



Week beginning  
1<sup>st</sup> March 2021

You will now find handwriting lessons on Day 2 and 4 on this week's English home learning.



# Weekly Plan for English

Day 1 – Grammar – Coordinating conjunctions

Day 2 – Reading comprehension

Handwriting

Day 3 – Rhyming Sentences Part 1

Day 4 – Rhyming Sentences Part 2

Handwriting

Day 5 – Vocabulary

**QUIZ TIME!**

# Sending your pictures!

Please send the pictures of your fantastic work to your class teachers! Here are the email addresses if you are unsure.

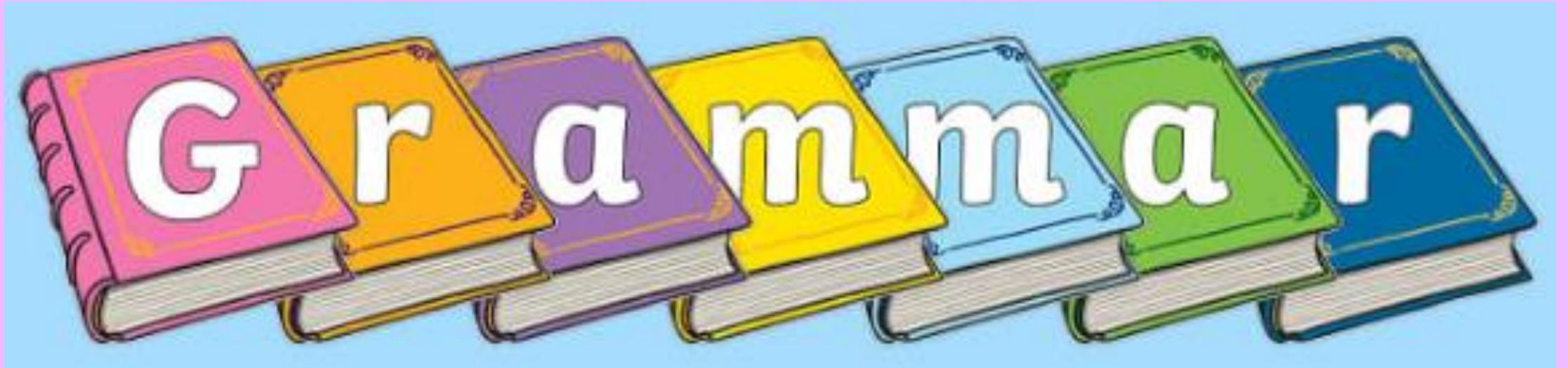
[2A@hortongrangeacademy.co.uk](mailto:2A@hortongrangeacademy.co.uk)

[2B@hortongrangeacademy.co.uk](mailto:2B@hortongrangeacademy.co.uk)

[2C@hortongrangeacademy.co.uk](mailto:2C@hortongrangeacademy.co.uk)



# Day 1



Click on this link to see Miss Dawson teach the lesson

<https://youtu.be/Bw6TnArhJk>

# Day 1 – Grammar

Today we are going to be looking at something called

## **Co-ordinating Conjunctions**

Have you heard of any of these words before?

Can you remember what a conjunction is?

# Day 1 – Coordinating conjunctions

Conjunctions are words that join and link two sentences together.

Coordinating conjunctions join 2 sentences or phrases together and these will make sense on their own.

Example of subordinating conjunctions are,

or, and, but

# Day 1 – Coordinating conjunctions

**OR**

Example!

Would you like a drink of juice **or**  
a drink of milk?

'or' means an alternative of  
something.

# Day 1 – Coordinating conjunctions

AND

Example!

I woke up on Saturday morning  
**and** I put on my favourite dress.

We use 'and' when we are  
thinking about 'along with and as  
well as'.

# Day 1 – Coordinating conjunctions



## Example!

My parents didn't want to go to the supermarket **but** we needed some more bread.

'but' means except or apart from.

# Day 1 – Coordinating conjunctions

Choose the appropriate coordinating conjunction for these sentences.

I had my hair cut \_\_\_\_\_ I looked really nice.

I love looking at the snow \_\_\_\_\_ it is too cold for me!

Shall we go on Saturday \_\_\_\_\_ Sunday.

but

or

and

# Day 1 – Coordinating conjunctions

Choose the appropriate coordinating conjunction for these sentences.

I had my hair cut **and** I looked really nice.

I love looking at the snow **but** it is too cold for me!

