

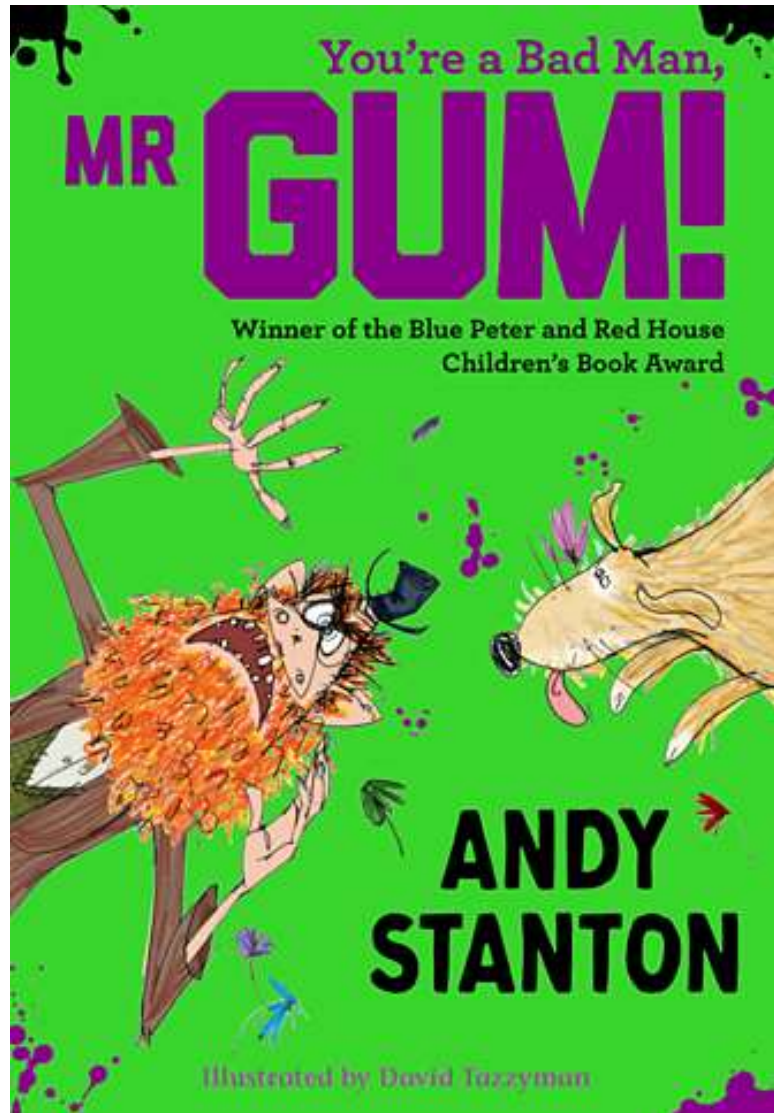
Week 2 Timetable:

Day	Core	Foundation
Monday	Reading – Reflection Questions: Front cover stimulus Writing – A or An Maths – Making equal groups – sharing	Spelling Science – Soluble or insoluble? (Challenge questions)
Tuesday	Reading – You’re a Bad Man, Mr Gum: Reflection Questions Writing – List sentences Maths – Making equal groups - sharing	Handwriting Geography – The advantages and disadvantages of living by a volcano.
Wednesday	Reading – You’re a Bad Man, Mr Gum: Impression of a character Writing – Sentence types Maths – Grouping	Spelling Computing – Dance Mat Typing PE – Dance from other cultures
Thursday	Reading – You’re a Bad Man, Mr Gum: Summarising a section of a story Writing – Conjunctions Maths – Grouping	Handwriting PSHE – What to do in an emergency
Friday	Reading – You’re a Bad Man, Mr Gum: Making predictions Writing – Editing Maths – Grouping and Sharing	Spelling RE- The Christian Worldview

Monday 1st March

Reading

Take a moment to look at the picture, which is the front cover of the book that we will be exploring through our reading activities this week. Write down any questions you have, then answer the questions below.



1. Describe the man on the front cover. What does he look like?
2. How do you think the man is feeling?
3. Who do you think the man might be?
4. Do you think you would enjoy reading this book? Why/why not?
5. Do you think the dog is naughty or well-behaved? Why?

Write answers to the questions in your English books and send me a photograph of them on ClassDojo - I'd love to see your thoughts!



Writing- 'A' or 'An'

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

This week it is time to complete your poem.

Today's Task:

1. Watch the video on ClassDojo which explains today's task.
2. Read through the examples of good work posted on Dojo.
3. Read the poem 'What do you want to be?'

What do you want to be?
When I grow up I want to be
A rocking rock star,
A chocolate cupcake sprinkler,
A frilly frock fashion designer
And maybe a Formula One racing car driver.

When I grow up I want to be
A lizard trainer,
A potato chip creator,
A clown or circus entertainer
And maybe an ice cream sundae scooper!

4. An is used once in the poem. Can you see here 'an' used? Why is it used there?

An is used when the next word starts with a vowel (a, e, i, o, u).

So 'an ice cream sundae scooper' - ice cream starts with the vowel 'i' so we use 'an' instead of 'a'.

5. Fill in the sentences below with either 'a' or 'an'.

- a) I am feeling _____ bit sick.
- b) Who wants to see _____ movie.
- c) Our library has _____ large collection of books.
- d) All of the classes have _____ projector.
- e) I have _____ awesome trick to show you.

- f) I have _____ meeting after school.
- g) I'm studying for _____ spelling test.
- h) Do you have _____ extra pen I can borrow?
- i) Where can I get _____ new baseball bat.
- j) That is _____ amazing idea!
- k) Bring _____ calculator to school tomorrow.
- l) I'm not having _____ good day.

Send me a photograph of your sentences on ClassDojo so I can see how you have got on!



Maths

To start your Maths work for today, match the product with the calculation:

6 x 5	10	45
1 x 5	5	20
7 x 5	50	35
2 x 5	60	40
9 x 5	25	30
12 x 5		
10 x 5		
8 x 5		
4 x 5		
5 x 5		

Today's Arithmetic Starter:

- 1) What is 24 plus 6?



- 2) What addition can you do to check $12 - 5 = 7$?
- 3) Write 16 as a word.
- 4) Write the numbers in order starting with the greatest.

27 19 40

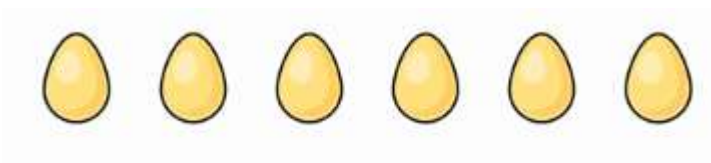
Today's Activity: Making Equal Groups - Sharing

Follow the link to watch the explanation video: <https://vimeo.com/492603273> and complete questions 1 – 4 below.



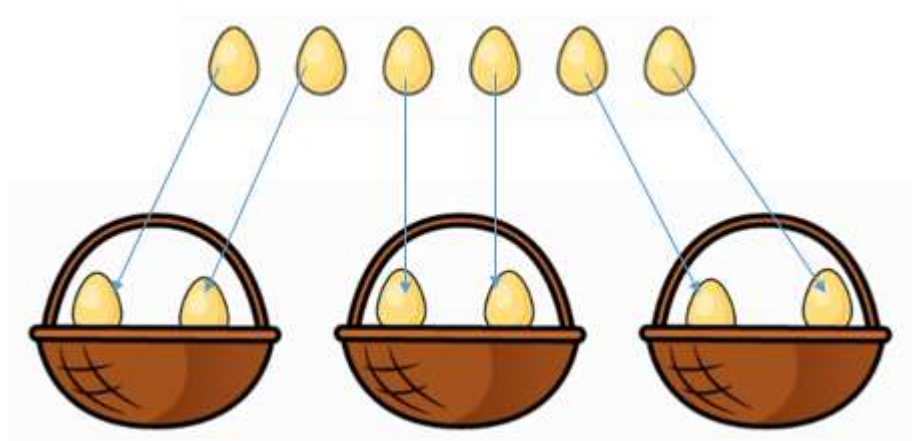
At the back of the work pack, there is a number line, number square, times tables square and some other resources to help you.

