



**Dartmoor**  
MULTI ACADEMY TRUST



Dear parents and carers,

Welcome to the weekly plan for your child. Please check the Classroom Dojo App or website frequently, as tutorial videos and class stories will be posted daily. These tutorials and video are designed to help both you and your child. As evidence of learning, please post samples of work and activities for your child's teacher to assess on Classroom Dojo.

We want to support you and your families as much as possible by providing help and support with the disruption to the daily routines that your child is experiencing, particularly in relation to their learning and education.

As well as your weekly plan, please keep an eye on your class posts on Dojo. Submitted home learning will earn points and the app is so easy to use. Class Dojo is a fantastic resource to communicate remote learning.

In order to get the most out of this remote learning provision, we do ask that the following is adhered to:

1. Teachers will respond to learning submitted during school hours. If submitted outside school hours teachers may respond the next day during working hours.
2. Parents should refrain from using this method of communicating with teachers, unless it is home learning related.
3. Parents who wish to contact members of staff on anything other than home learning should do so through traditional channels of e-mailing the school.

The key message is 'do what you can'. We are all learning in this new and fast-changing climate. Build in breaks, and, if you can, try to find time for your child to go outside and promote physical activity as much as possible. Above all, please do not put extra pressure on yourselves or your children and if we can help in any way, do get in touch.

With best regards,

Miss Bellew

## English

**Week Beginning: 29/06/20**

### Spelling/Phonics:

**EYFS:** Phase 5 (ee, ea, e-e, y)

*ee as in* bee, tree, green, cheeks.

*ea as in* beads, steam, read, team.

*e-e as in* delete, complete, even, concrete.

*y as in* happy, funny, chatty, windy.

This week I will upload a phonics session on DOJO, focusing on the alternative 'ee' sounds.

**KS1:** This week we are focusing on spelling words with the following prefixes;

un- in- mis- dis- re-

unable	inadequate	miscalculate	disappoint	reassure
uncertain	inactive	misheard	disbelief	reappear

Use the ideas shown below to practise spelling the words.

<p><b>1. ABC Order</b></p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p><b>2. Word Parts</b></p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <b>jumping</b> <b>caterpillar</b></p>	<p><b>3. Other Handed</b></p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p><b>4. Vowel Spotlight</b></p> <p>Write your words using one colour for the vowels and another colour for the consonants. <b>(vowels: a, e, i, o, u)</b></p>
<p><b>5. Use Technology</b></p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p><b>6. Pyramid Words</b></p> <p>s sp spe spel spell spelli spelling spelling</p> <p>(or make them boat shaped, star, smiley face, etc.)</p>	<p><b>7. "Ransom" Words</b></p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p><b>8. Rainbow Words</b></p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 

### Online learning resources:

Nessy: [www.nessy.com](http://www.nessy.com) (pupils with access only)

Read theory: [www.readtheory.org](http://www.readtheory.org)

BBC Bitesize: <https://www.bbc.co.uk/bitesize/primary>

Literacy shed: [www.literacysshed.com](http://www.literacysshed.com)

Primary Resources: [www.primaryresources.co.uk](http://www.primaryresources.co.uk)

Spag.com <https://www.spag.com/> (pupils with access only)

Phonics Play <https://www.phonicsplay.co.uk/>

Letters and Sounds <http://www.letters-and-sounds.com/>

Topmarks <https://www.topmarks.co.uk/>

ICT Games <https://www.ictgames.com/>

**Reading:** Alongside this, please listen to your child read every day. Look at range of books, magazines and printed text. Ask your child questions about the text: What do you think will happen next? / How do you think the character is feeling?

There are a range of audio books on the link shown below:

<https://stories.audible.com/start-listen>

<https://home.oxfordowl.co.uk/books/>

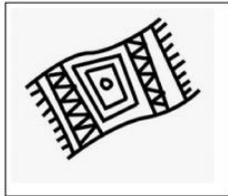
**Writing:** This week's writing activities are based on the story, Brian Bear's Picnic. The sequence of learning encourages you to read the story, answer comprehension questions, retell the story and write your own letter.

	EYFS	Year 1 and Year 2
<b>Monday</b>	<p>Share the story of Brian Bear's Picnic with a grown up and talk together about the story. Explore the following questions;            What did you like best about the story? Why?            What did Brian like doing? Can you name two things?            Where was the picnic held?            What food do you think Brian brought for the picnic?</p>	<p>Read the story of Brian Bear's Picnic. Write out the speech shown below and identify which character said what.            "Keep out of their way!"            "We're starving. There's no food left in the barn."            "Spread out your food and we can tuck in."            "Um, um, we gave it all away."            "We need some honey."</p>
<b>Tuesday</b>	<p>Can you draw a map of Curtis, Bertha and Gertie's journey to the picnic at Friary Wood?            These words and pictures may be handy.            First, ... Next, ... After that, ... Finally, ...</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>	<p>Can you draw a map of Curtis, Bertha and Gertie's journey to the picnic at Friary Wood? Try to add labels to provide extra detail.</p>
<b>Wednesday</b>	<p>What would you put into your picnic basket? Make a list of 6 things that you would take. Try to apply your phonic sounds when writing the words.</p>	<p>What would you put into your picnic basket? Make a list of 6 things that you would take. Try to write each one in a sentence. I've begun the first one for you:            1. My first choice would be ...</p>

