

Satellite Class



Welcome to Satellite Class home learning page. In Satellite Class we are keen for pupils to continue their learning at home. Each week your child should complete the activities from the home page to ensure your child has a balanced home education. We are hoping that you will join our online live lessons each day, these are highlighted orange on the timetable below.

Honeybees Class Timetable

	9:00	10:00	10:30	11:30	12:00	1:00	1:30	3:00
Monday	Maths	Break	English	Bug club or TTRockstars	Lunch	Newsround	PE	End of day
Tuesday	Maths	Break	English	Bug club or TTRockstars	Lunch	Newsround	PSHE	End of day
Wednesday	Maths	Break	English	Bug club or TTRockstars	Lunch	Newsround	Science	End of day
Thursday	Maths	Break	English	Bug club or TTRockstars	Lunch	Newsround	History /Geography	End of day
Friday	Maths	Break	English	Bug club or TTRockstars	Lunch	Newsround	Art	End of day



Reading Competition

Log onto to bug club to read a book. Complete the quiz as you go by clicking on the bug icons. Let Mrs Hart know what you have read to collect a point. 10 points wins a prize from the treasure chest.

<https://www.activelearnprimary.co.uk/login?c=0>

**I look forwards to finding out about your home learning.
Please send me a photo of what you have been doing, I love getting them!**

Mrs Janine Hart (Class Teacher)
jhart@bower-grove.kent.sch.uk



Useful sites for games and learning activities:

<https://numbots.com/> for additional online maths games

<https://www.sumdog.com/en/> for additional maths games

www.twinkl.co.uk for printable activities

www.oxfordowl.co.uk for online books

www.phonicsplay.co.uk OR www.phonicsbloom.com for phonics/reading practice

www.ictgames.com OR www.topmarks.co.uk for curriculum linked games.

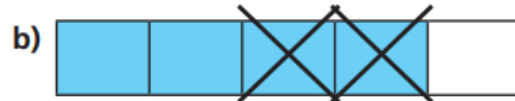
Monday 1 st March 2021	
9-10:00	<p>Maths Learning Objective: Subtract fractions</p> <p>Watch the video link below which explains how to subtract fractions:</p> <p>https://www.youtube.com/watch?v=x-6h5ZOKHtg</p> <p>Activity</p>

- Complete the worksheet below

Complete the subtractions.



$$\frac{4}{5} - \frac{1}{5} = \boxed{}$$



$$\frac{4}{5} - \frac{2}{5} = \boxed{}$$



$$\frac{5}{7} - \frac{3}{7} = \boxed{}$$

Extension – can you work out the fractions?

Complete the calculations.

a) $\frac{7}{10} - \frac{3}{10} = \boxed{}$

e) $\frac{9}{11} - \frac{3}{11} = \boxed{}$

b) $\frac{2}{3} - \frac{1}{3} = \boxed{}$

f) $\frac{6}{7} - \frac{4}{7} = \boxed{}$

c) $\frac{6}{6} - \frac{6}{6} = \boxed{}$

g) $\frac{8}{93} - \frac{2}{93} = \boxed{}$

d) $\frac{3}{4} - \frac{1}{4} = \boxed{}$

h) $\frac{10}{991} - \frac{3}{991} = \boxed{}$

Term 4 Week 2

10:30-
11:30

English

Learning objective: To write effective sentences for a formal letter.

Look at the example of a formal letter below:

235 Westbury Lane,
Arnold,
Nottingham,
NG5 3AT

Sunnyside School,
Arnold,
Nottingham,
NG5 7PA

28th November 2016

Dear School Councillors,

I am writing to you because I have some excellent suggestions about how to improve break times. I know as a school council you are always keen on developing new ways to improve school and listen to the children of Sunnyside, so here are my class's top three ideas to make break times better.

Most importantly, we feel there should be more sports equipment available on our playground to promote a healthy, active lifestyle in Sunnyside students. Each and every day, we could fill our precious minutes of inactive time with increased physical activity. Information from health officials advises that children should have at least thirty minutes of exercise a day to increase their fitness levels and help tackle the obesity crisis in children. Surely, you cannot disagree that it is the school's duty to provide us with the equipment to encourage us to get moving. We have discussed this as a class and have decided the most desirable pieces of new equipment would be new footballs, space hoppers and skipping ropes. Please don't disappoint us.

In addition to our equipment request, another popular suggestion was to have a snack bar available at break times. We all know that our bodies and brains work best when they have sufficient food to fuel them. Unfortunately, some children will have missed having a healthy, nutritious breakfast at home before arriving at school. A snack bar could offer them a much needed mid-morning snack. In an ideal world, the snack bar would provide a range of healthy snacks such as crunchy carrots sticks with hummus dip, small boxes of dried fruits and nuts, fresh fruit and healthy cereal bars. I believe it would make a big difference to our pupils' learning.

Our final suggestion is to have a special book box out on the yard. Whilst many children are excited about the prospect of a more active break time, I am certain that some would rather have a more educational break that involves reading books. As my teacher says, reading is like exercise for the brain and many children would thoroughly enjoy having this dedicated time to explore new worlds through extra reading. I am sure that you would agree that this could be a very worthwhile way to spend some of your budget.

In conclusion, I would like to thank you for taking the time to read this letter and I hope you consider my suggestions carefully. I look forward to hearing whether some of our suggested changes can be put into action. I really hope to see some positive changes being made to improve students' break times.

Yours sincerely,

Kieran Blyth,


Activity:

- Write the features needed for a formal letter.
- Write some ideas that you would like to put forward to the school council (come up with 5 ideas)

11:30-12

Bug Club/TTRockstars

Term 4 Week 2

	<p>Spend 15 minutes on Bug Club – read one of the books that you have been allocated and complete the quiz.</p> <p>Spend 15 minutes on TTRockstars to increase your times tables recall speed.</p>	
12-12.50	Lunch and Brain Break	
1-1.30	Newsround and Quiz Click the link below: https://www.bbc.co.uk/newsround/news/watch_newsround Make notes of the topics discussed on Newsround.	
1.30-3 PE	PE Pick one or more of the activities below for your PE lesson today: Joe Wicks workout https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ Just Dance https://www.youtube.com/watch?v=CyfM2o0d0IE Yoga https://www.youtube.com/watch?v=X655B4ISakg Go for a walk or jog	

Tuesday 2nd March 2021

9-10:00	Maths Learning Objective: To subtract fractions You might like to watch the video again all about subtracting fractions to refresh your memory: https://www.youtube.com/watch?v=x-6h5ZOKHtg Activity - Complete the worksheet below
----------------	--

Complete the subtractions

a) $\frac{9}{5} - \frac{6}{5} = \square$

e) $\frac{8}{3} - \frac{4}{3} = \square = \square$

b) $\frac{9}{5} - \frac{5}{5} = \square$

f) $\frac{11}{3} - \frac{4}{3} = \square = \square$

c) $\frac{9}{5} - \frac{4}{5} = \square = \square$

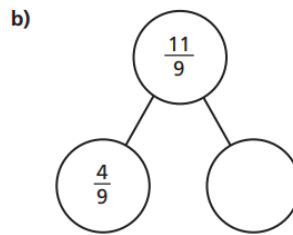
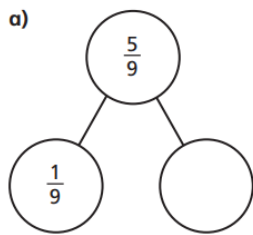
g) $\frac{14}{3} - \frac{4}{3} = \square = \square$

d) $\frac{9}{2} - \frac{4}{2} = \square = \square$

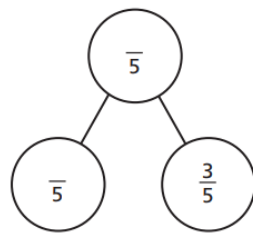
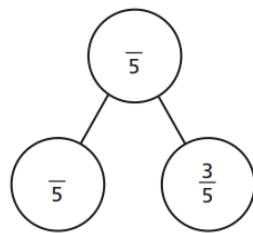
h) $\frac{15}{3} - \frac{5}{3} = \square = \square$

Extension – can you work out the fractions?

