

## Term 4 Directory – Year 1

This directory is provided to support online learning in the event of children being unable to come to school to access learning. The links contained will take you to online content that matches the learning in school during the relevant week.

<b>Generic online learning</b>	Children will also need to access these sites to support their learning: Mathematics: <a href="https://sign-in.mathletics.com/">https://sign-in.mathletics.com/</a> Phonics Play: <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> Epic Books: <a href="https://www.getepic.com/">https://www.getepic.com/</a> Numbots: <a href="https://play.numbots.com/#/intro">https://play.numbots.com/#/intro</a> Twinkl Phonics: <a href="https://www.twinkl.co.uk/phonics-app/play">https://www.twinkl.co.uk/phonics-app/play</a>					
<b>Key Question</b>	<b>Who lives here?</b>					
<b>Subject/ weeks</b>	<b>Week 1</b>	<b>Week</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>English Reading/ Writing</b>	LI: To follow sentence rules to write what can be seen on the front cover of the book.  <b>A New House for Mouse:</b> <a href="#">Bing Videos</a>  <a href="https://www.youtube.com/watch?v=hjvfcS3K7zM">https://www.youtube.com/watch?v=hjvfcS3K7zM</a>  <a href="https://www.youtube.com/watch?v=HWB8rTg0jzQ">https://www.youtube.com/watch?v=HWB8rTg0jzQ</a>	LI: To be able to predict and write my ideas generated from a picture stimulus.  <b>A New House for Mouse:</b> <a href="#">Bing Videos</a>  <a href="https://www.youtube.com/watch?v=-NqnQJjDmB0">https://www.youtube.com/watch?v=-NqnQJjDmB0</a>	LI: How did the Mole react to the mouse? I can discuss and answer questions relating to illustrations.  <b>A New House for Mouse:</b> <a href="#">Bing Videos</a>  <a href="https://www.youtube.com/watch?v=kvIMINKfW5Q">https://www.youtube.com/watch?v=kvIMINKfW5Q</a>	LI: Write a letter to one of the animals in the story from the mouse.  <b>A New House for Mouse:</b> <a href="#">Bing Videos</a>  <a href="https://www.youtube.com/watch?v=bSQL8gELfvw">https://www.youtube.com/watch?v=bSQL8gELfvw</a>	LI: To describe a character from the story.  <b>A New House for Mouse:</b> <a href="#">Bing Videos</a>  <a href="https://www.youtube.com/watch?v=bSQL8gELfvw">https://www.youtube.com/watch?v=bSQL8gELfvw</a>	LI: To recall and write a narrative of the story in the correct sequence.  <b>A New House for Mouse:</b> <a href="#">Bing Videos</a>  <a href="https://www.youtube.com/watch?v=bSQL8gELfvw">https://www.youtube.com/watch?v=bSQL8gELfvw</a>
<b>Phonics</b>	ew for /oo/ and /yoo/ sounds  <a href="https://www.bing.com/videos/riverview/relatedvideo?q=youtube+level+5+phonics+week+13+yoo+oo+sound&amp;&amp;mid=D">https://www.bing.com/videos/riverview/relatedvideo?q=youtube+level+5+phonics+week+13+yoo+oo+sound&amp;&amp;mid=D</a>	Twinkl Phonics Level 5 GPCs: Pure Sounds, Actions and Mnemonics  <a href="https://www.bing.com/videos/riverview/relatedvideo?q=youtube+level+5+phonics+week+13+">https://www.bing.com/videos/riverview/relatedvideo?q=youtube+level+5+phonics+week+13+</a>	Y making the sounds 'ee' and 'ie'  <a href="https://www.bing.com/videos/riverview/relatedvideo?q=youtube+level+5+phonics+y+saying+e+sounds&amp;&amp;mid=B3C20">https://www.bing.com/videos/riverview/relatedvideo?q=youtube+level+5+phonics+y+saying+e+sounds&amp;&amp;mid=B3C20</a>	Two Letter Vowels OU and OW  <a href="https://www.bing.com/videos/riverview/relatedvideo?q=youtube+level+5+phonics+week+13+aw+ou+sounds+uk&amp;&amp;mi">https://www.bing.com/videos/riverview/relatedvideo?q=youtube+level+5+phonics+week+13+aw+ou+sounds+uk&amp;&amp;mi</a>	Long Vowel (oa, ow)  <a href="https://www.bing.com/videos/riverview/relatedvideo?q=youtube+level+5+phonics+oa+and+ow+sounds+youtube&amp;&amp;mid=88EC77911BAB664">https://www.bing.com/videos/riverview/relatedvideo?q=youtube+level+5+phonics+oa+and+ow+sounds+youtube&amp;&amp;mid=88EC77911BAB664</a>	Read with 'wh' Words  <a href="https://www.bing.com/videos/riverview/relatedvideo?q=youtube+level+5+phonics+wh+and+w+sounds+youtube+video&amp;&amp;mid=4007A9A6B29C9343FFB14007A9A">https://www.bing.com/videos/riverview/relatedvideo?q=youtube+level+5+phonics+wh+and+w+sounds+youtube+video&amp;&amp;mid=4007A9A6B29C9343FFB14007A9A</a>

	<a href="https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtraction/less">89825744E0E94CB3FF8D89825744E0E94CB3FF8&amp;FORM=VRDGAR</a>	<a href="https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtraction/less">yoo+oo+sound&amp;&amp;mid=F1903DDAF9BB94C4D946F1903DDAF9BB94C4D946&amp;FORM=VRDGAR</a>	<a href="https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtraction/less">BEF2DBBBB97BE00B3C20BEF2DBBBB97BE00&amp;FORM=VRDGAR</a>	<a href="https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtraction/less">d=23726EA396CCEABF75F623726EA396CCEABF75F6&amp;FORM=VRDGAR</a>	<a href="https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtraction/less">5CCC088EC77911BAB6645CCC0&amp;FORM=VRDGA R</a>	<a href="https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtraction/less">6B29C9343FFB1&amp;FORM=VCGVRP</a>
<b>Maths</b>	<p>Please copy the link below and paste it into Google. Maths Lesson 5:</p> <p><a href="https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtracti">https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtracti</a></p> <p>Activity: Please go through the slides and video, then complete the task on the worksheet.</p>	<p>Please copy the link below and paste it into Google. Maths Lesson 6:</p> <p><a href="https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtraction/less">https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtraction/less</a></p> <p>Activity: Please go through the slides and video, then complete the task on the worksheet.</p>	<p>Please copy the link below and paste it into Google. Maths Lesson 7:</p> <p><a href="https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtraction/less">https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtraction/less</a></p> <p>Activity: Please go through the slides and video, then complete the task on the worksheet.</p>	<p>Please copy the link below and paste it into Google. Maths Lesson 8:</p> <p><a href="https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtraction/less">https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtraction/less</a></p> <p>Activity: Please go through the slides and video, then complete the task on the worksheet.</p>	<p>Please copy the link below and paste it into Google. Maths Lesson 9:</p> <p><a href="https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtraction/less">https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtraction/less</a></p> <p>Activity: Please go through the slides and video, then complete the task on the worksheet.</p>	<p>Please copy the link below and paste it into Google. Maths Lesson 10:</p> <p><a href="https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtraction/less">https://www.thenationalacademy.com/teachers/programmes/maths-primary-ks1/units/additive-structures-addition-and-subtraction/less</a></p> <p>Activity: Please go through the slides and video, then complete the task on the worksheet.</p>
<b>Science</b>	<p>Introduce topic of seasonal change Big question – What is our local area in each season?</p> <p>I can explain changes in through autumn, winter, spring and summer and that days get longer and shorter.</p>	<p>Arrange the months of the year on order and talk about which seasons go with what months.</p> <p><a href="#">Bing Videos</a></p>	<p>Children to make an anemometer to test the wind direction and speed.</p> <p><a href="#">Bing Videos</a></p>	<p>Children to make an anemometer to test the wind direction and speed – they go outside and test it.</p> <p><a href="#">Bing Videos</a></p>	<p>Evaluating an anemometer.</p> <p>I can explain changes in through autumn, winter, spring and summer and that days get longer and shorter. I can collect and record data to help answer questions.</p>	<p>Parts of the body labelling activity.</p> <p>Use this week as a revisit and assess lesson.</p> <p>I can name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.</p>

