**Weekly Home Learning Activities Pathway 2 and 3**

* **Please join us for a daily online lesson. Check in on Microsoft Teams from 10:30.**

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| **Week Beginning:** 18th January 2021 | **Learning Overview :**My British Community – Emergencies  Exploration of Britain, emergencies and how we respond   | **Class:** **Combination of - Mars b/ Mercury** |
| **Key learning Focus and vocabulary for this week: tricky words, y, z, qu, adjective, accident, emergency, array, doubles, multiplication** |

**Key Learning Tasks this week (core subject based) Target: 1 Task Per Day from each area**

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| Area of learning | Task | Resources |
| **Phonics** | Task 1* <https://www.youtube.com/watch?v=BELlZKpi1Zs> – alphabet song
* **Introduce:** We are learning the phoneme y and how to read and write it.
* **Revisit:** Practise GPCs s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, f, l, ll, ss, j, v, w, x Play Flashcards: Speed Trial, and Flashcards: Time Challenge (see resources).
* **Teach**: Teach the phoneme y.
* **Practise**: Play Buried Treasure (see resource link). Words: yap, yes, yet, yell, yum, yud, yem, yock, yit.
* **Apply**: Hold up captions on card or whiteboard. One child reads – encourage them to blend if they get stuck then all children read together.
* **Captions- Yes! I can get a pet. Yum! It is jam. A dog can yap.**
 | <https://www.youtube.com/watch?v=BELlZKpi1Zs> Alphabet song[Flashcards Speed Trials (phonicsplay.co.uk)](https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials) click phase three[Flashcards Time Challenge (phonicsplay.co.uk)](https://www.phonicsplay.co.uk/resources/phase/2/flashcards-time-challenge) click phase three[Buried Treasure (phonicsplay.co.uk)](https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure) click phase three, +yCaptions cards |
| Task 2* <https://www.youtube.com/watch?v=BELlZKpi1Zs> – alphabet song
* **Introduce** We are learning the phoneme z and how to read and write it.
* **Revisit** Practise GPCs s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, f, l, ll, ss, j, v, w, x, y
* **Play** Quickwrite graphemes
* Flashcards: Speed Trial, Flashcards: Time Challenge (see resources).
* **Teach** Teach the phoneme z with actions. Explain that this phoneme can be represented by the grapheme z or

sometimes by zz at the end of words. * **Practise** Play Soundbuttons: zip, buzz, jazz, zigzag, yes, yell, yet, yum.
* **Apply** Hold up caption on card or whiteboard. Read together model blending tricky words.
* **Captions- Zip it up! Can a taxi zigzag? Can a bell buzz?**
 | [Flashcards Speed Trials (phonicsplay.co.uk)](https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials) click phase three[Flashcards Time Challenge (phonicsplay.co.uk)](https://www.phonicsplay.co.uk/resources/phase/2/flashcards-time-challenge) click phase threeCaption cards |
| Task 3Task 3* <https://www.youtube.com/watch?v=BELlZKpi1Zs> – alphabet song
* **Introduce** We are learning to read the tricky words he and she.
* Revisit Practise GPCs s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, f, l, ll, ss, j, v, w, x, y, z Play Flashcards.
* Flashcards: Speed Trial, Flashcards: Time Challenge.
* **Teach** Teach the children how to read the tricky words: he and she.
* **Train Your Brain** Phase 3
* **Words**: he, she, and, the, no, go.
* Apply Hold up sentence on card. Read together and model blending tricky words.
* **Captions-Can he hop and zigzag? Did he yell? Can she zip up a hill?**
 | [h/watch?v=BELlZKpi1Zs](https://www.youtube.com/watch?v=BELlZKpi1Zs)[Flashcards Speed Trials (phonicsplay.co.uk)](https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials) click phase three[Flashcards Time Challenge (phonicsplay.co.uk)](https://www.phonicsplay.co.uk/resources/phase/2/flashcards-time-challenge) click phase three[Train Your Brain (phonicsplay.co.uk)](https://www.phonicsplay.co.uk/resources/phase/3/train-your-brain-ph3)Caption cards |
| Task 4* <https://www.youtube.com/watch?v=BELlZKpi1Zs> – alphabet song
* **Introduce** We are learning a new phoneme qu and how to read and write it.
* **Revisit** Practise GPCs s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, f, l, ll, ss, j, v, w, x, y, z Play Quickwrite.
* Flashcards: Speed Trial, Flashcards: Time Challenge.
* **Teach** Introduce the phoneme qu with actions
* **Practise** Play Quickwrite Words: quiz, quit, quick, liquid, quack, yap, buzz, zip, yes, yell.
* **Apply** Play Yes/No questions. Get children to use thumbs up and thumbs down to show whether the answer is yes or no.

Can a duck quack? Is a zebra a pet?Can a hen peck? Is a lemon red?Can a fox get wet? Can a web buzz? | [Flashcards Speed Trials (phonicsplay.co.uk)](https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials) click phase three[Flashcards Time Challenge (phonicsplay.co.uk)](https://www.phonicsplay.co.uk/resources/phase/2/flashcards-time-challenge) click phase threeQuestion cards |
| Task 5* **Introduce** We are learning to spell the tricky words the and to.
* **Revisit** Practise GPCs s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, f, l, ll, ss, j, v, w, x, y, z, qu Play Flashcards.
* Flashcards: Speed Trial, Flashcards: Time Challenge.
* **Teach** Teach spelling the high frequency words: the, to.
* **Practise** Begin writing captions by making 'I can…' books. Each page should contain a sentence beginning 'I can...” and a picture if possible.

**E.g. I can run to mum. I can dig. I can kick. I can hum. I can hop. I can hug. I can jog. I can visit. I can fix the box. I can mix. I can zip. I can yell. I can quack.** | [Flashcards Speed Trials (phonicsplay.co.uk)](https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials) click phase three[Flashcards Time Challenge (phonicsplay.co.uk)](https://www.phonicsplay.co.uk/resources/phase/2/flashcards-time-challenge) click phase threeZig zag book template. |
| **English***‘The 18th Emergency, Betsy Byars’* | Task 1* Listen to Laurence read chapter three of our story.
* Talk to someone about what kind of person Marv Hammerman seems to be.
* Think of some describing words for him e.g. big, scary, bully, mean etc
* Choose either the fairy or the ogre and write 3 sentences using a word to describe them in each one. E.g The Ogre is green.
 | <https://youtu.be/uYjhENC1bIQ> chapter three part one<https://youtu.be/BoCNKROkScI> chapter three part two.Character description sheet.  |
| Task 2* Listen again or talk about chapter three of our story.
* Marv Hammerman is described as a Neanderthal. This is a caveman.
* Follow the link and look at who cavemen were.
* Work with someone to read the paragraph about cavemen and answer the questions.
 | [Prehistory | Educational Video for Kids - YouTube](https://www.youtube.com/watch?v=rLFGra2TiTE)Caveman comprehension sheet |
| Task 3* Listen to Laurence read chapter four of the story (link will be emailed out)
* We have heard Mouse talk about some of the emergencies he and his friend have made up.
* What is the difference between an accident and an emergency?
* Discussion task: Use the template to read the sentences and decide which is an accident and which is an emergency. Sort them into the correct column.
 | Chapter four link. (will be sent out when recorded)Accident or emergency sheet.  |
| Task 4* Listen to Laurence read chapter four of the story (link will be emailed out)
* We have heard Mouse talk about some of the emergencies he and his friend have made up.
* What would you do in an emergency? Use the poster to help you. You may want to focus on one of the scenarios.
 | Chapter four link. (will be sent out when recorded)What to do in an emergency poster |
| Task 5* Listen to Laurence read chapter 5 (link will be emailed out)
* Discuss what we need to have certain things in a sentence for it to make sense.
* Who, what, where, doing what- these help us to form accurate sentences.
* Use the sentence semantics sheet to help structure sentences that describe the images on each page.
 | Chapter five link. (will be sent out when recorded)Sentence semantics sheet. |
| **Maths**  | Task 1 **Using arrays**Watch the short videos to see how the learning is represented. Complete the using arrays sheet. | [Spring Week 2 - Number: Multiplication and Division | White Rose Maths](https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/) |
|  | Task 2 **Make doubles**Watch the short videos to see how the learning is represented. Complete the make doubles sheet | [Spring Week 2 - Number: Multiplication and Division | White Rose Maths](https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/) |
|  | Task 3 **2 x table** Watch the short videos to see how the learning is represented. Complete the 2 x table sheet | [Spring Week 2 - Number: Multiplication and Division | White Rose Maths](https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/) |
|  | Task 4 **5 x table**Watch the short videos to see how the learning is represented. Complete the 5 x table sheet | [Spring Week 2 - Number: Multiplication and Division | White Rose Maths](https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/) |
|  | Task 5 10 x TableWatch the short videos to see how the learning is represented. Complete the 10 x table sheet.  | [Spring Week 2 - Number: Multiplication and Division | White Rose Maths](https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/) |

