

# Home Learning Menu - Eagles – W/B 18.5.2020

Maths Tasks (Aim to do 1 per day)	Reading Task (Aim to do 1 per day)
<p><b><u>Y4,Y5 &amp; Y6 - online</u></b>            ♦ Practice timetables <a href="#">rockstars</a> ( I have made some alterations to it so you can access all the timetables) and <a href="#">numbots</a> try at least 2 times a week.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><a href="https://www.timestables.com/rally.html">https://www.timestables.com/rally.html</a> (a range of times tables games to test and challenge you!)</p> </div> <p><b>Online</b> Amazon Alexa – Will do questions based on X - + and divide – just ask her for ‘<b>maths coach</b>’.</p> <p><b>Offline</b>            Game – try mixing up timetables and look for patterns and familiar numbers e.g write the 2,4,6 and 8 down, side by side, what do you notice?</p> <p><b>Online - White rose maths</b>  <i>You may have to scroll down to find it. Remember that there is a video to go with each sheet. This will be the last week of white rose maths for Y4 &amp; Y6.</i></p> <p><b>Y6: Summer Week 3</b> Simplify, compare, + and – fractions, weighing/cooking)</p> <p><b>Y5: Summer Term Week 2</b> (Add subtract decimals, challenge questions 1-5 only)</p> <p><b>Y4: Summer Week 3</b> (Multiply, divide, cooking – weighing)</p> <p><b>ARITHMETIC FLUENCY</b>            Please note that I have added Fluent in 5 for year 4 and 5 (weeks 3 to 12). Year 6 you have this at home printed out in a booklet given out at parents evening).</p> <p><b>Purple Mash / Work/ Groups/ Year 4 or Year 5</b>            You do not need to print off the sheets as there are only 4 sums for each day which can be copied down with a pencil. Try to do a few on a regular basis.</p>	<p><b><u>Y4,Y5 &amp; Y6 – General</u></b></p> <p><b>Offline</b></p> <ul style="list-style-type: none"> <li>♦ Children to read to parents daily.</li> <li>♦ Write a review about what you have read – what happened? What might happen next? Describe a character.</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>♦ Visit <b>Oxford Owl</b> for free eBooks that link to your child’s book band. Complete the linked Play activities for each book. Record what you’ve read in your reading record book.</li> <li>♦ Under the ‘News’ tab on the school website there is a link to ‘<b>Picture News</b>’ where you can read a relevant newspaper article and do activities.</li> <li>♦ Watch <b>Newsround</b> and find out what is happening in the world. What did you find out? Is there anything you need help understanding?</li> </ul> <p style="text-align: center;"><b>Reading comprehension activities</b></p> <p><b>Online – Click the blue text</b>  <b>Y4, Y5 &amp; Y6</b> - General reading comprehension  <a href="#">The Wave pg 19/22</a>  <b>Y4</b> <a href="#">The Troy Ploy pg 19/22</a>  <b>Y5</b> <a href="#">Tomb raider pg 19/22</a>  <b>Y6</b> <a href="#">Worst jobs for kids pg 19/22</a>  <i>The answers are at the end of the questions, please don’t look, these are for the adults so they can see how you are doing!</i></p> <p><b>Online Purple mash – Serial Mash</b>  <b>Y4</b> – Alien Hotel - chapter 4 &amp; related activities  <b>Y5 &amp; Y6</b> – Our Big Kitchen – chapter 4 &amp; related activities</p>
Writing - SPELLINGS	Writing - SPAG
<p><b>Online Purplemash / 2Dos</b>            One set on Monday to practice - can practise as often as you like eg/ everyday. On Friday, a 2DO will be sent for the same quiz to be repeated – this is your spelling test – I will compare the score from the 1<sup>st</sup> time you did it to the 2<sup>nd</sup> time at the end of the week.</p> <p><b>Purple Mash / Work / Groups / Choose red, green, yellow or blue group</b> (to find a written list)</p> <p><b>Green group</b> – last, past, father, class (+Aimee S)  <b>Red group</b> – revision – weather, whether etc  <b>Yellow group</b> – Silent ‘w’</p>	<p><b>Online Purple mash - SPAG</b>            Activities set to year groups.  <b>Y4</b> – Apostrophes to mark plural possession  <b>Y5</b> – Converting nouns/adjectives into verbs  <b>Y6</b> - Verb activity</p>

## Writing task

**Y4, Y5 & Y6**

### Offline or online

- ◆ Complete the activities (underneath the picture) to the best of your ability using Pobble. [Teapots-11th May](#) - link



There are more ideas and activities online.

