

**Yew Tree Primary Academy**  
**Class – Alder**  
**Term – Spring 1**  
**Remote Learning Plan**  
**WB 1<sup>st</sup> February 2021**



**English**

**Writing:**

Recount, Setting  
Description, Retelling,  
Fantasy Story Sequel

**SPaG:**

Prefixes and Suffixes

**Reading**

**The Firework  
Maker's Daughter**

**History**

**Music**

**Elements of  
Music**

**PE**

Dance  
Basketball

**Geography**

Locational Knowledge;  
Human and Physical  
Geography;  
Geographical skills and  
Fieldwork.

**Alder Class**

**Computing**

Hour of Code  
The class will  
work through  
various coding  
challenges.

**Maths**

Further Multiplication  
and Division.

**RE**

Who is Jesus?

**Science**

**States of Matter**

**French**

Key questions and  
opinions and  
Times of the day.

**Art and DT**

Sculpture – Making 3D  
forms from found and  
recycled materials.

### Suggested Daily Timetable

<u>Time</u>	<u>Lesson/Activity</u>
<b>9-9.20 or 20 minutes</b>	<b>Reading</b> Read something from your house. It can be a book, a magazine, something on your tablet. Complete daily reading lesson/task.
<b>9.20-9.30 or 10 minutes</b>	Tell somebody about what you have read. You could tell a family member or facetime a friend.
<b>9.30-10 or 30 minutes</b>	<b>Maths Activity</b> Pick an activity to complete. If you finish quickly make up some sums for yourself or test yourself on what you have learnt.
<b>10-10.15 or 15 minutes</b>	<b>Common Exception Words</b> Pick 5 to 10 words and try and memorise them words. You could write them down to try and help you remember them or get someone to test you on them afterwards
<b>10.15-10.45 or 30 minutes</b>	<b>Break</b> Have a break and move around. Go outside do some exercise. Have some snack and a rest.
<b>10.45-11.15 or 30 minutes</b>	<b>Spelling or Phonics Activity</b> Choose 5 or 10 spellings. Try to learn them. Look, Cover, Write, Check. Put them into a spoken sentence. Put them into a written sentence.
<b>11.15-11.30 or 15 minutes</b>	<b>Arithmetic activity</b> Try and have a go at some of your time tables or numberbonds. You could also play on TTRS or some maths games on your tablet/phone or laptop.
<b>11.30-11.45</b>	<b>Movement break.</b> Put on go noodle and have a dance. Run around your garden or do some exercises.
<b>11.45-12 or 15 minutes</b>	<b>Handwriting Activity</b> Practise some of the letters and words from your handwriting sheet.
<b>12-1 or 1 hour</b>	<b>Lunch</b> Have your lunch. Go outside and get some fresh air or watch some TV and relax.
<b>1-1.30 or 30 minutes</b>	<b>Foundation Subject</b> Complete one of the activities for either Science, History, Geography, Art/DT, French, Computing, Music or RE
<b>1.30-2 or 30 minutes</b>	<b>PE</b> Have a go at some of the PE links. Go in your garden and do some exercise. Play football or make an obstacle course.

<b>2-2.30 or 30 minutes</b>	<b>Learning Tree (History and Geography)</b> You could create a poster around the topic that you have been learning- make it bright and colourful with lots of facts and drawings.  Choose an activity from the isolation planning.
<b>2.30-2.50 or 20 minutes</b>	<b>Choosing Time</b> Play on your computer and tablet and can you challenge your friends to a TTRS battle
<b>2.50-3.10 or 20 minutes</b>	<b>English Write in your isolation diary.</b> Think about what you have done today and write about it. You may want to add more later on when the day has nearly finished.



# Yew Tree Primary Academy

## Remote Planning

### Week Beginning 1<sup>st</sup> February 2021

#### Reading Tasks/Lessons

##### Day 1-

Ask the children to read pages 98 – 101

If needed, give children post it notes to record any words they are not sure of, and then discuss their meaning before they move on to the next part of the lesson.

