



Week Beginning 16/2/21 - Overview of Starred Tasks



This is a short overview of this weeks starred tasks and which day to find more information.
These tasks are that we will give you feedback on.

Tuesday

Across the Curriculum - Help the dragon by completing this week's Fairyland challenge. Look for the picnic basket in the Virtual Classroom to find out more.

Thursday

Literacy - Mystery box story writing. Can you write a story about what is in your mystery box?

Friday

Maths - Capacity. Help Goldilocks measure the 3 bears' bowls. Use non standardised units to measure and arrange containers from biggest to smallest.

Tuesday 16th February - We hope this finds you all well and that you will find these suggestions helpful. Please feel free to adapt or extend as you see fit.

Learning intentions: I am learning to read words with selected sounds.

Success criteria:
* identify 'wh' digraph.
* read and build words with 'wh' digraph.

Learning intentions: I can identify and recognise sequences of numbers.

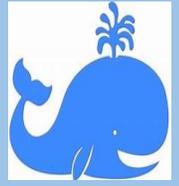
Success criteria:
* I can identify a screened number in a sequence.

Learning intention: I am learning to follow instructions to make a healthy breakfast.

Success criteria:
* follow instructions to make a healthy meal with an adult.
* add extra healthy ingredients to make my meal unique.

Literacy: Phonics
This week we are learning the new digraph 'wh'. A digraph is 2 sounds together that make a separate sound. Words – when, which, whim, whizz, whin (gorse plant). Try playing this game we have made called 'Where's Whitney whale?' See if you can find Whitney amongst all the items beginning with the 'wh' sound. <https://youtu.be/w5dNqtNsvRw> Have fun! Watch this song to get some ideas for 'wh' words <https://www.youtube.com/watch?v=GO3UxDydumA> On the slide below find today's 'wh' words to practise reading and building.
Medium: Read and build the words containing 'wh' from the slide. Try reading the tricky words in the sentences too.
Hot: Read the words and sentences from the slide and try writing the words beginning with 'wh' .
Spicy: Read and write the 'wh' words from the slide, have a go at reading the sentences too. Can you create and write two of your own sentences containing a 'wh' word in each and the tricky words 'l' or 'the'. Try sounding out the letters yourself to write your words.
Handwriting - Practise writing cursive letters **m, n and r**. <http://www.ictgames.com/mobilePage/skyWriter/index.html> Please select 'cursive' for a demonstration.

Tricky Word: she



Numeracy Warm Up: Lets warm up by *recognising numbers*. An example to do this is spreading out written numbers randomly. e.g. "Point to 11." "Point to 18" etc. Then ask your child to put these numbers in order by handing them to you or into a pile. Work with your child to become secure doing this with numbers to 20 then work with higher numbers and increase the speed. Can they put them in order?
Numeracy Activity: *Counting numbers forwards and backwards and identifying these numbers in a sequence*. For these activities you will need six numbers organised in a row (suggested numbers to use below, example number rows on following slide) as well as individual covers (screens) for each number to hide them.
Part 1: Model counting each number on the line forwards then backwards, pointing to each number so they can see the sequence. Now, ask your child to then do this independently. Repeat this 2/3 times or as much as needed. Now, complete this activity again but with the numbers **covered** (still pointing to each number).
Part 2: With all numbers individually covered, reveal one number. "What number is this?". The revealed number can help identify the following... Pointing to another hidden number, "If that number is ____ . What number is this?", continue until all numbers are revealed.
Medium – Any six numbers between 0-10 **Hot Task** – Any six numbers between 0-20.
Spicy Task – Part 1: Using decade numbers (10, 20, 30 etc.) and Part 2: Any six numbers across a decade number (e.g. 18, 19, 20, 21, 22, 23.)

Across the Curriculum : Health and Wellbeing
Click on the picnic basket in this week's Virtual Classroom to hear an important message.
Click on the 3 bowls in the virtual classroom to find more information on today's challenge.
Can you spot your teachers in the Virtual Classroom? Whose cottage do you think they are outside?



