

# WEEK 8

This is the new code for twinkl – they offer curriculum linked work based on everything your child will be covering.

[www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer)

Code: CVDTWINKLHELPS

## **SPACE FACTS:**

- **One million Earths could fit inside the sun – and the sun is considered an average-size star.**
- **You wouldn't be able to walk on Jupiter, Saturn, Uranus or Neptune because they have no solid surface!**
- **If you could fly a plane to Pluto, the trip would take more than 800 years!**

**(Thank you James for the inspiration)**

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) – Instructional writing

Reading/listening - Beatrix Potter - Tom Kitten and Squirrel Nutkin – stories on a YouTube link)

Maths (x 5) – Statistics 3

Topic (x 5) – Science (plants)

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 8** – some of you have mentioned using our year 3/4 curriculum words. **All spelling practise is good.** The *Spelling Rule* we are working with in this programme is what I would be addressing with the children in class, as additional. They cover particular changes to words that are the same category/group.

**Year 2 - Spelling Rule 3**

**Year 1 – Spelling Rule 3**



English 1 – Instruction writing introduction

English 2 – Imperative verbs (bossy verbs)

English 3 – Fronted adverbials


English 4 – Plan your instructional writing

English 5 – Write your instructions

## English 1 – Instructional Writing Introduction

Watch the PPT and create a Mind Map in your exercise book about the features of writing instructions .

Highlighted on slide 6 are all the features you need to include.



Features of  
writing  
instructions

## English 2 – Imperative Verbs (resource 2)

Watch the PPT and discuss with your adult, then use the resource Eng 2 and identify the imperative verbs within each sentence.

**Circle the imperative verb.**

Have you ever wanted to eat the juiciest lettuces? There is a garden with the most scrumptious offerings and it is definitely worth a visit. Read on to discover just how to experience this wonderful patch!

You will need:

- A bright, sunny day
- A small whistle
- Sturdy shoes
- A map of the garden
- A thick coat
- A spade

Method:

1. On a bright, sunny day, approach the wooden fence that surrounds the garden.
2. Listen for any signs of the vicious cat before attempting to enter the garden.
3. Make sure your shoes are tied on tightly and your coat is done up.
4. Squeeze underneath the wooden fence. Use a spade to make a bigger hole if you prefer.
5. Once you are on the other side of the fence, look for the tall oak tree.
6. Check your map to make sure the tree is North of where you are stood.
7. Approach the oak tree whilst you continue to listen out for any signs of the cat or Mr McGregor!
8. Shuffle clockwise around the oak tree and past the thorny bush. Your thick coat will protect your skin from any thorns.
9. Tuck in to the delicious fruits and vegetables on offer. Do not forget those juicy lettuces!
10. If you hear or see any danger approach, use the small whistle and blow as hard as you can. This will signal to other animals you are in danger and need help.

When you arrive, do not forget to take in the beautiful scene before you! You may like to bring a handkerchief to bring back any of the vegetables you are too full to eat. Have fun! You will surely want to visit the wonderful garden again in the future.



There are 5 different types of fronted adverbials.

Which group are the best for writing instructions?

Choose which fronted adverbials you could use if you were writing instructions.

Write them up in your exercise book.

If you can include them in an instructional sentence that would be great.

Example:

*Immediately, stir in the colour.*

### 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 4 – Plan Your Instructional Writing (resource 4)

You can plan your instructions to show whatever you want.

- A recipe
- How to build a Lego model
- A craft activity
- Planting a seed
- Brushing your teeth

Tyler made an amazing Peter Rabbit Garden. He did it in stages – what a fantastic creation! If he had to explain how he did it he would have to write an enormous instruction booklet. THAT'S NOT A CHALLENGE TYLER.

Instructions help you to re-create, and guide you, step by step to do something.





English 5 – Writing Instructions ( to be completed in your exercise book)

Use your plan to help you organise your instructions.

REMEMBER:

A TITLE

INTRODUCTION

YOU WILL NEED (subtitle with bullet points)

METHOD (using imperative verbs and adverbials)

CONCLUSION (if necessary)

You can include diagrams and pictures if it helps



## The Tale of Tom Kitten

<https://www.youtube.com/watch?v=7zhKLtD24Y8>

## The Tale of Squirrel Nutkin

<https://www.youtube.com/watch?v=FTG5SlSskkI>





Smile



Breathe



CLOUD GAZING

Exercise



Spend time with nature



Open Mind



RELAX  
RELAX  
RELAX

# MINDFULNESS

FORGIVE  
FORGIVE  
FORGIVE

POSITIVE  
THINKING

Plant



Cook



Take the dog for a walk



Chat with friends

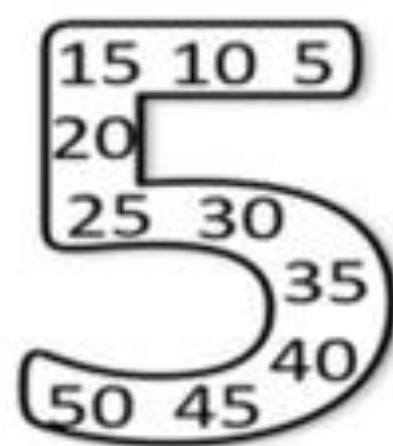
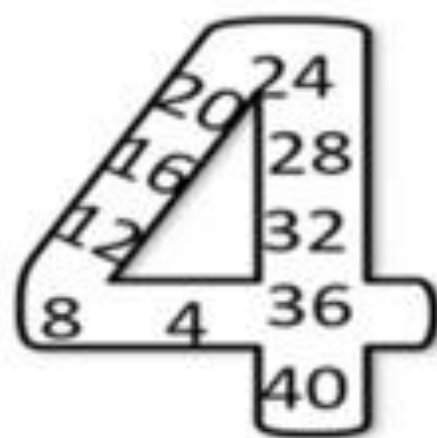
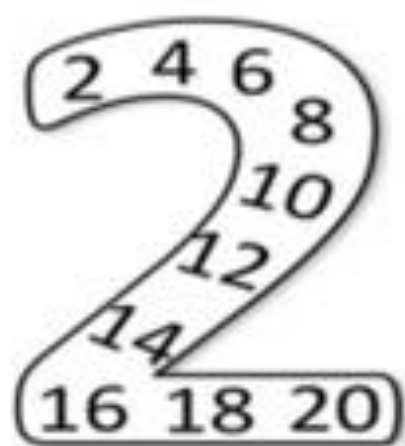


< listen >

Take a bath



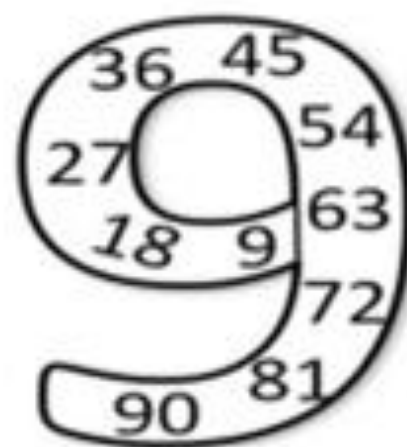
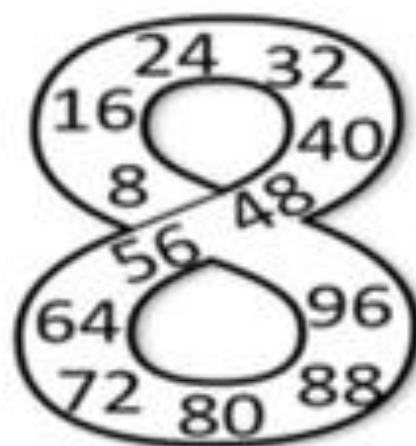
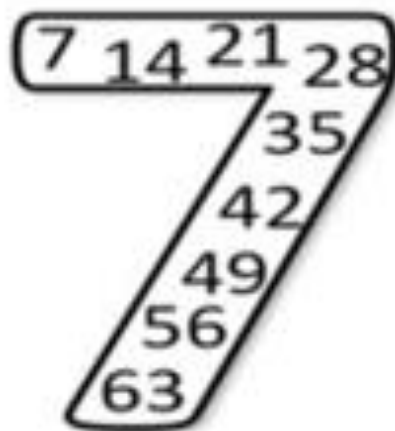
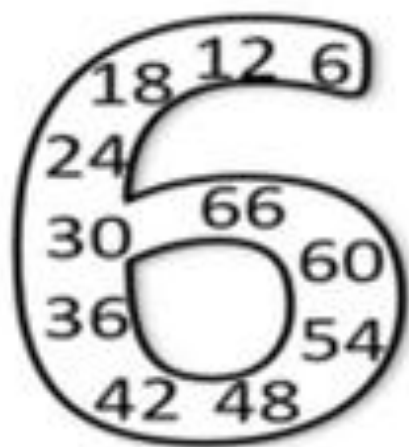




Practice your skip counting

<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 😊

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										
2										
3										
4										
5										
6										
7										
8										
9										
10										

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

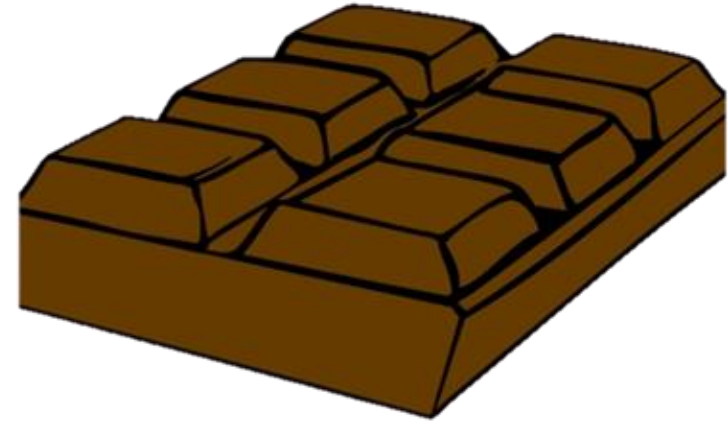
## Maths 2 – Resource 2

### Statistics 3

This is the last week of statistics and today you will be interpreting data to create a bar chart.

There are 3 similar sheets (YELLOW, GREEN AND BLUE).

You can choose which one to do, or do all 3. The scale is different for each one so you can challenge yourself.



Chocolate	Number
Mars	60
Twix	40
Galaxy	25
Milkyway	90
Bounty	15
Snickers	75












### Maths 3 – Resource 3

Instead of getting our data from a table today we are going to get the data from a pictogram to create bar charts.

Remember when you read pictograms you need to check what the key is so you understand what each symbol stands for.

There are 3 similar sheets (YELLOW, GREEN AND BLUE) – you can choose to do one or all of them.

Colour	Number of Smarties	Frequency
Green		7
Orange		8
Blue		5
Pink		6
Yellow		11
Red		8
Purple		7
Brown		3
	Key  = 2 smarties	

## Maths 4 – Resource 4

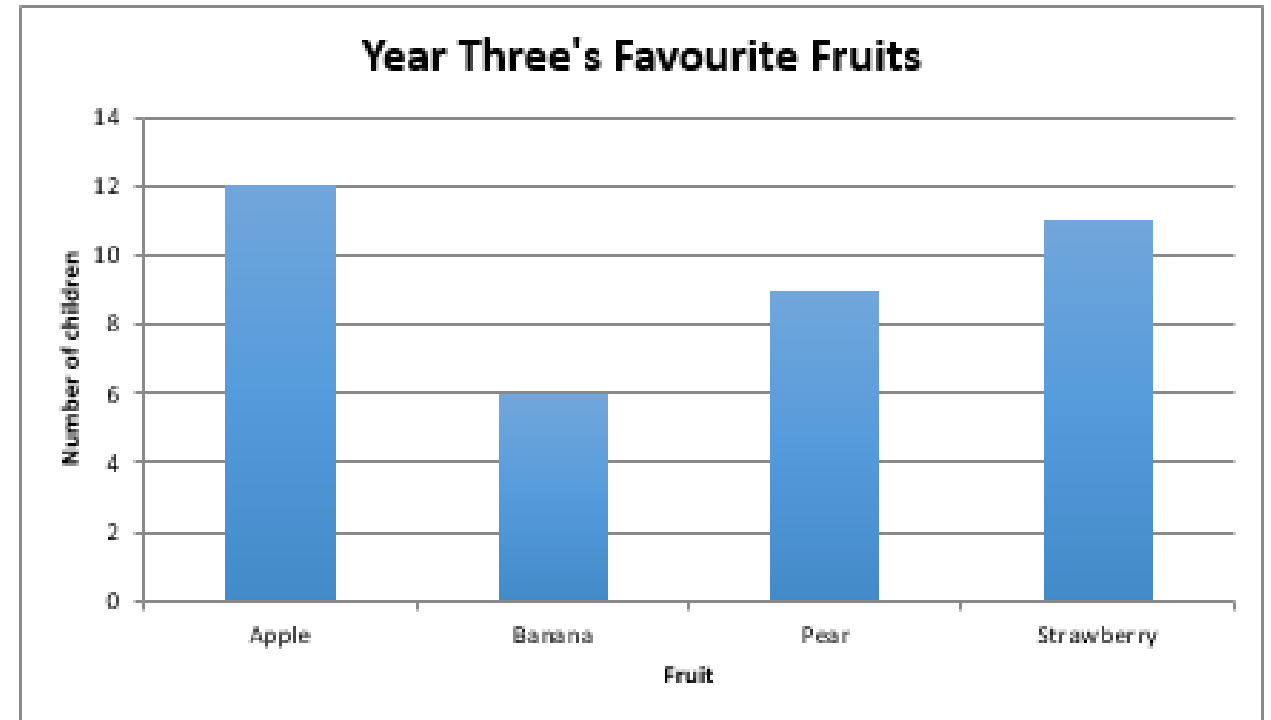
Today you are doing the opposite of yesterday!

Today you will be given a bar chart to then create an accurate pictogram from this.

What do we need to look at from our bar chart in order to be successful?

The key, the total, what the information is about etc.

Again there are 3 similar sheets (YELLOW, GREEN AND BLUE) – you can choose to do one or all of them.




Activity Sheets

There are 3  
sheets in Maths  
Resource 5 with  
different  
activities to  
complete.

**Section 1**  
Start at 0.  
What number do you reach if you count six steps of 3?


**Section 2**  
Calculate:  
 $13 + 6 =$   
 $12 + 5 =$   
 $12 - 8 =$   
 $19 - 12 =$

**Section 3**  
Two friends equally share 16 sweets.  
How many sweets do they each have?



**Section 4**  
Billy had £3.  
He spent £1.20.  
How much money does he have left?


**Section 5**  
How much is eight 10ps?



**Section 6**  
Add together the number of sides a triangle has and the number of sides a circle has.

**Section 7**  
What is half of six added to half of 10?


**Section 8**  
One stamp costs 20p. What do three stamps cost?



**Section 1**  
Start at 0.  
What number do you reach if you count:  
Four 6s?   
Five 7s?

**Section 2**  
What do you add to these numbers to make 1000?  
 $650 +$  $= 1000$   
 $150 +$  $= 1000$   
 $950 +$  $= 1000$   
 $250 +$  $= 1000$

**Section 3**  
A tray holds eight plants.  
How many trays are needed for 72 plants?




**Section 4**  
Guy has £7.  
He buys a drink for £1.42 and a bag of crisps for 40p.  
How much money does he have left?

**Section 1**  
Start at 0.  
What number do you reach if you count three steps of 8?


**Section 2**  
Calculate:  
 $90 + 60 =$   
 $60 + 70 =$   
 $140 - 80 =$   
 $200 - 120 =$

**Section 3**  
Three friends equally share 30 sweets.  
How many sweets do they each have?



**Section 4**  
Cathy has £5.50.  
She spends £2.75.  
How much money does she have left?


**Section 5**  
How much is five 20ps, two 10ps and six 2ps?




**Section 6**  
Add together the number of sides a pentagon and a hexagon have.

**Section 7**  
What is a third of 18 added to a quarter of 20?

**Section 8**  
Each tin of beans cost 75p. What do three tins cost?




**Section 5**  
How much is six 5ps?



**Section 6**  
Add together the number of sides a hexagon and a triangle have.

**Section 7**  
What is half of 16 added to a third of 15?

**Section 8**  
One stamp costs 90p. What do three stamps cost?





Smile



Breathe



CLOUD GAZING

Exercise



Spend time with nature



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



# What Do Plants Need to Grow Well?



Science - Plants



# What Do Plants Need?



Plants are living things.  
There are **7 life processes** that tell us if something is alive.

The 7 life process are movement, respiration, growth, reproduction, excretion, nutrition and sensitivity. Plants do all 7 of these things.

Plants need certain conditions to help them grow well.

Have you ever looked after a plant?  
What did you have to provide it with to help it to grow?

What do you think plants need? Watch this...

<https://www.youtube.com/watch?v=RXVhiUnTA8>

In your exercise book create a Mind Map about what plants need. You can design it like a flower, or plant, adds some colour – be creative.

