



Tuesday 9th February 2021

Maths:

Today, if you are in **pink group**, your learning objective is to make tally charts. Please watch the video below (Make tally charts) and complete the attached questions.

<https://whiterosemaths.com/homelearning/year-2/spring-week-5-statistics/>

Today, if you are in **orange group**, your learning objective is to be able to give change. Please watch the video below (Give change) and complete the attached questions.

<https://whiterosemaths.com/homelearning/year-3/spring-week-5-statistics/>

Today, if you are in **green group**, your learning objective is to understand what a fraction is. Please watch the video below (What is a fraction?) and complete the attached questions.

<https://whiterosemaths.com/homelearning/year-4/spring-week-5-number-fractions/>

****The answers are attached so that you can self-mark your work****

English:

Yesterday, together in our TEAMS session we boxed up the story of Theseus and the Minotaur and then went on to plan our own Greek myth using the five key questions to support us.

Today, your task is to write the first two paragraphs of your Greek myth. Please do remember to check your plan and use it as a guide. You will see I have uploaded some vocabulary mats which may be useful so that you can use a range of interesting vocabulary throughout your myth.

See the document in the uploads called 'English Tuesday' where I have explained the type of things you need to include in those first two paragraphs. I have also written two of my own paragraphs as an example to show you the point I would like you to reach for today's lesson, this ensures that you cover the key features and you don't finish your myth within the first two paragraphs!

Reading:

Your reading task for today is the same as yesterday where you need to read the fact cards about some of the Greek Gods and Goddesses and then make three of your own 'Top Trumps' style cards for three Gods or Goddesses of your choice. *See pdf example in the uploads.

Please send me some photos of your Top Trumps cards, it would be great to see how you have retrieved the information you have read and recorded it in your own way.

Be active: Choose an activity from the daily activity menu and get your heart rate up for 30 minutes. If you have any other suggestions for this menu, please let me know!

Spelling/Phonics:

Phonics group- TEAMS session at 9:00am. Click on the 'Phonics' channel when you log into TEAMS. After the session, if you wish, you can go onto: <https://www.phonicsplay.co.uk/> and choose Phase 4 and play some of the interactive games.

Orange spelling group- This week you are going to be investigating word families (port) and understanding that the root can have prefixes and suffixes added to change the meaning and function. See uploaded document for your task.

Green spelling group- This week you are going to be recognising the 'l' sound spelt 'y' other than at the end of words. See uploaded document for your task.

Computing:

Today is 'Safer Internet Day' which is an annual celebration that aims to raise awareness of online issues and concerns.

Tasks:

1. Watch the 30-minute live lesson at 11am today (or watch it on catch up) on the CBBC channel and complete the activity sheet in the uploads. Here is a bit more information taken from the BBC Teach website:

*"**Safer Internet Day**, coordinated by the **UK Safer Internet Centre**, is an annual celebration aiming to raise awareness of emerging online issues and concerns amongst young people, from cyberbullying to social networking to digital identity.*

In this 30-minute Live Lesson in partnership with the UK Safer Internet Centre, aimed at primary-aged students and linked to the primary computing curriculum, we learn about how we can stay safe, responsible and wise in an increasingly digital world, with tips and advice from some of the biggest personalities on the web"

2. Create a poster about internet safety which will explain to others how to keep safe on the internet.

****Please send me a photo of your posters via TEAMS chat****