

WB 6.7.2020 .

Welcome to week 13 of our online home learning journey. This will be our last week of formal on line learning, as next week will be our last week and we will focus on transition and the year ahead.

I hope you enjoyed last week's book and have had the chance to write up your ideas. Please make sure you put them on the blog or email them to me as I would love to see them.

It was lovely to see some of you at the class Zoom on Monday. I look forward to seeing your smiley faces and hearing about what you have been up to next week. Please Email me at c.evans@buriton.hants.sch.uk if you would like to be included for next week and I will add you to the list. You don't have to put your sound or video on if you just want to watch - we won't be offended.

Miss Moore will no longer have any input into the Sapphires home learning so again if you have any questions please email me (Mrs Evans).

I am trying to ensure the homelearning is accessible for children both at home and back at school so please, as always, do what you are able to do and supplement your learning with the websites we have signposted in previous weeks.

I hope you enjoyed last week's activities and have fun completing this week's.

Miss Moore and Mrs Pinhorn send their love.

Have a good week.

With love

Mrs Evans xx

Lovely Literacy

Reading

Year 2 - Make sure you read every day for about 20 mins. This can be anything that interests you or a book you've already read.

Complete pages 48-57 of your Year 2 Reading CGP Book - Up and away. If I have planned this correctly you should now have finished the book. If there are any pages left please feel free to complete them.

Year 3 - Read every day for about 20 minutes. Talk about what you have read and why people in the text behave the way they do.

If you want to do more use Twinkl to find reading activities for year 3.

Writing Year 2 and 3

This week we are going to complete a unit using the book - Meerkat Mail by Emily Gravett.

I'm sure you are familiar with this book and may even have it at home but as a main focus this week is reading I need you to familiarise yourself with it by either watching the video of Mrs Evans on the video blog or watching a reading on you tube. If you do have your own copy please read the text to a parent.



Lesson 1:

Watch and read along with the book.

Talk about any words you do not understand. Read the book again trying to develop fluency in the way you read. This means using your voice to express emotion and changing the speed and the way you read different parts of the book. Try taking one sentence and reading it in different ways like we do at school. Which way sounds best?

There is a lot of inference in this story. Remember how inference shows what the author is thinking, but is not written down. Think about how the postcards change throughout the story - this will help you to understand how Sunny is feeling.

Use this skill to complete the comprehension sheets. There are two 'mild' and two 'hot' sheets. Choose the two that challenge you the most.

Lesson 2:

A major theme of the story is Sunny needing to get away. I'm sure that having been in lockdown many of you are feeling the same.

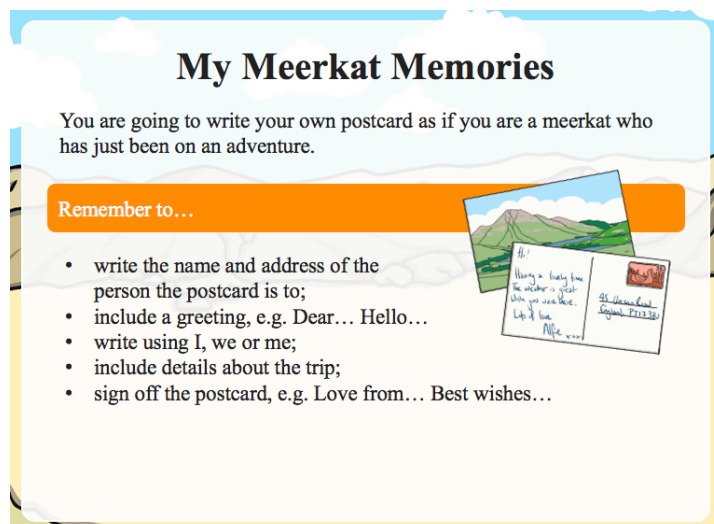
If you could go away this summer what would you take? Complete the empty suitcase activity. Draw the items that you would take and list them on the holiday checklist sheet. Remember to use your best handwriting and try to add an adjective to the items. For example: 'My favourite, snuggly pyjamas'.

Lesson 3:

Watch the Meerkat Postcard Powerpoint Presentation.

Read through the text answering the questions as you go.

You are now going to complete your own postcard. Use the blank cards in resources.




My Meerkat Memories

You are going to write your own postcard as if you are a meerkat who has just been on an adventure.

Remember to...

- write the name and address of the person the postcard is to;
- include a greeting, e.g. Dear... Hello...
- write using I, we or me;
- include details about the trip;
- sign off the postcard, e.g. Love from... Best wishes...



Remember to write in full sentences using adventurous vocabulary. You can use the wordmat

Lesson 4 & 5:

For the next two lessons I would like you to write and present a short film about meerkats in the style of David Attenborough.

