



20th April 2020

Dear Parents

Hello everyone! I hope you are all well and have had a good Easter break 😊

Remote Learning – our next steps

You will have heard from Mrs Swinburne that we are revising our remote learning offer this half term, hoping to allow greater connectivity between school and home. I will continue to send an email each Monday morning with a learning plan for the week and a suggested timetable. We would also love to keep receiving news and photos via twitter @JCAWakefield or email to headteacher@jerryclayacademy.wakefield.sch.uk. We are also introducing the Seesaw app for Years 1- 6 which will allow more support and feedback. You will be able to upload some of the children's work for me to see and I will be able to offer a greater level of support and feedback to the children.

Using Seesaw

The children will be asked to complete two activities per day on Seesaw. It is optional how much work the children then upload to share with me. However all their work will form part of their Seesaw Journal which will be an invaluable record of their learning at home. The children can choose to complete tasks on the app, in their exercise books or in any way they choose. I have been loving the creative ways the children have been going about their learning at home. A great simple way of using Seesaw is to upload a photo or video of their learning. The children could also use the microphone tool to read out their work or explain what they have done. My sister's children in Y2 and Y5 have been using this app successfully for several years at their school and the boys love talking to their teacher about their work. I think it will be an invaluable way for us all to gauge their learning and just how they're getting on. It will be lovely for me to hear from them too!

Today I will be emailing out your child's Home Learning Code which they will need each time they log onto Seesaw.

You will need to go to the website app.seesaw.me or download the Seesaw Class App.

Click I am a student.

Fill in the Home Learning Text Code.

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I have added an Activity called Learn to use Seesaw. This will be a great way for the children to try out some of the basic tools on the app.



Learn to use Seesaw

1. Tap the Add response button.
2. Use the tool to write your name.
3. Tap the to take a picture of yourself.
4. Use the tool or tool to write about your favourite hobby.
5. Use the tool to draw your favourite colour.
6. Record your voice by tapping on the to tell me about your Easter break.
7. Click to submit your work.

Play Instructions (0:54)

<https://www.youtube.com/watch?v=OHB24Y-ALLY&feature=youtu.be> A handy guide on how to set up Seesaw:

<https://www.youtube.com/watch?v=g5jG9VoROFs> How to use Seesaw for children

Please do get in touch with Mrs Swinburne if you have any difficulties setting up Seesaw or if you do not have a device with which to access the app.

Home Learning

As before, I hope the learning resources continue to support you all and to keep the children occupied, learning and happy as part of a varied routine. As time is moving on, we are able to offer some additional materials to keep the children 'Striving to be the best they can be!' As before, the children are free to follow their own enthusiasms and to adapt tasks as you see fit.

Maths

I have mentioned the White Rose Maths lessons in previous weeks and now would like the children to have a go at these. I will be setting these activities in Seesaw and including the links to the videos on the White Rose Maths website, as well as attaching the worksheets as templates in the Seesaw app. The children can either fill them in on the app or just write the answers in their

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exercise books and take a photo to upload them. For information, the answers are available on the website whiterosemaths.com/homelearning/year-4. This is new learning about decimals and fractions using tenths and hundredths however I am confident that videos provide excellent explanations for the children. Please let me know if the children have already made a start on the White Rose Maths lessons – they are free to keep following the lessons sequence at the point they are up to.

From the learning pack this week, I have indicated for the children to try the pages on Adding two 4 digit numbers and I have included the answers at the end of this letter. Please note the 3rd and 4th pages are Greater Depth work so are quite tricky!

Time Tables Rock Stars – As part of the practice this week the children could try a Soundcheck. We may not be doing our Timestables check but let's see if they would have got full marks. I think they will!

Just because I know how hard working the children in Year 4 are, here are some more learning opportunities online!

Manga High Games and quizzes to practise key areas of maths.

Numbots – use TTRS login Use the Challenge mode to develop quick fire mental maths skills.

