**Treverbyn Class: Thursday 7th January**

Morning lessons are expected to begin at 9.00am and finish at 12.00pm. Please ensure children have a snack and light exercise between lessons 2 and 3. Afternoon lessons are expected to begin at 1.00pm and finish at 3.00pm. For the benefit of children’s health and well-being, we strongly encourage all children to exercise regularly.

If your child is unwell and unable to complete the learning tasks, you must notify the school and give details by emailing [secretary@st-neot.cornwall.sch.uk](mailto:secretary@st-neot.cornwall.sch.uk) by 9.30am.

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| **Lesson 1**  **30 minutes** | **Lesson 2**  **1 hour** | **Lesson 3**  **1 hour** | **Lunch and break** | **Lesson 4**  **1 hour** | **Lesson 5**  **30 minutes** |
| Spelling, Punctuation and Grammar | Science | Maths | English / Science | Reading |

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| Lesson 1: Spelling, Punctuation and Grammar |
| Learning Objective: To use spelling words correctly |
| Resources: Lined Paper / Pencil |
| Explain to children that they are going to be practising their weekly spelling words (see lists below). Ask children to write out each spelling word neatly and correctly at least three times. Ensure that children are spelling the words correctly and can identify the tricky parts of the word (if necessary). Make sure that children understand the meaning of the less familiar words and can use them verbally in a sentence. Once children have practised their spellings, they should choose 5 of the spelling words. Each of these 5 spelling words should be used in an interesting and descriptive sentence. Remind children of the expectation for punctuation, careful spelling and neat handwriting.   |  |  |  | | --- | --- | --- | | Year 2 | Year 3 | Year 4 | | flies  supplies  replies  cries  copies  babies  carries  spies  tries  lorries | vein  weigh  neighbour  eight  sleigh  reign  reins  freight  veil  eighteen | poisonous  dangerous  mountainous  marvellous  perilous  tremendous  enormous  jealous  precious  hideous |   Spelling practice does not need to be evidenced. If possible, please check that spellings are correct and that sentences make sense. If you are balancing work / home learning and you would like to have the worked checked by an adult at school, please feel free to send it over ☺ |

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| Lesson 2: Science |
| Learning Objective: To conduct a scientific experiment |
| Resources: Transparent containers, teaspoon, household substances, cold/warm water |
| * Please read the Dissolving Experiment PDF attached before conducting the experiment. Ideally, this will not be shared with the children before the experiment as it provides some answers/explanations. * Explain to children that they will be conducting a Science experiment in which they will investigate what dissolves in water. What does the word dissolve mean? Use a dictionary to look up the definition of the word if necessary. * Children to help collect the equipment needed for the experiment (transparent containers, teaspoon, at least 5 “safe” household substances, cold water, warm/hot water). Once you have collected the equipment, discuss how the experiment will take place. Children will see how quickly the substances will dissolve in water after they have been put in to the containers. Discuss what it means to ensure a “fair test”. Would it be fair if we used loads of water in one cup and only a little bit in another? Would it be fair if we put two teaspoons of salt into the water and only one teaspoon of sand? What things will you have to keep the same during the experiment? Would it be fair to stir some and not others? What things will you change? * Once the experiment is set up, children should make some of their own predictions. Which things do you think will dissolve? Which things do you think won’t dissolve? Do you think the things will dissolve faster/slower in cold/warm water? * Children can help put the substances into the cold water. Each substance will need to have fresh water. Children to stir the mixture. If children would like to time how long it takes the substance to dissolve completely, this would be a more advanced alternative to identifying whether the substance is simply dissolved or not. Children should record their findings in a rough table as they will write up their experiment this afternoon. * Repeat the experiment in exactly the same way, this time using warm/hot water. Children to record their findings in a separate table. Did you notice a difference between the cold and warm/hot water? * Discuss the findings of the experiment with the children and look for any patterns or observations.   Children will be completing a write up for their experiment in this afternoon’s lesson. Please don’t feel that this experiment has to be evidenced by 1pm. If you do take any photos, please send them with the completed write-up in the afternoon. |

