Friday 12th February 2021

Phonics:

Remember to choose either must, should or could.

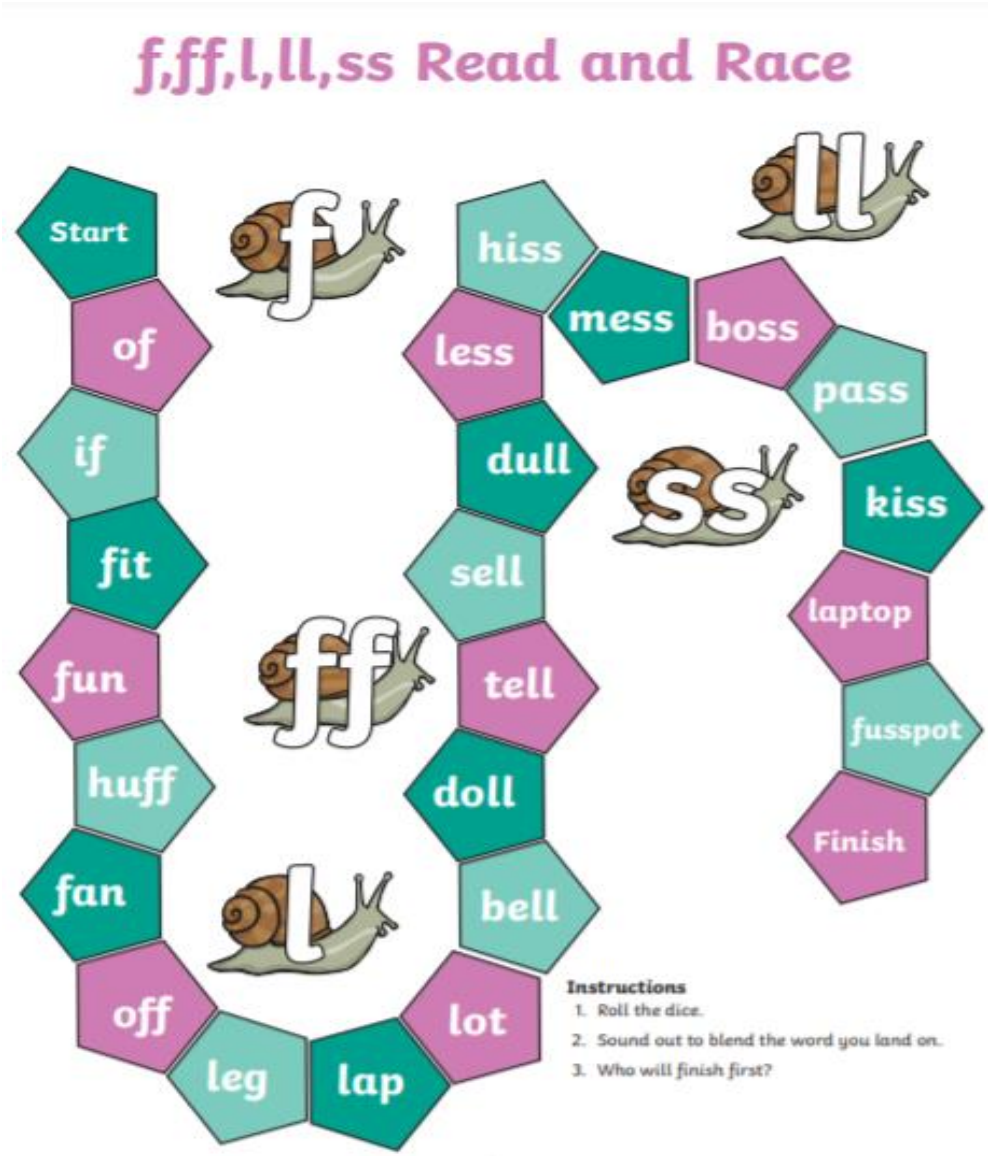
Must

Watch this episode of 'Alphablocks' again to practise sounding out and blending words that have the 'ss,' 'ff' and 'll' sounds in them:

https://www.youtube.com/watch?app=desktop&v=ctH7_nRbvv0

Join in with the video to practise sounding out and blending these words.

Play the game below and make sure that you read each word:



Can you try writing some of these words?

