Year 3 - Group 2 Work Pack

22nd- 26th February 2021 (Spring 2 - week 7)

Suggested timetable

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

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.

At the back of your pack, there are lots of resources that will support you with your learning.

Monday 22nd February

Phonics

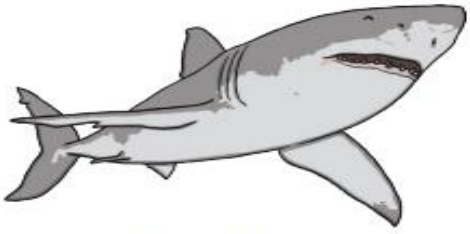
This week we will be focusing on the 'igh' sound. Click the link or scan the QR code to watch the igh video. After, practice saying the igh sound out loud.

https://www.youtube.com/watch?v=OYCR2RZ4ZYY

Put a circle around the things that have 'igh' in them.

sight

light



shark

night

Extension: Can you create a sentence with the igh words that you find? Share them on dojo.

Writing

Focus: Investigate instructions

Over the next two weeks, you will be learning about instructions. At the end of the writing unit you will write an instruction text about the process of mummification.

Purpose: Inform your parents and teachers about the process of mummification.

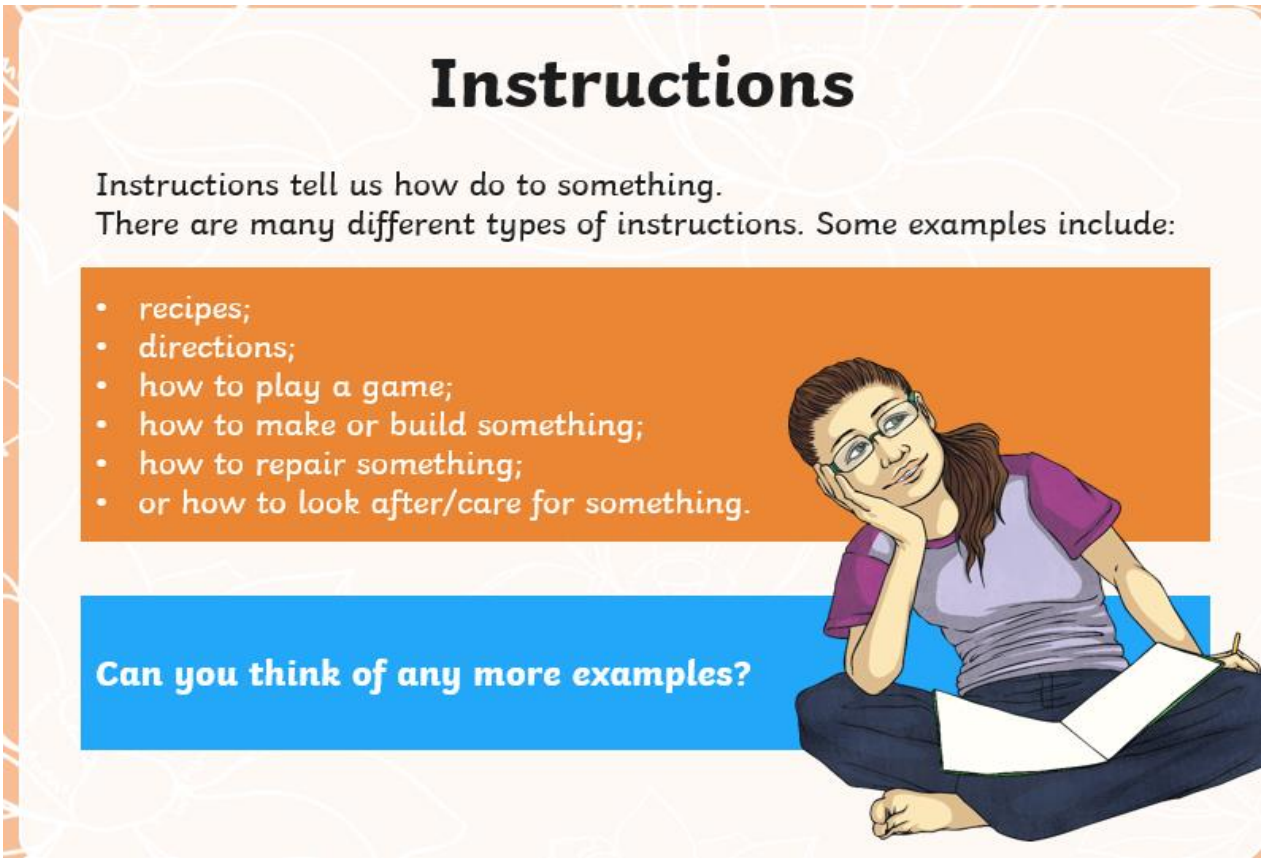
Audience: Parents/carers and teachers

Watch a video of someone following instructions - what could go wrong? Follow the link or scan the QR code.

https://www.bbc.co.uk/bitesize/clips/zb43cdm

What are instructions?

Instructions are written for someone who needs to know how to do something.

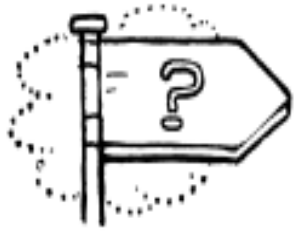


Share your examples on dojo. You could even follow a set of instructions and share your finished piece on dojo.

Trace and copy the pattern. Say the sound.

ere ere

Finish the words, then copy them.



h th wh

somewh anywh

Handwriting

Maths

Starter – Daily Drill – 3 x table practice

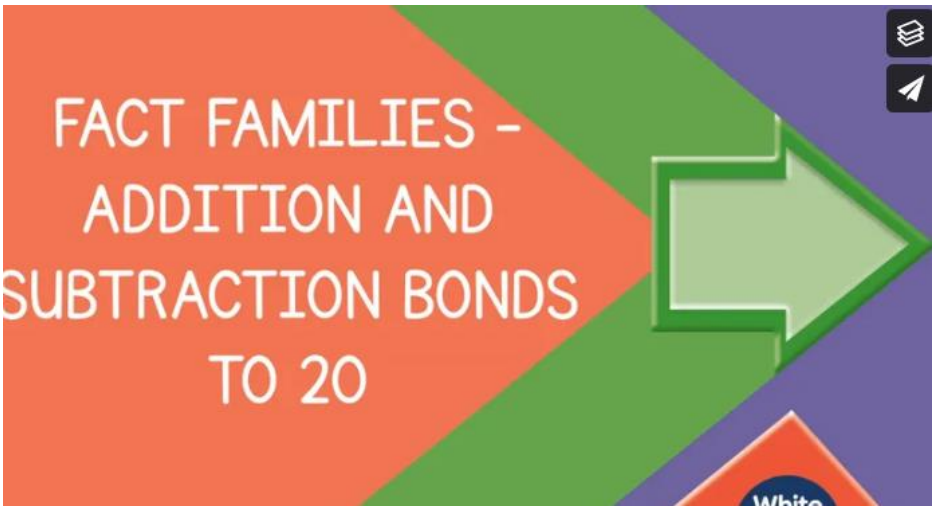
https://www.youtube.com/watch?v=dzVyBQ5uTbo

4 x 3 = _____	2 x 3 = _____	10 x 3 = _____
6 x 3 = _____	12 x 3 = _____	3 x 3 = _____
7 x 3 = _____	4 x 3 = _____	5 x 3 = _____
2 x 3 = _____	8 x 3 = _____	4 x 3 = _____
9 x 3 = _____	3 x 3 = _____	7 x 3 = _____

Main activity

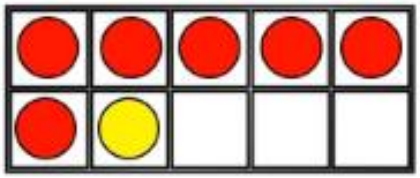
Follow the link or scan the QR code to watch the White Rose video. Pause it when it asks you to so that you can answer the questions on the following page.

Addition and subtraction bonds to 20. https://vimeo.com/461736938



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.

Examples:

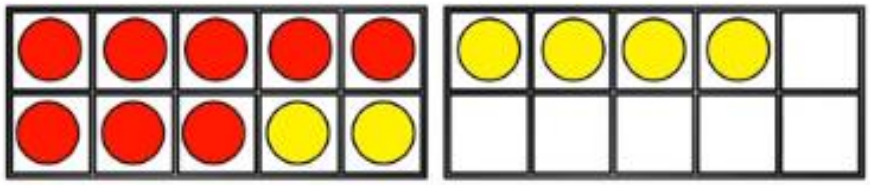


$7 = 6 + 1$
$7 = 1 + 6$

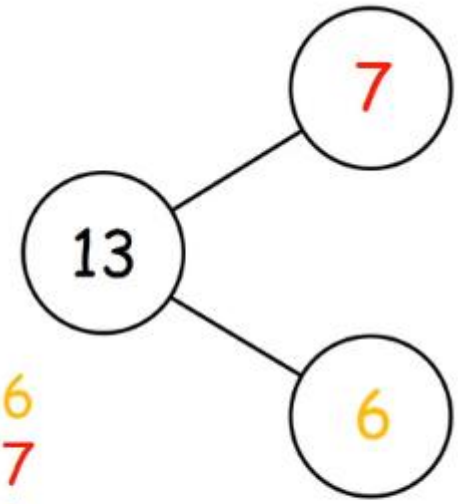
whole = part + part

$6 + 1 = 7$
$1 + 6 = 7$

part + part = whole



$8 + 6 = 14$
$6 + 8 = 14$
$14 = 8 + 6$
$14 = 6 + 8$

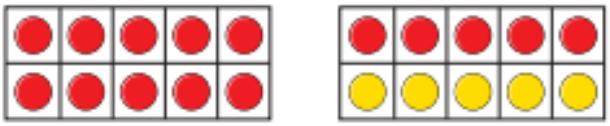


$7 + 6 = 13$
$6 + 7 = 13$
$13 - 6 = 7$
$13 - 7 = 6$

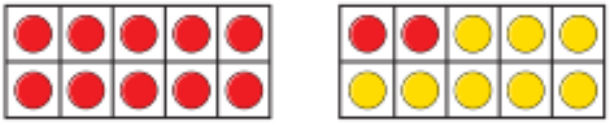
$13 = 7 + 6$
$13 = 6 + 7$
$7 = 13 - 6$
$6 = 13 - 7$

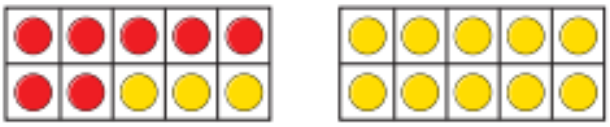
1 What number bonds to 20 are represented?

