**Home Learning Activities**

**Class:** Q3 **Week**: 2 **Week Beg:** 01.03.2021

Zoom meeting on Monday 01/03/21 @ 9:30 (usual meeting ID and password) to talk through this week’s learning plan.

Zoom meeting on Wednesday 03/03/21 @ 13:00 (usual meeting ID and password, these will be sent as a reminder the day before) Bingo and catch up!

Zoom meeting on Thursday 04/03/21 @ 09:30 (usual meeting ID and password, these will be sent as a reminder the day before) SRE.

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| **Monday** | **Tuesday** | | **Wednesday** | **Thursday** | | | **Friday** | |
| **Maths**  **KH –** Use your clock to make –  *2 0’ clock, 11 0’clock, 4 0’clock,*  *5 0’clock, 6 0’ clock.*  Can you use your clock to show any other times to the hour?  **IS /GN/LR/DHG/ZS/HC/MG –** Use your clock to make – Half past 5, quarter past 1, 8 0’ clock, quarter past 4, 2 0’ clock, half past 8.  Now try… To draw the clock hands on each clock and write the written time underneath.  Can you think of anymore? (See attached x2 pages for additional times.)  **KL/KM –** Read through and answer the questions in the 5 minute intervals time power point (copy in work pack however interactive version would be better on the website under home learning.) | **Maths**  **KH –** Match the analogue clocks to the written times (o’ clock.) See attached.  **IS /GN/LR/DHG/ZS/HC/MG –** Read through and answer the questions in the ‘Telling the time – Half past, quarter past and quarter to power point’ (Copy sent in work packs however interactive version on website under home learning.)  Challenge yourself to make as many times as possible on your clock using the time cards (see attached) in 3 minutes.  Can you beat your score?  **KL/KM –** Telling the time in 5 minute intervals (one star pages 1-3.) | | **Maths**  **KH –** Draw the clock hands to show the correct time for each analogue clock (0’ clock.) See attached.  **IS /GN/LR/DHG/ZS/HC/MG –** Draw the time on each clock showing quarter past or quarter to (see attached.)  **KL/KM –** Telling the time in 5 minute intervals (two star pages 5-7.)  **Whole class time bingo. Please have your bingo cards (sent in pack) ready to play against your classmates via zoom at 13:00!** | **Maths**  **KH –** Baby bears day time matching game. Read each activity and find the matching clock (0’ clock.) See attached.  **IS /GN/LR/DHG/ZS/HC/MG –** Read the time on each clock and record the time in written form underneath (see attached.)  **KL/KM –** Telling the time in 5 minute intervals (three star pages 9-10.) | | | **Maths**  **KH –** Read through the power point ‘Telling the time – Half past’.  Use your clock to make –  *Half past 4, half past 1, half past 7, half past 11, half past 12.*  Now try…  *Half past 3, 7 0’ clock, 11 0’ clock, half past 9, 2 0’ clock.*  **IS /GN/LR/DHG/ZS/HC/MG –** Play the game (select time to the quarter hour) [https://mathsframe.co.uk/en/resources/resource/116/telling\_the\_time#](https://mathsframe.co.uk/en/resources/resource/116/telling_the_time)  **KL/KM –** Play the game (select time to the nearest 5 minutes)  <https://mathsframe.co.uk/en/resources/resource/116/telling-the-time> | |
| **English**  Look at the front covers of our spring 2 term texts (see attached.) ‘The Snail and the Whale’ by Julia Donaldson and ‘Around the World in 80 Days’ by Jane Bingham. Discuss… From looking at the front covers what do you think each book is about? Establish ‘exploring’.  Either read ‘The Snail and the Whale’ or watch <https://www.youtube.com/watch?v=EmMnaSkeKqQ>  Focus on pages 1-4 (written text and illustrations.)  Discuss and record you answers on the snail written activity (see attached) –  *How does the snail feel?*  *Why do you think that the snail feel like that?*  *What words tell us that is how the snail is feeling?*  *What does it mean by ‘itchy foot’?*  Create a bank of adjectives to describe the snail, e.g. Tiny, slimy, eager, etc. | **English**  Complete ‘the meaning of words’ activity (see attached.) This helps to understand the dictionary definition of some unfamiliar words within the book.  Look at pages 7+8 (the text has been covered after ‘This is the sea’.)  What you can see in the picture?  Use the illustration (see attached) to make inferences (a conclusion based on evidence – pictures) and complete at least two more sentences to describe the sea. (These shouldn’t be exactly the same as the text.)  Ensure that you use capital letters, commas and full stops. | | **English**  Look at pages 9+10 (‘With fiery mountains and golden sands’ – The rest of the text has been covered.)  Look at and discuss the setting, where are the snail and the whale?  Imagine that you are on the journey with them and write a short letter home describing where you all are. You should consider:  *What does the setting look like?*  *What is the weather like? What can you hear?*  *What can you feel?*  *What can you smell?*  *When do you expect to return home?*  Check that you have used the correct punctuation (and capital letters!) | **English**  **World book day**  The Twits by Roald Dahl  A PDF of the book is enclosed in your work pack or alternatively you can listen to the audio book <https://www.youtube.com/watch?v=EgppUh8ukZ8>  You can pick as many of the activities as you like!  The Twits word search (see attached.)  Write about a new practical joke that Mr. and Mrs. Twit play on each other.  The Twits book review (see attached.)  Character descriptions – Pick at least one of the characters and use the word bank to help you write a character description (see attached.)  Draw a picture of Mr. and Mrs. Twit's new upside down house (see attached.) | | | **English**  Read the story and focus on page 28, ‘And the snail and the whale told their wonderful tale’…  Create a 6 box comic strip to tell the other snails about the adventures of the snail and the whale. | |
| **PSD/ASDAN**  Have your holiday plan from last week to hand – In order to travel abroad you will require a passport.  Look at the example photographs (see attached.) This shows what a UK passport looks like and the information it holds.  Create your own passport using the template attached. | **PSD/ASDAN**  Use google to search for your chosen hotel. Look at the hotel facilities.  Imagine that you have just arrived and are tired from travelling. You plan on spending the day exploring the hotel. Use the information online to plan your day (itinerary attached.) | | **PSD/ASDAN**  Prior to booking your holiday imagine that you had wanted to find out key information about the country that you are visiting.  Use the internet to find the information needed to complete ‘my country snapshot’. This includes where it is located on a map, traditional food, sports, flag, leader, capital, population, currency, climate, a famous landmark, traditional vocabulary and any famous people. | | | | | **PSD/ASDAN**  Pick an important landmark (it may be the one from your ‘my country snapshot’) to research in more detail. Use the internet to research information about your chosen landmark and complete a fact file about it (either lined or blank.) | |
| **PE**  <https://www.nhs.uk/10-minute-shake-up/shake-ups>  Pick your favourite Disney character and enjoy their routine! | **PE**  <https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers-wellbeing/zpxc3j6> Super mood movers. | | **PE**  Ping towel pong! See instruction card. | | **PE**  <https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers-look-after-yourself/zx2gydm>  Look after yourself. | | | **PE**  <https://www.youtube.com/watch?v=dF7O6-QabIo>  Rainbow yoga. | |
| **Phonics**  Practice your spellings. Remember to test yourself at the end of the week.  Phase 2 **– in/ip –** din, fin, in, pin, sin, tin, win, dip, hip, lip  Phase 3 – **sk/c** - kiss, skid, skill, skin, skip, sky, clap, click, cling, clip  Phase 4 – **ck/ke** – block, clock, rock, shock, smock, duck, stuck, truck, spike, strike  Phase 5 – **ur/y** – nurse, purse, burst, Thursday, Saturday, hurt, further, urgent, apply, deny  Phase 6 – **c** – face, palace, place, race, space, surface, trace, dice, ice, nice | | | | | | | | | |
| **Science**  Last week we learnt about the four main food groups. In addition to these four main groups there are 3 additional groups which provide essential nutrients. Can you spot them on the food pyramid poster? (See attached.)  Head to the kitchen… Can you find one food from each food group? Make a list of these foods.  Record the nutritional information for one of the foods (calories, sugar, salt and fat.)    Look at the packaging or if packaging is unavailable google the nutritional value of e.g. Banana.  Discuss - How do we know if each of the foods is good for us? (Recall what you learnt in week 1 about calories, salt, sugar and fat content.)  Food pyramid sorting activity (see attached.) Can you sort the foods under the correct food group? | | **SRE**  **SRE – Zoom – Thursday 4/3/21 @ 9:30**  Usual meeting ID and password (these will be sent the day before) Please have the following documents ready for the beginning of the meeting.  **Positive relationships activity page**  **Love heart box drawing**  **Pencil**  **Pen** | | | | **Art**  Look at the season’s power point.  Pick one of the seasons and focus on the colours.  Create a painting using a variety of shades of the same colour (remember white will make a shade lighter, a little black will make it darker.) | | | |