King Arthur Class Home Learning

While you are at home, please continue to read with your child and join in with our daily zoom calls at 9:45.

Included in this pack are 10 English tasks, 10 maths tasks and 10 topic tasks. I have included a timetable to suggest when tasks could be completed, but this is only a guide. I would recommend completing a maths and English task each day and topic activities in the afternoons. There are also some challenges included if your children want to stretch themselves, but please do not worry if these are too tricky.

For some home learning activities there will be a video recorded and shared via tapestry. These are marked with a *. This will be uploaded on the recommended day.

There are also some additional tasks at the end if you would like to complete them.

If you would like additional resources for your child, I would recommend:

- The Oak National Academy
  https://classroom.thenational.academy/
- Oxford owl reading
  https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/
- Hit the button
  https://www.topmarks.co.uk/maths-games/hit-the-button

Recommended timetable

WC 18.01.21	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 1	**Maths 1** Money - pence	**Maths 2** Making £1	**Maths 3** Money - pounds	**Maths 4*** Money – convert pounds and pence	**Maths 5** Money – buying multiple items
Break					
Morning 2	**English 1** Biography reading comprehension	**English 2*** Features of a biography	**English 3** Interview	**English 4** Biography writing	**English 5** SPaG
Lunch					
Afternoon	**Topic 1*** RE	**Topic 2** PSHE - dreams	**Topic 3*** Spanish colours	**Topic 4** Art – sketching techniques	**Topic 5*** Geography – the equator

WC 25.01.21	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 1	**Maths 6** Addition	**Maths 7** Multiplication 1	**Maths 8** Multiplication 2	**Maths 9*** Division	**Maths 10** Arrays
Break					
Morning 2	**English 6*** Poetry	**English 7** SPaG	**English 8*** Syllables	**English 9** Rhymes	**English 10** Writing your own poem
Lunch					
Afternoon	**Topic 6** Science - adaptation	**Topic 7*** Spanish numbers to 12	**Topic 8** PE – obstacle course	**Topic 9** Music/DT	**Topic 10*** Science – animal skeletons

Table of Contents

In the circles below, write < (less than), > (more than) or = (equal to).

Annie has this money.

Tommy has this money.

I have more money because I have more coins.

Is Annie correct?

How do you know?

Annie is _____.

I know this because...

_____

_____

_____

_____

_____

_____

Rosie wants to buy this packet of sweets.

She has this money.

87p

Rosie has _____.

She _____ have enough money.

Does Rosie have enough money?

Task 2: Making £1

Ask an adult if they have any coins you can borrow for this task. Make sure you remember to return them afterwards!

There are many different ways to make the same value using coins. For example, here are some ways to make 10p:

Your task for today is to find as many different ways to make £1 as you can. Draw around the coins below and label them. Who in the class can find the most?

Remember, £1 is 100p!

Task 3: Money – pounds

(five £2 coins)	£
(three £10 notes)	£
(four £5 notes)	£
(two £20 notes)	£
(two £5 notes, one £10 note)	£
(two £5 notes, one £10 note, one £2 coin)	£

In the circles below, write < (less than), > (more than) or = (equal to).

I have more money because I have notes.

Dora has this money.

Ron has this money.

Is Ron correct?

How do you know?
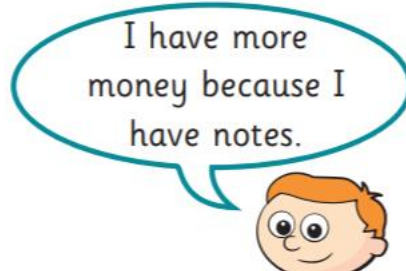
Dora has _____.
Ron has _____.
Ron is _____.
I know this because…

_____

_____

_____

Task 4: Money – Convert pounds and pence*

Write the value of these coins/notes in pounds and pence.

_____ pounds and _____ pence

_____ pounds and _____ pence

_____ pounds and _____ pence

_____ pounds and _____ pence

_____ pounds and _____ pence

285p

_____ pounds and _____ pence

6 pounds and 99 pence

_____p

3 pounds and 20 pence

_____p

473p

_____ pounds and _____ pence

Task 5: Money – buying multiple items

A train cost £3 and 20p.

A cube cost £5 and 20p.

How much do they cost altogether?

£3 and 20p

£5 and 20p

A windmill cost £1 and 60p.

A ball cost £4 and 30p.

How much do they cost altogether?
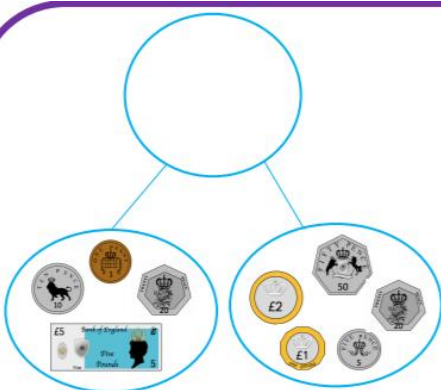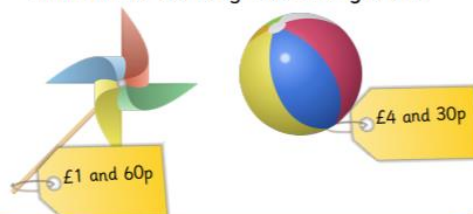
£1 and 60p

£4 and 30p

£_____ and _____ p + £_____ and _____ p

There is £_____ and _____p.

106p = £_____ and _____p

Altogether there is £_____ and _____p.

Use this method to calculate:

£2 and 45p and £7 and 85p   £1 and 99p and £5 and 84p

Zach has £10.

Has he got enough money to buy
a t-shirt and a cupcake?

T-shirt	Pizza	Rubik's cube	Cupcake
£8 and 60 p	90 p	£5 and 30 p	50 p

What combinations of items can he buy with £10?

1
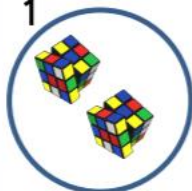
2

3

Challenge:

If you had £10, which items could you buy?

