



Homelearning

Time	Activity
07:30 – 08:30	Get dressed – Time to get ready for your day. Get dressed, have breakfast and brush your teeth
08:30 – 09:00	“Walk to school” – use this time to exercise or <u>take a look</u> at the MRA website and select the work you will be completing for the day
9:00 – 9:30	P.E - complete a P.E activity, eg. Watching Joe Wicks or Cosmic Yoga on YouTube, playing in your garden or completing the ‘1 minute challenge’ - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!
09:30 – 10:00	Literacy - <u>Take a look</u> at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
10:00 – 10:30	<i>Break time – Have a snack and a break</i>
10:30 – 11:30	Maths activity – Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
11:30-12:00	Quiet reading time – choose a story to read to yourself quietly or watch a story on YouTube.
12:00 – 13:00	<i>Lunch</i>
13:00 – 13:30	Free time/playtime
13:30 – 14:15	Topic activity – Homework provided by teacher
14:15 – 15:00	Creative activity – visit the MRA website and select an activity that you would like to do or draw a picture, design and build a junk model
15:00 – 15:30	Home time exercise activity - P.E - complete a P.E activity, eg: Watching Joe Wicks or Cosmic Yoga on Youtube, playing in your garden or completing the ‘1 minute challenge’ - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!

Parent guidance:

These activities are suggestions and are not mandatory. For each task there is generally 2 options, both do not need to be completed, only choose a single task to complete, so 1 or 2. Please choose the option you feel is most suitable for your child and their stage of development. Where there is a worksheet provided – if you do not have access to a printer, please ask your child to copy out the worksheet onto any type of scrap paper (envelopes, old cards, cereal boxes etc).

H o m	M o n	<u>MATHS</u> <u>Task: Mass</u>
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Watch links below to understand the difference between mass and weight. This is a tricky concept given the everyday use of 'weight'.

Spend time watching the video and check your child understands what mass is. Mass is how much matter we have. Weight is how much gravitational pull acts upon us. Children will recall gravity from our forces lessons.

Option 1: Ask which object has greater mass. A book, a pencil, an apple. Children can arrange objects from heaviest (greatest mass) to lightest (least mass) by holding each object and feeling its weight.

Option 2: Measure the mass of object accurately using weighing scales. This may be a good opportunity to complete some baking together.

Video for children. <https://www.youtube.com/watch?v=SegMt7sa42E>

Parent guidance:

Further video to explain the difference provided here.

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

LITERACY

Reading: every day – choose a book to read to your grown up, and choose a book for your grown up to read to you! Pay attention to the 'how' and 'why' questions that your grown up will ask you (see Appendix 1 for comprehension questions to use with any story.)

Phonics: practise your phonics sounds using the videos here -

Set 2 - <https://www.youtube.com/watch?v=Xcz6BwwJc8Y>

Set 3 - <https://www.youtube.com/watch?v=Q3jgDOgmkAg>

Task: To describe a character using adjectives

Watch this video called A Cloudy Lesson:

<https://www.literacyshed.com/cloudylesson.html>

Option 1: Draw the character and write down some adjectives around the character. Eg. Young, red cap, round face etc..



Option 2: Write a character description of the little boy. Think about what he is wearing, and what he looks like. Don't forget to use lots of adjectives and expanded noun phrases (eg. The _____, _____, shirt).

Parent guidance:

The aim here is for children to use as much descriptive language as possible. If you feel they can't write it down independently, you could scribe for them and ask them to copy out your sentences underneath.

TOPIC -Science

Task: To observe closely. To ask simple scientific questions. To gather and record simple data.

Spring is here! You will have noticed some changes already.

Take a 'socially distanced' walk to the park, your own garden or just look out of the window. Make a note of what you can see today. For example, 'I am looking out of my window and I can see a big tree. It's tiny leaves have nearly all grown back. They are a light shade of green. I can also see two pretty birds in the tall tree, pecking at the long branches.'

Can you think of any questions that your observations may help you to answer?

You could look at the same spot for a minute or two every day this week and record your observations and answer your questions.

Do you think more leaves will grow throughout the week? Will they change colour? Will there be more birds appearing at your spot? Less, the same?

Parent guidance:

Observing, asking simple scientific questions and recording data are part of the National Curriculum objectives and have been covered in school in various lessons. This activity provides an opportunity to practice the skills in a real-world setting. You can change the focus to anything your child shows an interest in. Narrow to one tree, one type of bird, insects, cars on the road (changing the context to social isolation) etc. The aim is to practice the skills rather than to discover something specific about trees, birds etc.

MATHS

Task: To be able to compare the mass of objects in kilograms.

Recap difference between mass and weight. Mass is how much matter or 'stuff' is in an object. Weight is the measurement of gravitational pull.

Introduce the measurement 'kilograms' and that we can measure mass in kilograms. Explain that kilo means 1000 and that there are 1000 grams in a kilogram.

Option 1: Search around your home to find the lightest object and the heaviest object. You may need to compare some objects in order to find them!

Option 2: Search around your home to find an object that weighs exactly:

1. 100g
2. 150g
3. 1kg
4. 4kg

Parent guidance:

Children will need help reading the scales on the worksheet initially.

At first the worksheet simply asks to compare items as having more or less mass than each other. E.g. The weight of the book is > than the apple.

Then bar models are used to work out differences between the masses.

Children should be prompted to subtract the smaller amount from the larger amount to find the difference.

LITERACY

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Task: To describe a character using adjectives

<https://www.literacyshed.com/cloudylesson.html>

Re-watch the video if you need to.

Option 1: Draw the character and write down some adjectives to describe the character.
Eg. He has huge, bushy, grey eyebrows, and small ears.



Option 2: Write a character description of the grandfather. Think about what he is wearing, and what he looks like. Include what his personality is like as well. Don't forget to use lots of adjectives and expanded noun phrases (eg. An _____, _____ pair of shorts).

Parent guidance:

The aim here is for children to use as much descriptive language as possible. If you feel they can't write it down independently, you could scribe for them and ask them to copy out your sentences underneath.

TOPIC History

Task: To learn about a change within living memory.

You are living through an incredible moment in history and you are witnessing changes. When you are older your children, grandchildren, nieces and nephews will have lots of questions for you about this time.

Find out what changes your parent, grandparent, aunt or uncles have witnessed in their lifetime.

Here are some questions to help.

What was it?

When was it?

Where was it?

Why did it happen?

How did you feel?

Parent guidance:

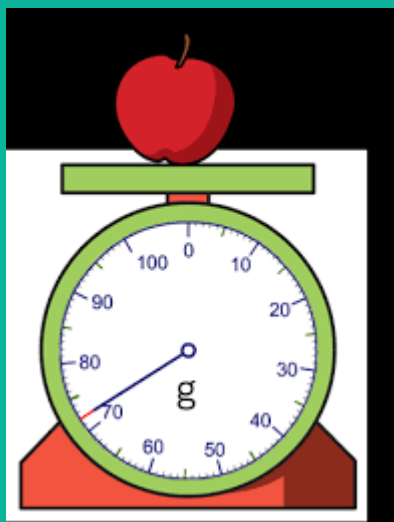
The National Curriculum objective is to learn about changes within living memory. These need not be as momentous as our current situation. Any changes you have experienced will help the children learn to begin to think like historians. To ask questions such as above. You could talk about changing schools, your first job, getting married etc..

MATHS

Task: To be able to interpret scales labelled in grams.

Again recap what mass is.

Look at these scales:



Ask what are they going up in? (all in tens)

Ask what the lines in between represent.

Recap what < and > mean. (< = less than, > = greater than)

Option 1: Choose two objects and compare the mass using < or > (weighing can be done accurately on scales are just by the feel in your hand)

Option 2: Choose 4 objects and compare the mass using < or >

Parent guidance:

Reading the scales where the dial is not pointing to a number will be the more challenging aspect. Encourage children to look work it out by counting on from the previous number.

LITERACY

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Task: To record the speech between two characters

Option 1: Role play the story with a grown up. One of you act as the little boy, and the other act as the grandfather. Imagine what they could be saying to each other as the video is playing. Swap over so that you have played both characters.

Option 2: Today, write out the speech between the two characters. What could they be saying to each other? Write out their conversation. Don't forget to use a new line each time the new character is talking and remember your capital letters, full stops and **speech marks**!

Parent guidance:

Children may need reminding that speech marks need to open and close, and that they are used for direct speech (as in if they are talking to someone).

When using role play, encourage the use of expression and intonation in your child's voice.

TOPIC - Geography

Task: To identify weather patterns

Research how clouds are *really* made!

Option 1: Draw a picture of the water cycle with labels.

Option 2: Try to explain the steps in your own words and draw a detailed labelled picture of the water cycle.



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MATHS

Task: To apply addition and subtraction of measurements

Children now add and subtract measurements.

Option 1: Select two options from the list below and add them together to find the total mass.

Apple = 4g

Pear = 7g

Grapes = 13g

Dragon fruit = 11g

Melon = 5 g

Banana = 8g

Option 2: How many different addition and subtraction equations can you find using the masses above? I have found two for you:

1. $4g + 7g = 11g$

2. $11g - 4g = 4g$

Parent guidance:

Children have been taught a range of methods for addition. Simply counting on from a number (start on 7 and count on, 8, 9, 10 to add 7 and 3) is okay but encourage use of known number bonds now. Children should be able to recall $7+3$ is ten with increasing speed.

When going past a ten (so $8+3=11$) children can count on again or use known bonds. Some children will say $8+2$ is ten then add the 1 for 11. Encourage this deeper level of thinking.

LITERACY

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Task: to retell the story

Option 1: Retell the story in order.

→ →

Option 2: A good idea came from the little boy’s happy accident. Go back to the part in the story before the boy changed the shape of the wand. What else could the metal wand be used for? **Write a different ending to the story!**

Eg. The little boy was getting frustrated and sad because he couldn’t seem to make a cloud like his grandfather could. Suddenly, he had an idea...

Parent guidance

The children have built up the skills needed for storytelling and writing. Now give them an opportunity to retell the story themselves. Remind them to use capital letters and full stops.

TOPIC - Art

Task: to record observations

Go cloud spotting outside or look through a window! Can you find shapes in the sky? Draw what you can see, use shading.

Challenge: Use similes and metaphors to describe them e.g. It moves like a horse galloping across the sky.



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MATHS

Task To multiply and divide within the context of measurements.

Recap weeks learning.

Ask what's the difference between mass and weight?

Ask simple but quickfire addition and subtraction questions. What is $5g + 6g$. What is $15kg - 6kg$?

Option 1: Write out the 2 times table and convert every number into grams.

Eg: $1. 0g \times 2g = 0g$

Option 2: Move onto multiplication. Use household resources if you have anything suitable. Alternatively you can draw objects and assign masses. 4 mugs that have the same mass. 4 loo rolls etc. Assign them a mass. If each is $3g$ then what is their combined weight? Children should be able to write, say or type the equation $4 \times 3g =$

To work out the answer children may use repeated addition ($3+3+3+3=12$), may skip count (3,6,9,12 this is useful and encourage using fingers. One finger equals 3, two equals 6 and so on). As children increase their fluency they may have immediate multiplication recall.

Encourage children to also write, type or say the matching division equation. So $4 \times 3g = 12g$ the division equation will be $12g \text{ divide by } 4 = 3g$.

Next provide children with a number of object (3,4 or 5) and give them their total mass. Using division children need to work out the individual objects mass.

For example, given 5 tins of beans and told their total mass is 20g children now need to work out $20g \text{ divide by } 5 = 4g$.

Children can skip count in 5s from zero to twenty to see that there are 4 fives so the answer is 4g.

Children may wish to draw an array of 5 groups and share the 20g out to see that in each group there will be 4g.

Again encourage seeing and speaking of the matching multiplication equation. This will increase depth of understanding.

Parent guidance:

See above for possible calculation methods.

LITERACY

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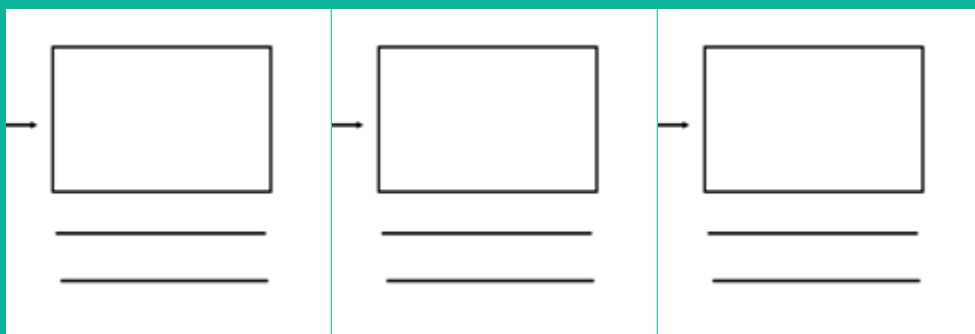
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Set 3 - <https://www.youtube.com/watch?v=Q3jgDOgmKAg>

Task: To write a set of instructions



Option 1: Remind your child what a set of instructions is and why we use them, eg: in a recipe. Draw the and label the steps using a story map.



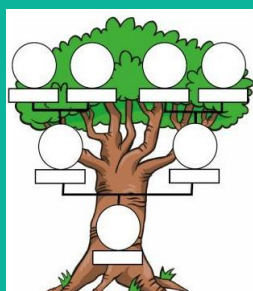
Option 2: Write out step-by-step instructions on how to make cloud according to the little boy's grandfather. Imagine he is explaining it to the little boy.

1. First, carefully climb to the very top of the weather station. Be careful and hold on tight when you are going up the long wooden ladder.
2. Then, gently open the box with the metal...

TOPIC - PSHE

Task:

Since we finished school, many of you are spending more time with your families. Think about: Why is family important? Who in your family is important to you? What do they do to help you? You could draw a family tree.



Challenge

See the school website's 'Home Learning' section for extra work/videos and ideas:

<http://www.mra.mossbourne.org/home-learning/>

Useful Links

Computing/coding ideas -

<http://www.mra.mossbourne.org/home-learning/computing/>

Twinkl has a free month available and offers a huge variety of resources to support your child's learning at home at any ability level. Let us know if you would like us to signpost you to work that will be particularly useful to your child:

<https://www.twinkl.co.uk/>



Comprehension questions for you to use for any story you read/your child reads to you.

1. Can your child find evidence directly from the story to answer your questions?

The answer is right there in the text.

- What did..... do?
- Who did..... do it to
- How many..... were/are there?
- Who are.....?
- Can you tell me what this word/bit means?
- What kind of is that?

2. Can your child think and search for the answer?

The answers are found in different parts of the story and they might have to apply prior knowledge or personal experience to an answer.

- How do you make/do.....?
- What happened when..... did.....?
- What happened to.....?
- What do you think might happen next OR what happened before?
- How many times...
- What examples can you find?
- Where did this happen?
- Where was..... when this was happening?

3. Can your child answer questions without referring to the story?

The answer is not in the story, it is your child's opinion and thoughts.

- Have you ever...
- If you could...
- If you were going to...
- In your opinion...
- Do you agree with.....? Why?
- Do you know anyone who.....?
- How do you feel about.....?