


Sherwood Class Weekly Planning (Summer 2): Week 1 & 2 **SUPERHEROES!**



Week 1	Handwriting 8:40-9:00	Dough Disco & Grammar 9:00-9:20	English 9:20-10:20	Phonics 10:40-11:00	Daily Count & Maths 11:00-12:00	Topic 13:05- 14:00	Guided Reading/ Comprehension 14:20-14:40
1/6 INSET DAY							
2/6	Create own name labels for their table and chair.	<p>DOUGH DISCO</p> <p><u>LO: Learn the rule for adding 's' and 'es;..</u> Point out singular for superhero/ plural- superheroes. Discuss rule for adding -s/ -es (add -es when root word ends with soft sounds s/ss, x, z/zz, ch, sh, usually o).</p> <p>Go through some examples together Challenge children to have a go at making words plural on w/bs.</p>	<p><u>LO: Write a short descriptive caption about their favourite superhero.</u> Read together 'Superheroes- All Sorts' (PDF) and discuss message of the book. Who is a superhero in your life?</p> <p>Recap simple sentence work. Writing examples with chn's help. Make a SC checklist together (e.g. capital letters, finger spaces, full stops, handwriting etc.)</p> <p>Chn draw favourite superhero and write a caption about them remembering sentence structure and punctuation e.g. 'Batwomen is a flying superhero.'</p> <p>Extend more able with adjectives and conjunctions.</p>	<p>Recap all Phase 3 sounds and complete activity booklet 1: https://www.twinkl.co.uk/resource/phonics-home-learning-activity-booklet-level-3-j-v-w-x-y-z-zz-qu-ch-sh-th-ng-t-e-2550098</p>	<p>Daily count focus: 10x table</p> <p><u>LO: Find half of a shape.</u> https://www.twinkl.co.uk/resource/tp-n-030-planit-v1-fractions-lesson-pack-halves-1</p> <p><i>Copy activity sheet onto A3.</i></p> <p>Children could also colour ½ to see more clearly.</p> <p>Extension: Equal/ unequal drawing and sorting activity.</p>  <p>Then 10 mins on https://www.themathsactor.com/ on iPads using individual accounts/levels.</p>	<p>COMPUTING: Pose like a superhero.</p> <p><u>LO: Select appropriate software to complete given tasks using text, images, audio and video clips.</u> Look at pictures of superheroes in different poses, such as running, jumping, landing, throwing and fighting. Imitate these poses and take photographs of each other. Select their favourite pose before uploading a photo to a drawing software package. Use the drawing tools to add superhero features, such as a mask, initialled outfit and cape, to their photograph.</p> <p><i>Resources: Superhero poses cards, iPads with drawing software on. If unable to do this on iPads, print photos and allow chn to edit using art/craft.</i></p>	(Step 1) Starting reading skills- 'Superheroes'. Children access independently.
			Break 10:20-10:40	Lunch 12:00-13:00		Break 14:00-14:20	
Take 5 (In School)/ Cosmic Kids Zen Den (At Home) 13:00-13:05							
3/6	KS1 Handwriting Booklet x1 page.	<p>DOUGH DISCO</p> <p><u>LO: Learn to create plurals using 's' or 'es'.</u> Recap learning from yesterday. Chn have a go at the cut and</p>	<p><u>LO: Read a text independently, drawing on what they already know.</u> Re-read the text from yesterday, pointing to each word as you read aloud but substituting words that are not in the text (e.g. say 'little/ short' instead of 'small', 'fit'</p>	<p>Recap all Phase 3 again and complete activity booklet 2: https://www.twinkl.co.uk/resource/home-learning-activity-</p>	<p>Daily count focus: 2x table</p> <p><u>LO: Represent half in different ways.</u> https://www.twinkl.co.uk/resource/tp-n-031-planit-v1-fractions-lesson-pack-halves-2</p>	<p>MUSIC: Sound effects</p> <p><u>LO: Create, select and combine sound effects or rhythms using a variety of instruments, objects and the voice.</u></p> <p>Experiment with percussion and electronic instruments,</p>	(Step 2) Developing reading skills- 'The Adventure of Blueberry Boy'. <i>For weaker/ less confident readers: Choose a 'Three Key Words Reading Comprehension' to complete.</i>
Independent Reading and AR Quizzes 14:40-15:00							
Story Time 15:00-15:10							


