


Daily reading – Why not take part in the Reading challenge attached! Let me know your weekly score on Friday!					
15/6/20	Maths		English		Foundation
Mon	Summer Term Week 8 London Maths Week Challenge. Choose an activity to complete from Mrs Bild’s letter.		Genre Focus: Action Scene Lesson 3 (we are jumping straight to this lesson but you are welcome to complete 1 and 2 if you want to as well!) – Identify fronted adverbials https://classroom.thenational.academy/lessons/to-identify-and-use-fronted-adverbials If you would prefer to work offline, complete ‘English Activity 1’.		Science: Our Environment Research the 3 R’s – Reduce Reuse and Recycle This video shows some ways that children are reducing, reusing and recycling their waste – https://www.bbc.co.uk/newsround/45644514 Make a poster to encourage others to Reduce, Reuse and Recycle. Try to think about ways you could do these things at home.
Tue	Summer Term Week 8 London Maths Week Challenge. Choose an activity to complete from Mrs Bild’s letter.		Genre Focus: Action Scene Lesson 4 – identify the key features of an action scene https://classroom.thenational.academy/lessons/to-identify-the-key-features-of-an-action-scene If you would prefer to work offline, complete ‘English Activity 2’.		
Wed	Summer Term Week 8 London Maths Week Challenge. Choose an activity to complete from Mrs Bild’s letter.		Genre Focus: Action Scene Lesson 5 – Write an action scene https://classroom.thenational.academy/lessons/to-write-an-action-scene If you would prefer to work offline, complete ‘English Activity 3’.		Art: Summer art skills Under the sea painting (see in resource pack)
Thu	Summer Term Week 8 London Maths Week Challenge. Choose an activity to complete from Mrs Bild’s letter.		Reading Comprehension: The Kite		
Fri	Summer Term Week 8 London Maths Week Challenge. Choose an activity to complete from Mrs Bild’s letter.		Grammar and Punctuation: Homophones Resource 2		History: The Romans Make a Roman mosaic! http://downloads.bbc.co.uk/history/handsonhistory/romans_mosaic.pdf
Optional Extras:					
Handwriting practise	Times table practise	Spellings practise Months: January, February, March, April, May, June, July, August, September, October, November, December	Set up a game of virtual Guess Who... Send clues by text or email for family and friends to guess. How many clues do they need to get the answer?	Have an origami challenge – can you fold a boat that floats for at least 60 seconds? Alternatively, use the free printable templates on the Origami Fun website to have a go at origami. https://www.origami-fun.com/origami-instructions.html	Dance! Choose your favourite song and have a boogie on the spot. Maybe you could make up your own family routine to a song you all love!

Reading Challenge: What is the maximum number of points you can collect? Why not play against a friend?

5 points	10 points	15 points	20 points	25 points
Read for 5 minutes every day for 5 days.	Read for 10 minutes every day for 5 days.	Read for 15 minutes every day for 5 days.	Read for 20 minutes every day for 5 days.	Read for 25 minutes every day for 5 days.
Share a story with an adult.	Read a chapter of a story.	Read a chapter of a story by an author you haven't read a book by before.	Read a chapter of a story recommended to you by someone else.	Read two stories by the same author.
Tell someone about a story you have read: <ul style="list-style-type: none"> main characters setting plot 	Retell a story you have read in the order that it happened.	Tell someone about a story you have read and suggest another story that it is similar to.	Describe the characters from a story you have read. Explain how they are similar to characters from another story that you have read.	Explain the plot from a chapter of a story that you have read giving information about: <ul style="list-style-type: none"> the plot the author's style who you would recommend it to
Read a poem.	Read a poem that rhymes.	Read a poem that rhymes and describe the rhyming pattern.	Read two poems by the same author. How are they similar/ different?	Read two poems by different authors on the same theme. Describe the poetic conventions included in both poems.
Follow a recipe. What did you make? Was it easy to follow?	Read a set of instructions for a game. Play the game.	Compare a set of instructions with a recipe. How are they similar/ different?	Identify the organisational devices used in a recipe.	Compare recipes from two different recipe books or websites. What are the similarities and differences in how they are organised?
Give three reasons why reading is an important skill to learn.	Make a list of all of the times you need to read in a day.	Explain how reading helps you in your normal school day.	Is reading important for maths and Science? Explain your thinking.	Explain how reading will help you in later life.
Talk about your favourite book.	Share your favourite book with someone else.	Give three reasons why your favourite book is brilliant!	Recommend your favourite book to a friend or family member, explaining why they should read it.	Write a book review about your favourite book (you could even post it on Amazon!). Give clear reasons about who would enjoy it and why.
Find out about your family's favourite books. 	Make a list of ten people you know. What are their favourite books? Why?	Find out the favourite books of: <ul style="list-style-type: none"> someone older than you someone younger than you someone the same age as you 	Choose ten classic books. Conduct a survey of your family and friends. Find out: <ul style="list-style-type: none"> how many they have read which they enjoyed most 	Create a timeline of your family's favourite books. Which is the oldest? Choose one to read and discuss with the person who suggested it.
Challenge yourself to earn as many points as you can. Can you get to 40 points? How about 75? What about 100?				



