

A large steamship is shown from a side profile, moving across the water. The ship has a dark hull and a white superstructure with several yellow funnels. The background is a hazy, overcast sky and distant land. The text "SUMMER 2" and "Week 6" is overlaid in the center of the image.

**SUMMER 2**  
**Week 6**

A large cruise ship with four yellow funnels is sailing on the ocean. The ship is white with a dark hull and is moving from left to right, leaving a white wake. The sky is overcast and grey.

Class email:

[holly.class.2020@hotmail.com](mailto:holly.class.2020@hotmail.com) if you have anything exciting to share.

On the next slide there are details of our new spelling resource to enjoy called Spelling Frame.

## THIS WEEK

English (x 5) – (A letter to Mr Booth)

Maths (x 5) – Investigation using measure

Topic – RE – Janmashtami

There is a resource folder containing all sheets your child will need so use these and the exercise book to complete any work.

Reading – please continue to sign your journal when you read, find books or magazines that you enjoy reading.

Remember to enjoy your mindful colouring, Cosmic Kids and the Zen Den.

<https://spellingframe.co.uk/>

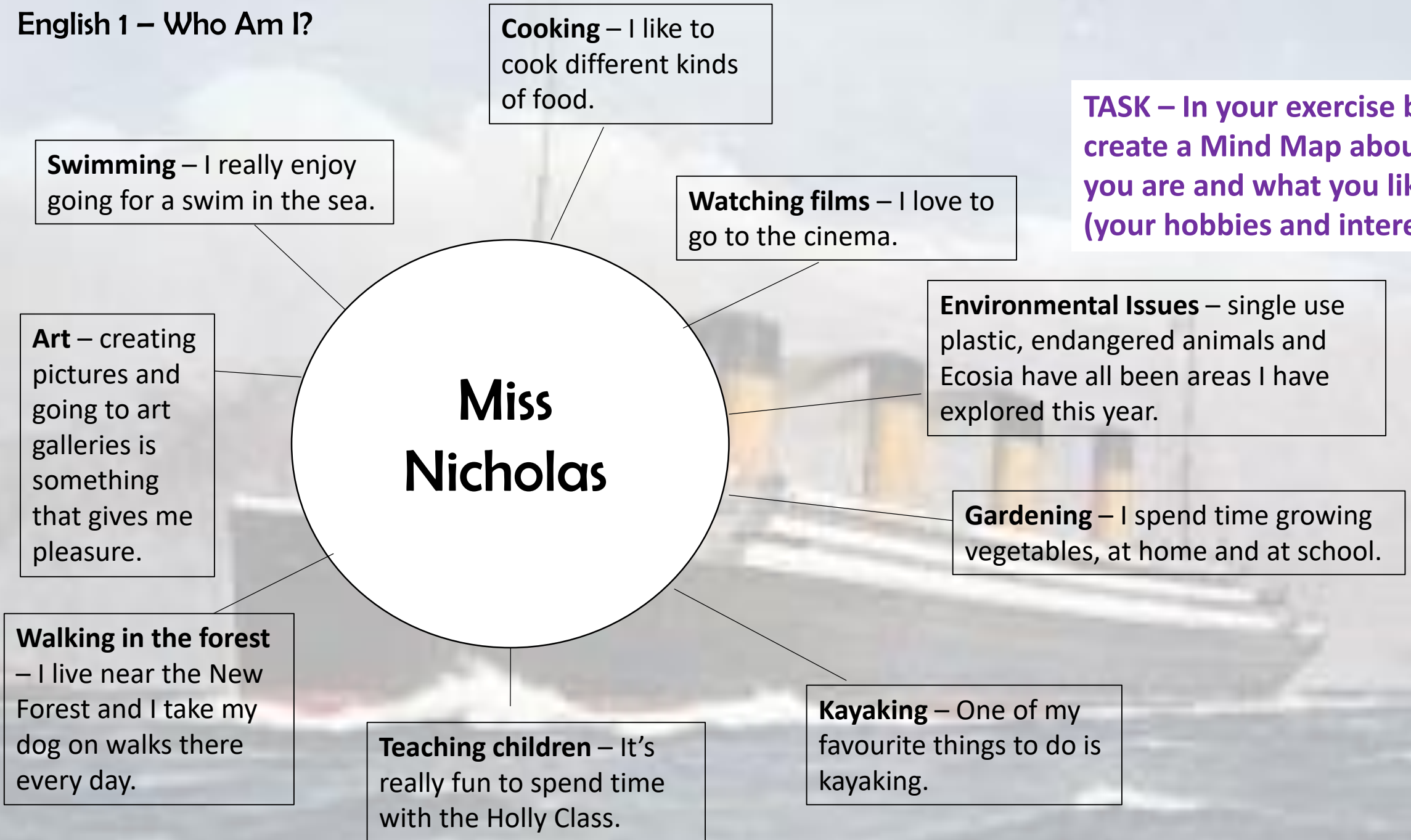
**Year 3 – If your child is following Year 3 spellings I will guide you as to which week will be focussing on as some of these we have covered already:**

