

Home Learning LKS2 Week Beginning: 6th July 2020

Thank you all for your continued support with home-learning.

It has been lovely to 'see' so many of our children on Purple Mash over the recent weeks, and to receive so many fabulous stories and work emailed to us. We appreciate that this style of learning may not suit some individuals, we, as class teachers, are trying our best to make sure that our curriculum objectives are being met in a creative and imaginative way. Please be reassured that whatever home-learning you are managing to complete; creating a new dance routine, designing new hairstyles with your extra-long hair, achieving a new rock status on TT Rockstars or setting yourselves a new walking challenge, the experiences you and your child are having in these strange times will be an invaluable lesson to them, so keep up the great work.

These home-learning packs are available to collect from School on Monday morning between 9:30-11am).

Purple Mash: Each class has a class blog that will allow the children to share any of the amazing things they are doing at home, as well as a display-board showcasing the fabulous home-learning that is being completed. We would love to know what the children are up to. The children can get to the blog by logging on to Purple Mash and the clicking the sharing icon on the top left tool bar then selecting shared blogs and the blog should be listed there. Remember to check the 'alert' button to check for any new activities that have been set.

Each class teacher can be contacted on their class email for additional information. This email address should also be used for sending any completed work.

Miss Holdway - class6@speenhamland.newburyacademytrust.org

Mrs Earl - class7@speenhamland.newburyacademytrust.org

Mrs Waterfall - class8@speenhamland.newburyacademytrust.org

Handwriting: Many parents have been asking about handwriting practice during lockdown. Instead of our usual spelling activities we thought it might be beneficial for those who would like some additional practice to focus on revisiting the common joins for cursive writing in Year 3 and 4. The children are familiar with these activities and are used to tracing the join patterns first before writing the words and the sentences. This week we will be focusing on the joins 'ci' and 'mb'

(Worksheets can be found at the end of this pack)

Monday - Thursday

For the rest of the Summer term, the children will be following the White Rose Maths scheme of work which we currently use in school. For each lesson, there will be a link to an online explanation video, which is then followed up with a worksheet of questions (as seen below). **It is important that your child watches the video first** as this explains how the problems should be solved. We will indicate next to the lesson if there is Purple Mash or Mathletics work to accompany this.


Maths Year 3 – Mass and Capacity


<https://whiterosemaths.com/homelearning/year-3/> then click on Summer Term – week 11 w/c 6th July


Lesson 1 Measure Mass – watch the online explanation video first, and then answer the questions below:

Measure mass (2)


1 What is the mass of each object?

a)  g


b)  kg and g

c)  kg and g


2 The mass of each object is shown on the label.



3 kg and 100 g






4 kg and 800 g




400 g


Draw on the scales to show the mass of each object.


a)  

c) 

3 What is the mass of each object?

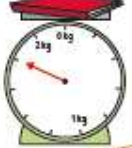

a)  g

b)  kg and g

c)  kg and g

How did you work out what each interval on the scales represents?

4 Whitney is weighing some objects.





The book weighs more than the toy bricks because the arrow goes further round.

Do you agree with Whitney? _____
Why?


5 Amir and Annie each have a present.

They are working out the mass of their presents using weights.

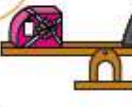


Our presents weigh the same.

Amir

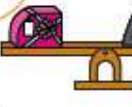


300 g
300 g
500 g



No they do not. Mine is heavier because it weighs more than one kilogram.

Annie



1 kg
500 g


Who is correct? _____
How do you know?

Lesson 2 Compare mass. Watch the online explanation video first, and then answer the questions below:

Compare mass


1 Write heavier or lighter to complete the sentences.

a)



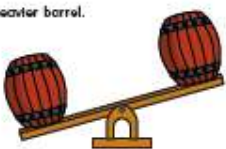
The apple is _____ than the orange.
The orange is _____ than the apple.

b)




The ball is _____ than the bat.
The bat is _____ than the ball.


