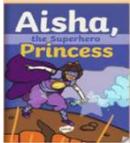
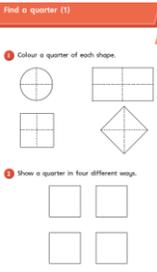
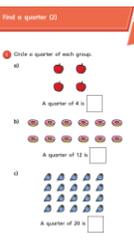
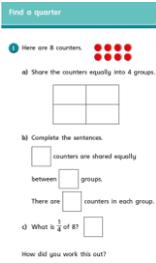
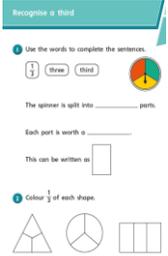
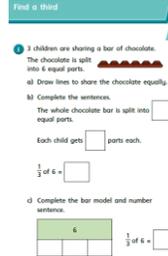
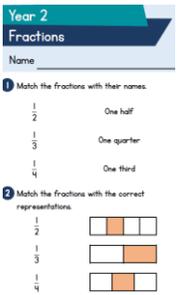


Year 1 & 2 Term 4 Week 4	Monday 15.03.21	Tuesday 16.03.21	Wednesday 17.03.21	Thursday 18.03.21	Friday 19.03.21				
<p>Reading General: Read something every day either on your own or with someone else. Listen to stories/rhymes or songs read by others including audiobooks.</p> <p>Comprehension: Answer 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/Share the story 'Aisha the Superhero Princess' found here:</p>  <p>Think about: What do we know about Aisha? What kind of missions does she go on? How do her family feel about her? What is the big disaster? How does she solve it? What might Aisha's next mission be? Do you think you would like to be a hero too? Explain your ideas.</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> <table border="1" data-bbox="1518 268 1778 502"> <tr> <td>The King had a bright crown.</td> <td>Aisha was singing loudly.</td> </tr> <tr> <td>A spotted purple rain.</td> <td>A ginger cat stuck to the road.</td> </tr> </table> <p>Y2: Superhero 60s Read: Read and answer the questions from the text.</p> 	The King had a bright crown.	Aisha was singing loudly.	A spotted purple rain.	A ginger cat stuck to the road.	<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: 
The King had a bright crown.	Aisha was singing loudly.								
A spotted purple rain.	A ginger cat stuck to the road.								
<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>Today we are going to think about our focus story 'Aisha the Superhero Princess'.</p> <p>We would like you to create a story map of the story.</p>  <p>Remember a story map is simple pictures with useful words or phrases to help retell the story. Practise retelling the story lots of times to become really familiar.</p>	<p>Today we are going to use our words to retell the story of 'Aisha the Superhero Princess'.</p> <p>Look back over your story map from yesterday. You can revisit the story if you need to 😊</p> <p>Now we would like you to retell the story in your own words. Remember to use super story language like One day, The next day, Suddenly etc.</p>  <p>You could even draw a picture for your story too</p>	<p>Remember that all stories have a beginning, a middle with a problem and an ending. There is a short video here:</p> <p>We are going to think about the middle to a new story called Aisha and the Alien Invasion.</p>  <p>Imagine that an alien invasion takes place. How will Aisha resolve the problem?</p> <p>Plan your resolution using a drawing and labels. What will she do to save the day?</p>	<p>Today, we want you to think about the end of the new story Aisha and the Alien Invasion. Remember the ending includes a resolution where a problem is solved.</p> <p>Using the story starter and your plan from yesterday we would like you to write the resolution and ending of the story. Remember to use lots of adjectives, openers & joining words.</p>  <p>Don't forget to check and edit your work to improve it as you go 😊</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;">i im imp impr impro improv improve</p> <p>Now have a go at writing each CEW in a super sentence.</p> <p>Example: I wanted to improve my spellings so I practised my pyramid writing.</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 41: or/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 42: u/o</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 43: o/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 44: air/ear</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 45: 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 15.03.21	Tuesday 16.03.21	Wednesday 17.03.21	Thursday 18.03.21	Friday 19.03.21
<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>All: Today we are focusing on what a quarter means. There is a video to support you with this here:</p> <p>Choose the activity that you think would best match your child.</p>  <p>Y1: Have a go at the sheet for finding a quarter of shapes</p>  <p>Y2: Have a go at recognising quarters in different ways</p> <p><i>Key sentence: 'A quarter means four equal parts.'</i></p>	<p>All: We are continuing to think about quarters today. The next learning video can be found here for you.</p> <p>Choose the activity that you think would best match your child.</p>  <p>Y1: Look for quarters for groups of items. You could even do this with objects at home.</p>  <p>Y2: Today you will look at sharing groups of items into quarters or four equal parts</p>	<p>Y1: Making quarters Today focus on exploring quarter in different shapes.</p> <p>Cut out different shapes and sort out which ones can be folded in quarters and which ones can't. Can they be put in quarters in different ways? What patterns can you spot?</p>  <p>Y2: Today, we are thinking about another fraction called thirds Use the video here to help you.</p> <p>Use the sheet to explore thirds- this means looking for three equal parts</p> 	<p>Y1: Over the next few days we would like you to explore the provided fractions quiz questions. There are nine questions altogether for you to try.</p> <p>You could also, make a fractions poster showing everything you have learnt or explore fractions of objects at home.</p> <p>Extension: You could even create some quiz questions of your own for a friend to try out.</p> <p>Y2: Today we continue to explore thirds. There is a video to help you here:</p> <p>Today you are looking for thirds in lots of different ways. This means three equal parts</p> 	<p>Y2: Today we would like you to have a go at a fractions quiz.</p>  <p>See how much you now know linked to fractions.</p> <p>Remember fractions are equal parts of a whole.</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/b006mvsq>
- <https://www.youtube.com/user/CosmicKidsYoga>



