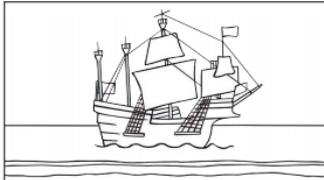
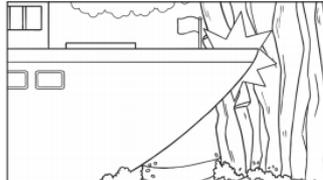
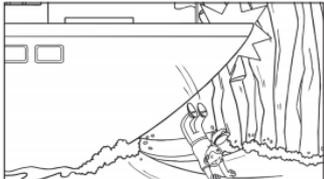
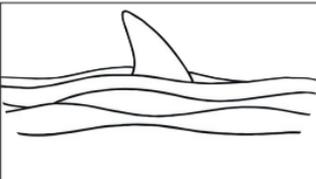
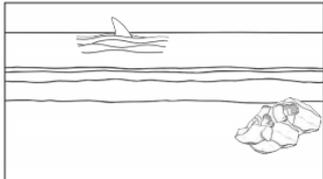
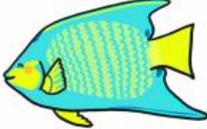
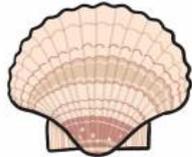
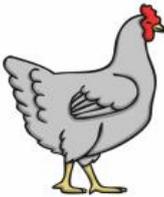




**Richard de Clare Academy - Learning at Home**

<b>Class</b>	<b>1A and 1B</b>
<b>Teacher</b>	<b>Miss Bickmore and Miss Johnson</b>
<b>Date</b>	<b>20.01.21</b>

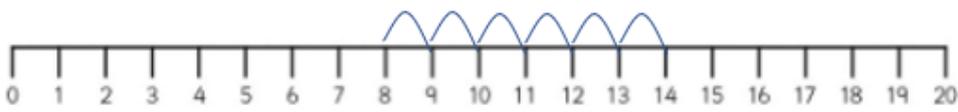
<p><b>Thought of the day:</b></p>	<p><b>Respect</b></p> <p>Use the link below to access a video linked to our thought of the day.  <a href="https://www.youtube.com/watch?v=25K_oWOvbxQ">https://www.youtube.com/watch?v=25K_oWOvbxQ</a></p> <p>How will you show respect today? Can we show respect to property too! Make a promise to yourself to show respect today.....and every day!</p> <p style="text-align: right;"><b>Respect is a two-way street, if you want to get it, you've got to give it.</b></p>
<p><b>Phonics/ GPS LO:</b></p>	<p><b>To apply the sound 'sh'</b></p> <p>Play Buried Treasure on Phonics Play (Phase 3, sh)</p> <p>Create a list of 'sh' words. Can you put any of your words into sentences?</p> <p>Complete the phoneme spotter below. How many 'sh' sounds can you find?</p> <p style="text-align: center;"><b>The Ship and the Shark</b></p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">  <p>A ship was at sail. It had been a long trip.</p> </div> <div style="width: 50%;">  <p>Captain Shep was looking for fish, for the fish and chip shop. He was cross. No fish had been seen!</p> </div> <div style="width: 50%;">  <p>On a dark night, the ship crashed into a cliff. The captain fell in!</p> </div> <div style="width: 50%;">  <p>Near the ship, a shark was swimming. The shark's fin went to Shep.</p> </div> <div style="width: 50%;">  <p>He was yelling for help. The shark put the captain on his back and took him back to the ship.</p> </div> <div style="width: 50%;">  <p>As a thank you, Captain Shep put a fish on a rock for the shark.</p> </div> </div> <p>Complete the 'ch' or 'sh' activity below.</p>

