



# Drake Class

## Home Learning Activities

### Week 1 - 23/03/20



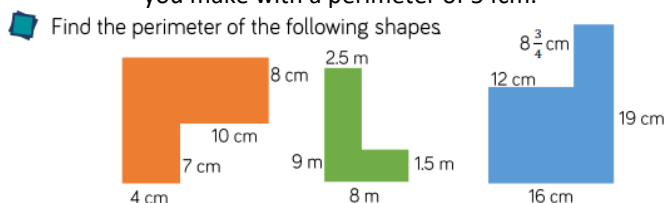
#### Weekly Maths Tasks

Play on Hit the Button - focus multiplication tables.

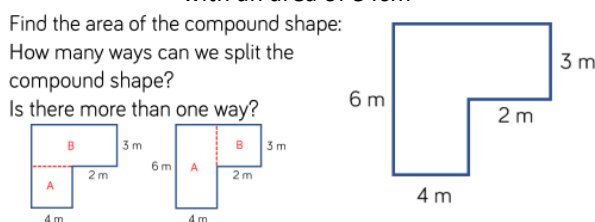
Work through the arithmetic paper and then on an area they are unsure of. (Look at the Calculation Policy on the school website under 'Curriculum' and then 'Maths' for help in how to support + - x and ÷)

#### Perimeter and Area

**Y5:** Investigate how many compound rectilinear (rectangles) shapes can you make with a perimeter of 54cm.



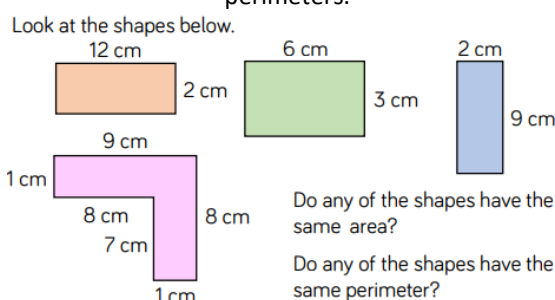
Investigate how many different rectangles and squares you can make with an area of 84cm<sup>2</sup>



Could we multiply 6 m x 6 m and then subtract 2 m x 3 m?

Draw your own compound shapes and calculate the area.

**Y6:** Draw two rectangles with an area of 24cm<sup>2</sup> but with different perimeters.



Explore how to calculate the area of a triangle –  
(base x height) ÷ 2

Make some rectangles and fold them in half to make two triangles.

Explore how to calculate the area of a parallelogram – base x height  
Cut one end off the parallelogram and place it on the other side to create a rectangle; this is why it's the same as the area of a rectangle.

Choose questions from area and Perimeter Booklet

#### Weekly Reading Tasks

Access to 'quizzing' on Accelerated Reader will be available at home. The children have an individual login (which they should know!). You can access the quizzes on:  
<https://ukhosted113.renlearn.co.uk/2236417>

An extra resource is also available on:  
<https://www.twinkl.co.uk/go> .  
Click on this website and enter the code ES3205 and you will be given access to a comprehension about Rhinos.  
Choose from 3 levels of difficulty and its self-marking.

#### Weekly Writing Tasks

- Read the extracts from 'Lost Words'
- Now read the introduction. Does this make it clearer what the book's purpose and content is?
  - Choose some poems to read and enjoy – you could record these on a video file.
- Watch a time lapse of a fern growing - [https://www.youtube.com/watch?v=xN8c\\_XOLNcg](https://www.youtube.com/watch?v=xN8c_XOLNcg)
- Talk about what the plant looks like at different stages and choose vocab. Include some subject-specific terms that could help pupils frame their ideas, e.g. 'frond', 'spore' and 'fiddlehead'! (google 'diagram of a fern' to help).
- Read the poem and then look at the accompanying illustrations. Discuss the relationship between the two. How have facts about ferns been used in the poem? Draw out the poetic devices used (alliteration, assonance, onomatopoeia etc.) and look at how punctuation, font variation and layout (line ending, acrostic) choices emphasise what is being described.
  - Read the 'Raven' and 'Otter' and repeat the activities linked to the fern.
- List specific vocab – Otter: 'shape-shifter', 'breath-taker', 'heart-stopper', 'shadow- flutter', 'bubble-skein', 'silver-miner', 'otter-dreamer'
- Choose something in the natural world **to write a similar style acrostic poem** – think of things which inspire awe and wonder and have interesting 'lost words' attached to them.

