

Good morning!

It's outcome day! Throughout the week, we have been participating in learning which has helped us to get to our outcome. We were aspiring, persevering, reflective learners. 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>Wake up Shake up - please use this time to exercise.</p> <p>There are lots of different options, here are a few you could choose from:</p> <p>Joe Wicks - https://www.thebodycoach.com/blog/pe-with-joe-1254.html</p> <p>Cosmic yoga - https://www.youtube.com/user/CosmicKidsYoga</p> <p>Just dance - https://www.youtube.com/watch?v=oe_HDfdmnaM</p> <p>You could use this time to take a walk/bike ride as your daily exercise.</p>
9:30-10:00	<p>Phonics</p> <p>Your child should start their phonics session by watching a video which introduces a new sound. The video can be found here: https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ?fbclid=IwAR2zPh6YahiI_fOxLD_ikMQES-EWj_I_6L8MYTCYYUYMBv-1DePkw5_7--E.</p> <p>If the link doesn't work try clicking on this link https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/ 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">• Set 1 Speed Sounds at 9.30am

	<ul style="list-style-type: none"> • Set 2 Speed Sounds at 10.00am • Set 3 Speed Sounds at 10.30am <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 https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/</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: https://www.sealprimary.com/page/?title=Home+Learning&pid=470, please find today's timetable and the text will be there.</p>
10:00-10:30	<p>Grammar games</p> <p>Adjective riddles</p> <p>LO: to use adjectives to describe a noun.</p> <p>In this game, I will provide some riddles using adjectives. You must guess the noun based on the adjectives. Do you remember what a noun is?</p> <p>A noun is an object, place or thing.</p> <p><u>Ready?</u></p> <p><i>This is -</i></p> <p>slithery,</p> <p>silent,</p> <p>long,</p>

	<p><i>cold,</i></p> <p><i>scaly ...</i></p> <p>SNAKE</p> <p><i>This is -</i></p> <p><i>small,</i></p> <p><i>squeaky,</i></p> <p><i>fast,</i></p> <p><i>sneaky,</i></p> <p><i>furry ...</i></p> <p>MOUSE</p> <p><i>This is -</i></p> <p><i>crunchy,</i></p> <p><i>tasty,</i></p> <p><i>juicy,</i></p> <p><i>healthy,</i></p> <p><i>sweet ...</i></p> <p>APPLE</p> <p>Challenge: can you write your own?</p>
10:30 - 11:00	Breaktime/snacktime

11:00 - 12:00



LO: to edit and revise.

SC1: I can appraise my chosen adjectives.

SC2: I can appraise my chosen conjunctions

SC3: I can appraise my sentence openers.

Today we are going to have another look at the story you wrote yesterday. We are going to improve it and make it the best it can be.

I would like you to read it with new eyes. After you have read it, I would like you to draw a picture of your toy. What colour is it? How big is it? What is it wearing?

Reread your story, does your story describe your character well enough for you to imagine the character you have drawn? Do you need to add in some detail about the clothes your character is wearing?

Have you used adjectives like big? Could you use a better adjective? Use this poster to help you.



Now we are going to think about our conjunctions. We are going to look at some more today. Try to add **because**, **when** or **after** in one of your sentences.

Now write your work out in neat to send to me. I will be making a power point/slide show of all your stories!

Challenge: Can you use some different sentence openers?

Key vocabulary: adjective, conjunction, sentence opener, because, when, after, describe, character.

12:00- 1:15

Lunch

1:15-2:00

Cursive handwriting

2:00 - 2:30

History **AYOC** 

LO: to ask and answer questions using sources.

SC1: I can use a source to find information

SC2: I can apply my previous knowledge

SC3: I can ask my own relevant questions

This week we have learnt about life before technology. We have focused on toys and entertainment but as we thought about at the beginning of the week there are other forms of technology that have improved and made our lives easier. Communication is one-way that technology has improved and made our lives easier. Can you think of a few ways we can communicate using technology?

This week we have written a story about a toy from the past which will be made into a power point and put on our celebration web page. We have also had a go at making a board game in maths. We have learnt about the history of toys and some of us may have had a go at making a Thaumatrope toy.

For our final lesson on this challenge we are going to be historians and look at different sources about toys.

Have a look at this video and then answer the questions. It is a video of a tour of a toy museum.

SC1: I can use a source to find information

<https://www.youtube.com/watch?v=AwPDqB62898>

What toys did you see in the video?

How old was the Egyptian mouse?

What were the dolls made from?

What toys did the video show that were described as English tin toys?

Was there anything special that the Egyptian mouse could do?

Now have a look at these pictures. They are all Victorian toys.

SC2: I can apply my previous knowledge

You may need our learning from Wednesday to help answer the questions.

When were children allowed to play with Noah's Ark?



The rocking horse was a toy that only some children could play with. Which children would have been able to play with a rocking horse?



Victorian children played lots of games. Like this board game - do you recognise this game? Has anything changed from the version you know?



Lastly, we are going to look at one more picture.

SC3: I can ask my own relevant questions

Can you ask someone a question about this picture? You will need to use our knowledge of past toys to help us.



Well done everyone!!

Key vocabulary: Victorian, toys, history, sources, past, present, old, new, museum

2:00- 2:20

Reflective journal

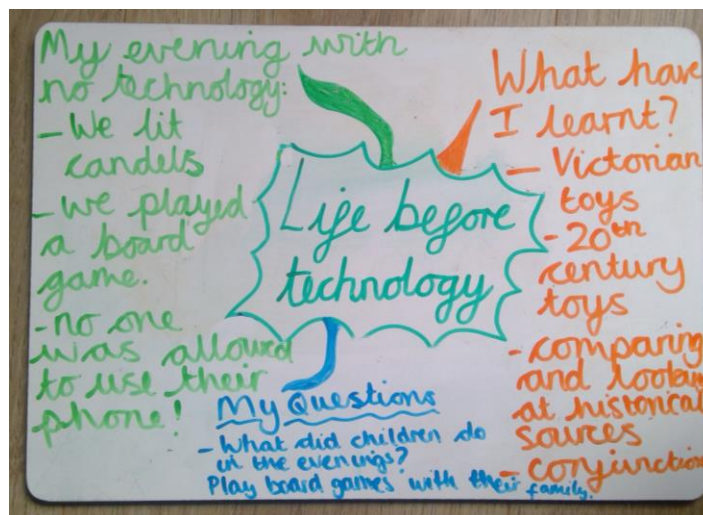


We have finished learning about life before technology. Now it's time to reflect with a mind map.

What have we learnt this week?

Did you spend an evening with no technology? What was it like?

Did you have any questions about our learning? Were they answered?



2:20-3:00

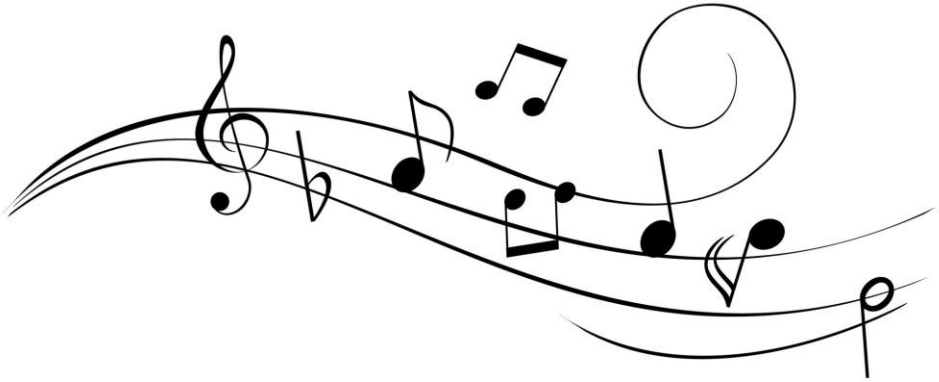

Music

Use this time to practise the old songs and have a go at the new song on the music page on the school website.

<https://www.sealprimary.com/page/?title=Music&pid=440>

There is now a fortnightly task available and you can either access it this week or next week. The new task will be available on the week of the 22nd.

<http://sealprimary.ng3.devwebsite.co.uk/page/?title=KS1&pid=885>

	
3:00-3:15	<p>Story time</p> <p>Little Monkey https://www.youtube.com/watch?v=CBWXW4cusw0</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!

Have a great weekend!!

Take care and stay safe,
Miss Cuss