25.2.21

Don’t forget to join us this afternoon for our story!

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| Maths:  Today we are going outdoors for our maths!  If you are in Mrs Rice’s group, your learning objective is to make 2d and 3 d shapes.  Go outside and gather some sticks. Can you make these 2D shapes? Triangle, square, rectangle, pentagon, hexagon, octagon, circle? Tell a grown up about each shape – how many sides, how many vertices (corners), is the shape symmetrical?  Challenge: Can you make any 3D shapes? You will probably need string/ tape/ elastic bands for this. I would love to see any photos of the shapes you make!  If you are in Mrs Dunn’s group, your learning objective is to measure using standard and non standard units.  Go outside and find something in your garden that is fairly large, such as a patio area, a car parking space, a flower bed etc. Make sure it is safe and that there is no traffic near you. It is unlikely that any of you have metre rule sticks at home so we are going to measure using our feet!  Use your feet to measure how long your object is. Then measure how wide your object is. Record your findings like this:  *My patio is 26 of my feet long and 13 of my feet wide.*  *My car is 15 of my feet long and 7 of my feet wide.*  **Challenge**: If we say that there are ***about*** 5 footprints to a meter, can you work out ***about*** how long and wide your objects are in metres and centimetres?  I have set you all tasks to complete on Mathletics as well. |

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| English  This week we will be working on a story called ‘The Egyptian Cinderella.’ You will be working towards writing a character description for Friday.  Today, you will start to write a character description of Rhodopis. Here is the link to listen to the story again.  <https://www.youtube.com/watch?v=dSVfIc4l8Lk>  Use your notes from yesterday to write a character description. Include adjectives and similes. You could include how she felt at different points in the story if you want. Remember to use capital letters for proper nouns (names of people/places) as well as at the beginning of sentences.  I will attach a sheet to help those who need it to scaffold their writing. Some children may only write a few very simple sentences, others may write 2 or 3 paragraphs. Work to your own ability.  I recommend you read some character descriptions which other children have written by following this link:  <https://stoswaldsblogs.net/lovelace2018/tag/character-description/#:~:text=The%20Egyptian%20Cinderella,like%20a%20lushous%20jade%20field>.  Some of you will notice that there are spelling and grammar mistakes. However, we can still read what the children mean. Don‘t worry too much about your spelling – we will edit and improve tomorrow!  I will ask your grown ups to take a photo of your **finished** piece of writing to send to me tomorrow. |

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| Spellings:  Everybody please spend 15 minutes on Spellingframe. Your words will change each week and I will be checking who is on the leader board! Our current winners are Kyle, Keira T, Jago, Aidan, Bea and Stan. |

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| Reading:  Please read for about 20 minutes and talk about what you have read to a grown up. |

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| Science  This term we are learning about rocks in Science. Our learning objective today is to know that there are different types of rocks.  To get started, watch this video. Can you spot the rocks?  <https://www.bbc.co.uk/bitesize/clips/zvrb4wx>  With someone at home, discuss these questions:  **What are rocks? Are rocks alive? How do you know? Why are there rocks everywhere?**  Now watch the next film – ‘What is a rock?’  <https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/zsgkdmn>  Most rocks are naturally made, but some are made by humans. These are called **man made**. They include brick and concrete. I have attached a document which has examples of natural and manmade rocks. Can you sort them into either natural or manmade?  Now go on a walk around your house, garden and (if you are able to ) into the surrounding area. Where do you see rocks? What are they being used for? You could draw pictures with labels of what you find. |