

Maths and English Week beginning 22nd February

These activities can be used as a substitute for Oak Academy if you do not have access, or to supplement the Oak Academy work'.

Sequence one

To compare lengths and heights of objects.

We are going to compare the length and height of objects using the words longer, longest, shorter, shortest, taller and tallest. Can you remember what these mean? Give an example of each to an adult.

Practise –

Can you find 3 objects in your house that are taller than you and 3 that are shorter? Draw pictures to show which are taller and which are shorter, labelling each object.

You could make a table to show your results.

Shorter than me	Taller than me

Pick 3 of these objects and arrange them in order from shortest to tallest, then draw or take a photograph to show this.

Now pick a pencil. Can you find 3 objects shorter than the pencil and 3 that are longer than the pencil? Again draw and label the objects in your book. Can you pick 3 objects to arrange from shortest to longest?

Challenge - Pick 5 objects from around your house and put in order from longest to shortest.

Longest  shortest

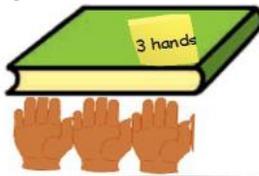
To measure using non-standard units – part 1

We have worked on comparing the length and height. Now we are going to use our hands to help us find the length of different objects.

Practise – Can you find 6 different objects from around your house? (Ideally these need to be different lengths and preferably longer than your hand)

Using your hand can you measure how long each of your six objects is.

e.g.



You could record in a simple table.

Object	Length in hands
Book	3
table	
Sofa	

Challenge: Using what you have found, can you order the six objects from shortest to longest?

To measure using non-standard units - part 2

We looked at measuring lengths of objects using our hands in the previous activity. This time we are going to choose our own object (non-standard unit) to measure with. You might want to use Lego bricks, pasta pieces, beads, coins etc.

Practise –

Pick 6 different objects from around your house (again these ideally need to be different lengths and not too long today)

Using the objects you have decided to measure with, can you find the length of the objects you chose?

You could record in a simple table.

Object	Length in pasta/lego/beads etc
Book	
Pencil	
Shoe	

Challenge – If you repeat this with a different object to measure with (e.g. repeat using pasta instead of Lego Bricks) Do you get the same answers for the length? Why? Can you give a reason?

Sequence 1 continued.

To begin to understand standard units of length

This session is beginning to introduce the standard unit of metres for measuring length. We are going to look at one metre. If you have a tape measure or ruler at home it would be really useful to make your own 'metre stick'. This doesn't have to be wood, it can be strips of paper stuck together to the length of a metre or a piece of wool or string cut to a metre length. If you haven't got access to any of these a metre is about your 'arms length' so use that to measure approximately.

Practise – 'Using your metre stick' you are going to find objects around your house to compare and decide if they are longer or shorter than a metre. Choose 8 objects around your house. Predict if each one is longer or shorter than a metre then check using your 'metre stick' to see if you are right. You could record sentences e.g. I think my door will be longer than a metre. I was right it is longer than a metre. Or I think my bed will be shorter than a metre. I was wrong it is longer than a metre. For example:

Or you may want to create a chart:

Object	Prediction – do I think it is longer or shorter than a metre?	Was I right? Is it longer or shorter than a metre?

Challenge: 'Can you find anything that is the same size as your metre stick'?

How tall are you? Are you taller or shorter than a metre? What about the other family members that live in your house? Who is the tallest? Who is the shortest?

To solve length and height problems involving doubling and halving.

This session is looking at doubling and halving. Doubling is adding the same number to itself. (2 add 2, 5 add 5, 3 add 3 etc). Halving involves splitting a number into two equal groups. (6 split into 2 groups is 3 in each group, half of 10 is 5 etc). We are going to look at halving and doubling for our main lesson and then use this to solve having and doubling problems involving length for the challenge.

Practise – Can you find doubles for all numbers to 10?

Find double 1,2, 3, 4, 5,6, 7, 8, 9, 10

You could create a table:

Number	Double
1	2
2	4

Can you now find half of the following numbers?

20, 18, 16, 14, 12, 10, 8, 6, 4, 2

Again you could create a table like the one above.

