

9:00-9:30am	<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 (this is only on certain days but you can watch a previous video if need be) -</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></p> <p>You could use this time to take a walk/bike ride as your daily exercise.</p>
9:30 – 9:45am	<p style="text-align: center;"><u>Mental Arithmetic</u></p> <p>Choose a maths topic to revise with the Karate Cats maths games.  <a href="https://www.bbc.co.uk/bitesize/topics/zjkphbk/articles/zf4sscw">https://www.bbc.co.uk/bitesize/topics/zjkphbk/articles/zf4sscw</a></p>
9:45 – 10am	<p style="text-align: center;"><u>Spelling</u></p> <p>This week the words that you need to spell are plural words ending in 'y' e.g.- lady- ladies. 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> <ol style="list-style-type: none"> <li>1. Ladies</li> <li>2. Aunties</li> <li>3. Pennies</li> <li>4. Hobbies</li> <li>5. Enemies</li> <li>6. Families</li> <li>7. Countries</li> <li>8. Discoveries</li> </ol>
10 -10:30am	<p style="text-align: center;">Breaktime – have a healthy snack and a play</p>
10:30– 11am	<p style="text-align: center;"><u>Reading</u></p>

## **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)***

***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</b> – for those of you in guided reading, please complete the guided reading task on the webpage.  <b>We are starting a new book today called “The world according to Humphrey” by Betty G. Birney.</b></p>
<p>11 – 11:15am</p>	<p>2<sup>nd</sup> Breaktime Or 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 – MONEY</u></p> <p><b>L.O. – to recognise and use symbols for pounds (£) and pence (p) (remembering)</b></p> <p>SC1: I can identify all coins.  SC2: I know the value of different coins.  SC3: I can reproduce the £ and p symbols.  SC4: I can count in 2s, 5s and 10s.</p> <p><b><u>Watch my video tutorial where I teach you all about coins and their values.</u></b>  <a href="https://youtu.be/anRol3UTjzg">https://youtu.be/anRol3UTjzg</a></p> <p><u>Key questions:-</u>  Can you name each coin?  What is the same about each coin?  What is different?  What is the value of each coin?  How do you know?  Have you remembered to count in 2s, 5s and 10s?</p> <p><b>ACTIVITY</b>  If you have some coins at home, have a close look at them – can you find?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>a coin with twelve sides  a silver coin  a circular coin  a bronze coin  a gold coin  a coin which has two colours  the largest coin  the smallest coin  a coin with a shield  a coin with a face  a coin with a lion</p> </div>

	<p>Please complete the 'count the coins' activity, attached to our class page.</p> <p><b>Fancy something else?</b> Play 'The Coin Collector' board game with your family. The board is attached to our class page.</p> <p><b>Fancy something easier?</b> Complete the 'count the coins-easier' activity, attached to our class page.</p>		
12:15 – 1:15pm	Lunchtime and playtime		
1:15 - 2:45pm	<p style="text-align: center;"><b><u>Challenge- 13 &amp; 14-Go Your Own Way!!</u></b></p> <p>The last challenge is a little different...please watch the video below first:</p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=f1Fbpdhwqs8">https://www.youtube.com/watch?v=f1Fbpdhwqs8</a></p> <p>So this challenge is all on you...you get to decide what you want to focus on and how you are going to record and present your information...which is rather exciting!! Remember, you have got 10 days to think about, research and put together your information.</p> <p>This is what I would expect the next 10 days to look like:</p> <p style="text-align: center;"><b><i>I will add more information and questions to guide you through your project each day...</i></b></p>		
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	<p>need to personalise it to your project of choice.</p> <ul style="list-style-type: none"> <li>• Make a list of the skills you need to develop, the knowledge you need to learn and who could help you e.g. experts.</li> <li>• Decorate the page with pictures related to the task.</li> </ul>
<b>Thursday 9<sup>th</sup> July</b>	<p>GENERATE - How many ideas can you think of?</p> <ul style="list-style-type: none"> <li>• Create a mindmap of things which you could find out about and include in your project. Write down as many ideas as possible.</li> <li>• For this challenge, you might like to write down ideas of the options of what you can produce for your outcome which might include a presentation, art work, sculpture, drama etc. You don't need to do everything but you might like to do more than 1.</li> </ul>
<b>Friday 10<sup>th</sup> July</b>	<p>DECIDE- Which is your best idea?</p> <ul style="list-style-type: none"> <li>• Make a list of the BEST ideas you have had. Make sure at least one idea requires you to write something. Make sure your ideas match what the task is.</li> <li>• Make a list of any skills or knowledge you might need to be able to achieve your outcome.</li> </ul>
<b>Monday 13<sup>th</sup> July</b>	<p>IMPLEMENT - Be ready to hit the ground running this week...</p>
<b>Tuesday 14<sup>th</sup> July</b>	<p>Continue to Complete your project</p>
<b>Wednesday 15<sup>th</sup> July</b>	<p>Continue to Complete your project</p>
<b>Thursday 16<sup>th</sup> July</b>	<p>EVALUATE- How well did you do? WHAT HAVE YOU LEARNED?</p>
<b>Friday 17<sup>th</sup> July</b>	<p>COMMUNICATE- Let's tell someone!</p>
2:45 – 3pm	<p style="text-align: center;"><b><u>Story time</u></b></p> <p><a href="https://youtu.be/ctqtq8z74M0">https://youtu.be/ctqtq8z74M0</a> Betty and the Yeti</p>