**Spelling Rule 17**

**Year 2 - Spelling Rule 11**

**Year 1 – Spelling Rule 11**

## English 1 – Who Am I?



**TASK** – In your exercise book, create a Mind Map about who you are and what you like to do (your hobbies and interests)

**TASK – Use your Mind Map to create some interesting paragraphs about yourself (in your exercise book)**

My name is Sarah Nicholas I am fifty two years old and I live in a beautiful part of England called the New Forest. I have lived here for fifteen years but I was actually born in London. I live with my three daughters although they are all grown up now.

I am very busy with my job which I really enjoy. I am lucky to be a teacher, it is the best job in the world. My class this year have been amazing and we have had lots of fun.

It is important to do the things you love so during the last three months I have been growing lots of different vegetables. There are beans, tomatoes, spinach and kale which I have been using in the meals I make.

I am an environmentalist and I spend my time enjoying the natural world: sea swimming, kayaking and walking. I have learnt a lot about how to reuse plastics sometimes creating exciting pieces of art with them. My class and I used Ecosia as our search engine which supports planting trees around the world. I will continue to do this and learn more about the fantastic work they do.

Here I have expanded on my Mind Map. I thought about what I really enjoyed doing and how I have spent my time whilst not being in school.

I started with a personal introduction about myself.

Next I decided to focus on what was in the past.

Then I wrote about what is present and all the things I have been doing.

Finally I summarised by included things that are important to me and how I would use them in the future.



<p><u>What I enjoyed in Year 3</u></p>	<p><u>What I am looking forward to in Year 4</u></p>
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**TASK – Today you need to write out your thoughts and feelings about Year 3 and Year 4, complete this in your exercise book.**

**Things Mr Booth likes:**

- **Science**
- **Cake**
- **Space**
- **Gardening**
- **Jokes**
- **Technology**
- **More cake...and chocolate**

**Can you include any of these into your ideas?**

## English 4 and 5 – Write a letter to Mr Booth

Date

Dear Mr Booth

Paragraph 1 – introduce yourself: name, age, where you live and who you live with.

Paragraph 2 – what are your hobbies, what do you like doing?

Paragraph 3 – what have you been doing over the last three months since not being at school. How do you feel?

Paragraph 4 – what did you enjoy in Year 3 and what are you looking forward to in Year 4?

Looking forward to seeing you in September,  
Name

**TASK – To write Mr Booth a letter –  
I WOULD LIKE YOU TO TAKE THIS IN ON YOUR  
TRANSITION DAY SO HE CAN READ ALL ABOUT  
YOU OVER THE SUMMER HOLIDAYS.**



