

Wednesday 10th February 2021

Phonics:

Remember to choose either must, should or could.

Must

Watch this video again to practise sounding out and blending words that have the 'ss' sound in them:

<https://www.youtube.com/watch?v=6GOG-CEVXis>

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

Roll the dice and then read the words that are next to the number that you get:

1	less	mass	Tess	fuss	mess
2	mass	Tess	less	boss	hiss
3	hiss	kiss	mass	Tess	fuss
4	fuss	boss	pass	hiss	kiss
5	kiss	pass	fuss	boss	Tess
6	fuss	mess	kiss	pass	hiss

Now can you try writing some of these words?

Should

Watch the following videos explaining the digraphs 'igh' and 'ow.'

<https://www.youtube.com/watch?v=WO-5QUvmMNc>

<https://www.youtube.com/watch?v=arR3oDQs2h4>

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

Complete this word search to find all the words that have the 'igh' sound in them.

Can you spot these words in the grid?

igh

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

high
light
night

sigh
thigh
tight



Now read the following words. Can you spot the real and 'alien' words?

snow

sowg



glow

yowt



Try writing a sentence with one or some of these real words and include a capital letter and a full stop. Can you also include the conjunction 'and'?

Could

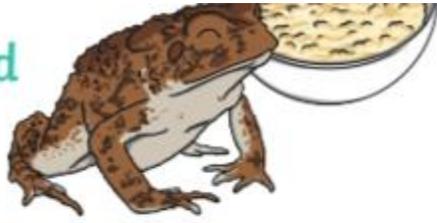
Watch the following video showing words with the digraph 'oa.'

<https://www.youtube.com/watch?v=afuHXzdgPPw>

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.

Read the story below and colour or circle all the words that have the 'oa' sound in them.

Oakley the Toad



Oakley the toad had oats and milk for his lunch yesterday.

Today he moaned and groaned when his mum said, "Oats and milk?

I shall start them soaking."

"No Mum," he said. "Can I have some toast?" "We don't have a loaf for toast!" said mum.

"But we have a toaster to toast..." he croaked. "I can cook a roast," mum croaked.

"I like a roast!" Oakley said. "Can I tell my pals Tom the stoat and May the goat?"

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

English:

Our focus adjective:

Colossal – which means extremely large or great.

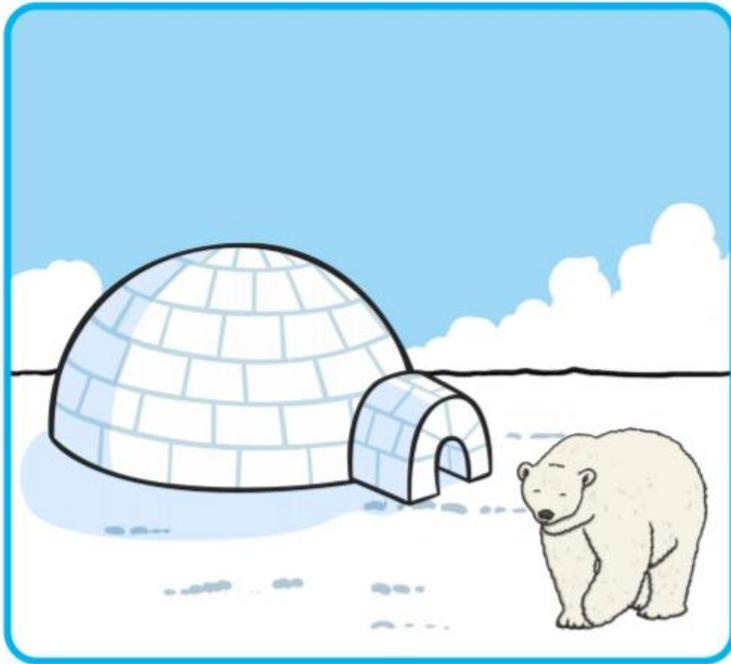
Can you use this word in your writing today?

