

\* 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><b>SPAG: Spelling visualisation strategies for HFW</b></p> <p>Tell children our focus HFW for the session. Teach the correct spelling. Children two write the correct spelling on their board. Visualisation strategies, spraying on the wall, writing on backs, eyes close, speed writing</p> <p><b>What we are learning (LO):</b> <u>I can answer questions about a text and summarise it</u></p> <p><b>Must:</b> Read the text carefully <b>Should:</b> Write the answer to my question <b>Could:</b> Scan the text and highlight the information I have found</p> <p>Recap the use of the text The Emperors egg. What sort of text is it? Fiction, Nonfiction? Both? What is the main species of penguin named in the text. Explain that we are going to be learning more about penguins by completing a reading comprehension task. Model how to read the question carefully, locate the information in the text and write a response. Once you have finished the comprehension, ask children to summarise the information they have learnt about penguins.</p> <p><u>Activity:</u></p> <p>Children to complete differentiated reading comprehensions linked to penguins.</p>	<p><b>SPAG: Fact or opinion</b></p> <p>Recap what a Fact is and recap what an opinion is. Give children a selection of statements, children to sort them according to fact or opinion. E.g The Emperor penguin is the largest species of penguin – Fact</p> <p>Baby penguins are cute - opinion</p> <p><b>What we are learning (LO):</b> <u>I can bullet point information</u></p> <p><b>Must:</b> Use a bullet point at the start of each new fact <b>Should:</b> make a note of the information <b>Could:</b> bullet point key vocabulary</p> <p><b>Penguin facts:</b> <a href="https://www.youtube.com/watch?v=snAvGxz7D04">https://www.youtube.com/watch?v=snAvGxz7D04</a> <a href="https://www.youtube.com/watch?v=k0u67Wk_hJ0">https://www.youtube.com/watch?v=k0u67Wk_hJ0</a> <a href="https://www.youtube.com/watch?v=MfstYUscBc">https://www.youtube.com/watch?v=MfstYUscBc</a></p> <p>Watch some penguin clips, whilst watching them, bullet point key facts from the videos. E.g -The male penguin holds the egg on feet during winter months</p> <p>- Mother penguin is at sea hunting</p> <p><b>Activity:</b> Children to explore the fact sheets and videos at home, adding to their information using bullet points. Children to apply their phonics to decode the text.</p>	<p><b>SPAG: Spelling visualisation strategies for HFW</b></p> <p>Recap previous spelling before introducing the new word. Tell children our focus HFW for the session. Teach the correct spelling. Children two write the correct spelling on their board. Visualisation strategies, spraying on the wall, writing on backs, eyes close, speed writing</p> <p><b>What we are learning (LO):</b> <u>I can organise my ideas using headings and paragraphs</u></p> <p><b>Must:</b> Cut my bullet points up into strips <b>Should:</b> organise my bullet points into headings <b>Could:</b> think about paragraphs, organise my bullet points that are linked to a theme</p> <p>Recap prior learning, talk about some of the bullet points you recorded from the day before. What is your favourite fact. Explain to the children that we will use this to write a non fiction fact sheet. Identify the features of a non fiction fact sheet. Point out the feature, use of heading and organisation of information. Model how to organise statements using headings and paragraphs.</p> <p><b>Activity:</b> Children to cut up their bullet pointed information into strips. Put bullet points of a same theme together. Write a heading that links to these facts. Talk about the information you will include in this paragraph.</p>	<p><b>Exclamation mark</b></p> <p>Recap, what is an exclamation mark and why they are used. Model reading a passage, the difference with or without an exclamation mark. Children to look at examples of sentences and to add the punctuation in the correct place.</p> <p><b>What we are learning (LO):</b> <u>I can plan a fact sheet</u></p> <p><b>Must:</b> Use a bullet point at the start of each new fact <b>Should:</b> make a note of the information <b>Could:</b> bullet point key vocabulary</p> <p>Recap prior learning, gathered content through use of bullet points, cut and organised these into headings and paragraphs. Today we are going to choose the headings we would like and the particular facts we are going to focus on. We are going to research the image that we also would like to include. Model the transferring of knowledge onto a planning document. Checking of spelling.