

W/B 08/03/21

	9 am Calculation	9.20 am Maths	10.20 am Break	10.30 am Phonics	11 am English	12 pm Lunch	1 pm Rockstars or Numbots	1.30 pm Topic	2.30 pm Reading
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Monday	Odd and even numbers	Compare length		Compound words	World book week 1- Mrs E-G's story		Log onto rockstars and work on your maths recall https://trockstars.com/	P.E.	Reading comp
Tuesday	Number bonds	Order length		Jumbled up words- unscramble the words	World book week 2- Mrs Poyner's story		Log onto rockstars and work on your maths recall https://trockstars.com/	Science- Identify and classify litter	
Wednesday	Multiplication	Four operations with length		Word search	World book week 3- Miss Evan's story		Log onto rockstars and work on your maths recall https://trockstars.com/	Topic- DT	Reading comp
Thursday	Patterns	Problem solving with length		Adding suffixes	World book week 4- Miss		Log onto rockstars and work on your maths recall https://trockstars.com/	P.E.	

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					Salter's story				
Friday	10 times table	Mini assessment		Homophone s	World book week 5		Log onto rockstars and work on your maths recall https://trockstars.com/	R.E.- disciples of Jesus	Reading comp

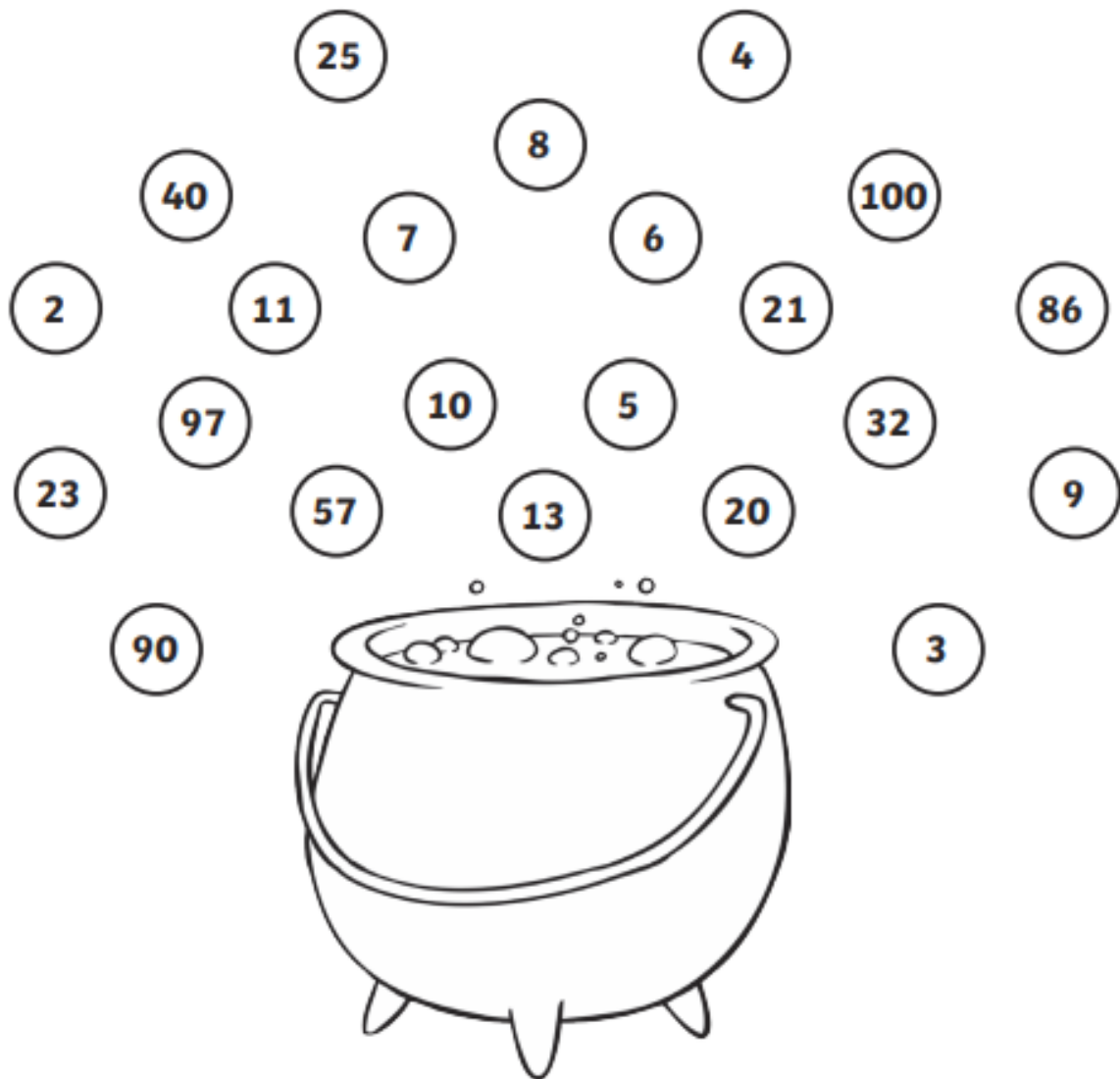
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Monday- calculation

Odd and Even

The witches have been making a maths potion. Can you help them to spot the odd and even numbers in the bubbles?

Colour all of the odd numbers in yellow and all of the even numbers in blue.



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Monday- maths

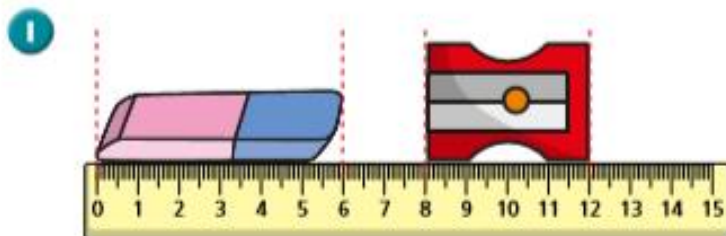
You are looking at comparing length today.

Please follow the link for the video:

<https://vimeo.com/430299221>

Then complete the activity below.

Compare lengths



Choose a word to complete the sentences.

shorter

longer

The rubber is _____ than the sharpener.

The sharpener is _____ than the rubber.

2 Write $<$, $>$ or $=$ to compare the statements.

a) 9 cm 23 cm

b) fifty metres 50 m

c) one metre 1 cm

3 Write digits in the boxes to make the statements correct.

a) cm $<$ 41 cm

b) 14 m $<$ m

c) 14 cm $>$ cm

d) 12 m $<$ m $<$ 20 m

Is there more than one answer for each?

4 Would you measure each one using centimetres or metres?

- a) the height of a baby
- b) the length of a pencil
- c) the height of a school
- d) the height of your teacher

What else would you measure in metres?

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

a) 39 cm + 9 cm 47 cm

b) 22 m - 6 m 0 m + 15 m

c) 4 cm + 13 cm 20 m - 3 m

Compare lengths

c) $14 \text{ cm} > \square \text{ cm}$

d) $12 \text{ m} < \square \text{ m} < 20 \text{ m}$

Is there more than one answer for each?

- 4 Would you measure each one using centimetres or metres?

- the height of a baby
- the length of a pencil
- the height of a school
- the height of your teacher

What else would you measure in metres?

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

a) $39 \text{ cm} + 9 \text{ cm} \bigcirc 47 \text{ cm}$

b) $22 \text{ m} - 6 \text{ m} \bigcirc 0 \text{ m} + 15 \text{ m}$

c) $4 \text{ cm} + 13 \text{ cm} \bigcirc 20 \text{ m} - 3 \text{ m}$

6

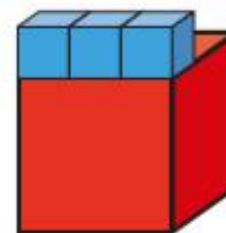
$5 \text{ m} = 5 \text{ cm}$

- a) Why is the statement wrong?
Talk about it with a partner

- b) Write $<$ or $>$ to correct the mistake.

$5 \text{ m} \bigcirc 5 \text{ cm}$

- 7 One large cube is three times as long as one small cube.



One small cube is 5 cm long.

- How long are 2 small cubes?
- How long are 10 small cubes?
- How long is 1 large cube?
- How long are 2 large cubes?

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Monday phonics/spelling

Compound Words Activity

1. Use the pictures below to make compound words.

earthquake

eyeball

popcorn

blackberry

basketball

butterfly

toothbrush

snowflake

fireplace

rainbow



+



=



+



=



+



=



+



=



+



=

2. Now write a sentence containing each of the other compound words from the word box. Don't forget capital letters and full stops!

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Monday- English

World Book Week introduction

This year World Book Day was on Thursday 4th March but we thought we would have a week exploring and enjoying different books.

Therefore, this week will be all about reading! The theme this year is 'Share a story' so you are in for a treat!