Challenge – Solve the following problems:

If my garden is 10m long and Ben's garden is double this. How long is Ben's garden?

The bus is 18m long. The mini bus is half the length of the bus. How long is the mini bus?

The fish is 1m long now, next year it will double the length. How long will it be next year?

The school hall is 8m long. It needs to be cut in half. How long will each part be now?

The dog ran 7m. I ran twice (double) as far as the dog. How far did I run?

Sequence 2

Using standard and non-standard units when measuring.

This session is recapping looking at 1m. It would be helpful to find your “metre stick” you made last sequence. If you have lost it you may want to make a new one.

Remember metres are a standard unit of measure as a metre is always the same it never changes. Hands, pasta and bricks for example are non-standard units of measure as these can change if your hands get bigger, you buy different pasta or you choose different bricks (e.g. Duplo instead of Lego)

Practise

You are going to look around your house (and maybe your garden if you have one) for objects that are longer than a metre, shorter than a metre and objects that are about a metre. You are then going to put them in a table like the one below.

Shorter than 1 metre (1 m)	About 1 metre (1 m)	Longer than 1 metre (1 m)

Good luck hunting!!!

Challenge Can you answer the following questions?

Is your hand longer or shorter than a metre?

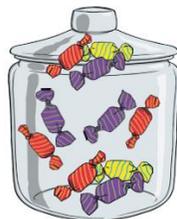
Is the height of the room taller or shorter than a metre?

Is a door taller or shorter than a metre?

Is a finger longer or shorter than a metre?

Estimating and comparing lengths.

We are going to have a go at estimating today. Can you remember what estimating means? Tell a grown-up. Were you right? Estimating means having a sensible guess. For example I estimate there are 8 sweets in the jar below.



This is a sensible estimate.

Estimating 2 or 50 would not be sensible estimates.

Practise

We are going to estimate the length of some large objects in your house for example: length of the room, length of your bed, height of a door, length of car etc. You may use your “metre stick” to help you estimate the lengths.

You can record as a list or make a table:

I estimate the door is 2 metres long.

Or:

Object	Estimated length in metres

Try to estimate the length of at least 6 objects.

Challenge: Can you order the objects you have estimated the length of from shortest to longest? You could use the less than symbol < to record the comparison.

----- < ----- < -----

Estimating length in centimetres.

This session looks at introducing centimetres and estimating lengths using centimetres. You will need a small ruler with centimetres on for this and the following two sessions in the sequence. If you don't have one, you can print off the attached ruler to help you. Centimetres are used to measure smaller objects than metres because centimetres are much smaller than metres. Your finger is about 1 centimetre wide. There are 100 centimetres in a metre.

Practise We are going to estimate the length of 8 objects using centimetres

You can record as a list or in a table like below:

Object	Estimated length in centimetres

Examples of objects you could estimate: book, pencil, hand, foot, spoon, finger, car, brick, mobile phone, TV remote, peg, glove

Challenge

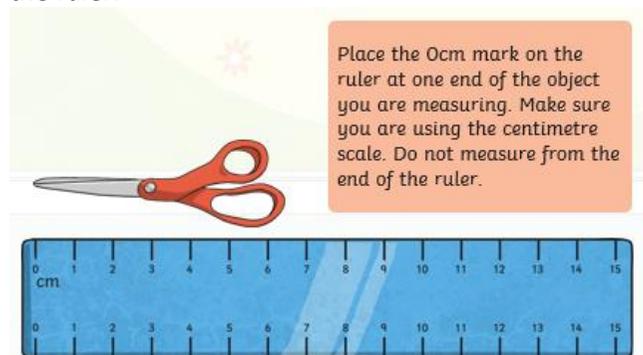
Which do you think is longer? A mouse or a guinea pig? How many centimetres do you think each is?

Which do you think is shorter? A frog or a blackbird? How many centimetres do you think each is?

Sequence 2 continued....

Measuring length in centimetres.

