

Good morning!

We will allot time on Friday for completing the challenge outcome. Throughout the week, we will be participating in learning which should help us when we get to the outcome day. We are aspiring, persevering, reflective learners, so we will be doing some work in our reflective journal throughout the week. To make sure you know which lessons are linked to our weekly challenge, we will mark the lesson with a



and **AYOC** to show it is part of *The year of change* activities.

Please send us your work from the previous learning if you haven't done so already.  
Have a good day!

Time	Learning
9-9:30	<p><b>Wake up Shake up - please use this time to exercise.</b></p> <p><b>There are lots of different options, here are a few you could choose from:</b></p> <p><b>Joe Wicks</b> - <a href="https://www.thebodycoach.com/blog/pe-with-joe-1254.html">https://www.thebodycoach.com/blog/pe-with-joe-1254.html</a></p> <p><b>Cosmic yoga</b> - <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p> <p><b>Just dance</b> - <a href="https://www.youtube.com/watch?v=oe_HDfdmnaM">https://www.youtube.com/watch?v=oe_HDfdmnaM</a></p> <p>You could use this time to take a walk/bike ride as your daily exercise.</p>
9:30-10:00	<p><b>Phonics</b></p> <p>Your child should start their phonics session by watching a video which introduces a new sound. The video can be found here: <a href="https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIq9GdxtQ?fbclid=IwAR2zPh6YahiI_fOxLD_ikMQES-EWj_l_6L8MYTCYYUYMBv-1DePkw5_7--E">https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIq9GdxtQ?fbclid=IwAR2zPh6YahiI_fOxLD_ikMQES-EWj_l_6L8MYTCYYUYMBv-1DePkw5_7--E</a>.</p> <p>If the link doesn't work try clicking on this link <a href="https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/">https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/</a> and then click on either the YouTube link or the Facebook link on the first line.</p> <p>The videos are only streamed at certain times of the day and are set depending. The times are:</p>

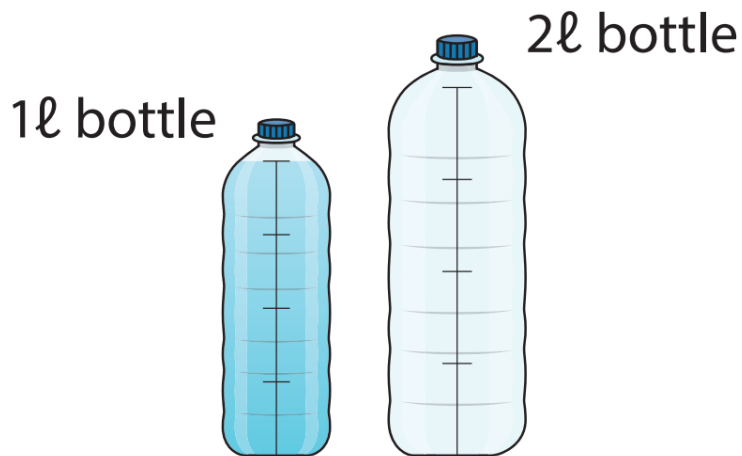
	<ul style="list-style-type: none"> <li>• Set 1 Speed Sounds at 9.30am</li> <li>• Set 2 Speed Sounds at 10.00am</li> <li>• Set 3 Speed Sounds at 10.30am</li> </ul> <p>(It may be better to do mental maths and problem solving first and come back to phonics, if your video is at a later time)</p> <p>In terms of the reading section of the phonics lesson, Oxford Owl are making all the phonics books available online as ebooks. Here is the link <a href="https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/">https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/</a></p> <p>Once you've clicked on the link then click on ebooks and then you need to register but it is completely free. Once registered you can then open all the ebooks and choose the correct banded level for your child.</p> <p>This means you do not need to look at the RWI books on the school website and we will not be adding any further books there.</p> <p><u>Guided reading:</u></p> <p>If your child is not in a phonics group and instead does guided reading, please find newly uploaded texts on the Butterflies home learning page here: <a href="https://www.sealprimary.com/page/?title=Home+Learning&amp;pid=470">https://www.sealprimary.com/page/?title=Home+Learning&amp;pid=470</a>, please find today's timetable and the text will be there.</p>
10:00-10:15	<p><b>Mental maths</b></p> <p>Spot the coins: <a href="https://natwest.mymoneysense.com/students/students-5-8/spot-the-coins/">https://natwest.mymoneysense.com/students/students-5-8/spot-the-coins/</a></p>
10:15 - 10:30	<p><b>Problem solving and reasoning</b></p> <p>LO: to use measurement to solve problems.</p>

Lily went to the park at 8 o'clock. She played there until 11 o'clock. How long did she play at the park?



Dave has a 1 litre and a 2 litre bottle. He pours the water from the small bottle into the large bottle.

Mark where the water comes to on the large bottle.



10:30 - 11:00

Breaktime/snacktime

11:00 - 12:00

English **AYOC** 

**LO:** to identify the key features of recipes.

**SC1:** I can use bossy words.

**SC2:** I can order directions into chronological order.

**SC3:** I can compare recipes and instructions.

Last week, we were using instructions to help us make our exercise videos. On Monday, we were looking at bossy words which will help us make our instructions clearer. Can you think of some examples of bossy words and put them in sentences? Here are a few to start you off:

**Put** that down.

**Mix** the ingredients together.

**Wash** your hands.

Here are some bossy words if you can't think of any: take, pour and chop.

We are going to give you some instructions. We would like you to do them in the order we say to do them in.

How to brush your teeth

1. Now spit.
2. Then, wet your toothbrush with some water.
3. Remember to brush all your teeth, front and back!
4. Don't forget to turn the tap off!
5. Firstly, you need to put some toothpaste on your brush.
6. Put your toothbrush with toothpaste in your mouth and start brushing.
7. Lastly, turn the water on to wash away the toothpaste in the sink and to rinse your toothbrush.


Did these instructions make sense? What would you do differently? What was wrong with these instructions? Can you fix them? Why is this important?

Here is a recipe for pancakes. The bossy verbs are highlighted. How is a recipe different to instructions? What does a recipe have that is similar to instructions? See if you can compare the instructions for brushing your teeth, and the recipe for pancakes.

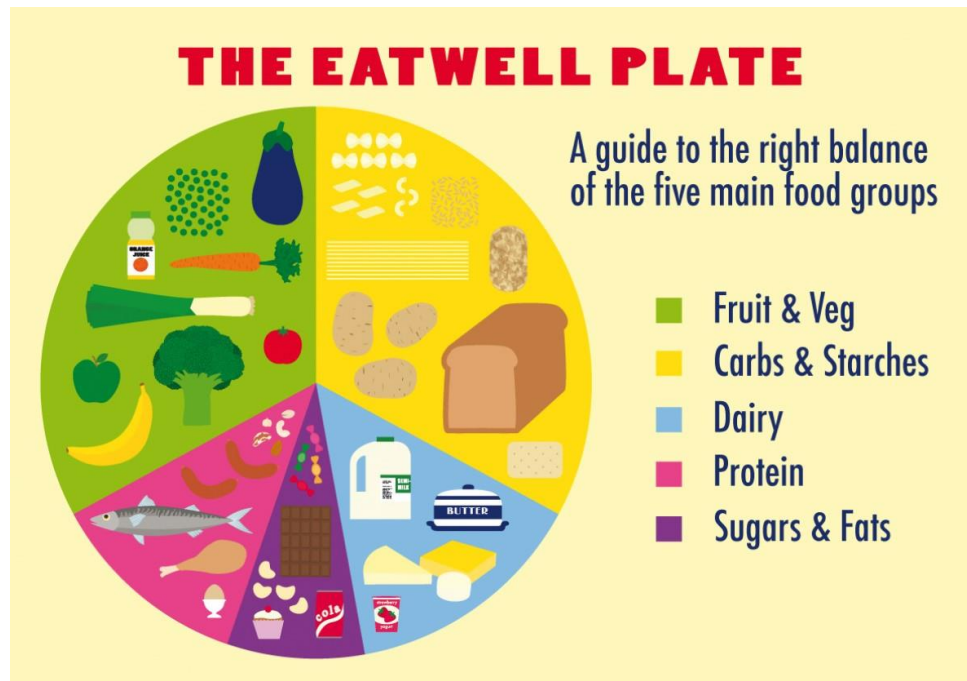
Pancake recipe

Ingredients

- 100g plain flour
- 2 large eggs
- 300ml milk
- 1 tbsp sunflower or vegetable oil, plus a little extra for frying

	<ul style="list-style-type: none"> <li>• <u>lemon</u></li> <li>• wedges, to serve (optional)</li> <li>• caster sugar, to serve (optional)</li> </ul> <p>Method</p> <ul style="list-style-type: none"> <li>• <b>Put</b> plain flour, eggs, milk, oil and salt into a bowl or large jug, then <b>whisk</b> to a smooth batter.</li> <li>• <b>Set aside</b> for 30 mins to rest if you have time, or <b>start cooking</b> straight away.</li> <li>• <b>Set</b> a medium frying pan or crêpe pan over a medium heat and carefully <b>wipe it</b> with some oiled kitchen paper.</li> <li>• When hot, <b>cook</b> your pancakes for 1 min on each side until golden, keeping them warm in a low oven as you go.</li> <li>• <b>Serve</b> with lemon wedges and caster sugar, or your favourite filling.</li> </ul> <p>Challenge: what else might be important to have in a recipe that isn't on this recipe? Have a look at some different recipes to help you.</p>
12:00- 1:15	Lunch
1:15-1:30	<b>Cursive handwriting practise</b>
1:30- 2:30	<p><b>DT AYOC</b> </p> <p><b>LO:</b> to understand the food groups.</p> <p><b>SC1:</b> I can name the 5 food groups.</p> <p><b>SC2:</b> I can explain why we need to eat all of the food groups.</p> <p><b>SC3:</b> I can sort food into the correct group.</p> <p>To help us to keep to having a balanced diet, there is something called the eat well plate. It includes 5 different food groups. Watch this video to find out more: <a href="https://www.bbc.co.uk/bitesize/clips/z3n2tfr">https://www.bbc.co.uk/bitesize/clips/z3n2tfr</a></p>

We need to think about how we are going to make our meal healthy and balanced and to do this we can use the eat well plate.



Can you find a food item in your home for each of the sections of the eat well plate?

Here are videos of each part of the plate to help you.

Dairy - <https://www.youtube.com/watch?v=fNH9IVLWtZs>

Protein - <https://www.youtube.com/watch?v=KSKPgaSGSYA>

Fruit and vegetables - <https://www.youtube.com/watch?v=kteZneJm1EI>

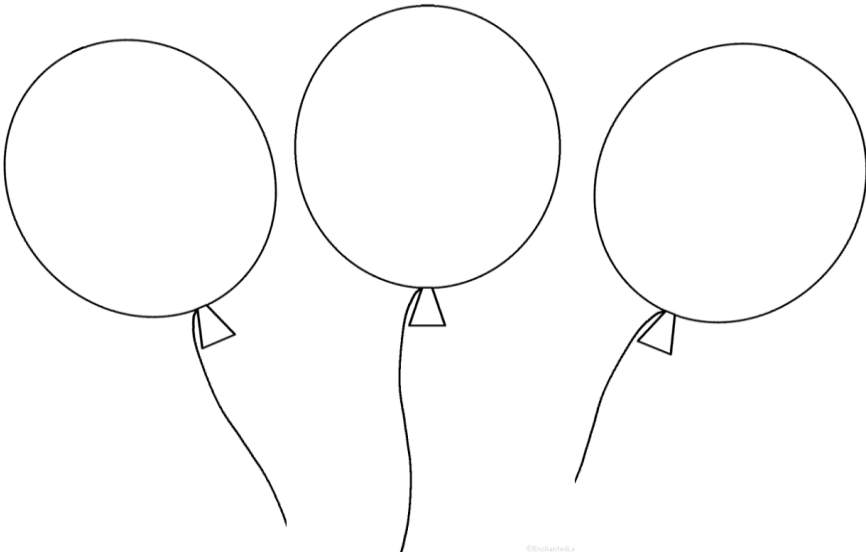
Carbohydrates - <https://www.youtube.com/watch?v=Vhtyup4OoQk>

Sugars and fats - <https://www.youtube.com/watch?v=vADtodHhfKU>

### Task

Draw yourself a circle or there is a PDF attached below. You need to put your eat well plate into 5 sections, remember some are bigger than others. Then find your list or mind map of the foods you found in your kitchen. Draw these foods you have found into the correct section of the plate and label what it is.

**Challenge:** why are some of the sections of the plate bigger than others?

<p>2:30-3:00</p>	<p><b>PSHE - Worries</b></p> <p>Sometimes we feel worried and scared about things. It is completely normal to feel worried. Miss Cuss and Miss Theobald even get worried sometimes.</p> <p>Watch this video: <a href="https://www.bbc.co.uk/bitesize/clips/zk2w2hv">https://www.bbc.co.uk/bitesize/clips/zk2w2hv</a></p>  <p>Here are 3 balloons, write your worries inside the balloons.</p> <p>When you have written your worries down, imagine that they are floating away or being popped, just like balloons do. Underneath write what makes you really happy.</p> <p>It is ok to have worries and you can always talk to an adult about them!</p>
<p>3:00-3:15</p>	<p><b>Story time</b></p> <p>On Wednesday's Mrs Clarke is going to read you a story ...</p> <p><a href="https://youtu.be/oGJ7oJnlCEk">https://youtu.be/oGJ7oJnlCEk</a></p>

Well done to everyone for their learning today!

Please do not worry if weren't able to complete everything on the timetable. We think you've all done a brilliant job!

Take care and stay safe,  
Miss Cuss and Miss Theobald