Last year during Maths Week London, we were able to do a range of activities in school.

Even though we cannot be altogether in school taking part in activities, we can still all enjoy the week. I have put together a range of activities you could do throughout the week.

I would love to see what you get up to during the week so I am going to run a competition. All you have to do is **email** what you have done during the week into to school (please put *MWL Mrs Bild* in the subject). I will be giving prizes to a few of the best entries.

Looking forward to seeing what you get up to.

Mrs Bild

Everyone

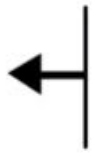
- Compete in the London Maths Week Sumdog competition running from 19th – 25th June 2020.
- Do some baking. Practise: measuring out ingredients, splitting a mixture using your fraction knowledge, using proportion to increase or decrease the mixture (year 6) and equally sharing out your finished product.
- [Spaghetti tower challenge](#)
- [Great maths object hunt](#)
- [Bottle-top shapes](#)
- [Purple mash](#) games and [Just 2 easy](#) games
- [Association of mathematics](#) challenges

KS1

- [Two dice](#)
- [Eggs in a basket](#)
- [Biscuit decorations](#)
- [Sort the street](#)
- [Button up](#)

KS2

- [Symmetry challenge](#)
- [Make 37](#)
- [What do you need?](#)
- [Prison cells](#)
- [Optical art task](#)



Recap: Adverbs

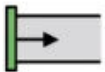
An **adverb** is a word that describes a **verb**.

It tells us **where/when/how** something happens.

He sat down **quietly**.



Next, she poured the water into the bowl.



Fronted Adverbials

A **fronted adverbial** is an **adverb** placed at the start of the sentence.

Earlier today, I ate my breakfast.

Panting heavily, I ran to the station.

In the distance, she waited patiently.



Fronted Adverbials

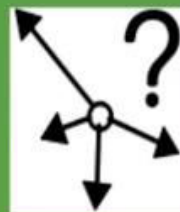
Adverbial of **time**



Adverbial of **manner**



Adverbial of **place**



Adverbials of Time

As with all adverbs, they tell us more about the verb. For adverbs of time, they tell us when the verb happened or will happen. For example, “afterwards”, “every day” and “recently” are adverbs of time and describe “when”.

On the other hand, adverbs of time can describe the duration of an event occurs. Also, it can show when an action is complete.

ADVERBIALS OF TIME EXAMPLES:

- Yesterday, we played in the basketball tournament.
- Eventually, she will finish studying and go to university.
- All day, they ate popcorn and watched films.

Adverbials of Manner

Adverbs of manner express how something happens. In most cases for adverbs of manner, you can take an adjective and simply add -ly to form an adverb.

ADVERBIALS OF MANNER EXAMPLES:

- Quickly, the cat ran out of the room.
- Quietly, the spy crept behind the wall.
- Knowingly, she whispered the answer to her friend.

Adverbials of Place

Adverbs of place describe “where” an action takes place. In addition, we usually find adverbs of place after the main verb.

ADVERBIALS OF PLACE EXAMPLES:

- In the garden, there was a huge hot air balloon.
- Past the park, you will find the shops.
- Downstairs, he met his father.

