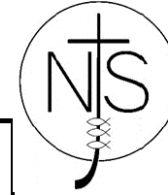


# Home Study Learning,



This page of links and ideas is to support you during this time when we are having to stay at home.

Additional to these ideas there will always be regular reading, the homework set by teachers and the use of **Times Table Rockstars** to keep you busy.

If we close teachers will also be posting daily tasks on the website to help you focus on your learning while at home.

Useful websites for online learning activities:

Year 3, 4, 5, 6 Resource Packs from Twinkl-

<https://www.twinkl.co.uk/resources/wellbeing-parents/school-closures-category-free-resources-parents/school-closures-free-resources-parents>

Classroom Secrets Resource Pack-

<https://classroomsecrets.co.uk/free-home-learning-packs/>

BBC Bitesize

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

ICT maths and literacy games

<https://www.ictgames.com/mobilePage/literacy.html>

Myths and Legends—online stories

<http://myths.e2bn.org/about/>

Pobble 365—Pictures for inspiring writing.

<http://www.pobble365.com/>

KS 2 Home Learning Pack

<https://www.tts-group.co.uk/home+learning+activities.html>

E-Learning for Kids

<https://en.e-learningforkids.org/math/>

Don't forget the learning opportunities that can come from simple activities such as;

- Cooking and baking
- Playing board games
- Dominoes
- Drawing and painting
- Sudoku, crosswords and wordsearches
- Jigsaw puzzles
- Construction kits, lego and model making
- Growing flowers or vegetables- keeping a plant diary
- Keep a scrap book
- A garden bird watch

Children have access to e-books through :

<https://shropshiresls.wheelers.co/>

Username and password is in children's HomeLink Book.

Please look on the website for further learning activity ideas and updates from teachers!

# Home Learning: To interpret bar charts.

You have looked at line graphs and time tables so far. Now, you are going to look at a simple bar chart. Think carefully about the questions! Use the link below to refresh your mind on bar charts! <https://www.youtube.com/watch?v=nGDYjEJCHUM>

**5a. Look at this bar chart:**  
*Distance Travelled*

| Truck 1 | Truck 2 | Truck 3 | Truck 4 |
|---------|---------|---------|---------|
|         |         | 20km    |         |

Fill in the blanks in the table below.

*E* 4 VF

**5b. Look at this block graph:**  
*Pupils per class*

| Oak Class | Birch Class | Holly Class | Rowan Class |
|-----------|-------------|-------------|-------------|
|           | 30          |             |             |

Fill in the blanks in the table below.

*E* 4 VF

**8a. Look at the bar chart: Distance Beanbag Thrown**

A. Which is the furthest distance most pupils could throw?

B. How many pupils threw 3.5 metres or more?

*E* 4 VF

**8b. Look at the table: Vegetables Planted**

|         | Jan | Feb | Mar |
|---------|-----|-----|-----|
| Onions  | 23  | 32  | 43  |
| Garlic  | 36  | 15  | 13  |
| Cabbage | 12  | 8   | 4   |

A. How many garlic bulbs were planted in February?

B. In which month were the most vegetables planted?

*E* 4 VF

**6a. Think of two questions to ask about the information in this tally chart:**  
*Breakfast*

|                 |  |
|-----------------|--|
| Cereal          |  |
| Fruit & Yoghurt |  |
| Toast           |  |

*E* 4 VF

**6b. Think of two questions to ask about the information in this tally chart: Car Colour**

|        |  |
|--------|--|
| Black  |  |
| Silver |  |
| Red    |  |

*E* 4 VF

**12a. Look at the bar chart: Audience Members**

A. How many people were in the audience on Wednesday?

B. Which days had more than 250 people in the audience?

*GD* 4 VF

**12b. Look at the tally chart: Votes Cast**

|           |  |
|-----------|--|
| 4pm - 5pm |  |
| 5pm - 6pm |  |
| 6pm - 7pm |  |

A. How many people voted before 5pm?

B. How else could you present this information?

*GD* 4 VF

## Answers:

5a. Truck 1 = 20k truck 2 = 30k truck 4 = 40k

5b. Oak - 28 Holly - 30 Rowan - 32

6a. Various answers. E.g - How many people have toast for breakfast?

6b. Various answers. E.g How many more people have red cars than silver?

8a. A = 2.5m B = 6

8b. A = 15 B = January

12a. A = 400 B = Tuesday, Wednesday, Thursday

12b. A = 23 B = This information could be presented as a bar chart or pictogram.

# English Starter

| Task:   | Monday | Tuesday  | Wednesday | Thursday | Friday |
|---|--------|--|-----------|----------|--------|
| Use <b>I</b> or <b>me</b> to complete these sentences:  |        | The teacher asked ..... to hand out the pencils.     |           |          |        |
| Underline the past perfect verb form.                   |        | Jane had laughed loudly at the joke Marlon told her. |           |          |        |
| Add brackets in the correct place.                      |        | Tom my brother won his football match.               |           |          |        |
| Identify whether these sentences are active or passive: |        | The creaky door was opened slowly.                   |           |          |        |

# English Starter

| Task:   | Monday | Tuesday   | Wednesday | Thursday | Friday |
|---|--------|---|-----------|----------|--------|
| Use <b>I</b> or <b>me</b> to complete these sentences:  |        | The teacher asked <b>me</b> to hand out the pencils.        |           |          |        |
| Underline the past perfect verb form.                   |        | Jane <b>had laughed</b> loudly at the joke Marlon told her. |           |          |        |
| Add brackets in the correct place.                      |        | Tom ( <b>my brother</b> ) won his football match.           |           |          |        |
| Identify whether these sentences are active or passive: |        | The creaky door was opened slowly.<br><b>passive</b>        |           |          |        |



# Tuesday's English for Year 6

L.O: To conduct an interview with a refugee. **OR**  
To create a news report script.

Read Yaser's story. Then look at your task on the next slide.



Yaser's\* five children have been waiting 11 days for their registration process to be completed. Photo by Chris de Bode / Save the Children

## Yaser's Story

For two long years, violence has kept Yaser's\* five children, Ali\*, 15, Achmed\*, 14, Hala\*, 10, Sedra\*, 7 and Aya\*, 3, from living a normal life. They haven't been able to go to school or play outside – the sniper and missile attacks made it too risky. Instead, they learned what type of weapon was being used just by the sound it made.

"Being scared was a permanent state of mind. I was always scared," said Achmed. "When I went to bed, I always wondered if I would wake up the next morning." Eventually the violence became too much for Yaser and his wife, and they made the decision to uproot their family from their home in [Syria](#) in search of a better life in Germany. They were only able to make their long and difficult journey from sunset to sunrise so they would not be spotted. Young Hala lost her glasses during their trek. "Everything is already strange, but now it is also blurry," she said. "It is very scary not to be able to see clearly."

They walked for days until they reached the boat that would carry them to Germany. The water was rough and the children were scared, but the family eventually made it. Now they must wait to register for asylum, a process that takes up to two weeks. During those two weeks the family must wait outside the registration center every day for their number to be called. There are no facilities or shelter from the rain.

"I am tired of waiting here all day. We just stand in the rain," said Achmed. "But I will tell you something: after everything we have been through, a bit of rain can't hurt me."

Your task today...

You are going to become a news reporter today! Imagine you are covering Yaser's story during refugee week.

You can either:

1. Create a script containing information about Yaser and his family trying to find refuge in Germany.

Watch some videos of news reports (such as Newsround) to see what they might say!

**Challenge:** If you want, you could film your report!

2. Become an interviewer for a newspaper. Think of 5-6 questions you would like to ask Yaser. Ask the questions and then write a response from Yaser. Use his story to guide your responses.

**Tip:** Think of open questions that would require a longer response. If someone can answer with yes or no... your interview will be extremely short!

# Today's other activity:

L.O: To draw an image representing two scenes for a refugee.

Yesterday, we looked at why people move. Sometimes people move for a good reason and other times it is for safety reasons.

Use what would push someone away from their home to help with your task today!

*Your task is to draw an image showing two scenes.*

*Scene 1: What would leaving danger look like to a refugee?*

*Scene 2: What would finding refuge look like?*

