamb's blood on their doors to save their first born. The angel of death came and the Pharaoh's own son was killed amongst many others. The Pharaoh now let the Jewish people free and they quickly packed up a few belongings and fled before the Pharaoh could change his mind. They were in such a hurry that they did not have time to let their bread rise so took unleavened bread with them on their journey.

Moses led the Jewish people out of Egypt. When they reached the Red Sea, Moses touched the sea with his staff and made a great miracle happen. The sea parted and the Jews passed through the pathway in the sea and escaped to freedom.



Date	Friday 26 th February		
Subject/s	Topic- RE		
L.O 	To learn why Jewish people tell the Passover each year.		
			
Success Criteria	I can draw a part of the Seder plate.		
	I can label the Seder plate.		
	I can say what part of the story it represents.		
Support	Independent	Adult Support	Group

The Seder Plate

Can you draw and label a picture of a part of the Seder plate?

What part of the story does your item represent?

 Challenge:	?										+	?
	Can	you	write	a	sentence	about	something	that	gives	you	hope	and
