

## 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
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
<b>Writing</b>	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
<b>Maths</b>	LF: To convert analogue	LF: To convert analogue	LF: To convert analogue	LF: To convert analogue	LF: To convert analogue

## Year 3 Home Learning Timetable (Group 3)

Week Beginning Monday 8th February 2021

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	LF: List poems	LF: Adjectives to describe.	LF: Adjectives to describe.	LF: To draft and edit a list poem.	LF: To publish.
<b>Maths</b>	LF: Subtract money	LF: Subtract money	LF: Subtract money	LF: Subtract money	LF: Subtract money
<b>Topic</b>	Science LF: Forces	Spanish LF: What is your name?	Music LF: Pulse and metre	PSHE Lesson 6	Science LF: Forces.
<b>Reading quiz</b>	Who's missing?	Building a Birdhouse	Community Workers	The Flower Garden	Mothers and Babies
<b>Phonics</b>	'ew' sound	'oe' sound	'ou' sound	'ey' sound	'a-e' sound
<b>Don't forget:</b>	<ul style="list-style-type: none"> <li>Cracking comprehension (Monday and Tuesday)</li> <li>Listen to a chapter of the story.</li> <li>Handwriting practise (this can be completed on paper).</li> </ul>				



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 school	Miss Jackson	Miss Jackson	Miss Jackson	Miss Jackson	Miss Jackson
Learning Today	Phonics & Spelling Group 1: Compound Exception words activity. Group 2 & 3: Group 1: Hi Whoo's Common Exception Words (Day 1)	Phonics & Spelling Group 1: alternative spelling phoneme /ee/ Group 2: /i/ sound spelled at the beginning of words	Phonics & Spelling Group 1: alternative spelling phoneme /ee/ Group 2: /i/ sound spelled at the beginning of words	Phonics & Spelling Group 1: alternative spelling phoneme /ee/ Group 3: /ai/ sound spelled on -ge and edge at the end of words	Phonics & Spelling Group 1: alternative spelling phoneme /igh/ Group 3: /ai/ sound spelled on -ge and edge at the end of words
	Darlington	Darlington	Darlington	Darlington	Darlington

## Year 1 Home Learning Timetable

Week Beginning Monday 8th February 2021

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	LF: To use phonemes / 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
<b>Phonics</b>	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!
<b>Maths</b>	Comparing Height	Comparing Length	Days of the Week	Measuring Height	Measuring Time
<b>Literacy/CLL</b>	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
<b>Topic</b>	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
<b>Story time</b>	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.
<b>Reading</b>	One reading book will be shared on tapestry for you to read at home for the week.				
<b>Additional</b>	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 if the children should or shouldn't do it. Is it **OK** or should they **not**?

**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, Afraid, 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

## 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, ON THE PHONE, ANYTIME

change 4 life

breathe



EXPRESS YOURSELF

HEPED 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.

**How do I feel today?**

I feel.....

happy

(Click & drag on 'happy' 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.



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



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

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 week's 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.

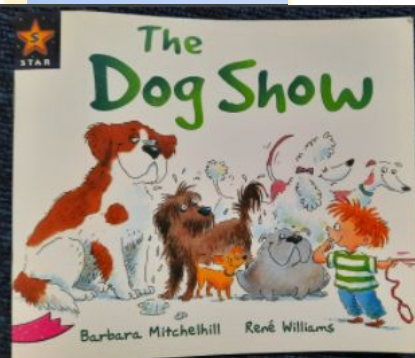
EHCP target  
Number bonds to 20, using concrete material with 80% accuracy.

Ordering Numbers to 20

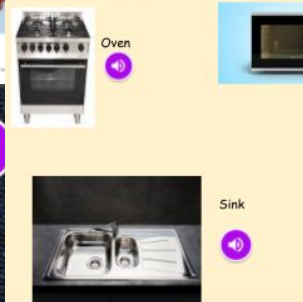
Fill in the missing numbers.

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

Audio feedback from teacher given using mote.



This week are going to learn these everyday it



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.

