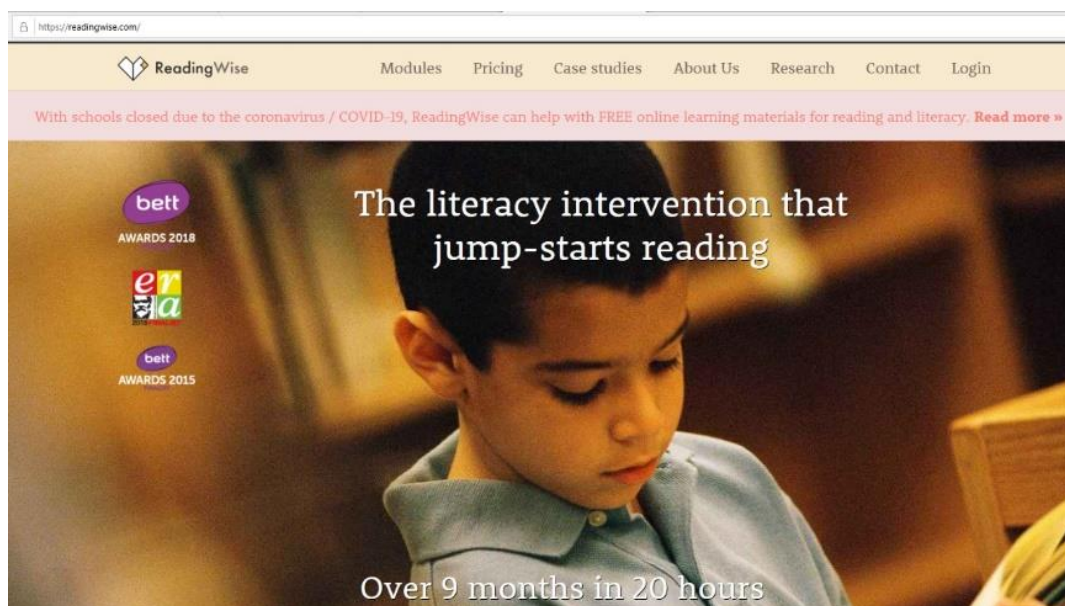


English – Reading

Instructions for where to find these two websites are in the previous home learning booklet.



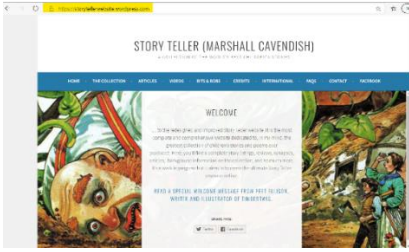
Remember to use your Reading Wise login (if you have one) and do 10 minutes of focussed phonics/reading a day.



Remember to use the Games to Learn English website to help with building sentences and learning about grammar.

English – Reading Comprehension

Use the storyteller website to find the stories needed to listen to. It is important to follow the text along with the storyteller. Then have a think about the questions linked to the story and write down your answers.



<https://storytellerwebsite.wordpress.com/>


Listen to the story 'The Elves and the Shoemaker' then answer the following questions.

1. Why does the shoemaker not work fast?
2. Why does his wife want him to speed up?
3. How long does it take for him to make 1 pair of shoes?
4. Is the shoemaker a young or old man? Why do you think this?
5. What does the shoemaker find the next morning?
6. How do you think the shoemaker feels? Why do you think he feels this?
7. Who does the shoemaker discover has been making the shoes each night?
8. What does he and his wife decide to do for them? Why do they do this?
9. Did they like the gifts? Why do you think this?
10. At the end of the story does the shoemaker and his wife think it will be ok? What does the shoemaker's wife say he should do?

English – Reading Comprehension

Students should be able to look at different genres of text, particularly non-fiction, and know where they can find the information they need. Look at the hotel information below and think about what information is shared. Support students to label the text to show where different information can be found.