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

Look at the picture below and read the following muddled sentence:

cold igloo The . is

Unscramble the sentence so that it makes sense.



Now add in some more adjectives to describe the igloo and/or the polar bear?

Key Words

cold freezing snowy
icy bright white lonely
quiet beautiful dangerous
chilly bitter remote
breathtaking arctic

Challenge – can you extend your sentence with some conjunctions and more adventurous adjectives? Can you include a simile for the igloo or the polar bear or even an adverb to explain how the polar bear moves?

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.

We are continuing with our work on innovating and writing our own version of the story 'Toys in space' by Mini Grey. You may wish to watch the story using the link below:

<https://www.youtube.com/watch?v=m3FZfgyBT5U>

Today we will write the middle part of our own version of the story (up to the part where the toys have all finished setting up for the party).

Must

Write the middle of your own version of the story using some adjectives. Can you use the conjunction 'and'?

You can use the following writing scaffold:

Next they saw _____.

It was _____ and _____.

It missed its _____.

They took all the toys back to _____.

Then they had a _____.

Should

Write the middle of your very own version of the story (up to the part where the toys have all finished setting up for the party) using some adjectives and the conjunction 'and.' Start each sentence using a time connective as shown below. Can you also include the conjunction 'because'?

You can use the following writing scaffold:

Suddenly _____.

It was _____ and _____ because _____.

After that they saw _____.

There were _____ and _____.

Later the toys helped _____ and _____.

The toys had a _____ because _____.

Could

Write the middle of your own version of the story (up to the part where the toys have all finished setting up for the party) using adventurous adjectives and conjunctions. Start each sentence in different ways and you can use some of the time conjunctions as shown below.

Can you also include a simile to describe the alien, how it was feeling or how many toys or other things were in the room? Can you use some adverbs to explain how the toys/other things moved? Can you use some speech and include speech marks to write what different characters were saying?



Time Conjunctions



after	as soon as possible	before	earlier
eventually	finally	in the beginning	in the end
just at that moment	just then	later	meanwhile
next	several months later	suddenly	while
first	without warning	second	after that

If you find these tasks tricky try the following activity:

Watch the following handwriting video.

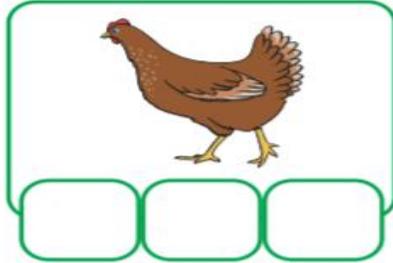
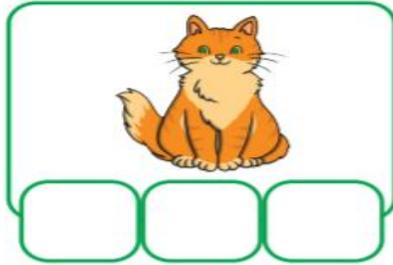
<https://www.youtube.com/watch?v=2NQ6uS8blwY>

Say each sound out loud as you see it on the screen and practising writing the letters in the air. Then watch again and try writing some sounds. Pause the video at any point to give you some more time. Make sure you choose different sounds to the ones you practised last week.

If time, try this activity:

Word Building

Use the letters at the bottom of the page to make the word for each picture. You can only use each letter once.



Maths

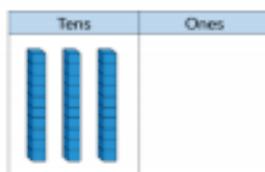
Song of the day:

<https://www.youtube.com/watch?v=KpqUZsg7QP8> - recognising 'groups of'

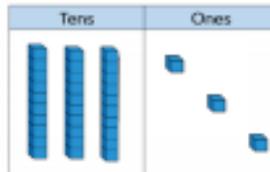
<https://www.youtube.com/watch?v=TMVKhd2Uthg> - using 'arrays'

Dexter compares two numbers.