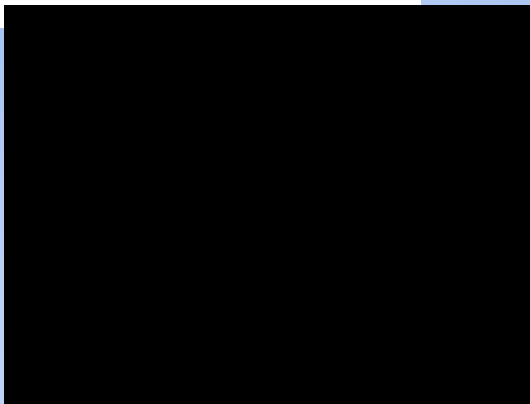






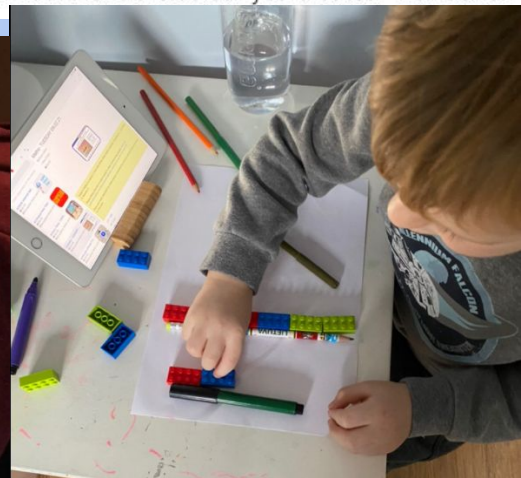
H Jackson 10 Feb

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

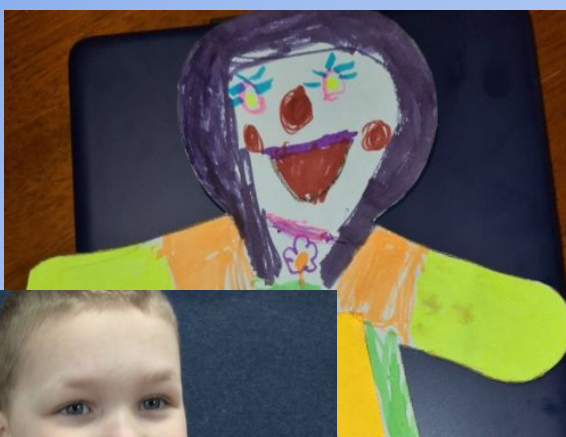
Excellent video!! It was lovely to see you, well done for doing the experiment! I'm very proud of you and your wonderful description of the digestive system.

**Pupils' responses to work, via video and photo**



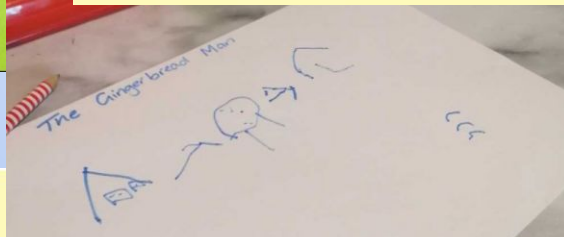
# EYFS

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 - 03 Feb 2021 12:49 PM

Well done Max! Great ideas and fantastic talking :)

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

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 challenges 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