Should

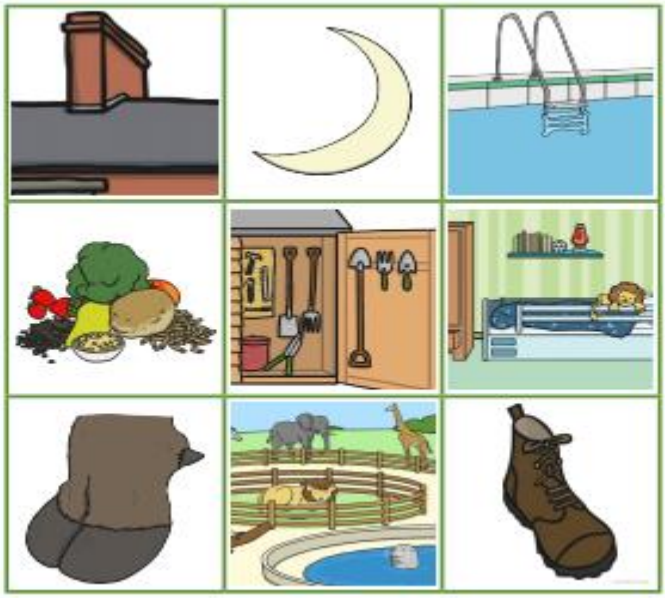
Watch the following video again explaining the digraphs 'oo' (long sound) and short sound 'oo.'

https://www.youtube.com/watch?v=ONgqoexO8gY

Join in with the video to practise how to pronounce the sounds correctly and how to sound out and blend words that have these sounds in them.

Read each word by sounding out and blending. Then decide whether each word has the short or long 'oo' sound and cut and stick them into the correct grid. Can you write some of these words?

short 'oo'			long 'oo'		



Can you now write an interesting sentence with one or more of these words and include a capital letter and a full stop? Can you extend your sentence with the conjunction 'and'?

<u>Could</u>

Watch the following video showing words with the digraph 'ew.'

https://www.youtube.com/watch?v=GJL84QOnGIA

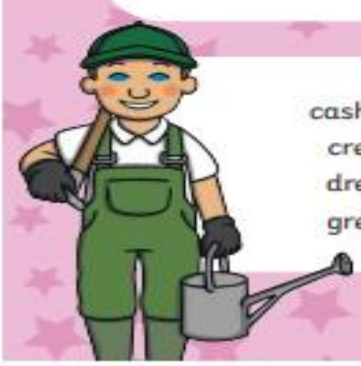
Join in with the video to practise how to pronounce the sound correctly and how to sound out and blend words that have this sound in them.

Complete the word search below by colouring or circling all the words that have the 'ew' sound in them.

Can you spot these words in the grid?

ew

c	v	t	s	e	w	e	r	l
r	r	a	x	c	i	y	d	k
e	t	t	f	c	o	c	r	u
w	h	i	s	r	d	a	e	p
s	r	l	z	h	o	s	w	v
i	e	m	g	n	r	h	j	y
e	w	a	f	r	b	e	q	l
u	n	s	c	r	e	w	w	v
a	p	o	n	r	x	w	j	d



cashew
crew
drew
grew

sewer
shrewd
threw
unscrew

Then can you write an interesting sentence using a word or words containing the 'ew' digraph? Try to include a range of adventurous adjectves, conjunctions and maybe even a simile and/or an adverb.

English:

Our focus adjective:

Fragile – which means something that is easily broken or damaged.

Can you use this word in your writing today?

SPaG (starter task to complete before doing the main task below):

Complete the following activities:

a

Tick where 'and' should go in the sentence.

I have ham eggs.

b

Circle the words you think should have a capital letter.

spain **sun** **monday**

c

Add ? or ! to complete this sentence.

This is hard

d

Which tricky word has Mr Whoops been juggling with?

s h a

e

Add the prefix 'un' to this word to change the verb to its opposite.

dress _____

f

Practise writing these tricky word spellings.

