

Home Learning Pack - English

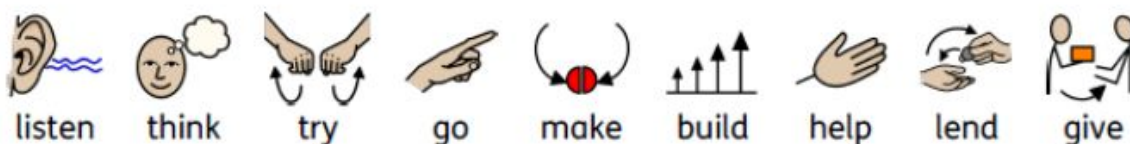
Day 1 Activity: Instructions

How to be a Good Friend

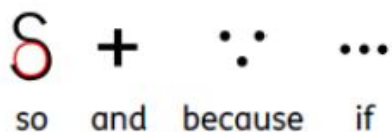
Create a guide on how to be a good friend. You must write this as a set of instructions. Write a list with at least **10 ideas**.

Don't forget to write an introduction before listing your instructions. *Why does everyone need a good friend?* Then write what you will need to complete these instructions successfully. After writing your introduction and 'you will need' list, you can write your list of instructions with a number and a new line for each step. Include **imperative verbs** (verbs that give an order or command) which are shown below.

Imperative verbs



Challenge: can you include conjunctions to support



Have a look at this example to get some ideas:

How to be a Good Friend

Being a good friend isn't always easy but you can learn how. Working on your social skills is a good idea so follow these instructions.

You will need:

- Time to hang out together
- Ability to listen (even when they are going on for a bit)
- Honesty (but not too much)

What to do:

1. Make sure you are always able to make time for your friends.
2. Always try to listen to each other and be there for each other.

Day 2 Activity: Reading/Book Review

Make sure you have some quiet time for daily reading of your own book. You can now use accelerated reader at home to complete a quiz for your book during school hours (8:30-3:30) <https://ukhosted91.renlearn.co.uk/6710444/>

After reading your book, complete a book review by answering the questions below in full sentences:

Book Title:

Author:

Fiction or Non-fiction:

Rating out of 5:

Plot:

→ What is the book about?

→ What happens in the text?

→ Are there any plot twists?

Characters:

→ Who are the main characters?

→ Who was your favourite character? Why?

Your Opinion:

→ Did you like the book?

→ What was your favourite part? Why?

Recommend: Would you recommend this book to a friend? Why or why not?

Day 3 Activity: Spelling Practice


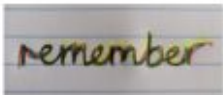

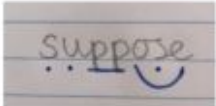
Look at the Y3 and Y4 lists below. Choose 10 spellings to practise from this list and practise in the best way for you. See strategies below. You can ask someone at home to test you.

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	(although)
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women

Year 2 Words to learn

again	dear	parents	warm	January	twenty
any	even	please	water	February	thirty
beautiful	every	pretty	were	March	forty
because	hour	sugar	whole	April	fifty
both	laugh	sure	which	May	sixty
busy	many	teacher	which	June	seventy
child	money	towards	word	July	eighty
children	most		work	August	ninety
Christmas	only		world	September	hundred
clothes			write	October	
				November	
				December	

Spelling Strategies

<p>Pyramid Writing</p> 	<p>Rainbow writing</p> <p>Write the word over and over again using different colours.</p> 	<p>Create a mnemonic</p> 
<p>Sound Buttons</p>  <p>**Note, this may not work for words you cannot 'sound out'!</p>	<p>Underline the tricky part</p> <p>se<u>pa</u>rate</p> <p>lib<u>ra</u>ry</p> <p>na<u>ugh</u>ty</p>	<p>Look, Say, Cover, Write, Check</p> <p>Look at the word Say it out loud Cover it up Write it Check whether it is spelt correctly</p>

Write **10 sentences** using the spelling words that you practiced without looking at the list. Underline the spelling word used in the sentence.

For example: During our Science lesson this week, we took part in a very exciting experiment.

