

Home Learning: Class 4: Week Commencing 1st June

Please email completed work, pictures, photos or other examples of Home Learning to: <u>Class4@witheridge.devon.sch.uk</u>

Should you have any questions, or need any further support, please don't hesitate to ask! You can also find an explanation of this week's tasks on this video: <u>https://youtu.be/XTNvQp0oA2g</u>

Thanks.

Mrs Nott

English:

Task		ſ
1.	Find the 'Tanni Grey-Thompson' document on the Home Learning resources. Read all about this Paralympic champion. Then find the 'Olympic Champion Fact File' document. Use all of the information you have found about Tanni Grey-Thompson to complete the fact file sheet. Don't worry if you can't print this off - you can record the same information in your book, and choose how you present it.	
	You may also want to watch this short video about Tanni Grey-Thompson:	
	<u>https://www.youtube.com/watch?v=4gTf_NNu2nI&list=TLPQMTgwNTIwMjCGsnU25Y-</u> <u>sWw&index=2</u>	



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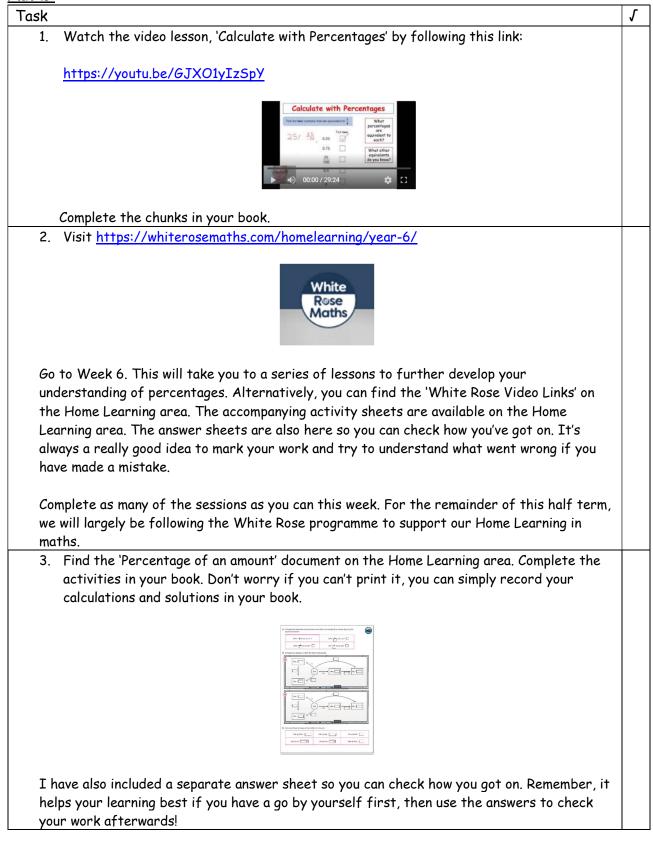
- 2. What do you know about the Olympics so far? Create a fact file, information poster or leaflet to explain everything you know about the Olympics.
- 3. Visit the BBC Home Learning website at: https://www.bbc.co.uk/bitesize/articles/zdtny9g This will take you to an interactive lesson revising the use of semi-colons. There's also a 'Semicolon Jigsaw' sheet to complete on the Home Learning area. Match up the separate clauses to make complete sentences. 4. Find the 'Year 5 and 6 Statutory Word List' document on the Home Learning area. These are words which children are expected to know how to spell by the end of Year 6. Next to each word are the letters R and W. For each word you can read, tick the R box. Then, test yourself. If you can spell (write) the word correctly, tick the W box. Remember not to look while you are trying to spell the words - that won't help you! If there are words you don't yet know, leave the boxes blank. We'll work on those words over the next few weeks! Hopefully we'll soon be able to tick a few more off! 5. Find the 'Tanni Grey-Thompson' document on the Home Learning area. Read the information and answer the questions in your book. I have also included the answers here so you can check how you've got on. Remember, it will help your learning best if you have a go by yourself first, then check to see if you are correct! 6. Read your book every day! Don't forget, there are over 40,000 books to choose from on Epic!



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<u>Maths:</u>





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- Log on to Mathletics and complete the assigned activities, or practise your skills in other areas of maths.
- 5. Practise TT Rockstars

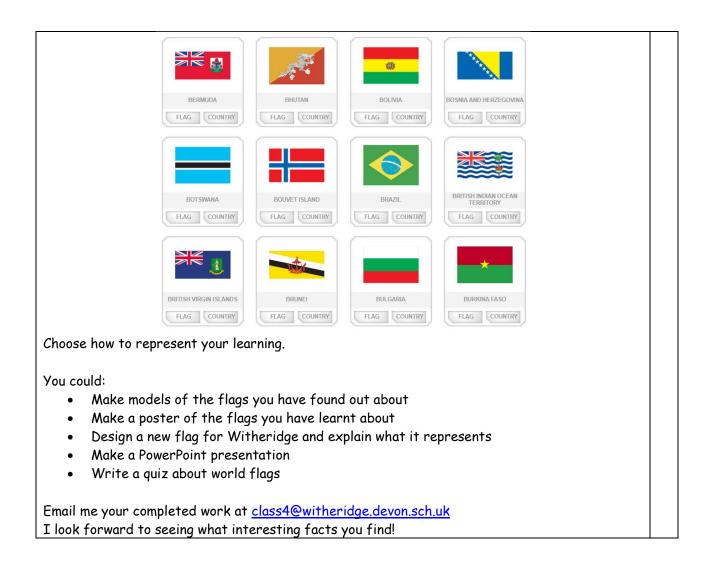
Other Tasks to Complete

Science	ſ		
Visit <u>https://www.thenational.academy/year-6/foundation/what-impact-have-humans-had-on-</u>			
plants-and-animals-year-6-wk5-3			
Share this lesson: 또 열 별 앱 쓸			
What impact have humans had on plants and animals?			
In this lesson, we will look at how humans have changed over time and use the theory of evolution to explain three changes. Learning how to make and use took, shrifter, fire and language has a evolution to spread all over the world. We will start to look at the impact that humans have had on some species of places and animals. You will need a piece of paper and a pencil for this lesson.			
This will take you to an interactive lesson by the Oak National Academy, where there is a quiz, a			
short video and an activity to complete.	r		
Computing			
Log on to https://www.khanacademy.org/computing/computer-programming			
Computer programming			
Confine letter to 1/3: Draving & Animation Configuration			
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National Control Control Operation Operation Availad Marcinalismo Operation Operation Availad Marcinalismo Operation Operation Marcinal Marcinalismo Operation Operation Marcinal Marcinalismo Operation Operation Marcinal Marcinalismo Operation Operation Marcinal Marcinalismo Operation Operation			
Click on the 'variables' link to take you to an online lesson on using variables in your code to			
create changes to your drawings. There are videos and online challenges to complete.			
Торіс	ſ		
Flags of the World.			
At every Olympic Games, the flags of each nation are an important part of the symbolism of the			
games. But why do countries have flags? What do these flags represent?			
Watch this short video to find out.			
https://www.youtube.com/watch?v=W0U54r4nzjE			
Now, visit this website:			
https://www.cia.gov/library/publications/the-world-factbook/docs/flagsoftheworld.html			
Choose three different countries of the world. Find out all you can about their flag. What does			
it symbolise? What is its history? Is there anything unique about it?			
in symbolise: what is its motory: is there anything unique about the	<u> </u>		



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