

**English****Reading**

Follow the link below to find a [powerpoint of the story The Tunnel](https://fatherreading.files.wordpress.com/2018/03/the-tunnel-whole-class-guided-reading.ppt) by Anthony Browne.

<https://fatherreading.files.wordpress.com/2018/03/the-tunnel-whole-class-guided-reading.ppt>

Read through the powerpoint and answer the questions on the slides.

Writing activity

Today you are going to write a continuation of the story *Voices in the Park* by Anthony Browne.

Re-read the story *Voices in the park* by Anthony Browne.

<http://booksalive.kingston.ac.uk/flash/book.html> Which is your favourite character and why?

Choose which voice you would like to focus on to continue the story from their point of view.

Think about the way the character talks, their circumstances, emotion and attitude.

You might find that it will help you to plan what you will write about and make notes first.

To be successful, you will need to make sure that you think carefully about the following in your continuation of the story.

-Using predictions.

-Using evidence from what you have read so far.

-Writing in the first person.

-Writing in the past tense.

-Considering aspects of the character when you are writing as them.

-Remembering to use the non-negotiables in your writing.

When you have completed your writing, remember to check it through carefully and use your editing skills. You could use [CUPS and ARMS](#) to help you. Look in the supporting information section below.

You may also decide to illustrate your work in the style of Anthony Browne.

Share: Read your work to someone at home. Can they guess which Voice from the story you have used? How did they guess? A good piece of writing should be easy to guess.

Spelling

Follow the link to the BBC Home learning website to remind you of how to use the suffix -ly.

<https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/zqghtyc>

Now have a go at writing some interesting sentences using words with the -ly suffix.

Games using the ly suffix https://www.spellzone.com/word_lists/games-365569.htm

Maths – Dividing numbers by 10.

In Maths we are learning about dividing numbers by 10 and using the decimal point. Click on the link below to access the BBC Home Learning website to find out what happens to a number when it is divided by 10. Read the examples, then watch the video from KS2 Maths on dividing numbers by 10 and using the decimal point. Then answer the questions below.

<https://www.bbc.co.uk/bitesize/articles/zf39why>

Eva uses counters to make a 1-digit number.

Tens	Ones	Tenths	Hundredths
	● ●		

To divide the number by 10, we move the counters one column to the right.

What is the value of the counters now?

Use this method to solve:

$$3 \div 10 = \square \quad 7 \div 10 = \square$$

$$\square = 4 \div 10$$

Teddy uses counters to make a 2-digit number.

Tens	Ones	Tenths	Hundredths
●	● ●		

To divide the number by 10, we move the counters one column to the right.

What is the value of the counters now?

Use this method to solve:

$$42 \div 10 = \square \quad 35 \div 10 = \square$$

$$\square = 26 \div 10$$

Here is a 1-digit number on a place value chart.

Ones	Tenths
5	

$$5 \div 10 = \square$$

When dividing by 10, we move the digits one place to the _____.

Use this method to solve:

$$8 \div 10 = \square \quad \square = 9 \div 10$$

$$0.2 = \square \div 10$$

Here is a 2-digit number on a place value chart that has been divided by 10.

Tens	Ones	Tenths	Hundredths
	● ● ● ● ●	● ●	

$$82 \div 10 = \square$$

When dividing by 10, we move the digits one place to the _____.

Use this method to solve:

$$55 \div 10 = \square \quad \square = 90 \div 10$$

$$3.2 = \square \div 10$$

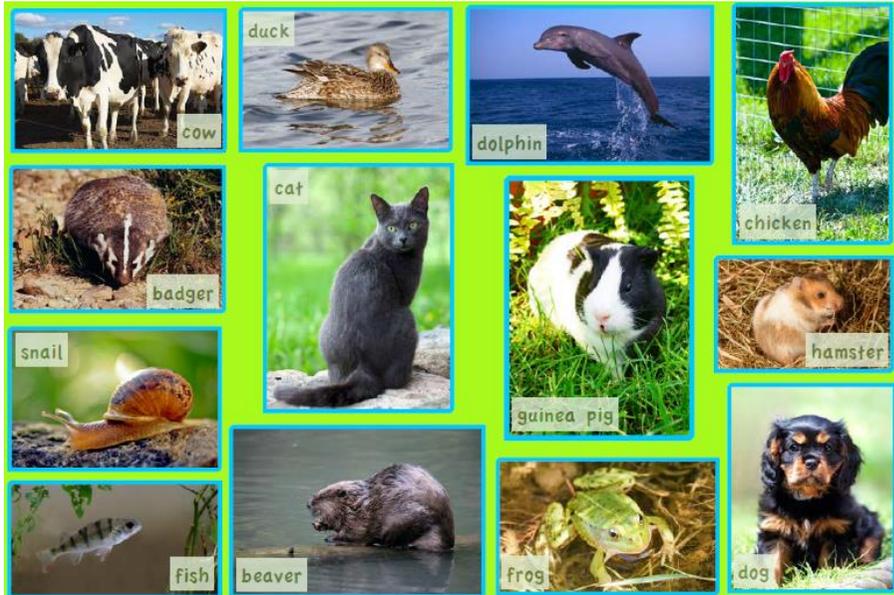
Look back at the BBC Home Learning page and complete the activities provided. <https://www.bbc.co.uk/bitesize/articles/zf39why>

Theme: Living things - Grouping

Today we are going to be learning how to group organisms according to their characteristics. Look at the animals below. How could you sort them into groups?

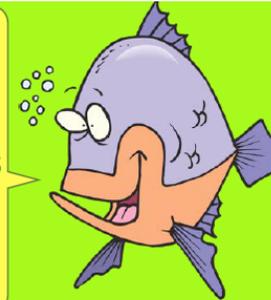


Now look at this set of animals. How could you sort them into groups?



There are millions of species of plants and animals in the world. It would be very difficult to just identify and name each animal individually. Instead, we can assign them to groups according to things they have in common. This is known as a classification system.

Classifying animals helps to identify similarities between organisms and to identify unfamiliar organisms. It also makes it easier for researchers and scientists to discuss and find out about plants and animals.



Follow the link below to the BBC page- [What is Classification?](https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx)

<https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx>

Complete the quiz at the bottom of the page.

Watch the BBC teach primary video- [Classification of organisms](https://www.bbc.co.uk/teach/class-clips-video/science-ks2--ks3-classification-of-organisms/zh7g92p)

<https://www.bbc.co.uk/teach/class-clips-video/science-ks2--ks3-classification-of-organisms/zh7g92p>

Look at the creatures that are pictured on the resource. Can you group them into birds, mammals, reptiles, amphibians, fish or invertebrates?(invertebrates are animals without a backbone)

<http://www.oum.ox.ac.uk/educate/resource/animal1.pdf>

Use the descriptions of the characteristics of each group of animals to help you. (See below supporting information section)

PSHE/ Wellbeing:

Who are we? – Hopes and Dreams We all have hopes and dreams – some for ourselves, some for our loved ones (family and friends) and some for the world that we live in. Use the great resources to discuss what your hopes and dreams might be and find out about what others think too! You may surprise yourselves with how similar your dreams are. One mum said her hope for herself was a years supply of chocolate and her hope for the world was a peaceful life for everyone.

<https://thelinkingnetwork.org.uk/home-learning-resources/who-are-we/>

Song- Count on Me Click the link below which will take you to the songs section on the linking network. Select the Count on Me powerpoint and listen to the song by Bruno Mars. Have a go at learning the song using the words and the performance track. When you've learnt the song well enough, you might be able to sing along to the backing track.

<https://thelinkingnetwork.org.uk/home-learning-resources/songs/>

Links to support this learning

English

Comprehension based powerpoint of *The Tunnel* by Anthony Browne.

<https://fatherreading.files.wordpress.com/2018/03/the-tunnel-whole-class-guided-reading.ppt>

Voices in the park interactive book <http://booksalive.kingston.ac.uk/flash/book.html>

Spelling

Words ending in ly

<https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/zqghtyc>

Games using the ly suffix https://www.spellzone.com/word_lists/games-365569.htm

Maths

Decimals Knowledge Organiser

BBC Home learning – Dividing numbers by 10.

