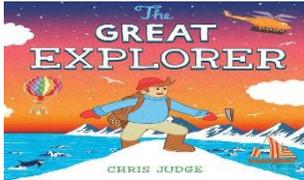
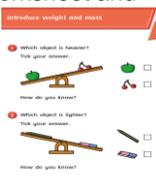
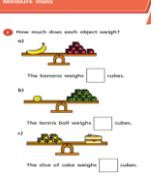
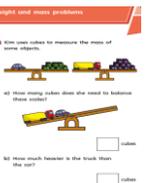
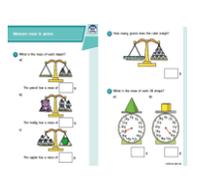
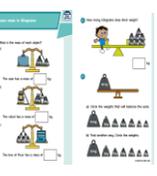


Year 1 & 2 Term 3 Week 5	Monday 01.02.21	Tuesday 02.02.21	Wednesday 03.02.21	Thursday 04.02.21	Friday 05.02.21						
<p><b>Reading</b></p> <p>General: Read every day either on your own or with someone else.</p> <p>Listen to stories read by others including audiobooks.</p> <p>Remember as well as Vooks children have access to Oxford Owl online for more books</p> <p><a href="#">Oxford Owls:</a> <b>Username:</b> class20 (i.e. topaz20) <b>Password:</b> books</p>	<p><b>Reading</b> Read/Share the story 'The Great Explorer' available <a href="#">here</a>.</p>  <p><b>Think about:</b> Why did Tom want to go to the North Pole? What did Tom pack into his bag? Why might he need these things? What obstacles did Tom come across? How did the story end? Did you expect it?</p>	<p><b>Listening:</b> Listen to the story 'The Girl who went to the North Pole' found <a href="#">here</a></p>  <p><b>Think about:</b> Where is the story set? Why did Tammy go to the North Pole? What animals were seen in the North Pole? Would you like to visit the North Pole? Why? Did you enjoy the story and why?</p>	<p><b>Book Review:</b> Listen to our school book review <a href="#">here</a>: Create your own book review for our focus story this week (or a book of your choice)</p> <p><b>My Book Review</b></p> <p>Title: _____ Author: _____</p> <p>Did you like the book? ☆☆☆☆☆ <small>Rate the book by coloring in the stars.</small></p> <p>What was your favourite part? _____ _____</p> <p>Draw your favourite scene from the book. </p> <p>You could do this orally or using the book review template if needed.</p>	<p><b>Understanding:</b> Y1: Read and Draw: Look at the caption and draw a picture to match.</p> <table border="1" data-bbox="1500 274 1803 466"> <tr> <td><small>Read and Draw - The girl who went to the North Pole.</small></td> <td></td> </tr> <tr> <td><small>Dog drawn dead.</small></td> <td><small>An smart boy.</small></td> </tr> <tr> <td><small>An arctic hare.</small></td> <td><small>A polar bear swimming.</small></td> </tr> </table> <p>Y2: 60s Read: Captain Scott</p> <p><b>What Happened to Captain Scott?</b></p> <ul style="list-style-type: none"> <li>Captain Robert Falcon Scott set out on his journey to the Antarctic in 1910, using mechanical sledges.</li> <li>When these sledges failed, he had to rely on the 20 dog dogs he had taken to pull him, his men and their equipment.</li> <li>When they finally reached the South Pole in January 1912, they discovered that a team of explorers from Norway had arrived before them.</li> <li>Scott and his team had to travel back 800 miles through freezing temperatures and ice. They had no spare clothing and very little food and fuel.</li> <li>They died. Many months later, a search party found their bodies and buried them in the snow.</li> </ul> <p><b>Quick Questions</b></p> <ol style="list-style-type: none"> <li>Why did dogs have to pull Scott's sledges?