Give the children a copy of pages 99 – 101  
In pairs, highlight the words/phrases that tell us that the other firework makers are very good at making fireworks.

Read (to the class) the paragraph that starts: *And while the three visiting firework makers..... What phrases and words tell us the Lalchand and Lila are working really hard?*

Ask the children to highlight them in a different colour.

Ask the children to read to the end of page 113

*What has happened so far in this chapter? How do they think Lila and Lalchand might be feeling?*

Read the first line of page 114

“Lila and Lalchand looked at each other. There was nothing to say.”

#### Spelling/phonics Tasks/Lessons

##### Day 1

Adults to show the children the following passage based on the context of Cloud Tea Monkeys but don't let the children look at the text. As the adult reads, children to tap their heads when they hear the /i/ sound:

*Tashi's mother had symptoms of pneumonia but they had no money for cough syrup, let alone a doctor. When Tashi went to the plantation to gather tea, it was a symbol of her love. When the monkeys saw Tashi's sadness at being unable to reach the leaves or carry the heavy basket, they rescued her. Just as the pyramids of Egypt are a mystery, whether the Cloud Tea Monkey story is a myth or not remains to be decided.*

Now children to use a copy of the passage and get them to mark off all of the words that have the /i/ phoneme.

<p><i>What does this tell us about how they are feeling?</i></p>	
<p><b>Day 2-</b>          Make sure that you are reading a book, magazine, article of interest to maintain your pace, fluency and understanding of text.</p>	
<p><b>Day 3-</b></p> <p>Remind the children what similes are (like a, as a)</p> <p><b>Focused reading time to the end of page 121</b></p> <p>As they read, ask them to book mark any similes they read.</p> <p><i>The flowers began to float across the lake like little paper boats ( p.114)</i></p> <p><i>It didn't look like fire – it looked like water, and it splashed and danced like a bubbling spring (p. 114)</i></p> <p><i>Little points of light all so close together that they looked as soft as velvet (p.115)</i></p> <p><i>A red light shivered downwards, leaving a trail of red sparks hanging in the air, like a crack opening in the night. (p.116)</i></p> <p><i>A great cascade of brilliant red, orange and yellow lava seemed to pour down and spread out like a carpet of fire (p.116)</i></p>	<p><b>Day 2</b></p> <p>Give children the following words on cards:</p> <p><i>myth, pyramid, Egypt, mystery, symptom, syrup, symbol</i></p> <p>What do all of these words have in common in terms of spelling and pronunciation? Point out that although 'y' is a consonant letter, it has been used as a vowel phoneme in all of these words.</p> <p>Children to take turns in pairs to select a word to put into a sentence based on the text you are using.</p>

*And saw them all watching wide-eyed like little children (p.116)*  
*The little white lotus-boats, now scattered over the water like the stars in the sky (p.118)*

Simile	What is it describing?

**Day 4-**

Make sure that you are reading a book, magazine, article of interest to maintain your pace, fluency and understanding of text.

**Day 4**

Children to see if they can find any of these words and other words with y for /i/ in their reading and in the environment.

**Day 5-**

What do each of the characters have by the end of the book, that they didn't have at the beginning?

Allocate a character to each table. Ask the children to draw a story map of what has happened to their character. Remind them to use the book to remind themselves what has happened. Give the more obvious characters to the children who will need most support, or ask them to work in mixed groups.

**Day 5**

Lila

Rambashi

Hamlet

Chang

Lalchand

Chulak

### Writing Tasks/Lessons

#### Day 1- Session 5

#### LO:

To use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

#### Success Criteria:

I can use the present perfect tense

#### SD Link:

[https://player.vimeo.com/player/1725676386?s=403496053\\_1611615920\\_a6a960c6e657ca0bfd9e2ade1390b4ee&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Cloud%2BTea%2BMonke](https://player.vimeo.com/player/1725676386?s=403496053_1611615920_a6a960c6e657ca0bfd9e2ade1390b4ee&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Cloud%2BTea%2BMonke)

### Maths Tasks/lessons

#### Day 1-

#### Lesson 16

LO: To be able to divide 3-digit numbers with a remainder.

