

DO YOU NEED TO SOW IT TO GROW IT?

REMOTE LEARNING WEEK: 22.2.21 – 26.2.21

This week's English focus: SPaG

This week's Maths focus: Fractions

|   | 9:00 – 9:20  | 9:50 – 10:45  | 11:00 – 12:00  | ENQUIRY/RE/PSHE<br>AFTERNOON  |
|---|--|---|--|---|
|   | <b>JOE WICKS</b>   | VIDEO VIPERS COMPREHENSION  | ENGLISH  |   |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | <p>9:30 - 10:00</p> <p><b>TEAMS begins</b></p> <p>Please log on 5 minutes prior to the session starting.</p> <p><b>Make sure that you mute your microphone but have your camera on before joining the session.</b></p> <p>Registration</p> <p><b>MATHS CHALLENGE (Flashback 4)</b></p> <p>You will need:</p> <ul style="list-style-type: none"> <li>• Pencil</li> <li>• Paper</li> </ul> | <p><b>LC: I can use VIPERS to show my growing comprehension skills.</b></p> <p>This will be a live session delivered by MRS THOMAS via TEAMS.</p> <p>We will be studying the following short animation. <b>Please do not view it prior to the lesson</b> but you may need to watch it again in order to complete the 'after session task'</p> <p><a href="https://www.literacyshed.com/originals.html">https://www.literacyshed.com/originals.html</a></p> <p>You will need:</p> <ul style="list-style-type: none"> <li>• Pencil</li> <li>• Paper</li> </ul> <p><b>AFTER SESSION TASK:</b></p> <p>Draw what you think was behind the factory doors. Was it dark and sinister or something awesome like Willy Wonka's Chocolate Factory?</p> | <p><b><u>MATHS</u></b></p> <p><b>LC: I can explain what a fraction is.</b></p> <p>This will be a live session delivered by MRS THOMAS AND MISS RANDLE via TEAMS.</p> <p>You will need:</p> <ul style="list-style-type: none"> <li>• Pencil</li> <li>• Paper</li> </ul> <p><b>To print:</b></p> <ul style="list-style-type: none"> <li>• <b>Today's worksheet</b></li> <li>• <b>Extension if needed</b></li> </ul> <p><b>For the Denominators:</b></p> <p><a href="https://vimeo.com/502527306">https://vimeo.com/502527306</a></p> | <p><b>Science/Geography</b></p> <p>We are building up an understanding of where the food we eat originates from. You have a list of foods (attached below) and you need to research which country they are grown in.</p> <p><b>ACTIVITY:</b> label the map with the fruit from that country – example below.</p> <p><b>Then, PE</b></p> <p><b>LC: I can throw with precision and power whilst changing direction.</b></p> <p><a href="https://classroom.thenational.academy/lessons/changing-direction-and-throwing-with-power-and-precision-64wkee?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/changing-direction-and-throwing-with-power-and-precision-64wkee?activity=video&amp;step=1</a></p> <p>Parents, please make sure that your child is supervised at all times.</p> |

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## ICT/GEOGRAPHY

LC: I can identify and locate the countries where some of my favourite foods come from.

Success Criteria:

- Select your fruit/vegetables from the list
- Research where they may have come from (there may be more than one country)
- Use the map below to locate the country
- Draw a picture of the fruit to show where it was produced (see example below).



### LIST OF FOODS:

|         |           |
|---------|-----------|
| apple   | raspberry |
| grape   | pineapple |
| orange  | mangoes   |
| banana  | cheese    |
| potato  | olives    |
| carrots | peppers   |

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# Map of the World

