

\*Hyperlinks are highlighted in Yellow

Week Beginning: 9/11/20 Theme - Woodland Adventure				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Maths</b></p> <p><a href="#">Y1: WALT find number bonds for numbers within 10.</a></p> <p><a href="#">Y2: WALT find related facts.</a></p>	<p><b>Literacy</b></p> <p>WALT create a story map.</p> <p><a href="#">Listen to story.</a></p> <p>Children to join in with repeated language. Retell story using actions.</p> <p>Children to draw/use craft materials to make a story map to retell the story. Label with key vocabulary.</p> <p>Can they use their story map to retell the story to a partner?</p>	<p><b>French</b></p>	<p><b>Literacy</b></p> <p>*Prior to this lesson children will have completed their own collage bears.</p> <p>WALT use 'and' to join words and clauses.</p> <p><a href="#">Watch BBC Bitesize video.</a> And play following quiz, highlighting all of the joining words.</p> <p><b>Activity</b></p> <p>Children to think of and write sentences to describe their bears. Sentences must include 'and' as well as capital letters and full stops. e.g. My bear is big and fierce</p>	<p><b>Maths</b></p> <p><a href="#">Y1: WALT find number bonds to 10.</a></p> <p><a href="#">Y2: WALT add and subtract 1s.</a></p>
Phonics/ Spellings				
<p><b>Phonics - ow</b></p> <p>Read tricky words. Recap all sounds. <a href="#">Watch: Geraldine Giraffe 'ow'</a></p>	<p><b>Phonics -oi</b></p> <p>Read tricky words. Recap all sounds. <a href="#">Watch: Geraldine Giraffe 'oi'</a></p>	<p><b>Phonics - ear</b></p> <p>Read tricky words. Recap all sounds. <a href="#">Watch: Geraldine Giraffe 'ear'</a></p>	<p><b>Phonics - air</b></p> <p>Read tricky words. Recap all sounds. <a href="#">Watch Geraldine Giraffe 'air'</a></p>	<p><b>Spellings</b></p> <p>Read tricky words. Recap all sounds.</p>

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<p>Show flash card, perform action, repeat in different voices. Model formation and practise in air, on hand, on whiteboard.</p> <p>Play Buried Treasure. Words: now, down, owl, cow, how, town, fown, owp, hown, lown.</p> <p>Hold up caption on card or whiteboard Read together model blending tricky words.</p> <p><b>This owl is not feeling sad and down.</b></p> <p><b>I park my car in the town.</b></p> <p><b>How do I feed a cow?</b></p>	<p>Show flash card, perform action, repeat in different voices. Model formation and practise in air, on hand, on whiteboard.</p> <p>Play Quickwrite: Words: <b>oil, boil, coin, coil, join, soil, poison, foil</b></p> <p>Play Yes/No questions see p97 - get children to use thumbs up and thumbs down to show whether the answer is yes or no.</p> <p><b>Can you surf on a coin? Can soil be red? Can a cow get a coin? Can oil boil? Will a coil go boing?</b></p>	<p>Show flash card, perform action, repeat in different voices. Model formation and practise in air, on hand, on whiteboard.</p> <p>Play Soundbuttons see p58. Words: <b>ear, dear, fear, hear, gear, near, tear, year, rear, beard.</b></p> <p>Hold up captions on card or whiteboard. One child reads - encourage them to blend if they get stuck - then all children read together. <b>Did the shark feel fear? Can a toad hear? Is the church near the park or the farmyard?</b></p>	<p>Show flash card, perform action, repeat in different voices. Model formation and practise in air, on hand, on whiteboard.</p> <p>Play Dragons Den. Words: Play Buried Treasure. Words: <b>air, hair, pair, hear, fear, year, gair, sair, kair, kear, zeard</b></p> <p>Hold up caption on card or whiteboard. Read together model blending tricky words.</p> <p><b>Do I need to cut his hair? Put that pair of socks on the chair. He went back to his lair.</b></p>	<p>Practise reading and then rainbow writing:</p> <p>He She We Me Be</p>
<p style="text-align: center;"><b>Forest School</b></p> <p>Discuss cover of 'We're Going on a Bear Hunt' - What can we tell from the illustrations and title? Make predictions - what will happen?</p>	<p style="text-align: center;"><b>Jigsaw/PSHE</b></p> <p>WALT identify similarities between people in our class.</p> <p style="text-align: center;"><b>Activity</b></p> <p>Use a set of cards with animals or characters on, e.g.</p>	<p style="text-align: center;"><b>Topic</b></p> <p><b>*Remembrance Day</b></p> <p>Ask: Why do we wear poppies? Why are they significant?</p>	<p style="text-align: center;"><b>Science</b></p> <p>Explain that we are going to be learning about different types of animals over the coming weeks.</p>	<p style="text-align: center;"><b>RE</b></p> <p>Look at a picture of baby Jesus. What can we tell about him just by looking at his picture? Jesus might not have looked particularly special, Christians believe he was actually very special indeed –</p>

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<p>Read Story.</p> <p>Whole Class Bear Hunt in Forest School.</p> <p>Wade through the swishy swashy stream, stumble trip through the leaves, squelch into the boggy mud, and forage for clues of animals that live in the woods.</p>	<p>snap or happy families. Give each child a card and ask them to find the pair.</p> <p>What is the same about the two cards? E.g. eye colour, hair colour. Draw out similarities that might not be visible, e.g. likes, hobbies, etc.</p> <p>Children to identify three similarities or ways that they are the same as their partner.</p>	<p>The red poppy is a symbol of both remembrance and hope for a peaceful future. It is worn as a show of support for the Armed Forces Community.</p> <p>Talk to the class about hopes for the future, giving examples to them like, "I hope to be happy".</p> <p>Give each child one of the poppy petals to write on and colour in.</p> <p>Add the petals together to make individual Poppies.</p>	<p>Ask: What do we already know about animals?</p> <p><b>Activity</b></p> <p>Children to create a spider diagram of all the things they already know about animals.</p> <p><a href="#">Watch: Classifying animals</a></p>	<p>they believe he was God on Earth!</p> <p>Explain that Christians believe that God came to Earth to be with people and show them how to live. Discuss who in the class has younger siblings, cousins, and so on, how we feel when new babies are on the way and born, and what we do to prepare.</p> <p>Think about getting a bedroom ready for a new baby, and discuss what we would put into it.</p> <p>How could we make the bedroom extra special?</p> <p>Pupils to sketch and label the room.</p>
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