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| Time | Learning |
| 9-9:30 | Joe Wicks virtual PE – bodycoachtv on youtube.com |
| 9:30 – 9:50 | If you are a Lexia person you must complete Lexia during this time instead of guided reading.Those of you doing the guided reading, there are questions related specifically to understanding the text and there is an activity based around a SPaG focus. Try to complete both if you can but if you run out of time do not worry. Where the questions are about the text, there is the letter AF and a number at the end. This just identifies which reading skill is being focussed on and is nothing for you to worry about. The answers are at the bottom of the sheet so that you can mark your work. |
| 9:50-10:30 | LO: to make models of 3D shapes.SC1: I can make models of 3D shapes.SC2: I can describe the properties of my 3D shape models.Beat the Clock! List as many properties of the shape as you can. Keep going until the timer goes off. If you manage to keep describing properties until the timer goes off, you get 5 points. Can you get 15 points by describing all the properties of each shape?Polygon Planet: Introduce the setting of Polygon Planet. What 3D shape aliens could live on this planet? Share and record ideas.Folding a Net: Demonstrate the skills needed to cut, score and fold a net to make a 3D shape whilst continuing to emphasise the features of faces, edges and vertices.Alien Shape Nets: Children make 3D models of shapes using the differentiated Alien Shape Nets.Pleased to Meet You! Children introduce their 3D alien shape character through role play, creating a name and personality for their alien and describing their properties. Children record ideas from role play discussions on a Speech Bubble and attach to their 3D shape model. You could create a table-top display of the models using the Small World Background. |
| 10:30-11:00 | Break time/snack time |
| 11:00 – 11:45 | LO: to plan a puppet storySC1: I can create a plan with a related beginning, middle and endSC2: I can add interesting language choices to my planSC3: I can use effective fronted adverbials and time connectives on the planHave a think about your favourite story. Try and explain to someone in your house what the story is about in as few words as possible – this is a plot summary. The setting is where the story happens, characters are who the story is about and events move the story along. Have a look at the lesson presentation which identifies these features in a well-known story.Have a little think about the story you want to choose from your ideas yesterday.Use the planning sheet ready to start getting the key details down for your story. Start with the setting. Look at slide three which gives some ideas of some story settings and key words for describing these. Now on your story plan write down where your story will take place and some key vocabulary that you will be able to use in your story script.Now look at character ideas (slide 4). Use the questions to guide you in making notes about the characters in your story and key details about them. Remember you are not writing the actual story, just notes to help you write the script for your puppet story.Work through the story plan working on notes for the beginning, build up, climax, resolution and conclusion. Try to add time connectives or fronted adverbials that will help you when you come to writing yours. |
| 11:45- 12:15 | TTRockstarsMake sure you do at least one sound check and one studio session. Try to get as many right as you can in the fastest time possible. Remember you want to be aiming for less than 6 seconds to answer a question correctly. |
| 12:15- 1:15 | Lunch |
| 1:15- 2:00 | LO: to understand what props are needed for a shadow puppet showSC1: I can research how shadow puppet shows workRather than using traditional puppets, thinking about our science learning of light and dark, we will be creating a shadow puppet show. Watch the following videos which show you how to create a shadow puppet theatre and props. <https://www.youtube.com/watch?v=OsdMqNIcrls><https://www.youtube.com/watch?v=-hL28SkHf1g><https://www.youtube.com/watch?v=BHw-4UOcj40>Now do some of your own research on how to make shadow puppets. You will need this knowledge as we move forwards and you begin to identify what you need to make to create your own shadow puppet show. |
| 2:00- 2:30 | Exercise – e.g. mindfulness yoga, fresh air in the garden, run up and down the stairs seeing if you can get faster every time! |
| 2:30-3:00 | LO: to decide what props I need for my shadow puppet showSC1: using my story plan, I can identify which characters I need to makeSC2: I can choose which additional props will be needed for my shadow puppet showSC3: I can list any additional material I will need to be able to create thisThinking about what you have learned about shadow puppetry and looking at your story plan, you need to list all the props you are going to need to make. You will be making them tomorrow afternoon so you need to make sure there are not so many that you can’t get them done. You need to pick out the main characters and any props that are specific to the story that are needed to help the story move forwards in your show.List: the characters needed additional props to support the story the materials and resources you need to make them (scissors, paper etc) |
| 3:00 – 3:15 | Federation Story Time – The Ice Monster read by me!!<https://youtu.be/m3oZnKBxzT8> |