#### Weekly Spelling Tasks

Rainbow spelling sheets can be found on the school website underneath 'Curriculum' and then 'English'. Children can practise the sheet they are on and then progress when they feel ready – but keep checking back on the sheet they are on.

Weekly Theme Task – ‘Living Things’.

The children have focussed their writing on one specific animal so now they can **research a different animal** from a different class (mammals, birds, reptiles, amphibians, fish or insects).

- **Create a life cycle on a specific animal** – look at the differences between mammals, birds etc. (Insect are really interesting to look at as some include metamorphosis – think butterfly).
- **Watch videos of how certain animals change during their life cycles** (there is some great footage of time lapse photography).

**Computing:**

- Use a presentation program (PowerPoint/Keynote etc.) to **create a presentation** on your animal.

**Art:**

- Continue your work on producing **realistic illustrations of animals**.

**P.E**

Fitness is our focus at the moment so the children could repeat the circuit that we have set up in school.

1 minute on and 2 minutes off of: squats, press up, skips, side jumps, burpees and star jumps. Or you could log in to YouTube – Joe Wicks – ‘The Fitness Coach’ is streaming live at 9am on Monday morning. Check out

<https://www.youtube.com/playlist?list=PLyCLOpd4VxBvPHOpzoEk5onAEbg40g2-k> for loads of 5/8 minute workouts.

**R.E:**

As it approaching Easter, you could create an Easter garden; read the story of Easter; or bake some Easter biscuits.

Any electronic work they produce can be sent to [admin@sampford.org.uk](mailto:admin@sampford.org.uk)

# fern

## *fern*

Fern's first form is furled,  
Each frond fast as a fiddle-head.  
Reach, roll and unfold follows.  
Fern flares.  
Now fern is fully fanned.

# otter

## *otter*

Otter enters river without falter – what a  
supple slider out of holt and into water!  
This shape-shifter's a sheer breath-taker, a  
sure heart-stopper – but you'll only ever spot  
a shadow-flutter, bubble-skein, and never  
(almost never) actual otter.  
This swift swimmer's a silver-miner – with  
trout its ore it bores each black pool deep  
and deeper, delves up-current steep and  
steeper, turns the water inside-out, then  
inside-outer.  
Ever dreamed of being otter? That  
utter underwater thunderbolter, that  
shimmering twister?  
Run to the riverbank, otter-dreamer, slip  
your skin and change your matter, pour  
your outer being into otter – and enter  
now as otter without falter into water.

# raven

## *raven*

Rock rasps, what are you?  
I am Raven! Of the blue-black jacket and the  
boxer's swagger, stronger and older than peak  
and than boulder, raps Raven in reply.  
Air asks, what are you?  
I am Raven! Prince of Play, King of Guile,  
grin-on-face base-jumper, twice as agile as  
the wind, thrice as fast as any gale, rasps  
Raven in reply.  
Vixen ventures, what are you?  
I am Raven! Solver of problems, picker of  
locks, who can often outsmart stoat and  
always out-think fox, scoffs Raven in reply.  
Earth enquires, what are you?  
I am Raven! I have followed men from forest  
edge to city scarp: black shadow, dark  
familiar, hexes Raven in reply.  
Nothing knows what you are.  
Not true! For I am Raven, who nothing cannot  
know. I steal eggs the better to grow, I eat  
aves the better to see, I pluck wings the  
aven in reply.



Once upon a time, words began to vanish  
from the language of children. They  
disappeared so quietly that at first  
almost no one noticed – fading away like water on  
stone. The words were those that children used to  
name the natural world around them: acorn, adder,  
bluebell, bramble, conker – gone! Fern, heather,  
kingfisher, otter, raven, willow, wren . . . all of them  
gone! The words were becoming lost: no longer vivid  
in children's voices, no longer alive in their stories.

You hold in your hands a spellbook for conjuring  
back these lost words. To read it you will need to  
seek, find and speak. It deals in things that are  
missing and things that are hidden, in absences  
and in appearances. It is told in gold – the gold  
of the goldfinches that flit through its pages in  
charms – and it holds not poems but spells of  
many kinds that might just, by the old, strong  
magic of being spoken aloud, unfold dreams  
and songs, and summon lost words back into  
the mouth and the mind's eye.

