










	9.10 9.25			10.40- 10.55					3.20 - 3.35
M	<p>Morning physical activity - http://jumpstartjonny.co.uk/</p> <p>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.</p>	<p>Phonics Learning challenge: To be able to read and spell words containing the 's' grapheme.</p> <p>Today we are focusing on - reading and spelling words with the 's' spelling of the 's' sound.</p> <p>Watch this week's sound swap video entitled 'Term 3 week 6 phonics-word building (Monday)' to remind you before building these words with the 's' spelling of the 's' sound.</p> <p>s – cats – c/a/t/s slow – s/l/ow pips – p/i/p/s</p> <p>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?</p> <p>S – singing, dinosaur</p> <p>Now watch the video entitled 'Term 3 week 6 phonics- sound swap (Monday)' (if you need to) before playing that too.</p> <p>Stick – sick – sink – sing</p> <p>*start making yourself a 's' poster to help with your spelling.</p> <p>Spellings 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>English Learning challenge: –To be able to discuss favourite words and phrases;</p> <p>To be able to expand noun phrases to describe and specify;</p> <p>Use simple conjunctions to link subordinate and coordinating clauses</p> <p>Task Take a look at the slides entitled 'Monday 8th February 2021 English slides PWB' Look at the pictures shown of the castle. How would you describe it? How would this setting make you feel?</p> <p>Have a go at writing your own castle description. Take a look at the example on the slides to help you.</p> <p>You can use some of the vocabulary from the story to help you.</p> <p>Remember to: -Always start new sentences with a capital letter and finish each sentence with a full stop. -Use story language such as 'magnificent room' 'lavish tapestries'. -Use conjunctions 'and' 'but' 'so' 'then'. -Reread your work to make sure that it makes sense for the reader.</p>	<p>Check-in 2: Mid-morning check-in and to explain the next part of the remote learning</p>	<p>Maths Learning challenge: To be able to recognise 2D and 3D shapes, identifying them by name.</p> <p>Remember to... -Think about if it is a flat or a solid shape.</p> <p>Click on the link below to access the powerpoint and resources for this lesson entitled 'Maths Monday Slides Shape 1'</p> 	<p>Reading</p> <p>Reading via Bug Club or your allocated reading book(s).</p>  <p>Click here for Bug Club Login</p>	<p>Handwriting Learning challenge: To be able to form these joins.</p> <p>Practice these joins carefully forming the letters in between the lines.</p>  <p>Click on the link below to access the resources for this.</p> <p>Monday Handwriting Practice sheets url, irt, irt</p>  <p>Monday handwriting practice sheet ere.</p> <p>Remember to: Make sure your descenders are in between the black lines</p>	<p>PE Learning challenge: To be able to practice balancing.</p> <p>Remember to: -Hold your posture upright -Use your arms to help you to straighten out your body to balance.</p> <p>Task Have a go at practicing to 'stance' by bending your knees as you stand on a flat surface.</p> <p>Can you hold this stance for 1 minute?</p>  <p>Have a go at travelling around the room in a space lifting your knees up one at a time in rotation, now begin moving your arms as you lift each leg up. Have a go at improving the speed as you move. What happens to your heart beat when you increase your speed? Do you notice any changes to your body? If so, what do you notice? Share this with a family member.</p> <p>Story Time</p> <p>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.</p>	<p>Check-in 3: Story time and thoughts of the day</p>