<https://www.bbc.co.uk/bitesize/articles/zf39whv>

Decimal demonstrator <http://www.ictgames.com/mobilePage/decimalDemonstrator/>

Game- Dividing numbers by 10.

http://resources.hwb.wales.gov.uk/VTC/phase4_20030829/Mathematics/Keystage2/Numbers/Tenthsandhundre/Introduction/whiteboard2.htm

Theme -Classification

Living Things Knowledge Organiser

BBC page- What is Classification?

<https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx>

BBC teach primary video– Classification of organisms

<https://www.bbc.co.uk/teach/class-clips-video/science-ks2--ks3-classification-of-organisms/zh7g92p>

Grouping animals activity <http://www.oum.ox.ac.uk/educate/resource/animal1.pdf>

PSHE/ Wellbeing

Who are we? – Hopes and Dreams <https://thelinkingnetwork.org.uk/home-learning-resources/who-are-we/>

Song- Count on Me <https://thelinkingnetwork.org.uk/home-learning-resources/>

Supporting Information for parents

English

EDIT - THINK CUPS!

- C** Capitals - names, places, titles, months, days, I
- U** Usage - match nouns and verbs correctly, past and present tense
- P** Punctuation - . ! ? , ' " "
- S** Spelling - check all words using the Learning Wall, word bank or a dictionary. Use a spelling checker to help.



IMPROVE - THINK ARMS!

- A** Add - detail, descriptions, senses, use a thesaurus. Can you add a subordinate clause?
- R** Remove - words that don't make sense
- M** Move - words/phrases that fit in another spot
- S** Substitute - change words/phrases for a better sentence.



Maths

Notes and guidance

Divide 1-digit by 10

Children need to understand when dividing by 10 the number is being split into 10 equal parts and is 10 times smaller. Children use counters on a place value chart to see how the digits move when dividing by 10. Children should make links between the understanding of dividing by 10 and this more efficient method. Emphasise the importance of 0 as a place holder.

Divide 2-digits by 10

As in the previous step, it is important for children to recognise the similarities and differences between the understanding of dividing by 10 and the more efficient method of moving digits. Children use a place value chart to see how 2 digit-numbers move when dividing by 10. They use counters to represent the digits before using actual digits within the place value chart.

vertebrate

A vertebrate is any animal that has a backbone. All animals with an internal skeleton, including humans, are vertebrates.



invertebrate

An invertebrate is any animal that does not have a backbone. Some invertebrates have exoskeletons, which means they have an outer skeleton, like armour to protect them. Others have an outer shell. Some, like worms, have no protection. There are lots of different types of invertebrates, including insects, molluscs, annelids, arachnids and crustaceans.



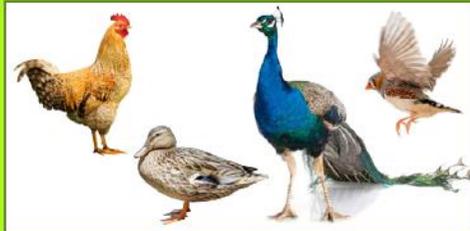
mammal

Mammals are warm-blooded vertebrates. They have hair or fur. They usually give birth to live young and the females feed their babies with their own milk.



bird

Birds are warm-blooded vertebrates with feathers and beaks. Most birds can fly. They lay eggs which then develop into young.



fish

Fish are cold-blooded vertebrates that live entirely under water. They have fins and gills which allow them to take in oxygen from water.



reptile

Reptiles are cold-blooded vertebrates that have dry, scaly skin. They usually lay soft-shelled eggs on land.



amphibian

Amphibians are cold-blooded vertebrates that can live both in water and on land. They begin their life in water with gills but develop lungs as they grow.



insect

Insects are invertebrates with six legs and generally one or two pairs of wings. We tend to use the term 'insect' for any creepy-crawly but this is inaccurate.

