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|  | 9.00 – 9.20  GUIDED READING | 9:30 – 10:30  MATHS | 10.45 – 11:00  SPELLINGS | 11:00 – 12:00  ENGLISH | AFTERNOON  ENQUIRY/RE/PSHE | ACTIVE  AFTERNOON |
| F  R  I  D  A  Y | Read through the story starter. Could you come up with your own second verse?  Have a go at answering the questions by discussing your ideas with someone else. | LC: I can apply my understanding of tally charts to create pictograms.  **Please email Miss Gibbings a photo of your Maths today.**  This will be a live session delivered by Miss Gibbings via TEAMS.  Please log on 5 minutes prior to the session starting. **Make sure that you mute your microphone but have your camera on before joining the session.**  You will need:   * Paper or Maths Worksheet (if able to print) * Pencil * Colouring Pencils | **Year 2**  This week we have been looking at the grapheme ‘ph’.  Ask someone to read aloud the list of words below for you to spell.  How many did you get correct? Did you use the correct grapheme for each word?  Phonics  Elephant  Graph  Nephew  Photo  Sphere  Phrase  Telephone  Alphabet  Trophy  Photograph  Dolphin  **Year 3**  This week we have been looking at the grapheme ‘ou’ and the sounds this makes in different words.  Ask someone to read aloud the list of words below for you to spell.  How many did you get correct? Did you use the correct grapheme for each word?  Cousin  Trouble  Cough  Through  Country  Double  Although  Toughest  Young  Rough  Thought  Doubling | LC: I can sequence a process to create a plan for an explanation text.  **Please email Miss Gibbings a photo of your English today.**  This will be a live session delivered by Miss Gibbings via TEAMS.  Please log on after the whole school assembly. **Make sure that you mute your microphone but have your camera on before joining the session.**  You will need:   * Paper or Worksheet (if able to print) * Pencil   The resources listed below can be used to help you when writing your plan. These do not have to be printed and can be found on the English Teams Channel under ‘files’.   * Phonics Sound Mat * Fronted Adverbials Word Mat * Linking Adverbials Word Mat * Causal Conjunction Word Mat | **DT/Art**  LC: I can design and create a plant model using recycled material.  **Please email Miss Gibbings a photo of your DT/Art today.**  Today, we are going to be designing and creating our own model of a plant.  **ACTIVITY**  First, design what your model will look like by drawing and annotating your design with labels. You will need to include the four main parts of your plant: roots, stem, leaves and flower (petals). Think about what materials you could use and how you will join these together. What recyclable materials do you have at home?  Create a 3D model of your plant design, using a range of recyclable materials. (See example below for inspiration).  **Challenge**  Can you explain how you have created your model and why you have chosen certain materials for your design.  You will need:   * Paper * Pencil * Glue, sellotape, split pins etc. * Colouring Pencils * Recyclable Materials e.g. cardboard, plastic bottles, paper, wool etc. | **You can choose from:**  Complete Joe Wicks Live PE lesson.  <https://www.youtube.com/watch?v=Rz0go1pTda8&list=PLyCLoPd4VxBsXs1WmPcektsQyFbXTf9FO>  GoNoodle <https://www.gonoodle.com/>  Supermovers <https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers/zm2gydm> |

Graphical user interface, application

Description automatically generated

Example of a 3D model of a bean plant.