

Week 5 (LKS2 SEN pack)

Home Learning	
<p>This pack is an SEN pack (Lower Key Stage 2 Level). It provides alternative activities if you are finding your year group pack a little bit tricky. There is a suggested length of time for each activity. Please feel free to spend more or less time on each activity to suit you and your child. In your pack there are all the resources you need for each day. We are available to contact should you have any questions on your class e-mail address or you can call the school office on 0116 2413444 where somebody will be able to help you.</p>	
Monday 1 st February	
30 mins	<p>Get active / wake up shake up</p> <p>Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).</p>
10 mins	<p>Handwriting</p> <p>Common exception words: love, your, people, looked, asked, called, water, where, who, why</p>
40 mins	<p>Maths</p> <p>Arithmetic: Complete page 1 of 'Ultimate Times Tables Daily Practice Booklet 15'.</p> <p><u>WALT: Can I multiply a 2-digit number by a 1-digit number with exchange?</u></p> <p>Watch and follow along the video (stop at 6:40) below to remind you if you need to, pause it as you go along and answer any questions that pop up. You will have the starter activity on your sheet so have a go at it first. We will then be using some different tasks as well, so do what you can from the video then try the other questions on here.</p> <p>Multiply 2-digits by 1-digit - exchange</p> <p>https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/</p> <p>Now have a go at your worksheet.</p>
Break	
20 mins	<p>Writing time</p> <p>Missing vowels: select the appropriate vowel- a,e,i,o,u- and place them into the gaps to form words that make sense. Are there any that have more than one solution? More than 2?</p>
30 mins	<p>Literacy</p> <p>Take a look at the story of Theseus and the Minotaur....you may want to read the story or watch the power point or both! This week all your work will be based around this Greek Myth. Next week you will be taking a look at a selection of others to enjoy! Your task today is to make a list of the characters in the myth and draw pictures of each one. Remember that these myths are GREEK and therefore need to be dresses appropriately to reflect that! Remember to use the power point pictures as a guide but try and make them your own with a tweak here or there! Have fun!</p>
Lunch	
15 mins	<p>Reading</p> <p>Read a book out of your book bag. You may want to read to an adult or you may just want to read to yourself.</p>
15 mins	<p>Wellbeing</p> <p>This week in our wellbeing activities we are going to be completing activities from a book called 'Be Brave'. This week is Children's Mental Health week and we are going to be looking at ways we have overcome tricky situations. For your first activity, complete the 'All of Me' sheet. This week we are looking at recognising the things that we find tricky and remembering who is there to support us. Remember even though you are not at school, your teachers and teaching assistants are still here for you too!</p>
30 mins	<p>Non-Core (PSHE)</p> <p>Today we are going to think about friends. Have a look at the sheet in your pack on 'Friends.' Can you draw a picture of your friends and then a picture of what you like to do with your friends?</p> <p>When you have done this, write a paragraph about you and your friends. You may want to include fronted adverbials (sentence starters) and conjunctions (joining words) to extend some of your sentences.</p> <p>Remember a paragraph can have sentences of all different lengths.</p>
Break	
10 mins	<p>Gratefulness</p> <p>Complete 'The Good Stuff' grid. You will be doing this over week 5 and 6 so add two or three ideas each day. Today you may want to add food to your 'Good Stuff' grid.</p>

Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

love

your

people

looked

asked

called

water

where

who

why

Day 1 Challenge

$1 \times 3 =$	$10 \times 4 =$	$4 \times 8 =$
$5 \times 4 =$	$2 \times 3 =$	$11 \times 4 =$
$12 \times 4 =$	$6 \times 8 =$	$3 \times 3 =$
$4 \times 3 =$	$1 \times 4 =$	$7 \times 8 =$
$27 \div 3 =$	$24 \div 4 =$	$72 \div 8 =$
$9 \div 3 =$	$16 \div 4 =$	$64 \div 8 =$
$18 \div 3 =$	$12 \div 4 =$	$16 \div 8 =$
$12 \div 3 =$	$48 \div 4 =$	$88 \div 8 =$

My score:

24

Maths Day 1

WALT: Can I multiply a 2-digit number by a 1-digit number with exchange?

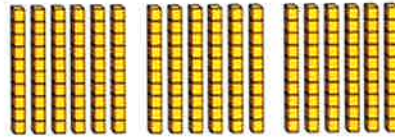
Starter Activity

Complete the calculations

1)



$$3 \times 6 =$$



$$3 \times 60 =$$

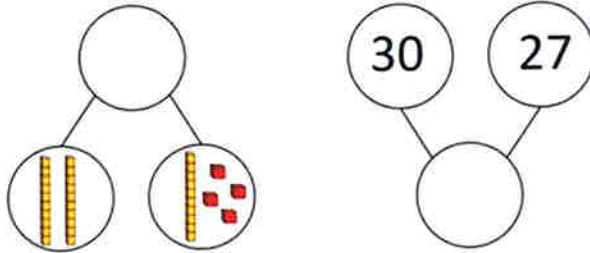
2) $5 \times 4 =$

$5 \times 40 =$

$6 \times 4 =$

$6 \times 40 =$

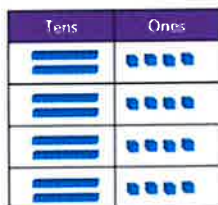
3) Complete the part-whole models



Fluency

- You have watched the video. Now, look at Jack's calculation. Using his method, solve the calculations a-c. Draw Base 10 AND use the column method, just like Jack did.

Jack uses Base 10 to calculate 24×4



	T	O
	2	4
x		4
	9	6
	1	

Use Jack's method to solve:

$$13 \times 4$$

$$23 \times 4$$

$$26 \times 3$$

$$4 \times 4 = 16$$

$$16 = 10 + 6$$

We can't have more than 10 in a column. Jack exchanges 10 ones for 1 ten. He writes it in the ten's column and then adds it to the other tens.

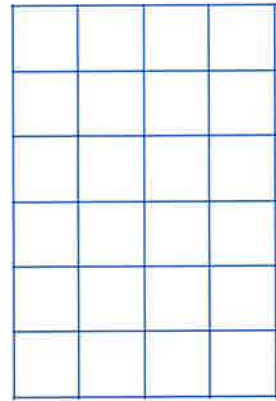
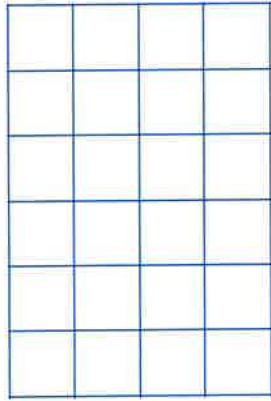
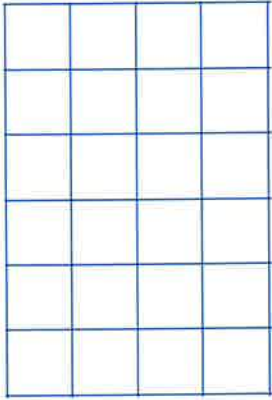
Maths Day 1

a) 13×4

b) 23×4

c) 26×3

Column method



Base 10

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Vowels

Vowels are a,e,i,o,u

Fill in the missing vowels

p - n k

b - k - r

f l - w - r

b - w l

b r - c k

- n s w - r

b r - - d

- l - p h - n t

b r - d g -

d - s h

l - d d - r

f l - - g

b - t t l -

t - - c h - r

- g g

c l - s s

c - r

t - b l -

b - l l

- s s - y

l - n k

k - y

r - l - r

h - l - d - y

s h - l l

b - - k

Theseus and the Minotaur

A long time ago, on an island called Crete, there lived a king named Minos. King Minos had a powerful navy, a beautiful daughter and huge palace. However, King Minos still grew bored. Whenever he got bored, he took his navy across the sea to attack a town called Athens.

The King of Athens grew tired of King Minos attacking his town, and in desperation made a deal with him. If Minos would leave Athens alone, Athens would send seven Athenian girls and seven Athenian boys to Crete every nine years to be eaten by the Minotaur.

The Minotaur was a monster that was half human and half bull. He lived in the centre of a huge maze on the island of Crete. King Minos loved his horrible monster and liked to give it a treat every now and again. He knew that his people would prefer it if he fed his monster Athenian children, so King Minos accepted the deal.

Nine years passed very quickly. It was just about time for Athens to send seven boys and seven girls to Crete to be eaten by the Minotaur. Seven girls and six boys had taken their place to go to Crete, everyone in Athens was upset.

Prince Theseus of Athens knew the importance of keeping your word. However, he also knew that it was wrong of his father to send small children to Crete to be eaten by a monster, just to avoid a battle with King Minos. Theseus told his father that he was going to Crete as the seventh Athenian boy. He swore that he would kill the monster and end the terror.

His father begged him not to go, but the prince did not listen. Theseus took his place as the seventh Athenian boy. Along with the six other Athenian boys and seven Athenian girls, Prince Theseus sailed towards Crete.

When the prince and the children arrived on the island of Crete, King Minos and his daughter, the Princess Ariadne came to greet them and welcomed them into their palace. The king told the children they would not be eaten until the next day, and in the meantime they should enjoy themselves in the palace.

