

Timetable Tuesday 12th May 2020

Reading Mission:
30
minutes

Phonics Activities

Target Sounds: o (long sound like in mobile) i (long sound like in find)

o: (sounds like oh)

i: (sounds like eye)

Write the following words on pieces of paper:

don't find child kind won't mobile grind go no mind focus
robot bonus hotel so idea pilot

Place the words on the floor or on a table face up and give your child time to look at them. Take it in turns to take a word and read it to one another. When all the words have been read, place them back on the table/floor and play SPLAT. You call a word and your child has to put his or her hand down on that word card as quickly as they can.

Ask your child to sort the words into 2 piles – one for words with the 'long i' sound and another for words with the 'long o'.

Combine the following words with the ones in the 'long o' pile:

hot, got, bottom, frosty, spotty, orange (these are all words with the short 'o' sound)

Remind your child that we know the letter 'o' can make two sounds, a short sound like in 'hot' and a long sound like in 'go'. Draw two boxes on a piece of paper and label one "short o (hot)" and one "long o (go)" and ask your child to sort the words by sound.

Next combine the following words with the ones in the 'long i' pile:

thin, spinning, little, hitting, bin, printer (these are all words with the short 'i' sound)

Remind your child that we know the letter 'i' can make two sounds, a short sound like in 'hit' and a long sound like in 'find'. Draw two boxes on a piece of paper and label one "short i (hit)" and one "long i (find)" and ask your child to sort the words by sound.

Tricky Word Review: Play this video to your child to review all Phase 5 tricky words:

<https://www.youtube.com/watch?v=DbcZnb2iz1c>

It may be worth stopping and practicing any words that your child gets stuck on.

Review the words 'people' and 'could' with your child.

Time your child and see how many times he or she can write each word in one minute.

Sentence Reading:

See if your child can read the following sentences to you:

1. The mummy lost hide and seek because she could not find her child.
2. Don't bring robots to school because they make it hard for people to focus.
3. The pilot turned off his mobile phone before he went to sleep in a hotel.

CHALLENGE:

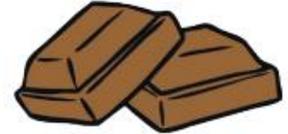
Can your child write a silly sentence that uses at least one word with the long 'o' sound and another sentence using at least one word with the long 'i' sound?

**E.g. I am a child but my dad is an adult.
I told my robot to go to bed.**

**Writing
Mission:**
30
minutes

Changing State Chocolate Experiment

The Experiment



1. Place a piece of chocolate in your hand.
2. Count to 100 (keep your hand closed) or you can say the alphabet 5 times (keep your hand closed).
3. When you have finished counting to 100 or saying the alphabet 5 times open your hand.

What has happened to the chocolate?

Why do you think this happened?

This experiment could also be done with an ice cube, ice lolly, or a small scoop of ice cream although your child may want to wear a glove or wrap his or her hand in a cloth if doing one of these versions of the experiment.

CHALLENGE:

If you wanted to make sure that your favourite chocolate bar did not melt on a hot Summer day which of these two places would be best to keep it; your pocket or the fridge?

Can you explain why?

Maths Mission:
30
minutes

Today's maths mission focuses on reading half past times on an analog clock.

Mission 1: Can you write the times shown on each clock? Remember to check your numbers are formed the correct way round.

Check your spelling of the words half past. Don't forget that cheeky silent 'l' in half.



1. _____



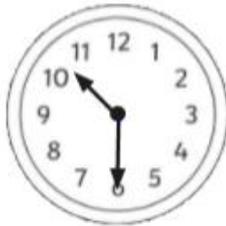
2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

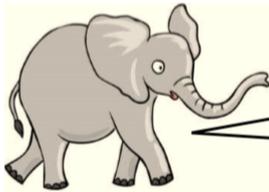
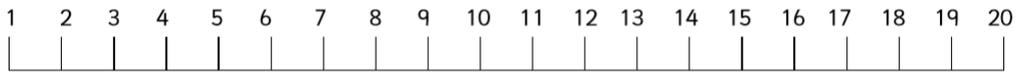


9. _____

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Teacher Tip: Explain to your child that when the minute hand (long hand) is pointing to the 6 it means its half past the hour.

Mission 2: Mental Maths



Use the number line to work out these subtractions.

Encourage your child today to remember that when we subtract we count backwards from a number. It might help them to either use a numberline and jump backwards with their finger or picture a number line in their heads to count backwards.

See if they can solve the following subtraction questions:

1. $14 - 3 =$

2. $15 - 2 =$

3. $12 - 2 =$

4. $11 - 3 =$

5. $17 - 4 =$

6. $18 - 3 =$

7. $19 - 2 =$

8. $13 - 3 =$

Extension Challenge:

Write the time that is **1 hour after** the time on each clock.









Write the time that is **1 hour before** the time on each clock.









Topic
Mission:
Day 2

Mission: Can I design my own chocolate bar?

‘Willy Wonka has himself invented more than two hundred new kinds of chocolate bars, each with a different centre, each far sweeter and creamier and more delicious.....’ (chapter 2)

Your mission today is to imagine you are Willy Wonka and you are working on your next invention. Use the boxes below to design your bar!



Name:

Description:

Ingredients:

Cost:

These Missions have been designed to be accessible, using little resources and most importantly fun for your children to complete. Please use what you can, any resources you do not have could be substituted for something else and suggestions have been made for this where possible.