Here we have 6 eggs:



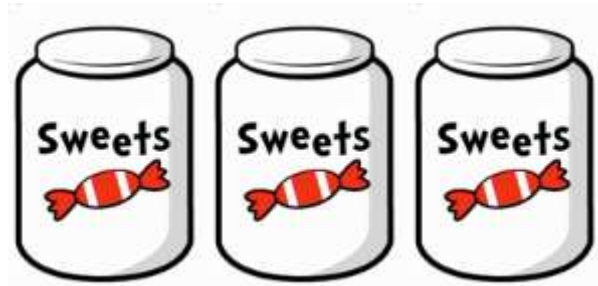
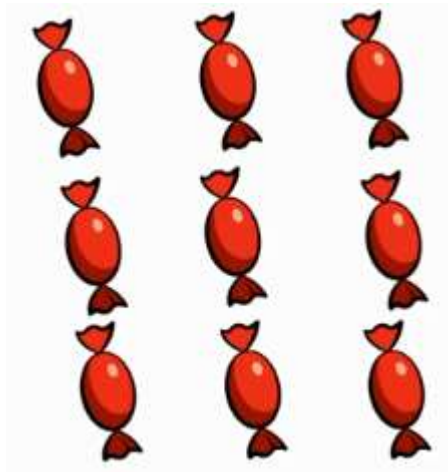
We want to share these eggs equally between 3 baskets. Equally means that we want each basket to have the same amount.

If we put 2 eggs in each basket we have shared them equally between the 3 baskets:



We have made 3 equal groups of 2.

Here we have 9 sweets and 3 jars. To share the sweets equally between the jars, we could put one sweet in each jar and continue doing this in turn until there are no sweets left:



We would end up with 3 sweets in each jar and with 3 equal groups of 3.

Remember to share your answers with me on ClassDojo so that I can see how you are getting on with your Maths.



- 1 Rosie and Amir are sharing some sweets.



- a) Draw lines to share the sweets equally.
- b) How many sweets does each child get?

Each child gets sweets.

8 sweets shared equally between 2 is

- 2 Five children share some grapes.

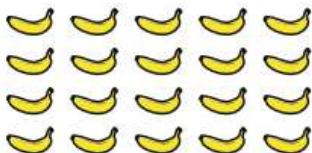


- a) Draw lines to share the grapes equally.
- b) How many grapes does each child get?

Each child gets grapes.

10 grapes shared equally between 5 is

- 3 Ron needs to share 20 bananas between 5 boxes.

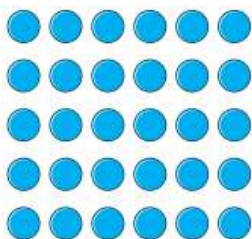


How many bananas will there be in each box?

20 bananas shared between 5 boxes is

There will be bananas in each box.

- 4 Use 30 counters.



- a) Share the counters between 2 friends.

How many counters does each friend get?

- b) Share the counters between 5 friends.

How many counters does each friend get?

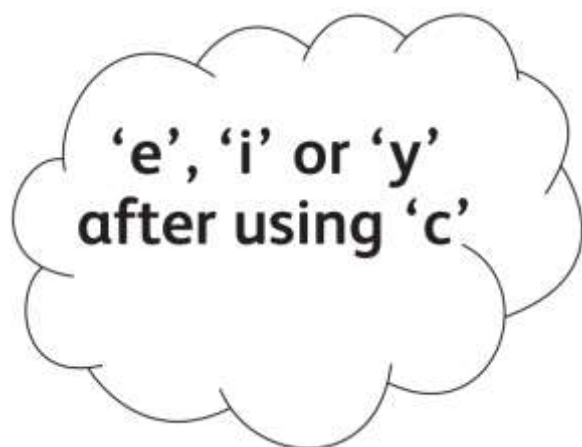
- c) Share the counters between 10 friends.

How many counters does each friend get?

Spelling

Spellings: 'c' and 's'

The rule:



's' or 'c'?

___ity

___wing

___pace

on___e

Fill in the blanks – remember we use e, i or y after c.

twi_e	_oup
_tar	a_e
dan_e	sli_e

mer_y	spi_y
_ound	_un
pea_e	_ereal



Log on to Developing Experts and go through the Presentation entitled: 'Be able to explain the words dissolve and solution'

Write definitions for:

DISSOLVE _____

SOLUTION _____

Name some soluble and insoluble substances



Soluble	Insoluble

Explain how each of these factors affect dissolving:

1. Temperature of the solvent

2. Amount of solute

3. Stirring the solution

Challenge

What is the difference between a soluble and an insoluble material?

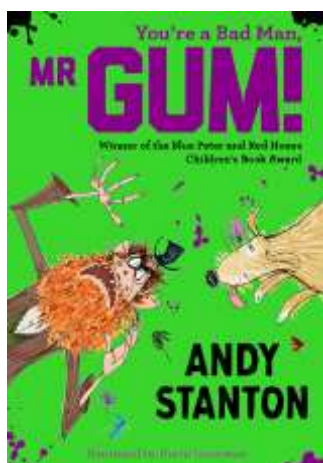
What happens to the material if it is soluble?

What happens to the material if it is insoluble?

Tuesday 2nd March

Reading

Mr Gum hates children, animals, fun and corn on the cob. This book is about him, an angry fairy, a dog called Jake and a little girl called Polly.



Watch Miss Hill read extract 1 from *You're a Bad Man, Mr Gum* and read along by going to Class Dojo or read the extract below:

Extract 1

Mr Gum's bedroom was absolutely grimsters. The wardrobe contained so much mould and old cheese that there was hardly any room for his moth-eaten clothes, and the bed was never made. (I don't mean that the duvet was never put back on the bed, I mean the bed had never even been MADE. Mr Gum hadn't gone to the bother of assembling it. He had just chucked all the bits of wood on the floor and dumped a mattress on top.) There was broken glass in the windows and the ancient carpet was the colour of unhappiness and smelt like a toilet.

Anyway, I could be here all day going on about Mr Gum's house but I think you've got the idea. Mr Gum was an absolute lazer who couldn't be bothered with niceness and tidying and brushing his teeth, or anyone else's teeth for that matter.

BUT (and as you can see, it's a big but) he was always extremely careful to keep his garden tidy. In fact, Mr Gum kept his garden so tidy that it was the prettiest, greeniest, floweriest, garden in the whole of Lamonic Bibber.

Your Task – Reflection Questions:

Think about the following:

1. What do we learn about about Mr Gum?
2. How can the carpet be 'the colour of unhappiness'?
3. Can you believe that the bed has never been made?
4. Are you surprised that Mr Gum has a pretty garden?

Write short answers to these questions or record a little video of you answering them. Don't forget to send us your answers or video on ClassDojo!



Writing – List sentences

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

Today's Task:

1. Watch the video on ClassDojo explaining today's activity.
2. Read the poem again:

What do you want to be?


When I grow up I want to be
A rocking rock star,
A chocolate cupcake sprinkler,
A frilly frock fashion designer
And maybe a Formula One racing car driver.

When I grow up I want to be
A lizard trainer,
A potato chip creator,
A clown or circus entertainer
And maybe an ice cream sundae scooper!

3. How many sentences are there in the poem? Look to see how many full stops there are to give you a clue.
4. Read the information below which shows us how to use commas for a list.

What is a comma?

A comma looks like this




It is a type of punctuation mark that tells us to take a short pause when we are reading.

The pause is not as long as with a full stop.

Commas in Lists

Look at this sentence:

The fruit bowl has oranges and bananas and pears and kiwis and apples in it.



What is wrong with using 'and' between each item in the list?

Taking out 'and'

Let's take our fruit bowl sentence and remove 'and'. Has this improved it?

The fruit bowl has oranges ~~and~~ bananas ~~and~~ pears ~~and~~ kiwis ~~and~~ apples in it.



The fruit bowl has oranges bananas pears kiwis apples in it.

We do need one 'and' in the sentence. Where should it go?

Using one 'and'

We need to put an 'and' between the last two items in our list:

The fruit bowl has oranges bananas pears kiwis apples in it.



The fruit bowl has oranges bananas pears kiwis **and** apples in it.

Using Commas

We have now improved our sentence by only using one 'and'. Now we need to separate the other items in our list to avoid confusion. This is where commas come in handy!

The fruit bowl has oranges, bananas, pears, kiwis and apples in it.

A comma is put between each item in the list, but the last two items always have 'and' between them and no comma.

Here are some other examples of how to use commas in a list.



The cockerel's feathers were brown, green, orange and blue.



The road was busy, noisy and full of activity.

