

Wednesday 10<sup>th</sup> February 2021

Maths

WALT: Tell the time to the nearest minute on an analogue clock.

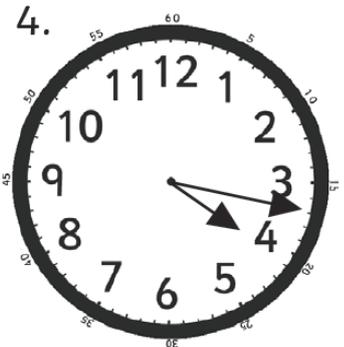
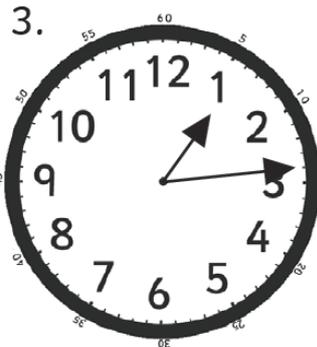
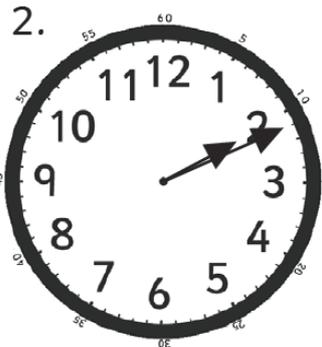
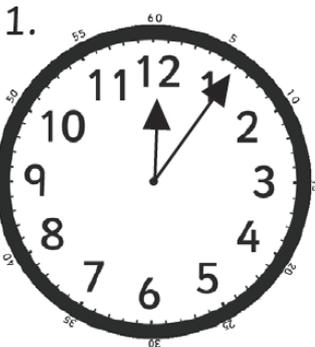
Online resource:

<https://classroom.thenational.academy/lessons/reading-analogue-time-to-the-nearest-minute-cdgkjd>

First practise telling the time using 5 minute intervals on the past side of the clock. Use a clock at home or have a practise here:

Today I would like you to begin telling the time to the nearest minute. This does take practise! Please label the clocks in 5 minute intervals to help you figure out the minutes between. First we will focus on minutes past. If the minute hand is between 5 past and 10 past, look closely. There are small lines which indicate singular minutes. Count round the clock and have a practise on a real clock or printed one from this pack.

Have a go at telling the time to the nearest minute on these clocks. The hour is done for you.



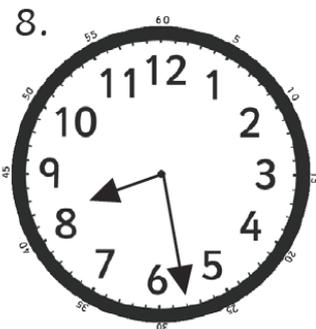
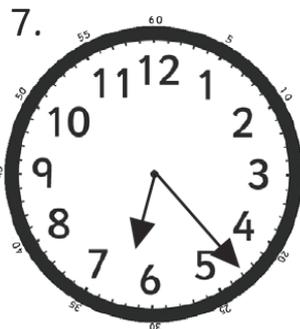
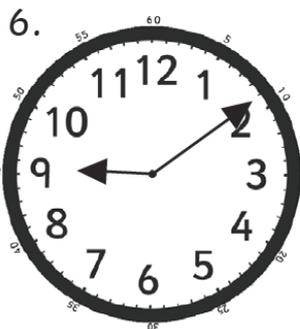
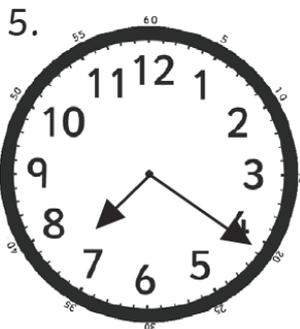
minutes past 12

minutes past 2

minutes past 1

minutes past 4

Now try without the hours done for you




---



---



---



---



---



---

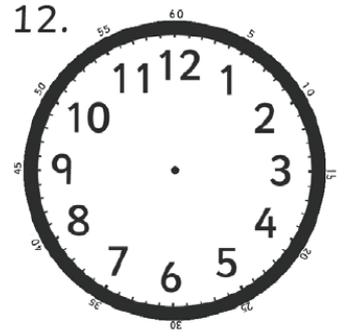
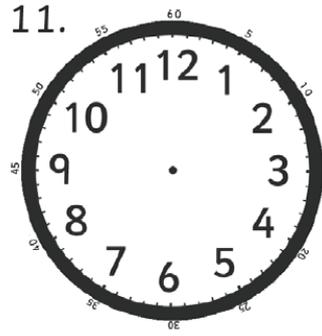
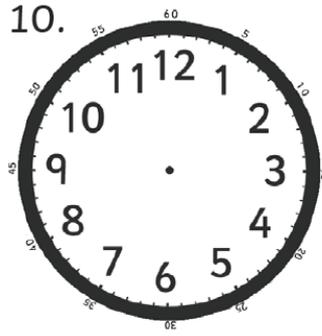
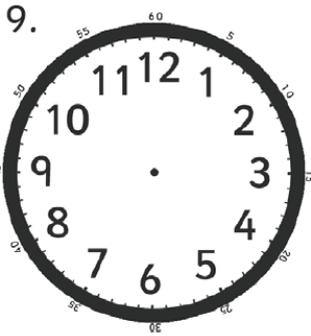


---



---

Now try drawing the minute and hour hands on these clocks, the times are below. Be as accurate as you can and remember the long hand is for minutes, the short hand is for the hour.

