

This term we have provided a daily break down of what your child should aim to achieve for each subject on each day. We understand that you may be unable to complete all tasks, however we advise ensuring your child experiences a mixture of tasks. For example, if you were unable to complete a reading comprehension last week, prioritise this week's reading comprehension task.

Maths

### **Maths No Problem, Chapter 14, Telling and Writing Time to 5 minutes**

**Monday:** Lesson 1 (then worksheet 1 in workbook)

To begin this lesson, you will need to make a paper plate clock with moving hands- a long hand and a short hand. This can be done in many ways- see photo. You could also use:  
<https://www.topmarks.co.uk/time/teaching-clock> Armed with their new clock, ask your child what the clock would look like if it was 3pm and allow them to move the hands on the clock to show you.



Focus on the fact that the hour hand is shorter and indicates the hour, while the minute hand is longer and indicates the minute. Prompt them by saying, 'If the minute hand shows the minutes, what would the clock look like at 3:05?' Allow them to work on this. Ask your child if they know different ways to say 3:05. Introduce the term 'past' to read time. Guide them to read the clock face and relate the numbers to minutes.

Ask your child to show 'three fifteen' on the clock face. Relate the 15-minute mark to dividing the clock face into 4 equal parts. Each part is a quarter, so we can also say that 'three fifteen' is 'quarter past 3'. Ask them to read the times 4.15, 7.15 and 12.15 using 'quarter past'. Do the same for 'half past' by dividing the clock face into 2 equal parts. Therefore, 30 minutes after 3 can be read as 'half past 3'. During Guided Practice, pupils are looking at clocks and identifying activities they do at certain times, paying attention to whether it is morning, afternoon or evening.

**Practise counting in 5's from 0-100 and from 100-0.**

**Times Tables Rockstars online**

**Tuesday:** Lesson 2 (then worksheet 2 in workbook)

During this lesson you will need your homemade clocks. Show your child the In Focus task and ask them to solve the problem. Once they have fixed the time, begin asking them questions about how they have positioned the hands. Tell them your friend says that when the minute hand is showing half past the hour, the hour hand is also in-between hours. Is this true? Let them discuss this and why this might be the case. Ask your child where the minute hand would move after 5 more minutes. What time would we say it is now? Is there more than one way to say the time? Reinforce the 5-minute intervals between 8:35-9:00 and discuss the times while they do this. Return to 8:45 and ask them what time this is showing. Are there different ways to say this time? Introduce 'quarter to' to describe time that is 15 minutes to the hour. During Guided Practice, using their clocks, pupils are telling time and identifying activities they do in the morning, afternoon and evening. Then they are telling time to a 5-minute interval and determining the number of minutes past the hour.

**Play:** <https://mathsframe.co.uk/en/resources/resource/116/telling-the-time-selecting-option-4>: telling the time to the nearest 5 minutes.

**Wednesday:** Lesson 3 (then worksheet 3 in the workbook)

To begin this lesson, show your child the In Focus task and allow them to discuss the images they see. Prompt them to look at the time the clock is displaying and what the picture is showing. Ask your child if Ruby is using the slide at 5:30 in the morning and why this is likely or unlikely. Allow them to discuss these same ideas for each picture. Are there clues in the pictures to help us? Introduce the language 'before' and 'after' to your child. Ask them if they are able to describe the pictures to one another using that language. During Guided Practice, pupils are practising telling the time.

**Play:** <https://www.topmarks.co.uk/Flash.aspx?f=matchingpairstimev3>

**Thursday:** Lesson 4 (then worksheet 4 in the workbook)

*Homemade clocks at the ready. Show your child the top image in the In Focus task and ask them to display 7.45 p.m. on their own clocks. Allow them a minute to work this out, reminding them to think about what the hour hand would look like. Uncover the remainder of the In Focus task and ask them to discuss which character is correct, Charles or Ruby, and why they are right. Prompt them with suggestions from the Let's Learn section.*

*Ask what 4:15 would look like, paying special attention to the hour hand. Tell them your friend says 4:15 is close to 4:30 so the hour hand should be in the middle of 4 and 5. Is this correct? Ask them to discuss this.*

*During Guided Practice, pupils are looking at the relationship between the hour and the minute hands. They are placing the hour hand, minute hand and then both hands onto a clock.*

**Play:** [https://www.sheppardsoftware.com/mathgames/earlymath/on\\_time\\_game1.htm](https://www.sheppardsoftware.com/mathgames/earlymath/on_time_game1.htm)

Select level 3 on the left hand side.

