

Subject	Tuesday
Phonics	<p>Today we are going to explore alternative pronunciation of the 'ow' grapheme.</p> <p>Practise spelling the tricky words: little, one, do.</p> <p>Watch: https://www.youtube.com/watch?v=Wot5CmStKIY</p> <p>Practise sorting words into lists by the way the ow grapheme is pronounced. Words: cow, owl, brown, crown, frown, low, bowl, snow, window, show.</p> <p>Practise reading: Is a brown owl at the window? Did the cow put his food in a bowl? Can a shadow be brown?</p>
Maths	<p>Year 1: Counting to 50 by making 10s.</p> <p>Year 2: Making equal groups - grouping</p>
Literacy	<p>Watch the video: https://m.youtube.com/watch?v=Uos9BjtsIDA</p> <ol style="list-style-type: none"> 1. Where was the Queen going? 2. How do you think the Queen felt when the wind took her hat? 3. Why did the soldiers follow the Queen? 4. Where in London did the Queen see animals? 5. Which bridge did the Queen cross? 6. What happened at the end of the story? <p>Discuss with an adult all the different places the hat flew over. Can you make a list of these places - Make sure you use capital letters for the names of the places. Can you find these places on Google maps? Have you or any members of your family visited these places?</p> <p>Which of the places would you like to visit?</p> <p>Record your thinking in full sentences. Don't forget to explain why you would like to visit these places! Read your sentence to an adult when you have finished</p>
PE	<p>Tuesday afternoons are usually PE with Mr B.</p> <p>You may like to choose one of the options below:</p> <p>Choose one of the options below for this PE lesson:</p> <p>Cosmic Yoga (YouTube Channel) Joe Wicks "Body coach" Youtube Channel Change 4 Life</p>

Subject	Wednesday
Phonics	<p>Today we are learning to explore alternative pronunciation of ie grapheme.</p> <p>Recap all GPCS learnt previous: Play Flashcards: Speed Trial on PhonicsPlay.</p> <p>Watch: https://www.youtube.com/watch?v=UBqj6SPIG-0</p> <p>Practise sorting words into lists by the way the ie grapheme is pronounced. Words: pie, fried, cried, denied, replied, chief, thief, shield, belief, shriek.</p> <p>Practise reading: Will a chief shriek with relief in a field? A thief cried and denied his crime. A priest and a chief ate fried pies.</p>
Maths	<p>Year 1: Numbers to 50.</p> <p>Year 2: Making equal groups activity.</p>
French	<p>Use www.languageangels.com to revise your French learning with Mrs Reynolds.</p>
Literacy	<p>Can you remind your grown up of all the places the hat flew to?</p> <p>Could you plot the route that the Queen takes throughout the story on a map? You can then use your map to retell the story to your adults.</p> <p>Have a look at the examples below before creating your story map!</p>
RE	<p>QUESTION: What are the signs that tell us Easter is approaching?</p> <p>This term in RE our big question is 'why does Easter matter to Christians?'</p> <p>Talk a walk in Springtime to look at signs of both Easter and new life. What do our senses tell us about Springtime? How does Spring differ from other seasons, including the idea of new life? What are the signs that tell us Easter is approaching?</p> <p>You could photographs of things that you see on your walk or draw and label your ideas.</p> <p>Ask: Why is Easter is important to Christians. Collect responses at this stage.</p>

