

\* 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><b>SPAG: was or were</b></p> <p>Recap teaching of was and were. When are was and were used? Talk about use of present tense. Model task. Discuss the rule of one being singular or plural</p> <p>Children to complete the SPAG activity, correctly inserting was or were</p> <p><b>What we are learning (LO): I can create a character</b></p> <p><b>Must:</b> Draw or make my story character  <b>Should:</b> Use adjectives to describe the character  <b>Could:</b> think about the characters likes and dislikes</p> <p><b>Activity:</b>                      Children to be read a section of a story without visuals. Children to use their imagination to think about the lost object and how it looks.</p> <p>Think of object described in the story what could be lost. Draw a picture, or make the lost item describing with adjectives. What is it called?</p>	<p><b>SPAG: Articles</b></p> <p>Talk to the children about articles. What are articles?</p> <p>Talk to the children about the rule associated an article. How do we know if it is an or a. It's a unless a vowel starts the next word then we use an. Children to apply articles to word list and apply to a passage of text</p> <p><b>What we are learning (LO): I can plan a story</b></p> <p><b>Must:</b> Draw a 3-part story  <b>Should:</b> make a note of adjectives and story language  <b>Could:</b> include sentence openers, Unfortunately, however</p> <p><b>Activity:</b>                      Children to think about how the object became lost in the first place, where was it lost? The beach? In a park? Who does it belong to? Will it ever be found again? Who will it be found by. Children to plan a story, making note of story language along the way</p>	<p><b>SPAG: Homophones</b></p> <p>Explain to the children what a homophone is. What are they? Why are they used? Show the children the video link</p> <p><a href="https://www.bbc.co.uk/games/embed/small-town-superheroes?exitGameUrl=https%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fzncgk7">https://www.bbc.co.uk/games/embed/small-town-superheroes?exitGameUrl=https%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fzncgk7</a></p> <p>Children to read and apply the correct homophone to the sentence</p> <p><b>What we are learning (LO): I can write the beginning of a story</b></p> <p><b>Must:</b> Describe my character and setting  <b>Should:</b> Use an appropriate opener  <b>Could:</b> Use ambitious vocabulary</p> <p><b>Activity:</b>                      Children to write the beginning of the story, using their story map. Particular focus on extension of ideas, setting the scene describing character and locality of events</p> <p><b>Resources:</b></p> <p>Hfw word mats, sound mats, pencil, story map</p>	<p><b>SPAG: Inverted commas</b></p> <p>Recap prior learning on inverted commas. Where do they come? Recap use at start and end of speech</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z4rbgwx">https://www.bbc.co.uk/bitesize/articles/z4rbgwx</a></p> <p>Show examples of speech, model where to apply the punctuation</p> <p><b>What we are learning (LO): I can write the middle of a story</b></p> <p><b>Must:</b> Extend my ideas  <b>Should:</b> Make sure my middle is linked to the beginning  <b>Could:</b> Use a range of punctuation</p> <p><b>Activity:</b>                      Children to write the middle of the story, making sure their story flows and their ideas link together.</p> <p><b>Resources:</b></p> <p>Hfw word mats, sound mats, pencil, story map</p>	<p><b>SPAG: Inverted commas</b></p> <p>Recap yesterday's learning, what do inverted commas show, where do we put them to punctuate our speech.</p> <p>Children to have a go at the SPAG activity.</p> <p><b>What we are learning (LO): I can write the end of a story</b></p> <p><b>Must:</b> Extend my ideas  <b>Should:</b> Make sure the end links to the middle  <b>Could:</b> Use a range of punctuation</p> <p><b>Activity:</b>                      Children to write the end of their story, make sure their ideas link together. Encourage children to extend their ideas and to resolve the problem. Think carefully how the story will end.</p> <p><b>Resources:</b></p> <p>Hfw word mats, sound mats, pencil, story map</p>

**Phonics Phase 6**  
 (if you would like to recap any phase 5 please feel free to watch any videos previously sent out and have a go).

