

Falcons Class



Welcome to Falcons Class home learning page. In Falcons 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 yellow on the timetable below.

Falcons Class Timetable

	9:00	9:30	10:30	11:00	12:00	1:00	1:50	3:00
Monday	Reading	Creative	Break	Maths / English	Lunch	Newsround / PSHE	Social Skills	End of day
Tuesday	Reading	SALT	Break	Maths / English	Lunch	Newsround / Topic	Mindfulness	End of day
Wednesday	Reading	Mindfulness	Break	Maths / English	Lunch	Newsround / Science	Music	End of day
Thursday	Reading	Online Learning	Break	Maths / English	Lunch	Newsround / World Beliefs	Mindfulness	End of day
Friday	Assembly	PE	Break	Newsround / PSHE	Lunch			



Reading Competition

Log onto to bug club to read a book. Complete the quiz as you go by clicking on the bug icons. Let Miss Nicholls know what you have read to collect a point. 10 points wins a golden token.

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

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

**Miss Nicholls
Class Teacher**

BNicholls@bower-grove.kent.sch.uk



Useful sites for games and learning activities:

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




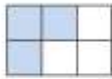


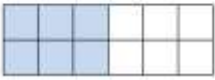














<https://www.sumdog.com/en/> for additional maths games

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	
9-9.30 Reading	<p>Reading</p> <p>Read a book or a comic of your choice. You could read to a sibling or a pet if you wish.</p>
9.30-10:30 Creative	<p>Creative</p> <p>Pupils to create a Hamsa design by drawing round their hand and colouring/painting a design.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div>
10.30-11	<p>Snack and Brain Break</p>
11-11:30 Maths	<p>Maths</p> <p>Learning objective: I can identify fractions.</p> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <div style="margin-left: 20px;"> <p>3 — Numerator How many equal parts do you have?</p> <p>4 — Denominator How many equal parts is the whole divided into?</p> </div> </div> <p>Action: Remind yourself about fractions with the pizza picture. Then answer questions on the sheet.</p> <div style="margin-top: 20px;"> <p>What fraction of each of these shapes has been coloured?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  $\frac{1}{4}$ </div> <div style="text-align: center;">  $\frac{3}{4}$ </div> <div style="text-align: center;">  $\frac{1}{4}$ </div> </div> <div style="margin-top: 10px;">    </div> <p>Colour the correct number of shapes:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  $\frac{1}{4}$ </div> <div style="text-align: center;">  whole </div> <div style="text-align: center;">  $\frac{1}{2}$ </div> <div style="text-align: center;">  $\frac{1}{3}$ </div> <div style="text-align: center;">  $\frac{1}{4}$ </div> </div> <p>Answer the questions below about these symbols:</p> <div style="display: flex; justify-content: center; align-items: center; gap: 10px;">         </div> <p>What fraction of these symbols are:</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p>Suns _____</p> <p>Happy Faces _____</p> <p>Moons _____</p> </div> <div style="width: 45%;"> <p>Red _____</p> <p>Blue _____</p> <p>Yellow _____</p> </div> </div> <p>Extension: Can you draw some shapes and colour them in $\frac{1}{2}$ one colour $\frac{1}{2}$ another, or $\frac{1}{4}$ one colour and $\frac{3}{4}$ another.</p> </div>
11:30 – 12 English	<p>English</p> <p>Learning objective: I can identify different parts of a sentence, add correct punctuation and proof read to check for mistakes.</p>

Term 4 Week 1

Action: Answer the questions below.

e

Tick the sentence that is a command.

Get in the bath

Would you like to wash your hands

How amazing that would be

Underline the imperative verb used with the command.

Then, add the correct punctuation marks to each sentence.

a


Mr Whoops has made THREE clumsy spelling mistakes in his sentence. Can you underline them and correct them?

Yesterday during my grammer lesson, I learned how to discribe nouns using expanded noun phrases. Then in my hisstory session, I read a very interesting book.

f

Can you improve this sentence by adding an expanded noun phrase?

