

Tuesday 5th May 2020

Good morning! I hope you are staying fit and healthy!

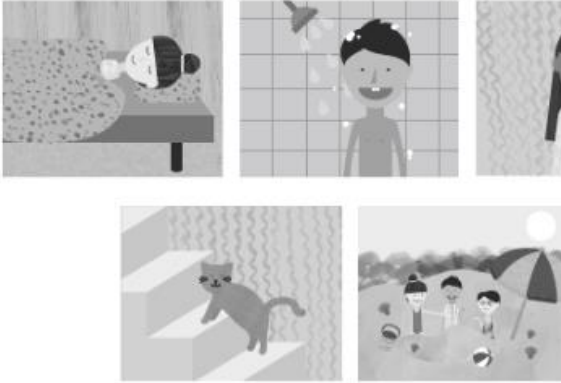
Here is your joke for the day: *Why can't Elsa have a balloon?*

- *Because she will let it go.*

Here are yesterday's workbook answers:

Worksheet 4

Estimating Duration of Time



Fill in the blanks with seconds, minutes, hours, days or weeks.

- (a) I sleep about 10 every day.
- (b) I take about 15 to take a shower.
- (c) I need about 3 to recover from flu.
- (d) The family cat runs up the stairs in 2 .
- (e) Summer holidays last for 6 .

Maths starter:

Place Value

43

44

45



What number comes next?

[Reveal answer](#)

Problem Solving



Which bucket is half full?

[Reveal answer](#)

+ and -



$$10 + 4 =$$

[Reveal answer](#)

Reasoning

Alison has grouped some shells into groups of 2 with none left over.

I have 16 shells.

Is Alison correct? Explain your answer.

[Reveal answer](#)



Lesson 5: Comparing Time.

Lesson objectives: To be able to use the terms 'quicker', 'slower', 'earlier' and 'later' when comparing time.

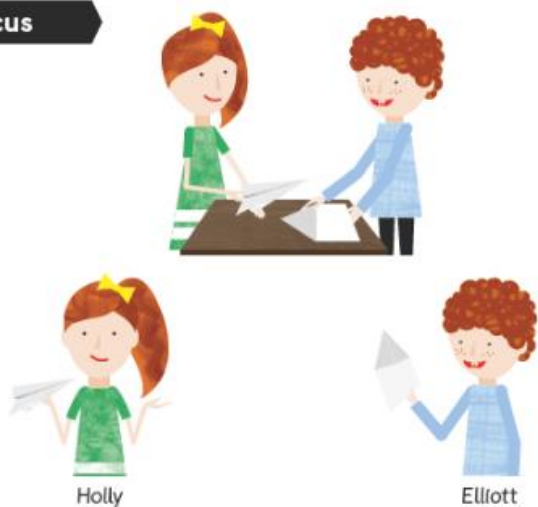
Lesson Approach

To begin this lesson, ask a volunteer (or a teaching assistant) to start making a paper airplane at the same time as you. Purposely, one of you must make it more slowly (this might be you). When the first person finishes, stop and ask pupils to discuss who was quicker and who was slower. How do they know? Ask them to try doing a simple folding activity with their partners (not as complex as an airplane). Then, show them a sporting event online such as a 100 m race and ask them similar questions about who was the quickest or slowest and how they know.

Now introduce the class to Let's Learn 2. If both Lulu and Sam left at 8 o'clock, but did not arrive at the same time, can we say one was quicker? Are there other terms we can use to describe time when we have to be somewhere by a certain time (introduce terms such as early/late, earlier/later). Would we say that the sprinter was earlier to finish the race? Why or why not? When do we use the term 'quicker' and what is different about 'earlier'? These prompts need to be introduced into the initial discussion with pupils. Provide more examples for them to use these terms.

During Guided Practice, pupils are comparing time and using the terms 'quicker', 'slower', 'earlier' and 'later' to complete given sentences.

In Focus



Both started folding at the same time. Who was quicker? Who was slower?

Let's Learn

- 1 Holly and Elliott started making paper aeroplanes at the same time. Holly finished making her aeroplane before Elliott did.

Holly was quicker than Elliott in making a paper aeroplane.
Elliott was slower than Holly in making a paper aeroplane.

2



Both Lulu and Sam left their homes at 8 o'clock in the morning.



Lulu arrived at school at half past 8.



Sam arrived at school at 9 o'clock.

Lulu arrived at school earlier than Sam did.
Sam arrived at school later than Lulu did.

Guided Practice

Complete each sentence using quicker, slower, earlier or later.

- The leopard is than the deer it is chasing.
- Yesterday, I got home at 4 o'clock. Today, I got home at 3 o'clock.
I got home today.
- The tortoise was than the hare but it won the race in the end.
- The cartoon started at 7 o'clock which is than its usual time of 6 o'clock.

Differentiation

D1

Let struggling learners have the sentences and word cards cut out and in front of them. Ask them to put each of the words in the sentences and discuss whether or not they make sense. Showing them a video of the animals or rewording the statements to involve familiar or real-life situations will also be helpful to use the language.

D2

For advanced learners, ask them to develop their own sentences with missing words. They can then challenge a table partner to complete the sentences they have created.

Guided Practice

Complete each sentence using quicker, slower, earlier or later.

- The leopard is **quicker** than the deer it is chasing.
- Yesterday, I got home at 4 o'clock. Today, I got home at 3 o'clock.
I got home **earlier** today.
- The tortoise was **slower** than the hare but it won the race in the end.
- The cartoon started at 7 o'clock which is **later** than its usual time of 6 o'clock.

Worksheet 5

Comparing Time



Compare using quicker, slower, earlier or later.

- Sam came 1st in a race.
He is than everyone else.
- Ruby came last in a race.
She is than everyone else.
- Yesterday, Amira woke up at 8 o'clock.
Today, Amira woke up at half past 8.
Amira woke up today.
- Hannah went to bed at 10 o'clock yesterday.
Today, Hannah went to bed at 9 o'clock.

Workbook page: 111

Reading for pleasure- 30 mins

Literacy:

Reading:

I know many of you have probably started your 'Phonics Buster' book. If you have not completed them already, please complete page 11-12 (vowel digraphs).

Once you have completed this, please play the following game:

<https://new.phonicsplay.co.uk/resources/phase/1/reading-robot>

Choose the following categories:

Phase 5 (if children are finding this a little trickier then choose either phase 3 or phase 4).

The children will be reading real and Pseudo words. Children should read the word out loud and then click if they got it right or wrong.

Writing:

Listen to the story of 'Zog' being read out: <https://www.dailymotion.com/video/x65bulb>

I hadn't heard this story. I really enjoyed listening to it!

What skills does Zog learn at dragon school? Write a list of these skills, titled: 'How to become a dragon...'


Project: Science

Today you will be looking at wild plants.

I would like you to look at the Powerpoint (on the blog) to see what sorts of plants are 'wild plants.' Whilst looking at the wild plants, children should think about the size, shape and features of the plants.

Explain to children that if a wild plant grows in a garden it may be called a weed.

If you can, go on a wild plant hunt (this might be in your garden or on a walk). If you can, fill in the tally chart (below) of all the wild plants you have spotted!

Wild Plant	Tally	Number
Dandelion		
Daisy		
Buttercup		
Clover		
Nettle		
Bramble		
Dog Rose		
Ivy		