KS1 Daily Session Plan - Week Beginning: Monday 15th March 2021

Phonics- everyday 40 minutes	Reading – Everyday 15 minutes minimum	
Daily phonics 40 minutes – Your child will be sent Phonics links each week on Class Dojo	• **Reading a variety of books at home. Your child could share a book with an adult or read aloud (15 minutes every day).** • Listen to a story being read at: https://www.storylineonline.net/ • We will share class stories read by the grown-ups 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.	
English	Maths	R.E., Life-Skills and Wellbeing

Monday

Column 1

Year 2: Can I use a variety of conjunctions? (as if so but or)

Year 1:

Begin by watching the conjunction video on You Tube.

https://www.youtube.com/watch?v=w6jWiE7CvSk&t=48s

Now we know that conjunctions are types of words that can extend a sentence. The conjunctions we will be focusing on today are and and because.

We can use the conjunctions and/ because to link two clauses together.

For example:

I like dogs. I like cats - I like dogs and cats

I went to the beach. I had an ice cream – I went to the beach and had an ice cream.

I don't like winter. It is cold. - I don't like winter because it is cold.

I need a drink. I am thirsty – I need a drink because I am thirsty.

Activity: Can you complete the sentences on the activity sheet below. You can challenge yourself by thinking of your own sentence including 'and' and a sentence including because.

Column 2

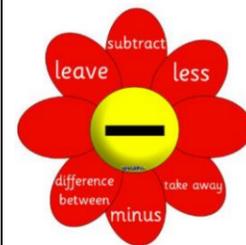**40 minutes: Can I use objects to solve subtraction problems?**

Y2 Can I use a numberline to solve subtraction problems?

Y1 Warm up: Watch 'When you subtract with a pirate.'

https://www.youtube.com/watch?v=QkPa9V2wtZs

Y2 Can we recap all of the different words that mean subtraction?

Y1 Today we will be using objects to solve some different subtraction problems. When we subtract we take one number away from another number. Today we will use objects to support our learning.
Example:

$$5 \quad - \quad 3 \quad =$$

Then move / take away 3 objects. How many are left?

Try solving the next questions using objects:

4 - 2 =   8 - 7 =

Y1 Activity: Use objects to solve a variety of subtraction sentences.

(Chn can use base 10 when ready)

Choose your level of challenge

1-digit number takeaway a 1-digit number (below 5) e.g. 4 – 1 =

1-digit number takeaway a 1-digit number e.g. 9 - 6 =

Column 3

45 minutesLife Skills: Can I identify and celebrate similarities and differences?
Starter: recap working agreement and behaviour expectations.

Acitvity 1: Ask pupils to work in pairs to discover one thing that they both have in common. This could be a physical attribute (both have blue eyes); family circumstances (both have a brother (adopted); a skill (good at maths); etc.

Once the pairs have identified a similarity, ask them to join with another pair and find something all four have in common.

Key questions: What does it feel like to share a similarity with someone? What does it feel like to be part of a bigger group that has a similarity?

Activity 2: Differences
Ask pupils to stand in a circle and take it in turns to step into the circle and say what they feel makes them special and different. Encourage them to do this as though they were paying themselves a compliment. For example, 'I like how I care for other people if they are sad' or 'I am very good at football'. After each pupil suggestion, reaffirm why and how this is a special difference to the pupils.

Key Questions: What does it feel like to be uniquely different? Is it ok to be different? What does this make you think about the meaning of our 'all different all equal' school ethos?

Y1: Happy to be me
Give each pupil a bunting flag template (see website). Tell pupils to draw a picture of themselves that celebrates their own unique differences, as identified in Activity 2. Once completed, invite pupils to come to the front of the class either individually or in pairs to hold up their bunting flag and say what it is that they are proud of that makes them special and unique.

15.03.2021 LO: Can I us the conjunctions 'and' and 'because'?

I can run fast _____ jump really high.

I like dogs _____ they are friendly.

Can we go to the park _____ play on the swings?

I wash my hands _____ sing happy birthday.

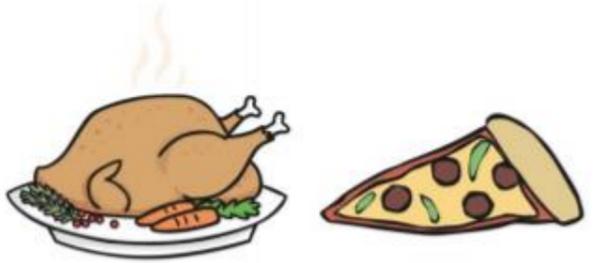I enjoy going to school _____ I can see my friends.

_____

_____

Complete the sheet below using the conjunctions and/ because.

Year 2:

Watch the Conjunctions Power Point on the school website and answer the questions.

1. Children complete the sentences with and, but, or. (Resource on the website)

We can have chicken for tea _____ pizza?

twinkl.co.uk

2-digit number takeaway a 1-digit number e.g. 15 – 3 =

Y2: Solving subtraction number sentences with one or two digit numbers with the help of a number line.

★ Quick fire number bonds to 10 on white boards.

Choose your level of challenge:

Using a ready-made number line – Complete given subtraction problems. e.g. 10 – 5 = 5 *Circle the smallest number and count on in individual jumps.*
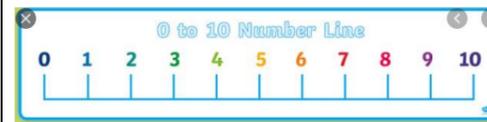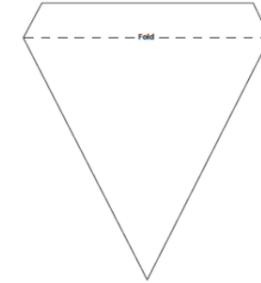
0 to 10 Number Line
0 1 2 3 4 5 6 7 8 9 10

Can you solve subtraction problems by jumping to the nearest 10 on a hand drawn number line? e.g. 10 – 5 =   5_____10 *is one big jump of 5.*

10 – 6 =   6_____10 *is one big jump of 4*

20 – 18 =   18_____20 *is one big jump of 2*

20 – 15 =   15_____20 *is one big jump of 5*

Fold

Y2: Family trees
Give each pupil a tree template (see website). Tell pupils that the leaves of the tree represent the different people in their family. Ask pupils to draw a picture of people in their family within the leaves. Next, tell pupils that the branches leading to the family members represent the things that make these people special and unique. Ask pupils to write these things on the branches. Finally, tell pupils to write the best thing about belonging to their family in the tree trunk.
Tell pupils to display their family tree on their desk, before moving around the classroom to look at the family trees.
Highlight any observed differences. Reassure pupils that these differences are natural, as all families are very different just as we are all very different.

Key Questions: What is the best thing about being a part of your family? In what ways are our families different and special?

Teachers note: use Education solutions document page 139 to 142 to support teaching. Must end the lesson by using the 'Finish the lesson by' discussion box on page 141.
Y2: also pages 178- 182

2. Complete the challenge cards using and, but, so, or. (On the website)

Can I use a variety of conjunctions?   15.3.21

Use the correct conjunction to complete the sentences.

but	so	if	as	or

I finished my homework _____ I watched TV.	I like chips _____ I don't like fish.
Would you like toast _____ cereal?	You can go outside _____ you tidy your room.
It was raining _____ he wore his coat.	I went to sleep _____ I was tired.
_____ it is sunny we will go to the beach.	I went to my friend's house _____ they were out.
I got to school _____ Mr Butler was opening the gate.	Do you want to play football _____ catch?

Challenge: Write 5 sentences about yourself which contain the conjunctions so, but, or, as, if.

For example- I will watch TV if I finish my work.

I like chips but I don't like fish.

For breakfast I eat cereal or toast.

I was tired so I went to bed.

I ate an ice cream as I was hot.

Tuesday

Column 1:

LO: Can I sequence events in chronological order?

Today we will be ordering the main events from Man on the Moon.

Read the story/ Watch the video below.

https://www.youtube.com/watch?v=Rt5zQ1UO6rE

When we sequence the story chronologically, we put the story in the order that it happened.

