


BLENDLED LEARNING PLANNING EYES WEEK BEGINNING 18/1/2021  
ROOM ON A BROOM – JULIA DONALDSON

SUBJECT	R.E	ENGLISH	PHONICS	MATHS	UNDERSTANDING THE WORLD	ART/D&T
OBJECTIVE	To be able to talk about the Presentation story.	To be able to write a list of ingredients for a magic potion using bullet points.  To be able to recognise/use speech bubbles and identify speech in the story.	ee, ai, igh, oa	To be able to find different ways to represent number 8 and recognise that it is made up of smaller numbers.  To be able to use language for measuring capacity – full, half full, empty, nearly empty, more, less.  To be able to measure length – using the language long and short.	To be able to experiment with light and dark and make shadow puppets.	To be able to design and label a magic broomstick.
			<b>SIGHT WORDS</b>			
			he, she			
LESSON	<p><b>Activity 1</b> Think about your parish church or show photographs. What do you see inside your parish church? Priest, stained glass windows, hymn books, crucifix, altar etc.</p> <p>What have you seen in church? (images on dojo) Can you draw a stained-glass window?</p> <p>Introduce the children to the ‘Our Father’. Decorate the prayer or say it together.</p> <p>Listen to the hymn, John Burland – The church.</p> <p><b>Activity 2</b> <b>The Presentation Story</b></p> <p>Look at God’s Story 1 (image on dojo). Mary and Joseph take Jesus to the Temple.</p> <p>Share the story sent on dojo.</p> <p>Who do you see in the picture? Why did Mary and Joseph take Jesus to the Temple?</p>	<p><b>Listen to ‘Room on the Broom’</b> What rhyming words can you hear? What do you think is going to happen next? Why does the witch keep losing things? How many characters are on the broom? Who helped the witch first? Who hopped onto the broom next?</p> <p><b>Activity 1</b> You are going to be a witch/wizard and make a magic potion. What would you like your potion to do? Turn Miss Pownall into a frog? Can it make you fly? Turn you into a princess/prince?</p> <p>Go outdoors and collect a few items for your magic potion and pretend they are ingredients. A few examples (be as imaginative as you would like!): Leaf – lizards’ feet Berries – frog eyes. Stone – dinosaur teeth</p> <p>Put your ingredients in a pot and mix them together to make a potion. Write the list of ingredients using bullet points. Explain to the children we use bullet points when writing a list. Encourage children to sound out the words and write down the sounds that they can hear.</p>	<p>Practise learning phonemes this week and letter formation.</p> <p>Practise sight words and reading.</p> <p><b>Phonics play:</b> Complete Obb and Bob. Phase 3 – ee, ai, igh, oa.</p> <p>Free access to all games: Username: jan21 Password: home</p> <p><b>Phonics Bloom</b> – Read the word and match to the picture.</p>	<p>Watch number blocks episode – eight. Look at number 8 on a number line – 1 more than? 1 less than? Can you count to 8?</p> <p><b>Activity 1</b> What different ways can you show 8? (fingers, actions, objects etc) Find different ways to make 8 using the part whole model. Use different objects in the house or outdoors. Practise writing the number 8 using the number rhyme.</p> <p>If your child is confident with counting, then introduce counting in 2s. Can you count to 8 quicker? Try and count in 2s.</p> <p><b>Activity 2 (within continuous provision so it is not on the timetable)</b> Use different sized containers with coloured liquid (you can also add glitter to make it look more like a potion). Transport the potions into the different containers. Using the same cup, estimate how many cups you will need to fill each container. Try this with different sized containers – which one needed the least number of cups? Is it full/half full/nearly full? Which container do you think will hold the most? Experiment to see which container holds the most.</p> <p><b>Activity 3</b> <b>Recap on height from last week.</b> This week we are looking at length.</p>	<p><b>Shadow puppets</b> What is a shadow? How do we make shadows? Explain to the children that shadows are made when there is an object blocking the light from hitting the surface. Make shadow puppets of the characters from the story. Use a torch to make the shadows on the wall. Use the puppets or make different shapes with your hands.</p>  <p>Next make holes in the puppets for the eyes. What do you think is going to happen to the shadow now? Why?</p>	<p><b>Design a broomstick</b> At the end of the story the witch makes a new broomstick. What is special about the witch’s broomstick? If you had a broomstick, what could it do? How many people would be able to sit on your broomstick?</p> <p>Design a broomstick and label the different parts.</p> <p>For example, = The broomstick could have comfy seats for people to sit on. It could have boosters to make it fly faster. It could have a horn so that people know that you are coming.</p> <p>Next week we are going to make the broomsticks using junk modelling or construction materials.</p>

	<p>Who were the people that they met?          Why did Simeon do?          What do you think Simeon and Anna were so pleased to meet Jesus?          What did Mary and Joseph do when they left the Temple?</p> <p>Write a sentence or draw a picture about Mary and Joseph taking Jesus to the Temple.</p> <p><b>For example</b> – Jesus is the light of the world. Mary and Joseph took Jesus to the Temple. They thanked God for Jesus.</p>	<p><b>Challenge</b> – Can you write a recipe for the potion?          Example:          First, I put in frog eyes.          Next, I put in dinosaur teeth.          Then I mix them.</p> <p><b>Activity 2</b>          Listen to what the witch says in the story. Show children what a speech bubble looks like and explain that it is used to show when a character is speaking. Ask your child what the witch says in the story.          Draw a speech bubble with lines in for the children to write or use template provided.</p> <p><b>Extension</b> – write speech bubbles for the other characters.</p>		<p>Draw or make different length broomsticks/wands or use the Twinkl sheet provided. Estimate which object is going to be longer/shorter? Explain to your child that when we are measuring length, we need to start at one end and measure to the other. You can use bricks, counters, ruler. You can also just compare different objects next to each other and talk about which is longer/shorter. Order the different lengths from shortest to longest.</p> <div data-bbox="1429 379 1626 523" data-label="Image"> </div> <p>Recap on height – who is the tallest/shortest in your family? Which is the tallest tree outside?</p> <p>Now focus on length - measure different things at home and compare different lengths. Who has the longest feet in your family? Which television remote is the longest? Which pen is longer?</p>		
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