

Form II Home Learning 30/03/2020

Today we are learning:

- English
- Maths
- Science
- Optional extras



Form II Home Learning Reminders

- Don't forget to read every day to an adult or sibling!
- Practice your times tables every day!
- Continue to practice your spellings!
- Work through your maths bond and arithmetic books at your own pace.



Form II Useful Resources

- <https://www.bbc.co.uk/teach/supermovers>
Times tables, grammar and just for fun!
- <https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers>
Maths games
- <https://www.bbc.co.uk/teach/ks2-english/zbrwnrd> English additional resources
- <https://www.bbc.co.uk/teach/ks2-maths/zm9my9q> Maths additional resources
- <https://swiggle.org.uk/> Child safe search engine
- <https://www.twinkl.co.uk/go/lessons/view/arithmeticmagic> Arithmagic game. Code: TA5810



English

LO: To explore how characters are described in stories



English

LO: To explore how characters are described in stories

Write the date and learning objective in your lined book now!



Have a look at this description of the Gruffalo.

Do you think it is a boring or interesting description?

Can you spot any **adjectives**?

Which to you think are the best **describing words** or **phrases**?



The Gruffalo

The Gruffalo has two large, curved horns at the top of his head. He has bright orange eyes and a slimy, black tongue. The Gruffalo has an enormous, poisonous wart on the end of his wet nose. Running all down his back are sharp pointed prickles. His claws are as sharp as razors but his teeth are blunt and brittle. His fur feels as soft as a cotton wool but it is matted and tangled. He has knobbly knees and turned out toes. His feet are gigantic and he stomps through the forest whilst swishing his long bushy tail. The animals are scared of him because he is so terrifyingly large.

This description tells us lots about the character!

It tells us about **colours, shape, texture** and **movement**.

Sometimes there is more than one adjective used to describe a part of the Gruffalo.

Running down his back are sharp, pointed prickles.



The Gruffalo

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Book Task

- Here is a different character. Can you write some sentences to describe them?
- Remember to include **colours, shape, texture** and **movement**.
- Can you describe different parts of the character using **more than one adjective**?



Read this description – could you improve yours now you have compared?

Deep inside the darkest cave lived a hideous creature known as Dink. Covered from head to toe in grotesque white pimples and crusty mud soaked skin, you can smell Dink before you can EVEN see him. On the very top of his head lives a family of lice that play all day in his bright green, unwashed hair. His enormous muscles escape from his tiny clothes which are soaked in sweat. Not only is Dink disgusting he also has a terrible attitude.



Book Task

- Here is a different character. Can you write some sentences to describe them?
- Remember to include **colours, shape, texture** and **movement**.
- Can you describe different parts of the character using **more than one adjective**?



Read this description – could you improve yours now you have compared?

On the very top of a magical mountain lived an enchanting and beautiful princess called Annabella. Her auburn hair was thick, shiny and glossy and tumbled down her shoulders in waves. She wore a crimson dress that glistened in the light and long, silk, pink gloves on her tiny hands. Annabella was quite a shy girl that blushed when talking.

Optional extra tasks

- Look at some of your home reading books. Can you find any super sentences used to describe characters?
- Choose a character from your favourite story. Describe the character to someone in your family. See if they can guess who you are describing!



English

LO: To explore how characters are described in stories

How did you find this lesson? Colour a small traffic light at the end of your work.

Red = I didn't understand

Yellow = I need a bit more practice

Green = Got it!



Maths

LO: To recognise and name 3D shapes



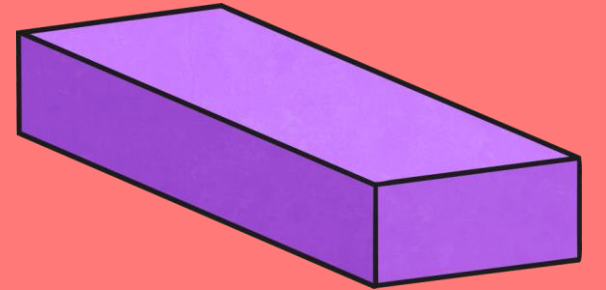
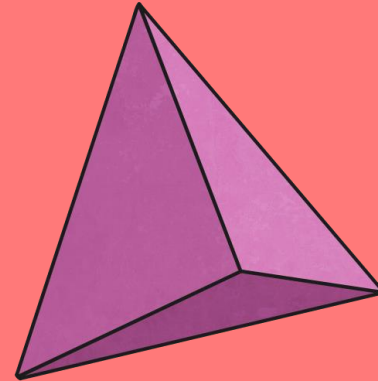
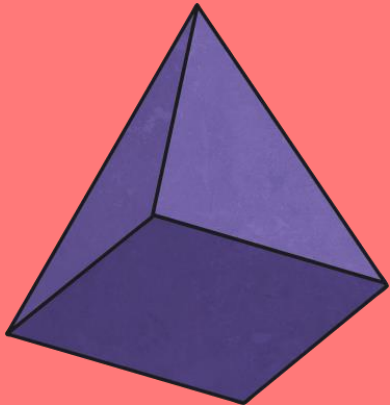
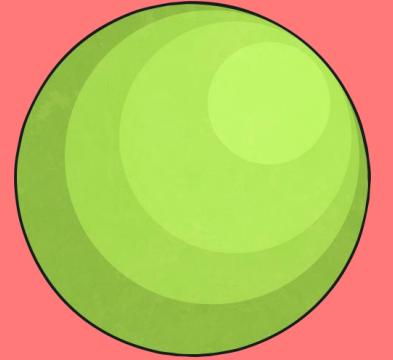
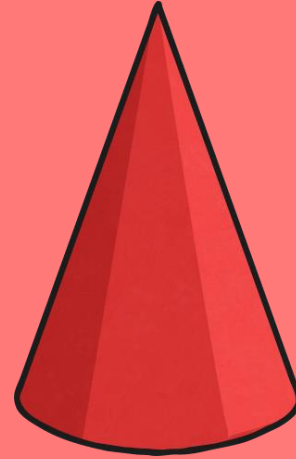
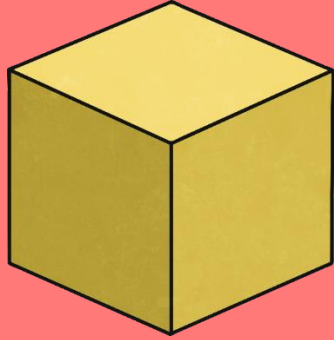
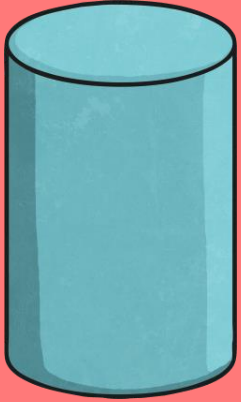
Maths

LO: To recognise and name 3D shapes

Write the date and learning objective in your squared book now!

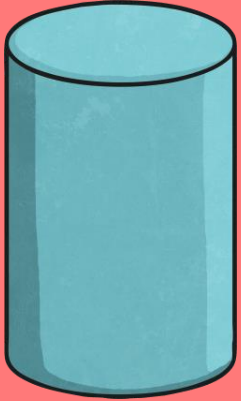


Can you name these shapes?

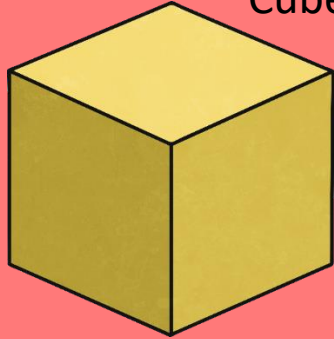


Can you name these shapes?

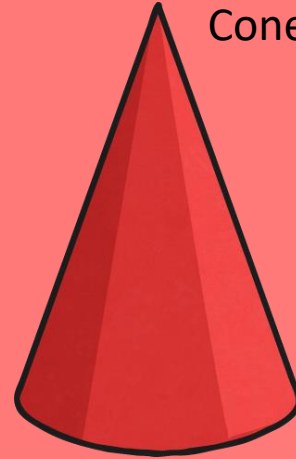
Cylinder



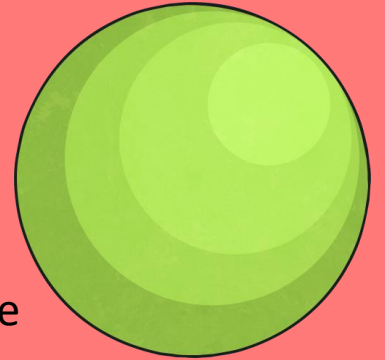
Cube



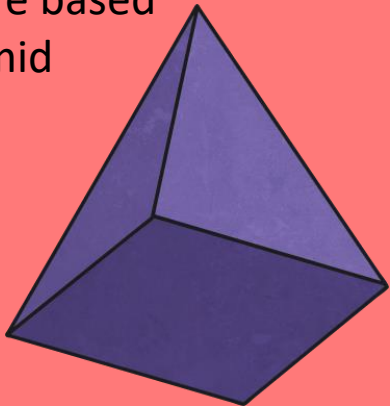
Cone



Sphere



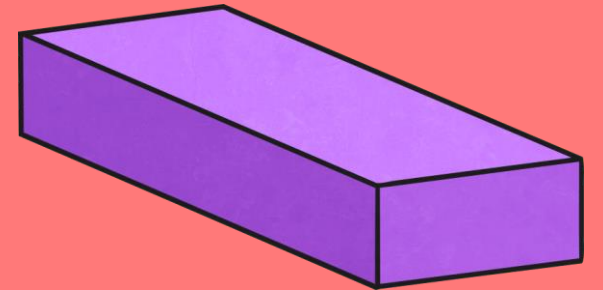
Square based
pyramid



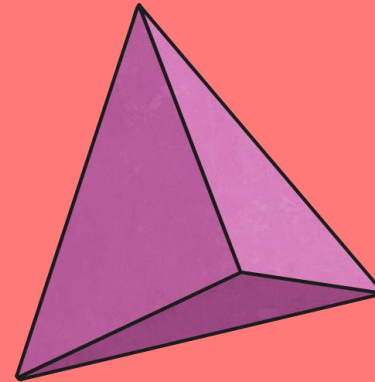
Triangular Prism



Cuboid

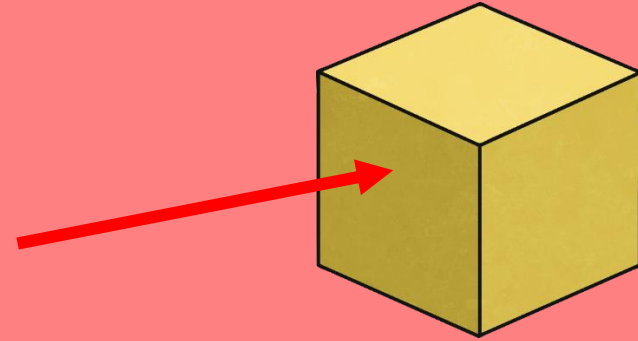


Triangular
based pyramid

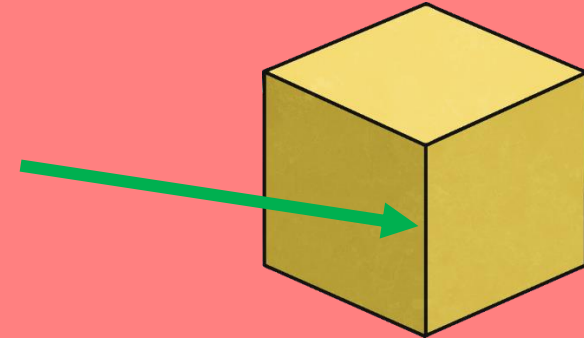


Let's recap!

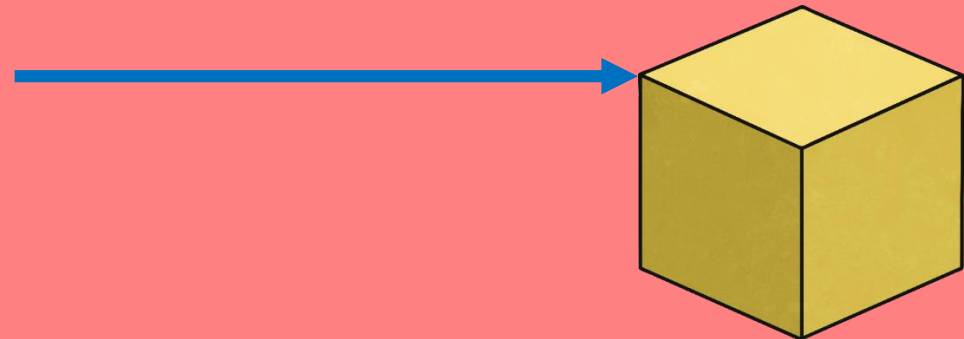
- **Faces** are the flat surfaces on a 3D shape.



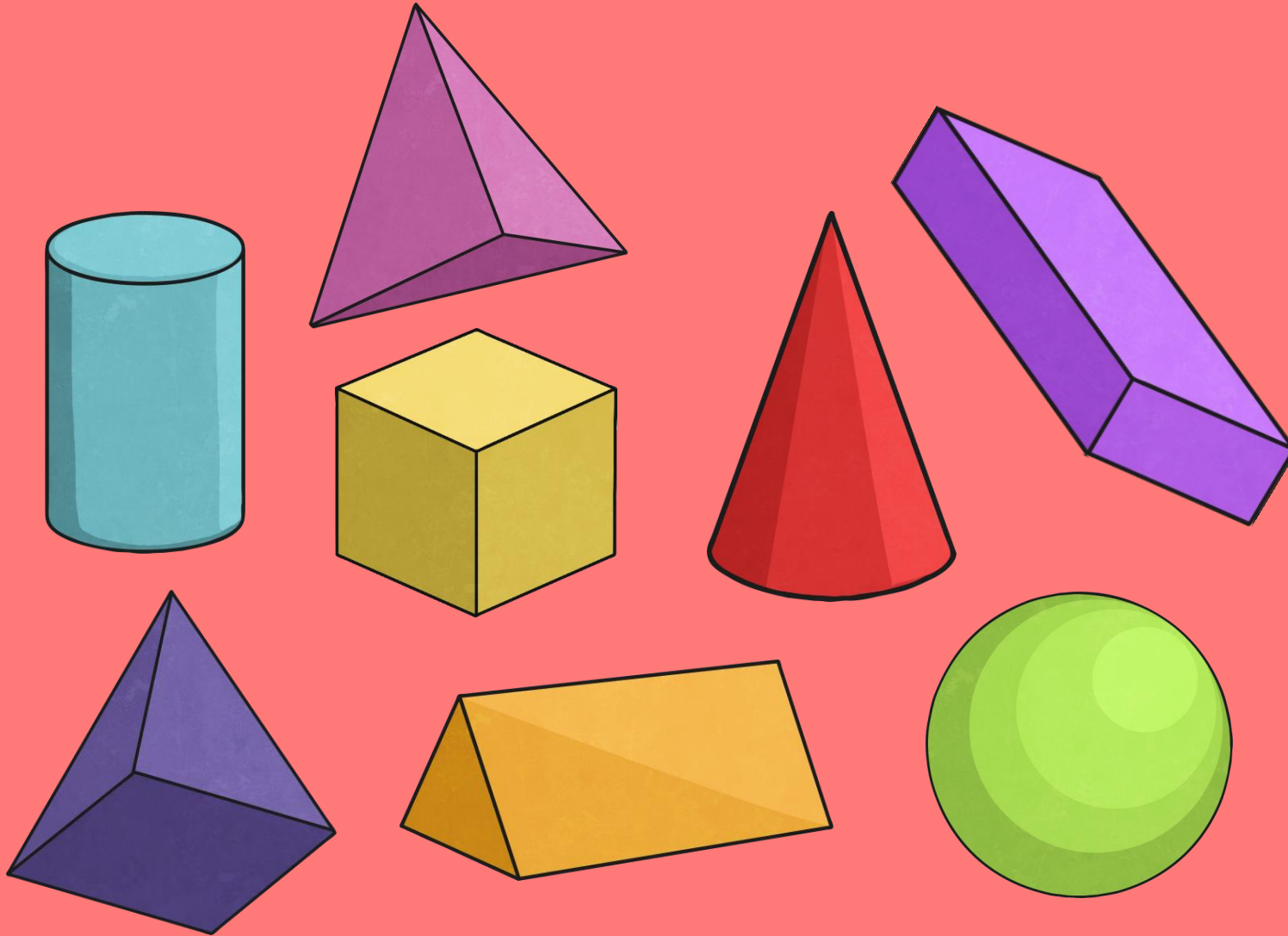
- **Edges** are where the faces meet each other.



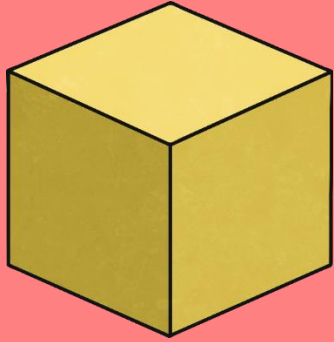
- **Vertices** are the pointy bits!



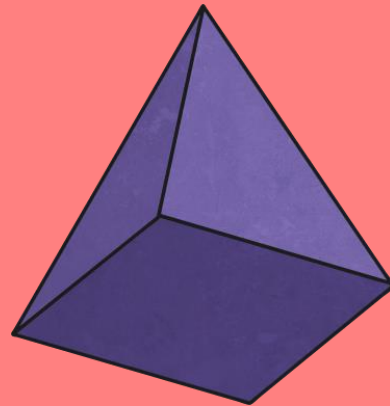
Can you find any of these 3D shapes in your home?



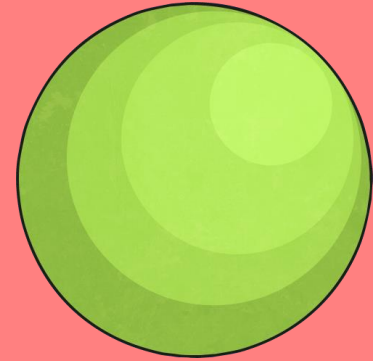
How many **faces**
does this shape
have?



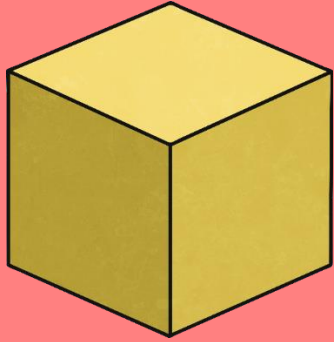
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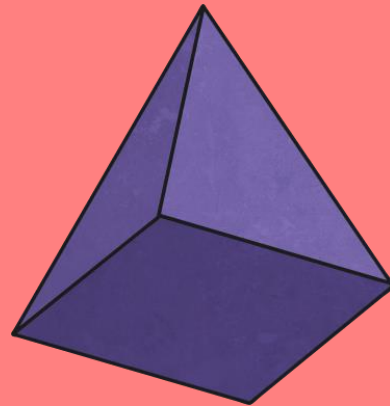
How many **faces**
does this shape
have?



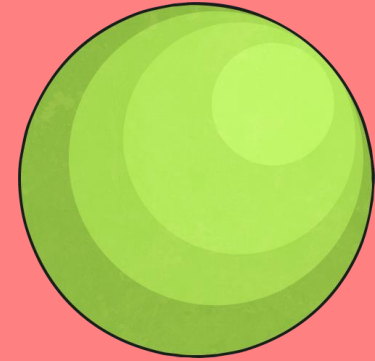
How many **faces**
does this shape
have? **6**



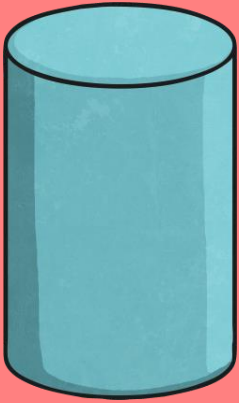
How many **faces**
does this shape
have? **5**



How many **faces**
does this shape
have? **1**



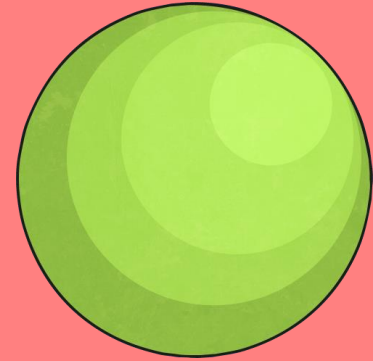
How many **edges**
does this shape
have?



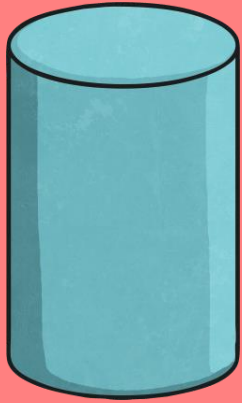
How many **edges**
does this shape
have?



How many **edges**
does this shape
have?



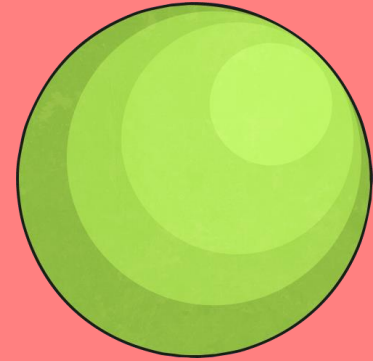
How many **edges**
does this shape
have? 2



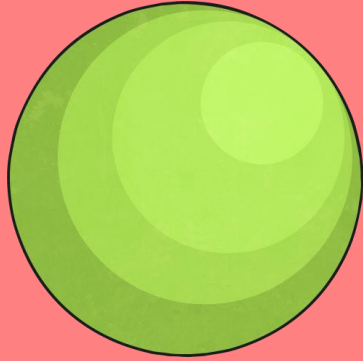
How many **edges**
does this shape
have? 9



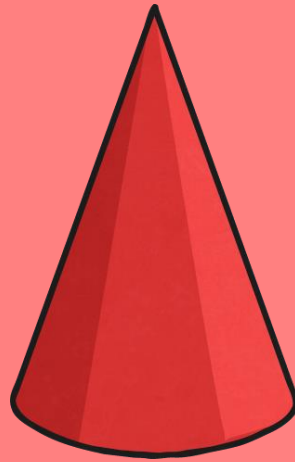
How many **edges**
does this shape
have? 0



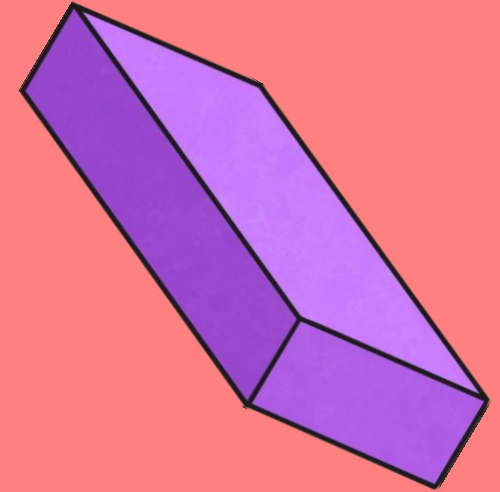
How many **vertices**
does this shape
have?



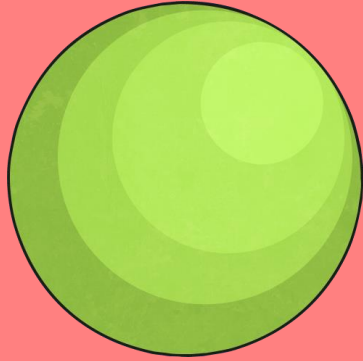
How many
vertices does this
shape have?



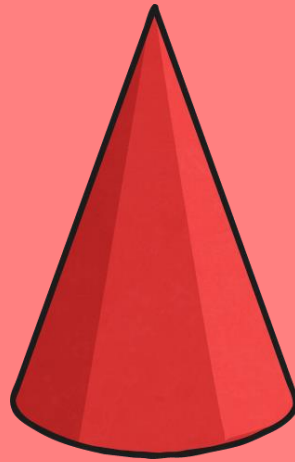
How many **vertices**
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have?



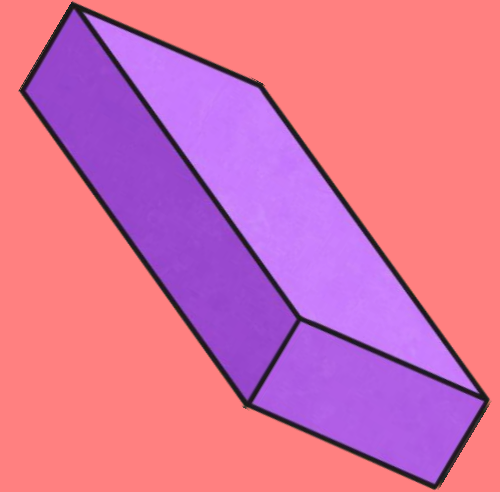
How many **vertices**
does this shape
have? 0



How many
vertices does this
shape have? 1



How many **vertices**
does this shape
have? 8

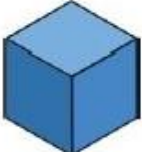
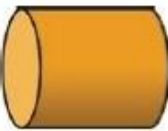
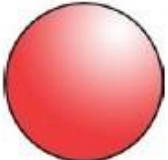


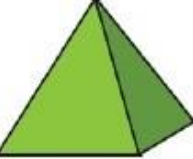


Book Task

Print the next slide.

Complete the table and stick it in your squared book, underneath the date and learning objective!



3D Shape	Number of Straight Edges	Number of Curved Edges	Number of Vertices	Does it roll?	Does it Stack?
 Cube					
 Cylinder					
 Sphere					
 Cuboid					
 Cone					
 Square-Based Pyramid					