What different combinations of items can you find?

T-shirt	Pizza	Rubik's cube	Cupcake
£8 and 65 p	97 p	£5 and 35 p	45 p

Controller	Tennis ball
3 and 99 p	2 and 99 p

Task 6: Addition

Using whichever method you like, can you complete these calculations?

43 + 26 =	84 + 17 =	29 + 35 =
63 + 120 =	79 + 41 =	88 + 43 =
123 + 246 =	263 + 124 =	551 + 248 =
781 + 192 =	492 + 299 =	392 + 469 =

Task 7: Multiplication 1
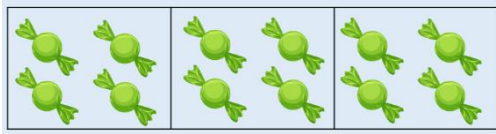
_____ + _____ + _____ = 12

_____ × _____ = 12

There are ____ equal groups of _____.
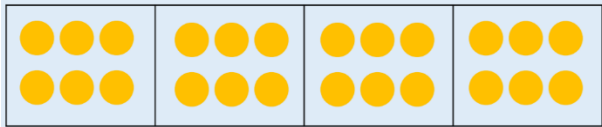
_____ + _____ + _____ + _____ = 24

_____ × _____ = 24

There are _____ equal groups of ____.

4 + 4 + 4 + 4 = 4 x 4
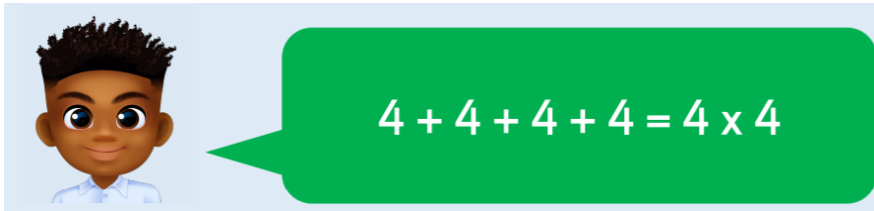
Is he correct? Draw a picture to prove your answer.

Draw an array to show:

4 x 2 = 2 x 4	3 x 6 = 6 x 3

_____ × _____ = _____

_____ × _____ = _____
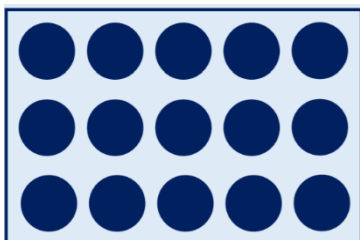
Task 8: Multiplication 2

Put the symbols > (more than), < (less than) and = into the circles below.

3 x 5 〇 5 x 3

10 x 5 〇 8 x 5

2 x 3 〇 4 x 5

2 x _____ = 6

_____ x 10 = 20

_____ = 9 x 2

8 x ____ = 16

24 = 2 x ____

These bar models both represent 6 x 4.

24					
4	4	4	4	4	4

24			
6	6	6	6

Can you draw your own bar models to represent 3 x 5?

Complete these sequences:

0, ____, 4, 6, ____, 10, ____, ____, 16, 18, ____, 22, ____

____, 3, 6, ____, 9, ____, ____, 18, 21, ____, ____, 30, 33, ____

0, 4, 8, ____, ____, 20, 24, ____, 32, ____, ____, 44, ____
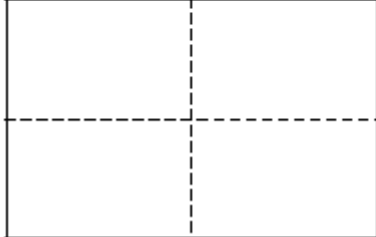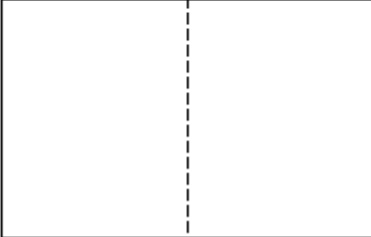
0, 10, ____, ____, 40, ____, 60, ____, 80, ____, ____, ____, 120

0, 8, ____, 24, ____, 40, 48, ____, 72, 80, ____, ____.

0, 5, ____, ____, ____, ____, ____, ____, ____, ____, ____, ____, ____
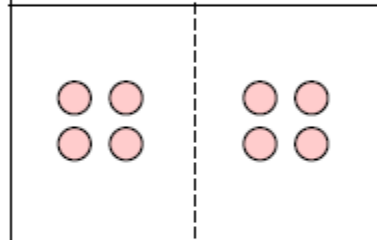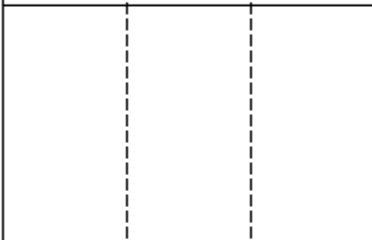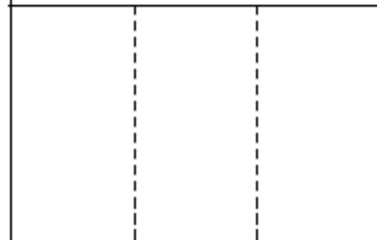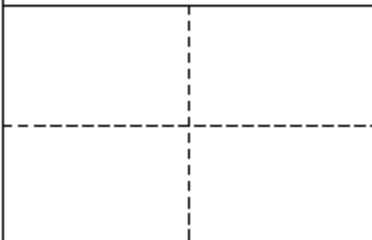
____, 7, ____, 21, ____, 35, 42, ____, 56, ____, 70, ____, ____.

Task 9: Division*

Share 20 into 4 equal groups	Share 9 into 3 equal groups	Share 18 into 2 equal groups

Sharing

Draw counters to represent the equal groups
The first one has been completed for you.

Share 8 into 2 equal groups	Share 24 into 4 equal groups	Share 18 into 3 equal groups
○○ ○○ ○○ ○○		
Share 12 into 3 equal groups	Share 24 into 2 equal groups	Share 16 into 4 equal groups

Task 10: Arrays

Write the four number sentences for these arrays.

