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Maths	Tell and write the time including quarter past /to the hour and draw the hands on a clock face to show these times	<p>Children to learn to read and draw the times 'quarter to' and 'quarter past'. They use their knowledge of fractions and turns to identify quarter past and quarter to. Children should recognise that the hour hand moves along with the minute hand. Therefore when the time is quarter past the hour, the hour hand will be just past the hour and when the time is quarter to, the hour hand will be just before the hour.</p> <p>1.</p> <p>Match the clocks to the correct time.</p> <div><div> </div><div>Quarter to four Quarter past four Quarter to three Quarter past three</div><div> </div></div> <p>Mathematical questions: Where are the hands pointing to? Can we divide the clock face into four equal parts? Can we link this to fractions? If the minute hand is pointing at 3, how many minutes have passed the hour? If the minute hand is pointing at 9, how many minutes until the next hour? Show me quarter past/to....</p> <p>2.</p> <p>Complete the table.</p> <table><tr><td>The minute hand is pointing to ____ The hour hand is just after ____ The time is quarter ____ seven</td><td></td><td>The minute hand is pointing to three. The hour hand is just after six. The time is quarter past six</td><td></td></tr><tr><td>The minute hand is pointing to ____ The hour hand is just before ____ The time is quarter ____ two.</td><td></td><td>The minute hand is pointing to nine. The hour hand is just ____ twelve. The time is quarter to twelve.</td><td></td></tr></table> <p>3.</p> <div><div>Quarter past is always later than quarter to.</div></div> <p>Do you agree with Teddy? Explain why.</p> <p>4.</p> <p>How many quarters of an hour are between 7 o'clock and 9 o'clock.</p> <p>Explain how you found the answer.</p>	The minute hand is pointing to ____ The hour hand is just after ____ The time is quarter ____ seven		The minute hand is pointing to three. The hour hand is just after six. The time is quarter past six		The minute hand is pointing to ____ The hour hand is just before ____ The time is quarter ____ two.		The minute hand is pointing to nine. The hour hand is just ____ twelve. The time is quarter to twelve.	
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Karate maths/mental recall		<p>5. The train to Blackpool leaves at quarter past and quarter to every hour.</p> <p>Make a list of the times of the trains Oliver can catch if he gets to the train station between 2 o'clock and half past 4</p>  <p>Login to White Rose Free teaching resources, Home learning: Look for <b>Summer term, week 1</b>. Complete Lesson 1: Find <math>\frac{3}{4}</math>. Lesson 2, Count in Fractions (will be challenging) Lesson 3, Measure Lengths cms you will need a ruler).</p> <p>Login to Mathletics. Look at 'Time and Money' - Quarter To and Quarter Past.</p> <p>See Top Marks for +/- facts for each number to 20. Number Fact Families, +/- Up to 20.</p>
Science	<p>Living things and their habitats: Explore/compare the differences between things that are living, dead, and things that have never been alive.</p> <p><b>Working Scientifically:</b> i) asking simple questions and recognising that they can be answered in different ways ii) observing closely, using simple equipment iv) identifying and classifying v) using their observations and ideas to suggest answers to questions.</p>	<p>Watch: <a href="http://www.bbc.co.uk/guides/zs73r82">http://www.bbc.co.uk/guides/zs73r82</a> - BBC Bitesize Dead or Alive: Is it Alive? The clip ends with the question: "Take a look around you. How many living and non-living things can you see?" Ask children to consider this question.</p> <p>Spend some time outside looking carefully at living and dead things (and things that have never been alive). Ask children if it is always easy to tell which category things fit into. Question: <i>How can we work out what's alive and not alive? Is it sometimes difficult to tell?</i> Remind children that living things need air; they feed, they grow, they reproduce and they get rid of waste. Give children freezer bags, paint brushes and collecting pots (or something similar). Explain that they are going to collect samples of things from the different categories; <b>living</b> 'dead' and 'never been alive' Pop 'dead' and 'never been alive' items in the freezer bags. Explain that 'living' things, like mini-beasts, are delicate and tiny and could be harmed if children pick them up with their fingers. Ask them to use the paintbrushes to carefully brush the creatures into the collecting pots. Ask children to sort the specimens into three categories - <b>Living, Dead and Never Been Alive</b>. Record in any way you like e.g. a photo or a drawing with labels. <b>Next</b> ask children to label the groups of specimens with the features of each classification. E.g. Bones were once part of a living animal that now is dead.</p> <p><b>Finally</b>, ask children to consider this question: <i>A robot can move, so why is it not alive? (Does it need... air, feed, etc?) If a robot magically came to life, how could we test to make sure this were true?</i> Then watch: <a href="https://www.youtube.com/watch?v=1FWD3mjGMns">https://www.youtube.com/watch?v=1FWD3mjGMns</a> - Minuscule. Vol 4, episode 1.</p>


