

Learning objective: to use commas in a list.

Steps to success

- Read the Sleeping Beauty story.
- Look at the sequencing cards (on the next slide) and number them in order from 1-6.
- Use the cards to help you orally retell the story of Sleeping Beauty.
- Sleeping Beauty needs help to plan her grand wake-up party! Use commas to write a list of six tasty things they could eat and drink at the party. Remember to use adjectives.
- Write sentences about what games and activities she and her friends could play at the party. Use 'and' to join your ideas together.





At last the princess had her 16th birthday.  
Everyone had a great time!



The king and queen made sure that every spinning  
wheel and spindle was thrown out of the castle.



One day a prince was riding through the forest.  
He could just see the castle towers.



The king and queen are very sad.  
They have no baby.



The first six fairies each gave the baby a magical gift.



He made his way in through the castle to  
where the princess lay, still sleeping.

# Sleeping Beauty

1



Written by Ruth Mertens  
Illustrated by Anne Holm Petersen



The king and queen are very sad.  
They have no baby.

2



Then one day, a baby arrived!  
They called her Aurora.

3



The king and queen were so happy. They had  
a big party and invited seven magic fairies.

4



But the king and queen had forgotten to invite  
one very old fairy. She was very angry.

5



The first six fairies each gave the baby a magical gift.

6



Then the cross old fairy flew down. The king and queen were afraid.  
She cursed the princess.

7



The king and the queen were so upset! The bad fairy flew away.

8



9



The 7th fairy flew to the cradle. "I cannot undo the spell," she told the king and queen. "But I can make it less bad."

10



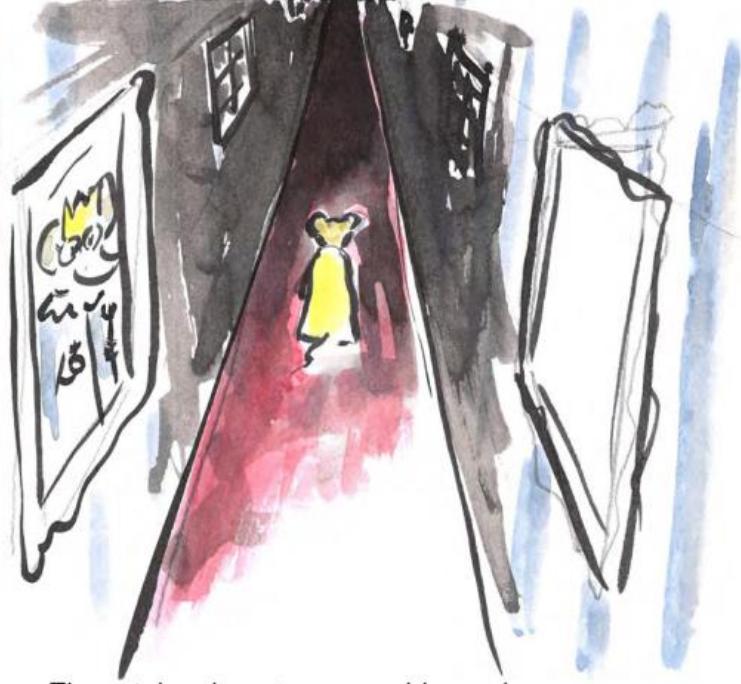
The princess grew. She loved to play and dance and sing. She was very happy.

11



At last the princess had her 16th birthday. Everyone had a great time!

12



That night, the princess could not sleep.  
She left her room and wandered about.

13



In a dark corner she found an old fairy.  
She was spinning some silver thread.

14



The princess put out her hand to feel the silver thread.  
Immediately she pricked her finger and fell into a deep sleep!

15



In the morning the queen and king found her.

16

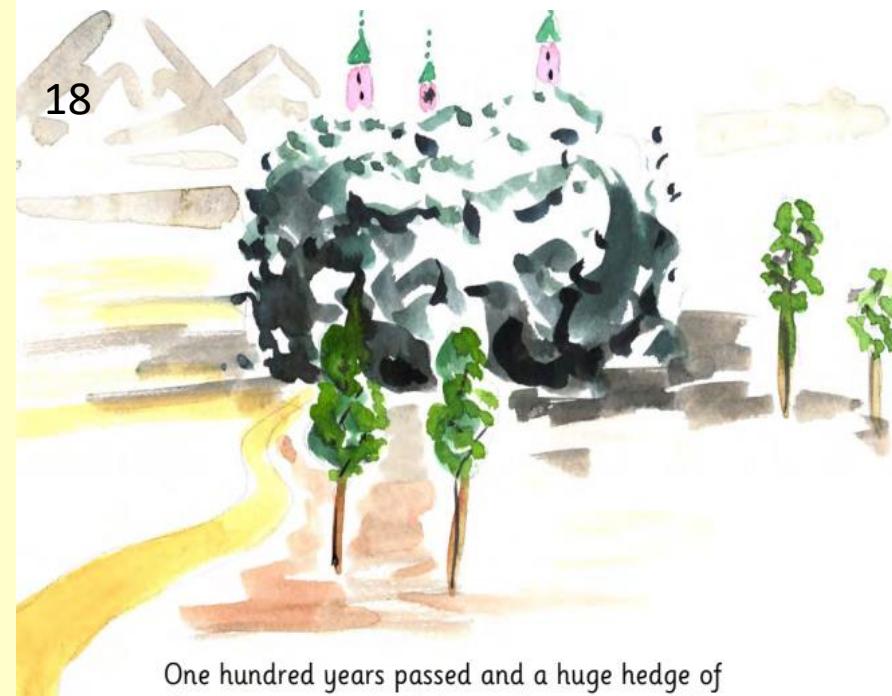


17



They took her to her bed and called the good fairy.

18



One hundred years passed and a huge hedge of thorns grew up round the castle and covered it.

19



One day a prince was riding through the forest.  
He could just see the castle towers.

The good fairy could not undo the spell.

21



22



He hacked his way through to the castle door.

23



24



He made his way in through the castle to where the princess lay, still sleeping.

The prince bent over and kissed her.

The princess stretched out her arms and woke up.

Everyone in the castle also woke up.

25



The prince stayed and got to know the king and the queen.  
The princess grew to like him very much.

26



Finally the prince married the princess and they lived  
happily in the castle. The good fairy often visited them!

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

## Phonics

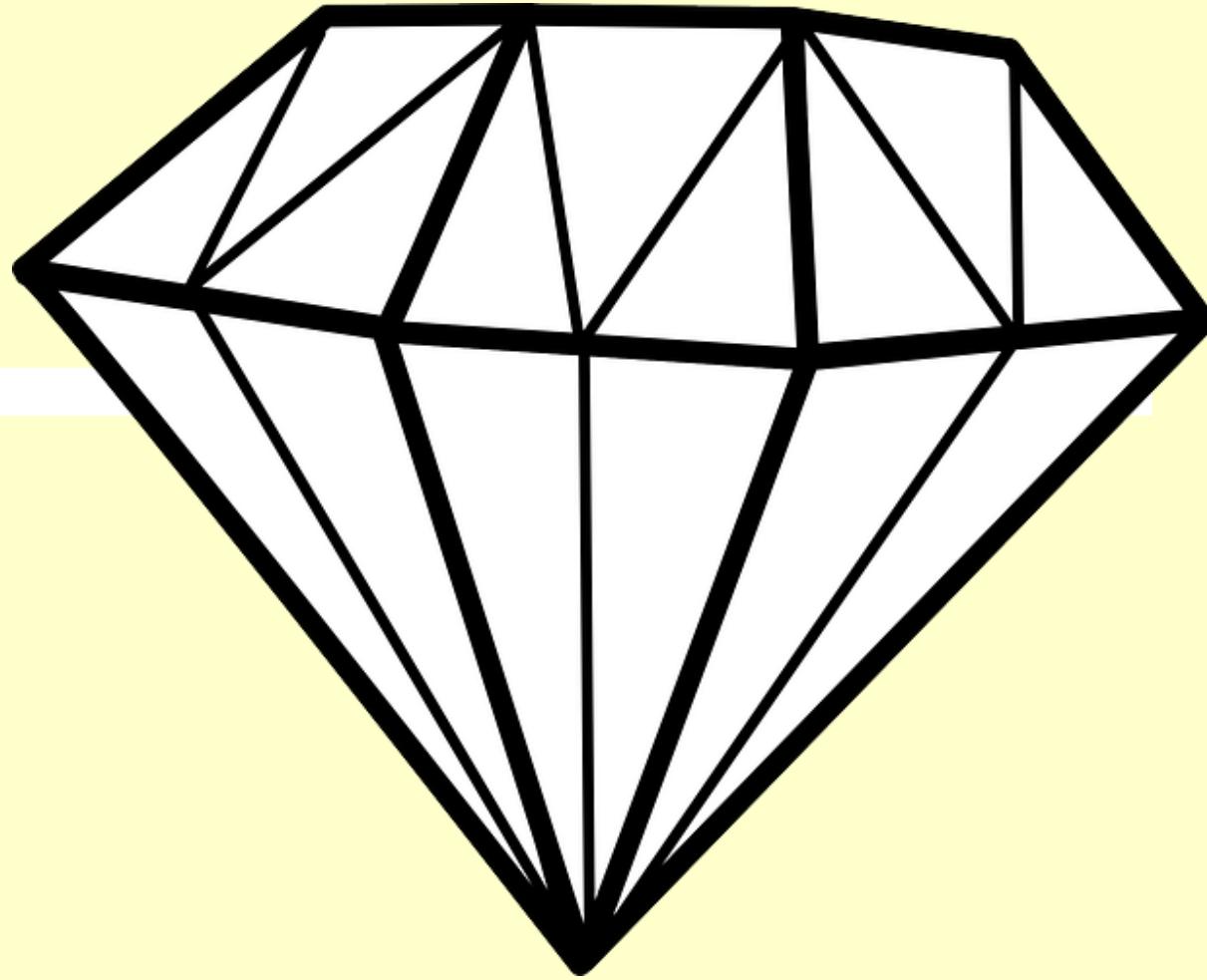
### Lesson 1

LO: to read and identify ew

**ew**

#### Steps to Success:

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



## MATHS

06.07.20

**LO: to compare objects using taller, shorter and longer**

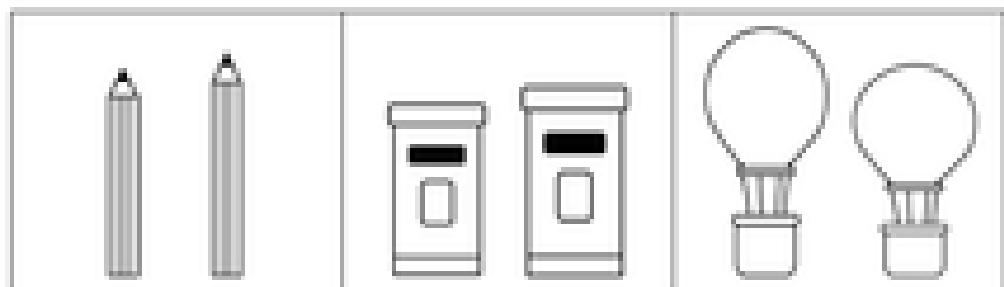
**Steps to Success:**

- ✓ Look at the objects
- ✓ Which is taller or shorter?
- ✓ Circle the correct one
- ✓ Check