Click below for Video

[https://drive.google.com/file/d/129yu7eDsCRW2Wm9kZS-wW0dG\\_gawS\\_Bw/view?usp=sharing](https://drive.google.com/file/d/129yu7eDsCRW2Wm9kZS-wW0dG_gawS_Bw/view?usp=sharing)

Click below for Worksheet

[https://drive.google.com/file/d/1-5lKT9o-ogjJcWYu\\_1B0ok8eccqzcADE/view?usp=sharing](https://drive.google.com/file/d/1-5lKT9o-ogjJcWYu_1B0ok8eccqzcADE/view?usp=sharing)

ys%2BSession%2B5139.mp4

HD Link:

[https://player.vimeo.com/play/1725676395?s=403496053\\_1611615920\\_3e32d5c4706713e8f3305a1427778791&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Cloud%2BTea%2BMonkeys%2BSession%2B5174.mp4](https://player.vimeo.com/play/1725676395?s=403496053_1611615920_3e32d5c4706713e8f3305a1427778791&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Cloud%2BTea%2BMonkeys%2BSession%2B5174.mp4)

This link is only active for a limited time due to subscriptions. The active link will be posted on Class Dojo each day and will be active for that day. We have found that the videos play better when logged into Class dojo via the website and not the app.

### Day 2 Session 6

**LO:**

To frame questions for research

**Success Criteria**

I can write research questions

**SD Link:**

[https://player.vimeo.com/play/1727537527?s=403832952\\_1611615920\\_e107c3ed3d7de0d10efd296585a2dca6&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAI](https://player.vimeo.com/play/1727537527?s=403832952_1611615920_e107c3ed3d7de0d10efd296585a2dca6&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAI)

### Day 2

**Lesson 17 –**

**LO:** To be able to solve word problems involving multiplication and division.

Click below for Video

<https://drive.google.com/file/d/1SrL4QilGgBcuzZ-scDZ1bvb6CXfb9tRX/view?usp=sharing>

Click below for Worksheet

[bum%5CVideosController.&download=1&filename=Cloud%2BTea%2BMonkeys%2BSession%2B6139.mp4](https://player.vimeo.com/play/1727537536?s=403832952_1611615920_14f0a68058c16895e0af32f75468d3d9&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAIbum%5CVideosController.&download=1&filename=Cloud%2BTea%2BMonkeys%2BSession%2B6139.mp4)

**HD Link:**

[https://player.vimeo.com/play/1727537536?s=403832952\\_1611615920\\_14f0a68058c16895e0af32f75468d3d9&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAIbum%5CVideosController.&download=1&filename=Cloud%2BTea%2BMonkeys%2BSession%2B6174.mp4](https://player.vimeo.com/play/1727537536?s=403832952_1611615920_14f0a68058c16895e0af32f75468d3d9&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAIbum%5CVideosController.&download=1&filename=Cloud%2BTea%2BMonkeys%2BSession%2B6174.mp4)

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<https://drive.google.com/file/d/1GB3W74qN4NB8QcUTOJ1xuRwkERBbvIZk/view?usp=sharing>

### Day 3 – Session 7

**LO:**

To express place using prepositions

To gather information from multiple sources.

#### Success Criteria

I can use prepositions

I can read for research

### Day 3- Lesson 18

**LO:** To be able to solve word problems involving multiplication and division.

Click below for Video

<https://drive.google.com/file/d/19Zivb7MnA46xPTyWHyIJ4J375ulqpZG/view?usp=sharing>

Click below for Worksheet

[https://drive.google.com/file/d/1UC\\_szMQe0T0l-A3HTAaSF306AgemDGM2/view?usp=sharing](https://drive.google.com/file/d/1UC_szMQe0T0l-A3HTAaSF306AgemDGM2/view?usp=sharing)