T	<p>Break Morning physical activity - http://jumpstartjonny.co.uk/</p>	<p>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.</p> <p>Phonics Learning challenge: To be able to read and spell words containing the 's' grapheme.</p> <p>Today we are focussing on – reading and spelling words with the 'ss' spelling of the 's' sound.</p> <p>Watch this week's Term 3 week 6 phonics-word building (Monday, Tues, Wed, Thur, Fri) to remind you (if you need to) before building these words with the 'ss' spelling of the 's' sound.</p> <p>ss – Chess – ch/e/ss Dress – d/r/e/ss Gossip – g/o/ss/i/p</p> <p>S – Spot – s/p/o/t Stripes – s/t/r/i-e/p/s</p> <p>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?</p> <p>s – isolate, silently ss – missing, dressing</p> <p>* add the 'ss' spelling to your poster from yesterday.</p>	<p>Break</p> <p>English Learning challenge: - To predict what might happen on the basis of what has been read; -To participate in discussions, performances, role play, improvisations and debate about what has been read;</p> <p>Success Criteria -To make predictions based on the connections made in the text so far. -To draw the next three scenes in the story. -To think carefully about the character's feelings</p> <p>On our Academy site, please view the resource entitled Tuesday 9th February 2021 English slides PWB</p> <p>Task Read through the slides. Look at the relationship between the Princess and the Bear/Princess and her mother. Who should she listen to? Can you make a prediction about what might happen in the next three parts of the story?</p> <p><i>Watch the story from the beginning up to 6.46 seconds. ~**DO NOT go beyond this.</i></p> <p>Use the resource entitled Tuesday English story predictions to draw your pictures in and then write some sentences to show what you think will happen next in the story.</p>	<p>Break</p>	<p>Check-in 2: Mid-morning check-in and to explain the next part of the remote learning</p>	<p>Maths Learning challenge: To know what a side is on a shape and be able to count the sides correctly on a 2D shape.</p> <p>Remember to... -Count all the sides, marking them off as you count.</p> <p>Click on the link below to access the powerpoint and resources for this lesson entitled 'Maths Tuesday Slides Shape 1' and 'Maths Tuesday 2D-Shape-Reveal-PowerPoint'</p> 	<p>Break</p>	<p>Reading Reading via Bug Club or your allocated reading book(s).</p>  <p>Click here for Bug Club Login</p>	<p>Lunch break</p> <p>Computing Learning challenge: To understand the importance of being safe online.</p> <p>Today is 'Safer Internet day'. It is important that we learn about the importance of keeping safe online and the rules to keep safe. Click the link below to watch a story about the reliability of information on the internet.</p> <p>Ask What does Detective Digiduck find out? What does he need to do in order to keep safe online? Is everything you see online real? How do you know? How might we check if this is real?</p> <p>Then click the link below: https://www.thinkuknow.co.uk/4_7/online-safety-video-lessons/ Click on → lesson one → sharing pictures</p> <p>Should we share pictures online? What are the dangers we may face? Should we post pictures of others online? Why/why not? How did they feel when they realised their pictures were sent to everyone?</p>	<p>PE Learning challenge: To practice jumping in different ways.</p> <p>Warm up: Jog on the spot for one minute, then rest for 20 seconds, can you jump up and then down to touch your toes and repeat? Do this for one minute and then rest again for 20 seconds.</p> <p>Task 1. Can you jump from two feet to two feet bending your knees? See if you can practice this move in jumping a further distance each time. 2. Now have a go at jumping from one foot to two feet. As you lift off the floor from one foot, use your arms to help you to balance as you lift up off from the floor.</p> <p>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.</p> <p>Story Time Please share one of your favourite books with an adult, or visit https://home.oxfordowl.co.uk/reading/free-ebooks/ and choose a story you have not heard before</p>	<p>Check-in 3: Story time and thoughts of the day</p>
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<p>W</p>	<p>Break Morning physical activity – Beat the Teacher</p>	<p>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.</p> <p>Phonics Learning Challenge - To be able to read and spell words containing the 's' grapheme.</p> <p>Today we are focussing on – reading and spelling words with the 'aw' spelling of the 'or' sound.</p> <p>Watch this week's Term 3 week 6 phonics-word building (Monday, Tues, Wed, Thur, Fri) to remind you before building these words with the 'st' spelling of the 's' sound.</p> <p>st – Bristle – b/r/i/st/le Christmas – ch/r/i/st/m/a/s Listen – l/i/st/e/n</p> <p>Ss – Press – p/r/e/ss Stress – s/t/r/e/ss</p> <p>S – Snake – s/n/a-e/k</p> <p>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?</p> <p>s- suddenly, secret ss – nightdress, hopeless st – bristly, whistling</p> <p>*Now add these words to your 's' poster.</p>	<p>English Learning challenge: To be able to explain understanding of what is read; discuss the sequence of events in books and how items of information are related;</p> <p>To be able to expand noun phrases to describe and specify.</p> <p>Success Criteria: -To draw in chronological order. -To plot out the main points of the story. -To use description.</p> <p>Recap the story so far. Watch the story from the beginning up to 13.59 seconds. ~**DO NOT go beyond this.</p> <p>Task Can you draw an 's' large in your book and map out the events of the story in chronological order?</p> <p>Click on the link and click on the entitled document 'Wednesday English mapping route'.</p> <p>Refer to the bullet points for the events that have happened so far in the story and map this out along your 's'.</p> <p>As an extension task (optional): Write a diary entry from the perspective of the Princess about her journey up the ice mountain.</p> <p>Think about: what she saw, how she felt, her feelings of wanting to help the Prince but also feeling homesick.</p>	<p>Break</p>	<p>Check-in 2: Mid-morning check-in and to explain the next part of the remote learning</p>	<p>Maths Learning challenge: To know what a vertex is and be able to count the vertices on a 2D shape.</p> <p>Remember to... -Count all the vertices by marking them off as you count.</p> <p>Complete the maths challenges on the slides shown.</p> <p>Refer to 'Maths Wednesday Slides Shape 1'</p> 	<p>Break</p>	<p>Reading Reading via Bug Club or your allocated reading book(s).</p>  <p>Click here for Bug Club Login</p>	<p>History Learning challenge To look back at all the explorers studied</p> <p>Success Criteria Think carefully about the type of person who would challenge themselves in this way.</p> <p>Think about the experiences of all the explorers studied this term.</p> <p>Reflect on the similarities and differences in their Antarctic expeditions</p> <p>Watch the video to 4.49 seconds about the explorer Eric Larson.</p> <p>Discuss with your child what they remember about the explorers/expeditions that we have studied this term.</p> <p>How is Eric Larson's expedition different to Amundsen?</p> <p>What do you think is important to take along with you when travelling on an expedition to Antarctica?</p> <p>Task Write what is similar or different about these explorers. You can add this onto '2write' on Purple Mash. Please click on the '2 do' tab to access this.</p>	<p>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</p> <p>Here are some other links to stories: Storyline Online</p> <p>Choose a suitable book with a grown up.</p>	<p>Check-in 3: Story time and thoughts of the day</p>
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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 's' grapheme.

