

Daily non-negotiables:

1) Reading - 30 minutes

Group 1:

- [Phonics sounds](#)
- [Spell the words](#)
- [Read to an adult](#)

Group 2:

- [Phonics sounds](#)
- [Spell the words](#)
- [Read to an adult](#)
- Reading skills - Summarise

2) Spelling - 20 minutes

3) P.E. - [Joe Wicks](#) (LIVE at 9am)
or [Cosmic Kids](#)

English

Writing a recount- Time adverbials

Recounts are written in the order in which they happened. Using time words like *firstly*, *next*, *then* and *finally* can help us to do that.



Complete the activity on times of the day.
Challenge- Can you put the time adverbials in order?

Maths

Make equal groups

Watch the video, complete the activities and check your answers.

[Video](#)

[Worksheet](#)

[Answers](#)

PSHE

Safe places

Explore a nearby park and draw any features you can see that are there to keep people safe. Think of the dangers you noticed from yesterday- Can you notice anything *unsafe*?
How could these be made safe?
(Option- Explore your home)



Reading skills: Summarise

Summarising is when you choose the most important parts of the text. Carefully read the text from Monday and draw what happens at the beginning, middle and end.



Beginning	Middle	End

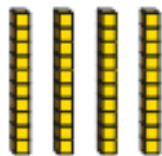
Challenge: Can you write in just ten words what is happening in the text?

10 word headline

Make equal groups

1 Complete the sentences.

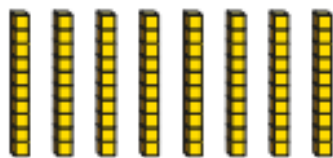
a)



There are equal groups of 10

There are tens.

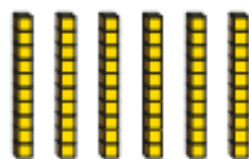
b)



There are equal groups of 10

There are tens.

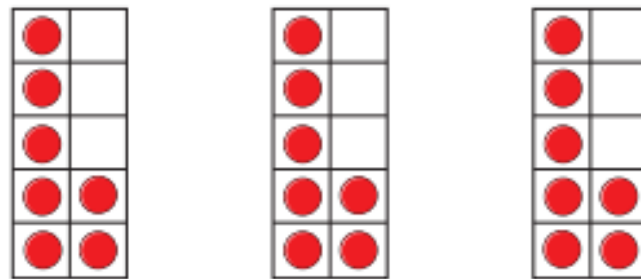
c)



There are tens.

2 The ten frames show equal groups.

a)



There are equal groups with

in each group.

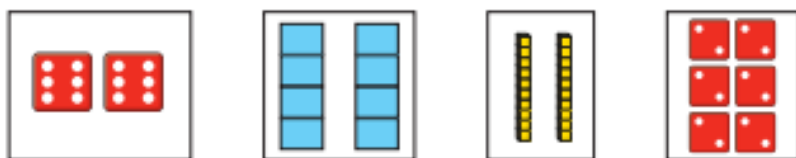
b)



There are equal groups with

in each group.

3 Match the equal groups.



two 10s 2 sixes 6 twos two 4s

4 Which pictures represent 4 equal groups with 5 in each group?

Tick your answers.



5 How can Eva make the groups equal?

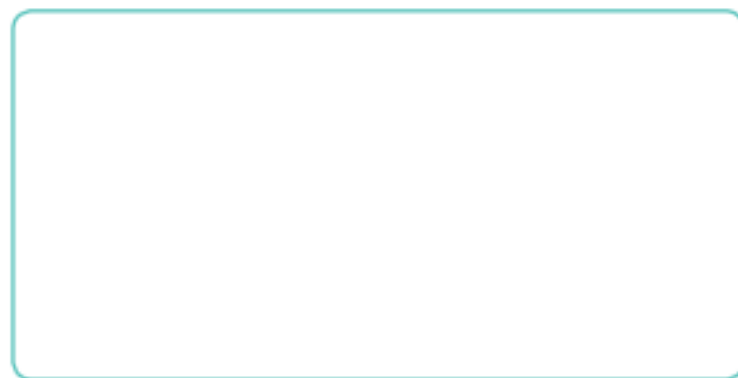


6 Draw triangles to match each sentence.

a) There are 3 equal groups with 2 in each group.



b) There are 2 equal groups with 3 in each group.



What do you notice about your drawings?

Times of the Day

A: Match the activity to the part or parts of the day when it might usually happen.

Eating breakfast

Brushing teeth

Bedtime story

Dinner

Lunch

Getting dressed

Getting Undressed

Waking up

Going to sleep

Have a bath

Play with friends

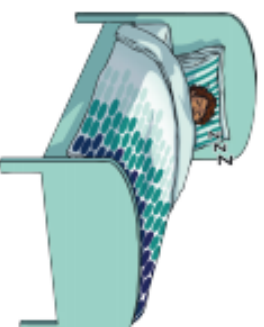
Watch TV



Morning



Afternoon



Evening

B. Select the correct word to fill in the gap.

before **after** **next** **then** **first**

1. ----- tea, we have our pudding.
2. We get undressed ----- we go to bed.
3. ----- we eat, we wash our hands.
4. ----- we get dressed ----- we go out.
5. We went on holiday ----- we came home.
6. ----- it rains, there are puddles.

Times of the day **Answers**

A: Match the activity to the part or parts of the day where it might usually happen.

eating
 breakfast
 brushing teeth
 bedtime story
 dinner
 lunch
 getting dressed
 getting undressed
 waking up
 going to sleep
 have a bath
 play with friends
 watch t.v.

Morning
 Morning
 Afternoon
 Evening

question	answer
B	1) after
	2) before
	3) before
	4) first, then
	5) then
	6) after

Activity 1

Let's join our ideas!

When you are writing a recount, you need to use some **time adverbials** to link your ideas together.

Time adverbials tell us when an action happened.

Read the time adverbials below and number them from one to five to show the **order** you would use them in a story.

Top tip: Some can go in more than one place.



time adverbial	number
Finally	
Next	
Then	
First	
After that	

Time adverbial	Number
Finally	Five
Next	Two
Then	Three
First	One
After that	Four

'Next', 'then' and 'after that' can go in the middle in any order.

Safe

Unsafe