Home Learning W.C.17.01.2022

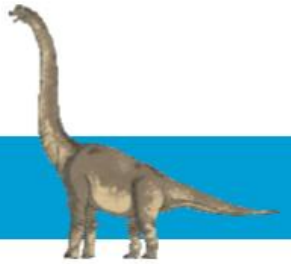
The daily activities on this plan are as closely matched to the learning that is taking place in the classroom. Therefore, it is important that your child completes the activities on the correct day so that they can slot back into class with as little disruption to their learning as possible.

	English	**Maths**	**Science**	**French**	
Wed	**LO: To retrieve answers from a non-fiction text.** Read the water cycle comprehension below and then answer the questions.	**LO: To measure mass.** Watch the link below and then complete the worksheet attached https://vimeo.com/556159257	In Science we have been focusing on the water cycle. Watch the video to recap Wonderful Water: water on Planet Earth - YouTube Next match the water cycle vocabulary to the correct definition (attached below). Watch the water cycle song and have a go at acting it out. Water Cycle | Brain and Body Builders | Jack Hartmann - YouTube Lastly, complete the water cycle diagram (below). I have attached a complete version for reference.	In French this week we are focusing on colours. Read through the PowerPoint on the school website and the complete the activity.	Daily reading – log in to Bug Club KIRFs Purple mash- monster multiplication
	English	**Maths**	**Computing**	**Spellings**	
Thurs	**LO: To explain processes verbally.** What processes are there at school which a visitor might not understand? Could you explain the steps of a fire drill or lunchtime or how the house points system works? Could you explain how library books are organised and borrowed or how your sports day works?	**LO: To measure capacity.** Watch the link below and then complete the worksheet attached https://vimeo.com/560872118	Complete the digital footprint quiz and then create an eSafety poster. The resources for these activities can be found in your 2Dos (set for 20.1.22)	Below I have attached the year 3/4 spelling list. Pick 8 words you know you need to practice. You can practice in any way you like. Rainbow writing, backwards writing, flower petals, pyramid writing etc. Then put these words into a sentence.	Daily reading – log in to Bug Club KIRFs Purple mash- monster multiplication

	Today I would like you to verbally explain a familiar process. You will have to be clear, explaining each step and why or how it happens.				
	English	**Maths**	**PE**	**Guided reading**	
Fri	**LO: To use fronted adverbials.** What is a fronted adverbial? Can you think of any? A fronted adverbial is a word or phrase that adds more information to a sentence. It explains the time, frequency, place, manner or degree in which something happens. Watch the link below to recap. https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3 Next, read through the PowerPoint (on website) and complete the activity below.	**LO: To measure capacity.** Watch the link below and then complete the worksheet attached https://vimeo.com/560872737	In PE this half term we have been developing our OAA skills, in particular map reading. Attached below is a list of OAA activities to do at home, complete one for your PE lesson today.	Please read the extract from 'Alex Sparrow and the Really Big Stink' and then answer the questions on the PowerPoint, both can be found on the school website.	Daily reading – log in to Bug Club KIRFs Purple mash- monster multiplication

The Water Cycle

You drink water every day, but have you ever asked how old the water is? The Earth always has the same amount of water and it moves through a cycle. The water in your cup today could have been the same water a dinosaur once took a bath in! The water cycle is important to life on Earth, but it is important to know that without the Sun there would be no water cycle.



There are four stages of the water cycle.

Accumulation

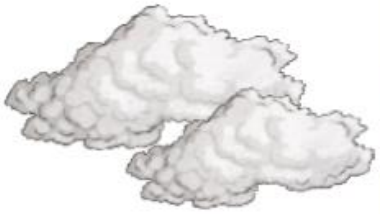
The first stage of the water cycle is water accumulation. Water accumulation is water that is stored in rivers, lakes, and oceans. Oceans are the largest water accumulations because they hold 97 percent of the Earth's water. Accumulation can also be groundwater, which is water that goes into the Earth's surface, and is absorbed by roots to help plants grow.

Evaporation

As the Sun shines on accumulated water, the water heats up and turns into water vapour. Water vapour is a gas, so it rises into the air. When the Sun changes water from a liquid to a gas, the process is called evaporation.