Later on that night, Princess Ariadne wrote Prince Theseus a note and slipped it under his bedroom door. The note read;

Dear Theseus,

I am a beautiful princess as you probably noticed the moment you saw me. I am also very bored of my life here. Without my help the Minotaur will surely eat you. I know how to save your life. If I help you kill the Minotaur, you must promise to take me away from this island. If you are interested in this deal, meet me by the gate to the maze in one hour.

*Yours truly,
Ariadne*

Prince Theseus decided that this was a fair deal, so he slipped out of the palace and waited patiently by the gate to the maze. Princess Ariadne finally showed up a few minutes later. In her hands she carried a sword and ball of string.

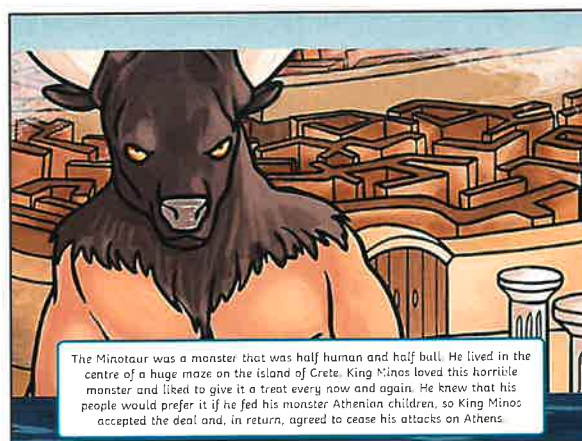
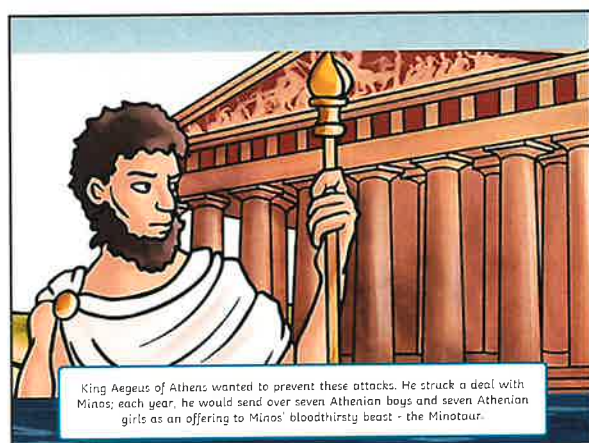
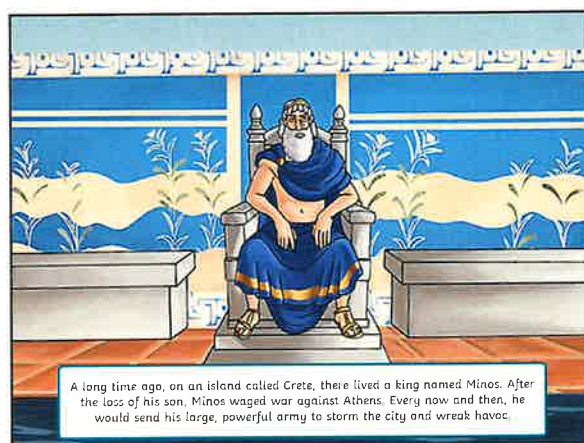
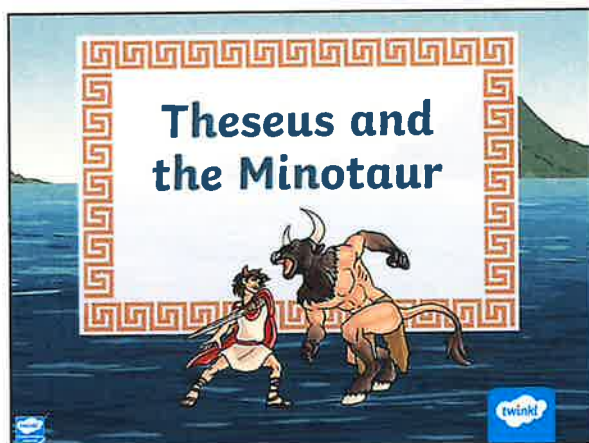
Ariadne gave the sword and the ball of string to Prince Theseus. "Hide these inside the entrance to the maze. Tomorrow, when you and the other Athenian children enter the maze, wait until the gate is closed, then tie one end of the string to the door. Unravel it as you move through the maze. When you reach the Minotaur, kill it with this sword. Then find your way back again by following the unravelled string." Theseus thanked her for her kindness. "But don't forget," the princess warned, "you must take me with you."

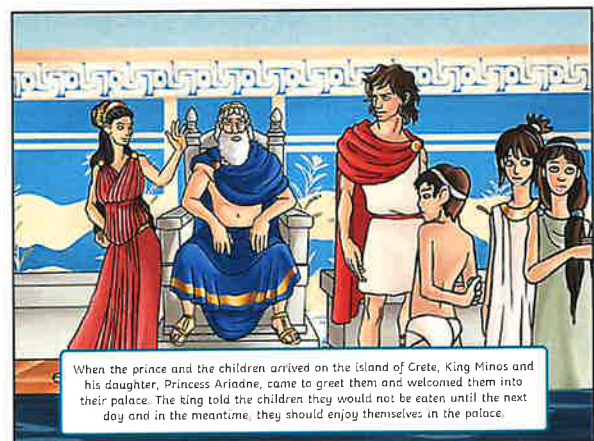
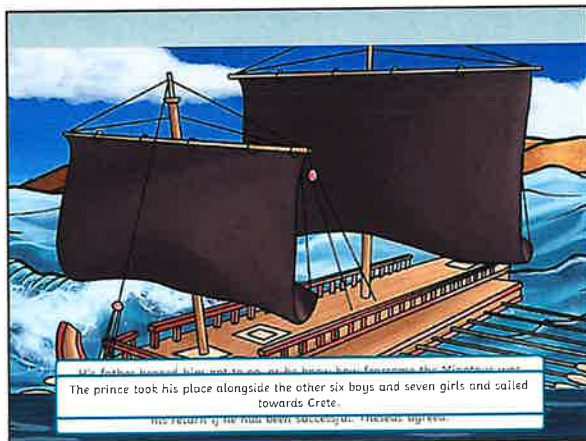
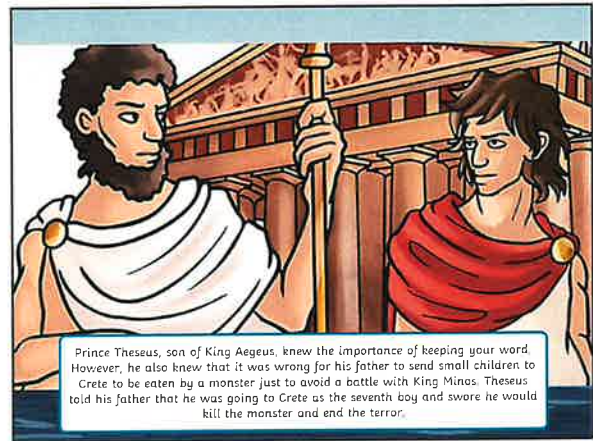
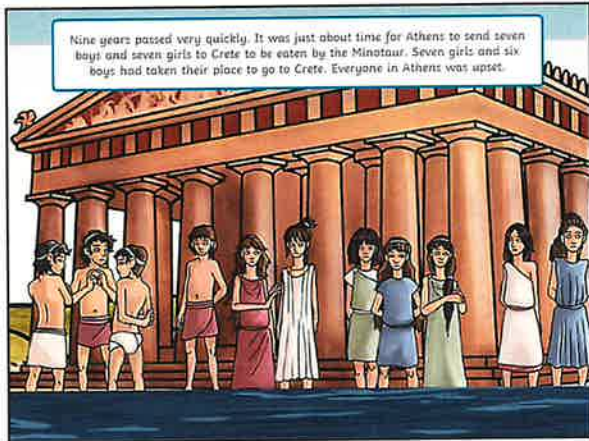
The next morning, Prince Theseus and the Athenian children were taken to the maze and shoved inside. The door was locked firmly behind them. Following Ariadne's instructions, Theseus tied one end of the string to the door. He told the children to stay by the door so that they could make sure the string stayed tied, so that Theseus could make his way back. He took the sword and started to make his way through the maze, unravelling the string as he went.

