

Monday

Adjectives	Nouns
orange	eyes
yellow	nose
scaly	tail
furry	toes
fluffy	fangs
sharp	belly
large	legs
round	fur
thin	skin
long	ears
smooth	mouth
blue	face
droopy	monster
small	arms



These words could be used to describe the monster. Circle or tick the ones that you will use in your writing about the monster.

- 1) Write down any other words that you could use to describe the monster. Remember **nouns** are things that you can put a post-it note on (objects, people/animals, places) and **adjectives** are the words that describe the **nouns**.
- 2) Use the words you have chosen and written down to write sentences about the monster.

Remember to use a capital letter at the beginning of each sentence and a full stop at the end of each sentence.

The monster has a large mouth.

Next add the conjunction 'and' to your next sentence.

The monster has a large mouth and the monster has blue eyes.

Now add the conjunction 'because' to your next sentence.

The monster has a large mouth because the monster eats big animals.

Write some more sentences to describe the monster, building up your sentences like I have with mine. Try to write another 6 sentences.

Do you remember we started to learn about the ? (question mark) in class? A question mark is used at the end of a question. The dot at the bottom of the question mark is a full stop.

Example questions.

How are you today?

Where are you going?

Are you enjoying the party?

Imagine you have met this monster at a party. What questions would you like to ask the monster? What would you like to know about the monster?

Remember to use a '?' at the end of each question.

Try to write 5 questions to ask the monster.

With an adult in your house, role play being the monster and the person who meets the monster at a party. If you are the monster remember to answer using a monster's voice.

As the monster, what questions would you like to ask the person you have met at the party?

Write down 5 questions the monster might ask the person.

Play role again, this time with the monster asking questions as well. Remember to use a monster voice!

Challenge: Developing your writing when you are confident with writing sentences correctly with the correct punctuation and using different types of words is to be able to use the information you have in different types (genres) of writing.

Use the nouns and adjectives to create an information page about a monster. Have a look at the information page below to help you. You can draw the pictures or you can find ones on the internet.

(Remember to be safe on the internet and ask an adult in your house for permission to use the internet.)

Have a go at using the conjunction 'but' in a sentence.

The Polar Bear looks soft and cuddly but it can be very fierce.

Have a go at creating a glossary for your information page. There is an example of a glossary at the end of Monday's learning.

Powerful Paws



Long, thick, curved claws grab food easily.

Thick pads keep feet warm.

Front paws are webbed, like ducks' feet. This helps polar bears swim.

Bumps on the footpads keep bears from slipping on the ice.

Big paws keep bears from sinking into the snow. The paws are larger than a dinner plate!

A polar bear's paws do many things. Paws dig dens in the snow. They break the ice to find food. They also pull food out of the water.

Word Bite

DEN: A hidden hole where a wild animal lives. Polar bear mothers have their babies in a den.



ARCTIC: The area near the North Pole, where it is very cold



CUB: A baby bear



DEN: A hidden hole where a wild animal lives. Polar bear mothers have their babies in a den.



FLOAT: To rest or move in water without sinking

Tuesday



What can you see?

- 1) Write down as many **nouns** (objects, people/animals, places) as you can see in the picture.
- 2) Now write down **adjectives** (words that describe the noun) to describe the **nouns** you can see in the picture and have written down. (This table can be draw, it does not need to be printed, or fold a piece of paper in half from top to bottom will give you two columns to use and write the headings at the top.)

Adjectives	Nouns

3) Now use the **adjectives** and **nouns** to write sentences. Use the same way to build your sentences like you did on Monday.

Example:

The **brown cow** is in the field.

The **brown cow** is in the field **and** it is by the fence.

The **brown cow** is in the field **because** it lives in the field.

What questions would you ask the animals at the farm?

4) For each animal in the picture, write down 2 questions that you would like to ask them.

Remember to use a questions mark **?** at the end of each question.

Example questions.

Why do you eat grass?

What is your favourite place on the farm to sleep?

Challenge:

Using exclamation marks **!**

Exclamation marks are used to show that the words being spoken are said with expression. It could be said in an angry way, in a happy way, in a scared way, in a surprised way, in a shocked way, it might be whispered, it might be shouted, it might be said with a giggly voice.

Examples of sentences that would use an exclamation mark and would be said in different with lots of expression when someone said them

I cannot wait to go on holiday!

Hooray it is the weekend!

Choose two of the animals from the picture and imagine they can talk!
Write down what you think the animals might say to each other, remembering to use an exclamation mark ! The full stop at the bottom of the exclamation mark is a full stop.

Then practise how these sentences would be said using different expression/voices.

Wednesday

Watch the following short film.

<https://www.literacyshed.com/bubbles.html>

Write down the **nouns** (Can you remember what a noun is? (object, people/animal, place)) that you can see in the film.

You can pause the film as you write and you can watch the film as many times as you like.

Now write down **adjectives** (What is an **adjective**? What does an **adjective** do? (describing words, describes the **noun**))

Use a table or a piece of paper folded in half top to bottom to make two columns, to organise the **nouns** and **adjectives** in to groups.

Adjectives	Nouns

Imagine you are the first child in the film, (you can imagine that the child is a boy or a girl).

Using the learning from Monday and Tuesday, writing sentences using **nouns**, **adjectives** and the **conjunctions** 'and' and 'because', Use the words **nouns** and **adjectives** you have written down to write sentences about what is happening in the film. Remember capital letters, full stops, finger spaces and use only one conjunction in a sentence.

If you have not managed to do Monday or Tuesdays learning, then complete that first.

Thursday and Friday home learning will be ready for beginning of next week.