

Week Beginning: 16/11/20

Theme - Woodland Adventure

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Maths</b></p> <p><u>Y1: WALT compare number bonds to 10.</u></p> <p><u>Y2: WALT find 10 more and 10 less than a given number.</u></p>	<p><b>Literacy</b></p> <p>WALT describe a setting.</p> <p>What is an adjective?</p> <p>Share and read a selection of sentences describing the settings from 'We're Going on a Bear hunt'. Can we identify the adjectives?</p> <p><u>Listen to sound effects of cave.</u></p> <p><b>Activity</b></p> <p>Children to write a setting description of the bear's cave using their 5 senses to include interesting adjectives.</p>	<p><b>French</b></p> <p>Classroom Instructions with Mrs Reynolds.</p> <p><b>Mathematics</b></p> <p><u>Y1: WALT add by adding together.</u></p> <p><u>Y2: WALT add and subtract by 10s.</u></p>	<p><b>Literacy</b></p> <p>WALT write a letter.</p> <p>Reread WGOABH. Ask questions as to how the bear was feeling during different parts of the story: Was he angry when the family went inside his cave? Was he sad when they ran away from him? How did he feel when the family shut the door on him?</p> <p>How could we help the bear? We could write a letter to the family to tell them that the bear is friendly.</p> <p><b>Activity</b></p> <p>Children to write a letter to the family from the story to encourage them to be friends with the bear.</p>	<p><b>Maths</b></p> <p><u>Y1: WALT add by adding more.</u></p> <p><u>Y2: WALT add by making 10.</u></p>

Phonics/ Spellings

Phonics - air	Phonics - ure	Phonics - er	Phonics	Spellings
<p>Read tricky words.</p> <p>Recap all sounds.</p>	<p>Read tricky words.</p> <p>Recap all sounds.</p>	<p>Read tricky words.</p> <p>Recap all sounds.</p>	<p>Read tricky words.</p> <p>Recap all sounds.</p>	<p>Read tricky words.</p> <p>Recap all sounds.</p>
<p><u>Watch: Geraldine Giraffe 'air'</u></p>	<p><u>Watch Geraldine Giraffe 'ure'</u></p>	<p><u>Watch Geraldine Giraffe 'er'</u></p>		
<p>Show flash card, perform action, repeat in different voices.</p>	<p>Show flash card, perform action, repeat in different voices.</p>	<p>Show flash card, perform action, repeat in different voices.</p>	<p>Play Quickwrite graphemes. Look at an alphabet chart and practise the names of the letters that children were finding tricky.</p>	<p><b>Read and rainbow write this week's spelling words:</b></p>
<p>Model formation and practise in air, on hand, on whiteboard.</p>	<p>Model formation and practise in air, on hand, on whiteboard.</p>	<p>Model formation and practise in air, on hand, on whiteboard.</p>		<p><b>No</b></p>
<p>Play buried treasure. <b>Words:</b> air, hair, pair, hear, fear, year, gair, sair, kair, kear, zeard.</p>	<p>Play Quickwrite. <b>Words:</b> sure, pure, cure, secure, manure, mature</p>	<p>Play sound buttons. <b>Words:</b> her, hammer, letter, ladder, supper, dinner, better, summer, farmer, shorter, longer, powder.</p>	<p>Look at a picture of a woodland scene and demonstrate writing captions to go with the picture.</p>	<p><b>Go</b></p>
<p>Reading captions: <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>Play yes/no questions.</p>	<p>Practise reading sentences: <b>I got a letter from a farmer. My ladder was much longer than her ladder. Get a hammer and bang in a nail.</b></p>		<p><b>So</b></p>
	<p><b>Can a vet cure a sad cow?</b></p>			<p><b>Here</b></p>
	<p><b>Will a farmyard be full of manure?</b></p>			<p><b>Love</b></p>
	<p><b>Can a shark sit in a chair?</b></p>			

Forest School	Jigsaw/PSHE	Topic	Science	RE
<p>Following on from our lesson on creating a story map, the children will use natural materials in forest school to create 3D story maps in groups. Children must decide carefully on what resources to use to represent the different settings from <i>We're Going on a Bear Hunt</i>.</p>	<p>WALT identify differences between people in our class.</p> <p><b>The corner game:</b> In one corner of the classroom, place a label with the word 'yes' written on it and in another corner place a label with the word 'no' written on it. Then say a statement such as 'I like pizza'. Invite the children to go and stand in the corner that applies to them. Repeat with several statements.</p> <p>Use a set of snap cards. Give each child a card and ask them to find their pair. How are you different from your friend? Draw out differences that might not be visible e.g. likes and dislikes.</p> <p>Emphasize that being different is good because it makes us unique.</p> <p><b>Activity:</b> Ask children to write/draw onto their shorts template for their gingerbread man three</p>	<p>WALT identify symbols associated with Diwali.</p> <p>Read Dipal's Diwali ebook.</p> <p>Discuss: Rangoli is a type of art from India that is made up of coloured patterns.</p> <p>Rangoli designs are thought to bring good luck. During Diwali, Rangoli patterns are created at the entrance to people's homes to welcome Goddess Lakshmi.</p> <p>Rangoli patterns - Look at the different pictures of Rangoli patterns and look at the colours, shapes and patterns that make them up. Get the children to create their own Rangoli patterns and then get them to create their own Rangoli patterns from</p>	<p>WALT identify and name a variety of common animals.</p> <p>Show children some pictures of animal skeletons and ask which animals they think they belong to.</p> <p>Get them to feel their own backbones and discuss the animals that they might have stroked that have backbones.</p> <p>Ask them whether they think minibeasts have back bones? Ask them whether they have ever found any mini skeletons of minibeasts. Introduce the term 'invertebrate'.</p> <p>Sort picture cards of animals based on whether they have a backbone or not.</p> <p><b>Activity</b></p> <p>Children to complete the table by drawing and labelling animals that are invertebrates or invertebrates.</p>	<p>WALT recognise that stories of Jesus' life come from the Gospels.</p> <p>Tell the story from the Gospel of Luke by completing a Christmas story trail in the hall or outside, if weather permits.</p> <p>Stations-</p> <ol style="list-style-type: none"> <li>1) Nazareth-Gabriel visiting Mary</li> <li>2) Journey from Nazareth to Bethlehem</li> <li>3) Bethlehem-Jesus being born and placed in a manger</li> <li>4) Fields- Angels appearing to shepherds</li> <li>5) Bethlehem- Shepherds visiting the baby</li> </ol> <p>At each station chn hear part of the story and collect a relevant picture to take back to class.</p> <p><b>Activity</b></p> <p>Chn make a short book about the Christmas story. Chn order photos. Chn</p>

	<p>different ways that they are different to the partner with whom they are working.</p>	<p>scratch, making sure they have the correct shapes.</p>		<p>stick the photo down and then write a couple of sentences about the picture.</p>
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