Dear Parents,

I hope you are all well. Last day of remote learning online today. Well done to all of the children for their brilliant efforts!

Best wishes,

Mrs Furzland

Daily activities:

**Spelling**- look, cover, write and check their words.

**Reading**- children could read a reading book for 30 minutes practising their fluency and application of phonics. Please feel free to ask your child inference questions, where they need to consider the hidden meaning of what has been written (e.g. Why did the character behave in that way? What was the reason for the character feeling upset?). Children could make predictions about what they think might happen and why, using evidence from the text to explain their predictions.

**Times tables**- children could write out and chant their times tables forwards and backwards. Children could also learn the division facts for their tables.

Here are some great internet games to help with efficiency and recall.

<https://mathsframe.co.uk/en/resources/resource/399/Archery-Arithmetic-Multiplication>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Specific activities:

**Spellings**- look at the suffix matrix provided. See how many different words with these suffixes you can create making sure that you spell them correctly.

**Literacy**- For our literacy today we are learning about how to use nouns and pronouns to make paragraphs flow in our work. Have a look at the paragraph of writing below:

Hogarth’s father got in his car. Hogarth’s father started the engine. Hogarth’s father sped quickly down the lane, to speak with another farmer. Hogarth’s father told the farmer that the Iron Man was back. Hogarth’s father was holding his gun and looking all around him, just incase the Iron Man came.

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What do you notice about the paragraph? Does it flow? Why not? What has happened in most sentences of the paragraph? How could we improve this paragraph?

Each sentence starts with the character name (Hogarth’s father), which means that it does not flow well and is not joined well (cohesive) from sentence to sentence.

Hogarth’s father- could also be

Pronouns- him, he

Nouns- the farmer, the old man, the caring father

When we use different nouns or pronouns to refer to Hogarth’s father it makes the paragraph flow much better. We do need to start using his name in the first sentence of people will not know who we are talking about.

e.g. **He** got in his car. (We would not know who he is.)

**Hogarth’s father** got in his car. **He** started the engine.

This flows much better, we need to say who we are talking about at first in the paragraph, but now we can alternate the use of nouns and pronouns to refer to Hogarth’s father, so that the paragraph flows better and makes sense.

Look at the activity sheet with a paragraph about Hogarth and see if you can think of different nouns and pronouns to refer to Hogarth, then rewrite the paragraph so that you are not using Hogarth to begin every sentence, so that it makes sense.

**Maths**- today the children will be revisiting the time on the analogue clock. They will be revisiting the times ‘o’ clock, half past and quarter past. Some of the children will also be learning five minute intervals to half past on the analogue clock.

Remember ‘o’ clock the long minute hand is on the 12 to show that a new hour has started. The short hour hand is on the hour it is, so if it is 9 ‘o’ clock the short hour hand is on the 9, while the long minute hand is on the 12.

Half past- because half of the hour has gone past the long minute hand is on the 6 to show that is it half past. The short hour hand is half way between the hour it is half past and the hour it is moving towards. For example half past 3 the hour hand would be inbetween the 3 and 4 to show it is half an hour after 3 and half an hour to 4.

Quarter past- the long minute hand is on the 3 to show that fifteen minutes has passed which is a quarter of an hour. The short hour hand is just past the hour number it is quarter past. For example quarter past 6, the long minute hand is on the 3 and the short hour hand is just past the 6.

**Science-** an extra science activity for you this afternoon. We talked about sources of light in our science lesson. A source of light is where light is created by an object. For example we talked about how a torch is a source of light, because it creates its own light. I would like you to look at the examples of different sources of light and see if you can work out which are natural sources of light (they are made by natural things and occur in nature) and which sources of light are man-made. Challenge- can you add any of your own examples?

**PSHE**- As today is your last day of having remote learning work online and you are joining us back in the classroom shortly, I would like to you to create a poster showing me everything you have been doing, while you have been isolating. You could share what you are looking forward to and anything you are concerned about or are thinking about with regards to going back to school. Please bring this with you on Tuesday or on your first day back to school. It will help me to make sure you are looked after, when we go back to school. ☺

Have a great day!