The first one has been done for you.

a) 

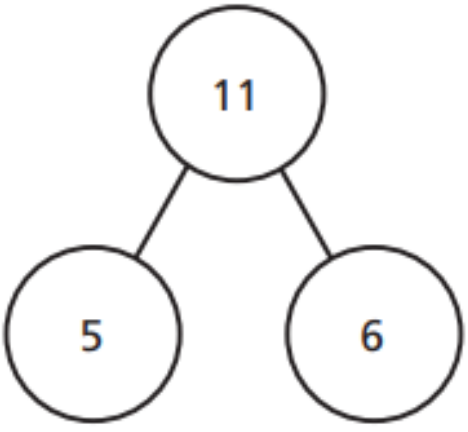
15 + 5 = 20

b) 

c) 

2.

Complete the number sentences for the part-whole model.



□ + □ = □

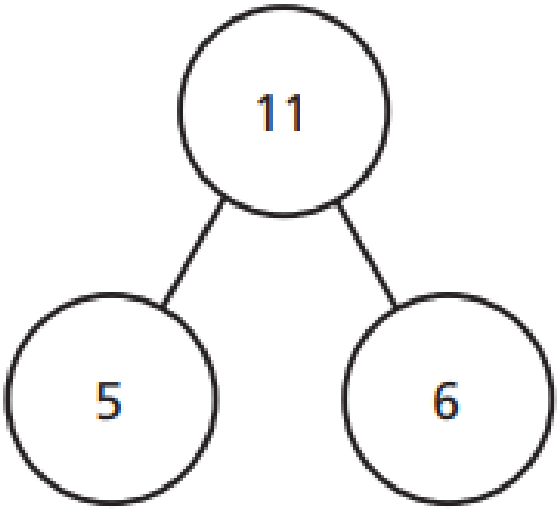
□ − □ = □

□ + □ = □

□ − □ = □

3.

Complete the number sentences for the part-whole model.



□ + □ = □

□ − □ = □

□ + □ = □

□ − □ = □

Thematic - What was the greatest achievement of each civilisation?

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

Key words: Ancient Egypt, Ancient Sumer, Ancient Indus Valley, The Shang Dynasty.

1. Ancient Egypt

3500 BC The Egyptians settled by the River Nile and ruled from about 3500 BC to 500 BC.

2. The Shang Dynasty

The Shang lived in the area by the Yellow River in China and ruled from 1600 BC to 1100 BC. Anyang was one of their capital cities.

3. Ancient Sumer

They lived by the River Tigris and Euphrates (in modern Iraq) between about 4500 BC and 2000 BC.They built cities by the rivers.

They could weave, write, and make pots and use things made out of metal.

4. Ancient Indus Valley

People settled by the River Indus which flows through modern Pakistan. The Indus Valley Civilisation was important by 2600 BC and ended in 1500 BC.They built great cities like Mohenjo Daro.

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

Ancient Sumer - https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-ancient-sumer/zmgnvk7

Indus Valley - https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introduction-to-the-indus-valley/z4tjmfr

Shang Dynasty - https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-the-shang-dynasty/zv79wty

Ancient Egypt - https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-ancient-egypt/z6jrkmn

1. Using the pictures and information above, answer the question – What was the greatest achievement of each civilisation?

2. Which of the achievements do you think was the greatest? Why?

Optional - If you would like to find out more about the Shang Dynasty civilisation follow the link or scan the QR code. Oak National Academy have created many videos. https://classroom.thenational.academy/units/the-shang-dynasty-75f2

Share your response with me on dojo.

Tuesday 23rd February

Phonics

Re-watch the igh phonics video from yesterday. Then, underline all the words in the text that have the 'igh' grapheme. The first one has been done for you.

The Light in the Night

Dwight was in the woods. He often went to the woods with his mum and dad.

They had a hut that had beds in it. In the summer, they slept in the hut.

The wood was dark at night. The hut was dark too. It did not contain a light.

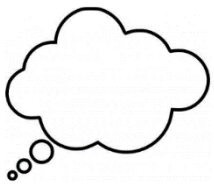
Dwight slept next to his mum and dad, as he often got a fright.

One night in winter, Dwight had to sleep in the hut, as his mum and dad went to hunt for food.

Then, he did see a bright light. His mum and dad had put it next to his bed. He did not need to feel afraid.

Writing

Focus: Explore quality instruction examples.



It is important to look at good examples before attempting to write a set of instructions ourselves.

Today, you will be looking at a variety of instructions so that you become familiar with how they are written. Some are better than others. Whilst reading the instruction examples, record your thoughts in the table below. Comment what was good, or could be improved about each instruction text and share your table on dojo.

Look at the example on the next page for support.

Example

How to Catch an Alien

Would you like to catch an alien? Use these instructions to help you.

You will need

- a pair of unused underpants
- a rope
- a stick
- a large cardboard box without a lid
- a fishing net

1. Make a small hole in the box near to the top.
2. Push the rope through the hole. Leave one end longer than the other.
3. Tie the rope in a knot.
4. Put the box outside.
5. Use the stick to prop up the box under the rope.
6. Place the pants underneath the box.
7. Pick up the other end of the rope.
8. Take your end of the rope and hide near to the pants.
9. Wait for the alien to come to get the pants.
10. Pull the rope hard to knock the box down on top of the alien.
11. Lift the box up and scoop the alien into the net.

Instruction text	What did you like about the instruction text? What does it include?	How can the text be improved?
How to catch an alien.	• Title • What is needed list. • Steps in order. • Bossy verbs • Capital letters • Question marks • Adjectives	• More pictures • Different title • Introduction didn't interest me.

Now, read the examples on the following page and discuss what is good/bad about them with an adult.

How to catch a star

Y2

Instructions

DIFFICULTY : MEDIUM

What will you need?

- one strong bucket
- two delicious sandwiches
- a fishing net
- warm clothes
- a backpack

How do you do it?

1. Firstly, pack your sandwiches, fishing net and bucket in your backpack.
2. After that, put on your warm clothes if it is a chilly night.
3. Next, quickly head to the long pier where you can search for your star.
4. You might want to eat your sandwiches now as searching for stars can be tiring work.
5. Scan the sea thoroughly for a pretty star. When you find one floating on the water, see if you can grab it with your net.
6. If you can't reach it, move to the sandy beach and patiently wait for it to wash ashore.
7. Once you have your star, gently place it in your strong bucket so it doesn't break.
8. Finally, walk home with your very own beautiful star.

A piece of advice!

You can only successfully catch a star at night time.

Also, seagulls aren't very kind so don't ask them for any help.

Pirates

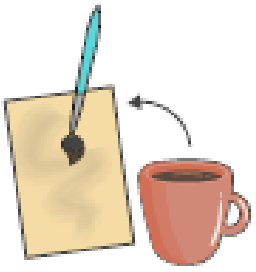
Instructions

How to make a scroll

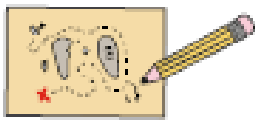
Equipment:

- one piece of paper
- cold cup of tea
- paintbrush
- two circular wooden dowels, rolling pins or art straws
- pencils
- a pair of scissors
- string
- cellotape

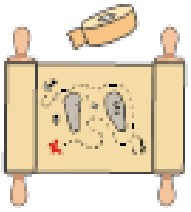
Instructions:



1. First, use a paintbrush to smear a cold cup of tea all over a piece of paper.
2. Now, let the piece of paper dry.
3. Once it is dry, draw your secret message or map onto it.



4. After that, put two wooden dowels at either end of the piece of paper. Use some cellotape to attach them.
5. Next, roll up the pieces of dowelling towards each other so the paper wraps around each dowel.



6. Finally, fasten the rolled up paper with a piece of string.

You now have your very own secret scroll and you are ready to be a pirate!

Now, fill in the table about each set of instructions.

Instruction text	What did you like about the instruction text? What does it include?	How can the text be improved?
How to catch a star		
Pirates		

Spelling

Spelling Words with 'igh'

Look → Say → Cover → Write → Check

	Try 1	Try 2	Try 3
night			
sight			
fright			
might			
tight			
light			
flight			
knight			
right			
bright			
high			
sigh			

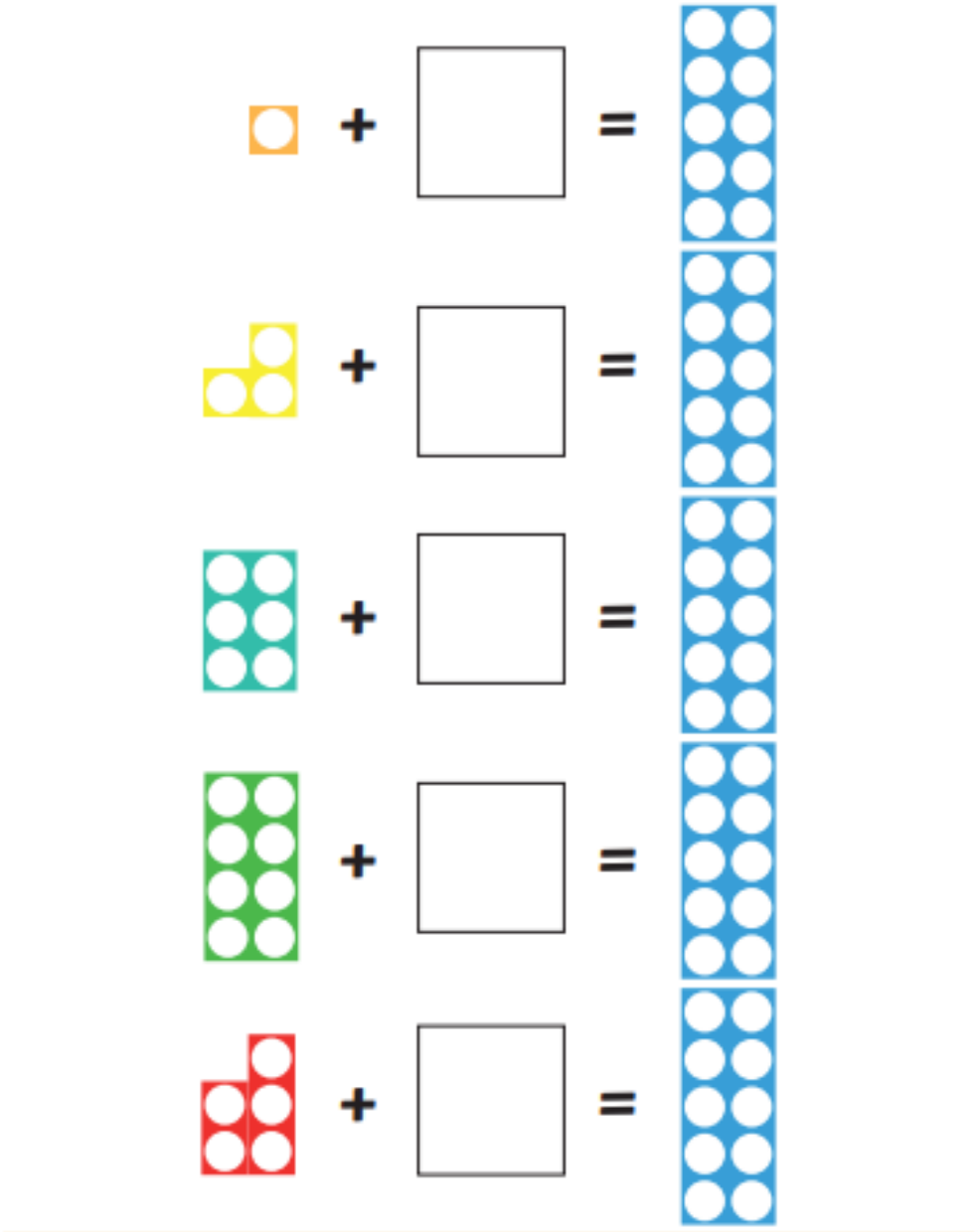
Maths

Daily drills – Number bonds to 10.

