**Treverbyn Class: Wednesday 6th January**

Morning lessons are expected to begin at 9.00am and finish at 12.00pm. Please ensure children have a snack and light exercise between lessons 2 and 3. Afternoon lessons are expected to begin at 1.00pm and finish at 3.00pm. For the benefit of children’s health and well-being, we strongly encourage all children to exercise regularly.

If your child is unwell and unable to complete the learning tasks, you must notify the school and give details by emailing [secretary@st-neot.cornwall.sch.uk](mailto:secretary@st-neot.cornwall.sch.uk) by 9.30am.

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| **Lesson 1**  **30 minutes** | **Lesson 2**  **1 hour** | **Lesson 3**  **1 hour** | **Lunch and break** | **Lesson 4**  **1 hour** | **Lesson 5**  **30 minutes** |
| Spelling, Punctuation and Grammar | English | Maths | PE | Reading |

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| Lesson 1: Spelling, Punctuation and Grammar |
| Learning Objective: To recognise and use different sentence types. |
| Resources: Computer / Lined Paper / Pencil |
| Explain to children that they are going to be identifying the four main types of sentence. Ask children whether they can remember any of the sentence types (statement, question, command and exclamation). Download the Power Point and encourage children to read through the slides carefully. After reading each slide, ask children to verbally give three examples of each sentence.  Once completed, ask children to recap the four main sentence types and give a brief description of each. What do they all begin with? What do they end with? How can toy recognise an exclamation?  Explain to children that they are going to work independently to write three examples of each sentence type. Encourage children to make their sentences interesting and remind children of the expectations for careful spelling and handwriting. Children to re-read their sentences to check that they make sense before asking an adult to check their work. Are there any mistakes/misconceptions? Discuss as appropriate. |

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| Lesson 2: English |
| Learning Objective: To write a detailed recount of Christmas Day |
| Resources: Lined Paper / Pencil |
| * Explain to children that they are going to be writing a recount of their Christmas Day. Recounts are an explanation of something that has happened previously. Remind children of the features of recount writing. They must be written in the first person (‘I’, ‘We’…) and in the past tense. They must also be written in chronological order with correct use of time conjunctions (firstly, next, after that, a short while later…). Writing should be written in appropriate depth and include interesting descriptions and feelings/emotions to make the recount interesting. * It may help for children to plan their recount before writing it. Encourage children to think of four or five different stages throughout the day that they would like to write about. * Before writing, ask children to recall what is expected from their writing. Remind children of the expectation for correct punctuation, careful spelling and neat handwriting. Year 2s and 3s should aim to write three or four paragraphs about their day, while Year 4 children should aim to write four or five paragraphs. Remind children to think carefully about their sentences before writing and re-read them to check that they make sense. Children should also edit and improve their work after completing; making changes to mistakes in spelling or punctuation and adding description where necessary. * Once children have re-read their sentences, ask them to choose one boring sentence and improve it. For example ‘There were lots of presents.’ 🡺 ‘Underneath the beautifully decorated Christmas tree, there was a huge pile of presents wrapped in colourful paper.’ |

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| Lesson 3: Maths |
| Learning Objective: To add two and three-digit numbers by partitioning |
| Resources: Two Sets of Number Cards 1-5 (Year 2s) / 1 – 9 (Year 3s and 4s) / Paper |
| **Starter: Play Ping-Pong Number Bonds.**   * This game will help to ensure that children are fast and accurate when recalling their number bonds. Adults will say a number, and children will respond as quickly as possible with the number which adds with the initial number to make the associated number bond.   For example: Number bonds to 20  Adult: “6” Child: “14”  Adult: “11” Child: “9”   * Responses to the initial numbers should be fast and not require too much thinking or working out. Make sure that children understand what number bonds you are working on before starting the game!   Year 2 – Practise recall of number bonds to 10 and 20  Year 3 – Practise recall of number bonds to 20 and number bonds to 100 (multiples of 10)  Year 4 – Practise recall of number bonds to 100 (multiples of 10 and multiples of 5)  **Main Activity: Adding numbers mentally by partitioning**   * Year 2 and 3 - Children to make a set of number cards using scrap paper. Shuffle the number cards and place them face-down on the table. Children to turn over two cards to make the first number, before turning over another two cards to make a second number. For example: If you turned over a 3 and a 7, the first number would be 37. If you then turned over a 5 and a 2, the second number would be 52. Write the associated number sentence down. For example: 37 + 52 = ? * Children should look at the numbers and understand that the 37 is made of 30 and 7, and the 52 is made of 50 and 2. We have covered place value in class, so hopefully this should not need too much support. Once children have identified the value of the digits in each number, encourage them to add the tens and the ones in their head. For example: 30 + 50 = 80 and 7 + 2 = 9. Children should then combine the tens and the ones to achieve the answer: 80 + 9 = 89. Year 2 children may find this a little tricky and may need adult support, but Year 3 children should be more confident. * If children are finding it challenging, use number cards from 0 – 5 to ensure no crossing tens / hundreds barriers initially. Children can then be extended to mentally add numbers that cross these barriers. For example: 67 + 58 = 60 + 50 + 7 + 8 = 110 + 15 = 125 * Year 4 – Children to shuffle the number cards and place them face-down on the table. Children to turn over three cards to make the first number, before turning over another two cards to make a second number. For example: 237 + 42 = ? * Remind children to add the hundreds together, before adding the tens together before finally adding the ones together. For example: 237 + 42 = 200 + 30 + 40 + 7 + 2 = 200 + 70 + 9 = 279. * If children are finding it challenging, use number cards from 0 – 5 to ensure no crossing tens / hundreds barriers initially. Children can then be extended to mentally add numbers that cross these barriers. If children need extending further, encourage them to add two three-digit numbers using partitioning.   Children to record their number sentences carefully on a piece of paper, showing how they have partitioned the number to help solve the addition. |

**Please ensure all tasks from morning lessons are submitted to** [**treverbyn@st-neot.cornwall.sch.uk**](mailto:treverbyn@st-neot.cornwall.sch.uk) **by 1.00pm at the latest.**

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| Lesson 4: PE |
| Learning Objective: To participate in a physical activity |
| Resources: A Computer / Sporting Equipment (if necessary) |
| * Encourage children to do something active. If the weather is nice, get outside and practise catching or throwing balls of different sizes, skipping using a rope or keeping-up a football. Encourage children to practise a new skill or try to improve on their existing skills. * Take a photo or video of you developing or improving your physical skills and send it in to school. * Children can also participate in an online Yoga class (Cosmic Yoga). Although these videos may look simple, they are sometimes quite tricky and require skills in balance, composure and focus. Have a go at the session using the link below or search for a favourite themed Cosmic Yoga class. * Go to <https://youtu.be/5rymXdOwW68> and enjoy a session of yoga all about handwashing. |

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| Lesson 5: Reading |
| Learning Objective: To read fluently with appropriate expression |
| Resources: A Computer (Active Learn Primary) / A Suitable Book |
| * Log on to Active Learn Primary and ask children to choose a new book to read. What genre of book is it? Children to read aloud to an adult for 20 minutes, ensuring that they read fluently and with appropriate expression. Ask children questions about the text as they are reading and encourage them to make predictions if necessary. * Once finished, ask children to recall what they have read so far in appropriate detail. |

**Please ensure all tasks from afternoon lessons are submitted to** [**treverbyn@st-neot.cornwall.sch.uk**](mailto:treverbyn@st-neot.cornwall.sch.uk) **by 3.30pm at the latest.**