

Subject Area	Key Vocab	Key Knowledge	Activities (and resource links)
English	Non-fiction Title Fact file Heading Sub-heading Label Caption	Y1 Can I identify features of a non-fiction text? Can I create my own fact file? Year 2 Can I identify features of a non-fiction text? Can I create my own fact book?	<p>This week we would like you to create a non-fiction (information) text about dogs. If you are in Year 1 we would like you to create a fact file sheet about dogs that includes:</p> <ul style="list-style-type: none"> • Heading • Sub-headings • Photograph/picture with labels • Caption <p>If you are in Year 2 we would like you to create your own non-fiction information booklet about dogs. It will need to include:</p> <ul style="list-style-type: none"> • Title • Contents page and page numbers • Headings and sub-headings • Photographs/pictures with labels • Captions <p>You could also choose to include a glossary and an index page.</p> <p>Year 1 and 2</p> <ol style="list-style-type: none"> 1. Look at the features of a non-fiction text document (on the left). If you have a non-fiction text at home you could have a look and see if you can find all of the features. 2. Collect some information about dogs that you might want to include in your non-fiction text. You could use information books that you have at home or research online with your grown-up. You can also take a look at the document that we have added called 'How to look after a dog' or these videos below: <p style="text-align: center;"> www.youtube.com/watch?v=hSGJxK4IX28&feature=emb_title www.youtube.com/watch?v=0F7wFPRBmY www.youtube.com/watch?v=b43PbeSekDo </p> <ol style="list-style-type: none"> 3. Look at the information you have found out about dogs and plan your piece of writing: <p>Year 1</p>

Features of Non-Fiction Texts

- Glossary**
A glossary is like a dictionary, which explains what key words from the text mean.
- Index Page**
The index is usually at the back of the book. It lists important words from the book in alphabetical order.
- Captions**
A caption is a phrase or sentence which explains what is shown or happening in a picture.
- Labels**
Labels are words which help you to identify a picture and its parts.
- Contents Page**
A contents page is at the front of a book. It tells you what is in the book in order, listing the titles of the chapters or sections.
- Photographs**
These are pictures throughout the text to show you what things look like.
- Sub-headings**
Sub-headings are mini titles throughout a text which tell you what that specific section is about. They are usually bold or bigger than the rest of the writing.
- Headings**
A heading is the main title of the text, which tells you what the text as a whole will be about.

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Choose some key sub-headings for your fact file based on the information you collected. Here are some possible examples:

- Description of a dog
- Diet
- Young (information about what a young dog is called, how to care for their young and any interesting facts about their young)
- Interesting facts

Year 2

Plan what each page of your fact book will be about, based on the information you collected. Here are some possible examples:

- Appearance
 - Different breeds of dogs
 - Dogs young
 - Diet
 - Exercise
4. Create your fact file or fact book and share your work on Class Dojo - we would love to see each step as well as the final non-fiction text that you create.

			
<p>Maths</p>	<p>Time Hour Minute O'clock Half past Quarter past Quarter to Five minutes past Five minutes to</p>	<p>Y1 and Y2 Can I identify the hour hand and minute hand on a clock? Can I read and make o'clock times on a clock? Can I read and make half past times on a clock?</p> <p>Y2 Can I read and make quarter past and quarter to times on a clock? Y2 Challenge Can I tell time to the nearest five minutes?</p>	<p>Y1 and Y2 (If your Y2 child is struggling to remember how to make/read o'clock and half past times complete the Y1 activities first to recap last year's learning)</p> <p>Watch the video to learn about each hand on the clock and how to make o'clock and half past times www.youtube.com/watch?v=3Posbu-VKxU</p> <ol style="list-style-type: none"> 1. Make your own clock You could use card, paper or a paper plate. There is also a template on our website. Label which hand is the minute hand and which hand is the hour hand. 2. Use the clock you have made or use an analogue clock you have in the house to practice making o'clock times. Use the clock you have made or use an analogue clock you have in the house to practice making o'clock times. You could also use this interactive online clock by clicking the link below. www.topmarks.co.uk/time/teaching-clock 3. Label the o'clock and half past clocks with the correct time (on the website) If you do not have a printer you could draw the clocks out or make the times on your own clock.