Discuss the main events from the story:

- 6:00 Bob wakes up and gets ready for work
- 9:00 Bob arrives at work on the moon
- 12:30 Bob has lunch with his friends Sam the man on Saturn and Billy the man on Mars
- 1:00 Bob entertains the tourists
- 4:30 Bob checks to see that everyone has left the moon
- 5:00 Bob arrives home and has a long bath

We will now place these events in order on a timeline. Draw a picture and write a short sentence for each event.
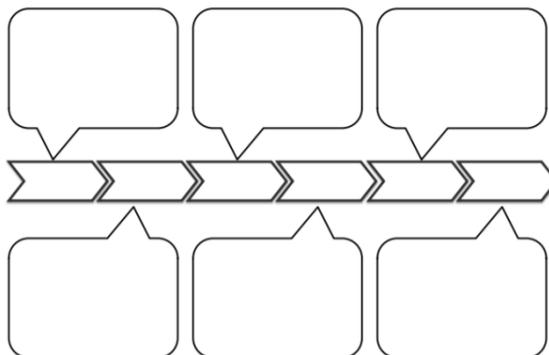
Y1 – Draw pictures of the main events

Y1 Challenge – Draw a picture of the main events and write a sentence for each one

Column 2:

Y2 Can I use a number line to solve subtraction problems?

Warm up: Play a subtraction game:
https://www.topmarks.co.uk/subtraction/subtraction-to-10

Y2 Play hit the button number bonds to 20: https://www.topmarks.co.uk/maths-games/hit-the-button
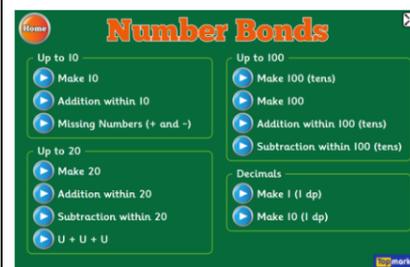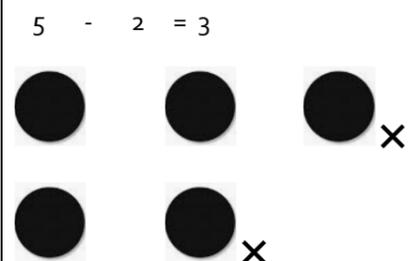

Y1 Today we will be using pictures to help us solve subtraction problems.

Use the example below and model putting crossing off a given number.

5   -   2   = 3

Practice solving the following number sentence using pictures:

4 + 3 =

Activity: Choose your level of challenge to complete subtraction sentences.

2- digit number takeaway a 1- digit number using objects.

1- digit number takeaway a 1-digit number using pictures. E.g. 7 – 3 =

2-digit number takeaway a 1-digit number using pictures. E.g. 13 – 5 =

Column 3:

**Y2: Can I identify the importance of celebrating who I am?**
Starter: recap working agreement and behaviour expectations.
Key question: is it ok to be different? Discuss with your partner
Explain it is never ok to be unkind to someone just because they are different. Sometimes it can be hard to know what to do in situations where someone is different to us, so we are going to learn how is the kind way to behave.
Read 'When Charlie Met Emma'
https://w/ww.youtube.com/watch?v=1jQykP8RZuU
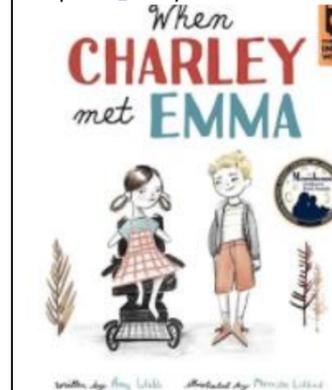
Key question: what words is it not ok to use when talking about someone different from you? What behaviour is not ok towards Somone different than you? What words and behaviour is ok? Is it ok to ask questions?
Y1: How to behave towards people who are different
Teacher note: scenario with photo/ quote evidence
Look at the scenarios and use freeze frame drama to show tolerant and intolerant behaviour. Also use kind/ unkind to aid understanding of tolerance vocabulary.
Discuss how the intolerant behaviour might make the person feel.
Y2: deciding to be different
Read the fitting in scenarios, asking pupils to stand up if they think that the person has done something to fit in/ try and be like everyone else. After each scenario ask pupils:
• What the person has done to fit in?
• Why have they done this?
• What would have happened if they had done what they wanted?
• How might not doing what they wanted have made them feel?
Reaffirm to pupils that being different is OK. It is not OK to make anyone feel uncomfortable because of their choices, even when they are different to yours. Explain it is illegal to hurt someone because of their gender, race, or who they love.
In a speech bubble child write answers to the question- What should you do if you see someone being unkind to someone who is different? Should you change who you are to fit in or get people to like you?

