

Tuesday 9th June.

Good morning! I hope that you are still staying safe and keeping active! Here is your joke for today: *What do you get when you cross an elephant with a fish?*

- *Swimming trunks.*

Here are the answers for yesterday's workbook:

Worksheet 1

Describing Positions

1 Compare using top, middle and bottom.

(a) A is at the .

(b) B is in the .

(c) C is at the .



2 Describe using on top of, in front of and above.

(a) E is held D.

(b) F is D.

(c) G is D.



Look at the picture below.
Answer Questions 3, 4 and 5.



3 Describe using around and near.

(a) Ducks Q, V, Y and S are duck W.

(b) Duck R is duck P.

4 Describe using close and far.

(a) Duck S is from duck Z.

(b) Duck T is to duck Z.

5 Fill in the blanks.

(a) Duck Y is near ducks P, V, W and .

(b) Ducks R and P are close to ducks and .

Phonics:

Revise all phonics phases: <https://new.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials>

Look at the slides (on the blog) to revise e-e sounds and words.

Next, children should try and write the following sentence: *Why is this concrete here?*

Maths starter:

Section 1

Draw 1 car and 1 bike.

How many wheels are there altogether?

Section 2

There are 12 buns.

Jim and Kizzy eat half each.

How many did they have each?



Section 3

Carry on the number patterns:

4, 6, 8, ,

20, 30, 40, ,

,

Section 4

Write a number sentence to show this:



Section 5



How many toys would there be altogether?

Section 6



Subtract 6 from this number.

What number will it be now?

Section 7

Draw a tall flower.

Draw a flower that is shorter.

Put a circle around the tallest flower

Section 8

Draw the coins that would add up to 10p.

Maths: lesson 2: Describing movements.

Lesson objective: To be able to describe movements of objects using varied language.

Lesson Approach

To begin this lesson, take pupils out to the playground and ask them to use the slide. Ask them what they need to do to use the slide. Prompt them for language like 'climb up' and 'slide down'. Then show pupils the picture from the In Focus task and ask them what they think Amira is doing so that she can use the slide. Tell them your friend said Amira is climbing down the ladder and going up the slide. Does that make sense? How would they describe what she is doing?

Next, show pupils a toy car or the picture of the car from Let's Learn 2 without the text and ask them how a car can move. Begin asking them how you drive a car. Can we do it from our living room? What must we do before we can drive the car forwards or backwards (get in the car, get out of the car). Use Let's Learn 3 to enable pupils to use the terms 'inside' and 'outside'. This can also be done by getting a pupil volunteer to go 'outside' and then come back 'inside' the classroom.

During Guided Practice, pupils are describing movements using the terms 'up', 'down', 'forward', 'backward', 'inside' and 'outside' through varied examples.

In Focus

What is Amira doing?



Let's Learn Let's Learn

1



Amira climbs up the ladder.

Amira slides down the slide.

2



The car went forward.



The car went backward.

3



inside

Ruby went inside the house.

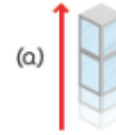


outside

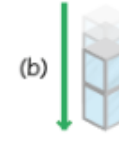
Ruby went outside the house.

Guided Practice

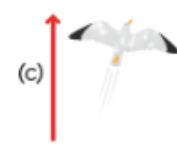
1 Describe using up and down.



(a) The lift went .



(b) The lift went .



(c) The seagull flew .



(d) The seagull flew .

2 Describe using forward and backward.



Holly

1, 2, 3, 4, 5, 6, 7, 8, 9

Holly is counting .



Lulu

9, 8, 7, 6, 5, 4, 3, 2, 1

Lulu is counting .

3 Describe using inside and outside.



(a) The red ball is the bowl.

(b) The blue ball is the bowl.

(c) The orange ball is the bowl.

(d) The green ball is the bowl.

Guided Practice

1 Describe using up and down.



- (a) The lift went **up** .
(b) The lift went **down** .
(c) The seagull flew **up** .
(d) The seagull flew **down** .

2 Describe using forward and backward.



- Holly is counting **forward** .
Lulu is counting **backward** .

3 Describe using inside and outside.

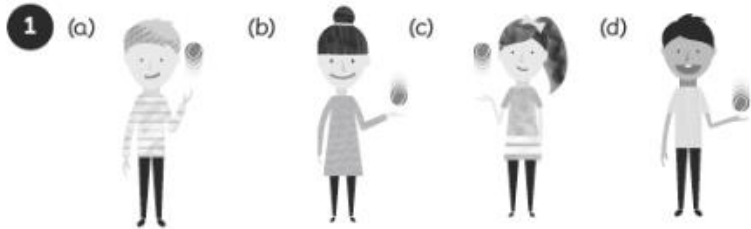


- (a) The red ball is **inside** the bowl.
(b) The blue ball is **outside** the bowl.
(c) The orange ball is **outside** the bowl.
(d) The green ball is **inside** the bowl.

Worksheet 2

Describing Movements

Describe using up, down, forward, backward, inside and outside.

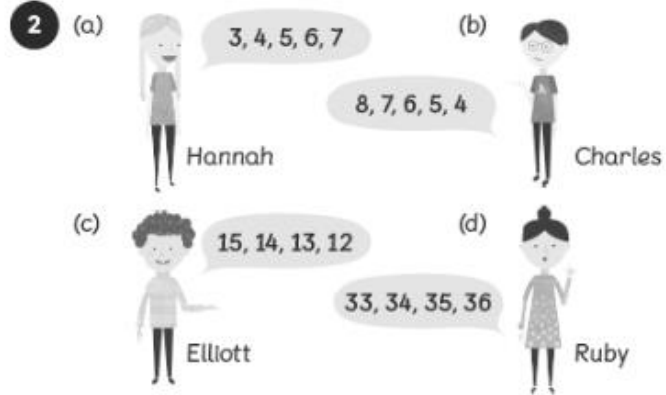


(a) The ball is moving .

(b) The ball is moving .

(c) The ball is moving .

(d) The ball is moving .



(a) Hannah is counting .

(b) Charles is counting .

(c) Elliott is counting .

(d) Ruby is counting .



(a)  is the box.

(b)  is the box.

(c)  is the box.

(d)  is the box.

Answers will be up tomorrow!



Reading for pleasure.



Literacy:

- ★ Read and enjoy '*Chicken's Bad Dream*' by Ruth Merrtens and Jackie Abey (on the blog).
- ★ Look at the clouds below. Read each question carefully and verbally answer them.



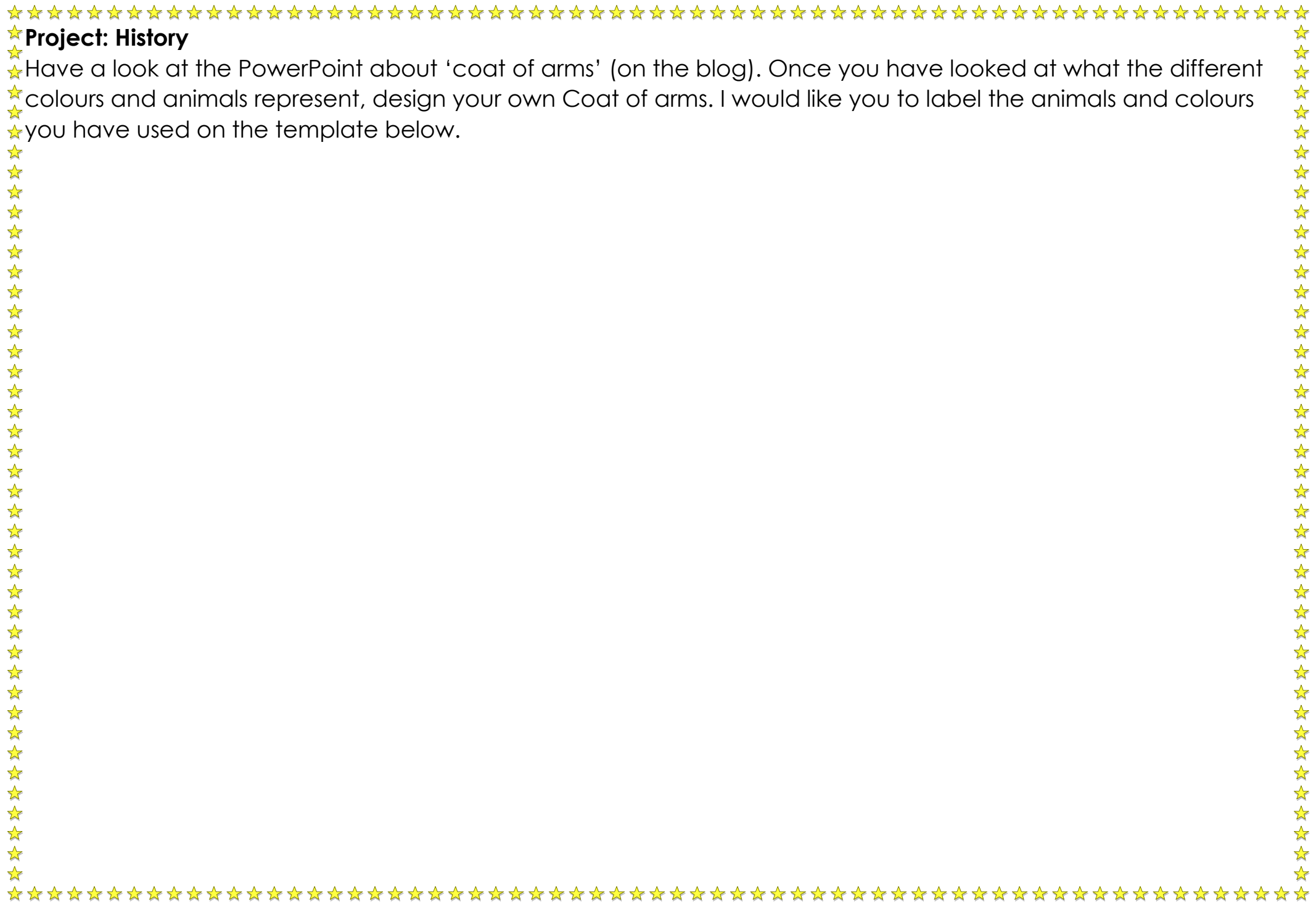
Now think about all the slightly scary animals that Chicken sees in her dreams. Pick one animal that you thought was a bit scary too. Draw the animal and write a sentence saying what it looks like. Use really good words to describe your creature. Then, write another sentence saying why you think the animal is quite scary: *I think a snake is scary because it has terrifying teeth.*

Spelling: Using the spellings from yesterday, use three of the words to up three silly sentences. For example: *The monkey took my key!*

**Alternative pronunciation of 'ey'
and common exception words**

We are learning alternative pronunciations of sounds in phonics. The 'ey' sound can be pronounced as 'ai'.

key
monkey
money
honey
grey
greyish
obeyed
survey



★ **Project: History**

★ Have a look at the PowerPoint about 'coat of arms' (on the blog). Once you have looked at what the different
★ colours and animals represent, design your own Coat of arms. I would like you to label the animals and colours
★ you have used on the template below.

