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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  |
| Main learning objective: To recognise different habitats, habitants and why they are suited to that environment.To be able to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  |
|  | **Monday:** **PSHE, lesson 1:** P4C activities – philosophy for children on the BBC. Consider the following questions:Why should I be good? Who owns the sky? Think of answers to the above questions. No need to write them down.Watch the videos: <https://www.bbc.co.uk/programmes/p015lztg> and video links below main video.**French:**Revise the ‘ch’ sound by watching the ch sound video. Then, make your way through the ch sound PPT. Put it in full screen and it will read to you in French. Practise saying the sound and words as you make your way through it.**Tuesday:** **Science, lesson 1 (double lesson):**Look at the 1. Animal habitats PPT. Watch for different habitat ideas: <https://www.bbc.co.uk/bitesize/clips/z2bygk7> Go for a walk around your local area/in your garden with an adult. Try to locate different animal habitats. Remember to look under things like logs and stones, to look in ponds and undergrowth. Locate the: habitats (where they live), habitants (which animals/insects live there) and reasons why they are suited to the habitats.**Wednesday:** **Science, lesson 2 (double lesson):**Look at and read the 2. PPT about insects, invertebrates etc…Using the word document titled 3. Sort the animal pics, sort the animals into their categories, using the information below:Sort the animals into vertebrates (**mammal, bird, fish, reptile, amphibian)** and invertebrates (**insect, arachnid, molluscs)**Can you label them **as mammal, bird, fish, reptile, amphibian, insect, arachnid, molluscs?**The second page is slightly easier if you are finding it difficult.**Thursday:** **PSHE, lesson 2:** Have a look at the Votes for school’s PowerPoint and then Log on after and have your say! <https://voice.votesforschools.com/college/login/pupil> **PE**: Write your own directions around your house to a specific place/room or local area and from different points.You will need to consider: start point, direction to turn to and steps to take.E.g. to get to Tesco: start at my house, turn left to the end of the road, turn left, go straight ahead for a little while until you come to a crossroads. Go straight ahead to get to Tesco!Once you have written them down, test them out (with adult supervision if outside in your local area). Do they work? Have they got to the right points? **Friday:** **Music:**  Use your imagination and musical memory to try out instrument ideas to represent jogging. – Look at different rhythm patterns, tempo and dynamics (remember you can create simple percussion instruments with things like a spoon and saucepan!)Log onto Charanga and click on Stop! Complete step 2.  |
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