Today, Monday 8th March, I (Mrs Eckley-Gardner) will share with you part of my favourite story and then you will have some activities to complete about the story.

On Tuesday, Mrs Poyner will share her favourite story.

On Wednesday, it will be Miss Evans' turn to share some of her favourite story with you.

On Thursday, Miss Salter will need to choose her favourite! I wonder what it will be.

Then on Friday, it will be your turn! We cannot wait to hear all about your favourite stories.

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World Book Week - Monday, 8th March

My absolute favourite author of all time is the very famous Roald Dahl. He is an amazing writer and so good at describing things. I found it incredibly hard to choose my favourite book of his because all of them are very good stories. They are all good for you to read either on your own or with your grown-ups.

I have chosen the very famous BFG and some of you may have watched the movie of this. The BFG doesn't speak in correct English - the English we speak so some of his words are 'made up' which makes this story even more funny.

Watch this YouTube video of one of the chapters about 'Dreams' being read:

<https://www.youtube.com/watch?v=zkre6Mh6MoE&list=PLTaT-39YdBiqRmxdnLbTgg1blqXb2KBYW&index=49>

For your activity, I would like you to make your very own dream jar! Dream jars are where The BFG keeps the good dreams that he mixes before blowing them into the ears of sleeping children.

You can either actually make it in a jar (see instructions below) or you can draw what your dream jar would look like!

Once you have made or drawn your dream jar then you will need to write some very simple instructions about how you made it so that we can have a go at making them too!

Remember to use words like; first, then, next, after that, finally

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List Of Ingredients

1x Jam jar (Don't forget the lid!)

Cotton balls

3-4 Colours of acrylic paint

Paintbrush

Something to mix the paint in (a plastic cup or tub)

Glue

Glitter (optional, but fun!)

Water



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Method

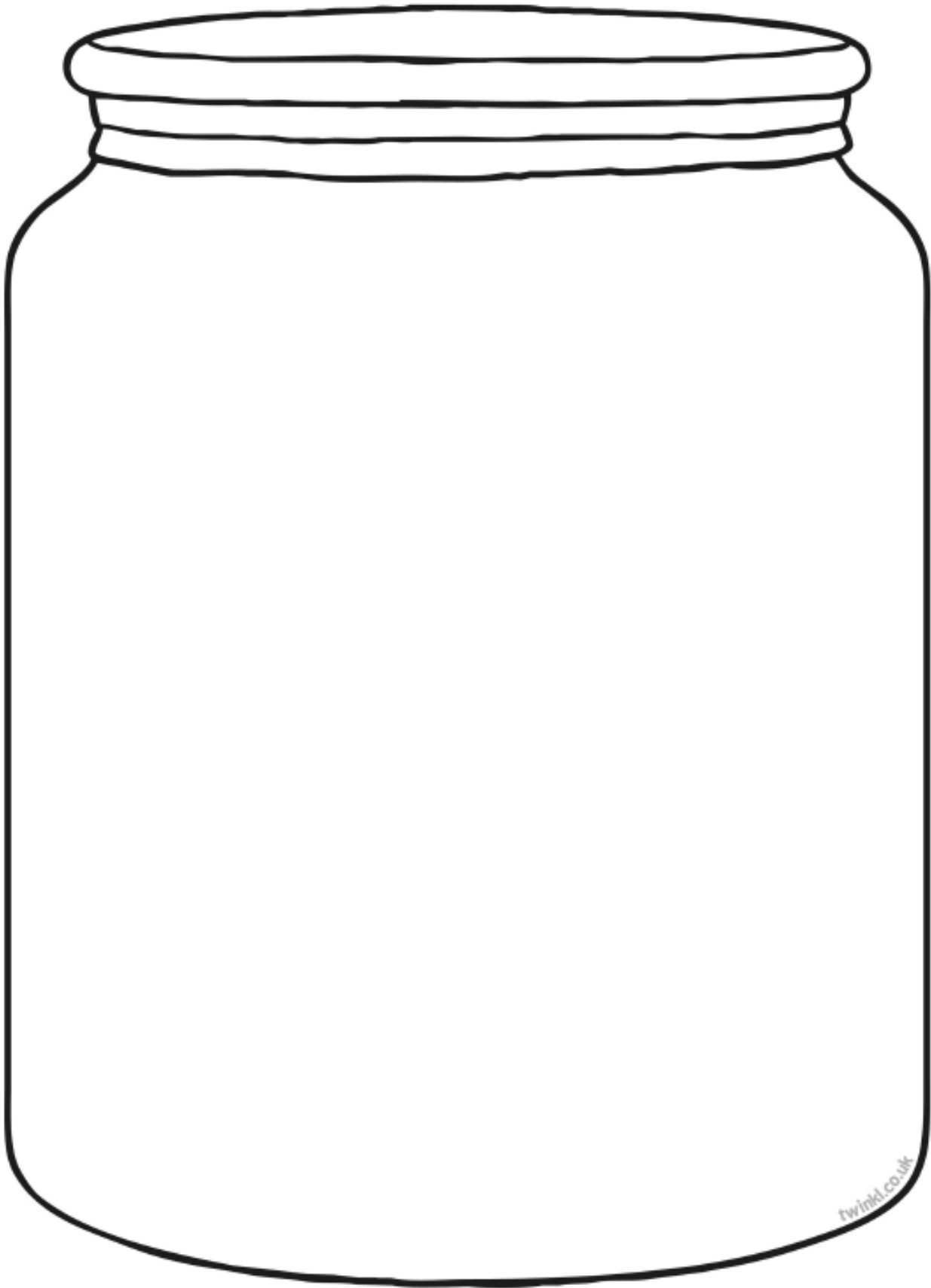
Start by placing 4-5 cotton balls in the jam jar. Use a pencil to poke them flat, for extra sparkle you could sprinkle glitter and sparkly stars in-between each layer.

Fill a cup half with water and put about 3-4 squirts of paint in each. Mix until the colour appears. Pour it on top of the cotton balls. Continue this process layer by layer with different colours! Kids can experiment what happens when you use more or less cotton balls on each layer. Finish your Dream Jar by gluing the lid tight to avoid getting UCKY-MUCKY!

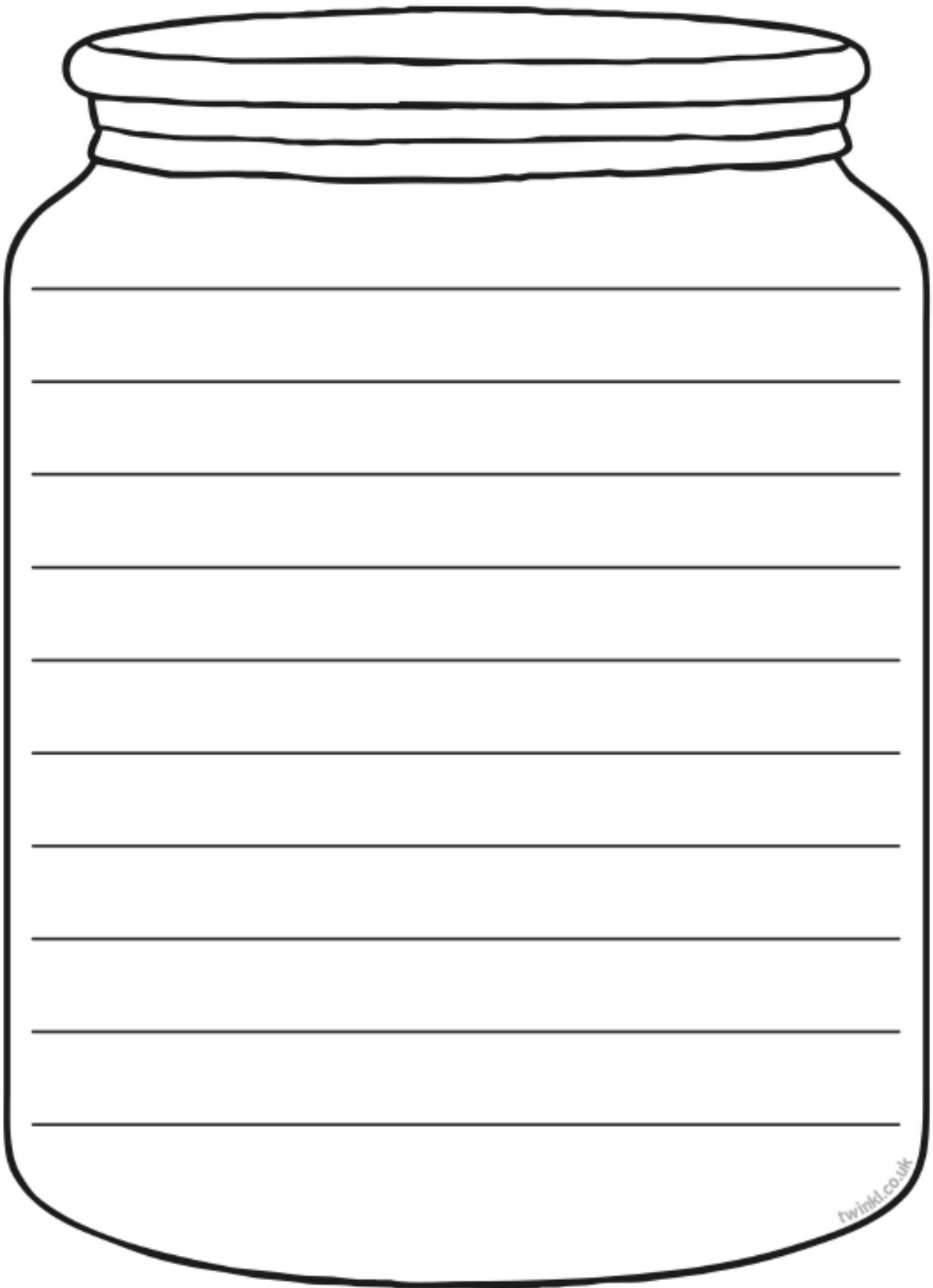
Once you've mastered your dream jar, why not get creative with these fun ideas?

