



**Owls Class Remote Learning Plan – Term 4**  
**Week 2 W/C 1st March 2021**



**IMPORTANT INFORMATION**

ZOOM MEETING CODE	Join Zoom Meeting <a href="https://us04web.zoom.us/j/72155053209?pwd=NWVEd3FuVGRMSjNONUZLMHIRVUNGUT09">https://us04web.zoom.us/j/72155053209?pwd=NWVEd3FuVGRMSjNONUZLMHIRVUNGUT09</a> Meeting ID: 721 5505 3209 Passcode: ns18EB  <b>Register &amp; RWI Phonics – 9.00am – 9.30am</b> <b>Maths - 11.30am – 11.45am</b>
USEFUL WEBSITES - English	<a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> <a href="http://www.letters-and-sounds.com/">http://www.letters-and-sounds.com/</a> <a href="https://www.phonicsbloom.com/">https://www.phonicsbloom.com/</a> <a href="https://classroomsecrets.co.uk/free-home-learningpacks/">https://classroomsecrets.co.uk/free-home-learningpacks/</a> <a href="https://www.literacyshedplus.com/en-gb/browse/freeresources">https://www.literacyshedplus.com/en-gb/browse/freeresources</a> Spellingframe.co.uk YouTube videos to support learning: Geraldine the Giraffe Mr Thorne does phonics Alphablocks Moo Cow Phonics
USEFUL WEBSITES - Maths	<a href="#">Early Years   White Rose Maths</a> <a href="https://www.mathematicsmastery.org/free-resources">https://www.mathematicsmastery.org/free-resources</a> <a href="https://nrich.maths.org/">https://nrich.maths.org/</a> <a href="https://www.ictgames.com/">https://www.ictgames.com/</a> <a href="https://www.topmarks.co.uk/">https://www.topmarks.co.uk/</a> <a href="https://www.bbc.co.uk/bitesize/">https://www.bbc.co.uk/bitesize/</a> Numberblocks
USEFUL WEBSITES - P.S.H.E / The Big Think/ Health and Wellbeing	<a href="https://www.nhs.uk/10-minute-shake-up/shake-ups">https://www.nhs.uk/10-minute-shake-up/shake-ups</a> <a href="https://www.bbc.co.uk/teach/super movers">https://www.bbc.co.uk/teach/super movers</a> <a href="https://www.annafreud.org/what-we-do/anna-freud-learning-network/coronavirus/">https://www.annafreud.org/what-we-do/anna-freud-learning-network/coronavirus/</a> <a href="https://www.minded.org.uk/">https://www.minded.org.uk/</a>
USEFUL WEBSITES – Other subjects	Twinkl BBC iPlayer

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.

**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.)

**Monday**

*LO: To revisit all of our Set 2 sounds, focusing on "ir".*


**Zoom lesson will cover:**

**Sound cards. Actions for sound we are revisiting. Words with our sound in. Red words. Build a sentence (weekend news). Explain picture.**

**Purple:** Using Fredtalk fingers, write these words: girl, shirt, bird, twirl, dirt, first.  
Complete a sentence: The boy and .. see the house.

**Red:** Using Fredtalk fingers, write these words: girl, shirt, bird, twirl, dirt, first.  
Complete a sentence: The boy and .. see the house."  
Hold a sentence "The sweet house is big"

**Green:** Using Fredtalk fingers, write these words: girl, shirt, bird, twirl, dirt, first.  
Complete a sentence: The boy and .. see the house."  
Hold a sentence "The sweet house is big"  
Can you also write your own weekend news? Don't forget to start each sentence with either "At the weekend" or "On Saturday/Sunday..."



**Tuesday**

*LO: To revisit all of our Set 2 sounds, focusing on "ou".*


**Zoom lesson will cover:**

**Sound cards. Actions for sound we are revisiting. Words with our sound in. Red words. Build a sentence. Explain picture.**

**Purple:** Using Fredtalk fingers, write these words: mouth, shout, out, cloud, round, house.  
Complete a sentence: We can run ..

**Red:** Using Fredtalk fingers, write these words: mouth, shout, out, cloud, round, house.  
Complete a sentence: We can run ..  
Hold a sentence "The man ran fast from the cat"

**Green:** Using Fredtalk fingers, write these words: mouth, shout, out, cloud, round, house.  
Complete a sentence: We can run ..  
Hold a sentence "The gingerbread man ran from the cat"  
Build a sentence about the picture. See if you can use the "oy" sound and could you use a describing word in your sentence too?



