

## KS1 Daily Session Plan - Week Beginning: Monday 22nd 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	<ul style="list-style-type: none"> <li>Reading a variety of books at home. Your child could share a book with an adult or read aloud (15 minutes every day).</li> <li>Listen to a story being read at: <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></li> <li>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.</li> </ul>	
English	Maths	Science, Life-Skills and Wellbeing

**40 Minutes** :Year 1 & 2 :Can show stamina when writing a narrative?

Warm up: **2 minutes** TTYP Can you think of any adjectives to describe these aliens?



**Year 1**



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

Read or watch up to ...**On the Moon!**

This week we will be writing our very own story. Using Bob's interesting day for inspiration. We are going to write a story about an alien coming to Earth for 1 day.

Character: What is your alien called? What does your alien look like?

Setting: In the Beginning of 'Man on the moon' Bob wakes up at 6 o'clock. He has a cup of tea and some breakfast in his 'normal' house.

I want you to image what your Alien's house looks like? What time does your alien wake-up in the morning? What do they eat for breakfast? Where are they going today?

Using the ELMO: Let's write a **story opener** together...



**What other weather could you change this to?**

**One Sunny morning...** \_\_\_\_\_ the alien wakes up. He/She wakes up at 7 o'clock. He/she eats \_\_\_\_\_ for breakfast. He/ She is on his/ her way to **Earth**.

EBI: Can you include an adjective to describe your alien?

**Year 2**

As above but I would like you to include time conjunctions and complex language in your writing.

Using the Elmo- lets write a story opener together.

**One cold and frosty morning...** \_\_\_\_\_ the alien jumped quickly out of bed. He/ She was very excited to visit Earth today. **First**, she ate a bowl of delicious space cereal. **Then**, she put on her \_\_\_\_\_ outfit and got ready for her mission.

**45 minutes** **LO: Can I use tally marks?**

- record using tally marks
  - cross through 4 to make 5
  - count tally marks in multiples of 5
- EBI: Begin to interpret the data

Warm up: You Tube Percy Parker count in 5s

Look at Data Handling PPT

Show children loads of tally marks all over a piece of paper- Who can count these? Is there a better way? Show.

What is a tally mark? Model –using tally marks and counting them. We need neat sets of five marks.

**As a Class** Collect information about eye colour (On SP)

Eye Colour	Tally	Total
Blue		
Green		
Brown		
Hazel		
Grey		

Model collecting the data, recording and totalling. Ask chn questions to interpret the data. Which colour eyes is the most/least popular? How many people have brown eyes? etc

Task: Chn complete own tally chart (templates on SP)

1. Complete a chart as a small group (this could be made using coloured counters on a giant chart)
2. Favourite colour
3. Lunch choice or colour
4. Lunch choice and interpret data

Plenary

Play Tally Chart Game on Topmarks

[https://www.softschools.com/math/data\\_analysis/tally\\_chart/](https://www.softschools.com/math/data_analysis/tally_chart/)

**Maths Minutes**

**Which number doesn't belong? Give reasons**

10 12 15 20 22

**45 minutes** **Life Skills: Can I understand what bullying means?**

S.C: I know what bullying is

I know that bullying is wrong

EBI: I can discuss different types of bullying.

Warm up: Ask children: Who can tell me what bullying is? (collect and record answers for WW)

Give the following answer; **Bullying** is when you do something that makes someone feel unhappy. When it is bullying, it happens lots of times, it is **repeated unkind behaviour**.

**Year 2** – discuss the different types of bullying and place some you're your examples into the different types:

- Physical – pushing, poking, kicking, hitting, biting etc.
- Verbal - name calling, spreading rumours, threatening, teasing, belittling, making animal sounds whenever they are near the child etc.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, pulling faces at, intimidating, excluding etc.
- Gender Bullying – unwanted touch, abusive comments
- Indirect - Can include the exploitation of individuals, for example a pupil or group of pupils targeting a vulnerable child (EAL/SEN etc.) to persuade them to do things they do not fully understand

Year 1: Look at the different scenarios (ppt). Discuss a couple as a class: What is happening?

