

WEEK 7

Hi Everyone ...

What do you call a dinosaur that is sleeping?

A dino-snore!

What is fast, loud and crunchy?

A rocket chip!

What did the left eye say to the right eye?

Between us, something smells!

Class email:

holly.class.2020@hotmail.com if you have anything exciting to share.

On the next slide there are details of our new spelling resource to enjoy called Spelling Frame.

THIS WEEK

English (x 5) – Beatrix Potter (Writing and performing a narrative)

Reading - Beatrix Potter (Jemima Puddleduck, Squirrel Nutkin, Mrs Tiggy Winkle – stories on a YouTube link)

Maths (x 5) – Statistics 2

Topic (x 5) – DT (Cooking and Nutrition)

There is a resource folder containing all sheets your child will need so use these and the exercise book to complete any work.

Reading – please continue to sign your journal when you read, find books or magazines that you enjoy reading.

Remember to enjoy your mindful colouring, Cosmic Kids and the Zen Den.

<https://spellingframe.co.uk/>

Year 3 – If your child is following Year 3 spellings I will guide you as to which week will be focussing on as some of these we have covered already:

Spelling Rule 7

Year 2 - **Spelling Rule 2**

Year 1 – **Spelling Rule 2**

English 1 and 2 – resource - Eng 1 and 2

Today you are going to listen to two more stories by Beatrix Potter, one of them is my favourite.
Can you guess which one?

After this, you will need to complete a story board for each one using drawings and a brief description about what is happening in each story.

Remember, it is tricky to summarise a story – you need to think about the main parts, the important bits. You will have to decide how to section the story into a beginning, a middle and an end.

English 1 - The Tale of Jemima Puddleduck

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

English 2 - The Tale of Mrs Tiggy Winkle

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

Today you can plan you own Beatrix Potter story.

The characters must be animals with human characteristics.

The setting must be somewhere in the countryside.

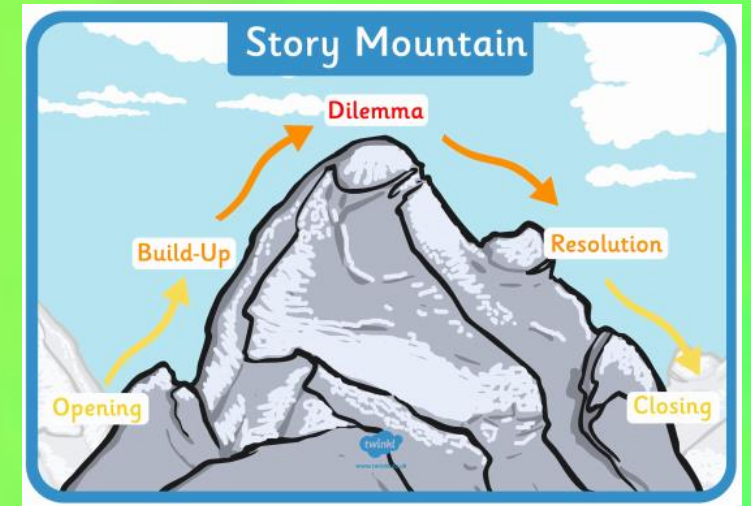
The plot needs to have a problem that is solved in the end.

The planning sheet is the same as the one we use in class, the story mountain is to show your adult how we construct a narrative.

Keep your ideas simple, you are not writing in full sentences.

Why not go out in the garden for some inspiration...

Beginning What happens at the beginning? Who are the main characters? Where is it set?	
Build up What happens next? How does the story hint at a problem?	
Problem What is the problem within the story?	
Resolution How is this problem resolved/ sorted out?	
Ending How does the story end? Does it end happily? Is there a twist to the plot?	



English 4 – write up in your exercise book

Today you can write up your story (the next lesson is to read it aloud)

Remember:

Write in paragraphs (you can use the different sections of your plan to separate your ideas)

Noun phrases – beautiful white clouds drifted in the soft blue skies.

Conjunctions – **and, because so, but, while, or, if....**

Fronted adverbials – **hopefully, luckily, quickly,** (there is a word mat on the next page if you want to use it). **AN ADVERBIAL ALWAYS GOES AT BEGINNING OF THE SENTENCE. YOU ALWAYS PUT A COMMA AFTER THE ADVERBIAL.**

Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,



English 5 – Perform your narrative



You are now the story teller.