Read the following adverbials, identify if they are of time, manner or place. Sort them into the table below.



Identify

Time	Manner	Place

After a while, she went back home.

Carefully, she poured the milk.

Somewhere near here, the girl is playing football.

Last year, he joined a new school.




As quietly as a mouse, she crept up the stairs.

North of here, you'll find a small town.

Time	Manner	Place

REMEMBER: **Fronted adverbials** are always at the start (**front**) of the sentence and separated by a **comma**.

Use these fronted adverbials to complete the sentences below:

Time 	Manner 	Place 
In the morning, After a while, Just then, Last month, Yesterday, As soon as she could,	Silently, As quick as a flash, Without a sound, Without warning, As fast as she/he could,	Back at the house, Nearby, Far away, Wherever they went, Somewhere near here,

_____, he entered the room.

_____, they played together.

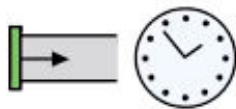
_____, we celebrated my birthday.

Can you use fronted adverbials to write your own sentences?

The features of an action scene



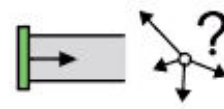
1. Powerful verbs



2a. Fronted adverbials of time



2b. Fronted adverbials of manner



2c. Fronted adverbials of place

Example:

Identify



In the middle of the grassland, a ferocious lion **roamed** around. **Quietly**, the lion **stalked** his prey. **After a short while**, the lion **pounced** on the zebra. **Speedily**, the zebra **darted** away. **Before long**, the lion began to **hunt** for prey again.

Powerful verbs	Fronted adverbials of time (when)	Fronted adverbials of manner (how)	Fronted adverbials of place (where)
roamed stalked pounced darted hunt	After a short while, Before long,	Quietly, Speedily,	In the middle of the grassland,

**Can you spot the features of an action scene in this extract?
Underline them in the text and sort them into the table below.**

Let's read the action scene



On the banks of the River Nile, there lay a deadly alligator. Without a sound, he crept towards his prey. Stealthily, he edged towards the fish. Suddenly, the alligator opened his jaws and tried to crunch down on his prey. As quick as a flash, the fish swerved away from the alligator and escaped. Soon after, he sank down into the murky water.

Powerful verbs	Fronted adverbials of time (when)	Fronted adverbials of manner (how)	Fronted adverbials of place (where)

English Activity 3:

The features of an action scene



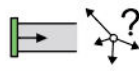
1. Powerful verbs



2a. Fronted adverbials of time



2b. Fronted adverbials of manner



2c. Fronted adverbials of place

Fill in the gaps in the extract below with suitable verbs and fronted adverbials. The lines are colour coded with the above key to show you which type of word needs to be put inserted.



_____, Tommy **raced** excitedly to the park.

_____, he quickly **unwrapped** his new kite and prepared it

for flight! **When the kite was ready**, his Dad said, "**run** as fast as you can and

hold on tightly to the handle." _____, Tommy _____

(Time or Manner)

across the grassy field. _____, Tommy felt a pull on his arm and

as he looked back he saw his kite _____ into the sky!

Challenge: Can you write your own action scene using the features you have learnt about?

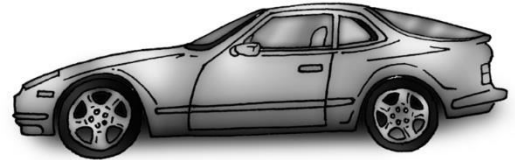
Reading extract and questions:

Year 2

The Kite

Set A/B

Tyler had been looking forward to his birthday for weeks. Now he was down to his last present. It was long, thin and light. No way could it be the remote-controlled car he had longed for.



“And this is from Great Uncle Gordon,” said his mum, trying to sound more cheerful than she was feeling. She had done her best, but she could tell Tyler was disappointed.

He tore off the paper. It was a kite. “Great,” muttered Tyler and threw it to one side. Then he stomped off to his room. Mum quietly slipped the kite out of sight.



A couple of months later, the family were in the local park. It was a bright, breezy day. Tyler was running around, having a great time scrambling over the climbing frames and chasing his friends around.

