

Good morning everyone,

We loved seeing the learning you did yesterday and can't wait to see what brilliant learning you do today!

Time	Learning
9:00-9:30	<p>Phonics</p> <p>The phonics session is made up of two parts.</p> <p>The first is the speed sound session. Please select the video appropriate to your child's level (this was emailed to you):</p> <p>Set 1: z https://www.youtube.com/watch?v=af63Z4UFvMo&feature=youtu.be</p> <p>Set 2: ee https://youtu.be/6HSGJdTBYw</p> <p>Set 3: ea https://www.youtube.com/watch?v=slhuplcck2U</p> <p>The second is the reading. You will need to log into the Oxford Owl website and find the correct coloured book for your child. Your child should read the book 3 times before moving on, so that they become increasingly confident. Oxford owl: https://home.oxfordowl.co.uk/</p> <p>If you are in guided reading, please read chapter 2 of <i>George's Marvellous Medicine</i> by Roald Dahl and answer the questions in full sentences. We look forward to reading your answers.</p>
9:30-10:30	<p>English</p> <p><u>Suffixes (er and est)</u></p> <p><u>LO: to understand the purpose of suffixes.</u></p> <p>SC1: I know what a root word is.</p> <p>SC2: I can define what a suffix is.</p> <p>SC3: I can understand the impact of a suffix.</p> <p>Yesterday we learnt about a type of suffix.</p> <p>Look at your reflection:</p> <p>Can you remember what they were called?</p>

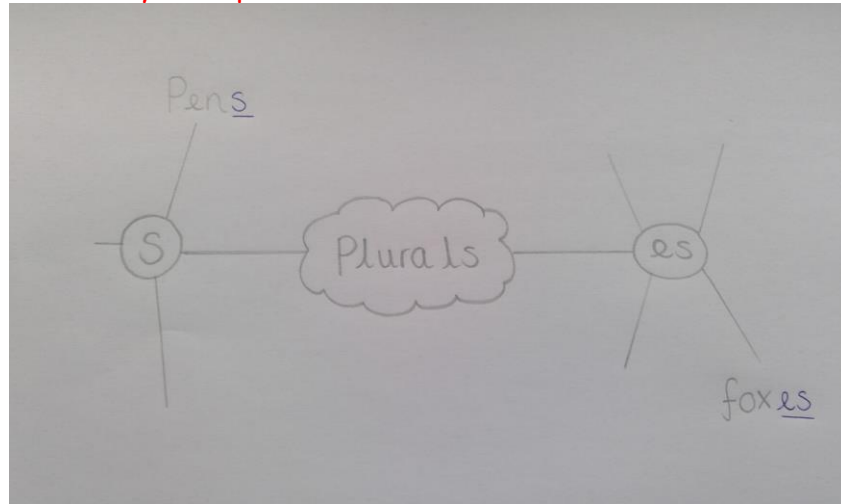
Plurals!

We learnt that we add 's' and 'es' to the end of words to make them a plural.

A plural means we have got more than one.

Challenge: can you create a quick spider diagram to show the words that we would add 's' and 'es' to?

Here is my example:



Today we are going to learn about two different types of **suffix**. We are going to learn about adding '**er**' and '**est**' to adjectives.

What is an **adjective**?

An adjective is a describing word.

We have used adjectives lots this year!

When we add a suffix, we are adding letters to the end of the word to change it slightly.

The word we start with is called a **root word**.



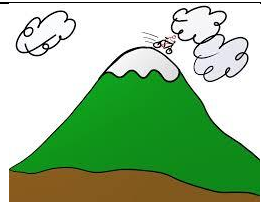


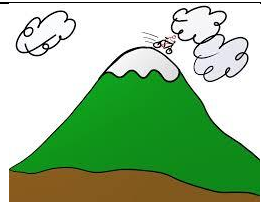


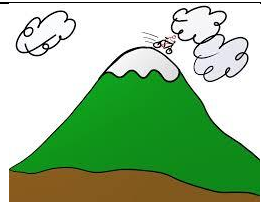
Watch this video tutorial:

https://www.youtube.com/watch?v=s_XBCPCxoZU&feature=youtu.be

Task:

Use the sheet attached below or you could draw your own boxes. First, think of an adjective and write it in the first box, you could draw a picture to match it.

In the next box you will need to add 'er' to your word, to make it more. You could draw a picture to match this.

