

9:00-9:30 am



P.E

There are lots of different options, here are a few you could choose from:

**Joe Wicks** - <https://www.thebodycoach.com/blog/pe-with-joe-1254.html>

**Cosmic yoga** -

<https://www.youtube.com/user/CosmicKidsYoga>

**Just dance** -

[https://www.youtube.com/watch?v=oe\\_HDfdmnaM](https://www.youtube.com/watch?v=oe_HDfdmnaM)

You could use this time to take a walk/bike ride as your daily exercise.

9:30 – 9:45  
am



Mental Arithmetic

Revise the division facts for the 2 x table.



Watch the video tutorial:

[https://www.youtube.com/watch?v=Wy\\_72rcq55k](https://www.youtube.com/watch?v=Wy_72rcq55k)

Each day, within this time slot you will be practising these division facts. You could practise on, hit the button:

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Or by making flash cards or quick fire quizzing with a parent or sibling. You could do a combination of these things. On Friday there will be a test to see how well you've learnt them.

<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 ' ly '. 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;">Softly Slowly Happily Bravely Calmly Quickly Badly Lightly Angrily</p>
<p>10 -10:30</p> 	<p style="text-align: center;"><u>Breaktime – have a healthy snack and a play</u></p>
<p>10:30– 11:00</p> 	<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</i></p>

*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)***

***Set 3 lesson is at 10:30am or 1:30pm (blue and grey groups)***

*If you are unsure which group your child should be in, please contact your child's class teacher.*

	<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 compare and sort shapes (applying)</b></p> <p>SC1: I can sort shapes based on their category.</p> <p>SC2: I can sort shapes based on the length and type of sides.</p> <p>SC3: I can sort shapes based on whether they are 2D or 3D.</p> <p>SC4: I can sort shapes based on the number of faces it has.</p> <p>Complete the task on the class page. Please choose challenge 1, 2 or 3.</p>
<p>12:15 – 1:15pm</p> 	<p>Lunchtime and playtime</p>
<p>1:15 -2:45pm</p> 	<p><u>Challenge</u></p> <p><b>Part 1</b></p> <p>Watch the challenge video for this week:  <a href="https://www.youtube.com/watch?v=SGiOpdbkCcY&amp;t=8s">https://www.youtube.com/watch?v=SGiOpdbkCcY&amp;t=8s</a></p> <p><u>Exploring famous speeches</u></p> <p>To explore different speeches and the effect they have</p> <p>1. I can say what the speeches are about</p>

## **2. I can say what makes the speeches powerful**

Look at the following speeches. You do not need to watch the whole of the speech. Write down one sentence about what each person is speaking about. Write down another sentence about why their speech is so powerful.

<https://www.youtube.com/watch?v=vP4iY1TtS3s>

<https://www.youtube.com/watch?v=g0G6AynmOU8>

<https://www.youtube.com/watch?v=4z7gDsSKUmU>

## **Part 2**

**To explain the positive outcomes of a world in lockdown**

- 1. I can use a search engine to research positive outcomes of the world being in lockdown**
- 2. I can discuss the positive outcomes with other people**
- 3. I can summarise my findings into key points**

Whilst this has been a really difficult time, there have been some benefits from the world being in lockdown.

Research the positives that have come out of the corona virus. You could use the internet or you could ask people you know what they think. Put your findings into a mindmap. You could use the following website to help support you:

<https://lighthouse.mq.edu.au/article/april-2020/seven-positive-outcomes-of-covid-19>

Here is an example of how you could present your mindmap (this is also attached on the webpage):



Once you have finished your mindmap, consider whether you have met the success criteria for today.

Unfortunately, whilst we can celebrate the positives, there is still some way to go with lots of issues. This week I came across this article:


## 'More masks than jellyfish': coronavirus waste ends up in ocean

A glut of discarded single-use masks and gloves is washing up on shorelines and littering the seabed

- [Coronavirus - latest updates](#)
- [See all our coronavirus coverage](#)



▲ 'Covid waste': disposable masks and latex gloves turn up on seabed - video

	It is going to be so important that we create powerful speeches this week so that we can spread the message to look after our world.
 <p>2:45 – 3pm</p>	<p><u>Story time</u></p> <p>Bringing down the moon – Jonathon Emmett</p> <p><a href="https://www.youtube.com/watch?v=S5bOkPWZyeU">https://www.youtube.com/watch?v=S5bOkPWZyeU</a></p>