Now and again, he jogged over to take a sip from his bottle of water. “You know that kite you got for your birthday?” said Mum. “Mind if we give it a go?”

“Go for it,” replied Tyler before dashing off again.

Dad watched while Mum and Dylan, Tyler’s younger sister, set up the kite. Mum checked which way the wind was going, then held on to the ends of the twin strings while Dylan held the kite above her head.

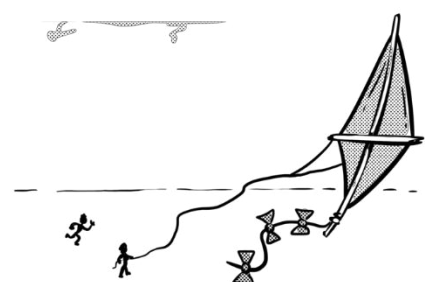
Mum walked backwards about thirty paces. Dylan stretched as high as she could. There was a strong gust. Mum tugged on the strings and the kite jerked out of Dylan’s hands.

“Hooray!” cried Dylan as the kite climbed into the sky with its colourful tail swirling beneath it.

“Come and have a go,” said Mum.

Dylan squealed and gasped as it ducked and danced on the breeze. Suddenly, Tyler was by her side, asking to have a go. She handed him the string holders. Mum gave him a few tips on what to do.

Soon, he was laughing and cheering. He couldn’t take his eyes off it. Before long, he was able to control each spiral and swoop. It was only when his arms started to ache that he let the others have another go. “Happy birthday, love,” grinned Mum.



Questions for The Kite Set A

Vocabulary

1. ... *he had longed for*... In this sentence, *longed for* means ... **Tick one.**

reached out for

☐

really wanted

☐

belonged to

☐

waited for

☐

2. Look at the paragraph beginning '*Now and again ...*' **Find** and **copy one** word that means *ran slowly*.

3. ... *his arms started to ache* ... In this sentence, *ache* means ... **Tick one.**

hurt

☐

stretch

☐

wobble

☐

wave

☐

Identify key aspects

4. Who was Tyler's last present from?

5. What was Tyler's younger sister called?

6. How far back did Mum walk when she was holding the kite strings?

Inference

7. Why was Tyler disappointed when he got the kite?

8. How did Dylan feel when the kite climbed into the sky? **Tick one.**

very tired

☐

very cross

☐

very pleased

☐

very worried

☐

Sequence

9. Number the events from **1** to **4** to show the order in which they happened.

Tyler played with his friends.	
Tyler had a go with the kite.	
Tyler unwrapped his last present.	
Mum and Dylan got the kite to fly.	

Predict

10. How do you think Tyler would reply to Mum saying, "Happy Birthday"?

Questions for The Kite Set B

Vocabulary

1. ... *Then he stomped off* ... In this sentence, *stomped* means ... **Tick one.**

tip-toed

☐

crept

☐

walked angrily

☐

bounced

☐

2. ... *the local park* ... In this sentence, *local* means ... **Tick one.**

cheap

☐

adventure

☐

play

☐

nearest

☐

3. Look at the paragraph beginning '*Mum walked backwards ...*' **Find** and **copy** a word that means *burst of wind*.

Identify key aspects

4. What had Tyler really wanted for his birthday?

5. How did Tyler feel when he first saw the kite?

6. What was swirling beneath the kite?

Inference

7. How was Tyler feeling when they were in the park? **Tick one.**

disappointed

☐

tired

☐

bored

☐

happy

☐

8. Mum thought Tyler didn't know how to fly a kite. How do we know this?

Sequence

9. Number the events from 1 to 4 to show the order in which they happened.

Dylan held the kite above her head.	
Mum hid the kite.	
Mum showed Tyler how to fly the kite.	
The family went to the park.	

Predict

10. What do you think Tyler will say next time Mum suggests going to the park?

Answers for *The Kite*

Set A:

Vocabulary:

1. really wanted
2. jogged
3. hurt

Retrieval:

4. Great Uncle Gordon
5. Dylan
6. (about) thirty paces

Inference:

7. He had been hoping for a remote-controlled car.
8. very pleased

Sequence:

9.

