

Monday

Find all the resources in drop box:
https://www.dropbox.com/sh/vcy8ygp_ofmwsuf/AADxZ8aE9Mkq0A6vfRCf_u_g5a?dl=0



Spellings: my, for, too

Writing:

<https://www.youtube.com/watch?v=ZKRbK0qU1n8>

Read or listen to *Emily Brown and the Thing*, written by Cressida Cowell. Give the children time to talk about what happens in the story. Ask questions such as 'What did the Thing need to get to sleep?' Answers could include his cuddly, something to eat and drink and his special green medicine. Ask the children 'What did the Thing really need to get to sleep?'

Encourage children to talk about the things that they need to help them get to sleep. The conversation might also include dreams, feelings about the dark and things that the children think are under their own beds! Make a check list of all of things and use this at bedtime to help them to get to sleep.

Try reading Billy Monster's Daymare, by Alan Durant, where a monster finds it difficult to sleep because of his daymares about boys and girls!

Maths:

Reception- Matching 6,7,8 + worksheet

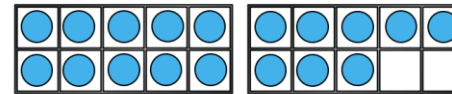
<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8-week-2/>

Year 1- Subtraction crossing 10 (1)+ worksheet

<https://whiterosemaths.com/homelearning/year-1/spring-week-4-number-addition-and-subtraction-within-20/>

Flashback 4 Year 1

1) What is $18 - 5$?



2) Calculate $8 + 3$

3) Write 12 in words.

4) Name the shape.

Phonics: igh Video uploaded to dojo

Sound buttons and lines: tight, might, right, sight

Write a sentence: The night is not light.

Reading comprehension - Text 1 - The Odd Coin.

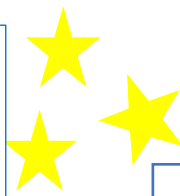
Topic: PE – Bedtime Challenges

Set up a range of bedtime challenges for children to try. Can they put on a pair of button-up pyjamas? Get into a onesie? Put slippers on the right feet? Can they clean their face properly or brush their teeth? Provide stopwatches so that they can time each other.

Ask the children questions as they work. Do they know how washing their face and cleaning their teeth helps contribute to a healthy lifestyle?

Tuesday

Daily Exercise-
<https://www.youtube.com/user/CosmicKidsYoga>
Remember to go for a walk too!



Spellings: my, for, too

Writing:

Any-‘Wear’ you can Imagine

If you had the chance to go on an adventure like Emily Brown and Stanley wearing anything at all in the world (or out of this world), what would it be? Draw a picture of yourself wearing this extraordinary adventure outfit. Make sure you show all the colours and textures of the outfit. Carefully cut out this picture, leaving a tail of paper at the bottom (like the stick of a lollipop).

Now think, if you found yourself dressed in this special outfit and stepped through the fridge door, or down the steps into the cellar, or somewhere completely different, where might you find yourself? Take a fresh sheet of paper and draw the scenery of the world where you think this costume would take you.

Once you have finished this scene, choose the best place in the picture for your costumed figure to appear. Now cut a long slit in the paper so that your cut-out costumed character can appear out of nowhere and you can even move it around in the scene by holding the tab/tail at the bottom.

Maths:

Reception- Making Pairs + worksheet


<https://whitrosemaths.com/homelearning/early-years/growing-6-7-8-week-2/>

Year 1- Subtraction crossing 10 (2)+ worksheet

<https://whitrosemaths.com/homelearning/year-1/spring-week-4-number-addition-and-subtraction-within-20/>

Flashback 4 Year 1

- 1) Subtract 3 from 12

●	●	●	●	●	●	●	●
●	●	●	●	●	●	●	●
- 2) Calculate $9 + 3$
- 3) What is one more than 9?
- 4) Name the shape. 

Phonics: ur

Video uploaded to dojo

Sound buttons and lines: fur, burn, burp, curl

Write a sentence: The girl has curly hair. The cat has fur.

Reading comprehension - Text 2 - Pop to the Shop

Topic: RE - Revelation

Either use the PowerPoint to tell the story of the Good Samaritan or use an animated version like <http://www.bbc.co.uk/education/clips/zcyr87h> (Note for some reason it refers to a Levite as a lawyer that is not really correct)

Use the pictures on the sheet and ask the children to sort into the correct order and to retell the story.

Wednesday

Daily Exercise-
<https://www.youtube.com/user/CosmicKidsYoga>
Remember to go for a walk too!



Spellings: you, this, that

Writing:

<https://www.youtube.com/watch?v=ZKRbK0qU1n8>

Explore the characters in the story, there is Emily Brown and Stanley, who go on three adventures, they meet a troll, a polar bear and a witch. Pick one of these characters and re-watch the story. Think about what makes this character special, what is their appearance, their personality and their actions?

They then have a character profile template which includes space for the children to make notes on their chosen character's:

Appearance

Personality

Actions in the story

Changes they undergo throughout the story

It also includes space for children to draw a sketch of what their character looks like.

Year 1 should aim to include a range of adjectives to describe their character.

