

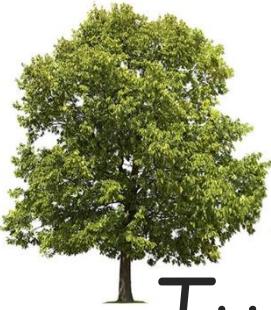
Willow Class

Tuesday 24th March



Mrs Perry





Tuesday 24th March

Today's lessons will be:

1. Spellings
2. English (comprehension)
3. Maths
4. Topic

Good morning Willow friends. I hope you found yesterday's work okay. Here is today's work!



Sentence
work today!



Year 2 Spellings

- Please write a sentence for each word to show you understand what it means.
- For example -
- The playful puppy was running madly around the park.

playful

hopeful

careful

sadly

badly



Year 3 Spellings

- Please write a sentence for each word to show you understand what it means.
- For example -
- After eating too many sweets, my stomach began to ache!

ache

anchor

scheme

echo

school

After you have finished your spellings, read your school reading book (or a reading book for free readers) for at least 15 minutes.

Year 2 English

Yesterday's Answers!

Mark your own work from yesterday.

- What time is it? Question
- We did gymnastics in PE. Statement
- Stir the mixture well. Command
- Where are your gloves? Question
- What a lovely picture! Exclamation
- How exciting! Exclamation
- How are you? Question
- What big ears you have Grandma! Exclamation
- Brush your teeth. Command
- I am 7 years old. Statement



Did you get it
right?

Year 2 English

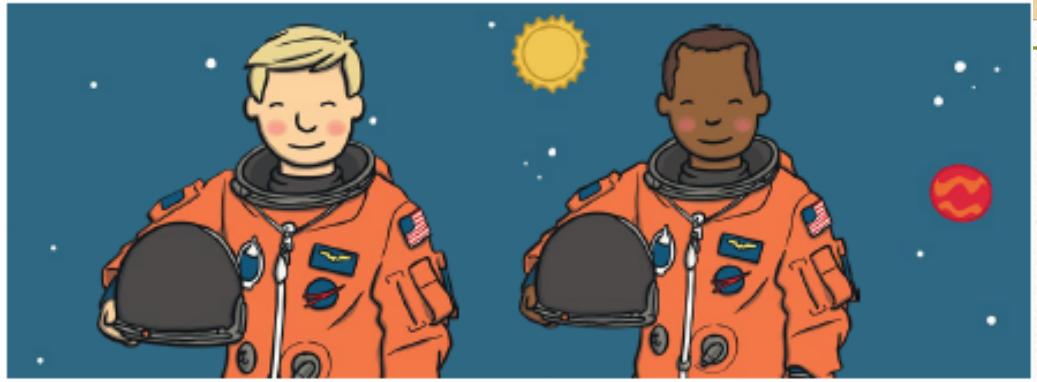
Year 3 next slides...

Tuesday 24th March

LO: To answer questions on a fiction text.

- Read the extract from the story (on the next slide).
- Answer the questions in your book.
- See next page for questions.

Answers will be on
tomorrow's slides.



A Space Adventure!

One day, Jacob and Oscar had a wonderful space adventure! They climbed into their rocket and shot off up into space. Jacob wanted to see aliens and monsters. Oscar wanted to discover a new planet.

After a bumpy journey, they landed on a rocky, purple planet and they climbed out to start to explore. Suddenly, Oscar saw some funny-looking footsteps. Being very brave, the boys decided to follow them. They walked and walked until they noticed something green and furry behind a huge space rock. What could it be?

Slowly, they walked up to take a peek...

Year 2 English

1. What did Jacob hope to see in space?
2. What did Oscar see on the ground?
3. How did they get to the new planet?
4. What adjective has the writer used to show they had a difficult trip into space?
5. Why were the boys being ‘very brave’?
6. Why do you think the writer repeated ‘walked and walked’?
7. What do you think is behind the rock?

**Extension - Write the next part of the story.
What happened next?**

Year 3 English

Yesterday's Answers!

Mark your own work from yesterday.

1. "Let's go to the park," said Mum.
2. "Where are my gloves?" asked Tom.
3. "Open the door and let me in!" shouted Sarah.
4. Ben asked, "How many sweets do I have?"
5. "What a beautiful day!" exclaimed Helen.
6. "Put on your coat," said Dad. "We're going outside."
7. The customer explained, "It's not working. Can I have a replacement?"
8. "It's time for bed!" shouted Mum. "Off you go!"



Did you get the
inverted commas
in the right place?

Year 3 English

Tuesday 24th March

LO: To answer questions on a non-fiction text.

- Read the extract from the story (on the next slide).
- Answer the questions in your book.
- See next page for questions.

Answers will be on
tomorrow's slides.

Layers of the Rainforest

Tropical rainforests are made up of distinct layers.

The forest floor is very hot and humid and little grows there. This part of the rainforest gets less than 2% of the sun's light. It is covered in a thin layer of fallen leaves which rot away quickly.

Next are the shrub layer and the understory – a dark place, where lots of insects, frogs and snakes can be found amongst the few plants which don't need much sunlight.

Above this is the canopy, where most trees stop growing and where up to 90% of rainforest creatures can be found. This sunny area, rich in fruit and seeds, can be as high as thirty metres off the ground.

Finally, the few giant trees that thrust themselves above the dense canopy layer are called the emergent layer.



