Hi Isla B, Ellie, Percysledge, Max, Emily, Edward, Chloe, Oliver, Alexie, Reilly, Freddie K, Ruby, Sofia, Eva, Lewis, William, Isla S, Eva S, Charlie, Harry, Rhys, Tilly, Adam, Dashel, Matthew, Isabella, Daisy, Florence, Neve and Freddie Y!

This week’s overview is for Mon 25th January to 29th January.

There are LOTS of activities in this plan. Aim to complete 3-4 hours work a day (one English, one Maths and one other subject activity plus reading and times tables) so don’t worry about completing absolutely everything! Please keep sending examples of your work to my email address: [l.shepherd@leacofe.lancs.sch.uk](mailto:l.shepherd@leacofe.lancs.sch.uk)

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| **English** | |
| **Year 3 Read and Respond ‘Eggs’**  As always, please be careful when opening content on YouTube.  This week, we will be eggs-ploring different texts related to eggs! The first story we will be reading/listening to is Dr Seuss *Green Eggs and Ham*  <https://www.youtube.com/watch?v=ItPdeUnu5UI>  **Day 1**   1. As you listen, make a list of any pairs of rhyming words e.g   -Sam and ham  -House and mouse.   1. Discuss what happened and what you liked about the story. Write a couple of sentences in your books. 2. Write your own silly, rhyming sentences using the list of rhyming words you have already found in the story e.g. I would not like green eggs and ham in a box or with a fox.   **Day 2**  Listen to, and enjoy this story: The Goose that laid the Golden Eggs <https://www.bbc.co.uk/teach/schoolradio/english-ks1--ks2-aesops-fables-thegoose-that-laid-thegolden-eggs/zf94382>  You can find the text to read yourself here <http://teach.files.bbci.co.uk/schoolradio/24_goose_golden_eggs.pdf>  Find and highlight these words in the text  – acorns  – bale  – prosperous  – possessions  – glorious  – horror  – plenty  If you are not sure what they mean, use a dictionary to look them up.  <https://www.wordhippo.com/>  Once you have found out their meanings, put the words into sentences. Write neatly in your exercise books.  **Day 3**  Here is a clip of Matilda making pancakes <https://www.youtube.com/watch?v=B0ab3213sYY>  Can you write a recipe for pancakes after watching this video? Remember you can pause and stop the video whilst watching.  You will need  -a list of ingredients  -Equipment you will need  -Instructions for how to make them (the method). Remember to use imperative verbs in your method e.g. Put the flour in the bowl. Crack two eggs. Mix the ingredients together. You are telling the reader what to do.  I have included a template online to help you if needed, or you can design your own.  **Day 4**  <http://www.lancsngfl.ac.uk/curriculum/english/download/file/Humptys%20Last%20Stand.pdf>  Follow the link and read a poem based on Humpty Dumpty.  How many adverbs can you spot? Underline them in the poem. If you can’t print, make a neat list in your Lockdown Learning books.  Adverbs tell us more information about the verb e.g. he ran quickly. Quickly adds more to the verb by telling us how he ran.  **Day 5**  Look at this picture <https://www.pobble365.com/the-start-of-a-journey>  It’s not just birds that hatch from eggs!  Now watch this video: <https://www.youtube.com/watch?v=AkGnPl0QL6o> As always, please be careful when searching for content online, especially YouTube.  Can you use this Story Starter to create a story about this baby turtles challenging journey to the sea?  She blinked her sleepy eyes as she took in her first sights of the world around her. With an almighty effort she pushed back her legs, breaking away another tiny fragment of her shell.  Soon, she would be free. Soon, she would have to tackle her next enormous challenge. It wasn’t going to be easy. Her epic journey was only just beginning…  Can you describe the moment when the turtle first reaches the water? | **Year 4 Read and Respond ‘Chocolate’**  This week all texts that we look at will be based around chocolate.  **Day 1**  Michael Rosen *Chocolate Cake*  Read the poem here <https://www.poemhunter.com/poem/chocolate-cake/>  Now watch Michael Rosen perform the poem: <https://www.youtube.com/watch?v=7BxQLITdOOc>  Which do you prefer? Why?  Michael uses onomatopoeia in his poem. Onomatopoeia is when a word imitates the sound of the object or action it refers to, e.g. guzzle. Can you find some examples of onomatopoeia in the poem? Write these down in you Lockdown Learning book. Can you think of an action you might put with it?  **Day 2** *Charlie and The Chocolate Factory* by Roald Dahl  Read and enjoy ‘The Chocolate Room’ Section 15 <https://archive.org/stream/CharlieAndTheChocolateFactory/Charlie%20and%20the%20Chocolate%20Factory_djvu.txt>  Now, watch the clip <https://www.youtube.com/watch?v=OMFQtY6655E> (Note: PG certificate)  Write a descriptive paragraph of what you can see. Use your senses to help (see, smell, hear, touch, taste)  Can you include:  -Precise nouns, e.g. *tulips instead of flowers.*  -Noun phrases/similes/metaphors  -First person (I)  -Expanded noun phrases, e.g. Mr Wonka turned the key in *the small wooden door that lay in front of us.*  -How it makes you feel, e.g. *I stopped and stared in awe.*  -I couldn’t believe my eyes!  **Day 3**  Tomorrow you will be writing an information page about chocolate for a children’s magazine. Today, you will need to gather the information and facts that you need to write this. Here are two websites that you could use to find out about chocolate.  <https://miniyummers.com/how-is-chocolate-made-a-guide-for-kids/>  <https://kids.kiddle.co/Chocolate>  Alternatively, you could use the child friendly search engine Swiggle <https://swiggle.org.uk/> to find your own sources. As always, please be careful when searching for content online.  Use these headings for your research:   * **Where chocolate comes from** * **The beans** * **Any important dates** * **From bean to chocolate (the process)** * **Types of chocolate**   **Day 4**  Using your notes from yesterday, write your information article about chocolate. You are trying to inform children just like you all about chocolate; where it comes from, how it is made and so on. Remember to include:  -A title  -An introduction for your page  -Subheadings  -Pictures  -Bullet points  -Fun facts  **Day 5**  What is your favourite chocolate bar? If you could create your dream chocolate bar what would it be like? What would be in it? What would it be called?  **In your books, design your own chocolate bar and wrapper.**  Think about:   * What flavour will it be? * Will it be hard or soft? * Will it have anything in it? (Raisins, popping candy, nougat, apricots, biscuit, etc.) * What colours will you use in the wrapper? * What is the name of your bar?   **Create a slogan to advertise your chocolate bar.** When chocolate bars are advertised, they often have a slogan. A slogan is a short and striking or memorable phrase. Can you find the slogan in this clip?  <https://www.youtube.com/watch?v=QeduBcf_hPM> |
| **Spelling, Grammar and Punctuation**   * Oak Academy have lots of wonderful videos to watch for lots of different subjects. Sometimes I might ask you to watch one of these videos and complete the activity that is within the video. We are doing a lot of description at the moment and so to help with that, watch this video on Expanded Noun Phrases to develop the level of detail you use in your writing. <https://classroom.thenational.academy/lessons/to-explore-expanded-noun-phrases-ccwk8d?step=1&activity=video> * Topmarks have lots of Spelling and Grammar games as well as maths! <https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar> | |
| **Reading**  Daily reading is a must. Try to make sure you are reading for at least 10 minutes each day. There are lots of different types of material that you could be reading as well as books like newspapers articles for example.  A quick reminder to those that use IDL in school – you can access this at home if you want to!  I have created an account on www.oxfordowl.co.uk. It is a free resource that gives a range of reading books that follow the school reading bands.  Username: Leaclass3  Password: Leaendowed3  -Write a book review (include your favourite part of the story, your opinion about the story, how you could make it better, a quiz about the book, a drawing of the main character and label them).  -You can also view lots of resources on [www.onceuponapicture.co.uk](http://www.onceuponapicture.co.uk) and [www.pobble365.com](http://www.pobble365.com) | |
| **Writing**  -Write an alternative ending to a story you have read. This can be any story you have read.  -Write a character description about one character from a book you have read this week.  -Write a letter to one of your classmates telling them all about your time in school or at home.  -Write a prayer for our class or our Lea family during this challenging time.  -If you have read a non – fiction text, create a fact file based on the information you have learned. | |

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| **Maths**  Daily TTRS practise  <https://www.topmarks.co.uk/maths-games/hit-the-button>  **Depending on how confident you feel, I am happy for you to complete the work that you feel most comfortable. If you are a Year 3 and feel ready for a challenge as you progress through the week, why not have a go at the Year 4 task?**  **Similarly, if you are in Year 4 and are feeling like the task is too difficult, have a try at the Year 3 work first.** | |
| **Year 3 Fractions, Multiplication and Division**  The first videos can be found here <https://whiterosemaths.com/homelearning/year-3/week-10-number-multiplication-division/>  **Worksheet 01**: Equal Groups  Video: Lesson 1 **AND** 2 Making Equal Groups  The next videos can be found here:  <https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/>  **Worksheet 03**: Multiply 2-digits by 1 digit  Video: Lesson 1 **AND** 2 Multiply 2-digits by 1 digit (1 and 2)  **Worksheet 05**: Divide 2-digits by 1 digit (1)  Video: Lesson 3 Divide 2-digits by 1 digit (1)  **Worksheet 07**: Divide 2-digits by 1 digit (2)  Video: Lesson 4 Divide 2-digits by 1 digit (2)  The last video can be found here <https://whiterosemaths.com/homelearning/year-3/spring-week-3-number-multiplication-division/>  **Worksheet 09**: Divide 2-digits by 1-digit (3)  Video: Lesson 2 Divide 2-digits by 1-digit (3) | **Year 4 Fractions, Multiplication and Division**  The first videos that go alongside the worksheets can be found here. <https://whiterosemaths.com/homelearning/year-4/spring-week-2-number-multiplication-division/>  **Worksheet 11**: Divide 2-digits by 1-digit (1)  Video: Lesson 5 Divide 2-digits by 1-digit (1)  For the next set of videos, follow this link <https://whiterosemaths.com/homelearning/year-4/spring-week-3-number-multiplication-and-division/>  **Worksheet 13**: Divide 2-digits by 1-digit (2)  Video: Divide 2-digits by 1-digit (2) **AND** Divide 2-digits by 1-digit (3)  **Worksheet 15**: Divide 3-digits by 1-digit  Video: Divide 3-digits by 1-digit  For the last 2 worksheets and videos, follow this link.  <https://whiterosemaths.com/homelearning/summer-archive/year-4/>  Scroll right down to the bottom of the page. We should be in ‘Summer Term archive’. We will be using the tab **‘Week 6’**  **Worksheet 17**: Fractions of Quantities  Video: Lesson 3 Fractions of Quantities  **Worksheet 19**: Calculate Quantities  Video: Lesson 4 Calculate Quantities |
| Area and Perimeter: Design a Theme Park by Brenda Tejeda | TpT**Extra Mile Challenge**   1. Design a Theme Park. There are a number of files on the school website to help you with this. It could be a tricky task so take your time if you are tackling this. There are a number of different activities to complete your theme park.  * Think about a theme and a name for your park e.g. Adventure Land, Fantasy Place etc. * Read the brochure and decide what you would like to put in your park. * Keep a close eye on your budget! * Use the area grid to decide where you are going to put everything. Don’t forget paths, toilets and food places.   I’ve included an example. Take care when deciding where to put your items. In the brochure, it will tell you how many square that item needs to be. For example, the Lazy River is 20 squares. Think of all of the ways you could make up 20 squares (you might need to use your times tables, hint hint)  -20 squares in one line  -2 rows of 10  -4 rows of 5  Have fun! | |

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| **RE** | **Jesus Calms the Storm**  23 Jesus got into a boat, and his followers went with him. 24 A very bad storm arose on the lake. The waves covered the boat. But Jesus was sleeping. 25 The followers went to Jesus and woke him. They said, “Lord, save us! We will drown!”  26 Jesus answered, “Why are you afraid? You don’t have enough faith.” Then Jesus got up and gave a command to the wind and the sea. The wind stopped, and the sea became very calm.   1. The men were amazed. They said, “What kind of man is this? Even the wind and the sea obey him!” 2. Can you retell the story in your own words? Write neatly in your Lockdown Learning books. 3. Answer these questions in as much detail as you can:  * Why was Jesus sleeping through the storm? * How was he able to calm the waves and the wind? * What did the disciples think after Jesus had calmed the storm?  1. Can you draw a picture to represent this story? 2. What does this story show us about Jesus just like the story of Jairus’ daughter? |

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| **Science** | **Light, Shadow and Reflection**   1. There is a short powerpoint to read about reflecting light this week. 2. Complete the activity in the powerpoint. Today, you are exploring the reflectiveness of different objects that you can find at home. Collect some different materials from around the house. You will need a torch or another safe light source. Give them a score out of 5 for how shiny they are. Explain what happens when a torch is shone on the surface. Some examples of things you could find are:   -Tin foil  -Table  -Cutlery  -Paper  And any others you can think of!  **Extra Mile Challenge**  Draw a labelled diagram of what is happening when the light is shone onto an object of your choice. |
| **Geography** | **Mapping Skills**  In Geography this week we are looking at the similarities and differences between our landscapes and physical geographical features here in the UK and the landscapes in Norway.   1. Look through the document on the website called Norway and the UK. There are lots of beautiful pictures of amazing landscapes from across Norway and the UK. 2. Choose 2 pictures, 1 from the UK and 1 from Norway. Write a short paragraph (5 or 6 sentences, more if you feel like it) to describe the two pictures. Think about what is the same about the landscapes and also what is different. Remember to use adjectives to describe in detail what you can see in each of them. Write this in your Lockdown Learning book in your neatest handwriting. 3. Create a piece of artwork based on one of the pictures you have seen. This could be using paint or drawing using a pencil, or even creating a model based on one of the pictures.   **Extra Mile Challenge**  Explore Digimaps **U:PR40RA P: woules7931** looking at Norway and the UK.  If you are in school, you could use an atlas for this. Maps can tell us the height of different areas, especially mountains and hills, by using different colours. If you look at this map of the UK, the highest points are the red parts. Spend some time exploring using Digimaps to find the smallest and tallest mountains in both Norway and the UK. |
| **French (from Mrs Morris)** | **Number Games**  BONJOUR – or if you’re reading this in the afternoon, BON APRES MIDI!  How are you getting on recognising the numbers written down and saying out loud in French?  There is a crossword on the school website to help practise. Try without your information sheet first and then if you need to, check the spellings. |
| **Music** | Keep practising ‘Make You Feel My Love’.  Try listen to a different type of music you wouldn’t normally listen to – Jazz, Rock or Classical for example. Have you found something new that you now like? You might need an adults help with this. |
| **Art (from Mrs Morris)** | A horse's eye: reflections on reflecting**Reflection**  We have been looking at ‘reflective’ art over the last weeks.  The eyes here are reflecting what they are looking at – what can you see? The first picture is the eye of a horse – what is it looking at? There is also the picture of an eye looking at a horse.  Can you try sketching with pencil your eye – don’t forget eyelids and eye lashes. What might you be looking at? I might be looking at my dog for example.  Sketch your eye and then the pupil should show what you are looking at. |
| **PE (from Mrs Morris)** | **Roll the Dice**  Here is an exercise game that you could try, we played this in school last week!  In school we have had a go at doing the exercises from the last couple of weeks and mixing them up – Miss Shepherd and I find it very tiring! If you haven’t got a dice, you could ask someone in your house to shout out the numbers.    Next, why not write down 6 different activities, like burpees or sit-ups and have a go at those.  How long can you keep going? In previous weeks we were working out in 20-30 second bursts and for about 15-20 minutes each day.  Does one number keep getting rolled more than another? |
| **Computing** | If you enjoy Wallace and Gromit or Shaun the Sheep, you might already know that the figures are made using plasticine. Nick Park, the creator is from Preston too and uses many references in his work (a dog named Preston and lots of PNE results in the newspapers).  Once the figures are made, they are filmed and moved, filmed and moved. This is only one part of the process.  Before any cartoons are made, there is a story board which can look a little bit like a comic strip.  This week, I’d like you to have a go at making a small story board. Either choose a cartoon character like a superhero, or create one of you own.  Next either on the computer, using word or powerpoint, or drawing one on paper, design a cartoon strip for main events.  Can you guess what this story board is for? |
| **PSHE** | **Keeping Myself Safe – The Risk Robot**   1. In your Lockdown Learning books write 2 lists   -safe situations you can think of  -unsafe situations  2) Use the Risk Robot (on the school website) to think about your unsafe list. Decide how unsafe some of your situations are and then think about how you could make them safer. |