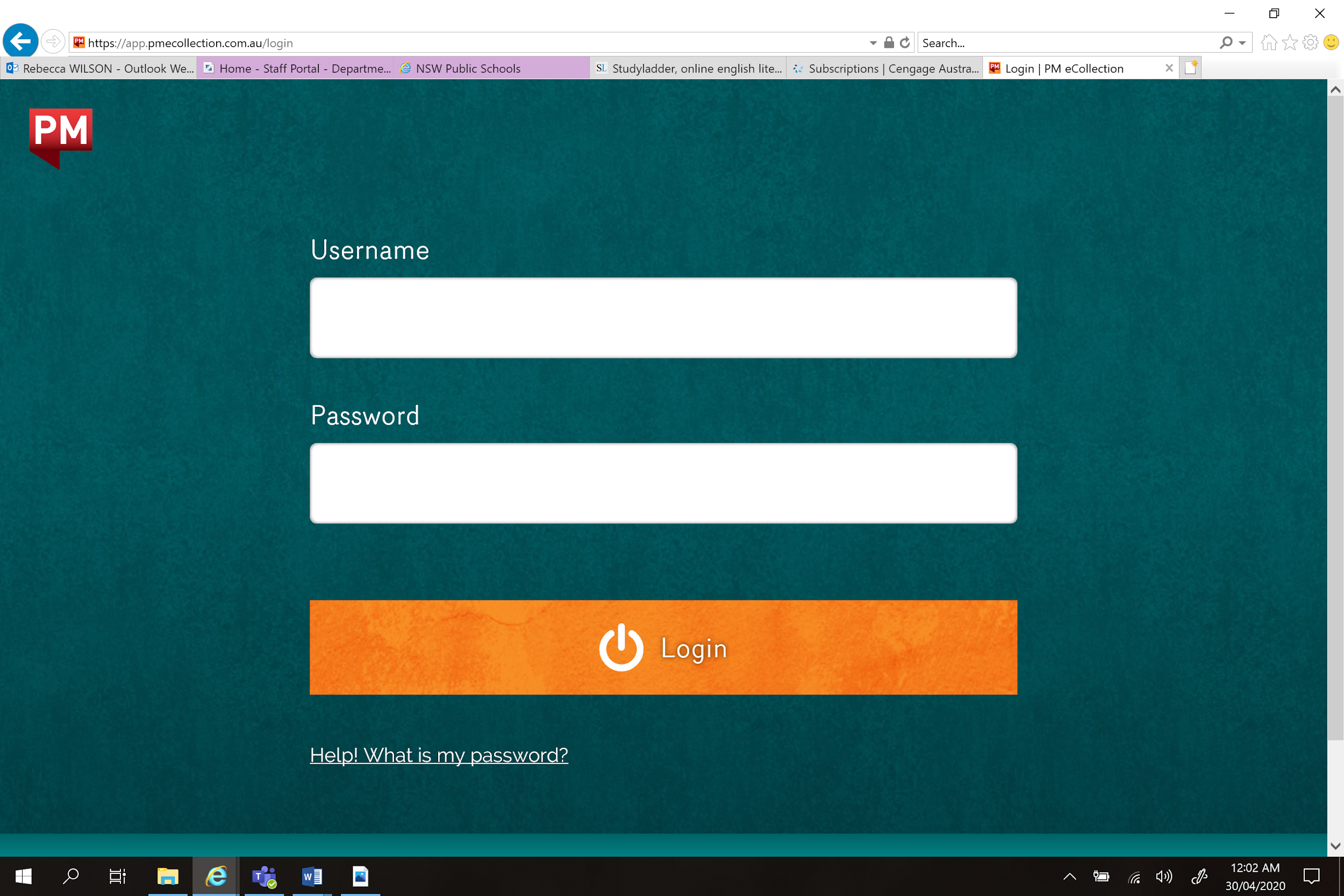
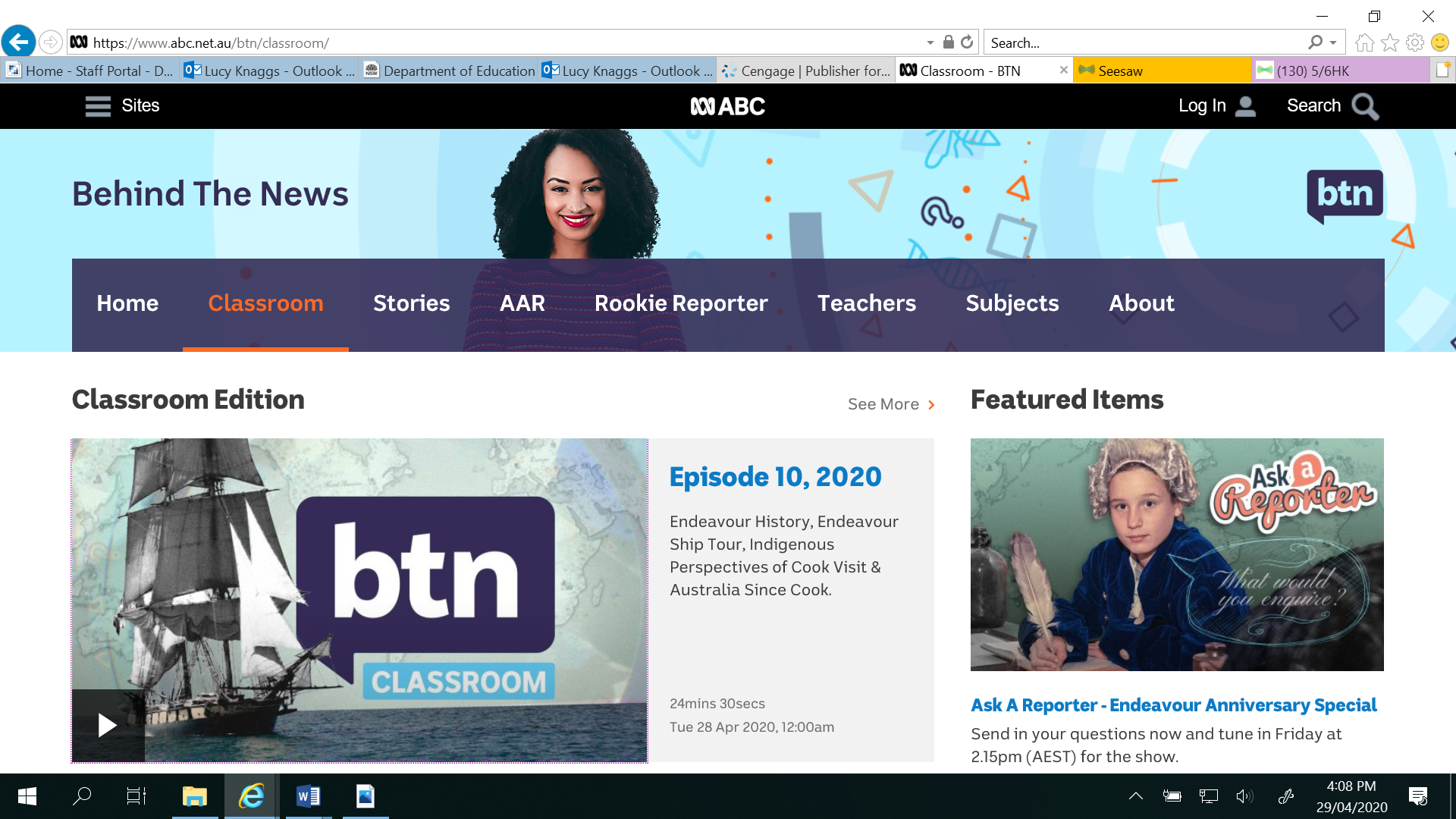
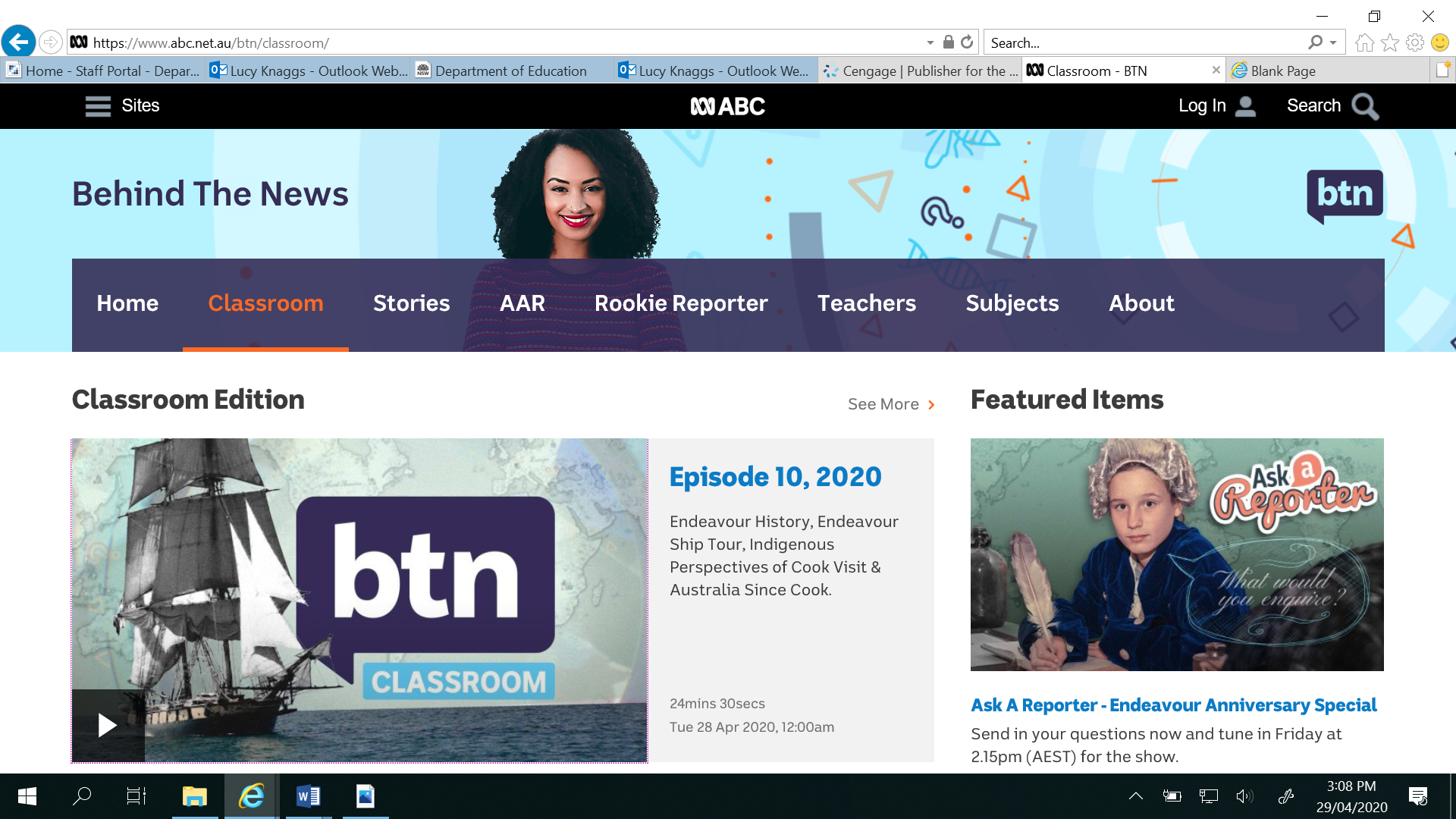
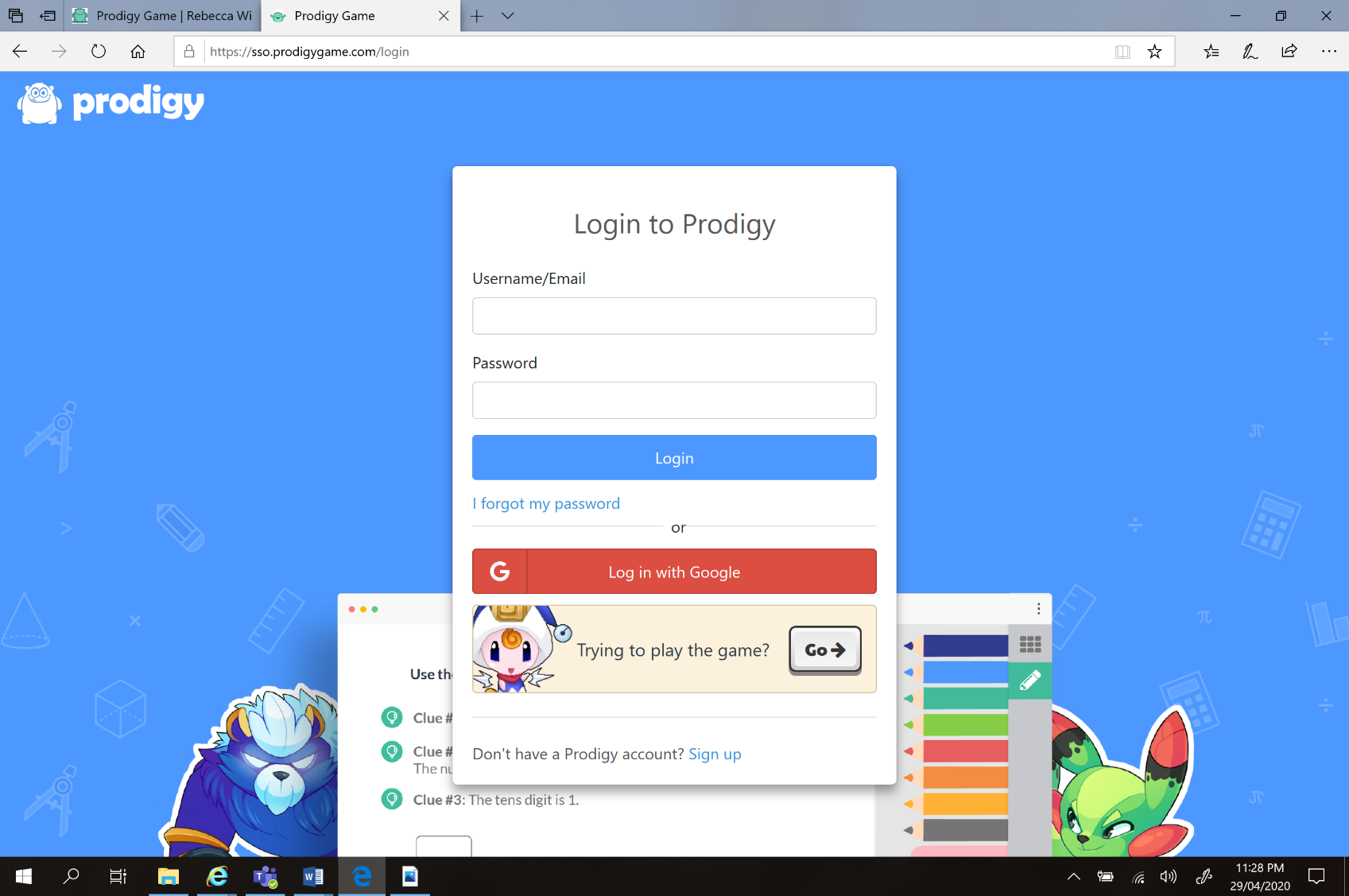
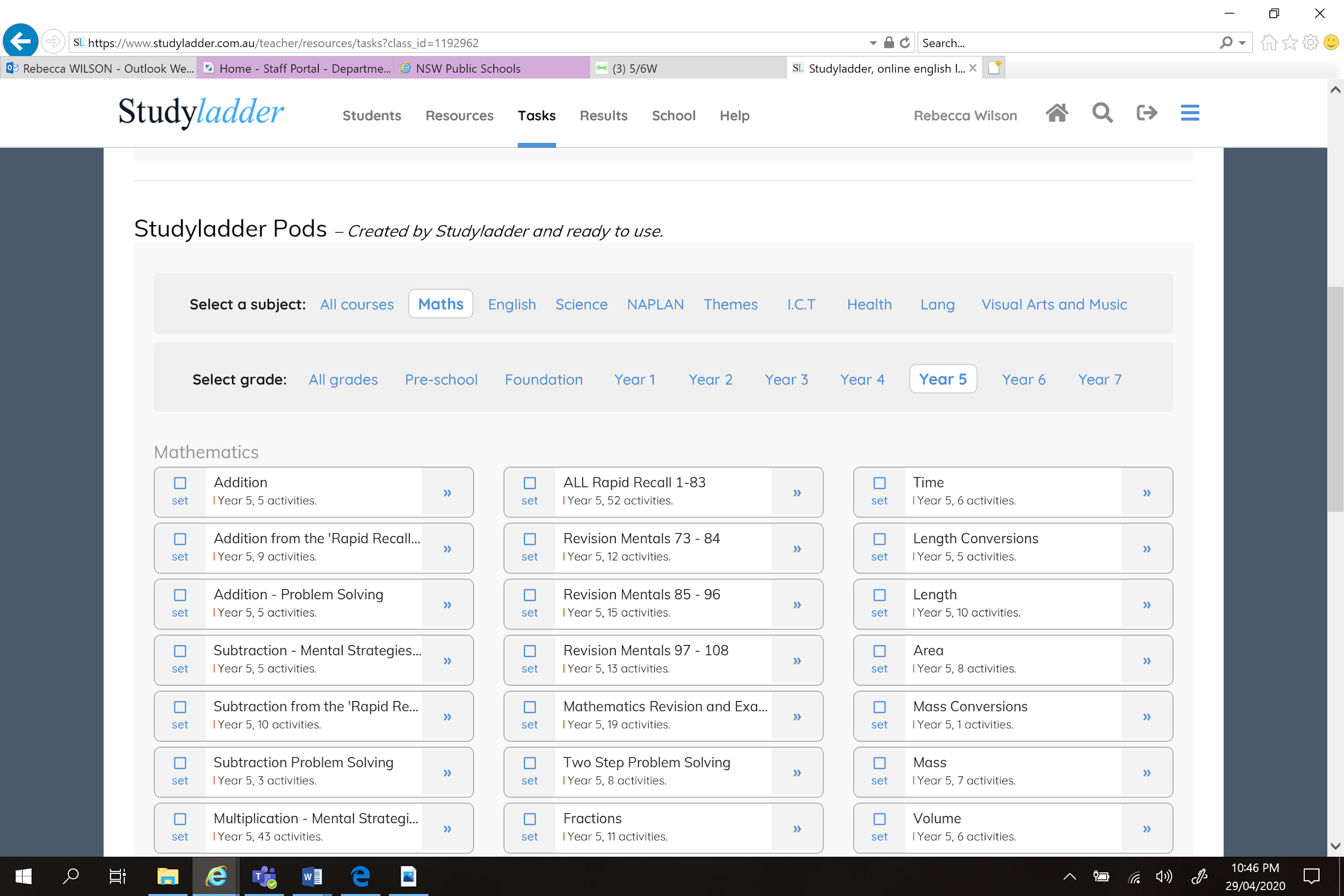
**Stage 1 (1/2C) 16/8/21 – 20/8/21** A close-up of a toy

Description automatically generated with low confidence

This pack includes a variety of both digital and non-digital activities. You will need help from a parent/carer and the resource pack from your teacher.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Morning | **\*\*No Zoom today\*\***  **English**  **Read** a book to yourself or someone at home    [**Watch:‘10 Steps to Washing Your Hands’**](https://www.youtube.com/watch?v=Br4sQmiJ1jU)  ***L.I:*** To plan a procedural text that instructs others about how to wash their hands correctly  ***S.C:*** My plan includes:   * An aim * Materials needed * Time connective examples * action verbs & vocabulary required   **Independent writing.** Draw/write your own procedure plan about how to wash your hands  **Upload** your writing plan to Seesaw. We will discuss these in tomorrow’s Zoom lesson | **English**  **Record yourself reading** a book to yourself or someone at home. Upload your recording to **Seesaw**.      [**Watch:‘10 Steps to Washing Your Hands’**](https://www.youtube.com/watch?v=Br4sQmiJ1jU)  ***L.I:*** To compose a procedural text that instructs others about how to wash their hands correctly  ***S.C:*** My procedure includes:   * An aim * Materials needed * Clear steps using time connectives * Action verbs, e.g. turn, rub...   **Morning Circle & Modelled Writing (9:30am):** Whole class modelled procedure composing (How to wash your hands)  **Independent writing. Use your plan from yesterday to** compose your own procedure about how to wash your hands.  **Upload** your composing to Seesaw | **English**  **Read** a book to yourself or someone at home. Draw a picture of your favourite part and **upload** it to Seesaw.        [Watch: ‘How to Wash a Woolly Mammoth’ by Michelle Robinson & Kate Hindley](https://www.youtube.com/watch?v=pnO7W3tAlik&t=83s)  ***L.I:*** To revise a procedural text  ***S.C:***   * I have included action verbs, e.g. turn, wash, rub... * I have read my procedure to someone * My writing is in sequenced steps, e.g. first, second...finally * I have added further detail to my writing, e.g. adverbs (quickly, firmly etc)   **Morning Circle & Modelled Writing (9:30am):** Whole class modelled revising (How to wash your hands)  **Independent writing.