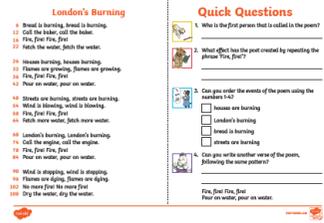
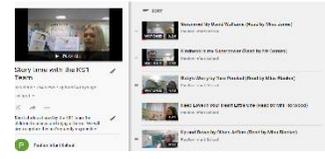
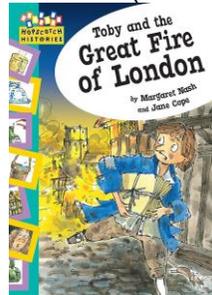
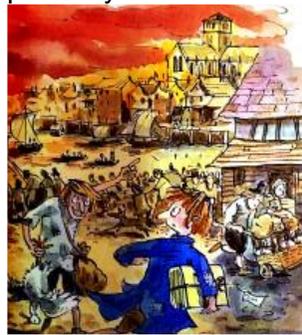
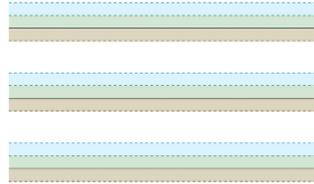
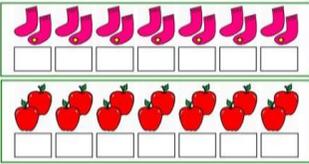
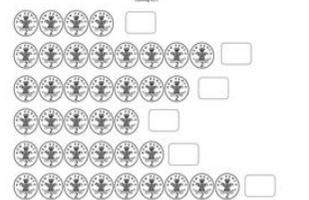
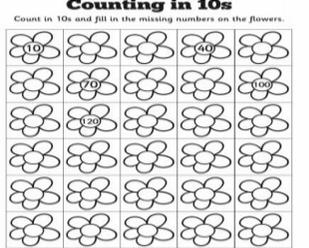
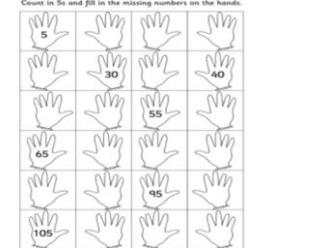


Year 1 & 2 Term 2 Week 4	Monday 22.11.21	Tuesday 23.11.21	Wednesday 24.11.21	Thursday 25.11.21	Friday 26.11.21
<p><b>Reading</b></p> <p>General: <b>Read every day either on your own or with someone else.</b></p> <p>Listen to stories read by others including audiobooks.</p> <p>Remember as well as Vooks children have access to Oxford Owl online for more books</p>	<p><b>Guided Reading:</b> Use the 60 sec read: 'London's Burning'</p>  <p>There are four questions to answer about this.</p> <p>There is also a famous song called 'London's Burning'. Do you know it? Does anyone at home know it? If not have a look online.</p>	<p><b>Listening:</b> Choose any story to listen to from the <u><a href="#">KS1 storytime playlist</a></u></p>  <p><b>Think about:</b> 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?</p>	<p><b>Book bag</b> Spend 15 minutes reading to your grown up with your school book.</p>  <p>Can you spot the tricky words in the book? What happens in the text? Would you recommend this book to a friend?</p>	<p><b>Book Review:</b> Create a book review for our focus story this week (or a book of your own choice at home). You could do this orally or using the book review template if needed.</p> <p><b>My Book Review</b></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><b>Personal Choice:</b> 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 <u>vooks</u>:</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>Look at the story 'Toby and The Great fire of London'. (in resources)</p>  <p>Act out with an adult the story.</p> <p>Pretend to be Tom how do you think he would have felt during the Great fire?</p>	<p>Revisit the story 'Toby and The Great fire of London'.</p> <p>Draw and make a story map with pictures, labels and captions</p> 	<p>Use your story map of 'Toby and the Great fire of London'.</p> <p>Retell the story to someone at home. You could also act out parts if you wish.</p> 	<p><b>Tricky Words</b> Using some of the phase 5 tricky words, write some silly sentences using them. As a challenge, can you use two tricky words in one sentence? Remember capital letters, full stops and finger spaces!</p> <p>Words: Mr Mrs People Called Asked Their Could Oh</p>	<p><b>Handwriting</b> In your neatest handwriting, try to practice the letters of the alphabet so they are clear and small.</p> <p>Remember tall letters reach the sky and descending letters go underground.</p> 

