



## Polar Bears Home Learning Plan week beginning 1<sup>st</sup> February 2021

Have a look at our new **Polar Bear Interactive Library**. [https://docs.google.com/presentation/d/1osTmojZn-vhUJ35EXiQpWN-5yi7zA\\_Lc0C4dUON8KGc/edit?usp=sharing](https://docs.google.com/presentation/d/1osTmojZn-vhUJ35EXiQpWN-5yi7zA_Lc0C4dUON8KGc/edit?usp=sharing) Click on a book and it will take you to Mrs Curtis' read alouds from last year.

<p>Week beginning: 1.3.21</p>	<p>Collective Worship via Zoom Meeting ID: 917 1706 8236 Password: BrantB</p>	<p>Phonics Bug – </p> <p>remember to complete the activities by pressing the green bug, this is how I know it's been completed</p> <p><b>English am</b></p>	<p><b>Maths am</b></p>	<p>Class zoom <b>Mon, Tues, Weds and Fri</b> at 1.15 <b>Meeting ID: 924 7454 2718</b> <b>Passcode: BrantB</b></p> <p><b>Foundation Subject pm</b></p>
<p>Monday</p>		<p>Mrs Curtis is going to put a video together of the Year 1's writing from last week and Reception children talking about why we should sponsor them.</p> <p><b>R &amp; Y1</b> – ask an adult to film you answering the questions: What is the problem that Water Aid helps with? How does it make you feel and why? Why should people sponsor you?</p> <p><b>Y1</b> – use the border on our class website page to write up in neat your writing from last week. All you need to concentrate on is neat handwriting today so I expect it to be your best work ever!</p>	<p><b>R</b> - Building 9 &amp; 10 – Week 2 Session 1- Counting back from 10 – 10 in a bed <a href="https://whiterosemaths.com/homelearning/early-years/building-9-10-week-2/">https://whiterosemaths.com/homelearning/early-years/building-9-10-week-2/</a></p> <p><b>Y1</b> – Number: Place Value (within 50) One more one less <a href="https://whiterosemaths.com/homelearning/year-1/spring-week-6-number-place-value-within-50/">https://whiterosemaths.com/homelearning/year-1/spring-week-6-number-place-value-within-50/</a></p>	<p><b>Spring</b> <a href="https://classroom.thenational.academy/lessons/to-explain-changes-that-happen-in-spring-6njkec?utm_source=copy-link&amp;utm_medium=copy&amp;utm_campaign=sharing-button&amp;activities=video&amp;schoolUrn=120594">https://classroom.thenational.academy/lessons/to-explain-changes-that-happen-in-spring-6njkec?utm_source=copy-link&amp;utm_medium=copy&amp;utm_campaign=sharing-button&amp;activities=video&amp;schoolUrn=120594</a></p> <p><b>R</b> – Go for a walk, find some signs of Spring, take a photograph and describe what you see or film yourself finding the signs and describe what you've found to the camera. Remember those words that might help you: colourful, bright, delicate, small, spiky and natural. I wonder if you can think of any of your own?</p> <p><b>Y1</b> - Have a look at the season calendar below. Now draw your own season calendar. Include the four seasons, the months that are in that season and a picture of the different things you might see during that season and label the pictures, including the weather typical for that season. Challenge: When you are on your next walk remember all of the signs of spring and point them out to your adults!</p>
<p>Tuesday</p>		<p>Visit our Polar Bear Interactive Library and watch Mrs Curtis' read aloud of <b>'Lila and the secret of rain'</b> (Link is at the top of the page). Draw yourself at the top of a mountain with drops of rain falling down. Make yourself small at the bottom of your page and your raindrops big enough to write a word in.</p> <p><b>R</b> - In each drop of rain write one thing that the rain will help the villagers with. For example; crops, grow, drink, happy, cool, etc. (there is an example below). I will be looking for your fabulous kicks and flicks today. Do as much as you can today and we will finish this on Wednesday.</p> <p><b>Y1</b> – In each drop of rain write one thing that the rain will help the villagers with. For example; The crops will grow, The people can drink, It will cool the people down. Make sure your sentences fit nicely inside your drops, they are not squashed and we can read it!</p>	<p><b>R</b> - Building 9 &amp; 10 – Week 2 Session 2 – Comparing Numbers within 10 <a href="https://whiterosemaths.com/homelearning/early-years/building-9-10-week-2/">https://whiterosemaths.com/homelearning/early-years/building-9-10-week-2/</a></p> <p><b>Y1</b> – Number: Place Value (within 50) One more one less <a href="https://whiterosemaths.com/homelearning/year-1/spring-week-6-number-place-value-within-50/">https://whiterosemaths.com/homelearning/year-1/spring-week-6-number-place-value-within-50/</a></p>	<p><b>ART – pencil drawing</b> <a href="https://vimeo.com/38247060">https://vimeo.com/38247060</a></p> <p>Watch the video above about Austin's Butterfly. We are going to be looking at our pictures from last week and 'critiquing' our own work. Have a look at the 'rubric' below the planning. These are the specific things we want to look at when critiquing our work. We will say things that we have done well (warm feedback) and things that we will work hard on to make our work better this week (cool feedback).</p> <p><b>R</b> – Choose between your elephant and giraffe drawing from last week. Which would you like to have another go at? Which one do you think you could make even better? Discuss your work with your adult using our specific points (the rubric) to focus your conversation. Ask your adult to write it down for you using your warm and cool feedback.</p> <p><b>Y1</b> – Discuss your work with your adult using our specific points (the rubric) to focus your conversation. Write down three points in the warm feedback (what you did well) and three points in the cool feedback (what you are going to do better next time).</p>

