



17.04.20

For each task there is generally 2 options. 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 e L E A r n i n	M o n d a y	<u>MATHS Task: Length</u> Option 1: Compare two objects and say which is shorter and which is longer. Then compare four objects and order them from smallest to biggest. Repeat with different objects. Option 2: Measure the length of objects around your house accurately with a ruler. Remember, the ruler must start at 0. Challenge: Can you find an object that is exactly 26cm long? <u>Parent guidance:</u> Ensure that children always start at 0 when using the ruler. 30cm rulers were sent home in the home learning work packs.
		<u>LITERACY</u> 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 from your list of comprehension questions to use with any story. Phonics: revisit your Set 3 phonics sounds: Set 3 - https://www.youtube.com/watch?v=Q3jgDOgmKAg Literacy this week will be focusing on the picture ‘Animal Town’, where animals have taken over a town and replaced humans! There is a small version of the picture here and a larger version in the Appendix.



Task: To familiarise yourself with a picture.

Imagine you are a visitor to Animal Town, and you are in the supermarket. Draw a picture of what you can see happening in the supermarket.

Are the monkeys eating the ice cream?

Are the parrots acting as cashiers?

Parent guidance:

Children should imagine they have stepped into the picture. They are surrounded by animals acting like humans would in a town. There are no humans! Encourage your child to draw as much detail as possible, labelling if necessary.

TOPIC - Science

Task: Understanding the importance of exercise.

Observe your resting heart rate, breath and body temperature (roughly, no need for a thermometer). You could make a mental note of the beats you can count per minute or jot them down.

Now exercise! Joe Wicks PE lesson would be good for this or cycling, jogging around your garden, doing start jumps etc. When finished take your heart rate, notice your breath again and note if you are warmer, colder or the same. You may want to record your findings in a table.

Parental guidance :

<https://www.youtube.com/watch?v=UxnEuj1c0sw>

This video is useful for explanations of the changes to the body during exercise.

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MATHS Task: Length

Option 1: Draw lines of a specific length using a ruler:

1. 15cm
2. 10cm
3. 5cm
4. 20cm
5. 25cm

Option 2: Draw these 2D shapes accurately using a ruler:

1. A square with edges that are 10cm

2. A rectangle with two edges that are 10cm and two that are 20cm
3. A triangle with two edges that are 15cm
4. A pentagon with at least two edges that are 12cm
5. A hexagon with at least two edges that are 7cm

Parent guidance:

Ensure your child knows how to hold the ruler in order to draw a straight line. Make sure they start from 0. 30cm rulers were sent home in the home learning work packs.

LITERACY

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Phonics: revisit your Set 3 phonics sounds:

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

Task: to describe the location of each animal using positional language.

Option 1: Complete these sentences using the correct words from the box below:

The lion is _____ of the van.

The bear is _____ the van.

The zebra is _____ of the van.

The giraffe is _____ the van.

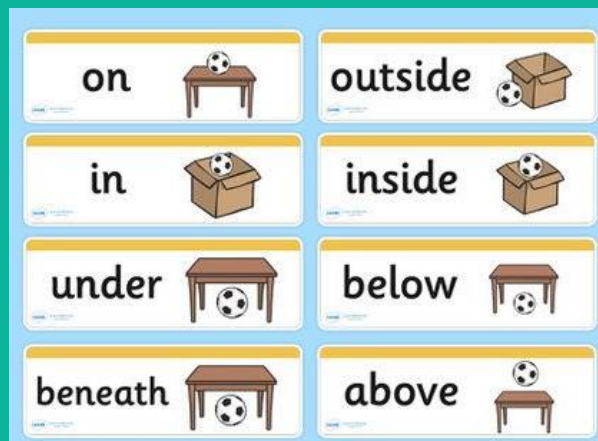
The giraffe's neck is _____ the windscreen.

The orangutan is _____ the court house.

The meerkats are _____ the grass.

Option 2: Write sentences to describe the location of each animal. Eg. The lion is on top of the van.

Can you make up the locations of some other animals in town that are not in the picture?
eg. The monkeys are in front of the supermarket.



Parent guidance:

This is a grammar recap. Children might need reminding of positional language (we recently covered this in class). E.g. Under, above, in front of, inside etc.

TOPIC - History

Task: Historical research

So far you have learnt about a change in living memory and a significant person from history.

This week you get to choose what you find out about. I suggest picking your oldest, most favourite toy. Find out all you can about it.

You could ask your family questions like:

How long have you had it?

Who gave it to you?

Why did they give it to you?

Where did it come from? (A shop, a market?)

Where was it made? (Does it say on the toy?)

Can you find out more from online research?

Who made it/invented it?

Parent guidance:

As always these are not expectations, just suggestions. Some ideas for how your child could present their findings:

- A simple talk through to you, other family members or a teddy/doll.
- A poster (paper permitting!)
- Explain Everything, Book Creator or other IT applications.
- A video. This could be edited using iMovie which we have used in school.

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MATHS Task: Capacity

Option 1: Fill some vessels with water. Is it full, empty or half full? Order the vessels from most empty to most full. Repeat with different amounts of water but order from most full to most empty. Top Tip: Add a splash of paint or food colouring to make different coloured water!

Option 2: Using a measuring jug, measure out the following capacities:

1. 100ml

2. 300ml
3. 250ml
4. 400ml
5. 450ml

Parent guidance:

Have a discussion with your child about the measuring scale on your measuring jug. What are the numbers going up in? What do the little lines in between represent? If you do not have a measuring jug then complete option 1 using cups, mugs, bowls etc.

LITERACY

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Task: to use verbs and adverbs to describe what the animals are doing

Option 1:

Use an adverb to complete the sentences below:

The lion is _____ lying on the van.

The bear is sitting _____ in the van.

The zebra is walking _____ across the road.

The giraffe is watching _____ through the window.

The orangutan is listening _____ on the bench.

The meerkats are talking _____ on the grass.

Option 2: Use verbs and adverbs (describes *how* something is being done) to describe what each of the animals in the picture are doing?

Eg. The zebra *meanders slowly* across the road.

The lion *lazily rests* on the roof of the van.

Challenge: Now look at your sentences from yesterday where you made up the locations of some other animals. Can you add verbs and adverbs to these animals too, or make up some new ones? For example, my sentence was ‘The monkeys are in front of the supermarket’. My sentence using a verb and adverb could be, ‘The monkeys *waited patiently* in front of the supermarket.’

Movement	Feelings	Sound
energetically	cautiously	loudly
gracefully	viciously	silently
rapidly	kindly	quietly
quickly	nastily	noisily
slowly	carelessly	musically
slothfully	wilfully	discordantly
jerkily	sorrowfully	softly

Parent guidance:

Children should be confident with the meaning of a verb (a doing/action word) but may need a reminder of the meaning of an adverb; that it describes how the action is happening. A good example is speaking: eg. I can speak quietly or loudly by whispering or shouting. In a sentence using a verb and adverb this would become 'He is whispering quietly', or 'She is shouting loudly'. Adverbs usually end in 'ly'.

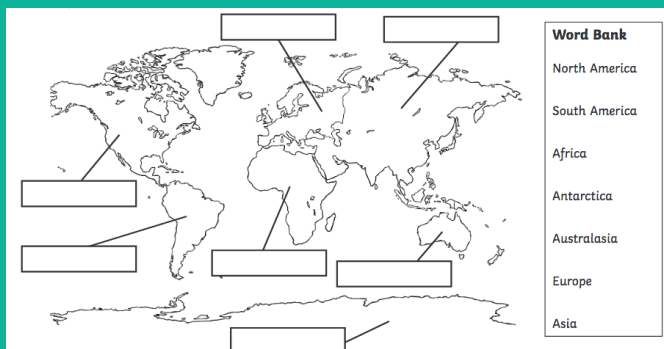
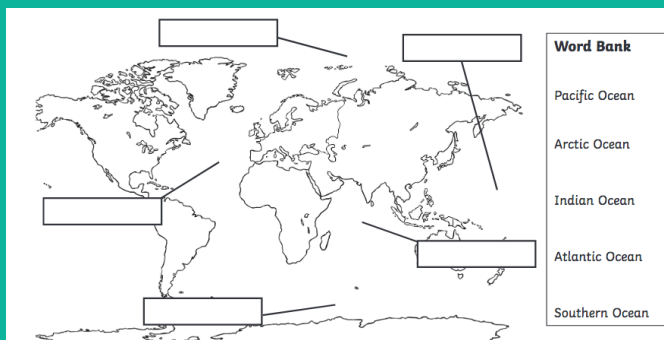
TOPIC - Geography

Task: Name and locate the world's 7 continents and oceans.

Remind yourself of this song:

<https://www.youtube.com/watch?v=7yXDYvWSswI&list=PLRtqbsfWwZJ6zVs9ZdWuY-6dpDKEARkwb>

Now, locate and name the continents, and then the oceans. You can use these world maps, find them on Google Maps or in an atlas, or draw a rough sketch of the world.



Parent guidance:

The aim is for children to research and name the locations of the world's oceans and continents independently, but they may need some support drawing the map, or locating the google maps app, or finding the right pages in an atlas.

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MATHS Task: Capacity

Option 1: Fill 5 different vessels with different amounts of water. Order them from most empty to most full. Can you say a super sentence for each vessel? Eg, "The cup is empty. The glass is half full." Although this task is similar to yesterday's, it is important to repeat and consolidate key concepts.

Option 2: Make a potion! Write a recipe to make a potion. The recipe must include 5 different measurements of liquid in ml. Ensure you ask your adult's permission for which liquids in the house you can use. Once you have written your instructions, make your potion – ensuring to measure the liquids accurately!

Example:

How to make rat stew

1. First, pour 100ml of water into a large bowl.
2. Next, pour 50ml of cold coffee into the bowl.
3. Then, pour 150ml of soapy water into the bowl.
4. Now, pour 200ml of cold tea into the bowl.
5. Finally, pour 20ml of milk into the bowl.

Parent guidance:

Support your child to read the scales on the measuring vessel if needed. Ensure to monitor their potion making so they do not include any dangerous or 'too important to loose' liquids in their potion!

LITERACY

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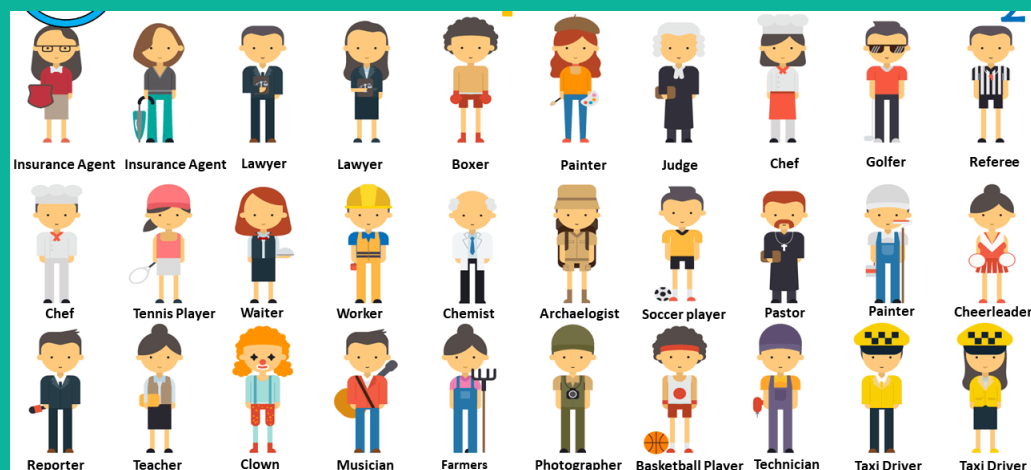
Task: imagine the jobs of the animals in the picture.

Option 1: Give suggestions as to the jobs of the animals in the picture:

Eg. The meerkats could be gardeners. The giraffe could be a bus driver.

Option 2: Give suggestions as to the jobs of the animals in the picture and answer these questions:

1. If you could have any job, what would it be and why?
2. If you could be any animal, what would it be and why?
3. What problems might there be in Animal Town that wouldn't happen if it was a human town?



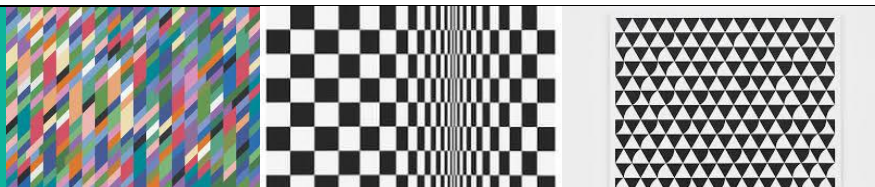
Parent guidance:

Parental guidance: Question 3) might need a little bit of thought if your child is stuck. Ask your child to think about all the things that humans can do that animals can't. What jobs are needed to keep a town running? What would happen if they couldn't be done?

TOPIC - Art

Task: to develop pattern techniques

Bridget Riley is a UK artist who specialises in using geometric shapes to make optical patterns. Have a go at recreating one of her patterns using any material you like (pencils, coloured pencils, paint, stamps). Here are some ideas to start you off, you could then make your own geometric patterns:



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MATHS Task: Recreate your own maths meeting!

At school we have a maths meeting every morning. Using objects you have at home, try to recreate your own maths meeting. You could perform this maths meeting to a sibling, parent or even your toys! Here are some top tips for your maths meeting:

1. Always use My Turn Your Turn when giving your audience the answer. You say the answer with your hand pointing to your chest, then point your hand at the audience for them to repeat the answer.
2. Always give your audience a question for each sentence. Question starters may include: 'What is...?' 'How many...?' 'Can you...?'
3. Don't forget to include the songs:

We're going to the maths meeting....

Days of the week...

We are number bonds...

It's all about the money...

Fractions....

Zero the hero...

Finish the pattern....

I want to be a circle...

Secret number...

Parent guidance:

The children are very familiar with a maths meeting and what it should look like. They should be able to access this task independently once it has been explained.

LITERACY

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Task: to write a story using 1st person

Most visitors are a little shocked when they arrive at Animal Town. Despite the fact that the name of the town gives a slight clue that the inhabitants of the town are ‘not normal’, it’s as if people don’t believe things until they see them with their own eyes!

Once you get used to being in Animal Town, seeing an orang-utan behind a desk in a school becomes ‘normal’!

Imagine you are a visitor in Animal Town. Try to describe your experience.

Option 1: Tell/role play your story to an adult. Draw your story as a story map with key words under each box to describe what you saw, or record your story on an iPad/tablet using the app Puppet pals if you can.

Option 2: Imagine you are a visitor in Animal Town. Describe your experience! Remember, 1st person uses ‘I’ and it will be in the past tense.

Use this sentence starter: You won’t believe what I saw...

Parent guidance:

Children have the skills they need to write an accurate story in the 1st person. Remind them to use ‘I’ to describe their account, and that it should be capitalised.

TOPIC - PSHE

Task: to keep a feelings diary

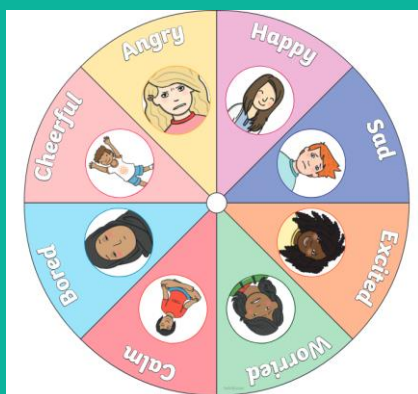
We are all getting used to new routines and schedules.

Keep a feelings diary for a week (it could look something like the table below). Twice a day, record how you feel.

Use the emotion wheel to help you if you need.

Can you say why you feel that way?

Do you have any worries? Talk to a grown up if you feel worried or upset about anything at all.



Time of Day E.g. 6 – 7am	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Parent guidance:

If your child is feeling upset or anxious, give them space to open up to you and reassure them. We are at the end of a phone if you would like more support with anything.

Challenge

Test your child's spelling, punctuation, grammar and comprehension skills using past SATS papers.

Children should be able to read and answer the questions independently. They can answer the questions orally, no need to print out the papers!

1) The Spelling, Grammar and Punctuation paper can be accessed here:

<https://drive.google.com/file/d/0B5k818UOfg8TLV4k4SJFjZkxZOWc/view>

Useful Links

Have a look at TopMarks: a huge treasure trove of activities that cover a whole range of subjects. It also has links to games some other sites that have games etc..

<https://www.topmarks.co.uk/> -

2) The Reading Comprehension Paper can be found here:

<https://drive.google.com/file/d/0B5k818UOfg8TbVZ1cDNjWHFyckU/view>

The Reading Comprehension Paper is divided into 3 separate stories. Do one at a time.

Appendices

Literacy photo for the week 'Animal Town'.