We are going to use our small rulers to measure objects in centimetres in this session. This is a tricky skill and will need some practice. Ask a grown-up or an older sibling to help you if possible with this session to ensure you are doing this correctly. You must check that when you are measuring you are measuring from the zero on the ruler, not the end of the ruler.



Practise

Choose 6 objects shorter than your ruler. Have a go at measuring them in centimetres and record your answers in a list or table. You can write centimetres as cm instead.

E.g. The book is 12 cm long.

Or:

Object	Length in centimetres. (cm)

Challenge

Can you order the objects you have measured from longest to shortest? Record as a list or using the greater than symbol (>).

Estimating, measuring and comparing lengths in centimetres.

We are going to practise the skills we have been learning over the last few sessions. We are first going to estimate the length of an object in centimetres, then you are going to measure the object to see if you were correct. (Remember estimating is making a sensible guess).

Before you start your measuring remember that you must check you are measuring from the zero on the ruler not the end of the ruler.

Practise

Pick 6 different objects from the ones you used in the previous session.

Estimate how long each object is in centimetres and record your estimate, then measure object using your ruler to find the actual length. Remember it is ok if your estimate is not the same as the answer when you measure it.

Don't change your estimate.

Record in a table like below:

Object	Estimate in centimetres	Actual length in centimetres when measured

Were any of your estimates close to the real measurement? Don't worry if they aren't the same as long as you have had a sensible guess.

Challenge

What unit would be best for measuring each of these? Would you measure in centimetres or metres? Record in a list or a table

The height of an elephant

The length of a worm

The length of a car

The length of your finger

The length of a pencil

The height of our school

The length of a classroom

The height of a horse

Sequence 3 - Additional Activities

Additional Activities – addition

Look at the number sentences below. Your challenge is to put them in order, from easiest to hardest. Can you do this with actually calculating each answer first? Use your knowledge of crossing 10. Can you explain your thinking?

$22 + 17$

$22 + 8$

$22 + 18$

$22 + 28$

Additional Activities – subtraction

This activity follows on from the previous and needs the same skills but this time you are subtracting. Your challenge is to put them in order, from easiest to hardest. Can you do this with actually calculating each answer first? Use your knowledge of crossing 10. Can you explain your thinking?

$26 - 18$

$26 - 7$

$26 - 3$

$26 - 10$

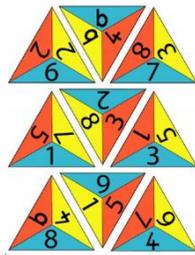
Sequence 3 continued - Additional Activities

Additional Activities – addition problems

Here are nine triangles. Each one has three numbers on it.

Your challenge is to arrange these triangles to make one big triangle, so the numbers that touch add up to 10.

Attached on a separate sheet is a bigger version.



Additional Activities – number problems

Take a look at these statements about number – take your time and using a variety of numbers to check, can you decide if these statements are always true, sometimes true or never true?

When you add 10 to a number the answer is a multiple of 10

When you subtract one number from another number you can change the order and the answer will be the same.

Additional Activities – more counting in 10's practice.

There are 10 sweets in a bag – can you use your grid from counting in 5's to find the answers to the following questions ?

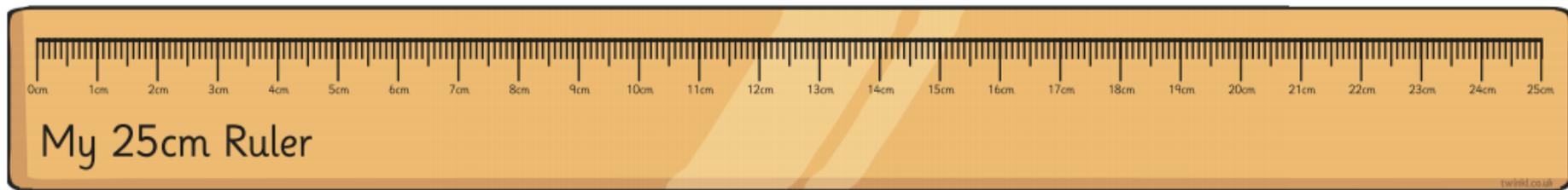
How many sweets in 2 bags?

