







Monday		
Timings	Activity	Activity Plan
9:00-9:30	PE/Activity	<p style="text-align: center;">Complete the Joe Wicks daily PE session on YouTube. You can find one version here if you cannot access the live ones: <a href="https://www.youtube.com/watch?v=sX05HHni9Wk">https://www.youtube.com/watch?v=sX05HHni9Wk</a> Sit as a family and eat breakfast together.</p>
9:30-10.00	<p style="color: yellow; font-weight: bold;">EYFS Phonics and writing</p> <p style="color: red; font-weight: bold;">LIVE LESSON via Teams</p>	<p>If you are unable to attend the <b>LIVE EYFS Phonics and writing</b> lesson, please use the EYFS Read, Write, Inc links Below.</p> <p>In the LIVE lesson we will focus on practising the Set 1 speed sounds, Fred talk (learning to blend orally) and blending sounds to read words. We will also complete handwriting skills and begin to spell simple words.</p> <p style="color: yellow;">EYFS pupils are to access the Read, Write, Inc phonics videos via Tapestry OR the links below.</p> <p>Learning to blend at home Lesson 24 - <a href="https://schools.ruthmiskin.com/training/view/2m5y7neD/JLb3sDKd">https://schools.ruthmiskin.com/training/view/2m5y7neD/JLb3sDKd</a> Word time 1:5 (4) Reading – <a href="https://schools.ruthmiskin.com/training/view/Lni45CtD/CNT1et6O">https://schools.ruthmiskin.com/training/view/Lni45CtD/CNT1et6O</a> Word time 1:5 (4) Spelling – <a href="https://schools.ruthmiskin.com/training/view/mfMANRzI/FqciWl8z">https://schools.ruthmiskin.com/training/view/mfMANRzI/FqciWl8z</a></p>
	<p style="color: blue; font-weight: bold;">Year 1 &amp; 2 RWI</p> <p style="color: blue; font-weight: bold;">Tapestry</p>	<p style="color: blue;">Year 1/ 2 pupils are to access the Read, Write, Inc phonics videos via Tapestry OR the links below.</p> <p>Red Words Green Lesson 2 - <a href="https://schools.ruthmiskin.com/training/view/UXR0XPsa/fOT5vIVu">https://schools.ruthmiskin.com/training/view/UXR0XPsa/fOT5vIVu</a> Hold a sentence Green (4) - <a href="https://schools.ruthmiskin.com/training/view/C8oxgvT6/r3nFUxqb">https://schools.ruthmiskin.com/training/view/C8oxgvT6/r3nFUxqb</a></p>
10.00-10.30	<p style="color: yellow; font-weight: bold;">EYFS Maths</p> <p style="color: yellow; font-weight: bold;">Please complete at an appropriate time at home.</p>	<p><b>The learning this week will focus on the area Shape, Space and Measure from the Early Years Curriculum.</b> For the second activity in this lesson you will need to have hidden a selection of teddies or toys around your home before starting.</p> <p>Show your child the picture <b>EYFS Maths Monday activity 1</b>. Look at the two pictures with your child to see what is the same and what is different about them. Your child will use their observation skills to find the differences between the two pictures. As your child tells you their thoughts, write them down.</p> <ul style="list-style-type: none"> <li>Can they spot which item is missing (football).</li> <li>Which has moved places (teddy) in the second picture?</li> </ul> <p>Use the following question to support learning as they look at the picture:</p> <ol style="list-style-type: none"> <li>What items are on the shelves?</li> <li>What is the same about the pictures?</li> <li>Which item has not moved?</li> <li>What is different about the pictures?</li> <li>Are there the same number of items?</li> <li>Has the teddy moved up or down?</li> <li>Which item is missing?</li> </ol> <div style="text-align: right;">  </div> <p>For the second activity you will need <b>EYFS Maths Monday activity 2</b> picture to act as a prompt. If you have not hidden any teddies of toys around your home before starting, do this now. Your child will try to find these shortly.</p> <p>Tell your child that they will be going on a bear/toy hunt to find teddies/toys. Give clues, modelling positional language to support your child in finding the teddies:</p> <ul style="list-style-type: none"> <li>Behind</li> <li>On</li> <li>In</li> <li>Under</li> <li>Next to</li> <li>In front</li> </ul> <div style="text-align: right;">  </div> <p>Use the following question to support learning:</p> <ol style="list-style-type: none"> <li>Is the teddy under the table?</li> <li>Is the teddy on the table?</li> <li>Walk across the classroom to look behind the blinds. Is the teddy there?</li> <li>Is the teddy in the box?</li> <li>Can you put teddy under the cover/ on the book?</li> </ol> <p><b>GET ACTIVE Challenge</b></p> <p>Continue the bear/toy hunt activity: encourage your child to hide a teddy or toy and give you/siblings clues to find it. If there are enough teddies/toys. Praise them for using the positional language shown above.</p> <p style="text-align: center;">We would love to see them completing their learning. Please share on Tapestry OR email <a href="mailto:updates@smfa.org.uk">updates@smfa.org.uk</a></p>
	<p style="color: blue; font-weight: bold;">Year 1 &amp; 2 spelling</p>	<p style="color: blue;">Year 1 &amp; 2 spelling- Look at words below and practise <b>car, start, garden, Monday, Wednesday, Friday, Sunday</b> these three words are slightly trickier as you child may not have learnt some of the sounds <b>Tuesday, Thursday Saturday</b></p> <p><b>Look</b> at the word, <b>cover</b> the word, <b>write</b> the word and then <b>check</b> to see if it is correct</p>
10.30-11	Physical break, snack and drink	<p style="text-align: center;">Take this time to have a short break. Get active and pick an activity to complete.</p> <ul style="list-style-type: none"> <li>Go for a short walk in your local area.</li> <li>Put on some music and dance.</li> </ul>