**Useful links, websites and interactive resources**

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| Subject/ Activity | Website and link | What area to focus on |
| Reading | [https://connect.collins.co.uk/school/Portal.aspx#](https://connect.collins.co.uk/school/Portal.aspx) | 1. Click on student sign in (top right corner)
2. Find our school by typing it in
3. Generic login - DOB (Day:1) (Month: Jan), first letter of surname (A), year group (1)
4. Click on Collins Big Cat
5. Select the band your child is working on. (Please email me if they don’t know!)
* Please choose a book that interests your child.
* Click on the teacher notes for guidance.
* Listen to the book and then encourage your child to read the book (Turn volume off)
* Complete the relevant activity.
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| Physical - Cross lateral exercises | <https://www.youtube.com/watch?v=GkrZBsOlt3k>  | * Crossover is a fun BRAIN BREAKS song that is all about cross lateral movements which are movements that cross the mid-line of the brain.
* The mid-line is an imaginary line that runs down the middle of the body from head to toes, dividing the body into right and left halves.
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| Phonics | <https://www.phonicsplay.co.uk/> | * Log in for free access – User name – jan21 Password – home.
* Pupils know which phase they are working on.
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**Other activities for this week (Wider Curriculum/ IEP linked) Target: 1 Task Per Week from each area**

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|  **Subject** |  **Task** | **Resources** |
| **PSHE** | Emotions- list appropriate/inappropriate ways to express feelings, e.g. HappyAppropriate; smile, laughInappropriate; run around, shoute.g. AngryAppropriate: talk things over, go somewhere quietInappropriate: throw things, shout, hit othersDiscuss appropriate/inappropriate ways of expressing feelings in different situations. Watch the video for help. Complete the If I feel sheet. You can add your own ideas if the symbol cards are not appropriate for you.  | [Understanding Your Feelings - Behind the News - YouTube](https://www.youtube.com/watch?v=KYfRzAIl7TQ)If I am feeling sheet |
| **Humanities****Challenging- you may need to work with someone to help you talk about the jobs the villagers had.**  | This week we are learning more about who lived in a medieval village. The types of people and their job role. We also want to know why they were important to village life. Read the PPT with an adult to help you and talk about the jobs that people had in medieval villages. You can also watch the linked video if you do not have anyone to discuss with. Then using the fact file template, give a brief description of the job role, who relied on them and why they were important to the village. | Meet the villagers PPTFact file template.[What Was Life Like? | Episode 5: Medieval - Meet a Medieval Monk - YouTube](https://www.youtube.com/watch?v=ewbjWSAVDLI)[Medieval daily life | History - Secrets of the Castle - YouTube](https://www.youtube.com/watch?v=JSCQ3Qn1Q-M)  |
| **Art** | * Children have 5 images to choose from to make a Hokusai collage. The Learning Objective page with the success criteria, as well as the examples, can be printed for guidence. Children are encouraged to use different tones and a range of paper including magazines and newspaper. Not just card, tissue paper and coloured paper. 'Great Wave' template to stick on for less able or who find it hard to draw the outline.
 | Hokusai examplesGreat wave template to collage.Learning objective sheetGlue, newspaper, magazines  |
| **Physical** | Warm up - * <https://www.youtube.com/watch?v=9JDzlhW3XTM> – *‘I wanna be like you’*
* <https://www.youtube.com/watch?v=oWgTqLCLE8k> *‘Can’t stop the feeling’*
* <https://www.youtube.com/watch?v=4n6E45UNxmE> *‘Superman’*
* <https://www.youtube.com/watch?list=PLyqqn73ne1CJyl-ZwvSIMO9sSg5jgEflf&v=wZv62ShoStY> ‘*Cha Cha slide’*
* <https://www.youtube.com/watch?v=-Zes2djyDt0> *‘Birdie song’*

Main - <https://www.youtube.com/watch?v=lc1Ag9m7XQo>* HITT workout – how much can you complete
* Adapt as needed
* Can you challenge a member of your family?

Yoga -/ cool down - * <https://www.youtube.com/watch?v=U9Q6FKF12Qs>
* Trolls – Cosmic adventure
* <https://www.youtube.com/watch?v=X655B4ISakg>
* Yoga for kids!
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| **RE** | Shabbat (context- Judaism)Explore the question “**Why do Jewish people celebrate Shabbat?”**Read or encounter the creation story from Genesis 1 see PPTor video link. Focus on the idea that the world and all its goodness are a gift from God. Also that one day is special and to be a day of rest because God rested.Sequence the creation story using the blank sequencing template and the word/picture mat. Cut out and stick on or type in the key words/insert images for each day.  | Creation story Power Point [The Creation Story for Kids - Genesis 1 & 2 | Bible Video for Kids | Sharefaithkids.com - YouTube](https://www.youtube.com/watch?v=QJjzfXVdjGI)Blank sequence templateWord mat |
| **Staff Feedback Comment:****(for staff to complete)****Progress: E G M** **Next Steps:** |