

Good morning,

First of all I would like to say a BIG Thank You for all your help and support with home learning during this difficult time. I just want to remind you that the home learning we offer is designed to ensure that your child has access to the same curriculum that is going on in school. I understand that there may be too many lessons for you to complete each week with your child and this situation may be made even more challenging if you are trying to home school and work from home, or if you have more than one child.

I just want to reassure you it does not matter if you are unable to cover all the lessons offered and would advise you to choose the Mathematics and English lessons first. If you require further support or guidance then please contact the Home Learning Team via email ([HLteam@oldfletton.peterborough.sch.uk](mailto:HLteam@oldfletton.peterborough.sch.uk)) and they will respond in the most appropriate way in order to answer your query.

Take care and keep safe.

Mr Dickson

Subject	Key Learning	Resources and Links	Suggested Activities	Parents' Role
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<p>Reading</p>	<p>1) Choose books from your AR range - read these for 15 minutes each day.</p> <p>2) Read The Owl and the Pussycat</p> <p>3) I can infer information from a text to answer questions</p> <p>4) I can make predictions based on what I have read.</p>	<p><b>Web Link 1 - The Accelerated Reader website, this is where your child can access quizzes on texts that they have read.</b> <a href="https://ukhosted21.renlearn.co.uk/2233504/default.aspx">https://ukhosted21.renlearn.co.uk/2233504/default.aspx</a> (For anyone having trouble accessing quizzes for AR books, this web link should solve the problem)</p> <p><b>Web Link 2 - A website with online books</b> <a href="https://www.storylineonline.net">https://www.storylineonline.net</a></p> <p><b>Reading Resource 1 - The Owl and the Pussycat poem</b></p> <p><b>Reading Resource 2 - information on how to infer from a text.</b></p> <p><b>Reading Resource 3 - A series of cards practising the skill of inference.</b></p> <p><b>Reading Resource 4 - An explanation about predicting in reading.</b></p> <p><b>Reading Resource 5 - An activity developing predicting in reading.</b></p> <p><b>Reading Resource 5 - A series of comprehension questions using inference and predicting in some of the questions.</b></p>	<ul style="list-style-type: none"> <li>- Read books which are the correct range for you.</li> <li>- Try to spot meaning break-downs as you are reading - underline any words you are not sure about.</li> <li>- Look up their meanings in a dictionary - what synonym could you swap them for?</li> <li>- When you have finished, take an AR quiz.</li> </ul> <p><b>Reading Resource 1</b> Read the poem of The Owl and the Pussycat.</p> <p><b>Reading Resource 2 -</b> Read through the explanation on how to infer information from a text.</p> <p><b>Reading Resource 3 -</b> This is an activity that practises the skills of inference using pictures as well as written text. Choose 4 pictures and 4 sections of written text and answer the questions provided.</p> <p><b>Reading Resource 4 -</b> Read through the information and complete the activities in the lesson as directed.</p> <p><b>Reading Resource 5 -</b> Read the text and answer the prediction questions. (an answer sheet is provided)</p> <p><b>Reading Resource 5 -</b> Answer the questions based on the poem. Please write your answers using full sentences.</p>	<ul style="list-style-type: none"> <li>- Please ensure that your child has access to texts and that they read for 15 min per day.</li> <li>- Read the poem of The Owl and the Pussycat before starting lessons 3 / 4</li> <li>- There is not an answer sheet provided with <b>Reading Resource 3</b> as it is meant to provide your child with the opportunity to develop their inference skills so please use your judgement when they give an answer, as long as their justification seems appropriate to the picture or words, then it is correct!</li> <li>- We use 'predicting' all the time in reading. When listening to your child read, ask them about what they think may happen next? This is the most common form of predicting in reading but you will learn that there are a lot more opportunities for questioning once you have completed <b>Reading Resource 4!</b> Try and use some of the ideas next time you read with your child, let me know what you have done and you may be awarded a Team Point!</li> </ul>
