



# MRS REES' CLASS

Week 1 – CE and JR

**The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.**

1. The three little pigs began to bild their houses.
2. I can't disside whether to have the pepperoni or ham pizza.
3. My brother thought it was too earlie to get up for school.
4. "Get into a groop of four," said my teacher.
5. Dad rode his bicickle to work.
6. The letter did not have the right adress on it.
7. Jane lives in the house oposite Harry.
8. Ben thort it was time to go to bed.
9. Tim started his own bizniss.

Can you write a sentence of your own for at least four of these words?

Use two words from the top list and two from the bottom one.

**Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.**

1. Lily's birthday is in Februry.
2. The doctor gave the girl some medicin to make her feel better.
3. The class really enjoyed the science experimint.
4. What hight is Dad compared to Mike?
5. 100 years is the same as a sentuary.
6. That scarf is diferent to that one!
7. Kim went to the librarie and got four books out.
8. It's not posible.

# Writing Lesson 2 SPAG

- Adjectives = describing word
- Noun = name, place or thing
- Verb = an action word

Write 5 of your own sentences that include adjectives, nouns and verbs

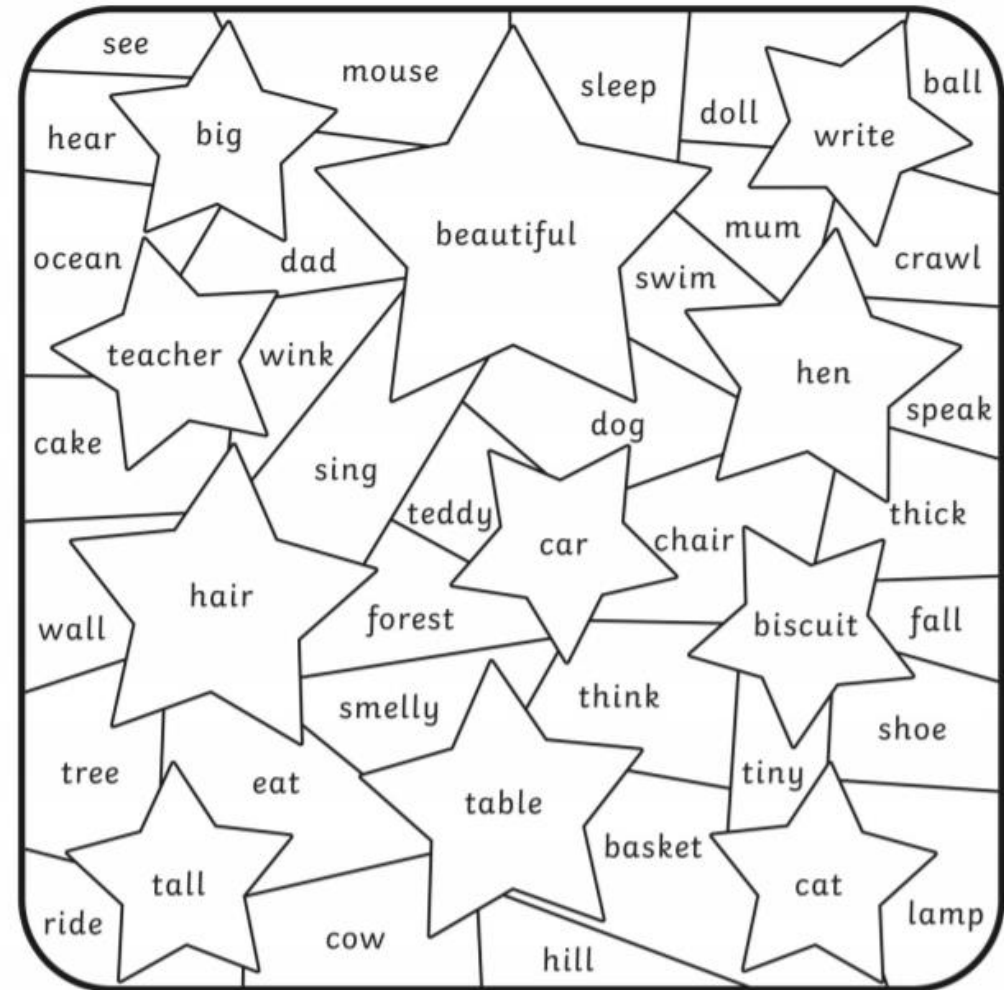
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Colour picture using the key below...

