

Home Learning wc 20th April 2020

Hi Sycamores, hope everyone is ok? Have you enjoyed the beautiful sunshine over the Easter holidays? I have been busy in my garden and have read a few books. Both Mrs Ward and I are missing you and can't wait to see you when its safe!

I will upload a class home learning page each week with some activities I'd love for you to do at home. This week in our **English** our theme is Julia Donaldson characters! I know Julia Donaldson is a firm favourite in our class and we have shared many of her books (If you'd prefer to write about another character - perhaps in one of your favourite books that you have at home - that's fine. I look forward to hearing about them!) In **Maths** this week, our focus is on place value and statistics. In our exploring work our focus is on Science- finding out about carnivores, herbivores and omnivores and animal habitats. Next week we are learning about life cycles. If you have a birthday soon you may wish to ask for a butterfly garden which would support work in Science (just ask your grown up to google Insectlore-butterfly garden). Keep reading each day and using phonics play to practice your phonics too! I'll also update spelling shed. Numbots, TT Rockstars and Purple Mash are all accessible on the internet (if you need a password, just email school@)



If you need anything at all, or even just want to send a 'hello' email- feel free to use 'school@constablelee.lancs.sch.uk'- members of staff check this email account regularly. Take care and enjoy the learning this week!

Miss Fielding

Monday

As you listen, collect words and phrases used to describe the **Gruffalo**. Pause the recording/ your reading, in order to allow your child to make these jottings. Discuss meanings of any unknown words, e.g. tusks, claws, jaws, underground, knobbly, turned-out toes, wart etc. Model orally putting new words into different sentences and encourage your child to do the same. Ask your child to write some sentences to describe the *Gruffalo*, using vocabulary from within the text. They may choose to re-write the lines in rhyme or simply write as a paragraph. Either is fine! Check spelling and punctuation.

Friday

Review all characters looked at this week. Re-read all your character descriptions from across the week.

Compare, contrast and discuss. Which is your favourite character? Who would you most like to meet? What might you ask them?

Encourage your child to support and extend their answers with reasons, e.g. My favourite is the ... because I like the part when he Record responses in writing.

Let's get writing! Focus: stories by Julia Donaldson

If you have access to the complete texts for 'The Gruffalo' or 'The Smartest Giant in town', share and enjoy. This could be by reading the text to your child, your child reading to you, or encouraging your child to join in with known lines/refrains. If not, please use you tube for the stories (but ensure you watch these clips with your child).

Thursday

Read or listen to the story of 'Superworm'. Discuss any new vocabulary (use word hippo to explore further): lasso, mope. Model orally putting new words into different sentences and encourage your child to do the same.

Talk about how Superworm could be described as a superhero. Listen to the story again - why do you think this is? Make a list of all the things Superworm does.

Tuesday

As you listen or read the story of the Gruffalo again, collect words and phrases, this time to describe the '**Big Bad Mouse**.'

Ask your child to write some sentences about the 'Big Bad Mouse'. As well as using some of the vocabulary from within the text, how else might they describe the mouse?

What does cunning, brave, wise mean? Use www.wordhippo.com to find out!

Wednesday

As you listen or read '**Smartest Giant in Town**' collect words and phrases used to describe the Giant. (Note; these will only feature in the opening pages. The Giant's character is then revealed more by his actions). Re-read/listen. This time, pause at suitable points for your child to make a list of all the Giant's kind deeds. E.g. He gave his scarf to a cold giraffe. After that, he gave his shirt to a goat on a boat who was struggling to sail. Encourage your child to use time words, e.g. next, soon, later on, finally.

Monday

You could use a 100 square online to help you (google: 100 square splat)

Count forwards and backwards from any given number. Find 1 more, 1 less, 10 more, 10 less than a number. Choose a number.

Grown up: 'I'm thinking of a number, it has 4 tens and 5 units, it is odd, it is 10 less than 55- what is my number?'

Get your child to talk about a number: 'it has 2 tens and 1 unit, it is an odd number, it is 10 less than..' Keep repeating!

Tuesday

Grown ups to create a piece from a 100 square:

	?4	
?3	44	4?
	5?	

What are the missing numbers?
Repeat

Friday

Look at the pattern in this calculation:

$3+5=8$

$8+5=13$

$13+5=18$

$18+5=23$

What are the next three calculations in this pattern? What do you notice about the answers? Why does this happen?

Let's count! Focus: place value

To be able to read and write numbers from 1-100.

To be able to recognise the place value of numbers 1-100.

To identify 1 more, less and 10 more, less

Thursday

Choose 2 numbers. Write < or > in the middle of them. Extend by the challenge below.

Put the correct sign =, < or > in each coloured box between the numbers:

56 65 30+4 30+1 20+21 30+11 50-3 40+7

Wednesday

The Woodcock family are Dad, Mum and Daisy. Dad is 37 years old. Mum is 39 years old. Daisy Who is oldest? How do you know? How old will they each be on their next birthday? How old will they each be in 10 years' time?

Monday

Find out using the internet, information book or asking a grown up what the words omnivore, carnivore and herbivore mean.

Ask your grown up to draw some pictures (or write down) a range of animals for you to research and work out whether they are omnivore, carnivore and herbivores. If you have plastic animals you could use these. Maybe you could do the same for dinosaurs if are interested in these!

Tuesday

Go for a walk with your grownup. Make a list of all the animals you see on your walk (butterflies, sheep, cows, dog, bird).

When you get back home research whether your animal is an omnivore, carnivore and herbivore.

Friday

What is your favourite animal?

Create a fact file:

Favourite food:

Carnivore, Herbivore or Omnivore?

Habitat:

How has it adapted to its habitat?

Let's explore! Focus: Science

To be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores.

To be able to identify and name a variety of animals in their habitats.

Thursday

Think bigger about habitats today (polar regions, rainforests, deserts etc). Why might a polar bear be best suited to the Antarctic? (Maybe try this with an animal who would not cope first i.e. giraffe would not be suited because- can't swim, long neck- but no leaves to eat, herbivore etc) Why might a polar bear be best suited...Large paws (to spread their weight), big furry coat, claws to get fish.
Repeat with a few different animals and habitats.

Wednesday

Can you remember when we looked at habitats in Reception and Year 1?
A habitat is a natural environment or home of a variety of plants and animals.

Go on a walk with a grown up, or look under rocks, logs in your garden to search for minibeast habitats. What did we find out? What clues show us how the animals have adapted to living in their habitats?