Miss Tuffin and I would love to see, and hear your story so could you ask your adult to record it and then send it to our class email.

Alternatively you could read it to a member of your family, your pet, a teddy – absolutely anyone.

You could perform it with sound effects, music, singing – absolutely anything.

HAVE FUN!!!

Smile 

Breathe

CLOUD GAZING 

Exercise 

Spend time with nature 

Walk BAREFOOT 

Open Mind 


RELAX
RELAX
RELAX

MINDFULNESS

FORGIVE
FORGIVE
FORGIVE

POSITIVE THINKING 

Plant 

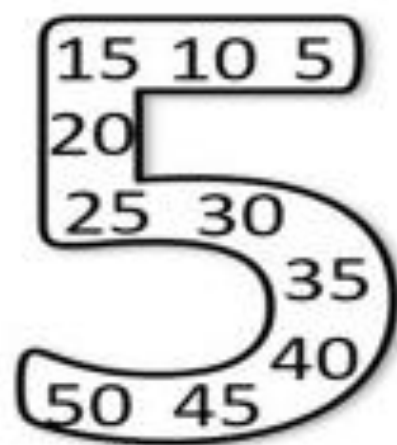
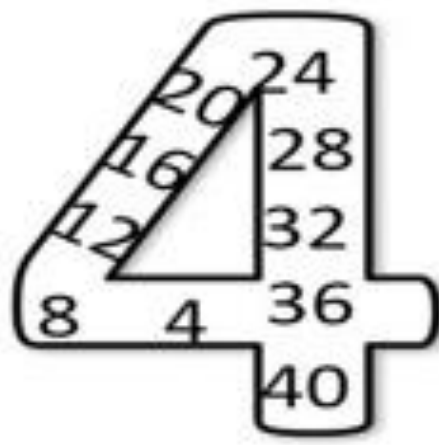
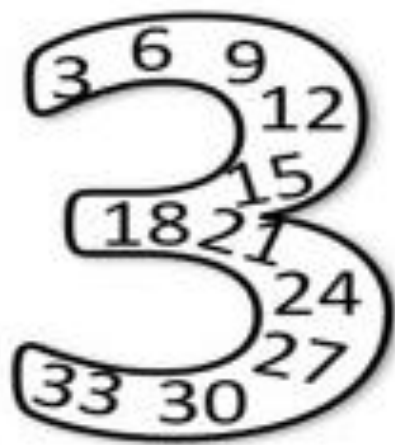
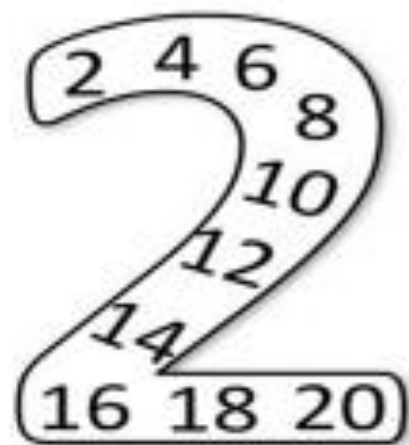
COOK 

Take the dog for a walk 

Chat with friends <listen> 

Take a bath 

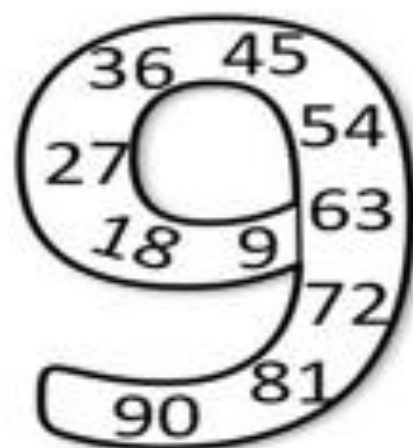
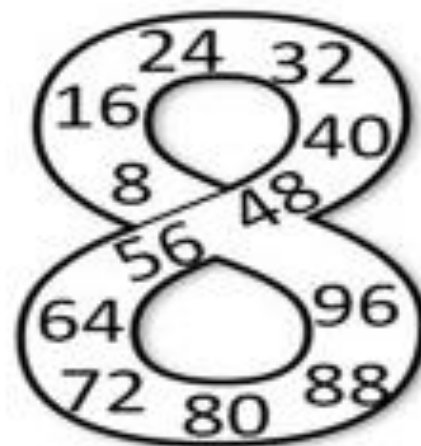
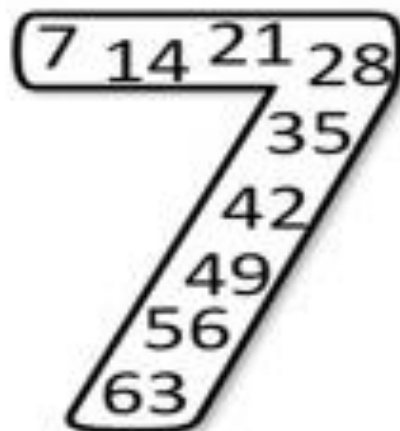
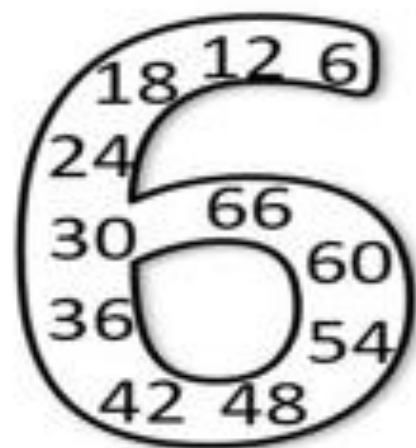




Practice your skip counting

<https://www.youtube.com/watch?v=9XzfQUXqiYY>

Mr DeMaio



Multiplication Grid 10 x 10

Maths 1

There is a 12 X 12 Table grid in resources – give yourself 5 minutes to see how many you can remember 😊

X	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Time yourself to complete the Tables you know:

Concentrate on the 2, 3, 4, 5, 8 and 10's

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Maths 2

Statistics

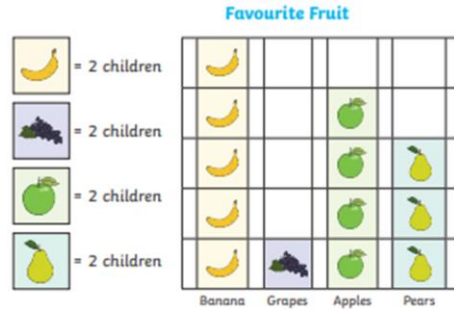
PPT on graphs – you need to go through this to discover all the interesting ways we can collect and present information.

Pictograms

Today you have 3 work sheets in Resource Maths 2 to complete.

You need to be aware of the scale they are using, check this with an adult.

There are Mastery sheets if you want to challenge yourself.



Answer the following questions.

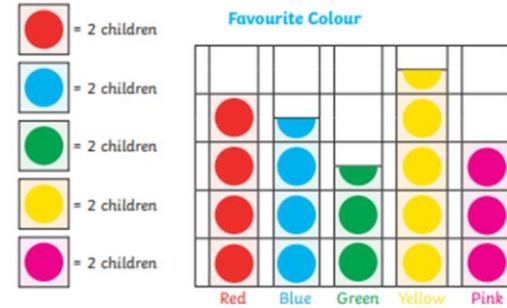
What is the favourite fruit? _____

How many children chose apples as their favourite fruit? _____

How many more children chose bananas than grapes, as their favourite fruit? _____

How many children chose apples or pears as their favourite fruit? _____

Write your own questions for a friend.



Answer the following questions.

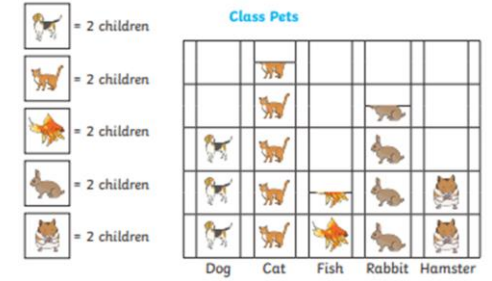
What is the least favourite colour? _____

How many children chose yellow as their favourite colour? _____

How many fewer children chose green than blue as their favourite colour? _____

How many children chose pink and red as their favourite colour? _____

Write your own questions for a friend.



Answer the following questions.

Which is the most common pet? _____

How many pets are there in class? _____

How many more rabbits than hamsters are there? _____

How many fewer dogs than cats are there? _____

Write your own questions for a friend.

<p>Step 1 Mastery</p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>Year</th><th>Amount of children = 4</th></tr> <tr><td>1</td><td>●●●●</td></tr> <tr><td>2</td><td>●●●●</td></tr> <tr><td>3</td><td>●●</td></tr> <tr><td>4</td><td>●●●●</td></tr> <tr><td>5</td><td>●●●●</td></tr> <tr><td>6</td><td>●●●●</td></tr> </table> <p>Mr Todd says the pictogram shows that year 3 has the least amount of children in. Do you agree? Why?</p>	Year	Amount of children = 4	1	●●●●	2	●●●●	3	●●	4	●●●●	5	●●●●	6	●●●●	<p>Step 2 Mastery</p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>Year</th><th>Amount of children = 4</th></tr> <tr><td>1</td><td>●●●●</td></tr> <tr><td>2</td><td>●●●●</td></tr> <tr><td>3</td><td>●●</td></tr> <tr><td>4</td><td>●●●●</td></tr> <tr><td>5</td><td>●●●●</td></tr> <tr><td>6</td><td>●●●●</td></tr> </table> <p>Mrs Tighe-Winkle says the pictogram shows that year 5 has 4 children in. Do you agree? Why?</p>	Year	Amount of children = 4	1	●●●●	2	●●●●	3	●●	4	●●●●	5	●●●●	6	●●●●	<p>Step 3 Mastery</p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>Year</th><th>Amount of children = 4</th></tr> <tr><td>1</td><td>●●●●</td></tr> <tr><td>2</td><td>●●●●</td></tr> <tr><td>3</td><td>●●</td></tr> <tr><td>4</td><td>●●●●</td></tr> <tr><td>5</td><td>●●●●</td></tr> <tr><td>6</td><td>●●●●</td></tr> </table> <p>Jeremy Fisher says the pictogram shows that year 2 has double the amount of children Year 3 has. Do you agree? Prove it.</p>	Year	Amount of children = 4	1	●●●●	2	●●●●	3	●●	4	●●●●	5	●●●●	6	●●●●
Year	Amount of children = 4																																											
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Maths 3

Pictograms - Representing data

There are 3 worksheets in Maths Resource 3 - colour coded for **YELLOW, GREEN AND BLUE** –


You can choose which one you want to do, maybe you could do all 3 😊

There are Mastery challenges too!



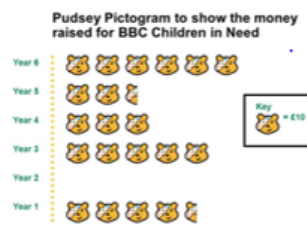
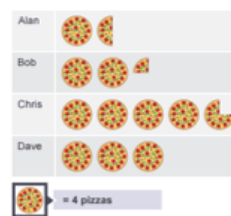
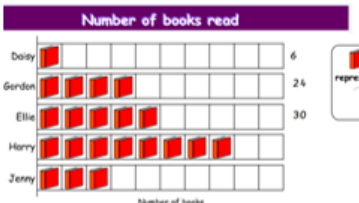
Milkshakes bought at Sprinkles last weekend.

Flavour	Number Sold
Chocolate	8
Strawberry	12
Vanilla	6
Banana	2
Coffee	0
Toffee	4

Draw a pictogram of the above data where  = 2

Once your pictogram is finished answer the following questions:

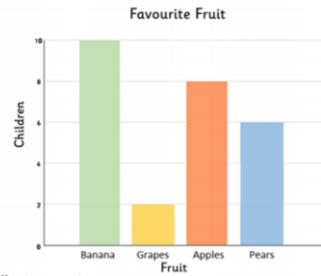
1. What is the least popular flavour of ice cream?
2. What is the most popular flavour of ice cream?
3. How many more strawberry ice creams sold than toffee?
4. How many chocolate and banana ice creams were sold?
5. How many ice creams were sold in total?
6. How many more people bought vanilla and strawberry ice creams than banana ice creams?