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<p>Writing</p>	<p>4) I can use a simple story structure to analyse a story.</p> <p>5) I can use a simple story structure to plan a story.</p> <p>6) I can write a story ending with a twist.</p>	<p><b>Web Link 1</b> - A link to the Farmer Duck story. <a href="https://www.youtube.com/watch?v=Gug6P8l1q6c">https://www.youtube.com/watch?v=Gug6P8l1q6c</a></p> <p><b>Writing Resource 1</b> - A story planning sheet.</p> <p><b>Writing Resource 2</b> - A blank version of Writing Resource 1 - a story plan.</p> <p><b>Writing Resource 3</b> - A series of sentences to end a story</p> <p><b>Writing Resource 4</b> - a blank template with space to use full sentences.</p>	<ul style="list-style-type: none"> <li>- REVIEW - we have done lots of work on developing a character as well as the setting. This week we are going to be planning a story with a twist at the end using Farmer Duck as our impetus!</li> <li>- Watch <b>Web Link 1</b>, Remind yourself of the story of Farmer Duck.</li> <li>- Using <b>Writing Resource 1</b> - plot the story of Farmer Duck. I have plotted the story of The Tiger Who Came to Tea already as an example.</li> <li>- Write keywords, no need for sentences!</li> <li>- REVIEW - Look at the character and setting you developed in previous lessons. Plot a story using the writing template based on the character and setting you have done already. You can do a new character and setting if you want to!</li> <li>- You don't need to write in full sentences because this is your plan so write key words!</li> <li>- I would like to be surprised with the ending of your story so make it interesting! We call it a 'twist'.</li> <li>- Read the sentences (story endings) and decide what sentence leaves the reader wanting to read more? Which sentence would be a good way to end your story?</li> <li>- Look at your story structure that you have developed. Write a sentence for each section of the plan you created in Lesson 5 using <b>Writing Resource 4</b></li> <li>- We have done a lot of work using 2A sentences so remember to use them!</li> <li>- Think about the final sentence, how are you going to grip the reader and make them want to read more of your stories? Have you included the 'twist' in the ending?</li> </ul>	<ul style="list-style-type: none"> <li>- We have done a lot of work on using adjectives to describe settings and characters. The idea is that we will plan a story using the character and setting your child has developed.</li> <li>- The structure we are using to analyse the stories is familiar to your child as we use it in school to help us with our story writing.</li> <li>- Your child can choose a similar plot to Farmer Duck or one of their own!</li> <li>- If they aren't confident then stay with the structure of Farmer Duck!</li> <li>- In lesson 6 they're developing the idea of the way to end a story so please try and surprise the reader with a 'twist'!</li> <li>- You have written a simple structure to the story, remember to use 2A sentences in your writing.</li> </ul>
<p>Spelling We are revising spellings that have been learnt already to deepen understanding as well as learning to apply them in own writing</p>	<p>7) Word list words: both / busy / class / mind / only / sure / told / wild</p>	<p>Using the words in writing as well as when talking will really help!</p>	<ul style="list-style-type: none"> <li>- Start by quizzing yourself on the words, you should know them already!</li> <li>- Practice learning the spelling by: Look at the word, cover it up, say it out loud, write it out from memory, check it - do this 5 times a day.</li> <li>- Use the words in a sentence</li> <li>- If this is really easy then find some words that mean the same (synonyms)</li> </ul>	<ul style="list-style-type: none"> <li>- Regular quizzing</li> </ul>

<p>Maths</p>	<p>8) Can use the appropriate standard units to measure capacity (ml/l)</p> <p>9).Can order different standard units (length, height, mass, time, capacity)</p> <p>10) Can compare different standard units (length, height, mass, temperature, capacity) using &lt; , &gt; and =.</p>	<p><b>Web Link 1</b> - Video lesson explaining using ml / l to measure capacity.  <a href="https://classroom.thenational.academy/lessons/to-estimate-and-measure-in-litres/activities/1">https://classroom.thenational.academy/lessons/to-estimate-and-measure-in-litres/activities/1</a></p> <p><b>Web Link 2</b> - A short video providing real life examples of capacity.  <a href="https://www.youtube.com/watch?v=fXf4KdfNhFO">https://www.youtube.com/watch?v=fXf4KdfNhFO</a></p> <p><b>Maths Resource 1</b> - an activity finding items in the house that show units of measurement for capacity.  <u>Extension Activity</u></p> <p><b>Maths Resource 2</b> - An activity ordering various containers.</p> <p><b>Maths Resource 3</b> - An activity that involves reading and drawing on various containers.  <u>Extension Opportunities</u></p> <p><b>Maths Resource 3A</b> - an activity to read various scales using different units of measurement as well as using knowledge of units of measurement in worded problems.</p> <p><b>Web Link</b> There are no Web Links as we have covered all of the units of measurement that we will be doing in the activity. If your child is unsure then please refer to previous Web Links in lessons where different units of measure have been covered.</p> <p><b>Maths Resource 4</b> - An activity to order different units of measurement</p> <p><b>Web Link 3</b> - A song that revisits using the symbols to represent &lt; , &gt; and =  <a href="https://www.youtube.com/watch?v=M6Efzu2slaI">https://www.youtube.com/watch?v=M6Efzu2slaI</a></p> <p><b>Maths Resource 5</b> - An activity that compares height and mass</p>	<ul style="list-style-type: none"> <li>- Watch <b>Web Link 1</b> and complete the activities as directed in the lesson.</li> <li>- Watch <b>Web Link 2</b> then look around the house and find 5 things that have units of measurement for capacity on them! (Complete <b>Maths Resource 1</b>)</li> <li>- Complete <b>Maths Resource 2</b> and order the different vessels from smallest to largest.</li> <li>- <b>Maths Resource 3</b> - Read and write the different capacities on the scales.  <u>Extension Opportunities</u>            Maths Resource 3A - Complete the sheet as directed, reading scales for different units of measurement and then applying their knowledge to answer real life problems. Ask your child to highlight the key words or facts when answering the worded scenarios.</li> <li>- Complete <b>Maths Resource 4</b> and complete as directed.</li> <li>- <b>Web Link 3</b> - Watch the video explaining about the use of the symbols &lt; , &gt; and =.</li> <li>- <b>Maths Resource 5</b> - Complete the Top Trumps activity using units of measurement for height and mass.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Maths Resource 1</b> Have fun when you go shopping and find something that has the greatest capacity or the smallest.</li> <li>- <b>Maths Resource 3</b> - There are lots of practical opportunities to learn about capacity. If you are making a milk shake or a drink that requires specific measurement then this would be a wonderful practical opportunity for your child to learn!</li> <li>- The different units of measurement are something that your child will revisit in Year 3 but it is always worth trying to keep learning the units so your child becomes fluent in knowing what units to use to measure.</li> <li>- Top Trump cards are great for making comparisons with units of measurement , maybe you could make your own?</li> </ul>
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Art	Lesson 1: To create a piece of art that represents me	<p><b>Art resource 1:</b> A sheet with an example outcome and explanation of the learning intention.</p> <p><b>Art resource 2:</b> Head shape template to plan ideas.</p> <p><b>Art resource 3:</b> Template of head shape.</p>	<ul style="list-style-type: none"> <li>- Plan your artwork by answering the statements in each of the sections on the head shape plan.</li> <li>- Think about how you can represent your answers to the statements visually in the artwork.</li> <li>- Use a pencil to sketch your designs in each of the sections of the head shape template.</li> <li>- Use coloured pencils/pens to add colour to your artwork.</li> <li>- Use a black pen to outline the shapes in your artwork (optional).</li> </ul>	<ul style="list-style-type: none"> <li>- Make sure your child has pencils, coloured pencils/ coloured pens and paper to hand.</li> <li>- Discuss with your child how they can represent their answers visually in their artwork.</li> <li>- Make sure your child understands how to use the plan to help them know where they need to draw each of their designs in the sections on the template.</li> </ul>
Science	Summer activity: Cambridge Science Centre Stronger by Design Virtual Lesson	<p><b>Website Link 1</b> - <a href="https://cambridgesciencecentre.org/strongerbydesign">cambridgesciencecentre.org/strongerbydesign</a></p> <p><b>Password</b> - ur512aq</p>	<p>Cambridge science centre have produced a virtual lesson - Stronger by Design - for children who are conducting learning at home.</p> <p>The lesson, which looks at the engineering behind some of the most amazing materials that keep us safe when we're in danger, will include an informative show, questions for family discussion linked to the topic and a challenge to spark some experimental thinking.</p>	<p><a href="#">How do I access the Stronger by Design virtual lesson?</a></p> <p>You can access and watch the show at anytime, and from anywhere, all for free from 11.59pm on Sunday 19th July until the 24th July 2020.</p> <p>Please click on the weblink and enter the password.</p>
Theme	Summer activity to research and present information to enter a competition.	<p><b>Web Link 1</b> - a link to a Black Lives Matter competition <a href="https://www.100greatblackbritons.co.uk/competition.html#children16">https://www.100greatblackbritons.co.uk/competition.html#children16</a></p>	<ul style="list-style-type: none"> <li>- Using <b>Web Link 1</b> - choose an individual that you would like to research for the competition.</li> <li>- Think about how you would like to present your information.</li> <li>- Enter the competition! Send in your work to the Home Learning e mail, I really would like to see who you choose and how you present your information!</li> </ul>	<ul style="list-style-type: none"> <li>- Your child can choose any format to present their chosen individual. They may need help submitting their work to the completion. Please send in the work on the HL email for me to see!</li> </ul>