

Eyrescroft Primary School: examples of home-learning



Eyrescroft Primary School: timetables

Week beginning 8th February 2021

Home learning timetable

Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
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5AL - home learning timetable

Week 6 (08.2.21 - 12.2.21)

Year 5	Monday	Tuesday	Wednesday	Thursday	Friday
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Year 4 Home Learning Timetable

Week Beginning Monday 8th February 2021

	Monday	Tuesday	Wednesday	Thursday	Friday
Writing	LF: To use the possessive apostrophe	LF: To use the possessive apostrophe	LF: To write in paragraphs and use a range of conjunctions	LF: To write in paragraphs and use a range of conjunctions	LF: To write in paragraphs and use a range of conjunctions

Maths	LF: To convert analogue				
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Year 3 Home Learning Timetable (Group 3)

Week Beginning Monday 8th February 2021

	Monday	Tuesday	Wednesday	Thursday	Friday
English	LF: List poems	LF: Adjectives to describe.	LF: Adjectives to describe.	LF: To draft and edit a list poem.	LF: To publish.
Maths	LF: Subtract money	LF: Subtract money	LF: Subtract money	LF: Subtract money	LF: Subtract money
Topic	Science LF: Forces	Spanish LF: What is your name?	Music LF: Pulse and metre	PSHE Lesson 6	Science LF: Forces.
			Computing LF: E-safety.		
Reading quiz	Who's missing?	Building a Birchouse	Community Workers	The Flower Garden	Mothers and Babies
Phonics	'ew' sound	'oe' sound	'ou' sound	'ey' sound	'a-e' sound

- Don't forget:**
- Cracking comprehension (Monday and Tuesday)
 - Listen to a chapter of the story.
 - Handwriting practise (this can be completed on paper).



Each year group shares weekly timetables.

Weekly certificates and shout-outs to celebrate effort and achievement.



Year 2 - home learning timetable

Week 6 (8.2.21 - 12.2.21)

Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher in charge	Miss Jackson	Miss Jackson	Miss Jackson	Miss Jackson	Miss Jackson
Learning Today	Phonics & Spelling Group 1: Compound Exception words activity Group 2 & Group 3: W/whoop's Common Exception Words (Day 3)	Phonics & Spelling Group 1: alternative spelling Group 2: alternative spelling Group 3: /f/sound spelled at the beginning of words	Phonics & Spelling Group 1: alternative spelling Group 2: alternative spelling Group 3: /f/sound spelled at the beginning of words	Phonics & Spelling Group 1: alternative spelling Group 2: alternative spelling Group 3: /d/ sound spelled as -ge and -dge at the end of words	Phonics & Spelling Group 1: alternative spelling Group 2: alternative spelling Group 3: /d/ sound spelled as -ge and -dge at the end of words
	Dantling	Dantling	Dantling	Dantling	Dantling

Year 1 Home Learning Timetable

Week Beginning Monday 8th February 2021

	Monday	Tuesday	Wednesday	Thursday	Friday
English	LF: To use phonemes I have been taught Writing a list	LF: To write a command sentence Using imperative verbs	LF: To identify the features of instructions Looking at the features of instructions.	LF: To follow and understand a set of instructions Following/ordering instructions	LF: To sequence sentences to create instructions Writing instructions

EYF5 Home Learning timetable

Week beginning Monday 8th February

	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics	Review all phase 2 and 3 sounds Activities and games	Review all phase 2 and 3 sounds Activities and games	Review all phase 2 and 3 sounds Activities and games	Review all phase 2 and 3 sounds Activities and games	Tricky word focus Tricky word disco!
Maths	Comparing Height	Comparing Length	Days of the Week	Measuring Height	Measuring Time
Literacy/CLL	Chinese New Year Find out about this celebration	Chinese New Year Create your own animal fact file.	Chinese New Year Fact file continued	Chinese New Year Find out about how this is celebrated	CLL Talking treasure activity
Topic	EAD- make your own lantern	PSHE Internet safety, Smartly the Penguin story.	Funky Fingers Teasing paper/ scissor control	PE Popcorn and the Pirate	Forest School Make your own wormery
Story time	Enjoy a story read by Mrs Sharpe.	Enjoy a story read by Mrs Sharpe.	Enjoy a story read by Mrs Sharpe.	Enjoy a story read by Mrs Sharpe.	Enjoy a story read by Mrs Sharpe.
Reading	One reading book will be shared on tapestry for you to read at home for the week.				
Additional	There may be some other activities uploaded to your child's journal based on their next steps in their learning.				

Useful website links:



Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Dreams and goals	My dreams and ambitions	A new challenge	Our new challenge	Our new challenge - overcoming obstacles

Listen and look at the situation and say what the children should do. Is it **OK** or should they **not** do it?

TAG?

Remember, **TAG** stands for Tell a grown-up!

I feel...

Happy

(Click and drag the picture into the box or just type the word)

This is because...

I feel happy because I just feel happy

Angry, Annoyed, Alarmed, Worried, Surprised, Excited, Focused, Sad, Tired, Okay, Content, Disappointed, Bored, Calm, Relaxed

- Tell someone at home the answers to these questions;
1. What is cyber bullying?
 2. What are some of the different ways that someone can be cyberbullied? What devices can be used?
 3. Who should you go to for help if you are worried about cyberbullying?
- Design a poster to tell people about cyberbullying



EXPRESS YOURSELF

PEPED has given you permission to download these photos and videos

Notes

Hello everyone,

Please watch the video for today's activity.

1) Spend some time today doing something you enjoy to 'express yourself'. This might be singing a song dancing or playing with your favourite toy/game.

2) Spend some time thinking of some things that you are good at.

