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| **Monday** | **Literacy** **Spelling -** ***LIT 1-21a*** **Word wizards – ey****obey, valley, monkey, trolley, money, honey, turkey, chimney** **Masterminds – th****then, them, there, their, these, father, mother, rather****spelling stars – y****fly, shy, cry, sky, why, dry, myself**Reading**Spot the silly word****Find the words in this passage that don’t make sense. Write them down in your jotter than try to think of words that should have been in the passage.** **The Power of the Sun**Without the sun, there would be no weather. Light from the cupcake is the energy which fuels the world’s great weather machine. Sunshine, wind, irn-bru, snow, hail, thunder – every type of weather happens because the coldness of the sun keeps the atmosphere in motion. The power of the sun’s fur to heat the air varies across the world, through the day and through the year. This all depends on the sun’s height in the pumpkin. When the sun is high in the sky, its rays strike the ground directly and when it is low the sun’s rays strike the macaroni at an angle and the Nutella is spread over a wider area. This is why we get hot weather and cold weather, hot pizza and cold places. | **Numeracy****Number of the day****65****pick three hot, mild or spicy challenges and write down your answers****hot – write a word problem with this number, create a sum with this number as the answer****spicy – add 23, subtract 12, next odd number, next even number** **mild – is it odd or even number, add 10, subtract 10, draw the number.**Division MNU1.03a**I can understand what division is.****I can share items equally.****What do you know about division?**Watch this video<https://www.youtube.com/watch?v=9viaFlKIYyU>Play this game:Sharing sweets**You need :**paper, pencils or crayons,scissors Ask children to draw pictures of different small sweets and cut them out to use as part of the activity. To begin with, ask children to act out examples with noremainders. You have 12 sweets which youare going to share between 3 friends. Repeat for a range of examples using different numbers of sweets to start with and different numbers of children for them to be shared between.Try these sums in your jotter. You can use the sweets from above or anything else you can share out that you have at home eg. Pens, Lego brick, pasta etc.Triangles10÷2=14÷2=20÷2=8÷2=20÷10=20÷5=15÷5=10÷5=Circles14÷2=18÷2=20÷4=8÷4=20÷10=20÷2=15÷5=25÷5=16÷4=12÷4=Squares20 ÷4=18 ÷3=25÷5=15÷3=22÷2=8÷4=17÷4=19÷3=13÷4=21÷5= | **Social Studies SOC 1-04a**Egyptians- Jobs Scan the link to the Sway about jobs in Ancient Egypt.Note: This resource **will not** work on a phone. Please use a computer or tablet. Sorry for any inconvenience. For each job, copy the notes and draw the picture I have given you. | **RERC** Discuss what makes a good friend.Write down all the qualities you would want in a good friend.Create a wanted poster for a good friend. |
| **Tuesday** | Spelling - ***LIT 1-21a*** Chose 2 activities from active spelling grid.ReadingRead the passage at the bottom of the plan then draw a detailed drawing of the character. Remember to look at the describing words. **.**  | Maths/Numeracy**Number of the day****75****Try some of the activities above**Division**I can link multiplication and division facts.**Today we are going to look at how multiplication and division are linked.eg 5x4=2020÷5=4Watch these videos:<https://www.bbc.co.uk/teach/class-clips-video/maths-ks1--ks2-the-relationship-between-multiplication-and-division/zdqb47h><https://www.youtube.com/watch?v=i31rRt5m1-4>Write down some times tables facts in your jotter then try to write the division facts that match.eg. 2 x 3 = 63 x 2 = 66 ÷2 = 36 ÷3 = 2**Triangles**try for 2 and 10 times table factsCirclestry 2, 5, 10 or 4 times table factsSquarestry 2, 3, 4,5 and 10 times table facts | Topic SOC 1-04aAncient Egyptians- Pharaohs**Task 1: Make a mini book about the Ancient Egyptian Pharaohs.** **Use this website to help you.****Task 2: Use your mini book to complete this quiz on Kahoot!****1.Click ‘Play as Guest’****2. Click the green box labelled ‘classic’ a game pin should appear (7 digit number)****3.Go to** [**www.kahoot.it**](http://www.kahoot.it)**4. Type in the game pin and click enter.****5. The site will generate a nickname so your child remains anonymous.** **6. Then press, ‘ok go’** | **Art**Look at this picture from a famous artistIf you could talk to the artist what questions would you ask them?Write them down in your jotter.Could you make this art piece better? How?  What can you see out of your window? Use what you have at home to create a picture of the view out of your window.  |
| **Wednesday** | Writing***LIT 1-22a*** **watch this story**<https://www.literacyshed.com/thewaybackhome.html>Imagine that you have built a rocket. Where would you go?Who would you go with?When would you go?What would you do when you got their?How would you feel?Write an imaginative story about your adventure on a rocket. You could go to another planet or somewhere on this planet!Remember punctuation and some adjectives.  | Maths/Numeracy **Number of the day****71****Try some of the activities above.**DivisionTry some of these gamesTriangles – 2, 5, 10 times table factsCircles- 2, 3, 4, 5 and 10 times table factsSquares – 2, 3, 4, 5 and 10 times table factsNumber fact families –division and multiplication<https://www.topmarks.co.uk/number-facts/number-fact-families>Hit the button – division facts<https://www.topmarks.co.uk/maths-games/hit-the-button>.Mental maths train - division<https://www.topmarks.co.uk/maths-games/mental-maths-train> | **Health and Wellbeing**This term our resilience lesson are about challenging your mind-set.Watch this video of Bruno Mars and the Sesame street characters – ‘Don’t give up’.<https://www.youtube.com/watch?v=pWp6kkz-pnQ>Think about one thing you find hard. This can be in school or outside of school e.g. playing tennis, learning times tables etc.Create a picture of you doing this activity. Around the picture write advice you would give yourself to help you get better at this activity.  | **Science SCN 1-14a****Inheritance** means characteristics that are passed on to us. Environmental characteristics are things that may be different to other people in our family. Think about yourself. What do you look like? What skills and talents do you have? Sort these characteristics into inherited and environmental. Here’s Miss McCormack’s example:

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| Inherited | Environmental |
| Blue eyes  | Good at art |
| Brown hair | Fashion style  |
| Right handed | Favourite colour is green.  |

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| **Thursday** | **Literacy**Spelling – ***LIT 1-21a***  Choose 2 activities from home spelling grid.**Reading – non fiction**Look at a cereal box you have at home. Fantastic Mr Fox – try 6 activities belowMatilda – try 5 activities belowCharlie and Chocolate Factory -try 5 activities belowBFG -try 4 activities belowEsio Trot -try 3 activities below**Reflect and respond**1. What techniques are used on the box to make people buy the cereal?
2. Do you think this cereal is advertised on children’s television? Why?

Connect 41. Imagine and describe in detail what you would have for your best ever breakfast

Read and understand1. What cereal do you have? Wo is the manufacturer and where do they make it?

**Infer what’s not there**1. What ingredients are used in your cereal? Do you think it sound healthy? Why? Why not?

**Create something great**1. Create a new breakfast cereal. Come up with a name, logo, box and slogan.
2. draw a plate with your best breakfast ever on it

**Explore some more**1. Make a list of effective words and phrases that are used on the box
 | Maths/Numeracy **Number of the day****38****Try some of the activities above.****Numeracy** **Division****Try the sumdog challenge set up for today.** | **RERC**This Sunday is Pentecost Sunday.Watch this short video about Pentecost<https://www.youtube.com/watch?v=IqG_lvZhU-A>Discuss these questions:Where did it happen? Who was involved? What happened first?What happened next?What happened at the end?The symbols of Pentecost are fire and wind.Draw an image of a Dove then surround in flames. See example below.Pentecost crafts | Pentecost craft | **Technology****The world of work****Think about different jobs that people have. These could be the jobs your parents do or family members or just a job you think you would like to do.****Select one job and try to find out more about it.****Research this job on line or ask people questions if you know someone who does this job. Think about these questions:****How did they get this job?****Did they need special qualifications or skills?****What is the best part of the job?****Do you think you would be good at this job? Why? Why not?****Create a poster about this job to show other people about this job.** |
| **Friday** | **Literacy****LIT 1-05a****Read any book you have at home. Write 5 questions about your book that you would want to ask the author. Think of writing different types of questions** | **Numeracy****Division****Monkey puzzles** Create your own monkey puzzles similar to thefollowing:3 monkeys have 18 bananas. They sharethem equally.How many do they each get?Write at least four of these questions and keep a separate record of the answers. Then ask someone at home to solve the questions and check they have the correct answer.  |  |  |

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*My desk's at the back of the class,*

*and nobody, nobody knows,*

*I'm Marrog from Mars,*

*with a body of brass,*

*and seventeen fingers and toes.*

*Wouldn't they shriek if they knew,*

*I've three eyes at the back of my head.*

*And my hair is bright purple,*

*my nose is deep blue,*

*my teeth are half yellow, half red.*

*My five arms are silver and spiked,*

*with knives on them sharper than spears,*

*I could go back right now if I liked,*

*and return in a million light years.*

*And nobody, nobody knows.*

*I could gobble them all,*

*for I'm seven foot tall,*

*and I'm breathing green flames from my ears.*

*Wouldn't they yell if they knew,*

*If they guessed that a Marrog was here?*

*Ha-ha! They haven't a clue!*

*Or wouldn't they tremble with fear!*

*‘Look, look a Marrog!’*

*They'd all scream - and SMACK!*

*The blackboard would fall,*

*and the ceiling would crack,*

*and the teacher would faint,*

*I suppose.*

*But I grin to myself,*

*sitting right at the back,*

*And nobody, nobody knows.*

*by R. C. Scriven*

What does the Marrog look like? Can you Picture It in your head?

Listen or read carefully, paying attention to the details of the Marrog’s description.

If you’re reading, underline or highlight the important bits of information.

Now draw a detailed picture of what the Marrog looks like...