Virtual Classroom



These are examples of number rows that could be used to help with Tuesday Numeracy Activity

*These can be adapted to include different number

3	4	5	6	7	8
---	---	---	---	---	---

11	12	13	14	15	16
----	----	----	----	----	----

38	39	40	41	42	43
----	----	----	----	----	----

Tuesday Phonics: Week Beginning 16/2/21

wh spelling pattern

Key Words

Adult's words to
model building

Child's words to
build

when →

whip

whizz →

whim

which →

whack

Tricky Word

she

Key Sentences

Can you read these words & sentences to an adult? We have underlined the tricky words and highlighted the diagraph pattern to help you.

whip whim when which

Zak put on the wig.

It did not fit him.

Wednesday 17th February - We hope this finds you all well and that you will find these suggestions helpful. Please feel free to adapt or extend as you see fit

Learning intentions: I am learning about question words. I am learning to understand how to read words.

Success criteria:
*use question words to create questions about my reading book
*understand that words are made up of sounds.

New Oxford Owl log in

P1A & P1C: P1ap1c 2021rocks
P1B: P1BBPS 2020stars

Learning intentions: I am learning to understand the language used to describe capacity.

Success criteria: I can
*explain what capacity is.
*Use language to describe an object's capacity.
*solve capacity problems.

Learning intentions: I am learning about Chinese New Year celebrations.

Success criteria:
*listen carefully to the video clips.
*have a go at answering remembering questions.
*create a question to further my understanding of the festival.

Literacy: Reading – You will receive a new reading book via assignments. We hope that you continue to enjoy reading at home with support from an adult. Please avoid reading other titles from the Oxford Owl website as these books may be set as reading homework in the coming weeks.
Listening and Talking – Use the slide 'Speaking cards' to ask/answer questions about a theme. How does each question start? Can we make a list of question words to help us with the next task? e.g. **Who?** **What?** **Where?** **When?** How? **Why?** Notice lots of these words start with the 'wh' sound. **Reading for Meaning –** Listen to the story read by Ms Hunter. <https://youtu.be/WfA-pEehtBo> Ms Hunter's son is going to try to ask questions about the book she has read. The questions need to make sense and be linked to the story. Use the 'Question Words' slide to help you. Choose a task appropriate for you.

Medium – Ask one or two questions about your reading book for this week. Focus on Who? Where? <https://youtu.be/QKf7nw6uPZU>

Hot – Ask three or four questions about your reading book for this week. Focus on Who? Where? What? When? <https://youtu.be/DrPem0oueYY>

Spicy - Ask five or six questions about your reading book for this week. Try each of the question words on the slide. You might need some support with the How? And Why? questions. e.g. How did _____ feel? Why do you think they felt that way? <https://youtu.be/qxJeYau3Qgs>

Measurement: This week we are learning about capacity as a form of measurement. Capacity is how much liquid a container can hold. Some containers hold a lot of liquid as they are large, and some containers hold a little amount as they are small. Today we will be learning to use different language to describe a container's capacity by using vocabulary such as full, empty, half full/half empty and nearly full/empty. Can you help Goldilocks describe how much is in the bear's milk bottles? Watch Miss Whiteheads' video to support your learning.

Task – Collect different containers to explore different capacities. You could use a measuring jug, a bucket, plastic bottles, a bowl or a cup etc. You can choose anything that is able to hold water. Imagine that you are measuring with Goldilocks and that you are describing how much milk is in the 3 bear's bottles. Fill your containers with different amounts of water to show different capacities – full, empty, half full and so on. If you choose to fill your container all the way to the top you would say it is full. If you choose to fill the container halfway you might say it is half full or half empty. Ask a member of your household to test you on your understanding of the language used to describe capacity by asking you to fill your container with different amounts. Challenge – Even though 2 containers might be full, do they hold the same amount of water? Explain your answer.



Across the Curriculum: RE

Chinese New Year was on the 15th of February this year. This year is the year of the ox. Click on the red lanterns to Watch the 3 videos about how people celebrate Chinese New Year and the animals in the Chinese calendar.

Listening and Talking: Talk to an adult about the information you found out from watching the videos.

Can you remember 1 way people prepare for Chinese New Year?

Can you name 2 ways people celebrate Chinese New Year?

