

# Scented Garden

This week's core text:

Please follow the links on the KS1 website page for daily lesson inputs and learning resources.



**KS1 Teachers Live Learning Sessions (TELLS): 9:00am & 12:30am** 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
<b>English</b> <u>LI: To retell a story</u> <ul style="list-style-type: none"> <li>I can retell a story in my own words</li> <li>I can use adverbials to sequence events.</li> <li>I can punctuate my writing to show different sentence types.</li> </ul>	<b>English</b> <u>LI: To retell a story</u> <ul style="list-style-type: none"> <li>I can retell a story in my own words</li> <li>I can use adverbials to sequence events.</li> <li>I can punctuate my writing to show different sentence types.</li> </ul>	<b>English</b> <u>LI: To plan sections of a narrative sequence based on a known story</u> <ul style="list-style-type: none"> <li>I can innovate familiar story</li> <li>I can change the elements of a known story to write a sequel</li> </ul>	<b>World Book Day Activities</b> <b>Friday's Assignment:</b> Create a Comic strip of your sequel to Jim & The Beanstalk 	
<b>Intro:</b> Conjunctions <b>Input:</b> Use Story maps to retell the story to a partner. Shared writing with an adult of the introduction to the story <b>Task:</b> Retell the story of Jim and the Beanstalk in your own words.	<b>Resources to support remote learning:</b> <a href="#">Sentence starters</a> PowerPoint video	<b>Intro:</b> Sentence types <b>Input:</b> Read what you have written in your retell of the story so far to a partner. Shared writing with an adult of the conclusion of the story <b>Task:</b> Continue to work on your retell the story of Jim and the Beanstalk in your own words.	<b>Resources to support remote learning:</b> <a href="#">Sentence Types</a> PowerPoint	<b>Intro:</b> Co-ordinating conjunctions <b>Input:</b> Brainstorm things that the giant might need next, e.g. a walking stick, a hearing aid, a razor and create a class character <b>Task:</b> Innovate retells to create a new character and a new set of events that happen during the story
<b>DfE Letters and Sounds</b> <b>Phonics:</b> Phase 5 Lesson 36- DfE <b>Spelling:</b> alternative spelling for 'ar'. <a href="https://www.youtube.com/watch?v=G5zmCvYh-L70">https://www.youtube.com/watch?v=G5zmCvYh-L70</a>	<b>DfE Letters and Sounds</b> <b>Phonics:</b> Phase 5 Lesson 37 - DfE <b>Spelling:</b> alternative spellings for 'air'. <a href="https://www.youtube.com/watch?v=KxfrXA45uek">https://www.youtube.com/watch?v=KxfrXA45uek</a> <a href="https://www.youtube.com/watch?v=MtQYPO7Y4yM">https://www.youtube.com/watch?v=MtQYPO7Y4yM</a>	<b>DfE Letters and Sounds</b> <b>Phonics:</b> Phase 5 Lesson 38 - DfE <b>Spelling:</b> alternative spellings for the 'or' sound.	<b>DfE Letters and Sounds</b> <b>Phonics:</b> Phase 5 Lesson 39 - DfE <b>Spelling:</b> alternative spellings for the 's' sound. <a href="https://www.youtube.com/watch?v=zVbLPt1caQI">https://www.youtube.com/watch?v=zVbLPt1caQI</a>	<b>DfE Letters and Sounds</b> <b>Phonics:</b> Phase 5 Lesson 40 - DfE <b>Spelling:</b> The alternative spellings for 'ear'. <a href="https://www.youtube.com/watch?v=aB2701p8XtM">https://www.youtube.com/watch?v=aB2701p8XtM</a>
<b>Year 1 Maths</b> <u>LI: To compare length</u> Knowledge & skills <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short,</li> </ul>	<b>Year 1 Maths</b> <u>LI: To compare height</u> Knowledge & Skills <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short,</li> </ul>	<b>Year 1 Maths</b> <u>LI: Compare length and height</u> Knowledge & Skills <ul style="list-style-type: none"> <li>Children use and understand the language of length such as long, longer, short, shorter, tall, taller. They recognise this language will change depending on what type of length they are describing and comparing. Children understand that height is a type of length. They should also be exposed to lengths that are equal to one another.</li> </ul>	<b>Year 1 Maths</b> <u>LI: To measure length using non standard units.</u> Knowledge & Skills <ul style="list-style-type: none"> <li>Children use non-standard units, such as cubes, hands and straws to measure length and height. Ensure children understand the units they use need to be of equal length. Children recognise that longer, non-standard units are more suitable for measuring the length and height of longer/taller objects. Children need to understand that non-standard units should be exactly in line with one end of the object with no gaps between them to get an accurate measurement.</li> </ul>	<b>Year 1 Maths</b> <u>LI: To measure length</u> Knowledge & Skills <ul style="list-style-type: none"> <li>Children build on prior knowledge of measuring length and height using non-standard units and apply this to measuring using a ruler. They should be able to understand that objects can vary in length and size, so a standard unit of measurement is required. It is important that children know to measure from 0 cm.</li> </ul>

