

KS1 Home/School Weekly Learning Timetable Term 4: Week 1 beginning Monday 22nd February 2020 TELLS  Live session on Teams KS1 Teachers Live Learning Sessions (TELLS): 9:00am & 12:30pm Monday to Thursday Teachers will lead learning time in the Microsoft KS1 Team during these sessions. If you have any problems with technology or internet access please phone the school office on 01622-754666, and we will do our best to help you resolve these.				
Monday	Tuesday	Wednesday	Thursday	Friday
  <u>LI: To make predictions about events in a story</u> - I can make connections to other stories I know. - I know what a sequel is. - I can talk about a new character in the same setting.	  <u>LI: To substitute consonants to make rhyming words.</u> - I can identify words with the phoneme /g/. - I can create Giant Words and find rhymes for 'fum'. - I can blend using Phonic knowledge.	  <u>LI: To discuss a character's thoughts and feelings.</u> - I can use feeling words. - I can predict a character's thoughts at different points in a story. - I can make inferences about a character's feelings.	  <u>LI: To use speech marks to show a character's speech</u> - I can identify speech marks. - I can infer what a character might say. - I can place inverted commas around what a character says.	  <u>LI: To discuss opinions about a story.</u> <u>LI: To identify the key events in the story and sequence them.</u> I can talk about things I like in books. I can pick out important things that happen in a story. I can put events in to the right order using time conjunctions.
Intro: Prefixes Input: Look at the photo of an enormous beanstalk growing alongside the school building. Where do you think beanstalk goes? How did it get there? What is it for? Do you think anyone has climbed it? Do you know any stories with a beanstalk? Read up to castle/cornflakes in Jim & The Beanstalk. Make predictions about what will happen next. Task: Children to record what they think will happen in the story. Resources to support remote learning: What are prefixes? https://www.bbc.co.uk/bitesize/topics/z8mxrw/articles/z9hjwxs	Intro: G may say /j/ before an e, i, or y Input: Read up to the point where Jim has given the Giant the wig and he says 'And my appetite has come back too...' Discover a note saying 'Fee-fi-fo-fum'. What do we think could have happened next in the story? Task: Children create their own giant words and phrases by replacing /f/ with different consonants and rhyming –um words. Resources to support remote learning: Spelling the phoneme /j/ with g and j video Soft /g/ Sound - Phonics by TurtleDiary https://www.youtube.com/watch?v=53Ji1OTKU8E&list=PL01tWtMEQyfNievyQUjQ8TZF7ssESnKB&index=5	Intro: Adjectives to describe emotions. Input: Read up to the point where Jim slides down the beanstalk and 'landed below in a heap'. Ask children to identify the key events in the story. Discuss and share. Role play and freeze frame key events in the story. Task: Children to record Jim's and the Giant's thoughts from each of the three scenes in the story. Resources to support remote learning: Feelings Song https://www.youtube.com/watch?v=a1NIWCr0R-k Sesame Street: Name That Emotion with Murray! https://www.youtube.com/watch?v=ZxfJicfyCdg	Intro: Speech marks to show a person is talking. Input: Reread up to 'quite safe'. Ask children to identify who is speaking on each page. How do we know? Ask the children to identify where speech marks are used as you read. Ask children to write down what Jim might say based on what he is thinking at the 3 key points in the story, Task: Children to transfer recorded thoughts into what the character says. Resources to support remote learning: Using speech marks https://www.youtube.com/watch?v=d1HWaT6494w	Intro: Time Conjunctions Input: Book Talk: Likes/Dislikes: Read up to the end of the story. Ask children to discuss things they liked and disliked, things that puzzled them and connections they could make to other stories. Model retelling the story using T4W actions and then beginning to create a story map of the key events. Task: Children to create a story map for the book, focusing on the key events Resources to support remote learning: Chronological Order https://www.youtube.com/watch?v=kHWYClfj2pw
DfE Letters and Sounds Phonics: Phase 5 Lesson 31- DfE Spelling: alternative sound for 'a' grapheme.	DfE Letters and Sounds Phonics: Phase 5 Lesson 32 - DfE Spelling: alternative sound for 'a' grapheme.	DfE Letters and Sounds Phonics: Phase 5 Lesson 33 - DfE Spelling: soft 'ch' sound.	DfE Letters and Sounds Phonics: Phase 5 Lesson 34 - DfE Spelling: alternative sound for 'u'.	DfE Letters and Sounds Phonics: Phase 5 Lesson 35 - DfE Spelling: The alternative sound for 'ou'.