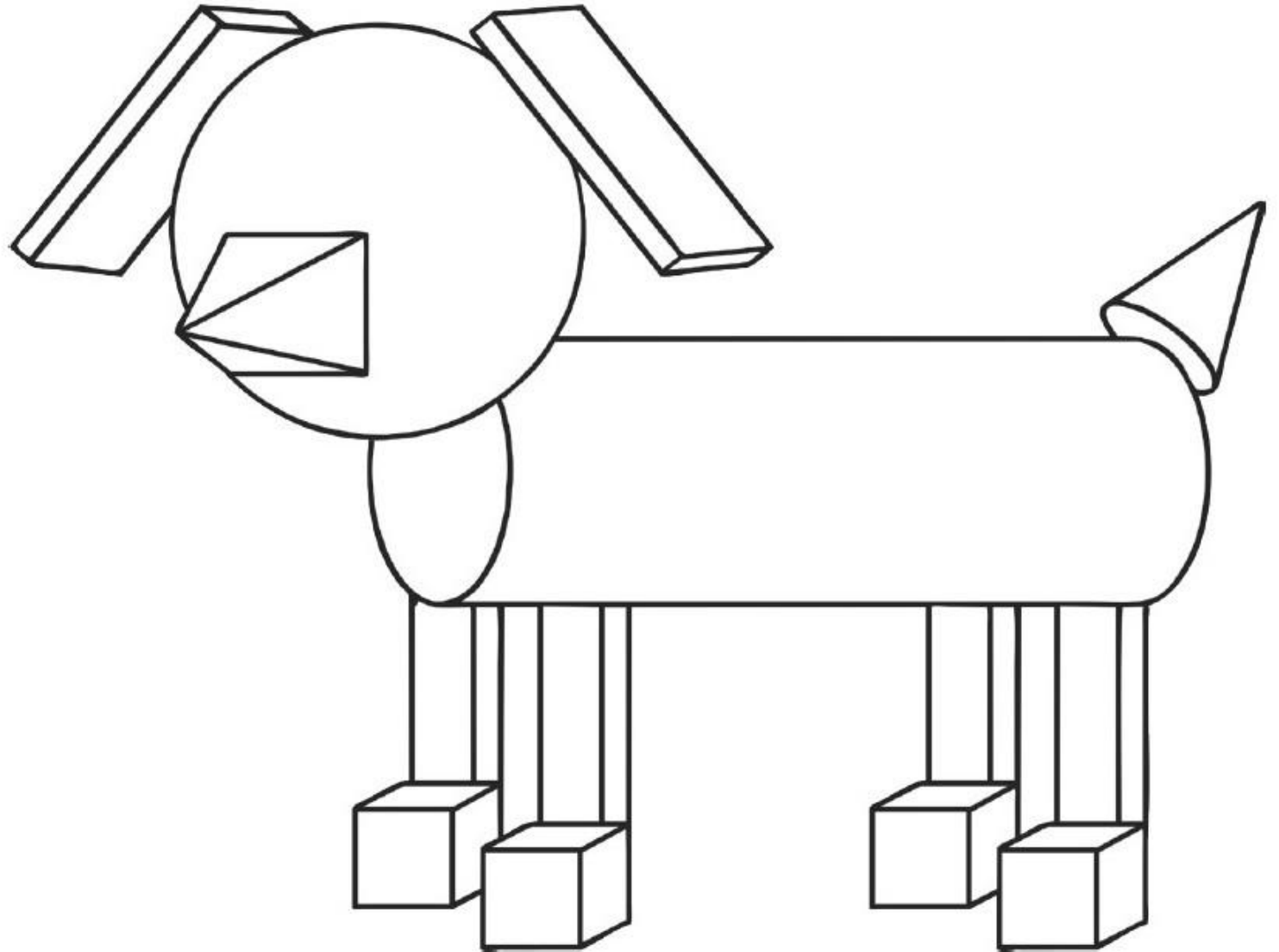
Optional extra task

Print and complete the 3D shapes colouring challenges on the next three slides!



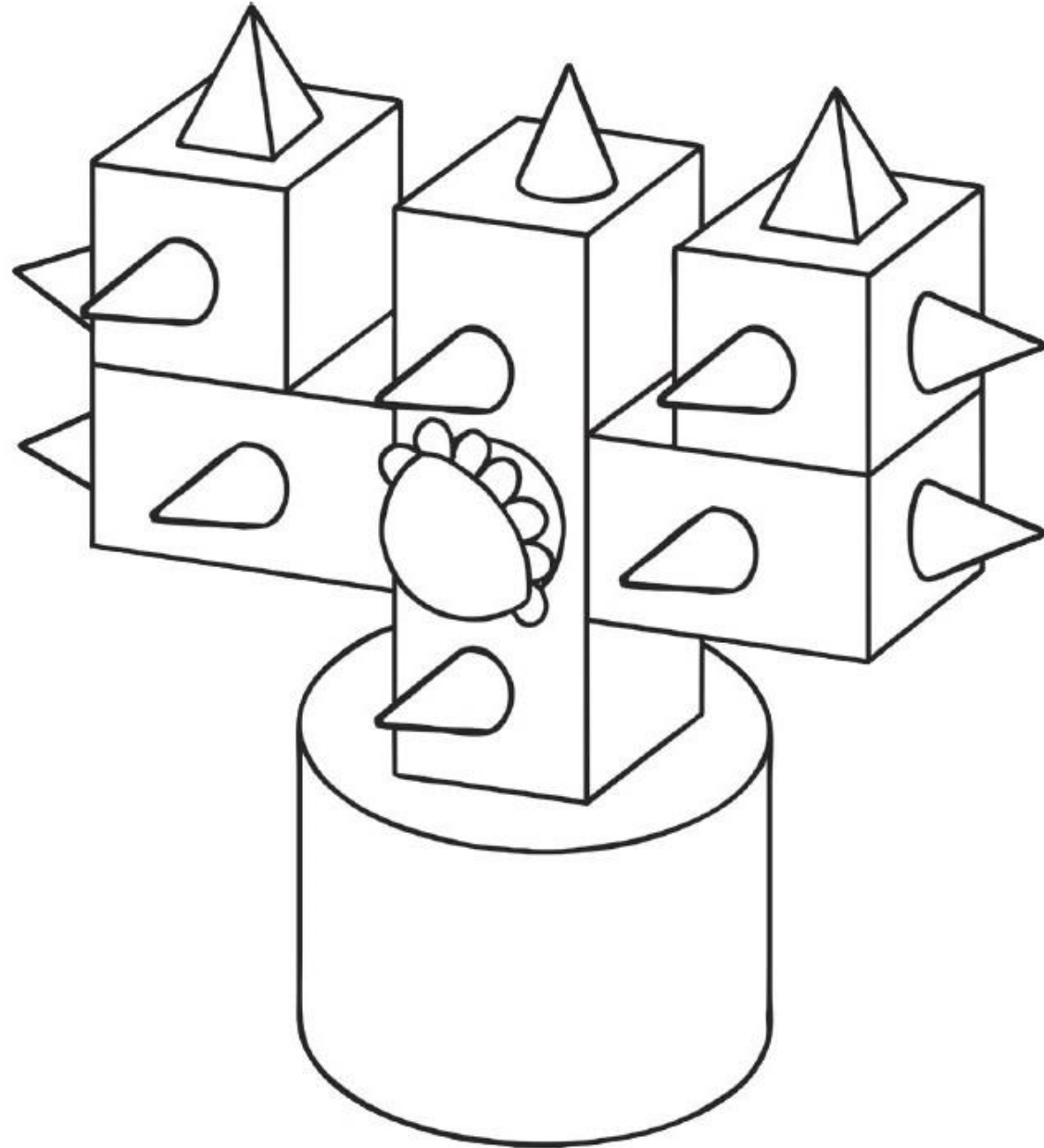
Use the key to colour in the 3D shapes correctly.

Key		
Clues	Name	Colour
no vertices, one curved surface		yellow
8 vertices, 12 edges the same length, 6 faces		orange
5 faces in total (4 faces are triangles and 1 is a square)		green
one apex, one circular face		red
8 vertices, 12 edges, 6 faces (2 square, 4 rectangular)		purple
no edges, no vertices and one curved surface		blue



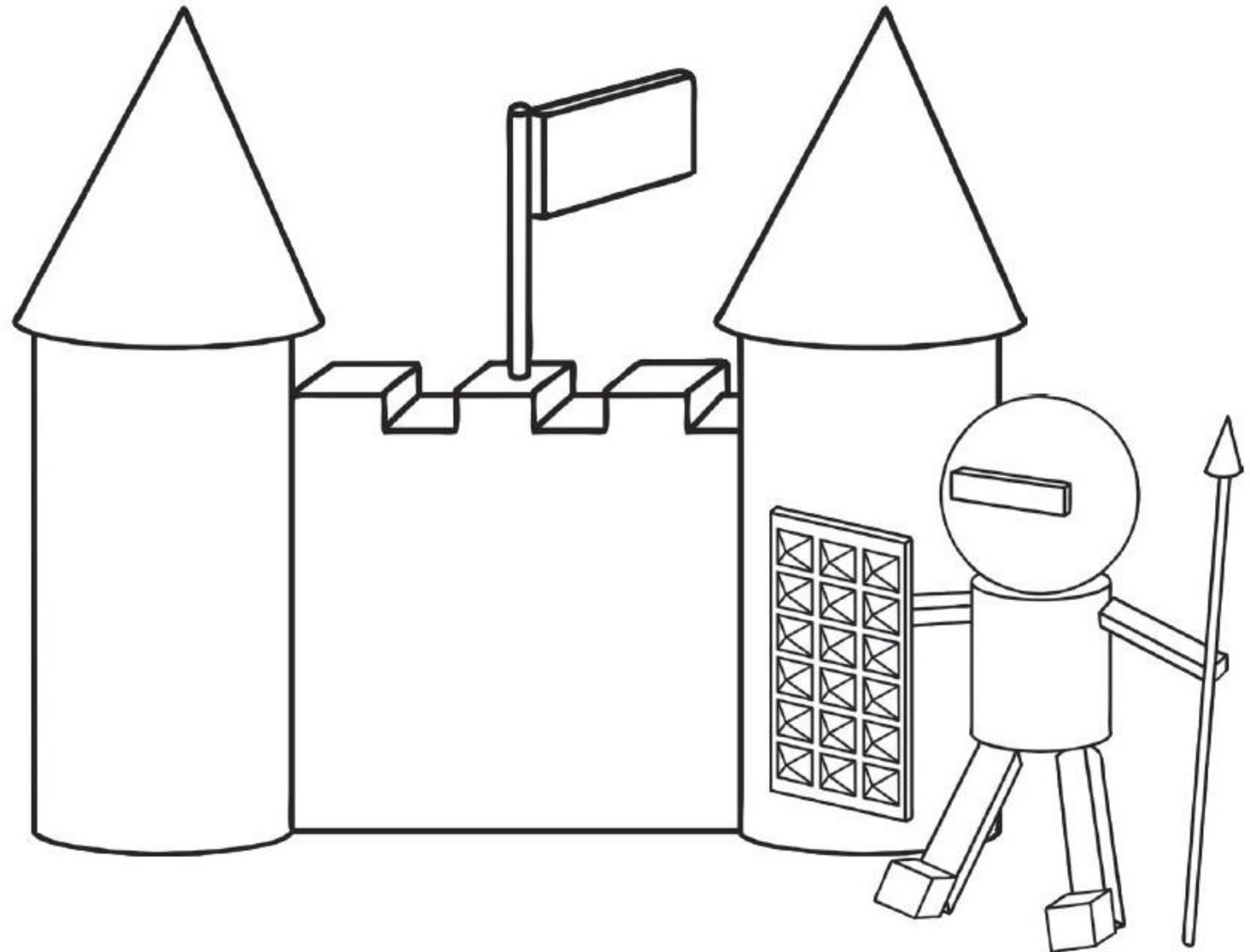
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Maths

LO: To recognise and name 3D shapes

How did you find this lesson?
Colour a small traffic light at the end of your work.

Red = I didn't understand

Yellow = I need a bit more
practice

Green = Got it!



Science

LO: To explore food chains



What is a food chain?

A food chain shows us “what eats what” in the animal kingdom!

All animals get their energy from eating plants, other animals or both.



producer



What is a food chain?

At the bottom of the food chain are the plants. They are known as the producers

consumer

What is a food chain?

The next animals in the food chain are called the consumers.



prey

What is a food chain?

Animals that are then eaten by other animals are called Prey.



What is a food chain?

Animals that eat other animals are at the top of the food chain. They are called predators.

predator



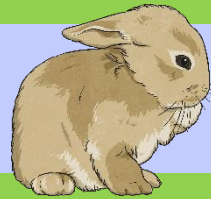
Consumers or Producer?

Producers are plants that make their own food.

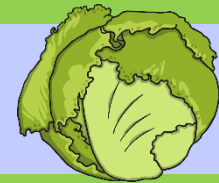
Consumers are animals that eat food.

Which are **consumers** and which are **producers**?

