



Red Kites Class Remote Learning Plan – Term 4

Week 1 W/C – 22nd February 2021



IMPORTANT INFORMATION

CLASS EMAIL	RedkitesClass@wslprimary.org This is our class email address. If you have any questions or concerns. Please send an email directly to this address and I will reply as soon as I can.
USEFUL WEBSITES - English	Spellingframe.co.uk Hamilton Trust Twinkl Oak Academy – (https://www.thenational.academy/) https://stories.audible.com/start-listen https://authorfy.com/ https://classroomsecrets.co.uk/free-home-learning-packs/ https://www.literacyshedplus.com/en-gb/browse/free-resources
USEFUL WEBSITES - Maths	Mathsframe.co.uk Times Tables Rockstars Sumdog Hamilton Trust Twinkl Oak Academy – (https://www.thenational.academy/) https://www.mathematicsmastery.org/free-resources https://nrich.maths.org/ https://whiterosemaths.com/homelearning/
USEFUL WEBSITES - P.S.H.E / The Big Think / Health and Wellbeing	Values Education – The Big Think https://www.nhs.uk/10-minute-shake-up/shake-ups https://www.bbc.co.uk/teach/supermovers https://www.annafreud.org/what-we-do/anna-freud-learning-network/coronavirus/
USEFUL WEBSITES – Other subjects	https://www.stem.org.uk/primary-science https://www.bbc.co.uk/bitesize/primary Mandarin - (https://www.swirecentreoxford.org/primary)

REMEMBER

***DUMLUMTUM EVERY PIECE OF WRITTEN WORK THAT YOU COMPLETE
MAKE SURE YOUR WORK IS NEATLY PRESENTED***

EXAMPLE TIMETABLE FOR REMOTE LEARNING – RED KITES

	9.00	10.00	10.05	11.00	11.30	12.00	1.00	1.10	2.15	Evening
MONDAY	English Lesson 1	Movement Break / Comfort Break	Maths Lesson 1	CLASSROOM TIME	Purple Mash TTables Rockstars	LUNCH BREAK	Silent Sitting / PSHE	Science	Reading	
TUESDAY	English Lesson 2		Maths Lesson 2		Purple Mash Spelling Frame		Silent Sitting / PSHE	Art	2.15-2.45 Dance Fitness (Online Zoom)	Reading
WEDNESDAY	English Lesson 3		Maths Lesson 3		Purple Mash Maths Frame		Silent Sitting / PSHE	Topic		Reading
THURSDAY	English Lesson 4		Maths Lesson 4		Purple Mash Lightbot		Silent Sitting / PSHE	1.45-2.15 (Online Zoom lesson) Mandarin		Reading
FRIDAY	English Lesson 5		Maths Lesson 5		Purple Mash Sumdog		Silent Sitting / PSHE	FRIDAY FUNTIME e.g. Cooking / Gardening / P.E.		Reading

ENGLISH – Narrative Writing – The Viewer

All your tasks may be completed using Microsoft Word, unless you would rather write by hand. If you would like to hand write your answers, keep your work together in a single notebook and use an appropriate pen or pencil. Use the link to logon to the OakAcademy website. Oak Academy – (<https://www.thenational.academy/>) Below “Pupils” click the link that says “Lessons”. Next click the link that says “Subjects”. Now click the link in the top right corner that says “Show Year Groups”. EVERYONE click the link that says “Year 5”. Now click the “English” link.

This is a three-week unit called “The Viewer – Narrative Writing”. (Click on this)

IMPORTANT – Please note – I have condensed the three-week Oak Academy unit into 2 weeks so that it can be completed in preparation for our (hopeful) return to school on Monday 8th March. Therefore, all Oak Academy lessons in this unit DO NOT need to be covered in the next two weeks. Please follow the plan so that you know which unit you need to do each day.

Lesson 1 – Mo 22 nd Feb	To explore a text
Lesson 3 – Tues 23 rd Feb	To explore relative pronouns
Lesson 4 – Wed 24 th Feb	To generate vocabulary to describe a setting
Lesson 5 – Thur 25 th Feb	To develop a rich understanding of words associated with chaos and confusion
Lesson 6 – Fri 26 th Feb	To generate verbs and adverbs to describe a setting
Lesson 8 – Mon 1 st Mar	To practice using non-finite clauses
Lesson 9 – Tues 2 nd Mar	To write the opening
Lesson 10 – Wed 3 rd Mar	To infer meaning from images
Lesson 14 – Thur 4 th Mar	To write an alternative ending to a story.
Purple Pen – Fri 5 th Mar	Re-read, edit and check you work for ALL errors in spelling, punctuation and grammar. Re-write / type up your finished “best” ending to the story.

For all sessions, try to pause the teacher when carrying out the tasks set and remember to respond to the teacher by speaking when you are asked to do so.

Maths – Year 4 – Position and Direction / Year 5 - Transformations

All of your tasks should be completed using squared paper wherever possible. You may print out any worksheets if that makes it easier.