The emperor strolled through town.



c

Mr Whoops has accidentally jumbled up THREE conjunctions. Can you help him to unjumble them?

ECAUSBE

FORBEE

IWLEH

Extension: Write your own sentences about the Emperor including the following things:

- An expanded noun phrase
- Conjunctions
- Imperative verbs (bossy words)

12-12.50	Lunch and Brain Break
1-2 Newsround / PSHE	PSHE Learning objective: I can check in on my own emotional wellbeing.

Term 4 Week 1

Action: Tick the box to answer each question. Discuss your answers with someone and see if they have felt the same.

In the past week I have...

	Once	Many times	Not at all
Enjoyed spending time with a loved one			
Lost my temper			
Completed school work			
Felt able to talk to an adult about my feelings if I needed to			
Walked away from someone when they were still talking to me			
Felt able to talk to a friend about my feelings if I needed to			
Planned things to look forward to			
Eaten healthily			
Ignored someone on purpose			
Exercised			
Felt upset			
Spent time outside			
Got enough sleep			

2-3
Social Skills

Social Skills

Play a board game with someone at home.

Tuesday

9-9.30
Reading

Reading


Read a book or a comic of your choice. You could read to a sibling or a pet if you wish.

9.30-10:30
Speech and Language

Listening Skills

Learning Objective: I can follow instructions

Term 4 Week 1

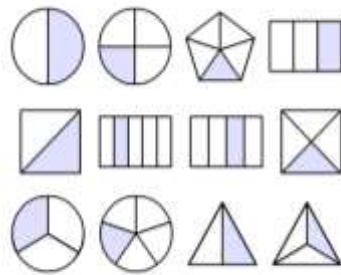
	<p>Pupils to follow the instructions on how to draw a Titanic.</p> <p>https://m.youtube.com/watch?v=SgJ_0HwV1j0</p> 
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10.30-11	Snack and Brain Break
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11-11:30	Maths
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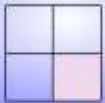
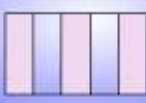





Maths	<p>Learning objective: I can read fractions and identify the matching visual representation.</p>
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Action: Each shape shows a different fraction (the number of parts coloured / number of parts there are in total). Put the shapes in the correct box.



$\frac{1}{2}$	$\frac{1}{3}$
$\frac{1}{4}$	$\frac{1}{5}$

Extension: Now try with these more difficult fractions.

			$\frac{3}{5}$
$\frac{5}{6}$	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{3}$
$\frac{2}{5}$			$\frac{3}{4}$
$\frac{2}{3}$			

11:30 – 12	English
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English	<p>Learning objective: I can correct spelling and punctuation mistakes.</p>
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Action: Write the correct sentences below by adding in capital letters, full stops and question marks.

Term 4 Week 1

1. my brother's dog is called tess

2. on sunday she went to the park

3. the titanic sank in 1912

4. toby and mark are going to spain in march

5. martha took her children to the zoo yesterday

6. when i go to the shop i will get some crisps

7. sameera and i are going to town on friday

Extension: Write the correct sentences below using capital letters, full stops, question marks **and** inverted commas (speech marks). Remember inverted commas only go around the words that are spoken out loud.

1. one warm, sunny day jessica and lilly went to the zoo when they arrived, they visited the monkeys

2. i like the zoo, said jessica lilly looked up and saw a monkey had stolen her lunchbox

3. do we have any money to buy more food asked jessica

12-12.50

Lunch and Brain Break

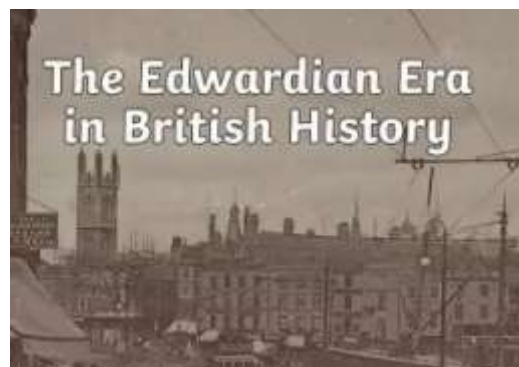
1-2
Newsround
/ Topic

Topic

Learning objective: I can research and record facts about the Edwardian Era.