</li> <li>Which word has the author used in the second paragraph to show that it took a long time for them to get to the South Pole?</li> <li>How do you think Scott and his men felt when they knew someone had got to the South Pole before them?</li> <li>Where were Scott and his team finally buried?</li> </ol> 	<small>Read and Draw - The girl who went to the North Pole.</small>		<small>Dog drawn dead.</small>	<small>An smart boy.</small>	<small>An arctic hare.</small>	<small>A polar bear swimming.</small>	<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>Accessing stories from <a href="#">vooks</a>:</li> <li>Listening to stories from teachers found <a href="#">here</a>:</li> <li>Use of Teach your monster to read App:</li> </ul>
<small>Read and Draw - The girl who went to the North Pole.</small>											
<small>Dog drawn dead.</small>	<small>An smart boy.</small>										
<small>An arctic hare.</small>	<small>A polar bear swimming.</small>										
<p><b>Literacy</b></p> <p>Remember to use capital letters, finger spaces and full stops</p> <p>Try to join ideas with 'and' 'but' 'because' 'so'</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. Support videos can be found <a href="#">here</a>:</p>	<p>Today, think about the 'Great Explorer' story and read it if you haven't already.</p> <p>Create a story map to retell the story. <a href="#">Here</a> is a short video to help you.</p>  <p>Remember to include key words and ideas to help you.</p> <p>Practise telling the story to yourself when you are done! You could record yourself or just practise saying it aloud.</p>	<p>This time we are thinking about writing a <b>diary</b>. A diary is a recount and there is some information <a href="#">here</a>:</p> <p>Imagine you are the little boy from 'The Great Explorer' story and those things happened to you!</p> <p>Have a go at writing a diary to about what happened to you. There is a short video to help you <a href="#">here</a>:</p> <p>Remember to use I and add lots of detail using your writing skills.</p> 	<p>If you were going on an adventure, what would be important to pack into your Explorer bag?</p> <p>Would you take items from the story or some of your own?</p>  <p><a href="#">Here</a> is today's video. Draw a rucksack on a page and choose the things you would take with you. Try to use adjectives to make noun phrases i.e. <b>sticky duct tape</b>. Can you write some sentences to explain why you need the item?</p>	<p>Today, we are going to have a go at writing instructions. <a href="#">Here</a> is some information about instructions.</p> <p>Using the objects you chose yesterday write some instructions for what your explorer will need to pack his bag.</p> <p>There is a video to help you <a href="#">here</a> and some example instructions to look at.</p>  <p>Remember, start with bossy verbs and use those joining words to add more detail.</p>	<p><b>CEW Focus:</b> Practise spelling CEW using pyramid writing with Miss Blacker <a href="#">here</a>:</p> <p>Choose 5 CEWs at a time and write like this</p> <p style="text-align: center;">s sh sho shou shoul should</p> <p>Now have a go at writing each CEW in a super sentence.</p> <p><b>Example:</b> I <b>should</b> really tidy my room because it is a bit of a mess.</p>						