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		<ul style="list-style-type: none"> <li>Take time to relax. Sit in a quiet space and take some deep breaths in and out. Think of your favourite place as you do this. Make sure you take the time to have a snack.</li> </ul>
	<b>Year 1/ 2 Maths</b> <b>LIVE LESSON via</b> <b>Teams</b>	<p>Today we are going to be looking at solving word problems with subtraction. You will need a number line or ten frames and part-whole model Monday- Year 1/2 resources for Maths and count objects.</p> <p>The PowerPoint on the school website talks you through the maths for today. The activities are on the PowerPoint slides too.</p>
11.00-11.30	<b>EYFS Handwriting</b>	<p><b>EYFS</b> – Practise forming the following letters using the Read, Write, Inc rhymes to support. The children will repeat some of the letters across the week and come back to them to ensure they are confident.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Round her head, up past her earring, down her hair, and flick.</p> </div> <div style="text-align: center;">  <p>Down the robots back and curl over his arm.</p> </div> <div style="text-align: center;">  <p>Slither down the snake.</p> </div> <div style="text-align: center;">  <p>Down and under, up to the top and draw the puddle.</p> </div> </div>
11.30-45	Physical break and drink and <b>Year 1 &amp; 2</b> maths challenge	<p>Take this time to have a short break. Make sure you move around. Do a little dance, run or jump on the spot or run around your garden. Finish with a drink. <b>Year 1 &amp; 2</b> children are to use this time to complete their maths challenge.</p>
11.45-12.00	Story Time <b>Tapestry</b>	<p>Please access the story time via your Tapestry account. If you do not have a Tapestry account pick a story at home and enjoy time together sharing a book. Talk about your favourite parts of the story.</p>
12.00-1.00	Lunch time	
1.00 - 1.45	PSHE <b>LIVE LESSON via</b> <b>Teams</b>	<p>Today the children on the LIVE lesson will listen to the story <i>Lost and Found</i> by Oliver Jeffers. If you are unable to attend the LIVE lesson, please use the link below. <i>Please remember to always supervise your child when using the internet.</i></p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=cRAAQ8EWzig">https://www.youtube.com/watch?v=cRAAQ8EWzig</a></p> <p>After you have listened to the story, use the following questions to support a discussion about the story.</p> <ul style="list-style-type: none"> <li>How was the penguin feeling when the boy found him?</li> <li>Where did the boy take the penguin first? To the lost and found office.</li> <li>It says in the story that the boy felt 'disappointment', what does this mean?</li> <li>Why was he disappointed? Because he wanted to help the penguin but had not found anyone who could help.</li> <li>How did the boy discover where penguins came from? He read a book.</li> <li>Where did the book say penguins were from? The South Pole.</li> <li>How did they get to the South Pole? They rowed in a boat.</li> <li>Why do you think the penguin felt sad again when it reached the South Pole?</li> <li>Why did the boy realise he has made a mistake? Because the penguin was not lost. He was just lonely.</li> <li>What happened when the boy returned to the South Pole? The penguin was gone.</li> <li>How do you think the boy and the penguin felt when they were reunited?</li> </ul> <p>After discussing the story, show your child the word 'helpful'. What does this mean? Discuss ideas together. Use the story to help you prompt your child's thinking – the boy wanted to be helpful in the story by taking the penguin back to its home.</p>
1.45-2.00	Physical break/Snack and drink	<p>Take this time to have a short break. Make sure you move around. Do a little dance, run or jump on the spot or run around your garden. Finish with a drink</p>
2.00-3.00	PSHE	<p>The PSHE activity today is to think of ways that you can be helpful at home. Think about:</p> <ul style="list-style-type: none"> <li>Who you could help at home?</li> <li>What might they need help with?</li> <li>How would you be helpful e.g. drying the dishes. Sorting the socks from the washing pile.</li> </ul> <p>We would like you to pick a minimum of <u>three</u> things that you are going to do at home to be helpful. We would like you to challenge yourself by writing down your three things as a list OR as a sentence e.g.</p> <p><i>I will make my bed.</i>  <i>I can help dress my baby brother.</i>  <i>I will tidy up my toys.</i></p> <p><i>Bed</i>  <i>Brother</i>  <i>Toys</i></p>




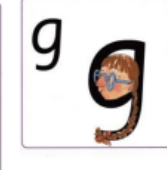
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Adults can write down the chosen things if this is appropriate for your child. We would love to see pictures of your child being helpful at home and their writing. Please share your pictures on Tapestry or email your learning to [updates@smfa.org.uk](mailto:updates@smfa.org.uk).

## Tuesday

Timings	Activity	Activity Plan
9:00-9:30	PE/Activity	<p>Choose one of the following activities to do during this time:</p> <ul style="list-style-type: none"> <li>- Sit as a family and eat breakfast together.</li> <li>- Go for a walk in the park or by the beach.</li> <li>- Play a game as a family, practising turn taking.</li> </ul>
9:30-10.00	<p>EYFS Phonics and writing <b>LIVE LESSON via Teams</b></p>	<p>If you are unable to attend the <b>LIVE EYFS Phonics and writing</b> lesson, please use the EYFS Read, Write, Inc links Below.</p> <p>In the LIVE lesson we will focus on practising the Set 1 speed sounds, Fred talk (learning to blend orally) and blending sounds to read words. We will also complete handwriting skills and begin to spell simple words.</p> <p><b>EYFS</b> pupils are to access the Read, Write, Inc phonics videos via Tapestry OR the links below.            Learning to blend at home Lesson 25 -            Word time 1:6 (I) Reading –            Word time 1:6 (I) Spelling –</p>
	<p><b>Year 1 &amp; 2 RWI Tapestry</b></p>	<p><b>Year 1/ 2</b> pupils are to access the Read, Write, Inc phonics videos via Tapestry OR the links below.            Red Words Green Lesson 3 - <a href="https://schools.ruthmiskin.com/training/view/mmU5Z9WB/zw7Fop30">https://schools.ruthmiskin.com/training/view/mmU5Z9WB/zw7Fop30</a>            Hold a sentence Green (5) - <a href="https://schools.ruthmiskin.com/training/view/0lewevUa/7pYEK48H">https://schools.ruthmiskin.com/training/view/0lewevUa/7pYEK48H</a></p>
10.00-10.30	<p>EYFS Maths Please complete at an appropriate time at home.</p>	<p><b>The focus of this lesson is to use positional language to describe the position of items.</b></p> <p>Look at the picture <b>EYFS Maths Tuesday activity 1</b>. Encourage and support your child to use positional language to describe where the rooms and furniture in the doll's house are, in relation to the other rooms or items.</p> <ul style="list-style-type: none"> <li>• Can they describe the position of other objects they can see in the picture?</li> </ul> <p>Use the following questions to support learning:</p> <ol style="list-style-type: none"> <li>1. Which rooms can you see in the house?</li> <li>2. How can you tell that this is a bedroom/kitchen?</li> <li>3. Which items can you see in the kitchen/bedroom/living room/bathroom?</li> <li>4. Which room is below the bedroom?</li> <li>5. Which room is above the kitchen?</li> <li>6. What is on the bed?</li> <li>7. What is on top of your bed?</li> <li>8. What do you put in the oven/in the sink?</li> </ol>  <p>Look at the picture <b>EYFS Maths Tuesday activity 2</b>. Ask your child to use positional language to describe the position of the teddy.</p> <p>Use the following question to support learning:</p> <ul style="list-style-type: none"> <li>• Which room is the teddy in?</li> <li>• Is the teddy in the bed, on the bed or under the bed?</li> </ul>  <p>Next, use a teddy or doll and a toy bed (If you do not have a toy bed, you could draw one on a piece of paper) to model the difference between <b>in</b> the bed, <b>on</b> the bed and <b>under</b> the bed. You could also model <b>in, on, under</b> and <b>behind</b> using other items such as a toy car or box</p> <p>Deepen your child's understanding by putting a teddy on a chair. Ask your child:</p> <ol style="list-style-type: none"> <li>1. Where is the teddy?</li> <li>2. Is the teddy in the chair, on the chair or under the chair?</li> <li>3. Can you put the teddy under the chair?</li> <li>4. Can you put the teddy in the chair?</li> <li>5. Is this possible?</li> <li>6. Can you put teddy next to or behind the chair?</li> </ol> <p><b>GET ACTIVE challenge</b></p> <p>Use a mat, chair, hula hoop or similar items in a large and safe space (If you do not have a safe space then complete a mini version with a teddy). Take it in turns to call out instructions for each other to follow, for example: Stand on the mat, sit in the hoop, stand behind or in front of the chair, lie under the mat.</p> <p>Children can then create their own instructions for other children to follow.</p> <p>Don't forget to share your learning on Tapestry OR email <a href="mailto:updates@smfa.org.uk">updates@smfa.org.uk</a></p> <p><b>Supporting learning further at home:</b></p> <p>To support your child with their learning this week, provide opportunities to reinforce the use of positional language in everyday contexts. For example, ask your child where certain key objects are, such as their shoes, book, hairbrush, toothbrush, toy. Model and encourage full sentence responses using the key positional language of in, on, under, above, below, next to and behind e.g. 'my shoes are <b>next to</b> the chair', 'Mummy's keys are <b>on</b> the table'.</p>