** Revise your procedure about how to wash your hands. **Upload** your revised procedure to Seesaw | **English**  **Record yourself reading** a book to yourself or someone at home. Upload your recording to **Seesaw**.   [Watch: ‘Wombat Stew’ by Marcia K Vaughan and Pamela Lofts](https://www.youtube.com/watch?v=ZFb6gP7mZZo)  ***L.I:*** To edit my procedure writing  ***S.C:***   * I have used capital letters and full stops * I have checked my spelling * I have done a final read/check of my writing * I have asked someone else to read over my work   **Morning Circle & Modelled Writing (9:30am):** Whole class modelled procedure editing (How to wash your hands)    **Independent writing. Edit** your own procedure about how to wash your hands  **Upload** your revised procedure to Seesaw | **English**  **Read** a book to yourself or someone at home. Think of an alternative ending to the story.    ***L.I:*** To publish my procedure writing  ***S.C:***   * I have written my writing out neatly. * I have used even spacing between words and stayed within the lines * I have illustrated my procedure   **Morning Circle & Publishing a procedure discussion** (How to wash your hands)    **Independent writing.** Publishyour own procedure about how to wash your hands.  **Upload** a picture of your published (inc. illustration) procedure to Seesaw |
| Break | Break | Break | Break | Break | Break |
| Middle | **Mathematics**  **Number Talk**    ***L.I:*** Use a range of strategies for multiplication and division  ***S.C:*** I can use objects to model equal groups as a multiplication strategy  **Independent activity:**  [Click on and play the ‘groups of’ activity](https://www.iknowit.com/lessons/b-multiplying-with-pictures-up-to-5x5.html)   * Read the question or click on the speaker * Type your answer or click on the answer | **Mathematics**  **Number Talk**    ***L.I:*** Sort, describe, represent and recognise familiar 3D objects, including cones, cubes, cylinders, spheres and prisms  ***S.C:*** I can recognise that 3D objects look different from different points of view  **Explicit Teaching (12:30pm):** 3D objects from different points of view  **Independent activity:**   1. Find three (3) 3D objects in your house. These could include… a can of fruit, a cereal box, a ball, a cup, a container or an apple. 2. Take photos of that object from different points of view (different angles) 3. Logon to Seesaw 4. Complete and upload the assigned 3D shape task | **Library (12:30 pm)**  Enjoy a library session with Mrs Mitchell.    **Mathematics**  ***L.I:*** Use a range of strategies for multiplication and division  ***S.C:*** I can use objects to make an array of equal rows and columns  **Independent activity:**  [Watch the Array video](https://www.youtube.com/watch?v=ks-q6gKoQKs)  **Then, Logon** to Seesaw.  Complete and upload the assigned array task | **Mathematics**  ***L.I:*** Sort, describe, represent and recognise familiar 3D objects, including cones, cubes, cylinders, spheres and prisms  ***S.C:***I can   * Tell the difference between flat and curved surfaces * Use the term ‘faces’ to describe flat surfaces with straight edges   **Independent activity:**   1. Logon to Seesaw 2. Complete and upload the assigned 3D shape sorting task      1. Find an older sibling or parent to play “What am I - 3D shape edition’.  * Choose a 3D shape and then describe its properties (faces and corners) * See if they can guess correctly. | **Mathematics**  **Number Talk**    ***L.I:*** Apply place value, informally, to count, order, read and represent two- and three-digit numbers  ***S.C:*** I can partition (expand) a range of numbers of up to three digits.  **Explicit Teaching (12:30pm):** Partitioning - representing numbers in expanded form (as well as in addition sums )    **Independent activity:**   1. Logon to Seesaw 2. Complete and upload the assigned partitioning task |
| Break | Break | Break | Break | Break | Break |
| Afternoon | **Geography**  Review content that was covered in our previous geography lessons  Look through the booklets under **Geography lesson 4** to refresh your memory**.**  Complete the worksheets and submit your work on Seesaw. | **PDH**  **Logon to Seesaw.** Select the ‘Mindfulness Activity for Kids’ activity. Follow the instructions.    **Logon to Seesaw** Complete the ‘My Lost Mob’ activity and upload your response. | **Science**  **Focus question:** How and why do we collect information about the weather?  **Login to seesaw and complete the weather collectors activity.** | **Creative Arts**  **Logon to Seesaw.** Select the ‘Musical Moods’. Follow the instructions.    **If you would like some extra fun** Complete the ‘My Musical Scavenger Hunt’ activity and upload your response. | **PE**  **Logon to Seesaw**  Select the ‘PE Obstacles Lesson Week 6’.  Follow the instructions. |
| Wellbeing | Complete **one** of the mental wellbeing activities! | Complete **one** of the mental wellbeing activities! | Complete **one** of the mental wellbeing activities! | Complete **one** of the mental wellbeing activities! | Complete **one** of the mental wellbeing activities! |