WEEK 3


Week beginning 20.04.20

R.E.	<p>To know about different religions.</p> <p>To know about Judaism.</p>	<p>Over the next term we are finding out about Judaism.</p> <p>Watch this short video:  <a href="https://www.bbc.co.uk/bitesize/clips/zd9jxnb">https://www.bbc.co.uk/bitesize/clips/zd9jxnb</a></p> <p>Write down any information you found out about the religion of Judaism.</p> <p>Question : What is the name of the place of worship in the Jewish faith?          How can you find out ?          When you know, watch this video  <a href="https://www.bbc.co.uk/bitesize/clips/zcfgkqt">https://www.bbc.co.uk/bitesize/clips/zcfgkqt</a></p> <p>Write down any information you find out.          Make a poster about Judaism, using what you have learnt so far.  <u>Leave plenty of room on your poster as we have more to find out over the next few weeks.</u></p>
Phonics and reading	<p>To use homophones and near homophones</p>	<p>Activities:</p> <ol style="list-style-type: none"> <li>1. Watch this short clip about 'homophones'. Then ask your grown up to think of any homophones. Can you spot any homophones in books or magazines?  <a href="https://www.bbc.co.uk/bitesize/topics/zqhp2p/articles/zc84cw">https://www.bbc.co.uk/bitesize/topics/zqhp2p/articles/zc84cw</a></li> <li>2. There, they're and there. Watch this clip. Then make yourself a poster to help you remember the meaning of their/there/they're  <a href="https://www.bbc.co.uk/bitesize/topics/zqhp2p/articles/z3crrw">https://www.bbc.co.uk/bitesize/topics/zqhp2p/articles/z3crrw</a></li> </ol> <ol style="list-style-type: none"> <li>3. Using their/they're/there complete the missing words           <ul style="list-style-type: none"> <li>• I am going to _____ house for a party.</li> <li>• Please put all home learning over _____.</li> <li>• Stand back, it is _____ turn on the roundabout.</li> <li>• _____ going to be very late if they don't hurry up!</li> <li>• I haven't got _____ yet, I am lost!</li> <li>• I wonder what _____ going to do with the treasure.</li> <li>• How on earth did that get _____?</li> </ul> </li> <li>4. Play this quick game to match the homophones. Then pick 5 words and use them in sentences.  <a href="https://www.englishclub.com/esl-games/pronunciation/matching-homophones-pi-1.htm">https://www.englishclub.com/esl-games/pronunciation/matching-homophones-pi-1.htm</a></li> <li>5. Can you write the homophones for these following words? Then pick 5 of the words to write into sentences.           <ul style="list-style-type: none"> <li>• Flower</li> <li>• Sun</li> <li>• Grate</li> <li>• One</li> <li>• Poor</li> <li>• Which</li> </ul> </li> </ol>

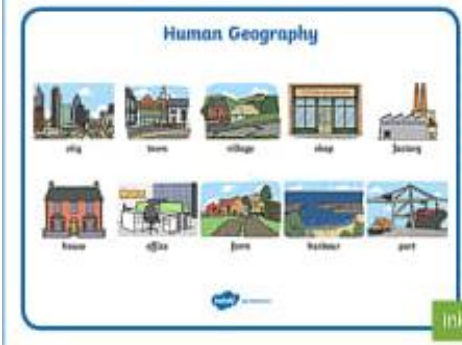
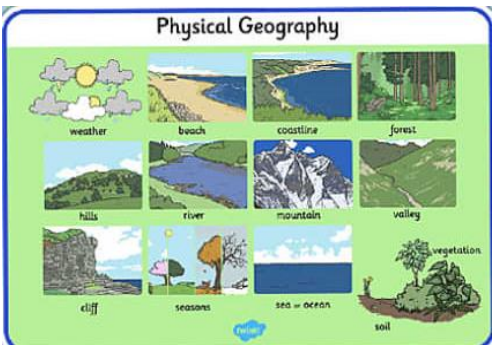
WEEK 3

Week beginning 20.04.20

Physical activities and well being	To master basic movements including running, jumping, throwing and catching,	<p>Activities to keep you moving over the week!</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=1dkPouLWCyc&amp;safe=true">https://www.youtube.com/watch?v=1dkPouLWCyc&amp;safe=true</a></li> <li>• <a href="https://family.gonoodle.com/activities/great-big-moose">https://family.gonoodle.com/activities/great-big-moose</a></li> <li>• <a href="https://www.youtube.com/watch?v=rtC2qADkBuU&amp;safe=true">https://www.youtube.com/watch?v=rtC2qADkBuU&amp;safe=true</a></li> <li>• Find a pair of socks (tuck them in to make a ball). Find a cuddly toy and place it on the floor. Take 5 giant steps away from the toy. Try rolling the socks to land as close to the toy as you can. Now take even more steps back. Roll the socks again. How far back can you go AND STILL roll the socks carefully up to the toy?</li> <li>• Find a pair of socks (tucked into a ball) and an empty container (box, pan, jug etc.) Using your dominant hand (the hand you write with) try throwing the socks into the container, moving back a step each time you are successful. Try the activity again using your less dominant hand. Easier/harder? Try the activity again with your eyes shut? What happens?</li> <li>• Using your socks or a ball - practice throwing and catching with a partner. Try throwing and catching with your dominant hand and then the other. What do you notice? Change the distance between you and your partner. What do you notice? Change how you throw (underarm/overarm) what do you notice?</li> <li>• Make up a game that involves throwing and catching. Write up the rules. How can you adapt the game to help younger people play?</li> </ul>
Phonics Reading	To know alphabetical order.	<p>Scavenger hunt:</p> <p>Look around your house and find an item for each letter of the alphabet e.g. apple, book, cushion, diary, egg, flannel, guinea pig ..... You must find the items in alphabetical order!</p> <p>If you have a younger sibling, take them on the hunt with .</p> <p>Write down the alphabet first to make sure you find things in order!</p> 

English	<p>To develop comprehension and inference skills.</p> <p>To use adjectives and nouns effectively.</p> <p>To build stamina in writing.</p>	<p>1. Read along with The Dragon Machine. Then answer the questions below.  <a href="https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/the-dragon-machine/">https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/the-dragon-machine/</a></p> <p>Who is the main Character in the story?          What adjective does the author use to describe Thursday?          How are the dragons and George similar?          How would you describe the dragon's behaviour? Why?          Why did George think 'something had to be done'?          What does the word 'dire' mean?          List the adjectives used on the pages where George is making the dragon machine.          Why was there an emptiness 'inside' George?</p> <p>2. Reread 'The Dragon Machine'. Look at image of the machine flying. Write noun phrases to describe the 'dragon machine'. Think about how it looks, sounds, moves and feels.</p> <div data-bbox="509 792 775 987">  </div> <p>Curved, metallic claws    clanking, whirring cogs          Flapping heavy wings    cold, hard metal</p> <p>3. Draw your own dragon machine to help entice the dragons away to a safe place. Remember to add lots of detail to your drawing - you might want to try and include some of the 'workings' inside the machine.</p> <p>4. Write a description of <b>YOUR</b> dragon machine. Think carefully about the adjectives you used before. Can you use the noun phrases from before in your description?          Example: "My dragon machine stands 12 meters tall and is made of cold hard green metal. Each piece is held together with short, spiral bolts. Each strong wing is made of 3 separate parts to allow it to bend and flap to move me through the night sky. The legs of my machine are long and bent; at the ends there are giant moss coloured feet. The pilot must sit high on the back of the dragon, holding tight to sort leather reins that help control the direction"</p> <p>5. Look back at the story to where George lands in the 'place where dragons belong'. The author uses the word 'wilderness'. Spend some time thinking about what the word 'wilderness' means. Look it up, as a grown up. Now draw the 'wilderness' where the dragons belong. Remember - lots of detail - dragons will need shelter, food, water and things to keep them busy!</p> <p>6. Write a short description about the wilderness you have drawn. You may just want to write noun phrases or write a short descriptive paragraph. You can choose, but make it interesting for the reader!</p>
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Art	<p>To know about work of an artist.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>1. Watch this lovely story about a girl called Katie and a famous artist called Monet.  <a href="https://www.youtube.com/watch?v=IEDh0e5Aydo&amp;safe=true">https://www.youtube.com/watch?v=IEDh0e5Aydo&amp;safe=true</a></p> <p>2. Watch this video to find out more about Monet and to see many of his wonderful paintings.  <a href="https://www.youtube.com/watch?v=ah5g2M14oUM&amp;safe=true">https://www.youtube.com/watch?v=ah5g2M14oUM&amp;safe=true</a></p> <p>3. Choose a painting by Claude Monet, spend some time looking at it carefully. Create your own piece of art work inspired by the painting. You <b>do not</b> have to copy Monet's work.</p> <p>4. If you can, take photo of your art work and email it to Miss Betterton /Mrs Cummins via <a href="mailto:info@moss-lane.surrey.sch.uk">info@moss-lane.surrey.sch.uk</a></p>
Geography	<p>Understand geographical similarities / differences through studying human/ physical features of different places</p>	<p>Think about a holiday you have been on.          It could have been a holiday in the U.K, Europe or somewhere else around the world.          If you have photographs to look at as well, that would be great.</p> <ul style="list-style-type: none"> <li>• How was your holiday destination/location similar to Godalming?</li> <li>• How was your holiday destination/location different to Godalming?</li> <li>• Remember to think about the human (man-made) and physical (natural) features.</li> <li>• Example: Godalming has a number of houses that are 2 storeys high. New York has lots of very, very tall apartment buildings. Bognor Regis has a beach and a pier with an arcade. Godalming has a park called The Burys and river called The Wey.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>We hope you have all had a super Easter break.          Teachers are in school, so if you want to send them/us letters, pictures or postcards we would love to receive them.          The school address is Moss Lane School, Moss Lane, Godalming, GU7 1EF.  <b>Otters and Hedgehogs we are really missing you and your families.</b></p>		