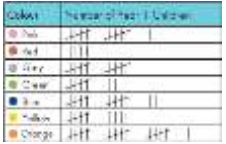




Please upload all work onto your Purple Mash account.

		9.10-9.25				10.40-10.55						3.20-3.35
M	<p style="color: red; text-align: center;">Morning physical activity - <a href="http://jumpstartjonny.co.uk/">http://jumpstartjonny.co.uk/</a></p>	<p style="text-align: center;"><b>Check-in 1:</b></p> <p>Welcome and introduction to the first part of the day's remote learning. Staff will explain the phonics and English learning to the children.</p>	<p><b>Phonics</b></p> <p><b>Learning challenge:</b> To be able to read and spell words containing the 'ear' grapheme.</p> <p><b>Today we are focusing on</b> - reading and spelling words with the ear spelling of the 'ear' sound.</p> <p>Watch this week's <a href="#">word building video</a> entitled 'term 3 week 4 phonics-word building Monday' to remind you before building these words with the 'ear' spelling of the 'ear' sound.</p> <p><b>ear</b> –          ear – ear (can be a word and a sound)          fear – f/ear          near – n/ear</p> <p><b>Challenge words to read and spell</b>          Look at each of these words for a few seconds and then cover them over (lock them in to your memory) Now write each word without looking. Can you remember them?</p> <p>ear – earache, spear, smear</p> <p>Now watch the <a href="#">sound swap</a> video (if you need to) before playing that too.</p> <p>Rear – near – fear - year</p> <p>*start making yourself an 'air' poster to help with your spelling.</p> <p><b>Spellings</b></p> <p>To practice your spellings this week, please have a go at playing these games. Encourage your child to say the word in a sentence verbally, or to write the word into a sentence.</p>	<p style="text-align: center;">Break</p> <p><b>English</b></p> <p><b>Learning challenge:</b>          To understand the features of a nonfiction book.</p> <p><b>Success criteria:</b>          -Explain what nonfiction is.          -Be able to turn my notes about penguins into full complete sentences.          -Use conjunctions to connect my ideas together such as 'and' 'because' 'so' 'in addition to'.          - Read my sentence aloud to make sure that it makes sense.</p> <p>What information do you already know about Penguins?          If you had to create your own fact file on penguins, what might your headings be within your fact file?</p> <p>Read the slides to find out more information about penguins, how they use their body in the Arctic conditions, and their competition in finding food.</p> <p><b>These slides are shown on our Academy site and are entitled as 'Monday 25<sup>th</sup> January 2021 English slides'</b></p> <p><b>Task</b>          Look at the notes you have already made on penguins. Now choose which notes you have written and decide how you would like to improve it further by adding more detail or conjunctions. You need to think carefully about what your title may be.</p> <p><b>Possible titles:</b>          The life cycle of an Emperor Penguin          What do Emperor penguins eat?          How does an Emperor penguin survive in the Arctic?</p>	<p style="text-align: center;">Break</p> <p style="text-align: center;"><b>Check-in 2:</b> Mid-morning check-in and to explain the next part of the remote learning</p>	<p><b>Maths</b></p> <p><b>Learning challenge:</b>          To be able to construct a tally chart.</p> <p><b>Remember to...</b>          Count in 5's carefully.          Make a tally mark when I reach 5.</p>  <p>Click on the link below to access the powerpoint and resources for this lesson entitled '<a href="#">Maths Monday slides statistics HL 1</a>'</p> <p><b>Fluency</b>          Can you count in 5's to and from any given number?          Maths aerobics – Ask your child to find the answer to ___ lots of 5 and ask them to perform that many aerobics moves          Eg. 5 lots of 5 is ___ Child to jump on the spot 25 times.</p> <p><b>Task</b>          Go around your house and ask your family members what their favourite sport is.</p> <p>Record this into a tally chart on Purple Mash.</p> <p>Now have a go at playing '<a href="#">tally and data tables</a>' on Purple Mash. Look at the different questions carefully and count the number of counters, objects.</p>	<p style="text-align: center;">Break</p>	<p style="text-align: center;">Break</p>	<p><b>Reading</b></p> <p>Reading via Bug Club or your allocated reading book(s).</p>  <p><a href="#">Click here for Bug Club Login</a></p>	<p style="text-align: center;">Lunch break</p> <p><b>Handwriting</b></p> <p><b>Learning challenge:</b>          To be able to practice the formation of the letters</p> <p>To write words that use the handwriting joins and apply them into a sentence.</p> <p>Please see video entitled '<a href="#">Monday handwriting video ook and ool</a></p> <p><a href="#">Monday handwriting video ole and obe</a></p> <p>See resources for handwriting practice sheets</p> <p><a href="#">ool and ook handwriting practice sheet</a>  <a href="#">Ole and obe handwriting practice sheet</a></p> <p><b>Remember to:</b>          Make sure your descenders are in between the black lines</p>	<p><b>PE</b></p> <p><b>Learning challenge:</b>          To maintain balance on one or two feet.          To travel in different ways.</p>  <p>Watch the videos entitled <a href="#">Green PE Challenge and PE Monday-maintaining balance</a> to learn how to carry out these movements.</p> <p><b>Remember to:</b>          -Always wear suitable clothing for physical exercises.          -Find a safe space to exercise in.          -drink plenty of water          - take a rest if you need to.</p> <p><b>Story Time</b></p> <p>Please share one of your favourite books with an adult, or visit <a href="https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cheebies-bedtime-stories">https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cheebies-bedtime-stories</a> and choose a story you have not heard before.</p>	<p style="text-align: center;"><b>Check-in 3:</b> Story time and thoughts of the day</p>

