**Timetable 1st April 2020**

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| **Reading Mission:** 30 minutes   | **Children to read or support them to read this short text:** **Excerpt from ‘The Snail and the Whale’**This is the bell on the school in the bayringing the children in from their play.This is the teacher holding her chalk, telling the class, "Sit straight, don’t talk."This is the board, as black as soot.And this is the snail with the itchy foot."A snail! A snail!" the teacher turns pale."Look!" say the children, "It’s leaving a trail."This is the trail of the tiny snail.A silvery trail saying, "Save the whale,"These are the children running from school,fetching the firemen, digging a pool,squirting and spraying to keep the whale cool.**After they can answer these questions, these can be verbal answers or they could be written down or typed. Children could even draw their responses.** What does the teacher say to the children?What does having an ‘itchy foot’ mean?How does the snail let the children know that the whale needs their help?Can you spot any words with these sounds in them**: a\_e, ay, ai?**What words did you find? Can you find a word in the story that rhymes with school? |
| **Writing Mission:**  30 minutes | Have a look at this picture. Your challenge today is to think of and write down some questions that you would like to ask the boy in this picture. Think about what about the picture confuses you, and what you would like to find out. Image result for question words handUse this bank of question words to help you start your questions. To challenge yourself, see if you can start each question with a different question word. **Extension: Make a prediction about what you think is happening in this picture and why.**Examples:How did a whale get into your bath?Where did you get that whale from?What are you doing in the bathroom?  |
| **Maths Mission:** 30 minutes  | Do Now: Using the strategies we have learnt in school can you answer the addition equation below? You may want to use your number bonds to 10, near doubles or put the biggest number in your head and then hold up the second number on your finger and count on. e.g. 6+4 If you are unable to print the equations, you or your child can copy these out onto a piece of paper.  Today you will be using place value to partition (split/ break) teen numbers into groups of tens and ones. For example, the number 25 had 2 groups of tens and 5 ones. In a 2-digit number, the number on the left tells us how many tens it had and the number on the right tells us how many ones it has. Mission 1: Go on a hunt around your house and see how many pencils/ pens or laundry pegs, or bags of crisps or any other object you can find in 3 minutes. If possible, choose something you have a lot of in your house. Using pencils to group is just an idea, you might want to use toy cars, Lego bricks or even cheerios but make sure you have more than 10 and less than 50. First, you need to count each object you have found and write down your answer on a piece of paper. Next, you are going to recount the objects but every time you count 10 of them you are going to group those objects together by either putting an elastic band or hairband around them or by putting them into piles of 10. This will tell you how many groups of 10 there are. Any objects left over that are not in a group of 10 are called ones. Finally, see if you can fill in the gaps in this sentence: There are \_\_\_\_\_\_\_ altogether. \_\_\_\_\_\_has \_\_\_ groups of tens and \_\_\_\_ ones. For example, there are 42 altogether. 42 has 4 groups of tens and 2 ones.  Then have a look at the numbers below. See if you can use the digits to work out how many groups of ten and how many ones each number has. 25571334REMEMBER, you can write the tricky word ‘to’ above the number to help you. The number the t’ is the number of tens and the number under the ‘o’ is the number of ones. Example:Challenge: Have a go at writing some two-digit numbers in a part-part whole model. For example, if the whole is 42, the parts are 40 and 2 because it has 4 tens (10, 20, 30, 40) and 2 ones (1,2). Example: Remember the whole (the original number) goes in the left box and the parts that you have split go into the two boxes on the right. |
| **Topic Mission:**  **Day 3** | Mission: Can I test out a product I have designed?By the end of this mission, children will have made their own worry monster. Worry monsters are friendly monsters that nibble up worries and make them go away! Part 3: Today the children need to try out their worry monsters before they evaluate them tomorrow. Children will need to use a piece of paper (could be any kind of paper, scrap or notebooks) to write or draw a worry and put it into the worry monster. Get children to really think about this, how are they feeling today, is there anything they are worried about or particularly happy about, are they thinking about something every night when they go to bed? How does this worry make them feel? How can it be made better? They may not have any worries, which is fantastic, instead they may want to write to the monster about their day. An example of a worry entry is below, both a worry and a day entry whatever is applicable: Example 1: *Dear Worry Monster,* *Today I am a little bit worried about being at home all the time. It makes me feel nervous and I get a bad feeling in my tummy. I think this worry could go away if I talked to someone about it and if someone explained what is happening to me. Maybe I could play a game or read a book too.* *Please eat up my worry!* *Love, Miss Betts*Example 2: *Dear Worry Monster,* *I am feeling happy today, the sun is shining and that always makes me feel positive. I have read some of my book which is really interesting and I painted a picture today, something I have not done in a long time! I hope this happy feeling continues, it makes me feel safe and comfortable.* *Thank you for listening Worry Monster.* *Love, Miss Newbery* |

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.

