**Kingfishers Home Learning- Maths**

Number/ Place Value (Place value of numbers up to 3 digits)

<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>

<https://www.topmarks.co.uk/place-value/place-value-charts>

Arithmetic (Addition/ subtraction of 3 digit numbers, multiplication of 2 digit numbers by 1 digit numbers e.g. 24x3, division of 2 digit numbers by 1 digit numbers e.g. 63÷3)

<https://www.topmarks.co.uk/maths-games/subtraction-grids>

<https://mathsframe.co.uk/en/resources/category/9/addition-and-subtraction>

<http://www.snappymaths.com/year3/y3addsub/y3addsub2.htm>

<http://www.snappymaths.com/multdiv/1234510xtab/1234510xtab.htm>

Time (Telling the time to the nearest minute on a 12 hour and 24 hour clock)

<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>

[https://mathsframe.co.uk/en/resources/resource/118/adding\_time\_word\_problems#](https://mathsframe.co.uk/en/resources/resource/118/adding_time_word_problems)

[https://mathsframe.co.uk/en/resources/resource/119/find\_the\_start\_time#](https://mathsframe.co.uk/en/resources/resource/119/find_the_start_time)

<http://www.snappymaths.com/other/measuring/time/time.htm>

Measurement (length, weight, capacity)

<https://www.teacherled.com/2015/02/04/reading-scales-mass/>

Fractions (adding fractions with same denominators e.g. 1/4+2/4, finding fractions of amounts e.g. ¾ of 44.

<https://phet.colorado.edu/sims/html/fractions-intro/latest/fractions-intro_en.html>

[http://www.scootle.edu.au/ec/viewing/L2801/L2801/index.html#](http://www.scootle.edu.au/ec/viewing/L2801/L2801/index.html)

<http://resources.hwb.wales.gov.uk/VTC/ngfl/ngfl-flash/fractions/fractions.html>

<http://www.snappymaths.com/counting/fractions/fractions.htm>

Other websites:

<https://ttrockstars.com/>

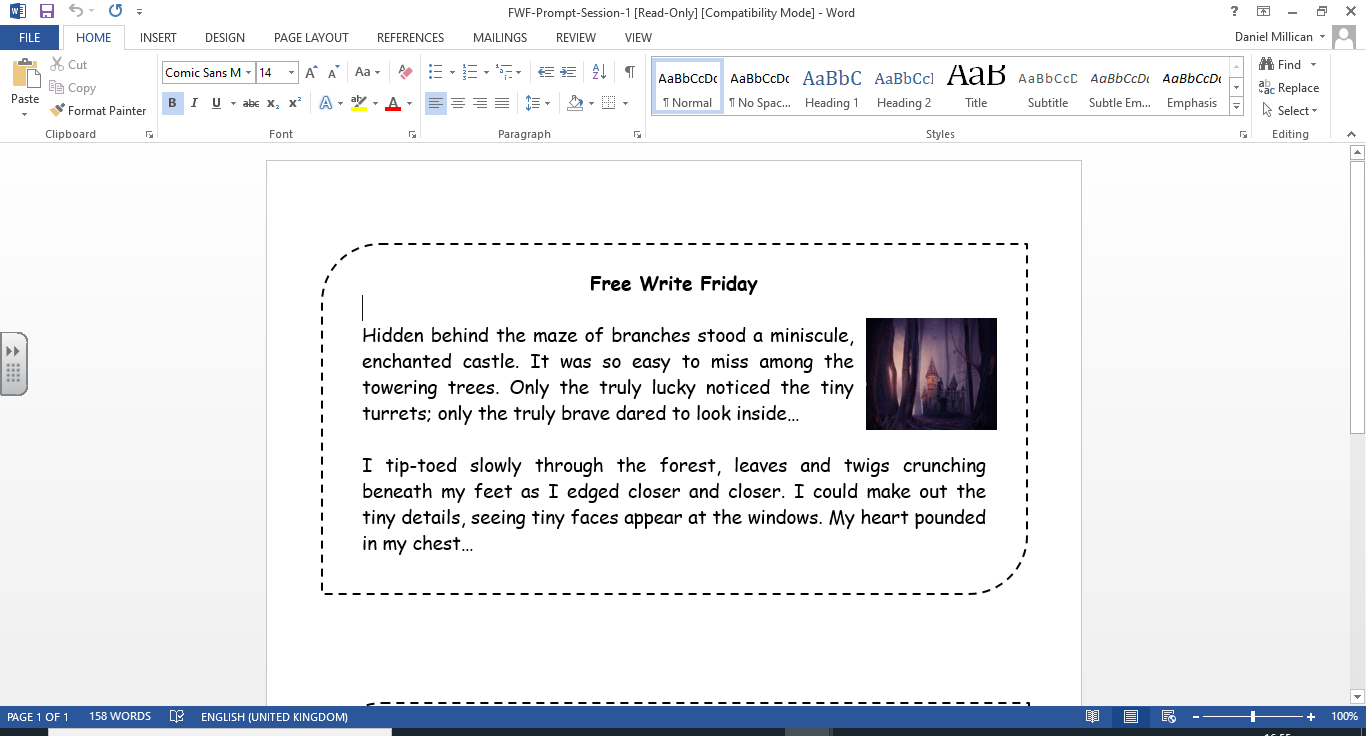
<https://www.mymaths.co.uk/>

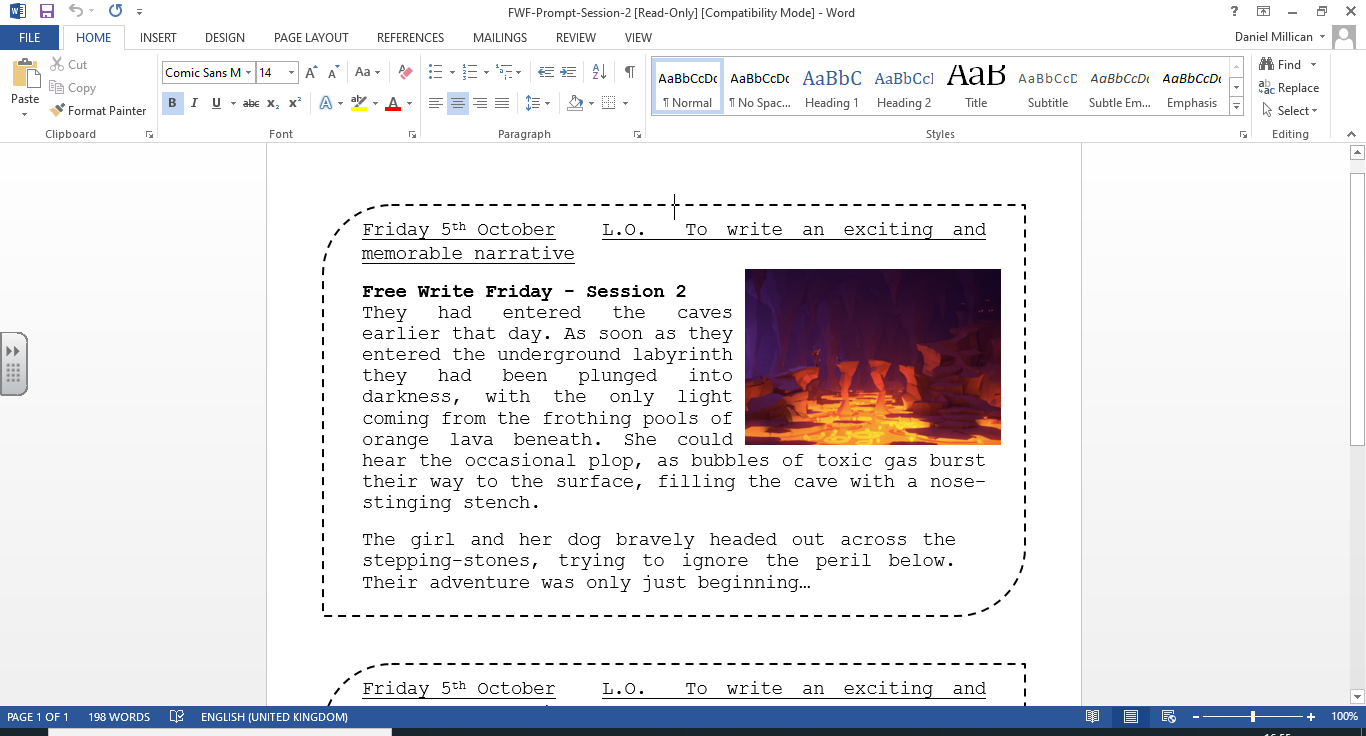
<https://www.lbq.org/Search/Mathematics>  
<https://www.educationquizzes.com/ks2/maths/>

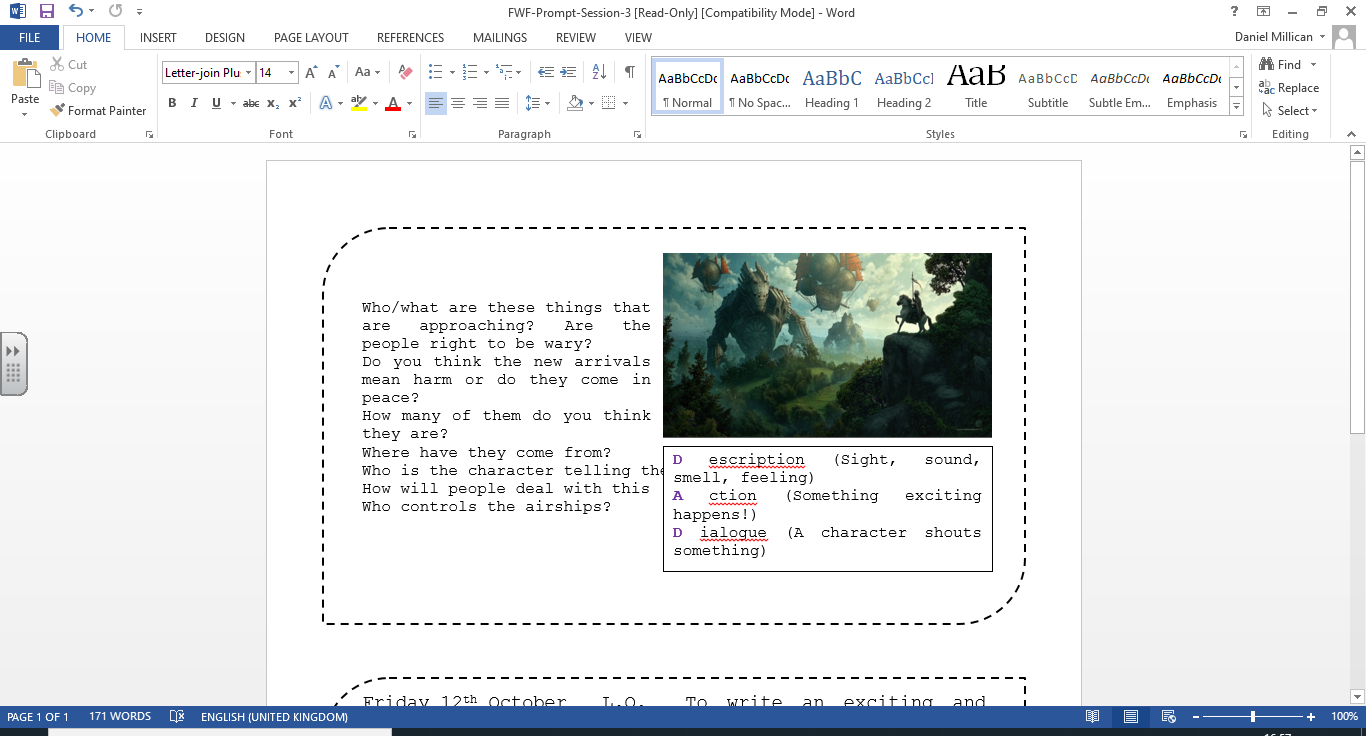
**Kingfishers Home Learning- English**

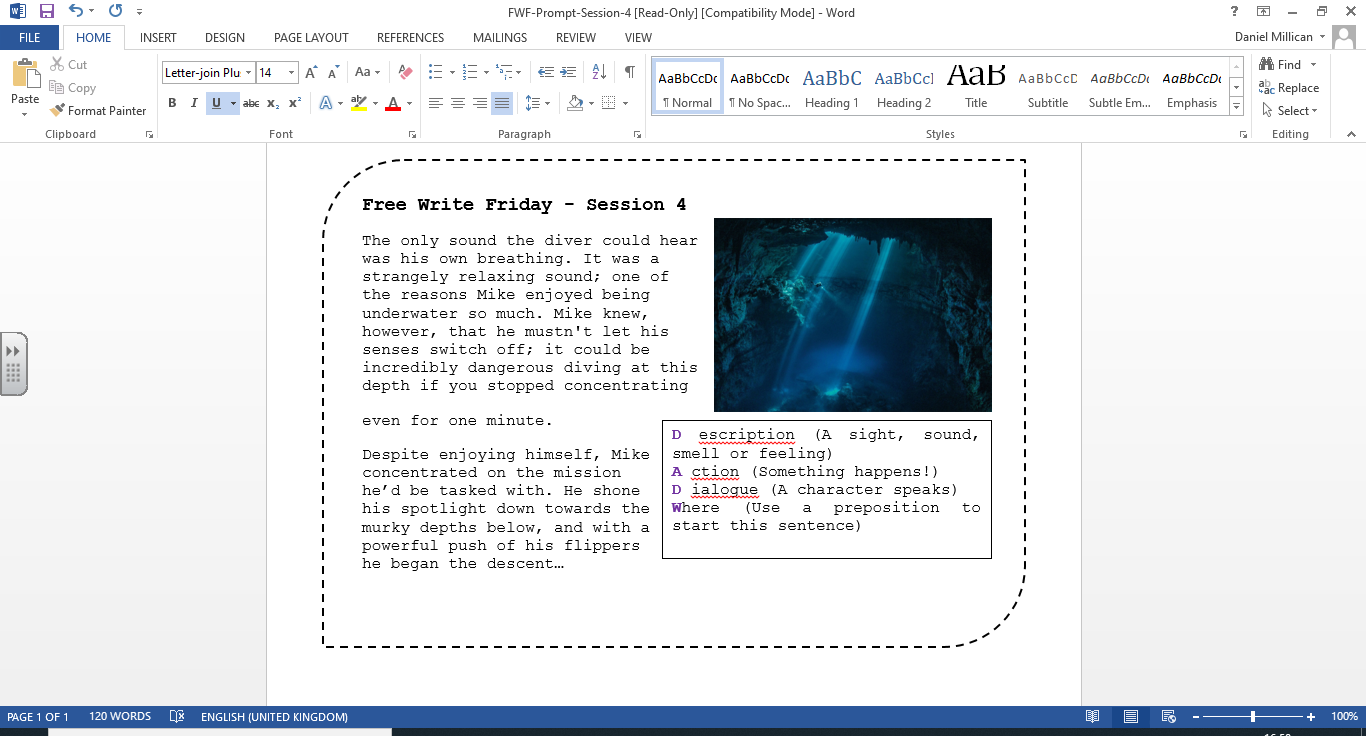
We have been looking at the following SPAG in our English lessons and including them in our writing.

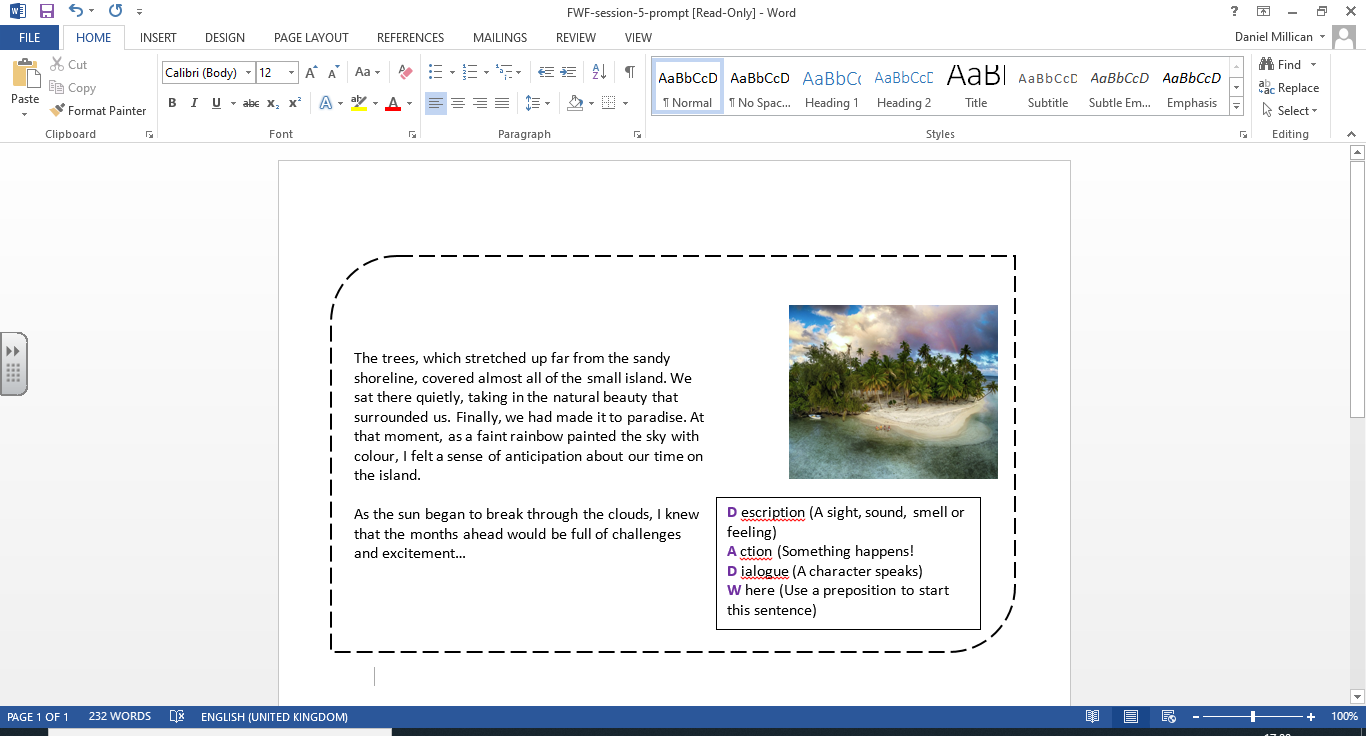
|  |  |
| --- | --- |
| Complex Sentence | Formed by joining a main clause with a subordinate clause using a subordinating conjunction. They can also be called multi-clause sentences. The main clause can stand alone but the subordinate or dependent clause cannot. For example, ‘I burned dinner when I was on the phone’. |
| Direct Speech | A sentence where the exact words spoken are represented, and shown in speech marks (also known as inverted commas). (“Tidy your room, please,” said Mum). |
| Main Clause | The leading clause in a sentence which indicates the main subject and action of the sentence. It stands alone without any additional clauses. For example, ‘Even though the weather is bad, I will still go for a walk’ |
| Paragraph | A distinct section of a piece of writing, which usually has a single theme. It is indicated by starting a new line or indenting the start of the first sentence. |
| Preposition | A linking word in a sentence, used to show where things are in time or space. For example, ‘under’, ‘after’, ‘next’, ‘behind’ |
| Inverted Commas | Punctuation marks used to demarcate direct speech in a sentence. See also inverted commas. |
| Subordinating Clause | A clause that cannot stand alone as a complete sentence, but is linked to a main clause using a subordinating conjunction. It does not express a complete thought, and if read on its own it requires additional information. For example, ‘I take my dog to the park every day, even though sometimes it is raining’. Subordinate clauses contain a subject noun and a verb. |
| Root Word | A basic word with no prefix or suffix added to it. Adding prefixes and suffixes can change the meaning of a root word. |
| Fronted Adverbial | Adverbials are used to explain how, where or when something happened; they are like adverbs made up of more than one word. Fronted adverbials appear at the start and require a comma after them |