4 x _____ = _____

3 x _____ = _____

20 ÷ _____ = _____

20 ÷ _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ ÷ _____ = _____

_____ ÷ _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ ÷ _____ = _____

_____ ÷ _____ = _____

Draw arrays to show:

6 x 2 =12   10 ÷ 2 = 5

9 x 4 = _____   32 ÷ 4 = _____

Challenge

Investigate this statement. Can you prove/disprove it?

Numbers that follow each other when you count are called consecutive numbers.

Three consecutive numbers can form a staircase.

Here is 4, 5 and 6

When you add three consecutive numbers, the total can always be divided equally by 3

Is this statement correct?

Task 1: Biography Reading Comprehension

Martin Luther King

Martin Luther King was born in 1929 in the United States of America (USA). As a child, he enjoyed playing sports, playing the piano and going to school. Sadly, his life was often difficult. Some people treated him differently because of the colour of his skin.

In the 1960s, times were particularly hard for Black people living in the USA.

There were separate areas for Black people and White people on buses, on trains, in parks and in restaurants.

Black children were not allowed to go to schools with White children. They had to go to separate schools but these schools didn't have many resources to help with their learning.

Martin Luther King was a Christian and a civil rights activist. He wanted everyone to be treated in the same way.

In 1963, Martin Luther King led a huge march in Washington DC, the US capital. In front of the enormous crowd, Martin Luther King made his famous "I Have a Dream" speech. Here is a short piece of that speech:

"I have a dream that one day little Black boys and Black girls will be able to join hands with little White boys and White girls as sisters and brothers."

Did You Know...?

It is because of Martin Luther King, and others like him, that the law was changed to state that everyone in the USA had the same rights, regardless of skin colour. The law was also changed so that everyone could vote.

Every January, there is a national holiday in the USA to celebrate Martin Luther King's birthday.

What did Martin Luther King enjoy playing when growing up?

_____

Match up these sentences:

Martin Luther King Jr. fought for	Black and White people.
There were separate areas for	because of the colour of his skin.
Some people treated him differently	equal rights for all.

What was life like for Black people living in the USA in the 1960s?

Explain your answer using evidence from the text.

_____

_____

_____

_____

What do you think the meaning of Martin Luther King's 'I Have a Dream' speech was?

_____

_____

_____

_____

Why is it important for people remember Martin Luther King today?

_____

_____

_____

Task 2: Features of a biography*

Colour each feature of a biography in a different colour and underline this where you find it in the text.

Written in the past tense	Facts and dates	Introductory paragraph
Written in third person	Key events in the person's life	New paragraphs for different points

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<u>Task 3: Interview</u>

For tomorrow's task, you will be writing a biography. In order to do this, you need to decide who you are writing your biography about and ask them questions about themselves.

I have written five questions for you to get you started, but I would like you to come up with some of your own as well.

Remember, the more you know about somebody, the easier it will be to write their biography!

1. When were you born? _____

2. Where were you born? _____

3. What did you like to do when you were younger?
   _____

4. Who is in your family?
   _____

5. What is an interesting fact about you?
   _____

6. _____?
   _____

7. _____?
   _____

8. _____?
   _____

9. _____?
   _____

Now its your turn to write a biography!

Remember to include all of the features from Task 3.

Written in the past tense	Facts and dates	Introductory paragraph
Written in third person	Key events in the person's life	New paragraphs for different points

Don't forget to use capital letters and full stops!

Read through your work. Have you remembered all of the features of a biography?

Self evaluate:

Two things I did well were:	One thing I could improve is:

Task 5: SPaG

Draw a line to match each sentence to the correct sentence type.

How lucky we are to see a hedgehog!	•	•	statement
Where would you like to go for your birthday?	•	•	question
Tell me how you did that magic trick!	•	•	exclamation
The giraffe is the tallest animal in the world.	•	•	command

Think of a command you might hear at school. Remember to use an imperative (bossy) verb!

e.g. Stand in the line quietly!

_____

Think of an exclamation you might hear at school. Remember, these start with 'What' or 'How' and end with an exclamation mark!

e.g. What a fantastic piece of writing!

_____

Can you write a statement, command, question and exclamation to go with this picture? Make sure you punctuate it correctly.

Statement:
_____
_____

Command:
_____
_____

Question:
_____
_____

Exclamation:
_____
_____

Task 6: Poetry*

Below is a poem written by Jack Prelutskey.

I would like you to answer the questions about this poem, then practice reading this poem and perform it. This could be to your family at home, adults in school or you could even send me a video! Challenge: can you remember it off by heart?

It's Raining Pigs and Noodles

It's raining pigs and noodles,

It's pouring frogs and hats,

Chrysanthemums and poodles,

Bananas, brooms, and cats.

Assorted prunes and parrots

Are dropping from the sky,

Here come a bunch of carrots,

Some hippopotami.

It's raining pens and pickles,

And eggs and silverware.

A flood of figs and nickels

Are falling through the air.

I see a swan, a sweater,

A clock, a model train-

I like it so much better

Than when it's raining rain.

What is this poem about?
_____
_____

Do you like this poem? Why/why not?
_____
_____
_____
_____

How do you think the poet wanted the reader to feel when they read this poem? Why?
_____
_____
_____

Would you like to read more work by this poet? Why/ why not?
_____
_____
_____

Task 7: SPaG

Below, there is an insect which needs to be coloured in. Follow the instructions to make sure your insect is coloured correctly!

Verbs are words that tell you about an action. They are 'doing' words.

Nouns are words that name a person, place, thing or an idea.

Adjectives are words that describe a noun and add detail.

Adverbs are words that describe how, when or where a verb is completed.

The insect contains the following words:

quickly

sadly   march

shut   bird   wish   dad

rich   ear   lazy   mix

poor   arm   egg   boat   peek

creep   calmly   brave   gently

slowly   clever   whisper   slimy

face

crush   baby   nice   cloud

quietly

gentle   wisely

kind   roar

carefully   quiet

crawl   happily

animal   loudly

Verbs = Yellow
Nouns = Blue
Adjectives = Purple
Adverbs = Green

Then, underline all of the nouns you can find in the poem. How many are there?

