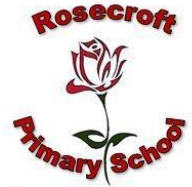




Attleborough Primary School
Besthorpe Road
Attleborough
NR17 2NA
(01953) 453491

The Attleborough and
Rosecroft Primary Federation

Executive Headteacher: Mrs G Long
Chair of Governors: Ms H Branston



Rosecroft Primary School
London Road
Attleborough
NR17 1BE
(01953) 453127

Remote Learning for Each Year Group - 15th and 16th March 2023

We are unable to provide live lessons on the strike days as the vast majority of our teaching staff will not be in school tomorrow.

Therefore we have put together a selection of things that your children could do, with or without a computer. You can select those which are best for your child and your situation. They are not expected to submit their work but may want to share it via email or tapestry or bring it in.

There are general and year group suggestions linked to their current or prior in school learning.

We would ask all children to do at least some of the following, where appropriate:

- Continue with their Tackling Tables practice - this is for Years 3-6. Children know their log ins
- Read your reading books.
- Practise your spellings of the year so far. See if you can improve how many you get right. Look back and see if you can recall all or some from the previous year
- Find a book to read for pleasure, or to share with an adult or read to a brother or sister

In addition to this, there are many things the children can do, whatever year they are in:

- Choose a poem and learn it by heart.
- Share a favourite storybook with an adult and talk about the characters, the plot and answer questions, such as 'Why do you think they behaved like that?' 'What if.....'
- Write a review of a book they have read to share and bring it to put in their class reading corner. This can take any form they wish
- Design a character for a storybook or from a favourite storybook
- Practise some mindfulness ahead of children's mental health week next week. There are some great ideas on BBC bitesize <https://www.bbc.co.uk/bitesize/articles/zjvwkmn>
- Make a fitness circuit in the home or garden and film yourself doing it. Practise it and give ideas about what you are doing and why and how to improve. Share this with your audience!
- Design and make a musical instrument from household items/recycling. Try to play along to your favourite song or make up a song of your own.
- Design a poster to promote kindness and understanding to be displayed in the class
- Write and illustrate a set of instructions for something you enjoy. This could be caring for a pet, making a cake, playing a game.
- Make a timeline of your day. Show the time on an analogue clock and a digital clock if you can. You could take photos with a clock and you doing things eg getting up, having breakfast. You could draw pictures if you would rather or think of another way to record your work.
- Look at BBC bitesize <https://www.bbc.co.uk/bitesize>
- Look at the Oak National Academy <https://www.thenational.academy/>

- Make a factfile about something that interests you. There are some ideas online if you search 'make a factfile primary children'
- Write a biography of someone famous. It could be a scientist, an explorer, an author. Include details such as their date and place of birth, their early life, where they grew up and details about their lives and work. You could draw or put in pictures too.
- Go for a walk with an adult. Try and make a map of where you go with the street names and pictures. Or just make a map of your route to school with pictures, street names etc

Useful web links

- Cosmic Yoga <https://cosmickids.com/>
- BBC Supermovers <https://www.bbc.co.uk/teach/supermovers/ks1-collection/zbr4scw>
- Phonics Little Wandle - For parents - Letters and Sounds (littlewandlelettersandsounds.org.uk)
- Phonics Play <https://www.phonicsplay.co.uk/>
- Phonics Bloom <https://www.phonicsbloom.com/>
- Reading - Oxford Owl <https://www.oxfordowl.co.uk/>
- Handwriting - work through the letters of the alphabet with correct formation. (See attached sheets)
- Maths - White Rose Maths activities [Maths home learning | Home learning | White Rose Maths](#)
- Maths - Download the free 'One Minute Maths' app from White Rose Maths. There are lots of activities within this app that follow the scheme we use within school.
- Fine motor activities <https://www.yourtherapysource.com/fine-motor-activities-free-stuff/> for ideas and free printables.
- Joe Wicks on youtube
- Draw with Rob https://www.youtube.com/channel/UCBpgrJijMpk_pyp9uTbxLdg
- ICT games <https://www.ictgames.com/mobilePage/>

Reception	
	Home Learning
Choose from the activities shown	<ul style="list-style-type: none"> • Can you practise number bonds to 5. Which two numbers added together make 5? Can you draw this or write this as a number sentence? Can you do this using your toys or things you have at home? • Go for a walk around your house or outside with an adult. How many numbers can you find? Can you write them? You could take pictures of them. • How many 3D shapes can you find in your house? Can you name them? • Can you act out Room on the Broom or another story you know well?

