

English

<https://www.youtube.com/watch?v=0Bfh37iJRpU>

Learning objective: to identify the intent of a letter.

Steps to success

- Think about the different ways you can communicate with family and friends. E.g text messages, video calls.
- Listen to 'Dear Greenpeace' by Simon James (Link on slide).
- Re-read some of the letters from Dear Greenpeace and then say why you think they were sent (on next slide).
- Read the information on 'Why were the letters written?' (below)
- Match the letters to their descriptions.

Why was the letter written?		
<ul style="list-style-type: none">• Carefully re-read each of <i>The First Six Letters</i>.• Think about <u>why</u> each letter was sent.• Cut out the jumbled-up description boxes on this page.• Match the descriptions to the correct letters.• One letter doesn't have a description. Write a description in the empty box saying why that letter was written		
<i>To ask whether the whale is lost</i>	<i>To ask if the whale could be a blue whale and what they eat</i>	
<i>To explain where whales live</i>	<i>To give information about whales</i>	<i>To ask for information about whales</i>



1.

Dear Greenpeace,

I love whales very much and I think I saw one in my pond today. Please send me some information on whales, as I think he might be hurt.

Love
Emily

2.

Dear Emily,

Here is some information about whales. I don't think you'll find it was a whale you saw, because whales don't live in ponds, but in salt water.

Yours sincerely,
Greenpeace

3.

Dear Greenpeace,

I am now putting salt in the pond every day before school and last night I saw my whale smile. I think he is feeling better. Do you think he might be lost?

Love
Emily

4.

Dear Emily,

Please don't put any more salt in the pond, I'm sure your parents won't be pleased.

I'm afraid there can't be a whale in your pond, because whales don't get lost, they always know where they are in the oceans.

Yours sincerely,
Greenpeace

5.

Dear Greenpeace,

Tonight I am very happy because I saw my whale jump up and spurt lots of water. He looked blue.

Does this mean he might be a blue whale?

Love
Emily

P.S. What can I feed him?

6.

Dear Emily,

Blue whales are blue and they eat tiny shrimp-like creatures that live in the sea. However, I must tell you that a blue whale is much too big to live in your pond.

Yours sincerely,
Greenpeace

P.S. Perhaps it is a blue goldfish?

<https://www.jollylearning.co.uk/resource-bank/hear-the-sounds/> - click on the link to hear the sounds

Phonics

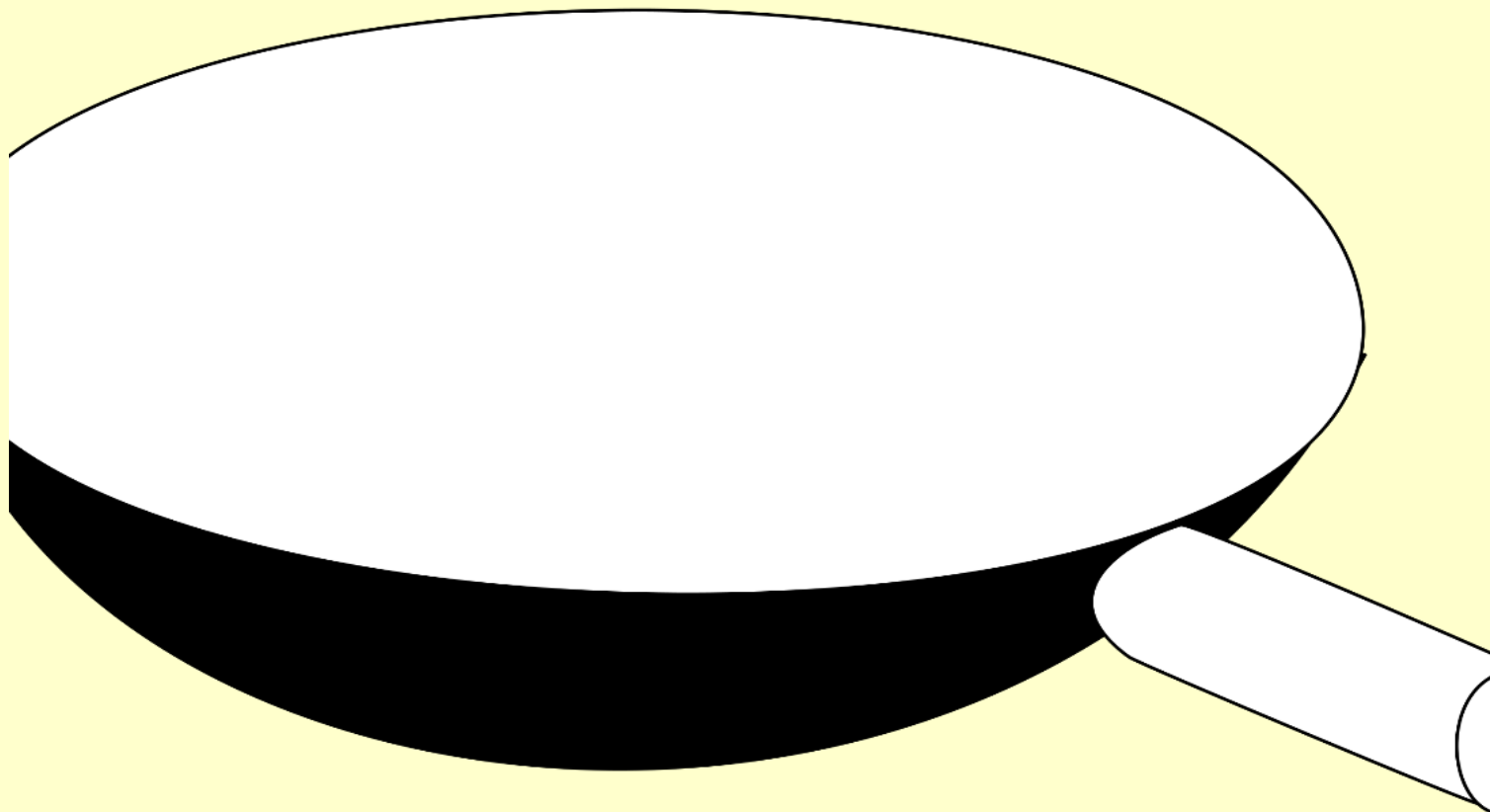
Lesson 1

LO: to read and identify y (igh)

y

Steps to Success:

- ✓ Read the sound
- ✓ Do the action
- ✓ How many words can you think of that contain the sound?
- ✓ Write them in the frying pan



MATHS

22.06.20

LO: to write correct number sentences

Steps to Success:

- ✓ Look at the numbers
- ✓ Choose 2 numbers
- ✓ Choose + or -
- ✓ Make a number sentence and solve
- ✓ Does the answer make sense?
- ✓ Write the number sentence
- ✓ Check

5 6 7

8 9 13

15 + -

=

Learning objective: to learn information about
Brazilian carnivals

Click the link to watch the Brazilian Carnival video

<https://www.youtube.com/watch?v=3-03w8JF8bg>

Steps to success

- Look at the next 6 slides – read about Brazilian Carnivals with an adult.
- Have you been to a carnival before? Discuss the similarities and differences.
- Watch the Brazilian Carnival video (link on slide)
- Draw and colour a picture of a Brazilian Carnival – look at the slides to remind yourself of what you need to include. Label your drawings.



Brazilian Carnivals

(Carnaval do Brasil)

A carnival is a big festival where there is a lot of music, dancing and people dressing in colourful costumes.

The carnivals in Brazil are famous for the amazing costumes.

The carnival takes place during Lent and begins on the Friday before Ash Wednesday. It can last for four days. Thousands of people go to see the carnivals.



Fact

Lent lasts for 40 days from Ash Wednesday until Easter Sunday.

Music

Brazilian carnivals are fun and an experience of the culture. Samba music is played. Samba originally came from Rio de Janeiro, a city in Brazil.



This is the Samba Parade in Rio de Janeiro.

The Sambódromo

The Sambódromo is a special avenue which was built just for the Carnival de Rio. This is where the Samba Parade takes place.



The Parade

The parade involves people and floats. A float is a huge platform on the back of a truck. It is decorated. Sometimes there is a theme or they are in the style of an animal or character.



Costumes

The costumes are bold and brightly coloured. They often have fancy masks. People spend a long time getting everything just right.

What do think about these costumes?



Other Carnivals

Many countries hold carnivals. Some are a celebration, others are to get people to support different causes. In the UK there are many carnivals.



Leeds Carnival



Notting Hill Carnival,
London



Carnival in
Tenerife, Spain

Learning objective: to write descriptive sentences.

Steps to success

- Listen to 'Dear Greenpeace' by Simon James again.
- Draw a picture of what you think she might have seen – e.g a giant frog, a massive fish, a funny monster. Label what it is.
- Write a detailed description of what you think she might have seen.

The beast was as tall as a bear. It was covered in thick blue fur. I was amazed that its fur was bright blue. I rubbed my eyes, I caught sight of black spikes that ran down the length of its back. It yawned and as it opened its ginormous mouth, I spotted long, sharp fangs.



<https://www.jollylearning.co.uk/resource-bank/hear-the-sounds/> - click on the link to hear the sounds

Phonics

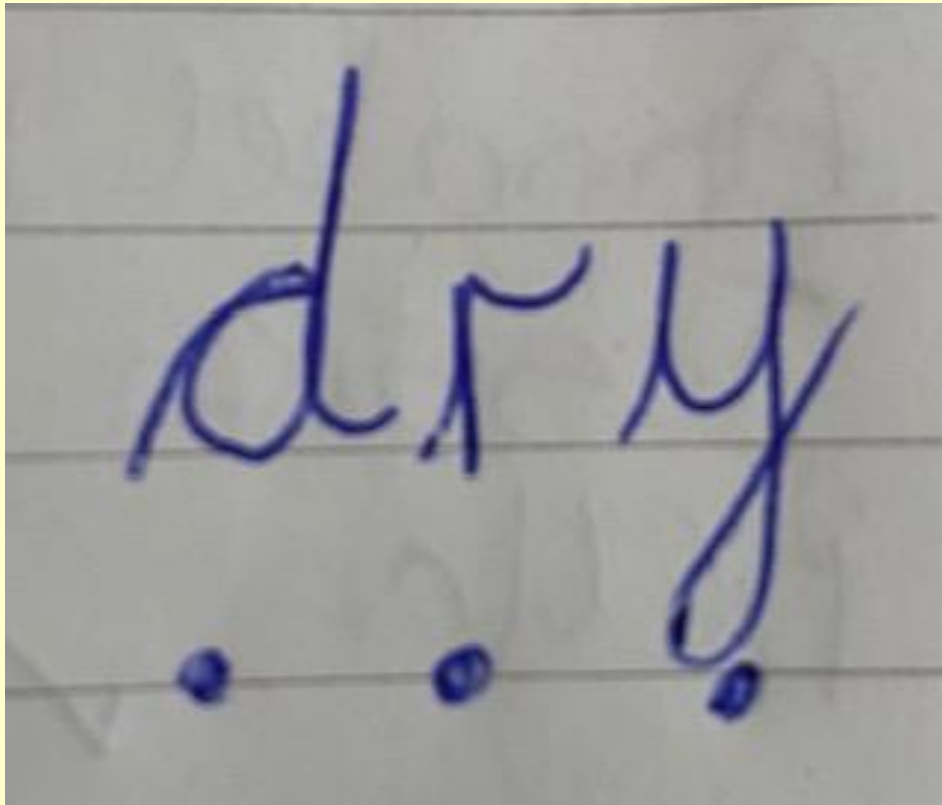
Lesson 2

LO: to write and sound button y (igh)

y

Steps to Success:

- ✓ **Read the sound**
- ✓ **Do the action**
- ✓ **Read the words in the big frying pan**
- ✓ **Sound button the words**
- ✓ **How many sounds in each word?**



Sound buttons – dots for single letter sounds,
dashes for two or more letters for each sound.

