



Shotton Hall Primary School

Working together to

SHINE

Successful, Happy, Inspired and Nurtured towards Excellence



Maths

Today I would like you to use your knowledge of place value to compare and order groups of objects. You should be able to use words such as -

Largest/greatest/biggest/most - these all mean the same.

Smallest, least, fewest, less – these all mean the same.

Equal, the same as – these mean the same.

Can you use this vocabulary to compare and order the groups of objects below? It would be useful if your grown up could ask you things like -

Which group has the most/least? (any of the above vocabulary for these words is fine)

How do you know? (this is a chance for your child to explain their reasoning to you, they might say something like 'this group has the most because it has the most tens and the most ones.')

Can you tell me a number/build me a group that would be more than/less than that group?

Answers -

Q1. Order the groups of cubes from smallest to largest.

Group 1 

Group 2 

Group 3 

Group 2, Group 1, Group 3.

Q2. Order the cubes from largest to smallest.

Group 1 

Group 2 

Group 3 

Group 1, Group 3, Group 2.

Q3. Did you have to count the blocks before you could order them? Why/why not?

You should not have to count the blocks because when they are lined up like this, it is easy to see which group has the most in, as it is the longest line. The line with the least amount of cubes is easy to spot as it will be the shortest line.

Extra challenge -

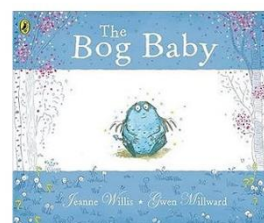
Game to play with a grown up -

Each take a turn to grab 2 handfuls of objects – this could be anything you have at home (remember my video message about things you could use, cheerios, beads etc). Put your objects into two rows. Can you order the four groups of objects from smallest-largest or largest-smallest?

Who grabbed the most? Who grabbed the least?

English

We are going to continue our work on Bog Baby. Share the story using the powerpoint in the Resources section or click on the link below.



<https://www.youtube.com/watch?v=nVuH4BdVQOQ>

Think about how Bog Baby is feeling at the following points in the story. For each question draw either a happy face, a sad face or a face with a straight mouth to mean neither very happy nor very sad.



1. When he was floating in the pond at the start of the story.
2. When he was fished out of the pond.
3. When he first lived in the bucket.
4. When he was in the margarine tub.
5. When he got sick.
6. When he went back to the pond.

Sometimes we can add the prefix 'un' to the front of a word to change the meaning. Add 'un' to the front of the following words. Which ones make new words and which ones don't? Write those which are real words in a list.

happy, fair, angry, kind, lock, make, tie, lucky, well, grow, willing, helpful

As an extra challenge you could use some of them to write some sentences about Bog Baby!

Answers



Real words with the prefix 'un' are:

unhappy, unfair, unkind, unlock, untie, unlucky, unwell, unwilling, unhelpful

Sentences which you could have written are:

Bog Baby felt unwell when he lived in the bucket.

Bog Baby was unhappy when he did not live in the pond.

Bog Baby was unwilling to go for a walk.

You may have thought of some super sentences of your own. Well done if you did!

Foundation Subject – Science

I hope you enjoyed finding and identifying the different plants and flowers in your area!

I would love to see photos of your work on our school Facebook page!