



Week Beginning: 4/11/21

Theme - Old and New Toys

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Maths</p> <p><u>Y1: WALT sort 3D shapes.</u></p> <p><u>Y2: WALT count money (pence).</u></p>	<p>WALT use question marks.</p> <p>This term we are going to be learning all about why toys were like when our grandparents were young.</p> <p>Can children define what a toy is? What is a toy for?</p> <p>Can we make a list of their favourite toys?</p> <p>Explain that this term we are going to be historians and in order to find out about the past we need to ask questions.</p> <p>What is a question? What does a question always end with? What are the special words that questions begin with?</p> <p>Can you brainstorm 3 questions that you would like to ask to learn more about the toys that your grandparents played with when they were little?</p>	<p>French with Mrs Reynolds</p>  <p>Maths</p> <p><u>Y1: WALT recognise and name 2D shapes.</u></p> <p>Use 2D shapes to make shape monsters and label each of the shapes used.</p>  <p><u>Y2: WALT count money (pounds).</u></p>	<p>WALT write a letter.</p> <p>Remind children of Tuesday's learning: have three questions prepared on board with mistakes. Can children correct my questions?</p> <p>Remind children that our big question this term is 'what were toys like when our grandparents were young?' and under normal circumstances we would be inviting a visitor in to talk to us about what toys were like when they were little but because of covid we cannot do that.</p> <p>Instead we are going to write letters to AgeConcern to share our questions.</p> <p>Look at a good example of a letter. What are the features?</p> <p>Date, greeting (name of the person we're writing to), body of the letter, a conclusion, and 'from'</p>	<p>Maths</p> <p><u>Y1: WALT sort 2D shapes.</u></p> <p><u>Y2: WALT count money using notes and coins)</u></p>

	<p>Model how to write a question correctly.</p> <p>Children to practise writing questions of their own in topic books.</p>		<p>or 'best wishes' before the sender's name.</p> <p>Model to the children how to write the beginning of their letter and emphasize the different parts that need to be included.</p> <p>Children to complete draft of their letters to be sent to AgeConcern.</p>	
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Phonics/ Spellings

Phonics	Phonics	Phonics	Phonics	Phonics
<p>We are learning to read some tricky words and practising words with adjacent consonants. Play Flashcards or Quickwrite Graphemes. Flashcards: Speed Trial, Flashcards: Time Challenge.</p> <p>Teach reading tricky words: were, there, little one</p> <p>Play Buried Treasure with the words: steep, tree, trail, train, smEEP, gree, prail, fraIn.</p> <p>Hold up sentence on card or whiteboard. Children read the sentence in their heads and then</p>	<p>We are learning to read two syllable words with adjacent consonants.</p> <p>Play Flashcards or Quickwrite Graphemes. Flashcards: Speed Trial, Flashcards: Time Challenge.</p> <p>Write a two syllable word on the whiteboard making a slash between the two syllables e.g. lunch/box. Sound talk the first syllable and blend it l-u-n-ch lunch. Sound talk the second syllable b-o-x box. Say both syllables lunchbox. Repeat and ask the children to join in. Repeat with the words:</p>	<p>We are learning to spell two syllable words with adjacent consonants.</p> <p>Play Flashcards or Quickwrite Graphemes. Flashcards: Speed Trial, Flashcards: Time Challenge</p> <p>Say a word e.g. desktop, clap each syllable and ask the children to do the same. Repeat with two or three more words. Clap the first word again and tell the children that the first clap is on desk and the second is on top. Ask the children for the sounds in desk and write it down. Repeat with the second syllable. Read the complete word. Repeat with another word.</p>	<p>We are learning to spell HFW and practise writing words with adjacent consonants.</p> <p>Play Flashcards or Quickwrite Graphemes. Flashcards: Speed Trial, Flashcards: Time Challenge</p> <p>Write the word they on a whiteboard. Check that all children can read it. Say a sentence using the word. Sound talk the word, raising a finger for each phoneme. Ask children to do the same. Discuss the letters required for each phoneme, using letter names. Explain that although the word has the /ai/ phoneme at the end, we need to train our brains to</p>	<p>We are learning to read two syllable words with adjacent consonants.</p> <p>Play Flashcards or Quickwrite Graphemes. Flashcards: Speed Trial, Flashcards: Time Challenge.</p> <p>Read a sentence. Ask children to write on whiteboards. If any children find writing very difficult then they could create the sentence from magnetic letters. Encourage children to sound talk tricky words. They all had a sandwich and some crisps for a snack. The windmills are all near the farm. They are all jumping for joy.</p>