Action: Research and write down 10 interesting facts about The Edwardian Era.

Extension: Can you use the facts to make an informative poster.



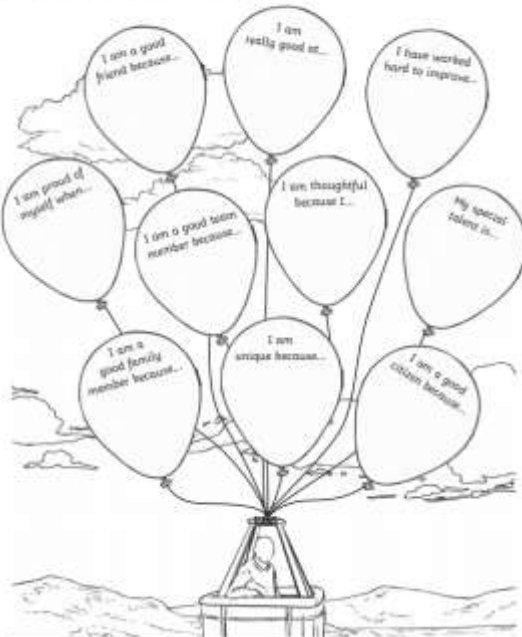
2-3
Mindfulness
/ Wellbeing

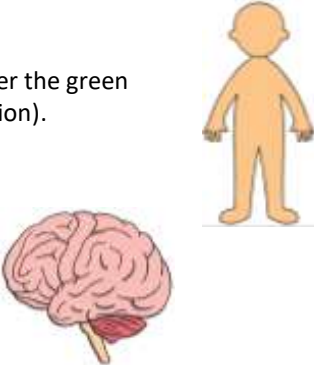
Mindfulness / Wellbeing

Finish the sentences in each balloon about why you are an amazing person.

I Am an Amazing Person!

Read and finish the sentences in the balloons below.



Wednesday	
9-9.30 Reading	<p>Reading</p> <p>Read a book or a comic of your choice. You could read to a sibling or a pet if you wish.</p>
9.30-10:30 Mindfulness / Wellbeing	<p>Mindfulness / Wellbeing</p> <p>Think about the different ways you can look after yourself. Answer the green questions (an example answer is given in black below each question).</p> <p>What do you think your body needs to be healthy?</p> <p>My body needs food and water to be healthy.</p> <p>What do you think your brain needs to be healthy?</p> <p>'My brain needs to rest and get a good night's sleep.'</p> <div style="text-align: right;">  </div>

What do you think you can do to keep your heart happy?

'I need to laugh with my friends.'



10.30-11

Snack and Brain Break

11-11:30
Maths

Maths

Learning objective: I can read and accurately write fractions.

Action: Answer all the questions on 1 and 2.



Amelia

Max

Isla

Zac

- 1 a) What fraction of the children are wearing glasses?
 b) Max's kite is $\frac{1}{2}$ red and $\frac{1}{4}$ yellow.
 What shape is the kite that Max is flying?

- 2 Complete the sentences.



a) $\frac{1}{2}$ of the cupcakes have _____.

b) of the cupcakes have only icing.

c) have pink icing and a cherry.

Extension: Answer all the questions below.

3 Are these statements true or false?

a) $\frac{3}{5}$ of the shapes have 4 sides.



b) $\frac{5}{5}$ of the candles are lit.



c) $\frac{6}{6}$ of the apples are red.



11:30 – 12
English

English

Learning objective: I can use synonyms to improve my writing.

Action: Rewrite and improve these sentences by changing the **bold** adjective into a powerful, impressive, description (can you use 2 or more adjectives to make an expanded noun phrases?).

e.g. The bird cage was **dirty**. → The bird cage was covered in **thick, brown, sticky mud**.

