




WEEK 7

| DOUGH DISCO AND HANDWRITING | |
|---|--|
| Complete 'dough disco' at the beginning of every day to strengthen hand muscles and help with fine motor control and handwriting. The 'dough disco' PowerPoint can be accessed under general resources on the website. If you cannot access the PowerPoint there is a PDF version which you can move through yourself (approx. 1 min per page) and play your own music in the background. There is a recipe and instructional video on the class webpage of how to make your own playdough at home. | |
| Monday | Fine motor activity- 3 pet themed cutting skills worksheets and teddy bear's picnic dot to dot (choose difficulty level). Complete 1 page for the KS1 handwriting booklet each day. |
| Tuesday | |
| Wednesday | |
| Thursday | |
| Friday | Handwriting pangram 3 (see general resources on class webpage). |

| ENGLISH | |
|---|--|
| For your English work over the next two weeks please work through the 'Brian Bear's Picnic' Talk4Writing workbook. This booklet has activities to develop all English skills including speaking, listening, reading and writing. You may work through the activities at your own pace over the two weeks, however you may choose to follow the suggested order below: | |
| Monday | Story of Brian Bear's Picnic- Reading and Talk activity about the story. |
| Tuesday | Reading response activities: - Who said what? - Quiz Time |
| Wednesday | <ul style="list-style-type: none"> Exploring words together <i>(Take it further by choosing some more words you may be unfamiliar with from the story and use a dictionary to find and write their definition).</i> |
| Thursday | <ul style="list-style-type: none"> Retelling the story. Enjoying a song together: 'Teddy Bear's Picnic'. |
| Friday | <ul style="list-style-type: none"> We're going on a picnic. What will you take? Drawing time! Designing a picnic rug for Brian. |
| <p><i>SPELLING TESTS- Test your child's weekly spellings and submit their scores on our class web page.</i></p> <p><i>Optional GRAMMAR activities for each day- there are some SPaG activity mats on the 'week 5' resources section (https://www.cuckneyprimaryschool.co.uk/week-7/) that children can have a go at independently which focus on spelling, punctuation and grammar. Make sure you select the correct year group for your child. Within each mat there are 3 difficulty levels indicated by stars in the corner of the sheet. 1 star is the easiest and 3 stars is the most difficult. Some year 2 children may find the year 1 activity mat more appropriate- this is fine, do what is right for your child.</i></p> | |

| PHONICS | | |
|---|---|---|
| On the website you will find the lesson pack for 5 lessons (1 per day) for the next sound your child is focussing on. If your child is unsure which group they are in contact Miss Worboys. | | |
| Go through self-explanatory PowerPoint together first (parent can refer to lesson plan in pack if needed) then child completes the associated activities. | | |
| Monday | Miss Worboys Group: | Mrs Moss' Group: |
| Tuesday | Phase 5 Week 6- 'i_o' and 'o_e' | Phase 5 Week 20- 'ea' saying /e/ |
| Wednesday | Resources downloadable from the week 7 resource section on class webpage. | Resources downloadable from the week 7 resource section on class webpage. |
| Thursday | | |
| Friday | | |
| <p><i>Some of the Phonics PowerPoints are too large to upload to our school website. If this is the case there will be a note on the relevant resource when you download. Please email me at rworboys@cuckney.notts.sch.uk if you require these so that I can send you them via email.</i></p> | | |

| MATHS | | |
|---|---|---|
| This week we will be using the White Rose Maths online teaching videos to support maths learning (please follow week 12). Then children should complete the follow up activities linking to each objective which can be found in under the 'week 7' resources tab on our class webpage: https://www.cuckneyprimaryschool.co.uk/week-7/ | | |
| | Year 1 follow this link for teaching videos: https://whiterosemaths.com/homelearning/year-1/ | Year 2 follow this link for teaching videos: https://whiterosemaths.com/homelearning/year-2/ |
| Monday | LO: Time: o'clock. | LO: Time: five minutes. |
| Tuesday | LO: Time: half past. | LO: Time: hours and days. |
| Wednesday | LO: Writing and measuring time. | LO: Time: Calculate durations. |
| Thursday | LO: Compare times. | LO: Time: Compare durations. |
| Friday | Challenge of the week- see resources. <i>Big Maths, Beat That Challenge & Times Table Challenge- Submit scores on class web page.</i> | |

