

# Additional resources

## Week 9 (Week beginning 01/06/20)



### Suggested Weekly timetable for core subjects

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Literacy</b>	Reading (20 mins)  Spelling activity	Grammar Focus work	Comprehension story and questions	Writing activity	Spelling test  Handwriting practice (continue joined script)
<b>Maths</b>	Mental maths A  Topic work on weekly focus	Mental maths B	Mental maths C	Revision of addition and subtraction (HTU)	Revision of multiplication facts and division (focus on x3,5,6,9)  Speed challenges, x and divide (topmarks - hit the button game) <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a>

If you have any questions, please contact me [dkelly273@c2ken.net](mailto:dkelly273@c2ken.net)

Continue to send pictures of work or the children learning at home so we can upload these to the school website. [Koneill580@c2kni.net](mailto:Koneill580@c2kni.net)

We love to see what you have been getting up to!

## Maths Week 9

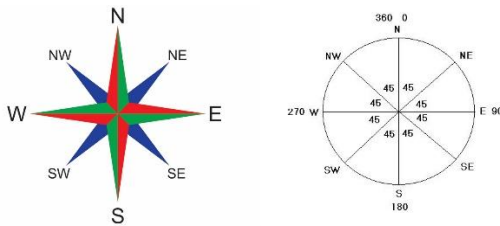
### Weekly focus: Position (A revision of compass points) and Coordinates

#### Success criteria:

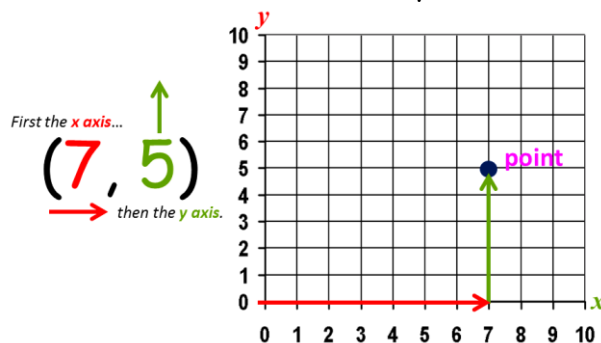
- I can record directions as a set of instructions and can use symbols or initials including compass points
- I can create a path on squared paper and can describe it to someone or follow the directions I am given by someone else to create a route
- I can use a compass to find north and use this to find south and then east and west
- I can use my knowledge of compass points to give, follow and record directions for journeys using a wide range of language

#### Key learning points:

1. Children should know that there are 4 main compass points (N,S,E,W.) I would usually teach this using the rhyme "Never Eat Shredded Wheat"



2. Between each main direction on the compass, there is a right angle or 90 degrees. The angle between each turn using the 8 compass points is 45 degrees and an acute angle.
3. When teaching coordinates, always remember that you read along the **BOTTOM** axis first then **UP**. In class, I use the reminder that a child must crawl first before they can climb.



These videos can be used to teach the compass points. Your child will have watched them with me in class before - see if they can remember dancing along with video two! We had great fun bopping to this catchy little tune!

<https://youtu.be/6Due3L2QeQM>

[https://youtu.be/f2I81\\_BFb-s](https://youtu.be/f2I81_BFb-s)

<https://youtu.be/6mm77KbD2hc> This clip is excellent for looking at coordinates

Games to try this week:

<http://www.teacherled.com/2015/05/05/show-the-coordinate/>

<https://mathsframe.co.uk/en/resources/resource/469/Coordinates-Alien-Attack>

Be sure to select "FIRST QUADRANT " in this great game.

Worksheets to complete: ppm 259,

Workbook pages: North, south, east, west (x2), Position (x3), page 85 & 86

An example of Addition and Subtraction sums for THURSDAY work

More example available at : [www.maths-drills.com](http://www.maths-drills.com)

### Adding/Subtracting 3-Digit Numbers (A)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Calculate each sum or difference.

