



**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: 08/06/20**

### Spelling:

**EYFS:** Look carefully at the phase 4 blends shown below and have a go at reading the words. Can you think of alternative words with each of the blends?

**Year 1:** Have a go at applying your knowledge of the phase 5 sounds on the website shown below. You can gain free access to the website using the following details.

username: **march20**

password: **home**

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

**Year 2:** Practise the homophones shown in the table below every day by writing them out, making sentences including them, looking up their meaning and testing yourself.

### 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)

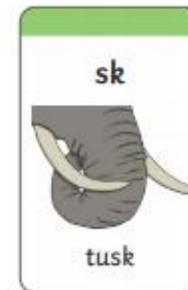
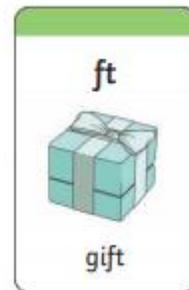
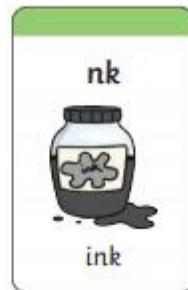
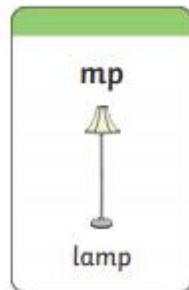
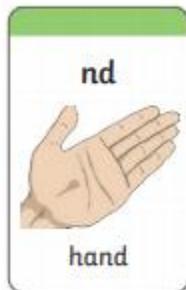
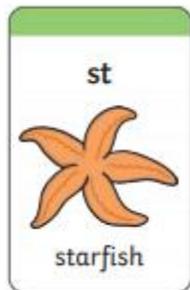
Spag.com <https://www.spag.com/> (pupils with access only)

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/>



### Year 2: Homophones

piece  
hole  
through  
morning  
great  
break  
scene

peace  
whole  
threw  
mourning  
grate  
brake  
seen

**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/>

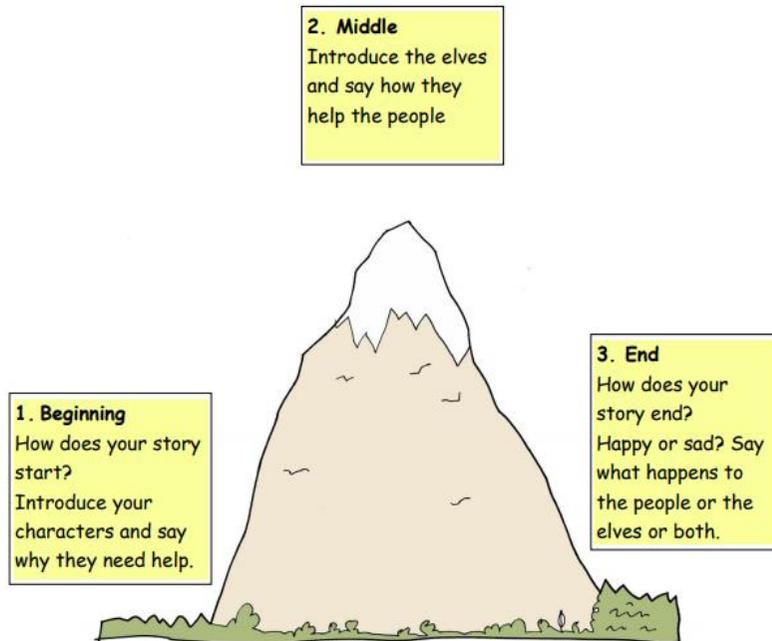
**Writing:** This week's writing activities are continuing from last week and linked to the story of The Elves and the Shoemaker. The sequence of learning focuses on applying our skills in story writing.

The colour system means you can choose the level of challenge appropriate to your child. Broadly this would be blue for EYFS, red for Year 1 and green for Year 2 but there might be Year 1 children who would like to do the blue task or who can attempt the green or Year 2 who start with the red and move onto the green etc. You can decide on what you think is most suitable for your child.

**Monday**

**I can plan a story with a beginning, middle and end.**

Clary, Pepper and Jas from our story of the Elves and the Shoemaker have lots of elf friends who like to help people too; Jolly and Merry help Father Christmas and Cupcake and Cookie help Mr & Mrs Pie in their bakery. Can you make up a story about some elves that help people? Firstly, decide who your characters are. Who needs help? What are the elves' names? Secondly, where does your story take place? Today have a go at using this story mountain to plan your ideas.



Draw your story mountain and draw your ideas for the beginning, middle and end of your story. Have a go at verbalising your ideas to an adult.

As above but can you add labels of each part of your plan? Try to include the names of the characters and the setting of the story.

Draw your story mountain and write your ideas for the beginning, middle and end of your story. Use short sentences or phrases throughout the plan, you are not writing the whole story. Use the key questions from the story mountain above as a guide.

