

Home learning pack

Year 2

Week beginning: 25th January – 29th January

GROUP 1

Monday 25 th January	Reading Maths Writing Handwriting Daily tables practice	Thematic
Tuesday 26 th January	Reading Maths Writing Spelling Daily tables practice	Science
Wednesday 27 th January	Reading Maths Writing Handwriting Daily tables practice	PE Computing
Thursday 28 th January	Reading Maths Writing Spelling Daily tables practice	RE
Friday 29 th January	Reading Maths Writing Handwriting Daily tables practice	Music

Monday 25th January

Reading	Once upon a picture – thinking questions
Maths	Recognising coins and notes
Writing	Analysing models – verbs and adverbs
Thematic	What was life like in the Victorian era?- Transport and Technology.
Handwriting and daily tables practice (5x tables)	

Reading



Look at the picture and answer the following questions:

- What is the bird on the left doing? How do you know?
- Do you think that the bird's song is good or bad? Why?
- What is the bird on the right thinking? What might it say when the other bird has finished singing?
- Which bird is more confident?

Monday 25th January

Handwriting

UNIT 1 How to join in a word: high-frequency words

1

Name

Date

Read and then join the words.

the *the* *the*

what *what*

who

that

them

Monday 25th January

Daily timetable practice:

Sing along to 'Counting in 5s': <https://www.youtube.com/watch?v=cJ4jV14Oz5I>



1)

5	10			25			40
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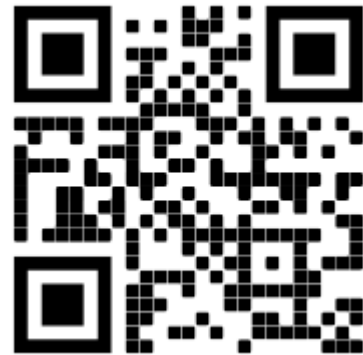
2)

20		30				50	
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Maths:

White Rose: Recap – recognising coins and notes

Visit or scan the QR code: <https://vimeo.com/470140979>



Get ready starter:

1)

$$1 + 1 = \square$$

$$1 + 1 + 1 + 1 + 1 = \square$$

2)

$$10 + 10 = \square$$

$$10 + 10 + 10 + 10 + 10 = \square$$

3)

$$5 + 5 = \square$$

$$5 + 5 + 5 = \square$$



British Money



1p



2p



5p



10p



20p



50p



£1.00



£2.00



£5.00



£10.00



£20.00



£50.00

1 Match the coin to the amount.



20 pence



5 pence



10 pence



1 pound



1 pence



50 pence



2 pence



2 pounds

2

Here are some coins.



Complete the sentences.

There are 1p coins.

There are 2p coins.

There is 5p coin.

There are 10p coins.

There are 20p coins.

Remember;



is **greater than**

>



is **less than**

<



is **equal to**

=



3 Write < or > to compare the amounts.



Monday 25th January: Writing: analysing a model text (verbs and adverbs)



Please watch your teacher video on your class dojo page to support with today's lesson.

Today we will be finding and exploring the use of imperative verbs and adverbs (time and manner) in the model text.

Remember:

IMPERATIVE VERBS

Imperative verbs (or bossy verbs) are words that tell people what to do. We use them a lot in our instructions:

Click the button. Open the box.
Mix the ingredients. Cook for 25 minutes.
Fold the paper. Stick the pieces together.

www.teachingpacks.co.uk

Reminder imperative verb video: <https://www.bbc.co.uk/bitesize/articles/zv98jhw>



ADVERB

An **adverb** describes a verb, adjective or another adverb.

They talked **loudly**.
She danced **beautifully**.

© Teacher's Pet 2012. www.get.co.uk

Adverbs of time (When)	Adverbs of manner (How)
First	carefully
Next	vigorously
Later	slowly
Meanwhile	quickly
Finally	

Reminder adverbs video:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr>



Whilst watching the teacher video, locate verbs and adverbs:

Verb	
Adverb	

Mind-blowing, chocolate-covered apples

Do you love Halloween? Do you love playing games such as apple bobbing? One of the best parts of Halloween is getting the chance to devour chocolate-covered apples. Follow this recipe to make the delicious, tangy tasty treats.

You will need:

Ingredients

- 6 juicy, golden delicious apples;
- 200g smooth, milk chocolate (Dairy Milk is best);
- 25g mind-blowing popping candy.

Equipment

- A kettle
- One medium-sized pan
- A glass bowl
- A wooden spoon
- 6 wooden lollipop sticks

Method

1. Firstly, wash your hands thoroughly with soap.
2. Next, gather all of your ingredients and equipment.
3. Using boiling water from the kettle, pour it into the pan and turn the heat on low.
4. Break the chocolate up into pieces and put them in the glass bowl.
5. Carefully, place the glass bowl into the pan. After a few seconds, the chocolate will begin to melt (keep stirring using the wooden spoon).
6. Whilst the chocolate is melting, stick the lollipop sticks into the top of the apples (one stick per apple).
7. Once the chocolate has thoroughly melted, dunk the apple into the chocolate (hold it by the stick) so that there is a smooth, even layer all over.
8. Immediately after that, dip your chocolate-covered apple into the popping candy.
9. Put the apple onto a clean plate and repeat steps 6-8 until all apples are done.
10. Once they are all covered, place the plate in the fridge for 30 minutes - to set the chocolate.
11. Finally, enjoy!