Write your sentences below and once you have completed them, check back at the list to see if you have spelt the words correctly. If not, use the spelling strategies to practice them a bit more.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Day 4 Activity: Reading Comprehension

Read the extract from James and the Giant Peach by Roald Dahl. After you have read the text, choose the layer that you would usually work on in school and answer the questions. Write your answers in full sentences.

Extract:

'Good gracious me!' Aunt Spiker said, 'What's that awful noise?'

Both women swing round to look. The noise, of course, had been caused by the peach crashing through the fence that surrounded it, and now, gathering speed every second, it came rolling across the garden towards the place where Aunt Sponge and Aunt Spiker were standing.

They gasped. They screamed. They started to run. They panicked. They both got in each other's way. They began pushing and jostling and each one of them was thinking only about saving herself. Aunt Sponge, the fat one, tripped over a box that she'd brought along to keep the money in and fell flat on her face.

Aunt Spiker immediately tripped over Aunt Sponge and came down on top of her. They both lay on the ground, fighting and clawing to get up again, but before they could do this the mighty peach was upon them. There was a crunch. And then there was silence.

Layer 1:

1. What did the peach crash through?
2. What was the peach rolling towards?
3. Write 2 things that the Aunts did when they saw the peach rolling.
4. Which Aunt tripped over a box?

Layer 2:

1. What did the peach crash through?
2. What was the peach rolling towards?
3. Write 3 things that the Aunts did when they saw the peach rolling.
4. Which Aunt tripped over a box?
5. What had the Aunt brought the box along for?
6. What did Aunt Sponge fall on?

Layer 3:

1. What did the peach crash through?
2. What was the peach rolling towards?
3. Write 3 things that the Aunts did when they saw the peach rolling.
4. Which Aunt tripped over a box?
5. What did Aunt Spiker trip over?

Extension:

1. What do you think was happening inside the peach at that time?

2. What might happen next?

3. How do you think Aunt Sponge and Aunt Spiker were feeling?

Reading Comprehension Answers - Check through your answers with the support of an adult.

1. The peach crashed through the fence that surrounded it.
2. The peach was rolling towards the place where Aunt Sponge and Aunt Spiker were standing.
3. When the Aunts saw the peach rolling they **gasp**~~ed~~/**scree**~~med~~/**start**~~ed to run~~
4. Aunt Sponge tripped over a box.
5. The Aunt brought the box along to keep the money in.
6. Aunt Sponge fell flat on her face.
7. Aunt Spiker tripped over Aunt Sponge.

Extension - These answers are your own opinions and predictions. Have you used evidence from the text to support your answer?

Week 2 English

Day 1 Activity

Watch this video: <https://www.literacyshed.com/the-present.html>

After you have watched the video, answer these questions:

1. How does the mum distract the boy from the video game?
2. Why do you think she wanted to distract him?
3. At first the boy is mean to the dog. Write down three things that the boy does or says that show this.
4. One of the messages of the video is that 'everyone is equal'. How does the video show this in the ending?

Day 2 Activity

Watch the video again. <https://www.literacyshed.com/the-present.html>

Imagine that the boy and the dog go on an adventure at the end of the video. *This week, you are going to write an adventure story.* Brainstorm ideas for where your story could be set. *Eg. Outer space, under water, the jungle.*

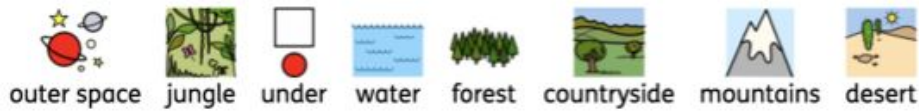
Write a setting description for one of your ideas, describing what you **see** and **hear**.

For example:


The boy and the dog stepped out of the garden gate. Suddenly, they were surrounded by long, damp grass. The branches on the trees above rapidly shook as hairy, black arms swung between them. Their attention quickly turned to loud squawks as they searched around excitedly for what had made the sound.

We have written a setting description in school so think back to what features we included. Below are some prompts to support you with writing your description, think about your senses and use these questions to help you.

Where is your adventure story set?



Challenge: can you include prepositions (linking words)?

e.g. 
e.g. beyond the _____

What can your characters see?



What can your characters hear?



the sound of _____







Day 3 Activity

Re-read your setting description to remind you where your adventure story is going to be set. Use the **box it up** to plan out the paragraphs for your adventure story, you can use bullet points.

