

# NEW VALLEY PRIMARY SCHOOL REMOTE LEARNING

Ash Class

Friday 26<sup>th</sup> of February 2021

Please email work to Miss Weckmann:




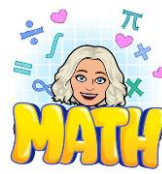








[ash@newvalleyprimary.com](mailto:ash@newvalleyprimary.com)



Todays printing:  
If you need to print today, please  
print pages 6, 7 and 9.

## Timetable



9 - 10	10-11	11-12	12-1	1-2	2-3
 Videocall	 Exercise	 Break	 Maths	 Lunchtime	 Spelling
+	+	+	+	+	+
 VIPERS	 English	 Humanities	 Videocall	 Mindfulness	 Creative Time

# WOW WORK

Thanks for not printing this page!

Top ties got dealing with feelings feelings

Talk about your feelings.

Do some painting.

Play some games.

Have a hug.

Eat your favorite food.

Make up a story

Write your feelings down.

Make a cake

Try a new hobby

Sing one of your favorite songs.



English 25-2-21

Dear diary

It's sunny and I'm enjoying lots of time with Ophelia. We took lots of walks in the woods and have lots of fun out in nature.

First we go bird spotting for 30 mins or interlocking birds and that eggs nothing. The babies make very loud chirping sound when they hatch.

We and Corina see lots of different plants in the woods. They're all so colorful & red, yellow, orange and pink. They smell like peppermint and sweets.

I'm also lots of beautiful butterflies fluttering from flower to flower. The boys sitting to the bees buzzing in the distance while they are collecting nectar from colorful flowers.

From Grandad



Dear diary

It's sunny and I'm enjoying lots of time with Ophelia. We took lots of walks in the woods and have lots of fun out in nature.

First we go bird spotting for 30 mins or interlocking birds and that eggs nothing. The babies make very loud chirping sound when they hatch.

We and Corina see lots of different plants in the woods. They're all so colorful & red, yellow, orange and pink. They smell like peppermint and sweets.

I'm also lots of beautiful butterflies fluttering from flower to flower. The boys sitting to the bees buzzing in the distance while they are collecting nectar from colorful flowers.

Remember to try get your work in by 4pm for it to go on the WOW work page the next day!

### Maths

Today you are interpreting and drawing block graphs.

Click [here](#) to see your maths learning journey.

Click [here](#) for your maths video lesson.

Click [here](#) for your worksheet.

### Humanities

Science: continuing our work on Space!

Click [here](#) for Lesson 3.

### VIPERS

Click [here](#) to find your VIPERS work for today

### English

Click [here](#) to find the English work for today.

Click [here](#) to see your English working wall.

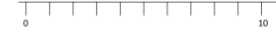
Click [here](#) for your handwriting.

### Creative Time

What is your favourite song or piece of music? What sorts of things do you like about it? Is it fast? Is it slow? Is it smooth or bouncy? Is it loud or soft? Can you draw what your favourite music might look like?

### Daily Fluent in 5

Use...

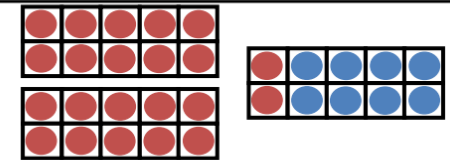


A number line

...to help you

A.  $25 - 4 =$

B.  $22 + 8 =$



C. Double 5 =



### Spelling

The spelling mistakes in these sentences have been circled.

Write the correct spelling for each circled word.

The teacher opened the classroom dor.

I can run very farst.

There were wyld animals in the story.

Sarah had a hot barth.

"Howld the balloon tight!" said mum.

Lucy was very kined to her sister.



## VIPERS

We are continuing our book 'If all the world were'.

Answer the following questions.

V: What word does the author repeat?

R: Where is Grandad from?

I: Why does she want to make Grandad better?

E: Why does the author repeat the word listening?



## What I need to know and do

### Clauses

When we join two independent clauses together, they become a compound sentence.

We already know at least one way to do this – by using *and*.

The monster roared loudly and he scared the little girl.

We join our independent clauses together using conjunctions.  
The word ***and*** is a conjunction.

### Subordinating Conjunctions

When we use a conjunction e.g. *and*, both clauses make sense on their own.

**The monster roared loudly and he chased the little girl.**

Sometimes we want to add more information to our sentences. This information is extra and not as important as our independent/main clause.

When we want to do this, we use a subordinating conjunction.

### Subordinating Conjunctions

There are lots of subordinating conjunctions but we are going to look more closely at these four:

when

if

that

because

### Subordinating Conjunctions

An example of a subordinating conjunction is *when*.

The girl ran away when the monster roared at her.

In this sentence the main/independent clause is:

**The girl ran away**

The extra information and the subordinating clause is:

**when the monster roared at her**

## LO.I can use subordinating conjunctions.

Today you have some different sheets on subordinating conjunctions. We are going to be doing a bit of a lesson on them in our sessions but the bits on the working wall also explain it.

1. The sentences below are unfinished. Look carefully at the conjunction. Can you finish the sentence?

a) Dad washed the car **because** \_\_\_\_\_

b) Gran said Wali could have chocolate cake **if** \_\_\_\_\_

c) I will be able to drive a car **when** \_\_\_\_\_

d) Ashanti read a book **that** \_\_\_\_\_

2. Look at the sentences below. The subordinating conjunction is missing. Can you choose the best conjunction to join the clauses? The first one has been done for you.

a) I had a drink of water **because** I was thirsty.

b) My dad said I could only have cake \_\_\_\_\_ I ate all my dinner.

c) I made a huge splash \_\_\_\_\_ I jumped into the swimming pool.

d) My brother ate all the biscuits \_\_\_\_\_ he was hungry.

e) I was crying \_\_\_\_\_ I had hurt my leg.

f) I will be able to drive \_\_\_\_\_ I am older.

g) It's not fair \_\_\_\_\_ I have to go to bed at 8pm.

when

that

if

because

# HANDWRITING

If you can't print this sheet, just use lined paper or your home learning book and write it out.

Make sure to use a sharp pencil!



q

q q q q

qu qu qu

quiz quiz

quit quit

quite quite

If you want some extra support, watch this video from Miss Swainson.  
<https://www.youtube.com/watch?v=b50fad546c584a5388330626fc61a7e2>



# Maths Learning Journey- Statistics using Multiplication and Division

Thanks for not printing this page!

















I know how to read and make a tally chart.


START

The mathstronaut then asks some more friends their favourite season.

Help him complete the pictogram.



Season		Total
Spring	    	5
Summer	     	6
Autumn	 	2
Winter	  	3

Key  
 = 1 person

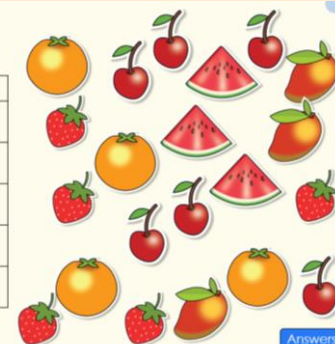
Answers

I can read and interpret a I-I pictogram.

To know how to draw a pictogram

Make a tally chart for the items shown.


Food	Tally	Total
		4
		5
		6
		3
		4



Answers


Favourite Zoo Animal	Tally
Lion	
Elephant	
Giraffe	
Red Panda	
Rhino	


Zoo Animal	
Lion	    
Elephant	  
Giraffe	   
Red Panda	  
Rhino	

Key  
 = 5 animals

I can draw a pictogram.