Use the link to logon to the OakAcademy website. Oak Academy – (<https://www.thenational.academy/>) Below “Pupils” click on the link that says “Lessons”. Next click on the link that says “Subjects”. Now click the link in the top right corner that says “Show Year Groups”.

Year Group	Year 4 Click on the link that says “Year 4” Now click on “Maths” This is a one-week unit called “Position and Direction” (Click on this unit)	Year 5 Click on the link that says “Year 5” Now click on “Maths” This is a three week unit called “Transformations” (Click on this unit)
Instructions	For each lesson, watch the short teaching video and respond to the challenges within the video. Click “Next” and have a go at the worksheet task. (You can either download and print the worksheet OR simply copy the questions from the screen onto squared paper and work out the answers. Finally have a go at the quiz to test your understanding of each lesson.	
Lesson 1 Monday	To describe positions on a 2D grid as coordinates.	To identify, describe and represent the position of a shape following a translation.
Lesson 2 Tuesday	To investigate a problem, describing position on a 2D grid as coordinates.	To describe positions on a 2D grid as coordinates.
Lesson 3 Wednesday	To plot specified points and draw sides to complete a given triangle.	To describe the position of a point and translate it across two quadrants using coordinates.
Lesson 4 Thursday	To describe movement between positions as translations of a given unit left/right or up/down1	To describe the position of a point and shape across four quadrants using coordinates.
Lesson 5 Friday	To describe movement between positions as translations of a given unit left/right or up/down2	To use coordinates to describe position following a translation.

For all sessions, try to pause the teacher when carrying out the tasks set and remember to respond to the teacher by speaking when you are asked to do so.

Independent learning:

Times Tables Rockstars	https://ttrackstars.com/																		
Reading	Read your book to yourself or practise reading aloud.																		
Purple Mash	https://www.purplemash.com/sch/waltham-rg10																		
Maths Frame	https://mathsframe.co.uk/																		
Spelling Frame	https://spellingframe.co.uk/																		
Lightbot computing coding	https://lightbot.com/flash.html																		
Mandarin	Online zoom lesson – Thursday 1.45 p.m.–2.15 p.m. Password: Mandarin https://us05web.zoom.us/j/81068755604?pwd=T1d6V1FiRERmYlYrbkc0eGxtNnUydz09																		
P.E.	<p><u>Challenge time:</u> Here are five challenges for you to attempt during the week. They can be done in any order. As well as doing the challenges think about the positive effect each challenge has on your mental and physical wellbeing. How do you feel before, during and after the challenge? Let me know how you get on.</p> <table border="1"><thead><tr><th>Challenge</th><th>Score</th><th>Comments</th></tr></thead><tbody><tr><td>1. Make fruit kebabs with 5 different fruits included.</td><td></td><td></td></tr><tr><td>2. Make smoothies with your family and try them all!</td><td></td><td></td></tr><tr><td>3. Create an assault course in your garden and see who can complete it in the fastest time.</td><td></td><td></td></tr><tr><td>4. Jump challenge – do double foot jumps for 4 minutes.</td><td></td><td></td></tr><tr><td>5. Name 5 sporting role models, without using Google.</td><td></td><td></td></tr></tbody></table>	Challenge	Score	Comments	1. Make fruit kebabs with 5 different fruits included.			2. Make smoothies with your family and try them all!			3. Create an assault course in your garden and see who can complete it in the fastest time.			4. Jump challenge – do double foot jumps for 4 minutes.			5. Name 5 sporting role models, without using Google.		
Challenge	Score	Comments																	
1. Make fruit kebabs with 5 different fruits included.																			
2. Make smoothies with your family and try them all!																			
3. Create an assault course in your garden and see who can complete it in the fastest time.																			
4. Jump challenge – do double foot jumps for 4 minutes.																			
5. Name 5 sporting role models, without using Google.																			
Silent Sitting	Put on some quiet calm music. Find a peaceful space in your house. Allow your thoughts to drift and reflect on the good things that have happened to you today. Practice silent sitting.																		

Other Subjects:

Science	<p><u>Human Anatomy</u></p> <p>Use the link to logon to the OakAcademy website. Oak Academy – (https://www.thenational.academy/)</p> <p>Below “Pupils” click on the link that says “Lessons”. Next click on the link that says “Subjects”. Now click the link that says “Key Stage 2”. Find and click on the link that says “Science”.</p> <p>Now click on the “Human Anatomy” topic.</p>
	<p><u>Lesson 5 – How is oxygen transported around our bodies?</u></p>
Topic	<p><u>Palaeontology and Dinosaurs –</u></p> <p>Use the link to logon to the OakAcademy website. Oak Academy – (https://www.thenational.academy/)</p> <p>Below “Pupils” click on the link that says “Lessons”. Next click on the link that says “Subjects”. Now click the link that says “Key Stage 2”. Find and click on the link that says “History”.</p> <p>Now click on the “Prehistoric Britain” topic.</p>
	<p><u>Lesson 6 – What was life like in a Neolithic settlement?</u></p>
Art	<p><u>British Art – Lesson 5 – Sculpture – Anish Kapoor</u></p> <p>Anish Kapoor is a sculptor, mostly working with granite, marble, plaster and limestone. His sculptures are usually simple shapes of one colour at a time, and are often brightly coloured. Sometimes they look like they have sunk into the ground, disappeared into the distance or they change the shape of the area around them. His work is often about the senses. Some people ask whether he might be an architect as well as an artist. He often makes sculptures for outdoor, public spaces, all over the world.</p> <p>Using the internet, research the work of Anish Kapoor. Consider the following questions:</p> <p><i>What can you see in the photo?</i></p> <p><i>Why do you think the artist made the sculpture?</i></p> <p><i>Which senses does Anish Kapoor want you to use when you look at this sculpture?</i></p> <p><i>How would the sculpture work in your school?</i></p> <p><i>If you could give the sculpture another name, what would it be?</i></p> <p>Find a photograph of one of his sculptures that you like and have a go at drawing it. Explain why you chose that particular sculpture and what you like about it. Please send me your finished picture. I would love to see it. Good luck.</p>

The Big Think – Love - Openness

L.O. To understand the importance of having new experiences in everyday life.

Consider the following “Big Picture”. Write down one sentence using each of the sentence stems.

The Big Picture

Sentence Stems:

One thing that stands out to me is...

I'd like to know more about....

One thing I pictured in my mind...

This picture makes me feel...

I wonder...



Read the following story...

The English Chippy by Avantika Taneja

Iman poked at the greasy pick-up sticks on her school dinner tray, covered in a red, goopy sauce. She held one up suspiciously and sniffed it. It smelled like a fried potato, but what was all that red goop? She took a bite. Yuck. It tasted like a salty, sweet dessert.

Her tummy rumbled as she thought of Baba's delicious feasts back home: pilaf and peppers stuffed with spicy rice and smoky grilled kebabs she could almost smell. But now in England, living in the hostel until Baba could get a job, meant no proper kitchen.

'Don't fancy your fish 'n' chips?' Iman opened her eyes, startled.

It was Sophie, a girl from her class with big, saffron hair. Iman had learnt enough English in the refugee camp to understand. She looked down at her tray and shook her head.

Sophie grinned. 'I'll help you finish it. It's my favourite!'

She settled down beside Iman and started munching hungrily at the greasy pick-up sticks, despite having her own tray.

Iman grimaced. How could someone so friendly have such strange taste?

'Everybody here loves fish 'n' chips,' Sophie announced. 'But I'll take you to the local chippy and then you can taste the real thing,' she grinned, red goop smearing her lips.

After school the next day, Sophie looped her arm through Iman's and hurried her to the High Street. Many of the shop windows were boarded up. But soon they reached a café with a neon fish-shaped sign with 'Fish & Chips' in bright letters.

'Mr Malin owns this place. He always gives me extra chips for free.' Sophie said, as if she was a tour guide.

'Afternoon, girls' said Mr Malin, as he dished them each some freshly fried cod and chips. Iman had to admit it looked better without the red goop and actually smelled quite tasty.

'Iman's new around here,' explained Sophie, making up for Iman's silence. 'I said she'll have to love fish 'n' chips if she lives here.'

Mr Malin's big white moustache settled in a smile. 'Welcome, Iman.'

He turned to Sophie. 'As a matter of fact, fish 'n' chips were brought here by my ancestors hundreds of years ago. They were refugees from Eastern Europe. Newcomers are always bringing in new flavours that we soon come to think of as typically English.'

He sighed. 'But business is tough these days. Not everyone cares for going to an old chippy anymore. Can't even get people to work here.'

Listening to Mr Malin, Iman was determined to give her fish 'n' chips a try. On the way out, she spotted an advert in the window: 'Wanted: Kitchen Preparation Assistant' and an idea popped into her head.

* * *

A few months later, Baba was settled into his new job working at the chippy. They had moved out of the hostel to a flat and Baba now filled the kitchen with the smells of home that Iman loved.

But Iman still looked forward to her and Sophie's weekly trip to the chippy. Although it was bustling with customers now, Mr Malin still gave them VIP treatment.

Ever since Baba started working there, the sign had changed to: 'Fish & Chips & Kebab'. Iman could now breathe in the smells of home at the chippy too. She loved fish 'n' chips now, but she had her chips with garlic and chilli sauce instead of ketchup.

She thought to herself: maybe one day I can convince Sophie to give that a try.

In your exercise book answer the following questions. Make sure you write your answers in full sentences with capital letters and full stops. Use "because" to explain your reasons.

1. In the beginning of this story, who do you think was more open to variety – Iman or Sophie? Why? How did Sophie's openness help Iman to feel like she could belong?

2. What do you think Mr Malin means when he says, 'Newcomers are always bringing in new flavours that we soon come to think of as typically English'?

3. After listening to Mr Malin, how did Iman become more open to trying new things? Once she allowed her mind to open, what problem was Iman able to solve?

4. When have you had a change of heart about something new you have experienced?

Do you think you are open to trying new experiences?