

1 Complete the sentences.

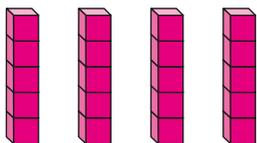
a)



There are equal groups with
in each group.

$$\square + \square + \square = 18$$

b)



There are equal groups with
in each group.

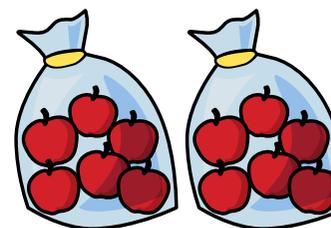
$$\square + \square + \square + \square = 20$$

2 Write a number sentence to match the picture.

a)



b)



3 Rosie has 20p.

How many 10p coins could she have?

How many 5p coins could she have?

How many 2p coins could she have?

4 Draw a picture to represent the number sentence.

a) $8 + 8 = 16$

b) $2 + 2 + 2 = 6$

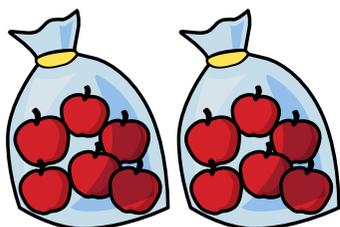


2 Write a number sentence to match the picture.

a)



b)



3 Rosie has 20p.

How many 10p coins could she have?

How many 5p coins could she have?

How many 2p coins could she have?

4 Draw a picture to represent the number sentence.

a) $8 + 8 = 16$

b) $2 + 2 + 2 = 6$

5 Dexter has five of the same coins.

How much money does Dexter have if these are the coins?

a) Dexter has five 1p coins.

b) Dexter has five 2p coins.

c) Dexter has five 5p coins.

d) Dexter has five 10p coins.

6 Complete the sentences.

a) $3 + 3 + 3 + 3 = 12$

There are equal groups with
in each group.

b) $2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$

There are equal groups with
in each group.



Captain Scott

Robert Falcon Scott was an explorer. He went to the South Pole. The South Pole is in the Antarctic. It is very cold there.

No one had been to the South Pole before. Scott wanted to be the first. There was a race to get there. The journey was exciting. It was also dangerous.

In 1910, Scott got on a boat. The boat set sail from Wales. It reached Antarctica.

Scott felt nervous. He had packed lots of things. He had warm clothes. He had food.

He had people to help him. He had ponies and dogs. The animals helped him to travel.

The journey wasn't easy. Things went wrong. It was so cold. The ponies were freezing. They had to be left behind.

The weather became colder. The dogs were freezing. They couldn't pull the sledges. They had to be left behind too.

This left only five people. Scott and the four others with him. Their names were Oates, Evans, Wilson and Bowers.

There was ice for miles. The wind was cruel. Their faces hurt. Their fingers froze. It was so scary. There was nobody to help but they had to go on. They didn't want to quit.

They made it to the South Pole. It was the 17th of January 1912 but they weren't the first there! A team from Norway had beaten them!

Scott and his team felt sad. They had lost the race. Then they had to

RETRIEVAL FOCUS

1. When did Scott leave Wales on his journey?
2. Name four things that Scott brought with him
3. What date did they reach the South Pole
4. Who did Scott write a letter to?

travel back. Safety was 800 miles away. Things got worse.

It got even colder. It was -40 degrees. It was hard to move. The team started freezing. They ran out of food.

They didn't make it home.

Scott wrote a last letter to his wife. He said that he tried. He said it was the trying that counts. He said that he followed his dreams. He lived as an explorer. He died as an explorer.

VIPERS QUESTIONS

V

What word tells you the journey wasn't safe?

I

Why did Scott pack warm clothes?

R

How did Scott feel when he got to the South Pole?

I

How many of Scott's team of five survived?

Answers

1. 1910
2. Warm clothes, food, ponies, dogs
3. 17th January 1912
4. His wife

V: Dangerous

I: Because it was so cold / similar answer

R: Sad at losing the race

I: None



Adding -ed

I can write sentences using -ed words.



