



AVANTI HALL

Primary Planning: Year 1 – Hazel Class

Week beginning:

Planned focused learning for English / Phonics Maths, Topic, R.E and P.S.H.E.

Reading:

Oxford Owl: <https://www.oxfordowl.co.uk/>– free reading scheme books to read on-line – you may have to set up an account.

There will also be a recorded weekly story time.

English including phonics. Monday 11th Jan	Tuesday 12th Jan	Wed. 13th Jan	Thursday 14th Jan	Friday 15th Jan
(Group 1) Sound of the day 'y' Write this sound 10 times. Write 4 words with this sound in. Read 5 red words. Write 'The yak can yell at you.'	(Group 1) Sound of the day 'w' Write this sound 10 times. Write 4 words with this sound in. Read 5 red words. Write	(Group 1) Sound of the day 'th' Write this sound 10 times. Write 4 words with this sound in. Read 5 red words.	(Group 1) Sound of the day 'z' Write this sound 10 times. Write 4 words with this sound in. Read 5 red words. Write	(Group 1) Sound of the day 'ch' Write this sound 10 times. Write 4 words with this sound in. Read 5 red words. Write

<p>Learning Goal: I can use plurals.</p> <p>Show the superhero clip DC Super Friends Episode 13, League Vs. Legion or DC Super Hero Girls Season 3 on www.YouTube.com. Write superhero and discuss plurals. Write superheroes and discuss the simple rules we can follow.</p> <p>Support: Only use half the word cards.</p> <p>Expected: Children play the plural game and match the base word with –s or –es. (pages 1-3 of Week 2 resources)</p> <p>Challenge: children play the game then write sentences containing some of their words.</p>	<p>‘You had a wig wam.’</p> <p>Learning Goal: I can use an ‘ing’ ending</p> <p>Share the class book from Unit 1 or <i>Superheroes All Sorts</i> (see resource). Discuss superpowers with –ing endings e.g. <i>freezing people, flying</i> etc. Discuss rules for adding –ing, with examples.</p> <p>Support:</p> <p>Children choose a superpower with an ing ending and write it.</p> <p>Expected: Children choose an action and then write it with ing ending. Children write this and then think of another –ing phrase to go with it, e.g. <i>climbing skyscrapers and jumping off</i>.</p>	<p>Write ‘That is a thin cat.’</p> <p>Learning Goal: I can use an ‘ed’ ending.</p> <p>Show more of day 1 clip. Write a statement about a superhero and point out –ed ending. Discuss spelling rules for –ed endings with examples.</p> <p>Support: Children write one sentence.</p> <p>Expected: Children write two sentences about superheroes, using the past tense and some given regular verbs (see resource).</p> <p>Challenge:</p> <p>Some children also draw on irregular verbs to write past tense sentences.</p>	<p>‘I said your zip is stuck.’</p> <p>Learning Goal: I can use ‘ing’ ‘ed’ and plurals.</p> <p>Set up a table with the resources (see week 2 resources). Children take a card from each column, writing the words they have changed using correct spelling (see resource).</p> <p>Support: Children use a plural, ing and ed just once.</p> <p>Expected:</p> <p>Children a plural, ing and ed twice.</p> <p>Challenge:</p> <p>Children use a plural, ing and ed in sentences.</p>	<p>‘The chip is on my chin.’</p> <p>Learning Goal: I can write in full sentences.</p> <p>Children use the spelling rules they have learnt this week to write a few sentences about a super hero of their choice. 5 points for every ‘ed’ ‘s/es’ or ‘ing’ ending that they use.</p> <p>Support: Sentence starters provided.</p> <p>Expected: Three sentences using these endings.</p> <p>Challenge: Use the word ‘because’ as well as using ‘ing’ ‘ed’ and ‘s/es’.</p>
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		Challenge: Children think of own 'ing' words. Write phrases using these.			
	<p>Maths</p> <p>Monday</p> <p>Subtraction - finding the difference (first part of sheet).</p> <p>For instance:</p> <p>Mo has 3 strawberries. Kim has 5 strawberries. How many more strawberries does Kim have than Mo?</p> <p>Support: Complete 2 of these types of questions with your child. Use objects to help.</p> <p>Expected: Complete the work sheet.</p> <p>Challenge: Can you think of your own question like this? Can you draw it?</p>	<p>Tuesday</p> <p>Subtraction - finding the difference (second part of sheet).</p> <p>Finish the second half of yesterday's sheet.</p> <p>Support: Use objects to support this learning.</p> <p>Expected: Complete the sheet</p> <p>Challenge: Can you think of another question of your own like this? Can you draw it?</p>	<p>Wednesday</p> <p>Comparing addition and subtraction statements $a + b > c$</p> <p>For instance:</p> <p>Kim has these pennies. Her mum gives her 2 more pennies. Ron has 5 pennies. Who has more pennies?</p> <p>Support: Use objects to support the learning. Concrete objects are easier to work with for some children.</p> <p>Expected: Complete the work sheet.</p> <p>Challenge: Can you write 5 of your own 'more than/less than' statements using number sentences</p>	<p>Thursday</p> <p>Comparing addition and subtraction statements $a + b > c + d$</p> <p>Support: Use objects to support the learning. Concrete objects are easier to work with for some children.</p> <p>Expected: Complete the work sheet.</p> <p>Challenge: Can you write 5 of your own 'more than/less than' statements using number sentences and the symbols?</p>	<p>Friday</p> <p>Recognise and name 3-D shapes</p> <p>Using the work sheet to help you.</p> <p>Go on a 3D shape hunt around the house. What shapes can you find? Record them.</p> <p>Support: Help your child verbally name these shapes.</p> <p>Expected: Draw and label 5 3D shapes</p> <p>Challenge: Complete the work sheet.</p>

			(such as 1+2=3) and the symbols?		
	Topic				
	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Play superhero games like 'Superman Says'. Follow instructions and directions given by Superman. For example, fly like Superman (raise one arm in the air), stomp like the Hulk (march forward with big strides), throw a web like Spider-Man (cast their hands out in front of them) or wave their arms like Dr Octopus (form groups of four and wave their eight arms). Encourage your child to come up with their own actions and instructions to add to the game.</p> <p>Support: Try following 3 different instructions</p>	<p>Draw an illustration of their favourite superhero, villain or sidekick using a variety of drawing materials. Then create a 3-D model using air-drying modelling clay or coloured dough. If possible take a pictures of your child creating their 3-D models and provide a good range of inspiring stimulus materials for them to look at and handle.</p> <p>Support: Use pictures to inspire you Expected: Create one 3D model Challenge: Can you create a sidekick for</p>	<p>Design a cape for a super hero.</p> <p>Support: There is a drawing attached Expected: You can draw your own Challenge: Draw more than one design</p>	<p>Search for the items in this Super Hero hunt! Count different objects using the chart.</p> <p>Support: Just look for the first 4 objects. Expected: Complete the sheet. Challenge: You could have a go at drawing your own super hero hunt!</p>	<p>What has been the best bit about the Superhero project so far? Can you draw a picture and write a sentence or two?</p> <p>Support: Draw picture Expected: Draw a picture and label it Challenge: Draw a picture and write a few sentences about it.</p>

	<p>Expected: Try 5 different instructions, including one that you the child has made up</p> <p>Challenge: Get your whole family to join in.</p>	<p>your model? Or some props?</p>			
	<p>P.S.H.E/ R.E</p>	<p>PSHE</p> <p>Lots of children are at home at the moment, and some are at school but with different children and different teachers. Can you think about what is good about this situation? What might be bad? Can you design a 'well done' badge for yourself? Or for a friend?</p>	<p>R.E</p> <p>Peace: In John 14:27 Jesus promises his followers peace. Talk about things that stop us having peace (e.g. worry, illness, conflict, fear). Talk about and try out some ways in which people get peace (music, laughter, being quiet, exercise, saying sorry and being forgiven, a hug). How do Christians receive peace from Jesus? If they believe Jesus loves them and forgives them, how does that bring them peace? How is that 'good news' for Christians?</p> <p>Can you draw a picture of you surrounded by</p>		

			<p>what makes you feel at peace? Maybe Mummy or Daddy or your pet? Or ice-cream!</p> <p>Support: Draw a picture and label it.</p> <p>Expected: Draw a picture and write one sentence.</p> <p>Challenge: Write a sentence using the word 'because' to explain how/ why that makes you feel peaceful.</p>		
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