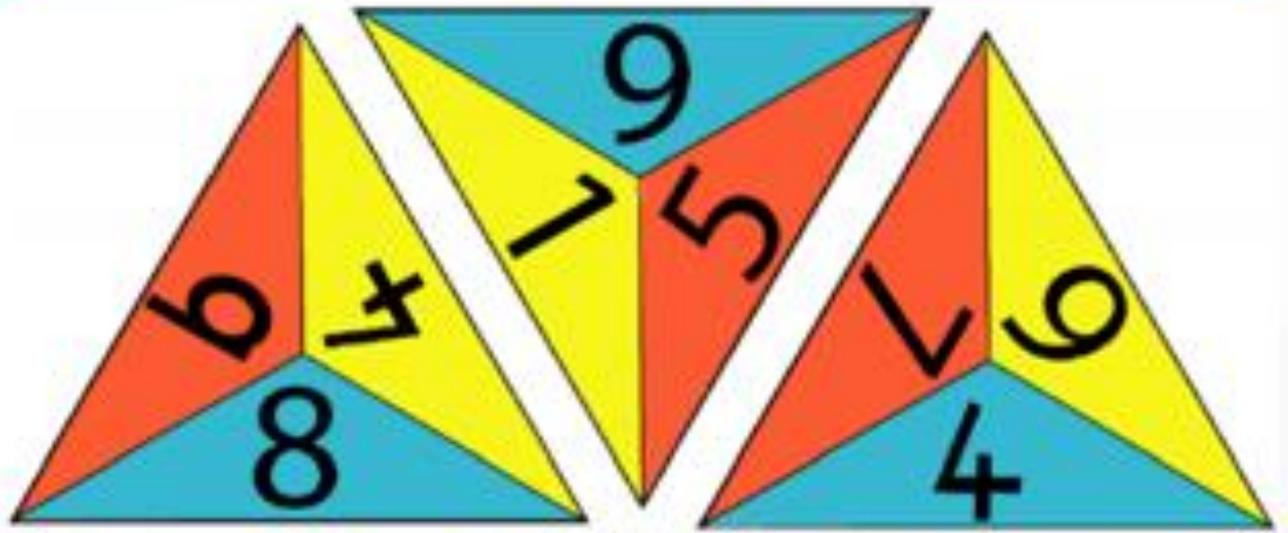
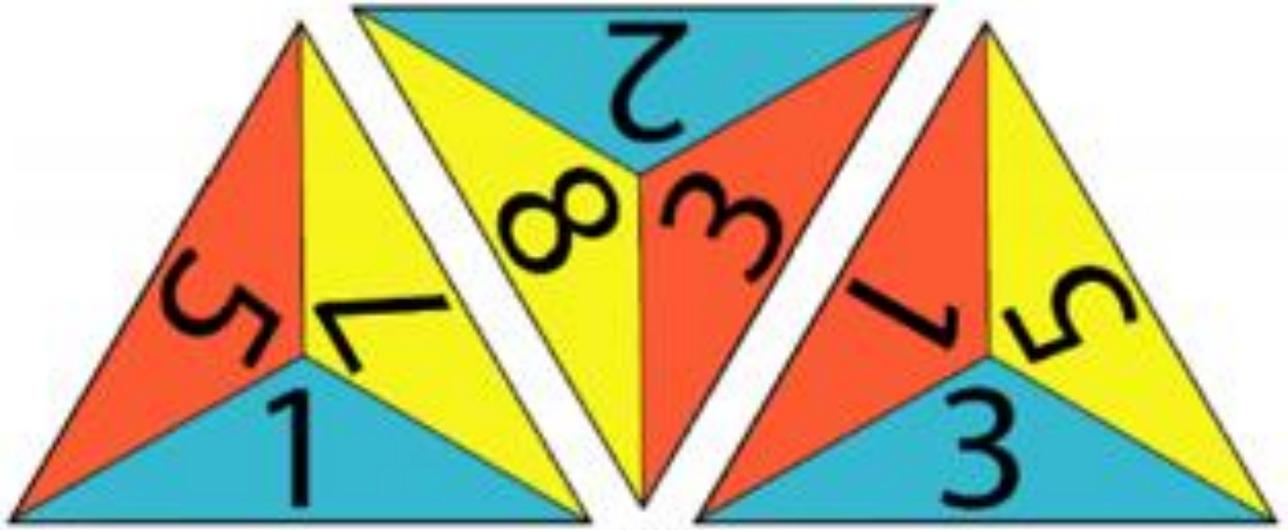
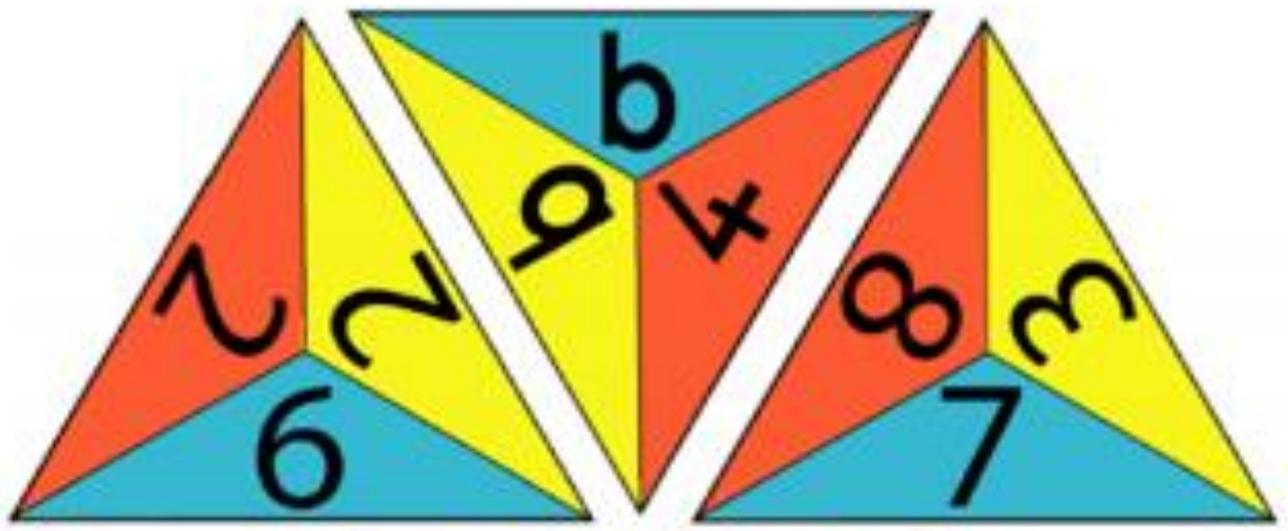
How many sweets in 3 bags?

