

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Phonics</p> <p>Miss Roberts - 'er'</p> <p>Miss Lamb - 'ph'</p> <p>Mrs Reynolds -</p> <p>The suffixes</p> <p>-less and -ly</p>	<p>Phonics</p> <p>Miss Roberts -</p> <p>Consolidation of phase 3 sounds.</p> <p>Miss Lamb - 'ew'</p> <p>Mrs Reynolds -</p> <p>The suffixes</p> <p>-less and -ly</p>	<p>Phonics</p> <p>Miss Roberts - they, her, are, all</p> <p>Miss Lamb - said, so, have, like</p> <p>Mrs Reynolds -</p> <p>The suffixes</p> <p>-less and -ly</p>	<p>Phonics</p> <p>Miss Roberts -</p> <p>Consolidation of phase 3 sounds.</p> <p>Miss Lamb - 'ew'</p> <p>Mrs Reynolds -</p> <p>The suffixes</p> <p>-less and -ly</p>	<p>Phonics</p> <p>Miss Roberts -</p> <p>Consolidation of phase 3 sounds.</p> <p>Miss Lamb - 'oe'</p> <p>Mrs Reynolds -</p> <p>The suffixes</p> <p>-less and -ly</p>
<p>Maths</p> <p>Year1: WALT explore capacity and volume.</p> <p>Year2: WALT count the number of vertices on a 3D shape.</p>	<p>Literacy</p> <p>WALT Gather and organise vocabulary.</p> <p>Play Clip 'Catch it!' (from 0:30 to 1:19)</p>	<p>Literacy</p> <p>WALT use exclamation marks.</p>	<p>Literacy</p> <p>WALT describe a setting.</p> <p>Use your mind map from Tuesday to write a description of the Kalahari desert by building together and developing your ideas.</p>	<p>Maths</p> <p>Year1: WALT compare capacity.</p> <p>Year2: WALT make patterns using 3D shapes.</p>
<p>Maths</p> <p>Year1: WALT explore capacity and volume.</p> <p>Year2: WALT sort 3D shapes.</p>	<p>What the meerkats are doing? What senses they are using and what they can see?</p> <p>Create a mind map to record as many different ideas and adjectives as you can to describe the Kalahari desert.</p>	<p>French</p> <p>Language Angels</p> <p>Maths</p> <p>Year1: WALT measure capacity.</p> <p>Year2: WALT sort 3D shapes.</p>	<p>Make sure you rehearse each of your sentences verbally before writing them down.</p>	

	Can you use all 5 of your senses to describe your setting?			
<p>Forest School</p> <p>Visit the Woodland Trust website for ideas to use at home!</p> <p>Tree Tools for Schools</p>	<p>JIGSAW</p> <p>To identify what being a good friend means to me. To know how to make a new friend.</p> <p>To have good friends we need to be good friends.</p> <p>What makes a good friend? Discuss this question with your grown up and make a list of all the things we could do to be a good friend.</p> <p>Can you draw and label a picture of a time where you may have been a good friend?</p>	<p>Science</p> <p>WALT identify and describe local habitats.</p> <p>Go out and explore local habitats in your area e.g. forests, ponds, your garden, allotments, parks, fields etc.</p> <p>How can you describe the habitat? Where is it located? What are its features? What types of animal might you find in this habitat? Why might you find those animals there?</p> <p>Create an estate agents poster to advertise your chosen habitat to new animals!</p>	<p>Art</p> <p>Introduction to art of Martin Bulinya</p> <p>Watch video and discuss what they see. What do they like? Dislike?</p> <p>Discussion of hot and cold colours.</p> <p>What is the climate like in Kenya? What type of colours will we use when we recreate these paintings?</p> <p>Use watercolours to create a wash for background of artwork.</p>	<p>RE</p> <p>What does a Mezuzah remind Jewish people about? (What is inside a Mezuzah and what does it mean?)</p>