**SRS Remote Learning – overview for Monday 22nd – 26th February 2021**

* EYFS access their daily tasks via our website [www.sydneyrussellschool.com](about:blank) and Purple Mash
* **Year 4:** Your child should log in to Purple Mash by 9am every day to read the daily message from their teacher and begin their daily tasks.

If you have any queries please contact your child’s class teacher by emailing or calling the office on 0203 959 9901.

**Click the link for guidance on** **how to submit work on Purple Mash:** [How to Submit Homework on Purple Mash! (For Students & Parents) - YouTube](about:blank)

*Please check Purple Mash daily for the class blog where you can post comments and questions.*

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|  | **Monday 22nd February** | **Tuesday 23rd February** | **Wednesday 24th February** | **Thursday 25th February** | **Friday 26th February** |
| **Assemblies** | **Class assembly**  Zoom meeting details will be sent via Purple Mash and the Parent App (if you do not have the App please email [cah@sydneyrussellschool.com](mailto:cah@sydneyrussellschool.com) and details will be sent to you). | |  | **Achievement assembly** Zoom meeting details will be sent via Purple Mash and the Parent App (if you do not have the App please email [cah@sydneyrussellschool.com](mailto:cah@sydneyrussellschool.com) and details will be sent to you). | |
| **English** | **Reading:** Read Chapter **1** of **The Golden Apple Tree**.  **Task:** Complete the multiple-choice quiz on PM.  **Spellings:** Spring 2, Week 1  Rehearse the spellings.  **Writing:** The princesses saw some spiders on the **Golden Apple Tree** in our story. Let’s do some research and find out more about spiders.  **Task**: LI: To use the Internet and other sources to **research** about spiders and **plan** my non-chronological report.  **Access the direct teaching of this lesson from this video link:** <https://youtu.be/Xl8fLpO2ivc> | **Reading:** Read Chapter **2** of **The Golden Apple Tree**.  **Task:** Complete the sequencing task on PM.  **Spellings:** Spring 2, Week 1  Write sentences using the words.  **Writing:** Why not use our research to write a report on spiders.  Today, we will explore the **features** of a non-chronological report and write the introduction of our report using the research we did yesterday on spiders.  **Task**: LI: To learn the **features** of non-chronological report and write an introduction.  **Access the direct teaching of this lesson from this video link:** [**https://youtu.be/\_dUBmzOI\_dc**](https://youtu.be/_dUBmzOI_dc) | **Reading:** Read Chapter **3** of **The Golden Apple Tree**.  **Task:** Complete the open-ended questions on PM.  **Spellings:** Spring 2, Week 1  Revise the spellings.  **Writing:** Today, we will start **writing** our report using our research map and introduction from the previous lessons.  **Task**: LI: To **write** a non-chronological report and organise my writing into paragraphs*.*  **Access the direct teaching of this lesson from this video link:** [**https://youtu.be/cb8CIGmOHwc**](https://youtu.be/cb8CIGmOHwc) | **Reading:** Read Chapter **4** of **The Golden Apple Tree**.  **Task:** Complete the  **SPAG** task on PM.  **Spellings:** Spring 2, Week 1  Dictation.  **Writing:** Today, we will use our success checklist to **proofread and edit** our work.  **Task:** LI: I will be able to **evaluate and edit** my writing.  **Access the direct teaching of this lesson from this video link:**  [**https://youtu.be/dYGgimY5vdo**](https://youtu.be/dYGgimY5vdo) | **Reading:** Read Chapter **5** of **The Golden Apple Tree**.  **Task:** Complete the  **SPAG** task on PM.  **Spellings:** Spring 2, Week 1  Online quiz on Pm.  **Writing:** Today, we will **publish** our improved work and add pictures to make it more appealing to the readers.  **Task:** LI: I will be able to **publish** my report.  **Access the direct teaching of this lesson from this video link:** [**https://youtu.be/D6Wl-MVszI0**](https://youtu.be/D6Wl-MVszI0) |
| **Maths** | **LI:** I will be able to understand equivalent fractions.    **Access the direct teaching of this lesson from this video link:** <https://vimeo.com/504316253>  Equivalent fractions recap (2) | **LI:** I will be able to calculate equivalent fractions.    **Access the direct teaching of this lesson from this video link:**  <https://vimeo.com/504472462>  Equivalent fractions (1) | **LI:** I will be able to calculate equivalent fractions.    **Access the direct teaching of this lesson from this video link:**  <https://vimeo.com/504801539>  Equivalent fractions (2) | **LI:** I will be able to understand fractions greater than 1.    **Access the direct teaching of this lesson from this video link:**  <https://vimeo.com/505143644>  Fractions Greater Than 1 | **LI:** I will be able to count in fractions.    **Access the direct teaching of this lesson from this video link:**  <https://vimeo.com/506082065>  Count in fractions |