Adjectives: red

Nouns: yellow

Verbs: green



# Writing

## Lesson 3

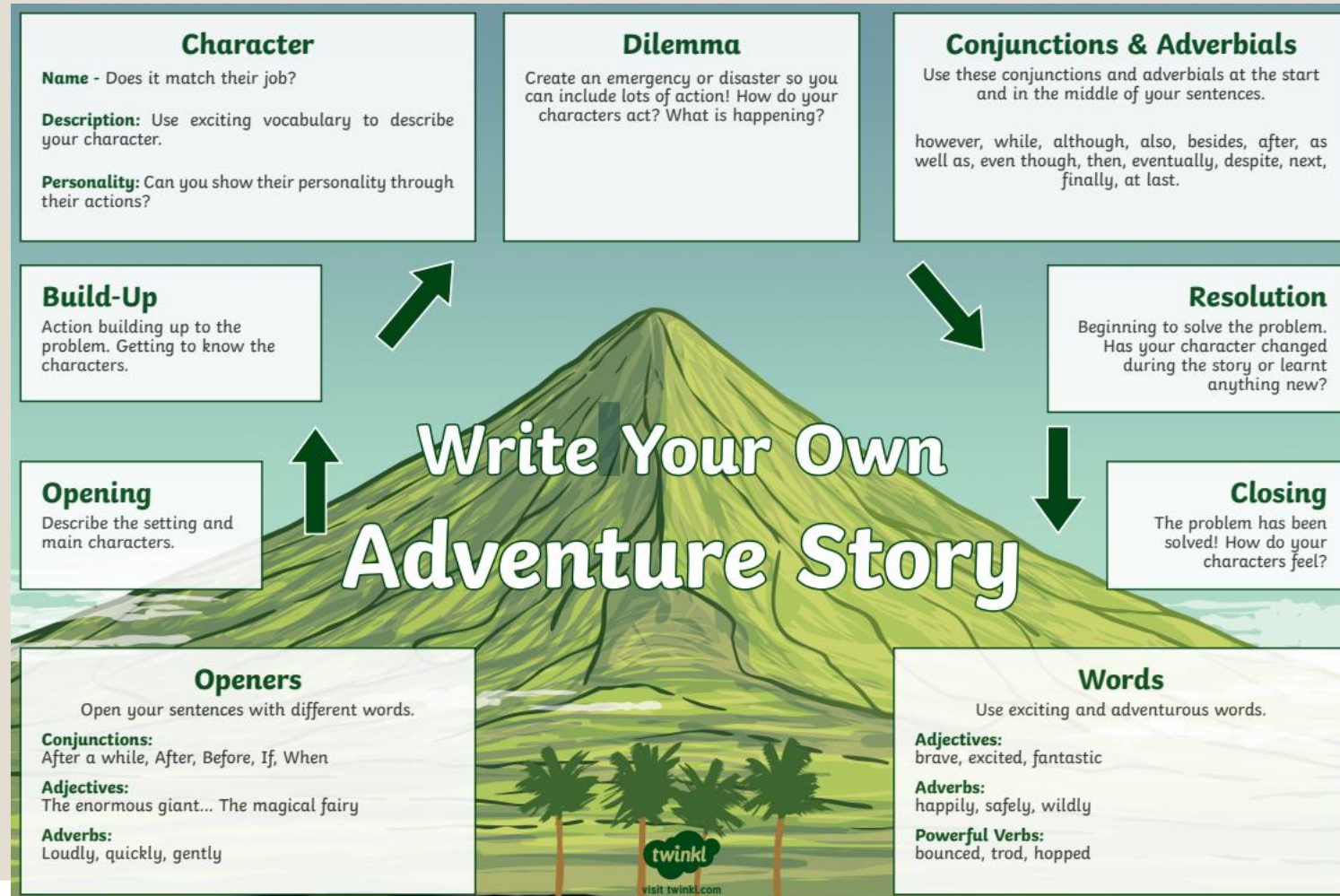
Start to plan an adventure story of your own, complete the story map to help with your planning.

<b>Beginning</b> What happens at the beginning? Who are the main characters? Where is it set? How are the characters feeling?	
<b>Build up</b> What happens next? How does the story hint at a problem? How are the characters feeling?	
<b>Problem</b> What is the problem within the story? How are the characters feeling?	
<b>Resolution</b> How is this problem resolved/ sorted out? How are the characters feeling?	
<b>Ending</b> How does the story end? Does it end happily? Is there a twist to the plot? How are the characters feeling?	

