

Tuesday 2/2/21

English

PD/Lit

Listen to the song of the week

<https://www.youtube.com/watch?v=5dR22hbln6w>

Don't forget to join in the actions with Jack to help you get fit.

Our story this week is a Charlie and Lola story, 'I will not ever never eat a tomato'.

Listen to the story

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

Lola is a very fussy eater and refuses to eat a lot of different food. Charlie comes up with a clever way of persuading her to eat her vegetables.

Do you eat your fruit and vegetables? Are there some you like and some you really don't like?

Maybe there is one that you would really like to try.

Fruit and vegetables are really good for us, giving us lots of things called vitamins and minerals which help us to grow and stay healthy. This week we are going to be doing lots of activities involving fruit and vegetables and today we are going to borrow Charlie's idea and try to make a fruit or vegetable a bit more exciting.

Activity

Pick a fruit or vegetable, it can be one you like to eat or one you don't.

Think about how you could give it a different name to make it seem more interesting or fun, just like Charlie did.

Where does your renamed fruit or vegetable come from?

Draw a picture of your fruit or vegetable and where it comes from. Write its new name and a description of where it is found.

Must: use your phonics to help you write the name of your fruit or vegetable, writing at least the beginning and end sounds of the word. Write the name of where it comes from and an adjective to describe the place, again using your phonics and writing, at least, the beginning and end sounds.

Should: use your phonics to help you write the name of your fruit and vegetable and where it comes from. Include an adjective describing the food and one describing the place.

Could: write the name of your fruit or vegetable and write a sentence describing it and a sentence describing where it comes from. Include adjectives for both.

Extension: can you describe where your chosen fruit or vegetable really grows?

Phonics

Play the phonics song <https://www.youtube.com/watch?v=jPVbJ-laHIw&t=6s>

Make sure you join in with the sounds. Can you remember the actions?

We are going to revise some of the sounds we have learnt at school.

We are going to practise **sh** and **r**

Say the sounds.

Write the sounds.

Can you think of any words which contain the sound? Write down the ones you think of.

If you are unsure of either of the sounds, watch the Mr. Thorne videos:

sh - https://www.youtube.com/watch?v=RCRqtFBQ_2k

r - <https://www.youtube.com/watch?v=0xFKC8tNdEo>

If you are secure with these sounds you can move on to learning our Set 2 sound.

The sound is 'ir', as in 'girl'

Say the sound.

Write the sound.

Can you think of any words which contain the sound? Write down the ones you think of.

Watch Mr. Thorne https://www.youtube.com/watch?v=c_09njG46O0

Can you read the words before Mr. Thorne?

Set 2 Sounds

Here is Miss Rolle saying all of the Set 2 sounds. See if you can say the sounds with her.

<https://youtu.be/JGDWgtIrxsw>

Handwriting

Letter Formation

Trace over this letter and then try writing your own.

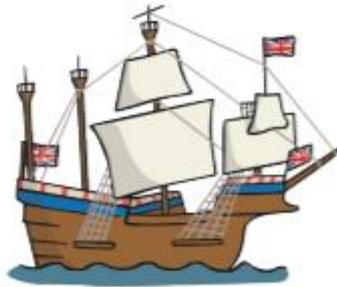
sh

sh

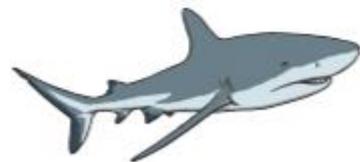
Complete the words below by writing in the correct letter.



__oes



__ip



__ark

Sight Words

see	go	of
this	like	get

Activity:

Hunt the words

Write the words onto a set of cards. Hide a number of them around a room (your child must not look). The child has to find the cards and bring them back to you saying the words as they find them.

Maths

pd/maths

Today we are looking at number bonds. Number bonds are the pairs of numbers that make up (are equal to) a given number.

Warm up:

Using the number cards, pick a number and then count out that many objects. Make sure that when you are counting you are touching the objects. It's often good to move the objects, so that you know you have counted them.