Talking challenges linked to activities e.g. storytime

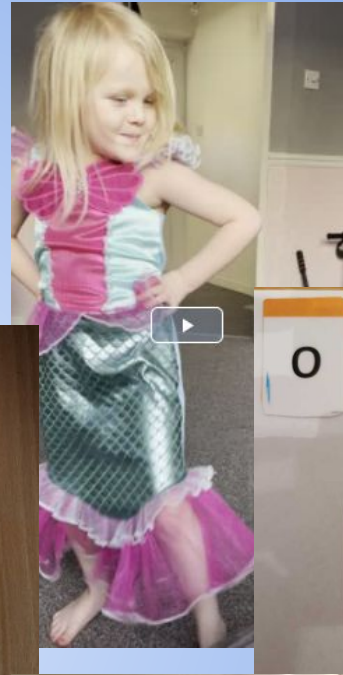




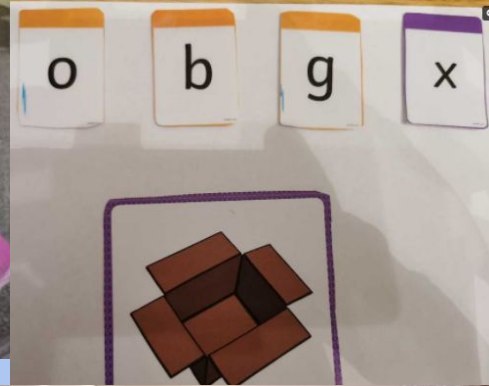
# EYFS Phonics



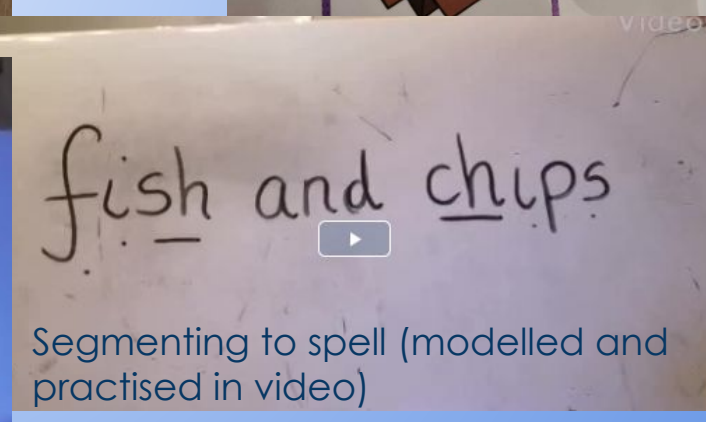
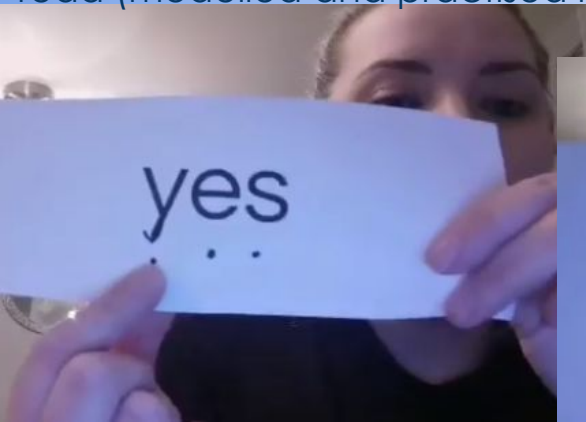
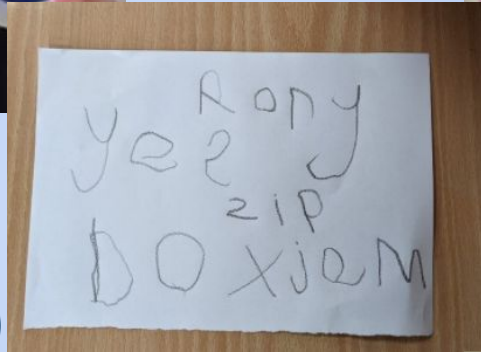
Recapping  
individual  
sounds



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

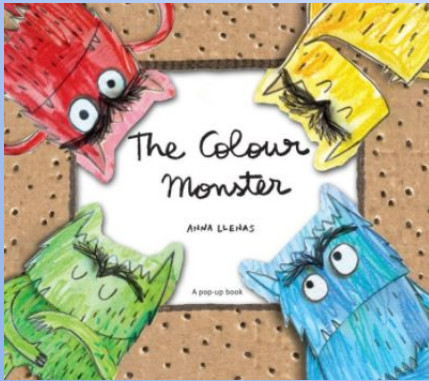


Weekly forest school activities e.g. building a wormery



Weekly yoga (developing posture, strength, mindfulness))

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

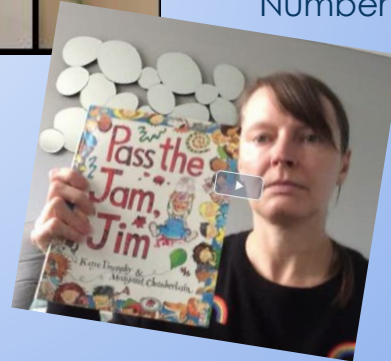


PSHE - well-being focus (identifying and discussing emotions)



Funky Fingers - weekly fine motor activities

Number hunting on daily walk



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

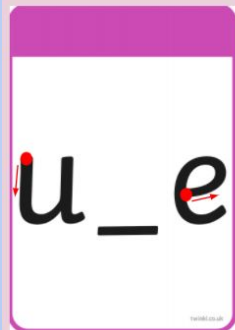
Recap of previous  
learning (newer -  
yesterday's lesson)



Friday

Let's recap  
our letter  
names

Recap of previous learning (older), including tricky words



Tricky word trucks



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

Read the words using your  
magic finger



Read the words using your  
magic finger

druje 

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

I refuse to use  
perfume in June.

