

Weekly plan/ideas

|         | Week Five   | 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 ~ igh and ear (these are called trigraphs)<br/>Phase 5 sounds will be ~ ir, ue</p> <p>I've put in extra practice sheets this week - real or alien words/nonsense words. The children have to be able to read words purely from their phonic sound breakdowns even if they are not real words and in class we call these alien words. There are also stories to read to sport the phonemes worked on this week.</p> <p><b>Computer sites for extra practice: -</b><br/>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><br/>igh and ear<br/><br/>ir and ue</p> <p><b>Purple Mash</b><br/>igh and ear<br/>phonics game</p> <p>igh and ear<br/>spelling activities<br/>igh and ear<br/>workbooks<br/>igh and ear alien<br/>or real words<br/>igh and ear<br/>spotter stories</p> <p>ir and ue game<br/>ir and ue spelling<br/>activities<br/>ir and ue<br/>workbooks<br/>ir and ue alien and<br/>real words<br/>ir and ue spotter<br/>postcards</p> |

*Word Types*

Carry on with the **BBC Bitesize** adjective work from last week - very few children have completed all of this work and, as I said last week, I got carried away with the amount I set so I didn't expect the children to get through the whole lot - we haven't in class!

However, I have put another word sort on **Purple Mash** to keep the children practising their knowledge of what is a noun, verb and adjective.

I have also put an adjective work sheet on **Purple Mash** where the children have to use adjectives with the nouns they are describing to describe five things. I have added an adjective word mat into the Class 1 and 2 folder as well which the children can use to get ideas for both this activity and the Where the Wild Things are activity below - they will need help with the meanings of some of these.

*Book work*

**All groups** Watch the Where the Wild Things Are video again with the children paying extra attention to the illustrations and what Max is doing and feeling at each point in the story. They can then use the Max's feeling sheets (3 pages, in sequence order) and the adjective word mat to collect adjectives underneath each picture to describe how Max is probably feeling at each point of the story. **Triangles and Pentagons** will need help but try to get at least 2 adjectives for each one, preferably going beyond 'sad' / 'happy' if they can.

**Pentagons and Hexagons** - Use these adjectives and the Wild Things page borders (in class folder) to write a sequence of sentences explaining how Max was feeling as the story progressed. For example: - At the beginning of the story Max was feeling mischievous and was chasing their pet dog. Then, he got into trouble and was cross because he got sent to his bedroom. Etc I have also put a copy of the pictures I've included on the adjective collection sheet into the class folder for the children to cut out and use to illustrate their writing if they would like to.

**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.

**Purple Mash**

Word type sort 3

Adjectives work sheet

Max's feelings.

Spellings Year 2 and Year 1 and 2 sheets.

*Class Folder*

Adjectives word mat

Wild Things lined page borders.

Max's feelings pictures only

**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** - writing numbers when given verbally, up to 20, paying special attention to the teen numbers and making sure they're writing the right way round eg when saying fourteen some children write 41 because they hear the 4 part of the word.

**Pentagons and Hexagons** - writing numbers when given verbally, going into hundreds.

*Main*

**Triangles and Pentagons** -

Subtracting by counting back, but not crossing into the ten below. For instance  $19 - 6 = .$  The children can use a 100 square or number track - both on **Active Learn** - or their fingers but the important part is for the child to not *include* 19 when counting backwards ~ not saying 19, 18, 17, 16, 15, 14 - the answer is 14, which is wrong of course ~ which children often do, they must start counting back from 18 ~ 18, 17, 16, 15, 14, 13 - the answer is 13.

Once happy doing this verbally and/or with a number track then the children can move onto a number line to record their counting backwards. I have put a two page activity called Subtraction from 10 using a number line on **Purple Mash** which gives the example of how the counting back is done and the number line is used. **Triangles**, stop here if this is proving tricky.

**Pentagons** - if secure with the above then they can go onto Subtraction from 20 using a number line - start with the one star sheet and then the three star next. The example given on this sheet shows the counting back being done underneath the line - and this is the way I would teach it (adding, going up is above the line, subtracting, going down is underneath) but it is ok if the child is happier to do their jumps down above the line. Lastly, there is a subtraction from 30 number line activity - this also has missing numbers on the number line to complete if needed.

**Hexagons** - Once again I am putting all the Triangles and Pentagons work on their **Purple Mash** accounts, especially as I have only received a couple of pieces of last week's subtraction activities back, so I presume that this is taking more time to be secure - and that is absolutely fine as we would spend at least a week on this, building up to the end activities on here. But they can also look at and do the counting back using a number line work from the other groups as they will need to use a number line for their own next step.

I am therefore repeating the information for the work I have not seen yet below: -

Firstly, 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. *(two or three children did this one ok last week)*

## Triangles and Pentagons

**Active Learn**

Number Track  
100 square

**Purple Mash**

Subtraction from 10 using a number line  
Subtraction from 20 using a number line  
Subtraction from 30 using a number line.

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## Hexagons

**Active Learn**

100 square

**Purple Mash**

Subtraction from 10 using a number line  
Subtraction from 20 using a number line

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.

Counting on and back in 10s

Subtract not crossing a 100

Subtracting 2-digit - 1-digit numbers

Subtracting 2-digit - 1-digit numbers mixed.

Science

I have now received replacement bean seeds and they are ready to hand out, along with a clear plastic pot, if needed from school - just let me know so that I make sure I have enough packed up and ready. If you would also like me to print up the Bean Diary (included last week on **Purple Mash**) to collect at the same time, then please let me know. Those of you who want to get their own or indeed already have some we are growing broad beans but anything similar will do.

I will be planting bean seeds in class - and this week's Google Meet will be around doing that: -

*Before* the meeting, can the children have thought about the following and be ready to give me instructions: -

- 1) What equipment will I need to plant my bean seed in school and to record its growth?
- 2) What will the bean seed need to grow?
- 3) How can I test to see if our ideas about what a bean seed needs to grow are correct?
- 4) How will they record their bean's and the class's bean's growth?

I will probably have to do the actual planting when not on the Google Meet itself due to the mess factor but I will follow what the children want me to do, as will the children who are in school with me and we will look at the growth (or not!) of the beans planted in our weekly meet ups.

**Purple Mash**  
Bean Diary

|             |  |  |
|-------------|--|--|
| History     | <p>As I said last week, I will not set any new history work this week as there was a lot to do. I have received a few Emmeline Pankhurst biographies back but they nearly all need a bit more information added and so I have asked the children to redo and add. A biography should include (in chronological order): -</p> <p><i>When and where the person was born?</i><br/> <i>Details about their early life.</i><br/> <i>When or why they first started to be involved in what they are famous for?</i><br/> <i>What they did to improve people's lives.</i><br/> <i>Did they succeed?</i><br/> <i>When did the person die?</i></p> <p><b>Triangles</b> are not expected to write full sentences, although are welcome to with parental help, but <b>Pentagons</b> and <b>Hexagons</b> should try to put their information into sentences (although most will need to have parental support too of course).</p> <p>Completed biographies will be printed off and go on display in the classroom.</p>   | (See last week's suggestions for information fact sheets plus video links) |
| 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>   |  |
| Google Meet | <p>After last week's successful test and get together we will have another go this week. I was so pleased to see so many children take part - if you didn't manage to join us, please try and do so this week, your child doesn't have to say anything if they do not want to - just listen and giving us a wave will do!</p> <p>Because there were a lot of children, I thought this week it would be sensible to split the class into half so that the children haven't got to wait so long before they have a turn to speak. I will let you know which meeting to attend in the email that this is attached to - the two times I've booked are Wednesday 3<sup>rd</sup> at 1:15 and Thursday 4<sup>th</sup> at 11:15, let me know if your 'slot' isn't convenient and I will see if I can swap you over to the other meeting.</p> <p><i>Preparation before your child's allotted meeting slot:</i> -</p> <p>We will warm up with a bit of phonics - recognition of various sounds that have already been learnt (they will not need to write anything down).</p> <p style="padding-left: 100px;">- I will ask the children to say some words that contain the digraphs ai or ee, so if they want to have some written down ready to go that would be great (they can use the spelling activity sheets from last week's plans to give them ideas).</p> <p>We will then go onto the Bean Planting activity mentioned in Science above, so if they could think about the things I have listed before, again writing their ideas down if they would like to then that should avoid awkward silences!</p> <p>Last of all - any other business! Anything they'd like to share or say.</p> <p>I am hoping that Miss Parfitt might be able to join at least one of these meetings this week too.</p> <p>I'm looking forward to seeing them all again.</p> |  |