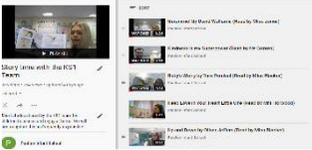
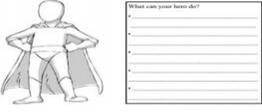
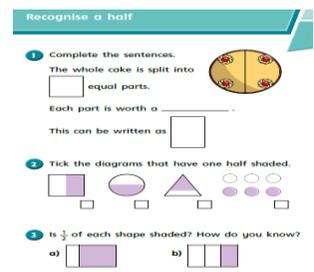
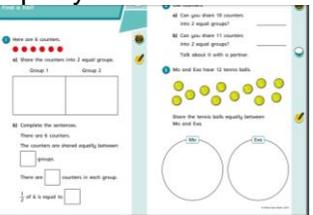


Year 1 & 2 Term 4 Week 3	Monday 08.03.21	Tuesday 09.03.21	Wednesday 10.03.21	Thursday 11.03.21	Friday 12.03.21				
<p>Reading General: Read something every day either on your own or with someone else. Listen to stories/rhymes or songs read by others including audiobooks.</p> <p>Comprehension: Answer 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 or Share the story 'Superhero School' by Aaron Reynolds </p> <p>Think about: What was Leonard excited about? Who was Leonard's teacher at superhero school? Which characters could fly in the story? How did the heroes save the day? How is this story similar to the other version of Superhero School? Which did you prefer?</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>My Book Review</p> <p>Title: _____ Author: _____ Did you like the book? <input type="checkbox"/> <input type="checkbox"/> What was your favourite part? _____ _____ _____ Draw your favourite scene from the book. </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> <table border="1" data-bbox="1496 268 1787 466"> <tr> <td>A red mask and a green cape.</td> <td>A fat purple monster with big teeth.</td> </tr> <tr> <td>3 brave heroes flying in the sky.</td> <td>The monster slipping on lots of marshes.</td> </tr> </table> <p>Y2: 60s Read: The Fearless Four Read and answer the questions from the text.</p> 	A red mask and a green cape.	A fat purple monster with big teeth.	3 brave heroes flying in the sky.	The monster slipping on lots of marshes.	<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: 
A red mask and a green cape.	A fat purple monster with big teeth.								
3 brave heroes flying in the sky.	The monster slipping on lots of marshes.								
<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>SPAG: This week we are thinking about contractions. There is a short rap here to explain contractions and provide some examples.</p> <p>Watch the espresso video here and think about what contractions it uses.</p> <p>Now have a go at the online activity here or write your own sentences using contractions like don't, I'm, won't, haven't.</p> 	<p>Today we want you to think about your very own superhero character. You can use our design sheet or your own paper at home.</p> <p>W.A.S.T. design our own superhero character and use adjectives to describe how they are special. Think about their costume, appearance and special powers.</p>  <p>All about: _____ _____ _____</p> <p>What is their name? What does their uniform look like? What makes them special? Can you write sentences about them using your amazing writing skills?</p>	<p>Now that we have turned ourselves into heroes we need to persuade the head teacher of superhero school to let us join.</p> <p>What makes us special? How can we help with different emergencies?</p>  <p>Draw a picture of your superhero. Give 5 reasons for why you should be allowed to join the school using joining words like and, but, because to explain your reasons.</p>	<p>Today we are going to write our letter asking to join the hero school. Watch the video here for some info on writing a letter. There is an example letter to look at if you want to.</p>  <p>Using your ideas from yesterday, write a letter to persuade the head teacher to let your hero character to join the school. You can use the writing frame for ideas.</p> <p>See if you can use exaggerated language using some contractions like you won't believe it. Good Luck everyone!</p>	<p>Choose 5 Year 1 or Year 2 CEWs that you find tricky to spell. Practise spelling your CEWs using your pyramid writing like this.</p> <p style="text-align: center;">p pa pat path</p> <p>Now have a go at writing each CEW in a super sentence. Remember your writing skills too.</p> <p>Example: I walked down the dusty path and found a secret superhero hideout at the end of it.</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 36: ch/tch</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 37: ch/ture</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 38: ar/a</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 39: ar/a</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 40: 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 Fractions. 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!

