

| Year 1 & 2 Term 2<br>Week 1   | Monday 02.11.20  | Tuesday 03.11.20   | Wednesday 04.11.20  | Thursday 05.11.20   | Friday 06.11.20  |
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| <p><b>Morning Work Activities</b></p> <p><b>Reading</b></p> <p>General:<br/>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><b>Back to School Colouring</b></p> <p><b>Reading:</b><br/>Read/ Share the story <a href="#">Sparks in the Sky</a></p>  <p>Think about what the story helps us to learn.</p> <p>Did you enjoy the story? What was your favourite part? Would you like to read the story again?</p> | <p><b>Phase 3 phonics picture</b></p> <p><b>Listening:</b><br/>Listen to the story <a href="#">'Daniel's First Fireworks'</a></p>  <p>Answer the questions about the story:<br/>What is the little tiger called?<br/>What has he never seen before?<br/>How does he feel?<br/>Why did Daniel feel scared?<br/>What made him feel better?<br/>Did he enjoy the fireworks?</p> | <p><b>Counting in tens</b></p> <p><b>Book Review:</b><br/>Create a book review for our focus story this week (or a book of your own choice at home).</p> <p>You could do this orally or using the book review template if needed.</p> <p><b>My Book Review</b></p> <p>Title: _____<br/>Author: _____</p> <p>Did you like the book? <input type="checkbox"/> <input type="checkbox"/></p> <p>What was your favourite part?<br/>_____<br/>_____</p> <p>Draw your favourite scene from the book.<br/></p> | <p><b>Read and colour</b></p> <p><b>Understanding:</b><br/>Y1: Read and Draw: Look at the caption and draw a picture to match it.</p>  <p>Y2: Guy Fawkes Comprehension.</p>   | <p><b>Fireworks mindfulness Colouring</b></p> <p><b>Personal Choice:</b><br/>Rotational options:</p> <ul style="list-style-type: none"> <li>• Quiet reading time with a book of children's choice (book bags, book corner, library, home)</li> <li>• Listening to audio stories available on <a href="#">vooks</a>:</li> <li>• Use of Teach your monster to read App:</li> </ul>  |
| <p><b>Literacy</b></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><b>Write a recount about your half term holiday.</b></p> <p>Think about what you did, who you did it with, did you enjoy it.</p>  <p>Use your skills to write some super sentences and also draw pictures to match them.</p>   | <p><b>Discuss the meaning of this week. Very soon is bonfire night.</b></p>  <p>Watch a video with fireworks exploding and popping on youtube such as <a href="#">this one</a>. Recap our understanding of adjectives <a href="#">here</a>.</p> <p>Children to create their own firework inspired picture and label it with interesting adjectives.</p>                     | <p><b>Read the bonfire night poem. Identify the amazing adjectives that the author has used.</b></p> <p>Think about the different things in the poem i.e. sparklers, rockets etc and how you would describe them.</p>  <p>Choose to either complete the poem or use sentence openers to write your own.</p>  | <p><b>Discuss how bonfire night is a tradition that originated from a long time ago with a man called Guy Fawkes.</b></p> <p>Watch the short clip about the gunpowder plot <a href="#">here</a>. Further information <a href="#">here</a></p>  <p>Children story map the events of the gun powder plot adding key information.</p> | <p><b>Children look over their story maps from yesterday and retell the events of the gun powder plot.</b></p>  <p>Children to write sentences that explain what happened as part of the plot with a challenge to use joining words and openers.</p>  |

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| <p><b>Phonics</b></p> <p>Focus on recognising sounds, blending for real and nonsense words and reading tricky words.</p> <p><b>Phonics Play Games:</b><br/>Remember you can also access lots of fun and interactive games on <a href="#">phonics play</a>.</p>  <p>Username: <b>march20</b><br/>Password: <b>home</b></p> | <p><b>Y1 Phonics:</b><br/><a href="#">Daily Lesson:</a><br/>Year 1- Lesson 26:<br/>Review</p>  <p><b>Y2 Phonics:</b><br/><a href="#">Daily Lesson:</a><br/>Year 2 Lesson 26:<br/>Review ph for 'phone'</p>  | <p><b>Y1 Phonics:</b><br/><a href="#">Daily Lesson:</a><br/>Year 1- Lesson 27:<br/>Review</p>  <p><b>Y2 Phonics:</b><br/><a href="#">Daily Lesson:</a><br/>Year 2 Lesson 27:<br/>Review wh for 'wheel'</p>  | <p><b>Y1 Phonics:</b><br/><a href="#">Daily Lesson:</a><br/>Year 1- Lesson 28:<br/>Review</p>  <p><b>Y2 Phonics:</b><br/><a href="#">Daily Lesson:</a><br/>Year 2 Lesson 28:<br/>Review ie for 'field'</p>  | <p><b>Y1 Phonics:</b><br/><a href="#">Daily Lesson:</a><br/>Year 1- Lesson 29:<br/>Review</p>  <p><b>Y2 Phonics:</b><br/><a href="#">Daily Lesson:</a><br/>Year 2 Lesson 29:<br/>Review g for 'gem'</p>  | <p><b>Y1 Phonics:</b><br/><a href="#">Daily Lesson:</a><br/>Year 1- Lesson 30:<br/>Week Review</p>  <p><b>Y2 Phonics:</b><br/><a href="#">Daily Lesson:</a><br/>Year 2 Lesson 30:<br/>Week Review</p>  |
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**Maths – Focus on Number – linking known addition and subtraction facts**