**Thursday**

*I forgot to pack a picnic rug for my friends to sit on. Can you design one with crayons or paints for me to use next time?*

You could use the space below or you could use your own paper. Here are some ideas:



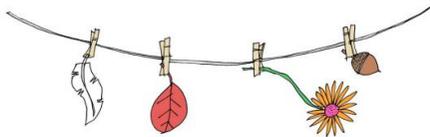
When Curtis, Bertha and Gertie got home, they found three letters pinned on their door. This one is from the troop of monkeys.

*Dear Curtis, Bertha and Gertie,*  
*Thank you very much for sharing your picnic with us. We were very hungry when we met you because all our food had fallen in a river when we crossed to get to the other side. Curtis's banana cake was scrumptious and we ate up every single crumb.*  
*We all hope that you had a delicious picnic with your friend Brian. Did you play lots of fun games?*  
*Love from,*  
*The troop of monkeys xx*

Can you write a thank you letter to Curtis, Bertha and Gertie from the swarm of bees or from the skinny, frightened mice?

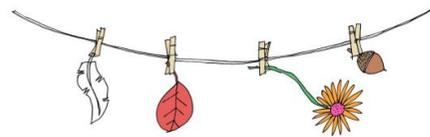
**Friday**

On their walk to Friary Wood, the bears collected lots of things that interested them. When they got home, they pegged them all on a string to remind them of their happy day. They told each other what they had found.



When you go out for a walk, collect some things you see and peg them onto a string or a ribbon. Then you can tell your grown up about what you found and the order in which you found them.

On their walk to Friary Wood, the bears collected lots of things that interested them. When they got home, they pegged them all on a string to remind them of their happy day. They told each other what they had found.



When you go out for a walk, collect some things you see and peg them onto a string or a ribbon. Record what you found and the order in which you found them.

These words might help you: First, Next, After that, Finally,

## Maths

### Week Beginning: 29/6/20

KS1 Arithmetic starter: The arithmetic starter is designed to test your child's knowledge of multiplication and division.

$14 \div 2 =$	$2 \div 2 =$	$60 \div 2 =$	$9 \times 2 =$	$4 \div 2 =$
$44 \div 2 =$	$2 \times 2 =$	$12 \div 2 =$	$6 \div 2 =$	$20 \div 2 =$

$50 \div 5 =$	$8 \times 5 =$	$25 \div 5 =$	$5 \times 6 =$	$5 \div 5 =$
$3 \times 5 =$	$15 \div 5 =$	$5 \times 1 =$	$60 \div 5 =$	$5 \times 5 =$

$90 \div 10 =$	$0 \times 10 =$	$3 \times 10 =$	$10 \times 11 =$	$5 \times 10 =$
$10 \times 1 =$	$20 \div 10 =$	$10 \times 4 =$	$2 \times 10 =$	$30 \div 10 =$

### Online learning resources:

RM Easimaths: [www.rmeasimaths.com](http://www.rmeasimaths.com)

BBC Bitesize: <https://www.bbc.co.uk/bitesize/primary>

Timestables rockstars: [www.ttrockstars.com](http://www.ttrockstars.com) (pupils with access only)

Percy Parker times tables: [www.percyparker.com](http://www.percyparker.com)

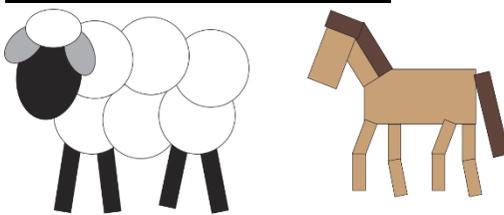
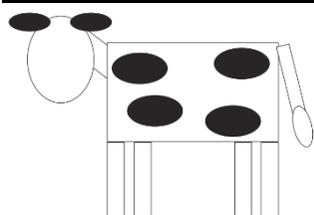
Topmarks <https://www.topmarks.co.uk/>

ICT Games <https://www.ictgames.com/>

This week we are practising and applying our knowledge of shape through a range of different games and activities. The key language we will be focusing on throughout this week is;

shape, flat, curved, straight, round, hollow, solid, corner, point, face, side, edge, make, build, draw.

2D Shapes	3D Shapes
circle	cube
triangle	cuboid
square	pyramid
rectangle	sphere
<b>KS1</b>	cone
pentagon	cylinder
hexagon	
octagon	

	EYFS	Year 1 and Year 2
<b>Monday</b>	<p><b><u>What animal have you created?</u></b></p>  <p>Using only 2D shapes, can you create your own animal picture? Can you name the shapes you have used to an adult?</p>	<p><b><u>What animal have you created?</u></b></p>  <p>Using only 2D shapes, can you create your own animal picture? Add labels to the picture identifying what shape you have used and the properties of that shape.</p>
<b>Tuesday</b>	<p><b><u>Can you guess the shape?</u></b></p> <p>Play 'Guess the Shape' with a family member. Describe a shape, remembering to say how many sides and corners it has and to be specific, e.g. "It has 4 sides. It has 4 corners. It has 4 equal sides." See who can guess the most shapes correctly.</p>	<p><b><u>Can you guess the shape?</u></b></p> <p>Play 'Guess the Shape', describe a shape, remembering to describe the properties and be specific. Don't forget to say if it is a 2D or 3D shape. Write 3 clues for each shape and upload them onto your DOJO portfolio. I will try to guess what shape you have described.</p>
<b>Wednesday</b>	<p><b><u>What shapes can you see in this picture?</u></b></p> <p>Explore the pictures uploaded onto the DOJO story and identify what shapes you can see in the pictures. How many of each shape can you see?</p>	<p><b><u>What shapes can you see in this picture?</u></b></p> <p>Explore the pictures uploaded onto the DOJO story and identify what shapes you can see in the pictures. How many of each shape can you see?</p>
<b>Thursday</b>	<p><b><u>What shapes can you build with?</u></b></p> <p>Use some empty cardboard boxes and packaging to make a model. Maybe you could make a model house, a car, a castle or a robot. Talk to an adult about the different shapes you have used. Which shapes are easiest to build with?</p>	<p><b><u>Always, sometimes or never?</u></b></p> <p>Explore the statements shown below and discuss if there are always, sometimes or never true. Can you justify your reasoning?</p> <ul style="list-style-type: none"> <li>• If you put two squares together you get a rectangle.</li> <li>• When you cut a square in half you get a triangle.</li> <li>• Three sided shapes are called triangles.</li> <li>• All 3D shapes have more than four faces.</li> <li>• Four sided shapes are called squares.</li> </ul>

**Friday****Friday Challenge**

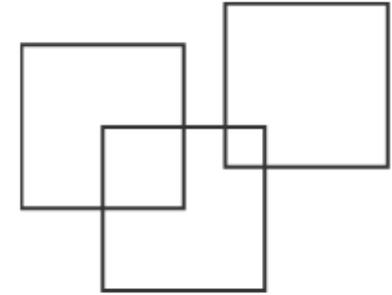
When you are having a meal at the table, count how many different shapes you can find. What shapes are on your plate, glass and tablemat? You could ask your family to help you find as many as you can.

**Friday Challenge**

What is the greatest number of squares you can make by overlapping three squares of the same size? How will you know if your way really does have the greatest possible number of squares?

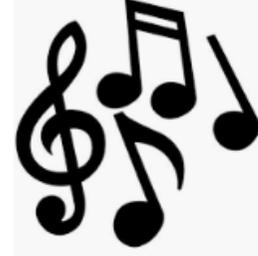
<https://nrich.maths.org/143/index>

You could use the interactivity on this website to try out your ideas.



## Wider Curriculum

This week we are continuing to focus on the topic, 'Food and Farming'. Please choose learning activities from across the curriculum and explore your own ideas too.

Design and Technology	Science	Geography	Music
<p>Design the packaging for a food product. Think about what information you should include on your packaging.</p> <ul style="list-style-type: none"> <li>• Product name</li> <li>• Ingredients</li> <li>• Allergens</li> <li>• Nutritional information</li> <li>• Best before date/Use-by date</li> </ul> <p>How can you make your food product stand out from the rest on the supermarket shelf? What do you need to think about when you are designing the packaging? • Colours • Font style and size • Images • Words</p>	<p>Research facts about caring for chickens and how to feed them. Create a poster explaining the key points.</p> 	<p>How does farming land vary across different countries? Are certain products more likely to be farmed in certain areas?</p> 	<p>Make up your own farm yard rap or change the words to Old McDonald had a Farm. Can you use pots and pans to play the rhythm of your rap?</p>  <p>Mrs Jolliffe will also upload a music activity on the DOJO story on Monday.</p>

## Keeping Active

In such a turbulent time, it is vital we stay both fit and healthy. Try to do at least 30 minutes of physical activity a day. Whether it is running around in your garden, or completing a home workout. Staying fit will keep you both healthy and happy.

Please see below for some links towards fitness activities aimed at children in Key Stage One:

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

(Ten-minute videos based on Disney films.)

<https://www.bbc.co.uk/teach/supermovers>

(Videos which help children move while they learn. They support curriculum subjects, including maths and English.)



## Challenges

Pretend you are a statue for 20 seconds	Hop on one leg 13 times - and then the other!
Stand on your tiptoes for 15 seconds	Crouch down as small as you can for 30 seconds
Stand on your head for 20 seconds	Do 20 squats

