






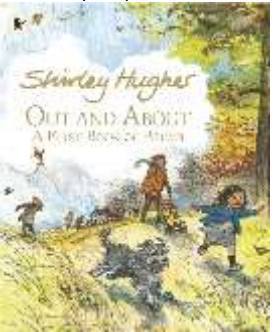





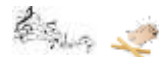

	8.45 9.00			10.20 10.35					3.00 3.15
M		<p>Phonics</p> <p>Link to T4 WK2 Monday Phonics video 1</p> <p>Today we are going to be using word building</p> <p>We are going to say the sound and read the word as we identify the sounds we need to build the word. Once completed we will say the sound and write the word.</p> <p>oo-book</p> <p>cook</p> <p>crook</p> <p>hook</p>	<p>English</p> <p>Learning Objective To write about real experiences</p> <p>Success Criteria Remember to think, write, read Include capital letters and full stops Use a range of exciting adjectives</p>  <p>Today you are going to think about a time when you have experienced the feeling and senses of playing with water (bath, swimming seaside, showering, washing hands, washing up). How did it make you feel? Which did you like and dislike and why? How do you think the children in the illustrations are feeling? Do you feel the same or differently about these experiences?</p> <p>Task: Today you are going to describe your feelings when you play with water.</p> <p>Remember to use adjectives.</p>		<p>Maths</p> <p>Learning Objective To be able to order numbers to 50 in order and use the < > to order numbers.</p> <p>Success Criteria Remember to... Look at the tens column in the number.</p> <p>Make the number using apparatus to help you.</p> <p>Use a 100 square to help you find where numbers are positioned.</p> <p>Click on the link below to find the Power Point: T 4 WK 2 Monday Place Value within 50</p>	<p>Reading</p> <p>Share some of the poems in <i>Animal Crackers</i> (allocated to you alongside your other Bug Club books).</p> <p>What do you like about the poems? Which one is your favourite? Do these poems remind you of anything that you have read before?</p>  <p>Click here for Bug Club Login</p>	<p>History</p> <p>Learning Objective To compare the lives of William Caxton and Tim Berners-Lee.</p> <p>Success Criteria To remember key facts about William Caxton and Tim Berners-Lee.</p> <ul style="list-style-type: none"> • To identify similarities between the lives of Caxton and Berners-Lee. • To identify ways in which life has changed since the fifteenth century. <p>Click on the link below: T 4 WK 2 Monday History</p> <p>Activity</p> <p>Use the website to answer the questions.</p>	<p>PE</p> <p>Learning challenge: Red Challenge: Whilst maintaining balance throughout: I can hold a full front support position (see picture below). I can lift 1 arm and point to the ceiling with either hand in a front support. I can transfer a rolled up pair of socks on and off my back in a front support.</p> <p>Blue Challenge: Whilst maintaining balance throughout: I can hold a full back support position (see picture below). I can transfer a rolled up pair of socks on and off my tummy in a back support.</p> <p>Front and Back support positions:</p>  <p>Remember to: Complete your challenge with the minimum of wobble.</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>Check-in 3: Starts Tuesday 12th January Story time and thoughts of the day</p>





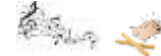

T	<p>Morning physical activity - http://jumpstartionny.co.uk/</p>	<p>Check-in 1</p> <p>Welcome and introduction to the first part of the day's remote learning. Staff will explain the phonics and English learning to the children.</p>	<p>Phonics</p> <p>Link to T4 WK2 Tuesday 'Draculite'</p> <p>Today you are going to be retrieving the sound <oo></p> <p>Read - Draculite</p> <p>Identify all the <ie> sounds and make a list of the same sound different spelling.</p>	<p>English</p> <p>Learning Objective</p> <p>To use adverbs and adjectives.</p> <p>Success Criteria</p> <p>Think, write, read</p> <p>Include Capital letters and full stops</p> <p>Include adverbs and adjectives.</p>  <p>T4 W2 Y1 Tuesday 'Out and About'</p> <p>Today you are going to think about your experiences with water. Re read the poem again. Have you used any of the same words or phrases that Shirley Hughes used when describing water in this poem?</p> <p>∴</p> <p>We want you to highlight the particular words and phrases in the poem that help you to get a picture of what water is like, and why the children in the pictures like it.</p> <p>Task</p> <p>Can you use words like 'slippy', 'sloppy', 'slap', 'slither', 'slide' and 'slosh' to describe 'Water' and what you are doing with it when it does these things?</p> <p>Can you also describe actions with water like 'slosh', 'spray' and 'paddle'?