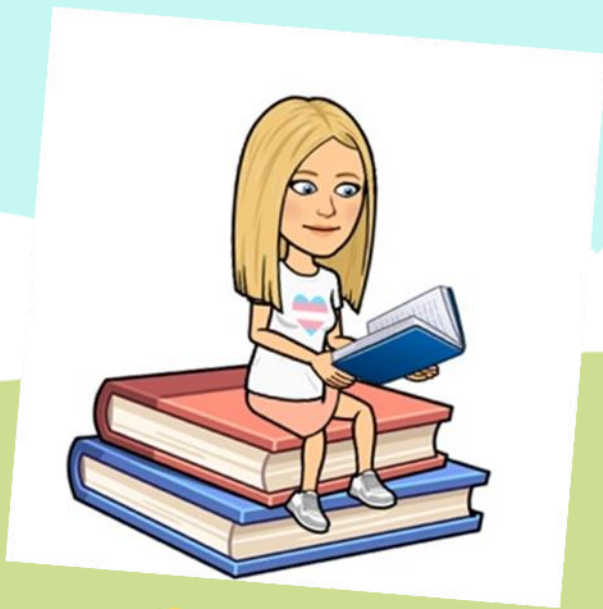




ENGLISH

week beginning 13th July



	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	<p>Live session: English day 1 VIPERS</p> <p>Maths day 1: (independent) CGP book pages 34 and activities on the Power Point slides.</p>	<p>Maths: day 2 (Independent) Pictograms</p> <p>.</p> <p>English: day 2 (independent) Adverbs</p>	<p>Live session: Maths: Day 3 – More Pictograms</p> <p>English: day 3 (independent) Apostrophes</p>	<p>English: day 4 (independent) Suffixes</p> <p>Maths day 4 (independent) – Block graphs and bar graphs</p>	Catch-up day
Group B	Catch-up day	<p>Live session: English day 1 VIPERS</p> <p>Maths day 1: (independent) CGP book pages 34 and activities on the Power Point slides.</p>	<p>Maths: day 2 (Independent) Pictograms</p> <p>English: day 2 (independent) Adverbs</p>	<p>Live session: Maths: Day 3 – More Pictograms</p> <p>English: day 3 (independent) Apostrophes</p>	<p>English: day 4 (independent) Suffixes</p> <p>Maths day 4 (independent) – Block graphs and bar graphs</p>

Group A Monday 13th July
Group B Tuesday 14th July

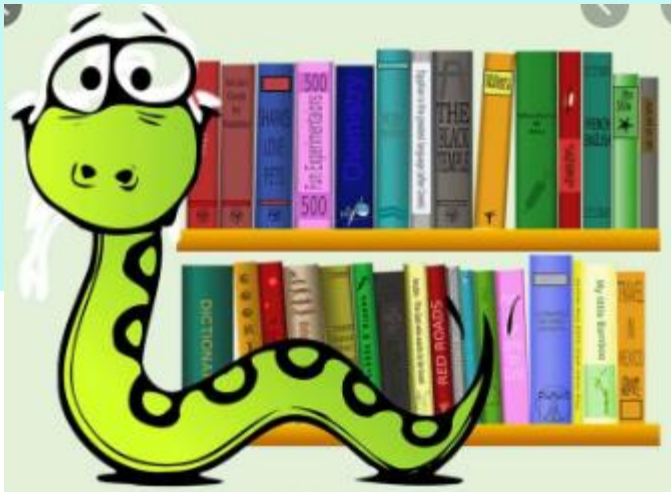
DAY 1 LIVE LESSON

WE ARE DOING THIS LESSON TOGETHER



Learning Objective:

- To find answers to questions in a text.





A Pirate in my Paddling Pool

"There's a what?" asked Mum, thinking that she had misheard. After all, she had been very busy making dinner when Clare had burst into the kitchen.

"A pirate, Mum," urged Clare, "There's a pirate in my paddling pool."

"A pirate?" questioned Mum, still sure that Clare must have said something else.

"Yes, Mum. A real-life pirate. He has a parrot on his shoulder and everything!" Clare shouted, not quite sure which part of the story Mum didn't understand. "Quick – come and have a look!"

She grabbed Mum's hand and led her through the back door, past the vegetable patch and all the way to the furthest corner of the back garden, where the sandbox and paddling pool sat next to the slide. Sure enough, sitting in a soggy heap in the middle of the pool, was a pirate. A burly, wet pirate with a wooden leg, one eye covered by a patch and a colourful parrot sat on his shoulder.

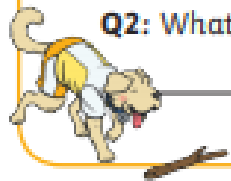
"Polly wants a cracker!" the pirate's feathered friend squawked as the pirate took off his shoe and poured out the water.



Q1: Which of these did the pirate have? Tick three.

- a wooden leg
- an eye patch
- a captain's hat
- a parrot

Q2: What was next to the paddling pool in the garden?



Q3: Why did Mum think that she must have misheard what Clare had said?