Well-being and safeguarding: daily check-ins, regular phone calls home and weekly lessons(e-safety focus)

How to be Happy

- Find ways to relax your mind.
- Get plenty of sleep.
- Smile and laugh.
- Spend time with family and friends.
- Exercise regularly.
- Eat healthily.
- Be fair and honest.
- Listen to music.
- Care for others.
- Take up a hobby or join a club.
- Work hard to achieve a goal.
- Accept yourself and be proud of who you are.

The Bubble (Help and Relaxation)

childline
SPEAK TO THE PHONE ANYTIME

change 4 life

breathe

How do I feel today?

I feel.....

happy

(Click to drag or type in the box)

This is because.....

I am going to play online with Corey today!

excited, smart, loved, surprised, tired, cool, quiet, shocked, sad, sick, angry, annoyed, confused, embarrassed

Kindness activity pack

SEND

This week we are going to be learning about area.

First, watch my video where I talk about area.

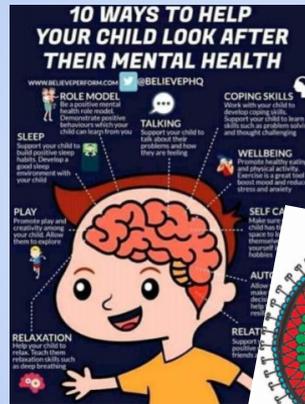
After that, use a range of resources in your home to calculate area. You could use duplo or lego like I did, cover an area and count how many squares it takes to cover it. You can use post it notes to cover a desk, cut out squares of a piece of paper and work out how many it takes to cover a book, how many toy cars it takes to cover a section of road, the list is endless. You must make sure that the items you use are the same size so your calculations are accurate.



Instructions are given in a variety of ways (written, modelled, video) and pupil responds in a variety of ways (written, photo, video) (Sensory/Physical)



Mental health information shared with parents; mindfulness activities with children; regular phone calls from staff (SEMh)



Differentiated tasks to suit ability (Y5 class working on discussion texts, differentiated to Y2 level for and against, using Oak Academy). (Cognition and Learning)



Speech and language activities (Communication and Interaction)

Hello

For this weeks speech and language I have uploaded a game.

All you need to do is match the pictures BUT the challenge is to talk about the pictures in full sentences when you have matched them.

Example....The girl is eating pizza.

Please ask your grown up to video you saying the sentences and upload them to Tapestry.



EHCP

This week we are going to learn.

In Art we are going to make a stain glass window.

In ICT we are going to learn about internet safety and what to do if we see something we do not like online.

Reading - The book this week is called The Dog Show. We are going to practise reading CVC words. Writing - In school we are going to do our fine motor activities.

Maths - We are going to practise 2 times tables and adding numbers to 20.

We are going to be able to identify items in the kitchen and how to be safe in the kitchen.

Science we are going to learn about different materials.

In RE we are going to look at different beliefs.



Personalised learning for the week which is linked to EHCP targets. Resources provided e.g. concrete apparatus for maths, scissors for cutting, audio instructions added to slides and clear visual models and prompts.

EHCP target
Number bonds to 20, using concrete material with 80% accuracy.

Ordering Numbers to 20

Fill in the missing numbers.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Dangers in the Kitchen

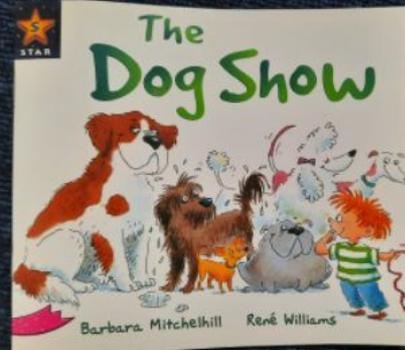
Can you circle the dangers you can spot in the kitchen?



How many dangers did you find?

How do you feel today?

 happy	 angry	 excited	 embarrassed
			
			
			



STAR

The Dog Show

Barbara Mitchelhill René Williams

This week we are going to learn these everyday items

Oven 

Sink 

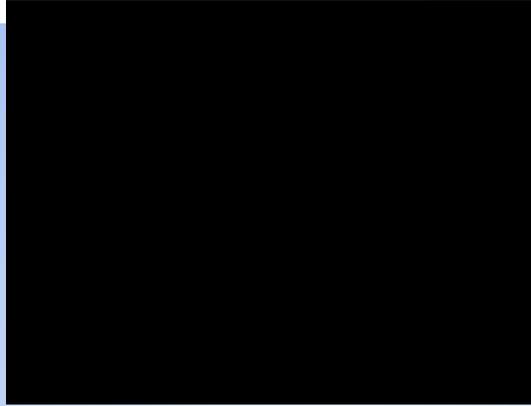


Audio feedback from teacher given using mote.



H Jackson 10 Feb

Finley I love your seaside picture. Thank you for the video explaining what you had done and showing us the picture 😊



C Everett 8 Feb

Wow Liliana, this looks like so much fun! I love the colour you created. Well done.



K Elcox

8 Jan, 21:54

Excellent video!! It was lovely to see you, well done for doing the experiment! I'm very proud of you and your wonderful description of the digestive system.

Pupils' responses to work, via video and photo

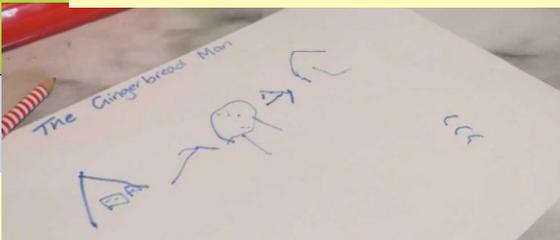
EYFS

Series of activities , covering range of EYFS areas of learning and development, based on The Gingerbread Man (retelling the story, story-mapping, cooking, designing a boat to carry him across the river, artwork, tricky words.



