

# Bedmond Academy

## Home Learning

### Week 1

### Challenge 2

Some of the resources used on this document are from Twinkl.



## People of the Rainforest

We stumbled on them much by chance – spotting a young girl, no older than four, through the clearing in the trees. She merely wore a skirt made from reeds and leaves, and a simple cloth headband to keep the hair from her eyes. We watched as she toddled towards the river – unsteady on her feet, but far steadier than we were. It was clear that she knew this rainforest well.

In the river stood a man with a bow and arrow made from forest vines. He stood, knee-high in the flowing torrents, aiming towards the water as silently as a cheetah stalking its prey. With no hesitation, he let the arrow fly and, from beneath the water, he retrieved a humongous tilapia. He passed it to the little girl, who scurried away amongst the trees.



### Guided Reading

Activity One: Please read this text and answer the questions below in full sentences.

1. What two things was the girl wearing?
2. 'He stood, knee-high in the flowing torrents...' What do you think torrents means in the sentence?
3. What do you think a 'tilapia' is? Give a reason for your answer.
4. How do you think the girl's clothing compares to that of the explores?

Activity Two: Please look at the image and answer the questions below in full sentences.

1. What is that place?
2. Is it a miniature village inside an ordinary-sized bottle, or an ordinary-sized village inside a giant bottle?
3. Has it always been inside the bottle?
4. Where is it drifting away from/to?



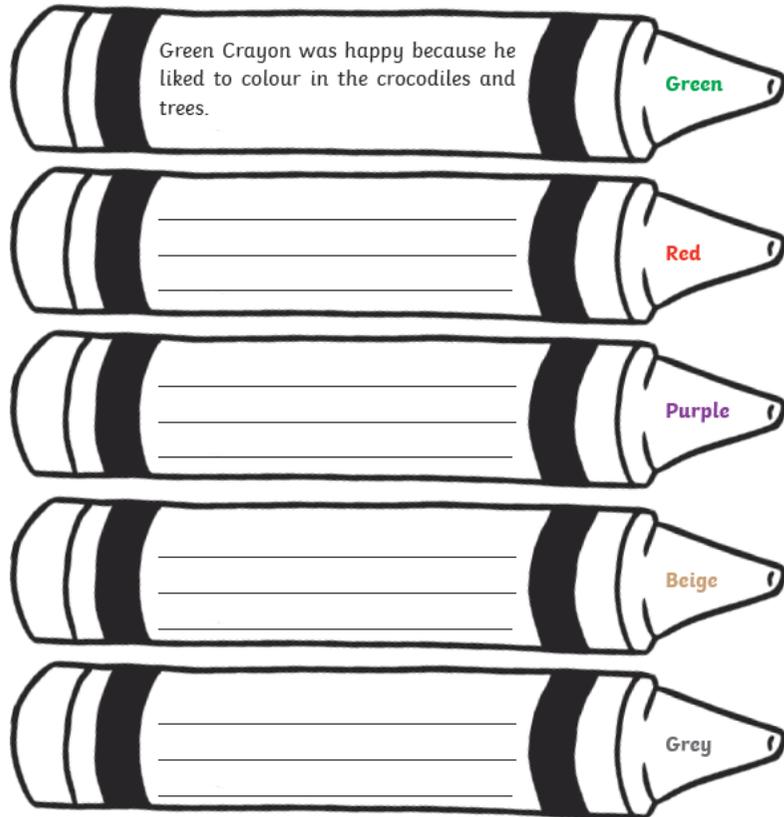
Remember to carry on reading every day, as we would do in school

## English

This week we will focus on *The Day the Crayons Quit* by Drew Daywalt. This link will take you to an exciting video of someone reading the book in a range of accents. <https://youtu.be/489micE6eHU>



**Activity One:** Can you summarise how each crayon was feeling throughout the book? Be sure to explain why each crayon was feeling the way they were. Green has been done as an example, it may help to re listen to the story and pause after each crayon.



**Activity Two:** Let's focus on one letter. Pause the video on orange crayons letter pg 19. Can you answer these questions in full sentences?

