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| **Reading** | | | | |
| Image result for cartoon children reading bookRead every day for at least 15 minutes, recording your progress and completing the comments section within your reading diary. Discuss each book with an adult, answering some of the ‘Questions for Reading’.  Books should be changed **at least once per week** depending on the book length. Reading diaries must be signed by your parent/carer before beginning a new book. | | | | Image result for reading books |
| **Spelling** | | | | |
| Complete the ‘Spelling Word Search’ and practise the corresponding words at least 2 to 3 times per week using one or more of the strategies listed on the ‘Strategies List’. | | | [Image result for spelling](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwiZxubUvLPdAhVG4YUKHe01AQoQjRx6BAgBEAU&url=https://www.shutterstock.com/image-photo/spelling-education-teaching-series-design-words-449990971&psig=AOvVaw3NyKeEGVXwhllydXGT13AH&ust=1536773252131567) | |
| **Number Facts** | | | | |
| Image result for numbers | Develop your maths knowledge further by completing the activities set on ‘Mathletics’.  Practise your **multiplication tables every day**. This can be done in a variety of ways, including playing card and dice games, chanting and/or the free online game ‘Hit the Button’. | | | |
| **Topic** | | | | |
| Each week choose and complete a different activitiy from those provided within the table. The majority of activties are based upon the current topic ‘Dear Greenpeace’, but all will support and extend your current learning. Try **completing at least one ‘Three Star Challenge’ each half term**. | | Image result for greenpeace | | |
| **Other** | | | | |
| If deemed necessary, additional tasks may be provided occasionally to further support your progress.  See the website for parent/carer guidance on how best to support at home along with additional activity suggestions. | | | | |

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| **Topic** |  |  |  |
| **I enjoy speaking and reading.** | Make a list of 10 stories for children about animals or the environment.  **Challenge:** Put them in order from your most favourite to least favourite. | Research an endangered animal and their habitat. Record a conversation between the endangered animal of your choice and someone destroying their habitat. What might each of them say about what is happening? | Read a story about animals or the environment. Create a play to share the story with friends, family or the class. |
| **I enjoy writing.** | Create a new animal and write a story about it. Include information about where it lives, how it survives and where it was discovered. | Create a ‘Guide to Recycling’ to teach people how to recycle and explain why it is important. | What would the world be like if we didn’t have animals? List and evaluate possible outcomes and problems that could occur. |
| **I enjoy working with numbers.** | Write a secret message about looking after our world. Create a code for others to work out your message. | Choose 5 endangered animals. Create a graph to show how many of each animal is left in the world. | Create a timeline of when at least 5 different animals became extinct.  **Challenge:** Find out what caused the extinction of 2 of these animals. |
| **I enjoy working scientifically.** | Create a diagram of a food chain or food web for the animal of your choice. | Sort 20 animals into groups of your choice i.e. by the food they eat, physical features or habitats. Explain how you chose to classify your animals.  **Challenge:** How many different ways can you think of to classify animals? | Mark on a map where different animals live around the world. Choose 1 animal and write a paragraph to explain why that animals lives in that environment/habitat. |
| **I enjoy painting, drawing and being creative.** | Create a piece of artwork using only recycled materials. | Change the lyrics of a song you like to teach people about ways to look after our world. | Create a picture showing a possible comparison between what the world looks like now and how it might look in the future if we do not look after it. |
| **I enjoy being active and hands-on.** | Do a good deed for our Earth. You might like to go on a litter hunt, plant a tree or make a bird feeder to help animals survive the winter. | Find different equipment around your house to create an obstacle course. This could be anything from cushions to spoons! Set up a small obstacle course to be completed by your family members.  **Challenge:** How could this course be made trickier? | Explore your local environment and take at least one land photograph. Think about your perspective, framing, position and composition. Either print or share your photo on class dojo. |

***Parents/carers:*** *For each activity, once completed, write the date and sign/initial below the activity description. Feel free to write a comment.*

***Remember learning can take many forms and does not need to take place at home. Go to an art gallery, explore the books at your local library, attend local/community events and/or visit historic sites around London.***