


Monday	Tuesday	Wednesday	Thursday	Friday
<p>Phonics Teach new 'o-e' sound e.g. bone</p> <p>Introduce the split diagraph 'o_e'. These letters hold hands behind the middle sounds back so that the magic e turns the first vowel sound in the letter name.</p> <p>Recap: Phase 3 and taught phase 5 sounds, and all tricky words. Can you make a snap game using the words?</p> <p>Activity: Boogie Write - Adult play some music, when the music stops, the adult says a word and the child has to write the word with the correct spelling.</p> <p>Words: bone, cone, phone, rope, broke, hope, note, throne, globe, poke, smoke, home, joke, rose</p> <p>EXT- Have a go at the Roll and Read Challenge (in resources), you will need a dice! How many of the o_e words can you read, use your robot arms to help!</p>	<p>Phonics 'o-e'</p> <p>Recap: Phase 3 and taught phase 5 sounds, and all tricky words.</p> <p>Activity: Play Dragons Den - a PhonicsPlay.co.uk game with words with the split diagraph 'o_e' (in the phase 5 section of phonics play).</p> <p>Can you use one of the 'o_e' words from the game and write it in a sentence? <i>Encourage capital letters, fingers spaces, full stop.</i></p> <p>EXT- Reading Challenge - choose a book or comic, it can be any book, a reading book or a real book, look at your favourite pages and see how many times can you can spot an 'o_e' word. How many different words can you find?</p>	<p>Phonics 'o-e'</p> <p>Recap: Phase 3 and taught phase 5 sounds, and all tricky words.</p> <p>Activity: Sentence Write - Adult to say the sentence aloud, child to try and remember the sentence and write it down using the sounds they know to spell the words.</p> <p>Sentence: The dog found a bone to chew at home.</p> <p>Sentence: My mum found a joke in a note.</p> <p>EXT - Can you think of you own sentence using some of the words with the sound 'o-e' in? Have a go at writing it down.</p> <p><i>Encourage capital letters, fingers spaces, full stop.</i></p>	<p>Phonics 'o-e'</p> <p>Recap: Phase 3 and taught phase 5 sounds, and all tricky words.</p> <p>Activity: Can you chose a book and see how many tricky words you can spot! Write a list of all the different ones you have found. A list of the Tricky words in Year 1 can be found in resources.</p> <p>Play pairs with tricky words - child to write the tricky words on separate pieces of paper, make sure you write each one twice so you have 2 copies of each word to play pairs with.</p> <p>Focus tricky words - come, some, have, like, were, there, little, what, when, out, oh, Mrs, Mr, people, their, called, looked, asked, could.</p>	<p>Phonics recap</p> <p>You could visit https://www.worldbookday.com/share-a-story-corner/ to listen to some of the stories they have on offer.</p>

