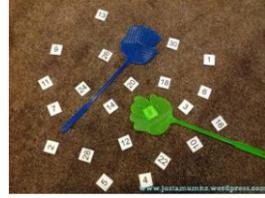


KS1 Daily Session Plan - Week Beginning: Monday 18th January 2021

	Writing	Maths	Design and Technology/Life Skills																								
Monday	<p>20 minutes: LO: Can I correctly identify homophones?</p> <p>Watch BBC bitesize video https://www.bbc.co.uk/bitesize/topics/zqhp2p/articles/ze84cwx Homophones are words that sound the same but have different meanings. They also have different spellings. These are some homophones that often confuse people:</p> <ul style="list-style-type: none"> 'here' eg "put it down here" and hear eg "Speak louder, I can't hear you" 'see' eg "it's so dark, I can't see anything" and 'sea' eg "let's go swim in the sea" <p>Y1: Can you draw lines to match up the correct homophones?</p> <table style="width: 100%; border: none;"> <tr><td>be</td><td>see</td></tr> <tr><td>blue</td><td>won</td></tr> <tr><td>sea</td><td>to</td></tr> <tr><td>two</td><td>sun</td></tr> <tr><td>pair</td><td>here</td></tr> <tr><td>son</td><td>bee</td></tr> <tr><td>hear</td><td>pear</td></tr> <tr><td>one</td><td>blew</td></tr> </table> <p>Challenge: Can you think of your own homophones?</p> <p>Y2: Can you make your own homophone dictionary for the words listed below. You could explain the meaning of each word and draw a picture to go with it.</p> <p>their there hole whole great grate eight ate knight night made maid bear bare be bee see sea blue blew pair pear son sun hear here where wear I eye</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Bare</p>  The trees are already bare. </td> <td style="width: 50%; padding: 5px;"> <p>Bear</p>  I am afraid of bears. </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> <p>Be</p>  Be quiet! </td> <td style="width: 50%; padding: 5px;"> <p>Bee</p>  A bee is buzzing around. </td> </tr> </table> <p>Extra practice https://wordwall.net/resource/44676/english/homophones-quiz https://wordwall.net/resource/486548/homophones https://wordwall.net/resource/141901/english/homophones-missing-word</p>	be	see	blue	won	sea	to	two	sun	pair	here	son	bee	hear	pear	one	blew	<p>Bare</p>  The trees are already bare.	<p>Bear</p>  I am afraid of bears.	<p>Be</p>  Be quiet!	<p>Bee</p>  A bee is buzzing around.	<p>This week in Maths we will be working with money, if you don't have all the coins and notes to hand, printable ones can be found in the home learning area of the school website- https://lionwoodinfant.co.uk/year-2-homework/</p> <p>30 minutes: Warm up: Sort the coins game: https://www.topmarks.co.uk/money/coins-game</p>  <p>Can I recognise and name different coins? I can name 1p, 2p, 5p 10p 20, 50p, £1 and £2 I can name £5, £10, £20</p> <p>Activity: Kims Game – place coins/ £ notes on a tray, show them to the pupil, cover them up (a tea towel works well) and get them to name the objects. Alternatively you can remove one, two, three etc. The pupil has to guess what has been removed.</p> <p>Challenge:</p> <p>3a. Which is the odd one out?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;"> <p>A.</p>  </td> <td style="width: 50%; text-align: center;"> <p>B.</p> <p style="font-size: 2em;">10p</p> </td> </tr> <tr> <td colspan="2" style="text-align: center;"> <p>C.</p>  </td> </tr> </table> <p>Explain your answer.</p> <p style="text-align: center;">★</p>	<p>A.</p> 	<p>B.</p> <p style="font-size: 2em;">10p</p>	<p>C.</p> 		<p>Design and Technology We are learning to explore making mechanisms</p> <ul style="list-style-type: none"> • I understand that levers and sliders are mechanisms • I know that levers and sliders can make things move • I can create moving models that use levers and sliders • I can use the words: up, down, left, right, vertical and horizontal to describe movement <p>Put a teddy bear on a table. Ask children how they could make the bear move up or down, side-to-side or round and round? Ask the children to stand up and demonstrate.</p> <p>Ask them if we can make a picture move in the same way. How?</p> <p>Listen to the story of the Gingerbread Man https://www.youtube.com/watch?v=U8gdkGrsYZY</p>  <p>Look at the PowerPoint –Gingerbread Man Slider On Website-Home learning- 18.01.21-resources</p> <p>Explain that we are going to use a mechanism called a slider to create a moving picture for this story.</p> <p>Children draw a background and separately draw a cat. Using what they've learnt from the PowerPoint, attach the cat using a slider mechanism to make chase after the Gingerbread man.</p> 
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<p>C.</p> 																											