Can you design a Poster with a clear message of how we can stay safe when we go back to school?

### Sentence challenge!

Can you use an ellipsis to create suspense in your writing?

Out of the teapot it came...

A terrifying hissing sound and a loud clattering...

Tap...Tap...Tap...

Something was trying to get out...

### Question time!

Where have these objects come from?

What is inside them?

Who is Sophie and why is she so interested in these objects?

Where has she travelled from? How did she find the teapots?

Why have people built scaffolding up against them?

Who are the people in the tents and why are they there?

What do you think caused the teapots to crack?

- ◆ Watch the following short film - [Marshmallows](#)

A boy is camping in the woods (alone for some reason) when a vicious creature creeps up behind him.

Pause the film at 18 secs and describe this monster creeping up on the boy. A good point to use Show not tell writing. Leave the reader guessing what it is. You can point this out by explaining uses music to build tension and doesn't show the whole monster. It just gives clues.

Can you use imagery to make the monster sound vicious? Perhaps use similes and metaphors.

Can you make predictions about what you think will happen next.

Then watch the next section of the film - up to 1m5secs. Is this what you thought would happen? Can you alter your descriptions to make it sound like a friendly monster?

The monster becomes scary again once the Marshmallows run out. He chases the boy.... will he escape? There is a twist at the end! The boy escapes.



### Offline

**Y4** – Playscript – Can you give the boy a name and write a playscript, remember the features?

eg. **Boy:** *What do you want from me?*

**Monster:** *mmmmmm what are you eating? (Licking his lips)*

**Y5** – **Setting description** – Describe the setting in as much detail as possible, try to use words you wouldn't normally use and think about similes, other words for colours etc.

**Y6** – **Write a narrative** - of what happened before the boy came to be camping on his own in the woods.

## Additional activities to be done throughout the week

**Geography: Purple Mash online** – I have set a map symbol game and labelling European Countries activity.

**PSHCE:** Draw around your hand then put 5 things you are looking forward to doing when lockdown is over.



### French

It is time for some revision of numbers:

**click on the link to help you learn numbers 'off by heart'**

**Do 1-20. If you can do this easily, go onto counting to 100 in 10s. Can you learn to spell them as well as say them?**

**Click on the links below to help you:**

**French numbers 1 to 20 - <https://www.youtube.com/watch?v=UsEz58BbIMY>**

**How to count in 10s in French [https://www.youtube.com/watch?v=-RgVFqEH\\_f8&t=1s](https://www.youtube.com/watch?v=-RgVFqEH_f8&t=1s)**

**French numbers counting in 10s song <https://www.youtube.com/watch?v=T3QgSyCp-B4>**

### Science

You will need the information sheet about Africa, which could be read online and also 3 worksheets: the prediction, the recording sheet and the conclusion. Do the prediction as soon as the experiment is set up. These sheets will also be on the website and on Purple Mash under 'Work', 'Class' and 'Eagles' – you will **only need to print pages 5,6 and 7** and read page 8 online.

Make a face mask for someone in your family as this could be useful at the current time and you can learn some practical sewing skills.

You will need a piece of material 31cm by 46cm and either two hair bobble elastics or a piece of elastic. Please see pattern and instructions here:

#### **Lesson objectives:**

To investigate what plants need for life and growth.

To understand what makes a fair test.

To make a prediction about what will happen.

Begin the lesson by looking at Rose and Kiilu's story as an example of the problems that can occur with farming in eastern Africa. Rose grows a variety of crops. Why would growing crops be important for Rose? (Food and money). But Rose's crops didn't grow well, and every day was a struggle to feed her grandchildren. Why might it have been difficult for Rose to grow her crops? Focus on specific challenges

Explain that all plants need water and sunlight and when growing plants we must also consider temperature and soil but these vary according to the plant. Some plants for example need warmer condition than others. Explain that they are going to set up an investigation to see how plant growth could be affected by amount of light, water and soil. Ask pupils if they have any ideas about how they could do this. Explain that they will be growing beans (similar to beans which are grown in Kenya) under different conditions: (1) light, water and soil; (2) no water; (3) no light; (4) no soil. Each group will have four plants to pot up, and monitor throughout the week. Ask pupils to think about how we can ensure this is a fair test? Refer to independent variables and dependent variables e.g. same amount of water, same place for light, same type and amount of soil. Why is a fair test important?