	<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; width: 100px; height: 50px;"></div> <div style="border: 1px solid black; width: 100px; height: 50px;"></div> <div style="border: 1px solid black; width: 100px; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">    </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; width: 100px; height: 50px;"></div> <div style="border: 1px solid black; width: 100px; height: 50px;"></div> <div style="border: 1px solid black; width: 100px; height: 50px;"></div> </div>
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<p><b>Handwriting and spelling LO:</b></p>	<p><b>To form capital letters for the long ladder family</b>          Today we are going to focus on forming capital letters for the long ladder family. Practise forming the letters below.</p> <div style="margin-bottom: 20px;">  </div> <div style="margin-bottom: 20px;">  </div> <div>  </div>
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<p><b>Word of the Day:</b></p>	<p><b>ancient</b>          Experiment saying the word in different ways.          How many syllables does it have? Clap out the syllables.          What does the word mean? Can you find it in a dictionary?          Can you act out this word?          Say this word in a sentence. Challenge yourself to write down your sentence!</p>
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<p><b>English LO: and challenges</b></p>	<p><b>To deepen an information text through role play</b></p> <p><u>Starter</u>          As part of the Oak National Academy lessons you have learnt to add -est to root words to make adjectives.          Can you add -est to these words?</p> <ul style="list-style-type: none"> <li>• young</li> </ul>
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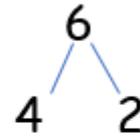
	<ul style="list-style-type: none"> <li>• high</li> <li>• long</li> <li>• fast</li> </ul> <p>Now choose the correct -est word to complete each of the sentences below. e.g. The drum made the <b>loudest</b> noise.</p> <p>Sam is the _____ in the class.</p> <p>Wendy ran the _____.</p> <p>The monkey reached the _____ branch.</p> <p>Today we will use role play to further develop our understanding of the information text we have been working on. As part of this lesson, you will become a jungle explorer.</p> <p>Use the link below to access and complete the Oak National Academy lesson: <a href="https://classroom.thenational.academy/lessons/to-deepen-an-information-text-through-role-play-cgtp6d">https://classroom.thenational.academy/lessons/to-deepen-an-information-text-through-role-play-cgtp6d</a></p> <p>What was your favourite part of today's lesson? Tell an adult at home. My favourite part was ... .</p>
<p><b>Reading focus:</b></p>	<p><b>To discuss a text</b></p> <p>Choose a book from home, Oxford Owl or Reading Planet. Read the book aloud to an adult. Remember to use your phonics to help you work out words. Discuss the book with an adult at home. What did you like about the book? What happened? Did you find any interesting vocabulary?</p>
<p><b>Maths LO:</b> <b>and challenges</b> (Challenge 1 - hot Challenge 2 - spicy Challenge 3 - super spicy)</p>	<p><b>To use a strategy to subtract</b></p> <p>Today we are going to focus on subtraction. We are going to practise the skills we have learnt during our Oak National Academy lessons. We have learnt to use both a number line and the make 10 strategy to subtract. An example of both strategies can be seen below.</p> <p>When we use a number line we start at the first number and jump back to find our answer.</p> <p style="text-align: center;"><b>14 - 6 = 8</b></p>  <p>When we use the make 10 strategy we use our number bonds to help us work out the answer to a calculation.</p>

$$14 - 6 =$$

$$14 - 4 = 10$$

$$10 - 2 = 8$$

$$14 - 6 = 8$$



### Challenge 1

Use the strategies above to work out the answers to the following calculations.

$$8 - 5 =$$

$$9 - 4 =$$

$$12 - 3 =$$

$$11 - 4 =$$

$$15 - 7 =$$

$$12 - 6 =$$

### Challenge 2

Use the strategies above to work out the answers to the following calculations.

$$15 - 8 =$$

$$13 - 5 =$$

$$16 - 6 =$$

$$17 - 9 =$$

$$14 - 7 =$$

$$21 - 4 =$$

### Challenge 3

Use the strategies above to find the missing numbers in the following calculations.

$$12 - \underline{\quad} = 7$$

$$13 - \underline{\quad} = 5$$

15 - \_\_\_\_\_ = 9

12 - \_\_\_\_\_ = 4

22 - \_\_\_\_\_ = 16

24 - \_\_\_\_\_ = 19

**RE LO:**

**To identify objects found on a shrine**

In RE we are going to look at a religion called Hinduism. We are going to learn about Murtis and the objects that make up a home shrine.

A Murti is an image or statue. Here are some examples.



Most Hindus have shrines in their home. They use these during daily worship. On the shrine you will find a Murti and a Puja tray. Below are some images of shrines and the Puja tray.



Here are the items that are found on the tray.

Each shrine contains a puja tray, which holds several important items:



The bell is rung to let God know the people are ready to worship.

The incense gives a lovely smell. It is a gift for the gods but also makes the air around the shrine pure.



To show love, care and respect for God, the murtis are offered a drink of water, given on a spoon.



The diya lamp is lit to show that God is there.