Shall we go on Saturday **or** Sunday.

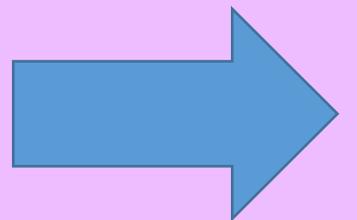
but

or

and

# Main Activity – ALL GROUPS!

You need to choose the correct coordinating conjunction (and, but, or ) for the sentence.



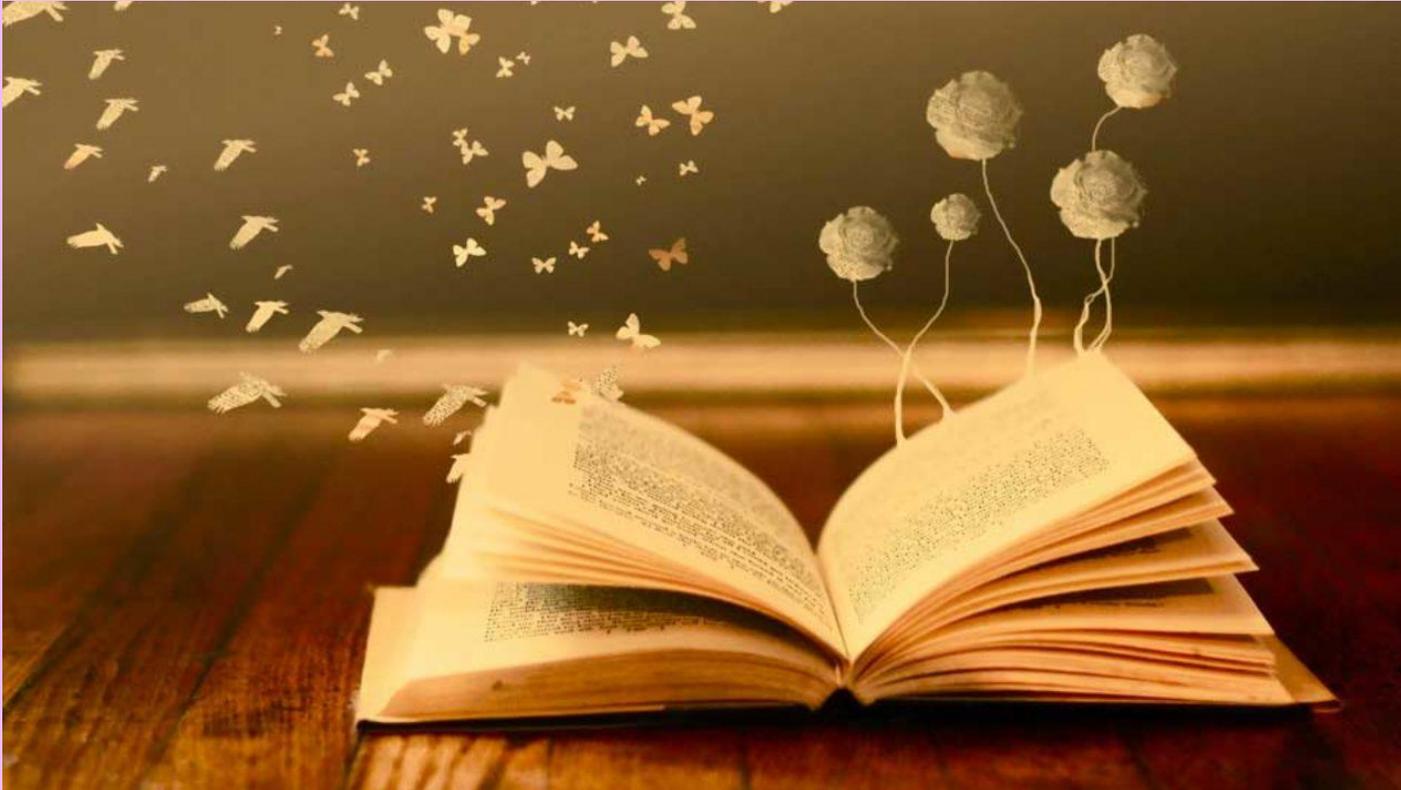
1. My name is Sophie \_\_\_\_\_ my sister is called Harriet.
2. He rescued a cat from the tree \_\_\_\_\_ he doesn't like heights.
3. I don't eat chicken \_\_\_\_\_ beef.
4. I was born in London \_\_\_\_\_ now live in Bradford.
5. I am 7 years old \_\_\_\_\_ my birthday is in June.
6. We had to tidy \_\_\_\_\_ clean the whole house!
7. Miss Dawson has to write a list \_\_\_\_\_ she will forget what to do.

