	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Making the same amount	Compare Money	Find the total	Find the difference	Find the change
Reading/Phonics	Green Group: See daily lessons provided Yellow Group: See daily lessons provided Grey Group: See daily lessons provided GR Group: Text Focus:				
Spelling	-ge/-dge focus	-ge/-dge focus	-ge/-dge focus	-ge/-dge focus	-ge/-dge focus
Writing	Focus: Conjunctions	Focus: Conjunctions	Focus: Conjunctions	Focus: Conjunctions	Focus: Conjunctions
Topic Activities	History: Complete the timeline of the Kings and Queens of England.	Design and Technology: Cooking Finding out about medieval food and what they did and didn't eat.	Science: Identify some different living habitats for familiar creatures.	Art: Use whatever creative materials you have a make a portrait of a chosen King or Queen.	RE: The Story of Passover
Jigsaw	Success and feeling proud				

Maths Links

Monday Make the same amount	https://vimeo.com/471402395
Tuesday Compare money	https://vimeo.com/479814464
Wednesday Find the total	https://vimeo.com/479815623
Thursday Find the difference	https://vimeo.com/479816379
Friday Find the change	https://vimeo.com/479816820

Monday 11th January

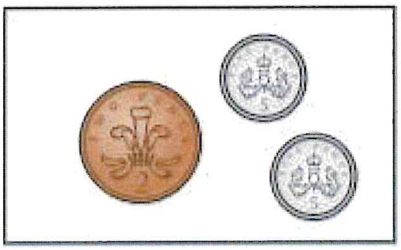
NCO: Count in multiples of 2,5 and 10.

Use different coins to make the same amount.

- I can count in multiples of 2,5 and 10.
- I can use different coins to make the same amount.

Fluency 1 **I/G/S**

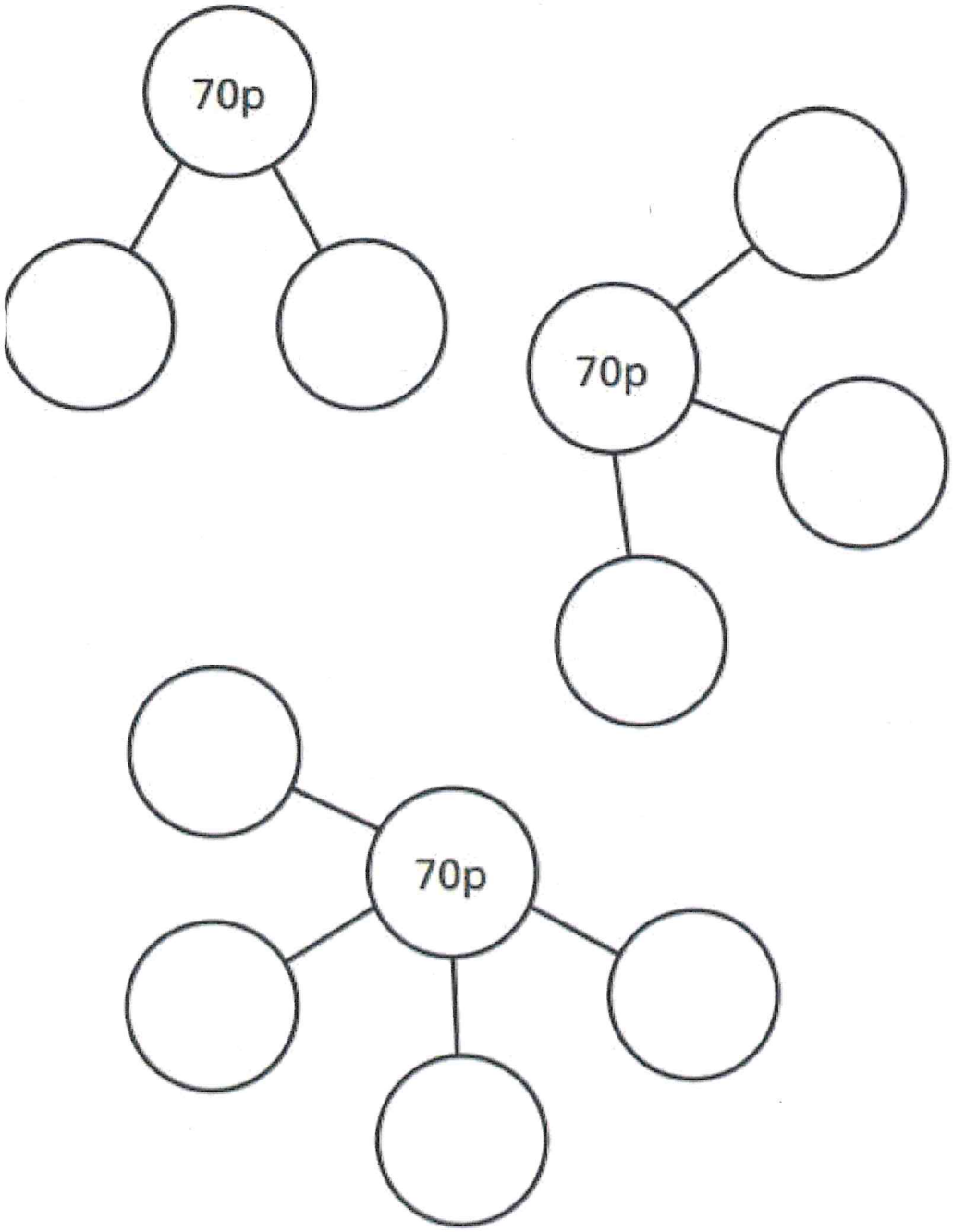
Match the amounts.



Fluency 2 I/G/S

Rosie is making 70p in different ways.

a) Complete the part-whole models to show the coins Rosie can use.



b) Can you make 70p in any other ways?

Fluency 3 **I/G/S**

a) What notes could Ron have?

_____

b) What is the fewest number of notes Ron could have?

Which notes are they?

_____

c) What is the greatest number of notes Ron could have?

Which notes are they?

_____

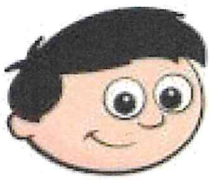
Fluency 4 **I/G/S**

Represent £4 and 51p in two different ways.

Application 1 I/G/S

Dexter, Dora and Rosie each have some money.

a)



I have two 20p coins and four 10p coins.

How much money does Dexter have? ☐

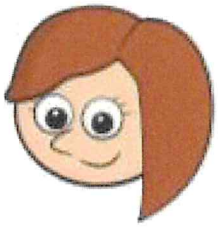
b)

I have the same amount of money as Dexter, but only three coins.

Draw Dora's coins.

c)

I have the same coins as Dora and I have two notes.

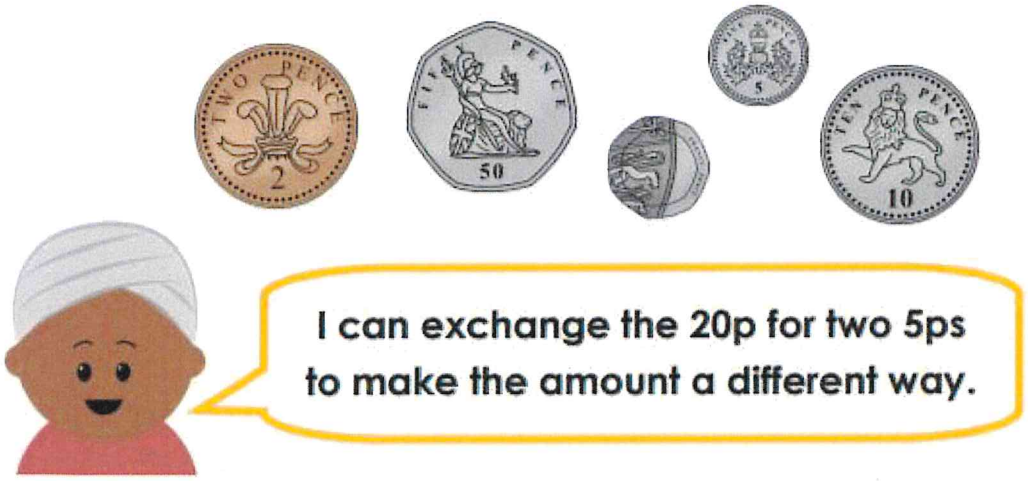


How much money could Rosie have?

£ ☐ and ☐ p

Application 2 **I/G/S**

Is Ranjit correct?



Application 3 **I/G/S**

Jay has £2. What could he buy to spend all of his money? How many different ways could he spend it?

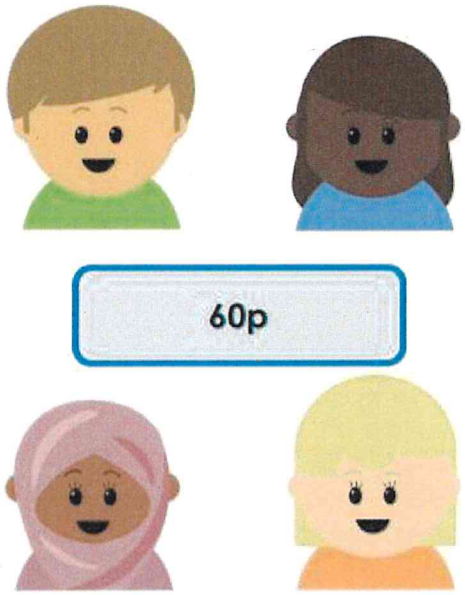
Item	Price
Chicken sandwich	£1
Ham sandwich	£1.50
Turkey sandwich	£1.20
Salad	30p
Jacket potato	£1
Panini	£1.30
Soup	£1.60
Sauce	10p
Can of pop	60p
Bun	60p
Chocolate bar	50p

Write the different ways Jay can spend his money in your book.

Challenge 1

Write the different ways they could make 60p in your book.

Each child has made 60p using 6 coins.

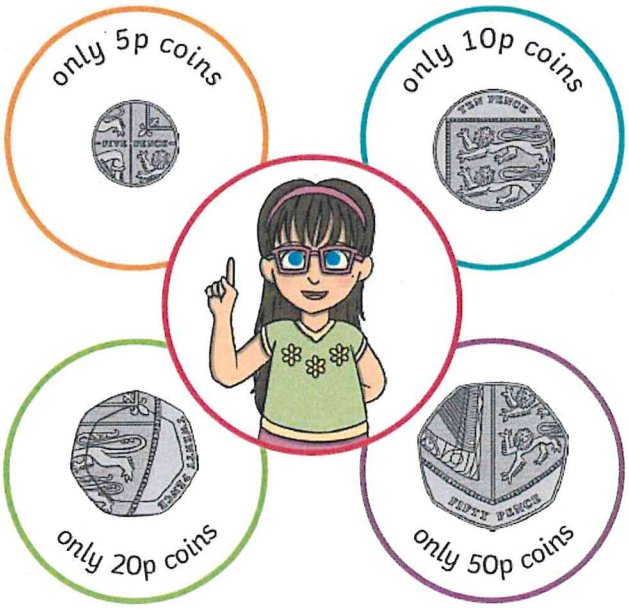


Which coins would they not have used? Why?

How could they each have made it?

Challenge 2

Show how to make £1 using



How many ways can you think of to make £1 using any combination of silver coins?

You may use each coin more than once.

Week 2- Monday 11th January- Read, Write Inc links

Green Group-

ay sound (reading) https://schools.ruthmiskin.com/training/view/bGraZGxV/k9s4QDLw

ay sound (spelling)- https://schools.ruthmiskin.com/training/view/66q5t6HL/HR9pESYr

Red words- https://schools.ruthmiskin.com/training/view/CYfVSSIQ/lPasRv4H

Yellow Group-

ea sound (reading)- https://schools.ruthmiskin.com/training/view/wTxeD7W2/ScpyyAEW

ea sound (spelling)- https://schools.ruthmiskin.com/training/view/jVKUbXu5/rSM3L8Wr

Red words- https://schools.ruthmiskin.com/training/view/7y8qQq4g/WBrkI4GG

Grey Group-

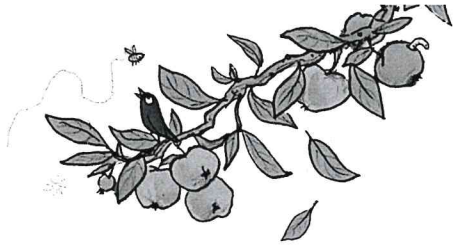
ea sound (reading)- https://schools.ruthmiskin.com/training/view/wTxeD7W2/ScpyyAEW

ea sound (spelling)- https://schools.ruthmiskin.com/training/view/jVKUbXu5/rSM3L8Wr

Red words- https://schools.ruthmiskin.com/training/view/2ntGdWtH/CHDYC10X

Please also remember to access Oxford Owl for free ebooks to read. We encourage children to try and read daily either by themselves or with an adult.

https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=&level=&level_select=&book_type=&series=#



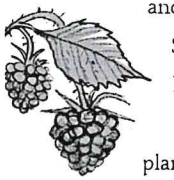
Andy Shepherd

The Boy Who Sang with Dragons

Illustrated by
Sara Ogilvie

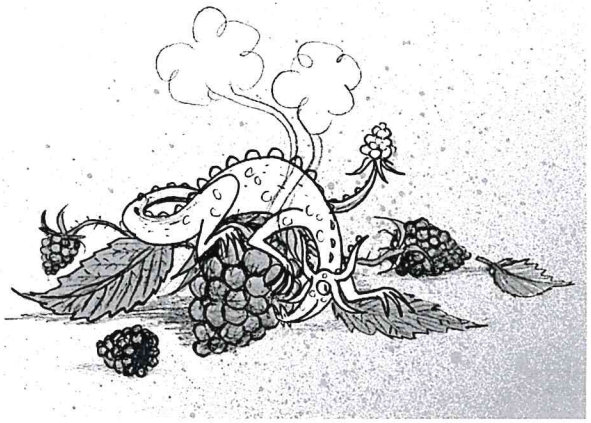
Piccadilly
PRESS

Here in Grandad's garden, the air crackles with magic. In between the runner beans and raspberry bushes, dragons flit. Scales shimmering. Eyes glittering. Hot breath steaming.