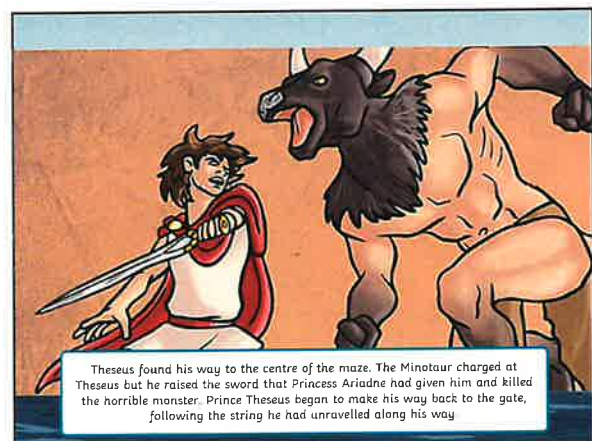
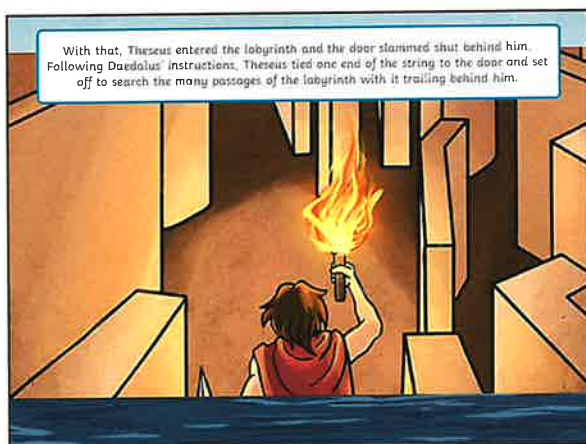
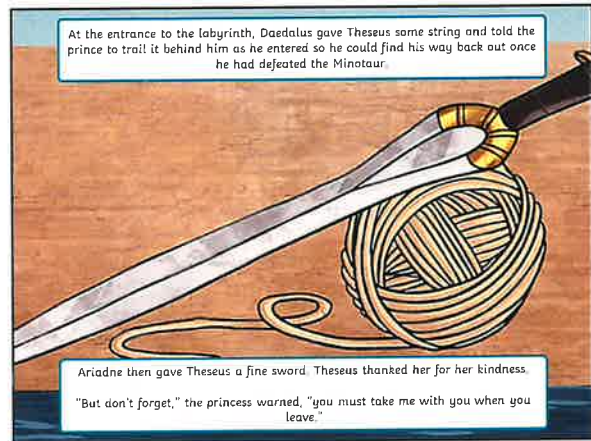
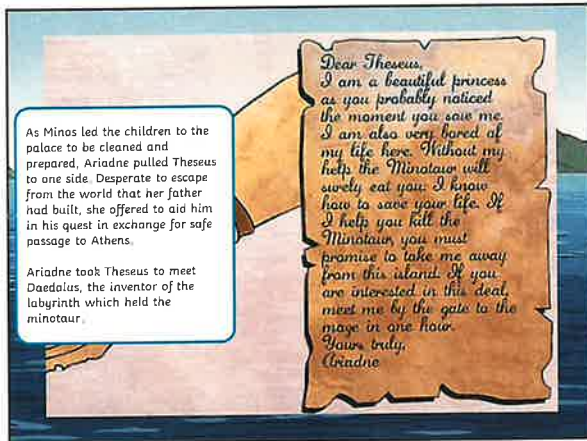
Theseus found his way to the centre of the maze. The Minotaur charged at Theseus, and he raised the sword that Princess Ariadne had given him and killed the horrible monster. Prince Theseus began to make his way back to the gate, following the string he had unravelled along his way.

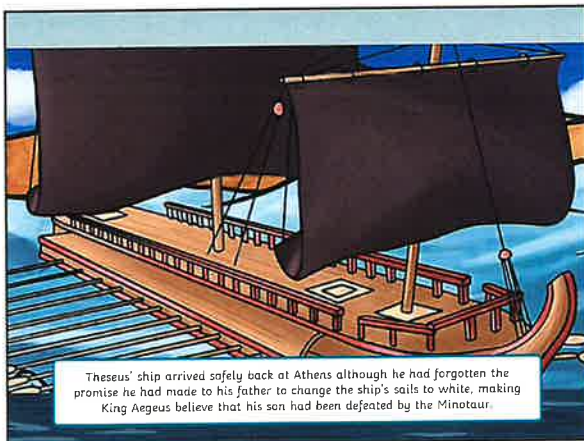
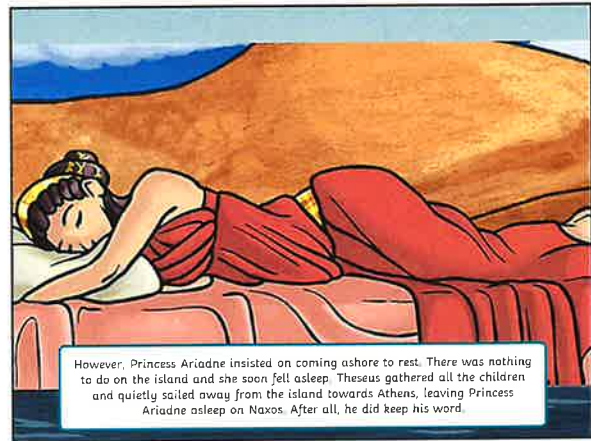
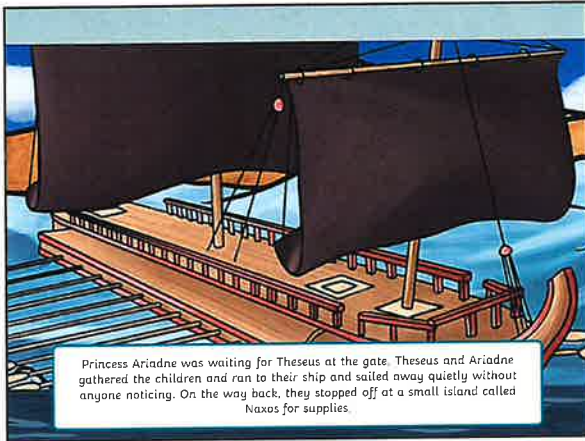
Princess Ariadne was waiting for Theseus at the gate. Theseus and Ariadne gathered the children and took them to their ship, and sailed away quietly without anyone noticing. On the way back, they stopped off at a small island called Naxos for supplies.

However, Princess Ariadne insisted on coming ashore to rest. There was nothing to do on the island, and soon she fell asleep. Theseus gathered all the children and quietly sailed away from the island towards Athens, leaving Princess Ariadne asleep on Naxos. After all, he did keep his word.







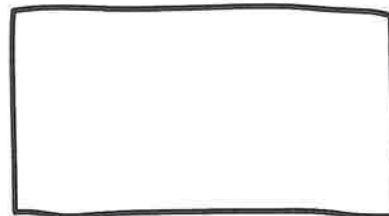
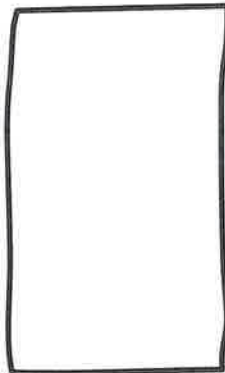
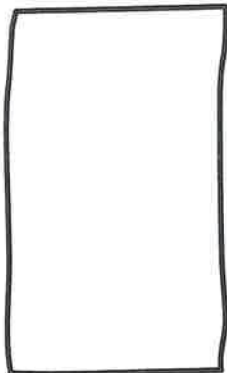
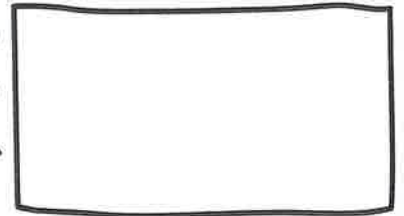
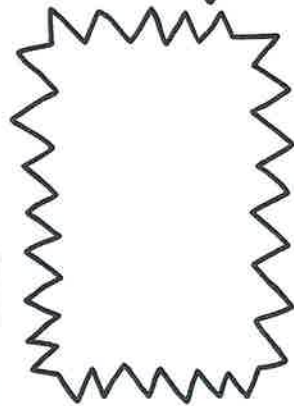
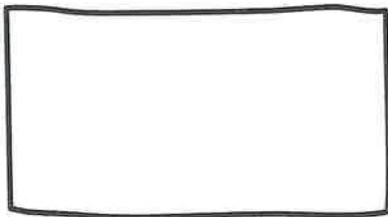
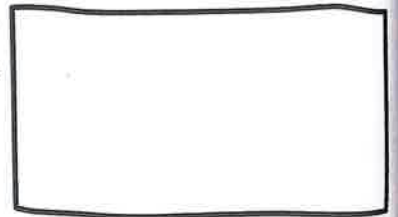
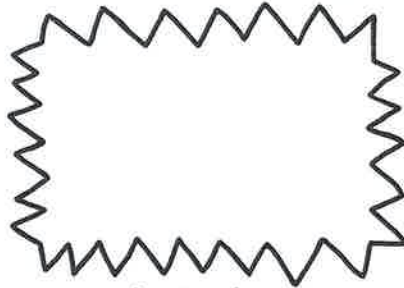
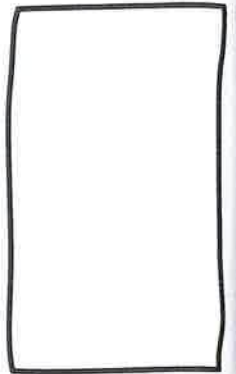
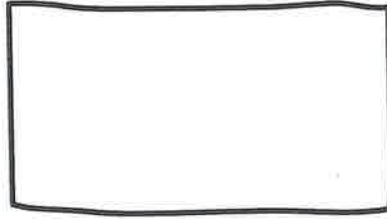
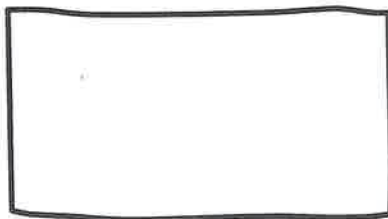


List the characters in your story and draw pictures of them.

