

Bedmond Academy

Home Learning

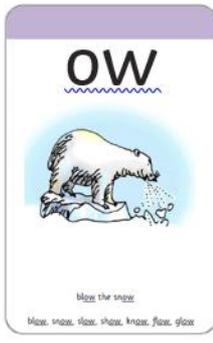
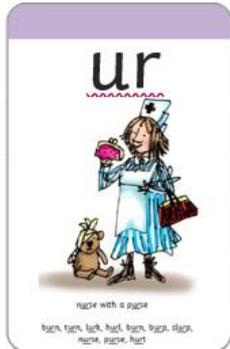
Week 3

Challenge 1



Phonics

Please recap reading and writing these sounds:



ur – Say “nurse with a purse”

Ask your child to read and spell these words:

burn, turn, burp, hurt

-Can they make up 2 alien words containing this sound e.g:

lurf, fursh

ow- say “blow the snow”

Ask your child to read and spell these words:

blow, snow, show, flow, glow

-Can they make up 2 alien words containing this sound e.g:

crowl, zowb

Red Words

Ask your child to read and spell these red words (please remember they **cannot** be sounded out).

when, out, Mrs, Mr

Can you write sentences that include these different **Red Words**?

Practise spelling your red words by playing the following game

<https://www.ictgames.com/mobilePage/lcwc/index.html>



*Please note that “red words” are called “tricky words” on this game

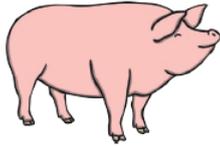
Remember to carry on reading every day, as we would do in school!

Spelling, Punctuation and Grammar

Have a go at completing this spelling punctuation and grammar grid:

Complete the table.

Singular (one)	Plural (more than one)
pig	
book	



Unscramble this sentence.

big has sails. boat That

Tick **one** word that can have '-ed' added at the end to make a new word.

- hear
- lick
- desk

Tick the real words and cross the alien words.

- slearp near
- beard jair
- wairp hair



Help poor Mr Whoops by circling the correct spelling.

- then
- ven
- there



Find the hidden words.

by	w	a	l	b	g
what	e	t	i	n	y
were	r	h	t	e	w
there	e	e	t	n	h
little	o	r	l	e	a
	p	e	e	m	t

English- Whatever Next!

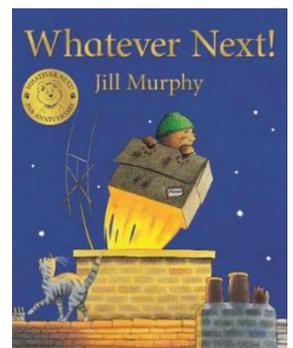
Baby Bear wants to go to the moon and so searches around the house until he finds a rocket (a cardboard box), a space helmet (a colander) and space boots (his wellington boots). All set, he blasts off out of the chimney and into the night. Joined by an owl, Baby Bear soars high into the night sky until finally they reach the moon. Of course, when he returns to Earth for his bath, his mother doesn't believe where he has been...do you?

Watch or read the story "**Whatever Next**" by Jill Murphy

<https://www.youtube.com/watch?v=9U9y35kWBvM>

Discuss the story in detail;

- Where did Baby Bear want to go at the beginning of the story?
- What did Baby Bear use as his space helmet?
- What is this normally used for?
- What did he take with him?
- What did Baby Bear and owl do the moon?
- At the end of the story, why was Baby Bear dirty?
- Baby Bears Mum asked him "Whatever Next". What do you think his next adventure was or included?



Activity One:

This story contains lots of different punctuation. One type is "exclamation marks" (used to indicate strong feelings, raised voices or sounds in speech).

Work through the presentation explaining exclamation marks and how we use them (see additional resource)

Write these sentences out and add either a **full stop** or an **exclamation mark** to finish them correctly.

1. Jack has lost his shoes
2. Stop it now
3. Your work is amazing
4. It is sunny outside
5. Don't be cheeky
6. Go away
7. The children enjoyed playing in the park
8. Help
9. Look out
10. The bird was singing in the tree.



Activity Two:

Pretend you are going on an adventure to the moon like Baby Bear. Make a **detailed** list of equipment that you will need to take with you. You should try and include a reason why you are taking it.

For example;

My Space Checklist

I will need:

- A helmet to protect my head from any falling rocks.
- A warm suit because it gets rather chilly in space.
- A map in case I get lost.

Now can you write what you would include in your picnic.

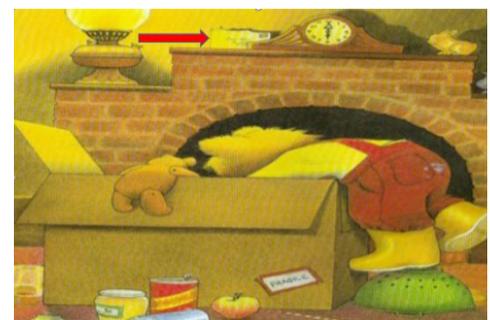


Activity Three:

There is an open envelope above the Bears' fireplace. Write the letter that might have been inside it. Who might it be addressed to? What might it say?

