

Monday

Find all the resources in drop box:
https://www.dropbox.com/sh/vcy8ygpofmwsmuf/AADxZ8aE9Mkq0A6vfRCf_u_g5a?dl=0



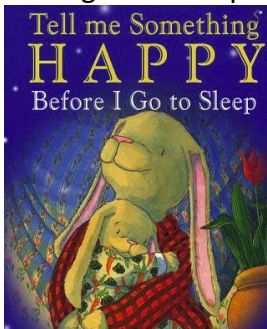
Spellings: was, will, with

Writing:

Share the story *Tell me Something Happy Before I Go to Sleep* by Joyce Dunbar (video on dojo). After reading, ask the children 'Do you sometimes find it difficult to go to sleep?' Allow them time to share their ideas and experiences. Invite the children to think of something happy to say or think about to help them get to sleep. Encourage the children to tell you 'their something happy'. After sharing their ideas, children could draw or write about their happy thing to look at before going to sleep.

Sleep Like a Tiger by Mary Logue is another lovely book about finding it difficult to get to sleep.

Provide a range of blank cards with themed borders for children to write labels and captions for their pictures. A set of Themed writing cards are provided.



Phonics: oo

Video uploaded to dojo

Sound buttons and lines: food, loot, moon, root

Write a sentence: See the boat in the dock.

Zoom on the moon reading comprehension.

Maths:

Reception- Session 1 + worksheet

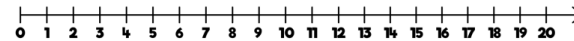
<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8/>

Year 1- Add by making 10 activity + worksheet

<https://whiterosemaths.com/homelearning/year-1/spring-week-3/>



1) Calculate $8 + 6$



2) What is one more than 15?

3) Complete the sentence using **less** or **more**.

12 is _____ than 3

4) Name the shape.



Topic: PE - Can you catch the moon?

Use a silver fitness ball to roll, bounce, throw and catch with groups of children. Ask 'Can you throw the moon?' and 'Can you catch the moon?' Encourage the children to think of different ways to move the ball around the space and to each other.

Make the activity more challenging by asking questions such as 'How many ways can you travel with the ball? Can you pass the moon without dropping it? Can you bounce the moon to someone opposite? Who can roll the moon the furthest?' Fill a basket with different sized silver balls for the children to play with. Add baskets, hoops and skittles for outdoor target practise.

Tuesday

Daily Exercise-

<https://www.youtube.com/user/CosmicKidsYoga>

Remember to go for a walk too!

Writing:

Listen again to the story *Tell me Something Happy Before I Go to Sleep* by Joyce Dunbar (video on dojo).

Explore the image on the page that begins with 'The morning is waiting too...' (image on dojo.)

On this page there are lots of discussion points;

Who is sleeping on this page?

Where are they sleeping?

Are there any animals awake?

What can you tell me about the sky?

Can you describe the setting?

Read through the text on this page and discuss what the morning is waiting for. Use this discussion to draw their own version of the picture and write about what is happening.

Year 1- Include adjectives to describe the setting and the animals.

Include conjunctions such as: and, because, but.



Phonics: oa

Video uploaded to dojo

Reading tricky words he, she, we, me, be, was, my, you, her, they, all, are
Write a sentence: The coat is too big.

Fish and chips reading comprehension.

Spellings: was, will, with

Maths:

Reception- Session 2 + worksheet

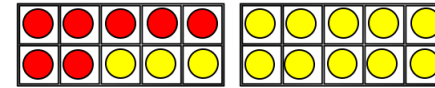
<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8/>

Year 1- Add by making 10 + worksheet

<https://whiterosemaths.com/homelearning/year-1/spring-week-3/>



- 1) Write the number bond shown on the ten frames.



- 2) What is one less than eighteen?

- 3) Compare using $<$, $>$ or $=$

8 ○ 4

- 4) Name the shape.



Topic: RE - Revelation

Explore the story of 'The Boy Who Cried Wolf'. I have included this story in dropbox. Ask children what they think the meaning of the story is. Why do we tell a story instead of just saying don't tell lies? Use the storyboard to retell the story. Explore other stories with a meaning; there are lots of these on YouTube, Aesop's fables for example.

Wednesday

Daily Exercise-

<https://www.youtube.com/user/CosmicKidsYoga>

Remember to go for a walk too!

Writing:

Use the Nocturnal animals presentation to introduce the children to a range of nocturnal animals. Encourage the children to help read out the captions and name the animals using the correct vocabulary where appropriate.

Note: Nocturnal animals are active during the night. In contrast, animals which are awake during the day are known as 'diurnal'.

Stick the Nocturnal and diurnal animal picture cards onto wooden blocks and provide labelled hoops for sorting. Use the words 'nocturnal' and 'not nocturnal' to label the hoops.

Invite a nocturnal woodland animal toy (or puppet) round and ask questions about their life in the woods.

Encourage the children to write thank you letters to their animal visitor, enclosing pictures they have drawn of them and describing what they learned from his or her visit.



Phonics: ar

Video uploaded to dojo

Sound buttons and lines: market, car, cart, hard

Write a sentence: Mark and Carl got wet in the rain

On the river reading comprehension.

Spellings: my, for, too

Maths:

Reception- Session 3 + worksheet

<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8/>

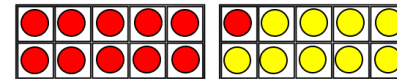
Year 1- Subtraction not crossing 10 + worksheet

<https://whiterosemaths.com/homelearning/year-1/spring-week-3/>

Flashback 4

Year 1

- 1) Write the number bond shown on the ten frames.



