

Here are your answers for Tuesday 16th June

Tuesday 16th June – Draw pictograms

Maths Starter


Using the inverse complete the missing number problems.




$13 + 11 = 24$	$55 + 6 = 61$	$34 + 8 = 42$
$24 - 11 = 13$	$61 - 6 = 55$	$42 - 34 = 8$

There are some flowers in a garden.

- There are 4 sunflowers.
- There is 1 less daffodil than there are sunflowers.
- There are twice as many daisies as daffodils.
- There is the same number of tulips as daffodils.

a) Complete the pictogram.

Key
 = 1 flower

Flower	
Sunflowers	
Daffodils	
Daisies	
Tulips	




b) How many flowers are in the garden in total?


15

There are some animals in a zoo.

a) Complete the pictogram to show how many of each animal there are.



Animal	
Lion	
Elephant	
Giraffe	

Key
 = 1 animal

Tuesday 16th June

Writing - Sentence types

I can identify and use different sentence types

State the facts

We went shopping for some food.
I went on a walk around my local area.
Yesterday we clapped for the key workers.

Question it

How are you feeling?
When do you think we will be back in school?
What did you do in half term?

What a great sentence this is!

What a fun day I had!
How amazing!
What a delicious cake you have made!

Tuesday 16th June – Reading

5. Why do we have to look after our bodies?
6. What are the two things that do grow back?
7. What is the person's head filled with?
8. Why do you think it says 'Please?' when the author is explaining that at night we sleep?
9. Why does the author say to use your time on Earth wisely?
10. How many people (and counting) are on Earth?

5. *We have to look after our bodies because most bits don't grow back.*
6. *Your hair and nails grow back.*
7. *The person's head is filled with questions.*
8. *The author hopes that the children will sleep at night so the adults can rest too.*
9. *The author says to use your time on Earth wisely because things move very quickly. It will be gone before you know it.*
10. *7,327,450,667 people live on Earth.*

Wednesday

**Maths – Interpret
Pictograms
Reading – Here we are
Vocabulary
Writing – apostrophe for
possession and contraction
(revisit and review)**



**Art – Use tone and
shade.**

Wednesday 17th June – Interpret pictograms

Maths Starter: Using the inverse complete the missing number problems





$31 - 10 = \underline{\quad}$ $\underline{\quad} + 10 = 31$	$23 - 7 = \underline{\quad}$ $\underline{\quad} + 7 = 23$	$\underline{\quad} - 4 = 26$ $\underline{\quad} + 26 = 30$
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Main Activity



Re-watch the video on dojo all about interpreting and drawing pictograms and complete the questions below.

The pictogram shows what some teachers had for school lunch.

Lunch		Key
Fish		 = 1 lunch
Chicken		
Spaghetti		
Salad		

a) Which lunch did the most teachers have?

Tick your answer.

fish chicken spaghetti salad


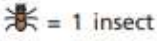

b) Which lunch did the least teachers have?

Tick your answer.

fish chicken spaghetti salad

c) How many teachers had chicken?

The pictogram shows how many insects Class 2 saw on a bug hunt.

Insect	
Butterfly	 
Bee	
Caterpillar	

a) Complete the sentences.

Class 2 saw butterflies.

Class 2 saw bees.

Class 2 saw caterpillars.

Altogether Class 2 saw insects.

b)



Last summer I saw a bee hive. I do not think I could draw a pictogram to show all the bees.

Do you agree with Tommy?

Wednesday 17th June Writing – Apostrophes

I can identify and use an apostrophe for possession and contraction

Think back to your previous learning pack. *What did you learn about apostrophes? When are they used? What are they used for?*



Watch the following learning clip about the use of apostrophes.

<https://www.youtube.com/watch?v=sueh1OKXp78>



Apostrophes are used to tell us that something belongs to someone. For example, if you were talking about a football belonging to Ben, you would say 'Ben's football'.

 **Ben's football** (the football that belongs to Ben)

Ben's football

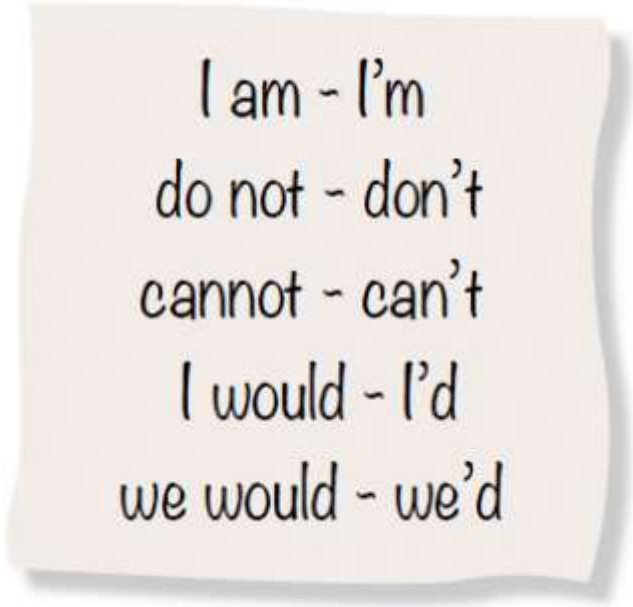
(the football that belongs to Ben)

called singular possession.

There is only one of Ben, so this is

Apostrophe for contraction

If we put two words together and miss out some letters, we need to add an apostrophe where the missing letters are. For example: 'do not' would change to 'don't', the contracted form.



I am - I'm
do not - don't
cannot - can't
I would - I'd
we would - we'd

Now go back to the model texts. Can you find any examples of where an apostrophe for possession has been used? Can you find any examples of an apostrophe for contraction?

Please write the date and the title into your lined activity book

Main activity:

Task 1 (contraction):

Children often misspell contracted words because they do not understand what the apostrophe is doing to the word. This results in children writing 'dident' and 'where' instead of 'didn't' and 'we're'.

This activity has been designed to show children how we omit letters and replace the omitted letters with an apostrophe when creating contractions:

1. Provide children with the first set of contractions and ask them to perform surgery on the words by omitting the letter (cutting it out of the word).
2. Using masking tape, tape the word back together at the top of the paper.
3. The place where the masking tape holds the paper together is where our apostrophe should go. I compare this to stitches holding wounds together after surgery.

TOP TIP:

If your pupils aren't aware of what the new spelling should be, provide the answers on the right and then they can use this as a scaffold to perform surgery on the original words.

e.g. This example uses plasters, but masking tape is a cheaper alternative.



could not	would not	we are
you are	you will	he is
might not	might have	she is
could have	I will	it is
should have	she will	they will

couldn't	wouldn't	we're
you're	you'll	he's
mightn't	might've	she's
could've	I'll	it's
should've	she'll	they'll

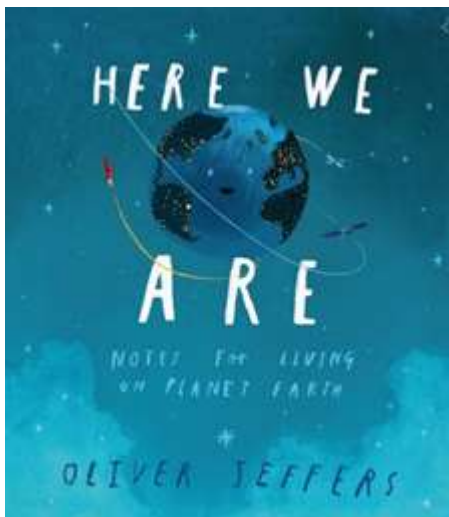
Task 2 (possession):

Make a list of items that belong to different people in your home.

e.g. Mum's handbag

Dad's lawn mower

Wednesday 17th June - Reading



Have you thought about who Oliver Jeffers wrote this book for?

Vocabulary Extension:

Choose from the words below to complete the sentences

1. This planet is called Earth. It is the big _____ floating in space.
2. It's made up of land and sea. There is also sky, but it's a bit _____.
3. On Earth, there are people from different _____, but we are all people so you should be kind to everyone.
4. We also have many different _____ of animals, they can't speak, but you should still be kind to them too.
5. Although we have come a long way, we haven't worked everything out, and there's still so much for you to _____.
6. This is the only Earth we have, so be _____, and look after it.

Word Bank

ethnicities
discover
globe
responsible
species
complicated

Wednesday 17th June – Art

Today we are going to be looking at how to create tone and share effectively. Look carefully at Bruegel's landscapes below and think about how he has used tone and shade.

Can I use tone and shade effectively?



Let's look at how Bruegel used tone and shade in his paintings.



Tone refers to the graduation between light and dark. We make lighter tones or **tints** by adding white to a colour, and we make darker tones or **shades** by adding black. We can use tone to create atmosphere and mood as well as to define form.

Now you have compared Bruegel's paintings, watch the video <https://www.youtube.com/watch?v=qNawqTqUrPO> and create a value scale. Here is an example to help you create your own.

