

Day	Writing	Reading	Maths	Foundation subjects
Day 1	<p><u>To identify the features of a fable</u></p> <p>What is a Fable?</p> <p>Watch this video :  <a href="https://www.youtube.com/watch?v=ruX6oQeLC3M">https://www.youtube.com/watch?v=ruX6oQeLC3M</a></p> <p>Record a list of features of fables based on the video.</p>	<p>Text of the Week: Animal tales  <a href="https://www.oxfordowl.co.uk/api/interactives/30564.html">https://www.oxfordowl.co.uk/api/interactives/30564.html</a></p> <p>Read Reynard and Chanticleer</p> <p>What is the message of the story?</p> <p>The story is told from two points of view of two characters.</p> <p>What does the author do to show the differences?</p>	<p><u>To begin to describe positions on a grid</u></p> <p>This week we are going to be thinking about co-ordinates and maps. To do this you are going to work through a problem from N Rich on the worksheet.</p> <p><a href="https://nrich.maths.org/222">https://nrich.maths.org/222</a>                      - The lily pond</p>	<p>Geography: Water Cycle</p> <p><u>To explain the water cycle</u></p> <p>Use this learner guide to find out about the water cycle:  <a href="https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z3wpp39">https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z3wpp39</a></p> <p>Then fill in the diagram</p> <p>If you have time you can try the experiment mentioned on the worksheet.</p>
Day 2	<p><u>To use adjectives and descriptive phrases</u></p> <p>Read the author's introduction to Animal Tales.</p> <p>She explains that books featuring animals are often a way of writing about human characters and situations. At the end she asks 'what animal are you?'</p> <p>Think carefully about what animal you think best represents you.</p>	<p>Re-read Reynard and Chanticleer  <a href="https://www.oxfordowl.co.uk/api/interactives/30564.html">https://www.oxfordowl.co.uk/api/interactives/30564.html</a></p> <p><b>Reading – Character focus</b></p> <p>Re-read Reynard and Chanticleer</p> <p>Use the character trait worksheet to identify traits of Chanticleer. Don't forget to record a quote from the book and the page number for your evidence.</p>	<p><u>To describe a position on a grid</u></p> <p>Watch this video to introduce how to read co-ordinates on a grid:  <a href="https://www.youtube.com/watch?v=pAlq9fFwtus">https://www.youtube.com/watch?v=pAlq9fFwtus</a></p> <p>4 positions have been marked on the grid on the worksheet. Write the co-ordinate for the points shown</p>	<p><u>To explain key vocabulary</u></p> <p>The water cycle is full of technical terms so to help people understand your diagram from yesterday create a glossary for the 4 key terms below. Don't forget glossaries are usually in alphabetical order.</p>

	Write your name in the middle of the page and around it write words and phrases to describe you. What animal fits that description? Choose one and explain why you have chosen it.			
Day 3	<p><u>To match proverbs to meanings</u></p> <p>Proverbs are short wise sayings that are trying to give a moral message, similar to Fables.</p> <p>Match the 2 halves of the saying together. Then match the fables to the meanings on the worksheet.</p>	<p>Read A Tiger Tale – p50 <a href="https://www.oxfordowl.co.uk/api/interactives/30564.html">https://www.oxfordowl.co.uk/api/interactives/30564.html</a></p> <p>You will have to log in</p> <p>Answer the comprehension questions based on the text.</p>	<p><u>To draw on a grid</u></p> <p>Watch this video and then use the co-ordinates to label the grid. <a href="https://www.youtube.com/watch?v=v4vXkDHYDyk">https://www.youtube.com/watch?v=v4vXkDHYDyk</a></p>	<p><u>To create a comic strip of a drop of water and their journey through the water cycle.</u></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/z/b39jxs">https://www.bbc.co.uk/bitesize/clips/z/b39jxs</a></p>
Day 4	<p><u>To plan a fable</u></p> <p>Today you are going to make a plan for your fable.</p> <p>First look at some example plans from other fables. One is from the Tiger tale and the other is an Aesop fable which you can read here <a href="http://www.taleswithmorals.com/aesop-fable-the-lion-and-the-mouse.htm">http://www.taleswithmorals.com/aesop-fable-the-lion-and-the-mouse.htm</a></p> <p>Then use the template to write a plan of your own fable</p>	<p>A Tiger Tale</p> <p>Re-read A Tiger Tale – p50 <a href="https://www.oxfordowl.co.uk/api/interactives/30564.html">https://www.oxfordowl.co.uk/api/interactives/30564.html</a></p> <p>Write a tweet that sums up what happened to the Brahman in no more than 140 characters. Think carefully before you begin to write and only include key information.</p>	<p><u>To describe movements between positions as translations of a given unit to the left/right or up/down</u></p> <p>Today you should do the lesson from the <b>Oak Academy</b> and try the worksheets</p> <p><a href="https://classroom.thenational.academy/lessons/to-describe-movement-between-positions-as-translations-of-a-given-unit-left-right-or-up-down-1-65h36t/activities/2">https://classroom.thenational.academy/lessons/to-describe-movement-between-positions-as-translations-of-a-given-unit-left-right-or-up-down-1-65h36t/activities/2</a></p>	<p><b>World of Work:</b> Children watch 'Dear key workers' poem and complete a key worker crossword.</p> <p>Extension activity: Choose a key worker job and write a list of adjectives about what you think people who do those jobs should be like.</p> <p><b>Do Try This At Home!</b> Try physics experiments that look like magic with the 4 activities in the pack from the Institute of Physics, which you can do at home with household objects.</p>

<p>Day 5</p>	<p><u>To write a fable</u></p> <p>Use the plan you wrote yesterday to write your own fable. Remember these are not long stories but there are important features you need to include :</p> <ul style="list-style-type: none"> <li>• Moral or message</li> <li>• Animal characters</li> <li>• Nature setting</li> <li>• Ending should either reward or punish the characters</li> <li>• Describe the characters/setting</li> </ul>	<p>Reynard and the Highway Robbery – fox tale again</p> <p>Start with just text – does it make sense? Do you think something is missing?</p> <p>Read the version in the book. In this case do you need the pictures?</p> <p>Compare and contrast with Reynaud and Chanticleer</p>	<p><u>To describe movements between positions as translations of a given unit to the left/right or up/down</u></p> <p>Today you are going to do the second <b>Oak Academy</b> lesson on translation.</p> <p><a href="https://classroom.thenational.academy/lessons/to-describe-movement-between-positions-as-translations-of-a-given-unit-left-right-or-up-down-2-64w3ec/activities/1">https://classroom.thenational.academy/lessons/to-describe-movement-between-positions-as-translations-of-a-given-unit-left-right-or-up-down-2-64w3ec/activities/1</a></p>	<p><b>Creative Bingo</b></p> <p>There are 9 ideas here for games and fun creative activities. Cross them off your bingo sheet as you complete them and see if you can get bingo!</p> <p><b>A World of Musical Instruments</b></p> <p>Two musical instrument word searches of differing complexity will:</p> <ul style="list-style-type: none"> <li>• revisit new instrument vocabulary learned from the interactive music map</li> <li>• Retrieve vocabulary associated with common childhood play and classroom instruments (maracas, triangle, recorder etc.)</li> </ul> <p>Instrument comparison will be encouraged with use of the interactive music map as inspiration to return to the Horniman Museum or the virtual encyclopaedia to support learning.</p> <p>Make some music with any instruments you have - this includes using your body as percussion and your voice to sing, rap or beatbox!</p> <p><a href="#">Short online MEI courses</a> for KS2 are also linked.</p> <p><a href="https://www.gsmd.ac.uk/youth_adult/">https://www.gsmd.ac.uk/youth_adult/</a></p>

				<a href="https://www.islington.gov.uk/learning/music_education_islington/short_online_courses/key_stage_2/">learning/music_education_islington/short_online_courses/key_stage_2/</a>
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