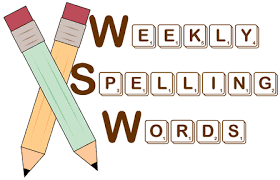
**Spelling**

Learning intention:

I can define my spelling words and use them in up-levelled sentences.

****

Success criteria:

* Write the definition/meaning of **all** spelling words. Use a dictionary, ask an adult or use the internet if needed.
* Write up-levelled sentences using your spelling words:

Red group – 5 sentences

Blue group – 4 sentences

Green group – 3 sentences

Yellow group - 2 sentences

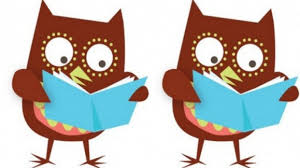
* Include verbs, adverbs and adjectives in up-levelled sentences.

I have created a word search for each spelling group. You will need to print your wordsearch. Identify and circle/highlight all of your spelling words. Be careful, you might have to use a letter more than once!

I want each group to write the definition/meaning of **all** their spelling words. Then, I would like each group to write up-levelled sentences using their spelling words. The number of sentences I want your group to write, is noted in the success criteria above. You might want to try and use more than one spelling word in each of your sentences. Remember to add **verbs**, **adverbs** and **adjectives** in your sentences!

|  |  |  |  |
| --- | --- | --- | --- |
| **Red Group**  **(science words)** | **Blue Group**  **(science words)** | **Green Group**  **(set 10)** | **Yellow Group**  **(ee)** |
| particles  predator  pressure  reproduce  respire  respiration  solution  temperature  thermometer  vertebrate  vessel | particles  predator  pressure  reproduce  respire  solution  temperature  thermometer  vertebrate  vessel | tried  turned  wanted  piece  peace  arrive  high | bee  see  tee  weed  seed  feel  been  seen  deep  deer |

Spelling challenge!



Create a picture

Draw and label your

spelling words. You MUST

**colour** your drawings and labels.

Don’t forget to add a lot of great detail! Do your very best work!

Draw and label your

spelling words. You MUST

**colour** your drawings and labels.

Don’t forget to add a lot of great detail! Do your very best work!

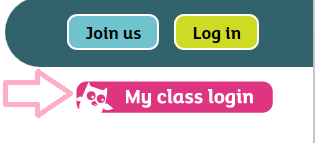
**Inference Questions**

Learning intention: I can answer literal questions about my text.

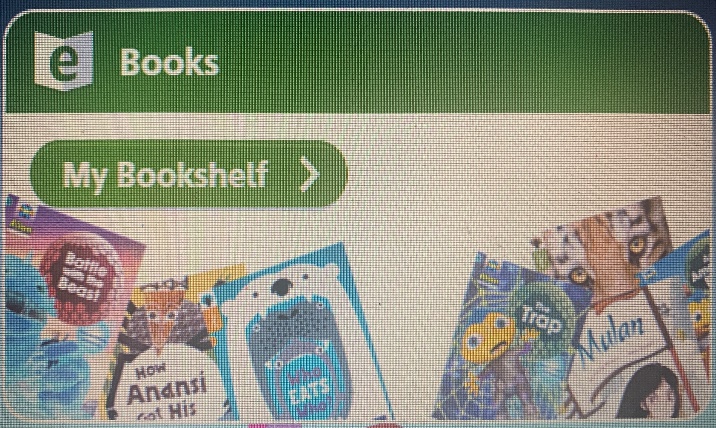
Success criteria:

* Access your group’s novel from Oxford Owl.
* Read chapters 1 and 2.
* Answer questions in full sentences, rewording the question.
* Use quotes to support your answers, when the question doesn’t state answer in your own words.
* Answer the question fully e.g. if the question tells you to give 2 examples, then do this.

Reading materials can be accessed at:

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

Click on the **‘My class login’** icon and enter the username and password below.

Username: sthelensp7

Password: Sthelensp7

Click on the ‘**My Bookshelf’** icon and search for your group’s book as named below.

Red group – Storm Chasers

<https://www.oxfordowl.co.uk/api/digital_books/1386.html>

Blue group – Stories of Sherlock Holmes

<https://www.oxfordowl.co.uk/api/digital_books/2101.html>

Green group – Here Comes Trouble

<https://www.oxfordowl.co.uk/api/digital_books/1273.html>

Click on the e-book above and read chapters 1 and 2. Then, open up your group’s inference questions and answer the questions using information from chapter 1 and 2. You can edit or print the document attached in the link below. Remember to refer to the success criteria as you are going!

Good Readers:

Ask Questions

[](https://www.google.com/imgres?imgurl=https%3A%2F%2Fbarefoottc.files.wordpress.com%2F2014%2F03%2Fwhowhatwhywhenwherehow.jpg&imgrefurl=https%3A%2F%2Fbarefoottc.wordpress.com%2F2014%2F03%2F06%2Fwho-what-where-when-why-how-of-running%2F&docid=kk6iLgKzO6sIeM&tbnid=mJvaC3FCml6ojM%3A&vet=10ahUKEwij8rO5gvvlAhUUsXEKHew8DWYQMwiVASgvMC8..i&w=400&h=324&safe=strict&bih=655&biw=1366&q=who%20where%20what%20when%20why&ved=0ahUKEwij8rO5gvvlAhUUsXEKHew8DWYQMwiVASgvMC8&iact=mrc&uact=8)

Good readers ask questions to themselves before, during and after reading in order to make sense of what they are reading.

