

9:00 Spelling	9:30 Handwriting	9:45 English	10:45 Break	11:00 Maths	12:00 Lunch	1:00 Reading	1:30 ZOOM MEETING	2:00 Child Directed time	3:00 Story Time
------------------	---------------------	-----------------	----------------	----------------	----------------	-----------------	-------------------------	-----------------------------------	-----------------------

**SPELLING** – Today is Spelling test day.

Please give yourself 5 minutes to remind yourself of the spelling rule you have been learning this week.

Listen carefully to whoever is reading your spellings out today.

Think about the sounds you can hear

Good Luck!!

Once you have finished, mark your spellings and please, send me a picture showing your score.

If you have any incorrect, please correct them next to the word.

### **HANDWRITING**


*Miss Hood's group* – Please can you practise your letter formation. I would like you to write your full name using both capital letters for the 1<sup>st</sup> letter and lower case for the rest. Make sure your letters are NOT flying! Do this 3 times. Which is the best? Do your capital letters touch the top AND bottom line?

*My Group* – Choose a sentence from BOX A and a sentence from BOX B. Write them out as neatly as you can joining the letters like we practise in school. Use the conjunctions and/but to join them together.

\*Remember the second sentence will lose the capital letter at the beginning!


Box A

My dad likes cooking.  
Katy enjoys swimming.  
Tom plays football.  
Wayne likes reading.



Box B

He hates washing up.  
He also plays cricket.  
She is too nervous to dive.  
He is also a good writer.



### **ENGLISH – Suffixes**

A suffix is a group of letters which is added to the end of a word which changes the meaning.

-s/es are added to a word to make it plural (more than 1)      ing/er/ed are added to make a word the past tense

If the endings sounds like /s/ or /z/, it is spelt with 's' on the end. If it forms an extra syllable in the word, it is spelt with 'es'.

Example words:















socks, hats, kings,  
washes, foxes, glasses



To make the past tense, check if the verb ends in two consonants (such as buzz, hunt, jump). If it does then just add -ed to the end. If the verb ends in two consonants, it is easy to just add -ing or -er.

Example words: hunting, hunted,  
hunter, missing, missed,  
jumping, jumped, jumper



Singular	Plural
	
	
	
	
	
	
	

## Adding 'er', 'ed' and 'ing'

### Spelling Activity

**1. Fill in the missing words.**

Yesterday I \_\_\_\_\_ football with my friends.  
 I am \_\_\_\_\_ hard at school today.  
 Jacob is \_\_\_\_\_ next to Marcus at the table.  
 Last week I \_\_\_\_\_ on a project with my sister.  
 My Dad was the best \_\_\_\_\_ at the disco.  
 We were short of one netball \_\_\_\_\_ for our team.  
 Last night I \_\_\_\_\_ to a great song.  
 Holly and James are \_\_\_\_\_ in the pool with Mum.  
 \_\_\_\_\_ is my favourite hobby.  
 My brother is a very hard \_\_\_\_\_ at school.


**2. Can you complete these calculations?**

work + ed = \_\_\_\_\_  
 work + ing = \_\_\_\_\_  
 work + er = \_\_\_\_\_  
 play + ing = \_\_\_\_\_  
 play + er = \_\_\_\_\_  
 play + ed = \_\_\_\_\_

**...but what happens here?**

dance + er = \_\_\_\_\_  
 dance + ed = \_\_\_\_\_  
 dance + ing = \_\_\_\_\_

dancer  
danced  
dancing  
player  
played  
playing  
worker  
worked  
working  
sitting



- Can you think of any other examples? Write the singular and plural word highlighting the ending s /es
- Choose one root word (climb, paint, joke) and write 3 sentences for it using -ed/-er/-ing

**MATHS MEETING** – Play the game at the end of this document with someone at home and write the calculations down that you land on.

### MAIN ACTIVITY

**REMEMBER** < is less than and > is more than

**2** Here are some coins.



Complete the sentences.

There are  1p coins.

There are  2p coins.


There is  5p coin.


There are  10p coins.

There are  20p coins.


**3** Write < or > to compare the amounts.


a)







b)







c)





d)





**4** Mo has one coin in his hand.



I have more than 2 pence,  
but less than 1 pound.

Draw Mo's coin.

What is the value of Mo's coin?

Is there more than one answer?

## How well do you know your bank notes?

3 Here are some notes.



Complete the sentences.

