





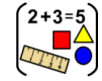
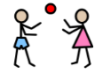

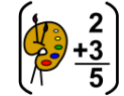








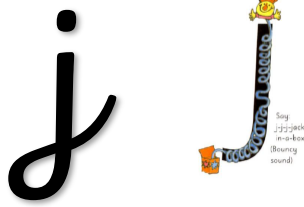

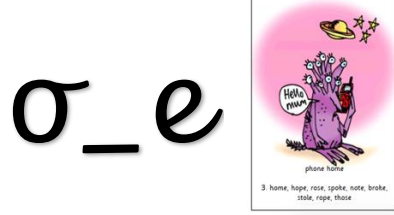
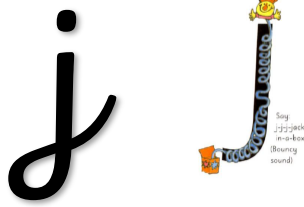

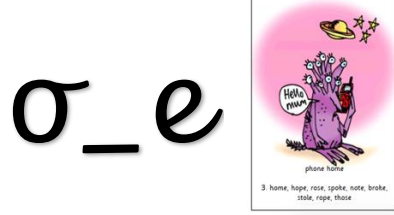
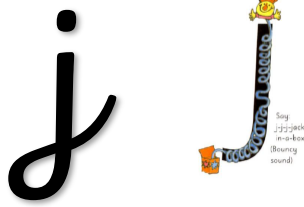

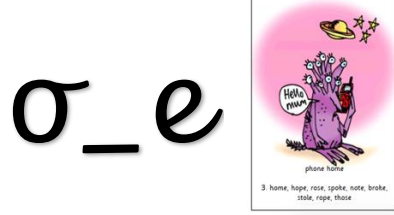


Home learning

Tuesday 2nd February 2021

Timetable for your day

 Wake up Activity	 RWI	 SPaG	 English	 play	 break	 maths	 play	 break	 Topic	 story	 finished
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 Wake up Activity	<p>Pick an activity to help wake yourself up and get ready for the day PE with Joe – https://www.youtube.com/user/thebodycoach1</p> <p>Cosmic yoga – https://www.youtube.com/user/CosmicKidsYoga/videos</p>	 The Body Coach TV 2.62M subscribers SUBSCRIBE	 Cosmic Kids Yoga 1.03M subscribers SUBSCRIBED												
 RWI   SPaG	<p>Play the video for your set and you will see, they know what to do!</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">Set 1</th> <th style="width: 33%;">Set 2</th> <th style="width: 33%;">Set 3</th> </tr> </thead> <tbody> <tr> <td>  </td> <td>  </td> <td>  </td> </tr> <tr> <td> https://youtu.be/H2C1mXiGWF0 </td> <td> https://youtu.be/PJVAGF--isk </td> <td> https://youtu.be/mJvJeBrxtaY </td> </tr> <tr> <td> Fred fingers https://youtu.be/tuRG_1wUoQ </td> <td> Fred Fingers and Hold a sentence https://youtu.be/aaTHGh82wC0 </td> <td> Fred Fingers and Hold a sentence https://youtu.be/LbpnJAm6_sE </td> </tr> </tbody> </table>			Set 1	Set 2	Set 3				https://youtu.be/H2C1mXiGWF0	https://youtu.be/PJVAGF--isk	https://youtu.be/mJvJeBrxtaY	Fred fingers https://youtu.be/tuRG_1wUoQ	Fred Fingers and Hold a sentence https://youtu.be/aaTHGh82wC0	Fred Fingers and Hold a sentence https://youtu.be/LbpnJAm6_sE
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	<p>SPaG – See sheets below</p>														

English *See sheets below*

Have a break and play

Maths *See sheets below*

Have a break and play

Topic *See sheets below*

Story time

Reading – Read one of your favourite books to you parent/carer. If you have ran out of books, log on to your my.on.co.uk and find a book from there! Ask your teacher on class dojo if you aren't sure of your username or password.

