

Questions

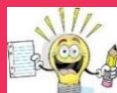
1. Who planted the turnip seeds? Tick **one**.
 - ☐ the little old man
 - ☐ the little old woman
 - ☐ they planted themselves
2. Who helped the little old man first? Tick **one**.
 - ☐ the girl
 - ☐ the cat
 - ☐ the little old woman
3. What was the little boy doing before he helped? Tick **one**.
 - ☐ playing in a field
 - ☐ helping on the farm
 - ☐ colouring in his book
4. Who does the cat belong to? Tick **one**.
 - ☐ the boy
 - ☐ the little old man
 - ☐ the little old woman
5. The old man invited everyone round for...? Tick **one**.
 - ☐ games
 - ☐ dinner
 - ☐ a party

Task 2 – inference



1. What do you think that the people on the beach are doing?
2. Why might some people be going in the water?
3. What do you think the buildings in the background are?
4. What do you think the weather is like and why?

Writing Check list A



Think it
Say it
FRED it
Write it
Read it

**CAPITAL
letters**

Finger spaces

On the line

Formed well

. full stops

?

!

and

because

I

Spelling

Writing



Top tips / Writing support

1. A sentence is one idea.
2. A conjunction can join two ideas together in a sentence.
E.g. **J**oe went to the park **and** he saw his cousin.
I like the park **because** it has a massive slide.
3. Think about what you want to write.
4. Say it
5. FRED it (sound it out)
6. Write it
7. **Read it back**
8. Check your sentence has a **capital letter**, finger spaces and a **full stop**.
9. Check your letters are sitting on the line and formed well (cursive) all cursive letters start and end on the line.
10. Have you used a question?
11. Have you used a **conjunction** to join two ideas in a sentence together?
12. Have you used the personal pronoun I?
13. Check your spelling for **red words** / common exception words that you are now spelling correctly such as **'the' 'was' 'of' 'there'**
14. Remember, you must be able to read your own writing. Have a go at reading it back to an adult. Why don't you call a relative and cheer them up by reading the writing you have produced this week?

th with think thank	sh hush shop posh	ch chip chin church	qu Queen quick quit		think wink stink
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 ay "May I play" play, day, may	 ee "What can you see?" see, three, been	 igh "Fly high" high, night	 ow "Blow the snow" blow, snow, low	 oo "Look at a book" took, look, book	 oy "Toy for a boy" toy, boy, enjoy
 air "That's not fair" fair, stair, hair	 ir "Whirl and twirl" girl, bird, third	 ar "Start the car" car, start, part	 ow "Shout it out" out, shout		

 ail "Snail in the rain" snail, rain, train	 ake "Make a cake" make, late, hate	 ea "Cup of tea" tea, neat, speak	 ie "Nice smile" smile, nice, time	 oa "Goat in a boat" goat, boat, float	
 ure "Sure its pure" sure, cure, pure	 ute "Huge brute" brute, flute, dude	 ew "Chew the stew" chew, few, drew	 aw "Yawn at dawn" yawn, lawn, yawn	 ow "Brown cow" brown, cow, power	
 ur "Nurse with a purse" nurse, purse, curse	 er "Better letter" better, letter, tower	 oy "Toy for a boy" toy, boy, annoy	 ire "Fire, fire!" fire, hire, inspire	 ear "Hear with your ear" hear, spear, fear	

Task 1

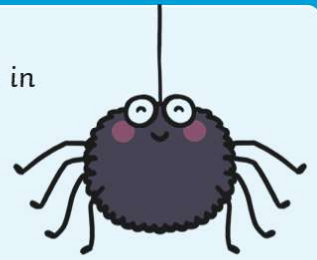
Jack and the Beanstalk – adjectives

This week in school we have been learning all about adjectives.

An adjective is a **describing** word.

There was a spider in the bathroom.

+ adjectives =

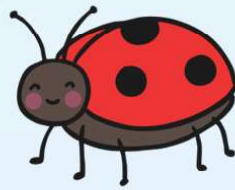


There was a **huge, hairy** spider in the bathroom.

I found a ladybird on a leaf.

+ adjectives =

I found a **tiny** ladybird on a **big** leaf.



A butterfly flew into my house.

+ adjectives =

A **blue** and **white** butterfly flew into my house.