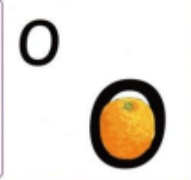
# Year R/I&2 Weekly Plan 8th-12th Feb 2021

	year 1 & 2 spelling	<p><b>Year 1 &amp; 2 spelling</b> - Look at words below and practise <b>car, start, garden, Monday, Wednesday, Friday, Sunday</b> these three words are slightly trickier as you child may not have learnt some of the sounds <b>Tuesday, Thursday Saturday</b></p> <p><b>Look</b> at the word, <b>cover</b> the word, <b>write</b> the word and then <b>check</b> to see if it is correct.</p>
10.30-11	Physical break, snack and drink	<p>Take this time to have a short break. Get active and pick an activity to complete.</p> <ul style="list-style-type: none"> <li>Go for a short walk in your local area.</li> <li>Put on some music and dance.</li> <li>Take time to relax. Sit in a quiet space and take some deep breaths in and out. Think of your favourite place as you do this.</li> </ul> <p style="text-align: center;">Make sure you take the time to have a snack.</p>
	<b>Year 1/2 Maths LIVE LESSON via Teams</b>	<p>Today we are going to be looking at addition and subtraction facts to 20. You may want to use the resources from Monday's lesson to help you.</p> <p>The PowerPoint on the school website talks you through the maths for today. The activities are on the PowerPoint slides too.</p>
11.00-11.30	<b>EYFS Handwriting</b>	<p><b>EYFS</b> – Practise forming the following letters using the Read, Write, Inc rhymes to support. The children will repeat some of the letters across the week and come back to them to ensure they are confident.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Down and under, up to the top and draw the puddle.</p> </div> <div style="text-align: center;">  <p>Around the apple and down the leaf.</p> </div> <div style="text-align: center;">  <p>Lift off the top and scoop out the egg.</p> </div> <div style="text-align: center;">  <p>Around the girls face, down her hair and give her a curl.</p> </div> </div>
11.30-11.45	Physical break and drink and <b>Year 1 &amp; 2 maths challenge</b>	<p>Take this time to have a short break. Make sure you move around. Do a little dance, run or jump on the spot or run around your garden. Finish with a drink.</p> <p><b>Year 1 &amp; 2</b> children are to use this time to complete their maths challenge.</p>
11.45-12.00	Story Time <b>Tapestry</b>	<p>Please access the story time via your Tapestry account.</p> <p>If you do not have a Tapestry account pick a story at home and enjoy time together sharing a book. Talk about your favourite parts of the story.</p>
12.00-1.00	Lunch time	
1.00 - 1.45	History <b>LIVE LESSON via Teams</b>	<p>Time Capsules - Watch this short film about a time capsule <a href="https://www.youtube.com/watch?v=xhdTXFIK09w">https://www.youtube.com/watch?v=xhdTXFIK09w</a></p> <p>Peppa pig makes a time capsule with her class watch to see what they put in <a href="https://www.youtube.com/watch?v=-BJXqk4O-dI">https://www.youtube.com/watch?v=-BJXqk4O-dI</a></p> <p>We are looking at what they have so far for their Lockdown Capsule. Share some of your ideas and what you have placed in them. Discuss what the good things are to put in but what things might not be a good idea. Discuss where you might bury it and if you are going to return to it like the little girl did in the film.</p>
1.45-2.00	Physical break and drink	<p>Take this time to have a short break. Make sure you move around. Do a little dance, run or jump on the spot or run around your garden. Finish with a drink.</p> <p><b>Year 1 &amp; 2</b> children are to use this time to complete their maths challenge.</p>
2.00-3.00	History	<p>Share what you have in your capsule - you might want to draw a picture of the things inside and write a date on it so you remember.</p> <p>Have you written your letter for the person who finds it? Don't forget to tell them about you. If you have done everything so far for your time capsule, create a map of where you have buried it to remind yourself and anyone else. What could you include in your map to help people find the time capsule? Tapestry or share with us by emailing <a href="mailto:updates@smfa.org.uk">updates@smfa.org.uk</a></p>

## Wednesday

Timings	Activity	Activity Plan
9:00-9:30	PE/Activity	<p>Complete the Joe Wicks daily PE session on YouTube. You can find one version here if you cannot access the live ones <a href="https://www.youtube.com/watch?v=hnOtrnh80hs">https://www.youtube.com/watch?v=hnOtrnh80hs</a></p> <p>Sit as a family and eat breakfast together.</p>
9:30-10.00	<b>EYFS Phonics and writing LIVE LESSON via Teams</b>	<p>If you are unable to attend the <b>LIVE EYFS Phonics and writing</b> lesson, please use the EYFS Read, Write, Inc links Below.</p> <p>In the LIVE lesson we will focus on practising the Set 1 speed sounds, Fred talk (learning to blend orally) and blending sounds to read words. We will also complete handwriting skills and begin to spell simple words.</p> <p><b>EYFS</b> pupils are to access the Read, Write, Inc phonics videos via Tapestry OR the links below.</p> <p>Word time 1:6 (2) Reading – <a href="https://schools.ruthmiskin.com/training/view/Buz3jtYs/ekdExanX">https://schools.ruthmiskin.com/training/view/Buz3jtYs/ekdExanX</a></p> <p>Word time 1:6 (2) Spelling – <a href="https://schools.ruthmiskin.com/training/view/lX5Q6iW1/Eb5N3XuI">https://schools.ruthmiskin.com/training/view/lX5Q6iW1/Eb5N3XuI</a></p>


