




Room 4 Home Learning Activities - Week Beginning 8/3/21

Tasks highlighted in pink will be used to assess and track your child's progression. Please ensure they are completed and emailed or posted on Teams.

Post work to **Room 4 Teams - Finished Work Channel** or email your work to gw14richardsonruth@glow.sch.uk

Worksheets do not need to be printed. Tasks can be written in your jotter. You can also take a screen shot and add text if appropriate.

	<u>Monday</u> Centimetres- 10:00-10:25 Millimetres- 11:00-11:25 Metres- 11:30-11:55	<u>Tuesday</u> Centimetres- 10:00-10:25 Millimetres- 11:00-11:25 Metres- 11:30-11:55	<u>Wednesday</u> Centimetres- 10:00-10:25 Millimetres- 11:00-11:25 Metres- 11:30-11:55	<u>Thursday</u>	<u>Friday</u> Class meeting 11:15am
<u>Spelling</u>	<u>Purple Spelling Group</u>				
	<u>Week 35- 'o' (some)</u> some done come month mother son none brother 1- Use the word maker to Say, Make, Break, Blend and Write each word. 2- Elkonin Box each word.	<u>Week 35- 'o' (some)</u> some done come month mother son none brother 1- Use the word maker to Say, Make, Break, Blend and Write each word. 2- Read the Phoneme Story. Highlight or write down all of the words that have this week's phoneme.	<u>Week 35- 'o' (some)</u> some done come month mother son none brother 1- Use the word maker to Say, Make, Break, Blend and Write each word. <u>*Assessed Task*</u> 2-Listen to the dictated sentence audio clip on the blog. Write the sentence down in your jotter.	<u>Week 35- 'o' (some)</u> some done come month mother son none brother 1- Use the word maker to Say, Make, Break, Blend and Write each word. 2- Choose a fun spelling strategy to practise each word (on the blog).	<u>Test Yourself</u> 1- Practise your spelling. Stage 3- Week 35. Link- Spelling City 2-Ask someone to test you on the words you have been learning the last two weeks. -Give yourself a score out of 8. - Self assess how you think you got on using traffic lights.  Red- Not Good  Amber- Okay  Green- Good

Green Spelling Group- Week 4- Spelling Rules

When words end in 'sh', 'ch', 'ss', 'x' or 'z' you add 'es' to make the plural or present tense.

For example- waltz → waltzes - 'Emma waltzes on Tuesday nights with Paul.'

Watch the clip to learn more- [Clip- Spelling Rule 'es'](#)

1. Complete the 'es' words.
2. **Look, Say, Cover, Write** and **Check** each word 3 times to learn the spelling rule.
3. Choose a fun spelling strategy to practise each word (on the blog).

cross → crosses
wax → waxes
reach →
buzz →

catch → catches
fish → fishes
relax →
pass →

bunch → bunches
fox →
loss →
dish →

brush → brushes
bench →
push →
fix →

Test Yourself

- Ask someone to test you.
- Give yourself a score out of 16.
- Self assess how you got on using traffic lights.

● Red- Not Good
● Amber- Okay
● Green- Good

Literacy

Whole Class- French

Remind yourself of the French names for family members by reading the PowerPoint on the blog,

Create your own set of matching cards just like the ones on the blog.

Play a matching game with someone in your family by placing all your cards face down. Turn two of them at a time - do you have a

Dinosaurs Reading Group- How to Choose Foods...

-Log in to Epic
-Read pages 4-9
-Complete the tasks on the blog.

-Log in to Epic
-Read pages 10-15
-Complete the tasks on the blog.

-Log in to Epic
-Read pages 16-21
-Complete the tasks on the blog.

Spiders Reading Group- You Want me to Eat That?

-Log in to Epic
-Read pages 4-11
-Complete the tasks on the blog.

-Log in to Epic
-Read pages 12-19
-Complete the tasks on the blog.

-Log in to Epic
-Read pages 20-27
-Complete the tasks on the blog.

Rainforests Reading Group- Your Digestive System

-Log in to Epic
-Read pages 17-20

-Log in to Epic
-Read pages 21- 28

-Log in to Epic
-Read pages 29- 37

Information Writing

Write about the journey our food takes through our digestive system.

Use the links to clips and information pages below in the IDL section to help you.

- Describe the digestive in the order that it happens - Use your own words
- Use the proper names for body parts and functions.

	matching word and picture?	-Complete the tasks on the blog.	-Complete the tasks on the blog.	-Complete the tasks on the blog.	- Organise your work using paragraphs. -You can include pictures and diagrams.
Numeracy	<u>Centimetres</u>				
	<u>Time</u> Watch the clip. Clip- How to tell the time Complete tasks found on the blog for your group. Studyladder- Choose 2 Time Set Tasks to complete.	<u>Time</u> Watch the clip. Clip- Clock Song Complete tasks found on the blog for your group. Studyladder- Choose 2 Time Set Tasks to complete.	<u>Time</u> Watch the clip. Clip- Telling the Time Complete tasks found on the blog for your group. Studyladder- Choose 2 Time Set Tasks to complete.	<u>Time</u> Watch the clip. Clip- Time to the nearest 5 mins Complete tasks found on the blog for your group. Studyladder- Choose 2 Time Set Tasks to complete.	<u>Time</u> Complete tasks found on the blog for your group. Studyladder- Choose 2 Time Set Tasks to complete.
	<u>Millimetres</u>				
	<u>Time</u> Watch the clip. Clip- How to tell the time Complete tasks found on the blog for your group. Studyladder- Choose 2 Time Set Tasks to complete.	<u>Time</u> Watch the clip. Clip- Telling the Time Complete tasks found on the blog for your group. Studyladder- Choose 2 Time Set Tasks to complete.	<u>Time</u> Watch the clip. Clip- Time to the nearest 5 mins Complete tasks found on the blog for your group. Studyladder- Choose 2 Time Set Tasks to complete.	<u>Time</u> Watch the clip. Clip- Analogue and Digital Time Complete tasks found on the blog for your group. Studyladder- Choose 2 Time Set Tasks to complete.	<u>Time</u> Complete tasks found on the blog for your group. Studyladder- Choose 2 Time Set Tasks to complete.
	<u>Metres</u>				
	<u>Time</u> Watch the clip. Clip- Time	<u>Time</u> Complete tasks found on the blog for your group.	<u>Time</u> Complete tasks found on the blog for your group.	<u>Time</u> Complete tasks found on the blog for your group.	<u>Time</u> Complete tasks found on the blog for your group.

	Complete tasks found on the blog for your group. Studyladder- Choose 2 Time Set Tasks to complete.	Studyladder- Choose 2 Time Set Tasks to complete.	Studyladder- Choose 2 Time Set Tasks to complete.	Studyladder- Choose 2 Time Set Tasks to complete.	Studyladder- Choose 2 Time Set Tasks to complete.
<u>IDL</u>	<u>Science- My Body</u>	<u>H&W</u>	<u>Science- My Body</u>	<u>Music</u>	<u>Science- My Body</u>
	<p><u>The Stomach</u></p> <p>Follow the links to read the information page and watch the video clip about the stomach.</p> <p><u>Link- Reading the Stomach</u></p> <p><u>Clip- The Stomach</u></p> <p>Make a visualiser about the stomach and its role in the digestive system. Use bullet points to take notes, using key words and phrases to record how the stomach works.</p>	<p><u>Keep Active</u></p> <p>Choose something active to outdoors that will keep your body moving. You could go for a walk, ride your bike, kick a ball or go to play in the park.</p> <p>If the weather is bad choose one of the active activities from the clips below to keep active indoors.</p> <p><u>Clip- Zumba</u> <u>Clip- Born to Move</u> <u>Clip- Cosmic Yoga</u> <u>Clip- PE with Joe Wicks</u></p>	<p><u>The Intestines</u></p> <p>Follow the links to read the information page and watch the video clip about the intestines.</p> <p><u>Link- Reading the Intestines</u></p> <p><u>Clip- Intestines</u></p> <p>Make a visualiser about the intestines and their role in the digestive system. Use bullet points to take notes, using key words and phrases to record how the intestines works.</p>	<p><u>Kodaly with Claire</u></p> <p>Watch the clip to join in a lesson with our Kodaly teacher Claire to learn about the beat and pulse in music.</p> <p><u>Clip- Beat & Pulse</u></p>	<p><u>Information Writing</u> (See above in Literacy)</p> <p>Follow the links to help you write about the journey our food takes through our digestive system.</p> <p><u>Clip- Digestion Overview</u></p> <p><u>Link- Digestion Overview</u></p> <p><u>Link- Digestion Quiz</u></p>