Water can be evaporated from plants. This is called transpiration. You can see evaporation by finding a puddle near your home after a rainstorm. As time passes, you will see that the puddle gets smaller. This is because the water is evaporating.

Condensation



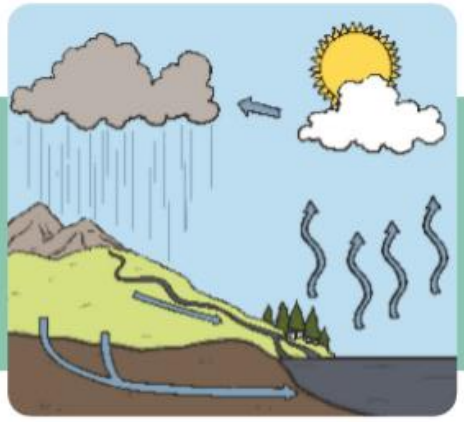
When water vapour is in the air, it cools. As it cools, the water vapour forms back into a liquid. Groups of water droplets come together to form clouds. When water changes from a gas (water vapour) to a liquid, this process is called condensation.

Even if there are no clouds in the sky, there is still water in the air. Clouds are not the only place to see condensation. On a hot day, you may take a cold glass of water outside. After some time, you feel that the outside of your cup is wet. Is the cup leaking? No, it is actually water vapour condensing when it cools on the side of your cup.

Precipitation

As more water condenses in the air, it becomes heavy. The water will fall back to Earth as rain, hail, sleet, or snow, which is called precipitation.

When the water falls back to Earth, it gives water to plants and animals. Some water that does not go into the soil will run-off, which is when gravity pushes water to larger accumulations. The water cycle is now complete and ready to repeat again.



Questions

1. Does the amount of water on Earth change? Explain your answer.

2. List the four stages of the water cycle.
   1.
   2.
   3.
   4.

3. Describe an example of evaporation you might see at home.

4. What happens after water vapour is in the air?

5. How does the Sun help the water cycle?

6. Explain precipitation in your own words.

7. Find and copy a phrase that tells you the Sun is important to the water cycle.

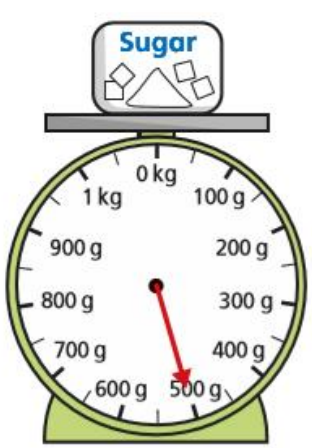
8. What role do oceans play in the water cycle? Explain your answer using evidence from the text.

Maths (Wed)

Measure mass (1)

1 What is the mass of each object?

a)

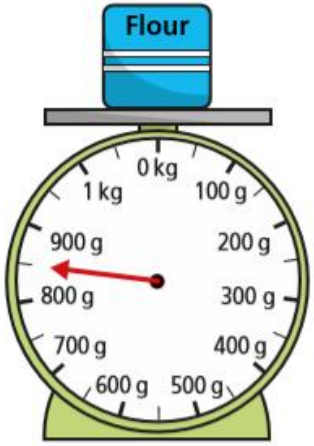


g

c)

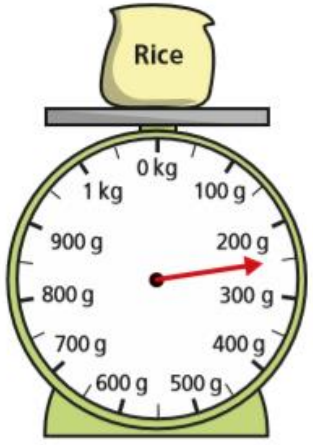
g

b)



g

d)

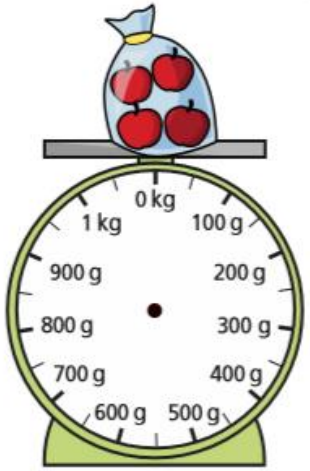


g

2 Tom weighs some apples.

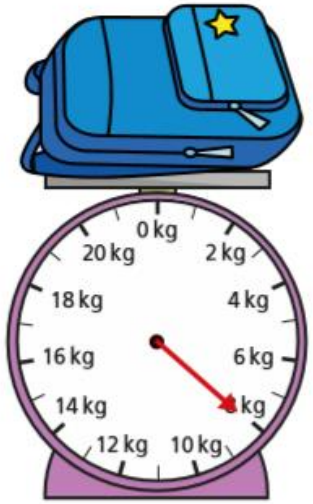
The apples weigh 650 g in total.

