

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. 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 = ogre, Tuesday = castle, Wednesday = cottage, Thursday = twig,
Friday = sheep
2. **Daily** = Reading –
Please make sure you keep reading
– at least 15 minutes a day
Your extra **Reading Challenge** for this week is to find a book that has an animal as one of its main characters. Please share a picture of the front cover of the book, or comment the title of the book on our 'Class 3-Reading Challenge' blog post.
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 = **275**, Tuesday = **46**, Wednesday = **752**, Thursday = **64**, Friday = **500**

Weekly Tasks

Literacy

Fantastic Mr Fox

This week we are continuing to focus on Chapters 1 and 2, a copy of which can be found on our home-learning page. If you have your own copy of this book, then feel free to use this instead! I have found a brilliant audiobook video of the whole of this story which you can use alongside the text. For the moment, please only listen as far the end of Chapter 2 (4 minutes 11 seconds). <https://www.youtube.com/watch?v=nJofxwa5bMo>

Please complete the following activities.

1. **Setting Description - familiar stories**

Over the past two weeks, we have looked at how we describe characters in a story. This week, we are going to look at describing a story's setting. A setting is the main place where a story happens. For example, the main setting for Little Red Riding Hood is a forest. Can you think of any more stories and their settings?

Please make a list of as many stories and their main settings as you can!

Later this week, I'll create a post on our Class Blog so that you can share some of your ideas.

2. **Setting Description – zooming in**

Have another listen and read of Fantastic Mr Fox - Chapter 2. Can you work out the setting for the start of this chapter? To help us with our writing, we are going to focus on the first four sentences of this chapter. These sentences work together to 'zoom in' on where this part of the story is happening. This helps the reader to focus on the important parts of the setting.

Your activity is split into 2 parts.

- a. First, you will need to use the paragraph in 'Fantastic Mr Fox - Setting description'. Roald Dahl hasn't used many adjectives in this paragraph. I want you to edit these sentences by adding adjectives to describe the nouns. This will make it easier for the reader to picture the setting in their head and make it even more exciting and interesting for them.
For example, instead of 'hill', you could put '**grassy hill**'. You could even use another adjective to make an expanded noun phrase ('**green, grassy hill**')!

You can either print out the paragraph and make your edits on top, **OR** you can copy out the paragraph, making your edits as you go. Either way, I suggest that you focus on 1 sentence at a time. Try your different ideas out loud first before writing them down. Once you have written it down, don't be afraid to change it if you think of an even better word!

- b. Now you've edited a setting description from Fantastic Mr Fox, can you use this as a guide to help you write a setting description for your own story? Over the past week or two, you should have already designed and described your own character. Now you need to decide where your story might take place - what is the setting for your story going to be?
You could choose a forest, a cave, a beach, a volcano, a cottage, a desert island, a castle, a different planet or somewhere else completely - it's your choice!
Don't forget to 'zoom in' to your setting, just as if you were zooming in trying to take a picture of it!

You are welcome to share your either of your setting descriptions with me by email or the Class blog!

Maths

Our Maths focus for this week is Measurement and Shape!

1. **Measurement - mass and volume** –

There are 2 activities for you to choose from that explore mass and volume. You only have to complete 1 of them, but you are welcome to do both if you want to!

Option A: Do some baking or cooking *with the help of an adult*. You can bake anything, as long as you have the right ingredients for it! You will probably need to follow a recipe, including using scales to accurately weigh out each ingredient.

Option B: Make your own 'potion' using things at home, *with the help of an adult*. This task does not require any specific ingredients. You should use scales to accurately weigh the mass of your ingredients or use a measuring jug or similar to carefully measure any liquids.

You don't have to write anything down but try to think about what type of scales you are using (digital or analogue?). If you are using analogue scales or a measuring jug, what steps do the scales go up in? What units are you measuring in (g, kg, oz, lb, ml, l, etc)? Please share photos of you and your creations either on the Class Blog or via the class email (class3@bradworthy.devon.sch.uk).

2. **Shape - Horizontal and Vertical lines** –

This is a combined Maths and Art activity. You will first need to take a look at 'Types of Lines' which explains the difference between horizontal and vertical lines.

Mondrian is an artist who uses mainly horizontal and vertical lines to create his artwork. Your job is to complete the 'Horizontal and Vertical lines Challenge'. This involves working out how many horizontal and vertical lines you can spot in the image and then having a go at creating your own artwork using only these types of lines. Feel free to use whatever materials you have at home - paints, collages, colouring, etc. Be creative and have fun!

3. **Shape - Alphabet lines challenge** –

Look out on our class page on the website later this week for an extra challenge linked to different types of lines!

Topic

Roman Artefacts –

Artefacts are the remains of ornaments, tools or other objects from the past. Artefacts are really important to historians because they give us clues about what life would have been like hundreds, or even thousands of years in the past. Artefacts can be a bit like pieces to a puzzle - on their own they only show a small part, but together they help us to work out the bigger picture.

- Your job this week is to be like historians. You need to watch this video about Roman artefacts on [Espresso](#). You will need to log-in to access this activity (the details can be found on the inside cover of your lined exercise book or on the log-in details letter).
- Choose 2 of the Roman artefacts from the video. Sketch each of the artefacts and label the materials that they were made from. Write a couple of sentences to tell us what each artefact was and what it did. Don't forget to include an interesting fact too!
- Try researching some more information about your chosen artefacts. Don't forget to add these new facts to your work!

I'd love to see your artefacts sketches! Please send me a photo of your Roman Artefacts work via the Class Blog or via the class email (class3@bradworthy.devon.sch.uk)

1. Light and Dark –

Our current unit of learning in Science is 'Light'. The next part of this unit is to continue to explore how different objects respond to light and how this helps us to see them.

- Begin by revisiting this video from last week (<https://www.bbc.co.uk/bitesize/clips/zg6r82p>). Did you remember what a light source is? How about the name for objects that block light? Near the end of the video, they talk about light bouncing off of some objects - they are reflecting the light.

This week, you are going to investigate which types of objects are good at reflecting light.

- Now watch this video which talks about which objects are easier to see in the dark and why. <https://www.bbc.co.uk/bitesize/clips/zb3s34j> Think about these questions (you can watch the video again to help you!).
 - What objects can she see more easily in the dark room?
 - What is the same about these objects?
 - What is different about them?
 - Can she still see these objects when the torch (the light source) is turned off?
- This video clip looks at reflective clothing. It explains that some colours are easier to see in the dark because they reflect more light. <https://www.bbc.co.uk/bitesize/clips/ztcg9j6>
- Now, see if you can find some objects around the house that you think would be good reflectors of light. You should consider trying different coloured objects/clothes. Test out your objects in a dark place using a torch or other light source.

Here are some questions for you to think about when testing your different objects/colours:

- Which ones can be seen more easily (appear brighter) when there isn't very much light?
- Which colours are more difficult to see when it's darker?
- Why do you think it's important to know which colours are the best at reflecting light?

Challenge question: Ninjas are often shown wearing dark coloured clothing. Using what you now know about light, why do you think they wear these colours?

Please share some of your findings on our Class 'Light' blog post so that we can compare our results!

Mini-Project - 'Musical Me!'

This project will continue to run in the background for the next few weeks, in addition to the weekly tasks. The weekly tasks should take priority, but feel free to carry on in-between. 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!