
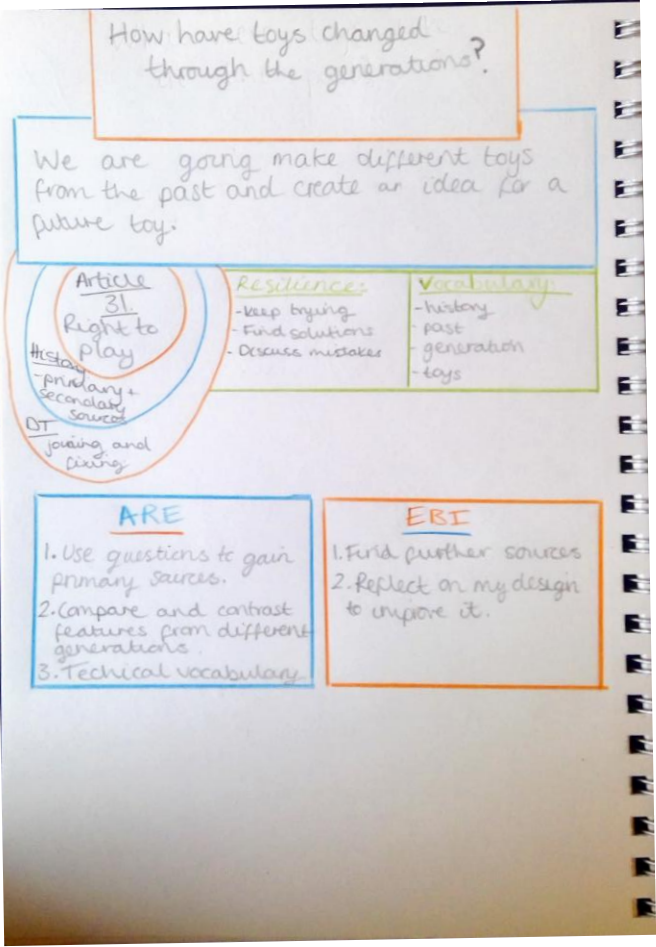


Good morning everyone!

We loved seeing the learning you did last week and can't wait to see what brilliant learning you do today!

Time	Learning
9:00-9:30	<p><b>Phonics</b></p> <p>The phonics session is made up of two parts.</p> <p>The first is the speed sound session. Please select the video appropriate to your child's level (this was emailed to you):</p> <p>Set 1: (e) <a href="https://youtu.be/FePYTcGHals">https://youtu.be/FePYTcGHals</a></p> <p>Set 2: (oo zoo) <a href="https://youtu.be/LWAMLwnFuhA">https://youtu.be/LWAMLwnFuhA</a></p> <p>Set 3: (ear) <a href="https://www.youtube.com/watch?v=i4Kxyv7aJsl">https://www.youtube.com/watch?v=i4Kxyv7aJsl</a></p> <p>Log into the Oxford Owl website and find the correct coloured book for your child. Your child should read the book 3 times before moving on, so that they become increasingly confident.</p> <p>Oxford owl: <a href="https://home.oxfordowl.co.uk/">https://home.oxfordowl.co.uk/</a></p> <p>You can also access books here where you can log in for and access books free for 30 days. <a href="https://www.getepic.com/">https://www.getepic.com/</a></p> <p>If you are in <b>guided reading</b>, please read the next chapter of <i>The Hodgeheg by Dick King Smith</i> and answer the questions in full sentences. We look forward to reading your answers.</p>
9:30-9:55	<p><b>Mental maths</b></p> <p>Play the game about subtracting from 20: <a href="https://cdn.oxfordowl.co.uk/2016/05/10/08/28/28/967/20163_content/startpage.html?activity=Take_Away_from_20.html">https://cdn.oxfordowl.co.uk/2016/05/10/08/28/28/967/20163_content/startpage.html?activity=Take_Away_from_20.html</a></p>
9:55-10:25	<b>Break time/snack time</b>