Can you draw a picture of something in your house and have a go at describing it? You could even draw and describe yourself. Think about colour, size and emotions.

Task 2

Now you know what an adjective is. You can use your senses to find adjectives. What can you find around the house that you call smell, touch, see, hear and taste? Describe it using adjectives.

e.g. taste – **sour** lemons hear – **loud** music
touch – **rough** wheel sight – **tiny** seeds smell – **clean** bedding **fresh** air

The Five Senses

Taste



Sight



Touch



Hearing



Smell

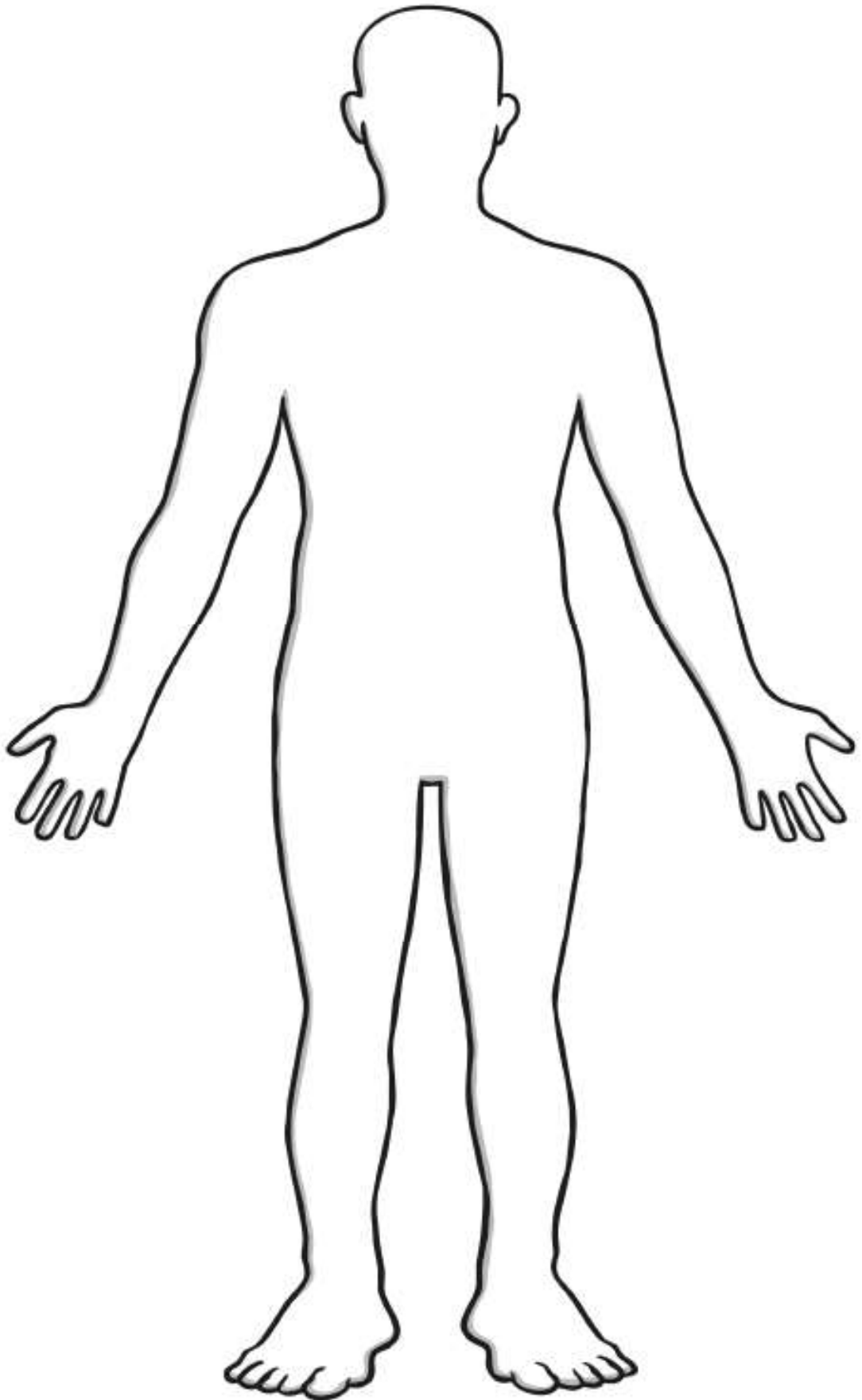


Task 3

Reread the story Jack and the beanstalk or find a clip online. Now you know what an adjective is, can you make a list of adjectives to describe things in the story?