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Caring and Connecting During Crisis

This term we will be exploring how people all around the world are coping with the Corona Virus Pandemic. Listening to the shout outs on #PEwithJoe made me realise that all around the world families are staying at home to stay safe. We will be developing our geographical knowledge of the people and places around the world as well as the idea of how communities are pulling together and caring for each other both locally, nationally and on a global scale. Global citizenship and connectivity have never been more important.

Geography/ PSHCE

1. Create a title page or poster for our new theme **Caring and Connecting During Crisis**
 - This should include the theme **Caring and Connecting During Crisis** as well as keywords such as *caring, family, community, hope, solidarity, staying connected, reaching out, NHS, spread kindness, social media, stay home stay safe*
 - The children could explain how they have been spreading kindness in their community, the role of the NHS and other key workers, how they are staying in touch with friends and family. What does the theme mean to them? Have they thought about what it must be like to live in the other areas of the world at the moment?
 - Their title page should also include some images or logos that represent the theme and could include – the earth, rainbows, children, symbols of love, hope and compassion such as hearts, candles etc.
 - Could the children create a logo for our theme?



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2. Exploring the world with #PEwith Joe

I will set this as an activity on Seesaw on Wednesday

- Have you been listening to the shout outs from around the world on PE with Joe? Its amazing to think that today I was exercising at the same time as these children who got shout outs from Joe!

Rosina from Cape Town in South Africa

Ruby from Melbourne, Australia

The Granger family from Japan

Olivia from Malaysia

Freya from Barbados in the Caribbean

Sam from Abu Dhabi in the United Arab Emirates.

Sophie for Helsinki, Finland

Use a world map online, an atlas to locate 5 – 10 countries around the world. You could find the countries above or choose any that you are interested in.

Make a fact file about at least one of them. Include – Country, continent, capital city, flag, climate as well as any landmarks or other information such as food or animals.

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Writing – Magical places and Magical recipes!

As part of our theme we will be looking at many of the heroes from **Roald Dahl's** books to see how we can learn from their personal qualities. I know many of the children have already read some of Roald Dahl's books and I will send you some excerpts as part of the learning. You can also find audio clips on Youtube and at Audible.com.

This week we are going to be looking at **Charlie and the Chocolate Factory** and linking in with the creation of the JCA Cookbook.

Here's a link to Chapters 1 and 2 being read aloud.

<https://www.youtube.com/watch?v=coGgOLMFKSE>

Tuesday

What is the most **magical place** in your home? Is there a cupboard under the stairs, a space behind the sofa or a garden shed? Describe why it is special, magical or secret. Imagine that you find a golden ticket or magical object there. I wonder what will happen when the magic starts to work!

Write a paragraph to describe the magical place.

- Where is your magical place?
- Use your senses to describe what you can see, hear, feel and maybe taste or smell in this place.
- How do you feel when you are in this place?

Use exciting vocabulary including adjectives, verbs and adverbs. Could you use a simile?

- Imagine that you find a golden ticket or magical object in your magical place. What happens when the magic starts to work?

Wednesday Today imagine that your magical place is going to transform into a secret room in the Chocolate Factory. **Invent a scrumptious treat!** You could design your treat to include in the JCA Cookbook or it could be an imaginary treat. You will have to be very imaginative to come up with a treat exciting enough for Mrs Swinburne!

*Read the excerpt **The Inventing Room** (attached to this email). Notice how all Willy Wonka's sweets have a special job or function such as the Everlasting gobstopper for children who have very little money and Hair toffee for people who want to grow a thick crop of hair!*

1. What function will your tasty treat have (what job will it do? – e.g. make the eater instantly feel like they are being given a warm hug, give them so much energy they could run around the garden a hundred times!)