1. Janine was sitting in a **nice** chair.

2. Mum's new hairstyle was **bad**.

3. The weather today is **not nice**.

4. Lorna's new puppy was **cute**.

5. The story written by Fred was **good**.

6. Jake made some **silly** jokes at school today.

Extension: Write down as many synonyms as you can (different words that mean the same thing) for these adjectives:

1. Bad
2. Good
3. Small
4. Big

12-12.50

Lunch and Brain Break

1-2
Newsround
/ Science

Science

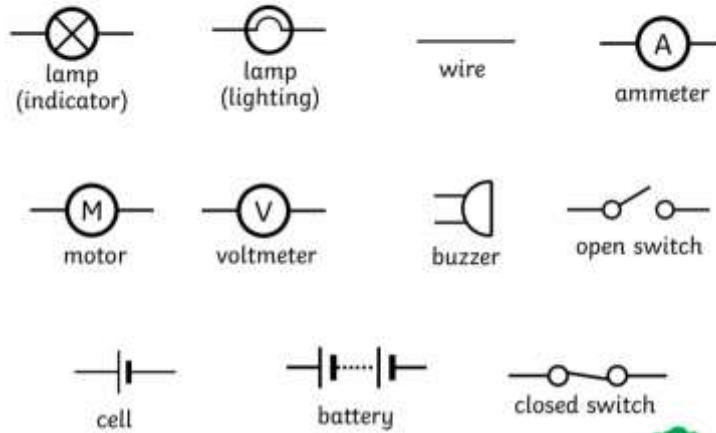
Learning objective: I can identify uses for electricity and symbols in a circuit.

Term 4 Week 1

Action:

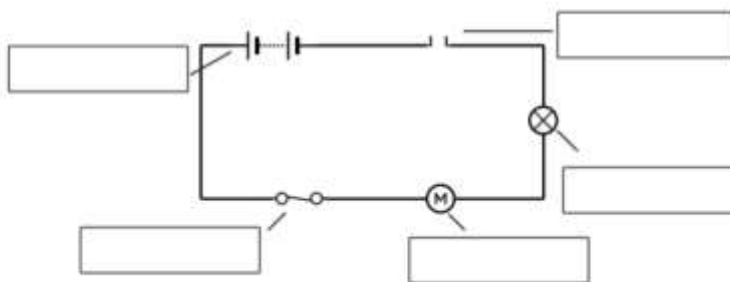
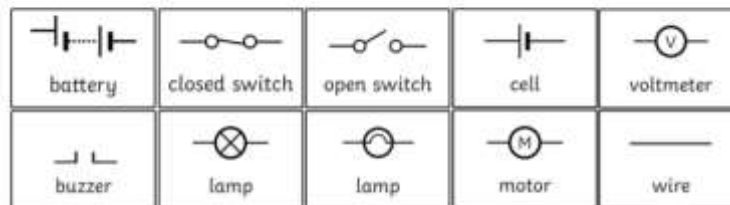
1. List 10 items in your house/at school that use electricity.
2. Look at the symbol map and complete the sheet below (labelling the circuit with the names of the symbols you have learnt).

Electrical Circuit Symbols



Electric Circuits

Label the circuit below.



Extension: Can you draw your own circuit using symbols learnt today.

2-3
Music

Music

Action: Listen to your favourite song and fill in the sheet below.

Reacting to Music

Title of the piece: _____

Performer(s): _____

What sort of music is it? (Circle one): classical/folk/rock/jazz/pop/blues/country/rap/reggae/other: _____

Score out of 10: _____

Why? _____

How do you know? _____

1. When I listen, it makes me feel...

2. Colours I imagine when I listen...

3. Pictures and scenes I imagine when I listen...

4. This music makes me think...





5. Will you be humming it later? Why?

6. Who do you think would like this piece?

Songs:

1. How do the words (lyrics) make me feel?

2. Write some of the words you can remember from the song:

Thursday				
9-9.30 Reading	Reading			
	Read a book or a comic of your choice. You could read to a sibling or a pet if you wish.			
9.30-10:30 Online Learning	Online Learning			
	You can choose your own learning activity:			
	Maths challenges / Times table challenges and revision of previous topic.		www.sumdog.com	Remember to add the school code bgs12
	Times table practice		https://trockstars.com/	Remember to add the school postcode ME16 8NL
	Bug Club reading books and phonics Science bug		https://www.activelearnprimary.co.uk/	Remember to add the school code Xhfh
	Cross curricular games and activities		https://www.purplemash.com/login/	
10.30-11	Snack and Brain Break			
11-11:30 Maths	Maths			

Learning objective: I can compare fractions.