$$\begin{array}{r} 501 \\ + 803 \\ \hline \end{array}$$

$$\begin{array}{r} 538 \\ - 523 \\ \hline \end{array}$$

$$\begin{array}{r} 918 \\ - 871 \\ \hline \end{array}$$

$$\begin{array}{r} 163 \\ + 514 \\ \hline \end{array}$$

$$\begin{array}{r} 279 \\ + 839 \\ \hline \end{array}$$

$$\begin{array}{r} 534 \\ + 951 \\ \hline \end{array}$$

$$\begin{array}{r} 107 \\ + 271 \\ \hline \end{array}$$

$$\begin{array}{r} 691 \\ + 832 \\ \hline \end{array}$$

$$\begin{array}{r} 821 \\ + 325 \\ \hline \end{array}$$

$$\begin{array}{r} 520 \\ - 355 \\ \hline \end{array}$$

$$\begin{array}{r} 539 \\ + 899 \\ \hline \end{array}$$

$$\begin{array}{r} 995 \\ - 446 \\ \hline \end{array}$$

$$\begin{array}{r} 820 \\ + 178 \\ \hline \end{array}$$

$$\begin{array}{r} 597 \\ - 520 \\ \hline \end{array}$$

$$\begin{array}{r} 804 \\ - 744 \\ \hline \end{array}$$

## Literacy Week 9

### Grammar focus for week 9: Contractions

A contraction is a shortened version of the written and spoken forms of a word, created by leaving out letters and sounds. For example, Did not = didn't

\*please make sure that when you are helping your child with this work that they leave a visible space **under** the apostrophe. The apostrophe symbolises where the letters or sounds have been taken away. \*

Worksheets to complete: Contractions, Copymaster 6, Copymaster 7

### Writing Activity - Creating a letter.

Read the story passage "The Sea Project." Your writing task this week is to write a letter to your Aunt about your trip to the beach. Focus on how to set out your letter correctly and include two clear paragraphs. Guidance is given in section D of the task.

**D Write a letter to your aunt about your trip to the beach.**

Write two paragraphs. The first should say where you went and why. The second should say what you did. Set your letter out correctly and begin like this (write your own address or make one up):

Sandy Street  
Shareholm  
Nr. Shellington  
2 - 8 - 98

Dear Auntie Sue

I am writing to tell you about my exciting trip to ...

(When you have written your letter, sign off correctly.)

Remember, you can email me your work @ [dkelly273@c2ken.net](mailto:dkelly273@c2ken.net)

### Spellings:

The spelling pattern this week is "ee."  
Complete the 8 sentences using the "ee" words provided in your spelling list.  
Pick 5 words **you did not use** and write one sentence for each word.

Feet	Meet	Heel
Bleet	Sweet	Fleet
Street	Sheet	Sleet
Teeth	Queen	Wheel
Greet	squeeze	Speed
Sneeze	Succeed	bungee

1. I have two .....
2. A ..... of ships set sail from the harbour.

3. .... is rain with some ice in it.
4. Too many ..... 's are bad for your .....
5. We said that we will..... at 5 o'clock.
6. Mrs Kelly gave me a ..... of paper to write a letter.
7. I walk down the ..... every day.
8. The ..... of England sits on her throne.

## W.A.U Week 9

This week the focus is on RAIN.

### **Background info: The water cycle**

Water can be found on land, in the sea, in rivers and lakes, in the ground and in plants and animals. The earth has the same amount of water at any one time. It moves around and around in a cycle, although only a very small amount of water at any one time is actually found within the atmosphere.

The cycle is made up of a few main parts:

- Some of the water at the earth's surface turns into water vapour and rises into the air. **This is called evaporation.**
- When water vapour cools, it turns into tiny droplets of water and collects together to form clouds. **This is called condensation.**
- When the clouds cool further, the drops of water become bigger and heavier and the air cannot hold them up. **Precipitation** then occurs. It has many forms: rain, snow, sleet or hail.
- When the water falls back on to the land or the sea, the cycle begins again.

**YOUR CHILDREN WILL NEED TO HAVE A CLEAR UNDERSTANDING OF ALL THE WORDS IN RED.**

### **Possible RAIN RELATED activities:**

#### **1. Evaporation experiment:**

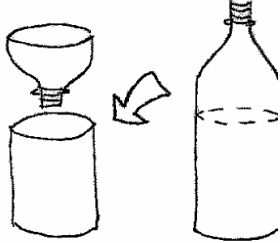
**This activity shows how evaporation affects salty water and fresh water.**

- Dissolve a teaspoon of salt in some water. Pour the mixture into a saucer and set aside in a sunny place in the classroom.
- Fill another saucer with fresh water and place it next to the salty one.
- Over the next few days the water should evaporate, leaving the salt crystals behind.