I stand, feet rooted in the soil like a plant. Growing tall and strong as tiny dragons settle on my hands, my arms, my head.

An orange dragon with silver-tipped wings brushes my face. A turquoise dragon with black spines and a bright yellow tail scratches my palm. An electric-blue dragon with threads of silver clings to my back.



And when I tilt my head upwards to the stars and close my eyes, I see the shining ruby shape of Flicker, huge and bright like a glowing constellation come to life.

Here in Grandad's garden, I am the dragon whisperer. The dragon protector.

1
Super-Sticky Slimo

'Incoming slime,' Ted yelled. And we all ducked as a green and brown-speckled dragon dived at us.

A splat of sticky goo landed on Liam's head.

'Eww! This stuff stinks,' he groaned. 'I thought only slugs oozed slime.'

'It's probably a defence mechanism,' Aura said. 'It must be scared.'

'Yeah, like hagfish,' Ted piped up, a bit too gleefully. 'They can squirt out a litre of slime if they feel threatened.'

'Well, this dragon must be terrified,' Liam said.

'We're going to be wading through the stuff soon.'

'You couldn't wade through this,' Kat said. 'It's super-sticky.' She waved her hands at us – they were covered in fluff from her efforts to wipe them clean.

'I think it's us who should be scared anyway,' Kai pointed out. 'Have you seen what those others are doing now?'

Two dragons with dainty feathery frills protruding from their elegant necks were hopping in circles in front of each other. Their heads bobbed and their frills fanned out, like those birds of paradise doing elaborate dances that I'd seen on TV.

'I think they're the least of our worries,' I said.

'Not those,' he said. '*Those*.' And he pointed to a pair of golden dragons with long curled horns and strange corkscrew-shaped tails. 'They're drilling holes in the cricket pitch!'

'And scorching the grass,' said Kat.

'And leaving muddy mounds like molehills,' said Ted.

An area of the neatly manicured pitch suddenly ignited.

'And then there's the explosive poo of course,' I added.

This particular band of dragons were certainly proving to be more of a handful than most of those who ventured out of Grandad's garden.

'We're not going to be able to see them soon,' Liam said. 'Let alone catch them.'

He was right – it was almost dark.

'Can you give us a bit of light?' I whispered to Zing, who was resting his head over my shoulder, claws digging into my jumper and tail swishing back and forth.

His sky-blue scales flared brightly and the tip of his zigzag tail pulsed white as it flicked out. A crackle of little blue sparks leaped from spike to spike along his back. I felt my hair starting to stick up, as a familiar buzz ran through me. Then he rose into the air.

He flew up and landed on one of the floodlights that lined the edge of the cricket pitch. The bulb blazed

into life, illuminating the grass and the drilling dragons. I thought for a minute that might be enough to make them all fly off into the night. But no.

You've got to love my optimism, haven't you? You'd think I'd know better by now. Because let's face it, life with dragons is *never* easy.

As the light came on, the two dancing dragons started twisting and twirling even more wildly, as if this was the spotlight their dramatic display had been waiting for. But it was too alarming for the slime-

splattering dragon, which dripped its way over the top of the drilling dragons and then disappeared into one of the holes they'd made.

The next second it shot out of another hole a few feet away.

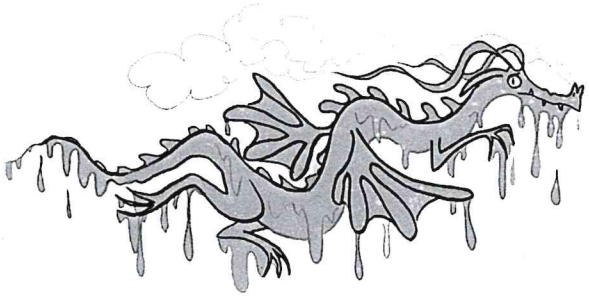
'They really have been burrowing,' I said. 'They must have made tunnels under there.'

The drilling dragons really didn't like their hard work being invaded. But Slimo was too quick for them. We watched as he dodged them and disappeared back down yet another hole.

'We need to do something,' Kat said. 'Or this cricket pitch is going to be more full of holes than a piece of Swiss cheese!'

'Everyone, stand guard over a hole,' I said. 'Get ready to grab hold of it next time it pops out.'

Now if you've ever played that game 'whack-a-mole' at school fetes where you have to whack a sock full of newspaper as it drops out the end of a pipe, you'll know that this was not as easy as it sounded.



Especially when the 'sock' in question was covered in slime and had wings and sharp claws!

It wasn't helped by the twirling dragons getting in on the action. They slalomed their way between us, getting closer and closer to our heads, as if they were in a competition to see which of them could make us flail about the most. The smaller one won, by sending Liam lurching backwards. He stumbled over one of the heaps of dirt they'd made and landed bottom first in a hole. Which was undignified enough, except then the hole collapsed into the tunnel underneath and he was left wedged into the ground, his arms and legs sticking up in the air.

'Help!' he wailed.

Kai hurried over and started trying to pull him out. I could see he was stifling a giggle. Liam looked less amused.

'Sorry, but you look like a hermit crab,' Kai said, as he managed to pull him out a few inches, only to give up and let go.

He turned to the rest of us. 'It's no good, I need a hand,' he called.

Kat joined in pulling Liam's other arm. And Aura and I each grabbed a leg.

'And they pulled and heaved and yanked and tugged, but still the enormous turnip would not move,' Kai chanted, and the stifled giggle finally burst out and infected us all.

'Ha ha!' Liam said crossly. He shook us all off and started wriggling, arms and legs all squished together and waving madly, making him look like an irate squid. Which just made us laugh even more.

It also had a strange effect on the slime in the tunnel.

'Er, guys,' Ted said. 'I think the suction from Liam's bum is causing a reaction.'

We all turned and looked. And to our horror we saw that coming out of the hole at the other end of the tunnel was a super-stretched slime bubble. And it was growing bigger by the second. Snot bubbles had nothing on this monstrosity.

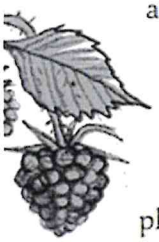
Monday 11th January

Guided Reading: The Boy who Sang with Dragons

NCO: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Task 1: Reading

Here in Grandad's garden, the air crackles with magic. In between the runner beans and raspberry bushes, dragons flit. Scales shimmering. Eyes glittering. Hot breath steaming.



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An orange dragon with silver-tipped wings brushes my face. A turquoise dragon with black spines and a bright yellow tail scratches my palm. An electric-blue dragon with threads of silver clings to my back.

And when I tilt my head upwards to the stars and close my eyes, I see the shining ruby shape of Flicker, huge and bright like a glowing constellation come to life.

Here in Grandad's garden, I am the dragon whisperer. The dragon protector.

Read the first part of the story. Highlight all of the things the boy sees in the garden. Think about all of the adjectives and noun phrases used to describe each thing he sees Think about how they help you paint a picture in your mind.

Task 2: On the following page I want you to draw a picture that the words create in your mind. Read it carefully. Think about what The Dragon Protector can see and what colours the boy describes.

RISING STARS

Spelling

Rising Stars

Autumn Term 1

UNIT 1

For my birthday I wish for

New blue curtains that float down
A car that starts in the morning
The hiss of a ball falling from a cliff
The growl of a brown cow
Yellow soap for a boy to enjoy
Church bells under the summer sunset
A head of fair hair
May rain pooling around town

Day 1

My Wish...

Read this passage. Remember to use your knowledge of special friends to help you read the words correctly.

For my birthday I wish for

New blue curtains that float down
grew due wait coat town

A car that starts in the morning

park horse arms

The hiss of a ball falling from a cliff

stiff tall miss telling

My Wish...

Choose the correct word that uses one of the sounds in bold. Complete it on the sheet provided.

For my birthday I wish for

New blue curtains that float down

A car that starts in the morning

The hiss of a ball falling from a cliff

Day 2

Dictate a sentence...

Choose a sentence. Ask someone else to read it to you. Practise saying it together and then, without looking at the sentence, write it in your book.

Check the sentence at the end from your sentence card.

Gap-fill sentences

A _____ _____ _____
(new/bright) (winter/dreams) (garden/moon)

Fresh _____ _____ _____
(dews/fields) (thursting with/waiting for) (happy dreams/new homes)

Day 3

Make me a wish...

Move the word cards around to make your own interesting sentences or birthday wishes.

Make sure they make sense and write them down.

Spell and roll

Write the sentence in tiny letters. _____

Rainbow write the sentence.

Write the sentence in tall letters. Write in tall letters

Write the word in a fancy way. *Fancy*

Write the word in capital letters. WRITE IN CAPITAL LETTERS

Write each letter in a different colour. *Write in different colours*

Day 4

Spell and roll...

Choose a sentence that you have written. Practise writing it in one of the ways suggested.

Check your spelling is accurate.

Monday 11th January

Spelling: Revise Year 1 Sounds

NCO: Spell by applying the spelling rules.

For my birthday I wish for

New	blue	curtains	that	float	down
↓	↓	↓		↓	↓
grew	*clue*	*wait*		*coat*	*town*

A car that starts in the morning

_____ _____ _____

park horse arms

The hiss of a ball falling from a cliff

_____ _____ _____ _____

stiff tall miss telling

Monday 11th January

Writing Task: Conjunctions

Task 1: Read the passage below and highlight all of the conjunctions.

Robin Hood was an outlaw who robbed from the rich and gave to the poor. He went to live in Sherwood Forest because he had his home taken away by the Sheriff of Nottingham. Robin was a hero and an outlaw. Robin was seen as a hero to the people but he was still breaking the law. Robin and Maid Marion were in love.

Task 2: Choose the correct conjunction to finish the sentence.

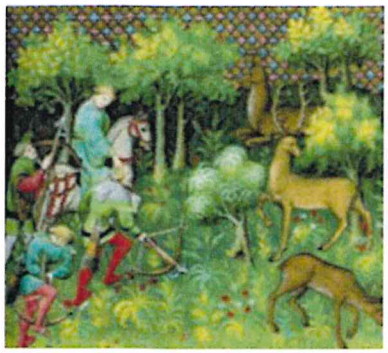
and but because

1. Robin Hood became famous _____ he took from the rich to give to the poor.
2. Robin Hood was in love with Maid Marion _____ King John wanted to marry her.
3. The poor people were taxed lots of money _____ had their homes taken away.
4. Robin stole money _____ jewels.

5. Maid Marion wanted to marry Robin

_____ she loved him.

Extension: Choose one of the pictures provided and write some sentences that include a conjunction.



A Medieval Banquet

Aim

- LO: Understand where food comes from.
- LO: Explore and evaluate a range of existing products.

Success Criteria

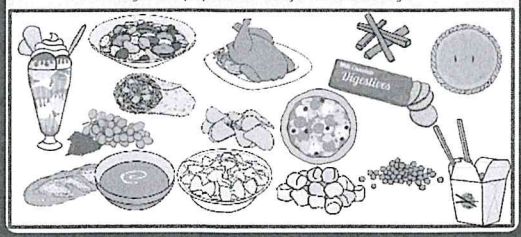
- I can label a scene of a medieval banquet, identifying the foods the people ate.
- I can complete a table, comparing the foods that people did and did not eat in the medieval period.
- I can say why the foods people ate in the medieval ages are different to what we eat now.

What are your favourite foods?

What foods do you love to eat?

The medieval period is the time of history between the years1154 to 1485.

Do you think people ate the same foods as us now? Why?

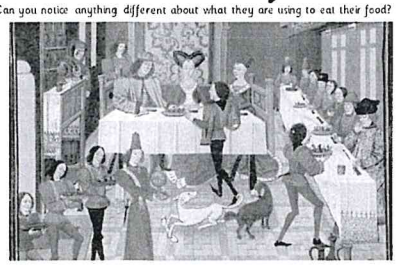


Medieval Banquets

What foods are people eating in this painting?

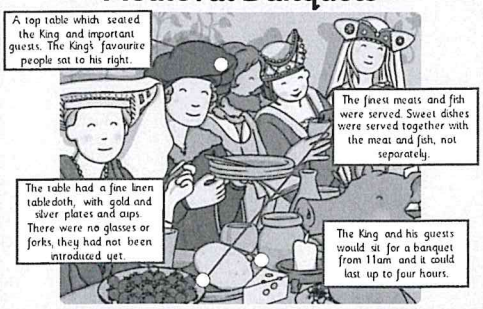
Medieval Banquets

Can you notice anything different about what they are using to eat their food?