# Writing

## Lesson 4

Use your story map to start writing the beginning, build up and problem in your adventure story. Also, use the guide below to support your writing.



# Writing

## Lesson 5

Complete writing task – follow checklist

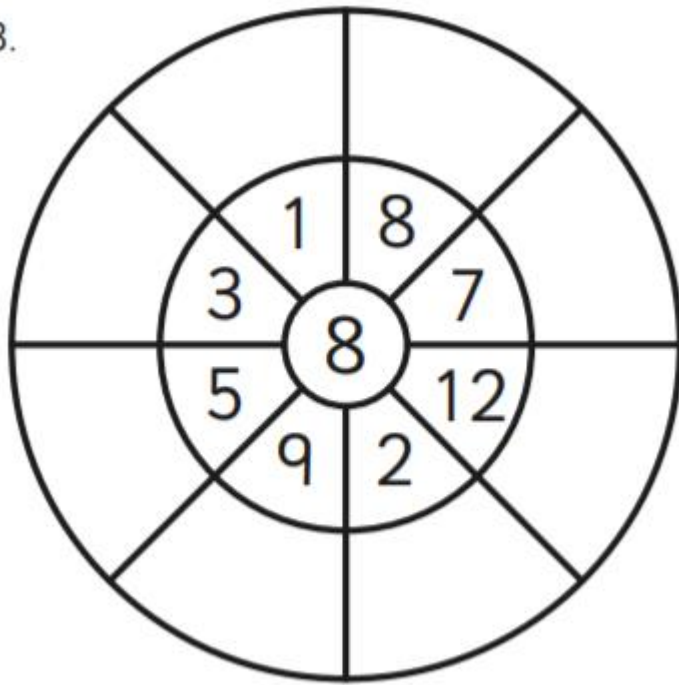
Have I used paragraphs?	
Have I checked my spelling ?	
Have I used capital letters correctly?	
Have I included nouns, adjectives and verbs?	
Have I used full stops?	
Have I used my story map to support my writing?	



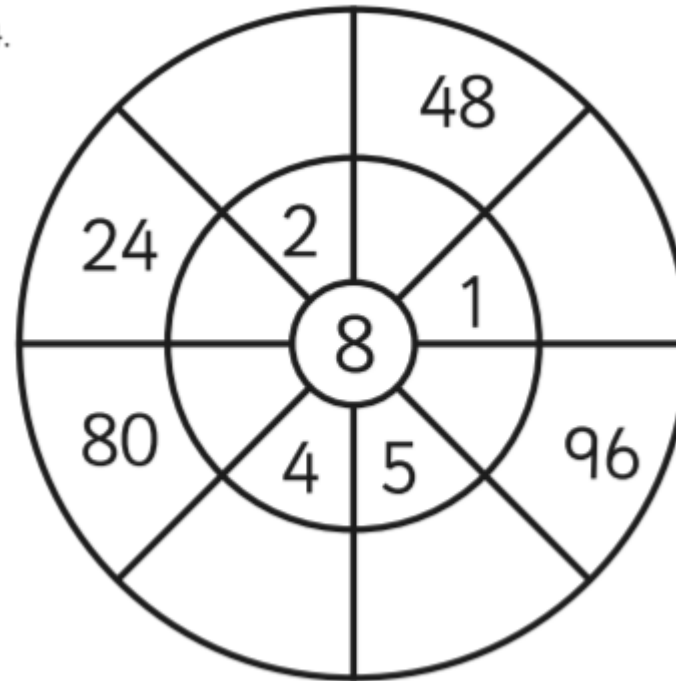
# Maths

Lesson 1 complete the times table wheels

3.



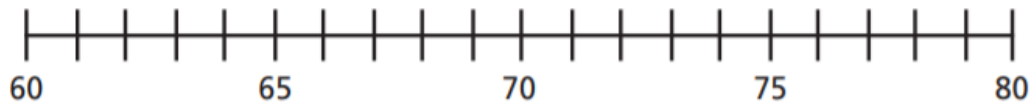
4.



# Maths

## Lesson 2 Rounding to the nearest 10

Use the number line to help you complete the sentences.



63 rounds to  to the nearest 10

74 rounds to  to the nearest 10

67 rounds to  to the nearest 10

78 rounds to  to the nearest 10

Round each number to the nearest 10

a) 41

d) 79

g) 33

b) 19

e) 9

h) 71

c) 25

f) 4

i) 99

Circle the numbers that round to 380 to the nearest 10

**389**

**379**

**371**

**381**

**375**

**385**



# Maths

## Lesson 3 compare and ordering numbers

Write the numbers in order starting with the smallest.

a) 9,000      908      972      99      90,000

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b) 700      72      576      907      27

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Here are 5 digit cards.



a) How many different 5-digit numbers can you make between 50,000 and 55,000 using the digit cards?

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Rosie and Jack have each made a number.

Rosie's number

TTh	Th	H	T	O
●● ●● ●● ●●	●●	●● ●●	●●	●● ●● ●● ●●

Jack's number

TTh	Th	H	T	O
●● ●● ●● ●●	●● ●● ●	●● ●●	●●	●● ●● ●● ●●

a) Who has made the greater number? How do you know?

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# Maths

## Lesson 4 rounding to the nearest 10, 100, 1,000 and 10,000

Complete the table.

Rounded to the nearest	72,315	12,998	15,555
10			
100			
1,000			
10,000			

- a) Circle the numbers that round to 650 when rounded to the nearest 10

653    655    645    545    648    641

- b) Circle the numbers that round to 5,400 when rounded to the nearest 100

5,430    5,450    5,380    5,340    5,425    5,325

- c) Circle the numbers that round to 12,000 when rounded to the nearest 1,000

12,475    11,780    12,399    12,111    11,999    11,501

1

9

9

1

- a) Mo makes a 4-digit number using the digit cards.  
His number rounds to 9,100 to the nearest 100

What number does Mo make?

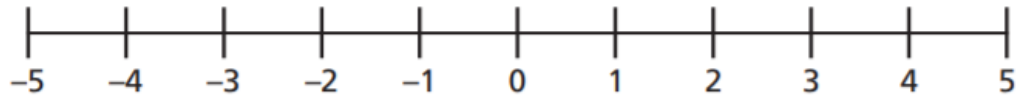
- b) Kim makes a different 4-digit number using the digit cards.  
Her number rounds to 10,000 to the nearest 1,000

What does Kim's number round to, to the nearest 10?

# Maths

## Lesson 5 negative numbers

Use the number line to find the difference between the numbers.  
Complete the sentences.



a) The difference between 3 and 5 is

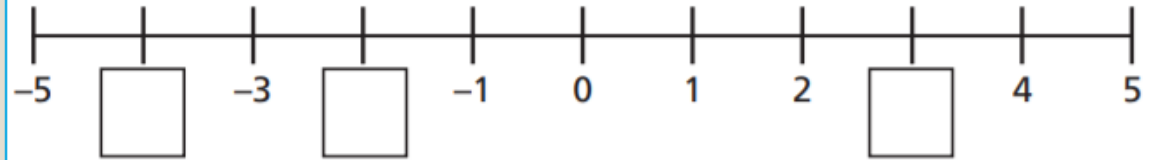
b) The difference between -3 and 5 is

c) The difference between -1 and 1 is

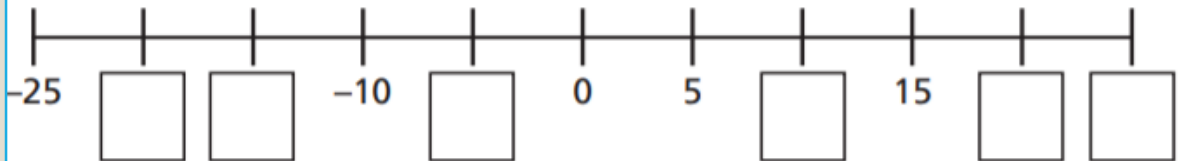
d) The difference between -5 and 5 is

Complete the number lines.

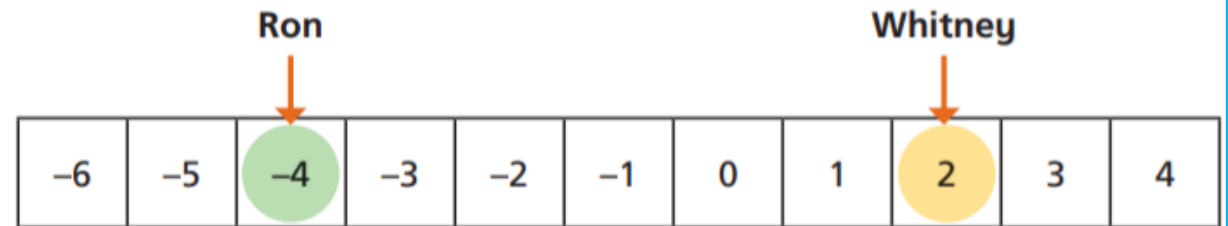
a)



b)



Whitney and Ron are playing a game.



a) Ron moves forwards 5 spaces.

