

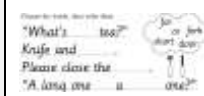




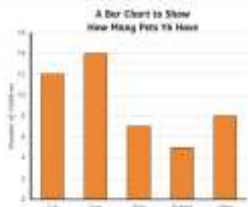




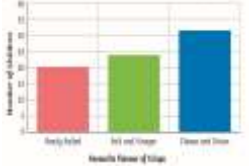

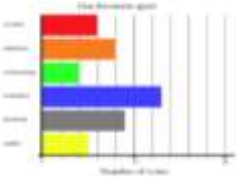


<p>M</p>	<p>9.10 9.25</p>	<p><b>Phonics</b>  <b>Learning challenge:</b>                  To be able to read and spell words containing the 'or' grapheme.</p> <p><b>Today we are focusing on</b> - reading and spelling words with the ear spelling of the 'or' sound.</p> <p>Watch this week's word building video entitled <a href="#">'term 3 week 5 phonics-word building Monday'</a> to remind you before building these words with the 'or' spelling of the 'or' sound.</p> <p>or –                  born – b/or/n                  cork – c/or/k                  fort – f/or/t</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>or – fortnight, forget, horse</p> <p>Now watch the <a href="#">Term 3 week 5-sound swap Monday video</a> (if you need to) before playing that too.</p> <p>Born – corn – cork – fork - pork</p> <p>*start making yourself an 'or' poster to help with your spelling.</p> <p><b>Spellings</b>                  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><b>English</b>  <b>Learning challenge:</b>                  To participate in discussions, performances, role play, improvisations and debate about what has been read; use spoken language</p> <p>-To develop understanding through imagining and exploring ideas</p> <p><b>Success criteria:</b>                  - Join in                  -Speak clearly                  -Listen to others                  -Think about story opening language</p> <p><b>Task</b>                  Take a look at the slides entitled <a href="#">Lesson 1 English Monday 1<sup>st</sup> February</a>                  Look at the pictures shown, what might these objects be used for? Who may they belong to? Would these objects be linked to a particular type of story? If so, what one?</p> <p>Have a go at writing your own imaginative story discussing the different objects shown on the powerpoint and the <a href="#">year 2 Traditional Story word mat</a> to help you.</p> <p><b>Remember to:</b>                  -Always start new sentences with a capital letter and finish each sentence with a full stop.                  -Use story language such as 'once upon a time, Far far away.'                  -Use conjunctions 'and' 'but' 'so' 'then.'                  -Reread your work to make sure that it makes sense for the reader.</p>	<p>10.40 10.55</p>	<p><b>Maths</b>  <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 and resources for this lesson entitled <a href="#">'Maths Monday slides statistics HL 2'</a></p>  <p>Please use the resources to here to complete the activities for throughout the week. Please click <a href="#">here</a>. These are entitled <b>'printable maths resources'</b> and <b>'maths squared paper'</b>.</p>	<p><b>Reading</b>                  Reading via Bug Club or your allocated reading book(s).</p>  <p><a href="#">Click here for Bug Club Login</a></p>	<p><b>Handwriting</b>  <b>Learning challenge:</b>                  To be able to form these joins.</p> <p>Be careful when writing these joins that they are written in the centre of the black lines.</p> <p>Please see handwriting practice sheet entitled <a href="#">'Monday handwriting sheets or, oo, ir, ur, er'</a>.</p> <p><a href="#">Monday handwriting sheets or, oor.</a>                  On the sheet, read the extract and fill in the missing words using the correct 'or' 'oor' spelling as shown below:</p>  <p><b>Remember to:</b>                  Make sure your descenders are in between the black lines</p>	<p><b>PE</b>  <b>Learning challenge:</b>                  I can explain what I am doing well.</p> <p>With help, I can recognise similarities and differences in performance.</p> <p>I can name some things I am good at.</p> <p>Click on the link below and click on the video entitled <a href="#">'Monday PE lesson stance video'</a> to see the warm up for this lesson.</p> <p><b>Task</b>                  Create a space in your house. Make a start line and a finish line. Can you transfer items eg a cloth or a top from a start line by balancing them on your head or on a racket or your hand while you move sideways (sidestepping). Balance either along a line or from spot to spot, remembering to keep heels off the floor. Place the object then at your finish line.</p> <p>Challenge yourself by setting a timer of 30 sec/60 sec. Or increase the number of objects you are moving from the start to the finish line.</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> Please share one of your favourite books with an adult, or visit <a href="https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories">https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories</a> and choose a story you have not heard before.</p>	<p>3.20 3.35</p>