1. Use -ed to re-write the sentences to show that they happened in the past.

"I **wish** I had a cat", said Flo.

a) Flo _____ she had a cat.



Sam and Bev **talk** to each other.

b) Sam and Bev _____ to each other.



I **paint** a picture every day.

c) _____



I **play** with my friends.

d) _____



Ben will **ask** for some help.

e) _____





1. Use -ed to re-write the sentences to show that they happened in the past.

- a) *Wished*
- b) *Talked*
- c) *I painted a picture every day.*
- d) *I played with my friends.*
- e) *Ben asked for some help.*



Spelling, Punctuation and Grammar

Suffixes -ed

Suffixes -ed

Suffixes -ed

Introductory Activity

Independent Focused Activity

Review Activity

Consolidation Activity

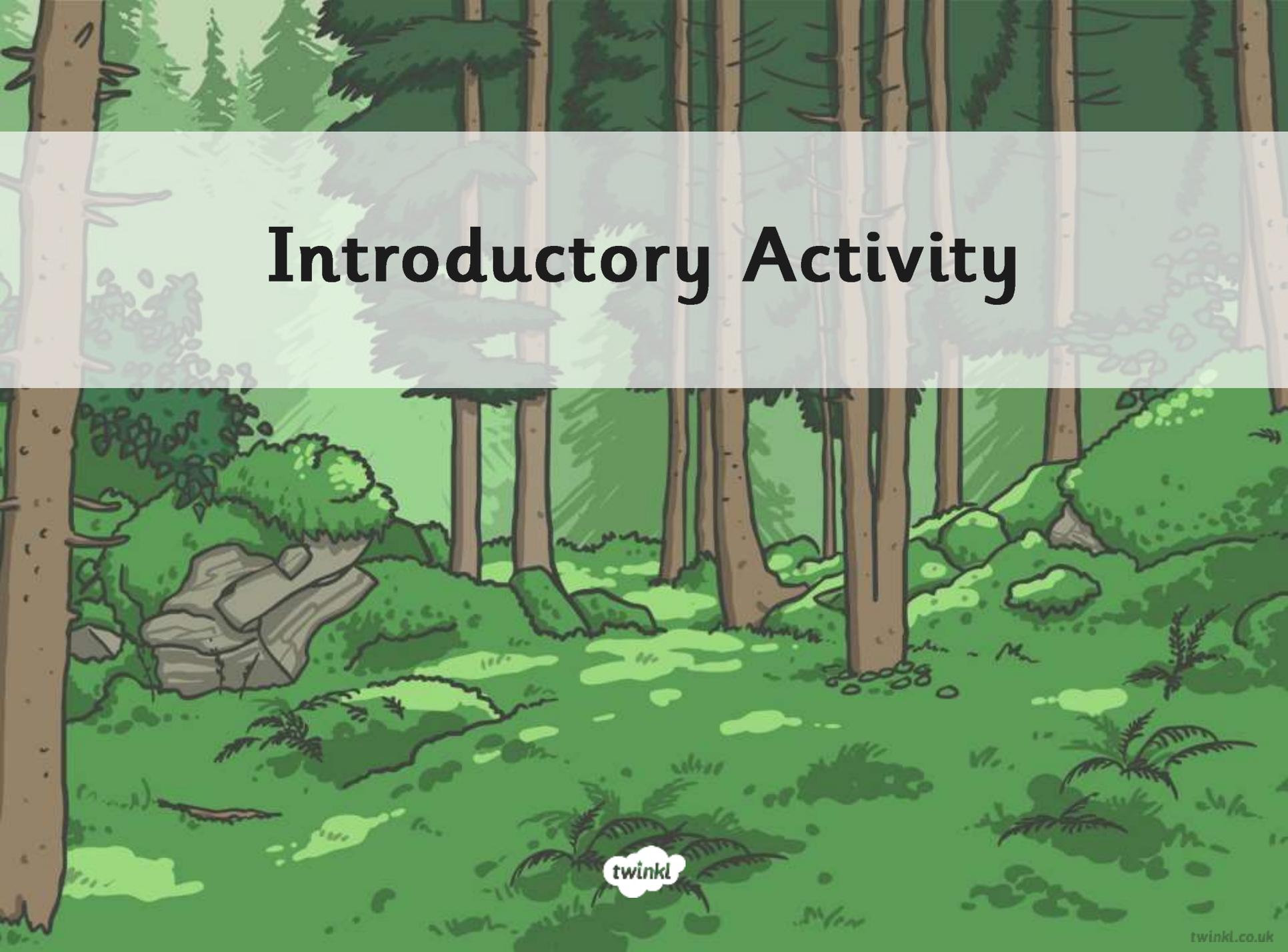
Assessment

Aim

- I can add -ed to a word to make new words.

Success Criteria

- I can sort -ed words into their different sounds.
- I can add -ed to the end of a word to make a new word.
- I can say a sentence using an -ed word.
- I can work out when to put -ed at the end of a word.

The background is a vibrant, stylized illustration of a forest. It features tall, slender trees with brown trunks and dense green foliage. The ground is covered in various shades of green, representing grass and ferns, with several large, grey rocks scattered throughout. The overall style is clean and modern, with bold outlines and a rich color palette.

Introductory Activity

Adding -ed



Let's read these words together:

lick
licked

What has been added to the
second word?

How do we say this sound?



Adding -ed



Let's read these words together:

work
worked

What has been added to the
second word?

How do we say this sound?



Adding -ed



Let's read these words together:

burn
burned

What has been added to the
second word?

How do we say this sound?



Adding -ed



Let's read these words together:

yell
yelled

What has been added to the
second word?

How do we say this sound?



Adding -ed

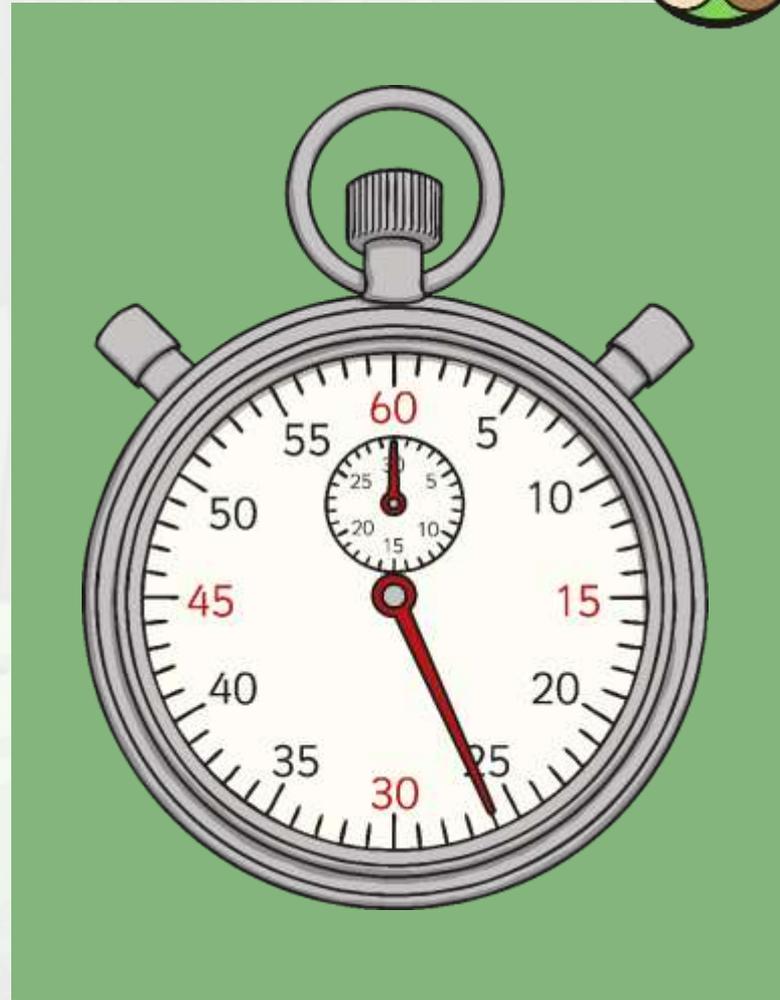


Let's read these words together:

start
started

What has been added to the
second word?

