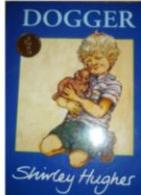
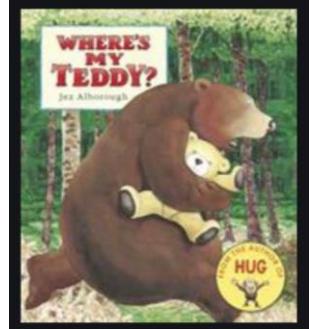




F2 Weekly Planning

w/c 25.01.21 - Gospel Value – Honesty



Monday	Tuesday	Wednesday	Thursday	Friday
<p>Explore</p> <p>What does being honest mean?</p>	<p>Gather</p> <p>Watch the video 'The Boy Who Cried Wolf.'</p>	<p>Listen</p> <p>"Dear children, let us not love with words or speech but with actions and in truth." 1 John 3:18</p>	<p>Respond</p> <p>It can be hard to be honest when we think that we might get into trouble. Talk about why it is important to tell the truth</p>	<p>Go Forth</p> <p>Create a bumper sticker for a car with your own quote about honesty.</p>
<p>Google Meet @ 9:15am: Star of the Week</p> <p>Literacy- Dogger by Shirley Hughes  Read the first half of the book and stop when I get to the part when Dave realizes Dogger is lost. Discuss what is happening in the pictures as you go before you read. Oh no Dogger is lost-clarify what that means. What do you think is going to happen now? Give your child thinking time and let them share their ideas-why do you think that? Etc</p> <p>Draw a picture of what they think will happen next and write a simple sentence draw a picture of what they think will happen next and write a simple sentence.</p>	<p>Literacy-</p> <p>Read the whole story from beginning to end and discuss the events. Did anyone predict that? Did the pictures give us clues then? Discuss how they did.</p> <p>Dogger by Shirley Hughes part 2 </p>	<p>Literacy-</p> <p>Look at the pictures from the story in the wrong order. Is there anything wrong with this? Will you help me put it in the correct order? Order the pictures justifying why we are putting them in that order-ie-'that goes next because that happened before they left for school' etc. Once in the correct order model re-telling the story. You can use the story mat to help you!</p> 	<p>Literacy-</p> <p>Toys Writing Activity Write a sentence about each of the pictures. Use the boxes at the top to help you.</p>  	 <p>Read Where's my Teddy? By Jez Alborough</p>

		 <p>Extension:</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse;"> <tr> <td style="width: 33%; height: 33px;"></td><td style="width: 33%; height: 33px;"></td><td style="width: 33%; height: 33px;"></td></tr> <tr> <td>Dave had a toy called Dugger.</td><td>Dave took Dugger everywhere.</td><td>One day when he was picking his brother up from school, Dave left Dugger.</td></tr> <tr> <td>Mum and Dad and Dave and Bella looked everywhere for Dugger.</td><td>On Saturday at the school fair, Dave saw Dugger for sale in a stall.</td><td>A little girl bought Dugger. Bella swapped her new big teddy for Dugger.</td></tr> </table> <p>Can you draw your own pictures to explain the sentences?</p>				Dave had a toy called Dugger.	Dave took Dugger everywhere.	One day when he was picking his brother up from school, Dave left Dugger.	Mum and Dad and Dave and Bella looked everywhere for Dugger.	On Saturday at the school fair, Dave saw Dugger for sale in a stall.	A little girl bought Dugger. Bella swapped her new big teddy for Dugger.	
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New Sounds: ll, ss, j

Teddy Bear Words Yellow & Orange Set Revision: It is really important to practice writing our teddy bear words at any available opportunity. This week we want you to continue to practice writing lots of great sentences!