Glad to hear you enjoyed the game Isla. It sounds like you are doing great with you're phonics 😊

Isla really enjoyed this game I tried catching her out by repeating some of the sounds, but she was too good!



Hello everyone,

Can you remember what the gingerbread man did in our story when he needed to cross the river? why did he not cross by himself? watch the videos to find out!

If you would like to then you could create a boat or a raft for the gingerbread man to help him to get across the river safely. You will need to think about what materials you would need. You would need materials that float and that will keep the gingerbread man dry.

Perhaps you could look in your recycling bin for some junk modelling bits and bobs to help you to create your boat/raft. Then you could test it out in some water to see if it would keep the gingerbread man dry.



Talking Treasure

Hello

For this weeks Talking treasure challenge I have uploaded a picture looking at Chinese New Year. We would really like you to try and talk about what you can see in full sentences.

Look closely at the picture.....here are some ideas to talk about

- ★ what can you see in the picture?
- ★ what colours can you see on the dragons?
- ★ How do you think the dragons will be able to move?
- ★ How many lanterns do you think there are (you can estimate your answer)?
- ★ where do you think they will go on their parade?

Ask a grown up to record your answers, either verbally or written and upload your answers 😊



Miss Dines Message - 03 Feb 2021 12:49 PM

Well done Max! Great ideas and fantastic talking :)

Hello Everyone,

The story today is another book written by the Author Julia Donaldson and it is called 'The Smartest Giant in Town'. In this story a kindly giant called George gives away all his new clothes to animals in need. How do you think the animals felt when the giant gave them his clothes?

Today's challenge is a talking challenge. Tell your grown up about a time when you did something kind, it could be a time when you shared your toys or helped out a friend, think about how that made you feel and then draw a picture of a kind act.

Hope you enjoyed this story.

The EYFS Team

Video recordings from staff modelling language use and sentence formation and video responses from pupils shared to Tapestry.

Talking challenges linked to activities e.g. storytime



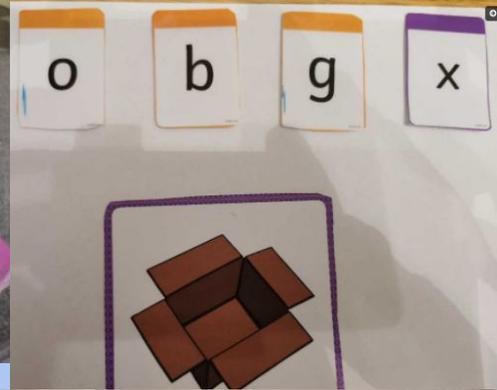
EYFS Phonics



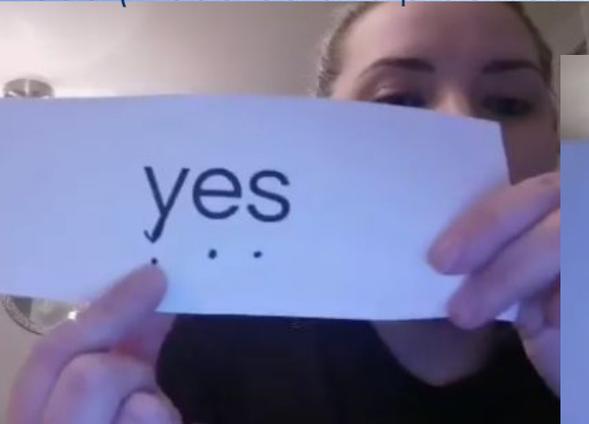
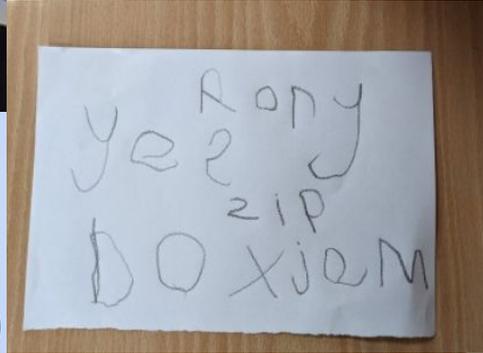
Recapping individual sounds



Familiar tasks and games e.g. musical statues, letter scramble



Using sound buttons and blending to read (modelled and practised in video)



Segmenting to spell (modelled and practised in video)

EYFS



Weekly yoga (developing posture, strength, mindfulness))



Funky Fingers - weekly fine motor activities

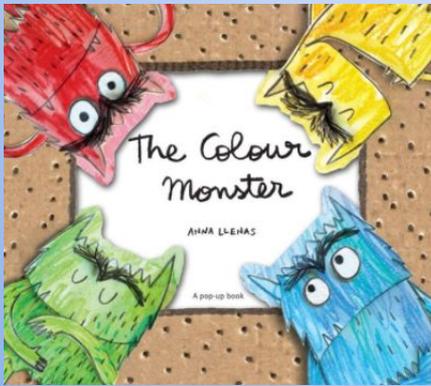
Art- creating a beanstalk (developing fine motor skills, following instructions)



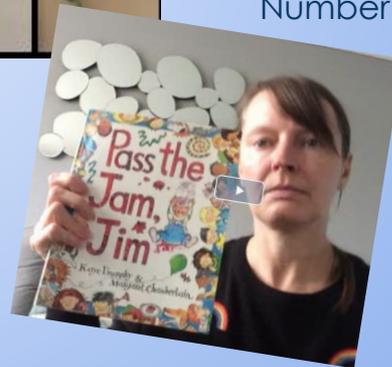
Number hunting on daily walk



Weekly forest school activities e.g. building a wormery



PSHE - well-being focus (identifying and discussing emotions)



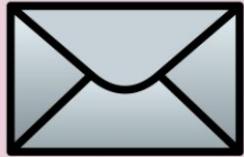
Daily storytime - told by all members of EYFS team on a rota



Year 1 Phonics

Daily lesson , following familiar structure of lesson in school. Teacher models through video and audio. Differentiated according to need.