Follow the link or scan the QR code to practice your number bonds to 10.

https://www.bbc.co.uk/teach/supermovers/ks1-maths-number-bonds-with-martin-dougan/zf6cpg8

Use the number shapes to work out the missing number in each question.



Main activity

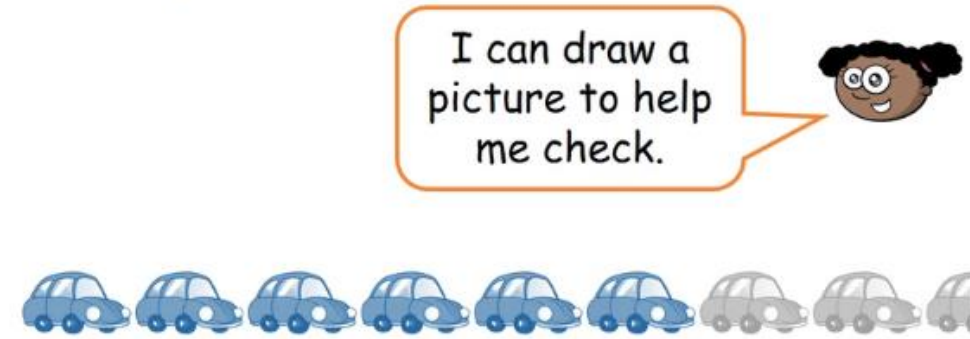
Follow the link or scan the QR code to watch the White Rose video. Pause it when it asks you to so that you can answer the questions on the following page.

Check calculations. https://vimeo.com/461736938

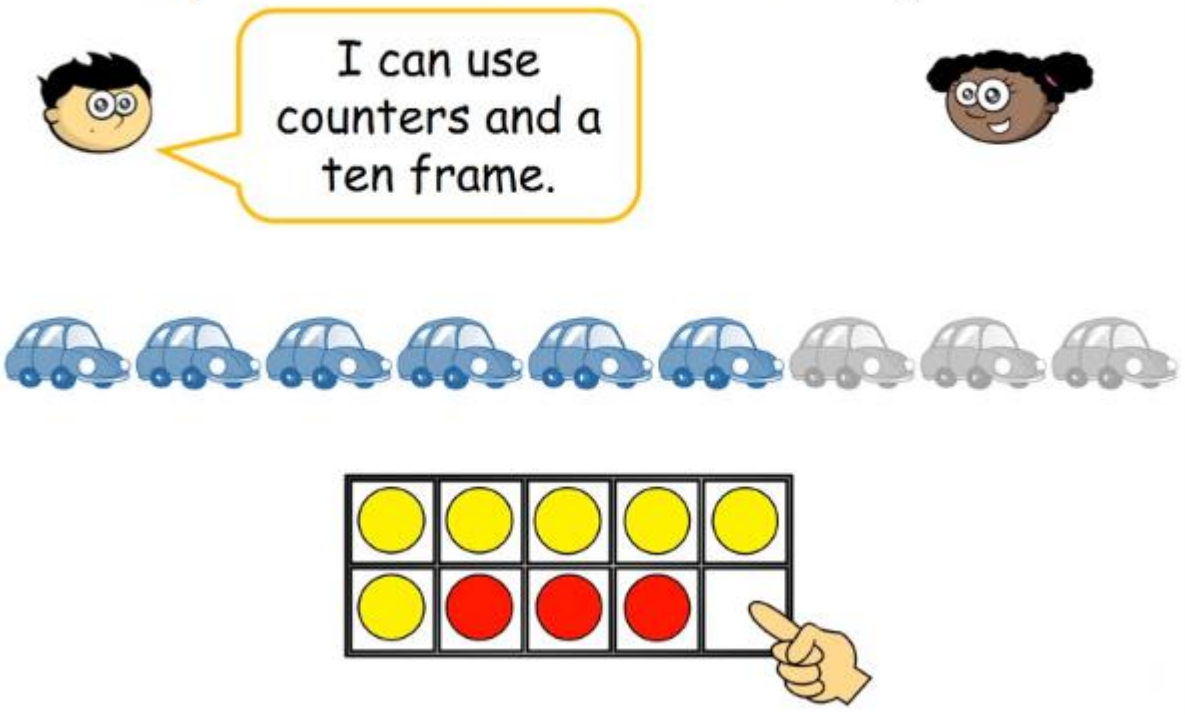
Complete the questions on the following page. If you require support, message me and I'll help you. Remember to use the resources at the back of the pack.

Examples:

There are 6 blue cars and 3 silver cars in a car park. There are 9 cars altogether.



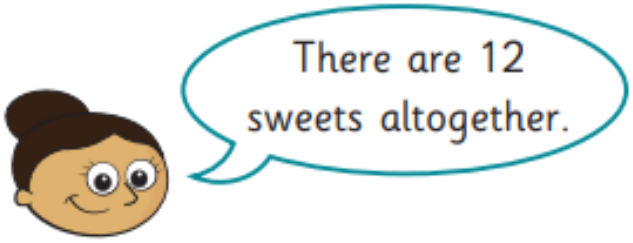
There are 6 blue cars and 3 silver cars in a car park. There are 9 cars altogether.



Optional - If you would like to watch another video about addition and subtraction, follow the link below which will take you to a lesson taught by Oak Academy.

https://classroom.thenational.academy/units/addition-and-subtraction-of-2-digit-numbers-f192

2 A bag of sweets has 8 red sweets and 3 yellow sweets.



Is Dora correct?

Draw a picture to show how you know.

5 Is this statement true or false?

$$18 - 4 = 14$$

Show how you know.

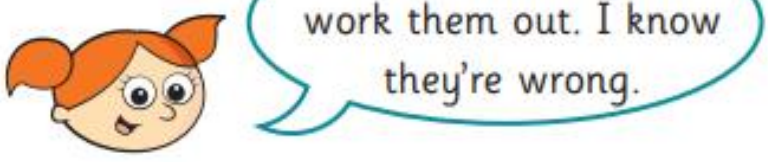
6 Jack is answering some maths questions.

Alex is checking Jack's workings.

$4 + 5 = 19$

$15 - 3 = 18$

$4 = 20 - 6$



Show how Alex knows this.

Science

Question – Which materials are reflective?

Some surfaces and materials reflect light well. Other materials do not reflect light well. Reflective surfaces and materials can be very useful:

- Reflective strips on coats or bags mean you can be seen at night. They are also useful for fire-fighters or builders who may work in a dark and dangerous environment.
- 'Cat's Eyes' help drivers see the road by reflecting light from headlamps.
- Mirrors let us see ourselves, and are also useful in cars, to allow drivers to see behind them.
- Retro-reflectors are used for road signs so that drivers can see the signs from their car.

Can you think of any other uses?

In this lesson, we will be learning about reflective and non-reflective materials. We will investigate which objects are made from reflective materials and which objects are made from non-reflective materials. You will need a piece of paper and a pencil.

https://classroom.thenational.academy/lessons/which-materials-are-reflective-6cu6cc

Wednesday 24th February

Re-watch the igh phonics video from yesterday and then complete the activity. The first one has been done for you. After, using the real words create your own sentences and share them with me on dojo.

Phase 3 Real and Nonsense Words - igh

Can you spot which words are real and which are nonsense below?
Fill in your key with a different colour for real words and nonsense words and then colour in the correct boxes below.

Real Words ☐ Nonsense Words ☐

high	jight	sight	bight
pight	quigh	dight	fight
sigh	yight	right	gight
thight	chigh	night	tight
light	might	kigh	tonight