like _____

some _____

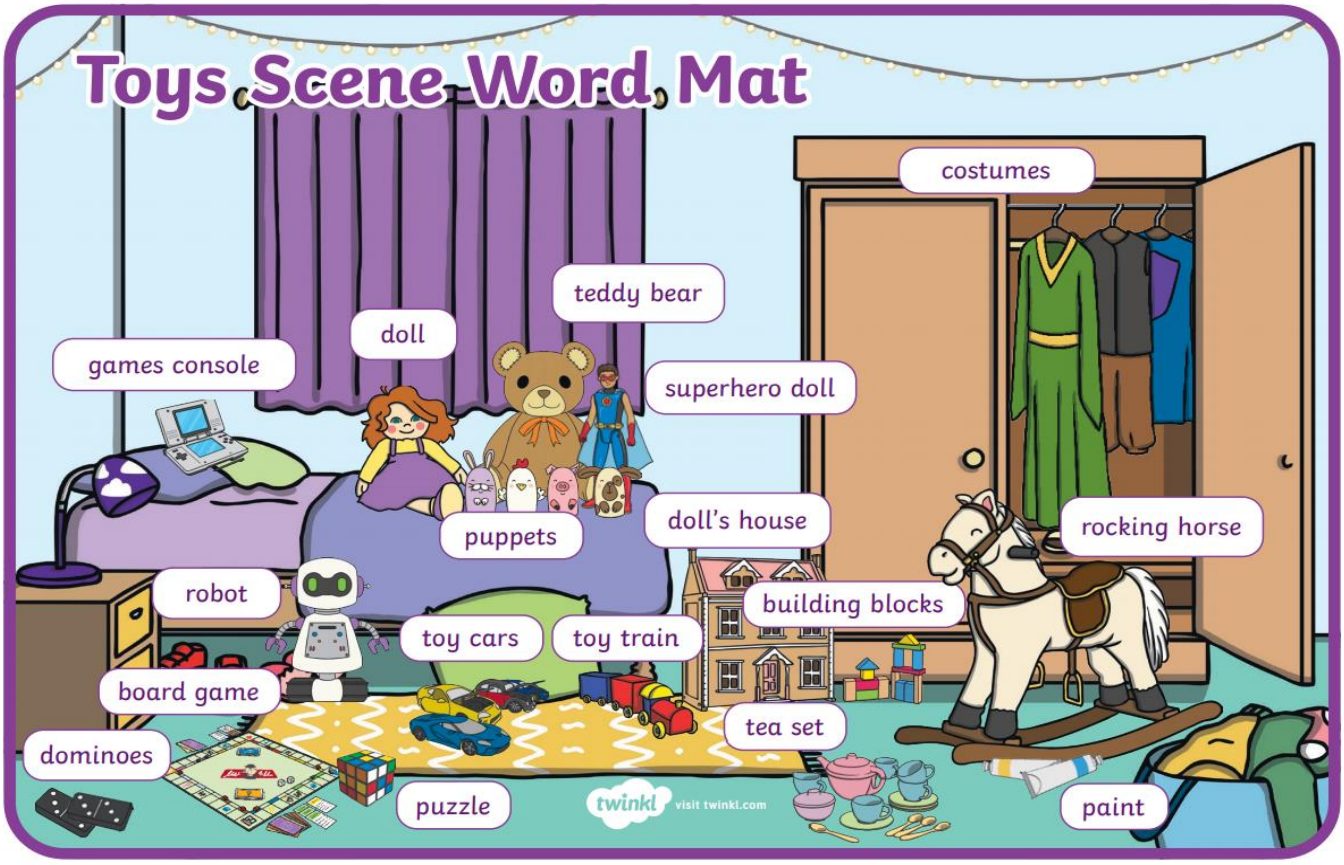
come _____

Challenge – can you up level the sentence in section a by including some more adventurous adjectives to describe the ham and eggs? Can you extend the sentence with a conjunction such as 'but,' 'so,' or 'because'? Can you include a simile?

Main task:

Remember to look here on Seesaw to access the list of Literacy videos (on adjectives, conjunctions, alliteration, similes, adverbs and speech marks) and the adjective/conjunction word mats.

Look at the picture of a toy scene below. What toys can you see and how would you describe them?



Today we are going to write about all the different toys in this picture and describe them in detail.

Must

Can you include some adjectives?

You can use the following scaffold:

I can see _____.

I can see _____.

I can see _____.

Can you use the conjunction 'and' in some sentences?

Should

Can you use a range of adjectives and some conjunctions?

You can use the following scaffold:

I can see _____.

I can see _____ and _____.

I can hear _____.

I can feel _____.

I can see _____ and _____.

Can you use the conjunction 'because' in some sentences?

Could

Use a range of adventurous adjectives, conjunctions, similes and adverbs.

You may choose to write more independently but you can also use the following scaffold to help you:

I can see _____.

I can also see _____.

I can see_____ and _____.

I can hear_____ because _____.

I can feel _____ and _____.

