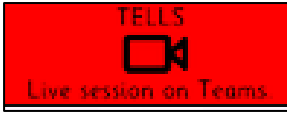


KS1 Home/School Weekly Learning Timetable Term 3: Week 6 beginning Monday 8th February 2020 Dinosaur Planet				
This week's core text: Dinosaurs & All That Rubbish by Michael Foreman Please follow the links on the KS1 website page for daily lesson inputs and learning resources.				
 KS1 Teachers Live Learning Sessions (TELLS): 9:00am & 11:30am 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
				
English <u>LI: To explore the themes of a poem through discussion</u> Knowledge & Skills - I can read accurately by blending the sounds in words. - I can make some inferences on the basis of what is being said - I can talk about my ideas in sentences	English <u>LI: To explore the themes of a poem through discussion</u> Knowledge & Skills - I can read accurately by blending the sounds in words. - I can answer questions on the basis of what is being said - I can illustrate my thoughts and ideas	English <u>LI: To use adjectives to describe the weather</u> Knowledge & Skills - I can talk about my phrase before I write it down. - I can use appropriate adjectives - I can create noun phrases	English <u>LI: To write in role</u> Knowledge & Skills - I can infer what a character is thinking or saying - I can use speech marks	English <u>LI: To create and illustrate a poem</u> Knowledge & Skills - I can use nouns. - I can use adjectives. - I can describe a scene
Intro: Handwriting Letter 'a' Input: Read the poem and look closely at the illustrations. Use the question prompts in the class blog to support discussion. Task: Practice and perform the poem to an audience	Intro: Handwriting Letter 'd' Input: Re-read the poem or ask someone to read it to you. Think about how the wet weather described makes you feel. Task: Take some paper and a pencil and draw out what you imagine you would like to do when it's wet.	Intro: Handwriting Letter 'g' Input: Think about the adjectives that Shirley Hughes uses to describe things in the poem: Dark Clouds, Misted pane, Wet umbrellas, Running noses, Damp feet. Do these phrases make you think the wet weather is a good thing or a bad thing? Why? Task: Write descriptive phrases	Intro: Handwriting Letter 'e' Input: Think about the two children in the first illustration, looking out of the window. We can't see their faces. How do you think they feel about the rain? Task: Write your ideas about what the children might be thinking or saying in thought or speech bubbles around them.	Intro: Handwriting Letter 'f' Input: Spend some time looking out of one of your windows, like the two children in the first illustration. What is it like outside? What is the weather like? Task: Have a go at writing some phrases using adjectives to describe the things you see and putting these together to make a poem.
DfE Letters and Sounds Phonics: Phase 5 Lesson 26- DfE Spelling: 'ie' grapheme making the 'ee' sound.	DfE Letters and Sounds Phonics: Phase 5 Lesson 27 - DfE Spelling: 'ow' grapheme making the 'oa' sound.	DfE Letters and Sounds Phonics: Phase 5 Lesson 28 - DfE Spelling: 'or' grapheme making the 'ur' sound.	DfE Letters and Sounds Phonics: Phase 5 Lesson 29 - DfE Spelling: Soft 'g' sound.	DfE Letters and Sounds Phonics: Phase 5 Lesson 30 - DfE Spelling: 'tion' grapheme.
Year 1 Maths <u>LI: Counting one more and one less up to 50</u> Knowledge & skills - When given a number between 1 and 100, count one up or one down from that number. 1 more than 56 is 57. 1 less than 56 is 55.	Year 1 Maths <u>LI: To compare objects within 50</u> Knowledge & Skills - Children count forwards and backwards within 50. They use a number track to support where needed, in particular crossing the tens boundaries and with teen numbers. - Children build on previous learning of numbers to 20 - They learn about grouping in 10s and their understanding of 1 ten being equal to 10 ones is reinforced.	Year 1 Maths <u>LI: To compare numbers within 50</u> Knowledge & Skills - Children count forwards and backwards within 50. They use a number track to support where needed, in particular crossing the tens boundaries and with teen numbers. - Children build on previous learning of numbers to 20 - They learn about grouping in 10s and their understanding of 1 ten being equal to 10 ones is reinforced.	Year 1 Maths <u>LI: To order numbers within 50</u> Knowledge & Skills - Children count forwards and backwards within 50. They use a number track to support where needed, in particular crossing the tens boundaries and with teen numbers. - Children build on previous learning of numbers to 20 - They learn about grouping in 10s and their understanding of 1 ten being equal to 10 ones is reinforced.	Year 1 Maths <u>LI: To order numbers within 50</u> Knowledge & Skills - Children count forwards and backwards within 50. They use a number track to support where needed, in particular crossing the tens boundaries and with teen numbers. - Children build on previous learning of numbers to 20 - They learn about grouping in 10s and their understanding of 1 ten being equal to 10 ones is reinforced.
Intro: Big number Song Input: How many do we have? What number does this represent? What would be the number after/before...? Task: To use a number square to identify numbers one more and one less than a given number. Use different pictorial representations to find one more one less. Resources to support remote learning: See the number lines and tens frames in the Maths subject tab	Intro: https://www.bbc.co.uk/teach/supermovers/ks1-maths-counting-with-john-farnworth/zbct8xs Input: How could we arrange the objects to help us compare them? What do <, > and = mean? How do you know you have more or less? Task: To use the more than, less than and equals symbols (<,>=) to compare counters. Resources to support remote learning: See the number lines and tens frames in the Maths subject tab	Intro: https://www.bbc.co.uk/teach/supermovers/ks1-maths-chronological-order-with-bluebell-the-cow/zbtkf4j Input: Which number is more? Which is less? What could we use to represent the numbers? What do <, > and = mean? Task: To use the phrases greater than, less than and equal to. Use cubes or counters to identify and compare amounts. Resources to support remote learning: See the number lines and tens frames in the Maths subject tab	Intro: https://www.bbc.co.uk/teach/supermovers/ks1-maths-chronological-order-with-bluebell-the-cow/zbtkf4j Input: Which group has the most? Which group has the least? How does knowing this help us order the groups from largest to smallest? Task: Children order numbers using the language, 'largest', 'smallest', 'more than', 'less than', 'least', 'most' and 'equal to'. They continue to use inequality symbols to order numbers in ascending and descending order. Resources to support remote learning: See the number lines and tens frames in the Maths subject tab	Intro: Big number song (counting) Input: Which group has the most? Which group has the least? How does knowing this help us order the groups from largest to smallest? Task: Children order numbers using the language, 'largest', 'smallest', 'more than', 'less than', 'least', 'most' and 'equal to'. They continue to use inequality symbols to order numbers in ascending and descending order. Resources to support remote learning: See the number lines and tens frames in the Maths subject tab

Year 2 Maths <u>LI: To draw pictograms</u> Knowledge & Skills Children will learn to draw simple charts and graphs. They will be able to sort categories by their quantities and will be able to compare sets of data.		Year 2 Maths <u>LI: To draw pictograms 2.5.10</u> Knowledge & Skills Children will learn to draw simple charts and graphs. They will be able to sort categories by their quantities and will be able to compare sets of data.		Year 2 Maths <u>LI: To interpret pictograms 2.5.10</u> Knowledge & Skills Children will learn to draw simple charts and graphs. They will be able to sort categories by their quantities and will be able to compare sets of data.		Year 2 Maths <u>LI: To use block diagrams</u> Knowledge & Skills Children will learn to draw simple charts and graphs. They will be able to sort categories by their quantities and will be able to compare sets of data.		Year 2 Maths <u>LI: To assess knowledge of statistics</u> Knowledge & Skills Children will learn to draw simple charts and graphs. They will be able to sort categories by their quantities and will be able to compare sets of data.	
Intro: 5 times table Input: If a symbol represents 2, how can you show 1 on a pictogram? How can you show 5? How can you show any odd number? When would you use a picture to represent 10 objects? Task: Children draw pictograms where the symbols represent 2, 5 or 10 items. Resources to support remote learning: on Maths subject tab		Intro: https://youtu.be/ xXJSDxRZP4 Input: If a symbol represents 2, how can you show 1 on a pictogram? How can you show 5? How can you show any odd number? When would you use a picture to represent 10 objects? Task: Children draw pictograms where the symbols represent 2, 5 or 10 items. Resources to support remote learning: on Maths subject tab		Intro: https://youtu.be/RQsHOeoz57s Input: How can we represent 0 on a pictogram? What does the pictogram show? What doesn't it show? What is each symbol worth? Task: To understand pictograms, Children also need to be able to halve 2 and 10 Resources to support remote learning: on Maths subject tab		Intro: https://youtu.be/RQsHOeoz57s Input: Can you draw a block diagram to represent the data? What will each block be worth? Can you make a block diagram to show favourite colours in your class? Task: Children use their knowledge of number lines to read the scale on the chart and work out what each block represents. Resources to support remote learning: on Maths subject tab		Intro: https://youtu.be/dW2frkpoh7l Input: Children ask and answer questions using their addition, subtraction, multiplication and division skills. Task: To complete the end of block assessment for statistics. Resources to support remote learning: on Maths subject tab	
PSHE <u>LI: Recognise and celebrate our strengths and the ways in which we are all unique.</u> Knowledge & Skills - I can recognise what makes me who I am. - I can celebrate my strengths. - I can recognise and celebrate what makes me unique.		History <u>LI: use fossils to learn about the past.</u> Knowledge & Skills - Understand some of the ways we learn about the past. - Identify different ways in which it is represented. - Make observations of artefacts. Use fossils to learn about the past.		Physical Education <u>LI: master the basic movement of throwing and catching.</u> Knowledge & Skills - Develop accuracy and strength when throwing. - Catch a ball with two hands.		Art <u>LI: Select and use a range of materials, beginning to explain their choices.</u> Knowledge & Skills - Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows. - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.		Religious Education <u>LI: explain what the Good News that Jesus brings is.</u> Knowledge & Skills - Christians believe Jesus brings good news for all people. - For Christians, this good news includes being loved by God, and being forgiven for bad things. - Christians believe Jesus is a friend to the poor and friendless. - Christians believe Jesus' teachings make people think hard about how to live and show them the right way.	
Task: Draw around your hand and write an adverb on each finger to describe yourself. Fill in the rest of your hand with pictures and words about your interests.	Resources to support remote learning: https://www.youtube.com/watch?v=0cLVbwCnWzg	Task: Investigate fossils and form ideas about which animal or plant made the fossil. Draw a picture of the animal or plant you think made the fossil.	Resources to support remote learning: Fossil exploration video.	Task: Warm up with the Joe Wicks 5-minute mover. Practise throwing a ball into the air with one hand and catching with two hands. How many times can you clap before catching the ball?	Resources to support remote learning: Small object such as tennis ball, bean bag or orange. Warm up - https://www.youtube.com/watch?v=d3LPrhIOv-w	Task: Create a Sockasaurus rex. Plan and choose appropriate materials for embellishing a sock to create a sock dinosaur. Stick or sew felt, googly eyes and other decorative materials to a brightly coloured sock.	Resources to support remote learning: https://www.youtube.com/watch?v=7vYM700Npy8	Task: Which matters more activity? Explore the parable of the Pearl of Great Price. What do you think the pearl represents? What do you think the hidden message of this parable is?	Resources to support remote learning: https://www.youtube.com/watch?v=h-b3T7HfXYY&feature=youtu.be
Reading with an adult		Reading with an adult		Reading with an adult		Reading with an adult		Reading with an adult	