Smile 

Breathe

CLOUD GAZING 

Exercise



Spend time with nature



Open Mind



RELAX  
RELAX  
RELAX

# MINDFULNESS

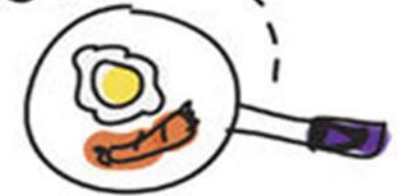
FORGIVE  
FORGIVE  
FORGIVE

POSITIVE THINKING

Plant



COOK



Take the dog for a walk

Chat with friends <listen>



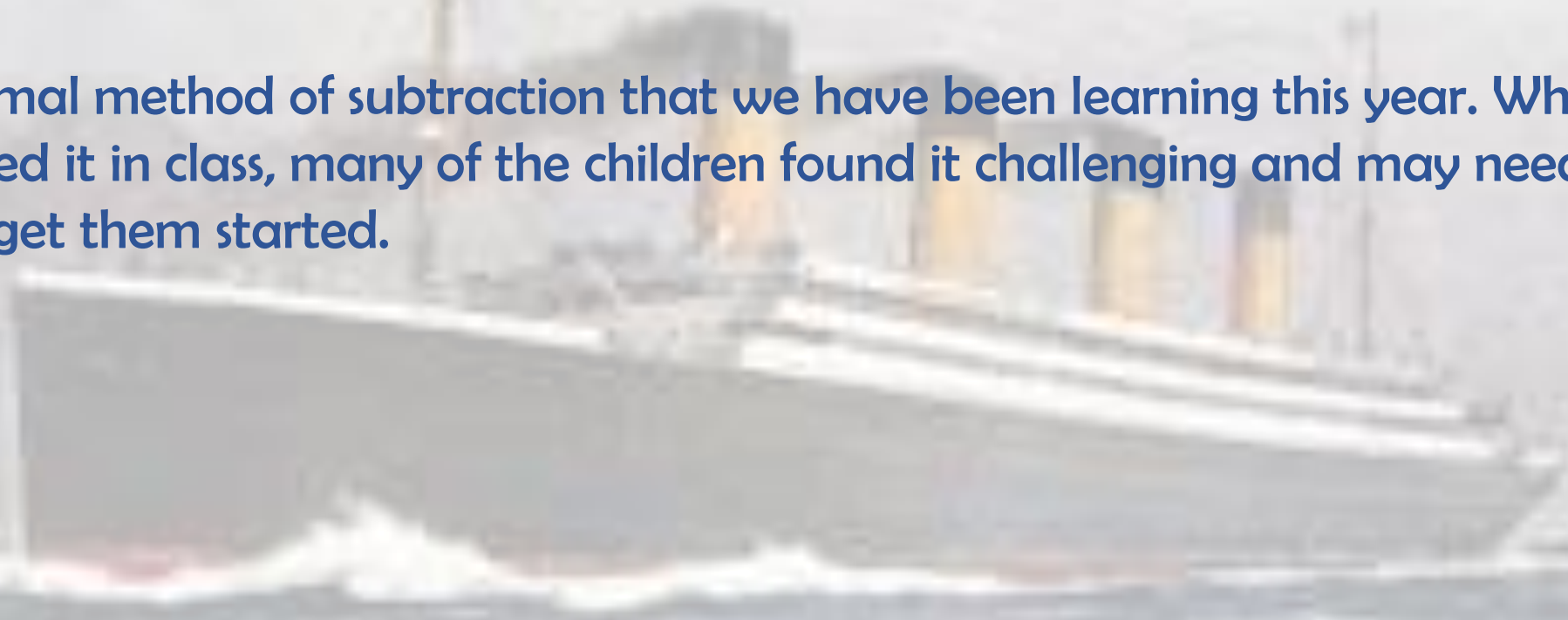
Take a bath

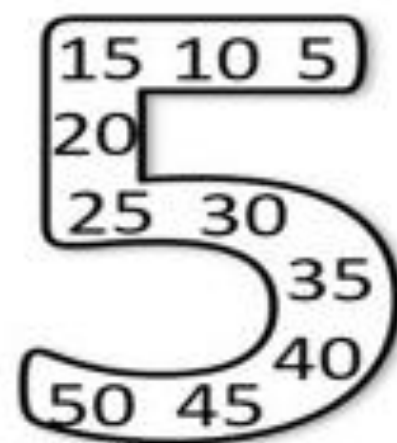
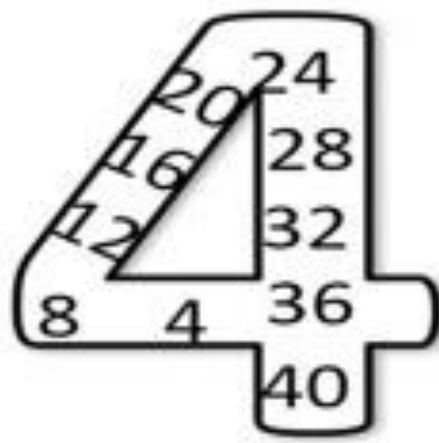
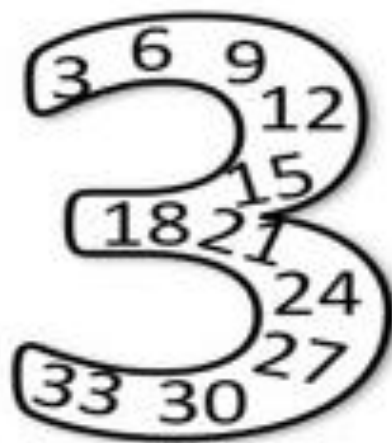
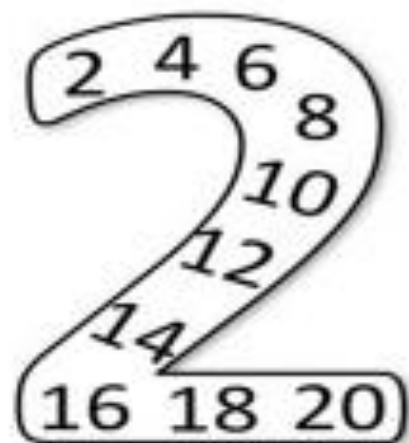




# Maths Investigations

This is a formal method of subtraction that we have been learning this year. Whilst we have covered it in class, many of the children found it challenging and may need support to get them started.

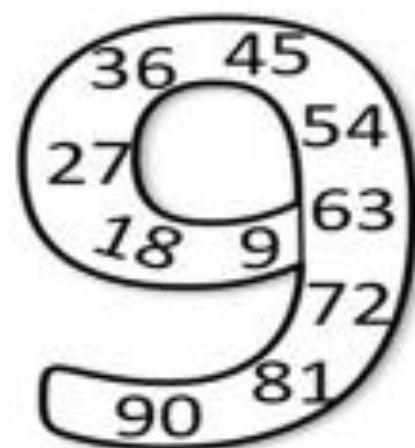
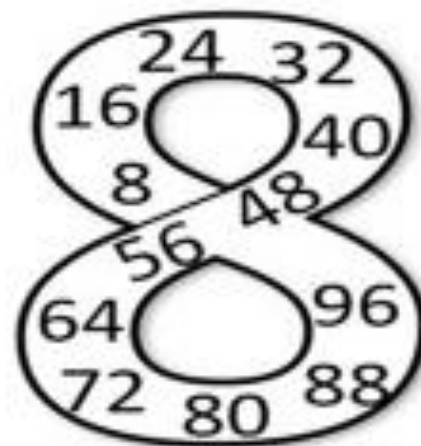
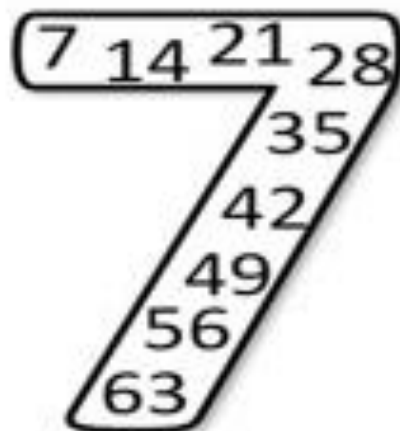
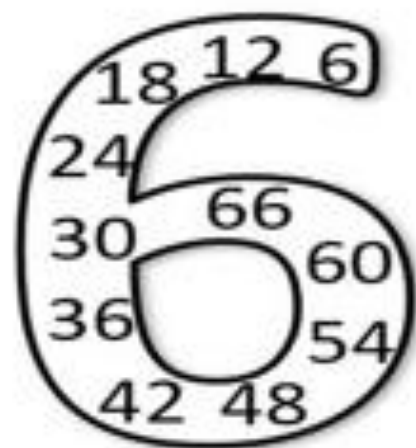