Draw an arrow on the scales to show the weight of the apples.



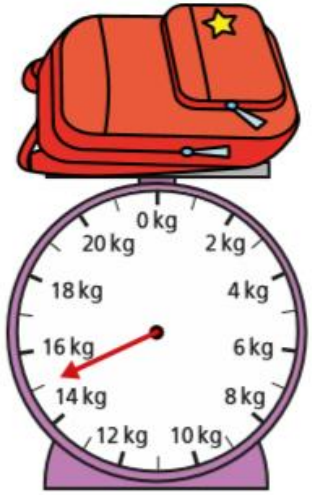
3 What is the mass of each bag?

a)



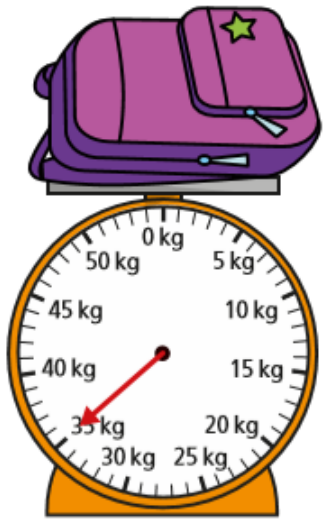
kg

b)



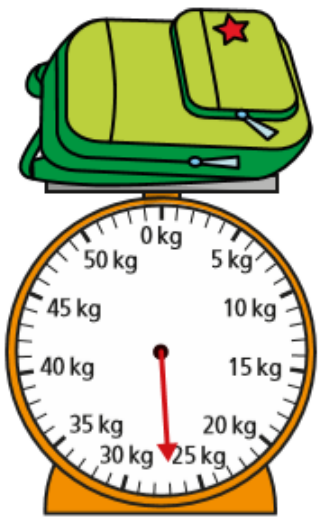
kg

c)



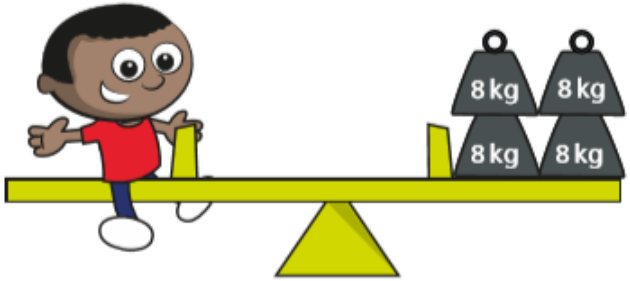
kg

d)



kg

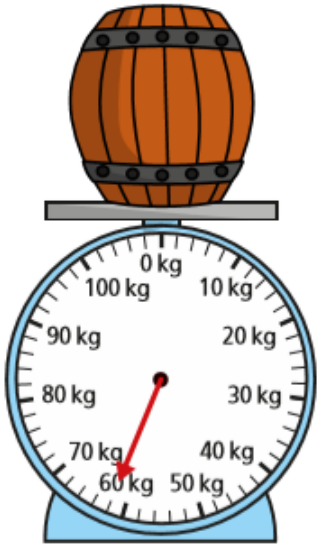
4 How many kilograms does Mo weigh?



kg

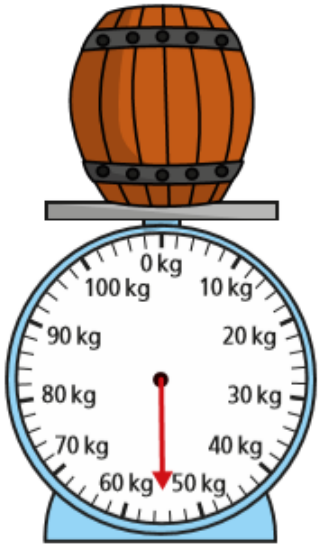
5 What is the mass of each barrel?

a)



kg

b)



kg

6 The Khan family is going on holiday.

Their luggage is weighed at the airport.

