Prep I Week 9 Timetable

Don't forget your LIVE Drama lesson with Fran. This will be on Wednesday 10.30-11.15am (Meeting ID: 820 0400 3720 Password: 555171).

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
15 minutes Well done for completing your spelling test last week Prep I! This week we are not going to have a spelling test! Instead we are going to revise all of the sounds we have learnt so far. u_e a_e i_e e_e Let's use these links to help us remember them! Let's recap on the split digraph 'u_e' with Geraldine the Giraffe Mr Thorn a_e split digraph Geraldine The Giraffe	30 minutes Handwriting Handwriting lines Sky, grass, soil template 'ig' handwriting join We are learning to: correctly form the 'ig' join. Are you ready Prep I? Today we are going to be learning our third join! It's the 'ig' join. Remember try to not take your pencil off the paper as you write. You also need to remember to leave a gap in between the 'I' and the 'g'. Let's start with forming the letter 'i' can you remember the letter rhyme? 'Down the body'. Now let's form the letter 'g' let's say the letter rhyme as we form it. Are you ready? 'Around the girls	30 minutes Phonics Phonics worksheet Let's begin by recapping on the split digraphs 'a_e', 'e_e', 'i_e' and 'u_e'. This week our focus sound is the 'o-e' split digraph. Watch Geraldine introduce the 'o-e' split digraph here. Geraldine's split 'o-e' digraph Practise blending with Mr Thorne 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.	30 minutes Read to your child 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?'	30 minutes Independent reading 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.

Learns the i_e split digraph **e_e split digraph with Mr Thorn**	**face, down her hair and give her a curl'. Now you need to go back to the 'l' as it needs a dot for the head. Please remember this must be done at the end.** **Can you form 4 lines of ig' joins 4 times across?** **Can you now think of any words that contain 'ig?' we will give you some too!** **Big, dig, jig, fig, pig, wig, twig, earwig, digger. Have you noticed if the ig is at the beginning, middle or end of the words?** **Don't forget to say the letter sounds and the letter names.** **Remember you can use the handwriting lines we have provided or you can make your own. You can also practise on the 'sky, grass and soil' template we have provided.** **Remember the letter 'g' is a descender letter so it's tail needs to touch the bottom of the soil.** **Let's have a look at all of the letter rhymes to remind ourselves.**	**Don't forget to recall, blend and identify! Can you underline all of the digraphs you have used today?** **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?**		

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Prep I Timetable 8th – 12th June 2020

15 minutes Water break	15 minutes Water break	15 minutes Water break	15 minutes Water break	15 minutes Water break
45 minutes **News** **Recount worksheet** **Are you ready for your first lesson on compound words?** **We are learning to: use imperative verbs to write instructions for how to toast the perfect marshmallows.** **I must: understand that imperative verbs are bossy verbs.** **I should: be able to identify imperative verbs within a sentence.** **I could: use imperative verbs within a sentence.**	**45 minutes** **Mathematics: Shape, space and measure** **Maths project worksheet** **We are learning to: identify what time it is; o'clock, half past, quarter past and quarter to.** **We are learning to: write the time in words.** **I must: be able to identify o'clock and half past.** **I should: identify quarter past and to.** **Don't forget you can play 'What's the time Mr Wolf' with your family!** **Let's recap what we have learned so far about time.** **Now can you have a go at completing the worksheet we have provided?** **Extension:** **Please complete your time diary if you didn't last week.** **Week 8 maths project worksheet** **Key vocabulary: minute, hour, long hand, short hand,**	**45 minutes** **Maths Number** **Subtraction worksheet I** **Subtraction worksheet II** **Subtraction worksheet III** **Fantasy subtraction PowerPoint** **Frog subtraction worksheet** **Frog subtraction extension worksheet** **Sidney the subtraction wizard** **Today we are going to be recapping on our last lesson using a number line to subtract! We are going to be creating our own subtraction sentences.** Learning how to Subtract **Subtracting sentences using number lines: We are learning to: Understand how to subtract numbers using pictorial representation.** **Let's begin by looking at a number line together. Let's practise jumping back on a number line.** **We would like you to subtract up to 5, then 10, then 20 on a number line.**	**45 minutes** **Creative Writing** **Creative writing worksheet** Read The Everywhere Bear with Chloe **WALT: Use a variety of sentence openers.** **I must understand that varying the start of our sentences will make our writing more interesting.** **I should: be able to compare the difference within two texts containing various sentence starters.** **I could: use the keywords to write sentences with a variety of sentence openers.** **Read the Everywhere bear with Chloe.** **Draw your favourite part of the story. Now retell your favourite part of the story using a**	**45 minutes** **Project** **Gods and Goddesses PowerPoint** **My Greek god** **Greek Gods** **This week we are going to be learning about Greek Gods.** **Let's have a think about some of these questions:** **Who were the Greek Gods? What did the Greeks believe?** **What were the Temples like?** **Let's have a look at each god and goddess and how they had power over a different aspect of life or the world.** **Let's look at Hades, Aphrodite, Hera, Zeus, Athena and Poseidon.**