Story time – Bog Baby <https://www.youtube.com/watch?v=wZSOHIdoOP4&feature=youtu.be>

Hope you had a lovely day 😊



Set 1 sounds

Day 2



Practise handwriting

Down his body, curl and dot



Practise sound-writing



Have a read of the words in this book.

<https://www.oxfordowl.co.uk/api/interactives/29274.html>

Baboons

Day 3



Read the story

https://www.oxfordowl.co.uk/api/digital_books/1211.html

Proof read

Find and fix the 4 mistakes in this sentence.

a baboon is a big moncey from africa

Build a sentence

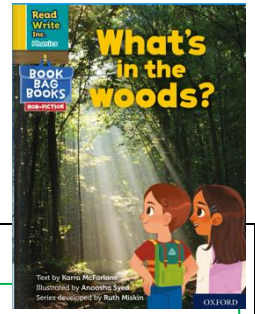
Can you describe a baboon?



Write your ideas into a sentence

What is the wood?

Day 2



Practice reading these words.

Story Green Words

Story Green Words are made up of sounds your child has already learnt.
This book contains the following Green Words:

habitat mushrooms sunlight dead brook
blossom blooms construct treetops

one	watch	school	small
wall	were	brother	their
there	where	I'm	tall
any	saw	fall	

Read the story

<https://www.oxfordowl.co.uk/api/interactives/29303.html>

Hold a sentence 1.


Smooth rocks and gravel are at the bottom of the brook.





SPaG – To discuss and understand the meaning of words.
To use expanded noun phrases.


Tuesday 2nd February


Today's focus:


Explain


Retrieve


Interpret





Choice



To explain the meaning of words



1. Look at the words from the text.
2. Look at the first letter of the word.
3. Find the word in the dictionary and read the definition.
4. Write a definition in your own words.

Date	Tuesday 2 nd February		
Subject/s	SPaG – Reading comprehension		
Learning Objective	To discuss and understand the meaning of words		
			
Success Criteria 	I can read the word.		
	I can write the definition.		
	I can use the word in the sentence.		
Support	Independent	Adult Support	Groups

Write the definition to these words.

popular	
decision	
designed	
publish	

Challenge – Write a sentence using the word.

Tuesday 2nd February

LO: To use expanded noun phrases.

Success Criteria:

- I can identify an expanded noun phrase.
- I can create use an adjective before a noun to create my own expanded noun phrase.
- I can use expanded noun phrases in my writing.

What is a Noun Phrase?



A phrase is a group of words that work together:
my cute puppy



A noun phrase is a group of words that have a noun as a key word:
The year two class



Expanded Noun Phrases



Noun phrases can be very short:

a pen

the girl

Quite often in our writing we need to add more details so that our readers know exactly what we are writing about.

a purple pen

a young girl

When we add more details to our noun phrases they become expanded noun phrases.

Expanded Noun Phrases



One of the easiest ways to expand a noun phrase is to add an adjective before the noun:

a young man

the blue butterfly

To expand the noun phrase further, we can add another adjective:

a young, handsome man

the beautiful, blue butterfly



Our model text uses expanded noun phrases.

Can you find them?



Take a stroll around the shimmering lake and get up close and personal with all the marvellous woodland creatures.

Pairs

Would you like to play a game?

Adjectives

angry
gorgeous
deadly
lazy
naughty
frosty

Nouns

cup
bell
banana
parrot
carrot
bike

Choose one adjective and one noun. Invent a sentence which includes an expanded noun phrase. Your sentence can be as silly as you like!

e.g. The naughty banana fired his Nerf gun at Mrs Wildey.



Challenge: Use more than one adjective in your expanded noun phrase.



English

English – To find features of a persuasive text

Monday 1st February 2021

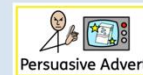
What are we learning today?

To find features of a persuasive text.

- I can read the text.
- I can highlight the features of the persuasive text.



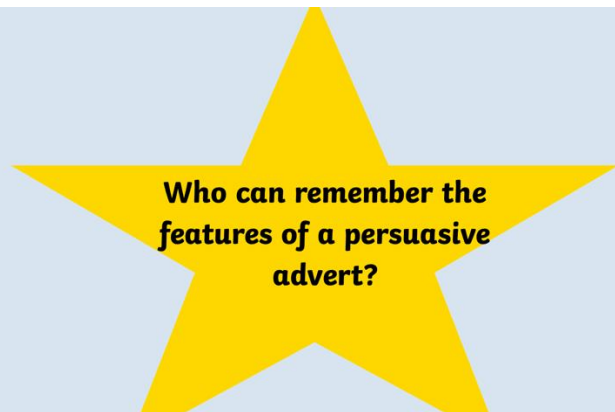
Persuasive advert



Practise the story map.



<https://www.youtube.com/watch?v=bykdGjd4rqs>



Features of persuasive adverts

Informal language

Maybe **you're** worried that your tiny Mighty, Monster Truck join your toy box today and **you'll** **you'll** be screaming at the top of y

Questions

ARE YOU LOOKING FOR A SUPER SPECIAL EASTER GIFT?

Want to visit somewhere new?

Alliteration

Marvellous, Mighty, Monster Truck!
Ballistic Bouncing Boogie Ball! **EGG-CELLENT EASTER**
superb, special and sensational addition

Features of persuasive adverts

Imperatives

Either way, you need the Ballistic Bouncing Boogie Ball, right now!

Personal appeal

AND your very own here just for **YOU!**
to **YOUR** toy collection!

Boastful language

all-new exceptional and **electrifying** design!
ferocious tracks, **iconic** artefacts
oozes elegance, **Multicoloured Rainbow Light**

We are going to look at the text and highlight all these features

The Deep Dark Wood

Are you bored of where you live? Do you want to explore somewhere new? Why not head straight to the Deep Dark Wood and enter a place full of wonder?

See the enchanting willow trees. Marvel at the unique footpaths. Don't miss the thrilling hidden cottages.

Take a stroll around the shimmering lake and get up close and personal with all the marvellous woodland creatures.

There is ample parking, many delicious restaurants where you can grab a bite to eat and great places to see.

Come by train, car or bus. Only 30 mins away from the junction 14 of the motorway!




Find us to find the wonder.

[See if you can find the rest in your books](#)

Persuasive tool kit

- Informal language
- Questions
- Alliteration
- Imperatives
- Boastful adjectives
- Personal appeal

Date	Monday 1 st February 2021
Subject/s	English – Persuasive Advert
Learning Objective	To find features of a persuasive text

Success Criteria 	I can read the text		
	I can highlight the features of persuasive texts		
Support	Independent	Adult Support	Groups

The Deep Dark Wood

Are you bored of where you live? Do you want to explore somewhere new? Why not head straight to the Deep Dark Wood and enter a place full of wonder?

See the enchanting willow trees. Marvel at the unique footpaths.

Don't miss the thrilling hidden cottages.

Take a stroll around the shimmering lake and get up close and personal with all the marvellous woodland creatures.

There is ample parking, many delicious restaurants where you can grab a bite to eat and great places to see.

Come by train, car or bus. Only 30 mins away from the junction 14 of the motorway!

Find us to find the wonder.

Persuasive tool kit

○ Informal language

○ Questions ???

○ Alliteration 

○ Imperatives 

○ Boastful adjectives 

○ Personal appeal 



$2+3=5$

Maths- To describe movement and turns



02.02.2021

$2 + 2 =$	$9 + 2 =$	$67 + 8 =$
$3 + 5 =$	$10 + 3 =$	$59 + 2 =$
$6 + 3 =$	$7 + 5 =$	$98 + 2 =$
$8 + 2 =$	$8 + 8 =$	$21 + 8 =$
$1 + 7 =$	$9 + 4 =$	$37 + 6 =$
$5 + 5 =$	$6 + 6 =$	$76 + 8 =$

02.02.2021

Today we are learning to:
describe movement and turns

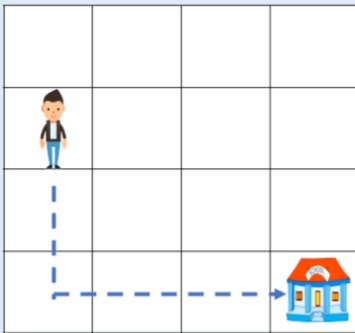


Success Criteria:

- I can describe movement
- I can write instructions to describe routes
- I can follow instructions to draw routes



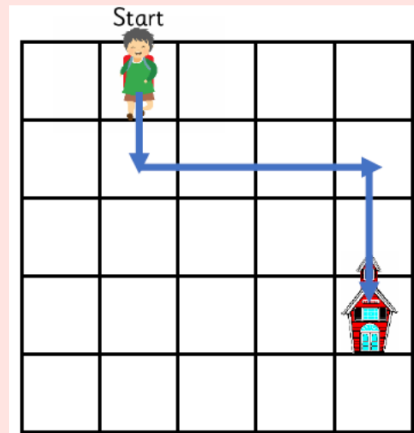
Describe the route Dennis takes to school.



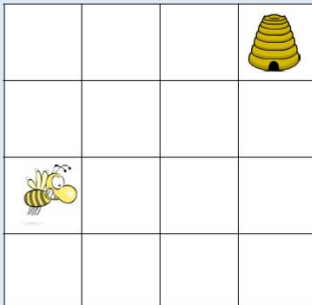
Forward squares.
Turn .
Forward squares.



Describe the route



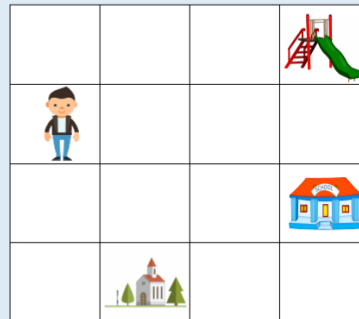
Draw the route to show these directions.



Forward 1 square. Turn left.
Forward 1 square, quarter turn anti-clockwise.
Forward 1 square. Make a quarter turn clockwise.
Forward 1 square. Make a half turn anti-clockwise. Forward 3

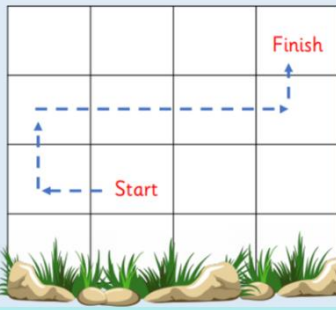


Write the direction for Dennis to get to each place on the map.





How many different routes can you find to get from start to finish.
Use the words 'forwards', 'backwards', 'clockwise', 'anti-clockwise' and 'quarter turn'.



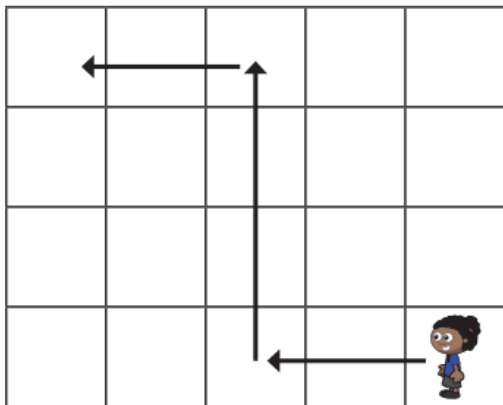
Date	02.02.2021
Subject/s	Maths
L.O	To describe movement and turns



Success criteria ✓!	I can describe movement using the words: forwards, backwards, left, right		
	I can write instructions to describe routes		
	I can follow directions to draw routes		
Support	Independent	Adult Support	Group

Fluency 1

Whitney is moving around a grid.



Complete the sentences to describe Whitney's movement.

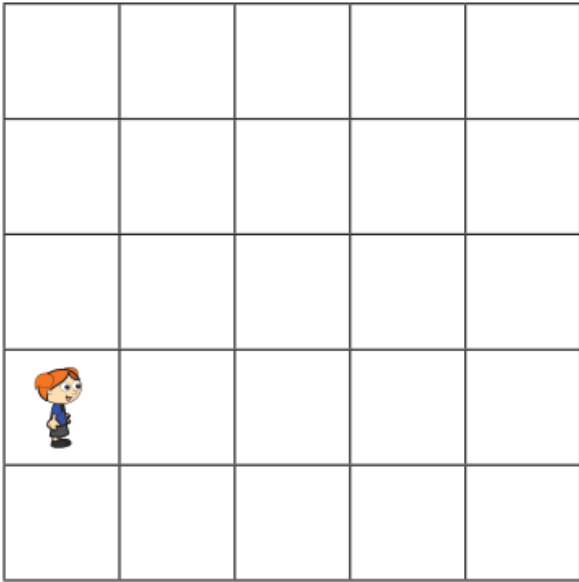
First, she walks squares forwards.