Year 3 English

1. How many layers are there in the rainforest?
2. How much sunlight does the forest floor get?
3. Which animals live in the shrub layer and understory?
4. In which layer can most rainforest animals be found?
5. 'The few giant trees that thrust themselves above the dense canopy layer...' What do you think dense means in this sentence?
6. How is the forest floor different to the canopy?
Give two reasons.
7. Why don't animals live on the forest floor?

Extension – Write a description of the rainforest using your 5 senses – what would you see, hear, smell, taste and feel?

Year 2 Maths

Yesterday's Answers!

Mark your own work from yesterday.

1. Chocolate = 16 votes
2. Vanilla = 8 votes
3. Mint = 4 votes
4. Strawberry = 6 votes
5. Bubblegum = 8 votes



1. 25
2. $10 - 5 = 5$
3. $40 - 25 = 15$
4. $40 + 5 = 45$
5. $25 + 10 = 35$
6. $40 + 10 + 5 + 25 + 45 = 125$



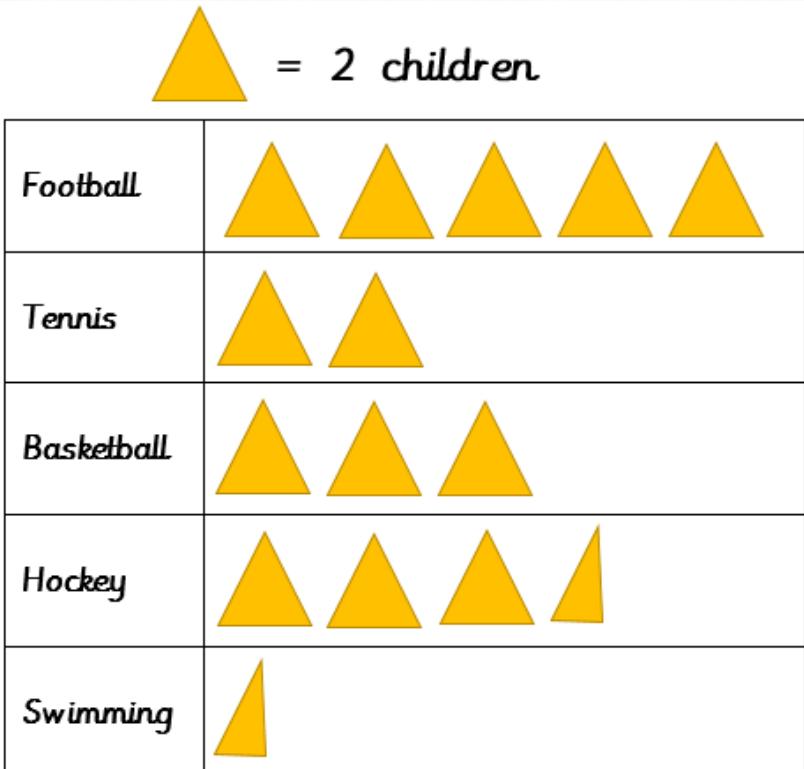
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Year 2 Maths

Answers will be on tomorrow's slides.
More questions on the next slide....

LO: To read pictograms charts.

Look carefully at the pictograms and answer the questions in your book.



1. Which is the least popular sport?
2. Which is the most popular sport?
3. How many children voted for football and swimming?
4. How many children voted for football and tennis?
5. How many children voted for hockey, basketball and swimming?
6. How many children voted for hockey, basketball and tennis?



Look
carefully at
the scale!

Year 2 Maths

Answers will be on
tomorrow's slides.

Using the pictogram, sort the statements into true and false.

★ = 10

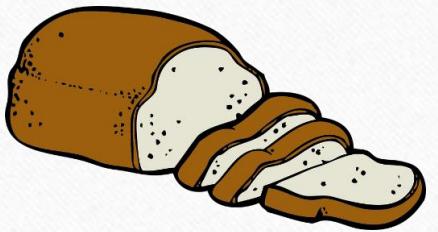


| Statement | True or false? |
|---|----------------|
| The horses were the least popular animal. | |
| The number of chickens seen were half the number of cows. | |
| The total amount of sheep and pigs were 70. | |
| The difference between cows and horses was 60. | |
| There were 10 less chickens than sheep. | |

Extension: Create your own pictogram. Think of 5 questions of your own you could ask

Year 3 Maths

Work on a separate
powerpoint from
Dr Baker.



Topic



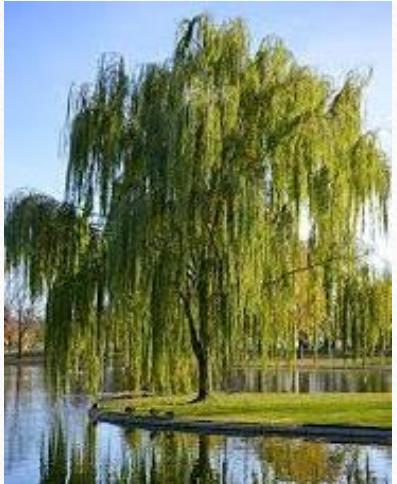
LO: To design a healthy menu.

- This term we have been focusing on designing and making healthy meals and foods.
- **TASK:** Create a healthy menu for one day.
- Include breakfast, lunch, dinner, snacks and drinks.
- Try to include a range of different foods from different food groups to make a balanced diet.
- Challenge - Can you name the food groups the foods come from?





Well done Willow friends.
You have finished all your
school work for today.



See you
tomorrow!