

Bishops Tawton School Chilli Pepper Learning

Green level – Our expectation is that ALL children will complete this

Amber level – Our expectation is that MOST children will complete this

Red level – Our expectation is that SOME children will complete this

Key Stage 1 (Years 1 and 2) Tarka and Barum class

WB: 22nd February 2021

 How hot are you prepared to go? 			
	Green 	Amber 	Red 
Reading	<p style="text-align: center; background-color: #90EE90;">20 minutes of reading each day</p> <p>Year 1: login to Big Cats Phonics. There is a selection of books for you to explore in your library. Remember to have a go at the 'After Reading' tasks/questions at the back of the book or access the resources. I recommend spending a few days on one book to ensure you have thought fully about the meaning of new words or comprehension of the story. Also, explore the phonics patterns in the book.</p> <p>Year 2: login to https://www.getepic.com/ to see your allocated book. If you have been sent a Big Cats phonics login, use this one to practice your reading.</p>	<p style="text-align: center; background-color: #FFFF00;">30 minutes of reading each day</p> <p>Year 1: As well as reading on Big Cat Phonics – have a go at reading some more of the Phonics Play Comics</p> <p>Year 2: login to https://www.getepic.com/ to see your allocated book.</p>	<p style="text-align: center; background-color: #FF0000;">40 minutes of reading each day</p> <p>Year 1: Have a go at writing a book review of one of the books you have read. See template attached or make your own.</p> <p>Year 2: login to https://www.getepic.com/ to see your allocated book.</p>
Phonics, Spelling and handwriting	<p>Day</p> <p>Monday</p> <p style="text-align: center;">Year 1</p> <p>Revise all phase 3 and 5a graphemes This week we are revising the oa family. Explore alternative oa spellings - select word sort.</p> <div style="text-align: center;"> <p>My oa Family Sound Strip</p>  </div>	<p>Year 2</p> <p>Today we are going to practise spelling common exception words: some come here there friend</p> <ol style="list-style-type: none"> 1. Read the words and write them in a list. 2. Highlight the tricky part in these words. 3. Explain why it is tricky. <p style="color: green;">Extra challenge: Two of these words are homophones can you write the other spelling and write the meanings of all four homophones?</p>	

<p>Tuesday</p>	<p>Practice finding ow/oa/o-e words in the phonics finder word search.</p> <p>Then, read the following sentences:</p> <p style="text-align: center;">The old toast is as hard as stone. Will you moan if your phone is thrown out of the window? Will a bad throat or a bad toe make you croak like a toad?</p> <p>Can you highlight all of the oa/oe/ow/o/o_e graphemes?</p>	<p>Using the colourful words strategy, practice each word three times: some come here there friend</p> <p style="text-align: center;">Colourful Words Write each of your spellings using a different colour for each letter. spellings</p>
<p>Wednesday</p>	<p>Play Phoneme Pop. Select oa/ow/o_e.</p> <p>Practice spelling ow/oa/o-e words on Forest Phonics.</p> <p>Have a go at the oa phoneme spotter - can you find them all?</p>	<p>Today we are going to practice proofreading. Proofreading is when we read through our work to check for any spelling mistakes.</p> <p>Please check Mrs Wise's sentences (see attached word doc.) put a neat line through any misspelt words and write correct spelling above the word.</p>
<p>Thursday</p>	<p>Play Big Letter Bunnies to practice recognition of capital letters. Then, have a go at writing all of the capital letters.</p> <p style="text-align: center;">A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</p> <p>Extra challenge: Can you write all of the days of the week? Remember to use a capital letter at the beginning of each one and keep your handwriting as neat as you can!</p>	<p>We are going to practise spelling polysyllabic words. Remember polysyllabic words are words that have two or more syllables.</p> <p>thundering helicopter woodland children automatic whisper elephant little</p> <ol style="list-style-type: none"> Using the list of words above say each word and count how many syllables it has, write the number next to the word. Write the word split into each syllable, you can write each syllable in a different colour. E.g. farm – yard di – no – saur
<p>Friday</p>	<p>Practice reading HFW (high frequency words) for phase 4 or 5. Play Train your Brain to help you learn your phase 5 tricky words.</p> <p>Then recap the oa family.</p> <p>Read the following sentences:</p> <p style="text-align: center;">I froze my nose on the cold window. I broke a bone in my little toe. If you stole my phone, I would turn you into a toad.</p> <p>Can you highlight all of the oa/oe/ow/o/o_e graphemes?</p>	<p>Today we are going to practise spelling the polysyllabic words from our list and then proofread them.</p> <ol style="list-style-type: none"> Ask an adult or older sibling to read a word from Thursday's list of polysyllabic words. You say the words and clap how many syllables. Have a go at spelling the word really focusing on each syllable you can hear. Repeat steps 1-3 until you have had a go at spelling all the words on the list. Look at the word list and correct any spelling you have misspelt, practise those words using one of the spelling strategies we have used so far, either rainbow words, colourful words, flower words or silly sentences.