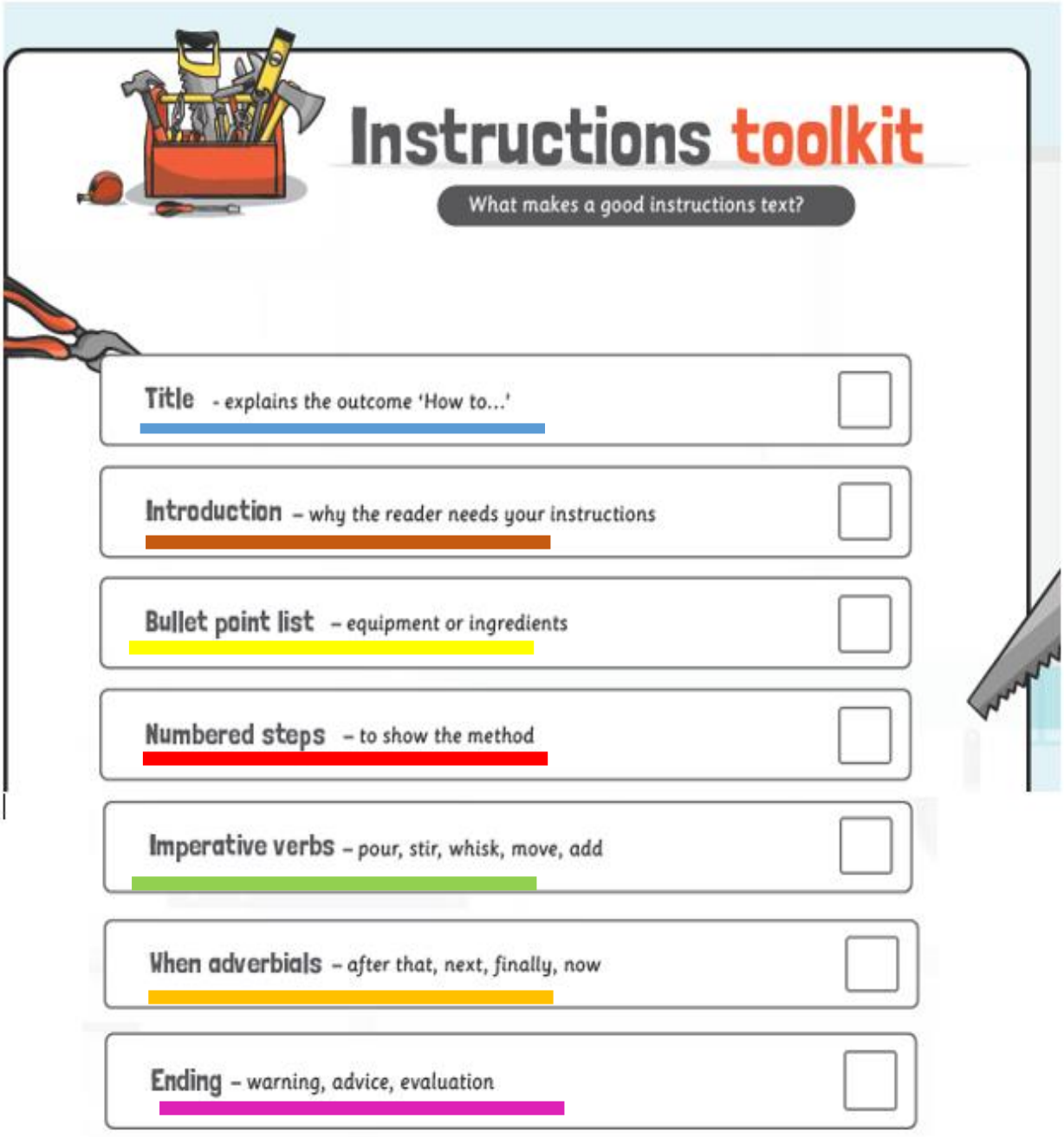
Writing

Focus: Identify features of instructions

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

https://www.bbc.co.uk/teach/class-clips-video/how-to-write-clear-instructions/zrvtscw

In the model text on the following page, you will find the features that can be seen in the toolkit below. Can you find examples of them all? Underline each feature with the correct colour on the 'How to Catch a Star' text, which can be found on the following page.



How to catch a star

Y2

Instructions

DIFFICULTY : EASY

What will you need?

- one strong bucket
- two delicious sandwiches
- a fishing net
- warm clothes
- a backpack

How do you do it?

1. Firstly, pack your sandwiches, fishing net and bucket in your backpack.
2. After that, put on your warm clothes if it is a chilly night.
3. Next, quickly head to the long pier where you can search for your star.
4. You might want to eat your sandwiches now as searching for stars can be tiring work.
5. Scan the sea thoroughly for a pretty star. When you find one floating on the water, see if you can grab it with your net.
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7. Once you have your star, gently place it in your strong bucket so it doesn't break.
8. Finally, walk home with your very own beautiful star.

A piece of advice!

You can only successfully catch a star at night time.

Also, seagulls aren't very kind so don't ask them for any help.

Trace and copy the pattern. Say the word.

air air

Do the word sums.

p + air = _____

ch + air = _____

h + air = _____ + y = _____

f + air = _____ + y = _____

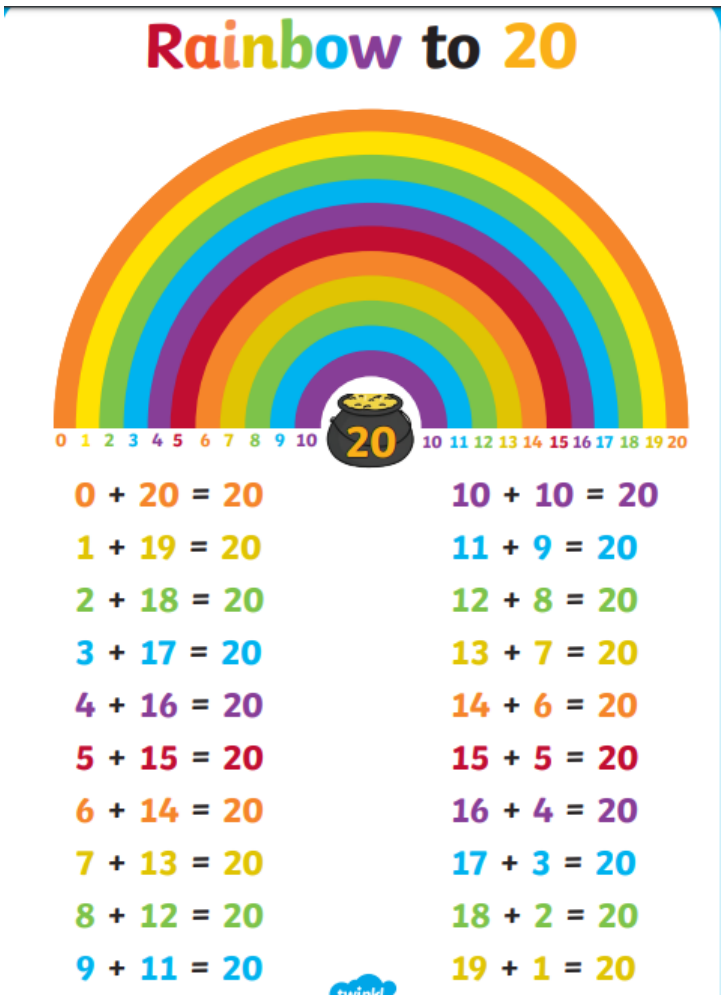
Handwriting

Maths

Daily drills – Number bonds to 20.

Follow the link or scan the QR code to practice your number bonds to 20.

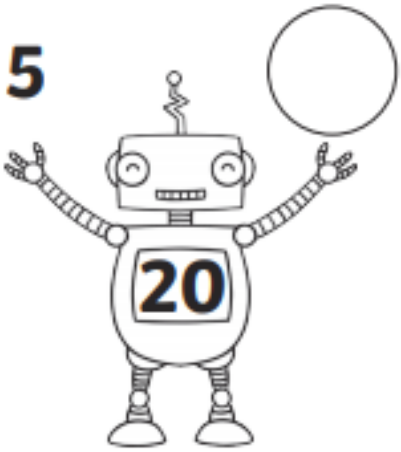
https://www.youtube.com/watch?v=h6udqW6VhWg



Number Bonds to 20

Can you find the missing number bond to make 20?

5



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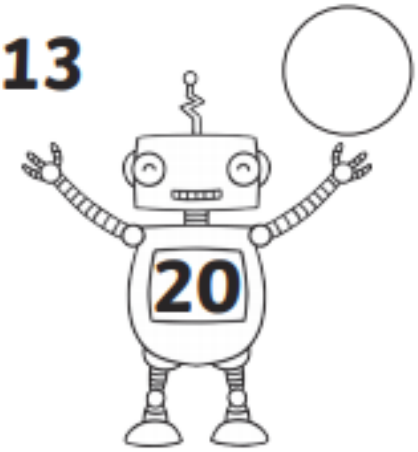

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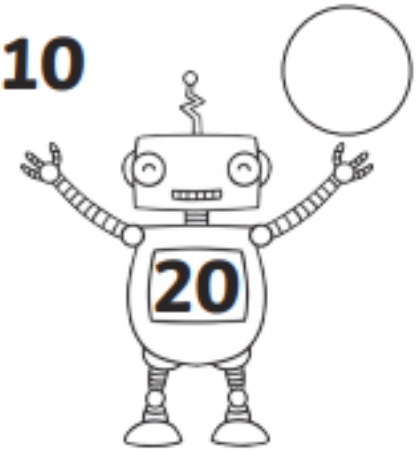

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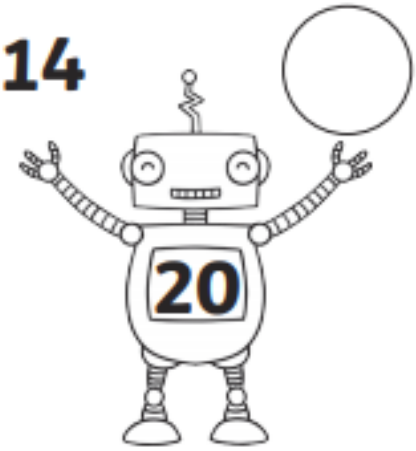

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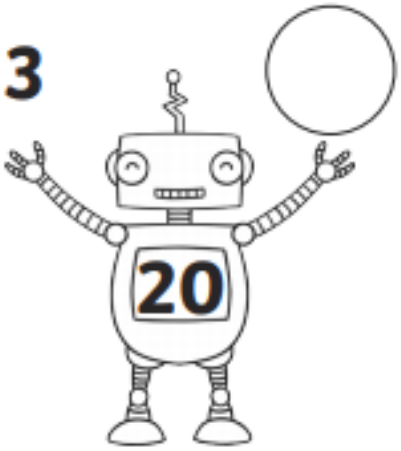

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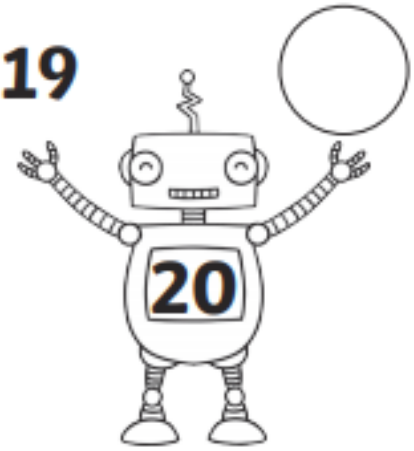

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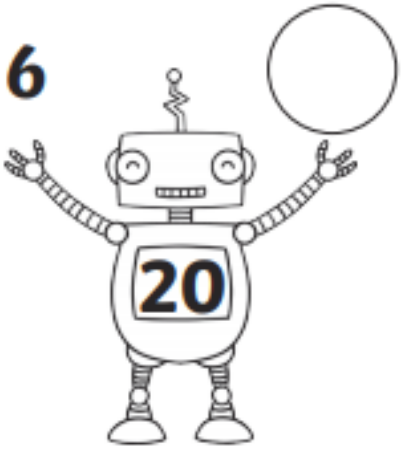

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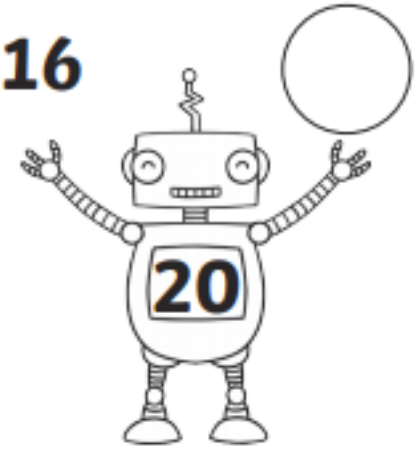

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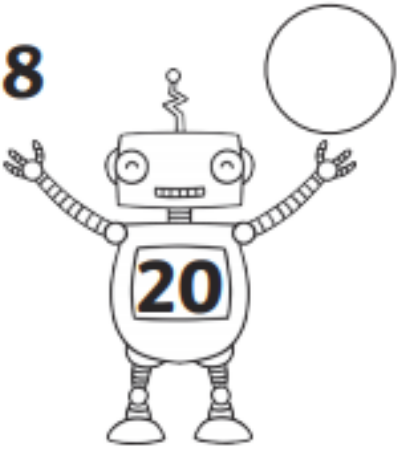


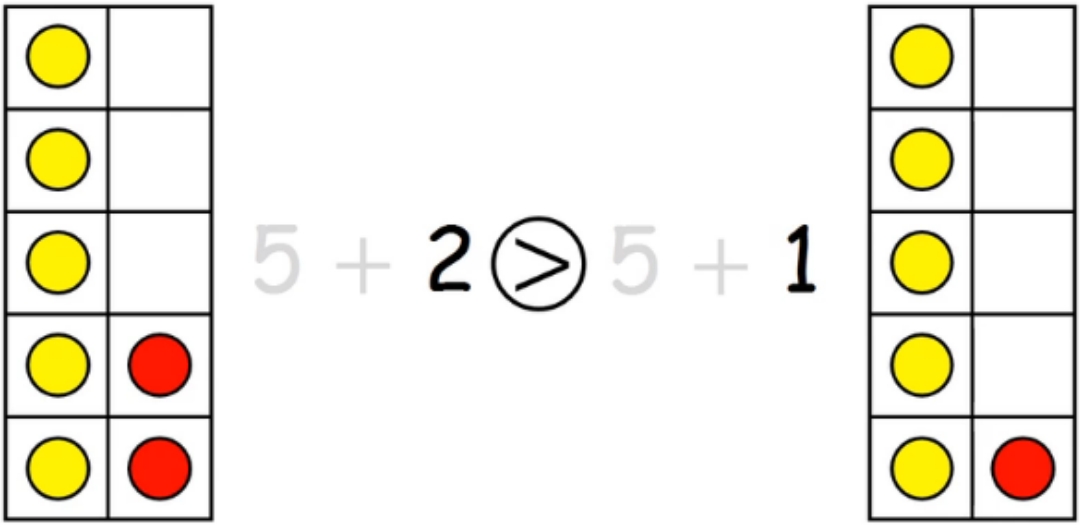
Main activity

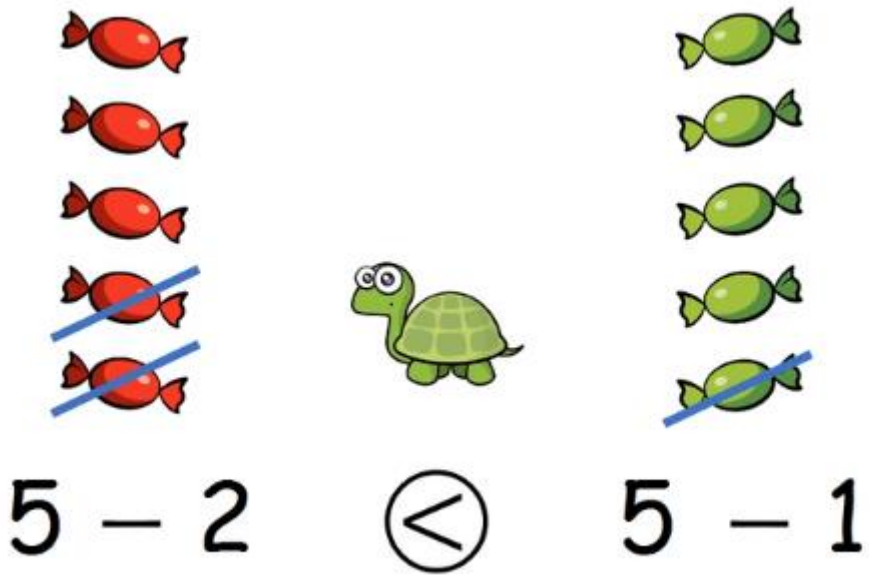
Follow the link or scan the QR code to watch the White Rose video. Pause it when it asks you to so that you can answer the questions on the following page.

Compare number sentences. https://vimeo.com/461836693

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.

Examples:





Now, complete the questions on the following page.

1 Mo has 4 blue sweets and 3 pink sweets.

Rosie has 4 blue sweets and 5 pink sweets.

Who has more sweets?

Explain how you know.

4 Write <, > or = to make the statements correct.

a) 3 + 5 ◯ 3 + 9

b) 7 + 2 ◯ 4 + 2

c) 10 + 5 ◯ 9 + 6

Optional - If you would like to watch another video about addition and subtraction, follow the link below which will take you to a lesson taught by Oak Academy.

https://classroom.thenational.academy/units/addition-and-subtraction-of-2-digit-numbers-f192

PE

Follow the link or scan the QR code to complete 4 different 'Just Dance' dances. Take a photo or a video and upload it onto your portfolio so that I can see your moves!

https://www.youtube.com/channel/UChIjW4BWKLqpojTrS_tX0mg

If you'd like to try some yoga instead (or as well as), complete the activity below. Take a look on the following page for balance ideas.

YOGA

YOU WILL NEED

- Family or friends

HOW TO PLAY

- Each person chooses a balance to practise until they can perform it with control, without wobbling.
- Each person then teaches their move to the others. Remember to help each other to be the best you can.
- Try performing the moves in a sequence, moving fluently from one to the next.
- When someone has held a balance for as long as they can, give them a high five!

REMEMBER...

- If you need to lean on a chair or against a wall for a bit of support, that's fine too.

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

Thursday 11th February

Reading

Read the story and then answer the questions on the following page. Miss O'Brien will upload a video of her reading 'Cool cars' onto Class Story this morning.

Cool Cars!

Reading Comprehension

Early Cars

The first car was like a cart but with an engine instead of a horse. The first car was powered by steam but soon they built an engine that could run on petrol. These cars were quite slow, only going a bit faster than someone could walk.

1. What was the first car like?

_____

2. Use lines to join the car to its description.

Statement	True	False
Early cars used a horse.		
The first car had a petrol engine.		
Early cars were quite slow.		

Like reading? Follow the link or scan the QR code to access online books.

https://www.oxfordowl.co.uk/for-pupils/pupil-home?current_page=school_ebooks

Username: nmpa

Password: year3

Writing

Focus: Explore adverbs.

Adverbs

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

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

- If you would like to find out more about mummification in Ancient Egypt to help you select appropriate adverbs, follow the links or scan the QR code.
- Miss O'Brien will also record a powerpoint explaining the process of mummification. Look out for it on dojo.

https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-mummification-in-ancient-egypt/zdcrkmn

https://www.bbc.co.uk/bitesize/articles/zrcg2sg

Complete the adverb activity on the following page.

Adverb Word Bank						
cheerfully	sadly	shyly	happily	gently	angrily	hungrily

1. Answer each question with an adverb. Use the **Adverb Word Bank** to help you.

a) How did your brother play? He played *happily.*

b) How did your mum say goodbye? Mum said it _____.

c) How did the dog bark? The dog barked _____.

d) How did the kite fly in the breeze? The kite flew _____.

e) How did your dad tell you off? My dad told me off _____.

The first one has been done for you.

2. Look at the sentences below. Circle the adverb in each one.

a) He smiled cautiously.

b) She frowned angrily.

c) He walked to school quickly.

d) Carefully, she looked for her coat.

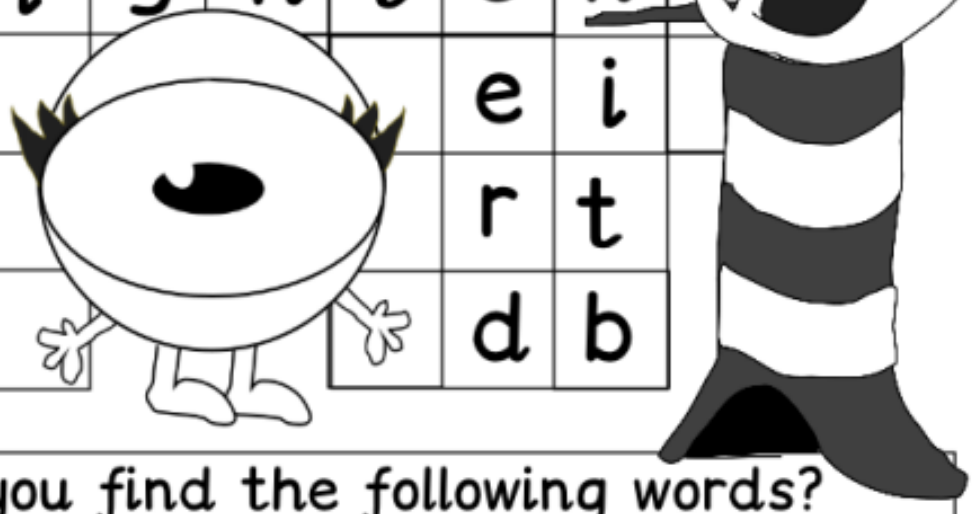
e) Thankfully, it would be his turn soon.

Super Challenge - Create sentences for your instruction text using the adverbs from the word bank.

angrily	merrily
anxiously	nervously
cautiously	quickly
cheerfully	sadly

Spelling

h	f	i	r	i	g	h	t	e	n
i	r	h	e	h	i	g	h	r	i
g	i	e	b	r	i	g	h	t	g
h	g	h	i	g	h	e	s	t	h
d	h	t	d	l	i	g	h	t	t
y	t	m	i	g	h	t	v	w	
f	r	i	g	h	t	e	n		
i	e					e	i		
p	i					r	t		
l	s					d	b		



Can you find the following words?

high	night	bright	light
right	fight	might	frighten
higher	highest		

Super challenge: Can you create a sentence with the igh words you have found? Share your sentences with me on your Dojo portfolio.

Maths

Starter – Daily Drill – 3 x table practice

Listen to the 3 x table song and then complete the activity below.