Practice your skip counting

<https://www.youtube.com/watch?v=9XzfQUXqiYY>

Mr DeMaio



Multiplication Grid 10 x 10

X	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

There is a 12 X 12 Table grid in resources – give yourself 5 minutes to see how many you can remember 😊

Time yourself to complete the Tables you know:

Concentrate on the 2, 3, 4, 5, 8 and 10's

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

## Maths 2

Today you will be doing a Maths investigation that will use your measuring skills, adding and subtracting skills. You will need a ruler and Maths 2 Resource.

### Investigate

Mrs Payne says, “The total length of somebody’s fingers is equal to the length of their arm.”

Discuss with an adult what you think this means and whether it is sometimes, always or never true.

Today you are going to do your own experiment to find out whether this statement is true.

You will need to have Maths 2 Resource and complete the table. First of all, measure each finger of somebody (can be yourself) and then measure that same person’s arm.

Don’t forget to record all your measurements in the table and then answer the questions at the bottom of Maths 2 Resource.

*Sometimes/Always/Never: The total length of somebody’s fingers is equal to the length of their arm.*

Name	Thumb length	Index finger length	Middle finger length	Ring finger length	Little finger length	Total length of fingers	Arm length	Difference between total finger and arm length

Questions:

1. What was the longest arm length?
2. What is the difference in length between the longest arm and the shortest arm?
3. What was the smallest difference between the total finger length and the arm length?
4. Come up with your own questions to solve by looking at your data.



## Maths 3

Today you will be doing a second Maths investigation that will use your measuring skills, estimation skills and subtracting skills.

You will need a ruler, set of cards (cut up pieces of paper is fine), a partner, playdough (or something similar) and Maths 3 Resource.

### Investigate

Today you are going to explore how accurate you are at estimating lengths in millimetres and centimetres.

The first thing you need to do is have a piece of paper and cut it into squares or rectangles. On each piece write down a length less than 30cm (if that is the length of your ruler). This length can be written in centimetres or millimetres. Turn all of the pieces of paper over so that you cannot see the measures written.

You now need a partner. One of you is to turn over one piece of paper to see a length. For example this length might be 10cm. You and your partner are then both to make a snake using the playdough that you think is about 10cm. Using Maths 3 Resource; start to complete the table. Fill in the length from the piece of paper, write both your names about each 'estimate' and measure the length of each snake. Once you have measured the snakes work out the difference and finally who was the closest.

Fill in the table until the bottom using different measurements each time. Once you have done this, complete the questions at the bottom of Maths 3 Resource.

## Maths 4

Today you will be doing a third Maths investigation that will use your measuring skills, estimation skills, subtracting skills and times table knowledge.

You will need a metre ruler or tape measure, a piece of wool/string and Maths 4 Resource.

### Investigate

Today you are going to continue to investigate using your measuring skills.

Firstly, you will need a tree or something similar. Estimate the distance around the tree (this is called the circumference). Record this in the table on Maths 4 Resource.

You will then need to measure the distance around the tree. Discuss with an adult why a ruler will not be the best object to do this with.

The rulers are too straight and we need something that will go around the tree. This is where we will use our wool/string. We will wrap it around the tree and then put our finger where the wool meets again. Now lie out the wool along your ruler or tape measure in order to get a measurement. Complete the table and find the difference between your estimation and the actual circumference.

Using your timetable knowledge can you work out how old the tree might be? Complete the questions at the bottom of Maths 4 Resource.

## Maths 5

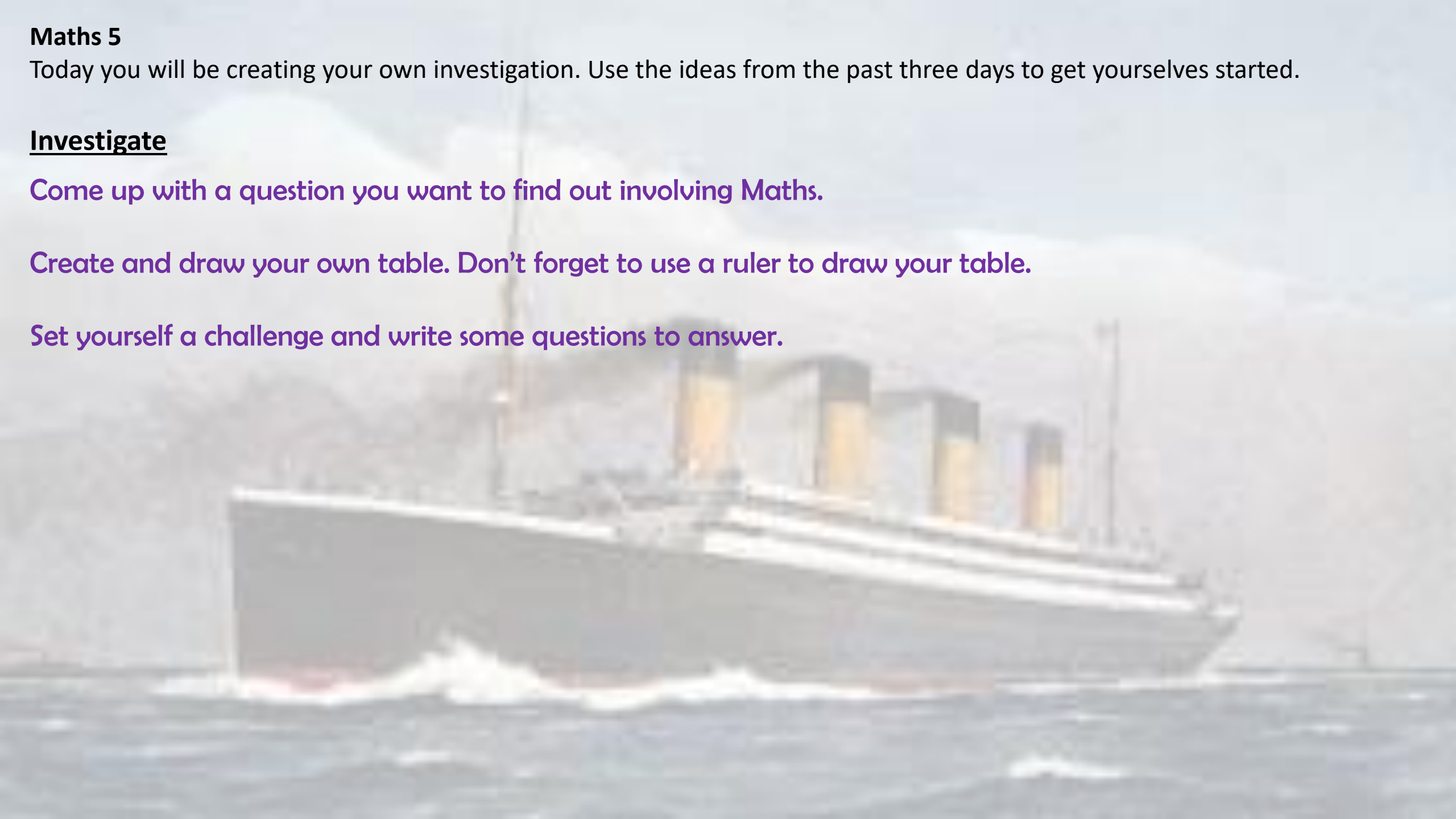
Today you will be creating your own investigation. Use the ideas from the past three days to get yourselves started.

