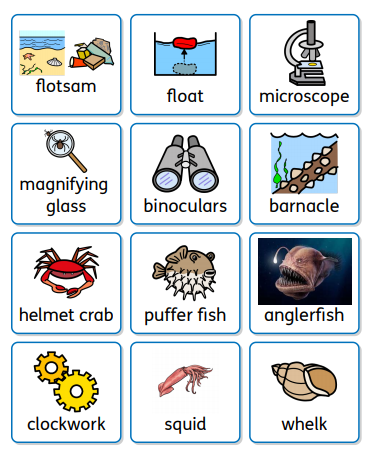


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| Class 1  Wk beg: 2nd November 2020 | Lesson One | Lesson Two | Lesson Three | Lesson Four | Lesson Five |
| Monday | Phonics/  Spelling  <https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics>  **R**: unit 4 language session  **Y1**: unit 19 ‘or’ as ‘aw’  Also play unit 18 assessment games.  **Y2**: as Y1, also play your set games on spelling shed:  <https://www.edshed.com/en-gb/login> | English  Look at fireworks video.  <https://www.bbc.co.uk/newsround/15351828>  **YR**: Make a colourful firework picture. If you have paint, you can drop big drips onto paper then blow through a straw to make firework shapes. Sound out ‘pop’ and write ‘pop’ by each firework you draw or paint.  **Year 1**: Discuss how fireworks look, sound, smell, and the emotions you feel when you see them. Write some words and phrases to describe fireworks.  **Year 2**: Discuss fireworks as year 1 and write phrases and sentences to describe them. Can you use some great adjectives to describe them? | Maths  **Reception**  Spatial thinking- Can they use positional language? – read ‘We’re going on a Bear Hunt.’ (also available on youtube) Set up your own bear hunt by hiding teddies around the house/garden and ask the children to describe where they could look and where each bear was found. (behind, above, below, underneath, next to) **Year 1:**  [**https://classroom.thenational.academy/lessons/combining-sets-count-all-cru68d**](https://classroom.thenational.academy/lessons/combining-sets-count-all-cru68d)  Year 2: <https://classroom.thenational.academy/lessons/adding-two-2-digit-numbers-crvk6d> | Computing  To work within the context of following picture instructions for building shapes.  To give instructions using pictures.  <https://www.bbc.co.uk/bitesize/clips/z28qmp3>  <https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/z3whpv4>  Build a simple model using 5 blocks/lego pieces, taking a single photograph at each stage. Can you take a clear photograph for someone else to follow? Then pull apart all the bricks and give the tablet with the photos open, to someone in your family. Can they follow the pictorial instructions given to them to recreate the model? | PSHE/UW  YR  https://classroom.thenational.academy/lessons/to-understand-why-people-celebrate-bonfire-night-6wukcc  Y1&2  <https://classroom.thenational.academy/lessons/feeling-good-6hj64d> |
| Tuesday | Phonics/  Spelling  <https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics>  **R:** unit 5 session ‘h’  **Y1**: unit 19 ‘or’ as ‘au’  Also play unit 18 assessment games.  **Y2**: as Y1, also spelling shed:  <https://www.edshed.com/en-gb/login> | English  <https://youtu.be/3MTKWnxzqvM>  Look at the book ‘Flotsam’ by David Wiesner. This is a picture book with no words. Flotsam is anything that has been washed ashore. Discuss what happens in the book with an adult. Ask an adult what a film roll is.  **R:** Practise letter formation of ‘h’. Use highlighters, paint, use water with a paintbrush and ‘paint’ the pavement, if you have playdough make the letter with it. Go on a ‘h’ hunt around the house.  **Year 1 and 2:** Write the word ‘Flotsam’ in the middle of your page. Write ideas about what could be happening in the story around it. | Maths  **Reception**:  Set up a treasure hunt at home by providing a series of pictorial clues. As the children go to each place in the pictures, they can hunt for the next clue. Prompt them to use positional language to explain where they need to go. Hide some treasure in the last place.  **Year 1:**  [**https://classroom.thenational.academy/lessons/combining-sets-count-on-74u32r**](https://classroom.thenational.academy/lessons/combining-sets-count-on-74u32r)  **Year 2:**  <https://classroom.thenational.academy/lessons/subtracting-two-2-digit-numbers-6gup2t> | Geography/UW  Reception, Y1 & Y2:  Draw a map of the Isle of Struary from the Katie Morag stories.  Y1 and Y2 - Can you design your own map symbols and add a key? | PSHE/UW  YR  <https://classroom.thenational.academy/lessons/to-understand-how-people-celebrate-fireworks-night-c5gkae>  Y1&2  <https://classroom.thenational.academy/lessons/cool-down-corner-6hjkae> |
