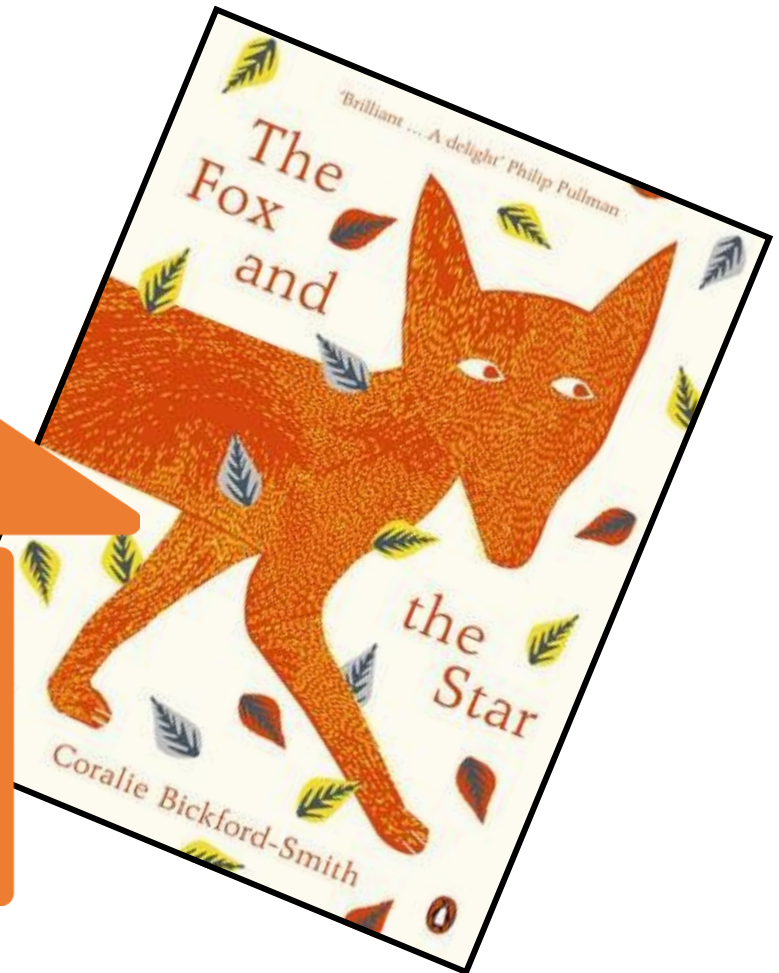




UNIVERSITY OF  
CAMBRIDGE  
PRIMARY SCHOOL

# My Home Learning Pack



Name



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## Learning At Home

Dear children,

This week you are learning from home. In this pack you have all you need for the week of learning. You have...

- A page to record your English learning
- A page to record your maths learning
- A page to develop your art and creative skills
- And a page to reflect on other activities you might have done.

Each day you will have an assembly at 8:45am, which you can dial into through Microsoft Teams. Your teachers in your Year group have recorded an English lesson everyday, a maths lesson for Monday to Thursday. Friday's maths lesson will be from the online Oak Academy.







### 5 Golden Agreements for home learning

Golden Agreements	Golden Agreements for home learning
1) Be kind helpful and gentle.	1) Be Kind to your grown-ups, be kind to your brothers and sisters.
2) Be respectful	2) Listen to your grown-ups, teachers online and your parents at home. Behave brilliantly.
3) Be honest	3) Be trustworthy in completing your learning each day.
4) Be safe	4) Follow e-safety rules. Be safe when outside and visiting parks. Wash your hands regularly
5) Be courageous	5) Try your best, learn brilliantly. Try to finish your learning by yourself



# Timetable

Below is a **timetable** for your day. This is the minimum expectation. You may want to do more learning on some days; if this is so, you can access your online learning apps (see page 27) or choose other options from page 31.

Time	Activity	Resources	Length (Approx)	Who at home?
8:45am	Whole school Assembly		15 minutes	You will need an adult to set up
Morning	Year Group Online <b>English</b> lesson		15 minutes	You may need an adult to set up
Morning	Activity booklet - <b>English</b> lesson of the day		40 minutes	Try to complete by yourself
Morning	Year Group Online <b>Maths</b> lesson		15 minutes	You may need an adult to set up
Morning	Activity booklet - <b>Maths</b> lesson of the day		40 minutes	Try to complete by yourself
Afternoon	Activity booklet— <b>Art&amp;Topic</b> lesson of the day		45 minutes	Complete by yourself
Afternoon	Check in with your teacher/ Well being activity	You will be sent information for a daily meet-up via Teams	20 minutes 40 mins	



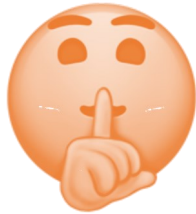
Some of your learning tasks can be sent to your teacher. This will be done through Microsoft teams. You will need help from a grown-up for this. They will need to take a picture of your learning and send it to your class Teams account. Your teacher is looking forward to seeing your hard work.