Yesterday's Words



envelope

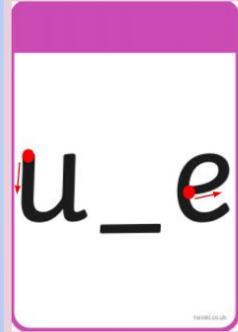
Recap of previous learning (newer - yesterday's lesson)



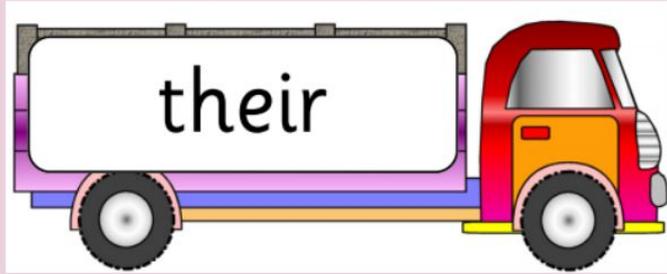
Friday

Let's recap our letter names

Recap of previous learning (older), including tricky words



Tricky word trucks



Read the words using your magic finger



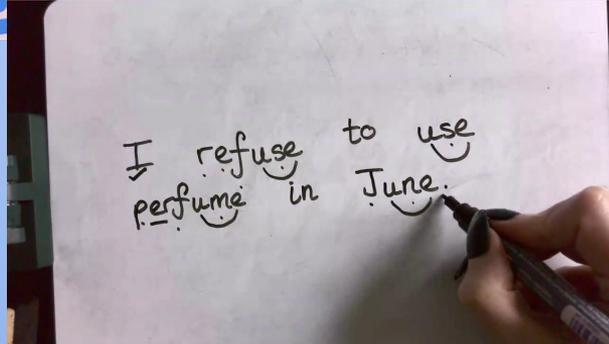
June

Read the words using your magic finger

Introduce new sound (visually and auditory). Practice reading sound, including alien words.

druje 

Practise writing today's sound in a sentence (say the sentence, children try, teacher models and together check their sentences.)



Year 1 Maths journey

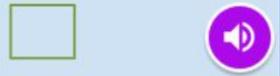
Monday 1st February 2021
LF: To identify and represent numbers to 50

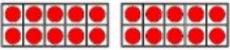


Day 1	Day 2	Day 3	Day 4	Day 5
To identify and represent numbers to 50	To count, read and write numbers to 50	To count forwards and backwards within 50	To represent numbers using tens and ones	To identify and represent numbers to 50

Sequence of lessons introduced at the beginning of the week.

1) How many counters? 



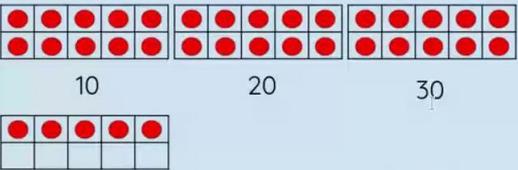
2) How many counters? 

3) How do you spell 20?

4) Each of these pictures are equal to

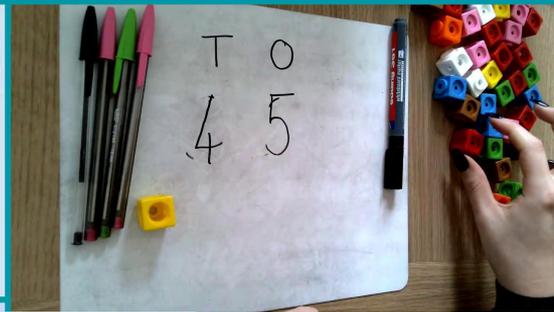


Daily warm-up (visual and audio)

10 20 30

31, 32, 33, 34, 35



Familiar images, models and resources used. Teacher models each day.



31

Let's make this number 

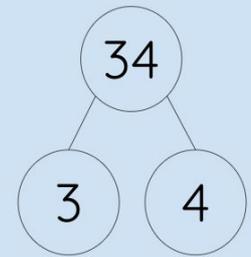


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Challenge

Can you correct the mistake I have made?

Count backwards 3 





London Tower Bridge

The Bridge raises up to let big boats go underneath

The Great Fire of London

Google Forms

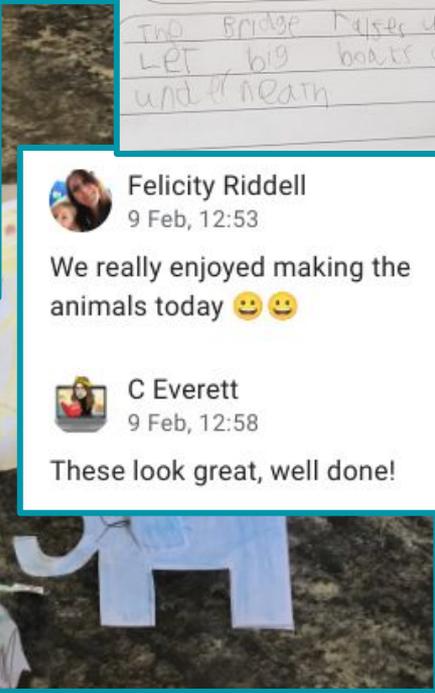


Maja Tichanova
25 Jan, 20:38

Maja was very interested in this story, but we did 2 mistakes 🤔 but now we know, sorry!

