






## Dragonflies Wednesday 29<sup>th</sup> April

Timings	Activity
<p>9:00 – 9:30</p> 	<p>Reading – If you are in <b>Read, Write Inc</b>, Oxford Owl have made available the e-books relevant to your RWI level. You will need to create a login first so please visit: <a href="https://www.oxfordowl.co.uk/user/sign_up.html">https://www.oxfordowl.co.uk/user/sign_up.html</a></p> <p>Once you have confirmed your login on your email it will direct you to a page that says “Find a book” Please click on that and then follow the instructions below.</p> <p><b>Click on e-books and find your relevant book colour to read. Please read the same book 3 times.</b></p> <p>1<sup>st</sup> day – read to decode the words and make sure you can read every word in the book.</p> <p>2<sup>nd</sup> day – read the book again and try to read with fluency and expression.</p> <p>3<sup>rd</sup> day – read the book again and answer the comprehension questions at the end.</p> <p>Please take part in the Speed Sounds lesson which is live streamed from: <a href="https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ">https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ</a></p> <p>Set 1 lesson is at 9:30am or 12:30pm (red, green &amp; purple groups) Set 2 lesson is at 10:00am or 1:00pm (pink, orange and yellow groups) Set 3 lesson is at 10:30am or 1:30pm (blue and grey groups)</p> <p>Please email your teacher to find out which group your child is in if you are not sure.</p> <p>If you are in <b>guided reading</b>, open the document ‘The Dragonsitter Part 2’ to read the next section and answer the questions.</p>
<p>9:30 – 10:00</p> 	<p>Mental Arithmetic Please practise your 10 times table on ‘hit the button’ or practise both the 2 and 10 x table on TT Rockstars.</p> <p><a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p><a href="https://trockstars.com/">https://trockstars.com/</a></p>

<p>10:00-10:30</p> 	<p>Do a chosen mindfulness activity e.g. drawing, going for a walk (if you can), dancing, listening to music and deep breathing etc.</p>								
<p>10:30-10:45</p> 	<p>Breaktime - have a healthy snack and play.</p>								
<p>10:45-11:45</p> 	<p style="text-align: center;">Maths</p> <p style="text-align: center;"><b>L.O. To know what is used to measure length/height and temperature (remembering)</b></p> <p style="text-align: center;">SC1- I can define length, height and temperature  SC2 – I can recall what we use to measure length/height and temperature  SC3 – I can recall the units of measure.</p> <p>Write down what you think length, height and temperature means. Then look it up on the internet or ask Alexa/Siri (if you have one) to check if you are correct.  Adjust your answer if you need to.</p> <p>Do you remember when we used measuring scales to measure weight(mass) and a measuring jug to measure volume and capacity?  What do you think we use to measure length, height and temperature?  Write down what you think and then ask an adult or look up the answer on the internet to see if you are right.  Adjust your answer if you need to.</p> <p>Match the units of measurement to the type of measurement and then look it up to see if you are correct:</p> <table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 50%;">Length and height</td> <td style="border: 1px solid black; padding: 5px; width: 50%;">Centimetres</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Temperature</td> <td style="border: 1px solid black; padding: 5px;">Degrees Celsius</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"></td> <td style="border: 1px solid black; padding: 5px;">Degrees Fahrenheit</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"></td> <td style="border: 1px solid black; padding: 5px;">Metres</td> </tr> </table>	Length and height	Centimetres	Temperature	Degrees Celsius		Degrees Fahrenheit		Metres
Length and height	Centimetres								
Temperature	Degrees Celsius								
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	Metres								

Now, try to find out when we use the different units of measure. Why do we use centimetres instead of metres? When would we use metres instead of centimetres? Write this in your book.

Why do some people use Celsius and some people use Fahrenheit? Which is more commonly used in England? Write this in your book.

**L.O. To understand how to measure length/height and temperature (understanding)**

SC1 – I can explain how to use a ruler to measure in centimetres

SC2 – I can explain how to use a tape measure to measure in meters

SC3 – I can explain how to use a thermometer to measure in degrees.

Watch this video to find out how to use a ruler to measure in centimetres and a tape measure to measure in metres:

<https://www.youtube.com/watch?v=-0p2RD0VnR0&t=5s>

Now, create your own video to explain this clearly to someone else. If you have a ruler and a tape measure at home, use this to help you explain how to measure length and height. If you do not have these items, use the interactive ruler on:

<https://www.topmarks.co.uk/maths-games/measuring-in-cm>

and ask someone to film you explaining how to use it. You can then explain how you might measure in meters.

Watch this introduction on using thermometers:

<https://www.youtube.com/watch?v=Q48kxEzwubQ>

Watch my video tutorial on reading different types of scales:




<https://www.youtube.com/watch?v=HOxuAYCIUVk>

Then use this interactive thermometer and ask a parent to film you explaining how to use it:

<https://www.topmarks.co.uk/Flash.aspx?f=Temperaturev2>

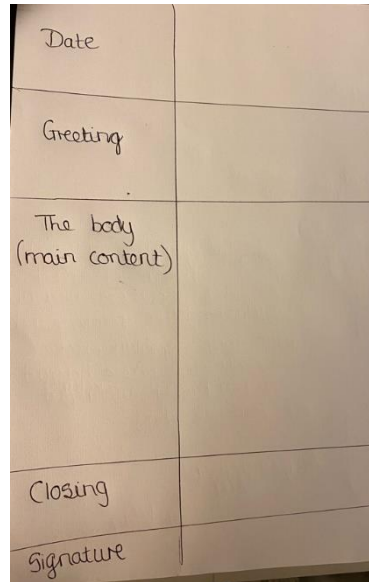
Click on a few different ones to show that you know how to read it when the scales go up in different ways.

Then send your notes in your book & your videos to your teacher 😊

<p>11:45 – 12:00</p> 	<p style="text-align: center;"><b>Spellings</b></p> <p style="text-align: center;">Please do spelling triangles with the following spellings: after, again, any, both, beautiful, because, behind, bath, break, busy.</p> <div style="text-align: center;">  </div>
<p>12:00-1:00</p>	<p style="text-align: center;">Lunchtime and playtime</p>
<p>1:00-2:00pm</p> 	<p style="text-align: center;"><b>2020 – Year of change.</b></p> <p style="text-align: center;"><b>Challenge 4 – letter to someone (random acts of kindness).</b></p> <p style="text-align: center;"><b><u>L.O. To plan my letter (applying)</u></b></p> <p style="text-align: center;">SC1 – I can plan for each feature of the letter SC2 – I can plan what I am going to say SC3 – I can include adventurous vocabulary</p>

Today you are going to write a plan for your letter. **Note: please do not write your letter today. It is important to plan it out before we write it up tomorrow.**

Firstly, draw a table in your book with two columns. Write the features of a letter in the first column:



Date	
Greeting	
The body (main content)	
Closing	
Signature	

Next, in the second column write in your notes for what you will include. Start with the date – this will be tomorrow’s date so you can write this in the box. Then plan how you will greet the person you are writing to and which greeting you will use. Then make notes on what you will include in the letter (this could just be in bullet points – there is no need to write in full sentences at this point).

Then plan the closing you will use. Finally, write your name where it says ‘signature.’

Please see my example below:

	Date	Wednesday 29 <sup>th</sup> April
	Greeting	Dear Grandma,
	The body (main content)	<ul style="list-style-type: none"> <li>• How are you?</li> <li>• Tell her how I've been.</li> <li>- spending time with my children</li> <li>- working</li> <li>- doing Joe Wicks' workouts every day (fun but <u>exhausting</u>).</li> <li>- Challenges from school, making <u>delicious</u> food &amp; cakes, creating <u>poignant</u> poetry.</li> <li>• Ask what she's been doing</li> </ul>
	Closing	All my love,
	Signature	Mrs Jones

You will notice I have highlighted the words 'exhausting' 'delicious' and 'poignant.' I have included adventurous vocabulary. I would like you to think of some adventurous vocabulary that you will include in your letter and underline it in your plan. For example if you think of writing the word 'nice,' 'tired', 'yummy' or a word that you think could be improved – try to substitute it for a more challenging word.

2:00-3:00

Write a list of 'random acts of kindness' that you could perform to fill other people's buckets 😊  
Perform one of them today.

If you have time, carry on with challenge 1 'what do I want to become an expert in?' Practise what you have been learning and make notes on how you're getting on.

3:00-3:15



Story time  
Watch a story read by Mrs Clarke:

<https://www.youtube.com/watch?v=KzDm-WwXDKY&feature=youtu.be>