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	24 hours, second, day, analogue.	**Let's use some beads or other items you may be able to find around your home to subtract.** **Can you get someone at home to test you on your mental maths awareness and have a go at the worded problems below as an extension.** **Subtraction worded problems** **Key vocabulary:** **Subtract, number line, backwards, objects, left, difference, take away, how many…?**	**variety of sentence starters.** **Now choose some of the sentence starters below to complete your sentences about the chest.** **Sentence starters:** **Suddenly the bear** **The bear looked around..** **He felt…** **Underneath the..** **How did varying your sentence starters improve the quality of your writing?**	**Let's focus on Zeus as he is the king of the gods.** **Let's have a think about these questions:** **Who is Zeus?** **Who were his children?** **What could Zeus do?** **Let's create our own drawing or painting inspired by Zeus and/or his family using thunderbolts, the god of the sea, the sun god, the god of music, poetry and the underworld. As well as the goddess of the moon and the hunter as inspiration.** **Let's have a listen to the sounds of thunder and the sea as we create to help influence our work.** Thunder at Sea Music Who Were The Ancient Greek

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				Gods and Heros? Ancient Greece
30 minutes **Snack**	**30 minutes** **Snack**	**30 minutes** **Snack**	**30 minutes** **Snack**	**30 minutes** **Snack**
45 minutes **Comprehension** **Comprehension worksheet** **WALT: Use talk to organise, sequence and clarify events, feelings and ideas.** **Let's read the Incredible Book Eating boy together!** **The Incredible Book Eating Boy By Oliver Jeffers** **Design your own book cover for 'The Incredible Car Eating Cat'.** **Now write 2 sentences that explain your design.** **Key vocabulary:** **Explain, create, design.**	45 minutes **Science** **Tree Tally Chart** **Why do leaves change colour in Autumn** **How the trees change throughout the season template** **Deciduous trees** **We are learning to:** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. **We are learning to:** Identify and describe the basic structure of a variety of common flowering plants, including trees. **Introduction:** Are Plants The Same All Year Round? We need to understand that deciduous trees change throughout the seasons. Let's create a diagram to show how the trees change throughout the seasons.	**45 minutes** **Drama** **Meeting ID: 820 0400 3720** **Password: 555171**	**45 minutes** **Computing Skills** **Why don't you explore Explorify and have a look at their 'Prints' activity and use your observational skills to predict what print you think it is.** **Don't forget to use your log in for Espresso Education and explore the weeks highlights. You can navigate your way around the Science and Maths areas.**	**Let's get creative** **Father's day suggestions** **It's Father's day coming up in June! We would like you to create a card for your dad…you can use your own artistic skills or have a look at some ideas we have found. Don't forget to write your dad a message, you might want to tell him what you enjoy doing with him.**

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	Plenary: Let's work together to draw out a map of the school grounds, your garden or a park labelling the different types of trees in it, evergreen or deciduous.			
1 hour Lunch	**1 hour Lunch**	**1 hour Lunch**	**1 hour Lunch**	**1 hour Lunch**
PE with Coach Marc **PE session**	**Music with Janie** **Music lesson**	**45 minutes** **Mandarin** **Meeting ID: 775 233 5501** **Password: 335501** **To access the Mandarin worksheets, you will need to log into the Google classroom. You will first need to sign in to Google and then you can enter the code below to enter the classroom.** **Prep I - cdw6xz5**	**Problem Solving** **Problem solving worksheet** **We know that you are all confident with counting in 10's after learning how to with Chloe and Rebecca. Can you have a go at some of the counting in 10's problem solving?**	**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**

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