Things to Avoid

- Don't put a comma before the first item in your list:

The party was, fun, loud and exciting. ❌

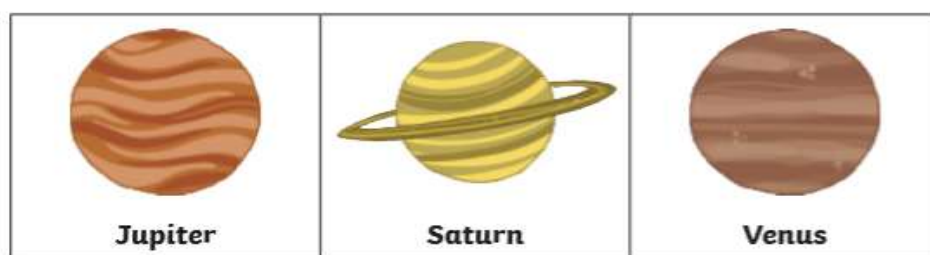
- Don't put a comma in a list of just two items:

For tea we are having tea, and toast. ❌



5. Complete the sentences below by putting the items in a list using commas and 'and'.

1. Tony's favourite planets are



2. On our holiday we are going to visit



3. On the farm I saw



Maths: Make Equal Groups - Sharing

To start your Maths work for today, log on and do 5 minutes of Times Tables Rock Stars.

Today's Arithmetic Starter:

1) What is $40 \div 10$?

2) Divide 40 by 5

3) How much money altogether?



4) Find the difference between 100 and 65

Today's Activity

Follow the link to watch the explanation video: <https://vimeo.com/492603633> and complete questions 1 – 5 below.



At the pack of the work pack, there is a number line, number square, base 10 pictures and times tables square to help you.

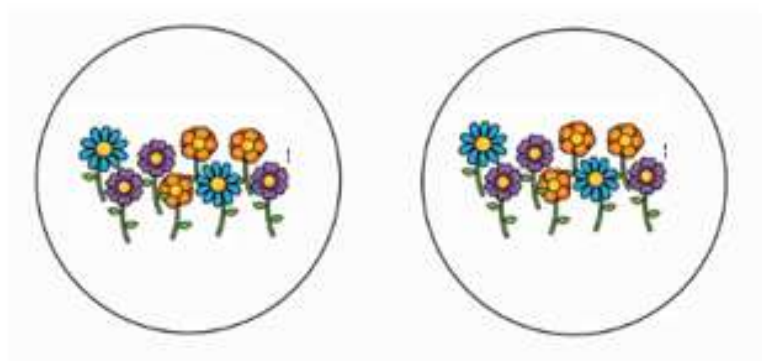
Instead of using cubes for the questions below you could use lego blocks, paper counters or 20 small objects. There are also some pictures of base 10 at the back of the pack to help you as well.

Look at the example below:

Here we have 16 flowers:



We now want to share these equally between 2 people. We are going to use 2 circles to represent the 2 people. If we put one flower in each circle and continue until there are no flowers left, we will end up with 8 flowers in each circle:



We have shared 16 between 2 and there are 8 in each equal group. We can write this as $16 \div 2 = 8$

The symbol \div means shared by or divided by.

Make sure you share your work with me so that I can see how you are getting on with your Maths.



Make equal groups – sharing

- 1 Annie has 12 apples.



She shares them equally into 2 boxes.

Show how Annie shares the apples equally.

Complete the sentences.

There are 12 apples.

There are boxes.

There are apples in each box.



- 2 Take 20 cubes.

- a) Share them into 2 equal groups.

Complete the sentences.

There are 20 cubes.

There are groups.

There are cubes in each group.

- b) Share the cubes into 5 equal groups.

Complete the sentences.

There are 20 cubes.

There are groups.

There are cubes in each group.

- c) You can share 20 into other equal groups.

Is this true? _____

How do you know?

- 3 Complete the divisions.

Use base 10 to help you.



a) $40 \div 2 =$

c) $40 \div 5 =$

b) $40 \div 4 =$

d) $40 \div 10 =$

Did you have to make any exchanges?

- 4 30 flowers are shared equally between 5 vases.



a) Complete the division.

$$\boxed{} \div \boxed{} = \boxed{}$$

b) What does each part of the division represent?

Talk about it with a partner.

- 5 Complete the divisions.

A $20 \div 5 =$

C $20 \div \boxed{} = 2$

B $20 \div 4 =$

D $20 \div 2 =$

Write a letter in each box to match the divisions to the sentences.

Dora has 20 apples. She shares them equally between 4 boxes.

Ron has 20 sweets. He shares them equally between some party bags. There are 2 sweets in each party bag.

Dexter has 20 toy cars. He shares them equally between 5 boxes.

Whitney has 20 dolls. She shares them equally with her sister.

What other sentences can you think of to match the divisions?

Name _____

Date _____

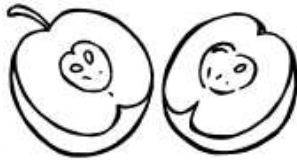
Practise the joins.

fs

ves

Write the plural of each word.

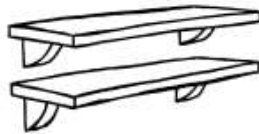
half



sniff



shelf



wife



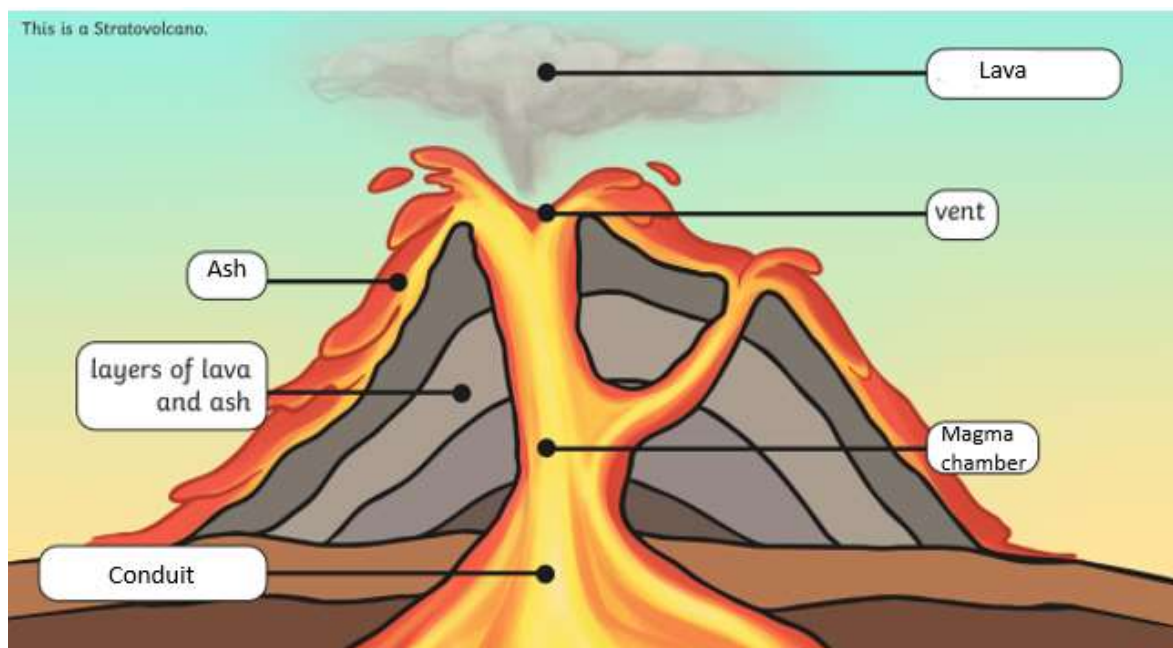
loaf



cliff

Geography

Before we look at the **advantages and disadvantages of living by a volcano**, can you spot the mistakes that Mrs Spencer has made when labelling the volcano diagram here? Circle the mistakes and rearrange the labels where they are incorrect.



Given what we have learnt about volcanoes, we might wonder why anybody would choose to live close to one. However, people do. Today we are going to explore the advantages and disadvantages of living by a volcano.

First, read the below or listen to Mrs Spencer reading the text on ClassDojo and read along.

Glossary:

- **Fertile** – can produce a large number of good quality crops.
- **Fertilisers** – products used to help produce a large number of good quality crops.
- **Agriculture** – farming
- **Minerals** – a valuable or useful chemical substance that is formed naturally in the ground.
- **Nutrient** – something an animal or plant needs to live and grow.
- **Formation** – natural creation.
- **Sustainable** – causing little/no damage to the environment and continuing over a long period.
- **Tourism** – business of providing places for people to visit, to entertained or to stay.
- **Infrastructure** – roads, railways, water and energy supplies, buildings.
- **Lethal** – deadly.

What are the advantages of living by a volcano?

The landscape surrounding volcanoes such as Mount Etna and Mount Vesuvius has very rich fertile soils which help farmers to successfully grow crops for food and sale.

There vineyards that produce wine are close to Mount Etna, in Italy.



The ash and rocks which erupt out of volcanoes contain elements and **minerals** such as iron, magnesium, calcium and potassium. These are some of the most important minerals found in **fertilisers** to improve the quality of **agricultural** soil. The elements and minerals break down and provide **nutrients** for the soil. Because of the presence of these minerals, the valleys and mountain slopes surrounding volcanoes are typically fertile.

Here, onions are growing in the volcanic soil in Lanzarote, in the Canary Islands, Spain.



In addition to fertile soil, the extreme heat and pressure caused by volcanic eruptions can also lead to the **formation** of gems, precious stones and other valuable minerals such as gold and uranium. These can be mined and sold for significant amounts of money. The stones and minerals can be used to make jewellery, electronics and weapons.

The Tolbachik volcano in Russia pictured below, spewed up tiny diamonds when it erupted.



Volcanoes also create geothermal energy. Geo means ‘of the earth’ and ‘thermal’ means heat. Geothermal energy is therefore the heat that naturally occurs underground in volcanic areas. We can see this in some volcanic areas in the form of hot springs and geysers (fountains of hot water that shoot out intermittently from the spring). In other cases this hot water is stored deep underground. Geothermal energy has been used throughout history for cooking, heating, bathing and washing clothes. Over twenty countries now use geothermal energy. Iceland has five geothermal plants supplying about a fifth of the country’s energy supply and 85% of all heating and hot water to buildings in the country.

Geothermal energy has many advantages. It can be cheaper and it is **sustainable** as the heat from the earth will not run out. Also, geothermal energy releases less carbon dioxide into the atmosphere than burning fossil fuels such as coal. Unlike solar power (from the sun) or wind turbines, geothermal power plants are not affected by weather conditions.

This is the Hellshedi Geothermal Plant in Iceland:



Another reason that people may live by volcanoes is that people find volcanoes fascinating and want to visit them. They attract tourists and holidaymakers and people living in these areas can earn a living from **tourism**.

Here people are watching 'Old Geyser' erupt in Yellowstone National Park in Wyoming, USA.



Yellowstone's hot springs, geysers and bubbling mud pools are all signs of a huge body of magma beneath the earth. Yellowstone is a supervolcano - a volcano on a massive scale. Yellowstone is thought to have last erupted 70 000 years ago. Visits and tours of the volcanic mountains of Italy are also big business. You can even buy souvenirs at the summit of the volcano Vesuvius in Pompeii, Italy.

What are the disadvantages of living by a volcano?

Volcanoes are destructive – they can destroy everything in sight, homes, businesses, **infrastructure** and lives. Everything in the path of flowing lava will be surrounded, buried or set on fire. Lava can reach temperatures of 1000°C. Many homes are destroyed because, even if the lava flow misses them, the heat will set everything close by on fire. Lava moves quickly at the peak (top) of a volcano. At lower lying areas, it travels relatively slowly and can be out run as long as people do not stop to watch or collect belongings and then find their escape routes have gone.

The ash that volcanoes emit can bury everything and can choke people and animals. Falling ash can also turn daylight into complete darkness as it can block out the sun. While we often think of ash as soft and fluffy, volcanic ash is hard and rough.

Volcanoes also emit large amounts of gases on a regularly or even continuously. Different volcanoes emit different gases in different quantities and some of these lower the quality of the air people can breathe. The water in surrounding areas can also be polluted. Volcanoes can emit carbon dioxide which, in large amounts, can be **lethal**. They can also emit sulphur dioxide which can make the area smell of bad eggs and can also irritate the eyes, nose, throat and skin and cause lung damage.



Having read the text answer these questions:

Name three reasons why people might choose to live by a volcano:

- 1.
- 2.
- 3.

Name three disadvantages of living close to a volcano:

- 1.
- 2.
- 3.

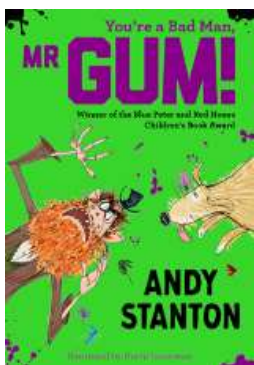
Would you like to live by a volcano? Explain your decision.

Remember to share your answers with me on ClassDojo – you may see your work featured later!



Wednesday 3rd March

Reading



Watch Miss Hill read extract 1 from *You're a Bad Man, Mr Gum* again by logging onto Class Dojo or by re-reading the extract from yesterday.

Your Task – Impressions of a character:

In extract one, the writer tells us lots of information about Mr Gum.

If you could only tell your friend three things about Mr Gum, what would they be?

- Record your 'Top three facts about Mr Gum' in your book.
- Ask somebody else at home to do the same and compare your answers. See if you have chosen similar facts or if there are some differences.

Share your top facts with us on ClassDojo!

Writing – Sentence types

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

Today's Task:

1. Watch the video on ClassDojo explaining today's activity.
2. Read the information below about sentence types:

<p>1 Statements</p> <p>Statements are sentences which tell you a fact, opinion or idea.</p> <p><i>Example:</i> A rainbow has 7 colours. They are beautiful to look at.</p> 	<p>2 Questions</p> <p>Questions are sentences that ask you something. They usually end with a question mark.</p> <p><i>Example:</i> What did you have for dinner?</p> 
<p>3 Commands</p> <p>They are often urgent or angry, can be very short and contain an imperative verb. Commands Imperative verbs are also known as 'bossy verbs' - they tell people what to do.</p> <p><i>Example:</i> Help me! Stop it.</p> 	<p>4 Exclamations</p> <p>An exclamation is used when someone is surprised. It always starts with 'How' or 'What' and contains a noun and a verb.</p> <p><i>Example:</i> What big feet you have!</p> 

3. Read the poem again. What different sentence types are used in 'What do you want to be?'

What do you want to be?
When I grow up I want to be
 A rocking rock star,
A chocolate cupcake sprinkler,
 A frilly frock fashion designer
And maybe a Formula One racing car driver.

When I grow up I want to be
 A lizard trainer,

A potato chip creator,
A clown or circus entertainer
And maybe an ice cream sundae scooper!

4. Look at the text below and underline each type of sentence in a different colour. Colour the key here to help you:

☐ Statement

☐ Question

☐ Command

☐ Exclamation

Look at the text below and underline each type of sentence in a different colour.

One warm, sunny day Jessica and Lilly went to play at the park.

When they arrived there were lots of people at the park.

"What a lot of people there are today " cried Jessica.

"None of the swings are free for me to go on " said Lilly, sounding upset.

"Would you like to go on the slide instead " asked Jessica.

The girls made their way over to the slide.

"You go down the slide first " Lilly told Jessica.

After quite a few slides Jessica noticed the swings were empty.

"Do you want to go to the swings now " she asked Lilly.

"Yes. Let's go over now " replied Lilly.

"How exciting to be at the park with my best friend " exclaimed Jessica as she whizzed down the slide.

The girls ran over and Jessica jumped on a swing.

"Can you push me please " she asked.

Lilly nodded and pushed Jessica on the swing.

"Put your feet down " said Lilly. "I don't want to be hit in the face " she added.

Eventually it was time to go home.

"What a lovely day it was " shouted Jessica.

"I'd like to come back tomorrow " said Lilly.

"Do you want to come with me " she asked Jessica.



Now punctuate each of the sentences correctly in the text above.

How many commands did you find? ____

How many statements did you find? ____

How many questions did you find? ____

How many exclamations did you find? ____




Challenge yourself – Look through your reading books, find five examples of:

- a. Commands
- b. Statements
- c. Questions
- d. Exclamations

Fill in the missing number.

a)  $\times 5 = 35$ b)  $\times 5 = 40$ c)  $\times 5 = 5$

Today's Arithmetic Starter:

- 1) Complete the sentence to match the picture.
 lots of = 
- 2) Complete the sentence.

There are equal groups with in each group.
- 3) Use $<$, $>$ or $=$ to compare the amounts.
£4 and 17p £4 and 11p
- 4) A quarter of 4 is 

Today's Activity

Follow the link to watch the explanation video: <https://vimeo.com/492603899> and complete questions 1 – 4 below.



At the back of the work pack, there are some Maths resources to help you including counters and a number square.

We can put objects together in **equal groups**.


Look at the picture below. Here we have 3 plates with 2 cookies on and 6 cookies altogether.

We could say we have 6 cookies altogether and we have put them into 3 equal groups of 2 cookies.



Make sure you share your work with me so that I can see how you are getting on with your Maths.



 Here are some socks.



a) Draw lines to match the pairs of socks.

b) Complete the sentences.

There are socks altogether.

There are socks in each pair.

There are pairs of socks.

- 2 Here are some counters.



- a) Circle groups of 2

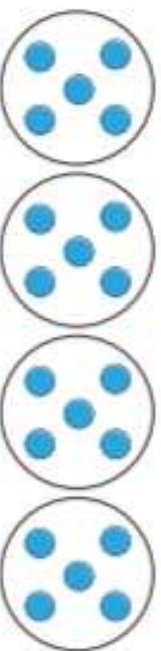
- b) Complete the sentences.

There are counters altogether.

There are equal groups of 2 counters.

- 3 Complete the sentences.

- a)



There are counters altogether.

There are equal groups of counters.

- b)



There are counters altogether.

There are equal groups of counters.

- 4 Use 30 counters.

a) How many equal groups of 2 can you make?

b) How many equal groups of 5 can you make?

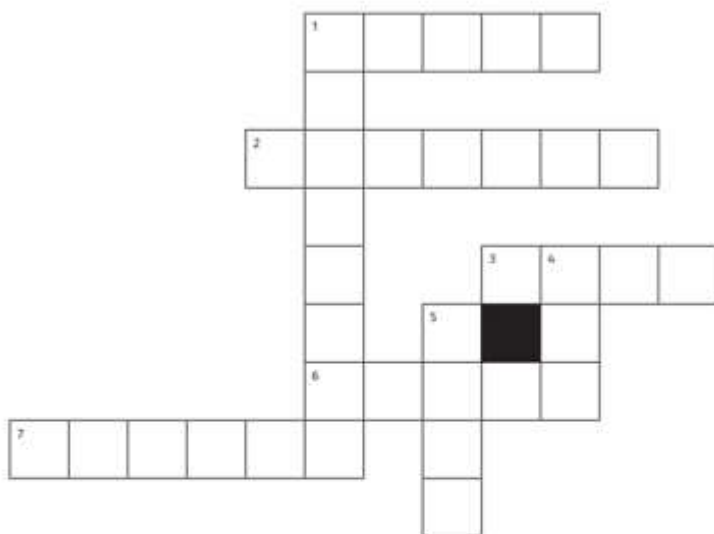
c) How many equal groups of 10 can you make?

Talk about your answers.

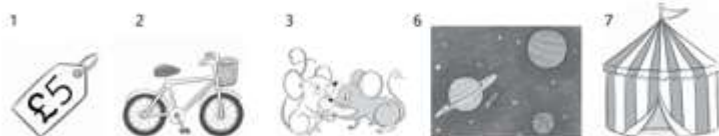
Spelling

Answer the questions below and put the answers in the right places on the crossword grid.

Crossword /s/ 'c'



Across:



Down:



Computing - Dance Mat Typing

To play, here is the link: <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>



There are four levels to play, each divided into three stages. You will start by learning the home row keys. Each stage builds on previous lessons, introducing new letters as you progress. You'll soon be touch typing like an expert! At the end of each level you can test your typing speed and get a fun reward.

What do you need to remember when touch typing?

PE – Dance

Today in PE, we are going to explore dance from other cultures.

Visit: <https://www.bbc.co.uk/bitesize/topics/z7x3cdm/resources/1>



On this website there are 2 different cultural dances: African drumming and Diwali (a traditional stick dance). Watch both dances and study how the people move – what are they doing with their arms and legs, how do they move their heads, how do they relate to the music?

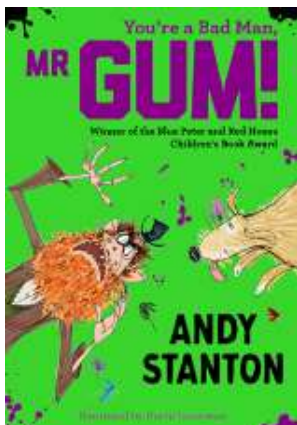
Choose one style of dance and create your own dance in a similar style.

Find someone to perform your dance to or video it and share it with me on ClassDojo.



Thursday 4th March

Reading



Watch Miss Hill read extract 2 from *You're a Bad Man, Mr Gum* again by logging onto Class Dojo or read the extract below:

Extract 2

'Sort out the garden, you lazy snorer!' yelled the fairy, and down came the frying pan.

Mr Gum was too fast this time and shot out of bed like a guilty onion. PFFF! went the frying pan as it hit the bedcovers, sending up a little cloud of dust and ants.

Mr Gum legged it out of the bedroom and went hurtling down the stairs. He stepped on an old slice of pizza lying in the hall and half skidded into the kitchen, riding it like a cheese and tomato surfboard. He could hear the fairy right behind him, shrieking with fury.

'I 'aven't done nothin' wrong! I kept the flippin' garden TIDY!' shouted Mr Gum as he flung open the back door and ran outside. He started to say something else but when he saw the garden the words got stuck in his throat. They tasted horrible.

The garden was not tidy. The garden was a total wreck. The lawn was tufted up and torn. The flowerbeds were trampled and chewed. Rose petals and sunflower heads lay scattered all over the place like rose petals and sunflower heads. There was something lying under the oak tree that Mr Gum did not even want to think about. And in the centre of the wreckage played the most monstrous dog Mr Gum had ever seen.

Your Task – Summarise a section of a story:

In your own words, explain what has happened in the extract you have just read. You could either write a short paragraph or record a video of you explaining the events that unfolded in this extract.

Remember to send us your summaries on ClassDojo, we'd love to read or watch them!



Writing – Conjunctions

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

Today's Task:

1. Watch the video on ClassDojo explaining today's activity.
2. What has changed about the poem below?

What do you want to be?
When I grow up I want to be
A rocking rock star,
A chocolate cupcake sprinkler,
A frilly frock fashion designer
But I really want to be an ice cream sundae scooper.

When I grow up I want to be
A lizard trainer,
A potato chip creator,
A clown or circus entertainer
But nothing will be as much fun as being an ice cream sundae scooper!

3. Complete the sentences.

I want to be an ice cream sundae scooper but

I want to be an ice cream sundae scooper and

I want to be an ice cream sundae scooper because

Extension: Create your sentences using the conjunctions below.

Conjunctions:

and or but when if because

Maths

To start your Maths today play for 5 minutes on Times Tables Rock Stars.

Today's Arithmetic Starter:

- 1) Use $<$, $>$ or $=$ to compare. $15 + 4 \bigcirc 15 + 2$
- 2) Write the numbers in order starting with the smallest.

31, 23, 19, 34, 30

- 3) What number is represented?



- 4) How many eggs are there?



Today's Activity – Grouping

Follow the link to watch the explanation video: <https://vimeo.com/492603961> and complete questions 1 – 6 below.



At the pack of the work pack, there is a number line, number square and times tables square to help you.

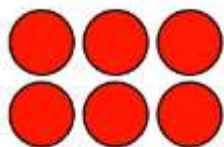
We can put objects together in **equal groups** which can make it easier when we are working with numbers.

Thinking back to our plates of cookies, we had 6 cookies altogether and we put them into 3 equal groups of 2 cookies:



We can write this as $6 \div 3 = 2$ because we have shared 6 cookies between 3 plates and each plate now has 2 cookies.

It can be easier to use arrays when we think about grouping as they give us clear rows and columns. Look at the array below:



Here we have put 6 counters into 3 equal columns of 2 or 2 equal rows of 3. We can write this as:

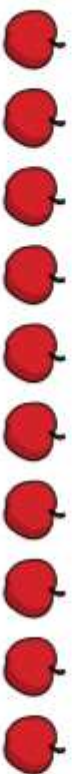
$$6 \div 3 = 2 \text{ or } 6 \div 2 = 3$$

Send me a picture of your work – we can't wait to see how you are getting on with your Maths!



Make equal groups – grouping

- 1 Annie has 10 apples.



Annie has some plates.

She wants to put 2 apples on each plate.

Show how Annie groups the apples.

Complete the sentences.

There are apples.

There are apples on each plate.

There are plates.



- 2 Take 15 counters.



Put the counters into groups of 3

Complete the sentences.

There are 15 counters.

The counters are in groups of

There are groups.