There are no forks! They hadn't been introduced yet.

Medieval Banquets



Medieval Banquets

Some cookery books from the middle ages have survived. In them, they listed the types of dishes that would have been served to kings and queens at banquets. A banquet could sometimes have 7 courses with lots of dishes served in each course!

Here is an example:

Course 1

- A quarter of stag which had been a night in salt.
- A stuffed chicken.
- A loin of veal.

Course 2

- Dishes covered in sauce, plums and pomegranate seeds.
- 2 enormous pies. Each pie contains: a whole roe deer, a gosling, 3 capons, 6 chickens, 10 pigeons, 1 rabbit, stuffing made from minced loin of veal, 2 pounds of fat, 26 hard boiled eggs covered with saffron and flavoured with cloves.

Course 3, 4 & 5

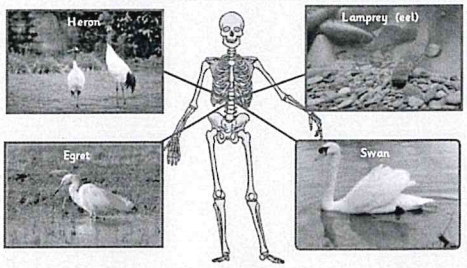
- A roe deer, a pig, a sturgeon cooked in parsley and vinegar and covered with powdered ginger.
- A kid goat, 2 goslings, 12 chickens, 2 herons, 4 chickens all covered with egg yolks and sprinkled with spice.
- A wild boar.
- Cream covered with fennel seeds and preserved in sugar.
- A white cream, cheese in slices and strawberries.
- Plums stewed in rosewater.

Course 6

- Wines in fashion at the time.
- Preserves consisting of fruits and sweet pastries.

Medieval Banquets

Scientists have studied the bones of the medieval King, Richard III and have been able to discover what he ate...



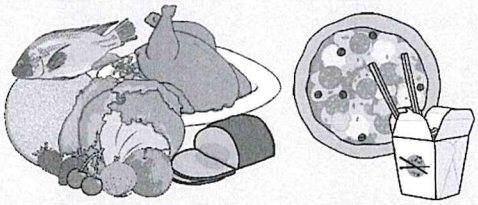
What has changed?

Elizabeth II's Coronation Banquet

June 3rd 1953, 240 guests at Buckingham Palace

- Clear turtle soup
- Filet of sole
- Rack of lamb
- Buttered string beans
- New potatoes
- Asparagus salad
- Strawberries
- Assorted sweets

Why did people in medieval Britain eat lots of fresh fish, meat, fruit and vegetables and not food like pizza and noodles?



Where does food come from?

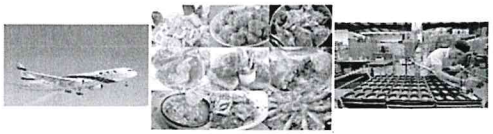
- In medieval times, people ate lots of locally produced foods. This included fish caught from rivers and the sea, deer and rabbit hunted in the countryside and the forests and bread made from grains such as wheat and rye grown on farms.

Where does food come from?

- Foods were grown or caught by people themselves, or were bought from the market. This was very different from our supermarkets – there were no fridges and freezers and only local goods were sold.

Where does food come from?

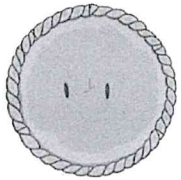
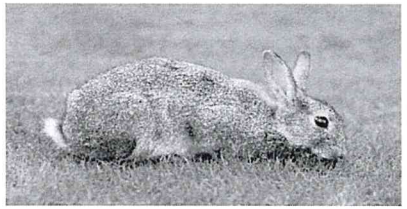
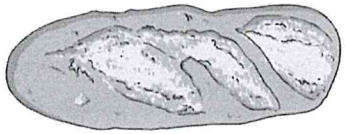
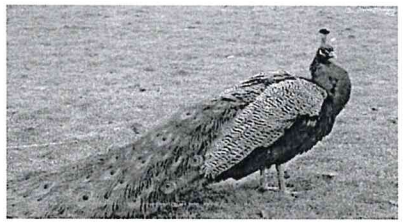
- Today we can travel to lots of different countries easily (it would have taken weeks to travel to Spain on a ship in medieval times!) and discover new foods such as Indian curry or Chinese noodles. Also, lots of people from different countries live in the United Kingdom. They share the recipes from their countries so we are lucky that we get to try lots of different types of food!
- We have factories that help us to make lots of food for the larger population.



https://www.youtube.com/watch?v=WeVcauONg-w&list=PLEdnnoTDGX7J1L3NOTrFEmSIqdQIrG8Im&index=2&t=0s

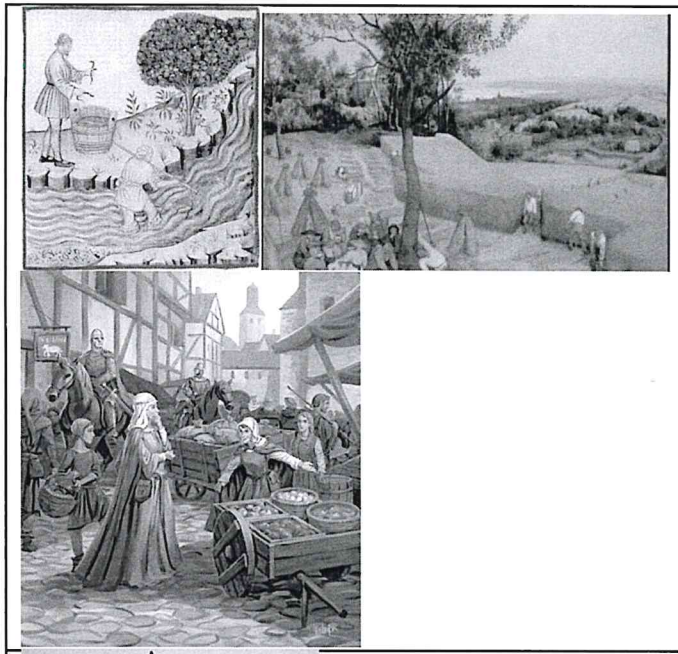
Word Bank

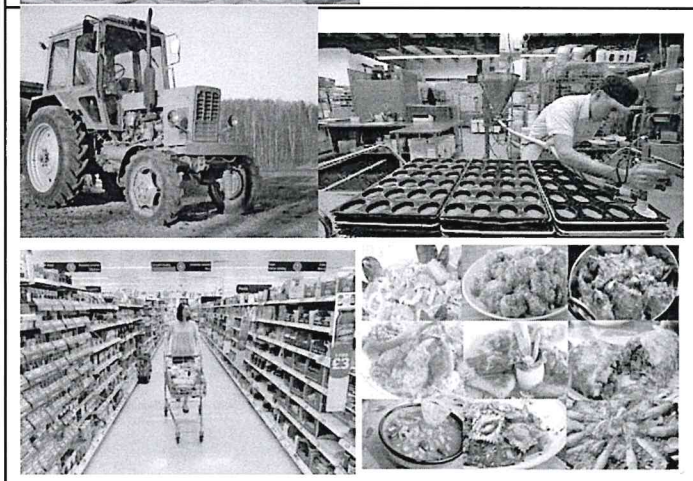
Fish	Wild boar	Pie	Fruit
Rabbit	Bread	Peacock	

Fish 	Wild boar 	Pie 	Fruit 
Rabbit 	Bread 	Peacock 	

LO: I understand where food comes from.

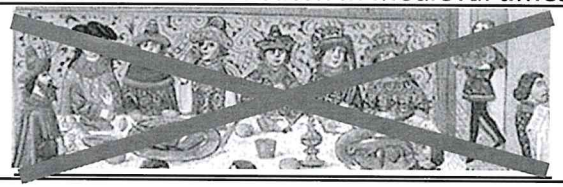
Task 3: Write sentences to explain why the food people ate in medieval times was different to the food we eat now. Think about where food comes from, where food is bought from, transport and cultural influences. Use the pictures to help you.





LO: Explore and evaluate a range of existing products.

Task 2: Complete the table, comparing the foods that people did and did not eat in the medieval period.

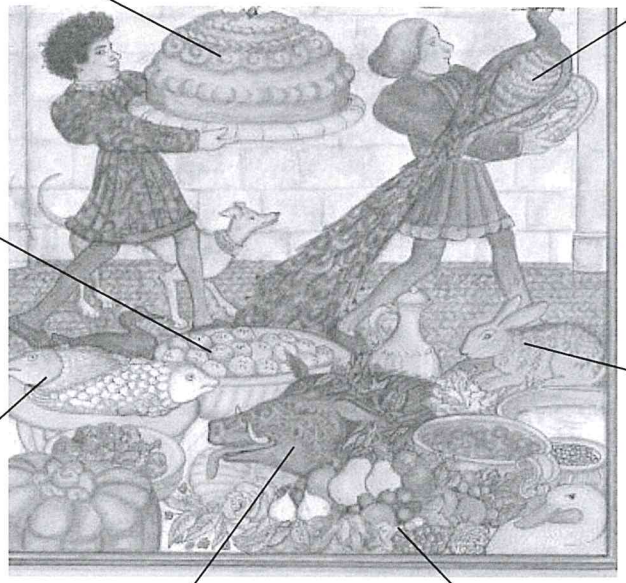
Foods that were eaten in medieval times. 	Foods that were not eaten in medieval times. 

Week 1

Design and Technology: A Medieval Banquet

LO: Explore and evaluate a range of existing products.

Task 1: Label the scene of a medieval banquet, identifying some of the foods people could eat. Use the word bank to help you.



Tuesday 12th January

NCO: Count in multiples of 2,5 and 10.

Use different coins to make the same amount.

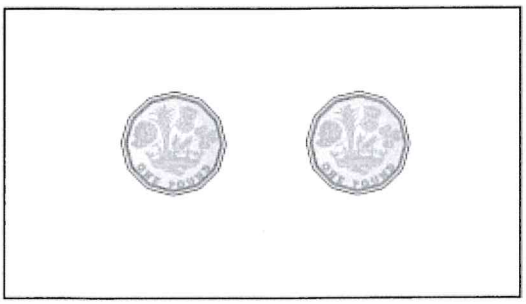
- I can count in multiples of 2,5 and 10.
- I can use different coins to make the same amount.

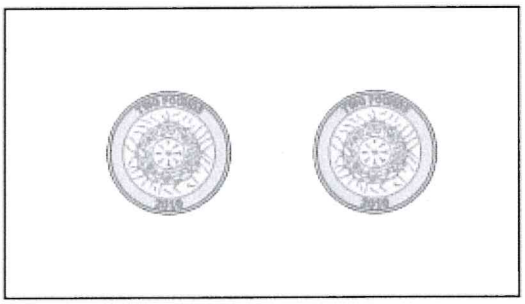
Fluency 1 I/G/S

Which is the greatest amount of money in each pair?

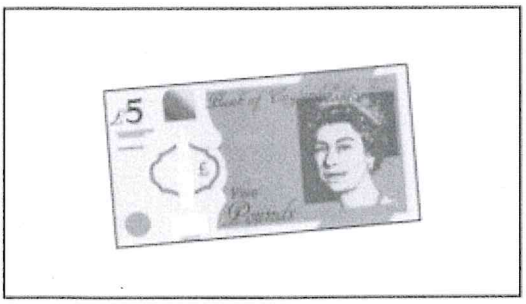
Tick your answer.

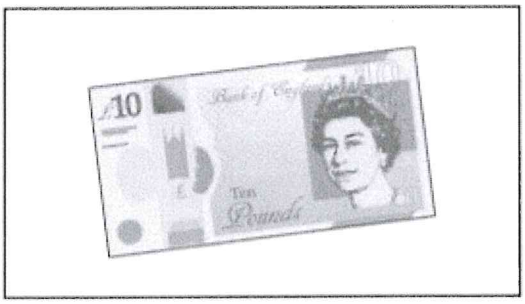
a)



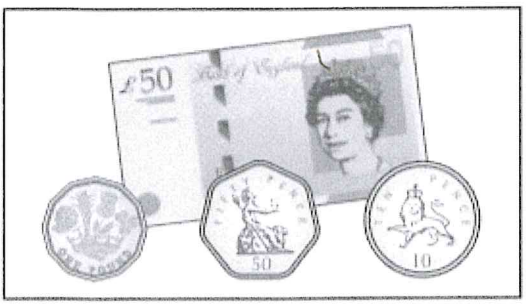


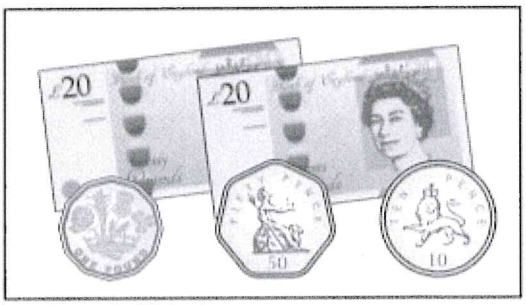
b)



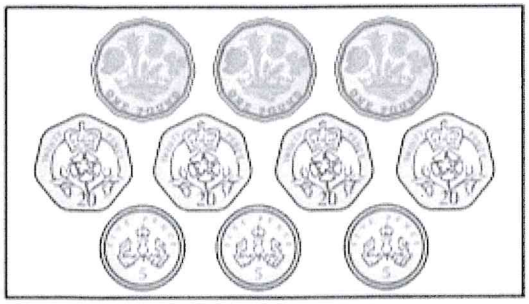


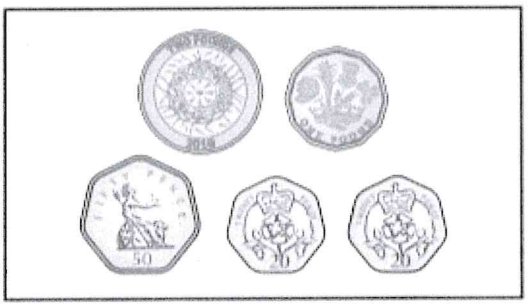
c)





d)





How did you compare the amounts?

Fluency 2 **I/G/S**

Alex and Amir each have some money.

a) Alex has 23p.

Draw the money Alex could have.

b) Amir has £23

Draw the money Amir could have.

c) Who has the most money? _____

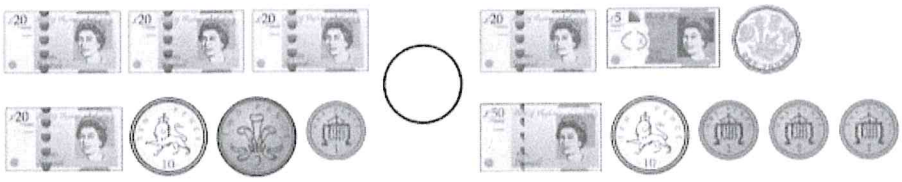
Fluency 3 **I/G/S**

Write <, > or = to compare the amounts.

a)

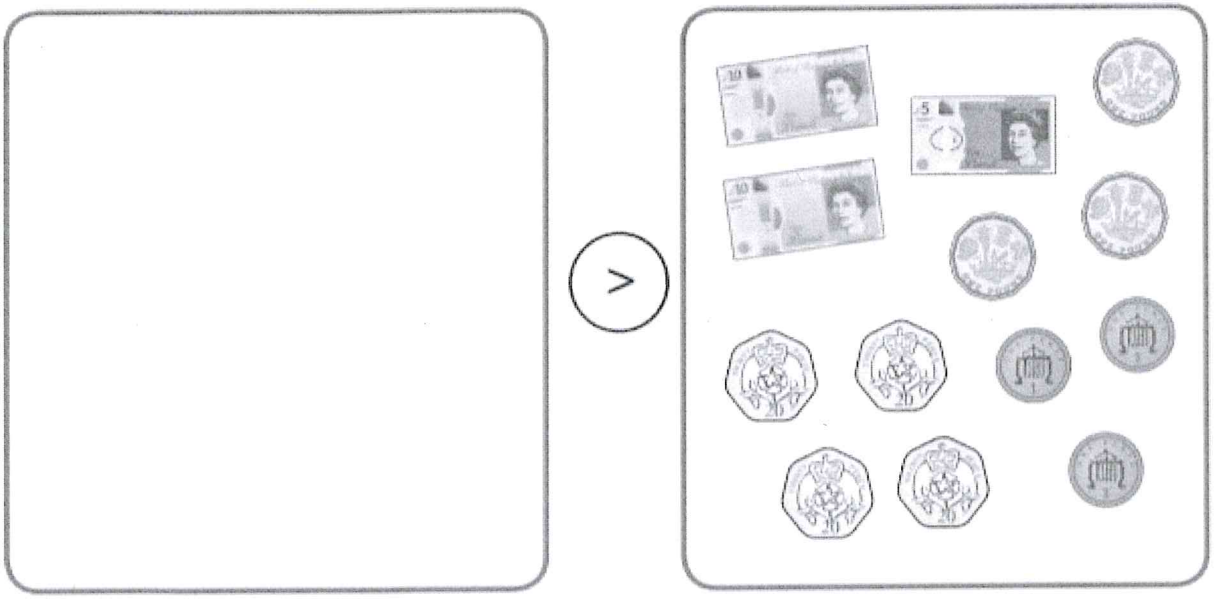
b)

c)



Fluency 4 **I/G/S**

Draw money to make the statement correct.



Fluency 5 **I/G/S**

Write <, > or = to compare the amounts.

a) £3 and 20p ◯ £3 and 27p

b) £5 and 67p ◯ £2 and 67p

c) £10 and 9p ◯ £10 and 20p

d) £5 + £5 + 20p ◯ £10 + 10p

e) £20 + 10p + 5p ◯ 5p + £10 + £10 + 5p + 5p

Application 1 **I/G/S**

Eva has this money.

Teddy has the same amount of pounds as Eva but fewer pence.

How much money could Teddy have?

£ ☐ and ☐ p

Application 2 **I/G/S**

Complete the statements.

a) £7 and 21p > £ ☐ and ☐ p

b) £ ☐ and ☐ p > £7 and 21p

c) £7 and 21p = £ ☐ and ☐ p

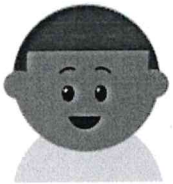
Is there more than one way to complete each statement?

Application 3 **I/G/S**

Both children think they have the most money.

Who is correct?

Asha



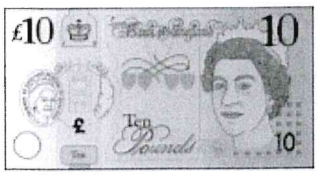
Caleb

Explain what you know.

Application 4 **I/G/S**

Without counting the amounts,

explain why this is correct.



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Challenge

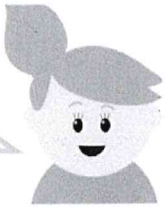
Use the clues to work out which coins the children have.

Anita

I have 3 silver coins that are all the same. I have more money than Millie but my coins are smaller.

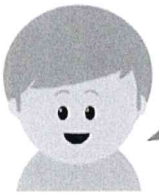
I have 1 coin.

It is the largest silver coin.



Millie

Jerry



I have 2 coins.

They are the same coin as Anita.

Use < > or = to compare their totals.

Week 2- Tuesday 12th January- Read, Write Inc links

Green Group-

ee sound (reading) https://schools.ruthmiskin.com/training/view/tOjapxuA/ciayAWyF

ee sound (spelling)- https://schools.ruthmiskin.com/training/view/FwIKeUqP/uCL4IcgY

Red words- https://schools.ruthmiskin.com/training/view/mljwbs9H/C2cUHtHv

Yellow Group-

oi sound (reading)- https://schools.ruthmiskin.com/training/view/a0nvjSeP/APSFw5mX

oi sound (spelling)- https://schools.ruthmiskin.com/training/view/KvLoSVb1/6rU8K2bz

Red words- https://schools.ruthmiskin.com/training/view/pzLSu3Uh/0MP5HAN6

Grey Group-

oi sound (reading)- https://schools.ruthmiskin.com/training/view/a0nvjSeP/APSFw5mX

oi sound (spelling)- https://schools.ruthmiskin.com/training/view/KvLoSVb1/6rU8K2bz

Red words- https://schools.ruthmiskin.com/training/view/WtCwXBi2/71Kv91XR

Please also remember to access Oxford Owl for free ebooks to read. We encourage children to try and read daily either by themselves or with an adult.

https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=&level=&level_select=&book_type=&series=#

Tuesday 12th January

Guided Reading: The Boy who Sang with Dragons

NCO: discussing and clarifying the meanings of words, linking new meanings to known vocabulary.

Task 1: Clarification

These are some words from the part of the story you are going to read. Read them with an adult.

Do you know what they mean?

Match the meaning to the word.

Word	Meaning
dainty	
wade	
protruding	
defence mechanism	
speckled	
hagfish	

Task 2: Read pages 3-4.

Are there any more words you are unsure of. Write them down in the box provided then have a look in a dictionary or online dictionary or perhaps ask an adult to find their meaning.

Cut these out and match them to the word.
Covered or marked with small spots or patches or colour.
A reaction of the body to avoid conflict or anxiety
A jawless eel-like creature who is slimy.
Walk with effort through water or another liquid
Small, delicate and pretty.
Something that is sticking out.

Tuesday 12th January

Spelling: Revise Year 1 Sounds

NCO: write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Task: Write dictated sentences (using the sentences below), practise to say what you will write and identifying GPCs.

For my birthday I wish for
New blue curtains that float down
A car that starts in the morning
The hiss of a ball falling

Writing Task

Day 2

What is an expanded noun-phrase?

A expanded noun-phrase is when we use an adjective to describe a noun.

For example;

The beautiful, tall trees were swaying in the wind.

adjective | noun

Can you think of some sentences to describe this picture? Remember to include an expanded noun-phrase.

How do we use a conjunction?

A conjunction is a word we use to join two sentences together. It helps us add more information to make our sentences more interesting.

There are different types of conjunctions;

- Subordinating Conjunctions: when, if, that, but, or because
- Coordinating Conjunctions; or, and, or but

These can be used in different ways.

Read the passage provided. Can you read it and find the features shown in the table below? Remember to use a different colour for each one.

Word Type	Colour
Noun phrases (A beautiful, big butterfly)	
Conjunctions (because, and, if, but, so, etc)	
Contractions (doesn't, wasn't, can't)	

The Big Bad Wolf is a horrible, terrifying villain. He terrorises many different innocent story book characters who are just trying to live a quiet life. Sadly he chases the very kind and lovely Little Red Riding Hood through the deep, dark woods just so he can catch her and eat her for his tea. He isn't very kind and thoughtful because he also tried to lock-up and eat her frail, old Grandma. How awful!

I don't even like to think about what he did to those adorable little pigs. The first two pigs worked so hard to finish off their big, fancy new homes because they couldn't live at home anymore and that wolf just destroyed them. He couldn't wait to eat them for lunch but thankfully he wasn't very successful.

When you go for your daily exercise be careful to look out for that terrifyingly mean big, bad wolf.

Check your answers.

Word Type	Colour
Noun phrases (A beautiful, big butterfly)	
Conjunctions (because, and, if, but, so, etc)	
Contractions (doesn't, wasn't, can't)	

The Big Bad Wolf is a horrible, terrifying villain. He terrorises many different innocent story book characters who are just trying to live a quiet life. Sadly he chases the very kind and lovely Little Red Riding Hood through the deep, dark woods just so he can catch her and eat her for his tea. He isn't very kind and thoughtful because he also tried to lock-up and eat her frail, old Grandma. How awful!

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When you go for your daily exercise be careful to look out for that terrifyingly mean big, bad wolf.

Using what we know about expanded noun phrases please have a go at some of your own. Use the characters provided.

Perhaps include a conjunction or practise using a contraction to improve your sentence.

	E.G. The beautiful, young lady collected flowers for her Grandma
	
	
	
	

Tuesday 12th January

Grammar and Punctuation Task: The Big Bad Wolf

Learning Objective:

Read the passage below about the big bad wolf. Can you highlight the follow with a colour of your choice?

Word Type	Colour
Noun phrases (A beautiful, big butterfly)	
Conjunctions (because, and, if, but, so, etc)	
Contractions (doesn't, wasn't, isn't)	

The Big Bad Wolf is a horrible, terrifying villain. He terrorises many different innocent story book characters who are just trying to live a quiet life. Sadly he chases the very kind and lovely Little Red Riding Hood through the deep, dark woods just so he can catch her and eat her for his tea. He isn't very kind and thoughtful because he also tried to lock-up and eat her frail, old Grandma. How awful!

I don't even like to think about what he did to those adorable little pigs. The first two pigs worked so hard to finish off their big, fancy new homes because they couldn't live at home anymore and that wolf just destroyed them. He couldn't wait to eat them for lunch but thankfully he wasn't very successful.

When you go for your daily exercise be careful to look out for that terrifyingly mean big, bad wolf.

Task 2: Now look at the images of the characters below. Can you think of some adjectives to create some expanded noun phrases to describe each one?

	E.G. The beautiful, young lady collected flowers for her Grandma.
	
	
	
	
	

Wednesday 13th January

NCO: Count in multiples of 2,5 and 10.

Use different coins to make the same amount.

- I can count in multiples of 2,5 and 10.
- I can use different coins to make the same amount.

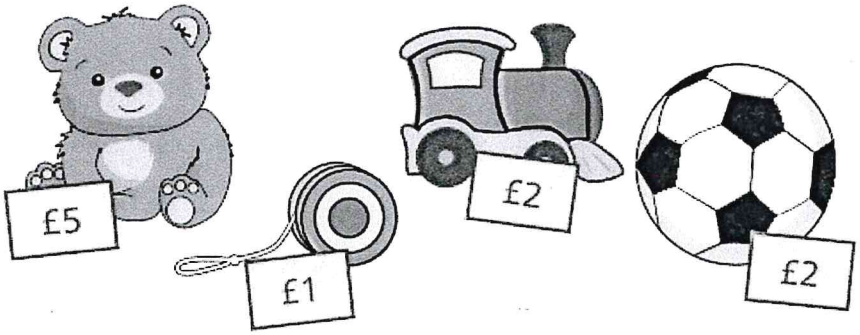
Fluency 1 I/G/S

Twenty pounds and seventy two pence is £_____ and _____p.

£_____ and _____p is twelve pounds and fifty six pence.

Fluency 2 I/G/S

Annie wants to buy some new toys.



a) How much does it cost to buy the teddy and the yoyo?

b) How much does it cost to buy the toy train and the football?

