



English

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| Monday <u>WALT: write a character description</u> | Listen to the story of Hansel and Gretel https://www.youtube.com/watch?v=jfg-CYLs9_s Once you have listened to it, find an image of the characters. Write 3 simple sentences to describe how the Hansel and Gretel look. Remember to include adjectives. <u>Extension:</u> Included an expanded noun phrase. |
| Tuesday <u>WALT: write a scene description</u> | Pick 3 places that appear in the story and write a describing sentence for each place. E.g. The forest was dark and had tall, green trees. The house was decorated with colourful sweets. Remember to include adjectives. |
| Wednesday <u>WALT: plan the beginning and middle of a story</u> | Listen to the story again https://www.youtube.com/watch?v=jfg-CYLs9_s Draw 2 boxes on a page of your home learning book or on a piece of paper. These will be for you to draw a scene for the beginning and middle of the story. Write at least 2 sentences for each beginning and middle of the story. This is the start of your plan for writing on Friday. |
| Thursday <u>WALT: write the ending of a story</u> | Listen to story again https://www.youtube.com/watch?v=jfg-CYLs9_s Draw 1 more box on your page or piece of paper. This is for the ending for your story. |
| Friday <u>WALT: retell a Story</u> | Using your plans from each day this week, you are going to retell the story of Hansel and Gretel. You have all you need and you can do a great job with your writing. Remember to include capital letters, full stops, correct letter formation, finger spaces and use exciting adjectives. |

****WALT = We are learning to (focus of the lesson)****



Phonics

Revise phase 2, 3 and 5 sounds using flash cards and phase 2, 3 and 5 tricky words every day.

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| Monday | We are learning alternative spellings for the /oo/ phoneme. Play phoneme spotter or word sort. https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-oo |
| Tuesday | We are learning alternative spellings for the /n/ and /ng/ phoneme. Use coloured pencils and create rainbow writing for these words: stunning, nasty, sing, cling, thinking, gnome, gnat, sign, knight, string. |
| Wednesday | We are learning alternative spellings for the /ow/ phoneme. Play phoneme spotter or word sort. https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-ow |
| Thursday | We are learning alternative spellings for the /n/ and /ng/ phoneme. Practise writing out the sentences: The singing newt is a fool. I know that the thing next to me is shrinking. The new gnome keeps winking at me. Highlight all the /n/ and /ng/ phonemes. https://www.phonicsplay.co.uk/resources/phase/5/sentences-5c Look for more sentences to read for the /n/ and /ng/ phoneme. |
| Friday | We are learning alternative spellings for the /oo/ and /ow/ phoneme. Practise writing out the sentences: Wow! The fountain shoots out spouts of water. I found a few crowns deep under the ground? Will a statue argue with me if I shout at it? https://www.phonicsplay.co.uk/resources/phase/5/sentences-5c Look for more sentence to read for the /n/ and /ng/ phoneme. |



Handwriting

This week we are practising how to form capital letters

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| Tuesday | Write these capital letters out in your neatest handwriting: C, A, O, D. |
| Thursday | Write these capital letters out in your neatest handwriting: G, Q, E, S, F. |



VIPERS

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| Wednesday | Log into Oxford Owl and access the free eBook library. Read or listen to 'Key Trouble' https://www.oxfordowl.co.uk/api/digital_books/1293.html |
| Friday | Log into Oxford Owl and access the free eBook library. Read or listen to 'The Flying Machine' https://www.oxfordowl.co.uk/api/digital_books/1404.html |



Maths

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| Monday <u>WALT: to find double and half of an amount.</u> | <p>To find double and half of an amount. https://classroom.thenational.academy/lessons/to-find-double-and-half-of-an-amount-of-money-cdj3jd</p> <p>Key words: double, half, halve, equal parts, whole. Discuss what each word means. Use a part-whole model or manipulatives to work out the following:</p> <p>A farmer usually buys 4 bales of hay but today he needs double the amount. What does double mean and how many bales of hay does he now need?</p> <p>The chef usually uses 12 plates at lunchtime in the café. Today he uses double that. How many plates does he use?</p> <p>The trainers were £14 but are now half price. What does half mean and what is the new price of the trainers?</p> <p>The child buys 18 sweets and eats half of them. How many does he have left?</p> <p>Extension: Double and halve the following: 8, 13, 22, 46, 50. Can they all be doubled and halved?</p> |
| Tuesday | To recognise and add equal groups. |

WALT: to recognise and add equal groups.

<https://classroom.thenational.academy/lessons/to-recognise-and-add-equal-groups-cgr68d>

Key words: equal groups, unequal groups, groups of, lots of, altogether. Discuss what each phrase/word means.

Look at the image. What do you notice about the groups?



Write an equation for this image.

$$\square + \square + \square + \square = \square$$

Using manipulatives (lego, small toys, pasta etc) partition the following numbers into equal groups and write an equation for each:

12, 16, 24, 30.

Wednesday
WALT: to add equal groups.

To add equal groups.

<https://classroom.thenational.academy/lessons/to-add-equal-groups-6thkat>

Key words: equal groups, groups of, lots of, repeated addition, altogether. Discuss each phrase and word.



How many pens are in each group?

How many groups are there?

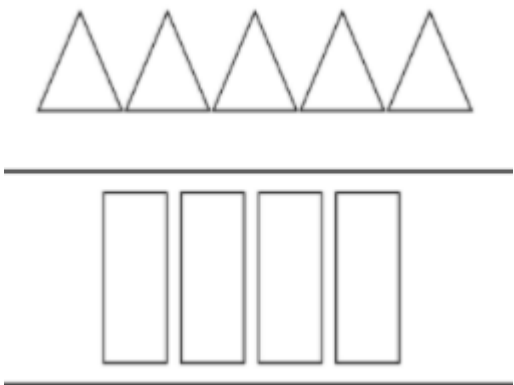
How many pens altogether?

Write an equation for this image.

Represent the following using manipulatives and write an equation for each:



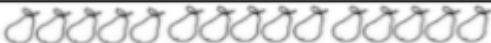





Four children have 2 slices of pizza each. How many slices of pizza do they have altogether?

There are 3 apples trees each with 5 apples growing. How many apples are there altogether?

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| | Flowers grow 4 to a pot. There are 3 pots. How many flowers altogether? |
| Thursday <u>WALT: to solve problems using repeated patterns.</u> | <p>To solve problems using repeated patterns. https://classroom.thenational.academy/lessons/to-solve-problems-using-repeated-patterns-c4w32t</p> <p>Key words: lots of, equals, sides, repeated addition. Discuss each word. Get 12 objects and see how many ways you can organise them into equal groups. How many sides does a square have? How many sides do 2 squares have? What about 3 squares? Can you represent this on a part-whole model and write a repeated addition equation? Using the following, represent the number of sides on a part-whole model and write a repeated addition equation.</p>  <p>The diagram consists of two rows of shapes. The top row contains five identical triangles. The bottom row contains four identical rectangles, each enclosed within a larger rectangular frame. The entire diagram is positioned between two horizontal lines.</p> <p>Extension: How many triangles have 12 sides? How many rectangles have 12 sides? How many triangles have 24 sides? How many rectangles have 24 sides?</p> |
| Friday <u>WALT: to share a total equally</u> | <p>To share a total equally between a set number of groups. https://classroom.thenational.academy/lessons/to-share-a-total-equally-between-a-set-number-of-groups-6cu3cd</p> |

between a set
number of
groups.

Key words: equal, share, fair, equally, groups. Discuss each word.
Share the following into 2 equal groups. You can use manipulatives if you want to. 8, 12, 10, 14, 20.
Use manipulative to help with the following:
How can we share 8 oranges between 4 baskets equally?
How can you share 10 bananas between 2 plates equally? Can you show this on a part whole model?

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|   |
| There are <input type="text"/> cakes in each group. |
|   |
| There are <input type="text"/> pears in each group. |
|   |
| There are <input type="text"/> flowers in each group. |
|   |
| There are <input type="text"/> glasses in each group. |

Have a go at the problems and
share each set of objects
equally.

Topic





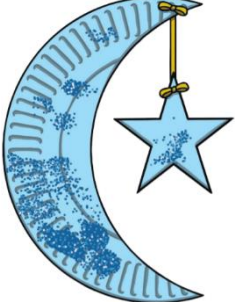





Active Tasks



Art/Design Technology

Science

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| <p>Use the link to have a go at some of the 10 minute shake up activities. https://www.nhs.uk/10-minute-shake-up/shake-ups</p>  | <p>Practise drawing a flower (just like William Morris did) and copy this onto a foam board or sponge. Cut out carefully and then using paint, make a repeating pattern with your flower print.</p> | <p>Think back to the big question we asked in school at the beginning of the term – Do all animals eat meat? Answer the question in full sentences using the correct vocabulary you have learnt in school.</p> |
| <p>History/Geography </p> | <p>PSHE/Act of Kindness </p> | <p> RE</p> |
| | <p>Write a story for someone in your family. Make the story a happy one with memories and things you are looking forward to doing again with them.</p> | <p>To mark the Islamic celebration of Eid-al-fitr, make a crescent moon and star.</p>  |
| <p> Daily Reading</p> | <p> Music</p> | <p>PurpleMash 2Do's </p> |
| <p>You should be reading everyday for 20 minutes so please make sure you are recording this in your reading record. When you are reading this week, see how many of the different graphemes and tricky words we are learning this week appear in your books.</p> | <p>Using the link: https://www.youtube.com/watch?v=g2gf8dAlhUw Have a go at keeping the beat with this body percussion activity. There are more videos down the left to try if you want to continue.</p> | <p>Set on Purple Mash.</p> |

