

Home-Learning w/c Tuesday 14/04/20

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).

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:

Tuesday = forest, Wednesday = wings, Thursday = tail, Friday = snake

2. **Daily** = Reading –

Please make sure you keep reading

– at least 15 minutes a day

Your extra **Reading Challenge** for this week is to take a photo of you reading in an unusual place. Then share it on our Class Blog page or send it to the class email address so we can put them together!

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!

4. **Descriptive Writing** –

You need to design your own character for a story that we will work on next week.

- Start by drawing your character in the middle of a page. Then, in the space to the left of your character, you need to list all of the adjectives or phrases you could use to describe the physical qualities of your character. These are the things you can see or smell (for example, long, wavy hair / stinky, hideous odour).
- In the space to the right of your character, you need to list all of the words or phrases you would use to describe the personality of your character. Think about:
 - Whether they are a protagonist (goodie) or an antagonist (baddie)?
 - What is their attitude like?
 - What does their voice sound like?
 - How do they treat other people?
 - Do you think other characters would like them? Why?
 - What are your characters emotions?

A few days after writing it, please revisit your character's qualities and add anything else that you may have thought of. You could even ask the people at home how they would describe your character, too!

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:

Tuesday = 532, Wednesday = 188, Thursday = 871, Friday = 59

2. **Column subtraction practice** –

Please answer the questions in the attached document (1 Column subtraction) using column subtraction. Each page gets progressively harder because you have more exchanging to do! The children have been taught this method but here is a link to a BBCbitesize video that revises this method.

<https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/zc78srd>

I will also upload a worked example sheet as a prompt if needed!

Children are able to use jottings (drawing out the HTOs) to help them but they should be trying to work these calculations out without them now, if possible.

I will upload answer sheets by the start of next week for either you or the children to check their answers (and workings).

3. **Roman numerals** –

We have briefly explored Roman numerals in class. There are a couple of activity sheets to practise this (Roman numerals). As an extra challenge, you could make your own Roman numeral snap cards to help you to remember and work out the numbers more quickly!

Science/Computing

1. **Fossils Formation research** –

Our current unit of learning in Science is 'Rocks'. One of the final parts of this unit is to find out about fossils.

Your challenge is in 2 parts:

1. Find out how fossils are formed and create your own storyboard to show this. I have uploaded a blank storyboard template to help you.
2. Research fossils and create a poster to present and show off what you've found out!

Here are some key research questions to help guide your research:

- What is a fossil?
- What is it made of?
- How is a fossil made? (you could use your story-board to show this part!)
- Why are fossils useful?
- What can we learn from fossils?

These are some links that you may find helpful as a starting point:

- <http://www.planet-science.com/categories/under-11s/our-world/2011/10/what-makes-fossils.aspx>
- <http://www.oum.ox.ac.uk/thezone/fossils/index.htm>

Your fossils poster must have a mixture of writing and pictures. The pictures can be printed or drawn, or a mix of both.

Please take a photo of your finished poster and share these on the Class Blog page or via our class email: class3@bradworthy.devon.sch.uk

Topic

Whilst you are at home for the next few weeks, we will continue to learn about the Romans. It seems fitting now to begin to explore Roman culture and life.

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!

Mini-Project - 'Musical Me!'

During the Easter break, I launched this new mini-project to hopefully give you something entertaining and different to focus on over the holidays.

I have absolutely loved seeing how a number of you have been getting on over the past week!

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!