

1. Reading, Spellings and Times Tables/Big Maths

Continue to upload reading onto Tapestry. Also don't forget to do an AR quiz on completion of each book to earn points. The children will move their bumble on our AR display when they get 5, 10, 15 or 20 points. Big Maths and Times Table practice materials are available on our webpage. Please practice often. All children's TTRS has now been updated and is available to log in and practice online now. See Tapestry for more info. All spelling cards can be downloaded from our class webpage, see Tapestry for info on what spellings your child should practice for next Monday.

2. English Task

Expanded Noun Phrases: We have been using expanded noun phrases to describe both characters and settings in English. An expanded noun phrase is where you add an **adjective** to describe a noun e.g. a tree (noun phrase) becomes → a **leafy** tree (expanded noun phrase). You can add one, two or three adjectives before the noun.

Task: Choose a minimum of 5 (more if you are feeling super clever!) of the noun word cards (see separate document) and write a sentence for each one, including an expanded noun phrase. All children are expected to demonstrate their best handwriting, using the diagonal lead-in strokes we have learnt in class.

Y1 children- As a minimum, please create an expanded noun phrase for 5 different nouns (this does not necessarily need to be in a full sentence).

Y1 Challenge: Can you make a full sentence? Can you use two adjectives in your expanded noun phrases?

- **Y1 examples-** 1. The flowers → The red flowers.
2. A cat → A fluffy cat sat on the wall.

Y2 children- I am expecting full sentences, that makes sense and are punctuated correctly. Use a mixture of one, two or three adjectives in your expanded noun phrases (don't forget your commas if you use more than one adjective in a list!).

Y2 Challenge: Can you use adverbs and/or conjunctions in your sentence too?

- **Y2 examples-** 1. Flowers → My mum bought some beautiful, red flowers from the florists.
2. Cat → The fluffy cat prowled gracefully through the garden and hopped onto the wall.


3. Maths Task

Counting in 2s, 5s, 10s and 3s Task: Use your knowledge of the 2, 5, 10 and 3 times tables to answer the reasoning and problem solving questions on the following page. Don't forget to explain how you know or prove it when it asks. (Adults may scribe children's verbal explanations if easier- this is not a writing task ☺).

Challenge: Use the Times Table practice sheet here:

<https://www.cuckneyprimaryschool.co.uk/times-table-rock-stars/> and time how long it takes you to complete the 10s, 2s, 5s, and 3s rows. Record your time and then try and beat it on another day this week.


1. Always, sometimes, never...




When you count in twos, your digits will be 0, 2, 4, 6, 8

Prove it!

2. Amir is making this flower pattern with counters.



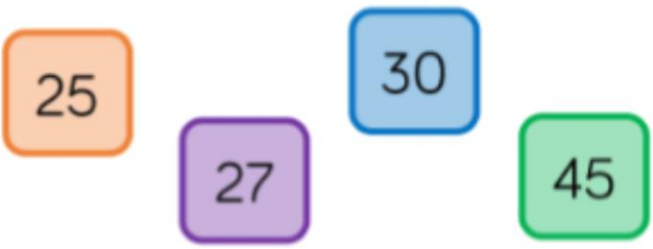
Annie says,



If you make 9 flowers, you will use 43 counters.

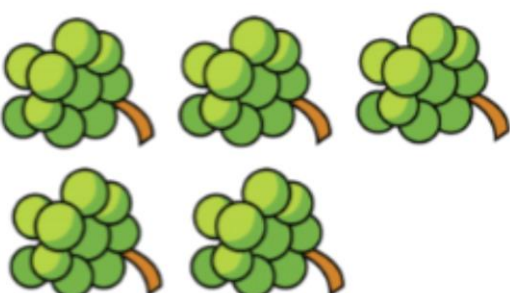
Do you agree with Annie?
Explain your answer.

3. Odd One Out



Which is the odd one out? Explain your answer.

4. In a shop, grapes come in bunches of 10



Max wants to buy forty grapes.

Are there enough grapes?

5. Jemima is counting in 10s on part of a hundred square.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50


She starts at 10

Shade in all the numbers Jemima will say.

What is the same about the numbers she says?

What is different about the numbers?

6. True or False?



I start at 0 and count in 3s
I say the number 14

Explain your answer.