Year 1 Maths <u>LI: To count in 2's</u> Knowledge & skills Children build on their previous knowledge of counting in multiples of 2 and go beyond 20 up to 50	Year 1 Maths <u>LI: To count in 2's</u> Knowledge & Skills Apply previous learning of one more and one less to counting forwards and backwards in twos. For example, two more than and two less than. The 1-50 grid can be used to spot and discuss patterns that emerge when counting in 2s.	Year 1 Maths <u>LI: To count in 5's</u> Knowledge & Skills Children build on previous learning of counting in fives to go beyond 20 and up to 50	Year 1 Maths <u>LI: To count in 5's</u> Knowledge & Skills The 1-50 grid can be used to spot and discuss patterns that emerge when counting in 5s.	Year 1 Maths <u>LI: To recap knowledge of numbers within 50</u> Knowledge & Skills - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s given a number, identify 1 more and 1 less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
Intro: Big number Song Input: How can we count the pairs? What does it mean to count in pairs? Task: Count in 2's using picture representations and number lines Resources to support remote learning: See the number lines and tens frames in the Maths subject tab	Intro:https://www.bbc.co.uk/teach/super movers/k/s1-maths-counting-with-john-farnworth/zbct8xs Input: How can we count the pairs? What does it mean to count in pairs? Task: Count in 2's using picture representations and number lines Resources to support remote learning: See the number lines and tens frames in the Maths subject tab	Intro:https://www.bbc.co.uk/teach/super movers/k/s1-maths-chronological-order-with-bluebell-the-cow/zbtkf4j Input: How can we count the groups of 5? Can you describe the pattern when you count in 5s? Will ____ appear on our number line? Why/why not? Task: To count in 5's using picture representations and number lines Resources to support remote learning:	Intro:https://www.bbc.co.uk/teach/super movers/k/s1-maths-chronological-order-with-bluebell-the-cow/zbtkf4j Input: How can we count the groups of 5? Can you describe the pattern when you count in 5s? Will ____ appear on our number line? Why/why not? Task: To count in 5's using picture representations and number lines Resources to support remote learning:	Intro: Big number song (counting) Input: Recap place value within 50 Task: To complete the end of block assessment. Resources to support remote learning: See the number lines and tens frames in the Maths subject tab

				See the number lines and tens frames in the Maths subject tab	See the number lines and tens frames in the Maths subject tab.				
Year 2 Maths <u>LI: Recognise 2-D and 3-D shapes</u> Knowledge & Skills - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes - compare and sort common 2-D and 3-D shapes and everyday objects.		Year 2 Maths <u>LI: Count sides on 2-D shapes</u> Knowledge & Skills - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes - compare and sort common 2-D and 3-D shapes and everyday objects.		Year 2 Maths <u>LI: Count vertices on 2-D shapes</u> Knowledge & Skills - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes - compare and sort common 2-D and 3-D shapes and everyday objects.		Year 2 Maths <u>LI: Draw 2-D shapes</u> Knowledge & Skills - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes - compare and sort common 2-D and 3-D shapes and everyday objects.		Year 2 Maths <u>LI: Lines of symmetry</u> Knowledge & Skills - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes - compare and sort common 2-D and 3-D shapes and everyday objects.	
Intro: Input: What is the difference between a 2-D and 3-D shapes? What shape is this? If I turn it around, what shape is it now? Can you draw around any of the faces on your 3-D shapes? Which 2-D shapes can you make? Task: Match shapes to their names Resources to support remote learning: on Maths subject tab		Intro: Input: What is a side? How can you check that you have counted all the sides? Do all four-sided shapes look the same? Why do you think the shapes have the names that they do? Task: Identify how many sides different shapes have Resources to support remote learning: on Maths subject tab		Intro: Input: Show me a vertex. Can you identify the vertices in this shape? Would this be a vertex? Explain why. If my shape has ____ vertices, what could my shape be? What couldn't it be? Task: Identify the vertices on different shapes. Resources to support remote learning: on Maths subject tab		Intro: Input: Compare your shape with a friend's shape. Is it in the same position? Is it the same size? Where are you going to start drawing the shape? In the middle of a side? At a vertex? Which is the most efficient way? Why is it important to use a ruler? Is your shape an exact copy? How do you know? Task: Using a square grid to draw different shapes. Resources to support remote learning: on Maths subject tab		Intro: Input: Where is the vertical line of symmetry? What does vertical mean? Which is the odd shape out? How do you know? What resources could you use to check if a shape has a vertical line of symmetry? Task: To draw lines of symmetry by drawing vertical lines. Resources to support remote learning: on Maths subject tab	
Wider Curriculum <u>LI: demonstrate the strategies and skills needed to care for living things.</u> Knowledge & Skills - I can explore things people can do to help look after their environment. - I know how people and other living things have different needs. - I can care for my local environment.		Physical Education <u>LI: to explore travelling high and low.</u> Knowledge & Skills - I can create high and low travelling movements. - I can link movements together and use different pathways. - I can control my movements and alter speed and pathways.		Science <u>LI: Observe and describe how seeds and bulbs change over time as they grow into mature plants.</u> Knowledge & Skills - I can make observations over time. - I can plant seeds and bulbs. - I can describe what a seed needs to germinate.		Religious Education <u>LI: To identify the Easter story in the big Frieze.</u> Knowledge & Skills Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.		Art <u>LI: Draw, paint and sculpt natural forms from observation, imagination and memory</u> Knowledge & Skills - Know that natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. - Make transient art and pattern work using a range of natural materials.	
Task: Choose a way to help your local environment. You may choose to help sort the recycling at home, litter pick around your local area, pull out weeds in your garden, compost or plant seeds.	Resources to support remote learning: https://www.youtube.com/watch?v=cL5-7iyURYI	Task: Walk around the room as high as you can. Walk around the room as low as you can. How many different ways can you walk? What different parts of your body can you walk on? Sequence travelling movements together in a smooth and controlled manner.	Resources to support remote learning: Travel movement cards	Task: First, we will learn that seeds and bulbs need nutrients from soil, water and warmth to start growing. Then you will plant broad bean seeds in soil and water. Observe how the plant grows.	Resources to support remote learning: - Seed pack - Soil or cotton wool Small plastic container	Task: To identify pictures and words in the Frieze. To discuss what I think the story of the frieze is all about.	Resources to support remote learning:	Task: Make detailed observational drawings of scented flowers, using hand lenses to look closely at colours, shapes and patterns. Choose from a range of drawing materials, such as chalks, felt pens, wax and pencil crayons and pastels, to record their ideas. Try smelly pens to add a sensory dimension to artwork.	Resources to support remote learning: https://www.youtube.com/watch?v=mzdHFWdR3Tw
Reading with an adult		Reading with an adult		Reading with an adult		Reading with an adult		Reading with an adult	