C Everett
26 Jan, 09:27

Well done Maja, I'm so glad you found it interesting. We are going to keep looking at it next week too.



Felicity Riddell
9 Feb, 12:53

We really enjoyed making the animals today 😊😊

C Everett
9 Feb, 12:58

These look great, well done!

I could feel sweat on my hands and I feel hot.

C Everett
2 Feb, 11:06

Well done for remembering to use "and" to extend your sentence.

Y1 Bright Lights, Big City (study of London)

Follow along with the song 'London's Burning'. Have a go at singing it in different ways - you could try using a loud voice or a quiet voice, high pitched or low pitched.



Pour on water,
Pour on water.

Year 2

Examples of weekly learning journey in maths with pupil responses.

Monday	Tuesday	Wednesday	Thursday	Friday
LF - choose and use appropriate standard units to estimate and measure mass to the nearest gram.	LF - choose and use appropriate standard units to estimate and measure mass to the nearest kg.	LF - compare and order volume and record the results using $>$, $<$ and $=$	LF - choose and use appropriate standard units to estimate and measure volume to the nearest ml.	LF - choose and use appropriate standard units to estimate and measure volume to the nearest litre.



E Rush 26 Jan

Hi Taja, Your work looks great. Your Maths and Reading tasks are spot on. Well done :)

a) The pencil has a mass of g.

b) The teddy has a mass of g.

c) The apple has a mass of g.

Private comments



H Jackson
8 Feb, 13:52

Hi Finley, I can see you have been working hard today. You did a fantastic job finding all the nouns in the poem and with your reading. You also did well with your spelling and reading. I can see the maths was quite tricky so I have put some clocks on their to help you if you decide to have another look. Miss Jackson 😊



Finley Morley
9 Feb, 13:10

Finley has redone his answers for his maths. The new answers are in purple. Thank you for adding the clocks.

What are we learning this week in Mathematics?

Our Maths focus is: duration of time



Complete the table.

	60 minutes earlier	Time now	30 minutes later
3 o' clock			Half past 4
Half past 1			3 o' clock
Quarter past 6			Quarter to 8
Quarter to 9			Quarter past 10

Monday	Tuesday	Wednesday	Thursday	Friday
LF: to use clocks to convert minutes to hours and minutes.	LF - to understand what the duration of an event is.	LF - compare times using 'longer' and 'shorter'.	Arithmetic Questions- assessment practice	Friday Challenge- problem solving questions

Year 2 Reading and writing

Group 2 - Google Drive | Day 24: Reading (Group 2) - Google Docs | Year 2 Home Learning Week 4 | Daily planning - Google Docs

docs.google.com/presentation/d/1g52mg0H7Czmb4bXsqN7aWwuz38MNvN4SdGgnvAb/edit?slide=id.gbb6bdcff1ee...

Search the menus (Alt+F)

Making Bread by Kate Ruttle

People all over the world make some form of bread by baking a dough which is made mostly of flour and water. People in different countries change the amounts of flour and water and sometimes add other ingredients to the dough to make different kinds of bread. Which types of bread have you eaten?

The ingredients you will need to make one large loaf of white bread are:

- 500g strong white bread flour
- 300ml warm water
- 1 sachet or 1/2 teaspoon fast action dried yeast
- 1 tablespoon olive oil



Find and copy two things that you always need to make dough for bread.

Planting Bulbs

- 1 Have you ever noticed the bright colours of spring flowers? Most of them are grown from bulbs, which contain the food that the flower needs to grow. If you want your flowers to appear in the spring, you will need to plant your bulbs in the autumn, either in the garden or in a pot.
- 2 How to plant a bulb:
- 3 1. Dig a hole that is three to four times as deep as the bulb.
- 4 2. Plant most bulbs with the round bit facing down and the pointy bit facing up. If you're not sure which is which, plant the bulb on its side. The roots will grow down and the bud will sprout up.
- 5 3. If you're growing bulbs in a garden, mark the spot where you have planted the bulb. Write the name of the flower on a lollipop stick and push it into the ground above the bulb.
- 6 4. Wait and wait
- 7 5. Once the bulb begins to turn flower again:

"The roots will grow down and the bud will sprout up."
The word "sprout" in the sentence is closest in meaning to (tick one):

green vegetable. grow.

stem. leaf.

"Wait and watch." Write what you think will happen next.

Get a flower

Today you are going to practise your comprehension and inference skills using a picture instead of a text. You can either write your answers or talk about the questions with someone in your family.

List at least 3 things you know from looking at this picture.



The children are baking. The children are in a school. This boy is holding a cup.

1. Teacher models reading comprehension task.

2. Independent task using a similar but different text.

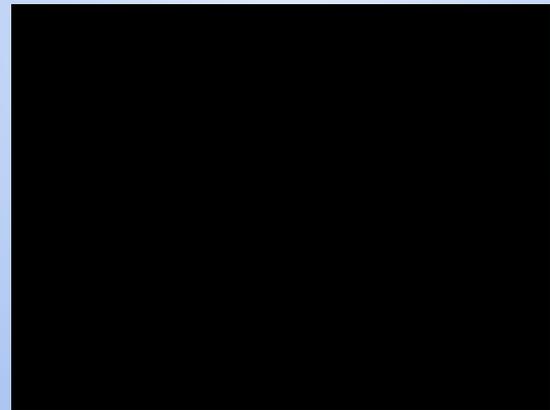
3. Independent task using picture linked to previous texts.

What are we learning this week in writing?
Our next writing focus is to write a diary entry.



