

Prep I Week 8 Timetable

Don't forget your LIVE Drama lessons with Fran. These will be on Wednesday 10.30-11.15am for the Alpha (Meeting ID: 820 0400 3720 Password: 555171 and Wednesday 2.30-3.10pm for the Epsilon class (Meeting ID: 775 233 5501 Password: 335501).

Don't forget your LIVE Mandarin lessons with Alison. These will be on Wednesday 1.15-2.00pm (Meeting ID: 775 233 5501 Password: 335501)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>15 minutes</p> <p>Spellings practise: Please join me here for our weekly spellings test. ‘u_e’ split digraph spelling test with Rebecca</p> <p>Well done for completing your spelling test last week Prep I! This week our spelling test is looking at a different digraph. Today our focus is the split digraph ‘u_e’</p> <p>Are you now ready for your spellings? Get your pencils and paper ready for your spelling test. Can you have a go at marking your spellings yourself? Let's remember to really focus as we listen as it is a test. Good luck!</p> <p>‘u_e’ spelling test 1.Cube</p>	<p>30 minutes</p> <p>Handwriting</p> <p>Handwriting lines ‘um’ handwriting join introduction with Rebecca</p> <p>We are learning to: correctly form the ‘um’ join. Are you ready Prep I? Today we are going to be learning our second join! It's the ‘um’ join. Remember try to not take your pencil off the paper as you write.</p> <p>Let's start with forming the letter ‘u’ can you remember the letter rhyme? Down and under, up to the top and draw the puddle. Now let's form the letter ‘m’ let's say the letter rhyme as we form it. Are you</p>	<p>30 minutes</p> <p>Phonics</p> <p>Phonics worksheet</p> <p>Let's begin by recapping on the split digraphs ‘a_e’, ‘e_e’, ‘i_e’ and ‘u_e’.</p> <p>We are learning to: Recall all phase 5 digraph sounds we have worked on so far. I must: Identify and pronounce the digraphs correctly. I should: Be able to blend the sounds confidently.</p> <p>Let's explore the recap quiz! Can you identify the sounds in these four sentences?</p> <p>The theme was Ancient Greece. It was perfect weather for flying a kite. I had a delicious cake.</p>	<p>30 minutes</p> <p>Read to your child</p> <p>Read a book together. Once you have finished have a discussion about the characters, setting and plot. Ask questions such as ‘Who is your favourite character and why?’ ‘What might happen next?’</p>	<p>30 minutes</p> <p>Independent reading</p> <p>Encourage your child to read independently for 30 minutes. Ensure that they have got a comfortable space and have chosen a book of an appropriate level for independent reading.</p>

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<p>2.Tube 3.Use 4.Fuse 5.Mute 6.Useful</p> <p>Don't forget as an extension can you try to put some of these words into a sentence? Don't forget to use the Prep I self-checklist! Prep I self-checklist Please practice these spellings for next week's test.</p> <p><u>Week 9 spellings</u> 'o_e'</p> <p>Robe Code Joke Stone Stroke Globe</p> <p>Can you think of a sentence using the 'u-e' split digraph?</p> <p>Don't forget to underline the digraph like we usually do in our lesson.</p>	<p>ready? Down Maisie, mountain, mountain. Can you form 4 lines of 'um' joins 4 times across?</p> <p>Can you now think of any words that contain 'um?' we will give you some too!</p> <p>Drum, yum, plum, mum, sum, umbrella, instrument, number, summer, medium, bump. Have you noticed if the um is at the beginning, middle or end of the words?</p> <p>Don't forget to say the letter sounds and the letter names.</p> <p>Remember you can use the handwriting lines we have provided or you can make your own.</p> <p>Let's have a look at all of the letter rhymes to remind ourselves.</p> <p>Letter formation 'um' worksheet</p>	<p>I had a pie up high in a tree.</p> <p>Don't forget to recall, blend and identify! Can you underline all of the digraphs you have used today?</p> <p>Can you now draw your nonsense monsters and give them a name using the worksheet provided? Don't forget to use the different digraphs. Can you now write a sentence about your monster using the split digraphs.</p>		
<p>15 minutes Water break</p>	<p>15 minutes Water break</p>	<p>15 minutes Water break</p>	<p>15 minutes Water break</p>	<p>15 minutes Water break</p>