"Erm... hello there, sir... are you okay? How may we help you?" said Mum nervously.

"Aye, aye, me hearty! I'm as splendid as a cod in the morning!" the pirate replied, grinning to reveal a mouth full of missing teeth.

"It's just... I'm not quite sure why there is a pirate sitting in my daughter's paddling pool, that's all," replied Mum. She was trying to be polite but she was starting to wonder if this was actually a dream.

The pirate tilted his head and a look of confusion spread across his face.

"I don't think he understands you, Mum," said Clare. "Let me try." She stepped towards the paddling pool and bent down, as if talking to a child.

"Ahoy, me hearty!" bellowed Clare, in her very best pirate voice. She had seen it done in films. "What's a salty seadog like ye doin' in our 'ere paddlin' pool?" she asked.

"Ahhhh, me land lubber!" the pirate replied. "I have me self a map. It leads to the finest treasure this land 'as ever seen... only, I seem to 'ave gotten meself a bit... lost."



Q4: Which of these statements are true? Tick **two**.

- Clare tried to use a pirate voice.
- Mum told the pirate to leave.
- Clare gave the pirate a map.
- There was a dog in the paddling pool.
- The pirate did not understand Mum.



Q5: 'The pirate tilted his head and a look of confusion spread across his face.'



Why do you think that the pirate was confused?

Q6: "Erm... hello there, sir... are you okay? How may we help you?" said Mum nervously.

Why did the author say that Mum spoke 'nervously'?





"Treasure?" said Clare, liking the sound of what she had heard.

"Aye, me bonny lassie, treasure. It says 'ere that X marks the spot and somewhere around 'ere, in this 'ere garden, lies the treasure of Davy Jones," said the pirate.

"Who's Davy Jones?" asked Clare. The pirate's face dropped.

"Why, you're dafter than a sponge," uttered the pirate. "Davy Jones is only the most famous pirate that's ever sailed the Seven Seas," he explained, standing up in the paddling pool and swinging his sword left and right. Mum pulled Clare backwards, out of the way.

"I say, I say," the pirate continued. "There'll be some golden coins in it for you land lubbers if you help me to find my bounty," he said.

Clare looked at Mum. She didn't need to say anything – her face said it all. She smiled at Mum sweetly with a twinkle in her eye.

"Okay, okay, but we've only got fifteen minutes," agreed Mum. "Dinner will get cold."

Q7: Why do you think that Clare *liked the sound of what she heard*?



Q8: What do you think Mum, Clare and the pirate will do next?



Q9: Put the following events in the order that they happen in the story.
The first one has been done for you.

- The pirate tells them that X marks the spot.
- Clare smiled sweetly at Mum with a twinkle in her eye.
- Mum and Clare found the pirate sat in the paddling pool.
- 1 Clare ran into the kitchen to tell Mum about the pirate.
- Clare spoke in her best pirate voice.
- The pirate grinned and showed his missing teeth.



DAY 2



Learning Objective:

To understand what an adverb is and be able to use it correctly when writing.

Start by watching this video clip and carry out the activity on the website.

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr>



Adverbs

- An adverb is a word that describes a verb (an action or a doing word).

He ate his breakfast quickly.

- The word 'quickly' is an adverb as it tells us how he ate (the verb) his breakfast.

Where to place adverbs?

Adverbs can come before or after a verb.

He quickly ate his lunch.

He ate his lunch quickly.



Activity:

Complete pages 10 and 11 in your CGP book then carry out the activity on the next slide.

Adverbs

How It Works

Adverbs describe verbs. They tell you how an action was done.

The pirate looked **nervously** at the sharks.

This is an adverb.

Lots of adverbs are made by adding **ly** to the end of an adjective.

sad → **sadly** If the word already ends in **y**, change the **y** to **an**, then add **ly**.

happy → **happily**

How Try These

1. Circle the four adverbs below.

nervous terrible noisily widely

carefully patiently grey ship

2. Use the adverbs you circled in Question 1 to complete the sentences below. Make sure you only use each adverb once.

The pirates wait for lunch.

Longbeard reads the map.

The parrot squawks

The captain smiles

10

3. Circle the sentences that contain an adverb.

Kai slowly mops the floor. Orio can see a small island. He easily climbs the ropes. The happy girl steers the ship.

4. Change these adjectives into adverbs. Write the adverbs in the box below.

wild messy quick quiet

An Extra Challenge

The pirates are exploring a desert island, and everyone is playing on the beach.

Can you think of an adverb to add to each sentence? Use the picture to help you.

Jakob balances. Yara floats. Anna builds a sandcastle.

Shiver me timbers! How did you find adverbs? Tick a box.

☹️ 😊 😄

11

Identifying Adverbs

I know what adverbs are used for.

Look at the sentences below. Circle the adverb in each one.

- a) He smiled cautiously.
- b) She frowned angrily.
- c) He walked to school quickly.
- d) Next she looked for her coat.
- e) It would be his turn soon.



