







<p>9:00-9:30am</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>Joe Wicks (this is only on certain days but you can watch a previous video if need be) - https://www.thebodycoach.com/blog/pe-with-joe-1254.html</p> <p>Cosmic yoga - https://www.youtube.com/user/CosmicKidsYoga</p> <p>Just dance - https://www.youtube.com/watch?v=oe_HDfdmnaM</p> <p>You could use this time to take a walk/bike ride as your daily exercise.</p>
<p>9:30 – 9:45am</p> 	<p style="text-align: center;"><u>Mental Arithmetic</u></p> <p>Keep practising your 2, 5 and 10 times tables. Use one of your favourite games or try this one – Fishing multiplication. https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication</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 ‘Homophones’ these are words that sound the same, but they can have a different spelling and meaning. 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;">1. Which</p>

	<p>2. Witch 3. See 4. Sea 5. There 6. Their 7. Where 8. Wear</p> <p>Try to learn when to use these spellings too... Can you think of a clever way to remember which spelling should be used when?</p>
<p>10 -10:30am</p> 	<p>Breaktime – have a healthy snack and a play</p>
<p>10:30– 11am</p> 	<p><u>Reading</u> RWI Phonics</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>https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/</p> <p><i>A general guide is:</i></p>

	<p><i>1st read – decoding all the words – sound out as much as you need to.</i></p> <p><i>2nd read – read for fluency (try to read with more fluency and expression).</i></p> <p><i>3rd 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"> • 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. <p>Timings for the speeds sounds lessons are:</p> <p><i>Set 1 lesson is at 9:30am or 12:30pm (red, green & 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>Guided reading – for those of you in guided reading, please complete the guided reading task on the webpage. The Hodgeheg – chapter 6.</p>
<p>11 – 11:15am</p> 	<p>2nd 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>

11:15 – 12:15



Maths - POSITION AND DIRECTION

L.O. – to examine how objects move in a straight line and about a turn (analysing)

SC1: I can turn move and turn/rotate objects.

SC2: I can test my ideas using real objects.

SC3: I can begin to explain my ideas and give reasons.

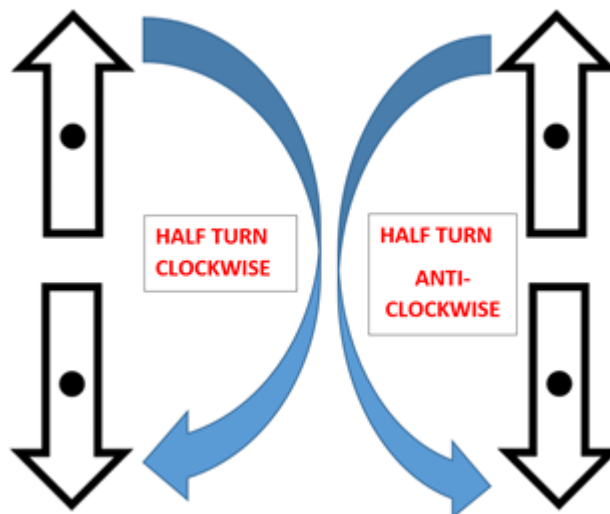
Today, we are going to explore some different statements about how objects move, both in a straight line and about a turn.

I would like you to explore these questions and write/draw the answers in your maths books or on a piece of paper...I have written them here and attached them to our class page.

Here is my example –

Convince me that a half turn clockwise and a half turn anti-clockwise will be in the same position.

I think this statement is true because whichever way I turn the object it ends up in the same place, look I've drawn a diagram to show you.






1. Draw me a diagram where:

The square lies above the triangle.

The circle is next to the triangle.

The square is between the hexagon and the triangle.

	<p>2. Always, sometimes, never – something to my left is also to your left?</p> <p>3. Convince me that a quarter turn clockwise is the same as three quarter turn anti-clockwise.</p> <p>4. What’s the same and what’s different? quarter turn anticlockwise; three quarter turn clockwise; three quarter turn anticlockwise.</p> <p>5. I think that “going forward 4 squares, then turning a quarter turn clockwise and then forward 3 squares” gets me to the same place as “turning a quarter turn clockwise, forward 3 squares, turn a quarter turn anticlockwise and forward 4 squares.” Am I right? Show me.</p> <p>Fancy something a little easier? Please do the attached activity called “extra practice”.</p>
<p>12:15 – 1:15pm</p> 	<p>Lunchtime and playtime</p>
<p>1:15 -2:45pm</p> 	<p><u>Challenge-12- Follow the Leader!!</u></p> <p><u>LO: To know what a leader is</u></p> <p>Success Criteria</p> <p>SC1: I can explain what a leader is</p> <p>SC2: I can research and find information on world leaders.</p> <p>SC3: I can remember key information</p> <p>Please watch the next challenge video: https://www.youtube.com/watch?v=D1UuvxoF7bk</p> <p>Have you heard of any of these people...?</p> <ul style="list-style-type: none"> • Mahatma Gandhi • Winston Churchill • Martin Luther King Jr • Nelson Mandela

	<ul style="list-style-type: none"> • Albert Einstein • Mother Teresa • Queen Elizabeth I • Margaret Thatcher <ul style="list-style-type: none"> • <i>Boris Johnson</i> • <i>President Trump</i> • Alexander The Great <p>All of the above are considered to be leaders...and they are considered some of the most powerful and influential leaders in world history...</p> <p>Key Questions to think about:</p> <ol style="list-style-type: none"> 1. What is a leader? 2. What makes a good leader? 3. Is it easy being a leader? Why? <p>I would like you to use today's lesson time to do some research on world leaders. You can use my list or do your own research entirely.</p> <p>You may want to make notes whilst you do your research, as these will definitely help you as we go through the week.</p>
2:45 – 3pm 	<p><u>Story time</u></p> <p>Poems</p> <p>https://www.youtube.com/watch?v=Yz5FPFkbbwg</p>