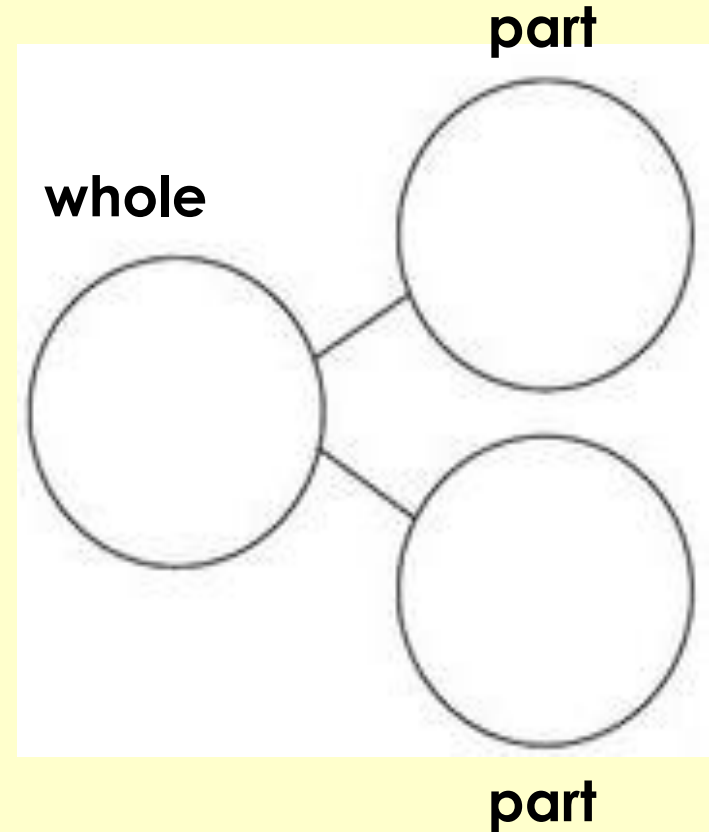
MATHS

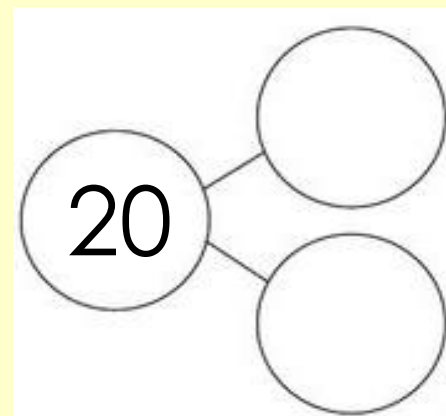
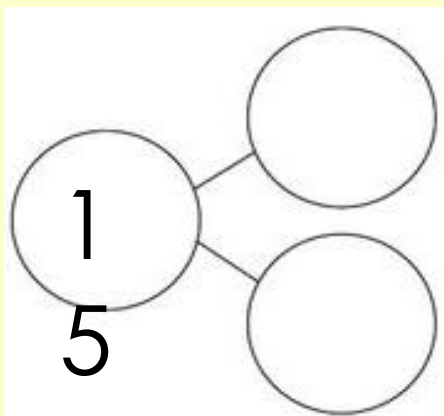
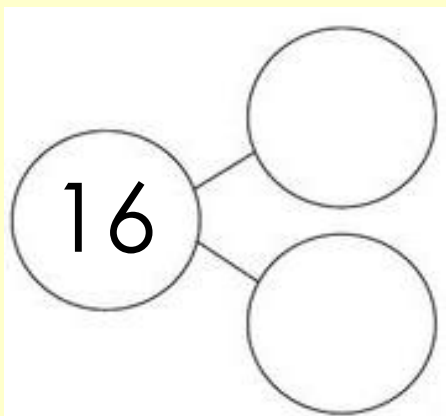
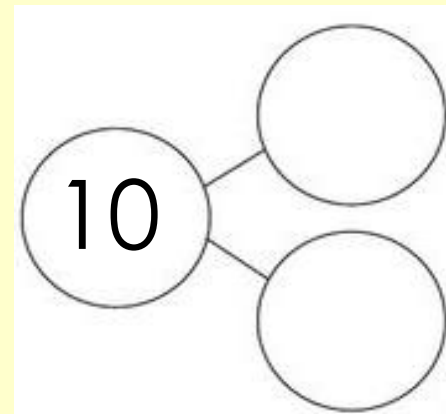
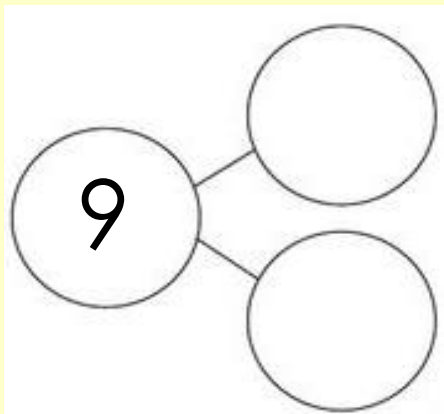
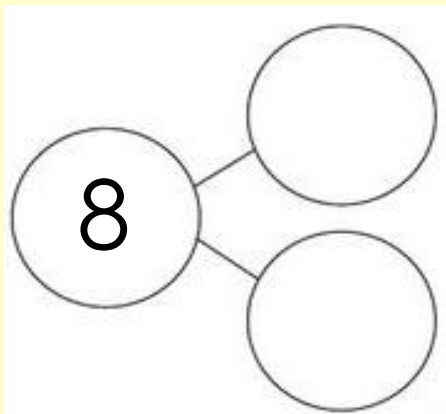
23.06.20

LO: to understand and use part part whole

Steps to Success:

- ✓ Look at the diagram
- ✓ Look at the whole amount
- ✓ Choose 2 numbers that make the whole
- ✓ Write them in the diagram
- ✓ Write a number sentence to match
- ✓ Check





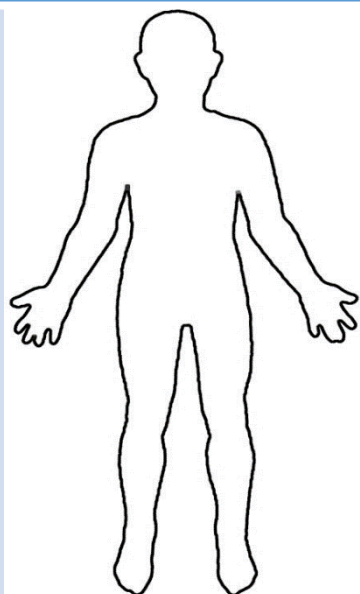
Creative

Learning objective: to design, make and evaluate a carnival costume.

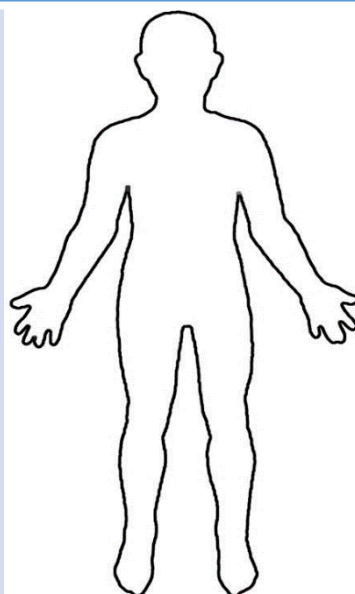
Steps to success

- Yesterday we learnt about Rio de Janeiro landmarks – how many can you remember?
- **Collect your materials. E.g colouring pencils, pens, paper, tissue paper.**
- Design your costume with a pencil
- Make your carnival costume collage using the materials you collected.
- Evaluate your carnival costume.

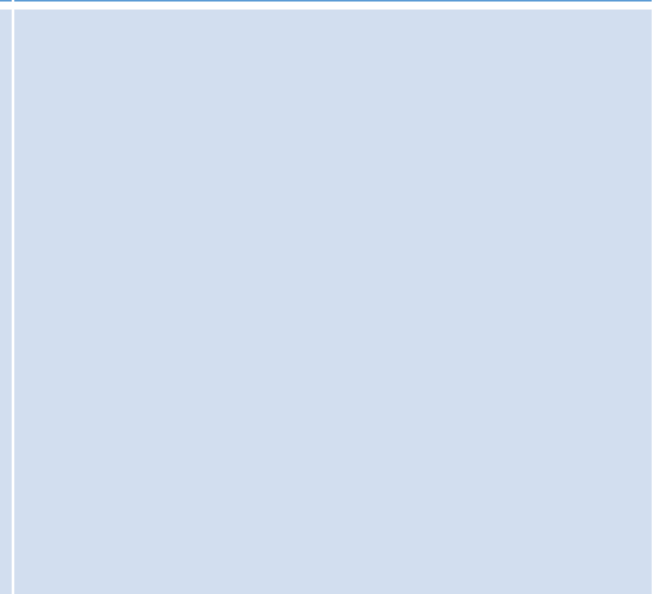
Design

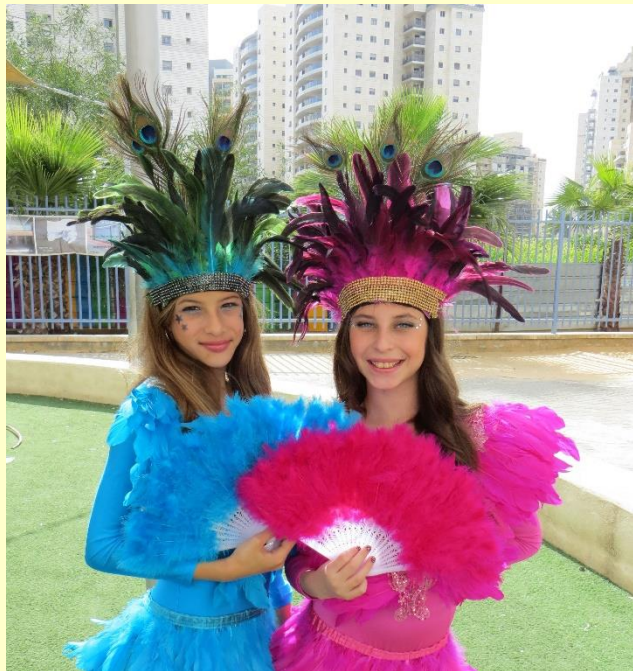


Make



Evaluate





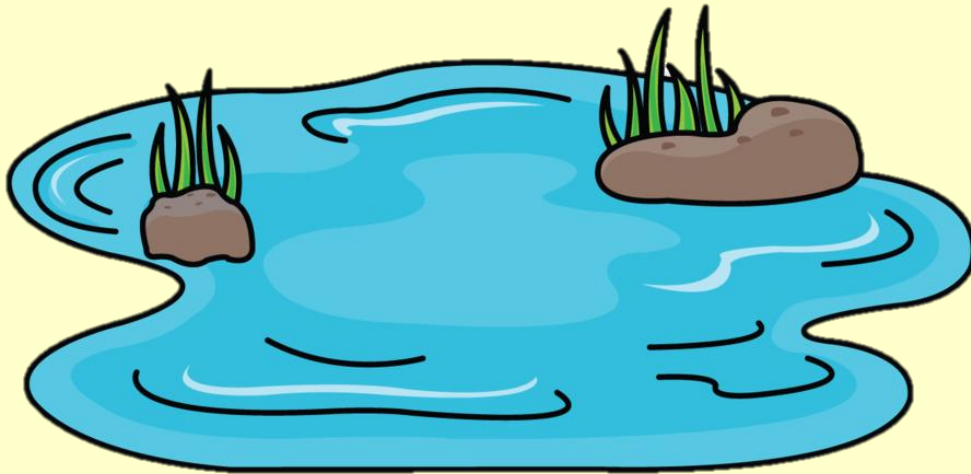
Wednesday 24th June 2020

English

Learning objective: to write a letter.

