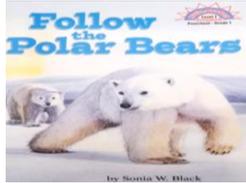
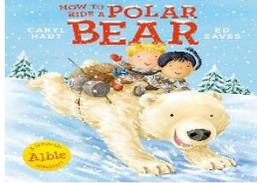
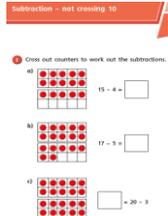
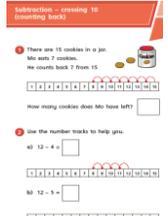
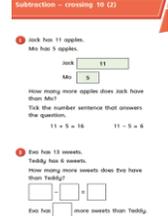
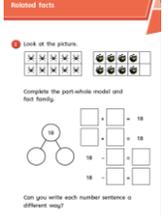


Year 1 & 2 Term 3 Week 3	Monday 18.01.21	Tuesday 19.01.21	Wednesday 20.01.21	Thursday 21.01.21	Friday 22.01.21																															
<p>Reading</p> <p>General: Read every day either on your own or with someone else.</p> <p>Listen to stories read by others including audiobooks.</p> <p>Remember as well as Vooks children have access to Oxford Owl online for more books</p> <p>Oxford Owls: Username: class20 (i.e. topaz20) Password: books</p>	<p>Reading Read/Share the story 'Follow the Polar Bears' available here:</p>  <p>Think about: What happens to the cubs during the story? Who does mother polar bear tell them to be aware of? How do the cubs stay warm? How do the cubs travel?</p>	<p>Listening: Listen to the story 'How to Ride a Polar Bear' found here:</p>  <p>Can you answer these questions? Why didn't Albie want to go to the museum? Who did Albie meet that helped him? What was the deafening rumble in the middle of the story?</p>	<p>Book Review: Listen to the school adult's book review here. Can you create a book review for our focus story this week (or a book of your choice)?</p> <p>You could do this orally or using the book review template if needed.</p> <p>My Book Review</p> <p>Title: _____ Author: _____</p> <p>Did you like the book? ☆☆☆☆☆ Rate the book by colouring in the stars.</p> <p>What was your favourite part? _____ _____</p> <p>Draw your favourite scene from the book. _____</p>	<p>Understanding: Y1: Read and Draw: Look at the caption and draw a picture to match.</p> <p><i>Read and Draw - How to ride a Polar Bear?</i></p> <table border="1" data-bbox="1496 279 1805 547"> <tr> <td>A boy called Albie</td> <td>A girl called Yara</td> </tr> <tr> <td>Building an igloo</td> <td>A pack of wolves</td> </tr> </table> <p>Y2: 60s Read: Fascinating Polar Bears</p> <p>Polar Bear - Fascinating Facts</p> <ul style="list-style-type: none"> Polar bears have a great sense of smell. They can smell seal walrus from almost 10km away even when they are under the ice. A fully grown adult polar bear weighs between 125-350kg and measures approximately 2.1 metres in length. Polar bears need to hunt earlier each year due to climate change which is melting the sea ice. This means that finding enough to eat is going to be harder for them. This is why polar bears are endangered species. Try to find out what you can do to help save the polar bears. <p>Quick Questions</p> <ol style="list-style-type: none"> How long is an average adult polar bear? Which bear has the thickest coat instead of melting the seal's fat? Why is it important for a polar bear to be able to smell? Where could you look to find out about how to help save the polar bears? 	A boy called Albie	A girl called Yara	Building an igloo	A pack of wolves	<p>Personal Choice: Rotational options:</p> <ul style="list-style-type: none"> Quiet reading time with a book of children's choice (book bags, book corner, library, home) Accessing stories from vooks: Listening to stories from teachers found here: Use of Teach your monster to read App: 																											
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Building an igloo	A pack of wolves																																			
<p>Literacy</p> <p>Remember to use capital letters, finger spaces and full stops</p> <p>Try to join ideas with 'and'</p> <p>Take care with spelling- Have you used your sounds carefully? Do you need a sound mat from our website?</p> <p>Use your careful handwriting. Make your tall letters tall and sit your letters on the line.</p>	<p>SPAG: For our SPAG work today we are thinking about fact and opinion. There is a short video for this here.</p> <p>Remember, a fact is something that is true and can be proven. An opinion is just what somebody thinks.</p> <table border="1" data-bbox="454 1233 763 1385"> <thead> <tr> <th>Fact or Opinion?</th> <th>Fact or Opinion?</th> </tr> </thead> <tbody> <tr> <td>1. The sun is hot.</td> <td>1. The sun is hot.</td> </tr> <tr> <td>2. The sun is bright.</td> <td>2. The sun is bright.</td> </tr> <tr> <td>3. The sun is shining.</td> <td>3. The sun is shining.</td> </tr> <tr> <td>4. The sun is shining brightly.</td> <td>4. The sun is shining brightly.</td> </tr> <tr> <td>5. The sun is shining very brightly.</td> <td>5. The sun is shining very brightly.</td> </tr> <tr> <td>6. The sun is shining extremely brightly.</td> <td>6. The sun is shining extremely brightly.</td> </tr> <tr> <td>7. The sun is shining amazingly brightly.</td> <td>7. The sun is shining amazingly brightly.</td> </tr> <tr> <td>8. The sun is shining unbelievably brightly.</td> <td>8. The sun is shining unbelievably brightly.