



Spelling

Task 1: LO: To practise spelling common exception words correctly.

Read the spellings below:

who	whole	any
many	clothes	busy
people	water	again
half	parents	

Visit the link and click on 'spelling tiles', then choose a game to play. Before you start the game read and listen to the spellings on the 'word list', then press 'begin' to start the game. Once you have finished your game press 'exit' and choose another one.

<https://spellingframe.co.uk/spelling-rule/111/34-Common-exception-words>

Top Tip: Can you think of different ways of remembering how to spell these tricky words?



Challenge:

- Change these words into nouns by adding the suffix **-er** or **-ness**

hike happy shiny

- Write these verbs in the past tense:

run hop skip eat

- Change the words into adjectives by adding the suffix **-ful** or **-ness**

help care doubt

Reading

Task 1: LO: To summarise information from an extract of a book. To sequence events from an extract of a book.

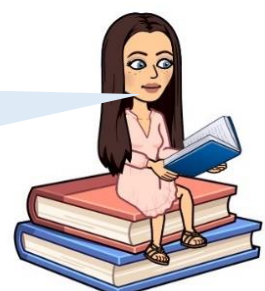
Follow the link to listen to extracts from the book '*Attack of the Demon Dinner Ladies*' and answer questions about what you have heard.

Then read an extract from the book yourself and think about the information you have read. You will be summarising your thoughts and ideas and explaining why you think that using evidence from the text.

You will then read another extract from the book and order the events by numbering them.

<https://www.bbc.co.uk/bitesize/articles/zncc92p>

Top Tip: Use the evidence in the text to help you answer the questions.



Task 2: LO: To make inferences



Look at the picture. Think about and discuss the questions:

- Whose bedroom is this?
- What can you tell about the small mouse's personality and interests?
- How old do you think the boy mouse is? Why?
- Which fairy tale do you think they might be reading?
- How long do you think they have been reading?
- Do they read every night before bed?
- What is your favourite bedtime story? Has this changed since you were younger?
- Do you prefer to be read to, read aloud or read to yourself? Why?

Challenge:

If you would like to practise your inference skills even further, grab a book from home, maybe the one you are currently reading and discuss the illustrations with your adult.

Here are some questions to help you:

1. What is happening in the picture? How do you know?
2. How does the setting/character feel?
3. Why do you think...?
4. What does the colour show about the atmosphere?
5. How do you think ... is feeling? How do you know?
6. What do you think happened just before or just after this picture?
7. How can you tell ... is feeling ...?

Does the title tell you anything about the story?

English:

Task 1: LO: To understand how to correctly write different types of sentences.

When we write sentences, we always use a capital letter at the start. We also use capital letters for **I** and for proper nouns (the names of **people, places, languages, days of the week** and **countries**).

At the end of a sentence we put punctuation. The punctuation we use depends on the type of sentence. There are four types of sentences. They are: **statements, commands, questions** and **exclamations**.

Statement sentences

Statements are the most common type of sentence. They tell the reader a fact or idea about a single topic. These sentences usually end with a full stop. For example: **The cat walked over to the house.**

Command sentences

Command sentences are used when you are telling someone to do something. Because they are telling someone to do something, they usually start with a bossy verb. For example: **Fetch me some biscuits.**

Question sentences

These sentences always end with a question mark.

Follow the link below to watch two videos to watch and complete three activities about sentence types.

<https://www.bbc.co.uk/bitesize/articles/zh6pg8>

Task 2: LO: To write a creepy crawly poem

Watch the poet Paul Cookson perform his poems about creepy crawlies by following the link below. Then follow his step by step guide to creating your own!

<https://literacytrust.org.uk/family-zone/5-8/write-your-own-poetry-paul-cookson/>

You will need a pencil and piece of paper.

In this lesson you will:

- Make a list of creepy crawlies (e.g. spider)
- Write a verb to say something each one of your creepy crawlies might be doing. (e.g. spinning)
- Write an adverb to describe each one of your verbs. (e.g. quickly)

Task 3: LO: To identify and write homophones

Homophones are words that sound the same but have different meanings. They also have different spellings.

Watch the video and complete the activities to help you learn how to identify and write homophones,

<https://www.bbc.co.uk/bitesize/articles/z7g8jhv>

- Write out the sentences below choosing the correct spelling for the missing word.

We went _____ the supermarket.	to	too
The _____ was looking for food.	bare	bear
There was a sunset over the _____.	sea	See
There were _____ cats on the wall.	to	two
I could hear thunder in the _____.	night	knight

- Write a sentence for each of the words in the homophone pairs. Choose the correct spelling and make sure your sentences make sense.

e.g.

son – sun

*I have a son called Jack.
I saw the sun rise in the morning yesterday.*



Top Tip: Check you have used the correct spelling for each homophone.

blue – blew

here – hear

bee – be

there – their

won – one

Maths:

Task 1

LO: To learn the 10 times table

Follow the link to watch a video and complete the activities to help you to remember and recall the ten times table facts.

<https://www.bbc.co.uk/bitesize/articles/zk89d6f>

Task 2

LO: To learn how sharing equally relates to division

The idea of sharing is used to help explain division.

When a quantity is shared equally between people, what you are calculating is how much each person gets (how big each share is).

In this lesson you will learn:

- what 'sharing equally' and 'not sharing equally' means.
- that 'shared between' is a way to understand what the \div symbol means.
- how to answer a division question in the 2s, 5s or 10s such as $30 \div 5 = 6$.
- if you know a division fact such as $30 \div 5 = 6$, you can use it to help to work out $30 \div 6 = 5$.

