

Willow class remote learning initial plan Spring 1

Hello, if you are reading this, I assume that either you or a member of your family is self isolating, shielding or has tested positive or is awaiting Covid-19 test results. I hope that you are all managing and are not finding it too stressful - your wellbeing is, as always, our first priority!

The government have instructed us to provide remote learning contingency plans for you to use with your children at home that match, as closely as possible, the learning sequence happening in school. They expect us to provide you with a mixture of online and offline resources and links to videos designed to support learning. The government also expects us to engage with parents and to allow you to submit work for assessment and feedback.

This plan is designed to provide work for the first 5 days of remote learning, if it is longer than that, further planning will be sent to you.

If you or your child becomes unwell during this period, please email the school and let us know as we do not expect them to complete remote learning tasks if they are sick or if you are unable to support them. We do understand that this time will be challenging for us all.

Please support your child with their remote learning. Please select three pieces of work from different subject areas 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. This will help enable me to support and assess their learning. You might choose 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.

This planning is for 5 days and follows topics being taught in school

We expect all children to read for at least 20 minutes each day and to practise their spellings and number bonds/ counting in 2s, 5s and 10s.

Our focus in English is Instructions - Non-fiction

Our focus in maths is Year 1: division and consolidation Year 2: division

Week 1	Target work	English Year 1	English Year 2	Year 1 maths	Year 2 maths	Foundation subjects	
Day 1	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.	To listen and respond to a set of instructions https://classroom.thenational.academy/lessons/to-listen-and-respond-to-a-set-of-instructions-crr64r	To listen to instructions and answer questions https://classroom.thenational.academy/lessons/to-listen-to-instructions-and-answer-questions-6mu64c	To find double and half of an amount of money https://classroom.thenational.academy/lessons/to-find-double-and-half-of-an-amount-of-money-cdj3jd	Using the multiplication symbol https://classroom.thenational.academy/lessons/using-the-multiplication-symbol-c8vp2d	<u>Music</u> Identifying tempo: Changes in tempo https://classroom.thenational.academy/lessons/identifying-tempo-changes-in-tempo-cru64t	<u>Science</u> <u>Scientists and Inventors</u> Describe the invention and construction of the biomes at the Eden Project. Explain that the biomes are large greenhouses, and that these greenhouses provide plants with their requirements for growth. https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p

<p>Day 2</p>	<p>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.</p>	<p>To tell a set of instructions from memory https://classroom.thenational.academy/lessons/to-tell-a-set-of-instructions-from-memory-6rr32t</p>	<p>To tell a set of instructions from memory https://classroom.thenational.academy/lessons/to-tell-a-set-of-instructions-from-memory-c5hkar</p>	<p>To recognise and add equal groups https://classroom.thenational.academy/lessons/to-recognise-and-add-equal-groups-cgr68d</p>	<p>Identifying that multiplication is commutative https://classroom.thenational.academy/lessons/identifying-that-multiplication-is-commutative-70tp4t</p>	<p><u>Shared Reading</u> Read a book to an adult and discuss the story.</p>	<p><u>PE</u> Spend at least half an hour doing something physical. This might be dancing, yoga, cycling round your garden, walking up the stairs etc</p>
<p>Day 3</p>	<p>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.</p>	<p>To role play a set of instructions https://classroom.thenational.academy/lessons/to-role-play-a-set-of-instructions-64r64r</p>	<p>To use imperative verbs https://classroom.thenational.academy/lessons/to-use-imperative-verbs-6tj32d</p>	<p>To add equal groups https://classroom.thenational.academy/lessons/to-add-equal-groups-6thkat</p>	<p>Using the division symbol when sharing https://classroom.thenational.academy/lessons/using-the-division-symbol-when-sharing-60tkct</p>	<p><u>RE</u> <u>Beginnings and Endings</u> ask children if they have experienced any beginnings. They might suggest babies being born, such as their own siblings or family members, or the beginning of something new, such as a story they know or a hobby. children will reflect on and represent, verbally and in written form, their own experience of a beginning or ending. Encourage children to use the key</p>	<p><u>PSHE</u> <u>One World</u> Emphasise that all people have a need to be loved and cared for to lead happy lives. Ask the children to think about ways in which they can show love to and care for the special people in their lives. Ask them to record their thoughts on the Caring Heart Activity Sheet.</p>

						vocabulary discussed in the lesson.	
Day 4	<p>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.</p>	<p>To use imperative verbs https://classroom.thenational.academy/lessons/to-use-imperative-verbs-6wr6cd</p>	<p>To use the subordinating conjunctions 'when' and 'if' https://classroom.thenational.academy/lessons/to-use-the-subordinating-conjunctions-when-and-if-cn6ar</p>	<p>To solve problems using repeated patterns https://classroom.thenational.academy/lessons/to-solve-problems-using-repeated-patterns-c4w32t</p>	<p>Using the division symbol when grouping https://classroom.thenational.academy/lessons/using-the-division-symbol-when-grouping-75hkjt</p>	<p><u>Topic</u> <u>Let's go to China</u> Show the world map and the location of China in relation to Asia, the rest of the world and to the UK. Which continent is China in? Which oceans are near to China? What countries are near to/far from China? Where is the UK located? Is China near or far? Discuss the key features on the map and pinpoint the capital city (Beijing), main cities (Shanghai, Hong Kong, Chengdu etc.), rivers (Yangtze River and Yellow River), bordering countries (14 in total) and surrounding oceans (Pacific, East China sea, Yellow sea, Bay of</p>	<p><u>PE</u> Spend at least half an hour doing something physical. This might be doing a Joe Wicks exercise, just Dance, an aerobics film etc</p>

						<p>Bengal) and islands off the coast of China (Hainan). Give children time to study the map and to ask any relevant questions or share existing knowledge. Listen for children answering questions accurately using geographical key vocabulary.</p>	
Day 5	<p>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.</p>	<p>To summarise main points https://classroom.thenational.academy/lessons/to-summarise-main-points-6wup6d</p>	<p>To summarise key points https://classroom.thenational.academy/lessons/to-summarise-key-points-69k34d</p>	<p>To share a total equally between a set number of groups https://classroom.thenational.academy/lessons/to-share-a-total-equally-between-a-set-number-of-groups-6cu3cd</p>	<p>Solving division problems when sharing https://classroom.thenational.academy/lessons/solving-division-problems-when-sharing-69j64c</p>	<p><u>DT</u> <u>Our Fabric Faces</u> Pass a piece of fabric around. Children say a word to describe the fabric, record it, then pass the fabric on. Continue for 3 to 4 stops. Does anyone know the name of the fabric? Record the name of the fabric in the centre of the describing words. Repeat for a different fabric/yarn such as lace,</p>	<p>Golden Time Choose what you would like to do! Reflect on your remote learning. What are you proudest of? Which 3 activities are you going to share with Miss Whiskin?</p>

						<p>felt, corduroy, denim, satin, silk, cotton, velvet, velour, ribbon, wool or fur. Attach each fabric/yarn to the centre of its description.</p>	
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