



Monday 11/01/2021	Tuesday 12/01/2021	Wednesday - 13/01/2021	Thursday 14/01/2021	Friday 15/01/2021
<b>Reading</b>				
<p style="text-align: center;"><u>Reading Online books</u>  <a href="https://www.oxfordowl.co.uk/login?active-tab=students">https://www.oxfordowl.co.uk/login?active-tab=students</a>                      Log on is                      User: EKY1                      Password: dog1                      Click the first picture my E books                      In the filter click levels and then scroll through to find the book band colours -they are after the Oxford owl levels.                      You should find your book band and then there will be around 8-10 books to access.</p>				
<b>PE</b>				
<a href="http://www.youtube.com/playlist?list=PLyCLoPd4VxBsXs1WmPceKtsQyFbXTf9FO">www.youtube.com/playlist?list=PLyCLoPd4VxBsXs1WmPceKtsQyFbXTf9FO</a>				
<b>Phonics</b>				
<b>Mr Nelsons Group</b>				
<p>Watch: <a href="#">i-e split digraph - Mr Thorne Does Phonics - YouTube</a>                      Then practise:                      Writing: <b>kite, prize, inside, side, outside, shine.</b>                      Reading: <b>like, time, slide, pine, ripe, invite.</b></p>	<p>Watch: <a href="#">o-e split digraph - Mr Thorne Does Phonics - YouTube</a>                      Then practise:                      Writing: <b>awoke, explode, those, envelope, prone, stoke.</b>                      Reading: <b>bone, home, note, alone, stone, woke</b></p>	<p>Watch: <a href="#">u-e split digraph - Mr Thorne Does Phonics - YouTube</a>                      Then practise the sound as <b>oo</b>                      Writing: <b>rude, rule, brute, June, prune, salute.</b>                      Reading: <b>June, prune, flute, rude, rule, brute..</b></p>	<p>Watch: <a href="#">Geraldine the Giraffe learns /u-e/ - YouTube</a>                      Then practise the sound <b>you</b>:                      Writing: <b>computer, refuse, huge, cube, use.</b>                      Reading: <b>huge, cube, use, tube, mule, computer.</b></p>	<p>Watch: <a href="#">zh sound - Mr Thorne Does Phonics - YouTube</a>                      Then practise:                      Writing: <b>pleasure, casual, treasure, television, usual.</b>                      Reading: <b>treasure,</b></p>
<b>Mr Bryans Group</b>				
<p>Watch: <a href="#">Mr Thorne Does Phonics - Episode AR - YouTube</a>                      Then practise:                      Writing: <b>bar, park, card, jar.</b>                      Reading: <b>market, car, cart, hard.</b></p>	<p>Watch: <a href="#">Mr Thorne Does Phonics - Episode OR - YouTube</a>                      Then practise:                      Writing: <b>for, fork, cord, cork.</b>                      Reading: <b>lord, born, torn, sort.</b></p>	<p>Watch: <a href="#">Geraldine the Giraffe learns /igh/ - YouTube</a>                      Then practise:                      Writing: <b>high, sigh, light, night.</b>                      Reading: <b>tight, might, right, sight.</b></p>	<p>Watch: <a href="#">Mr Thorne and Geraldine the Giraffe - Episode UR - YouTube</a>                      Then practise:                      Writing: <b>fur, burn, burp, curl.</b>                      Reading: <b>surf, urn, hurt, turn.</b></p>	<p>Watch: <a href="#">Geraldine the Giraffe learns /ow/ - YouTube</a>                      Then practise:                      Writing: <b>sow, how, down, town.</b>                      Reading: <b>owl, now, pow!, town.</b></p>
<b>English</b>				



