Homework for Spring B - Green Class

Pirates - 4 weeks/ Easter - 1 week

This is optional homework and also supports families in finding out what is being taught in school. Underlined tasks are those that

| can be completed more easily without adult support. | | | |
|--|---|---|--|
| 1 | 2 | 3 | 4 |
| English | Creative Arts | Humanities | Mathematics and |
| (Communication, Reading | (Music, Art, Dance) | (RE, Geography, History, | Technology |
| and Writing) | | Philosophy) | (Maths, DT, computing, |
| | | | Science) |
| Enjoy a pirate story. You could borrow one from the library or retell one from school to your grown up. Draw your own scene from it and add a sentence or 2 to explain what is happening. Focus: • Enjoying reading • Sharing experiences • Reflecting and making choices Examples include- Pirates Love Underpants, The Pirates Next door, The Pirate-Cruncher | Last half term we learnt about collage. We used the work of Andy Goldsworthy as inspiration. Go outdoors and create some 3D natural art collages (see the reverse for ideas) Focus: Collecting materials Arranging materials Music-Enjoy our school's Sea Shanty written during Covid 19 https://www.youtube.com/watch?v=rgSluArV3kE Have a go at composing your own verse and record yourself singing it. | In History, we will be using and creating some simple timelines to help us order events chronologically. Make a simple timeline for you. Events shown on your timeline could include: • when you were born • when you learnt to walk • when you started school • when siblings were born Focus: • Presenting skills • Use of words such as past and present | Practise these mental maths facts: Counting on and back to 100 in 1s Counting on and back in 2s to 24, 5s to 60 and 10s to 120 Pairs of numbers rapidly to make numbers up to 10 e.g. to make 5- 1 and 4, 2 and 3, 5 and 0 Number bonds to 10 including subtraction 1 more and less than numbers 100 Doubles of numbers up to 10 Halves of numbers up to 20 Any addition and subtraction facts to 20 |
| Pick any place in the world and make a poster explaining why Bess and her brother (from our English text) should travel there on their boat. Focus: Writing/ drawing place Communicating best features using full stops and capital letters Use of phonics | Design your own Jolly Roger (flag) that you would fly from your ship if you were a pirate. Focus: Designing Thinking about audience and purpose (looking scary) | Would you want to be a pirate? Create a table and give reasons why you would and wouldn't like to be a pirate. Come up with a final answer. Focus: Considering both sides Justifying Reasoning | 20-3 = 17 In DT, we will be learning about healthy diets (which pirates did not have). Make a poster encouraging people to eat a healthy diet. You could remind people to eat 5 pieces of fruit and vegetables a day or to 'eat a rainbow' of different coloured food. Focus: Communicating ideas Presenting ideas in an interesting way |
| Speaking and listening Make some straw/lollipop stick puppets for the characters in Once Upon a Tide. Use different voices to take on the role of the characters speaking in clear full sentences. You may even have a sibling or family member to be some of the characters too. If you wish to record this and send it into school, we are happy to share it. Focus: Taking on the role of a character Speaking in full sentences with expression | Research a famous pirate/ships and sketch them using your mark making skills. Label them with interesting features e.g. Blackbeard had a smoking beard. Focus: Research Communicating findings Accurate mark making skills, lines, zig zags, circles | Consider this philosophical question. Pirates used to steal from other pirate ships. Is it ever right to steal? Focus: Reasoning Justifying Writing in accurate sentences your thinking | Use a computer to research a famous pirate. Copy and paste a picture of them from the internet and type some facts about them using your word processing skills. Focus: Using the internet as a source of information Using the copy and paste tool |
| Make a story map, board or little book explaining the Easter story. Focus: Sequencing events Writing/drawing clearly Write in sentences, using full stops, capital letters and finger spaces | Create an Easter Garden like the ones on the reverse. Focus: | Draw pictures/ make a list of 3 symbols of Easter. Rank them in order of which you think is the most important symbol and why. You could choose the cross, eggs, a candle or a hot cross bun for example. Focus: Making choices Justifying idea to do a little every day. You can spen | Ask Mrs James for an English or Maths worksheet. |

- To help you organise your homework, it is a good idea to do a little every day. You can spend as long as you wish but around 30 minutes per week should be enough for most activities.
- If you have a brother or sister at Blackwell, you could work together on an activity.
- It is helpful if grown ups help you, but please do the work yourself.

EXPECTATIONS

- Please complete written work in <u>pencil</u> and file into your homework book. Some work may require a photograph.
 - Present work in a way that is clear and easy for people to read
 - Homework sheets will be sent home at the start of a topic and one piece can be handed in each MONDAY
 - Feedback from the teacher will be provided in the workbook









Famous pirates



Anne Bonny



Mary Reed



Calico Jack

Easter gardens





