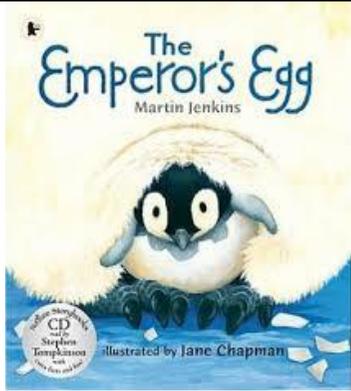


\* In the event that remote learning is put in place, class emails will be monitored at 10am and 2pm daily.

	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>English</b></p> <p><b>Key vocab:</b></p> <p><b>Grammar focus:</b> Contractions</p>	<p>SPAG: Pronouns I, we, they</p> <p><b>What we are learning (LO):</b> I can plan a recount</p> <p><b>Must:</b> Plan my ideas in chronological order <b>Should:</b> Use the past tense <b>Could:</b> Use the Pronouns I, we, they</p> <p>Talk to the children about Christmas. What did they do for their Christmas, can they tell you all about it? Share your experiences of Christmas. Share an example of a recount about Christmas, highlight the features. Children to plan a recount</p> <p><b>Activity:</b></p> <p>Children to plan their recount based upon their Christmas experience</p> <p><b>SEND:</b> Children to draw pictures of their Christmas and label with the conjunctions First, then, Next, Finally</p> <p><b>Resources:</b> Recount planning sheet, drawing frame, learning objective IWB</p>	<p>SPAG: Turning words into the past tense</p> <p>Children to recap the suffix ending ed to turn to past tense. Recap exceptions to rules</p> <p><b>What we are learning (LO):</b> I can write a recount</p> <p><b>Must:</b> Put my writing in chronological order <b>Should:</b> Use time conjunctions <b>Could:</b> Use pronouns I, they, we</p> <p>Children to read an example of a recount. What are the features.</p> <p><b>Activity:</b></p> <p>Children to refer back to yesterday's plan. Children to use the plan to structure their ideas into paragraphs. Children to make sure they are extending their ideas, using chronology, pronouns and the correct use of tense</p> <p><b>SEND:</b> Children to write a sentence underneath each picture</p>	<p>SPAG: <b>Inverted commas:</b></p> <p>Show how inverted commas are used instead of speech bubble. Positioning of inverted commas linked to direct speech.</p> <p><b>What we are learning (LO):</b> I can make a prediction</p> <p><b>Must:</b> I can infer meaning <b>Should:</b> Give reasons for my choice <b>Could:</b> Compare it to my own experience</p> <p>Show the children the front cover of the boo 'The Emperors Egg' Looking closely at the image, what can you infer. What do we think the book is going to be about? but</p> <p><b>Activity:</b> Children to write their predictions using the questions as a starting point. Will it be fiction? Non fiction? Why do you think that? Do you think it is about one species of penguin? Why? Where will the story be set? Why do you think that? Who is the character? What are they doing? Why? How do you know that? Children to use a range of conjunctions to extend their ideas and, because, when, so,</p> <p><b>Resources:</b></p> <p>Image of front cover</p>	<p>SPAG: <b>Inverted commas:</b></p> <p>Recap prior learning, directed speech between two characters. Think of words that could be used other than said.</p> <p><b>What we are learning (LO):</b> I can link my thoughts and experiences to a text</p> <p><b>Must:</b> Share my personal experience of the text <b>Should:</b> Recall key events from the text <b>Could:</b> Use a dictionary to research the meaning of interesting vocabulary</p> <p>Listen carefully to the story being read aloud. <b>Play Vimeo link.</b> Children to respond to the text, thinking around the key aspects</p> <p>Read aloud approach linked to a section within the book, talk aloud what you are thinking and model text marking. Model the independent task.</p> <p><b>Activity:</b> Children to complete a text marking activity linked to a paragraph, making notes of what they are thinking. Children to use the headings to record their ideas, thoughts and feelings about the text. Children to have a go at creating headings. Can they group these ideas</p>	<p>SPAG: <b>Fact or opinions</b></p> <p>Explain the difference between a fact and an opinion. Children to sort them accordingly. Children to generate their own fact or opinion linked to the The Emperors Egg.