	<p>In the last box you are going to add 'est' to your box, as this is the most. You could draw a picture to go with this.</p> <p>Example:</p> <table> <tr> <td>  Big </td> <td>  Bigger </td> <td>  Biggest </td> </tr> </table> <p>Reflection: Have you been able to use suffixes? Where would you use this suffix in your writing?</p> <p>Challenge: use your 'er' and 'est' words to write sentences. Example: <i>The blue car is fast but the green car is faster and the red car is the fastest.</i> Key words: suffix, root word, adjective.</p>	 Big	 Bigger	 Biggest
 Big	 Bigger	 Biggest		
10:30-11:00	Break time/snack time			
11:00-12:00	<p>Maths Measurement length and height <u>LO: to understand the measurement length and height</u> SC1: I can define length and height. SC2: I can compare length and height. SC3: I can solve problems about length and height.</p> <p>Reflection on yesterday: in your books write down what measurement is.</p> <p>Measurement is a number that shows the size or amount of something.</p> <p>This morning in English you were looking at 'er' and 'est'. The suffixes 'er' and 'est' help us compare things.</p> <p>Yesterday, we looked at length and using the words long and short to help us describe length as well as tall and short to help us describe height. Remember length is how long it is, like a</p>			

snake, and height is how tall it is, like a giraffe. In your books write down a list of key words to help you in your maths learning.

Today, we are going to **compare** different lengths and heights. Start by watching this video about longer and shorter.

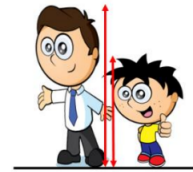
https://www.youtube.com/watch?v=X_97AO2SkGU&t=110s

Let's have a go at using these words in some questions.

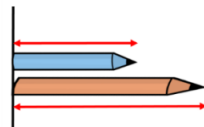
- Use the words **taller** and **shorter** in the sentence stems to compare the height of the man and the boy.

The man is than the boy.

The boy is than the man.



- Use the words **longer** and **shorter** in the sentence stems to compare the length of the blue pencil and the orange pencil.



The blue pencil is than the orange pencil.

The orange pencil is than the blue pencil.

Which pencil is the longest? Which pencil is the shortest?

- Compare the vehicles using the words to help you.



length height
longer same
taller shorter

4

Answers

The man is **taller** than the boy.

The boy is **shorter** than the man.

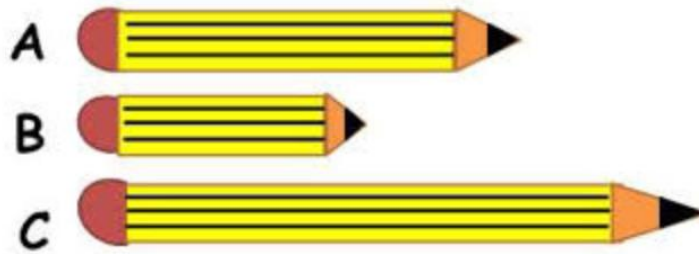
The blue pencil is **shorter** than the orange pencil.

The orange pencil is **longer** than the blue pencil.

The purple car and the blue car are the **same** length.

The white van is **longer** than the blue and purple car.

Which is the **longest**?



Which is the **shortest**?



Answers:

C is the longest.

The boy in **green** is the shortest.

Task

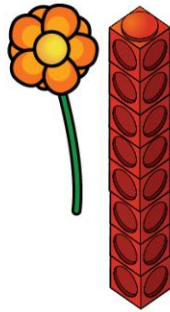
Find three things of the same type (example pencils). Measure them using your object from yesterday or/and a ruler. Then film yourself explaining which one is short, longer and longest, or short, taller and tallest. Include telling us the measurement of your objects (example 4 paper clips) **and the difference**.

Draw a picture for your book, please include your measurement.

Challenge: complete these two questions.

1.

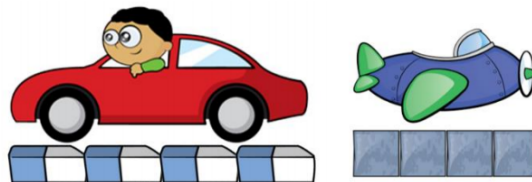
True or false?



The flower is 8 cubes tall.
Explain your answer.

2.

Whitney measures the length of two toys.



She says,



The toys are the same length.