#### **2. Make a rain gauge**

**What you need:**

- a clear plastic bottle
- strong tape
- water
- a ruler (marked in mm)



Cut the bottle in two as shown in the diagram. Upright the neck and place it inside the bottle. Add some water as a base level (this prevents inaccurate readings). Explain to your child that we measure precipitation by depth. Use the tape to fasten a ruler to the side of the gauge with the bottom of the scale next to the base level of water. Place the gauge outside and ask your child to record the daily precipitation levels for a week, creating a table of results in their exercise book (hopefully we won't have much rain in June though !!)

### 3. Make your own rain

**What you need:**

- mirror
- paper towel
- kettle

Water vapour turns to water droplets or ice with a reduction in temperature. Try this experiment to make raindrops by cooling your breath. Breathe on a mirror. What happens? Now count how many times you need to breathe on it to make the water droplets run. Wipe the mirror dry after use with a paper towel.

A kettle can be used to make lots of condensation on a cold windowpane but please ask your parent to demonstrate this to you.



### Make it rain (experiment 2)

**What you need:** Clear plastic cup or glass jar, shaving cream, food coloring.

**What to do:** Fill the cup with water. Squirt shaving cream on top for the clouds. Explain that when clouds get really heavy with water, it rains! Then put blue food coloring on top of the cloud, and watch it "rain".

#### 4. Precipitation Poetry

Complete the precipitation poetry worksheet below.

After thinking of two words for each type of precipitation, children can make a 'poem' using these words, e.g. 'Wet splashy rain, horrible cold sleet, ...'.

Think of two words to describe each type of precipitation and write them below.

Rain \_\_\_\_\_

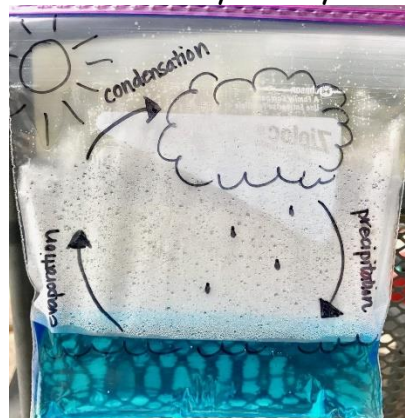
Sleet \_\_\_\_\_

Snow \_\_\_\_\_

Hail \_\_\_\_\_

#### 5. Water cycle in a bag

Follow the link below to create a water cycle in your house.



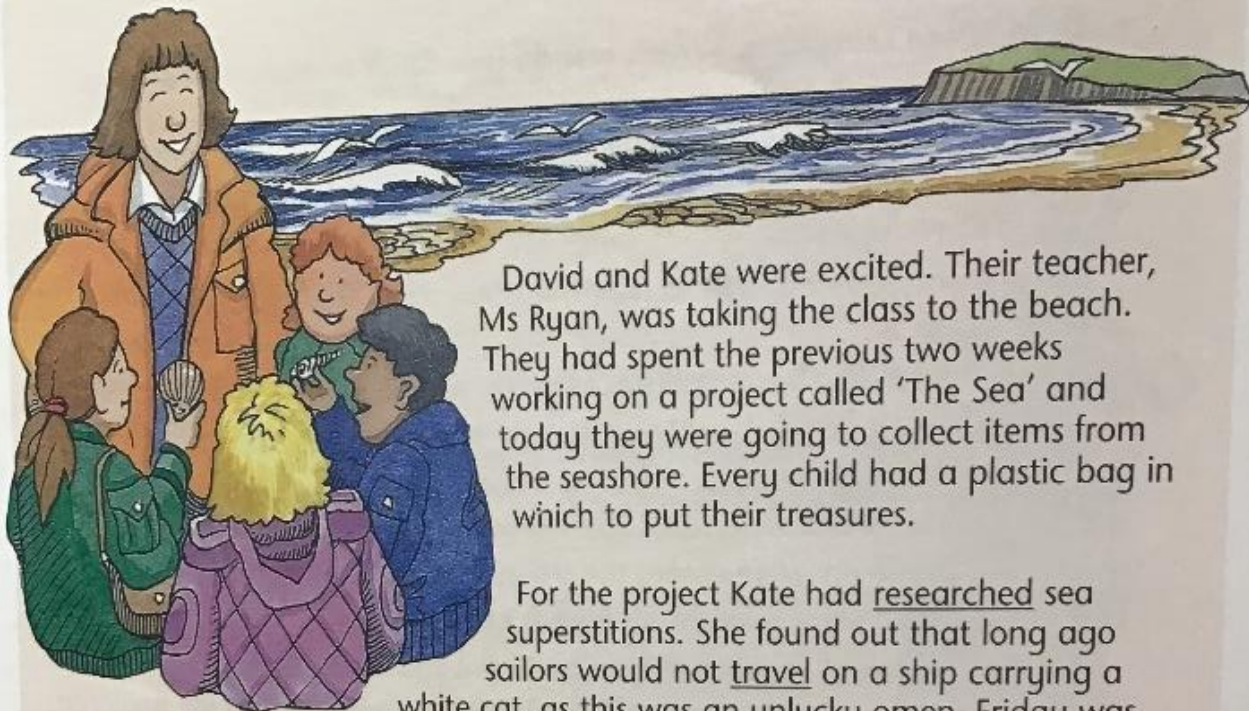
<https://www.playdoughtoplato.com/water-cycle-bag/>