Show me/Tell me how you think the children in the scenario are feeling – why do you think this?

Is it bullying?

Emphasise that none of the situations would be bullying if they only happened once although this might make us feel upset and we might still need an adult to sort it out.

Discuss how sometimes we fall out with our friends but this is rarely bullying. Bullying is when unkind behaviour is **repeated unkind behaviour**

Evidence: Children to freeze frame different scenarios. Photo/quote in books.

Year 2: Complete activity 2 'One Word' See SRE Document Lesson 4, Activity 1.

Ask children to think of one word they think of when they hear the word 'bullying' (this can be types of bullying/feelings etc)

Share ideas and record them on individual pieces of card.

Divide a large piece of paper into quarters

Explain that bullying includes four key things.

These can be written/ illustrated in the four areas of the paper:

- It is upsetting for the person who is bullied
  - It happens a lot
  - The bully/bullies have more power
  - The bully/bullies purposefully want to upset the target
- Ask children to consider their examples on the pieces of card. Can they decide if their example constitutes bullying? How do they know?

★ All Chd to write straight into their English books.

Include a tick list on the board for the children to stay on track:

- ✓ Story opener
- ✓ What time did your alien wake up?
- ✓ What did the eat for breakfast?
- ✓ What does your alien look like?
- ✓ Where are they going?

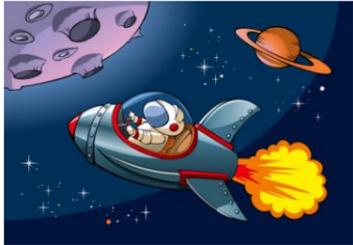
Explain that sometimes people fall out but this is not bullying unless the four elements on the board are occurring.

Photo of group grid and quotes for evidence.

Extension: say what type of bullying it is verbal physical etc.

**40 minutes: Can show stamina when writing a narrative?**

Warm up **2 minutes:** Imagine your alien has put on their special space suit and has climbed in their rocket ready to travel to **Earth**. Along the way, what do they see out of the window?



**Year 1**

**Read up to the word crossword.**

Today we are going to write the next little part of our story. Don't forget the name of **your** alien. Now we are going to write the bit about 'getting ready to travel to earth.'

*What planet does your alien live on?*

*What time in the morning does your alien leave to go to the launch pad?*

*What special outfit do they need to get dressed into?*

*What can your alien see along the way?*

Using the ELMO, model writing the next part of the story.

It is very **hot** here on **Mars**. It is 8 o'clock and \_\_\_\_\_ the alien **walks** to the launch pad. He/ she puts on their **special** space suit. On the journey \_\_\_\_\_ can see \_\_\_\_\_.

Words in Bold can be changed. Bounce some examples with the children for alternative ideas.

**Year 2**

As above but continuing to use time conjunctions and more interesting vocabulary.

It is very **hot** here on **Mars**. It is 8 o'clock and \_\_\_\_\_ the alien **skips merrily** to the launch pad. **Then**, he/ she puts on their **special** space suit. On the journey \_\_\_\_\_ can see \_\_\_\_\_.

**45 minutes: Y1 LO: Can I construct a pictogram?**

- create a pictogram to show favourite days of the week
- stick the correct number of pictures on my pictogram
- answer questions about my pictogram

**Y2 LO: Can I construct a block diagram?**

- use a tally chart to draw my own block diagram
- use a ruler to draw the lines
- count the squares accurately to match the tally marks

Warm up: counting in multiples of 5  
(Percy Parker on You Tube)

Explain that today we are creating a chart to represent the data.  
Y1 pictogram Y2 Block diagram.

Year 1: Play fruit Fall- topmarks <http://toytheater.com/fruit-fall/>  
Now look at the fruit pictogram: TTYP how many children liked ... the best?  
Number each column.  
Year 2: Recap Tally marks- display sets of tally marks to discuss.

