








<p><u>Metacognitive strategies</u></p> <p>The learning sequence in the next two columns is split into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below.</p>	<p><u>Literacy Tasks</u> (offline and online)</p>  <p>Main learning objective: To research information about animals. To write the blurb and Contents page for my non-fiction book.</p> <p>Desired outcome: The children will be able to read information and find out the facts for their animals.</p> <p>Assessment activities Lessons 1, 2, 3, and 5 to be submitted by 18.3.22.</p>	<p><u>Maths - Task</u> (offline and online)</p>  <p>Main learning objective: To be able to tell the time.</p> <p>Desired outcome: To be able to read and show the time to the nearest 5 minute interval.</p> <p>Assessment activity Session 3 to be submitted by 18.3.22.</p>
<div> <div> <p>Approach</p> <p>Activate</p>  </div> <div> <p>What is it?</p> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </div> </div> <div> <div> <p>Explain</p>  </div> <div> <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p> </div> </div>	<p><u>Lesson 1</u></p> <p><u>Phonics</u></p> <p>This week we are learning about adding a suffix to words ending in a y. A suffix is a group of letters added onto the end of a root word.</p> <p>The 'y' is changed to 'i' before <i>-ed</i>, <i>-er</i> and <i>-est</i> are added, but not before <i>-ing</i> as this would result in 'ii'. The only ordinary words with 'ii' are <i>skiing</i> and <i>taxiing</i>.</p>	<p><u>Session 1</u></p> <p>Look at the PowerPoint and Session 1. Start with a quick recap of the times we looked at last week.</p> <p>Recap counting in 5s</p> <p>https://www.youtube.com/watch?v=EemjeA2Djjw</p> <p>You will need to be able to count in 5s to help you tell the time!</p> <p>Remember that last week we looked at the two different hands. The shorter hand is the hour hand and longer hand is the minute hand.</p>

<div>Practise</div> <div></div> <div>Pupils practising strategies and skills repeatedly, to develop independence.</div>	<div>Word list</div> <table><tr><th>Root word</th><th>ed</th><th>ing</th><th>er</th><th>est</th></tr><tr><td>reply</td><td>replied</td><td>replying</td><td></td><td></td></tr><tr><td>spy</td><td>spied</td><td>spying</td><td></td><td></td></tr><tr><td>copy</td><td>copied</td><td>copying</td><td>copier</td><td></td></tr><tr><td>cry</td><td>cried</td><td>crying</td><td>crier</td><td></td></tr><tr><td>carry</td><td>carried</td><td>carrying</td><td>carrier</td><td></td></tr><tr><td>worry</td><td>worried</td><td>worrying</td><td>worrier</td><td></td></tr><tr><td>happy</td><td></td><td></td><td>happier</td><td>happiest</td></tr><tr><td>pretty</td><td></td><td></td><td>prettier</td><td>prettiest</td></tr><tr><td>lazy</td><td></td><td></td><td>lazier</td><td>laziest</td></tr></table>	Root word	ed	ing	er	est	reply	replied	replying			spy	spied	spying			copy	copied	copying	copier		cry	cried	crying	crier		carry	carried	carrying	carrier		worry	worried	worrying	worrier		happy			happier	happiest	pretty			prettier	prettiest	lazy			lazier	laziest	<div>We are going to focus on the minute hand to begin with as we try to tell the time past the hour.</div> <div>Each big number on the clock represents 5 minutes. Look at the PowerPoint to help you visualise this. Example:</div> <div>1 = 5 past</div> <div>2= 10 past</div> <div>5= 25 past</div> <div>Remember from last week that when the minute hand is on the 3, we say it is quarter past the hour. When the minute hand is on the 6, we say it is half past the hour.</div> <div>The minute hand does not stay on the hour it is. It moves a certain amount depending on how many minutes past the hour it is.</div> <div>For example-</div> <div>If it is 5 minutes past the hour, the hour hand is just slightly past the hour.</div> <div>If it is 25 past the hour, the hour hand is nearly half way past the hour (between the hour it is and the next hour).</div> <div>There is a flower clock to help if needed.</div> <div>Go through the examples to help of telling the time and showing the time (using the clock from last week).</div> <div>There are also some questions where your teachers have made a mistake!</div> <div>Can you see what error they have made?</div> <div>https://www.youtube.com/watch?v=hxIWDSKRAXc</div> <div>Task: Now complete the Session 1 work.</div> <div>If you find this tricky, stay on the carpet for some practical work with your teacher.</div>
Root word	ed	ing	er	est																																																
reply	replied	replying																																																		
spy	spied	spying																																																		
copy	copied	copying	copier																																																	
cry	cried	crying	crier																																																	
carry	carried	carrying	carrier																																																	
worry	worried	worrying	worrier																																																	
happy			happier	happiest																																																
pretty			prettier	prettiest																																																
lazy			lazier	laziest																																																
<div>Reflect</div> <div></div> <div>Pupils reflecting on what they have learnt after they have completed a piece of work.</div>	<div>Explain to the children that this week we are going to be looking at words that end with a y and how the spelling changes when we add a different suffix.</div> <div>Ensure that the children understand the terms root and suffix.</div> <div>A root word is a word with a meaning of its own.</div> <div>A suffix is a group of letters added onto the end of a root word.</div> <div>These are all examples of suffixes –</div> <div>ed ing er est</div> <div>Read the story The Lazy Princess, ask the children to work with a partner to find two different suffixes. After sharing a few answers, see how many different suffixes you can find in today’s story as a class. The suffixes can be underlined on the poem on the class whiteboard using a different colour pen for each suffix.</div> <div>There are words that do not follow the week’s spelling pattern in the poem but do have an er or ed ending e.g. <i>daughter</i> and <i>lived</i>. Explain to the children that they are not suffixes as they would not be standalone words without the ending e.g. daught and liv.</div>																																																			
<div>Review</div> <div></div> <div>Revisiting previous learning after a gap.</div>																																																				

