

Autumn 2 Week 3 Planning. We hope you feel better! ♥

	9.00- 9:15	9.15-10:30			11:00 – 12:00		1:00-1.25	1:20-1:40	1:45-2:45	2:45-3:00
M	<p>Worship</p> <p>This term in Worship we are thinking about what we are thankful for. Talk to someone at home about all of the things you are thankful for.</p>	<p>Phonics</p> <p>Please practise your digraphs and then apply them to words. E.g. sharp jumper</p>	<p>English</p> <p><i>This week we are starting a new book called Tidy by Emily Gravett. It is the first part of our 2 week learning journey. This week is reading and skills based in preparation for next weeks writing.</i></p> <p>LO: to clarify understanding of the text and make inferences.</p> <p>Read the story Tidy on the presentation up until ‘when a leaf fell, well.’ Talk to your child about the story and who they think the main character might be. Talk about the badger Pete and describe what he is like and what he and the other animals might be thinking.</p> <p>Complete the thought bubbles by writing a few sentences from each animals viewpoints.</p>	P L A Y T I M E	<p>Maths</p> <p><i>This week we are continuing work on addition. We appreciate that some of the resources may not be accessible for you at home. If you are feeling creative you can make a tens frame on paper and cut out counters, or use some from a board game. There are numberlines on the school website to help.</i></p> <p>LO: I can use my number bonds to make 100.</p> <p>Follow the presentation which will show examples of how to add 2 single digits together by making 10. If you have made yourself a tens frame then please follow along as much as possible.</p> <p>Complete the worksheet when finished. Do what you can, some of the questions can be a bit challenging.</p>	L U N C H T I M E	<p>Handwriting</p> <p>Practise writing using your smaller letters.</p>	<p>Reading for pleasure</p>	<p>PE - Dance</p> <p>Watch some firework videos on youtube (ask your grown up first) the New Year’s Eve London ones are good.</p> <p>Listen to the Katy Perry – Fireworks song.</p> <p>Last week we looked at different movements to create a firework. See if you can remember any of these or make up new ones if you have forgotten. Can you start to put some of these movements into a sequence? Start with 2 and then increase. Give your grown ups or siblings a performance when you’re done and ask them for feedback.</p>	Story
T			<p>English</p> <p>LO: To extend my vocabulary with interesting verbs.</p> <p>Read the story up until the same point again and talk about any interesting verbs which are in the story. The presentation briefly discusses verbs and there is a song</p>		<p>Maths</p> <p>LO: I can add through a ten.</p> <p>The presentation will show a problem of some children on a rollercoaster. The carts represent the tens frames and the children are the counters. Add the 2 numbers together but focus on</p>			<p>RE</p> <p><i>In RE we follow something called a cycle of enquiry and this time will be looking at candlelight and it’s symbolism. The plan is split into steps.</i></p>	Story	

			<p>on the website which the children have heard in school to recap verbs.</p> <p>Complete the grid for one of your chosen verbs from the story. This is called a Wallow on a Word! Children will need to write the verb, it's meaning, draw a picture and give an example sentence. You can do this for lots of different verbs.</p>	<p>making the ten. In school we often call this the 'cheeky ten' because it gets in the way. Making the ten encourages children to apply their number bond skills and we will be looking at this all week. If you have made your own tens frames or have drawn some, it would be a good idea to follow along using them.</p> <p>Work through several examples together and practically answer some of the number sentences at the end. Today is just practical, you don't need to record anything. Remember to focus on that cheeky 10! There are also examples of some empty numberlines.</p>				<p>Step 1 – Communicate How do candles make you feel?</p> <p>Explain that It's the class animals birthday! What do you do when it's a birthday? Do you light candles on a cake? How does this make you feel?</p> <p>What about the candle in worship? Why do we light it? (To give us time to reflect on what has been spoken about).</p>	
W			<p>English LO: to use drama to deepen my understanding of the text.</p> <p>This will need some adult participation, or an older sibling!</p> <p>Read the rest of the story on the presentation. One person will choose to be Pete the badger and will be put in the 'hotseat' where they will need to ask questions. You can take turns to do this. Encourage your child to come up with some interesting questions to ask Pete.</p> <p>Write these questions down and don't forget to use a question mark at the end!</p>	<p>Maths LO: I can add through a ten.</p> <p>Repeat the rollercoaster problem from yesterday. The number are slightly different. Recap the learning from yesterday as a reminder. As this is a tricky concept we will be spending another session exploring how to do this on a tens frame.</p> <p>Complete the number sentences but today record them. There is a worksheet to complete where you can draw the counters on.</p>			<p>Step 2 – Apply. How can we use candles to remember something?</p> <p>Do candles help you to remember something? If you have a candle at home you could light one (safely by an adult) and talk about what you're thinking about.</p> <p>Complete a drawing/painting/collage of a candle and talk about how you feel.</p>	Story	

T			<p style="text-align: center;">English</p> <p>LO: to recount what happened in the story by sequencing events and relating them.</p> <p>This is what we call a site of application where the children apply skills from the previous learning journey to this one. Last week they finished their last learning journey by writing a diary. Today they are going to write a diary entry to retell the story Tidy.</p> <p>The presentation shows a squirrel with a phone who is a bit of a gossip! Pretend to be a gossip and use your imaginary phone to tell someone what happened in the story. There are picture prompts on the presentation if you need them.</p> <p>Write a diary extract to retell the story. You can choose a character point of view. It could be the gossipy squirrel, the frustrated fox or clean Pete. Remember to apply all of the diary writing skills learnt during last weeks learning journey.</p>	<p style="text-align: center;">Maths</p> <p>LO: I can add through a ten.</p> <p>We are continuing to add through ten today but using a numberline. There are numberlines to 20 and 30 on the website or you can get creative and draw your own!</p> <p>Freddie the frog is on the numberline on the presentation and he likes to make bigger jumps on a numberline. We aren't going to jump in ones, we're going to do larger ones today, like Freddie.</p> <p>On your numberline, add the 2 numbers together but make sure you stop on the 10.</p> <p>For example,</p> <p>$7+6 = 13$ – this can be shown by starting on 7 and making 6 jumps to 13.</p> <p>We want to see</p> <p>$7+3+3 = 13$ – jump from the 7, to the 10 (which is a jump of 3 and a number bond to 10) and then complete the last jump of 3 to the 13.</p> <p>This may take some practice so stick at it. You can use your tens frames to help. This is another practical lesson so there is no need to record number sentences today.</p>				<p style="text-align: center;">Music</p> <p><i>This half term we will be thinking about the lead up to Christmas and how we play certain music at this time of the year.</i></p> <p>If you're feeling up to it.... Play some Christmas music. This could be carols or even pop songs. If you have access to Youtube listen to Sleigh Ride by Leroy Anderson. Listen and respond to the beat. Can you hear the clip clop of horses hooves, the sleigh bells jingling, the cracking whip and the horse neighing. Join in with these sounds by clapping your hands.</p> <p>Now listen to Jingle Bells by James Lord Pierpont. There are many different versions of this piece. See if you can do the same and keep a steady beat.</p>	Story
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F		<p style="text-align: center;">English</p> <p>LO: to use conjunctions 'but' 'because' and 'so' accurately.</p> <p>Talk to each other about what a conjunction is? The presentation has some simple explanations on and examples to help you out. We have looked at some of these in class before and previously in Year 1.</p> <p>Look at the examples of sentences using conjunctions. Some are correct and some don't make sense. Can you find the correct example?</p> <p>Now write your own sentences using the conjunctions learnt today. You might even try some new ones! Remember, a conjunction joins 2 sentences together.</p>	<p style="text-align: center;">Maths</p> <p>LO: I can add through a ten.</p> <p>Recap using a numberline from yesterdays lesson and continue to work practically. If you are feeling confident you can complete the activity on the worksheet. This also has a part whole model to help you see the number bond to 10. Don't worry if you have forgotten how to do this or if it is a bit too tricky as this is a hard concept to learn.</p>			Reading for pleasure	Golden Time	Story
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