		stick activity adding s or es to each word.	instead if 'fat'). Can chn spot you have mis-read the words? How do they know? Draw out phonic knowledge and discuss strategies in reading unfamiliar words: sounding out, reading ahead for context, re-read sentence again, pictures etc. Allow chn to read whole text as a group. Chn read the captions on the storyboard independently and draw a picture to correctly match each caption.	booklet-level-3-ear-air-ure-er-t-e-2550100	Then 10 mins on https://www.themathsfactor.com/ on iPads using individual accounts/levels.		such as keyboards, to create imaginative sound effects for superhero action sequences. Record and play back their sound effects. Encourage the children to think about making sounds loudly and softly, as well as controlling the length of their sounds. Record the sounds iPad voice recorder. <i>Resources: Percussion and electrical instruments (or app versions), iPads to record. Could use household items to make different sounds/ make own instrument from junk modelling/ experiment with different levels of water in glasses.</i>			
4/6	KS1 Handwriting Booklet x1 page.	DOUGH DISCO <u>LO: Write upper and lower case letters.</u> Play matching lowercase letters game Then show flashcards of lowercase letters and chn have to write equivalent capital on w/bs. Check formation and orientation. Extend by asking chn to write whole alphabet in uppercase and lowercase.	<u>LO: Use the conjunction 'and'.</u> Look at layout of text. Does each page have a full sentence? Why not? What do the '...' indicate? Recap non-negotiables for sentences (capital letters/ full stops). Sort the prepared sentences into full sentences or not? Correct those with missing CL and FS. Dictation: 'There are superheroes at the beach and superheroes at the park.' Check punctuation and spelling. Chn pick two superheroes in their own lives. Maybe one family and one other? Describe what type of heroes they are. Draw a picture of them and write sentences to go with them using 'and'. e.g. There are fire-fighting superheroes and cuddling superheroes.	Recap phase 4 blends (cave man sounds) and practise reading the real and alien words containing blends: https://www.twinkl.co.uk/resource/level-4-real-and-alien-words-powerpoint-t-l-527622	Daily count focus: 5x table <u>LO: Find half of a quantity.</u> https://www.twinkl.co.uk/resource/tp-n-032-planit-y1-fractions-lesson-pack-halves-3 Then 10 mins on https://www.themathsfactor.com/ on iPads using individual accounts/levels.		SCIENCE- Villains or superheroes? <u>LO: Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.</u> Watch 'Lee & Kim Cartoon' https://www.youtube.com/watch?v=nMUbHuffO8 Look at pictures or figures of superheroes. Sort into two groups- heroes and villains; explain why they have sorted them that way. Talk about how villains act differently from superheroes and how their behaviour affects others. <i>Resources: Illustrations or figurines of comic book heroes and villains.</i>	(Step 3) Building reading skills- 'The History of Superheroes' QUESTIONS 1-6 ONLY. <i>Read first part of text aloud to children (to Q6) first as they follow along. Allow children time to re-read the text again themselves, prompting and supporting if stuck.</i> <i>If unsure on vocab question, children could use a dictionary with support.</i> <i>For weaker/ less confident readers: Choose a 'Three Key Words Reading Comprehension' to complete.</i>		

5/6	Handwriting Pangram 1 (assessment).	<p>DOUGH DISCO</p> <p><u>LO: Know when to use capital letters.</u></p> <p>Find and edit the missing capital letters from the text.</p>	<p><u>LO: Create a class superheroes book.</u></p> <p>Ask chn who they wrote about yesterday, as their own superheroes. Write names of children's chosen people on w/b. What do we notice about names? All use a capital letter for both first names and surnames.</p> <p>On folded A4 paper, chn write and illustrate a page to contribute to a class book: 'Year 1's Superheroes!' Chn should write the name of their two chosen people under the illustration and write up their sentence from yesterday in best handwriting, ensuring they remember the capital letter and full stop.</p>	<p>Recap phase 4 blends again and independently complete the activity booklet:</p> <p>https://www.twinkl.co.uk/resource/level-4-twinkl-phonics-year-1-screening-check-independent-activity-pack-t1-e-16</p>	<p>Daily count focus: In 10s from any number forward and backwards.</p> <p><u>LO: Find half of a set of objects.</u></p> <p>https://www.twinkl.co.uk/resource/tp-n-033-planit-y1-fractions-lesson-pack-halves-4</p> <p>Then 10 mins on https://www.themathsfactor.com/ on iPads using individual accounts/levels.</p>	<p>ART & DESIGN: Modelling</p> <p><u>LO: Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</u></p> <p>Sketch an illustration of a favourite superhero, villain or sidekick using a variety of drawing materials. Pay attention to facial features and body shapes. Explore different facial expressions, and active poses.