

INSPIRE NURTURE BELIEVE ACHIEVE

Working **together** to be the **best** we can be.

Reception, Y1 and Y2 Learning Ideas

29<sup>th</sup> June – 3<sup>rd</sup> July 2020



### English Younger children

#### Reading

Read this super book '*Francis the Firefly*', <https://www.hwfire.org.uk/assets/files/francisfirefly.pdf>. You can also listen to a fireman reading the story on the link below: <https://www.youtube.com/watch?v=9Z0SQBypMal>  
What have you learnt from the story? Do you think Francis learnt her lesson? Why? Was Cockyroach a good friend? Why not? Can you create a poster to teach people about fire safety?

#### Letters & Sounds

Daily phonics videos and activities recommended by the DfE can be seen online: [https://www.youtube.com/channel/UCP\\_FbjYUP\\_UtldV2K\\_niWw/featured?disable\\_polymer=1](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_niWw/featured?disable_polymer=1)

#### Writing

This week we are going to use Oak National Academy. Use the link: <https://www.thenational.academy/>

You will need to click on 'Classroom' then 'Schedule'. You will now see Reception and Year 1 sections. Click on the 'English' to see the video & activities. These are daily activities that are all linked, so it is best to complete them in order

**Reception The Trouble with Dragons**  
**Year 1 Information texts**

See below for a chance to learn some new words and their meanings.  
Can you use them in a sentence?

**Vocabulary Ninja**

'Words unlock the doors to a world of understanding...'



### English Older Children

#### Reading

1 – Some people live in Igloos. Read the '**igloo** reading comprehension' and see if you can write down your answers to the questions.

2 – To read '*Francis the Firefly*', and discuss what your child has learnt about fire safety. What is the message of the story? Can your child summarise each part of the story using the **story plan**?

3 – We are very lucky to live in Yorkshire, particularly near Knaresborough which has such a rich history. Read '**The History of Knaresborough Castle**' with an adult. Are you surprised by any of the facts? Did you know them before? How is the text similar/different to a story?

#### Writing – Setting descriptions: To write a description of your local area

1 - You will use adjectives to add detail to your description. Watch <https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc>. Can you now identify the adjectives on the **worksheet**? <https://wordunited.com/product/scholastic-grammar-punctuation-workbook-ks1-years-1-2/> Try uplevelling the sentences with more interesting adjectives.

2 – Plan what you are going to say. What makes the area special? Are there any landmarks? You can plan this out in any way you feel works best. Make sure you write a list of suitable adjectives so that your description is as detailed as possible.

3 – Write out your description of the local area. Use your neatest handwriting and make sure you use capital letters and full stops.

BONUS – Can you write a description of your house using adjectives for detailed description?

#### Spellings

Choose 7 spellings from the word list and practise them using your favourite strategies from the list, we know that at least 10 minutes a day works well. Can someone give you a test on Friday? Let us know your score!

## Maths

The videos for this week's White Rose Maths sessions can be found on these links. Please click on your year group. We are working on Week 9

### Reception – Oliver's Vegetables

<https://whiterosemaths.com/homelearning/early-years/>

### Year 1 – Ordering numbers & Money

<https://whiterosemaths.com/homelearning/year-1/>

### Year 2 – Measures

<https://whiterosemaths.com/homelearning/year-2/>

All of the resources you need for this week's work are on your class page for the school website. Remember there are additional activities linked to each day's video on the BBC Bitesize home learning pages for your year group if you need a bit more practise.

## Whole School Project for all ages:

For the next weeks we are going to be focusing on 'Homes' - **You can showcase your learning however you wish!**

Here are some ideas to help you to focus your learning or you could come up with a list of your own questions that you want to investigate:

- Research pictures of houses and homes including flats, houses, caravans, castles, tents, boats, igloos. Discuss similarities and differences to your own home. Discuss what each one might be like to live in. Present your findings in any way you choose.
- Paint / draw a picture of your house. Can carefully sketch the outline and use accurate colours for doors, walls, paint work etc.
- While we are spending so much more time reflect on the things you are missing the most.
  1. Create a list of 10 things you are missing during lockdown.
  2. Create a memory box of the things you treasure most.\_
  3. Think about the expression, "Home is where the heart is." What do you think this means? Does it matter where your house is and what it looks like? What is the difference between a house and a home?
- Draw a bird's eye plan of your house. Can you label all the rooms? Can you work out the directions of North, South, East and West? Ask a grown up to hide an object in one of the rooms. Use your map and directions to help you find it.
- If we could make Yorkshire better by designing and building a new building what would it be and what would it look like? Can you make a small scale model using Lego or junk materials?
- Use Google Earth to look at Goldsborough, Sicklinghall and your home. Can you find the school? What other landmarks can you see? Can you sketch a simple map to show what is in your area?
- Take a walk around your local area and take digital photos. Create a Powerpoint presentation. Can you add text to explain what your area is like?
- Ask your parents, or call other family members to find out what they think makes Yorkshire special.

### Optional online clip for this week

These may not be from your year group but you will be able to use and enjoy them too!

National Oak Academy : Where are the World's people?

<https://classroom.thenational.academy/lessons/where-are-the-worlds-people>

National Oak Academy: What is a settlement?

<https://classroom.thenational.academy/lessons/what-is-a-settlement>

Art – William Morris Wallpaper design

<https://classroom.thenational.academy/lessons/to-create-repeated-patterns-4ae78a>

Science – What is sound?