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	<b>Year 1 &amp; 2 RWI Tapestry</b>	<p>Year 1/2 pupils are to access the Read, Write, Inc phonics videos via Tapestry OR the links below.            Red Words Purple Lesson 1 - <a href="https://schools.ruthmiskin.com/training/view/dUBJ4klv/laed9HAw">https://schools.ruthmiskin.com/training/view/dUBJ4klv/laed9HAw</a>            Hold a sentence Green (6) - <a href="https://schools.ruthmiskin.com/training/view/i4nQWwiL/VUzigDRj">https://schools.ruthmiskin.com/training/view/i4nQWwiL/VUzigDRj</a></p>
10.00-10.30	<b>EYFS Maths</b> Please complete at an appropriate time at home.	<p><b>The focus of this lesson is to use positional language to describe the position of items.</b>            Have paper and a pen/pencil available during the lesson to record your child's thinking/talking. When recording make sure you record <u>exactly</u> how the speak – try not to add any words even if you know they have missed them out. This allows you to see clearly how much they understand the activity, how to use key language and how the explain their thinking (how detailed is it?).</p> <p>Look at <b>EYFS Maths Wednesday activity 1</b>. Where are the flowers? Encourage your child to use the positional language <b>in</b> and <b>on</b>. Ask:</p> <ul style="list-style-type: none"> <li>• What re the flowers in?</li> <li>• What are flowers on?</li> </ul> <p>Next, look at <b>EYFS Maths Wednesday activity 2</b>. Where is the football? Encourage your child to use the positional language <b>below</b> or <b>under</b>. Ask:</p> <ul style="list-style-type: none"> <li>• Can you use 'in' or 'on' to describe the ball?</li> <li>• What words do you need to describe where the ball is?</li> <li>• Can you describe where the ball is in relation to where the wellies are?</li> <li>• Is the ball in front of or behind the wellies?</li> </ul>  <p>Use <b>EYFS Maths Wednesday activity 3</b> pictures. Ask your child to look at each one and describe the position of the animals e.g. 'The bee is above the table. The dog in under the table'. Record their thoughts.</p> <p>Please share their learning on Tapestry or email <a href="mailto:updates@smfa.org.uk">updates@smfa.org.uk</a></p>
	Year 1 & 2 spelling	<p><b>Year 1 &amp; 2</b> Spelling - Look at words below and practise  <b>girl, bird, shirt, thirst, bird, of, said, says, are, were</b>  <b>Look</b> at the word, <b>cover</b> the word, <b>write</b> the word and then <b>check</b> to see if it is correct.</p>
10.30-11.00	Physical break, snack and drink.	<p>Take this time to have a short break. Get active and pick an activity to complete.</p> <ul style="list-style-type: none"> <li>• Go for a short walk in your local area.</li> <li>• Put on some music and dance.</li> <li>• Take time to relax. Sit in a quiet space and take some deep breaths in and out. Think of your favourite place as you do this.</li> </ul> <p>Make sure you take the time to have a snack.</p>
	<b>Year 1/2 Maths LIVE LESSON via Teams</b>	<p>Today we are going to be looking at comparing addition and subtraction. The Powerpoint on the school website talks you through the maths for today. The activities are on the Powerpoint slides too.</p>
11.00-11.30	<b>EYFS Handwriting</b>	<p><b>EYFS</b> – Practise forming the following letters using the Read, Write, Inc rhymes to support. The children will repeat some of the letters across the week and come back to them to ensure they are confident.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Around the girls face, down her hair and give her a curl.</p> </div> <div style="text-align: center;">  <p>Down the head, to his hooves and over his back.</p> </div> <div style="text-align: center;">  <p>Down the long leg.</p> </div> <div style="text-align: center;">  <p>All around the orange.</p> </div> </div>
11.30-11.45	Physical break and drink and <b>Year 1 &amp; 2</b> maths challenge	<p>Take this time to have a short break. Make sure you move around. Do a little dance, run or jump on the spot or run around your garden. Finish with a drink.</p> <p><b>Year 1 &amp; 2</b> children are to use this time to complete their maths challenge.</p>
11.45-12.00	Story Time <b>Tapestry</b>	<p>Please access the story time via your Tapestry account.            If you do not have a Tapestry account pick a story at home and enjoy time together sharing a book. Talk about your favourite parts of the story.</p>
12.00-1.00	Lunch time	
1.00 - 1.45	English/Science <b>LIVE LESSON via Teams</b>	<p>What If you could see the planets? What do you think they would look like?            The children will begin the lesson by discussing what they know about Space and the Planets. The teacher will share key words (space/atmosphere/star/warm/cold/freezing/dark) linked to the topic and ask children to share their individual knowledge.</p> <p>Look at the Power point space and the planets and discuss each of the planets as we see them on the images</p> <ul style="list-style-type: none"> <li>• What do they look like?</li> <li>• Do you think people could live on them?</li> <li>• Do you think they are a hot or cold planet? Why?</li> <li>• How does the sun affect each planet?</li> </ul>

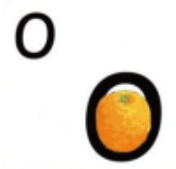


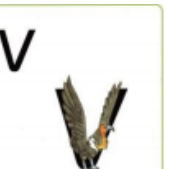

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		Why is Pluto no longer thought to be a planet?
1.45-2.00	Physical break/Snack and drink	Take this time to have a short break. Make sure you move around. Do a little dance, run, or jump on the spot or run around your garden. Finish with a drink
2.00-3.00	English/Art activity	<p>Choose a challenge from one of the three below or you might want to try all three.</p> <p>Challenges:</p> <ol style="list-style-type: none"> <li>1. Draw your own planet what would it look like? Use some key words.</li> <li>2. Draw our planets and include the sun put labels on each of the planets.</li> <li>3. Write some sentences about each of the planets.</li> </ol> <p>Sentences starters. The Sun is...      The Earth is...      I like .....      because</p> <p>My favourite planet is...</p> <p>Our Solar system has .....</p> <p style="text-align: center;"><b>Don't forget Capital letters, finger spaces and full stops.</b></p> <p>Please share photos of your gallery or virtual tours on Tapestry or email <a href="mailto:updates@smfa.org.uk">updates@smfa.org.uk</a></p>

