

04.05.20 – 10.05.20

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| <p><b>Maths – Bar Graphs</b></p> <p>Try answering questions on a bar graph using this link:<br/> <a href="https://mathsframe.co.uk/en/resources/resource/51/bar_charts">https://mathsframe.co.uk/en/resources/resource/51/bar_charts</a></p> <p>See the bar graph in the assignment and try to answer the questions about the graph. You can answer the questions on the class notebook and 'turn it in' or you can print out the PDF and write your answers on and then upload a photo.</p> <p>Here are the questions:</p> <table border="1"> <tr><td>1.</td><td>Which is the most popular film in the class?</td></tr> <tr><td>2.</td><td>How many children like 'Home'?</td></tr> <tr><td>3.</td><td>Which is the least popular film?</td></tr> <tr><td>4.</td><td>How many children like 'Spies in Disguise'?</td></tr> <tr><td>5.</td><td>How many more children like 'Trolls' than 'Sonic'?</td></tr> </table> | 1.  | Which is the most popular film in the class? | 2. | How many children like 'Home'? | 3. | Which is the least popular film? | 4. | How many children like 'Spies in Disguise'? | 5. | How many more children like 'Trolls' than 'Sonic'? | <p><b>Maths - Shape Tiling Patterns</b></p> <p>Shapes can sometimes fit together to make a pattern. Look at the attached examples of patterns in real life.</p> <p>Have a look in your home or garden. Can you find any patterns?</p> <p>Use the online games below to make your own shape tiling patterns. Try to make the shapes fit together with no gaps. Think about which shapes are easier to make a pattern with. Why do you think this is?</p> <p><a href="https://apps.mathlearningcenter.org/pattern-shapes/">https://apps.mathlearningcenter.org/pattern-shapes/</a></p> <p><a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Tessellation-Creator/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Tessellation-Creator/</a></p> <p>If you enjoyed exploring pattern, you could use the link below to colour different patterns. There is an option to colour online or to print. There are some simple patterns with one or two shapes or there are more challenging patterns.</p> <p><a href="http://www.supercoloring.com/coloring-pages/arts-culture/tessellations">http://www.supercoloring.com/coloring-pages/arts-culture/tessellations</a></p> <p>Or, why not try to draw and colour your own shape tiling pattern? You will need a ruler to do this or, if you have shapes at home, you could draw around these to create a pattern.</p> <p>When you are finished you could upload a photo of your work to share with us or let us know how you got on in the class notes.</p> |
| 1.   | Which is the most popular film in the class?  |  |    |                                |    |                                  |    |   |    |  |  |
| 2.   | How many children like 'Home'?  |  |    |                                |    |                                  |    |   |    |  |  |
| 3.   | Which is the least popular film?  |  |    |                                |    |                                  |    |   |    |  |  |
| 4.   | How many children like 'Spies in Disguise'?   |  |    |                                |    |                                  |    |   |    |  |  |
| 5.   | How many more children like 'Trolls' than 'Sonic'?  |  |    |                                |    |                                  |    |   |    |  |  |
| <p><b>Numeracy - Counting Forwards &amp; Backwards</b></p> <p><b>BUZZ</b></p> <p>Play the game BUZZ with your family at home.</p> <p>Choose a number of ones that you are not allowed to say, for example 2. When you are counting forwards or backwards nobody is allowed to say any number that has 2 ones, but must say "BUZZ" instead. Just like this; 20, 21, BUZZ, 23, 24, 25, 26, 27, 28, 29, 30, 31, BUZZ, 33 and so on. You can choose any number to start counting from and can count forwards or backwards.</p> <p>Write a note to let me know how you got on in the class notes attachment or try to upload a short video of you playing the game.</p>   | <p><b>Numeracy – Making 10</b></p> <p>Try to find as many ways to make 10 as possible. One way to do this is to draw 10 counters in <b>two</b> different colours. For example, you might have 5 pink counters and 5 blue counters. Then you would write the sum <math>5+5=10</math>.</p> <p>You could also use objects to help you and put them into two different groups.</p> <p>There is a class notebook on Glow which you can use to record your sums but I've added a worksheet as you might find this helpful too. Do either the worksheet or the class notebook as they are almost the same.</p> |  |    |                                |    |                                  |    |   |    |  |  |
| <p><b>Literacy – Listening &amp; Talking</b></p> <p>Sometimes people see the same situation in different ways.</p> <p>Who do you think is right to be angry in the story of Goldilocks and the 3 Bears? Is Goldilocks in the wrong for going into the Bears house and eating their food? Are the bears in the wrong for scaring her</p>  | <p><b>Literacy – Reading - Hot Seating</b></p> <p>Choose one or more of these stories to listen to.</p>   |  |    |                                |    |                                  |    |   |    |  |  |

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| <p>away at the end of the story?<br/>         Use the link to listen to the views of Goldilocks and the Bears and then decide what you think.<br/> <a href="https://www.bbc.co.uk/bitesize/clips/zwgfb9q">https://www.bbc.co.uk/bitesize/clips/zwgfb9q</a><br/>         Maybe someone in your family has a different opinion to you. You can use the attached page to tell us what you think and why.</p>  | <p>Supertato Run Veggies Run <a href="https://youtu.be/paPwBSKZDrA">https://youtu.be/paPwBSKZDrA</a><br/>         Supertato Veggies In The Valley Of Doom <a href="https://youtu.be/p3UstDT-Rs">https://youtu.be/p3UstDT -Rs</a><br/>         Can you think of some questions to ask Supertato or the Evil Pea? You can write your own questions in the class notes attached or upload a photo of them. Supertato and the Evil Pea might even answer some of your questions!</p>  |
| <p><b>Literacy - Writing</b></p> <p><b>Creating a Story Mash-Up</b><br/>         Last week we revised what a Story Mountain was and used it to look more closely at the story of Goldilocks and the Three Bears.</p> <p>This week we are going to create a story mash-up (a mixed-up story) using a Story Mountain to plan our story before we write it.</p> <p>Think of your favourite stories. If you have a copy of the books at home, lay them out in front of you so that you can look at them for ideas. If you don't have a copy, you could listen to online versions of your stories to remind you of what happens in them.</p> <p>Next, you are going to plan your story mash-up. Think about the characters, setting, opening, rising action, climax, falling action and ending and use different parts of your favourite stories for each part of your new story creation. Be as adventurous and creative as you like!</p> <p>Use the 'Story Mountain Mash-Up Plan' to write notes about each part of your story or create your own, so that you remember what you have planned and the stories that you have used to create your mixed-up story.</p> <p>Now that you have planned your story, you can get writing your story mash-up! You can write this in your jotter or type it onto the class notes document attached. Try to write at least one or two sentences for each part of the story; opening, rising action, climax, falling action and ending. Remember to use adjectives to make your story more interesting.</p> <p>As an extra challenge, why not draw a picture to illustrate your story mash-up.</p> <p>Remember to upload your work to share with us. We can't wait to read your story mash-ups!</p> | <p><b>Literacy – Spelling &amp; Handwriting</b></p> <p><b>Spelling—Read, Write, Inc Phonics</b></p> <p>Select the sound and spelling words for your Read, Write, Inc group from the spelling grid.</p> <p><u>Bubble Writing:</u> First write your spelling word neatly and carefully. Next write your word in bubble writing.</p> <p><u>Extra challenge:</u> Try to think of a clue to describe each word. For example, if your sound word is boat, you could say “This is something that goes on water, it can take people from one place to another”.</p> <p>Remember to upload a photo of your spelling work to share with us.</p> <p><b>Handwriting</b><br/>         Practise writing capital letters. Write each of your spelling words with capital letters. Take your time and remember that capital letters are all sun letters so they should come to the top and bottom of your line. Really focus on the size of your letters.</p> <p>I've included a worksheet to help with upper and lowercase letter formation.</p> |