



Hackwood Primary – Learning from Home

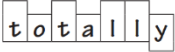


Week Beginning: 01.03.21

Learning Objective and Activities

	English	Maths	Topic	Other
Monday	<p><u>Henry Pond the Poet</u></p> <p>This week you will focus on your reading and retrieval skills. Read the texts included and answer the questions.</p> <p>Read the extract from the first chapter of Henry Pond the poet.</p> <p>Answer the questions below.</p> <p>What does everyone call Henry?</p> <p>Why was Henry different from the other animals?</p> <p>Where do toads get their surnames?</p> <p><u>Additional Questions for Year 3</u></p> <p>'Pride of the Toads'</p> <p>Explain why the author chose this title for this chapter.</p> <p>Find which word in this sentence tells you how the frog feels? <i>And then the frog would say, in a tone of amazement, "A poet? A toad that makes up poems?"</i></p>	<p><u>Year 3</u></p> <p>https://whiterosemaths.com/homelearning/year-3/week-4/</p> <p><u>Year 2</u></p> <p>https://whiterosemaths.com/homelearning/year-2/week-6-number-addition-subtraction/</p> <p>If there is an "activity" PowerPoint this mean that there is no sheet to go with this.</p> <p>Have a go at one of these each day and keep up with TT Rockstars, I've been checking your scores and I can see that some have you have been practising!</p> <p>Check Purple Mash each day for an extra activity or game.</p>	<p><u>A Volcano Experiment</u></p> <p><u>Equipment and Prediction</u></p> <p>This week we are going to make our own erupting volcano experiment! Watch these videos of children making exploding volcanoes. They use lots of different equipment and make different types. Write down all the materials and equipment you think you might need.</p> <p>SCIENCE FAIR VOLCANO- https://www.youtube.com/watch?v=U8VEnGcfXHY</p> <p>PAPER MACHE VOLCANO- https://www.youtube.com/watch?v=9b_gItKtERY</p> <p>PAPER CONE VOLCANO- https://www.youtube.com/watch?v=Uw8bkc-nR9U</p> <p>LEGO VOLCANO= https://www.youtube.com/watch?v=pNXZlj8KHw0</p> <p>Begin planning your volcano! Use your own ideas and write on the grid (see below) or piece of paper. Write the equipment list and draw and label what</p>	<p><u>PE and Well Being</u></p> <p>Each week I'm going to be setting you some challenges to help to keep you happy and healthy.</p> <p>This week I'd like you to think about:</p> <ol style="list-style-type: none"> 1. Fitness games 2. Feelings <p>Below are some activities you could try or you can have a go at some of your own.</p> <p><u>Spellings</u></p> <p>Here are your spellings to learn this week and remember to check your To Do's on Friday to complete your spelling quiz.</p>

			<p>you want your volcano to look like. Then make a prediction. What do you think will happen?</p> <p>Be as creative as you can. Will you make a scene? Include houses or trees? Will you have glitter or brightly coloured lava?</p>	<p><u>Year 3</u> Spellings this week focus on words ending with –sion.</p> <p>See below the grid for your spelling list.</p> <p><u>Year 2</u> Spellings this week focus on adding –ed, -ing, -er, -est.</p> <p>See below the grid for your spelling list.</p>
Tuesday	<p><u>Roald Dahl – The BFG</u></p> <p>Read chapter 1 of The BFG-The Witching Hour or watch the video below; https://www.youtube.com/watch?v=9Jsgunozq1c</p> <p>Now answer these questions about the chapter you have just read / watched.</p> <p>What happened if you were caught out of bed after lights-out?</p> <p>Where were Sophie’s glasses?</p> <p>What could you buy in Mrs Rance’s shop?</p> <p>Why did Sophie freeze?</p> <p>Predict what you think Sophie will do next. Write down your predictions. If you want to check your predictions are right why don’t you read the book!</p>		<p><u>A Volcano Experiment</u> <u>Method</u></p> <p>Today we are going to write the method for making the volcano. A method is a set of instructions explaining what we do in the experiment.</p> <p>Re-watch this video about making a volcano- https://www.youtube.com/watch?app=desktop&v=9b_gltKtERY</p> <p>Our method will be in 2 sections.</p> <p>1st section-Building the volcano</p> <p>Think about how you will make the volcano structure. Write down clearly the method for building it. Don’t forget to write commands and include verbs eg. cut</p> <p>2nd section-Mixing and the eruption</p> <p>Look at the instructions (see below) for how to mix and make the eruption. Now summarise how to do the eruption experiment by writing down the instructions in the 2nd part of the method.</p>	See below the grid for your spelling list.

<p>Wednes day</p>	<p><u>The Pebble In My Pocket</u></p> <p>Read the extract from The Pebble In My Pocket that begins ‘Every winter snow falls.’</p> <p>What is the first sign of life on land?</p> <p>Find and copy the words from the text.</p> <p>Now read the extract that begins..‘A new glacier gouges...’</p> <p>Find a synonym for ‘eat’ in this section. What other synonyms do you know?</p> <p>Would you describe this text as fiction or non-fiction?</p> <p>Explain why you have chosen your answer.</p> <p>If you would like to hear this story in full watch the video below.</p> <p>https://www.youtube.com/watch?r=eload=9&v=KZj9DjCGW_8</p>		<p><u>A Volcano Experiment</u></p> <p><u>Construction</u></p> <p>Today we are going to start build our volcano structures. Think clearly about what you will need (look at your materials list)</p> <p>WE WILL NOT ERUPT THE VOLCANO TODAY</p> <p>Follow your instructions for building your volcano.Add detail. Think about the size of your volcano and what you will put around it. Are you including trees? Housed? Villages? Oceans?</p> <p>What colour will your volcano be?</p> <p>Don’t forget to build your volcano in a box or tray. Also, make sure you put a plastic bottle underneath and leave an opening at the top for your mixture tomorrow.</p> <p><u>TOPTIP-</u> Make sure papermache, glue or paint dries fully before the experiment.</p>	
<p>Thursday</p>	<p><u>Stuart Little</u></p> <p><u>YEAR 3</u></p> <p>Read the 1st chapter of Stuart Little.</p> <p>‘When Mrs Frederick C. Little’s second son arrived, everybody noticed that he was not much bigger than a mouse.’ (p1)</p> <p>Why do you think everyone noticed this?</p> <p>“Feed him up!” said the doctor (p3)</p> <p>What does this mean?</p>		<p><u>A Volcano Experiment</u></p> <p><u>Experiment and Evaluation</u></p> <p>Today is the day! We are going to be doing our experiment and erupting our volcano! Make sure you have parent permission and someone to help if needed.</p> <p>Using your instructions make sure you have all the ingredients you need for the chemical reaction that when mixed will make the volcano eruption. Carefully follow the instructions to mix the</p>	<p><u>Spelling Practise</u></p> <p>See if you can use your spelling words in sentences. Check that your words are spelt correctly and that your sentences makes sense.</p> <p>As a reminder here are some of the method we have learnt in class to help us learn our spellings.</p>

	<p>How would Stuart benefit from being 'fed up'?</p> <p>Answer these questions:-</p> <p>What was strange about Stuart?(p1)</p> <p>Where did Stuart go to find the ring? (p4)</p> <p>What does Mr Little ask Stuart? (p6)</p> <p>What had it been necessary for Stuart to do after he'd been down the drain?(p7)</p> <p><u>YEAR 2</u></p> <p>Read page one of the Stuart Little extract and answer the questions below.</p> <ol style="list-style-type: none"> 1. What is the title of the chapter? 2. What colour is his hat? 3. What could Stuart do when he was a week old? 4. What did Mrs Little do to Stuart each morning before he got dressed? 		<p>ingredients in a safe place and stand back! KABOOM!</p> <p>Make sure someone films your volcano experiment so you can upload it to dojo and show your teacher! After the experiment, write an evaluation of it using these key questions</p> <p><i>What happened?</i></p> <p><i>What was good about it?</i></p> <p><i>What issues did you overcome?</i></p> <p><i>What would you improve next time?</i></p>	<div> <p>Drawing around the word to show the shape</p>  </div> <div> <p>Drawing an image around the word</p>  </div> <div> <p>Pyramid words</p>  </div>
Friday	<p><u>Text Review</u></p> <p>Using the texts you have looked at this week, write a review about one of your choice.</p> <p>Think about the following points:</p> <p>Did you enjoy the text?</p> <p>What did you like about it?</p> <p>Was there anything you didn't like?</p> <p>Would you like to read the whole of the text? Why?</p>		<p><u>Volcano Diagram</u></p> <p>Using the slide below, draw and label a diagram a volcano.</p> <p>You may need to draw the cross section (this means you can see inside too) I've put an example below to help.</p> <p>Here are the labels:</p> <p>ash cloud</p> <p>magma</p>	<p><u>Spelling Quiz</u></p> <p>Complete the spelling quiz on Purple Mash or ask somebody to test you on your spellings.</p> <p><u>Other useful websites for home learning</u></p> <p>Read books online with MyOn: www.myon.co.uk</p>

	<p>Was the text interesting? How could it be improved? Would you recommend it? Why/why not?</p>		<p>chamber main vent lava flow conduit crater</p>	<p>Hone your times tables skills: www.ttrackstars.com Take a reading quiz on Accelerated Reader: https://ukhosted89.renlearn.co.uk/2236053 Keep up with the latest news: https://www.bbc.co.uk/newsround/news/watch_newsround</p> <p>A bit of everything https://www.bbc.co.uk/bitesize/articles/zvqgsk7 A bit of everything https://www.twinkl.co.uk/home-learning-hub Maths https://whiterosemaths.com/homelearning/ Science https://www.stem.org.uk/home-learning Reading https://home.oxfordowl.co.uk/ Remember, the CBBC Channel will be airing 3 hours of primary-based learning programmes every weekday from 9am.</p>
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Henry Pond the poet

Chapter 1 Pride of the Toads

Henry Pond was a poet. All the other toads in the neighbourhood were very proud of this fact. When they spoke of him they never referred to him as just "Henry Pond", much less plain old "Henry". They always called him "Henry Pond the Poet".

Toads take their family names from their places of birth, the water in which they hatched from spawn to tadpole. "River" is a common surname for toads, as are "Lake" and "Pool". There are a few families who affect double-barrelled names such as "Mill-Pool" or "Duck-Pond". "Pond" is probably the commonest surname of all, but everyone agreed that Henry's gift for poetry was most uncommon.





Everyone croaked whenever Henry's name was mentioned. They never missed a chance to mention it at the top of their voices in front of such lesser creatures as frogs and newts.

Two toads might be sitting side by side, saying nothing, staring vacantly out of their bulgy golden eyes, when a frog would chance to hop past.

Right away the two toads would start a loud conversation between themselves.

"Forgot to tell you," one might say. "Met Henry Pond the Poet yesterday."

"Not Henry Pond the Poet?" the other would ask.

"Yes. What a talented toad, eh?"

"Indeed he is. Sure to win first prize
at the Eis-TOAD-fod," the first toad
would boast.



"Makes you proud to be one of us,
what?"

And then the frog would say, in a
tone of amazement, "A poet? A toad that
makes up poems?"



The Witching Hour

Sophie couldn't sleep.

A brilliant moonbeam was slanting through a gap in the curtains. It was shining right on to her pillow.

The other children in the dormitory had been asleep for hours.

Sophie closed her eyes and lay quite still. She tried very hard to doze off.

It was no good. The moonbeam was like a silver blade slicing through the room on to her face.

The house was absolutely silent. No voices came up from downstairs. There were no footsteps on the floor above either.

The window behind the curtain was wide open, but nobody was walking on the pavement outside. No cars went by on the street. Not the tiniest sound could be heard anywhere. Sophie had never known such a silence.

Perhaps, she told herself, this was what they called the witching hour.

The witching hour, somebody had once whispered to her, was a special moment in the middle of the night when every child and every grown-up was in a deep deep sleep, and all the dark things came out from hiding and had the world to themselves.

The moonbeam was brighter than ever on Sophie's pillow. She decided to get out of bed and close the gap in the curtains.

You got punished if you were caught out of bed after lights-out. Even if you said you had to go to the lavatory, that was not accepted as an excuse and they punished you just the same. But there was no one about now, Sophie was sure of that.

She reached out for her glasses that lay on the chair beside her bed. They had steel rims and very thick lenses, and she could hardly see a thing without them. She put them on, then she slipped out of bed and tip-toed over to the window.

When she reached the curtains, Sophie hesitated. She longed to duck underneath them and lean out of the window to see what the world looked like now that the witching hour was at hand.

She listened again. Everywhere it was deathly still.

The longing to look out became so strong she couldn't resist it. Quickly, she ducked under the curtains and leaned out of the window.



In the silvery moonlight, the village street she knew so well seemed completely different. The houses looked bent and crooked, like houses in a fairy tale. Everything was pale and ghostly and milky-white.

Across the road, she could see Mrs Rance's shop, where you bought buttons and wool and bits of elastic. It didn't look real. There was something dim and misty about that too.

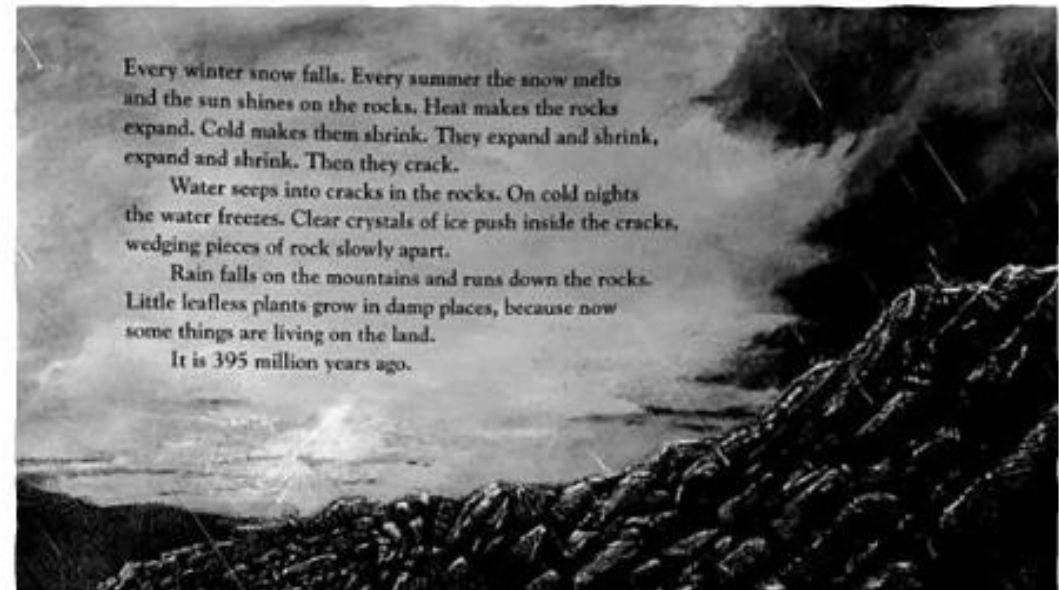
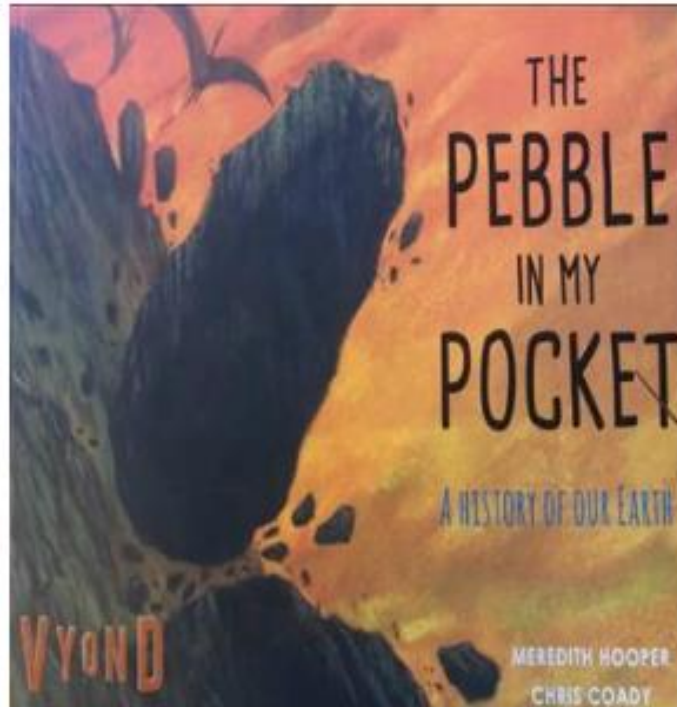
Sophie allowed her eye to travel further and further down the street.

Suddenly she froze. *There was something coming up the street on the opposite side.*

It was something black . . .

Something tall and black . . .

Something very tall and very black and very thin.



Stuart Little



I. In the Drain

WHEN Mrs Frederick C. Little's second son arrived, everybody noticed that he was not much bigger than a mouse. The truth of the matter was, the baby looked very much like a mouse in every way. He was only about two inches high; and he had a mouse's sharp nose, a mouse's tail, a mouse's whiskers, and the pleasant, shy manner of a mouse. Before he was many days old he was not only looking like a mouse but acting like one, too – wearing a grey hat and carrying a small cane. Mr and Mrs Little named him Stuart, and Mr Little

Stuart Little

made him a tiny bed out of four clothespins and a cigarette box.



Unlike most babies, Stuart could walk as soon as he was born. When he was a week old he could climb lamps by shinnying up the cord. Mrs Little saw right away that the infant clothes she had provided were unsuitable, and she set to work and made him a fine little blue worsted suit with patch pockets in which he could keep his handkerchief, his money, and his keys. Every morning, before Stuart dressed, Mrs Little went into his room and weighed him on a small scale which was really meant for weighing letters. At birth Stuart could have been sent by first class mail for three cents, but his parents preferred to

keep him rather than send him away; and when, at the age of a month, he had gained only a third of an ounce, his mother was so worried she sent for the doctor.

The doctor was delighted with Stuart and said that it was very unusual for an American family to have a mouse. He took Stuart's temperature and found that it was 98.6, which is normal for a mouse. He also examined Stuart's chest and heart and looked into his ears solemnly with a flashlight. (Not every doctor can look into a mouse's ear without laughing.) Everything seemed to be all right, and Mrs Little was pleased to get such a good report.

'Feed him up!' said the doctor cheerfully, as he left.

The home of the Little family was



a pleasant place near a park in New York City. In the mornings the sun streamed in through the east windows, and all the Littles were up early as a general rule. Stuart was a great help to his parents, and to his older brother George, because of his small size and because he could do things that a mouse can do and was agreeable about doing them. One day when Mrs Little was washing out the bathtub after Mr Little had taken a bath, she lost a ring off her finger and was horrified to discover that it had fallen down the drain.

'What had I better do?' she cried, trying to keep the tears back.

'If I were you,' said George, 'I should bend a hairpin in the shape of a fishhook and tie it on to a piece of string and try to fish the ring out with it.' So Mrs Little found a piece of string and a hairpin, and for about a half-hour she fished for the ring; but it was dark down the drain and the hook always seemed

to catch on something before she could get it down to where the ring was.

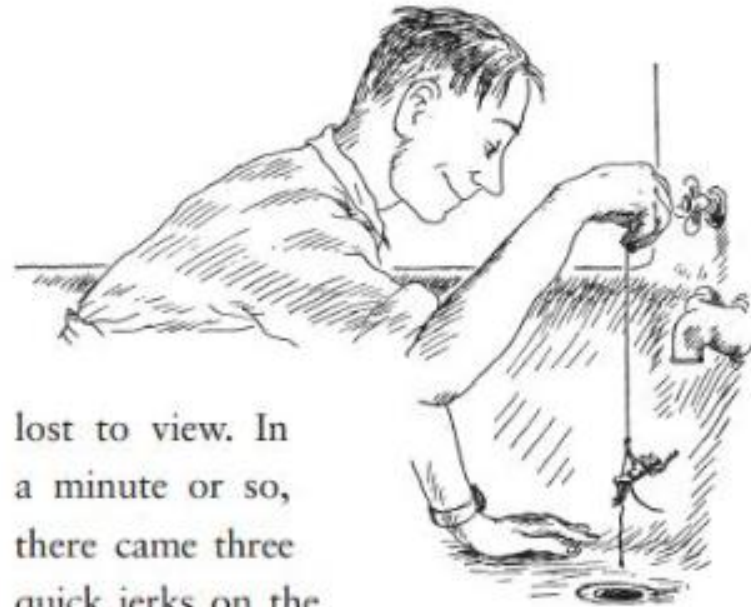
‘What luck?’ inquired Mr Little, coming into the bathroom.

‘No luck at all,’ said Mrs Little. ‘The ring is so far down I can’t fish it up.’

‘Why don’t we send Stuart down after it?’ suggested Mr Little. ‘How about it, Stuart, would you like to try?’

‘Yes, I would,’ Stuart replied, ‘but I think I’d better get into my old pants. I imagine it’s wet down there.’

‘It’s all of that,’ said George, who was a trifle annoyed that his hook idea hadn’t worked. So Stuart slipped into his old pants and prepared to go down the drain after the ring. He decided to carry the string along with him, leaving one end in charge of his father. ‘When I jerk three times on the string, pull me up,’ he said. And while Mr Little knelt in the tub, Stuart slid easily down the drain and was



lost to view. In a minute or so, there came three quick jerks on the string, and Mr Little carefully hauled it up. There, at the end, was Stuart, with the ring safely around his neck.

‘Oh, my brave little son,’ said Mrs Little proudly, as she kissed Stuart and thanked him.

‘How was it down there?’ asked Mr Little, who was always curious to know about places he had never been to.

‘It was all right,’ said Stuart.

In the Drain

But the truth was the drain had made him very slimy, and it was necessary for him to take a bath and sprinkle himself with a bit of his mother's violet water before he felt himself again. Everybody in the family thought he had been awfully good about the whole thing.



A decorative border of stylized volcanoes with grey smoke and red lava flows surrounds the central text and boxes.

A Volcano Science Experiment!

What You Will Need:

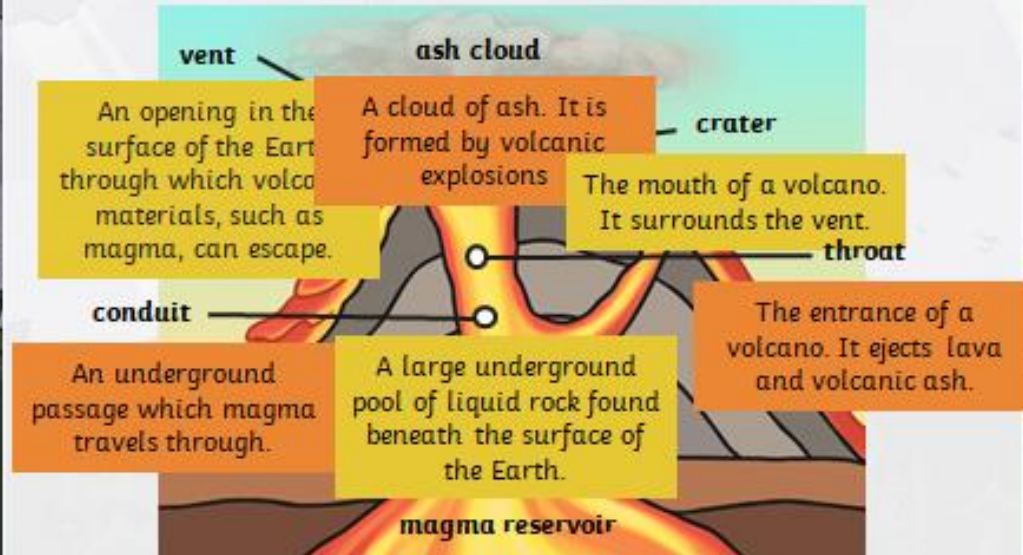
I predict that...

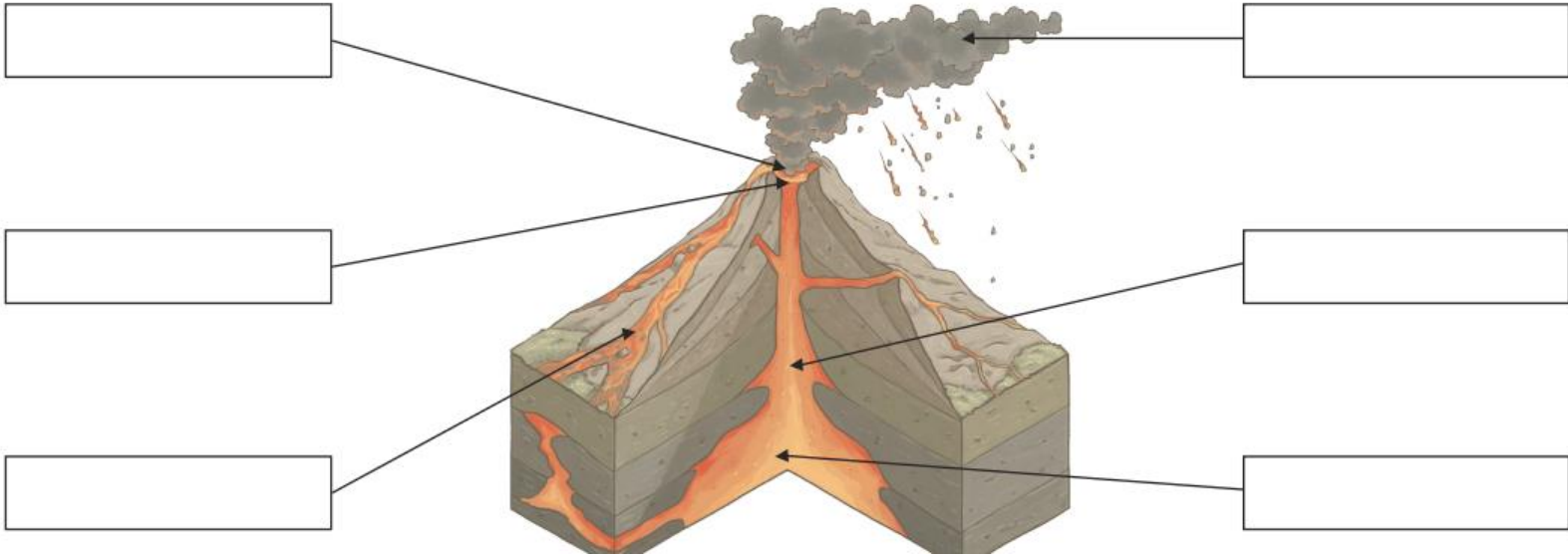
Image with labels:

A large empty rectangular box with a red border, intended for a student to draw an image and label it.

What Are the Different Parts of a Volcano?

Click on each label to find out more. Click again to remove.





How To Make an Erupting Volcano!

You will need:

- The Volcano structure that you made
- Washing up liquid
- Vinegar
- Food colouring
- Bicarbonate of soda
- Red food colouring
- Jug

A science experiment



You could build a paper-mache volcano, Lego volcano or cone style volcano! The more detail you include the better the effect will be.

Method for the Eruption:

1. Fill your cup/ bottle just over half full with water, add 3 teaspoons of bicarbonate of soda and give it a good stir until most of the bicarbonate of soda dissolves.
2. Add two drops of food colouring and a good squirt of washing up liquid into the cup/bottle and once again give it a stir. Add glitter if you wish.
3. Put the cup/bottle under your volcano on a tray in the kitchen or outside (or somewhere you don't mind making a mess).
4. Quickly pour in just under a quarter of a cup of vinegar into the volcano and enjoy your very own volcanic eruption!

The Science behind it:

You just made a chemical reaction! By mixing the acid (vinegar) and the alkali (bicarbonate of soda), bubbles of carbon dioxide (CO_2) were released like in a *pyroclastic* lava flow. A *pyroclastic* flow moves very fast and is extremely dangerous. Other lava flows called *pahoehoe* move very slowly and create as much of a threat.

Multiplication circle



Get Set 4 P.E.

What you need: someone to call the numbers and 10 items.

How to play:

- Place the items in a large circle.
- The player begins in the middle of the circle.
- Someone calls a number between 1 – 10. The player must collect the number of items called from the outside of the circle and place them in the middle of the circle.
- Players can only move one item at a time.
- After a few rounds make this harder by adding a multiplication question to the game e.g. 7 would mean the player must place 7 items in the centre of the circle leaving three on the outside. The player must then call the answer to 7×3 . They return all the items to the outside to begin again.



How quickly can you move the items?

It's all about the pace



What you need: Socks and a stopwatch or clock.

How to play:

- Mark a track around your home using the socks.
- How many times can you run around your track in 30 seconds?
- Can you double the distance if you work for 1 minute? How did that make you feel?
- Can you run your track without stopping for 6 minutes? Pace yourself to maintain a consistent speed.
- How many laps did you complete?

Notice what happens to the distance you complete when the time increases.

Stickman



Get Set 4 P.E.

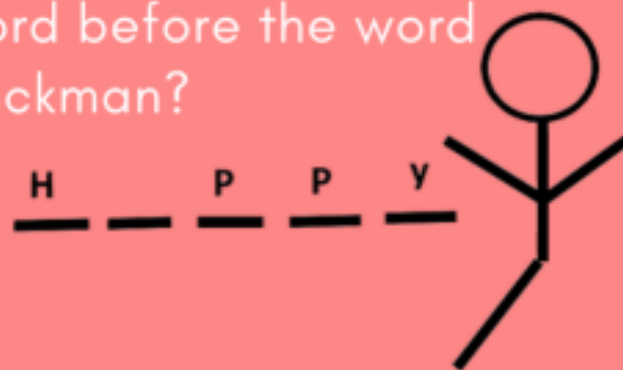
What you need: A pen and piece of paper,
one player, one person to choose the words.

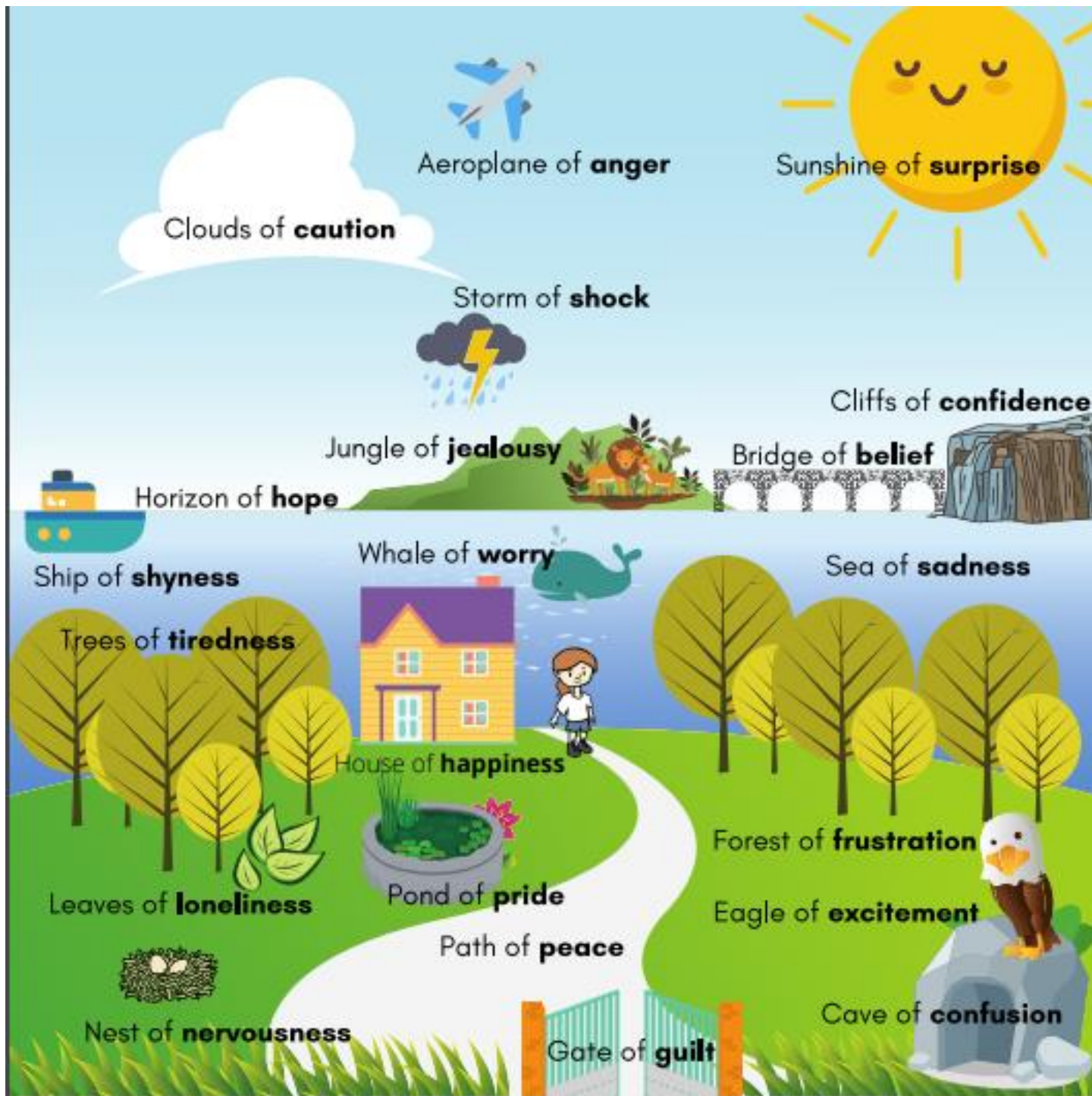
How to play:

- One person (the word master) chooses a word and draws lines on the paper, one for each letter.
- The player guesses a letter that could be in the word. If they are correct the word master writes the letter on the correct line.
- If the named letter is not in the word the word master draws part of a stickman and the player must complete 10 of one of the below exercises.

star jumps / hops / sit ups / jumping twists / press ups

- Can the player guess the word before the word master draws a complete stickman?
- NB. stickman to include head, body, two arms and two legs





Map of Emotions

Where are you on the map?

Do you like where you are?

If you are in an unhelpful place on the map, try answering these questions:

How long have you been here?

What are you telling yourself?

Is that really true?
(Thoughts are not facts)

Where do you want to be instead?

What would be more helpful to think instead?



Get Set 4
Education

Focus: Adding ***ed***, ***ing***, ***er*** and ***est*** to a root word
ending in ***y*** with a consonant before it

Look Say Cover Write Check

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
<i>copied</i>					
<i>copier</i>					
<i>happier</i>					
<i>happiest</i>					
<i>cried</i>					
<i>replied</i>					
<i>copying</i>					
<i>crying</i>					
<i>replying</i>					
<i>relied</i>					

Year: 2 Spring: 2 Week: 2

Dictation

Focus: Adding *-ed*, *ing*, *-er* and *-est* to a root word ending in *-y* with a consonant before it

They _____ the _____ noise.

The _____ always _____ on lots of paper.

He seemed _____ when they _____ to his email.

They were _____ her so she _____.

She was the _____ she has ever been.

They have stopped _____ to my emails.

Focus: Endings which sound like ***ʃən*** spelt ***sion***

Look Say Cover Write Check

Spellings	1st Attempt	2nd Attempt	3rd Attempt	4th Attempt	5th Attempt
<i>expansion</i>					
<i>extension</i>					
<i>comprehension</i>					
<i>tension</i>					
<i>suspension</i>					
<i>apprehension</i>					
<i>dimension</i>					
<i>pension</i>					
<i>diversion</i>					
<i>confession</i>					

Year: 3 Spring: 2 Week: 2
Focus: Endings which sound like /ən/
spelt -sion

Dictation

He got an _____ for his _____ work.

Make a _____ to collect Nan's _____.

There was huge _____ before the show.

Dad made a _____ about the car damage.

The _____ of the crack caused _____.

Her _____ from the game was upsetting.

Another _____ maybe out there.