T

Morning physical activity - <http://jumpstartjonny.co.uk/>

**Check-in 1:**

Welcome and introduction to the first part of the day's remote learning. Staff will explain the phonics and English learning to the children.

**Phonics**

**Learning challenge:** To be able to read and spell words containing the 'ear' grapheme.

**Today we are focussing on –** reading and spelling words with the eer spelling of the 'ear' sound.

Watch this week's [word building video](#) to remind you (if you need to) before building these words with the 'eer' spelling of the 'ear' sound.

Deer – d/ear  
Cheer – ch/ear  
Peer – p/ear

**Challenge words to read and spell**  
Look at each of these words for a few seconds and then cover them over (lock them in to your memory) Now write each word without looking. Can you remember them?

ear – spearhead, fearful  
eer – cheering, engineer

\* add the 'eer' spelling to your poster from yesterday.

**You are going to start coming across words that sound the same but have different meaning and are spelt differently. Words like – here /hear. These are called homophones. Watch the PowerPoint video to find out more.**

Click to access and find the powerpoint entitled '[Term three week 4 phonics- homophones- Tues'](#)'

Break

**English**

**Learning challenge:** To understand the features of a nonfiction book

**Success Criteria**

- Explain what nonfiction is.
- To create sections for my fact file.
- To think of headings for the fact file.
- to write the facts in full sentences.
- To read the facts that I have written to make sure that it makes sense.

How are the information written in fact files organized?

**Think about:-**

- Does the heading always go at the top?
- What is different about the title on each page? How do they stand out?
- What is the difference between an illustration and a photograph?
- Do captions look different or the same on every page?

On our Academy site, please view the resource entitled '[Tuesday 26<sup>th</sup> January 2021 English slides'](#)

**Task**

Choose one part of your research and write some detailed sentences under your chosen heading. E.g. A penguins diet.



Break

**Check-in 2:**

Mid-morning check-in and to explain the next part of the remote learning

**Maths**

**Learning challenge**  
To be able to say what a pictogram is and to be able to read and construct a simple pictogram.

**Remember to...**

- Read a tally chart carefully.
- Present each picture in a pictogram neatly and clearly.
- Use one picture per tally mark.

Click on the link below to access the powerpoint and resources for this lesson entitled '[Maths Tuesday slides Statistics HL 1'](#)'

Ask a grown up, how might we complete this pictogram?  
Where can we find the data (information) to draw the categories?



\*\*Remember to read the data (number) next to each person and then represent this as a football in the pictogram near their name.

Break

**Reading**

Reading via Bug Club or your allocated reading book(s).