</p> <p><b>What we are learning (LO):</b> I can answer a range of questions about a text</p> <p><b>Must:</b> Listen carefully to the story <b>Should:</b> Locate the answer in the text <b>Could:</b> Explain my thoughts and reasons</p> <p>Read through the story again to the children. Explain that we will be asking questions about the text as we go through. Some questions we will be able to find/locate within the text whilst others we will have to explain and give reasons why. Model the task and how to make responses.</p> <p><b>Activity:</b></p> <p>Children to carefully read the question. Children to write the answer to the question based upon what they have heard and read from the text.</p> <p><b>Resources:</b></p> <p>The Emperors egg story</p>

				<p>into? Do they link to diet? Habitat? Children to make not of interesting vocabulary in the text and to locate the definition using a dictionary.</p> <p><b>SEND:</b></p> <p>Children to make responses to the text using sentence openers.</p> <p><b>Resources:</b> Responses to text recording sheet</p>	<p>Questions linked to the text</p>
<p><b>Guided Reading</b></p>	<p><b>Phase 5</b> – revise ‘ir’ sound  <a href="https://vimeo.com/429518668">https://vimeo.com/429518668</a>  <b>Password: 2ZR</b></p> <p><b>Phase 6</b> – adding suffix focus          Adding ‘est’ (drop the ‘e’ e.g. tam(est) rude(est) finest)          look at the rules and see what words you can think of. Can you spot any in your reading books?</p>	<p><b>Phase 5</b> – revise ‘oe’ sound  <a href="https://vimeo.com/432131304">https://vimeo.com/432131304</a>  <b>Password: 2ZR</b></p> <p><b>Phase 6</b> –adding ‘est’          practice saying and writing:          silliest, happiest, muddiest, sunniest, loveliest, prettiest.          Can you write</p>	<p><b>Phase 5</b> – revise ‘ue’ sound  <a href="https://vimeo.com/429609037">https://vimeo.com/429609037</a>  <b>Password: 2ZR</b></p> <p><b>Phase 6</b> – ‘est’ added to adjectives where it is necessary turn the y into an i.           Red- reddest, dark – darkest. Can you think of any others? Can you use them in a descriptive sentence?</p>	<p><b>Phase 5</b> – revise alternative ‘ue’ sound  <a href="https://vimeo.com/429986918">https://vimeo.com/429986918</a>  <b>Password: 2ZR</b></p> <p><b>Phase 6</b> – double consonant ‘er’ words           ‘er’ added to verbs to denote the person doing the action e.g. runner, reader, writer.           Make a list of all you can think of and say them in a sentence.</p>	<p><b>Phase 5</b> – revise ‘ou’ sound  <a href="https://vimeo.com/427006874">https://vimeo.com/427006874</a>  <b>Password: 2ZR</b></p> <p><b>Phase 6</b> – ‘er’ added to adjectives to give the comparative form as in bigger, slower, sadder, flatter, dimer.</p>
<p><b>Maths</b></p>	<p><b>Mental starter:</b> I can recall my times tables  <a href="https://www.timestables.co.uk/times-tables-shooting.html">https://www.timestables.co.uk/times-tables-shooting.html</a></p> <p>Practise 2x, 5x and 10x tables</p> <p><b>What we are learning (LO):</b> I can recognise equal groups</p> <p><b>Must:</b> recognise 2 equal groups of 5</p>	<p><b>Mental starter:</b> I can organise equal groups          With a group of pencils/coins/toys/marbles/pasta shells children organise into different equal groups</p> <p><b>What we are learning (LO):</b> I can make equal groups</p> <p><b>Must:</b> make up to 3 equal groups of</p>	<p><b>Mental starter:</b> I can recall addition up to 20  <a href="https://www.topmarks.co.uk/mathsgames/daily10">https://www.topmarks.co.uk/mathsgames/daily10</a>          Addition – up to 20 – 10 seconds</p> <p><b>What we are learning (LO):</b> I can add equal groups</p> <p><b>Must:</b> add 2 or 3 equal groups  <b>Should:</b> add up to 4 equal groups</p>	<p><b>Mental starter:</b> I can recall my times tables  <a href="https://www.ictgames.com/funkyMummy/index.html">https://www.ictgames.com/funkyMummy/index.html</a>          2x, 5x and 10x tables</p> <p><b>What we are learning (LO):</b> I can use the multiplication symbol</p> <p><b>Must:</b> complete sentences involving 2x and 10x table</p>	<p><b>Mental starter:</b> I can recall my times tables  <a href="https://www.topmarks.co.uk/mathsgames/mental-maths-train">https://www.topmarks.co.uk/mathsgames/mental-maths-train</a></p> <p>2x, 5x 10x tables</p> <p><b>What we are learning (LO):</b> I can complete multiplication sentences from pictures</p>

	<p>or less  <b>Should:</b> recognise 2 equal groups of 10 or less  <b>Could:</b> recognise 3 equal groups of 10 or less</p> <p><b>Activity:</b> Look through PPT. Children look at groups of objects and identify how many groups and how many objects in each group. Children then challenge themselves by solving the problem of creating a number of groups using pasta/coins/marbles etc</p>	<p>5 or less  <b>Should:</b> make up to 3 equal groups of 10 or less  <b>Could:</b> make up to 3 equal groups of 12 or less</p> <p><b>Activity:</b> Look through PPT. Children read questions, identify how many groups, share out the objects equally and answer questions/complete number sentences.</p>	<p><b>Could:</b> solve a two-word step problem using repeated addition</p> <p><b>Activity:</b> Look through examples on PPT. Answer questions throughout. Check answers along the way. Children to solve questions showing working out to support learning.</p>	<p><b>Should:</b> complete sentences involving 2x, 5x and 10x table  <b>Could:</b> complete sentences involving 2x, 3x, 5x and 10x table</p> <p><b>Activity:</b> Look through PPT. Answer questions throughout. Check answers along the way. Children to solve questions showing working out to support learning.</p>	<p><b>Must:</b> create multiplication sentences from pictures involving 3 equal groups of 5 or less  <b>Should:</b> create multiplication sentences from pictures involving 3 equal groups of 10 or less  <b>Could:</b> create multiplication sentences from pictures involving 3 equal groups of 12 or less</p> <p><b>Activity:</b> Look through PPT. Answer questions throughout. Check answers along the way. Children will then use the multiplication symbol to work out the total from given pictures. Show working out to support learning.</p>
		<p><b>Reading/ Writing Intervention</b></p> <p>Phase 3 Flashcards/High Frequency words</p> <p>Shared reading</p> <p>Modelled writing if a sentence followed by independent sentence writing</p> <p>1:1</p> <p>Group 1</p> <p>Group 2</p> <p>Group 3</p>	<p><b>Maths Intervention</b></p> <p>Phase 3 Flashcards/High Frequency words</p> <p>Shared reading</p> <p>Modelled writing if a sentence followed by independent sentence writing</p> <p>1:1</p> <p>Group 1</p> <p>Group 2</p> <p>Group 3</p>		
<p>Foundation Subjects</p>	<p>Science</p> <p><u>What we are learning (LO): I can think about the properties of materials.</u></p> <p><b>Must:</b> Name a range of materials.  <b>Should:</b> Talk about their properties.  <b>Could:</b> Consider what the material would be most suitable for.</p> <p><b>Activity:</b> go on a material hunt at home and see what ones you can</p>	<p>Geography</p> <p><u>What we are learning L.O. To understand the key geographical features of Antarctica.</u></p> <p><b>Must:</b> Find Antarctica in an atlas.  <b>Should:</b> Talk about the climate and key features.  <b>Could:</b> Think about who lives there and what life might be like.</p> <p><b>Activity:</b> Pre-assessment: chd to mind</p>	<p>History</p> <p><u>What we are learning (LO): To understand that we know about the past from things that were left behind.</u></p> <p><b>Must:</b> understand what is meant by the 'past'.  <b>Should:</b> Talk about how we know about the past.  <b>Could:</b> Make predictions about objects</p>	<p>RE – Buddhism</p> <p><u>What we are learning (LO): I can understand how Buddhism began.</u></p> <p><b>Must:</b> I can describe what happened in the early life of the Buddha (B) and illustrate this with a story about him.  <b>Should:</b> I can give examples of what happened in the early life of the Buddha and know what the four signs were.</p>	<p>Music</p> <p><u>What we are learning (LO): I can understand how different sounds are made.</u></p> <p><b>Must:</b> I can say whether something has a high or low pitch.  <b>Should:</b> I can compare the sounds of instruments.  <b>Could:</b> I can talk about different how size can affect pitch.</p>

