

Maths	<p>Maths No Problem Workbook 3B, Chapter 11 – Fractions.</p> <ul style="list-style-type: none"> - This will be accompanied by a PDF of teaching notes which will include the learning that needs to take place before completing the workbook. Please use this with your parent log in for Maths No Problem. Children are very familiar with this structure and know that they need to look at the initial problem and 'In Focus' task and 'Let's Learn' section, followed by 'Guided Practice' and then the workbook. <p>Core maths skills to practise:</p> <ul style="list-style-type: none"> - TT Rockstars - Reading clocks in real life settings and noticing the time of day that routines begin, finish. - Splitting objects (pizza, cake) into fractions accurately. Sharing objects into equal fractions. - https://www.ncetm.org.uk/public/files/23305581/Mastery_Assessment_Y3_Low_Res.pdf Some extension activities if you need them.
	<p>Monday Lesson 21 and 22, pages 114 – 117. Please teach the input for lesson 21.</p>
	<p>Tuesday Lesson 23, pages 118 - 119. Extension: TT Rockstars.</p>
	<p>Wednesday Lesson 24 and 25, pages 120 - 121. Please teach both inputs.</p>
	<p>Thursday Lesson 26, pages 122. Extension activity: Draw a line and write 0 at the beginning. Using a 0-6 dice, roll twice to make a fraction, for example, roll 6 and 3 to make 6/3. Put this number on the line wherever you think it should go. Roll again and make another fraction. Is it bigger/smaller than your first fraction? Put it on the number line. Your fractions will be different (thirds, quarters, halves, whole numbers even) so you need to think carefully about the size of your fractions. Do this 6 times and share your number line with us!</p>
	<p>Friday Lesson 27, pages 123. Extension activity: Using the activity from yesterday, turn it into a game. Take turns to make fractions with someone else. The first person to get three fractions in a row wins (use different colours to write your fractions down.)</p>
English	<p>Monday Word of the Week Challenge: Go to our class blog and look at Mrs Anderson's 'Word of the Week Challenge'. Take part in the activities. Complete the Word of the Week activity page, thinking about your presentation (download from home learning section or from the newsfeed). Now challenge yourself and your grown-ups to use this word correctly throughout the week!</p>
	<p>Tuesday This week we are going to have a go at writing our own brochures. We will start by planning. Decide on a destination that you would think I or yourself would like to visit in the world. Research it and make a list of all the 'selling points' for this destination, for example:</p> <p style="text-align: center;"><u>Mrs Todd's 'trip' to Tintagel: reasons people might visit</u></p> <ol style="list-style-type: none"> 1. Seaside and beach for Thomas to play in/on 2. King Arthur's Great Halls 3. Castle to visit 4. Great pasties! 5. Woods and hills 6. Lots of shops – easy to get food for the family 7. Cliffs to walk along (safely) 8. Merlin's cave 9. Beautiful vistas 10. Lots of wildlife – rock pooling, bird watching, dolphin boat trips 11. St Nectan's Glen waterfall

