

Monday 13th July 2020



We hope you are enjoying completing the home learning tasks that we are setting for you. It has been lovely to see some of you tweeting your work on Twitter. Don't forget to tag us, so we see your tweet!

<https://twitter.com/DevonshireInf>

@Devonshireinf @MrFlemingDevInf @devOrangeClass

@devcreamclass @MsSandhuDevInf



ENGLISH

Hello Everyone, we are going to be continuing our lessons based on, 'The Firework Maker's Daughter'.

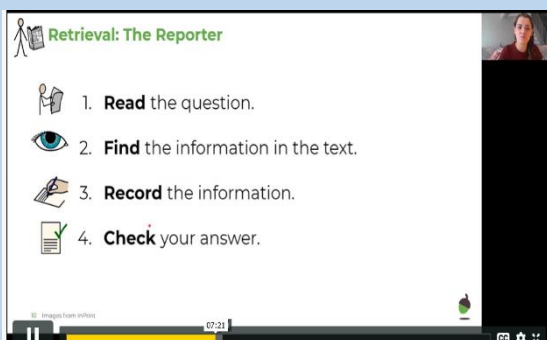
Please follow this link:

<https://classroom.thenational.academy/lessons/the-firework-makers-daughter-to-retrieve-information-202c7a>

(If it doesn't click then just copy and paste this link)

Work through the video. The first part is spellings. You can practise the spellings like we do normally.

Then continue. Pause the video when answering questions or reading the text.



What a foolish old man I am!

'Yes,' said Chulak. 'Still, never mind. We'll find her. Come on, Hamlet!'

And they set off. Lalchand stood watching them for a minute, until they'd disappeared in the dark streets.

But someone was watching Lalchand.

One of the slaves who'd come to play Elephant's Footsteps was hiding under a bush nearby; and as soon as he realized what he'd seen, he began to tremble. Helping the White Elephant to escape was a terrible crime. There'd be a terrible punishment – and there might be a great reward for the person who pointed out the criminal.

So when Lalchand began to trudge homewards, the slave silently followed him to find out who he was and where he lived.

Chulak and Hamlet walked all night, and when morning came they slept in a little

valley under some thick trees. They woke up in the afternoon and, while Hamlet browsed on the leaves, Chulak went to the nearest village to ask the way to the Emerald Lake. He came back with an armful of bananas and some news.

'Guess what, Hamlet?' We're in luck! This is the night of the Full Moon. The Water Goddess comes out of the lake and grants people's wishes. Couldn't be better, my boy! Finish your leaves and let's be moving.'

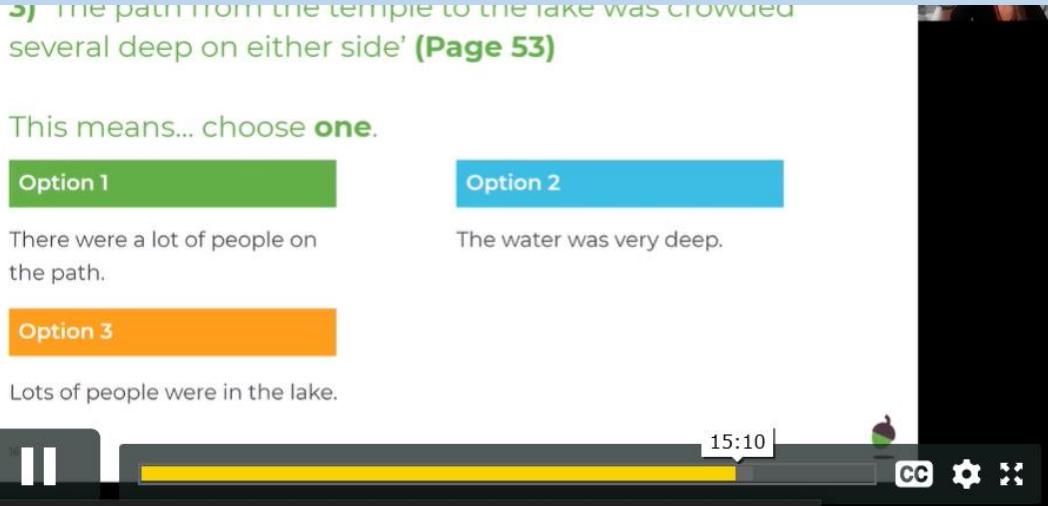


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5) The path from the temple to the lake was crowded
several deep on either side' (Page 53)

This means... choose **one**.

Option 1	Option 2
There were a lot of people on the path.	The water was very deep.
Option 3	
Lots of people were in the lake.	



If you press the CC button, it puts subtitles on the video so you can read what the teacher is saying!


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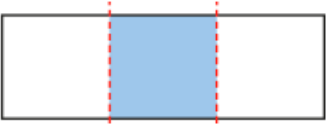
	1 look, say and cover	2 write and check ✓	3 write and check ✓	4 write and check ✓	5 write and check ✓
look and say	Many				
	Clothes				
	Busy				
	People				
cover	Water				
	Half				
write	Again				
	Money				
	Mr				
check	Mrs				




Maths – Fractions

Parent guide to writing and talking mathematically about fractions

Model	Say	Write	Notation
 one-half	<i>'The apple has been divided...'</i>	Write the division bar.	$\frac{1}{2}$
	<i>'...into 2 equal parts...'</i>	Write '2' as the denominator.	
	<i>'...and we have 1 of the parts.'</i>	Write '1' as the numerator.	

Model	Say	Write	Notation
 one-third	<i>'The rectangle has been divided...'</i>	Write the division bar.	$\frac{1}{3}$
	<i>'...into 3 equal parts...'</i>	Write '3' as the denominator.	
	<i>'...and 1 of the parts is shaded.'</i>	Write '1' as the numerator.	

Model	Say	Write	Notation
 one-quarter	<i>'The strawberries have been divided...'</i>	Write the division bar.	$\frac{1}{4}$
	<i>'...into 4 equal parts...'</i>	Write '4' as the denominator.	
	<i>'...and 1 of the parts is circled.'</i>	Write '1' as the numerator.	

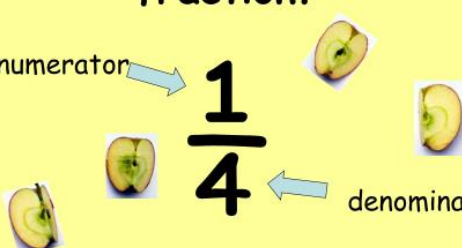
Warm up - Fractions bingo –

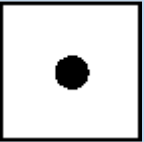
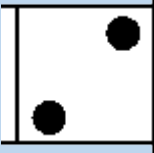
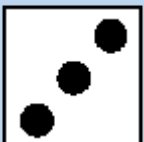
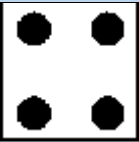
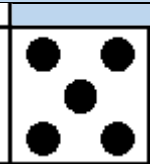
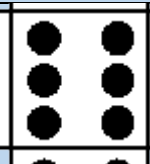
Roll a [dice](#) to decide which fraction will be shaded in.

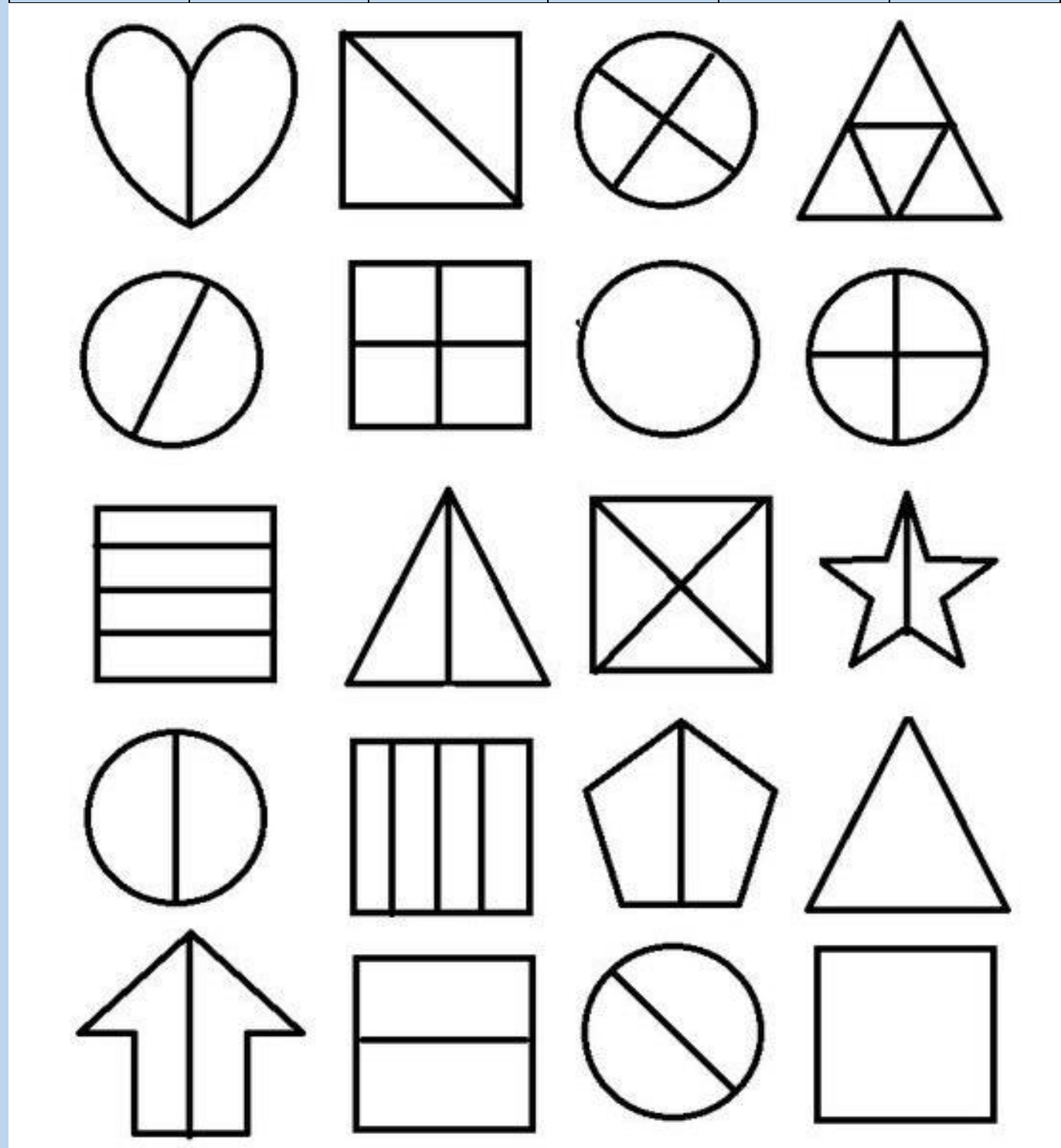
Remember that the denominator tells you the total number of parts and the numerator tells you how many of the parts to have for yourself.