Fraction Grid.



$\frac{1}{2}$					$\frac{1}{2}$				
$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$			
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$		
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$		
$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$		
$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$		
$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$		

Action: Using the fraction grid, write which fraction is bigger for each question.

1. $\frac{1}{10}$ or $\frac{1}{3}$
2. $\frac{1}{6}$ or $\frac{1}{12}$
3. $\frac{1}{3}$ or $\frac{1}{8}$
4. $\frac{2}{8}$ or $\frac{3}{10}$
5. $\frac{2}{3}$ or $\frac{5}{8}$
6. $\frac{7}{12}$ or $\frac{1}{2}$
7. $\frac{4}{6}$ or $\frac{3}{4}$
8. $\frac{7}{10}$ or $\frac{9}{12}$

Extension: Are the following fractions bigger or smaller than $\frac{1}{2}$ (a half)?

1. $\frac{2}{3}$
2. $\frac{3}{4}$
3. $\frac{5}{12}$
4. $\frac{3}{8}$
5. $\frac{4}{10}$
6. $\frac{4}{9}$

**11:30 – 12
English**

English

Learning objective: I can correctly use inverted commas.

Action: Read the sentences below and tick the sentence which is punctuated correctly using inverted commas (speech marks). Remember inverted commas only go around the words that are spoken out loud.

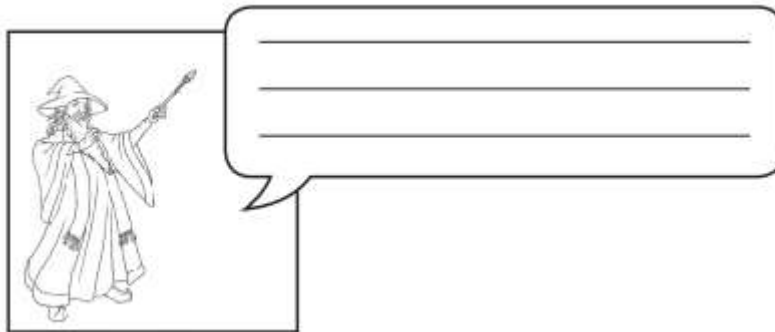
1. "I don't like carrots," said the little girl.
I don't like carrots, "said the little girl."
2. "It's time for bed, said" Dad.
"It's time for bed," said Dad.
3. Write the date in your book, the teacher told "the children."
"Write the date in your book," the teacher told the children.
4. "Let down your hair," the knight shouted to the princess.
Let down your hair, "the knight shouted" to the princess.
5. Abracadabra! said the witch "as she cast a spell."
"Abracadabra!" said the witch as she cast a spell.

Then, add inverted commas to the sentences below.

Term 4 Week 1

1. We went to Spain on holiday said Charlie.
2. I like to cast wicked spells laughed the evil witch.
3. I saw the new film at the cinema last week said Jake.
4. I had cereal for my breakfast today Susie stated.
5. You go that way whispered Harriet to her friend.
6. My favourite drink is lemonade pronounced the boy.
7. I'm going to see my Grandma muttered Little Red Riding Hood.
8. Hello from the International Space Station uttered Tim.
9. Put down your pencils and look this way demanded the teacher.

Extension: What is the Witch saying? In her speech bubble, write down what she is saying. You don't need inverted commas here as it is inside a speech bubble. Then, write out what someone might say back to her, if it is *not* in a speech bubble it *will need* inverted commas.



