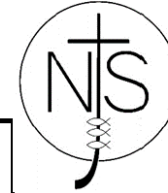




Home Study Learning,



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!

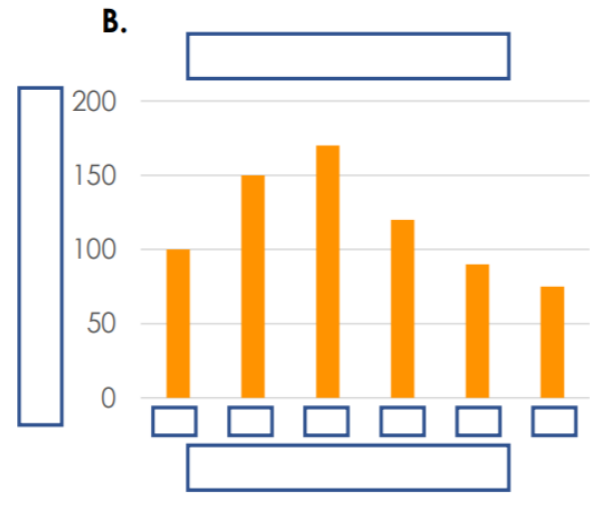
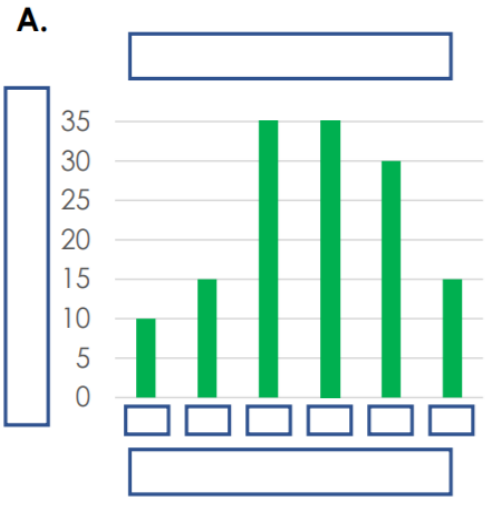
Home Learning: To interpret bar charts.

Yesterday, we revised reading bar charts! Today, you are going to continue to look at bar charts however, they are missing lots of information! Can you help fix them?

What's missing...?

Can you help John put his data into a bar chart?
Is a bar chart the only option John has? Explain!

1. These bar charts have lost their labels. What could they show? Fill in the blanks with appropriate labels.



Use the word bank below to create your own questions about the bar charts.

- same
- greatest
- least
- scale
- difference

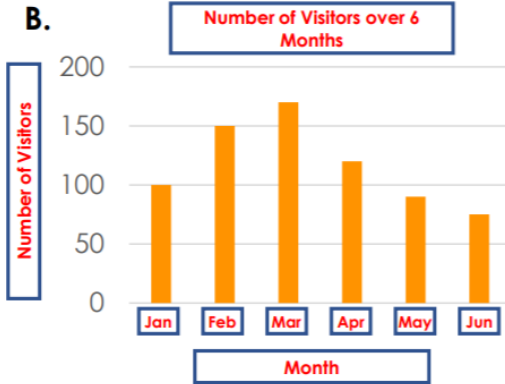
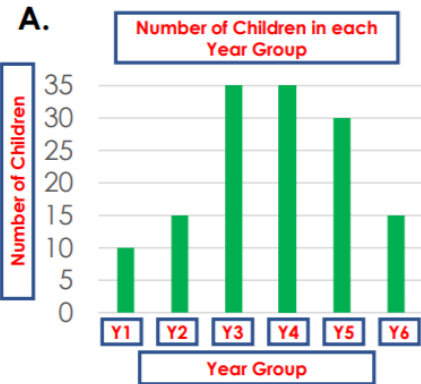
2. John says there is only one way to present the data below. Is he correct?

Favourite Animal	Number of Children
Monkey	4
Dog	12
Lion	5
Pig	6
Owl	2
Cat	3

Answers:

1. These bar charts have lost their labels. What could they show? Fill in the blanks with appropriate labels.

Various possible answers, for example:



Use the word bank below to create your own questions about the bar charts.