- Can you draw your favourite character from a story? Can you label them or write about them using your sounds?
- Play a board game using a dice. Which numbers can you recognise on the dice? Can you take turns nicely? Can you share?
- Find some of your toys. Which is the heaviest? Which is the lightest? Can you order them from heaviest to lightest?

Year 1																																																																																	
Subject	Home Learning																																																																																
English	<p>Can you choose an animal and write a poem where each line starts with a letter from the animal's name eg.</p> <p>Terrifying sharp teeth, I am not going too close, Great roaring beast, Eats other animals, Roars very loudly TIGER</p> <p>Draw a picture of your animal and label it, drawing from your knowledge of body parts.</p> <p>This term you wrote about the visit you had to Africa Alive. Either try to remember what you saw, heard, touched, smelled and learnt or write about a visit to somewhere you have been.</p>																																																																																
Maths	<p>Can you write numbers from 1-20 in numerals and words? What other numbers can you write using what you know? Can you count to 100 forwards and backwards, beginning with these numbers: 63, 79, 85, 94?</p> <p>Can you make your own hundred square?</p> <table border="1"> <tr> <td>1</td><td></td><td></td><td></td><td>5</td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>30</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>48</td><td></td><td></td> </tr> <tr> <td></td><td>52</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td>64</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>79</td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>90</td> </tr> </table>	1				5																									30								48				52												64															79											90
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						97					
Foundation Subjects	<p>PE: Can you think of 6 different movements that you can put together to make a workout sequence. Practise and repeat these movements. You could do star jumps, hopping, crouching, running on the spot and think of some of your own! You could ask an adult to video this for you.</p> <p>Art: Choose one of your favourite animals from Africa Alive and think carefully about their features, for example, tail, number of legs, wings, spots. Draw or paint your favourite animal or make a model using recycling or play-dough. Can you create their habitat too?</p>										

Year 2	
Subject	Home Learning
English	<p>Last week we had some very cold wintery weather. Can you choose a wintery word and write a poem where each line starts with a letter from the word eg.</p> <p>Freezing cold outside, I need my gloves Runny nose, it tickles Outside the road is shiny and sparkly Slipping and sliding on the icy roads Toes numb, I can't wait to get warm. FROST</p> <p>Can you find a winter poem written by a poet; can you learn it? Can you recite it?</p>

- Can you make a picture book about an adventure for a Superhero you like or one you invent? You could write two sentences under each picture. Remember to use your best handwriting, capital letters and full stops.

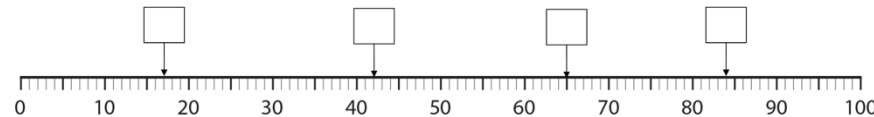
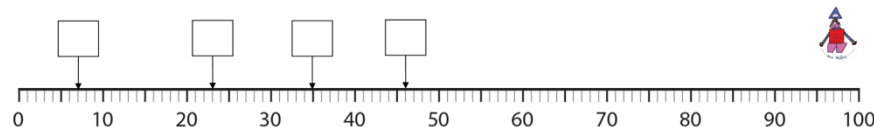
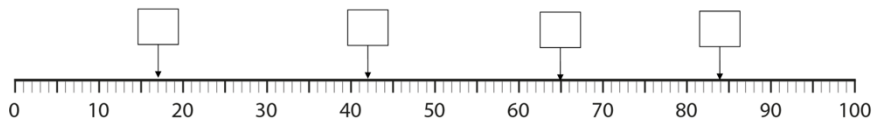
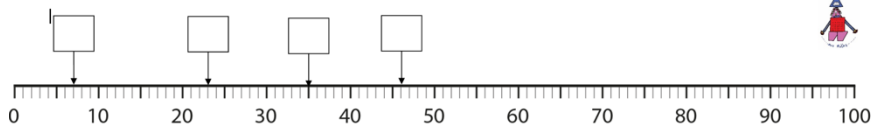
Maths

Last term you were looking at counting 2's. Starting from 2 how far can you count, forwards and backwards?

