

## Home Learning



WC: 22.6.20		Session 1 (Phonics/GPS)	Session 2 (English)	Session 3 (Maths)	Session 4 (Topic/Project-based)
<b>Monday</b>	Joe Wicks/ Cosmic Yoga	<p><u>SILENT LETTERS – gn and kn spellings.</u></p> <p>PowerPoint – play the spinner game on the PowerPoint. Write the word 3 times and explain the meaning to someone that you live with.</p>	<p><a href="https://www.youtube.com/watch?v=DoKavOfPkwo">https://www.youtube.com/watch?v=DoKavOfPkwo</a></p> <p>Watch the clip of THE BLACK HAT on You Tube.</p> <p>Think of adjectives to describe the boy and his grandmother and write a list for each.</p> <p>Write sentences to describe the boy and his grandmother (for example - The kind, old granny with curly hair lived with her grandson in a wooden cabin).</p> <div style="text-align: center;">  </div>	<p>Division INTERACTIVE PowerPoint.</p> <p>For each division fact say an associated multiplication fact <math>8 \div 2 = 4</math>.</p>	<p>SCIENCE – PLANTS THAT WE EAT</p> <p>Find out about the plants that we eat using the PowerPoint. Sort the pictures under the headings according to the parts that we eat (this can be done on plain paper with your own drawings of the plants).</p>
<b>Tuesday</b>		<p><u>SILENT LETTERS – gn and kn spellings.</u> Practise the spellings</p> <p><i>knight, knee, knuckle, gnome, gnaw and gnash</i> using the <b>look, cover, say, write check</b> method.</p>	<p>Use your imagination to think about what the boy would see, hear, touch and smell in the forest.</p> <p>His eyes saw...</p> <p>His ears heard ...</p> <p>His hands touched...</p> <p>He nose smelt...</p> <p>Complete the sentences using imaginative</p>	<p><a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p>Play HIT THE BUTTON for dividing by 2, 3, 5 and/or 10.</p> <p>Reinforce the link between multiplication and division.</p>	<p>TOPIC – THE HISTORY OF TRANSPORT</p> <p>Find out about the history of CARS using the PowerPoint of information. Answer the questions on slides 14 and 15.</p>

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			<i>examples (for example – rough, grey pebbles, soft moss, sweet nectar, the yellow eyes of an owl).</i>		
<b>Wednesday</b>	<i>Write your own sentences using the SILENT LETTER words.</i>	<i>Watch the clip of the story again and discuss how the boy feels at different points of the story.</i>  <i>Choose 4 feelings and write a sentence for each (for example – I am feeling excited because I have collected so many magical creatures in jars and cages and they are so beautiful!)</i>		<i>Division calculations PowerPoint – use the visual images to support recording division calculations using the ÷ symbol.</i>	<b>HEALTH AND WELLBEING</b> – Write a list of compliments for someone in your family.
<b>Thursday</b>	<i>SILENT LETTERS – Make your own spelling poster or glossary for silent letters words (an example has been provided for you to look at).</i>	<i>Read the diary extract from the little boy. Discuss what you little about it. Record a list of verbs and adjectives from the diary under the two headings OR highlight them in the text using two different colours.</i>  <i>Choose 2 of your favourite sentences and change the adjectives for new ones of your own.</i>		<i>Give children a list of multiplication facts from the 2, 3, 5 and 10 times tables and ask them to write an associated ÷ fact.</i>  <i>For example – <math>3 \times 2 = 6</math></i>  $6 \div 2 = 3$	<b>HEALTH AND WELLBEING</b> – Enjoy the great outdoors and go on and nature hunt!
					
<b>Friday</b>	<i>SILENT LETTERS – spelling test.</i>	<i>Look at the part of the clip where the animals emerge from the hat and discuss the creatures and think about what creatures they might like to come out of their own BLACK HAT.</i>		<i>Multiplication and division word problems – choose level of difficult to suit *easy **medium *** hard.</i>	<b>SCIENCE EXPERIMENT</b>  <i>Plant 4 seeds in small pots. Leave 1 outside and keep it watered,</i>

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			<p><i>Consider how the boy described his creatures.</i></p> <p><i>Draw your own HAT and the creatures that will come out of it. Create a description bank (be really specific when describing colours - pale, deep, bright, vibrant).</i></p>		<p><i>leave 1 outside and do not water it, keep 1 inside and water it and keep 1 inside and do not water it. Predict what will happen to the seeds and discuss the conditions that plants need to grow.</i></p>
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Here is a suggested timetable for this week - please feel free to complete any other activities recommended on our website. If you take any photos of your work, please email them to school or post them on TEAMS for us to see!