

Tuesday 9<sup>th</sup> February 2021

Maths

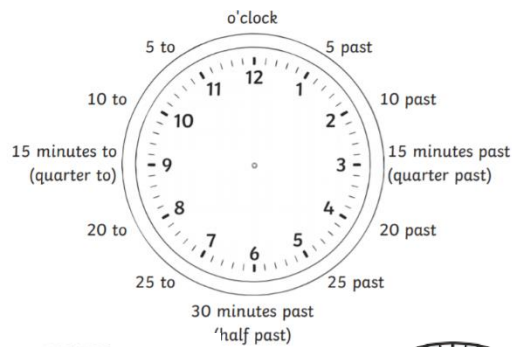
WALT: Tell the time to the nearest 5 minutes.

This week I would like you to focus on telling the time to the nearest 5/ 1 minutes on an analogue clock. You can use the daily maths plans on here, but if you would prefer to change and do this more practically and at your own pace please do.

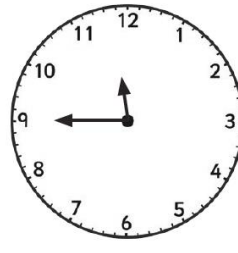
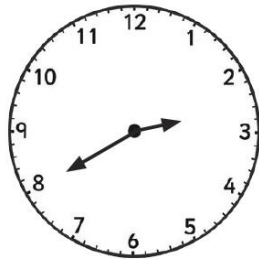
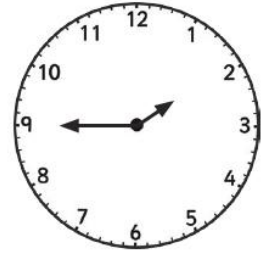
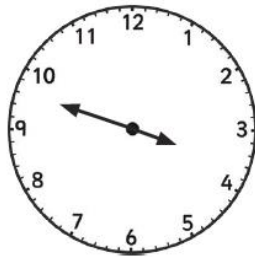
Online Resource

<https://www.bbc.co.uk/bitesize/articles/zsvbp4j>

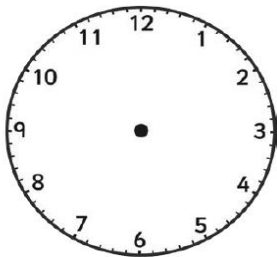
Today let's look at the nearest 5 minutes, on the 'to' side of the clock. This step can be confusing so take your time. We now count towards to the hour in 5 minute intervals. The 6 is 30 past, so we now count backwards. The 5 is 25 to, then 20 to, 15 or quarter to, 10 to and then 5 to. You need to count to the next hour.



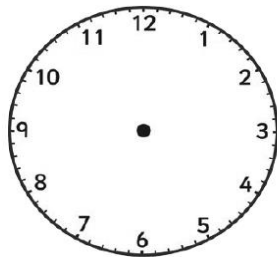
Activity 1



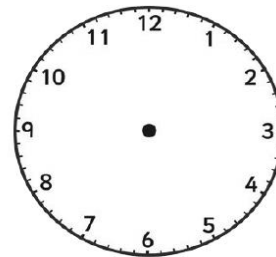
Activity 2



10 to 5 o'clock

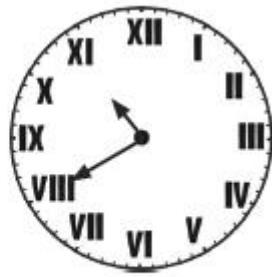
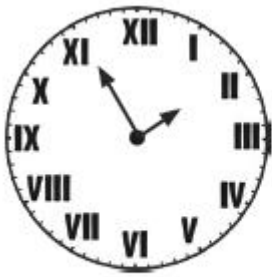


25 to 3 o'clock



5 to 1 o'clock

Now try these roman numeral clocks:



## English

WALT: Read poetry and identify alliteration

Today we will read some more examples of poetry but focus on alliteration. We looked at alliteration when we were reading Roald Dahl. It is when words start with the same sound (not just letter). For example 'Willy Wonka', 'Boggis, Bunce and Bean', 'Big beautiful blue'. The words do not have to be right next to each other e.g. 'strong and stern' 'run and race'. Alliteration helps catch a reader's attention, it is fun and can be used to create a tongue twister, where you have to concentrate really hard to say each word correctly.