Monday	Tuesday	Wednesday	Thursday	Friday
LF - to write statements and questions using the correct punctuation	LF - to use adjectives and expanded noun phrases	LF - to identify the features of a diary entry	LF - to use adverbials of time at the beginning of sentences	LF - to use adverbials of time at the beginning of sentences, in the context of writing a postcard

kind, last love, mind, money, most, move, Mr Mrs, once, one, our, old, of, only, parents, past, path, people, plant, poor, pretty, prove, said, says, school, she, so, some, should, steak, sugar, sure, the, there, they, to, today, told, was, we, were, where, water, who, whole, wild, would, his, house, you, your



Weekly journey introduced, familiar resources, differentiated, teacher modelling and pupil response.

Now write some sentences to give the snail some advice about whether she should or should not go.



It will be scary and dangerous.

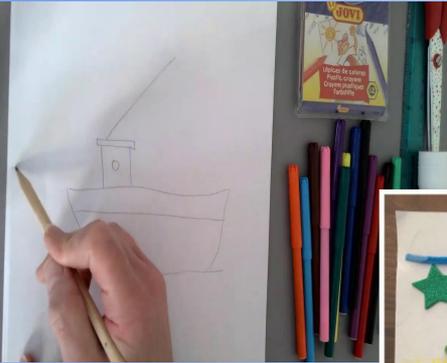
Where will you go with the whale?

You are too small.

Do you think you will have new friends?

Make sure you are careful, so you dont fall off anything high.

Year 2 Engagement



Seaside art in the style of Natalie Pascoe.



Finding out about RNLI



Can you use what you have learned to answer this quiz?

1. What do the letter RNLI stand for?
2. What does the RNLI do?
3. Which lifeboat turns back up the right way if it capsizes?
4. Name one place inshore lifeboats are used
5. Name 2 jobs on the lifeboat.
6. List 2 pieces of kit lifeboat crew have.



The cat ran.
Mum ran.



Who else ran ?

Mum and cat



H Jackson
27 Jan, 18:21

Well done Lilly-rose you must have read carefully because you got all the questions right. I hope my recordings helped you :-)

In this lesson, we will explore a new topic of friendships. We will discuss the qualities of a good friend and also how our actions can impact others. We will then think about acts of kindness that we can do for others.



WHO AM I



H Jackson
8 Feb, 12:36

Hi Harry I can see why you are happy with your picture, it looks great. You have chosen really good words and added a beautiful picture. Your work is spot on - you spotted all the nouns in the poem and worked out some quite tricky time problems really well. Keep up the good work. Miss Jackson 😊

Year 3 Maths

Same focus for whole week to recap and consolidate learning, differentiated. Familiar resources and images used and modelled.

8.2.21
LF: Subtract money



Day 1	Day 2	Day 3	Day 4	Day 5
Subtract money				



$$3. \text{£}10.00 - \text{£}1.29 = \text{£} 8 \text{ and } 71 \text{ p}$$



Resources

Which breakfast does Ms Hall buy?
Use a number line to explain your answer.

Ms Hall buys the [] for breakfast

Teacher modelling, real life contexts, reasoning and problem solving.

Mrs Dean buys a T-shirt.
She pays with a £10 note.
She gets four coins in change.
Each coin is different.



- a) What is the lowest possible price of the T-shirt?
£ [] and [] p
- b) What is the highest possible price of the T-shirt?
£ [] and [] p

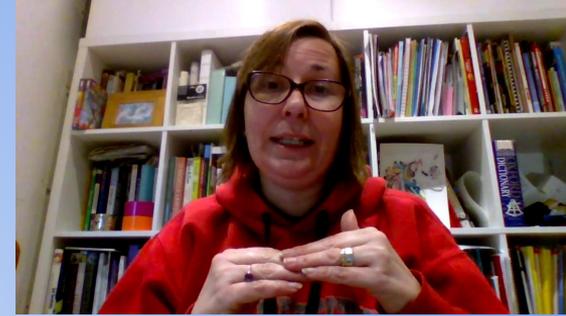
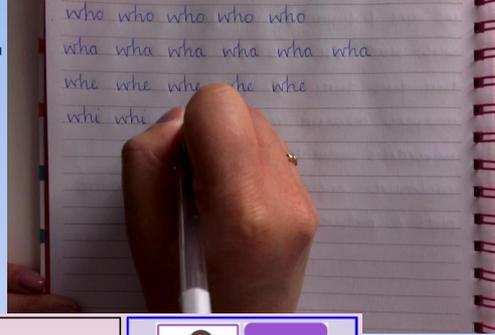
 R Tsang
11 Feb, 16:44

Superb work Veronica, especially your subtracting skills in maths today. Well done!

 Veronica Aig-Imoru
12 Feb, 15:34

thk

Year 3 Engagement



10.2.21
LF: 'au' sound

Day 1	Day 2	Day 3	Day 4	Day 5
ew	oe	au	ey	a-e

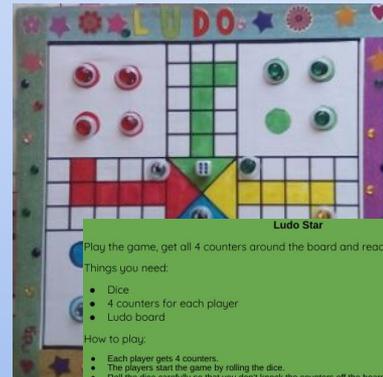
Practical science investigations
(example friction)

Socks	Kitchen floor (shiny)	Carpet
Black socks	Less friction	More friction
Fluffy socks	Less friction	More friction
Slipper socks (rubber grips)	More friction	More friction
Bare feet	More friction	More friction

Phonics for identified children,
using same lesson model as KS1.