</p> <p>Handwriting</p> <p>Once completed watch the handwriting video to complete lower case 'm' handwriting.</p> <p>https://central.espresso.co.uk/espresso/primary_uk/subject/module/video_index/item1244120/grade1/index.html</p>	<p>Maths</p> <p>Learning Objective</p> <p>To be able to count in twos beyond 20.</p> <p>Success Criteria</p> <p>Remember to...</p> <p>Make a pair to count.</p> <p>Start counting on the number 2.</p> <p>Miss a number as you count.</p> <p>Click on the Power Point link below:</p> <p>T 4 WK 2 Tuesday Place value within 50</p>	<p>Reading</p> <p>Share some of the poems in <i>City Shapes and other poems</i> (allocated to you alongside your other Bug Club books).</p> <p>What do you like about the poems?</p> <p>Which one is your favourite?</p> <p>Do you prefer the poems in City Shapes or the poems in animal Crackers? Explain why.</p>  <p>Click here for Bug Club Login</p>	<p>Computing</p> <p>Learning Challenge:</p> <p>To use technology purposefully to create digital content.</p> <p>Success Criteria:</p> <p>I can create a steady pulse by choosing where the first instrument will play.</p> <p>I can create different rhythms to accompany the pulse.</p> <p>I can save my music when I am happy with it.</p> <p>This week we would like you to complete the 2Do: 2Beat. To do this please use the different instruments to create your own AMAZING rhythm patterns. Use the Red bar to create a steady pulse and then experiment with the other instruments to create different rhythms. Will you leave gaps between each beat of your steady pulse?</p> <p>Can you accompany your music by choosing a different rhythm to clap along, too?</p> <p>To do this, please log into Purple Mash, using your Log in & password (this is stuck into the inside cover of your Reading Journal).</p> <p>Remember:</p> <p>Always tell your grown-up if you see anything on the internet or whenever you are online that gives you a funny feeling in your tummy.</p> <p>**Remember to save your work on Purple Mash, so that we can listen to your wonderful music.</p>	<p>PE</p> <p>Learning challenge:</p> <p>I can hold a front or back support position (see below), whilst moving a rolled up pair of socks (or other object) as far away as possible me.</p> <p>Mini-front and Mini-back support positions:</p>  <p>Front and Back support positions:</p>  <p>Today, we want you to hold a back or a front support position, whilst trying to move an object e.g. rolled up pair of socks as far away from you as possible.</p> <p>How far can you move your object?</p> <p>Can you your challenge with the minimum of wobble?</p> <p>Remember to:</p> <p>Start with the easier mini-support positions and move on to the full positions.</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:</p> <p>Children to read the book of the day.</p>
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W	<p>Work out Wednesday - Beat the Teacher Challenge</p>	<p>Check-in 1</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>Phonics</p> <p>Link to T4 WK2 Wednesday Phonics video 2</p> <p>Today we are going to be using sound swap.</p> <p>We are going to say the say the sound read the word and identify the sound we need to swap.</p> <p>bull>full>pull>put></p>	<p>English</p> <p>Learning Objective To write a poem</p> <p>Success Criteria Rehearse your sentences Think write read Capital letters and full stops Read your sentences carefully. Illustrate your poem.</p>  <p>Task: Today you are going to write your own 'Water' poem, starting with 'I like...' describing what water is like and what can be done with it or in it before ending with 'I do like water'. Use the ideas you wrote about on Monday and Tuesday to help you with ideas for your poem. You can represent your ideas as you wish. For example-</p> <p>I love water! It trickles through my fingers, Splashing in the smooth sink, Whirling down the plughole, Twisting, turning, slithering, sliding. I do love water!</p> <p>Handwriting Once completed watch the handwriting video to complete lower case 'n' handwriting.</p>	<p>Maths</p> <p>Learning Objective To be able to count in twos beyond 20 using a number line.</p> <p>Success Criteria Remember to... Make a pair to count.</p> <p>Start counting on the number 2.</p> <p>Miss a number as you jump along and count.</p> <p>Click on the link below:</p> <p>T 4 WK 2 Wednesday Place value within 50</p>	<p>Reading</p> <p>From all the poems you've read this week in <i>Animal Crackers</i>, <i>City Shapes and other poems</i>, <i>Out and About</i> or other poems that you enjoy reading with your family at home, choose one that you would like to perform tomorrow and draw illustrations to help you to remember the words in the poem.