Complete the part-whole models.



Complete the part-whole model in two different ways.



10-10.30

Snack and Brain Break

10:30-

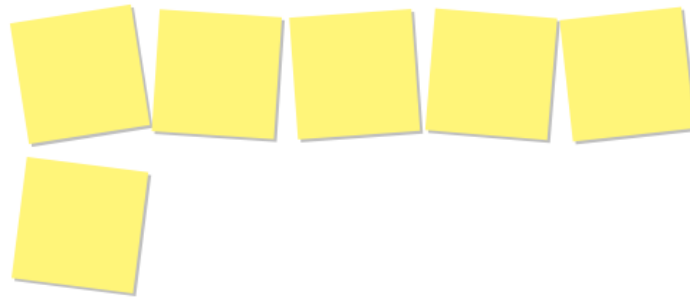
English

11:30

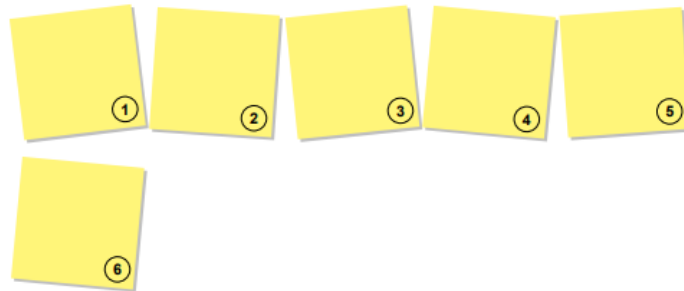
Learning objective: Write effective sentences for a formal letter.

Using post-it notes or pieces of paper write each of your ideas then arrange them into an order you are happy with.

Term 4 Week 2



Now arrange the sticky notes in the order you want for your letter:



Activity:

- Write the first paragraph for your formal letter (make sure that you focus this paragraph on your first idea).

11:30-12

Bug Club/TTRockstars

Spend 15 minutes on Bug Club – read one of the books that you have been allocated and complete the quiz.



Spend 15 minutes on TTRockstars to increase your times tables recall speed.

12-12.50

Lunch and Brain Break

1-1.30

Newsround and Quiz

Click the link below:

https://www.bbc.co.uk/newsround/news/watch_newsround

Make notes of the topics discussed on Newsround.

1.30-3
PSHE

PSHE

LO: What human rights I would add?

Read the information below all about human rights:

Here are some of the human rights that all people are entitled to:

All people have a right to be safe.

All people have a right to be treated fairly.

All people have a right to be treated with kindness and respect.

All people have a right to feel valued.

All people have a right to be who they want to be.

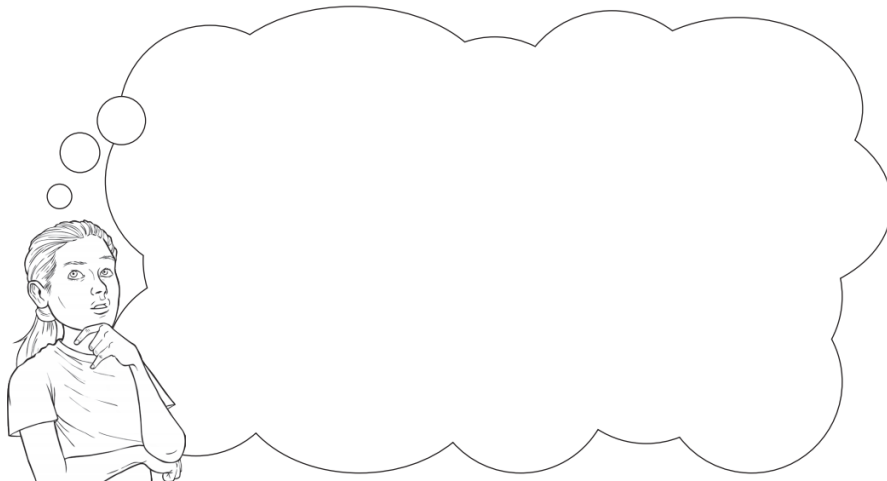
Children have their very own rights.