Challenge: can you think of a noun that starts with each letter of the alphabet?

Task 8: Syllables*

A syllable is a single sound. They are sometimes referred to as the 'beats' of spoken language.

The number of times you hear a vowel in a word tells you how many syllables a word has. A good way to work this out is to think about whether you need to change the shape of your mouth to say the next bit of the word.

Put the following words in the table to show how many syllables each word has.

fish	yoghurt	lemon	elephant	dinosaur
lemonade	dog	butterfly	slide	cat
sandwich	flower	apple	frog	sunflower
telephone	glasses	cube	panda	friend
potato	banana	school	learning	teacher

1 syllable	2 syllables	3 syllables
cat	water	computer

Now, go back to the poem in Task 6. How many syllables are in each line?

Challenge: Can you add some of your own words to the table?

<u>Task 9: Rhymes</u>

In the poem, there are many words that rhyme. Can you identify these rhyming words and write them below?

Noodles rhymes with _____

Hats rhymes with _____

Parrots rhymes with _____

Sky rhymes with _____

Can you find the other rhymes in the poem?

_____ rhymes with _____

_____ rhymes with _____

_____ rhymes with _____

_____ rhymes with _____

Notice that many of these nouns are **plural** – there is more than one. Can you think of some plural words that rhyme with:

Cats: _____   _____   _____   _____

Bees: _____   _____   _____   _____

Rain: _____   _____   _____   _____

Air: _____   _____   _____   _____

Sky: _____   _____   _____   _____

Challenge: Choose some of your own nouns and find some rhymes.

_____: _____   _____   _____

_____: _____   _____   _____

_____: _____   _____   _____

Task 10: Write your own poem

Today, you are going to write your own poem following the structure of 'It's Raining Pigs and Noodles'. You can choose which template you use, but remember to think about how many syllables should be in each line and which words should rhyme!

If you choose the second template, you can write about a different type of weather.

Syllables	It's Raining _____ and _____
7	It's raining _____ and _____,
6	It's pouring _____ and _____,
7	_____ and _____,
6	_____, _____, and _____,.
7	Assorted _____ and _____
6	Are _____ from the _____,
7	Here come a bunch of _____,
6	Some _____.
7	It's raining _____and _____,
6	And _____ and _____.
7	A flood of _____ and _____
6	Are _____ through the _____.
7	I see a _____, a _____,
6	A _____, a _____
7	I like it so much better
6	Than when it's raining rain.

Have a go at performing your poem. How does it sound?

Syllables _____

7 _____ ,

6 _____ ,

7 _____ ,

6 _____ .

7 _____

6 _____ ,

7 _____ ,

6 _____ .

7 _____ ,

6 _____ . .

7 _____

6 _____ .

7 _____ ,

6 _____

7 _____ ,

6 _____

Last term, we looked at Judaism and talked about what was important to Jewish people. This term, we are going to move on to look at Christianity.

Complete this table with what you know about each religion.

	Judaism	Christianity
Special Book		
Important Person		
Place of Worship		
Significant beliefs		
Key information		

What is similar between Judaism and Christianity?

_____

_____

_____

_____

What is different between Judaism and Christianity?

_____

_____

_____

_____

I Have a Dream...

Dr. Martin Luther King, Jr. envisioned a world where people of all backgrounds and colors of skin could love and respect one another. This was his dream. What is your dream for the future?
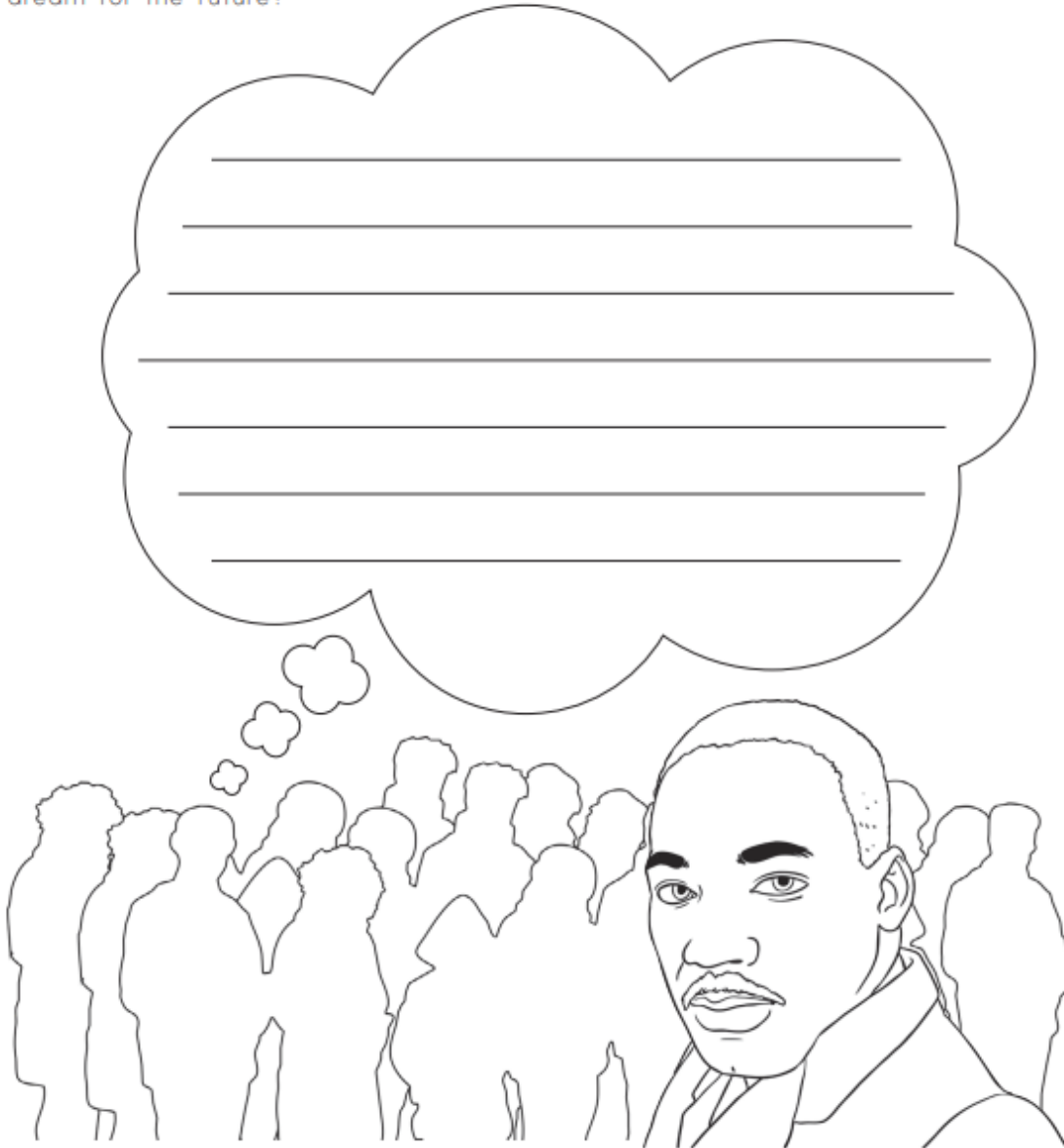
What will you do to make your dream come true?