Intro: <a href="https://www.youtube.com/watch?v=X_97AO2SkGU">https://www.youtube.com/watch?v=X_97AO2SkGU</a> Input: Look around the room, find varying objects of different lengths. The _ is longer than _ but shorter than _  Task: Provide thin card, that is long and narrow, for children to fold in different ways to make creatures that vary in length. Linking cubes, pipe cleaners etc. could also be used. Make worms, snakes, caterpillars, lizards etc.		Intro: <a href="https://www.youtube.com/watch?v=vv1lQ1614KQht">https://www.youtube.com/watch?v=vv1lQ1614KQht</a> Input: Find pictures of animals either in books or on the internet. Describe and compare the heights of each animal. The _ is taller than the _ but shorter than the _  Task: Compare animal and object heights and make statements about them.		Intro: <a href="https://www.youtube.com/watch?v=rylxBrO1bJY">https://www.youtube.com/watch?v=rylxBrO1bJY</a> Input: Which person is taller/shorter? Which pencil is shorter/longer? Are we measuring the height or length of something? What is the same? What is different? How many different sentences can you make to compare the vehicles? Say them to your partner.  Task: Compare different objects and use mathematical language of longer, shorter, taller than, shorter than		Intro: <a href="https://www.youtube.com/watch?v=2wUdsae0ro">https://www.youtube.com/watch?v=2wUdsae0ro</a> Input: What other things could you use to measure how long a pencil is? What could you use to measure how tall you are? Is it easier to measure someone lying down or standing up? What could you use to measure the length of your classroom? Why is it important to measure in a straight line? Task: Use cubes or other objects of the same size to measure the length of objects.		Intro: <a href="https://www.youtube.com/watch?v=ypVQDZL18SQ">https://www.youtube.com/watch?v=ypVQDZL18SQ</a> Input: What do the numbers on the ruler mean? (1 cm etc.) Where should we place the object to start measuring it? Does the ruler look like anything else we have used? (number line) Can you count how many cm the _____ measures? How does using a ruler help us to compare objects?  Task: Using a ruler measure items with accuracy.	
<b>Year 2 Maths</b> <u>LI: Count faces on 3-D shapes</u> Knowledge & Skills <ul style="list-style-type: none"><li>identify the shapes of faces on 3-D shapes.</li><li>identify and visualise 3-D shapes from 2-D representations.</li></ul>		<b>Year 2 Maths</b> <u>LI: Count edges on 3-D shapes</u> Knowledge & Skills <ul style="list-style-type: none"><li>identify edges on 3-D shapes using knowledge of faces and curved surfaces</li><li>know that an edge is where 2 faces meet or where a face and a curved surface meet.</li><li>identify and visualise the 3-D shape from a 2-D representation</li></ul>		<b>Year 2 Maths</b> <u>LI: Count vertices on 3-D shapes</u> Knowledge & Skills <ul style="list-style-type: none"><li>identify vertices on 3-D shapes using knowledge of edges</li><li>understand that a vertex is where 2 or more edges meet</li><li>know that the point at the top of a cone can be referred to as an apex or a vertex.</li></ul>		<b>Year 2 Maths</b> <u>LI: Sort 3-D shapes</u> Knowledge & Skills <ul style="list-style-type: none"><li>match real life objects to 3-D shapes</li><li>sort 3-D shapes in different ways e.g. faces, shapes of faces, vertices, if they roll, if they stack, etc.</li><li>use knowledge of shape properties to sort.</li></ul>		<b>Year 2 Maths</b> <u>LI: Make patterns with 3-D shapes</u> Knowledge & Skills <ul style="list-style-type: none"><li>use knowledge of the properties of 3-D shapes to create patterns.</li><li>place shapes in different orientations</li></ul>	
Warm up: <a href="https://www.bbc.co.uk/teach/supermovers/ks1-maths-number-bonds-with-martin-dougan/zf6cpg8">https://www.bbc.co.uk/teach/supermovers/ks1-maths-number-bonds-with-martin-dougan/zf6cpg8</a>  Input: What do we mean by the ‘face’ of a shape? What is the difference between a face and a curved surface? What real life objects have 6 faces like a cube? Does a cuboid always have 2 square faces and 4 rectangular faces? Which 2-D shapes can you see on different 3-D shapes? How can you make sure that you don’t count the faces more than once? Task: Count faces on 3-D shapes. <b>Resources to support remote learning:</b> on Maths subject tab		Warm up: <a href="https://www.bbc.co.uk/teach/supermovers/ks1-maths-telling-the-time/zk4t8xs">https://www.bbc.co.uk/teach/supermovers/ks1-maths-telling-the-time/zk4t8xs</a>  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: What do we mean by the ‘edge’ of a shape? How can you make sure that you don’t count the edges more than once? What do you notice about the shapes with ____ edges?  <b>Resources to support remote learning:</b> on Maths subject tab		Warm up: <a href="https://www.bbc.co.uk/teach/supermovers/ks1-maths-counting-with-john-farnworth/zbct8xs">https://www.bbc.co.uk/teach/supermovers/ks1-maths-counting-with-john-farnworth/zbct8xs</a>  Input: What is the difference between vertex and vertices? How can you make sure that you don’t count the vertices more than once? How many edges meet to make a vertex on a 3-D shape? How many sides meet to make a vertex on a 2-D shape?  Task: Count vertices on 3-D shapes.  <b>Resources to support remote learning:</b> on Maths subject tab		Warm up: <a href="https://www.bbc.co.uk/teach/supermovers/ks1-maths-multiplication-and-division-with-clara-the-hen/zbt9scw">https://www.bbc.co.uk/teach/supermovers/ks1-maths-multiplication-and-division-with-clara-the-hen/zbt9scw</a>  Input: How have you sorted your shapes? How do you know you have sorted your shapes correctly? Which method have you used to sort your shapes? Can you sort your shapes in a different way? Can your friend guess how you have sorted them? Can you group your solids by shape, type of faces and size?  Task: Sort 3-D shapes. <b>Resources to support remote learning:</b> on Maths subject tab		Warm up: <a href="https://www.bbc.co.uk/teach/supermovers/ks1-maths-seven-calculation-signs-with-wendy-wolf/zv32cqt">https://www.bbc.co.uk/teach/supermovers/ks1-maths-seven-calculation-signs-with-wendy-wolf/zv32cqt</a>  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: Make patterns with 3-D shapes. <b>Resources to support remote learning:</b> on Maths subject tab	
<b>Religious Education</b> <u>LI: To retell the Easter story using different story telling techniques.</u> Knowledge & Skills <ul style="list-style-type: none"><li>Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).</li></ul>		<b>Physical Education</b> <u>LI: Explore balances and link with a travelling movement.</u> Knowledge & Skills <ul style="list-style-type: none"><li>I can hold my body on different body parts with control.</li><li>I can perform balances with control.</li><li>I can link balances smoothly to a travel movement.</li></ul>		<b>Art</b> <u>LI: Design and make art to express ideas</u> Knowledge & Skills <ul style="list-style-type: none"><li>Know that natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</li><li>Make transient art and pattern work using a range of natural materials.</li></ul>		<b>Science</b> <u>LI: Observe and describe how seeds and bulbs change over time as they grow into mature plants.</u> Knowledge & Skills <ul style="list-style-type: none"><li>I can make observations over time.</li><li>I can plant seeds and bulbs.</li><li>I can describe what a seed needs to germinate.</li></ul>		<b>Wider Curriculum</b> <u>LI: Draw and read a range of simple maps that use symbols as a key.</u> Knowledge & Skills <ul style="list-style-type: none"><li>I can recognise landmarks and basic human and physical features.</li><li>I can draw a simple map.</li><li>I can use symbols and a key.</li></ul>	
Task: Use interesting storytelling techniques such as drama and godly play for the children to retell the Easter story.	Resources to support remote learning:  <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h</a>	Task: Use the body parts cards to challenge yourself to balance on different parts of your body. Can you perform high and low balances? Next choose two balances to include in a sequence. Can you link these balances together using a travel movement from our last lesson?	Resources to support remote learning:  Balance body parts cards	Task: Press garden or wild flowers between the pages of an old book and weigh down, leaving in a warm, dry place to dry out. Laminate pressed flowers when dry to create a bookmark or tag. Write a simple explanation or set of instructions on how they did it.	Resources to support remote learning:  <a href="https://www.youtube.com/watch?v=uc4-XoNdDy0">https://www.youtube.com/watch?v=uc4-XoNdDy0</a>	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: <ul style="list-style-type: none"><li>Seed pack</li><li>Soil or cotton wool</li><li>Small plastic container</li></ul>	Task: Take a walk round your local area. Look at the plants and flowers that are growing and take pictures or make a list of what you see. Use google maps to help create your own map of your local area and draw a line to show your walk.	Resources to support remote learning: <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-maps/zdwhpg8">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-maps/zdwhpg8</a>  <a href="https://www.google.com/maps">https://www.google.com/maps</a>
Reading with an adult		Reading with an adult		Reading with an adult		Reading with an adult		Reading with an adult	