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 learn how chocolate is made. We will then summarise each of the four main stages by writing a sentence for each stage. Use your explanation text sent last week to see if there are any similarities.  <https://classroom.thenational.academy/lessons/to-develop-an-understanding-of-the-chocolate-making-process-cgtp6r?activity=video&step=1> |
| **My Thinking**  **Maths**  **Science** | Louise’s Group: Isha, Harjot and Lashly  <https://whiterosemaths.com/homelearning/year-1/spring-week-7-number-place-value-within-50/>  Follow the link looking at representing numbers and place value within 50. Can you complete the worksheets attached also.  Penny’s Group: Marks, Jack West, Liam, Demi  <https://whiterosemaths.com/homelearning/year-2/spring-week-5-statistics/>  Follow the link looking at statistics we are going to see how we can represent information in different ways. 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-5-statistics/>  Follow the link looking at statistics we are going to see how we can represent information in different ways. Can you complete the worksheets attached also.  **Keeping Healthy**  What we are going to do…  This week can you keep a healthy eating journal; I want to know all the healthy foods that you are eating. In addition, can you look at the food plates sent this week, last week you looked at a balanced diet. This week can you sort the foods and label the different sections of the plate. |
| **My Independence** | **Home Management**  **Sorting the kitchen**  <https://classroom.thenational.academy/specialist/subjects/independent-living/access-points/building-understanding/lessons/organising-clothes-cmvp2t>  Learning Intention: To manage clothes in a functional way |
| **My Lifestyle** | **RE**  In this lesson we will begin to learn about what Sikhs believe about God. We will learn about God's name before moving on to understanding what the words omnipotent and omnipresent mean. Finally, we will learn about the similarities and differences between monotheism and pantheism.  <https://classroom.thenational.academy/lessons/what-do-sikhs-believe-about-god-6grpcc?activity=intro_quiz&step=1>  **RHE- It’s OK not to be OK.**  **Turn Things around**  Today’s lesson will focus on bullying. We will look at the different types of bullying, how to deal with them and who to speak to if you are being bullied. You will listen to the story of Willy the Wimp who learns to be brave and to stand up to the Suburban Gorilla Gang. Would you do the same if you were in Willy’s position?  <https://classroom.thenational.academy/lessons/turn-things-around-60u3ar?step=1&activity=video> |
| **My Body** | **Dance with Me**  Follow the link to the video.  <https://www.bbc.co.uk/teach/class-clips-video/physical-education--music-ks1-water/zbm2t39>  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