



# BEES



	<b>Monday</b>	<b>Tuesday</b>
<b>Literacy</b>	<ul style="list-style-type: none"><li>• Revision of sound /I/. Watch the video 'Jolly Phonics (Group 3 - Letter "I")' <a href="https://www.youtube.com/watch?reload=9&amp;v=sq-q2jzM78c">https://www.youtube.com/watch?reload=9&amp;v=sq-q2jzM78c</a></li><li>• Complete the worksheet.</li></ul>	<ul style="list-style-type: none"><li>• Look around the house for words that contains the sound /I/.</li><li>• Grammar: Scrambled sentences.</li></ul>
<b>Numeracy</b>	<ul style="list-style-type: none"><li>• Weather chart. Data handling.</li></ul>	<ul style="list-style-type: none"><li>• Addition and subtraction.</li></ul>

	<b>Wednesday</b>	<b>Thursday</b>
<b>Literacy</b>	<ul style="list-style-type: none"><li>• Reading comprehension. Complete the worksheet.</li></ul>	<ul style="list-style-type: none"><li>• Writing. CVC words.</li></ul>
<b>Numeracy</b>	<ul style="list-style-type: none"><li>• Symmetry.</li></ul>	<ul style="list-style-type: none"><li>• Measuring.</li></ul>

## Spelling – Monday

<b>Learning Intention:</b>	We are learning the sound /l/.
<b>Success Criteria:</b>	I can say the sounds corresponding to a letter or group of letters. I can spell words with the sound /l/.
<b>Activity</b>	<p>Practice the following words by reading and writing them. Encourage your child to point at the words and try to read any words he/she doesn't recognise by saying the individual sounds separately (eg. m-u-g), then running the sounds together quickly.</p> <p>lip leg log plug luck plot</p> <p>Pyramid write your spelling words. Remember to write them neatly.</p> <p>l li lip</p>

## Numeracy – Monday

<b>Learning Intention:</b>	We are learning to work scientifically by making tables and charts about the weather, observing changes in the weather and gathering and recording information.																									
<b>Success Criteria:</b>	I can create a tally chart with the information collected the previous week.																									
<b>Activity</b>	<p><b>Tally charts are used to collect data quickly and efficiently.</b> Filling in a chart with marks representing numbers is faster than writing out words or figures and the data is collected into sub-groups immediately, making it easy to analyse.</p> <p>Example: What's your favourite colour?</p> <table border="1" data-bbox="392 721 909 1037"><tr><td>Yellow</td><td>    </td><td>4</td></tr><tr><td>Red</td><td>    </td><td>5</td></tr><tr><td>Blue</td><td>      </td><td>6</td></tr><tr><td>Green</td><td> </td><td>1</td></tr><tr><td>Pink</td><td>    </td><td>4</td></tr></table> <p>Four pupils said yellow. Five pupils answered red. Six pupils answered blue. One pupil answered green. Four pupils answered pink.</p> <p>From your weather complete the following Tally chart. How many days was sunny? How many days was cloudy?</p> <table border="1" data-bbox="376 1177 2128 1441"><tr><td>Sunny</td><td></td></tr><tr><td>Cloudy</td><td></td></tr><tr><td>Stormy</td><td></td></tr><tr><td>Rainy</td><td></td></tr><tr><td>Windy</td><td></td></tr></table>	Yellow		4	Red		5	Blue		6	Green		1	Pink		4	Sunny		Cloudy		Stormy		Rainy		Windy	
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