Show the children the poster showing this week's suffixes and what they mean. Can the children think of other examples ending with er, est, ed and ing to share with the class?

English

Over the next couple of weeks, we are going to be writing a non-fiction book. Can you remember what a non-fiction book is?

Think about non-fiction books and some of the features you will find inside one. Discuss use of facts, labels, photographs and titles with children.

For our book we are going to be writing:

- A front cover
- A contents page
- Some information pages
- A glossary
- A blurb

We are going to follow on from our lessons last week where we read the story 'Zoo' by Anthony Browne and write our non-fiction books about animals that you would find in a zoo. We would like you to think of 4 animals that you might find in a zoo to research and write about. This week is all about the research and preparing our books ready for next week.

Today we would like you to research two of your animals. Find out the answers to the questions below (or you can think of some of your own) for both of the animals. You might use information books or the internet to complete your research. You can always use this website to help you <https://www.dkfindout.com/uk/animals-and-nature/>

Write down the answers to the questions somewhere safe as you will need this information next week.

Session 2

Look at the PowerPoint for Session 2. Today we are thinking about how to tell the time **to** the hour.

Have a quick look at the video for counting 5s again <https://www.youtube.com/watch?v=EemjeA2Djjw>

We are now focusing on telling the time to the hour. When the minute hand is on the 7-11, we tell the time by saying it is ____ minutes to the hour. It helps if you count backwards in 5s.

For example, when the minute hand is on the:

11 → 5 minutes to the hour

10 → 10 minutes to the hour

8 → 20 minutes to the hour

7 → 25 minutes to the hour

Remember: when the minute hand is on the 9, we call this quarter to.

The hour hand is closer to the hour that is coming next. For example,

If it were 5 minutes to 3, then the hour hand would be very close to the 3 because there are only 5 minutes until it is 3 o'clock.

If it were twenty-five minutes to 6, then the hour hand would be around half way between the 5 and 6 but a little bit closer to the 6.

There is a flower clock to help with the next examples.

Count backwards anti-clockwise to help you.

- Where do they come from/live?
- What do they look like?
- What do they eat?
- How do they move?
- Find an interesting fact for a 'Did you know...' section of your writing.

Example of research: Sharks

- What do they eat? **Smaller fish, dolphins, turtles and other sharks**
- Where do they come from? **Every kind of ocean, including the deep sea, open ocean, coral reefs and under the arctic ice**
- What do they look like? **Species all look different, pointed snout, dorsal fin, crescent shape tail**
- Find an interesting fact for a 'Did you know...' section of your writing. **Sharks don't have bones, cartilaginous tissues (like our ears and nose tip)**

Challenge- You have the choice in using the ipads, laptops and animal books to start your animal research. Remember to write down the answers of your questions inside your Green Draft Book using full sentences. Include a title to explain what animal you are researching.

Plenary- Children to share some examples of new information they found out from their animal research.

Lesson 2

Phonics

Remind the children what a suffix and root word is. Ask the children to share the suffixes that they learnt in yesterday's lesson.

There are then some examples where you need to use your clock from last week to show the times.

The final part of the input before completing your independent work is to correct the mistakes some of your teachers have made.

<https://www.youtube.com/watch?v=tn32gups11k>

Task: Now complete the Session 2 work.

If you find this tricky, try the o'clock and half past sheet.

Session 3-

This is to be completed as number crunch in the afternoon.

Look at the PowerPoint to support your understanding, if you do not feel confident, look back at the previous slides from last week and this week.

Telling the time past the hour-

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

Telling the time to the hour-

<https://www.youtube.com/watch?v=tn32gups11k>

Please then complete your 'Great Fire of London telling the time sheet (Session 3)

Can you help Thomas Farriner work out the different times he needs throughout his day working at the bakery?

Task: Complete the Session 3 task

Write the word *happy* on the whiteboard, and then write the word *happier*. Ask the children what has happened to the suffix in this word. Underline the digraph *-er*. Repeat for *happiest*, underlining the suffix *-iest*.

Highlight to the children that when the root word ends in *y* you take off the *y* and change it for an *i* before adding *ed*, *er* or *est*. Ask the children to practise with the words – *try*, *cry*, *lazy*, *happy*, *crazy* and *noisy*.

Now show them the word *crying* and ask whether this has also followed the rule. Highlight that by adding *-ing* the *-y* has remained and has not been replaced by an *'i'*. Ask the children to practise with the words *buy* and *fly*.

Explain that the only two words that do not follow this rule are *skiing* and *taxiing*.

Show the Reminder bubble words ending *-y* and ensure that the children know what it says and how to use it. Display the reminder bubble on the working wall. Using the Reminder bubble complete the crossword as a class.

English

Today we are going to research the other two animals that you chose during yesterday's lesson.

Find out the answers to the questions below (or you can think of some of your own) for both of the animals.

Write down the answers to the questions somewhere safe, as you will need this information next week.

- Where do they come from/live?
- What do they look like?
- What do they eat?

Session 4

Begin by recapping the challenge from the previous day. What is the question asking?

Ask the children what the times are showing. How do they know?

Look through the power point and discuss the reasoning questions.

Allow children time to explain their thoughts to a talk partner.

On the PowerPoint, children can answer some questions e.g. minutes in an hour. This would be a good opportunity to link with fractions of 60 (to challenge the HA children).

Read the passage as a class and explain that they are to match the times to the activities and order Sophie's day. Link to their routine, do you wake up first or have breakfast?

Task: The children are to look through Sophie's day and order the events correctly and match the times. There are three choices.

Following this look at some reasoning questions as a class. Children need to explain why the answers may be wrong and what the correct answer is. The last question is a SATS style question the children can attempt.

Session 5

Today we are completing our math class rotation. The following three tasks will be completed:

1) Time will be given to go onto TT rock stars.

2) Arithmetic questions will be completed.

- Find an interesting fact for a 'Did you know...' section of your writing.

Challenge- You have the choice in using the iPad, laptops and animal books to complete your animal research. Remember to write down the answers of your questions inside your Green Draft Book. You can always use this website again to help you <https://www.dkfindout.com/uk/animals-and-nature/>

Lesson 3

Phonics

Ask the children to talk to a partner and discuss the rules we are learning about this week. Then display the Reminder bubble poster.

Choose one of the root words from the word list on the whiteboard (e.g. *spy*) and ask the children to write the word using the suffix *-ed* (*spied*). Ask the children to 'show me' on the count of three. Repeat for carry and the suffix *-ing*. Give the children a different word (e.g. *happy*) and ask them to write the word using the suffixes *-er* and *-est*.

Ask the children to add the correct suffixes to the rest of the words from the word list on the PowerPoint.

Complete the Suffix finder word search as a class.

English

Today, you will be writing the Blurb and Contents Page of your animal non-fiction book. The blurb is seen at the back and is a short description of what the book is about. A Contents page is a list that is found at the start of an information book.

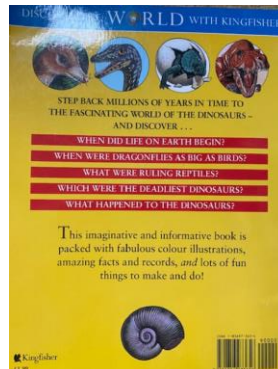
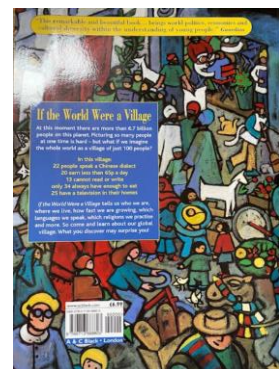
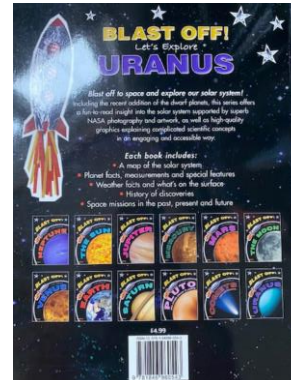
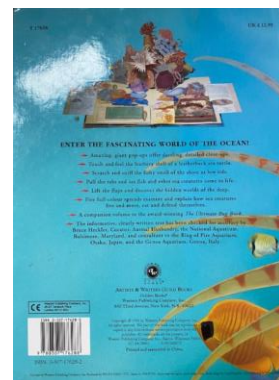
3) Children to look at the times and order them from earliest to latest.