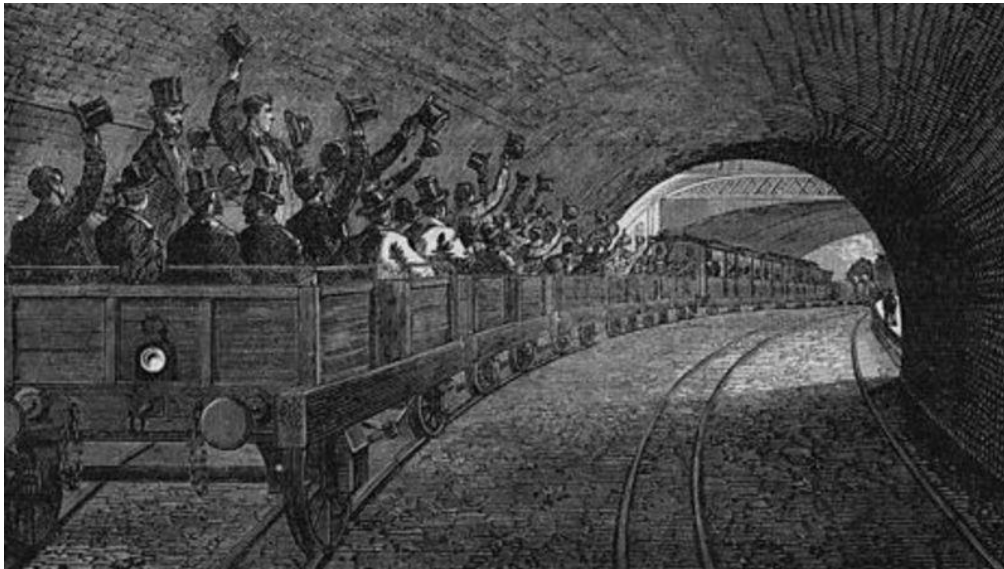
Monday 25th January

Thematic- Transport and technology in the Victorian era

Review: Can you recall 3 facts about jobs and education in the Victorian era?

What was life like in the Victorian era?

Take a look at the picture below. On 10 January 1863, the Metropolitan Railway opened the world's first underground railway.



Now, answer the questions below:

Why do you think the railways were built underground?

What might the journey have been like for the passengers?

How do you think the passengers felt?

<https://www.bbc.co.uk/newsround/46482813>



Please read the facts below:

Facts about Victorian transport and technology.

- Traffic in inner cities was becoming chaotic. Victorians decided to build a railway underground to transport cargo (goods) under the crowded River Thames in a much quicker way.
- In 1863, the first underground railway in the world was built. The railways were built between Paddington (which was called Bishop's Road back then) and Farringdon Street.
- Steam trains made travel a lot easier, but the tunnels were not well ventilated. The smoke from the trains made it very unpleasant for train drivers and passengers.
- In 1845, London Road in Nottingham became the first road to be covered with tarmac (tarmacadam). Before this people had to suffer with roads made from cobbles (round stones) and pot holes.
- Alexander Bell, a Scotsman living in America, invented the telephone on 7 March 1876. By 10th March, his apparatus was so good that the first complete sentence transmitted, "Watson, come here; I want you," was distinctly heard by his assistant.
- In 1885 the first car had been invented by a German inventor called Karl Benz. It was a 3-wheeled car that only rich people could afford.
- First photographs were taken in 1830- black and white- people went to photograph studio wearing their best clothes to have their photo taken- they stood for a very long time so the photo would not be blurry.



What differences and similarities are there between transport and technology in the Victorian era compared to today?

Would you have liked to travel in 3-wheeled car in early Victorian England? Why do you think this?

What would life been like before the invention of telephones and cameras?



Please send a photo of your work to your dojo page or portfolio for teacher feedback.

Tuesday 26th January

Reading	Poetry analysis
Maths	Count money – pence
Writing	Organisational features of instruction texts - recipes
Science	Describe the stages of life from adulthood to old age.
Spelling and daily tables practice (5x tables)	

Reading

The More It Snows (Tiddely pom) is a song from Piglet's Big Movie, sung by both Pooh and Piglet. This little song was originally created by A.A. Milne, in the book *The House at Pooh Corner* in the chapter "In which a house is built at Pooh Corner for Eeyore." Pooh created the song to sing for Eeyore, thus Pooh sings the main lyrics. Pooh also created the little "tiddely-poms" for the song as well, and he asked Piglet to provide that little side note in the song. Read the song and fill in the response grid (patterns, puzzles, likes, dislikes).

WINNIE-THE-POOH



*The more it
SNOWS - tiddely - pom
The more it
GOES - tiddely - pom
The more it
GOES - tiddely - pom
On snowing*

*And nobody
KNOWS - tiddely - pom
How cold my
TOES - tiddely - pom
How cold my
TOES - tiddely - pom
Are Growing*



Likes

What did you like about the poem?

I liked the poem because...

I particularly liked it when....

Dislikes

What didn't you like about the poem?

I didn't like...because...

Patterns

Did you notice any patterns? Eg – rhyme, ideas that are repeated, similarities to other things you've read

I noticed... this was the same as...

Puzzles

What confused you? What do you want to know more about?

I was confused when...

I would like to find out...