</p> <p><b>Activity</b></p> <p>Children to plan their fact sheet using a differentiated planning frame</p>	<p><b>Question marks</b></p> <p>Look at the punctuation, what is this mark used for? What is it called. Model expressive reading with question mark. Read sentences and apply punctuation to the correct sentence types. Assessment style questions to be used an a resources.</p> <p><b>What we are learning (LO):</b> <u>I can write a fact sheet about penguins</u></p> <p><b>Must:</b> Use a bullet point at the start of each new fact <b>Should:</b> make a note of the information <b>Could:</b> bullet point key vocabulary</p>

Guided Reading	Phase 5 <a href="https://vimeo.com/429518668">https://vimeo.com/429518668</a> Phase 5 ir	Phase 5 (revision) <a href="https://vimeo.com/429609037">https://vimeo.com/429609037</a> Phase 5 phonics ue	Phase 5 (revision) <a href="https://vimeo.com/429986918">https://vimeo.com/429986918</a> Phase 5 alternative ue	Phase 5 <a href="https://vimeo.com/429989411">https://vimeo.com/429989411</a> Phase 5 aw sound	Phase 5 <a href="https://vimeo.com/431435371">https://vimeo.com/431435371</a> Phase 5 phonics Wh
	Phase 6 an or a? Would you put an or a before these words? elephant cat apple table chair orange stall leaf  <a href="https://vimeo.com/user113667761/revision/500886241/079533058e">https://vimeo.com/user113667761/revision/500886241/079533058e</a> Password: Two	Phase 6 Contractions Change the following words to contractions: I am you are she is he is you are we are they are  <a href="https://vimeo.com/user113667761/revision/500886610/cbdd19b5bb">https://vimeo.com/user113667761/revision/500886610/cbdd19b5bb</a> Password: Two	Phase 6 magic 'y' look at adjectives: funny smoky sandy scary tiny curly handy nasty  Do you notice how the 'y' sounds like an 'ee'. Practice spelling these correctly using the look, cover, check strategy.  <a href="https://vimeo.com/user113667761/revision/500886877/322a758ffb">https://vimeo.com/user113667761/revision/500886877/322a758ffb</a> Password: Two	Phase 6 s or es? apple brush potato watch pig fox church bee sandwich house ball  <a href="https://vimeo.com/user113667761/revision/500887072/d50c2c2fbe">https://vimeo.com/user113667761/revision/500887072/d50c2c2fbe</a> Password: Two	Phase 6 Speech marks story. What are the rules when using speech? Can you write a short story including direct speech in your writing?  <a href="https://vimeo.com/user113667761/revision/500887239/da5c659a25">https://vimeo.com/user113667761/revision/500887239/da5c659a25</a> Password: Two
Maths	<b>Mental starter:</b> I can recall number bonds to 20 <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a>  <b>What we are learning (LO):</b> I can make tally charts <b>Must:</b> gather data	<b>Mental starter:</b> I can count in twos <a href="https://www.youtube.com/watch?v=OCxvNtrcDIs">https://www.youtube.com/watch?v=OCxvNtrcDIs</a>  <b>What we are learning (LO):</b> I can solve problems with tally charts	<b>Mental starter:</b> I can order numbers <a href="https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering">https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering</a>  <b>What we are learning (LO):</b> I can construct a pictogram from a tally chart	<b>Mental starter:</b> I can count in fives <a href="https://www.youtube.com/watch?v=amxVL9KUmq8">https://www.youtube.com/watch?v=amxVL9KUmq8</a>  <b>What we are learning (LO):</b> I can use a pictogram to answer questions <b>Must:</b> use the key	<b>Mental starter:</b> I can identify odd and even numbers <a href="https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even">https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even</a>  <b>What we are learning (LO):</b> I can interpret pictograms <b>Must:</b> use the key