</td> </tr> <tr> <td>9. The sun is shining fantastically brightly.</td> <td>9. The sun is shining fantastically brightly.</td> </tr> <tr> <td>10. The sun is shining astonishingly brightly.</td> <td>10. The sun is shining astonishingly brightly.</td> </tr> <tr> <td>11. The sun is shining remarkably brightly.</td> <td>11. The sun is shining remarkably brightly.</td> </tr> <tr> <td>12. The sun is shining superbly brightly.</td> <td>12. The sun is shining superbly brightly.</td> </tr> <tr> <td>13. The sun is shining superbly brightly.</td> <td>13. The sun is shining superbly brightly.</td> </tr> <tr> <td>14. The sun is shining superbly brightly.</td> <td>14. The sun is shining superbly brightly.</td> </tr> <tr> <td>15. The sun is shining superbly brightly.</td> <td>15. The sun is shining superbly brightly.</td> </tr> </tbody> </table> <p>Have a go at recognising the facts and opinions from our sheet or create and write some of your own.</p>	Fact or Opinion?	Fact or Opinion?	1. The sun is hot.	1. The sun is hot.	2. The sun is bright.	2. The sun is bright.	3. The sun is shining.	3. The sun is shining.	4. The sun is shining brightly.	4. The sun is shining brightly.	5. The sun is shining very brightly.	5. The sun is shining very brightly.	6. The sun is shining extremely brightly.	6. The sun is shining extremely brightly.	7. The sun is shining amazingly brightly.	7. The sun is shining amazingly brightly.	8. The sun is shining unbelievably brightly.	8. The sun is shining unbelievably brightly.	9. The sun is shining fantastically brightly.	9. The sun is shining fantastically brightly.	10. The sun is shining astonishingly brightly.	10. The sun is shining astonishingly brightly.	11. The sun is shining remarkably brightly.	11. The sun is shining remarkably brightly.	12. The sun is shining superbly brightly.	12. The sun is shining superbly brightly.	13. The sun is shining superbly brightly.	13. The sun is shining superbly brightly.	14. The sun is shining superbly brightly.	14. The sun is shining superbly brightly.	15. The sun is shining superbly brightly.	15. The sun is shining superbly brightly.	<p>Watch the short video here to introduce the activity.</p> <p>Today, we are focusing on facts linked to the Polar Bear.</p>  <p>We would like you to use the internet, espreso, youtube etc to research polar bears. (A lovely video of facts can be found here: too).</p> <p>Don't forget to make a note of your 5 favourite facts.</p>	<p>Today we are thinking about improving our facts to make our writing interesting. Think about what skills we look for in super writing.</p> <p>Use the sentence maker prompt to improve your sentences. There is a short video here to help.</p> <p>Year 2 Sentence Maker</p> <p>Paragraph Opener & Joining Words</p> <p>If you look closely When you Did you know that Amazingly Incredibly Surprisingly</p> <p>because and but or so then</p> <p>Look over your facts from yesterday. Can you improve them using the sentence maker by adding openers and joining words?</p>	<p>CEW Focus: Practise spelling CEW using pyramid writing (Intro video here)</p> <p>Choose 5 CEWs at a time and write like this</p> <p>w wh whe wher where</p> <p>Now have a go at writing each CEW in a super sentence.</p> <p>Example: I did not know where the box had gone.</p>
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<p>Phonics: Focus on recognising sounds, blending for real and nonsense words and reading tricky words.</p> <p>Phonics Play Games: Remember you can also access lots of fun and interactive games on phonics play.</p> <p>Free Access available using: Username: jan21 Password: home</p>	<p>Y1&2 Phonics: <u>Daily Lesson:</u></p> <p>Lesson 6- 'y' like 'fly'</p>  <p>You could also choose an activity from phonics play:</p>  <p>This can help you practise speed sounds, blending/ segmenting and tricky words too.</p>	<p>Y1&2 Phonics: <u>Daily Lesson:</u></p> <p>Lesson 7- 'ow' like 'snow'</p>  <p>You could also choose an activity from phonics play:</p>  <p>This can help you practise speed sounds, blending/ segmenting and tricky words too.</p>	<p>Y1&2 Phonics: <u>Daily Lesson:</u></p> <p>Lesson 8- 'ie' like 'field'</p>  <p>You could also choose an activity from phonics play:</p>  <p>This can help you practise speed sounds, blending/ segmenting and tricky words too.</p>	<p>Y1&2 Phonics: <u>Daily Lesson:</u></p> <p>Lesson 9- 'aw' like claw</p>  <p>You could also choose an activity from phonics play:</p>  <p>This can help you practise speed sounds, blending/ segmenting and tricky words too.</p>	<p>Y1&2 Phonics: <u>Daily Lesson:</u></p> <p>Lesson 10- 'Review'</p>  <p>You could also choose an activity from phonics play:</p>  <p>This can help you practise speed sounds, blending/ segmenting and tricky words too.</p>
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Maths – Focus on Number Addition and subtraction. The resources for this week are taken from the White Rose Maths Hub