Remember to include:

- **The person/ people you are sending it to**
- **A message**
- **A line to say goodbye**
- **Who the letter is from**



For Example:

Dear Mum,

I have had a fabulous idea, I have decided to go to the moon for an exciting adventure. I have managed to find all the equipment I need including shiny space boots. I have also packed a scrumptious picnic to have when I arrive. I love exploring and I will tell you all about it when I get back.

Love from,

Baby Bear x x x

P.S Please don't worry

Challenge:

Pretend that you are going to meet Baby Bear. Can you write a list of questions that you like him to answer? (Don't forget to include a question mark.)

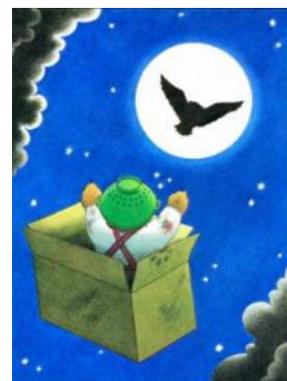
These words might help you- **How, Who, Where, Why, When, What**

For Example;

What could you see when you landed on the moon?

Why did you choose the moon to go to rather than anywhere else?

How long did you spend on the moon before you decided to come home?



Maths

This week we are going to be focussing on **number bonds** and using fun and colourful ways to represent them.

Your child may have an understanding of number bonds as this is not a new concept, but it is so important to constantly consolidate their learning to make sure they can recall them quickly.

Activity One:

Make a number bond rainbow and write the corresponding number sentences underneath.



Eg $0+10=10$

$1+9=10$

Work through the number bond presentation (see additional resources). Get your child to use their number bond rainbow to help them answer the questions on the slides.

Challenge:

Go through number bonds to 20-can you write the corresponding number sentences?

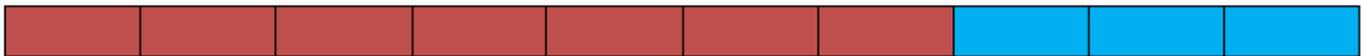
Activity Two:

Watch the "I like to make 10!" video <https://www.youtube.com/watch?v=n2Nfez2e67k>
Complete the worksheets* (see additional resources).

Use one colour to represent the first number and another to represent the next.

Eg,

E.g. $7+3=10$



**You don't have to print the sheets out-you can get your child to draw the bars and write underneath the corresponding number sentences.*

Challenge:

Using your knowledge of number bonds to 10, can you now work out number bonds to 100 using the same method? (Remember to look for patterns to help you)

Eg,

$$\underline{0} + \underline{100} = \underline{100}$$

$$\underline{10} + \underline{90} = \underline{100}$$

Activity Three:

Go through the challenge cards (see additional resources) for number bonds to 10 and 20 (if appropriate). If your child is not ready to move onto number bonds to 20-keep consolidating number bonds to 10.

Try completing at least 6 challenge cards. Work out the answers and answer them in full sentences.

Eg,

Number Bonds to 10 ★★★

Sarah needs 10 stickers for a reward at school. She has 4 stickers so far. How many more stickers does she need?



Sarah would need 6 more stickers.

Challenge:

Complete one or more of these games that will apply your knowledge of number bonds. Two require to be printed out (see additional resources). The ones listed below are computer based.

<http://www.ictgames.com/saveTheWhale/>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

https://www.mathplayground.com/number_bonds_10.html

PSHCE

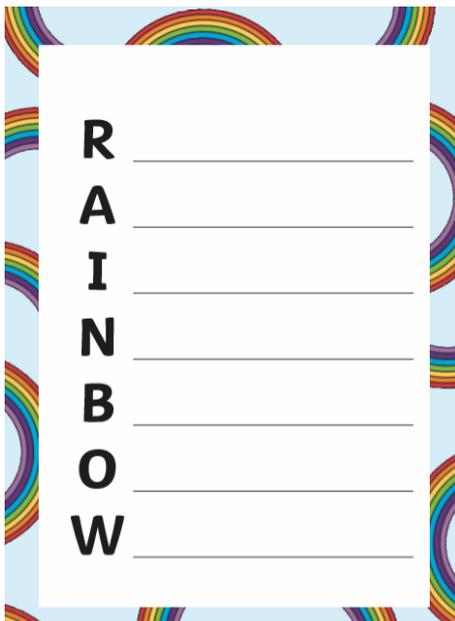
Listen to the story "The Boy and the Starfish" A story about making a difference.

<https://www.youtube.com/watch?v=PkV0jvmBLOc>

Rainbows have become a symbol of hope. Can you write an acrostic poem using the word "Rainbow".



Your poem should be about your hopes and dreams for the future. What do you want to change for the better? What are you going to do yourself to help make positive changes?



Acrostic Features

What did you notice?

