

This term our topic is called **Behind The Bombs**. We are learning about World War 2; when it happened, where it happened and what life was like for those people who lived during this period in time.

Session 1: A brief Overview (history)

Key Learning - Read through the PowerPoint presentation including watching the video which will tell you a little bit about World War 2.

Activity - Make/colour your own Union Jack flag.

Session 2: Which countries were involved? (history, geography)

Key Learning - Read through the PowerPoint which tells you a little bit about the European countries who were involved in World War 2.

Activity - Ask your adult to talk to you about the countries and whose team they were on. If you have a printer, ask your adult to print the map and cut it into a few pieces (around ten) so you can rebuild it like a jigsaw

Session 3: Wartime Vehicles (history)

Key Learning - In this session, we are going to look at the different vehicles the soldiers used in World War 2. Look through the PowerPoint. Which vehicles can you see? What do you think they were used for? Look at the colours of each vehicle, what do you notice? Why do you think it was important for the vehicles to be camouflaged?

Activity - Choose a wartime vehicle to design or colour. Which colours can you use to make sure it is camouflaged?

Session 4: Wartime Artists (history, art)

Key Learning - In this session we are going to look at the work of the artist Tom Purvis. Tom Purvis was a soldier so he also went to battle. Look through the photos of his work. What do you notice about his style of art work? How does his art work make you feel?

Activity - look through the photos that are included in the folder for this activity. Can you identify which ones are by Tom Purvis and which are not? You can print them and sort them or you can look through and say "yes" they are by Tom Purvis or "no" they are not. Finally, can you choose your favourite piece of Tom Purvis' work and say why you like it the best?

This term we will continue to work within our **number** and **shape, space & measure** elements of Numeracy/Mathematics. During these lessons we will revisit these themes and practice the skills until we can complete these tasks independently

Number - Number and Place Value

Key Learning - In these lessons we will recap the numbers we know. This will include singing our favourite and familiar songs and playing our favourite online games

Activities

Beginning Learning - Look at numbers to twenty. Do you know what each number is when you see them in a random order? Can you put the numbers in order to make a number line? Using your number line, can you find the number that is **one more** and then **one less** than a number your adult says? (e.g. what is one more than 12?). You will see that when we add one more we move further along the number line and when we need to find one less we move backwards on the number line

Developing Understanding - When you are confident with numbers to twenty we can begin to look at numbers to 50. Can you say these number names? Use the mini number square to help you. As before, can you order these numbers or fill in the numbers which are missing? E.g. as your adult to cover a number on the square with a blob of blu tac or a counter then look at your number square and calculate which number is missing. How do you know? As before, find the number that is one more or one less than any of those numbers.

Extending Thinking - When you are ready it is time to move on to thinking about ten more and ten less. Ask an adult to choose any number from 11 onwards. Ask your adult to cover the number that is ten more and ten less. Can you then calculate what those numbers are? You will need to be number detectives to do this and use all of your knowledge about one more and one less to help you find ten more and ten less.

Shape, Space and Measure - Measuring Mass (weight)

Key Learning - In these lessons we will begin by talking about and using the language of mass. We will talk about **heavy, light, heavier, lighter, comparing, ordering** and then when we are confident with this we will talk about **weight, grams, kilograms** and we will have lots of practice in using these skills.

Activities - you will find symbols that you can print out and use or that you can refer to. There are also key language cards which you can refer to as well.

Beginning Learning - Explore two household objects which are very different in weight. This could be a tin of beans and a feather. Can you identify/say/label which is heavy and which is light. Once you are super confident in doing this, compare/label two objects which whose mass is not obviously different such as a tin of beans and the mug your mum is drinking her tea from (but make sure it's empty first!)?

Developing Understanding - When you are feeling happy that you can compare the mass of any two objects, then introduce a third and fourth object. Can you place them in order from the lightest to the heaviest?

Extending Thinking- When you are ready it is time to move on to applying your understanding to real life situations. A really good and exciting way is to extend your understanding of mass/weight is to practice your cooking skills! You will find some simple recipes with your lesson resources but you may also have some of your own that you want to share with me! If you are feeling ambitious you might also like to watch My World Kitchen on CBeebies for some new foods to cook (but these quite often need you to get other ingredients). Of course, you do not have to bake, you can practice weighing anything that will fit on some kitchen scales.

Challenge Time - If you are ready to expand your mind you could try: adding weights together, predicting how much something weighs and then checking using your scales

This term we will continue to work within our **phonics plan** and our text type will be **Non-Chronological Reports**
During these lessons we will revisit these themes and practice the skills until we can complete these tasks independently

Phonics - Read, Write Inc

Key Learning - In these lessons we will recap the sounds we have already learned before moving on to learn new ones

Activities

Beginning Learning - Look at these letter sounds: **m a s d t** can you name them? Can you write them? Next look at these lesser sounds **i n p g o** can you name them? Can you write them?