Tyler played with his friends.	2
Tyler had a go with the kite.	4
Tyler unwrapped his last present.	1
Mum and Dylan got the kite to fly.	3

Predict:

10. Accept any answers that suggest Tyler recognises he was wrong about the kite, e.g. "Thanks Mum. That kite was a great present after all."

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Answers for *The Kite*

Set B:

Vocabulary:

1. walked angrily
2. nearest
3. gust

Retrieval:

4. a remote-controlled car
5. disappointed
6. a colourful tail

Inference:

7. happy
8. She gave him a few tips on what to do.

Sequence:

9.

Dylan held the kite above her head.	3
Mum hid the kite.	1
Mum showed Tyler how to fly the kite.	4
The family went to the park.	2

Predict:

10. Can we/Shall we take the kite?

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Year 2

Homophones 2

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August 2019



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Homophones 2

Choose the correct homophone to complete each of the sentences below and write it on the line.

Samantha ran for the bus but it was _____ late because it had already left.	two too to
We are in danger of ruining _____ planet if we do not try and reduce the amount of rubbish that we are throwing away.	are our
"Can I come to _____ house please?" asked Juan.	your you're
Deep in the depths of the cave, _____ were a variety of nocturnal animals.	their they're there
In comparison to a blue whale, the whale shark is surprisingly _____ minuscule.	quite quiet
The dog ran all the way _____ from Joel's house.	hear here

Insert the correct homophone into each of the sentences below. Use the picture as a clue.

Mr and Mrs Win has a _____ who is an extremely talented horse rider.	
If you look up to the sky at _____, you can see many stars and planets.	

Answers: Homophones 2

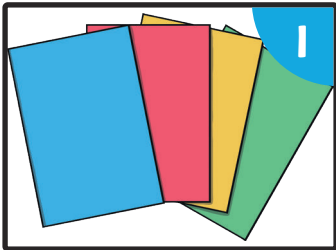
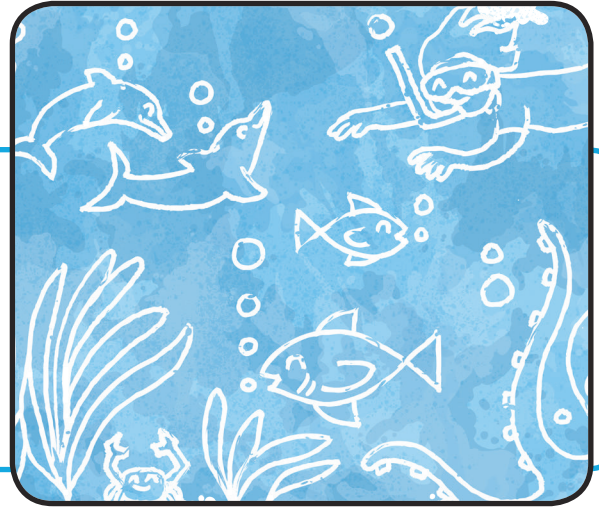
Included in each answer is a possible strategy that teachers could use to support pupils in remembering each homophone.

1. too: two 'o's because *it's too much*, more than one; too cool for one
 2. our: our (*belonging*); encourage the pupils to pronounce this accurately
 3. your: your contains our and is used for possessives: *your rat*
 4. there: there and here relates to a place/position; *over there* with an arrow
 5. quite: use split diagraph for pronunciation *quite*; the long 'i' sound
 6. here: here and there relates to a place/position; *over here* with an arrow
-
1. son: it's not, '*you can have fun in the sun*'
 2. night: it's not, '*the knight that protects the king*'

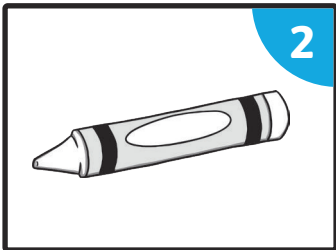
Under-the-sea Water Colour Painting

You will need:

- a piece of white card (A4 or A3)
- a paint brush
- a white crayon
- water pot
- water colour paints



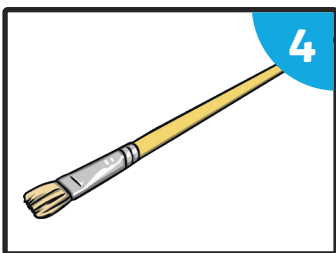
Get a piece of card and place it in front of you in portrait or landscape.



Using a white crayon, draw an underwater picture. You could draw different creatures and plants.



Choose the water colours that you would like to be painted on top (different shades of blue for the water would be a good idea).



Dip your paint brush into the water and colour and then brush over the card. Continue to do this until all the page has been painted.



Your crayon picture should now be revealed.

Top Tip:

You could create a different summer scene using this idea. Here are some suggestions:

- a beach
- summer flowers

Activity **1** make a mosaic

BBC

HANDS ON HISTORY

THE ROMANS

Make a marvellous mosaic



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ENGLISH HERITAGE

Activity 1



Those clever Romans were ahead of their time in so many ways.

These days we make our pictures on TV, computers and in print using lots of coloured dots or pixels to build up the image. The Romans had their own version using coloured stone tiles (a bit like tiny versions of the tiles you might find in your bathroom or kitchen) to create colourful mosaics on floors and walls.



Here is a Roman mosaic from a distance and close up.



Bignor Roman Villa, Sussex

Making your own mosaic is a great family activity with lots of different jobs. Share out the preparation so that one family member doesn't have to cut up all the small pieces of card!

You will need:

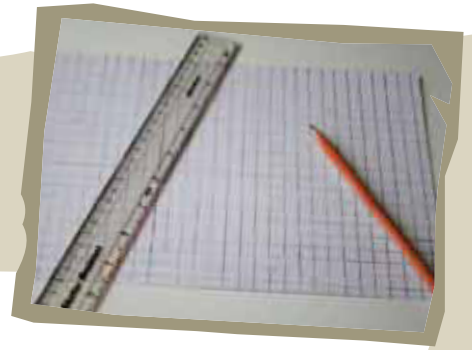
- Piece of stiff paper or card
- Ruler
- Scissors
- Pencil
- Glue
- Coloured 'tiles' (made from card or paper)
- Cups to hold your tiles
- A bit of patience!



bbc.co.uk/history

BBC
HANDS ON
HISTORY
THE ROMANS

Activity 1



1. Make the base

Start by deciding how big you want your finished mosaic to be. A4 size works well to start with but you can go bigger if you want.

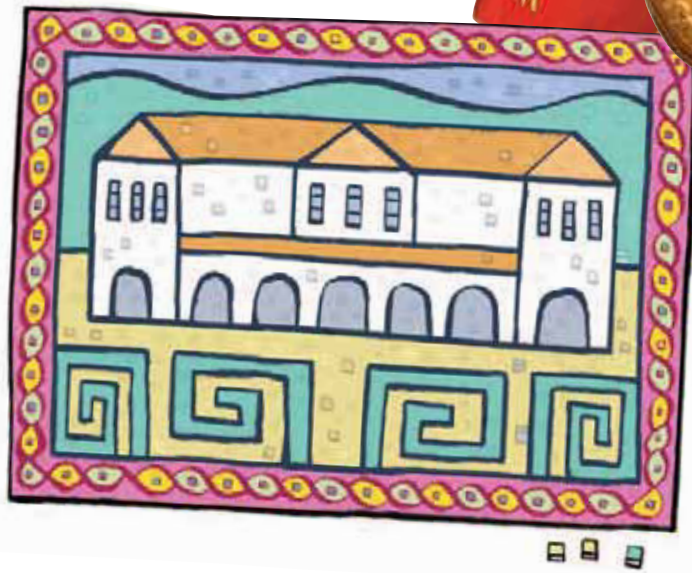
Use a piece of card or thick paper – the thicker the better, as the glue may make your base soggy.

Use a ruler and pencil to divide the page into a grid of 1 cm squares. Romans wouldn't have made a grid, but this is really useful for first-time mosaic makers. On an A4 sheet you will get 21 squares along the short edge and 30 along the long edge creating a grid of 630 squares. So you'll need 630 tiles for your finished mosaic – plus a few spares.