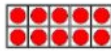








# Year 1 Maths journey

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



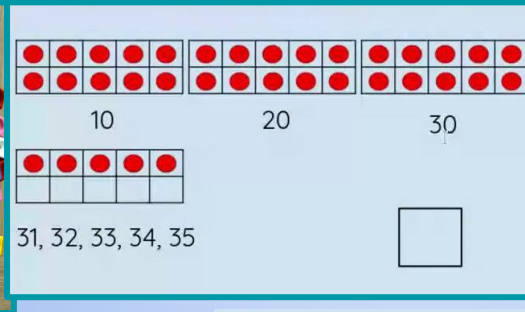
Day 1	Day 2	Day 3	Day 4	Day 5
To identify and represent numbers to 50	To count, read and write numbers to 50	To count forwards and backwards within 50	To represent numbers using tens and ones	To identify and represent numbers to 50

- 1) How many counters? 
- 2) How many counters?  
- 3) How do you spell 20?
- 4) Each of these pictures are equal to \_\_\_\_  
   



Sequence of lessons introduced at the beginning of the week.

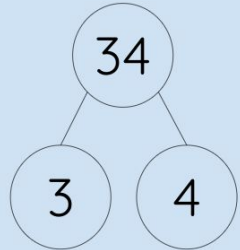
Daily warm-up (visual and audio)



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



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



Count backwards 3







## The Great Fire of London

### Google Forms



**Maja Tichanova**  
25 Jan, 20:38

Maja was was very interested 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 😊😊

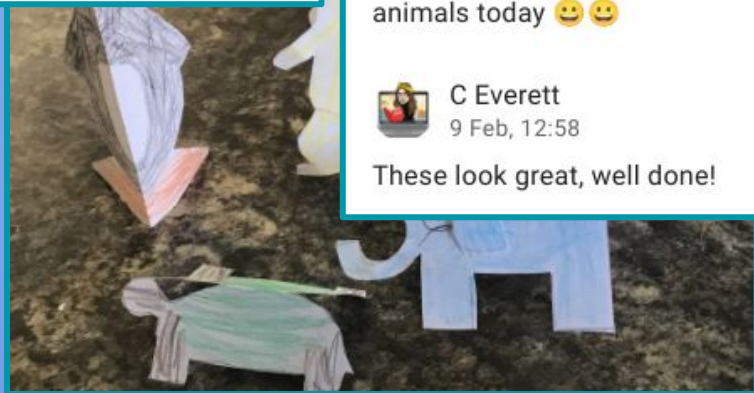
**C Everett**  
9 Feb, 12:58

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)**



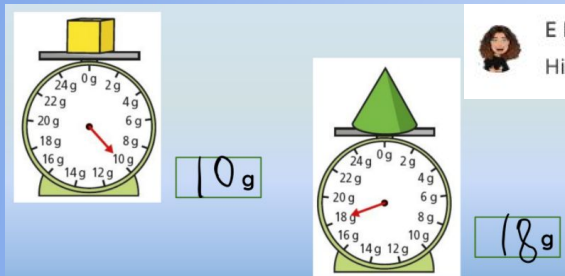
Follow along with the song 'London's Burning'. Have a go at singing it in different ways - you could try using a loud voice or a quiet voice, high pitched or low pitched.



# Year 2

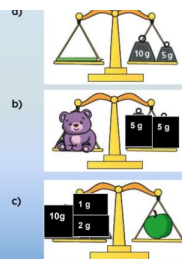
Examples of weekly learning journey in maths with pupil responses.

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 :)



The pencil has a mass of 15 g.

The teddy has a mass of 10 g.

The apple has a mass of 13 g.

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

What are we learning this week in Mathematics?



Our Maths focus is: duration of time



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

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.



# Year 2 Reading and writing

Google Drive Year 24 Reading (3) - Google Year 2 Home Learning Week 6 Daily planning, Google Docs

docs.google.com/presentation/d/1g102mg0h7Cumb4bXmgN7aW6u23MMVvN4S0gwnA/edit#slide=id.gbb6dcdf1ae...


Search the menus (8/27)

## 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
- 500ml 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

- 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.
- How to plant a bulb:
  - Dig a hole that is three to four times as deep as the bulb.
  - 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.
  - 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.
  - Wait and watch.
  - 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.

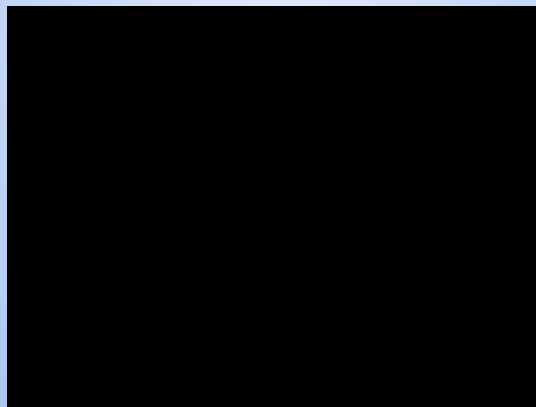
3. Independent task using picture linked to previous texts.