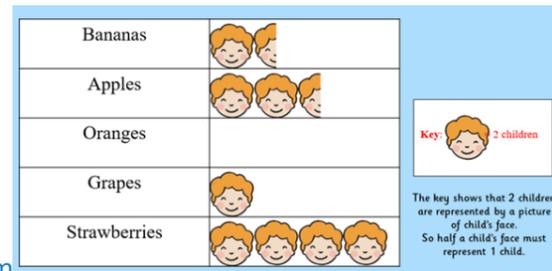
Explain that we are going to use a given tally chart to create a pictogram/block diagram- Favourite day of the week- What do you notice about the data?

T Model on pre-drawn diagram completing Monday, first total the tally on SP



Add 5 faces to pictogram / label the block and, using a ruler draw 5 blocks on the diagram.

Task: Chn to complete their own day of the week pictogram/block diagram



Year 1: Discuss the pictogram

Year 2: Once complete, select some children's work- Does it correctly represent the data? WWW EBI What does it tell us? (Chn to answer questions asked by T

**Maths Minutes**

Which number doesn't belong? Give reasons  
10 25 55 30 47

**45 minutes Life Skills : Can I identify strategies I can use if I am being bullied or I see someone else being bullied?**

Warm up: Recap yesterday's learning – What is bullying? How do you know if behaviour is bullying or not?

Year 2 – What are the different types of bullying?

Year 1:

Come together and discuss what we should do if we are being bullied. Record these ideas for WW. Discuss how well each of the suggestions may work in school.

Year 2:

As above but also discuss what we should do if we see someone being bullied. Discuss the negative aspects of being a **bystander**.

**What is a bystander?**

A person/people who watch a bullying incident and do not respond. Why might someone choose not to help someone being bullied? How would a bystander feel after the event? How would the person being bullied feel if they saw the bystander?

Year 1 and 2 activity:

Post the four options around the room/outside:

Tell an adult	Walk away
Say something	Join in

Read some of the following scenarios and ask children to decide how they would react. Year 2 – add a 'bystander in to some of the scenarios.

**Make it clear that if they are being bullied they should not just walk away and ignore it. Walking away is ok to escape the situation but they must tell someone so they can get help and make it stop.**

**What should you do if?**

**Appendix 2**

- Someone makes fun of someone else's shoes?
- Someone doesn't like the colour of your neighbour's pencil case?
- Someone says mean words to you?
- Someone doesn't have the latest game and is being left out?
- Lots of children are saying mean things to another child?
- Someone in your class always makes a noise and it annoys you?
- Children are being mean to someone because they haven't done well in their last test?
- Someone is hiding another child's glasses?
- Your friend is calling someone who walks in a different way nasty names?
- Someone is copying the way that somebody speaks and is making fun of them?
- Someone who uses crutches is showing you how to use them as a sword?

Year 1: Photo evidence of choosing options and quotes.

Year 2: Create a 'script' as a class that we could use if we see bullying – e.g. 'Stop we are buddies not bullies'.

Children design a poster which includes the script. Model some ideas about what the poster could include.

**40 minutes: Can show stamina when writing a narrative?**

Warm up: 2 minutes Where will your alien visit?



Display some inspirational images:

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

**Year 1**

**Read up to the word jokes.**

What time does your alien arrive on Earth?

Where interesting place do they visit?

What does your alien eat for lunch?

Where activity does your alien try?

Using the ELMO – Model writing the next part of the story.

It is 1 o'clock and \_\_\_\_\_ is very hungry. He/She eats a \_\_\_\_\_ sandwich for lunch. \_\_\_\_\_ the alien discovers a strange looking place. It's a **circus!** \_\_\_\_\_ practises walking along the tight rope. Then, he/she has a go at juggling. It is so much fun!

Words in **Bold** could be changed.

**Year 2-**

**As above continuing to use time conjunctions and interesting vocabulary.**

It is 1 o'clock and \_\_\_\_\_ is very hungry. He/She eats a \_\_\_\_\_ sandwich for lunch. \_\_\_\_\_ the alien discovers a strange looking place. It's a circus! **First,** \_\_\_\_\_ practises walking along the tight rope. **After that,** he/she has a go at juggling. It is so much fun!

Talk about the words that could change to fit your story. Bounce some ideas with the children.