Task 4

Pick a character from the story Jack and the Beanstalk. Use the template below to describe your character. Inside the character you can write their feelings and outside you can use adjectives to describe their appearance or behaviour.



Task 5

Look at the selection of adjectives below. Did you use any of the same adjectives? Look at the adjectives with an adult and decide which are appropriate for Giant. Is the giant tiny?

tiny	towering	sad	frightening
greedy	sneaky	gold	frustrated
slow	green	magical	pink
furious	fast	enormous	gentle
loud	aggressive	loving	quiet

The illustration shows a small boy on the left and a large, bearded giant on the right. The boy is wearing a green tunic, red trousers, and a purple hood. The giant is wearing a brown tunic, brown trousers, and a red hood. They are standing on a light blue path. The background is a light blue sky with faint clouds.

Adjectives for the boy (left):

- frightening
- enormous
- scared
- greedy
- poor
- friendly

Adjectives for the giant (right):

- fierce
- clever
- kind
- angry
- brave
- evil

You can also have a go at the adjective sorting task above!

Task 6

Can you write a character description today? Use your plan from above, the writing checklist and the sound mat for support.

Task 7

The children should be writing for a range of purposes. You could help your family write the food shop in [a list](#).

Challenge —

Can you use a conjunction to join two ideas in a sentence together (because, and, so)

Can you check your writing and put in any missing capital letters and full stops.

You could edit your writing by correcting the spelling of a red word/s (words you can't sound out) such as was/of/there/what/where/ one/once (Ensure your child is not being asked to correct too many words as this can be disheartening - only one or two in each task, if you choose this challenge)

Top tips

- You should use drawings or real-life objects such as toys to help you work out the answer.
- Only use numbers below 20 when thinking of your own equations. When you child is secure with numbers 20 and below only then would you use bigger numbers.
- Always make links with real life problems
- When you are sharing, make sure you say "One for you, one for me, one for you, one for me"
- We are sharing even numbers so you should have equal amounts – it will be fair.

Task 1**Division – Sharing**

Useful video - [Sharing Equally - YouTube](#)

Practical lesson**Key vocabulary – shared by, divided by, divide, equal, fair,**

This week the children have been learning all about division – sharing.

Introduce the division symbol to your child.

In this lesson, practise sharing out different real life objects between you and a parent/carer or you and your siblings. This lesson is a practical lesson, you don't need to draw or write anything.

Can you have a go at practically solving the questions below? You can use pasta shells or toys to represent the number if you don't have the real life objects to hand. You can also make up your own problems using what you have in your house – or real day to day opportunities such as snack time.

1. You have **8 cookies**. Can you share them between **you and 1 other person**? How many will you have each? Remember to give one to you, one to them, one to you, one to them. Make sure it is fair. You should have to equal amounts.
2. You can **6 sweets**. Can you share them between **3 people**, including yourself? How many sweets does each person have?
3. You can **9 biscuits**. Can you share them between **3 people**, including yourself? How many biscuits does each person have?
4. You have **10 chocolate buttons**. Can you share them equally between you and someone else in your house? How many chocolate buttons does each person have? 10 chocolate buttons shared by 2 people is ____?

As you complete the questions above, you can use the vocabulary above and say things to support your child such as "So 8 cookies shared by 2 people is? How many will each person have? 8 cookies divided by 2 people will be? Is it fair? Does each person have the same amount of cookies?"

What is your top tip for sharing?

