

**Year One Remote Learning Overview Timetable**  
**Week 5: Week commencing Monday 1<sup>st</sup> February 2021**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Registration</b> 9.00-9.25am	Whole class Google Meets Register and Morning activity				
<b>Phonics</b> 9.30-10.00am	<p><b>New sound: Phase 5 'ay' (play)</b></p> <ul style="list-style-type: none"> <li>- We are now starting Phase 5.</li> <li>- Recap all phase 3 sounds. Click <a href="#">here</a> to go through the sounds and the pronunciations. Click <a href="#">here</a> for the Phase 5 pronunciations.</li> <li>- Introduce new sound 'ay'.</li> </ul> <p>The spelling test this week will be on 'ay' and 'ou' as in cloud. Click <a href="#">here</a> to watch the official Letters and Sounds 'ay' lesson.  <b>Worksheet:</b> Complete Monday's worksheet; 'ay' phoneme spotter story.</p>	<p><b>Sound: Phase 5 'ay' (play)</b></p> <ul style="list-style-type: none"> <li>- Recap sounds learnt so far.</li> <li>- - Click <a href="#">here</a> to watch Discovery Education 'ay' video.</li> <li>- Click <a href="#">here</a> to watch Abi's Phonics 'ay' video</li> <li>- Click <a href="#">here</a> to watch Geraldine the Giraffe's 'ay' lesson.</li> <li>- Write some 'ay' words for the children to read, and then they have a go at writing some 'ay' words that you have dictated.</li> </ul> <p><b>Worksheet:</b> Complete Tuesday's worksheet; find and write the 'ay' words.</p>	<p><b>New sound: Phase 5 'ou' (house, cloud)</b></p> <ul style="list-style-type: none"> <li>- Recap all phase 3 sounds learnt. Click <a href="#">here</a> to go through the sounds and the pronunciations. Click <a href="#">here</a> for the Phase 5 pronunciations.</li> <li>- Introduce new sound.</li> <li>- Click <a href="#">here</a> to watch the official Letters and Sounds 'ou' lesson.</li> </ul> <p><b>Worksheet:</b> Complete Wednesday's worksheet; 'ou' phoneme spotter story.</p>	<p><b>Sound: : Phase 5 'ou' (house, cloud)</b></p> <ul style="list-style-type: none"> <li>- Recap sounds learnt so far.</li> <li>- Continue to learn this sound.</li> <li>- Click <a href="#">here</a> to watch Geraldine the Giraffe's 'ou' phonics lesson.</li> <li>- Click <a href="#">here</a> to watch 'ou' on Little Learners.</li> <li>-Write some 'ou' words for the children to read, then they have a go at writing some 'ou' words that you have dictated. Dictate the simple sentences that contain 'ou' words for them to write.</li> </ul> <p><b>Worksheet:</b> Complete Thursday's worksheet; find and write the 'ou' words.</p>	<p><b>Revise both sounds for the spelling test.</b></p> <ul style="list-style-type: none"> <li>-Complete your spelling test after warming yourself up by reading the two quick read PowerPoints based on the 'ay' and 'ou' sounds (available on Google Classroom and the Website) then complete today's worksheet!</li> <li>Do let me know how you get on in your spelling test.</li> </ul> <p><b>Worksheet:</b> Complete Friday's worksheet; putting today's spelling into sentences.</p>
<b>English</b> 10.00-10.30am	<p><b>OLI: to write in speech bubbles.</b></p> <p>This week is Children's Mental Health Week. This week's story is <i>Ruby's Worry</i> (also called <i>Ruby Finds a Worry</i>) by Tom Percival. Read and listen to the story <a href="#">here</a>. It's about dealing with worries, and how talking to someone about them, helps them to go away!  Please see the PowerPoint (also available in PDF) for more information and teaching points.</p> <p>Today's lesson: Ruby met a boy who also had a worry and he felt sad. She asked the boy what was on his mind and, as he told her, his worry began to shrink! Imagine you are Ruby, what would you say to the boy? Fill in the speech bubble, telling me what you would say to help the boy. What do you think the boy says in return?</p>	<p><b>OLI: to explain your worry and how someone could help you.</b></p> <p>Ruby did the best thing you can ever do if you have a worry ... talk about it!  Today, write a worry you have or have had. Then draw a person who you have told your worry to or would like to tell your worry to. What would they say to make you feel better?</p>	<p><b>OLI: to write about what makes you happy.</b></p> <p>Ruby loved being Ruby. The story tells us some of the things that she loved to do and that made her happy. What makes you happy? Write them in your jar of happiness! Decorate the edges of the jar to make you even happier!</p>	<p><b>OLI: to describe a setting.</b></p> <p>Ruby loved to explore wild, faraway places. Imagine one of her favourite places and describe it. Use adjectives! Don't forget capital letters and full stops. Challenge: use similes.</p>	<p><b>OLI: Spelling test.</b></p> <p>Complete your spelling test. Try your best, that is all that matters!</p>
<b>Morning Break</b> 10.30am-10.45am					
<b>Maths</b> 10.45-11.45am	<p><b>OLI: to subtract (not crossing 10).</b></p> <p>Click <a href="#">here</a> for the video link.</p> <p>I have uploaded each video to the school website and Google Classroom.  I have also uploaded a Mastery document for Addition &amp; Subtraction, and a White Rose problem solving PowerPoint (also in PDF format) for a greater challenge.</p>	<p><b>OLI: to subtract by counting back (not crossing 10.)</b></p> <p>Click <a href="#">here</a> for the video link.</p>	<p><b>OLI: to subtract by counting back (crossing 10.)</b></p> <p>Click <a href="#">here</a> for the video link</p>	<p><b>OLI: to subtract - crossing 10 (part 1).</b></p> <p>Click <a href="#">here</a> for the video link</p>	<p><b>OLI: Mental Maths Spring 1 Test.</b> Today will be doing a Mental Maths Test. Children are used to doing these at school every week. It is the Mental Maths Spring 1 Test. I have included the audio of the questions being asked, the questions written and the test sheet.</p>
<b>Reading</b> 11.45-12.00pm	15 minutes daily reading. Don't forget to keep reading daily. If you are short on books at home, you can find some books online via the Oxford Owl website. They are free to access once you have signed up and are levelled. <a href="https://home.oxfordowl.co.uk/reading/free-ebooks/">https://home.oxfordowl.co.uk/reading/free-ebooks/</a>				
<b>Lunch Break</b> 12.00-1.15pm					
<b>Science, RE, Music, Art etc.</b> 1.15-2.30pm	<p><b>PSHRE / Well-being</b></p> <p><b>OLI: to express yourself through art.</b></p> <p><b>This week is Children's Mental health Week, with the theme 'Express Yourself'.</b></p> <p>There will be a virtual assembly to watch. Click <a href="#">here</a> for more information.</p> <p>Please see the document I have attached on the website and Google Classroom under Week 5 PSHRE for activity ideas.  PSHRE stands for Personal, Social, Health and Relationship Education.</p>	<p><b>Music (Heart Beats Group) on Zoom</b> 1.15-1.45pm</p> <p><b>RE</b></p> <p>We are beginning a new topic called 'Meals' based on the Eucharist.</p> <p><b>Task 1:</b> colour in your front cover and think about the key words displayed on the cover a</p> <p><b>Task 2:</b> Draw a picture of a special meal you have eaten. Add labels to show what you ate and then write on the lines below why it was a special meal and experience.</p>	<p><b>PSHRE / Well-being</b></p> <p><b>OLI: to express yourself through art.</b></p> <p><b>This week is Children's Mental health Week, with the theme 'Express Yourself</b></p> <p>Finish making your masterpiece from Monday!</p> <p>Or find other ways to express yourself. Can you make up a dance? Make up a song? Create a story making characters from Lego or construction toys? Paint?</p>	<p><b>Music (Rhythm Fingers Group) on Zoom</b> 1.15-1.45pm</p> <p><b>Science</b></p> <p><b>OLI: To test and identify which materials have certain properties.</b></p> <p>Today we are thinking about what objects are waterproof and what objects are transparent or opaque and whether this is due to the material it is made from.</p>	<p><b>Golden Time!</b></p> <p>Children earn their golden time (choosing time/ free play) by trying their best through out the week. Reward chart available in Week 1 on the website and Google Classroom.</p>
<b>Afternoon Break</b> 2.30-2.45pm					
<b>Story Time</b> 2.45-3.00pm	Whole Class Google Meets Join us for Story Time to end our day				
<b>Google Meets/Zoom:</b>	9.00-9.30am: Whole class registration 9.30-10.00am: Group 1 Meeting 10.00-10.30am: Group 2 Meeting 2.45-3.00pm: Whole Class Story Time	9.00-9.30am: Whole class registration 9.30-10.00am: Group 3 Meeting 10.00-10.30am: Group 4 Meeting 1.15-1.45pm: Heart Beats Group Music (Zoom) 2.45-3.00pm: Whole Class Story Time	9.00-9.30am: Whole class registration 9.30-10.00am: Group 1 Meeting 10.00-10.30am: Group 2 Meeting 2.45-3.00pm: Whole Class Story Time	9.00-9.30am: Whole class registration 9.30-10.00am: Group 3 Meeting 10.00-10.30am: Group 4 Meeting 1.15-1.45pm: Rhythm Fingers Music (Zoom) 2.45-3.00pm: Whole Class Story Time	9.00-9.30am: Whole class registration 9.30-10.00am: Group 5 Meeting