Steps to success

- Look at Emily's first letter (below). How does the letter start? How does it end?
- Look back at the description of your chosen creature.
- Remember to use your creature description when writing your letter.
- Write a letter to a relative or friend telling them what you think was in Emily's pond. Use your best handwriting. You could use the template (on next slide) if you need some help.



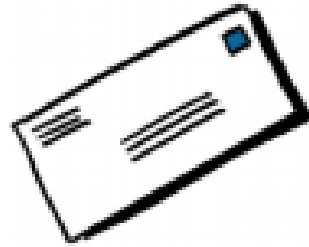
Emily's First Letter

Dear Greenpeace,

I love whales very much and I think I saw one in my pond today. Please send me some information on whales, as I think he might be hurt.

Love
Emily

Letter template



Dear _____

In *Dear Greenpeace*, Emily says she has seen a _____

I think she saw _____

Please write back and let me know what you think.

Phonics

Lesson 3

LO: to listen and write words containing y (igh)

y

Words for dictation

my
dry
pry
crying
flying
trying

Steps to Success:

- ✓ **Read the sound**
- ✓ **Do the action**
- ✓ **Listen to the words**
- ✓ **Repeat the word and sound it out as writing**
- ✓ **Sound button the words**

Challenge

Can you put each word into a sentence?

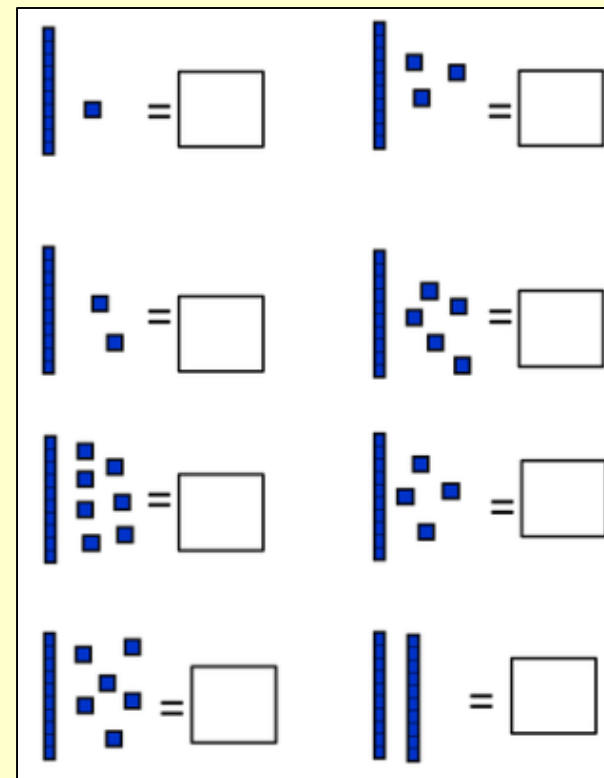
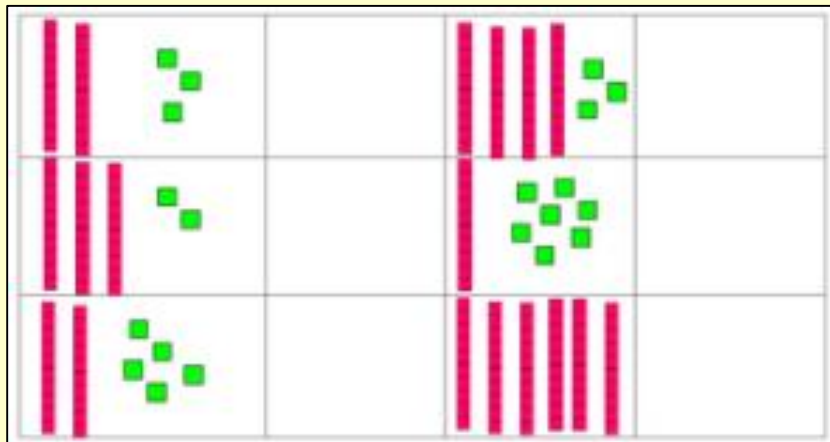
MATHS

24.06.20

LO: to represent 2-digit numbers

Steps to Success:

- ✓ Look at the diagram
- ✓ How many tens?
- ✓ How many ones?
- ✓ Write the number
- ✓ Check



Steps to Success:

- ✓ Look at the number
- ✓ How many tens?
- ✓ Draw them
- ✓ How many ones?
- ✓ Draw them
- ✓ Check

	25		50
	42		15
	37		8

Wednesday 24th June 2020

Creative

Learning objective: to design and make a carnival mask.

