


Wednesday 6/6/20 Home Learning.

Spring 1 Topic: Animals including you! This topic will focus on the human body, looking at the skeleton and muscles and other animals. We will also look at healthy eating.

Please also remember to practise spellings in H/W books and times tables, ready for our quiz on Friday.

| Lesson  | Learning   | Activities  |   |   |   |   |   |   |
|---|--|---|---|---|---|---|---|---|
| <p><b>Maths</b><br/>Partition 3-digit numbers</p> | <p>Chn to recap place value in 3-digit numbers. This means identifying the Hundreds, Tens and Ones in a number. E.g. 361 = 3 Hundreds, 6 Tens and 1 One. Chn can partition 3-digit numbers using number sentences 361 = 300 + 60 + 1</p> <p>Chn should be able to organise 3-digit numbers into columns – Four hundred and sixty-two =</p> <table border="1" data-bbox="363 972 692 1055"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>6</td> <td>2</td> </tr> </tbody> </table> <p>Chn can practise adding the letters above numbers to understand the place value of each number.</p> | H   | T | O | 4 | 6 | 2 | <p>Chn to practise partitioning numbers, if you have a dice roll it 3 times to generate a number then partition in it a number sentence. E.g. 617 = 600 + 10 + 7. Then chn can use this website to practise generating 3-digit numbers <a href="https://www.topmarks.co.uk/place-value/place-value-charts">https://www.topmarks.co.uk/place-value/place-value-charts</a> They can choose numerals or words to build on learning from yesterday.</p> <p>Extra materials on partitioning numbers: <a href="https://classroom.thenational.academy/lessons/partitioning-numbers-in-different-ways-cgw34d?activity=intro_quiz&amp;step=1&amp;view=1">https://classroom.thenational.academy/lessons/partitioning-numbers-in-different-ways-cgw34d?activity=intro_quiz&amp;step=1&amp;view=1</a></p> <p>Challenge: Can children add 1 Ten to a 3-digit number? E.g. 567 + 10 = ? Which column needs to change?</p> |
| H   | T  | O   |   |   |   |   |   |   |
| 4   | 6  | 2   |   |   |   |   |   |   |
| <p><b>English</b></p>                             | <p>For our topic, the children will next week be writing an <b>explanation text</b> about the Human Body to give to a Year 2 child. Explanation texts are non-fiction and include several features such as: A heading, introduction, subheadings, diagrams, conclusions and questions. They should explain information to a reader in a clear way.</p>   | <p>Look at the <b>Explanation Text</b> example attached below on flowering plants.</p> <p>Go through the main features of an explanation text and explain what they are for.</p> <ul style="list-style-type: none"> <li>○ A heading</li> <li>○ Subheadings</li> <li>○ Diagrams</li> <li>○ Relevant facts</li> <li>○ Questions to catch the reader's interest.</li> <li>○ Paragraphs to organise information.</li> </ul> <p>How is the text presented? Is it dull? Colourful? Why do you think that is?</p> <p>Then read through the example text and find those features- highlight and annotate.</p> <p>Chn can begin to think about what they like about this text and what they would later like to use in their explanation text.</p> |   |   |   |   |   |   |