| **Wider curriculum** | ***R.E***  L.I: I will be able to describe what Easter is and why it is celebrated.  Please read through the teaching slides before completing the independent task.  Task:   1. Your job is to design a poster, explaining what Easter is and why people celebrate Easter. 2. Plenary activities- look back at the success criteria and identify one thing that you have learnt. Challenge, explain how you have met that part of the SC.   Upload a picture of your completed work to Purple Mash.  **PSHE**  **Listen to Buddy’s story and learn how to stay safe online:** <https://youtu.be/kln2k4xnC0g>  **Task:** Can you make a short poem or song for staying safe online like the dog ‘Buddy’ in this story? | **History: L.I**: I will be able to study the archaeological evidence at Sutton Hoo to ask and answer questions.  **Task:** **Mild:** Children to look closely at the Object Cards then use them to tick the boxes on worksheet 1A to describe what they think the objects show about the person buried at Sutton Hoo. When finished, children to think of three questions they would like to know the answer to.  **Hot:** Children to look closely at the Object Cards then use them to tick the boxes on worksheet 1B to describe what they think the objects show about the person buried at Sutton Hoo and explain their reasons. Children to think of questions with a partner when finished.  **Extra Hot:** On worksheet 1C, children to describe what kind of person they think was buried in the ship, choosing three of the objects on the Object Cards to use as evidence (e.g. I think this person was a warrior because there is a sword). When finished, ask children to share their work with a friend to see if they came to the same conclusions. | ***P.E:* Today, try and complete Mr Greene’s P.E challenge.**  **Remember, you need to** respond to the task with a video of your best efforts **or** a short explanation of how you got on and I will use these responses to pick winners!  Mr Greene is going to pick the best videos and explanations to receive a prize and a special mention in the weekly newsletter.  ***Music:* Pbuzz:** Learn 'Lightly Row'.    If students do not have their instrument at home, they should do the following:  Learn the song: [Heroes (We Could Be) - Learn a Song](https://www.youtube.com/watch?v=7cz-wfnjKII&list=PLNTFZpnjItQ0OEN1Si4LPRmHBKmGjF1cH&index=28)  <https://www.youtube.com/watch?v=7cz-wfnjKII&list=PLNTFZpnjItQ0OEN1Si4LPRmHBKmGjF1cH&index=28> | ***Science:***  ***L.I:*** I will be able explain how living things obtain food and why animals including humans, need the right type of nutrients.  ***Task 1:***  Match the food group to the reason we need to eat it  ***Task 2:***  Share it   1. Set a 60 second timer and tell someone what you have learnt about live things, how they obtain food and the nutrition that they need. 2. Set 120 seconds and write down everything you have learnt.   ***Challenge:***  Over the next week, please look at the back of food packages and complete Food Packet Nutrients table.  ***Art:***  L.I: I will be able to draw a part of the body using felt tip for outlines.  Task:  Pick either one part of the face or the whole face, to draw using felt tip pens to add detail to the outlines.  *Use the video to help you with the steps.*  ***Homework:***  *Research Julian Opie. What materials does he use? What are the names of some of his famous pieces? What does he like to draw?* | ***Computing- Unit 4.5 Logo***  L.I: I will be able to describe the language used for Logo.  ***Task 1:***  Student to experiment with Logo by using the commands on the righthand side to move the turtle around the page.  *Use the attached file to help you navigate Logo.*  ***Task 2:***  Students to use what they have learnt to escape the Minotaur’s maze.  Challenge: You will need to know your angles to help you.  Paper:  Task 1:  On paper, use the commands to move an arrow across the page.  *You will need to write the command and draw where the turtle is going with lines.*  Task 2:  Use commands to escape the Minotaur’s maze.  *You will need to write the command and draw where the turtle is going with lines.* |
| **Reading** | Your child should read every day, please keep a record in their Home Link book and remember each day of reading will count towards their next reading certificate! Please upload photos of the home link book with the reading total on weekly basis. | | | | |
| **Exercise** | Here are some tips on how your child can stay active and healthy in the week ahead:  [https://justdancenow.com](about:blank)  [Cosmic Kids Yoga - YouTube](about:blank)  [Staying Healthy During COVID-19: Meals or Snacks? Here's a plan - Bing video](about:blank) | | | | |