Steps to success

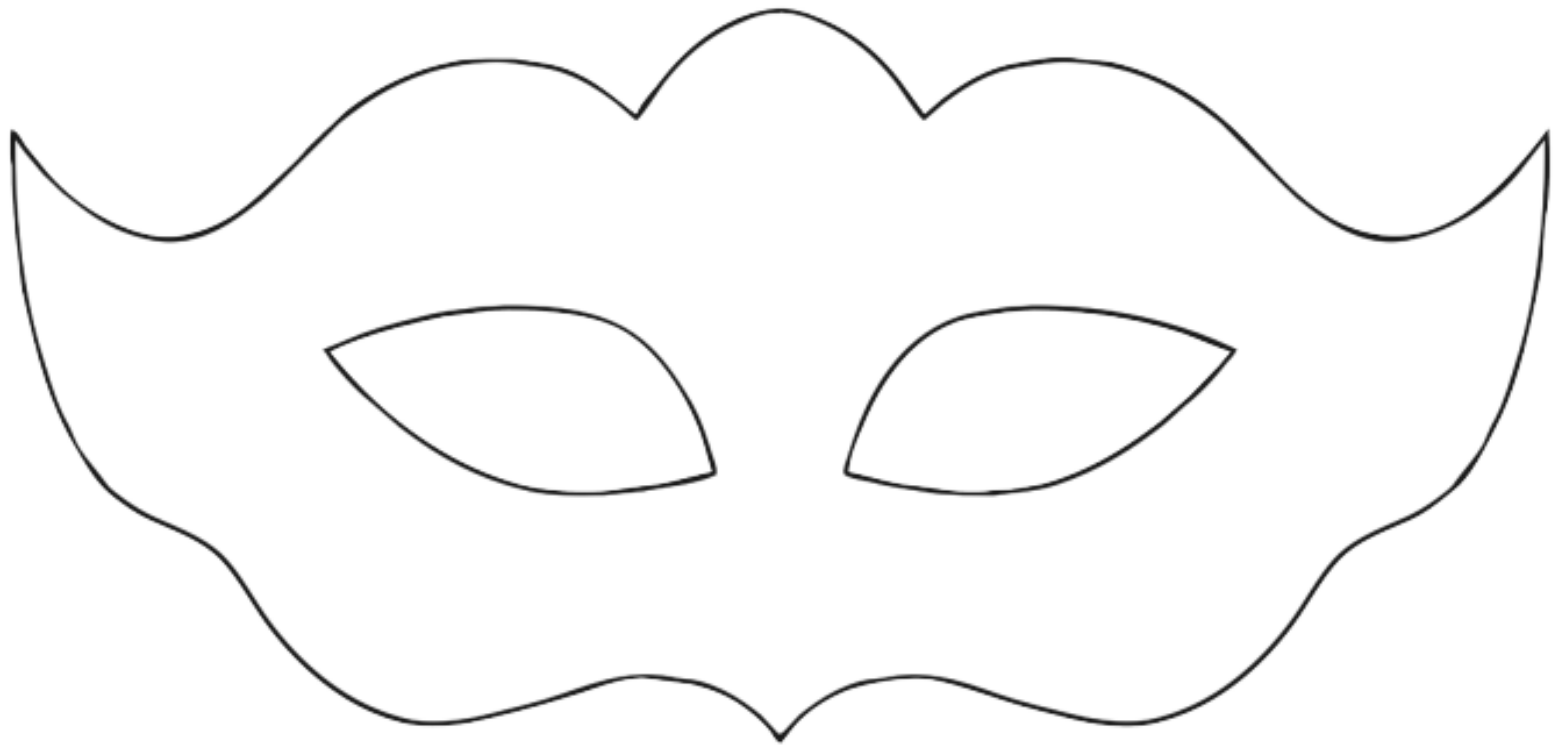
- Look at the mask designs below.
- Plan your mask design.
- Collect materials to decorate your mask – pens, tissue paper, coloured paper, colouring crayon.
- Make your own carnival mask – templates on next 3 slides.



My design







Learning objective: to write a thank you card.

Steps to success

- Listen to 'Dear Greenpeace' by Simon James for the final time.
- **Verbally answer the questions in the purple box.**
- In the story, what things did Emily do for Arthur that were kind or loving?
(Suggestions on the next slide)
- Write a thank you card from Arthur to Emily, saying thank you for being so kind.

The image shows the words 'THANK YOU!' in a large, bold, sans-serif font. Each letter is a different color: 'T' is green, 'H' is yellow, 'A' is light blue, 'N' is purple, 'K' is red, 'Y' is dark blue, 'O' is green, 'U' is orange, and '!' is yellow.

Questions

Where do you think Arthur, the whale, goes at the end of the story?

How do you think Arthur feels at the end of the story – sad or happy?
Why do you think that?

Suggestions



- Gives Arthur salt in the water so it's more like the sea
- Feeds Arthur crunched up corn-flakes and bread-crumbs
 - Calls and smiles to Arthur at the beach
 - Gives Arthur some of her sandwich
 - Strokes Arthur's head
 - Tells Arthur that she loves him
- Asks Greenpeace how she can help Arthur

Spelling

Lesson 4

LO: to spell words containing y (igh)





y

Steps to Success:

- ✓ Read the spelling list
- ✓ Highlight y (igh) sounds in words.
- ✓ Sound button the words
- ✓ Copy each word carefully
- ✓ Cover each word and try to spell it
- ✓ Check the word
- ✓ Try again

Challenge

Can you put each word into a sentence?

Look 	Copy 	Cover and Write 	Cover and Write 
win			
sit			
stop			
fry			
dry			
crying			
sky			
more			
before			
myself			

MATHS

25.06.20

LO: to partition 2 digit numbers into tens and ones

Steps to Success:

- ✓ Read the number
- ✓ Highlight tens
- ✓ How many?
- ✓ Highlight ones?
- ✓ How many?

Example:

13 =	Tens 1	Units 3
------	-----------	------------

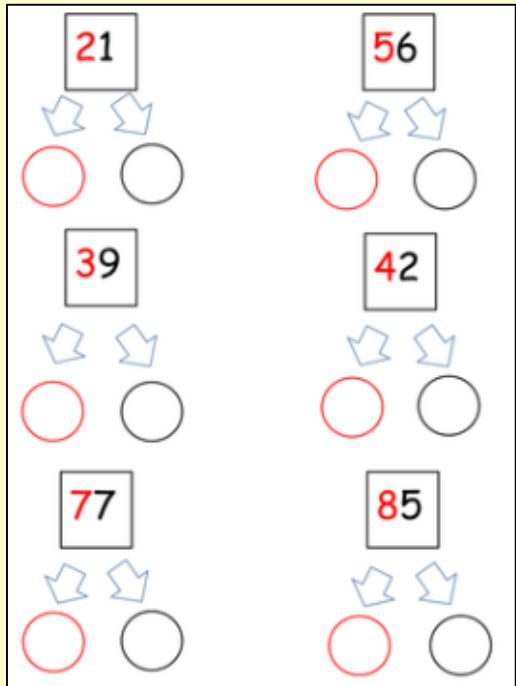
Your turn:

16 =	Tens	Units
20 =	Tens	Units
9 =	Tens	Units
18 =	Tens	Units

68	=	60	+	8	<table border="1"><tr><td colspan="2">68</td></tr><tr><td>60</td><td>8</td></tr></table>	68		60	8
68									
60	8								
21	=		+		<table border="1"><tr><td colspan="2"></td></tr><tr><td></td><td></td></tr></table>				
37	=		+		<table border="1"><tr><td colspan="2"></td></tr><tr><td></td><td></td></tr></table>				
96	=		+		<table border="1"><tr><td colspan="2"></td></tr><tr><td></td><td></td></tr></table>				
55	=		+		<table border="1"><tr><td colspan="2"></td></tr><tr><td></td><td></td></tr></table>				
42	=		+		<table border="1"><tr><td colspan="2"></td></tr><tr><td></td><td></td></tr></table>				
83	=		+		<table border="1"><tr><td colspan="2"></td></tr><tr><td></td><td></td></tr></table>				

Steps to Success:

- ✓ **Read the number**
- ✓ **Highlight tens**
- ✓ **How many?**
- ✓ **Highlight ones?**
- ✓ **How many?**



1. $\begin{array}{|c} 6 \\ \hline 3 \end{array} = 60 + 3$ 2. $\begin{array}{|c} 3 \\ \hline 5 \end{array} = \text{○} + \text{D}$ 3. $\begin{array}{|c} 4 \\ \hline 5 \end{array} = \text{○} + \text{D}$

4. $\begin{array}{|c} 5 \\ \hline 6 \end{array} = \text{○} + \text{D}$ 5. $\begin{array}{|c} 7 \\ \hline 2 \end{array} = \text{○} + \text{D}$ 6. $\begin{array}{|c} 9 \\ \hline 9 \end{array} = \text{○} + \text{D}$

7. $\begin{array}{|c} 8 \\ \hline 1 \end{array} = \text{○} + \text{D}$ 8. $\begin{array}{|c} 4 \\ \hline 1 \end{array} = \text{○} + \text{D}$ 9. $\begin{array}{|c} 3 \\ \hline 2 \end{array} = \text{○} + \text{D}$

Thursday 25th June 2020

Creative

Click the link to watch the Blue Peter video.

<https://www.bbc.co.uk/bitesize/clips/z7db4wx>

Learning objective: to learn how to Samba.

Steps to success

- Watch the Blue Peter video.
- Warm up your bodies – jump on the spot, stretch your body. Can you feel your heart beating?
- Copy the dancers on the Samba dancing video clip.



Click the link to copy the Samba dancing

<https://www.youtube.com/watch?v=0-H6ZG2MrFA>

Learning objective: to answer questions.

Steps to success

- Use your phonic skills to read **The Lion And the Mouse**.
- Listen to the questions (larger on next slide)
- Look at the text to find the answer and to help with spelling.
- Record your answers.

1. Who are the characters in the story?

Circle two.

A mouse A badger A fox A lion

2. Why did the lion wake up?

Tick one box.

The mouse ran across his nose.

He was hungry.

It was morning.

3. Why was the mouse scared? Write your answer on the line.

4. How did the mouse help the lion? Write your answer on the line.

5. What is the message in the story? Circle one

Look where you are going

A kindness is never wasted.

Listen to others.

The Lion and the Mouse



One day, a lion was asleep in the wood. A mouse came along. The mouse didn't see the lion and ran across the lion's nose.

The lion woke up. He was cross with the mouse. "You woke me up!" he roared.

The mouse was scared. "Please let me go!" said the mouse. "If you let me go, I will repay you one day!"

"You are funny!" said the lion. "How could a mouse help a lion?"

The lion laughed and let the mouse go home.

Some days later, the lion was caught in a hunter's net. He couldn't get out.

The lion roared in anger.

The mouse heard the lion and ran to the net.

The mouse saw the lion and had an idea. She chewed on the net until it broke and the lion fell out. The lion was free.



"Even a mouse can help a lion!" said the mouse.

From that day, the mouse and the lion became friends.

A kindness is never wasted.



1. Who are the characters in the story?
Circle two.

- A mouse**
- A badger**
- A fox**
- A lion**

2. Why did the lion wake up?
Tick one box.

The mouse ran across his nose.

He was hungry.

It was morning.

3. Why was the mouse scared? Write your answer on the line.

4. How did the mouse help the lion? Write your answer on the line.

5. What is the message in the story? Circle one

Look where you are going

A kindness is never wasted.

Listen to others.

Grammar and Punctuation

Lesson 5

LO: to understand and identify adjectives

Steps to Success:

- ✓ An adjective describes a noun
- ✓ **Look at the snakes.**
- ✓ Use the adjectives to complete the sentences
- ✓ Read and check the sentences.
- ✓ Underline the nouns in black.

Find an adjective to describe each noun.
There are some adjectives in the snake to help you.
Underline the nouns in black.

red

A _____ snake hisses.

My _____ shirt is new.

The _____ dog barks.

Her _____ car stopped.

The sky is _____.

The tree is _____.

The _____ flowers smell.

The film was _____.

His _____ balloon burst.