Can you think of a question you want to ask to learn more about Chinese New Year? If you would like to share the question with us add it to the Ask the Teacher Channel and we can investigate the questions when we return to school.



WH-questions

Speaking cards

FOOD

- What is your favorite dish?
- Why do you like it?
- When do you eat it?
- How often do you cook it?



HOBBY

- What are your hobbies?
- Why do you like them?
- When did you start them?



FRIENDS

- Who is your best friend?
- How often do you see him/her?
- Where does he/she live?
- How does he/she help you?



ANIMALS

- What is your favorite animal?
- Why do you like it?
- Where does it live?
- What does it eat and drink?



BIRTHDAY

- When is your birthday?
- How do you celebrate it?
- What presents do you like?
- How many friends do you usually invite?



MOVIES

- What is your favorite movie?
- Why do you like it?
- When did you see it?
- Who are the actors there?



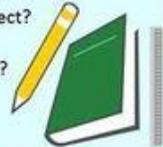
SEASON

- Which season do you like the most?
- Why do you like it?
- What do you do in this season?
- Where do you spend it?



SCHOOL

- What is your favorite subject?
- Why do you like it?
- How often do you study it?



HOLIDAYS

- What is your favorite holiday?
- Why do you like it?
- What do you eat and drink on this day?
- Where do you spend it?



MUSIC

- What is your favorite music?
- Why do you like it?
- When do you listen to it?
- Who is your favorite singer?



Here is a warmup activity to get you thinking about what questions are and how they can be answered.

Have fun with someone in your home. Pick a theme from the 'Speaking card' e.g. School and ask someone you live with to ask you the questions. Take your time to answer each question. What were the question words at the beginning of each question?

What?

Why?

How?

You could repeat this for another 'Speaking card' and/or take turns to ask/answer each question.



Question Words

Here are some visuals to help remind you of the question starters that we are going to try and use in our next activity.

Thursday 18th February - *We hope this finds you all well and that you will find these suggestions helpful. Please feel free to adapt or extend as you see fit.*

Learning intentions: I am learning how to write a simple story.

Success criteria:

- * Use question words to help with story ideas.
- * Think about a beginning, middle and end.
- * Check your work for capital letters and full stops.

Learning intentions: I am learning to use my numeracy and maths knowledge appropriately.

Success criteria:

- * I can count more and less.
- * I can order numbers.
- * I can add numbers.

Learning intention: I am learning to use mime to act out an event from a story.

Success criteria:

- * move my body to show what a character is doing in the story.
- * try to use my facial expression to show what the character is feeling.

Literacy:

Question words – Can you remember the question words we were using yesterday? The 'Question Words' slide is after this one to see how many you can remember. You are going to use the questions words in your writing today.

Writing - This week we are going to be writing a creative story linked to Goldilocks and the three Bears. Watch the video about a mystery parcel that has arrived on Mrs Howl's doorstep <https://youtu.be/VvdnbJ3aW1g> **What** will be in the mystery box? Can you use some of the question words to find out what may be in the box? **How** did it get there? **When** did it arrive? **Why** is it there? **What** adventure could you go on with the character in the box? Use the prompt sheet to help you. We would love to read your stories.

Medium – Draw a picture of your adventure. Ask an adult to scribe underneath what is happening in your story.

Hot – Draw a picture of your story. Use the template to help you. Can you write a sentence about what is happening in your story.

Spicy – Try to write 2/3 sentences in your story. You can use the prompt sheet to help. Try to think of a beginning, a middle and an end.



Numeracy/Maths:

Today we'd like your child to make full use and become comfortable with the great resource Sumdog. We have set the class a 'Task' to complete on this app and would like your child to spend 15 to 20 minutes on this task. This task is located on the left hand side of the screen once you have logged in.

It is beneficial for us to see how your child gets on with this task so please allow them to show their own answer (even if it is incorrect!). You may need to help with reading questions, however there is an option to turn on audio so the question is read out.

We individually sent your child's login to Sumdog before the holidays. You will find this in Assignments on Teams. If you have not received this or are having problems please get in touch with your teacher via Ask The Teacher channel.



Across the Curriculum: Drama

Today we are going to use a drama technique called mime to describe part of a story. When you are performing a mime you do not talk instead you move your body and change the expression on your face to show what is happening. Watch the mime clip by clicking on the balloons in the Virtual Classroom. Can you work out what she is doing?

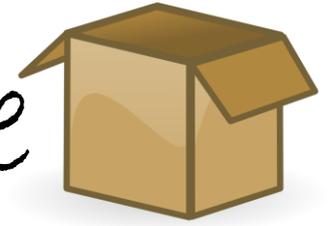
Now you are going to have a go doing a mime pretending to be a character from the Goldilocks and the Three Bears story. Watch the story and choose which character and which part you want to act out using mime. You might want to show goldilocks going into the house and eating the porridge or you might want to pretend to be one of the bears realising goldilocks has eaten the porridge. Press on the door knocker in the virtual classroom to watch the story. Once you have practiced your mime, ask someone to watch you and see if they can guess the part of the story you are miming. You could even send a clip to us and we can guess which part of the story you are acting out.



Question Words

Here are some visuals to help remind you of the question starters that we are going to try and use in our next activity.

Mystery Box Adventure



In the box

We went

It was

Friday 19th February - We hope this finds you all well and that you will find these suggestions helpful. Please feel free to adapt or extend as you see fit.

Learning intentions: I can use my sound knowledge to spell 'wh' words and/or cvc words.

Success criteria:
 Medium – sound out CVC words.
 Hot – write 'wh' words.
 Spicy – write 'wh' words and tricky words within a sentence.

Learning intention: I am learning to understand how to measure capacity.

Success criteria: I can
 *measure the capacity of a container by using non-standardised units of cups.
 *arrange capacity from the biggest to smallest amount.

Learning intentions: I am learning to construct an object for a purpose.

Success criteria:
 *build a chair that won't collapse easily.
 * make sure the teddy fits on the chair comfortably.

Literacy: Listening and talking, Handwriting and Phonics

Reading for Enjoyment – Read a fiction book of your choice with an adult for 10-15 minutes.

Listening and Talking – Have a go at asking someone you live with questions about the book you've read together. Try to use the 'wh' words to start your questions. e.g. Who is in the story? Where is the story set? When did _____ happen? Which part of the story is your favourite? Why?

Handwriting – Practise writing cursive letters **m, n and r**. You could go over each letter using different colours.

Spelling dictation – see the grid. You could use letters to build (if you have them) or say the sounds for Medium, write for Hot and write the sentence(s) read out to you by an adult if you choose Spicy.



Medium	Hot	Spicy
sap	when	She ran in the whin.
den	which	
him	whim	When can I nap?
for	whizz	
tub	whin	

Measurement: Today we are going to continue to explore capacity as a form of measurement. We are going to investigate the question: Do all containers hold the same amount of liquid? So, do they have the same capacity? To carry out this experiment you will need: 3 different sized containers, a small cup and a bucket or basin filled with liquid. If you are using water, why not add some food colouring if you have some!

Task - Imagine you are Goldilocks in the 3 bears' house, and you are trying to understand how much porridge each bear needs in their bowl. We are going to measure using non-standardised units of cups to see how much each container holds. When we have figured this out, we will be able to understand how many cups of porridge Daddy bear, Mummy bear and baby bear needs by arranging the containers from the biggest amount to the smallest amount. To carry out the experiment, you are going to use the small cup to fill each container by pouring the liquid inside. Whilst filling each container, count how many cups are needed. Finally arrange the containers from the biggest to smallest amounts of cups! What bowl is Daddy's? What bowl is baby's? Watch Miss Whitehead's experiment video to support your learning. Upload your findings via Assignments for your teacher to see.



Across the curriculum –Technology

Can you remember what goldilocks broke when she was exploring the three bears house? That's right, Baby Bear's chair! Today we would like you to have a go at building Baby Bear a new chair. Try building the chair with something you can stack. Maybe Lego, blocks or recycled containers? Baby bear is only little so use a teddy bear as a guide of how big you need to make your chair. Your teddy should be able to sit comfortably in the chair without falling out or the chair collapsing.

Hot: Build a chair that has a back and base for the teddy to sit on.

Spicy: Build a chair with a back, a base and four legs.

