

	Monday	Tuesday	Wednesday	Thursday	Friday
At least 15 – 20 mins	<p><a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> Revise your phase 5 sounds.</p> <ul style="list-style-type: none"> <li>•We have learnt that a suffix is added to the end of a word but this week we will learn about a prefix. A prefix is added to the beginning of a word to change its meaning.</li> <li>•We are learning to read words containing the prefix –dis. Adding the prefix dis- to a word makes it negative or the opposite: dislike, disappear, disobey</li> <li>•Practise reading the following words: dislike, disappear, disobey, disconnect, discontinue</li> <li>•Can you put each word into a sentence to show you understand the word. E.g: I dislike cake but I love sweets.</li> </ul>	<ul style="list-style-type: none"> <li>•Read the diary entry about moving to a new class.</li> <li>• Highlight all the words containing the prefix –dis.</li> <li>• Play the opposites game. (resource Day 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Practise spelling these words: dislike, disagree, disappear, disconnect</li> <li>• Prefixes are added to the beginning of a word to give it the opposite (usually negative) meaning. Add the prefix –dis to these words to make them opposites.</li> <li>Draw a picture to go with each word to illustrate.</li> <li>• Like</li> <li>• Agree</li> <li>• Appear</li> <li>• Qualify</li> <li>• Honest</li> </ul>	<ul style="list-style-type: none"> <li>• Begin by unscrambling these –dis spellings. dticonnsec, ydibeso, grdisree</li> <li>Remember, the root word is the pure form of a word without any prefixes added. For example, ‘honest’ is the root word for ‘dishonest’.</li> <li>• Use activity sheet (resource day 4) to decide which word fits with the sentence.</li> </ul>	<p><a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> Revise your phase 5 sounds.</p> <ul style="list-style-type: none"> <li>• Complete the day 5 spelling activity.</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.
Comprehension	<p>Poetry week! Day 1: 60 second read ‘Roar’</p> <p>If you’re finding the reading too hard, ask an adult to read to you and then answer the questions yourself.</p>	<p>Poetry week! 60 second read ‘The star’</p> <p>If you’re finding the reading too hard, ask an adult to read to you and then answer the questions yourself.</p>	<p>Poetry week! 60 second read ‘What is pink’</p> <p>If you’re finding the reading too hard, ask an adult to read to you and then answer the questions yourself.</p>	<p>Poetry week! 60 second read ‘Yo Ho Ho!’</p> <p>If you’re finding the reading too hard, ask an adult to read to you and then answer the questions yourself.</p>	<p>Poetry week! Complete the animal poems using the correct rhyming words.</p> <p>If you’re finding the reading too hard, ask an adult to read to you and then answer the questions yourself.</p>

<p>Writing</p>	<p>Re-read your story 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. 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.” 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.” Today you will write up until the point where Mond decides to go on her adventure. (Your introduction) The beginning of your story does not have to be all that long 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>Re-read your story plans from last week and your introduction from yesterday. Today we will be writing the middle to the story. 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 you 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 focus will be on the quality of your writing rather than the length. Remember this will be a new paragraph so organise your work clearly. Non-negotiables, exciting language and different sentence starters are key.</p>	<p>Today you will finish your story! 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 and your final paragraph . 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 plan 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. These are How to videos about drawing chickens... <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=xHDBVA4mIpk">https://www.youtube.com/watch?v=xHDBVA4mIpk</a></p>	<p>We know how to look after chickens because we learnt about them in our first week of this topic. Handa and her grandma have only ever had one chicken. Use the postcard resource to write a post card to Handa to advise her on how to look after her new flock of chickens. This can be an informal post card, as if Handa was your friend but remember to organise your post card well.</p>
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<p>Maths (30 – 40 mins)</p>	<p>DAY 1 – Describing direction. Quarter, half and three quarter turns.</p> <p>Use the diagrams to help explain what kind of turns and the distance.</p> <p>You should remember the fractions of turns from when we looked at fractions of shapes.</p>	<p>DAY 2: Describing turns.</p>	<p>DAY3: Describing turns.</p> <p>There are two options today. If you found Monday and Tuesday’s lessons relatively easy then have a go at the mastery card activities but if you think you will need a bit more practice have a go at the first activities.</p>	<p>DAY 4:</p> <p>Today you will give directions and follow directions. Using language forwards, backwards, up, down, left, right, to describe movement in a straight line, ask a partner to follow your directions. e.g: Move forwards 2 steps. Turn a half turn left. Move forwards 1 step. Quarter turn right. Move forward 4 steps. Move backwards 1 step.</p>	<p>Day 5:</p> <p>Problem solving. Find all the ways!</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>