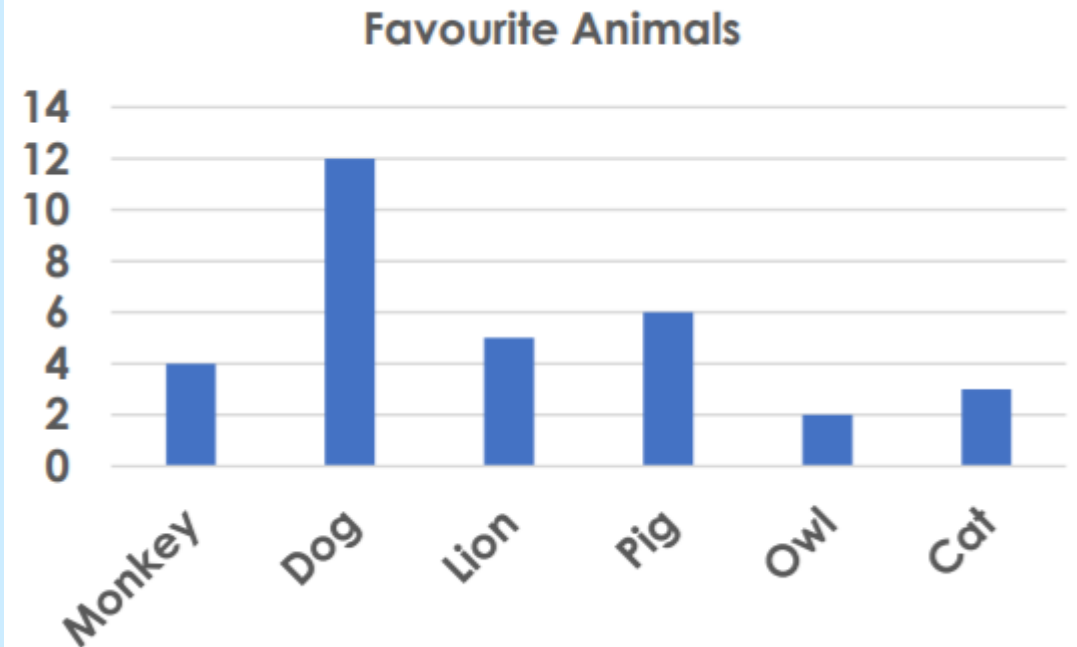
Various possible answers, for example:

1. Which year group has the least amount of children?
2. Which month had the greatest amount of visitors?
3. What is the difference between the number of children in Year 2 and Year 3?

DP

2. John says there is only one way to present the data below. Is he correct?

John is incorrect. There are many ways that the data could be presented, such as in a bar chart or a pie chart.



English Starter

Task:	Monday	Tuesday	Wednesday	Thursday	Friday
Use I or me to complete these sentences:			My friends and are going to the cinema tomorrow.		
Underline the past perfect verb form.			Because it was still nice weather, Tom had walked home last night.		
Add brackets in the correct place.			After that, the boy who was wearing a red t-shirt ran down the road.		
Identify whether these sentences are active or passive:			The window was smashed by the cricket ball.		

English Starter

Task:	Monday	Tuesday	Wednesday	Thursday	Friday
Use I or me to complete these sentences:			My friends and I are going to the cinema tomorrow.		
Underline the past perfect verb form.			Because it was still nice weather, Tom had walked home last night.		
Add brackets in the correct place.			After that, the boy (who was wearing a red t-shirt) ran down the road.		
Identify whether these sentences are active or passive:			The window was smashed by the cricket ball. passive		



Wednesday's English for Year 6

L.O: To explore emotions.

Today, you are going to explore the emotions of Yaser and one of his children.

When we write in character, it can be easy to say 'I am sad'. However, what does it look like when someone is sad?

Remind yourself of Yaser's story! For Yaser and one of his children, how do they feel?

Complete the activity (twice) to show their feelings! Once you have written what the chosen emotion would look like, can you turn them into descriptive sentences?

Show, Don't Tell Character Description

Emotion or Personality Trait



Character's face:

Body looks like:

Character moves:

My show, don't tell sentences about my character:

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."

You can complete the task in your book. The activity sheet has been attached separately just in case you need it!

Today's other activity:

L.O: To understand what challenges refugees could face when moving country.

The topic of 'refugees' is a human element of geography lessons.

Read Emily's story and answer the questions. Think carefully about how to respond.

Extension: How do you think Emily and Peter would feel during the process of deciding what to do? Why do you think this?



1 - Why did Emily move to the UK?

In 2004 Emily (age 22) and her husband, Peter, lived in the city of Toruń, Poland. Emily has an economics degree and could not find a suitable, well paid job in Poland. She worked as a Manager for a Polish supermarket chain, earning only 700zł (£120) a month, enough to cover her essential living expenses but not to allow her to begin saving. In 2005 Peter, a qualified plumber migrated to Italy in search of work; Emily realised that this also gave her the opportunity to search for work abroad; having learnt both English and German she decided that the UK would provide the best chance of finding work, especially as she knew a friend of a friend in Middlesex who could help her get started.

Why do you think that Emily and Peter decided to move abroad to find work?

Why do you think they decided to go to different countries?

Why do you think Emily chose the UK? (Try and suggest at least 3 different reasons).

What would have been the biggest challenges they faced when deciding to leave Poland and move abroad to find work?