

Resources that you need are highlighted in yellow throughout the plan so that you can make sure you are organised before beginning a lesson.

Day	Maths	English	Other
Day 1	<p>PSHE Welcome Back To School!</p> <p>Class discussion about return to school – feelings, worries etc.</p> <p>Share Lockdown experiences.</p> <p>Discuss new schools and transition for September.</p> <p>Any questions – open forum.</p> <p>Take opportunity to organise return of school books and resources which children took home – keep list of outstanding reading books/workbooks.</p> <p>Children to choose their favourite piece of work – to discuss with their Learning Partner and teacher/TA.</p> <p>Complete collaborative poster task to display in class room/corridor when finished.</p> <p>(TAs to collaborate with putting the finished poster together.)</p> <p>(See Twinkl)</p> <p>Maths In school, if time allows, complete Numeracy Ninjas and a flashback slide/true false. (see WRM Spring term – Algebra – Flashback)</p> <p>LI:</p> <p>Numeracy Ninjas:</p> <p>Week 18 Session 1</p> <p>Or select a task on My Maths/Times Tables Rockstars</p> <p>At Home – revise our work on formulae using these activities;</p> <p>https://www.bbc.co.uk/bitesize/articles/zjs9whv</p>	<p>LI: Check that the book makes sense to them and demonstrate understanding. Demonstrate active reading strategies.</p> <p>Clear the classroom desks to make room. Then whilst adult reads p.64 - 70 children close their eyes and listen to the narration. Initially start with children sitting on the floor listening and then encourage them to begin acting out the scenes as they are read. Can they picture the setting? Freeze frame moments and ask volunteers to give their feelings.</p> <p>Adult to take photos of some of the freeze frames for tomorrow's session.</p> <p>At home, read the pages and then act out the scenes described.</p>	<p>In school- Focused reading groups: teacher-led reading, Pobble activity, independent reading or comprehension activity.</p> <p>Home learning- 30 minutes of reading</p> <p>Music-</p> <p>LI. To perform in character.</p> <p>Use the link below to access the activities for today's lesson;</p> <p>https://learning-platform.roh.org.uk/course/create-and-sing-hansel-and-gretel-explorer/</p> <p>At Home/School: You may not have time to complete all the tasks – Complete the warm up task at the beginning and then focus on the next song – “Gretel, Gretel I Want To Play.”</p> <p>Listen to last week's song, “Little Brother Dance With Me” and complete the Forest Soundscape activity. (If you are at home, you can draw the freeze frame.)</p> <p>RE-</p> <p>LI. To find out about religious teachings on charity and ways of expressing generosity</p> <p>Task: At home, you spent the first two weeks of this half term finding out about architecture and art from different religions. We are now going to move onto looking at religious teachings on charity.</p> <p>What is charity? Can you name any charities and what they do? Talk in LPs then share as a class. Are there any charities that have a special meaning to you and why?</p> <p>Look at the following website, which gives examples from the Bible, showing what Christians believe about charity and giving to other people: Charity - Bible teaching (rsrevision.com)</p> <p>Now watch this video, which explains what Muslims</p>

			<p>believe about charity and giving to other people: Muslims and charity - GCSE Religious Studies - BBC Bitesize</p> <p>What do you think about both Christian and Muslim beliefs and teachings on charity? Are there any similarities between their beliefs? What are the differences between the beliefs?</p> <p>Children to work in groups. You have been given £1000. How are you going to spend this money? How can you come to a decision as a group about who to help and how to help them? Write a plan of action for your spending and then present what you are going to do with reasons for your choices to the class.</p> <p>At home: You have been given £1000. How are you going to spend this money? Who are you going to help and how are you going to help them? Write a plan of action for your spending and then email it with reasons for your choices to the class email addresses.</p>
Day 2	<p>PSHE: Mindfulness Doodling Read the guidance sheet attached to the Remote Learning Plan and then use the templates which are also attached to practise – remember to focus on what you are doing – you could play some mindful music quietly in the background (see link below or find some for yourself.) https://www.youtube.com/watch?v=ABPOj3wSrvI</p> <p>Maths LI: To find pairs of values. Numeracy Ninjas: Week 18 Session 2</p> <p>In school – complete a Flashback Slide</p>	<p>LI: Use a thesaurus with confidence. Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.</p> <p>Warm up – 5 minutes: Work with your learning partner. How many synonyms for struggle can you find? Use thesaurus.</p> <p>Using a photograph of someone in freeze frame (from yesterday's lesson) discuss in your learning partners storyline ideas for someone who is struggling to get somewhere. Who could it be? Why are they trying to get there? What</p>	<p>In school- Focused reading groups: teacher-led reading, Pobble activity, independent reading or comprehension activity.</p> <p>Home learning- 30 minutes of reading French-</p> <p>LI. To engage in conversations. Recap on Home Learning Ma Ville and shops around town. Focus on Le Café. Look at menus – what words can you read/already know, use picture clues for others. Practise reading the words aloud. Recap on numbers for prices.</p> <p>Look at flashcards for phrases a customer might use – you learned some similar phrases when you went</p>

	<p>Or select a task on My Maths/Times Tables Rockstars</p> <p>Watch the video to learn how to find pairs of values; https://vimeo.com/502664420</p> <p>Complete the worksheet;</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y6-Spring-Block-3-W09-Find-pairs-of-values-1-2019.pdf</p> <p>Click here for the answers;</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y6-Spring-Block-3-ANS9-Find-pairs-of-values-1-2019.pdf</p>	<p>is stopping them? What is causing them to go backwards rather than forwards? Can you act out your storyline ideas together? How do you feel? What keeps you going? Do you reach your target? Make notes of your storyline ideas in any format you choose.</p> <p>Children to share their ideas either verbally or through acting out to the rest of the class.</p> <p>(At home, work individually on task and keep your notes for tomorrow's lesson)</p>	<p>shopping in La Boulangerie. Practise reading and speaking them.</p> <p>Repeat this for the phrases for the waiter/waitress.</p> <p>Model a role play conversation between a customer and the waiter/waitress in the café.</p> <p>In Learning Partners, role play the conversation – the waiter/waitress can use some scrap paper/whiteboard to write down the order – practise the spellings! This can be extended by two pairs of LPs joining together so there are three customers and the waiter/waitress.</p> <p>Plenary: Pairs/groups can show their role play.</p> <p>At Home: You can complete the task with a family member or on your own. If you prefer, you can write out the conversation and practise reading it aloud.</p> <p>PE- Outdoor games with Mrs Brierley</p> <p>LI. To participate in group games. To collaborate and take-turns.</p> <p>At home, continue your Yoga practise: Yoga For The Classroom - Yoga With Adriene - YouTube</p>
<p>Day 3</p> <p>PSHE Mindfulness</p> <p>Choose some activities from the list of suggestions attached to the Remote Learning Plan.</p> <p>(In school try; Wind Roar and Blowing Bubbles (need bubbles for this))</p> <p>Maths LI: To find pairs of values.</p> <p>Numeracy Ninjas:</p> <p>Week 18 Session 3</p> <p>In school – complete a Flashback Slide</p>	<p>LI: Plan his/her writing by identifying the purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.</p> <p>Together with your partner, record your storyline of a person struggling up something. Work together to record the work. Record on lined paper. Use dictionaries to improve vocabulary. Think carefully about punctuation use. When describing show consideration of all 5 senses.</p> <p>Ask groups to read aloud their work. Make a copy for both Writing Books.</p>	<p>In school- Focused reading groups: teacher-led reading, Pobble activity, independent reading or comprehension activity.</p> <p>Home learning- 30 minutes of reading</p> <p>Science</p> <p>L.I.</p> <p>Task: You have spent two weeks learning about renewable and non-renewable energy sources at home. In LPs, share with each other what you have learnt and any facts that you know. Discuss as a class. (Classes may need to look back at and revise the previous two Science lessons, where they developed an overview of renewable energy sources and the advantages and disadvantages of each. The overview can</p>	

	<p>Or select a task on My Maths/Times Tables Rockstars</p> <p>Watch the video to develop your knowledge and understanding of finding pairs of values;</p> <p>https://vimeo.com/503100955</p> <p>Complete the worksheet;</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y6-Spring-Block-3-WO10-Find-pairs-of-values-2-2019.pdf</p> <p>Click here for the answers;</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y6-Spring-Block-3-ANS10-Find-pairs-of-values-2-2019.pdf</p>	<p>At home, email your written version to your teacher using the class emails.</p>	<p>be found on the remote learning section of the school website from the week beginning 1st March. Advantages and disadvantages of each source can be found here: Comparing renewable sources of energy - Energy resources - AQA Synergy - GCSE Combined Science Revision - AQA Synergy - BBC Bitesize).</p> <p>Working in groups, children are going to imagine that Fairways wants to invest in a renewable energy source to provide our power as a school. This project will take three lessons, ending with the children writing a letter to send to Mr Pinchback with their recommendations.</p> <p>Today, in their groups, children need to decide which renewable energy source they are going to recommend and why. They need to think about and write answers to the following questions. Why will it work for our school in particular? Where will whatever they've chosen go? What are the advantages? Are there any disadvantages?</p> <p>At home: work on the task and questions above independently, then email your ideas to the class email addresses.</p> <p>GPS (Grammar, Punctuation and Spelling)</p> <p>L.I. To use adverbials and fronted adverbials in your writing</p> <p>Task: Read the information and watch the BBC Bitesize video clip to revise what an adverbial and a fronted adverbial is: What is a fronted adverbial? - BBC Bitesize</p> <p>To vary your writing and to make it interesting, it is a good skill to be able to start a sentence with a fronted adverbial.</p> <p>In pairs or by yourself if you're at home, complete the sorting activity. Do the adverbial phrases show manner, time or place?</p> <p>Now, independently, using the writing prompt, write a passage about the photo shown. Make sure that you start some of your sentences with fronted adverbials!</p>
Day 4	<p>PSHE: Mindfulness Doodling</p> <p>Using the ideas you practised earlier in the week to complete the Bubbles of Gratitude. (In school, could</p>	<p>LI: Predict what might happen from Information stated and implied.</p> <p>Before we read Chapter 5 together – children to</p>	<p>In school- Focused reading groups: teacher-led reading, Pobble activity, independent reading or comprehension activity.</p>

	<p>have a discussion to share ideas.)</p> <p>See resource sheet attached to the Remote Learning Plan.</p> <p>Maths LI: To revise algebra.</p> <p>Numeracy Ninjas: Week 18 Session 4</p> <p>In school – complete a Flashback Slide</p> <p>Or select a task on My Maths/Times Tables Rockstars</p> <p>Complete the practise questions attached to the Remote Learning Plan to consolidate your learning from the past two weeks.</p> <p>The answers are attached on a separate document.</p>	<p>give predictions about what they think might happen when Lila meets the Fire-fiend.</p> <p>Read Chapter 5 together to find out then discuss.</p> <p>If time, draw in your sketch books, some of the scenes described and label with quotes from the text.</p> <p>At home, read Chapter 5 and then tell someone at home what happened.</p> <p>Home learning- 30 minutes of reading Art</p> <p>L.I. To plan a Willow pattern</p> <p>In school: taught by Mrs Shaw</p> <p>Task: Using your design ideas from last week, you should now have some ideas to work with. You will also need to create a pattern for the outer part of your plate. Using some of the ideas, choose a few you like and practise drawing them out.</p> <p>Try to be consistent with your drawing, these images were printed on the plates so would have been quite symmetrical around the edges. You may also want to Google search 'Willow pattern' or look at the document titled 'Patterns' on the school website so that you can see the great variety of designs and how these are constructed.</p> <p>P.E.</p> <p>L.I:</p> <p>In school: taught by Mr Barker</p> <p>Home learning: We are continuing our Athletics unit in P.E. by using Oak Academy to complete a sequence of Athletics lessons.</p> <p>This is the link for today's lesson: Reactive jumping, and throwing with a slingng action (thenational.academy)</p>
Day 5	<p>PSHE My Wellbeing</p> <p>Read through the first page of your booklet. Discuss the suggestions raised under each heading.</p> <p>Complete the Wellbeing and Resilience page – discuss with your Learning Partner.</p> <p>See booklet attached to the Remote Learning Plan</p> <p>Maths LI: To revise algebra.</p> <p>Select a task on My Maths/Times Tables Rockstars</p>	<p>LI: Participate in debates on an issue related to reading</p> <p>Class discussion: Does Lalchand deserve to be executed?</p> <p>Is execution a suitable punishment for any crime?</p> <p>Children to discuss, plan and then debate their points of view.</p> <p>(At home, record your points of view and send</p> <p>In school- Focused reading groups: teacher-led reading, Pobble activity, independent reading or comprehension activity.</p> <p>Home learning- 30 minutes of reading</p> <p>History</p> <p>L.I. To explain some of the religious beliefs and practices of the people from the Shang dynasty.</p> <p>Task: At school, follow the PPT. On Slide 6, organise the children into 5 groups and assign each group one of the presentation areas from the slide. Children use the information and ideas on the Shang Religion Presentation Activity Sheets to help them to</p>

<p>In school – complete a Flashback Slide</p> <p>Complete p.26 and 27 in the Maths Workout Book (At home – remember the answers are in the back of the book, no peeping!)</p> <p>(In school – support children/group work to support following on from yesterday's revision activity.)</p>	<p>to your teacher through the Class emails)</p>	<p>make a presentation about their aspect of Shang religion.</p> <p>Watch each group present their information, allowing time for any questions that may arise. Children take notes on the key points from each presentation as they watch and record this on their Shang Religion Notes Activity Sheet.</p> <p>Using their notes, children write the questions to fit the given answers and create a quiz about Shang religion on the Shang Religion Quiz Answers Activity Sheet. When they have finished, share and discuss some of the questions they devised.</p> <p>At home: read the Shang Religion Information Sheets on the remote learning section of the school website. Use this information to create a quiz about Shang religion on the Shang Religion Quiz Answers Activity Sheet.</p> <p>Computing</p> <p>L.I. To plan a survey, collect data and interpret it</p> <p>Task: Follow the Census PPT, which guides the class through planning a survey, collecting their data and then interpreting it. Resources: graph paper, rulers, coloured pencils.</p> <p>At home: Plan a survey with questions that you can email to your teacher using the class email addresses. Your survey could be about anything you like- for example, their favourite pets, how they travel to school, their favourite food or drink etc. Your teacher can then carry out your survey with your class, email you the results and you can create a pictogram or a bar chart showing the results.</p>
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