




09:00 - 10:00	10:00 - 11:00	11:00 - 12:00	13:00 - 14:00	14:00 - 15:00	
READING	WRITING	MATHS	PROJECT	PHSE	STORY TIME
<p>THIS WORK WILL NEED TO BE SENT TO YOUR CLASS TEACHER </p> <p>Red Group Please watch this video.</p> <p>Pink Group Please watch this video.</p> <p>Yellow Group Please watch this video.</p> <p>Blue Group Please watch this video.</p> <p>RWI comprehension Group Please watch this video and please complete Drusilla's Diary worksheet.</p> <p>Please log into Bug Club to read a book. Please read this book several times with</p> 	<p>To use imperative verbs</p> <p>In this lesson we will learn what an imperative verb is, practise using them and then identify them in sentences.</p> <p>You will need a piece of paper and a pencil to write in.</p>	<p>THIS WORK WILL NEED TO BE SENT TO YOUR CLASS TEACHER </p> <p>Representing data in a tally chart or block diagram</p> <p>In this lesson, you will be creating a block diagram from a tally chart and interpreting data from this.</p> <p>Log into My Maths for extra activities.</p>	<p>What have we learnt about Africa?</p> <p>Follow along with Miss Morgan to see what we have learnt so far about the continent Africa.</p> <p>You will need to print this worksheet to complete with the lesson.</p> <p>Here are the videos to watch to help you with your fact file:</p> <p>Lion Leopard Elephant African Buffalo Rhinoceros</p>	<p>Playing together but apart</p> <p>In today's lesson, we will be adding another important item into our time capsule. We will take the challenge of not being able to play some of our favourite playground games and create new ones or adapt the existing ones. The key will be that they will be safe and ensure a safe distance is maintained. Isn't it interesting to think how future generations may view this?</p> <p>You will need a piece of paper and something to write with.</p>	<p>Matilda</p> <p>Listen to the next chapter in the Matilda.</p>

Please photograph your work and send it to your class teacher using your class email address by 4:00pm for marking and feedback.

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