

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 **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!

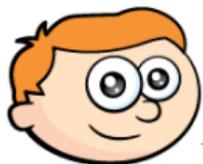
There is an extra lesson attached if you want to find out more about climate change.

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_cFCI9GdxtQ?fbclid=IwAR2zPh6YahiI_fOxLD_ikMQES-EWj_l_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 • 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 - 10:15	<p>Mental maths</p> <p>Have a go at ordering and sequencing some numbers https://www.topmarks.co.uk/ordering-and-sequencing/chinese-dragon-ordering</p>
10:15- 10:30	<p>Problem solving</p> <p>LO: to form numbers correctly</p>

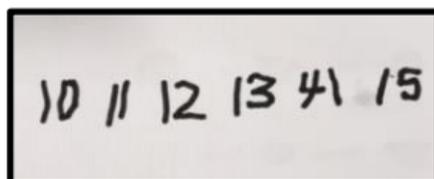
Ron and Whitney are counting.

Ron says:



43, 42, 41, 40, 41, 42

Whitney writes:



Can you spot their mistakes?

10:30 - 11:00

Breaktime/snacktime

11:00 - 11:30

Maths - recap of odd and even

LO: to recognise odd and even numbers.

SC1: I can identify odd numbers

SC2: I can identify even numbers

SC3: I can sort numbers into those that are odd and those that are even.

Start by watching <https://www.youtube.com/watch?v=0wzyD3qrWUc>

Which Numberblocks were in the Odd Blocks team? Which were in the Even tops team? What do you notice about the odd and even numbers?

Can you sort some numicon or numbers into odd and even?

odd

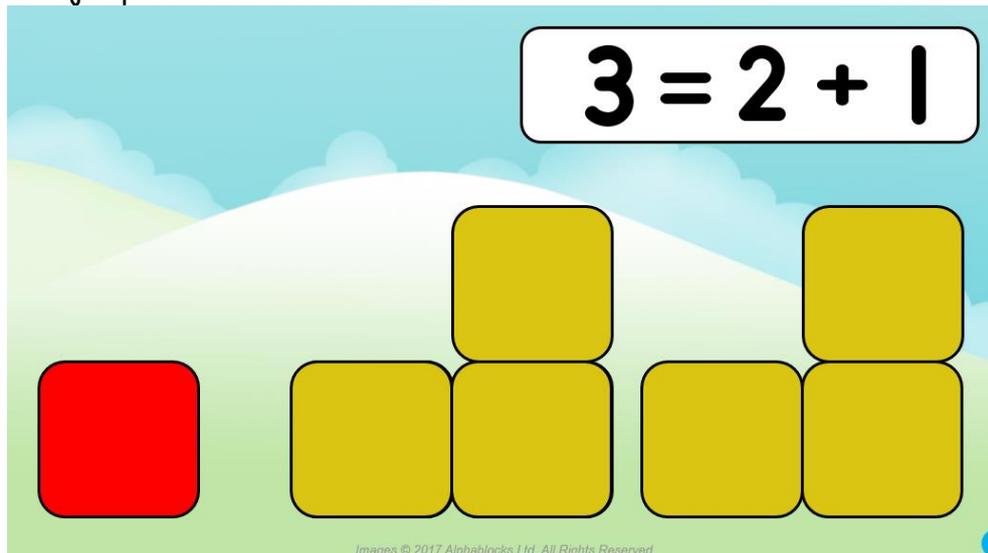


even

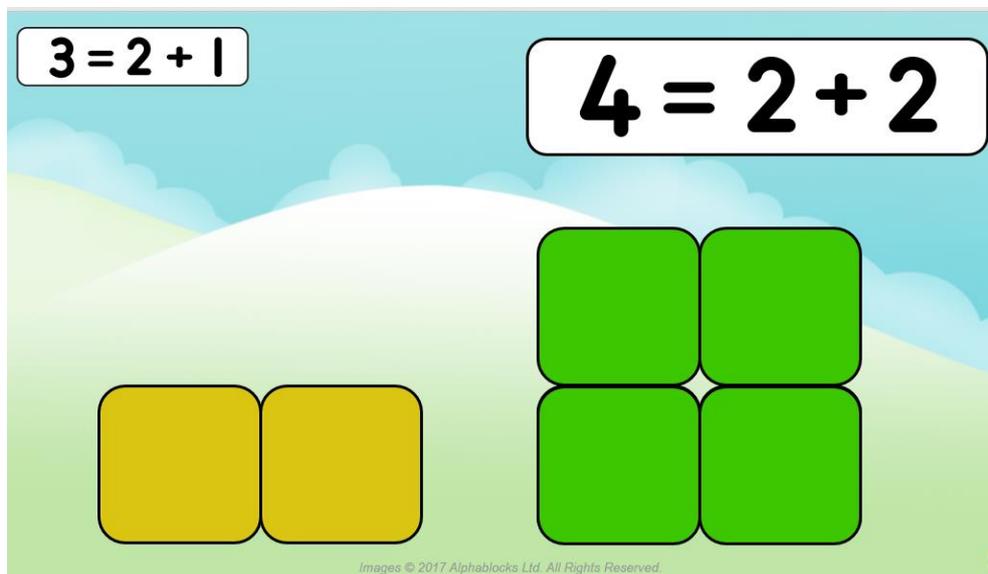


This week we will be recapping number bonds of numbers. How do we make 3?

One jumps onto two to make three.



Two jumps onto two to make four.



Are there any other ways we can make 4?

Challenge: Are these numbers odd or even:

1. 34
2. 57
3. 98
4. 62
5. 43

How did you know?

11:30 - 12:00

Challenge



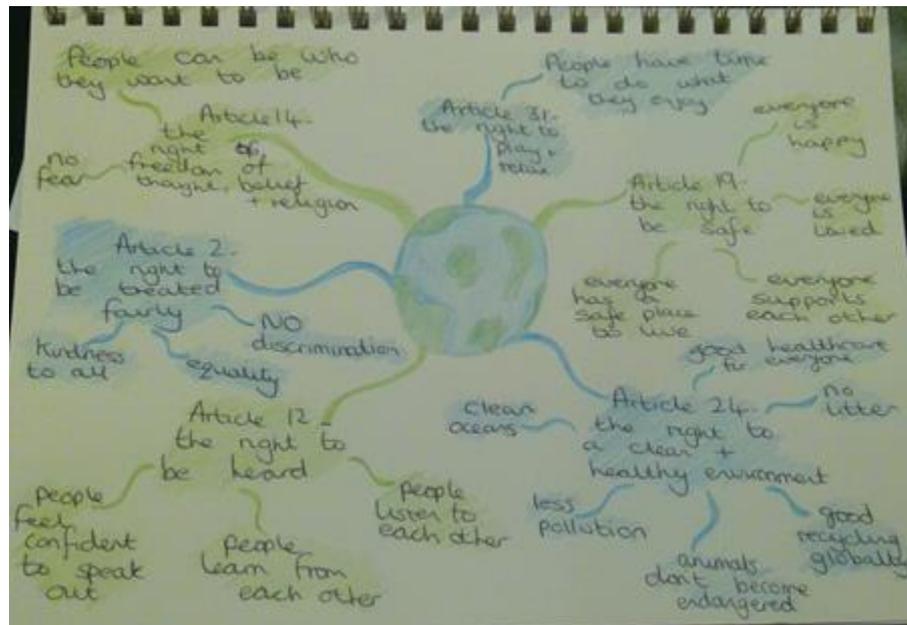
To use rights language to plan for the ideal world

1. I can list rights of a child
2. I can say what this right would look like in an ideal world

Watch today's video:

<https://youtu.be/Vrva4YUq61k>

Then, create your own mindmap like mine about what the ideal world would look like. Use the rights of a child to support your ideas. My mindmap is also attached to the webpage.



Once you have completed the work, look back at the success criteria. Did you meet it?

12:00- 1:15

Lunch

1:15-1:30

Calm time

Use this time to relax, talk to another person in your house, read a book, draw a picture.

1:30- 2:30



LO: to reflect on kind acts we have seen

SC1: I can describe what kindness is and how it impacts others.

SC2: I can reflect on my own acts of kindness.

SC3: I can reflect on acts we have seen.

Starter: what is kindness and how does it impact others?

<https://www.youtube.com/watch?v=rwelE8yyYOU>

<https://www.youtube.com/watch?v=O9UByLyOjBM>

Through the corona virus the community has come together to help people.

Key workers have been supported by:

- NHS clap
- supermarkets opening specific hours and letting them go to the front of the line
- letters to key workers thanking them
- rainbows in windows
- some shops have given them discounts and prioritised them for travel

The community have been supporting each other by:

- getting shopping, prescriptions for elderly or vulnerable
- phoning elderly people to talk to them

Can you think of anymore that I haven't listed?

You have taken part in a challenge about acts of kindness - look back, what acts did you do? Would you do something different now? Could you do something today to help someone? *At school you may like to compare and discuss what you all did for your acts of kindness.*

Draw a picture of your favourite moment during lockdown, is it spending time with your family? Taking part in some of our challenges? Helping someone?



Key vocabulary: community, NHS, key workers, vulnerable, elderly

2:30-3:00

Aspiration time

Use this time to practise your skill! You must be getting really good by now!



If you feel like you are really good at your skill because you've practised lots, you could have a go at some drawing!

Here are some great videos to help you:
<http://www.robbiddulph.com/draw-with-rob>

3:00-3:15

Story time

<https://www.youtube.com/watch?v=52pTKcY2cel>

The Gruffalo



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!

Here is the extra lesson:

Extra lesson:

Science

LO: to discuss the impact of pollution

SC1: I can talk about the impact of pollution on the environment

SC2: I can think about how to improve our local environment

SC3: I can think about how we can continue this after lockdown

We have been looking at climate change. Today we are going to start by hearing a story!

<https://www.youtube.com/watch?v=K9tfB9J8LYo>

What can we do to help look after the environment? Walk more, not drop litter, etc. We are going to be writing a speech for our challenge. This lesson will be useful to come back to later for facts and information

Your task today is to make a poster to put up in your local area about how we can all help to reduce global warming!

Here is some information to help (it is also available as a power point here <https://sites.google.com/kmtraining.org.uk/homelearning/a-year-of-change>):

Key vocabulary: global warming, fossil fuels, gases, atmosphere, energy, recycle.

Take care and stay safe,
Miss Cuss