

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 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	To box up for purpose https://classroom.thenational.academy/lessons/to-box-up-for-purpose-71h36d	To box up for purpose https://classroom.thenational.academy/lessons/to-box-up-for-purpose-65ip4t	To compare numbers within 100 on a number line https://classroom.thenational.academy/lessons/to-compare-numbers-within-100-on-a-number-	Representing and interpreting data using a pictogram https://classroom.thenational.academy/lessons/representing-and-interpreting-data-using-a-pictogram-64r66c	<u>Music</u> Exploring different ways to use the voice https://classroom.thenational.academy/lessons/exploring-different-ways-to-use-the-voice-6cu34t	<u>Science</u> <u>Scientists and Inventors</u> Louis Pasteur Louis Pasteur was born in France in 1822. This is almost 200 years ago! At school, Louis loved learning about science. He went to college to study science and maths, and when he left

	<p>be in 2 half hour sessions or 3 x 20 minute sessions, it is up to you.</p>			<p>line-60wpcd</p>		<p>college he became a science professor at the university. He and his wife, 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.</p>
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							<p>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.</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</p>	<p>To explore how writers create vivid description https://classroom.thenational.academy/lessons/to-explore-how-writers-</p>	<p>To explore how writers create openings that hook https://classroom.thenational.academy/lessons/to-explore-how-writers-create-openings-</p>	<p>To compare numbers within 100 on a place value chart https://classroom.thenational.academy/lessons/to-compare-numbers-within-</p>	<p>Representing and interpreting data on a block diagram and a table https://classroom.thenational.academy/lessons/representing-and-interpreting-data-on-a-</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>this target. This might be in 2 half hour sessions or 3 x 20 minute sessions, it is up to you.</p>	<p>create-vivid-description-6nh34e</p>	<p>that-hook-70rp8t</p>	<p>100-on-a-place-value-chart-6mrp6r</p>	<p>block-diagram-and-a-table-cmt36d</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 write a story using vivid description https://classroom.thenational.academy/lessons/to-write-a-story-using-vivid-description-cdj30r</p>	<p>To write an opening that hooks (setting focus) https://classroom.thenational.academy/lessons/to-write-an-opening-that-hooks-setting-focus-65k30r</p>	<p>To order numbers within 100 (Part 1) https://classroom.thenational.academy/lessons/to-order-numbers-within-100-part-1-65jkat</p>	<p>Representing data in a tally chart and pictogram https://classroom.thenational.academy/lessons/representing-data-in-a-tally-chart-and-pictogram-cmwk6r</p>	<p><u>RE</u> <u>Beginnings and Endings</u> Christians mark the beginning of their journey of faith with a Baptism. Tell the story of Jesus' baptism. Watch; https://www.bbc.co.uk/bitesize/clips/zm87tfr Watch; https://www.bbc.co.uk/bitesize/clips/zr34wmn A baptism is a special event for a Christian. Often, people give gifts to help people</p>	<p><u>PSHE</u> <u>One World</u> 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</p>

						<p>celebrate and remember this special time. These gifts might be a Bible, a prayer book, a photo frame or a piece of jewellery. What gift would you give someone who has just been baptised? What kind of gift might be useful?</p>	<p>what we can to help meet the needs of others, those who live close by and if possible those who live in different countries. During a moment of quiet, ask the children to think of as many ways as they can that they can help look after others.</p>
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</p>	<p>To write a story using vivid description (Part 1) https://classroom.thenational.academy/lessons/to-write-a-story-using-vivid-description-part-1-60tk2c</p>	<p>To write an opening that hooks (action focus) https://classroom.thenational.academy/lessons/to-write-an-opening-that-hooks-action-focus-61j68e</p>	<p>To order numbers within 100 (Part 2) https://classroom.thenational.academy/lessons/to-order-numbers-within-100-part-2-6nk64d</p>	<p>Representing data in a tally chart and block diagram https://classroom.thenational.academy/lessons/representing-data-in-a-tally-chart-and-block-diagram-6ru34e</p>	<p><u>Topic</u> <u>Let's go to China</u> Watch this video https://www.bbc.com/uk/bitesize/clips/z82fgk7 Discuss and write about all the similarities and differences between schools in</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>

	minute sessions, it is up to you.					England and China.	
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 write a story using vivid description (Part 2) https://classroom.thenational.academy/lessons/to-write-a-story-using-vivid-description-part-2-6cu64e	To write an opening that hooks (character focus) https://classroom.thenational.academy/lessons/to-write-an-opening-that-hooks-character-focus-6cup6e	To identify patterns within a sequence of numbers https://classroom.thenational.academy/lessons/to-identify-patterns-within-a-sequence-of-numbers-65h34r	Interpreting data from scaled pictograms and block diagrams https://classroom.thenational.academy/lessons/interpreting-data-from-scaled-pictograms-and-block-diagrams-c9h3gc	<u>DT</u> <u>Our Fabric Faces</u> Children use mirrors to carefully look at their face shape then, recreate the shape on to paper. Encourage children to have a few tries until they are happy with their final shape. 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.	<u>Golden Time</u> 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>Children can safely 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!</p>	
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