<p><b>Box it up plan</b>  <a href="https://www.youtube.com/watch?v=SPY-hr-8-MO">https://www.youtube.com/watch?v=SPY-hr-8-MO</a>                  Watch the video link above to remind exactly what London looked like.                  Read through the senses sheet that you completed for last week and the facts from of the Tudor houses. Remember the sentences that you have spoken about – Walking under the bridge I can smell freshly baked bread.                  Discuss what it would be like to walk through these streets on a tour.</p> <p>Look at the box it up plan. In each section write words and phrases that describe the picture at the beginning of the box. Use your imagination about what they can hear, see, smell use your senses grid from last week to help you!                  This is your plan where you are keeping your ideas safe ready for our writing tomorrow.</p>	<p><b>Writing the first draft</b>                  Using the box it up plan from yesterday have a look at the words and the pictures that you have collated.                  Can you remember what the sentences were that you said out loud?                  We now need to turn these spoken sentences into written sentences.</p> <p>Today we are going to be writing the sentences for the first 2 boxes on our plan only. We will finish the rest in our lesson tomorrow</p> <p>In each section, using the work that you completed last week - the sentence openers, this will make your sentences more interesting. Can you include the adjectives we collected from last week as well?                  Our main focus today is on forming sentences and not the grammar, punctuation or spelling – we are editing on Thursday.</p>	<p><b>Writing the first draft continued</b>                  Continuing from the lesson yesterday, we are going to complete the rest of forming sentences from our plan – remember saying your sentence out loud helps you write it down.                  Use the same piece of paper, look at the third box on the plan – can you remember the sentences you said? – Again use the plan to help you.</p> <p>Continue to write a draft using the senses of what they can see, smell, hear etc in each part of their tour. Can sentences be made longer by using conjunctions of and/but/so/or/because to add extra detail too?</p> <p>Make sure you say your sentence out loud so that                  EG: I can smell freshly baked bread because the baker has just taken it out of the oven.</p>	<p><b>Editing the draft</b>  <a href="https://www.youtube.com/watch?v=SPY-hr-8-MO">https://www.youtube.com/watch?v=SPY-hr-8-MO</a>                  Re-watch the video linked above to remind what we are looking to achieve – a guided tour of London.</p> <p>Today, we will be editing your work. You will need a pencil crayon (purple if possible) to make changes to one section of your piece of work</p> <p>Look through you work and with the crayon and make changes to each paragraph. You will need an adult to help you do this.</p> <ol style="list-style-type: none"> <li>1, Edit sentences to make sense.</li> <li>2, Spelling</li> <li>3, Full stops and capital letter.</li> <li>4, Adding extra information to improve.</li> </ol> <p>Always read the sentences out loud to check each time an adult can help you with this.</p>	<p><b>Final copy</b>                  Today we are going to be writing up our Guided Tour of London in neat.                  You will need your draft writing and a nice clean piece of paper to write it up onto.</p> <p>Using the edited version of the draft, write up a final copy to be proud of using the display paper.</p> <p>Read each sentence at a time and focus on copying the work out neatly and correctly.</p> <p>Make sure you are copying it up nicely with the changes that you have made with your pencil crayon when you edited.</p>
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## Mental Maths

<p>Play Hit The Button                  Select the times table option and practise the 2 times table. How many can you get in a minute? More importantly, how accurate can you be with your answers?  <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>	<p>Play Hit The Button                  Select the times table option and practise the 2 times table. How many can you get in a minute? More importantly, how accurate can you be with your answers?  <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>	<p>Play Hit The Button                  Select the times table option and practise the 2 times table. How many can you get in a minute? More importantly, how accurate can you be with your answers?  <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>	<p>Play Hit The Button                  Select the times table option and practise the 2 times table. How many can you get in a minute? More importantly, how accurate can you be with your answers?  <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>	<p>Play Hit The Button                  Select the times table option and practise the 2 times table. How many can you get in a minute? More importantly, how accurate can you be with your answers?  <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>
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## Maths