| Wednesday | Phonics/  Spelling  <https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics>  **R**: unit 5 session ’b’  **Y1**: unit 19 ‘or’ as ‘al’  Also play unit 18 assessment games.  **Y2**: as Y1, also spelling shed:  <https://www.edshed.com/en-gb/login> | English  <https://youtu.be/3MTKWnxzqvM>  Look at the book again and see if you can spot anything that you missed yesterday.  Point out and name creatures in the book, look at the vocabulary widgets (see below). Discuss word meanings.  **R:** look at the word ‘float’ and ‘floating’. Discuss the meaning. Fill a bowl with water and find objects that float and sink.  **Y1** choose two or three words to write the meanings for, to start making a glossary.  **Y2:** Choose 3-5 words to find the meanings for, to create a mini glossary for the book. | Maths  **Reception:** Create an obstacle course indoors/outdoors and take turns to give instructions to each other using positional language.  Year 1:  <https://classroom.thenational.academy/lessons/linking-addition-equations-to-problem-solving-contexts-6rv66t>  Year 2:  <https://classroom.thenational.academy/lessons/adding-and-subtracting-two-2-digit-numbers-ctk3gr> | PE  <https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-lets-get-active-dance-zone-simple-movement-patterns/zbxvqp3> | UW/RE  YR  <https://classroom.thenational.academy/lessons/to-understand-how-fireworks-work-68wp2d>  Y1&2  <https://www.bbc.co.uk/bitesize/articles/z6jxdp3>  How do Christians celebrate harvest? |
| Thursday | Phonics/  Spelling  <https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics>  **R**: unit 5 session ‘f’ and ‘ff’  **Y1**: unit 19 language session  Also play unit 18 assessment games.  **Y2**: as Y1, also spelling shed:  <https://www.edshed.com/en-gb/login> | English  **Bonfire night**. Look at the acrostic poem about fireworks below. Discuss how each letter of a word is written down the page to form the first letter for each line of the poem. Think about fireworks you have seen or search for some firework videos for inspiration. **Y1 and Y2:** Have a go at making your own acrostic poem. You could use these words or make up your own. ‘fireworks, rocket, banger, bonfire’.  **R**: An adult can write your ideas down. You can help by telling them the initial sounds. | Maths  **Reception**  <https://classroom.thenational.academy/lessons/using-mathematical-language-to-describe-position-65jk6d>  Year 1:  <https://classroom.thenational.academy/lessons/understanding-commutativity-c5gk8c>  Year 2:  <https://classroom.thenational.academy/lessons/exploring-strategies-to-add-three-1-digit-numbers-61j32c> | PSHE  <https://classroom.thenational.academy/lessons/fire-burns-6hk3jt?step=1&activity=video> | Art  Firework Challenge!  Use paint, chalk, felt-tips, crayons or junk modelling to create a firework picture or model. Send your photos to [admin@branscombe.devon.sch.uk](mailto:admin@branscombe.devon.sch.uk) |
| Friday | Phonics/Spelling  <https://www.activelearnprimary.co.uk/login?e=-610&c=0#bugclub_phonics>  **R**: unit 5 session ‘l’ and ‘ll’  **Y1**: unit 20 ‘ur’ as ‘ir’  Also play unit 19 assessment games.  **Y2**: as Y1, also spelling shed:  <https://www.edshed.com/en-gb/login> | English  <https://youtu.be/3MTKWnxzqvM>  Pause the video to look really closely at the underwater fantasy worlds (the octopus in the lounge, the puffer fish hot air balloon, the turtle cities etc)  **R:** Discuss what could be happening in each picture – can you make up an exciting story about one of the pictures? You could act it out or tell an adult your ideas.  **Y1 and Y2:** Choose one setting you like and write some descriptive sentences using adjectives. E.g: The wise, elderly octopus, relaxes whilst reading his favourite book to his three wriggly grandchildren. The anglerfish lights flicker and cast shadows over the room. | Maths  Reception  <https://classroom.thenational.academy/lessons/using-mathematical-language-to-describe-position-accurately-cth30c>  **Year 1**  <https://classroom.thenational.academy/lessons/subtracting-by-partitioning-crr3jr>  **Year 2**  Addition problem solving task  <https://nrich.maths.org/7819> | Science  <https://www.bbc.co.uk/bitesize/articles/zhnny9q>  Find out about food chains. Play the interactive food chain games. | PE  <https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-lets-get-active-dance-zone-simple-movement-patterns/zbxvqp3> |



Flaming torches,

Intensely bright!

Red, green, blue,

Exploding lights.

Whirling, twirling,

On the ground or in flight.

Rapidly banging and booming,

Kaleidoscope of colours,

Sounds of Bonfire night!