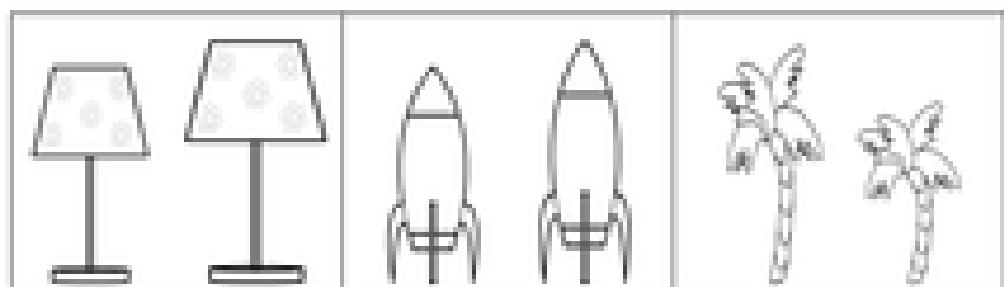
### Key Vocabulary

taller  
shorter  
longer  
smaller

Circle the object that is taller.

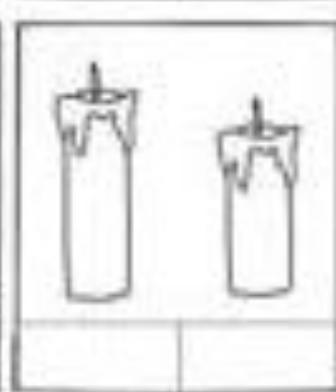
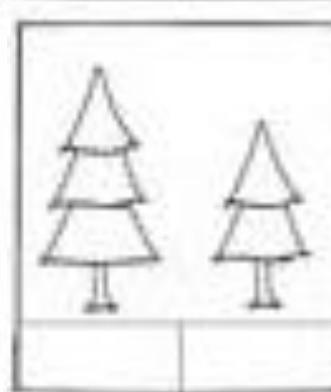
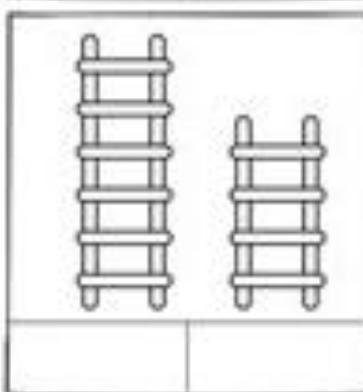
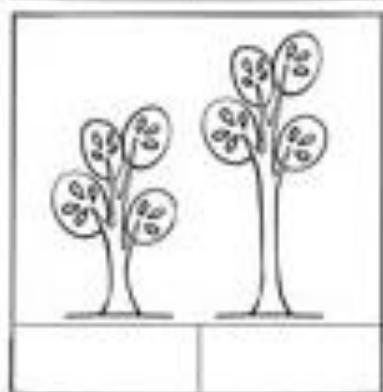
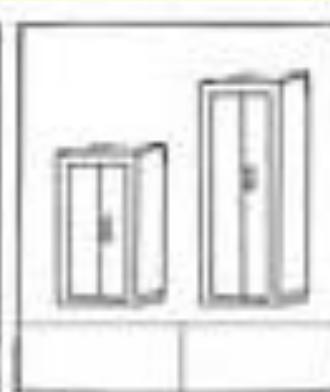
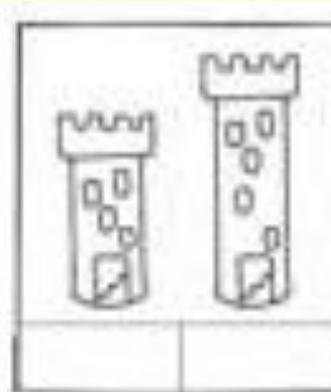
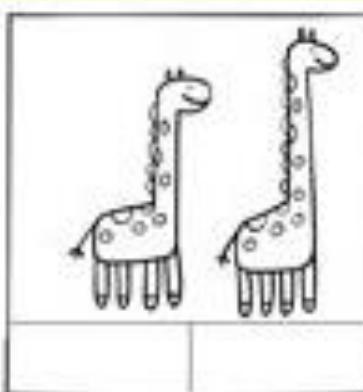
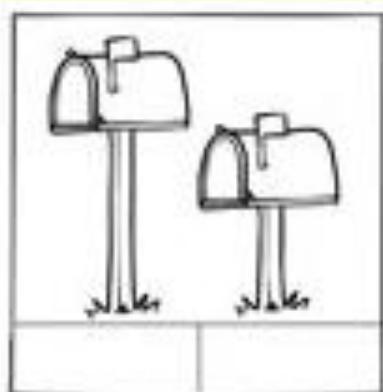


Circle the object that is shorter.



## Steps to Success:

- ✓ Look at the objects
- ✓ Which is taller or shorter?
- ✓ Write the correct label under each picture
- ✓ Check



Write 1 to 3 to show the order from shortest to longest object.

1)



2)



3)



Write 1 to 3 to show the order from longest to shortest object.

5)



7)



## Steps to Success:

- ✓ Look at the objects
- ✓ Which is longest or shortest?
- ✓ Order them from 1 to 3
- ✓ Check

Find 5 things in the classroom that are longer than five paperclips but shorter than 6 paperclips.



Draw your item:	Complete the sentence:
	The _____ was longer than 5 paperclips but shorter than 6 paperclips.
	The _____ was longer than 5 paperclips but shorter than 6 paperclips.
	The _____ was longer than 5 paperclips but shorter than 6 paperclips.
	The _____ was longer than 5 paperclips but shorter than 6 paperclips.
	The _____ was longer than 5 paperclips but shorter than 6 paperclips.

### **Steps to Success:**

- ✓ **Look at the objects**
- ✓ **Which is longer than 5 paperclips and shorter than 6 paperclips**
- ✓ **Draw the objects**
- ✓ **Write the name in the gap**

### Learning objective: to identify and label instruments in a Samba band.

#### Steps to success

- Read the information about Samba Instruments on the next 10 slides.
- Can you remember the names of any of the instruments or describe them?
- Use the keywords (below) to label the instruments on next slide.

#### Keywords

Apito

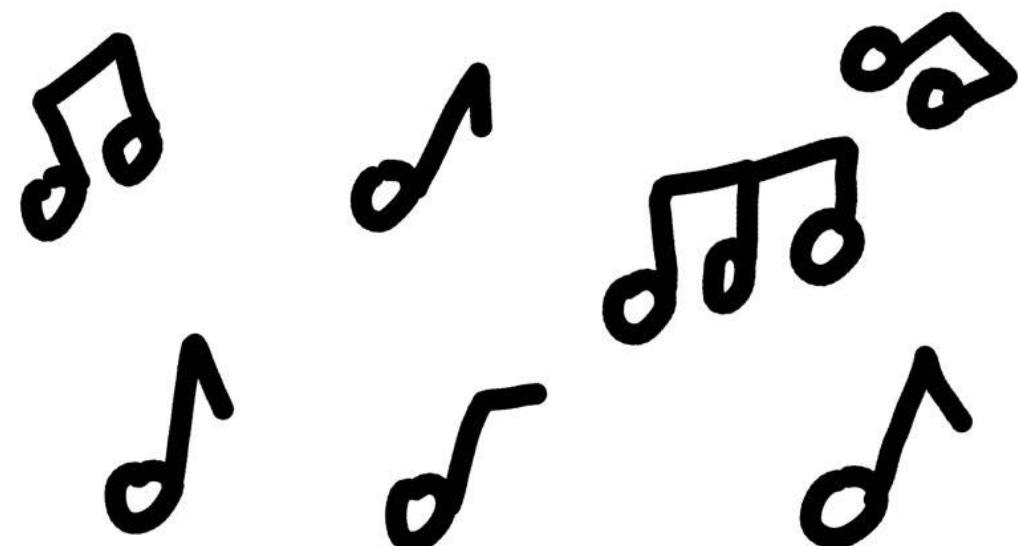
Tambourim

Surdo

Agogo

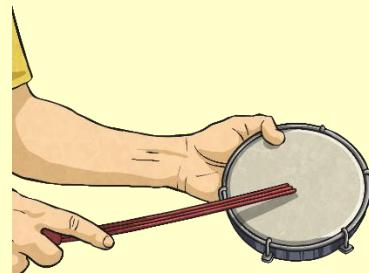
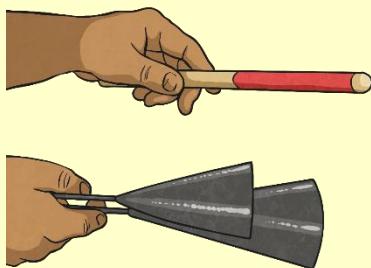
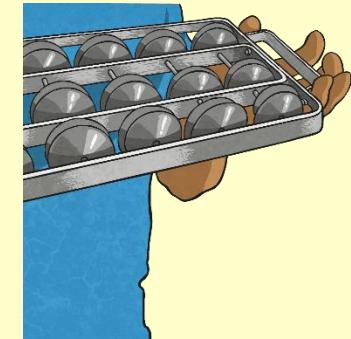
Frigideira

Chocalho



# Samba Instruments

Use the keywords on the Creative slide to help you.