PSHE:

Healthy Eating

What is your favourite food? Why is this your favourite?

Have a look at the eat well plate, what do you notice about the different sections?

With a blank eat well plate, cut and stick the foods into their correct spaces. These are carbohydrates, fruit and vegetables, protein, dairy and fats.

RE:

Bible Stories

Today we are thinking about the story Joseph & his brothers. Can you name two good things and one difficult thing about being with a brother, sister or cousin?

Look at the story of Joseph and his brothers [here](#). What was Joseph's talent?

Colour in Joseph's wonderful coat and write something that you want to do to improve on your relationship with a family member.



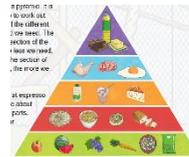
Science:

Healthy Eating

Have a think about last week and what the words herbivore, carnivore and omnivore means.

Humans need a wide range of food and a **balanced diet**. What does this mean? What do we need to eat lots of to stay healthy? Using the powerpoint, have a look at what we need to eat and how much and have a go at activity one by sorting the food onto the correct plates.

Look again at the powerpoint at the **food pyramid**. The bigger the part of the pyramid, the more we need to eat of it.



Using [espresso](#), watch and learn more about the food groups. Which group do we need the most of?

Activity: Draw and label 3 types of food for each food group. Can you write some sentences about which group we need the most and least of and why? Good Luck ☺

Topic:

History

Introduce some new terminology 'justice' and 'injustice'. Do the children know what these words mean? Link to the ideas of being fair or unfair. Can children give examples of things which would be fair or unfair?

fair and unfair		Name:
	It is fair to share the toys in school.	It is unfair to keep all of the toys and not share.

Activity: Think of different scenarios, eg sharing toys, getting sweets, having play time etc. Children to think of a way which this could be fair or unfair i.e 'it is fair to share toys with others' and 'it would be unfair to keep all the school toys and not share'.

Would everyone agree with your ideas? Why do we try to make things fair for everyone?

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



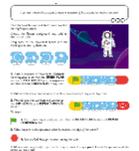
Continue to use Scratch Jr to help with programming

Today we are going to learn how to use a **repeat instruction**.



Look at the spaceman sprite. Imagine him in space, he may move in lots of directions so we are going to build a sequence of blocks to create this movement.

Activity: Explore programming your spaceman to move using the activity sheets to help.



Tip: Remember, you can use the **repeat forever** or **repeat block**



To repeat an action use a **repeat** block around the sequence to repeat with the number of times to repeat it.