I found out that _____ using socks _____ was the best for sliding on the shiny surface because

Because reduce the friction



Ludo Star

Play the game, get all 4 counters around the board and reach the end point to win.

Things you need:

- Dice
- 4 counters for each player
- Ludo board

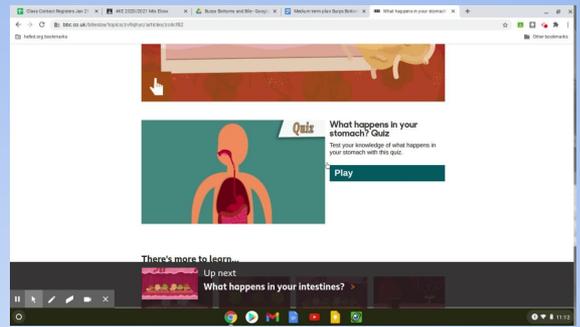
How to play:

- Each player gets 4 counters.
- The players start the game by rolling the dice.
- Roll the dice carefully so that you don't knock the counters off the board.
- Player 1 gets the first turn and if gets 6 on the dice, then places 1 of the 4 counters on the starting point for player 1 on the board, player 1 gets another turn after getting 6 on the dice and moves the counter.

Creating own board games
when working on instructions.

Spanish

Year 4: Burps, Bottoms and Bile



Variety of investigations modelled which can also be carried out at home. A video from the local dentist about caring for your teeth.



What are the human teeth called and what are their functions?

- molars - chewing and grinding
- premolars - breaking and ripping
- canines - tearing and piercing
- incisors - cutting

Label the teeth next to the diagram.

canines

molars



Year 4 Engagement



 **K Elcox**
11 Jan, 17:05

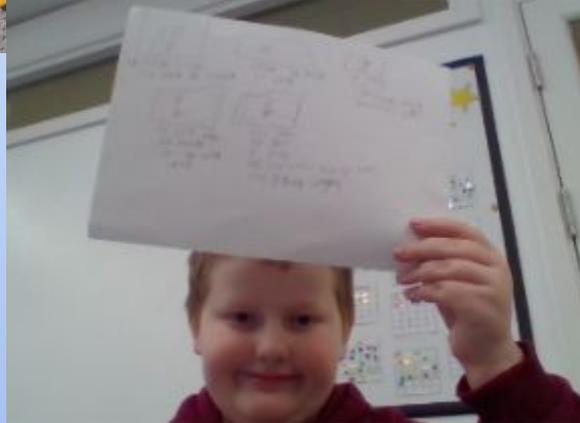
Excellent multiplications, I love the use of Lego bricks! Did the video help you understand it?

 **Imogen Murphy**
11 Jan, 17:52

Yes it did, a lot thank you.

 **K Elcox**
11 Jan, 17:54

Glad to hear it



LF: To answer questions using clues from the text

Alfie knew that PC Plank was not going to help him. He knew that his friend Raj was too cowardly, his friend Gabz would be in too much danger and that his Dad was too ill. Alfie knew that he would have to confront Miss Root alone...



Alfie realised that Miss Root was a witch.

What three clues did he have?

- She was flying
- She is evil
- She had a cat

Alfie tried to convince Winnie that Miss Root was a Witch but he found it difficult at first.

What did he finally do to persuade her of his theory?

He showed the false teeth out what Miss Root did.

Year 5 writing

Writing unit:
adventure
narrative. Teacher
video introducing
writing, group and
individual
feedback and
responses.
Grammar session
added in response
to gap identified.



Writing - I have noticed in your writing that most of you are forgetting the simple rules for using apostrophes for contracted words and wanted you to recap this. Also, if you have not yet finished the first part of the story then this needs to be completed today!

Can you change the words to the contracted form? Remember to put the apostrophe in the correct place!

do	not	did	not
don't		didn't	
it	will	she	will
it'll		she'll	

The apostrophe replaces the missing letter - Did not - didn't

In writing, for the people who have completed their story mountain I would like you to add in any suggested feedback using a different coloured text. This will help me to see what amendments that you have made. Remember this story is set in Ancient Egypt!



A Leighton
19 Jan, 17:00

Using a different colour Danyl, could you please add some dialogue to your story plan and put in a simile. We'll done on what you have completed it will make your story much easier to write as you will know what you want to say.

Settings
tomb - flickering flames from the torches. Long dark corridors. A shadow on the wall in front of him, much larger than Lachlans

Problem
The door shuts behind and becomes stuck. Can see another light flickering at the end of the corridor coming towards Lachlan very quickly. The sounds of the bats were getting closer and the walls felt like they were crumbling away. Another shadows appeared, in a blink of an eye. it was definitely not Lachlans

Characters
Lachlan - Main character. Tall, skinny with black hair and blue eyes, wearing a tie-dye top, red trousers and very scruffy shoes.
A young girl named Sam wispy blonde hair, green eyes and army style clothing but beige in colour.

Build Up
As i entered the tomb it was dark, dusty and cold like a winter's night only the bright orange flames to show the way. I can see a shadow in front, tall and oddly shaped, i was scared i wanted to run back but i was stuck.

Resolution
A young girl named Sam, she saw me and signalled me to follow her into another room, she was holding a large golden coloured object but looked scared to death.

Introduction
A girl came running towards me as fast as a cheetah, screeching screams were coming from her mouth. "What are you doing" i yelled She turned left holding something in her hands "follow me NOW!" she screamed

Ending
We took the large golden object to a man who worked in a antique shop, wow!, i can't believe it! he said. He was fascinated and amazed it was worth a fortune. We became very famous.

Story Mountain

Year 5



Virtual field trip.