[Click here for Bug Club Login](#)

Lunch break

**Computing**

**Learning challenge:** To understand how technology can be used to research a topic.

To understand how to use links to find information and use safe search filters

Continue to recognise age appropriate websites and how to stay safe online.

**Task**

Today the children will use the internet (with the supervision of an adult) to research Emperor Penguins.

Click on the link below to access the powerpoint for this lesson entitled '[Computing Tuesday Search engines'](#)'

Children can use their research to help answer questions, which can be answered via the '2Quiz' set on Purple Mash in the '2Do' section.

Websites to access research on Emperor Penguins:  
[National Geographic Animal fact file guide](#)  
[WWF](#)

**PE**

**Learning challenge:** To perform a dance.

**Task**

Can you watch the dance clip taken from Happy Feet? Click on the [link](#) to view the video.

Have a go at waddling and moving like a penguin.

You may wish to flap your arms (4 each side, one at a time)

You may wish to waddle-moving side to side or forwards and backwards.

Be as creative as you can.

**Send us a video of your penguin dance and upload this onto Purple Mash!**

**Remember to:**

- Always wear suitable clothing for physical exercises.
- Find a safe space to exercise in.
- drink plenty of water
- take a rest if you need to.

**Story Time**

Please share one of your favourite books with an adult, or visit <https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories> and choose a story you have not heard before

**Check-in 3:**

Story time and thoughts of the day

W

Workout Wednesday - Beat the Teacher Challenge

Check-in 1:

Welcome and introduction to the first part of the day's remote learning. Staff will explain the phonics and English learning to the children.

Phonics

Learning Challenge - To be able to read and spell words containing the 'ear' grapheme.

Today we are focussing on – reading and spelling words with the ere spelling of the 'ear' sound.

Watch this week's word building video to remind you before building these words with the 'ere' spelling of the 'ear' sound.

ere –  
Sphere -s/ph/ere  
Here – h/ere

Challenge words to read and spell

Look at each of these words for a few seconds and then cover them over (lock them in to your memory) Now write each word without looking. Can you remember them?

ear – fearful, clearing  
eer – cheering, peering  
ere – sphere, here (just taught)

\*Now add these words to your 'ear' poster.

Break

English

Learning challenge:

To begin to write a nonfiction fact file about penguins.  
To say my sentences aloud before writing them down.  
To organise my work carefully.

Success Criteria:

I can write subheadings and write detailed sentences underneath each part.  
I can say my sentences aloud before I write them down.  
I can use a word mat to help me to write words that I find tricky.

Task:

To choose 1 question that you will use as your subheading and then write information about.

Think about:

How will you make the title stand out?  
Where does the information go?  
Can you split your information into different paragraphs?  
Which photographs will enhance your page?  
Will you include a diagram?

Record your work on Purple Mash under the '2do tab' > 'blank leaflet'. Please type your facts onto here.



Refer to Academy website for PDF entitled 'Wednesday, Thursday, Friday English slides'.

Break

Check-in 2:

Mid-morning check-in and to explain the next part of the remote learning

Maths

Learning challenge

To be able to answer simple questions by counting the number of objects in each category.

Remember to...

Read the pictogram carefully.

Check the axis to see what each picture in a pictogram is showing me (what does each picture represent).



Data is the information shown in a pictogram. You can count the number of objects represented and look to the left at the scale of numbers to see how many people like that type of fruit.

Complete the maths challenges on the slides shown. Refer to 'Maths Wednesday statistics slides HL 1'

Break

Reading

Reading via Bug Club or your allocated reading book(s).



Click here for Bug Club Login

History

Learning challenge

To understand who Shackleton was and discuss his route of achievement.

Task:

Read through the powerpoint entitled Shackleton powerpoint and Shackleton word mat Highlight by drawing a line underneath key words or phrases that stand out to you about Shackleton.  
What route did he take? Was his journey challenging? If so, how?

Use the word mat to help to support you with the spelling.

You may wish to organise your notes about his route under a question

Eg. How did Shackleton feel on his route?

Shackleton grew very tired. The mountains were so high and he was very, very cold.

Lunch break

PE

Learning challenge: To perform a landing.

Task

Choose a colour PE challenge below.

Watch the videos entitled Green PE Challenge and PE Monday-maintaining balance to help you to understand how to carry out the jumps correctly and safely.

