

Week beginning  
15.06.20

## Emerald Class daily learning tasks

**Maths:** year 1 and 2s should have a 'Busy Ants' maths book to work on at home. Do a page each day. If you have run out of pages we have bought new '**Power Maths**' books for each child. Please call school to arrange collection of these. You could then develop the skills you have been working on using [www.topmarksmaths.co.uk](http://www.topmarksmaths.co.uk), try to go on hit the button each day to improve your times tables. Don't forget you can go on 'Doodle' too.

**PE:** Try to do something active each day. Joe Wicks is hosting a daily live PE lesson from his living room at 9:00-9:30 each morning, which you can join in with. There are many other similar activities you could try, from yoga to home workouts, from the safety of your home. You can find this on Youtube.

Monday



### Science

See Food Groups activity

Tuesday

### Forest school

See Colour Hunt activity



Wednesday

**MIXED**  
A Colorful Story

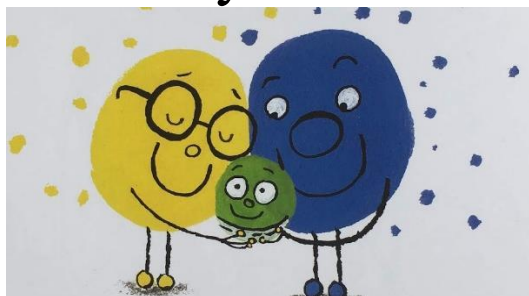


Arree Chung

**PSHE**

See separate 'Mixed – A Colourful story' activities.

Thursday



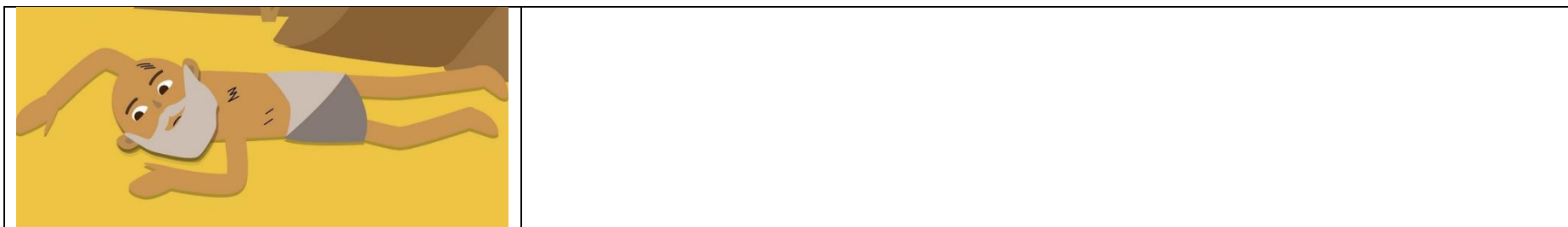
**Art**

See 'Mixed – A Colourful Story' drawing and colour activities.

Friday

**RE**

See 'The Good Samaritan' activity.



<p><b>Week beginning</b> <b>15.06.20</b></p>	<p><b>Emerald Class English activities</b> C1 is intended for reception children, C2 for year 1 and C3 for year 2.</p>
<p><b>Monday</b> <b>Week 3 – The Lighthouse Keeper’s Lunch by Ronda and David Armitage</b> <b>Instructions</b> EYFS I can express myself effectively, showing awareness of listeners’ needs. Year 1 I can show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios Year 2 I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</p>	<p><b>Read the story ‘The Lighthouse Keeper’s Lunch’ to where Mrs Grinling makes lunch and describe the lunch she has made using the pictures to help</b> You can watch the story here <a href="https://www.youtube.com/watch?v=46wCRq50Wwg">https://www.youtube.com/watch?v=46wCRq50Wwg</a></p>



C1: tell a grown up about the food you can see in the pictures. Look at the colours, shapes and types of food.

C2: write some sentences about the food you can see, describing it in detail.

C3: describe the food in as much detail as you can. Which things do you think you would like to try?

## Tuesday

### EYFS

I can express myself effectively, showing awareness of listeners' needs.

### Year 1

I can spell words containing each of the 40+ phonemes already taught mostly accurately

## Design your own lunch for Mr Grinling

C1: draw a lovely lunch that you think Mr Grinling will enjoy.

C2: draw and label a lovely lunch that you think Mr Grinling will enjoy.

<p><b>Year 2</b> I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</p>	<p>C3: describe your meal for Mr Grinling in as much detail as you can.</p>
<p><b>Wednesday</b></p> <p><b>EYFS</b> I can follow instructions involving several ideas or actions</p> <p><b>Year 1</b> I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p><b>Year 2</b> I can listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups</p>	<p><b>Make a sandwich for Mr Grinling and write instructions for it</b></p> <p>You will need to ask an adult to help you with this. As you make the sandwich, think about how to do each step.</p> <p>What will you put in yours?</p> <p>C1: discuss each step with a grown up. Which parts did you find tricky?</p> <p>C2: write a sentence for each step of you sandwich instructions. Don't forget your bossy 'imperative' verbs like put, slice, chop, spread.</p> <p>C3: write a clear set of instructions to make a sandwich. Can you add adverbs to explain how to do each step e.g. carefully, slowly.</p>
<p><b>Thursday</b></p> <p><b>EYFS</b> I can follow instructions involving several ideas or actions</p> <p><b>Year 1</b> I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p><b>Year 2</b> I can recount experiences and imagine possibilities</p>	<p><b>Read to where Hamish has been sent down in a basket and decide how you would keep the seagulls from eating the picnic write instructions for your plan.</b></p> <p>C1: tell a grown up your plan and draw a picture of it.</p> <p>C2: draw and label a diagram of your plan.</p> <p>C3: describe how your plan will work in sentences. You can add a diagram too if you like.</p>



## Friday

### EYFS

I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future

### Year 1

I can show some accurate use of -ed where no change is needed in the spelling of root words eg helped

### Year 2

I can use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses

**Write the next part of the story as if your plan has happened – did it work? What happened to the picnic? What happened to the seagulls? Did Mr Grinling get his lunch? At the end of the lesson read to the end of the story.**

C1: tell a grown up what you think happened. Draw a picture and write a sentence to say what happened to the picnic this time.

C2: write the next part of the story. What happened to the picnic this time? Remember capital letters and full stops for your sentences and capital letters for any names.



	<p>C3: remember your grammar when writing the next part of the story. Include adjectives to describe in detail and adverbs to explain how things are happening.</p>
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