As always, it would be lovely to see how creative you all can be. We would have been giving these tasks a go in ABL sessions so why not try them at home and send me a picture? [Dkelly273@c2ken.net](mailto:Dkelly273@c2ken.net)



Read the story

# The Sea Project



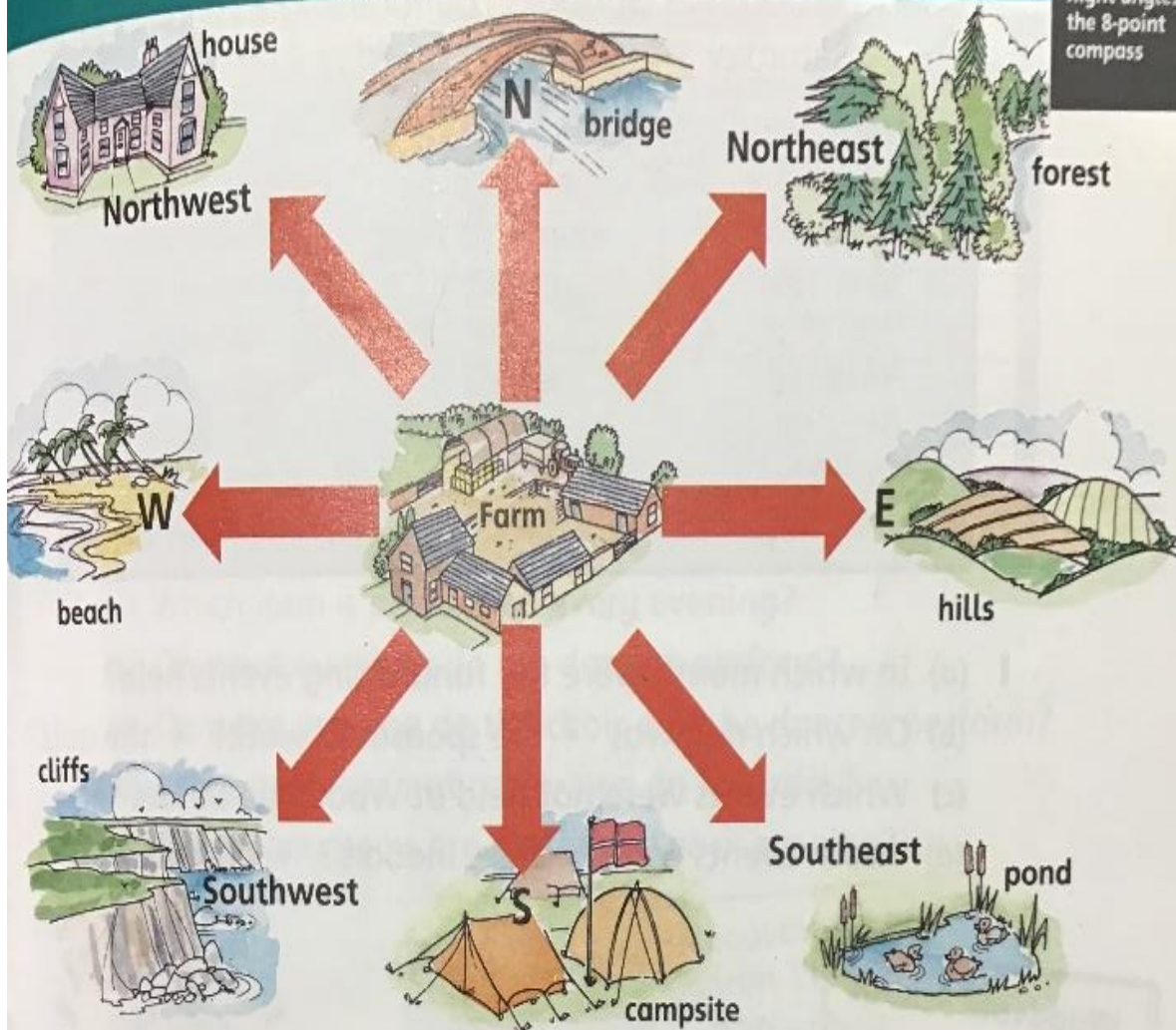
David and Kate were excited. Their teacher, Ms Ryan, was taking the class to the beach. They had spent the previous two weeks working on a project called 'The Sea' and today they were going to collect items from the seashore. Every child had a plastic bag in which to put their treasures.

For the project Kate had researched sea superstitions. She found out that long ago sailors would not travel on a ship carrying a white cat, as this was an unlucky omen. Friday was an unlucky day to start a voyage but it was a lucky sign if a sailor spotted an albatross. David's contribution was a piece entitled 'Safe Swimming'. The sea should always be respected as it can be dangerous. People not only put themselves in danger by acting foolishly, but they can also put other people's lives at risk. David made a list of important rules to follow before going for a swim.

At the beach the children spent time collecting crab claws, sea urchins, seaweed and numerous types of shells. Ms Ryan gathered smooth pebbles, making sure to have one for each child in the class.

When they returned to the classroom, the children were eager to display their treasures. There were many shells and some driftwood. David had found some broken lobster pots and Kate had discovered a beautiful starfish. Before the children went home they washed the pebbles and laid them out to dry. The next day they would paint, varnish and keep them as mementoes of their lovely day.





You are at the farm.

- What do you see if you look
  - south
  - northeast
  - southwest
  - west?
- In which directions are
  - the hills
  - the house
  - the pond?
- Face north.
 

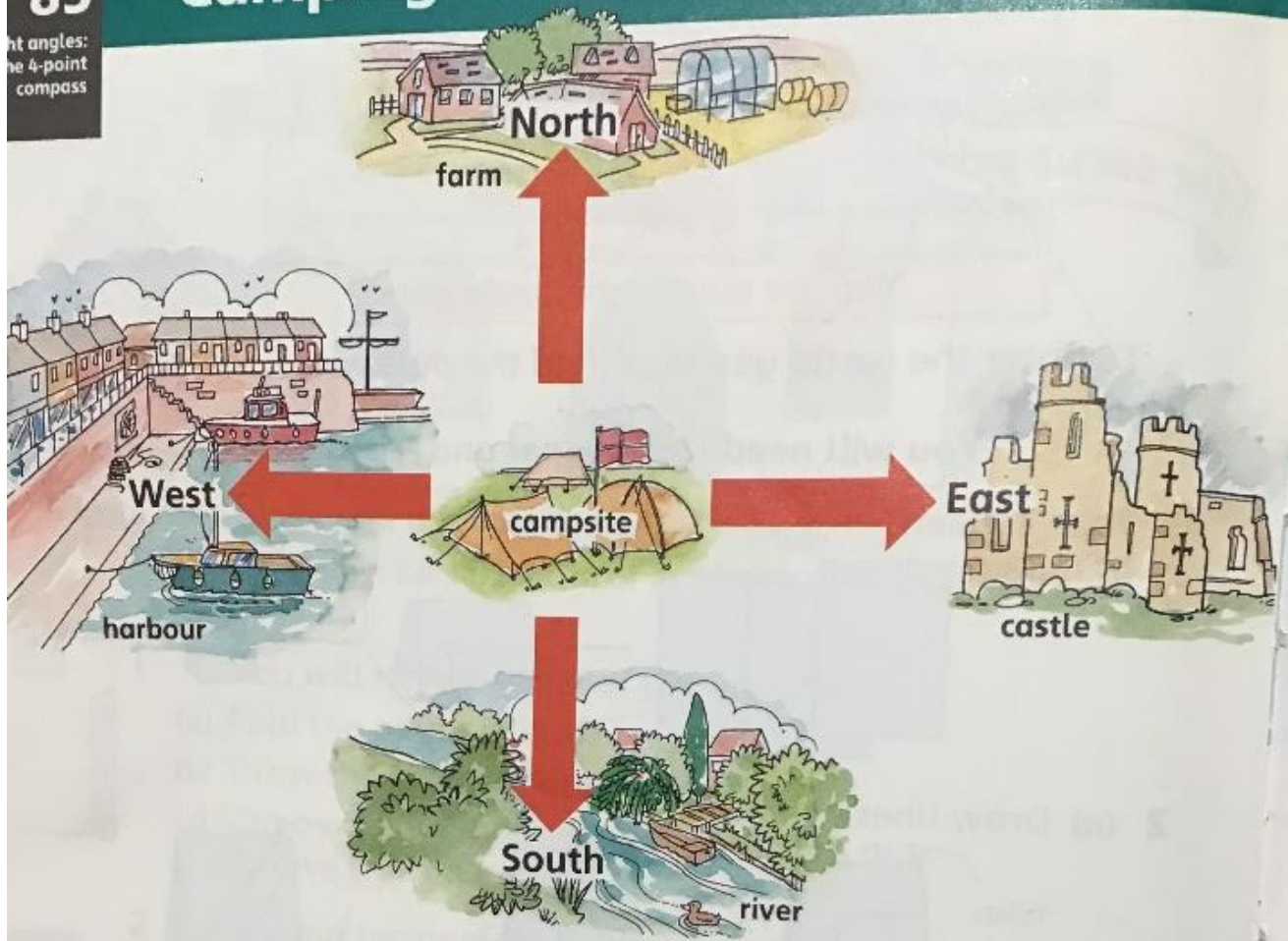
In which direction are you facing if you turn

  - 1 right angle clockwise
  - 2 right angles anticlockwise
  - 3 right angles anticlockwise
  - 4 right angles clockwise?
- Face south.
 

In which direction are you facing if you turn

  - 2 right angles clockwise
  - 4 right angles?

Right angles:  
the 4-point  
compass



You are at the campsite.

- 1 What do you see if you look (a) north (b) south?
- 2 In which direction is (a) the castle (b) the harbour?
- 3 Face north.

In which direction are you facing if you turn

- (a) 1 right angle clockwise
- (b) 2 right angles clockwise
- (c) 3 right angles anticlockwise
- (d) 4 right angles clockwise?

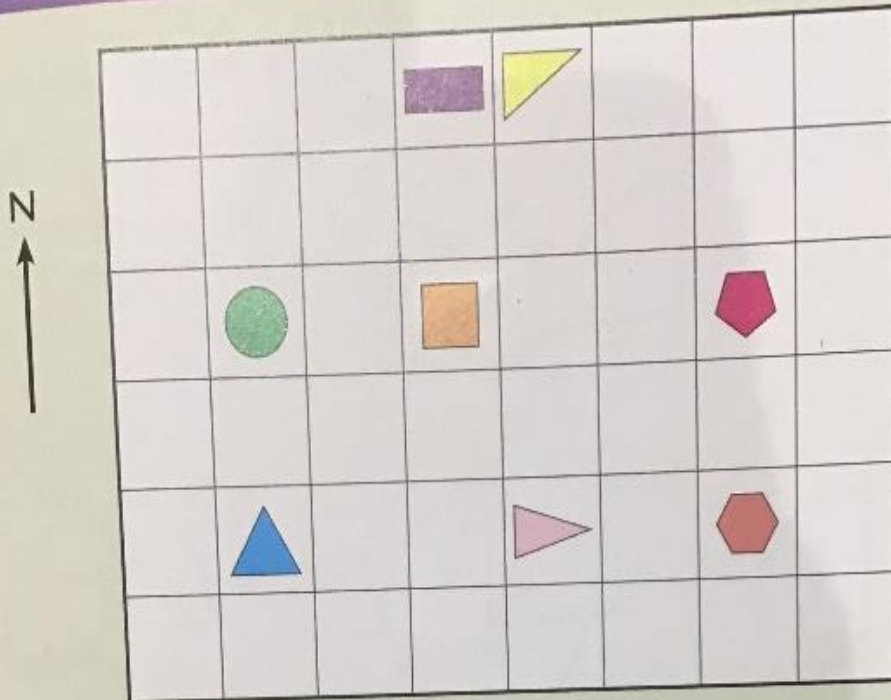
- 4 Face east.

