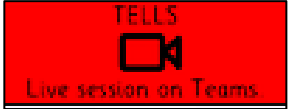


This week’s core text:

Please follow the links on the UKS2 website page for daily lesson inputs and learning resources.



KS2 Teachers Live Learning Sessions (TELLS): 9:10am & 11:00am Monday to Thursday

Teachers will lead learning time in the Microsoft KS2 Team during these sessions.

If you have any problems with technology or internet access please phone the school office on 01622-754666, and we will do our best to help you resolve these.

Monday		Tuesday		Wednesday	
 or  https://www.bbc.co.uk/teach/supermovers/pshe-collection/zng8vk7		 or  https://www.bbc.co.uk/teach/supermovers/pshe-collection/zng8vk7		 or  https://www.bbc.co.uk/teach/supermovers/pshe-collection/zng8vk7	
English <u>LI: To use editing skills to improve writing</u> Knowledge & Skills - Recap what main and subordinate clauses are - Identify incorrect uses of the above clauses - To know what punctuation or conjunction to use between these clauses and thus edit their last piece of writing.		English <u>LI: To explore powerful vocabulary related to emotions</u> Knowledge & Skills - To understand that vocabulary can convey greater meaning - Understand what a synonym is - Understand what syllables are and how to identify them		English <u>LI: To use emotive vocabulary accurately in a Haiku</u> Knowledge & Skills - Understand what syllables are and how to identify them - Understand the structure of a haiku - Use the above skills to produce their own haiku	
Intro: A quick reminder of what main and subordinate clauses are and how we create them. Input: Discuss some examples of when these have been used incorrectly	Resources to support learning: If you miss today's LIVE lesson at 11:00 please watch the recording by going to the UKS2 TEAMS channel and scrolling through the comments of the session to find the recorded video. https://www.archbishopcourtenay.org.uk/english-lessons-2/ https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zrxxh39	Intro: To discuss vocabulary for different emotions Input: To look at how we can grade emotion vocabulary according to a 'shades of meaning' table and then to begin discussing	Resources to support learning: If you miss today's LIVE lesson at 11:00 please watch the recording by going to the UKS2 TEAMS channel and scrolling through the comments of the session to find the recorded video. https://www.archbishopcourtenay.org.uk/english-lessons-2/ https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zfvkt39 https://www.google.com/search?q=shades+of+meaning+blank+ks2&safe=strict&rlz=1C1GCEB_enGB913GB913&sxsrf=ALeKk02sX6OFXmclJkJaCjZD_QAuPHo4!q:1611929963309&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiNqPaGq8HuAhWSYsAKHaz5AmMQ_AUoAXoECA8QAw&biw=1366&bih=625#imgsrc=ZOMMT1-g6_nd9M	Intro: To remind ourselves on what a syllable is and how to count them in any given word. Input: Begin by looking at the structure of the haiku. Fill in blank words on pre-written haikus to start with and build up to writing our own haikus about either: Family/frie	Resources to support learning: If you miss today's LIVE lesson at 11:00 please watch the recording by going to the UKS2 TEAMS channel and scrolling through the comments of the session to find the recorded video. https://www.archbishopcourtenay.org.uk/english-lessons-2/ https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zfvkt39

and how to edit them. Task: To edit the monologue from Friday, paying particularly close attention to whether subordinate clauses used at the fronts of sentences have commas and that main clauses aren't next to each other without a full stop or conjunction between them.		what syllables are in words Task: Create our own shades of meaning table for each emotion and to write next to each new word in brackets the amount of syllables used. E.g. happy (2)		• Lockdown • Favorite hobby • Food/drink • Nature • Animals • Favorite game Task: To write our own haikus with carefully chosen vocabulary and the right amount of syllables	
Spelling: Tricky plurals		Spelling: Tricky plurals		Spelling: Tricky plurals	
Maths <u>LI: to round numbers to the nearest 10/100/1000</u> Knowledge & Skills To use the rounding rules to know how to round any given number		Maths <u>LI: to compare and order numbers</u> Knowledge & Skills - To understand the affect place value has on a digit - To use a digit's place value to determine whether it is larger or smaller than another - To use the symbols of greater than or less than.		Maths <u>LI: to count with positive and negative numbers</u> Knowledge & Skills To understand how to count through 0 into negative number	