**Prefix 'mis' meaning wrong**  
 Explain that a prefix is something we add onto the beginning of the word. 'Mis' can be added to lots of words and often means something is wrong e.g. mistreat – you don't treat something very nicely.

misbehave	mismatch
misfire	mistreat
mishear	misfit
misspell	misread
mistreat	misplace



<https://vimeo.com/user113667761/view/511499056/61b4d3f8d9>  
 Password: Two

'Dis' is another example of a prefix we can use to change the meaning of a word. It usually means the reverse of something e.g. appear –disappear. It has the opposite meaning.



<https://vimeo.com/user113667761/view/511501488/1ad4012e2c>  
 Password: Two

'Un' is another prefix we can use. It can be added to a word to change the meaning, usually meaning the opposite e.g. happy becomes unhappy.

un	happy
un	lucky
un	kind
un	tie
un	true

<https://vimeo.com/user113667761/view/511503569/87aed34e92>  
 Password: Two

Discuss meaning of micro (meaning small) and make a dictionary of silly micro words e.g. micro teddy.

Some examples of words:

- microphone.
- microscope.
- microscopy.
- microprobe.
- microburst.
- microflora.
- microcomputer.
- antimicrobial.
- microorganism.
- micronutrient.

<https://vimeo.com/user113667761/view/511505852/17f18cd76d>  
 Password: Two

Recap of prefixes taught this week. Complete the sheet with the correct prefix.

Bank of Prefixes:		
dis-	mis-	un-
_____ honest	_____ well	_____ behave
_____ agree	_____ kind	_____ trust
_____ tidy	_____ obey	_____ please
_____ possible	_____ appear	_____ connect
_____ pair	_____ allow	_____ friendly
_____ wind	_____ serve	_____ chief
_____ duce	_____ pert	_____ corn
_____ hale	_____ proper	_____ ject
_____ certain	_____ lead	_____ pel
_____ fect	_____ vise	_____ fess

No video for today, just please complete the sheet using the correct prefix, you may want to sound them out allowed first to see if they sound familiar. You could even write down the word with different prefixes and see what one you recognise if you are unsure and then check in a dictionary.

**Maths**

**Mental starter:** I can recall addition facts to 20  
<https://www.topmarks.co.uk/mathsgames/robot-more-or-less>  
 (up to 20, add 1-10)  
**What we are learning (LO):** I can recognise 2D shapes  
**Must:** match the name to the shape  
**Should:** describe the shape  
**Could:** identify 2D shapes nearby  
**Activity:** Look through PPT. Name the 2D shapes. Describe the properties

**Mental starter:** I can recall subtraction facts  
<https://www.ictgames.com/funkygame/index.html>  
 (- up to 20)  
**What we are learning (LO):** I can count sides on 2D shapes  
**Must:** count each side  
**Should:** mark each side as I count  
**Could:** explain what a side is  
**Activity:** Look through PPT. Name the 2D shapes and count how many

**Mental starter:** I can recall multiplication facts  
<https://www.topmarks.co.uk/mathsgames/mental-maths-train>  
 (pick x and then mixed tables 2x, 5x, 10x)  
**What we are learning (LO):** I can count vertices on 2D shapes  
**Must:** count each vertex  
**Should:** mark each vertex as I count  
**Could:** explain what a vertex is  
**Activity:** Look through PPT. Discuss what a vertex is (a corner of a

**Mental starter:** I can recall division facts  
<https://www.topmarks.co.uk/mathsgames/mental-maths-train>  
 (pick ÷ and then mixed tables 2x, 5x, 10x)  
**What we are learning (LO):** I can draw 2D shapes  
**Must:** start at a vertex  
**Should:** use a ruler  
**Could:** say what is the same and what is different between the shapes

**Mental starter:** I can identify 2D shapes  
<https://ictgames.com/mobilePage/shiftingShapes/index.html>  
 (drag the torch over the hidden shape to identify the shape. Click on the eye to see the name)  
**What we are learning (LO):** I can sort 2D shapes  
**Must:** recognise 2D shapes  
**Should:** sort the shapes in more than one way