10:25-10:40	<p><b>Zoom call</b></p> <p>Use the emailed link to join the daily call.</p> 
10:40-11:40	<p><b>Maths</b></p> <p><b>Outcome - Timetable</b></p> <p>SC1: I can sequence events.  SC2: I can write time.  SC3: I can organise times.</p> <p>Watch this video tutorial: <a href="https://youtu.be/XscaHapZH2Y">https://youtu.be/XscaHapZH2Y</a></p> <p>You will need:</p> <ul style="list-style-type: none"> <li>• A pencil</li> <li>• A piece of scrap paper</li> <li>• An A4 piece of paper or the timetable PDF.</li> </ul> <p>To make this easier: write how long it will take for each activity instead of what time it will happen (e.g. 1 hour).</p> <p>Key words: minutes, hours, longer, shorter, faster, slower, half an hour, sequence.</p>
11:40-12:00	<p><b>Handwriting</b></p> <p>Curly caterpillar letters:  <a href="https://www.bbc.co.uk/bitesize/topics/zgjj6sg/articles/zwnh4qt">https://www.bbc.co.uk/bitesize/topics/zgjj6sg/articles/zwnh4qt</a></p>
12-1:15	<p><b>Lunch</b></p>

1:15-1:30	<p><b>Wellbeing</b></p> <p><a href="https://www.youtube.com/watch?v=BHu0_YT2JIY&amp;feature=youtu.be">https://www.youtube.com/watch?v=BHu0_YT2JIY&amp;feature=youtu.be</a></p>
1:30-2:00	<p><b>Experience</b></p> <p><b>New experience Hook</b></p> <p><b>LO: to identify what makes toys fun</b></p> <p>Watch this video:  <a href="https://www.youtube.com/watch?v=K8phvzHxUOI">https://www.youtube.com/watch?v=K8phvzHxUOI</a></p>  <p>How have toys changed through the generations?</p> <p>We are going to make different toys from the past and create an idea for a future toy.</p> <p><b>Article 31 Right to play</b>    #Right to play    - primary + secondary sources    DT: joining and fixing</p> <p><b>Resilience:</b>    - keep trying    - find solutions    - discuss mistakes</p> <p><b>Vocabulary:</b>    - history    - past    - generation    - toys</p> <p><b>ARE</b>    1. Use questions to gain primary sources.    2. Compare and contrast features from different generations.    3. Technical vocabulary.</p> <p><b>ERI</b>    1. Find further sources    2. Reflect on my design to improve it.</p>

	<p>You will need:</p> <ul style="list-style-type: none"> <li>• Paper and pencil</li> <li>• Colouring pencils</li> <li>• Toys</li> </ul> <p><b>Challenge:</b> What are your toys made from?</p> <p><b>Key words:</b> toys, history, past, past tense, age, compare, contrast, safety, generation.</p>
2:00- 2:30	<p><b>Experience</b></p> <p><b>Questions</b></p> <p><b>LO:</b> to understand how to write questions.</p> <p><b>SC1:</b> I can list the different question words</p> <p><b>SC2:</b> I can identify question marks.</p> <p><b>SC3:</b> I can use question marks.</p> <p>Watch this video tutorial and complete the task:  <a href="https://www.youtube.com/watch?v=nIN86yfl6w0">https://www.youtube.com/watch?v=nIN86yfl6w0</a></p> <p>You will need:</p> <ul style="list-style-type: none"> <li>• Paper and pencil</li> </ul> <p><b>Challenge:</b> There are two types of question: open and closed questions. Open questions allow someone to explain something in detail. Closed questions have two clear answers. Can you write some examples of open and closed questions?</p> <p><b>Key words:</b> question marks, who, what, where, when, how</p>
2:30-3:00	<p><b>Thank you card</b></p> <p>There are lots of people that are out working hard whilst we are at home.</p> <p>Doctors, Nurses, Police Officers, Firemen/women, Postmen/women, Binmen/women, Scientists, Supermarket Assistants and lots more.</p> <p>We call these people key workers. They help our community to keep going!</p>

To say thank you to the key workers who are working so hard we would like you to make a card. Your card needs to have a beautiful front and a lovely message inside to say thank you.



3:00-3:15

**Story time**

Listen to the second part of The boy, the mole, the fox and the horse:

[https://www.youtube.com/watch?v=eAGxQ8RF\\_0s](https://www.youtube.com/watch?v=eAGxQ8RF_0s)

We can't wait to see the work you produce!

Take care,

Miss Cuss and Miss Theobald