4. Play the o'clock and half past time board games (on the website)
5. **Challenge: complete lesson 3 to learn how to identify quarter past times**
https://classroom.thenational.academy/units/time-ea81?from_query=time



Y2

1. Make your own clock You could use card, paper or a paper plate. There is also a template on our website. Label which hand is the minute hand and which hand is the hour hand.
2. Complete lesson 3 to learn how to identify quarter past times
https://classroom.thenational.academy/units/time-ea81?from_query=time
3. Complete lesson 4 and 5 to learn how to identify quarter past and quarter to times.
https://classroom.thenational.academy/units/time-ea81?from_query=time
4. Label the o'clock, half past, quarter to and quarter past clocks with the correct time (on the website) If you do not have a printer you could draw the clocks out or make the times on your own clock.
5. **Challenge: complete lesson 6 and 7 to learn to tell the time to the nearest 5 minutes**

https://classroom.thenational.academy/units/time-ea81?from_query=time

Online games to support telling the time

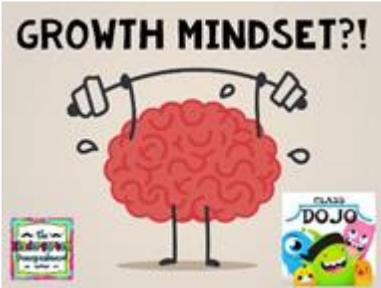
www.ictgames.com/mobilePage/hickoryDickory/

www.learnalberta.ca/content/me3usa/flash/index.html?qoLesson=13

www.thelearningapps.com/clock-games-online-for-kids/

www.mathsframe.co.uk/en/resources/resource/116/telling-the-time

<p>History</p>	<p>Past</p> <p>Similarities</p> <p>Differences</p> <p>Changes over time</p> <p>Technology</p> <p>Safety</p> <p>style</p>	<p>Can I talk about changes over time?</p> 	<p>Watch this video o:100 Years of Toys ★ Glam.com - YouTube</p>  <ol style="list-style-type: none"> 1. After watching the video above, which toy would you most like to play with and why? Draw pictures of the old-fashioned toys and see how many of them can name. 2. . Are any of these toys similar to a toy that you own today? Pick an old-fashioned toy and a toy you own. Write a list of how they are similar and how they are different. You could even draw both toys and label them. 3. . How are toys today different to toys from the past? Why do you think that is? What has caused toys to change? You could discuss your answers with a grown up or write them down. <p>Extra Activity: Watch this video to help you to create your very own Victorian style paper spinner toy: https://watchkin.com/5b59b346bf</p> 

<p>Life Skills</p>	<p>Growth mindset</p> <p>Persevere</p> <p>Mistakes</p>	<p>Can I talk about how to persevere? I know what persevere means. I can say why it's ok to make mistakes. I can explain what a growth mindset is. I can say how I will apply a growth mindset to my own learning.</p> 	<p>Watch the video: 'Growth Mindset For Students Episode 1/5' www.youtube.com/watch?v=2zrtHt3bBmQ After watching the video ask your child to discuss and answer the following questions you could write down some of their answers Why does Mojo want to leave school? <i>Can you sometimes relate to how Mojo is feeling?</i> <i>Do you think Mojo can become smarter? Why or why not?</i> <i>What subject do you feel frustrated by sometimes?</i> <i>How might you get better at that subject?</i></p> <p>Watch the next video 'Growth Mindset For Students Episode 2/5' www.youtube.com/watch?v=EoWLqWCcpWo After watching the video ask your child to discuss and answer the following questions. <i>What does the phrase "mistakes can make you smarter" mean to you?</i> <i>Think of a recent mistake you made. What happened? How could you learn from it?</i> <i>If you were working on a project and kept making mistakes, what would you do?</i> <i>Is there an area of your learning where you always give up? What will you do to improve your growth mindset?</i></p>

Remote Learning KS1 Week Beginning 07.12.20