What do you see if you turn

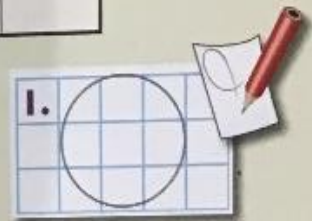
- (a) 1 right angle anticlockwise
- (b) 2 right angles clockwise
- (c) 3 right angles clockwise
- (d) 4 right angles clockwise?














# North, South, East, West



Draw the shape which is:



- |            |   |            |   |           |   |
|------------|---|------------|---|-----------|---|
| 1 North of |  | 2 South of |  | 3 East of |  |
| 4 West of  |  | 5 South of |  | 6 East of |  |
| 7 West of  |  | 8 North of |  | 9 East of |  |
- 10 2 squares South of  then 3 squares East
- 11 4 squares North of  then 1 square West



Make up more problems like Questions 10 and 11 for your partner to answer.



# North, South, East, West



Write the direction of:

1. West

- |                           |                              |
|---------------------------|------------------------------|
| 1 Harbour from Hotel      | 2 Zoo from Hotel             |
| 3 Lighthouse from Harbour | 4 Swimming Pool from Funfair |
| 5 Car Park from Hotel     | 6 Hotel from Car Park        |
| 7 Harbour from Zoo        | 8 Zoo from Swimming Pool     |
- 9 Look again at Question 1. You need to walk back to the Hotel from the Harbour. Which direction do you go in? Repeat this for the other questions.



Draw your own island on squared paper. Choose two places, then ask your partner to write the direction from one to the other.



I can write directions using the 4 compass points





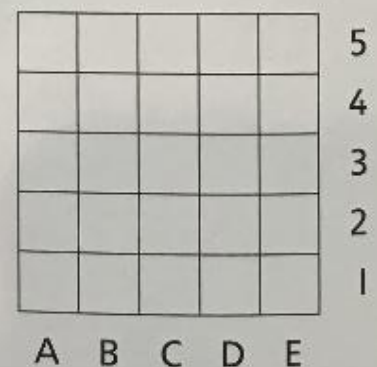
Tell Anna where the scary creatures are!  
Give the position of:



- |   |          |   |         |   |        |   |        |
|---|----------|---|---------|---|--------|---|--------|
| 1 | python   | 2 | bear    | 3 | spider | 4 | bat    |
| 5 | scorpion | 6 | piranha | 7 | beetle | 8 | lizard |

Draw 3 grids like this. On each grid, make a letter of the alphabet by shading in these positions:

- 9 B1, B2, B3, B4, B5, C3, D1, D2, D3, D4, D5  
10 A1, A2, A3, A4, A5, B3, B5, C5, B1, C1  
11 B1, B2, B3, B4, C4, C1, D1, D2, D3, D4



You need a  $6 \times 6$  grid and a dice.  
Invent a dice game to play on the grid.





# Position

5					
4					
3					
2					
1					
	A	B	C	D	E

Describe the position of these animals:



- 1** chickens      **2** hedgehogs      **3** badgers      **4** ducks  
**5** otters      **6** horses      **7** sheep      **8** cows

What do the pictures at these positions show?





















- 9** B2      **10** A3      **11** D2      **12** E5      **13** E2      **14** D3  
**15** Which animals are in column D?



Work with your partner to draw your own grid. Take turns to tell each other what to draw and which square to put it in. For example: 'Draw a rocket in F5'.



I can describe and find positions within a grid

	A	B	C	D	E
1	 Mrs Flower	 Mr White	 Mrs Grim	 Miss Harding	 Mrs Sums
2	 Mr Keen	 Mrs Cotter	 Mrs Morris	 Mrs Softly	 Mr Smith
3	 Miss Sturgess	 Miss Nitt	 Mrs Winnett	 Mr Broome	 Mrs Wood
4	 Mrs Walters	 Mrs Bascombe	 Mr Bronson	 Mr Banks	 Flopsy

Write the position of these photographs:

- |                |             |               |
|----------------|-------------|---------------|
| 1 Mrs Morris   | 2 Mr Banks  | 3 Mr Smith    |
| 4 Miss Harding | 5 Mr White  | 6 Mrs Walters |
| 7 Mrs Softly   | 8 Mr Broome | 9 Mrs Flower  |



Whose photographs are at these positions?

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 10 E1 | 11 A2 | 12 C3 | 13 E4 | 14 B2 | 15 C1 |
|-------|-------|-------|-------|-------|-------|

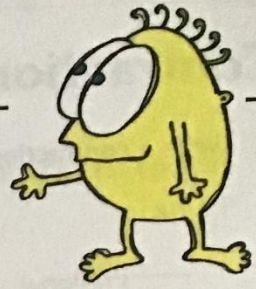


Look at a photograph. Tell your partner the position.  
Can they tell you who it is? Take turns at guessing.



Name: \_\_\_\_\_

## Contractions



Write the words that each contraction stands for.

- |            |       |            |       |
|------------|-------|------------|-------|
| 1. don't   | _____ | 2. can't   | _____ |
| 3. won't   | _____ | 4. we'll   | _____ |
| 5. haven't | _____ | 6. he's    | _____ |
| 7. isn't   | _____ | 8. she'll  | _____ |
| 9. I'm     | _____ | 10. you're | _____ |
| 11. I'd    | _____ | 12. you'll | _____ |

Write the correct contraction for each set of words.

- |                |       |               |       |
|----------------|-------|---------------|-------|
| 13. did not    | _____ | 14. they will | _____ |
| 15. they would | _____ | 16. he would  | _____ |
| 17. were not   | _____ | 18. has not   | _____ |
| 19. had not    | _____ | 20. she is    | _____ |
| 21. I have     | _____ | 22. we have   | _____ |
| 23. he will    | _____ | 24. they had  | _____ |



name \_\_\_\_\_ date \_\_\_\_\_

## Contractions

**A** Draw a line to join each pair of words to the correct contraction. The first one has been done to help you.

- |    |           |          |
|----|-----------|----------|
| 1  | did not   | wouldn't |
| 2  | would not | I'll     |
| 3  | I am      | mustn't  |
| 4  | we have   | we're    |
| 5  | you will  | here's   |
| 6  | must not  | didn't   |
| 7  | she will  | she'll   |
| 8  | we are    | we've    |
| 9  | I will    | I'm      |
| 10 | here is   | you'll   |

unit  
**7**

**B** Write the contraction for each pair of words.

- |   |          |       |   |           |       |
|---|----------|-------|---|-----------|-------|
| 1 | they are | _____ | 2 | does not  | _____ |
| 3 | it is    | _____ | 4 | there is  | _____ |
| 5 | have not | _____ | 6 | it will   | _____ |
| 7 | has not  | _____ | 8 | they will | _____ |





name \_\_\_\_\_ date \_\_\_\_\_

## Contractions

**A** Write a contraction for each pair of words.

1 he is                      2 that is                      3 we are                      4 they are

\_\_\_\_\_

5 you will                      6 are not                      7 he would                      8 she has

\_\_\_\_\_

9 is not                      10 I have                      11 has not                      12 it will

\_\_\_\_\_

**B** Write the pair of words from which each of these contractions has been made.

1 weren't                      2 you're                      3 I'm

\_\_\_\_\_

4 wouldn't                      5 they'll                      6 you'd

\_\_\_\_\_

**C** Copy these sentences, using contractions to replace the underlined words.

1 Winston and Ravi had not seen the video.

\_\_\_\_\_

2 It is sad when we have to say goodbye.

\_\_\_\_\_

3 "I will help to make our tea," said Ben.

\_\_\_\_\_

