



Northbourne CEP School



Blended Learning for Hazel Class 18th Jan – 22nd Jan 2021

Monday	Tuesday	Wednesday	Thursday	Friday
Word of the day: decrease	Word of the Day: automatic	Word of the Day: insert	Word of the Day: persuade	Word of the Day: signal
<p style="text-align: center;">Maths</p> <p>WALT recap division as sharing</p> <p><u>Year 3/4 revision</u> https://classroom.thenational.academy/lessons/dividing-by-a-one-digit-number-no-regrouping-c5jkar</p> <p>recap sharing with no regrouping. Children to follow video tasks.</p>	<p style="text-align: center;">Maths</p> <p><u>WALT divide with remainders</u></p> <p><u>Year 3/4 revision</u> https://whiterosemaths.com/homelearning/year-3/spring-week-3-number-multiplication-division/ video 1</p> <p>recap sharing with remainders - children to practice using manipulatives at home (sweets toys etc)</p>	<p style="text-align: center;">Maths</p> <p><u>WALT divide 2 digit by 1 digit numbers</u></p> <p><u>Year 3</u> https://whiterosemaths.com/homelearning/year-3/spring-week-3-number-multiplication-division/ video 2</p> <p><u>Year 4</u> https://whiterosemaths.com/homelearning/year-4/spring-week-3-number-multiplication-and-division/ video 1</p>	<p style="text-align: center;">Maths</p> <p><u>WALT use multiplication and division</u></p> <p><u>Year 3</u> https://whiterosemaths.com/homelearning/year-3/spring-week-3-number-multiplication-division/ Video 4</p> <p><u>WALT divide 2 digit by 1 digit numbers</u></p> <p><u>Year 4</u> https://whiterosemaths.com/homelearning/year-4/spring-week-3-number-multiplication-and-division/ video 2</p>	<p style="text-align: center;">Maths</p> <p><u>WALT divide 3 digit by 1 digit numbers</u></p> <p><u>Year 3</u> Children to continue practicing 2 digit by 1 digit division</p> <p>Complete year 4 task for extra challenge</p> <p><u>Year 4</u> https://whiterosemaths.com/homelearning/year-4/spring-week-3-number-multiplication-and-division/ Video 3</p>

<p>Topic WALT research historical people</p> <p>https://classroom.thenational.academy/lessons/why-did-boudicca-lead-a-revolt-against-the-romans-60v3gc</p> <p>Children to research Queen Boudica in preparation for writing tasks later this week.</p> <p>Children to use Boudica character description sheet attached to record information.</p>	<p>Topic WALT identify features of a character description</p> <p>https://www.bbc.co.uk/bitesize/articles/zcbvp4j</p> <p>Children to write a list of features - use Boudica research from yesterday to identify different features that you could include in your description.</p> <p>https://www.literacywagoll.com/characters.html</p> <p>Examples of good character descriptions - children can read through and identify features to help them.</p>	<p>Topic WALT plan a character description</p> <p>Children to plan their Boudica character description. Use research images and ideas to help create a fantastic piece of descriptive writing. Children could use planning ideas worksheet attached for ideas.</p> <p>Remember to include:</p> <ul style="list-style-type: none"> • Similes/metaphors • Interesting adjectives • Words of the day 	<p>Topic WALT write a character description</p> <p>Children to write a character description of Queen Boudica - this could be done through a wanted poster, non-chronological report, fact file or historical report. Children to focus on interesting descriptive language such as similes.</p> <p>Character description templates can be found on Purplemash.</p>	<p>Topic WALT read for pleasure</p> <p>Year 3</p> <p>https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-book-recommendations-crrp8t</p> <p>Year 4</p> <p>https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-book-recommendations-68rp4c</p>
<p>Jigsaw</p> <p><u>WALT learn how to be resilient when chasing our dreams</u></p> <p>Children to think of a dream they have or have had in the past - did they have to be resilient to achieve it?</p> <p>Children use dream cloud template attached to write tips on how to show resilience when</p>	<p>Science</p> <p><u>WALT investigate heating properties of different states of matter</u></p> <p>https://classroom.thenational.academy/lessons/what-happens-when-you-heat-or-cool-each-state-of-matter-68w3at</p> <p>Home experiment</p> <p>Children can investigate melting points of chocolate at home - use different water temperatures and/or different types of chocolate to find the</p>	<p>Music</p> <p><u>WALT understand pulse and rhythm</u></p> <p>https://classroom.thenational.academy/lessons/understanding-pulse-and-rhythm-chj3cr</p>	<p>French</p> <p>See Mrs.Reynolds online lesson via Purplemash.</p> <p>Children can also practice their French skills using language angels.</p>	<p>R.E</p> <p><u>WALT How do Christians today ensure they create the world Jesus wanted</u></p> <p>Children to research a Christian charity or church looking at what they have been doing during the last year to help others and spread the word of Jesus.</p> <p>Children could create a poster or leaflet advertising how Christians help others.</p>

faced with a difficult challenge or disappointment.	most efficient way of melting chocolate. (investigation worksheet attached)			https://www.christianaid.org.uk/
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Instructions for **Word of the Day**:

1. How many syllables are in the word?
2. What word class is it?
3. What does it mean? Use a dictionary to help you.
4. Think of a sentence using the word - say it out loud.
5. How can you improve your sentence? Can you add further description or information? Can you alter the word order to make it sound more interesting?
6. Write your best sentence down.
7. What prefixes and/or suffixes can you use with the word (if any)? How do they change the meaning?
8. Can you think of any synonyms or antonyms?
9. On Friday, write a paragraph using all the words of the day for this week.

For further information and guidance you can go to <https://vocabularyninja.co.uk/word-of-the-day/>



Literacy KS2

Character Description Ideas

- * How old?
- * Do they have a secret?
- * What do they look like?
- * What type of personality do they have?
- * Do they have any special powers/talents?
- * What do they like?
- * What do they dislike?

Use similes and exciting adjectives

'He stomped down the narrow, cobbled street like an angry bear whose food had been stolen.'

Mention distinctive features about the character...

'Mr Trip was never seen without his huge black hat, which looked like a dustbin upturned on a windy day.'

Add details to allow the reader to make inferences

'He stomped past the house with a letter in one hand and a cup of tea in the other. He shouted and snarled to himself as he began waving the letter in the air.'

This infers that the character was angry about a letter he had been sent and was about to complain.

Use speech to show a character's personality by adding verbs and adverbs, but avoid strings of speech.

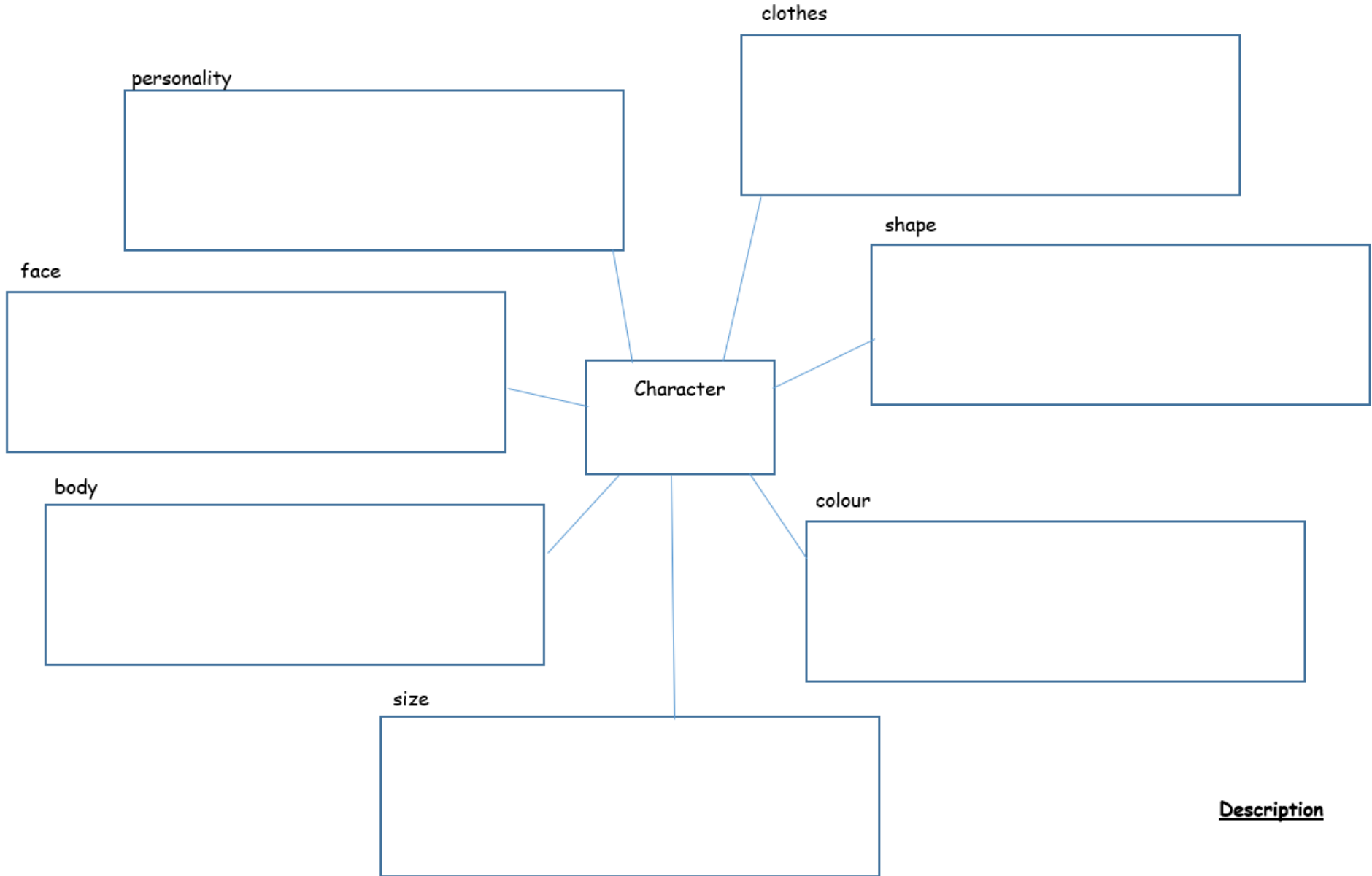
"How dare you send me this letter, I demand an apology right now!" Snarled Mr Trip viciously.