How many sweets in 5 bags?

How many sweets in 8 bags?

How many sweets in 10 bags?





English

<u>Sequence 1 - The 3 Little Pigs</u>		
<p><u>Part 1- The 3 little Pigs-Listen and respond</u></p>  <p>Listen to the story 'The Three Little Pigs' read by Mrs. Riddell (on the class page with the sequence videos) or read the one attached by yourself. Answer these questions -</p> <ol style="list-style-type: none">1. Why do the Three Little Pigs leave home?2. What does the second little pig build his house from?3. Why can't the wolf blow down the third little pig's house?4. How does the third little pig trick the wolf? <p><i>Remember to try and write your answers in full sentences.</i></p>	<p><u>Part 2- Story Mapping</u></p> <ol style="list-style-type: none">1. Listen to the story again.2. Draw a story map and use it to retell the story. <p><u>Challenge-</u> make some finger puppets and act it out, can you think of an alternative ending?</p>	<p><u>Part 3- Plot Matrix</u></p> <p>Using your story map to help you, fill in the plot matrix, think about how the little pigs felt at each part of the story.</p>
<p><u>Part 4- Character</u></p> <p>Write a WANTED poster (design your own or use the one attached) for the big bad wolf. Focus on using adjectives to describe him and what his actions were.</p> <p><u>Challenge-</u> can you think of some questions which you would ask the big bad wolf if he was caught?</p>	<p><u>Part 5- Coordinating Conjunctions</u></p> <p>These are words that are used to join two parts of a sentence together, the sentences would need to make sense on their own. They are remembered by the acronym FANBOYS.</p> <p>For And Nor But Or Yet So</p>	<p><u>Use a coordinating conjunction to join these sentences together</u></p> <ol style="list-style-type: none">1. The 3 little pigs said goodbye. They went to build a house of their own.2. The third little pig didn't build a house of sticks. He built a house of bricks.3. The wolf blew his house down. He ran to his brother's house.4. The wolf did not want to eat vegetables. He did want to eat the pigs.5. The wolf blew and blew. He still couldn't blow the house down.