1. How does Orange Crayon describe Yellow Crayon in the first two sentences?
2. Why is 'BOTH' written in capital letters?
3. What is the joke the author is making at the end of Orange Crayon's letter?

**Activity Three:** There is a new crayon to this book! Glow in the dark crayon. Can you write a letter to Duncan from glow in the dark crayon? If you are stuck remember we have read a letter from this crayon in the sequel book, *The Day the Crayons Came Home*. Try to be imaginative and come up with your own reason for him to be writing to Duncan, what is this crayons problem and how does he want Duncan to help?

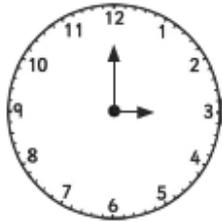


**Challenge X:** Can you create your own crayon character out of cardboard tubes and coloured paper. Create a fact file about this new crayon, what colour is it? Who is it friends with? What are their favourite things to colour? How is it feeling towards Duncan?

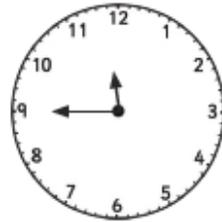
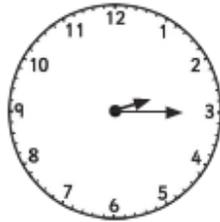
## Maths

This week let's focus on telling the time.

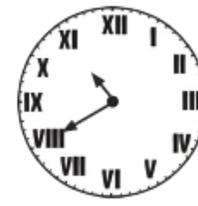
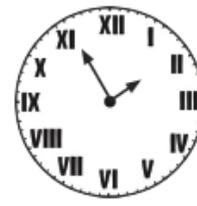
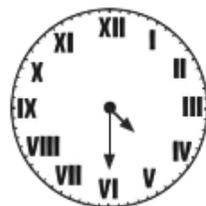
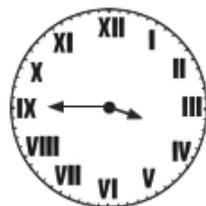
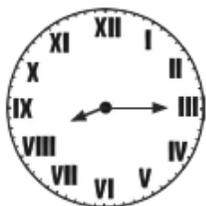
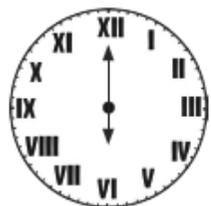
Activity One: Can you practise telling the time to the nearest 5 minutes. Remember the small hand tells us the hours and the big hand tells us the minutes.



3 o'clock



Activity Two: These clock faces have roman numerals on instead of numbers. Can you see if you can tell the time using these clocks faces.



## Challenge X

Can you answer these word problems? Use a clock face to help to work it out.

1. I started cooking my lunch 1:05 pm it took 20 minutes for it to cook in the oven. What time was my lunch ready?
2. I got on the bus at 4:25pm and the journey lasted 30 minutes. What time did I arrive at my destination?
3. I arrived at the cinema at 8:55 pm, but the film started at 8:40pm. How many minutes of the film have I missed?

Activity Three: Practise your Times Tables using the simulator:

<https://collins.co.uk/pages/primary-mathematics-times-tables-test-simulator>

## Art

This week let's explore pointillism. Pointillism is a painting technique developed by the artist George Seurat. It involves using small, painted dots or felt tip pen dots to create areas of colour that together form a pattern or picture. Look at the below examples. Which one is your favourite? Why?



Challenge 1: Pointillism has been used by comic artists to create interesting images for their comic strips, they tend to use pointillism to make patterns when including onomatopoeia's in their story lines. For example; bang, pop, whizz.

Can you create your own pointillism pop art word? Be sure to pick an onomatopoeia and use bright and bold colours.

Challenge 2: Can you draw a simple picture of your face, and colour it using pointillism. I have had a go at doing my face, it is important to make sure the dots don't touch each other as this will ruin the pointillism effect. I used two different shades of brown for my hair and I think it made it look more interesting. Now you have created your face be sure to sign it like a true artist!

