

## Lawhead Primary School – Homework Challenges



<b>Term 3: January – March 2024</b>	
Class: p2/3	Teacher: Mrs Nixon

The deadline for all homework challenges to be completed is **Thursday 28<sup>th</sup> March 2024**. You can complete the challenges in any order you want with the exception of Scots Poetry that should be completed by 25<sup>th</sup> January.

	<b>Description of Homework Task:</b> (including learning intention and success criteria)	<b>Instructions:</b>	<b>Any other information:</b>
<b>Literacy – Listening &amp; Talking</b>  <b>Scots Poetry</b>	<p>LI: I am learning to perform to and engage an audience.</p> <p>SC: use of pace, gesture, emphasis, eye contact, body language and expression.</p>	<p>Class teachers will support pupils to select a Scottish poem of suitable length and difficulty. Pupils will receive a copy of their selected poem to take home and practice. Pupils will also be supported to practice and understand their poem in class.</p> <p>The Burns Society will be in school on 25<sup>th</sup> January to listen to finalists. Before this date class teachers will listen to pupils reciting poems and identify finalists for any pupil wishing to go forward to judging by the Burns Society.</p>	<p>If any pupil is nervous about performing to an audience they can record themselves and share a video/audio file or can perform to their class teacher only or to a smaller group.</p>
<b>Maths</b>	<p>LI: We are learning to create symmetrical patterns</p> <p>SC: I can explain what symmetrical means</p> <p>I can create a symmetrical pattern with one or two lines of symmetry</p> <p>I can identify the symmetry in my pattern</p>	<p>Create patterns using loose parts or drawing materials which have either one or two lines of symmetry. With adult supervision, you can use a small mirror to check the symmetry in your pattern. Explain to your adult at home what symmetry means and where the line(s) of symmetry is in your pattern.</p>	<p>Bring your pattern into school to share with the class. Alternatively, upload a photo of your pattern onto our Teams page.</p>

Literacy	<p>LI: We are learning to create an interesting character for an imaginative story</p> <p>SC: I can give my character a name</p> <p>I can describe what my character looks like using my senses</p>	<p>Draw or create a model of your character. Describe your character using your senses. What do they look, smell, sound and feel like? Tell your adult, annotate your drawing or write some sentences to describe your character. Don't forget to give your character a name.</p> <p>Extension task: Create an imaginative story using your character. Draw the beginning, middle and end of your story. Then tell your story to your adult or write it down. Remember to include some adjectives to help the reader/ listener picture what is happening.</p>	<p>Bring your character or story into class to share. Alternatively, record yourself or take a photo of your work and post it on our Teams page.</p>
Topic (Ancient Egypt)	<p>LI: We are learning how we find out about the past</p> <p>SC: I can explain why hieroglyphs have helped us learn about the past</p> <p>I can use hieroglyphs to create a coded message</p>	<p>We've been learning how historians and archaeologists search for clues about the past and put them together to find out what happened. They are like detectives! Use the sheet provided to create a secret message in Egyptian hieroglyphs. Can your adult at home solve it? Explain to your adult how hieroglyphs have helped historians find out about ancient Egypt.</p>	<p>Bring your coded message into class and challenge a friend to translate it.</p>
HWB	<p>LI: We are learning about the importance of physical activity</p> <p>SC: I can explain some of the benefits of physical activity</p> <p>I can describe ways I keep active every day</p>	<p>Last term, you kept a journal to record all the ways you kept active that week. This term, we will be thinking of ways you can improve your physical activity. Discuss the importance of physical activity with your adult at home. If you would like, use the BBC Bitesize link below to find out further information. Discuss your favourite way to keep active with your adult. Then create a poster to encourage others to try out your favourite activity. Include some of the benefits of physical activity on your poster.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zvkyvwx/articles/zbvrcmn#z9c8dp3">https://www.bbc.co.uk/bitesize/topics/zvkyvwx/articles/zbvrcmn#z9c8dp3</a></p>	<p>Bring in your poster to share with the class to help them plan how to improve their physical activity.</p>
Additional Home	<p>This is a list of other optional activities to support learning at home:</p> <ul style="list-style-type: none"> <li>• Read a variety of genres of text</li> <li>• Use our reading log to record any comments</li> </ul>		

**Learning  
Suggestions:**

- Encourage the use of maths in everyday situations (e.g. paying at a shop, weighing ingredients, sharing food)
- Discuss our topic at home, different sources of information and the reliability of that information
- Practice skip counting forward and back in 2s, 3s, 4s, 5s and 10s. See how high you can get!
- Look for tessellating patterns in the environment (these are patterns of repeated shapes, with no gaps)
- Practice logging into *GLOW* at home