

Week Beginning: 23/11/20

Theme - Woodland Adventure

Monday	Tuesday	Wednesday	Thursday	Friday
<p data-bbox="280 389 365 416">Maths</p> <p data-bbox="114 448 394 480"><u>Y1: WALT find a part.</u></p> <p data-bbox="114 571 499 644"><u>Y2: WALT add and subtract by 10s.</u></p> <p data-bbox="266 738 378 766">Literacy</p> <p data-bbox="118 799 360 831">WALT plan a story.</p> <p data-bbox="109 863 535 1129">Briefly recap the main parts of the story to jog children's memory. Explain that we are going to make a plan of our new stories today - a beginning, middle and end. Briefly explain what they are:</p> <p data-bbox="109 1166 512 1198">Beginning - introduces the story</p> <p data-bbox="109 1230 432 1262">Middle - problem happens</p> <p data-bbox="109 1294 378 1326">End - problem solved.</p>	<p data-bbox="692 389 804 416">Literacy</p> <p data-bbox="562 448 929 521">WALT write the beginning of a story.</p> <p data-bbox="562 553 911 786">Spend some time discussing what the beginning of the story is - Introduces the main characters and gives a bit of information about the setting.</p> <p data-bbox="562 818 934 971">Recap what happens at the beginning of <i>We're Going on a Bear hunt</i>, looking at the book for support.</p> <p data-bbox="562 1062 925 1377">Now tell children we are going to think about what we are going to write for the beginning of our stories. Share write the beginning of a story, for one child's new animal, using the same format as the story. Spend</p>	<p data-bbox="1126 389 1216 416">French</p> <p data-bbox="965 448 1377 521">Classroom Instructions with Mrs Reynolds.</p> <p data-bbox="1088 655 1254 683">Mathematics</p> <p data-bbox="965 715 1344 746"><u>WALT find how many are left.</u></p> <p data-bbox="958 839 1314 871"><u>Y2: WALT add by making 10.</u></p> <p data-bbox="1115 963 1227 991">Literacy</p> <p data-bbox="958 1027 1312 1101">WALT write the middle of a story.</p> <p data-bbox="958 1129 1359 1203">Begin by recapping what part of the story we wrote yesterday.</p> <p data-bbox="958 1214 1384 1367"><u>What parts do you think we are going to write today?</u> Explain that the middle of the story is when the problems start to arise. What</p>	<p data-bbox="1541 389 1653 416">Literacy</p> <p data-bbox="1411 448 1760 521">WALT write the end of the story.</p> <p data-bbox="1411 553 1783 1066">Begin by recapping what part of the story we wrote yesterday. <u>What parts do you think we are going to write today?</u> Explain that the end of the story solves the problem and usually ends in happy way but not all stories end in a happy way. Share some examples of happy endings e.g. Cinderella, Little Red Riding Hood, Jack and the beanstalk.</p> <p data-bbox="1411 1161 1776 1394">How is the problem solved? Where do the characters go to get away from the animal? Where could we go? Home? School? Park? Friend's house? Share write an ending</p>	<p data-bbox="1939 389 2029 416">Maths</p> <p data-bbox="1809 448 2096 521"><u>Y1: WALT subtract by crossing out.</u></p> <p data-bbox="1809 612 2136 676"><u>Y2: WALT add a 2-digit and 1-digit number crossing 10.</u></p>

<p>Work together to draw and label 3 pictures -</p> <ol style="list-style-type: none"> 1. What is the weather like when they first set off instead of beautiful? 2. What do they see instead of a bear? 3. Where do they run back to apart from the bedroom? <p>Draw an arrow between each picture.</p>	<p>lots of time looking at capital letters, finger spaces and letter formation. Make mistakes and encourage children to spot these.</p> <p>Who are you looking for? What sort of day is it? How are you feeling? E.g. We're so excited, we're so nervous etc.</p> <p>We're going on a _____ hunt</p> <p>We're going to catch a _____ one</p> <p>What a _____ day</p> <p>We're _____.</p>	<p>are the problems in the story? (The different obstacles).</p> <p>Share write the middle of the story, using children's ideas from their book.</p> <p>What do the characters decide to do once they see the obstacle? Do they go over it? Do they go under it?</p> <p>Uh Oh!</p> <p>A _____</p> <p>We can't go _____</p> <p>We can't go _____</p> <p>We've got to go _____</p> <p>Repeat for another obstacle if enough time.</p>	<p>together using the structure below.</p> <p>What's that? It's a _____</p> <p>Back through the _____</p> <p>Back through the _____</p> <p>Into the _____</p>	
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Phonics/ Spellings