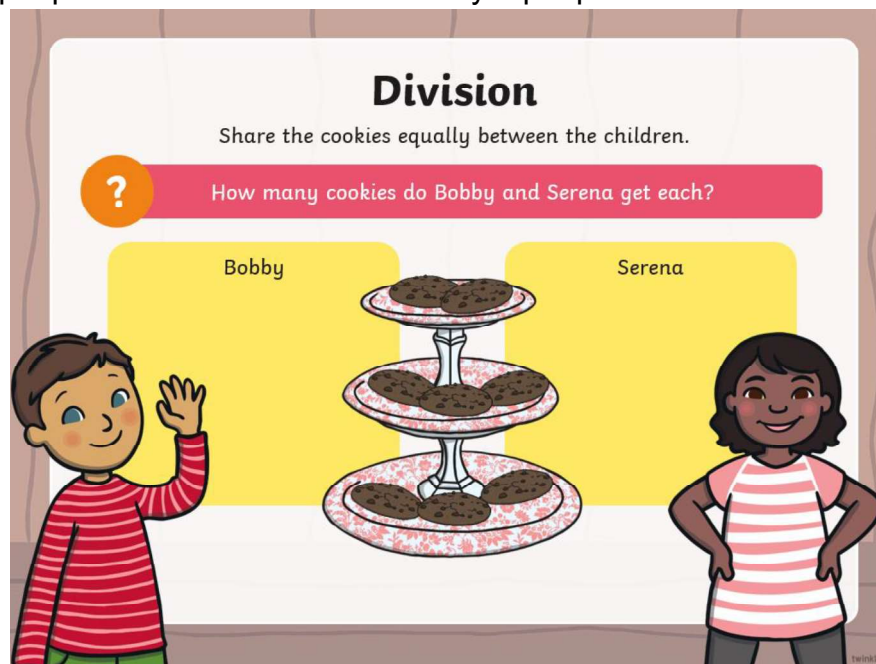
- To give one to you, one to you, one to you etc.

Do you agree?

Task 2

Can you work out the problems below? You can use practical objects and plates to replicate the items used. Use one plate for Bobby and another plate for Serena. Record your answers. As you work out the answer verbally say -

8 cookies ÷ 2 people = ? 8 cookies shared by 2 people = ? 8 divided by 2 = ?

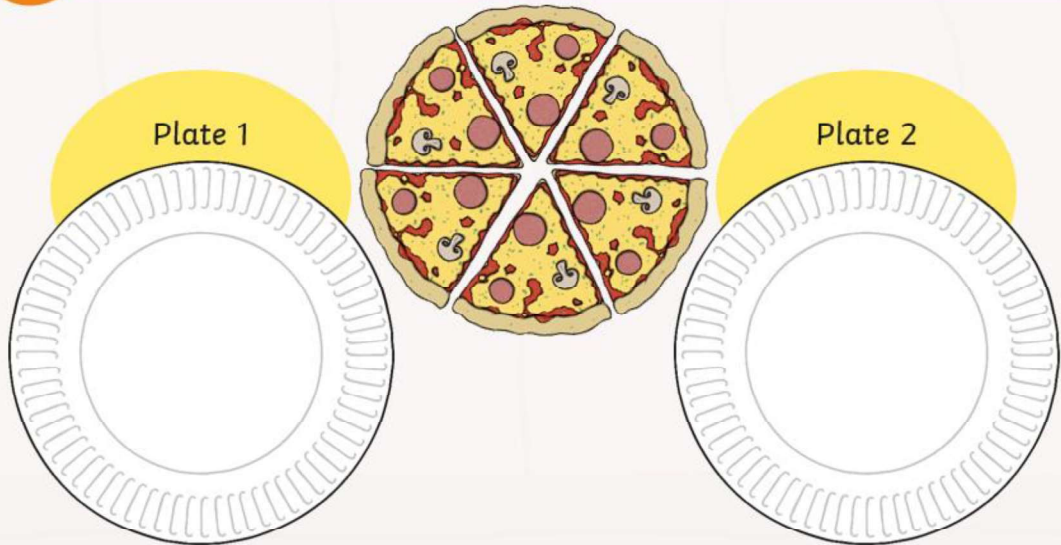


Division

Share the slices of pizza equally between the plates.

?

How many slices of pizza per plate?