Yellow –jumping from 2 feet to 2 feet forward, backward & sideways.

Green – jumping from 2 feet with a quarter turn in both directions

Remember to:

Always wear suitable clothing for physical exercises.  
-Find a safe space to exercise in.  
-drink plenty of water  
-take a rest if you need to.

Story Time

Please share one of your favourite books with an adult, or visit https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories and choose a story you have not heard before

Check-in 3:

Story time and thoughts of the day

**Check-in 1:**

Welcome and introduction to the first part of the day's remote learning. Staff will explain the phonics and English learning to the children.

**Phonics**

**Learning challenge:** To be able to read and spell words containing the 'ear' grapheme.

Click to access and find the powerpoint entitled '[Term 3 week 4 phonics-Thursday-reading](#)'

Read –**Max the Meerkat** on the phonics PP

**Seek the sound** – identify the 'ear' words in the story.

You could add them to this week's poster.

**Challenge** – can you group them into their spelling groups?  
ear – eer - ere

Break

**English**

**Learning challenge:**  
To understand what a caption is.  
To add information using a caption to a diagram or a picture on my fact file.

**Success Criteria:**  
I can explain what a caption is.  
I can add a description to a picture I have drawn or a diagram.

**Do you know what a caption is? Why do nonfiction books or fact files use them? What is their purpose?**



**Task**

On your fact file that you have created so far, have a go now at writing your own caption to explain what the picture or diagram shows.

Refer to Academy website for the powerpoint entitled '[Wednesday to Friday slides English](#)'.

You can add the caption that you create to your work on Purple Mash under the '**2do tab**' > '**blank leaflet**'. This should now be under 'my work' file in your account.

Break

**Check-in 2:**

Mid-morning check-in and to explain the next part of the remote learning

**Maths**

**Learning challenge**  
To be able to learn to compare data shown in a pictogram and to ask questions about information in a diagram.

**Remember to...**  
Read the pictogram carefully.  
Look at the total number of pictures in each category to answer questions.



Use the pictograms and the data shown to answer questions such as 'which animal was the most popular?' 'Which animal was the least popular?' 'How many more animals were cats than horses?'

Click on the link below to access the powerpoint for this lesson entitled '[Maths Thursday slides Statistics HL 1](#)'.

On slide 4, using the data from slide 3, have a go at answering the questions.

**Remember to:**  
count and read the pictograms carefully.

Break

**Reading**

Log into your Purple Mash account. On the homepage, click on 'serial mash' on the home page and then 'serial mash diamonds'. Choose a book and practice reading it. Think about questions you may wish to ask a grown up at home about the story.

Lunch break

**Geography**

**Learning challenge:**  
To be able to look at and describe the environment and animals that live in Antarctica in relation to the physical features of the land.

**Questions to think about**  
-What animals they think live in Antarctica?  
-Why does the environment enable the animals to survive?

Look at the [Penguin fact file and Antarctica powerpoints](#).

Click on the links below to help you to see how the penguins have to adapt to saying warm by huddling together as storms arrives.  
[clip showing Emperor Penguins huddling](#)

<https://www.youtube.com/watch?v=OL7O5O7U4Gs>

**Task**  
As you read the slides, discuss how the penguins have adapted to living in the cold climate.

Draw a penguin or use the penguin template entitled '[penguin template](#)' sheet and write the facts you have learnt about how they have to **adapt** themselves in the Arctic conditions.

**RE**

**Learning challenge:**  
To recognise some religious values in relation to matters of right & wrong and make links between these & my own values

To ask questions about puzzling aspects of life & experience & suggest answers, including religious ones

**Task**

This week we are going to listen to the story of Moses, Moses is very important to Jewish people as he received the rules that Jewish people live by.

Click on the link below to listen to the story of Moses and his meeting with God.  
<https://www.youtube.com/watch?v=yHKFvxgQOFI>

Pose the question '**Should children and adults sometimes, always or never be punished for breaking rules?**'

Children to write down their opinion of this. This can be written down in Purple Mash on '2write' 'non collaborative' to open up a blank page. Save this into your work file on Purple Mash.