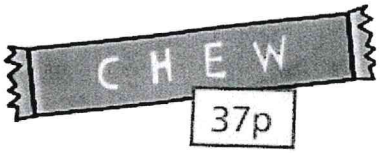
c) How much does it cost to buy one of everything?

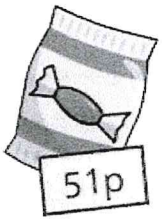
d) Annie has £9

Circle three items she could buy.

Fluency 3 **I/G/S**

Whitney goes to the cinema and buys these sweets.





How much money does Whitney spend altogether?

☐

Fluency 4 **I/G/S**

Complete the statements.

a) £3 + 42p = £ ☐ and ☐ p

b) £7 + ☐ p = £7 and 96p

c) £ ☐ + 3p = £11 and ☐ p

d) £ ☐ and 53p = 50p + 3p + £18

e) £10 + ☐ p + 50p = £10 and 70p

Fluency 5 **I/G/S**

Complete the bar models.

a)

60p	28p

b)

£21	£59

c)

23p	£4	47p

Application 1 **I/G/S**

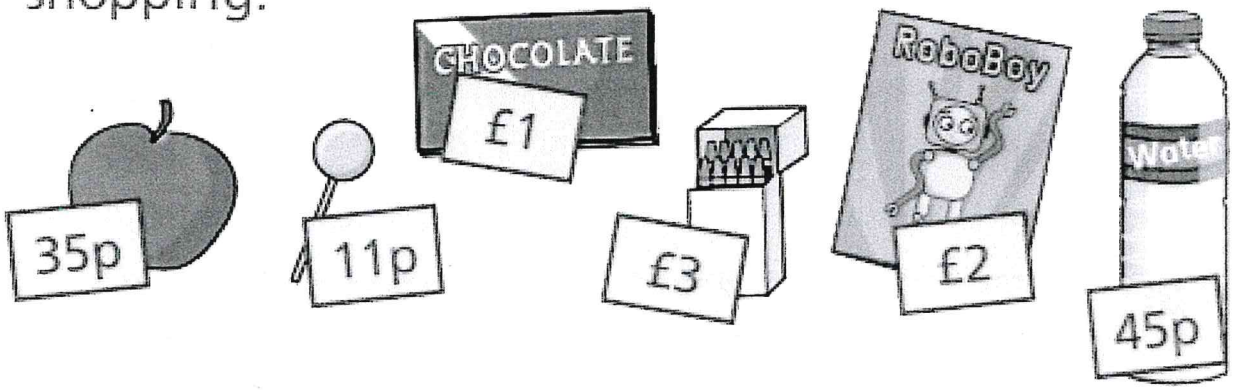
Ron has this money in his hand.

He has 29p in his pocket.

How much money does Ron have altogether?

Application 2 I/G/S

- Dexter, Tommy, Alex and Rosie are going shopping.



a) Dexter buys a comic book and a chocolate bar.

How much does Dexter spend? ☐

b) Tommy buys a bottle of water, a lollipop and an apple.

How much does Tommy spend? ☐

c) Alex buys 2 lollipops and a box of crayons.

How much does Alex spend?

£ ☐ and ☐ p

d) Rosie spends £3 and 80p

What items could Rosie have bought?

_____

Week 2- Wednesday 13th January- Read, Write Inc links

Green Group-

igh sound (reading) https://schools.ruthmiskin.com/training/view/BYrQx779/ZIoii9VB

igh sound (spelling)- https://schools.ruthmiskin.com/training/view/WRZeqscZ/GDnnrkIj

Red words- https://schools.ruthmiskin.com/training/view/Ky0AYI3i/ClPGbZY9

Yellow Group-

a-e sound (reading)- https://schools.ruthmiskin.com/training/view/cbitOTyo/Uiy9cjkM

a-e sound (spelling)- https://schools.ruthmiskin.com/training/view/yXMABsvm/0QxKx44V

Red words- https://schools.ruthmiskin.com/training/view/O5rtzr5z/Iz4VHdk3

Grey Group-

a-e sound (reading)- https://schools.ruthmiskin.com/training/view/cbitOTyo/Uiy9cjkM

a-e sound (spelling)- https://schools.ruthmiskin.com/training/view/yXMABsvm/0QxKx44V

Red words- https://schools.ruthmiskin.com/training/view/gE16zNO1/JAkxGG64

Please also remember to access Oxford Owl for free ebooks to read. We encourage children to try and read daily either by themselves or with an adult.

https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=&level=&level_select=&book_type=&series=#

Wednesday 13th January

Guided Reading: The Boy who Sang with Dragons

NCO: answering and asking questions.

Task 1: Clarification

These are some words you will reading in the next two pages. Make sure you understand what they mean. Perhaps ask an adult to help.

Word	Meaning
manicured	An area of land that is neatly trimmed or cut.
ventured	To take a risky journey or course of action.
illuminating	Make a bright light shine on something or light it up.
optimism	Confidence that something will be successful.
dramatic	To be exciting or expressive.

Task 2: Read pages 5—6 (first part of 7)

Are there any more words you are unsure of. Write them down in the box provided then have a look in a dictionary or online dictionary or perhaps ask an adult to find their meaning.

Task 3: Answer the questions below.

1. Thinking about what you read on page 4 yesterday and page 5 today. Why do you think the dragons are described as a handful?

2. Liam was worried that they wouldn't be able to see the dragon. Why? (page 5)

3. Where did the dragon land as he flew up?

4. What did the Dragon Protector hope the floodlights would do?

5. What did the dragons begin to do as the light came on?

Wednesday 13th January

Spelling: Revise Year 1 Sounds

NCO: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

Task: Use new words below to create interesting sentences. Ensure your spelling is correct.

buzz	foals	boat	moon
bursting	home	boys	lawn
waiting	garden	happy	fields
dream	winter	dolphin	
short	bright	thinking	
brown	new	bears	

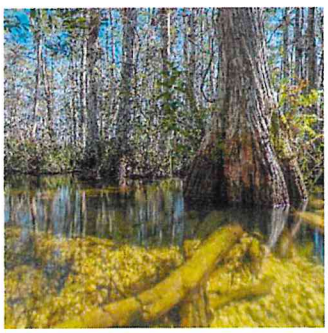
Wednesday 13th January

NCO: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

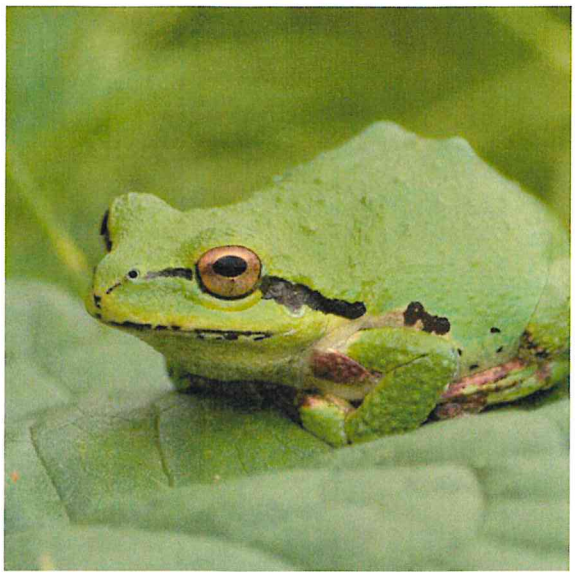
- I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

Task 1- Go through Habitats PowerPoint.

Task 2– Match the animal to their correct habitat.



Task 2– Choose 4 animals and create flash cards about their habitats. See example below.



- Frogs need a habitat that has enough water for them to drink and also lay eggs in.
- They need a habitat that has plenty of flies, cockroaches and spiders to eat so their long sticky tongue can catch them!
- Bigger frogs also eat mice and birds.
- Frogs also need to live somewhere where they can hide from other animals like otters, birds and fish that try and eat them!

Frogs live in places like a pond or lake to be able to survive.

Wednesday 13th January

Writing Task: Improving Sentences

Learning Objective: to use expanded noun phrases to describe and specify.

Task 1: Look at the images of villains provided. Think of some adjectives you might use to describe them. These adjectives will help you with your writing.

We are going to improve some sentences about the character, The Sheriff of Nottingham, from Robin Hood.

If you are lucky enough to have Disney + or a copy of the DVD you could have an extra treat and watch the story of Robin Hood. There are some clips below to help you find out a little bit more about the character if you don't.

Robin Hood - Sheriff of Nottingham - YouTube

www.youtube.com/watch?v=sQwHtotobu8

Robin Hood (1973) - Sheriff and Guards - YouTube

Task 2: Now look at the sentences provided. Can you improve them? First look at the example.

(Video from Mrs Hague on Microsoft Teams to support this – If you cannot access this and would like to watch it please let me know)

The sheriff is bad.

The sheriff, who is mean to people, is a very bad man.

The bad sheriff isn't very nice to poor people because he takes their hard-earned money.

Try these:

- He is a mean man.
- The Sheriff of Nottingham steals money.

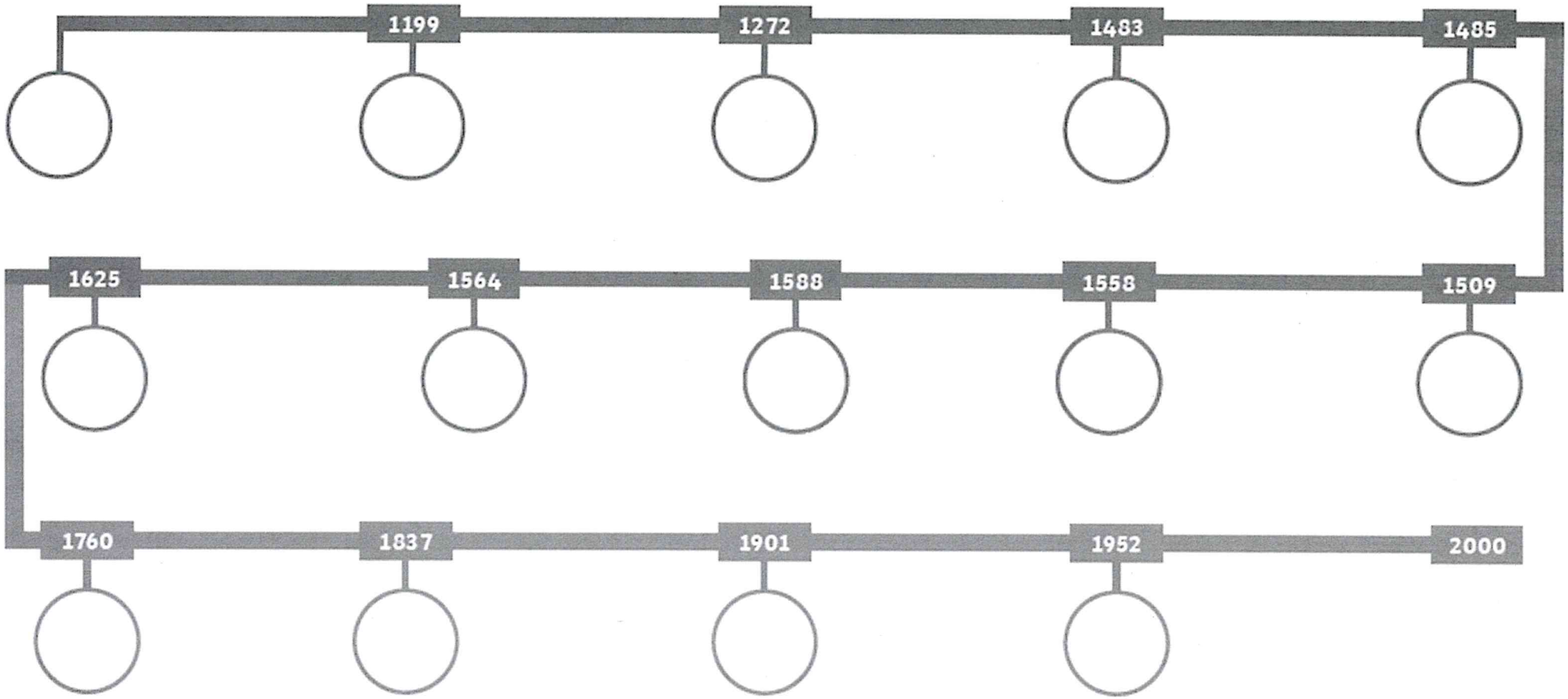
- The Sheriff of Nottingham doesn't like Robin Hood.

