

Monday 22nd June 2020

L.O: To be able to read and write words by sounding out the graphemes.

This week, we will be using BBC Bitesize and Education City to do our learning.

On Education City, please complete the activity **Cuckoo's Nest** and **The Gingerbread Man** in the folder **Week beginning 22/06/2020**.

<https://go.educationcity.com/mycity#/view/998347/>

15 June: **English**

Abc



Graphemes

15 June - To use knowledge of graphemes to read and write new words.

ENGLISH

Here's where we will be starting

<https://www.bbc.co.uk/bitesize/articles/zdb3trd>

Graphemes are written symbols that represent a sound.

They can either be a single letter or a group of letters.

For example the word otter is made up of the graphemes o - tt - er

You can learn to read and write lots of new words by breaking words down into their graphemes.



Click on the picture box below and play Small Town Superheroes. Go to the 'Sally and Percy' section and explore all the sounds under the 'Simple sounds' mini game.



Activity 1: Let's sound out some words

<https://www.bbc.co.uk/bitesize/articles/zdb3trd>

Choose six objects in your home and try to write them by sounding out the **graphemes** that make up the word.

Try sounding out the **graphemes** for each word to help you spell them correctly.

Once you've written the word for each item, circle the different **graphemes**.

Activity 2: Let's sound out some words
Click on the picture link to go back to the 'Small Town Superheroes' game and this time go to the 'Annie' section. Play the 'Sound it out' minigame and select the 'Further graphemes' level.



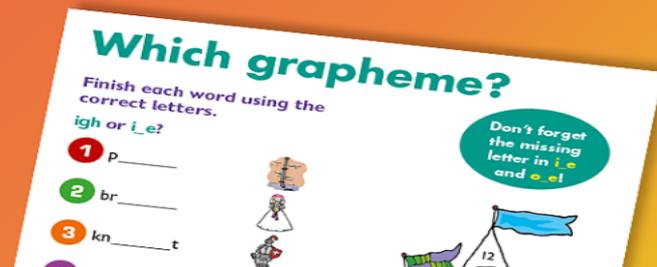
Activity 3: Using phonics to finish words

Click on the link below and see if you can complete the word using the images and graphemes presented to you. Don't forget to add a missing letter in between i_e and o_e. For example: _i_e could be Tide.

Click on the picture link to complete the worksheet or open the **Skills - Literacy worksheets** from our school website.

If you can't print the activity sheet, you can just answer the questions out loud or write them on a piece of paper.

Collins



Which grapheme?

Collins Learning

Tuesday 23rd June 2020

L.O: To be able to identify the days of the week as proper nouns and use them in sentences.



16 June: English

Abc

Capital letters and days of the week of the week

16 June - Be able to write the days of the week in order and use them in sentences.

ENGLISH

The card features an orange header with the text '16 June: English' in a white box. Below the header, there are several icons: 'Abc', a pencil, an open book, a hand holding a pencil writing on a page, and an apple. The main content area is light grey and contains the text 'Capital letters and days of the week of the week', '16 June - Be able to write the days of the week in order and use them in sentences.', and 'ENGLISH' at the bottom.

<https://www.bbc.co.uk/bitesize/articles/zn7296f>

On Education City, please complete the activity **Spaces** and **End Punctuation** in the folder **Week beginning 22/06/2020**.

<https://go.educationcity.com/mycity#/view/998347/>

There are seven days in a week. Each day has a different name but they all end with 'day'.

When we write the days of the week, we always use a **capital letter** at the start of the word.

The days of the week are: **Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.**

Click on the picture below to watch the video below to find out more.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	



Common nouns are the names of things. These don't use a capital letter unless they are at the start of a sentence. **Proper nouns** are the names of a **specific** person, place or thing. These always start with a capital letter.

For example:

The word *girl* is a **common noun**, so doesn't start with a capital (unless its at the start of a sentence).

The name *Jessica* is a **proper noun**, because it is the name of a particular girl, so always starts with a capital letter.

We also use a capital letter at the start of a new sentence and when using the word **I** to talk about ourselves.

For example: *Most weeks, on Monday, I play my favourite game.*

Click on the picture to watch the video below to find out more.



Activity 1: Let's use capital letters

As you have learnt, we use **capital letters** in a variety of ways.

They are used:

- *at the beginning of a sentence,*
- *for proper nouns (names, places, countries, days of the week, nationalities, languages),*
- *when using I to talk about yourself.*

Try writing two sentences that use **capital letters** for all three reasons above. Once you've finished, circle the capital letters and explain why they are capital letters.

Here is an example: My sister, Becky, watched a film with me and I did not like it.

Activity 2: Let's write about other people

Click on the picture to watch the short video about Joe Wicks and then try writing some sentences about it.



Activity 3: Days of the week in sentences

Imagine you are recording your exercises or activities in a diary.

- Record what activities you did on each day of the week.
- Make sure you use joining words to add more information to your sentences.
- See if you can use some of your joining words (*and, because, but*) in different parts of your sentences.

Here are two examples:

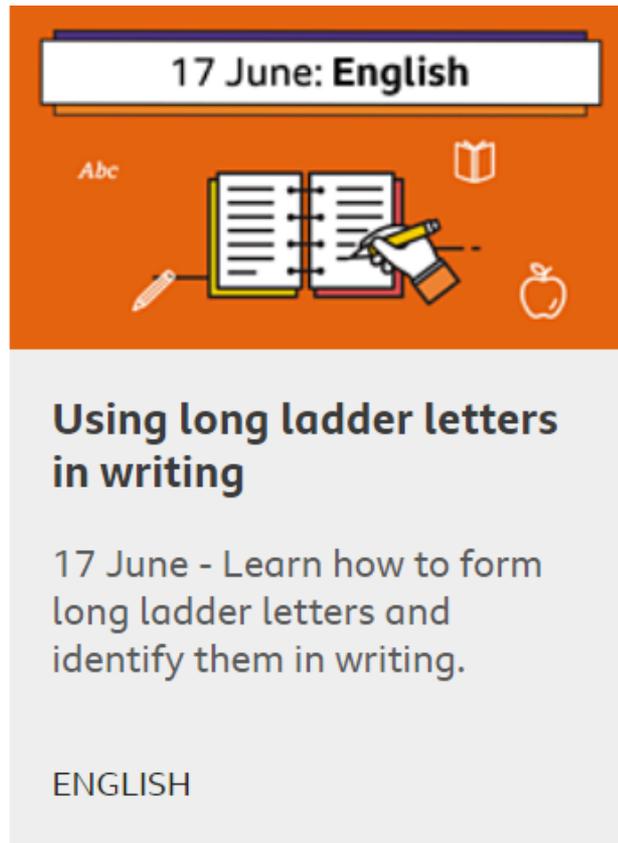
On Monday, I went on a bike ride with my parents and then I did some English work.

I did some English work and went for a bike ride with my parents on Monday.

Wednesday 23rd June 2020

L.O: To correctly form long ladder letters and use them in your writing.

<https://www.bbc.co.uk/bitesize/articles/zchy6g8>



17 June: English

Abc



Using long ladder letters in writing

17 June - Learn how to form long ladder letters and identify them in writing.

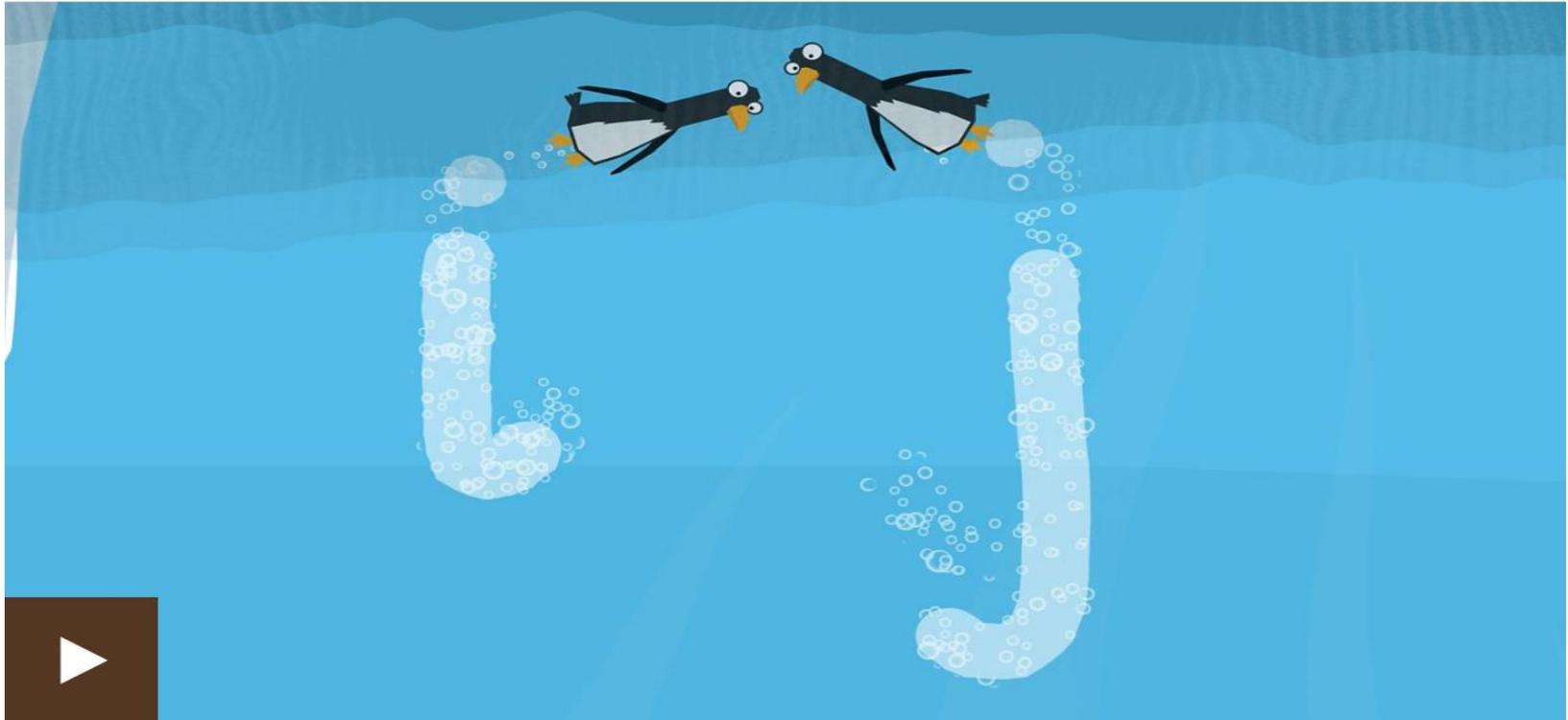
ENGLISH

Long ladder letters are the letters: l, t, u, y, i and j.

Some of them have a single straight line, like l and some are a little more complicated, like t.

Some of them even contain a curve, like u and y.

Click on the picture to watch this video to find out more.



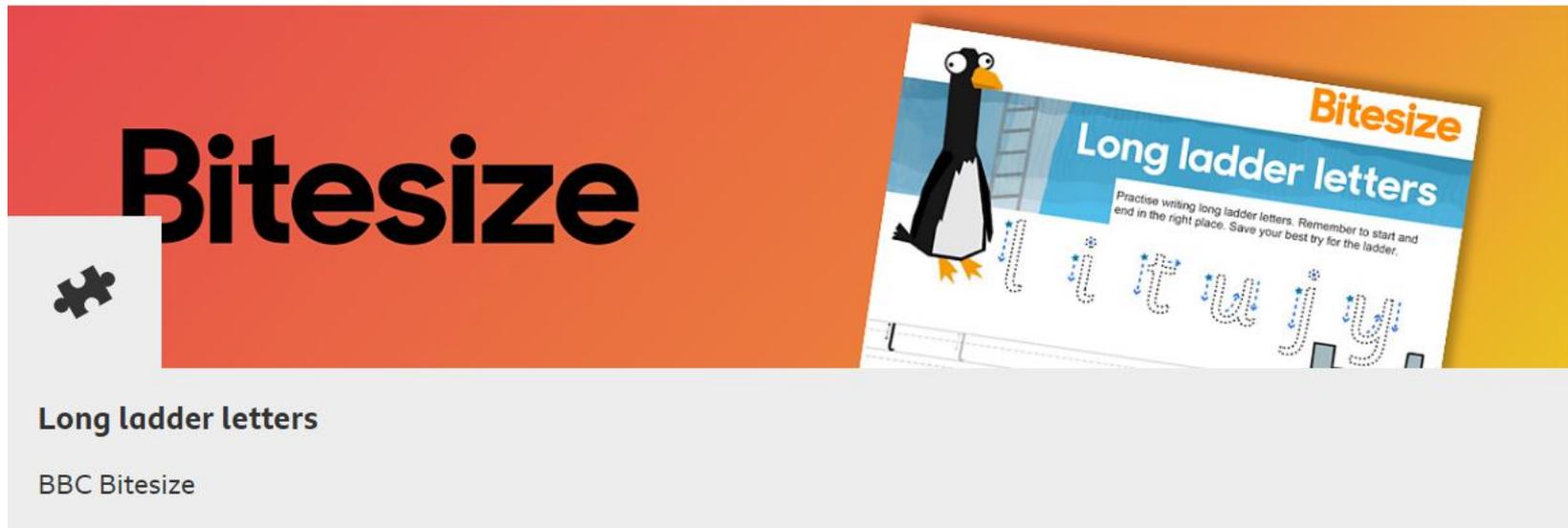
Try forming the letters in the air whilst the video is playing.

Activity 1: Let's write long ladder letters

Try practising your letter formation.

Click on the picture link to complete the worksheet or open the **Literacy worksheets** from our school website.

If you can't print the activity sheet, you can just answer the questions out loud or write them on a piece of paper.



The image shows a screenshot of a BBC Bitesize educational resource. On the left, the word "Bitesize" is written in large, bold, black letters on a red background. Below it, a small grey box contains a puzzle piece icon. To the right, a worksheet titled "Long ladder letters" is displayed. The worksheet features a cartoon penguin on a ladder, the "Bitesize" logo, and the title "Long ladder letters". Below the title, there is a small instruction: "Practise writing long ladder letters. Remember to start and end in the right place. Save your best try for the ladder." The letters "l", "i", "t", "u", "j", and "y" are shown in a dotted font with blue arrows indicating the stroke order for writing. The worksheet is set against a yellow background.

Long ladder letters

BBC Bitesize

Activity 2: Let's get sporty

Imagine you are searching for a new sport to try. What sports would you think of?

It could be anything... football, tennis, gymnastics, fencing, judo. Take a look at this short video to get some inspiration, then try the activity below. Click on the link in the picture below.



See how many different sports you can identify in this video.

- Take a piece of paper and fold it in to four sections.
- Choose four different sports that you've not done before and in each section write the name of your chosen sports.
- Write a short sentence explaining why you'd like to try each sport. Remember to use capital letters and punctuation correctly.
- Then circle or highlight all the long ladder letters in your writing.
- Once you've finished, you could decorate each section with drawings of each sport.

Activity 3: Writing a postcard to a sports person

Who is your favourite sports person?

Let's write a postcard to them.

Think about what you will say to them. You could tell them about a sport you've been playing or maybe one you've been thinking about recently. You might have some questions for them too.

Don't forget:

Start your postcard with a greeting like Dear, To, Hi, Hello.

Introduce yourself to them.

Tell them why you are writing.

Ask them some questions.

End your postcard with From, Bye, See you.

Once you've finished, highlight or circle all the long ladder letters in your writing

Thursday 25th June 2020

L.O: To be able to identify describing words (adjectives) and use them in your writing.

18 June: English

Abc



Describing words in adverts

18 June - To be able to use describing words in your writing.

ENGLISH

<https://www.bbc.co.uk/bitesize/articles/zfnbp4j>

Describing words are also known as **adjectives**. They describe nouns (the names of things or places).

You can use lots of describing words when describing things.

For example:
My sister is **funny** and **kind**.

Click on the picture link to watch this short video to find out more.



Activity 1: Let's describe

Describing words make your writing more interesting by adding more information.

Fill in an adjective which describes the following things:

A _____ banana

A _____ cake

A _____ bed

A _____ ball

My _____ sister/brother/friend

Activity 2: Let's describe what we see

Click on the picture link to watch this short video and then complete the activity below to describe what you see



Write three sentences describing the dance.
Make sure you use capital letters and punctuation correctly.
Include at least one adjective per sentence.

Here is an example: The *graceful* dancers moved very quickly.

Once you've written three sentences, you could try performing the dance yourself.

Activity 3: Let's advertise

Imagine you are a sports instructor who is creating a TV or radio advert for a sporting activity. It could be dancing, football, netball or anything else. Choose a sport and come up with a sports instructor name. *For example, if you choose dancing and your name is Daryll, you could use the name Dancing Daryll.*

Think about when and where your activity will take place. *For example, your sports activity could take place every week in the park.*

Come up with a snappy jingle that links to the sport you've chosen. A jingle is a short statement that can be easily remembered. *For example, Get up, get moving and get happy with Dancing Daryll.*

Write two sentences that describe why people should take part in your sport. Make sure you include plenty of describing words. *For example: Dancing is a quick and fun way of getting exercise.*

Once you've done all of the above things, it's time to perform your jingle.

Explain who you are and what activity you're promoting. Read out your sentences that describe why people should take part.

You can even ask someone at your home to record your advert for you.

Friday 26th June 2020

L.O: To find information from a text.

19 June: English

<https://www.bbc.co.uk/bitesize/articles/z9d4f82>



**Bitesize Daily Book Club:
Spike: The Hedgehog Who
Lost His Prickles by
Jeanne Willis**

19 June - Learn how to find
information and use your
imagination.

ENGLISH

Spike: The Hedgehog Who Lost His Prickles

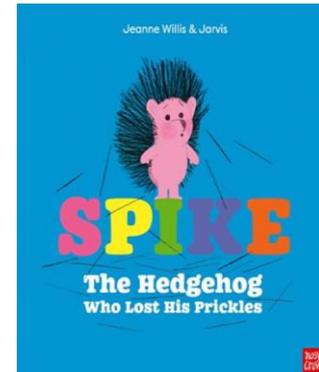
<https://www.bbc.co.uk/bitesize/articles/z9d4f82>

Spike the hedgehog wakes up one morning without his prickles - he is completely bare! He tries lots of different ways to cover himself up as he is so embarrassed - a frilly paper lampshade, a plate and even a sock. In the end, the balloons save the day. Will he get his prickles back?

Watch TV presenter Naomi Wilkinson read an extract from *Spike: The Hedgehog Who Lost His Prickles*.

Think about the following:

- *What happens to the sock?*
- *Do you think that Weasel is kind to Spike?*
- *What does Spike find attached to Mole's door?*
- *What do you think will happen next?*



Click on the picture link to watch the video to listen to the story.



Watch Naomi Wilkinson read an extract from 'Spike: The Hedgehog Who Lost His Prickles' by Jeanne Willis.

Now watch Naomi read another extract from ***Spike: The Hedgehog Who Lost His Prickles*** and think about the following:

- *Did you expect the balloons to carry Spike into the air?*
- *How do you think Spike felt?*
- *What do you think he saw when he travelled twice around the world?*
- *What did you think of the ending?*



Watch Naomi read a further extract from 'Spike: The Hedgehog Who Lost His Prickles' by Jeanne Willis.

Activity 1:

Read the two extracts below, then have a go at the activities that follow.

Extract 1

But to his great dismay... the sock unravelled on a thorn.

'You're all bare,' teased Weasel

'as the day that you were born!'

'Oh, please don't tease me Weasel!' little Spike said with a sigh.

'I don't know why I have no prickles and it makes me shy.'

But Weasel said, 'You'll freeze!

A chilly breeze is in the air.

'You'll catch a cold and sneeze. So please put on some underwear!'

Spike went red and off he fled. He had no pants or vest.

He really missed his prickles and felt badly underdressed.

And just when he believed he couldn't bear it any more... he saw balloons!

A great big bunch! Attached to Mole's front door. Spike grabbed the string.

'They're just the thing to cover me,' he said.

And he wound balloons around himself from tiny toe to head.

'The height of fashion!' Squirrel said.

'So colourful and round!'

Activity 2:

Read the two extracts below, then have a go at the activities that follow.

Extract 2

As everyone admired him, Spike lifted off the ground! He drifted, shifted by the wind, and floated out of sight...

The sun went down. Away he blew into the moonlit night. Over snowy mountains where the wild grey wolves all howl... Over steamy jungles where the roaring tigers prowl. Twice around the world he went. He thought he'd never stop. Then he saw his home! He waved.

And his balloons went ...POP! He dropped down to the mossy ground and landed ... with a thud. The burst balloons, in tatters, Scattered round him in the mud. 'Spike's not bare!' his friends declared.

'He's sharper than a tack!'

'I popped all my balloons!' whooped Spike. 'My prickles have grown back!'

So Badger threw a party for him - everybody came! Prickly Spike no longer had to hang his head in shame.

And even when he turned to leave, His friends were very kind, pretending not to see the... cupcake stuck to his behind!

Activity 1:

Read or watch both extracts again.

<https://www.bbc.co.uk/bitesize/articles/z9d4f82>

Lots of different things happen in these extracts. Spike must have felt different feelings at these different times.

Have a look at some of the events from the story and talk about how Spike might have felt when each event happened.

Try to write two examples of how Spike felt for each event. You could use an online thesaurus to help you too.

When This Happened...	Spike Felt...
When the sock unravelled...	
When Weasel teased Spike and he ran off...	
When Spike saw the balloons...	
When Spike was floating across the world...	
When Spike realised that his prickles were back...	

Activity 2:

Read or watch the second extract again.

Number these events 1-5 in the order that they happened in the story. Number 1 has been done for you.

Event	Number
Badger threw a party for everyone	
Nobody told Spike that he had a cupcake stuck to him	
Spike travelled around the world twice	1
The balloons popped	
Spike realised that his prickles had grown back	

Activity 3:

Read or watch both extracts again and think about what has happened.

Spike wakes up one morning and his prickles are gone. He tries lots of different things like a frilly paper lampshade, a plate and even a sock to cover himself up. In the end, the balloons save the day.

Put yourself in Spike's shoes - what will he do if it happened again?

Design something for Spike to have to wear or use just in case he loses his prickles again. You can draw it and then label it. You might even be able to write some sentences to describe your design.

Have fun and be creative!