	<p><a href="#">Bing Videos</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/z3kbydm">https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/z3kbydm</a></p>				<p>I can explain changes through autumn, winter, spring and summer.</p> <p><a href="#">Bing Videos</a></p>	<p><a href="#">Bing Videos</a></p>
<p><b>History</b></p>	<p>LI: I can use stories to distinguish between fact and fiction.</p> <p>Begin by discussing what fact and fiction mean.</p> <p>Discuss some statements and ask children to decide if they are fact or fiction.</p> <p><u>Watch the video below and complete the activity.</u></p> <p>Fact or fiction link: <a href="https://www.youtube.com/watch?v=YfLcPQDeTfE">https://www.youtube.com/watch?v=YfLcPQDeTfE</a></p> <p>Activity: Read a story together and pick out the parts that are fact and fiction.</p>	<p>LI: To recognise the difference between the past and present in my own and others' lives.</p> <p>SC: I can find answers to simple questions about the past from various sources. I can communicate my knowledge through discussion and drawing.</p> <p><u>Watch the video below and complete the activity.</u></p> <p><a href="https://www.youtube.com/watch?v=b-Sup5_Se8E">https://www.youtube.com/watch?v=b-Sup5_Se8E</a></p> <p>Activity: Pupils are to compare their house to a Tudor house. What is the difference?</p>	<p>LI: To sequence 3-4 artefacts from different periods of time.</p> <p>SC: I can sequence 3 or 4 artefacts from distinctly different periods. I can use stories to distinguish between fact and fiction.</p> <p><u>Watch the videos below and complete the activity.</u></p> <p><a href="https://www.youtube.com/watch?v=B-ymTs6Wr3c">https://www.youtube.com/watch?v=B-ymTs6Wr3c</a></p> <p><a href="https://www.youtube.com/watch?v=r7TI8zOQTGO">https://www.youtube.com/watch?v=r7TI8zOQTGO</a></p> <p>Activity: Pupils are to create a timeline of artefacts from different periods.</p>	<p>LI: To find answers to simple questions about the past from sources of information, e.g. artefacts.</p> <p>SC: I can use stories to distinguish between fact and fiction. I can communicate my knowledge through ICT, role-play, and writing.</p> <p><u>Watch the videos below and complete the activity.</u></p> <p><a href="https://www.google.co.uk/search?q=tudor+houses+for+kids+video+ks+1&amp;sca_esv=58bf6c5c55e9fb61&amp;biw=1280&amp;bih=593&amp;ei=LpLEZ9GTFszO">https://www.google.co.uk/search?q=tudor+houses+for+kids+video+ks+1&amp;sca_esv=58bf6c5c55e9fb61&amp;biw=1280&amp;bih=593&amp;ei=LpLEZ9GTFszO</a></p> <p><a href="https://www.youtube.com/watch?v=gPJ2JOJIOYE">https://www.youtube.com/watch?v=gPJ2JOJIOYE</a></p> <p>Activity: Pupils are to role-play a scene from Tudor times in a Tudor</p>	<p>LI: To find answers to simple questions about the past from sources of information, e.g. artefacts.</p> <p>SC: I can use stories to distinguish between fact and fiction. I can communicate my knowledge through writing.</p> <p><u>Watch the videos below and complete the activity</u></p> <p><a href="https://www.google.co.uk/search?q=tudor+houses+for+kids+video+ks+1&amp;sca_esv=58bf6c5c55e9fb61&amp;biw=1280&amp;bih=593&amp;ei=LpLEZ9GTFszO">https://www.google.co.uk/search?q=tudor+houses+for+kids+video+ks+1&amp;sca_esv=58bf6c5c55e9fb61&amp;biw=1280&amp;bih=593&amp;ei=LpLEZ9GTFszO</a></p> <p>Activity: Over 2 weeks, pupils are to create a detailed fact file about Tudor houses and the Tudors.</p>	<p>LI: To find answers to simple questions about the past from sources of information, e.g. artefacts.</p> <p>SC: I can use stories to distinguish between fact and fiction. I can communicate my knowledge through writing.</p> <p><u>Watch the videos below and complete the activity</u></p> <p><a href="https://www.google.co.uk/search?q=tudor+houses+for+kids+video+ks+1&amp;sca_esv=58bf6c5c55e9fb61&amp;biw=1280&amp;bih=593&amp;ei=LpLEZ9GTFszO">https://www.google.co.uk/search?q=tudor+houses+for+kids+video+ks+1&amp;sca_esv=58bf6c5c55e9fb61&amp;biw=1280&amp;bih=593&amp;ei=LpLEZ9GTFszO</a></p> <p>Activity: Over 2 weeks, pupils are to create a detailed fact file about Tudor houses and the Tudors.</p>

				house and compare their clothing and other artefacts to those of the period.		