Points	Success Criteria	How did I do?
1	Capital Letters and Full stops	
1	Use adjectives in your sentence	
1	Neat handwriting	
2	Use noun phrases to describe the sheriff	
2	Use a conjunction (and, but, so, because) to improve the sentence and add information.	
3	Use a word with a contraction (can't, doesn't, isn't, wasn't)	

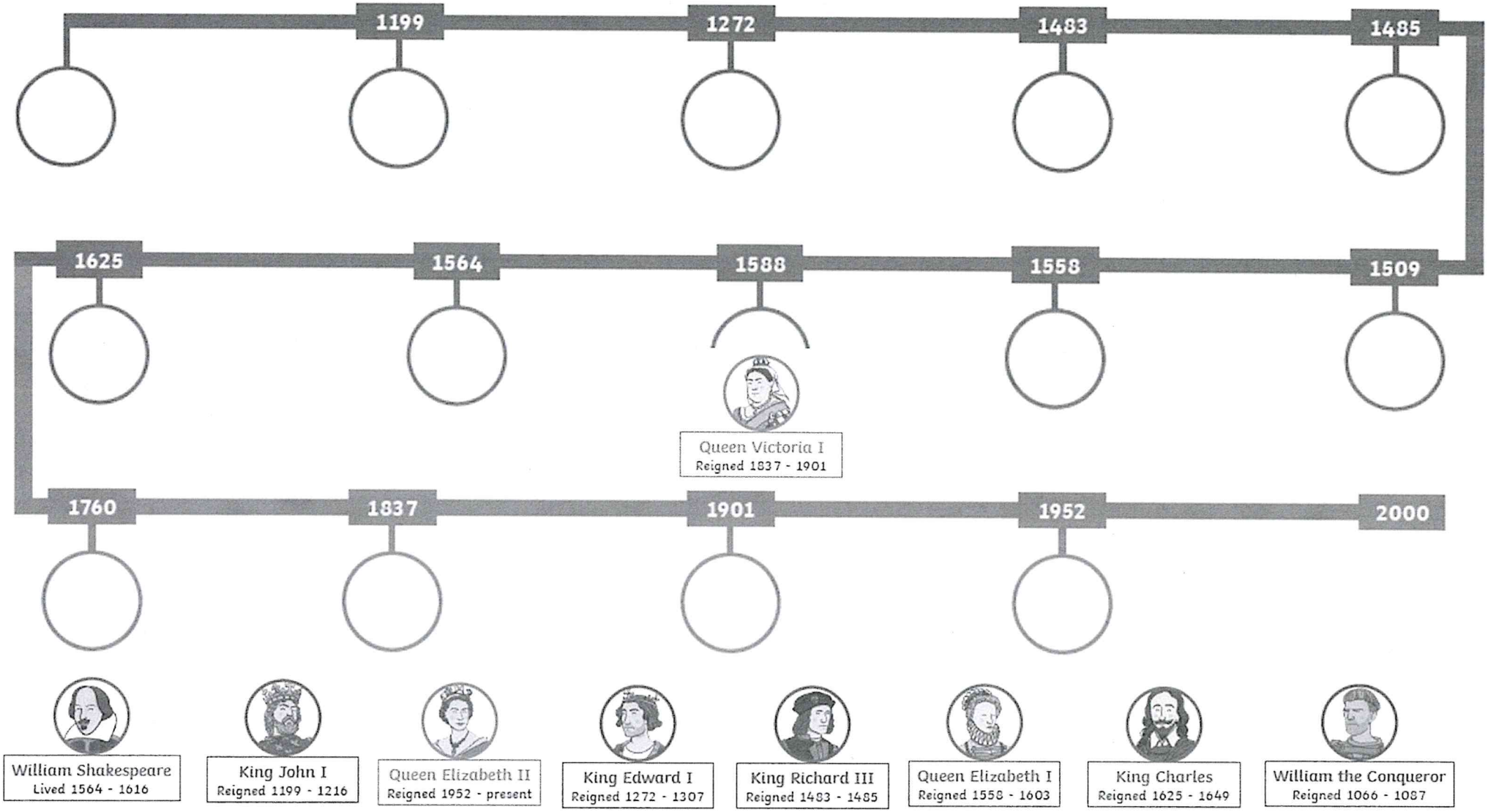
Kings and Queens in History

Watch this clip:
https://www.youtube.com/watch?v=40qOAcz5bUM

How many monarchs have you heard of?



Order the images of the famous monarchs on the timeline – look at the dates to help you.


1199
1272
1483
1485
1625
1564
1588
1558
1509
Queen Victoria I
Reigned 1837 - 1901
1760
1837
1901
1952
2000
William Shakespeare
Lived 1564 - 1616
King John I
Reigned 1199 - 1216
Queen Elizabeth II
Reigned 1952 - present
King Edward I
Reigned 1272 - 1307
King Richard III
Reigned 1483 - 1485
Queen Elizabeth I
Reigned 1558 - 1603
King Charles
Reigned 1625 - 1649
William the Conqueror
Reigned 1066 - 1087

Thursday 14th January

NCO: Count in multiples of 2,5 and 10.

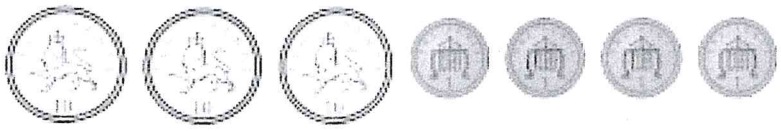
Use different coins to make the same amount.

- I can count in multiples of 2,5 and 10.
- I can use different coins to make the same amount.

Fluency 1 I/G/S

Teddy and Annie each have some money.

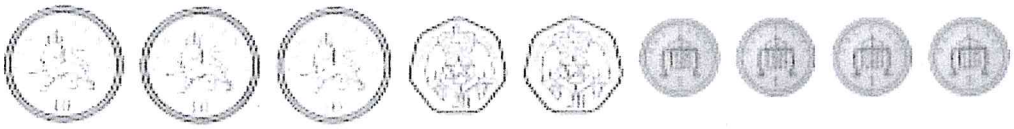
a) Teddy has this money.



How much money does Teddy have?

p

b) Annie has this money.



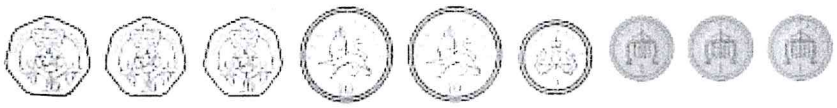
How much money does Annie have?

p

c) How much more money does Annie have than Teddy?

Fluency 2 **I/G/S**

Rosie has this money.



She wants to buy this packet of sweets.

How much more money does Rosie need?

Fluency 3 **I/G/S**

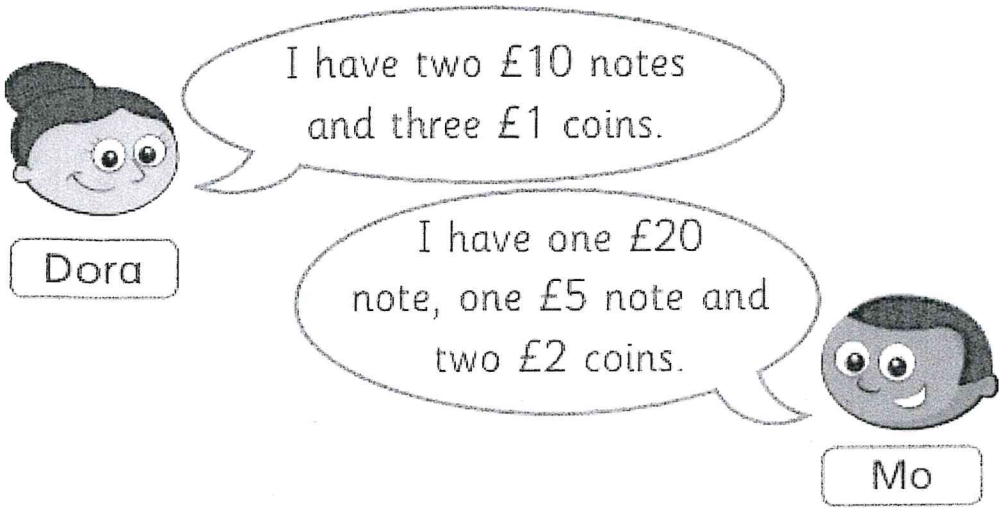
Work out the difference between the cost of a bottle of water and a lollipop.

58p

23p ←——?——→

Fluency 4 **I/G/S**

Dora and Mo each have some money.

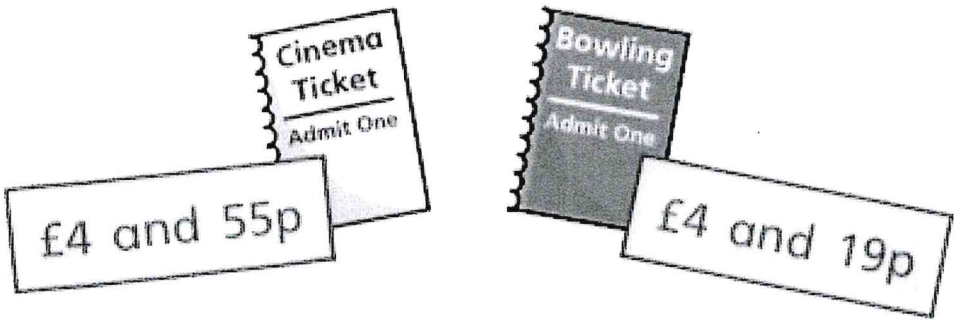


Who has more money? _____

How much more money do they have?

Fluency 5 **I/G/S**

Jack has been to the cinema and bowling.



How much more did Jack spend to go to the cinema than to go bowling?

Application 1 **I/G/S**

Esther has £3 and 67p.

Nijah has £3 and 15p.

Brett has £8 and 67p.

a) Who has the most money? _____

b) How much more money does Esther have than Nijah?

c) How much more money does Brett have than Esther?

Application 2 **I/G/S**

Tom and Whitney each have £5 and 84p.

a) Tom spends some money.

Now he has £5 and 7p.

How much did Tom spend?

b) Whitney also spends some money.

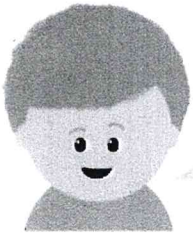
Now she has £5 and 23p.

How much more did Tom spend than Whitney?

Application 3 **I/G/S**

Marlon is answering the question

How much more is £7 than £2?



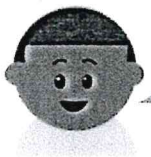
It is £7 more.

Draw something to show he is wrong.

Application 4 **I/G/S**

The children are working out the difference in price between going to the swimming pool or going bowling.

Caleb



The difference is £14 because 5 count on 9 is 14.

The difference is £4 because 9 count back 5 is 4.

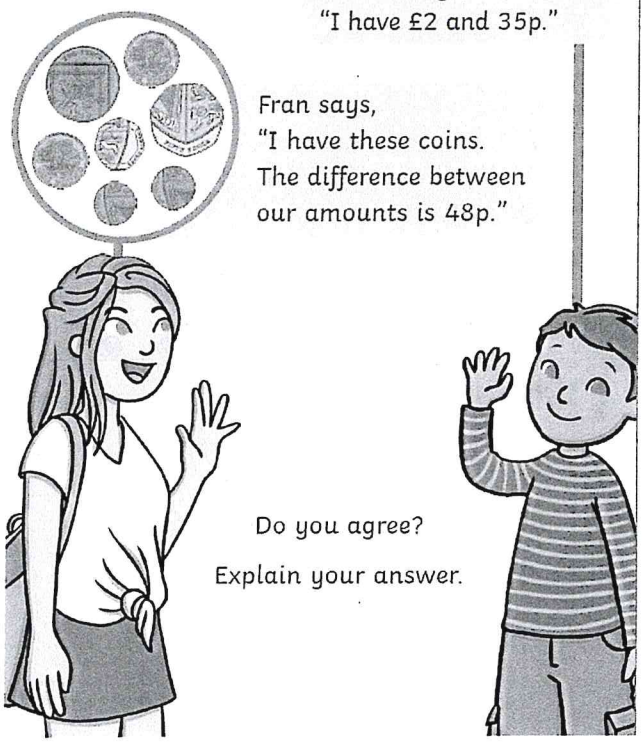
Ranjit

Who do you agree with?

What mistake has the other person made?

Challenge

Fran and Ahmed are looking at how much money they have.



Do you agree?

Explain your answer.

Week 2- Thursday 14th January- Read, Write Inc links

Green Group-

ow sound (reading) https://schools.ruthmiskin.com/training/view/AAEzBm7P/UDztWWEC

ow sound (spelling)- https://schools.ruthmiskin.com/training/view/O7Ab7cLN/AYr7vyhq

Red words- https://schools.ruthmiskin.com/training/view/ldVMhrpF/yUioOplt

Yellow Group-

i-e sound (reading)- https://schools.ruthmiskin.com/training/view/hOl469fk/dztewjFY

i-e sound (spelling)- https://schools.ruthmiskin.com/training/view/FKKBO91i/ik0qllqc

Red words- https://schools.ruthmiskin.com/training/view/k7SRMweO/kAtjwQmi

Grey Group-

i-e sound (reading)- https://schools.ruthmiskin.com/training/view/hOl469fk/dztewjFY

i-e sound (spelling)- https://schools.ruthmiskin.com/training/view/FKKBO91i/ik0qllqc

Red words- https://schools.ruthmiskin.com/training/view/JIfzs6FI/CMwJPHC9

Please also remember to access Oxford Owl for free ebooks to read. We encourage children to try and read daily either by themselves or with an adult.

https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=&level=&level_select=&book_type=&series=#

Thursday 14th January

Guided Reading: The Boy who Sang with Dragons

NCO: predicting what might happen on the basis of what has been read so far.

Task 1: Clarification

These are some words you will reading in the next two pages. Make sure you understand what they mean. Perhaps ask an adult to help.