Maximum weight of bag: 24 kg

Can the family take this suitcase with them? _____

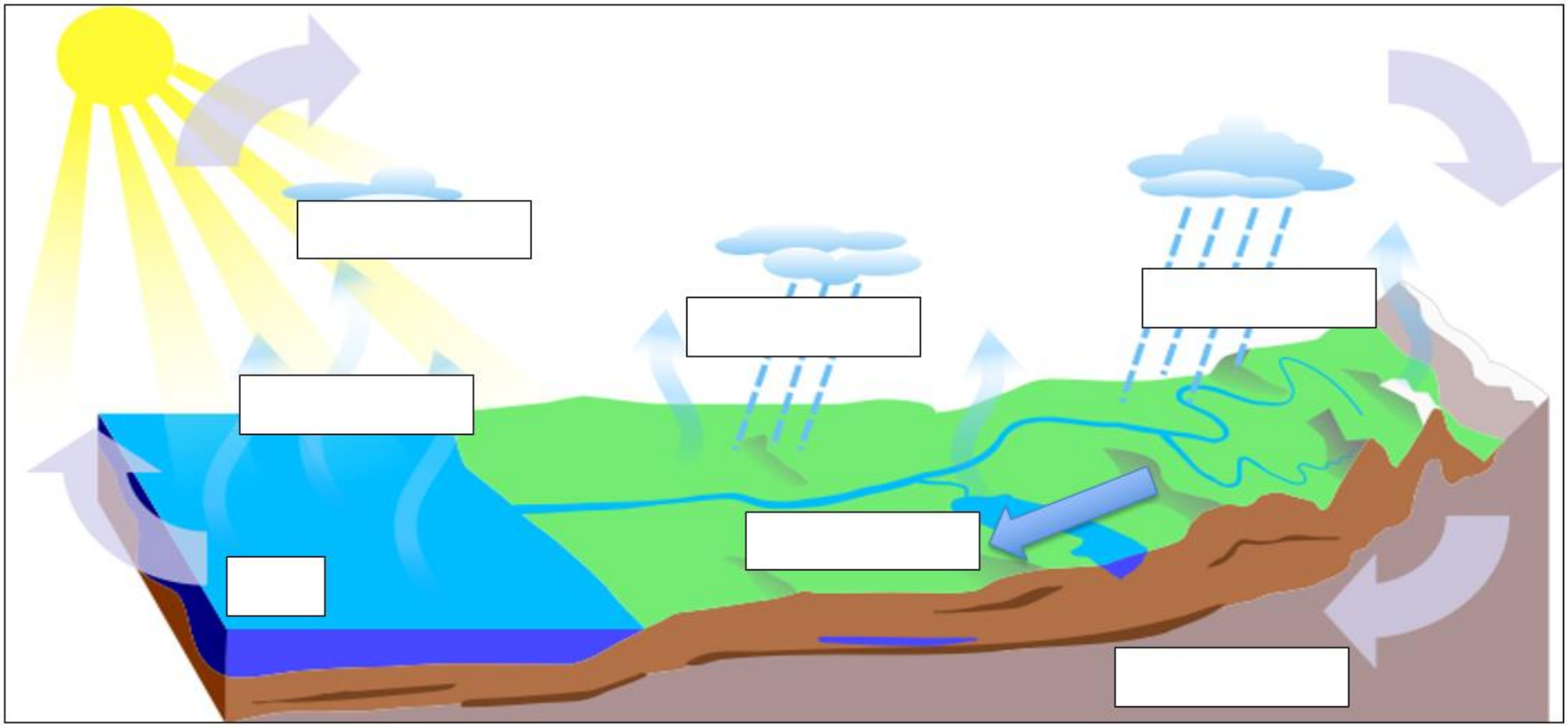
Why do you think this?

Water cycle key terms

Precipitation		When water vapour cools and turns into clouds
Condensation		Rain, hail, sleet and snow that falls from the clouds
Evaporation		When the sun heats up water from the leaves of trees.
Groundwater flow		When the water runs off the surface of the ground.
Surface run-off		When water flows through the rocks and soil underground.
Transpiration		When the sun heats up water from the sea and it goes into the air.

