

English

Reading LO: To use inference in my reading.

1. Choose a page in your current reading book. It must be a story you have not read before. For handwriting practice, copy out the page onto a sheet of lined paper in your best cursive script.
2. Look at this picture and discuss it with an adult.



Then try to answer as many of these questions as you can before checking with your adult.

1. What is the job of the person in the dark blue shirt?
2. What might the man be saying to the woman?
3. Why is the woman wearing a bib?
4. Why is the man wearing gloves?
5. Why do you think he is looking at the screen?
6. What might happen next?

Encourage your child to write the full answers down ensuring they can explain themselves clearly using evidence from the text.

Writing LO: To write an acrostic poem.

Can you use the first letter of each line to help you to work out what each acrostic poem is about?

Fins are moving  
I am swimming  
Salty ocean is my home  
Hurry, a shark is coming!

Sneakily glide  
Hunting for prey  
Always silently watching  
Ready for a chase  
Krill, dolphins or YOU!

Dancing on the waves  
Over the water I jump  
Long strides swimming  
Perfectly gliding  
Happy and playful  
I laugh all day  
Never-ending adventures

Over the waves  
Creeping under the water  
Every type of creature  
Animals that breathe underwater  
Near the ocean floor

## Writing an Acrostic Poem

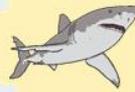
First, think of a theme, e.g. sharks.

Next, collect lots of ideas about that theme.

Then, write the letters of your theme word vertically down the page in capital letters, like this:

SHARK

S  
H  
A  
R  
K



hunter  
teeth  
circling  
fin

Finally, use your ideas to write each line of the poem. Don't worry if you can't think of the lines in order. It is fine to go back and add any missing lines afterwards as long as your poem makes sense.

Stealthily glides  
Hunting for prey  
Angry and waiting

Kicking and swimming, the fish escapes

Your poem can be about any subject that you find interesting: animals, places or people. It's up to you!

Extension/ additional writing.

Can you write a pair of poems about your topic? How about a whole group of poems about the same topic, like the ones above?

Maths

LO: To identify the fraction shaded

LO To identify tenths

This week in maths sessions we will be focusing on how to identify different fractions of shaded objects and tenths.

Try the resources, games and clips on this page as an introduction:

<https://www.bbc.co.uk/bitesize/articles/zkmg47h>

When you are confident and feel ready, move on to these different resources for explanations and practice with tenths:

<https://www.bbc.co.uk/bitesize/articles/zmcny9g>

If you fancy challenging yourself with some other maths, try this too!

<https://www.bbc.co.uk/bitesize/articles/znvf382>

Choose your challenge based on how confident you feel with this. Don't move on until you feel ready and remember, start small with your numbers and build them up as you gain confidence.

Picture News



29th June-5th July  
**Why do we have statues?**

1. What is the question in this picture? What do you think it means?  
 In year 3, you designed and made statues for spaces in the local environment this year.

Now watch [this Newsround report](#) with an adult.



sad	angry	happy	confused	excited	worried	shocked	afraid
despondent disconsolate dismal doleful downhearted forlorn gloomy melancholic miserable woeful wretched	aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended outraged resentful vexed	beaming buoyant cheery contented delighted enraptured gleeful glowing joyful	addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled	animated elevated enlivened enthusiastic exhilarated exuberant thrilled	agitated anxious apprehensive concerned disquieted distracted distressed disturbed fretful perturbed troubled uneasy	astonished astounded disconcerted distressed dumbfounded horrified staggered startled stunned surprised	alarmed apprehensive daunted fearful frantic horrified petrified terrified

- How do you think the people involved in the story feel?
- What do you think about this week's story? How does it make you feel?
- What have you learned from this week's story?

Find out about someone you know who you think deserves a statue for their achievements. Write about them (a biography) and explain why you think a statue of them should be made.

Share your thoughts on our online discussion board: [www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

## Topic – Plants

### Lesson one: LO To name the parts of a plant

With your child, discuss what a plant is. Do they the names of any?

Go through [this information](#) and complete a labelled diagram of the parts of a plant and what job each of them has.

(This should be revision work from autumn term)

### Lesson two: LO To know what plants need to grow well

Watch [this video](#) to find out about how to look after your plant.

Add this information to your diagram from session 1. Try to remember it as LAWNS

Light, Air, Water, Nutrients, Space

### Lesson three LO: To investigate what plants need to survive

You have seen the theory. Now it's time to prove it for yourself!

Ask an adult if you can have some lids off old jars, some paper towel and either some small seeds like cress or the seeds out of a tomato.

Design and carry out an investigation to show what a plant needs to grow well. Remember for a fair test, you can only change one thing – the rest have to stay the same.

How much have you understood? Try [this quiz](#) to find out! Good luck 😊

