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|  | PE/ daily exercise 9-9.30 | READING | MATHS | ENGLISH | RE/SCIENCE/ICT/ART/TOPIC |
| Monday | Check out Joe Wicks on YouTube and join in from 9am every morning  <https://www.youtube.com/watch?v=Rz0go1pTda8&list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTl> | Spend 20 minutes reading either independently or to an adult- don’t forget to sign your reading record!  Challenge: Complete a book review when your book is finished. | Hamilton Trust Week 8 Day 1 Activity.  Read the information page before attempting the activities.  Complete the activities either independently or with adult support.  If you are feeling confident have a go at the challenge. | Hamilton Trust Week 8 Day 1 Activity.  Read the first page with an adult and watch the clips which are provided to support your learning. There may be powerpoints to go with these lessons.  Complete the activities either independently or with adult support. | **SCIENCE**  Complete the third lesson of our Science topic-**‘ Inventors’**.  -Today you are going to be an ‘inventor’ and design, by drawing on paper, a rollercoaster ride. You might have seen a ride like this if you have been to a theme park as a treat! Usually you have to be a bit older, and taller, to ride one of these.  Watch this video first. Here are some meanings of words that are said in the video:  - **acceleration means** speed, how fast something goes  - **restraint means** something that holds you, usually to keep you safe, like a seatbelt in a car.  - **engineering means** the science used to make something  <http://www.bbc.co.uk/education/clips/zv3h34j>  Inventors have to draw their design as part of inventing/making something.  -How did the designer in the video make it fun and scary all at the same time? Will it have loops?  -Think about what makes the ride a good one.  -Is it safe? What can you include to make it safe?  -What materials would you use?  **YOU CAN WRITE THESE ANSWERS ON THE PAPER WITH YOUR DESIGN.**  \*\*As an EXTRA fun activity, you may want to challenge yourself to try to make a paper rollercoaster. LOOK AT THE VIDEO FIRST WITH AN **ADULT**.  <https://www.sciencebuddies.org/stem-activities/paper-roller-coaster>  -If your parents are able to, they can print out the attached template.  **CHILDREN, REMEMBER THAT COMPUTER INK IS EXPENSIVE SO YOUR PARENTS MAY NOT BE ABLE TO PRINT OUT EVERYTHING THAT YOU WANT THEM TO.**  -Think about OTHER materials in your house that you might ask your parents if you can use to make a roller coaster, such as CLEAN empty toilet/kitchen cardboard rolls, or the edges of a paper plate. |
| Tuesday | Check out Joe Wicks on YouTube and join in from 9am every morning  <https://www.youtube.com/watch?v=Rz0go1pTda8&list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTl> | Spend 20 minutes reading either independently or to an adult- don’t forget to sign your reading record!  Challenge: Complete a book review when your book is finished.) | Hamilton Trust Week 8 Day 2 Activity.  Read the information page before attempting the activities.  Complete the activities either independently or with adult support.  If you are feeling confident have a go at the challenge. | Hamilton Trust Week 8 Day 2 Activity.  Read the first page with an adult and watch the clips which are provided to support your learning. There may be powerpoints to go with these lessons.  Complete the activities either independently or with adult support. | **ICT**  This half-term’s topic is **‘Computer Art’.**  Computer art is about knowing tools on the computer that can be used to create art. This week you will learn about colouring in using programs/apps on the computer or any other device that you might use. You can use a computer, laptop or tablet for this lesson. For our geography topic of ‘sensational safaris’, you will have learnt about animals that live in Kenya. Elephants live in Kenya, but do not look like Elmer (below)C:\Users\HP\AppData\Local\Microsoft\Windows\INetCache\IE\NJJ9CDUX\smiley-face[1].jpg.C:\Users\HP\Documents\download.jpg  Open the ‘click and colour’ uncoloured image of Elmer, for ***Tuesday’s work***. On your device (computer/laptop/tablet), choose a program to colour it any colours that you want to. Your device might show ‘edit and create’ when you open Elmer. IF it shows this, click on it and you will then click on ‘edit with Paint 3D’. You will then be able to colour in the different patches on Elmer. **-Which program did you use to colour in Elmer? Was it Microsoft Paint, Paint 3D or something else? -Which tool (s) did you use; brush or pencil? Did you have to think carefully about the thickness of the brush, or the size of the pencil nib? –Which media did you use? Paint, oil paints, water colours, crayons etc? -What did you do to get rid of a mistake, click on ‘undo’? – What did you find challenging about colouring in using your device? -What did you enjoy about this lesson? Next week you will be drawing using your device.** |
| Wednesday | Check out Joe Wicks on YouTube and join in from 9am every morning  <https://www.youtube.com/watch?v=Rz0go1pTda8&list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTl> | Spend 20 minutes reading either independently or to an adult- don’t forget to sign your reading record!  Spend 20 minutes reading either independently or to an adult- don’t forget to sign your reading record!  Challenge: Complete a book review when your book is finished. | Hamilton Trust Week 8 Day 3 Activity.  Read the information page before attempting the activities.  Complete the activities either independently or with adult support.  If you are feeling confident have a go at the challenge. | Hamilton Trust Week 8 Day 3 Activity.  Read the first page with an adult and watch the clips which are provided to support your learning. There may be powerpoints to go with these lessons.  Complete the activities either independently or with adult support. | **Art**  Our topic this half term is linked to our geography topic of sensational safaris.  -Look at the slide show about  safari sunset landscapes. You  learned about silhouettes last  week, and you will be including  these in this week’s work too.  ***\*On the slide show it will say to ‘discuss’ with a partner. Instead, you can discuss with a sibling, or a parent.\****  -On any size paper use paint, coloured pencils or crayons to create your sunset. Think about colours that you will use for these.  -Then use black paper to cut out some silhouettes of Africa, like animals and trees.  ***OR you can draw and colour this scene on paper if you do not have black paper to cut out silhouettes.*** |
| Thursday | Check out Joe Wicks on YouTube and join in from 9am every morning  <https://www.youtube.com/watch?v=Rz0go1pTda8&list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTl> | Spend 20 minutes reading either independently or to an adult- don’t forget to sign your reading record!  Challenge: Complete a book review when your book is finished. | Hamilton Trust Week 8 Day 4 Activity.  Read the information page before attempting the activities.  Complete the activities either independently or with adult support.  If you are feeling confident have a go at the challenge. | Hamilton Trust Week 8 Day 4 Activity.  Read the first page with an adult and watch the clips which are provided to support your learning. There may be powerpoints to go with these lessons.  Complete the activities either independently or with adult support. | **RE**  Complete the third and fourth RE lessons of our topic, **The Kingdom of Heaven**.  Last week you read the parable of the Mustard Seed (Matthew 13:31-32).  Here are some De Bono hat questions that we use in school.  **-What happens when we scatter seeds? What will grow? How can we look after them?** **White**  **-How can we relate looking after seeds to being a Christian? Green hat**  Planting the seeds is making God’s Kingdom nice to look at and be part of. Remember when we learnt about ‘In the Beginning’ at the start of year 2 in September, we learned about looking after the beautiful world that God made for us  **Think of the following questions when, or if, you scatter seeds. White/Green hat**  **(Level 1-2)**   * What would it be like to live in God’s kingdom? * Do you think we have God’s kingdom here now (in our school/class)? * What would we need to do to bring about God’s kingdom?   **Fill out the worksheets with these questions on**  There are many songs which mention the kingdom of God – have a go singing them.  Singing is a way of praising God.  ‘This is the way of the Kingdom’ <https://www.youtube.com/watch?v=HvBFJrPzA9Y> (note: lyrics/words are in the description below the clip)  The Lord’s prayer (Our Father) is a prayer that prays for the coming of God’s kingdom.. ***The final part of it says,***  ***"For the kingdom, the power and the glory are yours, now and forever," Amen***  Next, write an explanation of the kingdom of God. Or you can tell someone in your house about the Kingdom of God.  **There is a worksheet for this too.**  The Kingdom of God is……..  Finally write, or talk about, a *reflection* about what you do to act like Jesus. **There is a short sheet for this** |
| Friday | Check out Joe Wicks on YouTube and join in from 9am every morning  <https://www.youtube.com/watch?v=Rz0go1pTda8&list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTl> | Spend 20 minutes reading either independently or to an adult- don’t forget to sign your reading record!  Challenge: Complete a book review when your book is finished. | Hamilton Trust Week 8 Day 5 Activity.  Read the information page before attempting the activities.  Complete the activities either independently or with adult support.  If you are feeling confident have a go at the challenge. | Hamilton Trust Week 8 Day 5 Activity.  Read the first page with an adult and watch the clips which are provided to support your learning. There may be powerpoints to go with these lessons.  Complete the activities either independently or with adult support. | **Topic: Geography (Sensational Safari)**  Today you will be learning about nature reserves and National Parks in Kenya.  Look through the powerpoint (ppt) slides and your activity is to design your OWN National Park. |



Remember to say your MORNING, LUNCHTIME and AFTERNOON PRAYERS as you would normally do in school.

IF you have forgotten them, they are in the MARCH 2020 newsletter on the school’s website, pages 5 and 6.