# Instruments of the Samba Band

in Brazil



# Samba Music

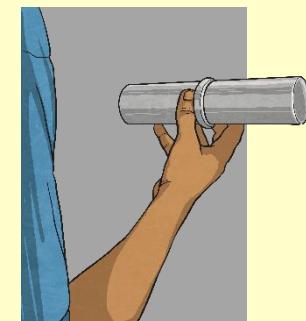
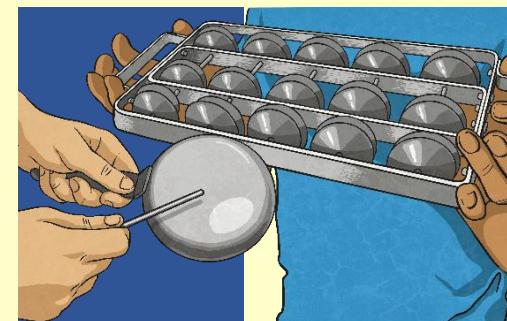
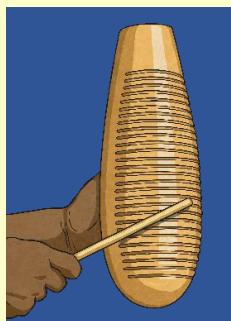
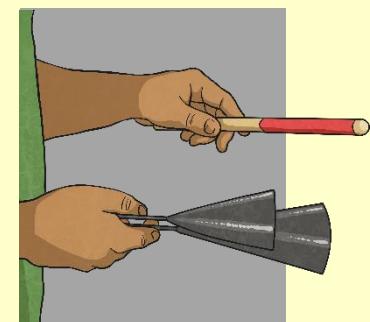
Samba is Brazil's most well-known musical form and most widely played kind of Brazilian music.

Click on the photo on the right to listen to this exciting excerpt of music played by a Samba band. What instruments can you hear?



# The Samba Band

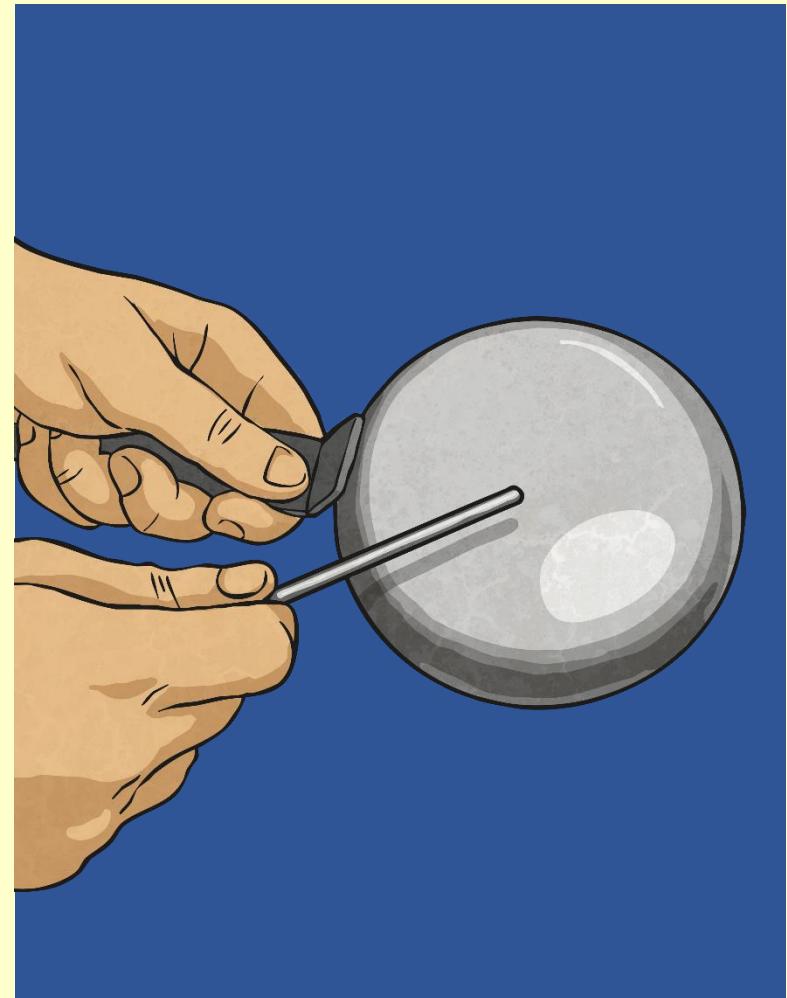
Samba bands are made up of many sections of different percussion instruments, which all have their own particular rhythms to play.



# Frigideira

The **frigideira** (free-sha-day-ya) is actually a small frying pan!

'Frigideira' is the word for frying pan in Portuguese. It is struck with a small stick and makes a high pitched sound.



# Surdo



The **surdo drum** (soor-doh) is worn around the player's neck as all the drummers have to be able to march while they play. The player hits the drum with one large, fluffy headed beater and can use their other hand to dampen some notes. Click on the image to hear how it sounds.

This drum is the 'heartbeat' of the samba band. If you play this instrument, you must be able to keep a beat really well!

# Cuica

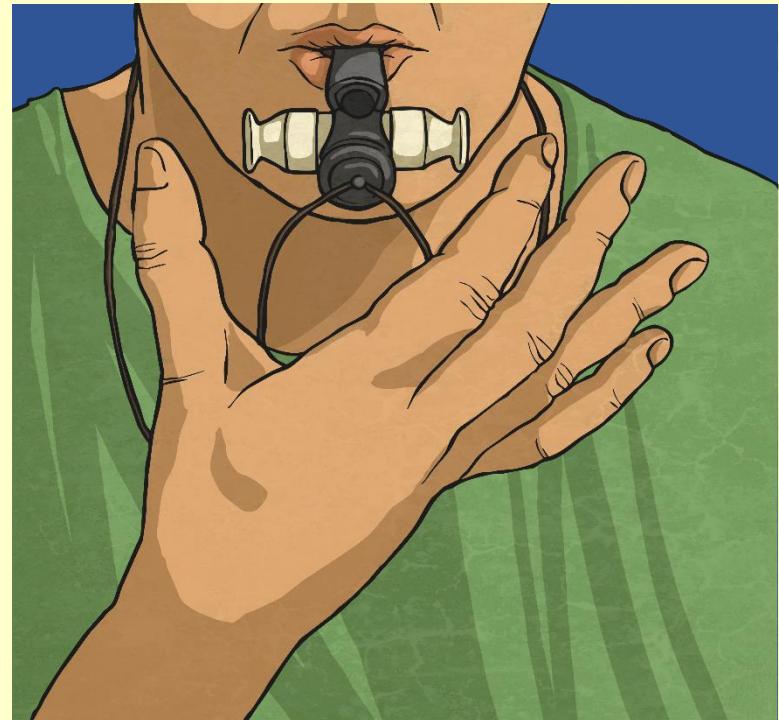
The **cuica drum** (kuweeca) is a sound box that has one end covered with a drum skin and a reed or bamboo stem attached to the inside centre. The player rubs this reed or bamboo stem up and down with a damp cloth to make a very distinct and unusual vibration. Using the free hand to press on the outside of the drum skin the player can change the pitch of the vibration



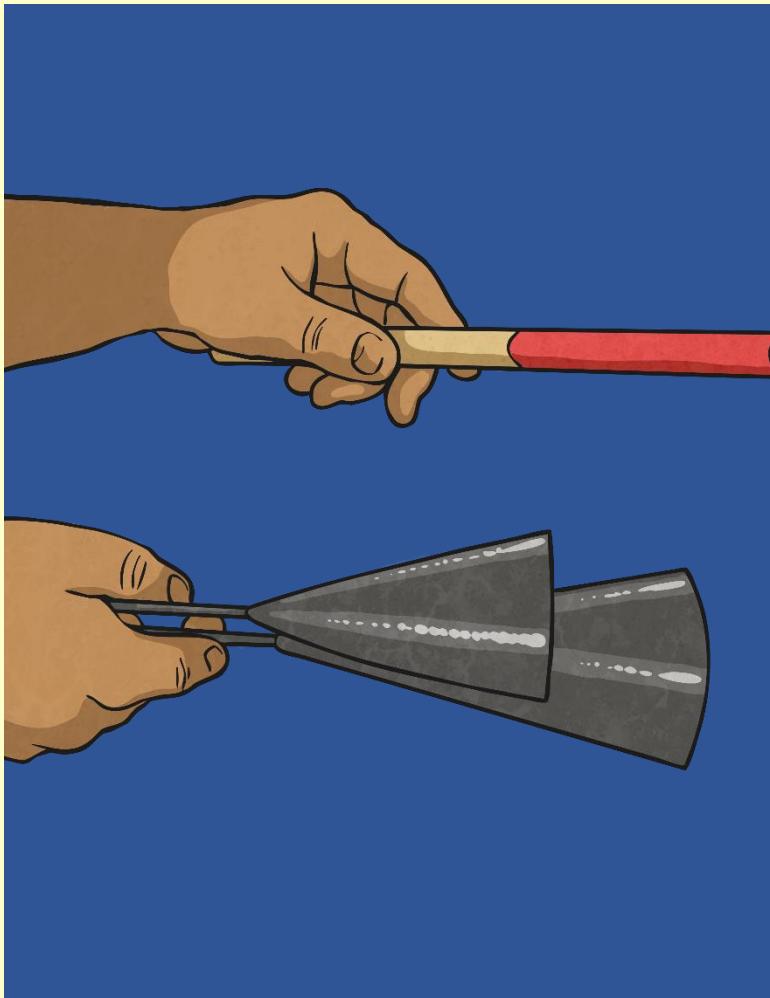
# Apito

The leader of the Samba band uses an instrument called an **apito**, which is a whistle. The whistle has two holes at each side, which can be covered by the thumb and finger to create sounds of different pitch.

The samba band do not have the music written down in front of them, so they play it from memory. The leader uses the apito whistle and hand signals to tell the band what to do. There are many different hand signals and whistles for all the different instruments. The apito whistle has to be piercing because the band is very loud.