## Golden Tips for Learning at Home



1. Sit at a table



2. Find a quiet space



3. Switch TV and tablets off



4. Have your pens, pencils and resources ready.



5. Try your best and do as much as you can by yourself.



6. Keep to the timetable



## **I Wander'd Lonely As A Cloud**

*William Wordsworth*

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced; but they  
Out-did the sparkling waves in glee:  
A poet could not but be gay,  
In such a jocund company:  
I gazed--and gazed--but little thought  
What wealth the show to me had brought:

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

Identify new, difficult or interesting vocabulary and create personal dictionary entries:

What is the mood of the poem?

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What are the key images created in your mind as you read?

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How does the poem make you feel? \_\_\_\_\_

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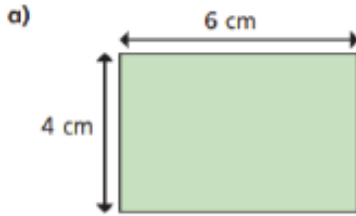
**MPI: revising area and perimeter**



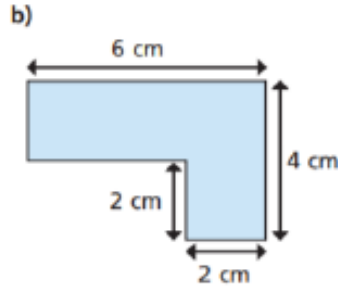
Hot



Work out the areas and perimeters of the shapes.

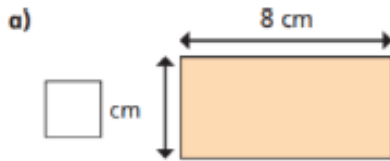


perimeter =  cm  
area =  cm<sup>2</sup>

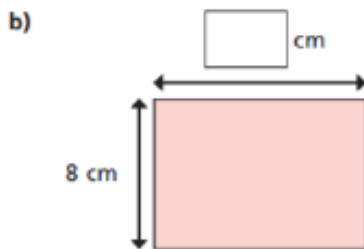


perimeter =  cm  
area =  cm<sup>2</sup>

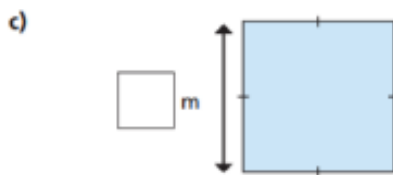
Work out the missing values.



area = 32 cm<sup>2</sup>  
perimeter =  cm



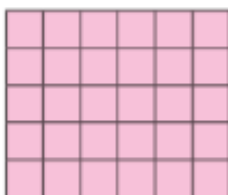
area =  cm<sup>2</sup>  
perimeter = 40 cm



area =  m<sup>2</sup>  
perimeter = 36 m

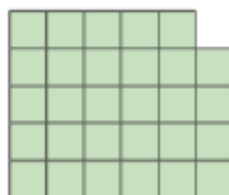
Work out the areas and perimeters of the shapes.

Shape A



area =  cm<sup>2</sup>  
perimeter =  cm

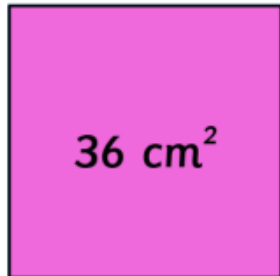
Shape B



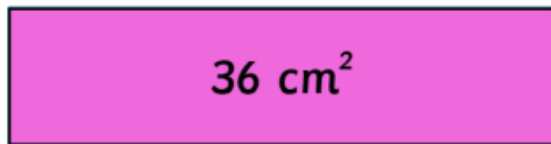
area =  cm<sup>2</sup>  
perimeter =  cm

**MPI: revising area and perimeter**

Dean has a square garden with a perimeter of 32 metres. He decides to use a square piece of the garden for a parking space. The perimeter of the garden stays the same, but its area is \_\_\_\_\_ m<sup>2</sup> smaller.