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

8 x 3 = ☐	1 x 3 = ☐	4 x 3 = ☐
10 x 3 = ☐	0 x 3 = ☐	2 x 3 = ☐
3 x 3 = ☐	6 x 3 = ☐	5 x 3 = ☐
7 x 3 = ☐	9 x 3 = ☐	

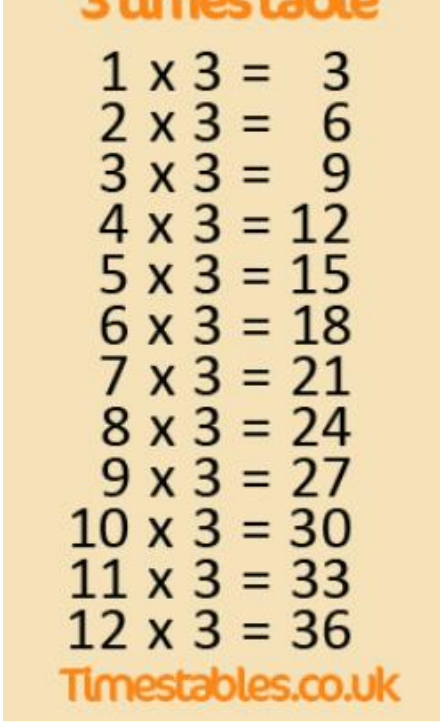
Write in the missing numbers.

9, 12, 15, ___, ___, 24, 27

0, 3, 6, ___, ___, 15, 18

30, 27, ___, ___, 18, 15, 12

18, 15, ___, ___, 6, 3, 0



Optional - If you'd like further practice with your times tables, follow the link or scan the QR code for some fun times table games!

https://www.topmarks.co.uk/maths-games/7-11-years/times-tables

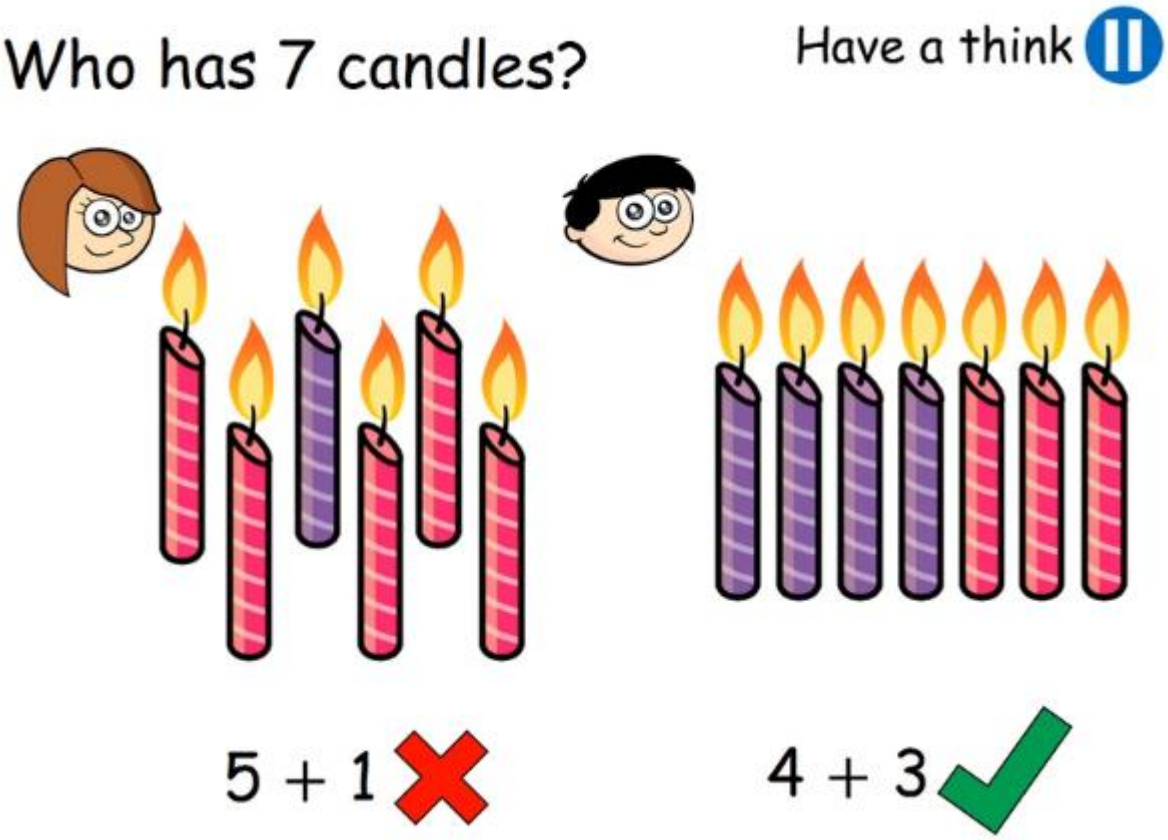
Main activity

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.

Number bonds. https://vimeo.com/462380184

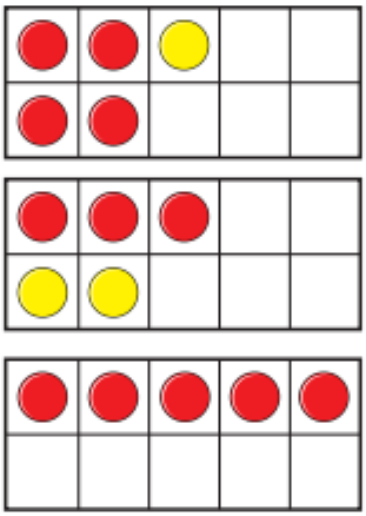
Complete the questions on the following page. If you require support, message me and I'll help you. Remember to use the resources at the back of the pack.

Examples



Now, answer the questions below.

1 Use the diagrams to complete the bonds to 5



□ + □ = 5

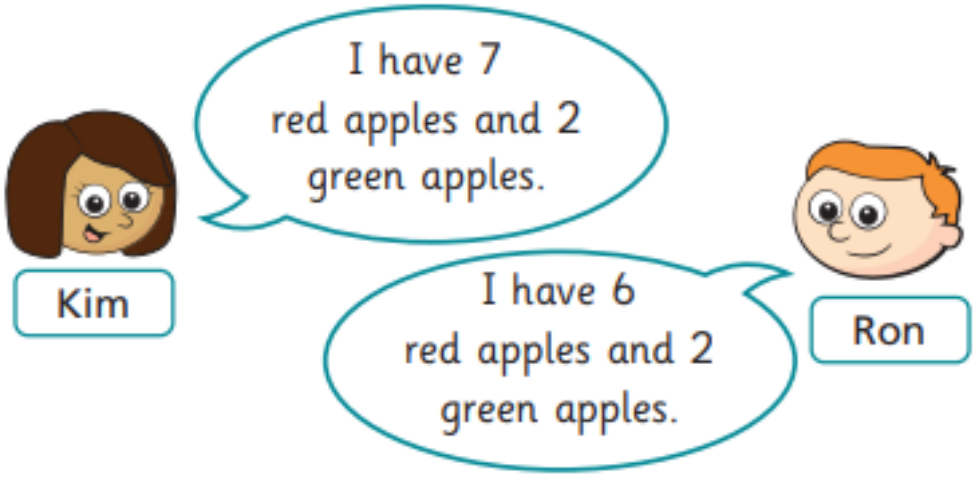
□ + □ = 5

□ + □ = 5

a) Shade all the bonds to 4

3 + 1	1 + 3	5 + 2
0 + 4	2 + 2	4 + 1

Who has 8 apples?



Super challenge:

) Here are some cards showing number bonds.

2 + 8	3 + 6	5 + 5	7 + 2
3 + 7	4 + 5	8 + 1	6 + 4

a) Sort the cards into the table.

Bonds to 9	Bonds to 10

PSHE

During our PSHE lessons, we will be learning about how to stay fit and healthy.

In the box below, write down (or draw) as many sports as you can think of. These could be team sports or individual.

STAR vocabulary - Now, let's take a look at today's vocabulary.

Oxygen – A chemical element found in the air as a colourless odourless tasteless gas that is necessary for life.

Follow the link to find out more about oxygen.

https://www.coolkidfacts.com/oxygen-facts/

Task - Why is it important to exercise?

Watch the video of Miss Sutton explaining the importance of exercise.

https://www.loom.com/share/43fd27cacf67417e8bd337fb3318e43c

If you would like to complete the Joe Wicks activity that is mentioned in the video, click the link below.

Active 8 Minute Workout 1 | The Body Coach TV - YouTube

Now, write down 3 things that you learnt from watching the video.

1. _____
   _____
2. _____
   _____
3. _____
   _____

Optional – if you would like to complete some more fitness activities, log on to your Real PE account. If you've forgotten your details, message your teacher and she will give them to you.

https://real.jasmineactive.com/home

Friday 12th February

Reading – Read the text and answer the questions on the following page. Miss O'Brien will post a video of herself reading onto class dojo.

Racing cars

The world's first race car was built in 1907 in England. It was called Brooklands. At first, road cars were used for racing but then people started to build race cars. Now, the fastest race cars are Formula 1 cars.

3. What was the first race car called?

_____

4. Before race cars were built, what cars did they use for racing?

Flying Cars

Flying cars used to be fantasy. We would read about them in stories and see them on films but they weren't real. Now, vehicles that can change from planes to cars are being built and used. One aircraft can change from a plane to a car in less than 30 seconds!

5. Find and copy the word that tells us flying cars used to be made up.

_____

6. How long does it take for the aircraft to change from a plane to a car?

_____

Like reading? Follow the link or scan the QR code to access online books.

https://www.oxfordowl.co.uk/for-pupils/pupil-home?current_page=school_ebooks

Username: nmpa

Password: year3

Writing

Focus: Explore imperative verbs/

Imperative verbs:

A verb is a 'doing word', and an imperative verb is one that tells someone to do something. An imperative verb stands alone in a grammatical phrase without a subject noun or pronoun.

Using an imperative verb will turn a sentence into an order or command. They are most often found at the start of sentences and are commonly referred to as 'bossy verbs' due to their appearance in commands.

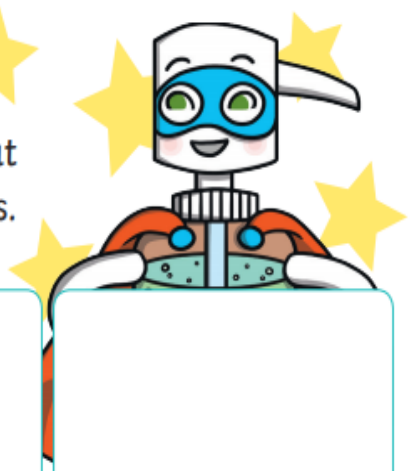
Follow the link or scan the QR code to find out more.

https://www.bbc.co.uk/bitesize/articles/zv98jhv

Complete the activity on the following page.

How to Wash Your Hands

Can you help Super Soap on his special mission to protect children from germs? Cut and stick the pictures in the correct order to show instructions for washing your hands.



Wash away the soap bubbles.

Put soap on your hands.

Dry your hands.

Rinse your hands with water.

Rub your hands together.

Super Challenge: Underline the imperative verbs.

Trace and copy the patterns. Say the sounds.

is is

dis dis

Write the opposites.

brother _____

hers _____

like _____

agree _____

Handwriting

Maths

Starter - Daily drills - 5 x table practice

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

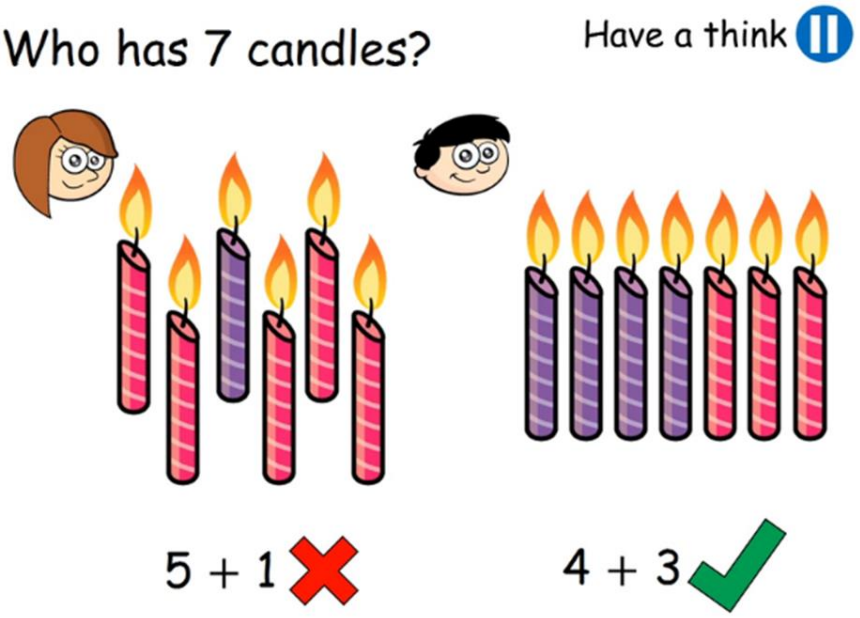
Main activity

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.

. https://vimeo.com/462380184

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._After this, complete this week's maths quiz by following the link or scanning the QR code.

Examples:



Complete the bonds.

a) ☐ + 5 = 8

b) 3 + ☐ = 3

c) 8 + ☐ = 10

d) 3 + ☐ = 5

e) ☐ + 2 = 8

f) ☐ + 1 = 10

g) 5 + ☐ = 7

h) ☐ + 4 = 8

i) ☐ + 5 = 9

j) 4 + ☐ = 6

Shade all the bonds to 7

2 + 4	5 + 2	4 + 3
0 + 7	3 + 3	3 + 4
1 + 6	2 + 7	6 + 1

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/u4gGG9NjJc5QhWjRA

Computing

Internet Safety

Today we will be looking at how to stay safe and protect ourselves online.

In the box below, write down what you already know about how to keep safe online.

Today, we are going to be recapping one of the SMART rules. Take a look at the poster for a reminder of what each letter stands for.

Task

Watch the video which talks about the 'S' rule. The 'S' stands for 'Stay Safe'.

https://www.childnet.com/resources/video-lessons/the-s-rule

Next, read the information below to find out more about staying safe online. You can then use this to create your own Internet Safety poster on the following page.

How can I protect my personal information?

It is important not to share your:

Address or location

Phone number

School or work

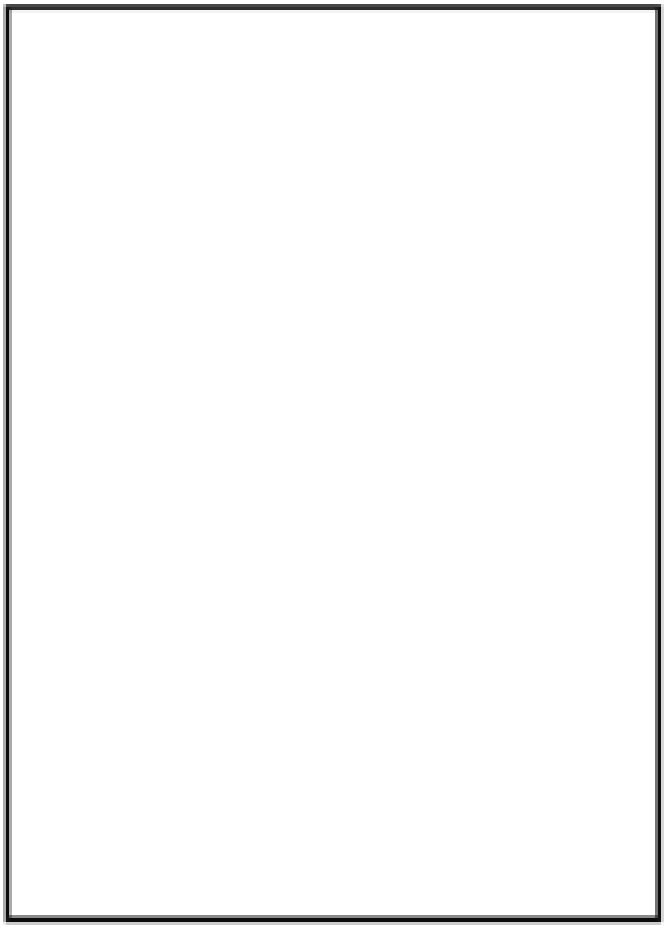
Sporting clubs or groups that you're in

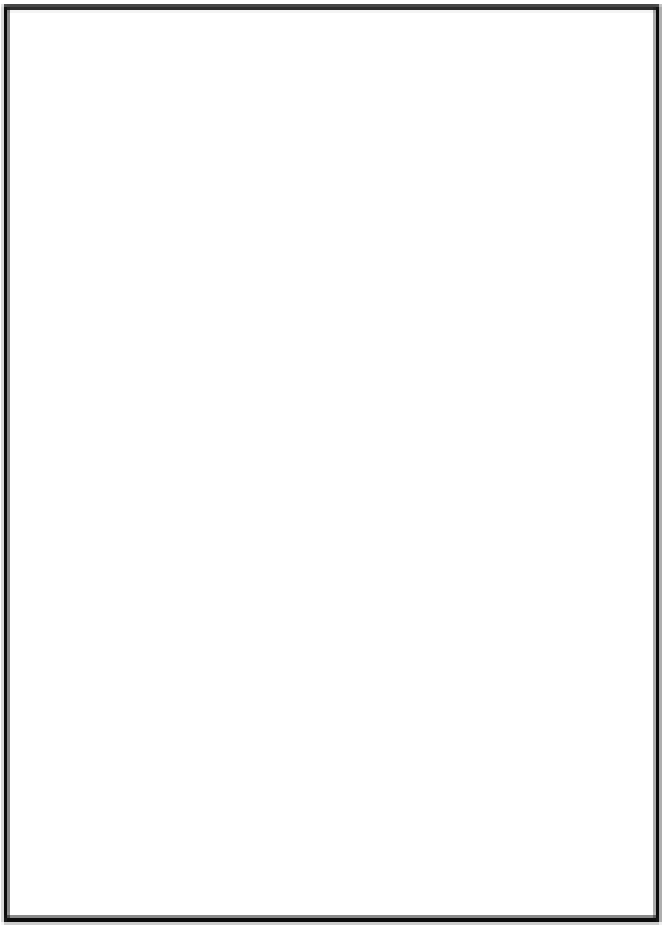
Passwords

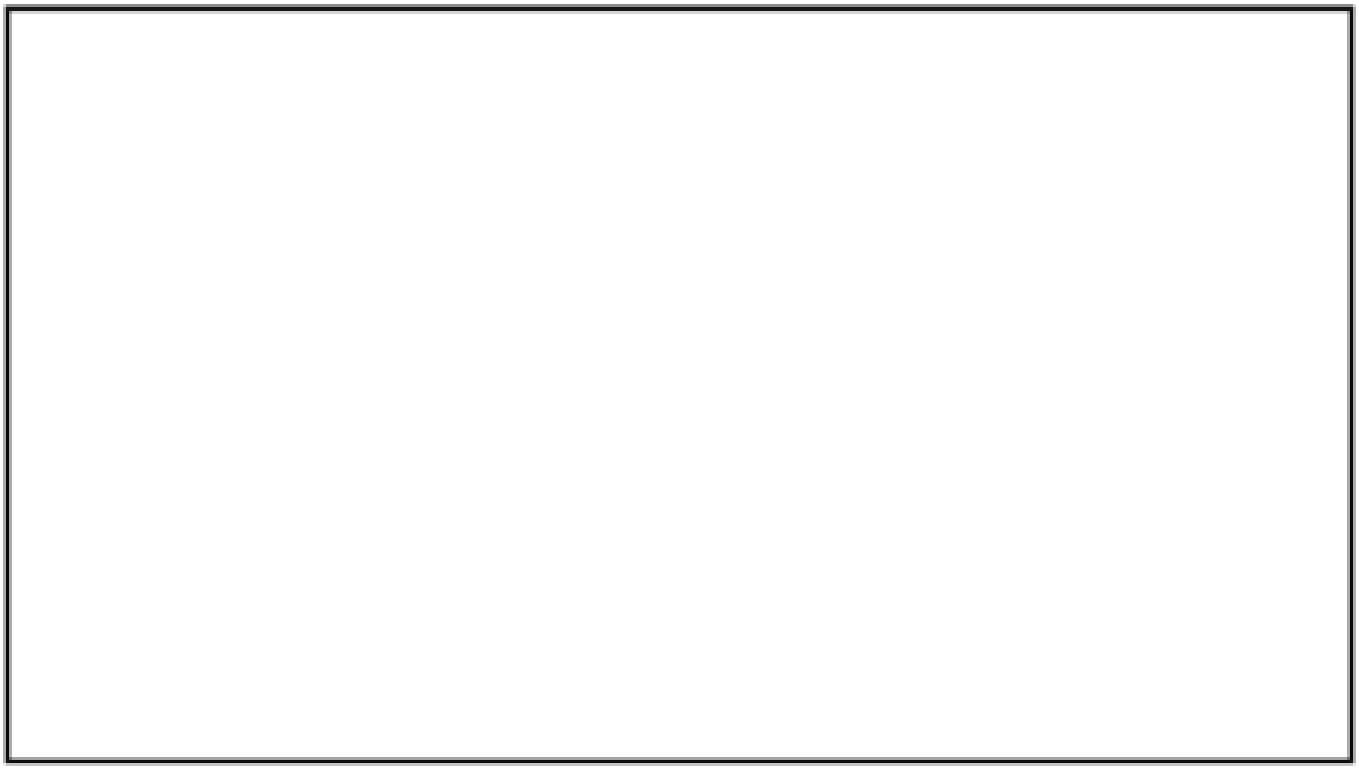
Bank details

There are a few simple things you can do to try to keep safe online:

- **Be careful of requests** – only accept 'friend' requests from people you know in real life. This reduces the chance of getting into an unsafe situation.
- **Block anyone you've had contact with that was negative or unsafe** – this stops them from having contact with you and from seeing your profile.
- **Think before you upload and share photos** – post photos that show you and your friends in a positive way. Once it's uploaded, it's no longer private and could be viewed by friends, family, teachers and strangers.
- **Be mindful of what you write to others** – you never know who will read these comments and how they might interpret them.
- **Think carefully about sharing links to other sites** – the content could be embarrassing, upsetting or hurtful to others.
- **Keep your online friends online** – never agree to meet someone you've only known online on your own. Take one of your parents with you and meet in a public place. If they are who they say they are, they'll be happy to do this.
- **Think about your privacy** – avoid sharing personal information online that could be misused by someone in real life. Check your privacy settings and make sure your account is secure.
- **Protect your identity** – pick a username that isn't your real name and a profile picture that doesn't show any personal information.