<p>Step 1 Mastery</p> <p>Pudsey Pictogram to show the money raised for BBC Children in Need</p>  <ol style="list-style-type: none"> 1. Year 2 raised £40. How many pictures do I need to draw in? 2. How much more did Year 6 raise than Year 1? 3. What is the total raised by Year 3 and Year 4? 	<p>Step 2 Mastery</p> <p>Pizzas eaten in a month</p>  <ol style="list-style-type: none"> 1. Clive ate 10 pizzas in the month. How many pizza symbols should be drawn? 2. How many more pizzas did Chris eat than Bob? 3. What is the total number of pizzas eaten by Clive and Alan? 4. They counted wrong. Dave actually ate 23 pizzas in the month. How many more pizza symbols do I need to cross out or add? 	<p>Step 3 Mastery</p> <p>Number of books read</p>  <ol style="list-style-type: none"> 1. How many reads does 1 book represent? 2. What is the total reads for Harry. 3. How many pictures do I need if Tim read 15 times? 4. How many more times did Harry read than Daisy?
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Maths 4

Bar Charts

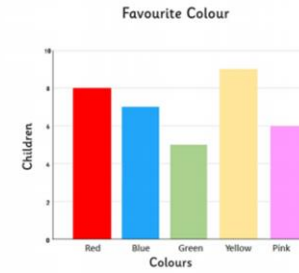
Interpreting bar charts



Answer the following questions.

1. What is the favourite fruit?
2. How many children chose apples as their favourite fruit?
3. How many more children chose bananas than grapes, as their favourite fruit?
4. How many children chose apples or pears as their favourite fruit?

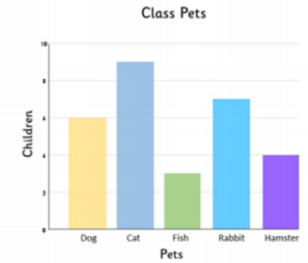
Write your own questions for a friend.



Answer the following questions.

1. What is the least favourite colour?
2. How many children chose yellow as their favourite colour?
3. How many fewer children chose green than blue as their favourite colour?
4. How many children chose pink and red as their favourite colour?

Write your own questions for a friend.



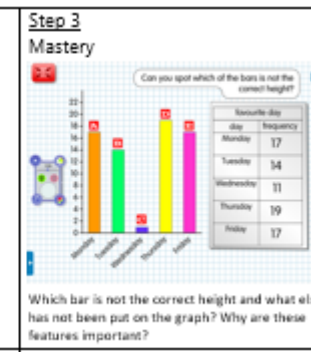
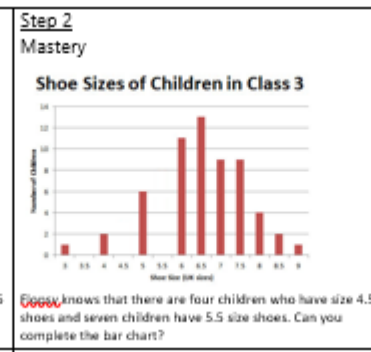
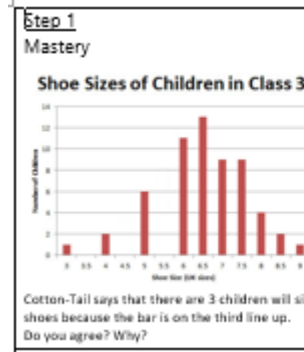
Answer the following questions.

1. Which is the most common pet?
2. How many pets are there in the class?
3. How many more rabbits than hamsters are there?
4. How many fewer dogs than cats are there?

Write your own questions for a friend.

Today you have 3 worksheets in Maths Resource 4

There are Mastery sheets if you are feeling confident to have a go!



Maths 5

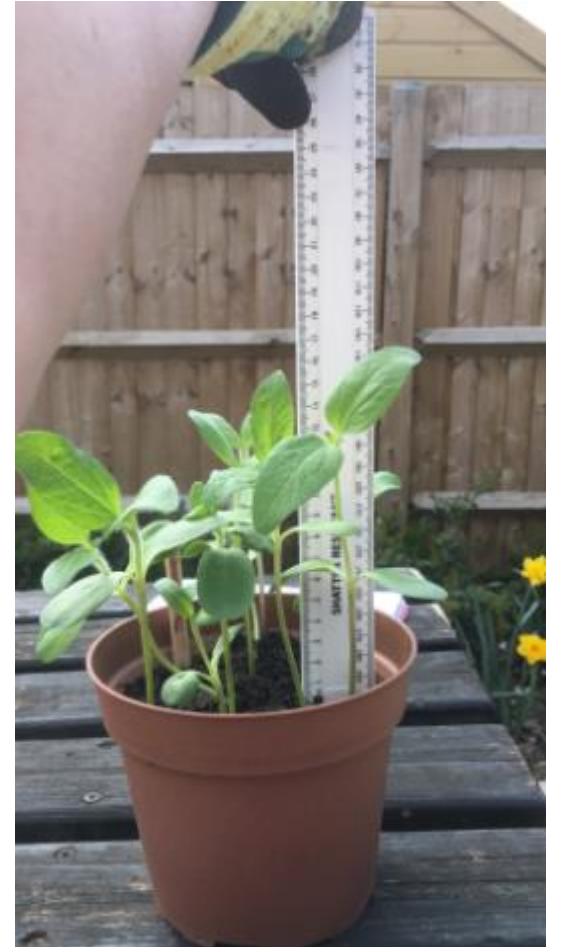
*“I have young sunflowers plants in my garden, I brought them back from school so we can watch them grow.
The tallest is 16cms.”*

Challenge – You have to gather some information about plants in your garden (or in another green space) and present the data in either a pictogram or a chart.

This will need adult support as your child may never have drawn a bar chart before or completed a pictogram.

There are examples in Maths 5 resources and they can use these templates or they can draw their own in their Maths book.

*** I’m hoping you have a 30cm ruler or a tape measure 😊**



Smile 

Breathe

CLOUD GAZING 

Exercise 

Spend time with nature



Walk BAREFOOT 

Open Mind



RELAX
RELAX
RELAX

MINDFULNESS

FORGIVE
FORGIVE
FORGIVE

POSITIVE THINKING

Plant 

COOK 


Take the dog for a walk

Chat with friends <listen> 

Take a bath 



DT – Food and Nutrition



Firstly, there is a PPT to go through on the system.
DT 1 – There is a matching resource to complete and an information sheet.

ACTIVITY

Research information on the following vitamins.

Find out how they help our bodies and in which foods we can find them.

Vitamins A, B, C, D, E and K.

Do any foods share different vitamins?

DT 2 – in your exercise book draw a picture for each of the foods containing the minerals below, and say why we need them to stay healthy.

ACTIVITY

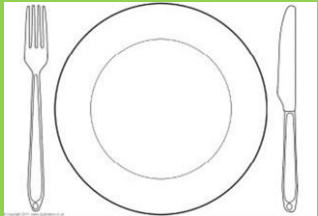
Research information on the following minerals.

Find out how they help our bodies and in which foods we can find them.

Calcium, iron and iodine.