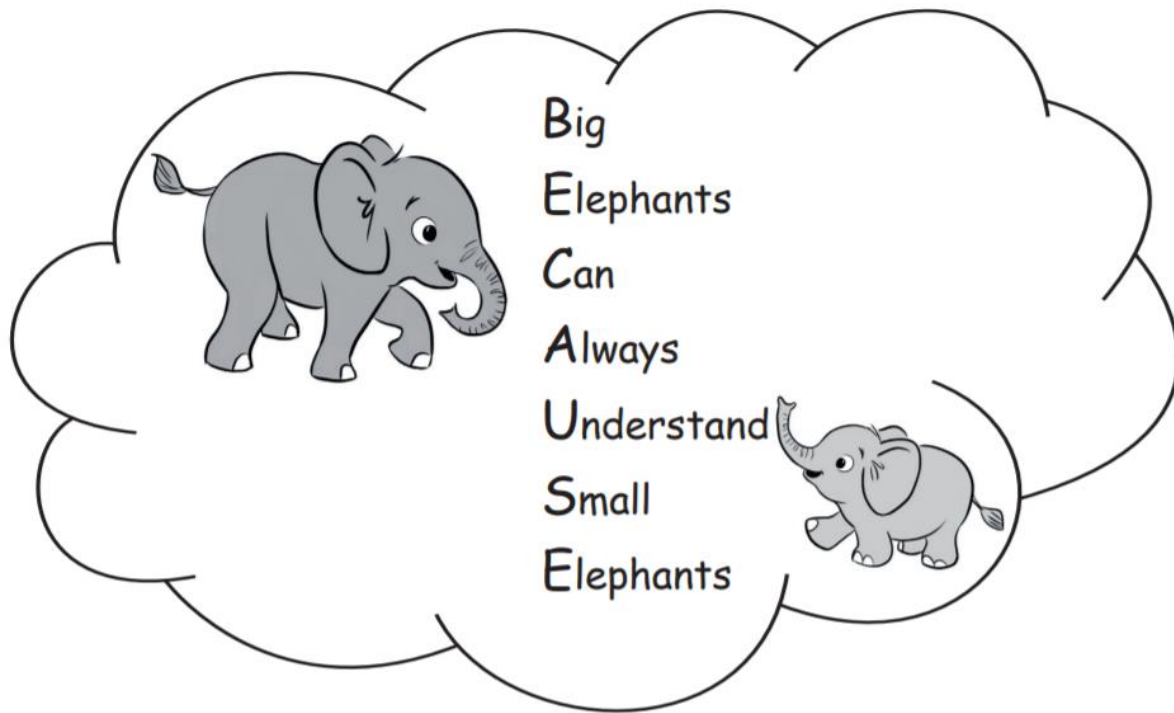


Send me your reflections on dojo to receive feedback!

Spelling:

Common exception words

Here is a mnemonic to help you learn the spelling of because.



Using the word list below, can you create your own mnemonic to learn the spellings of these words:

Word list

find	old	class	great	past
kind	cold	grass	break	last
mind	gold	pass	steak	fast
behind	hold	door		path
	told	poor		bath
		floor		



Send me your favourite mnemonic on dojo or to your portfolio, to share with the class.

Tuesday 26th January

Daily timetable practice:

Sing along to 'Counting in 5s': <https://www.youtube.com/watch?v=cJ4jV14Oz5I>



45			60	65			
----	--	--	----	----	--	--	--

30		40			55		
----	--	----	--	--	----	--	--

Maths

White Rose: Count money (pence)

Click on the link or scan the QR code to access the teaching video: <https://vimeo.com/471306740>

Get ready starter:

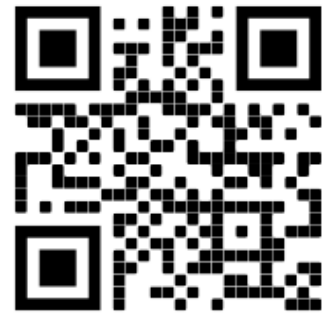
1)



2)



3)



Example of adding money (pence)



Count money – pence

1 Match the coin to its value.



20p



2p



50p



1p



10p



5p

2 How much money is there?



3 How much money is there?





How much money does Dexter have?

5 Write $<$, $>$ or $=$ to compare the money.



Tommy has this money.



I have more money because I have more coins.



Is Annie correct? _____
How do you know?

7 Rosie wants to buy this packet of sweets.
She has this money.



Does Rosie have enough money? _____

Tuesday 26th January: Writing: organisational features of instruction texts - recipes



Please watch your teacher video on class dojo. Watch alongside your writing task today.

Today, we will be exploring the organisation and structure of recipes:

How to make a slice of buttered toast

Are you feeling hungry but always in rush at breakfast time? Follow these simple instructions to make a quick and easy breakfast snack.

Ingredients:

- Slice of wholemeal bread
- A small amount of butter

Optional: fruits jam or marmalade

Equipment:

- Toaster
- A small plate
- A butter knife

Method:

1. Get a slice of bread.
2. Plug in the toaster and switch it on.
3. Place bread in the toaster.
4. Push the lever to lower the toast.
5. Wait a few minutes for the toast to pop up out of the toaster.
6. Take the toast out of the machine being careful not to burn your hands.
7. Place the toast on a plate.
8. Spread a little bit of the butter on the toast using a knife.
9. Cut the toast in half using the knife.

Key organisational features

Title – What the recipe is for

Introduction – Why should people follow your recipe?

Sub-titles – organises information clearly

Bullet list – easy for the reader to follow

Numbers – organises instructions in order

Using the example from the previous page, 'box up' and label, the title, introduction, sub-titles, bullet list and numbers in the recipe below

Mind-blowing, chocolate-covered apples

Do you love Halloween? Do you love playing games such as apple bobbing? One of the best parts of Halloween is getting the chance to devour chocolate-covered apples. Follow this recipe to make the delicious, tangy tasty treats.

