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| **Day** | **Weekly spellings** | **Daily English Task****Weekly Focus:** Transition Week.  | **Daily Maths Task****Weekly Focus:** Revisiting. (8x tables, focus on confident and quick recall throughout the week).  | **Other Subjects**  |
| **Monday**  | veinweigheightneighbourtheyobey gardeninggardenerlimitinglimitedlimitation youngtouchdoubletrouble | **Daily Reading Practise.** Readonline and complete your Accelerated Reader quizzes by logging onto MyON: <https://www.myon.co.uk/login/index.html>**Transition Week** These tasks are to be completed to pass the information on to your new teacher. **End of year memories** Complete the worksheet on end of year memories in the resource booklet. Think about what your favourite lesson was, your favourite memory etc. Please send these in via dojo – I would love to see them!  | Daily Times Tables TTRockstars: https://ttrockstars.com/ Mathletics: https://login.mathletics.com TopMarks: <https://www.topmarks.co.uk>**Transition Week** Work through the resource booklet each day and TTRockstars. The resource booklet has a range of different maths topics to revisit taught subjects. This is to be completed throughout the week.  | **Science –** -Look at the food chains of animals that live in the sea. Discuss and write what a food chain is. -Look at the life cycle of a sea turtle. -Look at habitats of sea creatures, habitats of dolphins and habitats of whales. Contrast them with typical habitats of pond animals and woodland animals. Look for similarities and differences. Use a venn diagram to display this and understand how some elements may cross over. -Research to find out about adaptation in the sea and create a PowerPoint about this. -Research to find out about conservation and what humans can do to help this. Write a letter explaining the importance of this.-What lives in the ocean? Learn the 7 life processes (MRS NERG – movement, respiration, sensitivity, nutrition, excretion, reproduction, growth). Look at the way the different living things move in the water. -Look at exoskeletons, endoskeletons and hydrostatic skeletons; write a definition of each skeleton then write an example of each. Record this in a table. -Use different materials to understand floating and sinking, which materials sink? Which materials float? Why? -Why is the sea salty? You will need: rock salt, containers and strainers. Pour water over the rock salt which is contained in a strainer. The water plus dissolved salt will be collected in a cup. Allow the water to evaporate, observing the remains. This should be done over a 3 to 4 day period, the children will observe that the salt increases each time new water is added. See the art activity to match this, creating a saltwater painting to again observe the evaporation process.  |
| **Tuesday**  | **Daily Reading Practise.** Read online and complete your Accelerated Reader quizzes by logging onto MyON: <https://www.myon.co.uk/login/index.html> **All about me selfie** Complete the all about me selfie in the resource booklet. Draw a picture of yourself and complete the surrounding information about you!  | Daily Times Tables TTRockstars: https://ttrockstars.com/ Mathletics: https://login.mathletics.com TopMarks: <https://www.topmarks.co.uk> **Transition Week** Work through the resource booklet each day and TTRockstars. The resource booklet has a range of different maths topics to revisit taught subjects. This is to be completed throughout the week. | **History –** -How much history is at the bottom of the ocean? <https://www.youtube.com/watch?v=kSBB5PsRV-k> Create a list about what you can find out from history using underwater artefacts. -Ancient cities lost to the sea. Sea levels are rising, this means cities have been lost because of this. Research to find out which cities are now underwater and which cities are in danger of becoming an underwater city. -Continental drift – what happened? What effect did this have on the oceans and sea floor? Use two biscuits to represent two tectonic plates moving into each other, what effect does this have? What about when they move away from each other?  |
| **Wednesday**  | **Daily Reading Practise.** Read online and complete your Accelerated Reader quizzes by logging onto MyON: <https://www.myon.co.uk/login/index.html> **What are you most looking forward to?**Think about returning to school in September (hopefully in more normal circumstances), write down as many things as you can think of, of what you are most looking forward to about being in Class 4. Find the worksheet in the resource booklet.  | Daily Times Tables TTRockstars: https://ttrockstars.com/ Mathletics: https://login.mathletics.com TopMarks: <https://www.topmarks.co.uk>**Transition Week** Work through the resource booklet each day and TTRockstars. The resource booklet has a range of different maths topics to revisit taught subjects. This is to be completed throughout the week. | **Art/DT -** -Beat the flood challenge. Look at the PowerPoint and supporting resources, create a structure to beat the flood due to rising sea levels. -Use different layers of paper to create an under the sea image with different dimensions. -Create a shoebox under the sea display. Look at Google images for inspiration. You could also use an egg box. -Use a paper plate to create a jellyfish. -Create an under the sea style bookmark to use. -Use a paper plate to make a fish. -Do you have a spare plain t-shirt? Use this as a blank canvas to promote reducing plastic pollution in our oceans. -Have you used something plastic for example, a water bottle? See if you can reuse it for something else or turn it into something else! -If you complete the science activity ‘why is the sea salty?’, complete a saltwater painting to once again observe the evaporation process. Mix warm water, salt and food colouring. Paint pictures with the mixture on white paper. Leave it to dry. The water will evaporate, but the salt remains, creating a beautiful picture.  | **Music** – -Listen to the song ‘Under the Sea’ from the Little Mermaid. Write their own song to describe what is under the sea. -Listen to sounds of crashing waves, discuss what you like about it/what you don’t like about it. -Create a rap about saving our seas from plastic pollution. -Use junk model materials to create a musical instrument that represents the sounds of the sea.    |
| **Thursday**  | **Daily Reading Practise.** Read online and complete your Accelerated Reader quizzes by logging onto MyON: <https://www.myon.co.uk/login/index.html>**A letter to my new teacher**Write a letter to your new teacher, what would you like them to know about you? Include what you are looking forward to – use your writing from yesterday to help! What would you like to know about your new teacher? Find lined paper in the resource booklet.  | Daily Times Tables TTRockstars: https://ttrockstars.com/ Mathletics: https://login.mathletics.com TopMarks: <https://www.topmarks.co.uk>  **Transition Week** Work through the resource booklet each day and TTRockstars. The resource booklet has a range of different maths topics to revisit taught subjects. This is to be completed throughout the week. | **Computing** – -Complete a ThinkUKnow activity on our class blog – e safety. -Create a leaflet about animals in the sea. -Create a PowerPoint about adaptation. -Create a poster using Publisher to promote reducing plastic pollution.  | **Geography –** -Watch <https://www.thewrap.com/simon-cowell-britains-got-talent-johannes-stoetter-body-art-ocean-pollution-video/> discuss the effects of pollution on the sea and what this could mean for animals that live in the sea. Create a poster persuading people to take home their rubbish when they visit the sea. -Research to find out the 5 oceans and where these are in the word. Make a note of this. -Discuss what will happen if fishermen fish too much in the sea. Write a persuasive letter to fishermen about reducing the amount of fishing they do and the reasons for this. -Look at images of different seas in the local area, understand that not all beach areas are the same. -Look at the Wild Swim Map <http://www.wildswimming.co.uk/wild-swim-map-uk/?multi_region=wild-swim-map-uk> Look at where they are in the UK, use the compass points to describe this.  |
| **Friday**  | **Daily Reading Practise.** Read online and complete your Accelerated Reader quizzes by logging onto MyON: <https://www.myon.co.uk/login/index.html>Spelling test. Record a score out of 15. **A letter to Class 2** Write a current letter to the children in Class 2 to tell them all about Class 3. What would you like them to know about Class 3? What was your favourite subject? What was your favourite lesson? Any advice you would give them about moving into Key Stage 2? Find lined paper in the resource booklet.  | Daily Times Tables TTRockstars: https://ttrockstars.com/ Mathletics: https://login.mathletics.com TopMarks: <https://www.topmarks.co.uk> **Transition Week** Work through the resource booklet each day and TTRockstars. The resource booklet has a range of different maths topics to revisit taught subjects. This is to be completed throughout the week. | **PE/ Movement –** **-**Joe Wicks 9:00am every morning, PE sessions. YouTube. -Just Dance –YouTube. **-Pearl Divers** - Place a hoop, box or a looped skipping rope in the middle of the space. This is the oyster. Fill the oyster with balls. These are the pearls. At equal distance from the centre, place a number of markers, such as a cone or a jumper, for each player or team to stand by. These are the boats. Children ‘swim’ from their boats to the oyster to collect a pearl - only one can be carried at a time - and return to their boat. Once all the pearls are gone from the centre, the game is over and the children can count their ‘pearls’. The player or team with the most pearls wins.**-Stormy Waters.** Set out hoops or cushions and play music. While the music is playing, the children can swim around in the ‘sea’. When the music stops, call ‘stormy waters!’ and the children must stand in a hoop or sit on a cushion with no part of them left in the sea. Remove a hoop or cushion until only one is left.**-Port and Starboard** Children follow the commands of the leader as detailed below. If you have younger children playing, you may just choose to use four of these commands. Port - Run to the left of the space. Starboard - Run to the right of the space. Bow - Run to the front of the space. Stern - Run to the back of the room. Captain’s Coming - Stand completely still (at alert) and salute. Scrub the Decks - Get down on their knees and pretend to scrub the floor. Climb the Rigging - Pretend to climb rigging. Man the Lifeboats - Move on the floor pretending to row. Submarine - Lie on your back with one leg in the air. Walk the Plank - Walk along a thin line then shout “Splash”. Seagull Attack - Wave arms frantically in the air.**-Starfish Target** Print out these Numbered Starfish and place 1-10 in a line with the highest number farther away to offer more challenge for the older children. Ask the children to take it in turns to throw a beanbag four times to land on the starfish or throw a tennis ball to try to hit the target. The children add up the points from the starfish they land on or hit which is their score for that turn. Who gets the highest score? Can each child beat their own record?**-Shark Tag** One person is the shark (you can even make a headband with a shark fin). The children play tag. Whomever the shark eats either sits outside of the game or also transforms into a shark. |
| **Useful websites:** <https://ttrockstars.com/> Build up their score to create their rock star by practising times tables. Login is in their homework book. [www.topmarks.co.uk](http://www.topmarks.co.uk)Hit the button times table challenge game and others.uk.**mathletics**.com- Your child’s login is in their homework book.Extra reading books[**https://www.oxfordowl.co.uk/**](https://www.oxfordowl.co.uk/)Games and clips [**https://www.bbc.com/bitesize/subjects/zv48q6f**](https://www.bbc.com/bitesize/subjects/zv48q6f)www.**phonicsplay**.co.uk**If you need any password/usernames contact Miss Denham via dojo and she will respond as soon as possible.** |