Do you agree with Whitney?
Explain your answer.

Key words: compare, describe, length, height, measurement, long, longer, longest, tall, taller, tallest, short, shorter, shortest, same


12-1:15

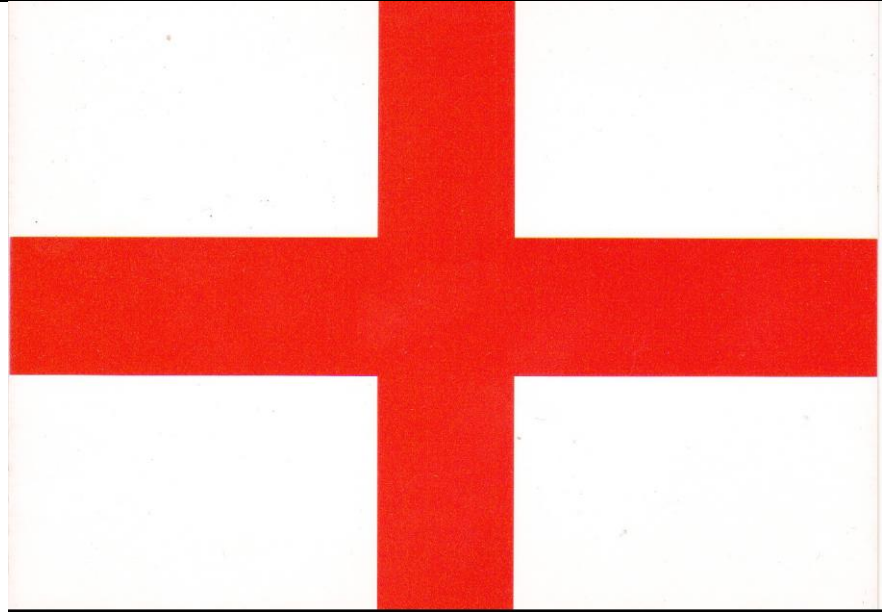
Lunch

1:15-1:30

Assembly Wellbeing session

Handwashing

	https://www.youtube.com/watch?v=e1D4K7LE-Ks&feature=youtu.be
1:30-2:30	<p>Experience</p> <p><u>England</u></p> <p><u>LO: to know about the countries in the UK.</u></p> <p>SC1: I can find England on a map of the UK.</p> <p>SC2: I can name the capital of England.</p> <p>SC3: I can list England's key features.</p> <p>Have a look at the United Kingdom on Google Earth https://earth.google.com/web/search/UK/@55.49581888,2.1940693,-118.25904891a,2943898.84434342d,35y,0.00000512h,0t_0r/data=CmwaQhI8CiQweDI1YTNiMTE0MmM3OTFhOToweGM0ZjhhMDQzMzI4ODI1N2EZLJyk-WOwSOAhFoOHad98C8AqAIVLGAIgASImCiQJwHxWgzKISUARYjsgn9ykSUAZoPt5JOcczD8hwDvKreSayz8 Can you find England on Google Earth.</p> <p>England is the country that we all live in! Our school is here!</p>  <p>This is the flag of England - it is called the St Georges Flag</p>



England is made up of lots of different places.
Villages, towns and cities.
Here are some different parts of England.
Which place would you like to visit most?

Cornwall



The Lake District



London



Manchester



Cambridge



Castle Combe



Canterbury



What can you see in the different pictures?

London is the capital city of England. We are lucky enough to live very close to London. Have you ever been to London? Watch this video about London:

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-transport-travel-and-landmarks-of-london/zhttscw>

Task 1:

Add the information you have found out about London onto your mind map you made yesterday.

Task 2:

Then choose a landmark/building in London that you have seen (either in real life or the video). Draw it near your mind map and write a sentence about it.

Task 3:

Choose another area in England - use Google Earth to help you. You could pick, Cornwall, The Lake district, Manchester etc. Find out 3 key facts about that place and add them to your mind map.

Key words: [England](#), [London](#), [Town](#), [City](#), [Village](#), [capital city](#).

2:30-3:00

Mental maths

	Play game: https://www.topmarks.co.uk/learning-to-count/blast-off
3:00-3:15	Story time Listen to a story read by Miss Cuss: Quick Quack Quentin https://youtu.be/IMBB65GWwo

We can't wait to see the work you produce!

Take care,

Miss Theobald and Miss Cuss