_____

_____

_____

_____

_____

Task 3: Spanish – Colours*

1 = Amarillo 2 = Naranja 3 = Azul 4 = Rojo
5 = Púrpura/ Morado 6 = Negro 7 = Rosa 8 = Verde
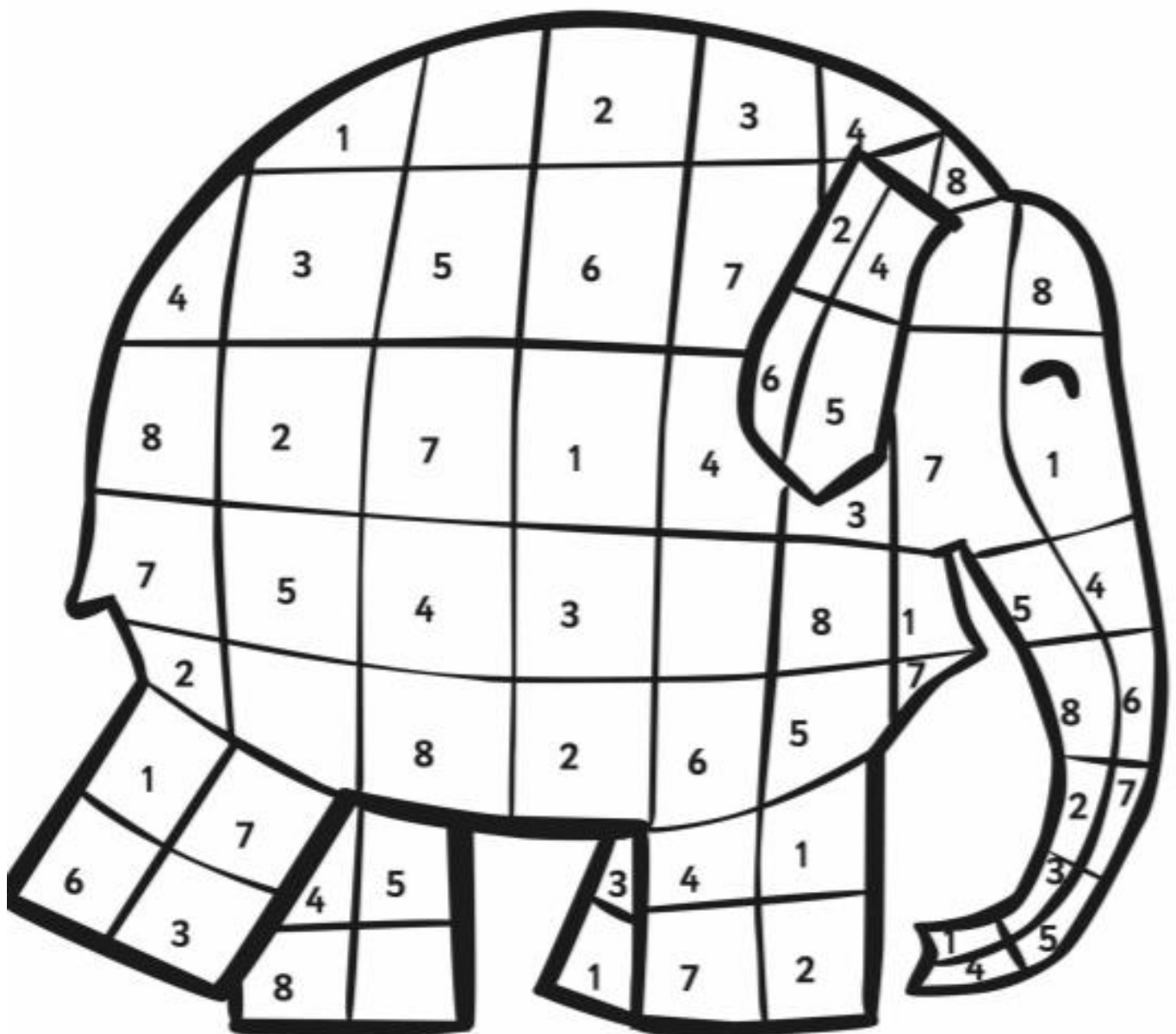
Task 4: Art – Sketching techniques

There are many different ways you can use a pencil to create an effect. Here are some examples for you to have a go with yourself.

Hatching	Cross-hatching	Circulism	Contouring	Scribbles

Stippling	Short Dashes	Blending	3s	Zig Zags
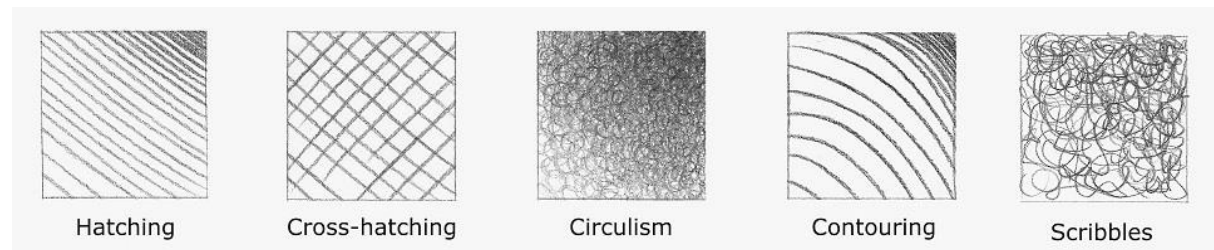
Notice how in this still life drawing of a fruit bowl, the artist has used a range of techniques to show depth and texture.

Using these techniques, I would like you to have a go at sketching some fruit. Take your time!

Task 5: Geography – the Equator*

Today, we are looking at the equator.

The equator is an imaginary line that goes around the Earth to show the halfway point between the north and south pole.
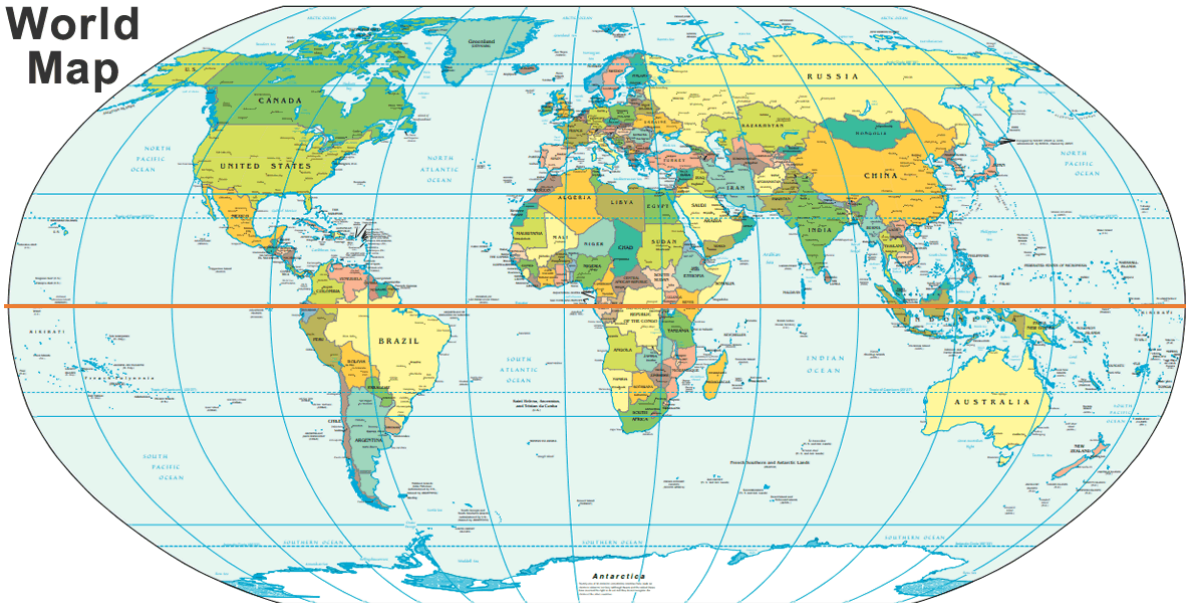
Which continents does the equator pass through?

_____

_____

_____

_____

Why are places at or near the equator hot?

_____

_____

_____

Challenge: Do some of your own research. What countries lie on the equator?

_____

_____

_____

Task 6: Science - adaptation

Choose an animal. I would like you to draw it and label how it has adapted to its habitat.

You may need to do some research. Where does your animal live? What does it eat? What does it look like?

Below is an example to show how a polar bear has adapted to its habitat.

Polar bears are the world's biggest land-based carnivores! They mainly eat seals but can hunt small whales. They are found across the Arctic Ocean, in parts of Canada, Alaska, Russia, Greenland and Norway (Svalbard).

They are strong swimmers, allowing them to hunt over large distances.

Their skin beneath their fur is black, helping them absorb heat and keep warm.

Hollow, transparent fur reflects visible light to camouflage them against the ice and snow.

Thick layer of body fat for warmth.

Short legs, tail and ears so less heat is lost from these areas.

Very high fat diet e.g. seal blubber, which provides energy.

Large paws to prevent the polar bear from sinking into the snow.

Strong claws for hunting and to grip the ice and snow.

Task 7: Spanish: Numbers to 12*

Cut out these cards. Can you match the number up to its name in Spanish?

Challenge: Put all of these cards face down. Turn two over at a time. Keep hold of them if they match!

uno	dos	tres
cuatro	cinco	seis
siete	ocho	nueve
diez	once	doce
1	2	3
4	5	6
7	8	9
10	11	12

Task 8: PE – obstacle course

Create an obstacle course where you go through, over, under and around something. How quickly can you complete the course? Can somebody in your household complete it faster?

Draw a map of your obstacle course below:

Task 9: Music/DT

Create a musical instrument using items you find around the house. Use your imagination and create a rhythm to play along to. Remember the drumming workshop where we talked about syllables making different patterns – frog, tadpole, butterfly and caterpillar!

Task 10: Science – Animal skeletons*

Today we will be looking at animals and their skeletons.

Key vocabulary

Vertebrate: An animal that has a backbone.

Invertebrate: An animal that does not have a backbone.

Endoskeleton: The skeleton is inside the body.

Exoskeleton: A hard layer that is outside the body.

Hydrostatic skeleton: An animal with no bones at all.

vertebrate   invertebrate

endoskeleton   exoskeleton   hydrostatic skeleton

Sort these animals into the correct column.

Can you add some of your own animals?

elephant   tortoise   slug   butterfly   human

jellyfish   mouse   worm   goldfish   lobster
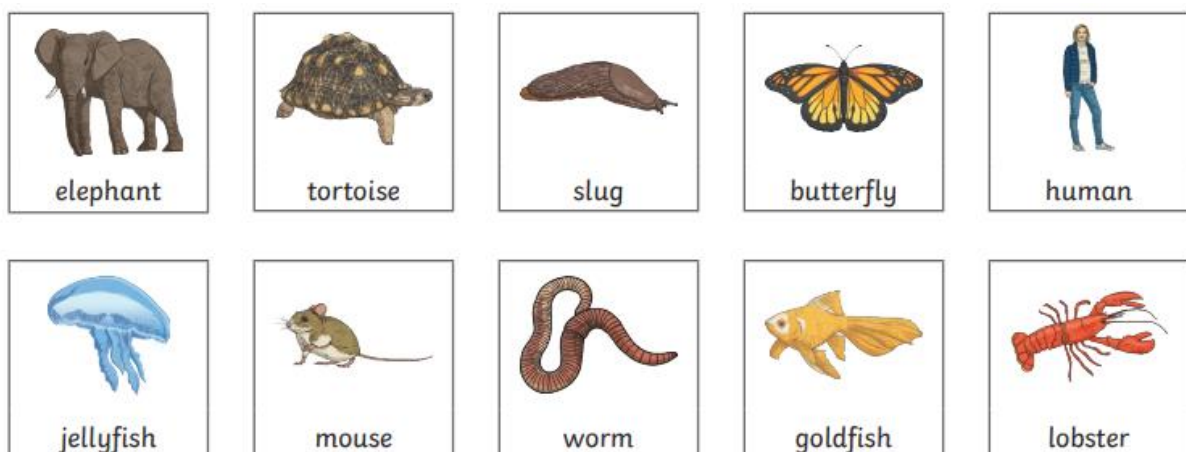
Endoskeleton	Exoskeleton	Hydrostatic skeleton

Challenge: Can you think of an advantage to each of these skeletons? What about a disadvantage?

	Endoskeleton	Exoskeleton	Hydrostatic skeleton
Advantage			
Disadvantage			

Extra Activities

```
e   j   j   u   v   p   t   e   a   e   a   o
a   c   t   u   a   l   n   y   c   v   n   m
c   a   k   b   s   x   e   p   c   k   s   p
c   d   d   p   x   q   d   i   i   e   w   s
b   d   a   o   k   k   i   q   d   l   e   k
e   r   f   c   u   s   c   a   e   t   r   g
v   e   c   n   t   h   c   p   n   c   r   h
e   s   q   u   c   u   a   u   t   h   a   h
i   s   f   y   q   i   a   y   a   r   e   j
l   n   a   c   n   q   v   l   l   r   p   a
e   g   a   r   r   i   v   e   l   z   p   d
b   i   c   y   c   l   e   h   y   y   a   i
```

accident	answer
accidentally	appear
actual	arrive
actually	believe
address	bicycle

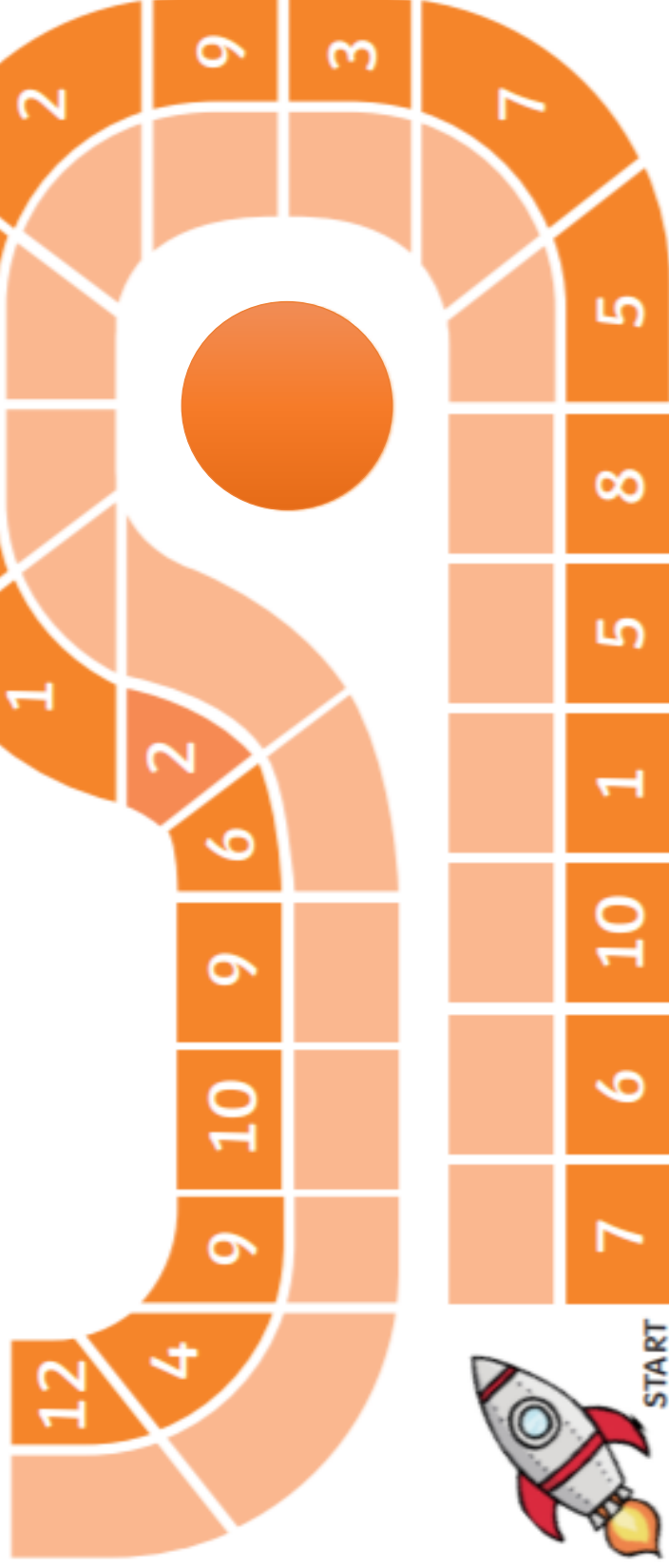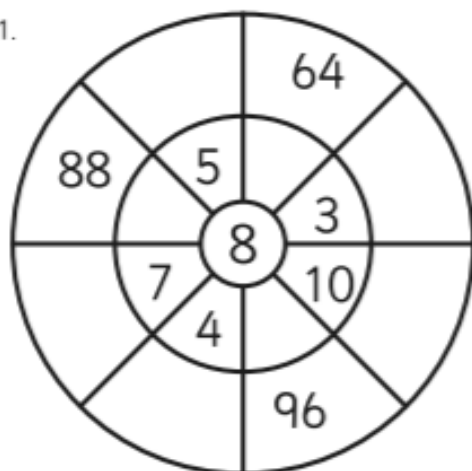Choose a times table you want to practise and write this in the circle.