		<p><b>Morning physical activity</b> - <a href="http://jumpstartjonny.co.uk/">http://jumpstartjonny.co.uk/</a></p>	<p><b>Check-in 1:</b>                  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>Break</b></p>	<p><b>Break</b></p>	<p><b>Check-in 2:</b> Mid-morning check-in and to explain the next part of the remote learning</p>	<p><b>Break</b></p>	<p><b>Break</b></p>	<p><b>Lunch break</b></p>

T	<p>Break <b>Morning physical activity</b> - <a href="http://jumpstartjonny.co.uk/">http://jumpstartjonny.co.uk/</a></p>	<p><b>Check-in 1:</b> 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> <b>Learning challenge:</b> To be able to read and spell words containing the 'or' grapheme.</p> <p><b>Today we are focussing on</b> – reading and spelling words with the 'a' spelling of the 'or' sound.</p> <p>Watch this week's <a href="#">word building video</a> to remind you (if you need to) before building these words with the 'a' spelling of the 'or' sound.</p> <p>A – Call – c/a// All – a// Wall – w/a//</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>or – ornament, explorer a – fall, wallpaper</p> <p>* add the 'a' spelling to your poster from yesterday.</p>	<p><b>Break</b></p> <p><b>English</b> <b>Learning challenge:</b> - To predict what might happen on the basis of what has been read; - To participate in discussion about what is read, taking turns and listening to others; - To express views about reading.</p> <p><b>Success Criteria</b> -Look closely at the illustration -Listen to others -Label the illustration</p> <p>On our Academy site, please view the resource entitled <a href="#">Lesson 2 English Tuesday 2<sup>nd</sup> February 2021</a></p> <p><b>Task</b> <i>Through discussion with an adult at home, look through the powerpoint and discuss the images shown.</i></p> <p><b>Think about:</b> <i>What do we know about the girl? What would you like to know about the girl? Does anything puzzle you? What especially caught your attention? What sort of story are you expecting? Why? Does it remind you of anything you have read before?</i></p> <p>Write down what you PREDICT the story will be about. You can write this onto Purple Mash on '2write' or, you can use paper and upload your work as a picture.</p>	<p><b>Break</b></p> <p><b>Check-in 2:</b> Mid-morning check-in and to explain the next part of the remote learning</p>	<p><b>Maths</b> <b>Learning challenge:</b> To be able to read a scaled pictogram.</p> <p><b>Remember to...</b> -Check what the axis says to check what each picture is worth. -Count in multiples to find the total in each category.</p> <p>Click on the link below to access the powerpoint and resources for this lesson entitled '<a href="#">Maths Tuesday slides Statistics HL 2'</a>.</p> 	<p><b>Break</b></p> <p><b>Reading</b> Reading via Bug Club or your allocated reading book(s).</p>  <p><a href="#">Click here for Bug Club Login</a></p>	<p><b>Lunch break</b></p> <p><b>Computing</b> <b>Learning challenge:</b> To use technology purposefully to create and organise digital content by creating a basic presentation to present work.</p> <p><b>Success criteria:</b> -To develop keyboard and paint skills. -To understand how to crop and resize a picture. -Add text boxes and show and hide objects and images, manipulating the feature.</p> <p><b>Task</b> Using the fact file we have created in English, we are going to present our facts using either the Purple Mash slide programme or PowerPoint.</p> <p>Click on the link below to access the PowerPoint for this lesson entitled '<a href="#">Tuesday Computing Week 4 – Presentations'</a></p>	<p><b>PE</b> <b>Learning challenge:</b> To be able to balance</p> <p><b>Task</b> Can you create a balance with a family member at home? This could be stood up facing one another and both holding one foot off the ground, or by sitting on the floor and lifting both feet off the floor and hold them high up in the air to create a balance.</p>  <p>Choose <b>two</b> cards from the <a href="#">Tuesday PE fitness card workout resource</a>. Have a go at following the instructions on the card to carry out the workout. You can record this and send this to your teacher if you wish to. <b>**Challenge yourself by setting a time.</b></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> Please share one of your favourite books with an adult, or visit <a href="https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories">https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories</a> and choose a story you have not heard before</p>	<p><b>Check-in 3:</b> Story time and thoughts of the day</p>