<b>Computing</b>	<p>Online Safety</p> <p>Please copy the link below and paste it into Google.  <a href="https://www.bbc.co.uk/bitesize/topics/zmykqt/articles/zym3b9q">https://www.bbc.co.uk/bitesize/topics/zmykqt/articles/zym3b9q</a></p> <p>Activity: Please go through the videos and texts and complete the quiz.</p>	<p>Online Safety</p> <p>Please copy the link below and paste it into Google.  <a href="https://www.bbc.co.uk/bitesize/topics/zmykqt/articles/zym3b9q">https://www.bbc.co.uk/bitesize/topics/zmykqt/articles/zym3b9q</a></p> <p>Activity: Please go through the videos and create a poster on how to stay safe online.</p>	<p>Organising information by sorting into groups</p> <p>Please copy the link below and paste it into Google.  <a href="https://www.bbc.co.uk/bitesize/topics/zbhgjsx/articles/zqhb46f">https://www.bbc.co.uk/bitesize/topics/zbhgjsx/articles/zqhb46f</a></p> <p>Activity: Please go through the videos and texts and complete the quiz.</p>	<p>Organising information by sorting into groups</p> <p>Please copy the link below and paste it into Google.  <a href="https://www.bbc.co.uk/bitesize/topics/zbhgjsx/articles/zqhb46f">https://www.bbc.co.uk/bitesize/topics/zbhgjsx/articles/zqhb46f</a></p> <p>Activity: Please go through the videos and have a discussion on how to organise and group information online.</p>	<p>Organising information by sorting into groups</p> <p>Please copy the link below and paste it into Google.  <a href="https://www.bbc.co.uk/bitesize/topics/zbhgjsx/articles/zqhb46f">https://www.bbc.co.uk/bitesize/topics/zbhgjsx/articles/zqhb46f</a></p> <p>Activity: Please go through the videos and create a poster on how to organise and group information online.  <i>(2-week project)</i></p>	<p>Organising information by sorting into groups</p> <p>Please copy the link below and paste it into Google.  <a href="https://www.bbc.co.uk/bitesize/topics/zbhgjsx/articles/zqhb46f">https://www.bbc.co.uk/bitesize/topics/zbhgjsx/articles/zqhb46f</a></p> <p>Activity: Please go through the videos and create a poster on how to organise and group information online.  <i>(2-week project)</i></p>
<b>RE</b>	<p>Christianity Easter – Palm Sunday</p> <p>- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? What would you do if a member of the Royal Family came to visit?</p> <p><a href="#">Bing Videos</a></p> <p><a href="https://www.youtube.com/watch?v=An9G7JX-PiE">https://www.youtube.com/watch?v=An9G7JX-PiE</a></p>	<p>Introducing Easter story</p> <p>How was Jesus welcomed, as a king, celebrity, poor man or just another person? How do you know? Why did He ride a donkey?</p> <p><a href="#">Bing Videos</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-</a></p>	<p>To recap the Easter story</p> <p>Drawing similarities and differences to royal/celebrity visits. Children to make palm leaves (Activity Sheet 1) and write words on them, reflecting how they would welcome Jesus if they were Christians and Jesus came to school.</p> <p><a href="#">Bing Videos</a></p>	<p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Reading the Easter story and order main events using sequencing cards.</p> <p><a href="#">Bing Videos</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-</a></p>	<p>Expression: Who do you admire/respect?</p> <p>To draw a picture of someone children really admire/ respect i.e. someone you would welcome in a big way if they visited. Why is this person worthy of such a welcome?</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-</a></p>	<p>Pupil self-evaluation</p> <p>I can talk about a person I admire. I can recall parts of the Easter story and recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-</a></p>

		<a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h">ks1-the-christian-story-of-easter/zhgv47h</a>	<a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h</a>	<a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h">ks1-the-christian-story-of-easter/zhgv47h</a>	<a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h">ks1-the-christian-story-of-easter/zhgv47h</a>  <a href="#">Bing Videos</a>	<a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h">ks1-the-christian-story-of-easter/zhgv47h</a>  <a href="#">Bing Videos</a>
<b>Geography</b>	<p>LI: To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Children will explore and discover cold and hot parts of the world using various types of information</p> <p><a href="#">Hot and cold places - BBC Bitesize</a></p>	<p>LI: To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Children will be looking at homes and houses in hot and cold parts of the world and use information books/ pictures as sources of information.</p> <p>What is the purpose of a house?</p> <p><a href="#">Bitesize Daily: 5-7 Year Olds - Geography 6-7 Year Olds: 3.</a> <a href="#">Contrasting Places - BBC iPlayer</a></p>	<p>LI: To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Children will be looking at homes and houses in hot and cold parts of the world and use information books/ pictures as sources of information.</p> <p>I can respond to simple closed questions.</p> <p>Task – sorting houses and homes from hot/cold parts of the world.</p> <p><a href="https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/hot-places-where-are-they">https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/hot-places-where-are-they</a></p>	<p>LI: To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Children will be looking at homes and houses in cold parts of the world and use information books/ pictures as sources of information.</p> <p>I can respond to simple closed questions.</p> <p>I can tell you some facts about the igloo house.</p> <p><a href="https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/cold-places-what-is-it-like-at-the-north-and-south">https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/cold-places-what-is-it-like-at-the-north-and-south</a></p>	<p>LI: To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Children will be looking at homes and houses in cold parts of the world and use information books/ pictures as sources of information.</p> <p>I can respond to simple closed questions.</p> <p>I can tell you some facts about the igloo house.</p> <p>I can use picture maps and globes.</p> <p><a href="https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/cold-places-what-is-it-like-at">https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/cold-places-what-is-it-like-at</a></p>	<p>LI: To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Reflection – From the knowledge gained about the hot and cold areas of the world and houses and homes; children will say what they like /don't like about the houses and why and what would be their favourite place to live. Use information books/ pictures as sources of information.</p> <p>I can respond to simple closed questions. I can use picture maps and globes.</p> <p><a href="https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/hot-places-where-are-they-and-what">https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/hot-places-where-are-they-and-what</a></p>

			<a href="#">and-what-are-they-like/lessons/the-worlds-hottest-places</a>		<a href="#">the-north-and-south-poles/lessons/living-in-the-arctic#lesson-details</a>	<a href="#">are-they-like/lessons/visiting-the-hot-places-of-the-world</a>
<b>PE</b>	<p><b>Cricket</b></p> <p>LI: To learn fundamental ball skills focused on throwing.</p> <p><a href="https://www.youtube.com/watch?v=tk2_PMwGnUI">https://www.youtube.com/watch?v=tk2_PMwGnUI</a></p>	<p><b>Cricket</b></p> <p>LI: To learn basic underarm bowling/throwing with tactics and aspects of fielding.</p> <p><a href="https://www.youtube.com/watch?v=ty6Xdwu3_H8">https://www.youtube.com/watch?v=ty6Xdwu3_H8</a></p>	<p><b>Cricket</b></p> <p>LI: To learn catching and fielding.</p> <p><a href="https://www.youtube.com/watch?v=ty6Xdwu3_H8">https://www.youtube.com/watch?v=ty6Xdwu3_H8</a></p>	<p><b>Cricket</b></p> <p>LI: To learn fielding a ball and returning it to a wicket.</p> <p><a href="https://www.youtube.com/watch?v=PSk935aGcLQ">https://www.youtube.com/watch?v=PSk935aGcLQ</a></p>	<p><b>Cricket</b></p> <p>LI: To learn the basic concepts of playing a Kwik Cricket game.</p> <p><a href="https://www.youtube.com/watch?v=PSk935aGcLQ">https://www.youtube.com/watch?v=PSk935aGcLQ</a></p>	<p><b>Cricket</b></p> <p>LI: To develop the basic concept of playing a Kwik Cricket game.</p> <p><a href="https://www.youtube.com/watch?v=ty6Xdwu3_H8">https://www.youtube.com/watch?v=ty6Xdwu3_H8</a></p> <p><a href="https://www.youtube.com/watch?v=VwII4y5vpyU">https://www.youtube.com/watch?v=VwII4y5vpyU</a></p>
<b>DT</b>	<p><b>Model Houses</b></p> <p>LI: To explore different houses. SC: I can suggest ideas and explain what I am going to do.</p> <p>Watch the video below and complete the activity.</p> <p><a href="https://www.youtube.com/watch?v=H4DIKNGp_gnA">https://www.youtube.com/watch?v=H4DIKNGp_gnA</a> <a href="https://www.youtube.com/watch?v=i4im5Al_t4c">https://www.youtube.com/watch?v=i4im5Al_t4c</a></p> <p>Activity:</p>	<p><b>Model Houses</b></p> <p>LI: To identify a target group for what I intend to design and make. SC: I can draw on my own experiences and suggest what I am going to do. I can model my ideas on card and paper.</p> <p>Watch the videos below and complete the activity.</p> <p><a href="https://www.youtube.com/watch?v=k4az3A3rdw">https://www.youtube.com/watch?v=k4az3A3rdw</a></p>	<p><b>Model Houses</b></p> <p>LI: To develop my design ideas by applying findings from my earlier research. SC: To draw on my own experience to help generate ideas. I can model my ideas on a card and paper.</p> <p>Watch the videos below and complete the activity.</p> <p><a href="https://www.youtube.com/watch?v=2BHwQA6vAjA">https://www.youtube.com/watch?v=2BHwQA6vAjA</a></p>	<p><b>Model Houses</b></p> <p>LI: To assemble, join, and combine materials and components using various temporary methods, such as glue or masking tape. SC: I can use tools, e.g., scissors and a hole punch, safely. I can make a house.</p> <p>Watch the videos below and complete the activity.</p> <p><a href="https://www.youtube.com/watch?v=rOEUHyFM9-g">https://www.youtube.com/watch?v=rOEUHyFM9-g</a></p>	<p><b>Model Houses</b></p> <p>LI: To assemble, join, and combine materials and components using various temporary methods, such as glue or masking tape. SC: I can use tools, e.g., scissors and a hole punch, safely. I can make a house.</p> <p>Watch the videos below and complete the activity.</p> <p><a href="https://www.youtube.com/watch?v=rOEUHyFM9-g">https://www.youtube.com/watch?v=rOEUHyFM9-g</a></p>	<p><b>Model Houses</b></p> <p>LI: To evaluate my product as it is developed, identifying strengths and possible changes I might make. SC: I can evaluate my product by discussing how well it works in relation to the purpose.</p> <p>Activity: Write a little statement about your house about what worked well and what you would improve next time.</p>

	<p>Choose a house you plan to build and list its features.</p>	<p><a href="https://www.youtube.com/watch?v=xqj5ormR9bE">https://www.youtube.com/watch?v=xqj5ormR9bE</a></p> <p>Activity: Choose a house you plan to build and draw your design on a piece of paper.</p>	<p>You created an incredible house design last week. Today, let's take that design to the next level!</p> <p>Consider the materials and equipment you'll need to bring your vision to life.</p> <p>Activity: Write a list of materials and equipment you will need to build a house.</p>	<p><a href="https://www.youtube.com/watch?v=vx3l8ebV0eY">https://www.youtube.com/watch?v=vx3l8ebV0eY</a></p> <p>Activity: Make your house.</p>	<p><a href="https://www.youtube.com/watch?v=vx3l8ebV0eY">https://www.youtube.com/watch?v=vx3l8ebV0eY</a></p> <p>Activity: Make your house.</p>	
