






**Wednesday 10<sup>th</sup> June**  
**Timetable**

<p>9:00-9:30 am</p> 	<p style="text-align: center;"><u>P.E</u></p> <p>There are lots of different options, here are a few you could choose from:</p> <p><b>Joe Wicks</b> - <a href="https://www.thebodycoach.com/blog/pe-with-joe-1254.html">https://www.thebodycoach.com/blog/pe-with-joe-1254.html</a></p> <p><b>Cosmic yoga</b> - <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p> <p><b>Just dance</b> - <a href="https://www.youtube.com/watch?v=oe_HDfdmnaM">https://www.youtube.com/watch?v=oe_HDfdmnaM</a> You could use this time to take a walk/bike ride as your daily exercise</p>
<p>9:30 – 9:45 am</p> 	<p style="text-align: center;"><u>Mental Arithmetic</u></p> <p>Practise the division facts for your 10 x table using the flash cards you have made.</p>
<p>9:45 – 10am</p>	<p style="text-align: center;"><u>Spelling</u></p> <p>This week the words that you need to spell are words with the suffix 'er'. It is up to you how you choose to learn these spellings. You may want to write parts of the word in different colours, you could write the words in lots of different ways or you could create your own rhyme to remember them. It is completely up to you to choose a method which works for you. You will be practising the same words all week and then on Friday there will be a spelling test.</p> <p style="text-align: center;">Here are your words:</p> <p style="text-align: center;">Nicer Angrier Earlier Later Wiser</p>



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	Higher Colder Smaller Prouder
10 -10:30 	<u>Breaktime – have a healthy snack and a play</u>
10:30– 11:00 	<p style="text-align: center;">Reading – <u>RWI Phonics</u></p> <p><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></p> <p style="text-align: center;"><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></p> <p style="text-align: center;">A general guide is:</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>

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	<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 style="text-align: center;">Timings for the speeds sounds lessons are:</p> <p style="text-align: center;"><i>Set 1 lesson is at 9:30am or 12:30pm (red, green &amp; purple groups)</i></p> <p style="text-align: center;"><i>Set 2 lesson is at 10:00am or 1:00pm (pink, orange and yellow groups)</i></p> <p style="text-align: center;"><i>Set 3 lesson is at 10:30am or 1:30pm (blue and grey groups)</i></p> <p style="text-align: center;">If you are unsure which group your child should be in, please contact your child's class teacher.</p> <p style="text-align: center;"><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 style="text-align: center;">2<sup>nd</sup> Breaktime</p> <p style="text-align: center;">Or</p> <p style="text-align: center;">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 style="text-align: center;"><u>Maths</u></p> <p style="text-align: center;"><b>L.O. To identify the properties of 3D shapes (understanding)</b></p> <p style="text-align: center;">SC1: I can identify the number of edges. SC2: I can identify the number of vertices. SC3: I can identify whether it rolls or stacks.</p> <p style="text-align: center;">Now you have explored faces, edges and vertices, it is time to show your understanding of the properties of 3D shapes. Complete the task on the class page.</p>

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	<p style="text-align: center;"><b>If you want to try something more challenging – try challenge 2 instead.</b></p> <p style="text-align: center;"><b><u><i>If you want to deepen your understanding of 3D shapes, have a go at the lesson below.</i></u></b></p> <p style="text-align: center;"><b>L.O. To explain what a prism is (understanding)</b></p> <p style="text-align: center;">SC1: I can define prism. SC2: I can give examples of types of prisms. SC3: I can explain their properties.</p> <p style="text-align: center;">Read through the Powerpoint on the class page. Write a list of the different prisms that were shown on the PowerPoint. Can you research a few more different types? Write a list of each of their properties,</p> <p style="text-align: center;">For example: <u>triangular based prism</u> Faces: 5 (2 are triangles and 3 are rectangles) Vertices: 6 Edges: 9</p>
<p>12:15 – 1:15pm</p> 	<p style="text-align: center;">Lunchtime and playtime</p>
<p>1:15 -2:45pm</p> 	<p style="text-align: center;"><b><u>Challenge</u></b></p> <p><b><u>Part 1</u></b> To know how to create a review</p> <ol style="list-style-type: none"><li>1. I can describe what a toy/game can do</li><li>2. I can say what I don't like about the toy/game</li><li>3. I can say what I like about the toy/game</li></ol> <p>As we will be reviewing the games/ toys that we will choose to play this week, I would like you to practise writing a review for playing with paper aeroplanes.</p>