Phonics	Phonics	Phonics	Phonics	Phonics
Recap on previous sounds: s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/h/b/l Introduce new sound: ll	Teddy Bear Words- Sentence writing using words from yellow teddy bear word set. 	Recap on previous sounds: s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/h/b/f/ll Introduce new sound: ss	Teddy Bear Words- Sentence writing using words from orange teddy bear word set. 	Recap on previous sounds: s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/h/b/f/ll/ss Introduce new sound: j
Mathematical Development- Recognise, describe and copy colour and size patterns. https://classroom.thenational.academy/lessons/recognise-describe-and-copy-colour-and-size-patterns-6cuk0t	Mathematical Development- Recognise, describe and copy and extend colour and size patterns. https://classroom.thenational.academy/lessons/recognise-describe-and-copy-and-extend-colour-and-size-patterns-ccukcd	Mathematical Development- Create and describe colour and size patterns. https://classroom.thenational.academy/lessons/create-and-describe-colour-and-size-patterns-64rk2d	Mathematical Development- Create colour or size patterns. https://classroom.thenational.academy/lessons/create-colour-or-size-patterns-6xhk2r	Mathematical Development- Patterns and ordinal numbers. https://classroom.thenational.academy/lessons/patterns-and-ordinal-numbers-69jk6r

<p>Observation skills will be needed here as in this lesson children will pay attention to details as they look at the details of repeating patterns.</p>	<p>In this lesson children will notice patterns, recreate them and demonstrate their understanding of the repeats by extending the patterns too.</p>	<p>This lesson develops children's understanding of repeating patterns. They will take inspiration from nature as they make and colour patterns of their own.</p>	<p>patterns, using fruit and vegetables and of course paint!</p>	<p>In this lesson children will create a repeat pattern using colouring pencils and notice the order in which the colours appear. Look at the activity slides for ideas about using natural resources to create patterns.</p>
<p>Reading Ask your children why it is important to look at pictures. Discuss their ideas. Clarify that we can gain a lot of information by looking at the pictures before we even read any of the words. Choose some of the pictures from Dogger and model how to ask questions to find out more information. -What can I see in the picture? -What is happening? -Where is it set? -Is there anything interesting? -What are the characters doing? Look like? Put all the information together to describe what I know about the picture.</p>	<p>Reading Activity: Read a story at home or use this link: https://www.oxfordowl.co.uk/for-school/oxford-owl-ebook-collection</p>	<p>Reading Children to read a story - any of their choice (Preferably one they haven't read before) with a sibling or grown up. As they read the story ask them: What do you think will happen next? How does this character feel? When the story has finished ask questions about the key events that happened in the story! Ask them what they liked and what they didn't like, and if it ended how they thought it would?</p>	<p>Reading Activity: Read a story at home or use this link: https://www.oxfordowl.co.uk/for-school/oxford-owl-ebook-collection</p>	<p>Reading Activity: Read a story at home or use this link: https://www.oxfordowl.co.uk/for-school/oxford-owl-ebook-collection</p>
<p>UW- Discuss toys we played with as a baby and toys children play with now. How are they different/similar? Design a new toy, draw and label the features of your toy. What is your toy's name?</p>	<p>RE- Reveal Recap on the Presentation Story. <i>Mary and Joseph took baby Jesus to the Temple in Jerusalem. They wanted to present him to God and thank God for giving them their lovely boy.</i></p>	<p>Spanish with Ms Susana  Watch the video link on google classroom.</p>	<p>PE Explore movement using Yoga  Join in with Cosmic kid's Yoga Compilation. https://www.youtube.com/watch?v=ho9uttOZdOQ</p>	<p>CLL/PSED- Children's Interests End of the week Zoom. Come together as a class to talk about your week. Let's explore your interests for next week!</p>

Whilst they were there they met two people, Simeon and Anna. They went to the Temple every day to pray. Simeon took Jesus in his arms and gave thanks to God. He said a prayer over Jesus and blessed Mary and Joseph. He said Jesus was like a light to help people. Anna was delighted to see Jesus and gave thanks to God for him.

Afterwards Mary and Joseph took Jesus home to Nazareth.

- Have a dark box or bag and shine a torch into it and see what difference it makes. Reiterate and explain Simeon's words that Jesus is like a light.
- Make cardboard candles with tissue paper flames. Ask children what did Simeon say about Jesus (Jesus is the light of the world).
- Use small world play to re-enact the story, encourage the children to recognise the people in the story and what they did.

