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

* **Please join us for a daily online lesson. Check in on Microsoft Teams from 9:30 for a 9:45 start.**

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| **Week Beginning:**  Monday 18th January | **Learning Overview:**  My British Community | **Class:**  Falcons |
| **Key learning Focus and vocabulary for this week:**  instructions, verb, bossy, more than, less than, sequence, shelter, environment, electricity | | |

**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 –** online with Joy  9.30am | Task 1 – Obb and Bob | Phonics Play |
| Task 2 – learning to pronounce pure sounds/ reading ‘v’ | - |
| Task 3 – practise writing ‘v’ using correct letter formation | Whiteboard, dry-wipe pen & cloth  **‘Start at the top, go straight down to a point and back up the other way.’** |
| Task 4 – blending for reading | - |
| Task 5 – Revision | - |
| **English**  Task 3 – online with Joy  Task 5 – online with Joy | Task 1 – Recap what instructions are:  **Why do we need instructions?** (*they give us detailed information about how something should be done*),  **When do we use instructions?** *(can your child remember where they saw instructions last week?)*  Sequence pictorial instructions of how to make a cheese sandwich | How to make a cheese sandwich pictures |
| Task 2 – Put the instructions into the correct order | Muddled up instructions |
| Task 3 – Bossy Verbs | Use Bossy Verbs to Write Instructions at <https://www.bbc.co.uk/bitesize/articles/zv98jhv> |
| Task 4 – Handwriting  Practise writing ‘v’ with Letter ‘v’ Sea of Sound | printable pdf sheets at <https://www.sparklebox.co.uk/literacy/alphabet/sea-of-sounds/j.html> |
| Task 5 – Reading with Joy  Cats | Cats pdf sheet attached to email |
| **Maths**  Task 3 – online with Joy | Task 1 – (to be done daily to improve confidence and fluency) Practice counting to 20 and back  If your child finds this easy, ask them to count between two given numbers, i.e. ‘Start at 8 and count to 15.’ Or ‘Start at 19 and count back to 12.’ | ***Count to 20 and Workout*** - <https://www.youtube.com/watch?v=_MVzXKfr6e8>  ***The Monkey Floss*** at <https://www.youtube.com/watch?v=8hD26XpuUCc> |
| Task 2 – Mathletics (pre-set activities) | Login at <https://login.mathletics.com/> |
| Task 3 – One More Than/ One Less Than | Diving into Mastery (Diving & Deeper sheets only) |
| Task 4 – More Than/ Less Than | One More, One Less – dice game  1 Dice  One More, One Less – sweets |

**Useful links, websites and interactive resources**

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| Subject/ Activity | Website and link | What area to focus on |
| Maths | **Helicopter Rescue** at <https://www.topmarks.co.uk/learning-to-count/helicopter-rescue> | **Find a Number In Between**  1-20  **Count On & Back**  Within the 10’s 1-20  Across the 10’s 1-20 |
| Phonics (for parents) | **Phonics Play** at <https://www.phonicsplay.co.uk/resources/phase/2>  Username: **jan21**  Password: **home** | All of phase 2 & letter ‘j’ & ‘v’ of phase 3 |

**Other activities for this week** (Wider Curriculum/ IEP linked)

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| **Subject** | **Task** | **Resources** |
| **History** - Monday | Watch video clips of children during WW2 (approx. 9 mins long)  or  A selection of shorter clips (approx 2 mins) – choose those most suitable for your child  Talk about how different things, i.e. clothes, transport, hair styles, uniforms looked during WW2. You may want to watch without the sound on.  **What differences are there between things in the lives of WW2 children and in your life?** | **Children of WW2 – Evacuees** at <https://www.bbc.co.uk/programmes/p01043x5>  **Living Through Air Raids** at <https://www.youtube.com/watch?v=4idj7fI6OZg>  Selection of short clips at <https://www.youtube.com/watch?v=ZPs8hbksOg8> |
| **D & T** - Tuesday | Remind your child about the parts of the shelters in the pictures seen last week.  **Why does the shelter have a roof, sides, door etc?**  Can your child make a shelter for a favourite toy using objects from around the house?  Ak your child to make a list of what you needed to make the shelter for your toy  **What does every list need?** Title to explain what the list is about, each item is written underneath the last, bullet points before each item. | Pictures of shelters in email  Lined paper  Ruler  Pencil |
| **R.E.** - Wednesday | Remind your child of terms: Christianity, religion, belief, God, Bible  and that Christians learn about God through stories in the Bible.  Listen to Go Fish B-I-B-L-E song (with lyrics)  If you have Bible at home, share it with your child, ask ‘**Is this Bible old or new? How can you tell.’**  Watch video clip of **The Story of the Creation.**  Talk about God making Adam and Eve responsible for their environment, and the plants and animals in it.  **How are we responsible for our environment?** | **B-I-B-L-E** song at <https://www.youtube.com/watch?v=N8ZvssEUa94>  **Bible Stories Series: The Creation of the World** at <https://www.youtube.com/watch?v=bLHB_hNk42g> |
| **Science** - Thursday | **Do you need electricity?**  **Why?**  Watch video showing a comparison between two villages with and without electricity.  **What would it be like if we had no electricity for a month?**  **Which things would you be able to use?**  **Which things would you not be able to use?**  **What would you miss and why?** | **Comparison of Peruvian Villages** at <https://www.bbc.co.uk/bitesize/clips/z4txpv4> |
| **PSHE** – Friday afternoon 2.00pm | Pupils to share their favourite work from the week, with the group. | TEAMS with Joy |
| **Weekly Challenge and Extended Learning**   * 3 activities to improve core strength for handwriting skills – see attached to email * Parsnip the Cat – Cosmic Yoga at [www.youtube.com/watch?v=Nfd6e4wBQho](http://www.youtube.com/watch?v=Nfd6e4wBQho) * Play ‘Little Miss Bossy says…’ Based on ‘Simon says’ game. Ask your child which word in the sentence is the ‘bossy’ verb. * Sort the pictures into Old or New objects, then stick them onto the corresponding page **-** resources attached to email | | |
| **Staff Feedback Comment:**  **(for staff to complete)**  **Progress: E G M**  **Next Steps:** | | |