Subject	Thursday
Phonics	<p>We are learning to read the tricky words: water, where, who, again, thought, through, work, mouse.</p> <p>Revise blending to read Phase 4 words - Play Buried Treasure on PhonicsPlay using a mixture of Phase 4 words.</p> <p>Practise reading the words: water, where, who, again, thought, through, work, mouse.</p> <p>Practise reading: Who thought they saw a mouse swimming through the water again? Where do you work? Where is the little mouse who likes to splash?</p>
Science	<p>WALT to be able to identify, name draw and label the basic parts of the human body.</p> <p>Discuss - what do all animals have in common. Ask whether humans are animals - i.e. do we move, sense, eat, get rid of waste, grow, breathe and make more of ourselves?</p> <p>Looking at features we all have on our bodies. Sing and do actions to 'Head, Shoulders, Knees and Toes' to begin to establish the names of the parts of the body. Can you tell a grown up all of the parts of the body that you already know?</p> <p>Task: You could draw and label a picture of the human body or you could even draw around yourself if you have a piece of paper big enough!</p> <p>Key words: head, hair, nose, eyebrow, ear, mouth, eye, chin, neck, shoulder, chest, elbow, wrist, arm, hand, fingers, stomach, knee, leg, foot, ankle - and any others you can think of!</p> <p>Challenge: Why do we need a skeleton? What would happen if we didn't have a skeleton?</p>
Literacy	<p>Day Three Watch the whole story. Always remember Now imagine you are the hat.</p> <p>Your task is to write a diary entry as if you were the hat and you had been on this adventure today! Read the example below before you start.</p> <p>Wednesday 20th May</p> <p>I have had the busiest day ever today. The Queen and I were off on a visit when the wind blew me high up into the sky. I floated so high the Queen's men could not reach me. I end up soaring high above London. I saw the zoo and I nearly got stuck at the top of Big Ben. Eventually the wind stop blowing and I floated down to the ground. You will never guess where I landed. On a baby! What a day!</p> <p>If you would prefer you could draw and label pictures to show what the hat got up to in the story.</p>
Topic	<p>WALT know that the United Kingdom is made up of several countries.</p> <p>Display a world map and show children where the UK is. Identify the countries in the UK and locate these on a map of the UK. Can you find their capital cities? Discuss meaning of word united.</p> <p>Display picture of the flags (St George's cross, St Andrew's cross, St Patrick's cross, Union flag) and explain to the children how the flags come together to make the 'Union Jack' (reinforcing idea of 'union')</p> <p>Discuss how a flag can represent a country or group of countries and recall the countries in the United Kingdom.</p> <p>Children to label a map of the UK with the countries, capital cities, and relevant flags.</p>

Subject	Friday
Phonics	<p>We are learning to explore alternative pronunciation of the ea graphemes.</p> <p>Practise previously learning GPCS with Flashcards: Speed Trials on PhonicsPlay.</p> <p>Practise spelling the words: when, what, out.</p> <p>Watch: https://www.youtube.com/watch?v=kdswe0jQo6I</p> <p>Practise sorting words into lists by the way the ea grapheme is pronounced. Words: sea, meat, treat, steam, repeat, head, deaf, bread, feather, instead.</p> <p>Practise reading: Is bread a treat or do you dread it? Will a deaf cat bleat to get treats? Can reading a book freak you out?</p>
PE	<p>Friday mornings are usually PE with Mr B.</p> <p>You may like to choose one of the options below:</p> <p>Choose one of the options below for this PE lesson:</p> <p>Cosmic Yoga (YouTube Channel) Joe Wicks "Body coach" Youtube Channel Change 4 Life</p>
Maths	<p>Year 1: Counting forwards and backwards within 50.</p> <p>Year 2: Divide by 2.</p>
Jigsaw	<p>Healthy Me - Puzzle Piece 1: WALT understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.</p> <p>Play 'What is healthy?'</p> <p>Split the room/garden in 2 with areas labelled healthy and unhealthy. Read out the following statements and your child must walk to the corresponding areas: eating lots of ice cream, wearing lots of sun cream, eating fruit, sitting down all day, playing outside, eating 5 packets of crisps a day, eating vegetables, drinking fizzy drinks, drinking water, staying up really late every night, washing hands after going to the toilet, eating lots of sweets, getting enough sleep every night.</p> <p>Explain there are lots of ways to keep ourselves healthy. Can your child explain some of the ways they know? E.g. Eating a balanced diet, getting enough sleep, exercising, keeping clean, drinking enough water.</p> <p>Can you mime actions for each of them?</p>

Wednesday Literacy: Mapping the Queen's route through London.

London Landmarks

