



Suggested daily timetable

	Morning		Afternoon <i>Begin your afternoon session with some handwriting. Keep those writing fingers moving!</i>
	You can use Phonics Play at any time to practise Phase 6 rules. www.phonicsplay.co.uk		
Mon	Spelling Shed The /l/ or /əl/ sound spelt -le at the end of words	Maths	Geography Beachcombers coastline map work. See below.
Tue	Spelling Shed The /l/ or /əl/ sound spelt -el at the end of words	English	Reading Tongue Twisters Have a giggle with your adult by reading and memorising these sea tongue twisters. See below.
Wed	Spelling Shed The /l/ or /əl/ sound spelt -al at the end of words	Maths	PE Move like creatures under the sea: https://www.bbc.co.uk/programmes/p01rtm6y
Thu	Spelling Shed Words ending -il	English	Geography Beachcombers map work continued. See below.
Fri	Spelling Shed 9:30am Spelling Shed Hive Game for the spellings learnt this week (above)! We'll MarvellousMe the code.	Maths	Art NHS Nightingale would like to digitally share bright and beautiful drawings created by children, with patients and staff at the hospitals. Take some time with your child and create some colourful, cheerful pictures. You could include an appropriate message. Please share online on social media with the hashtag #RainbowsforNightingale. If you haven't already, ask your child why they think the new hospitals are called 'Nightingale'.

Our new topic is Beachcombers – we'll be exploring the wonderful world of deep, dark oceans!

Maths

Monday – Help your child to practise their 5 times tables. Mix them up, put them in a different order to challenge them. Then, ask them some division questions. Again, mix them up to challenge them.

After that, challenge your child to find the 4 facts related to every multiplication number sentence in the 5 times table.

Ask your child to work out which three numbers they will need. Write these on cards and your child can re-arrange them so that the number sentences make sense. E.g:

$$3 \times 5 = 15$$

$$5 \times 3 = 15$$

$$15 \div 3 = 5$$

$$15 \div 5 = 3$$

Wednesday – Help your child to practise their 10 times tables. Mix them up, put them in a different order to challenge them. Then, ask them some division questions. Again, mix them up to challenge them.

After that, challenge your child to find the 4 facts related to every multiplication number sentence in the 10 times table.

Ask your child to work out which three numbers they will need. Write these on cards and your child can re-arrange them so that the number sentences make sense. E.g:

$$4 \times 10 = 40$$















$$10 \times 4 = 40$$

$$40 \div 10 = 4$$

$$40 \div 4 = 10$$

Friday – 2D shapes. Ask your child to name some different 2D shapes. Ask them to write down how many sides and vertices (corners – where two sides join) each one has.

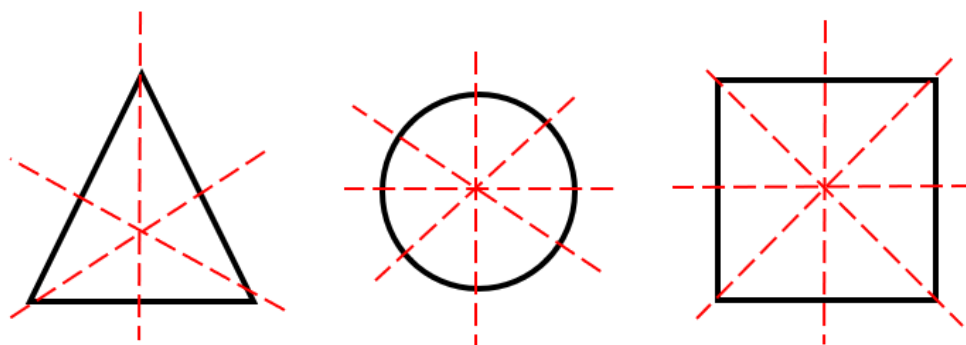
Identify Properties of 2D Shapes

Shape	Name	How many sides?	How many vertices?
			
			
			
			
			
			
			
			
			
			
			
			
			
			

Go on a shape hunt around your house and garden.

How many of these shapes can you find? Are your numbers correct?

Symmetry – Challenge your child to see which of these shapes has a line of symmetry. Could you split it into two pieces that are the same? Some of the shapes have more than one line of symmetry. See if your child can find them.