	<u>Ideas</u>	<u>Feelings</u>
<u>Paragraph 1:</u> What do they do there? How do the boy and the dog feel at this point?		
<u>Paragraph 2:</u> Who else do they meet? How do the boy and the dog feel at this point?		
<u>Paragraph 3:</u> How do they get back to the house? How do the boy and the dog feel at this point?		

- Include different    senses in  each   paragraph  (smell,  touch,  hear)

- Include a range of  feelings

e.g.  confused  brave  excited  nervous  optimistic  hopeful

- Show the feelings with actions   feelings with  actions 

e.g.  racing  heart

Day 4 Activity

Write your story using your plan. Remember to include:

- Capital letters and full stops
- Expanded noun phrases
- Fronted adverbials
- Actions that show each character's feelings (emotive language)
- Paragraphs

Example:

The boy laughed excitedly as he chased after the dog. It sprinted further and further into the jungle. They jumped over small, flowing streams and darted through overgrown, thick vegetation.

They came to a sudden halt when an orange and black striped creature emerged from the grass. The boy and the dog began to edge backwards. They soon realised they were safe when the tiger lay down on its stomach and beckoned them forwards...

Now - write your own story

Home Learning Pack - Maths

Day 1 Task: Place Value

Can you tell me the value of the digits underlined in a number? One has been done for you.

<u>2</u> 7	20	2 tens
5 <u>9</u>		
<u>2</u> 66		
1 <u>0</u> 2		
6 <u>2</u> 5		
6 <u>5</u> 2		
<u>8</u> 37		
<u>1</u> 024		
25 <u>0</u> 9		

Use the symbols $<$ $>$ or $=$ to make these statements correct. One has been done for you.

15	$<$	51
59		97
63		36
901		109
742		724
332		323
794		497
654		645
$68 + 5$		$72 + 3$
$83 + 16$		$45 + 54$

Day 2 Task: Partitioning

Partition these numbers in three different ways.

e.g.

$$25 = 20 + 5$$

$$25 = 20 + 2 + 3$$

$$25 = 20 = 19 + 6$$

$$173 = 100 + 70 + 3$$

$$173 = 100 + 70 + 2 + 1$$

$$173 = 100 + 69 + 4$$

1. $13 =$
 $13 =$
 $13 =$

2. $56 =$
 $56 =$
 $56 =$

3. $78 =$
 $78 =$
 $78 =$

4. $99 =$
 $99 =$
 $99 =$

5. $137 =$
 $137 =$
 $137 =$

6. $546 =$
 $546 =$
 $546 =$

Day 3 Task: Make as many different numbers as you can using the following numbers.

1) 1 3 4

2) 2 6 3

3) 3 9 8

4) 4 5 1

5) 5 4 9

6) 6 1 9

Day 4 Task: Complete these number equations.

Think about which value will change. Can you do some of them mentally? What method will you use to calculate the others?

1) $50 + 10 =$

2) $100 + 300 =$

3) $150 + 50 =$

4) $80 + 30 =$

5) $46 + 10 =$

6) $33 + 30 =$

7) $120 + 52 =$

8) $240 + 36 =$

9) $500 + 410 =$

10) $1052 + 14 =$

Day 5 Task: Count in multiples:

2x - 2, 4,

3x - 3, 6,

4x - 4, 8

5x - 5, 10,

Remember to keep practicing your times tables. Work on the ones you find tricky.

<https://ttrockstars.com>

<https://www.sumdog.com>

Maths Tasks Week 2 - Measures

Task 1

Find any two objects from each of the following areas in your house. **(Please note, these must be objects that you can carry and that you have permission to touch/use).**

Bedroom

Bathroom

Lounge/living room

Kitchen

Hallway

Estimation:

1. Place the objects in a row in ascending (shortest to longest) order of length, without measuring.
2. Estimate the length of each object and make a note.
3. Find two objects from different rooms that have the same length.
4. Find two different objects, where one is half the length of the other. Repeat this activity twice.
5. Find two different objects that have the same length.

Actual:

6. Now measure the length of these objects using a ruler (remember to align one end of the object to the zero on your ruler). Make a note of each, as this will help with the challenge questions.