30 is less than 33



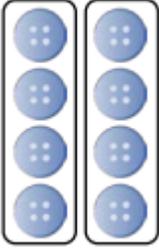
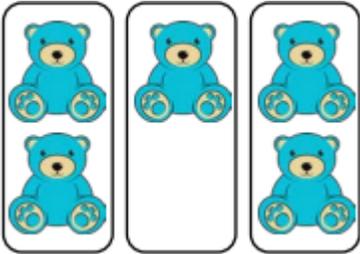
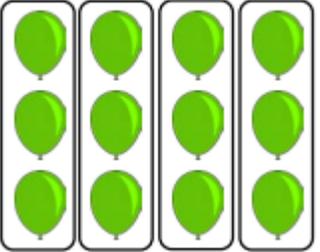
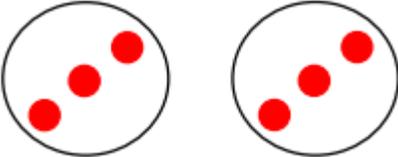
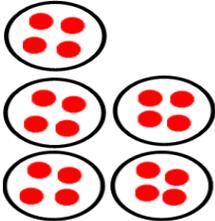
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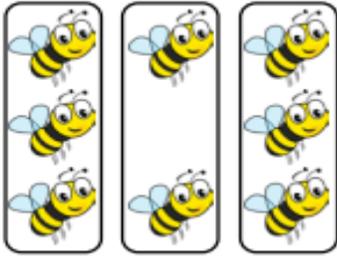
Do you agree with Dexter?

Explain your answer.

Task: (Please choose must, should, could)

Must	Should	Could
<p><u>Equal or unequal?</u> Look at the groups below and write whether they are equal or unequal.</p> <p>1. </p> <p>2. </p> <p>3. </p> <p>4. </p>	<p><u>Roll and make groups of...</u> Roll the die and write your number to complete the blank. Then draw a picture to represent to represent this (arrays). Create the number sentence.</p> <p>E.g.</p> <p>2 equal groups of <u>3</u></p> <p></p> <p>$3 + 3 = 6$</p> <p>1. 2 groups of <input type="text"/> =</p> <p>2. 3 groups of <input type="text"/> =</p> <p>3. 1 group of <input type="text"/> =</p> <p>4. 2 groups of <input type="text"/> =</p> <p>5. 1 group of <input type="text"/> =</p> <p>6. 2 groups of <input type="text"/> =</p> <p>7. 3 groups of <input type="text"/> =</p> <p>8. 2 groups of <input type="text"/> =</p> <p>9. 3 groups of <input type="text"/> =</p>	<p><u>Roll and make groups of...</u> Roll the die and write your number to complete the blank. Then draw a picture to represent to represent this (arrays). Create the number sentence.</p> <p>E.g.</p> <p>5 equal groups of <u>4</u></p> <p></p> <p>$4 + 4 + 4 + 4 + 4 = 20$</p> <p>1. 3 groups of <input type="text"/> =</p> <p>2. 4 groups of <input type="text"/> =</p> <p>3. 5 groups of <input type="text"/> =</p> <p>4. 3 groups of <input type="text"/> =</p> <p>5. 6 groups of <input type="text"/> =</p>

5.



Why are these equal or unequal? Explain your reasons.

10. 4 groups of $\square =$

6. 7 groups of $\square =$

7. 5 groups of $\square =$

8. 4 groups of $\square =$

9. 6 groups of $\square =$

10. 8 groups of $\square =$

If you find this tricky, why not try:

Choose a number card. Which number is it? Can you write the number in the air?

Can you tell an adult what the next number is? Children to use resources that will help them find the answer. Counting on with objects. Use a number line.

E.g. you choose the number 6. Write the number 6 in the air and tell an adult that 7 is the next number. How many can you find?

Destination Reader

On Mondays, Tuesdays and Wednesdays please complete your Destination Reader tasks. These are all explained and taught in your video PowerPoint. You can complete these tasks verbally, so you do not need to write down your sentences. However, we are looking forward to seeing videos of you on Seesaw answering your Destination Reader questions.

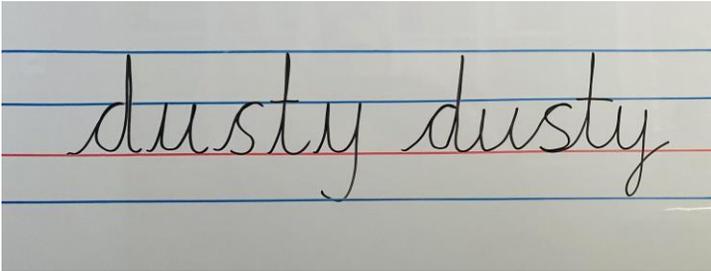
Handwriting:

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&abzchannel=WalterTube>

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



Today's word is **dusty**.

Definition: Covered with, full of or resembling dust.



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

Hand strength activity: Throw and catch a ball or a rolled up piece of paper.

Integrated Studies

Toy Time Travelers - Making Victorian Toys

Big question: How Can we set up our own Toy Museum – part 2



Sticky Learning - Can you remember any of our sticky words from last week.



These are the words you need to know for this topic/work. Can you remember to use them in your work?

Museum	Display	Label	Old
A building where collections of objects that are important to history, art, or science are kept and people are kept and people can go and see them.	To show something to other people. <u>Display Case</u> A case or box for showing off objects usually with a glass front.	A label gives information about an object e.g. what it is like?, What it does?, It's age etc.	It has been around a very long time and is not new <u>Protect</u> To keep something safe.

Starter Task – Here are some stories about famous characters visiting the Museum

Peppa Pig visits the museum <https://www.youtube.com/watch?v=1ckFNhI9F5Y>

Maisy at the museum <https://www.youtube.com/watch?v=m17JA8JaLgk>

Here is a video about a little boy visiting the Natural History Museum (The Dinosaur Museum)- Tommy Tours the Natural History Museum <https://www.youtube.com/watch?v=Sf3sduDQRc>

Do you know what a museum is? Have you ever been to a museum? What was it like? What did you see?

Starter Task – Can you talk about this question with your family? Can you think of anything else to add?



to our museum?

On Monday you made your toys. Which toys did you decide to make? Why did you pick them?

Now we need to think about how to display our old objects.

Which toys have you learnt about would you like to put in our museum? Why do you think they would be good to

display?

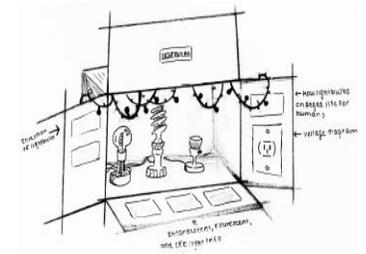
Task 1 – to make your display case?

When you go to a museum, all the objects are in a display case. The display case usually has a piece of glass at the front. This also stops people from touching the very delicate objects to protect them from being broken or destroyed.



Now we need to make a display box for our toys. So find a cardboard box or boxes (one for each toy you have made) and decorate it in any way you like. Think about the best way to display your Victorian toy in the box. You might want to paint it, add a background, decorate your box with sequins etc. You may even want to add fairy lights, little figures – whatever you think will display your beautiful toy in the best way.

HERE ARE SOME IDEAS...



TASK 2 – Make a label for our display

Now think about how you could describe the toy/toys you have made to somebody who has never seen such a toy before.

What kind of information do you think we should write on our labels?

What do you think people would like to know about your toy?

What interesting information could we add?

