





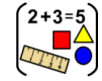
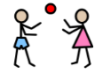

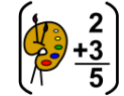



















Home learning

Thursday 25th February 2021

Timetable for your day

 Wake up Activity	 RWI  SPaG	 English	 play  break	 maths	 play  break	 Topic	 story	 finished
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 Wake up Activity	Pick an activity to help wake yourself up and get ready for the day PE with Joe – https://www.youtube.com/user/thebodycoach1 Cosmic yoga – https://www.youtube.com/user/CosmicKidsYoga/videos	 The Body Coach TV 2.62M subscribers SUBSCRIBE	 Cosmic Kids Yoga 1.03M subscribers SUBSCRIBED
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RWI or SPaG  RWI   SPaG	<p>Play the video for your set and you will see, they know what to do!</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">Set 1</th> <th style="width: 33%;">Set2</th> <th style="width: 33%;">Set3</th> </tr> </thead> <tbody> <tr> <td style="font-size: 2em;">d d</td> <td style="font-size: 2em;">ow</td> <td style="font-size: 2em;">i-e</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>https://youtu.be/2KzUfucWaWs</td> <td>https://youtu.be/yFOvdL5DYWQ</td> <td>https://youtu.be/rxYKmNLLKG8</td> </tr> <tr> <td></td> <td>Fred Fingers and Hold a sentence https://youtu.be/eH4Lzw_l6-0</td> <td>Fred Fingers and Hold a sentence https://youtu.be/Frn7RO5b4ic</td> </tr> </tbody> </table> <p>SPaG – See sheets below</p>	Set 1	Set2	Set3	d d	ow	i-e				https://youtu.be/2KzUfucWaWs	https://youtu.be/yFOvdL5DYWQ	https://youtu.be/rxYKmNLLKG8		Fred Fingers and Hold a sentence https://youtu.be/eH4Lzw_l6-0	Fred Fingers and Hold a sentence https://youtu.be/Frn7RO5b4ic
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English	See sheets below
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Have a break and play

Maths	See sheets below
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Have a break and play

Topic	See sheets below
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Story time	Reading – Read one of your favourite books to you parent/carer. If you have ran out of books, log on to your my.on.co.uk and find a book from there! Ask your teacher on class dojo if you aren't sure of your username or password. Story time -
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Hope you had a lovely day 😊



RWI

Set 1 sounds

Day 4



Practise handwriting

Round his bottom, up his tall neck, down to his feet



Practise sound-writing



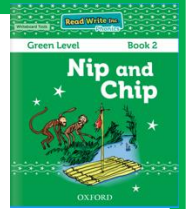
Read Write Inc. Phonics © Oxford University Press 2016. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl.

Have a read of the words in this book.

<https://www.oxfordowl.co.uk/api/interactives/29253.html>

Nip and Chip – Story 2 - Gran's Van

Day 1



Practice reading these words.

this van quick fast nip zip
thing past rush bus tram
truck pram just then went
pop bang clang ping

your	said	you	are
to	be	go	baby

Read story 2 -

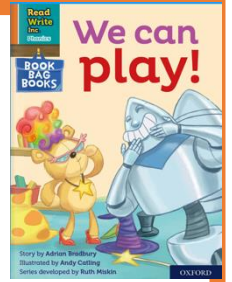
<https://www.oxfordowl.co.uk/api/interactives/29256.html>

Answer these questions use the page numbers to help you.

- ★ Does Gran think her van is fast or slow? (page 16)
- ★ Name four things that Gran's van goes faster than. (page 18)
- ★ What noises does the van make? (pages 19–21)
- ★ What happens to Gran's van in the end? (page 21)

We Can Play

Day 1



Practice reading these words.

Story Green Words

Story Green Words are made up of sounds your child has already learnt.
This book contains the following green words:

still plastic bash sways crushes

all	want	some	what
they	do	was	call
be	she	we	her
so	old	like	I've

Read the story

<https://www.oxfordowl.co.uk/api/interactives/29255.html>

Answer these questions use the page numbers to help you.

- p.4 What part does Jess wish to play in Fright Night?
- p.5 What stuff does Jess have that will help her to be a witch?
- p.6 What does the teacher ask her to do?
- pp.8–9 Why do you think Jess got the job as the witch?

What are greenhouse gases?

Handwriting practice area for the question "What are greenhouse gases?". It consists of a series of horizontal lines: a solid top line, a dashed midline, and a solid bottom line, repeated multiple times.

What are they doing to the planet?

Handwriting practice area for the question "What are they doing to the planet?". It consists of a series of horizontal lines: a solid top line, a dashed midline, and a solid bottom line, repeated multiple times.

What can we do to help?

Handwriting practice area for the question "What can we do to help?". It consists of a series of horizontal lines: a solid top line, a dashed midline, and a solid bottom line, repeated multiple times.



SPaG – To answer questions based on what has been read.
To use different sentence types.

Thursday 25th February

Today's focus: **To answer questions based on what has been read**

Remember to...

- Read the question carefully
- Find the answer in the text
- Think about your answer based on what you have read
- Write the answer in a full sentence

arrived and the rabbits decided to just have fun and try their best. There was lots of cheering and it was really exciting. The zebras did well at the egg and spoon race.

"We'll win the trophy because we're so clever," bragged the zebras. Then, it was the running race and, as predicted, the cheetahs took the lead. Next up, was the three-legged race!

All the animals lined up at the start in their pairs. Each animal had one of their legs carefully tied to their partner's leg. Suddenly, the whistle blew and they were off, apart from the koalas, who

1. Do you think the koalas are competitive? Why?

Date	Thursday 25 th February		
Subject/s	SPaG – Reading comprehension		
Learning Objective	To answer questions based on what has been read		
 	 <small>Self</small>	 <small>Teacher</small>	 <small>ABC</small>
Success Criteria	I can retrieve information from the text.		
	I can make inferences.		
	I can write my answer in full sentences		
Support	Independent	Adult Support	Groups



1. Do you think the foxes are feeling confident?
Explain your answer.
2. Do you think the rabbits are feeling confident?
Explain your answer.
3. Who won the running race? How do you know?
4. What do you think the other animals learnt from the rabbits? How did they learn this?

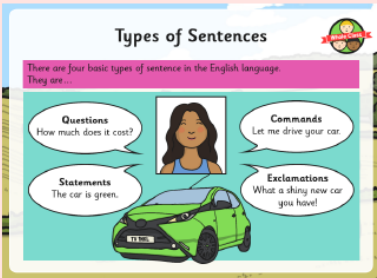
Thursday 25th February

LO: To use different sentence types.

Success Criteria:

- I can write a statement.
- I can write a question.
- I can write a command.
- I can write an exclamation.

What are the four sentence types?



Write four sentences, one for each type.



- What do papayas taste like?
- Papayas have a green skin.
- What a delicious papaya!
- Eat the delicious papaya.

Date	Thursday 25 th February
Subject/s	SPaG
Learning Objective	To use different sentence types.



Success Criteria 	I can write a statement.		
	I can write a command.		
	I can write a question.		
	I can write an exclamation.		
Support	Independent	Adult Support	Groups

Write four sentences, one for each type. Don't forget to use the correct punctuation.



Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle dashed, bottom) for writing.



English

- English – To develop the quality of our writing with varied sentence starters.

Thursday 25th February 2021



What are we learning today?

Learning objective:

- To develop the quality of our writing with varied sentence starters.

I can sequence the story use pictures.

I act out the story.

I can discuss different sentence starters that could be used.

I can use different sentence starters.



Recapping the story map

The story

Once upon a time there was a farmer who lived in a village. One day he felt hungry so he went out to pick a papaya. To his amazement, the papaya spoke. "Hands off!"

The farmer looked at his dog. "Did you say that?" said the farmer.]

"No," said the dog. "It was the papaya!"

"Aaaaargh!" screamed the farmer. As fast as his legs could carry him, he ran and he ran and he ran till he came to a market, where he met a fisherman selling fish.

"Why are you running so fast when the sun is shining so bright?" asked the fisherman.

"First a papaya spoke to me and next my dog!" replied the farmer.

"That's impossible," said the fisherman.

"Oh, no it isn't," said one of the fish.

"Aaaaargh!" screamed the farmer. As fast as his legs could carry him, he ran and he ran and he ran till he came to a field, where he met a shepherd with his goats.

"Why are you running so fast when the sun is shining so bright?" asked the shepherd.

"First a papaya spoke to me, next my dog and after that a fish!" replied the farmer.

"That's impossible," said the shepherd.

"Oh, no it isn't," bleated one of the goats.

"Aaaaargh!" screamed the farmer. As fast as his legs could carry him, he ran and he ran and he ran till he came to the village, where he met the King sitting on his wooden rocking chair.

"Why are you running so fast when the sun is shining so bright?" asked the King.

"First a papaya spoke to me, next my dog, after that a fish and finally a goat!"

"That's impossible," said the King. "Get out of here, you foolish man." So the poor farmer walked home with his head hung down.

The King rocked back and forth, back and forth, back and forth. "How silly of him to imagine that things can talk."

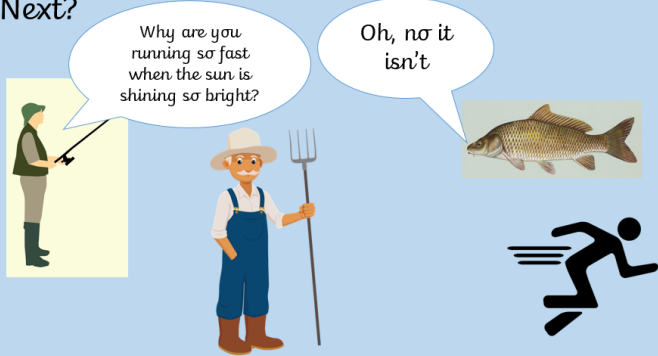
There was a long silence – and then the chair spoke! "Quite so – whoever heard of a talking papaya?"

What are the events of The papaya that spoke?

- What came first?



Next?



Then



After



Finally



Activity

- Can you rehearse the story and act it out?
- Can you think of different sentence starters to use instead?
- Send a video on class dojo of you telling the story!

$$2 + 3 = 5$$

Maths- To write multiplication sentences from pictures

MATHS **STARTER** OF THE DAY 25.2.2021

1 Add the equal groups to find the total.

+ + + =

2 Describe the number bond shown.

___ and ___ make ___
 ___ is made of ___ and ___

3 Answer the question.

one £10 = £1

one £50 = £10

4 = 49 + 35

10 x 5 add half of 46 =

Extend Page

25.2.2021

Today we are learning to:
write multiplication sentences from pictures.

Success Criteria:

- I can write the multiplication to match the picture.
- I can find the total.
- I can draw a picture to match the multiplication sentence.

Complete.

___ x ___ = ___
 ___ lots of 3 = ___
 ___ multiplied by ___ = 12

Complete.

___ x ___ = ___
 ___ lots of 3 = ___
 ___ multiplied by ___ = 12

Draw a picture to match the sentence.

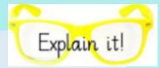
4 lots of 3

Draw a picture to match the sentence.

2 multiplied by 5

Draw a picture to match the sentence.

$$6 \times 10$$



Each calculation could explain the image.



$$2 \times 4$$

$$4 + 4$$

$$4 \times 2$$

Explain why.

Date	25.02.2021
Subject/s	Maths
L.O	To write multiplication sentences from pictures

Success criteria	I can write the multiplication to match the picture.		
	I can find the total.		
	I can draw a picture to match the multiplication sentence.		
Support	Independent	Adult Support	Group

Fluency 1



$$\square \text{ lots of } 3 = \square$$

$$\square \text{ multiplied by } 3 = \square$$

$$\square \times 3 = \square$$



$$\square \text{ lots of } 6 = \square$$

$$\square \text{ multiplied by } 6 = \square$$

$$\square \times 6 = \square$$



$$\square \text{ lots of } \square = \square$$

$$\square \text{ multiplied by } \square = \square$$

$$\square \times \square = \square$$



$$\square \text{ lots of } \square = \square$$

$$\square \text{ multiplied by } \square = \square$$

$$\square \times \square = \square$$

Fluency 2

Multiplication	Repeated addition	Draw it
$6 \times 2 =$		
	$3 + 3 + 3 =$	
$4 \times 5 =$		
$5 \times 10 =$		

Reasoning and Problem solving

There are four baskets.



There are three dolls in each basket.

How many dolls are there altogether?

Draw an image and write a calculation to represent the problem.



2×5
 $5 + 5$
 5×2

Each calculation could explain the image.

Explain why.



Topic

Topic – To explore and compare the difference between things that are living, dead and things that have never been alive.

Science

Learning objective:

- To explore and compare the difference between things that are living, dead or things that have never been alive.

Success criteria:

- I can tell the difference between something that is dead, living or never been alive.
- I can sort things that are dead, living or never alive in to the correct order.
- I can write a sentence that explains how I know things are alive.

Key words:

- Compare
- Dead
- Living
- Never alive
- Difference

Living, dead or never alive?

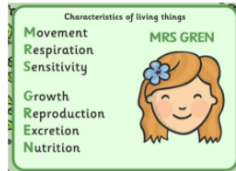
- <https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zs73r82>
Watch this video to understand what is living, dead or never alive.



How do we know if something is alive?

What do living things do?

- There are certain things all living things do:
- Move – think about how a flower will open up towards sunlight
- Make more of their own type – humans and other animals have babies, birds will lay eggs
- Respond to the place they are in – if a plant is in a dark place, it will try to grow towards the light
- Feed – animals will eat food, plants will suck up goodness from soil
- grow
- Get rid of waste – like when humans go to the toilet
- Need oxygen



Is it alive?

- Can you think of living things?

Here are some examples:



Person



Dog



Tree

Dead or never alive?

Things made of materials like metal, rock, plastic, glass and sand have never been part of a living thing.



Never alive



All of these things are non-living, but they used to be part of a living thing.

Dead



Which living thing were they part of?



Can you sort these objects?

Which are living?

Which are non-living?



Answers

Living

Non-living

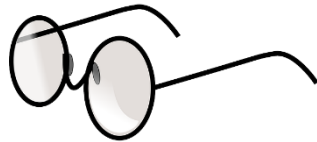












Can you sort the objects in to dead, living or never alive?
Draw them in the correct box.

Challenge- Can you write a sentence explaining how you know an object is alive?

Can you sort these objects out in to dead, living or never alive? Draw the objects in to the correct boxes.

<u>Dead</u>	<u>Living</u>	<u>Never alive</u>
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Can you write a sentence explaining how you know an object is alive?