Then she turns _____ and walks squares forwards.

Then she turns _____ and walks squares forwards.

Fluency 2

Alex is moving around a grid.



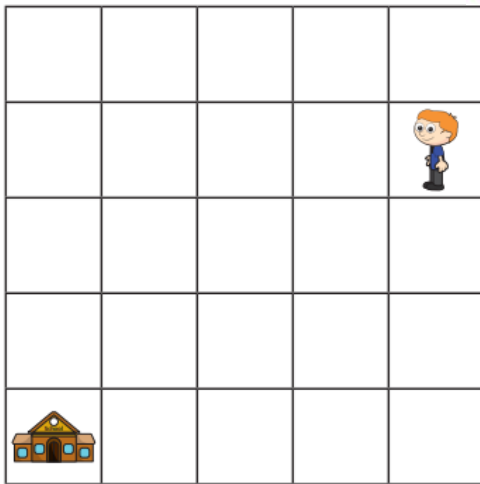
Draw arrows to show her movement.

- First, she walks 2 squares forwards.
- Then, she turns left and walks 3 squares forwards.
- Then she turns right and walks 2 squares forwards.

Could Alex have got there another way?

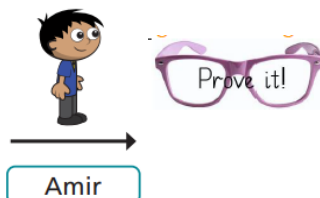
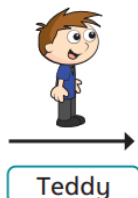
Reasoning and Problem solving

Ron is on his way to school.



- Draw arrows to show the path Ron could take to school.
- Describe the path to a partner.

Teddy and Amir are both facing the same way.



- Teddy turns left.

Draw an arrow to show the way he is facing now.





Topic – PSHE: To identify situations in which they would feel safe or unsafe.

Topic

Tuesday 2nd February 2021

What are we learning today?

To identify situations in which they would feel safe or unsafe.

- I can discuss why I feel safe
- I can discuss some situation where I don't feel safe.
- I can discuss what I should do if I don't feel safe.



When do you feel safe?

At the park

Home

Where do you feel safe?

At school

Grandparents house

At the shops

Who do you feel safe with?

your adult at home

Grandparents

Your teacher

Brother or sister

feeling too hot or too cold

feeling sick

When we feel unsafe, worried or nervous, our body sometime tells us too!

getting headaches

needing to go to the toilet more often.

feeling 'sweaty'

You have got a red and green card in your work pack. We will use these now to say if these different situation are completely safe or completely unsafe.

completely safe

completely unsafe

Going on a roller coaster.



completely safe

completely unsafe

Stroking a dog you meet in the park.



completely safe

completely unsafe

Cycling down a road.



completely safe

completely unsafe

Being in the kitchen while someone is boiling a pan of water.



completely safe

completely unsafe

Some people feel more safe/unsafe in certain situations than others.

How safe do you think each situation is?



What would make it safer? Who could you ask for help?


How could you make this safer?







Could you play somewhere not so busy?





Could you make sure the person you're playing with is aware of the road?

Could you make sure an adult was watching you?

Date	Tuesday 2 nd February		
Subject/s	Topic: PSHE		
L.O 	To Identify situations in which they would feel safe or unsafe.		

Success Criteria 	I can discuss why I feel safe. 		
	I can discuss some situations where I don't feel safe. 		
	I can discuss how I could make a situation safer. 		

Support	Independent	Adult Support	Group
Playing near a busy road. 			
Cycling down a road. 			
Stroking a dog you meet in the park. 