Sequence 2 - The 3 Little Pigs continued

Part 6- Inference-

When we use our inference skills in reading we are looking for clues in the text.

Answer the questions below using your inference skills-

1. How do the pigs feel when they build their houses? How do you know?
2. Why did the 3rd little pig's house take a long time to build?
3. How do you know the pigs were frightened when the wolf blew down their house?
4. How did the wolf feel when he couldn't blow down the house of bricks?
5. Why do you think the wolf never came back?

Part 9-Narrative- Problem

Now, write the next part of the story but this time focusing on the characters' thoughts and feelings during the problems that arise during the story.

(Use your boxing up grid to help you)

Part 7-Boxing up the story (focusing on the story problem)

Use the Boxing Up grid (attached) to write how the pigs felt during each part of the story.

You can draw pictures and write words.

Try to use exciting adjectives!

Part 10- Narrative- Resolution and Conclusion

Finally, can you write the resolution and ending to the story, again try to include the characters' thoughts and feelings.

Now read through and edit edit your work-

1. Does it have capital letters?
2. Do you have finger spaces between words?
3. Are your spellings correct?
4. Do you have full stops at the end of each sentence?
5. Does it make sense?

Now see if you can add or change any words to make your narrative even better.

Challenge- Add commas and exclamation marks if needed.

Can you write what happened next or an alternative ending?

Part 8-Narrative- Opening

Write the opening to the story. Can you focus on how the pigs were feeling and what they were thinking as they left home for the first time.

Challenge- can you extend your sentences using connectives as well as using adjectives for description?

Additional Activities

Spellings ~ Mini Tests

1. Choose 10 different spellings to practise from the high frequency words list (see attached).
2. Write them out in a list.
3. Ask someone at home to check it and then test you each day.

Practice: Test each day until you are scoring 100%

Challenge:
Use these in sentences.

Spellings-

Spelling 've' at the end of words

Hardly any words in English end with 'v', so if you hear it at the end of a word, it's usually spelt 've'.

Practise the words below using **look**, **say**, **cover**, **write** and **check**.

1. have
2. give
3. love
4. glove
5. live
6. brave
7. move
8. gave

Challenge: Can you write these words in a sentence?

Writing - improving your work.

Can you read these sentences and see if you can edit and improve them like Rosie Rabbit?

1. the gurl throwed the ball
2. max is dug in the soyl.
3. Sasha walked from her howse to skool?
4. wat a noisy monkee he woz?
5. the ugli, littel troll were under the bridg.

Challenge: Can you continue and extend these sentences by adding the connective 'and' or 'because'?

Phonics ~

1. Write as many words/sentences using the Phase 3 sounds -

oa ew ire ure

Or Phase 2 sounds-

or ou oy ay

Practice: Can you find these words anywhere else around you?

Challenge: Can you create any alien words using these sounds?

Reading ~ Inference

DROP OFF



Inference questions (based on picture)

Look at the picture and answer the questions-

1. How is the girl feeling? How do you know?
2. Why is she feeling that way?
3. Who is the man?
4. Where are they?
5. Does the title give you any clues about the picture?
6. What are the characters thinking?

Challenge- Write thought or speech bubbles to accompany the picture.

