

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

Dear Parents / Carers,

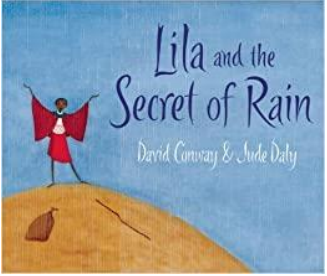
It is good to hear about how you and your children are getting on and lovely to see all the photographs of the hard work that the children have been doing with you at home.

I have prepared a new plan for this week and attached some resources to this plan but I have also put some resources and worksheets on to Purple Mash which is the learning App that all the children have a login for, if you have any problems logging in or your child has forgotten their password please contact me and I will help with this.

As usual, please feel free to e-mail blue@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, they are greatly appreciated by everybody.

Miss Carpenter

Task	English - Reading	English - Writing	Maths												
1	<p>We are going to continue looking at our book 'Lila and the secret of rain' written by David Conway and Jude Daly.</p> <p>There is a copy of the book on a power point presentation in the 'Blue Class' work folder in purple mash.</p> <p>See if you can recall what the story is about before looking at the book again.</p>  <p>https://www.youtube.com/watch?v=YhfhxhSHZi8</p>	<p>Task 1</p> <p>Having had another look at the story think about how Lila made it rain. Lila found out what the secret of rain was, it was a bit like a recipe for making rain.</p> <p>Lila's recipe for rain</p> <ol style="list-style-type: none"> 1. You will need to travel to the tallest mountain and climb to the top. 2. Next you will have to tell the sky a sad story to make it cry 3. After that you will need to wait patiently until the clouds go dark. 4. Later when it starts to rain you will need to hurry home. <p>This is the secret of rain</p> <p>What would your recipe for rain be? Will there be some special ingredients that you need to collect? Use your imagination to make it amazing.</p> <p>My recipe would include, collecting a tear from a sea turtle, a blob of the blackest ink to make a thundery sky....</p>	<p>Maths brain warm-up: write down all the number bonds to ten. Can you also write three number bonds to 30?</p> <p>We are looking at position and direction this week. We are going to start with getting to know some of the words that we use to describe position and direction. Have a look at the video clips below to help you understand this then look at maths task 1 to try it out for yourself.</p> <p>https://www.bbc.co.uk/programmes/p017w9zc</p> <p>https://www.bbc.co.uk/programmes/p017s62l</p>												
2	<p>Play boggle – how many words can you make using just the letters in my grid? You could challenge someone to play with you</p> <table border="1" data-bbox="185 1310 510 1453"> <tbody> <tr> <td>a</td><td>r</td><td>t</td><td>h</td></tr> <tr> <td>s</td><td>e</td><td>m</td><td>n</td></tr> <tr> <td>ai</td><td>p</td><td>l</td><td>c</td></tr> </tbody> </table>	a	r	t	h	s	e	m	n	ai	p	l	c	<p>Task 2</p> <p>Think about the two books we have been looking at recently – Meerkat Mail and Lila and the Secret of Rain.</p> <p>Both main characters in these stories went on a big adventure, then returned home having learnt something from their travels.</p> <p>Imagine that you are going on an adventure and start to plan your story. Don't forget that you will need a</p>	<p>Maths brain warm up: How many of the position and direction words can you remember from the previous session? Have a go at writing some down.</p> <p>Continue to look at position and direction</p> <p>There are more video clips below to remind you about this.</p>
a	r	t	h												
s	e	m	n												
ai	p	l	c												