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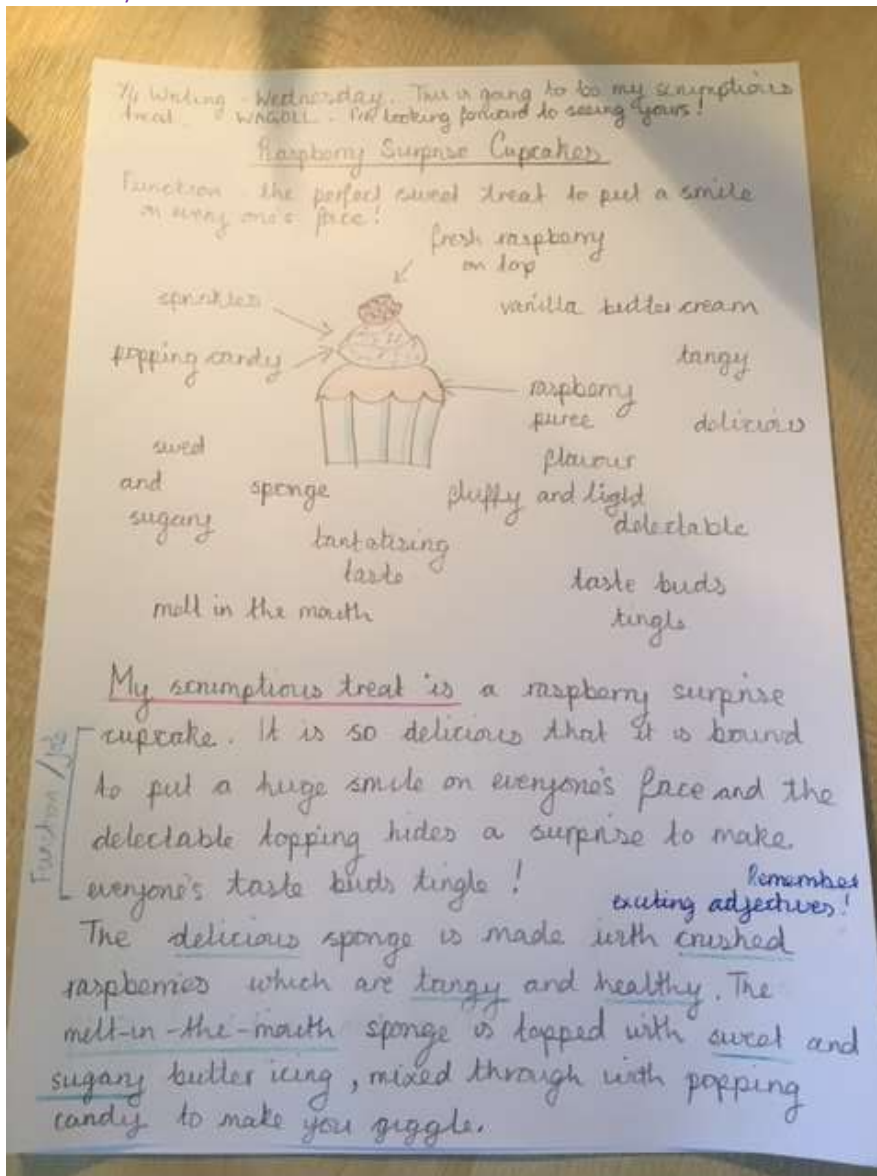


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2. Draw how your treat will look and label it with exciting vocabulary. (tasty, scrumptious, delicious, tantalising, flavour, juicy, sweet, melt, tingle, pop, blast, fizzy, sugary etc.)
3. Write a short paragraph to describe your scrumptious treat

Here's my WAGOLL! I think I'll make these for the JCA Cookbook.





Thursday **Either** make your treat, write the recipe ready for the JCA recipe book **or** design a persuasive poster for your tasty treat.

For the recipe include

Introduction – why people should make this and what the treat will do for them!

Ingredients – a list of what you need

Method – What you do. - Step by step instructions using **time connectives and imperative verbs** – e.g.

First measure ...

Next mix ...

Then add ...

After that, sprinkle, ...