Six hundred and thirty squares may seem like a lot, but on an ordinary-sized Roman mosaic (around 6m x 8m) there might be half a million tiles in total, and bigger mosaics would have had many more.

2. Create your design

A simple, clear design works best for mosaics. You can take a Roman theme – below are a few ideas to get you started. Alternatively, a geometric pattern using shapes and lines can be very effective. You could even make a mosaic of your name.



Activity 1 make a mosaic

Create your design

Use some plain paper to sketch out some designs first. Once you are happy with your design, draw it onto your gridded base. Use the grid as a guide for the width and length of different parts of your design where you can, this will make things easier later when you come to add your tiles.



Which colours?

Now decide which colours you are going to use. It's best to choose around four to six colours, as it can get a bit tricky with more.

Roman floor tiles were made from cut stone, not painted, as paint would have worn off. So the tiles would have been the natural colours found in rocks.

Mark out the different coloured squares on your grid ready for when you add the tiles later, using the following letters to represent each colour:

B – blue

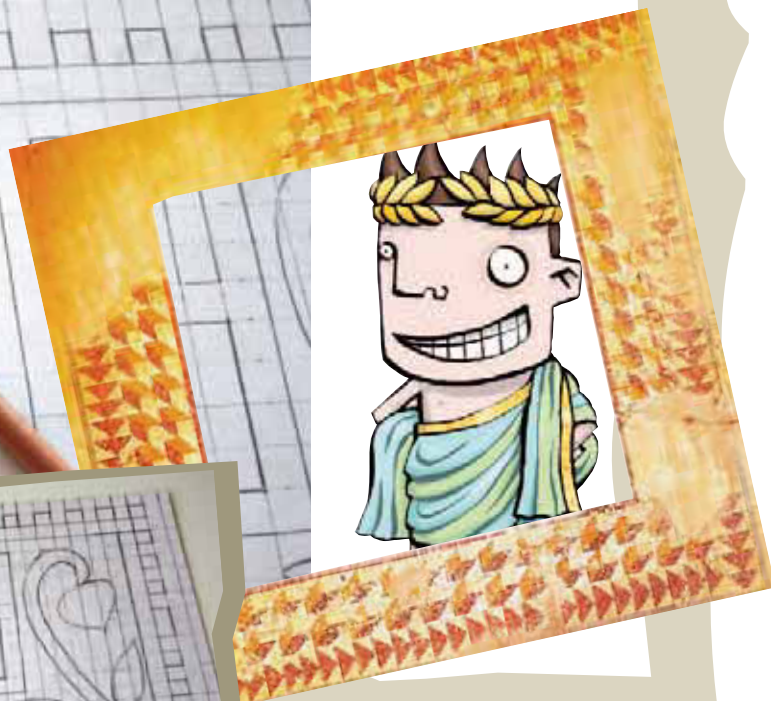
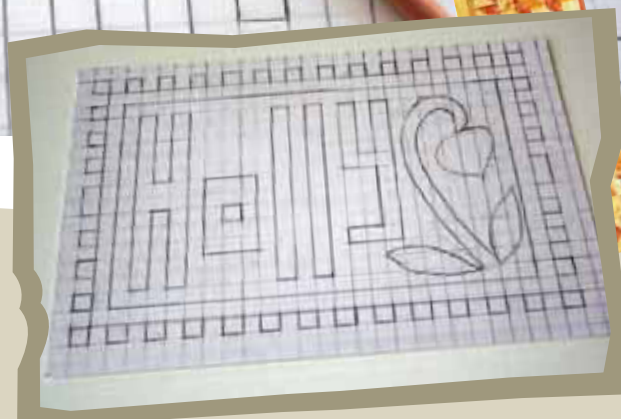
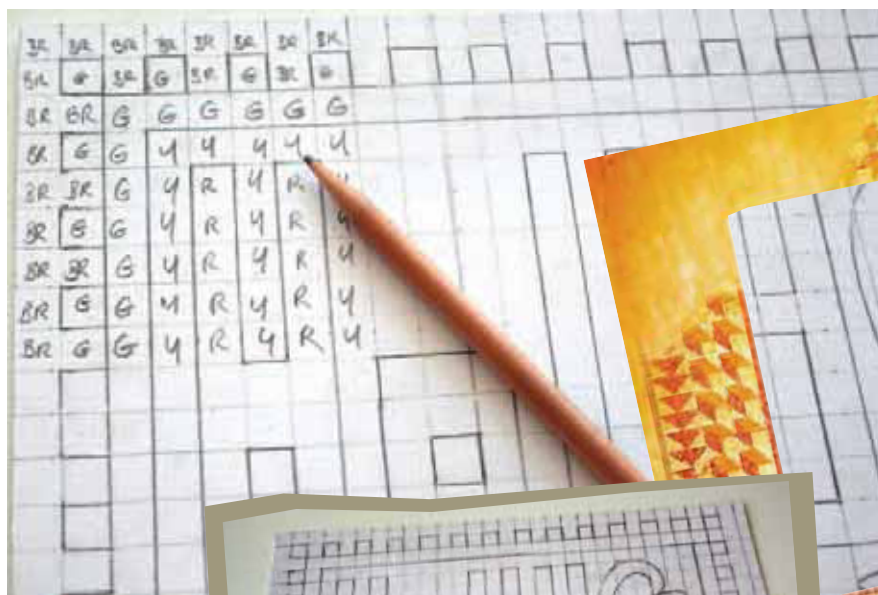
G – green

