

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
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 = **beetle**, Tuesday = **whale**, Wednesday = **monkey**, Thursday = **snail**,
Friday = **bear**
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 = **142**, Tuesday = **12**, Wednesday = **828**, Thursday = **77**, Friday = **619**

Weekly Tasks

Literacy

This week we are going to focus on Poetry! The poem we will be looking at is 'An Animal Alphabet' which was written anonymously (nobody knows who the real author is). I've purposely only given you the first 8 lines of this poem so you can focus on this part!

Please complete the following activities:

1. Reading Comprehension - Fantastic Mr Fox

This week we are focusing on Chapters 5, 6 and 7. 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 7 (19 minutes 51 seconds).

Once you have read/listened to Chapters 5, 6 and 7, 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 - words and syllables

To start this week, you are going to explore the words and syllables in this poem.

Remember that a syllable is the 'beat' of a word - clap out the syllables to help you! e.g. dog has 1 beat, puppy has 2 (pu-ppy), unicorn has 3 (u-ni-corn) and caterpillar has 4 (ca-ter-pil-lar).

Here are some questions for you to have a go at:

1. How many animals are listed in each line?
2. How many syllables are there in each line?
3. How many syllables are there in each animal?
4. Can you spot any patterns in the number of syllables in each animal name or line?
5. What rules would you have to follow to carry on this poem?

I suggest making notes on the page around the poem but you could also write your answers in your book. There will be a blog post on Tuesday for you to share your thoughts and findings!

3. An Animal Alphabet - rhyming

Now you are going to have a look at the rhyming pattern (or rhyming scheme) in this poem. If you would like a reminder of what rhyming words are, watch [this video](#) on BBC Bitesize! Two words rhyme if the ends of each of these words sounds very similar or the same e.g. frog and dog! Beware: the words don't have to be similar in spelling, just in sound e.g. dome and foam!

1. First, watch [this video](#) on BBC Bitesize that explains what a rhyming scheme is. Then have a go at identifying to rhyming pattern in our poem 'An Animal Alphabet'. Remember to focus on the words at the end of each line to decide which ones rhyme! Which words sound similar?
2. Next, choose one of the sets of rhyming animals from the end of the lines. Write these in a bubble in the middle of your page. Now, fill the space around this bubble with words that rhyme with this set of animals.
For example, if I chose the rhyming set whale and snail, I might write the rhyming words tail, mail, sale, fail, gale, hail, etc.
Feel free to add some small drawings to go with your rhyming words!
Repeat this activity for a different set of rhyming animals. Which of your sets has the most rhyming words?

Please share a photo of your rhyming words work on the Class Blog or via the class email!

Our Maths focus for this week is Time!

For the activities this week, you will need the Time workbook that was included in your new resources pack.

Please complete the following activities:

1. Time - Telling the time –

Please work your way through **some** of the Time workbook that you should have all received in your new resource pack. This workbook starts at the most basic level of telling the time using o'clock, and progresses towards being able to tell the time to the nearest minute by the end. At this point, the children will all be at different points in terms of how well they can tell the time so I will leave it to you to decide the best place for your child to start. There are 3 logical start points: the beginning (O'clock: tell the time), to the nearest 5 minutes (5 minutes past) and to the nearest 1 minute (Mixed practice: tell the time 3). You **do not** need to complete the whole booklet!

If your child needs more practice of a particular aspect, e.g. quarter to, do some more practising of this using the 'Blank clock faces' sheet. You can either give the child a time and then they draw on the hands, or you draw on the hands and the child tells you the time. Being able to tell the time fluently and accurately requires practice. Please practise telling the time whenever possible this week to help them to apply the skills they have.

2. Time - 1 minute challenges –

This is a joint Maths and PE activity!

Below are a series of different challenges for you to complete in 1 minute.

1. How many star jumps can you do?
2. How many hops can you do?
3. How many catches can you make?
4. How many times can you clap your hands?
5. How many times can you say your full name?
6. How many times can you stand up and sit down?
7. How many steps can you take?
8. How many step ups you can do?
9. How many keepy-ups can you do?
10. How many passes can you make?

Before you start, you will need write down an estimate (predict) of how many you think you will be able to do in 1 minute for each challenge.

Then, set a timer and have a go! Don't forget to keep track of how many each time - you may want to get somebody to count too, in case you lose count!

When you've had a go at each of the challenges, try again to see if you can beat your score! The time you have for each challenge is the same, but it might have feel different for some of the activities. Why do you think this might be?

BONUS CHALLENGE - See if you can be silent for exactly 1 minute! How close were you to 1 minute? Try again and see if you can get any closer.

Let me know your best scores for each of the 1 minute challenges near the end of the week so I can see who are our class champions!

This project is continuing from last week. Please see below for a reminder of the task!

Roman Legacy –

The Romans brought numerous things to Britain whilst we were part of their Empire, many of which still influence our lives today! We call these Roman legacies.

- straight roads
- under-floor heating
- place names
- aqueducts
- money
- certain foods
- words
- letters and numbers
- and even public toilets and basic sewers!

This isn't everything the Romans brought with them but it's certainly an impressive list to me.

This challenge is in 2 parts:

1. Research at least 3 things that the Romans introduced to Britain (or Roman legacies). You can choose to explore a few of the things from the list above, or research your own choices. Make some notes to record your research and what you have learnt. Remember, you don't have to copy whole chunks of writing - just the important information!

Here are a couple of webpages to get you started:

- Factfile pages on Espresso
https://central.espresso.co.uk/espresso/primary_uk/subject/module/factfile/item1062919/grade2/module991656/index.html#sub-heading-11
- Information pages and videos on BBC Bitesize
- <https://www.bbc.co.uk/bitesize/topics/zqtf34j/resources/1>
- <https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx>
- <https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/ztqg4wx>

2. Create a leaflet that explains some of the Roman legacies. You can make your leaflet out of a piece of A4 folded in half. It needs to have a title page on the front with a clear, bold heading (Roman Legacies) and pictures (either printed or drawn). You will then be left with 3 pages of your leaflet to fill with information about the Roman legacies. I suggest that you use each page for a different legacy that you have researched. You should include a sub-heading on each page to tell the reader which legacy that page is about. You should also include a paragraph and some pictures (either printed or drawn) using the research that you have done.

For example, if I had chosen 'place names', I would use that as my sub-heading. I might then put a map of Britain, with some of the Roman place names marked on it, in the middle of my page. Around the outside, I might write an explanation of where the place names came from and how they may have changed.

To give you a chance to properly research the different legacies AND create your leaflet, this project has been running since the start of last week and will continue to the end of this week. Please share your leaflets when they are finished on the Roman Legacy post that I will create near the end of the week on our Class Blog. Alternatively, you can send them via the class email (class3@bradworthy.devon.sch.uk).

Science/Computing

This week we are returning to our Light unit in Science. This week, we will be focusing on shadows!

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.

Please share which activity (or activities!) you choose, on the Class blog!

Mini-Project - 'Musical Me!'

This project will be finishing in a week or two so please have a go if you haven't already! I've loved seeing and hearing your musical creations over the past several weeks and it would be great to get a few more so I can try and put something together.

As usual, the weekly tasks should take priority.

There is now a blog post for this project on our Class Blog page, so you can share your photos there if that is easier!