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W	Break Morning physical activity - <a href="http://jumpstarttommy.co.uk/">http://jumpstarttommy.co.uk/</a>	<p><b>Check-in 1:</b> 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> <b>Learning Challenge</b> - To be able to read and spell words containing the 'or' grapheme.</p> <p><b>Today we are focussing on</b> – reading and spelling words with the 'aw' spelling of the 'or' sound.</p> <p>Watch this week's <a href="#">word building video</a> to remind you before building these words with the 'aw' spelling of the 'or' sound.</p> <p>aw – Claw – c/l/aw Hawk – h/aw/k Saw – s/aw</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>or – motorbike, visitor a – falling, smallest aw – straw, yawn</p> <p>*Now add these words to your 'ear' poster.</p>	<p><b>English</b> <b>Learning challenge:</b> To reflect on the characters in the story.</p> <p><b>Success Criteria:</b> -Write in the first person. -Include what has happened and how you are feeling.</p> <p>Today you will be introduced to the beginning of the story of 'The Princess and the White Bear King'.</p> <p><b>NB: Please do not watch the whole video- we read the book in stages.</b> Please click here to access the powerpoint entitled <a href="#">Lesson 3 English Wednesday 3<sup>rd</sup> February 2021</a>.</p> <p>Watch the video clip <a href="#">Mr Rollin's Storytime... The Princess and the White Bear King! - YouTube</a> stop it at 2.47seconds.</p> <p>Can someone in your family pretend to be the princess? What type of questions would you want to ask a princess?</p> <p><b>Think about:</b> what type of character the princess is, why she dreamt of this crown, why would she want to swap places with a bear she had just met?</p> <p><b>Task:</b> Have a go at writing a diary entry from either the King or the princess. Remember if you are writing from a character's perspective, you need to use 'I'. Write down about what happened in their day, how it made them feel etc.</p>	<p><b>Break</b></p> <p><b>Check-in 2:</b> Mid-morning check-in and to explain the next part of the remote learning</p>	<p><b>Maths</b> <b>Learning challenge:</b> To be able to read, understand and create a block diagram.</p> <p><b>Remember to...</b> -Read the axis to check the scale (is it blocks of 1, 2, 5 or 10). -Use cubes to build a block diagram practically.</p> <p>Complete the maths challenges on the slides shown. Refer to <a href="#">'Maths Wednesday statistics slides HL 2'</a></p> 	<p><b>Reading</b></p> <p>Reading via Bug Club or your allocated reading book(s).</p>  <p><b>Bug Club</b></p> <p><a href="#">Click here for Bug Club Login</a></p> <p><b>Break</b></p>	<p><b>History</b> <b>Learning challenge</b> To understand the importance of explorers.</p> <p>Take a look at the nonfiction booklet on Edith Ronne.</p> <p>Can you have a go at answering these questions on <b>2write in your 2do folder</b> in purple Mash?</p> <p><b>Task</b> Answer these questions in full sentences in 2write.</p> <ol style="list-style-type: none"> <li>1-Who was Edith Ronne?</li> <li>2-Why is considered to be an important person?</li> <li>3-Why did she decide to travel to Antarctica?</li> <li>4-What type of work did she carry out there?</li> <li>5-How is she different to the other explorers we have learnt about?</li> </ol> <p>Please click on the link and click on the resource entitled <a href="#">Wednesday History Edith Ronne</a> to help you.</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/cbeebies-bedtime-stories">https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories</a> and choose a story you have not heard before</p> <p>Here are some other links to stories: <a href="#">Storyline Online</a></p> <p>Choose a suitable book with a grown up.</p>	<p><b>Check-in 3:</b> Story time and thoughts of the day</p>
