

Derwent Class Day 1

Maths

<https://www.bbc.co.uk/education/clips/z7kwmp3>

Objective: identify left and right. Use positional language.

Language: left, right, above, below, next to, under, over.

Play positional language I spy to identify objects left/right/above/below. Eg I spy with my little eye something on the left hand side of the tv.

Reception maths

I can make amounts between 10p and 20p using a 10p coin and pennies

Label pretend snack items with prices from 10p to 19p; put one 10p and nine 1p coins in each purse, buy snacks using the coins. Extend to use 2p and 5p coins.

Reception English

Listen to rhyming stories. Listen carefully for the words that rhyme.

Can you finish the sentences in stories you know well?

Reception science

Understanding the world

Look for signs of spring and seasons changing.

English

Objective use phonics to decode words

Read or listen to the poem, On the Ning Nang Nong By spike Miligan

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

<https://allpoetry.com/On-The-Ning-Nang-Nong>

I will add me reading this to Dojo

Find the words that rhyme. If you are listening, put your hands on your head when you hear a rhyme. If you are reading it circle the words.

What do you notice about where in a line the rhymes are?

Using your phonics write the 2 words that you hear rhyme, eg Nong, bong. Ning, ping. What do you notice about these words? Could you add any other words that would rhyme with them?

Nong Ning

Bong Ping

Song Bing

Science

Objectives

I can look closely at plants

I can record what I see by writing, drawing and measuring.

I can label the main parts of plants

Language

Roots, stem, leaves, flower, diagram.

Flip chart on Dojo

Look carefully at flowers and plants in the garden. What can we see above ground? What parts do we know the names of? With permission and help, carefully dig up the roots and look at those. These take the nutrients and water from the ground that the plant and flower need to grow.

If given permission remove the flower from the garden and take to pieces looking at each individual part, stick them onto paper and label them. If not allowed, draw a diagram and label each part of the flower.

Derwent day 2

Maths

Objective:

Y1 to give and follow accurate directions.

Y2 understand clockwise and anticlockwise turns.

Language: clockwise, anticlockwise, turn, quarter, half,

Year 1

Pretend to be robots, programme your robot to follow instructions using positional language.

Give and follow instructions using left and right, forwards and backwards steps.

Year 2

Ask child to pretend they are standing in the middle of a huge clock. Place the numbers 12, 3, 6 and 9 on paper to represent the quarter hours.

Stand and face the number 12 on the clock.

*Which way will you turn to face the 3? We call this direction **clockwise**, because it is the same direction as the hands move on the clock.*

Child turn clockwise to face number 3. *How far have you turned? They have made a quarter of a turn clockwise. Turn to face 12 again... This time, you turned **anti-clockwise**.*

All

Make a map (on squared paper if possible) and write instructions how to get to different points. Eg 3 squares forward 2 squares right. Or 3 squares forward, quarter turn clockwise, 2 squares forward.

Reception maths

To visualise that numbers between 10 and 20 are made from 10 and some more. Ask children to help you to build a tower of 10 bricks. Place one brick by the side. *How many bricks? 10 and 1 more makes 11.* Write $10 + 1 = 11$

Ask a child to add another brick to the single brick. *How many bricks now?* Point out that we don't need to count the 10 again. *10 and 2 more makes 12.* Write $10 + 2 = 12$ on the flipchart. Point out the number 12 has a 1 to show one ten, and then the 2 to show the 2 more.

Repeat for 13, 14, 15... 19 bricks.

English

Objective read accurately decoding unfamiliar words.

Reread/listen to the poem. There are lots of animals and other nouns (things) in the poem. Can you find them and draw them and/or write a list of all of the nouns in the poem?

(Cows, monkeys, trees, teapots, mice)

History

Objectives

I can explain why a person is significant to me.

I can identify some significant people.

I can explain why a person from history is significant.

Who are the significant people in our lives?

