

## PREP II EPSILON TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY BANK HOLIDAY SUGGESTED ACTIVITIES
8.45-9.00am	<b>Register</b> Meeting ID: 968 4647 7591 Password: 1jt0i7	<b>Register</b> Meeting ID: 968 4647 7591 Password: 1jt0i7	<b>Register</b> Meeting ID: 968 4647 7591 Password: 1jt0i7	<b>Register</b> Meeting ID: 968 4647 7591 Password: 1jt0i7	<b>Research Project Day</b>  Today's bank holiday is to commemorate VE Day. Can you conduct some independent research into what VE Day is all about? You can present this in any format that you wish, it does not have to be written. For example, you might want to produce your own short documentary.
9.00-9.30am	<b>Spellings and Dictation</b> Meeting ID: 944 2946 7797 Password: 1jt0i7	<b>Phonics</b> Meeting ID: 924 0466 9561 Password: 1jt0i7	<b>Handwriting</b> Meeting ID: 997 4565 6326 Password: 1jt0i7 <a href="#">Handwriting lines</a>	<b>Study Skills with Victoria</b>  Please refer to your study skills timetable for your time slot and meeting passwords. These will stay the same each week.	
9.30-9.45am	<b>WATER BREAK</b>				
9.45-10.25am	<b>Maths Quiz</b> Meeting ID: 962 8103 4541 Password: 1jt0i7	<b>Maths Number</b> Meeting ID: 950 3872 5398 Password: 1jt0i7 1. <a href="#">RUCSAC Poster</a> 2. <a href="#">Word problems</a> 3. <a href="#">Word problem extension challenge</a>	<b>Maths Project</b> Meeting ID: 962 6144 0065 Password: 1jt0i7 <a href="#">Bar graph template</a>	<i>There may be extension tasks set after this session.</i>	
10.25-11.00am	<b>SNACK TIME</b>				
11.00-11.40am	<b>Science</b> Meeting ID: 240 040 5804 Password: 3aDSAY <a href="#">Parts of the plant</a>	<b>News</b> Meeting ID: 999 7073 8506 Password: 1jt0i7 <a href="#">Full stops and question marks</a>	<b>Creative Writing</b> Meeting ID: 925 3581 5907 Password: 1jt0i7 <a href="#">Story mountain planner</a>	<b>Music with Janie</b> <a href="#">Janie's Music Lesson</a>  <i>Please complete this session around the times of your study skills sessions on Fridays.</i>	
11.40-12.00pm	<b>Guided Reading</b> Meeting ID: 982 0314 7061 Password: 1jt0i7 <a href="#">At The Play</a>	<b>11.40-12.20pm</b> <b>PE with Coach Marc</b> Meeting ID: 918 1738 3138 Password: 3Uza0M	<b>Story</b> Meeting ID: 996 8721 2768 Password: 1jt0i7	<b>EARLY LUNCH TIME</b>	
<b>LUNCH TIME</b>				12.30-1.10pm Drama with Fran Meeting ID: 974 351 6158 Password: <b>181620</b>	
Co-curricular Activities	Option A: Computing Option B: Science	Option A: Handwriting Option B: Let's Interview	Option A: Bar chart Option B: Problem solving task from the website	Option A: Bring your story to life! Option B: Debate	
Suggested alternative activities to live lessons	<b>Computing</b> <b>2-Animate</b>	<b>Literacy</b>  Handwriting:	<b>Maths</b>  <b>Data collection – bar charts</b>	<b>Literacy 45 minutes</b>  <a href="#">Creative Writing</a>	<b>Research Project Day</b>

The children can explore creating a simple stop-frame animation using 2Animate on the Purple Mash web suite. They will explore making simple alterations to each frame to create a smooth flowing animation on a Summer theme.

### Science

Today you will be learning to identify different parts of a plant including; stem, petals, leaves and roots.

Last week we learnt that in order to grow plants need air, water and light. [Introduction to parts of the plant](#)

This week we are learning about the different parts of the plant, come and find out more [in this fun video with Amelia!](#)

Now I would like you to independently work on this worksheet [parts of the plant](#). You need to label the main parts of a plant. Stem, roots, leaves, fruits, flowers and seeds.

If you are ready to extend your learning and challenge yourself, you can write about their function.

### Explorify-

You can watch this short video. The aim isn't to find right answers, it's to explore ideas and reflect on what you already know. <https://explorify.welcome>

Each week we will look at two joins. This week's joins are;

- f-l
- o-b

Before we get started please complete this fun [finger fitness session](#) to warm up the small muscles in your hands for writing.

Follow along with me for the correct formation of these joins and think of some words that we can write for each one.

### Let's write together

#### RECOUNT

This week during news time we are looking at Statements and Questions.

A QUESTION asks something...eg what colour is your jumper? Questions usually start with the words, WHAT WHY, WHEN, HOW. Questions finish with a full stop. A statement tells us something. Eg. Camilla jumped over the fence. It usually finishes with a full stop.

[Full stops and question marks](#) worksheet

#### Question

A question asks the reader something. It begins with a question word.

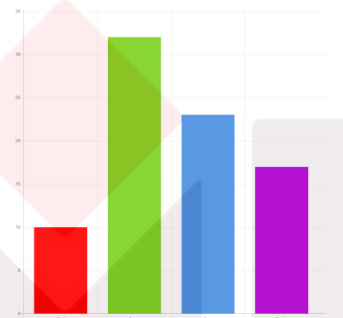
An example of a question:

What color is the dog?