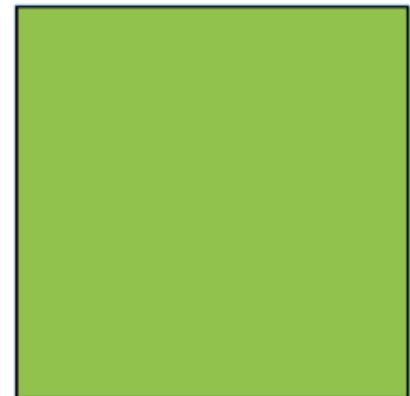
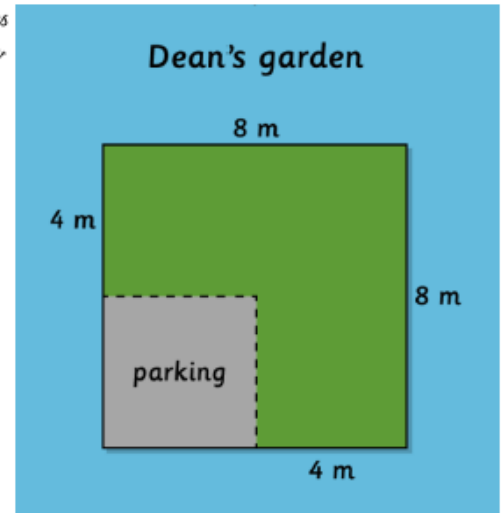
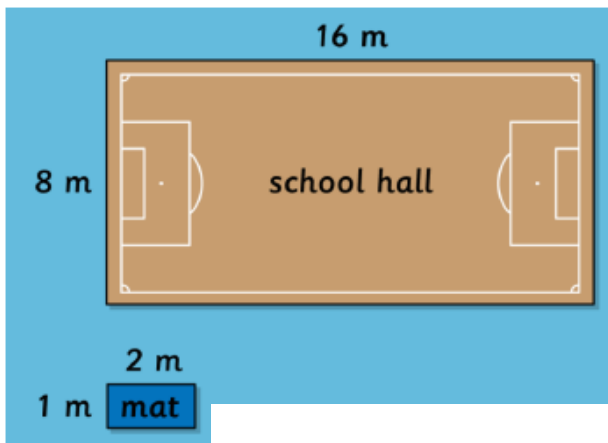


The square and rectangle each have an area of 36 square centimetres (cm<sup>2</sup>). The length of the rectangle is twice the length of the square. What is the perimeter of the rectangle?



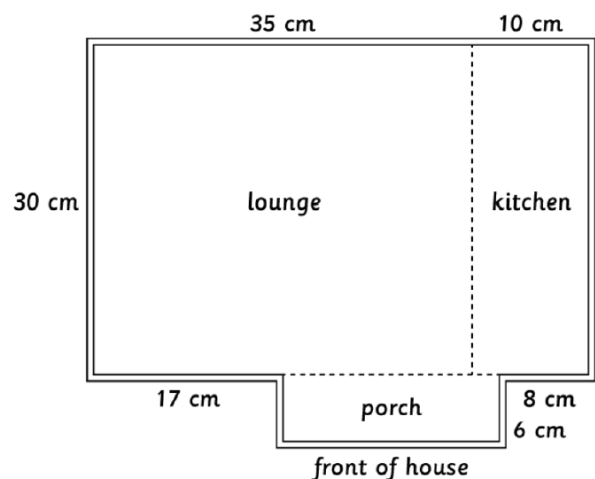
A square has an area of 64 cm<sup>2</sup>. Asha says that the perimeter of the square is 40 centimetres, but Thomas says that the perimeter of the square is 32 centimetres. Who is correct? Explain your answer.

The school hall is used for PE lessons. How many mats laid next to each other will fill the hall floor?



area = 64 cm<sup>2</sup>




Belle's mum is making her a dolls house. In square centimetres (cm<sup>2</sup>), what is the area of the piece of wood that she needs for the floor of the house?









Choice 1	Choice 2	Choice 3
 <p>Go for a nature walk and write down all the different types of wildlife you can see.</p>	 <p>Find a cosy place somewhere and read a book</p>	 <p>Play a board game</p>

### Review

**What option did you choose?**

**What did you see/read/play?**

**Fun score out of 10....**

**What was your favourite part?**







**MPI: Developing vocabulary about nature, stars and skies.**


Link for The Fox and the Star: <https://www.youtube.com/watch?v=HrxED9Ze9Fo>

**What can you see?** 

twinkling stars

**What can you hear?** 

**What can you smell?** 

**What can you touch?** 

long, wavy grass

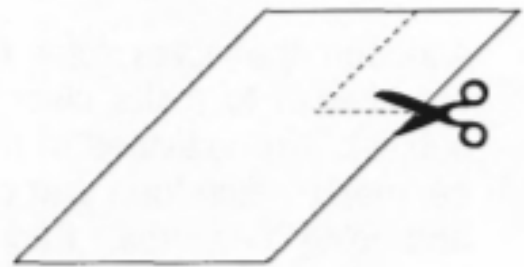


## MPI: Planning and recording (journaling) an investigation

You will need: a supply of scrap paper;  
scissors;  
a ruler.

Measure the perimeter of a piece of scrap paper.

Cut a rectangle out of one corner.  
Measure the perimeter of the  
piece you are left with.



What do you notice?

Cut another piece from the scrap  
paper and still keep the perimeter  
the same. . . .

. . . . and another  
. . . . and another.



What happens to the area of the paper?

How small can you make your piece of paper, keeping  
the perimeter unchanged?

Investigate cuts that make the perimeter. . . .




. . . . larger  
. . . . smaller.

Can you make cuts that leave the perimeter unchanged  
starting from:

a right-angled triangle;  
an isosceles triangle?





Choice 1	Choice 2	Choice 3
 <p>Create a dance routine to a song you like. Perform to someone in your house.</p>	 <p>Find a cosy place somewhere and read a book</p>	 <p>Go outside, find a safe space and close your eyes. Write down all the sounds you can hear.</p>

### Review

**What option did you choose?**

**What song / book / or quiet place did you choose?**

**Fun score out of 10...**

**What was your favourite part?**





**MPI: using poetic techniques (preparing ideas for your poem)**

Remember you can use your ideas from Monday and Tuesday to help get you started.

**Similes and metaphors**

Example:

Metaphor: Snow is a white blanket

Simile: Moss as slippery as snail slime

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**Alliteration, sibilance and assonance**

Examples:

Alliteration: Dewdrops danced during dawn

Sibilance: The sea shells scuttled on the sea shore

Assonance: Going slowly along the flowing stream

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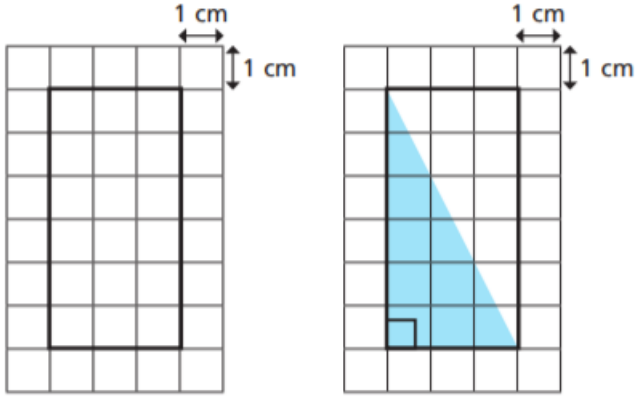
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**MPI: finding the area of a triangle**

1) a) Calculate the area of the rectangle and the triangle.

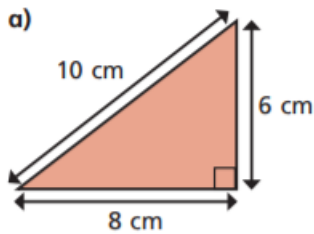


area =  cm<sup>2</sup>

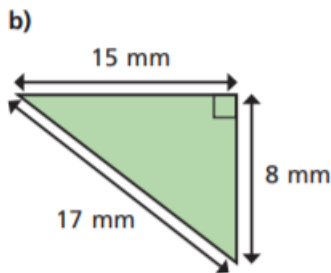
area =  cm<sup>2</sup>

b) Explain how you worked out the area of the right-angled triangle.

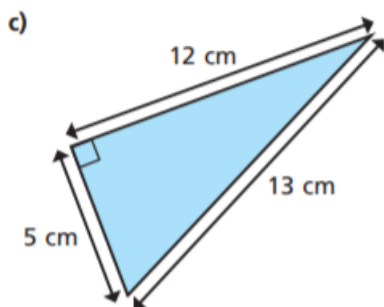
3) Insert the correct numbers into the formula to calculate the area of the triangle.



