

## Turtles Home Learning 13<sup>th</sup> July – 20<sup>th</sup> July

### Topic: 'Dragons'

In this document you will find home learning based around the topic 'Dragons'. Below are the expectations for what is to be completed by the end of the week, ready for new work to be set. I have also set some new work on Purple Mash so don't forget to check your 2do's. Please note, when a box is highlighted purple, you can follow the link to Purple Mash to support the activity. I hope you enjoy this topic-based approach to your home learning! I look forward to seeing what you have been up to. Don't forget you can upload your work to Seesaw!

|               |   |
|---------------|---|
| <b>MUST</b>   | <ul style="list-style-type: none"><li>• Reading daily - encourage your child to read texts of all kinds - for example...<br/>* Chapter books * Leaflets * Instructions * Recipes * Ebooks<br/><a href="https://home.oxfordowl.co.uk">https://home.oxfordowl.co.uk</a> ( You can register for free) * There is now the option to borrow books from school please see the App message sent 11-6-20</li></ul>  |
| <b>SHOULD</b> | <ul style="list-style-type: none"><li>• Practice your counting. Can you count backwards from 100? Watch this video ( it has an American accent but the content is good!)<br/><a href="https://www.youtube.com/watch?v=Ss-azuApvAO">https://www.youtube.com/watch?v=Ss-azuApvAO</a></li><li>• Play with these games<br/><a href="https://www.topmarks.co.uk/Flash.aspx?f=CountingOnInOnes">https://www.topmarks.co.uk/Flash.aspx?f=CountingOnInOnes</a></li><li>• Play a game with one or two dice. Take it in turns to throw the dice. The first person to throw numbers up to 100 wins. For an extra challenge each player starts with 100, with every throw of the dice you subtract the numbers until one player reaches 0 and wins!</li></ul> |
| <b>COULD</b>  | <ul style="list-style-type: none"><li>• Listen to the story of The Snow Dragon<br/><a href="https://www.bbc.co.uk/bitesize/clips/zcnxpv4">https://www.bbc.co.uk/bitesize/clips/zcnxpv4</a></li></ul>  |

## Spellings

Learn the spellings and ask an adult to test you.

When a noun ends in -s - ss -sh -ch -x -o then for the plural you add -es (there are some exceptions, some words ending with o, words that didn't end with o originally ie. piano - pianos 'pianoforte.')

bus - buses

glass - glasses

fox - foxes

dish - dishes

church - churches

potato - potatoes

Add 2 more nouns and their plurals to your spellings of your choice which follow this -es rule.

## English

Now choose 5 of your spellings and put them into sentences. Remember to say it out loud first to practise it, then write it.

### Wanted!

Can you design and create a wanted poster for a missing dragon? Remember you must be very clear in your description so use lots of interesting adjectives.

### How to look after a pet dragon

Read through the PowerPoint for 'how to look after a pet dragon'. Then can you write and draw step by step instructions to explain how you would look after a pet dragon.

## Reading

Please continue to read daily.

Read 'Oops Dragon' and answer the comprehension questions.

## **Maths:**

### **Skill – I can choose which resource to use**

You have been using different resources this year to help you with your maths. You have used number lines, beads on strings, a hundred square and sticks and dots. You have also been learning some maths off by heart to help you, such as number bonds to 10 and 20 and counting in 10s, 5s and 2s.