**Wednesday**

*LO: To revisit all of our Set 2 sounds, focusing on "or".*

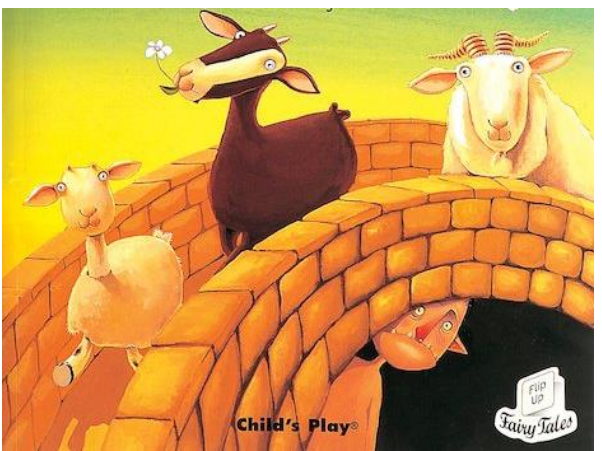
**Zoom lesson will cover:**

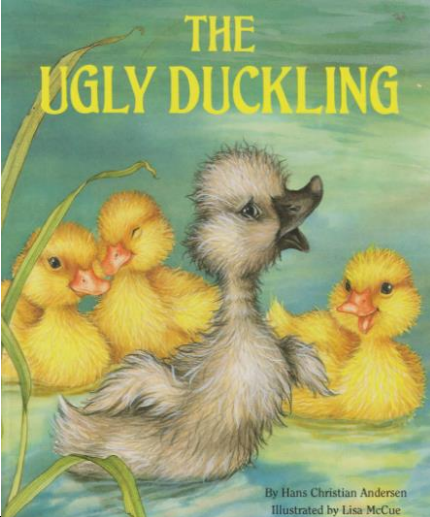

**Sound cards. Actions for sound we are revisiting. Words with our sound in. Red words. Build a sentence. Explain picture.**

**Purple:** Using Fredtalk fingers, write these words: born, fork, torch, short, horn, torn.  
Complete a sentence: The troll will shut the ..

**Red:** Using Fredtalk fingers, write these words: born, fork, torch, short, horn, torn.  
Complete a sentence: The troll will shut the ..  
Hold a sentence "Let's go on the bridge"

**Green:** Using Fredtalk fingers, write the words down after the game.  
Complete a sentence "The girl's hood is ..."  
Hold a sentence "Let's go to Grandma's house."  
Build a sentence about the picture. Can you use the "or" sound in writing and could you use a describing word in your sentence too?



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Thursday</p>	<p><i>LO: To revisit all of our Set 2 sounds, focusing on "oy".</i></p> <p><b>Zoom lesson will cover:</b></p> <p><b>Sound cards. Actions for sound we are revisiting. Words with our sound in. Red words. Build a sentence. Explain picture.</b></p> <p><b>Purple:</b> Using Fredtalk fingers, write these words: boy, toy, soya, joy, Roy. Complete a sentence: The duck is a . _</p> <p><b>Red:</b> Using Fredtalk fingers, write these words: boy, toy, soya, joy, Roy. Complete a sentence: The duck is a . _</p> <p>Hold a sentence "The duck is grey and fluffy"</p> <p><b>Green:</b> Using Fredtalk fingers, write these words: boy, toy, soya, joy, Roy. Complete a sentence: The duck is a . _</p> <p>Hold a sentence "The duck is grey and fluffy"</p> <p>Build a sentence about the picture. Can you use the "oy" sound in writing and could you use a describing word in your sentence too?</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Friday</p>	<p><i>LO: To revisit all of our Set 2 sounds, focusing on "air".</i></p> <p><b>Zoom lesson will cover:</b></p> <p><b>Set 2 digraphs previously learnt. Actions. Green words. Red words. Build a sentence. Explain picture.</b></p> <p><b>Purple:</b> Using Fredtalk fingers, write these words: fair, hair, lair, stairs, chair, pair. Complete a sentence: It was ... _</p> <p><b>Red:</b> Using Fredtalk fingers, write these words: fair, hair, lair, stairs, chair, pair. Complete a sentence: It was ... _</p> <p>Hold a sentence "The dog pulled the girl"</p> <p><b>Green:</b> Using Fredtalk fingers, write these words: fair, hair, lair, stairs, chair, pair. Complete a sentence: It was ... _</p> <p>Hold a sentence "The dog pulled the girl"</p> <p>Build a sentence about the picture. Can you use the "air" sound? Could you use a describing word in your sentence too?</p>	

Lesson with a camera icon in the corner indicates I would like to see a photo!	
Monday	<p><i>LO: To represent and sort 9 and 10.</i>  <a href="https://whiterosemaths.com/homelearning/early-years/">https://whiterosemaths.com/homelearning/early-years/</a>                      Building 9 &amp; 10 – Week 1: Session 1 – Watch and join in with the video.  <b>Now join in for live zoom video lesson.</b>                      Sorting different representations of 9 and 10.                      Can you choose 2 different colours – see the sheet attached below.  <i>For an extra challenge, can you find groups of objects in your house that are either 9 or 10? For example, can you find 9 yoghurts in the fridge? Can you find 10 small teddies? Can you find 9 shoes? Or would it be easier to find 10 shoes?</i></p>
Tuesday	<p><i>LO: To continue to represent and sort 9 and 10.</i>  <a href="https://whiterosemaths.com/homelearning/early-years/">https://whiterosemaths.com/homelearning/early-years/</a>                      Building 9 &amp; 10 – Week 1: Session 2 – Watch and join in with the video.  <b>Now join in for live zoom video lesson.</b>                      Look at the different representations on the cards. Can you sort them into 2 groups? One group of the cards that show 9 and one group of the cards that show 10.  <i>For an extra challenge, can you create your own cards showing 9 and 10? Try not to just use dots to represent, think of something creative to use. For example you could use stars, unicorns or suns! Make sure if you are doing the extra challenge you draw <b>CAREFULLY</b> so I can see your representations are correct.</i></p>
Wednesday	<p><i>LO: To order numerals to 10.</i>  <a href="https://whiterosemaths.com/homelearning/early-years/">https://whiterosemaths.com/homelearning/early-years/</a>                      Building 9 &amp; 10 – Week 1: Session 3 – Watch and join in with the video.  <b>Now join in for live zoom video lesson.</b>                      Order numerals 1-10 – you can use cards you already have at home or there is an attachment at the bottom of the sheet.                      Ask a helper to change something on your number line once you have ordered the cards.                      Can you spot the mistake and correct it?  <i>For an extra challenge, can you spot a pattern in numbers 11-20? Can you write your numbers in order from 0-10?</i></p>
Thursday	<p><i>LO: To explore the composition of 9 and 10.</i>  <a href="https://whiterosemaths.com/homelearning/early-years/">https://whiterosemaths.com/homelearning/early-years/</a>                      Building 9 &amp; 10 – Week 1: Session 4 – Watch and join in with the video.  <b>Now join in for live zoom video lesson.</b>                      Making 9 and 10 using different colour unifix cubes.                      Can you show different ways you can make 9 and then 10 on the worksheets attached below.  <i>For an extra challenge can you write the number sentences to match.</i></p>
Friday	<p><i>LO: To play number to 10 bingo.</i>  <a href="https://whiterosemaths.com/homelearning/early-years/">https://whiterosemaths.com/homelearning/early-years/</a>                      Building 9 &amp; 10 – Week 1: Session 5 – Watch and join in with the video.  <b>BRING THE ATTACHED BINGO BOARD TO THE LESSON AND WE WILL PLAY MAKING 10 BINGO!</b> <i>For an extra challenge after the session, can you think of some number sentences that make 9 and 10? Try not to look at your previous work this week!</i></p>

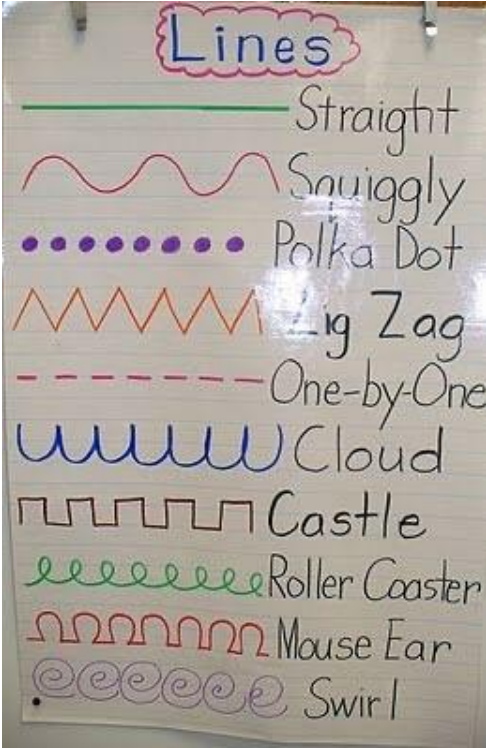


**Topic**

This term our topic is Traditional Tales!	
Monday	<i>LO: To explore the story and the characters in Jack and the Beanstalk.</i> Read through independently or with a grown up, the story of Jack and the Beanstalk on the PowerPoint. (Will be emailed over) To draw a picture of all of the characters in Jack & the Beanstalk. Can you label it to show me which character is which?
Tuesday	<i>LO: To sequence the story of Jack and the Beanstalk.</i> After looking through the PowerPoint again, can you sequence the story using the story cards attached? You will need to cut them out and then put them in the right order! Perhaps you could talk about or act out the story once you have sequenced it?
Wednesday	<i>LO: To write a character description of Jack, the Bean Seller or the Giant.</i> Choose either Jack, the Bean Seller or the Giant to describe (See writing frames at the bottom). At the top of the page is a lot of describing words. However, you have to think about if these words are actually true to the characters. For example, is Jack a mean boy? Or is he a friendly boy? You can get a grown up to help you read the words, but I want you to try to do writing independently, using your Fredtalk fingers and copying describing words.
Thursday	<i>LO: To think about events from a different perspective.</i> Discuss the character of the giant. Why did he behave the way he did? How would you feel if Jack took your belongings? Encourage the children to think about the story from a different perspective.
Friday	<i>LO: To make a beanstalk!</i> You can be creative in any way you feel to make a beanstalk. It could be a tall one, or it could be short one. It is up to you what materials you use! I can't wait to see them!



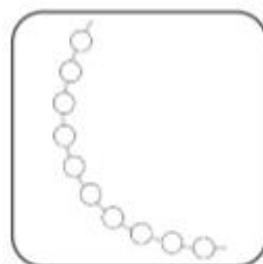
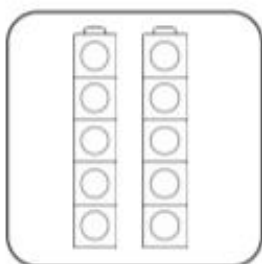
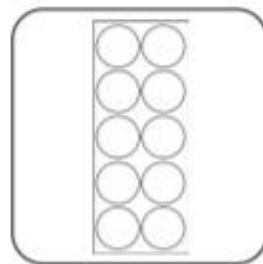
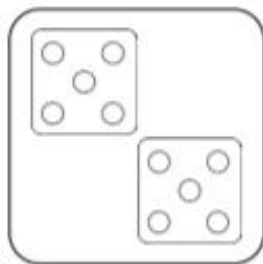
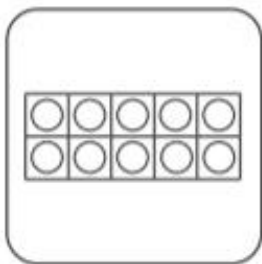
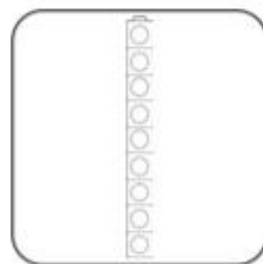
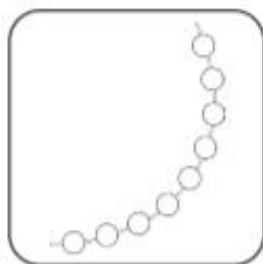
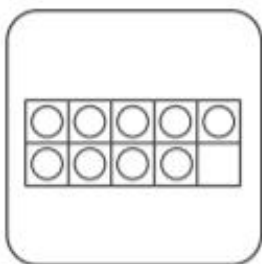
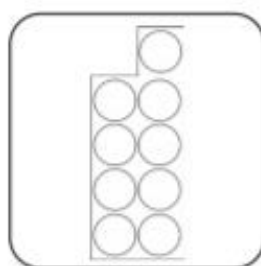
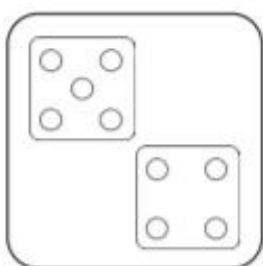
Other learning to be completed **EVERY DAY**

<p>Fine motor activities</p>	<ul style="list-style-type: none"> <li>• Practice writing sounds and focusing on letter formation, words, short sentences depending on individual guidance. (to be explained)</li> <li>• 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.</li> <li>• Counting to 20 every day, focusing on teen numbers 11-20.</li> <li>• Order numbers to 20 (See attachment for printout)</li> <li>• Playdough – Dough Disco <a href="https://www.youtube.com/watch?v=DrBsNhwzgc">https://www.youtube.com/watch?v=DrBsNhwzgc</a></li> </ul>
<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 <b>(Twice daily)</b></p>	<p>Listen to your child read <b>twice daily</b>. 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 <b>(At least 15 minutes daily)</b></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><b>PE with Joe Wicks:</b> <a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a></p> <p><b>Wake up Shake up playlist used in class:</b> <a href="https://www.youtube.com/watch?v=1gUbdNbu6ak">https://www.youtube.com/watch?v=1gUbdNbu6ak</a> <a href="https://www.youtube.com/playlist?list=PLWOyj1IT_5kbdiaaJEhZL-bAMgiBTFjIC">https://www.youtube.com/playlist?list=PLWOyj1IT_5kbdiaaJEhZL-bAMgiBTFjIC</a></p>
<p>Silent Sitting <b>(5 minutes daily)</b></p>	<p><a href="https://www.youtube.com/watch?v=jKSkAtFUjo0">https://www.youtube.com/watch?v=jKSkAtFUjo0</a></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>

# Representing Numbers 9 and 10

Look at the pictures. Choose a colour for number 9 and colour all the pictures that show 9. Choose a different colour for number 10 and colour all the pictures that show 10.

9       10





# #MathsEveryoneCan

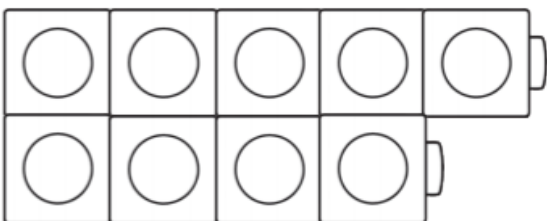
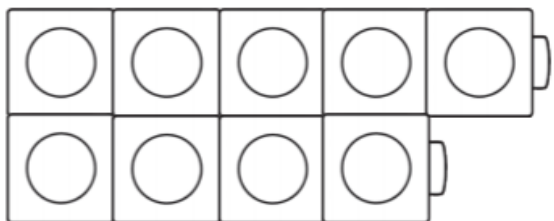
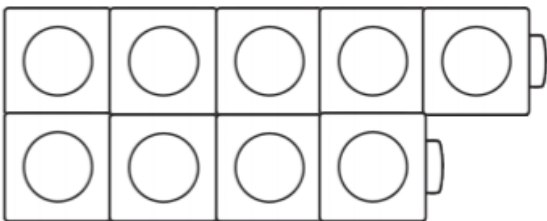
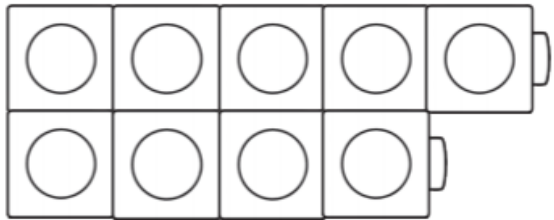
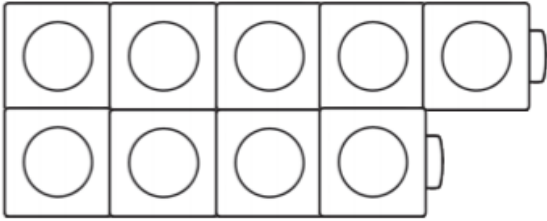


Have a look at each card. Does it represent 9 or 10?  
Sort the cards into two groups.




# Composition of Number 9

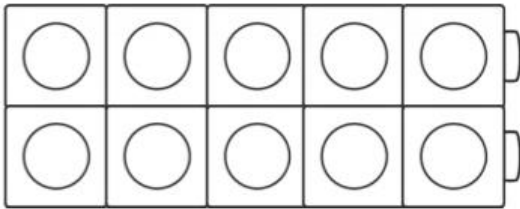
Use interlocking cubes to find different ways of making 9.  
Colour the cubes below to show the different ways you found.



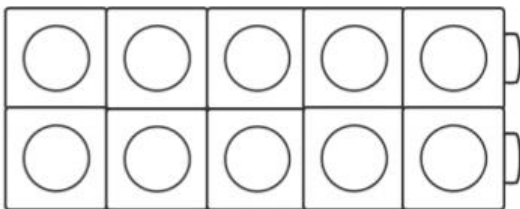
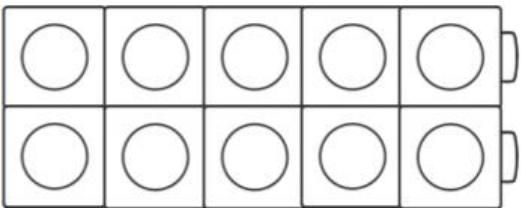
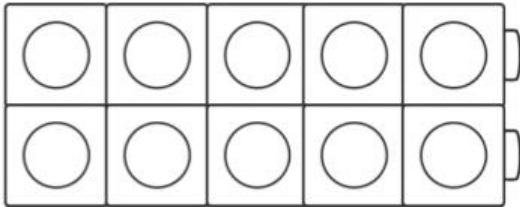
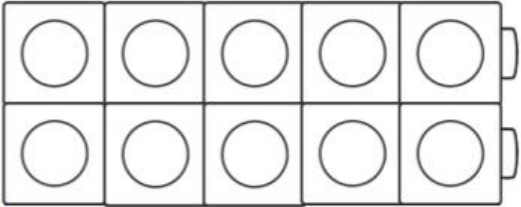
Can you tell me how you made 9?

# Composition of Number 10

Use interlocking cubes to find different ways of making 10.  
Colour the cubes below to show the different ways you found.



Can you tell me how you made 10?





#MathsEveryoneCan



Play your own game of bingo.

You could use one of these bingo cards or you could make your own by adding your own numerals.

5	8	9
7	2	10



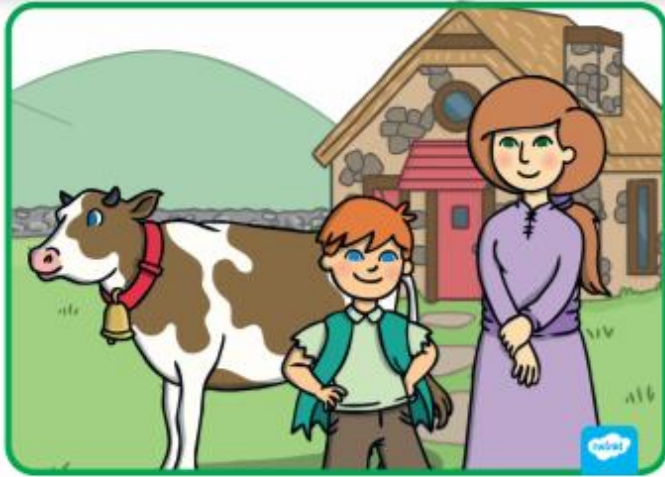
#MathsEveryoneCan



6	4	9
1	7	3









## Jack and the Beanstalk Character Description

Name \_\_\_\_\_

# Jack

caring	clever	brave	bold
happy	cross	horrible	sly
wise	kind	grumpy	scary
angry	helpful	rude	cunning
ugly	gentle	mean	furious
nasty	handsome	noble	smart
unkind	wicked	polite	evil
friendly	pretty	shy	cruel
beautiful	honest	calm	charming



Can you write a paragraph about this character?

---

---

---

---

---

## Jack and the Beanstalk Character Description

Name \_\_\_\_\_

# Bean Seller

- |           |          |          |          |
|-----------|----------|----------|----------|
| caring    | clever   | brave    | bold     |
| happy     | cross    | horrible | sly      |
| wise      | kind     | grumpy   | scary    |
| angry     | helpful  | rude     | cunning  |
| ugly      | gentle   | mean     | furious  |
| nasty     | handsome | noble    | smart    |
| unkind    | wicked   | polite   | evil     |
| friendly  | pretty   | shy      | cruel    |
| beautiful | honest   | calm     | charming |



Can you write a paragraph about this character?

---

---

---

---

---

## Jack and the Beanstalk Character Description

Name \_\_\_\_\_

# Giant

caring	clever	brave	bold
happy	cross	horrible	sly
wise	kind	grumpy	scary
angry	helpful	rude	cunning
ugly	gentle	mean	furious
nasty	handsome	noble	smart
unkind	wicked	polite	evil
friendly	pretty	shy	cruel
beautiful	honest	calm	charming



Can you write a paragraph about this character?

---

---

---

---

---