

* 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
English	<p>GPS: Vocabulary Nin ja</p> <p>Use of verbs, conjunctions and prepositions</p> <p>What we are learning (LO): I can use adjectives to describe my senses</p> <p>Must: Use my senses</p> <p>Should: Make a note of my adjectives to describe</p> <p>Could: Use a thesaurus to use ambitious vocabulary</p> <p>Activity: Shared read an example of a poem. Highlight the poem is linked to our 5 senses. What are the 5 senses? Ask the children to go out into their garden or to think back to when it was a frosty morning on the weekend. What can you see? Hear? smell? feel? Children to think about adjectives linked to their senses, model onto the senses chart. Model use of thesaurus to use ambitious vocabulary. Words other than cold etc</p> <p>Resources:</p> <p>Images of winters morning</p> <p>Senses recording frame</p>	<p>GPS: Vocabulary Nin ja</p> <p>Use of nouns, verbs and adverbs</p> <p>What we are learning (LO): I can up level a sentence</p> <p>Must: Add an adjective</p> <p>Should: Add a verb</p> <p>Could: use an adverb</p> <p>Activity: Children to look at an example of a poem. Children to evaluate the poem using a success criteria. Has this person used their sentences? Have they used adjectives? Model how to edit and uplevel a poem</p> <p>Improve sentences adding in adjectives I can see the branches swaying in the wind.</p> <p>I can smell the leaves on the floor.</p> <p>I can feel the wind blowing past my fingers.</p> <p>Resources:</p> <p>Selection of sentences for uplevelling</p> <p>Dictionary/thesaurus</p>	<p>GPS: Vocabulary Nin ja</p> <p>What we are learning (LO): I can write a poem using my senses</p> <p>Must: Use my senses and write each one on a new line</p> <p>Should: Use adjectives, verbs and adverbs</p> <p>Could: Write more than one verse</p> <p>Activity: Shared writing, children to have their sense grids in front of them. Children to watch Teacher compose a class poem using adjectives, verbs and senses. Discussion around extending ideas, use of ambitious vocabulary, verbs and adverbs.</p> <p>I can see the hazy mist hovering eerily over the field</p> <p>I can smell the damp air running through my circular nostrils.</p> <p>I can hear the slow cracking of ice beneath my patterned wellies</p> <p>I can feel the bitter wind dancing around my fingertips</p> <p>Resources:</p> <p>Word bank, senses frame. SEND: Poetry writing frame to support</p>	<p>GPS: Possessive apostrophe.</p> <p>Children to look at an extract of text. Children to identify where the apostrophe goes.</p> <p>What we are learning (LO): I can plan a poem</p> <p>Must: Write a poem about a penguin</p> <p>Should: include adjectives, verbs and adverbs</p> <p>Could: Have a go at making my poem rhyme</p> <p>Activity: Recap the story we looked at. The Emperors Egg. What species of penguin was it about, where do penguins live?</p> <p>Shared read examples of penguin poems, what features can you see?</p> <p>Show the children images of penguins, generate word bank for their appearance. Show the children a video clip, what adjectives and adverbs could we use to describe.</p> <p>Resources:</p> <p>Poetry planning frame</p>	<p>GPS: Read a passage of text, identify spelling errors. What is the correct spelling? Recap of rues e.g uest, ed spelling of hfw.</p> <p>What we are learning (LO):</p> <p>Must: Write a poem about a penguin</p> <p>Should: include adjectives, verbs and adverbs</p> <p>Could: Have a go at making my poem rhyme</p> <p>Activity: Shared writing example of a poem as a class. Children to write their own penguin poem using their plan from the previous day. Each idea on a new line, use of adjectives for appearance and verbs and adverbs</p> <p>Resources:</p> <p>Word bank</p> <p>Penguin writing template</p>

<p>Guided Reading</p>	<p>Phase 5 – https://vimeo.com/426914411 Phase 5 ay sound Password:2ZR</p> <p>Phase 6 – spelling focus on HFW and mnemonic strategies. Can you think of your own to help you spell these HFW?</p> <p>what when with because said Wednesday there their they're (alternatively, think about words you know you often spell incorrectly, can you think of a rhyme or a strategy to help you remember them?)</p>	<p>Phase 5 – https://vimeo.com/42700687 4 Phase 5 phonics OU Password: 2ZR</p> <p>Phase 6 – suffix 'ful' try writing these words: careful painful playful restful mouthful Can you think of any other 'ful' words?</p>	<p>Phase 5 – https://vimeo.com/42735718 0 Phase 5 phonics ie Password: 2ZR</p> <p>Phase 6 – suffix 'ly' ly added to make adverbs sadly happily brightly lately quickly</p>	<p>Phase 5 – https://vimeo.com/42773044 1 Phase 5 ea Password: 2ZR</p> <p>Phase 6 – ly and ful suffixes. can you sort these words into columns:</p> <p>Help – helpful, helpfully Joy – joyful – joyfully Law – lawful – lawfully Cheer – cheerful -cheerfully Care – careful - carefully</p>	<p>Phase 5 – https://vimeo.com/427732883 Phase 5 oy Password: 2ZR</p> <p>Phase 6 – adding 'ness'</p> <p>darkness weakness quietness closeness kindness freshness boldness</p>
<p>Maths</p>	<p>Mental starter: I can count to 100 https://www.youtube.com/watch?v=NW1c9MdkhVY</p> <p>What we are learning (LO): I can identify odd and even numbers</p> <p>Must: identify odd numbers Should: identify even numbers Could: solve problems involving odd and even numbers</p> <p>Activity: Look through PPT, children identify how to recognise an odd and even numbers. The PPT will sort the numbers but can the children call out odd or even before it does? Children try the 'Did you know?' problem.</p>	<p>Mental starter: I can recognise odd and even numbers https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even</p> <p>What we are learning (LO): I know my 2x tables</p> <p>Must: count in 2s Should: find two more and two less Could: recall the 2x table</p> <p>Activity: Look through PPT. Children solve the questions along the way identifying the multiplication, counting in 2s and solving the problems</p> <p>Resources: PPT</p>	<p>Mental starter: I can recall my 2x tables https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication (2x)</p> <p>What we are learning (LO): I know my 5x tables</p> <p>Must: count in 5s Should: find five more and five less Could: recall the 5x table</p> <p>Activity: Look through PPT. Children solve the questions along the way identifying the multiplication, counting in 5s and solving the problems</p>	<p>Mental starter: I can recall my 5x tables http://www.ictgames.com/funkyMummy/index.html (5x)</p> <p>What we are learning (LO): I know my 10x tables</p> <p>Must: count in 10s Should: find ten more and ten less Could: recall the 10x table</p> <p>Activity: Look through PPT. Children solve the questions along the way identifying the multiplication, counting in 5s and solving the problems</p> <p>Resources: PPT</p>	<p>Mental starter: I can recall my 10x tables https://www.topmarks.co.uk/maths-games/mental-maths-train (10x)</p> <p>What we are learning (LO): I can consolidate what I have learnt</p> <p>Must: show multiplication can be done in any order Should: match the array to the multiplication Could: solve the problem using multiplication</p> <p>Activity: Look through PPT. Children will use the skills from the week and use arrays to help solve calculations involving two, five and</p>

	<p>Extension: Make an odd/even poster to help recognise these numbers</p> <p>Resources: PPT, paper, pencils (for poster)</p>		<p>Resources: PPT</p>		<p>ten times tables.</p> <p>Resources: PPT</p>
<p>Foundation Subjects</p>	<p>Science</p> <p>What we are learning (LO): <u>I can investigate the properties of materials.</u></p> <p>Must: I can name some properties of materials.</p> <p>Should: I can test the properties of materials.</p> <p>Could: I can design and make a bridge thinking about the properties of materials.</p> <p>Activity: Recap properties of material using PP as a guide. Look at images of bridges on PP and discuss how they have been built. What makes them strong? Holds them together? Your task is to use different types of paper, thinking about it's strength and flexibly to design (and make if you can) a paper bridge that could hold a toy car (or something similar). Think about what you know about the properties, how will you keep it together? How could you make it stronger? Stable?</p> <p>Resources: A selection of different sorts of paper, Scissors, tape and/or glue and a toy car or something suitable to test your design.</p>	<p>Geography</p> <p>What we are learning (LO): <u>To describe and understand climate zones.</u></p> <p>Must: be able to describe some similarities and differences between Antarctica and the Arctic.