The Crown Hotel



Events:

- ❖ *Weddings*
- ❖ *Parties*
- ❖ *Meetings*

All in a beautiful setting

We offer:

- ❖ Someone to help you plan your event
- ❖ A choice of two stunning rooms to suit your needs.
 - ❖ The King's Hall – which can hold a dinner dance for up to 180 people with a bar and dance floor
 - ❖ The Queen's Room – a smaller room for parties with views of the hotel's pretty gardens
- ❖ Our own DJ with state of the art sounds
- ❖ The deluxe Princess Bar
- ❖ A fitness centre
- ❖ A business centre with photocopying
- ❖ A wedding planner
- ❖ Free hire of sounds, decks and lights
- ❖ Great food

Come to The Crown. We aim to please.

'I hold events at the Crown every year. The service is great and the food is fab. It's always tasty and there's plenty of it. The vegetarian meals are the best I've had. We love it'

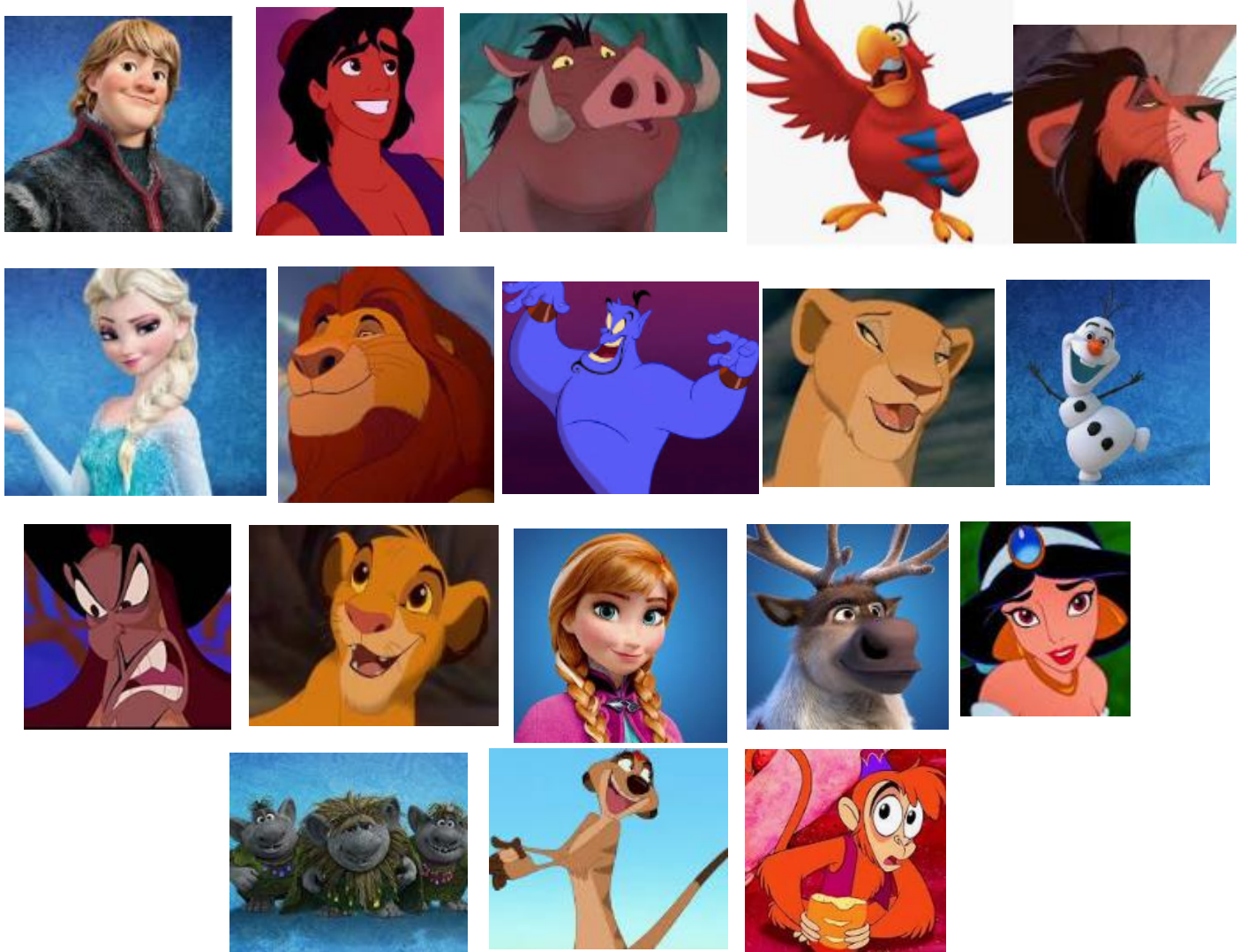
Sean Davis, Business Enterprise

Information	Number
Picture of hotel	
What the hotel offers	
Name of hotel	
Customer review	
A heading saying what the hotel does	

