

Maths	<ul style="list-style-type: none"> <li>- Maths No Problem workbook A Revision 2 (page 199-204), Mid-year revision (pages 205-207), Chapter 8, Lesson 1-5, Pages 1-10.</li> <li>- This will be accompanied by a PowerPoint which will include the learning that needs to take place before completing the workbook. 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.</li> </ul> <p><b>Core maths skills to practise:</b></p> <ul style="list-style-type: none"> <li>- TT Rockstars</li> <li>- Reading clocks in real life settings and noticing the time that routines start and finish.</li> <li>- Dividing things (pizza, cake, fruit) into fractions and converting this to decimals.</li> </ul>
English	<p>Use neat handwriting always please.</p> <ul style="list-style-type: none"> <li>- Grammar task: verb inflections worksheet and activity (with correct answer sheet). (this should be filed in your folder)</li> <li>- Writing task: It is world poetry week! Read RL Stevenson's From a Railway Carriage. Can you adapt the poem and write your own version, e.g. From the Airplane, From the Car, From the Bicycle?</li> <li>- Short burst writing – Lego wreckage</li> </ul> <p>Think about all the different writing skills we have been learning since the start of the year and use the following in your writing:</p> <ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Accurate spelling</li> <li>- Commas</li> <li>- Apostrophes</li> <li>- Paragraphs</li> <li>- Exclamation and question marks</li> <li>- Expanded noun phrases, e.g. the strict, hardworking maths teacher with curly hair</li> <li>- Prepositions, e.g. Next to the house, by the side of</li> <li>- Fronted adverbials, e.g. Later that day, I heard the bad news.</li> <li>- Verb inflections</li> <li>- Conjunctions</li> </ul> <p>Use this as a checklist when you look for your child's writing. Any missed out, challenge your child to go back through and edit their work.</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?</p> <ul style="list-style-type: none"> <li>- Written reading comprehension activity: Can you re-write the blurb for the book you have just read. What information would you include and what would you leave out to entice the reader to read the book?</li> </ul>
Spellings	<p>Your child will continue to receive termly spellings at the beginning of each term. Please test your child on these words on a Thursday as they would at school and to practise using them in a sentence.</p>
Words of the week	<p><b>Entice</b>- To entice someone to go somewhere or to do something means to try to persuade them to go to that place or to do that thing.</p>

	<b>Evocative-</b> If you describe something as evocative, you mean that it is good or interesting because it produces pleasant memories, ideas, emotions, and responses in people.
<b>Other subjects</b>	<p>PSHE: What does it mean to be healthy? Create a definition for healthy. Using paper, draw and cut out a shape of something that is healthy and inside this record all the ways you can stay healthy, colour grouping the into emotional, physical and mental health.</p> <p>Physical Development: Play outside as much as possible please! Please complete some of the Active Team activities in the Active Teams workbook.</p> <p>Religious education: Why do Christians call the day Jesus died Good Friday? Continue to research this question and record your ideas in a written report.</p> <p>French: Please complete the French worksheet.</p> <p>Art: Research Iron Age brooches and design your own.</p> <p>Music: Continue researching the crwth and making your own using junk modelling. Continue composing a song on it.</p> <p>DT: Finish making a pair of mittens, using simple sewing techniques. Can you add any detail to them by sewing a pattern?</p>

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
- Build a den to see what it was like for Stone Age man
- Writing a diary
- Writing a story – let your imagination go wild
- Be inspired by a cave art



- Cooking – weighing out ingredients, dividing amounts equally.