| TOPIC | |
|---|---|
| <p>Monday</p> <p>Art & Design- Animal Art</p> | <p><u>LO: Say what they like about their own or others' work using simple artistic vocabulary.</u> Explore and compare examples of art with an animal theme (see resources).</p> <p>Look at and compare different examples, discussing the subject (what is in the painting?) and style (how the painting is made?). Use a range of simple artistic vocabulary to help them describe their observations and make evaluations.</p> <p>Choose a favourite painting and use a range of drawing and painting materials to make their own version.</p> |
| <p>Tuesday</p> <p>Cooking and Nutrition.</p> | <p style="text-align: center;"><u>Brian's recipe for two teddy bear toasts</u></p> <div style="text-align: center;">  </div> <p style="text-align: center;">https://www.kidspot.com.au/kitchen/recipes/teddy-bear-toast/8vqg80fs</p> <p>Complete the teddy bear toast activity from the Brian Bear's Picnic Talk4Writing English booklet.</p> <p>You will need:</p> <ul style="list-style-type: none"> - 2 slices wholemeal or white bread - 2 tbsp peanut butter (you can replace this with nut free chocolate spread in case of nut allergies) - 6 banana slices - 6 raisins |
| <p>Wednesday</p> <p>Science- Carnivore, herbivore or omnivore?</p> | <p><u>LO: Group and sort a variety of common animals based on the foods they eat.</u> Watch the BBC Bitesize link: What types of food do animals eat? https://www.bbc.co.uk/bitesize/clips/zwfd2p3</p> <p>Sort a collection of domestic small world animals (or use the pictures from resources) into groups according to the type of food they eat. Sort into alternative groups, using their own classification criteria, and explain their reasons. Record their ideas with drawings and labels.</p> <p>Introduce and explain the terms carnivore (meat eaters), herbivore (plant eaters) and omnivore (eat both meat and plants). Use the different types of food or food pictures, such as meat, fish, leaves, fruit and grass, along with labels for making sets and subsets (resources). Children could create a simple branching database using the animals (see answer sheet in resources for example).</p> |
| <p>Thursday</p> <p>Art and Design- Animal patterns.</p> | <p><u>LO: Use textural materials, including paper and fabric, to create a simple collage.</u> Watch 'Natures best Camouflages' on YouTube: https://www.youtube.com/watch?v=EJGtN-igCu8. Then watch 'Camouflaged animals in the jungle' on BBC Bitesize: https://www.bbc.co.uk/bitesize/clips/z7x76sg</p> <p>Use hard and soft pencils to draw lines, exploring animal skin patterns. Then use a range of collage materials to make textures and patterns based on their drawings and the natural markings of a range of animal skins and furs. Manipulate materials by using layering, tearing, cutting, rolling and gluing techniques to make their collages.</p> <p>Provide children with a range of images for inspiration (see resources). Encourage children to talk about patterns they can see using vocabulary such as spotty, spotted, speckled, scaly, stripy, stripes, dots, dotty and patchy.</p> <p>Practical resources:</p> <ul style="list-style-type: none"> - Range of different pencils - Print making and collage resources - Scissors - Glue |
| <p>Friday</p> <p>Geography- Imaginary zoo.</p> | <p><u>LO: Draw or read a simple picture map.</u> Make a picture map of an imaginary zoo or wildlife park using simple symbols and a key. Use symbols to show which animals live where and include other features such as roads, woodland, water sources and buildings.</p> <p>Note: Provide aerial photographs, maps or plans of real zoos and parks online to give the children inspiration and ideas.</p> <p><u>Useful links</u></p> <ul style="list-style-type: none"> - Chester Zoo map: https://www.chesterzoo.org/app/uploads/2020/02/FEBRUARY-2020-MAP.pdf - Yorkshire Wildlife Park map: https://www.yorkshirewildlifepark.com/plan-your-visit/park-map/ - Welsh Mountain Zoo map: https://www.welshmountainzoo.org/visit/zoo-map |

