

Oak Class Home Learning  
Week Beginning 25<sup>th</sup> January 2021



Monday	Tuesday	Wednesday	Thursday	Friday
English	English	Music	English	Science
Maths	Maths	Geography	Life Skills	DT
PHSE	PE enrichment	Art	PE	

Choose the activity that is appropriate for the ability of your child.

### Monday

#### English

**LO:** To be able to sequence the main events of a story (The Mixed-Up Chameleon).

During our English lessons this term we have been looking at non-fiction. This week, we are going to look at a fiction text- The Mixed-Up Chameleon.

Watch the story of The Mixed- Up Chameleon [The Mixed-Up Chameleon by Eric Carle | What will it become? \[CC\] - YouTube](#)

#### Activity

Activity 1: Matching pictures from the book.

Activity 2: Sequencing the pictures from the story using the book/video of the book for support.

Activity 3: Sequencing the pictures from the story from memory.

#### Challenge

Can you write key words under the pictures to describe what you can see/what is happening in the picture- Use your phonic knowledge to help.

## Maths

LO: To continue to use standard units (centimetres and metres).

Last week we looked at measuring using standard units in centimetres and metres. Today, we are going to learn how to use a ruler to measure more accurately in centimetres. Can you find numbers on the ruler? 5cm? Point and say the number. Remember to say cm as this is the unit that we are using to measure today.

### **Activity**

Activity 1: Matching two crocodiles that are the same length- order the crocodiles from smallest to biggest.

Activity 2: Measuring the crocodiles and write the answer in cm, then order the crocodiles from smallest to biggest.

Activity 3: Make an estimate about what you think the length of the crocodile will be in cm. Measure the crocodiles and see if you were right or close. Write the answer in cm.

### **Challenge**

Can you compare the length of the crocodiles to something of a similar size in your home or in the garden?

## PSHE

LO: To be able to recognise the size of the problem.

In our PSHE lessons we have been focusing on our feelings, using the zones of regulation. We have looked at using the zones of regulation colours to help us to identify how we are feeling and strategies that we can use to help us.

Today we are going to look at things that might make us feel blue, yellow or red. If somebody says something unkind to me, that might make me feel red. If I drop my bookbag walking in to school, that might also make me feel red. BUT... even though I may feel red as a result of both of these incidents, are they both equally as bad?

### **Activity**

Have the words 'big problem' and 'little problem' at two different points around the room. Share with the students a picture- what do you think is happening in the picture- which zone are they in? Then, decide the size of the problem- is it a big problem? Or is it a little problem that can easily be resolved and make u feel green again?

## Challenge

Can you think of something in your life that has made you feel blue, yellow or red? Do you think it was a big or small problem?

## Tuesday

### English

**LO: To be able to write a diary entry.**

During our last lesson, we read the story of 'The Mixed-Up Chameleon'. Can you remember what happened in the story? What is it a fiction or non-fiction text? What were the main events of the story? Who were the main characters?

Our focus this week is to write a diary entry from the perspective of the Chameleon.

We wrote diary entries in Term One where we wrote a diary about what we did during the summer holidays. Do you remember the important things to remember when writing a diary entry? Do we write in the first or third person? Past or present tense? Remember, we have to use pronouns to show that the events happened to us.

### **Activity**

Group 1: Use PECs to describe what you can see in the pictures. Use key words only.

Group 2/3: Use pictures from the story for the students to write sentences in the form of a diary about the Chameleons day at the zoo- I went to the zoo. I saw a Polar Bear.

### **Challenge**

Can you add thoughts and feelings to your diary? How did you (Chameleon) feel when you were at the zoo? How did you feel as the Polar Bear?

### Maths

**LO: To measure more accurately using standard units (mm).**

Yesterday we looked at how to measure small objects in cm using a ruler. Today, we are going to be measuring more accurately by using mm.

### **Activity**

Activity 1: Matching two similar sized objects from around the house. For example, a piece of Lego and a pencil sharpener or a teddy bear and a dolly.

Activity 2: Measuring chocolate bars in mm (height and length). Order from smallest to biggest.

### **Challenge**

Can you use your ruler to draw a line to the correct length in both cm and mm? Can you draw a line to 7mm? 5cm? 9cm?

## **PE Enrichment**

Watch and join in an exercise video on You Tube

<https://www.youtube.com/watch?v=T8jI4RnHHf0>

OR

Go Noodle

Go Noodler <https://www.youtube.com/watch?v=jBidsDA410s>

## **Wednesday**

### **Music**

See music lesson.

### **Geography/Art**

**LO: To begin to understand where animals live in the world.**

Share 'animals around the world' PowerPoint with your child (below). Do you know that not all animals live in England? Some animals live in different countries where it may be hotter or colder.

Use a large map and see whether the students can identify where on the map the different countries are. Talk about why a specific animal may live in a certain country.

### **Activity**

Project- Collage a large map. Why are parts blue? Green? Where do different countries go?

When the map is completed, use 3D models of reptiles (made during DT lessons) to place them on the map in the correct places. You may prefer to draw/colour pictures of the different animals instead.

### Challenge

Can you write a sentence about where an animal lives?

## Thursday

### English

Continue lesson from Tuesday.

### Life skills

**LO: To continue to learn how to use the telephone (greeting and saying goodbye).**

Last week we began learning how to use the telephone. We explored what people usually talk about on the telephone and that two people cannot talk at the same time.

Today, we are going to be looking at how to be polite on the telephone, including greeting somebody by saying 'hello' and saying 'goodbye' at the end of the conversation. Why is it important to say hello and goodbye? How could it make somebody feel if you put the phone down before saying goodbye? (Link to the Zones of Regulation).

### Activity

Make a simple toy phone using two plastic cups and string. Have a successful conversation over the telephone, remembering to greet the person that you are talking to and by saying goodbye at the end of the conversation. Use visuals to support the structure of the conversation if needed.

You may like to call a family member and have your successful telephone conversation that way.

## PE

PE with Joe Wicks- YouTube

## Friday

### Science

**LO: To be able to sort and classify animals (reptiles, amphibians and mammals).**

This term we have been learning all about reptiles. Today we are going to see whether we can identify, sort and classify reptiles and animals. Share the animal classification song- [Animal Classification Song | Science Songs - YouTube](#)

### **Activity**

Sort animals in to reptiles, amphibians and mammals using worksheet below.

### **Challenge**

Can you sort the insects, fish and birds too?

## **DT**

**LO: To make a 3D model of a reptile (ongoing project)**

### **Starter**

Discuss which is our favourite reptile. Make a choice from a range of photographs.

### **Activity**

Children draw a picture/design a model and label the different parts of the reptile. Include information about the materials needed to make the model.

Children can explore different types of modelling materials eg clay, playdough, paper, Modroc, wire, paper straws etc to help them with their design.

### **Challenge**

Make a list of the tools that we will need to make our 3D model.