Please Note: These resources are aimed at giving children an indepth understanding of the maths concepts – sometimes using much smaller numbers rather than moving on to bigger numbers straight away. This basic learning is really important! We have also added in three extra investigation activities this week to extend the children in thinking about exploring addition and subtraction in other contexts. **These are not compulsory** – they can be an alternative activity on some days to the more formal work and you could choose to revisit or spend longer on some or them if you wish to.

<p>On-going:</p> <p>Number blocks is a great set of maths programmes on BBC iplayer: https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks</p> <p>If you would like to look at some maths songs, please go to: https://www.bbc.co.uk/teach/super-movers/ks1-maths-collection/z6v4scw</p>	<p>Monday 18.01.21</p> <p>Today's learning video can be found here: We are exploring Subtraction or taking away.</p> <p>Then have a go at our worksheet to subtract a one digit number from a total</p> 	<p>Tuesday 19.01.21</p> <p>Today's learning video can be found here: Continue to explore subtraction using our counting back strategy</p> <p>Then have a go at our worksheet. Today your subtraction will cross over the tens</p> 	<p>Wednesday 20.01.21</p> <p>Today's learning video can be found here: Continue to explore subtraction when we cross 10.</p> <p>Then have a go at our worksheet.</p> <p>Look closely at the images to help you</p> 	<p>Thursday 21.01.21</p> <p>Today's learning video can be found here: Continue to explore subtraction when we cross 10.</p> <p>Then have a go at our worksheet. Now have a go at completing the number sentences</p> 	<p>Friday 22.01.21</p> <p>Today you are finding related facts. Remember, if you know addition facts, you know subtraction ones too.</p> <p>Use the images to complete addition & subtraction facts.</p> 
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Maths Investigation:

'Two dice'



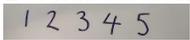
Handout In Resource Folder:
You will need two dice. Roll the dice. If you add up the dots on the top you'll get ??.

