

Monday 18th May 2020



Hi Andes

Helllllo everyone, I hope you're well and of course.....working hard!!!

This week I have been doing school work - check out the class story!! Also been looking at my subject at school, which is computing. Looking at ideas and ways to improve computing in school for all you guys. Then of course gardening, (I always avoided gardening before) but it is actually pretty good. ☺

If we were in school this week I would have treated you musically to some classic soul of 'Smokey Robinson' (tracks of my tears is a proper tuuuuunel!) and 'The Supremes'.

I have also been spinning some 'Cinematic orchestra' and 'Rudimental'

Look after yourself and your families.

MR T x

Hola Amigos! As you can all tell I've been busy practising my Spanish this week. It was lovely to walk around the streets of Ferndale on VE Day and see many of you in your front gardens with your families.

Keep safe, keep smiling.

Mrs Uzzell.

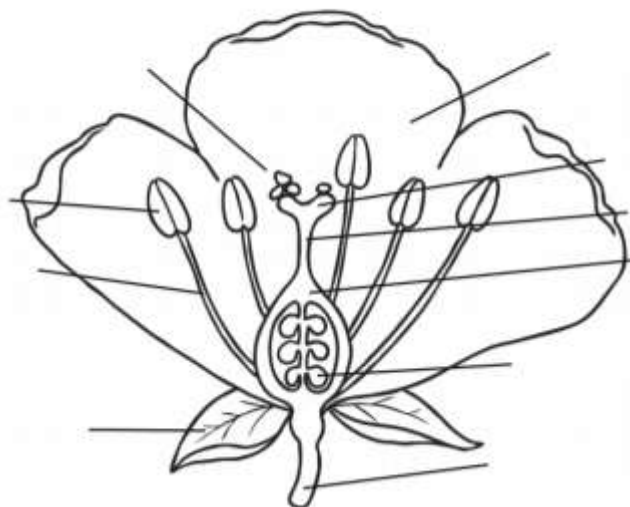
Here's this week's challenge. Remember to email however you choose to present it to Miss Horrobin at head@ferndale.swindon.sch.uk Don't forget to put the subject for your email as Andes and also include your first name, as Miss Horrobin will then forward it onto me.

Science challenge

Spring is here and everything is growing again! What different plants or flowers have you noticed growing? Have you looked closely at them? You would have learnt what plants need in order to survive and grow. Can you remember what they are? You might like to watch this clip <https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zxxsyrd> to see if you were correct.

In science, we would have been closely examining flowers in order to identify the different parts of them and discover the important jobs each part does to help the plant grow and survive. Your challenge this week is to do some research to identify the different parts of a flower. You could use the diagram below, or you may like to draw your own. Then, can you discover what job (function) each part of the flower has e.g. the roots anchor the plant to the ground and search for water which it needs to help it grow.

Parts of a Flower

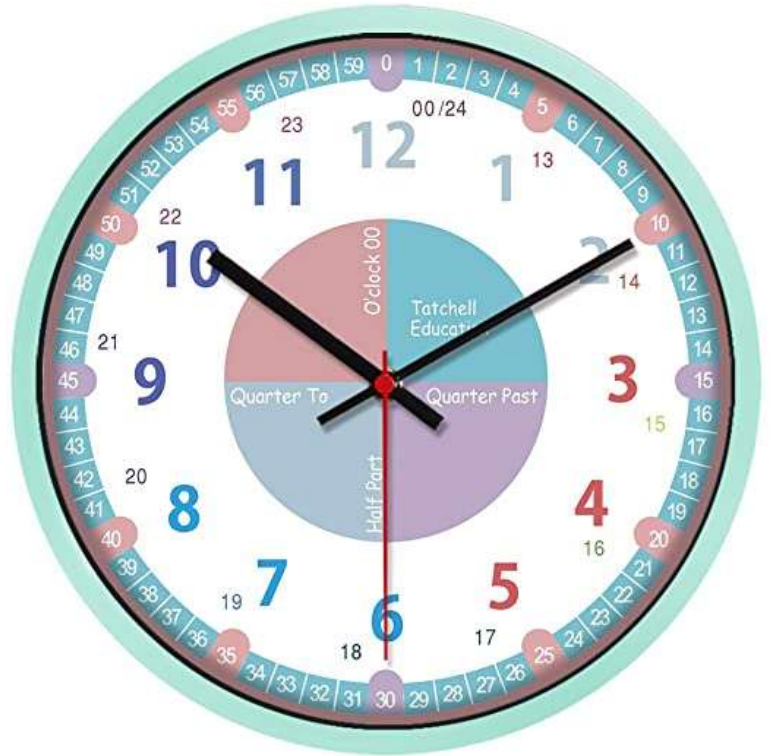


<https://www.science-sparks.com/dissecting-flowers-and-more-plant-experiments/> You may want to look at this website as it shows how you could carefully separate a flower to help identify the different parts of it. Make sure you check with your adult and get permission first though and be careful if you're going to use a lily because their pollen can stain.

Maths

This week, we would have been looking at time. It is important you can read the time on both an analogue and digital clock, know how to read the time using a 24-hour clock, can convert between units of time and can solve problems involving time intervals and reading time tables.

If you would like to complete any activities based around time, you could look at some of these activities/websites below.



<https://www.twinkl.co.uk/resource/t-n-5481-make-a-clock-face-activity>

<https://www.twinkl.co.uk/resource/t2-m-2611-tell-the-time-differentiated-activity-sheets-maths-resource-pack>

<https://www.twinkl.co.uk/resource/t2-m-4530-read-write-and-convert-time-between-analogue-and-digital-clocks-differentiated-activity-sheets>

<https://www.twinkl.co.uk/resource/t2-m-217-converting-time-worksheet>

<https://www.twinkl.co.uk/resource/t2-m-4220-timed-events-problems-differentiated-activity-sheets>

<http://www.primaryresources.co.uk/maths/mathsE2.htm>

You could also practise telling the time from clocks around your house and thinking about what that would be on an analogue/digital clock, create your own timetable of your day and then work out how long each activity took using the start and end times. You could even make your own clock to help you practise!



Telling the time can be tricky, but it's an important life skill and to keep practising will show good resilience. Have breaks if you need to but try to keep coming back- you can do this!

English



In English, we would have been practising describing a setting and building our vocabulary. Remember in class, when we do something without showing our partner and then we share it with them and they have to guess what it is? You could do that here! Pick one of the pictures above which show a rainforest setting and then write a description of it. Can your 'partner' guess which one you're describing? Be really clear with your descriptions and the placement of objects in the picture- you could even challenge them to draw the setting from your description and then see how close their drawing is to the picture you've selected to describe!

Here are some things you could think about in your description writing:

-think about your senses- what can you see, but also what might you smell, hear and touch.

-your vocabulary- you were becoming pros with your descriptive language. Try to include plenty of adjectives, extended noun phrases and adverbs e.g. wispy beams of sunlight cascaded peacefully through the dense canopy illuminating the still, mirror-like pond which was nestled amongst the leafy forest floor. ***Challenge- can you include similes, metaphors or personification?**

-your openers- remember I SPACE (-ing, similes, metaphors, relative clauses, with, action, prepositions- where something is- adverbs, conjunctions and -ed words) try to use a wide variety of these and don't forget that punctuation after!

If you do this activity, let me know how you get on as I'd love to see it. As you guys are fantastic with vocab and sentence structures!! ☺