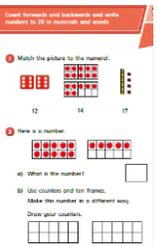
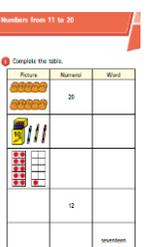
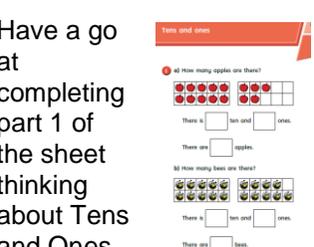
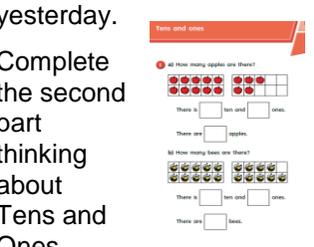
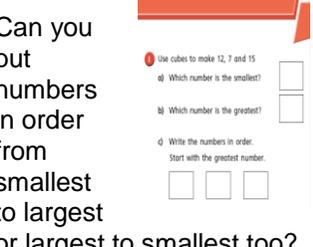
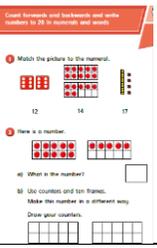
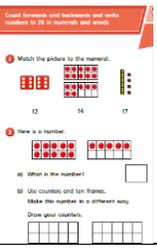
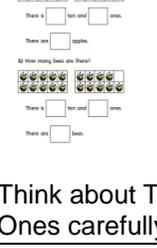
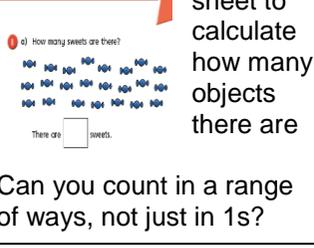
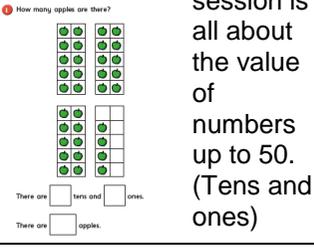
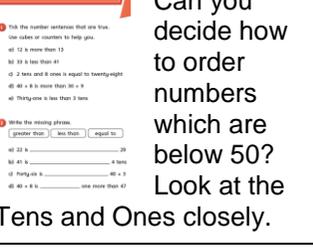


Year 1 & 2 Term 5 Week 1	Monday 19.04.21	Tuesday 20.04.21	Wednesday 21.04.21	Thursday 22.04.21	Friday 23.04.21
<p>Reading General: Read something every day either on your own or with someone else. Listen to stories/rhymes or songs read by others including audiobooks.</p> <p>Comprehension: Answer questions about what you have read with your grown up. Use our read and draw or comprehension activities</p> <p>Online Books: Oxford Owls: Username: class20 (i.e. topaz20) Password: books</p>	<p>Reading Read/Share the story of 'St. George and the Dragon'</p>  <p>Think about: Why was the town sad? What happens when the dragon breathes its poisonous breath? Why was the girl tied to a rock outside the cave? How did George defeat the dragon? Do you think George was really a mouse? Why not?</p>	<p>Listening: Choose any story to listen to from the KS1 storytime playlist</p>  <p>Think about: Did you enjoy that story? Why or Why not? Who were the main characters? What happened in the story you chose? What could happen next time in a new story? What was your favourite part and why?</p>	<p>Book Review: 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>You could do this orally or using the book review template if needed. 😊</p>	<p>Understanding: Y1: Read and Draw: Look at the caption and draw a picture to match.</p>  <p>Y2: St. George's Day Comprehension Sheet.</p> 	<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 the KS1 storytime playlist • Tricky word reading practice. • Use of Teach your monster to read App: 
<p>Literacy 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. Support videos can be found here.</p>	<p>Look at the story of 'St. George and the Dragon'. You could also listen to the version found here:</p> <p>Think about the character of George. What kind of character was he?</p> <p>Draw a picture of George as a knight. Around the outside of your picture think about different adjectives that describe George i.e. brave, bold, mighty, fearless</p> <p>Challenge yourself to write some sentences about St. George- remember those adjectives and conjunctions to add detail.</p> 	<p>Choose a version of George and the Dragon that you enjoy- lots on Youtube too.</p> <p>Today, create a story map of the story. Remember a story map uses simple pictures with key words, phrases and openers that help you retell the story.</p>  <p>Use your story map to practice retelling the story in your own words. Don't worry if each time you tell it the story changes a little- this means you can improve your ideas and add lots of your own detail.</p>	<p>Today, you are going to become story tellers. Practise looking over your story map and retell the story of St. George and the dragon. Make sure you use lovely adjectives and openers to make it interesting.</p> <p>Now, write the story in your own words. This is your chance to retell the story as it is but in your own words. You could write this on paper or use a computer if you want.</p>  <p>You might want to include a picture to go with your writing too. Good Luck.</p>	<p>Look over your work from yesterday. How did you get on?</p> <p>Look back over the original story. Were there any bits that you forgot? Thinking about your story, is there anything you could have done to make it better? Did you use all of your skills?</p> <p>Try to polish your work today using a coloured 'polishing' pen. Add any missing punctuation, improve your sentences with openers, adjectives or joining words and correct any spellings that your need to.</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 style="text-align: center;">b be bea beau beaut beauti beautiful beautiful</p> <p>Now have a go at writing each CEW in a super sentence.</p> <p>Example: I was playing in the garden and I saw a beautiful butterfly flying in the blue sky.</p>

<p>Phonics: Letters and Sounds Videos Phonics Play Games: phonics play.</p> <p>Free Access: Username: jan21 Password: home</p>	<p>Y1&2 Phonics: Lesson 55:</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: Lesson 56:</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: Lesson 57:</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: Lesson 58:</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: Lesson 59:</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 – Following advice about curriculum prioritisation from the DFE/NCETM in March 2021 we will be revisiting and consolidating key skills over the next two terms. Focus for this week: Counting, Place Value and the Number system. Resources 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!