**45 minutes: LO: Can I represent data?**

Warm up: Count forwards and backwards in multiples of 5. Count on from given multiple 15, 20, 25

Today we are going to collect our own data (tally marks) and use it to construct a pictogram or block diagram.

Recap by discussing:

Y1 Look at the PPT Making pictograms (you can use Charts at the end of the PPT for differentiated tasks)

Y2 look at the PPT Bock Diagrams

Ask the children to choose from a list which data they would like to collect- favourite pets, food, lessons, vehicles,

T: Recap each stage and prompt the children to tell you what you need to do next

Use blank tally charts on SP and blank pictogram/ block diagrams as necessary

1. Collect tally marks in a group/Independently and answer questions about it.
2. Represent tally marks as a pictogram
3. Draw a block diagram
4. Interpret the data

**These can be continued tomorrow**

**Maths Minutes**

Which number doesn't belong? Give reasons

3 9 13 17 21 32

**45 minutes Science Y1: Can I explain what a habitat is?**

**Y2: Can I explain what a habitat is and how habitats can vary?**

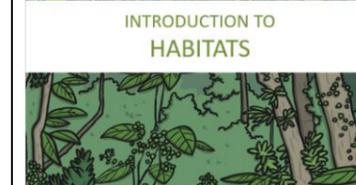
Work through the Habitats Power Point.



Discuss some of the key things that a habitat has to have in order for animals to survive.

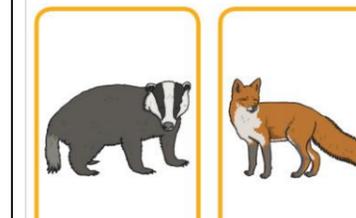
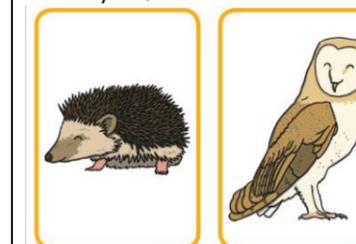
- Shelter – This could be a nest or a burrow
- Food – For some animals this will be plants and insects for others this will be other animals
- A safe place to raise their young - This is somewhere where the baby animals will be safe from other animals that would hunt them (predators)

Work through the second Power Point Introduction to Habitats.



Can you think of some animals that might live in each habitat?

Activity Y1/2: Animal habitat sorting activity.



Y2: Can you explain how some of the habitats that these animals live in are different?

- Polar bear
- Shark
- Camel
- Orangutang

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**60 minutes: Can show stamina when writing a narrative?**

Read from "The working day is nearly over" until "very happy to be the man on the moon."

What will the alien do at the end of their day on Earth?

How will they return home?

What will they do when they get home? Do they eat their tea, have a bath, go to bed?

How do they feel about their day on Earth?

**Year 1 -**

Model writing the final paragraph-

They day is nearly over so it is time to fly home.....

**Year 2 -**

As above but remembering to include the time conjunctions- discuss which ones would be appropriate- finally, that evening, by night time.

**45 minutes: Can I interpret data?**

-Use the chart/diagram to answer questions

Warm up: Top Marks Hit the button Times tables

Children to complete task from yesterday.

Input any misconceptions that have been observed/ create a mistake to discuss.

Stop children as most finish and model data interpretation.

Give children that have completed graphs a pictogram/block diagram to interpret and answer questions about.

Year 1 Pictogram data interpretation 25.03.21

Year 2 Easter Egg Data interpretation (print and colour one first)

**Maths Minutes**

Which number doesn't belong? Give reasons

14 63 16 26 38 8

**45 minutes Science Y1: Can I explain why animals are best suited to their habitat?**

**Y2: I Can explain what animals need to survive from their habitat?**

Watch Discover Education Habitat video on you tube.

<https://www.youtube.com/watch?v=ZrSWYE37MJs>



What are some of the different habitats from around the world?

Desert / ocean / arctic/ woodland / rainforest

Can you think of some animals that would live in these habitats?