**Friday:** Lesson 5 (then worksheet 5 in the workbook)

*Homemade clocks at the ready. Show your child the In Focus task and ask them to think about how to solve the problems. Prompt them with the first part of the question and tell them your friend says 30 minutes from 3:00 is 2:30. Is this true?*

*Allow them to discuss why this is not possible and ask them to tell you what the time will be in 30 minutes. Then tell them that if the correct time is 3:30 and the next stop is in an hour, the train must arrive at its second stop at 4:30. Is this true? Allow your child to discuss this and work out the correct answer. Ask them if they know how many minutes there are in an hour. Get them to count in fives using the clock face to find out the answer.*

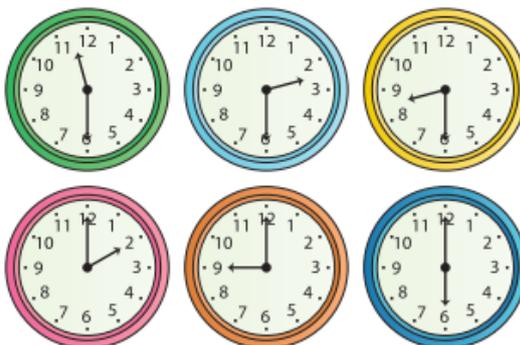
*During Guided Practice, pupils are determining the time in 30- or 60-minute intervals from a given time.*

**Play:** your favourite game that you have played this week to practise telling the time!

- Each lesson is now accessible on the Maths No Problem website. Please support your child to work through all parts of the lesson first, before they complete the worksheet in their workbook.

Here are your Maths Mastery challenges for this week should you require an extra challenge to really work your brain! You could print this and complete in the space, or stick the activities in a spare in your maths workbook.

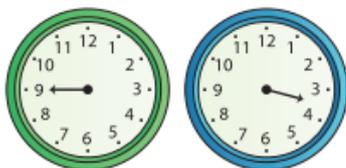
Which of these clock faces shows a time between 5 o'clock and 7 o'clock?



Jack says, 'There isn't any point in having a minute hand on a clock because I can still tell the time without it.'

Do you agree with him?

Explain your answer.



**Core maths skills to practise:**

- Addition and subtraction of single and double digit numbers using various methods (partitioning into tens and ones, column method)
- Missing number sentences e.g.  $34 + ? = 60$      $45 = ? + 32$
- Practising times tables (particularly 2, 5 and 10) and related division facts. If  $4 \times 5 = 20$  then  $20 \div 5 = ?$
- Finding half, a quarter, three quarters and a third of a number
- Word problems e.g. If I have 38 pencils and I give 12 to my friend, how many do I have left? She gives me 9 back. How many do I have now?
- Writing numbers to 100 accurately
- Partitioning numbers into tens and ones e.g. 45 has 4 tens and 5 ones
- Telling the time to the nearest 5 minutes
- Counting money and calculating change
- Complete green CGP books previously used for homework

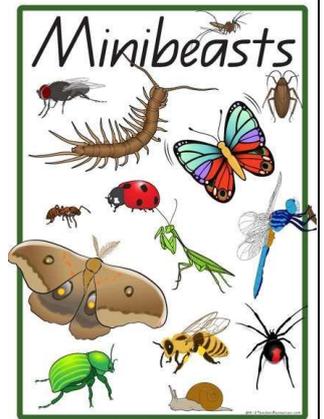
English,  
Reading  
Comprehension  
and Topic

**Monday:**

**Mini-beast Magic-** This week we continue to think about all things mini beasts and focusing our learning in English (and other topic areas) on the wonderful world of mini-beasts.

Practise reading the different mini-beast poems from super poets, available on the school website- 'Y1/2 Mini-beast Poems from Various Poets'. Read each poem several times to really get the feel for the poem. There are some audio clips too. Think about the following and discuss with a grown-up:

1. Which is your favourite poem and why?
2. Which is your favourite line from this poem? Why?
3. Does this poem rhyme?
4. How many lines does it have?
5. Which is your favourite word from this poem and why?
6. What picture do you create in your head when reading this poem?
7. Do these poems make you think differently about mini-beasts?



**Grammar:** Practising plural endings- <https://new.phonicsplay.co.uk/resources/phase/6/pond-life-plurals>  
Read the rules for adding plural endings first before playing the game. This is tricky and you may need some help- that's okay! Practise playing several times to become a real plural pro!

**Tuesday:**

Today we are going to continue to celebrate mini-beasts and in particular the unique sounds of the cricket! Watch and join in with the story of 'The Very Quiet Cricket' by Eric Carle-

<https://www.youtube.com/watch?v=YdiGEjz5b0Q>

**As you listen;**

1. List the verbs from the story. Remember, verbs are 'doing' words.
2. Brainstorm verbs you would use to describe the movements of the crickets.
3. Brainstorm adverbs to match some of these verbs.
4. Brainstorm adjectives to describe the cricket and the beautiful sounds they make.