2 a) Tick the heavier barrel.




b) Tick the lighter crate.




c) What can you say about the mass of the two crates?



3 The mass of a tin and a book is shown.




450 g




300 g

Scott puts the tin and book on the scales.
One side of the scales goes down.
Draw the book and the tin on the scales to show this.



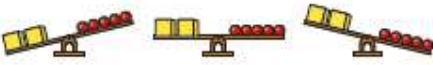
© White Lion Maths 2020

4 The scales show that 2 cubes balance 6 spheres.

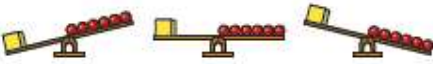


Tommy is removing shapes to see what happens to the scales.
Tick the correct image in each part.


a)



b)



c)



Talk about your answers with a partner.

5 Circle the greater mass in each pair.

a) 50 g and 5 kg

b) 30 g and 300 g

c) 1 kg and 950 g

6 Three weights are shown on the scales.

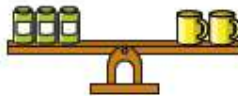
60 kg 200 g

60 kg 350 g

55 kg 900 g

Write the weights in order, starting with the lightest.

7



Is a jar or a mug heavier? _____

How do you know? _____

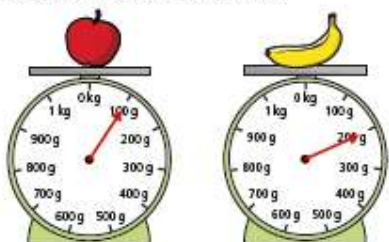
Talk about it with a partner.

© White Lion Maths 2020

Lesson 3 – Add and subtract mass. Watch the online explanation video first, and then answer the questions below:

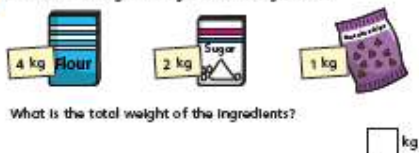
Add and subtract mass

- 1 Teddy is measuring the weight of some fruit.



- a) What is the weight of the apple? g
 b) What is the weight of the banana? g
 c) Teddy puts both pieces of fruit on the same scale.
 What is the total weight of the apple and the banana? g

- 2 Alex is measuring the weight of some ingredients.



What is the total weight of the ingredients?

- 3 A dog weighs 8 kg and 200 g when it is 8 weeks old.
 The same dog weighs 12 kg and 900 g when it is 12 weeks old.
 What is the difference in the dog's weight between 8 and 12 weeks?

kg and g

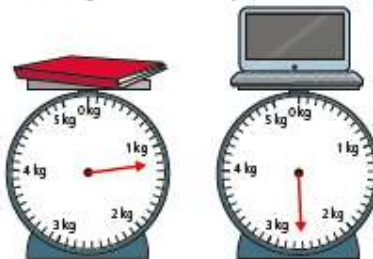
- 4 The mass of a tin is 450 g.
 The mass of a book is 300 g.



Draw books on the scales to balance the tins.



- 5 Ron is measuring the mass of some objects in the classroom.



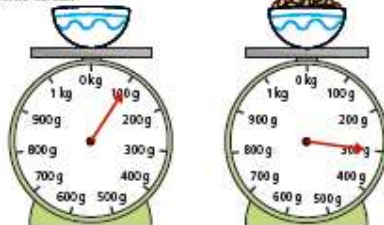
Ron puts both objects on the same scale.

What is the total mass of the objects?

kg and g

- 6 Aisha is weighing out some cereal.

First she puts the bowl on the scales. Then she pours out some cereal.



What is the weight of the cereal in the bowl?

g

- 7 Complete the number sentences.

