**Home Learning Activities**

**Class:** Q3 **Week**: 5 **Week Beg:** 01.02.2021

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Maths**  KH – Ladybird multiplication as repeated addition (page 1 - see attached.)  ZS/IS/HC/MG/GW/KL/DHG – Ladybird multiplication as repeated addition (page 2 - see attached.)  KM/LR – Multiplication triangles – 3, 4, 8 x tables (see attached.) | **Maths**  KH – Building bricks multiplication (see attached.)  ZS/IS/HC/MG/GW/KL/DHG – Array matching cards to 30 (see attached.)  KM/LR – Inverse multiplication and division (page 1 – see attached.)  How long does it take to answer round 1? Can you beat your time in round 2? | **Maths**  KH – Array matching cards to 10 (see attached.)  ZS/IS/HC/MG/GW/KL/DHG – Arrays (pages 4 and 5 – see attached.)  KM/LR – ***Use the online version on the website where possible.***  Formal division – 2 digit numbers – Bus stop method power point. After discussing and understanding the method try answering some of the questions on your own and click forward to check your answers. | **Maths**  KH – Arrays – Complete two multiplication sentences for each array (see attached – page 2.)  ZS/IS/HC/MG/GW/KL/DHG – Arrays (pages 6 and 7) – see attached.)  KM/LR – Formal method of division Q1-15 (see attached.) | **Maths**  KH – Arrays – Add a division sentence to the arrays at the bottom of page 2/3 (from yesterday.)  ZS/IS/HC/MG/GW/KL/DHG – Multiplication and division reasoning challenge cards (see attached.)  KM/LR – Formal method of division Q15-30 (see attached.) |
| **English**  Read ‘How to write a formal letter’ power point.  *Using the pre-trip checklist that you wrote on Friday last week* - Prepare a formal letter including the key features, e.g. Address, date.  Then… Write a letter asking the leisure facility to answer the questions you have raised, e.g. Do you have first aiders on site? | | **English**  A survey is to collect information. We have been learning about leisure facilities in Warrington. One attraction which I am presuming we have all visited at some point is Walton Gardens. If anyone hasn’t visited Walton Gardens you can explore the facilities at <https://waltonhallgardens.co.uk/>  Our challenge is to create a visitor feedback survey. Our aims of the survey are:   * **To find out who visits Walton Gardens** * **How often they visit** * **What they do when they visit** * **How long they stay** * **What they enjoy/don’t enjoy**   When creating your survey remember to use a question mark at the end of each question. You will need to give options for answers, e.g. When finding out who visits Walton Gardens consider the target audience. Choices may include ‘couples/families with young children/families with teenage children/elderly.  Your survey must be no more than 10 questions. We will use these surveys in a video call next week so keep them handy! | | **English**  KH – SPAG mat 1 (year 1 autumn term page 1 – See attached.)  ZS/IS/GW/KL/LR – SPAG mat 1 (year 2 autumn term page 1 – See attached.)  DHG - SPAG mat 1 (year 2 autumn term page 2 – See attached.)  KM/HC/MG - SPAG mat 1 (year 2 autumn term page 3 – See attached.) |

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| **PSD/ASDAN**  Prior to covid-19 many companies would attend a jobs fair. Watch the short clip from Warrington jobs fair July 2019 -<https://www.youtube.com/watch?v=Dei1ODgvzzI>  Discuss what can you seen in the video? Stalls, employers, potential employees. Why do you think that job fairs are important?  Look at - <https://www.thejobfairs.co.uk/attend-a-jobs-fair>  Record what you think are the 5 most important reasons why you should attend a jobs fair. | **PSD/ASDAN**  Yesterday we looked at job fairs. Now consider, how else we could find out about local jobs?  Google jobs in Warrington - How many search results did you find?  There are several websites to help you find jobs in Warrington such as Indeed, total jobs and reed. Spend a little time exploring these websites.  Pick one of the recruitment websites and record 5 jobs that you would be interested in researching further. | **PSD/ASDAN**  Look back at the jobs you were interested in yesterday. You can either use one of these jobs or the link below for a store assistant for this task.  <https://www.aldirecruitment.co.uk/stores/store-assistant> Aldi store assistant job description and application process.  Find out and record – What can the company offer you? Last week we looked at our skills and qualities but what is equally important is what a company can offer you as an employee.  Create a flow chart to show the application process. You can use the flow chart attached or create your own depending on the number of steps. | | | | **PSD/ASDAN**  Repeat for one other job on your list.  Compare what the companies can offer you as an employee – Is one more appealing?  Is the application process similar? If not, which do you think is better? |
| **PE**  <https://www.youtube.com/watch?v=5MBEyQIlrfo>  5 minute move | **PE**  <https://www.nhs.uk/10-minute-shake-up/shake-ups/jungle-jig-with-nala-and-simba>  Jungle jig | **PE**  Blow up a balloon – How many times can you hit it in the air without it touching the ground?  Now try with your foot! | | **PE**  <https://primarypeplanning.com/home-pe-mini-muay-thai/>  Mini Muay Thai session | | **PE**  <https://www.youtube.com/watch?v=9pT1jg7UYZ4>  Just Dance – Aladdin |
| **Phonics**  Practice your spellings. Remember to test yourself at the end of the week.  Phase 2 – **ig/im/k/at –** fig, pig, rig, dim, him, rim, kid, kit, Kim, cats  Phase 3 – **sw/st** – swop, stack, stall, stamp, stand, stick, stiff, still, sting, stink  Phase 4 – **air/ea** – air, chair, fair, hair, lair, pair, stair, cairn, beach, each  Phase 5 – **ck/ke** – lick, pick, shock, smack, stuck, track, trick, take, bake, brake  Phase 6 – **silent** – gnash, gnat, gnaw, gnomes, sign, calf, half, calm, salmon, folk | | | | | | |
| **Science**  What evidence was available to the police at the time of Jack the Rippers crimes? (E.g. Eye witness reports – Use your victim profiles to help you answer this.)  Consider whether or not this evidence make it easy for the police to arrest someone? If no, why not?  What did the evidence tell them about Jack the Ripper?  Complete a profile (see attached) of Jack the Ripper.  Use this information to create a suspect drawing. | | | **SRE**  Get yourself comfy and watch the film ‘My Girl’.  <https://en.wikipedia.org/wiki/My_Girl_(film)>  ‘My Girl’ covers a range of topics that are not easy to talk about including death, single parenthood and new relationships.  Consider what each of the relationships were like at the beginning, how it made both people feel, how it changed and why it changed. Decide whether or not it changed for the better over time.   * *Vada and her Dad (Harry.)* * *Vada and Thomas J.* * *Vada and her English Teacher (Mr. Bixler.)* * *Harry and Shelly.* * *Vada and Shelly.* | | **Art**  Mindfulness  Find a quiet space and play something relaxing, one that I enjoy is <https://www.youtube.com/watch?v=1ZYbU82GVz4>  Take some time to enjoy colouring your personalised mindfulness poster. | |

**Don’t forget where possible please upload evidence of your completed work to EFL.**