

## Apple and Lime Home Learning

Week Commencing 08.02.2021

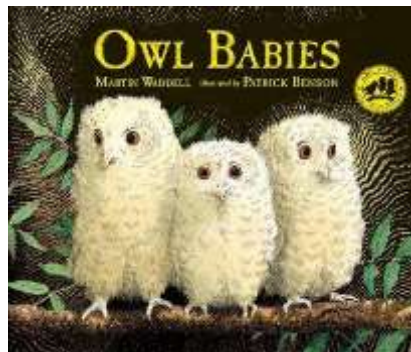
**Owl Babies** This week we are focusing on the story 'Owl Babies' by Martin Waddell. You can listen to the story using the links below:

Animated story:

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

This video shows the words in the story:

<https://www.youtube.com/watch?v=SOEbU2IBnP4>



Please make sure to upload to Tapestry the photos of your child's contribution to the work listed below, unless we have seen their work during the live lessons. Every effort of your child goes towards building their individual Learning Journey, which is assessed at the end of the academic year. Alternatively, you may email their work (as attachments) daily to [bjeffery@bgpschool.kent.sch.uk](mailto:bjeffery@bgpschool.kent.sch.uk) or [ghemsley@bgpschool.kent.sch.uk](mailto:ghemsley@bgpschool.kent.sch.uk). Do ask if you need any help with the learning tasks listed.

### MONDAY:

**Phonics – 1)** Recall all Phase 2 phonemes and last week's Phase 3 phonemes. Your child should be able to give you the sound for each of these graphemes: **s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, and j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee, oo, oo, oa, ar, or, igh, ur, ow, oi, .** Practice reading the Phase 2 tricky words: **I, to, no, go, into, the** and Phase 3 high frequency words: **he, she, we, me, be, was, my, you, her, they, all, are, for, too, this, that** (tricky words cannot be sounded out, they must be read by sight. The easiest way to practise these is to make flash cards – 1 word on each piece of paper)

**2)** Introduce next phoneme: **ear**

Talk about words with the trigraph ear.

Join Mr Mac Flying With Phonics: <https://www.youtube.com/watch?v=ly1QnQ5oA4c>

**3)** Can your child find the phonemes for **ear, dear, fear, hear?** (use the phoneme mats for Phase 2 and 3 and point to the graphemes, or have the phonemes on pieces of paper or even toys for your child to manipulate into position.

**4)** Can your child read/sound out these words: **near, tear, year, beard?**



5) Read this sentence aloud for your child to write, referring to the phase 2 and 3 sound mats if needed. *I can hear an owl hoot at night.*

**Writing** Join the live session at 9:30 – we will guide your child through today’s learning using The Write Stuff Approach. The session will be recorded and later emailed to you. Alternatively, read the first page of the book/watch (0:46) first page of Owl Babies up to and including, “It was there home.” Then encourage your child to talk about what the mother owl used to make her nest. Think of ideas for the 3 missing words in the sentence below. Choose your favourite 3 and write them down, joining them with ‘and’.



The hole had \_\_\_\_\_ (twigs, leaves, feathers, moss, sticks etc) *Now read your sentence aloud together.*

Now listen to the *next few pages (up to 1:26)* up to and including, *I think she’s gone hunting.* Discuss some other words to described what the mother owl did. Get them to write down the missing words in this sentence:



The baby owls thought \_\_\_\_\_ (she was hunting, she was looking for food, she was searching, she was flying, etc.) *Now read your sentence aloud together.*

**Maths** – This week we will continue with the lessons from Oak National Academy on numbers within 20.

**Lesson 6** – In this lesson you will be finding 1 less than a given number within 20

you will need: PDF Number Grid to 20 and 20 small objects for counting

<https://classroom.thenational.academy/lessons/finding-one-less-than-a-given-number-6wwp2d>

**Reading** Join the live session at 1:00 – we will guide your child through today’s learning using BGPS techniques. The session will be recorded and later emailed to you along with the pdf.

