





Monday 1st 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>Joe Wicks - 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 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</p>


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	Earlier Later Wiser Higher Colder Smaller Prouder Teacher
10 -10:30 	<u>Breaktime – have a healthy snack and a play</u>
10:30– 11:00 	<p>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>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>

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	<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</p>
<p>11 – 11:15</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>
<p>11:15 – 12:15</p>	<p><u>Maths</u></p> <p>L.O. To demonstrate that edges connect to vertices (understanding)</p> <p>SC1: I can name the 3D shape.</p>

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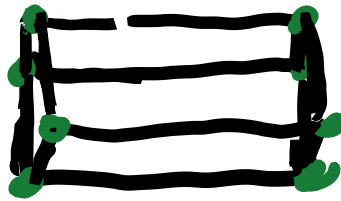
SC2: I can create a model of the edges and vertices.
SC3: I can count the edges and vertices of the shape.

Watch the video tutorial:

<https://www.youtube.com/watch?v=1KA96EiwtO4>

Write down the name of each shape that you create and count up the number of faces, edges and vertices. Send this along with the photo of your model to your teacher. Aim to create 4 different shapes.

If you do not have these materials draw each face of the shape, for example:



You can then count the faces, edges and vertices.

Challenge: explain why you cannot create a sphere in this way.

12:15 – 1:15pm



Lunchtime and playtime

1:15 -2:45pm



Challenge

Part 1

To use different sources to research what games were played in the past

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1. I can type key words into an internet search and use the results to find out what games were played in the past
2. I can ask other people about the games they played in the past
3. I can list my findings

This afternoon we will begin by continuing our work from yesterday. Research games and toys that were played in the past.

Once you have found as many games, toys and activities from the past as possible, look back at the success criteria. Did you meet all of them? Where did you meet each success criteria? Write the success criteria number next to where you achieved it in your work.

Part 2

To identify similarities and differences between toys, games and activities from the past and now.

1. I can list some of the similarities between games from the past and games played now
2. I can list some of the differences between games from the past and games played now

When I was researching different toys and games from the past, I found that some of them were very similar to games that we still play now.


In your books create a grid that looks like this:

Similarities	Differences

Now, fill in the grid. Here are some ideas:

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	<table border="1"><thead><tr><th data-bbox="483 248 938 293">Similarities</th><th data-bbox="938 248 1396 293">Differences</th></tr></thead><tbody><tr><td data-bbox="483 293 938 801"><ul style="list-style-type: none">• Hopscotch has been a popular game for years (even in the 1920s)• Playground games such as using hula-hoops, skipping ropes and skittles have been popular in the past and still are now</td><td data-bbox="938 293 1396 801"><ul style="list-style-type: none">• The toys now are often made out of plastic whereas toys from the past (such as in Victorian times) were often made from wood or fabric.• Now, a lot of popular games are technology based.</td></tr></tbody></table> <p data-bbox="483 853 1396 1070">Once you have created your grid of similarities and differences look back at the success criteria. Did you meet all of them? Where did you meet each success criteria? Write the success criteria number next to where you achieved it in your work.</p>	Similarities	Differences	<ul style="list-style-type: none">• Hopscotch has been a popular game for years (even in the 1920s)• Playground games such as using hula-hoops, skipping ropes and skittles have been popular in the past and still are now	<ul style="list-style-type: none">• The toys now are often made out of plastic whereas toys from the past (such as in Victorian times) were often made from wood or fabric.• Now, a lot of popular games are technology based.
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 <p data-bbox="204 1249 368 1288">2:45 – 3pm</p>	<p data-bbox="858 1086 1018 1124">Story time</p> <p data-bbox="483 1211 655 1238">The Tin Forest</p> <p data-bbox="483 1279 1114 1312">https://www.youtube.com/watch?v=w_unoc26TUM</p>				