Wednesday	<p><b>Lila and the secret of rain</b> Watch Mrs Curtis' read aloud of 'Lila and the secret of rain' again. What were all the things that the rain helped? What was suffering or in trouble because the rain wasn't there? Finish off your picture from yesterday.</p> <p><b>R</b> - Remember your wonderful kicks and flicks.</p> <p><b>Y1</b> – Remember that we need to be able to read your writing and it mustn't be 'squished' in.</p>	<p><b>R</b> - Building 9 &amp; 10 – Week 2 Session 3 – Comparing Numbers within 10 <a href="https://whiterosemaths.com/homelearning/early-years/building-9-10-week-2/">https://whiterosemaths.com/homelearning/early-years/building-9-10-week-2/</a></p> <p><b>Y1</b> - Number: Place Value (within 50) Compare objects to 50 <a href="https://whiterosemaths.com/homelearning/year-1/spring-week-6-number-place-value-within-50/">https://whiterosemaths.com/homelearning/year-1/spring-week-6-number-place-value-within-50/</a></p>	<p><b>ART – pencil drawing</b> Using the rubric and your feedback from yesterday have a go at re drawing your animal from last week. Remember the points that you would like to concentrate on, but also the things that you did well last week and want to keep in your picture!</p> <p>R – <a href="https://www.youtube.com/watch?v=qNzda4odoAQ&amp;t=387s">https://www.youtube.com/watch?v=qNzda4odoAQ&amp;t=387s</a> - elephant <a href="https://www.youtube.com/watch?v=2nr587hSR7o">https://www.youtube.com/watch?v=2nr587hSR7o</a> - giraffe</p> <p>Y1 - <a href="https://www.youtube.com/watch?v=JtDCBI9weT0">https://www.youtube.com/watch?v=JtDCBI9weT0</a> Just like last week do steps 1 to 10.</p>
Thursday	<p><b>R</b> – Phonics bug Choose a book to read through with an adult. When you have finished the book use it to draw your very own story map using the story map below or by creating your own.</p> <p><b>Y1 - ART – pencil drawing</b> <a href="https://www.youtube.com/watch?v=JtDCBI9weT0">https://www.youtube.com/watch?v=JtDCBI9weT0</a> Have a look again at your feedback and critique from Tuesday. Have you followed this so far? Remember what you are going to include today. Just like last week finish your drawing from step 11 onwards.</p>	<p><b>R</b> – Building 9 &amp; 10 – Week 2 Session 4 – Making 10 <a href="https://whiterosemaths.com/homelearning/early-years/building-9-10-week-2/">https://whiterosemaths.com/homelearning/early-years/building-9-10-week-2/</a></p> <p><b>Y1</b> – Number: Place Value (within 50) Compare numbers within 50 <a href="https://whiterosemaths.com/homelearning/year-1/spring-week-6-number-place-value-within-50/">https://whiterosemaths.com/homelearning/year-1/spring-week-6-number-place-value-within-50/</a></p>	<p><b>PE</b> – On our last PE afternoon of lockdown I've put together a choice of different activities. Do one, do two, do them all! It's up to you:</p> <p>Join Andy in one of his Wild Work out's on BBC iplayer <a href="https://www.bbc.co.uk/iplayer/episodes/p06tmmvz/andys-wild-workouts">https://www.bbc.co.uk/iplayer/episodes/p06tmmvz/andys-wild-workouts</a></p> <p>Visit cosmic kids on YouTube <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p> <p>Forest Schools – <a href="https://youtu.be/htFxFgznu_FQ">https://youtu.be/htFxFgznu_FQ</a></p> <p>Young Forester Award Part 3 Young Foresters Award- Click on the link above to watch Mr Clarke explaining part 3. All the booklets are downloadable from the links on the newsletter last week and this week.</p>
Friday	<p><b>R</b> – Phonics bug Finish the games that you have been set.</p> <p><b>Y1</b> – Phonics bug Choose a book to read through with an adult. When you have finished the book use it to draw your very own story map using the story map below. Write a sentence for each step that happens in the story.</p>	<p><b>R</b> – Building 9 &amp; 10 – Week 2 Session 5 – Making 10 <a href="https://whiterosemaths.com/homelearning/early-years/building-9-10-week-2/">https://whiterosemaths.com/homelearning/early-years/building-9-10-week-2/</a></p> <p><b>Y1</b> – Number: Place Value (within 50) Order numbers within 50 <a href="https://whiterosemaths.com/homelearning/year-1/spring-week-6-number-place-value-within-50/">https://whiterosemaths.com/homelearning/year-1/spring-week-6-number-place-value-within-50/</a></p>	<p>Parents, we understand in school that on a Friday afternoon our littlies can be tired and feeling a little emotional, so we use this time to have some calm activities. We allow the children to choose what they use in our environment and we take advantage of this atmosphere to read with the children on a one to one basis.</p> <p>So, find somewhere cosy, with a warm drink, for you AND an adult (we need to look after them too!) and choose a book from Phonics bug to share. Why not practise your sounds using the Phonics Play website to play games using the free login?</p> <p><b>A free Phonics play login</b> <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> <b>username: jan21</b> <b>password: home</b></p>