- Use **googly eyes** to make it look like little critters are hiding in the dream.
- Use colourful sweet wrappers if your dream takes place in a sweet shop.
- If you dream of flying then use gemstones for stars and **blue** and **white** paint for the sky.
- Experiment with colours: Use **gold** and **white** for a royal dream; **red**, **white** and **blue** for a patriotic dream; **black**, **green** and **red** for a nightmare.
- Use **stickers**, **marker pens** and **patterned tape** to decorate the outside of the jar.

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Monday- P.E.

Have a go at one of these yoga sessions. Follow the link to pick your video.

<https://www.youtube.com/channel/UC5wIZ2KOZZeQDQo-Gsi-gbQ>

Monday- reading comprehension

How the Kangaroos Got Their Tails

11 A long, long time ago, two kangaroos lived in the country
20 now known as Australia. The large, brown kangaroo was
30 from the plains and the smaller, grey kangaroo was from
41 the hills. One day, the grey kangaroo really wanted to eat
53 some wild bush honey, so he followed a swarm of bees to
65 their hive in the hole of a rock. The grey kangaroo reached
76 inside and pulled out a handful of gooey honey. It was
85 delicious and now the big, brown kangaroo also wanted
95 some for himself. The grey kangaroo told him to reach
108 his arm right into the back of the hole to get the tastiest
113 honey. The brown kangaroo did
121 this but all he pulled out was a
126 handful of spiders. He had
128 been tricked!



Quick Questions



1. How do you think the grey kangaroo was feeling when he followed the bees?



2. Which was the largest kangaroo?



3. Find and copy the word that means the same as the adjective 'sticky'.

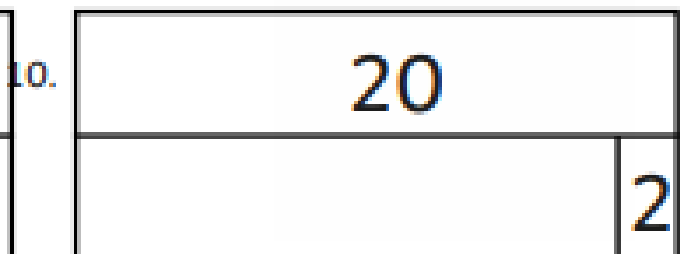
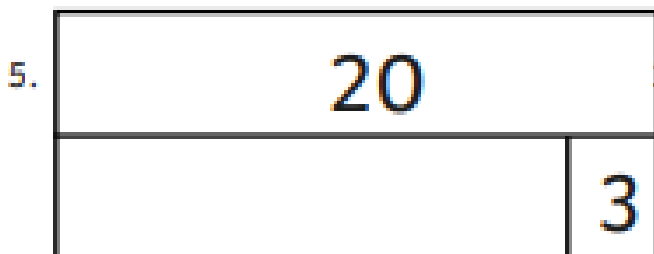
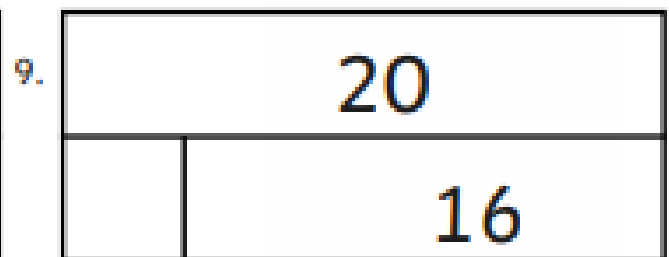
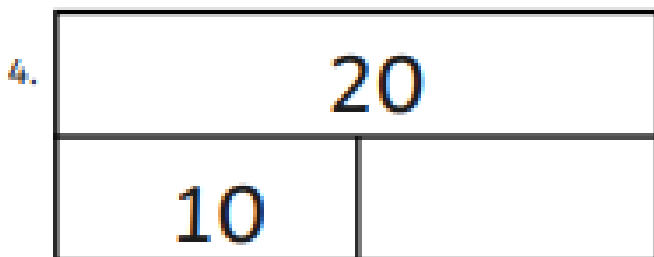
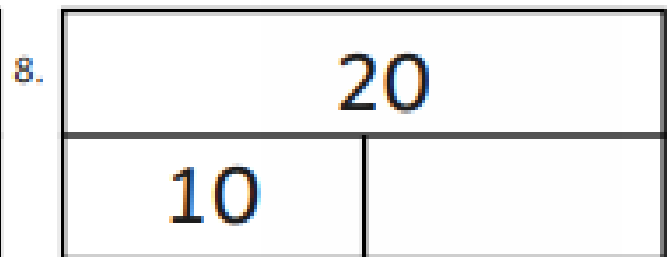
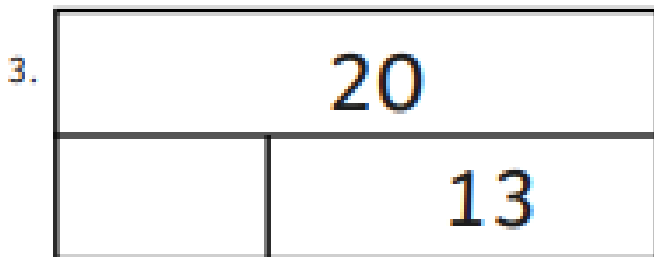
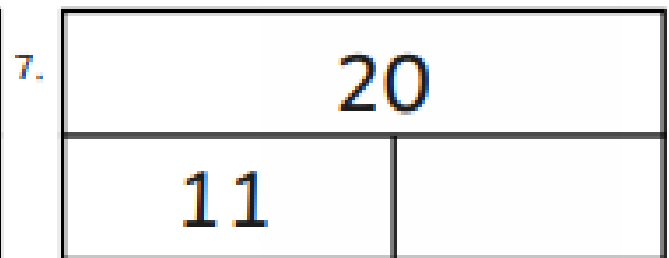
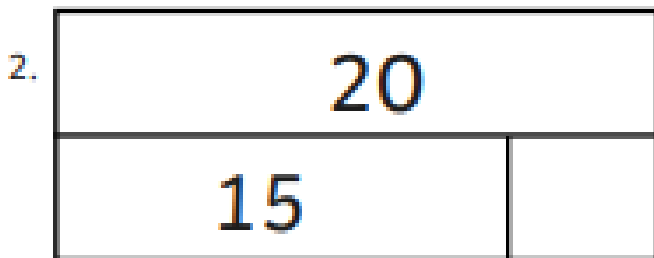
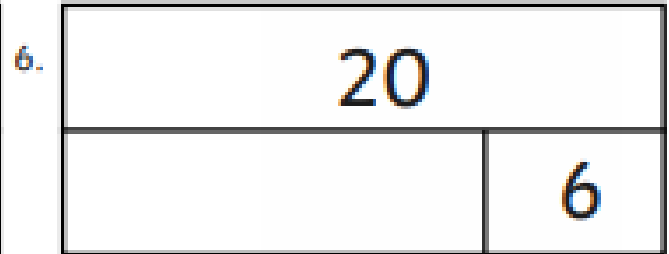
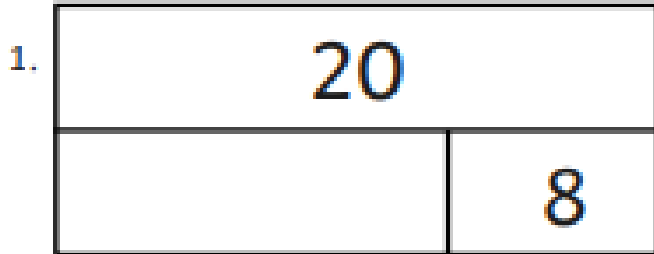


4. Number these facts from 1 to 3 to show the order they appear in the text.

- The brown kangaroo pulled out a handful of spiders.
- The grey kangaroo followed the bees.
- The grey kangaroo ate some wild bush honey.

