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## Year 3 - Group 2 Work Pack

*25<sup>th</sup> January – 29<sup>th</sup> January (week 4)*

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### **Suggested timetable (week 1):**

Day	Core	Foundation
Monday	Reading Writing Maths	Thematic
Tuesday	Reading Writing Maths	Science
Wednesday	Reading Writing Maths	PE
Thursday	Reading Writing Maths	Computing
Friday	Reading Writing Maths	PSHE

This timetable is flexible. Some days will be more productive than others. We ask that you do the core subjects (reading, writing, maths) daily, and then balance the foundation subjects as suits you. You may find that doing all of the days work in one go works best (remember to take a short break, though) or splitting it into morning and afternoon suits you better. If you are unable to complete everything then do not worry. Do your best and that will be good enough.

There will be some QR codes (barcodes) that you will be able to scan. These will take you to a website with further information or activities on. Any scanning app, eg Barcode Scanner, on a mobile device or tablet will enable you to do this.

**Monday 25<sup>th</sup> January**

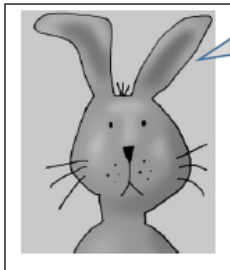
**Reading**

This week's reading will be based on a story called *The Hare and the Tortoise*.

**Activity 1:** Take a moment to read the story. Write down any questions you have, then answer the questions below. Remember to use clues from the text to help support your answers.

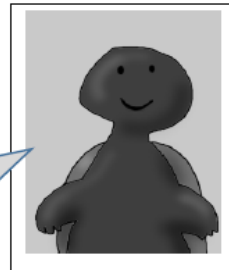


Listen to the extract (read out by Miss O'Brien) and follow along carefully.



**The Hare and the Tortoise**

**The Tortoise and the Hare**



Hare skidded and stopped. He had just been three times round the field and wasn't the tiniest bit out of breath. "Fast or what?" he said to all the other animals. They all nodded.

1. At the beginning, it says: **Hare skidded and stopped**. What does this mean? **Tick one.**

He was running very fast.

He fell over.

2. All the other animals agreed that Hare was fast. Find and write down the words that tell you they agreed.



a) They all nodded b) Hare skidded c) out of breath

## Writing

This week you are going to be learning how to edit and up-level a piece of work. First, write a story about a pirate. Use the word boxes and pictures to support you.

Begin by writing the story in your writing book or using the sheet provided and then tomorrow you will begin editing.

eyepatch



sea



flag



parrot



beard



sword



sound it out



finger spaces



full stop



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---

---

---

---

treasure chest



gems



sound it out

necklace



mountains



finger spaces

gold coins



island



full stop



---

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---

---



---

---

---

---

treasure chest



pirate ship



pirate



parrot



treasure map



island



sound it out



finger spaces



full stop



---

---

---

---

---

## Handwriting



Rhyming - If one word rhymes with another or if two words rhyme, they have a very similar sound.

Trace and copy the patterns. Say the sounds.

*ice* *ide*

Write the rhyming words, then copy them.

<i>mice</i>				
<i>r</i>				
<i>tw</i>				
<i>sp</i>				
<i>pr</i>				

<i>slide</i>				
<i>pr</i>				
<i>r</i>				
<i>gl</i>				
<i>h</i>				

Maths

Daily drill -Arithmetic starter

Follow the link or scan the QR code to practice your 5 x table.

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



5 times table

- 1 x 5 = 5
- 2 x 5 = 10
- 3 x 5 = 15
- 4 x 5 = 20
- 5 x 5 = 25
- 6 x 5 = 30
- 7 x 5 = 35
- 8 x 5 = 40
- 9 x 5 = 45
- 10 x 5 = 50
- 11 x 5 = 55
- 12 x 5 = 60

Timestables.co.uk

<b>a</b>	6	x	5	=	<input type="text"/>
<b>b</b>	10	x	5	=	<input type="text"/>
<b>c</b>	3	x	5	=	<input type="text"/>
<b>d</b>	9	x	5	=	<input type="text"/>
<b>e</b>	7	x	5	=	<input type="text"/>
<b>f</b>	4	x	5	=	<input type="text"/>
<b>g</b>	12	x	5	=	<input type="text"/>

Follow the link or scan the QR code to watch the White Rose video. Pause it when it asks you to so that you can answer the questions on the following page.

week 2 – number and place value – Compare objects. <https://vimeo.com/456122161>



Complete the questions on the following page. If you require support, message me and I'll help you. Remember to use the resources at the back of the pack.

Example:

The crocodile likes to eat the **bigger** number



<https://www.youtube.com/watch?app=desktop&v=M6Efzu2slal>

Follow the link or scan the QR code to see the crocodile in action.

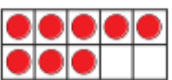


## Compare objects

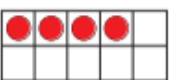
1 Which picture shows more?



or



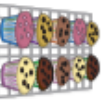
or



b)



or



e)



or



c)



or



f)



or



Talk about your answers with a partner.



2 Draw pictures to represent the sentences.

a) 16 is greater than 12

b) 11 is less than 21

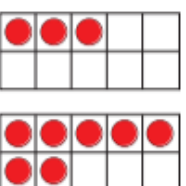
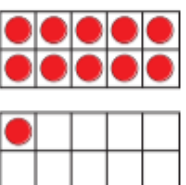
c) 18 is less than 1 ten and 9 ones.

3 Write  $<$ ,  $>$  or  $=$  to compare the objects.

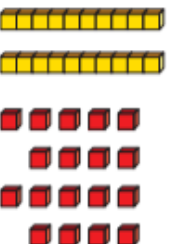
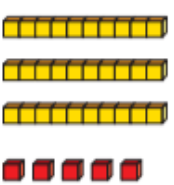
a)



b)



c)



d)



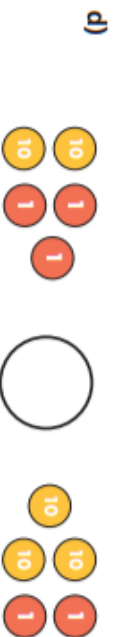
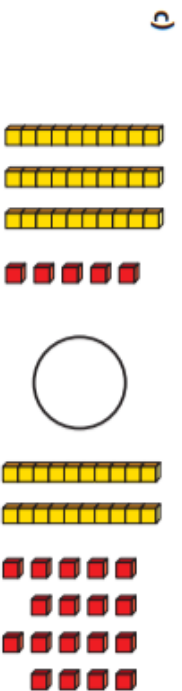
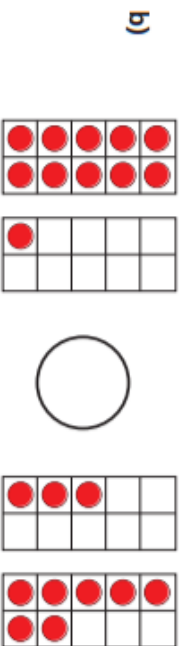
## Compare objects

2 Draw pictures to represent the sentences.

- a) 16 is greater than 12
- b) 11 is less than 21
- c) 18 is less than 1 ten and 9 ones.



3 Write  $<$ ,  $>$  or  $=$  to compare the objects.



4 There are 10 cookies in each tin.

Alex has these cookies.



Amir has these cookies.



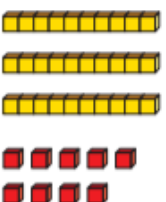
Who has fewer cookies?

How do you know?



5 Mo and Whitney have each made a number.

Mo's number



Whitney's number



Mo thinks his number is greater because there are more objects.

Do you agree?

Talk about it with a partner.



## Thematic –

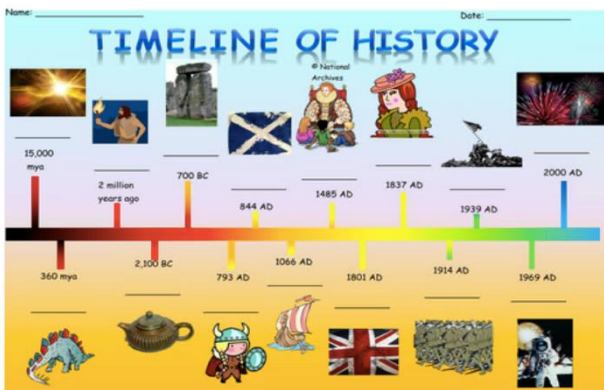
### Question: What would you like to find out about the Ancient Egyptians?

First, take a minute to look at the meanings of the four key words.



Key words: BC and AD, advanced, civilisation

**BC** You use **BC** in dates to indicate a number of years or centuries before the year in which Jesus Christ is believed to have been born.



### Egyptians



**Egyptian** means belonging or relating to Egypt or to its people, language, or culture.

The **Egyptians** are the people who come from Egypt.

**Egyptian** means related to or connected with ancient Egypt. ...the Egyptian pharaoh.

The **Egyptians** were the people who lived in ancient Egypt.

### Advanced

An **advanced** system, method, or design is modern and has been developed from an earlier version of the same thing.

A country that is **advanced** has reached a high level of industrial or technological development.



### Civilisation

A **civilisation** is a human society with its own social organisation and culture.



1. What is a civilisation?
2. Which sentence uses **advanced** more appropriately? Circle your answer.
  - a) The Ancient Egyptians were an advanced civilisation.
  - b) The Stone Age were an advanced civilisation.
3. Would a mobile phone have been used during the Egyptian times?

Follow the link or scan the QR code to find out more about the Ancient Egyptians.

<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z6x2382/>



We use sources to help us to identify and understand the past. We call these primary or secondary sources.

Information: The Ancient Egyptian period began around the same time as the Neolithic Era/Bronze Age. In 3100 BC, King Menes united two Egyptian kingdoms and built an empire that lasted until 30 BC, when the Romans took over by force. Life in ancient Egypt depended on a person's wealth (money) and education.

We find out information about ancient Egyptian people from the objects that they left behind. The story of ancient Egypt has survived for thousands of years. Egypt was one of the greatest civilizations of the past. The monuments and tombs of their Pharaohs continue to stand intact today, some 4,000 years later!

Primary source	Secondary source
Novel	Article analyzing the novel
Painting	Exhibition catalog explaining the painting
Letters and diaries written by a historical figure	Biography of the historical figure
Essay by a philosopher	Textbook summarizing the philosopher's ideas
Photographs of a historical event	Documentary about the historical event
Government documents about a new policy	Newspaper article about the new policy
Music recordings	Academic book about the musical style
Results of an opinion poll	Blog post interpreting the results of the poll
Empirical study	Literature review that cites the study

Using the pictures and information, record questions in the grid below that you would like to know more about during the Ancient Egyptian topic. Share your grids on dojo.



Note: You do not need to fill in every box. If you are struggling for space record your question in your book.



What	Is/Are	Did/Does	Can	Would	Will	Might
Where/When						
Which						
Who						
Why						
How						

**Tuesday 26<sup>th</sup> January**

Reading

Listen to the extract (read out by Miss O'Brien) and follow along carefully

Activity 1: Take a moment to read the story. Write down any questions you have, then answer the questions below. Remember to use clues from the text to help support your answers.

“So who wants a race?” asked Hare. Nobody moved.

Fox, Bear, Buffalo and Lion knew they couldn't run as fast as Hare. Then they heard a little voice.

“Me,” said Tortoise. “I'll give you a race.”

“What?” said Hare, laughing. “You can't even walk fast. I've seen snails whizzing past you. Rocks grow legs and run faster than you. You are the slowest animal in the whole world!”

“Scared I'll beat you?”

“Me? Scared?” said Hare. “Let the race begin!”

3. Put an X next to the animal that wasn't in the crowd.

Bear

Badger

Buffalo

4. Which animal says it will race Hare?

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5. Hare laughs at Tortoise and says he can't even walk fast.

**Draw lines** to show what Hare says about **snails** and **rocks**.

snails

run faster

rocks

whizzing

## Writing

Today you will begin editing your draft. Remember, a good piece of writing has usually been edited about four or five times before it is considered a finished piece.

We are going to follow COP strategy to help us edit our work.

First C – Capital letters.

# Capital Letters



Capital letters are used at the start of a sentence.

Once upon a time...

Capital letters are used for names of people and places.

I have a penpal in Canada called Philip White.

Capital letters are used for days of the week and months.

The first of December is a Sunday.

Capital letters are used for the pronoun 'I'.

I played on my bike.

Capital letters are used for titles.

My favourite teacher was Mrs Kemp.

I love reading "Holes".

We watched "Up" at the cinema.

# Capital Letters

Have I started my sentence with a capital letter?

Have I used a capital letter for the word I?

Do all of the proper nouns have capital letters?



Activity 1.

Practice your handwriting and capital letter recognition with the alphabet sheet.





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Activity 2: Using a purple or any coloured pen, look carefully at your own work to check for capital letters and full stops

## Spelling

# 'oy' Spelling Activity

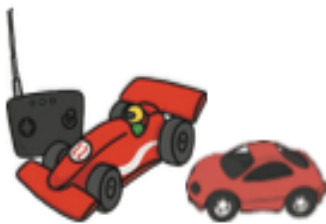
1. Trace over 'oy'.

oy oy oy oy oy  
oy oy oy oy oy

2. Just add 'oy'.

t__s	b__
enj__	__ster
v__age	r__al
ann__	L__al

3. Write the correct 'oy' words under the pictures.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Maths

Daily drills

Starter:

Arithmetic practice

5  $4 \times 2 = \square$

6  $\square \times 5 = 15$

8  $5 \times \square = 35$

9  $10 \div 2 = \square$

11  $30 \div 5 = \square$

12  $10 \times 9 = \square$

# Times Tables 1 to 12

## 1 times table

1	×	1	=	1
2	×	1	=	2
3	×	1	=	3
4	×	1	=	4
5	×	1	=	5
6	×	1	=	6
7	×	1	=	7
8	×	1	=	8
9	×	1	=	9
10	×	1	=	10
11	×	1	=	11
12	×	1	=	12

## 2 times table

1	×	2	=	2
2	×	2	=	4
3	×	2	=	6
4	×	2	=	8
5	×	2	=	10
6	×	2	=	12
7	×	2	=	14
8	×	2	=	16
9	×	2	=	18
10	×	2	=	20
11	×	2	=	22
12	×	2	=	24

## 3 times table

1	×	3	=	3
2	×	3	=	6
3	×	3	=	9
4	×	3	=	12
5	×	3	=	15
6	×	3	=	18
7	×	3	=	21
8	×	3	=	24
9	×	3	=	27
10	×	3	=	30
11	×	3	=	33
12	×	3	=	36

## 4 times table

1	×	4	=	4
2	×	4	=	8
3	×	4	=	12
4	×	4	=	16
5	×	4	=	20
6	×	4	=	24
7	×	4	=	28
8	×	4	=	32
9	×	4	=	36
10	×	4	=	40
11	×	4	=	44
12	×	4	=	48

## 5 times table

1	×	5	=	5
2	×	5	=	10
3	×	5	=	15
4	×	5	=	20
5	×	5	=	25
6	×	5	=	30
7	×	5	=	35
8	×	5	=	40
9	×	5	=	45
10	×	5	=	50
11	×	5	=	55
12	×	5	=	60

## 6 times table

1	×	6	=	6
2	×	6	=	12
3	×	6	=	18
4	×	6	=	24
5	×	6	=	30
6	×	6	=	36
7	×	6	=	42
8	×	6	=	48
9	×	6	=	54
10	×	6	=	60
11	×	6	=	66
12	×	6	=	72

## 7 times table

1	×	7	=	7
2	×	7	=	14
3	×	7	=	21
4	×	7	=	28
5	×	7	=	35
6	×	7	=	42
7	×	7	=	49
8	×	7	=	56
9	×	7	=	63
10	×	7	=	70
11	×	7	=	77
12	×	7	=	84

## 8 times table

1	×	8	=	8
2	×	8	=	16
3	×	8	=	24
4	×	8	=	32
5	×	8	=	40
6	×	8	=	48
7	×	8	=	56
8	×	8	=	64
9	×	8	=	72
10	×	8	=	80
11	×	8	=	88
12	×	8	=	96

## 9 times table

1	×	9	=	9
2	×	9	=	18
3	×	9	=	27
4	×	9	=	36
5	×	9	=	45
6	×	9	=	54
7	×	9	=	63
8	×	9	=	72
9	×	9	=	81
10	×	9	=	90
11	×	9	=	99
12	×	9	=	108

## 10 times table

1	×	10	=	10
2	×	10	=	20
3	×	10	=	30
4	×	10	=	40
5	×	10	=	50
6	×	10	=	60
7	×	10	=	70
8	×	10	=	80
9	×	10	=	90
10	×	10	=	100
11	×	10	=	110
12	×	10	=	120

## 11 times table

1	×	11	=	11
2	×	11	=	22
3	×	11	=	33
4	×	11	=	44
5	×	11	=	55
6	×	11	=	66
7	×	11	=	77
8	×	11	=	88
9	×	11	=	99
10	×	11	=	110
11	×	11	=	121
12	×	11	=	132

## 12 times table

1	×	12	=	12
2	×	12	=	24
3	×	12	=	36
4	×	12	=	48
5	×	12	=	60
6	×	12	=	72
7	×	12	=	84
8	×	12	=	96
9	×	12	=	108
10	×	12	=	120
11	×	12	=	132
12	×	12	=	144

Follow the link or scan the QR code to watch the White Rose video. Pause it when it asks you to so that you can answer the questions on the following page.

week 2 – number and place value – Compare numbers. <https://vimeo.com/457680528>

Remember to use the resources at the back of your pack.



Examples:

The crocodile likes to eat the **bigger** number



<https://www.youtube.com/watch?app=desktop&v=M6Efzu2slaI>

Click the link or scan the QR code to see the crocodile in action.

## Compare numbers

- 1 Use counters to represent the sentences.



- a) 15 is greater than 14  
b) 21 is less than 30

- 2 Write the missing phrase.

greater than

less than

equal to



- a) 31 is \_\_\_\_\_ 34  
b) 18 is \_\_\_\_\_ 8  
c) seventy is \_\_\_\_\_ seventeen  
d)  $40 + 5$  is \_\_\_\_\_ 45  
e) 9 tens is \_\_\_\_\_ 9 ones  
f) 23 ones is \_\_\_\_\_  $30 + 7$

- 3 Write  $>$ ,  $<$  or  $=$  to compare the numbers.

- a) 47  74      d) 71  70  
b) 19  90      e) 8 tens  9 ones  
c) 15 ones  2 tens      f) 30 ones  3 tens

- 4 Complete the sentences.



- a) Forty-eight is greater than \_\_\_\_\_.  
b)   $<$  15      d)  $30 + 9 <$    
c) 6 tens =       e)   $>$  11

Is there more than one answer for each?

Talk about it with a partner.



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

- a) 50   $50 + 7$       c) 50   $40 + 17$   
b)  $10 + 20$    $10 + 16$       d) 30 ones   $10 + 19$

- 6 Rosie is thinking of a number.



It is more than 32  
but less than 35

What number could Rosie be thinking of?

## Compare numbers

- 4 Complete the sentences.

a) Forty-eight is greater than \_\_\_\_\_.

b)  < 15

d)  $30 + 9 < \square$

c) 6 tens =

e)  > 11

Is there more than one answer for each?

Talk about it with a partner.



- 5 Write >, < or = to compare the numbers.

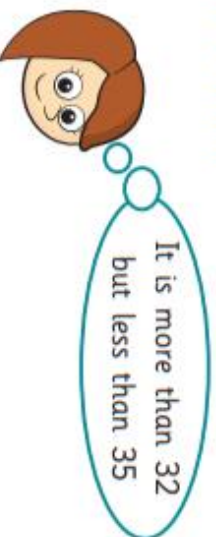
a) 50   $50 + 7$

d) 50   $40 + 17$

b)  $10 + 20$    $10 + 16$

d) 30 ones   $10 + 19$

- 6 Rosie is thinking of a number.



What number could Rosie be thinking of?

- 7 Complete the number sentence.

$$21 < \square < 30$$

Are there any other answers?

How do you know you have found them all?

- 8 2 tens and 13 ones is less than 3 tens.

Is the statement true or false?

Use base 10 to represent your answer.

## Science

Question: What is light?



**Light** - Light is the brightness that lets you see things. Light comes from sources such as the sun, moon, lamps, and fire.

**Dark** - When it is dark, there is not enough light to see properly, for example because it is night.

In this lesson we are going to learn about light and dark. We will learn where light comes from and how we can see it. We will also learn about what causes things to be dark. Follow the link or scan the QR code to access the learning.

<https://classroom.thenational.academy/lessons/what-is-light-c4w30d>



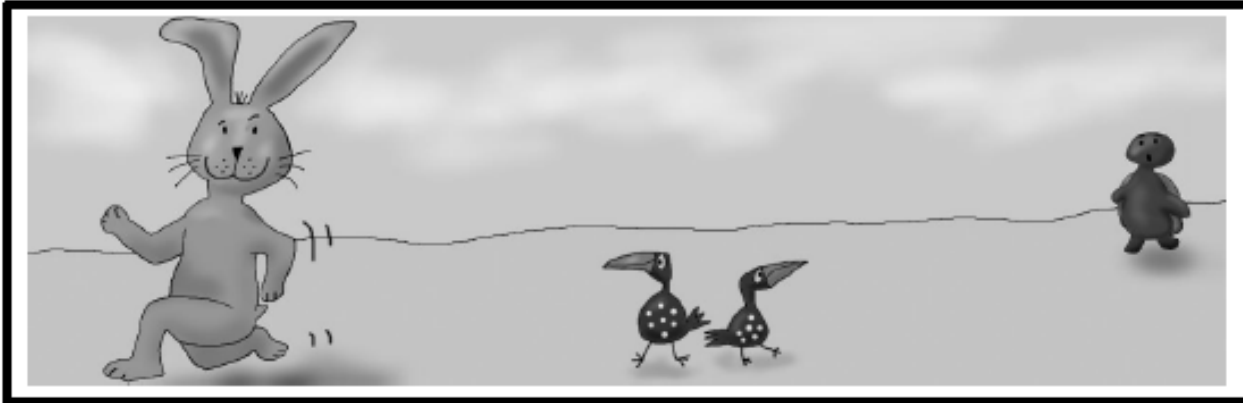


## Wednesday 27<sup>th</sup> January

Reading



Activity 1: Take a moment to read the story. Write down any questions you have, then answer the questions below. Remember to use clues from the text to help support your answers.