rabbit



lettuce



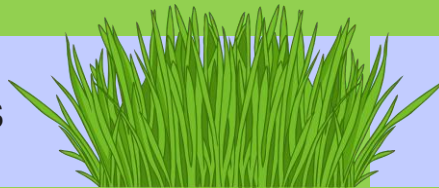
lion



broccoli



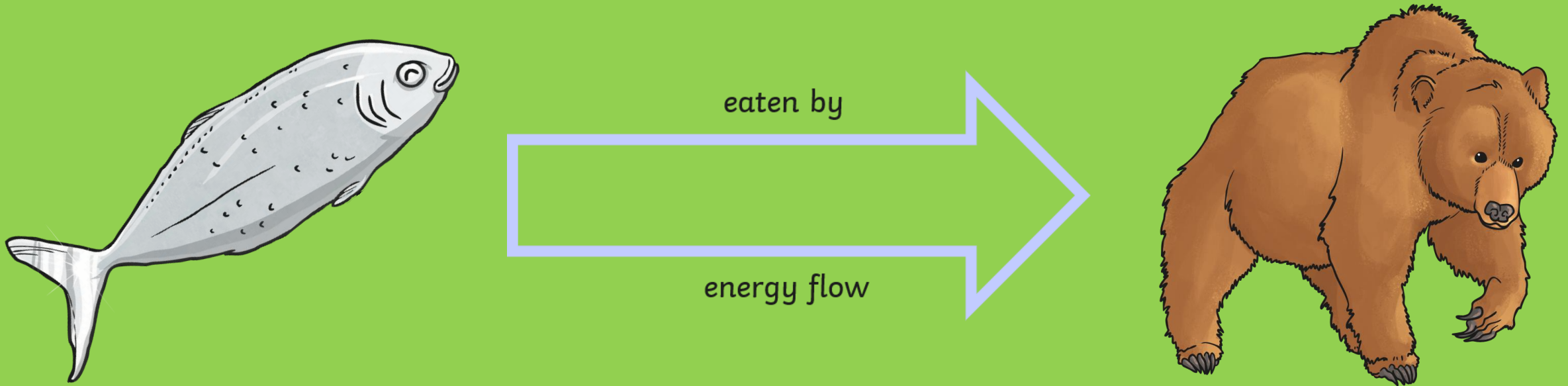
grass



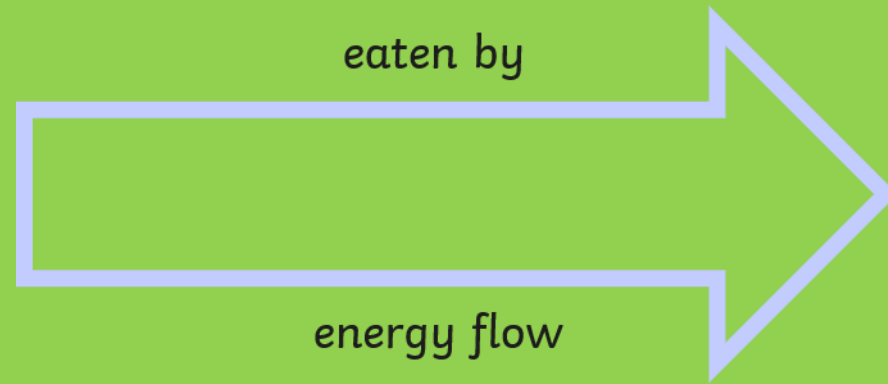
mouse



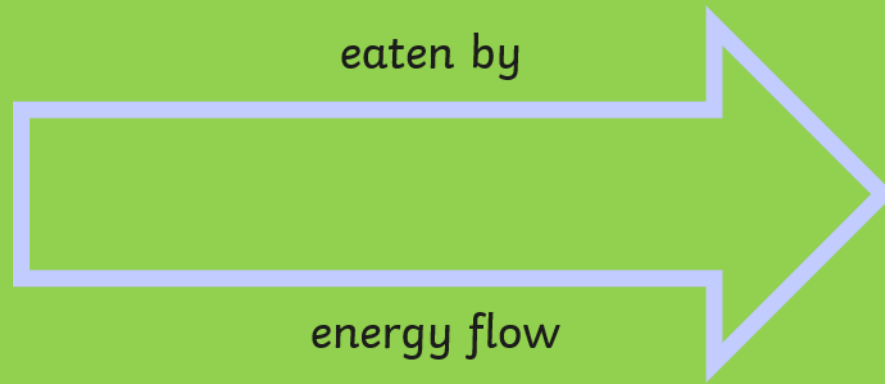
Food chains use arrows to show how the energy from food moves from one living thing to the next:



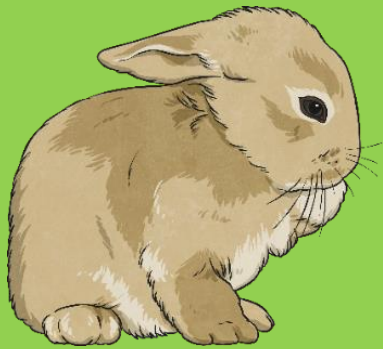
What is wrong with this food chain?



The arrow is pointing the wrong way!



That's better!



eaten by

energy flow

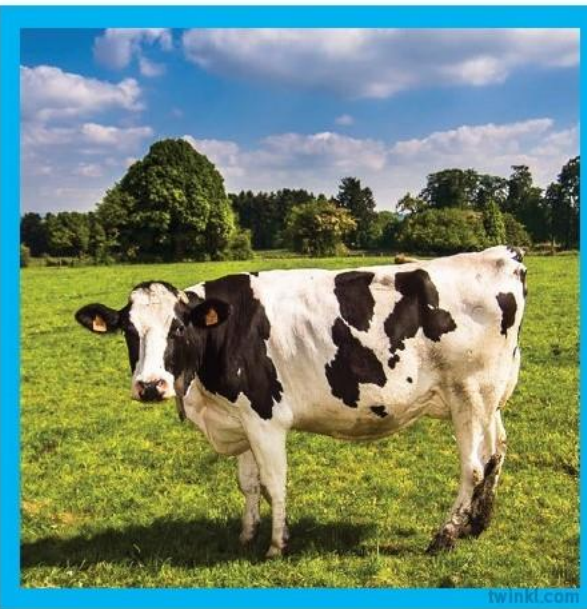


Book Task:

Print the next slides. Use the photos and arrows to make as many food chains as you can.

Stick some examples into your lined book. Don't forget the date and learning objective!