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First of all, make your paper aeroplane. You could use the following videos to help you make the best paper aeroplane (I know this means using technology so feel free to try without looking at the videos!)

<https://www.youtube.com/watch?v=r9ReNKZiZnc>

<https://www.youtube.com/watch?v=54noZe-0B1c>

<https://www.youtube.com/watch?v=SxmYcZlrAs0>

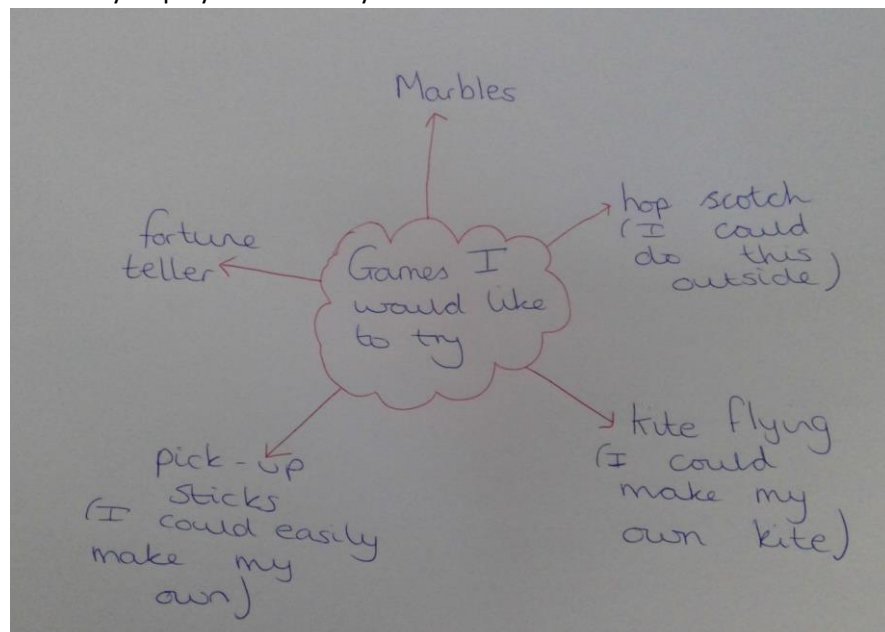
Once you have made your paper aeroplane (you can decorate it too), have a go at playing with it.

Once the fun is over, look at the toy review template attached to the webpage and fill it in. You will need to draw a picture of the paper aeroplane, the features of it (including what you think is good about it) and what you would improve. If you don't have a printer, don't worry, you can just write it out in your books. Remember, the review isn't about your paper aeroplane specifically, you are rating how good a game it is to play. Comment on making/playing with paper aeroplanes generally.

Look back at the success criteria. Did you manage to meet it?


#### Part 2

Now we know what sort of game/toy we can review and how to review it, you can now choose games/toys that you are going to make/ play with and review. Look at your research from this week about games from the past. Which of these games could we play now? Are there any games that you could make or play outside? Decide on 5 ideas of games that you would like to try to play. Here are my ideas:



Please note, you do not need to play/make the games today, we will be doing that tomorrow. You just need to decide which ideas you are going to try.

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 <p>2:45 – 3pm</p>	<p>Story time Room on the Broom</p> <p><a href="https://www.youtube.com/watch?v=eCWAyQgK5tw">https://www.youtube.com/watch?v=eCWAyQgK5tw</a></p>