In order to do this you will need to do two things;

1. Research Meerkats - Use the research sheet to help you.
2. Watch some David Attenborough videos to become familiar with his style. There is a whole series of programmes called 'Africa' that he presented and that are currently on the BBCiPlayer. These look at the different habitats of the animals such as - Kalahari, Savannah, Congo and Cape. Or you can watch meerkat clips like the one below.

<https://www.youtube.com/watch?v=8fCBIsWm-lg>

Your film does not need to be that long. Just a couple of minutes to present your research.

Remember this is meant to be fun not stressful! So just have fun with it and show me who will be the next David Attenborough. I look forward to seeing your films on the video blog!



Terrific Topic

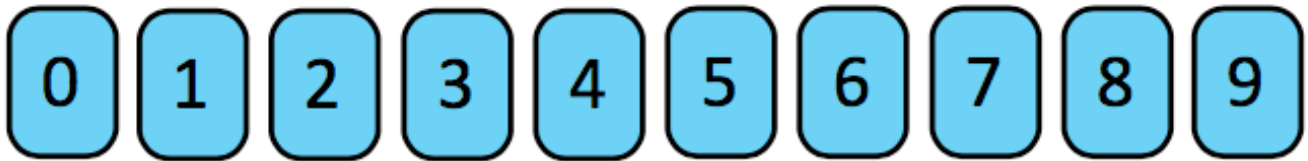
GARDENER'S WORLD

This Half Term we will be learning about Gardens and Parks in our community and the Wider World.

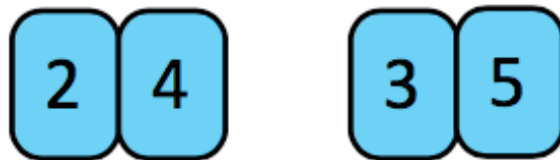
Our focus this week is - **Dominase**

- Find Dominase on a map of Ghana.
- Watch the Powerpoint that shows you the photos of life in Dominase.
- Compare life in Buriton with that in Dominase using the comparison sheet.
- Research an aspect of life in detail: school, food, jobs, toys, entertainment etc.
- Present your research in any form you like - poster, powerpoint, leaflet etc.
- Draw a self-portrait and write a postcard or letter to a child in Dominase.
- Dominase is surrounded by forest. What type of animals would you find there? Could you create a food chain for the local animals.
- Create some African artwork.
- Bake/make something using chocolate.

Investigation
Make the multiples



1. Take a set of 0 to 9 digit cards.
2. Use the digit cards in pairs to make two-digit numbers.
Each number must EITHER be a multiple of 2 or multiple of 5.



Can you do this and use ALL of the cards?
How many numbers do you need to make?

3. Can you find a different way?
4. Can you make all the numbers multiples of 5? Why/why not?
Can you make ALL of the numbers multiples of 2? Why/why not?
Can you make at least one of each?

Year 2 and Year 3

This week our focus is multiplication and division. Rather than providing lessons for separate year groups I have planned 5 sessions for all children. The first three lessons have year 2 objectives and the last two lessons have year 3 objectives. The objectives of these sessions are:

- Multiply using arrays and repeated hops on a number line. Solve word problems.
- Division as the inverse of multiplication. Solve word problems.
- Multiplication and division word problems.
- Describe the rule for a sequence.
- Revise times-table and division facts.

You can either work through all five sessions to revise/ consolidate and learn, or choose the first session you feel would be of most value to your child and work from there.

1. Multiply using arrays and repeated hops on a number line.

Remember how we use arrays to show that multiplication can be done in any order:

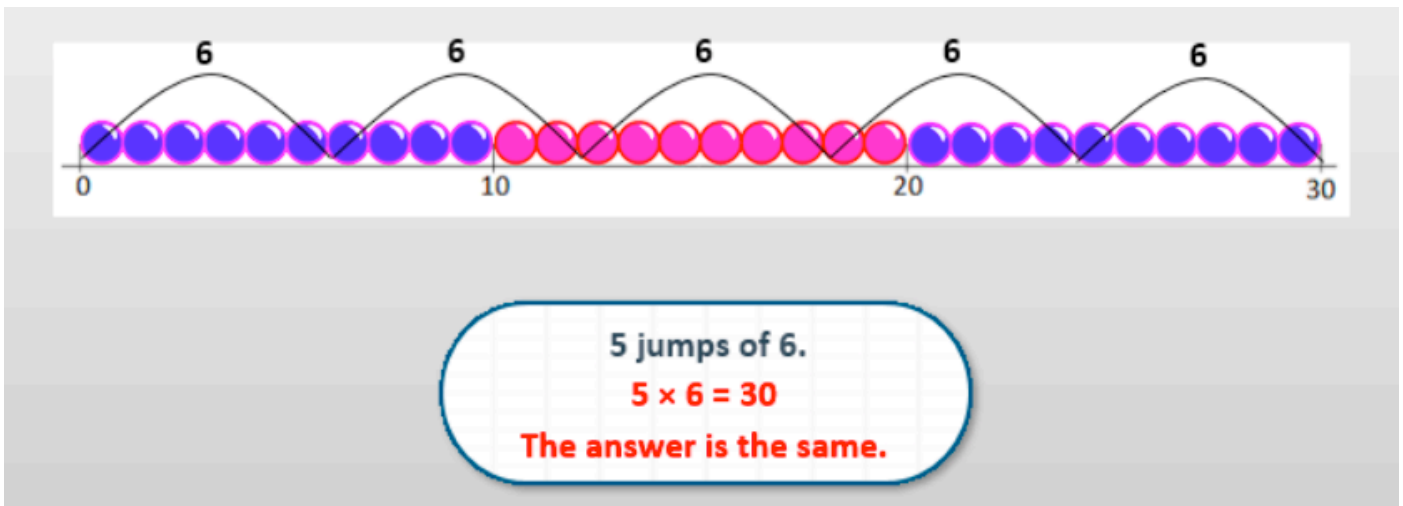
We have 6 rows of 5.
 $6 \times 5 = 30$

Now there are 5 rows of 6.
 $5 \times 6 = 30$
The answer is the same.

Let's write a number story to go with 5×6 .

It could be 5 packets of 6 buns!
If Lauren buys 5 packets of buns, each containing 6 buns how many does she have altogether?

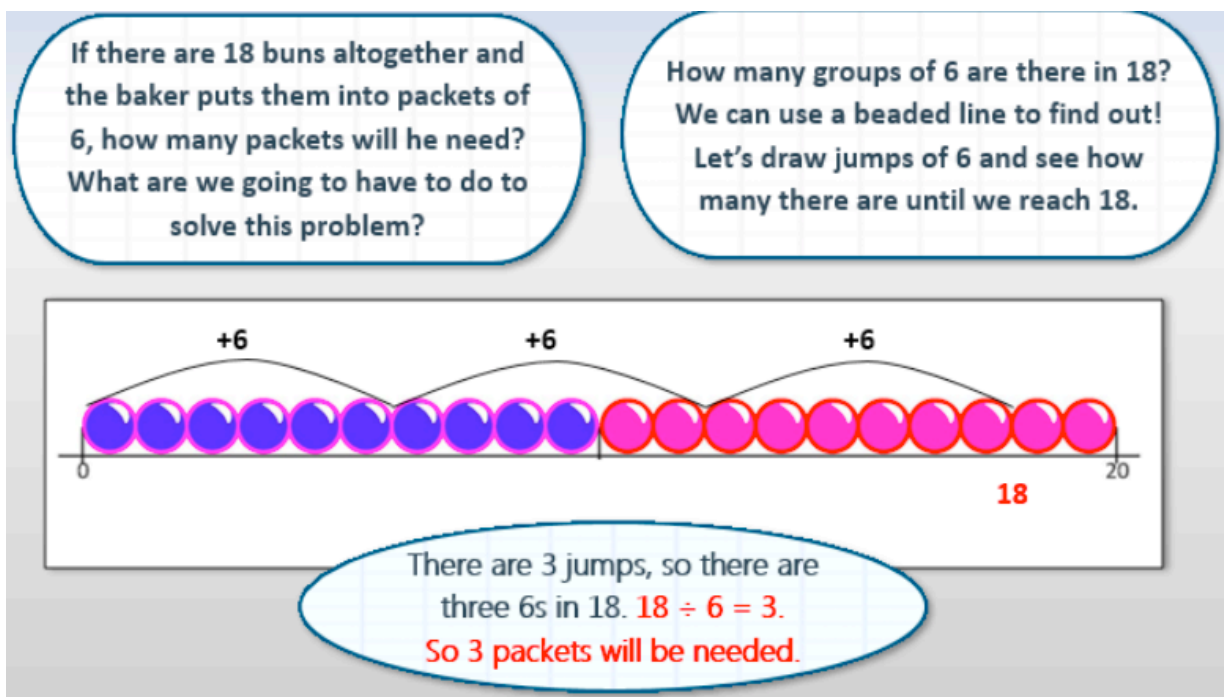
Now let's show that on a numberline.



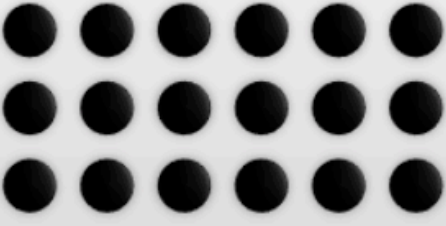
➤ Use arrays to write number sentences and word problems to complete sheets 1 and/or 2

2. Division as the inverse of multiplication. Solve word problems.

Watch the session 2 powerpoint and read through the slides.