	<p><b>Should:</b> mark data as tally marks <b>Could:</b> answer questions using the data gathered</p> <p><b>Activity:</b> Look through PPT. The PPT explains what a tally chart is and shows how to record data in one. Chn work through PPT answering questions along the way. There will be two tally chart grids the chn will need, to gather data to answer the questions. Once PPT has been completed, chn choose a tally chart grid from the selection and ask family members/friends the question, to gather the data to complete it.</p> <p><b>Extension:</b> Create your own tally survey to complete</p> <p><b>Resources:</b> PPT, tally chart grids</p>	<p><b>Must:</b> use clues to add tallies and totals to a tally chart <b>Should:</b> underline the key vocabulary in the question <b>Could:</b> explain reasoning to questions</p> <p><b>Activity:</b> Look through PPT. The PPT shows a range of questions to answer. Some questions focus on completing the tally charts using the information given and some focus on looking at a completed chart to answer questions with reasons. Chn work through this and then complete mild/hot/spicy problems</p> <p><b>Resources:</b> PPT</p>	<p><b>Must:</b> can find information from a tally chart. <b>Should:</b> can record the information in a pictogram. <b>Could:</b> can use a pictogram to compare the information.</p> <p><b>Activity:</b> Look through PPT. The PPT shows how to gather data into a tally chart and then how to turn that information into a pictogram. Chn work through PPT and then gather data from their sheets to make a tally chart and pictogram</p> <p><b>Resources:</b> PPT</p>	<p><b>Should:</b> count the data carefully <b>Could:</b> think of a question to ask about the pictogram</p> <p><b>Activity:</b> Look through PPT. The PPT shows a variety of pictograms and questions that need to be answered by looking very closely at the pictogram itself. Chn work through PPT and then answer questions on the pictogram from the mild, hot or spicy selection.</p> <p><b>Resources:</b> PPT</p>	<p><b>Should:</b> count the data carefully <b>Could:</b> think of a question to ask about the pictogram</p> <p><b>Activity:</b> Look through PPT. The PPT shows a range of pictograms with questions. Chn look at the data given and answer the questions accordingly. Chn then answer questions from mild, hot or spicy</p> <p><b>Resources:</b> PPT</p>
Foundation Subjects	<p><b>Science – egg drop challenge</b> <b>What we are learning (LO):</b> <u>I can consider most suitable materials in my design.</u></p> <p><b>Must:</b> I can think carefully about the properties of materials. <b>Should:</b> I can consider what materials would be most suitable to protect my egg. <b>Could:</b> I can evaluate my investigation and think of how to improve it.</p>	<p><b>Geography</b> <b>What we are learning (LO):</b> <u>To understand where the equator is and what effect it has on a climate.</u></p> <p><b>Must:</b> I can find the equator in an atlas. <b>Should:</b> I can say what the climate might be like close to the equator. <b>Could:</b> I can explain why the equator affects the climate of an area.</p> <p>Look at the PowerPoint all about the equator and discuss. If you have an atlas at home, see if you can locate it on</p>	<p>History <b>What we are learning (LO):</b> <u>I can find out about explorers from the past.</u></p> <p><b>Must:</b> Name an explorer from the past. <b>Should:</b> talk about what they are famous for. <b>Could:</b> Think about how their life would be different from ours today.</p> <p><b>Activity:</b> Chd to watch the videos and go through slides as needed (you don't have to read through all the information, there is a lot included but</p>	<p>RE <b>What we are learning (LO):</b> <u>I can explain the importance of meditation in the Buddhist religion.</u></p> <p><b>Must:</b> I am aware of what Meditation is and can illustrate how it fits in with Buddhist beliefs. <b>Should:</b> can give examples of what Meditation is and can give examples of why Buddhists do it. <b>Could:</b> can give their own opinion about the importance of the Meditation in</p>	<p>Music <b>What we are learning (LO):</b> <u>To create a piece of music for a setting.</u></p> <p><b>Must:</b> Watch the video and think about what sounds we might here in that environment. <b>Should:</b> Think about how an environment might sound. <b>Could:</b> Use instruments to create a background sound.</p> <p><b>Activity:</b> <a href="https://www.youtube.com/watch?v=">https://www.youtube.com/watch?v=</a></p>