You will need:

Ingredients

- 6 juicy, golden delicious apples;
- 200g smooth, milk chocolate (Dairy Milk is best);
- 25g mind-blowing popping candy.

Equipment

- A kettle
- One medium-sized pan
- A glass bowl
- A wooden spoon
- 6 wooden lollipop sticks

Method

1. Firstly, wash your hands thoroughly with soap.
2. Next, gather all of your ingredients and equipment.
3. Using boiling water from the kettle, pour it into the pan and turn the heat on low.
4. Break the chocolate up into pieces and put them in the glass bowl.
5. Carefully, place the glass bowl into the pan. After a few seconds, the chocolate will begin to melt (keep stirring using the wooden spoon).
6. Whilst the chocolate is melting, stick the lollipop sticks into the top of the apples (one stick per apple).
7. Once the chocolate has thoroughly melted, dunk the apple into the chocolate (hold it by the stick) so that there is a smooth, even layer all over.
8. Immediately after that, dip your chocolate-covered apple into the popping candy.
9. Put the apple onto a clean plate and repeat steps 6-8 until all apples are done.
10. Once they are all covered, place the plate in the fridge for 30 minutes - to set the chocolate.
11. Finally, enjoy!

Tuesday 26th January

Science- Describe the stages of life from adulthood to old age.

Review: Can you list any 3 stages of the human life cycle? For example: toddler.

1) _____ 2) _____ 3) _____



Adulthood



A period of life which lasts from the age of 21 to 60.

- When a person is between 40 and 60 years old, we say they are middle aged. At this age, a person might notice that their hearing and sight is not as good as it used to be. They may need to start wearing glasses or wear a hearing aid.



- A middle-aged person might notice that their skin is starting to wrinkle, and their hair might start to turn grey.



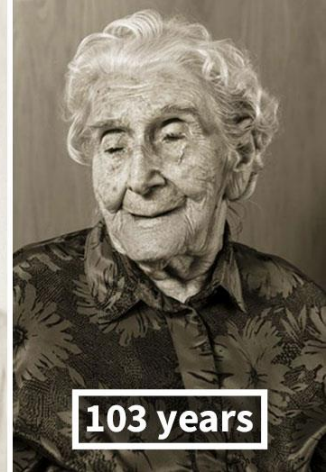
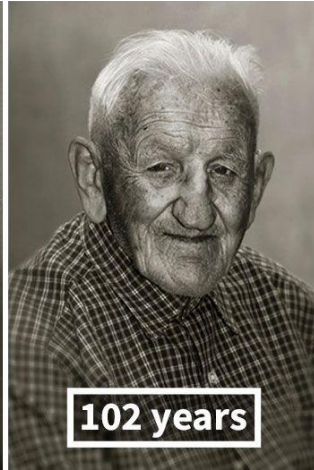
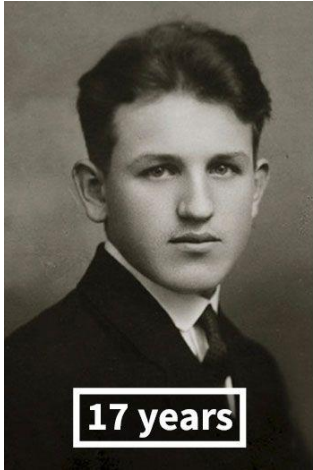
- When a person reaches 60 years old, they enter old age. Elderly people become tired more quickly because their bones begin to weaken. This means they are more likely to break a bone if they trip or fall. Teeth also begin to weaken and fall out over time They may need a walking stick, or even a mobility scooter to get around.



- An elderly person might begin to forget things. As they enter the final stage in their life, it is very important for people aged 60 and above to keep their minds active. Doing puzzles and reading can help the elderly keep their brains active and healthy.



Take a look at the pictures below, taken of a man and women both in their adult life and in their old age.




Read the questions below and answer them in your workbook.

- List 3 changes you see in the man.
- List 3 changes you see in the woman.
- What could the man do at age 17 that he may not be able to do now?
- What might the woman need now that she did not need at age 26?



Please send a photo of your work to your dojo page or portfolio for teacher feedback.

Wednesday 27th January

Reading	Read sight words
Maths	Count money – pound Maths quiz: Money: coins and notes https://forms.gle/SUJfkRhpMDuvVVN7A 
Writing	Features of instruction texts
PE	Balancing
Computing	Hour of code
Handwriting and daily tables practice (5x tables)	

Wednesday 27th January

Reading

Choose the sight word you hear:

<https://uk.ixl.com/ela/year-2/choose-the-sight-word-that-you-hear>



UNIT 3 Practising diagonal join to ascender in words: *eel, eet*

3

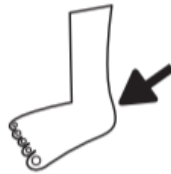
Name

Date

Trace and copy the patterns. Say the sounds.

eet eek eel

Finish the words, then copy them.

sw _____*ch* _____*h* _____*str* _____

Daily timetable practice:

Sing along to 'Counting in 5s': <https://www.youtube.com/watch?v=cJ4jV14Oz5I>

25			40				
----	--	--	----	--	--	--	--

	35			50		60	
--	----	--	--	----	--	----	--

Maths

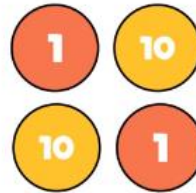
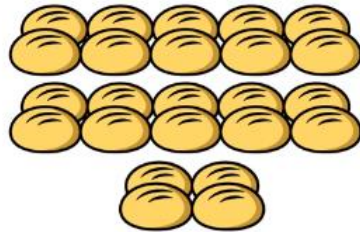
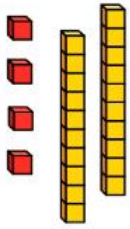
White Rose: Counting money (pounds)

Please click on the link or scan the QR code: <https://vimeo.com/471307411>



Get ready starter:

Which of these represent 24



Remember:



Count in 2s



Count in 5s



Count in 10s



It's easier to add them if I place the greatest value notes first



$$£20 + £5 + £1 = £26$$

Count money – pounds

1 Match the coin or note to its value.



£5



£1



£50



£20



£10



£2

2 How much money is there?











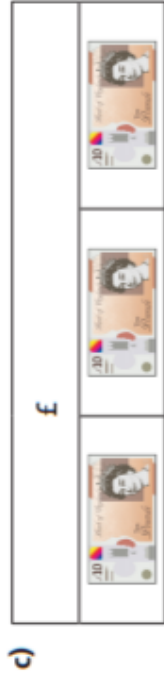
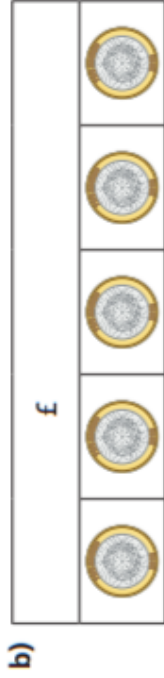
3 How much money is there?







4 Complete the bar models.



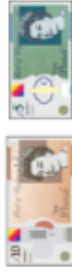
5 Write <, > or = to compare the money.



6 Dora has this money.



Ron has this money.



I have more money because I have notes.



Is Ron correct? _____
How do you know?

7 Mo has this money.



I have £25



Do you agree with Mo?
Talk about it with a partner.

Wednesday 27th January

Writing: Find features of instruction text:

Normally starts with How to make...

Model:

Asking the reader a question.

How to make a slice of **battered** toast

Are you feeling hungry but always in rush at breakfast time? Follow these **simple** instructions to make a **quick** and **easy** breakfast snack.

Ingredients:

Organises text clearly. Easier for the reader to follow

- Slice of **wholemeal** bread
- A **small** amount of butter

Optional: **fruit** jams or marmalade

Equipment:

Adjectives gives the reader more detail

- Toaster
- A **small** plate
- A **butter** knife

Title	Red
Introduction	Blue
Sub-title	Magenta
Bullet list	Orange
Imperative verb	Yellow
Adverb	Grey
Adjectives – describing words	Cyan

Method:

Method – what to do

1. First, **get** a slice of bread.
2. **Plug** in the toaster and switch it on.
3. Next, **place** bread in the toaster.
4. **Push** the lever to lower the toast.
5. **Wait** a few minutes for the toast to pop up out of the toaster.
6. **Carefully**, **take** the toast out of the machine.
7. **Place** the toast on a plate.
8. **Spread** a **little** bit of the butter on the toast using a knife.
9. **Finally**, **cut** the toast in half using the knife.

Comma, after the adverb.

Time adverbs sequence the commands in the correct order.

Carefully – you don't want to burn your hands

Short and bossy commands with capital letters

Numbers sequence commands in the correct order

Now, it is your turn! Find features of instructions texts in the model below:

Remember to add any notes to analyse the model further. Use the model on the previous page to help you.

A spell to send Cinderella to the ball

Calling all fairy godmothers! Are you in need of transporting a kind girl to a fancy ball? Then follow this simple recipe to make all her dreams come true.

Ingredients:

- 3 small mice
- 6 lumps of coal
- Juice from a lemon
- An ogres tooth
- Petals from a fire flower
- 18 hairy, spider's legs
- A ribbon from a princess' hair
- 2 red apples

Method:

1. First, mix the juice from the lemon with the petals from the fire flower.
2. Carefully, grate the coal and the ogre's tooth and adds it to the lemon mixture.
3. Next, cook it over a hot flame for 13 minutes.
4. After, add the spider's legs and the apples.
5. Then, slowly sprinkle it over the mice to turn them into footmen and the ribbon to turn it into a ball gown.

Title	
Introduction	
Sub-title	
Bullet list	
Imperative verb	
Adverb	
Adjectives – describing words	



Remember to send in a photo of your annotated recipe to dojo for me to give you feedback.

Wednesday 27th January

PE: Balancing

<https://www.youtube.com/watch?v=jscbqUkVpVo&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=3&t=0s>



Balance Time

Home Physical Education

Can you keep trying to improve your performance?

How to play:

- How many different body parts can you balance on?
- Can you balance on your back and tummy? What do you do with your arms and legs?
- Can you balance on your hands and feet? Can you lift one hand or leg off the floor?
- Choose your favourite 3 balances. Can you add them together to make a sequence. Perform your sequence to someone else. What do they think?



Can you be creative and try out a variety of different balances using different body parts?

Top Tips

Be Still!

All balances must be held completely still for at least 4 seconds. Make your balances excellent by pointing your fingers and toes.

Let's Reflect

Can you hold your balances still?
If your balance is wobbling, how could you change it to make it still.

Did you try a variety of ways of putting your sequence together?



Send in a photo of you performing a balance!

Wednesday 27th January

Computing: Hour of code

Select one of the games to practice your coding skills.