Find two dice to roll yourself and add the numbers that are on the top. What different totals can you make by rerolling the dice. Remember your counting on strategies.

Maths Investigation:

'Writing digits'

Lee was recording some numbers:



What do you think she wrote next?
Why do you think that?
She continued writing the counting numbers in order but she stopped for a rest after writing seventeen digits.
What was the last number she wrote?

Maths Investigation:

Exploring Number statements:

Exploring number statements
2,4,6,8

Use these cards to make calculations with their answers,



Like this one:



In each calculation you must only use a card once, but of course you can re-use them in your next calculation if you want to.
Can you find a way to use all the cards in one calculation?
Can you find all the possible ways to use the cards?

Wider Curriculum:

Below we have attached some wider curriculum challenges. You may complete these tasks as they are or use some of these tasks and explore your own interests. **Where relevant, if you click on the heading at the top there will be a short accompanying video from a member of the KS1 team ☺**

PE:

We encourage you to access daily physical activity opportunities.

Physical health: Joe Wicks, Cosmic Kids and Kidz Bop on YouTube all support daily, family friendly work outs! You could even revisit older videos and challenge yourself to improve.

There are some good resources available below:

- REAL PE Home Resources
- <https://www.nhs.uk/10-minute-shake-up/shake-ups>
- <https://www.bbc.co.uk/programmes/b006mvsc>
- <https://www.youtube.com/user/CosmicKidsYoga>

PSHE:

Dreams and goals:

Today, think about how we can work together to achieve a goal e.g. sharing equipment. List as many examples as you can.



Then, ask someone if they have a goal they would like to achieve. Create a certificate to give to someone once they have achieved their goal.

Think about how it feels to give a certificate. How does it feel to receive one?

RE:

Special Places:

Different religions have special places associated with them. Today, we are thinking about a special place to you in your home.

Part of today we want you to stop, look and notice things around you.

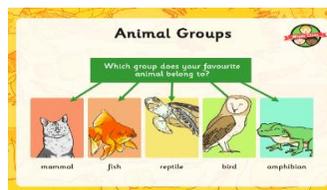
Can you draw and label why your place is special? Did you notice anything new?

Science:

Classifying living things

Think about some of your favourite real animals and write them down. Can you think of a way to put them into groups? What groups would they be?

All animals can be split into 6 different groups. Look at the ppt and [website](#) to help explain more about the different classification groups.



Can you start to explain how you know a snake is a reptile? Why is a monkey a mammal?

Using animals, can you sort them into groups. There is a cut and stick sheet to use if you wish. You can use the animals given or draw your own real animals!

Extension: Can you write some sentences to explain how you know the animal is in the correct group?

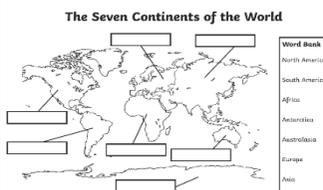
Topic:

The seven continents

Today we are thinking about continents. Do you know what a continent is? Can you name any continents? Take a look at the map of the world. Can you spot the different continents? How many are there?



To help us learn the names of the 7 continents, we like to use the continents song which can be found [here](#). What facts can you hear in the song?



Using a blank sheet or a world map. Can you name, label or locate the different continents of the world?

Music:

Instruments

This term we are recommending the use of a programme on BBC iPlayer CBeebies called Yolandas Band Jam found [here](#):



There are two series on the site – each programme has a great range of music plus some musical guests and a focus each time.

You may choose to watch them in order or just pick one each week to look at.

You could think about how the music makes you feel, you could create posters about instruments/concepts and if you are inspired to create your own music or song we would love to hear all about it!

Computing:

Playing games online.

Have a think about if you like playing games online?

What games do you play? What technology do you have at home to play games online? Do you have a Wii/Xbox/Nintendo?

Watch this video about staying safe online found [here](#):



Create a poster about how we can stay safe online and what we must do to be safe.