<p><b>Phonics:</b> <a href="#">Letters and Sounds Videos</a> <b>Phonics Play Games:</b> <a href="#">phonics play.</a></p> <p>Free Access: Username: jan21 Password: home</p>	<p><b>Y1&amp;2 Phonics:</b> <a href="#">Lesson 16- ve like give</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><b>Y1&amp;2 Phonics:</b> <a href="#">Lesson 17- se like cheese</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><b>Y1&amp;2 Phonics:</b> <a href="#">Lesson 18 – se like horse</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><b>Y1&amp;2 Phonics:</b> <a href="#">Lesson 19 – ph like phone</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><b>Y1&amp;2 Phonics:</b> <a href="#">Lesson 20 'Review'</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>
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**Maths – Focus on Measures: Weight and Mass. The resources for this week are taken from the White Rose Maths Hub**  
**Please Note:** The recommendation in this block is that the Y1s and Y2s do the same activities as we start this block. This should give the Y2s a recap of previous learning. However where appropriate we will continue to add a Y2 version of activities as we go. We have also added in three extra investigation activities this week to extend the children in thinking about exploring their maths in other contexts. **These are not compulsory** and are designed to be used as additional opportunities should you need them.

<b>On-going:</b>	<b>Monday 01.02.21</b>	<b>Tuesday 02.02.21</b>	<b>Wednesday 03.02.21</b>	<b>Thursday 04.02.21</b>	<b>Friday 05.02.21</b>
<p><b>Alongside this block of work it is really important to practise counting in 1s, 2s, 5s, 10s</b>  <b>This is also helpful when Y2s begin to read scales demarcated in different intervals.</b></p> <p><b>Songs:</b> If you would like to look at some maths songs, please go to: <a href="https://www.bbc.co.uk/teach/uppermovers/ks1-maths-collection/z6v4scw">https://www.bbc.co.uk/teach/uppermovers/ks1-maths-collection/z6v4scw</a></p> <p><b>Maths Investigations:</b> To support you with the maths investigations at home, we will be uploading short videos for some of the tasks. You will see older videos as well as newer ones so feel free to revisit investigations from previous weeks if you would like to. The videos can be found <a href="#">here</a>.</p>	<p><b>Y1:</b> Today we are thinking about <b>'weight and mass'</b>. Look at the Espresso measures videos <a href="#">here</a>:</p> <p>Now use the worksheet and spot which objects are heavier or lighter. Can you do this with objects at home too</p> 	<p><b>Y1:</b> We are continuing to think about mass and how we measure mass.</p> <p>Use the worksheet and spot the weight of the objects. You could also weigh some of your own objects at home.</p> 	<p><b>Y1:</b> Today we are thinking about how we can compare mass of objects.</p> <p>Compare groups of objects to see how they balance on the scales. Think about how you know something is heavier or not.</p> 	<p><b>Y1:</b> Look at the different mass problems.</p> <p>Can you identify how to balance the scales or which objects are lighter or heavier?</p> <p>Use the images to help you.</p> 	<p><b>Y1:</b> Do you have scales or balances in your kitchen or bathroom at home?</p> <p>If you can, explore using them to weigh different objects around your house with a grownups permission.</p> <p>Create a list of your measurements to share with your teacher. Which were heaviest or lightest?</p>
<p><b>Y2:</b> Year 2s to do the same as Y1 as a recap to start this block please.</p> <p><i>They may have missed some of this during the lockdown time last year.</i></p>	<p><b>Y2:</b> Year 2s to do the same as Y1 as a recap to start this block please.</p> <p><i>They may have missed some of this during the lockdown time last year.</i></p>	<p><b>Y2:</b> Today we are thinking about how we can compare mass of objects.</p> <p>Compare the mass of different sets of objects. Think about how we know which things are heavier</p> 	<p><b>Y2:</b> Today you are thinking about using grams. This is a common 'unit of measure' for smaller objects.</p> <p>Read the scale and measure different objects in grams (g),</p> 	<p><b>Y2:</b> Today we are thinking about when we measure heavier objects.</p> <p>Read the scale and measure different objects in kilograms (kg).</p> 	
<p><b>Maths Investigation: 'Order, Order'</b> This investigation links to this week's work on measures Look at the four sets of quantities (one set for mass and another set for distance). Can you put them in order from the smallest to largest? How do you know your order is correct? Can you test your ideas to see?</p> <table border="0"> <tr> <td data-bbox="459 1372 705 1476"> <p><b>Mass</b> Of a blown-up balloon Of a bar of chocolate Of a loaf of bread Of yourself</p> </td> <td data-bbox="705 1372 996 1476"> <p><b>Distance</b> You could jump up in the air You can kick a football You can run in half a minute Length of a bug</p> </td> </tr> </table> <p><b>Extension:</b> Can you think of some of your own measures and order them?</p>	<p><b>Mass</b> Of a blown-up balloon Of a bar of chocolate Of a loaf of bread Of yourself</p>	<p><b>Distance</b> You could jump up in the air You can kick a football You can run in half a minute Length of a bug</p>	<p><b>Maths Investigation: 'Tug of war'</b> This is a game for two players. You need: a counter (or something similar), paper and two 1-6 dice. <b>How to play:</b> Draw a number line on paper like this and place the counter on the number 14 (the red circle in the picture represents the counter):</p>  <p>Take it in turns to roll the dice and find the total. Move the counter the correct number of spaces. Who will win? How many different number sentences did you need to write?</p>	<p><b>Maths Investigation: 'Three Block Towers'</b> This investigation looks at sequence and patterns. You need to use three different colours to explore <b>different</b> sequences. If you want to, you could use bricks, blocks, figures, or lego pieces.</p> <p><b>Three Block Towers</b></p>  <p>How many different towers can you make using one red, one blue and one yellow block?</p> <p>How many can you make if you have a green block as well?</p> <p><b>Think about:</b> How many can you make. You could take photographs or there is a sheet you could use to record your combinations. <b>Good Luck!</b></p> <p>nrich.maths.org</p>	
<p><b>Mass</b> Of a blown-up balloon Of a bar of chocolate Of a loaf of bread Of yourself</p>	<p><b>Distance</b> You could jump up in the air You can kick a football You can run in half a minute Length of a bug</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. **Where relevant, if you click on the heading at the top there will be a short accompanying video from a member of the KS1 team ☺**

### 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:

#### Dreams and goals:

Think about your ideal garden from last week. Look at the things that made it special to relax in. Think about the sounds you may hear in your garden. Did you have bird songs?

Design a bird to fly around your garden.

Think about these questions while you design: What colour is the bird? Does the bird have any patterns on it? Does the bird have feathers?



### RE:

#### Christian Worship

This week we are thinking about a church and Christianity.

Take a look at the tour of a church [here](#). What did you find interesting about the tour? Can you identify the Christian artefacts and sort them from other artefacts?

Can you label and explain the Christian artefacts?



### Science:

#### Global Habitats:

Last week we thought about British habitats. What were they?

This week we are looking at habitats across the globe: rainforest, polar, ocean and desert (lots of information on our powerpoint)

Look at the [ocean](#) video on bitesize. What do the animals look like in these habitats? What animals did you spot? What did all of the animals in common?

Now cut and stick to match the animals to the correct habitats **or** choose a world habitat from today's lesson. Can you draw it and include at least 4 animals that you would find there. You can look at the other [bitesize](#) videos to learn about other habitats too.



Extension: Can you explain your chosen habitat using some super sentences?

### Topic: History Focus Scott of the Antarctic

This week we are learning about a race and a polar adventure all in one! Captain Scott wanted to be the first person to reach the South Pole, he raced against Roald Amundsen nearly 100 years ago. They both wanted to be the first person to make it there!



Watch this [video](#) to find out some interesting facts about the journey.

Can you find out anything else about Captain Scott's adventure? You can draw a picture and write some sentences with the interesting facts you find.

#### **Think about:**

If you were to go to the South Pole, what would you take? How would you prepare for an adventure?

### Music: Instruments

This term we are recommending the use of a programme on BBC iPlayer CBeebies called Yolandas Band Jam 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:

#### Taking care of personal information online.

What do you think personal information is? What could it be? Personal information tells other people who you are and where to find you.

What personal information can you think of? Make a list of things you consider to be personal information.

Now head to BBC Bitesize [here](#): to find out more about sharing personal information safely online.



Click on the pictures to find out some more!

#### **Think about:**

Mouse wants to play a game, but has forgotten his password. He asks Hedgehog to tell him her password. What should Hedgehog do?

Can you create a list of do's and don'ts for sharing information?