<p>Maths- We Are Learning To: Work out the difference between odd and even numbers.</p> <p>Warm up: Counting in 2's from any given number e.g. starting at 26.</p> <p>Activity: This week we are going to be learning about odd and even numbers. <i>What does this mean? Can you say an odd/even number?</i></p> <p>Explain that an even number can be shared equally between two groups but an odd number cannot. <i>What do we know about sharing? When have we done this before? (Video)</i></p> <p>A/B- working out odd/even numbers up to 50. <i>E.g. 12, 19, 46, 35, 20 etc.</i></p> <p>C- working out odd/even numbers up to 20. <i>E.g. 3, 4, 6, 12, 17 etc.</i></p>	<p>Maths- We Are Learning To: Work out the difference between odd and even numbers.</p> <p>Warm up: Have a go at playing Number Bond Bang with someone at home. Who is quickest to find the matching number bond to 10? Who is the number bond hero?! 😊</p> <p>Activity: Recap practicing how to work out odd/even numbers by seeing if a number of objects can physically be shared into two equal groups. If not, what does that mean?</p> <p>A/B Now, using a 100 square, circle the even numbers in one colour and odd numbers in another. (In resources) (Video)</p> <p><i>What do you notice? Look at number patterns, 2 times tables etc. How can we make links with our other learning, could we use this when adding? Taking away?</i></p>	<p>Maths- We Are Learning To: Work out the difference between odd and even numbers.</p> <p>Warm up: Circle all of the odd/even numbers on a number line up to 50 (in resources).</p> <p>Activity: A/B/C- Go on an odd and even number hunt- Can you look at a range of things like: page numbers in books, number plates, recipe amounts, house numbers. Record these into odd and even columns on a piece of paper as a tally.</p> <p>A- EXT- Odd and Even pairs game. Numbers to 30. If you get 2 odd numbers, you can keep them and if you get 2 even numbers you can keep them. One of each means you put the cards back. (in resources)</p>	<p>Maths- We Are Learning To: Work out the difference between odd and even numbers.</p> <p>Warm up: Shape recognition- Adult holds up a picture of a mixture of 2D and 3D shapes, and children have to shout out what it is (cards in resources)</p> <p>Activity: A/B- Number problem- Thinking Tom thinks that 12 is an odd number. But Thinking Tim thinks that 12 is an even number. Who is right? (in resources)</p> <p>Can you write a sentence explaining your answer in detail, and prove it in two different ways?</p> <ul style="list-style-type: none"> • Part, part whole method • Recording on paper by splitting the page in half • jottings <p>A/B- EXT- Thinking Tom thinks that 49 is an odd number. But Thinking Tim</p>	<p>Maths- We Are Learning To: Tell the time to the hour and to half past the hour.</p> <p>Warm up: Counting in 5's to 50 or above.</p> <p>Activity: Talk about the numbers on the clock face and count round to 12. Explain that this is the way the hands move around the clock face (clockwise). Talk about the hour and minute hands and compare how they look different.</p> <p>If you have an analogue clock at home, can you have a go at making different o'clock and half past times independently. An analogue clock template to make is also saved in resources for you to use, if not.</p> <p>A/B/C- EXT- Have a go at working out the answers on the time sheet. Remember to read the questions carefully. (in resources)</p>
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<p>Physically try to share your chosen number into two groups equally using objects from around your house for example, pasta shapes or pencils- Write down which numbers are even and odd and tell the person with you why.</p> <p>REMEMBER: The even numbers can be shared equally and the odd ones can't.</p> <p>A- Extension - if you fancy a challenge- Try numbers up to 100! Can you record your working out using jottings rather than using any objects?</p>	<p>Any number that has 0 2 4 6 8 in the ones column is even and 1 3 5 7 9 in the ones column is odd.</p> <p>Using the Venn diagram sort out the dominoes (both in resources). Even on one side and odd on the other. The middle section of the Venn diagram will be dominoes with one odd number and one even number.</p> <p>C- Physically share numbers 1, 2, 4, 5, 7, 10. Discuss which numbers are even and odd and why. Make it very clear that the even numbers can be shared equally and the odd ones can't</p> <p>A- EXT- See if you can mentally work out whether a number is odd or even! Quick fire odds and even - say a number - call out "Odd", "Even".</p>		<p>thinks that 49 is an even number. Who is right? (in resources)</p> <p>Can you write a sentence explaining your answer in details, and prove it in two different ways:</p> <ul style="list-style-type: none"> • Part, part whole method • Recording on paper by splitting the page in half <p>There are additional resources if you would like some more practice with your odd and even numbers!</p>	<p>A Can you explore a digital clock and talk about how they look different?</p>
<p>Literacy- We Are Learning To: plan a story.</p>	<p>Literacy- We Are Learning To: use wow words and glue words to</p>	<p>Literacy- We Are Learning To: edit and check our writing to make it better.</p>	<p>Literacy- To celebrate World Book Day, we are running a Cupernham competition-</p>	

