

### English

The focus in English this week has been grammar. The children have learned and reviewed their knowledge about nouns, verbs, adjectives and adverbs. They have learned about rules that apply to present and past tense verbs and when to add *d*, *double last consonant before ed*, or *ed*. They have also been taught that there are exceptions to those rules, in that irregular verbs may change to a different word when in the past tense or simply stay the same. E.g. bake - baked; grin - grinned; look - looked; cut - cut; teach - taught. This learning will be continued to ensure the correct use of past tense is embedded in the children's writing. In addition to present and past tense verbs, the children have also learned how to enhance their writing by using *fronted adverbials*. This is when a sentence is started with an adverbial phrase, e.g. *Before leaving home, At school, This morning,...* The children will be showing their understanding of all those skills in their daily writing and specifically when they write their next big piece - a story based on a text read in class (Stone Age Boy).

### Maths

The children have continued to learn how to add 2- and 3-digit numbers and ones using different strategies. They have continued to use Diennes as a manipulative and are able to draw these to help them. They have worked hard to understand when a calculation will need some of the ones regrouping as a ten and are beginning to use our mathematical knowledge to explain our thoughts.

e.g.  $123 + 6 = 129$



$235 + 6 = 241$



### Foundation

In art this week, the children produced outstanding drawings of autumn leaves. Their resilience and patience was stretched to capacity, where the learning was all about looking at the subject for a considerable time and concentrating on the shape of it. They started the session by just 'drawing a leaf'. There were lots of different versions of what a leaf looked like and the children quickly realised it was difficult to draw something you couldn't see. We then looked at some excellent examples of leaf sketches and thought about how they had been successful. After this we went out and gathered our own leaves to draw. They worked extremely hard to draw what they could actually see, starting with the outline and filling in the details.

# Home Learning

## Maths

Continue learning the 2, 3, 4, 5, 8 and 10 times tables in sequence and randomly.

Can you draw dienes to calculate this equation?

$$123 + 9 =$$

$$256 + 7 =$$

Can you predict whether these calculations will need regrouping? Why did you think that?

$$78 + 9$$

$$245 + 2$$

$$346 + 5$$

## Spellings

Practice writing the words in joined handwriting like this before doing the other activities

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|---|---|---|
| <b>Week 1</b><br>eight<br>eighth<br>eighty<br>weight<br>neighbour<br>vein<br>veil<br>beige<br>sleigh<br>freight | <b>Week 2</b><br>hey<br>they<br>obey<br>grey<br>prey<br>whey<br>survey<br>convey<br>disobey<br>purvey | <b>Week 3</b><br>straight<br>campaign<br>contain<br>brain<br>faint<br>waist<br>claim<br>praise<br>complaint<br>afraid |
| <b>Week 4</b><br>earth<br>early<br>learn<br>heard<br>earn<br>pearl<br>search<br>unearth<br>earl<br>rehearse     | <b>Week 5</b><br>here<br>hear<br>heel<br>heal<br>main<br>mane<br>mail<br>male<br>knot<br>not          | <b>Week 6</b><br>berry<br>bury<br>brake<br>break<br>meet<br>meat<br>ball<br>bawl<br>fair<br>fare                      |

- Bubble Letters**  
Write your spelling words using bubble lettering and then colour them in.

spell

- Order! Order!**  
Write your spelling words out in alphabetical order.

- Word Scramble**  
Ask a friend or grown-up to scramble all of the letters in each of your spellings.  
Can you work out each anagram?

- Spelling Story**  
Can you write a passage of text that contains all ten of your spelling words? It's not as easy as you think!

- Add 'Em Up!**  
Give each of your spelling words a score: 2 points for a consonant and 5 points for a vowel.  
Which word wins?

- Speed Write**  
How many times can you write each of your spelling words in 30 seconds?

- Dictionary Definitions**  
Look up each of your words in a dictionary (or an online dictionary).  
Do you understand what each word means?

- Spelling Hangman**  
Use your words to play hangman with a partner or grown-up. Can they guess all the letters before it's too late?