## Thursday

Timings	Activity	Activity Plan
9:00-9:30	PE/Activity	<p>Choose one of the following activities to do during this time:</p> <ul style="list-style-type: none"> <li>- Sit as a family and eat breakfast together.</li> <li>- Go for a walk in the park or by the beach.</li> <li>- Play a game as a family, practising turn taking.</li> </ul>
9:30-10.00	EYFS Phonics and writing <b>LIVE LESSON via Teams</b>	<p>If you are unable to attend the <b>LIVE EYFS Phonics and writing</b> lesson, please use the EYFS Read, Write, Inc links Below.</p> <p>In the LIVE lesson we will focus on practising the Set 1 speed sounds, Fred talk (learning to blend orally) and blending sounds to read words.</p> <p style="background-color: #FFFF00;">EYFS pupils are to access the Read, Write, Inc phonics videos via Tapestry OR the links below.</p> <p>Word time 1:6 (3) Reading – <a href="https://schools.ruthmiskin.com/training/view/evtUACtc/lilH7XXH">https://schools.ruthmiskin.com/training/view/evtUACtc/lilH7XXH</a></p> <p>Word time 1:6 (3) Spelling – <a href="https://schools.ruthmiskin.com/training/view/typlg00Z/wlb69KDX">https://schools.ruthmiskin.com/training/view/typlg00Z/wlb69KDX</a></p>
	Year I & 2 RWI Tapestry	<p style="background-color: #00AEEF; color: white;">Year I/2 pupils are to access the Read, Write, Inc phonics videos via Tapestry OR the links below.</p> <p>Red Words Purple Lesson 2 - <a href="https://schools.ruthmiskin.com/training/view/iRBSI9Pp/LXVvmyaQ">https://schools.ruthmiskin.com/training/view/iRBSI9Pp/LXVvmyaQ</a></p> <p>Hold a sentence Purple (1) - <a href="https://schools.ruthmiskin.com/training/view/CF3oV8Qt/JOdXdY38">https://schools.ruthmiskin.com/training/view/CF3oV8Qt/JOdXdY38</a></p>
10.00-10.30	EYFS Maths Please complete at an appropriate time at home.	<p><b>In today's lesson, your child will use positional language to describe what they can see around them, including developing an understanding of different viewpoints.</b> For the second activity, you will need a variety of different objects that you can place around your child e.g. toys, books, clothing, everyday items in the room.</p> <p>First, use <b>EYFS Maths Thursday activity 1</b> to support your child to consider how viewpoint affect what can be seen. Continue to use positional language to explain why the teddy can or cannot see different objects. Help your child to begin to understand that you cannot see things behind you without altering your own position (turning your head or your body). 'Teddy cannot see the tree because it is behind him', 'He can see the sandwiches because they are in front of him'.</p> <p><u>Assess:</u></p> <ul style="list-style-type: none"> <li>• Can your child understand that things can be seen that are in front of you or to the side of you?</li> <li>• Do they understand that they cannot see things behind them?</li> <li>• Can they describe the position of objects in relation to other objects?</li> </ul> <div style="text-align: right;">  </div> <p>Next, place the items that you gathered before the lesson around your child. You could ask them to sit on the floor if this is more appropriate for your home setting. Place some of the items behind them as well as deliberately placing items under others. If there are other items in the room you are in, such as a toy box, table, or chair, use these to place items on, under, and next to.</p> <p>From where your child is sitting, ask them some of the following questions (remind them they must face the same way):</p> <ul style="list-style-type: none"> <li>• What can you see in front of you?</li> <li>• What can you see next to you?</li> <li>• What is next to the .....?</li> <li>• What is the ..... on?</li> <li>• Where is the .....?</li> <li>• What is behind you? Why don't you know? Ask them to explain.</li> </ul> <p>Encourage your child to describe the position of different items in the room using key positional language:</p> <ul style="list-style-type: none"> <li>• On</li> <li>• In</li> <li>• Under</li> <li>• Next to</li> <li>• In front</li> </ul>

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		Remember to share your learning on Tapestry OR email <a href="mailto:updates@smfa.org.uk">updates@smfa.org.uk</a>
	Year 1 & 2 spelling	<p><b>Year 1 &amp; 2 spelling</b> - Look at words below and practise  <span style="color: red;">girl, bird, shirt, thirst, bird, of, said, says, are, were</span>  <b>Look</b> at the word, <b>cover</b> the word, <b>write</b> the word and then <b>check</b> to see if it is correct.</p>
10.30-11.00	Physical break, snack and drink	<p>Take this time to have a short break. Get active and pick an activity to complete.</p> <ul style="list-style-type: none"> <li>Go for a short walk in your local area.</li> <li>Put on some music and dance.</li> <li>Take time to relax. Sit in a quiet space and take some deep breaths in and out. Think of your favourite place as you do this.</li> </ul> <p style="text-align: center;">Make sure you take the time to have a snack.</p>
	<b>Year 1/ 2 Maths LIVE LESSON via Teams</b>	Today we are going to be looking at solving problems with addition and subtraction. The Powerpoint on the school website talks you through the maths for today. The activities are on the Powerpoint slides too.
11.00-11.30	<b>EYFS Handwriting</b>	<p><b>EYFS</b> – Practise forming the following letters using the Read, Write, Inc rhymes to support. The children will repeat some of the letters across the week and come back to them to ensure they are confident.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>All around the orange.</p> </div> <div style="text-align: center;">  <p>Down the pirates plait and around his face.</p> </div> <div style="text-align: center;">  <p>Down a horn, up a horn and under head.</p> </div> <div style="text-align: center;">  <p>Down a wing, up a wing.</p> </div> </div>
11.30-11.45	Physical break and drink and <b>Year 1 &amp; 2 maths challenge</b>	Take this time to have a short break. Make sure you move around. Do a little dance, run or jump on the spot or run around your garden. Finish with a drink <span style="color: red;">Year 1 &amp; 2</span> children are to use this time to complete their maths challenge.
11.45-12.00	Story Time <b>Tapestry</b>	Please access the story time via your Tapestry account. If you do not have a Tapestry account pick a story at home and enjoy time together sharing a book. Talk about your favourite parts of the story.
12.00-1.00	Lunch time	
1.00 - 1.45	English/Science <b>LIVE LESSON via Teams</b>	<p>You will need the PowerPoint – <b>Space and Planets</b> to support with today's lesson. The lesson will focus on planet Earth. Begin by discussing what Earth is. What does your child understand about the Earth? Record what they say and share this with us. We will share our ideas on the LIVE lesson.</p> <p>Next, look at images of the Earth using the PowerPoint <b>Space and Planets</b>. If you have your own books about Earth at home, you could also use these to support the lesson. As you look at the images, use the following questions to prompt and support discussions:</p> <ul style="list-style-type: none"> <li>What can you see?</li> <li>Which parts are the land?</li> <li>Which parts are the oceans and seas?</li> <li>What is the space around Earth?</li> <li>How were these images taken?</li> </ul> <div style="text-align: right;">  </div> <p>We would now like your child to think about what planet Earth has e.g. animals, people, flowers, trees, rivers, lakes, cities, mountains etc. Ask your child to think about what is on planet Earth and ask them to write a list OR write it for your child if this is most appropriate.</p> <p>Now watch the Man on the moon video using the link below. <i>Please remember to always supervise your child when using the internet.</i></p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=jGY-T4W-BOc">https://www.youtube.com/watch?v=jGY-T4W-BOc</a></p> <p>Discuss what the man can see from the Moon. We will share our ideas as part of the LIVE lesson.</p>
1.45-2.00	Physical break and drink	Take this time to have a short break. Make sure you move around. Do a little dance, run or jump on the spot or run around your garden. Finish with a drink
2.00-3.00	English/Science	<p>Today, we would like you to write a letter to the man on the moon, describing what Earth is like. You can use the following sentence starters to help you complete the letter.</p> <ul style="list-style-type: none"> <li>Earth has...</li> <li>You can visit...</li> <li>There are...</li> </ul> <p>Remember to use key features of a letter that we have learnt about in recent weeks.</p>







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		<ul style="list-style-type: none"> <li>Write who the letter is for using 'To' or 'Dear'.</li> <li>Use sentences to write your letter (capital letters, fingers spaces and full stops). Today we would like you to pick <u>three</u> sentences/things you would like to tell the Man on the Moon.</li> <li>Remember to say who the letter is from.</li> </ul> <p>Share your learning on Tapestry or email your videos and work to <a href="mailto:updates@smfa.org.uk">updates@smfa.org.uk</a></p>
<b>Friday</b>		
Timings	Activity	Activity Plan
9:00-9:30	PE/Activity	Complete the Joe Wicks daily PE session on YouTube. Sit as a family and eat breakfast together.
9:30-10.00	<p style="color: yellow;">EYFS Phonics and writing</p> <p style="color: red;">LIVE LESSON via Teams</p>	<p>If you are unable to attend the <b>LIVE EYFS Phonics and writing</b> lesson, please use the EYFS Read, Write, Inc links Below.</p> <p>In the LIVE lesson we will focus on practising the Set 1 speed sounds, Fred talk (learning to blend orally) and blending sounds to read words. We will also complete handwriting skills and begin to spell simple words.</p> <p style="color: yellow;">EYFS</p> <p>pupils are to access the Read, Write, Inc phonics videos via Tapestry OR the links below.            Word time 1:6 (4) Reading – <a href="https://schools.ruthmiskin.com/training/view/uOtxlBnI/IVWFQejy">https://schools.ruthmiskin.com/training/view/uOtxlBnI/IVWFQejy</a>            Word time 1:6 (4) Spelling – <a href="https://schools.ruthmiskin.com/training/view/MzdZIZqk/7P8LEUs6">https://schools.ruthmiskin.com/training/view/MzdZIZqk/7P8LEUs6</a></p>
	<p style="color: blue;">Year 1 &amp; 2 RWI</p> <p style="color: blue;">Tapestry</p>	<p style="color: blue;">Year 1/2</p> <p>pupils are to access the Read, Write, Inc phonics videos via Tapestry OR the links below.            Red Words Pink Lesson 1 - <a href="https://schools.ruthmiskin.com/training/view/lMPrInt/a2qHcFxl">https://schools.ruthmiskin.com/training/view/lMPrInt/a2qHcFxl</a>            Hold a sentence Purple (2) - <a href="https://schools.ruthmiskin.com/training/view/e6XlcXzu/tkS4F9Qq">https://schools.ruthmiskin.com/training/view/e6XlcXzu/tkS4F9Qq</a></p>
10.00-10.30	<p style="color: yellow;">EYFS Maths</p> <p style="color: yellow;">Please complete at an appropriate time at home.</p>	<p><b>Today, the focus is to describe movement using the language up, down and across.</b> Have <b>EYFS Maths Friday Arrow</b> ready to support your child's understanding of different directions.</p> <p>Look At the picture <b>EYFS Maths Friday challenge activity</b>. Your child will use directional language to describe a route. Encouraged your child to use the language <b>up, down, and across</b> to describe movement. Use the following questions to support learning:</p> <ol style="list-style-type: none"> <li>Which way will Ella go on the ladder?</li> <li>Could you trace a line to help you find the way?</li> <li>Does Ella need to go up or down?</li> <li>Could you use left and right to describe direction as well?</li> </ol> <p>Next, play a game of Snakes and Ladders. Explain how the game works, that children should zigzag across the board, following the numbers to the right and sometimes to the left. If they land at the bottom of the ladder, they go up it, if they land on the top of a snake, they slide down it. Encourage children to explain how they are moving: up, down or across. See <b>EYFS Maths Friday Snakes and Ladders</b>.</p> <p>The final activity can be completed as part of the lesson OR you can complete this at another time that is most appropriate for you and your family. Go on a walk around your home or local area (within your daily hour exercise) and encourage your child to think about what they can travel up or down (steps, a slope) and when they can move across. If appropriate, encourage your child to think about left and right or forwards and backwards. Can they follow a set of instructions? For example:  <i>Go up the steps, walk forward 5 steps, go across the park, turn right.</i></p> <p>When finished, ask your child to draw out their route and explain where they have been to their sibling or a family members living at home using the key positional language.            Please share pictures of your garden centre maths on Tapestry or email <a href="mailto:updates@smfa.org.uk">updates@smfa.org.uk</a></p>
	<p style="color: blue;">Year 1 &amp; 2 spelling</p>	<p style="color: blue;">Year 1 &amp; 2 spelling</p> <p>– challenge today can you write your spelling by using Fred fingers for the green words <b>car, start, garden, Monday, Wednesday, Friday, Sunday girl, bird, shirt, thirst, bird</b>, these three days of the week might are slightly trickier as you child may not have learnt some of the sounds yet <b>Tuesday, Thursday Saturday</b> and by remembering the <b>tricky letters</b> in the <b>red words of, said, says, are, were</b>            Get your adult to help you <b>write</b> the words and then <b>check</b> to see if they are correct.</p>
10.30-11.00	Physical break, snack and drink.	<p>Take this time to have a short break. Get active and pick an activity to complete.</p> <ul style="list-style-type: none"> <li>Go for a short walk in your local area.</li> <li>Put on some music and dance.</li> <li>Take time to relax. Sit in a quiet space and take some deep breaths in and out. Think of your favourite place as you do this.</li> </ul> <p style="text-align: center;">Make sure you take the time to have a snack.</p>
11.00-11.30	<p style="color: blue;">Year 1/2 Maths</p> <p style="color: red;">LIVE LESSON via Teams</p>	<p>Today we are going to be looking at counting to 50. <b>For this lesson you will need Monday- Year 1/2 Maths resources:</b> ten frames and part whole model and 20 counting objects.</p> <p>The Powerpoint on the school website talks you through the maths for today. The activities are on the Powerpoint slides too.</p>



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	<p>EYFS Handwriting</p>	<p><b>EYFS</b> – Practise forming the following letters using the Read, Write, Inc rhymes to support. The children will repeat some of the letters across the week and come back to them to ensure they are confident.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Down a wing, up a wing.</p> </div> <div style="text-align: center;">  <p>Down his body, curl, dot for his head.</p> </div> <div style="text-align: center;">  <p>Down Nobby and over his net.</p> </div> <div style="text-align: center;">  <p>Down the stem and draw the leaves.</p> </div> </div>
<p>11.30-11.45</p>	<p>Physical break and drink and Year 1 &amp; 2 maths challenge</p>	<p>Take this time to have a short break. Make sure you move around. Do a little dance, run or jump on the spot or run around your garden. Finish with a drink  <b>Year 1 &amp; 2</b> children are to use this time to complete their maths challenge.</p>
<p>11.45-12.00</p>	<p>Story Time Tapestry</p>	<p>Please access the story time via your Tapestry account.          If you do not have a Tapestry account pick a story at home and enjoy time together sharing a book. Talk about your favourite parts of the story.</p>
<p>12.00-1.00</p>	<p>Lunch time</p>	
<p>1.00 - 1.45</p>	<p>English/History <b>LIVE LESSON via Teams</b></p>	<p>Today you will need the PowerPoint – <b>Space and Planets</b> and Friday 12<sup>th</sup> February's lesson.</p> <p>The lesson will begin with three 'What if?' questions for you to discuss with your child. The final 'What if?' poses the question of 'What if a human went to the moon?' Use this opportunity to see if your child is aware that a human has been to the moon. If they are not aware of this, continue to discuss the question and record their thoughts. We will discuss this on the LIVE lesson and share our thoughts on this question.</p> <p>Next, share the slides about the first moon landing then watch the short video or the mission. You can click on the footprint picture to go directly to the video OR use the link below.  <a href="https://www.youtube.com/watch?v=cwZb2mqld0A">https://www.youtube.com/watch?v=cwZb2mqld0A</a></p> <p>After watching the video, ask your child some of the following questions and discuss their answers. Try to answer them as well so your child can hear your thoughts.</p> <ol style="list-style-type: none"> <li>1. What do you think it feels like to be in a space shuttle at take off?</li> <li>2. Would you like to go in a space shuttle? Why?</li> <li>3. What did Neil Armstrong say when he stepped onto the moon? 'That's one small step for man and one giant leap for mankind'.</li> <li>4. What do you think it feels like to walk on the moon?</li> <li>5. Would you like to go to space? Why?</li> </ol> <p>Finish looking at the slides and sharing some additional facts about the moon landing.</p>
<p>1.45-2.00</p>	<p>Physical break</p>	<p>Take this time to have a short break. Make sure you move around. Do a little dance, run or jump on the spot or run around your garden. Finish with a drink</p>
<p>2.00-3.00</p>	<p>Music</p>	<p><u>What would you take to the moon?</u></p> <p>We would like you to write a list of things that you would take to the moon. Think carefully about what you would take and why. Remember to use your Fred fingers to help you spell words.          Extend the learning by writing a sentence explaining why e.g.</p> <ul style="list-style-type: none"> <li>• I would take my teddy, <b>so</b> I have something to cuddle at night.</li> <li>• I would take sandwiches, <b>so</b> I do not get hungry.</li> <li>• I would take a postcard <b>because</b> I want to send it back to my Mummy.</li> </ul> <p>Use the suitcase template (<b>Friday – What would you take to the moon?</b>) to write your list and sentences. We would like your child to write as many things as possible, however you can scribe/write some of your child ideas if this is most appropriate.          We would love to see what you would take with you to the moon. Please upload your posters to Tapestry OR send to <a href="mailto:updates@smfa.org.uk">updates@smfa.org.uk</a></p>

