

## Home Learning Tasks

**Week beginning: 8/6/20**

### Everyday Ideas:


- Practise the 2, 5, and 10 times tables
- Practise your handwriting at the back of your home learning book – using your common exception words as practise.
- Top marks – Daily 10

### English tasks:

- Answer the following questions in your home learning book.

#### Question time

- What does it mean to be envious?
- In my story, why might some sea creatures be envious of this fish?
- Which sea creatures may not be envious of this fish?
- Have you ever been envious of someone else?
- Do you think someone has ever been envious of you?
- Is it wrong to be envious?
- Do you think fish really have feelings?
- Should we treat fish differently to the way we treat other people?



- Grammar/ punctuation challenge
  - How does the fish feel?
  - How might it swim towards the sea?
  - Can you think of better verbs than walked?

Improve the sentence by adding a more powerful verb and extend it using a conjunction - The fish swam through the water. It had eyes and a pattern on its skin. Its mouth opened and closed as it flapped its fins.

- Picture it! Draw a picture of another creature you'd be likely to find living in the nearby waters.
- Make a list of nouns that you can see in the picture. E.g. Eyes, fins, ocean. Make a list adjectives to describe each of your nouns. Write a paragraph describing the fish in great detail. **Top tip: Try to think of synonyms for 'blue'. A Google search or thesaurus might help.**

- Choose a sentence of your description. See if you can edit and improve your own work like we do in class. You might correct spelling mistakes, missing capital letters or full stops and choose more exciting adjectives to go into your sentences.

### **Maths Tasks:**

**This week we are going to recap our learning about Multiplication and Division. Your child should be familiar and be able to recall the 2, 5 and 10 times table. They should be able to use arrays to find out other times tables that they are less familiar with.**

- Mathematics – We have set statistics tasks for the children to complete – please find the correct tasks.
- Top marks Multiplication game <https://www.topmarks.co.uk/maths-games/hit-the-button> You will need to change the settings dependent on your child's ability.
- Top Marks – Daily 10 <https://www.topmarks.co.uk/maths-games/daily10>. The children can do both Multiplication and Division on here.
- Solve the Multiplication sums at the end of this document
- Solve the Division sums at the end of this document.

## **RE**

We are going to start to look at a new topic for RE called Treasures. For the first activity the children are going to think about what they treasure, what is special to them.

**Activity** - Children to draw and/or describe their treasure and say why it is special, make links between how they feel about it and how that might affect their behaviour and that of others.

They may want to think about these key questions to help them explain why it is special to them:

- Q How did you feel when you received the treasure?
- Q What did you say to the person who gave you the gift?
- Q What did you do with the gift?
- Q What treasures do we share?
- Q How should we treat the treasures of this earth?

## **Second RE Activity**

Children are to think about the Creation Story that they would have heard at the beginning of the year. You may want to share this story again together with them. Children to draw on some paper the parts of God's creation which bring them most joy.

Activity – Children to write, perform, illustrate or create a prayer/reflection entitled 'Treasuring God's World'.

## **History:**

Research who might live in a castle and what jobs they might do. Make a list of people who would live there and write a couple of sentences to explain what their jobs would be! After you have done that think about what it would be like to live in a castle. Would you want to live in one? How would you feel? What job might you like to do?

## **PE:**

- Follow Mr Russell on Instagram and try to complete one of his workouts!

## Science

Children will be learning about Food chains. Watch this video with your child which will help explain it to them. <https://www.bbc.co.uk/bitesize/clips/z96r82p>




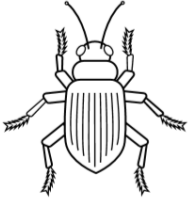
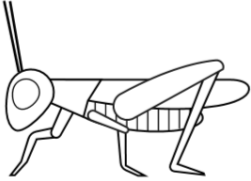

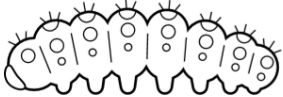
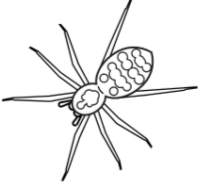



If you can print out the food chain cards below and children can play with them to make a simple food chain. If you are unable to print them the children could simple copy them to make a food chain in their books.

### Food chain cards

Use these cards in the food chain game. The animal cards will need to be stapled to different sized plastic bags with the top predator matched to the largest bag.



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## Multiplication Sheet

$7 \times 2 = \underline{\quad}$ (1)	$9 \times 2 = \underline{\quad}$ (11)	$10 \times 4 = \underline{\quad}$ (21)
$5 \times 5 = \underline{\quad}$ (2)	$10 \times 5 = \underline{\quad}$ (12)	$0 \times 10 = \underline{\quad}$ (22)
$2 \times 7 = \underline{\quad}$ (3)	$5 \times 2 = \underline{\quad}$ (13)	$10 \times 1 = \underline{\quad}$ (23)
$5 \times 1 = \underline{\quad}$ (4)	$10 \times 5 = \underline{\quad}$ (14)	$2 \times 8 = \underline{\quad}$ (24)
$2 \times 9 = \underline{\quad}$ (5)	$10 \times 3 = \underline{\quad}$ (15)	$6 \times 2 = \underline{\quad}$ (25)
$5 \times 4 = \underline{\quad}$ (6)	$8 \times 2 = \underline{\quad}$ (16)	$0 \times 5 = \underline{\quad}$ (26)
$5 \times 7 = \underline{\quad}$ (7)	$3 \times 10 = \underline{\quad}$ (17)	$5 \times 8 = \underline{\quad}$ (27)
$5 \times 3 = \underline{\quad}$ (8)	$9 \times 10 = \underline{\quad}$ (18)	$10 \times 9 = \underline{\quad}$ (28)
$10 \times 2 = \underline{\quad}$ (9)	$1 \times 2 = \underline{\quad}$ (19)	$10 \times 2 = \underline{\quad}$ (29)
$10 \times 6 = \underline{\quad}$ (10)	$2 \times 3 = \underline{\quad}$ (20)	$5 \times 6 = \underline{\quad}$ (30)

## Division Sheet

$70 \div 10 = \underline{\quad}$ (1)	$10 \div 5 = \underline{\quad}$ (11)	$25 \div 5 = \underline{\quad}$ (21)
$50 \div 10 = \underline{\quad}$ (2)	$50 \div 5 = \underline{\quad}$ (12)	$30 \div 5 = \underline{\quad}$ (22)
$8 \div 2 = \underline{\quad}$ (3)	$60 \div 10 = \underline{\quad}$ (13)	$80 \div 10 = \underline{\quad}$ (23)
$100 \div 10 = \underline{\quad}$ (4)	$4 \div 2 = \underline{\quad}$ (14)	$35 \div 5 = \underline{\quad}$ (24)
$2 \div 2 = \underline{\quad}$ (5)	$40 \div 5 = \underline{\quad}$ (15)	$30 \div 10 = \underline{\quad}$ (25)
$20 \div 10 = \underline{\quad}$ (6)	$20 \div 2 = \underline{\quad}$ (16)	$16 \div 2 = \underline{\quad}$ (26)
$15 \div 5 = \underline{\quad}$ (7)	$5 \div 5 = \underline{\quad}$ (17)	$10 \div 10 = \underline{\quad}$ (27)
$18 \div 2 = \underline{\quad}$ (8)	$12 \div 2 = \underline{\quad}$ (18)	$20 \div 5 = \underline{\quad}$ (28)
$6 \div 2 = \underline{\quad}$ (9)	$40 \div 10 = \underline{\quad}$ (19)	$14 \div 2 = \underline{\quad}$ (29)
$45 \div 5 = \underline{\quad}$ (10)	$90 \div 10 = \underline{\quad}$ (20)	$10 \div 2 = \underline{\quad}$ (30)