How do we say this sound?



Adding -ed



Let's read these words together:

hunt
hunted



What has been added to the second word?

How do we say this sound?





Independent Focused Activity

Sorting -ed Words



Did you spot the **-ed** endings?
We call the **-ed** bit of the word a **suffix**.

Could you hear the different sounds
the **-ed** endings made?

Work with the other children in
your group to sort the **-ed**
words by their different sounds.



Sorting -ed Words



Drag the words into the correct columns.

-ed (t)

-ed (d)

-ed (Id)

mixed

started

burned

yelled

hunted

licked

In The Past



What happens to the meaning of a word when **-ed** is added?

It shows the action is happening in the **past**.

This is called **past tense**.



In the Past



You are going to complete the **In the Past Activity Sheet** to practise making **-ed** words.

In the Past

Use add ed to the end of a verb to make a new word.

1. Draw lines to match the picture to the correct word and finish the sentence by adding ed.

	wash	a) Tim wash _____ his hands.
	pick	b) The post _____ up the post.
	play	c) We _____ in the park.
	need	d) I _____ a drink.
	kick	e) Jack _____ the ball.
	wait	f) Mum _____ for the bus.

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In the Past

Use add ed to the end of a verb to make a new word.

1. Add ed to the words to finish the sentences.

	wash	a) Tim _____ his hands.
	pick	b) The _____ up the top.
	play	c) We _____ in the park.

