

**English - Coordinating Conjunctions (and, so but)**

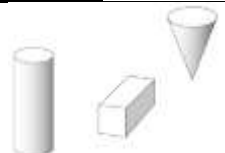


<p><b>Online – Session 1</b> This week we are going to be looking at Coordinating Conjunctions. These are words that join 2 parts of a sentences together. Can you think of any words that might join sentences together? Write them down or tell your grown up. Now have a look at this video to see if you got any the same? <a href="https://www.youtube.com/watch?v=nNGiDfCX7PI">https://www.youtube.com/watch?v=nNGiDfCX7PI</a> Practice writing these conjunctions and sounding out the spellings as you do this.</p>	<p><b>Offline – Session 2</b> Now you have had a chance to look at some Coordinating Conjunctions, why not have a go at using some. Can you write two sentences for each of the conjunction.  <b>and so but or</b></p>	<p><b>Online - Session 3</b> <b>Task available using your child’s individual teams’ login</b> Now try your skills, by completing the Coordinating conjunction worksheet on TEAMS by filling in the blank gaps in each sentence with a coordinating conjunction. Make sure the sentence still makes sense! The worksheet is also available below.</p>	<p><b>Online - Session 4</b> <b>Task available using your child’s individual teams’ login.</b> Can you complete the Coordinating conjunction quiz on TEAMS (or using the questions below) 1) Which of these is a coordinating conjunction? <i>but because to</i> 2) What is the coordinating conjunction in this sentence. <i>It needs to rain soon or the canal will be empty.</i> 3) Which of these is a coordinating conjunction? <i>The lock opened and the boat carried on.</i> 4) Which of these is a coordinating conjunction? <i>It started to rain so I got wet.</i> 5) Which of these is a coordinating conjunction? <i>The boats were heavy but the robot lifted them up easily.</i></p>
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**Phonics: ee family**  
The sound ee has alternative spellings. Watch the link to find out all the different alternatives. <https://www.youtube.com/watch?v=FqgkdWrSPTc>  
Can you write the word that matches the picture on the sheet attached? If you can’t print, write them on a piece of paper.

**Maths**

<p><b>Online/Offline</b> <b>Task available using your child’s individual teams’ login</b> Watch the video on TEAMS all about finding a quarter of a shape. At the end of the video are some questions I ask you that you can tell your grown-up the answers to.</p>	<p><b>Offline</b> Can you find an colour <math>\frac{1}{4}</math> of each shape? See sheet attached</p>	<p><b>Online</b> <b>Task available using your child’s individual teams’ login</b> Watch the video of finding <math>\frac{1}{4}</math> of an amount. Then see if you can complete the sheet finding <math>\frac{1}{4}</math> of amounts (if you cannot access teams you can use this video instead <a href="https://www.youtube.com/watch?v=E2wPk00zfjc">https://www.youtube.com/watch?v=E2wPk00zfjc</a> and the questions are below to complete them in your books) <math>\frac{1}{4}</math> of 8 =    <math>\frac{1}{4}</math> of 16 =    <math>\frac{1}{4}</math> of 28 =    <math>\frac{1}{4}</math> of 20 = <math>\frac{1}{4}</math> of 4 =    <math>\frac{1}{4}</math> of 24 =    <math>\frac{1}{4}</math> of 32 =    <math>\frac{1}{4}</math> of 12 =</p>	<p><b>Offline</b> Solving fraction problems on the sheet below. Can you complete the quarters consolidation sheet below?</p>
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**Recap Task: 10 in 10 Can you complete the 10 questions in 10 minutes?**

 <p>Tick the cuboid</p>	<p>Fred had 21 strawberries. Bill had 16 strawberries. How many seeds did they plant altogether?</p>	<p>What is the time?</p> 	<table border="1" data-bbox="1344 845 1747 925"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <p>Shade in half of this grid</p>																	 <p>What is the total of these coins?</p>
<p>Sita is counting backwards. 28, 27, 26, 25. What number will come next?</p>	<p>Make 61p in 2 ways.</p>	<p>___ + 4 = 29</p>	<p>24 + ___ = 34</p>	<p>There are 29 children in year 1. Today one child is away. How many children are in year 1 today?</p>																

**Flashback: Animal Categories (Herbivore, Carnivore and Omnivore)**

Can you remember way back in the autumn term, when we learnt all about animals? This week we are going to be looking at different categories of animals. Can you remember the categories? Check out this video to help you remember. <https://www.youtube.com/watch?v=3yrikH2QEFA>.

**New Weekly learning project**

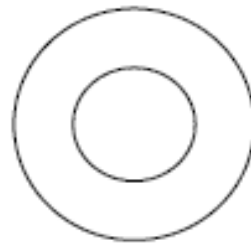
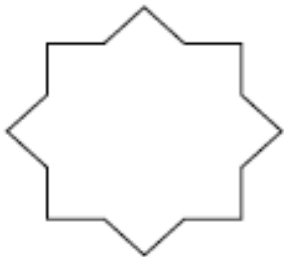
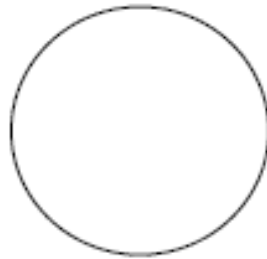
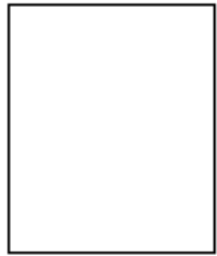
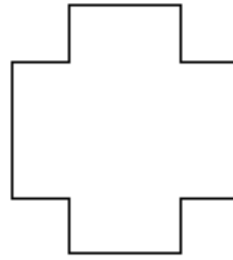
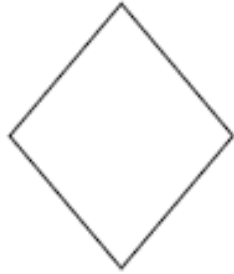
Last week you looked at toys from the past to present. Continuing on with the theme of toys we would like you to make a puppet. Puppets are very traditional toys that can be any character from a Punch or Judy to the crocodile. Design your puppet first and give it a name. Then try to use a range of materials creatively to make your puppet. Think about how you can use colour, pattern and texture to ad interest to your puppet.

**Well-being**

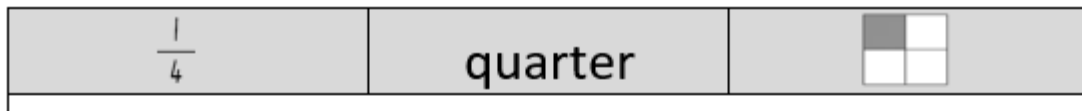
**Task available using your child’s individual teams’ login**  
Read the Starfish story below or listen to it being read to you on TEAMS. It is a story about how the smallest of things can make a big difference. After hearing the story can you draw a starfish on your chart every time you have done something that is kind and helpful. You might also like to have a go at making/drawing a big starfish and colouring it in.

A quarter is one of four equal parts. Four quarters make up one whole.

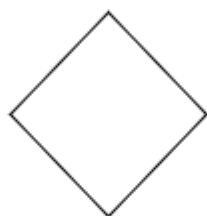
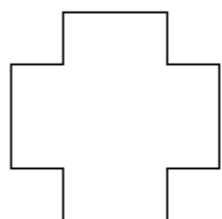
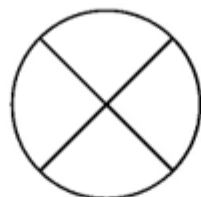
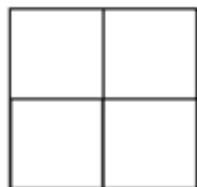
Can you find and colour  $\frac{1}{4}$  of each of these shapes?



### Quarter Consolidation



- Find and shade  $\frac{1}{4}$  of each shape...



- Circle  $\frac{1}{4}$  of each set...



$\frac{1}{4}$  of 8 =



$\frac{1}{4}$  of 12 =

- Use ~~lego~~ pasta, buttons or other apparatus to work out the following...

$\frac{1}{4}$  of 20 =

$\frac{1}{4}$  of 16 =

$\frac{1}{4}$  of 4 =

$\frac{1}{4}$  of 24 =

$\frac{1}{4}$  of 32 =

$\frac{1}{4}$  of 28 =

# Starfish Story



A man was walking along a deserted beach at sunset. As he walked, he could see a young boy in the distance. As he drew nearer, he noticed that the boy kept bending down, picking something up and throwing it into the water. Time and again he kept hurling things into the ocean.

As the man approached even closer, he was able to see that the beach was covered with starfish that had been washed up by the tide. The boy was picking them up one at a time and was throwing them back into the water. The man asked the boy what he was doing.

The boy replied, "I am throwing these washed-up starfish back into the ocean, or else they will die through lack of oxygen. "But", said the man, "You can't possibly save them all, there are thousands on this beach, and this must be happening on hundreds of beaches along the coast. You can't possibly make a difference."

The boy looked down. He frowned for a moment, then bent down to pick up another starfish, smiling as he threw it back into the sea. He replied, "I made a huge difference to that one!"

~Author Unknown~



# I made a difference

Every time you make a difference by acting kindly or helping others draw a starfish in a box. Can you fill it up?


**English Session 3**

Look at the sentences below.

The co-ordinating conjunction is missing.

Can you choose the best conjunction to join the clauses?

**and but or so**

- a. I wanted to go swimming \_\_\_\_\_ the swimming pool was closed.
- b. I fell over \_\_\_\_\_ I bumped my head.
- c. Would you like to go to the park \_\_\_\_\_ would you rather play on your bike?
- d. I was feeling cold \_\_\_\_\_ I put my jumper on.
- e. I wanted to go to the beach \_\_\_\_\_ mum said we couldn't go.
- f. I like to watch football \_\_\_\_\_ I can't play it.
- g. It was raining \_\_\_\_\_ I went inside.
- h. I took my dog for a walk across the field \_\_\_\_\_ we both got muddy.

# Alternative Spellings for ee

ee		ea		ey		e-e		y	