The water cycle

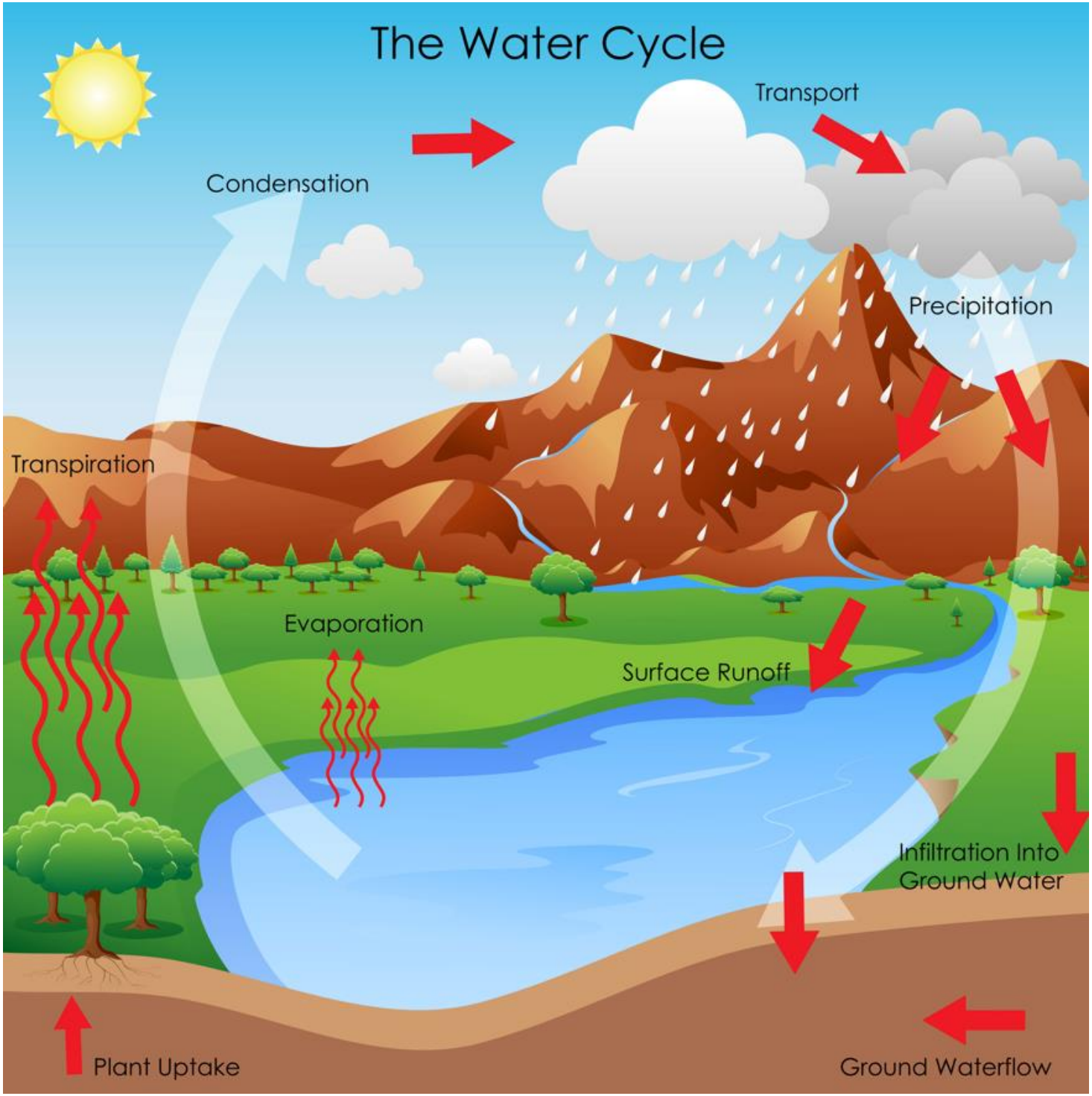
a) Add the key words to the diagram: condensation precipitation evaporation groundwater flow surface run off transpiration
b) Draw on transpiration.



Extension: Explain how the water moves from sea, air and land and back.

Key words
evaporation condenses groundwater flow precipitation surface runoff sea

Firstly the water starts off in the _____ it then is transferred to the air by the process of _____ this is when the sun heats the water and it turns into water vapour. The water vapour then cools and _____ to form clouds, and falls as _____. The precipitation then goes back to the sea either by_____ or _____.

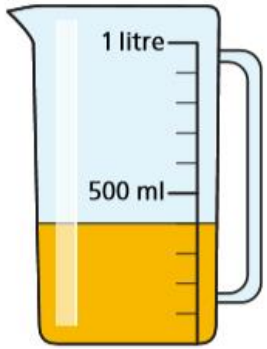

The Water Cycle
Transport
Condensation
Precipitation
Transpiration
Evaporation
Surface Runoff
Infiltration Into
Ground Water
Plant Uptake
Ground Waterflow

Maths (Thurs)

Measure capacity (1)

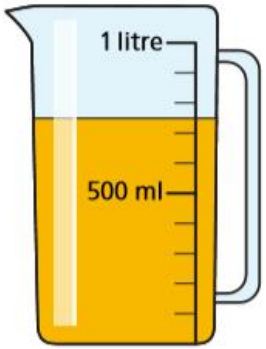
1 What is the volume of juice in each jug?

a)



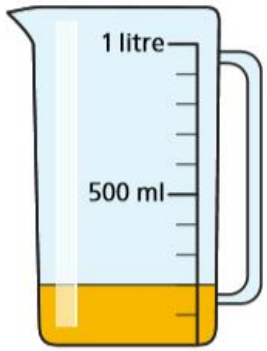
ml

c)



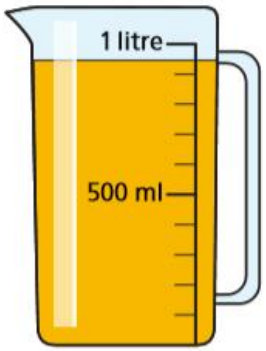
ml

b)



ml

d)



ml

2 Shade the jugs to show where the juice will reach.

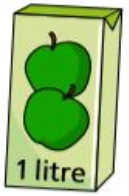
a) 700 ml of juice

b) 250 ml of juice

3 Esther has a carton of apple juice.

She pours 600 ml into jug A and the rest into jug B.

Shade each jug to show where the juice will reach.



Jug A

Jug B

How did you work out the volume of juice in jug B?

4 What is the volume of water in each bucket?

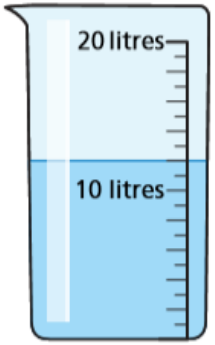
a)

b)

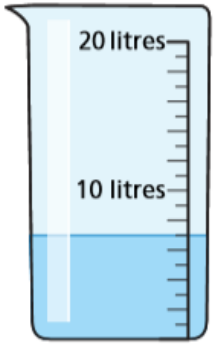
☐ l ☐ l

5 How much water is there in each beaker?

a)



b)



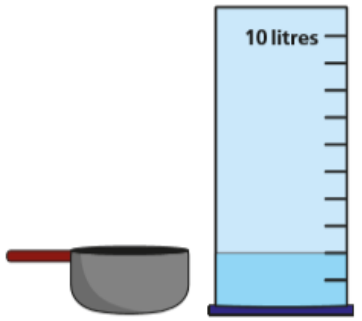
☐ l ☐ l

6 Filip fills the saucepan and the bottle with water.

He pours the water into some measuring cylinders.

What is the capacity of each container?

a)



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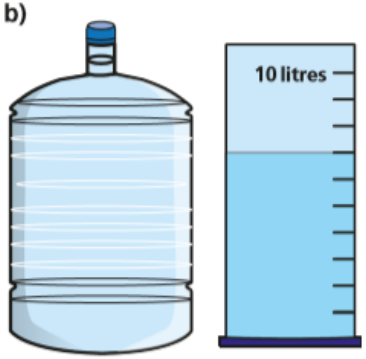
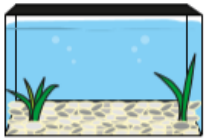


saucepan ☐ l bottle ☐ l

7 a) Huan fills a fish tank with water.