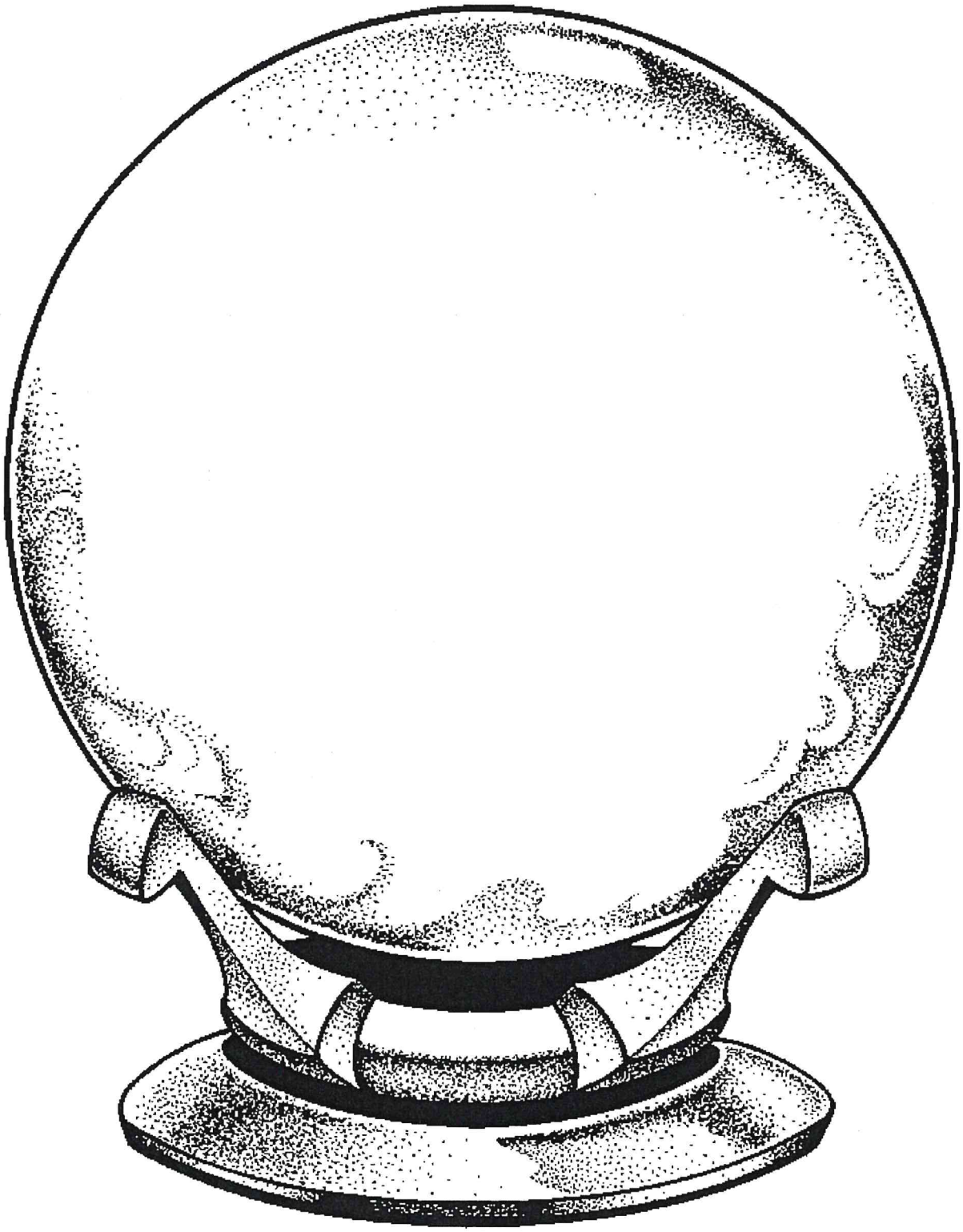
Word	Meaning
burrowing	To make a tunnel, typically to be used as a home.
invaded	To enter somewhere usually without being wanted there.
slalomed	A race down a winding course usually marked out by poles.
flail	To wave or swing wildly.
undignified	Appearing foolish or without honour.
irate	A feeling of anger
monstrosity	A thing that is large and unsightly.

Task 2: Read the rest of the story.

The extract leaves us on a cliff hanger. What do you think will happen next?

Using the crystal ball on the next page, draw a picture of what you think will happen next? Write a sentence or two to explain what you have drawn.

Task 3: Prediction



Thursday 7th January

Spelling: Revise Year 1 Sounds

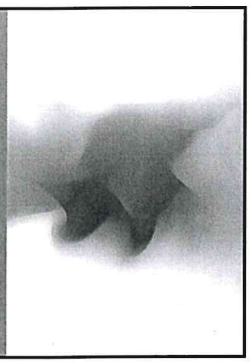
NCO: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

Task: Use new words below to create interesting sentences. Ensure your spelling is correct.

buzz	foals	boat	moon
bursting	home	boys	lawn
waiting	garden	happy	fields
dream	winter	dolphin	
short	bright	thinking	
brown	new	bears	

ADJECTIVES

Thursday 14th January



What is an adjective?

Watch the video below to help refresh your memory about what an adjective is.

https://www.youtube.com/watch?v=hifcUYaACzI

Can you find all the adjectives?

Task 2- Adjectives to describe Robin Hood

Write as many adjectives as you can to describe Robin Hood on your worksheet.

Tomorrow we will be creating a WANTED! poster for Robin Hood!

Using conjunctions

and, or, but, so

Monday 11th January

What is a conjunction?

Watch the video below that describes what a conjunction is, what they do and about the conjunctions we will be using today.

https://www.youtube.com/watch?v=yH3R9pyIU8M

Have a go at these…

Which conjunction fits best?

Click the circles next to the co-ordinating conjunctions to reveal. Correct incorrect

I don't want to do my homework tonight, _____ Mum says I have to.

- and
- but
- or
- so

Which conjunction fits best?

Click the circles next to the co-ordinating conjunctions to reveal. Correct Incorrect

I am going to music lessons _____ I can learn piano.

- and
- but
- or
- so

Which conjunction fits best?

Click the circles next to the co-ordinating conjunctions to reveal. Correct Incorrect

In art class, I like to paint _____ Jane likes to draw.

- and
- but
- or
- so

Which conjunction fits best?

Click the circles next to the co-ordinating conjunctions to reveal. Correct Incorrect

Dad said I can eat some strawberries _____ I can eat an apple.

- and/or
- but
- so

Which conjunction fits best?

Click the circles next to the co-ordinating conjunctions to reveal. Correct incorrect

Do you want to go now _____ should we go later?

- and
- but
- or
- so

Which conjunction fits best?

Click the circles next to the co-ordinating conjunctions to reveal. Correct incorrect

Tom's favourite sport is tennis _____ Amina's is ice skating.

- and
- but
- or
- so

Which conjunction fits best?

Click the circles next to the co-ordinating conjunctions to reveal. Correct incorrect

I want to go jogging _____ I can stay healthy.

- and
- but
- or
- so

Which conjunction fits best?

Click the circles next to the co-ordinating conjunctions to reveal. Correct incorrect

Would you like fizzy pop ____ would you prefer fruit juice?

- and
- but
- or
- so

Activity…

Have a go at the 3 tasks set, remembering all about the conjunctions we have learnt and used today!

Thursday 14th January

Robin Hood: Learning about the Legend

Learning Objective: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

- I can recall some facts about a traditional tale.

Task 1: Write 3 facts you can remember about Robin Hood.

Task 2: Think of some adjectives that you might use to describe Robin Hood. Record them below. Try think of as many as possible.

Task 3: Tomorrow you will be making a Wanted! Poster for Robin Hood using the adjectives you have collected above.

You will also need to include some conjunctions to make brilliant Year 2 sentences. Plan below some of the sentences you might write. Try and think of some exciting words you might want to use.

Friday 15th January

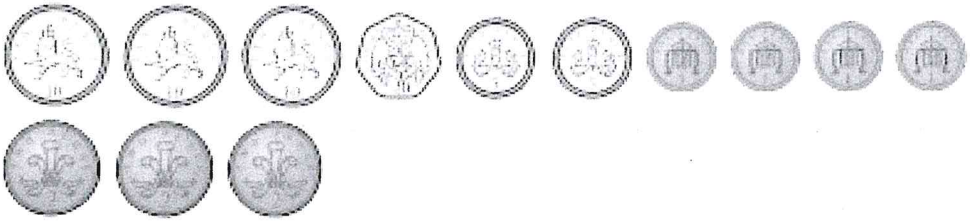
NCO: Count in multiples of 2,5 and 10.

Use different coins to make the same amount.

- I can count in multiples of 2,5 and 10.
- I can use different coins to make the same amount.

Fluency 1 **I/G/S**

a) Dora has this money.



She spends 45p.

How much change does Dora get?

b) Tommy has this money.

He spends 41p.

How much change does Tommy get?

c) Alex has this money.

She spends 67p.

How much change does Alex get?

Fluency 2 **I/G/S**

Nijah buys a lollipop for 15p.

She pays with a 50p coin.

How can we work out the change?

Circle the calculation.

15 – 50 50 + 15 15 + 50 50 – 15

Fluency 3 **I/G/S**

Annie buys this book.

She pays with a £10 note.

How much change does Annie get?

Fluency 4 **I/G/S**

Dexter buys these sweets.

He gives the shopkeeper £1 and 83p.

How much change does Dexter get?

£ and p

Application 1 **I/G/S**

Whitney, Jack and Amir each have £1

a) Whitney buys a bottle of water for 70p.

How much change does Whitney get?

b) Jack buys a box of raisins for 67p.

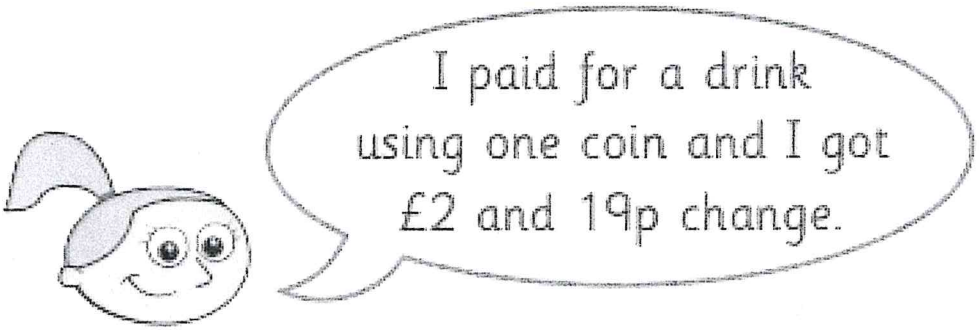
How much change does Jack get?

c) Amir buys a bottle of milk for 91p.

How much change does Amir get?

d) How did you work out your answers?

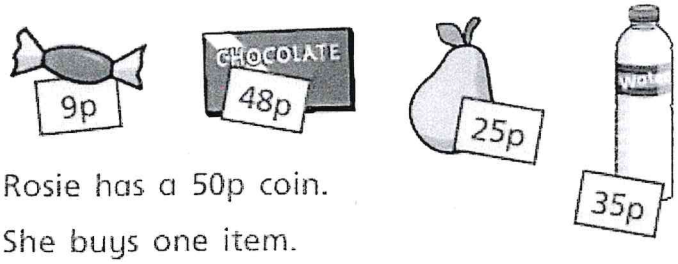
Application 2 **I/G/S**



Eva is wrong. How do we know?

Application 3 **I/G/S**

Rosie and Tom buy some of these items.



a) Rosie has a 50p coin.

She buys one item.

Rosie's change is all silver coins and one of them is a 20p.

What did Rosie buy? _____

How do you know?

b) Tom has £1

What items could he buy?

_____

_____

How much change will he get?

Thursday 14th January

Spelling: Revise Year 1 Sounds

NCO: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

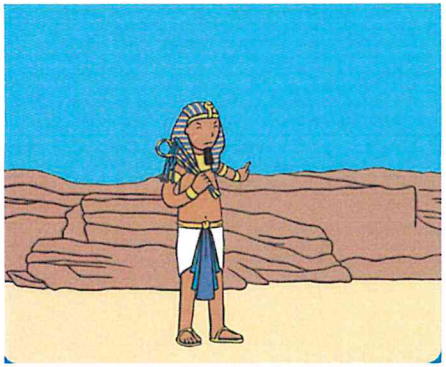
Task: Practise spelling the words within your chosen sentence using the techniques provided.

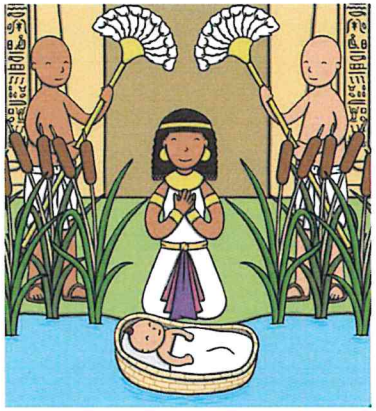
Friday 15th January

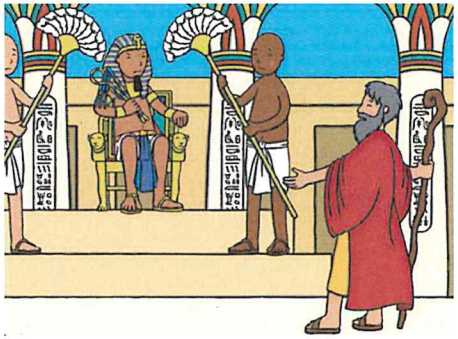
NCO: To understand how celebrating Passover helps Jews show God they value their special relationship with Him.