30 minutes: LO: Can I ask questions for interest?
 Discuss with your child what is a question? A question is when we want to find something out. We need a question word (who/ what/ when/ where/ why/ how) and a question mark at the end. Watch this question video
https://www.youtube.com/watch?v=B_eymWspTko
 As your child what question words they remembered. Watch the story Beegu up to 1:30.
https://www.youtube.com/watch?v=OaX_zGZO0Y8
Y1: It's Beegu's first day at school.
 Can you think of some questions that you would like to ask Beegu? You can ask these to your grown up and take turns pretending to be Beegu and answering the questions. You could record a video of you asking and answering the questions.
Y2: It's Beegu's first day at school. Can you think of some questions that you would like to ask Beegu?
 Write down your questions and then answer them underneath like a short interview with Beegu. Remember to use the correct punctuation, a question mark for your question and a full stop for your answer/ response.
 Challenge: try to include some of the homophones you learnt yesterday in your questions or answers.

20 minutes: Warm up: Play tic tac toe with coins and notes. (A spatula makes a good fly swat if you don't have one) "Tic tac toe off we go, where it stops we don't know," ask your child to name the coin or note you land on.



Can I represent the values of different coins?
 I can use objects to represent Hundreds, Tens and Ones.



I can talk about the value of each coin. e.g. 50p = 5 tens.
 Activity: Representing the values of each coin using objects. 1p = 1small object
 Just like we did for partitioning last week use small objects to represent the 'ones' e.g. bead/ lego /pasta and a different longer object to represent 'Tens' e.g pencil. Use a square shaped object to represent the Hundreds e.g. Cracker /CD case
Challenge: Can you order the coins from the lowest in value to the greatest.

Design and Technology
 Recap previous learning about sliders.



Listen to the story of Jack and the Beanstalk
<https://www.youtube.com/watch?v=W5rxflRgXRE>
 Look at the PowerPoint –Jack and the Beanstalk Levers.



On Website-Home learning- 18.01.21-resources

Explain that we are going to use a mechanism called a lever to create a moving picture for this story.
 Children draw a background or part of the picture (beanstalk/castle) and separately draw Jack. Using what they've learnt attach Jack using a lever mechanism to make him move.
 Can you think of another place in the story you could use a lever or a slider?

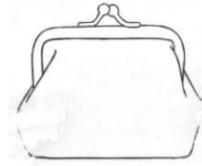
30 minutes:

LO: Can I compose a narrative sequence of sentences?
 Watch the Beegu story up to 2:00.
https://www.youtube.com/watch?v=OaX_zGZO0Y8
 We see that Beegu is all alone on a strange new planet.
 Discuss with your child what they think might happen in the rest of the story.
 What will happen the next day?
 Will Beegu ever get home?
 Where will she go?
 Will someone help her?
 Does she want to stay on earth?
 Collect your ideas on some paper/ spider diagram.
Y1: Imagine that you are the author of Beegu. Can you write your version of the ending of the story?
Y2: Imagine that you are the author of Beegu. Can you write your version of the ending of the story?
 try and make sure you use homophones and exciting adjectives, verbs and adverbs in your story. You can find words mats to give you ideas on our school website.