# Agogo

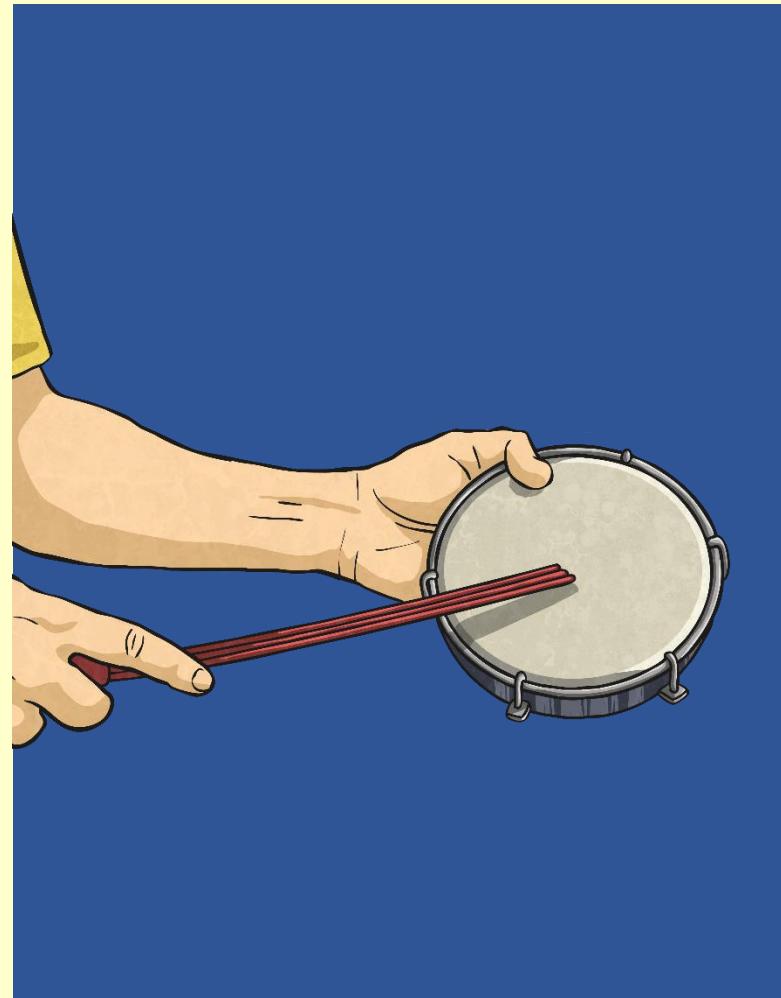


The **agogo bell** is an instrument of African origin. Usually, the agogo bell has two cone shaped bells of different pitch which the player hits with a stick, but sometimes there can be three or four bells linked together. The rhythms played on the agogo bells can be very fast and tricky!

# Tambourim

The **tambourim** is the smallest drum of the Samba band. It is similar to a tambourine but doesn't have the cymbals around the edge.

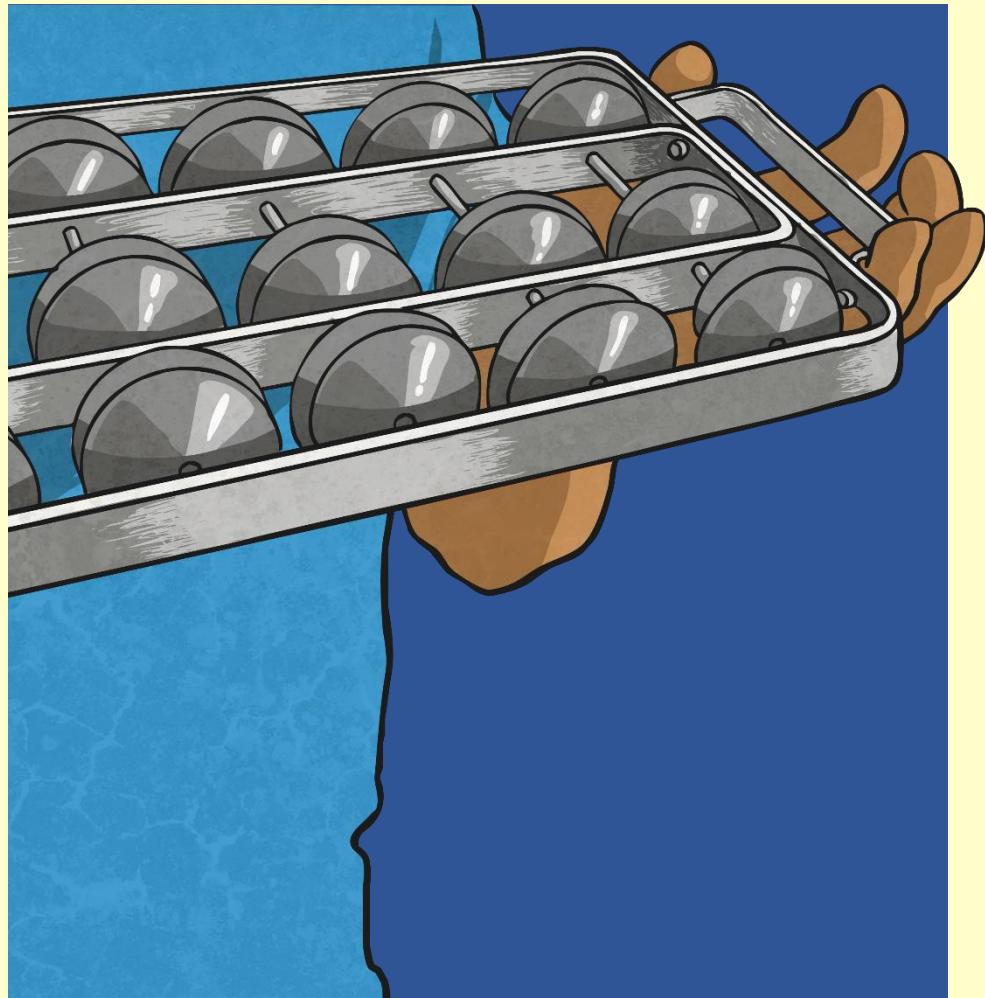
A tambourim player holds the small drum in his hand, and uses a special stranded stick to beat out the rhythms. By lifting their fingers on and off the drum skin, they can change the sound.



# Chocalho

The **chocalho** (show-cal-yo) sounds similar to the bells on a tambourine.

You hold it at both ends and shake back and forth in a constant rhythm.



Tuesday 7<sup>th</sup> June 2020

English

Learning objective: to write speech bubbles.

Steps to success

- Listen to Adele Moss telling the story of Sleeping Beauty (stop at 11 minutes).
- Discuss the wishes made for Aurora and list the four of them.
- Write a punctuated sentence in your best handwriting explaining which of these you think is the best wish. Use 'because' to explain your choice.
- Draw a picture of yourself.
- Write speech bubbles above your head containing punctuated sentences saying what your special wishes could be: 'May you always...'

Click the link to listen to 'Sleeping Beauty' being told by Adele Moss.

[http://player.hamilton-trust.org.uk/story\\_telling\\_display.php?cid=896](http://player.hamilton-trust.org.uk/story_telling_display.php?cid=896)



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

## Phonics

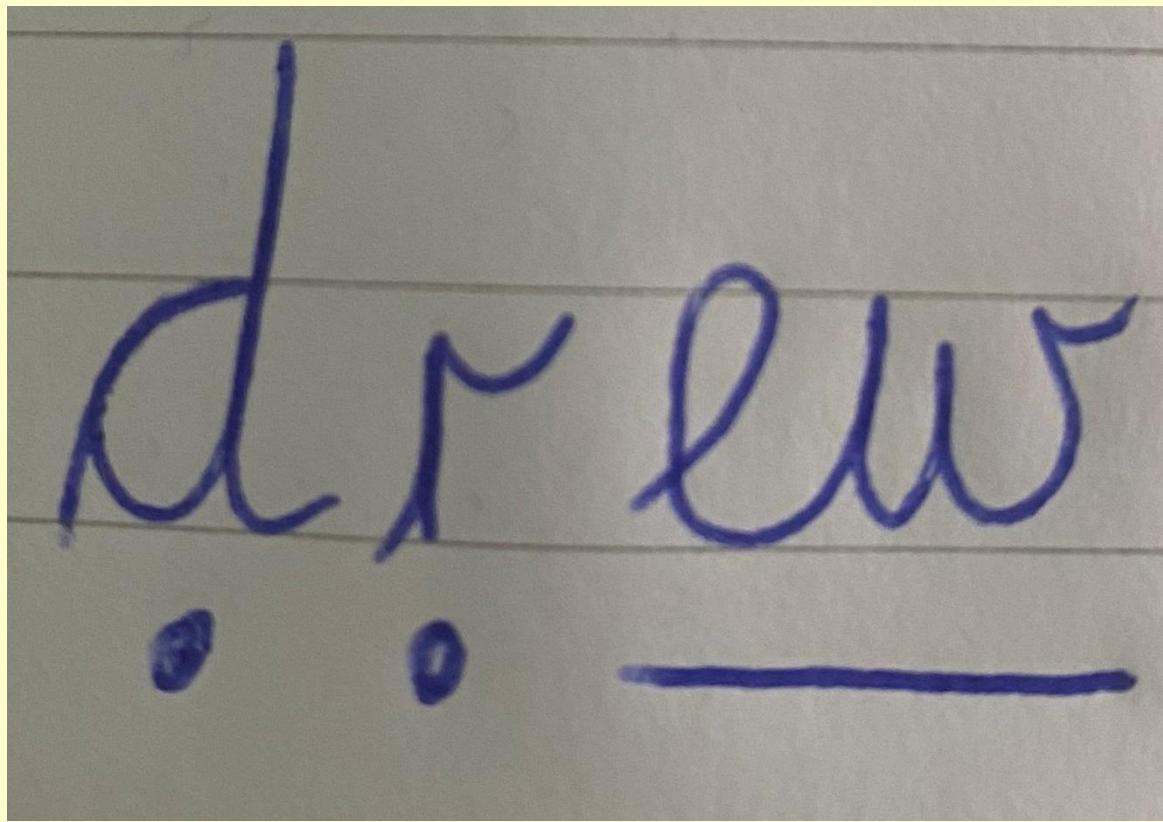
### Lesson 2

#### LO: to write and sound button ew

**ew**

#### Steps to Success:

- ✓ **Read the sound**
- ✓ **Do the action**
- ✓ **Read the words in the big jewel**
- ✓ **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

07.07.20

LO: to measure objects using units

Steps to Success:

- ✓ Look at the diagrams
- ✓ Read the instructions
- ✓ Count the cubes
- ✓ Circle true or false

Are the sentences true or false? Ring the correct answer.

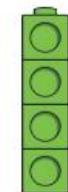
The daffodil is 5 cubes tall.



true

false

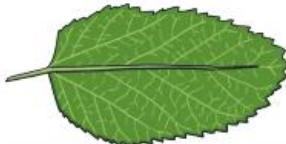
The butterfly is 10 cubes tall.



true

false

The leaf is 10 cubes long.

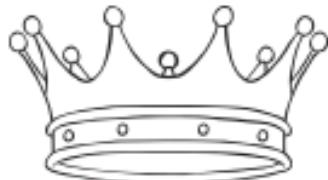


true

false

## Steps to Success:

- ✓ Look at the picture
- ✓ Shade the correct number of squares
- ✓ Count the squares
- ✓ Write the number



--	--	--	--	--	--	--

The crown is \_\_\_\_\_ squares long.



--	--	--	--	--	--	--	--

The prince is \_\_\_\_\_ squares tall.

--	--	--	--	--	--



The palace is \_\_\_\_\_ squares tall.



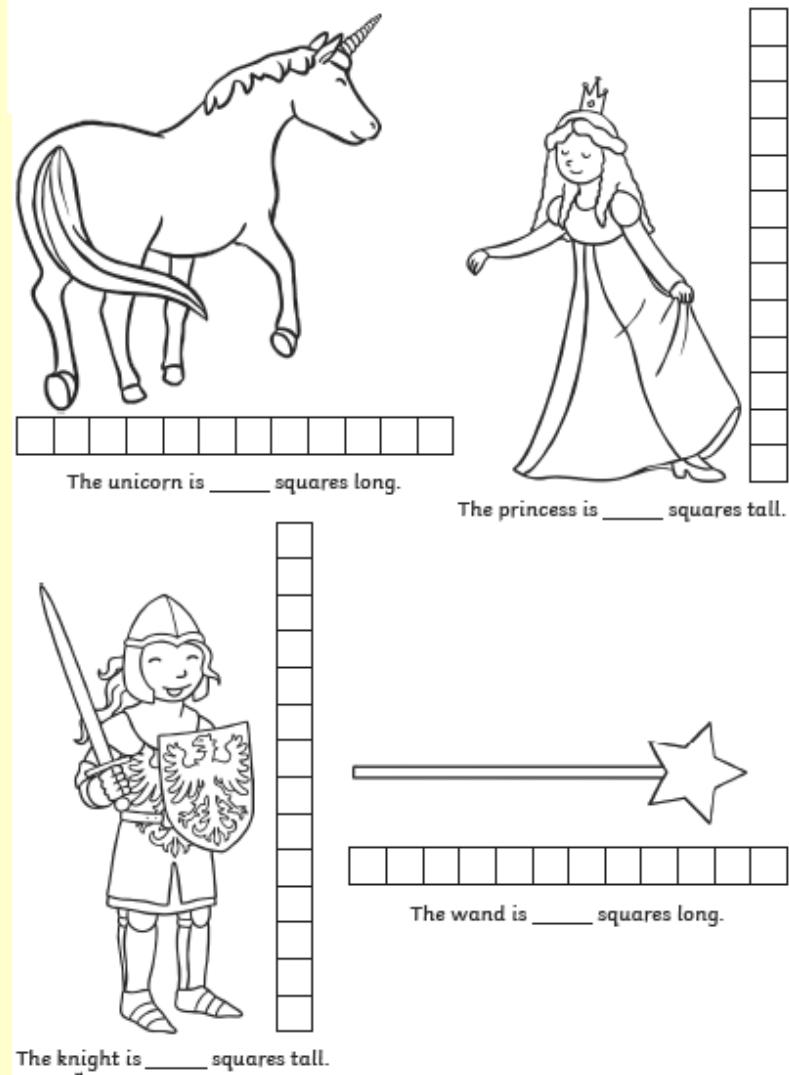
--	--	--	--	--	--	--	--	--	--

The dragon is \_\_\_\_\_ squares long.

\*

## Steps to Success:

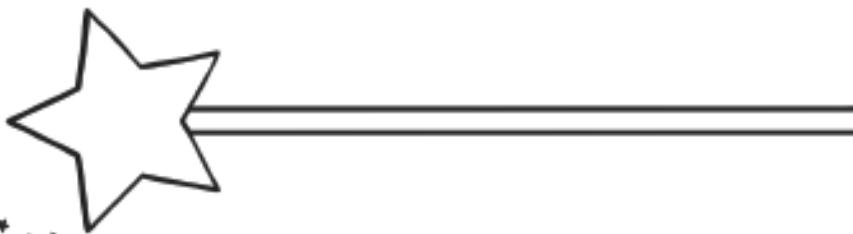
- ✓ Look at the picture
- ✓ Shade the correct number of squares
- ✓ Count the squares
- ✓ Write the number



## Steps to Success:

- ✓ **Look at the wand**
- ✓ **Estimate the number of objects**
- ✓ **Measure with the objects**
- ✓ **Write the number**

Unit	Estimate	Measurement
		
		
Four circular objects (two separate ones and two stacked together).		



Click for the BBC link

Tuesday 9<sup>th</sup> July 2020

Creative

Learning objective: to explore rhythm and pulse.

<https://www.bbc.co.uk/bitesize/topics/zcbkj6/articles/z2mqw6f>

Steps to success

- Watch the BBC video to find out about rhythm and pulse (link above).
- Discuss your understanding with an adult.
- Use the next 4 slides to practise creating rhythm and pulse (no equipment required).



# Can you keep a steady beat?

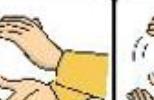
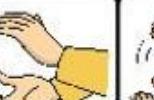


1	2	3	4	1	2	3	4	1	2	3	4
A pair of hands clapping once.	A pair of hands clapping twice.	A pair of hands clapping three times.									



## Can you add a stamp to beat 1?



1	2	3	4	1	2	3	4	1	2	3	4
											
											

# Speech Patterns

Everything we say is rhythmical.

"How are you?"

Can you say this along with the steady beat?

1

2

3

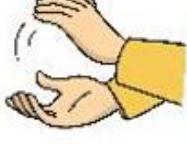
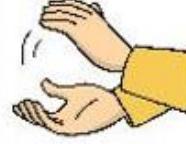
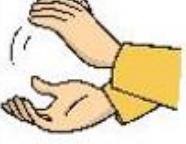
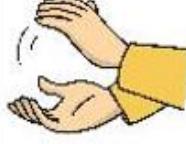
4

1

2

3

4



How

are

you?



How

are

you?

# Do You Have Something To Say?

Keep the pulse going.

One person chants a phrase, everyone echos.

This is called a 'call' and 'response'.

1

2

3

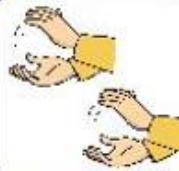
4

1

2

3

4



Cats

like to

sleep.



Cats

like to

sleep.

call



response



# Wednesday 8<sup>th</sup> July 2020

## English

**Learning objective: to identify similarities and differences between two texts.**

### **Steps to success**

- Listen to the second part of Adele Moss telling Sleeping Beauty (from 11.00 mins onwards).
- What differences do you both notice between the two versions?
- Record 3 similarities and differences (template below).
- In the story, the Prince wakes Sleeping Beauty with a kiss. Who else might have woken her up, and how would they have done it? Record your idea in full sentences (prompts below).

**Who or what else might have woken her up?**

**Say who might have woken the Princess: a dog, a bird, a thunderstorm, the post-lady.**

**Say how they would have woken her: Given her a lick; sung loudly; boomed with thunder; a knock on the door.**

Click the link to listen to 'Sleeping Beauty' being told by Adele Moss.

[http://player.hamilton-trust.org.uk/story\\_telling\\_display.php?cid=896](http://player.hamilton-trust.org.uk/story_telling_display.php?cid=896)

My Two Sleeping Beauties



and

Things that are the same	Things that are different

Which version did you prefer?

# Phonics

## Lesson 3

LO: to listen and write words containing ew

**ew**

### 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**

### Words for dictation

few  
new  
pew  
grew  
chew  
drew

### Challenge

Can you put each word into a sentence?

## MATHS

08.07.20

LO: to interpret simple pictograms

Steps to Success:

- ✓ Look at the pictogram
- ✓ Check the key
- ✓ Check the table of information
- ✓ Read the question
- ✓ Find the answer on the pictogram

Key: 😊 means 1 child

Fruit	Favorite Fruit
apple	😊😊😊😊😊
banana	😊😊😊😊😊😊
strawberry	😊😊😊
pear	😊😊
grapes	😊😊😊😊

1. How many children said apples were their favourite?

---

—

2. Which fruit was the most popular?

---

—

3. Which fruit was the least popular?

---

—

4. Which fruit was chosen by 4 children?

---

—

5. How many children were asked?

---

—

This pictograph shows how a class of children travel to school.



= 1

walk 							
bus 							
scooter 							
bike 							
car 							

How many children travel by scooter? \_\_\_\_\_

How many children travel by car? \_\_\_\_\_

Which is the least popular way of travelling to school? \_\_\_\_\_

Which is the most popular way of travelling to school? \_\_\_\_\_

How many children walk and travel by bike all together? \_\_\_\_\_

How many more children travel by scooter than on a bus? \_\_\_\_\_

How many children are there all together? \_\_\_\_\_

2 new children join the class and they travel by bus. Show this on the pictograph.

