

### Oak class remote learning Spring term first half 2021

This is a 5 day block of learning and follows the curriculum subjects and objectives that we would be teaching if we were all in school. Both home learners and the children of key workers will be following the same plan.

If you are home learning, please support your child with their work if you are able to. Please select three pieces work from different subject areas to send me over the course of the 5 days, for example a piece of maths, English and art to send to me via email so that I can see what they have been doing. You might chose to send me a word document, a photograph of them working or a screenshot of their finished piece of work. If there are any questions, please do not hesitate to email me at julia.beaven@benington.herts.sch.uk

We expect all children to read for at least 20 minutes each day and to practise their spellings and times tables.

There will be separate tasks for year 5 and year 6 in maths. If your year 5 child wants an extra challenge, please feel free to use the year 6 task. If your year 6 child needs a slightly less challenging task, use the year 5 task. If your child is really struggling, please look on the Oak Academy website for alternative lessons from other year groups.

#### **Worship**

For those of you wishing to engage in a daily act of worship, please see the collective worship planning in the remote learning section of the school website.

### **Spring term 1<sup>st</sup> half – Fifth block of remote learning**

**The block of English this week is based on the book Mirror by Jeannie Baker. It practises the skill of inference from a text.**

DAY	Target work	English	Year 5 maths	Year 6 maths	Foundation subjects	
<b>Day 1</b> <b>Tues</b> <b>2<sup>nd</sup> Feb</b>	Target work. All children have <u>individual targets</u> that you have already been informed of. Please spend 1 hour during the day practising this target. This might be in 2 half hour sessions or 3 x 20 minute sessions, it is up to you.	Lesson 1 of this new unit based on a text. Introducing the text and the author <a href="https://classroom.thenational.academy/lessons/to-introduce-the-text-and-author-6ww32e">https://classroom.thenational.academy/lessons/to-introduce-the-text-and-author-6ww32e</a>	To measure and calculate perimeter <a href="https://classroom.thenational.academy/lessons/calculate-and-measure-perimeter-cr36r">https://classroom.thenational.academy/lessons/calculate-and-measure-perimeter-cr36r</a>	Translating shapes. <a href="https://classroom.thenational.academy/lessons/translating-simple-shapes-6hjpat">https://classroom.thenational.academy/lessons/translating-simple-shapes-6hjpat</a>	<b>P.E:</b> Take some time to do something that involves moving! You might go for a walk, a bike ride or do something indoors like dancing. You can find many online exercise videos that will give you inspiration!	<b>PSHE</b> Look at the scenarios in the box at the bottom of this page. Read each one and discuss it with someone else. Think about all the ways you could resolve this and what each probable outcome would be. What is the EASIEST option and what do you think is the BEST option? How would YOU resolve the conflict?
<b>Day 2</b> <b>Wed</b> <b>3<sup>rd</sup> Feb</b>	Target work. All children have <u>individual targets</u> that you have already been informed of. Please spend 1 hour during the day practising this target. This might be in 2 half hour sessions or 3 x 20 minute sessions, it is up to you	Lesson 2 of this unit – to infer from images and make comparisons <a href="https://classroom.thenational.academy/lessons/to-infer-from-images-and-make-comparisons-70tp4d">https://classroom.thenational.academy/lessons/to-infer-from-images-and-make-comparisons-70tp4d</a>	To calculate the area of rectangles <a href="https://classroom.thenational.academy/lessons/calculate-the-area-of-rectangles-cgupcc">https://classroom.thenational.academy/lessons/calculate-the-area-of-rectangles-cgupcc</a>	Reflecting shapes <a href="https://classroom.thenational.academy/lessons/reflecting-simple-shapes-6mu3ec">https://classroom.thenational.academy/lessons/reflecting-simple-shapes-6mu3ec</a>	<b>Computing</b> Go to the BBC bitesize games site and have a go at some of the games there. <a href="https://www.bbc.co.uk/bitesize/collections/primary-games/1">https://www.bbc.co.uk/bitesize/collections/primary-games/1</a>  Choose 3 of the	<b>RE</b> Learning about the importance of the Passover in the Jewish faith. <a href="https://www.truetube.co.uk/film/passover-read-all-about-it">https://www.truetube.co.uk/film/passover-read-all-about-it</a> Now draw a cartoon strip to show all the plagues that God sent to the Egyptians.

					characters that you really like and think about why you like them
<b>Day 3</b> <b>Thurs</b> <b>4<sup>th</sup> Feb</b>	Target work. All children have <u>individual targets</u> that you have already been informed of. Please spend 1 hour during the day practising this target. This might be in 2 half hour sessions or 3 x 20 minute sessions, it is up to you.	Lesson 3 of this unit – To use images and to make comparisons and predictions <a href="https://classroom.thenational.academy/lessons/to-use-images-to-make-comparisons-and-predictions-75gp6c">https://classroom.thenational.academy/lessons/to-use-images-to-make-comparisons-and-predictions-75gp6c</a>	To calculate the area of rectilinear shapes.  <a href="https://classroom.thenational.academy/lessons/calculate-the-area-of-rectilinear-shapes-6mr3ar">https://classroom.thenational.academy/lessons/calculate-the-area-of-rectilinear-shapes-6mr3ar</a>	Practical coordinate problems 1  <a href="https://classroom.thenational.academy/lessons/solving-practical-coordinate-problems-part-1-c9h3ec">https://classroom.thenational.academy/lessons/solving-practical-coordinate-problems-part-1-c9h3ec</a>	<b>Science</b> Continuing work on evolution and adaptation. 1. Watch the BBC clip about how life on Earth evolved. <a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-showing-the-timeline-of-life-on-earth-using-fossils/zmcs382">https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-showing-the-timeline-of-life-on-earth-using-fossils/zmcs382</a>  2. Go onto BBC bitesize ks2 Click science, animals, scroll to bottom and click 28 class clips. Watch the following ones: Diurnal and nocturnal animals, Camels adapted to live in deserts, different animals adapted to their habitats, interdependence and adaptation, why did the brown bear evolve into the polar bear.  Now draw some of these animals and write how they have evolved.
<b>Day 4</b> <b>Fri 5<sup>th</sup></b> <b>Feb</b>	Target work. All children have <u>individual targets</u> that you have already been informed of. Please spend 1 hour during the day practising this target. This might be in 2 half hour sessions or 3 x 20 minute sessions, it is up to you.	Lesson 4 of this unit – To make links between the two stories. <a href="https://classroom.thenational.academy/lessons/to-use-images-to-make-comparisons-and-links-between-the-two-stories-6gu3et">https://classroom.thenational.academy/lessons/to-use-images-to-make-comparisons-and-links-between-the-two-stories-6gu3et</a>	To compare the perimeter and areas of shapes.  <a href="https://classroom.thenational.academy/lessons/compare-the-area-and-perimeter-of-rectangles-crp2d">https://classroom.thenational.academy/lessons/compare-the-area-and-perimeter-of-rectangles-crp2d</a>	Practical coordinate problems 2.  <a href="https://classroom.thenational.academy/lessons/solving-practical-coordinate-problems-part-2-6hh34e">https://classroom.thenational.academy/lessons/solving-practical-coordinate-problems-part-2-6hh34e</a>	<b>Topic</b>  Your second lesson working on your poster all about the South American country that you have chosen. Remember that you are making a poster that would persuade someone to visit so make it colourful and vibrant and try to make all the facts that you use positive. Make sure that your poster has a mix of pictures and text.
<b>Day 5</b> <b>Mon</b> <b>8<sup>th</sup></b> <b>Feb</b>	Target work. All children have <u>individual targets</u> that you have already been informed of. Please spend 1 hour during the day practising this target. This might be in 2 half hour sessions or 3 x 20 minute	Lesson 5 of this unit – To identify the themes and messages of the story <a href="https://classroom.thenational.academy/lessons/to-identify-the-themes-and-messages-of-the-story-75h3cc">https://classroom.thenational.academy/lessons/to-identify-the-themes-and-messages-of-the-story-75h3cc</a>	To calculate the area of non rectilinear shapes.  <a href="https://classroom.thenational.academy/lessons/calculate-the-area-of-non-rectilinear-shapes-chh38d">https://classroom.thenational.academy/lessons/calculate-the-area-of-non-rectilinear-shapes-chh38d</a>	Area of shapes <a href="https://classroom.thenational.academy/lessons/calculate-and-compare-the-area-of-rectangles-using-square-centimetres-cm-69h6cd">https://classroom.thenational.academy/lessons/calculate-and-compare-the-area-of-rectangles-using-square-centimetres-cm-69h6cd</a> Extension Draw some shapes on squared paper that are not simple rectangles and then label the length of each side. Divide up the shape into rectangles and use this information to	<b>Art</b> Use today's lesson to produce a piece of artwork that is a landscape of somewhere in South America. It might be a famous landmark or a rainforest scene, it's up to you. You may use whatever art materials you like. You can do a painting or a drawing make a collage, have another go at wax resist or printing or use a mix of all these techniques! Have fun!

sessions, it is up to you.			calculate the area of the whole shape.	
----------------------------	--	--	--	--

Conflict situation scenarios to use in PSHE	
Scenario 1	Your friends have told you to go and take a piece of equipment from another child at playtime so that you can play with it. You want the piece of equipment but you know that taking it forcibly is not the right thing to do. Your friends are teasing you and saying you are scared.
Scenario 2	Your friends are planning a sleepover at a new friend's house and have invited you too. You have never met this new friend and your friends tell you not to tell your parents where you are really going to be staying. You feel worried that this might not be safe but you don't want to miss out.
Scenario 3	Your friends are meeting at the park this evening. You want to go too but you are worried as, the last time you went there, there were some older children who made you feel uncomfortable.
Scenario 4	Your friends have told you that they have deliberately written their names under the tables in the classroom. They say that you have to do it too if you want to stay friends with them. You are worried as you know that you should not damage school property.

**Now choose 3 pieces of work you're especially proud of to share with me. Just like in our BOB assembly it might be something you found challenging, but persevered at.**