

Yew Tree Primary Academy
Class – Alder
Term – Spring 1
Remote Learning Plan
1st March 2021



English

Writing:

Recount, Setting
Description, Retelling,
Fantasy Story Sequel

SPaG:

Prefixes and Suffixes

Reading

History

Geography

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

PE

Dance
Basketball

Music

Elements of
Music

Alder Class

Maths

Further Multiplication
and Division.

Computing

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

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> |
|----------------------------------|--|
| 9-9.20 or 20 minutes | Reading Read something from your house. It can be a book, a magazine, something on your tablet. Complete daily reading lesson/task. |
| 9.20-9.30 or 10 minutes | Tell somebody about what you have read. You could tell a family member or facetime a friend. |
| 9.30-10 or 30 minutes | Maths Activity Pick an activity to complete. If you finish quickly make up some sums for yourself or test yourself on what you have learnt. |
| 10-10.15 or 15 minutes | Common Exception Words 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 |
| 10.15-10.45 or 30 minutes | Break Have a break and move around. Go outside do some exercise. Have some snack and a rest. |
| 10.45-11.15 or 30 minutes | Spelling or Phonics Activity 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. |
| 11.15-11.30 or 15 minutes | Arithmetic activity 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. |
| 11.30-11.45 | Movement break. Put on go noodle and have a dance. Run around your garden or do some exercises. |
| 11.45-12 or 15 minutes | Handwriting Activity Practise some of the letters and words from your handwriting sheet. |
| 12-1 or 1 hour | Lunch Have your lunch. Go outside and get some fresh air or watch some TV and relax. |
| 1-1.30 or 30 minutes | Foundation Subject Complete one of the activities for either Science, History, Geography, Art/DT, French, Computing, Music or RE |
| 1.30-2 or 30 minutes | PE Have a go at some of the PE links. Go in your garden and do some exercise. Play football or make an obstacle course. |

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| <p>2-2.30 or 30 minutes</p> | <p>Learning Tree (History and Geography) You could create a poster around the topic that you have been learning- make it bright and colourful with lots of facts and drawings.</p> <p>Choose an activity from the isolation planning.</p> |
| <p>2.30-2.50 or 20 minutes</p> | <p>Choosing Time Play on your computer and tablet and can you challenge your friends to a TTRS battle</p> |
| <p>2.50-3.10 or 20 minutes</p> | <p>English Write in your isolation diary. 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.</p> |



Yew Tree Primary Academy

Remote Planning

Week Beginning – Monday 1st March 2021

Reading Tasks/Lessons

Day 1-

LO: To engage with the text.

<https://classroom.thenational.academy/lessons/to-engage-with-the-text-cnkhcd>

Spelling/phonics Tasks/Lessons

Day 1

This week's spellings

Breath

breathe

consider

continue

decide

forward(s)

through

Do look, say, cover, write and check.

| | |
|--|---|
| <p>Day 2- LO: To analyse a character (Bradley) https://classroom.thenational.academy/lessons/to-analyse-a-character-bradley-cgvk8c</p> | <p>Day 2</p> |
| <p>Day 3- LO: To analyse a character (Jeff) https://classroom.thenational.academy/lessons/to-analyse-a-character-jeff-c9k6cd</p> | <p>Day 3</p> <p>A letter arrives to class and it seems it is from someone who would like to get a pet!</p> <p>Dear children, I am writing to ask some advice: I am trying to decide whether to get a pet or not. I know that pets actually often do the opposite of what their owner would like so I know that I must carefully consider the type of pet I go for. Dogs can be good as you can walk until you're out of breath, which is good for your heart. But then again, I made a promise to get a pet needing no walking, feeding or bathing. That being said, I believe that a dog could see you through hard times, but mum would probably be furious the minute a dog were to arrive! Anyway, if I am to continue forward with this plan then I need to stop, breathe and make a decision. Can you help? Yours Sincerely, Confused would-be pet-owner</p> <p>Identify the words in red and ask children why these words might be tricky to learn?</p> |
| <p>Day 4- LO: To explore Bradley further https://classroom.thenational.academy/lessons/to-explore-bradley-</p> | <p>Day 4</p> |