On-going:	Monday 08.03.21	Tuesday 09.03.21	Wednesday 10.03.21	Thursday 11.03.21	Friday 12.03.21
<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>Y1 & 2: This week we are exploring fractions. There is learning video to support with fractions here.</p> <p>Today we are thinking about parts and wholes.</p>  <p>Watch today's learning video. Make sure you remember parts and wholes. Can you spot any parts or wholes around you?</p> <p>Note: Y2 to do the same as Y1 to consolidate learning from lockdown last year.</p>	<p>Y1 & 2: Today we are continuing to look at Fractions. A fraction is made up of equal parts. There is a video to support you found here:</p>  <p>Use the sheet to look for parts, wholes and also equal parts. Remember the parts need to match the whole correctly.</p> <p>Note: Y2 to do the same as Y1 to consolidate learning from lockdown last year.</p>	<p>Y1 & 2: Today we are focusing on recognising a half. There is a video to support you with recognising a half which can be found here:</p>  <p>Use the sheet and Remember half means: 'The whole is split into two equal parts.'</p> <p>Note: Y2 to do the same as Y1 to consolidate learning from lockdown last year.</p>	<p>Y1 & Y2: Today we are continuing to think of half. We are going to focus on exploring half in different shapes. There is a video to help you here:</p> <p>We can also find half of shapes.</p>  <p>Cut out different shapes and sort out which ones can be folded in half and which ones can't. Can they be put in half in different ways? What patterns can you spot?</p> <p>Note: Y2 to do the same as Y1 to consolidate learning from lockdown last year.</p>	<p>Y1 & Y2: Recap our work from yesterday using the video again if you need to.</p> <p>Explore finding half of a set of objects around the house i.e. (Lego, raisins, sweets etc) Draw a circle and half it. Using your objects. can you share them equally?</p>   <p>There is also a sheet to explore for finding half of amounts.</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: Medicine

What does medicine do? Have a think why we would need to use medicine to help us.

We are going to think about how we keep our bodies healthy so we don't need to rely on using medicine. Using the outline of the body, label the different things we can do to look after our bodies e.g. stretching, healthy eating.



Write about different ways you keep your body healthy.

RE:

Bible Stories

Use the storyboard from last week to retell the story of Jonah and the Whale.

Do you think what happened was fair? What do you think the message is for us?

Draw or paint the whale with Jonah inside. How would you feel as Jonah stuck inside the whale? How would you feel after?

Science: Carnivore, omnivore and herbivores

Think of an animal and draw it. Now draw what it eats. Can you name what group it belongs to?

Today we are looking at another way animals can be sorted by. What do animals need to survive? What kind of food do they eat? Have a look at the powerpoint to understand more about what a carnivore, omnivore and herbivore is.

Look at this [video](#) and have a go at the sorting the animals on Espresso [here](#).



Activity:

Cut and stick the animals cards or draw the animals under the three headings and group them to show if they are a carnivore, herbivore or an omnivore.

Extension:

Can you write definition for the three words. What does carnivore, herbivore & omnivore mean?

Topic: Art

We are continuing to look at the work of different artists, this week we are looking at the artwork created from Keith Haring. Have a look through the examples of his work found in the home learning folder.



Activity: Make a superhero logo in the style of Keith Haring. Think carefully about your superhero powers. You could design a heart for a kind superhero or a happy, laughing face for a funny superhero.



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: Programming with Scratch Jr



Today we are continuing to use Scratch Jr for our programming work.

Today, we are going to use instructions to make characters move at different speeds and distances.

Look at the car on the road and



think about: Which block we could use to make it move in the right direction?

Look at these blocks and explore how to make the car go faster.



Activity: Use the activity sheets to help you make a new project with a city background. Explore using commands that give instructions to program the cars to move at different speeds. Enjoy 😊