A question starts with a capital letter and ends with a question mark.

Last week we looked at tally charts and pictograms. This week we are going to continue our learning around data collection and look at bar charts. This is another graph that we can use to both represent our own data and to interpret other people's data.



A bar chart displays information (data) by using rectangular bars of different heights. A bar chart has two different axis that show the values of what is being investigated. Come and have a look with me here in our [Introduction to bar graphs](#) video.

Use this [data sheet](#) to create your very own bar chart using this [bar chart template](#).

If you have already done this either with me this morning or on your own, now it is time for you to test your knowledge of bar graphs and complete this [data interpretation task](#).

### Maths Problem Solving

Go to the problem solving tab on the maths page and complete the [sort she street](#)

**WALT: WRITE THE BEGINNING OF A NARRATIVE THAT CAPTURES THE AUDIENCES ATTENTION.** This week we are looking at writing a narrative. A story. Today we will only focus on the beginning of the story.

Have a listen to the [sound clip](#) attached.

Write down 5 words about how the sound of the airplane flying through the sky makes you feel. Next look at the image of the plane. What could have happened? Where could the plane be? Write down a few ideas. Write down some adjectives that may help you describe the image. Let's have a go at introducing our setting (airplane) and location (where the plane has crashed) You could also add in your characters. Remember this is just the beginning of the story so we only need to introduce the characters and the setting.

Eg. Tom sat back in his seat. "Ahh, at last it is holiday time!" he said excitedly to his son Ben. Tom and Ben were off on an adventure of a lifetime. They were flying to Mexico. The plane flew high above the clouds and as Tom looked out of the window the London buildings began to look like little black ants. Higher and higher the plane flew. "Ladies and gentlemen you may take off your seatbelts now. Get comfortable we

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<https://www.mulberryhouse.ac.uk/en/activities/whats-going-on/wet-and-not-so-wet-leaves>

Consider these questions:

- Do you know what might happen based on the image?
- What do you notice about the plants in the video?
- How are these plants different from other plants they know about?
- Can you describe the surface of the leaves in the video?
- What are the benefits of being able to repel water?

Can you write a list of questions to ask your friend? Maybe you can arrange a ZOOM date this afternoon to interview them. You could ask all sorts of questions, especially as you haven't seen them in a while!

### Statement

A statement is a telling sentence.  
It tells the reader something.

An example of a statement:

The ship sailed across the ocean.



A statement starts with a capital letter and ends with a period.

Can you have a go at writing a statement? Eg. The ball is bouncy and red.

You can write statements about your friend.

task. Remember, there may be more than one answer to make sure you explore every option.

will land in Mexico in 12 hour's time." said the captain over the loudspeaker.

You can role play the opening of your story with your adult. Complete the first part of the story mountain and next week we will move on to the middle. Have fun.

[Story mountain worksheet](#)

### Debate Question

We would like to set you a debate statement for you to consider and formulate an argument about. In a debate, you can either agree with the statement (for) or disagree with the statement (against).

Government make decisions by holding debates and the side with the most votes wins the debate.

Your debate statement this week is, "**Scientists should not be allowed to test on animals**".

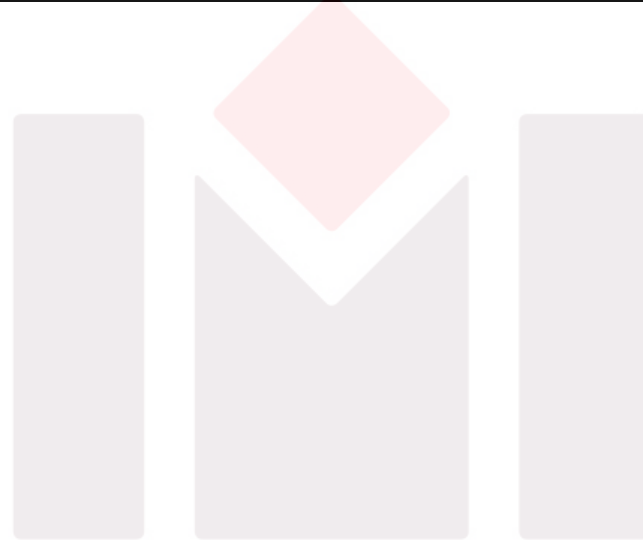
You need to decide if you agree with this statement (for) or if you disagree with this statement (against).

Once you have decided, we would like you to present your argument, explaining why you agree or disagree with it. You can record your statement as a video or you can write up your debate statement.

Extension:

At breakfast, dinner or bedtime, why not ask your

				family what they think to this statement and hold a mini family debate.	
3pm-3.30pm	PSHEE/Circle time with the Class Teachers Meeting ID: 991 5686 6676 Password: 1jt0i7	Times Tables with the Class Teachers Meeting ID: 991 5686 6676 Password: 1jt0i7	PSHEE/Circle time with the Class Teachers Meeting ID: 991 5686 6676 Password: 1jt0i7	Happy debating! PSHEE/Circle time with the Class Teachers Meeting ID: 991 5686 6676 Password: 1jt0i7	Present the research project to your family.



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