



Owls Home Learning Menu

W/C 4th MAY 2020

Maths Tasks (Aim to do 1 per day)

ONLINE LEARNING:

WHITEROSE MATHS YEAR 2 - Summer term wk 2

[length and problem solving](#)

WHITEROSE MATHS YEAR 3 - Summer term wk2 [Fractions and problem solving](#)(worksheets available to download from school website)

Purple Mash / 2DO: Tell The Time on 6 clocks and what happens at this time.

- Working on [TTRockstars](#) - your child has an individual login.
- Play on [Hit the Button](#) - focus on number bonds, halves, doubles and times tables
- Develop number skills with '[Numbots](#)'


OFFLINE/PRACTICAL LEARNING:

Outdoor Maths

Find an even amount of leaves. How many different ways can you arrange them? What arrays could you use?

What happens when you have a different number of leaves?


Does it work with an odd amount of leaves? What about if you have 15 leaves? Can you make an array? Why/why not?



Outdoor Maths

Place a hoop on the grass and estimate with your partner how many flowers are inside. Count them! Was your estimate correct?

Will there be the same number if you move your hoop somewhere else? How could you record how many flowers are in the hoop?



- Adding totals of the weekly shopping list or some work around money.
- Practise telling the time. Read to the quarter hour and the nearest 5 minutes.
- Get a piece of paper and ask your child to show everything they know about **Multiplication**. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be.
- Practise counting forwards and backwards from any given numbers in **100s**.

Reading Tasks (Aim to do 1 per day)

ONLINE LEARNING:

- Watch [Newsround](#) and discuss what is happening in the wider world.
- Get your child to read a book on [Oxford Owl](#), discuss what your child enjoyed about the book.

OFFLINE/PRACTICAL LEARNING:

- You could share a story together. This could be a chapter book where you read and discuss a chapter a day.
- Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation.
- Explore new vocabulary you find when reading.

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Spelling Tasks (Aim to do 1 per day)**ONLINE LEARNING:**

- Practise the Year 2/3 [Common Exception](#) words.
- Practise your spelling on [Spelling Shed](#)

OFFLINE/PRACTICAL LEARNING:

- Choose 5 Common Exception words. Write a synonym, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified?
- Choose 5 Common Exception words and practise spelling them using pyramid words. Write the word in a pyramid, e.g.

s
sp
spe
spel
spell
spelli
spellin
spelling

Writing Tasks (Aim to do 1 per day)**ONLINE LEARNING:**

[Purple Mash - 2Do: Three Little Pigs Story Writing.](#)

OFFLINE/PRACTICAL LEARNING:

- Write a letter to a family member telling them all about how their day has been.
- Write a list poem about all the things they like. Which adjectives and adverbs could they include too? E.g I like eating juicy, sweet strawberries.
- If they were to become a superhero what would their superpower be? Write a character description of them as a superhero. Explain how they save the day.
- Retell a traditional tale from another character's point of view. E.g Tell the three little pigs from the wolf's perspective.
- Design an information leaflet that highlights how children can keep safe.

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.

OFFLINE/PRACTICAL LEARNING:**Let's Wonder:**

Draw a picture of yourself, label your drawing with the qualities you have. Do others see you differently? Ask people at home to add to your qualities. How are they different to other children in different parts of the world? What is similar to other children around the world.

**Let's Create:**

Complete an observational drawing of what they see outside a window in the garden and find natural forms such as stones, leaves, flowers and animals. Complete sketches, showing an awareness of different viewpoints of the same object. Remember to concentrate on tone and shading.

**Be Active:**

Time yourself doing different activities for 1 minute: jumping/skipping/running/hopping/star jumps... Can you improve?

**Time to Talk:**

Talk about keeping safe, discuss different ways to keep safe. Basic hygiene rules, washing hands, road safety, internet safety, water safety, being safe around the home, stranger danger. How do different people view this?

Understanding Others and Appreciating Differences:

Listen to different pieces of music from around the world, which styles of music do they prefer and why? Maybe they could learn a song by heart and perform it to the family.

Reflect:

Design their own ideal world. Would their world contain the same things as other people? Which things are most important to them? What are they going to include?