Y2 – Complete the timeline below including key events and a sentence describing each event.

Y2 Activity: Solving a variety of subtraction number sentences with one or two digit numbers with the help of a number line.

Choose your level of challenge:

Using a ready-made number line – Complete given subtraction problems. e.g. 15 – 5 = 10 *Circle the smallest number and count on in individual jumps.*

0 to 20 Number Line

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Can you solve subtraction problems by jumping to the nearest 10 on a hand drawn numberline? e.g. 20 – 18 =   18_____20 *is one big jump of 2*

20 – 15 =   15_____20 *is one big jump of 5*

Can you solve subtraction problems that involve 2 big jumps?

e.g. 25 - 10 =   10_____20_____25

               +10   +5   *is one big jump to the nearest ten and another jump to reach the number we need to get to.*

Remind pupils that changing the things you do and making choices to please other people to 'fit in' may not make you happy. There has never been and will never be another person the same as you, so it is good to enjoy this. Signpost pupils to who they can talk to in school if they are struggling with this.

Wednesday

Main activity- re- read Man on the Moon.

https://www.youtube.com/watch?v=Rt5zQ1UO6rE

In groups/ pairs role play (act out) a favourite scene from the book. (You could pause the video to give you ideas).

Imagine what the characters are saying to each other, can you use facial expressions to show how your character is feeling?

Now freeze frame the matching illustration- use body language and facial expressions to show how your character is feeling. You could take a photo of the freeze frame.

Unfreeze your scene and voice your character's thoughts in role. Remember to use I as if you are your character. How are you feeling? What do you think about the other characters in the scene?

Write your character's thoughts in a speech bubble to go alongside a photo of the freeze frame. (Thought bubble template on the website).

Year 2 to include a conjunction in the thought bubble (as if so but or).

For example- I do tricks on the moon so the tourists can take photos.

Can I infer a character's thoughts and feelings?
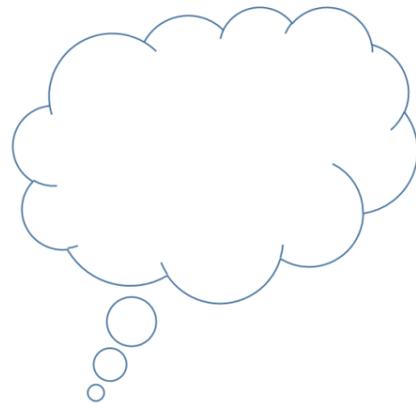
Can I use a variety of conjunctions?

Warm up: Watch the number bond rock song:
https://www.youtube.com/watch?v=-74-_3WSrD0

Year 1
Today we will use a number line to solve subtraction number problems

Model
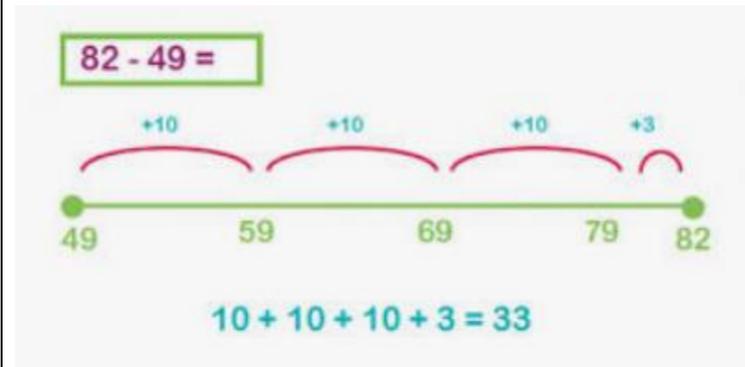1-digit number takeaway a 1- digit number using objects.

