## Willow class remote learning plan Spring 1 Week 4

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	Target work	English	English Year	Year 1	Year 2	Founda	ation subjects
1		Year 1	2	maths	maths		
Day 1	Target	To box up	To box up	То	Representin	Music	<u>Science</u>
	work. All	for	for purpose	compare	g and	Exploring	Scientists and
	children	purpose	https://clas	numbers	interpreting	different	<u>Inventors</u>
	have	https://cla	sroom.then	within 100	data using a	ways to	Louis Pasteur
	<u>individual</u>	ssroom.th	ational.acad	on a	pictogram	use the	Louis Pasteur
	targets that	enational.	emy/lesson	number	https://clas	voice	was born in
	you have	academy/l	s/to-box-	line	sroom.then	https://cla	France in 1822.
	already	essons/to-	up-for-	https://cla	ational.acad	ssroom.th	This is almost
	been	box-up-	purpose-	ssroom.th	emy/lesson	enational.	200 years ago!
	informed	<u>for-</u>	<u>65jp4t</u>	enational.	s/representi	academy/l	At school, Louis
	of. Please	purpose-		academy/l	ng-and-	essons/ex	loved learning
	spend 1	<u>71h36d</u>		essons/to-	interpreting	ploring-	about science.
	hour during			compare-	-data-using-	<u>different-</u>	He went to
	the day			numbers-	<u>a-</u>	ways-to-	college to study
	practising			within-	pictogram-	use-the-	science and
	this target.			<u>100-on-a-</u>	<u>64r66c</u>	voice-	maths, and
	This might			<u>number-</u>		<u>6cu34t</u>	when he left

be in 2 half		line-		college he
hour		60wpcd		became a
sessions or				science
3 x 20				professor at the
minute				university. He
sessions, it				and his wife,
is up to you.				Marie, had 5
				children. Sadly,
				three of their
				children died
				from a disease
				called typhoid.
				This made Louis
				want to find out
				more about
				diseases and
				infections so
				that he could
				find a cure, and
				stop other
				people dying
				from illnesses.
				At the time
				Louis was alive,
				people believed
				that germs like
				bacteria just
				appeared out of
				nowhere! They
				knew that
				germs existed,
				but thought that
				they could
				suddenly appear
				on a person,
				making them ill.
				Louis carried
				out some
				experiments to
				prove that
				germs are living
				things that can
				spread between
				objects and
				people, through
				touch or
				through the air.
				tinough the air.

	1	1	T	1	<b>T</b>	1	
							He used a
							microscope to
							see tiny mould
							germs living on
							food, and to see
							germs that
							cause diseases.
							His experiments
							convinced
							people that
							germs do spread
							diseases, and do
							not just appear.
							Place both
							hands into a
							bowl of eco-
							friendly glitter.
							Imagine that the
							pieces of eco-
							friendly glitter
							are germs.
							Where could
							the germs have
							been picked up
							from? How
							quickly do they
							spread? Design
							a poster
							encouraging
							people to wash
							their hands.
				_		61 '	
Day 2	Target	To explore	To explore	То	Representin	<u>Shared</u>	<u>PE</u>
	work. All	how	how writers	compare	g and	<u>Reading</u>	Spend at least
	children	writers	create	numbers	interpreting	Read a	half an hour
	have	create	openings	within 100	data on a	book to an	doing
	individual	vivid	that hook	on a place	block	adult and	something
	targets that you have	descriptio	https://clas sroom.then	value chart	diagram and a table	discuss the story.	physical. This might be
	already	n https://cla	ational.acad	https://cla	https://clas	LITE STOLY.	dancing, yoga,
	been	ssroom.th	emy/lesson	ssroom.th	sroom.then		cycling round
	informed	enational.	<u>s/to-</u>	enational.	ational.acad		your garden,
	of. Please	academy/l	explore-	academy/l	emy/lesson		walking up the
	spend 1	essons/to-	how-	essons/to-	s/representi		stairs etc
	hour during	explore-	writers-	compare-	ng-and-		
	the day	how-	create-	numbers-	interpreting		
	practising	writers-	openings-	within-	-data-on-a-		
	<u>.                                    </u>	. —				1	1

	this target. This might be in 2 half hour sessions or 3 x 20 minute sessions, it is up to you.	create- vivid- descriptio n-6nh34e	that-hook- 70rp8t	100-on-a- place- value- chart- 6mrp6r	block- diagram- and-a-table- cmt36d		
Day 3	Target work. All children have individual targets 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 write a story using vivid descriptio n https://classroom.th enational.academy/lessons/to-write-a-story-using-vivid-description-cdj30r	To write an opening that hooks (setting focus) https://clas sroom.then ational.acad emy/lesson s/to-write-an-opening-that-hooks-setting-focus-65k30r	To order numbers within 100 (Part 1) https://classroom.thenational.academy/lessons/to-order-numbers-within-100-part-1-65jkat	Representin g data in a tally chart and pictogram https://classroom.then ational.acad emy/lessons/representing-data-in-a-tally-chart-and-pictogram-cmwk6r	RE Beginnings and Endings Christians mark the beginning of their journey of faith with a Baptism. Tell the story of Jesus' baptism. Watch; <a href="https://www.bbc.co">https://www.bbc.co</a> uk/bitesiz e/clips/zm 87tfr Watch; <a href="https://www.bbc.co">https://www.bbc.co</a> uk/bitesiz e/clips/zm 87tfr Watch; <a href="https://www.bbc.co">https://www.bbc.co</a> uk/bitesiz e/clips/zr3 4wmn A baptism is a special event for a Christian. Often, people give gifts to help people	PSHE One World Explain that throughout the world, people live in many different environments and that they adapt their way of life to suit these environments. Highlight the importance of finding out about how other people live in different places and how this can help us understand people better. explain that although people live in a range of different environments around the world, all people have basic needs which must be met. Highlight the importance of us all doing

	1	1	T	T	T		
						celebrate	what we can to
						and	help meet the
						remember	needs of others,
						this	those who live
						special	close by and if
						time.	possible those
						These gifts	who live in
						might be a	different
						Bible, a	countries.
						prayer	During a
						book, a	moment of
						photo	quiet, ask the
						frame or a	children to think
						piece of	of as many
						jewellery.	ways as they
						What gift	can that they
						would you	can help look
						give	after others.
						someone	
						who has	
						just been	
						baptised?	
						What kind	
						of gift	
						might be	
						useful?	
Day 4	Target	To write a	To write an	To order	Representin	Topic	<u>PE</u>
	work. All	story	opening	numbers	g data in a		Spend at least
	children	using vivid	that hooks	within 100	tally chart	Let's go to	half an hour
	have	descriptio	(action	(Part 2)	and block	China	doing
	individual	n (Part 1)	focus)	https://cla	diagram	Watch this	something
	targets that	https://cla	https://clas	ssroom.th	https://clas	video	physical. This
	you have	ssroom.th	sroom.then	enational.	sroom.then	https://w	might be doing
	already	enational.	ational.acad	academy/l	ational.acad	ww.bbc.co	a Joe Wicks
	been	academy/l	emy/lesson	essons/to-	emy/lesson	.uk/bitesiz	exercise, just
	informed	essons/to-	s/to-write-	order-	s/representi	e/clips/z8	Dance, an
	of. Please	write-a-	an-opening-	numbers-	ng-data-in-	2fgk7	aerobics film
	spend 1	story-	that-hooks-	within-	a-tally-	Discuss	etc
	hour during	using-	action-	100-part-	chart-and-	and write	
	the day	vivid-	focus-	2-6nk64d	block-	about all	
	practising	descriptio	61j68e	2 OTROGU	diagram-	the	
	I -		<u>01]006</u>			similarities	
	this target.	n-part-1-			<u>6ru34e</u>		
	This might	<u>60tk2c</u>				and	
	be in 2 half					difference	
	hour					s between	
	sessions or					schools in	
	3 x 20						

	minute					England	
	sessions, it					and China.	
	is up to you.					and cinna.	
Day 5	Target	To write a	To write an	To identify	Interpreting	DT	Golden Time
24,5	work. All	story	opening	patterns	data from	Our Fabric	Choose what
	children	using vivid	that hooks	within a	scaled	Faces	you would like
	have	descriptio	(character	sequence	pictograms	Children	to do!
	individual	n (Part 2)	focus)	of	and block	use	
	targets that	https://cla	https://clas	numbers	diagrams	mirrors to	Reflect on your
	you have	ssroom.th	sroom.then	https://cla	https://clas	carefully	remote
	already	enational.	ational.acad	ssroom.th	sroom.then	look at	learning. What
	been	academy/l	emy/lesson	enational.	ational.acad	their face	are you
	informed	essons/to-	s/to-write-	academy/l	emy/lesson	shape	proudest of?
	of. Please	write-a-	an-opening-	essons/to-	s/interpreti	then, re-	Which 3
	spend 1	story-	that-hooks-	identify-	ng-data-	create the	activities are
	hour during	using-	character-	patterns-	<u>from-</u>	shape on	you going to
	the day	<u>vivid-</u>	focus-	within-a-	scaled-	to paper.	share with Miss
	practising	<u>descriptio</u>	<u>6cup6e</u>	sequence-	<u>pictograms-</u>	Encourage	Whiskin?
	this target.	n-part-2-		of-	and-block-	children to	
	This might	<u>6cu64e</u>		<u>numbers-</u>	<u>diagrams-</u>	have a few	
	be in 2 half			<u>65h34r</u>	c9h3gc	tries until	
	hour					they are	
	sessions or					happy	
	3 x 20					with their	
	minute					final	
	sessions, it					shape.	
	is up to you.					Children	
						need to	
						make their	
						face shape fill the	
						10cm x	
						10cm	
						piece of	
						paper(this	
						will be	
						their	
						template).	
						Children	
						will	
						then cut	
						around	
						the	
						template	
						for their	
						face	
						shape.	

			Children	
			can safety	
			pin the	
			template	
			to the	
			fabric but	
			may need	
			an adult to	
			cut it out	
			for them.	
			This is the	
			first step	
			done of	
			your fabric	
			face!	