</p> <p>Use their superhero sketches and 3-D small world figurines as inspiration for creating a superhero model. Explore the properties of materials before choosing a mixture of malleable and rigid materials to make their model. Display groups and pairs of figurines in exciting superhero scenarios.</p> <p><i>Resources: Images of superheroes, villains and sidekicks, air drying clay or playdough, camera.</i></p>	<p>(Step 3) Building reading skills- 'The History of Superheroes' COMPLETE REMAINING QUESTIONS.</p> <p><i>Re-read whole text to children and allow them to read the second half again (from 'Who Was the First Female Superhero?') with support if needed.</i></p> <p><i>For weaker/ less confident readers: Choose a 'Three Key Words Reading Comprehension' to complete.</i></p>		
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Week 2	Handwriting 8:40-9:00	Dough Disco & Grammar 9:00-9:20	English 9:20-10:20		Phonics 10:40-11:00	Daily Count & Maths 11:00-12:00		Topic 13:05- 14:00		Guided Reading/ Comprehension 14:20-14:40		
8/6	Fine motor: Pencil control sheet and colour in sheet.	<p>DOUGH DISCO</p> <p><u>LO: Identifying verbs.</u> Play game where teacher does an action e.g. clapping and children write what they are doing on their w/b. Swap and allow each chd to perform an action while others add it to their list. Recap that all of these words are 'doing words' or 'action words' <i>Can anybody remember what we call these? Verbs!</i></p> <p>Chn begin the colour by word class butterfly by colouring all of the verbs in yellow.</p> <p>Extend children by asking them to complete the butterfly by colouring the nouns in blue and adjectives in purple. <i>Chn can choose other colours but needs to be stated on key.</i></p>	<p><u>LO: To use verbs to show what superheroes can do.</u> Get chn to share with you the 'Supeheroes' class book they created last week. Discuss other superhero stories they know, are they always in book form? Show chn a comic strip from https://www.marvelhq.com/comics and discuss layout (speech bubbles/ captions). List superhero's powers/ abilities using verb+ing form e.g. helping people in trouble, fighting the baddies, rescuing animals, climbing tall buildings, flying etc.</p> <p>Chn draw fave superhero in centre and write what they can do around the edge using 'ing' verbs e.g. Eating bad foods! Running really fast! Saving hurt animals! Extension: Do the same for their superhero's enemy.</p>	Break 10:20-10:40	<p>See below for lesson pack link for 5 lessons (1 per day) for the next sound your child is focussing on. If your child is unsure which group they were in contact Miss Worboys.</p> <p>Go through self-explanatory PowerPoint together first (parent to refer to plan document is needed) then child to complete the associated activities.</p> <p>Miss Worboys' group from before closure (classroom group): Level 5 Week 1- 'ay' saying /ai/: https://www.twinkl.co.uk/resource/t-l-527293-ay-saying-ai-level-5-week-1-weekly-lesson-pack</p>	<p>Daily count focus: Number bonds to 10.</p> <p><u>LO: Find half of a quantity.</u> https://www.twinkl.co.uk/resource/tp-n-034-planit-y1-fractions-lesson-pack-halves-5</p> <p>Then 10 mins on https://www.themathsfactor.com/ on iPads using individual accounts/levels.</p>	Lunch 12:00-13:00	Take 5 (In School)/ Cosmic Kids Zen Den (At Home) 13:00-13:05	Break 14:00-14:20	<p>Differentiated reading comprehension activity (choose appropriate level for individual children): 'Kangaroo Kid'.</p> <p><i>For weaker/ less confident readers: Choose a 'Three Key Words Reading Comprehension' to complete.</i></p>	Independent Reading and AR Quizzes 14:40-15:00	Story Time 15:00-15:10

9/6	KS1 Handwriting Booklet x1 page.	<p>DOUGH DISCO</p> <p><u>LO: Adding –ed and –ing to words ending in ‘e’.</u> Discuss the “drop the ‘e’ rule” and look at some examples together by physically crossing out the ‘e’ & rewriting: * dance * poke * rinse * chase</p> <p><i>Using magnetic letters will be a good way of showing this too as children can physically remove the ‘e’ before adding –ing/ –ed.</i></p> <p><i>Be careful of irregular past tense verbs e.g. hide → hid/ bite → bit.</i></p> <p>Chn complete spelling activity sheet.</p>	<p><u>LO: To write a description.</u> Today chn are going to create their own superhero. <i>What are their special powers? What do they look like?</i> Give chn some time to imagine their superhero- share ideas as a class. Chn describe their superhero’s appearance to a partner who has to try and draw what they look like (model this first with a chd describing and you drawing- stress importance of precise detail).