**Home Learning Activities**

**Class:** Q3 **Week**: 4 **Week Beg:** 25.01.2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Maths**  KH – One more/one less to 20 (see attached.)  ZS/IS/HC/MG/GW/KL/DHG – Greater than or less than to 100 (page 2 see attached.)  KM/LR – Greater than or less than including addition to 100 (page 4 see attached.) | **Maths**  KH – Winter themed greater than/less than up to 20 (see attached.)  ZS/IS/HC/MG/GW/KL/DHG – Greater than or less than including addition to 100 (page 3 see attached.)  KM/LR - Identify, represent and estimate numbers power point.  Complete representing numbers on a number line between 0-100 (page 2 attached.) | **Maths**  KH – Fill in the missing numbers on the number line to 20 (page 1 see attached.)  ZS/IS/HC/MG/GW/KL/DHG – Fill in the missing numbers (counting forwards and backwards) up to 100 (see attached.)  KM/LR – Fill in the missing numbers on the number lines to 1000 (see attached.) | **Maths**  KH – Writing numbers to 10 in words (see attached.)  Identify, represent and estimate numbers power point (see attached.)  ZS/IS/HC/MG/GW/KL/DHG – Complete representing numbers on a number line between 0-100 (page 1 see attached.)  KM/LR – Representing numbers on a number line beyond 1000 (page 1 see attached.) | **Maths**  <https://www.ictgames.com/mobilePage/countingCaterpillar/index.html>  KH – Set the caterpillar as smallest 1 – largest 20  ZS/IS/HC/MG/GW/KL/DHG – Set the caterpillar as smallest 10 – largest 100  KM/LR - Set the caterpillar as smallest 100 – largest 7000 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **English**  Read ‘persuasive writing’ power point up to slide 4 and answer the persuasive writing questions (see attached.) | **English**  Read slides 5 – 8.  Write a short paragraph persuading Mr King to allow pupils to wear their own clothes instead of school uniform.  Make sure that you use persuasive language! | | **English**  Pick your favorite place in Warrington to visit.  Create a poster convincing others to visit.  Ensure that it has a title, picture, appropriate persuasive language, key words, etc. | | **English**  Imagine that you have persuaded your friends in class to visit your favourite place.  Create a checklist of information that would be needed before visiting. Use the class trip notes and checklist to help you to create your list (you do not need to complete this, it is just to help with ideas!) See attached. | |
| **PSD/ASDAN**  Refer to your job application form last week. If you have a printer – Print photographs of people doing your chosen job and create a collage. If no printer is available draw images of people doing the job or resources that they need to do that job.  Underneath draw a table with two columns and put the headings skills and qualities. Research the skills and qualities required (shown on a job description) and record in the table. Finally, highlight the skills and qualities that you have (think back to work completed last week.) | | | **PSD/ASDAN**  Look at the jobs skills and qualities’ cards for each job.  Pick 4 jobs and cut out the skills and qualities cards. Stick the jobs down one side of your page. Mix up the cards and turn one over at a time, decide which job the card describes and stick it next to the correct job.  Repeat for another 4 jobs (unless you are feeling confident in which case feel free to add more!) | | **PSD/ASDAN**  Write the list of qualities and decide who from Q3 demonstrates this quality. Record their name next to each quality. Make sure that you use everybody’s name at least once.  *Cheerful, helpful, conscientious, determined, adaptable, honest, punctual, resilient, generous, kind.* |
| **PE**  Throughout the week complete the home fitness log. Use the movement cards as ideas for exercising at home (these can all be done inside whilst the forecast is rain!) Make sure that you rest in between exercises for at least 10 seconds. | | | | | |
| **Phonics**  Practice your spellings.  Phase 2 – **id/i/ig** – hid, kid, lid, rid, if, in, it, is, big, dig  Phase 3 – **tr tw, sw –** trick, trip, trot, truck, twig, twin, twist, swam, swim, swell  Phase 4 – **ay/ke** – play, say, stay, today, tray, way, stake, bike, like, pike  Phase 5 – **ed/ck** – painted, pointed, shifted, waited, back, lock, chick, click, crack, flick  Phase 6 – **silent** - wrestle, wriggle, wrinkle, wrist, write, wrong, answer, sword, whole, gnarled | | | | | |
| **Science**  Look at the ‘who was he’? Activity. Consider each question and record your answers around the picture.  *Who was he? How many women did he kill? What did these women all have in common? Why do you think he targeted these women? What area of London did the murders happen? Why do you think they happened in this area?*  Watch -<https://www.youtube.com/watch?v=UzNMPRbsQAI&feature=emb_logo> Bloody Britain – Jack the Ripper 2004 | | **SRE**  Read through the ‘Relationships’ power point and discuss each scenario deciding if it is a positive or a negative relationship.  Complete the written activity saying if each scenario is a positive or negative relationship and why. | | **Art**  Natural art – Go on a walk with your family and collect as many natural objects as you can, e.g. Feathers, twigs, leaves, small rocks, etc.  At home fill a container (a take away tub is ideal) with water and position some/all of your items in the water. Put it in the freezer.  After 24 hours push the frozen ice from the container onto a plate. What does it look like?  Sketch a copy of your creation.  Freezing and Melting Objects in Ice - The Imagination Tree | |