Maybe you could magpie vocabulary from the poems you explored yesterday?

Use the poem writing frame (download from school website) to write a poem about the cricket using the vocabulary you have brainstormed. Think about what we have learnt so far about how to play with the words in your poem and put them in a different order. The writing frame will help you to use adjectives after the noun. Either complete and stick into your blue books, or copy straight into your book.



**Wednesday:**

Today you are going to be writing your very own poem without the use of a writing frame! Over the past five sessions we have been exploring the poem 'Hurt No Living Thing' by Christina Rossetti, as well as lots

of other poems which celebrate creepy crawlies in all their beauty. We have learned how to use joining words (conjunctions) to re-order your noun phrases by moving the adjective to the end of the line and thought about how to organise the lines of our poems for effect.

First, watch the remaining part of this teaching video, from 11 minutes 44 seconds to the end.

<https://www.thereadingschool.org/christina-rossetti>

#### **Getting started;**

- You might choose to celebrate just one insect or you could choose to celebrate all of them. The choice is yours. Decide on this first.
- Think about what we have learned to make choices about your own poem. If you are including more than one insect in your poem, what order will you put them in?
- Will smaller insects have short lines and longer insects have long lines in your poem?
- Will you put the adjective before the noun or use joining words (conjunctions) to put the description after the noun?
- Is your poem going to rhyme?
- Will you use repetition?
- Brainstorm adjectives, verbs and adverbs you are going to use in your poem.

**Remember**, success is reading your poem to a listener and seeing how it affects their feelings, so once your poem is finished and you have made it the best it can be, read it aloud for all to hear!

*Please send a scan/photo of your finished poem to the Darling Class email to receive feedback.*

#### **Hurt No Living Thing** (by Christina Rossetti)

Hurt no living thing:

Ladybird, nor butterfly,  
Nor moth with dusty wing,  
Nor cricket chirping cheerily,  
Nor grasshopper so light of leap,  
Nor dancing gnat, nor beetle fat,  
Nor harmless worms that creep.

#### **Thursday:**

**Word of the Week Challenge:** Go to the Darling class blogs section on our school website and listen to Mrs Anderson's 'Word of the Week Challenge' audio clip, if you haven't done so already this week. Take part in the activities on the audio.

This week, we would like you to continue building your 'Word Collectors Booklet'. New pages available on the school website. The idea is that over the weeks you will collect lots of words on your collector pages, which we shall be able to put together in a 'Word Collector Booklet'.

With a grown-up, post your sentence in the comments section on the blog.

Now challenge yourself and your grown-ups to use this word correctly throughout the week and during half term!

**Reading comprehension:** 'Dragon Machine' by Helen Ward <https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/the-dragon-machine/>

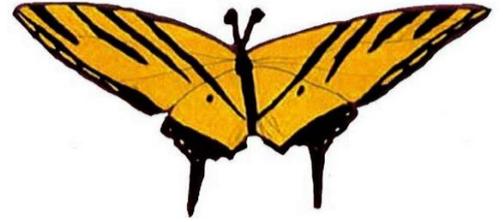
Read the story together with the narrator first. Then mute the video and read the story yourself, sounding out any unknown words. Answer the questions at the bottom of this document. Print the questions and stick them in your blue book first if you can. If not, simply answer the question in your blue book. **Remember to think carefully about your presentation, handwriting and including the date.**

#### **Friday:**

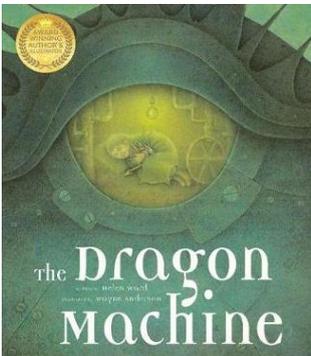
**Topic session:** Please see separate plan downloadable from the school website. Please complete activities in your blue book. *Please send a photo or scan of this piece of learning to the class email.*