Watch the videos and look at the questions on the worksheet. You could print this out, write your answers on a piece of blank paper or just talk about what you think with an adult.

<https://www.bbc.co.uk/bitesize/articles/zfxtnrd>

Task 3

LO: To learn how grouping relates to division

When a quantity is put into equal groups, what you're calculating is **how many groups**.

In this lesson you will learn:

- what 'grouping equally' and 'not grouping equally' means.
- that 'into groups of' is a way to understand what the \div symbol means.
- how to answer a division question in the 2s, 5s or 10s such as $30 \div 5 = 6$.
- if you know a division fact, such as $30 \div 5 = 6$, you can use it to help to work out $30 \div 6 = 5$.

Watch the videos and look at the questions on the worksheet. You could print this out, write your answers on a piece of blank paper or just talk about what you think with an adult.

<https://www.bbc.co.uk/bitesize/articles/zhwmhg8>

Top Tip: Remember you can check your division answers using your times tables.



Challenge:

LO: To investigate odd and even numbers

Remember!

Even numbers end in the digits 0,2,4,6,8

Odd numbers end in the digits 1,3,5,7,9

Recognise even numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What can you say about the yellow numbers?

They are all **even** numbers.

Choose an even number that is less than 20.

Take this number of cubes and try to share them fairly with a friend.

Even numbers can be shared fairly.

Look at these numbers:

136 487 835

Which numbers are odd, and which are even? How can you tell?

On a piece of paper write out the numbers:

2	7	4	9	3	6	0	5
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Cut these out to make 8 number cards.

- Practise using the cards to make odd and even numbers.
- Then use the cards to make as many even 3-digit numbers between 400 and 500 as you can.
- Come up with your own odds and evens number challenge using the cards.

PE/Active lesson:

Combine your dance and gymnastics skills - follow this link to see the instructions!

<https://www.youthsporttrust.org/sites/default/files/Space%20Adventure.pdf>

Have a go at these 10 minute shake up activities. Click on the link and you can choose activities based on Toy Story 4, The Incredibles 2, Lion king or Frozen!

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

Plus – don't forget about these great websites to keep you active and having fun!

- <https://www.youtube.com/user/thebodycoach1/videos?safe=true> Joe Wick's PE sessions
- <https://www.youtube.com/user/CosmicKidsYoga> Cosmic Yoga
- <https://www.bbc.co.uk/teach/supermovers/ks1-collection/zbr4scw> Supermovers
- <https://www.gonoodle.com/good-energy-at-home-kids-games-and-videos/> Gonoodle



WEEK 6: CLIMATE

WHAT YOU'LL NEED:

- Empty egg carton
- Scissors
- Paints or colouring pens
- Glue, sticky tape or blue tack
- Things to decorate your caterpillar with
- Paper
- Colouring pencils



ACTIVITY 1: MAKE A CATERPILLAR OUT OF AN EGG CARTON

- 1) With the help of an adult, cut your egg carton into six pieces. You only need to cut up the base section (the bit that holds the eggs!)
- 2) Paint or colour your egg carton pieces. You may want to choose a different colour for the head, or even make each section a different colour.
- 3) Use glue, sticky tape or blue tack to stick each section together. They should make a long line that looks like the body of a caterpillar.
- 4) Add decorations to your caterpillar! You could draw on a face or use googly eyes. Maybe you could use poms-poms, pipe cleaners, twigs or bits of card for the feet. Maybe even decorate your caterpillar with natural materials like leaves and moss from outside, to give it some camouflage!

WWW.EARTHWATCH.ORG.UK

Topic:

PSHE

LO: To know why effective handwashing is important

In this lesson you will learn about staying clean and healthy. You will make a sign that can help you and others to remember how to wash your hands properly to reduce the risk of spreading germs.

You will need some paper, a writing pencil and some coloured pencils if you have them.

<https://www.thenational.academy/year-2/pshe/to-know-why-effective-handwashing-is-important-year-2-wk6-1#slide-3>

Art

LO: To make a caterpillar model

Follow the instructions in the picture to make your own caterpillar out of an egg carton!

I hope you are all getting outside lots and enjoying some of the lovely weather we have been having! There are lots of ways you can enjoy nature! Take a look at the RSPB website link below to find fun activities, games and things to make.

<https://www.rspb.org.uk/fun-and-learning/for-kids/games-and-activities/>

There are also wild challenges to take part in to help wildlife and our environment. The challenges include making a hedgehog café, building a minibeast hotel, building a birdbath and many more! Take a look and see if there are any you are interested in taking up!

<https://www.rspb.org.uk/fun-and-learning/for-families/family-wild-challenge/activities/>

10 top tips for staying safe on the internet

- 1) Don't post any personal information online – like your full name, email address, mobile number, etc.
- 2) Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online, most people can see it and may be able to download it, it's not just yours anymore.
- 3) Keep your privacy settings as high as possible!
- 4) Never give out your passwords.
- 5) Don't befriend people you don't know.
- 6) Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.
- 7) Remember that not everyone online is who they say they are.
- 8) Think carefully about what you say before you post something online.
- 9) Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude.
- 10) If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.

Here is an internet safety learning pack that you might want to share with your child:

<https://www.thinkuknow.co.uk/globalassets/thinkuknow/documents/thinkuknow/parents/pdf/thinkuknow-5-7s-home-activity-sheet-3.pdf>