

Magic Adverbs

WALT: Can I identify and use adverbs?



Adverb Word Bank							
next	cheerfully	carefully	delicately	gently	pleasantly	curiously	strangely
brightly	soon	slowly	sadly	quietly	then	therefore	cautiously


Adverbs in Speech

1. Adverbs really help to describe *how* somebody has spoken. Use the **Adverb Word Bank** to help you complete the following sentences.

- "I can't wait until Christmas!" exclaimed Jenny_____.
- "Do we have to do P.E today?" Adil asked_____.
- "I am feeling lonely today," murmured Jack_____.
- "I just wanted to help you feel better," explained Gemma_____.
- "I have made a magic potion," declared George_____.
- "Knitting helps me relax,"_____.
- "Wow, that's a cute puppy," said Joe_____.





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Adverbs

With Adil Adverb

My name is Adil Adverb. You'll often find me close to Veronica Verb. I love to describe her actions. For example:

Veronica Verb always **laughs loudly** and she **runs quickly**.



That's my job - to tell you more about a verb.

An adverb tells you where, why or how much something is done.

Can you spot the adverb in this sentence?

Jessica **shouted loudly**.



The verb (the action) is in purple.

The adverb in blue tells us how Jessica shouted: she shouted loudly.

Can you spot the adverb in this sentence?

Isabelle **tried hard**.



The verb (the action) is in purple.

The adverb in blue tells us 'how much' Isabelle tried.

Can you spot the adverb in this sentence?

Abigail **threw the ball up**.




The verb (the action) is in purple.


The adverb in blue tells us 'where' Abigail threw the ball.

Some adverbs are made by adding 'ly' onto the end of the word.

kind + ly = kindly careful + ly = carefully



Lilly smiled **kindly**.



Daniel coloured his picture **carefully**.

Some adverbs describe **where an action is happening.**

Liam ran **upstairs**.




Here, 'upstairs' is describing **where** Liam ran, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

here
there
above

Some adverbs describe **how an action is happening.**

Helen laughed **nervously**.




Here, 'nervously' is describing **how** Helen laughed, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

quickly
loudly
sadly

Some adverbs describe **when an action is happening.**

The penguins swam **yesterday**.




Here, 'yesterday' is describing **when** the penguins swam, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

earlier
later
today

Some adverbs describe **how often an action is happening.**

The lion roared **daily**.




Here, 'daily' is describing **how often** the lion roars, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

weekly
always
sometimes

Some adverbs describe **how much an action is happening.**

Amy tried **hard** to finish her homework.




Here, 'hard' is describing **how much** effort Amy put in, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

very
completely
almost

Task 1: Find the adverbs



Tom painted his picture **beautifully**.

Annie **quickly** brushed her hair.

Amyid read his books **today** in the library.

Neena swam **well** without arm bands.

Ben **always** rides his bike to school.

Task 2: Add the adverb

You can complete the worksheet directly on Microsoft Teams in your assignment or you can write it out in your book.

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- "Knitting helps me relax," _____.
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Adverb Word Bank							
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Questions

1. Which of these people might you say thank you to on Mother's Day? Tick one.

- dad
- uncle
- grandma
- brother

2. Why did children leave home at around 10 years old in the past? Tick one.

- so that they could buy a house
- so that they could make money for their family
- so that they could go on holiday
- so that they could go and live with a friend

3. On which Sunday in Lent was Mothering Sunday celebrated? Tick one.

- first
- second
- third
- fourth

4. Who wanted to make money from the popularity of Mothering Sunday? Tick one.

- servants
- churches
- shop owners
- royalty

5. Fill in the missing words in this sentence:

As they walked home, servants would pick _____.

6. Find and copy another name for the fourth Sunday in Lent.

7. Why do people get Mother's Day and Mothering Sunday mixed up?

Mother's Day

What Is Mother's Day?

Mother's Day is a special day for people to say thank you to their mothers and mother figures. Mother figures may include grandmas, aunties, sisters, carers or guardians. Mother's Day is a chance for people to show that they are grateful for what these special people do to help them.



What Is Mothering Sunday?

Mother's Day, as we know it, is based on the religious festival known as 'Mothering Sunday'.

A long time ago, children would leave home at around ten years old so that they could start making money for their family. Lots of children worked as servants in big houses. The servants lived in the same place that they worked and could not go home very often.

Every year, the servants were allowed to go home on the fourth Sunday of Lent. On this special day, servants could spend time with their family and go to church together.

As they walked home, the servants would pick flowers from the side of the path and give them to their mothers. This became known as Mothering Sunday.



How Did Mother's Day Begin?

Around 100 years ago, people who owned shops began to realise how popular Mothering Sunday was and they saw a chance to make some money. They began to sell cards and gifts at this time of year and advertised the day as 'Mother's Day'.

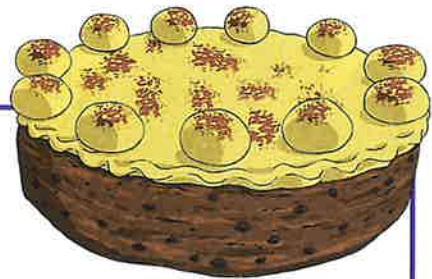
People in the UK and Ireland started to celebrate 'Mother's Day' on the same day that Mothering Sunday had been celebrated. The two celebrations have now been mixed up and many people think that they are the same thing.



Other Names for Mother's Day

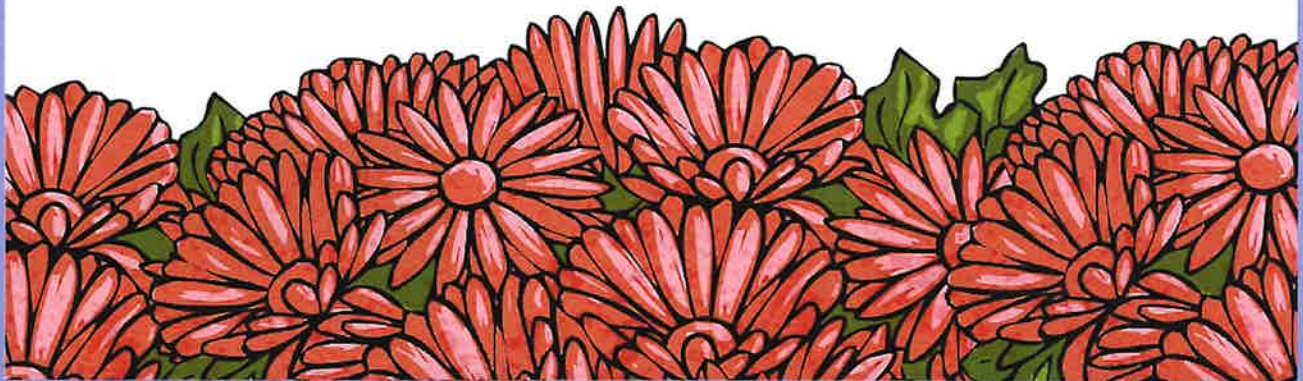
The fourth Sunday in Lent also has many other names. Some of them are:

- Refreshment Sunday;
- Mid-Lent Sunday;
- Rose Sunday;
- Pudding Pie Sunday (in the county of Surrey);
- Simnel Sunday.



Did You Know...?

- Simnel cake is a traditional Mother's Day cake. It is a fruit cake decorated with 11 balls of marzipan (a sweet yellow or white paste).
- Mother's Day is celebrated on different dates in different countries around the world.



WALT: Can I subtract lengths?

Lesson 3 Week 8

Have a look at this...

Remind me how do we work out the difference between two numbers?

The difference means to take away the smallest number from the biggest number!

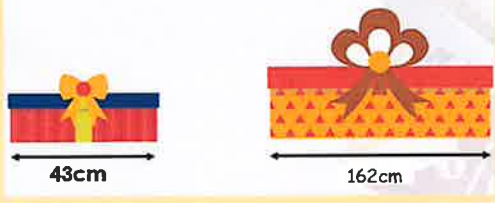
What is the difference in length of the following items?



What calculation shall we do?

Let's work it out together!

What is the difference in length of the following items?



$$\begin{array}{r} 162 \\ - 43 \\ \hline \end{array}$$

Remember if there is more on the floor you have to...borrow from next door!

Now try this...

A roll of tape is 3 m long. If I use 68 cm of it wrapping presents, how much will I have left?

It will be easier to convert this into the same unit of measure.

Think about how many cm there are in a m.

3 m is equal to how many cm?

So you need to subtract 68cm from the roll of tape in cm.



What about this one?!

Mrs Brook's ball of wool is 10 m long. She uses 4 m and 28 cm to knit a scarf. How much does she have left?

This time you can convert to cm or do a bit of both...

$$10\text{m} - 4\text{m} = \quad \text{m}$$

Then convert your answer to cm...

$$\quad \text{cm} - 28\text{cm} = \quad \text{cm}$$

What is your answer in m and cm?



Work this one out...

Olivia has 4m and 23cm of ribbon. She uses 2m and 1cm of it for a wrapping around presents.

Similar to the previous slide, work it out bit by bit.

$$4\text{m} - 2\text{m} =$$




$$23\text{cm} - 1\text{cm} =$$

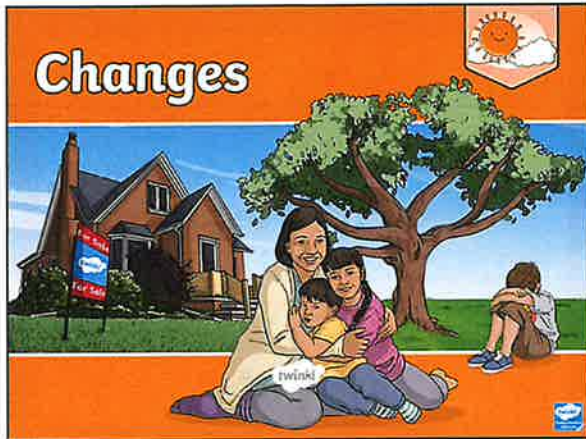
What is your final answer?



Your task!

Complete the worksheet in your pack, on Teams or from the school website. Work through the questions and don't forget to send pictures of your work to your class email!

Write, Cut, Split into different measurements?	Read and find the length. Solve any
1. A roll of tape is 3m and 75cm long. If I use 65cm of it wrapping presents, how much will be left?	1.  Megan has a 2m roll of ribbon.
2. Mrs Lee has a roll of ribbon that is 4m and 24cm long. She uses 1m and 12cm to wrap some presents. How much ribbon will she have left?	2.  A bicycle costs 500 in total. It costs 45 in for the wheels. How much does the rest of the bike cost?
3. A piece of wood is 5m and 110cm long. They shape 2m 16cm off it. What is the length of the piece left over?	3.  A car travels 100 in total. It has 20 in for the wheels. How much does the rest of the car cost?
4. Mrs Brock's roll of wool was 10m long. She used 4m and 28cm to knit a scarf. How much does she have left?	



Aim

- I understand that some changes can be difficult but that there are things we can do to cope.

Success Criteria

- I can name some big changes that happen in people's lives.
- I understand how these big changes can make us feel.
- I can name some strategies to help deal with difficult feelings.

The Big Questions

An illustration of two children, a boy and a girl, standing and talking. The boy is holding a purple bubble that says "How does it feel when big changes happen in our lives?". The girl is holding a blue bubble that says "How can we cope with these feelings?". There is a small icon of a notepad with a checkmark in the top right corner.

Reconnecting

Spot the Link


Decide with your partner what all these pictures have in common.

A grid of four images: a white house with a "HOUSE FOR SALE" sign, a green parrot on a branch, a red maple leaf, and a monarch butterfly on a branch.

Changes

In your groups, think of changes that a child your age might have experienced.

You might base this on personal experience, but we are not going to share personal information about ourselves or each other today.



Exploring

Types of Change

Look at all the changes you thought of in your groups. Did you get any of these?

moving house	moving bedroom	bedroom getting redecorated	changing school	changing class
starting school dinners	getting a new baby brother or sister	an older sibling leaving home	a friend moving away	
making new friends	getting a new pet	parents splitting up	getting a new step-parent	
a family member or friend dying	getting new neighbours	getting a new car	selling or giving away all your old toys	
joining a club	getting ill or injured	getting a new haircut or glasses	changing groups	
a parent starting a new job	a pet dying	a family member getting ill or injured	a parent losing their job	


Types of Change

Some changes happen all the time and happen to everyone. It's how we change is going to happen and we can prepare for it.

Different types of change can make you feel different emotions.

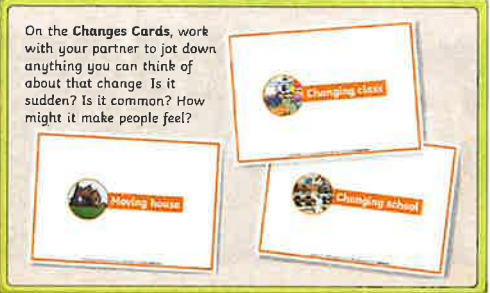
Different people might see changes differently and react differently to them.

Some changes are exciting and fun, while others are really difficult to cope with and cause us to feel uncomfortable emotions. Some changes cause us to feel a mixture of comfortable and uncomfortable emotions.




Types of Change

On the Changes Cards, work with your partner to jot down anything you can think of about that change. Is it sudden? Is it common? How might it make people feel?




Coping with Change

What emotions did you note down that might be linked to these different changes?



Let's go round the class and when it's your turn, suggest an emotion or feeling that people might experience due to a change in their life. It could be a pleasant or an uncomfortable emotion.

Coping with Change



Now, let's think about those emotions that are not so nice to feel...


Sadness, anger, worry, fear, loneliness, jealousy. Some changes can make us feel these emotions and that can be really hard to deal with.

It's very normal to feel these sorts of emotions and it's OK to feel this way.

But you wouldn't want to feel like this for long, so it's good to have some strategies for coping with these sorts of emotions.

Let's see what you can do to help with difficult emotions.

Coping with Change




The first thing to remember is that whatever is changing now, won't go on forever and you will get used to the change over time.

People say time is a great healer and it's true – things tend to get better as time goes on.

Which sorts of change could time help with?

Coping with Change



Friends can often help us out when we're having a tough time. Our friends care about us and are often good listeners.

It could even be that a friend has been through the same kind of change and understands how you're feeling.

Which sorts of change could friends help with?


Coping with Change



Thinking about the change that is going to happen and preparing for it can really help. This might mean planning what you are going to do or say in a certain situation or talking to others to get advice about something.

Which sorts of change could being prepared help with?

Coping with Change




Sometimes writing your feelings down can help get them out and stop them from getting bottled up inside.

You could write them down in a notebook, a diary or in a letter to someone.

Which sorts of change could writing your feelings down help with?

Coping with Change



When your head feels too full of thoughts and feelings that are getting you down, you can focus on something you really enjoy – perhaps on your own or perhaps with others – to distract you from your difficult feelings and keep you busy.

Which sorts of change could keeping busy help with?

Coping with Change

Talking to a trusted adult about the changes you are worried about or about the changes you are experiencing due to a change in your life can be a really good way to get help.

Consolidating

"A change could be a challenge, but it could be a chance to get a new teacher or friend."

Reflecting

Some changes can make you feel lonely, as if we are the only one who feels a certain way about the change. If you feel at all lonely it is really helpful to talk to a trusted adult.

Consolidating

A Story of Change

Use the text of the slides with the **Stories of Change Activity Sheet** pack to create a story about a change in your life. You can use the pictures to help you think of a story to write.

Changes

Reflecting

Help Lacey Out

Lacey is really worried. She feels worried too. She is worried that she will miss her mum when he is not there and that he might not bother to see her as often.

Lacey is really worried about her mum trying to look after her and her father all by herself and she is worried about them not having enough money.

All this change is a lot to manage all the time and Lacey is struggling to manage all the changes and is feeling uncomfortable and nervous.

Lacey is really worried about her mum trying to look after her and her father all by herself and she is worried about them not having enough money.

What could she do to make things just get better?

The Big Questions



Aim

- I understand that some changes can be difficult but that there are things we can do to cope.

Success Criteria

- I can name some big changes that happen in people's lives.
- I understand how these big changes can make us feel.
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Changes Storyboard

On this storyboard, you are going to illustrate the Story of Change that you have chosen from the list. You might add captions and speech bubbles to help tell the story and show how the characters are feeling and what they are doing. You need to show what strategy they use to help cope with the difficult change they are experiencing in the last box.

The storyboard consists of four rectangular panels arranged in a 2x2 grid. The top-left panel is the largest. The top-right panel is smaller. The bottom-left panel is divided by a diagonal line from the top-left corner to the bottom-right corner. The bottom-right panel is the largest of the bottom row.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#)

**a friend
moving away**



This resource is only to be used with the Learning Objectives and Core Themes outlined in the 'Introduction' document of this pack.

parents splitting up



This resource is only to be used with the Learning Objectives and Core Themes outlined in the 'Introduction' document of this pack.

a pet dying



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**a family member
getting ill or injured**



This resource is only to be used with the Learning Objectives and Core Themes outlined in the 'Introduction' document of this pack.



moving house

This resource is only to be used for learning objectives and is not intended to be used for any other purpose.



changing school

This resource is only to be used for learning objectives and is not intended to be used for any other purpose.



changing class

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getting a new baby
brother or sister

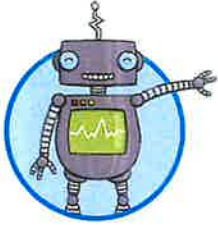
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Day 3 Challenge

$5 \times 8 =$	$7 \times 4 =$	$12 \times 3 =$
$4 \times 4 =$	$8 \times 4 =$	$2 \times 8 =$
$6 \times 3 =$	$6 \times 3 =$	$3 \times 4 =$
$8 \times 4 =$	$12 \times 4 =$	$9 \times 3 =$
$7 \times 3 =$	$7 \times 3 =$	$5 \times 4 =$
$10 \times 4 =$	$6 \times 4 =$	$9 \times 8 =$
$11 \times 4 =$	$11 \times 3 =$	$8 \times 3 =$
$4 \times 8 =$	$9 \times 4 =$	$9 \times 3 =$

My score:

24



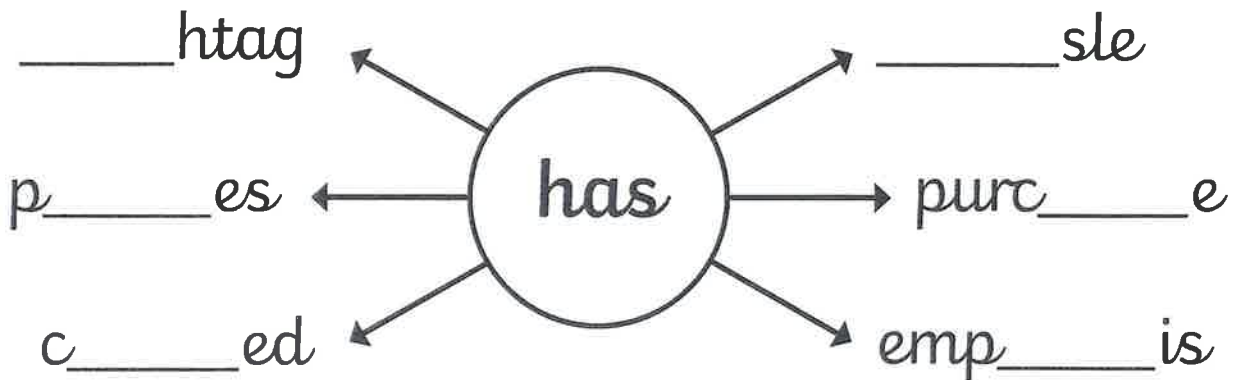
Joining the Letter 'h'

Continue each line using diagonal joins to these anticlockwise letters.

Handwriting practice lines for the letter 'h'. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. The letter 'h' is written in cursive on the first line, and the second line is blank for practice.

Add 'has' to these words.

Make sure you join carefully to the anticlockwise letters.



Add 'ho' or 'ha' to these words. Make sure that you use your diagonal letter joins. What words have you created?

p__nics

__rbour

t__usand

key__le

s__dow

c__rger