There are  £5 notes.

There are  £10 notes.

There are  £20 notes.

There are  £50 notes.

4 Which note has the smaller value?



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

a)   50 pounds

b) 20 pounds  

c)   10 pounds

6 Kim has some money.



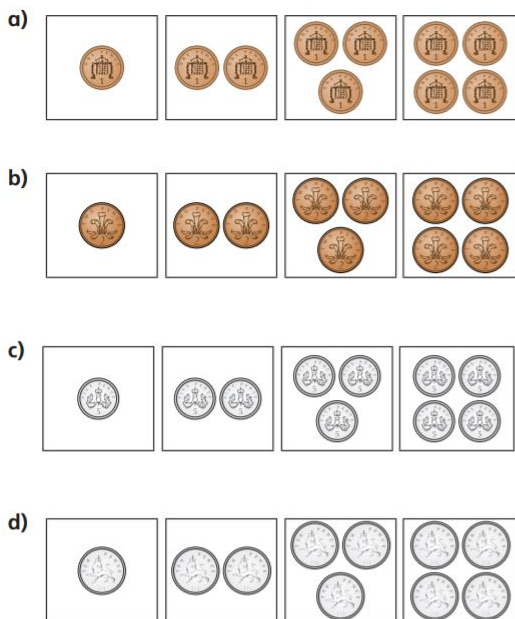
I have a 30 pound note.

Do you agree with Kim?

Talk about your answer.

## COUNTING COINS

1 How much money is there?



2 How much money is there?



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

a)   

b)   

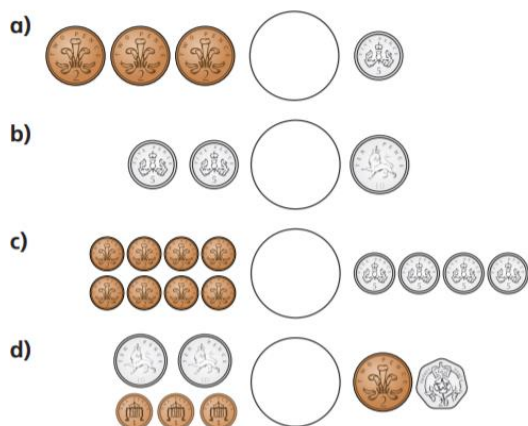
c)   

d)   

2 How much money is there?



3 Write <, > or = to compare the amounts.



4 Sam has some 2p coins.



I have 11 pence.

Do you agree with Sam?

Talk about your answer.



5 Ron has nine 2p coins.

Jo has three silver coins.



I must have more money because I have more coins.

Ron

Do you agree with Ron?

Talk about your answer.

## READING

We will continue with our reading carousel groups as usual. The only difference is I will not be there to read with you! Your reading groups will stay the same

