

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>There are lots of different options, here are a few you could choose from:</p> <p>Joe Wicks - <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>Cosmic yoga - <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p> <p>Just dance - <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_6L8MYTCYUUYMBv-1DePkw5_7--E">https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIq9GdxtQ?fbclid=IwAR2zPh6YahiI_fOxLD_ikMQES-EWj_l_6L8MYTCYUUYMBv-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>

- Set 1 Speed Sounds at 9.30am
- Set 2 Speed Sounds at 10.00am
- Set 3 Speed Sounds at 10.30am

(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)

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/>

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.

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.

Guided reading:

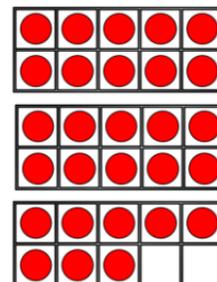
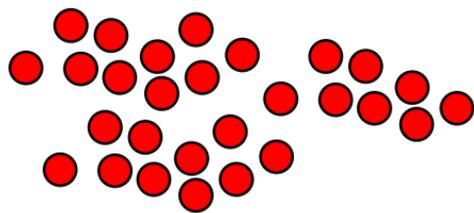
If your child is not in a phonics group and instead does guided reading, please find newly uploaded texts on the Butterflies home learning page here:

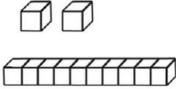
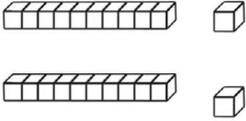
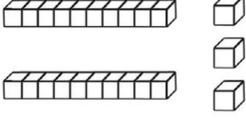
<https://www.sealprimary.com/page/?title=Home+Learning&pid=470>, please find today's timetable and the text will be there.

10:00-10:30

**Mental maths**

These images both show the same number of counters. Which counters are easier to count? Why?



	Number	Words	Picture
	12	___tens ___ones	
	18	___tens 8 ones	
		___tens ___ones	
		___tens ___ones	
10:30 - 11:00	Breaktime/snacktime		
11:00 - 12:00	<p data-bbox="400 1245 783 1279"><b>English/Speech writing AYOC</b></p>  <p data-bbox="400 1319 639 1352"><b>LO:</b> to write a plan</p> <p data-bbox="400 1393 975 1426"><b>SC1:</b> I can explain what a speech is and does.</p> <p data-bbox="400 1467 895 1500"><b>SC2:</b> I can state the parts of a speech</p> <p data-bbox="400 1541 999 1574"><b>SC3:</b> I can include facts and figures in my plan.</p> <p data-bbox="400 1615 1374 1760">On Monday we had a look at what a speech was and decided what we wanted our speech to be about. On Tuesday, we learnt some of the facts we will need and be using in our speeches. Today we are going to plan and structure our speech before we start writing it tomorrow.</p> <p data-bbox="400 1787 1382 1933">A speech needs a beginning, a middle and an end. The beginning needs to be brief and capture the attention of the audience. It needs to establish the subject and purpose of the speech. The middle sets out your ideas, shares your research and includes examples to support your points. The end needs to</p>		

be a short statement relating back to the topic and sum up the purpose of your speech. It needs to be brief, but memorable.

Ask yourself the question - 'At the end of the speech I would like my audience to ... ? Know more about climate change ....? Want to do something about climate change ...? Stay connected as a community ... ? etc

We are only writing the structure today so we can write in note form. Here is a model of what your plan may look like:

	Environment	Community
Beginning 2 sentences	Since the lockdown, science has seen some changes to climate change. What is climate change? (facts about climate change) What causes it?	Kindness is important to everyone. We know that acts of kindness can brighten someone's day, and even the people watching an act of kindness can be encouraged to do their own. (from video <a href="https://www.youtube.com/watch?v=O9UByLyOjBM">https://www.youtube.com/watch?v=O9UByLyOjBM</a> ) Since the lockdown, we have seen many random acts of kindness within the community.
Middle - 4 or 5 points with facts to explain the subject/purpose of your speech.	<ol style="list-style-type: none"> <li>1. Air pollution has decreased - why? People have not been using transport as much, flying, trains etc</li> <li>2. Waters have become clear in Venice and other tourist spots - less tourists.</li> <li>3. People have been staying in: riding bikes, eating in, going for walks, walking to the shops/school.</li> <li>4. What could we continue doing after the lockdown lifts? (write down your ideas)</li> </ol>	<ol style="list-style-type: none"> <li>6. NSH staff (clap, rainbow)</li> <li>7. Key workers - letters to them to thank them.</li> <li>8. Community - people getting shopping and prescriptions for people.</li> <li>9. Community - people ringing strangers I check how they are</li> <li>10. What else could we do? (write down your ideas)</li> <li>11. Should this stop after the pandemic is over? (write down your ideas)</li> </ol>

	5. What other ways can we help the environment after the lockdown ends? (write down your ideas)	
End	Although coronavirus has been a difficult time, we have seen huge environment changes, such as ... We want to continue this to make a better future by ...	Although coronavirus has been a difficult time, we have seen the community come together and help each other, such as ... We want to continue this to make a better future by ...

Have a go at using this table to help you write a plan:

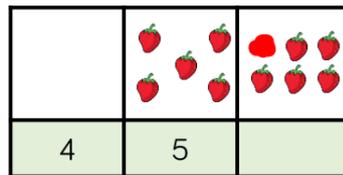
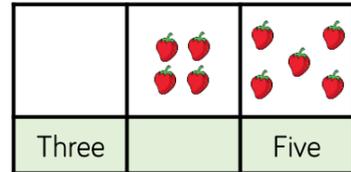
Beginning - 2 sentences	Since the lockdown, ... (facts about ...)
Middle - 4 or 5 points with facts to explain the subject/purpose of your speech.	1.  2.  3.  4.  5.
End - 1 or 2 sentences.	Although coronavirus has been a difficult time, we have seen ...t

	<div data-bbox="403 203 895 607"></div> <div data-bbox="895 203 1383 607"> <p>changes, such as ... We want to continue this to make a better future by ...</p> </div> <p><b>Challenge: make a powerful statement in your speech.</b></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z97r2nb">https://www.bbc.co.uk/bitesize/articles/z97r2nb</a></p> <p><b>Key vocabulary: aim, entertain, inform, persuade, attention, establish.</b></p>
12:00- 1:15	Lunch
1:15-1:30	<p><b>Calm time</b></p> <p>Use this time to relax, talk to another person in your house, read a book, draw a picture.</p>
1:30- 2:30	<p><b>Maths - recap number 3</b></p> <p><b>LO: to recognise place value and number</b></p> <p><b>SC1:</b> I can count to and across 100 from any number.</p> <p><b>SC2:</b> I can count, read and write numbers to 100 in numerals.</p> <p><b>SC3:</b> I can use mathematical language to explain my workings.</p> <p>The video will lead all the way through the lesson:  <a href="https://www.youtube.com/watch?v=1Y_vqgZwplc">https://www.youtube.com/watch?v=1Y_vqgZwplc</a></p> <p>A lot of children and families have come back to me saying they found the maths work last week difficult. Therefore, we will be going back to basics on this. If you are confident with the maths from last week, I recommend you look at it anyway as it is important to go over the basics.</p>

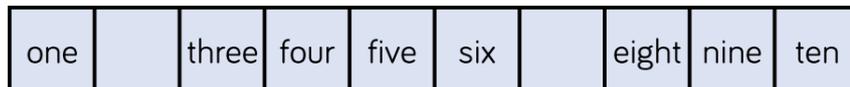
We are recapping number, this is the understanding of how numbers are made. So for example, we know when we count, 4 comes after 3 (1,2,3,4) but we also want to quickly recall number bonds. Using 4 as the example: 4 is made up of 3 +1 and 2 + 2. Can you name the other number bond?

Let's do a quick starter, using counting forward to help you:

Complete the number tracks.



Complete the number tracks.



Fill in the missing numbers.

\_\_\_, 1, 2, 3

3, 4, \_\_\_, 6

1, \_\_\_, 3, \_\_\_

six, \_\_\_, \_\_\_, nine

Let's play the pebble game with number 4 ... I have 4 pebbles ... a waves comes in and takes some pebbles away ... I have 3 left ... How many pebbles got taken away?

Over the next few week's we will be looking at 1 number every day to have a look at its number bonds. Today we will be looking at five and answering some word questions on it. I want you to find some objects that can represent 5. 5 counters, conkers, pencils etc. Then I would like you to record on paper the different ways you can make the number 5.

Now time for some word questions.

I only have three pencils in my pot. How many more do I need to make 5?

I had 5 sweet's but I gave 1 to my mum. How many do I have left?

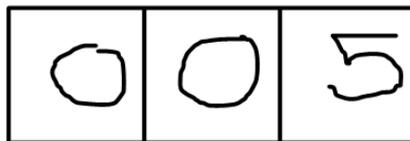
Have a go at this please:

Number Writing Worksheets

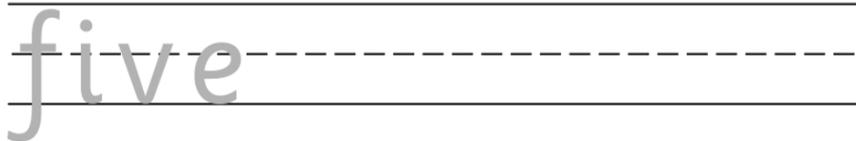
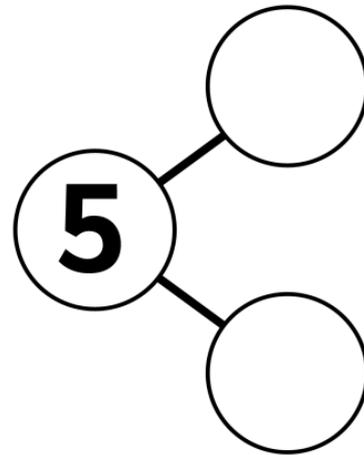


five

hundreds    tens    units

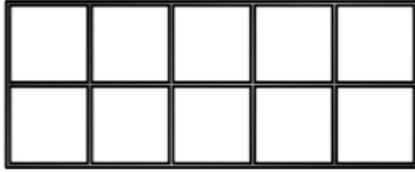


one more +1    one less -1



Now go back to your counters, I want you to make sure you have twenty. Show me the number 13. What number am I showing? *For those in school I showed 17. Show me the number 19.*

Last task for today. Fill in the tens frame to show the numbers 14, 11 and 16 and complete the sentences.



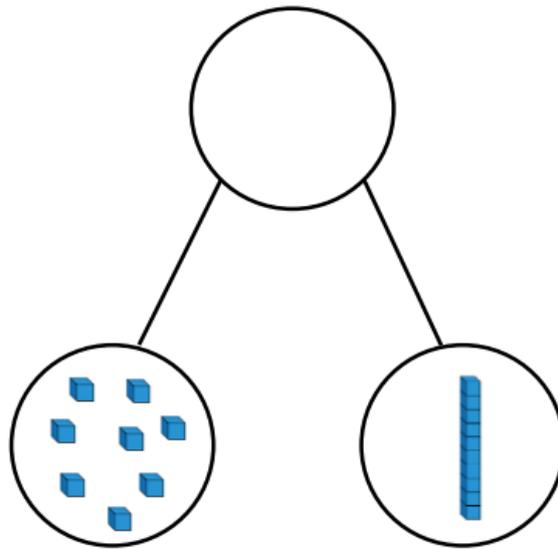
14 has \_\_\_ ten and \_\_\_ ones.

11 has \_\_\_ ten and \_\_\_ ones.

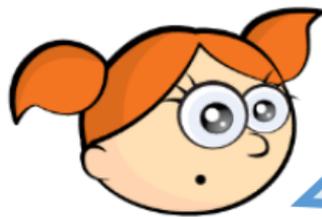
16 has \_\_\_ ten and \_\_\_ ones.

**Challenge:**

Alex makes a part-whole model.



She says:



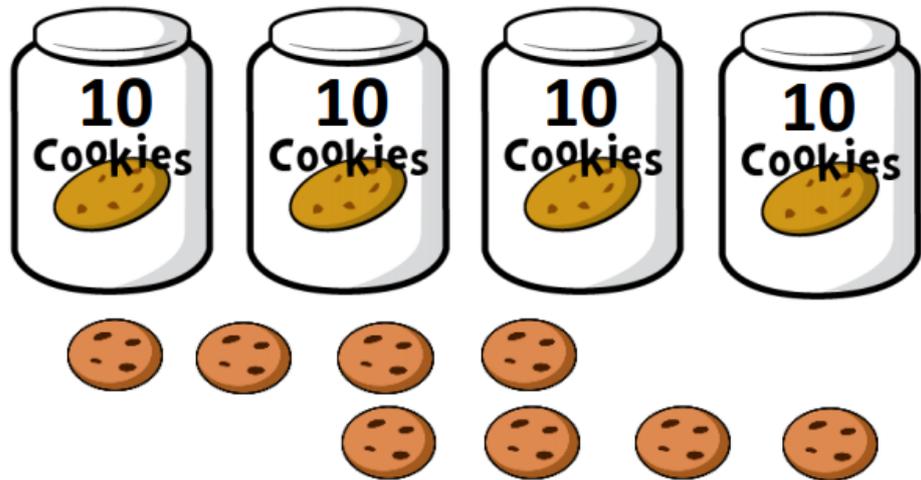
There are 8 tens and 1 one.

Explain her mistake.

What is her number?

*Extra hard Challenge:*

Each jar contains 10 cookies.



How many cookies are there altogether?

Key vocabulary: place value, number, ten, ones

2:30 - 3:00

**Art**

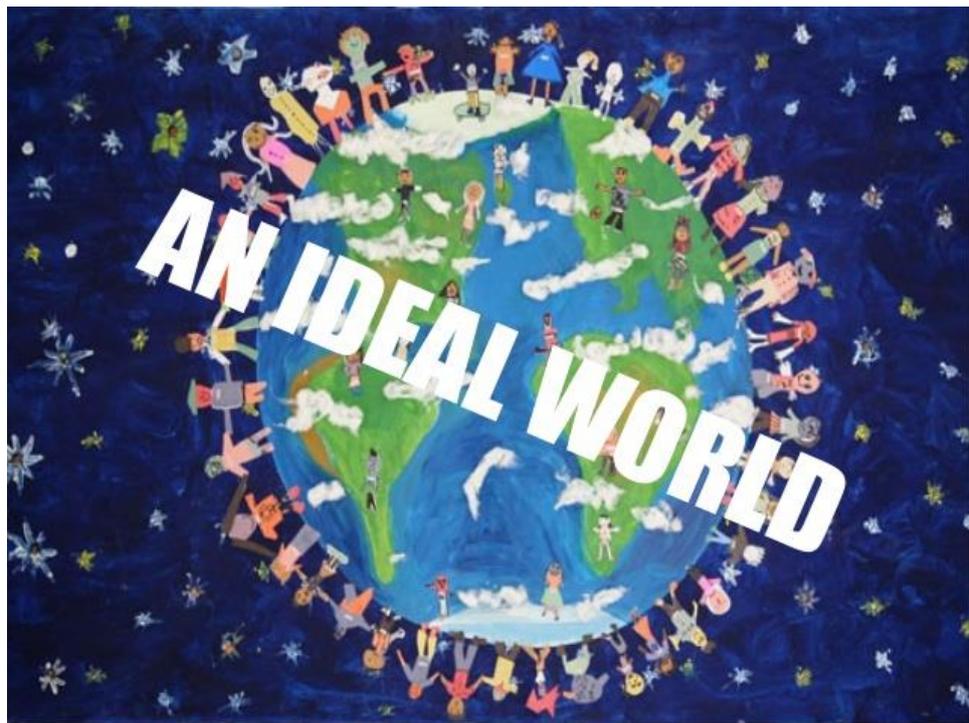
**LO:** to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Our challenge this week focuses on what we would like to take from our experiences during the lockdown and think about how we would like the world to be. What would your perfect world look like?

<https://www.youtube.com/watch?v=51tc6o12uqA>

Some of these are silly, but the idea is the same. In our world, what would the world look like if it was perfect? What would the people be like?

Draw a picture of your perfect world.



3:00-3:15

**Story time**

The Tiger who came to Tea - <https://www.youtube.com/watch?v=-2sqAI3K8DE>



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