PLOT MATRIX

<p>WHERE</p>	<p>WHO</p>	<p>PROBLEM</p>
<p>SOLUTION</p>	<p>END</p>	<p>LEARN</p>

BOXING UP GRID

<u>Introduction-</u>	<u>How does he feel?</u>
<u>Problem 1</u>	
<u>Problem 2-</u>	
<u>Resolution-</u>	
<u>Ending-</u>	

The Three Little Pigs

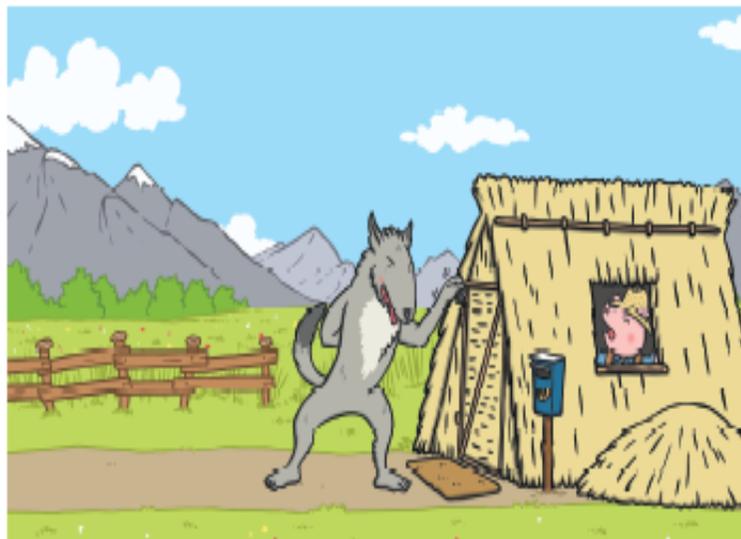
Once upon a time, there lived three little pigs. One day, they decided to leave home and build houses of their own. The first little pig thought that straw would make a good house. The second little pig thought that sticks would make a fine house. They both built their houses very quickly and were very pleased. The third little pig thought that bricks would make a strong house. It took him a long time to build the house but he was very pleased with it.

The next day, the Big Bad Wolf came along. He saw the first little pig in his house of straw.

"Little pig, little pig, let me come in," he called.

"Not by the hair on my chinny, chin, chin, I will not let you in!" cried the first little pig.

"Then I'll huff and I'll puff and I'll blow your house down!" growled the Big Bad Wolf. So he huffed and he puffed and he blew the house down! Terrified, the first little pig escaped and ran to join his brother in the house made of sticks but the Big Bad Wolf followed.



"Little pig, little pig, let me come in," the wolf snarled.

"Not by the hair on my chinny, chin, chin, I will not let you in!" cried the second little pig.

"Then I'll huff and I'll puff and I'll blow your house down!" warned the Big Bad Wolf. So he huffed and he puffed and he blew the house down! The two little pigs escaped and ran to join their brother in the house made of bricks but the Big Bad Wolf followed.

"Little pig, little pig, let me come in," the wolf called again.

"Not by the hair on my chinny, chin, chin, I will not let you in!" yelled the third little pig.

"Then I'll huff and I'll puff and I'll blow your house down!" threatened the Big Bad Wolf. He huffed and he puffed but the house was too strong. He could not blow it down! This made the Big Bad Wolf very angry. He climbed onto the roof of the house so he could crawl down the chimney but the Big bad Wolf was in for a big surprise! The third little pig had been cooking a big pot of stew. SPLASH! The wolf was very shocked as he fell right into the pot! He jumped out of the pot and ran straight out of the house. He never came back again.

The three little pigs lived happily ever after in the house made of bricks.



High Frequency Words Checklist

a	dad	if	not	them
about	day	I'm	now	then
all	do	in	of	there
an	don't	into	off	they
and	down	is	oh	this
are	for	it	old	time
as	from	it's	on	to
at	get	just	one	too
asked	go	like	out	up
back	got	little	people	very
be	had	look	put	was
big	have	looked	said	we
but	he	made	saw	went
by	help	make	see	were
called	her	me	she	what
came	here	Mr	so	when
can	him	Mrs	some	will
children	his	mum	that	with
come	house	my	the	you
could	I	no	their	your

WANTED



Name: _____

Crime: _____

Description: _____

Last seen: _____