




**Wednesday 3<sup>rd</sup> June**

**Timetable**

<p>9:00-9:30 am</p> 	<p><u>P.E</u></p> <p>Complete the Joe Wicks Workout on the Body Coach YouTube Channel</p>
<p>9:30 – 9:45 am</p> 	<p><u>Mental Arithmetic</u></p> <p>Practise your 2, 5 and 10 times tables on hit the button:</p> <p><a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>
<p>9:45 – 10am</p>	<p><u>Spelling</u></p> <p>Write the following root words on pieces of paper:</p> <p>Knock Cook Lick Bake</p> <p>Then with a different colour pen or pencil, add on the suffix 'ed'. Remember, you may need to double a consonant and with some words you may only need to add on 'd'.</p> <p>You should now have written down the following words:</p> <p>Knocked Cooked Licked Baked</p>
<p>10 -10:30</p> 	<p><u>Breaktime – have a healthy snack and a play</u></p>

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10:30– 11:00



Reading –

#### RWI Phonics

*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).*

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

*A general guide is:*

*1<sup>st</sup> read – decoding all the words – sound out as much as you need to.*

*2<sup>nd</sup> read – read for fluency (try to read with more fluency and expression).*

*3<sup>rd</sup> read – read with fluency, expression and comprehension. Try answering the comprehension questions at the back.*

*This website also provides lots of other information for parents about phonics. It has other resources on here too should you wish to explore!*

- 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.


Timings for the speeds sounds lessons are:

***Set 1 lesson is at 9:30am or 12:30pm (red, green & purple groups)***

***Set 2 lesson is at 10:00am or 1:00pm (pink, orange and yellow groups)***


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	<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>
<p>11 – 11:15</p> 	<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>
<p>11:15 – 12:15</p>	<p><u>Maths</u></p> <p><b>L.O. To discover whether shapes have symmetry (understanding)</b></p> <p>SC1: I can explain whether all shapes have lines of symmetry.</p> <p>SC2: I can explain whether shapes can have more than one line of symmetry.</p> <p>SC3: I can locate the lines of symmetry on different shapes.</p> <p>Remember what lines of symmetry means? Refer back to your mini-maths dictionary and tell an adult at home.</p> <p>Remember: a line of symmetry is an imaginary line (you can draw it to show where it is but it doesn't actually exist.) The line shows that both halves of the shape are EXACTLY the same.</p>

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	<p>Watch this video to find out how you can use folding or a mirror to discover where the lines of symmetry are: <a href="https://www.youtube.com/watch?v=j-w3xEFkSKM">https://www.youtube.com/watch?v=j-w3xEFkSKM</a></p> <p>Now complete the task on the class page: You will find different shapes. You can either print these out (if you have a printer) and cut them out or if you do not have a printer, draw the shapes (carefully) and cut them out.</p> <p>Use folding <b>or</b> a mirror (or you could try both ways) to find where the lines of symmetry are within each shape. Draw the line of symmetry once you have found it – make sure you use a ruler to do this (if you have one at home).</p> <p>Once you have done this, answer these questions:</p> <ul style="list-style-type: none"><li>• Do all shapes have lines of symmetry?</li><li>• Can shapes have more than one line of symmetry?<ul style="list-style-type: none"><li>• Which shape had the largest amount of lines of symmetry and how many did it have?</li><li>• Which shape had the fewest amount of lines of symmetry and how many did it have?</li></ul></li></ul> <p><b><i>Something a little harder? Want to deepen your understanding? (optional extension).</i></b></p> <p><b><i>Try working out where the lines of symmetry would be for 3-D shapes – these are called “planes of symmetry.” Look at the PowerPoint on the class page &amp; complete the worksheet by colouring in where the planes of symmetry are. If you do not have a printer, try drawing the shapes.</i></b></p>
12:15 – 1:15pm 	Lunchtime and playtime

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1:15 -2:45pm



Challenge

To be able to select and use a range of materials to create a puppet (applying)

SC1: I can select appropriate materials

SC2: I can perform practical tasks to make my puppet

SC3: I can use a wide range of materials to make my puppet

Yesterday you planned out how you are going to make your puppets and today is the day you are going to make them!

If you would like to, watch these videos for inspiration of other people making their puppets:

<https://www.youtube.com/watch?v=uu1qEum7XGU>

<https://www.youtube.com/watch?v=5UOx-k2gZ-Q>

Now to make your puppet!

Step 1: Retrieve your plan from yesterday's learning and remind yourself of the puppets you are going to make for your puppet show.

Step 2: Gather all of the materials you are going to need to be able to make your puppets, remember you might need glue, scissors, selotape and other items to be able to fix all your materials together.


Step 3: Make your puppets by following your plan using all the different materials you stated you would use.

Step 4: Marvel at your amazing puppets that you have made and don't forget to send a picture to your class teacher.

Self-assessment questions:

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	<ol style="list-style-type: none"><li>1. Have you selected materials that are appropriate to make your puppet?</li><li>2. Did you undertake practical tasks to make your puppet such as cutting, gluing, making a template etc?</li><li>3. Did you use a wide range of materials, so lots of different materials to make your puppet to be as creative as possible?</li></ol>
 2:45 – 3pm	<p><u>Story time</u></p> <p>The Dinosaur that pooped the past</p> <p><a href="https://www.youtube.com/watch?v=fL25ly47viU">https://www.youtube.com/watch?v=fL25ly47viU</a></p>