**Group 1:** Ryan, Gracie, Josh

**Group 2:** Abbie, Ethan, Alfie, Daniel

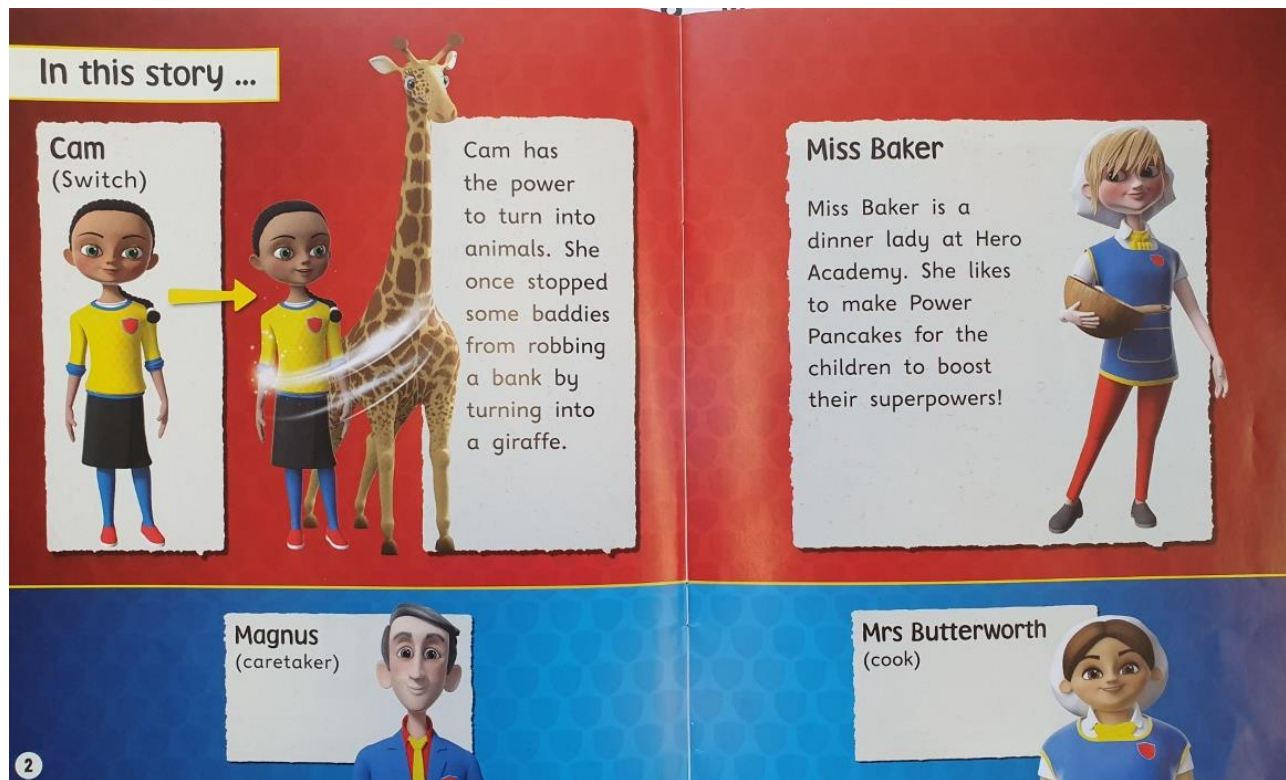
**Group 3:** Bobby-Joe, McKenzie, Kye

**Group 1** – Following yesterday's task, can you write a short letter from Tiger to his mum.

I would like you to say why you want the new Robo-Rex so much and what you are going to do to persuade her to buy you it.



**Group 2** – Read the first 2 pages below of ‘The Nosy Cook’. I would like you to think about a new character. What would your super name be and what would your superpower be?



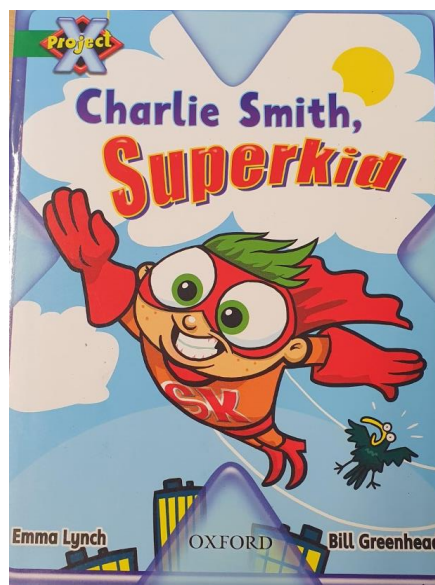
**Group 3** – This is your new book. Predict for me what do you think it is going to be about?

Who is Charlie Smith?

Why is he a Super kid?

How does he become Super kid?

Where is he flying to?



## ZOOM MEETING

Join Zoom Meeting

<https://us02web.zoom.us/j/5858131184?pwd=RDEzbFhU3E1TElVUGxsMWVVGK3FYZz09>

Topic: SLC

Time: Jan 8, 2021 01:30 PM

Meeting ID: 585 813 1184

Passcode: 4f04Gn

## CHILD DIRECTED TIME

I would like you to go on spelling shed/Lexia/Cool maths games for a little bit. I know how you all love these and how competitive you are! Let's see if we can top the spelling shed leader board! 😊

## MATHS MEETING GAME

### Snakes and Ladders 2, 3 and 5 Times Tables

You will need...

- The Snakes and Ladders Board Game board
- A dice
- A counter per player



How to play...

1. Players take it in turns to roll the dice. The player with the highest number goes first, the player with the second highest goes second and so on.
2. When it's their turn, players move their counter the number of spaces shown on the dice and answer the calculation they land on.
3. If the answer given to the calculation is correct, play continues as usual:
  - landing on a snake's head - the player slides their counter down the snake;
  - landing at the bottom of a ladder - the player moves their counter up the ladder.
4. If the answer given to the calculation is incorrect, the player misses a go.
5. The first player to reach the finish is the winner!

