

Week Beginning: 23/11/20

Theme - Woodland Adventure

Monday	Tuesday	Wednesday	Thursday	Friday
<p style="text-align: center;"><b>Maths</b></p> <p><u>Y1: WALT subtract by crossing out.</u></p> <p><u>Y2: WALT add a 2-digit and 1-digit number.</u></p>	<p style="text-align: center;"><b>Literacy</b></p> <p>WALT use a non-fiction text to find information.</p> <p>Have a large picture of a bear on the board and generate questions about it - What do you want to know? How could we go about finding this information? Establish that we could use non-fiction texts. What is a non-fiction text? How is it different to fiction?</p> <p>Read and explore some non-fiction texts to highlight and find some interesting facts about different types of bears.</p> <p><b>Activity:</b> Children to make bullet points on where the bears live, what they eat, what they look like, and any interesting facts.</p> <p>Chn to come together and share any interesting facts they have found.</p> <p>Were there any questions that we could not find the answer to? If so, how else could we find the answers? Discuss ideas and then establish that we could use the internet. Together, use a child- friendly search engine to answer any remaining questions.</p>	<p style="text-align: center;"><b>French</b></p> <p>Classroom Instructions with Mrs Reynolds.</p> <hr/> <p style="text-align: center;"><b>Mathematics</b></p> <p><u>Y1: WALT find addition and subtraction fact families.</u></p> <p><u>Y2:: WALT add a 2-digit and 1-digit number.</u></p>	<p style="text-align: center;"><b>Literacy</b></p> <p>WALT create a fact file.</p> <p>Show children a finished fact file about a bear. Explain that we are going to be making out own fact files using the information we have found out.</p> <p>Look through the fact file and give it 3 stars and a wish. These are things that we need to try to do to make our fact files the best they can be (eg neat writing, photographs, bold headings, diagram....)</p> <p>Activity: Chn to complete their fact files using their planning sheets to inform their sentences beneath the correct sub headings.</p> <p>Chn then to share completed non-fiction book with a partner. Give each other 2 stars and a wish (teacher to model this clearly beforehand).</p>	<p style="text-align: center;"><b>Maths</b></p> <p><u>Y1: WALT subtract by counting back.</u></p> <p><u>Y2: WALT subtract a 1-digit number from a 2-digit number.</u></p>

Phonics/ Spellings

Phonics	Phonics	Phonics	Phonics	Phonics
<p>We are learning to spell two syllable words.</p> <p><b>Practise all previously learned GPCs.</b></p> <p>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. Words: <b>visit, jacket, cobweb, wicked, exit, zigzag, liquid, towel, poison.</b></p> <p>Play Yes/No questions.</p> <p><b>Can a bus go down a road? Will you meet a shark in the park? Can a taxi park in a town? Will a rat wait for a bus? Can you get fish and chips near a market? Can a bus park on a car? Will poison be liquid? Can a bug get off a cobweb? Will you put on a jacket if you visit a queen?</b></p>	<p>We are learning to read captions.</p> <p><b>Practise all previously learned GPCs.</b></p> <p>Model reading a sentence about a town.</p> <p>Children read sentences about a town and draw pictures to go with them. <b>I can run to the park. I wait for a big red bus. The taxi took me to the shop. The church had a big bell. Cars park all along the road. At night the lights turn on. The fish and chip shop is on the corner. The market is near the church. A fox barks in the park.</b></p>	<p>We are learning to read the tricky word: <b>are</b>.</p> <p><b>Practise all previously learned GPCs.</b></p> <p>Teach reading the tricky word <b>are Train Your Brain Phase 3.</b></p> <p>Play Sentence Substitution.</p> <p><b>Join me in the pool - them - park - keep - coach. This is a good shop for chips - coats - year - coffee - bad.</b></p>	<p>We are practising blending to read words.</p> <p><b>Practise all previously learned GPCs.</b></p> <p>Reteach any phonemes that have proved tricky - including actions, graphemes etc.</p> <p>Play Buried Treasure. Words: <b>chain, shook, powder, march, harsh, thain, chook, nowder, farch, barsh. Buried Treasure, Dragon's Den, Picnic on Pluto.</b></p> <p>Look at a picture of a town scene. Label items on the town scene e.g. <b>bus, taxi, road, park, church, shop.</b></p>	<p>We are practising writing words in sentences.</p> <p><b>Practise all previously learned GPCs.</b></p> <p>Each child makes a zig zag book about a town. Ask children to draw pictures and write. Practise captions. Children could carry these on independently in other lessons.</p>

Forest School/Geography	Jigsaw/PSHE	Science	RE
<p>WALT Use simple compass directions to describe a route.</p> <p>Ask: What are the four main points of the compass?</p> <p>How does a compass work?</p> <p>Use a compass to identify the direction of north.</p> <p>Children to work in groups to gather natural materials and build their own compasses.</p> <p>Can chn describe what they can see in the north, south, east, and west?</p>	<p>WALT know who we can talk to if we are feeling unhappy or being bullied.</p> <p>Tell chn that Jigsaw Jack is upset. Draw out that he is upset because he is being bullied but he is too embarrassed to say what is happening.</p> <p>In talking partners, discuss how we might help Jigsaw Jack to feel better? Can we give him ideas of what to do to stop the bullying?</p> <p>On the shoes template for gingerbread man, children to draw the top two things they could do if they were being bullied.</p> <p>They stick their shoes onto their gingerbread template and share their ideas.</p>	<p>WALT identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p><u>Watch: What types of food do animals eat?</u></p> <p>After viewing, each pupil could be given a card with the name of an animal on it. Pupils must race to find all the other animals that belong to their group - all the other carnivores, herbivores or omnivores. For an extra challenge, pupils that they must not show their card to anyone else in the room, but identify the fellow members of their group by the animal movements or sounds they make.</p> <p>Extra: Cutting and sorting animals into a venn diagram.</p>	<p>WALT To describe what we personally have to be thankful for at Christmas time.</p> <p>Explain that Christmas is a time when many Christians thank God that Jesus came to earth to show and tell people how to live. It's also a time when people put up decorations. Discuss who puts up decorations for family birthdays and explain that at Christmas, many people put up decorations to celebrate Jesus' birthday. What decorations do you use?</p> <p>Get chn to think about thankfulness in relation to the Christmas story. What 'thank you' prayers and sentences might people in the story (Mary, Joseph, shepherds, angels) have said at different moments?</p> <p>Children to create paper chain of these 'thank you' words (use big links and supported writing and talk to enable deeper thinking) use red and green paper to make this chain.</p> <p>Compare these thank you's with the thank yous the children have to say this Christmas.</p>