Wednesday 1<sup>st</sup> July 2020

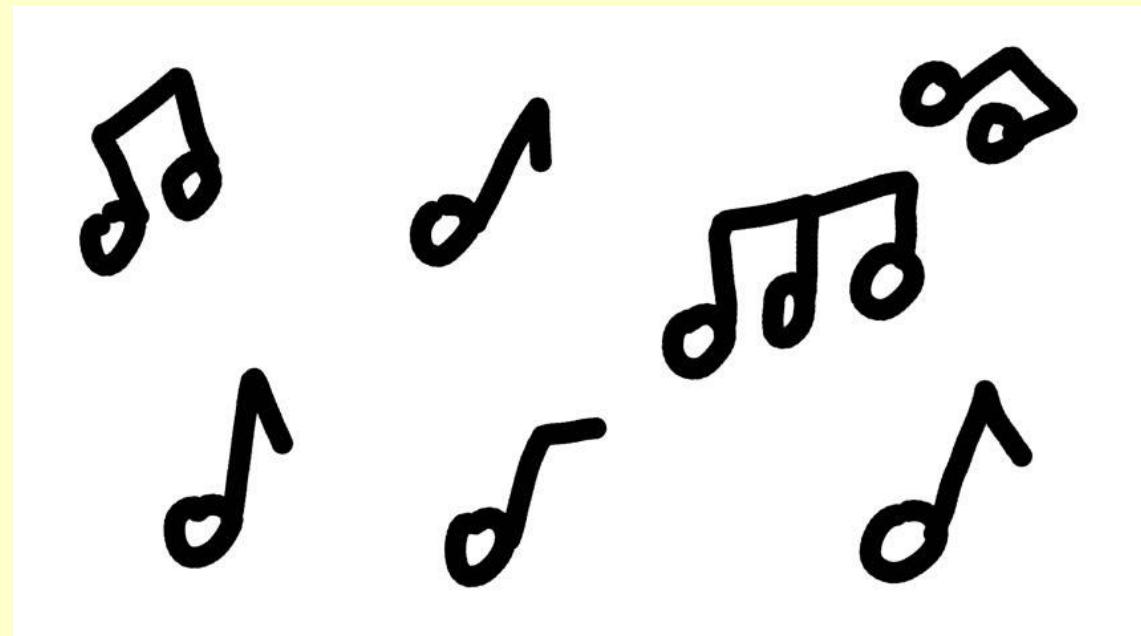
Clapping warm up video link

## Creative

Learning objective: to create a rhythm pattern.

### Steps to success

- Recap learning of pulse and rhythm. Can you remember what the words mean?
- Warm up with the clapping video linked.
- Use the template on the next page to create your own rhythm patterns.
- Challenge – Make one phrases topic themed!



<https://www.youtube.com/watch?v=9sSOOeABaFs>

Choose 4 phrases of your own that have different rhythm patterns. They don't have to make sense! Practise with different people being the caller, and all responding.

1

2

3

4




Thursday 9<sup>th</sup> July 2020

English

Click the link to read all about birds!

Learning objective: to write descriptive sentences.

<https://www.activewild.com/common-british-birds/>

Steps to success

- Open the link and read the paragraph about Blue Tits – the kind of bird in the pictures from Sleeping Beauty!
- Prepare a bird spotting chart to use next week during outdoor time. Choose the birds you are hoping to see or regularly see in your outdoor space.
- Using the images on the next slide, write sentences about the bird's appearance. Using and to join your description together.



The Blue Tit is very small and has amazing blue wings. It has a yellow chest.



# Spelling

## Lesson 4

LO: to spell words containing ew

**ew**

### Steps to Success:

- ✓ **Read the spelling list**
- ✓ **Highlight ew 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?**

<b>Look</b> 	<b>Copy</b> 	<b>Cover and Write</b> 	<b>Cover and Write</b> 
bud			
sun			
held			
few			
flew			
grew			
chew			
because			
want			
newspaper			

## MATHS

09.07.20

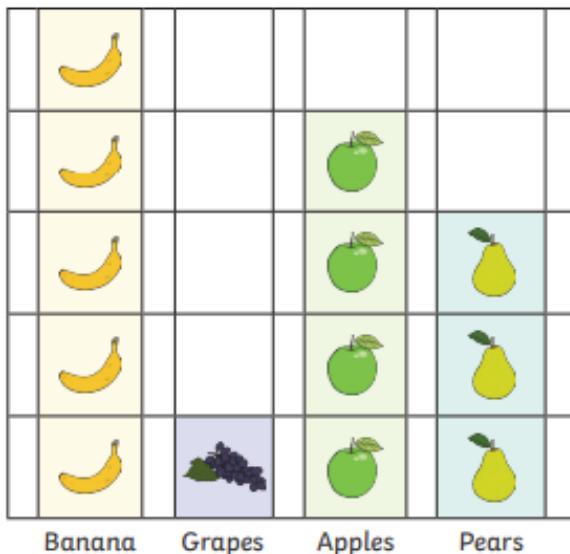
LO: to interpret scaled pictograms

Steps to Success:

- ✓ Look at the pictogram
- ✓ Check the key
- ✓ Check the axis
- ✓ Read the question
- ✓ Find the answer on the pictogram

## Favourite Fruit

-  = 2 children
-  = 2 children
-  = 2 children
-  = 2 children



Answer the following questions.

What is the favourite fruit? \_\_\_\_\_

How many children chose apples as their favourite fruit? \_\_\_\_\_

How many more children chose bananas than grapes, as their favourite fruit? \_\_\_\_\_

How many children chose apples or pears as their favourite fruit? \_\_\_\_\_



= 2 children



= 2 children



= 2 children

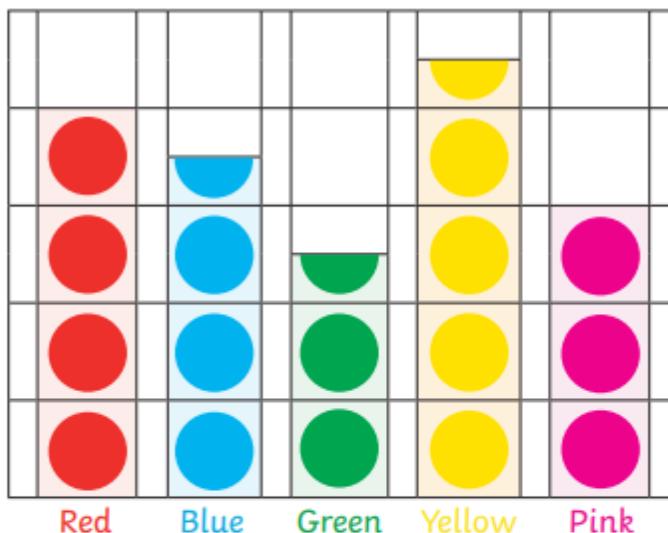


= 2 children



= 2 children

### Favourite Colour



Answer the following questions.

What is the least favourite colour? \_\_\_\_\_

How many children chose yellow as their favourite colour? \_\_\_\_\_

How many fewer children chose green than blue as their favourite colour? \_\_\_\_\_

How many children chose pink and red as their favourite colour? \_\_\_\_\_

### Challenge

Write 3 questions about this pictogram

1.

\_\_\_\_\_

\_\_\_\_\_

—

2.

\_\_\_\_\_

\_\_\_\_\_

—

3.

\_\_\_\_\_

\_\_\_\_\_

—

Learning objective: to read symbols and make body percussion.

**Steps to success**

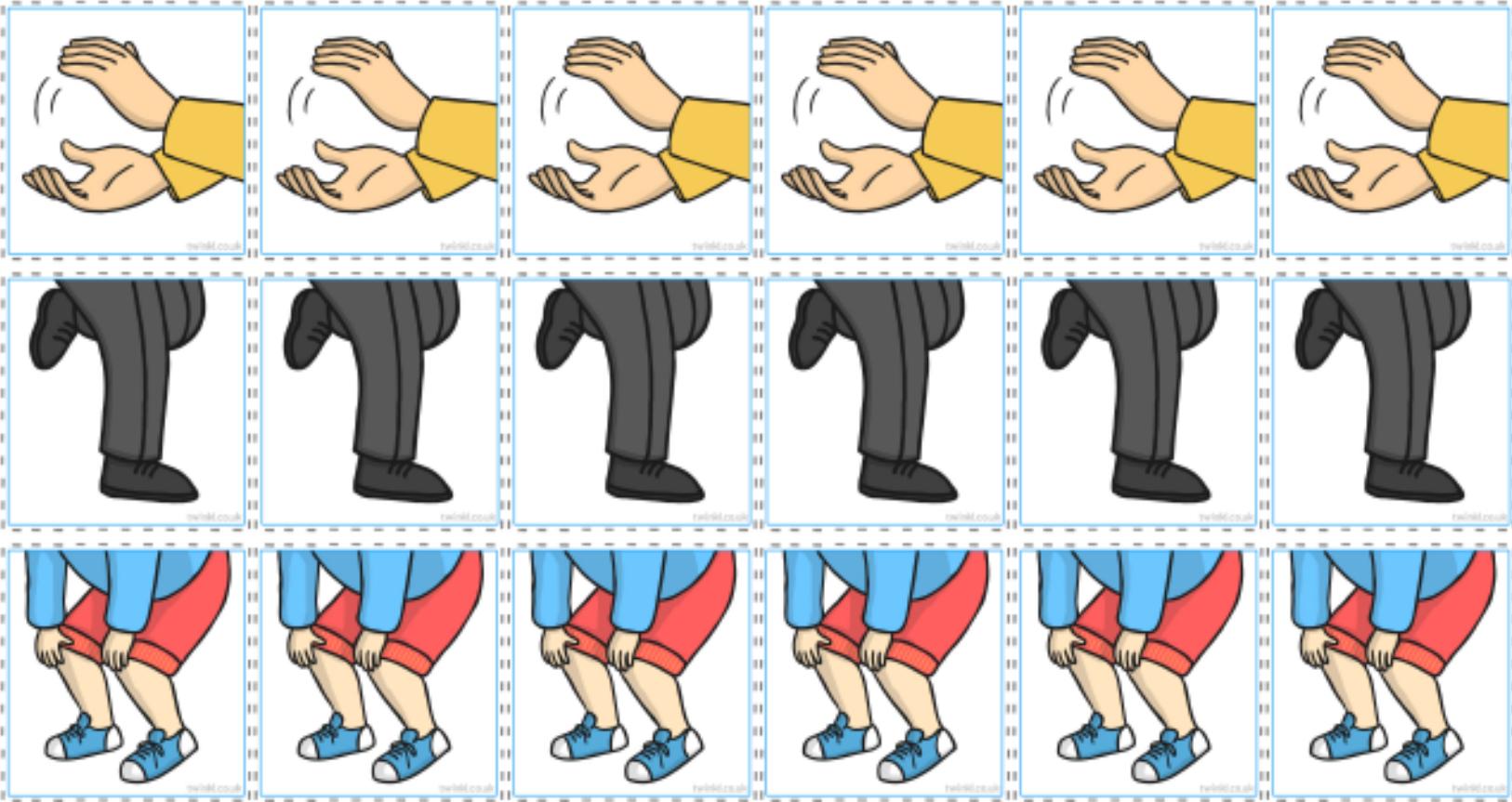
- Read the information on the next 7 slides (after templates) with an adult.
- Explore making body percussion – how many different sounds can you make?
- Use the templates to write your own body percussion music.
- Use your body percussion music sheet to perform.