Now blend ...

Finally bake ...

You could even use adverbs such as quickly, carefully, thoroughly, accurately,

Striving high! You could even use lots of detail to tell your reader exactly what to do and include a range of conjunctions to extend some of your instruction sentences such as **before, until, whilst, after, when.**

e.g. Crush the raspberries with the back of a spoon **before** stirring them into the mixture. (You see the mixture turn bright pink!)

For the persuasive poster make sure you use tempting verbs such as (melt, ooze, tingle, whoosh and adjectives such as tasty, scrumptious, incredible, delectable, sugary, fluffy, crunchy etc.

Friday Time to present your tasty treat. **Either** publish your recipe ready for the JCA recipe book **or** prepare a presentation about your tasty treat.

For the presentation include:

The name of your treat

Your treat's particular function

Reasons why people will love your treat.

Some exciting verbs and adjectives to describe my treat.

A bold claim about your treat to finish!

You could write down presentation and upload it to your journal on Seesaw. Use the mic or video to read out your presentation

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SPAG – Correct the sentence punctuation

Remember

Capital letters for the starts of sentences and for proper names (people, names of places, days of the week and months of the year)

Full stops at the end of sentences

Question marks ?

Exclamation marks !

Apostrophes – for missing letters (e.g. don't) or for possession (Mrs Elliott's garden)

Speech marks "I want to go and play out," explained Lucas.

Spellings

Our new spellings are challenge words. Words that don't follow a particular spelling pattern but we use them a lot.

breath, business, caught, different, exercise, extreme, medicine, possession, although, thought.

Practise these on **Spelling Shed**. Thanks to everyone who was able to take part in the interactive spelling test before the holidays. I know a few people had log in issues. Please get in touch if I can help with this. We'll try this again this week on **Spelling Shed** on **Thursday at around 2pm** As before the children will need to have access to a tablet / laptop with sound to take part. *I have found a way to make the game progress a little more smoothly this time!*

Shortly before 2, I'll set up a **hive game** and text out an access **code**. The children will need to log in as normal, then click **Join Hive game** then enter the **code**. They will hear the word then type in the spelling. Everyone did really well last time. Let's keep it up!

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Science – States of Matter

This week explore one of the Year 4 Science topics - States of Matter, which is new to the children although I am sure they will grasp it quickly as it is easy to observe in real life.

Here is a quick overview

Key Vocabulary		Key Knowledge		
states of matter	Materials can be one of three states: solids , liquids or gases . Some materials can change from one state to another and back again.	There are three states of matter.		
solids	These are materials that keep their shape unless a force is applied to them. They can be hard, soft or even squashy. Solids take up the same amount of space no matter what has happened to them.			
liquids	Liquids take the shape of their container. They can change shape but do not change the amount of space they take up. They can flow or be poured.	Particles in a solid are close together and cannot move. They can only vibrate.	Particles in a liquid are close together but can move around each other easily.	Particles in a gas are spread out and can move around very quickly in all directions.
gases	Gases can spread out to completely fill the container or room they are in. They do not have any fixed shape but they do have a mass.	When water and other liquids reach a certain temperature, they change state into a solid or a gas . The temperatures that these changes happen at are called the boiling, melting or freezing point.		
water vapour	This is water that takes the form of a gas . When water is boiled, it evaporates into a water vapour .			
		If a solid is heated to its melting point, it melts and changes to a liquid . This is because the particles start to move faster and faster until they are able to move over and around each other.	When freezing occurs, the particles in the liquid begin to slow down as they get colder and colder. They can then only move gently on the spot, giving them a solid structure.	

To look at all the planning resources linked to the States of Matter [click here](#).

- Learn about solids, liquids and gases at <https://www.bbc.co.uk/bitesize/topics/zkkg87h/articles/zsgwwxs>. Read the information, watch the video and sort the materials into solids, liquids and gases.
- Make three lists of solids, liquids and gases they can think of or find around the home.