<p>Main Activity: Thursday, this week is World Book Day, so we thought it would be fun to have a go at writing our own stories!</p>  <p>The theme is DRAGONS.</p> <p>So that we can make our stories as exciting as possible, we need to make sure we plan it properly and think about everything we want to include in the story.</p> <p>This is a planning session! Today you are going to talk to an adult at home about what you want your dragon story to be about. Maybe look up some pictures of different dragons and settings for your story to help with your imagination. Who could be the main character in your story? The dragon or a person? Will there be a problem to solve? Something funny happening, or something scary?</p> <p>Next, we would like you to plan the key events in your dragon story onto a Story Mountain (in resources).</p>	<p>make our writing more exciting.</p> <p>Main Activity: Today we are going to start writing our exciting dragon stories! It is important that we take our time with these stories and don't rush writing to the end because we want to make each part as exciting as possible for the reader! Remember to refer back to your story mountain plan from yesterday!</p> <p>We would like you to write the beginning of your story up until your middle box (the exciting event!)</p> <p>Think about making the reader sit on the edge of their seats with excitement to keep reading!!</p> <p>Extension: Now that you have written half of your story, and you have stopped just as the exciting event has happened. We would like you to read through your story so far and</p>	<p>Main Activity: - Read back through what you wrote yesterday. Once you are happy with what you have written so far, have a go at writing what happens after your exciting event, and finish off your story with a fantastic ending!</p> <p>Extension: Read your story from the beginning all the way to the end- add in more wow words and as much detail as you can, and you could even check your spelling using a dictionary.</p> <p>EXT- Choose an exciting title for your story and draw some illustrations to make it really engaging for the reader.</p>	<p>Designing your front cover of a Dragon story.</p> <p>Main Activity: Have a go at designing your own front cover for your book all about dragons. Use the format in resources or a plain piece of paper that you have at home.</p> <p>Remember to upload your competition entry to Tapestry to be in with a chance of winning.</p> <p>Watch our World Book Day videos to guess the clues and listen to the adults read some stories!</p>	
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<p>A story mountain is a tool to help you plan every key event in your story. You start at the bottom left and work your way up.</p> <p>In each box we would like you to draw a picture and write any key topic words e.g. dragon, knight, or time openers e.g. first, next, then.</p> <p>First box- The beginning of the story - introduce the main character. Write some wow words around the picture to describe your character.</p> <p>Second box- building the story up, something might start to happen, setting the scene for the story - where is it taking place? Add any labels to support you with writing your story.</p> <p>Third box - at the top of the mountain... when your main event happens! Does the dragon eat someone? Does it start to talk?! Is there a problem to be solved? Add in some wow words/labels to support your story writing.</p>	<p>'edit' it! Can you add lots of 'wow' description words? Have you got all your capital letters, finger spaces and full stops in the correct places? Do your sentences make sense? Are all your letters the right way round? Is it exciting and interesting enough for a story!! Get editing!</p>			
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<p>Fourth Box -What happens after the main event? How is the problem solved? Does somebody get rescued?</p> <p>The last box- bringing the story to a close. Is it a happy ending? How does the story end?</p> <p>Extension: Check you are happy with your story plan and that you are ready to start writing tomorrow!</p> <p>When we have finished the stories, we would love you to bring them into school when you are back on the 8th so we can share them with your class!</p>				
<p>Family group time: Weekend news- discuss, write a sentence, draw a picture.</p>	<p>Class Assembly- Watch the espresso clip https://central.espresso.co.uk/espresso/modules/news/first_news/animals/121010a_reef.html?source=search-all-all-all&source-keywords=australia%20great%20barrier%20reef</p> <p>Do you have any questions about what you have just learned? Are the scientists</p>	<p>Assembly- Find Mrs Turski's assembly on our website or on our YouTube channel every Wednesday.</p>	<p>News Bite assembly- KS1- https://central.espresso.co.uk/espresso/modules/news/index_ks1.html?source=espresso-home-mixedtopnav-menu-key-stage-1</p>	<p>Hot Chocolate Friday story with Mr Wells- Tune in live at 2.30pm on our Instagram page.</p> <p>This will then be uploaded onto our YouTube channel afterwards for non - Instagram users to access and watch.</p>

	doing the right thing to keep the coral reef alive?			
<p>Topic- Geography</p> <p>Look at Barnaby in Australia PowerPoint (in resources). Talk about what you have learnt about Australia so far.</p> <p>Close your eyes - imagine you are in Australia - where are you? What do you think you could see, hear, smell? What would the weather be like? What might the people wear? What buildings may be around? Would they be speaking English or a different language?</p> <p>Tell someone next to you what you were imagining.</p> <p>Using the weather map provided, look at Australia, and look at here, and talk about the differences in weather. Using the pictures provided of England and Australia can you write the similarities and differences that you notice between the two places?</p>	<p>Topic- Geography</p> <p>Watch video of seaside visit in Australia (espresso - Geography passport) https://central.espresso.co.uk/espresso/modules/t1_passport/australia/video_au1.html</p> <p>Can you find out and record 10 facts about Australia? Think about the things you looked at yesterday and compared to England, think about the weather etc.</p> <p>You could use an atlas, the internet, or books to find out the information.</p> <p>EXT- Can you design and write a post card that you would send to someone at home if you were visiting Australia? Talk about what a post card is- a lot of children have not heard of one before!</p>	<p>Computing (If you have a computer at home):</p> <p>Explore the website 'Topmarks.co.uk. Can you use your mouse to play some of the games?</p> <p>Some good games to try are:</p> <p>Balloon Phonics Chopper Squad Toy Shop Money Splat the Squares</p> <p>Explore! See what games you can find. Read the instructions carefully and make sure you hold your mouse in your most comfortable hand.</p>	<p>Topic- World Book Day-</p> <p>At Cupernham, we love books, we love reading! Sometimes, you don't have time to get to the end of a good book!</p> <p>Design and colour your own book mark to save a page.</p> <p>Complete a book review about your favourite chosen book or a book that you have enjoyed recently.</p> <p>Have a go at our Story Title Emoji Challenge...work out the story titles from the emoji clues! (in resources)</p> <p>Share your favourite book to someone in your family, whether it's in person or via FaceTime. (all of these are saved in resources) Have fun! 😊</p>	<p>Topic- Personal, Social and Emotional</p> <p>Share the PowerPoint (in resources) and discuss the people that can help us at home, in school and outside. (Family, teachers, neighbours, dinner ladies, police, ambulance, bus drivers etc.)</p> <p>Then ask them to share 5 people who help them.</p> <p>Children to draw a picture of each person in each part of the flower (in resources)</p> <p>Talk about the people we sometimes need to call if we need help in an emergency. There is a special number we call. Do you know what the number is? Who can you get help from if you call this number? Talk about the importance of knowing your address</p>

				and about only using 999 if it is an emergency! Role play ringing 999 and asking for personal information to practise in case it is ever needed.
		PE- Set up an obstacle course around your house/ garden to complete, think about different ways of moving and equipment that is safe to use. You could use things to jump over, climb under or through. Add in a balancing section and a ball to score a goal with at the end.	PE- Please check out our 'Get Fit' page on the school website! Complete one of the fun games or workouts,	
Reading- Pick a book that you haven't read in a while and share it with a member of your family in person or via FaceTime. If you can, why not take a trip to Romsey Library to choose a new and different book to share and enjoy!		Reading- Open https://www.oxfordowl.co.uk/ If you are not already registered, you can create a free account by entering a few details. Once logged in - click eBooks at the top of the page → click on Oxford Owl eBook Library → scroll down and select Level → Click Book		Guided Reading- Share a non-fiction book with somebody. How do we know that it is a non-fiction book? Can you find the contents page? Does it have a Glossary? Where are the headings, photographs and captions? Oxford Owl is an amazing reading resource for this! You can select the book

01.03.21

KEY: A, B, C- These letters will be next to Maths activities. Please choose the activity/activities most appropriate for your child's learning.

		<p>Band → Select Book Band 3 - Blue</p> <p>Select the story Stuck in the Mud and then complete the two 'Play Activities' above the book on the webpage to test your child's comprehension and understanding.</p>		<p>band colour that your child is currently reading (both fiction and non-fiction), and there are activities linked to the books to complete to check your child's understanding of what they are reading afterwards.</p>
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Any home learning that you do, please can you keep for the class teacher as evidence for their learning journey and add it to your child's **Tapestry Learning Journal** using the login details previously emailed to you. Thankyou 😊