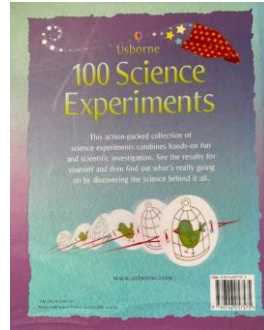
Listen carefully to your teacher to see how the Contents and Blurb need to be written.

Challenge- Using the sheet called 'blurb', can you write a summary of what your non-fiction book is about? Remember you need to make it sound exciting so other people will want to read your book.

You might also want to put a little picture of each of your animals in the box at the top and put a barcode and price on your blurb page as well.

Here are some pictures of blurbs on non-fiction books to help you (teacher to also show some examples of blurbs on the back of animal non-fiction books)





Contents -

The next part of the book that we are going to write this week is the contents page.

You will also need to put in your contents page about the glossary and you might want to put the contents page on here as well. Here are some examples of Contents Page at the front of an animal non-fiction book.



Your contents might look like this:

Contents	1
Tigers	2
Sharks	3
Rabbits	4
Hippopotamuses	5
Glossary	6

Challenge- Put the contents in the order of your book so you need to decide which animal is going to go 1st, 2nd, 3rd and 4th. Make sure your animal names and information is spelt correctly, as this will be the first page that the reader will see.

Keep all of your work safely together this week, as you will need it to put your book together next week!

Plenary- If you are finished, find another Contents/Blurb inside an information book from your Reading Area and show your friend how it can be used.

Lesson 4

Phonics

Ask the children to talk to a partner and discuss the rules we are learning about this week. Ask the children to explain what a suffix is and then display the Suffix poster on the PowerPoint.

Can the children remember what the er, est, ed and ing suffixes mean. Share the poster on the PowerPoint.

Show the children the Match my ending task. Ask the children to cut out the words on the second sheet and stick them into the table in the correct place depending on the suffix used. Explain to the children that there are four extra words, which are spelt wrong, and they must be careful to make sure that

they are put in the bin. Remind children to use the Reminder bubble words ending -y as support.

English

During this lesson, we will be doing some guided reading. Log into Bug Club and work your way through at least one of the books. Make sure you answer the bug's questions.

Challenge

Can you make up some of your own questions about the book that you have read?

Lesson 5

Phonics

Children to log onto Bug Club to play some phonic games.

English

In today's lesson, we are not writing the information until next week but you will have time to look at books glossaries and practise using them. You will be learning about what a glossary is and how it is used in an information book. Before our English lesson has finished, you also need to design and make the front cover.

Glossary

A glossary is a little bit like a dictionary. It helps to explain what something means and all the words are in alphabetical order. Year 2 will be writing the glossary for their non-fiction book next week but here are some examples from animal information books. A glossary is always found at the back.

Glossary

abdomen	back part of an insect's body
agile	quick-moving
burrows	holes dug in earth by some animals and birds
camouflaged	disguised
colonies	groups of some species living together
co-operatively	together
defend	protect
dusk	evening, when it is beginning to get dark
fungi	mushrooms and toadstools
glands	parts of the body that produce chemicals
hatchlings	newborn animals hatched from eggs
immobile	not moving
mimic	copy, look like
outrun	run faster or farther than
predator	animal that hunts other animals
shed	get rid of
vertebrae	bones that make up the spine
vulnerable	likely to be injured

Quick reference by J. B. 15

Glossary

fossils	the remains of a plant or animal from a long time ago
hollow	empty inside
rodents	family of animals with long teeth
solid	something that is full and hard



Challenge- Can you design your front cover? You will need to give your book a title at the top and write who wrote the book (your name) at the bottom. The middle section is for a picture for your front cover. Happy drawing 😊

Plenary- If you are finished, turn to the back of an information book from your Reading Area and check the glossary page. Are all the words in alphabetical order?