30 minutes: Warm up: Ordering the coins game.
<https://www.topmarks.co.uk/money/coins-game>



Can I add using money?
 I can add coins together using 1p, 2p, 5p and 10p coins
 I can add coins together using 1p, 2p, 5p, 10, 20p, 50p, £1
Activity: Counting money



Place 2 coins into the purse (you could use a real purse or an envelope) Can you add the value of each coin together. E.g. 1p + 2p = 3p 5p+10p= 15p
 Alternatively, if you don't have coins to hand:

Count Money – Pence		Count Money – Pence	
1a. Circle the correct total for the coins shown. 40p 50p 30p	1b. Circle the correct total for the coins shown. 10p 8p 4p	2a. What is the total of the coins below? 10p 5p	2b. What is the total of the coins below? 10p 5p
3a. True or false? I have 30p.	3b. True or false? I have 8p.	4a. Circle the coins to make 10p. 10p 5p 2p	4b. Circle the coins to make 20p. 10p 5p

Challenge:

Circle the correct total for the coins shown.

50p 40p 60p

Design and Technology

Talk to the children about what they recall about how levers and sliders work.
 Today the children can create a moving picture of their choice which includes parts that move using a lever and a slider.



Watch Sliders and Levers

<https://www.youtube.com/watch?v=9-bG8BM3d3Y>

The children can decide on the following:

- *what the picture will be about
- *what images the picture will contain
- *how the images will be arranged
- *which parts of the picture will move

Collect ideas before starting.

Discuss the types of finishing techniques that could be used *eg collage, paint, felt-tip pens.*

Talk through ideas with the children as they begin to make and during different stages of making. *How well is this working? What could you do to make it better?*

Evaluate the final moving picture by discussing strengths and areas for development.

30 minuts

LO: Can I speculate imagine and explore ideas?

Y1 and Y2: Beegu is alone on Earth. Can you create a friend for Beegu?

What is your friend for Beegu like? What do they look like? What is their name? Where does this friend live? What do they like to do? What do they like to eat? Who are their friends and family? Does your friend make a noise? How does it sound? Why would Beegu like to be friends with them?

Once you have imagined a friend for Beegu, you may like to make them. This could be a drawing, or using any other spare materials you have in your home such as old plastic bottles or boxes, plasticine and googly eyes, feathers or pipe cleaners.

You could make Beegu's friend out of playdough, using cheap and easy household ingredients:

<https://theimaginationtree.com/best-ever-no-cook-play-dough-recipe/>

Y2 : write sentences to describe the friend you have created for Beegu. Make sure to include exciting adjectives.

You can describe their face, body, hair, clothes, voice and how they move. Have a look at the character description mat on our website to give you some ideas.

30 minutes: Listen to the money song:

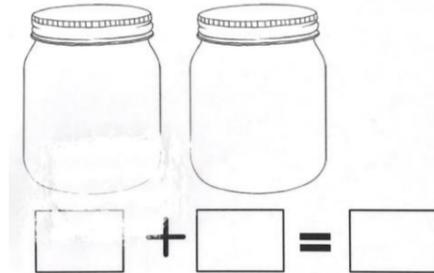
<https://www.youtube.com/watch?v=dFzAU3u06Ps>



Can I apply my knowledge of addition to money problems?

I can accurately count a given amount of coins.

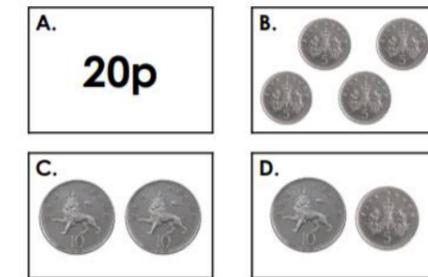
I can add together 2 amounts.



Fill the jars with 1 or a few different coins. Can you add the amounts together to find the total?

Challenge:

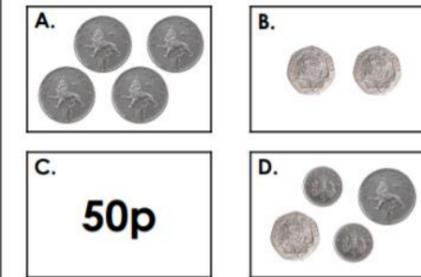
6a. Which is the odd one out?



Explain your answer.



6b. Which is the odd one out?



Explain your answer.



Life Skills

Explain to your child everyone needs help sometimes. Some people have jobs that means they help people in an emergency, this is when there is a serious or big problem. Last week we learnt about police officers and the ambulance service.

Today we will learn about fire fighters. Read through the fire fighter information sheet on the home learning section of our school website.



Explain to your child we say fire fighter as many women do these jobs too!

Discuss how to contact theses services in an emergency by ringing 999.

<https://www.youtube.com/watch?v=kX2pwVxgtIQ>.

Discuss with your child times when we may need to dial 999.

Make sure they understand this is only in an emergency.

Learning tasks :choose one of the tasks below

-Draw a picture of a fire fighter and label them with the equipment they need to do their job.

-Make models of the vehicles and equipment that fire fighters use. You could use these models to create a picture of an emergency situation when fire fighters might need to be called to help.

-Create a fact file or information poster about a fire fighter you could answer the following questions.

What do they do? What equipment or tools might they need to do their job? What vehicle do they use? What does their uniform look like? How do you contact them? When might you need to call them? How much do they get paid to do their job?

30 minutes:

LO: Can I use a simple structure in my writing?

Beegu has crash landed on Earth.

Y1: Can you write a guide to Earth for Beegu about the top five things that you think are special about life on Earth?

What would you like to share with Beegu about life on Earth? For example, you might enjoy riding a bike or having a birthday party. Maybe you have a favourite sport like swimming or football?

You could share with her your favourite smell, your favourite music, a favourite book, or particular places you think she should visit while she is here.

Y2: Create a 'Guide To Earth Book' for Beegu. Organise your 'Guide to Earth' into sections to create a book for Beegu to teach her about earth. Each page should have a title and can be about a different topic. You could even create a content page for your book and include page numbers.

You may wish to include pages about school, shops, houses, transport, food and what humans do for fun.

This video below will show you how you can fold a piece of paper to make your own 8 page mini book

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

20 minutes: Maths Talk

Can I use my knowledge of coins to solve money problems?

I can recall facts about different coins.

I can explain my answers using money language.

Dora says:



The tooth fairy left some money for two children.



Do you agree with Dora?

Justify your answer.

Which is the odd one out?



Jack has 50 pence. Mo has one pound.

Jack thinks he has more money because his coin is physically bigger.

Why?

Explain why Jack is wrong.

Life Skills

Explain to your child everyone needs help sometimes. Some people have jobs that means they help people in an emergency, this is when there is a serious or big problem.

Today we will learn about Royal Life Boat Volunteers. Read through the fire Life Boat information sheet on the home learning section of our school website.



Learning tasks :choose one of the tasks below

-Draw a picture of a Lifeboat Volunteer and label them with the equipment they need to do their job.

-Create a fact file or information poster about a Life Boat Volunteer you could answer the following questions.

What do they do? What equipment or tools might they need to do their job? What vehicle do they use? What does their uniform look like? How do you contact them? When might you need to call them? How much do they get paid to do their job?

-Write a letter to the Royal National Lifeboat Institution telling them what you have learnt and thanking them for their hard work that they do for free! If you want to you could post your letter to

RNLI
West Quay Road
Poole
BH15 1HZ

Phonics

Daily phonics – Your child will be sent Phonics links each morning on Class Dojo.

Reading

- **Reading a variety of books at home. Your child could share a book everyday. This can be reading a book aloud every day or sharing a book with an adult.**
- Listen to a story being read at: <https://www.storylineonline.net/>
- We will share class stories read by the grown-up at school on a Monday and Friday on Class Dojo. On a Wednesday we will post a link to a story online.
- Your child also now has access to Oxford Owl which will enable you to access some of the Read Write Inc texts for your child's level.