

WELCOME BACK 😊

We hope you've had a lovely Easter and have been making the most of the sunshine.

It feels very strange not returning to school and we miss you all hugely!

WB 20.4.2020 .

Welcome to week three of the online home learning journey.

We hope that you have enjoyed the learning so far and continue to do so. As always our goal is to ensure that you are continuing your learning at home and appreciate that some activities may challenge you. Please ensure your child has the opportunity to talk through their learning with you. If they need support please help them but encourage them to have a go independently when they can. Some of the activities will suit your child more than others and it is absolutely fine if they want to do things slightly differently. We are providing a guideline for the skills that it would be helpful if they could continue to practise, or begin to grasp and some of those new skills can be acquired in many different ways!

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 18 and 19 of *CGP Reading - Stories*.

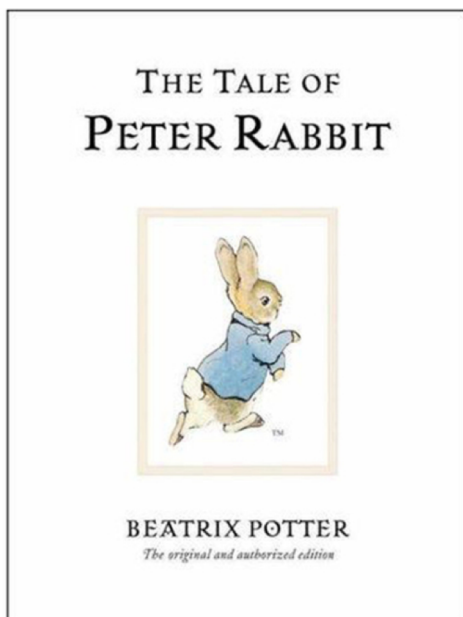
Year 3 - Read every day for about 20 minutes. Talk about what you have read and why people in the text behave the way they do.

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

Writing Year 2 and 3

This week we are starting our new Literacy unit using the book - *The Tale of Peter Rabbit* by Beatrix Potter.

I am trying to plan from books that you are likely to have a copy of, but appreciate that this is not always the case.



If you have or can get a copy of the book from the online Hampshire Library read the story with your child or ask them to read it to you! Take the time to look at the pictures and focus on accuracy of word reading. Read and reread becoming increasingly familiar with the story.

If you can't get hold of a copy you can watch the story being read on Youtube.

The Tale of Peter Rabbit read by Rose Byrne - YouTube

<https://www.youtube.com> › watch

- Re-read the story of Peter Rabbit.
- Establish where the story was set.
- Establish the characters in the story.

Discuss what we have learned about Peter from the story.

Complete the Book Review

Activities:

1. Imagine Beatrix Potter came to visit. Write some questions that you would like to ask her. Think about the characters in her stories to help get ideas.



2. If you have access to Netflix watch the James Cordon film version of Peter Rabbit. If you are unable to do this just watch the trailer on Youtube.

PETER RABBIT - Official Trailer (HD) – YouTube

<https://www.youtube.com › watch>

3. Talk about or write about the similarities and differences between the film and the book. You could use the sheet below to help you.
4. Draw or paint a picture of Peter Rabbit. Write a character description to describe him. Use the sheet below.

Think about:

Have you described what Peter looks like?

Have you described Peter's personality?

Have you written some sentences to describe what Peter did?

Have you used capital letters and full stops?

Have you included a variety of descriptive words?

Terrific Topic

Our new topic this term is:

GARDENER'S WORLD

We are learning all about Minibeasts this week. Choose from the following and complete as many as you like.

- Complete a minibeast hunt in your garden or on your daily walk. See if the numbers change during the week. Find and identify as many as you can using the sheets below.
- Make a bug hotel
- Write a minibeast acrostic poem
- Choose one minibeast and create a habitat sheet.
- Complete the classification grid and make one of your own.
- Make minibeast top trumps.

Use the woodland trust website to see the following ideas

<https://www.woodlandtrust.org.uk/blog/2019/06/minibeast-activities-crafts/>

- Make a minibeast mask.
- Use natural materials to make a creepy crawly collage.
- Create butterfly symmetry art
- Write a diary to explain how caterpillars become butterflies.
- Draw/paint/collage a picture of your garden in the style of Peter Rabbit's Herb Garden.

Have fun finding and making Minibeast ideas of your own!



The same... different...

School Travel Report, Class 3

Coming to school

Walk: |||| |||| ||||

Bike: |||| |

Car: |||| ||||

Going home from school

Walk: |||| |||| |||

Bike: |||| |

Car: |||| |||| |

Explain

Mrs Brown is counting how many days it rains this month. Here is her tally chart so far:

|||| |

Why is Mrs Brown using tally marks instead of numbers?

Mrs Brown is counting how many children on school dinners and how many on packed lunches.

Here is what she writes:

22 school dinners 8 packed lunches

Why is Mrs Brown using numbers instead of tally marks?

Year 2

This week we would like you to focus on statistics and this will link to their topic work. Your child needs to interpret and construct simple pictograms, tally charts, block diagrams and simple tables. They also need to ask and answer questions about totalling and comparing categorical data.

1. First ask your child to write a list of the minibeasts they are looking for in their

Minibeast	Tally	Total

garden/environment. Make this into a table so they will have a column for the minibeast, a tally column and a total column. When they spot the minibeast ask them to record their findings in a tally, reminding them that "5" is a line across 4 vertical lines. At the end of the hunt, ask your child write the total found as a number in the final column.

Your child has already had experience of pictograms but if they need a refresh there I have uploaded a powerpoint onto the website. Your child now needs to put the data they have collected into a pictogram. It is important that they write a key e.g. 1 dot= 1 minibeast or 1 dot = 2 minibeasts. They can choose whatever picture they would like to represent the data.

In its most basic form, it might look something like this:

Minibeast	
Woodlouse	● ● ● ● ● ● ● ●
Ladybird	● ● ● ● ● ●
Centipede	● ●
Worm	● ● ● ● ●
Spider	● ● ● ● ●

But be guided by your child's creativity!

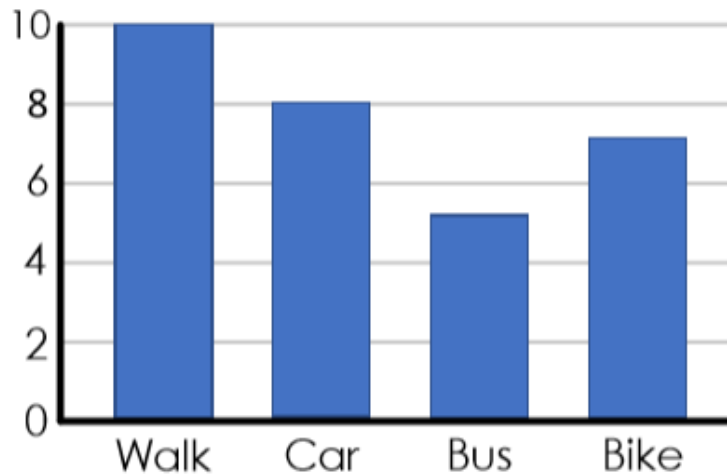
Next look at the activity cards on the website resources and ask your child the suggested questions. Having completed that task, apply similar questions to their own data/pictogram.

2. Today your child will be creating their own block chart. They can use the data collected from the minibeast hunt or collect new data e.g. different coloured plants. I have attached a block chart powerpoint to help explain this type of graph but they should be reasonably familiar with them. Using the data collected your child needs to create their own block chart. They can draw it from scratch, remembering to label each axis, add a title, leave no gap between blocks and keep each bar the same width or use the template in the website resources. Once they have completed their chart, look at the activity cards for block charts and go through the questions. Similar questions can then be applied to their own chart.

To access the Twinkl site <https://www.twinkl.co.uk/offer> using the free access code PARENTSTWINKLHELPS

True or false?

How Children in Class 3A Travel to School



There are
10 children
in the class

There are
30 children
in the class

Most of the children in the class walk to school

Explain

Grace does a traffic survey to see which types of vehicles drive past school. Here are her results:

Cars: # # # # # # # # # #

Vans/Lorries: # # # #

Bikes: # # #

Motorbikes: # #

Other: # # #

Why did Grace use tally marks to record her results rather than numbers?

When else would you use tally marks?

Year 3:

This week we would like you to focus on statistics and this will link to their topic work. Your child needs to be able to interpret and present data using bar charts, pictograms and tables.

1. First ask your child to write a list of the minibeasts they are looking for in their garden/environment. Make this into a table so they will have a column for the minibeast, a tally column and a total column. When they spot the minibeast ask them to record their findings in a tally, reminding them that "5" is a line across 4 vertical lines. At the end of the hunt, ask your child write the total found as a number in the final column.

Minibeast	Tally	Total

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Next your child will be creating their own block chart. They can use the data collected from the minibeast hunt or collect new data e.g. different coloured plants. I have attached a block chart powerpoint to help explain this type of graph but they should be reasonably familiar with them. They can draw it from scratch, remembering to label each axis, add a title, leave no gap between blocks and keep each bar the same width or use the template in the website resources. Now ask your child about the data they have collected e.g. how many minibeasts did you find in total? What minibeast did you find the most of? The least? How many more..... were there than? Etc.

2. Ask your child to complete the Home Learning booklet that has been uploaded to the website.