DT 3

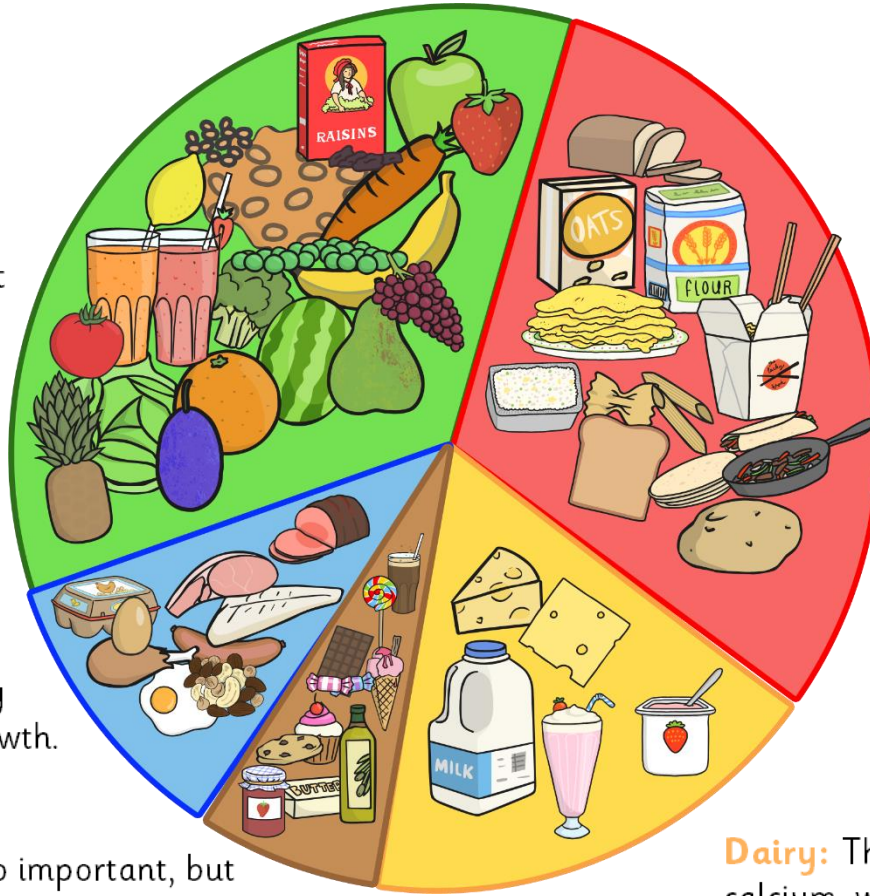
In your exercise book design your own Balanced Plate Meal – there is a template in DT 3 if you need it.



A BALANCED PLATE

The balanced plate shows us how much of each food group we should be consuming daily.

Fruit and Vegetables: Aim to eat 5 a day! Dried, frozen and tinned fruit and vegetables count, as well as fruit juice and smoothies.



Carbohydrates: These foods are the body's main source of energy, so take up a huge portion of our diets.

Proteins: These are very important for muscle growth.

Fats: Fats are also important, but should only be eaten in small quantities.

Dairy: These foods contain calcium, which is important for teeth and bones.

DT 4 – follow the instruction on the resource sheet.

Here are a selection of meals that each family member orders whilst out for tea one evening.

Analyse the different food groups and use this information to decide whether each menu is balanced or not. Consider which you think is the most/least healthy. Be prepared to give reasons for your answers.

MENU 1

STARTER: Tomato soup with bread and butter

MAIN: Grilled chicken and green leaf salad with steamed potatoes

DESSERT: Cheese and biscuits.



MENU 2

STARTER: Seafood

MAIN: Steak and chips

DESSERT: Fruit yoghurt



MENU 3

STARTER: Vegetable soup with bread and butter

MAIN: Fried fish and chips

DESSERT: Chocolate cheesecake



MENU 4

STARTER: Creamy garlic mushrooms

MAIN: Gammon, egg and chips

DESSERT: Jam doughnut



MENU 5

STARTER: Melon

MAIN: Steamed fish with green beans and new potatoes

DESSERT: No dessert



MENU 6

STARTER: Creamy garlic mushrooms

MAIN: Beef burger, chips and onion rings

DESSERT: Treacle sponge and custard



DT 5

Today I would like you to make your own healthy balanced meal with whatever food you have available.

If you can take some photos and email them that would be good.

Draw a picture of your meal in your exercise book and label or annotate it with the different food groups you included.

“Hand made pizza is my favourite food” 😊😊😊



I wonder what food groups are in a pizza?

Children

C is for **curiosity**, their adventurous, enthusiastic curiosity.

H is for **happiness**, the endless happiness they bring to our lives.

I is for **innocence**, their endearing, pure innocence.

L is for **love**, their loyal, unconditional love.

D is for **delight**, the joyful, delight they bring to our lives.

R is for **refreshing**, their passionate and refreshing outlook on life.

E is for **energy**, their vibrant energy and entertaining expressions.

N is for **nourish**, how they nourish and complete our entire lives.

*Well done for all your hard work, make sure you thank
your adult for all their hard work too!*