Watch this [Term 3 week 6 phonics-word building \(Monday, Tues, Wed, Thur, Fri\)](#) to remind you (if you need to) before building these words with the 'c' spelling of the 'st' sound.

C –
Cinderella – c/i/n/d/er/e/l/l/a
Circle – c/i/r/c/l/e
Cell – c/e/l/l

Add these to your poster for this week.

Click to access and find the PowerPoint entitled [Term 3 week 6 phonics-reading \(Thurs\)](#)

Read – **Cinderella** on the phonics PP

Seek the sound – identify the 's' words in the story.

You could add them to this week's poster.

Challenge – Can you group them into their spelling groups?

Break

English

Learning challenge:

-To be able to draw inferences on the basis of what is being said and done.

To participate in discussion about what is read, taking turns and listening to others; express views about reading.

To write sentences in different forms.

Success Criteria:

-Start each new sentence on a new line for each person.
-Use inverted commas. (speech marks)
-Reread your work to make sure that it makes sense

To access the powerpoint, click on the link and click on the entitled document [Thursday 11th February 2021 English Slides PWB](#)

Task

Watch the [video](#) of the story up to 16.13 seconds

Choose two characters from the story so far- how might you record their dialogue between each other in speech bubbles?

Now have a go at using inverted commas (speech marks “ ”) to show the conversation between the characters. Use the example on the powerpoint to help you.

Break

Check-in 2:
Mid-morning check-in and to explain the next part of the remote learning

Maths

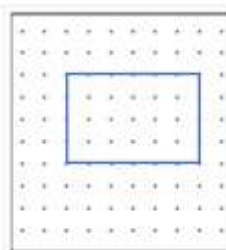
Learning challenge:

To be able to draw a 2D shape with the correct number of sides and vertices.

Remember to...

-Use the dotted paper to help you.
-Start at a vertex.
-Use a ruler to draw a straight line.
-Think about how many sides and vertices you need.

Click on the link below to access the powerpoint and resources for this lesson entitled '[Maths Thurs Slides Shape 1](#)' and '[Maths Thursday Dotted paper 1cm](#)'



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.

Geography

Learning challenge:

Compare the physical and human features of Antarctica and its climate to our local environment.

Ask your child: What are the differences between Antarctica and Crawley? Are there any similarities?

Identify the seasonal weather patterns in UK and compare them with Antarctica.

Task

On a walk around your local area- what human or physical features do you see?

What is a human and physical feature?

Human and physical **features** are things that you can see all around you. Physical **features** like seas, mountains and rivers are natural. They would be here even if there were no people around. **Human features** like houses, roads and bridges are things that have been built by people.

Use the table on the file entitled [Thursday Geography comparing Antarctica to Crawley](#) to write down the similarities and differences between Antarctica and Crawley. Feel free to take photographs of your local walk and area if you wish to show the human or physical features.

PSHE

Learning challenge:

To understand how to work well in a group.

To reflect on how it is to work with others.

Task

Pass an object to a family member back and forth. Think about how you could pass this object more easily? (eg give one another eye contact, give instructions)

Click the link to access the resource entitled '[Thursday PSHE slides](#)'

Look at the pictures of the gardens. Choose **1** garden picture. Create an imaginary Dream bird that may live in the garden. This garden is a safe place you may wish to visit in your dreams. Can you and a family member create this garden? You may wish to add other features to it such as a lake for drinking or washing in or seeing your reflection. You may create a big sun to help the plants in your garden grow. Be as creative as you can!

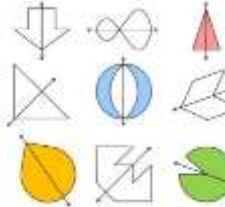


Reflect- how would this garden make you feel?

Story Time

Please share one of your favourite books with an adult, or visit <https://www.bbc.co.uk/iplay/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>Break Morning physical activity - http://jumpstartjonny.co.uk/</p>	<p>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.</p> <p>Phonics Learning Challenge – To be able to read and spell words containing the ‘s’ 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>Dictation - Listen to the sentence on the phonics PowerPoint entitled ‘Term 3 week 6 phonics- dictation (fri)’ 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>Dictation sentence – Cinderella was missing a slipper, her dress was spoilt and she didn’t want to listen to the sisters gossiping about her.</p> <p>Grammar Learning Objective: To use the suffixes for ness, ful, ment</p> <p>A root word is a word that has not been changed in any way. Discuss with suffixes with your child. A suffix is the ending of a word. By adding the suffix ‘er’ ‘est’ ‘ness’ ‘ment’ ‘ful’ it changes the meaning of what is being done. Click on the links below to access resources entitled : Friday Grammar suffix bingo boards Friday Grammar suffix bingo cards Friday Grammar Suffix Bingo instructions Friday Grammar suffixes –ness –ment –less –full</p>	<p>English Learning challenge: To write a diary entry from the princess.</p> <p>Success Criteria:. -Think about the journey the Princess has experienced so far. -Use words such as ‘I’ ‘me’ and write in the perspective of the Princess.</p> <p>Task Have a go at writing a diary entry from the Princess.</p> <p>Include events such as: -Her relationship with her family. -How the Bear treated her. -How she felt when she used the knife and the candle in the room. -Her journey to the ice mountain.</p> <p>See example on Friday 12th February 2021 English Slides PWB.</p>	<p>Break</p> <p>Check-in 2: Mid-morning check-in and to explain the next part of the remote learning</p>	<p>Maths Learning challenge: To be able to find a line of symmetry</p> <p>Remember to... - Use a mirror to help you. Make sure both sides are the same.</p> <p>Click on the link below to access the powerpoint and resources for this lesson entitled ‘Maths Friday Slides Shape 1’, ‘Maths Friday Lines-of-symmetry’, ‘Maths Friday Reflection-Symmetry-Activity-Sheets’ and ‘Maths Friday Symmetry-powerpoint-quiz’</p> 	<p>Science Experiment Learning challenge: To discuss waterproof materials and their uses</p> <p>To investigate the absorbency of fabrics</p> <p>To consider the question: How can we make the fabric waterproof?</p> <p>To discuss findings and suggest explanations</p> <p>Task Write the word ‘waterproof’ down-what does this mean to you? What makes a material waterproof?</p> <p>Sometimes when we read books in the park and it rains it might get wet. What could we use to stop the book from getting wet? Click on this link.</p> <p>Follow the instructions to make a waterproof book cover.</p> <p>You will need: brown paper bag, some wax crayons and a paint brush.</p> <p>Reflect What made your book cover waterproof?</p>	<p>Break</p> <p>Lunch break</p>	<p>Feel Good Friday: Art Learning challenge -To have a knowledge about artists Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Task In the past, artists would take photographs of places they have been to or discovered. Herbot Ponting captured photographs in Antarctica. Look at the pictures enclosed on the powerpoint entitled ‘Friday Art lesson Herbot Ponting’</p> <p>Choose 1 of these photographs that he captured on his expedition. Have a go at sketching this photograph. Think about the shapes in the photograph and how you may use your pencil to create these. Use techniques such as shading where the photograph has shadows. See example below:</p> 	<p>Feel Good Friday Go to our Wellbeing and Nurture web page.</p> <p>Click on this link to access it and choose an activity that best supports your Friday afternoon.</p> <p>Enjoy your half term.</p>  <p>Check-in 3: Story time and thoughts of the day</p>
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