- How many cupcakes were made on Tuesday and Thursday altogether?  $8 + 4 = 12$
- How many more cupcakes were made on Wednesday than Friday?  $12 - 7 = 5$
- How many cupcakes were made in total?  $9 + 8 + 12 + 4 + 7 = 40$

Day	Cupcakes made throughout the week.
Monday	    
Tuesday	     
Wednesday	     
Thursday	 
Friday	  

Key  
 = 2 cupcakes

Answers

I can read and interpret a pictogram.

## Guided Practice:

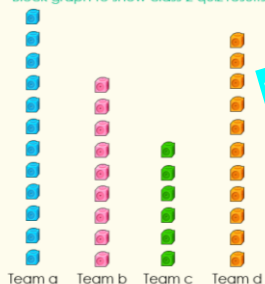
You may have made something that looks like this.  
Graphs should have a title to explain what the data shows.

What title could this have?

How is this similar or different to the diagram you have made?

Team	Points
Team a	12
Team b	9
Team c	6
Team d	11

Block graph to show class 2 quiz results



END

I can read, interpret and draw block grams.

We are here!

Please use this to help understand the learning journey we are taking in maths and for reminders of certain concepts. It will get updated as we work through the journey.

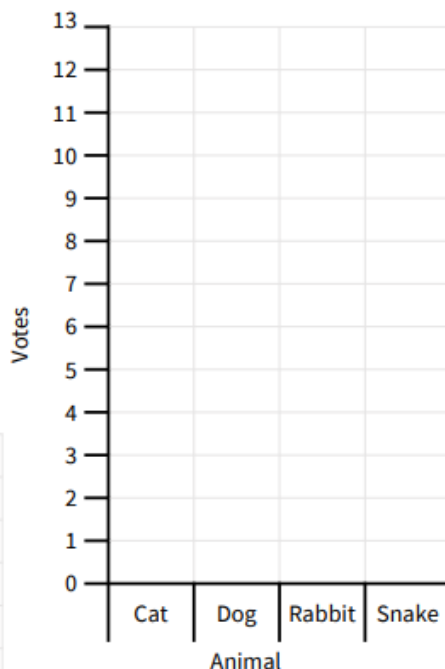


Remember if you don't have a printed version of the sheet, you can just write what you would circle/tick/complete instead of having to draw it!

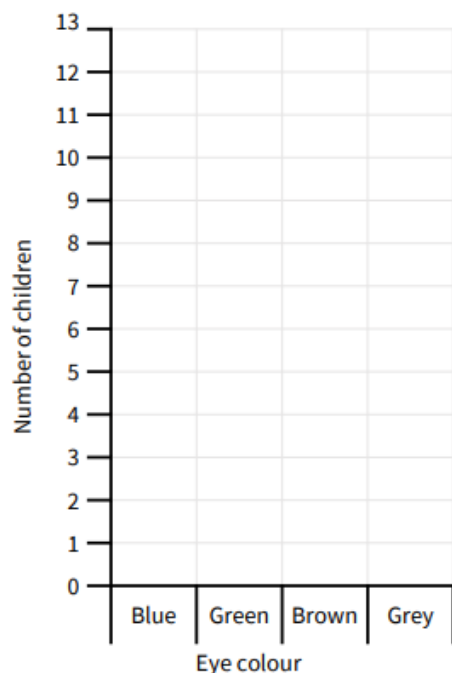
1. Use the tables to create block diagrams.

Animal	Number of votes
Cat	11
Dog	13
Rabbit	7
Snake	5

Block diagram to show class 2's favourite type of pet.



Block diagram to show class 2's eye colours.



Eye colour	Number of children
Blue	5
Green	9
Brown	10
Grey	2

2. Answer the questions about the block diagram.

- How many children voted for rose?
- How many children voted for lilly?
- Which was the most popular flower?
- Which was the least popular flower?
- How many more children voted for sunflower than rose?
- How many fewer children voted for daffodil than daisy?

Block diagram to show class 2's favourite flower.