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		<p>start/middle/end to your story and something happens in each part of the story.</p> <p>Where will you go on your adventure? Why are you going? Who will you meet? What do you have to do and why? What happens when you get home?</p> <p>I have attached a story planning template for you to use if you want to.</p>	<p>For this session we are going to also look at clockwise and anti-clockwise. Do you know what this means? Have a go at explaining it to someone. Take a look at the maths task 2</p> <p>https://www.bbc.co.uk/programmes/p0113krl</p> <p>https://www.bbc.co.uk/programmes/p01153zm</p>
3	<p>Spellings</p> <p>Have a look at the spellings (I have attached them to this plan) then cover them up and try writing them.</p>	<p>Task 3</p> <p>You need to focus on the start of your story. Use your plan to help you. You need to describe yourself and where you are. Write about why you have to go on your adventure.</p> <p>Remember to read what you have written and edit it. Have you included all the 'must haves?' Could you improve any of your sentences?</p>	<p>Maths brain warm up: can you remember your 2 and 5 times tables? Practice them and either say them to somebody or write them down.</p> <p>We are thinking about turns today, if you stand up and face the window in your room then turn all the way around so that you end up facing the window again you have done a whole turn. You can also do half turns and quarter turns. Watch the video clip below to help you practice this.</p> <p>https://www.bbc.co.uk/teach/supermovers/ks1-maths-position-&-direction/zhh9scw</p>
4	<p>Find a synonym (an alternative word) for each of these words. Can you find more than one for each of my words?</p> <p>Talk</p> <p>Run</p> <p>Fall</p>	<p>Task 4.</p> <p>Re-read what you have already written, does it match your planning? Have you missed anything?</p> <p>Now you are ready to write the middle of your story, this is the bit where you explain where you are travelling to, how you are travelling, who you meet.</p> <p>Keep checking that you have followed your plan.</p>	<p>Maths brain warm up: can you give someone directions to move from one place in the room to another? Remember to use the position language</p> <p>We are going to describe movement and turns today think about everything you have learnt this week and use this to help you solve the problems. Remember you can go back and look at any of the videos from previous sessions to remind you about position and direction.</p>

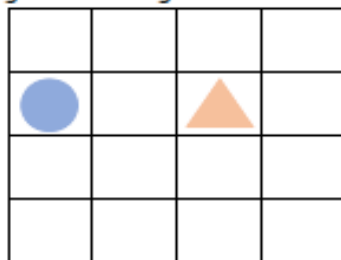
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			There are some questions attached to this plan, task 4 and I have also put some challenge tasks in the Blue class folder on purple mash
5	Go back to the spellings how many can you remember before you look at the list again?	<p>Task 5 You will need to write the ending for your story, how will your character solve the problem? How does it make them feel? What happens when they get home?</p> <p>When you have finished read what you have written out loud, does it make sense? Have you used 'wow' words? Have you remembered to use punctuation? Is there anything that needs improving?</p>	<p>Maths brain warm up: what time is it? Have a look at a clock and see if you can tell what the time is</p> <p>Thinking about what you have done so far with position and direction, have a go at creating a treasure map and write down all the directions for someone to find the treasure, have fun!!</p> <p>There is some squared paper attached to this plan for you to use. Don't forget you can send me your finished maps blue@beaupre.cambs.sch.uk</p>

Maths task 1

Describing Movement

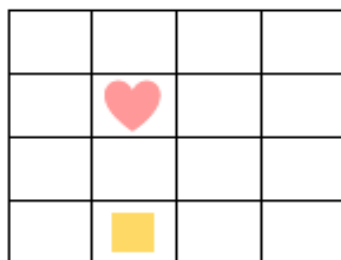
1a. Jose thinks the circle is two squares to the right of the triangle.



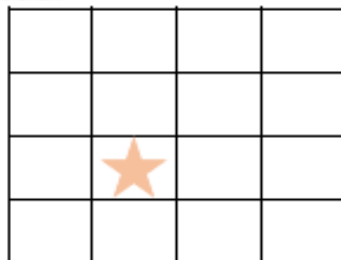
Is he correct? Explain how you know.



2a. Write a statement using up, down, left or right to describe how the heart can get to the square.



3a. The treasure is buried 2 squares right of the star.

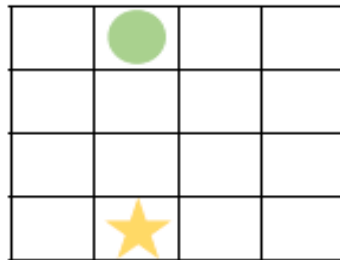


Where is the treasure buried?



Describing Movement

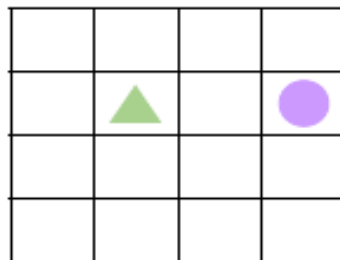
1b. Rhea thinks the star is three squares up from the circle.



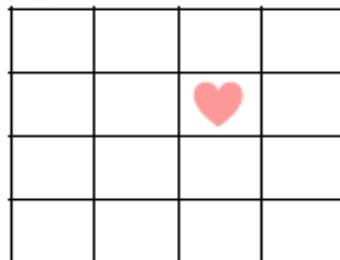
Is she correct? Explain how you know.



2b. Write a statement using up, down, left or right to describe how the circle can get to the triangle.



3b. The treasure is buried 2 squares left of the heart.

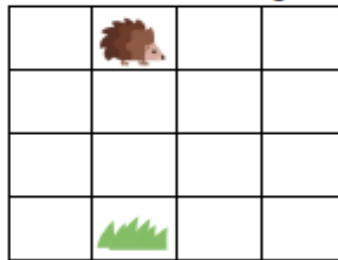


Where is the treasure buried?



Describing Movement

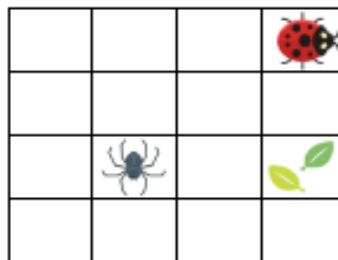
4a. Cai thinks that if the hedgehog moves 3 squares down, it will find the grass.



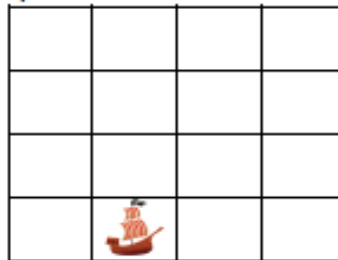
Is he correct? Explain how you know.



5a. Write statements using forwards, backwards, left and right to describe how each creature can get to the leaves.



6a. The treasure is buried 2 squares left of the ship.

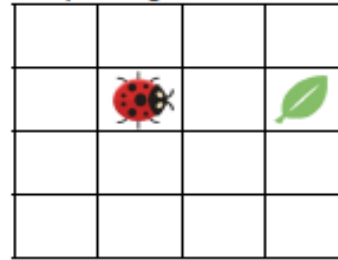


Where is the treasure buried?



Describing Movement

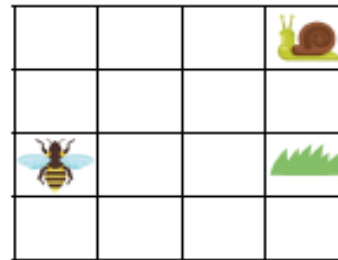
4b. Genie thinks that if the ladybird moves 2 squares right, it will find the leaf.



Is she correct? Explain how you know.



5b. Write statements using forwards, backwards, left and right to describe how each creature can get to the grass.



6b. The treasure is buried 3 squares right of the ship.



Where is the treasure buried?



Describing Movement

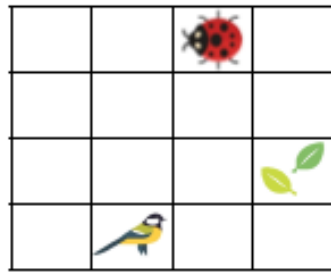
7b. Paulo thinks that if the hedgehog moves 2 squares right and 3 squares down, it will find the grass.