*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 money most move Mr Mrs once one our old of only parents pass 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



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?

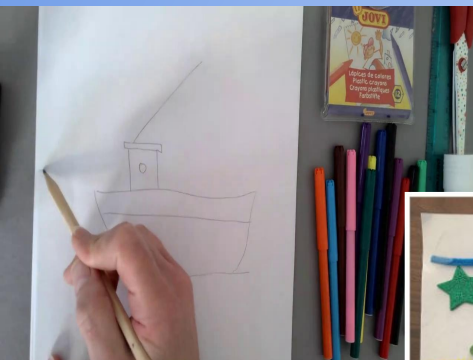
You are too small.

Do you think you will have new friends?

Make sure you are careful, so you don't 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?

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



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

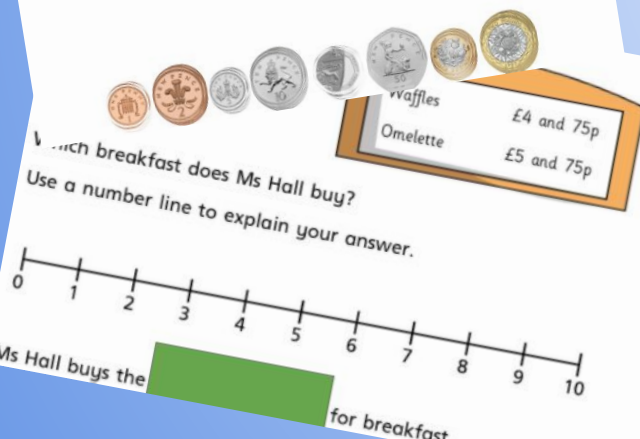


Day 1	Day 2	Day 3	Day 4	Day 5
Subtract money	Subtract money	Subtract money	Subtract money	Subtract money

Resources



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.

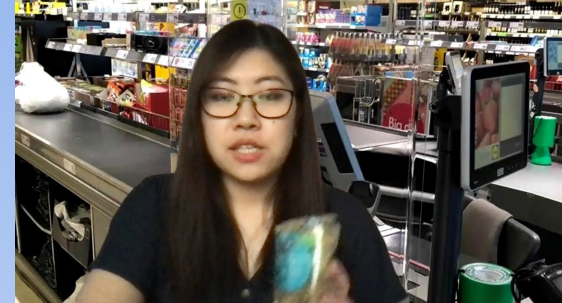


a) What is the lowest possible price of the T-shirt?

£  and  p

b) What is the highest possible price of the T-shirt?

£  and  p



3. £10.00 - £1.29 = £ 8 and 71 p



R Tsang

11 Feb, 16:44

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



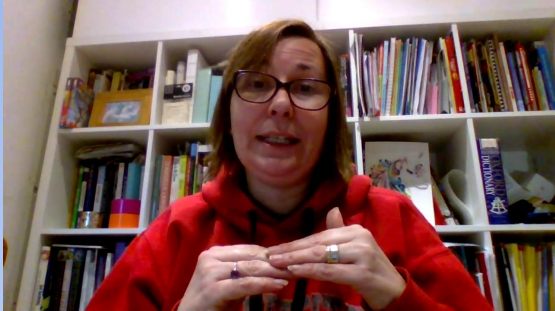
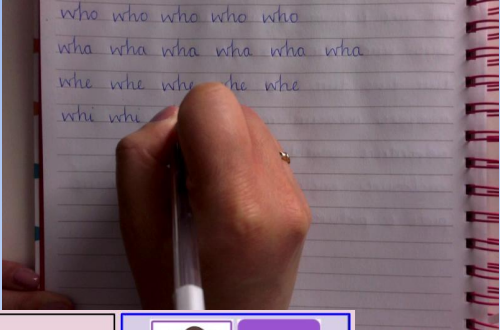
Veronica Aig-Imoru

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

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

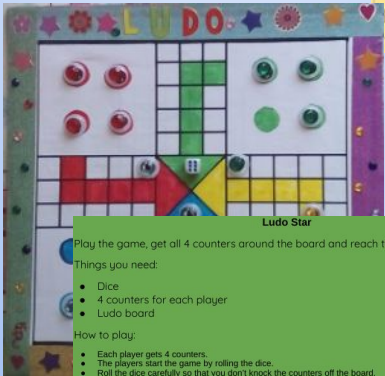
Practical science investigations (example friction)