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| Lesson 3: Maths |
| Learning Objective: To add two and three-digit numbers using column addition |
| Resources: Column Addition Worksheets / Pencil |
| **Starter: Hit the Button or TT Rockstars**   * Children to practise their multiplication / division facts using Hit the Button or TT Rockstars.   Year 2 – Practise 10, 5, 2, 11 and/or 3x tables (and division facts)  Year 3 – Practise 2, 4, 8, 3 and/or 11x tables (and division facts)  Year 4 – Practise 4, 8, 3, 6 and/or 9x tables (and division facts)  **Main Activity: Adding numbers mentally using column addition**   * Look at the number sentences below. Explain to children that they are going to solve the addition problems using column addition. We have covered this in class, so the format of column addition should be familiar to children. Remind children that when organising their column addition, the two numbers need to be above each other with the place value columns aligned. A neat line should be drawn underneath the two numbers. * Children should add the ones column first. If the total of the two numbers is less than 10, put the number beneath the ones column. If the total of the numbers is more than 10, children will need to carry over into the tens column, by placing a digit below the answer line. Children should then add the tens column, making sure to remember any carried tens beneath the answer line.  |  |  |  | | --- | --- | --- | | Year 2 | Year 3 | Year 4 | | 24 + 34 =  52 + 38 =  30 + 59 =  61 + 27 =  18 + 71 =  15 + 35 =  37 + 35 =  49 + 26 =  12 + 39 =  27 + 53 = | 57 + 32 =  30 + 67 =  38 + 38 =  59 + 45 =  142 + 136 =  169 + 211 =  239 + 418 =  366 + 325 =  306 + 578 =  299 + 363 = | 169 + 211 =  239 + 418 =  366 + 325 =  306 + 578 =  299 + 363 =  387 + 465 =  1345 + 2351 =  1263 + 1328 =  5078 + 2313 =  6789 + 1234 = |   Children to record their number sentences carefully on a piece of paper, before showing how they have used column addition to solve the problems. |

**Please ensure all tasks from morning lessons are submitted to** [**treverbyn@st-neot.cornwall.sch.uk**](mailto:treverbyn@st-neot.cornwall.sch.uk) **by 1.00pm at the latest.**

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| Lesson 4: English / Science |
| Learning Objective: To write up a scientific experiment |
| Resources: Paper / Pencil |
| * Remind children of the experiment completed this morning. Children to verbally explain to an adult what they were investigating and the method that they used. What were you investigating? What equipment did you use? How did you make sure the experiment was a fair test? What did you do? * Explain to children that they will be writing up their experiment, like adults do when they carry out experiments. Children should give their piece of work a title. For example: An experiment to find out what substances dissolve in water. An experiment to find out whether water temperature affects how quickly substances dissolve. * Once children have written an appropriate title for their work, they can use the following sub-headings to organise their work. The write up should contain a neatly presented results table: * What equipment did I use? * How did I carry out the experiment? * Labelled diagram of my experiment * How did I make sure it was a fair test? * What were my results? * What do my results show me? * Can I explain my results?   Children may need some guidance with writing up the experiment. The PDF provided, gives a brief explanation of the dissolving process and can be used to help children explain their results. If children are still keen to learn more about it, they can conduct some of their own research using the Internet or books. |

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| Lesson 5: Reading |
| Learning Objective: To read fluently with appropriate expression |
| Resources: A Computer (Active Learn Primary) / A Suitable Book |
| * Log on to Active Learn Primary and ask children to choose a new book to read. What genre of book is it? Children to read aloud to an adult for 20 minutes, ensuring that they read fluently and with appropriate expression. Ask children questions about the text as they are reading and encourage them to make predictions if necessary. * Once finished, ask children to recall what they have read so far in appropriate detail. |

**Please ensure all tasks from afternoon lessons are submitted to** [**treverbyn@st-neot.cornwall.sch.uk**](mailto:treverbyn@st-neot.cornwall.sch.uk) **by 3.30pm at the latest.**