Maths:

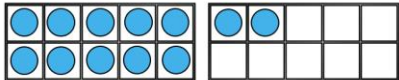


Reception- Comparing 2 groups + worksheet

<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8-week-2/>

Year 1- Related Facts + worksheet

<https://whiterosemaths.com/homelearning/year-1/spring-week-4-number-addition-and-subtraction-within-20/>

Flashback 4 Year 1 | Week 4

- 1) Subtract 5 from 12

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

- 3) What is one more than 18?
- 4) Name the shape. 

Phonics: ow

Video uploaded to dojo

Sound buttons and lines: owl, now, pow!, town

Write a sentence: I can see a big cow.

Reading comprehension - Text 3 - My Pal Tong

Topic: PSED

Read *Owl Babies*, a story by Martin Waddell (on dojo). Ask the children 'How do you think the owl babies felt when they woke up to find their mummy had gone?' and 'How did they feel when she came back?' Encourage the children to talk about how they feel when they have to leave someone they love.

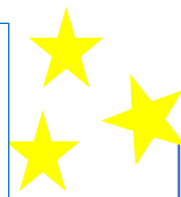
Create finger puppets or stick puppets to retell the story. They could also create their own version of the story with their own characters.

Thursday

Daily Exercise-

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

Remember to go for a walk too!



Writing:

Alliteration is the repetition of the same sound or letter at the beginning of each or most of the words in a sentence. Cressida Cowell, the author of *Emily Brown and the Thing*, uses it to great effect describing the Wild and Whirling Wastes, or the Weird and Whiny Witches.

Use the PowerPoint 'Don't Hog the Hedge' (a story the children have heard before) to allow the children to explore alliteration in the context of the story. Children are then encouraged to begin to think about creating their own alliterative phrases.

They can then write (Reception might have a discussion with adult observations of their ideas.) adventure sentences or captions with alliteration. Such as:

Captions:

Magical mountains

Deep and dark depths

Sentences:

The magical monstrous mountains are moving.

We dive into the dark and dangerous depths.

Phonics: oi Video uploaded to dojo

Sound buttons and lines: coin, oil, foil, soil

Write a sentence: The coin is in the ship.

Reading comprehension - Text 4 - Cows

Spellings: you, this, that

Maths:

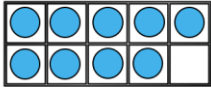

Reception- Comparing 2 groups + worksheet

<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8-week-2/>

Year 1- Compare number sentences + worksheet

<https://whiterosemaths.com/homelearning/year-1/spring-week-4-number-addition-and-subtraction-within-20/>

Flashback 4 Year 1 | V

- 1) What is $9 - 4$?

- 2) Work out $9 + 4$
- 3) Order the numbers from smallest to largest.
 $7, 12, 10$
- 4) Name the shape. 

Topic: PSED

In a dark space, set up small world scenarios using toy cars, emergency vehicles and buildings, small world figures and nocturnal animals. Use fairy lights or battery-operated tealights to create a twilight feel. Encourage the children to introduce a narrative to their play by using the problems and scenarios resource. Play alongside the children, introducing problem-solving elements such as 'Oh no the road is blocked! What will the ambulance do now?' or 'The fox wants to cross the road, can you help him?' Encourage the children to talk about ways of resolving the problems and work together to agree on solutions.

Friday

Class Zoom at 11am

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

Meeting ID: 738 6015 0676
Passcode: StAnthony

Writing:

Starter- Explore the picture below (full size in drobox) and read the children the story starter:

The scuttling noise had disturbed Michael, and he'd shot bolt upright in bed. After taking a deep breath, he flung himself onto the smooth wooden boards of his bedroom floor and took a peek...

Use the following questions for a discussion:

What was the noise that Michael heard?

What did he see under the bed?

What will happen next?

How did he feel when he first heard the noise?



Revisit the alliterative phrases from yesterday and see what the children can remember about alliteration. They then have the opportunity for some free writing. They can choose something they are on a mission to find for the Thing. Choose a best friend to go on the adventure with and write the adventure with as many alliterative words as possible.

Handwriting:

Use the handwriting sheets to practice the captions:

Sixteen trees

Looking at books

Game: Tic Tac Toe

Spellings: you, this, that

Maths:


Reception- Adding more + worksheet

<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8-week-2/>

Year 1- End of block assessment – PP to accompany the sheets.

Flashback 4 Year 1

- 1) What is $15 - 3$?

●	●	●	●	●	●	●	●
●	●	●	●	●			
- 2) Work out $7 + 5$
- 3) Write 13 in words.
- 4) Name the shape.


Topic: Art

Make a sleepy thing:

You will need a clean sock. New ones work best and if they are fluffy or brightly-coloured, even better! Explain that they are going to make their own bedtime 'Thing' to look after, just like Emily Brown. Provide wadding, cotton wool or bubble wrap for stuffing, buttons for eyes and felt for adding other features. Fasten the open end using string or an elastic band. What will they name their Thing? Refer back to the book *Emily Brown and the Thing*, by Cressida Cowell. With adult help, children can use a glue gun or stitch buttons to give their 'Thing' some eyes, a nose and mouth.