- a) 1 kg 250 g + 5 kg 300 g = kg g
 b) 3 kg 450 g + 8 kg 120 g = kg g
 c) 15 kg 960 g - 11 kg 270 g = kg g
 d) 36 kg 317 g - 21 kg 199 g = kg g
 e) 1 kg - g = 200 g

- 8 Tommy and Rosie are working out the total weight of the box and the suitcase.



Tommy: The total weight is 5 kg and 1,200 g.

Tommy

Rosie: The total weight is 6 kg and 200 g.

Rosie

Who is correct? _____

Talk about it with a partner.

Lesson 4 – Measure capacity. Watch the online explanation video first, and then answer the questions below:

Measure capacity (2)



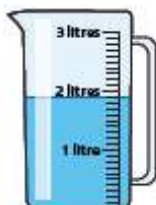
1 How much water is there in each jug?

a)



ml

c)



l and ml

b)



l and ml

d)



l and ml

3 How much water is there in each container?

a)



ml

c)



l and ml

b)



l and ml

d)



l and ml

How did you work out what each interval on the scales represents?



2 The capacity of each bottle is shown on the label.

Each bottle is full of liquid.

The bottles are emptied into jugs.

Draw a line on each jug to show where the liquid will reach.

a)



b)



c)



© NIPEN ROY ARTIST 2020

4 Mo has some orange juice in a jug.

He pours it into another jug.

Draw a line on the jug to show where the orange juice will reach.



What do you notice?



5 Different bottles hold different amounts of liquids.



Dexter

Eva



Who has more liquid? Circle your answer.

Dexter

Eva

they have the same

Talk about it with a partner.

© NIPEN ROY ARTIST 2020



Maths Year 4 - Identifying angles, triangles and quadrilaterals

<https://whiterosemaths.com/homelearning/year-4/> then click on Summer Term - week 11 w/c 6th July

Lesson 1 -Identify angles. Watch the online explanation video first, and then answer the questions below:

Identify angles

1 Complete the sentences.
Use the word bank to help you.


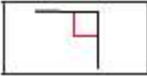

90 180 greater less

a) A right angle is degrees.

b) An acute angle is than degrees.

c) An obtuse angle is than degrees
but less than degrees.

2 Match the angles to the labels.

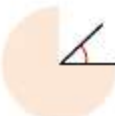


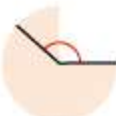
right angle

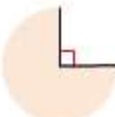
acute angle


obtuse angle


3 Label the angles: acute, obtuse or right angle.


a)  _____

d)  _____






b)  _____

e)  _____

f)  _____

g)  _____

4 Tick all the acute angles.

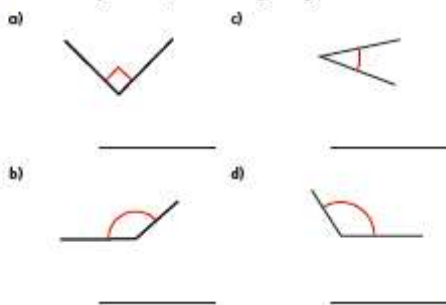
    

© White Rose Maths 2020

- 5 Tick all the obtuse angles.



- 6 Label the angles: acute, obtuse or right angle.

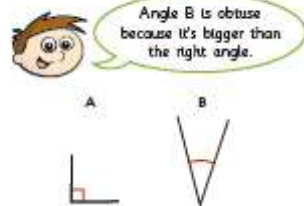


- 7 Is the angle acute, obtuse or a right angle?

- a) 35° _____ d) 88° _____
b) 99° _____ e) 121° _____
c) 90° _____ f) 179° _____

How do you know?

- 8



Do you agree with Teddy? _____

Explain your answer.

- 9 Are the statements always true, sometimes true or never true?

Explain your answer.

- a) An obtuse angle is a greater turn than an acute angle.

- b) An acute angle is a greater turn than a right angle turn.

- c) If you turn through two acute angles you will have turned through an obtuse angle.

