

Green Class – Home Learning – w.b. 1st June 2020

Dear Parents / Carers,

I hope you have had a restful or productive half term, according to your hopes at the beginning of the week. As always, I hope you are all well and looking after each other.

Please find this week's tasks attached. I have added a curriculum activity to each day which reflect some of the lessons that we would have been having in school. Again, these are suggestions based on what we would be covering if we were in school this half term. Please feel free to timetable and adapt them in ways that best work for you, your child and your situation.

A new story begins in Guided Reading on Purple Mash, although I will leave the last two chapters of "Beth On The Nile" as TO DO tasks until the end of the week for anybody who wants to find out what happens to Scarab and Tut. The Beth tasks are optional. Anything on Purple Mash can be accessed through Xbox and PS4 if you are busy and need your own phone or laptop back.

I have included PE ideas from the original planner so that you and your children may find select your own activity to build into your week.

You are going to need ice cubes this week if you try the science experiment. Just a heads up so that it doesn't come as surprise.

The display board in PurpleMash is changing regularly and there has been some lovely work done. The blog is also available if you want to leave a message for somebody else. It is only accessible to the class and all posts are checked.

I have added some resources to the end of this for English and Maths. Please let me know how well this works for you.

Just a gentle reminder that children should not be using other pupil's id's or passwords. We do cover e-safety in Computing each half term: obviously I haven't been there to do it, so if you wouldn't mind mentioning it the next time they log on, I would greatly appreciate it.

As usual, please feel free to use "Mr Davies says..." and e-mail green@beaupre.cambs.sch.uk if you have any questions.

Keep looking after yourselves and don't forget to keep sending the photos for the newsletter and the website, they are greatly appreciated by everybody.

Mr Davies

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Task	English - Reading	English - Writing	Maths	Other Subjects
1	<p>We will be reading “Clean Sweep” in Purple Mash. Your child should have their login for Purple Mash stuck in the front of their yellow “Working From Home” exercise book. The aim is to read one chapter each week, which will be available on PurpleMash each Monday. https://www.purplemash.com/sch/beaupre</p> <p>Read chapter 1, focus on word reading and making sure you have understood what is happening in the story. Complete the multiple choice questions in Purple Mash.</p>	<p>This half term we are going to start by thinking about persuasion.</p> <p>Write down at least 3 reasons that somebody might want to persuade someone else?</p> <p>Sometimes we need to persuade one person, sometimes lots of people? Might this change how we do it?</p> <p>Write about a time when you tried to persuade somebody.</p> <ul style="list-style-type: none"> • What did you want? • What did you say and do? • Did it work? <p>Write about a time when somebody tried to persuade.</p> <ul style="list-style-type: none"> • What did you want? • What did you say and do? • Did it work? Why? 	<p>Mr Davies’ suggestion - Pick a game to start, try the statistics activity, finish with TTRockstars if you have time.</p> <p>https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths</p> <p>Have a look at the website and read it carefully. Take the quiz at the end. Read the questions carefully, look at the shapes even more carefully and think about what you have just read.</p> <p>https://www.mathsisfun.com/geometry/symmetry-line-plane-shapes.html</p>	<p>Science: ENVIRONMENT the air, water, and land in or on which people, animals, and plants live</p> <p>Create a factfile about environment that you live in.</p> <p>What is the land like? Where does your water come from? Do you think you have clean air? How big is your environment? Where does your food come from? How does it get to your plate? Does your environment change? Can you change anything about your environment?</p>
2	<p>Reread chapter 1: focus on reading to the punctuation and make sure you understand how events lead into each other - then complete the “Sequencing” and “SPaG” tasks in Purple Mash.</p> <p>It is possible to do the tasks without rereading. However, this is Guided Reading and this task will help punctuation and comprehension. Those who read a second time tend to do better on the sequencing task.</p>	<p>Find three advertisements either on TV, in a magazine or newspaper, maybe on a website.</p> <p>Have a look at the persuasion checklist. Which of those features do they include?</p> <ul style="list-style-type: none"> • Persuasive language • Rhetorical Questions • Pronouns • Alliteration • Exaggerated adjectives • Catchy slogan • Benefits with examples <p>Depending on your source either: - Annotate you advert</p>	<p>https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths</p> <p>Remember when we looked at co-ordinates? Stem sentence: x is a cross, so it goes across. Don’t forget it goes alphabetically: x-axis then y-axis.</p> <p>Try this against the clock. How high can you get? https://www.teacherled.com/iresources/coordinates/showthecoordinate/</p> <p>If you get one wrong it’s back to the start!</p> <p>If you manage to get the full 20, try the next level up...with negative numbers!!</p>	<p>Science:</p> <p>Global warming is caused by changes in the layers of gas that surround the earth, including carbon dioxide - CO₂. These are called greenhouse gases https://climatekids.nasa.gov/greenhouse-effect/</p> <p>Try this greenhouse gas experiment:</p> <p>Take 2 shallow trays, ice cubes, cardboard and cling film. Create two mini-environments with cardboard as land and place an ice cube in each. One of the mini-environments is going to be covered by cling film to represent greenhouse gasses. Place each of these</p>

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		- Give a quote for each feature you find		into the sun and observe how long each take to melt. Explain what happened.
3	Answer the open ended questions in PurpleMash, using the text for reference and for evidence when needed (P.E.E. when needed).	<p>Emotive language is often used to try to make you feel a particular way about a subject. To make you feel sorry for somebody, or excited, or scared.</p> <p>Attached are two posters about sun safety. How does each poster make you feel? What makes the difference?</p> <p>For poster 1 - Put the words in bold into two groups – positive words / negative words</p> <p>Which poster would be better to persuade children to stay safe? Explain why.</p>	<p>https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths</p> <p>Remember the stem sentence from yesterday. Stem sentence: x is a cross, so it goes across.</p> <p>Type in the co-ordinates to save the earth. Choose the tables that you need to practise. Give the co-ordinates of the correct answer.</p> <p>https://mathsframe.co.uk/en/resources/resource/474/Multiplication-Coordinates-Alien-Attack</p>	<p>Art:</p> <p>Watch Miss Miranda for some advice:</p> <p>https://www.youtube.com/watch?v=p8oTvT6LN5w</p> <p>Choose an object that you want to draw. Look closely at it.</p> <p>Try drawing it from a different angle.</p>
4	Complete the “Task” in PurpleMash	<p>Create your own sun safe poster to persuade people to stay safe in the sun. Add the fact that you need to make sure that you drink enough to stay hydrated.</p> <p>Decide who you are trying to persuade (your audience) and how you want them to feel after they have seen your poster.</p> <p>Which features will you include?</p> <ul style="list-style-type: none"> • Which Persuasive language • Rhetorical Questions • Pronouns • Alliteration • Exaggerated adjectives • Catchy slogan • Benefits with examples 	<p>https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths</p> <p>Translation is when you move from one place on a grid to another place on the grid. Day 4 and 5 can be split as you choose.</p> <p>If it is a shape, choose one angle and see where that has moved to.</p> <p>Attached are some worksheets. Either print or copy to work on them. You could just use them on screen and put the answers in you book.</p> <p>Explain how they have moved using left/right and up/down. If they have moved diagonally do the across first (still x-axis first).</p> <p>Look at the first one as an example.</p>	<p>Music:</p> <p>Watch the clip from stomp.</p> <p>https://www.youtube.com/watch?v=hwxNwg1lwcw</p> <p>Check the chairs in your house. Which ones make the best sounds? What different sounds can you make from them just using your hands. Be careful!</p> <p>Can you come up with a beat or a rhythm of your own? Can you find a member of your family to play a rhythm with?</p>

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<p>5</p>	<p>Friday – Choose a book from the myON website to read. You could use one of the science books opposite. A possible suggestions below, that vaguely links with the science to start with... https://readon.myon.co.uk/reader/index.html?a=fj_ngng_f15</p> <p>Children don't need to read it all in one go...but they can if they want!</p> <p>When the book has been read, choose ONE of the following:</p> <ol style="list-style-type: none"> 1. Write 5 questions about the book for its Accelerated Reader quiz. 2. What was your opinion of the book? Give reasons. (P.E.E.) 3. Write a blurb for the book. 	<p>https://www.pobble365.com/</p> <p>Think about the picture and read the story starter.</p> <p>Complete the "Sick Sentences" activity.</p> <p>Choose at least one other activity to try or carry on the story.</p>	<p>https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths</p> <p>Translation is when you move from one place on a grid to another place on the grid. Day 4 and 5 can be split as you choose.</p> <p>Move one angle at a time. Make sure the original shape and the translated shapes are the same size. Attached are some worksheets. Either print or copy to work on them.</p> <p>Read the instruction carefully and then move your shape.</p> <p>Look at the first one as an example.</p>	<p>RE: Journeys</p> <p>At the moment we are still in lockdown. There are still restrictions on where we can go and what we can do when we get there.</p> <p>Where would you most like travel to, what would you want to do when you got there and why?</p> <p>Explain and illustrate.</p>
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PE

Premier Sport- <https://www.youtube.com/watch?v=7uQytrYXTko> YST – Home PE <https://www.youthsporttrust.org/pe-home-learning>

PE Skill School Challenges <https://www.youtube.com/watch?v=fHlIf5Zd7hk> Imovement <https://imoves.com/the-imovement>

Joe Wicks <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYiRfn6rYQ>

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DAY 3

Stay Sun Safe



Going out in the **burning** sun without using **sensible** protection can be very **dangerous**.

The first reason is that you could get **badly** sunburnt. This can be **painful** and makes you **sore**, which makes clothes **uncomfortable**.

The second reason is that you can get **horrible** skin cancers from the **damaging** light rays.

Finally, too much of that **lovely**, **bright** sunshine can **damage** your **delicate** eyes.

Remember to wear a hat, put on a shirt, use sunscreen and wear sunglasses.

SUN SAFE POSTERS

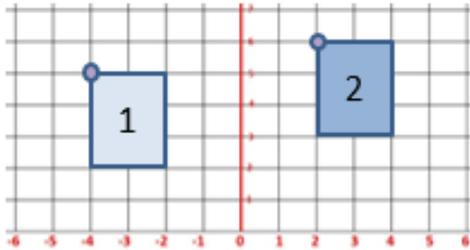


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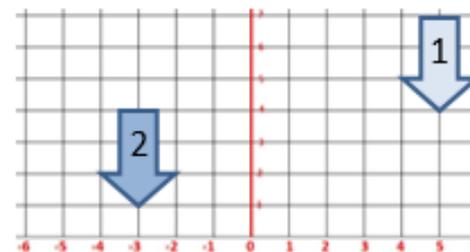
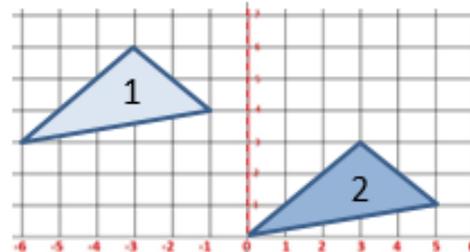
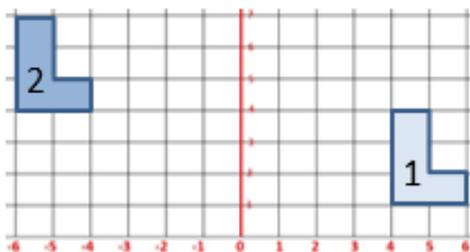
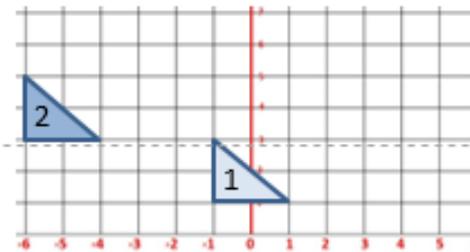
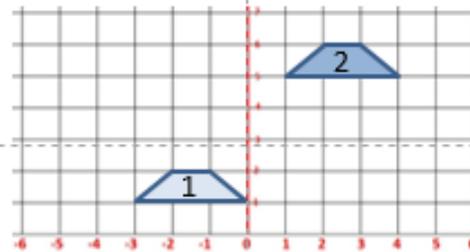
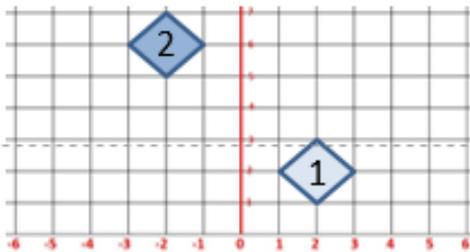
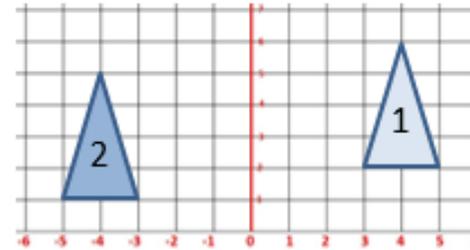
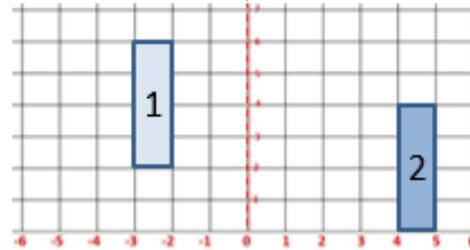
DAY 4

L ← → R

L.O: To explain how a shape has been translated



First of all, choose one corner on the first shape.
After that, identify the same corner on the translated shape.
Finally, explain how it's been translated. **This one is R5, U1.**

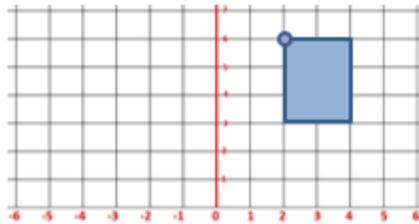


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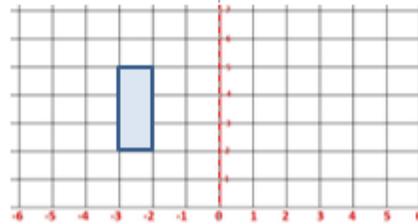
DAY 5

L ← → R

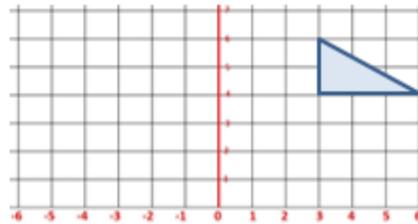
L.O: To accurately translate a shape



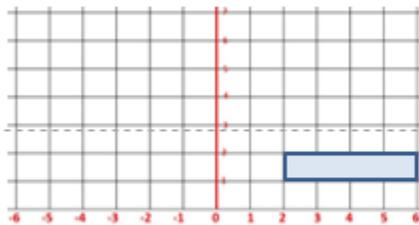
Translate the shape L6, D2



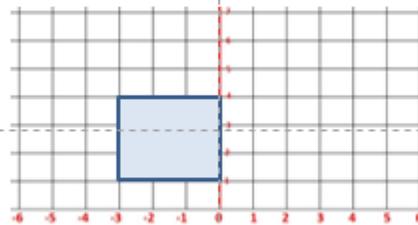
Translate the shape R5, U1



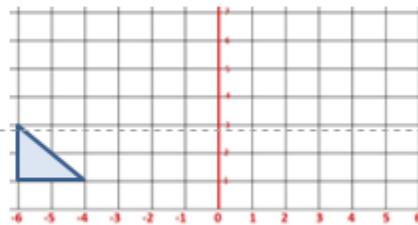
Translate the shape L7, D3



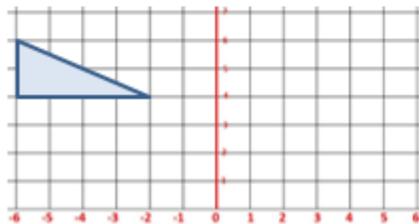
Translate the shape L6, U4



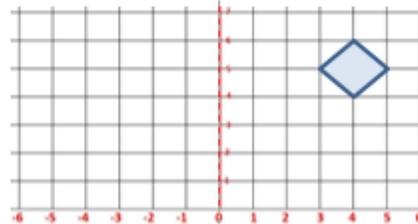
Translate the shape R5, U2



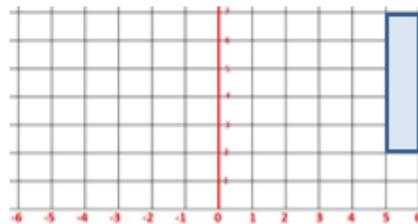
Translate the shape R2, U2