	<p>12. Can drive there 13. Lots of campsites to stay at/hotels/holiday homes</p> <p>Try to include some interesting vocabulary as well that will convince a family, like mine, to go there. We will then use this list tomorrow to plan our brochures.</p> <p>Wednesday Using your list from yesterday and the planning sheet on the website, decide what information to include in your brochure. Make sure that you are including persuasive language in your writing. Email your plan to us at amazonclass@stanton-st-quintin.wilts.sch.uk and we will give you some feedback by Friday.</p> <p>Thursday Spelling test day! Grammar task: Vowels and consonants worksheet.</p> <p>Friday Respond to your marking from Mrs Todd and Mrs South. Short burst writing activity – Up</p>
Reading	<p>Reading for at least 20 minutes every day. Ask your child questions about what they have just read to check they have understood their reading. For example, How do you think was feeling when ...? What does mean? Can you think of a synonym for that word? Can you explain the story to me so far? Who is your favourite character and why? Who is the author and what other books have they written? Is this book similar to any other books you have read and why? What do you think will happen? Reading challenge: If you could re-name your book, what would you call it and why?</p>
Spellings	<p>Your child's term 6 spelling list is now on our website. Please test your child on these words on a Thursday as they would at school and to practise using them in a sentence.</p>
Other subjects	<p>Art: What is Fauvism? Research André Derain and his paintings. What do they have in common with Matisse? How are they different? Do you like their style of painting? Recreate Waterloo Bridge by Andre Derain using whatever medium you have at home.</p> <p>PSHE: Similarities and differences: Family tree. Using the template, can you make a family tree for your family? Can you share it with us? Every family is different, some families are large and some children have lots of siblings or no siblings. Some families have step parents or live with their grandparents. Some children have two mums or dads. Some children do not live with their family and are cared for by non-family members, such as adopters or foster carers. Whatever your family tree, it is different to anyone else's and it is great to be different!</p> <p>Physical Development: Play outside as much as possible please! Athletics – running a 300m long distance race. How fast can you do it in? Can you improve your time?</p> <p>Religious education: How do Christians show they care for the World?</p> <p>Look at The Sower and the Seeds Parable: https://www.youtube.com/watch?v=W6LwEW8jX9A Do you know of any charities that care for others / the World? For example, Christian Aid, Traidcraft, CAFOD, Children in Need, Comic Relief. www.christianaid.org.uk www.traidcraft.co.uk www.cafod.org.uk www.bbc.co.uk/programmes/b008dk4b www.comicrelief.com Research a charity. Why do you think people support that charity?</p> <p>French: As-tu un animal? This week you are going to learn how to say 'I have a dog, that is called Beck' (or a different animal, with a different name!) The French for I have is 'J'ai' An example sentence is 'J'ai un chien, qui s'appelle Beck.' Practice using different animals and names. Now try saying that you have more</p>

than one animal; 'J'ai un chien, qui s'appelle Beck et j'ai un chat, qui s'appelle Milo.' The word for and in french is 'et' and is used to join sentences. Practice some of your own.

Science: Investigate the material properties of the items used last week (chair, pencil, reading glasses, pencil sharpener, saucepan, shoes, jacket, book). Use properties including hard, soft, transparent, opaque, flexible, durable, smooth, tough, rough bendy, stretchy, rigid and waterproof. For example, a chair could be hard, soft, rigid etc. Create a simple table and simply tick or cross the relevant properties for each object. For an extra challenge, write down why those materials have been chosen to make an item, e.g. wood is used for chairs because it is hard, durable but soft (can be shaped).

Geography: Research The Coricancha in Cuzco. What country is it in? Who built it and how? What was it for? What are its longitude and latitude? What hemisphere is it in, Northern or Southern? How far away is it from the equator?

Music:

PHASE 1 - 'Up the Mountain'

Lesson Two

1. Use tuned instruments to show the mountain climb

- Look at the mountain pictures from the first lesson.
- Research tuned instruments, such as the piano. Using these websites:
<https://www.onlinepianist.com/virtual-piano>
<https://musicplayonline.com/xylophone/> explain that they are pitched instruments with notes ranging from high to low.
- Experiment with creating a mountain climb in sound, slowly going from low to high.

2. Introduce the idea of sea level

- Explain that as mountains are high, the coast is low.
- Look at the meaning of 'sea level' (*a standard used to work out land elevation or sea depth*). Use the picture below to follow the pitch line from the sea up the mountain path to the summit and down again using voices and/or instruments.



Websites to access for support and teaching ideas:

- Pobble 365 (a new picture every day that children could do an additional short burst write about to practise their writing skills daily.
- Times Tables Rockstars- <https://trockstars.com/>
- BBC Bitesize- <https://www.bbc.co.uk/bitesize>
- <https://nrich.maths.org/>

- <https://www.topmarks.co.uk/>
- <https://www.oxfordowl.co.uk/>
- <https://www.twinkl.co.uk/> - they are offering a month free for parents
- <https://www.bbc.co.uk/teach/super movers>
- <https://chatterpack.net/blogs/blog/resources-list-for-home-learning>
- <https://www.youtube.com/watch?v=d3LPrhI0v-w> (Joe Wicks Exercise Classes)

What to do if I do not receive weekly home learning

- Continue to practise those core skills (listed above)
- Playing board games
- Writing a diary
- Writing a story – let your imagination go wild
- Do some beep tests – measure out 20m (or whatever distance you can do in your garden/street.) Play the beep test video: https://www.youtube.com/watch?v=e0U_yQITBks Can you run from and to your start point before the beep goes off. Can you beat your score?
- Cooking – weighing out ingredients, dividing amounts equally.