<p style="text-align: center;">Phonics</p> <p>We are revising some phonemes.</p>	<p style="text-align: center;">Phonics</p> <p>We are learning to read two syllable words.</p>	<p style="text-align: center;">Phonics</p> <p>We are learning to spell two syllable words.</p>	<p style="text-align: center;">Phonics</p> <p>We are learning to read captions.</p>	<p style="text-align: center;">Phonics</p> <p>We are learning to read the tricky word: all.</p>
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<p>Practise all GPCs that have been learned. Play Flashcards. Sing the alphabet song - all children point to letters as you sing</p> <p>Recap 2 phonemes that children have found tricky including actions, graphemes etc.</p> <p>Play Sentence Substitution.</p> <p>You can hear a goat - toad - song - see - coin.</p> <p>They might meet in the town - market - summer -we - fish.</p> <p>The shop is on the corner - church - right - shark - boat.</p>	<p>Practise all GPCs that have been learned.</p> <p>Play Quickwrite Graphemes.</p> <p>Model reading words with two syllables chicken, tonight, boatman, rooftop, farmyard, market, lightning, bedroom.</p> <p>Look at a picture of a sea scene. Children label items in picture e.g. shell, fish, shark, tooth, weed, boat, sail, ship.</p> <p>Read sentences. The farmyard is full of pigs and cows. Lightning might hit a boat tonight. Rats run on the rooftops in the dark.</p>	<p>Practise all GPCs that have been learned.</p> <p>Teach spelling two syllable words. Ask children to spell a two syllable word on their whiteboards. Hold up a card with the word on. Ask children to tick all letters they got right and correct any mistakes they made. chicken, tonight, boatman, rooftop, farmyard, market, lightning, bedroom</p> <p>Space Race, Rocket Rescue.</p> <p>Play Yes/No questions. Can we get wool from sheep? Can a goat quack? Will a cat get a rat in a barn?</p>	<p>Practise all GPCs that have been learned.</p> <p>Model reading a sentence about a farm (see below).</p> <p>Children read sentences about a farm and draw pictures to go with them.</p> <p>Did I hear a cow go moo? Put the chickens in the shed. I can feed the cows. The goat has horns that curl. The hens peck up corn. The pig has mud on his back. Ten piglets, born in the night, sleep tight. A sheep has a big wool coat. A sheep dog wags his tail.</p>	<p>Practise all GPCs that have been learned.</p> <p>Teach reading the tricky word: all Train Your Brain Phase 3.</p> <p>Play Sentence Substitution.</p> <p>She has worn red shorts - boots - boats - seen - He. He sat down on the carpet - chair - fell - soil - weeds.</p> <p>She has had lots of good books - food - seen - hard - Joan.</p>
<p style="text-align: center;">Forest School/Topic</p> <p>WALT construct a simple map.</p> <p>Begin your walk around your outdoor area by asking children to pick up natural</p>	<p style="text-align: center;">Jigsaw/PSHE</p> <p>WALT explain what bullying is and how it makes us feel.</p> <p>Discuss how it feels to be a part of a group and how it feels to be left out.</p>	<p style="text-align: center;">Science</p> <p>WALT understand that we can group animals according to their features.</p>	<p style="text-align: center;">RE</p> <p>WALT give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p>	

<p>items they find that interest them. Ensure your walk is in a logical order around your outdoor space, and finishes at the space you'll be using for the rest of the lesson.</p> <p>In their groups ask them to share the natural items they picked up. You could ask children to explore what they have found, looking at similarities and differences. Then ask the children to order their natural finds in the order that they found them in the outdoor space.</p> <p>Ask children to use their gathered natural items, and any others they wish to collect from your outdoor space, to create a simple map of your outdoor area. For example, they make the school building using pebbles, then use leaves to represent bushes they found etc.</p>	<p>Show chn two pictures and ask which one is a bully. Draw out that it's not what a person looks like that makes them a bully but how they behave.</p> <p>What do we know about bullying? What is it? Can we give examples?</p> <p>Teach 3 key features: It doesn't just happen once - it happens over time. It is deliberate - hurting someone on purpose, not accidentally. It is unfair - the person doing the bullying is stronger or more powerful.</p> <p>Discuss that everyone has the right to be safe and not bullied.</p> <p>Invite chn to think of some anti bullying slogans. Share ideas and write their favourite onto hat template for gingerbread person.</p>	<p><u>Watch: BBC BITESIZE ANIMAL GROUPS</u></p> <p>Discuss key features of each animal group.</p> <p>Show children a range of photos of various animals - can we identify which group they they belong to? How do we know?</p> <p style="text-align: center;"><u>Activity</u></p> <p>Chn will cut and stick the animals under the correct classification headings.</p>	<p>Look at some Christmas cards and work out which have signs of the story and which do not.</p> <p>Introduce the word advent as the arrival of something or someone. Explain that the 4 weeks leading up to Christmas are advent when Christians wait and prepare for celebrating the birth of Jesus. Introduce some advent traditions e.g an advent wreath, lighting 4 candles on every Sunday of advent, advent calendar, crib scene.</p>
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