Explore Solids, liquids and gases. Possible activities to try.

1. **Draw a scene** (in the home, on the beach, in the Chocolate Factory etc) and label the solids, liquids and gases.
2. **Draw a diagram** to show how the particles for solids, liquids and gases behave in different ways.
3. **Explore melting and freezing** in cooking or baking using ice or chocolate. You could even use this in your Scrumptious Treat Recipe.

How to make a watermelon smoothie!



You will need:

- One watermelon
- One lime
- One cup of ice
- Chocolate chips
- Knife
- Fork
- Blender
- Glasses

Step 1



Get an adult to help you slice the watermelon into quarters, then scrape out the seeds. Chop it into squarts and cut off the skin.

Step 2



Next, combine the ice and watermelon cubes, squeeze in the juice of a lime and then blend until it's lovely and smooth.

Step 3



Finally, pour the mixture into the glasses and top each one with a generous sprinkling of chocolate chips. Yummy!



4. **Frozen Hand Fair Test** – How long does it take for an ice hand to melt?
Fill rubber gloves full of water and put them in the freezer until they have frozen.
(It doesn't have to be a glove, it could be another container, plastic bag or even just use icecubes – it is important that all the ice shapes start of the same size and shape to make this a fair test!)
Investigate how long it takes for the ice to melt.
- Put the frozen hands in different places (e.g. on the window sill / on a kitchen work surface/ outside). *Remember to put them on a plate or tray to catch the water!*
 - Use a timer to record how long it takes for the hands to melt.
 - Make observations of the hands – you could do some drawings or take photos.
 - Record the results in a table with two columns –
Place the frozen hand was left / Time taken to melt
 - Could you show your results as a bar graph?
 - Write a conclusion explaining what you found out and why you think it happened. Reflect on how successful your investigation was and if you would change anything about it next time.
5. **Bubbles!** – Bubbles are very thin layers of liquid with air trapped inside. The surface tension between the liquid molecules tries to shrink the bubbles but the air inside stops this from happening.
You can use bought bubble mix or make your own -here's how. How big can you make your bubbles?!

You will need – a bucket or bowl
120ml of washing up liquid
1.2 l of water (warm)
2 tbsps of glycerine (in the baking aisle at supermarkets)
5 tbsps of sugar

Use any bubble wands you have or make one from pipe cleaners.

And here's a link to a really clear video on making DIY bubble mixture and a giant wand. <https://www.youtube.com/watch?v=ITQIgvFvFYE>



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Thank you once again for your continued support. I'm looking forward to starting to explore how we can use Seesaw to support the children and really looking forward to hearing from them. Please be in touch with any issues that arise and do continue to follow us on twitter too [@JCAWakefield](#).

Best wishes

Mrs Elliott

Answers – Expected
Add Two 4-Digit Numbers 2

Varied Fluency

1a. C: 3,108

2a. 9

3a. 7,863

4a. Inserting numbers from 7 to 9 will lead to an exchange. If 7 is used, the answer is 7,908.

Reasoning and Problem Solving

1a. $2,420 + 1,611 = 4,031$ (C and B)

2a. Pupils must recognise there will be 1 from the previous exchange, so the numbers could be 4 and 0; 3 and 1; 2 and 2.

3a. She is incorrect. The exchange takes place from the ones to the tens ($9 + 1 = 10$).

Answers – Expected
Add Two 4-Digit Numbers 2

Varied Fluency

1b. B: 9,377

2b. 9

3b. 8,683

4b. Inserting numbers from 6 to 9 will lead to an exchange. If 6 is used, the answer is 9,069.

Reasoning and Problem Solving

1b. $2,007 + 3213 = 5,220$ (A and B)

2b. Pupils must recognise they will need to make 14 in order for there to be an exchange, so the answers could be 9 and 5; 8 and 6; 7 and 7.

3b. She is correct. An exchange will take place because $300 + 800 = 1,100$.