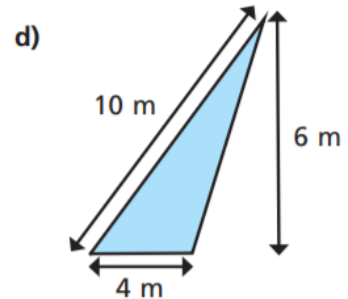
$$\frac{1}{2} \times \square \times \square = \square \text{ cm}^2$$



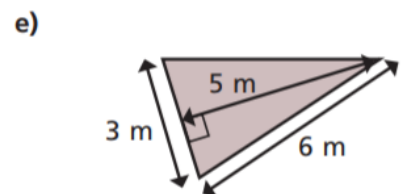
$$\frac{1}{2} \times \square \times \square = \square \text{ mm}^2$$



$$\frac{1}{2} \times \square \times \square = \square \text{ cm}^2$$



area =  m<sup>2</sup>

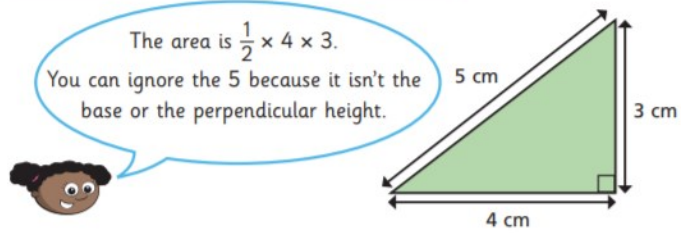


area =  m<sup>2</sup>

2)

Whitney is calculating the area of the triangle using the formula.

$$\text{Area} = \frac{1}{2} \times \text{base} \times \text{perpendicular height}$$






Do you agree with Whitney? \_\_\_\_\_







Choice 1	Choice 2	Choice 3
 <p>Go on an autumn leaf hunt. How many different types / colours of leaves can you find?</p>	 <p>Find a cosy place somewhere and read a book</p>	 <p>Practise a new sport skill. Such as..</p> <ul style="list-style-type: none"> <li>Catching</li> <li>Bouncing</li> <li>Press-ups</li> <li>Balancing</li> </ul>

### Review

**What option did you choose?**

**What did you collect / read / or practise?**

**Fun score out of 10...**

**What was your favourite part?**





**MPI: Writing poetry using poetic devices**

The writing area is a large rectangle with a light blue background. It contains several horizontal blue lines for writing. The background features a night sky with white stars and a large, glowing yellow crescent moon. In the bottom left corner, there is a faint illustration of a dark grey house with a chimney and a lit window, surrounded by dark green trees. A thin black line is drawn across the top of the writing area, just below the title.



## MPI: Investigating 2D to 3D shape.



### Make a Jackson cube!

Go to <https://wild.maths.org/jackson-cube> for information about this task.

You will need:

6 X square 6 by 6 inch pieces of scrap paper.

Your task:

Without using any glue, scissors or sellotape (using the paper only!) can you turn your 6 2d squares into the faces of a 3d cube?



Find the **perimeter** of each 2D face of your Jackson Cube. Imagine an ant walking along the edges of each face. How far would he have walked?


Use the length X width formula to calculate the **area** of each face.



Find the **volume** of the cube by using the formula length X width X height. In other words, multiply the area of one face by the height of the cube.





Choice 1	Choice 2	Choice 3
<p>Go for a nature walk and write down all the different types of wildlife you can see.</p>	 <p>Find a cosy place somewhere and read a book</p>	<p>Play a board game</p>

### Review

**What option did you choose?**

**What did you see/read/play?**

**Fun score out of 10...**

**What was your favourite part?**





## **MPI: Performing poetry**

### Task 1: Editing and Improving

Look at your poem you wrote yesterday. Check for...

- Spelling
- Capital Letters, Full stops and commas.

Would you like to edit and change anything? Can you add in some more description?

### Task 2

Perform your poem to someone else. This could be to someone in your house, or to a family member via an online video call. Ask them to write you a review below!

Now playing...  
Sonnet 29

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**MPI:**





## Your Online Passwords

### Reading



Web address: [www.activelearnprimary.co.uk/login](http://www.activelearnprimary.co.uk/login)

Username:

Password:

### Maths



Web address: <https://login.mathletics.com/>

Username:

Password:

### Computing



Web address: [www.purplemash.com/login/](http://www.purplemash.com/login/)

Username:

Password: