

Weekly plan/ideas

Week Four		Resources
Phonics	<p>This week's sounds have a video to support on YouTube, as before. The videos can be found on the You Tube channel Louise Lewis <a href="https://www.youtube.com/channel/UCic23N-iaSiYRXX1IHxmzHA">https://www.youtube.com/channel/UCic23N-iaSiYRXX1IHxmzHA</a> .</p> <p>Phase 3 sounds will be ~ ai and ee Phase 5 sounds will be ~ ie, ea and oy (three sounds this week to fit in with Purple Mash activity)</p> <p><b>Computer sites for extra practice: -</b> Teaching Your Monster to read, the company have now advised that they have made the computer app FREE too for the period of this lockdown. <a href="https://www.teachyourmonstertoread.com/">https://www.teachyourmonstertoread.com/</a> The First Steps Level revises all previous sounds learnt from Phase 2, The Fun with Words Level starts with the Phase 3 sounds we are looking at this week. The Champion Reader revises the above and does provide activities for the sounds we are looking at in Phase 5 but not necessarily in the order we are doing above. However, most of the children on Phase 5 are doing the sounds again for revision purposes so this shouldn't cause a problem.</p> <p>Phonics Play - also are allowing free access again over this Lockdown is <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> Username jan21 Password home. You can click on resources and the phase your child is working on for some activities to practise sounds learnt.</p>	<p><b>You tube videos</b> ai and ee  ie, ea and oy</p> <p><b>Purple Mash</b> ai and ee phonics game ai and ee spelling activities ai and ee workbooks  ie, ea and oy game ie, ea and oy spelling activities ie, ea and oy workbooks</p>

*Word Types*

We are continuing with understanding what is an adjective, noun and verb this week, once again focusing mainly on using adjectives to improve writing by describing nouns - using an expanded noun phrase.

There is quite a good BBC Bitesize video that talks through this and gives activities for the child to do during it - the video is about 3 ½ minutes long but your child will need a pencil and paper to do an activity during it. The video can be found on <https://www.bbc.co.uk/bitesize/articles/z9nh2v4> using this link. It introduces/reminds children that if they are listing two adjectives to describe a noun they must use a comma between the two adjectives.

The follow up Activities below should be done too, I would suggest one a day, watching the video each time (Triangles will need adult support to write) - I have copied this out onto a word document and loaded it onto **Purple Mash** if this is easier for you to use and send back to me for marking and also included an Information sheet that reproduces the information on the Bitesize page that the children will need. I have also added bonus challenges on Activity 1 and 2 for the more confident writers to do.

Activity 3 is also fun to do, Triangles can stick to just describing the nouns with an appropriate adjective, but Pentagons and Hexagons can have a go at putting these expanded noun phrases into a poem as suggested. I have also created another Word Type Sort game on **Purple Mash** for the children to do once they have done these activities to check their understanding of the different word types in a sentence.

*Book work*

Show your child the Book Cover pdf on **Purple Mash** - do they know this book, what do they think the book is about and where is it set? What clues can we get from the book cover?

Play the **You Tube** video of me reading the book - once watched, can they say what they think about the book - was it about what they thought it was going to be about?

Who is the main character? Can they verbally summarise the story, making sure they sequence it in order? They will need to watch the video a few times.

The child is going to sequence the book using Sequencing Where the Wild Things Are activity on **Purple Mash** - the six pictures from the book can be found by scrolling down on the clip art panel, after the preloaded pictures.

The children need to drag the pictures in the boxes, in the right order according to the story. Pentagons and Hexagons to write sentences underneath to say what is happening in the story.

Lastly, using the Describing Wild Things sheet on **Purple Mash** - label around the picture of two of the Wild Things found, using their expanded noun work from above - adjectives and nouns together.

Also, see Art below.

**Reading**

Continue with allocated books on **Active Learn**.

**Spellings**

I have put this week's spellings on **Purple Mash** for those children who get them, they can use these spellings to make sentences to help them learn them.

**BBC Bitesize**

Adding adjectives to nouns video.  
Information sheet.  
Activity 1  
Activity 2  
Activity 3

**Purple Mash**

Word type sort 2

Book Cover

Sequencing where the Wild Things Are Activity

Describing Wild Things

Spellings Year 2 and Year 1 and 2 sheets.

**You Tube video**

Where the wild things are.

**Active Learn** - reading books

**This week we are going to mainly be looking at subtraction.**

*Daily -*

**Triangles** - As last week, practise counting forwards and backwards to 20 (and beyond if able), starting at different numbers, not always zero. Count both verbally and also writing the numbers down, using **Active Learn** Number Track and 100 square to support. This week though focus on helping the child understand that as we count forwards we are *adding* 1 each time and the number is getting bigger, but when we count backwards we are *subtracting* 1 each time and the number is getting smaller. They need to understand the link between adding resulting in larger numbers than you started with, and subtracting resulting in smaller numbers than you started with.

**Pentagons and Hexagons** - practise counting forwards and backwards to 100, starting at different numbers, not always zero, move onto counting in 2s or 10s. Both verbally and also writing the numbers down, looking out for reversing the digits or place value as they write. As for Triangles, the focus is associating *adding*, in 1s, 2s or 10s with the number getting bigger and *subtracting* with the number getting smaller.

*Main*

**Triangles and Pentagons** - the main learning point this week will be to understand the concept of what subtraction is, the vocabulary used ~ take away, subtract, minus, less than ~ be able to show subtraction using objects and write the equivalent number sentence using the symbols - and + correctly, also to understand subtraction as a real world example. The sequence of work below would be done over the week and definitely not all in one day, only moving the children on when they are confident! I'm afraid that a lot of this, at this starting level, is not going to be independent work for the first few days.

Start with 10 objects ~ anything will do: - dried pasta, counters from a board game, small toys etc.

Put any number up to 10 objects on the table, eg 7, ask the child to count how many things there are, then take away, eg 2 objects, and ask them, how many objects are left. Recap what you did and support the child to write down the number sentence ~  $7 - 2 = 5$  saying it out loud (you and/or the child). Ask, are there more or less objects than you started with? Repeat this many times with different numbers of objects to start with and taking away different amounts. Each time get the child to write the number sentence.

Next, once confident with this move to up to 20 objects, noting any issues with writing teen numbers.

Next, once confident with all the above then write down a subtraction number sentence for the child, eg  $8 - 5 = 3$  and ask the child to use the objects to show you this - make sure they start with 8 objects, they remove 5 and show you, by counting, that 3 objects remain. Again, repeat this many times.

Next, again once confident with the above, give the child a 'subtraction story' to interpret, write down the number sentence, and then solve. For example: - Tim the dog had 7 biscuits in his bowl, he ate 2 how many were left ( $7 - 2 = 5$ ) or Mum had 15p she gave 3p to Fred to buy a sweet, how much was left? ( $15p - 3p = 12p$ ) and so on. The children can use their objects to work out the answers each time. Move onto giving the child a subtraction number sentence for them to come up with a subtraction story for.

Finally, if all of the above is looking good, then ask your child to do these activities, still using their objects to support them - 'Zoo subtraction within 10' (you'll have to put your own amounts to be subtracted on the last sheet). 'Back to school subtraction within 20' and 'First, then now subtraction stories' (the last two sheets are for the child to draw and write their own examples). These are all on **Purple Mash**

## Triangles and Pentagons

**Active Learn**  
Number Track  
100 square

## Purple Mash

Zoo subtraction within 10.  
Back to school subtraction within 20  
First, then, now subtraction stories.

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## Hexagons

**Active Learn**  
100 square

**Purple Mash**  
Zoo subtraction within 10.  
Back to school subtraction within 20

**Hexagons** - I am putting all of the Triangles and Pentagons independent work on to Hexagons too as subtraction can sometimes be tricky to understand even for the year 2s, especially as they missed chances to practise due to the previous Lockdown. If there are problems, then it is worth a glance at the work being done by the other groups and use some of the ideas I've put for them to build confidence back up before moving onto the work below.

The first activity I'd like Hexagons to do is the Subtraction Quiz on **Purple Mash** as this will check their understanding of subtraction and if they are able to accurately count back to find the answers. If not, then I will be able to see and I would suggest they look at the Pentagons and Triangles activities for this week.

Otherwise, we will be using the 100 square **Active Learn** (and number knowledge) to subtract 10s and subtract 1s. In class we have used the 100 square to add 10s and the children know that adding a 10 takes them down a row on the 100 sq. Quite a few of the Hexagons have got the idea that if you are adding (or taking away) 10 then the ones digit doesn't change. To reinforce this start with a number on the square, or on paper and ask them to count up in 10s then back in 10s, for example start with 14, the next numbers will be 24, 34, 44, 54, 64, 74, 84, 94 and then count back from 94 -> 14 again. I have put the activity 'Counting on and back in 10s' on **Purple Mash** for them to practise independently.

Next move onto subtracting a multiple of 10 - for example 30 - from a given number, using the 100 square if needed. As we are subtracting, we move *up* the number square because the answer will be smaller and if we subtract 30 this is 3 tens so we need to go up 3 rows. Eg  $31 - 30 = 1$

**31 - 30 = 1**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Repeat, using the number square for: -  
 $46 - 20 =$  and  $68 - 40 =$  and so on until the child is confident, then move onto the sheet 'Subtract not crossing a 100' sheet.

Next move onto subtracting single digit numbers, crossing below into the next ten. When subtracting 1s using the number square we go from right to left, going down a row when needed and starting again at the right-hand side.

**13 - 5 = 8**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

For instance,  $13 - 5 = 8$  ~ count back 5 from 13 (watch for your child including the 13 in the count back instead of starting at 12 which is a common mistake).

Repeat with  $34 - 5 =$  and  $56 - 9 =$  and so on until the child is ok with this and then move onto the sheet 'Subtracting 2-digit - 1-digit numbers' and 'Subtract 2-digit and 1-digit mixed' which has some that do not cross into the next ten and some that do.

Finally - the children can use the Addition and Subtraction game I have allocated to them to solve word problems - they have to understand whether they are adding or subtracting to solve, then work it out.

First, then, now subtraction stories.

Subtraction Quiz game

Addition and Subtraction game

Counting on and back in 10s

Subtract not crossing a 100

Subtracting 2-digit - 1-digit numbers

Subtracting 2-digit - 1-digit numbers mixed.

Those children who completed the activity from last week on what a plant needs to grow did a great job and should already have an idea as to the answer to the question of what it needs. A refresher video plus an additional video on plants can be found at <https://www.bbc.co.uk/bitesize/articles/zbmmdp3> which also includes a quiz to test their knowledge so far.

The children are now going to use that knowledge of what a plant needs to grow a bean plant (we will be growing sunflowers in the second half of term). They are also going to use their observation skills to record the plants growth over a few weeks.

I had a bit of a disaster with my bean seeds in that none of the ones I tried, just in case, grew so I presume I brought a dud packet - online rip off I suppose! I have sent off for another lot, which hopefully will be ok - we'll all have to keep our fingers crossed on this batch. The idea is for the children to plant these and then observe, using a bean diary (on **Purple Mash**), what happens over the week. If you would like to pick up a bean seed, a clear plastic pot and the Bean Diary Booklet from school then please let me know and I will make sure that I put some out at the gate - I will email out once the seeds have arrived (let's hope good old Amazon come through!) Next week I will plant up some bean seeds and deprive them of one of the things the children said they would need - light, water etc (I always feel so mean doing this!) and I will take photos of their progress or not for the children to comment on. We would normally do this at school of course but never mind.

**BBC Bitesize**  
What do plants need to grow.

**Purple Mash**  
Bean Diary

History	<p>This week (and next as there is a lot here!) the children are going to be finding out about the hero we are looking at this half term who is Emmeline Pankhurst. By now the children should have completed work that has led them to understand a bit about how important it is to have a vote as it gives you a voice to enable you to change things or agree with things.</p> <p>Emmeline Pankhurst was one of the main leaders for the campaign for women to get the vote in Britain and she made an impact not only on the lives of women in Britain but also worldwide. This week I'd like the children to do some research about this important lady.</p> <p>Ideas - British Council Website <a href="https://learnenglishkids.britishcouncil.org/short-stories/emmeline-pankhurst">https://learnenglishkids.britishcouncil.org/short-stories/emmeline-pankhurst</a> which includes a child suitable video (I have loaded a transcript onto <b>Purple Mash</b> as well). This site also includes an activity for the children to check their understanding of the video and/or transcript - Triangles and Pentagons will need help with the reading for this. Again, I have loaded this onto <b>Purple Mash</b> although you can access it via this same website too.</p> <p>Another video of Emmeline Pankhurst is at <a href="https://www.youtube.com/watch?v=yEctx9Co2eM">https://www.youtube.com/watch?v=yEctx9Co2eM</a>  A more in depth video about her herself is <a href="https://www.youtube.com/watch?v=Pup3v3qdrPA">https://www.youtube.com/watch?v=Pup3v3qdrPA</a></p> <p>There is also another Information Sheet and question sheet on <b>Purple Mash</b></p> <p>Feel free to use any other information or research as well.</p> <p>The end task to do is to write a biography of Emmeline Pankhurst, they can either do this on paper, setting the information out clearly with proper sentences and downloading appropriate pictures to stick on the report, or I have loaded an Emmeline Pankhurst Biography template on <b>Purple Mash</b> for the children to use - but they must write whole, proper sentences and order the information correctly - I have put a check list on there for them to use (click the green box with a white tick).</p> <p>I look forward to reading their reports - I won't set any extra History work next week as there is a lot of work to do here if they are going to do a good job!</p>	<p><b>Purple Mash</b> Emmeline Pankhurst Information Sheet</p> <p>Emmeline Pankhurst question sheet</p> <p>British Tales Emmeline Pankhurst worksheet</p> <p>Emmeline Pankhurst Biography template</p>
Other	<p><b>RE</b> - Mrs Dorling will continue to set RE for the children via <b>Purple Mash</b> - this will appear on their 2Dos.</p> <p><b>Art</b> - Think of the Where the Wild Things Are book and create, using whatever medium they want - paint, pencils, collage their own Wild Things Setting with their own Wild Thing creature in it.</p>	

### Rewards!

I will continue with giving out certificates for the work completed in week 3 - I should be able to get these out in the next day or so.

### Marking (reminder)

Last time, parents emailed me their child's work and also dropped the work off at school at a prearranged time - I will then quarantine it for 72 hours. Purple Mash also has the facility to upload completed work on their 2Do work which can then be handed in to me via the website