“Right,” said Tortoise. “Just give me two hours to get ready.” All the animals were joined by Stork, Crow, the Badger family and the Moles. Away in the distance, Rat and his sister held the finishing tape.

“Get ready,” said Lion. “Get set... go!”

6. How long does it take Tortoise to get ready?

---



7. Stork, Crow and the Badger family come to watch the race. What other animals join them?

---

8. Who are holding the finishing tape?  
Tick one.

the Mole family

Lion

Rat and his sister

9. Who tells Hare and Tortoise when to start?

---

## Writing

Today you will continue editing your piece of writing, using COP to support.

Activity 1: Unscramble these simple sentences making sure that the words are spaced out correctly, it finishes with the correct punctuation and it reflects the picture.

Activity 2: Using your editing pen, check your own organization.

# Organisation

Have I spaced out my words clearly?

Have I finished all my sentences?

Have I checked that my writing makes sense?

Have I included all the important details?

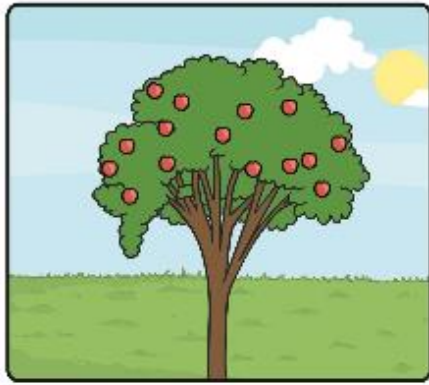
Have I grouped my ideas together?

Have I set out my work in paragraphs?



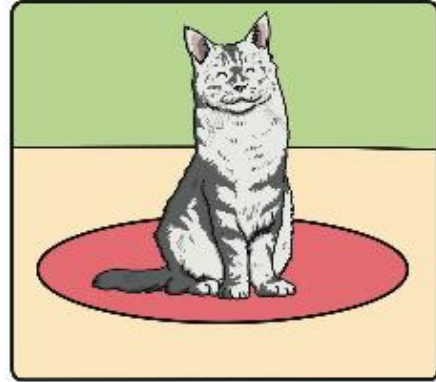
twinkl





Arrange these words into a full sentence.

has apples. The red tree



Arrange these words into a full sentence.

the red on sat mat.  
cat The



Arrange these words into a full sentence.

flower petals. The pink has



## Handwriting

The first one has been done for you.

Read the limerick. Circle then write all the ow and ou words.

A mouse woke the proud Mrs Dowd.  
She was frightened and screamed very loud.

A happy thought hit her,

To scare off the critter,

She sat up in bed and miaowwed.



Mouse

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# Maths

## Daily drills

Starter:

2

Look at these cards.



Use one card each time to make these correct.

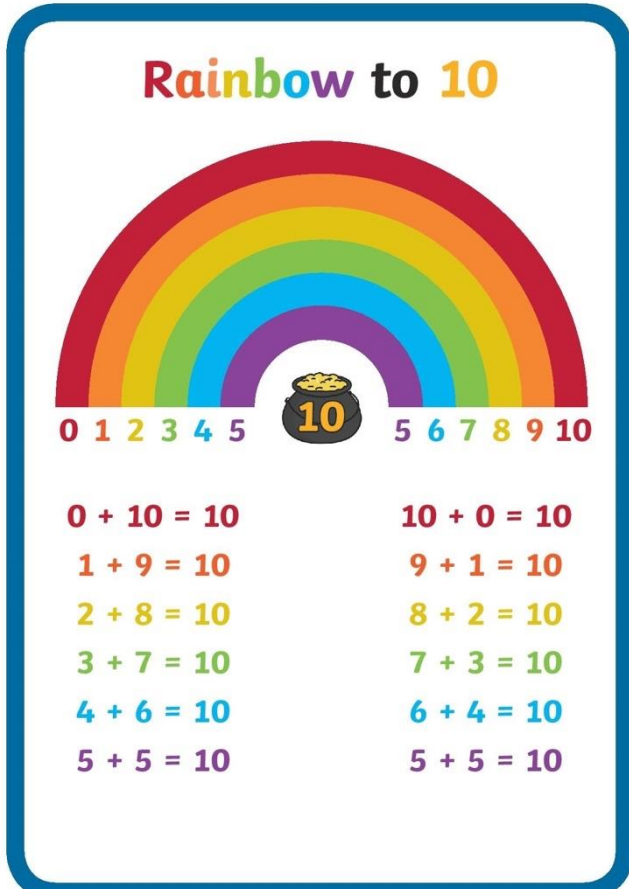
$$\boxed{4} + \boxed{\phantom{0}} = \boxed{10}$$

$$\boxed{10} - \boxed{7} = \boxed{\phantom{0}}$$

$$\boxed{12} + \boxed{\phantom{0}} = \boxed{20}$$

$$\boxed{20} - \boxed{\phantom{0}} = \boxed{13}$$

### Rainbow to 10



A graphic titled "Rainbow to 10" featuring a rainbow with a pot of gold in the center. Below the rainbow are the numbers 0 through 10, with the number 10 inside a pot of gold. Below the numbers are two columns of addition equations:

$0 + 10 = 10$	$10 + 0 = 10$
$1 + 9 = 10$	$9 + 1 = 10$
$2 + 8 = 10$	$8 + 2 = 10$
$3 + 7 = 10$	$7 + 3 = 10$
$4 + 6 = 10$	$6 + 4 = 10$
$5 + 5 = 10$	$5 + 5 = 10$

Follow the link or scan the QR code to watch the White Rose video. Pause it when it asks you to so that you can answer the questions on the following page.

week 2 – number and place value –Order objects and numbers <https://vimeo.com/457681015>

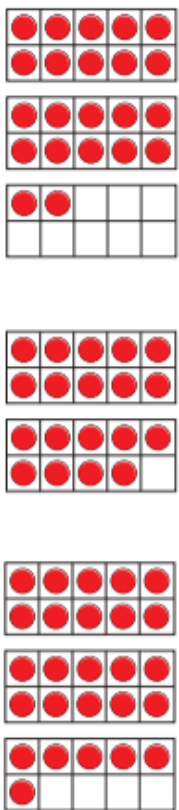


Complete the questions on the following page. If you require support, message me and I'll help you..  
Remember to use the resources at the back of the pack to help you.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Order objects and numbers

- 1 a) What numbers are represented?

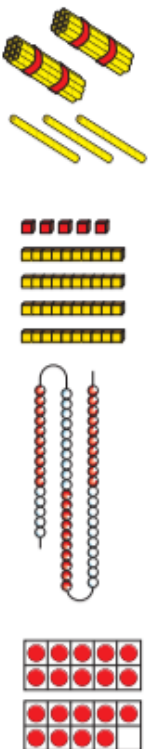


- b) Write the numbers in order.

Start with the smallest number.

How did you put the numbers in order?

- 2 a) What numbers are represented?



- b) Which is the smallest number?

- c) Which is the greatest number?

- d) How did you find the smallest and greatest numbers?

- e) Write any of the numbers to complete the number sentences.

>

<

How many different ways can you complete the sentences?

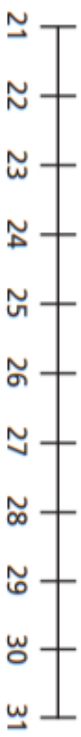
- 3 Use base 10 to make the numbers fifty, fifteen and thirty-five.

- a) Write the numbers in order starting with the greatest number.

- b) Write the numbers in order starting with the smallest number.

What do you notice? Talk to a partner.

- 4 a) Circle the numbers 27, 22 and 30 on the number line.



- b) Write the numbers 27, 22 and 30 in order.

Start with the smallest number.

- 5 a) Label 68, 61 and 64 on the number line.



- b) Write the numbers 68, 61 and 64 in order.

Start with the greatest number.



## Order objects and numbers

- 3 Use base 10 to make the numbers fifty, fifteen and thirty-five.



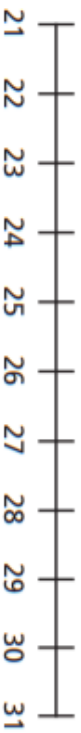
a) Write the numbers in order starting with the greatest number.

b) Write the numbers in order starting with the smallest number.

What do you notice? Talk to a partner.



- 4 a) Circle the numbers 27, 22 and 30 on the number line.



b) Write the numbers 27, 22 and 30 in order.

Start with the smallest number.

- 5 a) Label 68, 61 and 64 on the number line.



b) Write the numbers 68, 61 and 64 in order.

Start with the greatest number.

- 6 Write the numbers in order.

Start with the smallest number.

31      42      29      36      9

How did you order the numbers?

Compare your answer with a partner's answer.

- 7 When you compare two numbers, the number with more ones is greater.

Is this statement always, sometimes or never true?

How do you know?



# PE



Scan the code or follow the link to access the Real PE website. Your teacher will upload your individual login details onto Dojo this morning.

Browse the activities and complete one (or two) of your choice.

<https://home.jasmineactive.com/login>



## FUNS Skills



## Jumping and Landing



Take a photograph or video yourself completing one of the activities. I'd love to see!

**Reading** – Take a moment to read the story. Write down any questions you have, then answer the questions below. Remember to use clues from the text to help support your answers.



Hare went so fast, he looked like a streak of lightning.

After a few seconds, he looked behind him. Tortoise was still at the starting line, so Hare had a rest in the shade of an oak tree.

After a very long time, the sun began to set. Tortoise reached the oak tree where Hare was fast asleep. He tiptoed slowly past.

Hare woke up just in time to see Tortoise cross the finishing line.

The animals cheered.

“Ah,” said Lion, yawning. “Fast is good, but slow and steady can be better.”

10. Finish this sentence:

Hare went so fast, he looked like... \*

---

11. Where does Hare have a rest? \*



---

## Writing

Today we will continue editing your piece of writing, using COP to support.

# Punctuation

Have I used a full stop at the end  
of the sentence?

Have I used other types of  
punctuation?



## Activity 1



# Question Mark, Exclamation Mark or Full Stop?

?

!

.



Cut and paste a question mark, exclamation mark or full stop in the box to finish off the sentence correctly.

a) Do you like cake



b) Look out



c) Dad is mowing the lawn



d) Would you like to play with me



e) Well done Riley



f) Sam went down the slide



## Activity 2:

Using your editing pen, carefully check your draft for any punctuation errors or to add some in.

Take a photo and send it to me on Dojo. I can check you work and tell you how you can make it even better tomorrow.



## Spelling

Today we will be focusing on the 'ir' sound. Click the link or scan the QR code to watch the ir video. After, practice saying the ir sound out loud.



[https://www.youtube.com/watch?v=7ta\\_KKUU-98](https://www.youtube.com/watch?v=7ta_KKUU-98)



# 'ir' Spelling Activity

1. Trace over 'ir'.

ir ir ir ir ir  
ir ir ir ir ir

2. Just add 'ir'.

g\_\_ls

sh\_\_t

tw\_\_l

f\_\_st

sk\_\_t

st\_\_

th\_\_ty

th\_\_sty

3. Write the correct 'ir' words under the pictures.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**30**





# Maths

## Daily drills

Starter: Use the number lines to help you. The first one has nearly been completed for you..

4 There are 33 people on a bus.



5 people get off the bus.

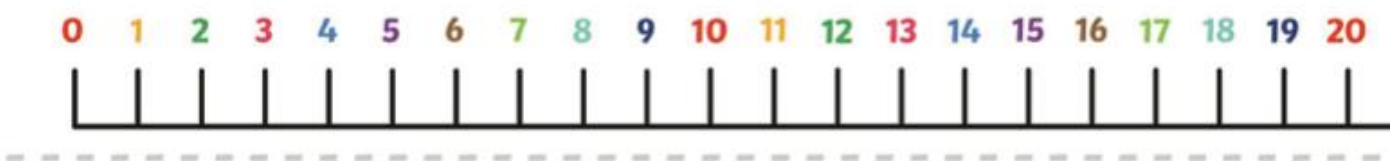
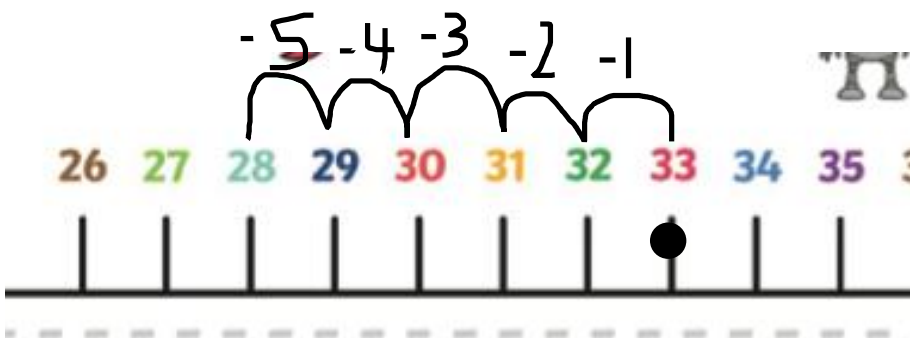
How many people are left on the bus?

1 mark

5 Write the missing numbers.

$$\boxed{5} + \boxed{7} + \boxed{3} = \boxed{\phantom{00}}$$

$$\boxed{8} + \boxed{5} + \boxed{\phantom{00}} = \boxed{20}$$



Main Activity – Count and write numbers to 20.

Today we will be re-capping what we were learning in maths last week. If you'd like a reminder of what we have been learning, re-watch the video below.

week 1 – number and place value –Counting forwards and backwards to 20. <https://vimeo.com/453417031> Remember to use the ten frame at the back of the pack to help you.



Match the representations to the correct numeral.



12

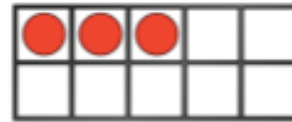
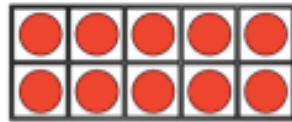


7



10

Write the number shown on the ten frames in numerals and words.



Use your own ten frames to show me the number:

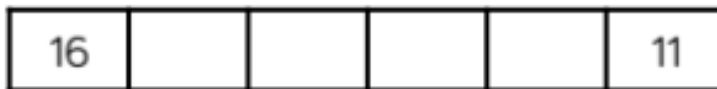
Fourteen

18

Nine

16

Fill in the missing numbers.



Circle the odd one out and explain why.

11    12    13    14  
15    61    17    18

\_\_\_\_\_ is the odd one out. It should be the number \_\_\_\_\_



## Computing

If you have a computer at home, try playing one of the online games. There are several to choose from. Follow the link or QR code to the game that appeals most to you. If you don't have a computer at home, look at the following page for additional activities.



### CODE CRACKING

**Age:** 7-11 years

**Concepts:** Evaluation, Logic

**Overview:** Learn about code cracking in WW1 and use your evaluation skills to help stop the invasion!

<https://barefootgames.org/codecracking?ref=https://www.barefootcomputing.org/>



<https://code.org/minecraft>



### Dance Party

Featuring Katy Perry, Shawn Mendes, Panic! At The Disco, Lil Nas X, Jonas Brothers, Nicki Minaj, and 34 more!

<https://studio.code.org/s/dance-2019/stage/1/puzzle/1>



If you don't have a computer at home, you could download one of these smart phone apps on a family members phone.

## No computer at home? Try these smartphone apps



### Box Island

A charming mobile coding game that takes learners on an exciting adventure, while teaching the fundamentals of coding, like algorithms, pattern recognition, sequences, loops and conditionals. *(for all ages)*



### codeSpark

Award-winning learn-to-code platform for kids ages 5-9. Solve puzzles and create games with The Foos while learning to code. **Note: codeSpark is offering a free 3-month trial. Parent's email address and credit card information are required at signup.** *(for pre-readers through Grade 5)*



### Grasshopper

Learn coding with fun, quick lessons on your phone that teach you to write real JavaScript. A Code with Google Program. *(for middle school and up)*


**Friday 22<sup>nd</sup> January**


**Reading** – Read the text and answer the questions on the following page. Use the coloured shapes to help you find the answer.

Hare went so fast, he looked like a streak of lightning. After a few seconds, he looked behind him. Tortoise was still at the starting line, so Hare had a rest in the shade of an oak tree.

After a very long time, the sun began to set. Tortoise reached the oak tree where Hare was fast asleep. He tiptoed slowly past.

Hare woke up just in time to see Tortoise cross the finishing line.

 The animals cheered.


 “Ah,” said Lion, yawning. “Fast is good, but slow and steady can be better.”

12. How did Tortoise go past Hare?  
Tick one.


He ran.

He tiptoed.

He walked.

13. The animals were happy that Tortoise won.  
How do you know? 

---

14. Write down the word that tells you Lion was tired. 

---



## Writing

Today is the final day of editing.

Activity 1: Complete the spelling activity.

# Spelling

Have I used a word mat or word wall?

Have I asked a friend?

Have I used a dictionary?



## Correct the Spelling Mistake

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. "I wood like to come to your party." said Jo.
2. Mary wore her coat becoz it was cold.
3. The cup did not brayk when it fell on the floor.
4. "I can proov that it was you." said Mai.
5. "Is there enny more pudding?" asked Sally.

Would/wud

Because/becus

Brek/break

Proof/prove

Eni/any

Activity 2: check your own work for spelling errors and then write your pirate story neatly. Send me your finished piece on dojo, I would love to read it.



up

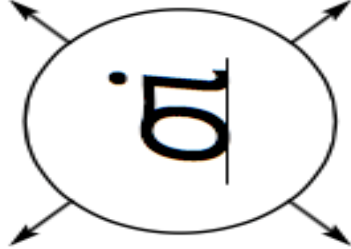
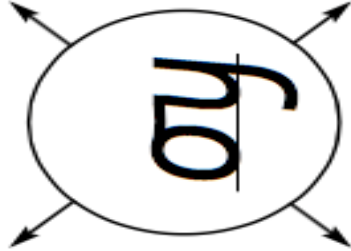
Handwriting

Trace and copy the patterns. Say the sounds.

oy oi

Finish the words.

t ann c n l



j b sp l s l

## Maths

### Daily drills

Starter – Daily Drill – 3 x table practice

<https://www.youtube.com/watch?v=dzVyBQ5uTbo>



### Main Activity – Tens and ones

Today we will be re-capping what we were learning in maths last week. If you'd like a reminder of what we have been learning, re-watch the video below.

week 1 – number and place value – Tens and ones

<https://vimeo.com/453417247>



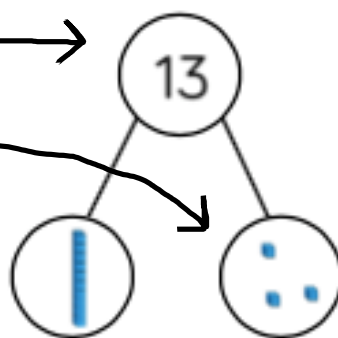
Complete the questions on the following page. If you require support, message me and I'll help you. After this, complete this week's maths quiz by following the link or scanning the QR code.

Use the part-whole model to complete the sentences.

My number is 13

One part is \_\_\_\_\_, the other part is \_\_\_\_\_

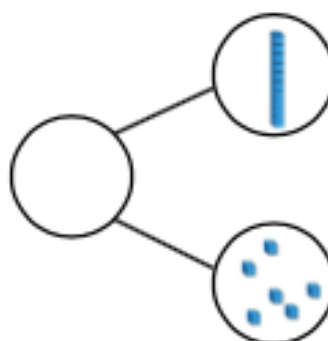
The whole is \_\_\_\_\_



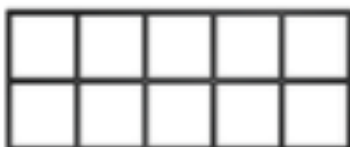
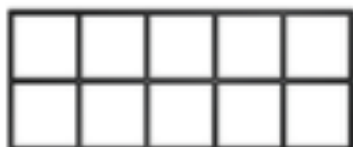
My number is \_\_\_\_\_

It has \_\_\_\_\_ tens and \_\_\_\_\_ ones.

The whole is \_\_\_\_\_

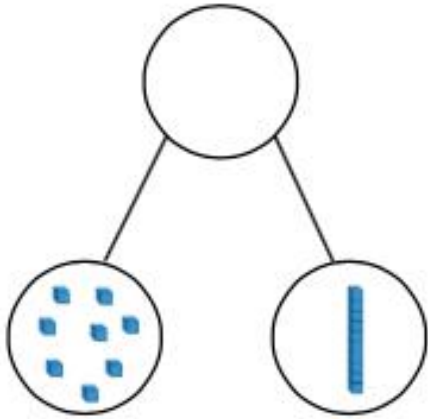


Fill in the ten frames with counters to show 14 and complete the sentence.



14 has \_\_\_\_\_ ten and \_\_\_\_\_ ones.