Estimate the amount of water in the tank.

Circle your answer.



10 l 100 ml 1 l 10 ml

b) Tom has a can of pop.

Estimate the amount of drink in the can.

Circle your answer.

5 ml 50 ml 500 ml 500 l

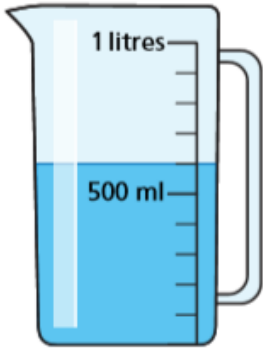
Year 3 and 4 Statutory Spellings

accident
accidentally
actual
actually
address
although
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy
business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eight
eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward
forwards
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion
occasionally
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess
possession
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though
thought
through
various
weight
woman
women

Measure capacity (2)

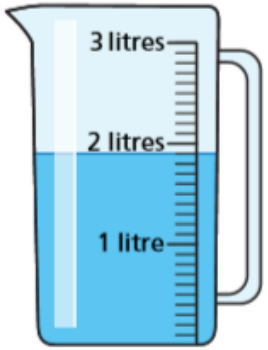
1 How much water is there in each jug?

a)



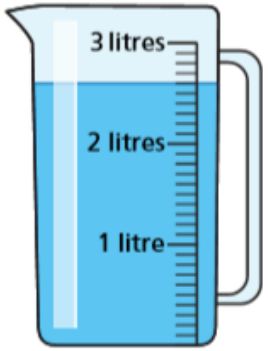
☐ ml

c)



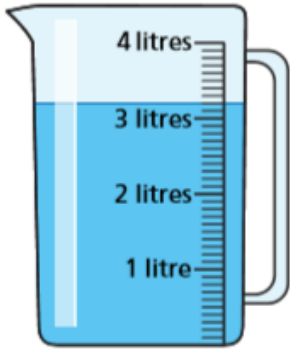
☐ l and ☐ ml

b)



☐ l and ☐ ml

d)



☐ l and ☐ ml

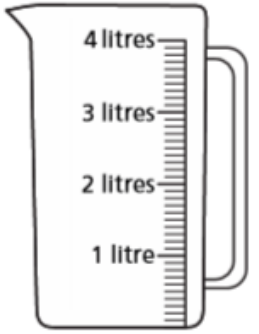
2 The capacity of each bottle is shown on the label.

Each bottle is full of liquid.

The bottles are emptied into jugs.

Draw a line on each jug to show where the liquid will reach.

a)



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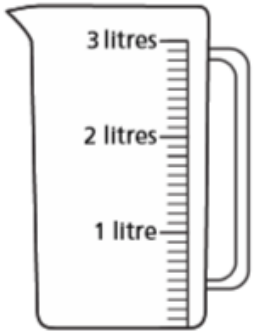
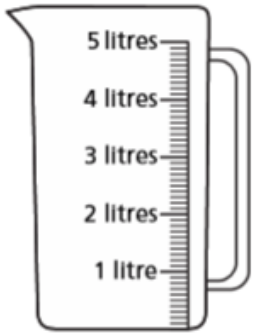


c)



3 How much water is there in each container?

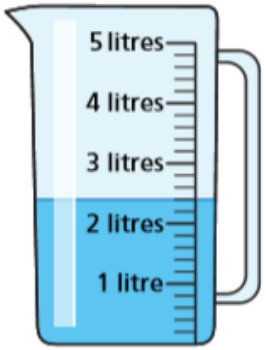
a)

☐ ml

c)

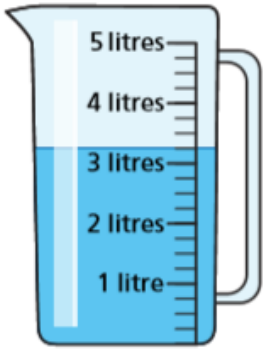
☐ l and ☐ ml

b)



☐ l and ☐ ml

d)



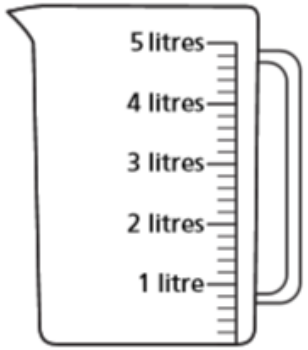
☐ l and ☐ ml

How did you work out what each interval on the scales represents?

4 Mo has some orange juice in a jug.

He pours it into another jug.

Draw a line on the jug to show where the orange juice will reach.



What do you notice?

5 Different bottles hold different amounts of liquids.

Dexter

Eva

Who has more liquid? Circle your answer.

Dexter **Eva** **they have the same**

Talk about it with a partner.

Fronted Adverbials

are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Degree
Afterwards,	Often,	Above the clouds,	Sadly,	Almost unbelievably,
Already,	Again,	Below the sea,	Slowly,	Much admired,
Always,	Daily,	Here,	Happily,	Nearly asleep,
Immediately,	Weekly,	Outside,	Awkwardly,	Quite understandably,
Last month,	Fortnightly,	Over there,	Bravely,	Really happily,
Now,	Yearly,	There,	Like a ... ,	Perhaps,
Soon,	Sometimes,	Under the ground,	As quick as a flash,	Maybe,
Yesterday,	Rarely,	Upstairs,	As fast as he could,	Just arrived,
Today,	Every second,	In the distance,	Without a sound,	Certainly amused,
Tomorrow,	Twice a year,	Between the sea and the sky,	Without warning,	Obviously angry,
Next year,	Once a minute,	Everywhere she looked,	Unexpectedly,	Definitely confused,
In January,	Once,	Around the tent,	Unfortunately,	Completely exhausted,
On Tuesday,	Once or twice,	Back at the house,	Suddenly,	Barely alive,
In the morning,	Three times,	Nearby,	Mysteriously,	Hardly out of breath,
After a while,	Constantly,	Down by the cliffs,	Frantically,	Decidedly unimpressed,
As soon as she could,	Regularly,	Behind the shed,	Anxiously,	Perfectly confident,
Before long,	Frequently,	In the wooden box,	Courageously,	Positively trembling with excitement,
All of a sudden,	Infrequently,	Over my bed,	Silently,	Purely practically,
In the blink of an eye,	Occasionally,	Somewhere near here,	Curiously,	Somewhat flustered,
Just then,	Rarely,	Far away,	Nervously,	Utterly joyous,
Eventually,	Never in my life,	Wherever they went,	Rapidly,	Totally overwhelmed,
Later,	Never before,	North of here,	Carefully,	

Fronted adverbials hunt

Underline the fronted adverbials in this paragraph.

Before the sunrise, I woke up and immediately ate my breakfast. In the blink of an eye, my breakfast had vanished from my plate. It was my favourite breakfast of Weetabix with strawberries and a dollop of Nutella so I had eaten it super speedily. After I had got dressed, I decided to go outside to play on my brand new, emerald green bike. It has front suspension so I can quickly cycle downhill on it. Before long, it began to rain so I reluctantly put my bike away in the shed and went back inside. In the kitchen, I could smell pizza bubbling away in the oven which made my tummy grumble.

Challenge:

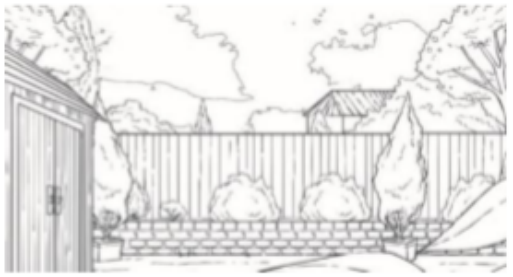
Which fronted adverbial tells you

1. **How** something happened (**manner**)
2. **When** something happened (**time**)
3. **Where** something happened (**location**)

PE (Fri)

Home Learning:

Outdoor Adventurous Activities

Create a map of your garden, or a space within your home. Remember to include a key to show what the symbols in your map mean.	
Compose a set of warm-up exercises to show your family and friends. Remember: the purpose of a warm-up is to raise your heart rate and loosen your joints. It is also meant to be fun!	
What is the history of Outdoor Adventures? Research this sport and create a timeline to show other children your age the history of orienteering. This website may help you: http://orienteering.org/aboutthe-iof/history/	
What is sportsmanship? Create a display poster to explain what it is. Remember to show the different qualities a good sportsperson should display. Create your poster for children who are the same age as you.