

Thursday 27<sup>th</sup> January

Maths – Weight

Phonics – Recap/ Consolidation

Literacy – Jack & The Beanstalk

RE – Aiming High



# Maths

## Overview

Children explore this week an aspect of measures. We will explore the language used when discussing and comparing how heavy or light something is.

Today can we put 'Heavy' and 'Light' objects in the correct order. Try with the next slides then can you order 5 objects from home in order from heavy to light.



# Maths

## Weight Ordering

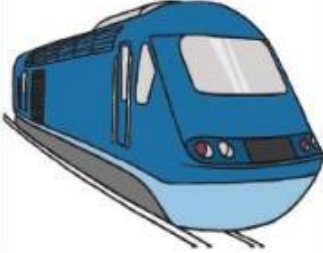
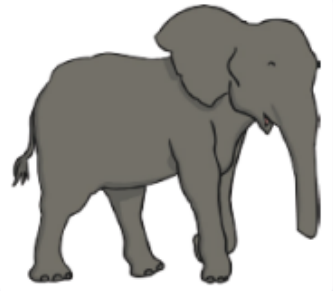
heaviest



lightest



# Maths


























# Phonics

Alphabet song <https://www.youtube.com/watch?v=XC6wQQHo8uU>

- Recap Phase 2 Sounds, Tricky Words. Practise writing the tricky words

**Phase 2**

Sounds							Tricky Words		
s 	a 	t 	p 	i 	n 	m 	d 	I	no
g 	o 	c 	k 	ck 	e 	u 	r 	the	to
h 	b 	f 	ff 	l 	ll 	ss 		into	go



# Phonics

Due to the nature of our phonics lessons and how we split in smaller groups based on children's phonic levels there will be a recap consolidation of activities for Phase 2. I advise children to continue with their reading book each day and having a look at their sounds flash cards that have been sent home this last week.





# Phonics

## I Spy with My Little Eye



## I Spy with My Little Eye Checklist

Tick the box when you find the matching picture.

<input type="checkbox"/> pen	<input type="checkbox"/> peg	<input type="checkbox"/> bin	<input type="checkbox"/> cup
<input type="checkbox"/> cat	<input type="checkbox"/> bus	<input type="checkbox"/> cap	<input type="checkbox"/> box
<input type="checkbox"/> can	<input type="checkbox"/> dog	<input type="checkbox"/> pot	<input type="checkbox"/> pig
<input type="checkbox"/> net	<input type="checkbox"/> sun	<input type="checkbox"/> man	<input type="checkbox"/> zip
<input type="checkbox"/> wig	<input type="checkbox"/> bat	<input type="checkbox"/> dad	<input type="checkbox"/> hen
<input type="checkbox"/> log	<input type="checkbox"/> bun	<input type="checkbox"/> van	
<input type="checkbox"/> jug	<input type="checkbox"/> mop	<input type="checkbox"/> mug	
<input type="checkbox"/> pan	<input type="checkbox"/> tap	<input type="checkbox"/> leg	
<input type="checkbox"/> hat	<input type="checkbox"/> jam	<input type="checkbox"/> bag	
<input type="checkbox"/> bed	<input type="checkbox"/> map	<input type="checkbox"/> rat	



# Literacy

Remind yourself of the story Jack and the Beanstalk  
<https://www.youtube.com/watch?v=pf9cVnfyhjM>

Can you add some words or a sentence to your picture?

Groups – **Purple** and **Blue** Attempt to write a sentence using their phonic knowledge to write words.

**Green** – Attempt to write a sentence – include initial and final sounds.

**Yellow** – Use some clearly identifiable letters to communicate meaning (initial sounds).

**Red** – Gives meanings to the marks they make – adult to scribe.





# PSHE: When I grow up

During PSHE we have been looking at 'Aiming High' we covered our star qualities and positive learners so far. Talk to your grown ups about these lessons and what they mean to you.

Today I would like you to think about what you want to be when you grow up.



# Aim

- I can talk about jobs that people can do and tell my friends what I want to be when I grow up.

# Success Criteria

- I can talk about different jobs that people do.
- I can think about what skills and interests help people do their jobs.
- I can explore through role play what different jobs involve.
- I can think about what I might need to do to achieve my goal.



# What Jobs Do We Know Of?

People do lots of different kinds of jobs, this is really exciting.

How many different jobs can you think of?

In your group, see how many different jobs you can think of in the time you are given.



There are lots of jobs that people do and they each involve different tasks and need different skills and interests. This is great news!

# Working Together Gets the Job Done!

Now, sit quietly for a moment and think about your answers to these questions...

What are you interested in?

What do you like doing?

What are you good at?

What would you like to be  
when you grow up?

What a lot of bright futures lie ahead!



# When I Grow Up

When I grow up, I would like to be...

---

---



This is a picture of me doing my job.

I think I would be good at this job because...

---

---

---

---

---

---

---

---

---

---