<p>On-going:</p> <p>Programmes: Number blocks is a great set of maths programmes on BBC iplayer. It is available here.</p> <p>Songs: If you would like to look at some maths songs, please take a look at the ones available here.</p>	<p>Monday 19.04.21</p> <p>Today, we are focusing on our counting and how numbers can be represented in different ways. Look at the video here:</p>  <p>Use the sheet to count and recognise numbers in different ways.</p>	<p>Tuesday 20.04.21</p> <p>We are good at knowing the numerals for a number. Now we need to think about the words we use. Look at the video here:</p>  <p>Use the worksheet to practise recognising and writing numbers in words and numerals</p>	<p>Wednesday 21.04.21</p> <p>Today, we are recapping Tens and Ones. Look at the video here:</p> <p>The worksheet here is designed to be looked at for the next two days</p> <p>Have a go at completing part 1 of the sheet thinking about Tens and Ones.</p> 	<p>Thursday 22.04.21</p> <p>Today we would like you to continue thinking about Tens and Ones. There is a new video to use here.</p> <p>Now have a look at part 2 of the sheet from yesterday.</p> <p>Complete the second part thinking about Tens and Ones.</p> 	<p>Friday 23.04.21</p> <p>Today we are thinking about ordering numbers. Look at the video here:</p> <p>Look at the sets of numbers.</p> <p>Can you put numbers in order from smallest to largest or largest to smallest too?</p> 
<p>Year 2</p> <p>Recap: Today, we are focusing on our counting and how numbers can be represented in different ways. Look at the video here:</p>  <p>Use the sheet to count and recognise numbers in different ways.</p>	<p>Recap: Today, we are focusing on our counting and how numbers can be represented in different ways. Look at the video here:</p>  <p>Use the sheet to count and recognise numbers in different ways.</p>	<p>Recap: Today, we are recapping Tens and Ones. Look at the video here:</p>  <p>Use the worksheet to show you understand the place value of numbers up to 20?</p> <p>Think about Tens and Ones carefully</p>	<p>Recap: Today we are thinking about counting forwards and backwards within 50. Look at the video here:</p>  <p>Use the sheet to calculate how many objects there are</p> <p>Can you count in a range of ways, not just in 1s?</p>	<p>Recap: Today we are continuing to think about Tens and Ones but for numbers within 50. Look at the video here:</p>  <p>This session is all about the value of numbers up to 50. (Tens and ones)</p>	<p>Recap: Now that we have recapped Tens and ones it is time to compare numbers within 50. Use the video here:</p>  <p>Can you decide how to order numbers which are below 50? Look at the Tens and Ones closely.</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/programmes/b006mvs>
- <https://www.youtube.com/user/CosmicKidsYoga>



PSHE:

Have a think about the family you live with at home. What makes your family special?



Write a recipe for a 'happy home cake'. This could include things such as a spoonful of love, and a drop of hugs.

Try to use things you can identify in your own family.

RE:

Think about our world and write down ideas for why you think our world is special.

Look at the images of the natural world. Did any images cause you to feel an emotion? Why?



Do you have any new ideas of why you think our world is special? Go outside and take photographs about what you find amazing and fascinating about the great outdoors. What senses did you use to appreciate the environment?

Science:

Today we are looking at changes from winter to spring. What have you noticed about the weather? How is it different from Christmas time?



Have a look at the video [here](#). Can you name all the seasons? Which part of the video shows sign of spring? Why? Look through the powerpoint to help you notice all the signs of spring.

Activities:

Go for a walk outside and draw all the signs of spring you can see. What does it look like? What colours or wildlife are there?

Complete the weather report about Spring. How has it felt today? What did you wear because of the weather? Draw and label 3 different signs of spring and write a sentence explaining how spring is different to Autumn or Winter.

Geography:

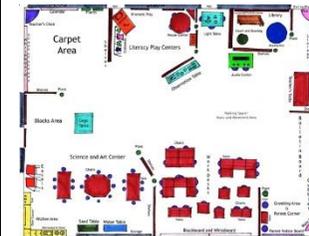
Here is an aerial map of Paulton. Look closely, what can you see? Do you recognise anything familiar? You can look on GoogleMaps to have a better view.



Symbols, like the ones below are really helpful when looking at a map.



What do you think these symbols could mean?



We're going to make our own aerial map, you could pick your classroom or room at home. Can you use symbols to help?

Music:

Instruments

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:

For this sequence of learning you will need to download the free app: **stop motion studio**.



Have a look at a Wallace and Gromit clip which can be found [here](#):



Can you answer these questions:

What do you think the characters were made from? How was the clip created?

Now watch a clip of animating a blob of clay found [here](#): Did you notice any similarities and/or differences?

Challenge:

Can you experiment with your own blob of clay/blue tack/dough and the stop motion studio app? What can you make it do?

Send us pictures of your creations!