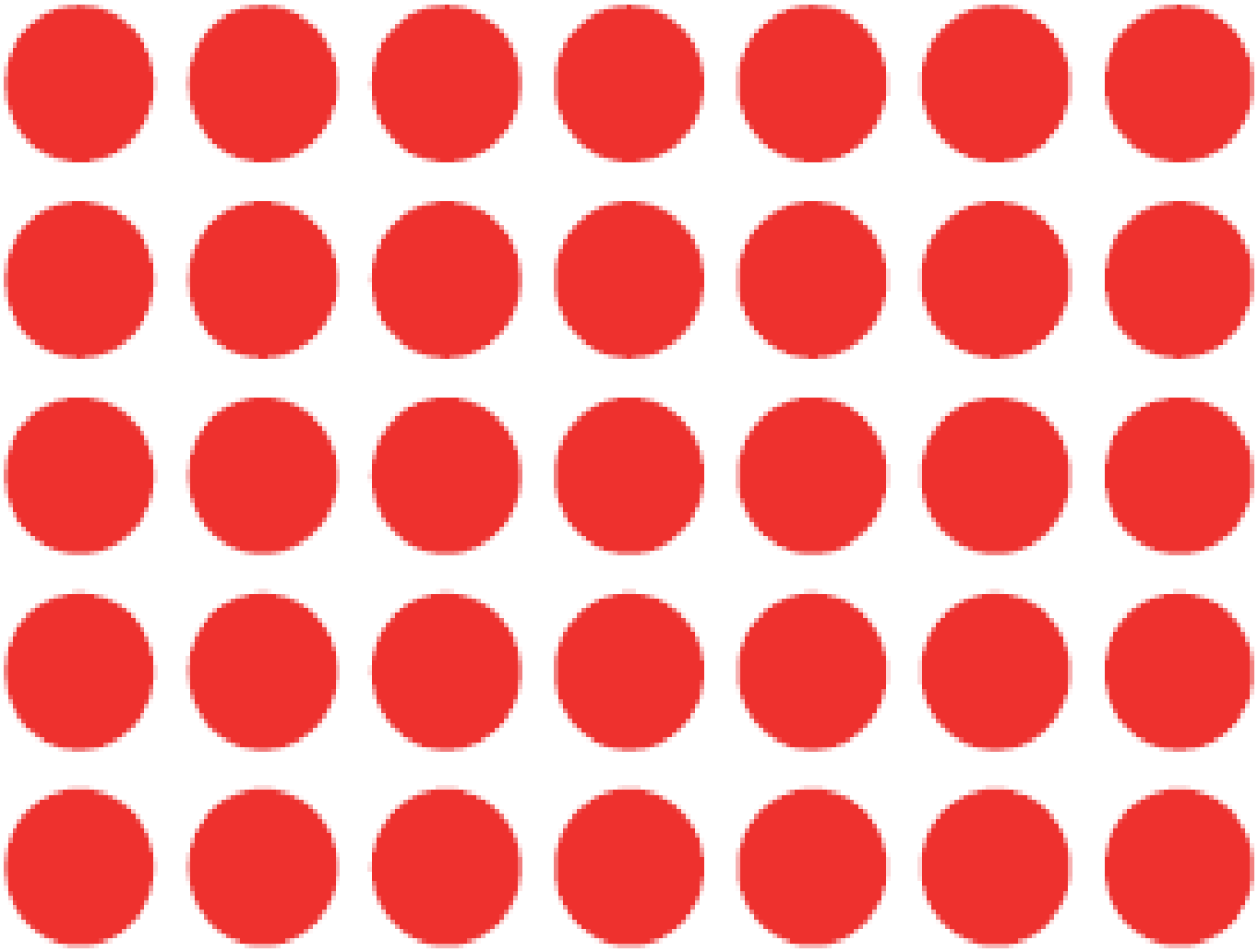
Well done for all of your hard work this week. I am extremely proud of everybody's enthusiasm and willingness to learn. Keep it up next week!

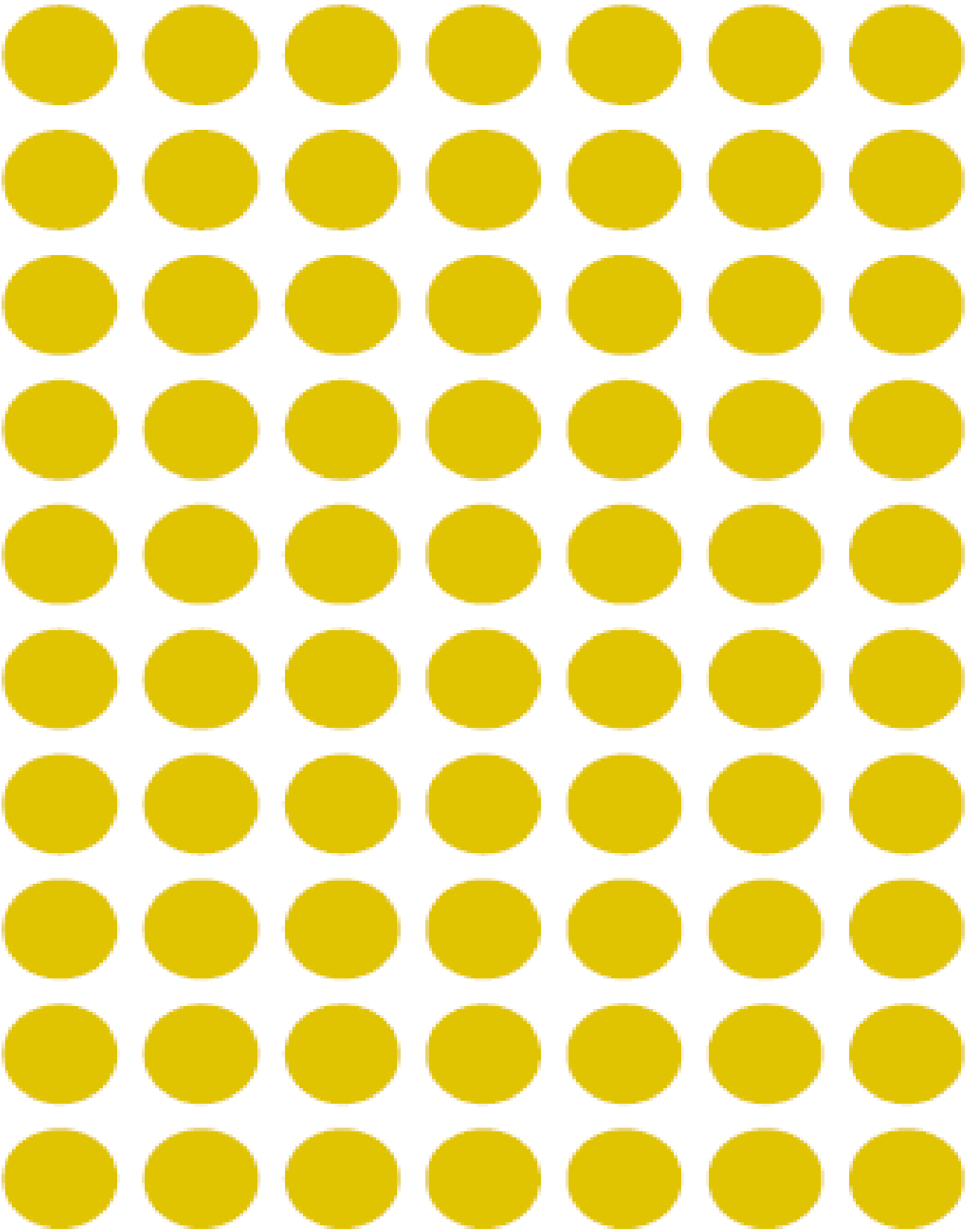
☺

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

Times Tables 1 to 12

1 times table
1 x 1 = 1
2 x 1 = 2
3 x 1 = 3
4 x 1 = 4
5 x 1 = 5
6 x 1 = 6
7 x 1 = 7
8 x 1 = 8
9 x 1 = 9
10 x 1 = 10
11 x 1 = 11
12 x 1 = 12

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

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

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

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

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

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

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

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

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

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

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

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Rainbow to 20

0 + 20 = 20

1 + 19 = 20

2 + 18 = 20

3 + 17 = 20

4 + 16 = 20

5 + 15 = 20

6 + 14 = 20

7 + 13 = 20

8 + 12 = 20

9 + 11 = 20

10 + 10 = 20

11 + 9 = 20

12 + 8 = 20

13 + 7 = 20

14 + 6 = 20

15 + 5 = 20

16 + 4 = 20

17 + 3 = 20

18 + 2 = 20

19 + 1 = 20

My Phase 3 Sound Mat

j	v	w	x	y	z	zz	qu
ch	sh	th	ng	ai	ee	igh	oa
oo	oo	ar	or	ur	ow	oi	ear
air	ure Pure	er					

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My Phase 5 Sound Mat

ay	ou	ie	ea	oy	ir	ue	ue
aw	wh	ph	ew	ew	oe	au	ey
a-e	e-e*	i-e	o-e	u-e	u-e		

*even

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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

HOPE EDUCATION