- To understand rounding vocabulary within a word problem - To round under time pressure				- To apply a systematic and tactical approach to calculating the difference between positive integers and negative integers - To identify key vocabulary within word problems that determine if a number is positive or negative (e.g. below rise, fall)	
Intro: Remi nder of the rhym es for knowi ng when to round up or to keep the digits the same (1-4 and 5-9) Input: Start by giving a rando m thous ands digit numb er and round ing it to the neare st 10, 100 and 1000. Go throu gh round ing word probl ems and discu ss how to tackle a	Resources to support learning: If you miss today's LIVE lesson at 9:10 please watch the recording by going to the UKS2 TEAMS channel and scrolling through the comments of the session to find the recorded video. Further videos for the bronze, silver, gold or recap and consolidation can be found here: https://www.archbishopcourtenay.org.uk/monday-0102/	Intro: A remind er from the previo us week's maths where about the value of each digit in any given numbe r (e.g the 5 in 53,000 being worth 50,000 not 5 ones) Input: Comp are and order differe nt numbe rs into ascen ding (gettin g bigger) or desce nding) getting smalle r. Use tricky numbe rs that are up to 100,00 0 but look similar (e.g	Resources to support learning: If you miss today's LIVE lesson at 9:10 please watch the recording by going to the UKS2 TEAMS channel and scrolling through the comments of the session to find the recorded video. Further videos for the bronze, silver, gold or recap and consolidation can be found here: https://www.archbishopcourtenay.org.uk/tuesday-0202/	Intro: Start by asking the child to count down from 5, do they stop at zero? Is zero the smallest number? Discuss where in real life we spot negative numbers (lifts, thermomet ers, weather etc.) Input: Look at vocabulary such as 'what's the difference' and discuss that in maths this means how much of a gap is there between two numbers. Discuss how, using a number line we can count the difference between a positive number and a negative number. We can also use a more efficient method	Resources to support learning: If you miss today's LIVE lesson at 9:10 please watch the recording by going to the UKS2 TEAMS channel and scrolling through the comments of the session to find the recorded video. Further videos for the bronze, silver, gold or recap and consolidation can be found here: https://www.archbishopcourtenay.org.uk/wednesday-0302/

word problem: breaking it into steps, looking for the key vocabulary		11,209 and 11,309) to make sure chn. Are looking carefully at the place value to determine which is larger/smaller.		like adding the two numbers together.	
Task: White Rose fluency as per the website		Task: White Rose fluency as per the website		Task: White Rose fluency as per the website	
PSHE <u>LI: to express who you are</u> Knowledge & Skills Identify people that are responsible for staying safe and healthy		Reading LI: To answer retrieval questions Children will need to listen to chapter 1 of Wolf Wilder (in the UKS2 teams files) BEFORE they can attempt the questions 1-8 in the Wolf Wilder comprehension pack			Reading LI: To answer language questions Children will need to listen to Chapter 5 of Wolf Wilder (in the UKS2 teams files) BEFORE they can attempt questions 1-8 in the wolf wilder pack
		PSHE <u>LI: To express your feelings</u> Knowledge & Skills Know how actions can affect ourselves and others			PSHE <u>LI: to express myself</u> Knowledge & Skills Consider the factors that make people similar or different
Task: Complete the “You are Amazing” task from the Express Yourself Grid. Then complete	Resources to support remote learning: Express Yourself Grid Paper Pencil	Task: Complete the “Draw your Feelings” task from the Express Yourself Grid. Then take	Resources to support remote learning: Express Yourself Grid Camera /webcam/ phone camera		Task: Complete the “All about Me” task from the Express Yourself Grid. Then Using a mirror and a pencil and paper can you complete
					Resources to support remote learning: Express Yourself Grid Mirror Pencil and paper

lete a set of praye r hand s to celeb rate and give thank s to the adult s who care and educ ate us.		photog raphs of your facial expres sions as you show differe nt emotio ns. How many differe nt emotio ns can you show and how does your face change with each?		a series of self- portraits with your face showing different emotions?	
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