

Tuesday 2nd March 2021

Phonics Task

<u>Must</u>	<u>Should</u>	<u>Could</u>
<p>We are going to continue to revise our set 1 sounds. Today we will practise all our set 1 sounds.</p> <p>https://www.youtube.com/watch?v=jPVbJ-laHlw</p> <p>Join in with this video to practise how to pronounce the sounds correctly.</p> <p>Then practise reading and writing the following words:</p> <ul style="list-style-type: none">• nap• song• quick• thin• chop• challenge— pram, slip, crack <p>Can you write these words?</p>	<p>Now that we have revised our Set 2 sounds we are going to start learning our set 3 sounds. Watch the following video showing Mr Thorne and Geraldine the giraffe practising the digraph 'ea.'</p> <p>https://www.youtube.com/watch?v=L6F4KRd_hgak</p> <p>Join in with this video to practise how to pronounce the sound correctly and how to sound out and blend words that have this sound in them.</p> <p>Then practise reading and writing the following words that have the 'ea' sound in them:</p> <ul style="list-style-type: none">• tea• seat• real• clean• dream• scream	<p>Today we are learning another very tricky sound! Watch the following video to practise the 'tious' and 'cious' sound:</p> <p>https://www.youtube.com/watch?v=AYhmbBVbLLo</p> <p>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.</p> <p>Then practise reading and writing the following words that have the 'tious' / 'cious' sound at the end of them:</p> <ul style="list-style-type: none">• delicious• vicious• precious• suspicious• scrumptious• ferocious

Challenge – If you have time try writing a sentence with some of these words. Can you even include an adjective and/or conjunction in your sentence?

English task:

Our focus adjective is:

Magnificent – something that is excellent, very good and/or extremely beautiful.

Example: She admired the magnificent, tall tower.

Can you include this word in your writing today?

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

There are two simple sentences below. Can you read the sentences and then rewrite it with the conjunction 'and' so that it becomes one sentence?

The ride was fun. It made me laugh.

Challenge – Can you use a better adjective than 'fun'? Can you use more than one adjective and/or an adverb? Can you use our focus adjective? Can you even use the conjunction 'because' or 'but' to extend this sentence further?

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.

Today we are learning about suffixes. A suffix is a group of letters that can be added to the end of a root word to change the meaning of the word. For example, 'play' is the root word, 'ed' is the suffix and then the new word is 'played.'

Now work through the PDF PowerPoint to learn more about suffixes.

Must

Write sentences using the suffix 'ed.' For example, one sentence could be:

The boy touched the magnificent vase.

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

-ed

jump	jumped
look	looked
lick	licked
work	worked
burn	burned
yell	yelled
gasp	gasp
help	helped
start	started
hunt	hunted
watch	watched
touch	touched
push	pushed
wash	washed

Should

Write sentences using the suffix 'ed' in some sentences and the suffix 'ing' in other sentences.
For example, one sentence could be:

The girl was climbing the magnificent and colossal mountain.

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

-ed

jump	jumped
look	looked
lick	licked
work	worked
burn	burned
yell	yelled
gasp	gasp
help	helped
start	started
hunt	hunted
watch	watched
touch	touched
push	pushed
wash	washed

-ing

fly	flying
sing	singing
go	going
talk	talking
cook	cooking
climb	climbing
meet	meeting
buzz	buzzing
play	playing
help	helping
cry	crying
eat	eating
walk	walking
read	reading

Could

Write sentences using the suffix 'ed' in some sentences, the suffix 'ing' in other sentences and the suffix 'er' in some sentences. For example, one sentence could be:

Just at that moment the singer immediately sang a sensational song. It was as magnificent as...

Can you include a range of adventurous adjectives and conjunctions? Can you also include similes and adverbs?

-ing		-ed		-er	
fly	flying	jump	jumped	high	higher
sing	singing	look	looked	tall	taller
go	going	lick	licked	help	helper
talk	talking	work	worked	mix	mixer
cook	cooking	burn	burned	test	tester
climb	climbing	yell	yelled	cold	colder
meet	meeting	gasp	gasped	small	smaller
buzz	buzzing	help	helped	teach	teacher
play	playing	start	started	sing	singer
help	helping	hunt	hunted	paint	painter
cry	crying	watch	watched	catch	catcher
eat	eating	touch	touched	clean	cleaner
walk	walking	push	pushed	proud	prouder
read	reading	wash	washed	watch	watcher

If you find these tasks tricky try the following activity:

Cover the picture, try to use your sounds to read the letters and blend to make each word. Then look at the pictures to check. Can you then write these words in the air, trace them with felt tips pens or write them in a tray of shaving foam?