| On-going:   | Monday 19.10.20   | Tuesday 20.10.20   | Wednesday 21.10.20  | Thursday 22.10.20   | Friday 23.10.20  |
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| <p>Number blocks is a great set of maths programmes on BBC iplayer:<br/><a href="https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks">https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks</a></p> <p>If you would like to look at some maths songs, please go to:<br/><a href="https://www.bbc.co.uk/teach/supermovers/ks1-maths-collection/z6v4scw">https://www.bbc.co.uk/teach/supermovers/ks1-maths-collection/z6v4scw</a></p> | <p>Watch the following video below on fact families from the Whiterose maths group:<br/><a href="https://vimeo.com/468562019">https://vimeo.com/468562019</a></p> <p>Use the accompanying worksheet – Day 1 family of facts</p> | <p>Look back at Mondays work<br/>Can you create you own family of facts?<br/>You can choose the whole and the parts.</p> <p>There is a sheet here<br/>But you could draw your own version on paper</p> | <p>Watch the following video of comparing facts using the &lt; less than &gt;greater than signs<br/><a href="https://vimeo.com/470964866">https://vimeo.com/470964866</a></p> <p>Use the accompanying worksheet Day 3 Compare Statements part 1</p> | <p>This video continues from Wednesdays one on greater than and less than but extends further<br/><a href="https://vimeo.com/471435966">https://vimeo.com/471435966</a></p> <p>Use the accompanying worksheet Day 4 Compare Statements part 2</p> | <p>On the BBC bitesize page below there are some other useful videos about the comparing signs plus an online activity to do<br/><a href="https://www.bbc.co.uk/bitesize/articles/zmf6hbk">https://www.bbc.co.uk/bitesize/articles/zmf6hbk</a></p> |

## Wider Curriculum:

Below we have attached some wider curriculum challenges and like with all of these home learning tasks, we do not expect you to complete them all but they are here as a guide for you to use as you wish. You may complete these tasks as they are or use some of these tasks and explore your own interests/ use them in your own way too and that is absolutely fine.

### 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:

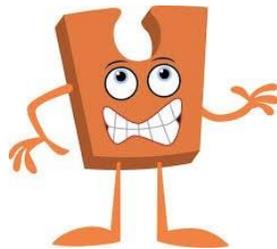
- REAL PE Home Resources
- <https://www.nhs.uk/10-minute-shake-up/shake-ups>
- <https://www.bbc.co.uk/programmes/b006mvsc>
- <https://www.youtube.com/user/CosmicKidsYoga>

### PSHE:

#### Differences and similarities

With the people at home, think about the things that you like/ dislike. Are there any similarities/ differences, did anything surprise you?

With support, the children are to draw a picture of things that they have in common or both like. What do they notice, are there many similarities?



Sometimes there will be things that we like and dislike – differences make us special and who we are.

### Science:

#### Everyday Materials

Begin by recapping the different materials that you might find around you. There is also a video that can support you [here](#)



Children to go on a hunt around them. What can they spot? What objects do they see? What materials are they made from?



Children to choose and draw 5 objects from around them. They must label what the object is and then the material or materials that they think it is made from too.

### Art:

#### Firework Posters

Children create their own firework scene to demonstrate fireworks exploding in the sky (linked to their work in literacy this week).

You could use powder paints, glitter, chalk or whatever you have available. Or you could glue shapes and sprinkle salt over it and use water and food colouring to paint them.



#### Extension:

Think of some top rules that help keep people safe when watching or enjoying fireworks. There is a lovely fireman Sam safety video that is available on youtube to watch if you would like.

### Music:

#### Instruments

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



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:

This term, we are looking at different artists and recreating their techniques using technology.

This week, we are looking at pointillism. Have a look at different pointillism artist. What do you notice about their work? What does it look like when you zoom in? What is the main shape of pointillism? What could we use on the computer to help us recreate it?



Using an art program on your device, think - what could we use to recreate the dots?

Pick an object from around your house – it could be a shoe, a pet or your face! Have a go at making your own pointillism picture in the style of the artist you have looked at.