Challenge:

Using actual lengths, what is the total length of all the objects?

What is the difference between the longest and shortest object?

What is half of the longest actual length?

What is double the shortest length?

Name of object	Estimated length (cm/mm)	Actual length (cm/mm)	Difference between estimated and actual length (cm/mm)

Task 2

Estimation:

1. Without using weighing scales, put the objects in ascending order of weight.

2. Again without using scales, find two objects that have the same weight.
3. Find an object that weighs approximately half the weight of another.

Actual:

1. Measure the weight of all the objects using a kitchen measuring scale and note the weight.
2. Were your estimates correct?

Challenge:

3. What is the total weight of all the objects?
4. Take the heaviest item, find two different items that would have the same weight when added together.

Name of object	Estimated weight (g)	Actual weight (g)	Difference between estimated and actual weight

Please return all objects to the correct rooms and places and thank members of your family for letting you use their things.

Task 3

Ask the eldest member of your family to draw around their hand.
 Now ask the next oldest person to draw their hand inside the previous drawing.
 Keep going until you have a full family set.

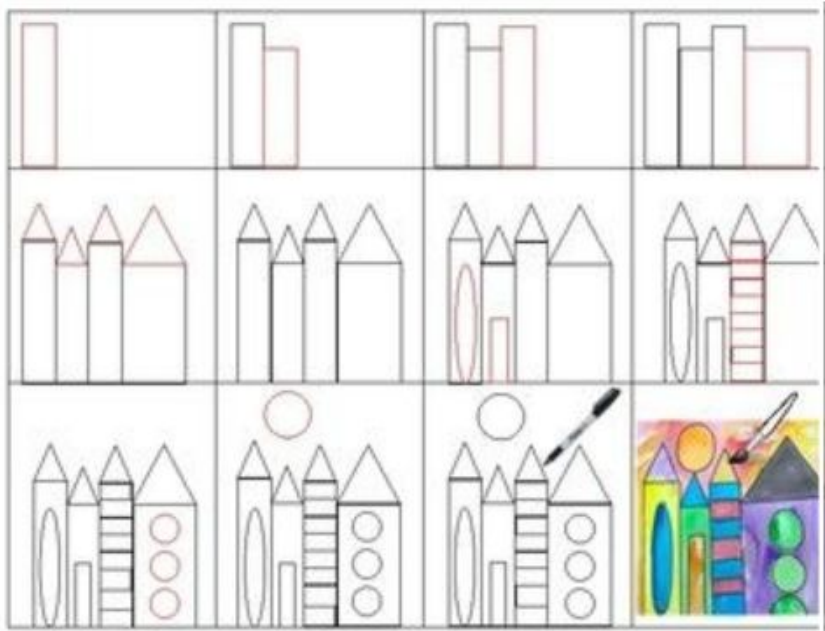
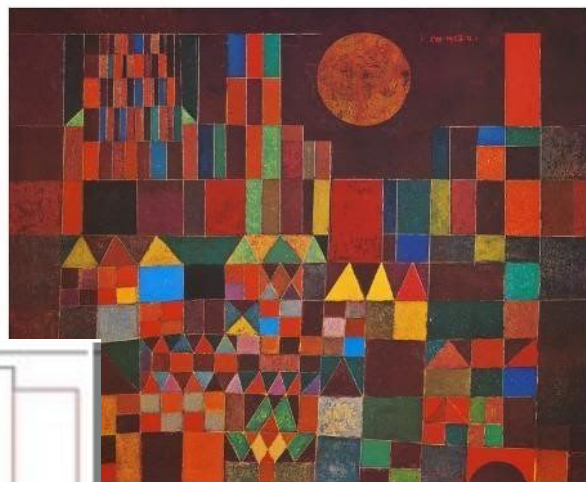
Repeat this activity using your right foot.

Challenge: Can you do both these activities without lines overlapping?

Art Project - Paul Klee Castle and Sun

Have a go at creating this very simple but effective picture using just a ruler, and some coloring pencils.

Follow the step by step guide to creating this effective work of art.



You could look around your home to look out for objects you could draw around to create these shapes; A coin or the lid of a milk bottle for example.