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

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

Because reduce the friction

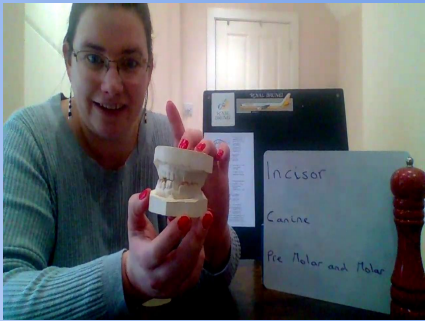
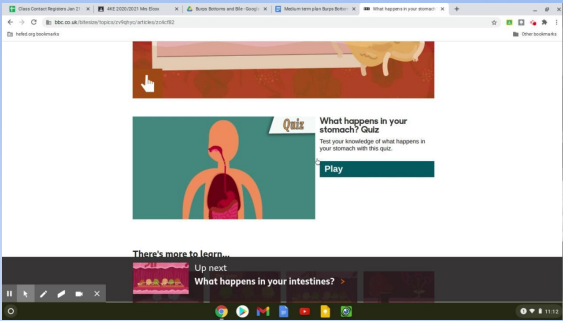
Spanish



Creating own board games when working on instructions.



# Year 4: Burps, Bottoms and Bile



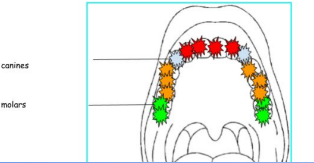
Variety of investigations modelled which can also be carried out at home. A video from the local dentist about caring for your teeth.



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

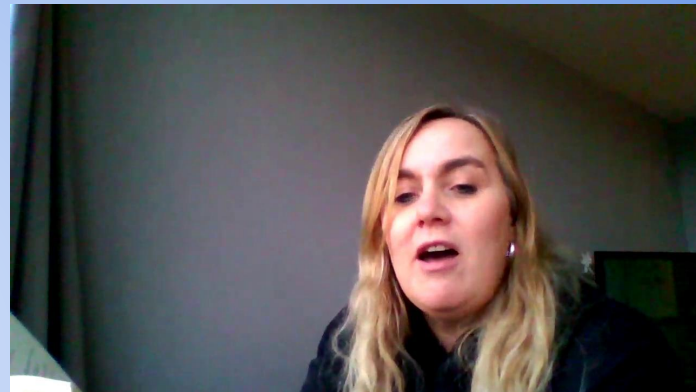
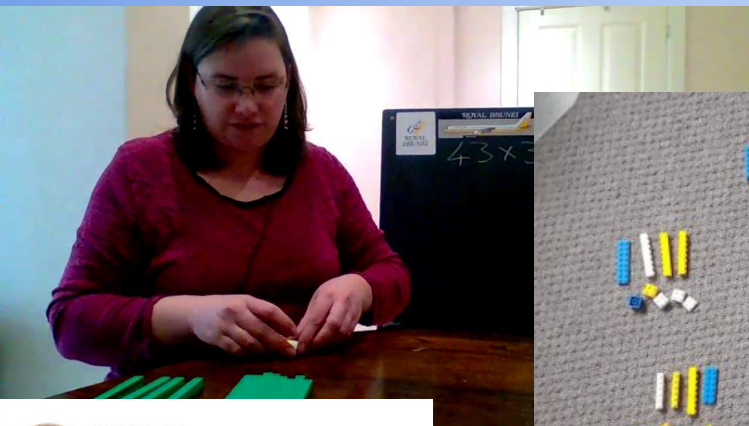
- molars - chewing and grinding
- premolars - breaking and ripping
- canines - tearing and piercing
- incisors - cutting

Label the teeth next to the diagram.





# 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

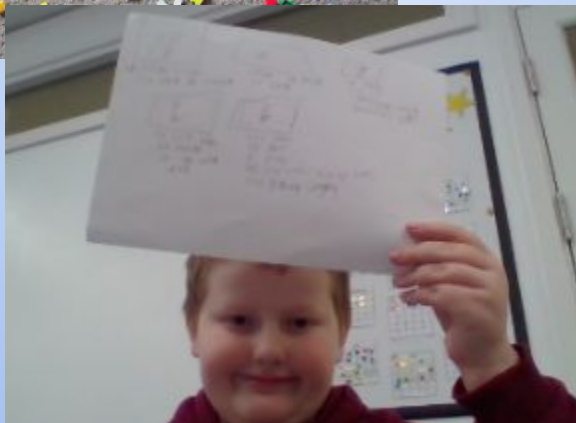
Yes it did, a lot thank you.



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

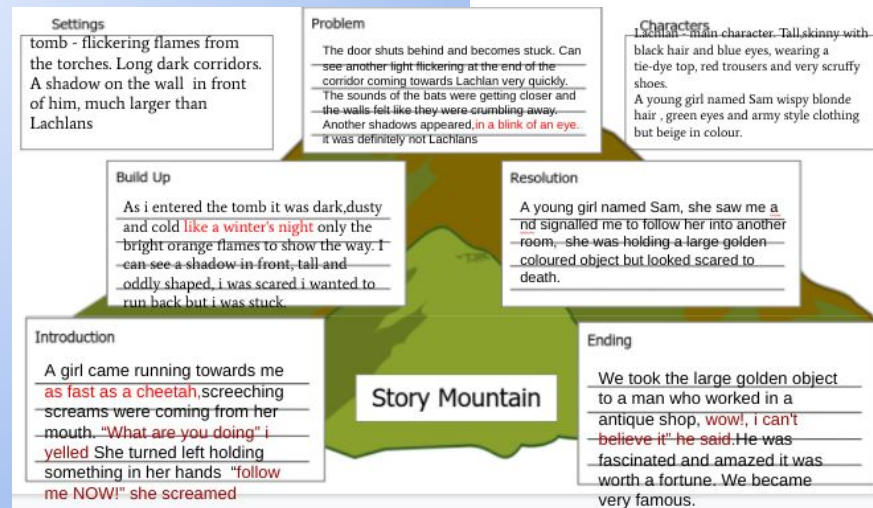
In writing, for the people who have completed their story mountain I would like you to add in any suggested feedback using a different coloured text. This will help me to see what amendments that you have made. Remember this story is set in Ancient Egypt!



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.





# 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.



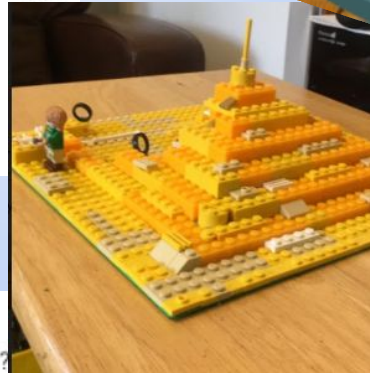
A Cooper 22 Feb

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



Kieran Hurdman 22 Feb

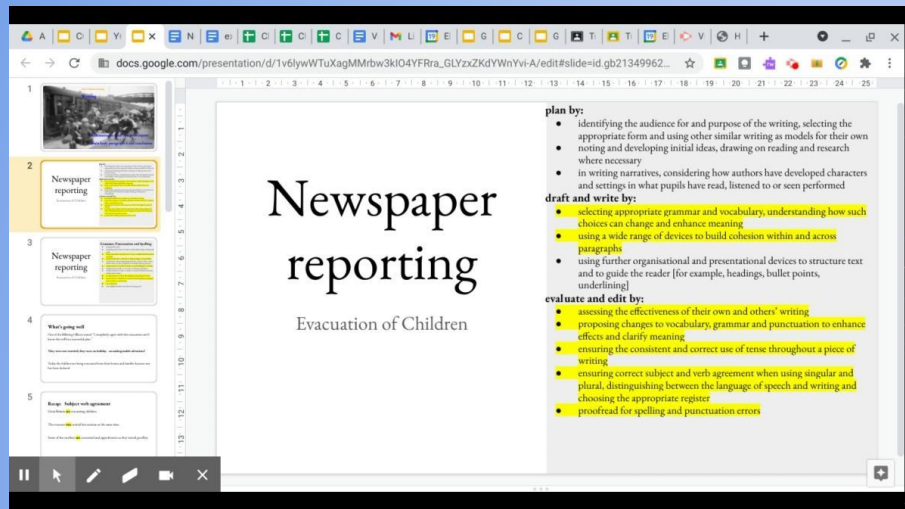
I noticed that the one that was covered in salt and bicarbonate powder was all shrubby, brown, softer and more shrivelled than the one that was not covered.



Virtual classroom with different areas and links.



# Year 6



The screenshot shows a Google Docs presentation interface. The title bar indicates the document is titled 'Newspaper reporting'. The sidebar on the left shows a table of contents with five slides. The main slide is titled 'Evacuation of Children'. The content of the slide includes a title 'Newspaper reporting' and a subtitle 'Evacuation of Children'. The slide also contains a list of bullet points under the heading 'plan by:' and 'draft and write by:'. The bullet points are:

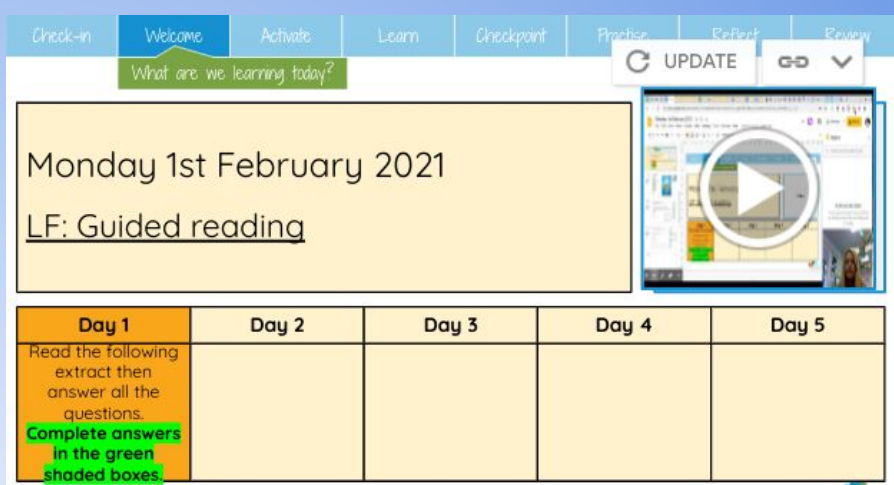
- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters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

The 'draft and write by:' section includes:

- 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)

The 'evaluate and edit by:' section includes:

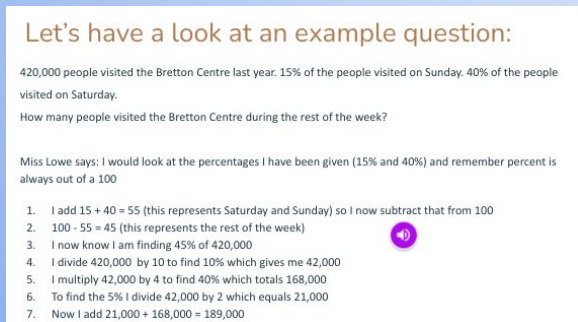
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular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



The screenshot shows a presentation slide titled 'Monday 1st February 2021'. The slide includes a section titled 'LF: Guided reading' and a table showing a weekly overview of learning activities. The table has five columns: Day 1, Day 2, Day 3, Day 4, and Day 5. The content of the table is as follows:

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

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



The screenshot shows a presentation slide titled 'Let's have a look at an example question:'. The slide contains a word problem and a list of steps to solve it. The word problem is:

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

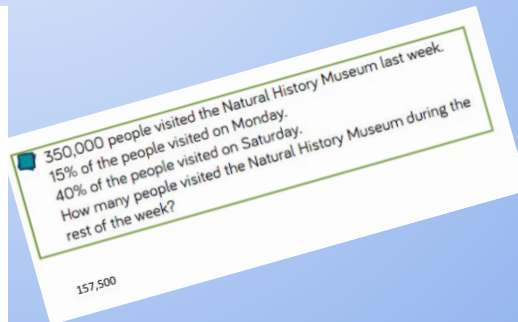
How many people visited the Bretton Centre during the rest of the week?

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  $21,000 + 168,000 = 189,000$

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

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



The screenshot shows a presentation slide titled '350,000 people visited the Natural History Museum last week.'. The slide contains a word problem and a list of steps to solve it. The word problem is:

15% of the people visited on Monday.  
40% of the people visited on Saturday.

How many people visited the Natural History Museum during the rest of the week?

157,500



# Year 6

Reading:

- Observe:
- Buildings crushed
- Soldier saving a child
- Wood and bricks
- Almost a sort of smokey 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 ;)



20210205\_130846.jpg  
Image



20210205\_130930.jpg  
Image

## 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 BLIMIN' COW!"

## Vocabulary practice

### Word of the day

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




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




Every year  
group is  
regularly  
sharing  
stories.




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



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



 Oliver Kasprzyk 22 Jan  
Its Mrs Root.

 Oliver Kasprzyk 22 Jan  
Knew it!