|  |   |   |
|--|---|---|
| <p><b>Spellings</b></p>  | <p><u>Mrs Collins' Group</u></p> <p>Then People<br/> They Some<br/> What Said<br/> When Asked<br/> Don't It's</p>   | <p><u>Miss Baker's Group</u></p> <p>myth hymn<br/> gym system<br/> Egypt symbol<br/> pyramid lyric<br/> mystery typical</p>   |
| <p><b>Magic Spell Conjunctions</b></p>                             | <p>To use coordinating conjunctions to link clauses in a sentence.</p> <p><b>But, Or, And, So, For, Yet.</b></p> <p>Conjunctions are joining words that link together parts of a sentence. Have a go at the activity linked here:</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zj6gn9q">https://www.bbc.co.uk/bitesize/articles/zj6gn9q</a></p> <p><small>Activity 1</small><br/> Highlight the coordinating conjunctions in each sentence</p>  | <p>There is more information on coordinating conjunctions here:</p> <p><a href="https://classroom.thenational.academy/lessons/to-explore-conjunctions-c4wkee?step=1&amp;activity=video">https://classroom.thenational.academy/lessons/to-explore-conjunctions-c4wkee?step=1&amp;activity=video</a></p> <p>Then have a go at completing these sentences using the appropriate coordinating conjunction:</p> <p>1. Look at the sentences below. The co-ordinating conjunction is missing. Can you choose the best conjunction to join the clauses? The first one has been done for you.</p> <p style="text-align: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 10px;">and</span> <span style="margin-left: 100px; border: 1px solid black; border-radius: 50%; padding: 2px 10px;">but</span> <span style="margin-left: 100px; border: 1px solid black; border-radius: 50%; padding: 2px 10px;">or</span> </p> <p>a. I wanted to go swimming <u>but</u> the swimming pool was closed.</p> <p>b. I fell over _____ I bumped my head.</p> <p>c. Would you like to go to the park _____ would you rather play on your bike?</p> <p>d. I wanted to go to the beach _____ mum said we couldn't go.</p> |
| <p><b>Computing</b><br/> Begin researching using the internet.</p> | <p>This term we will be making a PowerPoint presentation on an animal of your choice. Choose an animal to research. What would you like to know? Habitat, diet, fur, skeleton. You can organise your information using slides. Today we will begin researching using the internet, remembering how we keep safe online.</p>   | <p>Use the internet to research their animal. The children will need to think of a few questions or areas they would like to find out about first. Then research and make notes on paper.</p>   |



## How Do Flowering Plants Grow?

Have you ever wondered how plants grow? Then, read on...  
This fascinating leaflet will explain how the plant lifecycle works.

### The Beginning

Plants begin life as a seed. If the seed has water and warmth, it germinates (starts to grow). First, a root appears, which grows down into the soil. After that, a pale, leafless shoot pushes up towards the light.



a germinating seed

### Photosynthesis

As soon as the plant's tiny shoot is tall enough, it produces green leaves at the top. These are the factory of the plant that use sunshine and water to create food to build more leaves, the stem and flowers. This is an important process called photosynthesis. Plants couldn't exist without it!



a young seedling a growing plant

### Pollination

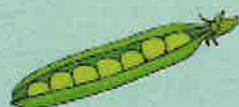
Because the flowers' petals are brightly coloured, they attract insects such as bees. Inside each flower, minute grains of pollen are found on short stalks. The bees come to collect this pollen for their food. As they continue from plant to plant, some of it brushes off and falls into other flowers. This is called pollination. As a result, pollen mixes with tiny egg cells and this makes a seed.



a bee collecting pollen from a flowering plant

### Seed Dispersal

Once the flower has been pollinated, the coloured petals fall off. Then, the base of the flower starts to swell up into a fruit as the seeds grow.



a seed pod

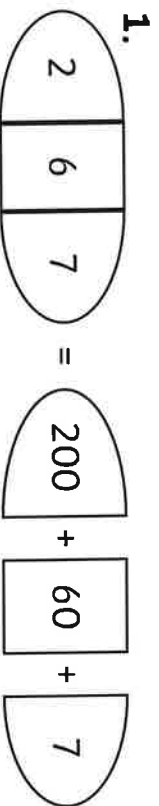
Eventually, the fruit ripens and the seeds are released. This is called seed dispersal. This means that the whole cycle can begin again as a new plant rapidly starts to grow.

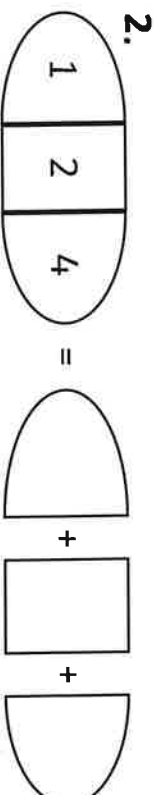


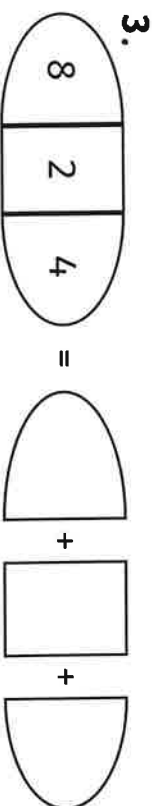
a dried-out seed pod

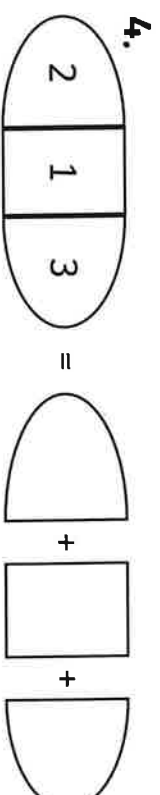


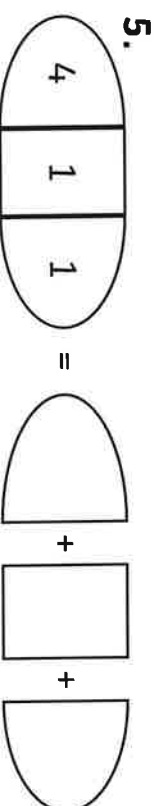
# Number Partitioning

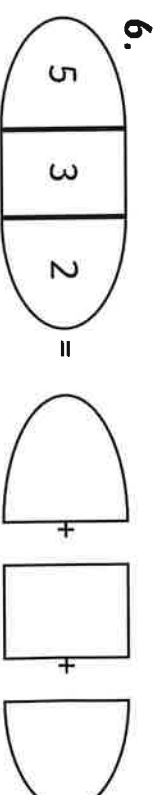
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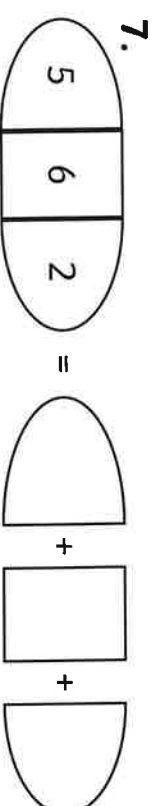
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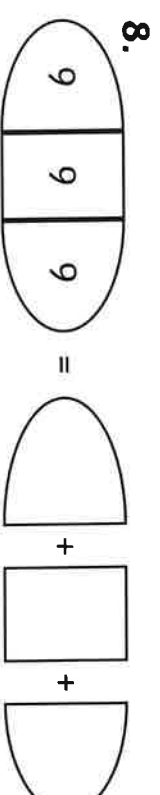
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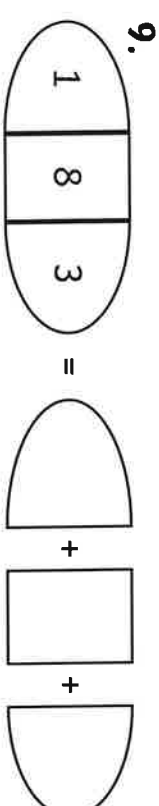
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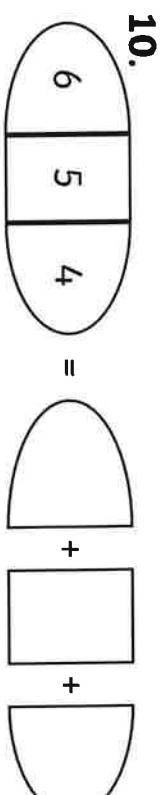
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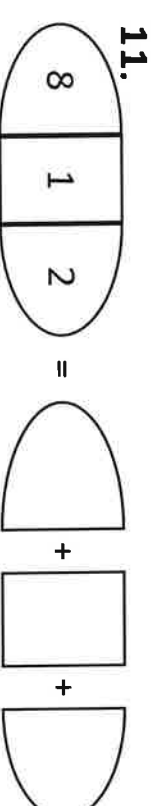
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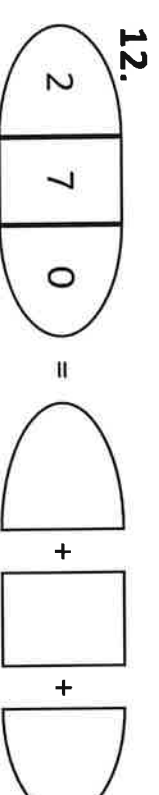
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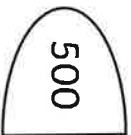
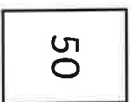
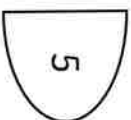
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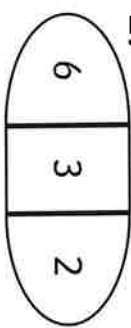
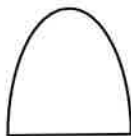


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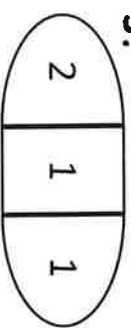

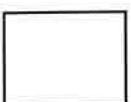
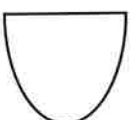


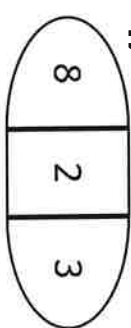

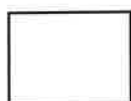
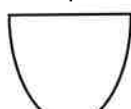


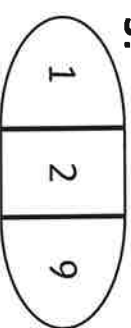

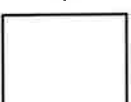
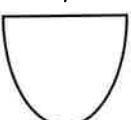
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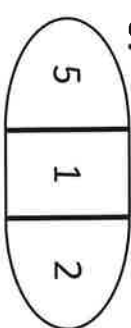


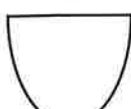
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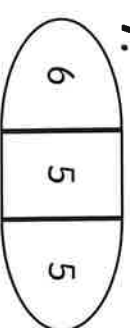

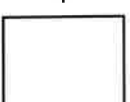
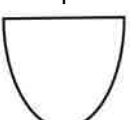
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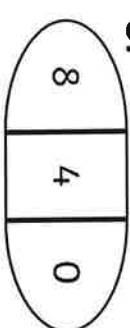

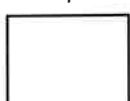
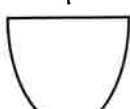
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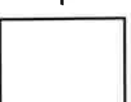
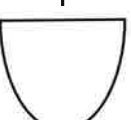
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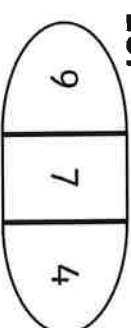

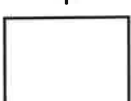
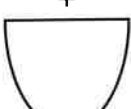
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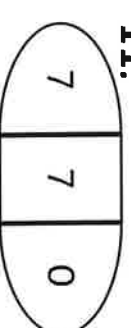

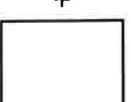
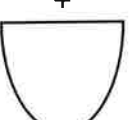
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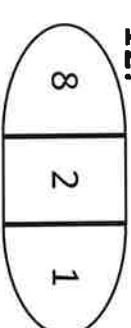

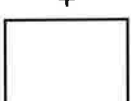
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