Children to talk about who are the significant/important people in their own lives. Why are they important? Encourage children to give a reason explaining why they are important, for example; that person looks after them, helps them to learn new things or makes them happy. Draw and write about that person/people.

Look at the pictures(flipchart on Dojo) Do children recognise any of the people? Do children know why any of them are significant? Look at the

Derwent day 3

Reception maths

Maths

You could use an analogue clock with numbers that you have or make a simple clock using a paper plate or circle of cereal box card.

Objective

Y1 Read the time to the half hour on an analogue clock

Y2 Begin to tell the time to the nearest 5 minutes (past)

Language: o'clock, quarter past, half past, minute, hour,

Year 1 Draw a line through the 12 and 6 and remind that when the minute hand has travelled around to the 6, it has gone 'halfway' around the clock, and so we call this time *half past*. The short hand has gone past the number so it is half past that number. Practice telling the time at o'clock and half past. Throughout the day (at half past and o'clock) ask your child to tell you the time.

Year 2 count around the clock in 5's, recognising each number is on the mark of 5 minutes. The number tells us the hour. When the long hand points to each marker it is 5 minutes. Reminder about quarter past and half past. Practice telling times up to half past. Throughout the day (at past times) ask your child to tell you the time.

To add ones to 10 to make 'teens' numbers.

Ask child to close their eyes and take a handful of pennies out of the pot and put the coins next to the 10p coin.

Look at the coins. *How much money do you have?* Help to count on from the 10p coin to find the total.

Challenge to make a smaller/larger amount than before.

Support children by giving one child 10 pennies instead of a 10p coin to begin with if needed.

English

Objective speak audibly and fluently.

Reread/listen to the poem. Can you recite (say without reading) part of the poem?

Practice saying the part of the poem you will perform to your family (or dojo recorded if possible).

How much of the poem can you recite? Can you add homemade instruments/sounds to your performance?

Art

Objective

I can draw an observational drawing of a natural object.

Child to look closely at a natural object, leaf, stone, pinecone, shell and discuss the texture, pattern and colour.

Use a magnifying glass (if available) or look closely at the object, using a pencil child to draw what they can see.

Children tend to draw what they think it looks like rather than focussing on small parts and actual shape. Take time to look at the shapes and shadows.

Derwent day 4

Maths Objective

Y1 Read the time to the half hour on a digital clock

Y2 Begin to tell the time to the nearest 5 minutes (to)

Language: o'clock, quarter past, half past, quarter to, minute, hour,

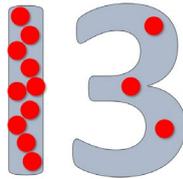
Y1 Recall that this means it has travelled 30 minutes around the clock because there are 30 minutes in half an hour (half of 60 minutes). Show/ remind children how to write the time in the digital form, i.e. 8.30. Repeat with other times; continually reinforcing that we need to be looking at the longer minute hand to tell us whether it is o'clock or half past. Take turn to write times or make them on a clock.

Year 2 repeat counting around the clock in 5's, recognising each number is on the mark of 5 minutes. The number tells us the hour. When the long hand points to each marker it is 5 minutes. Reminder about quarter past and half past. When the hands get past the 6 we go into 'to' times and it is getting nearer to the next hour so we count anti-clockwise in 5's (link day 2) from the 12. The small hand has past the hour and is on the way to the next. Throughout the day ask your child to tell you the time.

Reception Maths

To write 'teens' numbers.

Children make teens numbers from playdough. They stick 10 counters/pennies/cardboard circles to the 1 ten and the appropriate number of counters to the ones digit.



<https://www.bbcgoodfood.com/howto/guide/playdough-recipe>

Write the numbers and draw spots on them.

English

Objective plan our own poem

We are going on a journey to the Ning Nang Nong. What will be there? How will we get there? Role play getting to the Ning Nang Nong. Have binoculars (either hands, real or tubes) at the ready. What can we see? Can you see the cows? The mice? The teapots? What else can you see? Draw or write what you can see. We will use the poem structure to write our own poems.