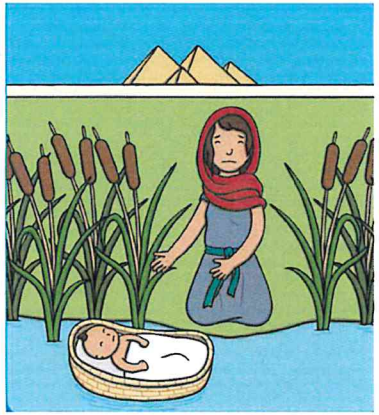
- I can use the right vocabulary to tell you something Jews do as part of their religious practice.
- I can start to say what I think is the most important things Jews do to show they are doing what God asks.

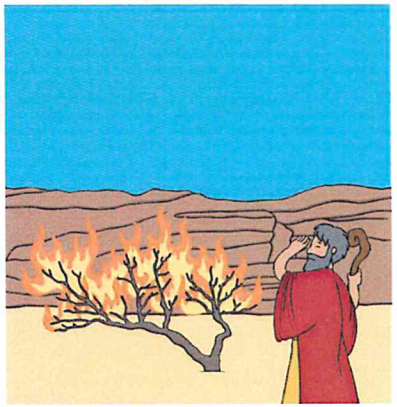
Task– Sequence the pictures from the story of Passover. Pictures below.

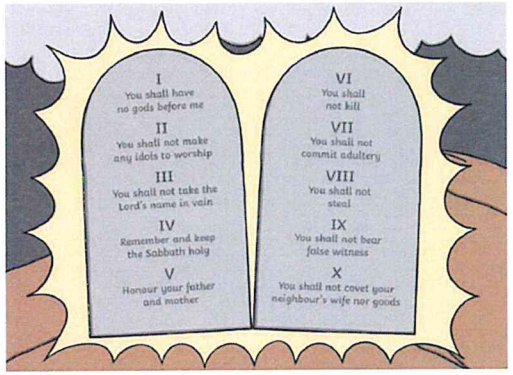


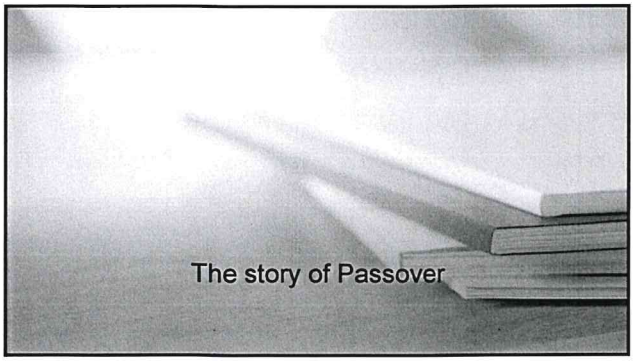






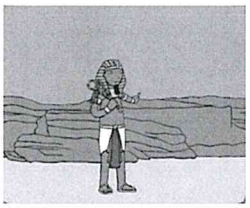



I
You shall have no gods before me
II
You shall not make any idols to worship
III
You shall not take the Lord's name in vain
IV
Remember and keep the Sabbath holy
V
Honour your father and mother
VI
You shall not kill
VII
You shall not commit adultery
VIII
You shall not steal
IX
You shall not bear false witness
X
You shall not covet your neighbour's wife nor goods



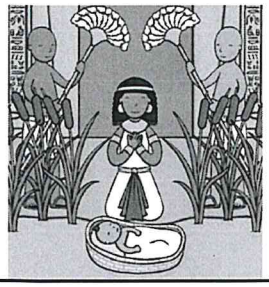
When Moses was born, the Israelites were slaves in Egypt. The Pharaoh was afraid of them because he thought they might take over his country.

He ordered his soldiers to kill all the baby boys at birth so they would not grow up and fight him.

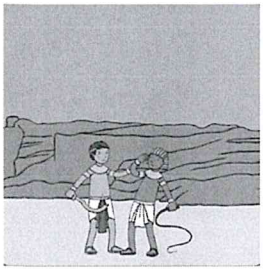


To save Moses, his mother made a plan. She put him in a basket and set him adrift on the River Nile and left his fate to God's will.

Moses floated down the river where the Pharaoh's daughter found and rescued him. She brought him back to the palace and raised him as a son.

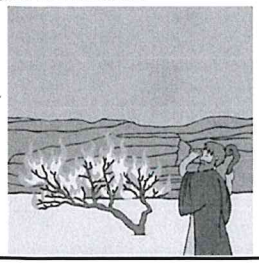


Moses grew up in the palace as a royal prince. One day he lost his temper and killed an Egyptian who had beaten an Israelite slave to death. He had to flee to another land.



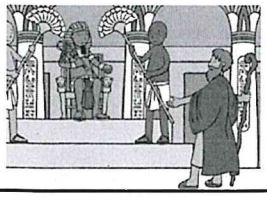
Moses lived in the land of Midian and worked as a shepherd for forty years. One day, in the desert, he heard the voice of God from a burning bush.

God asked Moses to lead his people out of slavery in Egypt to the Promised Land.



Moses went back to Egypt and asked the Pharoah to free his people. The Pharoah did not want to lose his slaves so he refused.

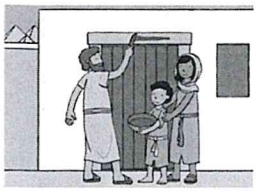
God was angry and unleashed ten plagues on the Egyptians.



It was the tenth plague that finally made the Pharaoh let them go. The eldest son in every family, including the Pharaoh's, died.

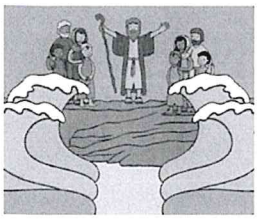
The Israelites marked their doorposts with lamb's blood so that they would be safe.

The Israelites fled but soon after the Pharaoh changed his mind and sent his army after them.

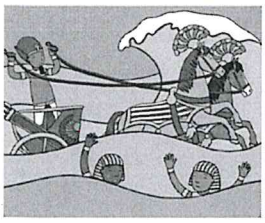


The army chased the Israelites to the banks of the Red Sea where they were trapped.

God told Moses to lift up his rod and as he did so the waters parted to make a dry path.

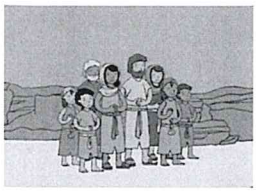


When all the Israelites were safely at the other shore, Moses raised up his rod again and the water closed on the Pharaoh's army who had been chasing them. God had saved the Israelites once more.



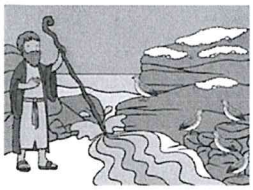
The Israelites were free but they still had nowhere to live. They were searching for a land called Canaan, which they had been promised by God.

The journey was long and they were hungry. Moses promised that God would provide food.



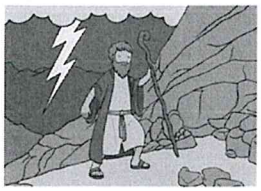
To their amazement, the next day they woke up to discover that the ground was covered with white food that tasted like honey.

When their water ran out, God told Moses to strike a rock with his rod. As he did this, water ran out and they were all able to drink.



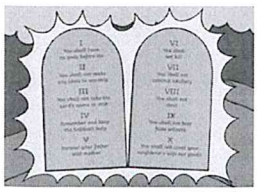
After three months of travelling, the Israelites arrived at the foot of Mount Sinai, where God called Moses to meet him at the top of the mountain.

Moses had to climb the mountain in a thunderstorm.



At the top of the mountain, God gave Moses ten important laws. These laws were called the Ten Commandments and would tell the people how to live.

Moses promised God that the Israelites would keep all of the Ten Commandments.



The story of Passover

https://www.bbc.co.uk/bitesize/clips/ztdw6sg

Activity

Have a go at sequencing the pictures from todays story.

Jigsaw- Friday 15th January

Please listen to the calm me video to calm your mind before doing your Jigsaw lesson.

Task 1- Choose one of the challenges below- remember to pick something that with challenge you, do not pick something that you know you are already good at or able to do.

1. Learn the Macarena dance.
2. Learn to count in Mandarin Chinese from 1 to 10.
3. Learn to count to French in 2s from 0 to 20.
4. Make a colourful card to give to your family with a special message inside.
5. Memorise the poem "The Owl and the Pussy-cat" by Edward Lear.

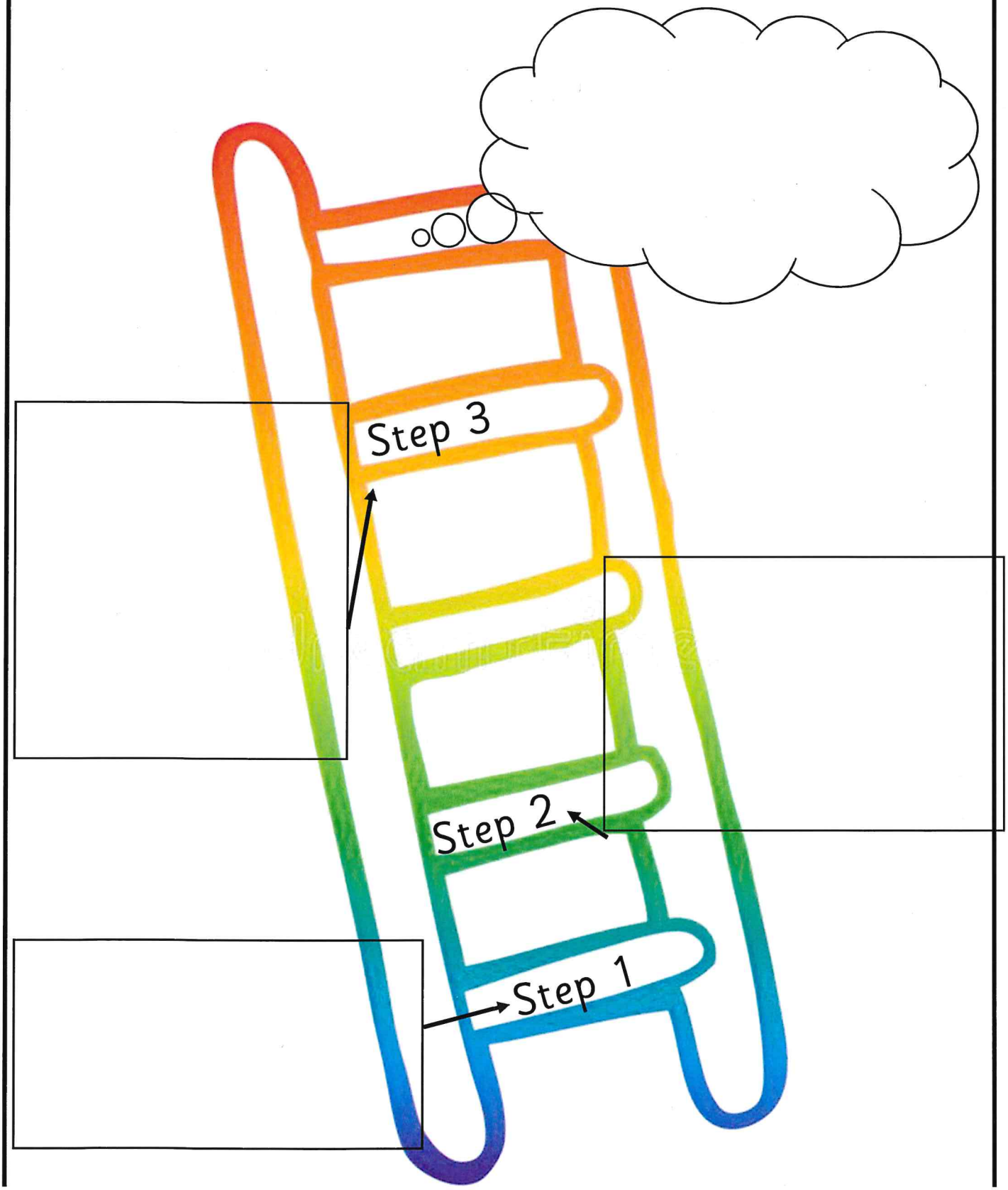
Task 2- After you have chosen your challenge have a think about the different steps you might take to help you achieve your chosen challenge. Write the 3 main steps you will need to take to help you achieve your goal on the ladder worksheet below.

Friday 15th January

NCO: Persevere even when you find tasks difficult

- I can persevere even when I find tasks difficult.
- I can tell you some of my strengths as a learner.

Task– Write the steps to achieve your goal on the step of the ladder. Write a piece of advice a family member or someone special to you would give you in the speech bubble at the top of the ladder.



Friday 15th January

Writing: Create a Wanted! Poster

Use the template provided to create your own Wanted! Poster. You will need to use some of the things you already know to create brilliant Year 2 sentences. These are in the table below:

Points	Success Criteria	How did I do?
1	Capital Letters and Full stops	
1	Use adjectives in your sentence	
1	Neat handwriting	
2	Use noun phrases to describe the sheriff	
2	Use a conjunction (and, but, so, because) to improve the sentence and add information.	
3	Use a word with a contraction (can't, doesn't, isn't, wasn't)	

Perhaps when you've finished your work you could make it look really old by using cold tea or coffee to paint it. You may need to do your writing in pen if you want to do this.

WANTED