






## Monday 1<sup>st</sup> June

### Timetable

9:00-9:30 am 	<u>P.E</u> Complete the Joe Wicks Workout on The Body Coach YouTube channel
9:30 – 9:45 am 	<u>Mental Arithmetic</u> Please keep practising your 2s, 5s, and 10 times tables. It is important to keep practising these little and often to ensure you remember them J Practise today on TT Rockstars: <a href="https://ttrockstars.com/">https://ttrockstars.com/</a>
9:45 – 10am	<u>Spelling</u> This week we will be learning to spell words with the suffix 'ed'. Some words may require us to only add a 'd'. as an introduction to this spelling rule, look at the 'ed' suffix Powerpoint.
10 -10:30 	<u>Breaktime – have a healthy snack and a play</u>
10:30– 11:00 	<u>Reading –</u> <u>RWI Phonics</u> <i>Oxford Owl have made available for parents all the ebooks linked to each RWI level. This means we no longer need to upload the books to the webpage. Instead, please go to the webpage below. If you go onto 'ebooks' then you will need to register (this is free of charge) and then you will be able to access all the ebooks and choose the correct banded level for your child. Please note that the RWI phonics scheme is based on lots of repetition. Therefore, we usually read the same book about 3 or 4 times before moving onto a new book. For some children they may need to read it more than this to ensure they are completely fluent in reading the book (no sounding out).</i> <a href="https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/">https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/</a>

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	<p><i>A general guide is:</i></p> <p><i>1<sup>st</sup> read – decoding all the words – sound out as much as you need to.</i></p> <p><i>2<sup>nd</sup> read – read for fluency (try to read with more fluency and expression).</i></p> <p><i>3<sup>rd</sup> read – read with fluency, expression and comprehension. Try answering the comprehension questions at the back.</i></p> <p><i>This website also provides lots of other information for parents about phonics. It has other resources on here too should you wish to explore!</i></p> <ul style="list-style-type: none"><li>• For every phonics session, please continue to watch the speed sounds lesson on the Ruth Miskin Youtube channel. Then read a book from the webpage detailed above.</li></ul> <p>Timings for the speeds sounds lessons are:</p> <p><i>Set 1 lesson is at 9:30am or 12:30pm (red, green &amp; purple groups)</i></p> <p><i>Set 2 lesson is at 10:00am or 1:00pm (pink, orange and yellow groups)</i></p> <p><i>Set 3 lesson is at 10:30am or 1:30pm (blue and grey groups)</i></p> <p>If you are unsure which group your child should be in, please contact your child's class teacher.</p> <p><b>Guided reading – for those of you in guided reading, please complete the guided reading task on the webpage</b></p>
11 – 11:15 	<p>2<sup>nd</sup> Breaktime</p> <p>Or</p> <p>Do a chosen mindfulness activity e.g. drawing, going for a walk (if you can), dancing, listening to music and deep breathing etc.</p>

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11:15 – 12:15

#### Maths

L.O. To recognise & name 2D and 3D shapes  
(remembering)

SC1: I can recognise and name 2D shapes

SC2: I can recognise and name 3D shapes

SC3: I can define 2D (2 Dimensional) and 3D (3 Dimensional).

Watch this video which introduces 2D shapes:

<https://www.youtube.com/watch?v=8uljdl0qbi8>

Please note: this is an American video. It refers to a trapezoid – in England, we call it a trapezium.

Now watch this 3D shapes song:

<https://www.youtube.com/watch?v=T86ZJf9qeDo>

See if you can join in with the song once you get the hang of the tune.

***Question: Did you notice from the song what 3D means?***

***From this, can you work out what 2D means?***

***Write it in your learning journal.***

Task 1 - go through the Powerpoint on the class page & see if you can identify the shapes on there.




Task 2 - complete the task on the class page. There are 3 tasks on the same document which increase in difficulty.

Please choose one of these tasks to complete based on how you feel about your knowledge of shape. Don't forget to try to challenge yourself. There are shape mats also on the class page that you can look at to help you. You can always look it up on the internet as well if you are unsure.

Task 3 - go on a shape hunt around your house, garden or whilst on a walk. Which shapes can you find within objects around your house? Which shapes can you find within the

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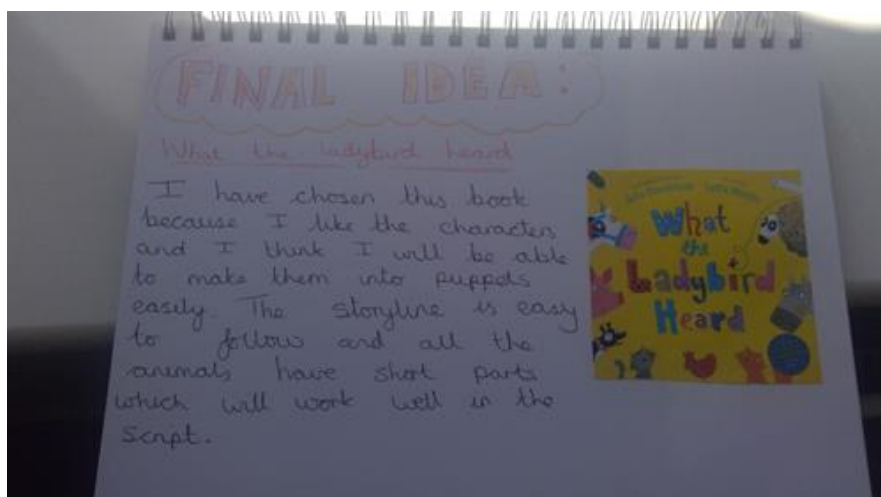
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	environment? Take photos or draw/make notes of what you find in your journal.
12:15 – 1:15pm 	Lunchtime and playtime
1:15 -2:45pm 	<p style="text-align: center;"><u>Challenge</u></p> <p>To consider which story would be the best to imitate</p> <ol style="list-style-type: none"><li>1. I can name lots of different stories</li><li>2. I can name the main characters in the stories</li><li>3. I can say which story I would like to imitate and why</li></ol> <p>Watch the challenge for this week: <a href="https://www.youtube.com/watch?v=s63d_QCDilw">https://www.youtube.com/watch?v=s63d_QCDilw</a></p> <p>This week we are going to create a puppet show by retelling a book of your choice. Look at this video to give you an idea of what it is that we will be creating: <a href="https://www.youtube.com/watch?v=DW0ya4qkYzw">https://www.youtube.com/watch?v=DW0ya4qkYzw</a></p> <p>By the end of this lesson you will have chosen which story you will be retelling for your puppet show and by the end of the week you will have created puppets of the different characters in the story and you'll be ready to perform your puppet show!!</p> <p>Today, mindmap the different books that you could imitate. You will need to think about which characters are in each story as this could affect which one you choose. If you are stuck for ideas of stories, look back at the stories that the teachers have been reading you over the past few weeks.</p> <p>See my example below:</p> 

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Once you have created your ideas mindmap, you will need to choose the best idea. Think carefully about which one would work well as a puppet show. Will you be able to make the characters? Write down the name of your chosen story and then explain why you have chosen it like I have done in my example below:



At the end of the lesson look back at the success criteria. Did you name lots of different stories? Did you name the main characters in those stories? Did you say which one you would like to imitate and why?

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 <p>2:45 – 3pm</p>	<p>Story time</p> <p>What the Ladybird Heard Next by Julia Donaldson</p> <p><a href="https://youtu.be/Q7NqgYjLhNo">https://youtu.be/Q7NqgYjLhNo</a></p>