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Answers – Greater Depth Add Two 4-Digit Numbers 2

Varied Fluency

1a. **A: 8,186**

2a. **5**

3a. **9,794**

4a. **For both calculations to need an exchange, the numbers 5 to 9 must be inserted. If 5 is used, A totals 3,809 and B totals 6,469.**

Reasoning and Problem Solving

1a. **$3,641 + 4,456 = 8,097$**

2a. **Pupils must recognise that the two numbers will need to make 15. Various answers, for example: 9 and 6; 8 and 7.**

3a. **She is incorrect. The exchange takes place from the hundreds to the thousands ($700 + 300 = 1,000$).**

Answers – Greater Depth Add Two 4-Digit Numbers 2

Varied Fluency

1b. **B: 8,979**

2b. **8**

3b. **8,639**

4b. **For both calculations to need an exchange, the number 9 must be inserted. If 9 is used, A totals 6,819 and B totals 9,808.**

Reasoning and Problem Solving

1b. **$4,612 + 3,821 = 8,433$**

2b. **Pupils must recognise there will be a 1 from the exchange, so the numbers could be 6 and 0; 5 and 1; 4 and 2; 3 and 3.**

3b. **He is incorrect. The exchange takes place from the tens to the hundreds ($60 + 40 = 100$).**

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Jimmy and the Pharaoh

1. What did Jimmy do to Alice Thornley's sandwich?

Jimmy sneaked a fake poo into Amy's sandwich.

2. ...it was what he'd 'borrowed' from the museum...' Why do you think the word borrowed is written in inverted commas in the story?

Accept any of the following answers:

- **He didn't really borrow it.**
- **To show that he stole it**
- **To emphasise the word**
- **The writer is being sarcastic because he actually stole it.**

3. What do you think caused the strange man to appear?

Accept answers that understand it was something to do with the heart scarab. E.g. Because the heart scarab is magical/Because he kissed the heart scarab.

4. Write down how you think Jimmy was feeling at these points in the story:

a) Finding out the school trip was a visit to a museum.

A negative feeling like annoyed or let down.

b) When he let a frog loose in the ladies' toilets.

A positive feeling like thrilled or excited.

c) When the strange man appeared out of thin air.

A feeling of surprise or fear.

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Correct the Sentence Punctuation **Answers**

Question	Answer
1. my brother's dog is called tess	My brother's dog is called Tess.
2. on sunday she went to the park	On Sunday she went to the park.
3. the titanic sank in 1912	The Titanic sank in 1912.
4. toby and mark are going to spain in march	Toby and Mark are going to Spain in March.
5. martha took her children to the zoo yesterday	Martha took her children to the zoo yesterday.
6. when i go to the shop i will get some crisps	When I go to the shop I will get some crisps.
7. sameera and i are going to town on friday	Sameera and I are going to town on Friday.
8. did you sell buns at the fair	Did you sell buns at the fair?
9. my mum has a cat he is called tom	My mum has a cat. He is called Tom.
10. have you got a dress for the prom	Have you got a dress for the prom?

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Correct the Sentence Punctuation **Answers**

Question	Answer
1. one warm sunny day jessica and lilly went to the zoo when they arrived they visited the monkeys	One warm, sunny day Jessica and Lilly went to the zoo. When they arrived, they visited the monkeys.
2. i like the zoo said jessica lilly looked up and saw a monkey had stolen her lunchbox	'I like the zoo,' said Jessica. Lilly looked up and saw a monkey had stolen her lunchbox!
3. do we have any money to buy more food asked jessica	'Do we have any money to buy more food?' asked Jessica.
4. lilly replied no now we dont have anything for lunch	Lilly replied 'No! Now we don't have anything for lunch!'
5. dont worry girls a voice called from behind them it was the zookeeper who was holding their lunchbox with a big smile on his face	'Don't worry girls,' a voice called from behind them. It was the zookeeper, who was holding their lunchbox, with a big smile on his face.

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