Translate the shape R5, D3



Translate the shape L7, D4

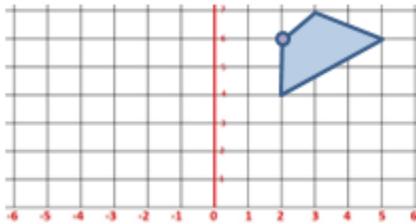


Translate the shape L10, D1

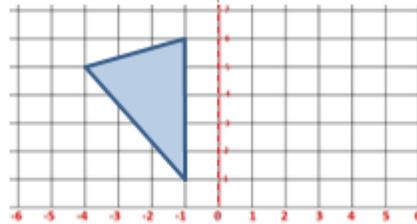
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L ← → R

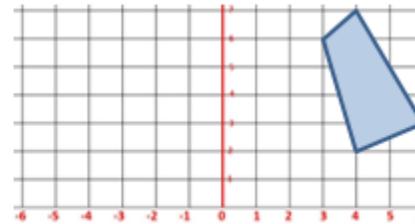
L.O: To accurately translate tricky shapes



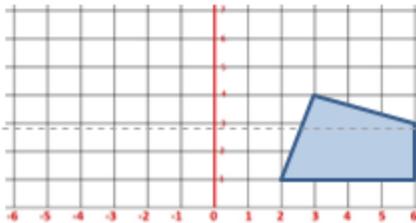
Translate the shape L4, D1



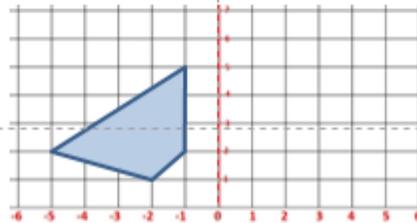
Translate the shape R5, U1



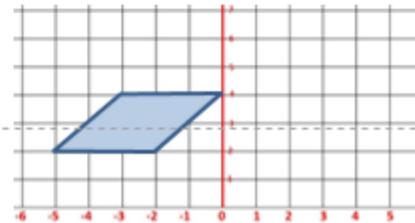
Translate the shape L7, D3



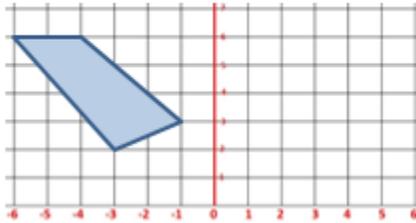
Translate the shape L7, U3



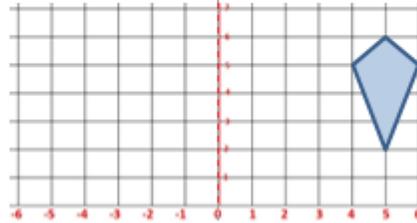
Translate the shape R5, U2



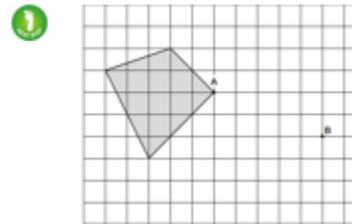
Translate the shape R4, D1



Translate the shape R6, D2



Translate the shape L7, D2



Tip – Investigate how point A has been translated to point B, and then do the same to the other corners.