**Home Learning Activities**

**Class:** Q3 **Week**: 3 **Week Beg:** 08.03.2021

Zoom meetings as arranged with KM.

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| **Monday** | **Tuesday** | | **Wednesday** | | | **Thursday** | **Friday** | |
| **Maths**  AQA practice tests. | | | | | | | | |
| **English**  Look at the front cover and make inferences based on the illustration. Complete the table to show your thoughts.  Read chapter 1 – What is Phileas Fogg’s character like? Record key words around his picture. | | **English**  Read chapters 2 + 3.  Consider the similarities and differences between the snail and Phileas Fogg.  Complete the Venn diagram putting the differences underneath each characters picture and the similarities in the centre. | | **English**  Consider… Why did Fix want to arrest Fogg?  Read chapters 4 + 5.  Complete character profiles for Phileas Fogg, Passepartout (Butler,) Inspector Fix. | **English**  Read chapter 6.  Read the extracts from the book. Re-write these adding the capital letters, commas and full stops.  Look at different settings which explorers may visit: Jungle, desert, mountain, the Antarctic. Use the WOW words poster to pick and record at least 3 adjectives for each setting. | | | **English**  Use the setting adjectives poster from yesterday write a short paragraph about each setting. Consider:  What can you see?  What the weather is like? What can you hear?  What can you feel?  What can you smell? |

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| **ASDAN**  We have agreed that as a class we will now focus on Spain as the country for foreign travel (see my holiday plan attached – This was completed in class at the end of last week.)  Use the internet to research information about Spain complete ‘my country snapshot’. | **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.) | | **ASDAN**  Use google translate (type into google English to e.g. Spanish translation) to repeat, record and practice basic greetings:   * *‘Hello my name is…’* * *‘Please can I have…?’* * *‘Thank you’.* * *‘Good morning’.* * *‘Good afternoon’.* * *‘Good evening’.* | **ASDAN**  Practice your Spanish phrases every day. | | |
| Complete any unfinished ASDAN work. | | |
| **PE**  How many times can you bounce a ball in 60 seconds?  Rest for 30 seconds.  Repeat and try to beat your score. | **PE**  <https://www.youtube.com/watch?v=0ZpZOD6h6kU>  5 minute yoga and mindfulness | | **PE**  Ping towel pong! See instruction card from last week. | **PE**  <https://www.youtube.com/watch?v=DCknJsiqPVg>  Just Dance 2021: Dance Monkey  Test your dance moves and then pick one more Just Dance tracks to try! | | **PE**  Blow up a balloon – How many times can you hit it in the air without it touching the ground? |
| **Phonics**  Practice your spellings. Remember to test yourself at the end of the week.  Phase 5 – rely, reply, supply, carry, hurry, marry, scurry, tidy, vary, asked. | | | | | | |
| **Science**  Keep a food diary every day for a week – Record what you eat from breakfast, lunch and tea as well as any snacks.  You will need this next week so keep it safe!  Research and complete the table to show how many calories, amount of sugar, salt and fat a man/woman/child should consume daily in order to live a healthy lifestyle.  Look at a selection of foods from your kitchen. Look at the nutritional information (calories, fat, sugar and salt.)  What might happen if we don’t eat enough or eat too much?  Food smart quiz answering true or false to each question (cover up the answers first!) | | **SRE**  Look at Miss Delaney’s personal timeline.  Consider key events in your life so far and record these on your timeline.  Write a list of events that you would like to happen in the future under your timeline. | | | **Food wise**  Agree on a ready meal that could be bought and then made from scratch in order to compare cost, preparation time, ingredients, taste and appearance.  Research the recipe to make a home cooked comparable meal.  Prepare yourself and the food preparation area before cooking both a pre-made and home cooked comparable meal.  With support follow the recipe to make a savoury dish.  Record the ingredients used in both the pre-made and home-made meals, the time taken to prepare and the cost.  Ask class or family members to all vote /10 on the taste and appearance of each meal. Say which you prefer overall and give one reason why.  Based on the results decide when a ready meal might be useful and who might use them. | |