How do we write a fraction?

numerator → $\frac{1}{4}$ ← denominator



1. 	2. 	3. 	4. 	5. 	6. 
$\frac{1}{4}$	$\frac{1}{3}$	$\frac{2}{4}$	$\frac{1}{2}$	$\frac{2}{3}$	$\frac{3}{4}$
One quarter	One third	Two quarters	One half	Two thirds	Three quarters



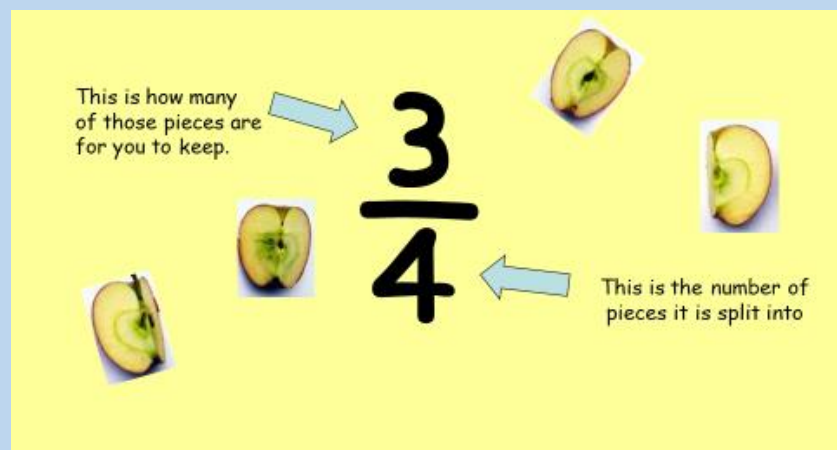
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Remember: Half and half again = a quarter.

Main - Fractions of amounts

Can I find one half $\frac{1}{2}$ or one quarter $\frac{1}{4}$ of a number?

How to understand fractions



When we want a fraction of a number, we are 'breaking' the number up and sharing it equally, just like division. Our division strategies can help. Draw a whole shape, divide it into the right number of parts, share out your amount **equally**. Always check this, as it is a common mistake to put too many in one part.

$\frac{1}{2}$ of 12 = One half of twelve	
12	
000 000	000 000
6	6

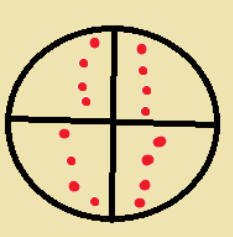
$\frac{1}{4}$ of 12 = one quarter of 12			
12			
000	000	000	000
3	3	3	3

To become more fluent you can start using your number fact halves to solve $\frac{1}{2}$.

When you want to $\frac{1}{4}$ (quarter) you can halve, then halve again.

1			
$\frac{1}{2}$		$\frac{1}{2}$	
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

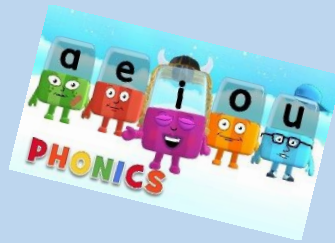
Try using these division strategies and number facts to solve the halves and quarters in the table.

Question	Division strategy	Number facts
$\frac{1}{4}$ of 16 =		Half 16 is 8. Half 8 is <u>4</u>
$\frac{1}{2}$ of 18 =		
$\frac{1}{4}$ of 8 =		
$\frac{1}{2}$ of 12 =		
$\frac{1}{4}$ of 12 =		
$\frac{1}{2}$ of 14 =		

True or false. **Explain why.**

If I'm finding $\frac{1}{2}$ of a number, all I need to do is halve it and halve it again.

I think $\frac{1}{4}$ of a strip of paper will be bigger than $\frac{1}{2}$ because 4 is bigger than 2



Phonics

Day 1 – This week we are revising the sounds and spelling that you have learnt this year. Below are the sounds and words that you should know by the end of year 2.

The **al** sound spelt **a** before l and ll (all tall fall)

The **/u/** sound spelt **o** (other, mother, brother)

The **/o/** sound spelt **a** after w and qu (quantity, squash, want, watch)

The **/ur/** sound spelt **or** after w (word, work, worm, world)

The **/or/** sound spelt **ar** after w (war, warm, towards)

The **/zh/** sound spelt **s** (treasure, television, pleasure, visual)

Words ending in **-tion** (station, vacation)

Adding **-ed**, **-ing**, **-er** and **-est** to a root word ending in **-y** with a consonant before it.