It is_____ because _____ .

It is_____but _____.

The_____is as_____as_____.

Can you use some different sentence starters?

If you find these tasks tricky try the following activity:

Look at the pictures below and say what you can see.

Can you use the sentence starter 'I can see...' to talk about each picture?

Then can you cut and sort these toys into indoor and outdoor toys? Can you even try writing some of them?

<u>Maths</u>

<u>Starter:</u>

Song of the day:

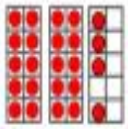
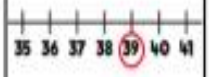
https://www.youtube.com/watch?v=KpqUZsg7QPs - recognising 'groups of'

https://www.youtube.com/watch?v=TMVKhd2Uthg - using 'arrays'

https://www.youtube.com/watch?v=dPksJHBZs4Q - what is multiplication?

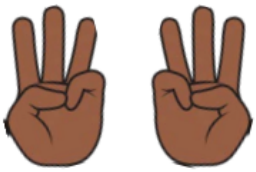
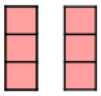
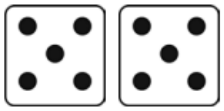
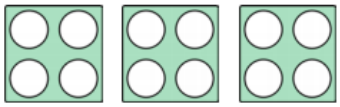
Complete each box using <, > or =

Say and write the number sentences for each one.

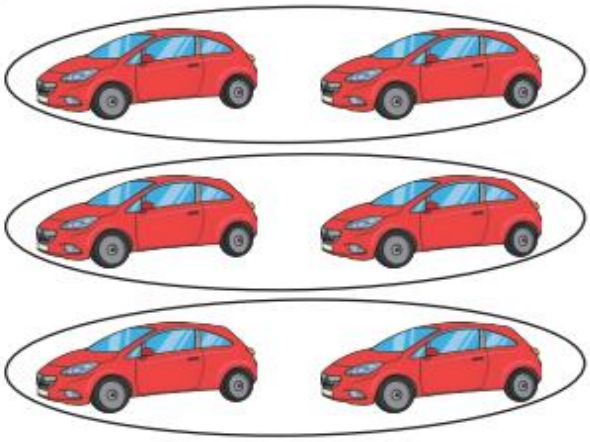
		
		
2 tens and 8 ones		3 tens and 6 ones

Task - (Remember to choose either must, should or could)

Must:

	**Draw it:** 	**Say it:** There are two _____s	**Add it:** _____ + _____
	**Draw it:**	**Say it:** There are two _____s	**Add it:** _____ + _____
	**Draw it:**	**Say it:** There are three _____s	**Add it:** ____ + ____ + ____
	Draw it:	**Say it:** There are _____ _____s	**Add it:**

Should:



3 rows of 2 cars.

2 + 2 + 2 = _____ cars.

3 x 2 = _____ cars.

_____ rows of _____ chocolates.

_____ + _____ + _____ + _____ =

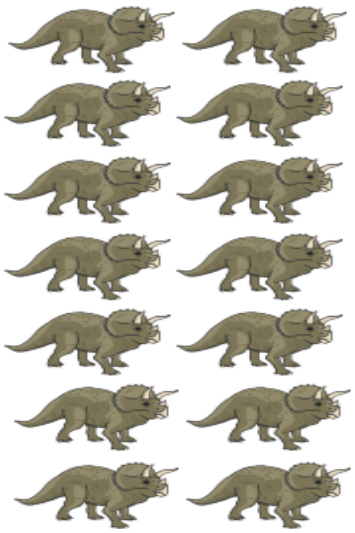
_____chocolates.

_____ x _____ = _____ chocolates.

_____ rows of _____ bananas.

_____ + _____ + _____ = _____ bananas.

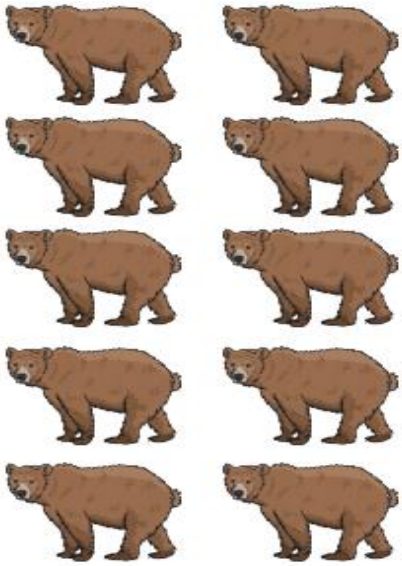
_____ x _____ = _____ bananas.



