

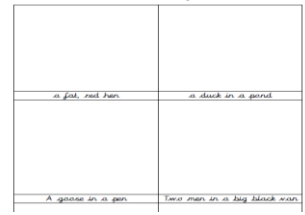
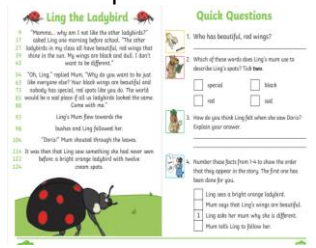











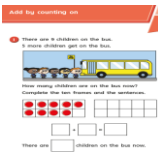
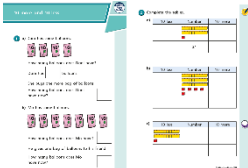
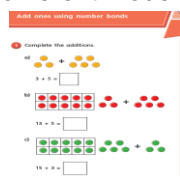
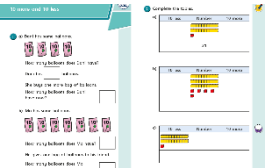
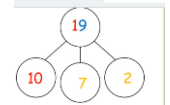
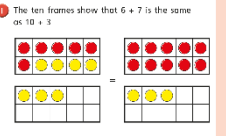
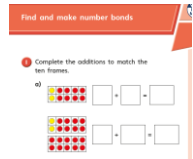
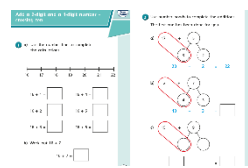
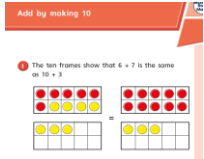
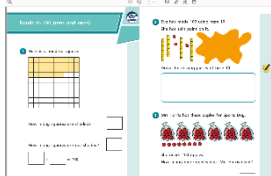


| Year 1 & 2 Term 5<br>Week 5   | Monday 17.05.21   | Tuesday 18.05.21   | Wednesday 19.05.21  | Thursday 20.05.21   | Friday 21.05.21  |
|---|---|--|---|---|--|
| <p><b>Reading General:</b><br/>Read something every day either on your own or with someone else.<br/>Listen to stories/rhymes or songs read by others including audiobooks.</p> <p><b>Comprehension:</b><br/>Answer questions about what you have read with your grown up.<br/>Use our read and draw or comprehension activities</p> <p><b>Online Books:</b><br/><a href="#">Oxford Owls:</a><br/><b>Username:</b><br/>class20 (i.e. topaz20)<br/><b>Password:</b><br/>books</p>  | <p><b>Reading</b><br/>Read/Share the story 'What the Ladybird Heard' which can be found <a href="#">here</a>:</p>  <p><b>Think about:</b><br/>What animals are included in the story?<br/>What noises do the animals make?<br/>What did the ladybird see and hear?<br/>What did Hefty Hugh and Lanky Len plan?<br/>Why do you think the ladybird never said a word?<br/>How did the story end?</p> | <p><b>Listening:</b><br/>Choose any story to listen to from the <a href="#">KS1 storytime playlist</a></p>  <p><b>Think about:</b><br/>Did you enjoy that story?<br/>Why or Why not?<br/>Who were the main characters?<br/>What happened in the story you chose?<br/>What could happen next time in a new story?<br/>What was your favourite part and why?</p>   | <p><b>Book Review:</b><br/>Think about a familiar story you have read. Have a go at creating a book review.</p> <p>You could create this for our focus story this week or a book of your own choice.</p> <p><b>My Book Review</b></p> <p>Title: _____<br/>Author: _____<br/>Did you like the book? ☆☆☆☆☆<br/>What was your favourite part?<br/>_____<br/>_____<br/>_____<br/>Draw your favourite scene from the book.<br/>_____</p> <p>You could do this orally or using the book review template if needed. ☺</p>            | <p><b>Understanding:</b><br/>Y1: Read and Draw:<br/>Look at the caption and draw a picture to match.</p>  <p>Y2: Comprehension</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>• Accessing stories from <a href="#">vooks</a>:</li> <li>• Listening to stories from the <a href="#">KS1 storytime playlist</a></li> <li>• Tricky word reading practice.</li> <li>• Use of Teach your monster to read App:</li> </ul>  |
| <p><b>Literacy</b><br/>Remember to use capital letters, finger spaces and full stops</p> <p>Try to join ideas with 'and' 'but' 'because' 'so'</p> <p>Use different sentence types like questions and exclamations.</p> <p>Remember to use adjectives and openers to add more detail.</p> <p>Take care with spelling- Have you used your sounds carefully? Do you need a sound mat?</p> <p>Use your careful handwriting. Make your tall letters tall and sit your letters on the line.<br/>Support videos can be found <a href="#">here</a>:</p> | <p>Read the story of What the ladybird Heard and then create a story map.</p> <p>Try and include some key words/phrases? Think about the authors vocab and good descriptive ideas too.</p>  <p>Make sure you have the beginning, middle and end of the story.</p> <p>Practise retelling the story in your own words</p>  | <p>Revisit your story maps from yesterday. Think about some of the key parts of the story.</p> <p>Today, act out or freeze frame a specific scene from the story.</p>  <p>Think about what the characters might be thinking or saying in that moment.</p> <p>Write thought/ speech bubbles on a template (or post it notes) to explain what is happening in each scene.</p>  | <p>Today, draw your favourite character from the 'What the ladybird heard' story. It can be any character you like but choose one you are happy to write about.</p>  <p>Can you use noun phrases to describe what your character looks like or the type of personality they have?</p> <p>Have a go at writing some sentences to describe the character using your adjectives. You can put adjectives together remember to add detail.</p> | <p>Today we would like you to focus on the characters of Lanky Len and Hefty Hugh. Think about what they look like, what kind of character they are.</p> <p>We would like you to create a WANTED poster to help catch the criminals.</p>  <p>Remember, to tell us what they look like, what they did and where we might find them. You could even include a reward in your WANTED poster. Good luck! I hope we manage to catch them!</p> | <p>Choose 5 Year 1 or Year 2 CEWs that you find tricky to spell.</p> <p>Practise spelling your CEWs using your pyramid writing like this.</p> <p>b<br/>be<br/>beh<br/>behi<br/>behin<br/>behind</p> <p>Now have a go at writing each CEW in a super sentence.</p> <p><b>Example:</b><br/>I was looking for minibeasts <b>behind</b> the garden shed and I found the wriggliest, worm and the most ants that I have ever seen!</p>  |