Adding the endings **-ing**, **-ed**, **-er**, **-est** and **-y** to words ending in **-e** with a consonant before it (hiking, hiked, hiker, nicer, nicest, shiny)

Adding **-ing**, **-ed**, **-er**, **-est** and **-y** to words of one syllable ending in a single consonant letter after a single vowel letter (doubling up)

Complete the activity below,

Adding -ed, -er and -est to a Word Ending in -y

h	a	p	p	i	e	s	t	l	u	y	b
t	e	d	r	i	e	s	t	j	z	j	l
y	g	q	e	a	r	p	r	j	h	s	b
o	c	o	p	i	e	r	i	h	h	n	j
r	k	d	l	a	v	m	e	s	n	d	c
r	g	i	i	s	z	s	d	r	s	r	n
k	o	z	e	c	o	p	i	e	d	i	c
b	h	j	d	h	h	a	p	p	i	e	r
v	z	n	k	s	u	e	t	p	n	d	i
s	h	h	f	u	n	n	i	e	r	g	e
q	y	z	n	o	z	y	l	b	y	n	d
m	t	a	e	v	b	l	a	e	z	k	z

copier	happiest	tried	driest
copied	cried	dried	funnier
happier	replied		

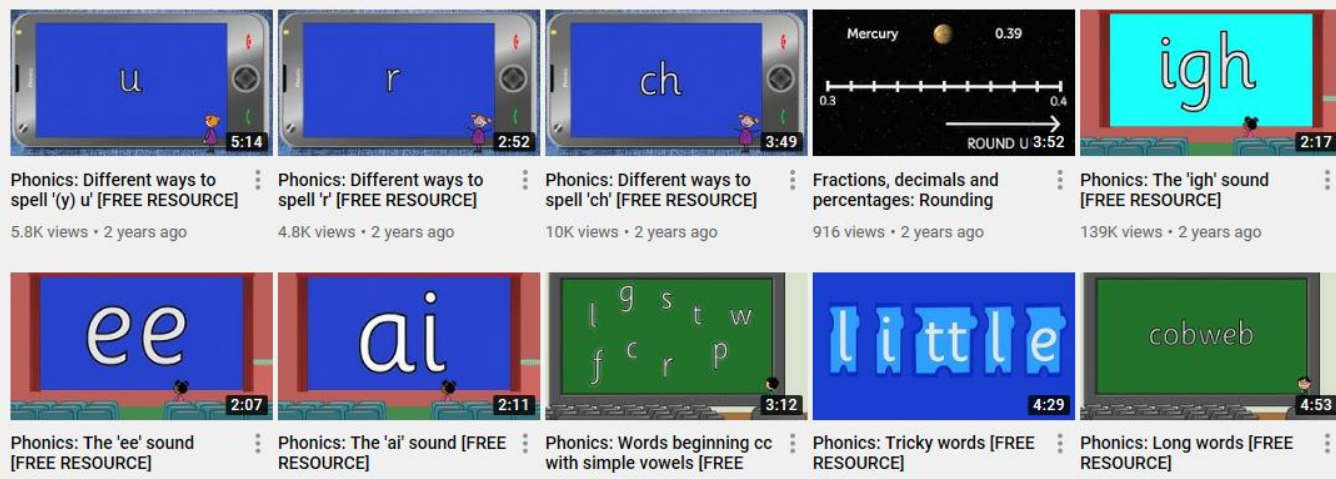
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Practise spelling these words.

There are lots of videos to help you on this site:

https://www.youtube.com/channel/UC4T3jtRh8-7iW_koiRSkgIQ/videos

Scroll down and find these videos help.



What does each word mean? Can you spot the vowels? Which letters are consonants?

Read your reading book. Ask the questions in the front or the back of the book.