## **TUESDAY:**

**Phonics – 1)** Recall all Phase 2 phonemes and last week’s Phase 3 phonemes. Your child should be able to give you the sound for each of these graphemes: *s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, and j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee, oo, oa, ar, or, igh, ur, ow, oi, ear.* Practice reading the Phase 2 tricky words: *I, to, no, go, into, the* and Phase 3 high frequency words: *he, she, we, me, be, was, my, you, her, they, all, are, for, too, this, that* (tricky words cannot be sounded out, they must be read by sight. The easiest way to practise these is to make flash cards – 1 word on each piece pf paper)

**2)** Introduce next phoneme: *er*. Talk about words that have er. Join Mr Mc for ‘Flying with Phonics’: <https://www.youtube.com/watch?v=H6Dh1NilBQg>

- 3) Can your child find the phonemes for **her fern her**?
- 4) Can your child read/sound out these words: **fern, herd, her, jerk**?
- 5) Read this sentence aloud for your child to write (no copying!) **Can you see the herd of cows?**

**Writing** Join the live session at 9:30 – we will guide your child through today’s learning using The Write Stuff Approach. The session will be recorded and later emailed to you. Alternatively, read up to and including, *It was dark and they had to be brave. (2:34)*. Then encourage your child to talk about a variety of descriptions for the dark woods and think of the missing word for the sentence below.



It was \_\_\_\_\_ (dark, black, gloomy, scary, etc) in the wood and they had to be brave. *Now read your sentence aloud together.*

Read up until, *AND SHE CAME (to 3:56)*. Find some words that will fit into this sentence:



And she \_\_\_\_\_ (came, returned, arrived, appeared, etc). *Now read your sentence aloud together.*

**Maths – Lesson 7** – In this lesson you be exploring 1 more and 1 less with numbers up 20 You will need: 20 small objects for counting, a number line 0-20, number cards 0-20 and a 2-pence coin

<https://classroom.thenational.academy/lessons/exploring-one-more-and-one-less-cgt64t>

**Reading** Join the live session at 1:00 – we will guide your child through today’s learning using BGPS techniques. The session will be recorded and later emailed to you along with the pdf.

### **WEDNESDAY:**

**Phonics – 1)** Recall all Phase 2 phonemes and last week’s Phase 3 phonemes. Your child should be able to give you the sound for each of these graphemes: **s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, and j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee, oo, oo, oa, ar, or, igh, ur, ow, oi, ear, er** Practice reading the Phase 2 tricky words: **I, to, no, go, into, the** and Phase 3 high frequency words: **he, she, we, me, be, was, my, you, her, they, all, are, for, too, this, that, then, them** (tricky words cannot be sounded out, they must be read by sight. The easiest way to practise these is to make flash cards – 1 word on each piece pf paper

**2) Introduce** next phoneme: **air**. Talk about words that have air. Join Mr Mc for ‘Flying with Phonics’: <https://www.youtube.com/watch?v=OAD7tsS8vtk>

- 3) Can your child find the phonemes for **air, hair, fair, pair**?
- 4) Can your child read/sound out these words: **air, hair, fair, pair**?
- 5) Read this sentence aloud for your child to write (no copying!) **Join me at the fair.**

**Writing** Join the live session at 9:30 – we will guide your child through today’s learning using The Write Stuff Approach. The session will be recorded and later emailed to you.

Alternatively, read up to and including ...*they bounced up and down on their branch.* (to 4:24) Then encourage your child to talk about a variety of other actions the baby owls may have done. Think of two words to complete the sentence below, joining them with ‘and’.



“Mummy,” they cried and they \_\_\_\_\_. (flapped, danced, bounced, swooped, etc) *Now read your sentence aloud together.*

Read up to and including *WHAT’S ALL THE FUSS?* Find some words for this sentence that describe the fuss.



“What’s all the \_\_\_\_\_?” (noise, commotion, hullabaloo, etc) their Owl Mother asked. *Now read your sentence aloud together.*

Read to the end of the story.

**Maths – Lesson 8** – In this lesson you will be investigating number combinations with 20. You will need your number line, your number cards, 20 small objects for counting, 4 small bowls to put your objects into  
<https://classroom.thenational.academy/lessons/investigating-number-combinations-within-20-64tp8d>

**Reading** Join the live session at 1:00 – we will guide your child through today’s learning using BGPS techniques. The session will be recorded and later emailed to you along with the pdf.

## **THURSDAY:**

**Phonics – 1)** Recall all Phase 2 phonemes and last week’s Phase 3 phonemes. Your child should be able to give you the sound for each of these graphemes: **s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, and j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee, oo, oo, oa, ar, or, igh, ur, ow, oi, ear, er, air.** Practice reading the Phase 2 tricky words: **I, to, no, go, into, the** and Phase 3 high frequency words: **he, she, we, me, be, was, my, you, her, they, all, are, for, too, this, that, then, them** (tricky words cannot be sounded out, they must be read by sight. The easiest way to practise these is to make flash cards – 1 word on each piece of paper)

**2)** Introduce next phoneme: **ure**. Talk about words with oi. Join Mr Mc for ‘Flying with Phonics’: <https://www.youtube.com/watch?v=TyGld80Zvhs>

**3)** Can your child find the phonemes for **sure, pure, cure?**

**4)** Can your child read/sound out these words: **secure, manure, sure, cure?**

**5)** Read this sentence aloud for your child to write (no copying!) **That manure smells.**

**Writing Non-fiction Thursday:** Join the live session at 9:30 – we will guide your child through today’s learning using The Write Stuff Approach. The session will be recorded and later emailed to you. Alternatively, read and discuss “The Life Cycle of a Barn Owl” PDF. Begin illustrating and labelling your own life cycle diagram. You will finish it tomorrow.



**Maths - Lesson 9** – In this lesson, you will review some of your recent learning.

<https://classroom.thenational.academy/lessons/review-lesson-a-maths-meeting-6cw68d>

**Reading** Join the live session at 1:00 – we will guide your child through today’s learning using BGPS techniques. The session will be recorded and later emailed to you along with the pdf.

### **Friday:**

**Phonics – 1)** Recall all Phase 2 phonemes and last week’s Phase 3 phonemes. Your child should be able to give you the sound for each of these graphemes: **s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, and j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee, oo, oo, oa, ar, or, igh, ur, ow, oi ear, er, air, ure.** Practice reading the Phase 2 tricky words: **I, to, no, go, into, the** and Phase 3 high frequency words: **he, she, we, me, be, was, my, you, her, they, all, are, for, too, this, that, then, them** (tricky words cannot be sounded out, they must be read by sight.)

**2)** Phonics Pop: on the menu, click the phonemes you like to practice looking from:

<https://www.ictgames.com/phonicsPop/index.html>

**3)** T-rex game Yes No silly questions: click on the digraphs you have been looking at this week and last.

<https://www.ictgames.com/mobilePage/tellATRex/index.html>

**4)** Choose the phonemes you need to practise. Read the words on the coins to decide whether or not they are real words.

<https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure>

**Writing Non-fiction Friday:** Join the live session at 9:30 – we will guide your child through today’s learning using The Write Stuff Approach. The session will be recorded and later emailed to you. Alternatively, recalling “The Life Cycle of a Barn Owl”, or revisiting, your child should then finish writing and illustrating their diagram.



**Maths - Lesson 10**– In this lesson, you will be looking at patterns and ordinal numbers. You will need 3 different colouring pens or pencils, a drawing of a snake with 15 stripes

<https://classroom.thenational.academy/lessons/patterns-and-ordinal-numbers-69jk6r>



**Reading** Join the live session at 1:00 – we will guide your child through today's learning using BGPS techniques. The session will be recorded and later emailed to you along with the pdf.

**Other activities to sprinkle throughout your week of home learning:**

**RED lolly stick activity**

**PD – Moving and handling**

1. Make a nest suitable for fragile eggs (see green lolly stick)
2. P.E. videos by Pass

<https://www.passltd.org/copy-of-hl-year-1-2-1>

**ORANGE lolly stick activity**

**UW – Looking closely at similarities, difference, patterns and change**

Label the parts of an owl

**YELLOW lolly stick activity**

**Writing**

Use the fantastic symbols and write some sentences about our Owl Babies story (or your own story) in a little booklet.

**GREEN lolly stick activity**

**UW – Looking closely at similarities, difference, patterns and change**

Make a nest suitable for fragile eggs

**BLUE lolly stick activity**

**MATHS -number**

Elephant addition

**PURPLE lolly stick activity**

**EAD – Exploring and using media and materials**

Paint a Handprint Owl (see pdf)

*appendix:* FYI The Write Stuff 'FANTASTICS':



**FEELING**

## ASKING



**NOTICING**



**TOUCHING**



**ACTION**



**SMELLING**



**TASTING**



**IMAGINING**



**CHECKING**

**These stickers help the children remember what to write about.**