_____ rows of _____ dinosaurs.

_____ + _____ + _____ + _____
+ _____ + _____ + _____ = _____
dinosaurs.

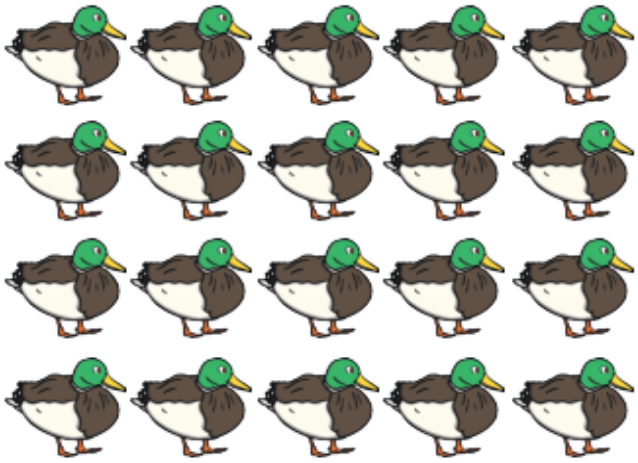
_____ x _____ = _____ dinosaurs.



_____ rows of _____ bears.

_____ + _____ + _____ + _____ +
_____ = _____ bears.

_____ x _____ = _____ bears.



_____ rows of _____ ducks.

_____ + _____ + _____ +
_____ = _____ducks.

_____ x _____
= _____ ducks.

Could:

Can you use your knowlwdge and understanding of repeated addition and groups of to answer the following:

1. **Asif decides to buy 12 bags of lemur food.**
How much does he spend?

2. **10 children have 4 goes on the helter skelter.**
How many goes does that make altogether?

3. **Liam has 8 goes on the coconut shy. He knocks off 2 coconuts each time.**
How many coconuts does he win altogether?

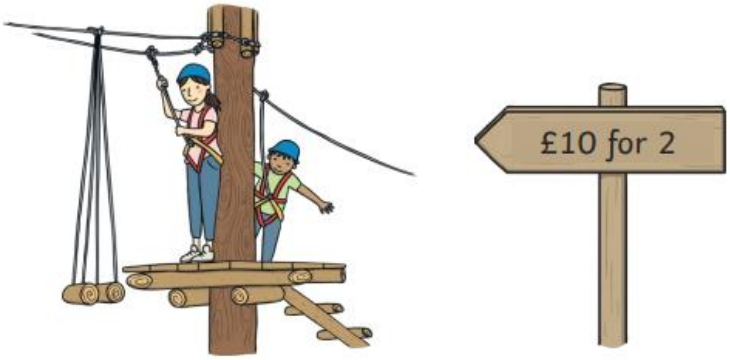
4. How much will it cost for 9 children to have a go?

5. **5 children go into the shop.**
They buy 3 stickers each.
How many stickers does the shop sell in total?

6. **The model train costs 10p per stop.**
Alice stays on for 12 stops.
How much does she spend?

Challenge to think about:

4 children go on the tree top climb.
How much does it cost altogether?

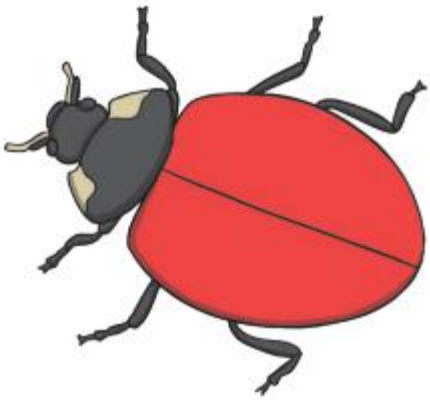


If you find this tricky, why not try…

Song: https://www.youtube.com/watch?v=HkkYaj0m6cg - counting to 10

Can you use your counting to complete these questions?

Draw 6 spots on the ladybird.



Draw 8 legs on the spider.

Bug club

Every Thursday and Friday please read books on Bug Club (and/or other books) and record these on the 'Reading Record' sheet that you have all been assigned on Seesaw. On this you are asked to record the name of the book, the date you read it and your rating out of 5. Remember you can read books at any other time as well if you wish. We are looking forward to seeing the books you read and your rating of them - enjoy!