Look

Trace

Write



pen



dog



cat



bed

Can you now try saying the CVC words below in a full sentence?

Look at the



I like the



I can see the



I have a



This is a



Maths

This week we will be DIVIDING!

Songs of the day:

<https://www.youtube.com/watch?v=h6udqW6VhWg> - number bonds to 20

<https://www.youtube.com/watch?v=kWcrmsDRmQw> - 2 times table

<https://www.youtube.com/watch?v=HKOpFBXmchY> - 5 times table

<https://www.youtube.com/watch?v=k14Mt4pqRNA> - 10 times table

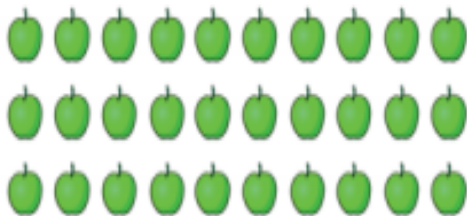
Focus of the week:

<https://www.youtube.com/watch?v=bdglIPNNhul> - the difference between 'sharing' and 'grouping'.

Starter:

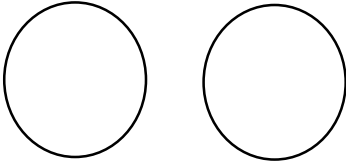
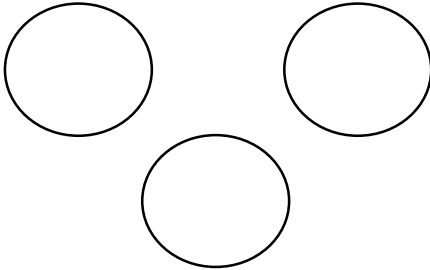
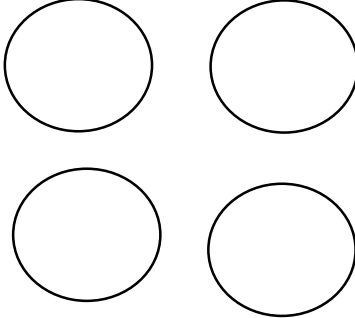
Apples can be sold in packs of 10

How many packs can be made below?



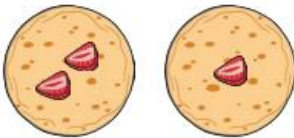
$$\square \div \square = \square$$

Task: (remember to choose must, should or could)

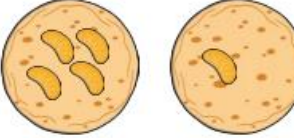
<i>Must</i>	<i>Should</i>	<i>Could</i>
<p data-bbox="105 210 305 247"><u>To divide by 2</u></p> <p data-bbox="105 289 522 367">You will need to draw 2 circles on an A4 piece of paper.</p>  <p data-bbox="105 611 544 764">You need to write the division number sentence, then share the amount between 2 (the 2 circles) and write the answer.</p> <p data-bbox="105 814 245 846">Questions:</p> <ol data-bbox="154 852 324 1245" style="list-style-type: none"> 1. $4 \div 2 =$ 2. $6 \div 2 =$ 3. $2 \div 2 =$ 4. $10 \div 2 =$ 5. $14 \div 2 =$ 6. $12 \div 2 =$ 7. $18 \div 2 =$ 8. $16 \div 2 =$ 9. $8 \div 2 =$ 10. $20 \div 2 =$ 	<p data-bbox="581 210 781 247"><u>To divide by 3</u></p> <p data-bbox="581 289 998 367">You will need to draw 3 circles on an A4 piece of paper.</p>  <p data-bbox="581 772 1015 1087">Write the division number sentence, then share the amount between 3 (the 3 circles) and write the answer. Think about how you are working out the answer. What you are doing to reach the answer?</p> <p data-bbox="581 1136 721 1167">Questions:</p> <ol data-bbox="630 1173 800 1566" style="list-style-type: none"> 1. $6 \div 3 =$ 2. $12 \div 3 =$ 3. $9 \div 3 =$ 4. $3 \div 3 =$ 5. $18 \div 3 =$ 6. $24 \div 3 =$ 7. $15 \div 3 =$ 8. $27 \div 3 =$ 9. $21 \div 3 =$ 10. $33 \div 3 =$ 	<p data-bbox="1057 210 1507 247"><u>To divide by 4 and explain why.</u></p> <p data-bbox="1057 289 1474 367">You will need to draw 4 circles on an A4 piece of paper.</p>  <p data-bbox="1078 772 1479 926">Write the division number sentence, then share the amount between 4 (the 4 circles) and write the answer.</p> <p data-bbox="1078 968 1463 1121">Think about how you are working out the answer. What you are doing to reach the answer?</p> <p data-bbox="1078 1163 1218 1194">Questions:</p> <ol data-bbox="1127 1226 1297 1646" style="list-style-type: none"> 1. $8 \div 4 =$ 2. $16 \div 4 =$ 3. $24 \div 4 =$ 4. $12 \div 4 =$ 5. $32 \div 4 =$ 6. $20 \div 4 =$ 7. $36 \div 4 =$ 8. $48 \div 4 =$ 9. $60 \div 4 =$ 10. $52 \div 4 =$