	<p>This investigation requires an egg (or something else delicate you could use that you wouldn't mind breaking if dropped).</p> <p>Investigation – give chd an egg and explain that they are very delicate. How will you create packaging to keep it safe? What materials will you use? What will the packaging be like? Follow instructions on the Power Point to design and create your own packaging to protect your egg and then test it by dropping from a height. Did the egg survive? Why? How could you improve the packaging further? What materials were most suitable? Why?</p>	<p>the map. Where would you find it? talk about the climate around the equator and think about why that might be.</p> <p>children to use the task sheet to write what they know about the climate in each place e.g. It is cold in the south pole because it is much further away from the sun. Close to the equator the weather would usually be hot because... The chd can add pictures and diagrams to help them explain their ideas.</p>	<p>there in case anyone wants to know more/has a real interest ).</p> <p>Think about what you have learnt and imagine you are taking a trip to the Antarctic. What would you need to take with you? How will you survive? Can you choose 5 things you would take and explain why. You could also draw these items in a suitcase if you wish.</p>	<p>Buddhism and explain how it enhances their faith.</p> <p><b>Activity:</b> look through the power point all about meditation and have a go yourself:  <a href="https://www.youtube.com/watch?v=CvF9AEe-ozc">https://www.youtube.com/watch?v=CvF9AEe-ozc</a></p> <p>More info:  <a href="https://buddhismforkids.net/meditation.html">https://buddhismforkids.net/meditation.html</a></p>	<p><a href="#">mtco5VQxsRQ</a> Listen to this video with the sound off. What sounds do you think you might hear? What tone would it have? Do you think the music would be loud/quiet? Why?</p> <p>Slow or fast?</p> <p>What sounds might you hear? E.g. the sound of the ocean, the dripping of the ice, crunching of the snow etc.</p> <p>Think about what instruments you could use to make that effect?</p> <p>If you don't have instruments at home, see if you can use everyday items around the house to make sounds e.g. jars or rice or pasta, tin cans to tap, bells to shake or even use your voice.</p>
	<p><b>Art</b>  <b>What we are learning (LO): <u>I can use layering to create an effect.</u></b></p> <p><b>Must:</b> Look at the different methods shown.</p> <p><b>Should:</b> Have a go at using layering in my own work.</p> <p><b>Could:</b> Create a picture using two or more methods of layering.</p> <p><b>Activity:</b> Show the Power Point to the children and explain that watercolour is a thin medium so you'll need to build up colour gradually. Another advantage to the medium as you can do some colour mixing right on the paper. Take one colour and lay it down. Allow it to dry and then revisit with another shade. You'll notice where they overlap, the pigment mixes and you're left with a different colour. This is great for building up flesh tones. Get chd to have a go using different colours and practice one or more of the techniques shown.</p> <p>If you do not have paints at home, look through the Power Point and watch the video of how it might be used  <a href="https://www.youtube.com/watch?v=C3FguevTXLo">https://www.youtube.com/watch?v=C3FguevTXLo</a></p>	<p><b>PHSE</b>  <b>What we are learning (LO): <u>To understand that information needs to be kept safe.</u></b></p> <p><b>Must:</b> I can talk about how pictures give lots of information.</p> <p><b>Should:</b> I can tell you ways of making sure I keep information private.</p> <p><b>Could:</b> I know I must choose photos wisely before they are sent to my friends.</p> <p><b>Internet safety</b> – what information can you get from a picture? Talk to child about using the internet and that it is an amazing resource but it is important we know how to keep ourselves safe. look at images and think about what info someone can find just from looking at a picture e.g. if wearing school uniform/name badge they might know where you go to school, your name etc. look at images and decide which one is safer when online, why? How will you keep yourself safe online?</p>			



**Challenge:** Can you create your own picture (it can be anything you like or you may want to create one like in the video) using two or more of the layering/glazing techniques shown?