--	--	--	--	--	--

--	--	--	--	--	--

--	--	--	--	--	--

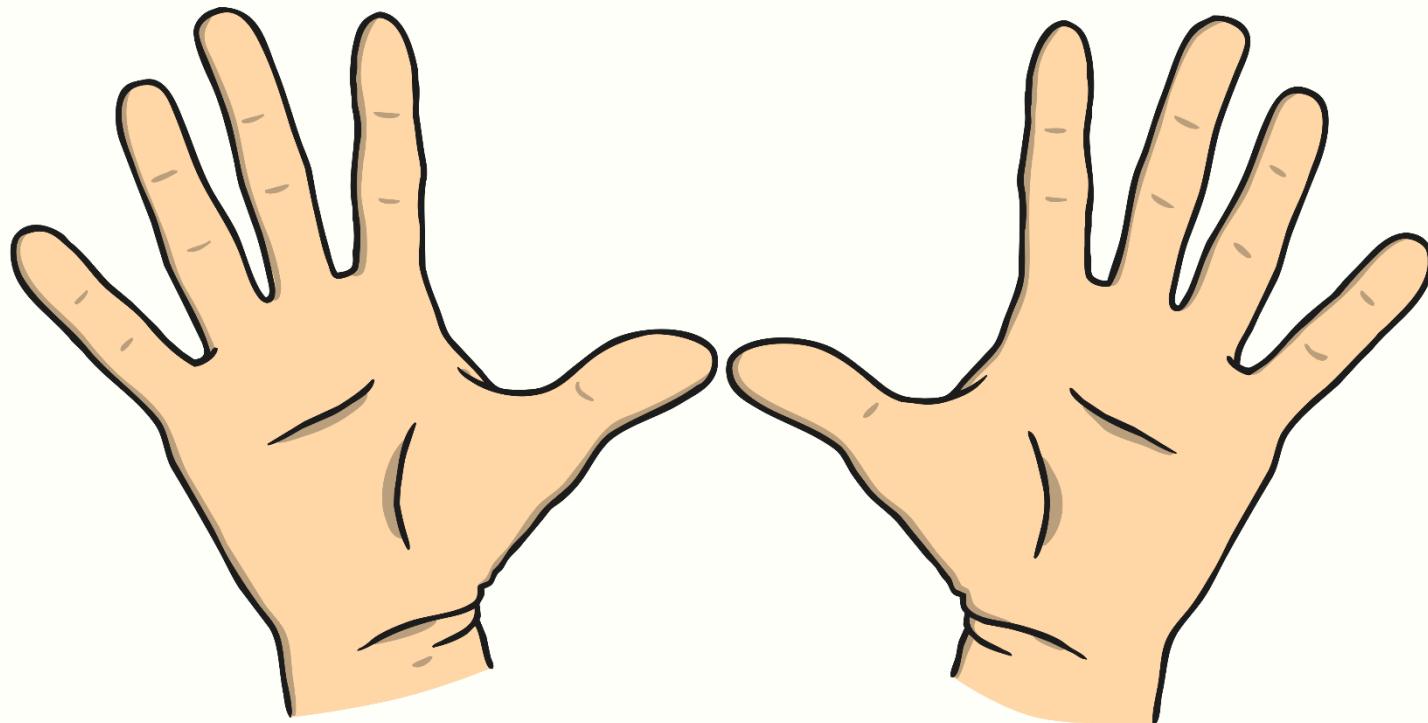


# Body Percussion

Let's use our bodies to make sounds!

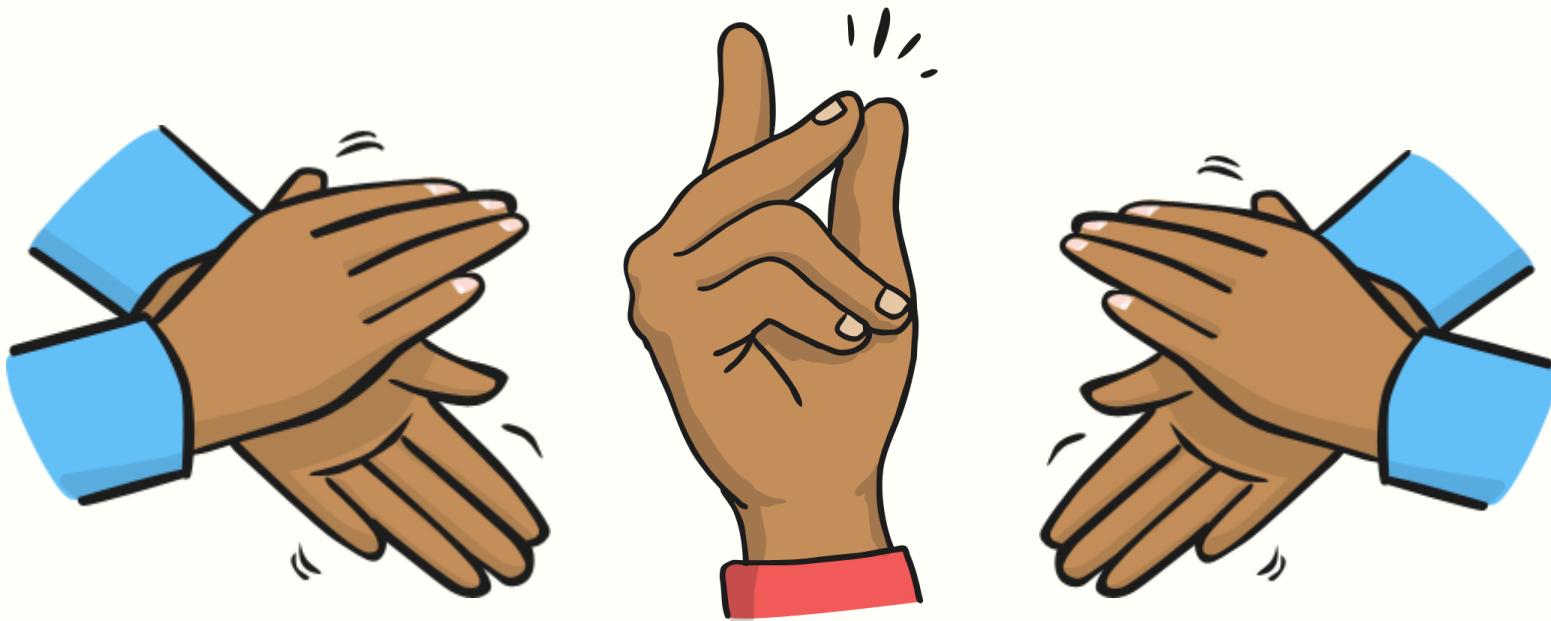


What noises can you make with your fingers or hands?

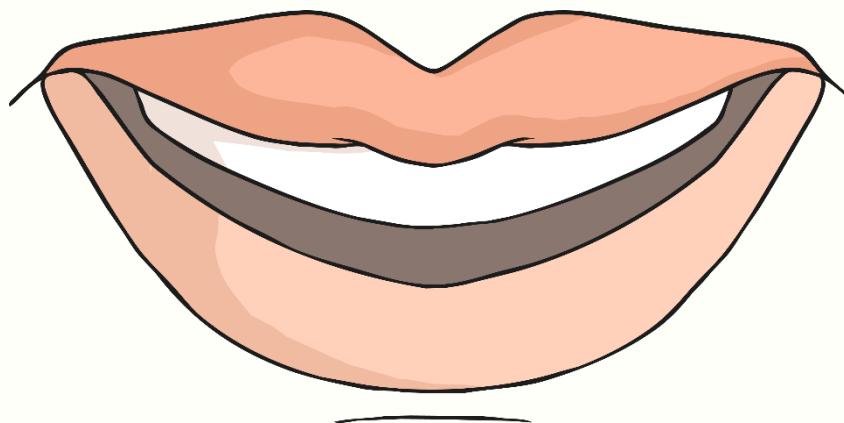


Can you...?

Clap! Snap! Click! Tap



# What noises can you make with your mouth?

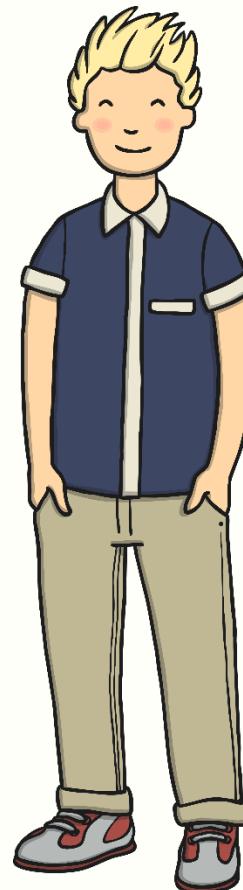


# Can you...?

Pop! Shhhhhh! Hum



# What sounds can you make with your feet?



Can you...?

Stomp! Stamp! Tap!



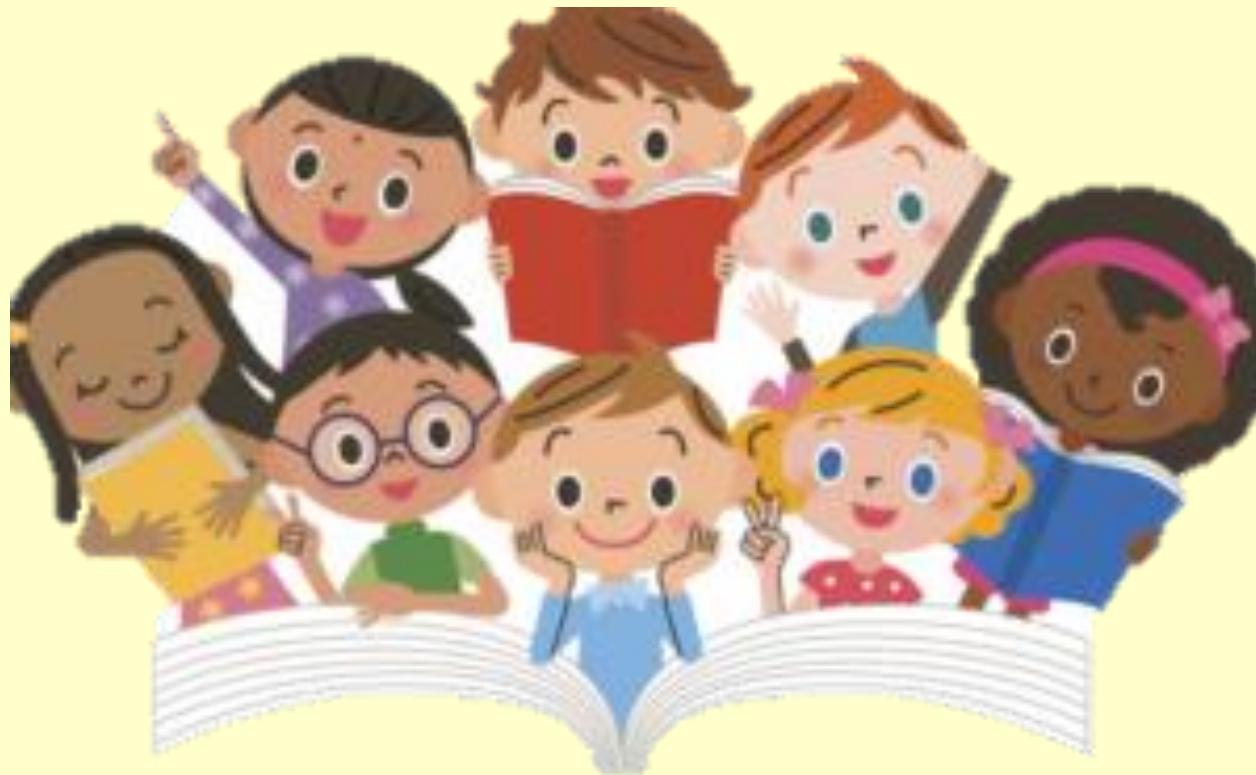
Friday 10<sup>th</sup> July 2020

English

Learning objective: to answer questions about a text.

Steps to success

- Use your phonic skills to read 'Stop Telling Fibs!' (on next slide).
- Listen to the questions (on next slides)
- Look at the text to find the answer and to help with spelling.
- Record your answers.



# Stop Telling Fibs!

Stop Telling Fibs!

"Tomek, hurry up and get ready!" yelled Mum from downstairs.

"I can't get ready," said Tomek, "there's a grizzly bear in my underwear!"

"Stop telling fibs!" said Mum.



"Get in the car or you'll be late for school," said Mummy.

"I can't get in the car," said Tomek, "there's a goat in my coat!"

"Stop telling fibs!" said Mummy.



"Time to put your things away and go to your classes," said Mr Peters at breakfast club.

"I can't put my things away," said Tomek, "there's a stag in my bag!"

"Stop telling fibs!" said Mr Peters.



"Wrap up warm for home time," said Miss Li.

"I can't wrap up warm," said Tomek, "there's a kitten in my mitten!"

"Stop telling fibs!" said Miss Li.



"You need to get changed for swimming," said Jen.

"I can't get changed for swimming," said Tomek, "there are skunks in my trunks!"

"Stop telling fibs!" said Jen.

"Time to get ready for bed," said Mum.

"I can't get ready for bed," said Tomek, "there are llamas in my pyjamas."

"Stop telling fi... Arghh!"



1. Who are the characters in the story?

Circle one.

**Teddy**

**Tomek**

**Tobin**

2. What is the first animal we meet in the story?

Tick one box.

**A cat**

**A bear**

**A moose**

3. Why can't Tomek get in the car? Write your answer on the line.

---

4. What do all the adults keep saying to Tomek? Write your answer on the line,

---

5. What item of clothing does Tomek find the llamas wearing?

Circle one.

**A hat**

**A scarf**

**Pyjamas**

# Grammar and Punctuation

## Lesson 5

### LO: to read compound words

#### Steps to Success:

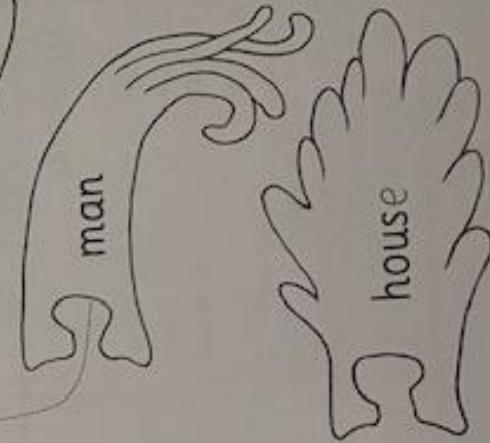
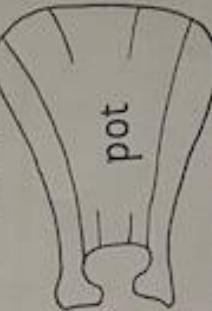
- ✓ compound words are made up of 2 (or more) words
- ✓ Look at the words
- ✓ Blend them
- ✓ Find words that make sense
- ✓ Match the birds with their tails

#### Examples of compound words

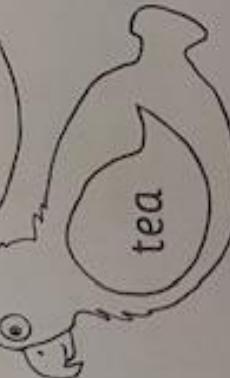
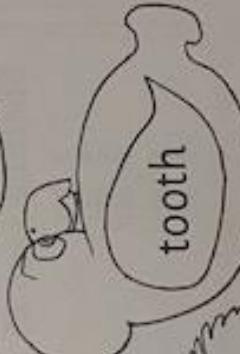
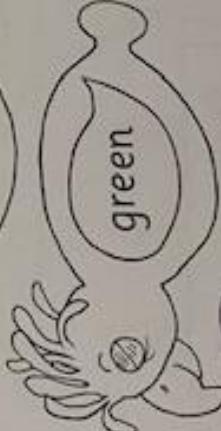
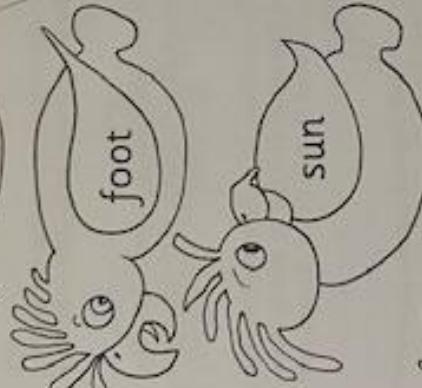
blue + bell  
tooth + brush  
sun + flower  
rain + coat  
star + fish  
black + bird  
arm + chair  
sea + shell  
foot + ball  
cow + boy  
cow + girl  
ear + ring  
butter + fly

## Compound Words

The compound birds have muddled up their tails.  
Can you sort them out?



house



tea

## MATHS

10.07.20

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

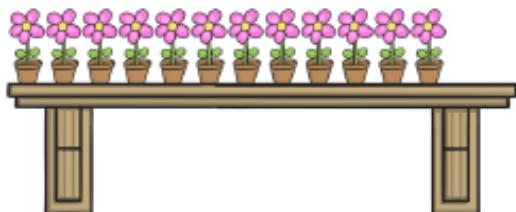
### Section 1

What's next?

5	10	15	20			
---	----	----	----	--	--	--

### Section 2

Add 1 more flower.



There would be  flowers altogether

### Section 3

What's the missing number?

$$15 - \boxed{\phantom{0}} = 5$$



### Section 4

Which line is the longest?

- A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_

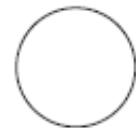
### Section 5

If Sarah has 14 apples and she shares them equally with Lisa, how many apples will they have each?



### Section 6

Colour half of these shapes.



### Section 7

Circle the odd numbers:

12

18

13

21

17

11

### Section 8

Fill in the boxes:

$$20 + \boxed{\phantom{0}} = 25$$

$$17 + \boxed{\phantom{0}} = 23$$

## Challenge B

### Section 1

Write a number sentence to show how many beads there are altogether.



### Section 3

If today is Tuesday, what day was it 2 days ago?

Put a circle around the correct day.

Wednesday   Sunday   Saturday

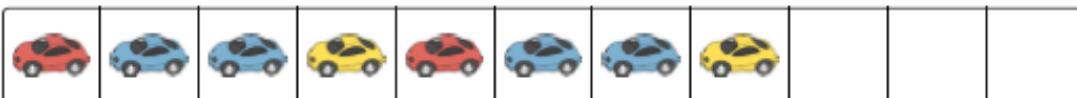
### Section 4

Imagine seeing 3 elephants at the zoo.

How many legs would you see?

### Section 2

Draw and colour the next 3 cars in the pattern.

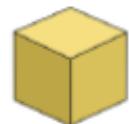


### Section 5

Draw lines to match the name and the shape.



cube



sphere



triangular prism



cuboid

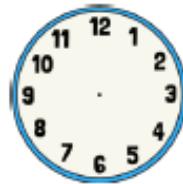
### Section 6

Which jug is half full?  
Tick the correct one.



### Section 7

Make this clock show quarter past 8.



### Section 8

How much money is here?