Desert – snake / lizard / camel / scorpion / meercat

Ocean – Shark / octopus / fish / whale / crabs

Arctic – Penguins / polar bears / Seals / walruses

Woodland – Owl / Hedgehog / foxes / Badger

Rainforest – Orangutang / jaguar / Sloths / frogs / Gorillas

All of the animals we have discussed are best suited to their environment because they have adapted to live there.

Discuss the questions:

Why are animals best suited to their habitat?

For example: What makes the polar bear able to survive in the arctic?

Would a penguin survive in a desert? Why not?

Could a shark survive in the jungle? Why not?

These animals wouldn't be able to survive because they are not suited to that environment. A shark wouldn't be able to breath out of the water and a penguin would be too warm in the desert

Activity: Y1 can you create a labelled diagram of a habitat of your choice with some of the animals that live in that habitat?



Y2: Can you create a fact file. In the interesting facts section, you can explain what the animals need in their habitat in order to survive.

### Habitat Fact File Activity

Name: \_\_\_\_\_ Habitat: \_\_\_\_\_  
Animal (mammal/bird/amphibian/reptile/fish): \_\_\_\_\_

Picture or Photo	Interesting Facts
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____

Science challenge: Can you create a shoebox habitat of your choice?



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**40 minutes: Can I edit and improve my writing?**

Show an example of a child's or your story to edit together using purple pen.  
Create a list of things to look for:

Punctuation

Capital letters

Make sense

Could we add adjectives?

Time conjunctions

Correct spellings- remind children to use Fred Fingers

Children then work on editing & improving their stories.

If there is time, share some stories with the whole class.

**30 minutes: Can I recall strategies to solve given problems?**

Year 1 and Year 2 Maths Quiz

TTYP: Share possible strategies for solving problems involving the 4 operations (+ - / X)

Year 1- place manipulatives on the tables for chn to use.

T can read one question at a time for class or class can read and complete independently.

Once complete- mark together/ share feedback/ strategies/ WWW and EBI

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

Discuss: **What does wellbeing mean?** Being comfortable, healthy and happy." **What does mindful mean?** Thinking about or focusing on something deeply.

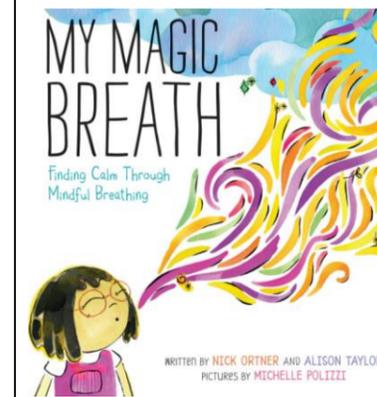
Today we a being mindful about our own wellbeing.

Share with your partner something that has made you happy today or this week. Think about something that has made you feel uncomfortable, worried or sad this week. Share only if you want to.

Explain we all have things that make us worried or upset sometimes, which is why mindfulness is so important. Mindfulness means we dedicate time to focusing on our own wellbeing and happiness.

Listen to the story 'My Magic Breath'

<https://www.youtube.com/watch?v=NjQzFfv5HXs>



Play some calm classical music and ask the children to close their eyes.

[https://www.youtube.com/watch?v=pxEj6m\\_7Qfk](https://www.youtube.com/watch?v=pxEj6m_7Qfk)

Think of something happy, a happy place, person or situation. Use your magic breath to breathe in and out picturing their happy thought.

Next think of an unhappy or worrying thought. Use your magic breath to calm yourself and blow out your unhappy thought. Letting your happy thought take its place in your mind. DO this several times holding your breath for 3 seconds then breathing out. Increase holding your breath by one second each time until you hold your breath for 6 seconds. Letting your magic breath push out the unhappy thoughts.

**Activity**

Model either taking a photograph or drawing a picture of yourself from the side. Then use water colours to paint your magic breath. Draw the children's attention to thinking about different colours and shapes that represent their personal happy thoughts. Children could always write what their happy thought is that they pictured when using their magic breath.



One more time! Take an even bigger breath.  
Remember that happy thought?  
Use it to push out your sad thought.

Can you blow that sad thought right off the page?

