

Home Learning Plan Week Two: WC 22/02/21

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Topic:</p> <p>Last week was half term. We hope you had a lovely relaxing time at home.</p> <p>Unfortunately we cannot ask you this in person and find out what exciting things you have been doing (we know this is difficult as places are not open but we bet you have done some fun things at home.)</p> <p>Choose your favourite activity you did during half term.</p> <p>Draw a picture of this in your school workbook.</p> <p>Last term we learnt a little about captions. Can you remember what a caption is?</p> <p>Have a go at writing a simple caption to match the picture you have drawn about your half term activity.</p> <p>You should remember the spellings of our high frequency and tricky words in your sentences now, however all other words should be spelt as you think they sound.</p>	<p>Literacy:</p> <p>Julia Donaldson a biography continued.</p> <p>Watch the video "Julia Donaldson a biography continued."</p> <p>What can we find out about Julia Donaldson?</p> <p>Can you answer the questions Mrs Luffman asks about the "labels" and "captions" used within this book.</p> <p>This non-fiction book has helped us to find out a lot about Julia Donaldson's life. Have a go at matching the captions that relate to the photographs in this story on the "Julia Donaldson caption matching worksheet" on our class webpage. I have made all the captions so that you should be able to sound them out or recognise the words within them. Practice your reading skills and then match each one to its matching photograph on the other side.</p>	<p>Literacy:</p> <p>This week we have learnt quite a few facts about the author Julia Donaldson. Can you remember the names of any of the books Julia has written?</p> <p>Can you remember what Julia Donaldson's first book was called?</p> <p>Watch video "A Squash and a Squeeze," on our school video channel.</p> <p>Can you join in with Mrs Luffman with the repeated phrases?</p> <p>Take special note of the animals in this story.</p> <p>Can you complete the "Squash and a Squeeze Animal Worksheet" from our Orchard webpage.</p> <p>Re-listen to the story or use the photographs on our class webpage to help do this in the correct order. Look carefully at the animals and see if you can add the detail so we can see which animal it is you are drawing and most importantly don't forget to label each animal.</p>	<p>Literacy:</p> <p>Recap yesterday's "A Squash and a Squeeze" story written by Julia Donaldson.</p> <p>Who were the characters?</p> <p>What happened at the beginning? How did the old lady feel at the beginning?</p> <p>What happened next?</p> <p>What happened in the end? How did the old lady feel in the end?</p> <p>Watch Mrs Luffman's "Character speech bubbles" video on our school video channel.</p> <p>What do you think the characters might be saying?</p> <p>Have a go at writing your own simple speech bubbles either on the "Squash and a Squeeze Character Speech Bubbles Worksheet" on our webpage or just on paper which you can stick to your screen on this same document showing the pictures from the book (or lay them on the pages if you have the book yourself at home.)</p>	<p>Literacy:</p> <p>Listen to "A Squash and a Squeeze Song," by Julia Donaldson on stage with children dressed as the characters. See if you can join in.</p> <p>After you have enjoyed this song, see if you can find objects around your house that could be used as characters from our story—if you have farm animals they would be great, if not use your own teddies, toys etc from home to be the characters (you could even use household objects to be the animals e.g. something pink for the pig, something feathery for the chicken etc.) You might want to use a shoe box or under a table for the little old lady's house or you could just do it in your room. The most important thing today is to try and have fun, remembering the simple events to this fun story and acting it out yourself with whichever words you can remember are said by the characters.</p> <p>If you could take photographs or even video part of your acting that would be fab for tapestry! ENJOY!</p>

Phonics: This week is a busy first week back so please use the "Phonics Menu" from before half term to keep practising your Phase 2 and Phase 3 tricky words and high frequency words, in a fun way, which we have focused on since Christmas.

<p>Literacy:</p> <p>Watch Mrs Luffman's video on "Introduction to our new topic."</p> <p>Pause the video when Mrs Luffman asks you to. Who could this woman be?</p> <p>Continue video. Who do you think she is now? Why do you think that?</p> <p>Mrs Luffman's video will show the chn "Julia Donaldson A Biography" book. We will recap our Non-fiction work from last term—especially using the contents page.</p> <p>We will read the "Introduction" page and "Julia's First Book" page.</p> <p>Mrs Luffman will then show you lots of Julia Donaldson stories.</p> <p>Have you heard of any of these?</p> <p>Have you read any these before?</p> <p>Do you have any at home that you could find?</p> <p>(Today's session is a simple introduction to our topic as this afternoon's activity will lead on from here and discussion is the main aim for this lesson prior to that.)</p>	<p>Maths: Money</p> <p>Recap and sing "5 Currant buns" song from last term. Can you sing along with Mrs Luffman again, using 5 "pennies" you can find at home.</p> <p>Look closely at Mrs Luffman's 1 penny coin at the end of the video.</p> <p>Do any of your coins look the same as mine? How are they different?</p> <p>Money is another term we can use for these pennies, but there are lots of different "coins" within our money in the UK.</p> <p>Can you find as many coins from around your house as you can.</p> <p>Look closely at the numbers you can see, the colours of each coin, the size of each coin and also the pictures on them.</p> <p>Talk about the coins you find with an adult.</p> <p>Can you sort your coins into different groups - 1p coins in one group, 2p coins in another and so on. See if you can place your groups on a big sheet of paper and have a go at writing the numbers to match each group - don't forget your p for pennies after each number. Mrs Luffman had a go at this at home at the weekend - see my photograph of the coins and groups I made on the photograph on our school webpage.</p>	<p>Maths:</p> <p>Yesterday Mrs Luffman asked you to pay 1 penny for a currant bun. Can you find a 1 penny coin from yesterday?</p> <p>This means that coin is worth 1.</p> <p>If we had two 1 penny coins, how much would we have? 2p</p> <p>If you had three 1 penny coins, how much would you have? 3p</p> <p>Work through "Piggy Banks Powerpoint" how much is in each money bank when you shake it? Click on the correct answer at the side.</p> <p>Have a go at the "Piggy Banks" worksheet on our orchard class webpage. Count how many coins there are - how much is in each piggy bank? Can you record the answer underneath each piggy bank? Don't forget to write p afterwards like you did yesterday for pence.</p>	<p>Maths:</p> <p>Yesterday we learnt that a one penny coin is worth 1 and if we have more than one, one penny coin, we can add them together in ones.</p> <p>Once you have completed this, have a go at the "Counting Pennies Powerpoint" on our webpage too. See if you can click on the right amount of one penny coins to pay for the items in the supermarket. Click on the lady after you finish each one - she asks some very helpful questions for you to think about.</p> <p>The lady shopkeeper on our powerpoint game was very helpful. Why don't you have a go at being a very useful shopkeeper or customer. Set up your own shop at home using your teddies, toys, pretend food (whatever you can find), add a price label to each one—remembering the p for pence and then find as many 1p coins as you can (if you can't find enough why not make your own—a circle of card/paper with 1p written on it.)</p> <p>Take it in turns with a sibling or adult at home to play the shopkeeper and customer role - both are very important and both will need to check the coins carefully when paying each time to see if it has been paid correctly. Play lots of times in order to have lots of fun and also help you count your coins in ones to make different totals.</p>	<p>Maths:</p> <p>Recap Tuesday's sorting activity for money. Which coins did you find?</p> <p>Today we are going to look closely at a 1p coin and a 2p coin.</p> <p>We know that a 1 penny coin is worth one.</p> <p>How many do you think a 2p coin is worth? Yes 2.</p> <p>So a 2p coin like you hopefully found on Tuesday is worth the same as two of the one penny coins you have used this week.</p> <p>When counting up coins, in Orchard class we like to "tap the coins" to help with this. When we see a 1p coin we tap it once because it is worth 1. When we see a 2p coin we tap it twice and say the next number each time we tap it i.e. tap one, tap two.</p> <p>Have a go at the "Money Caterpillars Powerpoint" on our class webpage and see if you can add up the total for each caterpillar - using the idea of tapping the coins the amount of times you see written on the coin.</p> <p>Then have a go at creating your own coin caterpillars as it asks you to on the last slide.</p> <p>Have fun!</p>
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Maths:

Watch video "Stickman," (or if you have this book at home, please feel free to share it together as a family instead of listening to Mrs Luffman reading it.)

