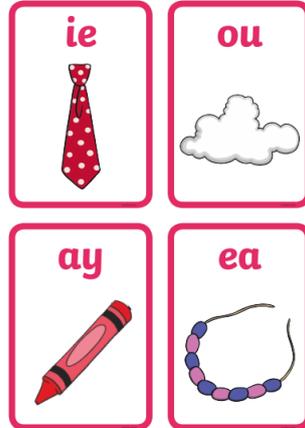




Phonics  
30 minutes

Today we are going to revisit the sounds learnt this week. Can you remember all four?



Can you think of a word for each of them?

**Learning sound:**

Adults can you write the following words on a piece of paper and put them around the house. Children then go and find the words around the house and read them once they are found.

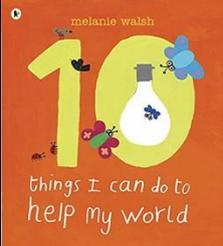
- cloud
- pound
- round
- mouth
- trousers
- spray
- takeaway
- sideways
- motorway
- birthday
- holiday
- background
- lounge
- house
- foundation
- council
- applies
- tries
- pies
- peanut
- repeat
- reason
- season
- gleam
- steam
- wheat
- teacher

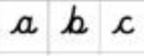
Once you have found all the words. Can you try and write 4 sentences using some of the words. You might even use 2 in one sentence:

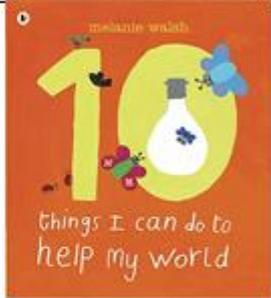
E.g

'I like to order pies when we get a takeaway.'

Your turn...

<p>Writing 30 minutes</p> 	<p><b>Starter:</b></p> <ul style="list-style-type: none"> <li>• Can you watch the video of the story? <a href="http://www.youtube.com/watch?v=xTN6T74W4L8">www.youtube.com/watch?v=xTN6T74W4L8</a></li> </ul> <p><i>This week we are looking at a book called '10 things I can do to help my world.' After watching the video can you discuss the story. What did you like? dislike? What have you learnt? What do you already do? What are you going to try to do?</i></p> <p><i>Today's English task is to write a book review. Since I cannot see or talk to you to hear your own thoughts on the book I'm hoping you can write them so I can read them soon.</i></p> <p><i>When writing your book review it is important to remember that you are using the word 'I' as you are writing about yourself, we call this writing in the first person.</i></p> <p><i>I would like you to think about what you liked about the story. Try to use conjunctions (and, so, but, because, if) to explain why!</i></p> <p><i>I would like you to think about what you disliked and why. Maybe you could think about how you might change it so that you would like it?</i></p> <p><i>I would like you to think about what you have learnt from the story. Did you know about all the facts on each page?</i></p> <p><i>I would like you to think about recommending it to a friend. Why would it be good to help others.</i></p> <p>I have written some sentence starters below. You can read the first sentence I have written and try to change it and then carry on with your book review!</p>

What must I look for in my writing?						
Think, Say, Write		Full stops 	Finger spaces 	Handwriting 	Sounding Out 	Capital letters 



I liked the illustrations because they are colourful and creative.

I disliked the \_\_\_\_\_ because \_\_\_\_\_.

I learnt \_\_\_\_\_ and \_\_\_\_\_.

I am going to try to \_\_\_\_\_ if I \_\_\_\_\_.

*Remember to double check your review afterwards making sure you haven't missed any words or sounds out!*

Handwriting  
10 minutes

*Children can practise their handwriting using cursive letters. If you would like to be more creative you could practise letter formation using sand (flour, salt or anything you have in the house) in tray or on the ground and get children to use their fingers to create the letters. (If your child is left handed – write the words on the opposite side of the page so they can see them when writing).*



**Practise:**

he

up

no

from

day

I

had

mum

children

made

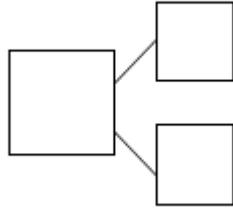
Maths  
30 minutes

*This week we will be looking at solving subtraction and addition equations using two different techniques already taught this year (number lines and part whole). This should just be a recap for children to consolidate their learning.*

Starter: Can you count in 10s to 100? What do you notice about the pattern? Use this video to help you count in 10s.