Starting from 5 how far can you count in 5's, forwards and backwards?

Can you make a number line to help with this?

Can you fill in the missing numbers on this number line?



You looked at partitioning numbers up to 100, recognising the place value of each digit of a two-digit number.

Can you complete the part-whole questions below.

	<table border="0"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>												

<p>Foundation Subjects</p>	<p>PE:</p> <ul style="list-style-type: none"> • Can you think of 6 different movements that you can put together to make a workout sequence. Make sure that you look at different heights eg high and low movements. Can you link them together so they flow like a dance. Can you change the direction or speed of your movements? Practise and repeat these movements. • You could do star jumps, hopping, crouching, running on the spot and think of some of your own! You could ask an adult to video this for you. <p>Art:</p> <p>Think of a Superhero or a character from a book or film. Can you design a shield for them?</p> <p>Think about things that are connected to them or important to them. Think carefully about the colours and why you chose them. You could draw or paint or make a collage.</p>
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Year 3	
Subject	Home Learning
English	Can you design your own mythical creature, thinking about their habitat, characteristics and behaviour. Draw them, label them and write about them. Remember your best handwriting and punctuation.

Maths

In Year 2 you learnt about fractions. You are going to do some more work on fractions in Year 3 soon. Look at the questions below and see if you can solve them.

Can you make up some of your own questions?






Can you make some word problems?

For Example:

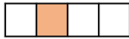
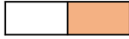
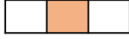
Bob has 32 sweets, he wants to share them with three friends.

How many sweets do they get each?

$\frac{1}{2}$ of 2 =	$\frac{1}{2}$ of 4 =
$\frac{3}{4}$ of 24 =	$\frac{1}{3}$ of 18 =
$\frac{1}{4}$ of 12 =	$\frac{2}{4}$ of 16 =

Shade $\frac{1}{2}$ of this shape 	Shade $\frac{1}{4}$ of this shape 	Shade $\frac{1}{3}$ of this shape 
Shade $\frac{2}{4}$ of this shape 	Shade of $\frac{3}{4}$ this shape 	

Match the fractions with the correct representations.

$\frac{1}{2}$	
$\frac{1}{3}$	
$\frac{1}{4}$	

Here are some cubes.



Whitney takes $\frac{1}{2}$ of the cubes.

How many cubes does Whitney take?

_____ cubes

In Year 2 you learnt how to compare measurements using < and > symbols. Complete the questions below:

6cm 16cm
 |
 1m 1cm
 67cm 76cm
 96m 69m
 1m 100cm
 6m + 18m 27m - 2m
 23cm + 6cm 22cm + 7cm

How tall could the stegosaurus be?

11 cm tall ? cm tall 5 cm tall

11 cm > _____ cm > 5 cm

Measure then order the straws.

cm cm cm cm

Tallest

 Shortest

Order the snakes shortest to longest.

A 12m B 8m
 C 6m D 10m

Shortest Longest

Order the following lengths shortest to longest.

5cm 70cm 41cm 14cm

Shortest Longest

Foundation

Art:



You learnt about Ancient Egypt last term. Create an Egyptian-style picture of an Egyptian pharaoh.

PE:

	<ul style="list-style-type: none"> • Can you think of 10 different shapes that you can put together to make a sequence with controlled movement. Can you find a piece of music that you can put with the movements. Think about how one shape moves into the next to make the movements flow. Make sure that you look at different heights, shapes with controlled movements eg high and low movements. Can you link them together so they flow like a dance. Can you change the direction or speed of your movements? • Practise and perform your sequence.
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Year 4													
Subject	Home Learning												
English	<p>You learnt about Alexander Graham-Bell in the Autumn term. Write a newspaper report about his invention of the telephone or an interview when he first had the idea. Remember to add in all the features of a newspaper report.</p> <p>Include:</p> <ul style="list-style-type: none"> • Inverted commas for direct speech • Expanded noun phrases <p>Draft and write it by composing and rehearsing sentences orally.</p>												
Maths	<p>Last term you learnt about comparing and ordering numbers past 1000. Complete the questions below. Can you make any word problems from the calculations?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">Compare & Order Numbers Beyond 1,000</th> <th style="width: 50%; text-align: left;">Back to Basics</th> </tr> </thead> <tbody> <tr> <td>Write each set of numbers below into order, starting with the smallest:</td> <td>5.) $\begin{array}{r} 252 \\ \hline 6 \end{array}$</td> </tr> <tr> <td>1.) 1116, 1006, 996, 1201, 1050</td> <td>6.) $38 \times 9 =$</td> </tr> <tr> <td>2.) 846, 1001, 935, 864, 900</td> <td>7.) $654 + 272 =$</td> </tr> <tr> <td>3.) 1735, 1699, 1713, 1708, 1742</td> <td>8.) $684 - 493 =$</td> </tr> <tr> <td>4.) 5400, 5378, 5401, 5322, 5555</td> <td></td> </tr> </tbody> </table>	Compare & Order Numbers Beyond 1,000	Back to Basics	Write each set of numbers below into order, starting with the smallest:	5.) $\begin{array}{r} 252 \\ \hline 6 \end{array}$	1.) 1116, 1006, 996, 1201, 1050	6.) $38 \times 9 =$	2.) 846, 1001, 935, 864, 900	7.) $654 + 272 =$	3.) 1735, 1699, 1713, 1708, 1742	8.) $684 - 493 =$	4.) 5400, 5378, 5401, 5322, 5555	
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Compare & Order Numbers Beyond 1,000	Back to Basics
Write each set of numbers below into order, starting with the smallest:	
1.) 854, 900, 765, 696, 1200	5.) $\frac{462}{6} =$
2.) 755, 502, 915, 670, 665	6.) $96 \times 4 =$
3.) 1110, 1200, 1260, 960, 1190	7.) $5,398 + 675 =$
4.) 768, 759, 781, 762, 780	8.) $6,664 - 2,283 =$

You also learnt about counting and identifying multiples of 6, 7, 9 and 25. Can you answer the questions below?

Count and Identify Multiples	Back to Basics
Which value in each box is not a multiple of the number in the circle?	
1.) 7 (35, 70, 18, 63)	5.) $\frac{495}{9}$
2.) 25 (250, 500, 225, 220)	6.) $616 \times 6 =$
3.) 6 (16, 66, 36, 600)	7.) $576 + 992 =$
4.) 9 (54, 39, 99, 9000)	8.) $4,298 - 3,702 =$

Look at the following numbers, can you write down the place value of each digit in the number? We have done the first one for you:
 2363 = 2000 + 300 + 60 + 3
 2363 = 2 thousands, 3 hundreds, 6 tens and 3 ones

- 2635
- 9578
- 1425
- 8162

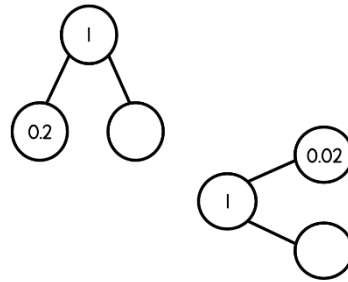
Can you do this for any 5-digit numbers?

Foundation Subjects	PE: <ul style="list-style-type: none"> Can you think of 10 different shapes that you can put together to make a sequence with controlled movement. Can you find a piece of music that you can put with the
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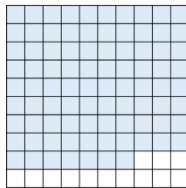
	<p>movements. Think about how one shape moves into the next to make the movements flow. Make sure that you look at different heights, shapes with controlled movements eg high and low movements. Can you link them together so they flow like a dance. Can you change the direction or speed of your movements?</p> <ul style="list-style-type: none"> • Practise and perform your sequence. <p>Art: Look out of your windows, sketch what you see. Can you use shading just using a pencil? Can you make a colour version? How do they differ? You could sketch what you would like to be able to see out of the window. How is this different to what you can see now?</p>
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Year 5	
Subject	Home Learning
English	<p>Persuasive Letters: Write a persuasive letter to Mr Copland explaining something you would like to change in school and why. Remember correct spelling, punctuation and grammar.</p>
Maths	<p>In Year 4 you looked at decimal numbers. Complete the questions below:</p>

2 Complete the part-whole models.



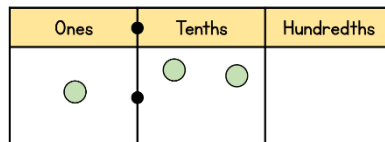
1 The hundred square represents one whole.



How much of the hundred square is shaded?
Give your answer as a fraction.

How much of the hundred square is not shaded?
Give your answer as a decimal.

3 Toby is making 1.42 on the place value grid.



Draw counters to complete Toby's number.



Some children have planted sunflowers and have measured their heights.

Child	Height
Beth	1.23 m
Tony	0.95 m
Rachel	1.02 m
Kate	1.2 m
Faye	99 cm
Emma	0.97 m



Order the children based on the heights of their sunflowers in both ascending and descending order.

In year 4 you looked at money and how to calculate money problems. Answer the following questions:

$$27p + \text{£}1.45 =$$

$$\text{£}10.56 + 25p =$$

$$56p + \text{£}2.67 =$$

$$\text{£}5.98 + 69p =$$

$$\text{£}9.43 - 23p =$$

$$67p - 13p =$$

$$\text{£}26.87 - \text{£}4.98 =$$

$$\text{£}45.61 - 87p =$$

Can you check your answers using the inverse operation?

Can you solve these word problems?

Sally has £5.50 to spend, she wants to buy three pencils at 15p each and a ruler for £1.50. How much change will she get and what coins or notes could she get for the change?

	<p>Bryan has £10 to share with his brothers and sisters. He has two brothers and one sister. How much will they get each? Which coins or notes will he need to share this out? Will it go exactly?</p> <p>Mila gets £2.25 a week for her pocket money. How many weeks will she need to save up to buy a toy that costs £37? Will she have any change left?</p>
Foundation Subject	<p>PE:</p> <ul style="list-style-type: none"> • Can you think of 10 different shapes that you can put together to make a sequence with controlled movement. Can you find a piece of music that you can put with the movements. Think about how one shape moves into the next to make the movements flow. Make sure that you look at different heights, shapes with controlled movements eg high and low movements. Can you link them together so they flow like a dance. Can you change the direction or speed of your movements? • Practise and perform your sequence. <p>Art: Find something in your house and apply all your drawing skills you have learnt about sketching to create a drawing. You could draw some fruit/furniture/a person.</p>

Year 6	
Subject	Home Learning
English	<p>Two weeks ago we celebrated World Book Day. Can you write a comprehensive book review about a book of your choosing. Remember to include:</p> <ul style="list-style-type: none"> • An introduction about the book and the author, you could include other books they have written. • Information about the genre of the book eg is it Historical Fiction? • A summary of the plot. • Details about the main characters. • Main themes of the book • What you think was successful or enjoyable about the book • What you think could have made it better • Who you think that book would appeal to and if you would recommend it. <p>Below is the beginning of a story. Continue it and think about</p>

- Identifying the audience for and the purpose of the writing
- They style of the story you are writing -is it comedy/horror
- How to develop characters and settings using effective language.
- Punctuation, spelling, grammar and handwriting.

She was not sure how she got there. She remembered going to bed but not waking up. Now she was in an unfamiliar place with unfamiliar sights and sounds....