**SD Link:**

[https://player.vimeo.com/play/1730424990?s=404393281\\_1611615920\\_daf6268ecb9afeddc91a49c6832e3f82&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Cloud%2BTea%2BMonkeys%2BSession%2B7139.mp4](https://player.vimeo.com/play/1730424990?s=404393281_1611615920_daf6268ecb9afeddc91a49c6832e3f82&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Cloud%2BTea%2BMonkeys%2BSession%2B7139.mp4)

**HD Link:**

[https://player.vimeo.com/play/1730424988?s=404393281\\_1611615920\\_3c4c2d939080b89000909f13ea8b93c2&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Cloud%2BTea%2BMonkeys%2BSession%2B7174.mp4](https://player.vimeo.com/play/1730424988?s=404393281_1611615920_3c4c2d939080b89000909f13ea8b93c2&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Cloud%2BTea%2BMonkeys%2BSession%2B7174.mp4)

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**Day 4 – Session 8**

**LO:**

I can explain how tea is made and the process.

I can write a Non Fiction Report about tea.

Success Criteria.

**Day 4-**

**Chapter Consolidation**

LO: To be able use knowledge of multiplication and division to solve problems.

Click below for video

[https://drive.google.com/file/d/1MCWIWCHnsn4XLK1xunjuK4BMfGs\\_dYQ5u/view?usp=sharing](https://drive.google.com/file/d/1MCWIWCHnsn4XLK1xunjuK4BMfGs_dYQ5u/view?usp=sharing)

<p>I can plan my report.</p> <p>This link is only active for a limited time due to subscriptions. The active link will be posted on Class Dojo each day and will be active for that day. We have found that the videos play better when logged into Class dojo via the website and not the app.</p>	<p>Click below for Worksheet <a href="https://drive.google.com/file/d/1eCZQ-L9EI6JLfRJ35WsUmaZMOvxhCqyT/view?usp=sharing">https://drive.google.com/file/d/1eCZQ-L9EI6JLfRJ35WsUmaZMOvxhCqyT/view?usp=sharing</a></p>
<p><b>Day 5</b> LO: I can write a Non Fiction Report about tea, To distinguish between fact and opinion</p> <p><b><u>Success Criteria.</u></b></p> <p>I can say what is a fact and what is someone's opinion</p> <p>SD Link:</p> <p><a href="https://player.vimeo.com/play/1732213233?s=404696082_1611615920_6349fda8d0dfbc97d55e83c1fe219c43&amp;loc=external&amp;context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&amp;download=1&amp;filename=Cloud%2BTea%2BMonkeys%2BSession%2B8139.mp4">https://player.vimeo.com/play/1732213233?s=404696082_1611615920_6349fda8d0dfbc97d55e83c1fe219c43&amp;loc=external&amp;context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&amp;download=1&amp;filename=Cloud%2BTea%2BMonkeys%2BSession%2B8139.mp4</a></p> <p>HD Link:</p> <p><a href="https://player.vimeo.com/play/1732213221?s=404696082_1611615920_b31e98da5f1490efd8cdafa8b3f8aa43&amp;loc=external&amp;context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVi">https://player.vimeo.com/play/1732213221?s=404696082_1611615920_b31e98da5f1490efd8cdafa8b3f8aa43&amp;loc=external&amp;context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVi</a></p>	<p><b>Day 5-</b> For today's Maths Lesson I would like you to complete the review of our earlier Multiplication and Division chapter.</p> <p>The link is below</p> <p><a href="https://drive.google.com/file/d/1YYyXVc_QO73fHxcHdOapLM4xZiB_3R_g/view?usp=sharing">https://drive.google.com/file/d/1YYyXVc_QO73fHxcHdOapLM4xZiB_3R_g/view?usp=sharing</a></p>

[deosController.&download=1&filename=Cloud%2BTea%2BMonkeys%2BSession%2B8174.mp4\](#)

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### Science Tasks/Lessons

LO: To understand the process of condensation.