For example:



The caterpillar crawled carefully on the curly, cabbage leaf.



Larry, the lucky lion,  
laughed loudly as he  
leaped over Lucy the lazy  
lizard while she lovingly  
licked a lemon lollipop.

I don't like alliteration.

We learnt about it in school  
but it's seriously, stupendously silly;  
definitely drastically difficult;  
terribly, troublingly tricky.

- Joshua Seigal

Online Resource for today:

<https://www.bbc.co.uk/bitesize/articles/zc3v6g8>

<https://youtu.be/-A8yFX1UtW0>

### Activity 1

Look at the pictures. Think about the sight, sound, smell, touch, actions, adverbs, verbs, adjectives etc. Choose some words beginning with the same letter. Then try to write a sentence containing some alliteration about the picture. You can include some words that start with a different letter to make your sentence make sense. I have done one for you to give you some ideas.



Snake: Slithers, silently, smooth, scaly,  
slowly, slippery, sandy, scorching

The slippery snake slides slowly  
over the scratchy sand in scorching  
sun.





Challenge

Record yourself saying the longest alliteration sentence perfectly (it is not as easy as it seems!) Remember to pronounce every word correctly.

Spellings

Mrs Collins' Group

their they're there  
 here hear  
 see sea  
 one won

Miss Baker's Group

scheme chorus  
 character echo  
 ache chaos  
 stomach chemistry  
 orchestra technology

Magic Spell: Recap

Tick the sentence that uses the present perfect tense:

- I ran to the shop.
- I am walking to school.
- I have been to the park.


Add 'a' or 'an' to these words

- Egg
- Book
- Unicorn
- Child
- Apple

<p>Underline with a different colour: the adverbs, verbs, nouns and adjectives.</p> <p>Running as quickly as he could, the terrified young boy leapt behind the tree.</p> <p>The small brown mouse scurried madly under bookcase.</p>	<p>What is the root word of these words? Signature    Signing    Signed    unsigned</p> <p>_____</p> <p>Historic    prehistoric    Historian</p> <p>_____</p>
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Science

WALT: Evaluate and recap our learning  
 We have reached the end of our science topic! You have learned about the human body, skeleton and muscles and food groups. First can you evaluate your learning here:

<p style="text-align: center;">2 Things I didn't know before this topic:</p> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">2 Things I enjoyed</p> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">2 Things I would like to know more about</p> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">Circle how you felt about this science topic:</p> <div style="text-align: center;">  </div>

Then you could go back to your 'what I know' and 'what I would like to find out' work from the beginning of term and now write a few sentences explain 'what I have learned'.

Now I would like you to choose how you will recap and show what you have learned.

You can choose between:

<p>1). Complete the assessment below. When you're done you could quiz your family!</p>	<p>2). Create a poster or double page spread to write and draw diagrams about what you have learned You could include sub-headings such as invertebrates, nutrition ect.</p>
<p>3). Create or make a model of the skeleton or muscles. You could use any cardboard at home to cut out bones. You could make a model of the joints which move such as a knee joint. Or show how the muscles pull a bone using wool! Be creative!</p>	<p>4). Make a video of or voice recording of you talking through what you have learned so far. You could do it as a news report or imagine you are explaining your learning to Year 3's next year who are beginning this topic!</p>
<p>5). Get a large piece of paper and draw round yourself. Then fill in which bones you can remember! If you did this at the start of the topic you should see a difference!</p>	

Assessment Option:

Name one reason why animals and humans need food.








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Join the animals to the correct type of skeleton.

Animal
Worm
Human
Butterfly
Jellyfish
Cow
Cat

Skeleton
Vertebrate
Invertebrate

3. Join the nutrient to the job it does.

Nutrients	
Vitamins	
Water	
Protein	
Minerals	
Fibre	
Carbohydrates	
Fats	

Nutrients
gives us energy
helps us digest food
repairs our bodies
moves nutrients around and clears waste
keeps us healthy

4. Look at the diagram of a human skeleton and label these bones:

- a) Rib cage
- b) Pelvis
- c) Cranium

