Hey everyone!

I hope you are all keeping safe and well. Please find attached:

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| **Phonics** | Please follow the following link to the phonics programme that we follow in class. There are daily lessons every morning which are then available for the rest of the day. Students will know what to do from doing it in class but maybe shy, however it is really simple to follow. A different sound is shown each day and this will really help with students reading.  Isha and Jack We: <https://www.youtube.com/playlist?list=PLDe74j1F52zSHkrG_OoWu0sHBTLCEzq1G>  Lashly, Jack Wo, Liam, Demi, and Marks: <https://www.youtube.com/playlist?list=PLDe74j1F52zTYEYHmhC68VV_LVvzu-imu>  Joshua, Hamza, Ged, Alistair and Hafsah: <https://www.youtube.com/playlist?list=PLDe74j1F52zRJc5SKIq2QA85oScvky-PP> |
| **Literacy** | Hope you are enjoyed this half term looking at Charlie and The Chocolate Factory. We are now going to look at a range of explanation texts.  In this lesson, we will explore the layout and language features of explanation texts. Look at the explanation text that has been sent in your pack about chocolate. Can you watch the video and identify the features in your text.  <https://classroom.thenational.academy/lessons/to-identify-the-features-of-an-explanation-text-6cwk4d?step=1&activity=video> |
| **My Thinking**  **Maths**  **Science** | Louise’s Group: Isha, Harjot and Lashly  <https://whiterosemaths.com/homelearning/year-1/spring-week-4-number-addition-and-subtraction-within-20/>  Follow the link looking at representing numbers and place value. Can you complete the worksheets attached also.  Penny’s Group: Marks, Jack West, Liam, Demi  <https://whiterosemaths.com/homelearning/year-2/spring-week-4-number-multiplication-and-division-2/>  Follow the link looking at counting in steps, multiplication and division. Can you complete the worksheets attached also.    Ariane’s Group 1: Hafsah, Hamza, Joshua and Jack Wor  <https://whiterosemaths.com/homelearning/year-2/spring-week-4-number-multiplication-and-division-2/>  Follow the link looking at counting in steps, multiplication and division. Can you complete the worksheets attached also.  Ariane’s Group 2: Ged  <https://whiterosemaths.com/homelearning/year-3/spring-week-3-number-multiplication-division/>  Follow the link looking at counting in steps, multiplication and division. Can you complete the worksheets attached also.  **Keeping Healthy**  What we are going to do…  Sort foods into meat, dairy, fruit, veg and sugary foods.  Cut out all the images and see if you can place them in the correct category. Can you use the images sent in your pack and use the fact sheet to create a poster about the different foods. |
| **My Independence** | **Home Management**  **Sorting the kitchen**  <https://classroom.thenational.academy/specialist/subjects/independent-living/access-points/building-understanding/lessons/sorting-in-the-kitchen-60r32r>  In this lesson, we will sort and organise kitchen items into categories. |
| **My Lifestyle** | **Humanities- Geography**  Can you look at the fact file and the fact cards sent in your home pack. Can you research and discover different facts about India and complete the India fact file.  **RE**  In this lesson we will learn all about the Guru Granth Sahib, which is the sacred text of Sikhism.  <https://classroom.thenational.academy/lessons/what-are-the-holy-scriptures-of-sikhism-6nhpce>  **RHE- It’s OK not to be OK.**  **Feeling Good**  In today’s lesson we will be exploring anger and how to deal with it. Bobby is annoyed and frustrated with some of his friends and needs your help to deal with this problem. Help him by designing a cool down corner where he can go to relax, be calm and find inner peace.  <https://classroom.thenational.academy/lessons/cool-down-corner-6hjkae> |
| **My Body** | **Dance with Me**  Follow the link to the video.  <https://www.bbc.co.uk/teach/class-clips-video/physical-education--music-ks1-fire/z6crkmn>  Once you have watched the video can you play the video again can you:   * copy the dancers’ movements; physically interpreting the mood of the different pieces of music;   Students can be encouraged to use dance and movement to explore the different emotions they think of by the concept of ‘fire’, by the feelings expressed in the clip, and by the pieces of music, the clip is set to; promoting the social and emotional aspects of learning. |

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We would love to hear from you and let us know how you are? If any problems do not hesitate to ring school.

Keep safe and well.

Ariane