

Foundation Remote Learning Tasks Specialists - Thursday

Dear students and Parents/Carers,

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Art	PE
<p>WALT: Make a sculpture</p> <p>Success Criteria: I can identify line, texture, shape and colour in my own art I can look at my art and talk about it</p> <p>Activity: Making a sculpture</p> <p>The Foundation students had their first art lesson in the art room in a long time last Wednesday. It was so much fun to have you all back and showing your brilliant creativity. I hope you all enjoyed the surprise of making your sculpture with paper magic clay. You all made some great sculptures, which I've posted on the Seesaw activity for you to look at. We will be painting our clay sculptures when we are back in the art room in week 5!</p> <p>Today you're going to be making a small sculpture with materials you have at home.</p> <p>Have a think of some of the ideas you had when you drew a picture of your sculpture.</p> <p>You might use some of the following materials:</p> <p>Tubes from paper towel or glad wrap, boxes, playdoh, lego & blocks, jars, parts of old toys, cotton buds, straws, newspaper, catalogues, egg cartons, pegs, plastic cutlery, paper plates, disposable cups, old/used kitchen utensils, string, foil, sticks, twigs, leaves, shells, stones, bottle lids, paper clips, pipe cleaners, unwanted christmas decorations, beads.</p> <p>When finished making your small sculpture I want you to take a photo of your finished sculpture, share it on Seesaw and answer 3 questions:</p> <ol style="list-style-type: none"> 1. Is there any colour in your sculpture? What colours? 2. Do you see any shapes that you know? 3. What materials did you end up using? How do these materials feel? 	<p>Physical Education Week 4</p> <p>Activity – Jumping legs</p> <p>WALT- · To practice various skipping and jumping techniques and tricks</p> <p>Success Criteria- I can jump, balance, land safely</p> <p>Steps:</p> <ul style="list-style-type: none"> · Find an open space away from any objects and try the following activities: <ul style="list-style-type: none"> o Which animals jump on two feet? Practice jumping like them around your space. o Practice fast and tiny jumps o Draw a chalk line outside (make sure it goes in different directions!) to follow – jump or hop along the line. Try out some animal jumps too! o Play your favourite song and jump to the music – can you jump fast/slow? High? Side to side? Jump and turn around? <p>Questions:</p> <ul style="list-style-type: none"> ● How does your body feel when you jump in all these activities? ● How do you jump higher? ● How do you land safely when jumping?

Year 1 Remote Learning Tasks Specialists - Monday

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Health and Wellbeing	Science
<p>WALT: recognise health messages through TV, posters and radio</p> <p>Success Criteria: I can:</p> <ul style="list-style-type: none">• identify health messages through media• Identify what the health message is of the media <p>Seesaw task</p> <p>Create a poster to encourage your family to eat healthy foods.</p> <ul style="list-style-type: none">- Food that is not in packaging 	<p>WALT: match eggs with parents, using evidence.</p> <p>Success Criteria: I can:</p> <ul style="list-style-type: none">• explain that people and animals change from birth representing different stages of life• use different methods, such as drawings and tables, to sort information/data <p>Seesaw Task: Egg detectives</p> <p>Watch Miss Wood's video lesson. Miss Wood's lesson</p> <p>Then complete the drag and drop activity on Seesaw - match the eggs with the animal they come from.</p>

Year 2 Remote Learning Tasks Specialists - Monday

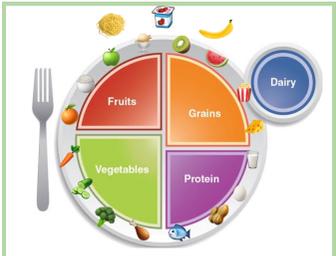
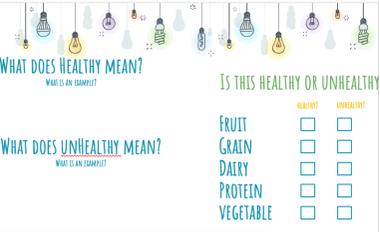
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Art	Health and Wellbeing
<p>WALT: Make a sculpture</p> <p>Success Criteria: I can explore my ideas and imagination and express them through visual artworks I create I can create artworks to express ideas to an audience</p> <p>Activity: Finishing our sculpture</p> <p>It was so great having the year 2 students back in the art room on Thursday. We made a start on our sculptures that we've been planning over the first few weeks of term 4. You all had some awesome ideas and your sculptures are already looking amazing. I hope you've kept your sculpture safe at home so it's ready to finish this week.</p> <p>You have today to finish making your sculpture.</p> <p>When you're finished - record yourself on Seesaw sharing your sculpture</p> <p>Think about what you want to share before you start recording, Some things you could talk about:</p> <ul style="list-style-type: none"> - Why did you choose to make this sculpture? - What materials did you use? - What do you like best about your sculpture? - If you could make it again, is there anything you would change about your sculpture? <p>Take a photo of your finished sculpture and share it on Seesaw.</p>	<p>WALT: identify food that is good for our body</p> <p>Success Criteria: I can:</p> <ul style="list-style-type: none"> • classify healthy/unhealthy (sometimes) foods • explain the difference between healthy and unhealthy (sometimes) food • sort fruit and vegetables <p>Seesaw task</p> <ol style="list-style-type: none"> 1. Move the food to the where you think it belongs on the plate 2. What would be meant by the phrase healthy food and what would be an example of healthy food? 3. What would be meant by the phrase unhealthy (sometimes) food and what would be an example? 4. Can you tell me which of the following categories are healthy and unhealthy <ol style="list-style-type: none"> a. Fruit b. Grains c. Dairy d. Protein e. Vegetable <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