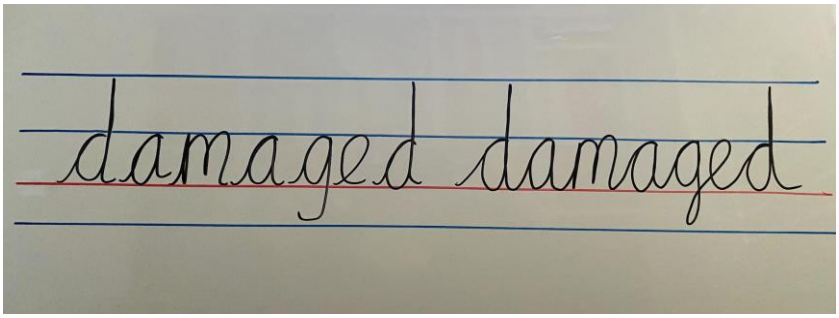
Handwriting:

Remember to use the tripod grip. **Start with your pencil on the line** with a 'here we go' lead in line and finish with a 'flick'.

The following video link will help you to write each letter of the alphabet in the cursive script.

https://www.youtube.com/watch?v=T387KRQLLwY&abz=channel=WalterTube

This week we are going to practice writing some interesting words from our topic work.



Today's word is **damaged.**

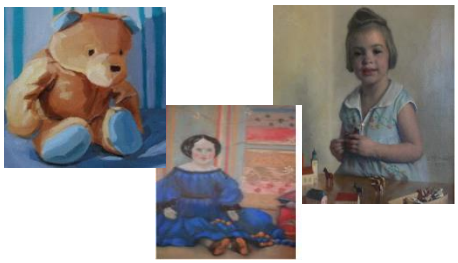
Definition: Something that has been harmed.

Extension: Can you write one sentence or more with the adjective damaged in it and also extend your sentence with a conjunction?

Hand strength activity: Practice your cutting skills and make a fringe along the edge of a sheet of paper.

Integrated Studies

Toy Time Travelers



Big question: What do I know about old toys now?

Today we are going to think about our toy topic and what we have learnt, liked etc.

What have we found out:

Sticky Learning
Can you remember any of our sticky learning words?

Museum A building where collections of objects that are important to history, art, or science are kept and people can go and see them.	**Display** Showing something to other people. .	**Label** A label gives information about an object e.g. what it is like?, What it does?, Its age etc.	**Old** It has been around a very long time and is not new
Victorian The time when Queen Victoria was in charge of the country.	**Rich** Having lots of money.	**Poor** Having very little money.	**Long ago** A very long way back in time.
Display Case A case or box for showing off objects usually with a glass front	**Oldest** Has been around for many years. Not new. It is older	**Older** Not new. It is older than something that is old.	**Modern** It is of our time today or very near today,

	than something that is old or older.		
New Just been made/used	**Newer** It is newer than something that is new.	**Newest** It is the newest object than new or newer.	**Recent** To do with things in the past but nearer to us today.
Different Not the same.	**Similarities** Things that have things in common.		.

In our toy topic we have found out about:

- Toys today
- How to compare and describe toys
- Toys our parents and grandparents played with
- How to tell if toys are old or new and put them on a timeline
- What toys were like in Victorian times
- How to set up our own toy museum

Consider the following questions to reflect and evaluate your learning:

- What have you enjoyed about this topic?
- What did you find out that you did not know?
- What was the most interesting thing you found out?
- What did you not enjoy/find hard/tricky?
- Did you learn any new skills?
- What you could do differently if we did this topic again?
- Do you have any other questions you would like to ask about this topic?
- How did you feel when you were doing this topic?
- What would you like to learn about next in this topic or in another topic?
- Did you learn some new sticky words? Which ones?

Activity Task

Can you show us what you have learnt during our toy topic?
You can show what you have learnt, enjoyed and how you have learnt in any way you would like
USE THE QUESTIONS ABOVE TO HELP YOU?

You could:-

- Make a video.
- Make a poster.
- Do a big detailed drawing (on a long piece of paper, if you wish) and label it.
- Do a painting and label it.

The topic might not be the same but shows your ideas of how to use pictures and words to create a poster or drawing or book.

- Make a mini museum in a shoebox to show your ideas and thoughts.
- Make a book

Whatever you do, don't forget to add labels to it.

A mini-museum idea.

We can't wait to find out how you felt about the toy topic and what you learnt.