	<p>of the shape (it has 4 sides, 4 corners...) Chn then complete mild/hot/spicy to identify 2D shapes further.</p> <p>These also include a shape hunt activity. Look around the classroom/home. Which 2D shapes can you see? Go on a 2D shape hunt to identify these shapes. Make a tally/poster of what you have seen.</p> <p><b>Resources:</b> PPT, paper, whiteboard, pen, pencil</p>	<p>sides on each shape. Tell the chn that it is best to put a little mark next to each side as they count. That way they will know where they started and where to stop counting. Describe a 2D shape. (it has 4 straight sides all the same length) Can the chn guess the shape? Look closely at the problems. Underline key words and try to solve. Chn then complete mild/hot/spicy questions. Name the shape, count the sides, solve the problem.</p> <p><b>Resources:</b> PPT, paper, whiteboard, pen, pencil</p>	<p>shape. Vertices are all the corners of a shape). Look at the various 2D shapes and how many vertices they have. Remind chn of marking each corner to know where they start and finish. Look at problem at the end of PPT. Use jottings and pictures to help solve.</p> <p><b>Resources:</b> PPT, paper, whiteboard, pen, pencil</p>	<p><b>Activity:</b> Look through PPT. n paper or whiteboard, draw the shape mentioned then compare it to the shape drawn. Is it the same? Is it different? Why? Did you use a ruler? Look at problem questions. What could the answer be? Is there more than one answer? Show through jottings.</p> <p><b>Extension:</b> Create your own picture using 2D shapes</p> <p><b>Resources:</b> PPT, paper, whiteboard, pen, pencil, ruler</p>	<p><b>Could:</b> describe how they have been sorted</p> <p><b>Activity:</b> Look at PPT. Look at the 2D shapes and discuss how they can be sorted. Look at the labels on each group and sort shapes accordingly. Think about what labels would be best for the shapes that have been sorted. Chn to cut out shapes and sort them on sorting sheet (mild/hot or spicy) Look carefully at label of groups to determine where the shapes go.</p> <p><b>Resources:</b> PPT, paper, whiteboard, pen, pencil, scissors, glue</p>
<p>Foundation Subjects</p>	<p><b>Science</b></p> <p><b>What we are learning (LO):</b> <u>I can make comparisons between materials used in Tudor buildings.</u></p> <p><b>Must:</b> Name a range of materials used in Tudor homes.</p> <p><b>Should:</b> Look at differences and similarities between materials used in rich and poor homes.</p> <p><b>Could:</b> Explain why different materials were used to build important buildings.</p> <p><b>Activity:</b> Look through the Power Point and discuss the materials that have been used to build the Tudor homes. Why have they been used? How is that different to now? Then look at how bricks etc. were used to build churches. Link to History – why do you think these materials have been used for these buildings? Compare</p>	<p><b>Geography</b></p> <p><b>What we are learning (LO):</b> <u>I can identify why tourists are attracted to Antarctica and some of the problems it can cause.</u></p> <p><b>Must:</b> be able to identify why tourists are attracted to Antarctica.</p> <p><b>Should:</b> be able to describe what holidays are like in Antarctica.</p> <p><b>Could:</b> be able to explain the potential problems tourists might create.</p> <p><b>Activity:</b> Introduce UNICEF article: we have the right to a clean and safe environment and discuss. What does that mean? What can we do to help make sure we have this? Look through the Power Point and think about why people might want to visit Antarctica. What can they do/see? Then watch the video and see what problems it can cause? Take notes. can you sort the statements about</p>	<p><b>History</b></p> <p><b>What we are learning (LO):</b> <u>To find out about how we fight fires today compared with how fires were fought in the 17<sup>th</sup> century.</u></p> <p><b>Must:</b> I can talk about how fires are dealt with today.</p> <p><b>Should:</b> I can talk about how fire was dealt with in 1666.</p> <p><b>Could:</b> I can make comparisons and explain why there are differences.</p> <p><b>Activity:</b> start activity as a pre-assessment to find out what chd know already. Give them 5 minutes to write fire of London in a bubble in their books and anything at all they know about it. Read through and discuss ideas. <i>Arrange a Fire drill (put a alarm sound on the computer</i> <a href="https://www.youtube.com/watch?v=m">https://www.youtube.com/watch?v=m</a></p>	<p>RE</p> <p><b>What we are learning (LO):</b> <u>I can retell the story of Easter.</u></p> <p><b>Must:</b> I can listen to the story of Easter.</p> <p><b>Should:</b> I can retell the story of Easter.</p> <p><b>Could:</b> I can say why Easter is important for Christians.</p> <p><b>Activity:</b> watch the video <a href="https://www.youtube.com/watch?v=Y3UKd6LQKng">https://www.youtube.com/watch?v=Y3UKd6LQKng</a> and retell the main parts of the story. Look through Power Point and think about why Easter is important to Christians. Have you ever celebrated? What did you do? Chd to create a comic strip into 6 parts and draw/retell the Easter story, only including the main parts. Chd can add short sentence below the boxes to explain their drawings if they</p>	<p><b>Music</b></p> <p><b>What we are learning (LO):</b> <u>I can use my voice expressively and creatively by singing songs.</u></p> <p><b>Must:</b> I can listen to the song and think about how it changes.</p> <p><b>Should:</b> I can think about these changes and use key vocabulary to describe it e.g. dynamics.</p> <p><b>Could:</b> I can practice singing in a round thinking about how to use my voice.</p> <p><b>Activity:</b> Sing the song with the chn. <i>What do you think the words in the song mean? There are lots of rhymes that are based on historical events as they often pass on a moral message and events to be remembered. Tell chn that the rhyme Ring a-ring o'roses also dates from the same time. Many people believe the rhyme to be about the Plague (a highly infectious disease which was caught</i></p>