R – red

Y – yellow

BR – brown

BL – black



Activity **1** make a mosaic

3. Make the mosaic tiles

You can make your tiles in a variety of ways:

- Use paint, pens or coloured pencils to colour plain card before you cut it into tiles.
- Use coloured card from craft shops, or from old files or other stationery.
- Collect packaging boxes and cut the colours you need from the card.

Whatever you choose to use, make sure that it's thick enough not to soak up all the glue.

Once you have your coloured card, use your ruler to draw another 1cm x 1cm grid to create tiles to match the size of the squares on your base grid. Use your scissors to cut out the tiles carefully. You don't have to be too precise with the edges – a slightly rough look is more authentic.

Collect each set of coloured tiles in different pots ready to make your mosaic.



Roman fact

The Roman name for mosaic tiles is tesserae.

Top tips

If you have a computer, you can print out a 1cm x 1cm grid onto your paper by drawing out a grid in Word or similar computer software. For younger children you can buy ready-to-use paper squares from craft shops.

If you don't fancy making the fiddly tiles at all, you can create the look of a mosaic by completing sections one and two of this activity and then use paints, pens or coloured pencils to draw 'tiles' straight onto the grid!

Activity **1** make a mosaic



4. Make your marvellous mosaic

Use a glue stick to assemble your mosaic. Apply glue to a small area of the base sheet and then press on a few tiles at a time before moving on to the next section. Make sure you cover any pencil lines that are visible with your tiles.

Cut your tiles to fit curves and any awkward spaces – just like the Romans did!

If you are left with a lot of white space around your main design, you can either leave it white (you may want to use a rubber to erase the pencil lines that are left) or choose another colour to fill all the gaps with tiles.

And that's it. Leave your masterpiece of Roman design to dry before displaying it on your wall – or use it in your Roman Villa model. You'll find the Roman Villa building instructions on the Hands on History website.



For groups and schools:

Mosaics make a great group activity. Teams or individuals can make different coloured tiles with each team responsible for part of a larger mosaic built up in sections on sheets of card. Alternatively you can break the group up into different teams, one to create the base and grid, one cutting all the tiles and another drawing out the design. They can then all work together to stick the tiles onto the base.

If you're making a lot of tiles you can use this as a 'free time' activity for when group members finish other tasks early or have spare time. For a Roman-themed event, create an impressive gladiatorial or Roman life scene, or localise your mosaic by picking an important local story, place name or character to depict.

Many historic sites offer free or discounted pre-booked trips to schools or groups. You can find out more on our partners' websites:
www.english-heritage.org.uk/education
www.cadw.wales.gov.uk
www.historic-scotland.gov.uk
www.doeni.gov.uk/niea