2. Now add ed to these words and write your own sentences.

	clean	a) _____
	brush	b) _____
	kick	c) _____

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Review Activity

Act it Out Game

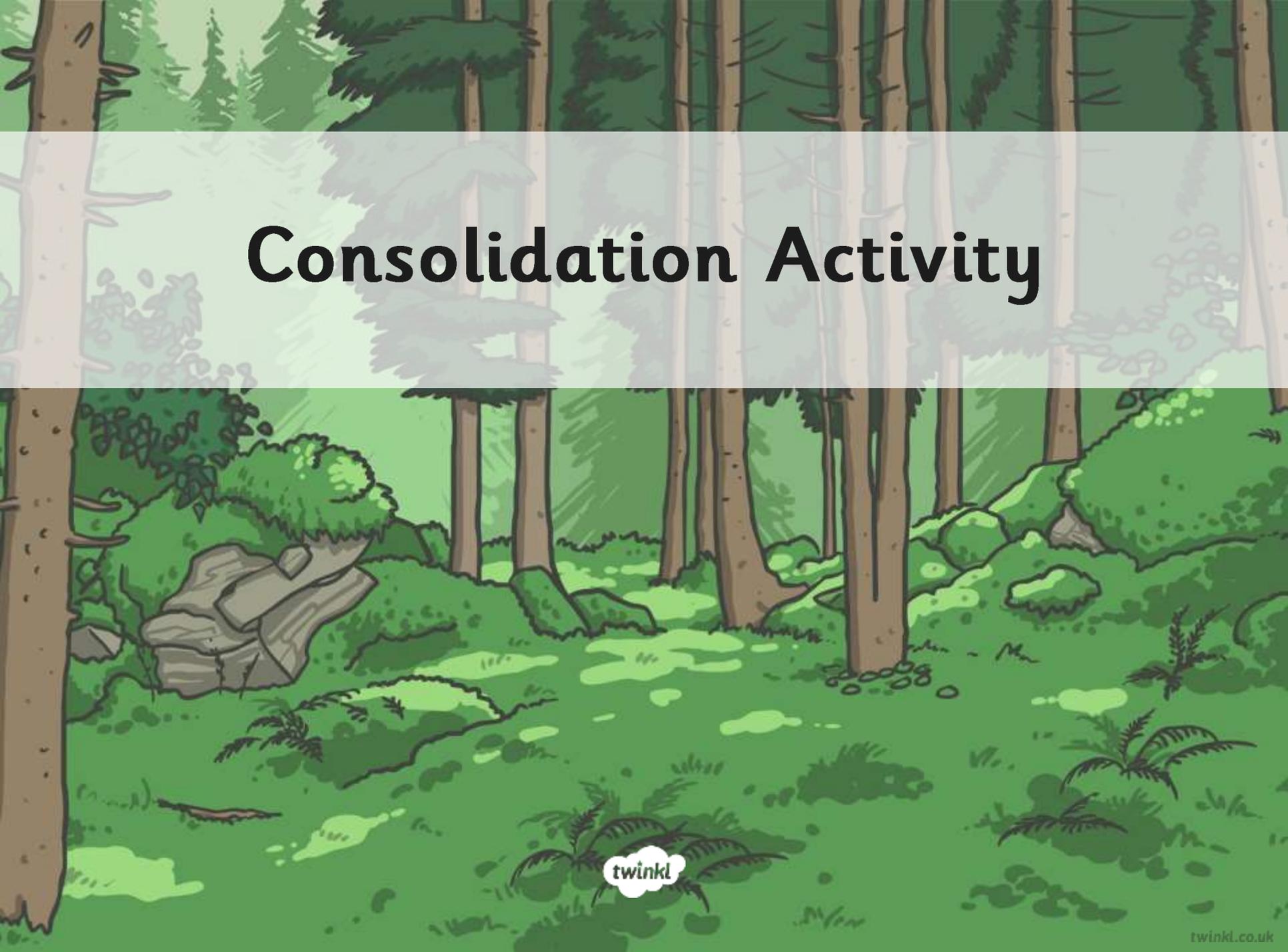


Shuffle the **Act it Out Word Cards** and lay them face down on the table.

Take turns to turn over a card.
(Don't show your partner!)

Act out the word on the card and see if your partner can guess the word and write it down correctly on their whiteboard.





Consolidation Activity

When Do We Need -ed?



Can you remember why we use **-ed** at the end of a word?

To show something has happened in the past.

Read this sentence together:

Ed look at the book.

What is wrong?



When Do We Need -ed?



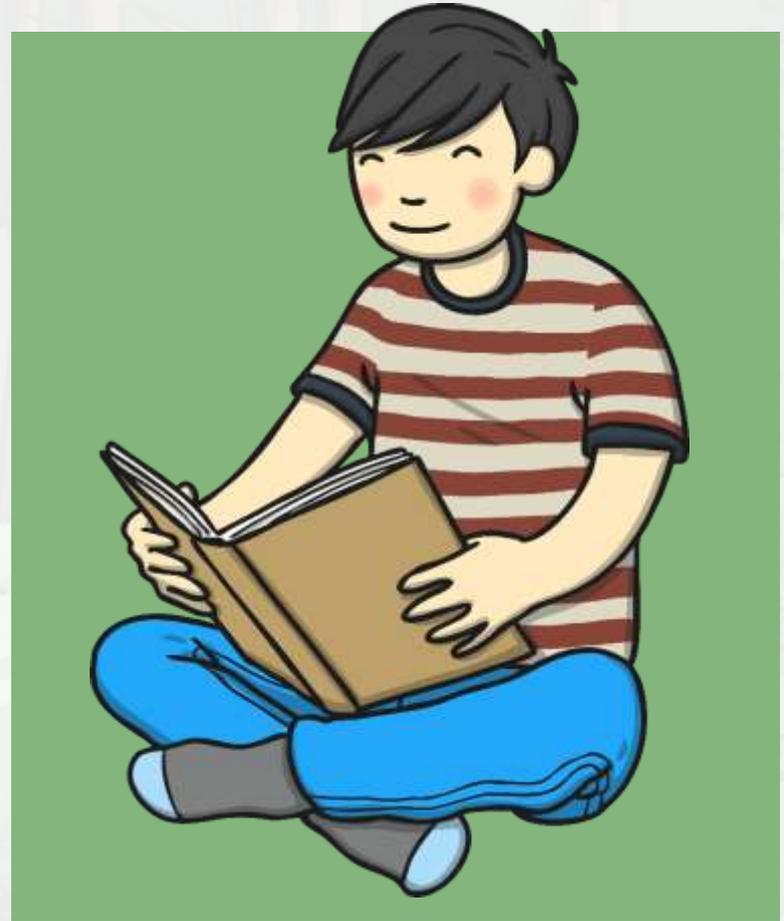
We could say:

Ed **looks** at the book.

This shows the action is happening now.

We need to use **-ed** if we want to show that the action has already happened (happened in the past).

Ed **looked** at the book.



When Do We Need -ed?



Can you use **-ed** to show that these sentences happened in the past?
Say them to your partner.



Steph push Sally over.



Dee wash the car.



Assessment

Find Your Partner



Look at the word card your teacher has given you.
Can you find your partner?

e.g. If your word is **start**, then your partner's card will be **started**.

start

started

When you have found your partner, work together to think of a sentence using each word. Be ready to say your sentences to the rest of the class.



Writing -ed Words



Show your teacher how well you can write **-ed** words by completing the activity sheet.

Application Activity: Writing -ed Words

Trace and add -ed to words to make new words.

1. Make a new word by adding -ed.

a) goat _____ 

b) duck _____ 

c) fern _____ 

d) bat _____ 

e) fish _____ 

Challenge:

2. Sort the words into the columns by their end words.

th	ed	ed

Aim

- I can add -ed to a word to make new words.

Success Criteria

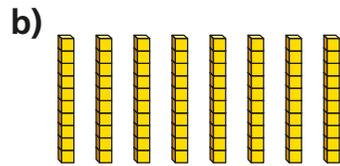
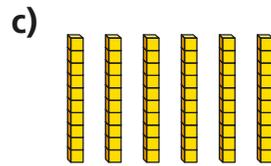
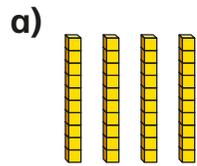
- I can sort -ed words into their different sounds.
- I can add -ed to the end of a word to make a new word.
- I can say a sentence using an -ed word.
- I can work out when to put -ed at the end of a word.



1 Complete the sentences for each part.

There are equal groups of 10

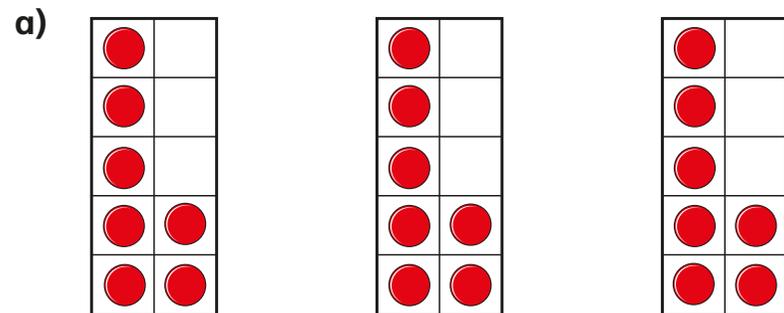
There are tens.