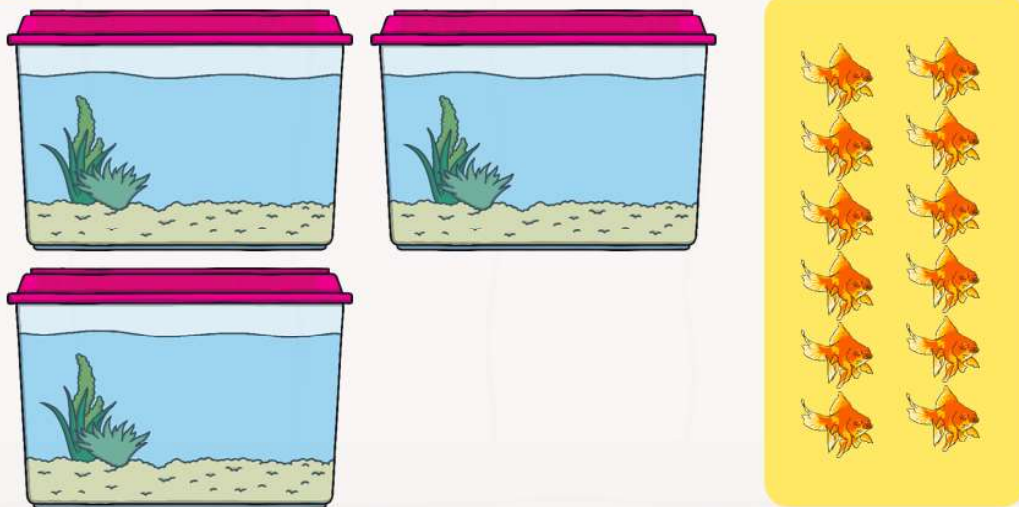
Verbally say - $6 \div 2 = ?$ 6 shared by 2 = ? 6 divided by 2 equals ?

Division

Share the fish equally between the tanks.

?

How many fish per tank?



Verbally say - $12 \div 3 = ?$ 12 fish shared by 3 fish tanks = ? 12 divided by 3 equals ?

Task 3

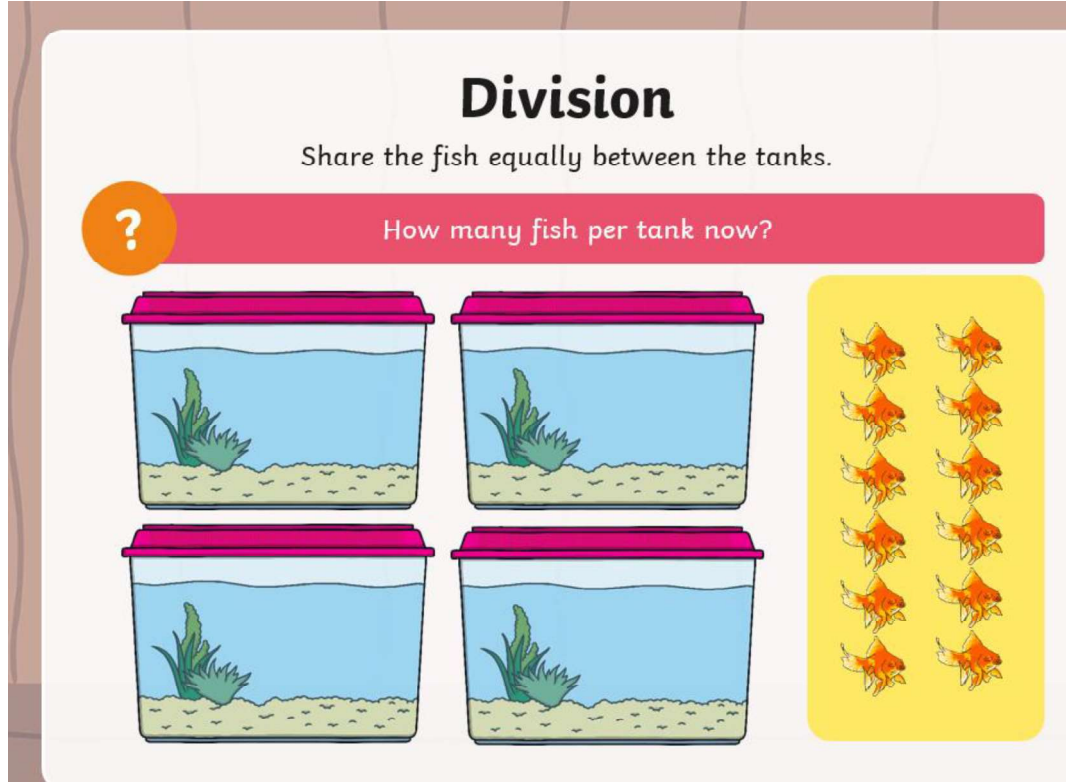
Have a go at the problems below. This time, rather than just saying out loud the equation, can write down the correct equation? E.g. $12 \div 4 =$

This time, share out the fish and count as you go, stop when you get to 12 because you only have 12 fish. e.g. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. This way you don't need any real life items, just pencil dots to represent the fish. When you get to 12, stop because you only have 12 fish to share. How many fish are in each fish tank?