Activity

- Think of some 'Human Rights' you would add if you were allowed.

What Would I Add?

If you could add a right to the Universal Declaration of Human Rights, what would it be? Why?



Term 4 Week 2

9-10:00

Maths

Learning Objective: Subtract fractions from a whole number


Watch the video below which demonstrates how to subtract fractions from whole numbers:


<https://www.bbc.co.uk/bitesize/articles/zdx3rj6>

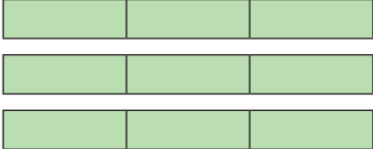
Activity

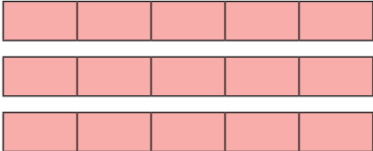
- Complete the work below (you will need to draw the work out)

Use the bar models to help you subtract the fractions.

a)  $2 - \frac{2}{3} = \square$

b)  $2 - \frac{5}{3} = \square$

c)  $3 - \frac{5}{3} = \square$

d)  $3 - \frac{8}{5} = \square$

Extension – complete the calculations

Complete the subtractions.

a) $\frac{8}{8} - \frac{5}{8} = \square$

d) $2 - \frac{5}{7} = \square$

b) $1 - \frac{5}{8} = \square$

e) $4 - \frac{5}{7} = \square$

c) $2 - \frac{5}{8} = \square$

f) $4 - \frac{7}{5} = \square$

10-10:30



Snack and Brain Break

10:30-11:30

English



Term 4 Week 2

	<p>Learning objective: Write effective sentences for a formal letter.</p> <p>Read your first paragraph and look back at your note ideas to refresh your memory.</p> <p>Activity</p> <ul style="list-style-type: none">- Using your ideas write the second paragraph explaining your second idea. Remember to check your punctuation.
11:30-12	<p>Bug Club/TTRockstars</p> <p>Spend 15 minutes on Bug Club – read one of the books that you have been allocated and complete the quiz.</p> <p>Spend 15 minutes on TTRockstars to increase your times tables recall speed.</p> 
12-12.50	<p>Lunch and Brain Break</p>
1-1.30	<p>Newsround and Quiz</p> <p>Click the link below: https://www.bbc.co.uk/newsround/news/watch_newsround</p> <p>Make notes of the topics discussed on Newsround</p>
1.30-3	<p>Science</p> <p>LO: Identify the difference between vertebrates and invertebrates.</p> <p>Read the information below and use the internet to help you complete today's activity:</p> <h3>Vertebrates and Invertebrates</h3> <p>When we are looking at skeletons of animals, we can sort them into two different groups.</p>  <p>Vertebrates are animals that have a spine or backbone as part of their skeleton. Humans are vertebrates.</p> <p>Invertebrates are animals that do not have a backbone. A butterfly is an invertebrate.</p>

Independent Activity

You are now going to produce a information leaflet to explain to younger children about **invertebrates** and **vertebrates**.

You need to include:

- A heading that introduces the topic
- Brief introduction with general information
- Subheadings to organise each category
- Scientific vocabulary
- Pictures and captions
- Third person - impersonal
- Present and future tense(unless it is a historical report)
- Formal tone

You can use the template below or design your own.

(LEAFLET TEMPLATE)

The leaflet template consists of six rectangular boxes arranged in a 2x3 grid. The top-left box is empty. The top-middle and top-right boxes contain horizontal lines for text. The bottom-left box contains horizontal lines for text. The bottom-middle and bottom-right boxes are empty.

Thursday 4th March 2021

9-10:00

Maths

Learning Objective: To find fractions of amounts

Watch the video clip all about finding fractions of amounts:

https://www.youtube.com/watch?v=ori0oL9_q9c

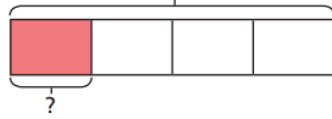
Activity

- Complete the work below:

Complete the number sentences.

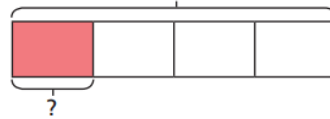
a) $\frac{1}{4}$ of 20 =

20



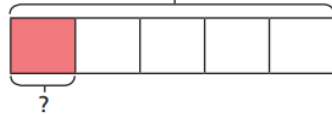
d) $\frac{1}{4}$ of 40 =

40



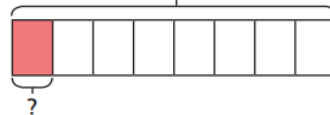
b) $\frac{1}{5}$ of 20 =

20



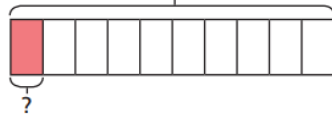
e) $\frac{1}{8}$ of 40 =

40



c) $\frac{1}{10}$ of 20 =

20



f) $\frac{1}{8}$ of 80 =

80



Extension – Complete the questions below

a) $\frac{1}{4}$ of 24 =

$\frac{3}{4}$ of 24 =

b) $\frac{1}{7}$ of 35 =

$\frac{3}{7}$ of 35 =

$\frac{5}{7}$ of 35 =

10-
10.30

Snack and Brain Break


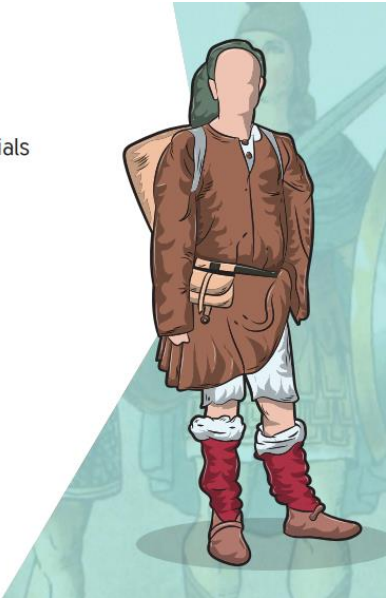

10:30-
11:30

English

Learning objective: Write effective sentences for a formal letter



Today, you are going to be writing the third and fourth paragraph to your formal letter. Remember to read what you have already written and follow on writing about the third and fourth idea that you planned.

<p>11:30-12</p>	<p>Bug Club/TTRockstars Spend 15 minutes on Bug Club – read one of the books that you have been allocated and complete the quiz.</p> <p>Spend 15 minutes on TTRockstars to increase your times tables recall speed.</p> 
<p>12-12.50</p>	<p>Lunch and Brain Break</p>
<p>1-1.30</p>	<p>Newsround and Quiz Click the link below: https://www.bbc.co.uk/newsround/news/watch_newsround</p> <p>Make notes of the topics discussed on Newsround</p>
<p>1.30-3</p>	<p>History LO: Explain what the Anglo-Saxons wore.</p> <p>Read through the information below:</p> <p>What were Anglo-Saxon clothes like?</p> <p>Our clothes now are made from many different materials. In the Anglo-Saxon era wool, linen and silk were the only materials used. Silk was expensive and only worn only by the rich. Most peasants (poor people) could only afford to wear linen and woollen clothes.</p> <p>The most common garment was a knee length woollen tunic. Many peasants could not afford to wear shoes or trousers.</p> <p>Belts and belt buckles were important parts of Anglo-Saxon clothes, especially for men. Belts were usually made from leather and often had decorative items or tools hanging from them.</p>  <p>What did warriors wear?</p> <p>Warriors wore long coats of metal chain mail. Metal collars and helmets were worn for extra protection.</p> <p>They would carry weapons which were decorated.</p> 

What did women wear?

