

Willow class remote learning initial plan Summer 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 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/what-is-pitch-c8tkat	To listen to a story and answer questions https://classroom.thenational.academy/lessons/what-is-pitch-c8tkat	Naming and ordering the months of the year https://classroom.thenational.academy/lessons/what-is-pitch-c8tkat	Knowing the number of hours in one day https://classroom.thenational.academy/lessons/what-is-pitch-c8tkat	<u>Music</u> What is pitch? https://classroom.thenational.academy/lessons/what-is-pitch-c8tkat	<u>Science</u> <u>The Environment</u> Decide whether these activities are good or bad for the environment. Walking to school Recycling your rubbish Turning off the TV Using both sides of the paper Re-using plastic carrier bags Turning off the tap while brushing your teeth Feeding birds Having hot showers Giving old clothes to charity Making compost Growing vegetables Drinking tap water

			answer-questions-cgtpar	-of-the-year-crwp2d	in-one-day-69k30r		<p>Pouring chemicals down the drain</p> <p>Leaving the lights on</p> <p>Wasting paper</p> <p>Having deep baths</p>
Day 2	<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 story from memory</p> <p>https://classroom.thenational.academy/lessons/tell-a-story-from-memory-c4uk0c</p>	<p>To tell a story from memory</p> <p>https://classroom.thenational.academy/lessons/tell-a-story-from-memory-c4rp2c</p>	<p>Sequencing events in chronological order</p> <p>https://classroom.thenational.academy/lessons/sequencing-events-in-chronological-order-64uk2r</p>	<p>Knowing there are 60 minutes in one hour</p> <p>https://classroom.thenational.academy/lessons/knowing-there-are-60-minutes-in-one-hour-cdj2c</p>	<p><u>Shared Reading</u></p> <p>Read a book to an adult and discuss the story.</p>	<p><u>PE</u></p> <p>Spend at least half an hour doing something physical. This might be dancing, yoga, cycling round your garden, walking up the stairs etc</p>
Day 3	<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 describe a character</p> <p>https://classroom.thenational.academy/lessons/describe-a-character-6wu3cd</p>	<p>To explore the problem from different characters' perspectives</p> <p>https://classroom.thenational.academy/lessons/to-explore-the-problem-from-different-characters-perspectives-68vp6c</p>	<p>Measuring time in minutes and seconds</p> <p>https://classroom.thenational.academy/lessons/measuring-time-in-minutes-and-seconds-68vp6c</p>	<p>Identifying quarter past on an analogue clock</p> <p>https://classroom.thenational.academy/lessons/identifying-quarter-past-on-an-analogue-clock-68rp8e</p>	<p><u>RE</u></p> <p><u>Places of Worship</u></p> <p>Can you think of a place that is special to you? It might be an outside place or inside a building. How do you feel when you're in your special place? (Calm, relaxed, safe, peaceful)</p> <p>Draw a picture of your special place and label it with adjectives, describing how it makes you feel.</p>	<p><u>PSHE</u></p> <p><u>VIPS</u></p> <p>We have been learning all about the very important people in our lives and how we can have happy and respectful relationships with them.</p> <p>Draw an example of you being a good friend at lunchtime, at playtime and in the classroom. Then, write a description of what you think makes someone a good friend.</p>

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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.the-national.academy/lessons/to-use-coordinating-conjunctions-c5k6ac	To use the progressive form of verbs https://classroom.the-national.academy/lessons/to-use-the-progressive-form-of-verbs-60ukgc	Reading and writing the time to o'clock (Part 1) https://classroom.the-national.academy/lessons/reading-and-writing-the-time-to-oclock-part-1-69jk6t	Identifying quarter to on an analogue clock https://classroom.the-national.academy/lessons/identifying-quarter-to-on-an-analogue-clock-74wke	<u>Topic</u> <u>Our School</u> Explain the purpose of an address and model what each line shows using the school address to demonstrate. We are going to make a passport to show information about where we live. We will then add more information and ideas to our passports in our Geography lessons. Include Name Signature Home address School address Draw a picture of yourself	<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.the-national.academy/lessons/to-make-inferences-based-on-what-is-said-or-done-crr36e	To make predictions https://classroom.the-national.academy/lessons/to-make-predictions-68v6ad	Reading and writing the time to o'clock (Part 2) https://classroom.the-national.academy/lessons/reading-and-writing-the-time-to-oclock-part-2-cni6ar	Identifying quarter past and quarter to on an analogue clock https://classroom.the-national.academy/lessons/identifying-quarter-past-and-quarter-to-on-an-analogue	<u>Art</u> <u>Nature Sculptures</u> children make mini models of objects from the natural world. You could use clay, salt dough, papier-mâché or using natural objects you find in your garden or local area. 	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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