Tuesday- calculation (number bonds)

Use known number facts to fill in the missing numbers on these bar models.



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Tuesday- maths

You are looking at ordering length today.

Please follow the link for the video:

<https://vimeo.com/405439587>

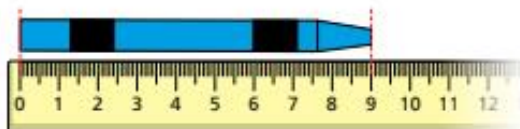
Then complete the activity below.

Order lengths

- 1 Ron, Annie and Mo each have a crayon.
They are measuring the length of their crayons.



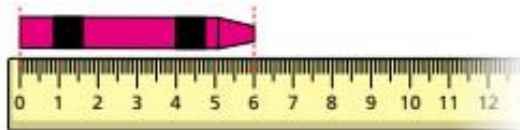
Ron



Annie



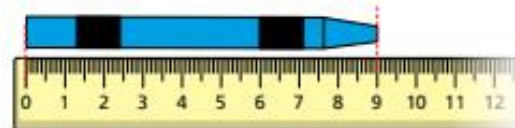
Mo



- a) Who has the shortest crayon?
b) Who has the longest crayon?

- 2 Ron compares the length of his crayon with Dora and Whitney's crayons.

Ron



Dora



Whitney



- a) How long is Dora's crayon?
b)



I have the longest crayon because my crayon goes all the way to the last number on my ruler.

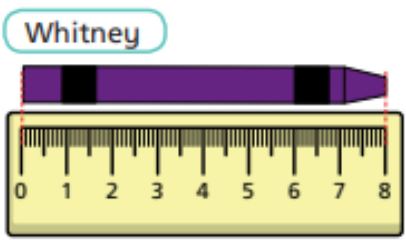
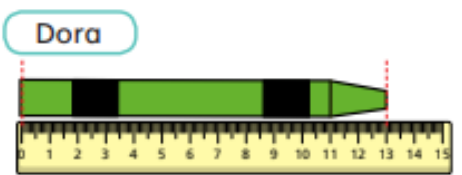
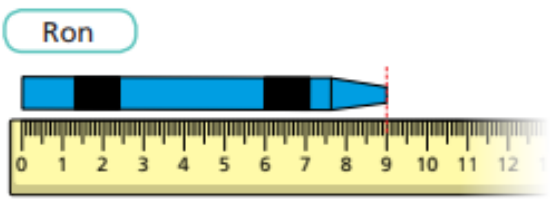
Why is Whitney wrong?



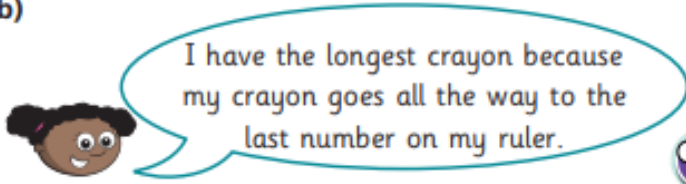
Order lengths



2 Ron compares the length of his crayon with Dora and Whitney's crayons.



- a) How long is Dora's crayon?
- b)



Why is Whitney wrong?



- 3 Choose five objects from your classroom.
 - a) How could you estimate which will be the longest?
 - b) Use a ruler to measure the length of the objects to the nearest centimetre.

Complete the table.

Object	Length

- c) Write your objects in order of length. Start with the shortest object.

- 4 There are four buildings.
 - Building A is 22 m tall.
 - Building B is half the height of building A.
 - Building C is 14 m tall.
 - Building D is double the height of building C.

Put the buildings in order from tallest to shortest. Draw a picture to help.



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Tuesday phonics/spelling

Word Jumble Spelling Activity

1. Fill in the missing letters.

stopped	knitted	travelled	labelled	bigger
thinner	fatter	runner	happiest	saddest

daverltel _____ potsdep _____

nrneu _____ psiethap _____

girebg _____ rateft _____

bellalde _____ rnhiten _____

tdsadse _____ dnkteti _____

2. Now choose 5 of these words and write a sentence for each word.

Don't forget capital letters and full stops!

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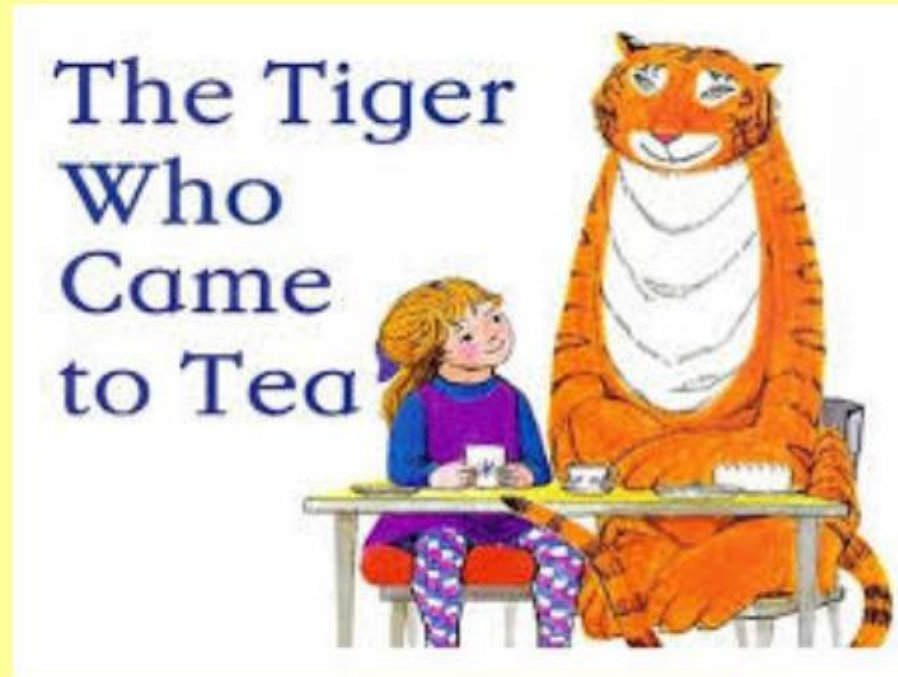
Tuesday- English

Today our story is one of Mrs Poyner's favourites.
I wonder what it could be ...



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Mrs Poyner's story to share is...



By Judith Kerr

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Watch the story here: <https://www.youtube.com/watch?v=BXgW9UCgpc8>

You are the tiger.



You are now going to write a letter to Sophie and her mum to say thank you!

What should you include in a letter?

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Features

*Address

*Date

*To/Dear

I am writing to you

because...

*Question

*Information

*From

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09.03.21



L.O.: To be able to write a letter.



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Tuesday Science



What is Recycling?



What does recycling mean?

How can you recycle?

Do you recycle at home? How?

Do you recycle at school? How?

What do you think happens to the materials we recycle?

Is it important to recycle? Why or why not?





What Can Be Recycled?



Paper and Cardboard - such as newspaper and cardboard boxes

Plastic – such as yoghurt pots and milk bottles

Metal – such as cans

Glass – such as bottles and jars

Clothes – such as jumpers and trousers

Garden Waste - such as grass cuttings

Food – such as apple cores and leftovers



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How to Recycle



Different areas of the country recycle using slightly different systems but the goal is the same - to recycle as much as possible.

How do you recycle at home?

How do you recycle at school?



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Photo courtesy of ByProjectMantana | Open world | CC BY-SA 3.0 | <http://creativecommons.org/licenses/by-sa/3.0/> via Wikimedia Commons

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The Recycling Process

Your household recycling is collected and taken to a recycling depot.



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The Recycling Process

The materials will be sorted by people, machines or a mix of both. In each case, the rubbish goes through the facility on a long conveyor belt.



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The Recycling Process

At the depot the recyclable materials are sorted into various categories:



paper and cardboard



metal



plastic



glass

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Why Is Recycling Important?



Recycling helps us to use less raw materials, reduces landfill and also reduces the amount of damaging greenhouse gases release.



Look at the arrows in the recycling symbol. What do the arrows represent?

Why is it important to recycle?

Photo courtesy of ColnGill (http://www.coln-gill.co.uk) under creative commons licence - all rights reserved.

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Recycling Sorting

Colour in and cut out the images and stick them in the correct box in the table.



visit [twinkl.com](https://www.twinkl.com)



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Wednesday- maths

You are looking at the four operations with length today.

Please follow the link for the video:

<https://vimeo.com/430299420>

Then complete the activity below.

Four operations with lengths

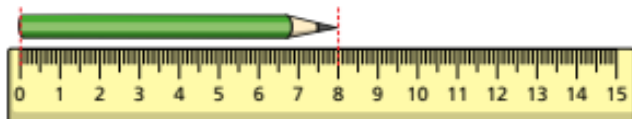
- 1 Eva has a toy car and a toy truck.
The toy car is 12 cm long.
The toy truck is 7 cm longer than the toy car.

- a) How long is the toy truck?
b) What is the total length of both toys together?



- 2 Mo measures his pencil at the start of Year 2, halfway through Year 2 and at the end of Year 2

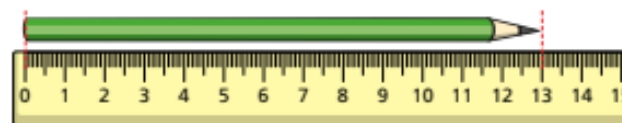
A



B



C



- a) Which picture (A, B or C) shows the pencil at the start of Year 2?
How do you know?
b) What is the difference between the longest and shortest length?

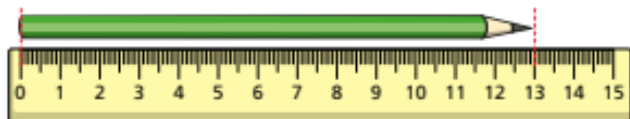
- 3 Jack, Teddy and Aisha buy cards for Dora's birthday.



- Teddy's card is 12 cm high.
- Jack's card is half the height of Teddy's card.
- Aisha's card is 3 cm taller than Teddy's card.

Four operations with lengths

C



- a) Which picture (A, B or C) shows the pencil at the start of Year 2?
How do you know?
- b) What is the difference between the longest and shortest length?

- 3 Jack, Teddy and Aisha buy cards for Dora's birthday.



- Teddy's card is 12 cm high.
- Jack's card is half the height of Teddy's card.
- Aisha's card is 3 cm taller than Teddy's card.

- a) What is the height of Jack's card?
- b) What is the height of Aisha's card?
- c) What is the difference in height between Jack's card and Aisha's card?



- 4 Kim is 87 cm tall and Huan is 78 cm tall.



Kim is taller than Brett.



Huan is shorter than Brett.

Which heights could Brett be?

80 cm 87 cm 78 cm 86 cm

- 5 The Year 2 classroom is 13 m long.



The Year 3 classroom is 8 m longer than the Year 2 classroom.

- a) How long is the Year 3 classroom?
- b) The Year 4 classroom is 3 m shorter than the Year 2 and Year 3 classrooms together.
How long is the Year 4 classroom?

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Wednesday phonics/spelling

Word Search

Can you find the words hidden in the grid below?



runny

mixed

all

sunny

mixing

walk

boxer

fixed

talk

fixing



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Wednesday- English

Wednesday 10th March

World book week

What books have we looked at already?



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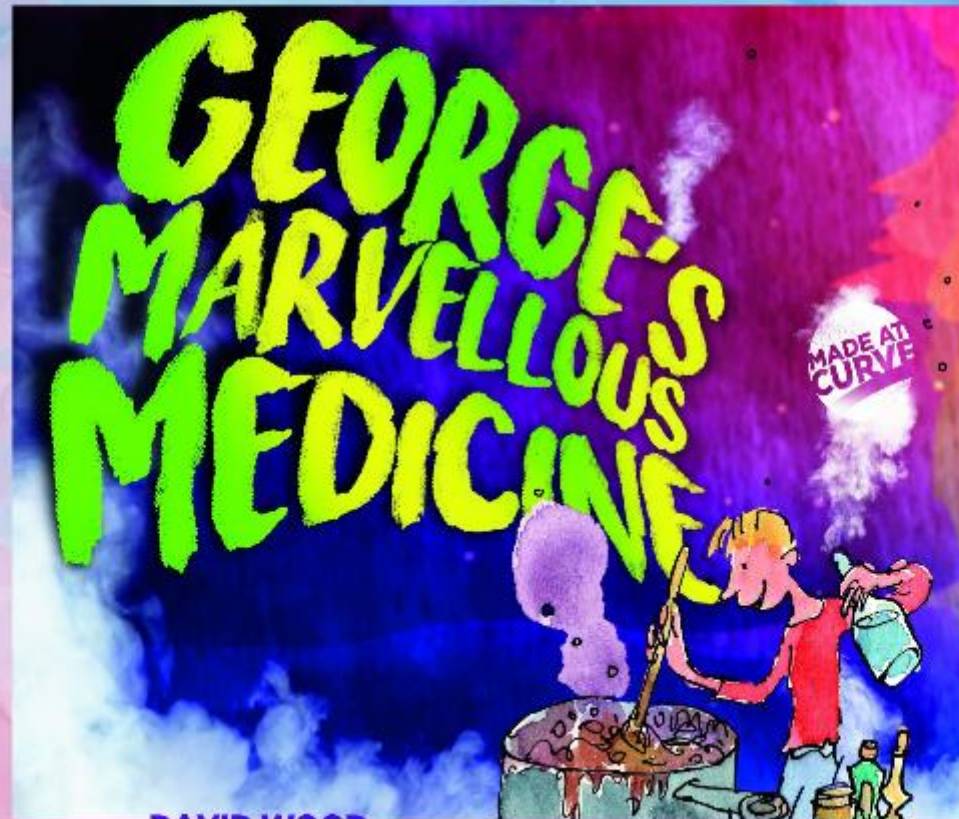
What book are we looking at today?

Here are some clues



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We are looking at George's Marvellous
Medicine.



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Watch this clip of the story and have a think about these questions.

Who does he give his potions too?

What do his potions do?

Who is George?

Find 2 videos here...

<https://www.bbc.co.uk/bitesize/articles/zfqsm39>

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What descriptive language can you find?

George mixed together sticky snail slime, green gruesome grasshoppers and scary scaly spiders. Soon the marvellous mixture began to froth and foam. A rich blue smoke, the colour of peacocks, rose from the surface of the liquid, and a fiery fearsome smell filled the kitchen. It made George choke and splutter. It was a smell unlike any he had smelled before. Whenever he got a whiff of it up his nose, firecrackers went off in his skull and electric prickles ran along the backs of his legs. George nervously gave the medicine to his evil Grandma. Suddenly she began to grow. It was a truly fantastic sight, this ancient scrawny old woman getting taller and taller, longer and longer, thinner and thinner, as though she were a piece of elastic being pulled upwards by invisible hands.

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What descriptive language could you find? I have started you off.

sticky snail slime

green gruesome grasshoppers

marvellous mixture

scary scaly spiders



L.O: To create and describe a magical potion.

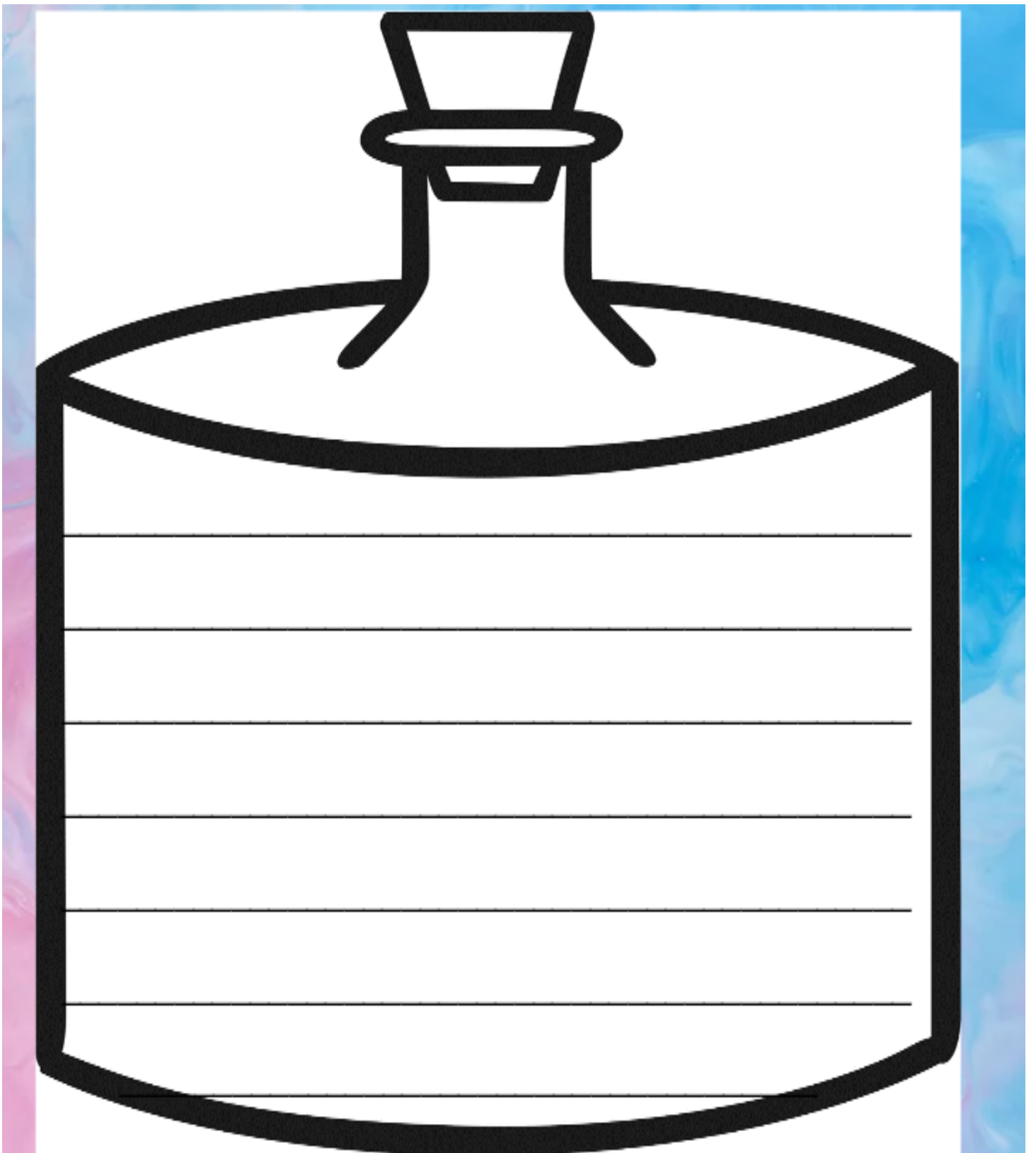
George created lots of special potions.

You are going to create your own potion today and describe it.

Have a quick think about these questions before you start your writing.

What does your potion look like?	What does it do?
What colours can you see in your potion?	What ingredients are in the potion?
What does your potion smell like?	What adjectives can you use to describe your potion?

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Wednesday- D.T.

DT Lesson 1

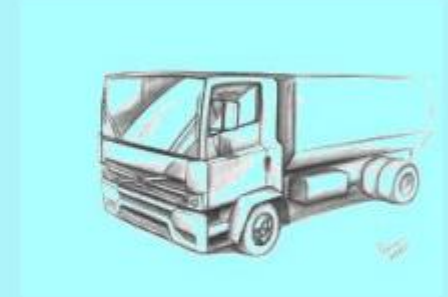
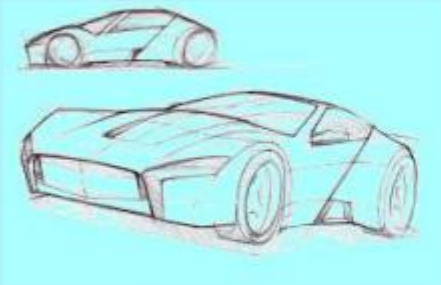
Today we are starting at new DT topic. This Topic is going to be looking at Vehicles.

Today you will be learning about what a vehicle is, comparisons between vehicles now and what they used to look like and things to consider when designing at vehicle. You will use the PowerPoint to help you learn about this.

Over the next couple of lessons, you will be designing, making and evaluating a vehicle to go on an African Safari adventure.

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Vehicles



What is a vehicle?

- A type of thing that needs diesel or petrol.
- It is something that takes people around the World.
- It can go in air, land or water.
- Some can go in space.
- You can drive some of them.

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Name the vehicles
What is their purpose?



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Name the vehicles
What is their purpose?

Answers



Wheelbarrow-
For moving things



Motorbike-
Drive people places



Cable car-
To go up mountains



Forklift truck-
For moving heavy objects



Buggy-
To go up and down slopes



Jet Ski-
To have fun on water

W/B 08/03/21

How vehicles have changed over time



W/B 08/03/21

Designing a Vehicle

You will be making over next few lessons a vehicle to go on a African Safari adventure.



Look at the image of this African Safari Vehicle to help you design your vehicle.

If you have any toy vehicles at home have a look at how they are designed.

W/B 08/03/21

Things to consider when designing your safari vehicle

- What will the vehicle need to transport.
- What ground will it be travelling on
- What colour should it be

Remember your vehicle
will be going
on safari!



Tips for Drawing Your Design

- Always draw with a pencil, starting with light lines that are easy to rub out.
- Start with basic shapes, like rectangles and circles. You can curve the lines later as you finalise your design.
- Add the windows and doors next.
- Add the wheel arches and wheels.
- Finalise the lines of the car by adding curved edges.
- Add the finer details: seats, mirrors, fineline, etc.

W/B 08/03/21

L.O. to use research to design and make a moving vehicle

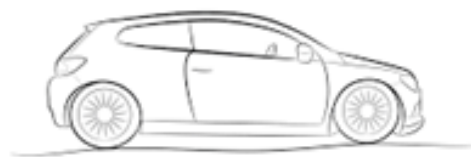
What I am designing:

Who I am designing it for:

What materials I will use:

What equipment I will use:

My design looks like this:



Wednesday- reading comprehension

Paul the Lucky Octopus

10 Over the past few weeks, Paul the Octopus has been
19 predicting the result of the World Cup football games.
23 He's an amazing animal!

32 Before each match, the sea creature's owners have been
41 putting some clear, plastic boxes into Paul's tank. Each
51 box is decorated with the flag of a football team.

61 Paul has been choosing one of the boxes by crawling
71 towards it and he has correctly guessed the winner of
81 six football games so far in the World Cup competition.

92 Is Paul a football expert or just a very lucky octopus?
96 What do you think?



Quick Questions



1. What does Paul predict the results of?



2. Which adjectives has the author used to describe the boxes in Paul's tank?



3. Why do some people think Paul is a football expert?


















4. What do you think - is Paul just a lucky octopus?

W/B 08/03/21

Thursday calculation

Complete the patterns and name the shapes

W/B 08/03/21

Thursday- maths

You are looking at the solving problems with length today.

Please follow the link for the video and teaching materials:

<https://www.bbc.co.uk/bitesize/articles/zdfq4xs>

Then complete the activity below.

-
1. Building A is 25 meters tall. Building B is 38 meters tall. How much taller is building B than building A?



2. Becky's teddy bear is 18 inches long. Diane's teddy bear is 21 inches long. How much longer is Diane's doll?



3. Tom cut some ribbon for a project. He cut nine inches of red ribbon and seven inches of green ribbon. How much ribbon did he cut in all?



4. Jamie's pencil was seven inches long. After he sharpened the pencil, it was four inches long. How many inches shorter is the pencil now?



5. Tamesha was knitting a blanket. On Monday, she knitted 28 inches. On Tuesday, she knitted 13 inches to finish the blanket. How long was the blanket when she finished it?



6. A regulation basketball goal is 96 inches tall. The basketball in the gym at Smithside Elementary is 72 inches tall. How much taller is a regulation goal?



7. Demarcus is 50 inches tall. His little brother is 39 inches tall. How much taller is Demarcus than his brother?



8. The driveway at Jamarion's house is 17 feet long. The sidewalk leading up to his house is four feet longer. How long is the sidewalk and driveway combined?

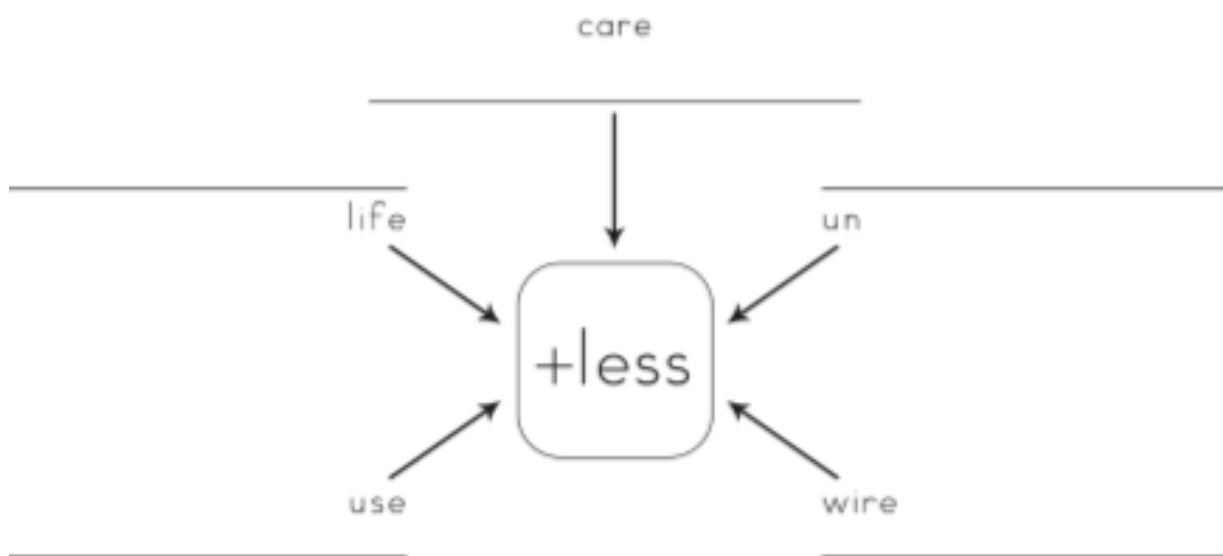


W/B 08/03/21

Thursday- phonics/spelling

Adding 'ful' And 'less' Activity

1. Add full to the words below to make a word.



2. Now choose 3 words ending in 'ful' and 3 words ending in 'less'. Put each word into a new sentence. Don't forget capital letters and full stops!

W/B 08/03/21

Thursday- English

Follow this link to watch today's story, 'The day the crayons quit'

<https://www.youtube.com/watch?v=489micE6eHU>

Solve the riddles and colour the crayon with the correct colour.

Who am I?

"I feel so empty Duncan. You can not even see me if I didn't have a black outline. Who am I?"



"You use me all year long to colour fruits and even holidays. I need a rest. Who am I?"



"I am not speaking to yellow crayon. Can you tell him I am the real colour of the sun? Who am I?"



"Duncan, I love my workload. You use me to colour dinosaurs, trees and frogs. Who am I?"



"Duncan, I need your help! I am naked and can't leave the crayon box. Who am I?"



"I am glad I've been your favourite colour for such a long time, but there isn't much of me left. Give me a break. Who am I?"



W/B 08/03/21

Thursday P.E

Complete these activities for at least 30 minutes. I wonder how hard your heart will be working?

Workout Bursts

Low Sprint Shuffle

1. Crouch your body down.
2. Run quickly on the spot.
3. Pump your arms.
4. Turn to the middle and the side.
5. Make sure you have fast feet.



Climb the Rope

1. Pretend to climb a rope!
2. Reach your hands above your head one at a time and pull the rope down.
3. Lift your knees high and climb on the spot.

Star Jumps

1. Start with your feet close together.
2. Jump and land with your feet wide apart.
3. Stretch your arms out above your head.
4. Jump your feet in and your arms down.

Marching on the Spot

1. Stand with your feet hip-width apart.
2. Lift one foot and then the other.
3. Stay on the same spot.
4. Lift your knees up high, keeping your back straight.
5. Pump your arms as well.



Squat

1. Start with your feet a bit wider than your shoulders.
2. Squat down as if you're sitting into a chair.
3. Stand up tall again.
4. Keep a straight back.

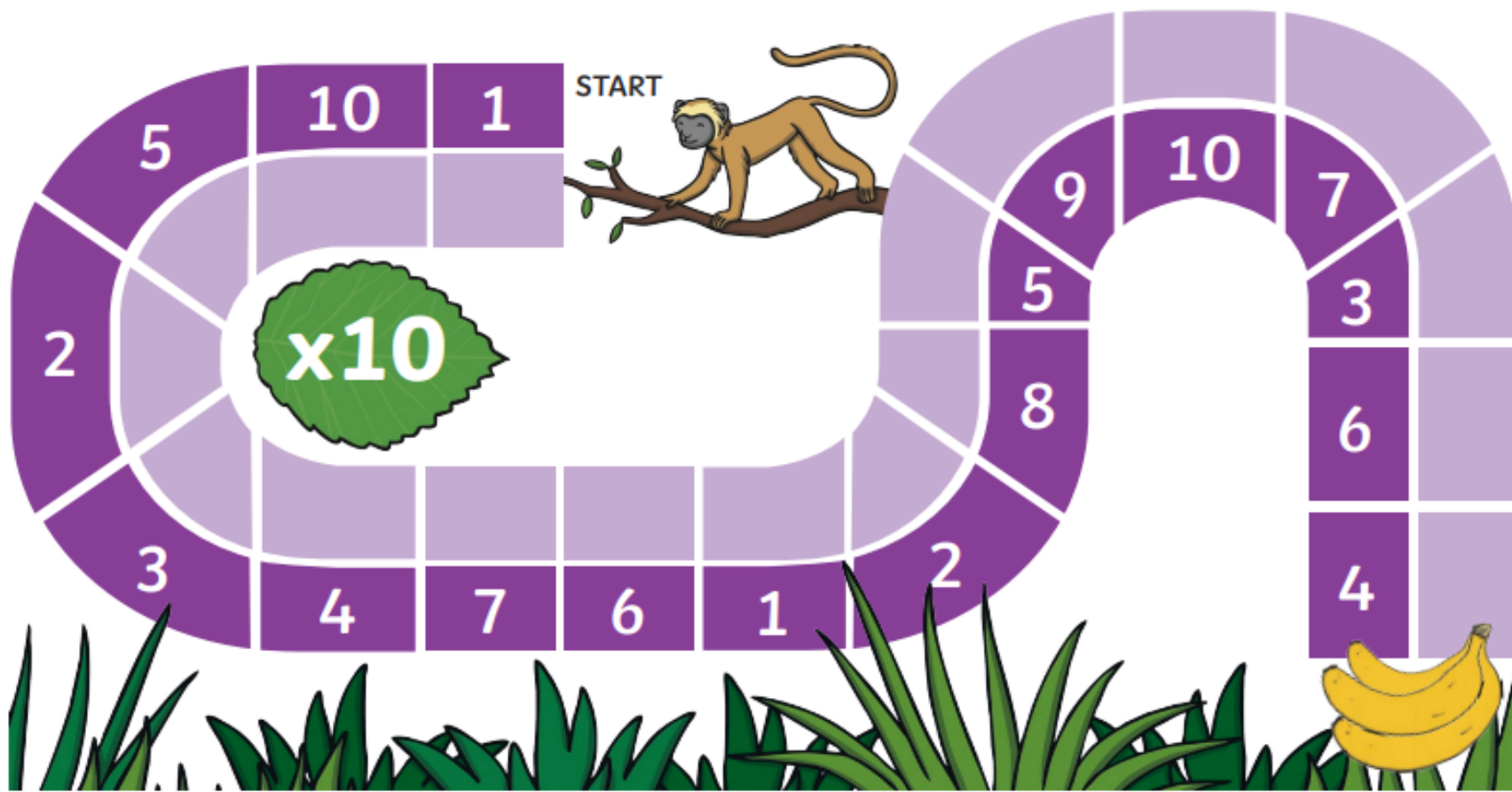
W/B 08/03/21

Friday calculation

10 Times Table Jungle Race

Multiply the numbers on the track. Write them down as you go.

Use a timer to see how long it takes you to get to the bananas!

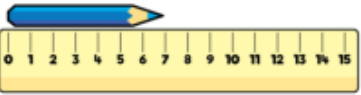


Complete the mini assessment based on all the measurement work you have done.

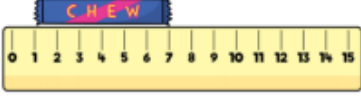
Year 2
Length and Height

Name _____

1 Write down the length of each item.

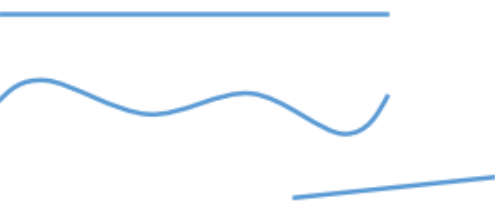


_____ cm 1 mark



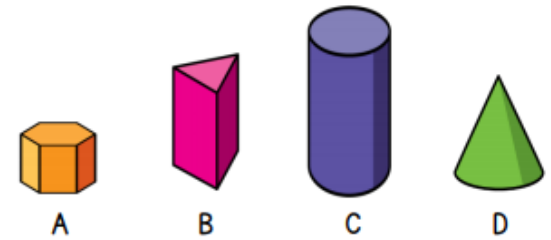
_____ cm 1 mark

2 Circle the longest piece of string.



1 mark

3 Put the heights of the shapes in order from tallest to shortest.



_____ 1 mark

Tallest _____ Shortest

4 Complete the sentences using either metres or centimetres.

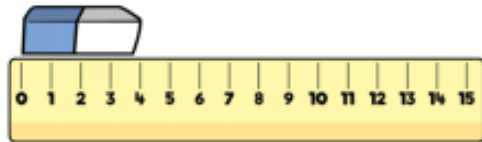
The height of a dog is 60 _____ .

The length of a classroom is 8 _____ .

1 mark

2 marks

5 What is the length of two of the erasers?



_____ cm

1 mark

6 On the centimetre square grid, draw a rectangle with length 5 cm and width 3 cm.



1 mark

7 Use $<$, $>$ or $=$ to compare the measurements.

100 cm ○ 1 metre

2 metres ○ 18 cm

2 marks

8 Tim has 3 pens.

The red pen is 12 cm long.

The blue pen is 9 cm long.

The green pen is longer than the blue pen but shorter than the red pen.