- 3 Mo has 20 chairs.

a) Circle groups of 5 chairs.



b) How many groups did you circle?

c) Complete the number sentence.

$$\boxed{} \div \boxed{} = \boxed{}$$

4 Complete the number sentences.

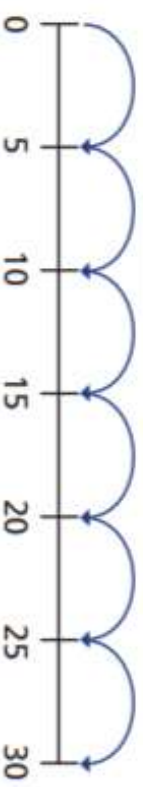
Use the number line to help you.

a) $30 \div 10 =$



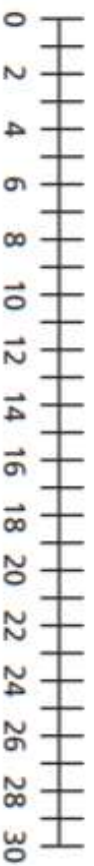
30 is made of equal groups of

b) $30 \div 5 =$



30 is made of equal groups of

c) Investigate other equal groups you could make with 30



Talk about it with a partner.

5 Eva is putting 24 pencils into pots.



She puts 2 pencils into each pot.
How many pots does Eva need?

\div =

Eva needs pots.

6

With 40 counters
you can only make equal
groups of 4 and 10



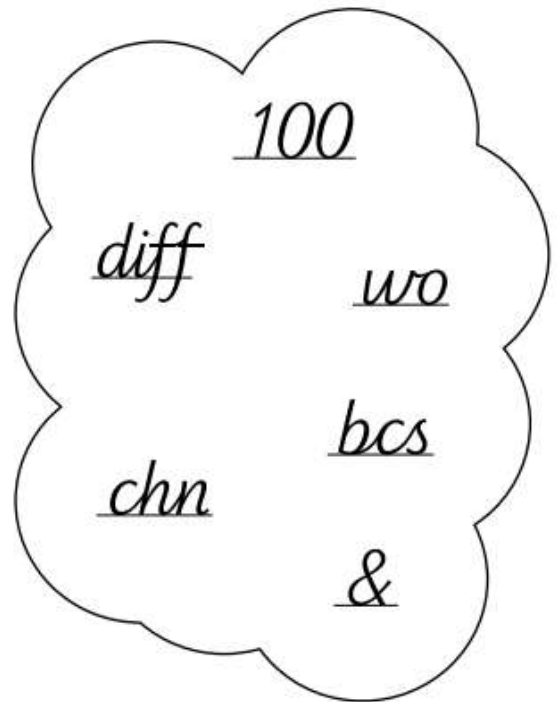
Is Ron correct? _____

Use counters to show how you know.

Name _____

Date _____

Match the words to the abbreviations.

without _____because _____hundred _____different _____and _____children _____**PSHE**

Today we are going to learn what to do and how to call for help if you are faced with an emergency situation.



When an accident happens, before we do anything, we must make sure that it is safe for us to approach and offer help. If it is not safe and anything happens to you when you try to help, there will be two people in need of help rather than just one. As such we must check for **hazards** – a hazard or something that is dangerous or could cause harm.

Have a look at these two pictures – how many possible hazards can you spot? Circle them and make a note around the edges as to why you think they are hazards:





Watch this video about coping in an emergency:

<https://www.youtube.com/watch?v=YOWYPhJfYx4&feature=youtu.be>



The children did very well. Write down at least 5 things that the children did to help their friend. If you can think of more, include these as well:

- 1.
- 2.
- 3.
- 4.
- 5.

Complete the words below to show what you should do when you need to telephone for help:

- If there is an **e**_____**y** you can dial **999 or 112** to get the emergency services.
- The call operator will ask,
"Which service do you require?"
- **F**____, **P**_____ or **A**_____?
- You will need to tell them which service you need.
- It is really important that you give information to help them arrive at the correct location i.e. address.

Take some time now to practise saying your home address so that you could this to the emergency services if you needed to call for help when at home.

When you call for help remember **LIONEL**.

- **L**ocation. Tell them where the emergency is and where you want them to arrive.
- **I**ncident. Tell them what has happened.
- **O**ther services. Do you need more than one?
- **N**umber of people that are involved.
- **E**xtent of the injuries. What types of injuries do people have?
- **L**ocation. Repeat again where they need to arrive.

Make a poster to tell people about LIONEL and what they should do if the need to call 999 in the event of an emergency.

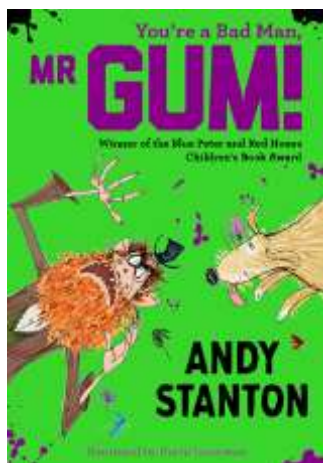
REMEMBER – we should only call 999 in a real emergency. We should never call 999 as a prank or a joke. This could stop the emergency services being able to respond to a real emergency.

Share your posters with me on ClassDojo. I will share the best ones with the class!



Friday 5th March

Reading



Watch Miss Hill read extract both extracts from *You're a Bad Man, Mr Gum* again by logging onto Class Dojo or re-read the extracts from earlier in the week.

Your Task – Making predictions:

Think about what you know so far about the story.

- We know that Mr Gum has an extremely messy house but that he has the prettiest garden in the whole town.
- We know that he is scared of the fairy which is why he keeps his garden so tidy.
- Jake the dog has messed Mr Gum's garden and Mr Gum is not happy.

What do you think might happen next?

Write a short prediction or record your thoughts about what will happen next on a video.

Share your work with us on ClassDojo so we can feedback to you.



Writing – Editing

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

Today's Task:

1. Watch the video on ClassDojo explaining today's work.
2. Read through the examples of good work posted on Dojo on Monday.
3. Edit and up-level your poem using a different coloured pen. Think about your punctuation, the vocabulary you have used and your spelling.
4. Go through the checklist below and make sure you have all the parts of your poem.

In my poem I need to include...	✓
Alliteration	
Repetition	
Adjectives	
Neat handwriting	
An (before a word that begins with a vowel)	
Two different sentence types	
Commas used correctly	
A conjunction other than 'and'	

5. Once you are happy with it, share it on ClassDojo so that we can celebrate your completed poem!
6. **Optional:** Perform your poem. Take a video of you performing your poem. Think about the speed that you read, the rhythm of your poem, your expression and any actions. [Share it on Dojo!](#)



Maths – Sharing and Grouping

To start your Maths today colour all of the boxes which numbers which are multiples of 10 (which are in the 10 times table):

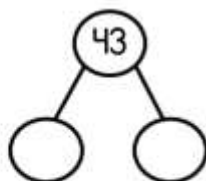
60	5	30	36	84
22	95	72	22	100
80	50	50	10	40
40	90	67	20	10
60	142	120	20	33

Today's Arithmetic Starter:

- 1) What is $20 + 50$?
- 2) Complete the number bond $6 + \square = 20$



- 3) Complete the part-whole model.



- 4) What is double 7?

Today's Activity:

Complete the Group 2 Maths Quiz posted on Class Dojo.

At the back of the work pack, there is a number line, number square and times tables square to help you.

Then, follow the link to watch the activity video: <https://vimeo.com/492604113> on sharing and grouping and complete the activities as instructed.

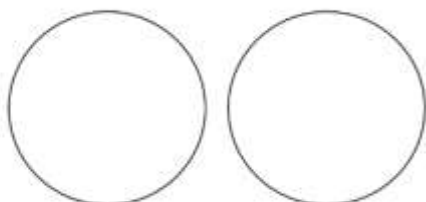
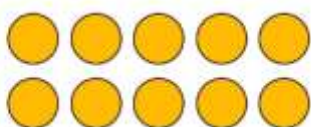


We have put the activities below to help you as you watch the video.