Women often wore **brown coloured woollen gowns**. As Christianity became popular, it was believed that women should have their heads covered. All women wore some kind of **headcovering**.

Plain or embroidered scarves were popular, which often reached down to the ankles.

Anglo-Saxon women loved a bit of bling and often wore beaded necklaces and bracelets.

Earrings were very popular.

They were made from precious materials, such as pearl or crystal.



Activity – using the information above complete the following sheet:
Pick two Anglo-Saxon people (male/female/warriors) and design their Anglo-Saxon clothing based on the information you have read. Remember to label the diagrams.



Term 4 Week 2

9-10:00

Maths

Learning Objective: Fractions of amounts

You might want to watch the video from yesterday to remind you how to find fractions of amounts before completing the work:

https://www.youtube.com/watch?v=orl0oL9_q9c

Activity:

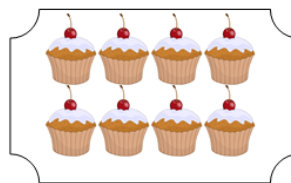
- Complete the worksheet below:

1.



$\frac{1}{2}$ of 14 =

2.



$\frac{1}{4}$ of 8 =

3.



$\frac{1}{5}$ of 10 =

4.



$\frac{1}{5}$ of 15 =

5.



$\frac{1}{3}$ of 9 =

6.



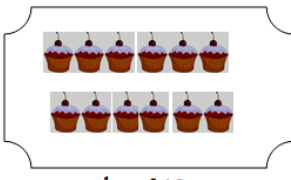
$\frac{1}{5}$ of 20 =

7.



$\frac{1}{3}$ of 18 =

8.



$\frac{1}{4}$ of 12 =

Extension – Complete the adding fractions work below:

- | | | |
|-------------------------------|--------------------------------|-------------------------------|
| 9. find $\frac{1}{5}$ of 15 | 10. find $\frac{1}{4}$ of 44 = | 11. find $\frac{1}{4}$ of 16 |
| 12. find $\frac{1}{5}$ of 65 | 13. find $\frac{1}{5}$ of 35 | 14. find $\frac{1}{5}$ of 80 |
| 15. find $\frac{1}{3}$ of 18 | 16. find $\frac{1}{3}$ of 33 | 17. find $\frac{1}{3}$ of 27 |
| 18. find $\frac{1}{10}$ of 20 | 19. find $\frac{1}{10}$ of 50 | 20. find $\frac{1}{10}$ of 90 |
| 21. find $\frac{2}{10}$ of 20 | 22. find $\frac{3}{4}$ of 12 | 23. find $\frac{3}{5}$ of 15 |

10-10.30

Snack and Brain Break

10:30-11:30

English

Learning objective: Write effective sentences for a formal letter.

Activity

- Write your closing paragraph (you might want to read the example letter from Monday to see how they closed their letter).



Term 4 Week 2

	<ul style="list-style-type: none">- Read your letter through checking your spelling, punctuation and that the letter makes sense all the way through.
11:30-12	<p>Bug Club/TTRockstars Spend 15 minutes on Bug Club – read one of the books that you have been allocated and complete the quiz.</p> <p>Spend 15 minutes on TTRockstars to increase your times tables recall speed.</p> 
12-12.50	<p>Lunch and Brain Break</p>
1-1.30	<p>Newsround and Quiz Click the link below: https://www.bbc.co.uk/newsround/news/watch_newsround</p> <p>Make notes of the topics discussed on Newsround</p>
1.30-3	<p>Art LO: Design or make an Anglo – Saxon shield</p> <p>Look at the examples of Anglo – Saxon shields below:</p>  <p>Activity:</p> <ul style="list-style-type: none">- Design or make an Anglo – Saxon shield (if you decide to make your shield you can use any materials that you like).