Ask simple questions – Who are the characters in the book? How would you describe the characters? What happened first? Next? At the end? Were there any parts that made you feel a certain way? Why? Does this book remind you of any other stories you know? How would you change the ending?

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Week 1 Adding -ed, -er and -est to a word ending in -y with a consonant before it	Week 2 Adding -ing to a word ending in -y with a consonant before it	Week 3 Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	Week 4 Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel	Week 5 The sound /or/ spelt 'a' before l or ll	Week 6 Common Exception Words
copier	copying	hiking	patting	all	fast*
copied	crying	hiked	patted	ball	last*
happier	replying	hiker	humming	call	father*
happiest	marrying	nicer	hummed	walk	class*
cried	carrying	nicest	dropping	talk	grass*
replied	flying	shiny	dropped	always	pass*
tried	trying	being	sadder	small	plant*
dried	drying	shining	saddest	wall	path*
driest	skiing	scary	runner	fall	bath*
funnier	taxiing	scaring	runny	altogether	people*

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Week 1 The sound /u/ spelt with 'o'	Week 2 The sound /ee/ spelt with '-ey'	Week 3 The /o/ sound spelt with 'a' after w and qu	Week 4 The stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w	Week 5 The sound /zh/ spelt 's'	Week 6 Common Exception Words
other	key	want	word	television	even*
mother	donkey	watch	work	treasure	break*
brother	monkey	wander	worm	usual	steak*
nothing	chimney	quantity	world	division	great*
Monday	valley	squash	worth	vision	move*
money*	trolley	quality	worst	pleasure	prove*
cover	turkey	squabble	war	measure	improve*
honey	hockey	squad	warm	occasion	sure*
discover	parsley	quad	towards	usually	sugar*
wonder	journey	quarrel	ward	leisure	eye*

Alphablocks is a great website to support with phonics and with how to pronounce the sounds

<https://www.bbc.co.uk/cbeebies/shows/alphablocks>

Phonics Play has a range of phonics resources and games

www.phonicsplay.co.uk

Spelling frame has lots of games to practice Year 1 and 2 sounds and common exception words.

<https://spellingframe.co.uk/>

Education City has games and activities for phonics, some may be set or you can choose your own. After an activity you can print your own certificate too.

www.educationcity.com

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Topic – Day 1



Lots of ideas for **Keeping Active** this week and over the holidays

Kids should aim for 60 minutes of activity each day.

Stay safe - Stay healthy!

There will be 3 great web links to explore over the next 4 days.

Check them out and remember to save your favourites to do again and again!

Day 1

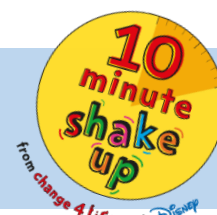
1. Boogie Beebies



Description: videos that get children up and dancing with CBBC presenters.

<https://www.bbc.co.uk/programmes/b006mvsc>

2. Disney 10 Minute Shakeups



Description: 10-minute activities based on Disney films that count towards a child's 60 active minutes per day

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

There is a fun quiz to do first.

Which new sports should I try?

I answered 3 questions to get a fun exercise

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Can you jump as far as Mr Incredible when he bounces off Elastigirl? Get ready, jump!

Jumping for 10 minutes is fun!

3.

➤ Super Movers



Description: videos which help you move while you learn. They support the curriculum subjects, including Maths and English.

<https://www.bbc.co.uk/teach/supermovers>

Check it out to find some cool videos. Here are 2 of my favourites

You have to dance along!

‘Silent letters with Marlon Wallen’



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<https://www.bbc.co.uk/teach/supermovers/ks1-english-silent-letters-with-marlon-wallen/zmkpwty>

Get ready for September and look at the KS2 videos too!

‘ 2 D Shapes with Radzi Chinyanganya ’



<https://www.bbc.co.uk/teach/supermovers/ks2-maths-2d-shapes-with-radzi/zvfjbdm>