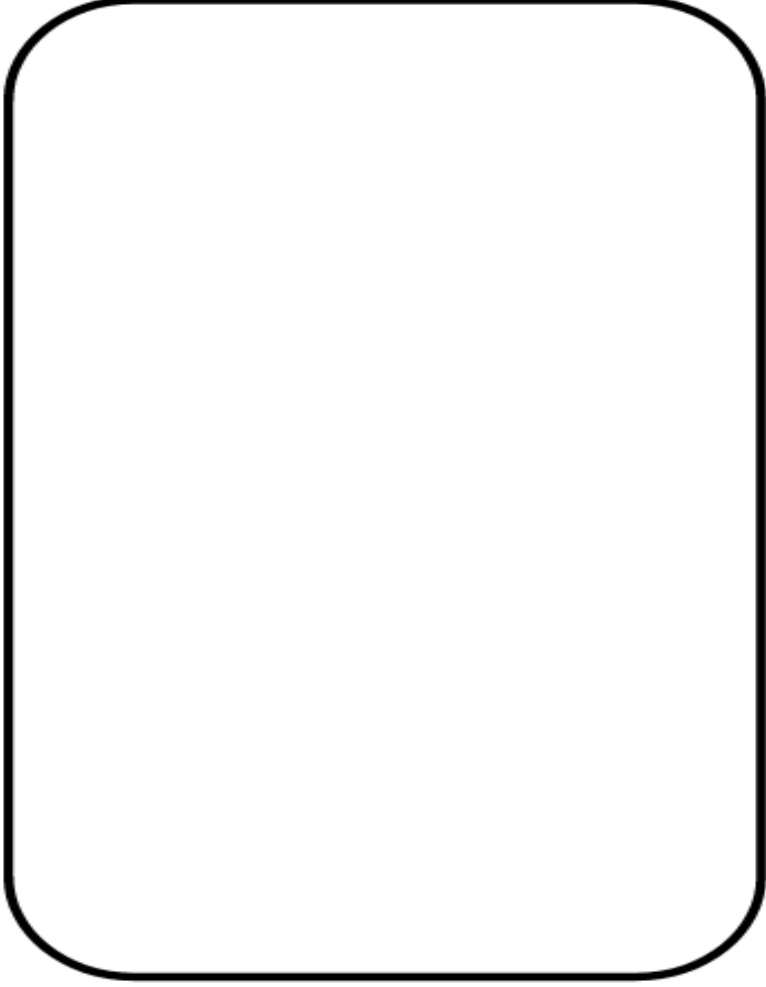
Use commas in a list

'He was a very small man with a long pointed nose, piercing blue eyes and a down turned snarling mouth. No one had ever seen Mr Trip smile!'

Character description planning template.



Draw a picture of Boudicca:



Write some adjectives that describe how Boudicca looked and how she behaved.

Extension: can you write some sentences that describe Boudicca in an interesting way **and use your adjectives**?



Chocolate Investigation

Can you help Maya find the temperature that melts chocolate the fastest? Plan your investigation then carry it out!

Equipment: Draw or write the things you will need.

You will float the pieces of chocolate in foil tins on trays filled with different temperatures of water. How will you make sure your results are reliable? Think about what you will keep the same and what you will change.

What will you measure and observe in this investigation? Use the pictures to help you.

I will measure...

I will observe...

What do you predict will happen? Which temperature of water will melt the chocolate fastest? Why do you think this will happen? Refer to the behaviour of the particles in the pieces of chocolate in your answer.