English

Tuesday / Thursday – If you have the story of *The Snail and the Whale* by Julia Donaldson and Axel Scheffler, read it to your adult. If you don't have the story, you can watch the brilliant tale here: <https://www.bbc.co.uk/iplayer/episode/m000cslw/the-snail-and-the-whale>

After you have read / listened to the story, here are some activities for you to choose from:

- There are lots of adjectives and other descriptive words in the story which describe different things. Can you find them all? Could you make a poster that shows what they are?
- There is a lot of rhyming in the story. Can you find the rhyming words? Can you find other words that rhyme with them?
- Ask your adult to pause at a page / pause the story on the screen. Look at one of the pictures. Can you write about that part of the creatures' adventure? Could you think of words / phrases to describe what is happening in the illustration?
- Look at the illustrations and think of speech / thought bubbles for the animals shown.
- At the end of the story, the snail tells his friends all about his adventure. Can you write the story that he might have said to them?
- The whale sang a song to the snail. Could you write the words to the song, or make up a tune for it?

Geography

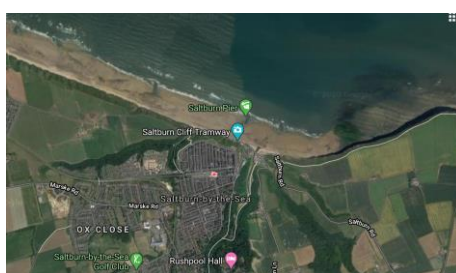
Have a look on Google maps at some local coastlines (<https://www.google.com/maps>).

You could choose Redcar, Saltburn or Whitby. Draw a map of everything you can see on Google maps.

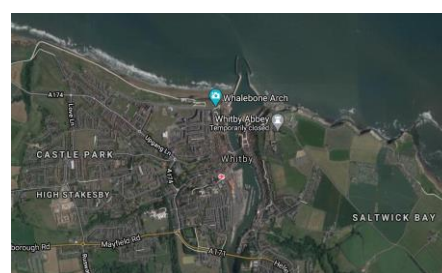
Redcar



Saltburn

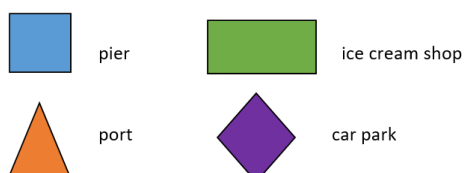


Whitby



Can you create a key to show where everything is?

Like this:



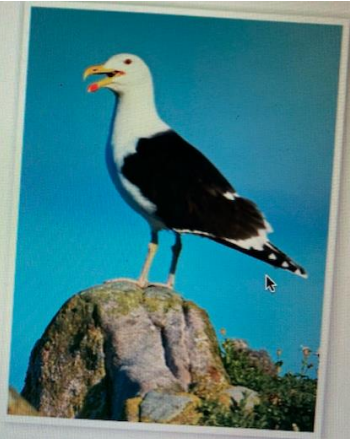
Geography

Use your coastline map that you created on Monday. Go back onto Google maps and have a look at Street View (drag the orange man from the bottom right corner and corner him on the street you want to look at). Walk along the streets of your seaside town. Imagine you really are walking along the sea front, what can you see?

Write some sentences about what you can see. Can you include everything on your map key on your walk?

Reading tongue twisters

The girls screamed because
the gulls were stealing their
ice creams.

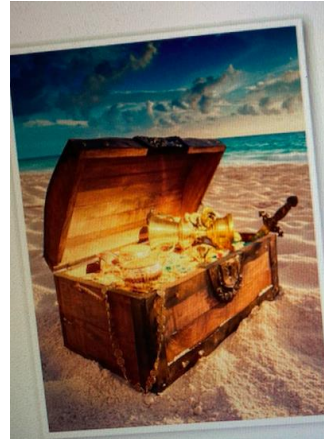


Simon the sailor's ship set
sail upon the seven seas.

Its fancy flag did flap
and flutter in the bracing
breeze.

Simon's ship stopped
suddenly on the sandy
shore.

A trove of tantalising
treasure is what Simon the
sailor saw.



Rocks and cockles,
Cockles and rocks.
Blocks and bottles,
Bottles and blocks.



A sailor went to sea,
To see what he could see.
The sea was all he saw.



Anemones have no enemies
but noise annoys a nosy
oyster.