If we had done this in school, we would have changed On the Ning Nang Nong to In Egg In Ton

PSHE

There are many reasons that you and the children should be feeling proud. Celebrate these together, you have all been given a situation that is confusing and feels very strange but that does not mean we have to change how we react to our normal behaviour.

Tell me Derwent Class and family of Derwent Class what have you done this week to make you feel proud?

Derwent day5

Maths

Objective

To solve problems involving time

Language: later, earlier,

Year 1

1. Kim goes to bed at this time:



On a Friday, she can go to bed an hour later.
What time will that be?

2. Imrik is going to start football training
in one hour. It is now this time:



What time will it be when he starts his training?

3. Jim put a cake in the oven an hour ago. It is now this time:



What time did he put the cake in the oven?

4. It takes Millie one hour to clean her dad's car.
She started cleaning it at this time:



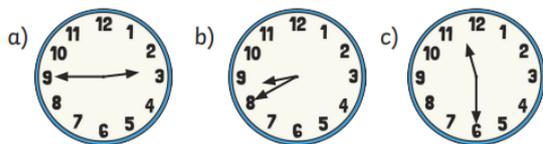
What time will she finish cleaning it?

Make 2 more word problems of your own (the child).

Year 2

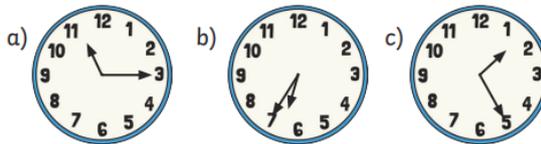
1. In the springtime, the clocks are
put forward one hour.

What time will these clocks show after they have
been put forward?



2. In the autumntime, all clocks
will go back one hour.

What time will these clocks show after they have
been put back?



3. Amir has one hour to get ready for football
training. He needs to leave the house
at ten to 6. What time is it now?

4. Lily's football match started at quarter past 11.

a) Half-time will be in 45 minutes.
What time will that be?

b) What time will the second half begin,
if half-time lasts 15 minutes?

Make 2 more word problems of your own (the child).

Reception maths

To visualise that numbers between 10 and 20 are made from 10 and some more.

Make 12 bundles of 10 straws/twigs, by putting groups of 10 into an elastic band.

Show the children the bundles of straws and single straws. *There are 10 straws in each bundle.*

Shuffle some 10 to 20 cards. Ask a child to take one.

We're going to make this number using a bundle of 10 straws and some single straws.

Take a bundle of straws. *How many more do we need?* Ask a child to take single straws, counting on in ones if necessary, to make the number on the card. Place the card by the straws.

Repeat with a new number card, and another bundle of 10 straws, then ask a child to add single straws to make the number on the card.

Support children by helping them to count on in ones from 10 to the number on the card.

Challenge children by asking them to write an addition sentence, e.g. $10 + 2 = 12$.

English

Objective plan and say aloud what I will write

Using the nouns (things) that we spotted we will use them to write a poem THIS DOES NOT HAVE TO RHYME.

Explore your kitchen cupboards for different sounds – clang, bang, shake, ssssss, boom etc.

On the Ning Nang Nong,

Where thego

And theall say

There's a Nong Nang Ning

Where the go

And the

On the Nong Ning Nang

All the go

And you just can't catch 'em when they do!

Write this in neatest handwriting.

Reception English

Listen for the sounds you can hear in the words in the original poem and fill in the blanks (above).

RE

Objective discuss things we find interesting, puzzling or wonderful about the world

Look at some areas of nature that are interesting. Find patterns, sounds, textures and details that you may not have noticed before. Take time to think how they got there. How they might change over time.

Ongoing project

One day we will look back on this time and remember it. How we remember it is down to you.

Keep a diary of activities, feelings, emotions, challenges, the good, the bad, what you had to eat, or whatever you want to record.

This could be in pictures, photographs, writing, video, audio or however you choose.

I plan to use our Dojo board as a record of us together and will make it into a book.

What will be your title? When will you record it each day?