I have 3 packets of 6 buns.
Let's draw an array to show 3 lots of 6 buns.



Now start with the number 18. Can you think of a word problem that starts with 18 buns and involves grouping?

$3 \times 6 = 18$

➤ Complete sheets 3 and/or 4.

3. Multiplication and division word problems.

The first thing you need to do when you have read through a word problem is work out which operation you will use.

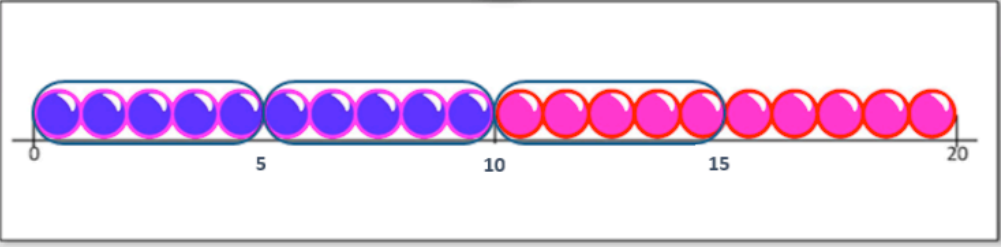
Look at the slide below. Is it a multiplication or a division problem?

Solve division and multiplication problems; Know that division is the inverse of multiplication.

Sarah has 15 mini-eggs. She decorates a cake with 5 mini-eggs. How many cakes can she decorate?

Is this a multiplication or grouping problem?

We need to work out **how many 5s are in 15**. Let's ring groups of 5 on the beaded line...



There are 3 groups of 5 in 15!
Sarah can decorate 3 cakes.
 $15 \div 5 = 3$.

We can check by multiplying.
What is 3×5 ?

➤ Complete sheets 5 and/or 6.

4. Describe the rule for a sequence.

Can you work out the rules for the following sequences?

Describe the rule for a sequence.

28, 24, 20

Try to describe the rule for this sequence.

Write it down as well as the next three numbers in the sequence.

The rule is **subtract 4** each time.

Sequences can decrease as well as increase.

28, 24, 20, **16, 12, 8**

Describe the rule for a sequence.

2, 6, 10

Now look at this sequence. Can you describe the rule?

Write it down as well as the next three numbers in the sequence.

The rule is **add 4** each time.

2, 6, 10, **14, 18, 22**

Describe the rule for a sequence.

2, 4, 8

Now look at this sequence. Can you describe the rule?

Write it down as well as the next three numbers in the sequence.

The rule is **double** each time.

2, 4, 8, **16, 32, 64**

➤ Complete sheets 7 and/or 8.

5. Revise times-table and division facts.

Revise times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x).

Partially completed multiplication grid

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3			6	7	8		10	11	
2	2	4	6	8			14	16	18		22	
3	3	6		12		18	21	24	27		33	36
4	4	8				24	28	32	36	40	44	48
5	5		15			30		40	45		55	60
6		12			30	36	42	48	54		66	72
7	7			28		42	49	56	63	70	77	84
8			24			48	56	64	72		88	96
9	9	18		36		54	63	72	81		99	108
10	10		30				70		90	100	110	120
11		22		44		66	77	88	99	110	121	132
12	12	24	36		60	72	84	96	108		132	144

This multiplication grid shows different times tables.

There are lots of missing tables facts!

We can use facts we know to find other facts...

For example: we can easily fill in 7×5 and that helps us to fill in 5×7 .

Revise times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x).

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20		
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54		66	72
7	7	14	21	28	35	42	49	56	63	70		
8	8	16	24	32	40	48	56	64				
9	9	18	27	36	45	54	63	72				
10	10	20	30	40	50	60	70	80				
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

How many 3s are there in 21? **7**

Write a number sentence to describe the relationship between the numbers 3, 7, and 21.

Revise times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x).

$7 \times 3 = 21$ $21 \div 3 = 7$

$3 \times 7 = 21$ $21 \div 7 = 3$

Just knowing one multiplication fact gives us three more facts for free!

Revise times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x).

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20		
3	3	6	9	12	15	18	21	24	27	30		
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54		66	72
7	7	14	21	28	35	42	49	56	63	70		
8	8	16	24	32	40	48	56	64				
9	9	18	27	36	45	54	63	72				
10	10	20	30	40	50	60	70	80				
11	11	22	33	44	55	66	77	88	99		11	132
12	12	24	36	48	60	72	84	96	108	120	132	144

How many 4s
are there in 32?

8

Write a number
sentence to describe
the relationship
between the numbers
4, 8, and 32.

Revise times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x).

$$8 \times 4 = 32$$

$$32 \div 4 = 8$$

$$4 \times 8 = 32$$

$$32 \div 8 = 4$$

➤ Complete sheets 9 and/or 10.