**Class 3 Home learning.**

Please only do what you can, if you want any advice please email me or Gyles.

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Please share with us things you have done. You should have had a qr code for Seesaw which will enable you to upload pictures and documents to your child’s learning journal. The children are welcome to write emails to us and we will reply.

Please use incentives and rewards as this will help encourage your child to continue learning while at home.

We have spoken to the children we had in school this week about trying to have a routine and even a timetable each day. If the school closure continues for a longer period of time it will really help keep them settled. Each day you could aim for:

* Reading practice
* Read to and with your child.
* Spelling practice
* Maths practice – TTR and My Maths activities.
* A writing session, including handwriting. This could be about what they are reading, a project they are doing, story or poetry.
* Physical exercise
* A science/ DT, Art, Computing session.
* Continue with learning Spanish on Duolingo.

**Reading**

Keep reading and sharing books, practice writing book reviews to share with others.

Learn a poem off my heart, try writing your own.

Hoopla: <https://www.hoopladigital.com/> (Public library online to borrow books to read)

**Maths**

My Maths is set up with activities which link to your child’s year group. If they want extra challenge they can choose maths from any year group when they first sign in, instead of logging int where the homework is. I can track activities they complete. Each area has an online lesson and then use the tabs at the top to go back to the menu where they can choose the homework task. They will get a % score and are looking for green to show they are confident. Repeat any that they found tricky.

Times table Rock stars should also be used to keep practicing speed of their recall, as can their Sum dog account, which is still active and for the moment is allowing them to play the games.

Nrich <https://nrich.maths.org/14536>

A good site for problems and investigations to work through together.

White Rose maths: On-line lessons with videos and activities for all year groups.

<https://whiterosemaths.com/homelearning/>

I have added a few ideas for areas of learning which you could use as projects.

**English / Science/ Geography**

Research a biome (ecosystem) and create a presentation to explain all about it. It can be like a power point, poster or just written up with pictures etc.

Things to include are…

* What is a biome/ ecosystem?
* Which one are you looking at?
* Where is it located, are there more like it in different parts of the world?
* What is it like? (Climate, land, animals)
* Is there anything special about the biome and the animals and plants there?

**Art/ Design Technology**

Research a famous inventor, create a presentation for your class.

* What are they famous for?
* What was their life like?
* Was there anything else that they did?
* Why did you choose them?

**Create a new product to assist around the house.**

Look at the Cracking Contraptions website and watch the short films for inspiration.

<https://wallaceandgromit.com/films/cracking-contraptions>

* What is the issue that needs solving?
* What is the invention? Include drawings, explanations and labels.
* How will it help and who will use it?
* How will people be able to buy it?
* Create a poster / leaflet to advertise it, think about using persuasive language like you did with your healthy snack project.

**DT**

Bread:

Continue our Bread project

* Research different breads from around the world.
* Find a recipe for a type you would like to make and have a go if possible at making it.
* Write out the recipe.
* After tasting your bread, evaluate it What worked well? What would you change?
* Repeat with different types if possible and become a bread expert!

**Art:**

* Research a famous artist or architect, maybe it could be a building you have visited or an artist’s work you have seen somewhere. What can you find out about them, what do you like about their work? Are they famous for anything else? Can you make a model of the building, or sketch/ draw/paint like them?

<https://www.mentalfloss.com/article/75809/12-world-class-museums-you-can-visit-online>

* Do sketching. Draw anything that interests them, add tone and shading, colour. Use You tube to watch sketching tutorials. Set up little still life objects on a table, go outside and sketch out there.

**Other areas:**

**Do projects on any areas of interest. This could be about a time in history, country, hobby, sport, person, animal, science related.**

**BBC Bitesize:** <https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

This has information about lots of curriculum areas which you can explore and has activities too.

Watch Newsround on BBC, discuss the stories and look at the articles together.

* There is a good KS2 home learning pack available here: <http://www.tts-group.co.uk/on/demandware.static/-/Library-Sites-TTSSharedLibrary/default/vaea75f5663a038b8658d258fd198e57ce70b35d6/images/homepage/My_Activity_Book_Yrs_7_11.pdf?version=1,584,037,589,000>
* You can also find useful lessons on TWINKL- they are offering free membership. Follow the link: <https://www.twinkl.co.uk/offer> and enter the code UKTWINKLHELPS to sign up.