| | |
|--|--|
| further-c9k38d | |
| <p>Day 5- LO: To explore a theme. https://classroom.thenational.academy/lessons/to-explore-a-theme-c8vkgt</p> | <p>Day 5- Write a response to Wednesday's letter using each of the words from the list you chose to use.</p> |
| Writing Tasks/Lessons | Maths Tasks/lessons |
| <p>Day 1 Black Dog – Session 1 Learning Objective: I can identify different types of noun. I can select verbs to describe the action of a noun. SD Link: https://player.vimeo.com/play/2291129173?s=502216245_1614288400_8f679797e947c600d88a2dbd8a19c1b6&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Black%2BDog%2BSession%2B1139.mp4 HD Link: https://player.vimeo.com/play/2291129188?s=502216245_1614288400_d542cc2acf0d71c806c4f5544fdade2b&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Black%2BDog%2BSession%2B1174.mp4</p> | <p>Day 1- LO – To find equivalent fractions.</p> <p>Link to PPT: https://drive.google.com/file/d/1Uniy6Yumg1o9D-KhciVlk8tAO5JzOuY/view?usp=sharing</p> |
| <p>Day 2 LO: I can retrieve information from the text. I can use evidence to make inferences. I can justify my opinion using a conjunction. SD Link: https://player.vimeo.com/play/2327951922?s=502238327_1614288400_7340516e6e1ad67c54efa26e0513eddb&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Black</p> | <p>Day 2 LO – To simplify mixed numbers</p> <p>Link to PPT: https://drive.google.com/file/d/1mR7kVBgSgcUh7t714I9NgNi1RmQfL8xQ/view?usp=sharing</p> |

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|--|---|
| <p>%2BDog%2BSession%2B2164.mp4</p> <p>HD Link: https://player.vimeo.com/play/2327951924?s=502238327_1614288400_a0220dbc74e9f28c85f8be644b442684&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAAlbum%5CVideosController.&download=1&filename=Black%2BDog%2BSession%2B2174.mp4</p> | |
| <p>Day 3 LO: I can identify words which are contractions. I can use inverted commas to identify when someone is talking. I can use a reporting clause. I can start a new line for each new speaker.</p> <p>SD Link: https://player.vimeo.com/play/2293920220?s=502581456_1614288400_b87a7241b0133b4de7f9294c3a093441&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAAlbum%5CVideosController.&download=1&filename=Black%2BDog%2BSession%2B3164.mp4</p> <p>HD Link: https://player.vimeo.com/play/2293920224?s=502581456_1614288400_c9053870850fe9ca0e336b8d8654cd72&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAAlbum%5CVideosController.&download=1&filename=Black%2BDog%2BSession%2B3174.mp4</p> | <p>Day 3</p> <p>LO: To simplify improper fractions.</p> <p>Link to PPT: https://drive.google.com/file/d/1xPxd36vg2mV9_TnabjYbOA9iO9mwvyI8/view?usp=sharing</p> |
| <p>Day 4 Black Dog – Session 4 LO: I can use inverted commas to identify when someone is talking. I can use a reporting clause. I can start a new line for each new speaker.</p> <p>SD Link: https://player.vimeo.com/play/2293996434?s=502593585_1614288400_e1a</p> | <p>Day 4- LO: To add fractions with the same denominator.</p> <p>Link to PPT https://drive.google.com/file/d/1lLefd9deGcv7biy0UA9v63C0Ppf8GPL0/view?usp=sharing</p> |

[3a37441724451a1a45ecde84403a7&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Black%2BDog%2BSession%2B4139.mp4](https://player.vimeo.com/play/2293996428?s=502593585_1614288400_b2123ca7cab9bad8a12761a6c2b8f6b9&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Black%2BDog%2BSession%2B4139.mp4)

HD Link:

https://player.vimeo.com/play/2293996428?s=502593585_1614288400_b2123ca7cab9bad8a12761a6c2b8f6b9&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Black%2BDog%2BSession%2B4174.mp4

Day 5
Black Dog - Session 5

LO: I can identify relevant adjectives .

I can use the suffix -ness to create abstract nouns.

I can create expanded noun phrases.

SD Link:

https://player.vimeo.com/play/2294753901?s=502682275_1614288400_b1acf74d8c8ab98467a32158faff3969&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Black%2BDog%2BSession%2B5164.mp4

HD Link:

https://player.vimeo.com/play/2294753911?s=502682275_1614288400_3fb6afab4183a101b34a92167fa73f35&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Black%2BDog%2BSession%2B5174.mp4

Day 5-
LO: Adding Fractions.

Link to PPT:

<https://drive.google.com/file/d/1dBdz7XBAE4zSPcEPVk8bpxCyFlwYkBXH/view?usp=sharing>

| Science Tasks/Lessons | Learning Tree (<i>History or Geography</i>) Tasks/lessons |
|--|---|
| <p>LO: To be able to construct and interpret a variety of food chains.</p> <ul style="list-style-type: none"> • Show children the terms ‘carnivore’, ‘herbivore’ and ‘omnivore’ on the slides. How would you describe what each of these terms means to someone who didn’t know? Children to share their ideas. If necessary, read through the definitions and examples on the slides. • Show children the picture of a food chain on the slides. What do you think this diagram is showing? Invite children to share their ideas, then go through the information about food chains on the slides and how they always start with a producer. Explain also that the arrows show the direction of energy in the food chain. • Can you organise these animals into a food chain? Challenge children to do this with a partner and then check if they were right on the slides. Repeat with several other food chains. <p><u>Activity</u></p> <p>Children to cut out each strip on worksheet 2C and then each animal from each strip. Children to arrange the organisms into a food chain on worksheet 2D.</p> <p><u>Extra Challenge</u></p> <p>Cut out the names from the Name Tags sheet and give one to each child. If necessary, give children some time to research their</p> | <p>LO: To explore life in volcanic areas.</p> <ul style="list-style-type: none"> • Remind your class that people live near volcanoes. Ask them to recap what they have learnt about the people living near volcanoes from last lesson. • Why do people/animals live near volcanoes? Ask your class to discuss the reasons why people choose to live or continue to live in these areas. • Explain to your class there are many reasons people live near volcanoes and most volcanoes are perfectly safe. • Discuss with your children the four main reasons people continue to live near volcanoes: mining, fertile soil, geothermal energy and tourism. • Explain to your class that some plant and animal species live on or near volcanoes due to the vast range of ecosystems created in these areas. • Show the slides with the animal and plant species found in the Hawaiian and Galapagos regions and discuss their characteristics. <p>PPT Link:</p> <p>https://drive.google.com/file/d/1akAlcjcN_Q_Y6XpmCLD5hDJArYnu3P0b/view?usp=sharing</p> <p>Activity</p> <p>https://drive.google.com/file/d/1-n1PKrz5uBigbV4NIUfKldciGgveNu4/view?usp=sharing Provide children with worksheet 5B. Children need to look at the images and</p> |

plant/animal to find out what kinds of foods they eat. Ask children to stand in a circle holding their name tag in front of them. When you say 'Go!' challenge children to get themselves into food chains. Check as a class. Are all our food chains correct? Are there any organisms left over that we could include in an existing food chain?

Repeat several times to see how many different food chains you can create as a class. Alternatively, ask children to create their own name tags at random and see what funny food chains you can get!

Powerpoint:

<https://drive.google.com/file/d/1KsAIT2U-dyMktKymnQrVdw0XmwoNGbyt/view?usp=sharing>

Worksheets

<https://drive.google.com/file/d/1Zgd-St23hthLjjZPPNsn-NxryVto0l-q/view?usp=sharing>

write about why they attract people to live near volcanoes. They can then answer the question at the bottom of the worksheet.

Common Exception Words:

Year 3 and 4 Common Exception Words

| | | | | | | | | | |
|--------------|-----------|-----------|------------|-----------|-----------|--------------|------------|-----------|-----------|
| Aa | breath | consider | enough | group | island | natural | popular | Rr | surprise |
| accident | breathe | continue | exercise | guard | Kk | naughty | position | recent | Tt |
| accidentally | build | Dd | experience | guide | knowledge | notice | possess | regular | therefore |
| actual | busy | decide | extreme | Hh | Ll | Oo | possession | reign | though |
| actually | business | describe | Ff | heard | learn | occasion | possible | remember | thought |
| address | Cc | different | famous | heart | length | occasionally | potatoes | Ss | through |
| although | calendar | difficult | favourite | height | library | often | pressure | sentence | Vv |
| answer | caught | disappear | February | history | Mm | opposite | probably | separate | various |
| appear | centre | Ee | forward | Ii | material | ordinary | promise | special | Ww |
| arrive | century | early | forwards | imagine | medicine | Pp | purpose | straight | weight |
| Bb | certain | earth | fruit | increase | mention | particular | Qq | strange | woman |
| believe | circle | eight | Gg | important | minute | peculiar | quarter | strength | women |
| bicycle | complete | eighth | grammar | interest | Nn | perhaps | question | suppose | |

Foundation Subjects (if applicable for this term)

Art/DT

PSHE

H2O

This lesson is linked to our Science from last half term. You will learn about water, where it comes from, looking specifically at the water cycle. They will then learn the three main uses for water and how to save or reduce water in their household.

<https://classroom.thenational.academy/lessons/h20-6dgk6>

PE

Have a go at some Joe Wick PE sessions. Also, make sure that you have a look on our Whole School DoJo Page. Jamie from EiC has created a wonderful page with a range of activities and games to play.

<https://www.youtube.com/watch?v=-yI7PU5Sxj0>

https://www.youtube.com/watch?v=qoh7OnG2K_0

French

LO: To learn to talk about the world around us.

<https://drive.google.com/file/d/1kvzRARcV3tSe3pZ49t57qSHNqJTtbDVR/view?usp=sharing>

Music

LO: To recognise time signatures.

<https://classroom.thenational.academy/lessons/recognising-time-signatures-6rv36d>

Staying Safe Online

https://www.onlinesafetyuk.com/contact-us/?gclid=EAlalQobChMIh9iPq8eE7AIVQc3tCh3mygLZEAAYASAAEgJ7kvD_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.