Other websites:

<https://www.lbq.org/Search/English>

<https://www.educationquizzes.com/ks2/english/>

<https://www.everyschool.co.uk/english-key-stage-2-comprehension-2.html>

**Kingfishers Home Learning- General**

History (Stone Age to Iron Age)

-Research an animal from this period and design a poster/ leaflet/ PowerPoint on them

-Create some more Stone Age style cave paintings

-Create a Stone Age dwelling

French (Body parts, colours, greetings, numbers to 20)

-<https://www.youtube.com/watch?v=v_jYfjFs7Pg> (body parts)

-<https://www.youtube.com/watch?v=acvUtipaC5Y> (colours)

-Can you tell someone the following things: Hello, my name is, I am \_ years old, what you like/ love, what you dislike/ hate?

Physical Education

<https://www.youtube.com/watch?v=d3LPrhI0v-w>

<https://www.youtube.com/watch?v=gCzgc_RelBA>

Computing

<https://scratch.mit.edu/> (Get your character to move, say things, interact with other characters)

<http://www.zimmertwins.com/movie/starters> (Make a movie)

-Create a report on a word document about a famous artist

Science

-Go on a plant hunt. What common plants can you see in your garden or park? Can you draw or paint a picture of them? Do a little research and find out what they are called (daffodil, daisy, tulips etc). Label the parts of the plant (stem, leaves, petals etc). Can you recall the functions of these different parts. Can you find out some funfacts about a particular plants. What different varieties are there? Do they grow from a seed or a bulb? How long do they take to grow? Make a poster to demonstrate all your research and understanding. You could include your drawing or print off pictures from the internet.

-A great website to assist in this activity: https://naturedetectives.woodlandtrust.org.uk/naturedetectives/

Art

-We have been working on print making skills. Perhaps you could play around with different household items to make different patterns and marks (potatoes, lego bricks, bottle tops, lollipop sticks etc). Try a variety of patterns and colours. You could do one layer in one colour and then add in another colour once the first layer has dried. Keep it simple and create a variety of patterns and layouts.

Comprehension

<https://www.twinkl.co.uk/resource/t2-e-3760-lks2-reading-comprehensions-bumper-resource-pack>

Spelling

-Attached to this letter, please find a copy of a list of words that your child has been working on.