Alex makes a part-whole model.



She says:



There are 8 tens and  
1 one.

She should say there is \_\_\_\_\_ ten  
and \_\_\_\_\_ ones.

Her number is \_\_\_\_\_

Explain her mistake.

What is her number?

Task

Complete the maths quiz to test your knowledge.



Follow the link or QR code to access the quiz. Remember, complete the questions independently.

<https://forms.gle/vRNYXboprFmB5Ny4A>

## PSHE – Spotting hazards in the home



### STAR vocabulary – **hazard**



What do you think the word **hazard** means?

Click on the link or scan the QR code to find out!

<https://www.collinsdictionary.com/dictionary/english/hazard#:~:text=A%20hazard%20is%20something%20which,or%20your%20plans%20or%20reputation.&text=If%20you%20hazard%20someone%20or,might%20be%20dangerous%20for%20them.>



Circle the sentence that uses the word **hazard** correctly.

- a) Littering poses a hazard to wildlife.
- b) Eating fruit and vegetables is a serious health hazard.

For today's lesson, we will be learning about hazards in the home. Click on the link or scan the QR code to watch the video about hazards.

<https://classroom.thenational.academy/lessons/hazards-in-the-home-6mt68c?activity=video&step=1>



Whilst watching the video, pause it when asked to complete the sheet on the following page.

Kitchen

Bedroom

Living Room

Bathroom

In the video, you learnt a new word. The word was **mitigate**. Choose the correct definition.

- a) To make something better
- b) To make something bad





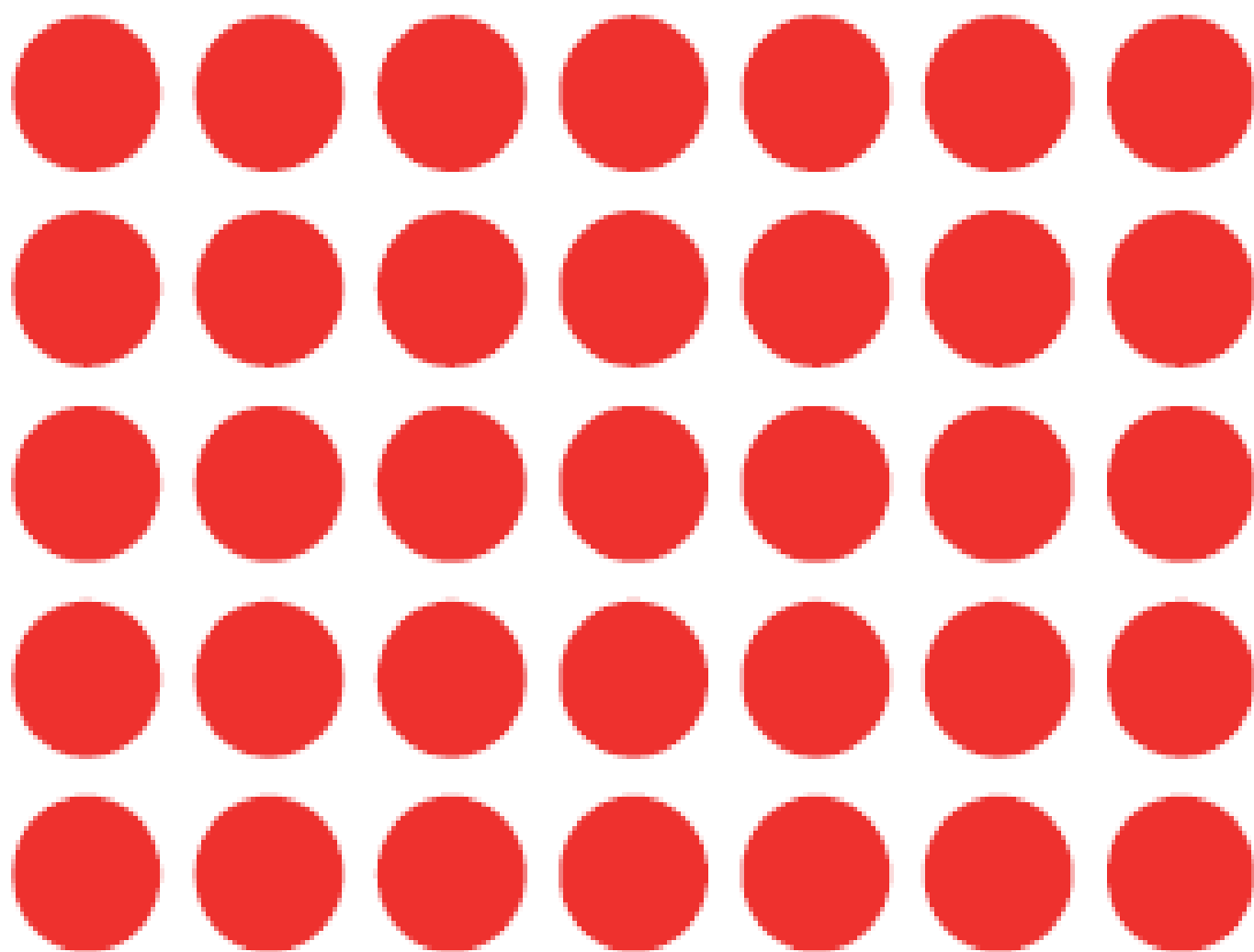
Well done for all of your hard work this week. I am extremely proud of everybody's enthusiasm and willingness to learn. Keep it up next week!