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|--|---|--|--|--|--|
| <p><b>Phonics:</b><br/> <a href="#">Letters and Sounds Videos</a><br/> <b>Phonics Play Games:</b><br/> <a href="#">phonics play</a>.</p> <p>Free Access:<br/>         Username: jan21<br/>         Password: home</p>  | <p><b>Y1&amp;2 Phonics:</b><br/> <a href="#">Lesson 16: Review ea</a></p> <p><i>You could also choose an activity from phonics play:</i></p>  <p><i>This can help you practise speed sounds, blending/ segmenting and tricky words too.</i></p>  | <p><b>Y1&amp;2 Phonics:</b><br/> <a href="#">Lesson 17: Review ir</a></p> <p><i>You could also choose an activity from phonics play:</i></p>  <p><i>This can help you practise speed sounds, blending/ segmenting and tricky words too.</i></p>  | <p><b>Y1&amp;2 Phonics:</b><br/> <a href="#">Lesson 18: Review ou</a></p> <p><i>You could also choose an activity from phonics play:</i></p>  <p><i>This can help you practise speed sounds, blending/ segmenting and tricky words too.</i></p>   | <p><b>Y1&amp;2 Phonics:</b><br/> <a href="#">Lesson 19: Review oy</a></p> <p><i>You could also choose an activity from phonics play:</i></p>  <p><i>This can help you practise speed sounds, blending/ segmenting and tricky words too.</i></p>   | <p><b>Y1&amp;2 Phonics:</b><br/> <a href="#">Lesson 20: Review aw</a></p> <p><i>You could also choose an activity from phonics play:</i></p>  <p><i>This can help you practise speed sounds, blending/ segmenting and tricky words too.</i></p>   |
| <p><b>Maths – Focus on Multiplication and Division. The resources for this week are taken from the White Rose Maths Hub</b><br/> <b>Please Note:</b> These resources are aimed at giving children an indepth understanding of the maths concepts – <b>Focus on Number Addition and subtraction</b><br/>         Sometimes using much smaller numbers rather than moving on to bigger numbers straight away. This basic learning is really important!</p> |   |  |  |  |  |
| <p><b>On-going:</b></p> <p><b>Programmes:</b><br/>         Number blocks is a great set of maths programmes on BBC iplayer. It is available <a href="#">here</a>:</p> <p><b>Songs:</b><br/>         If you would like to look at some maths songs, please take a look at the ones available <a href="#">here</a>:</p>  | <p><b>Monday 17.05.21</b></p> <p>Watch the White Rose Maths video <a href="#">here</a>:</p> <p>Today's focus is adding by counting on. Can you look at the different problems and count on to find the answer?</p>  <p>Grab 2 sets of objects and practise counting on to find a total.</p> <p>Watch the White Rose Maths video <a href="#">here</a>:</p> <p>Today's focus is finding 10 more or 10 less of a number.</p>  <p>Can you draw your 10s and ones to help you find the answer?</p> | <p><b>Tuesday 18.05.21</b></p> <p>Watch the White Rose Maths video <a href="#">here</a></p> <p>Remember, you can still use counting on to help you find a total. Today's worksheet shows sets using different models.</p>  <p>Look for the number bonds to help you.</p> <p>Watch the White Rose Maths video <a href="#">here</a>:</p> <p>Today's focus is finding 10 more or 10 less of a number.</p>  <p>Can you count in 10s to help you solve the number problems?</p> | <p><b>Wednesday 19.05.21</b></p> <p>Watch the White Rose Maths video <a href="#">here</a></p> <p>Choose a number between 11 and 19 and draw it in a cherry model. Show us the different parts that make the total. How many tens? How can you make the ones?</p>  <p>Can you write some number sentences to match your model?</p> <p>Watch the White Rose Maths video <a href="#">here</a>:</p> <p>Today's focus is a recap of adding by making 10.</p>  <p>Can you use objects and counters to help you cross the 10? You can draw your own 10 frame to help you.</p> | <p><b>Thursday 20.05.21</b></p> <p>Watch the White Rose Maths video <a href="#">here</a>:</p> <p>Look at the number that is represented by the tens frame.</p>  <p>Can you use the coloured parts to help your write the matching number bond number sentence?</p> <p>Watch the White Rose Maths video <a href="#">here</a>:</p> <p>Today's focus is adding a 2 digit number to a one digit number</p>  <p>Using the method from yesterday, can you solve the number problems?</p> | <p><b>Friday 21.05.21</b></p> <p>Watch the White Rose Maths video <a href="#">here</a></p> <p>There is also a worksheet from White Rose Maths to help you.</p>  <p>Remember to look for ways to make 10 that can help you add. Use jottings to help if you need to.</p> <p>Watch the White Rose Maths video <a href="#">here</a>:</p> <p>Today's focus is bonds to 100.</p>  <p>Can you solve the problems using the 100 square? Remember to draw your 10s and 1s to help you?</p> |

