P3 Home Learning - Monday 18th February

All compulsory tasks must be completed. A minimum of 3 homework challenges should be completed, please check off the tasks you and your child complete. This home learning grid will run until Friday 26th March. Send in home learning folders and reading book daily.

Compulsory Tasks

Reading

Read some of your reading book each night. Bring your books in every day.

We are continuing to practise our Tricky Words. Choose 5 words each week that you feel you need to practise reading and writing the most.

Extension: Turn your tricky words into art! Choose five words to write and turn into a picture.

Spelling

Foxes: oa, ow, o-e, oo, ew, u-e: float croak gloat throat flow blow grow show stone drove slope crook smooth spoon flew chew stew grew plume flume duke Badgers & Owls: adding ed: cried fried spied hurried worried curried carried married dried muddied buried tried studied replied dirtied Squirrels: CVC words: vet vat vick wit van wig wet wick web jam jet jog jug job jack

Broughton Counts Challenge:

Addition and Subtraction

We are exploring addition and subtraction number fact families. Ask an adult to give you a number sentence, e.g. 7 + 2 = 9, can you make other number sentences using these numbers, e.g. 2 + 7 = 9, 9 - 2 = 7, 9 - 7 = 2 etc.

Work with a range of numbers you feel most confident with, within 10, 20, 50, 100 etc.

Extension: Use this online 'Number Fact Families' game to apply your knowledge:

https://www.topmarks.co.uk/number-facts/number-fact-families

Homework Challenges

Spring

What signs of Spring can you spot? Make a picture of Spring scenes. You can do this with pen, paint, or any other creative medium you have.

RSHP

We are learning about how to deal with worries. Make a list of things that children may worry about. Can you sort them into big worries and little worries? Can you make a list of 5 adults you could speak to if you had a big worry.

Fractions

We are learning to identify halves and quarters. Can you practise sharing objects into halves and auarters?

Practise recognising fractions with 'Monkey Island' game:

https://www.turacogames.com/ga mes/fractions-half-quarter-mathaame-for-kids/

Stories from World Religions

Can you retell an important story from your religion in the form of a storyboard, comic strip or short book? What is the message of the story?

Character Description

We have been learning to write a detailed character description.

Can you create a character that might have lived in Edinburgh

Castle? Can you write a description of them using adjectives, verbs and adverbs?

STEM

We have been learning about Edinburgh Castle. Can you make a 3D model of a castle? Can you include three features of a medieval castle, e.g. portcullis, battlements, arrow slits, moat, drawbridge, keep, etc?

Block 1

| I | the | to | he |
|---------|------|-----|-----|
| me | is | his | put |
| was | want | saw | no |
| Block 2 | | I | |

Block 2

| go | we | be | she |
|------|------|------|-------|
| are | they | all | some |
| come | said | one | you |
| her | of | were | there |
| into | here | do | as |

Block 3

| SO | very | every | two |
|-------|-------|--------|-------|
| only | over | any | water |
| many | would | should | could |
| where | what | who | why |
| find | kind | | · |

Block 4

| other | mother | another | have |
|-------|--------|---------|-------|
| give | live | work | world |
| word | little | most | old |
| house | also | friend | |

Block 5

| school | before | because | story |
|--------|--------|---------|-------|
| does | done | write | great |
| move | people | again | four |
| eight | learn | money | |

Block 6

| eye | even | above | both |
|-------|-------|--------|-------|
| don't | won't | those | buy |
| first | idea | answer | usual |
| know | walk | talk | |

Block 7

| your | called | sentence | follow |
|---------|-----------|-----------|--------|
| small | different | picture | letter |
| better | earth | through | always |
| country | young | example | paper |
| these | together | important | body |
| music | | | |