If you find this tricky, why not try...

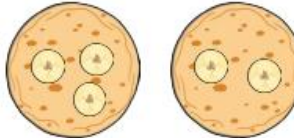
Count the toppings on the pancakes and write the number sentence.



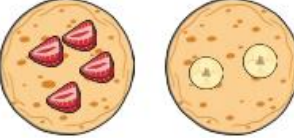
+ =




+ =



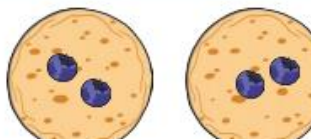
+ =



+ =



+ =



+ =

Mathletics

Have a go at some of the activities on Mathletics. Remember you do not need to use it everyday.

Destination Reader

On Mondays, Tuesdays and Wednesdays please complete your Destination Reader tasks. These are all explained and taught in your prerecorded lesson. 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.

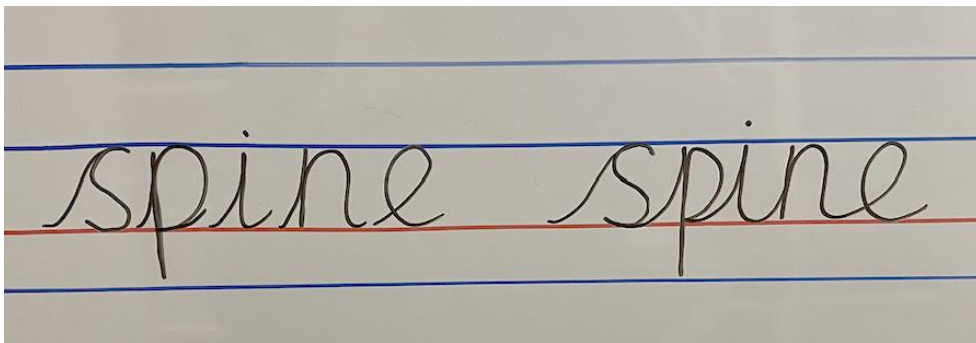
Handwriting task

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=2NQ6uS8blwY&ab_channel=MisterTeach

This week we are going to practise writing our interesting focus words from our science topic about **animals**.



Today's word is **spine**.

Definition: The backbone that offers support.

To have a **spine** is **sometimes** one of the characteristics of living things.



Extension: Can you write one sentence or more with the word **spine** in it and also extend your sentence with the conjunction **because**?

Science - See the PDF powerpoint for the lesson.

Music Lesson

Task 1

Today you are going to listen to the song "Count On Me" by "Bruno Mars".



Let's look at some facts about the Song:

- 'Count On Me' was written in 2010 by Bruno Mars.

- This song deals with the importance of friendship and how friends should be able to rely on each other and look after each other.

Please click on <https://www.youtube.com/watch?v=Msl2fl3h59I> or search for "Count On Me by Bruno Mars with lyrics" on YouTube.

*Remember when you are listening to the song try to find the pulse by nodding your head, tapping on your chest or lap or by moving your hands side to side.

Answer these questions:

- 1) Does this song tell a story? Perhaps the words tell a story or perhaps the music creates a story in your imagination. What is that story?
- 2) What can you hear?
- 3) Did you like the song? Why? (It doesn't matter if you like or don't like a song)

Task 2

For this task you will use your hands, fingers, legs and chest to make music. (Body Percussion)

Body Percussion



Clap



Snap



Pat



Stomp

Watch the video once and then copy all the actions when you watch it a second time.

Click on <https://www.youtube.com/watch?v=uzXpvILRMog> (uptown Funk
by Bruno Mars)

Have Fun!