<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> Remember you can also access lots of fun and interactive games on <a href="#">phonics play</a>.</p> 	<p><b>Y1 Phonics:</b> <a href="#">Daily Lesson:</a> Year 1- Lesson 46</p> <p><b>Y2 Phonics:</b> <a href="#">Daily Lesson:</a> Choose a lesson to access for a sound your child is working on.</p> <p><b>Shared:</b> Activity from phonics play:</p>  <p>Practise your blending and segmenting to read the real and alien words.</p>	<p><b>Y1 Phonics:</b> <a href="#">Daily Lesson:</a> Year 1- Lesson 47</p> <p><b>Y2 Phonics:</b> <a href="#">Daily Lesson:</a> Choose a lesson to access for a sound your child is working on.</p> <p><b>Shared:</b> Activity from phonics play:</p>  <p>Practise your blending and segmenting to read the real and alien words.</p>	<p><b>Y1 Phonics:</b> <a href="#">Daily Lesson:</a> Year 1- Lesson 48</p> <p><b>Y2 Phonics:</b> <a href="#">Daily Lesson:</a> Choose a lesson to access for a sound your child is working on.</p> <p><b>Shared:</b> Activity from phonics play:</p>  <p>Practise your blending and segmenting to read the real and alien words.</p>	<p><b>Y1 Phonics:</b> <a href="#">Daily Lesson:</a> Year 1- Lesson 49</p> <p><b>Y2 Phonics:</b> <a href="#">Daily Lesson:</a> Choose a lesson to access for a sound your child is working on.</p> <p><b>Shared:</b> Activity from phonics play:</p>  <p>Practise your blending and segmenting to read the real and alien words.</p>	<p><b>Y1 Phonics:</b> <a href="#">Daily Lesson:</a> Year 1- Lesson 50</p> <p><b>Y2 Phonics:</b> <a href="#">Daily Lesson:</a> Choose a lesson to access for a sound your child is working on.</p> <p><b>Shared:</b> Activity from phonics play:</p>  <p>Practise your blending and segmenting to read the real and alien words.</p>
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**Maths – Focus on Number: Counting in groups**

<p>Number blocks is a great set of maths programmes on BBC iplayer: <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: <a href="https://www.bbc.co.uk/teach/supermoovers/ks1-maths-collection/z6v4scw">https://www.bbc.co.uk/teach/supermoovers/ks1-maths-collection/z6v4scw</a></p>	<p>Counting in groups of 2 KS1 Multiplication</p> <p>Watch the Youtube video <a href="#">here</a> below produced by the National Centre for mathematics (NCETM)</p>  <p>Then find some things around your house you can count and group in 2s</p>	<p>Counting in groups of 2</p> <p>Watch the You Tube video for today <a href="#">here</a>:</p> <p>Ask an adult if they have any 2ps. Can you count them in 2s?</p>  <p>Have a go at the ordering 2s to 20 cut and stick activity <a href="#">here</a></p>	<p>Counting in groups of 10</p> <p>Watch the You Tube video for today <a href="#">here</a>:</p>  <p>Does your adult have any 10ps you could count? If not can you draw some of your own 10ps in different groups and count them up?</p>	<p>Counting in groups of 10</p> <p>Watch the You Tube video for today <a href="#">here</a>:</p>  <p>How far can you get counting in 10s? Have a go using the counting in 10s flower worksheet <a href="#">here</a></p>	<p>Counting in groups of 5</p> <p>Watch the You Tube video for today <a href="#">here</a>:</p>  <p>You could look for some 5ps to count? Or have a go at the counting in 5s hands worksheet <a href="#">here</a></p>
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## 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:

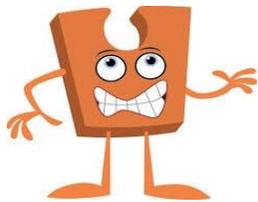
Children to continue thinking about friendship. There is a short story to listen to [here](#).

What would children do if they saw another child looking lonely at break or lunch time.

What could they do to help?

Would they offer to play football with them?

Would they find another friend for them to play with?



Children to create a poster of how they would help a friend who is feeling lonely.



### Science:

#### Everyday Materials

This week, we are deciding if a material is suitable or not. What does the word suitability mean? Suitability means using the right material for the right job.

Discuss why we think objects are made out of particular materials, for example why are window panes made out of glass? Why are houses made out of brick and not straw? Can you find an object made of metal? Why is metal a good idea for that object?

Using the worksheet,

Comparing Suitability of Everyday Materials		
Description	Material	Why is it Suitable?
A brick is heavy and hard. It is used for building walls and roofs.		
A window pane is made of glass. It is clear and lets light through.		
A metal spoon is made of metal. It is strong and can be used for cooking.		
A paper cup is made of paper. It is light and can be used for drinking.		

decide what the material needs to be made out of and why this is the best using the property of materials to help you.

Would it be a good idea to make a house of paper? Why not?

### Topic:

#### The Great Fire of London

Samuel Pepys  
What can you find out about Samuel Pepys?



Look at the fact file about him in our resources.  
OR  
You could also watch the video BBC Magic Grandad linked here:

<https://www.youtube.com/watch?v=VarSSAwimU>

Make a poster with facts about him.

You could also: Samuel Pepys kept a diary of his life. You could start a diary

### 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:

For this unit of work we are using Tux Paint studio.



You can download Tux paint for free from the app store.

Have a look through the PowerPoint describing the different Tools we are using. Using the skills you have learnt so far, make a picture of Samuel Pepys. Can you draw his curly hair using different line thicknesses?

We are going to focus on creating labels to describe Samuel Pepys. Press the *Label* icon and carefully use soundtalk to describe Samuel Pepys.

See if you can create a final piece like this one:

