St Joseph’s Catholic Primary School Home Learning Pack



Class: Cherry

Hello everyone,

Please find the suggested timetable. This is just a suggestion and you need to find what works for you and your child as we understand that everyone learns differently. Please contact us at [admin@stjo.uk](mailto:admin@stjo.uk) and in ‘subject’ name it - For Mrs Owens, Cherry Class. This will help us to ensure your request is dealt with quickly.

Family Home Learning Timetable (example)

This is a guide to help you establish a routine for your children – this is just a suggestion and you will need to adapt it to the needs of your family. Please do not feel you have to complete all activities in the home learning – they are to provide support and direction – feel free to select from them.

|  |  |
| --- | --- |
| Time | Activity |
| Before 9.00 | Get up, washed, dressed, make beds and eat breakfast |
| 9.00 – 9.30 | Physical Activity – PE with Joe, family walk, yoga, Just Dance (look at Mrs Turner’s suggestions) |
| 9.30 – 9.45 | Drink and get ready for home learning |
| 9.45 – 10.30 | English – writing, spelling or grammar activity from your home learning pack |
| 10.30 – 11.00 | Break time - take a snack and drink outside if you can |
| 11.00 – 11.45 | Maths – choose an activity from your home learning pack |
| 11.45 – 12.30 | Creative time – draw, paint, sew, bake, do a job in the garden, stop-motion animation with lego / plasticine (the list is endless). Have a project that you can do a bit of everyday. |
| 12.30 – 1.15 | Lunch – help to make it AND clear up behind it! |
| 1.15 – 1.30 | Chores – do a job around the house e.g. put laundry away, tidy your room, vacuum or polish |
| 1.30 – 2.00 | Quiet time – shared or independent reading |
| 2.00 – 3.15 | Topic time – science / art / history / geography / music – choose a topic activity from the home learning pack |

Top tips for positive home school learning:

* Follow a structure for each day
* Break tasks up into manageable bits
* Turn taking with your child can ‘kick start’ their effort if they are reluctant or need the method modelled
* If your child is stuck make of a note to tell the teacher on return but ‘park the concept’ and move on
* Remember to reward effort and make sure praise is about something specific like “ I liked the way you set out your work” or “You made a good effort” etc
* Remember a child is always learning so be aware everyday activities like making breakfast together can be an educational lesson
* Above all make all learning as much fun as possible

|  |  |  |  |
| --- | --- | --- | --- |
| Maths |  | Activities | Resources |
| Day 1 | Can I understand and make number lines (3 digits)? |  | See sheets |
| Day 2 | Can I understand and use place value  (3 digit numbers)? |  |  |
| Day 3 | Can I add mentally? |  |  |
| Day 4 | Can I understand and use expanded written, addition methods? |  |  |
| Day 5 | Can I use other written addition methods? |  |  |
|  |  | Times table practise for 10 minutes minimum daily please |  |

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| --- | --- | --- | --- |
| English |  | Activities | Resources |
|  | Story |  | See sheets |
| Day 1 | Can I use direct speech and powerful verbs? |  |  |
| Day 2 | Can I use conjunctions to add a clause? |  |  |
| Day 3 | Can I write a version of a myth in the first person? |  |  |
| Day 4 | Can I explore how to write emotions into poetry using specially selected words? |  |  |
| Day 5 | Can I use verbs in the past tense? |  |  |
|  |  | 1. Please practise personal spellings = those generated in your work at home x 3 2. Please practise each year 3/4 spelling once daily using your preferred learning method. | spellings this week are –  important  interest  island  knowledge  learn  length |

Suggested Reading Activities

Please, keep reading (and quizzing if possible) as this is the very BEST thing you can do to support your progress in learning. Read fiction (story) books, newspapers, magazines, comics, non-fiction texts (about real stuff) – anything will help.

You should all be aiming for at least 20 minutes of reading a day! Mrs Taylor-Bashford has sent links to websites to support you reading at home.

Extra reading practise can be found in the Cross Curricular activities below and form many of the English lessons this week

Reading Daily –

Please make sure you are asking children a range of questions you read with them.

This week’s focus is – Can your child find evidence directly from the story to answer your questions?

***The answer is right there in the text.***

* What did……… do?
* Who did……… do it to
* How many……… were/are there?
* Who are………?
* Can you tell me what this word/bit means?
* What kind of ……… is that?

**Topic areas**

|  |  |  |  |
| --- | --- | --- | --- |
| Varied activities of Science, Music, Topic (History, Geography, Art) and R.E | | | |
|  |  | Activities |  |
| Day 1 | Can I? | * Daedalus was a great inventor. If you could invent something what would it be? Think about inventions you already know about. Draw and label it and write a description of what it does. (Art/ DT/ English) * Design your own maze for the Minotaur. You could try making it out of Lego straws or other household material. You could make it into a maths board game like tables revision and add consequences ( Art/DT/ maths) | |
| Day 2 | Can I? | * Draw a picture of your magic object ( Art) * Read the end of the myth of Perseus in a book or ask an adult to help you find a suitable version to read online ( English) | |
| Day 3 | Can I? | * Create your own picture of Medusa, the snake-haired monster – you might like to do a collage using wool/ string etc (Art) * If you are able to, research and read other Greek myths   ( English/History)   * The ancient Greeks decorated their vases with scenes from mythology. Draw or paint a scene from the Perseus myth for your own vase. You could even make your own papier mâché vase to paint it onto   https://www.wikihow.com/Make-a-Papier-M%C3%A2ch%C3%A9-Vase ( Art/ History) | |
| Day 4 | Can I? | * Paint an image to go with your poem – it could be a real image or an abstract way to show the emotion (Art) * Look in your reading book or a poetry collection for other onomatopoeic words to add to your lists ( English) | |
| Day 5 | Can I? | * Draw a picture of your family doing all the annoying things you’ve mentioned in your poem   ( Art) | |
| RE | Can I find out about the good deeds of St Therese of Lisieux?  Can I talk about Easter? | * If you do not have the resources think of a different method of recording that you could use. * Find a special colouring mat below | You will need:   * string or wool * beads or pasta * optional cross – may not be accessible |
| Science | Can I investigate and observe? |  | You will need:   * Raw egg * Small bowl * Water * Salt * Boiled Egg * Tape, bubble * wrap, cotton * wool, small boxes, * card and other * recyclable items |