	<p>find from the list. Can you twist, squash, bend them? Record your findings on your sheet.</p>	<p>map in books anything they already know and questions they have. In Atlas find on a map. Go through PP. In a different colour add some facts you now know about Antarctica to your mind map.</p> <p>Have any of your questions been answered?</p> <p>Why is it so cold there?</p> <p>Does the climate change?</p> <p>then chd to create a holiday brochure</p> <p><b>Would you like to visit the Antarctic?</b></p> <p><b>Create a holiday brochure for Antarctica.</b></p> <p><b>Talk about:</b></p> <ul style="list-style-type: none"> <li>- animals</li> <li>- climate/weather</li> <li>- what you can do there?</li> <li>- What you might see?</li> </ul> <p><b>If you don't have an atlas, see if you can find on a map using a computer and see what facts you can find out about it.</b></p>	<p>from the past and think about what information that tells us.</p> <p><b>Activity:</b> Find out what your child already knows about the past- ask them what they know about life a very long time ago and chat together. Explain that people in prehistoric times did not write things down. We only know about life a long time ago because people have found things that have been left behind. Children can look at images of artefacts and discuss what clues they might give us about people in the past. Give children pictures of prehistoric artefacts and discuss what they might have been used for and make predictions.</p> <p><b>Resources:</b> PP, pictures.</p>	<p><b>Could:</b> I can give my own opinion about what happened in the early life of the Buddha and explain why they think the four signs were so important.</p> <p><b>Activity: Using the info from our slides, you need to create a storyboard of the Life of Buddha;</b></p> <ul style="list-style-type: none"> <li>● Where he was born</li> <li>● The special signs before his birth</li> <li>● Rich prince with a life of luxury</li> <li>● The four signs he saw; Old Man, Sick Man, A Funeral, a Beggar</li> <li>● quest for enlightenment</li> <li>● living as a Holy man</li> <li>● reached enlightenment and became the Buddha</li> <li>● He began to teach his ideas about enlightenment to the monks in the park</li> </ul> <p><b>Resources:</b> PP.</p>	<p><b>Activity:</b> go through PP and discuss. Watch videos and then explore a range of instruments at their tables. How are they played? What sounds do they make? What pitch do they make? Play instruments and use recording sheet to record the pitch of the instruments and think about whether it changes as it's played louder/quieter.</p> <p><b>Resources:</b> video links on PP, PP, instruments and recording sheet.</p>
	<p><b>Art</b> Painting skills and application</p> <p><b>What we are learning (LO):</b> <u>I can blend colours.</u></p> <p><b>Must:</b> Name primary and secondary colours.</p> <p><b>Should:</b> look at how colours can be warmer/colder.</p> <p><b>Could:</b> Create a blended colour block to show how colours can be blended.</p>	<p>PHSE</p> <p><b>What we are learning (LO):</b> <u>I can set a goal.</u></p> <p><b>Must:</b> think about Something you really want to do.</p> <p><b>Should:</b> think about Something you really want to achieve.</p> <p><b>Could:</b> Think about the best thing you would like to happen.</p>			

	<p><b>Activity:</b> Recap colour wheel and primary/secondary colours. What colours do we make when we mix them? Look at colder/warmer colours and how you can blend light to dark colours. Draw a box using a ruler in your sketch books and have a go at creating a warm colour palette. Can you use the water colours to blend the colours together? In the other box, do the same to create colder colours.</p> <p><b>Resources:</b> PP, water colours, sketch books.</p>	<p><b>Activity:</b> Go through scenarios on PP and discuss. How could you set a goal to react differently to people? Chd to freeze frame ideas and take pictures for books. Then chd to make a flow diagram poster to show the steps you should take to reach their goal.</p> <p><b>Resources:</b> PP, lpad for pictures.</p>			
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