Activity:

Must

You will need two containers/cups that cannot be seen through.

Show the children 2 cups. Explain that you have 5 counters hidden inside the cups. Ask the children how many pebbles could be in each cup. Could this cup have 0 counters? Could this cup have 4 counters? Can this cup have 6 counters in it? How do you know? Let the children investigate different ways of sharing the 5 counters between the cups.

Write 2 number sentences to show how you have shared the pebbles, for example, if I have 2 pebbles in one cup and 3 in the other, then my number sentence is $2 + 3 = 5$

Should

You will need two containers/cups that cannot be seen through.

Show the children 2 cups. Explain that you have 8 counters hidden inside the cups. Ask the children how many counters could be in each cup. Could this cup have 0 counters? Could this cup have 4 counters? Could this cup have 9 counters? How do you know? Let the children investigate different ways of sharing the counters between the cups.

Write 2 number sentences to show how you have shared the counters, for example, if I have 4 counters in one and 4 in the other, then my number sentence is $4 + 4 = 8$

Could

You will need two containers/cups that cannot be seen through.

Show the children 2 cups. Explain that you have 10 counters hidden inside the cups. Ask the children how many counters could be in each cup. Could this cup have 0 pebbles? Could this cup have 4 counters? How do you know? Let the children investigate different ways of sharing the counters between the cups.

Write 2 number sentences to show how you have shared the pebbles, for example, if I have 7 counters in one cup and 3 in the other, then my number sentence is $7 + 3 = 10$

Topic

(Understanding the World, Physical Development)

Now that we know a bit more about where our food comes from, we need to think about putting food into groups!

Watch the video below

https://www.youtube.com/watch?v=L9ymkJK2QCU&ab_channel=SciShowKids

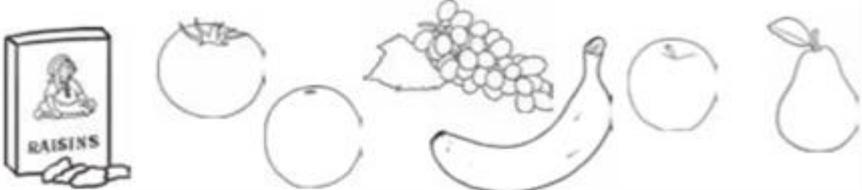
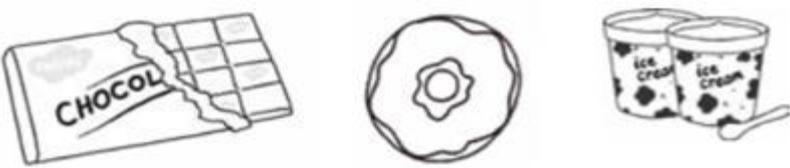
TASK:

Sort the foods into the correct group:

- Dairy
- Fruits
- Vegetables
- Meat (Protein)
- Grain (Carbohydrate)
- Sugars

The children can choose to draw, make or paint their own foods (they don't have to use the pictures provided), they could even use real foods to place on the food group mats. The pdf will be attached to the activity. You can draw your own food mats or use bowls to separate the different food.

Answers:

Dairy	<p>*note: Ice cream can be placed in both dairy and sugars</p> 
Fruits	
Vegetables	
Meat	
Grain	
Sugars	

Spanish

To watch Miss Del Rio's lesson <https://drive.google.com/file/d/1AUOcqCBSRy4LIndP-0aKwflMcjKt-pN3/view?usp=sharing>

Challenge 1: Listen to the song a least two times and record yourself singing it.

<https://www.youtube.com/watch?v=4deUxsQOGps&t=1s>

- Can you remember the meaning of this song?

¿Cómo estás? →

Estoy bien →

Estoy estupendo →
Estoy maravilloso →
Estoy cansado →
Estoy hambriento →
No estoy muy bien →

Challenge 2: Here you have how to spell hello in Spanish. Try to memorise it for 10 seconds, cover the words, and try to write it down.



HOLA