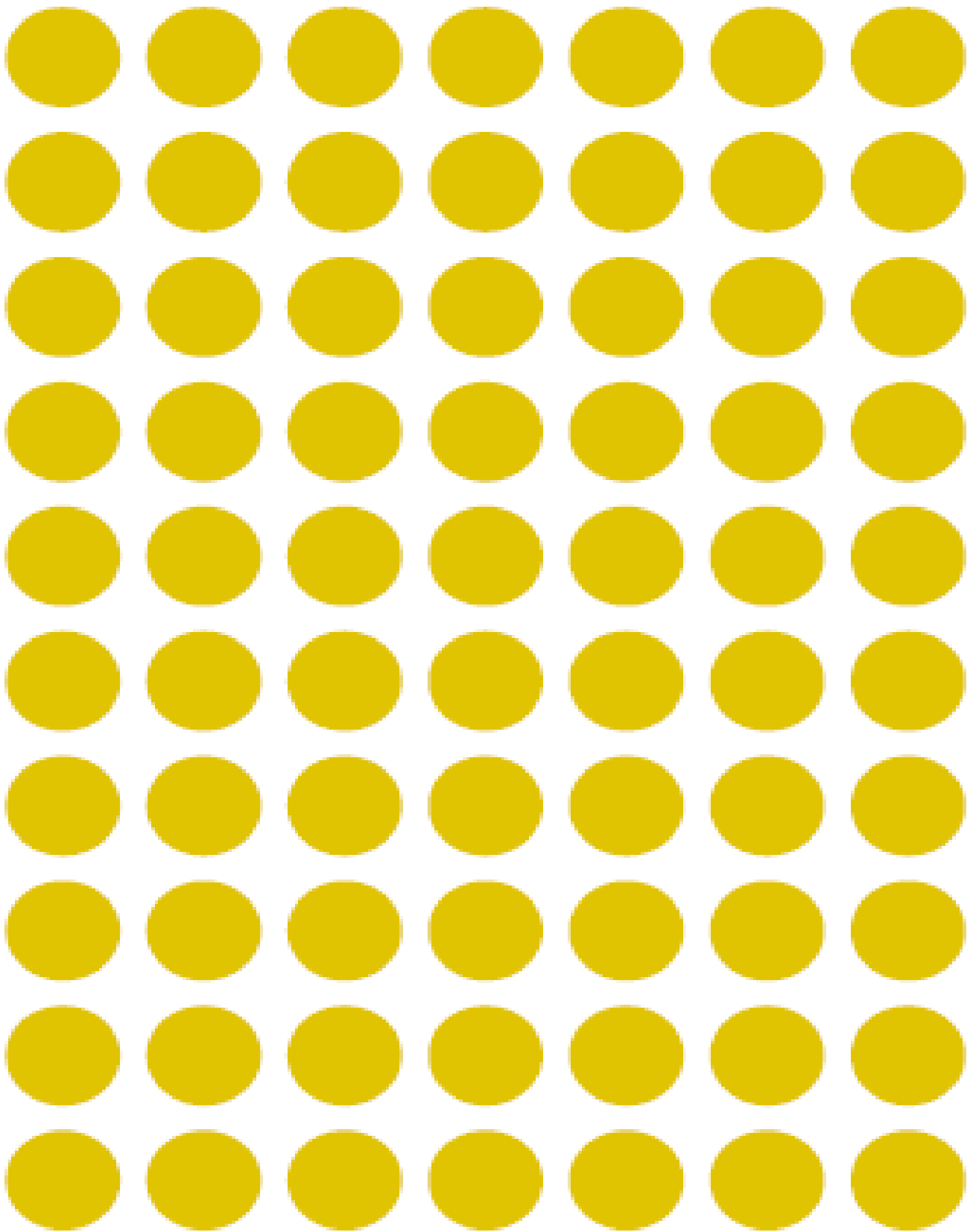
# Numbers

1	one	11	eleven
2	two	12	twelve
3	three	13	thirteen
4	four	14	fourteen
5	five	15	fifteen
6	six	16	sixteen
7	seven	17	seventeen
8	eight	18	eighteen
9	nine	19	nineteen
10	ten	20	twenty

Tens  
T

Ones  
O





# My 0 to 50 Number Line



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25



26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

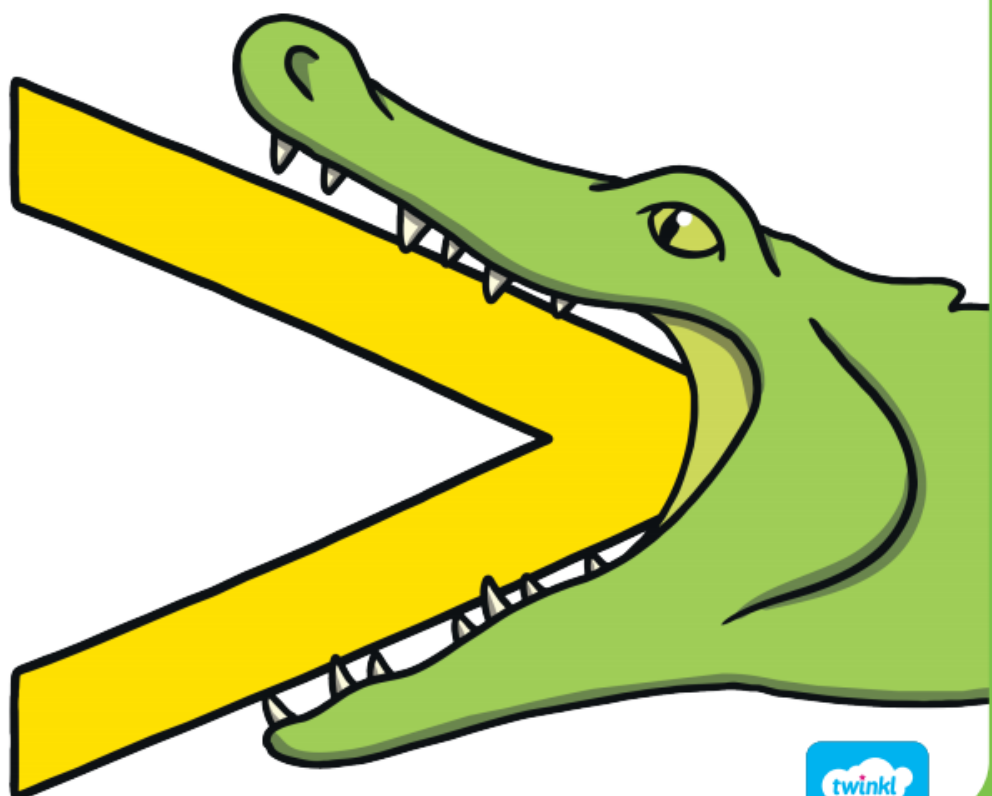


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



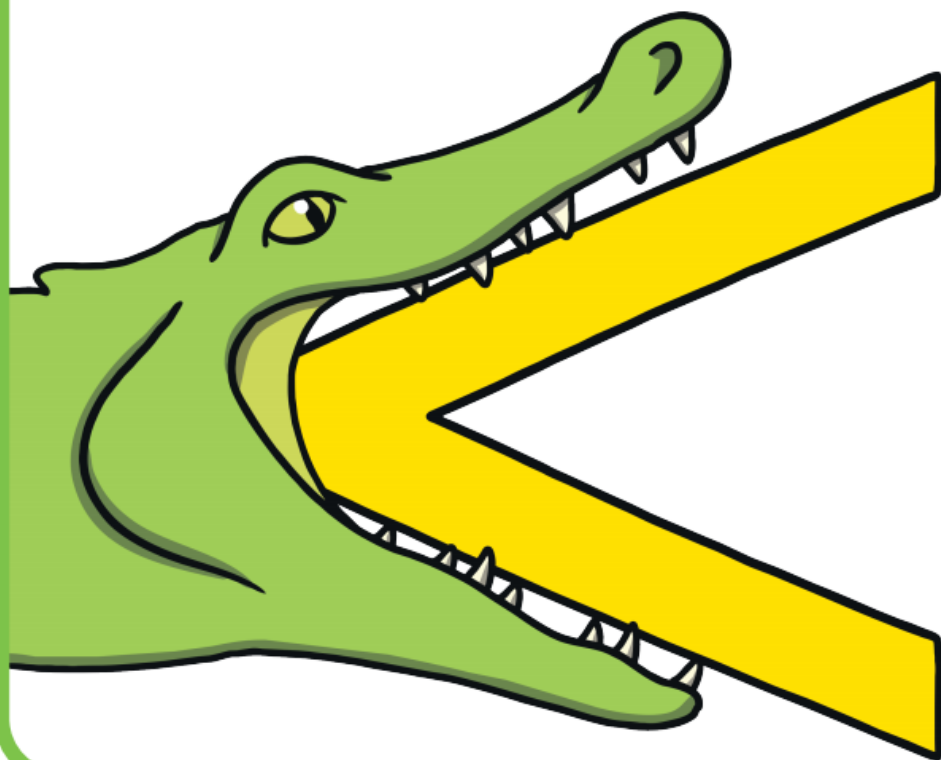


## Greater than (>) crocodile



twinkl

## Less than (<) crocodile



twinkl