Art	<p>Explore –Explain and discuss the Art Elements you are going to use this term.</p> <p><a href="https://www.bing.com/videos/riverview/relatedvideo?q=You+tube+what+is+fabric+printing&amp;&amp;mid=FD35968FC4C979E9A4D9FD35968FC4C979E9A4D9&amp;FORM=VAMGZC">https://www.bing.com/videos/riverview/relatedvideo?q=You+tube+what+is+fabric+printing&amp;&amp;mid=FD35968FC4C979E9A4D9FD35968FC4C979E9A4D9&amp;FORM=VAMGZC</a></p> <p><a href="https://www.bing.com/videos/riverview/relatedvideo?q=You+tube+what+is+fabric+dying&amp;&amp;mid=972C2532A7C409AD9">https://www.bing.com/videos/riverview/relatedvideo?q=You+tube+what+is+fabric+dying&amp;&amp;mid=972C2532A7C409AD9</a></p>	<p>Explore - Label a picture of the artist <b>Lynda Heines</b> with words describing the different techniques she uses to create her artwork such as painting, sketching and printmaking.</p> <p><a href="https://lyndaheines.com/">https://lyndaheines.com/</a></p>	<p>Explore -Write what you like or dislike about one of the artists paintings.</p> <p><a href="https://lyndaheines.com/">https://lyndaheines.com/</a></p>	<p>Practice - practice mark making using different objects and paint</p> <p><a href="https://lyndaheines.com/">https://lyndaheines.com/</a></p>	<p>Practice – Go out of the house and look at industrial patterns in our environment, do rubbings of them, draw them and print</p> <p><a href="https://lyndaheines.com/">https://lyndaheines.com/</a></p>	<p>Final Piece -Choose the pattern you are going to print on your bag and start printing.</p> <p><a href="https://lyndaheines.com/">https://lyndaheines.com/</a></p>

	<p><a href="https://www.bing.com/videos/riverview/relatedvideo?q=you%20tube%20what%20is%20fabric%20quiltig%20for%20beginners&amp;mid=BDD4DCDFAF138F3DBD32BDD4DCDFAF138F3DBD32&amp;ajaxhist=0">722972C2532A7C409AD9722&amp;FORM=VAMGZC</a></p> <p><a href="https://www.bing.com/videos/riverview/relatedvideo?q=you%20tube%20what%20is%20fabric%20quiltig%20for%20beginners&amp;mid=BDD4DCDFAF138F3DBD32BDD4DCDFAF138F3DBD32&amp;ajaxhist=0">https://www.bing.com/videos/riverview/relatedvideo?q=you%20tube%20what%20is%20fabric%20quiltig%20for%20beginners&amp;mid=BDD4DCDFAF138F3DBD32BDD4DCDFAF138F3DBD32&amp;ajaxhist=0</a></p>					
<p><b>PSHE</b></p>	<p>LI: To learn how to stay safe online.</p> <p>I can explore and try out various uses of the online world. I can identify things I enjoy doing online. I can identify any rules that help me to use the online world positively and responsibly.</p> <p>Please copy the link below and paste it into Google. Lesson 1:</p> <p><a href="https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/our-online-lives-what-">https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/our-online-lives-what-</a></p>	<p>LI: To learn how to stay safe online.</p> <p>I can explore and try out various uses of the online world. I can identify things I enjoy doing online. I can identify any rules that help me to use the online world positively and responsibly.</p> <p>Please copy the link below and paste it into Google. Lesson 2:</p> <p><a href="https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/our-online-lives-what-">https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/our-online-lives-what-</a></p>	<p>LI: To learn how to stay safe online.</p> <p>I can explore and try out various uses of the online world. I can identify things I enjoy doing online. I can identify any rules that help me to use the online world positively and responsibly.</p> <p>Please copy the link below and paste it into Google. Lesson 3:</p> <p><a href="https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/our-online-lives-what-">https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/our-online-lives-what-</a></p>	<p>LI: To learn how to stay safe online.</p> <p>I can explore and try out various uses of the online world. I can identify things I enjoy doing online. I can identify any rules that help me to use the online world positively and responsibly.</p> <p>Please copy the link below and paste it into Google. Lesson 4:</p> <p><a href="https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/our-online-lives-what-">https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/our-online-lives-what-</a></p>	<p>LI: To learn how to stay safe online.</p> <p>I can explore and try out various uses of the online world. I can identify things I enjoy doing online. I can identify any rules that help me to use the online world positively and responsibly.</p> <p>Please copy the link below and paste it into Google. Lesson 4:</p> <p><a href="https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/media-influence-how-do-i-">https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/media-influence-how-do-i-</a></p>	<p>LI: To learn how to stay safe online.</p> <p>I can explore and try out various uses of the online world. I can identify things I enjoy doing online. I can identify any rules that help me to use the online world positively and responsibly.</p> <p>Please copy the link below and paste it into Google. Lesson 5:</p> <p><a href="https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/media-influence-how-do-i-decide-what-to-do-online/lessons">https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/media-influence-how-do-i-decide-what-to-do-online/lessons</a></p>

	<a href="#">should-i-do-if-i-feel-unsafe-o</a> Activity: Please go through the videos and texts and complete the quiz.	<a href="#">should-i-do-if-i-feel-unsafe-o</a> Activity: Please go through the videos and texts and complete the quiz.	<a href="#">should-i-do-if-i-feel-unsafe-o</a> Activity: Please go through the videos and texts and complete the quiz.	<a href="#">should-i-do-if-i-feel-unsafe-o</a> Activity: Please go through the videos and texts and complete the quiz.	<a href="#">decide-what-to-do-online/lessons</a> Activity: Please go through the videos and texts and complete the quiz.	Activity: Please go through the videos and texts and complete the quiz.
<b>Music</b>	LI: To identify high- and low-pitched sounds. <a href="#">Lesson 1: Recognising sounds</a>	LI: To explore pitch by creating two-pitch patterns. <a href="#">Lesson 2: Pitch patterns</a>	LI: To demonstrate tempo changes <a href="#">Lesson 3: Changing tempo</a>	LI: To create a superhero theme tune with a variety in tempo and pitch. <a href="#">Lesson 4: Superhero theme tune</a>	LI: To perform a piece of superhero music showing a change of pitch and tempo <a href="#">Lesson 5: Final performance</a>	LI: To perform a piece of superhero music showing a change of pitch and tempo <a href="#">Lesson 5: Final performance</a>
<b>Beyond the Classroom</b>	Respect: <a href="https://www.youtube.com/watch?v=TmRjyQIWYQg">https://www.youtube.com/watch?v=TmRjyQIWYQg</a>	Enjoyment: <a href="https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/music">https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/music</a>	Co-operation: <a href="https://www.youtube.com/watch?v=uL5mHE3H5wE">https://www.youtube.com/watch?v=uL5mHE3H5wE</a>	Independence: <a href="https://www.youtube.com/watch?v=Yn-PYLztT2Y&amp;list=PLeN4d4Rm73T6re0eQEN1tcKAz_aqEAjXha">https://www.youtube.com/watch?v=Yn-PYLztT2Y&amp;list=PLeN4d4Rm73T6re0eQEN1tcKAz_aqEAjXha</a>	Perseverance: <a href="https://www.youtube.com/watch?v=9kTnrFLqZuc">https://www.youtube.com/watch?v=9kTnrFLqZuc</a>	Excellence: <a href="https://www.youtube.com/watch?v=H9xtZcUFydk">https://www.youtube.com/watch?v=H9xtZcUFydk</a>