

Learning Project: Antarctica
Week commencing: 18.01.21



<p>Class/Home Days All to do phonics. No Nonsense Spelling is Year 2 You could link your handwriting to your phonics.</p>	<p>Reading Please remember to listen to your child read using The Oxford Owl website.</p>	<p>Writing Week Objective: A Nonfiction Information Poster on a Penguin</p>	<p>Maths Week Objective: Exploring concepts related to Multiplication</p>
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<p>Monday</p> <p>Phonics -</p> <p>Oa digraph with Geraldine:</p> <p>https://www.youtube.com/watch?v=KCJyHNOIFE8</p> <p>Year 2 NNS -</p> <p>Contractions - can't, didn't, hasn't, it's, couldn't, I'll, they're</p> <p>Play a game. Write out the contraction and the full version. (cannot - can't.) First match them. Next play a memory game. Take turns to turn them over trying to find the matching pairs. Who wins?!</p>	<p>Week Objective: Retrieving and inferring information from a book.</p> <p>The Emperor's Egg by Martin Jenkins.</p> <p>You can find this on YouTube:</p> <p>https://www.youtube.com/watch?v=nQHPPNr6zc</p> <p>I will put a copy of my plan on Tapestry on Monday for this.</p>	<p>Daily Objective: Spotting features of a non Fiction text.</p> <p>Your child is beginning to understand that fiction is a story and nonfiction is facts. Today I am going to give the children a non fiction text and ask them to spot the features of it. I will take a photo of this text and put it on Tapestry but you are welcome to use your own. Your child is looking to identify: Title. subtitle. photo, picture, captions, maps, diagrams etc.. We will read this text together and discuss whether it is fiction or nonfiction. Why is the text set out as it is? EG why bright and colourful? Why short sentences? Bullet points? It's to make the information clear and readable. You could do one text together, (Picture on Tapestry) and one text for your child to identify features independently.</p>	<p>Daily Objective: Introducing Arrays.</p> <p>https://vimeo.com/480212725 This lesson is about arrays to represent multiplication. Can you make arrays using items from your home. Share on Tapestry! This link may help you with arrays:</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y1-Summer-Block-1-D4-Make-arrays-2020.pdf</p>
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Tuesday

Phonics:

Learn the split digraph
o - e with Geraldine:
https://www.youtube.com/watch?v=vDms5bRs_vq4

NNS:

Contractions: can't,
didn't, hasn't, it's,
couldn't, I'll, they're

Today we are
practising writing
these spellings. Look
at the word, cover it
up, write it down then
check it - make sure
you check you are
correct

**Daily Objectives - using
comprehension skills to retrieve
and infer.**

We are using our reading skills
and transferring them to this
clip -
<https://www.youtube.com/watch?v=OpMeIXp5YsQ>

Penguins of Madagascar!

I will put my plan on Tapestry
the night before.

**Daily Objective: Researching
Penguins.**

We are going to ask the children to pick
a penguin and by the end of the week,
produce an eye-catching non fiction
poster. First, you need to give your
child an opportunity to realise that
there are lots to choose from. For
example, Adelie, Little, Macaroni, King,
Gentoo, Emperor. I have information on
these and will take photos for
Tapestry. However, please use the
internet to find your own facts out.
Try to find out information for each of
the following subtitles and write notes:
Your child needs to be researching
appearance, habitat, food, predators
and 'Cool Facts'. They may want to find
out exactly where their penguin lives
and draw a map for their poster. I
would spend the equivalent of 2
sessions on this so that they can find
their favourite penguin.

**Daily Objective: Recognising
Equal Groups:**

We are building upon our
knowledge of Equal Groups.
Here is the video link and
underneath, a link to the
worksheet.

<https://vimeo.com/488106597>

Worksheet:

<https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y2-Autumn-Block-4-WO1-Recognise-equal-groups-2019.pdf>

Wednesday

Learn the oe digraph with Corrie

<https://www.youtube.com/watch?v=xRk2LAYcEBU>

NNS - Spelling le at the end of a word and following a consonant.

Write down these nouns on individual bits of paper:

Table, apple, bottle, little, middle. Play the memory game but this time remove a card.. Which noun is missing?

Daily Objective - Vocabulary work.

We are reading a poem called Antarctica. I will put my plan on Tapestry for it and the poem.

Daily Objective - as Tuesday.

Research as Tuesday. Yesterday was spent reading about penguins. Today we are going to write our notes.

Daily Objective: Making Equal Groups.

Again, we are building upon our knowledge from last week. Here is a link to our video:

<https://vimeo.com/488108584>

Worksheet:

<https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y2-Autumn-Block-4-WO2-Make-equal-groups-2019.pdf>

<p>Thursday</p> <p>Learn about the ow digraph with Geraldine: https://www.youtube.com/watch?v=WPtNBSfCkJA</p> <p>NNS: Use rainbow writing to learn how to spell can't, didn't, hasn't, it's, couldn't, I'll, they're</p>	<p>Daily Objective: Sequencing. Sequencing shows a child's comprehension of a story.</p> <p>The Runaway Iceberg found on YouTube - https://www.youtube.com/watch?v=AR6BsTddboc</p> <p>Enjoy the story with your child and we will photograph the sequencing activity to publish on Tapestry.</p>	<p>Daily Objective: Designing a nonfiction information poster.</p> <p>Today is a return to looking at an information poster. How are the children going to present their information? How is the reader going to find information quickly? EG... Bold Title, bold subtitles, some information presented as bullet points. Some information as a photo/picture with an explanatory caption underneath. A map to show where they live.</p>	<p>Daily Objective: Adding Equal Groups.</p> <p>Video: https://vimeo.com/488110327</p> <p>Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y2-Autumn-Block-4-WO3-Add-equal-groups-2019.pdf</p>
<p>Friday</p> <p>Learn about the alternative spellings of the oa family with Mr Thorne: https://www.youtube.com/watch?v=Q-90smlX7ws</p> <p>NNS - Adding endings - ing to words ending in an e with a consonant</p>	<p>Daily Objective: Answering a Reading comprehension.</p> <p>Mrs Hayes will send out a reading comprehension on Emperor Penguins. There is an easier one and a harder one - take your pick!</p>	<p>Daily Objective - Completing and improving your work.</p> <p>Today we are finishing our posters. However, the most important part of writing is the improving process.</p> <p>Has your child remembered?</p> <p>Capital letters. Full Stops. If the information was surprising or shocking, an exclamation mark. If a list was written, have they used commas? Bullet points for some information.</p> <p>If they haven't used a question mark, can they improve their work by thinking</p>	<p>Daily Objective: Introducing the multiplication symbol</p> <p>https://vimeo.com/488111269</p> <p>Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y2-Autumn-Block-4-WO4-Multiplication-sentences-using-the-x-symbol-2019.pdf</p>

<p>before it.</p> <p>Hike, shine, hope, take, write, make, like, ride.</p> <p>Hike - hiking. You take the e off.</p> <p>Practise writing these.</p>		<p>of a question? For example, can they have a Did You Know section?</p> <p>Challenge: Can they improve their work with some adjectives?</p>	
<p>Learning Project - to be done throughout the week:</p>			

Science - The Huddling Penguins Experiment. How do penguins stay warm in Antarctica? They huddle together! Fill plastic cups with warm water, (they act as penguins.) Have one cup standing alone, left to the side. At the start of the experiment and if you have a thermometer, take the temperature of the cup in the middle of the huddle and temperature of the cup at the side. Leave for 10 minutes. If you do not have a thermometer, you will use your hands to make a sensible prediction. Which feels the coldest? The one left all alone! That's why penguins huddle! No plastic cups? Use mugs! To show what really happens look at the BBC site:

<https://www.bbc.co.uk/programmes/p04lmsrf>

Year 3 (For Year 3 Maple Class children) : Go to [Magnetism - Oak National Academy \(thenational.academy\)](https://www.thenational.academy) and complete the first lesson on **Magnetism**. 'What are non-contact forces?'

Music: On Tapestry, you have a video of Baple class singing 'Shiver, Shiver.' Have a go at changing the words for this wintery song. Try this warm up for fun. Get someone to record you doing it and send it to Mrs Brake and Mrs Laval on Tapestry! Ollie from Beat Goes On CBeebies <https://www.youtube.com/watch?v=sW2DY1OpgrI&list=RDQOh1P1ZcTaU&index=2>

Collective Worship: The Lord's Prayer.

We are exploring 'Who is special and why?' Another word for special is 'holy' One way of exploring this concept is by looking at role models. What do you think makes a good role model and why do you think their behaviour is important?

We are also thinking about how God loves and looks after us and would like you to listen to the story of 'The Lost Son'.

<https://www.youtube.com/watch?v=6SNr5zJFngg>

Keep learning the first 2 lines of the Lord's Prayer using sign language. A Tapestry video went out last Wednesday of Baple class signing.

RE: Watch 'Say Hello' by Jack and Michael Foreman. <https://www.youtube.com/watch?v=1IF-QUuloNc>

Discuss - how could you show friendship to the character to make him feel included? Do you need Friends? Why? Discuss things that a good friend does and doesn't do. You could use these as headings, (What a good friend does/what a friend shouldn't do,) and make a list to put onto Tapestry. Discuss - is it always easy to show friendship? When might it be difficult?

Wellbeing - SCARF: We are going to talk about things which make us feel good like stroking a cat, helping an adult. What can make us feel bad such as being unkind to someone and making negative comments. We will use role play using puppets or toys to act out scenarios of being kind to someone and unkind. How do you think those people feel? How can you make someone feel special?

Harold's Daily Diary: Harold is keeping in touch with us all on <https://www.coramlifeeducation.org.uk/harolds-daily-diary>

He may have some activities for you to join in with!

PE: At school, we will still have our Monday PE session but at home you can join Joe Wicks for his daily work out at 9.00am. Dorset West Dorset School games set daily challenges that you could try on <http://www.yourschoolgames.com/sgo/west-dorset/>

You could also try any story from Cosmic Kids Yoga on youtube. Just take your pick!

Dance - BBC Time to Move - <https://www.bbc.co.uk/teach/school-radio/dance-ks1-time-to-move-antarctica-index/zn8ff4j>

Art: Please visit <http://www.robbiddulph.com/draw-with-rob> and choose one of the videos to draw along to. Penguin blue is quite a good one to begin with.

Or if you are feeling confident, grab an empty milk carton (give it a very good wash) and have a go at making a penguin with the help of local artist Darrell Wakeham - <https://www.darrellwakelam.com/downloads?itemId=ae1qb0hl5vr80llo2xbzxd8+926mi2>
<https://www.darrellwakelam.com/downloads?itemId=ewnn3vtt9ckhxyj24tv11hetuhv7kb>

Please post your pictures on Tapestry!

Learning about **Polar Regions** is fascinating. There are lots of wonderful documentaries on television to enhance your learning such as David Attenborough's 'Frozen Planet' and Steve Backshall's Undiscovered Worlds on BBC Iplayer.

Writing - a useful way to keep up children's writing stamina is to write in a daily journal. Many of our children did this in the previous lockdown and it was a really good way to keep them writing. You could include pictures and drawing and turn it into a keepsake.