## Science (continued)

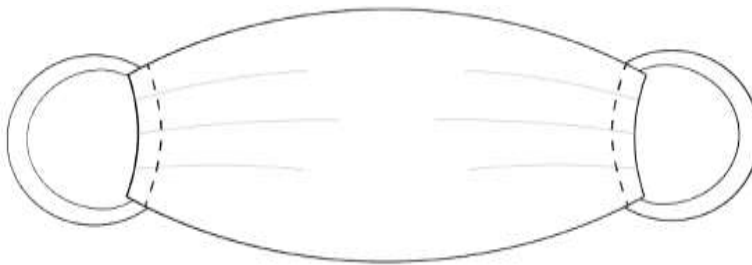
### **Independent work:**

Children to work in mixed ability groups to set up the investigation. Each group will have four plant pots/plastic cups to pot up and label. Each pot will have slightly different conditions, as outlined on the recording sheet. Children to write a prediction about what they think will happen. eg Which plant will grow the best/the worst? Encourage pupils to provide their reasons.

### **Plenary:**

Look at the recording sheet and discuss how to record the observations each day over the next week.

## **Design and Technology**



This simple face covering is perfect for a novice sewer.

The choice of fabric is important: use a tight-weave fabric, such as cotton, cotton lawn, polycotton or quilting squares. Avoid using stretch or synthetic fabrics, but you could use pillow cases, duvet covers or men's shirts. The fabric must be washable and you should be able to hold it up to the light and not be able to see through the weave.

### **You will need**

Sewing machine or hand-sewing needle

Piece of fabric: measuring 31cm x 46cm

Thread

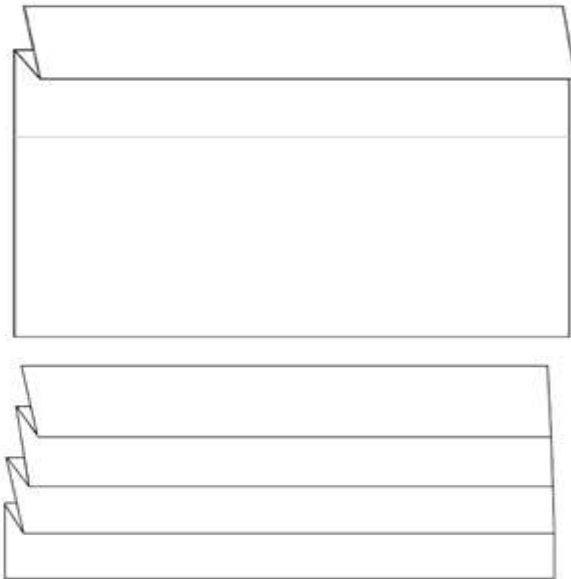
Ties: 2 hairbands (use lengths of elastic or shoe laces, if you don't have any)

1. Fold your cut piece of fabric in half lengthways, right sides together and matching the top edges together neatly.
2. Using a sewing machine or hand-sewing running stitch with a needle and thread, join the matched edges 1cm in from the edge of the fabric.



3. Turn the fabric right-side outwards, so that the stitching is hidden on the inside and position the tube of fabric so that the seam is in the centre of one side. Press flat (using an iron, ideally).

4. To form the pleats (folds) in your face covering, fold the fabric 3 times as shown (this will create 3 pleats). Pin or clip the folds in place.



5. Feed one short end of your pleated fabric through one hairband and do the same on the other side (or position your lengths of elastic or shoe laces at either side of the face covering). You should have one hairband on each end of the face covering.



6. Fold the ends of your fabric over the bands (or elastic or shoe laces) to encase them in a loose channel either side of the face covering. Pin or clip in place.
7. Stitch the turned fabric in place, using your sewing machine or a needle and thread. Use a secure backstitch to hold the seam closed. If you used a length of elastic or shoe laces, tie them around your head to the correct length to secure. If you used hairbands, simply hook them over your ears. Your face covering is ready to wear!