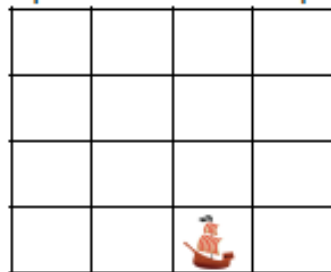
Is he correct? Explain how you know.



8b. Write statements using forwards, backwards, left and right to describe how each creature can get to the leaves.



9b. The treasure is buried 3 squares right and 2 squares forward from the ship.



Where is the treasure buried?

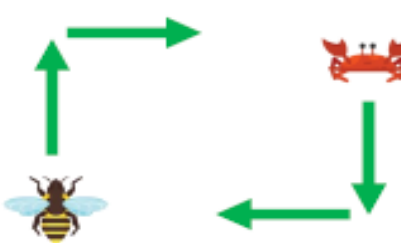


Describing Movement

9b. In which direction is the chicken moving?



10b. In which direction is each creature moving?

















11b. Circle the creature which is moving backwards.

















12b. True or false? The tiger is to the right of the ladybird and the left of the bird.



Maths task 2

Describing Turns	Describing Turns
<p>1a. This frog thinks he has made a quarter turn anti-clockwise.</p> <p>Before </p> <p>After </p> <p>What mistake has he made? Explain.</p> <p>☆</p>	<p>1b. This frog thinks he has made a half turn clockwise.</p> <p>Before </p> <p>After </p> <p>What mistake has he made? Explain.</p> <p>☆</p>
<p>2a. A triangle has been turned.</p> <p> </p> <p>Toby says,</p> <p> The shape has made a quarter turn clockwise.</p> <p>Is Toby correct? Explain why.</p> <p>☆</p>	<p>2b. A triangle has been turned.</p> <p> </p> <p>Mary says,</p> <p> The shape has made a quarter turn anti-clockwise.</p> <p>Is Mary correct? Explain why.</p> <p>☆</p>
<p>3a. How many different ways could Shape A have turned to get to the position of Shape B?</p> <p>Shape A  Shape B </p> <p>☆</p>	<p>3b. How many different ways could Shape A have turned to get to the position of Shape B?</p> <p>Shape A  Shape B </p> <p>☆</p>

Describing Turns	Describing Turns
<p>4a. Two frogs start in the same position. They want to turn the same amount in the same direction.</p> <p>Before </p> <p>After </p> <p>What mistake have they made? Explain.</p> <p>☆</p>	<p>4b. Two frogs start in the same position. They want to turn the same amount in the same direction.</p> <p>Before </p> <p>After </p> <p>What mistake have they made? Explain.</p> <p>☆</p>
<p>5a. A triangle has been turned.</p> <p> </p> <p>Josh says,</p> <p> The shape has made a whole turn anti-clockwise.</p> <p>Is Josh correct? Explain why.</p> <p>☆</p>	<p>5b. A triangle has been turned.</p> <p> </p> <p>Asha says,</p> <p> The shape has made a three-quarter turn anti-clockwise.</p> <p>Is Asha correct? Explain why.</p> <p>☆</p>
<p>6a. How many different ways could Shape A have turned to get to the position of Shape B?</p> <p>Shape A  Shape B </p> <p>☆</p>	<p>6b. How many different ways could Shape A have turned to get to the position of Shape B?</p> <p>Shape A  Shape B </p> <p>☆</p>

Describing Turns

7a. Two frogs start in the same position. They want to make a half turn clockwise and a quarter turn anti-clockwise.



What mistake have they made? Explain.



Describing Turns

7b. Two frogs start in the same position. They want to make a whole turn anti-clockwise and a three-quarter turn clockwise.



What mistake have they made? Explain.



8a. A triangle has been turned.



Owen says,



The shape has made a half turn clockwise and a quarter turn anti-clockwise.

Is Owen correct? Explain why.



8b. A triangle has been turned.



Jess says,



The shape has made a quarter turn clockwise and a whole turn anti-clockwise.

Is Jess correct? Explain why.



9a. Shape A has turned twice to get to the position of Shape B. Name 3 different ways it could have turned.