</p> <p>Use the Superhero ID Form to write about invented superhero (and their arch enemy – the baddy!) in as much detail as possible, remembering the verb + -ing spelling.</p>	Mrs Moss’ group from before closure (hall group): Level 5 Week 15- ‘aw’ saying /au/: https://www.twinkl.co.uk/resource/aw-and-au-saying-or-level-5-week-15-weekly-lesson-pack-t-I-9285	<p>Daily count focus: Number bonds to 20.</p> <p><u>LO: Find a quarter of a shape.</u> https://www.twinkl.co.uk/resource/tp-n-036-planit-y1-fractions-lesson-pack-quarters-1</p> <p>Then 10 mins on https://www.themathsfactor.com/ on iPads using individual accounts/levels.</p>		<p>PSHE: Hero qualities</p> <p><u>LO: Identify special people, what makes them special and how they should be treated.</u> Talk about what the words ‘hero’ and ‘heroine’ means. Discuss the qualities of real-life heroes and heroines, such as bravery, kindness, determination and generosity. Talk about how they set a good example to others, listening attentively to each other’s opinions. <i>Could link this to current situation? NHS Clap each week- why do we do it?</i></p> <p>Choose a real-life hero or heroine and discuss why that person is a hero. Report back to the rest of the class, giving good reasons to support their arguments.</p> <p>Use the real-life hero cards to prompt/ support. Could provide resources, such as news reports and information leaflets about the work of the emergency services and charities like the RSPCA.</p>	<p>Differentiated reading comprehension activity (choose appropriate level for individual children): ‘Water Woman’.</p> <p><i>For weaker/ less confident readers: Choose a ‘Three Key Words Reading Comprehension’ to complete.</i></p>		
10/6	KS1 Handwriting Booklet x1 page.	<p>DOUGH DISCO</p> <p><u>LO: Adding –ing and –ed to words with short vowels (double consonants)</u> Remind chn of the short & long vowel sounds with this song: https://www.youtube.com/watch?v=4TjCT7Gto3U Explain that when a word has a short vowel sound before the final consonant,</p>	<p><u>LO: Write dialogue between two characters.</u> Think about superheroes that chn created y.day. Ask for a chd to be their superhero, and get them to describe their baddy/enemy. You (or another chd) take on the ‘baddy’ role. Role play a convo between the two characters, ensuring there are some questions asked. Record</p>		<p>Daily count focus: Doubles.</p> <p><u>LO: Find a quarter of a quantity.</u> https://www.twinkl.co.uk/resource/tp-n-037-planit-y1-fractions-lesson-pack-quarters-2</p> <p>Then 10 mins on https://www.themathsfactor.com/ on iPads using individual accounts/levels.</p>		<p>HISTORY: Historical heroes</p> <p><u>LO: Understand the term significant and explain why a significant individual is important.</u> On the 12th May, it was Florence Nightingale’s birthday. Listen to the story about this real-life ‘superhero’ from the past: https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39</p> <p>Find out what she did to make things better for</p>	<p>Differentiated reading comprehension activity (choose appropriate level for individual children): ‘Lizard Lad’.</p> <p><i>For weaker/ less confident readers: Choose a ‘Three Key Words Reading Comprehension’ to complete.</i></p>		

		<p>they need to double the consonant before adding the suffix –ing or –ed e.g. hop→hopping→hopped.</p> <p>Look at other examples: * clap * dab * rub * tap</p> <p>Chn complete the look, cover, write and check activity.</p>	<p>‘question words’ on the w/b. After, remind chn how comic strip speech is written in speech bubbles. Together, write up part of the convo in a large speech bubble. <i>What punctuation will we need here?</i> Discuss use of question marks and exclamation marks.</p> <p>Chn write their own simple dialogue between their superhero and their enemy in the speech bubbles.</p>			<p>others and discuss why she is a real-life superhero.</p> <p>Compare a Florence Nightingale hospital to one today by sorting the images: https://www.twinkl.co.uk/resource/t-h-149-ks1-florence-nightingale-hospital-sorting-activity-sheet then chn complete the Florence Nightingale fact file: https://www.twinkl.co.uk/resource/t-t-17368-florence-nightingale-significant-individual-writing-frame support chn by writing key info (e.g dates) on w/b.</p>			