Year 3 Remote Learning Tasks Specialists - Monday

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Art	Science
<p>WALT: Make a sculpture and reflect on my art</p> <p>Success Criteria: I can use various materials to create effects. I can explore different ways of presenting my artwork</p> <p>Activity: Making and reflecting on my sculpture</p> <p>You have today to finish making your sculpture.</p> <p>*If you happened to have finished making your sculpture last week - you could think of ways to enhance it (e.g. by adding more detail or features), OR you could plan for a different sculpture idea you had.</p> <p>When you're finished - record yourself on Seesaw sharing your sculpture with a family member.</p> <p>Think about what you want to share before you start recording, Some things you could talk about:</p> <ul style="list-style-type: none">- What materials did you choose to use? Why did you choose to use them?- Why did you choose to make this sculpture?- What do you like best about your sculpture?- If you could make it again, is there anything you would change about your sculpture? <p>Take a photo of your finished sculpture and share it on Seesaw.</p>	<p>WALT: how to distinguish between plants and animals using observable features.</p> <p>Success Criteria: I can:</p> <ul style="list-style-type: none">● identify differences in the features of animals, for example, body covering, ear shapes or number of legs● represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific language <p>Seesaw Task: <u>Animal sort</u></p> <p>Watch Miss Wood's video lesson. Miss Wood's lesson</p> <p>Then complete the drag and drop activity on Seesaw, sorting the different things into living and non-living categories.</p> <p>Answer the following questions:</p> <ul style="list-style-type: none">● When we want to find an animal, what should we look for?● When we want to find a plant, what should we look for?● How do you know if something is living?● What features will you look for to tell if it is living?

Year 4 Remote Learning Tasks Specialists - Monday

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<p>WALT: Make a sculpture and reflect on my art</p> <p>Success Criteria: I can use various materials to create effects. I can explore different ways of presenting my artwork</p> <p>Activity: Making and reflecting on my sculpture</p> <p>You have today to finish making your sculpture.</p> <p>*If you happened to have finished making your sculpture last week - you could think of ways to enhance it (e.g. by adding more detail or features), OR you could plan for a different sculpture idea you had.</p> <p>When you're finished - record yourself on Seesaw sharing your sculpture with a family member.</p> <p>Think about what you want to share before you start recording, Some things you could talk about:</p> <ul style="list-style-type: none"> - What materials did you choose to use? Why did you choose to use them? - Why did you choose to make this sculpture? - What do you like best about your sculpture? - If you could make it again, is there anything you would change about your sculpture? <p>Take a photo of your finished sculpture and share it on Seesaw.</p>	<p>WALT: explore & explain physical activity in different environments</p> <p>Success Criteria: I can:</p> <ul style="list-style-type: none"> • explore where physical activity can take place • explain the environments where physical <p>Seesaw task</p> <p>Use the given pictures and tell me what sorts of physical activity could happen here. List at least 3 for each environment</p> <p><small>Look at these environments and tell me some physical activities people could do at each of these. I would like at least 3 for each place.</small></p> <div data-bbox="1137 954 1547 1198"> </div> <p>Challenge: What might be the challenges that people face doing physical activity in these places?</p>

Year 5 Remote Learning Tasks Specialists - Monday

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Art	PE
<p>WALT: Make a sculpture and reflect on my art</p> <p>Success Criteria: I can express my feelings and ideas through my art. I can create and display artwork considering how ideas can be expressed to an audience I can reflect on how effective my ideas have been expressed in my artwork.</p> <p>Activity: Making and reflecting on my sculpture</p> <p>You have today to finish making your sculpture.</p> <p>*If you happened to have finished making your sculpture last week - you could think of ways to enhance it (e.g. by adding more detail or features), OR you could plan for a different sculpture idea you had.</p> <p>When you're finished - record yourself on Seesaw sharing your sculpture with a family member.</p> <p>Think about what you want to share before you start recording, Some things you could talk about:</p> <ul style="list-style-type: none">- Does your finished sculpture look the way you thought it would look? Explain your reasoning.- Were the materials you used effective for the way in which you've used them? Explain how they were or weren't.- If you could make it again, is there anything you would change about your sculpture? <p>Take a photo of your finished sculpture.</p> <p>Include a short written reflective summary of your work (the answers to what you shared with a family member) and share it on Seesaw.</p>	<p>Physical Education Week 4</p> <ul style="list-style-type: none">● This week for PE I would like to know what has been your favourite activity to participate in this year? Your choices range from athletics, volleyball, badminton, tennis, netball and the various remote learning activities.● Also tell me your favourite physical activity outside of school?

Year 6 Remote Learning Tasks Specialists - Monday

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PE	Science
<h3>Physical Education Week 4</h3> <p>This week for PE I would like to know what has been your favourite activity to participate in this year? Your choices range from athletics, volleyball, badminton, tennis, netball and the various remote learning activities.</p> <ul style="list-style-type: none">• Also tell me your favourite physical activity outside of school?	<p>WALT: represent and explain my understanding of the yeast microorganism, and to introduce current scientific views.</p> <p>Success Criteria: I can:</p> <ul style="list-style-type: none">• research organisms that live in extreme environments, for example, Antarctica, a desert or deep sea• Explain what a cell is <p><u>Seesaw Task: Food Observations</u></p> <p>Watch Miss Wood's video lesson. Miss Wood's lesson</p> <p><u>Answer the following questions on the Seesaw slides:</u></p> <ul style="list-style-type: none">•What do you know about yeast?•What does it mean when we say yeast is a microorganism?•Is yeast a living thing? How do you know?•What conditions does yeast need to be active and make carbon dioxide gas? How do you know? <p>Extension:</p> <ul style="list-style-type: none">-How would our lives be different if we didn't know about yeast?-Research some other microorganisms and list them in the slide provided on Seesaw.