English	Monday	<p>Year 1: We will be focussing on story writing for the next couple of weeks. I want you to think about a brilliant birthday party that you have had or have been to. Draw a picture of it... who was there? What food did you eat? What music did you listen to? Did you play party games? Have a go at writing a short story about the party...</p> <p>Year 2: Listen to the story <i>Dogger by Shirley Hughes</i>. Think about a time when you lost something. What did you lose? How did it make you feel? Where did you look for it? How did you find it in the end? Now, write an account of about a time when you had lost something.</p>	<p>Year 1: Find out more about <u>using 'and' as a joining words</u>. Have a go at Activity 1 and 2.</p>	<p>Year 1: Imagine a new child joins your class. What information will you tell them about yourself?</p> <p>Write three sentences using the word and to join your ideas.</p>
	Tuesday	<p>Year 1: Listen to me read <i>It's My Birthday by Helen Oxenbury</i>. What do you notice about the pattern of the story? What's happening each time an ingredient is added? Fill in what you like about the story and the patterns you notice (see attached). Then, write a list of all the ingredients in the story. See if you can write them in the order they appear in the text.</p> <p>Year 2: Listen to me read <i>Augustus and His Smile by Catherine Rayner</i>. Listen to the story again and use the story map for part of the text to follow the words. See if you can join in with telling the story. Can you add some actions to represent the part of the story that is on the story map?</p> <p>Extra challenge: have a go at making yourself an Augustus mask (see attachment for ideas). We will use these on Thursday.</p>	<p>Year 2: Have a go at drawing your own story map of Augustus and His Smile.</p>	<p>Year 2: Write a mini book review of the text. Use template attached or make your own.</p>
	Wednesday	<p>Year 1: Use the list of ingredients you wrote yesterday and the story to help you sequence the pictures (attached) of how to bake a cake. Can you write some instructions on how to make a cake?</p> <p>Year 2: Today you are going to think about what you like and dislike about Augustus and his Smile. E.g Choose two different colours and create a key for likes and dislikes. Now make a mind map of all of your ideas.</p> <p>In tomorrow's zoom session, one child will pretend to be Augustus in the hot seat. The rest of you will have a chance to ask Augustus some questions. Prepare a question for</p>		

<p>Augustus. E.g. How did you feel when you lost your smile? Were you scared climbing the mountains? What was your favourite place you went to?</p>					
<p style="text-align: center;">Thursday</p> <p>Year 1: Listen to the story again. Use the story map (attached) to help you follow the words – can you join in? Have a go at adding some actions when you are retelling it or act out the story with teddies/your family. Think about what else you might do if it was your birthday. E.g write invitations, decorate. Write a list of all the things that you could do to prepare for your birthday...</p> <p>Year 2: Zoom session – hot seating. Questions for Augustus. (You will also need a small whiteboard and pen or pad and pencil).</p>					
<p style="text-align: center;">Friday</p> <p>Year 1: Look at the typed version. How many times does the author use ‘and’ in the story? Underline or circle each time you see it. The word ‘and’ links two clauses in a sentence. E.g. It’s my birthday and I’m going to make a cake. Look back at your story about a birthday party you wrote on Monday. Choose two sentences and see if you can link them by using the word and.</p> <p>Year 2: Listen to the story again. I want you to think about identifying any patterns and puzzles in the text. Add your ideas to the mind map you started on Wednesday. Choose different colours to represent the patterns and puzzles.</p>					
Maths	Day	Year 1	Year 2	<p>Year 1: Have a go at this challenge... True or false? There are double the amount of numbers bonds to 20 than there are number bonds to 10 Prove it – can you use a systematic approach?</p>	<p>Year 1: Have a go at Arranging Additions and Sorting Subtractions</p> <p>Record your reasoning for the order you choose to put the calculations in.</p> <p>Year 2: Have a go at this Compare the Cups challenge.</p>
	Monday	Follow the Oak Academy lesson Add a 1 digit number to a teens number using a known fact . Then have a go at the independent tasks (attached).	My Maths lesson and homework - Measures		
	Tuesday	Play Hit the Button – practice number bonds to 10, then 20. Following yesterday’s lesson, can you use known facts to complete the attached missing number problems? See attachment .	My Maths lesson and homework – Units of Measure		
	Wednesday	Follow the Oak Academy lesson Subtract a 1 digit number from a	My Maths lesson – Comparing Measures 2		

		<p>teens number using a known fact. Then have a go at the independent tasks (attached).</p>		<p>Year 2: Find a simple recipe to make cookies or cupcakes... have a go at measuring out the correct mass of each ingredient without any adult help.</p>	<p>Which unit of measure could you use to see how much liquid each cup holds? Was your prediction right? Can you record your findings in a table – ordering from the cup that holds the most liquid to the least.</p>
Thursday	<p>Play Smoothie Maths – practice facts to make/facts within 10 or 20. Following yesterday’s lesson, can you use known facts to complete the attached missing number problems? See attachment.</p>	<p>My Maths homework – Comparing Measures 2</p>			
Friday	<p>In the calculation below, the box represents a missing digit:</p> $13 + \square =$ <p>If the total was 15 what would the missing number be? What about if the total was 20? What about if the total was 30?</p> <p>Extension: What Could It Be?</p>	<p>Using metres and cm – measure the length of 6 different objects around your house. Put them in order from shortest to longest/tallest. Use the table attached to help.</p>			
<p>Topic and project</p> <p>Year 1 and 2</p>	<p>Science and Geography</p> <p>Recycling Materials</p> <p>Have a look at as many packets/boxes in your kitchen as you can. Write a list of materials that can be recycled and things that can’t be reused. Look out for the reduce, reuse, recycle symbol.</p> <p>Watch What Should I Do With My Rubbish? to find out more.</p> <p>Play Recycling Pairs to help remember what can be recycled. Do you recycle all of these things in your house? Fill in the Missing Words to complete the information about recycling.</p> <p>Watch the story A Whale’s Tale and think about the questions underneath the video. What could you do to help reduce litter? On your daily walks, take a plastic bag and see if you can pick up any litter. Always have an adult with you and check it is safe before you pick anything up.</p> <p>Can you design a poster to tell people how to dispose of litter and recycle as much at home as possible?</p>				



1Decision – Our World

Follow the lesson on [Looking After Our Planet](#). You will need to enter the username and password which is on this week’s class email.

When you get to the slide that says watch the video – [click here](#).

Keeping Healthy

Physical health

On the Move- Mark out 10-20 big steps using chalk or an object such as a jumper or water bottle.

- Round 1: Run as fast as you can up and back.
- Round 2: Hop on one foot up and back (challenge yourself to keep hoping while on the turn to come back).
- Round 3: hop on the other leg.
- Round 4: skipping (aim to get as high as you can on each skip).
- Round 5: make up your own movement, be as creative as you can! Let me know what you came up with.

Have a go at these **Go Noodle** songs – make sure you join in with the actions!

[I Gotta Feeling](#)

[Don’t Read Like a Robot](#)

Mental health

Have a go at some of the mindfulness activities below. Can you think of any other activities or exercises that help you to feel calm and relaxed?

Just One Breath

BREATHING ACTIVITY



Find a relaxing place, sit comfortably, and set a timer for one minute.

Breathe deeply in and out while paying attention to any sensations you notice or sounds you hear.



Take another slow deep breath, imagine the air moving down into the lungs and back up.

Take one more deep breath and hold for a moment, then release it.



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Go on a SAFARI

Go outside on an exciting adventure, try picking up a small rock or touching a plant or flower.



Notice the bugs or the birds. Take a moment to kneel down and touch the earth.

Walk mindfully paying close attention to everything. Make sure you walk in silence because you want to notice all those little details.



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TENSE AND RELEASE

MUSCLE RELAXATION

1. Starting at the feet, gently squeeze the muscles in the feet by tightening them, then slowly releasing.
2. Next, squeeze the large muscles in the calves for 5 seconds, then gently release. Working your way up the body, squeeze the thigh muscles for 5 seconds then gently release.
3. Continue moving up the body for more relaxation.



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