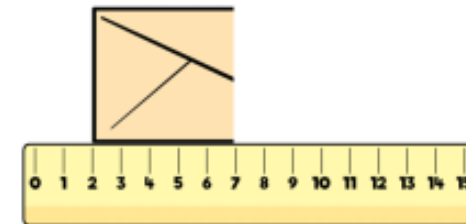
How long could the green pen be?

Circle any possible answers.

8 cm 9 cm 10 cm 11 cm 12 cm

1 mark

9 Half of the envelope is shown.



What is the length of the whole envelope?

_____ cm

1 mark

Circle how confident you feel with length & height.

1 2 3 4 5
Not Very
confident confident

W/B 08/03/21

Friday- phonics/spelling

Homophones- words that sound the same but are spelt differently with different meanings.

1. Show the difference between the meanings of the words by putting each word into a separate sentence.

blew	blue	
<hr/>		
<hr/>		
here	hear	
<hr/>		
<hr/>		
their	they're	there
<hr/>		
<hr/>		

2. Homophones: Show the difference between the meanings of the words by putting each word into a separate sentence. Don't forget capital letters and full stops!

quite	quiet	everybody
<hr/>		
<hr/>		

W/B 08/03/21

Friday- English

World Book Week

Today is your turn! Choose your favourite book and read it to your partner, brother, sister or grown up. Then complete the book review all about your favourite book! We can't wait to see what it is!

W/B 08/03/21

A book review by: _____

Book title: _____

What is the book about?

Who are the main characters?

Where is the story set?

What did you like about this book?

Rating: 

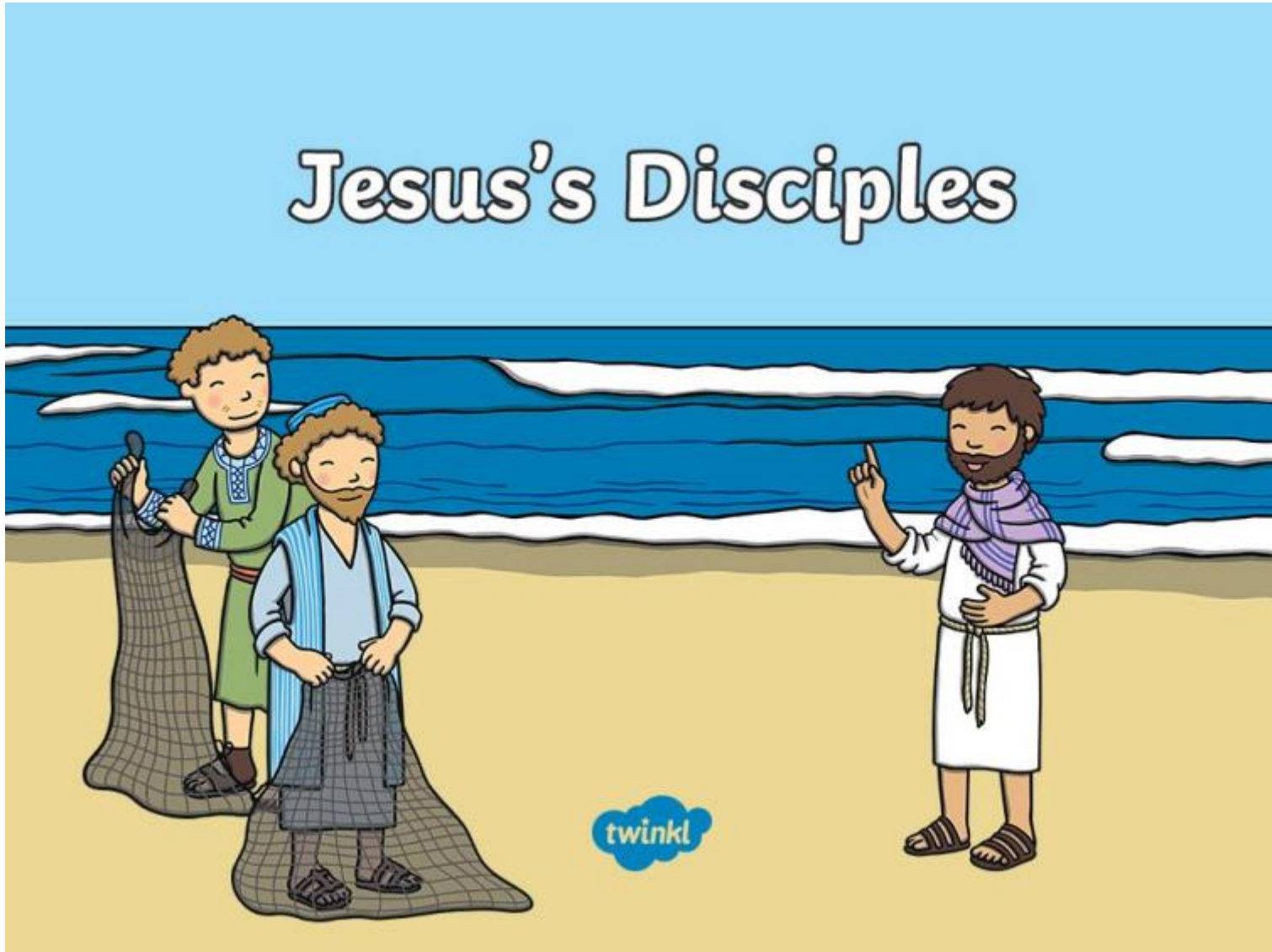
Draw your favourite part of the story.



W/B 08/03/21

Friday R.E.

Jesus's Disciples



W/B 08/03/21

Disciple

A disciple is someone who followed Jesus during his life. Jesus had more than one disciple. Today you are going to learn about these followers of Christ (Jesus).

W/B 08/03/21

The Story of Jesus' Disciples

Jesus walked along the banks of the Sea of Galilee. He saw two fishermen standing on the shore. He said to Simon and Andrew, "Come follow me, and I will make you fishers of men." Immediately, the two men left their nets and followed Jesus.



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The Story of Jesus' Disciples

Jesus walked along the shoreline with Simon and Andrew. They saw a small fishing boat with two brothers and their father in. The men were getting their nets ready for a day of fishing.



W/B 08/03/21

The Story of Jesus' Disciples

The brothers were called James and John. Jesus spoke to them. They also immediately left their nets, the boat and their father, and followed Jesus.



W/B 08/03/21

The Story of Jesus' Disciples

On the way to Galilee, Jesus found Phillip and his friend Bartholomew. They started following Jesus and became his next disciples.



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The Story of Jesus' Disciples

Thomas and Matthew were Jesus' next disciples. Matthew was a tax collector and some people thought tax collectors were cheats, but Jesus knew Matthew was a good man.



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The Story of Jesus' Disciples

James was the youngest disciple and was sometimes called James the Younger.



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The Story of Jesus' Disciples

Simon and Thaddeus followed Jesus next and then Judas became Jesus' last disciple.



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Activity:

Write a diary as if you are one of the Disciples. Remember the Disciples had given up their normal lives to follow Jesus and listen to his stories and teachings. You must decide which day from Holy week you are going to write your diary in. Don't forget to put this at the start of your diary! In your diary you will need to write how the Disciple would be feeling (their emotions), what their thoughts were, what they think about Holy week and why they became a follower/Disciple. Once you have written from the Disciples point of you now write about your thoughts and feelings about Holy week.

W/B 08/03/21

DISCIPLES DIARY

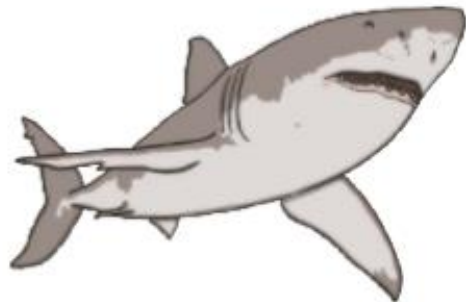
Dear diary,

My thoughts and feelings

Friday- reading comprehension

The Great White Shark

11 Great white sharks are the top of the ocean's food chain.
22 They are the biggest fish on our planet which eat other
32 fish and animals. They are known to live between thirty
45 and one hundred years old and can be found in all of the
55 world's oceans, but they are mostly found in cool water
59 close to the coast.
69 Even though they are mostly grey, they get their name
78 from their white underbelly. The great white shark has
89 been known to grow up to six metres long and have
99 up to three hundred sharp teeth, in seven rows. Their
109 amazing sense of smell allows them to hunt for prey,
119 such as seals, rays and small whales from miles away.



Quick Questions



1. Why do you think that the great white shark is at the top of the ocean's food chain?



2. Where are most great white sharks found?



3. Find and copy the adjective that the author uses to describe the shark's sense of smell.



4. Number these facts from 1 to 3 to show the order they appear in the text.

- They live between thirty and one hundred years.
- They can grow up to six metres long.
- They have up to three hundred teeth.