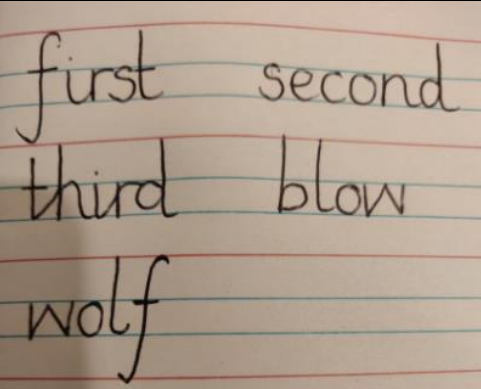


<p>Well-being</p>	<p>Today we would like you to think more about how you are feeling and why you feel the way you do. Throughout the day, your emotions will change; one minute you may feel happy or content, the next you may feel worried or angry. All of these feelings are normal but it is important to recognise them, talk about them and understand why you are feeling this way. Saved in today's folder you can find a feelings tracker which will introduce you to a range of emotions (some may be new to you). Have a look over them with a member of your family, discuss a time you have felt some of them – what made you feel that way? What did you do as a result of those feelings? If they were negative feelings, how did you change them to feel more positive? You may want to play a game of charades, acting out the emotions for someone else to guess.</p> <p>Next week, we would like you to use the tracker to record how you are feelings each day. Note how you feel at different stages, why you feel this way and what you can do to improve any negative feelings.</p>
<p>Live sessions</p>	<p>There is a live phonics session today at 10:20am and a live story time at 2:40pm. The links were sent for these via parentmail. We look forward to seeing you all there.</p>
<p>Reading (15 minutes)</p> <p>Live story (15 minutes)</p>	<p>Continue to work on reading books on Bug Club: https://www.activelearnprimary.co.uk/.</p> <p>Remember it is important to reread books to develop fluency and expression. Encourage your child to discuss the texts they read and answer the comprehension questions by clicking on the bug on selected pages. Please note that books are not registered as completed until your child has answered the comprehension questions. Class teachers only see completed books, not opened books and so unless questions are answered and books completed we are unable to tell if you have read your allocation.</p>
<p>Phonics (20 minutes)</p>	<p>Phonics will be taught live at 10:20am via the link you received through parentmail. It will follow the plan highlighted below.</p> <p>Recap: Join in with a game of gotcha focussing on tricky words and high frequency words.</p> <p>Teach: Today we will be spelling the words first, second, third, blow and wolf.</p> <p>Practice: Roll and write – Miss Brown will roll a dice that says these words. Can you write the one that it lands on?</p> <p>Apply: Read the sentence 'The first little pig had a straw house. The wolf wants to blow it down'.</p> <p>Challenge - Can you challenge yourself to a Quick Write – how many times can you write each word in a minute.</p>

<p>Handwriting/ Spelling (15 minutes)</p>	<p>Today's handwriting focuses on our spellings for this week. Please practice writing these in your book like the words in the image. First, second, third, blow and wolf.</p>	
<p>English (25 minutes)</p>	<p>LO: To publish an advert. Main Activity: We would like you to take a read through your advert today and make any changes that you may need to. As you are The Semar Estate Agents, we would like you to publish your advert in your neatest handwriting on the sheet provided in the folder for today. Alternatively you could publish it in your book with a logo at the top which you could create. You can also add a photo of your finished house at the top. We would like to see your published advert on Seesaw today.</p>	
<p>Maths (30 minutes)</p>	<p>LO: To solve problems of weight and mass. Starter: Flashback 4 – you can view the questions and their answers in Mrs Mercer's video below. Main Activity: We are going to doing some problem solving related to weight and mass today. Take a watch of Mrs Mercer going through our starter for today as well as going through today's learning, looking at problem solving questions related to weight and mass. https://youtu.be/5rAh-pID83A</p>	
<p>Physical Exercise (10 minutes)</p>	<p>Mr Gilkes has had a great idea! He would like us to make our own Katherine Semar exercise videos in the style of Joe Wicks as it would be great to take part with your friends and see yourself on screen. He has made a video to explain here: https://youtu.be/1bWnAFI7AN0 Some children in school had a go and we have put together an example video here: https://youtu.be/ip8kzKDyFeo If you would like to take part, all of the information is on the video and a ParentMail has been sent out. We will be creating a new video each week for you to complete at home, it would be great to get as many children involved as possible so if you don't appear this week, don't worry you'll be on the next one!</p>	
<p>Topic (20 minutes)</p>	<p>Music We are building houses today! Listen to the song with Mrs Cass and then try to add your own sound effects to the song using body percussion and then any items you may find around you! This is part one of the music lesson: https://youtu.be/kIxIWnw15C4 And this is part two!! https://youtu.be/7FIAiwI6Pdw</p> <p>Computing Code Monkey Jr. https://app.codemonkey.com/junior/chapters/sequencing/challenges/1 Building on the activity from last week, children will drag and drop the direction arrows to program the monkey to move on the screen to catch the bananas and unlock the treasure chest. They will need to plan out his route and drag and drop the arrows before instructing him to follow the coding. The children will need to place an arrow for each 'block' so if they want the monkey to move two blocks to the right they will need to drag and drop two right arrows. If they</p>	

make a mistake, they just need to click on the arrows that they have dragged into the boxes and they will disappear. The challenges get progressively more difficult.

Create your own favourite food collage like the ones in this image.

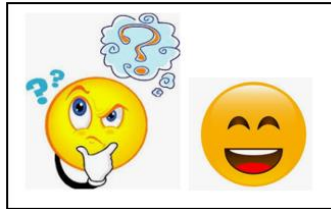
Choose two jobs to do to help around the house or garden.



If you were bigger than your parents, who would be in charge?

Think about the question above and have a 15 minute discussion about it with at least one family member.

Do you still agree with your initial viewpoint?



**Independent
Play Activity
(1hr)**

It's Disco Friday - dress up, turn the music up and dance!