

	Monday	Tuesday	Wednesday	Thursday	Friday
At least 15 – 20 mins	<ul style="list-style-type: none"> <li>•Revise Level 5 GPCs and common exception words using flashcards.</li> <li>•‘tch’ is a trigraph which makes the same sound as the digraph /ch/.</li> </ul> <p>‘ch’ is the more common grapheme for the /ch/ sound. However, ‘tch’ is more commonly used after a short vowel sound as in these examples.</p> <p><a href="https://www.youtube.com/watch?v=kibwDQpqtA4">https://www.youtube.com/watch?v=kibwDQpqtA4</a></p> <p>(Read examples)</p> <p>Match Fetch Witch Match Catch</p> <ul style="list-style-type: none"> <li>•Activity: tch pairs.</li> </ul> <p>Instructions: Cut out the cards. Lay them face down on the table. Each of the two players take it in turns to turn over two cards at a time. If the cards turned over are a matching word and picture, the player gets to keep both cards. If the cards aren’t a matching word and picture, they should be kept in exactly the same place and turned back over. The winner is the person at the end who has the most cards.</p>	<ul style="list-style-type: none"> <li>•Remember, If the /ch/ sound comes after a short vowel, you often use ‘tch’ as in ‘itch’ or ‘catch’.</li> <li>•Practise spelling: catch, match, fetch, witch</li> <li>•Read the following short story and highlight all the -tch words you read.</li> </ul> <p>The wicked witch owns a wolf called Patch. He hides his toys around the kitchen. When they go for walks, Patch likes to play catch and fetch. To get to the woods they have to cross a smelly, water filled ditch. Luckily, the witch wears magical boots with golden stitching that don’t get wet.</p>	<ul style="list-style-type: none"> <li>• Practise writing the days of the week.</li> <li>• The witch is doing a spell. Can you fill in the missing letters to find out what she is adding to the cauldron? Hint: They are all tch words.</li> </ul> <p>Frogs that twi__ And beetles that i__.</p> <p>Rats that scra__ And chicks that ha__.</p> <p>Magic spell, help old Pa__.</p> <p>Show me the children that I need to ca__.</p> <ul style="list-style-type: none"> <li>• She needs to add some more ingredients to complete her spell. Write the words for the Day 3 resource pictures. Only add the objects that contain tch to the spell.</li> </ul>	<ul style="list-style-type: none"> <li>• Sort the words into -tch and -ch words</li> </ul> <p>match much such witch munch stitch flinch bunch kitchen catch punch bunch catch</p>	<ul style="list-style-type: none"> <li>• Practise reading phase 5 GPCS using one of the links below.</li> <li>• Dictate the following sentences to your children. Children should be able to apply what they have learnt this week by writing down sentences that are read to them and correctly spelling -tch words.</li> <li>• The witch had a wolf named Patch.</li> <li>• The race horse jumped over the ditch.</li> <li>• Light the fire with the match from the kitchen.</li> <li>• If children have made any spelling mistakes, help correct them by pointing out what we have learnt this week.</li> </ul>
Reading	1:1 Daily reading to an adult.	1:1 Daily reading to an adult.	1:1 Daily reading to an adult.	1:1 Daily reading to an adult.	1:1 Daily reading to an adult.

<p>Comprehension</p>	<p>Reading: When we ask you questions in reading they are linked to different skills. This week you will meet Prediction Pip. She asks questions that predict what might happen on the basis of what has been read so far. This means that she is there to help you to see into the future. She will try to help you to work out what might happen next based on what you have already read and what you know about that type of text.</p> <p>If the text is too tricky for you then ask an adult to read it to you and answer the questions based on what you heard.</p>	<p>Reading: When we ask you questions in reading they are linked to different skills. This week you will meet Prediction Pip. She asks questions that predict what might happen on the basis of what has been read so far. This means that she is there to help you to see into the future. She will try to help you to work out what might happen next based on what you have already read and what you know about that type of text.</p> <p>If the text is too tricky for you then ask an adult to read it to you and answer the questions based on what you heard.</p>	<p>Reading: When we ask you questions in reading they are linked to different skills. This week you will meet Prediction Pip. She asks questions that predict what might happen on the basis of what has been read so far. This means that she is there to help you to see into the future. She will try to help you to work out what might happen next based on what you have already read and what you know about that type of text.</p> <p>If the text is too tricky for you then ask an adult to read it to you and answer the questions based on what you heard.</p>	<p>Reading: When we ask you questions in reading they are linked to different skills. This week you will meet Prediction Pip. She asks questions that predict what might happen on the basis of what has been read so far. This means that she is there to help you to see into the future. She will try to help you to work out what might happen next based on what you have already read and what you know about that type of text.</p> <p>If the text is too tricky for you then ask an adult to read it to you and answer the questions based on what you heard.</p>	<p>Predict what might happen in a story by looking at this picture.</p> <p>Use these questions to help with your prediction. Where does the tunnel lead? What is the source of the light? Do you think the rabbit will go through? Has it been through before? How did it find out about the tunnel? Would you go through it? Write the rest of the story.</p>
<p>Writing</p>	<p>Re-read your story map plans from last week. This week we will be writing our stories but section by section to make sure we take our time with our writing.</p> <p>Today we will begin by writing the introduction to the story. Handa’s story begins...”Handa’s grandma has one black hen named Mond. Every morning, Handa gave Mond her breakfast.”</p> <p>You are writing from Mond’s point of view though so you will start differently... “Mond was a little black hen. She lived with Handa’s grandma.”</p>	<p>Re-read your story map plans from last week and your introduction from yesterday. Today we will be writing the middle to the story.</p> <p>Read Handa’s story to help you. “Handa and Akeyo hunted round the hen house. ‘Look! Two butterflies’ said Akeyo. But where’s Mond!”... Remember your story will sound a bit different... “Mond decided to leave the hen house. She spotted two butterflies and followed them.” Today you will write up until the point where Mond finds the place to lay her eggs. (or similar if you have had different ideas) Once again, the main</p>	<p>Today you will finish your story!</p> <p>Re-read your story map plans from last week and your writing from yesterday so you know where you will need to begin. Today we will be writing the ending to the story.</p> <p>Read Handa’s story to help you. “Listen Handa. What’s that? It’s coming from the bush.” Remember your story will sound a bit different... “Mond stayed hidden in the bush with her chicks until she heard Handa’s voice.” Write all the way to the end of your story map today, remembering those non-negotiables.</p>	<p>After all that writing, today you get a little bit of a break. All the best stories have beautiful, colourful pictures. Today you can illustrate your story. Pick 3 parts to your story that you would like to illustrate and draw detailed pictures. Use the pictures from Handa’s story to inspire you.</p> <p>These are How to videos about drawing chickens...</p> <p><a href="https://www.youtube.com/watch?v=NcJHwaOm7F8">https://www.youtube.com/watch?v=NcJHwaOm7F8</a> <a href="https://www.youtube.com/watch?v=e9b2hVcrlzk">https://www.youtube.com/watch?v=e9b2hVcrlzk</a> <a href="https://www.youtube.com/watch?v=xHDBVA4mlpk">https://www.youtube.com/watch?v=xHDBVA4mlpk</a></p>	<p>We know how to look after chickens because we learnt about them in our first week of this topic.</p> <p>Handa and her grandma have only had one chicken. Use the postcard resource to write a post card to Handa to advice her on how to look after her new flock of chickens.</p> <p>This can be an informal post card, as if Handa was your friend.</p>

	<p>Today you will write up until the point where Mondie decides to go on her adventure. (Your introduction) The beginning of your story will be as long or short as you like but the main focus will be on the quality of your writing. Non-negotiables, exciting language and different sentence starters. The best stories don't start every sentence with "And then"! Once you have finished your introduction you must complete your monkey read through and edit and improve your writing. 😊</p>	<p>focus will be on the quality of your writing rather than the amount you have written. Non-negotiables, exciting language and different sentence starters. The best stories don't start every sentence with "And then"!</p>			
<p>Maths (30 – 40 mins)</p>	<p>Lesson 1 – left and right: (Pupils use the terms left and right to describe position and direction. Pupils explore the movement of objects and shapes from different starting and ending positions.)</p>	<p>Lesson 2 – describing position. (Pupils use the terms up, down, top, middle, bottom, above, under, beneath, below, between and next to to describe position and direction. Pupils explore the position of objects and shapes from different starting and ending positions.)</p>	<p>Lesson 3 – Describe position (Pupils use the terms up, down, top, middle, bottom, above, under, beneath, below, between and next to to describe position and direction. Pupils use the terms full, half, quarter and three-quarter to describe turns made by shapes/objects. Pupils take part in practical activities involving turns in different directions.</p>	<p>Lesson 4 – Describe turns &amp; position (Pupils use the terms <i>up, down, top, middle, bottom, above, under, beneath, below, between and next to</i> to describe position and direction. Pupils use the terms full, half, quarter and three-quarter to describe turns made by shapes/objects. Pupils take part in practical activities involving turns in different directions.)</p>	<p>Lesson 5 – Quarter, half and three quarter turns.  Use the diagrams to help explain what kind of turns and the distance.</p>
<p>Times Tables 15 min</p>	<p>Play TTRS, Hit the Button or another online or offline times tables game.</p>	<p>Play TTRS, Hit the Button or another online or offline times tables game.</p>	<p>Play TTRS, Hit the Button or another online or offline times tables game.</p>	<p>Play TTRS, Hit the Button or another online or offline times tables game.</p>	<p>Play TTRS, Hit the Button or another online or offline times tables game.</p>