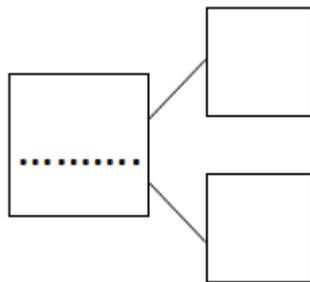
<https://www.youtube.com/watch?v=7stosHbZZZg>

For today's maths mission you are going to need some counters to help you. These counters could be pennies, peas, dry pasta or anything you have around the house. You could even just draw the part-part whole model and draw the dots. We are going to use the part-part whole method to solve some maths subtraction equations.



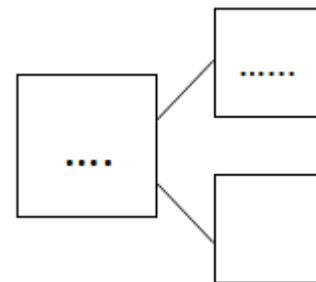
When we use a part-part whole model for subtraction we always start with the biggest number and we put the biggest number in the whole. The biggest number starts as the whole. We add the dots (or counters) onto the first part of the model. We are going to work out the equation below:

$$10 - 6 =$$

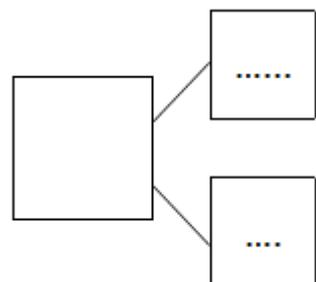


Then, we move 6 from the whole into one part.

$$10 - 6 =$$



Next, I move the remaining dots from the whole into the second part.



Finally, I count the dots in the second part to find the answer to my equation.

$10 - 6 = 4$

Can you have a go at the equations below using your own part-part whole model to help you solve the problems?

<p>A large square on the left is connected by two lines to two smaller squares on the right.</p>	<p>A large square on the left is connected by two lines to two smaller squares on the right.</p>
$16 - 9 = \_ \_$	$19 - 7 = \_ \_$
<p>A large square on the left is connected by two lines to two smaller squares on the right.</p>	<p>A large square on the left is connected by two lines to two smaller squares on the right.</p>
$21 - 3 = \_ \_$	$25 - 7 = \_ \_$
<p>A large square on the left is connected by two lines to two smaller squares on the right. The entire model is enclosed in a dashed blue border.</p>	<p>A large square on the left is connected by two lines to two smaller squares on the right.</p>
$27 - 9 = \_ \_$	$23 - 6 = \_ \_$

**Challenge:**

<p>A large square on the left contains the number 9. It is connected by two lines to two smaller squares on the right containing the numbers 1 and 8.</p>	<p>A large square on the left contains the number 19. It is connected by two lines to two smaller squares on the right containing the numbers 11 and an empty box.</p>
$\square = 1 + 8$	$19 = \square + \square$
$9 = \square + 1$	$19 = \square + \square$
$\square = 9 - 8$	$\square = 19 - \square$
$8 = 9 - \square$	$\square = 19 - \square$

Enquiry  
30 minutes.

In science we have been learning about 'animals including humans.' This week we are going to carry on learning about the human body. Today's mission is to think about how to keep our bodies healthy. We

Science- human body.

do lots of exercise in school as it is very important to help keep our bodies healthy. Can you think of some ways you exercise your bodies? What is your favourite exercise and why? I would like you to create an exercise routine – maybe once you've created your exercise work out you can show your family and they can join in! Think about different moves you could do in your workout. I have attached some pictures below.

### Marching on the Spot

1. Stand with your feet hip-width apart.
2. Lift one foot and then the other.
3. Stay on the same spot.
4. Lift your knees up high, keeping your back straight.
5. Pump your arms as well.



