

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

WB 17 <sup>th</sup> May	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Spellings</b> This week we will be revising adding the plural -s and -es</p>	<p>Read and write the spellings below. You may like to practise them each day by using the look, say, cover, write method.</p>	<p>Play <a href="#">Plural Pirates</a> adding -s or -es</p> <p>Watch the demonstration and play the game</p>	<p>Play <a href="#">Plural Pirates</a> adding s or -es</p> <p>Watch the demonstration and play the game</p>	<p>Play <a href="#">Plural Pirates</a> adding Changing y to an i and adding -es</p> <p>Watch the demonstration and play the game</p>	<p>Spelling Quiz. Have a go at writing the words you have been learning this week <i>Remember this is just for fun!</i></p>
<p><b>English</b> <b>How the World Began</b></p>	<p><b>WALT: take pride in my writing</b> Edit your story from last week and re-write it in your publishing book. Remember to:  Check punctuation and spelling Add improvements e.g events that you may have missed out.</p>	<p><b>WALT: draw a story map and create similes</b> Create a story map for your adaptation to 'How the world began'. Add substitutions such as new instruments and similes.</p>	<p><b>WALT: write for different purposes (story)</b> Use your story map to write your own adaptation of the story 'How the World Began'.</p>	<p><b>WALT: check my writing makes sense and make improvements</b> Finish writing your story. Edit your work ready to write in your publishing book. Remember to check: Punctuation Use of similes Make any improvements to your work.</p>	<p><b>WALT: take pride in my writing</b> Publish your story. Write your story out neatly in your 'publishing book'. Show pride in your work and read it to/with a family member or friend.</p>
<p><b>Maths</b></p>	<p><b>Starter:</b> play <a href="#">telling the time</a> (choose telling the time to the hour/half hour and 12 hour clock) <i>REVISION</i></p> <p><b>WALT: tell the time o'clock, half past, quarter past and quarter to</b></p> <p>Make your own paper clock or use the clock <a href="#">here</a>. Play 'What's the time Mr Wolf?' Children to find the time on their clock and to correct if needed.</p>	<p><b>Starter:</b> : play <a href="#">telling the time</a> (choose to the quarter hour and 12 hour clock)</p> <p><b>WALT: tell the time in 5 minute intervals</b> <a href="#">teaching clock</a></p> <p>Set the time: Ask children to set the time to various times to 5 minute intervals:</p> <p>They may like to use the clock they made yesterday.</p>	<p><b>Starter:</b> play <a href="#">telling the time</a> (choose 5 minute intervals and 12 hour clock)</p> <p><b>WALT: tell the time in 5 minute intervals and begin to write the hands on a clock to show these times.</b></p> <p>Children will draw times on clocks to 5 minute intervals.</p>	<p><b>Starter:</b> play <a href="#">telling the time</a> (choose 5 minute intervals and 12 hour clock)</p> <p><b>WALT: know the amount of hours in a day.</b></p> <p>See <a href="#">hours and days</a>.</p> <p>Carry out the activity</p> <p>Children use time facts they have learnt to help with this activity. They could use a clock to help them check certain facts.</p>	<p><b>Starter:</b> what can you do in a minute? E.g <i>How many star jumps can you do? How many times can you write your name?</i></p> <p><b>WALT: compare and sequence intervals of time</b></p> <p>Carry out the activity on the class page.</p>

	<p><b>PSHE</b>  <b>WALT: demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</b></p> <p>We will think about ways we may have fallen out with a friend and how we can mend a friendship. See 'mending friendships' below. The children will role play their scenarios.  e.g. 'I feel angry because...', 'I was upset but now that I've calmed down...', 'I didn't know you felt like that...', 'The way I saw it was...', 'I'm sorry that I...', 'Why don't we...?'</p>	<p><b>Art and Design</b>  <b>WALT: create a collage picture</b>  This week we will be using our prints we made last week to create a collage or picture.</p> <p><b>Music</b>  <b>WALT: compose using percussion instruments</b>  Listen to the Australian bird calls <a href="#">here</a>.  In school we will be using percussion instruments and matching them to three chosen bird calls. We will be looking at dynamics, rhythm and tempo. (see below for <i>vocabulary meaning</i>)  <i>Why not use objects around the home to create your own piece of music?</i></p>	<p><b>Science</b>  <b>WALT: learn about the conditions in a rainforest habitat</b></p> <p><a href="#">What lives in a rainforest habitat?</a></p> <p><b>R.E</b>  <b>WALT: describe how Mother Theresa put her beliefs into action</b></p> <p>Find out about Mother Teresa (see <i>class home learning page</i>).</p> <p>Draw and write about her story.</p>	<p><b>PE</b>  <b>WALT: master a variety of jumping techniques with control</b></p> <p>Play:  <a href="#">Jump the stream</a>  And  <a href="#">Standing Triple jump</a></p> <p><b>Geography</b>  <b>WALT: find out about Australia's physical features</b>  Share the information about Australia's physical features with your child. (see <i>class 2 home learning page</i>)  Choose an Australian physical feature to write about. Remember to safe search with w grown up.</p>	<p><b>Computing</b>  <b>WALT: To give a set of instructions to follow and predict what will happen.</b></p> <p>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?</p> <p>Test your predictions and see if someone else can test your game?</p> <p><a href="#">Purple Mash</a></p>
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	Monday	Tuesday	Wednesday	Thursday	Friday
owls					
chairs					
cakes					
torches					
dishes					
boxes					
babies					
berries					
skies					



Relationships

Mending Friendships PowerPoint Slide 2 - Ages 6-7 - Page 3

Mending Friendships

	<p><b>Stop</b></p> <p>Think about how you're feeling. Angry? Upset? Disappointed? Let down?</p> <p>Try to calm these feelings so you can think about what's gone wrong.</p>
	<p><b>Get Ready</b></p> <p>Look at each other's point of view.</p> <p><b>Listen</b> to how the other person sees it.</p> <p><b>Talk calmly</b> about how you see it.</p> <p>Work out what's gone wrong.</p>
	<p><b>Mend The Friendship</b></p> <p>Say sorry if you need to (even if it's hard).</p> <p>Agree how to put it right.</p> <p>Do something fun together.</p> <p>Have a special 'make friends' sign, gesture or phrase (touch little fingers, say "make friends, make friends...").</p>

Key Vocabulary	
<b>Composing</b>	Creating and developing musical ideas
<b>Dynamics</b>	Playing loudly, softly, quietly
<b>Melody</b>	Different notes are used to make a tune
<b>Metronome</b>	Makes a sound to help you play in time with the beat
<b>pitch</b>	High and low sounds
<b>Rhythm</b>	Repeated pattern
<b>Tempo</b>	How fast or slow the music is played
<b>Timbre</b>	Quality of sound