</p>  <p>Click here for Bug Club Login</p>	<p>Science</p> <p>Learning Objective: To ask simple questions and recognise that they can be answered in different ways.</p> <p>To gather and record data to help in answering questions.</p> <p>Success Criteria: Remember to collect information carefully and accurately (only record what you actually see).</p> <p>Remember to use your information to answer questions.</p> <p>Click on the links below: 'T4 WK2 Wednesday science bird watching investigation'</p> <p>This week you are going to work on developing your investigative skills. We have made a statement that you need to find out is true or false, using information and data that you have collected to find out.</p> <p>You have an investigation recording page to fill in, making a prediction (true or false and why you think that), how you will perform your investigation (bird watching) and coming to a conclusion (what did you find out).</p> <p>Remember: You will need to show respect to the wildlife in the</p>	<p>PE</p> <p>Learning challenge To perform yoga actions.</p> <p>Click on the link to access a yoga exercise. Cosmic Kids Yoga - YouTube</p> <p>Remember to: Take deep breaths as you perform each move.</p> <p>Make sure you stop for a drink and a rest.</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>Check-in 3: Create a new story and share it with the class.</p>
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				https://central.espresso.co.uk/espresso/primary_uk/subject/module/video_index/item1244120/grade1/index.html					<p>local area by keeping nice and quiet. Make sure that you only count birds that you really see in the area that you have chosen to bird watch in (make sure your data is accurate).</p> <p>You can complete your bird watching activity from your window or in your garden.</p> <p>You may not see many birds or all the birds on the sheet, there could be lots of reasons for that (the presence of cats, noisy cars, etc) and you can share this in your conclusion.</p>		
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T H	<p>Morning physical activity - http://jumpstartjonny.co.uk/</p>	<p>Check-in 1</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>Phonics Link to T4 WK2 Thursday Sentence dictation 'oo'</p> <p>Today we are going to complete a sentence dictation, revising the <oo> sound. Can a member of your family read the sentence and then you write it?</p> <p>There was a crook that would not eat pudding.</p>	<p>World Book Day - Rhythms in Poetry Part 1 Learning Challenge: To begin to understand that rhythm is a mixture of long and short sounds that happen over the pulse. To listen to, copy and repeat a simple rhythm or melody To learn & perform rhythms.</p>  <p>Success Criteria: I can say the words of the rhythm I am tapping in my head, to help me tap the rhythm. I can read and tap a given rhythm pattern. I can talk about the rhythm as 'the same as the words' so that I can show my understanding of what the rhythm is.</p> <p>Today we would like you to watch the link below to tap some rhythm patterns taken from the poem 'Water' in 'Out and About' by Shirley Hughes: Term 4 World Book Day Rhythms in Poetry Part 1</p> <p>Remember: The Rhythm is 'the same as the words'.</p>	<p>Break</p> <p>Check-in 2:</p> <p>Mid-morning check-in and to explain the next part of the remote learning</p>	<p>World Book Day – Performance Poetry Learning Challenge: To perform a poem Success Criteria: Read your poem carefully Include expression Include actions</p> <p>Task: Today you are going to perform the poem you chose in reading yesterday. Watch the link below to give you ideas that will help you to make your performance fantastic!</p> <p>Term 4 Week 2 Thursday English Performing a Poem Challenge</p> <p>Please upload your poetry performance to Purple Mash. We can't wait to see it.</p>	<p>World Book Day - Reading</p> <p>Choose a rhyming story from 'The Tales from Acorn Wood' collection to listen to in the <i>'World Book Day Share a Story Corner'</i>: https://www.worldbookday.com/share-a-story-corner/</p> <p>The book you've listened to is a rhyming book, as are some of the poems you've read this week. In which ways are poems and rhyming stories similar? In which ways are they different? Which do you prefer? Explain why? If you were an author and had to choose to write rhyming stories or poems, which would you choose?