Red kum kum powder is mixed with water to make a paste. A red dot is placed on the foreheads of the worshippers and of the murtis.



Use the link below to see a shrine and find out more information.

<https://www.bbc.co.uk/programmes/p0114z20>

Draw a picture to show a Hindu shrine. Label your picture to show what is on the shrine. Write a sentence explaining what the shrine is used for.

**Music LO:**

**To experiment with your voice, pulse and rhythm**

Today we are going to continue to experiment with using our voice.

The first activity is called 'Magic Finger'. You will need to ask someone at home to help you with this as someone will need to be the conductor. The aim of the is to change the pitch of a sound in response to a conductor's finger movements. Begin by humming. Watch the conductor's 'magic finger'. If the conductor moves their finger up you need to change the pitch of your hum to be higher. If they move it downwards, the pitch becomes lower. Practise following the movements and changing the pitch of your hum. Swap over and have a go at being the conductor.

Listen to the song Anything using the link below. Play a call and response activity. Call out different phonemes (sounds) to a simple rhythm and get the child to copy you.

Now, while using the drums and bass stems from Anything for accompaniment, try making phoneme sounds to the pulse of the music. Use your hands to gesture when it is your turn and when it is the child's to make the sounds. Now swap over and ask the child to be the leader.

<https://www.bbc.co.uk/games/embed/bring-the-noise?exitGameUrl=http%3A%2F%2Fbbc.co.uk%2Fteach%2Fbring-the-noise%2Feyfs-ks1-music-play-it-bring-the-noise%2Fz4sq92p>

Alphabet Soup

Begin by patting your thighs to a slow and steady pulse/beat. Encourage the child to join in, making sure that they are going at the same tempo as you. Stop and

	<p>chant this phrase in rhythm: Alphabet soup, it tastes good . get the child to repeat it back to you. Repeat the exercise for the rest of the song:</p> <p>I'd eat it everyday if I could. Alphabet soup, help us grow, Let's add more food to the bowl!</p> <p>After you have chanted the 4 lines chant different foods to put into the alphabet soup, for example, an 'apple'. When suggesting a food, chant the sound of the first letter and follow this pattern: a for apple, a - a - apple or c for cake, c - c - cake or m for melon, m - m - melon</p> <p>How many foods can you put in your alphabet soup?</p>
<p><b>Useful websites/Apps:</b></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>E-books on Oxford Owl for Home - <a href="https://home.oxfordowl.co.uk/">https://home.oxfordowl.co.uk/</a> 'Parents will need to register for a free account in order to access the reading books'</li> <li>Log in to Reading Planet - <a href="https://my.risingstars-uk.com/Default.aspx?ReturnUrl=%2f">https://my.risingstars-uk.com/Default.aspx?ReturnUrl=%2f</a> <b>Username: firstname.SURNAME Password: RdC01</b></li> <li>Phonics Play - <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> <b>Username: jan21 Password: home</b></li> </ul> <p><b>English/Spelling</b></p> <ul style="list-style-type: none"> <li>Spelling shed - <a href="https://www.edshed.com/en-gb">https://www.edshed.com/en-gb</a></li> <li>Writing ideas on Pobble 365 - <a href="https://www.pobble365.com/">https://www.pobble365.com/</a></li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Times table rockstars - <a href="https://trockstars.com/">https://trockstars.com/</a></li> <li>Daily 10 - <a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a></li> <li>Hit the button - <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></li> <li>Numbots - <a href="https://play.numbots.com/#/intro">https://play.numbots.com/#/intro</a></li> <li>5-a-day - <a href="https://corbettmathsprimary.com/5-a-day/">https://corbettmathsprimary.com/5-a-day/</a></li> </ul>

**Please send any work to the following email address. Teachers will reply to your email (usually within 48 hours).**

**[LearningAtHome@Richarddeclare.com](mailto:LearningAtHome@Richarddeclare.com)**

**[Alternatively, learning at home activities can be uploaded onto your child's 'Class Dojo Portfolio' – we look forward to seeing the wonderful learning.](#)**

**If you need to ask a question about the work or need to get a message to the teacher, then please use the learning at home email.**

**Please let us know if your child is finding this learning too tricky as we will endeavour to provide alternative activities.**

**If you have any general questions, then please use the normal school office email. [Admin@Richarddeclare.com](mailto:Admin@Richarddeclare.com)**