Private comments

 A Cooper
1 Feb, 12:47

Great work Casey, did you enjoy the trip?

 Casey Hammond
3 Feb, 11:19

Yes it was very fun.



 A Cooper 22 Feb
Wow! That is absolutely brilliant! What did you notice about it afterwards? Great work Kieran! 🍌🍌🍌🍌

 Kieran Hurdman 22 Feb
I noticed that the one that was covered in salt and bicarbonate powder was all shrubby, brown, softer and more shrivelled than the one that was not covered.

Virtual classroom with different areas and links.

Year 6

plan by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors

Check-in Welcome Activate Learn Checkpoint Practise Re-Test Review

What are we learning today?

UPDATE

Monday 1st February 2021

LF: Guided reading

Day 1	Day 2	Day 3	Day 4	Day 5
Read the following extract then answer all the questions. Complete answers in the green shaded boxes.				

Whole group feedback in response to previous day's learning.

Weekly overview shared at the beginning of the week for each subject with explanation from the teacher.

Let's have a look at an example question:

420,000 people visited the Bretton Centre last year. 15% of the people visited on Sunday. 40% of the people visited on Saturday.

How many people visited the Bretton Centre during the rest of the week?

Miss Lowe says: I would look at the percentages I have been given (15% and 40%) and remember percent is always out of a 100

- I add $15 + 40 = 55$ (this represents Saturday and Sunday) so I now subtract that from 100
- $100 - 55 = 45$ (this represents the rest of the week)
- I now know I am finding 45% of 420,000
- I divide 420,000 by 10 to find 10% which gives me 42,000
- I multiply 42,000 by 4 to find 40% which totals 168,000
- To find the 5% I divide 42,000 by 2 which equals 21,000
- Now I add $21,000 + 168,000 = 189,000$

350,000 people visited the Natural History Museum last week.

15% of the people visited on Monday.

40% of the people visited the Natural History Museum during the rest of the week?

157,500

Teacher audio explaining the thinking process behind solving maths problem before giving children independent task..

Year 6

Reading

Observe:

- Buildings crushed
- Soldier saving a child
- Wood and bricks
- Almost a sort of smokey ~~background~~
- background
- Planks

Wonder:

- Did a bomb hit the building?
- Who is the child's parents?
- How did a bomb do that much damage?
- How big was the bomb?

Infer:

- A bomb hit the building
- The child had lost its parents

If I were the child in this photo, I would immediately call for help or look for my parents. I would also find shelter.

If I were the ~~rescuer~~ rescuer in this photo, I would look for any people or animals and save them. I would take them somewhere safe.

Reading retrieval and inference

Children extending own learning.

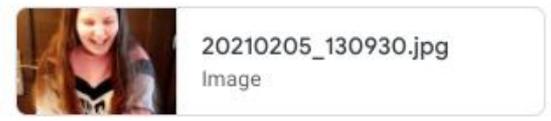
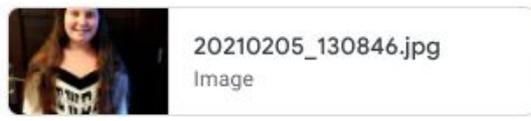
Hollie Hill 9 Feb
Hi Miss Lowe, I am going to do some extra school work one day because I have decided to interview my great gran who was 14 in world war and my Nana because her mum was in the ATS and my Nana has pictures of her in her uniform and she can tell me stories about her so I will be doing almost a fact file about both my great grans. When its complete I will send it in with my school work so I thought that would be interesting.
Thankyou Hollie

S Lowe 9 Feb
That sounds an amazing idea Hollie!

W Green 9 Feb
Can't wait to read all about it Hollie! Wonderful idea! 🙌👍

Hollie Hill 9 Feb
Thankyou 😊😊

Hi, this is my mood today ;)



First draft of news report opening

BRITAIN PROTECTS HER CHILDREN
OPERATION PIED PIPER IS UNDER WAY
 ARTICLE REPORTED BY N. E. W. S.

ON THE 1ST OF SEPTEMBER 1939, THOUSANDS OF CITY CHILDREN EMBARKED ON AN UNCONVENTIONAL VOYAGE AS THEY WERE EVACUATED FROM THE SLUMS OF LONDON TO THE SAFETY OF THE PROVINCES.

WAVING A TEMPORARY GOODBYE TO A ONCE CALLED HOME, CHILDREN HUDDLED TOGETHER, RUSHING IMPATIENTLY TOWARDS THE EVACUEE TRAINS. LABELLED, LOADED AND NOT FORGETTING EMERGENCY EQUIPMENT, THEY WERE READY FOR THEIR NEW LIFE IN THE COUNTRYSIDE. MOTHERS WAVED TEAR-FILLED FAREWELLS BUT CHILDREN HAD A WHOLE NEW PERSPECTIVE. THEY WERE NOT WORRIED; THEY WERE ON HOLIDAY- AN UNFORGETTABLE ADVENTURE! ONE EVACUEE EXCITEDLY SAID, "I'VE NEVER SEEN A COUNTRYSIDE BEFORE, NOR A BLIMMIN' COW!"

Word of the day Vocabulary practice

Nostalgia (noun)

Definition: Nostalgia is an affectionate feeling you have for the past, especially for a particularly happy time.

He felt nostalgic as his favorite song played.

Class stories



Every year group is regularly sharing stories.

 Crystal-Rose Elding 26 Jan
thank you mrs sayeed crystal loved the story.



 Max Garfield 25 Jan
thank you for the story, max enjoyed it .

 Finley Morley 26 Jan
I like that story it was funny.



 Oliver Kasprzyk 22 Jan
Its Mrs Root.

 Oliver Kasprzyk 22 Jan
Knew it!