ALL OF ME

Even if it doesn't always feel like it,
your fears are just a small part of you.
You are SO much bigger than your fears.

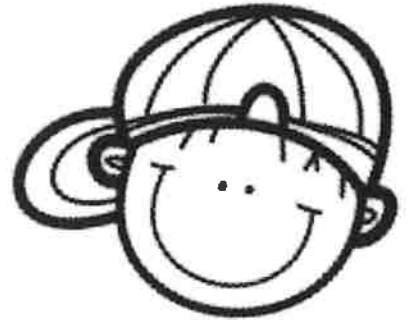
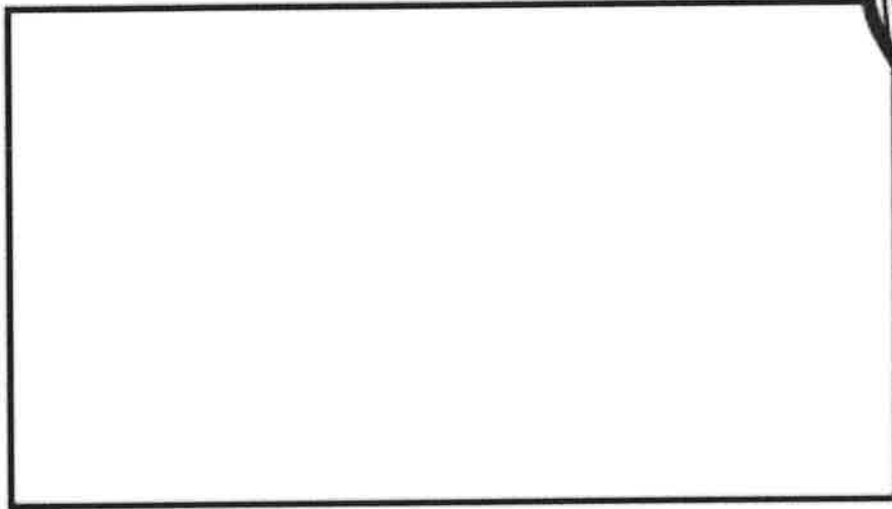
Put one or two of your biggest fears in the middle, then fill the rest of the shapes with all the things you enjoy doing, the people you love and who love you, the things you're good at, great memories you have, things you've achieved, nice things people have said about you and anything else you can think of.



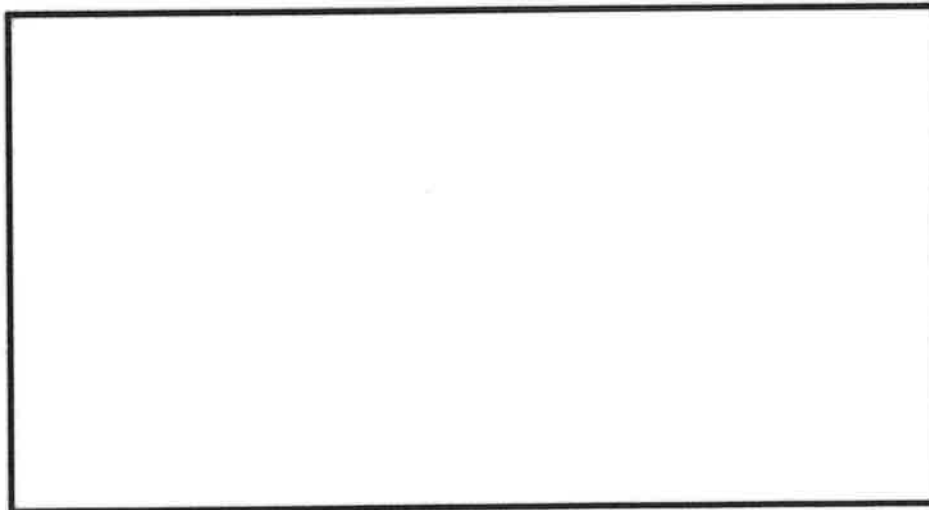
Friends

_____ name

My Friends



We like to _____



Tuesday 2nd February

30 mins	Get active / wake up shake up Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).
10 mins	Handwriting Common exception words: thought, through, work, house, many, laughed, because, different, any, eyes
40 mins	Maths Arithmetic: Complete page 2 of 'Ultimate Times Tables Daily Practice Booklet 15'. <u>WALT: Can I multiply a 2-digit number by a 1-digit number with exchange?</u> Watch and follow along the video below to remind you if you need to, pause it as you go along and answer any questions that pop up. You will have the starter activity on your sheet so have a go at it first. We will then be using some different tasks as well, so do what you can from the video then try the other questions on here. Multiply 2-digits by 1-digit - (2) https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/ Now have a go at your worksheet.
Break	
20 mins	Writing Time Pluralising words ending in the vowel 'O': Generally speaking, to pluralise words, we simply add an 's' to a word. However, when words end in a vowel -a,e,i,o,u- then the rules may change! Today you are going to pluralise words ending in the letter 'O' such as <u>radio</u> . Explore the rule and decide whether to simply add an 's' or 'es' to pluralise the given words. Good luck!
30 mins	Literacy Your task today is to focus on what the front and back covers of Theseus and the Minotaur would look like if you were in charge of publishing the book! Look at other books at home and discuss what techniques are used to make the front cover of a book attractive. What is included on the front cover? What characters are included-all or just some? What colours may be appropriate for this book cover? Think about the mood you are trying to create to help you decide! When you have completed the front cover, think about the blurb for the back cover. Is the whole story summarised or just a hint at what may happen. What could you write to encourage others to want to read this exciting myth?
Lunch	
15 mins	Reading Complete the reading activity about fossils in your pack!
15 mins	Wellbeing Have a go at the sheet called 'Zen Triangles'. You will be practising triangle breathing in this activity. You may have done this before in Wellbeing Wednesday sessions!
30 mins	Science Take a look at the 'Melting Ice' experiment sheet in your pack.
Break	
10 mins	Gratefulness Complete 'The Good Stuff' grid. You will be doing this over week 5 and 6 so add two or three ideas each day. Today you may want to add experiences to your 'Good Stuff' grid.
15 mins	Storytime Listen to a story. An adult could read you a story or you can listen to one online.

Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

thought

through

work

house

many

laughed

because

different

any

eyes

Day 2 Challenge

$4 \times 3 =$	$1 \times 4 =$	$7 \times 8 =$
$2 \times 4 =$	$5 \times 3 =$	$6 \times 3 =$
$8 \times 8 =$	$3 \times 4 =$	$9 \times 8 =$
$7 \times 3 =$	$4 \times 4 =$	$1 \times 8 =$
$12 \div 3 =$	$48 \div 4 =$	$88 \div 8 =$
$6 \div 3 =$	$32 \div 4 =$	$56 \div 8 =$
$15 \div 3 =$	$40 \div 4 =$	$24 \div 8 =$
$33 \div 3 =$	$20 \div 4 =$	$96 \div 8 =$

My score:

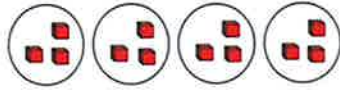
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Maths Day 2

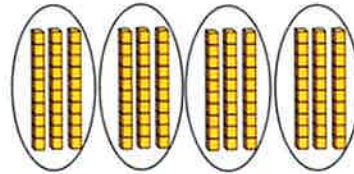
WALT: Can I multiply a 2-digit number by a 1-digit number with exchange?

Starter Activity

1) Complete the calculations



$$4 \times 3 =$$



$$4 \times 30 =$$

2) Write a multiplication expression to match each addition.

$$12 + 12 + 12$$

$$15 + 15 + 15 + 15$$

$$26 + 26$$

3) Multiply each number below by 2

$$13 \rightarrow$$

$$23 \rightarrow$$

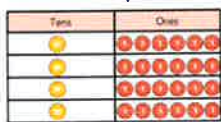
$$33$$

$$43 \rightarrow$$

Fluency

- You have watched the video. Now, look at Amir's calculation. Using his method, solve the calculations a-c. Draw the place value counters AND use the column method, just like Amir did.

Amir uses place value counters to calculate 16×4



	T	O
	1	6
\times		4
	6	4

Use Amir's method to solve:

$$16 \times 6$$

$$17 \times 5$$

$$28 \times 3$$

$$4 \times 6 = 24 \quad 24 = 20 + 4$$

We can't have more than 10 in a column. Amir exchanges 20 ones for 2 tens. He writes it in the ten's column and then adds it to the other tens.

