

Home-Learning w/c Monday 20/04/20

Spelling and Timestables = 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 completed the required number of games (usually this will be 10).

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 = 62, Tuesday = 238, Wednesday = 818, Thursday = 197, Friday = 23

Our Maths focus for this week is Measurement!

2. **Measurement - Long jump** –

This week you will be combining Maths and PE! This activity requires you to get active and practise standing long jumps and measuring. Here's a video of how to do a standing long jump in case you want to check: <https://www.youtube.com/watch?v=AO57oC3Cw14>

The main things to remember are to bend your legs, jump and land with both feet, and swing your arms forward to help you jump further. The maths element of this challenge is explained in more detail in the activity sheet.

3. **Measurement - Objects** –

This activity involves finding various different objects around the house and garden that you can measure. You will need to estimate the length of each object before you measure it! Once you have completed the table, there are a number of worded questions to solve using your measurements. You will need to use the addition and subtraction skills that we have been practising whilst you've been at home to solve these. You do not need to complete all of this activity in one go!

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 = hair , Tuesday = girl, Wednesday = boy, Thursday = house, Friday = day

2. **Daily** = Reading –

Please make sure you keep reading

– at least 15 minutes a day

If you haven't sent me a photo of you reading in an unusual place yet, then make sure you do this too! It could simply be you reading under the table, for example!

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!

Literacy - continued

Fantastic Mr Fox

Over the next couple of weeks, we will hopefully be using elements of Roald Dahl's Fantastic Mr Fox to help us with our writing. This week we are focusing 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 in order this week:

1. Reading Comprehension –

Once you have read and/or listened to Chapters 1 and 2, please have a go at answering the reading comprehension questions in your lined exercise book. Remember to use full sentences and to write the number for the question that you are answering.

2. Sort the adjectives

This activity requires you to decide which words the farmers might use to describe Mr Fox and which words Mr Fox might use to describe himself. Please see the 'Fantastic Mr Fox - Sort the Adjectives' file for more specific information.

3. Character Description - Wanted poster

One of Farmer Bean's previous ideas for capturing Mr Fox was to create 'Wanted' posters that they could put up everywhere to get more people looking for him. However, this was unsuccessful because their description of Mr Fox was not good enough.

Your job is to write a new, improved version of a 'Wanted' poster to help Bean out.

There is a 'Fantastic Mr Fox - Wanted poster' template that you can either print or use as a guide for creating your own. This includes a guide to help you with how to structure your description to make sure it is the best it can be!

4. Character Description - own character

Using the character you designed last week, write a paragraph or two to describe its various qualities. You will need to describe both the physical qualities and the personality of your character.

I suggest that you use the 'Description' from your Wanted poster to help you. You cannot just copy this as your character is NOT Mr Fox! However, you can use it to help you with the structure of your own character description (e.g. Did we focus on the personality or physical qualities first? How many qualities did we describe?)

It's also a good idea to use the words and phrases that you listed around your character last week to help you with ideas, too. Some of you came up with some brilliant phrases that would be perfect to use!

Topic

I will not be setting any new Topic activities for this week.

This is so you can make sure you have completed the mosaic sketches and mosaic creations that were set last week (see below for a reminder!). This will also give you an opportunity to work on our music project, if you haven't already!

If you have already completed your mosaics, then you can extend your knowledge and understanding of Roman mosaics by having a go at creating another design. Here are some ideas you could use when you make other designs:

- Try making a more detailed design
- Try making letters or an animal with the mosaic
- Try using a different material or technique for your new mosaic.

Here is the information about the Roman mosaics activities that are being continued from last week.

1. **Roman Mosaics** –

Mosaics were an important form of art that the Romans brought to Britain when they expanded their empire. Mosaics were often used in Roman villas (houses) to decorate the floors. The larger the mosaic, the richer or more powerful the people were that lived there!

Mosaics were made from thousands of tiny stones or tiles, called *tesserae*. The tesserae were stuck down using a type of cement called *mortar*.

Here is a short video of archaeologists excavating some Roman mosaics from a site near Leicester in England.

<https://www.youtube.com/watch?v=BNoQH3GYTOU>

This link will take you to an interactive webpage from a museum in Exeter. It has some more information about Roman mosaics which I hope you find interesting!

<https://www.rammtimetrail.org.uk/mosaic/>

Your first task is to have a careful look at 'Pompeii Roman Mosaics'. This shows you some photos of actual Roman mosaics that were excavated in Pompeii. You need to have a go at sketching part of each mosaic. This will help you to appreciate the level of detail and care that had to be taken. You do not need to sketch the whole of each mosaic, just a small section. Perhaps you could choose the most interesting (or your favourite) part. This will help you to focus on the intricate details.

When you have finished, you should have 6 separate sketches, 1 for each mosaic.

Your second task is to try and create your own mosaic, using the ones you have sketched as inspiration. You can cut out your tesserae from coloured paper or magazines, or colour in each square on your page if you don't have these. For more information, please follow the helpful guide (Roman mosaics - make your own) that will show you the whole process!

Please send photos of your super sketches and magnificent mosaic creations to the email address (class3@bradworthy.devon.sch.uk) or the Class 3 Blog so I can create a mosaic gallery on our Class webpage!

Science/Computing

1. Light and Dark –

We have now finished the 'Rocks' unit in Science and can begin our next unit of learning: 'Light'!

Begin by watching this video (<https://www.bbc.co.uk/bitesize/clips/zg6r82p>). It introduces you to what light sources are, and the difference between opaque and transparent.

If an object is **opaque** then you cannot see through it because it does not let any light through it (like wood) If an object is **transparent** then you can see through it clearly because it lets lots of light through it (like glass). However, sometimes an object lets some light through but you can't see clearly through it. These objects are **translucent** (like tissue paper).

Once you have watched the video, complete these activities (in order):

1. Have a search around your home to see how many different light sources you can find. Make a list to keep track of which ones you find!
2. Sort a range of objects based on whether they are opaque, translucent or transparent. See what objects you can find around your home and garden to use to help you. They could be the same objects you use for measuring in Maths! Make a list, table or take a photo of each group to record your findings.
3. When you have finished sorting and categorising objects from home, test yourself on this activity 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.

I'm going to create a blog post on our Class Blog page this week for our new 'Light' unit. Please share any of your science activities on this post so you can see how everyone else is getting on too!

Mini-Project - 'Musical Me!'

This project will continue to run in the background for the next few weeks, in addition to the weekly tasks. If you have already completed your Roman mosaics from last week, then you could spend some time on this project this week!

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!