

# In the loop

## Worksheet 1: Phonics

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The sound /ch/ can be spelt 'tch'.

1. Read the following words out loud:

**snatch catch fetch sketch match twitch**

2. Write the words in a list below and read them to a friend.

_____	_____
_____	_____
_____	_____

3. Give your word list to a friend. Ask them to read out each word. After they have read out a word, spell the word out loud to them. Then write the word.

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## Worksheet 1: Phonics - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The sound /r/ can be spelt 'wr'.

4. Read the following words out loud:

**wrote wrap written wreck**

5. Write the words in a list below. Highlight the /r/ sound.

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6. Write a sentence for each of your words.

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## Worksheet 1: Phonics - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### 7. Dictated sentences

There are two sentences below. Work with a partner.

Your partner reads the first sentence out to you. They repeat the sentence. Now you say the sentence. Now say the sentence again one last time.

Write the sentence. Read out the sentence you have written to your partner. Check your sentence for capital letter, the word order, punctuation and spelling. Count the number of words in the sentence.

Now, swap. You read the second sentence out to your partner, and repeat the above steps.

- 1. On Saturday, Yasmin fetched a big ball of string from the shed.**
- 2. She wrote a note and attached it to the string.**

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## Worksheet 2: Comprehension

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Fill in the story planner below.

### *In the loop*

<b>Characters</b>	<b>Setting</b>
<b>Problems</b>	
<b>Solutions</b>	
<b>Ending</b>	

2. Use the story planner to retell the story to a partner.

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## Worksheet 2: Comprehension - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

3. Rewrite the following sentences using the correct speech marks, capital letters, full stops, commas, apostrophes, question marks or exclamation marks.

do you remember that lesson about morse code where we flashed lights to communicate she asked

at night yasmins mum would say yasmin you cannot call cora no phone

come back here dog cora shouted

how can I get this string up to you yasmin called to her

4. 'Adjectives' describe a noun, for example its colour, size, shape, and so on.

Underline and name the adjectives used in the sentence below:

**The squirrel had red fur, a fluffy tail and a twitchy nose.**

Write your own sentence using a different animal and different adjectives.

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## Worksheet 2: Comprehension - continued

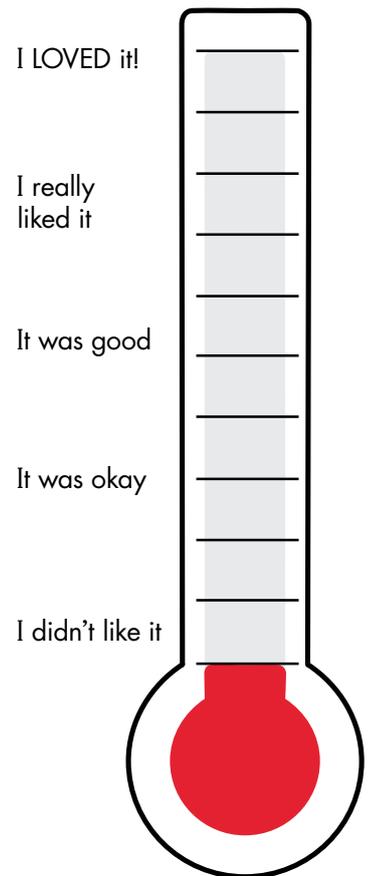
Name: \_\_\_\_\_ Date: \_\_\_\_\_

5. Write a book review of *In the loop*. Write the title and the author in the box at the top.

Who would enjoy this book?

What did you like about this book?

What didn't you like about this book?



Colour in the thermometer to show how much you liked this book.

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## Worksheet 3: Science and Technology

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Make string telephones to communicate with a partner.

Technology has helped people communicate over long distances. String telephones are a simple way to communicate.

You will need

- Two paper cups
- A piece of string at least 100cm long
- Scissors

Method

1. Make a small hole in the bottom of the paper cups with the scissors.
2. Pull the string through the bottom of each cup and tie a knot in it, on the inside of the cup.
3. Each of you take a cup and stand so that the string is tight between you.
4. One of you speaks quietly into the cup, the other holds the cup to their ear. Then swap over.
5. Experiment with your string telephone by letting the string fall loosely.

Write a report below on how well you could hear. Was it better when the string was tight or loose?

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## Worksheet 4: Maths

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### 1. Write a code

Muddle up the alphabet to create your own secret code. For example, in this code each letter is represented by the letter that comes after it in the alphabet.

alphabet -->	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>
code -->	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>	<i>l</i>	<i>m</i>	<i>n</i>

alphabet -->	<b>n</b>	<b>o</b>	<b>p</b>	<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>	<b>u</b>	<b>v</b>	<b>w</b>	<b>x</b>	<b>y</b>	<b>z</b>
code -->	<i>o</i>	<i>p</i>	<i>q</i>	<i>r</i>	<i>s</i>	<i>t</i>	<i>u</i>	<i>v</i>	<i>w</i>	<i>x</i>	<i>y</i>	<i>z</i>	<i>a</i>

'loop' in this code would be written: **mppq**

Write your code here:

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>

<b>n</b>	<b>o</b>	<b>p</b>	<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>	<b>u</b>	<b>v</b>	<b>w</b>	<b>x</b>	<b>y</b>	<b>z</b>

2. In your code, how do you write 'twitchy'?

\_\_\_\_\_

3. In your code, how do you write 'wrong'?

\_\_\_\_\_

4. Write a short message in your code to a partner. Give them your code and the note and see if they can work out your message.

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