</p>  <p>Click here for Bug Club Login</p>	<p>World Book Day - Rhythms in Poetry Part 2 Learning Challenge: To begin to understand that rhythm is a mixture of long and short sounds that happen over the pulse. To listen to, copy and repeat a simple rhythm. To learn & perform rhythms.</p>  <p>Success Criteria: I can say the words of the rhythm I am tapping in my head, to help me tap the rhythm. I can copy a given rhythm pattern. I can talk about the rhythm as 'the same as the words' so that I can show my understanding of what the rhythm is.</p> <p>Following on from this morning – it's now your turn to create your own rhythm patterns, using some of the lines from the poem you performed this morning or the poem you wrote on Wednesday e.g.</p>  <p>Tap your rhythm patterns over and over until you are happy with them. Please upload your rhythm performance to Purple Mash. We would love to see them.</p> <p>Remember: The Rhythm is 'the same as the words'.</p>	<p>World Book Day – Moving to Stories Learning challenge To perform yoga actions.</p> <p>Click on the link to move to a story using yoga actions: We're Going on a Bear Hunt: The Very Hungry Caterpillar:</p> <p>Or choose your own yoga story to move to: Cosmic Kids Yoga - YouTube</p> <p>Remember to: Take deep breaths as you perform each move. Make sure you stop for a drink and a rest.</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>Check-in 3:</p> <p>Story time and thoughts of the day</p>
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F	Morning physical activity - http://jumpstartionny.co.uk/	<div>Check-in 1</div> <div>Welcome and introduction to the first part of the day's remote learning. Staff will explain the phonics and English learning to the</div> <div><div>Phonics</div><div>Practice your spellings using this link: https://www.purplemash.com/#~bGF1bmNoZXI9anNhcHBzJTJGZGI5JTJGcXVpenNwJmxhdW5jaGVyTmFtZT1qc2FwcHMlMkZkaXklMkZxdWl6c3AmdXNlcndvcm9U3</div><div><table><tr><td>book</td></tr><tr><td>put</td></tr><tr><td>could</td></tr><tr><td>full</td></tr><tr><td>cook</td></tr></table></div><div>Click on the above link to complete the spelling quiz- Spellings T4 W2</div><div></div><div><div>Handwriting</div><div>Once completed watch the handwriting video to complete lower case 'm' handwriting.</div><div>https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item339820/grade1/module1244120/index.html</div><div><div>The username Espresso username – student29349</div><div>Password -Poundhill2016</div></div></div></div>	book	put	could	full	cook	<div>English</div> <div><div>Learning Objective</div><div>To use an exclamation mark</div></div> <div><div>Success Criteria</div><div>Explain what an exclamation mark is Identify sentences that need an exclamation mark. Write a sentence using a exclamation mark.</div></div> <div>Today you are going to understand how we add an exclamation mark to add expression- using the link and the powerpoint.</div> <div>T4 W2 Y1 Friday 'Exclamation Mark' PP</div> <div></div> <div>Once you have completed the powerpoint, watch and complete the activities in the BBC Bitesize link, below: https://www.bbc.co.uk/bitesize/articles/zvyvbdm</div>	<div>Maths</div> <div><div>Learning Objective</div><div>To be able to count in fives beyond 20.</div></div> <div><div>Success Criteria</div><div>Remember to... Make a group of five to count. Start counting on the number 5. Your number must end in 0 or 5.</div></div> <div>Click on the link below: T 4 WK 2 Friday Place value within 50</div>	<div>Reading</div> <div>Reading via Bug Club or your allocated reading book(s).</div> <div></div> <div>Click here for Bug Club Login</div>	<div>Feel Good Friday</div> <div><div>Music 2</div><div>Learning Challenge: To begin to understand that rhythm is a mixture of long and short sounds that happen over the pulse. To listen to, copy and repeat a simple rhythm.</div></div> <div><div>Success Criteria:</div><div> I can say the words of the rhythm I am tapping in my head, to help me tap the rhythm. I can copy a given rhythm pattern. I can talk about the rhythm as 'the same as the words' so that I can show my understanding of what the rhythm is.</div></div> <div>Today we would like you to watch the link below to play a rhythm game: Term 4 Week 2 Friday Music Rhythm</div> <div><div>Remember:</div><div>The Rhythm is 'the same as the words'.</div></div>	<div>Feel Good Friday</div> <div>Go to our Wellbeing and Nurture web page. Click on this link to access it and choose an activity that best supports your Friday afternoon: https://www.poundhillinfantacademy.org.uk/teaching-and-learning/wellbeing-nurture</div> <div></div>	<div>Check-in 3:</div>
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