**Tuesday**

**I can invent a story opening.**

	<p>Using the story opener, 'Once upon a time' write two sentences to start your story. Focus on introducing your characters and saying why they need help. Try to include spaces between your words and apply your phonic knowledge when writing your words.</p> <p>Have a go at writing at least 3 sentences for your story opening. Within your story opening don't forget to introduce your characters. Why do they need help? You might want to start your story by describing the setting; Where and when is the story based? What time of year (or season)? What can you see, hear, smell or touch?</p> <p>As above but can you include some interesting language within your story opening. A story opening is very important as it needs to encourage the reader to keep reading.</p>					
<b>Wednesday</b>	<p><b><u>I can re-read my writing to check it makes sense.</u></b></p> <p>Continue to write your story focusing on re-reading your writing to check it makes sense. Refer back to the story of the Elves and the Shoemaker as a guide.</p>					
<b>Thursday</b>	<p><b><u>I can invent a story ending.</u></b></p> <p>How does your story end? Happy or sad? Say what happens to the people or the elves or both.</p> <p>Have a go at writing a sentence to end your story. Did they live happily ever after? Don't forget to continue to apply your phonic knowledge throughout.</p> <p>Finish writing your story by writing what happens to the people and the elves. Can you try to include different conjunctions (and, but, or, so) to make your sentences longer and more interesting.</p> <p>As above but try to include a range of punctuation (. , ! ?) to engage the reader further.</p>					
<b>Friday</b>	<p><b><u>I can publish my story.</u></b></p> <p>Write your story out neatly onto paper or type it up on the computer. Here are some things you need to check for while publishing your writing;</p> <table border="1" data-bbox="293 858 2101 1072"> <tr> <td data-bbox="293 858 898 1072"> <p>Your phonic sounds within each word. Finger spaces between your words. Story language- 'Once upon a time...', '...they live happily ever after'. Correct letter formation.</p> </td> <td data-bbox="898 858 1496 1072"> <p>Your phonic sounds within each word. Capital letters for names and places and at the beginning of each sentence. Full stop at the end of each sentence. Conjunctions (and, but, or, so). Neat handwriting on the line.</p> </td> <td data-bbox="1496 858 2101 1072"> <p>Interesting adjectives. A range of punctuation (. , ! ?). Conjunctions (and, but, or, so). Joined handwriting on the line.</p> </td> </tr> </table>			<p>Your phonic sounds within each word. Finger spaces between your words. Story language- 'Once upon a time...', '...they live happily ever after'. Correct letter formation.</p>	<p>Your phonic sounds within each word. Capital letters for names and places and at the beginning of each sentence. Full stop at the end of each sentence. Conjunctions (and, but, or, so). Neat handwriting on the line.</p>	<p>Interesting adjectives. A range of punctuation (. , ! ?). Conjunctions (and, but, or, so). Joined handwriting on the line.</p>
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## Maths

### Week Beginning: 08/6/20

Arithmetic starter: The arithmetic starter is designed to test your child's knowledge of number, place value and the four operations. Please have a go at the quizzes on the following website.

<https://www.educationquizzes.com/ks1/maths/>

This week we are back with White Rose for Early Years, Year 1 and Year 2. As before, watch the video tutorial, pausing to talk as appropriate. For Year 1 and 2 I will upload the worksheets onto the DOJO story each day.

**EYFS:** <https://whiterosemaths.com/homelearning/early-years/>

**Year 1:** <https://whiterosemaths.com/homelearning/year-1/>

**Year 2:** <https://whiterosemaths.com/homelearning/year-2/>

### **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/>

	<b>EYFS</b> <b>Week beginning 1<sup>st</sup> June</b>	<b>Year 1</b> <b>Week beginning 11<sup>th</sup> May</b>	<b>Year 2</b> <b>Week beginning 11<sup>th</sup> May</b>
<b>Monday</b>	The Snail and the Whale	Add by making 10	Adding and subtracting Tens
<b>Tuesday</b>		Subtract within 20	Add 2-digit numbers
<b>Wednesday</b>		Add and subtract worded problems	Subtract 2-digit numbers
<b>Thursday</b>		Compare number sentences	Bonds to 100
<b>Friday</b>		Friday maths challenge	Friday maths challenge

## Wider Curriculum

Our wider curriculum planning is based on the topic 'Out of this World'. Please choose learning activities from across the curriculum and explore your own ideas too.

Design and Technology	Science	Year 1 and 2- History	PSHE
<p>Design and make your own rocket to go into space. Collect a range of recyclable materials and paper, join them together to create a rocket.</p> <p>Design a space suit. How will you keep your astronaut warm? Waterproof? <a href="https://www.spacekids.co.uk/spacesuits/">https://www.spacekids.co.uk/spacesuits/</a></p> 	<p>Identify different light sources including the sun and investigate shadows. How does your shadow change throughout the day?</p> <p>BBC class clip on light sources: <a href="https://www.bbc.co.uk/bitesize/clips/z3mb9qt">https://www.bbc.co.uk/bitesize/clips/z3mb9qt</a></p> <p>A montage of images showing everyday examples of light and shadows: <a href="https://www.bbc.co.uk/bitesize/clips/zntmhyc">https://www.bbc.co.uk/bitesize/clips/zntmhyc</a></p> 	<p>Research the first man who travelled to the moon – make a fact file about the launch and make a timeline of his life. Don't forget to think carefully about your spellings and handwriting.</p> 	<p>What would you like to achieve in the next week, month or possibly year? It could be anything from jogging a certain distance or reading a book with chapters. Draw around your hand and then write it onto your hand template.</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/super movers>

(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