English – Reading

A good way to show you understand what you have read or seen is completing activities based on this. Support your child to match the characters to the Disney films – can they read the names using sounding out skills to match to the picture? Can they talk about the story?

<p>The Lion King</p> 	<p>Frozen</p> 	<p>Aladdin</p> 
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Mufasa	Aladdin	Simba	Elsa	Trolls	Nala
Jasmine	Jafar	Timon	Kristoff	Sven	Iago
Pumbaa	Anna	Scar	Olaf	Genie	Abu

English – Speaking and Listening

What to do:

- Look at the picture.
- Answer the questions.
- You don't have to write the answers down, just talk about what you see with someone in your house.



What animal can you see in this picture?

What colour is his fur?

Is it night or day? How can you tell?

What is he looking at?

Is he standing on a hill or in a river?

Do you think its warm or cold? How can you tell?

You decide:

When he gets to the village what do you think he's going to do?

What time is it?

How is the moon feeling?

What is the weather like?

How old is the person?

What is the moon thinking about?

How can the person see to read?

You decide:

What are they reading?

Why are they reading?



English – Writing – Imaginative Writing

It is important to use imagination when writing. Use the sentence starters to complete the sentence and then carry on with what writing about what happened. Encourage the use of punctuation as well as creative story telling. You can decide whether to write a few sentences for each one, or pick 1 and write a longer story – it's up to you!



I went to the shops and




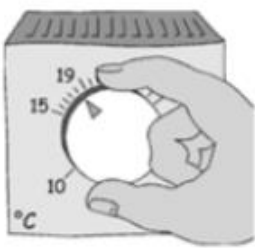





Edna went to the park and

John walked through the woods late at night

Kabir stepped on to the magic carpet as it started to move

English – Writing – Scientific Writing

Support students to learn about forces as they explore items around the house. Writing as part of recording their findings will help them to remember what they found but also support spelling and vocabulary development for the names of common household items.






<p>FIND</p> <p>5</p> <p>THINGS</p> 	<p>Things that you can push or pull.</p>  <p>PUSH PULL</p>	<p>Things that you can switch on or off.</p> 
	<p>Things that you can turn.</p> 	<p>Things that you can open and close.</p> 
	<p>Things that you can slide.</p> 	<p>Things that feel heavy when you pick them up.</p> 
	<p>Things that feel light when you pick them up.</p> 	<p>Things that feel smooth when you touch them.</p>  <p>SMOOTH</p>

English – Writing – Planning an Event

Students should think about how to use language to plan an event, by answering questions to ensure all areas are covered. Support students to think about when it is better to make notes, write in lists or use full sentences to help them with their plan.

What to do:

Imagine you are planning a party or a prom. Use the table below to help you think about everything you need to include in order for your event to be successful.

Type of event i.e. birthday party, prom	
Date and time of event 	
Place 	
Will there be an admission cost? 	
Who is invited?	
What will happen?    	

English – Writing – conversational writing

Support students to think about how writing has lots of different forms – we can write formally in letters, or when completing our work, but also we write informally through the use of text and online messages to our friends. Use this activity to write informally and think about how it is different to formal written pieces.

What to do:

Think of two footballers you like. Search online if you need to and write down their names and which teams they play for:

Player 1: _____ Team _____

Player 2: _____ Team _____

The premier League is still not finished! The players are getting a bit bored during isolation.

Imagine a text message conversation between the two players. What might they chat about?

Ideas:

The matches still to play? Who's going to win the league? Who's going to finish top 4?

What have they been doing lately? What exercises have they been doing?

Write their conversation in the message bubbles:

