

## Regular Tasks

### EdShed

There will be weekly spelling and timestables assignments set on the Spelling and Maths Shed platforms. Your access to other spelling lists or maths activities will be limited until you have reached the required number of games (usually this will be 10).

1. **Spellings** - Danger Words  
Weekly Spelling Focus  
(if you cannot complete this online, please choose a couple of activities from the spelling booklet that was in your most recent resource pack.)
2. **Maths** - Mental Maths - Number bonds  
Timestables

You have control over the difficulty level of each activity. If you're not sure, start on an easier level and work your way up! However, please remember that generally you need to complete the activities correctly on either the Hard or Extreme level for me to be able to move you on to the next challenge.

### Literacy

1. **Daily** = Expanded Noun Phrases –  
An expanded noun phrase is when you use 2 adjectives in front of a noun to describe it. We use a comma to separate the adjectives because we are listing them.  
e.g. a dog → a cute, fluffy dog  
The children should be used to doing this in class  
Please create **3** expanded noun phrases for each daily noun in **the back of your lined exercise book**.  
These are the nouns for each day this week:  
Monday = **sun**, Tuesday = **country**, Wednesday = **ocean**, Thursday = **fish**,  
Friday = **cookie**
2. **Daily** = Reading –  
Please make sure you keep reading – at least 15 minutes a day
3. **Twice weekly** = Diary entry –  
Please continue to keep a diary. This only needs to be a paragraph each time. Try to include things that you have been doing at home, and any thoughts or feelings you have. Don't forget to put the date with each entry!

### Maths

1. **Daily** = Number of the Day –  
There is a Number of the Day prompt sheet in your home-learning pack. The children should be used to using this in class.  
Please answer each step in your **'Maths' book**. If the number is greater than 200, then they do not need to do the tally marks!  
These are the numbers for each day this week:  
Monday = **123**, Tuesday = **22**, Wednesday = **535**, Thursday = **91**, Friday = **810**

## Weekly Tasks

### Literacy

This week we are going to continue focusing on Poetry! We will finish looking at is 'An Animal Alphabet' and you'll have the chance to create poems of your own too!

Please complete the following activities:

#### 1. Reading Comprehension - Fantastic Mr Fox

This week we are focusing on Chapters 8, 9 and 10. Please use this audiobook version of the whole story (you can use your own copy of the book too if you have it)

<https://www.youtube.com/watch?v=nJofxwa5bMo> .

For the moment, please only listen up to the end of Chapter 10 (29 minutes 36 seconds).

Once you have read/listened to Chapters 8, 9 and 10, please have a go at answering the reading comprehension questions in your lined exercise book. Just like last time, remember to use full sentences and to write the number for the question that you are answering!

#### 2. An Animal Alphabet - continue the poem

Before you start this activity, revisit the work you did before half term on this poem. Remind yourself of the rules of this poem:

- Each line contains 4 animals in a list.
- Each animal must start with the next letter of the alphabet.
- There are 9 or 10 syllables in each line.
- The pattern of syllables in each line is roughly 3, 2, 3, 1.
- The rhyming scheme is AA BB CC etc (line 1 and 2 rhyme, line 3 and 4 rhyme, etc).

Using this as a guide, can you try and continue the poem 'An Animal Alphabet'. It may be quite tricky to include all of these rules so try it without some of the rules if needed! You can share your continued poems on the existing blog post for this poem - I'll reveal more of the poem as the week goes on!

#### 3. Summer poetry - acrostic poems

This activity looks at a different type of poem that you should all be familiar with from lower down the school - ACROSTIC POEMS! This type of poem has a key word down the left side of the page. Each line of the poem is about this word and starts with a different letter from this word. For example:

**S** alty waves crash on the shore  
**E** veryone is enjoying paddling in the water  
**A** nother wave splashes the sand.

Your challenge is to write your own acrostic poems for the 2 of the 4 seasons: Autumn, Winter, Spring and Summer. A key part of writing poetry is thinking carefully about your word choices so that you can fit a certain rhythm or so that you don't repeat the same thing over and over. Try and use adjectives and powerful verbs to make it the best it can be!

#### 4. Summer poetry - haikus

This activity looks at another type of poem that we looked at in December - HAIKUS! This type of poem is about 1 theme and is made up of only 3 lines which follow a specific syllable pattern: Line 1 = 5 syllables, line 2 = 7 syllables, line 3 = 5 syllables.

Haikus can sometimes be riddle poems because they don't explicitly say what the theme is. For example:

Sand scatters the beach,  
Waves crash on the sandy shore,  
Blue water shimmers.

Your challenge is to write your own haiku poems for the other 2 seasons. Remember to think carefully about your word choices.

Please share your completed poems with me so that we can put them together in a Class 3 poetry book

Our Maths focus for this week is Shape!

For the activities this week, you will need the following from your resource pack:

- [Shape word mats](#)
- [Make Your Own pack](#)
- [Premade Cards pack](#)
- [3D shape nets booklet](#)

Please complete the following activities:

### 1. **Shape - 2D shapes** –

You will need the [shape word mats](#) and the [Make Your Own](#) cards for this activity.

Begin by watching [this video](#) on BBC Bitesize to remind yourself of what a 2D shape is.

We describe shapes using their properties: sides, corners (vertices), faces, and angles.

- 1) Using the [shape word mats](#) to help you, have a go at filling in the [Make Your Own](#) cards for the 2D shapes. You need to fill in each shape's name, number of corners, sides, faces and right angles. Some shape names have already been done for you.
- 2) Don't fill in the 3D shape cards yet as you'll need them later!
- 3) When you think you have filled them in correctly, get someone to help you check whether you are correct using the [Premade Cards](#).

### 2. **Shape - 2D shape hunt** –

For this activity, go on a shape hunt around your house or garden and see what 2D shapes you can spot! Create a tally of the shapes that you see.

Don't forget that you can use the shape word mats and the cards you have just made to help you identify the different 2D shapes that you find.

Here are some questions for you to think about:

- Did all of the triangles look exactly the same? What was different about them? What was the same?
- What was the most common shape?
- What was the least common shape?
- Why might some shapes be more common than others?
- Were there any 2D shapes from your cards that you couldn't find?

### 3. **Shape - 3D shape nets** –

Begin by watching [this video](#) on BBC Bitesize which explains what a shape net is.

This challenge is split into 2 parts:

- A.** Your first task is to turn the [shape nets](#) from your resource pack into 3D shapes.
- First, **carefully** cut around the outside of each shape net (they won't work if you're not careful!)
  - Using the [shape word mats](#) to help you, have a go at predicting which 3D each net is going to make. Write your predictions on a piece of paper so that you can check later.
  - Now, fold along every black line on each net. Make sure that the coloured side of the paper is facing outwards so that you can see it!
  - Using glue or sticky tape, stick the edges of the net together (the white tabs should help to fix it in place).

The 3 main properties we use to help us identify different 3D shapes are:

- Faces - the flat or curved surfaces on 3D objects
- Edges - the straight lines where 2 faces meet
- Vertices - corners where edges meet.

I have made these shape nets especially to help you investigate the properties of different 3D shapes:

- The 'Faces' should be blue and marked with a large white 'F'.
- The 'Edges' should be straight white lines.
- The vertices should be red.

**B.** Your second task is to use your 3D shapes to work out their properties.

You will need to fill this information in on the remaining Make Your Own cards. You should have already completed and checked the cards for all of the 2D shapes.

- 1) Like before, you need to fill in each shape's name, number of vertices, edges and faces. Use your 3D shapes that you've made to help you!  
You do not need to fill in the number of right angles because this property is rarely used to describe 3D shapes.
- 2) When you think you have filled them in correctly, get someone to help you check whether you are correct using the Premade Cards.

#### 4. **Shape - 3D shape hunt** –

For this activity, go on a shape hunt around your house or garden and see what 3D shapes you can find! Make a list or take a photo of the different 3D shapes that you find. Try and find at least 1 example of each 3D shape.

Don't forget that you can use the shape word mats and the cards you have just made to help you identify the different 3D shapes that you find.

Here are some questions for you to think about:

- Did all of the cuboids look exactly the same? What was different about them? What was the same?
- What was the most common 3D shape?
- What was the least common 3D shape?
- Why might some shapes be more common than others?
- Were there any 3D shapes from your cards that you couldn't find?

## Topic

We are now going to be starting a new Topic - Coasts!

I've been looking forwards to exploring this topic with all of you because it's a very relevant to the area where we live.

1. At the start of every new topic, I think it's important to find out what the children already know and also, what they want to find out about our new topic. I do this using a knowledge grid.