Please could you choose whether you would like to scan/photograph and email remote learning in via your class email address **once a week**:

[polarbears@brant-broughton.lincs.sch.uk](mailto:polarbears@brant-broughton.lincs.sch.uk)

Upload to your child's Tapestry account

or whether you are going to put your book in the box by the main gate (in a plastic bag please) at the end of the week and take a second book to use. Please don't do all!

Some feedback will be via your book, tapestry or emailed work but please be aware that the class Zoom sessions may also be used for feedback where work is discussed and perhaps even marked together. When children are working on Mathletics or Phonics Bug, teachers can already see what children are doing so no further feedback of a written kind will be given.

### **Seasonal Calendar Examples:**





Reception Rubric:

Must have:	Tick or cross
Fill the page	
Colour neatly	
Shape of my animal	
Challenge:	
Smooth lines	
Bold outline	

Reception Critique:

**Warm Feedback**

(what I did well)

1.

2.

**Warm Feedback**

(what I will do differently)

1.

2.

Year 1 Rubric:

Must have:	Tick or cross
Fill the page	
Light lines used as guide lines to draw around	
Darker lines for the outline	
Challenge:	
Shading for shadows	
Darker and lighter shading	

Year 1 Critique:

**Warm Feedback**

(what I did well)

1.

2.

3.

**Warm Feedback**

(what I will do differently)

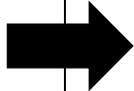
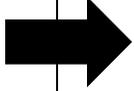
1.

2.

3.

## Story Map

(Picture)	(Picture)	(Picture)
(writing) <hr/> <hr/> <hr/>	(writing) <hr/> <hr/> <hr/>	(writing) <hr/> <hr/> <hr/>

(Picture)	(Picture)	(Picture)
		
(writing)	(writing)	(writing)
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

(R-) cool

crops

happy

drink

(Y-) The  
villagers  
can drink

The crops  
will grow

