

BLENDING LEARNING PLANNING YEAR ONE WEEK BEGINNING 11/1/2021

| SUBJECT | R.E | ENGLISH | PHONICS | MATHS | SCIENCE |
|-----------|--|---|---|--|--|
| OBJECTIVE | LF1 & 2 – Can I recognise the people within the parish church? | To be able to use the punctuation ? and ! | ee – ea, e_e | Can I add to 20 by counting on? Can I systematically find number bonds to 20? Can I find and make number bonds to 20? | Can I distinguish between an object and the material from which it is made? Can I identify and name a variety of everyday materials? Can I describe the physical properties of everyday materials? |
| | | | TRICKY WORDS | | |
| | | | here where | | |
| LESSON | <p>Talk about what church you belong to. If you don't belong to a church think about either Sacred Heart church or St Mary's church in Loughborough.</p> <p>What does your church look like? (You might want to pull a picture up from the internet to help with this) What can you see? Cross, doors, stained glass windows etc.</p> <p>Then think about who 'works' in the church and their role i.e the priest – says mass, takes communion, performs baptisms, weddings, funerals etc. Also think about the role of these people in a church; musicians, welcomers (hand out hymn books when you walk in), lay ministers (help to distribute communion), readers (read the weekly scripture), altar servers, cleaners etc. (You can google these people and their jobs so the children can see them doing their work). What do they do to help in church and make a mass happen?</p> <p>In your books draw a picture of your church with its features ie cross, stained glass windows etc and then draw images of some of the people who help in church to make a mass and explain their job. One has to be the priest with at least two others.</p> | Please see attached planning sheets | <p>In phonics we will now be looking at families of sounds to recap our Phase 5 learning and their matching Phase 3 phoneme.</p> <p>In school we will be having a specific phonic lesson based on using online teaching tools. These will be using PhonicsPlay and free resources available on Twinkl.</p> <p>We will be using these games to support the learning of the weekly phoneme and previously learnt tricky words.</p> <p>Daily phonics videos will be sent home to support learning.</p> <p>TRICKY WORDS Practise writing these words in sentences dictated by the adult.</p> <p>HANDWRITING I will send home videos demonstrating how to use your handwriting books and how to practise writing your tricky words for the week.</p> | <p>Google White Rose maths.</p> <p>Go to home learning section.</p> <p>Work through Spring week 2 lessons. Addition and subtraction within 20.</p> | <p>What you will need:</p> <ul style="list-style-type: none"> A collection of the same items but made of different materials i.e spoons – wooden, metal, plastic. <p>Using the objects that you have collected can you think about what materials are they made of? Which would be the best for different jobs?</p> <p>Then can you sort all of your objects according to the materials they are made from. What materials are each group? Can you use the words in the knowledge organiser to describe their properties i.e the metal spoon is solid and shiny.</p> <p>Then choose one item to draw and label according to:</p> <ul style="list-style-type: none"> What it is What it is made of How would you describe its properties using the words from the knowledge organiser? <p>i.e – I have chosen a spoon. This spoon is made of wood. The spoon is hard, cannot bend and is solid.</p> |

| | GEOGRAPHY | HISTORY | ART/D&T | ICT | MUSIC |
|--------|--|--|---|--|---|
| LESSON | Can I understand what the weather is like in our country? | Can I describe what toys are made of today? Can I explain how toys from today work? Can I find out about my personal past by using artefacts? | This term we will be looking to make our own hand puppets Can I evaluate existing products? | Purple Mash – Winter pictures | |
| | <p>Watch some of the weather videos on Twinkl (weather video power point). <i>You may need to create a free account in order to access these.</i></p> <p>Recap on what the 4 seasons are. What months are in winter? Think about winter.</p> <p>Talk about today's weather. Look on the BBC weather forecast page – what does it say?</p> <p>Discuss what weather would you expect to see in winter? What clothes would you expect to wear? What would you do differently in winter that you wouldn't do in the summer?</p> <p>In your books write a list starting with the sentence 'In winter I would wear:.....'</p> <p>(The children know how to write a list using bullet points)</p> <p>Then write a list starting with 'The weather in winter is:'</p> <p>Then draw a picture of you in winter. Label the picture with winter words such as snow, ice, frost etc and also draw you in your winter clothes and label them i.e scarf, hat, gloves etc.</p> | <p>Get yourself a collection of your toys. What are they made of? (Links to Science) How do you play with them? How do they work?</p> <p>If you have them, have a look at some of your old baby toys (if not look on line at baby toy images). Again look at the materials that they are made of and how they work. Compare the baby (old) toys with the children (new) toys.</p> <p>In your books draw a picture of your favourite toy. Describe it by completing these sentences: My toy is It looks like..... My toy is made of My toy works by</p> | <p>You will need a puppet/s (if not an image of a puppet from the internet – it does not need printing off)</p> <p>Have a look at your puppet/s. How does it work? What materials is it made of? (links to Science) If you have more than one compare how they are different and/or the same using the same questions.</p> <p>Draw your puppet (or a puppet you have seen on the internet) and label it according to its features i.e materials used to make it, hand hole, finger hole, strings etc.</p> <p>Try to give reasons why these things have been chosen i.e finger hole to make it move, fluffy material to look like fur etc.</p> | <p>Login into purple mash using your child's login details that can be found in their blended learning packs.</p> <p>In the search part of the first page type in winter.</p> <p>Go to paint projects and complete the winter picture activity.</p> <p>(the video on this programme can be used to support the geography learning)</p> <p>Save it then it can be accessed at school and as your child progresses through sacred Heart they will have a collection of their work.</p> | <p>Listen to Vivaldi's 4 seasons Winter. How does it make you feel? What images does it make you think of? What happens to the speed of the music at different times of the piece? How does that change how you feel or what you imagine?</p> |

- Can I look at the weather where we live? - Daily, look at the Loughborough weather report on the BBC weather page. Can you recognise the symbols? Understand the temperature? What do we measure temperature in?

Children in KS1 will be focusing on the importance of exercise this term and will be taking part in a variety of fun activities. Some children will begin to understand the visible effects it has on their bodies and may be able to understand the reasons why. Both children that are Home learning, and the children in school will be taking part in the same activities this term.

For the first PE lesson this term, I would like the children to take part in a mini circuit of activities. These activities will challenge the children to use all parts of their body. I would like the children in KS1 to be aware of the short-term effects on their body during this circuit of exercise.

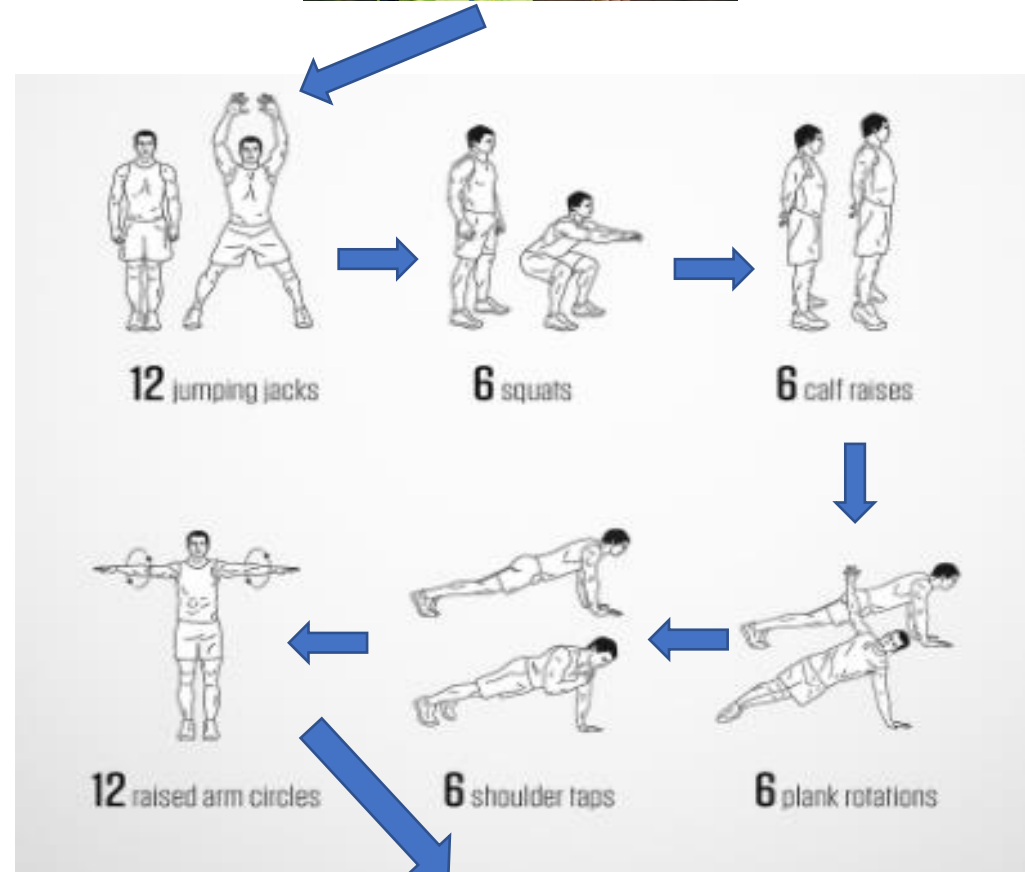
Your child should find their heartbeat before they exercise. I would like them to count how many times their heart beats in a 15 second period. After the exercise, I would like the children to do the same again. **Children should have a 30 second break in between each of the 6 exercises.**

I would then like you to question the children as to why their heart is beating faster than before.

Hopefully, the children should say **the body is pumping more blood around the body** to help the muscles move.

If parents could then question the children if they have noticed any other changes to their body such as;

- Sweating
- Breathing heavier
- Worn out



Also, each child that is Home learning has been provided with either a Skipping rope or a Hula Hoop. The challenge is for each child to complete 30 skips/Hula hoops a day in order to earn a house point for their House. Reception and Year 1 students can choose whether to use their Hoop to Hula hoop with, or to skip through (Whichever they find more accessible). You may choose to use a table similar to the one below. It is vital that the children stay physically active during this lockdown period and this challenge should take no longer than 5 minutes per day. Your child should return their table and piece of equipment to Mr Morley once they return to school on a full-time basis.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------------|---------------|----------------|------------------|-----------------|---------------|
| W/C 11 th January | | | | | |
| W/C 18 th January | | | | | |
| W/C 25 th January | | | | | |
| W/C 1 st February | | | | | |
| W/C 8 th February | | | | | |
| W/C 15 th February | | | | | |

SACRED HEART ENGLISH PLANNING

| YEAR GROUP: One | | THEME: Punctuation - ? and ! | LENGTH OF UNIT: 3 days | CROSS CURRICULAR LINKS: |
|---|---|------------------------------|--|-------------------------|
| I CAN..... <ul style="list-style-type: none"> Write a simple sentence using capital letters, finger spaces and full stops. Say the sentence before I write it. Spell words using my phoneme knowledge. Recognise what a ? and ! are. Use a ? and ! in my writing Use adjectives in my writing. | | | RESOURCES: <ul style="list-style-type: none"> A red, green and orange pen/pencil/crayon/felt Red workbook (Worksheets are optional extras and if you have the facility to print but not necessary to complete the tasks). | |
| LESSON ↓ | MAIN INPUT | | ADULT LED ACTIVITY | |
| 1 | <p>Recap on what makes a sentence – subject, predicate, punctuation. What punctuation do we know and use at the moment? Full stop. This week we are going to be learning to recognise and use a ? and !</p> <p>Today we are going to be focusing on recognising and using a ?</p> <p>First of all why do we ask questions?</p> <p>What questions words do we know? What, where, when, why, how.</p> <p>The symbol that we use to show we have asked a question is ? Model how to write a question mark, get the children to have a go. When thinking about a sentence a ? goes at the end to show that our sentence is complete. Model a sentence using the Rainbow grammar cards. Recap on what the subject is, what the predicate is and how the punctuation is now a ?</p> <p>Can you think of a question? Write the question down so the children can see how and where the ? is being used. Recap again on the subject and predicate.</p> <p>Model a sentence to the children without any punctuation – what punctuation do you think we should use? A ? or a . Why do you say that answer? Put the correct punctuation in.</p> <p>Repeat with more sentences.</p> <p>Explain to the children that they are going to be the teachers and add the correct punctuation to the sentences because the child has forgotten.</p> | | <p>Give the children a selection of sentences that are missing either the punctuation ? or . Get them to add the correct punctuation in a red coloured pen/pencil/felt/crayon to show the correct punctuation that should be used.</p> <p>EXTENSION - encourage the children to underline in green the subject of the sentence (who or what is the sentence about – noun) and in orange the predicate of the sentence (the part of the sentence that gives the meaning – what the subject does)</p> <p>i.e Why is the boy looking at the moon?</p> <p>The boy is looking at the moon.</p> <p>Then get the children to write their own questions using the questions words of what, why, when, how, when, reinforcing the use of a question mark at the end. Again, an extension would be to identify the subject and predicate. Use the Rainbow grammar colours of green – subject, orange – predicate and red – punctuation.</p> | |
| 2 | <p>Recap on what makes a sentence – subject, predicate, punctuation. What punctuation do we now know? Full stops and question marks. Where would I expect to see these in a sentence?</p> <p>Today we are going to be focusing on !</p> <p>Why do we have an exclamation mark? Explain that an exclamation mark completes a sentence that gives a strong emotion or high drama.</p> | | <p>Give the children a selection of sentences that are missing the correct punctuation. Either ! or . Get them to add the correct punctuation using a red pen/felt/crayon etc.</p> <p>Then get the children to write their own sentences using the punctuation !</p> <p>Remembering capital letters, finger spaces and the correct punctuation at the end. Encourage your child to re read their sentence to check that it makes sense and sound out the words as best they can using their phonic knowledge and skills to segment the</p> | |

| | | |
|---|---|---|
| | <p>Model writing an exclamation mark and get the children to practise writing them as well.</p> <p>Write some examples to show the children ‘That slice of cake is huge!’ ‘Those lions look dangerous!’ What a beautiful day!’</p> <p>Can the children give an example of a sentence that would use an exclamation mark? Write their examples out so they can see what it would look like.</p> | <p>words. I am happy for words to be as phonetically correct as possible except for those that they should know by now like the tricky words.</p> |
| 3 | <p>Recap on what makes a sentence – subject, predicate, punctuation. What punctuation do we now know? Full stops, question marks and exclamation marks.</p> <p>When do we use question mark? When do we use an exclamation mark?</p> <p>Model writing a mixture of sentences that need any of the learnt punctuation. Get the children to tell you the missing punctuation needed and recap on why i.e because it is a question with a question word at the beginning, because it is a statement, because it is neither a question or statement just a simple sentence.</p> <p>Today we are going to use all of the punctuation we have learnt to make some super sentences and we are calling them super sentences because we are going to re cap on our use of adjectives to make them more interesting.</p> <p>What is an adjective? A describing word.</p> <p>Recap on some adjective words i.e fast, beautiful, red, blue, big, small etc.</p> <p>Model writing a simple sentence using a full stop but with an adjective. The loud <u>people</u> <u>are eating a</u> chocolate <u>cake</u>. What is my adjective? Who is my subject? What are they doing (predicate)? Underline the subject in green, the predicate in orange, the punctuation in red and underline the adjective.</p> <p>Repeat with a question.</p> <p>Why has the <u>girl</u> <u>eaten</u> a <u>red</u> sweet?</p> <p>Repeat with an exclamation mark</p> <p>That <u>grey</u> <u>elephant</u> is big!</p> <p>In an exclamation sentence there might not be a predicate part (noun/what is happening)</p> | <p>If you feel that your child still needs to practise writing the simple versions of these punctuation sentences then they are to practise writing 3 of each type of sentence i.e 3 with a full stop, 3 as a question and 3 with an exclamation mark.</p> <p>Remembering capital letters, finger spaces and the correct punctuation.</p> <p>If you are happy that your child is secure in writing the simple versions of these punctuation sentences then encourage them to write three sentences of each punctuation sentence using adjectives. They can also identify the subject, predicate and punctuation in each sentence where possible.</p> <p>Remembering capital letters, finger spaces and the correct punctuation.</p> <p>If your child is happy and confident then encourage them to do more than 3, but 3 is the minimum I would expect from all of the children using the criteria given.</p> |