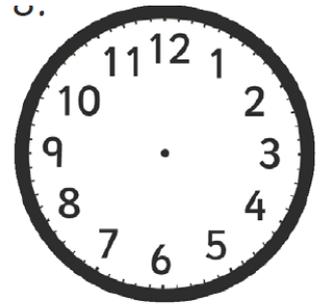
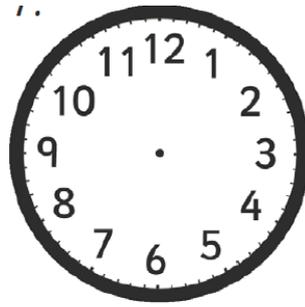
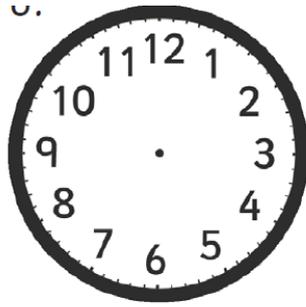
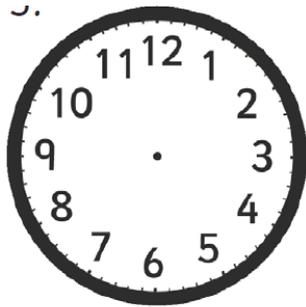


18 minutes past 3

7 minutes past 4

9 minutes past 10

24 minutes past 8



18 minutes past 3

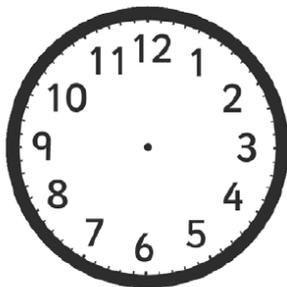
9 minutes past 10

24 minutes past 8

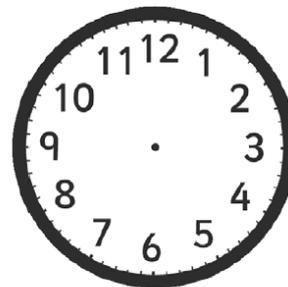
18 minutes past 4

Challenge/ Extension – If you feel confident!

A train was supposed to arrive at 6 minutes past 3, but was delayed by 12 minutes. Draw on the hands to show when it will arrive.



Another train was supposed to arrive at 3 minutes past 6, but was delayed by 24 minutes. Draw on the hands to show when it will arrive.



WALT: Read poetry and identify sound words (onomatopoeia)

Today we will look at another feature of poetry. We are learning about sound words, called 'onomatopoeia' a big word that is pronounced on - o - mat - o - pia! These are words that sound like a noise- like plop, buzz, thud, crash, crackle and sizzle. There is a video explaining these words here:

<https://www.bbc.co.uk/bitesize/articles/zm4cck7>

We can use onomatopoeia to make a poem sound fun and interesting to read. It helps bring a poem to life. Have a look at these examples

Activity 1

I have highlighted the sound words in the first poem. Can you read the next two and highlight any onomatopoeia you hear?



<p><b>Swish, swish, swish,</b> Went the little goldfish As he swam around his bowl. <b>Splash, splish, splash</b> Went his fancy little tail Because he was a happy little soul. <b>Glub, glub, glub</b> Went the bubbles he blew As they floated up to the top. <b>Smack, smack, smack</b> Went his tiny fishy lips As he ate his flakes without a stop Kelly Roper</p>	<p>This morning a dinosaur tromped into school, ferocious, atrocious, and dripping with drool. He had to be practically twenty feet tall, and banged around looking something to maul. He stomped and he snorted, he bellowed and roared. His head hit the ceiling and busted a board. That beast was undoubtedly ready for lunch. He snatched up a chair in his teeth with a crunch. Kenn Nesbitt</p>	<p>“There was a rustling that seemed like a bustling Of merry crowds justling at pitching and hustling, Small feet were pattering, wooden shoes clattering, Little hands clapping and little tongues chattering, And, like fowls in a farm-yard when barley is scattering...” Robert Browning</p>
--	--	---

Activity 2

Look at the pictures below and write down any sound words next to it that you think of.





Activity 3

Fill in the spaces with an onomatopoeic word that makes sense and helps give sound to what is happening.

1. The strong wind \_\_\_\_\_ outside the house.
2. The clouds gently \_\_\_\_\_ across the sky.
3. The engines \_\_\_\_\_ loudly as the race began.

Activity 4

Use these sound words in a sentence:

Swish

---

---

Growl

---

---

Rustle

---

---

Splash

---

---

Spellings

<p>Mrs Collins' Group</p> <p>their    they're    there</p> <p>here    hear</p> <p>see    sea</p> <p>one    won</p>	<p>Miss Baker's Group</p> <p>scheme    chorus</p> <p>character    echo</p> <p>ache    chaos</p> <p>stomach    chemistry</p> <p>orchestra    technology</p>
--	--

Magic Spell: Recap

<p>Punctuate these sentences:</p> <p>quick run away yelled the boy</p> <p>Hi my name is amy said the tall blonde girl</p>	<p>Add apostrophes for possession to these phrases:</p> <p>The two girls house.</p> <p>Stick mans house.</p> <p>Mrs Collins dog</p>
<p>Choose a subordinating conjunction for these sentences: if, while, although</p> <p>I do my home learning _____ watching TV.</p> <p>I love maths _____ I don't like writing much.</p> <p>I get to have ice cream _____ I eat my dinner.</p>	<p>Change these verbs into the past tense:</p> <p>Drive _____</p> <p>Go _____</p> <p>Run _____</p> <p>Talk _____</p>

Computing

WALT: Research using the internet and create a word document.

To finish off computing for this term, I would like the children to practise using the internet to research and typing skills to type up a short fact file, listing key facts in any order. They can write this about either:

- A particular topic the children have enjoyed this term such as the human body or a particular animal.
- Our topic after half term will be dragons. Research dragons in traditional tales, myths and legends.