12-12.50

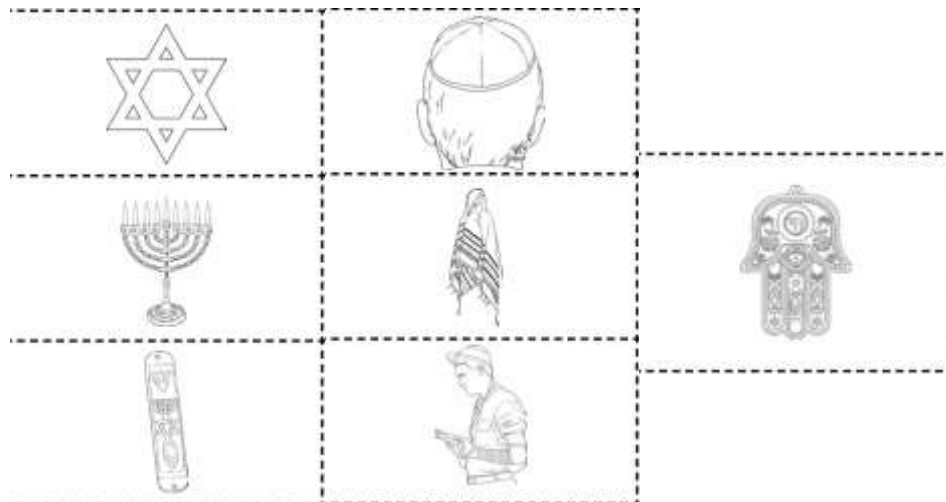
Lunch and Brain Break

1-2
Newsround
/ World
Beliefs

World Beliefs

Learning objective: I can explore Jewish symbols.

Action: Research the meanings of each of these Jewish symbols. Write down the name of the symbol and the definition.



2-3
Mindfulness
/ Wellbeing

Mindfulness / Wellbeing

Fill in the gaps with ideas of how to be kind to yourself.

How Can You Be Kind to Yourself?

We often think about how we can be kind to others and what effect our behaviour has on other people.
Have you ever thought about how you can be kind to **yourself**? Using the hearts below, write your own ideas about how you can be kind to yourself. Some ideas have been given to start you off. Once you have recorded these ideas, start to think about how you can carry out these ideas to be kind to yourself.

Friday	
9-9.30 Assembly	Whole School Assembly https://www.youtube.com/channel/UCdjBwQVhZFXGRMqWaTdfDA
9.30-10:30 PE	PE Pupils to click the link and follow the Just Dance video. https://www.youtube.com/watch?v=4DcGBE-F9hk
10.30-11	Snack and Brain Break
11-12 Newsround / PSHE	PSHE Learning objective: I can identify and use coping strategies.



Term 4 Week 1

	<p>Action: Answer the questions below.</p> <p>We can use coping strategies to help us to manage our feelings and/or thoughts.</p> <p>*****</p> <p>1. The coping strategies I used the most last week were:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Positive coping strategies help us to deal with emotions and stress and they help us to feel less distressed.</p> <p>Negative coping strategies are not as helpful for helping us to communicate how we are feeling and may increase our stress levels.</p> <p>*****</p> <p>2. My positive coping strategies are:</p> <p>_____</p> <p>_____</p> <p>3. My negative coping strategies are:</p> <p>_____</p> <p>_____</p> <p>4. I know they are positive/negative because...</p> <p>_____</p> <p>_____</p> <p>5. Next week I plan to use these strategies or try this instead:</p> <p>_____</p> <p>_____</p> <p>6. I think this will benefit me because...</p> <p>_____</p> <p>_____</p> <p>7. I can remind myself to use these new strategies by... (e.g. asking an adult, having a reminder of my strategies somewhere I can see them etc).</p> <p>_____</p> <p>_____</p> <p>8. If I need some extra support I can:</p> <p>_____</p> <p>_____</p> <p>Extension: Try these coping strategies in the next few days to see if they help how you feel.</p>
12-12.50	Lunch and Brain Break
1:00	End of school day.