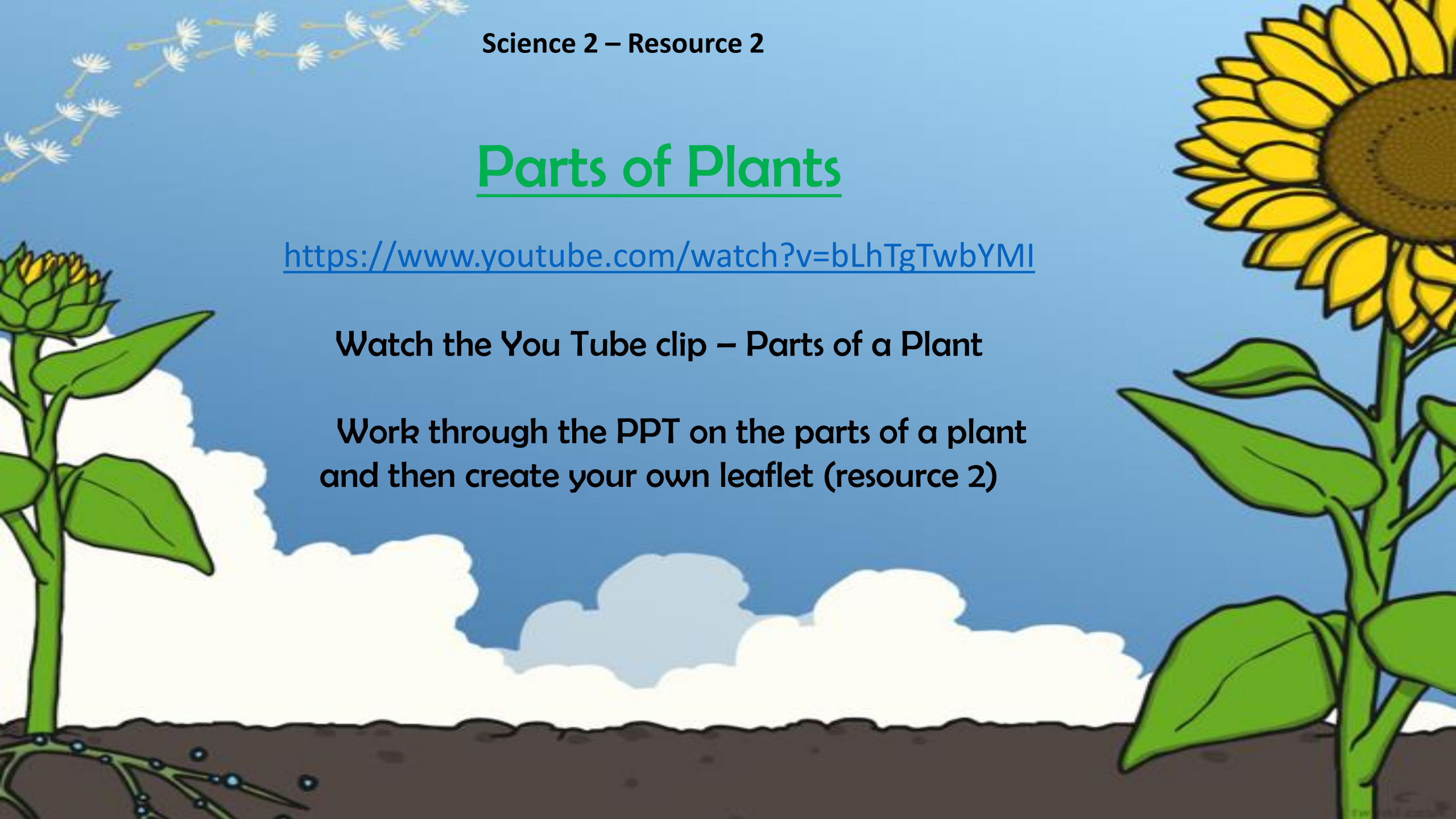


# Parts of Plants

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

Watch the You Tube clip – Parts of a Plant

Work through the PPT on the parts of a plant  
and then create your own leaflet (resource 2)