</p> <p>Should: be able to explain why Antarctica and the Arctic are cold.</p> <p>Could: be able to explain why Antarctica is colder than the Arctic.</p> <p>Activity: Look through the PP and see Split page in half and write Antarctica on the top on side, and Arctic on the other half.</p> <p>At home – the facts have been sent out and you can choose how to share them with your child. You may want to hide them around the room and let them find it, mix them up and sort them together or simply set a timer and read through as many as you can in 5 minutes.</p> <p>In school- hide facts around the room and ask chd to 'hunt' for them, seeing how many they can find in 10 mins. Chd to share facts they found out and then have 10 mins to record as many as they can remember.</p> <p>Chd to them organise facts under</p>	<p>History</p> <p>What we are learning (LO): <u>Understand how early settlers lived during the Ice Age.</u></p> <p>Must: Understand how life was different in the Ice Age.</p> <p>Should: Talk about how they got their food.</p> <p>Could: Explain how any why they used weapons to help them survive.</p> <p>Activity: look at information on PP and discuss. Chd to split book in 4 and draw pictures of home, food, tools they used in the Ice and age and label.</p> <p>Resources: PP, SEND template.</p>	<p>RE</p> <p>What we are learning (LO): <u>I will understand the key teachings of the Buddha.</u></p> <p>Must: Say what I already know about Buddhism.</p> <p>Should: Name some of the eight folds we have discussed.</p> <p>Could: Talk about how we could use the teachings of Buddha in every day life.</p> <p>Activity: recap what we learnt last week and discuss the idea of eighth fold. Chd to complete small activities on PP as they go through to 'experience' what it might be like in everyday life.</p> <p>Resources: PP and activities explained on PP.</p>	<p>Music</p> <p>What we are learning (LO): <u>I can differentiate between a high and low pitch.</u></p> <p>Must: I can say what is meant by the word 'pitch'.</p> <p>Should: I can say whether a sound has a high or low pitch.</p> <p>Could: I can find high and low pitch sounds in my environment.</p> <p>Activity: watch the video about pitch https://www.youtube.com/watch/FjfeFWXdStgk and practice along with the video. Can you go on a sound hunt around your house and make a list of all the high/low pitch sounds you can find. You can take photos of them or draw them if that is easier.</p> <p>Resources: https://www.youtube.com/watch/FjfeFWXdStgk</p>

	<p>correct headings in their books (Antarctica or Arctic) and then write a few simple sentences comparing them e.g. Both of the polar regions are cold, however Antarctica is colder than the Arctic.</p> <p>Resources: fact cards, PowerPoint.</p>			
<p>Art What we are learning (LO): I can use the splatter technique.</p> <p>Must: Look at different ways I can use paint.</p> <p>Should: Try a few different ways I can splatter my paint.</p> <p>Could: Evaluate my work.</p> <p>Activity: Think about the techniques we have already practiced. What are they? What are your favourites? Why? Watch the video https://www.google.com/search?safe=strict&rlz=CICCFB_en&ei=7CH3X5TKH7Wg8gl_T2KDYDA&q=how+to+splatter+water+colours+&sq=how+to+splatter+water+colours+&gs_lcp=CgZwc3ktYWIQAzIHCAAQyQMOTofCAAQRIDNHljNH2CJlWgAcAJI+AIABOlqBOJIBATGyAQCGAQcQAOdnd3Mtd2l6yAEIwAEB&scient=psy-ab&ved=OahUKEwiUio2Li+ruAhUlKfwKHVMsCMsQ4+dUDCAQ&uact=5#kpvalbx=KyL3X875I9OjgAampKCGDgl_4 and have a go at any you can at home to create your own pictures.</p> <p>Resources: Video link, water colour paints, paint brushes, paper.</p>	<p>PHSE</p> <p>What we are learning (LO): I can think about how to keep safe online.</p> <p>Must: I can talk about how I can use the internet.</p> <p>Should: I can name some apps I might use.</p> <p>Could: I can speak confidently about how to keep safe when using the internet.</p> <p>Activity: Look through the PP and discuss how and when you use the internet. Look at some of the dangers and how we might keep ourselves safe when online. Chd to sort the icons for apps they are familiar with and think about what apps are safe to use online (don't give them contact with unknown people) and what apps might need adult supervision.</p> <p>Resources: PowerPoint, icons to sort, sorting template.</p>			

