



	<b>Wednesday 06/01/2021</b>	<b>Thursday 07/01/2021</b>	<b>Friday 08/01/2021</b>
<b>Reading</b>	<p>Please read a chosen book for at least 20 minutes each day. It can be any book, newspaper, online text etc.                      You could even choose a book from Curriculum Visions Website.: <a href="https://www.curriculumvisions.com/">https://www.curriculumvisions.com/</a> ; Username: Annie.Lennard/0001 ; Password: jungle                      Don't forget to write it in your reading record.                      When you have read a complete book, please complete a book review and stick it in your homework books.</p>		
<b>Phonics</b>	Phase 5 focus See below.	Phase 5 focus See below.	Phase 5 focus See below.
<b>English</b>	<p><b><u>Sentence order</u></b></p> <p>We are looking at the Stuart times, but many of the houses in London were built in Tudor Times.</p> <p><a href="https://www.twinkl.co.uk/resource/t2-h-5389-ks2-a-tudor-house-picture-hotspots">https://www.twinkl.co.uk/resource/t2-h-5389-ks2-a-tudor-house-picture-hotspots</a></p> <p>Using the above link, read about the main characteristics of a Tudor house. Once you have done this, the activity below can be completed. The subheadings are related to the sentences below and will need to be cut up and mixed up (keep them in the correct subheading groups).</p> <p>Read these sentences aloud and stick them together in an order that makes sense.</p>	<p><b><u>Using sentence openers to write interesting sentences.</u></b></p> <p><a href="https://www.youtube.com/watch?v=SPY-hr-8-MO">https://www.youtube.com/watch?v=SPY-hr-8-MO</a></p> <p>Watch the video link above. This is a recreation of what it would be like to fly around 1660's London. What do you see? What is there? Would you like to visit / live there? Why / why not?</p> <p>Read through the different sentence openers. How could we finish these? What ideas could we write about and add to the end of each starter?</p> <p>On the lined paper, write the full sentences out in your best handwriting checking that they make sense.</p>	<p><b><u>Building ideas using the senses</u></b></p> <p><a href="https://www.youtube.com/watch?v=SPY-hr-8-MO">https://www.youtube.com/watch?v=SPY-hr-8-MO</a></p> <p>Re-watch the video linked about. What do you think you'd see / smell / hear / touch when you were walking around 1660's London? What would you definitely not hear / see (mobile phones, music, cars etc).</p> <p>As we are going to be tour guides to London, we need to be able to describe all that is around us.</p> <p>Using the senses grid below, write and describe what you can see at a single point on your journey. Choose your own point on the video or pause at 1min and 16 secs for a good spot.</p>
<b>Maths</b>	All activities are accessible on from the Government's Oak National academy website. <a href="https://classroom.thenational.academy">https://classroom.thenational.academy</a>		
	<p><b><u>To explore arrays</u></b></p> <p><a href="https://classroom.thenational.academy/lessons/to-explore-arrays-part-1-6mvmcd">https://classroom.thenational.academy/lessons/to-explore-arrays-part-1-6mvmcd</a></p>	<p><b><u>Explore repeated addition with multiplication</u></b></p> <p><a href="https://classroom.thenational.academy/lessons/the-use-of-a-repeated-addition-expression-to-represent-equal-groups-c9jkce">https://classroom.thenational.academy/lessons/the-use-of-a-repeated-addition-expression-to-represent-equal-groups-c9jkce</a></p>	<p><b><u>Match the expression to the example</u></b></p> <p><a href="https://classroom.thenational.academy/units/multiplication-equal-and-unequal-groups-f5e6">https://classroom.thenational.academy/units/multiplication-equal-and-unequal-groups-f5e6</a></p>
<b>Mental Maths</b>	<p>Play Hit The Button</p> <p>Select the number bonds option and choose any of the games form the make 10 or make 20 options.  <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</p> <p>Select the number bonds option and choose any of the games form the make 10 or make 20 options.  <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</p> <p>Select the number bonds option and choose any of the games form the make 10 or make 20 options.  <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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	<p><b>Science – Looking at Louis Pasteur</b></p> <p><a href="https://classroom.thenational.academy/lessons/who-is-louis-pasteur-cmrk8d">https://classroom.thenational.academy/lessons/who-is-louis-pasteur-cmrk8d</a></p>	<p><b>RE -</b></p> <p>This week we are looking at the word respect. What does the word respect mean?</p> <p><b>With your adult, Talk about:</b> At school, who do you respect? When people ask you to do something, do you always do it? Why/why not?</p> <p>Who do you listen to? Why do you do as some people ask you to do but not others? Is it sometimes about consequences?</p> <p>Sometimes about who you love/respect (the relationship)? Sometimes about your choice?</p> <p>Using the activity sheet draw a picture of someone who you listen to and respect. Please take your time.</p>	<p><b>PHSE –</b> Today we are going to be talking about differences between Boys and Girls.</p> <p>We are going to look at something called a stereotype – eg: boys like Spiderman and girls like Barbies.</p> <p><b>Duvet covers.</b> Share with the children either pictures of, or preferably real, children’s duvet covers. As each of the duvet covers is shown, ask the children to label the bedsheets as to which who they think they belong to Boy/Girl/Both Ask the children to give their reasons about why they have chosen to stand in the ‘boys’, girls’ or ‘both’ area. Challenge them to think about why they made those decisions. Ask them to discuss and then share their ideas as to whether or not it is acceptable for the girls to have the train duvet cover or the boys to have the pink duvet cover. Make the point that it is about choice and that there are similarities and differences about what we like and don’t like!</p> <p>Ask the children if they can think of ways that girls and boys are similar. At this point the children may use body parts that are different. If they do please encourage the use of the correct names of the body parts and remind children that these parts of our bodies are private and our own and are covered by our swimming costumes or pants. The children are encouraged to share ideas from last week. Then Jigsaw Jo asks the children whether they can they think of ways that boys might be different to girls. Jigsaw Jo acknowledges any contributions and then shares the statements: Girls might be different to boys because they like playing different games, because they like wearing different clothes, because they think about different things; they are also different because they have different body parts.</p> <p>Talk about the differences between you and one of your friends – see if you can think of a friend who is either a girl or a boy who is not the same as you.</p> <p>Returning to their seats and in their pairs, ask the children to talk to their partner and find four differences they have. It can be appearance e.g. eye/hair colour, or hobbies, things they like doing, things they are good at, differences in their families, etc. On the ‘Differences shield templates’ ask the pairs to design their own differences shield with four of the things that are different about them and to fill in the slogan in the middle: ‘It’s good to be different because..’</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**

