



Owls Class Remote Learning Plan – Term 3
Week 3 W/C 25th January 2021





IMPORTANT INFORMATION




<p>ZOOM MEETING CODE</p>	<p>Miss Painter is inviting you to a scheduled Zoom meeting. 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=NWVEd3FuVGRMSjNONUZLMHIRVUNgUT09</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/super movers https://www.annafreud.org/what-we-do/anna-freud-learning-network/coronavirus/ https://www.minded.org.uk/</p>
<p>USEFUL WEBSITES – Other subjects</p>	<p>Twinkl BBC iPlayer</p>
<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

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>Monday</p>	<p><i>LO: To revisit all previously taught Set 2 sounds – ay, ee, igh, ow, oo, oo, ar.</i></p> <p>Zoom lesson will cover:</p> <p>Set 2 digraphs previously learnt. Actions for set2. Green words. Review words from word time 1.6 & 1.7.</p> <p>Red words. Spell with FredTalk fingers. Explain picture.</p> <p>Purple: Revisit the sounds at the top of the page. “Sunday, sweet, night, snow, zoom, book, shark.”</p> <p>Using FredTalk fingers to sound out the word and write it down. Practising letter formation.</p> <p>Red: “Sunday, sweet, night, snow, zoom, book, shark.”</p> <p>Using FredTalk fingers to sound out the word and write it down. Practising letter formation.</p> <p>Complete a sentence about the picture “The .._._. is red.”</p> <p>Hold a sentence “The mushroom grows in the park.”</p> <p>Green: Complete a sentence about the picture “The .._._. is red.”</p> <p>Hold a sentence “The mushroom grows in the park.”</p> <p>Build a sentence about the picture.</p>	
<p>Tuesday</p>	<p><i>LO: To revisit all previously taught Set 2 sounds – ay, ee, igh, ow, oo, oo, ar.</i></p> <p>Zoom lesson will cover:</p> <p>Set 2 digraphs previously learnt. Actions for set2. Green words. Review words from word time 1.6 & 1.7.</p> <p>Red words. Spell with FredTalk fingers. Explain picture.</p> <p>Purple: Revisit the sounds at the top of the page. “Crayon, sleep, bright, yellow, shampoo, cook, farm.” Using FredTalk fingers to sound out the word and write it down. Practising letter formation.</p> <p>Red: Crayon, sleep, bright, yellow, shampoo, cook, farm.” Using 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 “I can look at books at night.”</p> <p>Green: Complete a sentence about the picture “Look at the ._.”</p> <p>Hold a sentence “I can look at books at night.”</p> <p>Build a sentence about the picture.</p>	
<p>Wednesday</p>	<p><i>LO: To revisit all previously taught sounds and learn the “or” shut the door sound.</i></p> <p>Zoom lesson will cover; New sound and words including that sound. Spot the new sound in the pack.</p> <p>Green words. Review words from word time 1.7. Red words. Spell with FredTalk fingers. Explain picture.</p> <p>Purple: “or” short, sort, door, horse, sport, fork, snort, horn, corn.</p> <p>FredTalk fingers to sound out the word and write it down. Practising letter formation.</p> <p>Red: “or” short, sort, door, horse, sport, fork, snort, horn, corn.</p> <p>FredTalk fingers to sound out the word and write it down. Practising letter formation.</p> <p>Complete a sentence about the picture “Eat your dinner with a ._.”</p> <p>Hold a sentence “The horse with a fork.”</p> <p>Green: Complete a sentence about the picture “Eat your dinner with a ._.”</p> <p>Hold a sentence “The horse with a fork.”Build a sentence about the picture.</p>	

Thursday	<p><i>LO: To revisit all previously taught sounds and learn the "air" that's not fair 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.</p> <p>Explain picture.</p> <p>Purple: "air" fair, stair, chair, hair, air, lair. FredTalk fingers to sound out the word and write it down. Practising letter formation.</p> <p>Red: "air" fair, stair, chair, hair, air, lair. FredTalk fingers to sound out the word and write it down. Practising letter formation.</p> <p>FredTalk fingers to sound out the word and write it down.</p> <p>Practising letter formation.</p> <p>Complete a sentence about the picture "Under the .._."</p> <p>Hold a sentence "Lets go up stairs to play."</p> <p>Green: Complete a sentence about the picture "Under the .._."</p> <p>Hold a sentence "Lets go up stairs to play."</p> <p>Build a sentence about the picture.</p>	
Friday	<p><i>LO: To revisit all previously taught sounds and learn the "ir" whirl and twirl 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: "ir" girl, bird, third, whirl, twirl, dirt, skirt, first. 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 sound in?</p> <p>Red: "ir" girl, bird, third, whirl, twirl, dirt, skirt, first. 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 sound in?</p> <p>Complete a sentence about the picture "The ._ has a ._."</p> <p>Hold a sentence "The bird is on the girl."</p> <p>Green: Complete a sentence about the picture "The ._ has a ._."</p> <p>Hold a sentence "The bird is on the girl."</p> <p>Build a sentence about the picture.</p>	

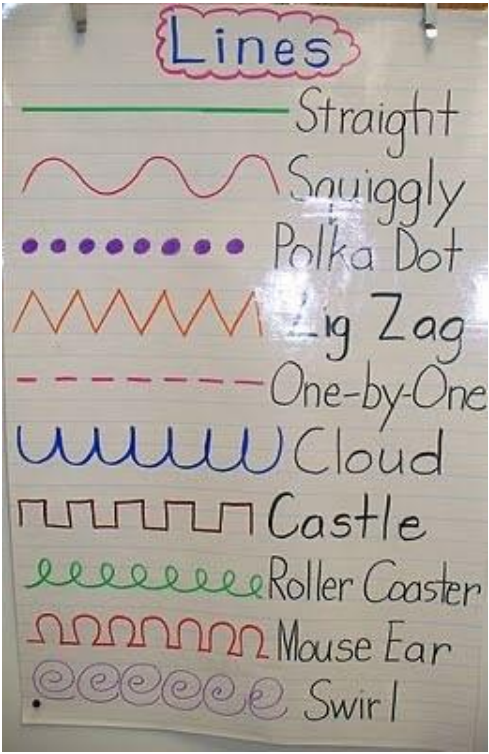
Lesson with a camera icon in the corner indicates I would like to see a photo!			
Monday	<p><i>LO: To compare mass using key vocabulary of heavier and lighter than.</i> https://whiterosemaths.com/homelearning/early-years/ Alive in 5! – Week 3; Session 1 – Watch and join in with the video.</p> <p>Join in for live zoom video lesson. If you do not have balance scales at home, could you use this link to make your own? https://www.thoughtco.com/kid-science-make-a-balance-scale-2086574 Or you try placing an item in each hand to see what feels heaviest. Explore what happens when you put different objects on the balance scales. What do you notice? Which objects make the scales tip? <i>For an extra challenge, can you make a table of heavy and light items? Every item you weigh, I would like you to write it down in the correct column.</i></p> <div style="text-align: right;">  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th style="background-color: #d9e1f2;">Key vocabulary</th> </tr> <tr> <td style="text-align: center;">heavy light heavier than lighter than</td> </tr> </table> </div>	Key vocabulary	heavy light heavier than lighter than
Key vocabulary			
heavy light heavier than lighter than			
Tuesday	<p><i>LO: To explore full and empty.</i> https://whiterosemaths.com/homelearning/early-years/ Alive in 5! – Week 3; Session 2 – Watch and join in with the video.</p> <p>Join in for live zoom video lesson. Fill cups with different amounts of liquid. What do you notice? Use the key vocabulary to talk about and compare each cup. What happens if you change the size of your cup? What do you notice when you use a tall, thin cup or a short, wide cup? <i>For an extra challenge, draw pictures to match our key vocabulary.</i></p> <div style="text-align: right;">  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th style="background-color: #d9e1f2;">Key vocabulary</th> </tr> <tr> <td style="text-align: center;">full empty nearly full nearly empty</td> </tr> </table> </div>	Key vocabulary	full empty nearly full nearly empty
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Wednesday	<p><i>LO: To explore measuring capacity.</i> https://whiterosemaths.com/homelearning/early-years/ Alive in 5! – Week 3 Session 3 – Watch and join in with the video.</p> <p>Join in for live zoom video lesson. Explore filling different sized containers. Choose how you are going to fill them e.g. with spoons or cups etc. Think about whether a spoon is a good choice to fill a big bucket? Count how many spoons or cups it takes to fill your different sized containers. What do you notice? Which pot holds the most? Which pot holds the least? <i>For an extra challenge, draw your containers and write down how many it took to fill it on each of your drawings.</i></p> <div style="text-align: right;">  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th style="background-color: #d9e1f2;">Key vocabulary</th> </tr> <tr> <td style="text-align: center;">smaller smallest larger largest most least</td> </tr> </table> </div>	Key vocabulary	smaller smallest larger largest most least
Key vocabulary			
smaller smallest larger largest most least			
Thursday	<p><i>LO: To continue to explore measuring capacity.</i> https://whiterosemaths.com/homelearning/early-years/ Alive in 5! – Week 3; Session 4 – Watch and join in with the video.</p> <p>Join in for live zoom video lesson. Gather three bears from the story “Goldilocks and the Three bears”. What size bowls will you need for each bear? How much porridge will Baby Bear have? A full bowl? A nearly empty bowl? Why? Does Daddy Bear’s size affect how much porridge he will get? <i>For an extra challenge, you could do the matchstick hunt just like Miss Cooper on the White Rose Video. See if you can fit more than 12 objects in your matchbox and think about the size of the objects and whether or not they will fit in your matchbox.</i></p>		
Friday	<p><i>LO: To measure ingredients.</i> https://whiterosemaths.com/homelearning/early-years/ Alive in 5! – Week 3 Session 5 – Watch and join in with the video.</p> <p>Join in for live zoom video lesson. Have a go at making your own playdough. Remember to measure out your ingredients carefully. <i>(No cook playdough recipe included at the bottom of the planning sheet)</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 listen to "Portside Pirates" and begin to learn the song.</i> https://www.youtube.com/watch?v=qAngsMJD3I This week we are learning about pirates! At the end of the week, I am going to ask you to send a video of you singing a bit of this story song, so you could start practicing to learn it now. I would also like you to look at the key vocabulary and speak about pirates in a full sentence. "Pirates wear hats and love to find treasure with a map." <i>For an extra challenge, can you write a sentence down using some of the key vocabulary?</i> (Print out available at the bottom of the planning)</p>
Tuesday	<p><i>LO: To listen to "Portside Pirates" and begin to understand the vocabulary used.</i> https://www.youtube.com/watch?v=qAngsMJD3I Listen to the song and practice your singing ready to send it to me on Friday! They use some funny words in this song. Can you use the internet, a book or ask a grown up what does portside mean? What does starboard mean? Can you draw or print a picture of a pirate ship? Can you label portside and starboard? You could ask a grown up to help with spellings of these words, or you could challenge yourself to spell them independently. (Print out available at the bottom of the planning)</p>
Wednesday	<p><i>LO: To listen to "Portside Pirates" and to make your own map.</i> https://www.youtube.com/watch?v=qAngsMJD3I Listen to the song and practice your singing ready to send it to me on Friday! https://www.youtube.com/watch?v=HaMq81495C0&t=49s Watch this video of how to make your own treasure map and then you can make your own! I can't wait to see all of the different types of treasure maps!</p>
Thursday	<p><i>LO: To use describe a pirate.</i> https://www.youtube.com/watch?v=qAngsMJD3I Listen to the song again and practice your singing ready to send it to me on Friday! Have a look at my pirate picture. What words can you use to describe him? Purple: If you are doing purple work in phonics, I would like you list the things you can see "black hat, peg leg, red coat" ect. Red & Green: If you are in red or green group can you write your answers as sentences "He has a black hat. He has a peg leg." For an extra challenge, can you write a short story about this pirate?</p>
Friday	<p><i>LO: To send a video of yourself singing the Portside Pirates story song.</i> Send me a video of you singing the song! This is helping me to see your attention, listening and memory skills!</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=PLWOy1IT_5kbidiaaJEhZL-bAMgjBTFjIC</p>
<p>Silent Sitting (5 minutes daily)</p>	<p>https://www.youtube.com/watch?v=jKSkAtFUjo0</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>

No Cook Playdough Recipe

- 2 cups of flour
- $\frac{1}{2}$ cup of salt
- 2 tablespoons of cream of tartar
- 2 tablespoons of oil or baby lotion
- 1 cup of hot water



1. Combine the dry ingredients in a bowl, add the oil or baby lotion and then the water.
You could also add some food colouring here if you would like a colourful dough.
2. Stir everything together and then knead the dough until you are happy with the consistency.

VOCABULARY



