

# Homework pack for students attending Isle of Ely Primary School



Whilst children are off school, please keep them in a routine as this will help to keep them settled. We would suggest that children get up, make their bed and have breakfast preferably before 9am. It is important to give your children opportunities to have some exercise and fresh air. Think about staggering 'play times' throughout the day.

Using the resources below, children could then spend the 'school day' learning. At most schools, children break around 10:30am, eat lunch around midday and have an afternoon break at about 2:15pm.

All children have a login for Pixl Edge App which will provide core skills and values training. On top of this, there are logins for Purple Mash, TT Rockstars and Pixl Unlock (vocabulary focus). Please see the list of websites included in this pack for additional support.

Thank you for all of your support and we hope to resume normal practice as soon as possible.

Mrs. Coates and the staff at Isle of Ely Primary School

## General Offline Work:

The staffing team has put together a list of activities and websites that your children can partake in whilst off school. Below is a menu of offline activities that do not rely on an internet connection or access to a computer.

### Early Years – Nursery

Please make sure that you check Tapestry as we will be uploading some phonics games ideas daily and some story times for the children to enjoy!

<p>Reading - Story</p> <p>Story focus: <b>Goldilocks and the Three Bears</b></p>	<p>1: This is a story the children should know, before you look at the book try to remember how it goes, ask them to help you, they may remember more than you!!!</p> <p>2: Read the story. If you don't have the book, here is a link to an online version: <a href="https://www.bbc.co.uk/cbeebies/radio/goldilocks-three-bears">https://www.bbc.co.uk/cbeebies/radio/goldilocks-three-bears</a> or a video version <a href="https://vimeo.com/33962579">https://vimeo.com/33962579</a></p> <p>3: If you have the story, watch the one on YouTube. Are they the same? How are they different? You could watch the Cbeebies ballet version: <a href="https://www.bbc.co.uk/iplayer/episode/b08mp5wv/cbeebies-presents-goldilocks-and-the-three-bears">https://www.bbc.co.uk/iplayer/episode/b08mp5wv/cbeebies-presents-goldilocks-and-the-three-bears</a></p> <p>4: Let your child hold the book as you read. Do they hold it the correct way up? Can they turn the pages one at a time?</p>
<p>Writing/Mark making</p>	<p>1: Place some oats onto a tray, using a finger, stick, spoon handle or blunt end of a pencil make marks in the oats – anti-clockwise circles, vertical and horizontal lines.</p> <p>2: Draw a picture of the 3 Bears looking at the different sizes.</p> <p>3: Use runny glue to make marks on a piece of paper and then sprinkle on some oats to leave a trail (if you have some glitter mix it with the oats to make a sparkly trail)</p> <p>4: Outside – put some water in a bucket, using brushes make marks on the pavement (if you have them use 3 different sized brushes and compare the difference).</p> <p>5: Create a story map. Read the story and get your child to draw a picture at each stage. You can write what they say next to each one and draw an arrow between each picture to show which direction the story goes.</p>
<p>Communication and Language</p>	<p>1: As you read the story talk about how the story is structured, a beginning, middle and end. Is it a happy ending?</p> <p>2: Can you think of a different ending to the story? E.g. They all sit down and have tea together.</p> <p>3: Draw their attention to the repeated phrases in the story, encourage them to join in, try staying silent when these occur and wait for them to speak and join in.</p> <p>4: If you have small world furniture at home i.e. Dolls house, fire station use these to make a small role play and use a figure to represent Goldilocks. Can your child place it under, on top of, next to certain pieces of furniture?</p>
<p>Maths</p>	<p>1: Make Honey Bear Biscuits (recipe attached). Let your child help you weigh the ingredients; talk about things being heavy or light; the different size spoons - which one is bigger; look at the numbers on the scales – which ones do they recognise?</p> <p>2: Size language - look at the different size bowls, chairs, and beds – use appropriate language, big, bigger biggest etc.</p> <p>3: Can you find 3 items in your house or garden that are big, medium and small?</p> <p>4: Counting the items within the story 1, 2, 3 can your child use their fingers to represent these numbers, can they count 3 items from a bigger group?</p>

	<p>5: Make Teddy Bear ears by drawing round circles. Can they find 3 different sized circles to represent each bear and then attach them to a band to go round their head?</p>
Expressive arts and design	<p>1: Use your Teddy Bear ears to re-enact the story. Can they use different tones of voice to represent each bear? E.g. A low gruff voice for Daddy Bear.</p> <p>2: Use Lego/Duplo bricks to build the three bears' house. Talk about the different rooms within the house.</p> <p>3: Sing the song "When Goldilocks Went to the House of the Bears" words attached, <a href="https://www.youtube.com/watch?v=jlFXgWKijg4">https://www.youtube.com/watch?v=jlFXgWKijg4</a></p> <p>4: Use junk modelling materials to make a bed for the bears, whose bed is it? Can you make some blankets for the bed?</p> <p>5: Have a Teddy Bears picnic, sing the song (words attached), hold hands and dance around in a circle. <a href="https://www.youtube.com/watch?v=1_jNgirWeQY">https://www.youtube.com/watch?v=1_jNgirWeQY</a></p>
Physical	<p>1: When making the bear ears, encourage your child to cut out the circles and support them to hold the scissors correctly (we say your thumb should be pointing to the ceiling when cutting). If you need to hold the paper then do so, but encourage them to try independently first.</p> <p>2: Go on a Bear Hunt (I know wrong story) lots of people have bears in their windows at the moment, how many can you spot?</p> <p>3: Sing the song, 'Teddy Bear, Teddy Bear' and join in with the actions, words attached <a href="https://www.youtube.com/watch?v=76wc4xdgzGk">https://www.youtube.com/watch?v=76wc4xdgzGk</a></p> <p>4: Make some porridge, do they like porridge? Are they willing to try it?</p> <p>5: Make some porridge, let them help with all the stirring (be careful!! It will be hot!!)</p>
Understanding of the World	<p>1: The bears are a family, who is in your family? Can you draw your family? Who is the biggest/smallest?</p> <p>2: Look on the internet or in books for different kinds of bears, where do they live? What do they eat? Do they eat porridge?</p> <p>3: Top Marks interactive learning game – <a href="http://www.topmarks.co.uk/learning-to-count/teddy-numbers">www.topmarks.co.uk/learning-to-count/teddy-numbers</a></p> <p>4: When having your Teddy Bears picnic talk about family occasions when you have been together and shared a meal, what was the occasion? What were you celebrating?</p> <p>5: Bears are creatures that hibernate, look at this word - what does it mean? Use a dictionary or information book or look on the internet to find out. What other animals hibernate?</p>
PSED	<p>1: How did the bears feel about Goldilocks being in their house? Should she have gone inside? Talk about ways to keep safe, staying close to your parents, not going somewhere without telling someone etc.</p> <p>2: How did Goldilocks feel when she saw the bears? Have there been times when you have been frightened and why?</p> <p>3: Can you play a game with your family? E.g., snakes and ladders. Can you take turns?</p>

### When Goldilocks went to the house of the bears

When Goldilocks went to the house of the bears,  
Oh what did her two eyes see?  
A bowl that was huge,  
A bowl that was small,  
A bowl that was tiny and that was all,  
She counted them: one, two, three.

When Goldilocks went to the house of the bears,  
Oh what did her two eyes see?  
A chair that was huge,  
A chair that was small,  
A chair that was tiny and that was all,  
She counted them: one, two, three.

When Goldilocks went to the house of the bears,  
Oh what did her two eyes see?  
A bed that was huge,  
A bed that was small,  
A bed that was tiny and that was all,  
She counted them: one, two, three.

When Goldilocks ran from the house of the bears,  
Oh what did her two eyes see?  
A bear that was huge,  
A bear that was small,  
A bear that was tiny and that was all,  
They growled at her: grr, grr, grr

### Teddy Bear, Teddy Bear

Teddy bear, teddy bear, turn around,  
Teddy bear, teddy bear, touch the ground,  
Teddy bear, teddy bear, reach up high,  
Teddy bear, teddy bear, touch the sky,  
Teddy bear, teddy bear, bend down low,  
Teddy bear, teddy bear, touch your toes,  
Teddy bear, teddy bear, go to bed,  
Teddy bear, teddy bear, rest your head,  
Teddy bear, teddy bear, turn out the lights,  
Teddy bear, teddy bear, say "good night".

### Teddy Bears Picnic

If you go down in the woods today  
You're sure of a big surprise  
If you go down in the woods today  
You'd better go in disguise!  
For every bear that ever there was  
Will gather there for certain  
Because today's the day the  
Teddy Bears have their picnic  
Picnic time for Teddy Bears  
The little Teddy Bears are having  
A lovely time today  
Watch them, catch them unawares  
And see them picnic on their holiday  
See them gaily gad about  
They love to play and shout  
They never have any cares  
At six o'clock their Mommies and Daddies  
Will take them home to bed  
Because they're tired little Teddy Bears

### Honey Bear Biscuits

#### Ingredients

125g butter or margarine

250g plain flour

1 tsp mixed spice

1tbsp set honey

#### Method

Rub the butter/margarine into the flour.

Add the mixed spice and honey.

Mix into a firm dough.

Chill in the fridge.

Roll out to 5mm thick.

Cut out shapes and place on a baking tray.

Bake for 10 mins at 180 or gas mark 5.

Leave to cool.

## Early Years – Reception

<p>Personal, social and emotional- feelings and sharing</p>	<ol style="list-style-type: none"> <li>1. Play board games. Encourage children to take turns and identify numbers on a dice.</li> <li>2. Bake cookie coins.</li> <li>3. Dress up as a pirate.</li> <li>4. Read as many stories together and discuss themes within the book. ‘Why do you think this is happening? How is this person feeling? What could happen next?’</li> </ol> <p>Oxford owl books- <a href="https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&amp;query=&amp;type=book&amp;age_group=Age+4-5&amp;level=&amp;level_select=&amp;book_type=&amp;series=#">https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&amp;query=&amp;type=book&amp;age_group=Age+4-5&amp;level=&amp;level_select=&amp;book_type=&amp;series=#</a>            Cbeebies pirates party songs - <a href="https://www.youtube.com/watch?v=vRNezeciOuo">https://www.youtube.com/watch?v=vRNezeciOuo</a>  <i>Encourage the children to talk about characters feelings and why they could be feeling that way.</i></p>
<p>Writing - Write a list</p> <p>Practice handwriting- Read Write Inc.</p>	<ol style="list-style-type: none"> <li>1. Describe a pirate (eye patch, peg leg, hook hand, treasure map, earrings, bandana).</li> <li>2. Create a treasure map for the pirate to follow.</li> <li>3. Write a list of things a pirate would need during his hunt for treasure (telescope, compass, parrot, rum, ship, and cutlass).</li> <li>4. Write a message in a bottle for a friend.</li> <li>5. RWI daily exercises for Set 1 sounds. This will show your child how to form each letter correctly.</li> <li>6. Write some tricky words.</li> </ol> <p>Read, Write Inc - <a href="https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ">https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ</a>            Tricky words- <a href="https://www.youtube.com/watch?v=TvMyssfAUx0">https://www.youtube.com/watch?v=TvMyssfAUx0</a>  <a href="https://www.youtube.com/watch?v=R087lYrRpgY">https://www.youtube.com/watch?v=R087lYrRpgY</a></p>
<p>Reading - Phonics</p> <p><b>Story focus: The pirates next door by Jonny Duddle</b></p>	<ol style="list-style-type: none"> <li>1. Go through Set 1 phonics sounds with your children. Sound them out and write them.</li> <li>2. Create words using Set 1 sounds and ask the children to Fred Talk and Read the word to spot whether they can identify the sounds. i.e.: write mat for your child to say ‘m-a-t mat’ or ‘sh-i-p ship’</li> <li>3. Challenge – ask the children to record words you sound to them.</li> </ol> <p>Set 1 Sounds - <a href="https://www.youtube.com/watch?v=hCBzNnSSxds">https://www.youtube.com/watch?v=hCBzNnSSxds</a>            Set 2 Sounds - <a href="https://www.youtube.com/watch?v=qIU3Dg8upXM">https://www.youtube.com/watch?v=qIU3Dg8upXM</a>            Read, Write Inc. - <a href="https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ">https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ</a>            Phonics play- <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> <b>Username: march20 Password: home</b>            The pirates next door - <a href="https://www.youtube.com/watch?v=3LSJWKHoXDw">https://www.youtube.com/watch?v=3LSJWKHoXDw</a></p>
<p>Maths – number formation, counting to 20, addition</p>	<ol style="list-style-type: none"> <li>1. Count to 20. Count jumps, claps, count loud, quiet and use different voices.</li> <li>2. Practice number formation up to 20.</li> <li>3. Collect as much treasure as you can in 1 minute. Count the treasure, compare the treasure to someone else, who has more/less? How many altogether?</li> <li>4. Introduce children to money. Start with 1p and 2p once they understand the concept of money introduce other coins.</li> </ol> <p>Number formation - <a href="https://www.youtube.com/watch?v=qfcbWmASibk">https://www.youtube.com/watch?v=qfcbWmASibk</a>            Numbers bonds to 10- <a href="https://www.youtube.com/watch?v=ID9tjBUiXs0">https://www.youtube.com/watch?v=ID9tjBUiXs0</a>            Shape- <a href="https://www.youtube.com/watch?v=svrkthG2950">https://www.youtube.com/watch?v=svrkthG2950</a>            Doubles - <a href="https://www.youtube.com/watch?v=8jOzhiACB68">https://www.youtube.com/watch?v=8jOzhiACB68</a>            Money- <a href="https://www.topmarks.co.uk/Search.aspx?q=money">https://www.topmarks.co.uk/Search.aspx?q=money</a>            Topmarks- <a href="https://www.topmarks.co.uk/Search.aspx?Subject=16&amp;AgeGroup=1">https://www.topmarks.co.uk/Search.aspx?Subject=16&amp;AgeGroup=1</a> Some really good interactives games for counting, ordering and adding numbers.</p>
<p>Expressive arts and design</p>	<ol style="list-style-type: none"> <li>1. Create a treasure island.</li> <li>2. Paint a treasure map.</li> <li>3. Paint a ship in a bottle.</li> <li>4. Create a cutlass</li> <li>5. Create and walk the plank</li> </ol>
<p>Understanding the world- changes and routines</p>	<ol style="list-style-type: none"> <li>1. Talk about the similarities and differences between your child and Jim Lad from the story.</li> <li>2. Go on a Summer walk and spot the changes from Spring to Summer.</li> <li>3. Ask the children to create a story map of their day.</li> <li>4. Hunt/dig for treasure</li> </ol>
<p>Physical</p>	<ul style="list-style-type: none"> <li>• Joe Wicks 9am PE - <a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a></li> <li>• Go Noodle - <a href="https://www.youtube.com/user/GoNoodleGames">https://www.youtube.com/user/GoNoodleGames</a></li> <li>• Cosmic yoga- <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></li> <li>• imoves – They offer activities for to keep children active <a href="http://www.imoves.com/imovement-signup">www.imoves.com/imovement-signup</a></li> <li>• Get Set 4 PE – They will be setting daily activity tasks on twitter for every day that schools are closed – go to <a href="https://twitter.com">twitter.com</a> and search for @GetSet4PE</li> </ul>

## Year 1

English

Supertato by Paul Linnet and Sue Hendra (<https://www.youtube.com/watch?v=rze89HB9u8g>)

Activity 1 – Supertato Story and Wow Bank

Use the link to listen to the story - <https://www.youtube.com/watch?v=rze89HB9u8g>

Write down the following -

WOW adjectives, conjunctions, question sentences, nouns, verbs.

Activity 2 – Supertato Character Description

For either Supertato or Evil Pea create a character description using the WOW bank from Activity 1.

1) Draw your character and label its features

2) Add some WOW words

3) Use your labels to write a character description.

4) Check and edit for the following:

Capital Letters, full stops, adjectives, common exception words, phonics, and exclamation marks.

Activity 3 – Create your own superhero vegetable character like Supertato.

Key questions:

What vegetable are they?

What will their name be?

What is their superpower?

What do they look like?

How do they save the day?

You can either draw your character and add labels or you can draw and describe in full sentences below.

Activity 4 – Story Map Supertato

Listen to the story again, can you identify the underlying patterns and key aspects of the story.

Put these on to a story map using just pictures and WOW words.

See attached an example of a story map



Activity 5 – Innovate your Story Map

Using post it notes innovate your story map to change key aspects to your own version -

Change Supertato to your character

Change Evil Pea

Change the setting

Change some of the problems they face.

Please continue to practice the following:

Handwriting using letter join

Username:eg1826

Password: home

Common exception words for Year 1

the	his	go	ask
a	has	so	friend
do	I	by	school
to	you	my	put
today	your	here	push
of	they	there	pull
said	be	where	full
says	he	love	house
are	me	come	our
were	she	some	
was	we	one	
is	no	once	

Reading -  
Phonics

Helpful links –  
Daily :  
<https://www.ruthmiskin.com/en/find-out-more/home-reading/>  
Other :  
Set 1 Sounds - <https://www.youtube.com/watch?v=hCBzNnSSxds>  
Set 2 Sounds - <https://www.youtube.com/watch?v=qIU3Dg8upXM>  
Set 3 Sounds - <https://www.youtube.com/watch?v=n-Y4Ha4e7j4>

Everyday please access the website provided to partake in a Phonics Lesson and complete the following activities to embed the sounds.  
Go through Set 1, 2 and 3 phonics sounds with your children using flashcards regularly.

Write in to words and ask the children to Fred Talk and Read the words to spot whether they can identify the sounds.  
Challenge – Get the children to write words you sound to them.

Maths –

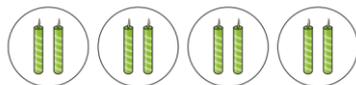
For your upcoming maths lessons please access the White Rose Maths Daily Lessons. This is what we have previously taught from in Year 1 and so therefore continues the learning.  
<https://whiterosemaths.com/homelearning/>

Suggested Activities without using the internet –

- Can you weigh different objects around your house by using a non-standard measurement to see how much it weighs? For example cubes?
- Can you compare different capacities around your house? Which symbol would you use to compare the liquids? Is it empty, almost empty, almost full or full?
- Can you remember how to count in 2's, 5's and 10's? Could you make a number tracker for each?
- Can you make...

5 equal groups of 3, 3 equal groups of 5, 4 equal groups of 6, 2 equal groups of 10

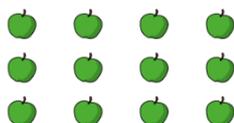
- Can you create a number sentence to match your groups? For example:



$$\square + \square + \square + \square = \square$$

There are  candles.

- Can you investigate an array? What is the row? What is the column? How many are there altogether?  
Practice this with different amounts.



Topic	<p>Below are our three key questions the children should be able to answer by the end of Summer A. You will find Science, DT and History, these should be used as research projects which need to last 2 weeks per subject (as they would in school). You will find suggested activities and the learning objectives in the instructions.</p> <p style="text-align: center;">Science – Which super sense would be your super power?  DT – Where would you get food to keep you fit and healthy?  History - Do you think Florence Nightingale was a real life superhero?</p> <p>Science  Learning Objective - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Suggested Activities -  - Draw a picture of your body. Can you label the basic body parts?  - Identify the five senses. Can you draw a picture of each of the senses?  - Link the senses to your body parts. Which body part is associated with each sense?  - Can you explore the different senses around your house? What can you see, hear, taste, touch and smell? Write and/or draw all your ideas down.</p> <p>DT  Learning Objective - Understand where food comes from.</p> <p>Suggested Activities -  - Investigate your fridge and cupboards at home. Can you research where these foods have come from? Create a poster to show your findings.  - Can you draw a food plate of a balanced diet? Think about what your diet should consist of. Remember that there are 5 different food groups.  - Can you make a fruit salad? Think about the different ways you could prepare your fruit? What tools might you need to make your fruit salad?  - Create a plan for your ideas.  - Remember to evaluate your work. What went well? What would you do differently next time?</p> <p>History  Learning Objective - Explore the lives of significant individuals in the past who have contributed to national and international achievements. Some to compare aspects of life in different periods.</p> <p>Suggested Activities -  - Research Florence Nightingale. Why was she well known? Can you write these down?  - When was Florence Nightingale well known in relation to other historical events? Can you draw a time line of historic events that you have learnt about in Year 1 so far?  - What is the difference between hospitals in the Crimean War and now? Can you draw the difference? Can you label the differences?  - Can you make a poster to explain why Florence Nightingale is so important and impact she had?</p>
Other Subjects	<p>Computing and Interactive Activities – Purple Mash</p> <p>Music - Continue to use Charanga</p> <p>RE - Easter story  ▪ Create a story board of the Easter story.</p> <p>PSHE - Our responsibilities  ▪ To be able to name some people who look after us and some of their responsibilities towards us.  ▪ To identify jobs and responsibilities we have at school.  ▪ To identify responsibilities I have to my friends, family and class.</p>
Keeping active	<p>Here are some useful links to keep your children active –  Go Noodle via YouTube or login  imoves – They offer activities for parents and teachers to keep children active  - <a href="http://www.imoves.com/imovement-signup">www.imoves.com/imovement-signup</a>  Get Set 4 PE – They will be setting daily activity tasks on twitter for every day that schools are closed – go to <a href="https://twitter.com">twitter.com</a> and search for @GetSet4PE</p>

## Year 2

<p><b>Writing</b> - What would you rather?</p>	<p style="text-align: center;"><b>Hot or Cold?</b></p> <p>Different countries around the world have different climates and weather patterns. Some people love the cold whereas some people love being hot. Mr Sinfield and Miss Lewis however are unsure, we need persuading! What do you think?</p> <p style="text-align: center;"><b>Would you rather live in a really hot country or a really cold country?</b></p> <p>Write us a letter giving your answer and explaining why you believe you are right. When writing the letter:</p> <ul style="list-style-type: none"><li>• Present your answer</li><li>• Use personal experiences to back up your opinion</li><li>• Use facts to back up your opinion</li><li>• Use conjunctions (because, but, so, or, however)</li><li>• Think carefully about the adjectives, verbs and adverbs you use</li><li>• Use capital letters and full stops</li></ul>
<p><b>Reading</b> - Phonics</p>	<p>Please continue the phonics work we gave you previously. It is important to keep revising the sounds!</p> <ol style="list-style-type: none"><li>1. Go through Set 1, 2 and 3 phonics sounds with your children and practise creating sounds using each word, following this say a word which contains this sound and ask them to segment it and then spell it.</li><li>2. View the appendix entitled 'Key Stage 1 Common Exception Words', these are words student should mostly be able to read and spell by the end of year 2. Choose 5 words per week and practise Look, Say, Cover, Write, Check.</li></ol> <p>Set 1 Sounds - <a href="https://www.youtube.com/watch?v=hCBzNnSSxds">https://www.youtube.com/watch?v=hCBzNnSSxds</a></p> <p>Set 2 Sounds - <a href="https://www.youtube.com/watch?v=qlU3Dg8upXM">https://www.youtube.com/watch?v=qlU3Dg8upXM</a></p> <p>Set 3 Sounds - <a href="https://www.youtube.com/watch?v=n-Y4Ha4e7j4">https://www.youtube.com/watch?v=n-Y4Ha4e7j4</a></p> <p>In addition to this, please continue to read as much as possible and take this time to develop a love of reading.</p>
<p><b>Maths</b> – Addition, Subtraction and Money</p>	<ol style="list-style-type: none"><li>1. <b>Number bonds to 10 and 20</b> – Continue to practise your number bonds to 10 and then 20. Use the "Adding and Subtracting in Year 2" guide as a starting point!</li><li>2. <b>Addition and Subtraction</b> – Use the "Adding and Subtracting in Year 2" guide to work through the different types of questions.</li><li>3. <b>Addition with money</b> – Use any coins you have at home to create addition or subtraction number sentences. You could also find out how many ways you could make a given total. For example, how many ways can you make 25p?</li></ol>
<p>Theme</p>	<p>In Geography, we continue to investigate countries of the world. This half term however the focus switches to an investigation on why different countries have different weather patterns and climates. If you are able to print off a black and white world map do so. If not, it is not essential and this can still be done by looking at an atlas or map of the world. Once again find:</p> <ul style="list-style-type: none"><li>• All the countries you have visited in your life</li><li>• Your favourite countries, which are not England</li><li>• The countries you, your friends and family members are from or have visited</li></ul> <p>For each country, consider what the climate in the country is like. Is it a cold country, warm country or a very hot country? If you have printed a map colour in the countries you have found, if the country is a cold colour it in blue, if it is warm yellow and if it is hot red.</p> <p>What do you notice about where the hot and cold countries are?</p>
<p>Keeping active</p>	<p>Please continue to stay active during this time!</p> <p>There are links online such as PE with Joe Wicks, if you have access to the internet. If you do not, try and go for a designated walk each day with your child to stay healthy and active. Also, make the most of the lovely weather and if you are able to be active in the garden, please do so.</p>

## Year 3

English

- Read 'The King of the Fishes' aloud. Talk about the story with an adult. Do you think Li made a good wish? Do you know any other stories where people make wishes?
- Think about the main parts of the story. Try to identify the key points in the **Opening**, **Build-up**, **Problem**, **Resolution** and **Ending**.

### Expanded Noun Phrase

An expanded noun phrase is a phrase made up of **a noun** and **at least one adjective**. If you list more than one adjective to describe the noun, you should add a **comma** to separate them.

lots of yummy, cold ice cream

#### Determiner

Used to introduce a noun to specify which one or how many; a/an, the, three, most.

#### Adjective

A word that describes a noun; monstrous, vivid, delightful, familiar.

#### Noun

A person, object or animal; garage, Henry, leopard, sofa.

- Make puppets and practice retelling the story. Put on a puppet show for your family to teach them the story.
- Go through the story and underline the nouns orange, adjectives red, verbs purple and the adverbs blue.
- Draw or paint the King of the Fishes how you imagine him to be – use whatever colours you want. You could even add sparkles or use collage to add details. Now use noun phrases to write a description of your fish.
- Make a story map for the story. Be the teacher and teach your family the story and actions.
- Plan your own Wishing Tale – use a comic strip or story mountain to draw what will happen in each part of the story. Remember to have an Opening where we meet the main character, a Build-up where he meets a magical creature, a Problem where the character needs to decide what to wish for, a Resolution where he makes his final wish, and an Ending where he is happy or learns his lesson.
- Add noun phrases and other WOW words to your plan. Remember to think about varying punctuation (.,?!'") and using different sentence openers.
- Use your plan to write your own wishing tale. Remember to use a TIP ToP paragraphs for each new Time, Place, Topic or Person.
- Edit and improve your work. Check 3 times – read it all to check it makes sense, read each sentence to check for punctuation, read each word to check the spellings.
- Write your finished story out in your neatest handwriting and ask a grown-up to email it to us at school.

### The King of the Fishes

Once upon a time there lived a poor fisherman called Li. Every day he went down to the shore. There he stood on the rocks and threw the nets into the icy waters and waited. When he pulled the nets in, he would take any fish back to the market and sell them.

One day he caught a huge fish. It had silver scales that glittered red and gold. It was so beautiful that Li stood amazed, staring at the fish as it thrashed about in the net. Li suddenly felt guilty. It was so beautiful, and surely it must have a family . . . So he scooped the fish up and set it free. Li stood watching as the fish swam out to sea. Then to his amazement, it turned and spoke to him. 'Li, you have saved the King of the Fishes. I grant you one wish. Come back here when the moon is high in the sky and tell me what you would like.' With that, the King of the Fishes was gone.

Immediately, Li hurried home, wondering what on earth he should wish for. There were so many things that his family needed. First he asked his old father. 'Father, if you had one wish, what would it be?' There was a silence and then his father said, 'Why son, I would wish for new eyes, for I am blind and will never see again.'

Next he asked his old mother. 'Mother, if you had one wish, what would it be?' There was a silence and then his mother said, 'Why son, I would wish for money, for the roof needs mending and the winter winds whip through the house and make my bones shiver so.'

Finally he asked his wife. 'Wife, if you had one wish, what would it be?' There was a silence and then his wife said, 'Why Li, I would wish for a baby, for who will care for us when we are old? Yes, nothing would be more precious than a child.'

Poor Li could not make up his mind – they needed the money certainly, but then his father was blind and that was a terrible thing. He also knew that a child would bring such joy to them all. All evening Li paced up and down trying to decide what the wish should be.

Suddenly, he stopped pacing and grinned. Yes, he had it! He rushed out of the house, through the forest and down to the sea. The moon was high in the sky and so it was the time to talk to the King of the Fishes. Li ran down onto the rocks and stood there with the foam crashing about him. He could see the moon's reflection on the waves, and then there was the King of the Fishes. 'What do you wish for, Li?' called the King in his high, silvery voice.

'I wish for my father to see our son in a cradle made of gold,' shouted Li. There was a silence and the great fish disappeared. The waves stilled and Li could see the stars like silvery freckles in the dark night sky.

Then out of the darkness he heard a noise, drifting down through the forest. It was a baby crying . . .

### Sentence Openers

Time	Order	Where	To add information	Comparisons
One day	At first	In the middle of the...	Again	However
One morning	First	Under the bridge...	Also	Yet
One evening	Second	Over the bridge...	Another	Despite
After that	Third	In the distance...	Along with...	Still
After a while	Then	Far away...	For example...	Unlike
Before long	Last	In a far off land...	As well as	Even though
Afterwards	Finally	Inside of...		Although
As soon as	Next	At the end of...		Rather than
At last		On top of the...		
A moment later		Next to the...		
In the meantime		Nearby...		
Later on		Opposite the...		
Meanwhile				
Soon				
During				
Now				
Next week				
All of a sudden				

Spelling- Use your spelling menus from your homework books to practise these words.

You can also look back over the spelling rules from previous homework and check you still know them!

- Set a timer for 1 minute – how many nouns can you write? Do the same for verbs, adjectives and adverbs? You can try with other word classes too, i.e. prepositions, conjunctions, pronouns.
- Write funny sentences using a words from your list – can you use one from each word class?
- Make an extended noun phrases about your family, friends, pets, toys, i.e. my shaggy old cat sitting in a chair; lots of colourful Lego.
- Play Consequences with your family – write three adjectives, fold the paper so no one can see and pass to the next player, they add the next part and fold the paper, continue the story following this pattern: line 2) the name of first character; 3) one or more adjectives; 4) second character; 5) where they met; 6) first character said; 7) second character said 8) what happened next; 9) the consequence – what happened in the end. Now read the story out loud!
- Remember to use good punctuation **A, . ? "" !**
- Keep practicing Year 3 and 4 Spellings

Reading - Read any available texts daily and discuss information.

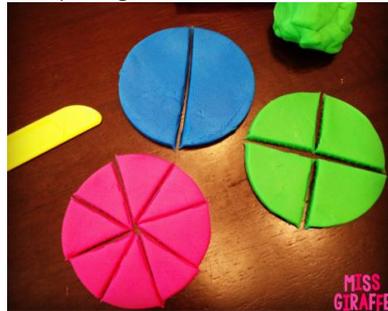
- Identify key facts and make inferences around the text you are reading. Some starting questions for fiction could be:
  1. How do you think the characters felt/why?
  2. What is your favourite part/why?
  3. What do you think will happen next?
  4. What would you say if you met a character in the story?

Maths – Fractions

TT Rockstars and times tables

- This half term we should have been learning about fractions in Maths. To continue to support your child's learning, please access White Rose via the link below for the **first 2 weeks of lessons**. This will allow your child free access to the materials, powerpoints, activities and lessons we would have been teaching. There are some PowerPoints that use sound and have a teacher speaking, so please make sure your speakers work! There are even downloadable answers if you would like to mark your child's work. Please take pictures and attach them to the blog or billboard on PurpleMash. Alternatively you could email them to us via purple mash. We would LOVE to see what your child is doing!  
<https://whiterosemaths.com/homelearning/year-3/>
- To support this further, why not try baking with your child, discussing fractions of ingredients. You could even make a pizza!
- You could try making different fractions with play dough and removing sections, asking your child what fraction is left.
- Why not make some fraction flowers, but try using non-unit fractions such as  $\frac{2}{3}$ ,  $\frac{5}{6}$   $\frac{4}{8}$ .
- You could create a fraction wall and explore equivalent fractions, for example,  $\frac{3}{6}$ ,  $\frac{4}{8}$ ,  $\frac{6}{12}$  are all the same as a half. You could even make it out of LEGO!!
- If you have some spare paper plates, how about creating paper plate fractions, looking at non-unit fractions.
- A nice activity would also be to create a key fraction vocabulary sheet for your child, they might even be able to teach you some things! You could even make vocabulary bunting. **TOP TIP: A non-unit fraction is a fraction where the numerator (the number on the top half of the fraction) is greater than 1. For example,  $\frac{3}{4}$  is a non-unit fraction, because three is the numerator.**
- Below are lots of examples of fun ways to explore fractions alongside the White Rose lessons and away from computer screen.
- We will also continue to update Purple Mash with different fraction games.

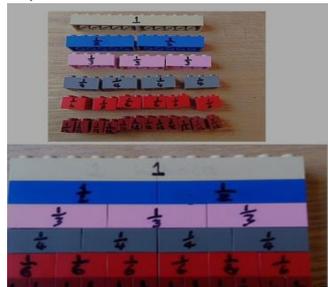
Play dough fractions



Fraction flowers



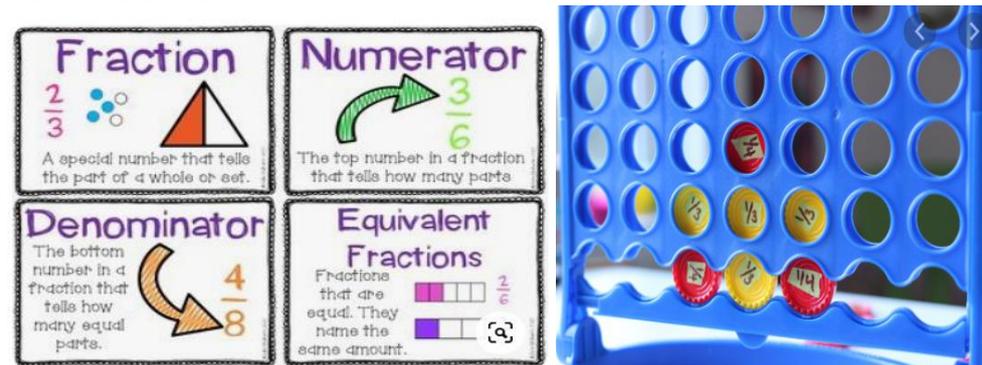
Equivalent fractions- fraction wall



Paper plate fractions



Fraction Vocab sheets



Theme  
**GROW WITH THE FLOW**

- This half term our topic would have been **‘Grow with the Flow’**. In science we would have been exploring parts of a flower, in Geography we would have been learning about the water cycle and in Art we would have been exploring Monet and painting water and plants. Below are some ways of supporting your child with this topic.

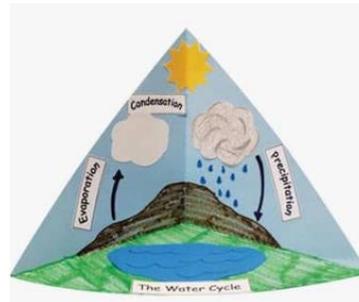
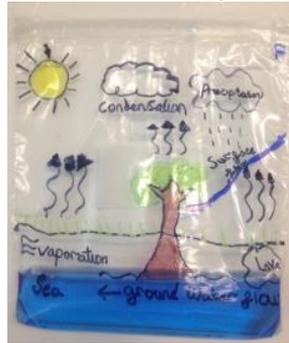
**Science**

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers-dissect plants or flowers, stick them on paper and label the parts and their functions.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant- conduct an experiment using different plans (cress seeds) and deprive them of differing elements (sunlight, air, water, soil) see which ones grow best! Write up the methodology and outcomes!
- Why not use the script in this link to create a play about plant life! It’s only 20 minutes!  
[https://www.stem.org.uk/system/files/elibrary-resources/legacy\\_files\\_migrated/2124-4.4\\_script.pdf](https://www.stem.org.uk/system/files/elibrary-resources/legacy_files_migrated/2124-4.4_script.pdf)
- Create a poster/ play/ song to investigate the way in which water is transported within plants
- Create a chronological report to explore how the part of a plant that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

**Geography**

- Research and explore the water cycle by using the knowledge organiser provided, make a water cycle grow bag using a sandwich bag, sharpies and some water! This is a great way to bring the water cycle to life.

CHALLENGE: Could you create a bag for each step of the water cycle?



- Create a 3D water cycle trigram.

**Art**

- Research and explore Monet.
- Create a fact file about him.
- Try recreating some of his art- could you use your Monet art to represent the water cycle?



Keeping active

- Where possible, take your child on lots of adventure walks to explore the world around them!
- We are currently learning cricket and rounders at school, it would be a nice idea to practise, throwing, catching and batting skills where possible.
- Go Noodle via YouTube or login
- imoves – They offer activities for parents and teachers to keep children active - [www.imoves.com/imovement-signup](http://www.imoves.com/imovement-signup)
- Get Set 4 PE – They will be setting daily activity tasks on twitter for every day that schools are closed – go to [twitter.com](https://twitter.com) and search for @GetSet4PE

## Year 4

<p>Writing – diary entries and animal fact file.</p> <p>Practice your handwriting using letter join</p>	<ul style="list-style-type: none"> <li>• Write a diary – Try to write in this every day. Remember to record the date and to write about what you have been up to in detail – think about what, when, where, why, who and how. Describe how you are feeling each day too!</li> <li>• Focus on writing complex sentences including subordinate clauses (using words like when, although, despite, before to add more detail) and fronted adverbials (to say when, where or how often e.g. in the morning, at the park or every day).</li> <li>• Remember to check your punctuation!</li> <li>• Write a fact file about your favourite animal. You may need to research some information about them on the internet or you could find information in books too! Think about organising your writing into sections using subtitles (such as habitat and food) and add pictures too.</li> <li>• Have a go at the English packs on Hamilton’s website – there is a mixture of reading, writing and grammar activities. <a href="https://www.hamilton-trust.org.uk/blog/learning-home-packs/">https://www.hamilton-trust.org.uk/blog/learning-home-packs/</a></li> </ul>
<p>Reading</p>	<ul style="list-style-type: none"> <li>• Keep reading! Aim to read a range of text types such as stories, diaries, fact files and newspapers.</li> <li>• Identify key facts and make inferences from the texts. Think about what your favourite part was, how the characters might be feeling and what you might say to them.</li> <li>• Use a dictionary to look up the meaning of any words you don’t understand and keep a record of these definitions so you can look over them again.</li> </ul>
<p>Maths –</p>	<ul style="list-style-type: none"> <li>• Weigh some of the ingredients in your kitchen – Can you find 10/100/1000 more and less? For example I have 450g of flour – 10 more is 460g, 100 more is 550g, 1000 more is 1450g.</li> <li>• Use a tape measure to measure the lengths of the walls in one room. Can you round these measurements to the nearest cm? Use these measurements, to work out the perimeter and area of the room. Perimeter is the length all the way around the outside of the room and area is how much space is inside the room (length x width). Can you do the same for other rooms and compare their measurements? If you’re up for a challenge, keep the exact measurements and use these to find the perimeter and area of the rooms.</li> <li>• Create a board game to play with your family. It could involve times table questions, adding amounts of money or finding fractions of amounts.</li> <li>• Create your own multiplication grid and see how much you can fill in by memory.</li> <li>• Go on a hunt around your house to see how many right angles you can find. Can you also identify acute angles (smaller than a right angle)?</li> <li>• Keep practising telling the time on an analogue clock to the nearest 5 minutes. Can you work out what the time will be in half an hour, an hour and five hours’ time?</li> <li>• Have a go at the White Rose Maths lessons <a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a></li> <li>• You could also use the Maths packs on Hamilton’s website - <a href="https://www.hamilton-trust.org.uk/blog/learning-home-packs/">https://www.hamilton-trust.org.uk/blog/learning-home-packs/</a></li> </ul>
<p>Theme – Grow with the Flow</p>	<ul style="list-style-type: none"> <li>• Create a picture of a plant or plants using paint, pastels or crayons. You could see what you can find in your garden or even look online for more ideas.</li> <li>• Research the water cycle and create a poster to explain the key processes: evaporation, condensation, precipitation.</li> <li>• You could create your own 3D model using recycled items to show the water cycle.</li> <li>• Use blue pencils, crayons and paint to experiment with different types of lines e.g. waves or zig zags. Which do you think look most like water? Why?</li> <li>• Create a stormy sea picture using any resources you wish e.g. tissue paper, recycled card, paint, pastels.</li> <li>• Grow a bean in a jar with cotton wool so you can see it germinate. <a href="http://www.greatgrubclub.com/grow-a-bean-plant#.XnyajYj7TIU">http://www.greatgrubclub.com/grow-a-bean-plant#.XnyajYj7TIU</a> Draw a picture of what your bean looks like each day and write what is happening.</li> <li>• Help in the garden. Can you do some weeding or plant some new plants? Can you identify the roots? What is their role?</li> <li>• Perhaps you could grow some of your own vegetables.</li> </ul>
<p>Keeping active</p>	<p>Here are some useful links to keep your children active:</p>

	<ul style="list-style-type: none"><li>• <a href="http://www.gonoodle.com">www.gonoodle.com</a> – guided dance, mindfulness and brainercise activities</li><li>• PE with Joe Wicks at 9am on YouTube</li><li>• imoves – They offer activities for parents and teachers to keep children active - <a href="http://www.imoves.com/imovement-signup">www.imoves.com/imovement-signup</a></li><li>• Get Set 4 PE – They will be setting daily activity tasks on twitter for every day that schools are closed – go to <a href="http://www.twitter.com">www.twitter.com</a> and search for @GetSet4PE</li></ul>
Other skills	<ul style="list-style-type: none"><li>• Go on <a href="http://www.duolingo.com">www.duolingo.com</a> or download the duolingo app to practise your German.</li></ul>

## Year 5

We are using Purple Mash to set many tasks for the children, give them a chance to show off their hard work to their peers and to communicate with them. It would be beneficial if they could access this too during this period of home learning.

Writing –	<p>Think about your target bookmarks and improving your writing stamina. We know lots about how to write good introductions, noun phrases, modals, power of three, many different types of punctuation ( . , ! ? ; - ), paragraphing and linking these, higher level vocabulary, emotive language, descriptions, atmosphere, ‘show me, not tell me’.</p> <ol style="list-style-type: none"> <li>1. Keep going with the diary about your day to day routine; <i>what have you got up to? What have you learnt? What have you enjoyed?</i> Set yourself a daily goal to achieve the next day.</li> <li>2. Write a newspaper report about a big event in your house: the opening of the new ‘Lounge Cinema’; the strange case of the missing shoes – WHO DID IT?; The unbelievable victory of the children vs the adults at garden football.</li> <li>3. Draw a map of the house or garden and write a description and explanation for each room; alternatively, you can draw a map of a spaceship/underground bunker and write room descriptions for this instead! (Maths link)</li> <li>4. Rewrite a story from the perspective of another character. This could be quite simple with The Three Little Pigs written from the perspective of the Wolf, or more complicated with a version of Harry Potter written from the perspective of Draco Malfoy. Maybe he is just misunderstood?</li> <li>5. If you’re doing some cooking, create your own recipe book with all the delicious food and meals you’re cooking. (Maths link)</li> </ol>																																																																																																									
Reading –	<p>With book choices, check out the book list at book trust (see separate list). Mr Turner and Mrs Hunter will be reading some of these books so would love to hear about what you have enjoyed.</p> <ol style="list-style-type: none"> <li>1. Keep going with the book reviews! Write a book review of a new book you have read, including; a title, the author, genre, target audience, summary, review comments and star rating.</li> <li>2. Keep going with the Character Profiles about your favourite character, identifying different powers they may have, abilities, their appearance etc.</li> <li>3. Practise some of the spellings below! You can use these to create your own dictionaries, use them in sentences or even attempt sentences which use as many of these as possible!</li> </ol> <div data-bbox="276 1151 1449 1957" style="border: 2px solid #c00040; padding: 10px; margin: 10px 0;"> <h3 style="text-align: center; color: white; margin: 0;">Year 5 and 6 Statutory Spellings</h3> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>accommodate</td><td>category</td><td>determined</td><td>forty</td><td>marvellous</td><td>programme</td><td>soldier</td></tr> <tr> <td>accompany</td><td>cemetery</td><td>develop</td><td>frequently</td><td>mischievous</td><td>pronunciation</td><td>stomach</td></tr> <tr> <td>according</td><td>committee</td><td>dictionary</td><td>government</td><td>muscle</td><td>queue</td><td>sufficient</td></tr> <tr> <td>achieve</td><td>communicate</td><td>disastrous</td><td>guarantee</td><td>necessary</td><td>recognise</td><td>suggest</td></tr> <tr> <td>aggressive</td><td>community</td><td>embarrass</td><td>harass</td><td>neighbour</td><td>recommend</td><td>symbol</td></tr> <tr> <td>amateur</td><td>competition</td><td>environment</td><td>hindrance</td><td>nuisance</td><td>relevant</td><td>system</td></tr> <tr> <td>ancient</td><td>conscience</td><td>equipment</td><td>identity</td><td>occupy</td><td>restaurant</td><td>temperature</td></tr> <tr> <td>apparent</td><td>conscious</td><td>equipped</td><td>immediate</td><td>occur</td><td>rhyme</td><td>thorough</td></tr> <tr> <td>appreciate</td><td>controversy</td><td>especially</td><td>immediately</td><td>opportunity</td><td>rhythm</td><td>twelfth</td></tr> <tr> <td>attached</td><td>convenience</td><td>exaggerate</td><td>individual</td><td>parliament</td><td>sacrifice</td><td>variety</td></tr> <tr> <td>available</td><td>correspond</td><td>excellent</td><td>interfere</td><td>persuade</td><td>secretary</td><td>vegetable</td></tr> <tr> <td>average</td><td>criticise</td><td>existence</td><td>interrupt</td><td>physical</td><td>shoulder</td><td>vehicle</td></tr> <tr> <td>awkward</td><td>curiosity</td><td>explanation</td><td>language</td><td>prejudice</td><td>signature</td><td>yacht</td></tr> <tr> <td>bargain</td><td>definite</td><td>familiar</td><td>leisure</td><td>privilege</td><td>sincere</td><td></td></tr> <tr> <td>bruise</td><td>desperate</td><td>foreign</td><td>lightning</td><td>profession</td><td>sincerely</td><td></td></tr> </table> <p style="text-align: center; margin-top: 5px;"> visit <a href="https://www.twinkl.com">twinkl.com</a></p> </div>	accommodate	category	determined	forty	marvellous	programme	soldier	accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach	according	committee	dictionary	government	muscle	queue	sufficient	achieve	communicate	disastrous	guarantee	necessary	recognise	suggest	aggressive	community	embarrass	harass	neighbour	recommend	symbol	amateur	competition	environment	hindrance	nuisance	relevant	system	ancient	conscience	equipment	identity	occupy	restaurant	temperature	apparent	conscious	equipped	immediate	occur	rhyme	thorough	appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth	attached	convenience	exaggerate	individual	parliament	sacrifice	variety	available	correspond	excellent	interfere	persuade	secretary	vegetable	average	criticise	existence	interrupt	physical	shoulder	vehicle	awkward	curiosity	explanation	language	prejudice	signature	yacht	bargain	definite	familiar	leisure	privilege	sincere		bruise	desperate	foreign	lightning	profession	sincerely	
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Maths –	<p>Websites and apps: TT Rock Stars, PiXL Times Tables, numbots. Lots of lessons on <a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a></p> <ol style="list-style-type: none"> <li>1. Maths link to maps of houses, gardens or spaceships: practise your conversions of measures and be careful to keep these realistic and accurate!</li> </ol>																																																																																																									

	<ol style="list-style-type: none"> <li>2. Maths link to recipes: practise measuring out the different ingredients and again, converting these between different measures.</li> <li>3. Keep going with your 4 basic operations. If you use a dice (or other kind of random number generator) you can make questions for yourself based around: multiplying numbers by 2-digits, dividing by numbers up to 12 with remainders/decimals, adding and subtracting in decimals.</li> <li>4. We did a lot of work on fractions a few weeks ago – again, use a dice to make up fractions that look into: improper fractions (top heavy), adding and subtracting fractions, multiplying fractions and finding equivalent fractions. Remember to always present your answers in their simplest form.</li> <li>5. Make up a time table of your day, using times. Time how long it takes you to do things and if you go over on one activity, what effect this would have on later activities.</li> </ol>
Theme –	<p>Science websites: <a href="https://thekidshouldseethis.com/">https://thekidshouldseethis.com/</a> <a href="https://www.natgeokids.com/uk/">https://www.natgeokids.com/uk/</a>  Other good websites for home-learning include: <a href="https://www.bbc.co.uk/bitesize/levels/zbr9wmn">https://www.bbc.co.uk/bitesize/levels/zbr9wmn</a>  <a href="https://www.stem.org.uk/home-learning/primary">https://www.stem.org.uk/home-learning/primary</a>  <a href="https://www.hamilton-trust.org.uk/blog/learning-home-packs/">https://www.hamilton-trust.org.uk/blog/learning-home-packs/</a>  <a href="https://classroomsecrets.co.uk/free-home-learning-packs/">https://classroomsecrets.co.uk/free-home-learning-packs/</a></p> <ol style="list-style-type: none"> <li>1. Science: Get growing! Try out some science experiments with plants in flower pots or in your garden. How can you make a plant grow its best? Remember to try this with a few plants to make sure it's a fair test...</li> <li>2. Science: Egg parachutes. Drop an egg from a height. How can you best protect the egg and break its fall so it doesn't crack? How high can you go?</li> <li>3. Art: Egg painting! Get a parent to help make a small hole in the bottom of an egg to blow out all the contents. Get out some paint or pens and get decorating! Collect them up and display them on some branches on a vase. Could you make a gallery?</li> <li>4. Music: choose your favourite song where you know the tune and lyrics well. Can you change the lyrics to make an informative song about something you have learnt this year? A concert in the making...</li> <li>5. History: Look, Think, Do. Write these as 3 headings and explain what you learnt at each step.</li> </ol> <p><b>Look:</b> This painting was finished just before Kate and Grace celebrated their 20th birthday. How many similarities and differences can you spot between the two?</p> <p><b>Think:</b> The artist has given us clues to show us their different personalities. Who do you think is the more outgoing and why? If you could show your personality in a picture what colours, objects and setting would you choose and why?</p> <p><b>Do:</b> Warm up by finding a mirror and pulling as many funny faces as you can. Write lots of different emotions onto strips of paper and put them into a hat. Take it in turns to pull them out and act the emotion using only your face- NO SOUND ALLOWED! How many emotions can people guess from your face? Find more of these activities at:</p> <p><a href="https://www.fitzmuseum.cam.ac.uk/lookthinkdo/about">https://www.fitzmuseum.cam.ac.uk/lookthinkdo/about</a></p> <ol style="list-style-type: none"> <li>6. Geography: All about your road. Using what you can see from your window and google maps to draw your own map of your road. This needs to include big features like houses and cars, but also smaller features like hedges and bushes and trees. If you live rurally in the countryside we would love to still see what is around you.</li> </ol>



## Computer Based Work:

Please note that we are giving out these website addresses in good faith and that children's use of the internet should be monitored by an adult within the home at all times.

A separate 'additional information' list has also been sent to you. Please refer to that for more details on some of the school learning platforms.

<https://www.purplemash.com/login/>

In Years 1-5 class teachers have set a range of work that can be completed on PurpleMash. Once your child saves and submits their work, teachers can then respond with feedback. If your child does not have their login, please contact their classroom teacher by emailing the office.

<https://classroomsecrets.co.uk/free-home-learning-packs/>

Home learning packs for all year groups.

<https://primarystareducation.co.uk/covid-19-year-1/>

Year 1 home learning pack.

<https://primarystareducation.co.uk/covid-19-year-2/>

Year 2 home learning pack.

<https://whiterosemaths.com/homelearning/>

Maths revision / home learning.

<https://trockstars.com/>

TT Rockstars – website to practise times tables. Year 2 – 5 have login details for this.

<https://thekidshouldseethis.com/>

Curious videos to enhance children's knowledge of science.

<https://www.natgeokids.com/uk/>

Activities and quizzes relating to science and nature.

<https://scratch.mit.edu/explore/projects/games/>

Computer programming tool for children in KS2 or above.

<https://www.bbc.co.uk/bitesize/levels/z3g4d2p>

BBC activities for KS1 and Early Years.

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

BBC activities for KS2.

<https://blockly.games/?lang=en>

Simplistic website for basic computer programming.

<https://www.dkfindout.com/uk/>

Research website for children.

<https://www.twinkl.co.uk/resources/extra-subjects-parents/school-closures-category-free-resources-parents/school-closures-free-resources-parents>

Twinkl has a whole range of resources for parents to download.

<https://play.numbots.com/?#/account/school-login-type>

Maths game.

### **Child friendly search engines:**

<https://www.kiddle.co/>

<https://wackysafe.com/>

<https://www.alarms.org/kidrex/>

<https://www.safesearchkids.com/>

## Additional Reading:

Being off school offers children an ideal opportunity to read. Please see <https://home.oxfordowl.co.uk/books/free-ebooks/> for access to *free eBooks*.

### Recommended book lists and story-based websites:

#### 0 - 8 year olds

<https://www.booktrust.org.uk/booklists/1/100-best-0-5/>

<https://www.booktrust.org.uk/booklists/1/100-best-books-6-8/>

<https://www.storyplace.org/>

#### 9 – 11 year olds

<https://www.booktrust.org.uk/booklists/1/100-best-books-9-11/>

#### General

<https://www.storynory.com/>

[http://www.professorgarfield.org/pgf\\_mrsp.html](http://www.professorgarfield.org/pgf_mrsp.html)

<http://en.childrenslibrary.org/>

<https://freekidsbooks.org/>