Therefore, the first topic activity this week is to complete a knowledge grid for our new topic - Coasts.

This grid can be printed from our home-learning page or alternatively you could draw up your own if you are unable to print it.

Once completed, please send me a photo of their knowledge grid via the class email ( [class3@bradworthy.devon.sch.uk](mailto:class3@bradworthy.devon.sch.uk)) so I can try and build in some of their questions and interests into my plans over the coming weeks.

2. The second topic activity is geography based. Before we can delve into our topic, we first need to make sure we understand the planet that we live on and how it is split up into 7 continents and 5 main oceans.

Your

- A. Watch this video about '[Mapping the World](#)'. It mentions about the Earth being split into 7 continents.
- B. Then watch this video about '[Oceans](#)' which mentions the 5 different oceans and the importance of them.
- C. Finally, label the 'Blank World Map' with the 7 continents and 5 oceans. You can colour your map in when you are finished but please think carefully about using the right sort of colours - we don't need an orange ocean!

3. The final topic activity this week is linked to geography once more! In the 'Oceans' video in the previous activity, it mentions how the ocean current can affect the climate of different areas. It can be difficult to understand the difference between a area's climate and its weather.

Therefore, I would like you to have a go at [BBC Bitesize's daily lesson](#) for Geography on 'Weather and Climate'. This will be available from Tuesday 2nd June but can be accessed any time after this point. There are some videos to watch and an activity or two, too!

If you have any remaining work or photos from activities linked to our Romans topic, feel free to email them to me and I can include them in the next online gallery.

### **FINAL ROMANS CHALLENGE:**

I will be creating a blog post near the end of this week for you all to share your 3 favourite facts that you have learnt about the Romans over this past term. Alternatively, you can send your facts to the class email and I can upload them for you! [class3@bradworthy.devon.sch.uk](mailto:class3@bradworthy.devon.sch.uk)

## Science/Computing

Learning about shadows, understanding how they are formed and how they change is an important aspect of this unit of work on Light. I have only heard from a few people about how they've gotten on with this activity.

It's meant to be quite sunny this week so I'm giving this challenge another week to make sure that everyone has had a chance to explore and answer the 3 key questions below.

If you have already completed this challenge, please choose another activity from the 'Shadows Activities' and see if the results are the same.

Please let me know which activities you choose to do either via the class email or on the Class blog!

### Shadows investigations

Shadows are made when an opaque object **blocks** light. Light rays travel from a source in **straight lines**. If an opaque object gets in the way, it **stops** light rays from travelling through it. This results in an area of **darkness** appearing behind the object. The dark area is called a **shadow**. During the day, the light from the sun can cause shadows when it reaches an opaque object.

This week your job is to investigate shadows!

During this week, I would like you to explore (and hopefully answer) these key questions:

1. What is a shadow and how is it made?
2. What links can you make between the shape of an object and the shape of its shadow?
3. Using the same object, can you change the size of its shadow?  
If you can, how do you do it?

There are a variety of different ways you can explore these questions. I have listed a few different activities that you can have a go at in 'Shadows Activities'. You do not have to do all of the activities but you can if you wish - choose the ones you'd like to try and see what you learn! Don't forget to make a note of anything you find out linked to the key questions.

## Music - Yumu

Our mini-project 'Musical Me!' has now finished and so we are going to be moving on to something else musical. Thank you to everyone that took part in this project and sent their efforts through to me - I really enjoyed seeing all of them!

Over the next few weeks, we will be using Yumu - a musical platform that you can use at home. I will be setting some assignments on there for you to have a go at. Sometimes these will involve listening and thinking about the music, and sometimes they will involve you trying to learn a song or two!

Your log-in details for Yumu were stuck on the inside cover of your lined exercise book that was in your first Home-Learning pack. If you cannot find your log-in information, please email me and I will email you the details.

When you log-in to Yumu, you should see that you have some assignments (the first block) and also some open modules that you can work through / explore as you wish.

In the weekly home-learning plans, I will let you know what assignments have been set for each week.

This week, your assignments are linked to our Maths work:

- Maths - 3D Shapes  
This is a song to listen and learn about 4 important 3D shapes.
- Maths - Timestables  
This is a collection of songs to help you learn and remember your timestables (1 song for each timestable). You do NOT need to complete every song! Please focus on the song linked to the timestable that you are working on first. Afterwards, feel free to explore some of the others!