

## Timetable Wednesday 13th May 2020

**Reading Mission:**  
30  
minutes

Support your child to read the following poem and then ask them to read and answer the questions below:

### My Chocolate House

I built my house of chocolate  
from the shutters to the walls.  
My doors are solid chocolate  
at the end of chocolate halls.

I dust with chocolate pudding.  
I take baths in chocolate lakes.  
And when I'm feeling tired  
I sleep on chocolate cakes!

My chairs are chocolate muffins.  
My lamps shine chocolate light.  
My grand piano's cocoa...  
if you're hungry have a bite.

I decorate with chocolate  
down to the chocolate wreath  
I guess that's why my mouth  
is filled with chocolate teeth.



1. What did the author of this poem decide to build his or her house out of?
2. Where does the author of this poem take a bath?
3. What does the author of this poem use for a chair?
4. What can you do with the piano in the house if you get hungry?
5. What is the author of this poem's mouth filled with?

See if you can answer these true or false questions about the poem you have just read:

The author of the poem sleeps on a big cheese sandwich.      T      or      F

The lamps in the house shine chocolate light.      T      or      F

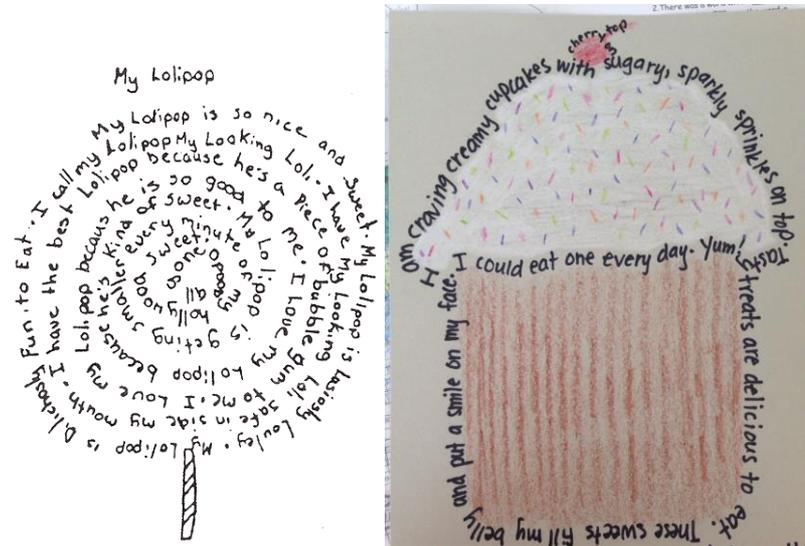
The chairs in the house are blueberry muffins.      T      or      F

The walls and the doors of the house are made out of chocolate.      T      or      F

**Writing Mission:**  
30 minutes

Have a look at these poems:

i) (children's examples – pardon the spelling errors!)



ii)

**I am a type of tasty sweet that comes on a stick. You can suck on me. I am often shaped like a sphere.  
What am I?**

**A lollipop!**

Today your challenge is to write a poem about your favourite food. This can be one of a few different types.

**Choice 1:** A shape poem is a one that is written in the shape of what it is about. For example, one of the poems above is about a lollipop and is written in the shape of a lollipop. Another is about a cupcake and written in the shape of a cupcake.

One way to do this is the draw the outline of your favourite food first and then write your poem inside. You can describe your food using some expanded noun phrases. Describe what it looks, smells and tastes like.

Another way is to write your poem so that the words create the outline of your favourite food.

You can experiment and see what works best for you!

**Choice 2:** A 'What Am I?' riddle gives the reader some clues about what you are describing and then asks 'What Am I?'

For example:

**I come in a paper case. I sometimes have icing on the top and I am a type of small cake.  
What am I?**

**A cupcake!**

Happy poetry writing!

**Maths**  
**Mission:**  
30  
minutes

**Mission 1:** There are two choices for this first mission.

Choice 1: Draw the hour hand and minute hand on the clock faces to show the time.



1 o'clock



half past 5



half past 12



12 o'clock



half past 8



3 o'clock

1.



11 o'clock



half past 6



half past 2

**Teacher Tip:** The minute hand is long hand and the hour hand is the short hand.

If you do not have a printer you could:

i) Make a clock. Instructions below:

Start by asking your child to draw a circle on a sheet of paper by drawing around a plate or bowl. Then ask your child to put on the number 12, 6, 3 and 9 (in that order) in the right places so that they make a cross shape. Then add in the other numbers starting with 1 and ending with 11. Encourage children to notice which numbers are and are not on the clock and which way around the numbers go.

You could then make two hands out of paper and simply ask your child each question and see if he or she can place the hands on the clock to show each different time.

ii) You could again make different o'clock and half past times using an analog clock or you could use the website attached below. Move the clock's hands and your child can tell you each time and/or write the times down.

<https://toytheater.com/clock/>

Choice 2: (Probably easier if you cannot print the resources)

### **Mixed Time Practice**

**Can you write what time each clock shows? Remember, when the minute (big) hand points to the six it is a half past time and when it points to the 12 it is an o'clock time.**



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

**Mission 2: Quiz Time**

How many minutes are in 1 hour?

- a) 60
- b) 12
- c) 24

When the minute hands points to the 6 what is it showing?

- a) o'clock
- b) half past the hour
- c) quarter past the hour

What does it mean when the minute hand has moved halfway around the clock?

- a) 60 minutes have passed
- b) 30 minutes have passed
- c) 1 day has passed

What time does the clock show?



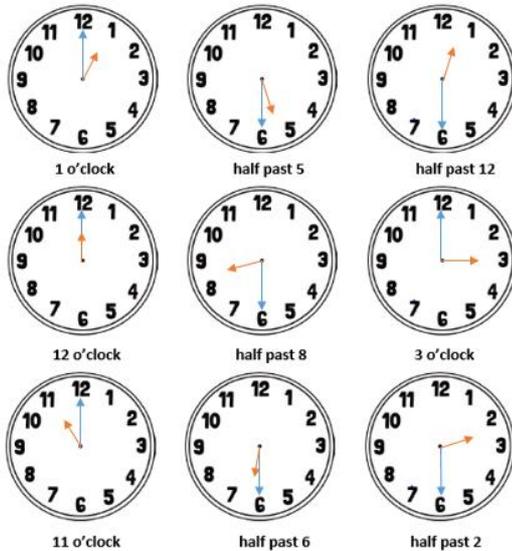
- a) 4 o'clock
- b) 12 o'clock
- c) half past 4

What time does the clock show?



- a) 2 o'clock
- b) half past 2
- d) half past 3

**Answers:**



*How many minutes are in 1 hour? 60*

*What does it mean when the minute hand has moved halfway around the clock? 30 minutes have passed*

*When the minute hands points to the 6, what is it showing? half past the hour*

*What time does the clock show? 4 o'clock*

*What time does the clock show? half past 2*

**Topic**  
**Mission:**  
**Day 3**

**Mission:** Can I make my own simple dance and song?

Watch this clip from Charlie and the Chocolate Factory-  
<https://www.youtube.com/watch?v=QkC8wPSmcPg>

Can you write a new song for the Oompa Loompas to sing and create a new dance routine? Think really carefully about different ways to move your body and listen to the beat of the song.

**Think about these questions:**

How are you going to start your dance?

Are you going to make small or big movements?

What parts of your body are you going to move?

Are you going to travel (move to a different place) or stay in the same place for the whole song?

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.