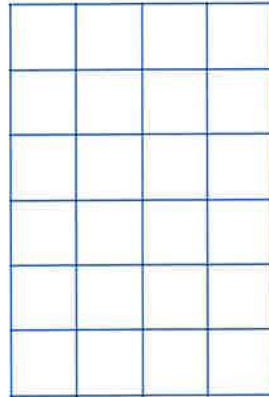
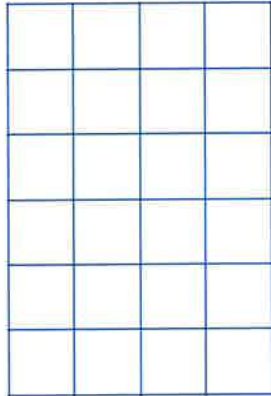
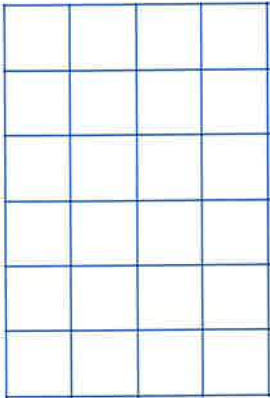
Maths Day 2

a) $16 \times 6 =$

b) $17 \times 5 =$

c) $28 \times 3 =$

Column method



Place value counters

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Reasoning and problem solving





1. Look at the calculation. Can you explain the mistake?

H	T	O
	2	7
x		3
6	2	1

Name _____ Date _____

LO: To learn how to pluralise words ending in the vowel 'o'

Rule: If a word ends in "o" and the letter before it is a vowel, then you add an "s" to make it plural. If the word ends in an "o" and the letter before it is a consonant, you add an "es" to make it plural. Of course, there are exceptions to that rule (piano = pianos). Also, some words have two spellings that are correct (buffaloes and buffalos).

 One radio	 Two radios
 One tomato	 Two tomatoes

Which ending do the following words have when you make them plural? Write the new word on the line.

1. Radio _____
2. Video _____
3. Hero _____
4. Domino _____
5. Kilo _____
6. Piano _____
7. Tomato _____
8. Potato _____
9. Torpedo _____
10. Echo _____
11. Cameo _____
12. Ratio _____

Extension: Write a short sentence which include the singular and plural words.
For example: Sally bought a radio. James has ten radios in his bedroom.
Look up any words you do not know the meaning of in a dictionary!

Fossils

Fossils are shapes of dead animals and plants that lived millions of years ago made in rock. Usually when something dies it is eaten or decays and disappears. However, when an animal or plant dies and gets covered over, it can stay there and over time, become a fossil.

Dinosaurs

Fossils are really important in understanding what has happened a long time ago. Without them we would not even know that dinosaurs existed! People who study fossils are called palaeontologists and these are the people who have found out what we now know about dinosaurs. However, this only started 200 years ago, so we've only known about dinosaurs for 200 years!



Did you know?

- 'Sue' is the nickname given to the most complete and best preserved Tyrannosaurus Rex specimen ever found.
- The word 'fossil' comes from an old word 'fossilis', meaning 'dug up'.
- Fossils are only found in sedimentary rock.
- The fossils in the pictures are called ammonites. It is the town symbol for Whitby in North Yorkshire. Whitby is good for fossil hunting and long ago, people thought that the ammonites were snakes turned to stone by St. Hilda!

How a Fossil is Made

When some plants or animals die, their body sinks into mud or is buried by sand. This often happens at the bottom of the sea and stops it from rotting or being eaten by other animals. Whilst it is underground, water and minerals seep into the bones and where the bones and body used to be, to make a hard shape. This is squashed under more layers of sand, mud and eventually rock over many, many millions of years.

Photo courtesy of (Arenamonopus, skSgaek@flickr.com) - granted under creative commons licence + attribution

Questions About Fossils

1. What does a palaeontologist study?

2. What is the nickname of the best preserved Tyrannosaurus Rex skeleton?

3. What sort of rock are fossils found in?

4. Which town has an ammonite fossil as their symbol?

5. Why have we only got fossils to find out about dinosaurs?

6. What does the Latin word 'fossilis' mean?

7. How come the fossilised animals or plants haven't been eaten by other animals?

8. Why did the author use an exclamation mark at the end of the Fossil Facts section?

9. Why aren't there any fossils of cats that lived twenty years ago?

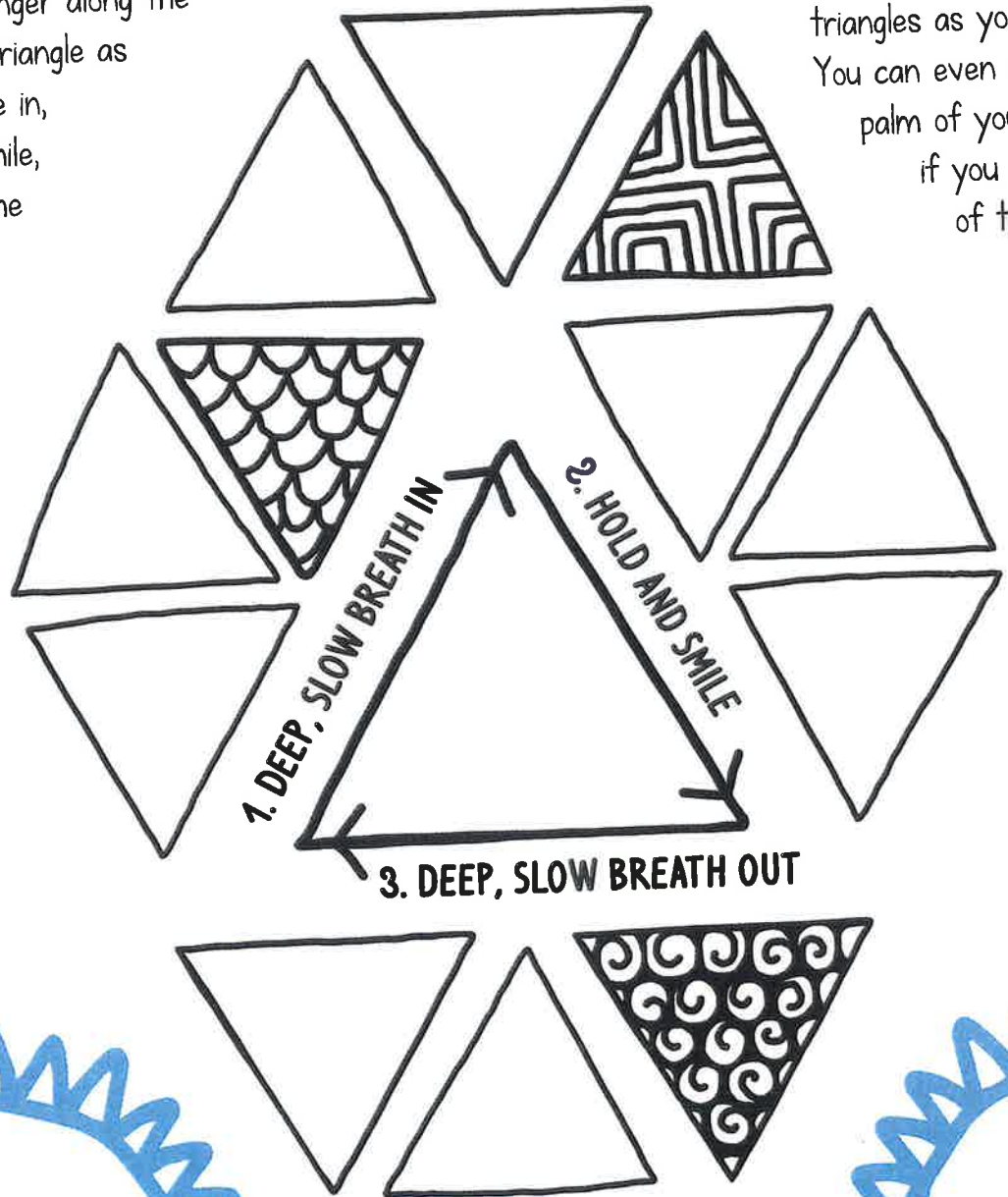
10. Do you think the ammonites in the pictures look like snakes? Why?

ZEN TRIANGLES

Triangle breathing is a great way to calm your whole brain and put you back in control.

Run your finger along the sides of a triangle as you breathe in, hold and smile, then breathe out.

Do this on as many of the triangles as you want. You can even use the palm of your hand if you run out of triangles.



Why not colour in or decorate some triangles with zentangle patterns?

Try breathing out for longer than you breathe in.

Melting Ice Experiment

Today, you are going to be testing to see if adding something to an ice cube will help it melt any quicker compared to an ice cube that is left alone to melt. You may want to record your findings in a table, or you may want to record your experiment on an iPad or tablet. E-mail any pictures of your work to your teacher on your class e-mail address! You will need an adult to help you with the hot water!

You will need:

Baking tray
4 Ice cubes
Water
Sugar
Salt
Timer

Instructions:

- 1) Put the ice cubes in your baking tray (one per hole- see picture below).
- 2) You will have a control ice cube, you do not need to add anything to this ice cube.
- 3) All of the other ice cubes will need 2 spoonfuls of the substance that is going to try and melt the ice cube faster. For example, one ice cube needs 2 spoonfuls of salt. The labelled picture below will help you.



Please make sure that an adult helps you with hot water!

- 4) Here is an example of a table to record your findings. You need to time how long each ice cube takes to melt. Which ice cube melts the fastest?

