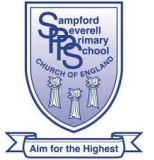




Drake Class
Home Learning Activities
Week beginning Tuesday 14/04/20



Online learning platform

The school has been in the process of determining the best way to support learning at home and we have decided that Years 1-6 will be using Seesaw to upload pieces of their home learning and Year reception (Darwin Class) will continue to use Tapestry.

To make this way of learning manageable for parents at home and the staff in school/at home, please consider the following information.

- Each week these pieces of work will be commented on by Mr Snow:

A piece of writing that has been completed (with a clear picture of the writing).

A piece of maths work that has been completed.

A piece of the topic learning that has been completed.

- Other learning that is uploaded will be looked at and liked by the teacher and will be used to inform future planning.

- If you have any questions about your child's learning, please email drake@ventrus.org.uk

Please remember that all the work you are doing at home is valid, such as baking, playing in the garden, painting, drawing and so on – all of these things are learning!

We continue to review our home learning offer and will monitor Seesaw/Tapestry to see if further changes need to be made.

Ventrus has decided, based on teacher union advice, not to offer live lessons during our school closure.



Drake Class

Home Learning Activities

Week beginning Tuesday 14/04/20



| Weekly Maths Tasks | | Weekly Reading Tasks |
|---|--|--|
| <p>Play on Hit the Button - focus multiplication tables.</p> <p>Work through the areas of last week's 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 ÷)</p> <p>https://www.sampford-peverell-primary.devon.sch.uk/website/maths/459621</p> <p>Also in the maths section of the website is a link to a fantastic maths revision interactive resource which gives the children extra questions in whichever area of maths they would like to work on a little more – with YouTube links to explain the process!</p> | <p style="text-align: center;"><u>Y5/6 Line Graphs</u></p> <p>STEP 1: Collect data and present it as a line graph.</p> <p>Possible investigations could be:</p> <ul style="list-style-type: none"> - Measuring shadows over time - Plant growth - Heart Rate during fitness exercises (with resting heart rate, warm up, activities, cool down, return to resting. - Daily temperature. <p>Line graphs are made of two axes – the y (vertical line) and the x (horizontal line). Time is usually the x axis. The children need to think of the size of the intervals (marks on the axis) Line graphs measure over time so that data can be taken from mid points (as a tomato plate does not suddenly grow – the data is continuous.</p> <p>For extra info: https://www.theschoolrun.com/what-are-axes</p> <p>STEP 2: Ask some questions about your data – E.g. When was the heartrate at its highest? Why did it lower at point A?</p> <p>STEP 3: Tell a story of what these graphs could show.</p> <div style="text-align: center;"> </div> <p>STEP 4: Find some continuous data online which you find interesting and analyse it.</p> <p>BONUS TASK: Go on KS2 Maths Organiser on the school website and complete some questions.</p> | <p>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</p> <p>An extra resource is also available on: https://www.twinkl.co.uk/go . Click on this website and enter the code OZ2895 and you will be given access to a comprehension. Choose from 3 levels of difficulty and its self-marking.</p> |
| Weekly Writing Tasks | | Weekly Spelling Tasks |
| <p>STEP 1: Write some noun phrases. List nouns in the room/house/garden. Add adjectives to make them a phrase then add a determiner (the, a, an, a couple of, many)</p> <p>e.g. The adventurous child Evidence: type or take a photo</p> <p>STEP 2: Write 5 sentences with an adverbial – describe how, when or where a verb ('doing/action word') happens.</p> <p>e.g. He held onto the zip wire tightly. Or a fronted adverbial - Tightly he held onto the zip wire.</p> <p>Adverbial phrases: https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3</p> <p>STEP 3: Write sentences with conjunctions:</p> <p>Play the online game: http://www.eslgamesworld.com/members/games/grammar/wheel/conjunctions_wheel.html</p> <p>If you cannot get it to work or don't have access to the internet – think of 10 conjunctions and use them in sentences.</p> <p>STEP 4: Use your skills in noun phrases, adverbials and conjunctions to write a one paragraphed recount of a day this week. Remember to write in first person (I/We) and mostly in past tense.</p> <p>BONUS STEP: You could also play the BBC game on English which tests your spelling, punctuation and grammar knowledge! It saves your progress so you can continue next week. Let me know how far you have got with a screen shot! https://www.bbc.co.uk/games/embed/crystal-explorers?exitGame</p> | | <p>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.</p> |

Weekly Theme Tasks

Geography: Local Area and map reading

STEP 1: Locate your house on a map (Road Atlas/Google Maps/OS maps).

Track your route to school and look at alternative routes.

STEP 2: Plan a walk/bike ride around the local area - Paper OS maps are great for this as they show footpaths. Below is a scanned image of Sampford Peverell.

<https://osmaps.ordnancemaps.co.uk> <https://footpathmap.co.uk> - this site seems to show footpaths for free.

Measure how far is your planned route and how long will it take. What will you pass along the way which might be interesting to look at or stop? What hazards might you have to think about?

STEP 3: Create a simple route plan - or you could draw your route straight onto a map.

e.g.

1. From the Globe Pub, walk along canal in a westerly direction for 2km until you reach the Swing Bridge (be aware of dog walkers and cyclists on the towpath).
2. Continue along the towpath until you arrive at Greenway Bridge. – around another 0.5km.
3. Exit the canal through the swing gate and head downhill towards Halberton.
4. On your right (around 50m from the gate) there is a footpath which leads to the farm shop.

Art:

STEP 4: Draw your own illustrated map of your route to school – think of the landmarks you pass on the way – maybe link it to what wildlife you might see at certain points. Maybe continue to think about the animals which you would see on your journey to school and do an detailed illustration or diagram of that animal – a dormouse, hedgehog or kingfisher maybe.

Science:

You can link your maths work on your science work together by **measuring something scientific** as drawing graphs is part of the curriculum. Link your graphs to plant growth or temperature of water when trying to keep it warm (insulating materials) or any other experiment where you measure time.

RE:

What difference does the resurrection make to Christians?

Watch: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-easter/znkngwx>

What is the meaning of: (i) The fire burning on Easter morning (ii) Touching the stone where Jesus fell (iii) Hot crossed buns (iv) The Easter egg (v) The chicken born from the egg?

Did you or anyone around you celebrate Easter? What does Easter mean to you?

P.E

It would be really great to continue to **focus on fitness** 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=PLyCLOPd4VxBvPHOpzoEk5onAEbq40g2-k> for loads of 5/8 minute workouts.

Any electronic work they produce can be uploaded to their Seesaw account or you can upload a photograph or even a video.

Alternatively you can send it to drake@sampford.org.uk

I am really looking forward to seeing the work you produce!