<p>rich and poor homes and look carefully at the materials used. Can you write an answer/make a poster to show: <i>What is different about Poor Tudor houses to our houses today?</i></p> <p>Resources: Power Point.</p>	<p>tourism (on Power Point) into positive and negative sides? Do you think it should be allowed? Link back to UNICEF right to a clean environment, is this right being upheld? Why? Why not? What can we do? Do the animals have the same rights as us? Should they? What about their right to a clean environment? now think about your opinion: Should tourism be allowed? Write a persuasive letter to the tourist office showing both arguments but presenting your own point of view.</p> <p>e.g. Dear Tourist office, I am writing to persuade you to ban tourism in Antarctica because... Or I am writing to get you to consider letting more people visit Antarctica because....</p> <p>Resources: <a href="https://www.youtube.com/watch?app=desktop&amp;v=7ih949hVs78&amp;safe=active">https://www.youtube.com/watch?app=desktop&amp;v=7ih949hVs78&amp;safe=active</a> – tourism in Antarctica video, Power Point, positive/negatives cards.</p>	<p><a href="https://www.youtube.com/watch?v=yRr2k_ktMU">yRr2k_ktMU</a>) simulate a normal fire drill.</p> <p>On return to classroom after Fire Drill ask chn questions to stimulate discussion, such as: 'Why did we have to leave the building? Why is it important to be very quiet? Why did I have to take the register?' Draw out the important safety aspects that we have today then ask, 'Has it always been like this?' Teach the song 'London's Burning'. We are going to find out about a huge fire that happened in London nearly 350 years ago in 1666, can you work out how long ago that was? Watch the 'Magic Grandad' video and discuss.</p> <p><b>Task 1:</b></p> <ul style="list-style-type: none"> <li>• What did you find out about the fire?</li> <li>• Using a different colour pencil can you add what you now know to the mind map.</li> </ul> <p><b>Task 2:</b></p> <ul style="list-style-type: none"> <li>• Then... think carefully about what Samuel Pepys buried to keep it safe from fire?</li> <li>• What would you bury? Why? You can present you work as a drawing, a list or record an audio/video.</li> </ul> <p>Resources: fire alarm link <a href="https://www.youtube.com/watch?v=myRr2k_ktMU">https://www.youtube.com/watch?v=myRr2k_ktMU</a> Song link:</p>	<p>wish. They could also use speech/thought bubbles.</p> <p>Resources: Video link: <a href="https://www.youtube.com/watch?v=Y3UKd6LQKng">https://www.youtube.com/watch?v=Y3UKd6LQKng</a>, Power Point, comic strip template.</p>	<p><i>by being bitten by a rat flea). These two songs are closely linked as the Great Fire had the effect of almost completely wiping out the Plague.</i> Lead chn into a visualisation journey. Settle comfortably in your chairs, close your eyes and feel the weight of your own body. Put your feet flat on the floor and your backs upright, hands can rest gently on your knees. Focus on your breathing – in and out, you feel relaxed and calm. You are now travelling back in time to the day of the fire. See the flames burn the houses and feel the intense heat. Listen carefully to these words (Chant the words □ London □s Burning □ very quietly then very loudly) Slowly open your eyes. What did I do with my voice? Changed the volume. Write the word □ <b>dynamics</b> □ down.. In musical terms <b>dynamics</b> means how loud or quiet the music is. Show chn the symbols for 'getting louder' and 'getting quieter' (&lt; louder, &gt; quieter). As a class, start chanting the words □ London □s Burning □. Point to the different symbols and ask chn to react with their voices. Experiment with the words. Try saying the first syllable loud and the second quiet. Look at the lyrics to the song □ London □s Burning □ Tell chn that this song can be sung in a <b>round</b>. Show chn an example of a round <a href="http://www.youtube.com/watch?v=XpdkyAuBPqw">http://www.youtube.com/watch?v=XpdkyAuBPqw</a>). Explain that a round is a song where two or more voices sing exactly the same tune but each voice starts at different times. The singing keeps repeating. Explain that the parts fit together perfectly. Split</p>
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	<p><b>Art</b></p> <p><b>What we are learning (LO):</b> I can talk about who Paul Klee is and compare his work.</p> <p><b>Must:</b> I can say research some key information to find out more about him.</p> <p><b>Should:</b> Look at his art and offer an opinion.</p> <p><b>Could:</b> Compare his art to another artist.</p> <p><b>Activity:</b> Look at the artist Paul Klee and some examples of his work. Use a computer to research some information about him and complete a simple fact file. You could then compare his art work to that of another artist (ideas on Power Point).</p> <p><b>Resources:</b> computer/device to research, Power Point.</p>	<p>PHSE - It's good to be me</p> <p><b>What we are learning (LO):</b> <u>I can talk about what makes me, me.</u></p> <p><b>Must:</b> I can talk about what makes me special. <b>Should:</b> I can think about things about me that will change. <b>Could:</b> I can say what makes me, me.</p> <p><b>Activity: Warm up (if in school/could try at home with family members)</b> Remind the children of the circle time skills</p> <p>Pass the smile: I like (or love) [name of toy] when I cuddle him. I like (or love) [name of toy] when . . . I know someone likes (or loves) me when . . .</p> <p><b>What makes you special? What are you good at? What makes you feel good about yourself?</b></p> <p><b>Watch the video:</b> <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/4-6hft-j">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/4-6hft-j</a></p> <p><b>Discuss</b> 'What is it that makes the Theseus the Theseus?' at the end of part 2. And 'If you could make a clone of yourself, would the clone also possess your thoughts and memories?' at the end of part 3.</p>			

		<p><i>Children could be encouraged to reason in their answers, to explain their opinions and to present alternative viewpoints, in order to stimulate deeper thought and discussion.</i></p> <p><i>Encourage pupils to agree or disagree without judging, and move the discussion forward by asking for new thoughts.</i></p> <p><b>Task:</b> Draw an outline or a picture of yourself and inside/around it, write all the things that make you, you. E.g. my friends/family, love of..., my resilience, my memories. Extension _ what are things I have that might change? E.g. height/weight, hair colour, teeth, clothes.</p> <p><b>Resources:</b> video link: <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/z4Chf4-j">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/z4Chf4-j</a></p>			
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