My _____ coat is warm.

green

striped

long

yellow

spotty

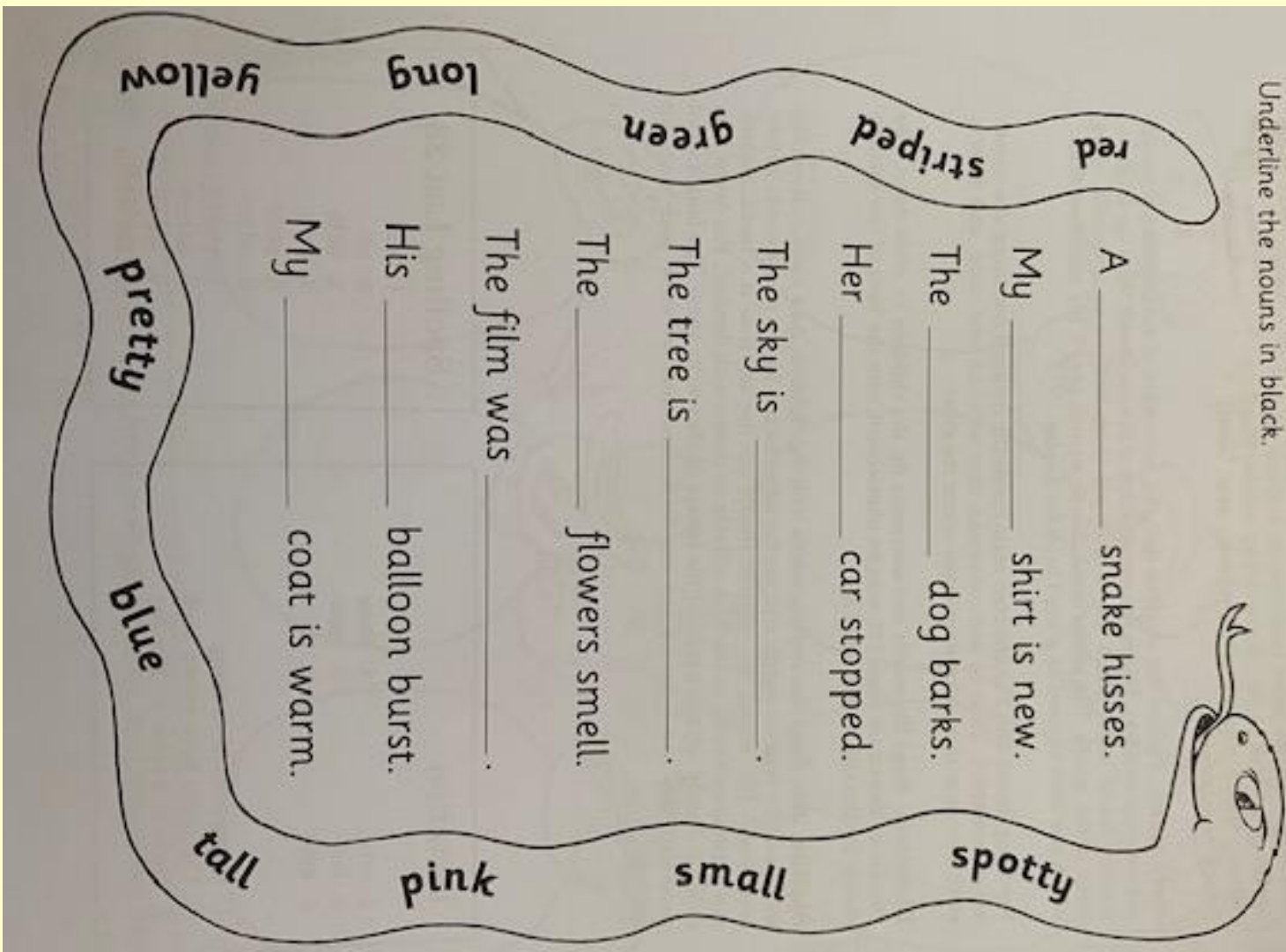
small

pink

tall

pretty

blue



MATHS

26.06.20

LO: to solve number problems and apply our knowledge

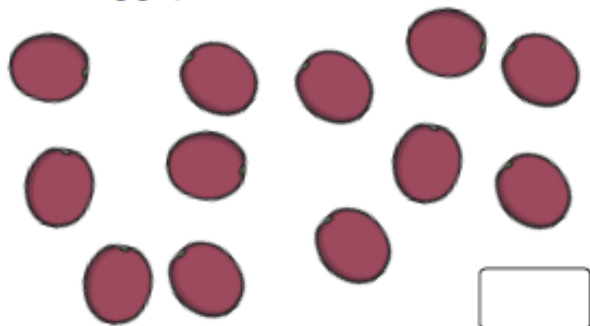
Steps to Success:

- ✓ Read question
- ✓ Highlight the key information
- ✓ Do you need to + or -?
- ✓ Solve
- ✓ Write the answer in the box
- ✓ Check

Challenge A

Section 1

How many grapes are here?



Section 2

Write the number that is one more.

23 → 28 → 31 →

Section 3

Write the numbers in the box.

fifteen twenty eleven

Section 4

19-1-

17-1-

15-1-

Section 5

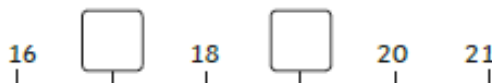
Write a number statement for the picture.



+ =

Section 6

Put the missing numbers on the number line.



Section 7

Tia has 15 sweets. She eats 1 sweet.
How many sweets does she have left?



Section 8

What's next? Write 3 more numbers in this sequence.



Challenge B

Section 1

Double these numbers.

10 → 7 → 9 →

Section 2

Add the coins.



Section 3

Count back. Fill in the missing numbers.



Section 4

There are 8 pink fish and 9 blue fish.
How many fish are there altogether?



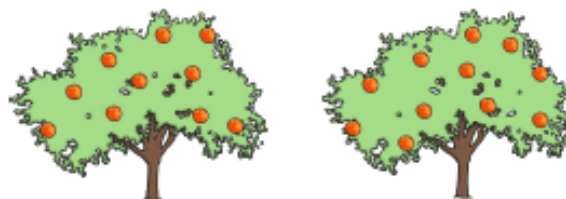
Section 5

Put a circle around the odd numbers.

13 15
16 14 17

Section 6

Tick the tree with the fewest apples.



Section 7

1 less than 19 is →

1 less than 17 is →

1 less than 13 is →

Section 8

Add 1 more bottle.

How many bottles are there now?

