**Phonics/Reading**

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| Continue to access Letters and Sounds, Phonics play and Spelling frame.  Phonics play: <https://new.phonicsplay.co.uk/>  Mrs Penhaligan, Mrs Hughes, Jade’s groups:<https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/channels?view_as=public>  Mrs Dunn’s, Mrs Rice’s and Mr Hannah’s groups can access games and activities on: <https://spellingframe.co.uk/> | | | | |
| Mrs Penhaligan’s group:  e spelt with ‘y’ Write a list of words ending with ‘y’ that make an ‘ee’ sound, e.g. funny | Mrs Penhaligan’s group:  Read the sentences –  **I met a clown and he was very funny. Looking at the sunny beach made me feel dizzy.** | Mrs Penhaligan’s group:  Write the sentences –  **Can you come to my family party? The jelly was very wobbly.** | Mrs Penhaligan’s group:  Make ‘y’ flashcards – on each piece of paper write a word and draw a picture to go with it. | Mrs Penhaligan’s group:  Can you write your own ‘y’ story? Try and include all of the words from your spelling list. |
| Mrs Hughes:  How many words can you write that start with the following sounds? st, tr, gr, fl | Mrs Hughes:  Get an adult at home to write out st, tr, gr and fl words and hide them around the house and garden – can you find and read them? | Mrs Hughes:  Continue to add to your phonics book that you started last week. Can you add anymore ‘sound’ pages or words? | Mrs Hughes:  Practise any of the letter sounds that are tricky for you. | Mrs Hughes:  Build a secret den! Use a secret password to allow people to get in. Name three words that start with ‘st’ before entering. Change the ending sounds each time they enter |

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| Choose a different way to practice your tricky words each day from the list below. | | | | |
| Write them in bubble writing | Write each word 3 times in your best handwriting | Use each of your spellings in a sentence | Make a word search using your words. | Ask someone to test you on your spellings. |
| Mrs Dunn  **beginner**  **beginning**  **forgetting**  **forgotten**  **gardener**  **gardening**  **limitation**  **limited**  **limiting**  **preferred** | Mrs Rice  **separate**  **special straight**  **strange strength**  **suppose surprise**  **therefore**  **though thought** | Mrs Penhaligan  **very happy funny party family dizzy smelly silly jolly sunny** | Mrs Hughes  **unhappy undo unload unfair unlock unwrap unzip untidy unwell unkind** | Jade  **father, who, clothes, grass, sugar, everybody, floor, great, move, whole** |

Mr Hannah’s group see Class 3 page for activity.

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| Reading (at least 20 minutes a day) | Read your own book or share a story together. Every few pages look at and have a go at answering 1-3 of the vipers questions – see below.  If you are struggling to find reading material, Oxford Owl are offering free access to E books: <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page>.  This site also offers reading books online:  <https://readon.myon.co.uk/library/search.html>  Try the attached reading comprehension. Either print out or read it on screen and write down your answers/ tell a grown up your answers. There are 3 different levels to choose from. ( 1 star at the bottom is the easier level, 2 stars middle, 3 stars harder level) . If you are on the Green or Blue table and in my reading group, I would recommend you try the one with 1 star at the bottom, Mrs Rice’s group the one with 2 stars and Mr Hannah’s group the one with 3 stars.  Remember to ask for sponsorship for Read for Good! |

**Writing:**

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| This week, we are focussing on some grammar activities. There is a different task for each day. | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| **Alphabet race:**  Can you create an A-Z of either adjectives, adverbs or verbs.  E.g I might choose to do adjectives:  A – angry  B- brilliant  C- colourful | **Collective nouns**:  Collective nouns are groups of people or things.  So we say a **herd** of cows, a **swarm** of bees and a **flock** of birds.  What do you think the collective noun for these words could be? Make them up. You could try and find out what they really are if you want to.  A ------of crows  A ---- of otters  A -----of clouds  A ----of cars  A -----of dinosaurs  A ---- of puppies | **Make an adjective bank** to use when describing a character.  E.g:  Eyes: cruel, icy, mean.  Hands: old, withered, gnarly.  Mouth:  Hair:  Clothes:  Voice:  Personality:  Try and add to this list. | **Synonyms and antonyms.**  A synonym is a word that means the same or nearly the same as a word.  An antonym means the opposite of a word.  Think of synonyms and antonyms for these words:  Hot  Light  Big  Tired  Clever  Nice  Small | **Sentence of 3:**  A sentence of 3 has a lot of impact on the reader. E.g: The queen was **rich, proud** and **beautifully dressed.**  Remember to use commas to separate the first 2 adjectives.  Complete these sentences using the sentence of 3 model.  The dragon was .....  The candle was .......  The room was full of ..... |

**Maths**

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| Complete the assigned tasks on Mathletics. | | | | |
| As a supplement to mathletics, follow the link to White Rose Maths and you will find a series of lessons, with short videos. Worksheets have been emailed to you. If there are any problems, please let me know. The White Rose resources are excellent and I highly recommend you try to use them at least once or twice a week.  Red, Orange, Yellow Tables: <https://whiterosemaths.com/homelearning/year-2/>  Green and Blue tables, choose either of these:  <https://whiterosemaths.com/homelearning/year-3/>  <https://whiterosemaths.com/homelearning/year-4/>  BBC bitesize also has daily maths activities. | | | | |