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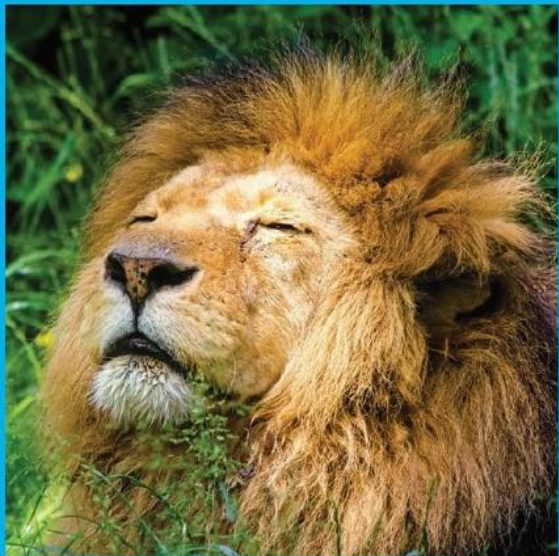
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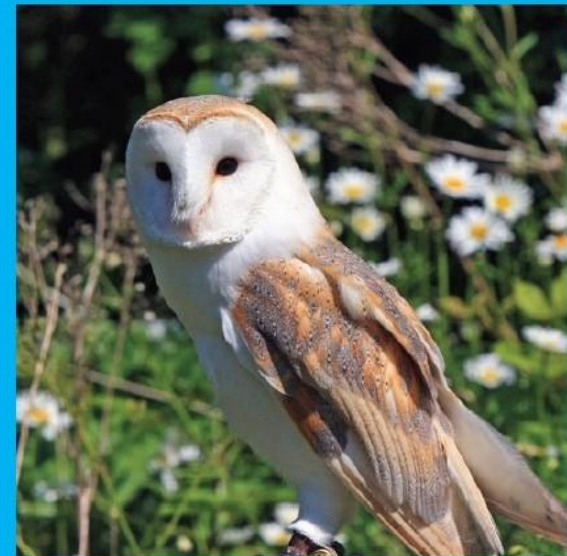
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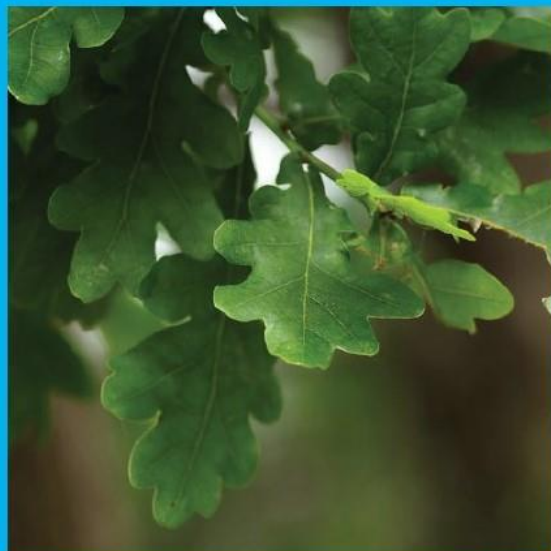
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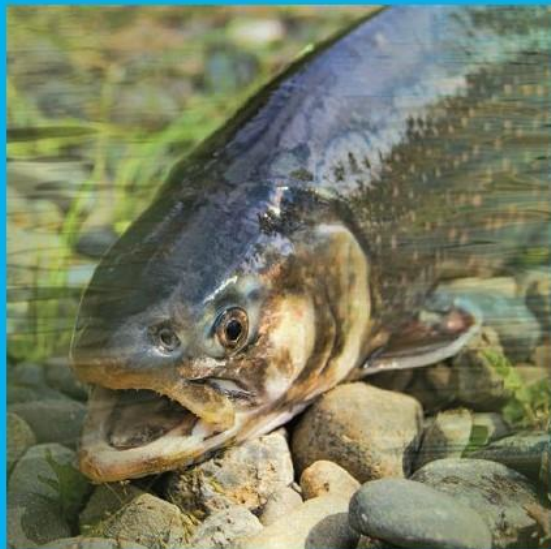
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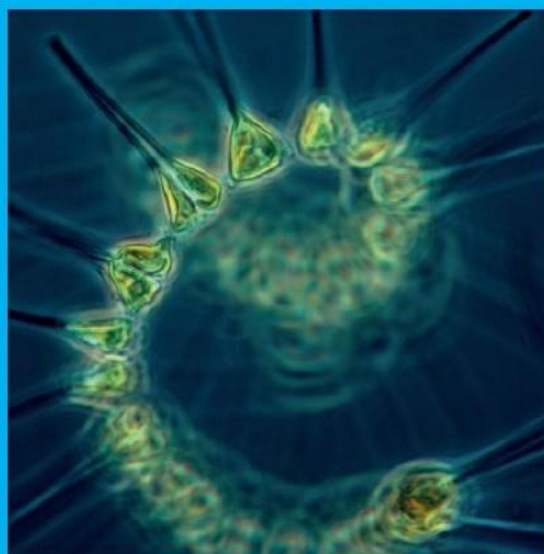
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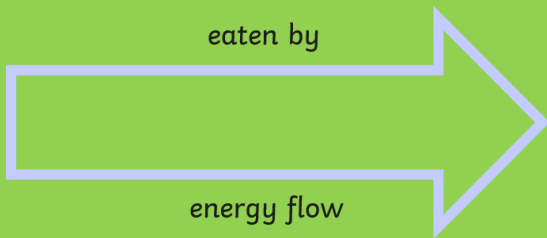
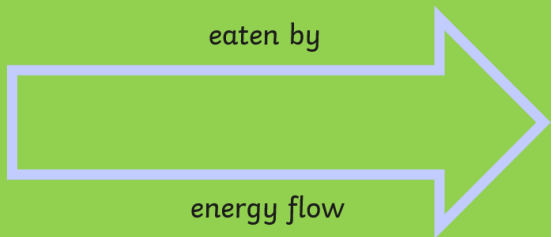
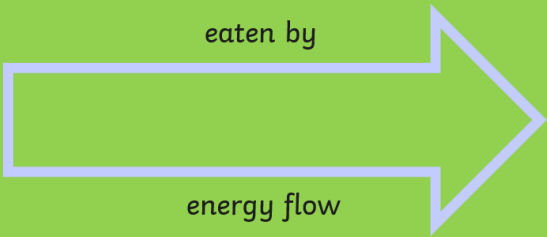
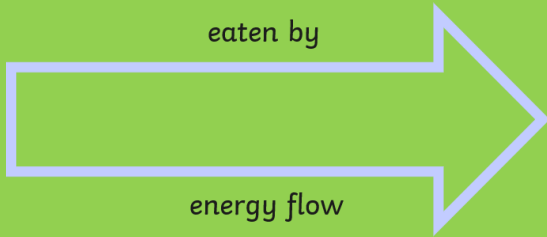
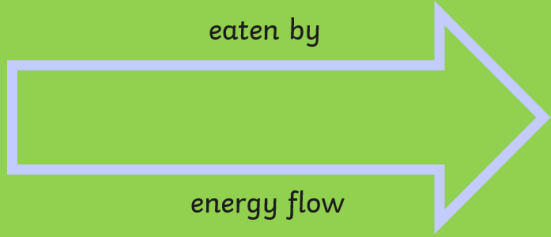
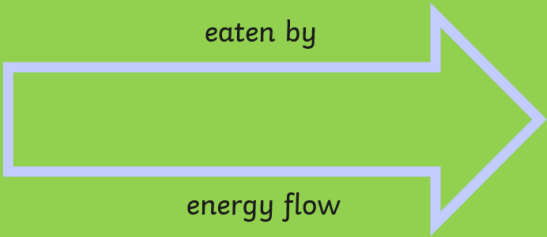
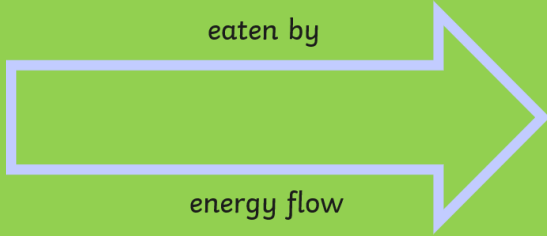
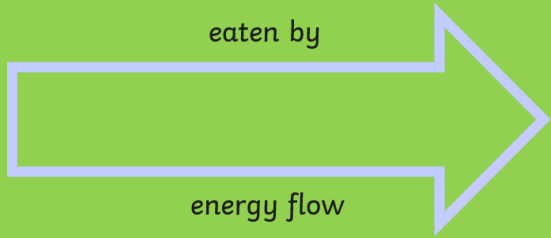
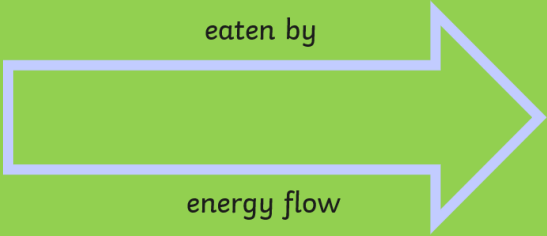
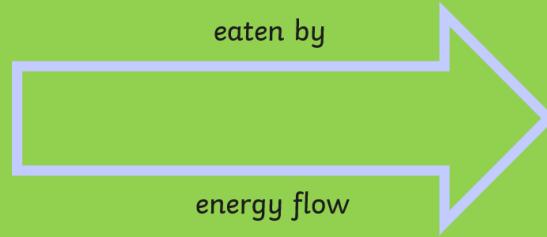
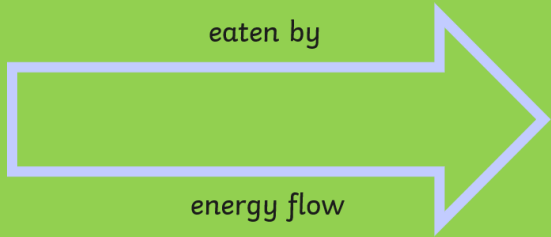
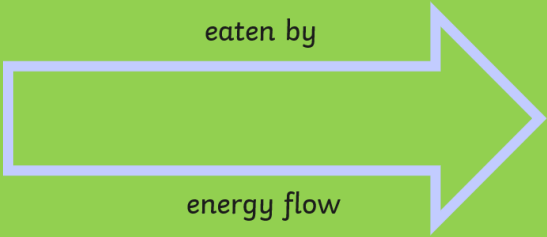
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What is the
longest food
chain you can
make?

Food chain challenge!

Form II Home Learning 30/03/2020

Well done! You finished today's lessons!

I'm looking forward to seeing you all back at school soon!

Miss Ardley

