

LEONARD STANLEY C.E. (AIDED) PRIMARY SCHOOL



Leonard Stanley C of E Primary School Remote Teaching & Home-Learning Approach

Title: Remote Teaching & Home-Learning Approach

Person(s) who created document: Mr A Green

Date reviewed: 01/2021

Date for next review: 01/2023

Remote Education

The temporary continuity direction makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be

contrary to government guidance or law around coronavirus (COVID-19). The Direction requires schools to have regard to this guidance.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and

time for pupils to complete tasks and assignments independently. At Leonard Stanley Primary, The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children

- Key Stage 2: 4 hours a day

If parents feel the school is not providing remote education of a suitable quantity and quality, they are encouraged to raise their concerns with the teacher or head-teacher.

In developing our remote education, we expect staff to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.
- Use our digital platform (Zoom or MS Classroom) for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback

NB We have overcome barriers to digital access for pupils by:

- distributing school-owned laptops accompanied by a user agreement / contract
- securing data sims for mobile devices to allow for extra data usage
- providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication including emails and group Zoom meetings to keep pupils on track or answer questions about work.

We have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern; this may involve phone-calls from the teacher or head-teacher or emails to the parent from the teacher or head-teacher.

- The head-teacher (in the absence of the Computing Subject Leader) has been identified as the named senior leader with overarching responsibility for the quality and delivery of remote education, including that the provision meets expectations for remote education

The school has aimed to:

- set meaningful and ambitious work each day in an appropriate range of subjects (see egs in Appendix 1)
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This includes both recorded and live direct teaching time and time for pupils to complete tasks and assignments independently, and is as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

Online video lessons are delivered daily on Zoom for 30 to 40 mins by teaching staff at the

School and these are supplemented and supported via Oak National Academy lessons, White Rose Maths lessons and BBC Educational Lessons.

The teachers are expected to:

- provide frequent, clear explanations of new content through high-quality curriculum resources or via Zoom
- provide weekly opportunities for interactivity, including questioning, eliciting and reflective discussion
- provide scaffolded practice and opportunities to apply new knowledge enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
- use assessment e.g. weekly spelling tests to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge

Special Educational Needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The staff at Leonard Stanley Primary School are working collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, the SENCo and teachers are working collaboratively with parents to ensure that provision (in as much as is practical) is still appropriate to the needs of the pupil (subject to the limitations imposed by the lockdown).

Vulnerable children

Where individuals who are self-isolating are vulnerable, the school has put systems in place to keep in contact with them. The families receive a weekly welfare call from the FSW and staff monitor pupils' attendance on Zoom meetings. The head-teacher or staff member follows this up with a welfare call / check.

The school has found places on-site for all pupils currently deemed vulnerable. If a vulnerable child is asked to self-isolate, we have procedures in place to check if they are able to access remote education support and to support them to access it (as far as possible) and to regularly check if they are doing so.

Delivering Remote Education Safely

Keeping children safe online is essential. The statutory guidance keeping children safe in

education provides schools and colleges with information on what they should be doing to protect their pupils online.

The school website is our platform to provide parental support on delivering online remote education safely. We use the website to signpost resources available from:

- safe remote learning, published by SWGfL
- online safety and safeguarding, published by LGfL, which covers safe remote learning
- the National Cyber Security Centre

- safeguarding and remote education during coronavirus (COVID-19)
- annex C of keeping children safe in education

Appendix 1

Examples of weekly planning from KS1 and KS2:



Dear Parents / Carers,

Well done everybody! What an amazing week of learning, both in school and at home. We have especially liked reading and hearing your fabulous raps to conclude the work on performance poetry. We have just about made it to half-term, only one more week to go, you should all be very proud of yourselves!

As always, the timetable is below, with some links to online lessons, the other documents referenced are available on the Year 3 Remote Learning page on the school website.

I enjoyed guessing favourite books and characters on Zoom today. It is a reminder of how important reading for pleasure at home is. Please encourage the children to carry on reading and if possible, listen them read aloud occasionally, and also read to them. I have included the details for logging onto the Epic website and app. This really is a fabulous resource with lots of colourful and interactive books, and also some audio books.

Should you require any help or assistance please do not hesitate to contact us.

khughes@leonardstanley.gloucs.sch.uk
kexell@leonardstanley.gloucs.sch.uk

Well done again everyone, and let's support each other though this final week of term before you can all enjoy a well deserved rest.

Kate Hughes and Kristy Exell

English - Our work this week is based on a short film called Marshmallows.

Spelling: This week we look at words which use 'y' for short /i/

<p>Monday Lesson 1</p>	<p>This week our English work is going to be about the short film Marshmallows. Start by clicking the link below to watch the film. https://vimeo.com/36998452</p> <p>Then cut out the pictures and put them in the correct order they appear in the film (if you don't have them printed you can order them by writing the number in the sequence they appear.) It may help you to watch the film again and pause it as you need to.</p> <p>Next use the sequence of pictures to help you complete the story mapping</p>
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worksheet for the film. You will have had lots of practice at completing these before, they may have been called story mountains. The worksheet will guide you to identify the beginning, the build-up, the problem, the resolution and the ending.

Spelling – Watch the short video and then try the quiz. Read through your spelling list for the week. Practise: <https://spellingframe.co.uk/spelling-rule/9/2-The-I-sound-spelt-y-elsewhere-than-at-the-end-of-words>

Tuesday
Lesson 2

Work your way through the Powerpoint about expanded noun phrases.

Then complete the worksheet to build up some expanded noun phrases to describe the setting in the Marshmallows film. On the website are two word mats you may find useful. One has descriptive words for settings. The other has fronted adverbials which you can use for prepositional phrases.

Spelling – Choose an activity from the Spelling Menu to help you learn the spelling list.

Guided reading – Read Chapter 21 of Mystery of the Egyptian Scroll and answer the questions about it.

Wednesday
Lesson 3

Today you are going to start writing a narrative/story about the film Marshmallow. Use your story map you wrote on Monday and the expanded noun phrases you wrote yesterday to write a really powerful opening/beginning to set the scene for the film.

Things to include about your story setting...		✓
a name for the place		
details to make the place believable		
descriptions of:		
• the weather		
• the time of day		
• what can be seen		
• what can be heard		
• what can be felt		
adjectives build up an atmosphere and allow the reader to picture the setting in their head		

Spelling- Complete the Be the Teacher worksheet. Check you know the spelling of each word this week.

Guided reading – Read Chapter 22 of Mystery of the Egyptian Scroll and answer the questions about it.

Thursday Lesson 4	<p>Today you are going to continue writing your story based on the film Marshmallow. Use your story map and watch the film again if it helps you. Now write the build-up and problem. Remember to be descriptive, try to make the reader feel as though they are there experiencing what is happening. How do you think the boy is feeling? Really work to capture those feelings in your writing.</p> <p><u>Guided reading</u> – Read Chapter 23 of Mystery of the Egyptian Scroll and answer the questions about it.</p>
Friday Lesson 5	<p>Today you are writing the resolution and the ending to your story. How do you think the boy felt to finally escape? How do you think the dragon felt when he didn't actually get to eat the marshmallow?</p> <p>If you have finished your story, read it aloud to make sure it makes sense and then use a different coloured pen to edit it. Check for spelling, punctuation and grammar. Have you used the most exciting and ambitious vocabulary you can or are there words you can improve?</p> <p><u>Guided reading</u> – Read Chapter 24, the final chapter, of Mystery of the Egyptian Scroll and then complete the Book Review worksheet about the book.</p>

Maths

This week we are beginning a new unit of learning all about measuring. You will need a ruler and possibly a tape measure if you have one.

Monday Lesson 1	<p><u>Quick Maths – Monday</u></p> <p><u>Measure Length</u> – look carefully at your ruler, make sure it is showing cm and mm. Remember each cm is the same as 10mm. https://vimeo.com/503131096 Worksheet – Measure Length</p>
<u>Tuesday</u> <u>Lesson 2</u>	<p><u>Quick Maths – Tuesday</u></p> <p><u>Measure length (m)</u> Today we are looking at measuring in metres. Maybe measure 1m (100cm) on the floor to see how long it is. https://vimeo.com/504466031 Worksheet – Measure Length (m)</p>
Wednesday Lesson 3	<p><u>Quick Maths – Wednesday</u></p> <p><u>Equivalent lengths (m and cm)</u> Each metre (m) is divided up into 100cm. When we measure, we use metres and cm. If you have a tape measure try to find the marks for 1m, 2m, 3m etc and look for the small marks within each m which show cm. https://vimeo.com/504467081 Worksheet – Equivalent lengths (m and cm)</p>
Thursday	<p><u>Quick Maths – Thursday</u></p>

Lesson 4	<p><u>Equivalent Lengths (cm and mm)</u> Go back to your ruler today. Find each cm mark and count along. Then look at the small marks within each cm these are mm. There are 10mm in every cm. We can measure accurately by combining cm and mm.</p> <p>https://vimeo.com/504918866</p> <p>Worksheet – Equivalent lengths (cm and mm)</p>
Friday Lesson 5	<p><u>Quick Maths – Friday</u></p> <p><u>Measuring length Challenge Cards</u></p> <p>The challenge cards have lots of fun activities to do to practise length and measuring. Choose an activity or two to have a go at.</p>

Topic / Science / RE

Monday Lesson 1 RE and PE	<p><u>R.E. Judaism</u></p> <p>After Moses had led the people out of Egypt, escaping the Pharaoh, God gave Moses the Ten Commandments. These were the rules that God wanted the people to live their lives by every day.</p> <p>You are going to create your own set of Ten Commandments, rules that you think are important for people to follow every day.</p> <p>You might want to think about the following:</p> <ul style="list-style-type: none"> • How should you treat others? • What should you be grateful for? • What should you always try to do every day? • What rules should people follow so that the world is a better place? <p>Here is some vocabulary which might help you:</p> <table border="1" data-bbox="240 1279 1469 1397"> <tr> <td>grateful</td> <td>happy</td> <td>generous</td> <td>kindness</td> </tr> <tr> <td>not jealous</td> <td>appreciate others</td> <td>respect</td> <td>tolerance</td> </tr> <tr> <td>obey rules</td> <td>listen</td> <td>understanding</td> <td>not prejudiced</td> </tr> </table> <p>You might want to start each commandment with:</p> <ul style="list-style-type: none"> • Always/Never • You should/should not • Every day <p>You can write your Ten Commandments on paper, create a poster with pictures or record them on stone tablets, like God would have given to Moses. (a template is available on the website)</p> <p><u>P.E.</u></p> <p>Before Christmas we were building skills and techniques needed for the game of Netball. Today I have included 3 videos which introduce drills and games to improve footwork and agility; important skills when playing netball. Try them all or choose your favourite.</p> <p>https://youtu.be/lfra8pSPEhE</p> <p>https://youtu.be/cUy-nGjLWQM</p> <p>https://youtu.be/IaNjXnB-79U</p>	grateful	happy	generous	kindness	not jealous	appreciate others	respect	tolerance	obey rules	listen	understanding	not prejudiced
grateful	happy	generous	kindness										
not jealous	appreciate others	respect	tolerance										
obey rules	listen	understanding	not prejudiced										

<p>Tuesday History</p>	<p><u>History</u> Today you are going to carry out some research to find out more about what life was like in Ancient Egypt. Start by watching the Powerpoint for today which will suggest questions you could ask when reading and researching.</p> <p>After looking at the Powerpoint you are going to research either clothing, food and drink or leisure activities in Ancient Egypt. To get you started there is an information sheet about food and a Powerpoint about fashion on the Year 3 remote learning page of the school website. There are two links below about leisure activities.</p> <p>https://www.historyforkids.net/ancient-egyptian-sports-and-pastimes.html https://www.ducksters.com/history/ancient_egypt/entertainment_and_games.php</p> <p>You could find out further information from books (if you have some at home), an internet search or maybe having a look at the Epic reading website which has some relevant books.</p> <p>Once you have found out your information I would like you to present it in a creative way. You could design an Ancient Egyptian outfit, make some food and take photographs, design or make a game, make a poster or film yourself presenting the information, it is entirely up to you! Have fun and put what you have learnt into practice!</p>
<p>Wednes day Science Class worship</p>	<p><u>Science</u> It is your final lesson about Light and Dark. Before you watch this video make sure you have some cardboard, paper, scissors, glue/tape and pens with you. You are going to learn how to make a shadow theatre.</p> <p>https://classroom.thenational.academy/lessons/how-can-you-change-the-size-of-a-shadow-6cv66r?activity=video&step=2&view=1</p> <p>If you would like to have a go at another shadow activity, try making your own shadow hand puppets, there is a worksheet which shows you how to do this on the Year 3 remote learning page on the school website.</p> <p><u>Class worship</u> Please find below a link and password to the iSing Pop class worship website. https://vimeo.com/showcase/7906350 PASSWORD: spring</p> <p>Then open and watch the following session; EP4 CW Spring 1</p>
<p>Thursda y Art</p>	<p><u>Art</u> When someone died in Ancient Egypt their body was preserved by being mummified. They believed this gave their soul somewhere to return to after death. Death masks were created to help guard a dead person from evil spirits in the afterlife. For the richest and most important Egyptians the death mask would have been made of gold.</p> <p>Today you are going to design an Egyptian death mask. Use the template to design your own. Some examples are below;</p>



Extension activity – during half term, if you have materials at home, try making your own Ancient Egyptian inspired death mask. You could create the shape by cutting it out of cardboard and then painting it, or you could use papier mache or clay to make a 3D one which you then paint.

Friday
PE and
Music

PE:

You are going to carry on with your gymnastics and sequences. Watch this video and download the activity card from the school remote learning webpage to create your own sequence.

<https://www.youtube.com/watch?v=sIElQTPVc3Q&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=15&t=0s>

Music

Click on the link below to watch the second lesson on Rhythm and Pulse, this lesson is about basic notation.

<https://classroom.thenational.academy/lessons/understanding-basic-notation-6rrkcr>

Alongside this, please make sure that your child continues to read, learn their spellings and practices their times tables.



Dear Y5 Parents / Carers,

Nearly half term!!! Please find below the links for your child's home learning for week commencing 08/02/2021. Year 5 children are expected to do around 4 hours of home learning each day. Most sheets and powerpoints needed, also on the school website – Y5 home learning sections – week by week. I would also encourage you to do at least half an hour of exercise each day- this could be Joe Wicks's PE lessons, Go Noodle, Just Dance (Youtube) or a walk or bike ride. New **ATLAS**, **FGR** and **CRICKET** links below, if you fancy something new. If you fancy more of a relax, follow the link to a YOGA session:

https://www.youtube.com/playlist?list=PL77qxbaWTaf_9ehgYVAMksa_t_E4QKUQF

We also have access to ISING POP collective worships, so if you click on the link, it will run for you. They are private so the password is [spring] – type in when prompted! New each week -

<https://vimeo.com/487171013/2b85542e6d>

We are now looking to build up samples of work from the children to show that everyone is engaging at home, so I'd love to see one piece of Maths, one English and one other from the week's set work. You can scan/ photo it over to me, and I will collect accordingly. Again, if you require any further information or clarification regarding the work, then please email me using the class email address.

ababbage@leonardstanley.gloucs.sch.uk

I will still be sending you an invitation to a zoom meeting 5 days a week, via Y5 email group, so that I can keep in contact with your child and the children can see/talk to each other. Start time still 1:30.

Monday	Weekend catch-up (who did anything fab!); Week ahead; spelling chat.
Tuesday	HAT DAY (if you wish!); Go over reading Comprehension together – answers ready!!
Wednesday	Maths practice together – white boards or paper at the ready!!
Thursday	Read “Short” story to group ; Draw with Rob Gallery (look at weekly picture – 36 Toucan) http://www.robbiddulph.com/draw-with-rob ; Scavenger hunt fun
Friday	FANCY DRESS FRIDAY – optional; Spelling test (paper/ pencil/etc); Week review – fave, etc

English

The focus in English this week - Persuasive writing. Keep following the videos, pausing and complete activities as you go: (Copy links or click below)

Monday Lesson 1	Developing vocabulary: https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-trying-hard-part-2-6mvk6c
Tuesday Lesson 2	Writing a letter opening: https://classroom.thenational.academy/lessons/to-write-the-opening-to-a-persuasive-letter-6hjkct
Wednesday Lesson 3	Writing the first paragraph: https://classroom.thenational.academy/lessons/to-write-the-first-paragraph-of-a-persuasive-letter-6gwpac
Thursday Lesson 4	Writing the second paragraph: https://classroom.thenational.academy/lessons/to-write-the-second-paragraph-of-a-persuasive-letter-60r66d
Friday Lesson 5	Writing the closing paragraph: https://classroom.thenational.academy/lessons/to-write-the-closing-paragraph-of-a-persuasive-letter-6crpac

Maths

Below are the daily mental maths sheets the children in Y5 did every morning during registration – they are all on the website. They have 3 minutes to complete as many as possible – answers attached. If they get 5 days all right in a row – they can go up a sheet/colour! All on website too.

YELLOW	Y5 11-1-21 Morning 3 Minute Maths Sheets Yellow Plus Answers
GREEN	Y5 11-1-21 Morning 3 Minute Maths Sheets Green Plus Answers
BLUE	Y5 11-1-21 Morning 3 Minute Maths Sheets Blue Plus Answers

Use this link for maths this week: Week 5 - More Fractions – watch video, complete activities (as far as comfortable) and review answers – marking answers really important, as you may be able to understand a method / question that you didn't quite understand!!

Monday Lesson 1	<p>Adding Fractions: 2 VIDEOS!! Inc activity!!</p> <ul style="list-style-type: none"> • https://vimeo.com/505801286 and https://vimeo.com/507460650 • https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO10-Add-fractions-2019.pdf • https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS10-Add-fractions-2019.pdf • https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-5-Spring-B2-S10-Add-fractions.pdf
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Tuesday Lesson 2	<p>Adding Mixed Numbers:</p> <ul style="list-style-type: none"> • https://vimeo.com/507550069 • https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO11-Add-mixed-numbers-2019.pdf • https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS11-Add-mixed-numbers-2019.pdf • https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-5-Spring-B2-S11-Add-mixed-numbers.pdf
Wednesday Lesson 3	<p>Subtract fractions:</p> <ul style="list-style-type: none"> • https://vimeo.com/507661410 • https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO12-Subtract-fractions-2019.pdf • https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS12-Subtract-fractions-2019.pdf • https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-5-Spring-B2-S12-Subtract-fractions.pdf
Thursday Lesson 4	<p>Subtracting Mixed Numbers:</p> <ul style="list-style-type: none"> • https://classroom.thenational.academy/lessons/add-and-subtract-fractions-with-a-common-denominator-improper-fractions-6cw62d?step=2&activity=video Watch the first part – some bits for tomorrow too!! Will do in Zoom Wednesday!! • https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Spring-Block-2-WO13-Subtract-mixed-numbers-2019.pdf • https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS13-Subtract-mixed-numbers-2019.pdf • https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-5-Spring-B2-S13-Subtract-mixed-numbers.pdf
Friday Lesson 5	<p>Breaking Mixed numbers:</p> <ul style="list-style-type: none"> • Review yesterday's video link. • https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO14-Subtract-breaking-the-whole-2019.pdf • https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS14-Subtract-breaking-the-whole-2019.pdf • https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-5-Spring-B2-S14-Subtraction-breaking-the-whole.pdf • Arithmetic test 5: https://www.leonardstanley.gloucs.sch.uk/wp-content/uploads/2021/02/Y5-8-2-21-Arithmetic-Full-Test-5.pdf [answers included – look at corrections!]

Topic / Science / RE

Monday	<p>Geography: What is the Taiga?: https://classroom.thenational.academy/lessons/what-is-the-taiga-69k68c</p> <p>Science: Electricity – what happens when we change circuits?: https://classroom.thenational.academy/lessons/what-happens-in-a-circuit-when-we-change-the-components-60wp2r</p>
Tuesday	<p>Computing: Coding and debugging: https://studio.code.org/s/course2 [complete lesson 7: Artist Loops 1-16]</p> <p>Reading Comprehension: Answer questions on emailed sheet – to answer in Tues Zoom together.</p> <p>PE: (if in school): wear kit – if at home – be active, go outside!! (See ATLAS below)</p>

Wednesday	<p>History: Ancient Greek Daily Life: https://www.leonardstanley.gloucs.sch.uk/wp-content/uploads/2021/02/Y5-8-2-21-Who-were-the-Ancient-Greeks-Slide-5.pdf https://www.leonardstanley.gloucs.sch.uk/wp-content/uploads/2021/02/Y5-8-2-21-Who-were-the-Ancient-Greeks-Work-5.pdf</p>
Thursday	<p>RE: Kosher foods in Judaism: https://www.leonardstanley.gloucs.sch.uk/wp-content/uploads/2021/02/Y5-8-2-21-WALT-Know-What-Jewish-People-Believe-About-God-and-How-This-Shapes-Their-Lives.pdf https://www.leonardstanley.gloucs.sch.uk/wp-content/uploads/2021/02/Y5-8-2-21-Kosher-Food-Information-Powerpoint.pdf</p> <p>Music: Duration – To understand Polyrythms: https://classroom.thenational.academy/lessons/to-understand-polyrhythms-6rv64t</p>
Friday	<p>Art: Drawing people – Lesson6 Ppt Making Paper clothes – You can design a brand new outfit for any purpose – fashion, sport (footy kit!?), casual, space inspired – anything your imagination can do!!! https://www.leonardstanley.gloucs.sch.uk/wp-content/uploads/2021/02/Y5-8-2-21-Lesson-Presentation-Making-Paper-Clothes.pdf Also have fun any time with “Draw with Rob” website – 36 - Toucan http://www.robbiddulph.com/draw-with-rob</p> <p>PE: (if in school): wear kit – if at home – be active, go outside!! (see links below)</p>

GROUP 1 SPELLINGS – ALSO DO LCWCh each day, wordsearch and a few days of handwriting to help learn! KEY WORDS TEST!!

Alongside this, please make sure that your child continues to read, learn their spellings and practises their times tables (good sight = <https://www.topmarks.co.uk/maths-games/hit-the-button>)

PLUS -Times Tables Rockstars (<https://play.ttrockstars.com/auth/school/student/15764>) still there!

YOUNG VOICES also have a website, and live lessons – follow the link if you fancy a sing - <https://www.youtube.com/playlist?list=PLFTI8WEjeyzLq8NbSzUVFqWabGiEP3YuP>

ATLAS SPORTS also have a fab **YOU TUBE** site with activities you can join in with – follow the link below: https://www.youtube.com/channel/UCDzRR5xXnJgw_V5klyiN3vQ

Also got a link to **Glos Cricket Board** – live sessions/ drills, and live lessons: <https://www.chancetoshine.org/live-catch-up>

FGR have also sent a link to core exercises you can try at home, follow link: <https://we.tl/t-53liWxnuc0>

<i>attached</i>
<i>develop</i>
<i>correspond</i>
<i>familiar</i>
<i>interrupt</i>
<i>occupy</i>
<i>recommend</i>
<i>symbol</i>

Don't stop there lots more you can access and explore for yourselves – have fun!!
 Many thanks for getting to HALF TERM, keep happy and safe!
 Mr B

WC: 11/1/2021



Note from your teacher....

Hello everyone,
 This is all your learning for the week. Try your best but if there are any problems, then just let me know.
 Don't forget zoom calls every day at 10.30am (I will send out links). You may need your whiteboards on some days.

Missing you all lots!
 Keep safe.

From
 Mrs Bullingham & Mrs Jackson

Key spellings
 love has said says put some come so no go

If you or your parents would like to show us some of the great things you've been doing email:

claus11b@leopardstanley.dla.ac.uk

Look at the school website for more home learning ideas if you need.

Year One Home Learning Activities

	Reading Activity	Spelling or Phonics Activity	English Activity	Maths Activity	Other Curriculum Activity
Monday	Word Stop! Ask a grown up to read a story. Follow the words with your finger as they read but be careful as the grown up may stop and then you have to read the word.	Practice Spellings Look - read the spelling Copy - copy out the spelling Cover - cover it up and write. Check - were you right?	Bob The Bubble who wanted to be useful Read/listen to the story. Fill in the bubble questions on p.5.	2D Shape Watch Numberblocks 1st and 2nd on BBC player: https://www.bbc.co.uk/1/ontv/2020/10/numberblocks-1st-2nd Complete: https://www.bbc.co.uk/1/ontv/2020/10/numberblocks-1st-2nd	Science-Weather - Write a list of the days of the week. Every day can you record what the weather was like. Can you say what clothes would be right for the weather?
Tuesday	Read your home reading book. (More books available on Oxford Owl if needed) www.oxfordowl.co.uk	Phonics Look at the sound 'oy' (toy for a boy) Can you write a sentence using oy words, e.g. joy, enjoy, toy, employ.	Bob The Bubble who wanted to be useful Read/listen to the story again if you want. P.7. Who said what?	2D Shape Use the 2D word sheet to help fill in the Name the 2D shape sheet. How many sides has each shape got? Are they straight or curved?	RE - Our value is Thankfulness. Can you design a thank you card for someone? Tell them why you are saying thank you. Maybe you can post your card?
Wednesday	Half and Half Reading! Share a book with a family member. They read one page and you read one page.	Phonics Look at the sound 'c'. Write a list of words with hard c sound e.g. cat, car, cap, arc. Write a list of words with soft c (ç) sound e.g. ice, city, race.	Bob The Bubble who wanted to be useful P.8 Quiz Time Answer <u>some/all</u> of the questions in sentences. You could use your lined exercise book.	3D shape Watch The 3D shape song https://www.bbc.co.uk/1/ontv/2020/10/numberblocks-3d-shape Complete Match 3D shape sheet	History - Who is in your family? Write a list (e.g. siblings, parents, grandparents etc) Who is the oldest/youngest?
Thursday	Read your home reading book. (More books available on Oxford Owl if needed) www.oxfordowl.co.uk	Phonics Look at the sound 'g'. Write a list of words with hard g sound e.g. get, goat. Write a list of words with soft g (j) sound e.g. giant, gentle.	Bob The Bubble who wanted to be useful P.9 and 10 Story words-answer the questions about the words.	3D Shape Hunt Go around your house and see if you can find some 3D shapes. (sheet in pack)	Art - Can you draw a family portrait? It can be your family in your house or your extended family.
Friday	Sentence Reading! Share a book with a family member. They read one sentence and you read the next. Keep going!	Practice Spellings /Test Look, Copy, Cover, Check (as Monday) Can your grown up test you? How many did you get right?	Bob The Bubble who wanted to be useful P.11 Cut out the characters and act out the story.	Position Complete the Where is Teddy sheet Give your sibling or parents instructions to place your teddy somewhere. Did they get it right?	PE - complete a cosmic kids yoga video on YouTube https://www.youtube.com/watch?v=LhYtaadR9w