Once you have read the story why don't you go for a stick hunt walk in your

garden, down your road if it is safe to or around your local area.

See how many sticks you can collect (and bring at least five, of different sizes, home with you if you can. Try and find a strong, thick one for tomorrow's PE if you can.)

When you get back from your Walk to collect sticks - see if you can remember our measuring length work and measure your sticks to put them order - from the shortest stick, up to the longest one.

Don't forget to take a photograph when you have completed this.

Please keep your sticks as you will need them later in the week!

PE -

Warm up: Say these actions to your child from our Stickman story this week and ask them to do the action around the room/garden:

- Stickman jogging
- Dog chasing Stickman
- The swan swimming
- The Lady rowing the boat
- The children digging and building a sandcastle
- The knight sword fighting
- Santa climbing the chimney

Main session: This term we are going to be working on controlling a ball. Both without and with a bat/racket/stick.

Find a ball from around your house/garden (this could be a rolled up pair of socks if you do not have any kind of ball.) Can you roll your ball to a partner/or roll it from one side of the room to the other. Remember rolling means it stays on the floor.

Can you kick your ball along the floor?

Can you throw your ball gently to a partner and see if they can catch it. Can you catch one back? Keep practising a few times.

In our story this week, Stickman gets used as all kinds of things, a sword, a bow and arrow, a boomerang and a bat - can you use your thickest stick from yesterday's hunt and see if you can use it as a bat. Can you move your ball with your stick? Can you get the ball to roll using your stick? Can you push your ball with your stick? Can you hit your ball with your stick if someone gently throws it to you? This will be tricky, but lots of fun! Now see if you can throw your ball and see if your partner can hit it using the stick.

Experiment with different ways of moving and hitting your ball.

Cool down: Stickman gets used as a "poo stick" in our story. Imagine you are floating on the top of the water - lay on the floor with your arms and legs out nice and relaxed. "Lay and listen" for a few minutes to see what you can hear whilst you are resting.

KUJW:

Take a look at the front cover of our "Stickman" story from this week—photograph on our class webpage. What do you notice about the trees and the weather in this picture? Does this help us to know which season it is at this part of the story? Look closely at the rest of the story photographs on our "Topic" webpage and see how the tree changes. Can you tell which season it is in each photograph.

Now watch the following video clip about how an apple tree changes throughout the year:
<http://www.bbc.co.uk/education/clips/zf62tfr>

Using "Seasons Tree" template on our class webpage—use what you have just seen in our story and this video clip to make each tree look like it would in the season labelled above it—you could do this with finger painting, colouring with wax crayons, pencils, felt tips, collage. Think carefully about the time of year and how the tree will look different with blossom, flower buds, different coloured leaves, snow etc.

CD: Music time:

Julia Donaldson loves to sing as well as write books and makes a lot of her books into songs too. Listen to and join in with some of her songs (all links on our Orchard webpage:

"The Funny Face Song" - can you pull the funny faces too?

"The Breathing Song" - can you do the breathing actions along with this song too?

"The Stickman song" - which parts of the song can you remember and join in with?

After listening to these songs, pick one of the sticks you found on your hunt on Monday.

Design and make your own Stickman craft just like in our story. You can make any version from the story (bag, flag, nest, bow and arrow,) or you could make the stick into your very own "Stickman" either as the stick itself or on paper as shown below:



PSED:

Watch "The Stickman" animated story version on bbc iplayer (link on our class webpage.)

How do you think Stickman felt when he made it home to the "Family Tree?" How do you think his family felt?

What do you know about your family?

Who is in your family?

In our "Julia Donaldson a Biography" non-fiction book this week, we saw "A family tree" on one of the pages. It was different to the Stick family .family tree wasn't it?

Have a look at Julia's family tree again (photograph on our class webpage.) Discuss what it shows with your adult.

Can you have a go with your adults and siblings to create your own "Family Tree." This can be as simple as the family in your house, or can be as detailed as you would like to do, involving grandparents, great grandparents etc. Do you know what your family members are all called? (eg what is Mummy's Mummy called? Questions will obviously depend on specific family situations.)

Have fun finding out about your family!