Finish these sentences:

1. Ben and
2. I like your jumper but
3. I don't speak Spanish or



# Day 2 – Reading comprehension



Click on this link to see  
Miss Dawson teach  
the lesson

[https://youtu.be/X9d  
wcem9ipw](https://youtu.be/X9dwcem9ipw)

We are going to be looking at sequencing today!

Sequencing means the order that a text is written in and why it is important to be written in this order.

Some of today's questions will be focusing on sequencing and other questions will have a focus on retrieval and inference.



# Recipe for a Healthy Fruit Salad

## You will need:

- one juicy, red apple
- three plump strawberries
- a handful of grapes
- one ripe banana
- any other fruit that you enjoy eating
- one cup of fresh, sweet orange juice
- a large, plastic bowl
- a sharp knife for an adult to use
- a spoon

## What to do:

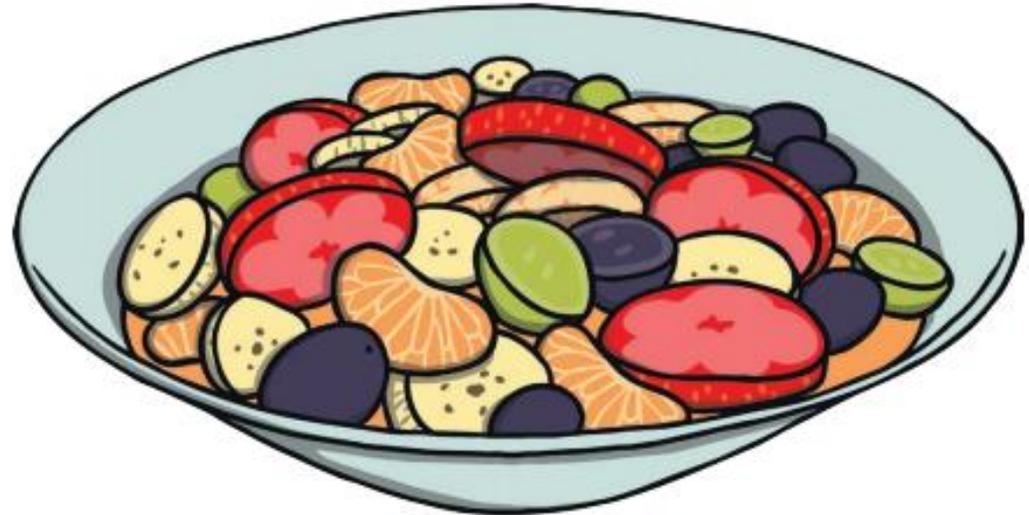
1) Before you start, make sure that you wash your hands.

2) With help from a grown-up, cut up your fruit into small pieces.

3) Put the little chunks of fruit into a bowl.

4) Pour the orange juice over the fruit until it is all covered.

5) Mix the fruit salad and enjoy!



Now answer the following questions about what you have just read.

1. Number these instructions from 1-3 to show the order that they should happen.

Put the fruit into the bowl

Eat the fruit salad

Wash your hands

2. Which 2 adjectives have been used to describe the orange?

3. Why is it important to wash your hands before making your fruit salad?

4. Why do you think the author has said to cut the fruit 'with the help of a grown up'?

5. This is a fruit salad recipe. Which fruits have been used in the recipe?

## Task 2

First you need to log onto Bug Club.  
Click on the bug below to access the correct website..

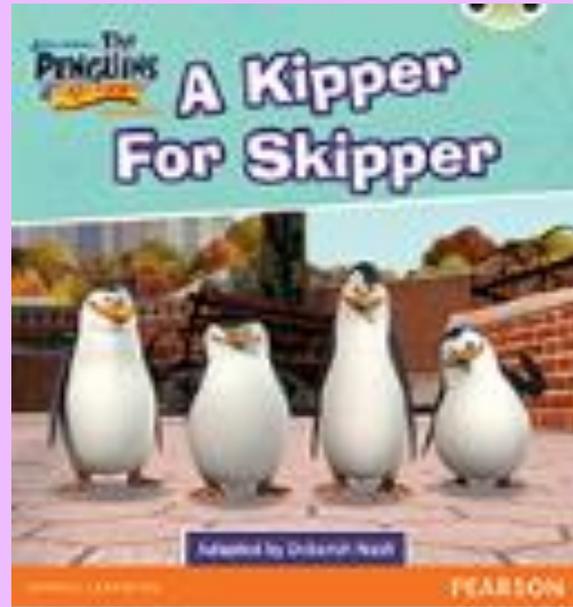


Then log in using your username and passwords. Remember  
the school code is ypyy.