Ice Cube	Time to melt (seconds)	Position (1 st /2 nd etc)
Control		
Hot Water		
Salt		
Sugar		

Wednesday 3rd February

30 mins	<p>Get active / wake up shake up</p> <p>Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).</p>
10 mins	<p>Handwriting</p> <p>Common exceptions: friend, once, please, lived, more, coming, Monday, Tuesday, Wednesday, Thursday</p>
40 mins	<p>Maths</p> <p>Arithmetic: Complete page 3 of 'Ultimate Times Tables Daily Practice Booklet 15'. WALT: Can I multiply 2-digit by 1-digit number with exchange?</p> <p>You have learned how to multiply bigger numbers with exchange. Can you be the teacher today, correct mistakes and solve word problems? Have a go at your worksheet!:)</p>
Break	
20 mins	<p>Writing Time</p> <p>Powerful verbs: Can you identify the verb (action/doing word) in each of the given sentences, underline them and think of a more powerful/effective verb with the same meaning that could replace it to help improve the sentence?</p>
30 mins	<p>Literacy</p> <p>Write about your favourite part of the story. Give details about what you liked, why you liked it and how it made you feel. Remember to refer to the characters and events as well! To extend your learning you could also do a quick summary of the story in the form of a cartoon strip.</p>
Lunch	
15 mins	<p>Reading</p> <p>Read the book in your book bag, or any other book that you like, Read for 15mins. If you can, ask an adult or older brother or sister to listen to you read. Or you could read a story to a younger brother or sister.</p>
15 mins	<p>Wellbeing</p> <p>Complete the sheet called 'Awesome Me-Brain'. You will be recognising your talents and interests. Everyone has a talent- I wonder what yours are?</p>
30 mins	<p>PE</p> <p>Complete one of the 'Throwing and Aiming' challenge cards or a 'Gymnastics' challenge card. You can complete more than one of these. Please make sure that you are wearing appropriate clothing and make sure that you have space so that you do not hurt yourself.</p>
Break	
10 mins	<p>Gratefulness</p> <p>Complete 'The Good Stuff' grid. You will be doing this over week 5 and 6 so add two or three ideas each day. Today you may want to add items to your 'Good Stuff' grid.</p>
15 mins	<p>Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

friend

once

please

lived

more

coming

Monday

Tuesday

Wednesday

Thursday

Day 3 Challenge

$7 \times 3 =$	$4 \times 4 =$	$1 \times 8 =$
$2 \times 8 =$	$8 \times 3 =$	$5 \times 4 =$
$6 \times 4 =$	$3 \times 8 =$	$9 \times 3 =$
$10 \times 3 =$	$7 \times 4 =$	$10 \times 8 =$
$33 \div 3 =$	$20 \div 4 =$	$96 \div 8 =$
$3 \div 3 =$	$4 \div 4 =$	$8 \div 8 =$
$30 \div 3 =$	$28 \div 4 =$	$32 \div 8 =$
$21 \div 3 =$	$8 \div 4 =$	$40 \div 8 =$

My score:

24

WALT: Can I multiply a 2-digit number by a 1-digit number with exchange?

Today, you are going to imagine that you are the teacher. Look at the calculations that Harry has completed. Complete your own calculation next to them so you can work out whether Harry's answers are correct or incorrect. Mark them with a tick or a cross. The first one has been done as an example.

1.			2	3			2	3
	x			4		x		4
			8	2	x		9	2

2.			4	3				
	x			2		x		
			8	6				

3.			1	3				
	x			3		x		
			3	6				

4.			2	5				
	x			4		x		
			8	0				

2. Challenge: Annie has 15 sweets. Her friend has 6 times more. How many sweets does her friend have?

Powerful Verbs!

Verbs are doing words like run & jump.

Powerful verbs can make your writing much much more exciting and dramatic!!



Copy these sentences into your book and underline the verb. Re-write the sentence and change the verb by using a thesaurus to find a more powerful verb to use in the sentence.

1. John took the sweets of the smallest boy in the class.
2. The group of boys ran after the ice-cream van.
3. The squirrel went up the tree.
4. John said to David "It's my turn on the playstation!"
5. "Pass me the ball!" said Claire.
6. The soldier went under the barbed wire.
7. The athlete jumped over the hurdle.
8. John walked confidently to get his prize.
9. Mr Jones looked at the children who were talking in assembly.
10. "I've won, I've won!" said the girl.

Challenge: Can you think of any other powerful verbs to go in your sentences?

AWESOME ME-BRAIN

Your me-brain is awesome!
Your skills, interests and talents
come from your me-brain.

Add the things your me-brain
can do or knows to this page.
Ask others for ideas if you get stuck.



Dear me-brain,

Thank you for
everything.

You're awesome!

Love,
the rest of me X

**CAN YOUR ME-BRAIN DO
ANY OF THESE THINGS?**

Read, write, dance, sing, remember, play
sport, challenge yourself, knit, perform
times tables, speak French, play chess, skip.

OBJECTIVES

- ★ IMPROVE THROWING ACCURACY.
- ★ DEVELOP A GOOD UNDERARM AND OVERARM THROWING TECHNIQUE.

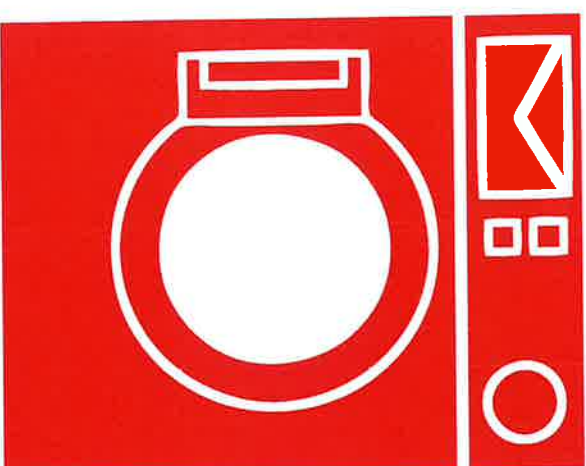


INSTRUCTIONS

- ✓ ROLL UP SEVERAL PAIRS OF SOCKS TO MAKE SOCK BALLS.

- ✓ USING A WASHING MACHINE OR LAUNDRY BASKET AS A TARGET, PRACTISE THROWING THE SOCKS INTO THE TARGET.

- ✓ USE BOTH OVERARM AND UNDERARM THROWING TECHNIQUE.



CHANGE IT UP

- 💡 THROW FROM DIFFERENT DISTANCES AND ANGLES.
- 💡 START OFF CLOSE AND EACH TIME A SOCK GOES IN MOVE FURTHER AWAY.
- 💡 USE A SMALLER BOX OR TARGET.

OBJECTIVES

- ★ IMPROVE CATCHING TECHNIQUE.
- ★ PRACTISE CATCHING FROM A VARIETY OF DIFFERENT HEIGHTS.

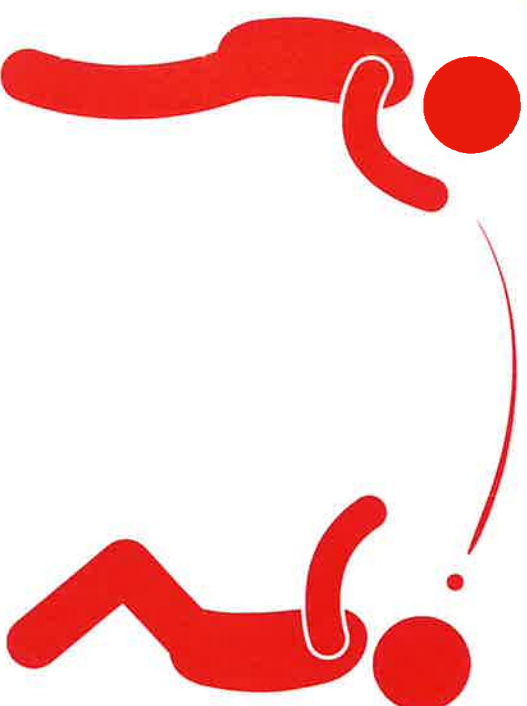


INSTRUCTIONS

- ✓ ROLL UP A PAIR OF SOCKS TO MAKE A BALL.

- ✓ PRACTISE THROWING AND CATCHING THE SOCKS TO YOURSELF OR WITH A PARTNER.

- ✓ START THROWING IT LOW AND GRADUALLY START THROWING THE SOCKS HIGHER.



CHANGE IT UP

- 💡 THROW THE SOCK AWAY FROM YOU AND RUN TO CATCH IT.
- 💡 SHUT ONE EYE WHILST CATCHING.
- 💡 IF WITH A PARTNER, THROW TO THE SIDE TO INCREASE DIFFICULTY.



OBJECTIVES

- ★ BALANCE WITH CONTROL.
- ★ KEEP THE BODY STILL WHILST BALANCING ON ONE LEG.

INSTRUCTIONS

- ✓ LAY OUT SOCKS IN A STRAIGHT LINE WITH EACH SOCK TOUCHING.

- ✓ START AT THE BEGINNING OF THE LINE. WALK FORWARDS, STEPPING ONE FOOT AT A TIME, KEEPING AT LEAST ONE FOOT ON THE SOCKS UNTIL YOU GET TO THE END OF THE LINE.

- ✓ AFTER A FEW PRACTISES START BALANCING ON ONE FOOT FOR 3 SECONDS EVERY STEP.



CHANGE IT UP

 BALANCE ON ONE FOOT FOR 5 SECONDS EVERY STEP.

 CAN YOU ADD A TURN OR JUMP WHEN IN THE MIDDLE OF THE LINE?

 WHEN HOLDING A BALANCE, PLACE THE NON-STANDING FOOT OUT TO THE SIDE.



OBJECTIVES

- ★ MOVE AROUND WITH BALANCE AND GRACE.
- ★ BALANCE USING 2, 3 AND 4 BODY PARTS.

INSTRUCTIONS

- ✔ ENSURE THAT THE WORKING AREA IS LARGE ENOUGH TO MOVE AROUND IN.

- ✔ START BY WALKING AROUND THE ROOM AND EVERY 5 SECONDS STAND STILL AND BALANCE ON ONE LEG. AFTER A FEW PRACTISES START USING TWO PARTS OF THE BODY TO BALANCE, THEN 3 AND 4.

- ✔ YOU CAN USE HANDS, ARMS, BACK, BOTTOM, FEET AND KNEES WHEN BALANCING.



CHANGE IT UP

✔ CAN YOU PROGRESS ONTO USING 5 OR 6 OR 7 BODY PARTS?

✔ BALANCE WHILST KEEPING ALL BODY PARTS STRAIGHT.

✔ DO NOT USE CERTAIN PARTS OF THE BODY WHEN BALANCING.



OBJECTIVES

- ★ UNDERSTAND THE BASIC GYMNASTICS SHAPES.
- ★ KNOW THE NAMES OF EACH SHAPE AND THE CORRECT BODY POSITION.

INSTRUCTIONS

- ✔ ENSURE THAT THE WORKING AREA IS LARGE ENOUGH TO MOVE AROUND IN.
- ✔ PRACTISE ALL OF THE GYMNASTICS SHAPES (SHOWN IN DIAGRAM), HOLDING EACH SHAPE FOR AT LEAST 5 SECONDS.
- ✔ ONCE YOU HAVE PRACTISED ALL OF THE SHAPES, TRY TO REMEMBER EACH ONE WITHOUT THE GUIDE SHEET.



CHANGE IT UP

- 💡 HAVE A PARTNER CALL THE SHAPES OUT AND THEN POSITION THE BODY IN THE CORRECT SHAPE.
- 💡 LINK SHAPES, MOVING SMOOTHLY FROM ONE TO THE OTHER.
- 💡 CHOOSE 5 SHAPES AND PERFORM THEM IN A SET ORDER, OVER AND OVER AGAIN.

Thursday 4 th February	
30 mins	<p>Get active / wake up shake up</p> <p>Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).</p>
10 mins	<p>Handwriting</p> <p>Common exceptions: also, before, January, February, April, July, August, October, November, December</p>
40 mins	<p>Maths</p> <p>Arithmetic: Complete page 4 of 'Ultimate Times Tables Daily Practice Booklet 15'.</p> <p><u>WALT: Can I divide a 2-digit number by a 1-digit number?</u></p> <p>Watch and follow along the video below to remind you if you need to, pause it as you go along and answer any questions that pop up. You will have the starter activity on your sheet so have a go at it first. We will then be using some different tasks as well, so do what you can from the video then try the other questions on here.</p> <p>Divide 2 digits by 1 digit (1)</p> <p>https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/</p> <p>Now have a go at your worksheet.</p>
Break	
20 mins	<p>Writing Time</p> <p>Today your first task is to look at the given words put them into groups which have the same meaning. Once you have grouped the synonyms, rank them from least powerful to most powerful within their groups. Finally, are there any other synonyms that you could add to each list that have the same meaning?</p>
30 mins	<p>Literacy</p> <p>Today you have a choice! Re-read the story of Theseus and the Minotaur, paying special attention to the events that take place at the end. Think about how you felt about the ending. Did you find it a satisfying ending or do you think you would have liked to see something different/more happen? If so, how would you have ended it? Now you can write about: a) what will happen next if the story continued OR b) how could the story have ended differently?</p>
Lunch	
15 mins	<p>Reading</p> <p>Complete the 'friendly felines' sheet in your pack.</p>
15 mins	<p>Wellbeing</p> <p>Complete the sheet called 'Let me count the ways'. You will be recognising all of the different ways that you have been brave! There are probably more than you think. An adult may be able to help you with this one.</p>
30 mins	<p>Computing</p> <p>Take a look at this video https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2021/i-am-educator/safer-internet-day-films/films-5-11-year</p> <p>Next week on Tuesday 9th February it is safer internet day. In preparation for this, watch the video and then create some 'true' and 'false' facts about an animal of your choice (you may want to research an animal). When you have done this, see if members of your family can select the false facts!</p>
Break	
10 mins	<p>Gratefulness</p> <p>Complete 'The Good Stuff' grid. You will be doing this over week 5 and 6 so add two or three ideas each day. Today you may want to add places to your 'Good Stuff' grid.</p>
15 mins	<p>Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

also

before

January

February

April

July

August

October

November

December

Day 4 Challenge

$10 \times 3 =$	$7 \times 4 =$	$10 \times 8 =$
11×8	$11 \times 3 =$	$8 \times 4 =$
$9 \times 4 =$	$12 \times 8 =$	$12 \times 3 =$
$1 \times 3 =$	$10 \times 4 =$	$4 \times 8 =$
$21 \div 3 =$	$8 \div 4 =$	$40 \div 8 =$
$24 \div 3 =$	$44 \div 4 =$	$80 \div 8 =$
$36 \div 3 =$	$36 \div 4 =$	$48 \div 8 =$
$27 \div 3 =$	$24 \div 4 =$	$72 \div 8 =$

My score:

24

Maths Day 4

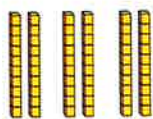
WALT: Can I divide a 2-digit number by a 1-digit number?

Starter activity

1) Complete the calculations



$$6 \div 3 =$$



$$60 \div 3 =$$

2) Complete the calculations



$$8 \div 2 =$$



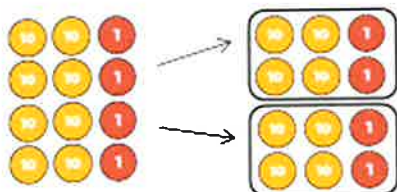
$$80 \div 2 =$$

3) Partition each number into tens and ones.



Fluency

Ron uses place value counters to solve $84 \div 2$



I made 84 using place value counters and divided them between 2 equal groups.



Use Ron's method to calculate the following:

$$88 \div 4 =$$

$$66 \div 2 =$$

$$66 \div 3 =$$

$$99 \div 3 =$$

$$62 \div 2 =$$

SYNONYM SORT

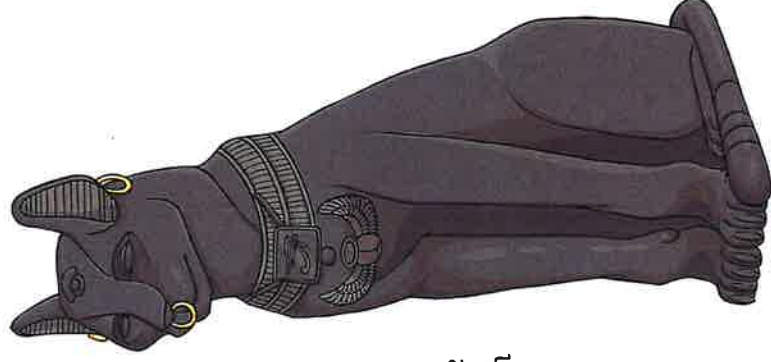
Make up individual word cards

1. Sort words into synonym groups by meaning.
2. Rank the words in each group to identify shades of meaning.
3. Suggest other words to extend sets.
4. Select appropriate synonyms for specific purposes.

angry	warm	sizzling
aggravated	tropical	fiery
irritated	hot	happy
annoyed	scorching	thrilled
outraged	sweltering	cheerful
angry	immense	comical
furious	large	amusing
upset	big	funny
cross	huge	hilarious
contented	enormous	humorous
pleased	gigantic	witty
delighted	colossal	entertaining
glad	sultry	enjoyable

Friendly Felines

- 10 Cats were considered to be sacred, or holy, in ancient
19 Egyptian society and helped humans just as much as
22 humans helped them.
- 31 The ancient Egyptians were skilled farmers and grew many
41 crops, such as wheat and grains, in the nutrient-rich soil
51 close to the River Nile. However, the wheat would attract
56 mice, rats and snakes, which
60 were dangerous to humans.
- 65 To solve this problem, the
68 ancient Egyptians would
74 leave food, such as fish heads,
80 outside to tempt cats to visit.
- 86 When the cats came, they ate
92 the food and scared away any
97 vermin around the food stores.
- 103 After a short amount of time,
108 cats were welcomed into the
113 house and lived happily with
116 their human friends.