**Story Time**  
Please share one of your favourite books with an adult, or visit <https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories> and choose a story you have not heard before

**Check-in 3:**

Story time and thoughts of the day

F	<p><b>Morning physical activity</b> - <a href="http://jumpstartjonny.co.uk/">http://jumpstartjonny.co.uk/</a></p>	<p><b>Check-in 1:</b></p> <p>Welcome and introduction to the first part of the day's remote learning. Staff will explain the phonics and English learning to the children.</p>	<p><b>Phonics</b></p> <p><b>Learning Challenge</b> – To be able to read and spell words containing the ‘ear’ grapheme.</p> <p>Go back and look at the poster you have been making this week. Read all the words on it carefully and practice saying some in interesting sentences.</p> <p><b>Dictation - Listen to the sentence on the phonics PowerPoint entitled 'Term 3 week 4 phonics-Friday- Dictation'</b>, or ask a grown up to read it slowly for you. Now write it very carefully. Use this week's poster to remind you of the correct spellings.</p> <p>Remember capital letters, finger spaces and full stops.</p> <p><b>Dictation sentence</b> – It was such a dreary day they wished the rain would clear away from here so they could cheer up,</p>	<p style="text-align: center;">Break</p> <p><b>English</b></p> <p><b>Learning challenge:</b> To understand how a glossary is used. To use a dictionary to search for meanings.</p> <p><b>Success Criteria:</b> I can say what a glossary is. I can identify words in my fact file that I would like to explain to the reader. I can use a dictionary to find out what the word means and write this in my glossary.</p> <p>Please use this website as an online dictionary. You can use the search bar on the left to write in the word that you wish to find the meaning to. <a href="https://kids.wordsmyth.net/we/">https://kids.wordsmyth.net/we/</a></p> <div data-bbox="607 735 882 890" data-label="Image"> </div> <p>Click on the link below to access the powerpoint for this lesson entitled '<a href="#">Wednesday to Friday slides English</a>'</p>	<p style="text-align: center;">Break</p>	<p><b>Check-in 2:</b></p> <p>Mid-morning check-in and to explain the next part of the remote learning</p>	<p><b>Maths</b></p> <p><b>Learning challenge:</b> To be able to answer questions based on information in a pictogram (interpret information).</p> <p><b>Remember to...</b> Read the pictogram carefully. Check the axis to see what each picture in a pictogram is showing me (what does each picture represent).</p> <p>Click on the link below to access the powerpoint for this lesson entitled '<a href="#">Maths Friday slides statistics HL 1</a>'</p> <p>What do we know by reading this pictogram? Tell an adult. Look closely at the number scale. What is the value of each picture? What does it mean if there is only half a picture?</p> <div data-bbox="1084 874 1335 991" data-label="Figure"> </div>	<p style="text-align: center;">Break</p>	<p><b>Grammar</b></p> <p><b>Learning challenge:</b> To understand the word ending 'lly' To understand how to change an adjective to an adverb To understand that the suffix -ly makes a word that describes how or when something happens (linked to the verb) in a sentence (e.g. quickly, suddenly, happily).</p> <p><b>Task</b> Choose a word from the <a href="#">Grammar Friday 'lly' resource</a></p> <p>Have a go at saying this in a sentence <b>verbally</b>.</p>	<p style="text-align: center;">Lunch break</p>	<p><b>Art</b></p> <p><b>Learning challenge</b> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Look at the shapes of Penguin bodies, discuss how we can capture this in drawing.</p> <p>Click on the link to access the picture of a penguin entitled '<a href="#">Emperor Penguin Images</a>'.</p> <p><b>Task</b> Have a go at drawing the outline of a penguin. You may wish to use techniques such as shading or sketching (softly creating the penguin shape)</p>	<p><b>PE</b></p> <p><b>Learning challenge</b> To perform yoga actions.</p> <p>Click on the link to access a yoga exercise. <a href="#">Cosmic Kids Yoga - YouTube</a></p> <p>Take deep breaths as you perform each move. Make sure you stop for a drink and a rest.</p>	<p><b>Check-in 3:</b></p> <p>Story time and thoughts of the day</p>
---	---	--	---	---	--	---	--	--	--	--	--	---	---