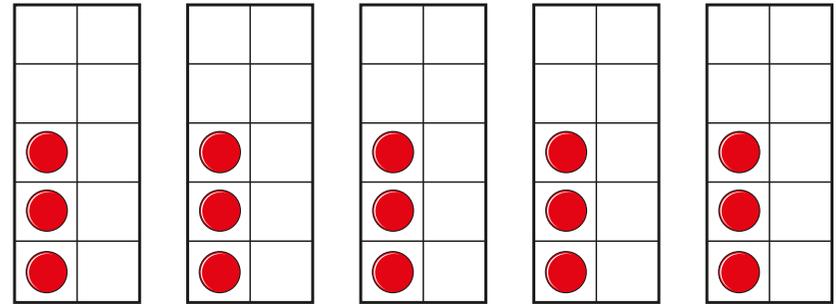
2 The ten frames show equal groups.

Complete the sentence for each.

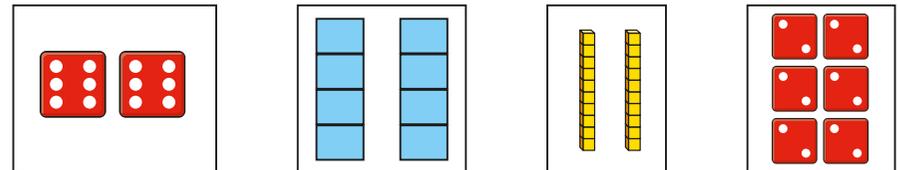
There are equal groups with in each group.



b)

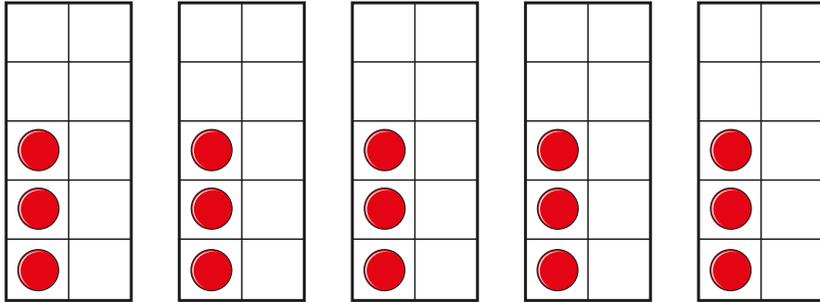


3 Match the equal groups.

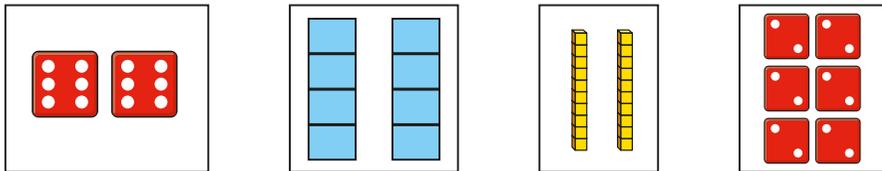


two 10s 2 sixes 6 twos two 4s

b)



3 Match the equal groups.



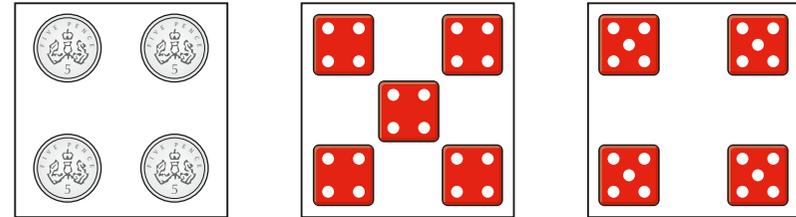
two 10s

2 sixes

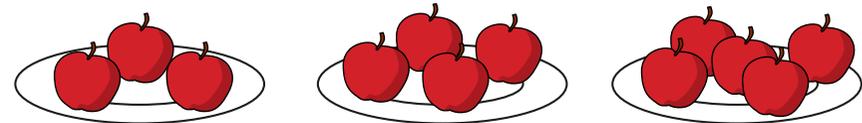
6 twos

two 4s

4 Which pictures represent 4 equal groups with 5 in each group?



5 How can Eva make the groups equal?



6 Draw triangles to match each sentence.

a) There are 3 equal groups with 2 in each group.

b) There are 2 equal groups with 3 in each group.

What do you notice about your drawings?