Weekly Work - Home Learning for Self Isolating Pupils

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| Class: Dragonfly and Ladybird | Week Beginning: 12th October 2020 |

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| Literacy | **Can I describe a character’s feelings and how they change?**  Watch the YouTube film of ‘Diary of a Killer Cat’ and think about Tuffy and Ellie’s emotions.  Draw a picture of Ellie and a picture of Tuffy. Write sentences around the characters explaining how they feel at different points during the story and why they feel this way. | **Can I read a text and answer questions?**  Watch the YouTube version of the story, especially Saturday’s events.  Write the answers to the comprehension questions in your purple homework book. Remember to begin each sentence with a capital letter and start each question on a new line. | **Can I show a character’s point of view in a diary?**  Write a diary entry retelling Saturday’s events from Ellie’s point of view. Make sure the diary is written in the first person and includes detail and description to make it interesting to read. | **Can I use capital letters and full stops?**  Rewrite the sentences from the story including the missing punctuation. | **Can I create an animal character to be in my diary?**  In preparation for writing their own story inspired by ‘Diary of a Killer Cat’, create an animal character and focus on its personality traits. Draw a picture of the animal and write words and phrases round the picture to describe the animal’s appearance, likes and personality. |
| Numeracy | **Can I add 2 digit numbers using place value grids?**  Show both how to add using diennes to make the numbers (like last week) and then how to write the numbers in column addition. Add the ones first and then the tens. Partition the numbers so add ones/tens and then the total. | **Can I add ones using column addition?**  Use both the coloured column addition sheet to write down how to add a 2 digit number and ones. We will be showing this on zoom, so please look out for the invite. | **Can I add tens using column addition?**  This time we will be adding a 2 digit number and a tens number. Explain we don’t need to worry about the ones we are now focusing on adding the tens. Complete some of the questions using the coloured column addition sheet. | **Can I add 2 digit numbers?**  Use the coloured boxes. Show how to add each column once the number is made. Complete questions from the sheet. | **Can I find solutions to a problem?**  Noah saw 12 legs walk by into the ark. How many creatures could he have seen?  How many different answers can you find? Can you explain how you found out these answers? |
| Science | **Can I investigate the stability of materials?** Make 2 ‘houses’ using different materials, this could be plastic bags, Lego, sand or even paper. Then use a hair dryer or blow on the houses to see whether the houses will be blown down. | | | | |
| RE | **Can I explain the story of the lost sheep?** Watch the parable ( <https://www.youtube.com/watch?v=_Ry2MaMyvGo>) or read it from a children’s version of the Bible. Write in your words the story of the lost sheep and what Jesus’ message was from it. | | | | |
| Topic | **Can I explain how Londoners tried to put out the Great Fire of London and how firefighting changed afterwards?**  In your homework books draw a picture of the methods used in 1666 to try to put out the fire. These include leather buckets of water, firehooks to pull down houses and hand squirts to spray the fire. Write a sentence about each method. Think about why these methods were not successful at putting out the fire.  Then draw a picture of the horse -drawn fire carriages which were introduced after the fire and finally a picture of a modern fire engine. | | | | |
| PE |  | | | | |
| Art | **Can I investigate a range of collage materials to create 2D buildings from 1666?**  Investigate materials and effects which could be used to create houses to put against the backgrounds on a Great Fire of London picture.  Collect rubbings of different textures around and outside the house. Experiment with adding details using crayons/chalks/pencils to make the buildings realistic.  Use a range of papers and/or fabric to create a 2D 1666 house.  Evaluate which of the techniques and effects are most successful. This is in preparation for the children planning and creating their own Great Fire of London picture including background, flames and buildings. | | | | |