Lesson 2 - Compare and order angles. Watch the online explanation video first, then answer the questions below:

Compare and order angles

- 1 Here are two angles.



- a) Which angle is obtuse?

- b) Which angle is acute?

How do you know?

- 2 Here are two angles.



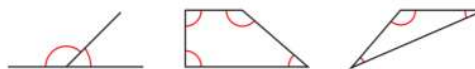
- a) What type of angle is angle X?

- b) What type of angle is angle Y?

- c) Which angle is smaller?

How do you know?

- 3 Circle the greatest angle in each diagram.



- 4 Here is an angle.



- a) Draw a smaller angle than 105° in the box on the left.

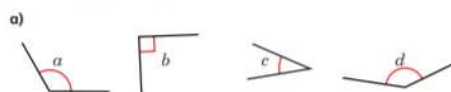
- b) Draw a greater angle than 105° in the box on the right.

- c) Is this statement true or false?

The angles are in ascending order of size.

Explain your answer.

- 5 Order the angles from greatest to smallest.



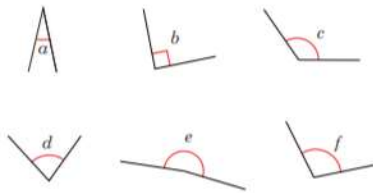
b)



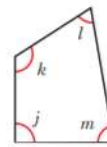
d)



6 Compare and order the angles from smallest to greatest.

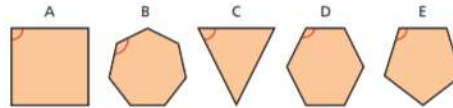


7 Four angles are labelled in the quadrilateral.



- Which of the angles are acute angles? _____
- Which of the angles are obtuse angles? _____
- Write the angles in order of size, starting with the smallest.

8 An interior angle is marked in each polygon.



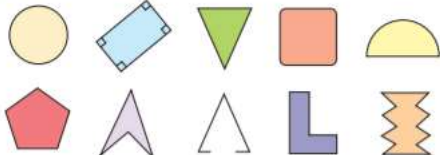
Order the interior angles of the polygons from smallest to greatest.

What do you notice about the number of sides a polygon has and the size of its interior angle?

Lesson 3 - Triangles. Watch the online explanation video first, then answer the questions below:

Triangles

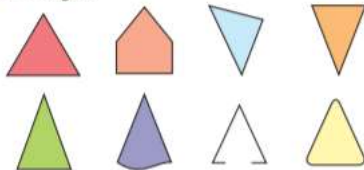
1 Here are some shapes.



- Tick the polygons.
- Talk to a partner about the shapes you have not ticked. Why are they not polygons?
- Write a definition of a polygon.

Compare your definition with a partner's.

2 Tick the triangles.

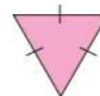


For any shapes you have not ticked, talk to a partner about why somebody might think they are triangles.

3 Ron is classifying triangles.



This is an upside down triangle.



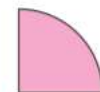
- Ron is incorrect. Explain why.

b) What type of triangle is it? _____

4 Annie is identifying shapes.



This shape has 3 sides, so it is a triangle.



Do you agree with Annie? _____
Explain your answer.

- 5 Match the type of triangle to the definition.

scalene

2 sides and
2 angles equal

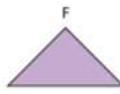
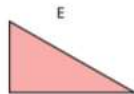
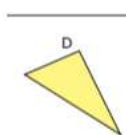
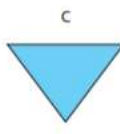
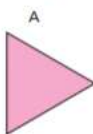
equilateral

no sides or
angles equal

isosceles

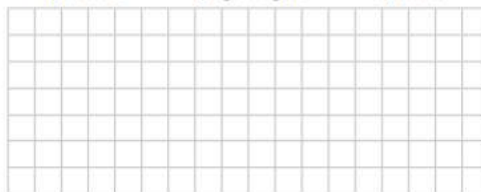
all sides and
all angles equal

- 6 Label each triangle as either equilateral, isosceles or scalene.
You will need to measure the side lengths.



