

Week 2 Home learning

Lewis Class Learning – Week Beginning 13.4.20

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 Miss Furzer:**
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 lewis@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!

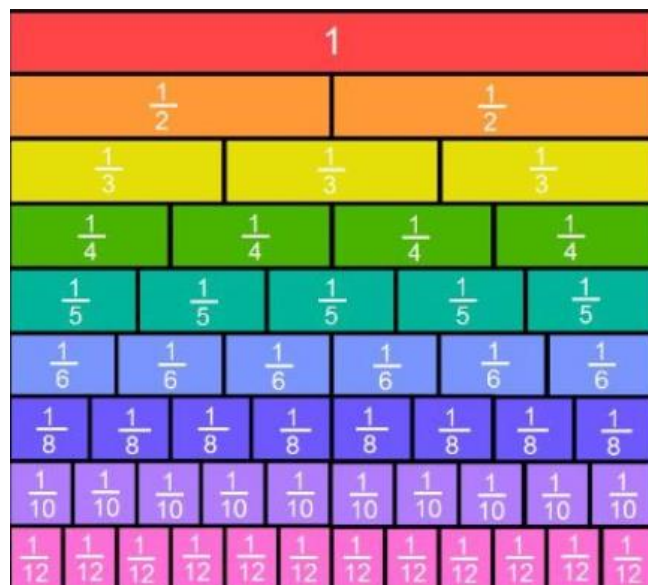
We continue to review our home learning offer and will monitor Seesaw/Tapestry to see if further changes need to be made.

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

Throughout the week - practise multiplication tables:

You could:

- Focus on whichever one you find difficult to remember and write out in a random order to improve your rapid recall.
- Play on Hit the Button - focus on number bonds, halves, doubles and times tables - <https://www.topmarks.co.uk/maths-games/hit-the-button>
- Do a multiplication dance – <https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4>



Task 1 - Currents maths topic (fractions):

Find equivalent fractions for $\frac{1}{2}$, $\frac{1}{4}$ and 1 whole using the fraction wall eg $\frac{1}{2} = \frac{3}{6}$, $\frac{3}{4} = \frac{6}{8}$ and $\frac{9}{12}$

Use this website to recap on equivalent fractions - <https://www.themathsfactor.com/free-sessions/try/?sample=2&return=/try/>

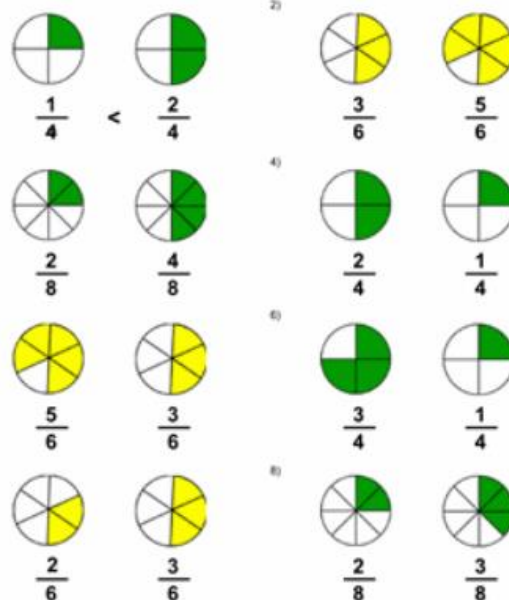
Task 2 - Currents maths topic (fractions):

Year 3

Comparing fractions – using the symbols < (less than), > (greater than), = (equal to) compare these fractions:

The first one is done for you.

Remember the crocodile eats the bigger one!



Watch this video and have a go at the practise questions:

<https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-comparing-fractions/v/comparing-fractions-with-greater-than-and-less-than-symbols>

Year 4

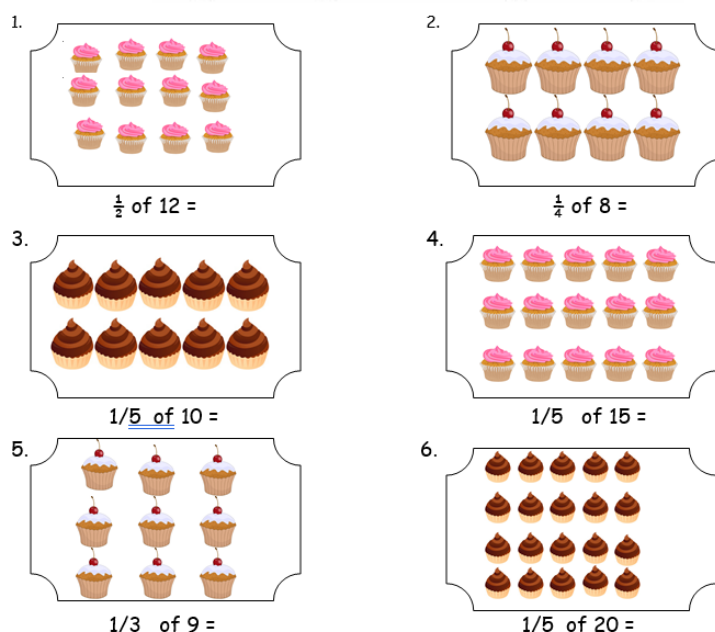
Fractions of a quantity:

To find a fraction of a quantity of something, you need to divide the quantity by the denominator.