<p><b>Multiplying by 2</b>                  Use the Introduction to help the children work through what they are working on today  <b>USE OBJECTS IN YOUR HOUSE TO HELP YOU.</b>                  Tell them that today they are going to be focussing on the 2 times table. This means that we will be looking at the X symbol.                  First, count in 2's up to 20 following the pictures of the dice with 2 spots.                  Repeat this by chanting the 2 times table altogether.                  Repeat this with an example with trains and then dice. With the dice, note how we have removed part of the stem sentences. This doesn't mean we forget about them but we're</p>	<p><b>Multiplying by 5</b>                  Use the Introduction to help the children work through what they are working on today  <b>USE OBJECTS IN YOUR HOUSE TO HELP YOU.</b>                  Tell them that today they are going to be focussing on the 5 times table. This means that we will be looking at the X symbol.                  First, count in 5's up to 50 following the pictures of the dice with 5 spots.                  Repeat this by chanting the 5 times table altogether.                  Introduce the balloons pictures and the empty answer boxes underneath. How could we answer this? Look at the amount of groups. How many are in each group. Repeat</p>	<p><b>Multiplying by 10</b>                  Use the Introduction to help the children work through what they are working on today  <b>USE OBJECTS IN YOUR HOUSE TO HELP YOU.</b>                  Tell them that today they are going to be focussing on the 10 times table. This means that we will be looking at the X symbol.                  First, count in 10's up to 100 following the pictures of the dice with 10 spots.                  Repeat this by chanting the 10 times table altogether.                  Introduce the eggs pictures and the empty answer boxes underneath. How could we answer this? Look at the amount of groups. How many are in each? Repeat the stem</p>	<p><b>Sharing into Equal Groups</b>                  Use the Introduction to help the children work through what they are working on today  <b>USE OBJECTS IN YOUR HOUSE TO HELP YOU.</b>                  Show how we can share sweets in the same way. Use the Haribo teddies to count how many have come out of the tub. The three chn on screen are going to have them shared out to them. Click to allow the animation to start. Highlight that they are getting one at a time and then starting again to be fair. At the end, how many have they got? Has the total changed? They have been shared fairly and equally.</p>	<p><b>Sharing into Equal Groups.</b>                  Use the Introduction to help the children work through what they are working on today  <b>USE OBJECTS IN YOUR HOUSE TO HELP YOU.</b>                  Remind chn of the previous lesson and ask what they were doing. Tell them that today they are going to be doing the same thing but using a different method.                  . Model how to split the groups down the middle so there are 5 and 5. Was that a lot quicker? Why?                  Move on to an example on the board. Using pictures of chairs. Count the total of chairs and place the question on the board of grouping them together as 5's. How could we</p>
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<p>improving enough to go straight to writing the multiplication sentence. Complete altogether.</p>	<p>the stem sentence, “There a 4 equal groups of 5.” Discuss what the rest of the sentences will look like and write on the board with the children’s answers.</p>	<p>sentence, “There are 3 equal groups of 10.” Discuss what the rest of the sentences will look like and write on the board with the children’s answers.</p>	<p>Can we do this with pictures? Show chn the picture of the monkeys and the bananas. How could we share them equally? Model by drawing on the board crossing off one banana and drawing it by a monkey. Explain that this is a good way to share when completing work in books.</p>	<p>do it? Click the button and the animation to draw groups around the pictures will start. How many groups are there? How many in each group. There are 4 equal groups of 5 chairs. Children to chant that back to you. Repeat this with a pictures of pencils. This time, there will be a numberline at the bottom of the slide to help chn to understand the abstract concept of jumping in groups of numbers.</p>
<p>Complete the x2 activities for today. If you want an extra challenge there is one on the introduction for you to try.</p>	<p>Complete the x5 activities for today. If you want an extra challenge there is one on the introduction for you to try.</p>	<p>Complete the x10 activities for today. If you want an extra challenge there is one on the introduction for you to try.</p>	<p>Complete the sharing equally activities If you want an extra challenge there is one on the introduction for you to try.</p>	<p>Complete the sharing equally activities If you want an extra challenge there is one on the introduction for you to try.</p>
<p><b>Art -</b> This week we will be looking at creating some rubbings. For this you will need some paper which you can fold into 4 and some wax crayons/pencil crayons. <a href="#">Art With Kids - Exploring Rubbings (redtedart.com)</a> Using the website above have a look at the children are doing. Challenge: Go and find 4 things that feel and look different in your house. Using the crayons/Pencils. Place one of your objects under the paper and use the crayons to rub over the top.</p>	<p><b>Computing – Algorithms</b> <a href="https://www.purplemash.com/εapp/tools/2go">https://www.purplemash.com/εapp/tools/2go</a> Using 2Go on Purple Mash, explore how to control and move the bee / curser around the grid.</p>	<p><b>Science</b> Use the Introduction to help the children work through what they are working on today. Introduce the chn to the different types of animals and how they grow up. They may stay a similar shape, have similar features but grow. Some change their appearance. Can the chn think of any animals that may look the same or different as they grow? Re-introduce them to the different types of animals- mammals, reptiles, amphibians, birds. Show the chn pictures of different animals young and see if they can identify them giving them their correct names. (Foal etc). Go through each type of young.</p>	<p><b>RE -</b> Introduce the key question: How important is it for Jewish people to do what God asks them to do? (God’s chosen people. Special relationship/Covenant with Him)  Using the powerpoint introduction tell the children about a special meal Jewish families have once a year at the Festival of Passover: the Seder meal. <a href="#">Moses and the Exodus - Kids Bible Maps</a> Using the link above talk to the children about listen to or read the story of the Exodus from Egypt under Moses and make sure children know it was God who allowed the Israelites to be free from slavery.</p>	<p><b>PHSE –</b> Ask Jigsaw Jo if they have ever felt lonely in the playground. How could the children help Jigsaw Jo if this happened again? Ask the children to think about and share a time when they felt lonely in the playground and what happened. Ask them to think about what they might/could do to help if they saw someone who was alone or looked sad in the playground.</p>
<p>Children to make their own rubbings using pencil crayons and other things from around the house.</p>	<p>Create a set of instructions to draw a plus sign. Can you challenge yourself to create instructions to make a star?</p>	<p>Give children a matching card activity for them to find the correct picture to the correct. Introduce to the chn the idea that animals are grown and born. Go through each type of animal and explain how they all differ or are all the same in how they change over time.</p>	<p>Chn choose a baby animal and an adult animal to draw and explain how it changes / grows from a baby to an adult.  Use the supporting word mat to help you.</p>	<p>Children to have a paper chain person with 4 people. Ask the children to think of four things they could do if they see bullying or if it is happening to them and to write one idea in the centre of each person in the person chain.</p>

As Mr Nelson is currently off with his new baby. Please could you email stuff to Miss Kealey on the Year 1 email [year1.als@annielennard.sandwell.sch.uk](mailto:year1.als@annielennard.sandwell.sch.uk)

**Remember, I would like to see your work when it is completed. Please send photographs or electronic copies through to the above email address daily and if you are struggling please contact me on the above email address. I will be online to help between 9am – 3pm. It would make my day**



to see what you are doing with the tasks. Thank you all, I miss you already and hope you stay safe and well.  
Miss Kealey, Mrs Kauser & Mr Bryan