Here are some questions to help you:

- What is the toy called?
- When was it made? (Over a 150 years ago/Victorian Times)
- What is the toy made from?
- What is it like?
- How does it move?
- Was it a toy for a rich child or a poor child?

Have a look at these 2 descriptions about the old teddy bear. Which one do you think is the best for a museum label?

Why do you think that?

Name _____ Date _____

Name of toy...	<input type="text"/>
It is made from...	<input type="text"/>
It works by...	<input type="text"/>
I think it is an old toy because...	<input type="text"/>
<input type="text"/>	

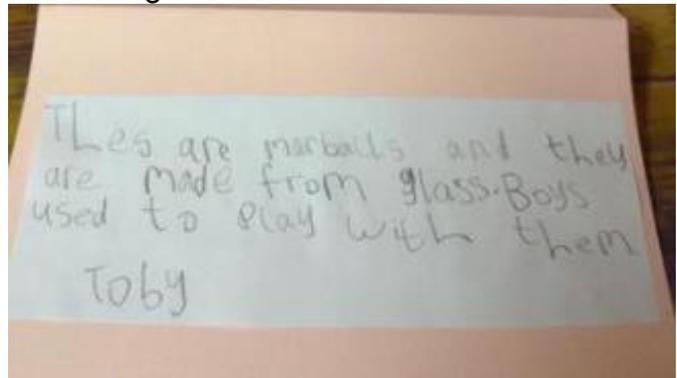
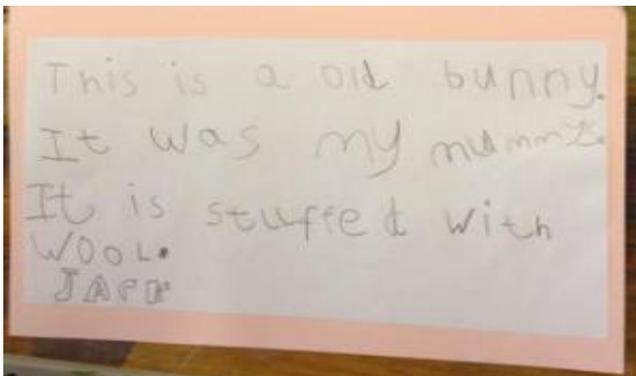
Which is the best way to describe this toy?



This teddy bear is made from fur. Some of the fur has worn away. It has glass eyes and a rubber nose. It belonged to a child who lived many years ago.

This teddy bear is great. I would love to keep the bear in my bedroom. I could make some hats for the bear to wear. We could go on a picnic in the garden.

Here are some examples of labels written by children.



Pick a must, could or should activity to help you write your label.

Must

It is a _____.

It is made from _____.

It is (old or new) _____.

Should

It is a _____.

It is made from _____.

It is (over 150 years ago/from Victorian Times) _____.

It works by _____.

It is (use some adjectives) _____.

Could

It is a _____.

It is made from _____.

It is (over 150 years ago/from Victorian Times) _____.

It works by _____.

It is (use some adjectives) _____.

It was played with by _ (rich or poor child) _____.

It is in _____ condition because _____.

Can you think of a question to ask the other children about your toy?

Or can you find out an interesting fact about your toy?

Word mats to help you write your labels:

Toys Past and Present

Adjective Cards

rusty	clean	colourful	chipped
modern	dirty	bright	broken
damaged	dull	shiny	old-fashioned
faded	dusty	neat	fragile
recent	repaired	new-fangled	complete

Unit 1: How are our toys different from those in the past?			History
What are the differences between old and new toys?			
	Old toys	New toys	
Materials	Wood, tin, lead, china	Plastic, foam, rubber, nylon	
Technology	Clockwork	Electric motors, speakers, screens	
Manufacture	Mostly handmade	Produced in factories	
Safety	Some sharp edges, unsafe materials	Strict rules on toy safety	

Victorian ragged worn rich poor