### Star Jumps

1. Start with your feet close together.
2. Jump and land with your feet wide apart.
3. Stretch your arms out above your head.
4. Jump your feet in and your arms down.



### Low Sprint Shuffle

1. Crouch your body down.
2. Run quickly on the spot.
3. Pump your arms.
4. Turn to the middle and the side.
5. Make sure you have fast feet.



### Squat

1. Start with your feet a bit wider than your shoulders.
2. Squat down as if you're sitting into a chair.
3. Stand up tall again.
4. Keep a straight back.





*If you split a piece of paper into 6 and choose 6 different exercises for your routine. Draw a picture of each exercise and a sentence or a few words to describe it! Don't forget to follow each step once you've drawn your pictures.*

Reading	<i>Read an e-book on Bug Club and answer the comprehension questions.</i>
---------	---

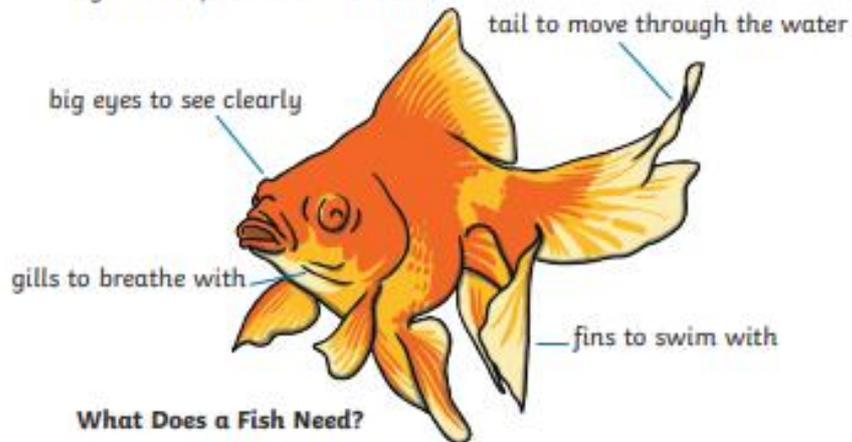
## Taking Care of a Fish

Fish are very popular pets. Unlike dogs and cats, they are not soft and cuddly, but they are beautiful to watch and very calming.



### What Does a Fish Look Like?

Fish, which come in a wide range of colours, are small animals that live in water. They move through the water using their fins and tails to help them. On the side, they have gills that they use to help them breathe under water. Additionally, they have large eyes to help them look around.



### What Does a Fish Need?

In the home, fish need to be kept in a fish tank. If there is just one fish, like a goldfish, then they can live in a fairly small tank but they need enough room to move freely. You may choose to keep lots of fish at one time, but if you do, you will need a large tank. Some fish live in cold water so their tank can be filled with water from the tap. Others need warm water to survive so their tank needs to have a special part that heats the water up. Some fish need fresh water, while others will need salt water in order to stay healthy.

**What Else Do I Need to Keep My Fish Healthy?**

It is vital to keep the water in fish tanks clean. This is because fish breathe using their gills (small slits down the side of their bodies). If the water is dirty, they are 'breathing in' the dirt from the water, which can make them ill. Fish tanks need cleaning regularly by hand, or by using a filter.



## 100 High Frequency Words

a  
about  
all  
an  
and  
are  
as  
asked  
at  
back  
be  
big  
but  
by  
called  
came  
can

children  
come  
could  
dad  
day  
do  
don't  
down  
for  
from  
get  
go  
got  
had  
have  
he  
help

her  
here  
him  
his  
house  
I  
I'm  
if  
in  
into  
is  
it  
it's  
just  
like  
little

look  
looked  
made  
make  
me  
Mr  
Mrs  
mum  
my  
no  
not  
now  
of  
off  
oh  
old

on  
one  
out  
people  
put  
saw  
said  
same  
see  
she  
so  
some  
that  
the  
their  
them  
then

there  
they  
this  
time  
to  
too  
up  
very  
was  
we  
went  
were  
what  
when  
will  
with  
you