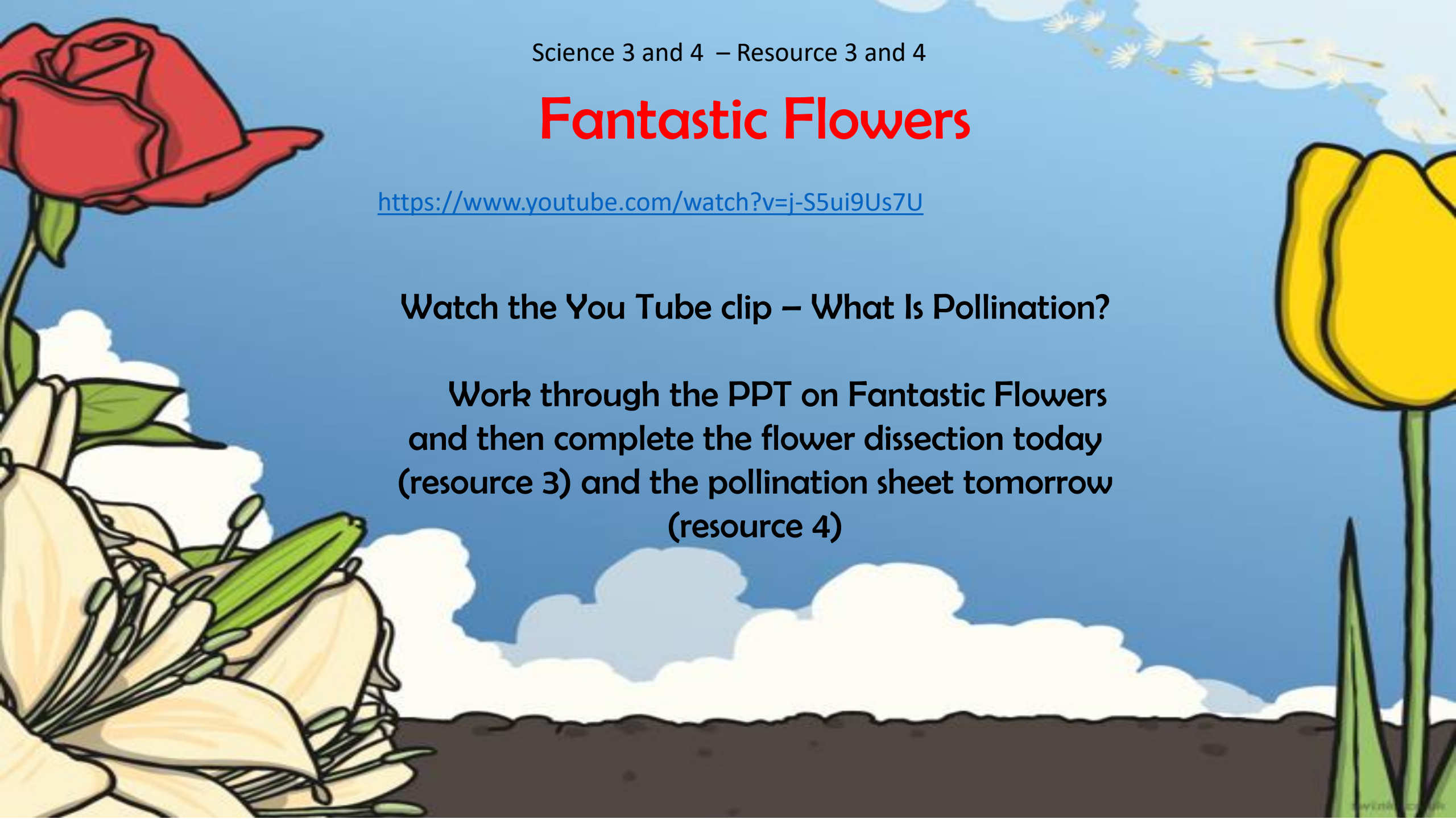
Science 3 and 4 – Resource 3 and 4

# Fantastic Flowers

<https://www.youtube.com/watch?v=j-S5ui9Us7U>

Watch the You Tube clip – What Is Pollination?

Work through the PPT on Fantastic Flowers  
and then complete the flower dissection today  
(resource 3) and the pollination sheet tomorrow  
(resource 4)





If you are growing your own sunflower make sure your plant is getting what it needs.

Remember to measure it and make a note of the height in your exercise book.

It would be good to draw it too, record what it looks like and how it changes as it grows.



“Flowers are  
the music of  
the ground.  
From earth’s  
lips spoken  
without sound.”

~ Edwin Curran ~



Have a  
great week  
everyone  
and I will see  
you all soon.

Miss Nicholas