2- digit number takeaway a 1-digit number using pictures. E.g. 7 – 3 =

2-digit number takeaway a 1-digit number using number line. E.g. 13 – 5=

Year 2
Today we will be using hand drawn number lines to help us solve subtraction problems.
Model using a hand drawn number line to solve example below (adding in tens):

Solve subtraction problems using a given number line

Solve subtraction problems by adding in 10s (example above)

Challenge: Solve subtraction problems by bridging through 10 (see image below)

Ask the children to share what they already know about Buddhism and what it means to be a Buddhist.
Look at the PPTs All about Buddhism and the Story of Buddha
TTYP: Share as much as they can remember from the PowerPoint. Then as a group create a large (A2) mind map as a group to show what you remember.
Ask: Who was Siddhartha Gotama? What do we now know about Buddhism? What was the Buddhist holy book called?
Task:

Draw your own **Wheel of Life (also known as the Wheel of Dharma) (template on SP)** Just like in Buddhism, can you think of 4 (yr1) or 8 (yr2) ways to be kind and positive? Share ideas. Write or draw your ideas around a wheel.

Try It! Meditation:

Watch Mindfulness Meditation for Kids - 5 Minutes Guided Meditation for Children https://www.youtube.com/watch?v=VZ_wdeog5Ek
Try to empty your mind of all thoughts. How long can you meditate for?

82 - 49 =

+1   +30   +2

49 50   80 82

1 + 30 + 2 = 33

Thursday

Composing questions & hotseating the alien

Look at the illustration of the aliens on Earth

Write some questions for the aliens about their time on Earth, remembering to use open question words- what, when, why, how, when, who. (Template on the website).

For example- What do you like about Earth? What do you do on Earth? How long will you stay?

Work with a partner to ask questions and take it in turns to answer in role as the alien.

Year 2: Write your questions and answers down to help you with ideas for your story tomorrow. Can you include the conjunctions as if so but or?

For example- What do you like about Earth food? I like the delicious cakes but I don't like the stinky cheese.

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40 minutes: Can I solve subtraction problems?

Today we will be using objects to support us in solving subtraction word problems.
Word problems are when a question is written out and it's up to us to take out the information that we need to make a number sentence and solve it.
For example:
Katie has 7 toy cars and Sarah takes 4 of the cars away. How many cars do they have left?
With the question we need to look for the key bits of information to create our number sentence. The key information we need to look out for are:
- Can you see any important numbers?
- Can you see any subtraction language?
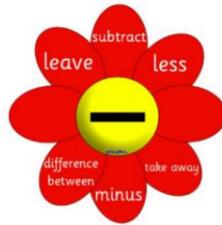
Let's underline the important information.
Katie has 7 toy cars and Sarah takes 4 of the cars away. How many cars do they have left?
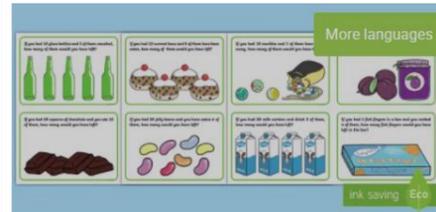The language tells us that this is a subtraction problem.
Y1 Activity: Complete the following word problems.
Solve using objects (one-digit-one-digit).

Solve using pictures (two-digit-one-digit).

Solve using number line (two-digit-one then two-digit if secure).

Y2: Model solving a one-step problem and a two-step word problem
Complete one-step problems using a printed number line

Complete One-step word problems using a hand drawn number line

Challenge: two-step word problems using a hand drawn number   line.

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45 minutes: LO: Can I identify symbols of Buddhism?

Recap: What do you know about Buddhism? Create a word map of responses.

Watch: A New Buddhist Temple on Espresso (teachers see MC for P/W)

https://central.espresso.co.uk/espresso/modules/news/first_news/countries/040121c_temple.html?source=search-all-KS1-all-all&source-keywords=buddhism

Together, look at the image of Inside a Buddhist temple. Read the key vocabulary to label the parts- where do they belong?

Guided drawing- temple

(simplified)   (complex)
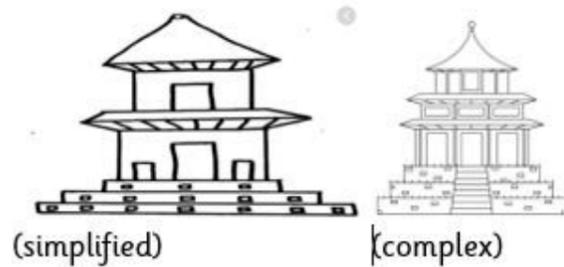
Task: complete sorting activity (on SP)

Year 1: (detach Christianity) Cut and stick the pictures that represent Buddhism

Ext: Write the corresponding label

Year 2: Sort the pictures for Buddhism and Christianity and label with the correct vocabulary.

Finally discuss:

Why do you think people believe in a religion? How are the religions the same and how are they different?

Addition and Subtraction 2-Step Word Problems Challenge Cards

Friday

60 minutes: Can I plan my ideas ready to use in my writing?

Re-read the story Bob the Man on the Moon.

https://www.youtube.com/watch?v=Rt5zQ1UO6rE

Next week we will be writing our own story about the aliens from the moon coming to earth. We can use a similar timeline to Man on the Moon.

Example:

- The aliens wake up on the moon and eat their space cereal
- They get ready for their trip to Earth
- The aliens get in their spaceship and fly to Earth
- The aliens spend the day on earth
- They fly home in time for dinner and a bath

Discuss: What could the aliens do on Earth?

- Visit a zoo
- Go to the park
- Go to the circus
- Visit a school
- Go to the beach

Write your ideas down on a mind map to help with your story map.

Once you have completed your mind map and settled on some ideas you can complete your story map.

Y1: Story map with sentences including and/ because.

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30 minutes: **Can I express my thinking and explain my reasoning? Maths** talk creates an opportunity for thinking, talking, exploring and enjoying mathematics.
Take a look at the problems. Can you use your knowledge of numbers and addition to solve the problems below?

You can use phrases like:

I notice that…

I figured out…

I know that…because…

Using what you've learnt this week work through the questions below and discuss the problems. What strategies could you use to find the answer?

Y1 Activity: Using only the digit cards below make as many subtraction number sentences as you can. Use objects to check your answers.

Now see if you can create addition number sentences using the same digits.

Do you spot any patterns between the order of numbers used in the addition and subtraction sentence?

Year 2: Same as above but using these digit cards.

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45 minutes: **Can I implement strategies to improve my wellbeing?**

Being mindful is a useful strategy to improve our mental health.

This week our mindfulness activity will link to your work on Buddhism.
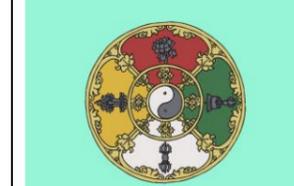
Begin by trying some meditation. Follow the instructions in the video below:

https://www.youtube.com/watch?v=Bk_qU7l-fcU&t=312s

Look at the Buddhist symbols PowerPoint:

We will be making our own lotus flower this afternoon. Watch the following video on how to create your own origami lotus flower. Pause as you copy each step.


https://www.youtube.com/watch?v=7YOK8JZH-9Q

This flower starts off by growing in mud and this rises above the surface of water to be a beautiful flower and Buddhists believe this symbolises how Buddhists should grow and live a good life.

As you make your flower think about things you can do to lead a 'good life' - discuss this as you make your flower. Share ideas and record these at the end of the session.

Music: 30 Minutes
Rocksteady Feel Good Friday Live Lesson 1.30pm every Friday
Link will be shared on Class Dojo School Story

First

next

then

last
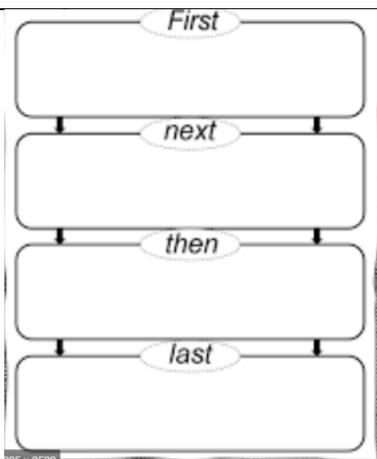
Y2: Story map with sentences including variety of conjunctions.