

Willow class remote learning initial plan Summer 2

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 Fiction – Fairy stories/ Non-fiction – Letters/ Poetry – Poems on a theme: The Sea

Our focus in maths is Year 1/ Year 2: Geometry: Position and Direction/ Measurement: Time/ Problem Solving and efficient methods

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 to a story https://classroom.thenational.academy/lessons/to-listen-to-a-story-61gk0c	To listen to a story and answer questions https://classroom.thenational.academy/lessons/to-listen-to-a-story-and-	Naming and ordering the months of the year https://classroom.thenational.academy/lessons/naming-and-ordering-the-months	Knowing the number of hours in one day https://classroom.thenational.academy/lessons/number-of-hours-in-one-day	<u>Music</u> What is pitch? https://classroom.thenational.academy/lessons/what-is-pitch-c8tkat	<u>Science</u> <u>Plants</u> How do I plant a bean? https://classroom.thenational.academy/lessons/how-do-i-plant-a-bean-cgwp6e

			answer-questions-cgtpar	-of-the-year-crwp2d	in-one-day-69k30r		
Day 2	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 tell a story from memory https://classroom.thenational.academy/lessons/tell-a-story-from-memory-c4uk0c	To tell a story from memory https://classroom.thenational.academy/lessons/tell-a-story-from-memory-c4rp2c	Sequencing events in chronological order https://classroom.thenational.academy/lessons/sequencing-events-in-chronological-order-64uk2r	Knowing there are 60 minutes in one hour https://classroom.thenational.academy/lessons/knowing-there-are-60-minutes-in-one-hour-cdj2c	<u>Shared Reading</u> Read a book to an adult and discuss the story.	<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
Day 3	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 describe a character https://classroom.thenational.academy/lessons/to-describe-a-character-6wu3cd	To explore the problem from different characters' perspectives https://classroom.thenational.academy/lessons/to-explore-the-problem-from-different-characters-perspectives-68rp8e	Measuring time in minutes and seconds https://classroom.thenational.academy/lessons/measuring-time-in-minutes-and-seconds-68vp6c	Identifying quarter past on an analogue clock https://classroom.thenational.academy/lessons/identifying-quarter-past-on-an-analogue-clock-68rp8e	<u>RE</u> Who is the Imam? Who in Christianity is like the Imam? Discuss how the Imam in the Islamic religion is similar to a vicar in the Christian religion. What are the Vicar's jobs? Mind map ideas Watch clip https://www.bbc.co.uk/bitesize/clips/z74wmp3 An imam is an Islamic leader, often the leader of a mosque and/or community. Similarly, to spiritual leaders, the imam is the person who leads the prayer during Islamic gatherings. More often the community turn to the mosque imam, if they have an Islamic question. In smaller communities an imam could be the	<u>PSHE</u> <u>Money</u> Discuss how people earn money. Discuss what different jobs people can have. Draw a picture of a chosen job and write about what responsibilities you have in that job. Then, draw pictures of the things that people could spend their money on.

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Day 4	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 use coordinating conjunction https://classroom.thenational.academy/lessons/to-use-coordinating-conjunctions-c5k6ac	To use the progressive form of verbs https://classroom.thenational.academy/lessons/to-use-the-progressive-form-of-verbs-60ukgc	Reading and writing the time to o'clock (Part 1) https://classroom.thenational.academy/lessons/reading-and-writing-the-time-to-oclock-part-1-69jk6t	Identifying quarter to on an analogue clock https://classroom.thenational.academy/lessons/identifying-quarter-to-on-an-analogue-clock-74wke	<u>Topic</u> <u>Nurturing nurses</u> https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjsxcqt Go on this link and find out all about Mary Seacole. Watch the video, read the facts and play the game. After you can write 3 things you have learned about Mary Seacole.	<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
Day 5	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 make inferences based on what is said or done https://classroom.thenational.academy/lessons/to-make-inferences-based-on-what-is-said-or-done-crr36e	To make predictions https://classroom.thenational.academy/lessons/to-make-predictions-68v6ad	Reading and writing the time to o'clock (Part 2) https://classroom.thenational.academy/lessons/reading-and-writing-the-time-to-oclock-part-2-cni6ar	Identifying quarter past and quarter to on an analogue clock https://classroom.thenational.academy/lessons/identifying-quarter-past-and-quarter-to-on-an-analogue-clock-74wke	<u>DT</u> <u>Sensational salads</u> Can you think of a fruit or vegetable name for each letter of the alphabet? You might want to give more than one example for each letter. If you find a letter really difficult you could get some help at: http://www.greatgrubclub.com/a-z-fruit-veg#H For example A- Apple B- Banana C- Carrot	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?

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