Maths

This term we have been working with fractions. Complete the calculations below:

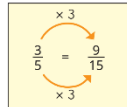
Key learning

- Here are some fractions.



Find the pairs of equivalent fractions.

- Jack uses multiplication to find equivalent fractions.



Use Jack's method to complete the equivalent fractions.

$$\frac{4}{5} = \frac{\square}{20} \quad \frac{4}{5} = \frac{20}{\square} \quad \frac{\square}{7} = \frac{9}{21} \quad \frac{4}{7} = \frac{\square}{21}$$

- Use division to write the fractions in their simplest form.

$$\frac{12}{15} = \frac{4}{\square} \quad \frac{12}{20} = \frac{\square}{5} \quad \frac{16}{24} = \frac{2}{\square}$$

$$\frac{10}{12} = \frac{\square}{\square} \quad \frac{6}{30} = \frac{\square}{\square} \quad \frac{24}{40} = \frac{\square}{\square}$$

Reasoning and problem solving

Tom and Aisha are simplifying an improper fraction.

Tom	Aisha
$\frac{36}{8} = 4\frac{4}{8} = 4\frac{1}{2}$	$\frac{36}{8} = \frac{9}{2} = 4\frac{1}{2}$

various answers

Whose method do you prefer?
Explain your answer.



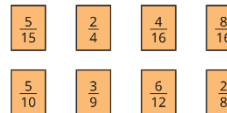
Tiny is simplifying $4\frac{12}{16}$

$$4\frac{12}{16} = 1\frac{3}{4}$$

Explain Tiny's mistake.

Tiny has divided the whole number by 4 instead of just simplifying the fraction.

Here are some fractions.



Which of the fractions:

- simplify to $\frac{1}{2}$
- simplify to $\frac{1}{3}$
- simplify to $\frac{1}{4}$?

What patterns can you see?

What is the relationship between the numerator and the denominator?

Identify three more fractions that could go in each list.

simplifies to $\frac{1}{2}$:
 $\frac{2}{4}, \frac{8}{16}, \frac{5}{10}, \frac{6}{12}$

simplifies to $\frac{1}{3}$:
 $\frac{5}{15}, \frac{3}{9}$

simplifies to $\frac{1}{4}$:
 $\frac{4}{16}, \frac{2}{8}$


multiple possible answers

Can you write some word problems involving fractions.
Here are some recaps for work that you did last term.

It is impossible to measure the mass of a car in grams!

Do you agree with Amir?
Explain your thinking.

Ron's dog is about $\frac{1}{4}$ of the height of the door.
Ron is three times the height of his dog.



Estimate the height of Ron and his dog.

Whitney and Eva are measuring the length of a football pitch.

I am going to measure in metres.

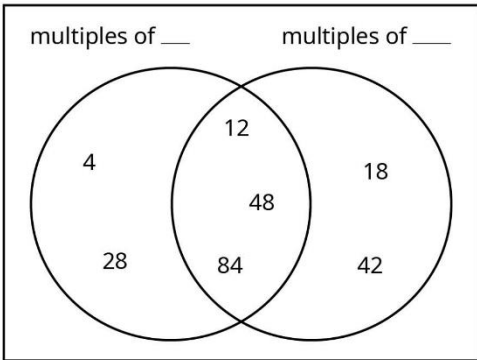
Whitney

I am using kilometres to measure the pitch.

Eva

Which unit of measurement is more appropriate?
Explain your reasoning.

Complete the labels of the sorting diagram.



Write another number in each section.
Find a square number that will go in the middle section.
Compare answers with a partner.

Common multiples

Foundation Subject

- PE:
- Can you think of 10 different shapes that you can put together to make a sequence with controlled movement. Can you find a piece of music that you can put with the movements. Think about how one shape moves into the next to make the movements flow. Make sure that you look at different heights, shapes with controlled movements eg high and low movements. Can you link them together so they flow like a dance. Can you change the direction or speed of your movements?
 - Practise and perform your sequence.

Art: (link to your DT work on bird boxes)
Have a go at drawing birds and their feathers. Think carefully how you can use a pencil to draw a picture of a bird, using shading to give definition.

