

You could use these activities to further support your learning at home:

- 1.) Practise your times tables by either using TT Rockstars, writing them out and testing yourself or asking another person to test you.
- 2.) Practise your Maths skills by using RM EasiMaths. The password for this is in the front of your Home-School book.
- 3.) Reading to yourself and to another person. This can even be over the telephone. Remember to vary your voice to match the punctuation.
- 4.) Practise your spelling and phonics using Spelling Shed or write the words out in words and then in sentences. . It is important that you learn to spell the high frequency words in the list for Years 1 & 2 (**can be found on Spelling Shed and in the children’s Home-School books**).

The children also have access to Education City. The password is in their Home-School book and a range of activities to support these topics can be found.

	<p>Overview of learning</p>	<p>Activity examples – please see attached activities <b>which are to be completed during the time your child is absent from school</b>. Different levels of challenge have been provided and <b>your child should know which level of challenge to complete</b>.</p>
<p>Maths</p>	<p>In our Maths this week we will be focussing on measures, learning about capacity, mass and temperature. We will also use information we have collected to draw and interpret our own block graphs. We will be reading scales increasing in 1s, 2s, 5s and 10s. We will compare mass and capacity using the greater than and less than symbols.</p> <p><b>Useful Links:</b>  <a href="https://go.educationcity.com//content/index/26119/4/2/1NULL/NULL/false/wb">https://go.educationcity.com//content/index/26119/4/2/1NULL/NULL/false/wb</a>  <a href="https://go.educationcity.com//content/index/32649/4/2/1NULL/NULL/false/wb">https://go.educationcity.com//content/index/32649/4/2/1NULL/NULL/false/wb</a>  <a href="https://go.educationcity.com//content/index/35585/4/2/6NULL/NULL/false/wb">https://go.educationcity.com//content/index/35585/4/2/6NULL/NULL/false/wb</a>  <a href="https://go.educationcity.com//content/index/25846/4/2/1NULL/NULL/false/wb">https://go.educationcity.com//content/index/25846/4/2/1NULL/NULL/false/wb</a></p>	<p><b>Monday:</b> Comparing Mass                  Must: answer the questions to compare the mass of two objects.                  Should: solve the problems to compare the mass of two objects.                  Could: solve the problems to compare the mass of two objects, explaining your reasoning.</p> <p><b>Tuesday:</b> Comparing capacity                  Must: answer questions to compare the capacity of two objects.                  Should: solve the problems to compare the capacity of two objects.                  Could: solve the problems to compare the capacity of two objects, explaining your reasoning.</p> <p><b>Wednesday:</b> Reading scales for temperature                  Must: read the temperature from the thermometers – scales in 1s and 10s.                  Should: read the temperature from the thermometers and solve the problems – scales in 2s, 5s and 10s.                  Could: read the temperature from the thermometers and solve the problems, explaining your reasoning – scales in 2s, 5s and 10s.</p> <p><b>Thursday:</b> Draw a block graph                  Must: Draw your own block diagram which includes the correct features and shows the temperature in the mornings (am)                  Should: Draw your own block diagram, which includes the correct features and shows the temperature in the mornings and afternoons (am and pm)                  Could: Draw a block diagram for the temperature information from a school in Kenya</p> <p><b>Friday:</b> Interpreting information from a block graph                  Must: I must use the symbols &gt; &lt; = in my sentences to compare the temperature on different mornings.                  e.g. The temperature on Monday AM was &lt; on Monday PM</p>

		<p>Should: I must write sentences which use words ending in 'er' and 'est' to compare the temperature on different mornings and afternoons. e.g. The temperature on Monday AM was colder than Monday PM.</p> <p>Could: I could write sentences that explain the difference in temperature between different mornings and afternoons. e.g. Tuesday AM was 5°C colder than Tuesday PM.</p>
English	<p>This week in English we are going to be looking at Chapter 3 of Anna Hibiscus. In this chapter the author compares the compound that Anna lives in with the big city that surrounds it. We will be looking at how the author compares these two settings and the language that is used to describe them. We will use this to come up with adjectives to describe the city; thinking about what you might see, the sounds you might hear, what smells there might be and how you might feel if you were there. Once we have thought about these ideas we will then be using them to write sentences to describe the city. The main focus for writing will be on using expanded noun phrases in our writing. We will then move on to look at what happens in the chapter. We will discuss what Anna did and why selling her own oranges might have been wrong. We will think about how Anna feels when she finds out how her actions have affected the other girls and come up with some ideas for what she might say to them. We will then move on to use these ideas to write a letter in role as Anna, apologising for what she has done. The focus for this writing will be on using conjunctions to link ideas within sentences. Our spelling focus this week will be on words that end in er or est and we will be trying to apply these in our writing.</p> <p><b>Useful Links:</b> Anna Hibiscus- Chapter 3: <a href="https://www.youtube.com/watch?v=4Nc4hhyqXSI">https://www.youtube.com/watch?v=4Nc4hhyqXSI</a></p> <p>Expanded noun phrases: <a href="https://www.youtube.com/watch?v=XhwjS4zEZDM">https://www.youtube.com/watch?v=XhwjS4zEZDM</a> <a href="https://www.youtube.com/watch?v=4fCk8ye4jio">https://www.youtube.com/watch?v=4fCk8ye4jio</a></p>	<p><b>Monday:</b> Listen to the first part of the chapter (up until Anna goes to sell oranges). Write down some adjectives to describe the big city, thinking about what you might see, hear and smell and how you might feel if you were there. Then see if you can use some of these adjectives to write your own expanded noun phrases.</p> <p><b>Must:</b> Can you come up with some adjectives to describe the city using the different senses and use these to write 3 noun phrases? <b>Should:</b> Can you use your adjectives to write expanded noun phrases and try and use some adverbs (ly words) as well?</p> <p><b>Could:</b> Can you use some alternative words e.g. what could you use instead of big or busy? Can you think of any similes you could use e.g. 'skyscrapers as tall as mountains'.</p> <p><b>Tuesday:</b> Listen to the next part of the story where Anna is watching the other girls selling oranges outside the gate. Focus on the line : <i>"Those girls did not look bored"</i> Can you write some sentences to explain how Anna feels when she sees the other girls selling oranges? What does she find interesting about them?</p> <p><b>Must:</b> Can you write a sentence to say how Anna feels when she sees the girls and why? <b>Should:</b> Can you write sentences to explain how Anna feels and how you know (e.g. what does she do/say)? <b>Could:</b> Can you use evidence from the text to explain your ideas?</p> <p><b>Wednesday:</b> Using the ideas you came up with yesterday, can you write a setting description of the city?</p> <p><b>Must:</b> Can you use the sentence starters to write descriptive sentences which include adjectives using the different senses?</p> <p><b>Should:</b> Can you include noun phrases and adverbs in your sentence?</p> <p><b>Could:</b> Can you use similes to make your writing description and try start your sentences in different ways?</p> <p><b>Thursday:</b> Can you draw some speech bubbles to show what Anna might say to the girls. <b>Must:</b> Can you come up with at least 2 things Anna might say to other girls? <b>Should:</b> Can you come up with 4 different things Anna might say to the other girls. <b>Could:</b> Can you include Anna's feelings in your sentences e.g. "It makes me miserable that you now have no money."</p>

		<p><b>Friday</b> – Can you write a letter from Anna to the other girls to apologise for selling the oranges?</p> <p><b>Must:</b> Write in full sentences, explaining why you are writing, how you are feeling and what you plan to do about it using the template provided.</p> <p><b>Should:</b> Try to use conjunctions to link your ideas (of, but, so, because, when, that).</p> <p><b>Could:</b> You could include a question you might like to ask in your letter.</p>
<p>Science</p>	<p>In our Science learning this week, we will be using given information from our investigation into how the size of a bulb can affect how it grows, to draw a conclusion.</p> <p><b>Useful Links</b>  <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv">https://www.bbc.co.uk/bitesize/topics/zx882hv</a></p>	<p>Must: Look at the data to answer the 'big' questions.          "Do daffodils big bulbs grow taller than daffodils with small bulbs?"          Daffodils with big bulbs _____ (always/ do not always) grow taller than Daffodils from small bulbs.          I know this because the data shows _____</p> <p>"Do daffodils big bulbs grow faster than daffodils with small bulbs?"          Daffodils with big bulbs grow _____ (faster/ slower) than Daffodils from small bulbs.          I know this because the data shows _____</p> <p>Should: Use your knowledge to explain why the results show the above conclusion          I think Daffodils with big bulbs grow faster than daffodils with small bulbs because _____</p> <p>key words: scales energy store</p> <p>Could: Use your knowledge to explain what other factors (other than bulb size) might have changed the results.          I think _____ might have change the results.          How do you think the results might change?          _____</p> <p>Challenge: Think of a different plant. Write sentences to explain how you think that plant's grow will be different to a daffodil's growth.</p>
<p>Geography</p>	<p>In our Geography learning this half term we have learned a lot about Kenya, it's history, weather and climate, Kenya's landmarks and some of the exciting things you can do there (The Big 5!). Our activity this week is to use all of the information we have learned previously to plan a travel brochure, persuading people to visit Kenya.</p> <p>You should include information on:</p> <ul style="list-style-type: none"> <li>● The Climate and weather</li> <li>● The landscape (physical features)</li> <li>● Things to do</li> <li>● Advice for people visiting Kenya (you might like to think about what to take in the wet and dry season of Kenya).</li> </ul> <p>When do you think would be the best time to visit Kenya and why?          Some information can be found on Google Classroom to help you.</p>	