Quick Questions

1. Find and copy two adjectives which show that Egyptians thought that cats were special.



2. What is the main point of the third paragraph?



3. What does 'nutrient-rich' tell you about the soil close to the River Nile?



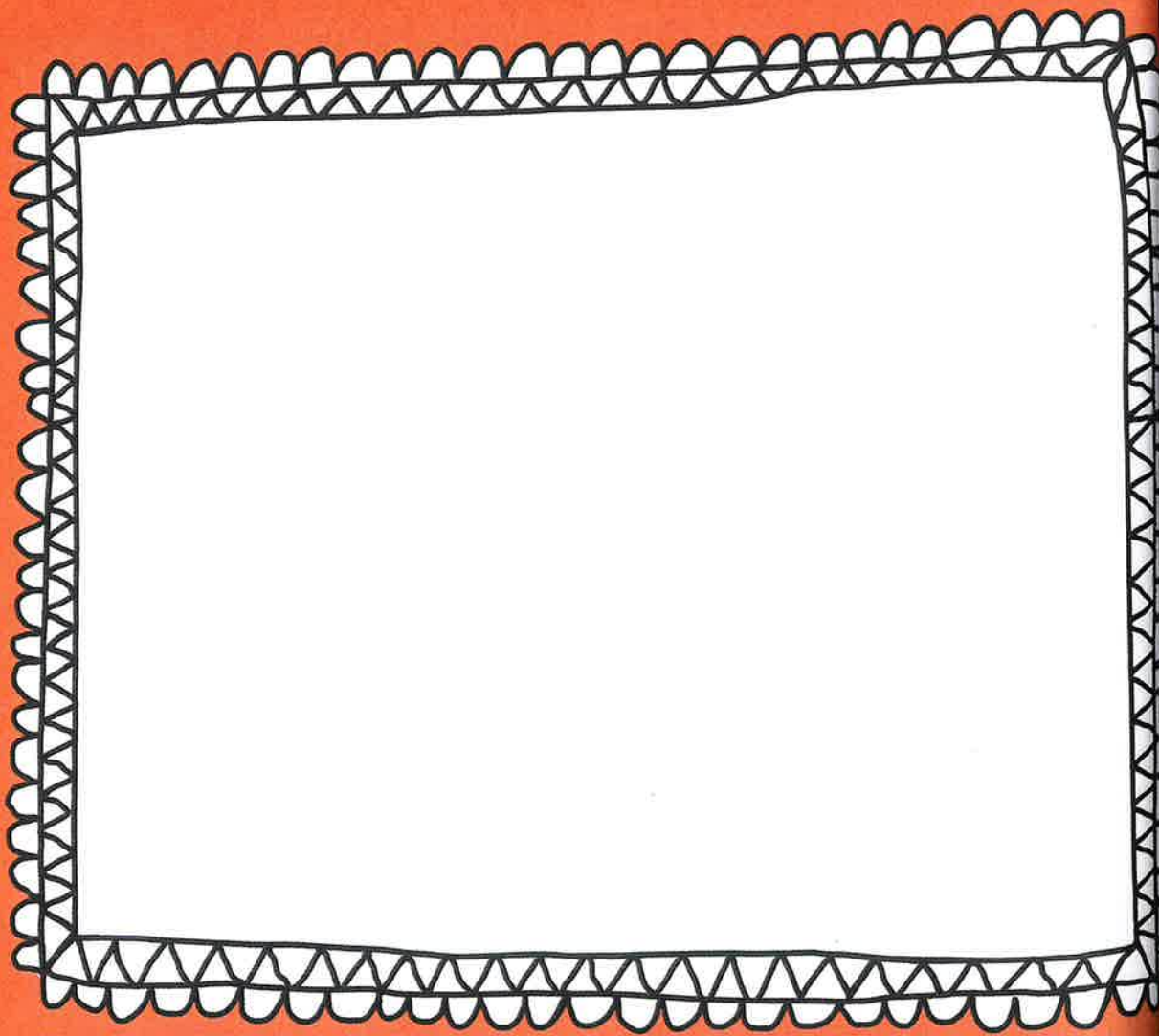
4. Where in this text can I find information about the types of crop grown by ancient Egyptians?



LET ME COUNT THE WAYS

Use this page to write down all the ways your life is going to be better now that you're learning to BE BRAVE! What will make the biggest difference to you?

Who will be the first person to notice the changes?



Be super creative with colours, crazy writing or whatever you fancy.



Friday 5th February

30 mins	<p align="center">Get active / wake up shake up</p> <p>Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).</p>
10 mins	<p align="center">Handwriting</p> <p>Common exceptions: door, floor, prince, princess, autumn, school, know, baby, mother, another</p>
40 mins	<p align="center">Maths</p> <p>Arithmetic: Complete page 5 of 'Ultimate Times Tables Daily Practice Booklet 15'. WALT: Can I divide a 2-digit number by a 1-digit number? Watch and follow along the video below to remind you if you need to, pause it as you go along and answer any questions that pop up. You will have the starter activity on your sheet so have a go at it first. We will then be using some different tasks as well, so do what you can from the video then try the other questions on here. Divide 2 digits by 1 digit (2) https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/ Now have a go at your worksheet.</p>
Break	
20 mins	<p align="center">Writing Time</p> <p>Unscramble the given letters to form words that are familiar to you!</p>
30 mins	<p align="center">Literacy</p> <p>Today you are going to test be the teacher! Your task is to compile a True/False quiz that will test someone in your home and their comprehension of the myth Theseus and the Minotaur. Be kind and start with some easier questions and build up to some really challenging ones like the inference questions we do in class! If you want to complete more work today, then you could complete the activities you have not yet selected this week but this is only optional!</p>
Lunch	
15 mins	<p align="center">Reading</p> <p>Read the book in your book bag, or any other book that you like, Read for 15mins. If you can, ask an adult or older brother or sister to listen to you read. Or you could read a story to a younger brother or sister.</p>
15 mins	<p align="center">Wellbeing</p> <p>Complete 'The Tree of Life' sheet. This is very similar to blob activities that you may have completed in school. You may want to do this activity more than once as you may want to add to it.</p>
30 mins	<p align="center">Non-Core (History)</p> <p>Watch the video below all about Christopher Columbus and then have a go at the quick quiz. https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn Now use what you have learnt about Christopher Columbus to order the timeline of his life correctly. You will need some scissors and glue. If you would like a challenge, you can then have a go at completing the factfile worksheet!</p>
Break	
10 mins	<p align="center">Gratefulness</p> <p>Complete 'The Good Stuff' grid. You will be doing this over week 5 and 6 so add two or three ideas each day. Today you may want to add people to your 'Good Stuff' grid.</p>
15 mins	<p align="center">Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

door

floor

prince

princess

autumn

school

know

baby

mother

another

Day 5 Challenge

$1 \times 3 =$	$10 \times 4 =$	$4 \times 8 =$
$4 \times 3 =$	$1 \times 4 =$	$7 \times 8 =$
$7 \times 3 =$	$4 \times 4 =$	$1 \times 8 =$
$10 \times 3 =$	$7 \times 4 =$	$10 \times 8 =$
$27 \div 3 =$	$24 \div 4 =$	$72 \div 8 =$
$24 \div 3 =$	$48 \div 4 =$	$88 \div 8 =$
$33 \div 3 =$	$20 \div 4 =$	$96 \div 8 =$
$21 \div 3 =$	$8 \div 4 =$	$40 \div 8 =$

My score:

24

Maths Day 5

WALT: Can I divide a 2-digit number by a 1-digit number?

Starter activity

1) Complete the divisions.

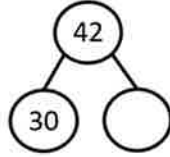
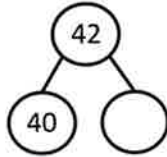
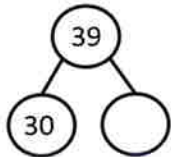


$$9 \div 3 =$$



$$90 \div 3 =$$

2) Complete the part whole models.



Fluency

1. Ron uses place value counters to divide 42 into three equal groups.

He shares the tens first and exchanges the remaining ten for ones.

Then he shares the ones.
 $42 \div 3 = 14$

Use Ron's method to calculate:

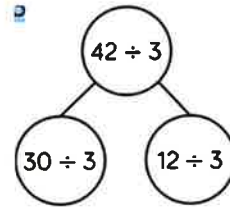
$$48 \div 3$$

$$52 \div 4$$

Maths Day 5

2. Prabhjot uses a similar method to divide 42 by 3

Tens	Ones
10	1 1 1 1
10	1 1 1 1
10	1 1 1 1



Use her method to calculate the following:

$$96 \div 8 =$$

$$96 \div 4 =$$

Word unscramble

example: blla = ball

blla	ball
gdo	
rtca	
wlla	
teef	
bna	
ressd	
moeyn	
tewar	
rkad	
cyr	
rtuh	
anec	
kcae	
meht	
htis	

THE TREE OF LIFE

Colour in the figure that's in the same place as you now and write down the date and time.



Life's challenges are easier some days and harder on others, depending on how you're feeling.

Where are you right now in the tree of life?

Come back to this later today, and over the days and weeks ahead, and fill in where you are each time.

Christopher Columbus

Date of birth: _____

Date of death: _____

_____ is significant because _____

A picture of Christopher Columbus.



Interesting Facts



The Life of Christopher Columbus



Cut out the events from the life of Christopher Columbus and glue them in the correct order.

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Columbus arrived on an island and met Indigenous peoples there.	Christopher Columbus first sailed when he was 13 years old to sell wool for his family.	He went on his final voyage to the Americas in 1502 and landed in Central America, where he was stranded for more than a year.	Columbus returned to Spain with new foods from the islands and called the area the "New World."	The king and queen of Spain gave Columbus the money he needed to buy ships.
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