11/6	KS1 Handwriting Booklet x1 page.	<p>DOUGH DISCO</p> <p><u>LO: Know when to use question marks and exclamation marks.</u></p> <p>Ask chn if they can remind you when to use exclamation marks and question marks. Make a brainstorm of the 6 main question words on the board: who? What? Where? When? Why? How?</p> <p>Join in with BBC Supermovers: https://www.bbc.co.uk/teach/supermovers/ks1-english-question-exclamation-marks-with-karim-hacker/zkrx92p</p> <p>Chn make punctuation monsters for . ! and ? using templates and lollipop sticks.</p>	<p><u>LO: Write a comic strip.</u></p> <p>Choose a different comic from https://www.marvel.com/comics and explain that most of the story is told through the dialogue in speech bubbles but the action is written outside of these. Using chn’s ideas from y.day model the first ‘scene’ in a comic briefly draw the characters and write the first part of dialogue in speech bubbles. <i>Do we need any other text here, to help tell the story?</i> Agree on a caption and model writing below the illustration. <i>What punctuation is needed? Why?</i></p> <p>Chn begin to write up their comic pages, using storyboard (A3). <i>Aim for around 3 ‘frames’ completed.</i></p>		<p>Daily count focus: Halves.</p> <p><u>LO: Find a quarter of a quantity.</u> https://www.twinkl.co.uk/resource/tp-n-038-planit-y1-fractions-lesson-pack-quarters-3</p> <p>Then 10 mins on https://www.themathsactor.com/ on iPads using individual accounts/levels.</p>	<p>D&T: Superfoods</p> <p><u>LO: Select healthy ingredients for a fruit or vegetable salad.</u></p> <p>Describe how particular foods smell and taste, referring to laminated key words, such as crisp, crunchy, juicy, sweet and sour. Sample distinctive flavours, like mint, orange, lemon, banana, pepper, pineapple and ginger (each chid to have their own sample to prevent risk, wash hands before and after eating). Learn about healthy superfoods that a superhero would need to eat to grow strong and stay fit and well.</p> <p>Chn design their own superfood salad fit for a superhero! Draw and label the ingredients needed. Extend by asking chn to write instructions how to make e.g. wash the lettuce, chop the peppers etc. Chn could take pictures home to</p>	<p>Differentiated reading comprehension activity (choose appropriate level for individual children): ‘Grizzly Girl’.</p> <p><i>For weaker/ less confident readers: Choose a ‘Three Key Words Reading Comprehension’ to complete.</i></p>		

		 <p>Chn complete PP Quiz by holding up correct punctuation puppet to end the sentence: https://www.twinkl.co.uk/resource/esl-full-stop-question-mark-or-exclamation-mark-powerpoint-quiz-t2-e-443</p>					<p>make salad and take photos of finished product..</p> <p>Extension: Children could display information about foods they do or don't like, or those they eat and don't eat, in Carroll or Venn diagrams.</p> <p><i>Resources: Food adjective cards, food samples.</i></p>			
12/6	Handwriting Pangram 2 (assessment).	<p>DOUGH DISCO</p> <p><u>LO: Using the correct punctuation.</u> Join in with BBC Supermovers: https://www.bbc.co.uk/teach/supermovers/ks1-english-capital-letters-full-stops/zjmrhbk</p> <p>Then work through SPaG lesson pack for full stops and capital letters: https://www.twinkl.co.uk/resource/tp-l-018-planit-y1-spag-lesson-pack-sentences-with-capital-letters-and-full-stops</p>	<p><u>LO: Write a comic strip.</u> Recap on the use of question marks and exclamation marks. <i>Maybe display a comic you've made with punctuation mistakes. Chn correct by re-writing on w/bs.</i></p> <p>Chn finish their comic strips.</p>		<p>Daily count focus: Odd numbers.</p> <p><u>LO: Solve fractions problems.</u> https://www.twinkl.co.uk/resource/tp-n-029-planit-y1-fractions-solveit-lesson-pack</p> <p>Then 10 mins on https://www.themathsfactor.com/ on iPads using individual accounts/levels.</p>		<p>D&T- Mask making <u>LO: Create a design to meet simple design criteria</u> Look at examples of superhero masks. Explain which ones they like and why. Make a design for a superhero mask, using the examples for inspiration. Use paper, card and other materials to cut, stick and fold their masks. Use paper, paint and drawing materials to add detail and decoration.</p> <p>Help the children to punch holes in their masks and thread through elastic so that they can wear them. <i>Resources: Mask templates, paper, card, elastic, scissors, glue, hole punch, camera.</i></p>	<p>Differentiated reading comprehension activity (choose appropriate level for individual children): 'Ratman'.</p> <p><i>For weaker/ less confident readers: Choose a 'Three Key Words Reading Comprehension' to complete.</i></p>		