<p>raise their hands when they have finished. Encourage them to blend if they get stuck. Then ask all children to read aloud together. Were there some chimps at the zoo? Yuck! There was a paint brush in the coffee cup. One little brown toad got stuck down a drain.</p>	<p>helpdesk, windmill, treetop, starlight.</p> <p>Hold up sentence on card or whiteboard. Children read the sentence in their heads and then raise their hands when they have finished. Encourage them to blend if they get stuck. Then ask all children to read aloud together. You put a shampoo sandwich in my lunchbox. Ring the helpdesk and tell them my cat is stuck. I stuck a little windmill in this sandpit.</p>	<p>Teacher reads out two syllable words children clap out the syllables segment them and write them on whiteboards (or make them from magnetic letters). Use the words: lunchbox, helpdesk, windmill, treetop, starlight, desktop, sandwich, sandpit.</p> <p>Read a sentence. Ask children to write on whiteboards. Encourage children to sound talk tricky words. Can lightning hit a windmill? The chimpanzee did a handstand. This frog is chomping on pondweed.</p>	<p>spell it with ey. Ask children to trace the shapes of the letters with their fingers. Rub the word off the whiteboard and ask all children to write the word on their whiteboards. Repeat with all are.</p> <p>Give children two minutes to see how many times they can write the word they on a whiteboard. Ask children to count up the words and see who managed to do the most. Repeat with the words all and are.</p>	
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Afternoon

Jigsaw	RE	Science	History	Art
<p>Connect Us: Sitting in a circle the children pass Jigsaw Jack's treasure chest (filled with beads, marbles, coins, coloured stones). Set the class the goal of passing it all around the circle without making a sound. Can the children suggest ideas that would make this</p>	<p>What is the Good news that Jesus brings?</p> <p>Question: Who is Jesus a friend to?</p> <p>Learning: Jesus is a friend to the friendless.</p> <p>Activity: Start with an activity where you look at</p>	<p>WALT To be able to identify and name a variety of everyday materials used to make toys.</p> <p>Reveal a 'toy box' to the children and toys made from different materials. What do the toys feels like? What do you think they are made from?</p>	<p>Watch: 100 Years of Toys</p> <p>What toys did the children notice? Did they notice any toys that were similar to the toys they have today?</p> <p>Adult to bring in box of favourite toys from childhood.</p>	<p>WALT draw an observational drawing of a natural object.</p> <p>Introduce the concept of Nature Sculpture.</p> <p>What is this sculpture made from? Children to try and</p>

<p>possible? Can they work together to achieve this goal?</p> <p>Calm me: Does your mind feel calm and ready to learn?</p> <p>Open my mind: Place treasure chest in middle of the circle. Show a success picture and ask: do you see success in this picture? Why or why not?</p> <p>Place pictures that show success in Jigsaw Jack's treasure chest of success. Ensure children understand what success means and associate the treasure chest with success.</p> <p>Present each child with a 'success coin' with their photo on one side and one of their successes written on the reverse. Invite chn to feel proud of their success and share with their partner how they feel.</p>	<p>images of people who might run the world. Ask the children if they would choose any of them? Why?</p> <p>Read the parable Jesus and the Tax Collector.</p> <p>Ask the following questions: How do you think Matthew felt when Jesus spoke to him, went to his house for dinner and asked him to be one of his disciples? Why do you think people were cross with Jesus for speaking to Matthew? Did he listen to those who were being unkind?</p> <p>Following on from reading the parable, ask the children 3 questions: What does this parable of Jesus teach us about him? How do you think Jesus wants his followers to treat others? How might Jesus being a friend to the friendless be good news?</p> <p>Have the children write some responses down.</p>	<p>Explain that a material is something than an object is made from.</p> <p>Sort the toys from the box into groups of the same material. Encourage chn to discuss what each material is and descriptive words to associate with them.</p> <p>Can the children think of other toys and what they are made of?</p> <p>Ask children to look around the classroom to see if they can see any objects that are made from wood, plastic, glass, metal, fabric, stone, water or paper.</p> <p>Provide labels for the children to label the objects.</p>	<p>What do you notice about these toys? How are they the same/different from the toys you have at home?</p> <p>Allow children time to explore the toys and our toyshop roleplay area.</p> <p>Can you create lists and labels for our toy shop?</p>	<p>identify what natural material has been used.</p> <p>Introduce nature and 'natural'. Children to think of items from nature.</p> <p>Encourage children to look closely at images of a leaf, a pine cone, and an acorn and discuss shape and texture. Record vocabulary to build up a word bank.</p> <p>Children to create observational drawings in their sketchbooks by choosing a natural object and examining it closely.</p> <p>Reflect: What's good about the observational drawing? What do we like about it?</p> <p>How could we improve this drawing?</p>
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<p>Each child is to then decorate their own small treasure chest which will be special because they will store the children's successes. Chn bring their chests to the circle and take it in turns to place their coin inside, saying 'I feel proud that I can...!'</p>				
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