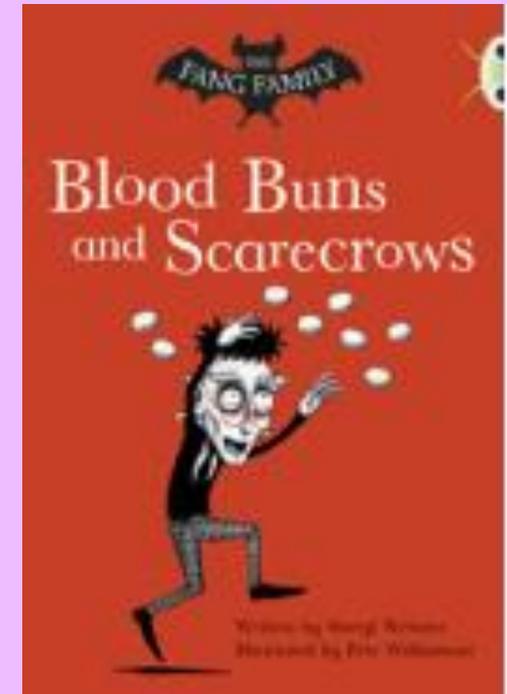
You will now have to go on the book that has been chosen for your group. Look for your group name carefully.



Amazing Amethysts and  
Abus



Terrific Topaz and Tiggers  
and Dazzling Diamonds  
and Dorys



Super Sapphires and  
Sullys and Excellent  
Emeralds and Emiles

Now carefully read the book and don't forget to answer the questions along the way by clicking on the



icons.

Try to read the books independently and think carefully about what is happening in the stories.



# Nelson Handwriting

Today you will be focusing on the 'er' sound and concentrating on the joining of the two letters.

Please take your time!

er er

er er

ir ir

ur ur

her her

third third

burn burn

Please write a full line of each and concentrate on the joining of each letter.

# Day 3



Click on this link to see Miss Dawson teach the lesson  
<https://youtu.be/wGiCw2CiYw>

# Day 3 – Rhyming sentence

Let's recap our learning from last week...

Can you remember the names of any types of poems?

Can you remember any rhyming words and where rhyming words are normally found in a poem?



## Day 3 – Rhyming sentences

Today we are going to be looking at rhyming sentences today and begin to think about how we would write our own rhyming poem.

If our sentences are going to rhyme what do they have to do?

# Day 3 – Rhyming sentences

Rhyming sentences have to have a similar sound at the end of each sentence!

Mr Wonka likes to rhyme when we talks.

He says...

Chewing gum is really gross, chewing gum I hate the most.



## Day 3 – Rhyming sentences

Today you are going to be writing some rhyming sentences.

We are going to think of a sentence that would rhyme with...

There once was a duck called Ben.

**REMEMBER**, the last word of the sentence needs to rhyme with Ben.

# Day 3 – Rhyming sentences

These are some words  
that rhyme with Ben.

Hen	When
Ten	Den
Pen	Gem
Men	Then

I have chose to choose the word..

den

The sentence I am going to use is..

He likes to make a  
gigantic den.

# Day 3 – Rhyming sentences

My rhyming sentences are:

There once was a duck called **Ben**.

He likes to make a gigantic **den**.



# Day 3 – Rhyming sentences

Now it's your turn!

I would like you to have a go at thinking of a rhyming sentence to follow this sentence!

Harry is a very fluffy **cat**

Remember you need to think of a word to rhyme with 'cat' and then put it into a short sentence.

# Day 3 – Rhyming sentences

Here are some examples of rhyming sentences that you could have had!

Harry is a very fluffy cat  
He loves relaxing on the mat

Harry is a very fluffy cat  
He enjoys chasing after the bat!

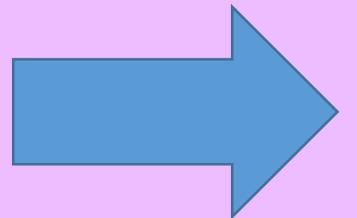
Harry is a very fluffy cat  
He likes to sit where I have been sat

Harry is a very fluffy cat  
He sits with his brother and has a chat.

# Main Activity – Excellent Emeralds and Emiles and Super Sapphires and Sullys.

You have been given a sentence.

You need to think of a rhyming word and then create a sentence with that rhyming word at the end.



Write each sentence in your home learning book and write your rhyming sentence underneath.

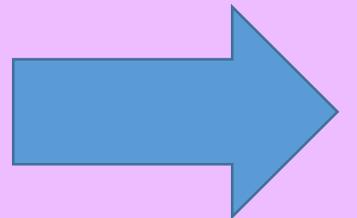
1. I saw a bright star in the **sky**
2. Ice cream was dripping down my **cone**
3. On the wall there is a **clock**
4. There was an old man who lived in a **shoe**.
5. I have a duck who likes to **bark**



Try to write our own rhyming sentences.  
Choose 2 of your own rhyming words and turn them into 2 rhyming sentences.

Main Activity – Amazing Amethysts and  
Abus, Terrific Topaz and Tiggers and  
Dazzling Diamonds and Dorys

You have been given a sentence with a rhyming word. You need to create a new sentence with that rhyming word at the end.



Write each sentence in your home learning book and write your rhyming sentence underneath.

1. I saw a bright star in the sky **high**
2. Ice cream was dripping down my cone **moan**
3. On the wall there is a clock **tock**
4. There was an old man who lived in a shoe **too**
5. I have a duck who likes to bark **park**



Write your own sentence to rhyme with...

Jack and Jack ran up the hill

# Day 4



Click on this link to see Miss Dawson teach the lesson  
<https://youtu.be/-tCoHFBmieQ>

## Day 4 – Rhyming sentences

Today we are going to be continuing to focus on rhyming sentences. However, this time you are going to be writing your own rhyming sentences.

Before we start can you have a guess at what a rhyming couplet is?

## Day 4 – Rhyming sentences

A rhyming couplet is a pair of (2) sentences that are normally a similar length.

Harry is a very fluffy cat  
He enjoys chasing after the bat!

This is a rhyming couplet. Both sentences rhyme.

# Day 4 – Rhyming sentences

Today you are going to be think of 2 rhyming words and then turning them into rhyming couplets.

Let's have a go together beforehand!

I have chosen these rhyming words:

tree

bee

## Day 4 – Rhyming sentences

Ben and James climbed up a **tree**  
They got to the top and got stung by a **bee.**

**You can see that the rhyming words are at the  
end of each line.**

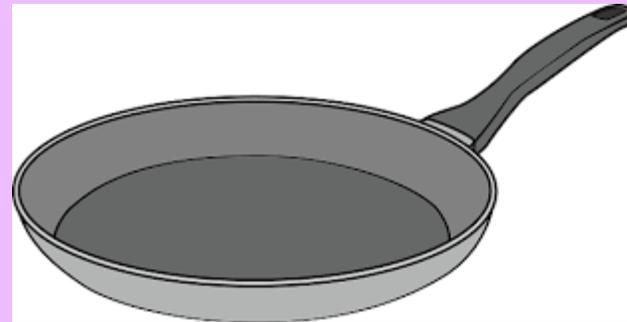
# Day 4 – Rhyming sentences

Now have a go at trying to write a rhyming couplet using these two rhyming words!



man

pan



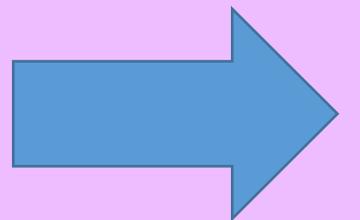
## Day 4 – Rhyming sentences

There was a very old **man**  
Who ran around chasing **pan**.

The **man**  
Sat in a **pan**

# Main Activity

You are going to have a go at writing your own rhyming couplets.



Excellent Emeralds & Emiles and Super Sapphires & Sullys

Here you have been given one word. Think of a word that rhymes with it and then use those words to make a rhyming couplet.

1. Hug
2. Tail
3. Ball
4. Cat

Amazing Amethysts & Abus, Terrific Topaz & Tiggers and  
Dazzling Diamonds & Dorys.

Use these words to write your own rhyming couplets.

1. hug    bug

2. tail    whale

3. ball    call

4. cat    mat



# Nelson Handwriting

Today you will be focusing on the 'ou' sound and concentrating on the joining of the two letters.