THINKING STEMS:

* I wonder why…?
* What is the purpose of…?
* Why did that character…?
* When did…?
* What caused…?
* What are some clues…?
* What does this tell me about…?
* What if…?
* How does the character feel about…?
* What will happen…?
* Is this important…?

**Red group –** [Red group inference questions](https://blogs.glowscotland.org.uk/nl/public/sthelens/uploads/sites/29690/2020/05/07133408/Red-group-inference-questions.docx)

**Blue group –** [Blue group inference questions](https://blogs.glowscotland.org.uk/nl/public/sthelens/uploads/sites/29690/2020/05/07133414/Blue-group-inference-questions.docx)

**Green group -** [Green group inference questions](https://blogs.glowscotland.org.uk/nl/public/sthelens/uploads/sites/29690/2020/05/07133417/Green-group-inference-questions.docx)

**Challenge!**

After answering the inference questions in the worksheet above, you may have thought of some of your own questions that haven’t been answered yet. Write down your questions and next time we read our group novels you can see if you can find answers to your questions in the next chapters!

**Number Talks**

**Multiplication Strategies**

LI- I can use the NT strategies to calculate addition sums.

Success Criteria

* Choose your chilli challenge.
* Use two strategies for each sum.
* Show your workings.
* Check your answers with a calculator.

Multiplication Strategies

|  |  |  |
| --- | --- | --- |
| 1. Friendly numbers   e.g. 2 x 99  = 2 x 100  = 200 – 2 = 198 | 1. Partial products   e.g. 3 x 16  = 3 x (10 + 6)  = 30 + 18 = 48 | 1. Doubling and halving   e.g. 4 x 9  = 2 x 18  = 1 x 36 = 36 |
| 1. Breaking factors into smaller factors   e.g. 8 x 5  = 2 x 4 x5  = 2 x 20 = 40 | 1. Repeated addition   e.g. 4 x 9  = 9 + 9 + 9 + 9  = 36 |  |

Chilli Challenge

|  |  |  |
| --- | --- | --- |
| Mild Challenge | Medium Challenge | Hot Challenge |
| 7 x 4 =  9 x 3 =  6 x 5 =  9 x 8 =  12 x 3 = | 35 x 3 =  37 x 5 =  65 x 8 =  26 x 13 =  62 x 15 = | 63 x 32 =  48 x 28 =  77 x 66 =  65 x 26 =  98 x 42 = |

**2D Shape**

Learning Intention

I can recognise and name 2D shapes.

Success criteria

* Revise and recognise 2D shapes
* Find properties of 2D shapes
* Describe 2D shapes

Watch this PowerPoint to remind and revise the names and properties of 2D shapes.

[2D PowerPoint](https://blogs.glowscotland.org.uk/nl/public/sthelens/uploads/sites/29690/2020/05/07135012/T-N-926-2D-Shape-Properties-Powerpoint_ver_7.pptx)

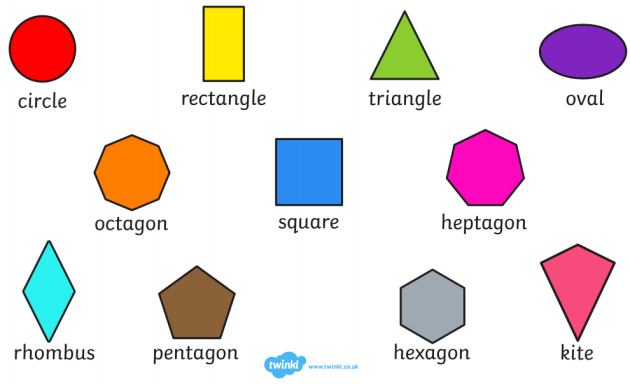
Now complete these tasks.

1. [Properties of 2D shapes](https://blogs.glowscotland.org.uk/nl/public/sthelens/uploads/sites/29690/2020/05/07135315/properties-of-2D-shapes.pdf)

2. [2D shapes crossword](https://blogs.glowscotland.org.uk/nl/public/sthelens/uploads/sites/29690/2020/05/07135324/shape-crossword.pdf)

Extension task

[Quadrilaterals](https://blogs.glowscotland.org.uk/nl/public/sthelens/uploads/sites/29690/2020/05/07135332/quadrilateral.pdf)



**Cloud Types**

LI – I can name different types of cloud and keep a record of them each day.

Success Criteria

* Watch PowerPoint
* Record each day types of clouds you can see

Watch this PowerPoint

[Cloud types](https://blogs.glowscotland.org.uk/nl/public/sthelens/uploads/sites/29690/2020/05/07140202/Cloud-Types.ppt)

We will focus on these 3 cloud types.

  
 cirrus cumulus

stratus

Complete this worksheet on these cloud types:

[Cloud types](https://blogs.glowscotland.org.uk/nl/public/sthelens/uploads/sites/29690/2020/05/07135340/3-main-types-of-clouds-worksheet.pdf)

Over the next few weeks keep this record updated with cloud types, weather and temperature.

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Clouds | Weather | Temperature |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Clouds | Weather | Temperature |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Clouds | Weather | Temperature |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |