

Monday's Reading Activities: Orange, Yellow & Green Groups

A) What do we know?

B) What questions do we have?

C) What did the Snow Queen pierce Kay's Heart with?

D) What did the raven tell Gerda?

E) What did the little robber girl give Gerda? (Four things so use commas in a list to answer.)

F) How many icy halls did Gerda run through in the palace?

G) What three things did Grandmother do once they arrived home? (Use commas in a list to answer.)

## Monday's Reading Activities: Red Group

A) Who takes Kay away?

B) Where does Gerda go?

C) Does Gerda find kay?

Monday's Reading Activities: Blue Group

- A) What do we know (or at least think we know)?
  - B) What questions do we have?
  - C) What other stories does it remind you of?
  - D) Where did Gerda meet the raven and what did the raven tell Gerda?
  - E) What did the little robber girl give Gerda? (Four things so use commas in a list to answer.)
  - F) What expanded noun phrase is used to describe the palace?
  - G) What three things did Grandmother do once they arrived home? (Use commas in a list to answer.)
- 4) Summarise the story in no more than 100 words.

# Daily Handwriting Practise



Whoosh in and round you go, Up, down and kick out a's toe.



Whoosh in and up tall and back down, then halfway up and all the way round. Add a lead at the end, so b can join onto a friend.



Whoosh in and curl the c. C joins other letters easily.



Whoosh up halfway and go around, then all the way up and back down. Kick out d's toe, and she's ready to go.



Whoosh in and curl like a snail and leave an easy joining tail.



Whoosh in to the top and go round, and then zoom under the ground. Under the line, loop the last part, and finish your f near its start.



Whoosh in, go round to the top. Go down under the line, loop and stop.



Whoosh in and up tall, and then down. Halfway up, bend over and flick off the ground.



Whoosh up and down, then kick out a toe. Add a dot and i's ready to go.



Whoosh up then zoom down under the line. Loop the tail then add your dot at the right time.



Whoosh up tall and back down. Go halfway up and around. Go down and out with a flick, your k is ready to kick.



Whoosh in and up tall. Down to the ground and make your flick small.



Whoosh in and then down. Up, over and back to the ground. Up, over and down again, add a flick to finish your m.



Whoosh in and then down. Up, over the hump and flick off the ground.



Whoosh in round you go. Lead out from the top for your o.



Whoosh in and then go down low. Back up to the top and round you go. Lead out at the end so o can join onto a friend.



Whoosh in and round you go. Then zoom under the line and kick out q's big toe.



Whoosh to the top to start. Go down and curve the top for your r.



Whoosh in and curl left. curl right then lead out of your s.



Whoosh to the top and back down. Then add a flick off of the ground. You need to cross the t, with a straight line on his tummy.



Whoosh up then down. Bend round, go up and down to the ground. Kick out a toe and u is ready to go.



Whoosh up then down into the valley. Zoom back up and across the top to finish your v.



Whoosh in, then down and back up. Down again, up and across at the top.



Climb up to the top and then slide down from left to right and have a rest. Jump back to the top, go from right to left and you have an x.



Whoosh up then down and bend round. Go up then down underground. Loop the tail under the line. Lead the y out and then it's fine.



Whoosh up then to the right. Zig zag down and back to the right.

# Monday's English Activities: Blue, Orange, Yellow & Green Groups

How do we infer how characters feel? Tick all the clues readers use.

- a) What characters do
- b) How they do things
- c) What they say
- d) How they say things
- e) Their facial expressions
- f) Their movements

## Monday's English Activities: Red Group

How do we know how characters feel?

- a) speech
- b) actions
- c) face

1



4.



2



5



3



# Gerda's Feeling Chart

When?	Feeling	How do you know? (Clues from text)	What might they be thinking?
			
			
			
			
			

## Kay's Feeling Chart

When?	Feeling	How do you know?

Self-assessment:



## Challenge 2

WR SS: equal groups

# Monday's Maths Activities: Red Group only

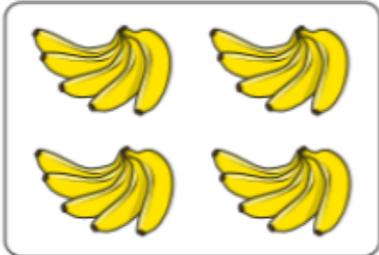
Challenge 1

Challenge 2

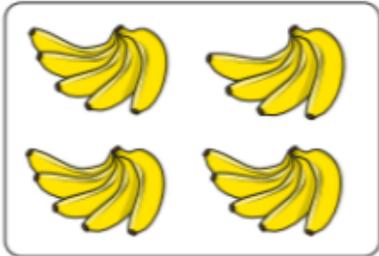
Challenge 3

## Challenge 1

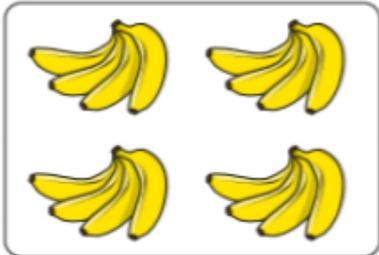
1 Match the pictures to the labels.



equal groups



unequal groups



2 Complete the sentences.



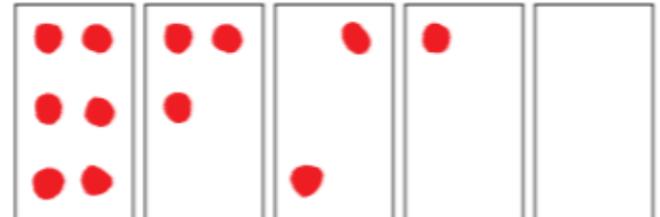
There are  equal groups of



There are  equal groups of

3 Kim is drawing 5 equal groups of 6

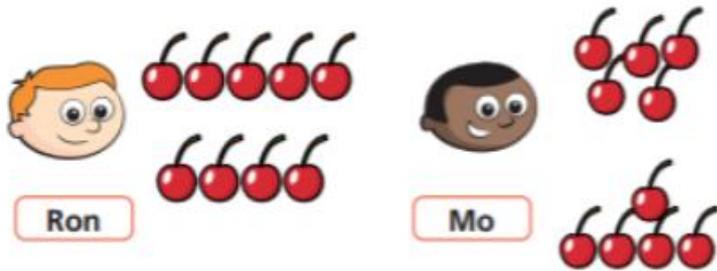
Finish Kim's drawing.



Challenge 3

Monday's Maths Activities: Red Group only

4 Ron and Mo have some cherries.



True or False?

Making equal groups

The groups are equal.

White Rose Education

Who has made equal groups? \_\_\_\_\_

How do you know?

I can see that \_\_\_\_\_ has made equal groups.

I know this because

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I can see that this is \_\_\_\_\_ .

I know this because

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$3 \times 2$

- 1) 40 crayons are divided equally into 8 pots.  
How many crayons are in each pot?
  
- 2) How many groups of 4 are in 16?
  
- 3) Find the missing number.  
 $456 + \underline{\quad} = 590$
  
- 4) How many minutes are between 12 o'clock and quarter past 12?



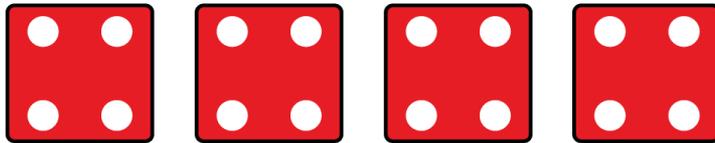
# Thursday's Maths Activities: Orange, Yellow & Green & Blue Groups



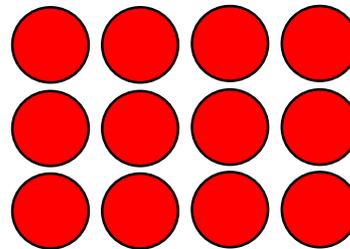
1) How many pencils?



2) How many spots?



3) Here is an array.



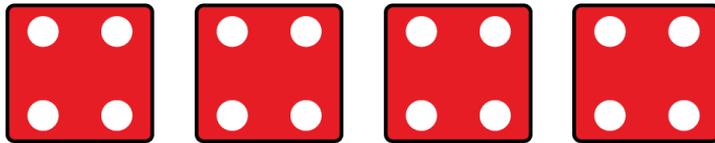
How many groups of 4 are there?

1) How many pencils?



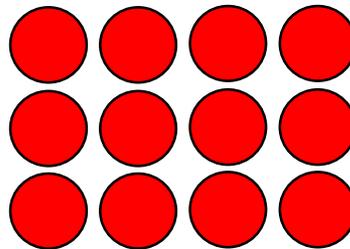
20

2) How many spots?



16

3) Here is an array.



How many groups of 4 are there?

3

# Multiply by 4

1 Complete the sentences.

a)



There are  bags of pears.

There are  pears in each bag.

There are  pears in total.

b)

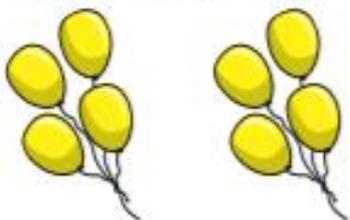


There are  plates.

There are  doughnuts on each plate.

There are  doughnuts in total.

2 Complete the multiplication.

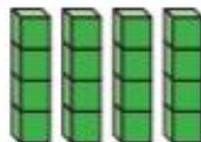


$$\square \times \square = \square$$

3 Match the representations to the number sentences.  
Complete the number sentences.



$4 \times 2 = \square$

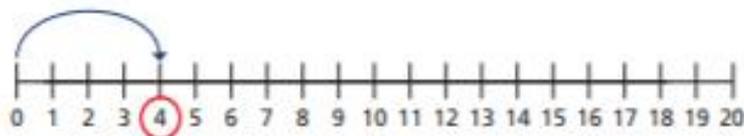


$4 \times 3 = \square$

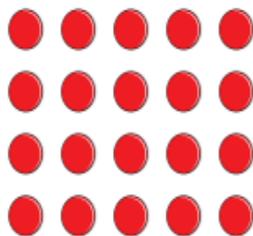


$4 \times 4 = \square$

4 Starting from zero, circle the numbers in the 4 times-table.  
The first one has been done for you.



- 5 Esther makes this array.



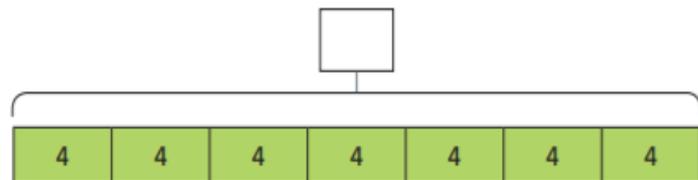
What multiplication facts does the array represent?

Complete the multiplications.

$$\square \times \square = \square$$

$$\square \times \square = \square$$

- 6 Fill in the missing number.



What multiplication is represented?

Complete the multiplication.

$$\square \times \square = \square$$



- 7 Teddy has 4 bags of 10 sweets.



How many sweets does Teddy have?

Teddy has  sweets.

- 8 A bottle contains 4 litres of juice.

Mrs Wilson needs 30 litres of juice for a party.

She has 12 bottles.

Does she have enough juice?



9



To multiply by 4,  
you take the number  
you are multiplying and  
double it twice.

Do you agree with Ron? \_\_\_\_\_

Explain your answer.



$$3 \times 2 + 3 \times 2 = 3 \times 4$$

Is this true or false? Explain what you think and prove your answer.

# Reasoning & Problem Solving 1

Tommy has four bags with five sweets in each bag.

Annie has six bags with four sweets in each bag.

Who has more sweets?

How many more sweets do they have?

Draw a picture to show this problem.

# Reasoning & Problem Solving 2

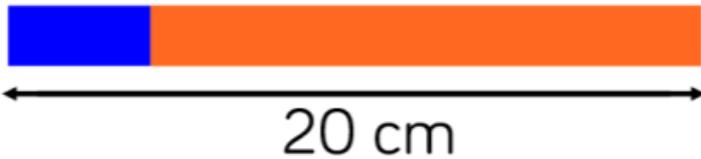
Here is a blue strip of paper.



An orange strip is four times as long.



The strips are joined end to end.



How long is the blue strip?

How long is the orange strip?

Explain how you know.

Improve your fluency of your multiplication facts by spending time on these websites today

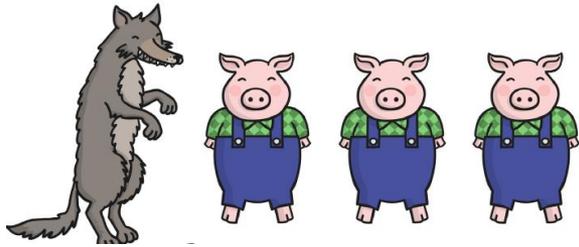


[Click here for hit the button and choose 4 times table](#)

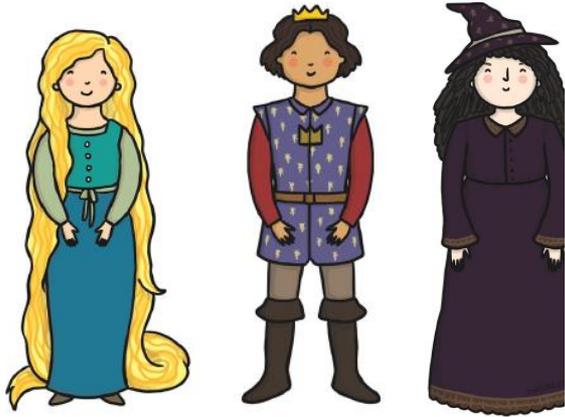
[Click here for TTRS](#)



# Topic Lesson: Heroes and villains



Which characters are good and which are bad?



# Dictionary definitions

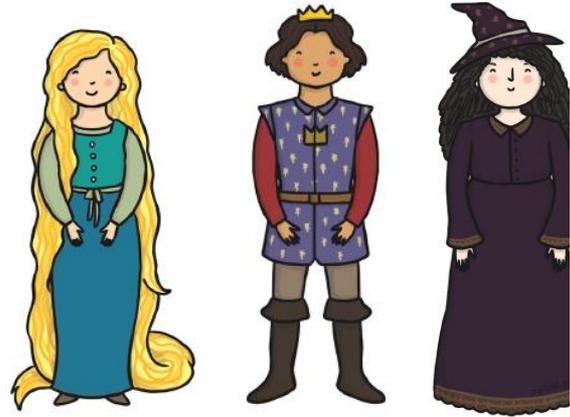
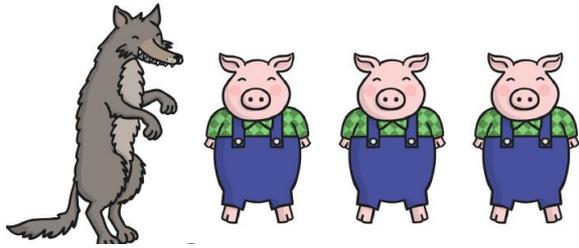
**What is a Hero?**

**What is a Villain?**

# Villainous or Heroic Adjectives /Character Traits?

bad, bold, brave, evil, vile, despicable, valiant, daring, mean, callous,  
noble, bold, wicked, revolting, hideous, good, kind, brave,  
courageous,

<b>Heroes</b>	<b>Villains</b>



Who are the heroes?

Who are the Villains?



Use these conjunctions

because

so

as

to help you explain who are heroes or villains.