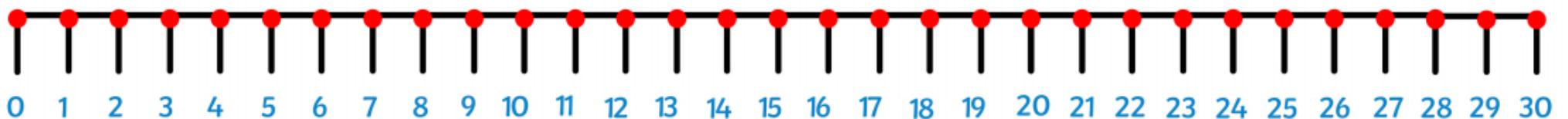
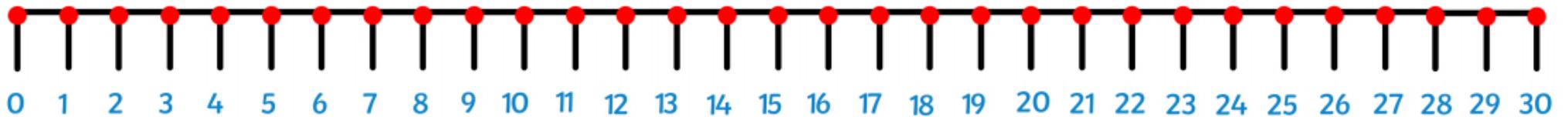
It is important that you can look at a calculation and decide whether it is a calculation that you can solve in your head (mental maths) or if you need a resource to help you.

- 1) Get a red and yellow pencil crayon. Look at the calculations below. Colour those calculations that you can do in your head yellow and those that you will need a resource to help you in red.
- 2) Then solve those calculations you can do in your head (the yellow ones.)
- 3) Explain to an adult how you knew the answer ie I know that  $10 - 1 = 9$  because 9 is 1 less than 10.
- 4) Now look at the calculations that you have coloured in red. Think about which resource you would like to use to solve these calculations. Now solve them. You may want to use more than one resource.

#### **Calculations to solve**

|                               |  |                               |  |                               |  |
|-------------------------------|--|-------------------------------|--|-------------------------------|--|
| <b><math>2 + 3 =</math></b>   |  | <b><math>2 + 8 =</math></b>   |  | <b><math>13 + 10 =</math></b> |  |
| <b><math>10 + 10 =</math></b> |  | <b><math>15 + 5 =</math></b>  |  | <b><math>3 + 3 =</math></b>   |  |
| <b><math>39 + 12 =</math></b> |  | <b><math>20 + 20 =</math></b> |  | <b><math>14 + 7 =</math></b>  |  |
| <b><math>9 + 1 =</math></b>   |  | <b><math>25 + 25 =</math></b> |  | <b><math>18 + 2 =</math></b>  |  |
| <b><math>50 + 10 =</math></b> |  | <b><math>40 + 40 =</math></b> |  | <b><math>28 + 2 =</math></b>  |  |
| <b><math>33 + 30 =</math></b> |  | <b><math>67 + 24 =</math></b> |  | <b><math>38 + 3 =</math></b>  |  |
| <b><math>45 + 28 =</math></b> |  | <b><math>17 + 17 =</math></b> |  | <b><math>17 + 3 =</math></b>  |  |
| <b><math>10 + 11 =</math></b> |  | <b><math>90 + 10 =</math></b> |  | <b><math>99 + 1 =</math></b>  |  |

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |



**Sticks and dots working out area**

**Remember sticks = 10 and dots = 1**

### Animal Groups

Dragons are mythical (imaginary) animals. There are different groups of real animals: for example, amphibians, fish, birds, mammals, reptiles.

This lesson from the BBC will help you understand the differences:

<https://www.bbc.co.uk/bitesize/articles/z4svgwx>

Draw your own dragon. Add labels and show how it is like other animals. Does it have wings like a bird? Does it have dry scaly skin like a reptile?

### PE - Dragon travels

On your daily walk see if you can travel like a dragon. Can you leap, flap, swoop, crouch and pretend to be a dragon as you move around?

### PSHE

Bravery Tales about dragons always involve someone being brave. Take 5 minutes to think about all the ways you have been brave over the past few months. Write them down in a list to remind yourself to be proud of yourself.

### Art

Go on a colour walk and take photographs or draw all the things you can find that remind you of the colours of a dragon's breath. The poem talks about marigolds and other flowers. Are there any other objects that are similar colours? These could be natural or man-made.

### D&T

Can you make your own junk model dragon? Think about the colours and textures you want to use.