

Please email your child's work or any queries to the office at secretary@st-margarets-dover.kent.sch.uk

WB 10 th May	Monday	Tuesday	Wednesday	Thursday	Friday
Spellings	Write out this week's spellings (see below) You may want to practise these daily using the look, say, cover, write method.	The /l/ or /əl/ sound spelt '-el' at the end of words Revisit words spelt -le. Talk about words with same sound spelt -el. Use the words below to make cards and sort them into two groups. -le and -el.	The /l/ or /əl/ sound spelt '-el' at the end of words Go in the garden/playground. Label one side -le and the other -el. Call out a word and ask the children to run to the correct side of the playground depending on the spelling of the ending. Hold up the word card and ask the children to chant it letter by letter.	The /l/ or /əl/ sound spelt '-el' at the end of words Display a list of words with the '-le' or '-el' missed off. Ask the children to work with their spelling partners to write the words with the correct ending. Reinforce asking 'Does it look right?' or 'Have I seen this word written like this in a book?' Check spellings as a class.	Spelling Quiz – remember this is just for fun! Have a go at writing this week's spellings.
English Encourage your child to retell the story daily. Together, on their own – to a friend or family member, using their story props.	WALT: retell a story, referring to most of the key events and characters. Share the story 'How the world was made'. Read it together, in groups, pairs and independently. Can your child retell the story-naming key events and characters?	WALT: recognise simple similes Discuss the similes in the story <i>e.g. play his flute like songbirds singing</i> . Can you think of any similes you know? Can you create your own to replace those in the story?	WALT: develop and order my ideas through participation in drama/role play/improvisation Make a story scene picture, props/puppets and act out the story in pairs. You may like to create your story using shadow puppets.	WALT: create/write a simple plan including a range of features. (story map) Draw a story map remembering to include all main events and characters. Use your story map to retell the story to a group of friends or partner. You may like to begin writing your story.	WALT: write for different purposes – a retelling of a story Write a retelling of the story 'How the world was made', using the story map you have drawn to help you. Challenge: take pride in your writing. Check for spelling and punctuation mistakes and correct. Read your story to a friend.

Maths <i>this week’s starters will focus on revising knowledge on money – choose the appropriate level for your child</i>	Starter: play Toy shop money game WALT: find combinations of coins that equal the same amounts of money. Watch Compare money Activity	Starter: play coins game WALT: solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Watch find the total Activity	Starter: play money change game WALT: begin to solve problems involving giving change including change from non-multiples of 10 using counting up. Watch find the difference Activity	Starter: play coin cruncher WALT: Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Watch find change Activity	Starter: play coin calculator WALT: solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Watch two step problems Activity
PSHE WALT: understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not; know which types of physical contact I like and don’t like and be able talk about this Draw a shape on a partner’s back. Can they name it? Discuss if we are comfortable to do this. What could we say if we are not? Think of at least five different ways people use the sense of touch to communicate with friends and family - a handshake, a hug, a kiss, a pat on the back, a tap on the shoulder, holding hands, putting a comforting arm round, etc. Do you like some of these touches and not others? Discuss the sort of touches they like and who they like them from, e.g. a wet kiss from their dog, a hug from a parent or carer, being tickled, holding hands in a crowded place, a rough-and-tumble/play fight with a friend, etc. Share ideas and make a list. Discuss some of the touches that we don’t like e.g. fighting in the playground, pushing and shoving, a smack or a thump, smothering hugs from a relative or family friend, etc. It is OK not to like some forms of physical contact/ touch. Different people prefer different types of touch e.g. some people like being tickled and others don’t. How can you make sure that hands are kind hands that don’t hurt other people. Everyone has the right to say, “Please stop, I don’t like that” Activity – Children draw around their hands. Invite the children to think of a touch they like ‘I like this touch because...’ e.g. ‘I like a bedtime kiss from my mum as it makes me feel warm and safe’ and draw/write it in one hand. Now do the same for a touch they do not like. I do not like this touch because..... e.g. ‘I do not like it when my brother punches me because it hurts’. There are lots of different types of touching, some we do like and some we don’t like; some are acceptable and some are unacceptable. Touch is an important part of relationships but any physical contact with others should respect their wishes and ours. It is OK to speak up when we don’t like being touched in a certain way. We need to give our permission to be touched as our bodies belong to us.	Art and Design WALT: explore images and recreate textures using wallpaper, string, polystyrene etc. This week we will print with different materials such as string and card. Take a look here for some inspiration. Music WALT: show imagination within compositions and explore use of sound. Watch here to find out about body percussion. Now explore your own body percussion to create a piece of music of your own.	Science WALT: find out about the conditions in a desert habitat. What lives in a desert habitat? R.E WALT: describe how Jewish people might help people making links to the festival of Sukkot Tzedekah is the Jewish idea of charitable giving to those who need help. For Jewish people this is part of making the world a better place, fairer and more just. For Jewish people this is following the teaching of God; <i>For there will never cease to be needy ones from the midst of the land, which is why I command you: open your hand to your fellow, to your poor and your needy in your land. Deuteronomy 15:11</i> Find out about the festival Sukkot below .	PE WALT: master a variety of jumping techniques with control Play: Line bounce And head shoulders knees and toes Geography WALT: find out about the climate in Australia and compare it to England In school we will find out about the weather and the seasons in Australia. We will compare the weather in Sydney and London each day for a week. See below. Watch this video to find out what months of the year the different seasons are in Australia. How are they different to England?	Computing WALT: To give a set of instructions to follow and predict what will happen. Using 2Diy3D on Purple Mash – can you edit the prizes in your game? Can you change the value of the prizes and calculate the maximum amount you could get? Can you predict how easy or hard it will be to collect the prizes and use the baddies to make it harder? Test your predictions and see if someone else can test your game? Purple Mash	

	Monday	Tuesday	Wednesday	Thursday	Friday
<i>middle</i>					
<i>tickle</i>					
<i>apple</i>					
<i>little</i>					
<i>camel</i>					
<i>tunnel</i>					
<i>towel</i>					
<i>parcel</i>					
<i>label</i>					
<i>angel</i>					

Monday English 10.5.21

How the world was made

Once upon a time there was no sun, no moon, no stars. There was only darkness.

