

WB 30.03.2020 .

Welcome to week two of the online home learning journey.

We hope that you enjoyed the activities suggested for last week and we have loved seeing how some of you are getting on. We do miss you all! At times like this, our mental health and well being is of the utmost importance. Our main goal is that we all get through this as happily and as safely as we can. With that in mind the home learning that we are providing is not intended to raise stress levels but to give you some options of how to continue your child's learning through this strange time. 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 6 and 7 of *CGP Reading - Explaining Why*.

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 continue work on our invented animals. Imagine your animal has its own habitat at the zoo (you could design this habitat as part of the topic work this week) and somehow it has managed to escape! Think or talk about the following:

- How did your creature escape?
- How will it get food?
- How could you catch it? - design a machine as part of your topic work.
- Think about what your animal eats - this will be your bait.
- Think about how your animal moves (does it fly, swim or walk?) this will help you catch it.

Once you have designed your machine then you are ready to write!

We are going to write an explanation to explain to the zoo how they should catch your animal.

Remember to include words that explain how or why something happens. These are words (specifically conjunctions) like 'because, therefore, consequently, as, so,'

Year 2 - Use the explanation below to see how to lay it out - You don't have to use pictures for each step just the writing is enough! You can use the wordmat to help you.

Year 3 - use the powerpoint that I have uploaded below to see how to lay out an explanation. You can also use the word mat for ideas. If you want to write your explanation as a powerpoint you can or you can write it by hand.

Terrific Topic

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

- Learn about Amphibians at <https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zc6br82>
- Learn about Reptiles at <https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zp9pfg8>
- Make or design a habitat for your invented animal.
- Design a machine to catch your animal.
- Create a collage of your invented animal or an Amphibian of your choice.
- Research Amphibians and Reptiles and where in the world you would find them.
- Find an online zoo tour to find out about Amphibians and Reptiles - Edinburgh Zoo has an excellent online zoo.



Which answer?

How many minutes in an hour?

100

60

True or false? ✓ ✗

1 minute is the same as **60 seconds**.

1 day is the same as **60 hours**.

1 month is the same as **7 days**.

1 week is the same as **7 days**.

Fill the gaps

Use a $<$, $=$ or $>$ sign in each blue box.

1 minute **100 seconds**

1 day **60 hours**

1 second **60 minutes**

Year 2

This week we would like you to focus on getting your child to tell and write the time to the hour, half hour and quarter to and quarter past the hour. They also need to be able to draw the hands on a clock face to show these times. If they have mastered this they can move on to telling and writing the time to 5 minutes.



1. First ask your child to find all the clocks in the house, including watches. Discuss how their similarities/differences and how analogue clocks have a long and short hand, and numbers from 1-12 around the outside (they should already be familiar with this). Next ask your child to make a clock. This can be drawn on paper, made using a paper plate, or drawn outside with chalk, made from number cards - whatever you like! Alternatively you can print off <https://www.twinkl.co.uk/resource/t-n-5481-make-a-clock-face-activity> from the Twinkl website. Make sure there is a clear long and short hand. Once your child has made their clock call out an o'clock time and see if they can make it using their clock. When confident do the same with half past times being careful that the small hand is half way between the two hours. Link half past to the long hand being half way around the clock/fractions. Then mix up the o'clock and half past times. I have attached three different levelled time sheets for your child to tell and write the times. Red is the most challenging, yellow is where most children will be and green is the easier of the three.
2. Revisit the o'clock and half past times. Look at an analogue clock and explain how if we were to cut the clock into 4 equal pieces it would be in quarters. Therefore if the long hand is at the 3 it is quarter of the way round and at the 9 it has a quarter of the way to being back at 12 again. Using the clock made in session 1, call out a quarter past time for your child to make on their clock. Then take turns with one person making the time and the other saying it and then reversing the roles. Repeat with quarter to. Ask your child to complete the quarter to, quarter past print off sheet.
3. KS1 10-minute tests: complete Set A: Test 1

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

Which answer?

20 minutes ago it was 7:45pm.

What is the time now?

- (a) 8:05pm
- (b) 7:25pm
- (c) 7:65pm

I know... so...

$2\frac{1}{2}$ hours after **10:15pm** the time is **12:45pm**

$2\frac{1}{2}$ hours after **10:30pm** the time is

$2\frac{1}{2}$ hours after **10:45pm** the time is

Order

Order these times from shortest to longest:

20 minutes 600 seconds $\frac{1}{4}$ hour

Year 3:

This week we would like you to focus on getting your child to tell and write the time from an analogue clock.



1. First ask your child to find all the clocks in the house, including watches. Discuss how their similarities/differences and how analogue clocks have a long and short hand, and numbers from 1-12 around the outside. Discuss how there are 60 minutes in an hour and on some clocks you can see the lines for each minute. Next ask your child to make a clock. This can be on paper, using a paper plate, or drawn outside with chalk, or using the template on the website - whatever you like! They will need to mark in each minute and hour and make a clear long and short hand. Revisit telling the time to 5 minute intervals. You could call out a time and get your child to make it on their clock and then take turns reversing the roles. Ask your child to complete the telling the time Y3 sheet.
2. Look at the clock made yesterday and revisit how each line represents 1 minute. Show your child 1 minute past, 8 minutes past etc modelling counting the minute lines. Remind your child that they know each number around the clock is spaced at 5 minute intervals so they can count in 5s then in 1s. For example, for 11 minutes past your child can count on 5, 10 add 1 more = 11 minutes past. Repeat the activity yesterday taking turns to call out different times and making them on the clock. Ask your child to complete Y3 minute times sheet.
3. During the week ask your child to tell you what the time is.