	<p><b>Handwriting:</b> Use the yellow lined paper on the website. You could practise high frequency words or words from this week's phonics unit (see phonics below). Think carefully about letter joins.</p>
Reading	<p>Reading for at least 20 minutes every day. Ask your child questions about what they have just read to check they have understood their reading. For example, what sort of animal was Scruff? What sort of a character was the giant? How do you know this? Can you find one word which means the same as 'rich'?</p> <p><b>RE-READ THE SAME BOOK FOR FLUENCY- this will vary per child but at least 3 times per book until they can read this fluently and expressively, without overly sounding out.</b></p> <ul style="list-style-type: none"> <li>- <b>Free Oxford Owl colour banded books online!</b> Register for a free account to read eBooks online. Quick and easy to do and then your child can access a whole library of free eBooks just like the ones we have at school. Choose books according to your child's colour band. If you you're your child has made good progress with reading, you may wish to try the next colour band too. Remember to encourage your child to re-read for fluency. <a href="https://www.oxfordowl.co.uk/library-page?view=image&amp;query=&amp;type=book&amp;age_group=&amp;level=&amp;level_select=book+band+1%3A+pink&amp;book_type=&amp;series=#">https://www.oxfordowl.co.uk/library-page?view=image&amp;query=&amp;type=book&amp;age_group=&amp;level=&amp;level_select=book+band+1%3A+pink&amp;book_type=&amp;series=#</a> <b>Have a go at the reading comprehension challenges that come with several of the books.</b></li> <li>- Reading for 'The Stanton Summer Term Reading Challenge'- reading books from home or online.</li> </ul>
Phonics <b>EVERY DAY FOR 20-30 MINS</b>	<ul style="list-style-type: none"> <li>- This week we would like you to continue to learn and practise Unit 42 (Sound 'm'), over and over again!</li> <li>- 'Y2 Phonics- Unit 42'- practise reading and writing words which use the 'mb' spelling of the sound m. You could practise writing these words in your best handwriting on the yellow lined handwriting paper or in your blue writing book.</li> <li>- Read this super comic to practise Unit 39- <a href="https://phonicsplaycomics.co.uk/comic_ph5b_magic_hat.html">https://phonicsplaycomics.co.uk/comic_ph5b_magic_hat.html</a></li> </ul> <p>From the phonics grid in your pack, practise reading words with your child from Unit 42. Then writing these words, asking them to 'say the sounds and write the word'. Ask them to then underline the key sound in each word. You will find other ideas for teaching phonics on the document titled, 'Phonics Guide to Teaching'.</p>
Spelling	<p>Please test your child on the words from 'First 100 Words' and practise the words they do not know. Aim for 6-8 words per week and then test your child on these the following week. Once the 'First 100 Words' are achieved, move on to the 'Next 200 Words'. Some Y2's will know how to spell the 100/200 list. If so practise words from the Y3/4 spelling list- available online.</p>
Science	<p>See separate plan downloadable from the school website, titled, 'Y1 and 2 Science Plan, Week Commencing 18.5.20' Complete in blue books.</p>
Get outdoors!	<p>Why not take our checklist out on a Minibeast Hunt? What will you find? Remember not to remove minibeasts from their habitats and to wash your hands after carefully touching any minibeasts that you might find.</p>
RE	<p>See separate plan downloadable from the school website, titled, 'Y1 and 2 RE Session 3'. These resources have kindly been prepared by Becky Fisher who usually visits the children at school.</p>
ICT	<p>Have a go at this great resource for teaching the key ICT skills required in KS1: <a href="https://barefootgames.org/colourful-kits?ref=https://www.barefootcomputing.org/homelearning">https://barefootgames.org/colourful-kits?ref=https://www.barefootcomputing.org/homelearning</a></p>
DT	<p>Make 'Butterfly Pizzas'! See recipe card on the school website.</p>

Art	<p><b>The Story of Austin's Butterfly</b>  <b>Watch:</b> <a href="https://www.youtube.com/watch?v=hqh1MRWZjms">https://www.youtube.com/watch?v=hqh1MRWZjms</a></p> <p>This is the fantastic true story of a young boy who draws a butterfly, listening to feedback and improving his drawing every time he tries. He looks carefully and observes like a scientist and an artist.</p> <p>Continue with your 'Austin's Butterfly' project from last week, mastering your drawing and responding to the feedback on your art work. This is how we make our art work better, just like Austin did.</p> <p>When you are happy you have made all the improvements you can, add colour using a careful sketching effect with pencil crayons or watercolours if you have them. <b>Send us photos of your work in progress and your finished piece!</b></p>
-----	---



**Reading Comprehension- 'The Dragon Machine' by Helen Ward**



1. What was the weather like when *George* first spotted dragons?
2. Find and copy two words which use the prefix un-
3. Find and copy two words that describe the biscuits and cheese *George* fed the dragons.
4. Why do you think the dragons started to follow *George*?
5. Why do you think *George* said sorry for the things he did not do?
6. Name something you should never allow a dragon to do.
7. What does the word 'lumbered' mean?
8. What is unusual about *George's* birthday gift?