For example, the first one is looking to find $\frac{1}{2}$ of 12 cupcakes.

To find $\frac{1}{2}$ of the 12 cupcakes, you need to divide the 12 by 2 (the denominator).

12 divided by 2 is 6 so $\frac{1}{2}$ of 12 is 6. Use your knowledge of division work through to find the different fractions of the cakes.



Task 3 - Currents maths topic (fractions)

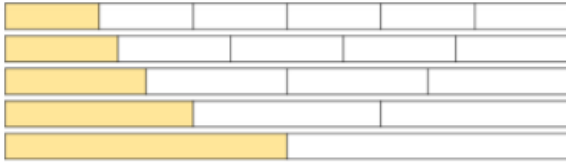
Year 3

Ordering fractions:

1.

Divide strips of paper into halves, thirds, quarters, fifths and sixths and colour in one part of each strip.

Now order the strips from the smallest to the largest fraction.



When the numerators are the same, the _____ the denominator, the _____ the fraction.

2.

Order the fractions in descending order.

$$\frac{3}{8} \quad \frac{5}{8} \quad \frac{1}{8} \quad \frac{8}{8} \quad \frac{7}{8}$$

Year 4

Fractions of a quantity:

Find the fraction of each of these quantities using objects from around the house or these apples. For example, the first one is $\frac{1}{2}$ of the 12 apples.

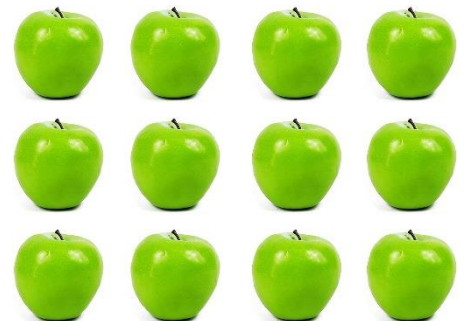
Once you have done the unit fractions, have a go at the non-unit fractions. To do this you need to divide the amount by the denominator (bottom number) and then multiply that number by the numerator (top number).

For example, if I wanted to find out $\frac{3}{4}$ of 12 apples, I would divide 12 apples by 4 (denominator) which would give me 3 apples and then multiply 3 apples by 3 (numerator) which gives me the answer of 9 apples.

$$\frac{1}{2} \text{ of } 12 \quad \frac{1}{4} \text{ of } 12 \quad \frac{1}{3} \text{ of } 12 \quad \frac{1}{6} \text{ of } 12$$

Now calculate:

$$\frac{2}{2} \text{ of } 12 \quad \frac{3}{4} \text{ of } 12 \quad \frac{2}{3} \text{ of } 12 \quad \frac{5}{6} \text{ of } 12$$



What do you notice about what you find? What is the same and what is different about each calculation and answer?

Step 4 - Arithmetic:

- Have a go at the arithmetic paper – the answers are at the back for you to mark your answers when you are done (no peaking!) If you have already done the paper, find out which questions you found tricky/made mistakes on and have a go at some similar questions by changing the numbers slightly to practise the method.

- Take the Challenge Friday quiz on Sharepoint:

Year 3:

https://forms.office.com/Pages/ResponsePage.aspx?id=3RWFZvuneEGMNLPLdk_cG2aEI575PJCoxl8MA3bGP9UQjBaVEk2NVpCTVFCNzU0MkJS1FBTkpZTI4u

Year 4:

https://forms.office.com/Pages/ResponsePage.aspx?id=3RWFZvuneEGMNLPLdk_cG2aEI575PJCoxl8MA3bGP9UMDNZSkEwNDFZNEdWWlhJSk44NFVXTTRCOS4u

Weekly Writing Tasks

Step 1: Here are a list of 'rules' on how to punctuate direct speech:

- Speech marks/ inverted commas are needed before and after any words that are spoken. For example, "Let's go for a walk!"
- The spoken part needs to start with a capital letter.
- Speech needs to end in punctuation. Either a comma, a question mark or an exclamation mark. Make sure it is before the closing speech mark!
- If the speech is a question, use a question mark - ?
- If the speech is a command or shows strong feelings, use an exclamation mark - !
- Any other speech needs a comma - ,
- After the speech, you need to write who said it and how they said it. For example, "Let's go for a walk!" said Lily. Or even better - "Let's go for a walk!" announced Lily.
- When there is a new speaker, you need to go onto a new line.