### Investigate

Come up with a question you want to find out involving Maths.

Create and draw your own table. Don't forget to use a ruler to draw your table.

Set yourself a challenge and write some questions to answer.





Smile 

Breathe


CLOUD GAZING 

Exercise 

Spend time with nature



Walk BAREFOOT 

Open Mind 

RELAX  
RELAX  
RELAX

# MINDFULNESS

FORGIVE  
FORGIVE  
FORGIVE

POSITIVE THINKING

Plant 

COOK 

Take the dog for a walk 

Chat with friends <listen> 

Take a bath 



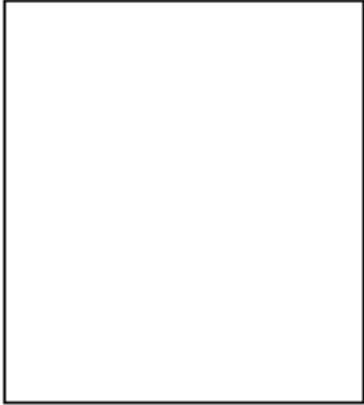


# Religious Education – Janmashtami



# RE 1 - Communicate

The person I like to remember:



I like to remember this person because...

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The thing I like to remember is \_\_\_\_\_

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The story I like to remember is \_\_\_\_\_

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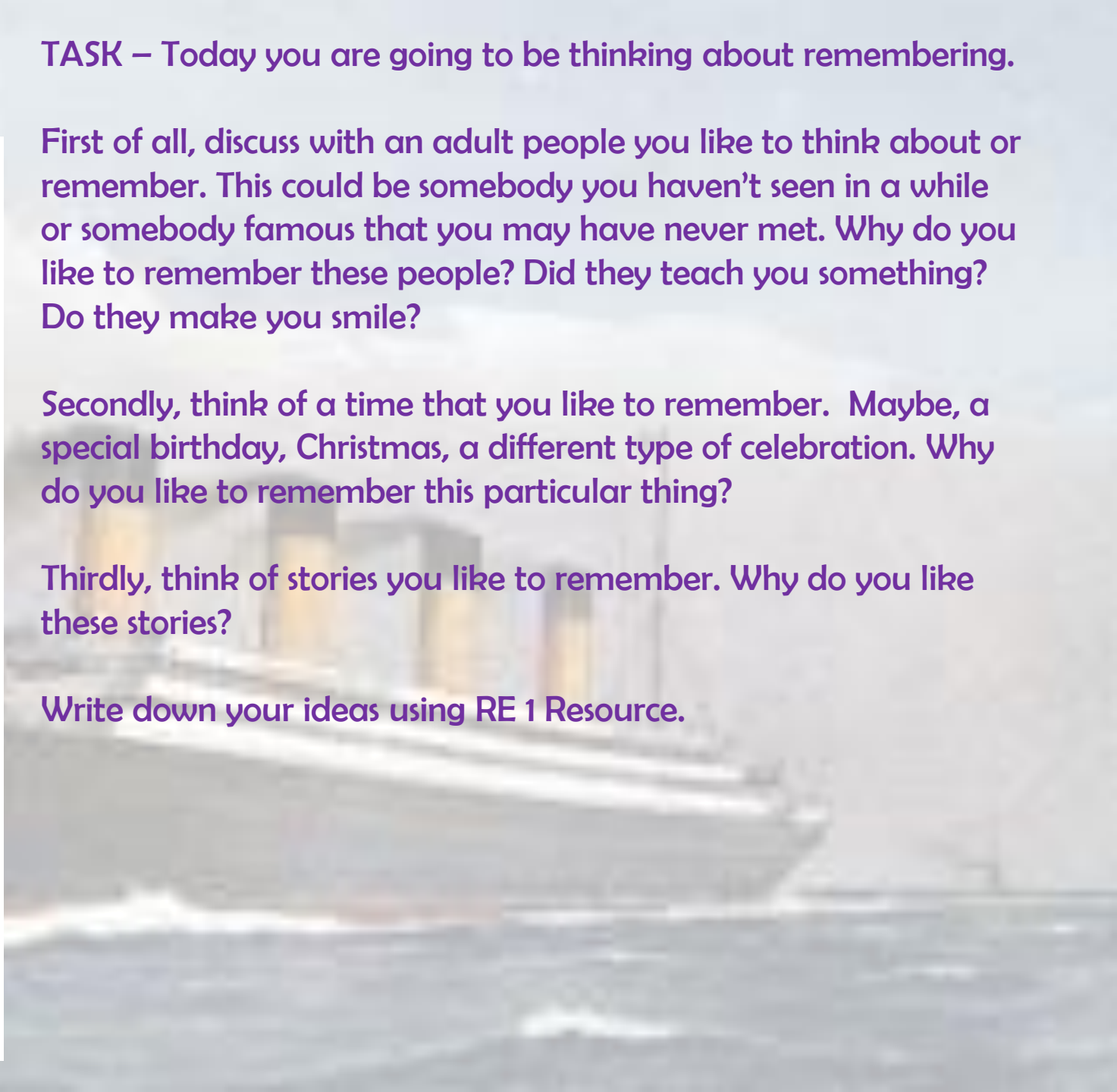
TASK – Today you are going to be thinking about remembering.