Developing Understanding - When you are confident with this move on to blending some of these sounds together to read words. Ask your adult to begin with v c words (vowel then consonant such as **am, at, in, it**). When you see the letter sounds, can you blend them together to say the word?

Extending Thinking - When you are ready, it is time to move on to blending c v c (consonant, vowel consonant) words such as **sat, pin, tin, tap**. When you see the letter sounds, can you blend them together to read the words? Which other words can you read or blend?

Additional Activities: Check out www.phonicsplay.co.uk and choose to play any of the phase 2 games. This will help you to practice segmenting and blending lots of words and sounds

Non-Chronological Reports

Key Learning - In these lessons we will look at a style of **information texts** called **Non-Chronological Reports**

Activities - You will need an example book/non-chronological reports. I have included some examples (which are the books I have at home) and I bought these from Amazon. You can choose an information book about anything you like. Just make sure it is not too tricky to read (your adult can read it to you) as you might find the information too overwhelming (so no Encyclopaedia Britannica's are necessary!)

Beginning Learning - Look at your book. Do not read it at this point as you need to become more familiar with the features. Can you find a **photograph** on the page? What about finding the **heading** (a little clue; the heading is at the top of the page like your head is at the top of your body). Next, find a **caption** - this part tells you the information you need to know. Finally, is there a **page number**? This is helpful when you are using a contents page or index to find information. Keep looking through the book and **finding** all of these features.

Developing Understanding - When you are confident with this, look through your book again, or look through another information book and find all of the features. This time, can you tell your adult what each of the features is called? Ask your adult to read the text (caption) for or with you and talk with your adult about the information you have read. This is called developing your **comprehension** skills.

Extending Thinking - When you are ready, it is time to move on to reading more independently. Continue to read or share the reading of the caption and then tell your adult what you have learned. Ask your adult to think of some questions to ask you about the information in your book. When you are feeling super adventurous you can begin to explore the contents page and index of the book you are reading (if they have one). Use the contents page to find a specific piece of information you would like to learn about/read. Ask an adult to show you how to do this by tracking across and to read the page number you need to find.

This half term we will begin to learn about space! We will explore our planet and those which are in our solar system

Green Class
Science Jan 2021

Project: Earth

Key Learning - That Earth is the planet we live on. It is made up of land and sea. There are lots of other planets in the solar system including Mars, Jupiter and Venus there are also moons and stars one of which is the sun. People have travelled to the moon and have tried to find out about life on other planets

Activities - Here are lots of things that you can do to help you learn about the Solar System:

The solar system song https://www.youtube.com/watch?v=BZ-qLUj_AQ

Create your own representation of Planet Earth using the colours blue and green. Draw areas of land and sea. You can choose to use pencils, paint, collage materials or even the computer! If you are feeling super creative you could also create your own model of Planet Earth using Papier Mache!

Explore the other planets; Research their names, their features and whether they are hot and cold. Can you create pictures of these too?

Design and make your own planet: what will you call this planet? What colour would it be? What is life like on your planet? Does anyone or anything live there?

Research famous astronauts such as Neil Armstrong: Who was he, what did he do? How did he get to the moon? What was it like when he landed on the moon?

Read Whatever Next which is a story about a bear who flies to the moon in his own rocket ship. https://www.youtube.com/watch?v=m0XQ9YhWd_Y

Design and build your own rocket which could be big enough for you to fit inside, big enough for your teddy to fit inside or as a model made using Lego, blocks or really interesting items from the recycling bin!

Our ILPs have lots of other areas where we focus our work in school. It is important that you remember to work towards these skills and areas too

Independence

What can you do independently? What would you like to practice more? Such ideas could include:

- Dressing and undressing
- Washing, showering and toileting
- Eating and drinking
- Preparing a meal or making a drink
- Tidying, sorting and arranging

Social, Emotional and Mental Health

What do you do well? How to you celebrate your successes?

How are you feeling today? Ask you adult to read The Colour Monster story, which colour do you feel today? Can you make a collage of colours to help you with this work?

Communication and Interaction

How do you communicate with other people? What would you like to practice more? Such ideas could include:

How do you interact with other people? Can you start a conversation to say hello?

How do you ask for something? Practice interacting using speech or symbols

Physical Skills

What can you do independently? What would you like to practice more? Such ideas could include:

- Dressing and undressing
- How well you can use cutlery at meal times
- Can you remember the steps you need to take when you get a bath or a shower?