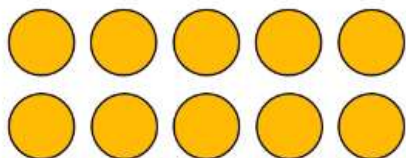
Activity 1:

$$10 \div 2$$

Sharing



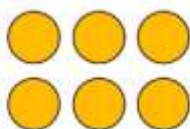
Grouping



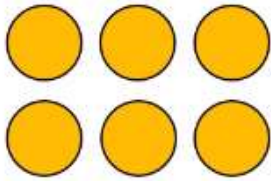
Activity 2:

$$6 \div 3$$

Sharing

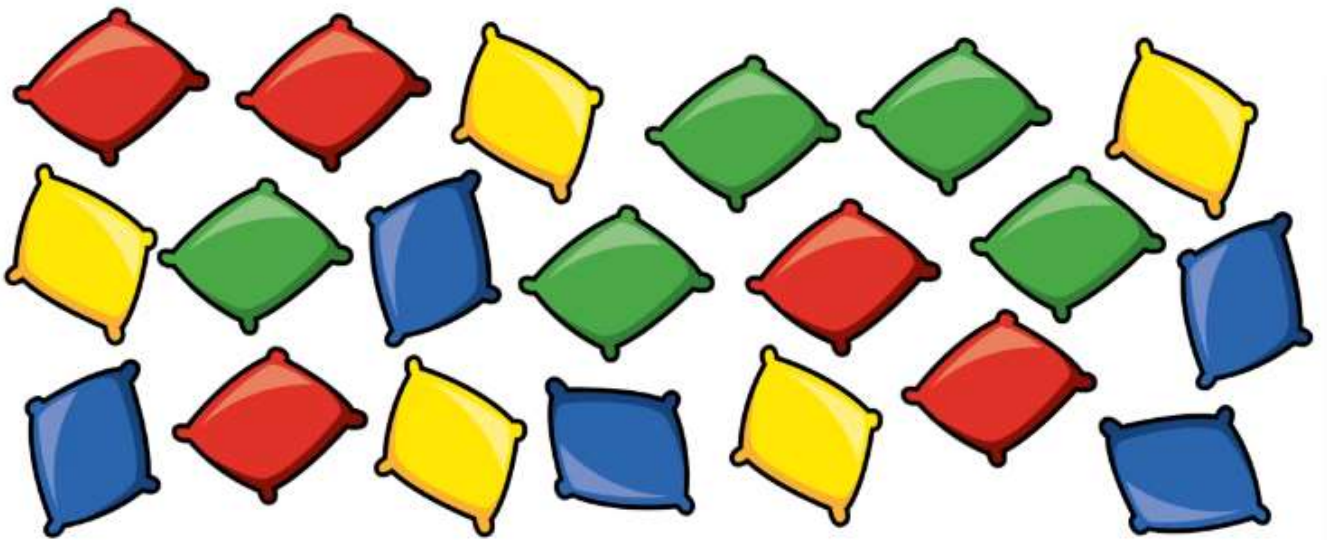


Grouping

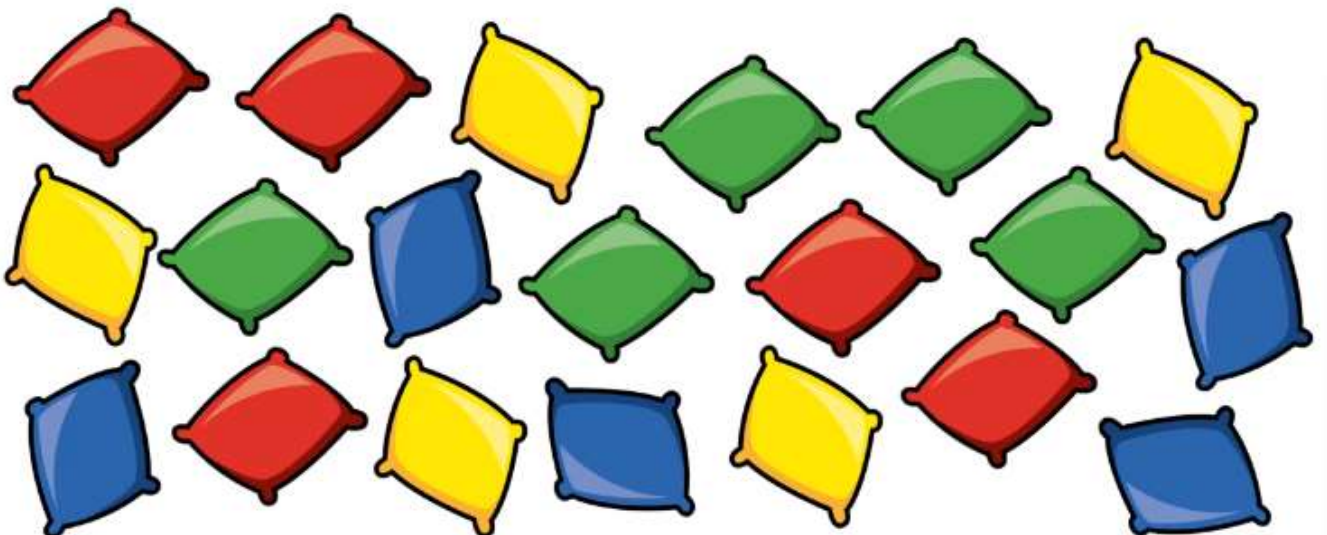


Activity 3:

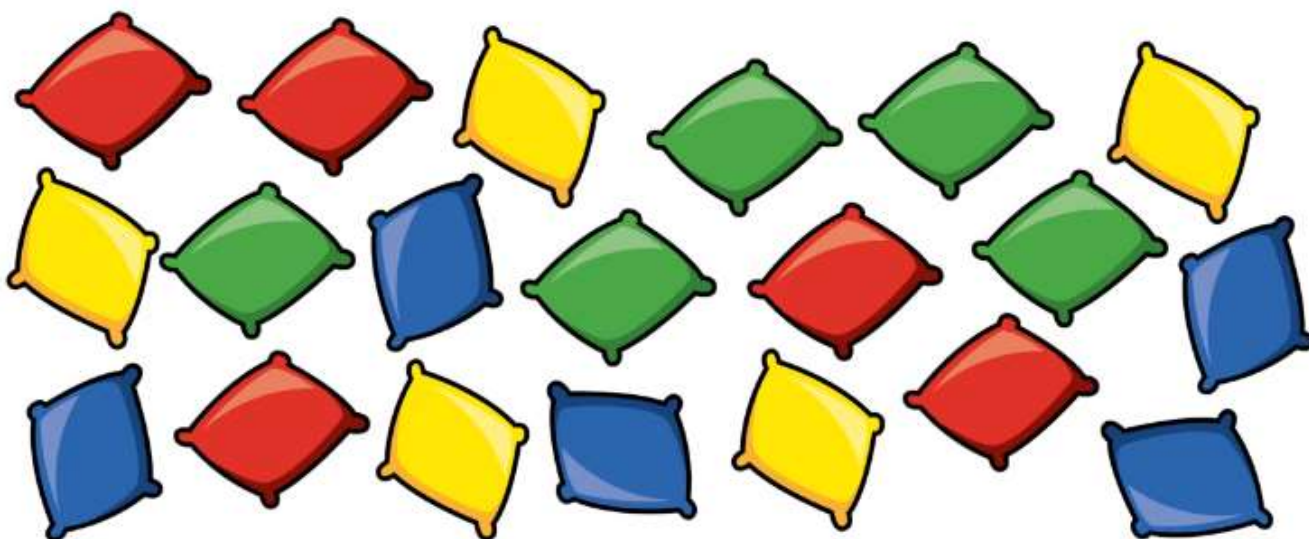
Using the bean bags, how many groups of 10 can you make?



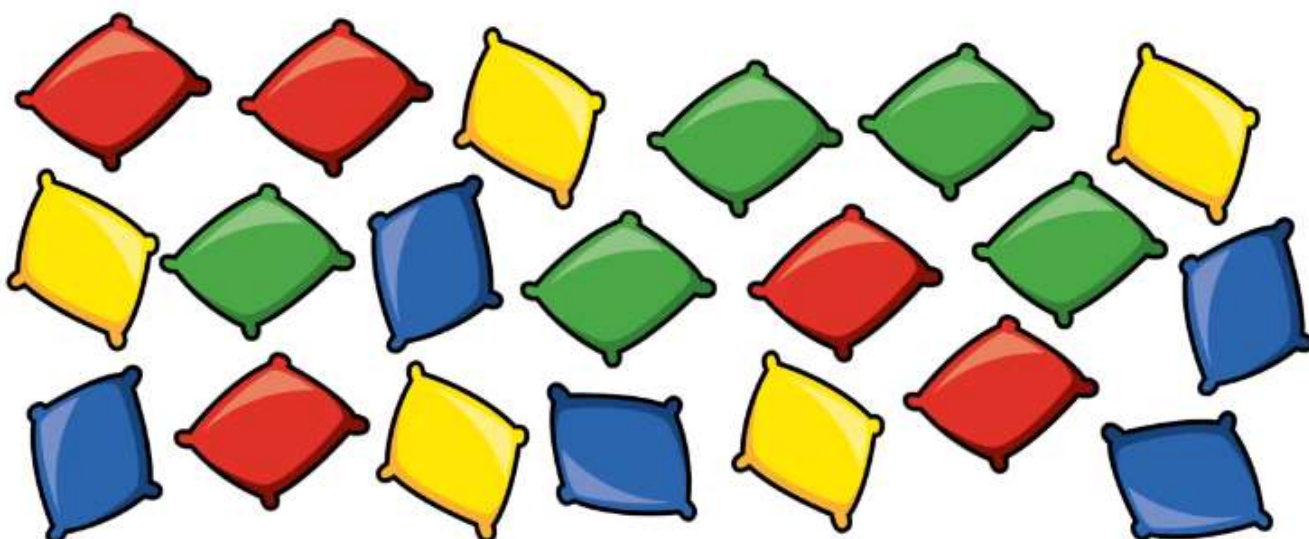
How many groups of 5 can you make with the beanbags below?



How many groups of 4 can you make with the beanbags below?



How many groups of 2 can you make with the beanbags below?



Activity 4:

$$15 \div 5 =$$



0 5 10 15 20 25 30 35

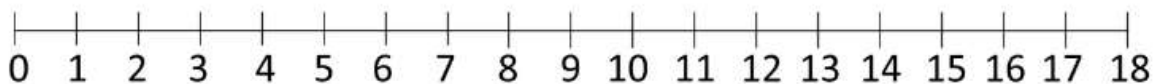
Activity 5:

$$60 \div 10 =$$

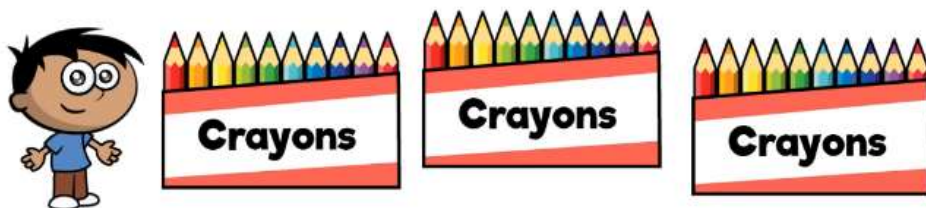


Activity 6:

$$18 \div \square = \square$$



Activity 7:



$$30 \div 1 = 30$$

$$30 \div 5 = \square$$

$$30 \div 2 = 15$$

$$30 \div 6 = \square$$

$$30 \div 3 = \square$$

$$30 \div 7 = \square$$

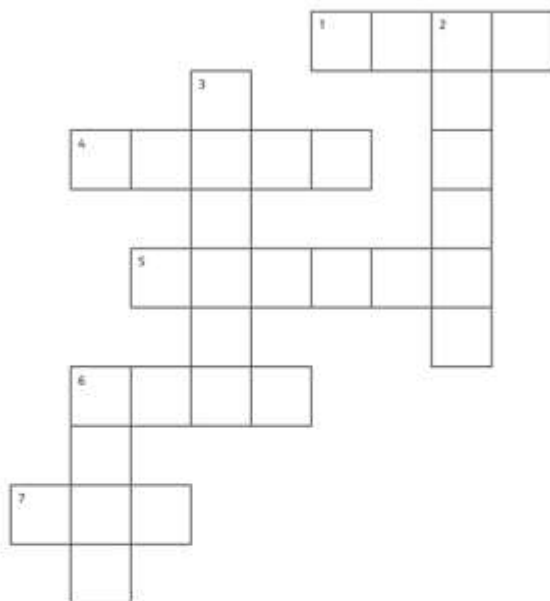
$$30 \div 4 = \square$$

Share your work with me on Class Dojo – I love to see how you are progressing with your Maths!

Spelling

Answer the questions below and put the answers in the right places on the crossword grid.

Crossword /s/ 'c' and 's'



Across:



Down:



RE- The Christian Worldview

The film is from BBC Teach: My Life My Religion. It is called 'What is Christianity?'

In it, a Christian boy, Nathan, who lives in Liverpool, England, explains his Christian beliefs. We are also introduced to Lara, who is a Catholic Christian who lives in Jerusalem.

Click this link and watch carefully: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-christianity/znshvk7>



Task 1

1. Make a list of 3 to 5 things you really believe in. These can but do not have to be religious beliefs.
2. Now, think about where these beliefs come from. Maybe they are from a book, your parents, a feeling inside you or somewhere else. Next to each belief on your list, write down where you think the belief comes from.
3. Can you put your beliefs in order from the one which is most important to you to the one that is least important? What are your reasons for thinking that some beliefs are more important than others?

Task 2

- There's plenty to learn from the clip about Nathan, the young Christian boy from Liverpool. He talks about 'the basis of his beliefs' as a Christian. He mentions 5 main things which he believes in. In the left-hand column of the table are some clues. Can you explain more about each one?

Five things that Nathan Believes, as a Christian	
Clue:	My explanation:
Son	
Sin	
Cross	
Rose	
Victory	

- Compare Nathan's list with the one you made: are there any links between the things that you believe and the beliefs that Nathan shared in the clip?

Share your thoughts and answers with me on ClassDojo and well done for competing another week of work.



Maths Resources – number square

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

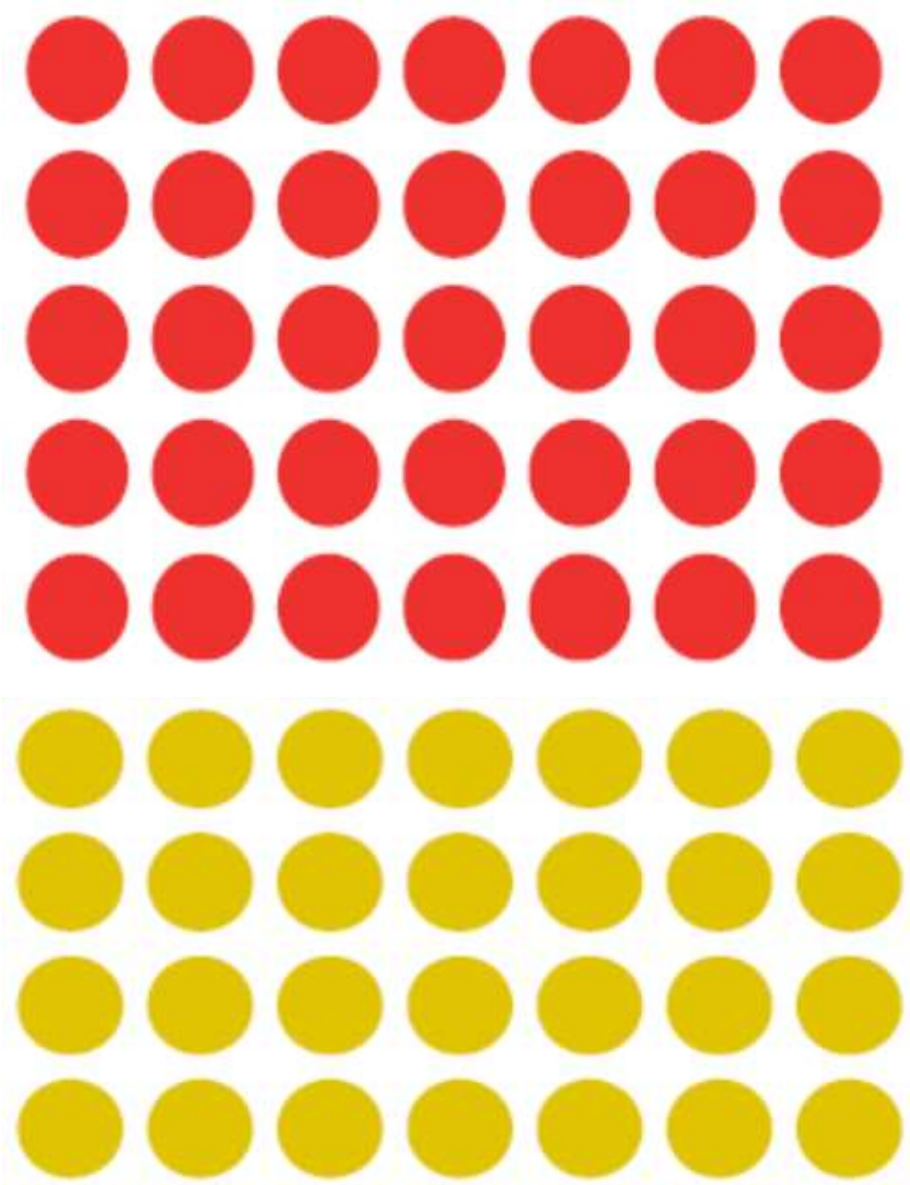
Number Line



Times Tables square

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Counters



Blank page for cutting out

Base 10

