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|  | English | Maths | Topic |
| Monday | L.O- I can identify Key Features of a story to plan my own version.  Talk about the various features of the story of Little Red Riding Hood that we have focused on in the last few weeks. Can the children describe the appearance and personality of LRRH and the Big Bad Wolf? Can they use adjectives to describe the setting? Can they use story language to offer suitable story openers? Can they quote some of the things that the various characters say? Talk together the sequence of events and the main elements that you might put in each section of a plan.  Use pictures and words to plot out your story. | **L.O. Investigating 2D shapes**  We are recapping and investigating 2D shapes. We are looking at names, properties, grouping by properties, everyday objects, patterns, similarities and orientations. | **Art/ICT: Using imagination and observation as a starting point to create a pencil drawing**  Today the children are going to choose a still life or real life image to create their own drawing. This will build on the skills that they have learned this half term, but this time they are going to use colour. |
| **French: To learn all about France**  Children to learn about the French flag, the Eiffel Tower and French food.  Children to try French food and to create French flags and versions of the Eiffel Tower – 2D/3D.  <https://www.youtube.com/watch?v=PAHH5U3aEPU> |
| Tuesday | **L.O. I can write my own version of a familiar traditional tale**  Write the beginning of the story, thinking about a traditional tale story opener and setting. | **L.O. Investigating 3D shapes**  We are recapping and investigating 3D shapes. We are looking at names, properties, grouping by properties, everyday objects, patterns, similarities and orientations. | **RE: How Christians celebrate Easter**  Discuss the traditions with the children and encourage them to share any of their Easter traditions.  Why do we celebrate with eggs?  Why is there a cross on hot cross buns?  **Go on an Easter Egg Hunt! - Solve clues to find the hidden eggs.**  **Alternative activities: Easter crafts, Design an easter egg, Create an Easter card, Make an Easter garden** |
| Wednesday | **L.O. I can write my own version of a familiar traditional tale**  What happens next? Write the middle of the story. Try to use time connectives; such as, next, after, soon, then, all of a sudden, suddenly, before. Think about using lots of adjectives to add description to your story. | **L.O. Place Value within 20**  Recapping counting forwards and backwards from any number, numbers in words and numerals, one more/less and different representations. | **Geography**  Recap physical features meaning – give examples of these and how we know it is a physical feature. Look at the pictures again on the powerpoint that shows physical features.  Show children a picture of Tunstall hill and offer facts about how it was formed. Give children the vocabulary that describes what is there.  Go on a walk to Tunstall hill and photograph what you can see on your walk. Name the parts within the location. |
| Thursday | **L.O. I can write my own version of a familiar traditional tale**  Talk about how each character feels at the end of the story. Does the story have a happy ending? If so, is it happy for everyone? Write the ending of the story.  Don’t forget to follow your picture plan. | **L.O. Place Value within 20**  Comparing numbers within 20, using the number line and reading and using inequality symbols. | **Thursday:** Discuss the local park environment and discuss the animals found in a local park. Show the vocabulary fish, amphibian, bird and mammal. Discuss what each of these are and how they differ from each other. How do we know? What do we know about each of these animals that informs us they are bird, mammal or amphibian? Discuss their habitat and why this is suitable to them. Using pictures of animals found in the local park, decide whether they are bird, fish, mammal or amphibian and give reason for their decision. Encourage children to use scientific language.  *eg. I know the frog is an amphibian because it lives in and out of water.*  **PSHE - I can learn from my successes**  **Evaluation and review** – to learn from successes, understand what went well and what they might do differently next time.  **Children to design/complete a certificate to themselves to recognise their achievements.** |
| Friday | **Free Writing Friday**  **Your own choice of writing! Remember, this is a Dojo Bonus Activity for 5 extra points!**  Remember capital letters, finger spaces and full stops.  Use your phonics to sound out your words.  **Please read your child’s new reading book with them today.** | **Reasoning and problem-solving questions and ILT (independent learning time)**  This is an opportunity for children to recap this week’s learning and access independent learning activities. | **PE: Warm up with some Jump Start Jonny or Minute to Win It exercises ☺**  <https://www.jumpstartjonny.co.uk/home>  Minute to Win It!- Do ten hops for a minute. Then 10 bounces for a minute. Choose 3 more moves of your choice and do each for a minute. Have a drink of water!  This week we are going to be starting to focus on our jumps! The first one we are practising is called a “stretch jump”. It sounds easy, but it is all about how you control your shape and your landing. A high quality jump has a good starting position, a controlled jump, and then a good finishing position. It is super important to remember that when you land, you need to bend your knees slightly. They are like “shock absorbers” and stop you from hurting yourself. Can you remember to do this as you land? If you have a stair or a step, you can do this jump from one step. Otherwise you can still perform is perfectly well from a standing position on the floor.  After you have performed a starting position, bend your knees slightly and lower your arms behind you at your sides. Then raise them quickly up in the air and stretch right up to the sky. As your arms come up in from of you, straighten your knees and jump up with your arms in the air. As you come back to the floor, lower your arms and bend your knees for your landing. Then do a finishing position. Now practise practise practise!  You can watch a stretch jump here:  <https://www.youtube.com/watch?v=11TkxObwA04> |

Please remember to send in your child’s work, so that it can be put into their workbooks. You can do this online or you can arrange to hand in a completed week of work in person by contacting the office. Many thanks! ☺

There are lots of maths videos at: <https://www.bbc.co.uk/teach/supermovers>