What number is his counter on now?

# Handwriting Lesson 1



Nelson  
Handwriting

## Words to practise

accident  
accidentally  
actual  
actually  
address  
answer  
appear  
arrive  
believe

# Handwriting Lesson 2



Nelson  
Handwriting

## Words to practise

bicycle

breath

breathe

build

busy

business

calendar

caught

centre

# Handwriting Lesson 3



Nelson  
Handwriting

## Words to practise

century  
certain  
circle  
complete  
consider  
continue  
decide  
describe  
different

# Handwriting Lesson 4



Nelson  
Handwriting

## Words to practise

difficult  
disappear  
early  
earth  
eight  
eighth  
enough  
exercise  
experience



# Handwriting Lesson 5



Nelson  
Handwriting

## Words to practise

experiment

extreme

famous

favourite

February

forward

forwards

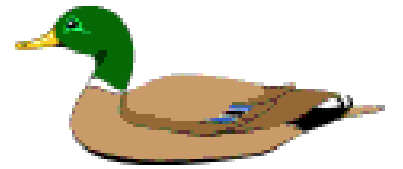
fruit

grammar

# Reading

Session 1 – Read this story carefully then answer the questions on the next page.

One day a visitor came to Nasreddin's house. "I am your cousin from Konya," he said, "and I have brought you a duck to celebrate the visit." Nasreddin was delighted. He asked his wife to cook the duck, and served the visitor a fine dinner.



The next day another visitor arrived. "I am the friend of the man who brought you the duck," he said. Nasreddin invited him in and gave him a good meal. The next day another visitor arrived, and said he was the friend of the friend of the man who had brought the duck. Again Nasreddin invited him in for a meal. However, he was getting annoyed. Visitors seemed to be using his house as a restaurant.

Then another visitor came, and said he was the friend of the friend of the friend of the man who had brought the duck. Nasreddin invited him to eat dinner with him. His wife brought some soup to the table and the visitor tasted it. "What kind of soup is this?" asked the visitor. "It tastes just like warm water." "Ah!" said Nasreddin, "That is the soup of the soup of the soup of the duck."

# Reading

## Session 1 Continued

1. How many visitors came to see Nasreddin?
2. How many of the visitors brought a duck?
3. Did Nasreddin know the first visitor?
4. Why did Nasreddin get angry?
5. How did Nasreddin solve his problem?
6. Write about a time when your friends made you feel angry and what you did to solve the problem.

# Reading

Session 2 – Read the story carefully. Change where I've written BOOM to a different word to make the story make sense.

The room was in a terrible **BOOM!** The **BOOMS!** were not on the book shelf but all over the floor. The **BOOMS!** were not hanging on the **BOOMS!** in the corridor but were under the **BOOM!**.

The **BOOM!** was very cross she had asked the children to tidy up before the end of **BOOM!** play time. Unfortunately they had been too busy **BOOM!** and had forgotten!

In a quiet **BOOM!** the teacher told the children how disappointed she was. The **BOOM!** were upset that they had disappointed her. They started to **BOOM!** up without a fuss.

# Science

Organise the following objects to their correct materials:

- Window
- Teaspoon
- Water bottle
- Jumper
- Paper
- Towel
- Computer screen
- Table
- Paperclip
- TV remote
- Hat
- Pencil
- Keys
- Tissue
- Fence
- Mirror

Wood	Metal	Glass	Fabric	Plastic

Can any of the objects go in more than one of the materials? Give some examples

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# Theme

We can all get in the habit of noticing the negative stuff more than the positive and this activity will help to rebalance that.

Look at the template on the right and think about what you can write in each shape. You might write things like:

- I have people around me I trust and who love me
- I am a good friend
- I can ask for help when I need it.

Write two or three for each shape and think about how each one makes you feel.

## How many positives can you think of?

Fill in the shapes with as many positives you can think of.  
E.g. "I am brave, kind, caring..."

**I AM**

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**I HAVE**

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**I CAN**

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