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<p style="text-align: center;">T H</p>	<p style="text-align: center;">Break <b>Morning physical activity</b> - <a href="http://jumpstartionny.co.uk/">http://jumpstartionny.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>  <b>Learning challenge:</b> To be able to read and spell words containing the 'or' grapheme.</p> <p>Watch this week's <a href="#">word building video</a> to remind you (if you need to) before building these words with the 'au' spelling of the 'or' sound.</p> <p>au –        August – au/g/u/s/t/        author – au/th/or        autumn – at/t/u/mn</p> <p>Add these to your poster for this week.</p> <p>Click to access and find the PowerPoint entitled – <a href="#">Term 3 Week 5 phonics 'or' – reading Thursday</a></p> <p>Read –<b>Rory</b> on the phonics PP</p> <p><b>Seek the sound</b> – identify the 'or' words in the story.</p> <p>You could add them to this week's poster.</p> <p><b>Challenge</b> – can you group them into their spelling groups?</p>	<p style="text-align: center;">Break</p> <p><b>English</b>  <b>Learning challenge:</b>        -Draw inferences on the basis of what is being said and done;        -Use simple conjunctions to link subordinate and coordinating clauses</p> <p><b>Success Criteria:</b>        -Write in complete sentences.        -Write in the third person using 'she'.        -Justify their ideas with 'because'.</p> <p>Refer to Academy website for the powerpoint entitled <a href="#">Lesson 4 English Thursday 4<sup>th</sup> February 2021</a>.</p> <p><b>Task</b>        Can you label the princess qualities on slide 3? Can you write words inside her body to describe how she may be feeling? On the outside of her body, can you write down her personality?</p>  <p>Then, have a go at writing a <b>character description</b> of the Princess.</p>  <p>Use examples from the story to help you. For example: <i>'The princess is a very confident girl. She does not know the white bear, but is willing to swap places with him'</i>.</p>	<p style="text-align: center;">Break</p> <p style="text-align: center;"><b>Check-in 2:</b></p> <p style="text-align: center;">Mid-morning check-in and to explain the next part of the remote learning</p>	<p><b>Maths</b>  <b>Learning challenge:</b>        To be able to construct a simple block diagram.</p> <p><b>Remember to...</b>        - Think about what each block is worth to present your information clearly and accurately.</p> <p>Click on the link below to access the powerpoint for this lesson entitled '<a href="#">Maths Thursday slides Statistics HL 2</a>'.</p> 	<p style="text-align: center;">Break</p> <p><b>Reading</b></p> <p>Log into your Purple Mash account. On the homepage, click on 'serial mash' on the homepage, click on 'serial mash' on the homepage 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.</p>	<p style="text-align: center;">Lunch break</p> <p><b>Geography</b>  <b>Learning challenge:</b>        To compare the physical and human features of Antarctica and its climate to our local environment.</p> <p><b>Think about:</b>        What are the differences between Antarctica and the UK? Are there any similarities? Identifying the seasonal weather patterns in UK and comparing them with Antarctica</p> <p><b>Task</b>        Take a walk around your local environment. Draw a map of what you can see in the environment eg rocks, mud, plants, trees. Now draw what you think you will see in Antarctica.  <i>What differences do they think we will see? Discuss what the weather is like also, compare with this time of the year in Antarctica.</i></p>	<p><b>PSHE</b>  <b>Learning challenge:</b>        To understand how to control our feelings and behavior in different situations.</p> <p><b>Task</b>        Read through the slides and reflect on pro-social and pro-learning behaviours.</p> <p>Share examples with an adult at home in how you demonstrate these values.</p> <p>Click here to access the slides entitled '<a href="#">Thursday PSHE-Good for me, Good for everyone.</a>'</p> <p style="text-align: center;"><b>How can we be useful in filling someone else's cup in need?</b></p>  <p style="text-align: center;"><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/cbeebies-bedtime-stories">https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories</a> and choose a story you have not heard before</p>	<p style="text-align: center;"><b>Check-in 3:</b></p> <p style="text-align: center;">Story time and thoughts of the day</p>
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<p>F</p>	<p>Break <b>Morning physical activity</b> - <a href="http://jumpstartjonny.co.uk/">http://jumpstartjonny.co.uk/</a></p>	<p><b>Check-in 1:</b> 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> <b>Learning Challenge</b> – To be able to read and spell words containing the 'or' 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</b> - Listen to the sentence on the phonics PowerPoint entitled '<a href="#">Term 3 week 5 phonics 'or' Dictation Fri</a>' 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> – My Uncle Rory is a zoo keeper. Every morning at dawn he cleans the cages and puts down sawdust and fresh straw.</p>	<p><b>English</b> <b>Learning challenge:</b> -Explain Understanding of what is read; -Discuss the sequence of events in books and how items of information are related; –Use spoken language to develop understanding through imagining and exploring ideas.</p> <p><b>Success Criteria:.</b> -Think about the journey in order. -Make clear drawings to show the journey. -Use a symbol to show the direction of the journey. -Label clearly.</p> <p>Click on the link below to access the powerpoint for this lesson entitled <a href="#">Lesson 5 English Friday 5<sup>th</sup> February 2021</a>.</p> <p><b>Task</b> Draw a story map marking the events that have happened so far in the story. Add story phrases under each picture to help you.</p> <p>Re-watch the story of the Princess and the White Bear King. Watch the video clip <a href="#">Mr Rollin's Storytime... The Princess and the White Bear King! - YouTube</a> <b>stop the story at 3.31 seconds.</b></p> <p><b>Has anything changed? Would you follow the Great White Bear?</b></p>	<p><b>Break</b> <b>Check-in 2:</b> Mid-morning check-in and to explain the next part of the remote learning</p>	<p><b>Maths</b> <b>Learning challenge:</b> To be able to ask and answer questions about the information in a block diagram.</p> <p><b>Remember to...</b> -Look carefully at the axis to check the scale.</p> <p>Click on the link below to access the powerpoint for this lesson entitled '<a href="#">Maths Friday slides statistics HL 2'</a></p> 	<p><b>Grammar</b> <b>Learning challenge:</b> To understand what an apostrophe is and why it is used. To understand that an apostrophe is a contraction.</p> <p>What is a contraction? Watch the <a href="#">video</a> to find out more about this and the grammar rules.</p> <p>Click on the link to access the powerpoint entitled <a href="#">Friday Grammar apostrophe</a> for today's tasks.</p> <p>Complete the sheet entitled '<a href="#">contraction pairs differentiated</a>'.</p> <p><b>Task</b> Cut the sheet up and mix up the whole words from their contractions. Have a go at matching the contraction to its root word (a word that has not been changed in any way) E.g. I will → I'll</p>	<p><b>Art</b> <b>Learning challenge</b> -To use a range of materials creatively to design and make products  -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>Task</b> From the two penguin pictures entitled '<a href="#">Wednesday penguin art pictures</a>', fold an a4 piece of plain paper into quarters (fold into half, and then half again).</p> <p>Have a go at sketching ONE of the penguin pictures. In each box create the same sketch but use a different technique. Eg in the first box you may use a pencil to sketch, in the 2<sup>nd</sup> box you may use a felt tip pen, 3<sup>rd</sup> box a crayon etc.</p>	<p><b>PE</b> <b>Learning challenge</b> To balance with your heels raised. To perform different jumps.</p> <p><b>Task:</b> Play the game 'Line Out' with a family member: <b>Line Out:</b> Lay a cushion or something you can jump over on the floor. Jump over your cushion with different jumps, giving them names e.g. Jasmine = Tuck jump over the cushion, Lenny = Leap over the cushion. When you hear 'Line Out' quickly move onto the cushion and balance with your heels raised. When you hear 'Jump Line Out', perform a jump of your choice before balancing with your heels raised. When you hear the name of a jump and then line out, perform that specific jump and balance with your heels raised e.g. 'Jasmine Line Out', perform a Tuck jump and then balance with your heels raised.</p> <p><b>Remember to:</b> Think of as many jumps as you can. Always land from a jump with your ankles, knees and hips bent.</p>	<p><b>Check-in 3:</b> Story time and thoughts of the day</p>
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