If evaporation is when a liquid turns into a gas, what do you think condensation might be?

Condensation is the reverse of evaporation and occurs when a gas cools down and turns into a liquid. Children to look at the picture of condensation on a window. Can you think of any other examples where you might see condensation? Go through the examples on the slides. Children look at a picture of a can of drink that has come out of the fridge with condensation. Can you explain how it got there?

#### Activity.

Take out the cans of drink from the freezer and ask children to watch what happens. Can you see the condensation? Children to draw an annotated diagram on worksheet 6B and then write a description of

### Learning Tree (*History or Geography*) Tasks/lessons

LO: To explore what happens when a volcano erupts.

Children to look at images of volcanoes that are erupting. They need to think about what they see in the pictures and what happens. Discuss with parents at home or write notes on their paper. Do the children know what happens a volcano erupts? Using the slides and research, children to learn how the Earth is made. Learn about the different layers of the Earth and where magma or lava comes from. Children listen to the explanation about how a volcano erupts. Discuss the process involved and show the diagram on the slide. Children to think about and discuss different types of eruptions and look at diagrams to explain these. Children will learn about the harmful substances that escape when a volcano erupts. Discuss the effects of living near a volcano. How would people's lives be affected? Explain that people live in areas where volcanoes are. Show an image of a town near a volcano and discuss the issues the people of this town may face if the volcano erupted. How would they

what condensation is and when it occurs.

Extra Challenge \*ADULT HELP NEEDED\* (Please do not worry if you cannot complete this)

Adults could provide children with a beaker, jar or jug, clingfilm and some ice cubes. Pour some very warm water into each container and ask children to cover it while it is still warm. Children to place the ice cubes on top of the clingfilm and observe what happens.

*(If possible, darken the room and provide children with torches too. In these conditions, children may actually be able to see a 'cloud' in their container, formed by the water evaporating and rising up towards the clingfilm!)*

Can you see any condensation? Where is it? If left for long enough, the droplets on the underside of the clingfilm will grow in size and fall back to the bottom of the container. What does this remind you of?

Explain to children that the processes of evaporation and condensation occurring inside their containers is very similar to that of the water cycle. The water evaporates from lakes, rivers and oceans, condenses in the cooler air to form clouds and eventually falls as rain to the ground where it flows back to the lakes, rivers and oceans where the cycle repeats itself.

On worksheet 6D, children to describe the experiment and draw a diagram before writing a conclusion.

Link to PowerPoint

survive the eruption? What would they need to do?

For PowerPoint click on the link below:

<https://drive.google.com/file/d/19oNVHhsL2yFDGEXY7wKJdZYDFc9z7NVW/view?usp=sharing>

Activity

Using the Personal Volcano Report and worksheet 2B, children are to use the report to complete the sentences in the box. They then need to think about and answer the questions.

Extra Challenge:

Think about what people should do before, during and after a volcano erupts. What should/shouldn't people do? Children to create a survival guide poster on how to survive a volcanic eruption.

For Worksheets click on the link below:

<https://drive.google.com/file/d/1h3sX1G1qM6YKW0EC5S4whxqY1bjBj7Xq/view?usp=sharing>

[https://drive.google.com/file/d/1HEnl5SZEn\\_uBovCJLLfJo6BLnqXT0ZH/view?usp=sharing](https://drive.google.com/file/d/1HEnl5SZEn_uBovCJLLfJo6BLnqXT0ZH/view?usp=sharing)

Link to Worksheet

[https://drive.google.com/file/d/1\\_9H6qYuqhf2RA1FGZvL73ZwmVPIChnIV/view?usp=sharing](https://drive.google.com/file/d/1_9H6qYuqhf2RA1FGZvL73ZwmVPIChnIV/view?usp=sharing)

### Foundation Subjects (if applicable for this term)

#### **Art/DT**

Learning Objectives:

To create a musical instrument from recycled materials

I can see further uses for recycled materials

I can create circular prints of consistent size and shape

I can create a musical themed design or pattern

<https://video.link/w/swUd>

Watch the video STOMP. What are the performer's instruments made of? Compare the STOMP instruments with the percussion instruments that we have in school. Are they similar? How are they different? Explain that we will be making a percussion instrument that is decorated with patterns such as the one in this link: <https://thumbs.dreamstime.com/z/kalimba-13123597.jpg>

This geometric pattern is seen throughout West Africa and the traditional instruments are often painted in bright colours and geometric patterns. Point out the different patterns: zig zags, circles, swirls, lines, rhomboids, squares and that the patterns are repeated and symmetrical, as well as being consistent in size and colour.

Ask the children to sketch some patterns out in their sketchbooks – these should be initial ideas for how they could decorate their bottle as an instrument. At this point, the children could try different materials, such as paint, pastels. Coloured chalk or paint on black paper would give a useful idea of how their patterns might look on their finished instrument. For the children to construct the maracas themselves, make sure the inside of the bottle is dry. Get them to add a handful of grains of rice into the bottle and screw the lid on tightly.

### **Decorating the bottle**

Painting straight onto the plastic is possible, but the paint is unlikely to stick as it needs a surface to adhere to. If possible try to cover the lower part of the bottle in masking tape, painting a black base layer over this taped area.

Once dry, you can use a pencil to recreate your favourite pattern from the ones that you came up with before, making sure it reaches all the way around the bottle and is a consistent size the whole way around.

When you are happy with this, use your fingertips to paint in a dotted design onto the bottle using coloured paint (bright, primary colours) including symmetrical or repeating patterns.

### **RE**

**LO:** To explore Biblical evidence about Jesus.

Recap previous lesson and the images about Jesus. Children to understand that not much is known about his physical appearance. There is however in the Bible a lot of description about what Jesus did and what he was like. The descriptions were recorded by eye witnesses who lived at the same time as Jesus.

**ACTIVITY:** I want you to read the Bible passages that I attach. You can read some or all. Then I want you to look at them to find information about who Jesus was and what he did. I would like you to write what you find out as bullet points.

Passages Link:

<https://drive.google.com/file/d/1k1QrFESwoL0xEhJdNriVtsEXbDr8hqMm/view?usp=sharing>

### **PSHE**

#### **King of the Road**

<https://classroom.thenational.academy/lessons/king-of-the-road-6mu36t>

### **PE**

Head over to Joe Wicks' You Tube Channel for your daily instalment of "PE with Joe" These are ideal to complete at home, especially if the

weather is bad. They are designed to get your heart rate up and get you ready for the day.

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

### **Computing**

Safer Internet Day/Week.

#### **Watch the following Video:**

<https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2021/i-am-educator/safer-internet-day-2021-films>

Complete the following quiz

<https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2021/safer-internet-day-2021-quiz>

Keep your eyes out for daily posts and challenges on Class DoJo to enhance your Safer Internet Day learning.

### **Staying Safe Online**

[https://www.onlinesafetyuk.com/contact-us/?gclid=EAlaIQobChMIh9iPq8eE7AIVQc3tCh3mygLZEAAYASAAEgJ7kvD\\_BwE](https://www.onlinesafetyuk.com/contact-us/?gclid=EAlaIQobChMIh9iPq8eE7AIVQc3tCh3mygLZEAAYASAAEgJ7kvD_BwE)

<https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s>

### **Additional learning resources parents may wish to engage with.**

- [BBC Bitesize](#) - Lots of videos and learning opportunities for all subjects.
- [Classroom Secrets Learning Packs](#) - Reading, writing and maths activities for different ages.
- [Twinkl](#) - Click on the link and sign up using your email address and creating a password. Use the offer code UKTWINKLHELPS.
- [White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
- [Times Table Rockstars](#). Your child can access this programme with their school login. On Times Table Rockstars, children should aim to play Soundcheck for 20 minutes daily.
- [Mastery Mathematics Learning Packs](#). Take a look at the mastery mathematics home learning packs with a range of different activities and lessons.

