



Owls Class Remote Learning Plan – Term 3
Week 2 W/C 18th January 2021





IMPORTANT INFORMATION

<p>ZOOM MEETING CODE</p>	<p>Miss Painter is inviting you to a scheduled Zoom meeting.</p> <p>Topic: Owls Class Daily Zoom Meetings Time: This is a recurring meeting – see timings below</p> <p>Join Zoom Meeting https://us04web.zoom.us/j/72155053209?pwd=NWVEd3FuVGRMSjNONUZLMHIRVUNGU T09</p> <p>Meeting ID: 721 5505 3209 Passcode: ns18EB</p> <p>Register & RWI Phonics – 9.00am – 9.30am</p> <p>Maths - 11.30am – 11.45am</p>
<p>USEFUL WEBSITES - English</p>	<p>https://www.phonicsplay.co.uk/ http://www.letters-and-sounds.com/ https://www.phonicsbloom.com/ https://classroomsecrets.co.uk/free-home-learningpacks/ https://www.literacyshedplus.com/en-gb/browse/freeresources Spellingframe.co.uk YouTube videos to support learning: Geraldine the Giraffe Mr Thorne does phonics Alphablocks Moo Cow Phonics</p>
<p>USEFUL WEBSITES - Maths</p>	<p>Early Years White Rose Maths https://www.mathematicsmastery.org/free-resources https://nrich.maths.org/ https://www.ictgames.com/ https://www.topmarks.co.uk/ https://www.bbc.co.uk/bitesize/ Numberblocks</p>
<p>USEFUL WEBSITES - P.S.H.E / The Big Think/ Health and Wellbeing</p>	<p>https://www.nhs.uk/10-minute-shake-up/shake-ups https://www.bbc.co.uk/teach/superheroes https://www.annafreud.org/what-we-do/anna-freud-learning-network/coronavirus/ https://www.minded.org.uk/</p>
<p>USEFUL WEBSITES –</p>	<p>Twinkl BBC iPlayer</p>


Other subjects	
<p>See specified in the daily planning of what work I would like photographed and emailed to me, and what the children should complete in their home learning book. This can be any notebook with their name in the front, which we will encourage children to write in every day for phonics and maths, including the date if they are able. I would also encourage sending photographs of your child completing the work as well as the result. This way we can use the work they have completed at home, as a cohesive part of their assessments and learning journeys that document their progress.</p>	



Phonics

<p>Please send me a picture of the sound of the day & the FredTalk words, hold a sentence and the build a sentence (only what applies to your child's group.)</p>	
<p>Monday</p>	<p><i>LO: To revisit all previously taught sounds and learn the "ow" blow the snow sound.</i></p> <p>Zoom lesson will cover:</p> <p>New sound and words including that sound. Spot the new sound in the pack. Green words. Review words from word time 1.6 & 1.7. Red words. Spell with FredTalk fingers. Explain picture.</p> <p>Purple: "ow" blow, snow, low, show, slow. Using FredTalk fingers to sound out the word and write it down. Practising letter formation.</p> <p>Red: "ow" blow, snow, low, show, slow. Using FredTalk fingers to sound out the word and write it down. Practising letter formation.</p> <p>Complete a sentence about the picture "In the .._"</p> <p>Hold a sentence "I play in the snow."</p> <p>Green: Complete a sentence about the picture "In the .._"</p> <p>Hold a sentence "I play in the cold snow."</p> <p>Build a sentence about the picture.</p> 
<p>Tuesday</p>	<p><i>LO: To revisit all previously taught sounds and learn the "oo" poo at the zoo.</i></p> <p>Zoom lesson will cover:</p> <p>New sound and words including that sound. Spot the new sound in the pack. Green words. Review words from word time 1.6 & 1.7. Red words. Spell with FredTalk fingers. Explain picture.</p> <p>Purple: "oo" poo, zoo, moon, roof, broom, room, zoom, mushroom. FredTalk fingers to sound out the word and write it down. Practising letter formation.</p> <p>Red: "oo" poo, zoo, moon, roof, broom, room, zoom, mushroom. FredTalk fingers to sound out the word and write it down. Practising letter formation.</p> <p>Complete a sentence about the picture "On a .._"</p> <p>Hold a sentence "Room on the broom."</p> <p>Green: Complete a sentence about the picture "On a .._"</p> <p>Hold a sentence "Room on the broom."</p> <p>Build a sentence about the picture.</p> 
<p>Wednesday</p>	<p><i>LO: To revisit all previously taught sounds and learn the "oo" look at a book.</i></p> <p>Zoom lesson will cover; New sound and words including that sound. Spot the new sound in the pack. Green words. Review words from word time 1.6 & 1.7. Red words. Spell with FredTalk fingers. Explain picture.</p> <p>Purple: "oo" book, look, took, shook, good, wood, hood. FredTalk fingers to sound out the word and write it down. Practising letter formation.</p> <p>Red: "oo" book, look, took, shook, good, wood, hood. FredTalk fingers to sound out the word and write it down. Practising letter formation.</p> <p>Complete a sentence about the picture "Read a .._"</p> <p>Hold a sentence "Lets look at a book."</p> <p>Green: "oo" book, look, took, shook, good, wood, hood. FredTalk fingers to sound out the word and write it down. Practising letter formation.</p> <p>Complete a sentence about the picture "Read a .._"</p> <p>Hold a sentence "Lets look at a book." Build a sentence about the picture.</p> 

Thursday	<p><i>LO: To revisit all previously taught sounds and learn the “ar” sound.</i></p> <p>Zoom lesson will cover:</p> <p>New sound and words including that sound. Spot the new sound in the pack. Green words. Review words from word time 1.6 & 1.7. Red words. Spell with FredTalk fingers. Explain picture.</p> <p>Purple: “ar” car, star, start, sharp, shark, far, arm. FredTalk fingers to sound out the word and write it down. Practising letter formation.</p> <p>Red: “ar” car, star, start, sharp, shark, far, arm. FredTalk fingers to sound out the word and write it down. Practising letter formation.</p> <p>Complete a sentence about the picture “Look at the ___.”</p> <p>Hold a sentence “A shark in a tank.”</p> <p>Green: Complete a sentence about the picture “Look at the ___.”</p> <p>Hold a sentence “A shark in a tank.”</p> <p>Build a sentence about the picture.</p>	
Friday	<p><i>LO: To revisit all previously taught digraphs, focusing on set 2.</i></p> <p>Zoom lesson will cover:</p> <p>Words including all new sounds we have learnt this week and other set 2 digraphs and trigraphs (igh).</p> <p>Green words. Red words. Explain picture.</p> <p>Purple: “ow, oo, oo, ar” snow, zoo, book, car, blow, loop, look, sharp. FredTalk fingers to sound out the word and write it down. Practising letter formation. Can you think of any other words that have our new sounds in?</p> <p>Red: “ow, oo, oo, ar” snow, zoo, book, car, blow, loop, look, sharp. FredTalk fingers to sound out the word and write it down. Practising letter formation. Can you think of any other words that have our new sounds in?</p> <p>Complete a sentence about the picture “Look at the ._.”</p> <p>Hold a sentence “The cat on the roof at night.”</p> <p>Green: Complete a sentence about the picture “Look at the ._.”</p> <p>Hold a sentence “The cat on the roof at night.”</p> <p>Build a sentence about the picture.</p>	

Maths

<p>Lesson with a camera icon in the corner indicates I would like to see a photo!</p>		
Monday	<p><i>LO: To understand the composition of 5 and demonstrate this in a variety of ways.</i></p> <p>https://whiterosemaths.com/homelearning/early-years/</p> <p>Alive in 5! – Week 2; Session 1 – Watch and join in with the video.</p> <p>Join in for live zoom video lesson.</p> <p>Have a go at exploring the composition of numbers to 5.</p> <p>Place a group of teddies or toys on the bed. Place another group of teddies in a different place, such as on the floor. How many teddies are in each group? How many teddies do you have altogether?</p> <p>See how many different combinations you can do. Print or draw a 5 frame and use objects around your house as counters such as pennies to show how many objects are in each group!</p> <p><i>For an extra challenge, can you write a few number sentences to show what is on your five frame?</i></p>	
Tuesday	<p><i>LO: To explore the composition of 5 in a variety of ways.</i></p> <p>https://whiterosemaths.com/homelearning/early-years/</p> <p>Alive in 5! – Week 2; Session 2 – Watch and join in with the video.</p> <p>Join in for live zoom video lesson.</p> <p>Use 2 plates and 5 pieces of fruit to explore the composition of numbers to 5</p> <p>Place some of fruit on one plate and the rest on another plate.</p> <p>How many fruits are on each plate? What if you used 3 plates? What if you added one more piece of fruit?</p> <p>See how many different combinations you can make!</p> <p><i>For an extra challenge, write the number sentences for all of your combinations.</i></p>	

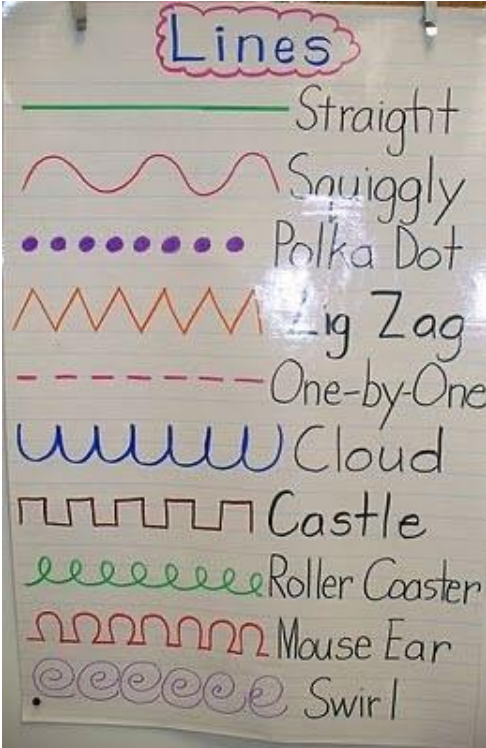
Wednesday	<p><i>LO: To explore the composition of 5 in 3 groups.</i> https://whiterosemaths.com/homelearning/early-years/</p> <p>Alive in 5! – Week 2 Session 3 – Watch and join in with the video. Join in for live zoom video lesson. Can you draw somewhere for the frogs to play? You might draw a pond, a log and some grass like the video. Or you could draw a train with 3 carriages, a park or a jungle. Use 5 objects or draw 5 frogs to arrange them in different groups on your picture. There are 5 frogs altogether but how many frogs can you spot in each group? <i>For an extra challenge, write the number sentences for all of your combinations. Remember, if we have 3 groups we will need 3 numbers in our number sentence. E.g. $3 + 1 + 1 = 5$.</i></p>	
Thursday	<p><i>LO: To problem solve the hidden number using a five frame.</i> https://whiterosemaths.com/homelearning/early-years/</p> <p>Alive in 5! – Week 2 Session 4 – Watch and join in with the video. Join in for live zoom video lesson. Gather together a collection of up to 5 objects. Hide some of them in a bag or box, leaving the rest of your objects on the floor where you can see them. How many objects can you see? How many of your objects must be hidden in the bag? Fill it in on a five frame using objects such as buttons or pennies to help you work it out. <i>For an extra challenge, write the number sentences for all of your combinations. Can you challenge yourself with 10 objects and a tens frame?</i></p>	
Friday	<p><i>LO: To problem solve how many more to get to five.</i> https://whiterosemaths.com/homelearning/early-years/</p> <p>Alive in 5! – Week 2 Session 5 – Watch and join in with the video. Join in for live zoom video lesson. https://www.google.com/search?q=roll+a+dice&rlz=1C1GCEA_enGB879GB879&oq=roll+a+dice&aqs=chrome..69i57j0l4j0i39515.2372j1j7&sourceid=chrome&ie=UTF-8 Get a dice or follow the link to google dice. Roll the dice and see what number you land. Using a 5 frame, how many more do we need to get to five? Do this a few times until you have practised with every number on the dice and recreated with a five frame. <i>For an extra challenge, write the number sentences for all of your combinations.</i></p>	

Topic

This term our topic is Fantasy and Adventure. Please send all topic work you choose to complete to me!	
Monday	<p><i>LO: To watch Room on the Broom and discuss the story.</i> https://www.youtube.com/watch?v=uQulEnxsRo&t=145s (Full movie on BBC iPlayer is linked for Friday's lesson, as it is 25 minutes long. This YouTube video is 7 minutes long, easier for children to watch and then complete work on afterwards! Please save watching the movie until Friday, even if your child has already seen it!) Watch the video and listen to the rhyming words. Can you remember what three items did the witch lose? Can you make a list of items she lost? Use your FredTalk fingers to sound them out. An extra challenge could be to write some of the rhyming words down and see if you can see a pattern. E.g. frog, bog, dog.</p>
Tuesday	<p><i>LO: To make a magic wand from natural and synthetic materials.</i> You will need: Sticks/twigs (suitable sizes for wands), glue, sticky tape, ribbons, scissors, sequins. Go on a stick hunt and collect 1 stick to create your wand from. Chose some ribbons and tie them onto the end of the wand. Add some glitter and sequins. Leave the magic wands to dry! I cannot wait to see what you have created!</p>

Wednesday	<p><i>LO: To describe the characters in Room on a Broom using adjectives.</i></p> <p>See the picture attached at the bottom of this planning sheet.</p> <p>Print out the picture and cut out the characters. Can you think of describing words for these characters? Make a list of as many describing words you can think of for each character. As an extra challenge, can you come up with a sentence about for favourite character in the book? Can you use an adjective in that sentence?</p> <p>E.g. "The witch is good" I could make my sentence even better by saying "The tall witch is good" "The frog with the wand" could become "the green frog with the wand".</p>
Thursday	<p><i>LO: To create bubbling magic potions science experiment.</i></p> <ol style="list-style-type: none"> 1. Begin with the bowl on a tray (it will make clean up easier) 2. Then pour some vinegar into the bowl. 3. Next, stir in some food colouring/powder paint. 4. Then add a squeeze of washing up liquid. 5. Next, sprinkle in some glitter and sequins. 6. Then add the bicarbonate of soda and stir the mixture with your magic wand or a spoon. 7. Watch what happens as your potion begins to fizz and bubble! 8. Continue adding bicarbonate of soda, washing up liquid and vinegar to continue the reaction. Try adding different food colouring/powder paint too! Bubble bath could also be used instead of washing up liquid! <p>The Science Behind the Experiment – A Guide for Adults</p> <p>Bicarbonate of soda is a chemical called sodium bicarbonate and is an alkali. Vinegar contains acetic acid. Mixing bicarbonate of soda and vinegar creates a reaction forming carbon dioxide which makes the bubbles and a residue of a type of salty water.</p> <div style="background-color: #e6e6fa; padding: 5px; margin-top: 10px;"> <p>You will need:</p> <ul style="list-style-type: none"> Bicarbonate of soda (also known as baking soda) Distilled white or malt vinegar Washing up liquid Food colouring or powder paint Glitter and sequins A bowl or plastic cauldron A magic wand or spoon </div>
Friday	<p><i>LO: To watch Room on the Broom the movie.</i></p> <p>https://www.bbc.co.uk/iplayer/episode/p0102qfj/room-on-the-broom</p> <p>Draw a picture of the new and improved broom at the end of the story. Can you label the different parts of the new broom? What new feature would you add to the broom for yourself? E.g. a TV.</p>

Other learning to be completed **EVERY DAY**

<p>Fine motor activities</p>	<ul style="list-style-type: none"> • Practice writing sounds and focusing on letter formation, words, short sentences depending on individual guidance. (to be explained) • Reading every day – talking about what is happening in the story, allowing your child to read and decode the words and talking about what could happen to the characters after the story. • Counting to 20 every day, focusing on teen numbers 11-20. • Order numbers to 20 (See attachment for printout) • Playdough – Dough Disco https://www.youtube.com/watch?v=DrBsNhwzgc
<p>Writing</p>	 <p>After every Phonics lesson, I expect the children to write the new sound and try to write at least 3 words containing that new sound. As the adult, you will need to support this by helping your child come up with CVC words that including the new sound or start with the new sound. This will be discussed in the videos as part of the lesson, so it is very important to sit and work with your child during these lessons. We will also have individual/grouped guidance based around expectations of children’s learning to be explained soon via email.</p> <p>Practice writing numbers with the correct formation, starting with 1-10 and then focusing on 11-20.</p> <p>Also practise drawing patterns on scrap paper to help fine motor control, pen control and the correct pen grasp.</p>
<p>Reading (Twice daily)</p>	<p>Listen to your child read twice daily. It is important to read the same book lots of times so that you develop fluency and begin to recognise words without having to sound them out every time. Look out for the target sound of the week in all of the books you read. When looking at tricky words, frequently mind children they are words that you can’t use your phonics to work out.</p>
<p>P.E. / Exercises (At least 15 minutes daily)</p>	<p>In your garden, set up an exercise routine that you can repeat each day e.g. Star jumps, jogging, press ups etc.</p> <p>PE with Joe Wicks: https://www.youtube.com/user/thebodycoach1</p> <p>Wake up Shake up playlist used in class: https://www.youtube.com/watch?v=1gUbdNbu6ak https://www.youtube.com/playlist?list=PLWOyj1IT_5kbdiaaJEhZL-bAMgiBTFjIC https://www.youtube.com/watch?v=jKSkAtFUjo0</p>
<p>Silent Sitting (5 minutes daily)</p>	<p>Silent Sitting for 4/5 mins daily. Helps to calm children down after an excited hour or time outside. Talk to your child about what colour they think they are feeling before silent sitting and afterwards. Ask them to explain why they chose that colour to you.</p>
<p>Play</p>	<p>Children learn best when they learn through play. Allow time for children to play freely indoors and outdoors without objectives every day. Incorporating what they have learnt that day in their play is an excellent way to see if they have grasped a concept or they might need some more support if they have any misconceptions.</p>

