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| Metacognitive strategies The learning sequence in the next two columns is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | Foundation Tasks (offline and online)Image result for reading cartoon  |
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|  | **Monday:** **French:** You will be learning a story. Show the La Promenade de M. Gentil PowerPoint, which tells the story of M. Gentil who goes out for a boat trip. The story is very interactive with sounds and the same sentences and phrases are often repeated, so children should be encouraged to join in with the narration.Ask children to look out for the words in red and at the end of the story ask children what the words in red might mean. (They are the negative form in French) In this case M. Gentil is giving instructions such as ‘don’t chase the rabbit, don’t act like an idiot’. **Phonics focus:** Show the A PowerPoint and play the A video to demonstrate the action for the phoneme a. Use this action whenever you come across the phonemes to reinforce it.**Talk4Writing:** Show the Talk4Writing PowerPoint slide, saying the text and doing a series of actions (see T4W Monsieur Gentil video for ideas). Do this at least twice, then show slides 2-6 practising saying and doing the actions of each noun. Show slide 7 and say the text together, but this time there are pictures instead of some words. Eventually attempt to recite the text without the words on screen. Read the poemUne Souris Verte PowerPoint**Tuesday:** **Computing:**Using the sheet, write up your evaluation from your times tables game created on Scratch.**PE** You could do a Joe Wicks lesson (via YouTube) or activities on TopYa! You may want to set up your own circuit. Alternatively, you may want to have a go at something calmer such as a Cosmic Yoga for Kids (via YouTube).**PSHE**Have a look at the Votes for school’s PowerPoint and then Log on afterward and have your say! <https://voice.votesforschools.com/college/login/pupil> **Wednesday: Science**SkeletonWatch this video which introduces a fish and its skeleton**.** <https://www.bbc.co.uk/bitesize/clips/zg2qxnb>Look at pictures of different skeletons. Think about the functions of the different bones.The following video is a good introduction to the human skeleton and its functions - <https://www.bbc.co.uk/bitesize/clips/ztfnvcw>Use the following website to place virtual bones in a virtual body - <http://www.bbc.co.uk/science/humanbody/body/interactives/3djigsaw_02/index.shtml?skeleton>**Thursday: Science** **Research – What is the function of muscles?**The following video is a good introduction to the function of muscles:[**https://www.bbc.co.uk/bitesize/clips/zpp6n39**](https://www.bbc.co.uk/bitesize/clips/zpp6n39)Can you feel your biceps and triceps as you move your fist towards your shoulder?As one contracts the other relaxes. Measure your biceps contracted and relaxed. Draw an arm, labelling the bicep and tricep, and explain how muscles work in pairs to create movement. **Friday: Science**Look at the different types of teeth that humans have and their functions. Which types of teeth to carnivores have and which do herbivores? Why do humans have both?<https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zsp76yc> What are the benefits of going to the dentist?Using the picture of a set of teeth, label (molars, canines, incisors) Look at videos which explain how to brush teeth carefully. <https://www.nhs.uk/live-well/healthy-body/how-to-keep-your-teeth-clean/> <https://www.youtube.com/watch?v=voZuS09kczg> Create a set of instructions for younger children who are beginning to brush independently. email the labelled teeth poster to your teacher.  |
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