<https://www.bbc.co.uk/bitesize/articles/zpttwnb>

I Can Percussion – 2 lessons led by The National Centre for Early Music in York including sign language.

Session1

<https://www.youtube.com/watch?v=mY4GWPixFsc>

Session 2

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

Let us know if you find any activities you enjoy!

### Ongoing Online Tasks

TTRockstars [www.ttrockstars.com](http://www.ttrockstars.com) login already provided.

Read Theory [www.readtheory.org](http://www.readtheory.org) login already provided.

Spelling Shed [www.edshed.com](http://www.edshed.com) login already provided.

Espresso Coding [www.espressocoding.co.uk](http://www.espressocoding.co.uk)

Username:student24050 Password: school

Charanga <https://charanga.com/site/> login already provided by text message.

EPIC! Online Reading Library <https://www.getepic.com/>

### Federation Daily Challenges

See below for this week's challenges

***We really love to see all the photos and work you send to us on Twitter @GS\_Federation or by email to the admin email address - please keep sharing your work!***

# Vocabulary Ninja

'Words unlock the doors to a world of understanding...'



## Grasshopper Word of the Day

Word of the Day: **snatch** Word Class (verb)  
Pronunciation / Syllables (snatch)

**Definition:** If you snatch something or snatch at something, you take it or pull it away quickly.

Julia **snatched** the rubber from Ahmed.

**Phrases:** *snatched quickly* *snatched from*  
*angrily snatched*

**Challenge:** Use WOD with 'but' conjunction. Morphology

Synonym :	Antonym :	Prefix :	Suffix :
grab seize steal			-ed -ing -es

## Shinobi Word of the Day

Word of the Day: **outsmart** Word Class (verb)  
Pronunciation / Syllables (out-smart)

**Definition:** If you outsmart someone, you defeat them or gain an advantage over them in a clever and sometimes dishonest way.

Evie **outsmarted** Ollie, which wasn't hard.

**Phrases:** *easily outsmarted* *outsmarted again*

**Challenge:** Use the WOD in a simile or metaphor. Morphology

Synonym :	Antonym :	Prefix :	Suffix :
outwit out-think			-ing -ed

## Grasshopper Word of the Day

Word of the Day: **reward** Word Class (noun / verb)  
Pronunciation / Syllables (re-ward)

**Definition:** A reward is something that you are given, for example because you have behaved well, worked hard, or provided a service to the community.

Joel was **rewarded** for his excellent efforts.

**Phrases:** *was rewarded by* *was rewarded for*  
*can be very rewarding*

**Challenge:** Use WOD with 'but' conjunction. Morphology

Synonym :	Antonym :	Prefix :	Suffix :
purse prize			-ing -ed

## Shinobi Word of the Day

Word of the Day: **duel** Word Class (noun / verb)  
Pronunciation / Syllables (duel)

**Definition:** A duel is a formal fight between two people in which they use guns or swords in order to settle a quarrel.

The twins **duelled** over the ball.

**Phrases:** *duel at dawn* *the duel was between*

**Challenge:** Use the WOD in a simile or metaphor. Morphology

Synonym :	Antonym :	Prefix :	Suffix :
fight clash			-ed -ing

## Shinobi Word of the Day

Word of the Day: **rickety** Word Class (adjective)  
Pronunciation / Syllables (rick-et-y)

**Definition:** A rickety structure or piece of furniture is not very strong or well made, and seems likely to collapse or break.

Mr Jones' car seemed a little old and **rickety**.

**Phrases:** *old and rickety* *it was extremely rickety*

**Challenge:** Use the WOD in a simile or metaphor. Morphology

Synonym :	Antonym :	Prefix :	Suffix :
shaky crumbling derelict			

## Shinobi Word of the Day

Word of the Day: **loom** Word Class (verb)  
Pronunciation / Syllables (loom)

**Definition:** If something looms over you, it appears as a large or unclear shape, often in a frightening way.

The teacher **loomed** over the children during the test.

**Phrases:** *loomed over* *looming over*

**Challenge:** Use the WOD in a simile or metaphor. Morphology

Synonym :	Antonym :	Prefix :	Suffix :
emerge appear			-ed -ing -er

## @GS\_Federation Daily Challenge!

### CAN YOU PEEL IT?

Can you remove the peel from an apple in one without letting it break?

Make sure you ask an adult first before using something sharp!



## @GS\_Federation Daily Challenge!

### BACKHAND BALLOON BALANCE

Blow up a balloon and balance it on the back of your hand.

How long can you keep it in the air for?

Is one hand better than the other?

Do you get better if you practise more?



## @GS\_Federation Daily Challenge!

### PAPER CHAIN

You will need:

1 piece of A4 paper

Glue

Scissors



What is the longest paper chain you can make with only 1 piece of paper?

## @GS\_Federation Daily Challenge!

### FOLLOW ME ...

Today's challenge is like a physical version of the game 'I went to the market'.

The first person performs an action (e.g. 3 star jumps).

The second person has to copy that action then add one more of their own.

Back to person number 1, they have to now perform all 3 actions in order and so on.

How many actions can you remember?



## @GS\_Federation Daily Challenge!

### HOT HAIR

Draw a face but don't include any hair, leave space at the top of your page to add it in.

Use different materials to create hair for your picture you could:

- Use watery paint and blow through a straw
- Cut pictures from old magazines (ask first!)
- Use different textures of materials e.g. wool leaves, twigs
- Fold and curl paper in different ways and colour it in different colours too.

• You might want to enhance other features on your face too.

Maybe you could make portraits of your family or friends!