## 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.

### 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/program/mes/b006mvsc>
- <https://www.youtube.com/user/CosmicKidsYoga>



### PSHE:

Watch this [video](#).



What does the word 'trust' mean? Write down your ideas. How could we break someones trust?

Look through the cards in the resources folder. Sort through them and discuss whether you would trust the person on the card.

Give reasons for why you chose to trust them or not.

### RE:

Read the Hindu creation story and answer the questions.

What did you find interesting about this story?

Hindus believe that the earth is like a mother that gives and sustains life. Like our own mothers, the earth is to be loved and respected.

Look at the pictures of Hindu Gods and Goddesses. Design a Hindu God of your own that protects an aspect of our natural world.

### Science:

Today we are looking at microhabitats. What does a habitat mean? This is a place where an animal finds everything it needs to live. What could a microhabitat mean? Go on a nature walk and see how many minibeasts you can find. Where do they live? Why do you think they live there? What does the location give them?

Look at the powerpoint about the different habitats a minibeast has. Why do you think a caterpillar would have a habitat of leaf?



This is because they can find their food, water and shelter all on the leaf.

### Activity:

Name the microhabitat and who would live there and show this in a drawing. Write a sentence about why the microhabitat is good for the minibeast or minibeasts that live there.

### Art and design: Designing a garden suitable for minibeasts

This term we have learnt lots of facts about minibeasts and their habitats. Today you are going to design your own miniature garden suitable for minibeasts. Think about which minibeasts you would like in your garden and what they need to keep safe.



Would your minibeast like a small space to crawl into, do they need some water to drink? If you would like to further your learning, you can build your own minibeast garden.



### Music:

Continued use of Yolandas Band Jam available on CBBC iplayer 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!

Perhaps you could research an instrument that interests you or explore sounds at home.



### Computing:

Continue to use the free **stop motion studio app**.



You are going to create your own mini project for the remaining two weeks of computing.

**Step 1** – Story board what you would like to happen. Think of the story mountain we have used in English!

### Step 2 –

Can you design and make a puppet? Think about what characters you want in your clip. You could use some puppets or toys from home instead.



**Step 3** – Can you design and make a backdrop for where the scene takes place?



**Step 4** – Film your final piece, watch it back, edit and improve.

Continue next week too!