2. Use your own adverbs to complete these sentences.

- a) She ran _____ down the road.
- b) It will be my birthday _____.
- c) He wandered _____ home.
- d) _____, she had to wrap her brother's present.
- e) Her dad was coming to pick her up _____.



Now write your own sentences with adverbs in your exercise book.



Learning Objective:

- To understand how apostrophes are used.
- To be able to use apostrophes in own writing.



First watch the BBC Bitesize video clip about apostrophes for contractions.

<https://www.bbc.co.uk/bitesize/topics/zvwwxn/articles/zcyv4qt>

Now complete page 22 in your CGP book


Apostrophes

How It Works

Apostrophes are used to join two words together. They show where letters have been missed out.

I am = I'm she had = she'd

The apostrophe replaces the missing **a**. The apostrophe replaces the missing **h** and **a**.











Apostrophes are also used to show who things belong to. You usually add an apostrophe and an **s** to show that something belongs to someone.

Sean's rollerskate Kiki's car Ciara's skateboard

Now Try These

1. Draw a line to match each pair of words to its shortened form.

 will not	 we'll
 they have	 don't
 we will	 they've
 do not	 won't



22

You have learned about how to use apostrophes for contractions.

Now watch the video clip about possessive apostrophes and carry out the activity on the website.

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs>

I'm a possessive apostrophe
I say what belongs to whom
It might be mine or yours
or theirs



Once I'm done I sit upstairs

© Amber Ward, 2013


Now complete page 23 in your CGP book.

As an additional challenge can you write your own sentences with words that use apostrophes? Can you construct sentences so that you use both contractions (can't, we'll, haven't) and apostrophes to show possession (The dog's bone)?



ⓧ ‘ Apostrophes ‹

Contraction
When letters are missed out of words
do not= don't
I will= I'll



Possession
If an object belongs to someone
Toby's jumper
Sarah's dogs

If your apostrophe isn't doing one of these things, you don't need it!



Learning Objective:

To be able to identify suffixes and their meanings and add them to root words.

Suffixes

ed ful ing ly

What other suffixes do you know?

Suffixes

-ment -ly -ed -ship
-es -tion -able

A suffix is a group of letters added to the end of a word to change its meaning.

care → careless

melloo
©2017 www.melloo.co.uk

Suffixes


Follow the link to watch a video clip about suffixes.

https://www.youtube.com/watch?v=U_6mfwXe3Bo



Complete pages 24 and 25 in your CGP book. Then watch the video clip to learn some more about suffixes.

https://www.youtube.com/watch?v=ibq_bWQDluQ

Suffixes 

How It Works

A suffix is a letter or group of letters that can be added to the end of a root word to make a new word.

amaze + ment → amazement
root word suffix new word



Sometimes the spelling of the root word changes when a suffix is added.

play + ful → playful beauty + ful → beautiful

The spelling of the root word **play** doesn't change when **ful** is added. The spelling of the root word **beauty** does change when **ful** is added.

How Try These


1. Colour in the suffixes that can be added to the word **care**.


 


2. Add **ment**, **ness**, **ful** or **less** to the words in bold. Make sure you only use each suffix once.


The water fight was **wonder**.....
Sammy squealed in **enjoy**.....
My mum's shopping list seemed **end**.....
Imy complained about the **sharp**..... of the rocks.

3. Circle the word with the right suffix in each sentence.




Robin was **speechless** / **speechment** when he won. 

Mum was impressed by the **tidiness** / **tidiless** of my room. 

The beach is very **peaceless** / **peaceful** today. 

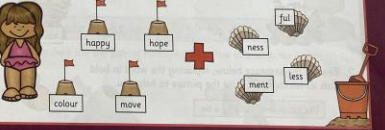
Mandy giggled in **amusement** / **amuseless**. 




4. Circle the words below that are spelt wrong. Can you rewrite them without any mistakes?

 lazyness  prettiness  joiful

An Extra Challenge

Lani is decorating sandcastles. Can you help her join these root words and suffixes together to make new words? See how many words you can make.



Do you have superb suffix skills? Give a box a tick.   

24 25

Now try these suffixes



Adding 'er', 'ed' and 'ing'

Spelling Activity

1. Fill in the missing words.

Yesterday I _____ football with my friends.
I am _____ hard at school today.
Jacob is _____ next to Marcus at the table.
Last week I _____ on a project with my sister.
My Dad was the best _____ at the disco.
We were short of one netball _____ for our team.
Last night I _____ to a great song.
Holly and James are _____ in the pool with Mum.
_____ is my favourite hobby.
My brother is a very hard _____ at school.

2. Can you complete these calculations?

work + ed = _____	...but what happens here?
work + ing = _____	dance + er = _____
work + er = _____	dance + ed = _____
play + ing = _____	dance + ing = _____
play + er = _____	
play + ed = _____	

dancer
danced
dancing
player
played
playing
worker
worked
working
sitting

A cartoon illustration of a brown dragon sitting on the ground.





Have a lovely holiday. I have really enjoyed teaching you.