- 2) What is $6 + 5$?

- 3) Compare using $<$, $>$ or $=$

13 ○ 3

- 4) Name the shape.



Topic: UTW

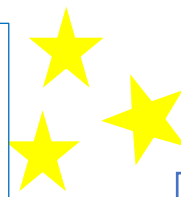
Talk to the children about why it is dark at night time. Make sure they recognise that darkness is caused by the absence of light. Allow children to explore this concept, using a range of large cardboard boxes. Encourage the children to climb into the boxes and see what happens when they close the flaps. Ask 'Is it dark? Can you still see? How can we completely block out the light?' and 'How can we let more light in?' Provide a range of materials and tools such as blankets, foil and sugar paper for blacking out and pencils and other tools for punching holes. You could also provide torches for play or reading activities in the boxes.

Thursday

Daily Exercise-

<https://www.youtube.com/user/CosmicKidsYoga>

Remember to go for a walk too!



Spellings: my, for, too

Writing:

Use information books and the web to find out more about their visitor and other nocturnal woodland animals. Talk about what they have learnt and record their ideas on sticky notes.

Note: Look at a variety of woodland animal images and describe what they see. Record words and phrases offered by the children so that they can use them in their independent writing. Ask 'What do we know about...?'

Begin to write a letter to their woodland visitor, telling them what they learned about woodland animals during the visit. Use the letter writing help sheet as a checklist, to support them when they are writing. Put their letters into envelopes, decide on the right address to use and walk to the post box to post them.

Note: Highlight the importance of clear and neat presentation so that the visitor can read their letters easily. Post the letters, then wait for a reply.

Phonics: or

Video uploaded to dojo

Sound buttons and lines: lord, born, torn, sort

Write a sentence: The farm has a big tree.

The big turnip reading comprehension.

Maths:

Reception- Session 4 + worksheet

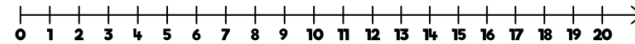
<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8/>

Year 1- Subtraction counting back + worksheet

<https://whiterosemaths.com/homelearning/year-1/spring-week-3/>



1) What is $9 + 4$?

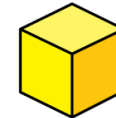


2) Work out $8 + 4$

3) Compare using $<$, $>$ or $=$

$$13 + 1 \bigcirc 15 - 1$$

4) Name the shape.



Topic:

Make an 'observatory' outside or inside for astronomy role play. A domed tent draped with silvery fabric would work well. Add a giant telescope (made from large tubes and silver foil) pointing through the tent's opening. Hang up images of space for the children to observe.

Friday

Class Zoom at 11am

<https://us04web.zoom.us/j/73860150676?pwd=Wi93dmttS0p6WDAxVGx3eVJGVG5tdz09>

Meeting ID: 738 6015 0676
Passcode: StAnthony

Writing:

Listen to their woodland visitor's response as they explain how impressed they were with all that the children learned about woodland animals. Discuss and respond to any questions their visitor asks in the letter. Note: In creating a 'response' from their woodland visitor, pose further questions for the children to discuss. For example 'How could you help to care for the woodland and its animals?'

The Burrow
3 Woodland Place
Honeyfield Forest
HF7 4HH

Dear children,

I am writing to thank you for inviting me to your lovely school. I never knew some animals lived under a roof that isn't the sky. I couldn't wait to get back to tell my fellow woodlanders all about it!

I must say, you are very clever creatures! Fancy knowing so much about us woodland animals. You knew where we live and what we eat. My memory is not so good but did I hear someone say the word habitat? I wonder if you could find out what it means.

I have been thinking very hard about our lives since my visit. We are similar in some ways but different in others. There are things all living creatures share, aren't there? For example, we all need a place to live. Can you think of any other things we have in common?

You took such wonderful care of me in your school. I wonder if you could help me again. Could you think of ways to care for your local woodland and the animals that live there? I really hope you can. I know you won't let me down. Thank you!

Until we meet again, I send you a big whisker twitch, a nose wiggle and a bottom waggle!

Love from,

Your woodland friend.

Handwriting:

Use the handwriting sheets to practice the captions:
Fish and chips on a dish.
A goat and a cow.
Game: Phase 2 sounds snakes and ladders.

Spellings: my, for, too

Maths:

Reception- Session 5 + worksheet

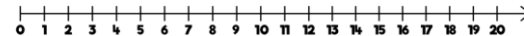
<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8/>

Year 1- Counting back- crossing 10 + worksheet

<https://whiterosemaths.com/homelearning/year-1/spring-week-3/>



1) What is $7 + 5$?



2) Work out $12 + 8$

3) Order the numbers from largest to smallest.

17 , 9 , 14

4) Name the shape.



Topic: Art

Display the Photographs from the Hubble Space Telescope (part 1) and Photographs from the Hubble Space Telescope (part 2). Explain that the photographs are taken in deep space, millions of miles away from Earth. Provide a variety of ready-mixed poster paints in squeeze bottles and shallow plastic trays. Show the children how to squeeze blobs of colour on the tray and swirl them round using their fingers or mark making tools. Let the children work independently until they are happy with their pattern. Gently press a piece of black sugar paper onto the paint to make a print. Display the prints with the original pictures taken from the Hubble Space Telescope.