**Year 6 specific:**

* Some activities for 3 mark question practice:
* <https://www.twinkl.co.uk/resource/t2-e-41326-sats-survival-year-6-reading-three-mark-question-practice-bumper-activity-pack>
* Here is a SATs Revisions pack for SPaG <https://www.twinkl.co.uk/resource/t2-e-3429-sats-survival-year-6-parents-grammar-punctuation-vocabulary-practice-and-revision-activity-booklet>

Select spellings for each week for your child, using their year group spellings. One column per week.

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| **Year 4** |
| cereal |
| serial |
| check |
| cheque |
| through |
| threw |
| draft |
| draught |
| stares |
| stairs |
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| **Year 5** |
| happiness |
| hardness |
| madness |
| nastiness |
| silliness |
| tidiness |
| childishness |
| willingness |
| carelessness |
| foolishness |

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| **Year 6** |
| referring |
| referred |
| referral |
| reference |
| referee |
| preferring |
| preferred |
| preference |
| transferring |
| transference |

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| **Year 4** |
| girls’ |
| boys’ |
| babies’ |
| parents’ |
| teachers’ |
| women’s |
| men’s |
| children’s |
| people’s |
| mice’s |

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| **Year 5** |
| alter |
| altar |
| ascent |
| assent |
| bridal |
| bridle |
| cereal |
| serial |
| compliment |
| complement |
| **Year 6** |
| commit |
| committee |
| transmit |
| submit |
| commitment |
| emit |
| permit |
| intermittent |
| omit |
| unremitting |

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| **Year 4** |
| information |
| adoration |
| sensation |
| preparation |
| education |
| location |
| exaggeration |
| concentration |
| imagination |
| organisation |

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| **Year 5** |
| relevant |
| sincere |
| soldier |
| stomach |
| suggest |
| twelfth |
| variety |
| vehicle |
| apparent |
| attached |
| category |
| **Year 6** |
| accommodate |
| competition |
| controversy |
| convenience |
| environment |
| explanation |
| immediately |
| mischievous |
| opportunity |
| temperature |
| pronunciation |

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| **Year 5** |
| membership |
| ownership |
| partnership |
| dictatorship |
| championship |
| craftsmanship |
| fellowship |
| apprenticeship |
| citizenship |
| sponsorship |

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| **Year 4** |
| creation |
| radiation |
| indication |
| ventilation |
| relegation |
| dedication |
| demonstration |
| abbreviation |
| translation |
| vibration |
| **Year 6** |
| siege |
| niece |
| grief |
| chief |
| fiend |
| shriek |
| believe |
| achieve |
| convenience |
| mischievous |

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| **Year 4** |
| submerge |
| subheading |
| submarine |
| subordinate |
| subway |
| superman |
| supervise |
| supersede |
| superpower |
| superhuman |

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| **Year 5** |
| stationary |
| stationery |
| steal |
| steel |
| wary |
| weary |
| who’s |
| whose |
| fate |
| fete |

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| **Year 6** |
| deceive |
| conceive |
| receive |
| perceive |
| ceiling |
| receipt |
| protein |
| caffeine |
| seize |
| neither |

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| **Year 4** |
| solve |
| solution |
| insoluble |
| dissolve |
| solvent |
| sign |
| signature |
| assign |
| design |
| signal |

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| **Year 5** |
| criticise |
| advertise |
| capitalise |
| finalise |
| equalise |
| fertilise |
| terrorise |
| socialise |
| visualise |
| vandalise |

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| **Year 6** |
| accommodate |
| accompany |
| access |
| accuse |
| accost |
| accrue |
| accuracy |
| accomplish |
| accumulate |
| accentuate |

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| **Year 4** |
| centre |
| century |
| certain |
| recent |
| experience |
| sentence |
| notice |
| celebrate |
| ceremony |
| certificate |

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| **Year 5** |
| forty |
| scorch |
| absorb |
| decorate |
| afford |
| enormous |
| category |
| tornado |
| according |
| opportunity |
| **Year 6** |
| official |
| special |
| artificial |
| social |
| racial |
| crucial |
| facial |
| beneficial |
| superficial |
| antisocial |

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