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Year 1 – Summer 2 – Week 5

| | Phonics | English | Maths |
|---------|---|---|---|
| Monday | Today's online set 3 speed sound lesson (sound and spelling). Available from 10:30am for 24hours. youtube.com/channel Use the link below to access ebooks: Link to ebooks Mrs Miller's group- Read the online yellow book – A mouse in the house. Miss Scott's group- Read the online grey book – A job for Jordan | Read the information about pirates on the English Monday (level 2) activity and answer the questions. If you struggle with this, try the level 1 activity. | Ordering numbers within 100 Watch the Monday video and complete the Monday activity sheet. |
| Tuesday | Read all green and red words, then read and discuss the book. Today's online set 3 speed sound lesson (sound and spelling). Available from 10:30am for 24hours. youtube.com/channel Use the link below to access ebooks: Link to ebooks Mrs Miller's group- Read the online yellow book – A mouse in the house. Miss Scott's group- Read the online grey book – A job for Jordan Read all green words, then read the book before answering the questions at the back. | Last week, we looked at the suffixes -er and -est. We are going to explore other suffixes now. Watch the video about suffixes: https://www.bbc.co.uk/bitesize/articles/z66nv82 Complete the first 2 activities. | Money – Recognising coins Watch the Tuesday video and complete the Tuesday activity sheet. |

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| Wednesday | Today's online set 3 speed sound lesson (sound and spelling). Available from 10:30am for 24hours. youtube.com/channel Read, remember and write the sentence: All pups can be playful, but a guide dog pup has to behave. | Watch the second video, about the suffix -ly: https://www.bbc.co.uk/bitesize/articles/zrk6pg8 Complete the suffix quiz (activity 2) and activity 3. | Recognising notes Watch the Wednesday video and complete the Wednesday activity sheet. |
|-----------|---|---|---|
| Thursday | Today's online set 3 speed sound lesson (sound and spelling). Available from 10:30am for 24hours. youtube.com/channel Improve the sentences: A mouse needs water and food. Think about what food the mouse needs. Think about where the food and water go. How does the mouse get to them? Is there anything that is dangerous for your mouse? Write your improved sentence(s). | Read and follow the instructions for making a pirate hat. Can you write your own set of instructions? Think about what you did. Label the steps with numbers and describe what you need to do to make a pirate hat. Yo, ho, ho! | Counting coins Watch the Thursday video and complete the Thursday activity sheet. |
| Friday | Today's online set 3 speed sound lesson (sound and spelling). Available from 10:30am for 24hours. youtube.com/channel Correct the spelling and grammar mistakes. Spelling – 3 mistakes If the mows iz il it must go to the wet. Grammar – 3 mistakes This guide dog is call jordan | Common exception words activity (English – Friday) | Complete the maths activity mat (maths Friday) |

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| | Handwriting | Foundation | PE |
|-----------|----------------------|--|-------------------|
| > | More letters | Science | Complete |
| Monday | – Capital | Complete the bubble investigation (Science week 10). | the circuit |
| /lor | letters | | training |
| | D, B | | session. |
| | More letters | Art | Just Dance |
| | – Capital | Some artwork is called Abstract. It is about expressing feelings and thoughts instead of creating an image of | |
| Jay | letters | something in particular. | |
| Tuesday | Z, K | Watch the video showing you how to create an abstract art piece: https://youtu.be/VyltM1oBNCA | |
| ' | | Create your own abstract piece of art using whatever you have available to you. | |
| | | I would love to see some of your creations. Photos can be sent to year1.montalbo@durhamlearning.net | |
| | More letters | Music (Use your YUMU log in for Charanga – if you have misplaced this or unsure about it please contact me on the | Choose a |
| ≥ | – Capital | above email address and I will send it to you) | Cosmic |
| sqa | letters | Listen and appraise: A Song Before Sunrise | <u>Yoga</u> video |
| Wednesday | G, F | Listen out: Listen to the sample of each of the instruments. Now, listen to the song Fresh Prince of Bel Air and | to follow. |
| Vec | | identify which instruments it includes. | |
| > | | Pulse – interrelated dimensions of music: watch the video about pulse, then complete the Quiz: pulse. | |
| | | Perform: The song Hey You. | |
| | More letters | RE | Just Dance |
| | – Capital | Review – What did the story of Siddhartha and the swan tell you about the kind of person Siddhartha was? | |
| а | letters | | |
| rsd | Q, J | Watch the video telling the story of The Monkey King | |
| Thursday | | https://www.bbc.co.uk/programmes/p03cv3rq | |
| | | Don't a sistema of the Marcher Wine. Anough the misture with a disettine (describing would) about the Marcher Wine. | |
| | | Draw a picture of the Monkey King. Around the picture write adjectives (describing words) about the Monkey King. | |
| | More letters | Use these words to explain to an adult why Buddhists tell this story. What can we learn from the story? DT | Complete |
| | | | the circuit |
| Friday | – Capital letters | Last week we enjoyed the story of Tom's Magnificent Machines (Use the link to enjoy the story again and refresh | training |
| Fri | Choose 3 | your memory if you need to: Tom's Magnificent Machines) where Tom and his dad made all kinds of inventions by | session. |
| | capital | your memory if you need to. Tom s Magnineent Machines where form and his dad made all kinds of inventions by | 30331011. |
| | capital | | |

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| letters that | combining things that already exist like the tandem bathicopter and the moushtashicopter, or by improving existing | |
|--------------|--|--|
| you struggle | things like the remote controlled submarine or the self-flushing toilet. | |
| to form | Can you design a new invention that combines 2 (or more) existing things or that is an improvement of an already | |
| correctly. | existing machine? Think about it's uses. Think about the benefits of combining/improving the machine this way. | |
| | Think about who would use it. | |
| | Draw your invention and label the picture to show how it works and who would use it. | |