**EYFS Maths Monday activity 1**



Spot the difference.



# Year R/I&2 Weekly Plan 8th-12th Feb 2021

## EYFS Maths Monday activity 2



## EYFS Maths Tuesday activity 1



## EYFS Maths Tuesday activity 2

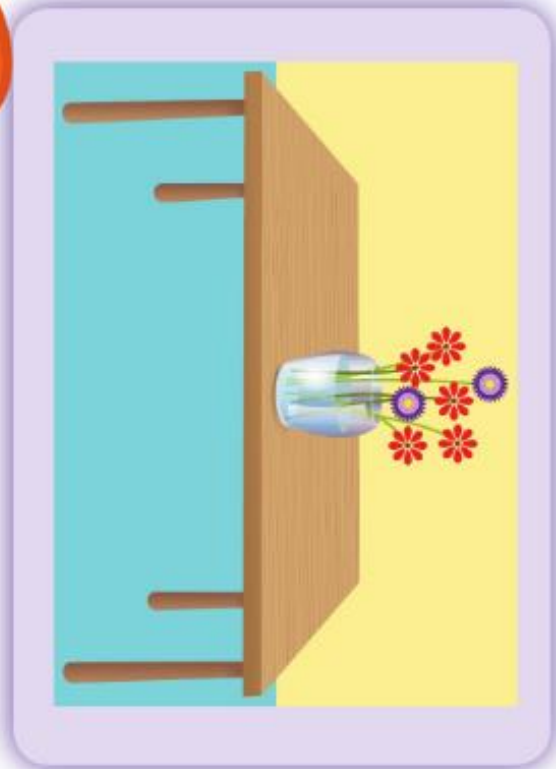
Where is the bear?




## EYFS Maths Wednesday activity 1



I will use the words in and on.



1 Where are the  ?

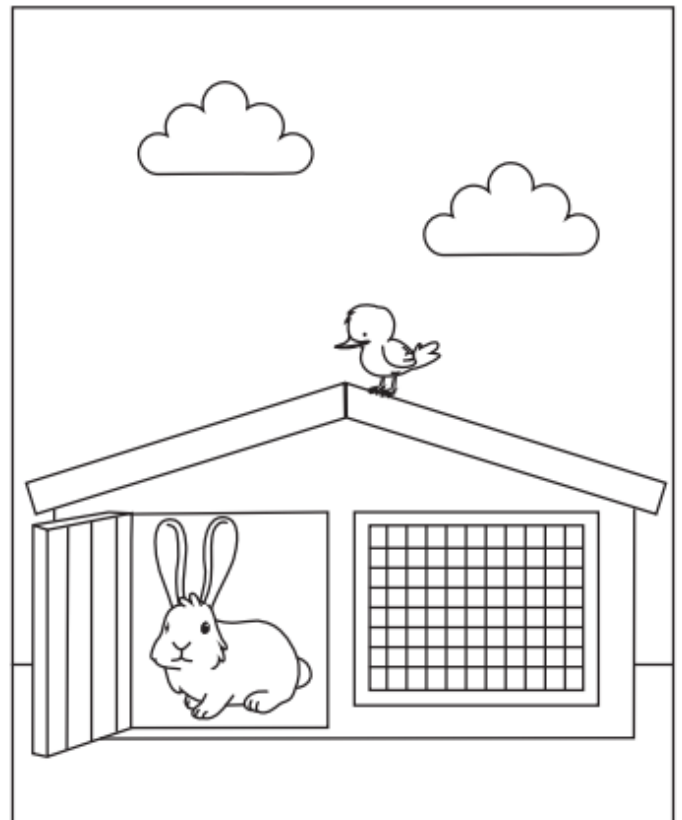
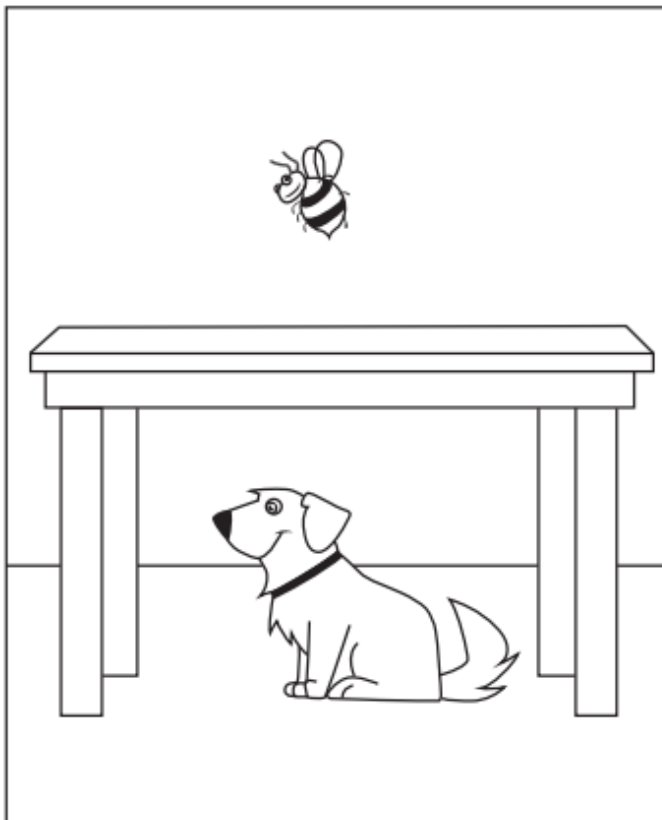
# Year R/I&2 Weekly Plan 8th-12th Feb 2021

