**Home learning - Week 6**

* **I have attached web links and uploaded files on the class homepage to support these activities.**
* **Please send completed work as an attachment to my email: bakerj146@hwbcymru.net**
* **If you are struggling to open these documents, I have also shared them on Hwb.**

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| **Language, Literacy and Communication** | **Mathematics and Numeracy** |
| * **Phonics/ Spellings :** I have provided 2 sets of spellings this week.

Only choose **1** spelling rule that you feel challenges you or you need to improve. * Adding the endings (suffixes) ‘-ing’, ‘-ed’ and ‘-er’ where no change is needed to the root word.

**hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper, cracker****OR*** The sound ‘j’ spelt with ‘-dge’ and ‘-ge’ at the end of words.

**badge, edge, bridge, dodge, fudge, age, huge, change, charge, village**1. Create a word search using these words. 1. Use the words in a sentence. Can you include a conjunction? (see last week’s work on Perseus to remind you.)
2. Get creative and write the words in bubble writing using chalk outside on the floor.
3. Look, cover, write, check these words.
4. Practise your handwriting using these words. I have provided sheets for your handwriting.
5. Ask an adult to test you at the end of the week by dictating sentences. Remember, ‘you say, I say’ three times.
6. Ask someone to write the word on your back (using their finger) as you spell them. Have a go at writing on their back.
7. Complete the activity sheet for your chosen spelling rule. (See class page or Hwb).
* **Reading and writing** -

I have provided 2 different texts and activities this week. Choose the text/ activity that challenges you. For each activity, there is a mini lesson to support your learning. **Text 1 -** Listen to the story ‘*Fox’* by Margaret Wild and Ron Brooks. <https://www.youtube.com/watch?v=txXpJvbGvhE>With a parent, read ‘A *Magpie’s Journey* Home’ and highlight the nouns and adjectives in different colours (see mini lesson to support you). Follow the instructions on how to make tea paper then create your own animal. Describe it in full sentences and include nouns and adjectives. See the mini lesson to support you. Next, choose 3 of your best friends, draw and describe them in full sentences using nouns and adjectives. Have a go at correcting the spellings at the end of the writing task. **Text 2** - Watch the re-telling of the story of Perseus <https://www.youtube.com/watch?v=vd5jHUlDUxw&list=PL6WSEV4uNJJ0GDeYcar7fJkdW3bGtwZzS&index=5&t=0s> Then read the story of ‘Perseus and the Gorgon’s Head’. You can read it or ask an adult to read it with you. Next, write a part of the story from Perseus’ point of view or you could even write it from the point of view of one of the snakes on Medusa’s head. Use what you have learnt so far (conjunctions, speech, noun phrases) when writing.  | * Log in to ‘*My Maths*’ and complete the maths tasks that I have set. You can check your work at the end of the session. If you don’t know your login details, email Mrs Briggs and she will send them to you.
* This week, we will re-visit adding 3-digit numbers using the expanded column method as well as learning the compact column method. First, read the Powerpoint slides before completing the questions. There are 2sets of questions. The ‘hot’ questions are more challenging than the ‘mild’ questions. Choose to complete all of the sheets or choose the questions which suitably challenge you. Please do not move on to the compact column method until you are very confident with the expanded column method.

**Play a dice game called Stuck in the Mud.** You will need 5 dice and a scoring sheet. On your turn, roll the 5 dice. If you roll a 5 or a 2, you must take those dice away and you do not score for that round. Roll again only using the dice still in play and repeat as before. If you don’t roll a 5 or a 2, you add up your score and you can keep the remaining dice in play. Continue to roll until all the dice have been removed (stuck in the mud) and then it’s your partner’s turn. Play 10 games each and the person with the highest score is the winner. **See the example below showing how to play the game.**  * **Mathematical challenge -**

Use your addition skills to complete the number lines.  |
| **Health and Well-being** | *Example of play for the dice game, ‘Stuck in the Mud’:* |
| **Dinner Discussions:**Make meal times more interesting by asking everyone in the house to write questions on pieces of paper and put them in a jar or a bag. Then, during dinner, take one of them out of the jar/ bag and discuss your answers. Here are some ideas to get you started:1. If you could be an animal, what would you be and why?
2. Can you each name 3 things that you are grateful for?
3. If you could take a dream holiday right now, where would you go?
4. What’s the very best thing about being the age you are now?

Be as creative and as funny as you like. I’d love to see some of your questions.  |  |