Use these rules to find to re-write this direct speech so that it is correct:

"hello," said Lucy.

"Do you want a drink" asked Mum.

"Yes please! replied Lucy.

Watch these clips and make your own list of 'rules' for writing speech:

<https://www.bbc.co.uk/bitesize/clips/zvftsbk>

<https://www.theschoolrun.com/what-are-direct-and-indirect-speech>

Step 2: Take this quiz to see what you can remember about how to punctuate speech:

<https://www.educationquizzes.com/ks2/english/direct-speech/>

Step 3: Using the list of 'rules' for writing direct speech successfully, write up a conversation between you and someone in your household.

Watch this video from The Literacy Shed - <https://www.literacyshed.com/catchit.html>

Choose a scene from the video (for example, when the meerkats first see the fruit) and begin thinking about what the meerkats might be saying to each other. Using your list of rules for direct speech, have a go at writing out the speech for the part you have chosen.

Step 4: Proof- read and edit, ensuring you have punctuated correctly and then with someone at home, recreate the scene by performing it using your speech!

Weekly Reading Tasks (Aim to do 1 per day)

- Read your AR book and then take the quiz: Accelerated reader quiz: <https://ukhosted113.renlearn.co.uk/2236417/>
- Read to your parents/careers and discuss what you have read. Parents/careers - encourage them to read with expression and intonation.
- Watch Newsround and discuss what is happening in the wider world.
- Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?
With your parent/career, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers

Weekly Spelling Tasks (Aim to do 1 per day)

- Practise spellings on rainbow spelling card – all spelling cards are on the website so when you are ready, move onto the next one!
- Choose 5 words on the spelling card. Write synonyms, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified?
- Choose 5 words on the spelling card and practise spelling them using forwards backwards. Write the word forwards then write the words backwards, e.g. forwards/ sdrowrof

Weekly Theme Task – Mountains, Volcanoes and Earthquakes

- Read this information about the different mountain ranges around the world:

In North America, there are a range of mountains called The Rockies. They stretch from Mexico in the South to Alaska in the North. This is a distance of around 4800km. The summit in The Rockies is nearly 4400m – the summit is the highest point in a hill or mountain.

In South America is range of mountains called The Andies. They run from Argentina in the South to the coasts of Venezuela and Columbia in the North - distance of 6400km. Its summit is nearly 7000m.

In central Asia lie The Himalayas. The word Himalaya means 'home of snow'. It is the highest mountain system in the world. Within the Himalayas is the highest mountain in the world – Mount Everest. Its summit is 8847m above sea level!

- Watch this video and make notes about the different mountain ranges around the world:
<https://www.bbc.co.uk/bitesize/clips/z27tfg8>

When you have finished, have a go at this quiz!

https://forms.office.com/Pages/ResponsePage.aspx?id=3RWFZvuneEGMNLPLDk_cG2aEI575PJCoxl8MA3bGP9URDg4QTVGMTdJRdVGSzcyRkYyR0dGWEFSSC4u

Weekly PE Tasks

- Take part in the 'PE with Joe' sessions, every week day at 9am:
<https://www.youtube.com/playlist?list=PLyCLoPd4VxBsjmT2uzj4ojk-EQaJ9oi8R>
- Have a go at creating your own home workout by making a list of exercises (make sure you include a warm up and a cool down!)

Weekly RE Tasks

- What is Easter? Talk at home about the importance of Easter to Christians and the symbols and messages surrounding this time of the year.
- Create a story map for the Easter story using this website as a guide:
<https://www.topmarks.co.uk/easter/easterstory.aspx>

Additional activities through a themed based project:

Last time, you focused on your family. The project this week aims to provide opportunities for you to learn more about the area in which you live. Learning may focus on your local area, famous people, key landmarks and links to your city.

Let's Wonder: Think about your street. What type of houses are on your street? What type of house do you live in? What other buildings are close by? Find out about your local area, what different buildings does it have? How old are some of those buildings? How have they changed over time? Use a map to locate different places. Look on Google Earth. Draw your own map of their local area.

Let's Create: Choose a building you most admire in their local area. Make a model of that building using materials of your choice. (Playdough, junk modelling, lego etc.....) How well did you do? What would you do differently next time? What have you learnt?

Be Active: Get out into the garden, pull up some weeds or mow the lawn? Does your garden need a tidy up? Maybe you could plant some seeds. Recommendation at least 2 hours of exercise a week.

Time to Talk: Were your family members all born in this local area? If not, how is your place of birth different to your own local area? If you were, how different is the local area since you were born? Talk about your memories of how it has changed.

Understanding Others and Appreciating Differences (linking to RE) Research different places of worship that can be found in your local area. Can you find your nearest Church? Mosque? Synagogue? Temple? Gurdwara? What can you find out about them? Draw pictures and label them with any information you find out.

Reflect: Think about what would improve your local area? What is your local area lacking? What spoils your local area? What could be done?