Shape A

Shape B



9b. Shape A has turned twice to get to the position of Shape B. Name 3 different ways it could have turned.

Shape A

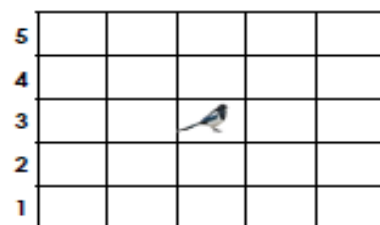
Shape B



Maths task 3

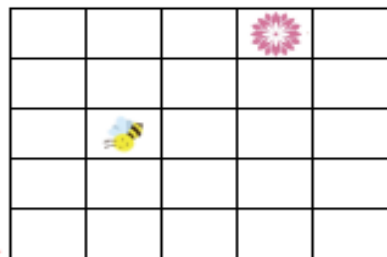
Describing Movement and Turns

1a. The magpie has lost her coins. She knows that she turned a quarter, whole or half turn. Then flew forward two spaces. Draw a cross where her coins could be.



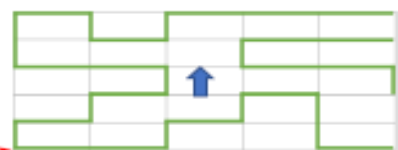
☆ A B C D E PS

2a. The bee is trying to get to the flower. She wants to find it in no more than 4 movements. Describe the route she could take, including the turns that she makes.



☆ A B C D E PS

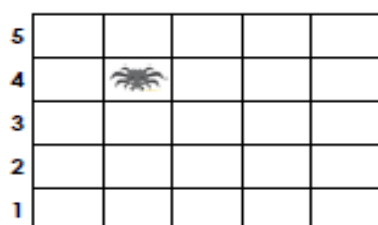
3a. Fernando and Xin are lost in the maze, facing the direction of the arrow. Fernando thinks that they can get out if they go forwards and make right quarter turns. Xin thinks they can get out if they walk backwards 2. Who is correct? Give reasons for your answer.



☆ A B C D E PS

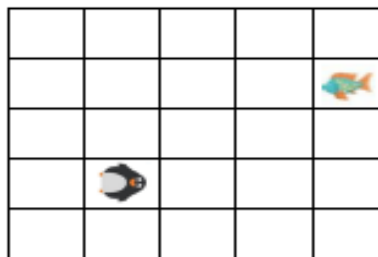
Describing Movement and Turns

1b. The spider has lost his web. He knows that he turned a quarter, whole or half turn. Then moved forward three times. Draw a cross where his web could be.



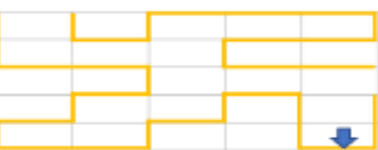
☆ A B C D E PS

2b. The penguin is trying to find his fish. He wants to find it in no more than 5 movements. Describe the route he could take, including the turns that he makes.



☆ A B C D E PS

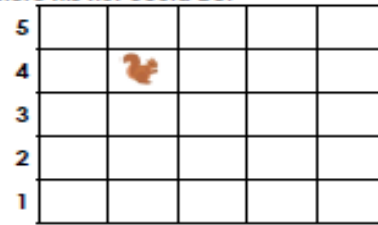
3b. Hamza and Lyla are lost in the maze, facing the direction of the arrow. Hamza thinks that they can get out if they step back 2. Then make 1 right quarter turn. Then step forward 1. Lyla thinks they can get out if they step back 2. Then step left 1. Who is correct? Give reasons for your answer.



☆ A B C D E PS

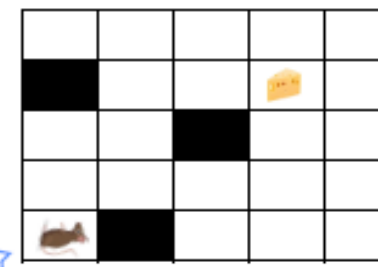
Describing Movement and Turns

4a. The squirrel has lost his nut. He knows that he moved forward 3 times. Turned a quarter, half, three quarter or whole turn. Then walked forward once. Draw a cross where his nut could be.



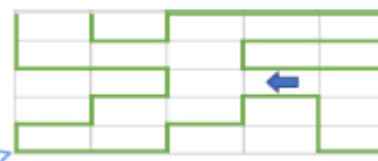
☆ A B C D E PS

5a. The mouse is trying to find her cheese. She wants to find it in no more than 7 movements. Describe the route she could take, including the turns that she makes.



☆ A B C D E PS

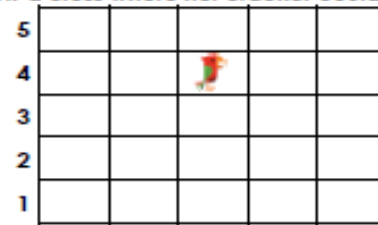
6a. Katie and Fahad are lost in the maze, facing the direction of the arrow. Katie thinks that they can get out if they only move forwards and make left turns. Fahad thinks they can get out if they walk back 1, make 1 clockwise quarter turn and walk forward 2. Who is correct? Give reasons for your answer.



☆ A B C D E PS

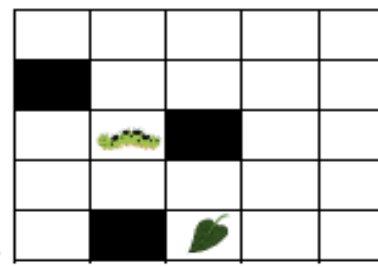
Describing Movement and Turns

4b. The parrot has lost her cracker. She knows that she moved backwards twice. Turned a quarter, half, three quarter or whole turn. Then walked forward once. Draw a cross where her cracker could be.



☆ A B C D E PS

5b. The caterpillar is trying to find his leaf. He wants to find it in no more than 5 movements. Describe the route he could take, including the turns that he makes.



☆ A B C D E PS

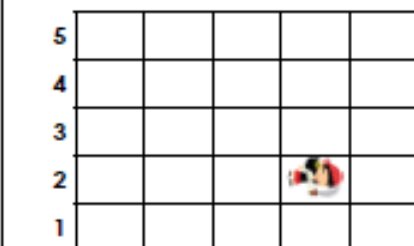
6b. Peter and Noah are lost in the maze, facing the direction of the arrow. Peter thinks that they can get out if they move left 2 and back 2. Noah thinks they can get out if they walk forward 1, make 1 anti-clockwise quarter turn and walk forward 3. Who is correct? Give reasons for your answer.



☆ A B C D E PS

Describing Movement and Turns

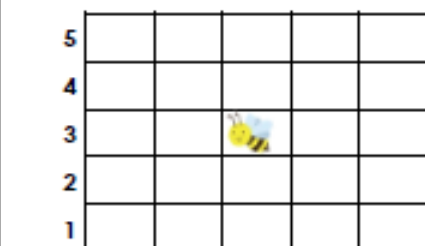
7a. The pirate has lost her treasure. She knows that she moved backwards once, quarter turned anti-clockwise, walked left twice, turned and walked right once. Draw a cross where the treasure could be.



☆ A B C D E PS

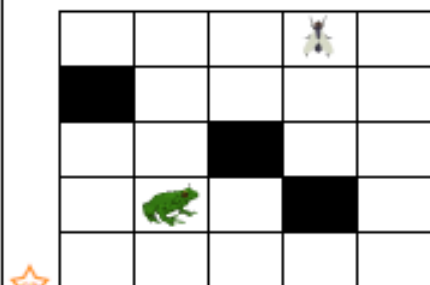
Describing Movement and Turns

7b. The bee has lost his honey. He knows that he moved forward once, quarter turned clockwise, walked forward once, turned and walked left. Draw a cross where his honey could be.



☆ A B C D E PS

8a. The frog is trying to catch a fly. She wants to catch it in exactly 7 movements. Describe the route she could take, including the turns that she makes.



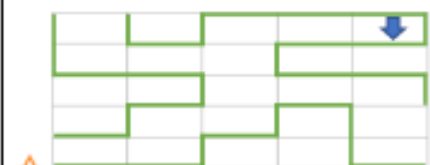
☆ PS

8b. The rat is trying to find his cheese. He wants to find it in exactly 6 movements. Describe the route he could take, including the turns that he makes.



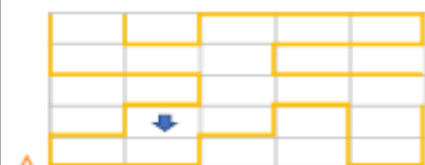
☆ PS

9a. Molly and Jaxon are lost in the maze, facing the direction of the arrow. Molly thinks that they can get out if they only step forwards and right without turning. Jaxon thinks they can get out if make 1 clockwise quarter turn, step forward 1, make 1 half turn and step forward 3. Who is correct? Give reasons for your answer.















☆ R

9b. Tia and Rhys are lost in the maze, facing the direction of the arrow. Tia thinks that they can get out if they step left 1, move back 2, step right 3 and back 2. Rhys thinks they can get out if they make 1 clockwise three-quarter turn, step forward 1, step left 1 and forward 3. Who is correct? Give reasons for your answer.

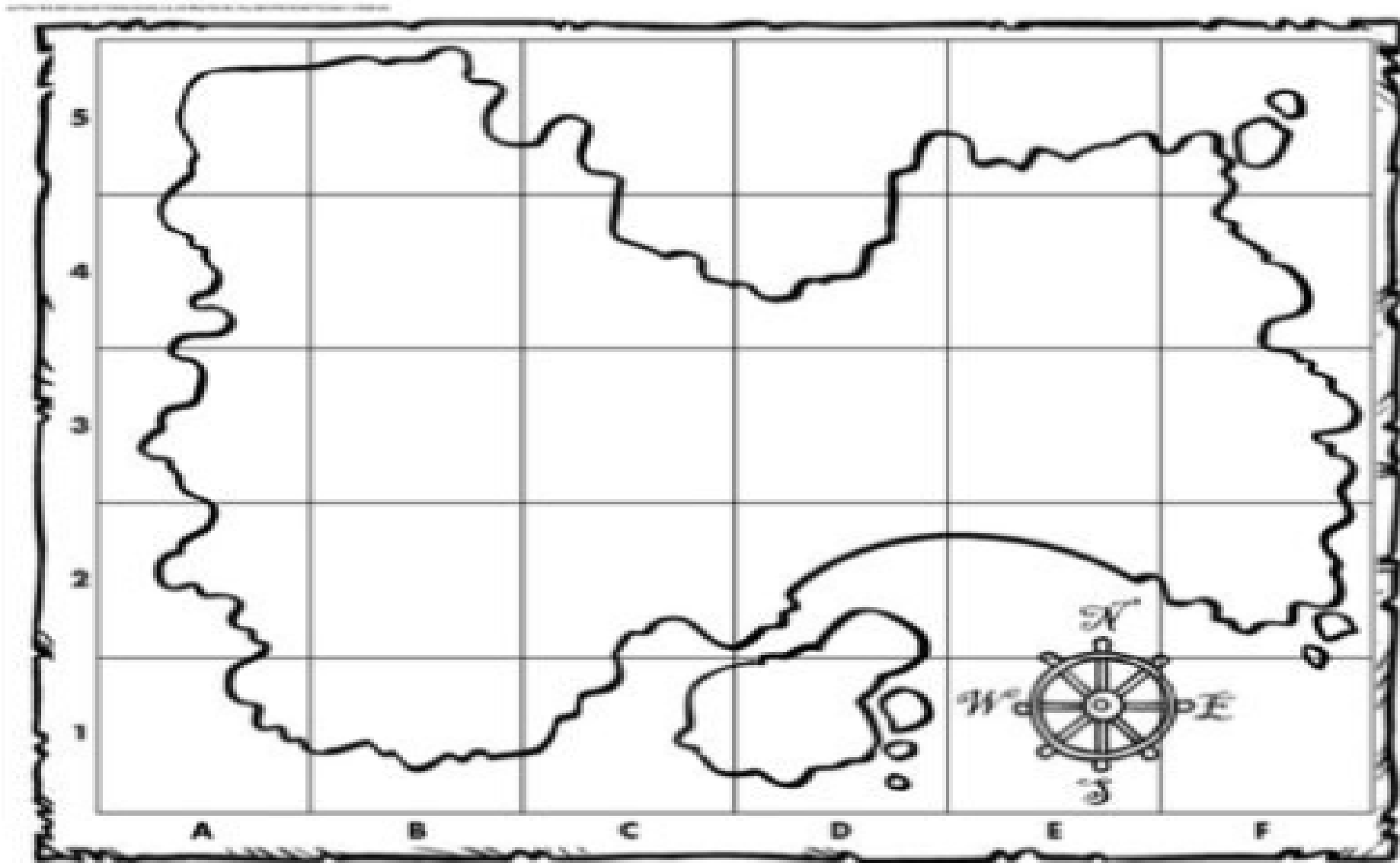


☆ R

Maths task 4

<p>2a. Sam says, "The pattern here is that the shape is making a quarter turn in a clockwise direction each time."</p>  <p>Is he correct? Explain how you know.</p> <p>★</p>	<p>2b. Aisha says, "The pattern here is that the heart is making a quarter turn in an anti-clockwise direction each time in an anti-clockwise direction."</p>  <p>Is she correct? Explain how you know.</p> <p>★</p>	<p>6a. What patterns could be made using the shapes below?</p>  <p>Include at least one turn in either a clockwise or an anti-clockwise direction.</p> <p>★</p>	<p>6b. What patterns could be made using the shapes below?</p>  <p>Include at least one turn in either a clockwise or an anti-clockwise direction.</p> <p>★</p>
<p>3a. What patterns could be made using the shape below?</p>  <p>Include a quarter or half turn in either a clockwise or anti-clockwise direction.</p> <p>★</p>	<p>3b. What patterns could be made using the shapes below?</p>  <p>Include a quarter or half turn in either a clockwise or anti-clockwise direction.</p> <p>★</p>	<p>8a. Ian says, "The pattern here is that the triangle is making a quarter turn in a clockwise direction each time."</p>  <p>Is he correct? Explain how you know.</p> <p>★</p>	<p>8b. Leah says, "The pattern here is that the rectangle and star stay the same and the pentagon makes a half turn in a clockwise direction each time."</p>  <p>Is she correct? Explain how you know.</p> <p>★</p>
<p>5a. Kyle says, "The pattern here is that the triangle is making a half turn each time and the rectangle is staying the same."</p>  <p>Is he correct? Explain how you know.</p> <p>★</p>	<p>5b. Lucy says, "The pattern here is that the rectangle is making a quarter turn in a clockwise direction each time but the triangle is staying the same."</p>  <p>Is she correct? Explain how you know.</p> <p>★</p>	<p>9a. What patterns could be made using the shapes below?</p>  <p>Include all of the shapes and at least 2 turns in either a clockwise or an anti-clockwise direction.</p> <p>★</p>	<p>9b. What patterns could be made using the shapes below?</p>  <p>Include all of the shapes and at least 2 turns in either a clockwise or an anti-clockwise direction.</p> <p>★</p>

Maths task 5



treasure map!

A Recipe for Rain

Things you will need:

Story Planner

Start

Middle

End

A large, vertically oriented rounded rectangle with a black border and rounded corners. It contains 15 horizontal blue lines for writing.



A large, vertically oriented rounded rectangle with a black border and rounded corners. It contains 15 horizontal blue lines for writing.



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Spellings	Write	Write	Write	Write	write
gone					
another					
morning					
along					
Wednesday					
thought					
February					
could					
through					
asked					
their					