First of all, discuss with an adult people you like to think about or remember. This could be somebody you haven't seen in a while or somebody famous that you may have never met. Why do you like to remember these people? Did they teach you something? Do they make you smile?

Secondly, think of a time that you like to remember. Maybe, a special birthday, Christmas, a different type of celebration. Why do you like to remember this particular thing?

Thirdly, think of stories you like to remember. Why do you like these stories?

Write down your ideas using RE 1 Resource.





## RE 2 - Apply

**TASK** – Today you are going to be thinking about how remembering can affect us.

Discuss with an adult the things you were remembering yesterday.

Focus on the person you like to remember first. How does remembering affect you? Does it make you happy? Does it make you sad? Does it inspire you? Does it remind you how loved/special/lucky you are? Write down one sentence of how remembering this person makes you feel and why.

Repeat this exercise for the thing you like to remember and the story you like to remember.



# RE 3 - Enquire

TASK – Today you are going to be thinking about what helps people to remember.

Create a mind map with things that help people to remember.

Discuss with an adult which of the things on your mind map help you to remember your special memories.





# RE 4 - Contextualise

TASK – Today you are going to learn a story that Hindus like to remember to help them remember a particular Hindu god called Krishna.

Watch this clip for the story of Krishna's birth [https://www.youtube.com/watch?v=n5cfEU\\_DtTA](https://www.youtube.com/watch?v=n5cfEU_DtTA)

Create a storyboard to retell the birth of Krishna. Think about what parts of the story you will remember. What parts of the story do you think Hindus most like to remember and why? You can use RE 4 Resource for the storyboard.

Hindus remember Krishna's birth by having a celebration. Create a mind map for what you think they might have at the celebration.

The celebration Hindus have is called Puja. Watch this clip to see what Puja is <https://www.bbc.co.uk/bitesize/clips/zh2hyrd>


## RE 5 - Evaluate



TASK – Today you are going to think about whether it is important for Hindus to remember Krishna’s birth.

On the left is a picture of Amaya. She is very upset because she has just been on holiday but forgot that it was Krishna’s birthday.

Discuss with an adult whether you think this matters. How does she feel? Why does she feel sad that she did not remember? Why does she like to remember Krishna? How does she feel when she does remember Krishna’s birthday?

Draw a picture of a Hindu child. Underneath your picture write a couple of sentences starting with:  
I want to remember Krishna because...



Today you are You  
that is truer than true.  
There is no one alive  
that is youer than You.  
-DR. SEUSS

See You All Soon



Miss Nicholas,  
Mrs Payne  
and  
Miss Tuffin