Please take your time!

owowowow

owow

ouou

outout

cowcow

outout

aboutabout

Please write a full line of each and concentrate on the joining of each letter.

# Day 5



Click on this link to see Miss Dawson teach the lesson  
<https://youtu.be/f00h1jg8Sew>

# Day 5 – Vocabulary

Today we are going to be thinking about the vocabulary that could be used in poems and which words are appropriate for certain topics.

What do you think vocabulary means?  
Have you ever heard of this word before?



## Day 5 – Vocabulary

Vocabulary are the words that we use every day in languages.



# Day 5 – Vocabulary

Sort the vocabulary into the correct theme.

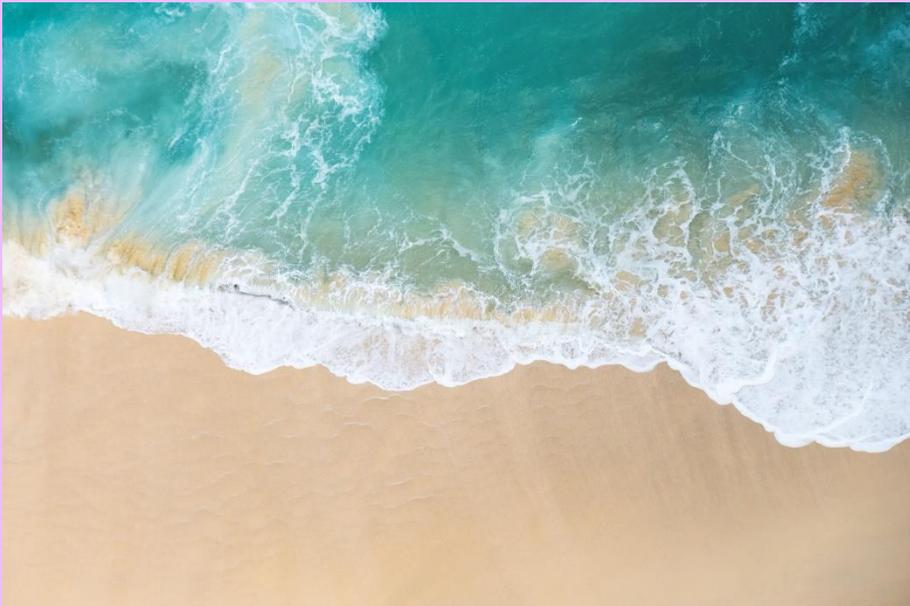


Lava  
Blaze  
Icicle  
Chill  
Hot  
Sparkling

Sparkling  
Blue  
Red  
White  
Orange  
Crystal

# Day 5 – Vocabulary

Today we are going to be starting to think of the theme of the poem that we will be eventually writing.



When thinking about the vocabulary we need to use in our poems, we must think carefully about which words are appropriate.

Let's think about this topic – the beach.

# Day 5 – Vocabulary



I have thought about some vocabulary that could be used when thinking about the beach.

# Day 5 – Vocabulary



This is a garden.

Have a think about the vocabulary you would use for this setting.

It could be words or adjectives that come to your mind when you look at the picture.

Have a go!

# Day 5 – Vocabulary



Here is the vocabulary  
that I thought of:

Bees buzzing

Sweet smell

Flowers

Leaves rustling

Colourful

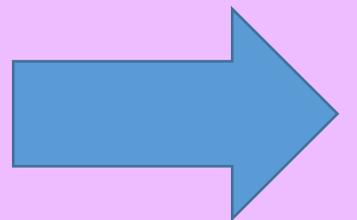
Beautiful

Green grass

Birds chirping and  
tweeting

# Main Activity – ALL GROUPS!

You are going to think about a particular theme and create a spider diagram with you vocabulary and feel free to draw some pictures to match!



# Here is an example of what your spider diagram could look like!

crashing waves



sand

birds squawking



beaming sun



The Beach

happiness



cool water

relaxing



Click on the link below to access this week's English quiz.

[https://forms.office.com/Pages/ResponsePage.aspx?id=jp2v5jm\\_FEyFW3PuNqNMc3QVIPpO\\_X9PhTDuFrtB8B1UOE1YMTJZNTRTT1g0OUJGWI-M4VjVRODdFOC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=jp2v5jm_FEyFW3PuNqNMc3QVIPpO_X9PhTDuFrtB8B1UOE1YMTJZNTRTT1g0OUJGWI-M4VjVRODdFOC4u)