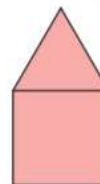
- 7 Draw each triangle in the grid.

a) isosceles b) right-angled c) scalene



Which triangle was hardest to draw?

- 8 The diagram shows an equilateral triangle and a square.
The perimeter of the square is 100 cm.
Work out the perimeter of the compound shape.



perimeter = cm

Lesson 4 - Quadrilaterals. Watch the online explanation video first, then answer the questions below:

Quadrilaterals

- 1 Use the word bank to label each quadrilateral.

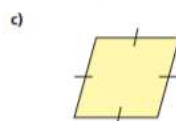
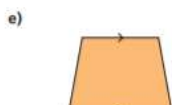
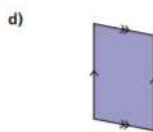
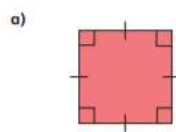
rhombus

parallelogram

trapezium

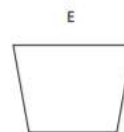
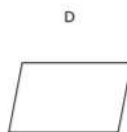
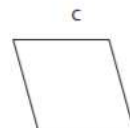
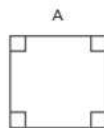
rectangle

square



How did you know which shape was which?

- 2 Here are some quadrilaterals.



- a) Mark any right angles on the shapes.
One shape has been done for you.

- b) Mark any pairs of parallel lines.
One shape has been done for you.







- c) Which shapes do not have any right angles?

- d) Which shapes have two pairs of parallel lines?

- e) Which shapes have four equal sides?

Compare answers with a partner.

3 Complete the table.

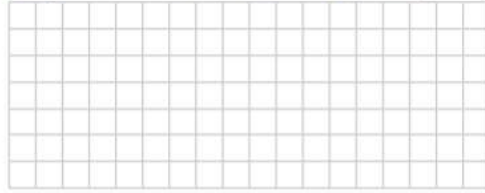
Shape	Polygon?	Number of sides	Number of right angles	Number of pairs of parallel sides	Number of equal sides
	Yes	4	4	2	2 pairs
					2
					
					
					
					

What is the same about all of the shapes?

What is different?

4 Draw the shapes on the grid.

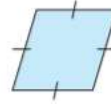
a) square b) trapezium c) parallelogram



5



This is a square because it has got 4 equal sides.



Do you agree with Rosie? _____

Explain your answer.

6 Complete this Frayer Model to describe a quadrilateral.

My definition	Key characteristics
<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;"> Quadrilateral </div>	
Example	Non-example

Reading:

All reading that your child does is critical to their reading development. From reading their reading books to recipe books and non-fiction books and everything in between. Please keep a record of the reading you are doing in your child's reading record. The children's Accelerated Reader login and password details are in their reading records.

Accelerated Reader website: <https://ukhosted97.renlearn.co.uk/6704931/default.aspx>

Each child has been set a reading activity on Purple Mash which suits their reading ability. Your child has been set one of these books:

- Anna's Sportsday (chapters 1-5 and their linked activities)
- Beth on the Nile (chapters 3-5 and their linked activities)
- Film Seen (Chapters 5-6 and their linked activities) and Just the Beginning (Chapters 1-2 and their linked activities)

English:

For our Literacy activities this week, we are going to focus on descriptive writing. Most of our activities involve using an image as a stimulus. We would like you to look at the pictures and then create a piece of descriptive writing – it could be a story, it could be a setting description, but it must showcase your understanding and application of punctuation, sentence construction and grammar.

Please remember that any completed work should be emailed to your class teacher.

