

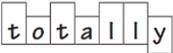


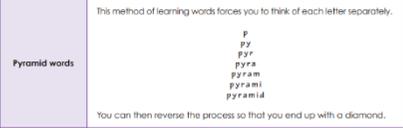
Hackwood Primary – Learning from Home

Week Beginning: 18.01.21

Learning Objective and Activities

	English	Maths	Topic	Other
Monday	<p><u>Day One - Character Hot Seating Interview</u></p> <p>Re- watch the story 'Stone Age Boy' being read on YouTube to familiarise yourself with the two main characters- the boy and Om.</p> <p>https://www.youtube.com/watch?v=aqy5ENpagts</p> <p>DRAMA ACTIVITY- You are going to act out being the characters from the story pretending you are being interviewed. Read the questions below. If you were Om/ the boy what would you say? Act it out Then draw/ stick a picture of Om on one piece of paper and the boy on another, then write your answers in full sentences.</p> <p><i>How did you feel when you met your new friend (boy/Om) and why?</i></p> <p><i>What did your new friend teach you?</i></p> <p><i>How did you feel when you met your new friend/ you lost your new friend?</i></p> <p><i>Do you have any questions for your new friend?</i></p>	<p><u>Year 3</u></p> <p>https://whiterosemaths.com/homelearning/year-3/week-11-number-multiplication-division/</p> <p><u>Year 2</u></p> <p>https://whiterosemaths.com/homelearning/year-2/week-12-number-multiplication-division/</p> <p>Have a go at one of these each day and keep up with TT Rockstars.</p> <p>Check Purple Mash each day for an extra activity or game.</p>	<p>This week we are continuing with Stone Age Homes and then moving on to find out about Stone Age food and farming.</p> <p>Remember to share any pictures on Purple Mash as I love to see all that you are doing!</p> <p>Using Purple Mash or paper you have, answer the following questions.</p>	<p>Keep active with Joe Wick's using his PE lessons on Youtube.</p> <p>Here are your spellings to learn this week and <u>remember to check your To Do's on Friday to complete your spelling quiz.</u></p> <p><u>Year 3</u></p> <p>immature impossible impatient imperfect immortal impolite</p>

	<p><i>Do you think you will see them again?</i></p>		<p>Remember to write in full sentences using capital letters and full stops.</p> <ol style="list-style-type: none"> 1. What are hunter-gatherers? 2. What food did they gather? 3. Give three examples of things they hunted on land. 4. Give three examples of things they hunted from water. 	<p>immovable improbable imbalance impeccable</p> <p><u>Year 2</u> camel tunnel squirrel travel towel tinsel vowel enamel angel level</p>
<p>Tuesday</p>	<p><u>Day Two - Features of a Letter- Informal 'Chatty' Language All About Me</u></p> <p>Informal letters often use chatty and friendly language. Later in the week we will write our own letter to the stone age boy telling him all about ourselves. Therefore, we need to think about what we want to share. Fill in the 'All about me' factfile (see attachment below) or make your own using the subheadings. Use friendly/ positive language- include adjectives (describing words)</p>		<p>Use the information for Tuesday below to create a menu using the things that hunter-gatherers found and collected.</p> <p>Read the text carefully to make sure you have lots of ingredients!</p>	<p>As a reminder here are some of the method we have learnt in class to help us learn our spellings.</p> <div data-bbox="1727 1230 2134 1374"> <p>Drawing around the word to show the shape</p> <p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p>  </div>

			<p>This can be done using Purple Mash (See To Dos) or on paper.</p>	 <p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p> <p>Monarchy</p> <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Wednesday</p>	<p><u>Day Three - Using a Contraction</u></p> <p>Contractions are shortened forms of words. They combine multiple words to make a shorter version using an apostrophe. Watch the video below to remind you-</p> <p>https://www.youtube.com/watch?v=sEGPVtxesjM</p> <p>Read the examples of sentences that don't use a contraction yet (see attachment below). Can you spot which words can be turned into a contraction? Copy out the sentences changing them to include the contractions and apostrophe.</p> <p><u>TOP TIP-</u> Remember an apostrophe can also be used to show possession. E.g., <i>Ed's bike is red.</i></p>		<p>Read the information below for Wednesday (or research your own) about weapons used by hunters.</p> <p>Draw the weapons and label them with what they were made from and how they were used.</p> <p>This can be done using Purple Mash (See To Dos) or on paper.</p>	 <p>This method of learning words forces you to think of each letter separately.</p> <p>Pyramid words</p> <p>P py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p> <p>Year 2</p> <p>Also, check you Purple Mash to have a practise with your phonics using the phonics games and quizzes. Some are set in your To Dos already.</p> <p>If you complete these, find more in the English section of Purple Mash.</p>
<p>Thursday</p>	<p><u>Paragraphs. Plan Your Letter</u></p> <p>Paragraphs are really important when writing. They help the reader to make sense of what is being said. Each paragraph should contain sentences that link. Today we are going to plan what to put in each paragraph in your letter to the stone age boy. Use the plan (see attachment</p>		<p>Read the facts below for Thursday for how Stone Age people used all the parts of the animals they have killed.</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>

below) to help organise your ideas and structure your paragraphs. You can also copy the subheadings and plan on a plain piece of paper if you don't have a printer.

TOP TIP- Don't forget to make a note of any questions or exciting adjectives you want to include in each paragraph.

Design items using these materials, for example design some clothing using animal skin, design tools made from bones.

Friday

Day Five - Write Your Letter

Today is the day to write up in neat your letter to the stone age boy. Make sure you use your plan to help you structure what you write. Look at the success criteria below. A good letter should include all of these things.

Letter Success Criteria-

Opening/ Closing <i>(To, from)</i>	Ask Questions <i>(who, what, how, when, why)</i>
Neat Handwriting <i>(incl. Capital letters and finger spaces)</i>	Paragraphs <i>(Leave a line between each)</i>
Conjunctions <i>(because, and, so, but)</i>	Punctuation <i>. , ? ! ' </i>
Adjectives <i>(Describing words)</i>	Contractions <i>(I'm)</i>

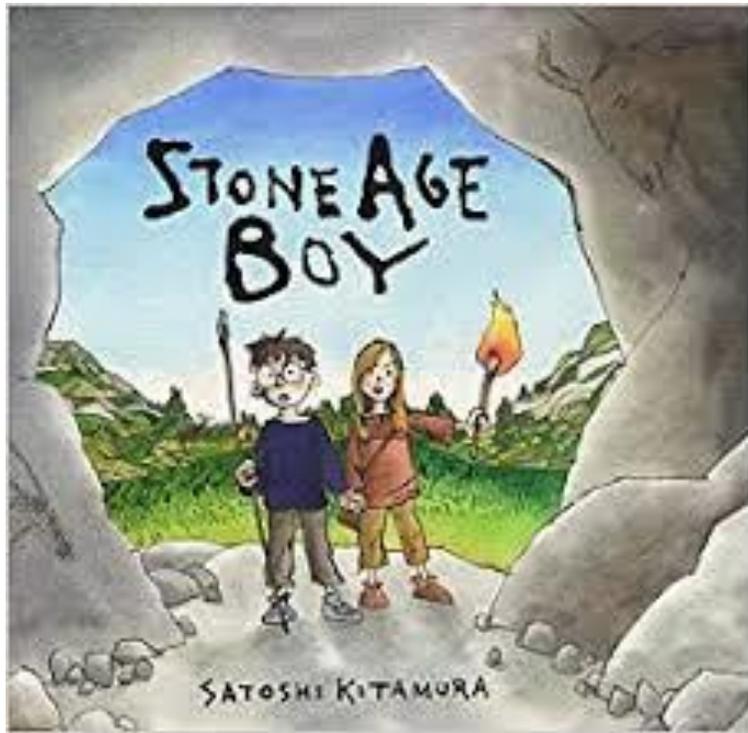
When you have written your letter, go back and read through it. Check the success criteria and see if you have any corrections to make. Use a coloured pencil to improve anything you need to.

Using all the information you have learnt or researched this week to create a quiz.

This could be done on paper, using Purple Mash or PowerPoint (if you have it).

Complete the spelling quiz on Purple Mash or ask somebody to test you on your spellings.

Monday English



Tuesday English

All About Me!

Name	Age	Family	Favourite Colour
My House	A Picture of Me!		Friends
I am good at			Pets
Favourite Games	Hobbies	Favourite Food	School

Wednesday English

Read the sentences, then in neat handwriting copy them out changing the words into contractions. Don't forget to include an apostrophe.

LC- How do you use contractions? (apostrophes)

I think *it is* fun learning about the Stone age.

In the Stone age they *did not* have electricity.

If my family lived in the Stone age, my parents *could not* have gone to the shops.

In the Stone age you *could not* buy clothes, *you would* have made them out of animal skins.

We *would have* foraged for nuts, berries and seeds if we lived in the Stone age.

In the Stone age, *you did not* go to school.



Thursday English

My Letter to the Stone Age Boy

PLAN

	<i>What I want to write...</i>	<i>Questions I want to ask...</i>	<i>Key vocabulary I want to include...</i>
Paragraph 1- Greeting and Introduction			
Paragraph 2- All about me			
Paragraph 3- All about the stone age and the boys adventure			
Paragraph 4- Conclusion and Closing			

Hunter-gatherers

For early humans, their survival depended on finding food.

We call them hunter-gatherers because they had to hunt animals and fish and gather wild food such as berries, seeds and nuts.

It wasn't until the Neolithic period that they grew and raised their own food.

They would hunt whatever animals they could find.

In Britain during the Stone Age this could have been horses, deer, mammoth, hares, rhino and hyena.

Also, from rivers and the sea they would hunt seals, seabirds and fish.



For most of the Stone Age, humans lived as hunter-gatherers. This means that instead of growing their own food, they went out and found it. They hunted and fished for food, especially during the Ice Age. Later, they learned to gather edible plants, collect eggs from birds' nests, and, for a sweet treat, they took honey from wild beehives.

What the hunter-gatherers ate depended on what they could find each season, eating fruit and berries when they ripen and eating meat from animals when they were most plentiful.

They travelled from place to place in search of the best hunting grounds, living in temporary shelters.

Humans who lived by the sea, rivers or lakes used barbed spears to catch fish and, later, traps to catch eels, crabs and lobsters. Eventually, humans learned to grow their own crops and began to settle in one place. These people became the first farmers.

Weapons

The hunters used different weapons to kill their food.

These could be made from bone, ivory, wood, antlers, stone or flint.

Spear throwers meant that spears could be thrown further and with more force, making it possible to kill or wound an animal from a safer distance.

For spearing fish, hunters would carve barbs into antlers to make a harpoon that would stick in the flesh of the fish.



One big kill could feed a family for months.
Every part of a kill was used.

- The meat was cooked for food or dried to preserve it for eating later.
- They would eat absolutely everything including the blood, feet and brain.
- Bones would be made into tools and weapons.
- Bones could also be smashed so the marrow could be eaten from the inside. Marrow is high in fat and would have been a good energy source.
- Animal hides were made into clothes.
- The fat could be used in lamps.
- Antlers were also made into tools and weapons.



Did you know? Some archaeologists believe that early humans would have cut open the stomach of an animal and eaten their last meal!