<p>45 minutes</p> <p><u>News</u></p> <p><u>Recount worksheet</u></p> <p>Are you ready for your first lesson on compound words?</p> <p><u>We are learning to:</u> understand that compound words are made by joining two words together.</p> <p><u>I must:</u> sound out words individually and blend them together.</p> <p><u>I should:</u> join words to create a compound word.</p> <p><u>I could:</u> use keywords to write a sentence that contains compound words.</p> <p>Let's have a look together at this video; <u>Have you heard about compound words?</u></p> <p>Let's have a think about the answer to these questions: What is a compound word? How do we compose a compound word?</p> <p>We would now like you to have a go at completing your worksheet. Can you pick one of the words from</p>	<p>45 minutes</p> <p><u>Mathematics: Shape, space and measure</u></p> <p><u>Maths project worksheet</u> <u>Maths project extension worksheet</u></p> <p><u>We are learning to:</u> identify what time it is; o'clock, half past, quarter past and quarter to. <u>We are learning to:</u> write the time in words.</p> <p><u>I must:</u> be able to identify o'clock and half past. <u>I should:</u> identify quarter past and to.</p> <p>Don't forget you can play 'what time is it Mr Wolf with your family!</p> <p>Let's recap on what we use the long and short hands for when telling the time.</p> <p>Now can you have a go at completing the worksheets we have provided? Remember we are learning how to write the time today.</p> <p><u>Key vocabulary:</u> minute, hour, long hand, short hand, 24 hours, second, day, analogue.</p>	<p>45 minutes</p> <p><u>Maths Number</u></p> <p><u>Subtraction introduction lesson with Rebecca</u> <u>Number line subtraction</u> <u>Subtraction using a number line</u></p> <p>Today we are going to be using the number line to subtract!</p> <p><u>Subtraction with Jack Hartmann</u></p> <p><u>Subtracting using concrete objects:</u> we can use a variety of different objects to help us with subtracting.</p> <p>For example, we go to the shops to buy some sweets. In a box I can count 10 sweets. I buy 5. How many is left in the box.</p> <p>The number sentence in this is, $10-5=$</p> <p>To work this out I need 10 concrete objects and remove 5 to count what is left.</p> <p>So $10-5=5$. There are 5 sweets left.</p>	<p>45 minutes</p> <p><u>Creative Writing</u></p> <p><u>Creative writing worksheet</u></p> <p><u>WALT:</u> Use a variety of sentence openers.</p> <p>I must understand that varying the start of our sentences will make our writing more interesting.</p> <p><u>I should:</u> be able to compare the difference within two texts containing various sentence starters.</p> <p><u>I could:</u> use the keywords to write sentences with a variety of sentence openers.</p> <p>You find a magic chest. Write two sentences that describe the chest using the same sentence starter.</p> <p>Now choose some of the sentence starters below to complete your sentences about the chest.</p>	<p>45 minutes</p> <p><u>Project</u></p> <p><u>Trojan horse template</u> <u>Trojan writing frame</u></p> <p>This week we are going to be learning about The Trojan War. Let's start by learning what the Trojan war was. Let's find out where the Trojans lived. Shall we now explore to find out how long the war lasted for and if the Greeks won the war. I wonder what they used to win the war. Let's listen to a story about the Trojan war.</p> <p>Children to design their own Trojan horse using scrap resources.</p> <p>As an extension children to write</p>
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<p>the box to complete your word? For example, news _____</p> <p>What word do you think you could choose?</p> <p>Don't forget if you would like to complete the extension activity then your task is to complete the list of words you can think of to create as many compound words as you can. One has been done for you, every; everybody.</p>	<p>Shall we look for our favourite mistake of the day and discuss them?</p>	<p>Subtracting using number line: When subtracting using a number line, we need to remember to move backwards.</p> <p>For example, if we had a sum of $20 - 5 =$</p> <p>We need to make sure that we find 20 first on a number line then we jump backwards five times to see what number we land on.</p> <p>So $20 - 5 = 15$.</p> <p>Key vocabulary: Subtract, number line, backwards, objects, left, difference, take away, how many...?</p>	<p>Sentence starters: Suddenly it.. At midnight.. The magic fairy... The chest opened and..</p> <p>How did varying your sentence starters improve the quality of your writing?</p>	<p>down a diary entry as if they were one of the soldiers hiding in the Trojan horse.</p>
<p>30 minutes Snack</p>	<p>30 minutes Snack</p>	<p>30 minutes Snack</p>	<p>30 minutes Snack</p>	<p>30 minutes Snack</p>
<p>45 minutes</p> <p>Comprehension</p> <p>Comprehension worksheet</p> <p>WALT: Use talk to organise, sequence and clarify events, feelings and ideas. Let's read the Incredible Book Eating boy together! The Incredible Book</p>	<p>45 minutes</p> <p>Science</p> <p>Science worksheet</p> <p>Evergreen tree WALT: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic</p>	<p>45 minutes</p> <p>Alpha Drama</p> <p>Meeting ID: 820 0400 3720 Password: 555171</p>	<p>45 minutes</p> <p>Computing Skills</p> <p>We would like to explore the following ICT related resources; Maths Whizz and Purple Mash. Enjoy!</p>	<p>45 minutes</p> <p>Let's get creative</p> <p>Art and Craft Board Game</p>

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<p>Eating Boy By Oliver Jeffers Key questions/vocabulary: why do you think Henry was getting mixed up? How does Henry feel now? How did he feel at the beginning of the story? Do you think Henry should stop eating books? Why/why not? Can you draw a picture of your favourite part of the story and explain why.</p>	<p>structure of a variety of common flowering plants, including trees.</p> <p>Introduction: Children will be asked to consider if trees are all the same? Children will be asked to consider how trees change throughout the year.</p> <p>Extension: Complete bark rubbings and compare samples. - Children to write up their observations.</p>	<p>1 hour Lunch</p>	<p>1 hour Lunch</p>	<p>1 hour Lunch</p>
<p>PE with Coach Marc</p>	<p>1 hour Lunch</p>	<p>45 minutes</p> <p>Mandarin</p> <p>Meeting ID: 775 233 5501 Password: 335501</p>	<p>45 minutes</p> <p>Epsilon Drama</p> <p>Meeting ID: 775 233 5501 Password: 335501</p>	<p>Problem Solving</p> <p>Problem solving worksheet</p> <p>3.00-3.30pm Please log in to join your group for Show and Tell. Please remember to have something exciting ready to share with the group. Your log in details will be sent via email</p>