On the first day of the week the piper began to bang his great bass drum like thunder beating and the mountains appeared, one by one.

On the second day of the week the piper began to play his flute like songbirds singing and the rivers flowed down the hills and into the sea.

On the third day of the week the piper began to bang his silver cymbals like storm waves clashing and the forests appeared, flowing like water over the land.

On the fourth day of the week the piper began to play his violin like the wind singing in the trees and the grasses grew and swept like waves across the earth.

On the fifth day of the week the piper began to strum his guitar like the rhythm of the rain and with each note a new creature appeared.

On the sixth day of the week the piper began to click his castanets like bony fingers snapping and man and woman grew in the forest.

On the last day of the week the piper began to sing like a thousand choirs and as the piper sang the sun, the moon and finally the stars appeared one by one in the great open skies.

So the world began.

Tuesday 11th May 2021

middle	tickle	apple	little
circle	table	giggle	puddle
camel	tunnel	towel	tinsel
parcel	angel	squirrel	label

Wednesday 12th May 2021 RE

Sukkot — a Jewish celebration of Fall! (Autumn)



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Sukkot (say "sook-koht" or "sook-kuss") is a week-long Jewish celebration of the fall season. If you want to learn more about this joyful time, read on!



What is it?

People celebrate the harvest in a community sukkah in Safra Square, Jerusalem, 2009. (Wikimedia)

Sukkot is a little like Thanksgiving because it is a festival for giving thanks for many things, like food and shelter.

The holiday celebrates the farmer's yearly harvest, which takes place in the fall.

Sukkot also commemorates the biblical story of the Jews' escape from Egypt, where they wandered for 40 years through the desert, living in temporary shelters.

How is it celebrated?



Even those who live in apartments build sukkahs, like these ones in balconies. (Photo by Ze'ev Barkan licensed CC BY 2.0)

The word "sukkot" means "booths," like the shelters the Jews lived in when they were travelling through the desert, or the shelters farmers use while gathering the harvest.

During Sukkot, Jewish families build a temporary little hut or shelter in their yard, called a sukkah (say "sook-kaw").



A family celebrates Sukkot with a meal inside their decorated sukkah. (Wikimedia/Tjurfsten/CC BY-SA 3.0)

The roof covering must be made of something that used to grow in the earth like palm leaves or bamboo sticks, and the walls can be made of any material that can hold up to wind.

Families will decorate their huts with leaves, fruit and vegetables, along with their kids' artwork. It is traditional to eat meals in the sukkah, and some people even sleep in them during the week-long celebration.

A drive-in sukkah is useful during the pandemic



Young boy looks up at the temporary drive-in sukkah, which is a shelter covered in palm leaves. (Joe Raedle/Getty Images)

This year, some synagogues have constructed drive-in sukkahs. A drive-in sukkah allows people to remain in their cars as they sit in the sukkah, which serves as a reminder of their connection to nature. It's a safe and healthy alternative for people to observe the holiday during the pandemic.

Are there any other special traditions?



Worshippers with their lulavim (plural for lulav) during the Sukkot weekday morning prayer service in Jerusalem. (Photo by [BDNEGIN](#) licensed [CC BY-NC-ND 2.0](#))

Another Sukkot tradition is to make a **lulav** (say "loo-lahv"), which is a group of branches that are tied together. These include a palm branch, myrtle (an evergreen shrub) and willow branches.



Branches tied together to make a "lulav," a yellow "etrog" fruit, and in the middle is a silver etrog box to hold the fruit. (Wikimedia/Gilabrand/CC BY-SA 3.0)

These are held in one hand, while a citrus fruit called an **etrog** (like a lemon) is held in the other.

These items are waved in all directions (north, south, east, west, up and down) and traditional prayers are chanted.

What do you say to someone celebrating Sukkot?



During Sukkot, many large cities set up sukkahs that the public can go to, like this one in New York. (Photo credit: Edgar Zuniga Jr. via Visual hunt / CC BY-ND)

While celebrating Sukkot, you might hear people say **Chag Sameach** (say "chahg sah-MEY-atch), which means "joyous festival!"



The infographic is set against a background of a world map with Australia highlighted. It features a central white box with a blue border. At the top left of the box is a rain cloud icon, and at the top right is a sun behind a cloud icon. The title 'Weather in Australia' is centered at the top in a large, bold, black font. Below the title are six horizontal bars of alternating colors (blue, red, blue, red, blue, red) containing text about the seasons. The text is in a sans-serif font. The bottom right of the infographic features a stylized tree with orange and red autumn leaves. The background map shows the outlines of continents and oceans in light green and blue.

Weather in Australia

The weather in Australia changes over the year. Australia has different seasons of weather.

In Australia, the four seasons are summer, autumn, winter and spring. The seasons are identified by the group of calendar months which they belong to.

In Summer (December, January and February), the weather is hot. Some parts of Australia are humid and other parts are dry.

In Autumn (March, April and May), the weather becomes cooler.

In Winter (June, July and August), the weather is cold and rain and storms are common. Some places in Australia get snow.

In Spring (September, October and November), the weather becomes warmer, however, it is still very mixed. There can be rain, wind and cool days.