Multiply the numbers on the track, writing the answers down on spare paper as you go around.

Time how long it takes you to finish the race and try to beat your score!

2   9   3

12   7

11   5

1   8

2   5

6   1

9   10

10   6

9   7

4   12   START

8 Times Table Multiplication Wheels

1.

2.

3.

4.

5.
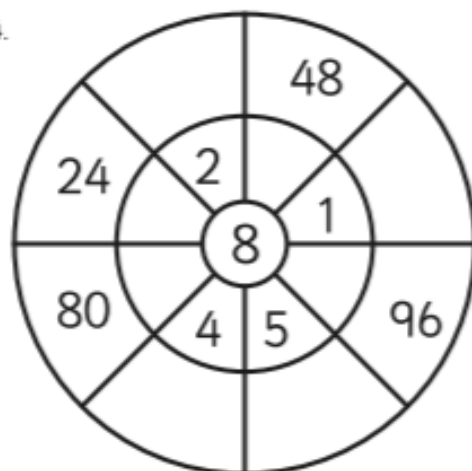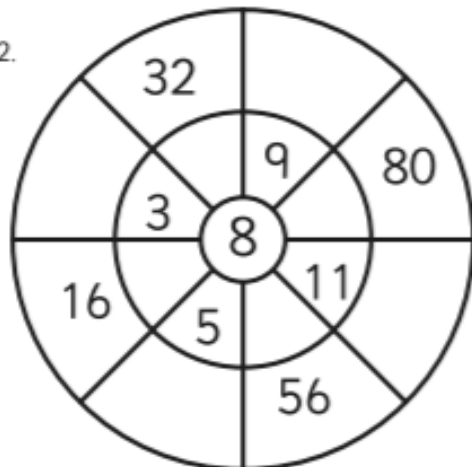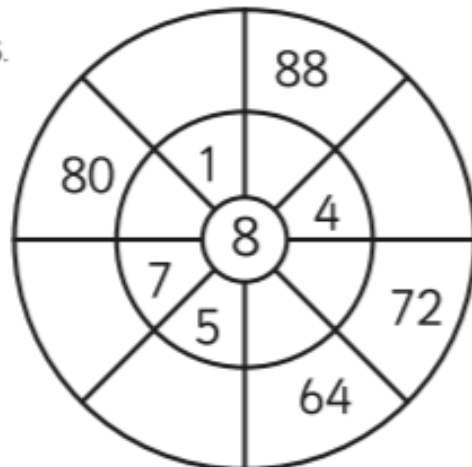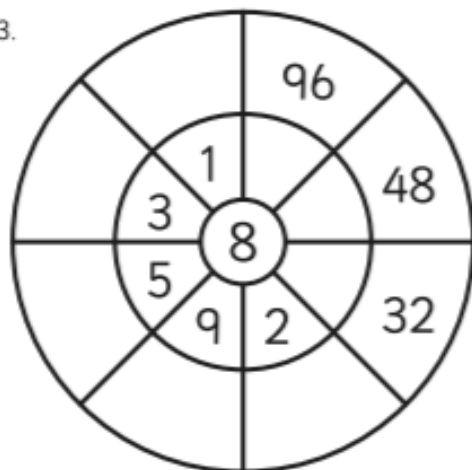
6.
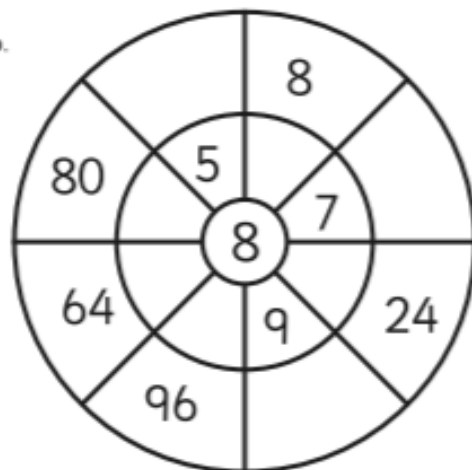
```
y   r   u   t   n   e   c   r   h   n   q   d
g   b   c   e   r   t   a   i   n   u   l   c
j   o   v   d   c   h   f   e   b   i   s   w
h   k   j   a   t   a   d   i   u   n   o   q
m   f   u   a   h   c   l   b   s   i   s   y
n   a   e   v   c   e   c   e   i   x   b   p
f   r   x   w   a   n   a   n   n   r   t   v
b   h   x   k   u   t   d   w   e   d   g   p
y   z   d   q   g   r   q   a   s   c   a   e
s   u   h   e   h   e   t   j   s   p   d   r
u   r   s   a   t   h   x   e   m   c   x   f
b   k   w   k   e   t   d   j   n   t   r   b
```

breath	calendar
breathe	caught
build	centre
busy	century
business	certain

My Shadow
Robert Louis Stevenson

Trace the poem in your neatest handwriting.

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow-
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

Choose some spelling words you need to practise from these lists.
Put them in sentences.

Year 2 Common Exception Words

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	could	great	Mrs	steak
beautiful	cold	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	whole
busy	eye	last	path	who
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

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Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

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