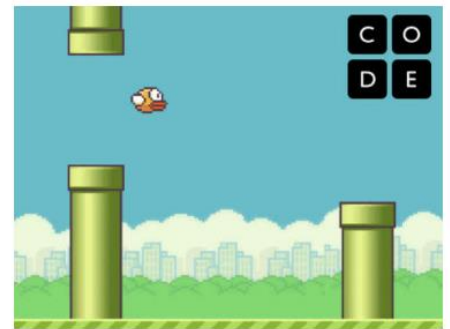
<https://code.org/learn>



Dance Party
Grades 2+ | Blocks



Minecraft Hour of Code
Grades 2+ | Blocks



Make a Flappy game
Grades 2+ | Blocks



Star Wars Building a Galaxy with Code



Code with Anna and Elsa



Write your first computer program

Thursday 28th January

Reading	Comprehension - RVI
Maths	Count money – coins and notes
Writing	Imperative verbs
RE	Mosques
Spelling and daily tables practice (5x tables)	

Reading: Read the text and answer the following RVI comprehension questions:

How to make a pancake

DIFFICULTY: 🌟🌟

Have you ever wondered how to make fluffy, delicious pancakes? Just wait until you try these – you'll be asking for more! Read these simple instructions to create a quick feast in minutes.

Ingredients:

- 100g plain flour
- 2 large eggs
- 300ml milk
- 1 tbsp of vegetable oil, plus a little extra for frying
- Pinch of salt



Optional extras:

- A lemon wedge to serve
- Caster sugar

Instructions:

1. Add 100g of plain flour, 2 large eggs, 300ml milk, 1 tbsp of vegetable oil and a pinch of salt into a bowl. Whisk to make a smooth batter, but be careful not to spill any.
2. Put the mixture to one side for 30 minutes if you have time, or start cooking straight away.
3. Heat a small frying pan over a medium heat, and carefully wipe it with some oiled kitchen paper.
4. Next, wait until the pan is hot. At that moment, you can cook your pancakes for 1 minute on each side until golden. Keep the cooked pancakes warm in the oven, while you're making the next one.
5. If you'd like some extra flavour, serve with lemon wedges and caster sugar.



Top Tip:

Once cold, you can layer the pancakes between baking paper, then wrap in cling film and freeze for up to 2 months.

Vocabulary



instruction



a direction or order

My new board game came with instructions.

You must follow the instructions carefully.

Write an instruction you might give as a teacher.



recipe



A set of instructions to make something with a list of things needed for this.

My nan used her special recipe to make bread.

I have lots of recipe books at home.

What recipes you have followed?

1. What is a recipe?
2. Find and write 3 different imperative verbs

Retrieval

3. What does the recipe tell you to use to keep the pancakes warm?
4. Fill in the table to indicate whether the statements are true or false. The first one is done for you:

You need to fry the mixture for 30 minutes.

The recipe uses a medium-sized frying pan.

You can only start cooking our mixture when the pan is hot.

You must serve the pancakes with lemon.

True	False
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Inference

5. Why do you think you will be 'asking for more' pancakes after following this recipe?
6. Why do you think these instructions have numbers?

Daily timetable practice:

Sing along to 'Counting in 5s': <https://www.youtube.com/watch?v=cJ4jV14Oz5I>

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10		20					
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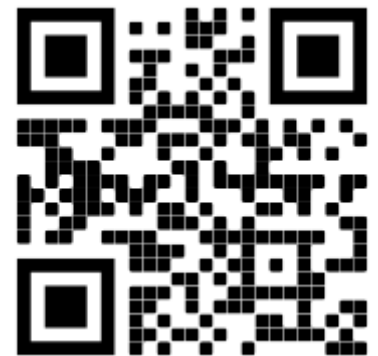
	55		65				
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Maths:

White Rose: Count Money (coins and notes)

Please follow the link or scan the QR code to access the teacher video:

<https://vimeo.com/471307831>

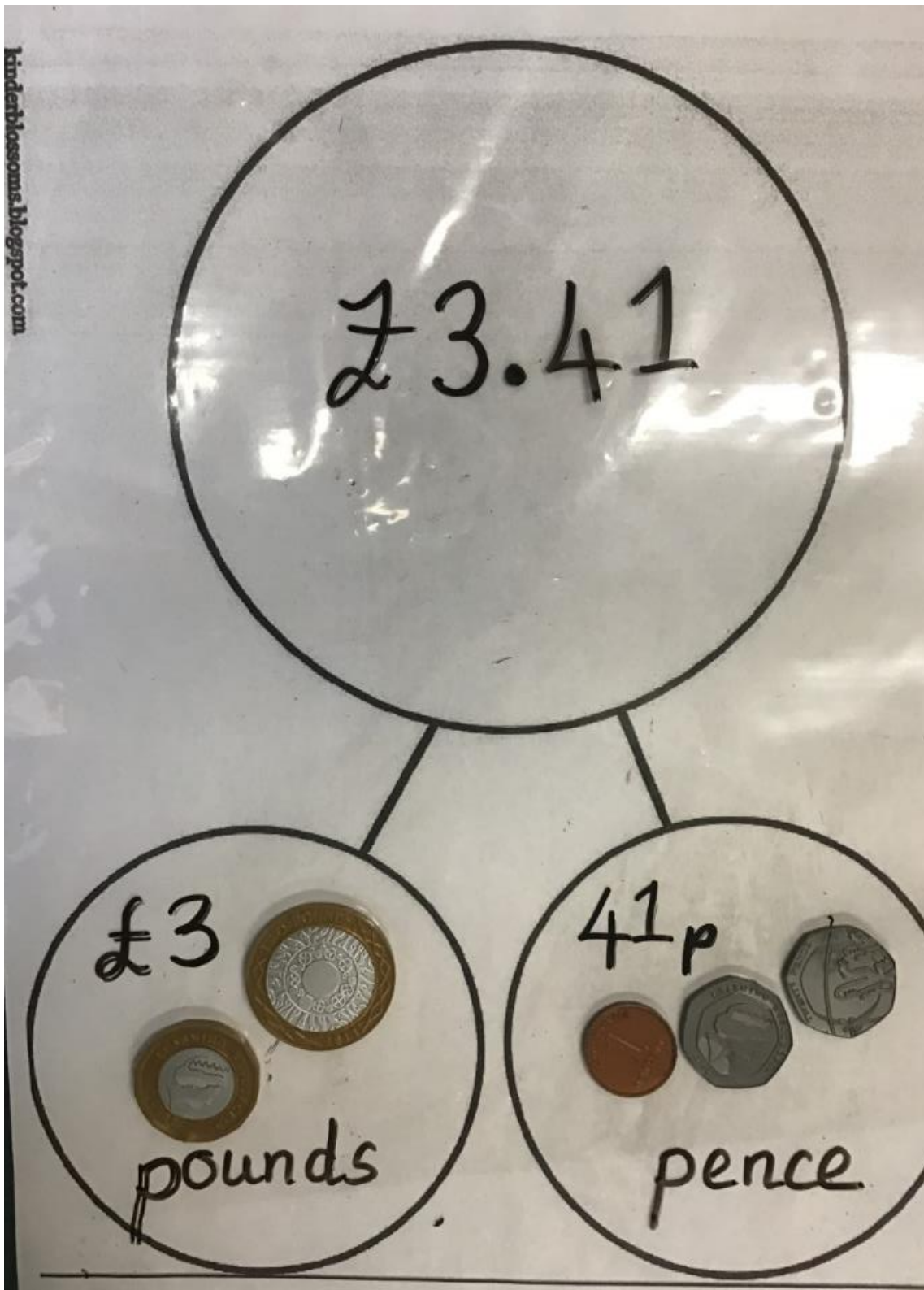


Which of these represent £14



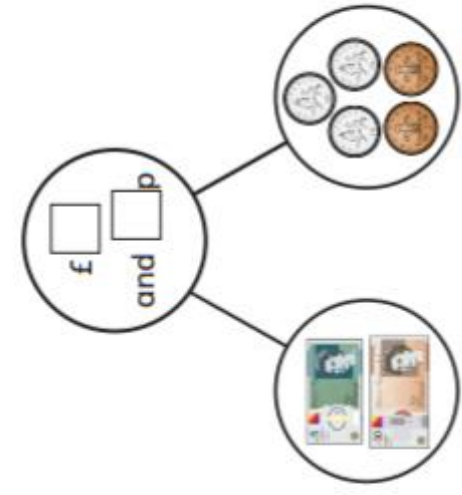
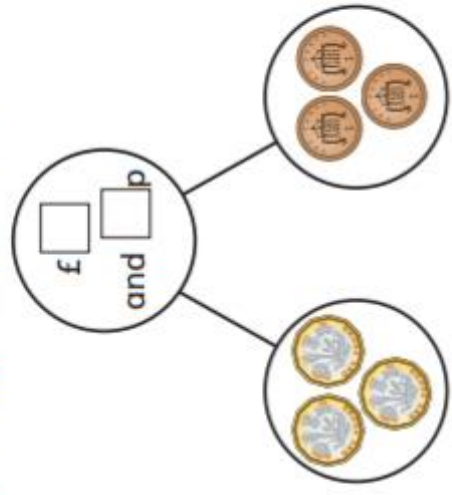
Remember:

Use your part-part model to help find the total:



Count money – notes and coins

1 Complete the part-whole models.



2 How much money is there altogether?

a)

There is £ and p.

b)

There is £ and p.

c)

There is £ and p.

d)

There is £ and p.



3 Complete the additions.

a) $£5 + £1 + 50p + 5p = £$ and p

b) $£10 + £1 + 2p + 1p = £$ and p

c) $£$ and p = $£50 + £20 + 50p + 2p$

d) $£5 + 20p + 2p + £1 = £$ and p



4 Fill in the gaps to make the statements correct.

a) $£$ + $£1 + 50p + 10p = £21$ and p

b) $£10 + £2 + 20p +$ p + $2p = £12$ and $72p$

c) $£5 +$ p = $£5 + 5p + 20p + 50p + 2p$

5 Ron has £18 and 63p in his money box.

He empties the money onto the table, but some falls on the floor.



How much money falls on the floor?

£ and p

What coins or notes could they be?

6 Annie has some coins in her hand.

Amir has some notes in his hand.

Who has more money? Circle your answer.

Annie Amir can't tell

How do you know?

Thursday 28th January

Writing: Imperative verbs

Remember:

IMPERATIVE VERBS

Imperative verbs (or bossy verbs) are words that tell people what to do. We use them a lot in our instructions:

Click the button. Open the box.
Mix the ingredients. Cook for 25 minutes.
Fold the paper. Stick the pieces together.

www.teachingpacks.co.uk

A cartoon robot character is on the left, pointing to the text. The text is in a speech bubble. The website URL is at the bottom.

Imperative Verbs

I'm Little Miss Bossy and I tell you what to do. I use a verb near the beginning of my sentences to change them into a command.

hold draw stir chop
fold tidy measure cut
sort wash bake slice
order brush add peel
play mix pour
go put sprinkle
slice
spread place

A blue character with a red hat and a speech bubble is on the right. The speech bubble contains the text. The character is surrounded by various imperative verbs.

TASK: Watch the video on 'How to make a wrap' and write down the imperative verbs used in the video.

Link or scan the QR code: <https://www.youtube.com/watch?v=kjnF-RP50wI>



Extension: write these verbs into a command sentence. Remember to be short and bossy and to include a capital letter at the start.

E.g. Place the carrots onto the wrap.



Take a photo of your command sentences and send them to your portfolio or class dojo for teacher feedback.

Thursday 28th January

Spelling:

Exception word families

find
kind
mind
behind

door
poor
floor

great
break
steak

old
cold
gold
hold
told

class
grass
pass

Spelling task:

Re0write and sort these words into the correct root family:

Find, door, old, great, class, kind, mind, poor, break, cold, grass, mind, floor, gold, hold, pass, behind, steak and told.

-ind	-old	-ass	-oor	-ea

RE- Mosques

Review: Can you remember what a mosque is? Why is a mosque a special place for Muslims?



Imam



An Imam is a person who leads prayer in a mosque. Similar to a priest in a church, they lead services and carry out holy ceremonies.

Follow the link/QR code to watch the video.

<https://classroom.thenational.academy/lessons/where-do-muslims-worship-6dgp6d?step=2&activity=video>



Friday 29th January

Reading	Matching suffixes
Maths	Select money
Writing	Sequencing: writing verbs and adverbs
Music	Pulse: creating patterns
Handwriting and daily tables practice (5x tables)	

Reading: Match the -ed and -ing sentences to the pictures

<https://uk.ixl.com/ela/year-3/match-the-ed-and-ing-sentences-to-the-pictures>



Daily timetable practice:

Sing along to 'Counting in 5s': <https://www.youtube.com/watch?v=cJ4jV14Oz5I>

1)

20							
----	--	--	--	--	--	--	--

2)

35							
----	--	--	--	--	--	--	--

3)

15							
----	--	--	--	--	--	--	--

4)



Friday 29th January

Maths

White Rose: Select Money

Click on the link or scan the QR code to access the teacher video: <https://vimeo.com/473051856>



Getting ready starter:

Is Tiny correct?

1)  I have 4 £1 coins 

2)  I have three 1p coins and one 10p coin 

3)  Five £1 coins are equal to one £5 note 

4)  2 £10 notes = 1 £5 note 

Remember:

Here is an example to make given totals of money.

Make 61p.

What's the highest value coin
I can use?

50p.

I know $5+1=6$ so...

$$50p + \underline{10p} = 60p$$

$$60p + \underline{1p} = \boxed{61p}$$

$$50p + 10p + 1p = 61p$$

Select money

1 Circle 67p.



Is there another way to do it?

2 Circle three coins to show 57p.



3 Circle £68



Is there another way to do it?

4 Which pictures do **not** show £5 and 20p?
Tick your answers.





5 Draw coins to show the amount of money.

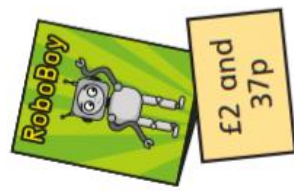
a) 52p

b) £8

c) £2 and 23p

6 Tommy wants to buy this comic book.

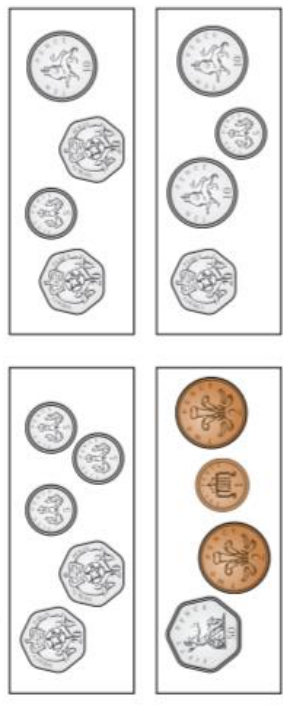
He has this money.



Circle the coins Tommy can use.

7 Which set of coins is the odd one out?

Tick your answer.



How did you work this out?

Compare answers with a partner.

Friday 29th January Writing: Re-watch the video from Thursday demonstrating how to make a healthy wrap.

Task 1: Cut out the pictures below and sequence them into the correct order.

Task 2: Below each of the pictures, write an adverb to help sequence the instruction and the imperative verb. The first one has been done for you.



Adverb: First

Verb: place



SEND - Writing: Re-watch the video from Thursday demonstrating how to make a healthy wrap.

Task 1: Cut out the pictures below and sequence them into the correct order.

Task 2: Below each picture write the number to help sequence the instruction and the imperative verb. The first one has been done for you.



1.

Verb: place



Handwriting

UNIT 2 Introducing the break letters: *j, g, x, y, z, b, f, p, q, r, s*

2

Name

Date

Join the words – watch out for the break letters.

blue *blue* *fawn*

purple *gold*

jade *yellow*

soft aqua

blazing red

Friday 29th January

Music Oak National Academy

Pulse: Lesson two- creating simple patterns.

Follow the link/QR code below to access the video

<https://classroom.thenational.academy/lessons/creating-simple-patterns-6rwk8d>