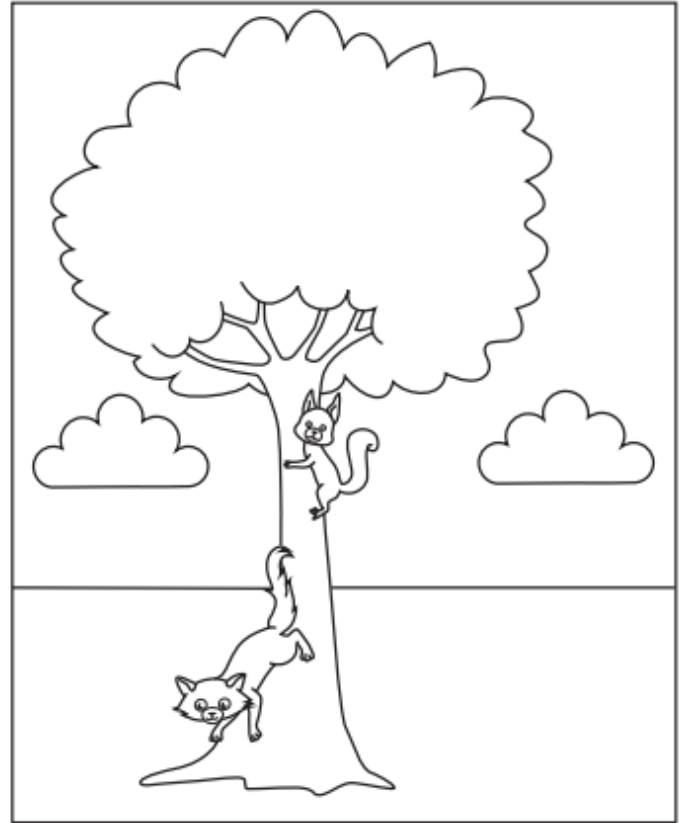
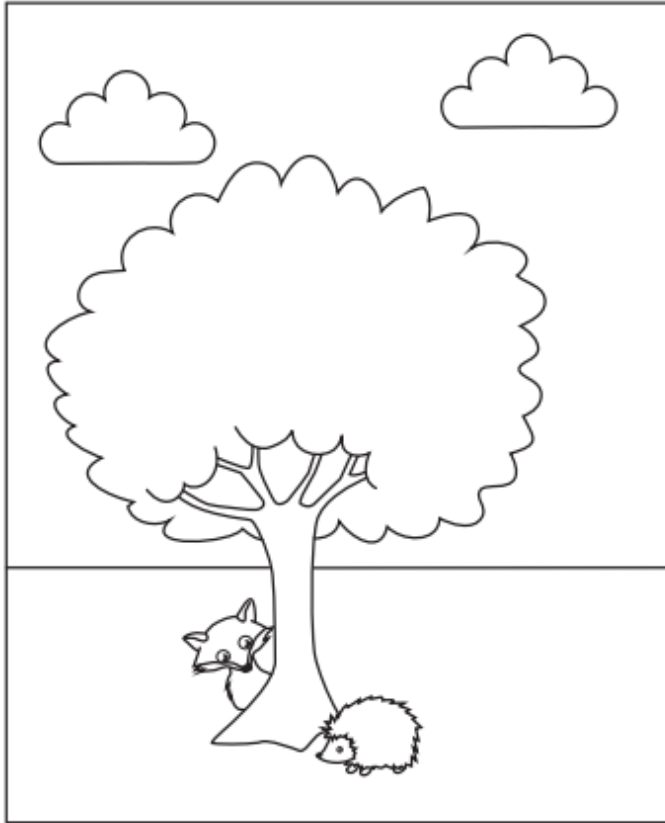
## EYFS Maths Wednesday activity 2

I think I can use the words **below** or **under**.

2 Where is the ?

## EYFS Maths Wednesday activity 3





**EYFS Maths Thursday activity 1**





# Year **R/I&2** Weekly Plan **8th-12th Feb 2021**



**EYFS Maths Friday Arrow**



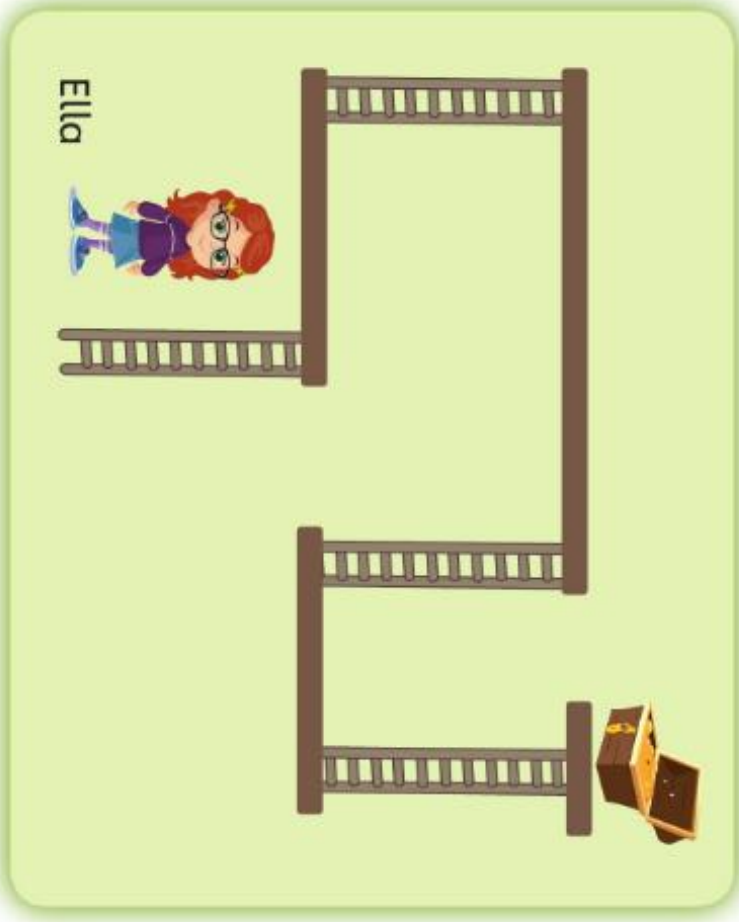
# Year R/I&2 Weekly Plan 8th-12th Feb 2021

## EYFS Maths Friday challenge activity

### CHALLENGE



Tell Ella how to get to the



Ella

Ella will need to go **up** and **down**.

She will need to go **across** as well.





# Year R/I&2 Weekly Plan **8th-12th Feb 2021**

**EYFS Maths Friday Snakes and Ladders** (If you have a Twinkl account you can find more like this on their website).

<b>FINISH</b> <b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>
<b>1</b> <b>START</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>





# Year **R/I&2** Weekly Plan **8th-12th Feb 2021**



Friday – What would you take to the moon?