Task 1:



Task 2:



Task 3:

Checklist

- Different sentence openers
- Interesting adjectives
- Powerful verbs
- A variety of conjunctions
- Correct punctuation
- Complex sentences

Photo courtesy of victoria.white2010 (@flickr.com) granted under creative commons licence attribution

Task 4:

It's time to show your creative story writing skills. We have included some story starters - pick one to be the starting sentence of your story, and then see where your imagination takes you. We will be looking at how you structure your writing: Correct sentence construction, use of imaginative and powerful vocabulary, paragraphs to sequence your ideas, use of the correct punctuation, fronted adverbials to add detail as well as sequencing your story sensibly and logically. Once completed, email your story to your class teacher - We are REALLY excited to read them!

Everything was happening so slowly...

I was finally holding the map...

twinkl.com.au

**It touched my hand, sending
shivers down my back...**

twinkl.com.au

**I was still me but I wasn't
quite myself...**

twinkl.com.au

Handwriting Worksheets:

Focus



A Trace and write the pattern and letters.



B Trace and write the words.



Practising the diagonal join to a small letter

Extension

- A** Verbs ending in *e* drop the *e* when *ing* is added.
Trace and write the words.

take

taking

face

facing

stare

staring



- B** Trace and write the words. Then, add *ing* to the words.

wake

waking

rake

bake

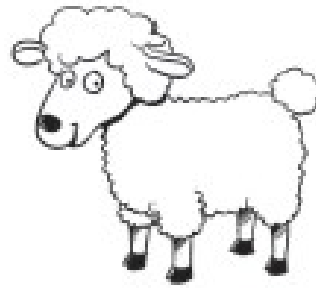
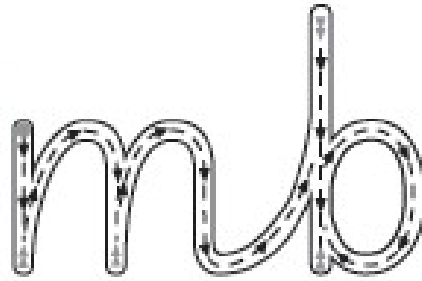
glare

scare

UNIT
4

FOCUS

Name _____ Date _____



A Trace and write the pattern and letters.

m m m m m m m m

m b m b

m b m b

m b m b

m b m b

B Trace and write the words and the sentence.

lamb

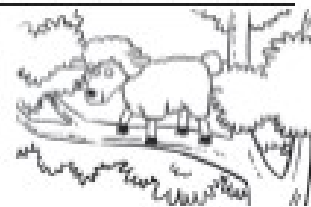
comb

climb

crumb

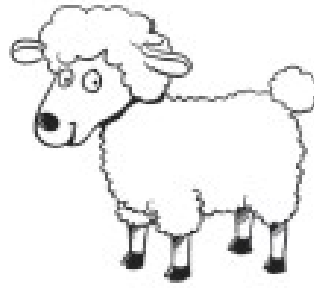
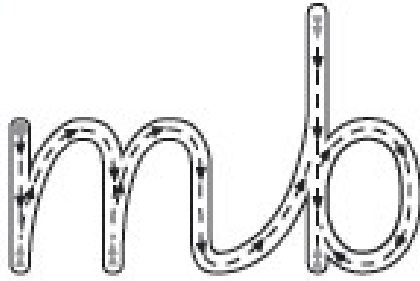
thumb

The lamb tried to climb



Practising the diagonal join to a tall letter

Focus



A Trace and write the pattern and letters.

mbmb mbmb

mbmb

mbmb

mbmb

mbmb

B Trace and write the words and the sentence.

lamb

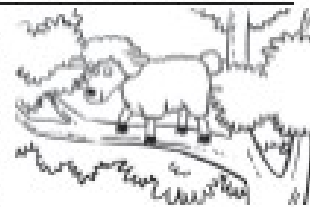
comb

climb

crumb

thumb

The lamb tried to climb



Practising the diagonal join to a tall letter