WEEK 8

| DOUGH DISCO AND HANDWRITING | |
|---|--|
| Complete 'dough disco' at the beginning of every day to strengthen hand muscles and help with fine motor control and handwriting. The 'dough disco' PowerPoint can be accessed under general resources on the website. If you cannot access the PowerPoint there is a PDF version which you can move through yourself (approx. 1 min per page) and play your own music in the background. There is a recipe and instructional video on the class webpage of how to make your own playdough at home. | |
| Monday | Fine motor activity- Colour the lion mindfulness colouring sheet by trying hard to stay in the lines. For an extra challenge, choose only 3 or 4 colours to use and try to make it that no two touching sections are the same colour. (I think this would like good if you choose lion-like colours such as orange, yellow and brown). |
| Tuesday | Complete 1 page for the KS1 handwriting booklet each day. |
| Wednesday | |
| Thursday | |
| Friday | Handwriting pangram 1 (see general resources on class webpage). |

| ENGLISH | |
|--|---|
| For your English work this week please continue to work through the 'Brian Bear's Picnic' Talk4Writing workbook that you began last week. This booklet has activities to develop all English skills including speaking, listening, reading and writing. You may work through the activities at your own pace over the two weeks, however you may choose to follow the suggested order below: | |
| Monday | Thank you letters. Remember to take your time and make this your best writing! Use capital letters at the start of sentences and for names, remember your punctuation (do you need a full stop, exclamation mark or question mark at the end of your sentences? Have you used commas for lists?), include WOW words (adjectives to describe, adverbs showing HOW you did something), use conjunctions to extend your sentences (and, so, but, because) and use your neatest handwriting (are your letters joined? Do they sit on the line? Are they the correct size and orientation?). |
| Tuesday | A postcard to Brian- Capital letters and full stops. <i>Brian's recipe for two teddy bear toasts to be completed as topic task (see Tues PM topic below).</i> |
| Wednesday | Special things from my walk. |
| Thursday | <ul style="list-style-type: none"> • The history of teddy bears AND drawing a teddy bear. • BEGIN 'A new adventure' (create your teddy, plan adventure and tell story orally to an adult. May also begin to write). |
| Friday | <ul style="list-style-type: none"> • FINISH 'A new adventure'. <i>I'll be SO impressed if you manage to write your adventure as a story!</i> • Review of learning. <p><i>SPELLING TESTS- Test your child's weekly spellings and submit their scores on our class web page.</i></p> |
| <p><i>Optional GRAMMAR activities for each day- there are some SPaG activity mats on the 'week 6' resources section (https://www.cuckneyprimaryschool.co.uk/week-8/) that children can have a go at independently which focus on spelling, punctuation and grammar. Make sure you select the correct year group for your child. Within each mat there are 3 difficulty levels indicated by stars in the corner of the sheet. 1 star is the easiest and 3 stars is the most difficult. Some year 2 children may find the year 1 activity mat more appropriate- this is fine, do what is right for your child.</i></p> | |

| PHONICS | |
|---|--|
| On the website you will find the lesson pack for 5 lessons (1 per day) for the next sound your child is focussing on. If your child is unsure which group they are in contact Miss Worboys. | |
| Go through self-explanatory PowerPoint together first (parent can refer to lesson plan in pack if needed) then child completes the associated activities. | |
| Monday | Miss Worboys Group: |
| Tuesday | Phase 5 Week 7- 'u_e' and 'e_e'. |
| Wednesday | Mrs Moss' Group: Phase 5 Week 21- 'ie' saying /ee/ Resources downloadable from the week 8 resource section on class webpage. |
| Thursday | |
| Friday | |
| <p><i>Some of the Phonics PowerPoints are too large to upload to our school website. If this is the case there will be a note on the relevant resource when you download. Please email me at rworboys@cuckney.notts.sch.uk if you require these so that I can send you them via email.</i></p> | |

| MATHS | |
|--|---|
| This week we will be using the White Rose Maths online teaching videos to support maths learning (please follow week 13). Then children should complete the follow up activities linking to each objective which can be found in under the 'week 8' resources tab on our class webpage: https://www.cuckneyprimaryschool.co.uk/week-8/ | |
| | <p>Year 1 follow this link for teaching videos: https://whiterosemaths.com/homelearning/year-1/</p> |
| | <p>Year 2 follow this link for teaching videos: https://whiterosemaths.com/homelearning/year-2/</p> |
| Monday | LO: Compare length and height. |
| Tuesday | LO: Number bonds. |
| Wednesday | LO: Arrays |
| Thursday | LO: Recognising coins. |
| Friday | <p style="text-align: center;">Challenge of the week- see resources.</p> <p style="text-align: center;"><i>Big Maths, Beat That Challenge & Times Table Challenge- Submit scores on class web page.</i></p> |

| TOPIC | |
|------------------|-----|
| Monday | TBC |
| Tuesday | TBC |
| Wednesday | TBC |
| Thursday | TBC |
| Friday | TBC |