Division

Share the fish equally between the tanks.

? How many fish per tank now?



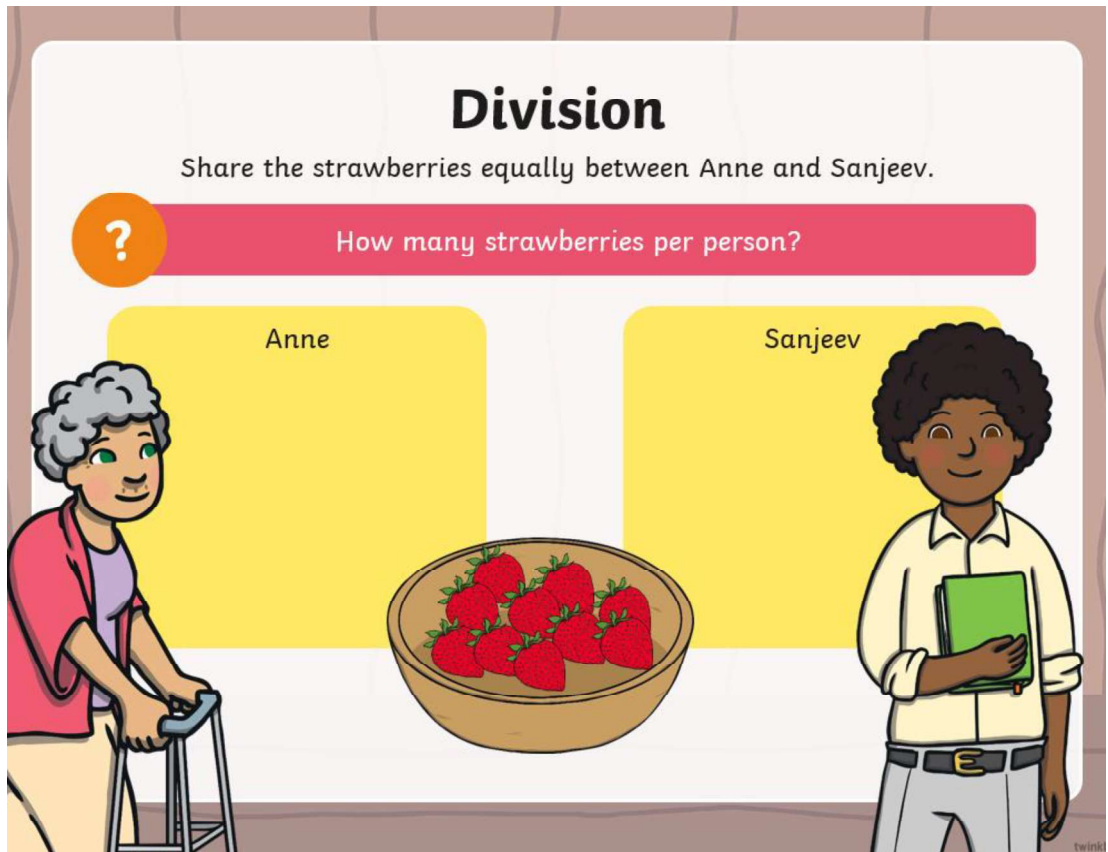
Division

Share the strawberries equally between Anne and Sanjeev.

? How many strawberries per person?

Anne

Sanjeev



Division

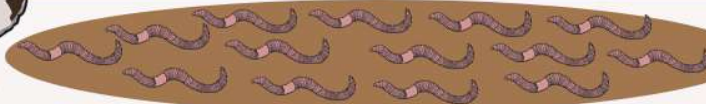
Share the worms between the birds.

?

How many worms does each bird get?

Bird 1

Bird 2



Division

There are 40 chocolates in the box.

?

How many chocolates would Mr and Mrs Gadhi each get if they are shared out equally?

Can you write the calculation?



$$\square \div \square = \square$$

