

Curriculum Home Learning

Week Beginning 31.01.22

Remember to send your home learning to your teacher.

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This week...

- Day 1- History- Pre-historic animals
- Day 2 - Spanish- Animals
- Day 3- PE
- Day 4- PSHE- Safe and unsafe situations
- Day 5 Music - Composing and performing



HALLOWEEN

We are carrying on learning about pre-history.

We have already learned about the three stages of pre-history.

Can you remember what they were?

The Stone Age

The Bronze Age

The Iron Age

Write down 3 facts from each that you can remember in your home learning book.

Remind yourself of some key vocabulary.

What does prehistoric mean?

Prehistoric comes from 'pre-history'.

It means a time before written records existed.

There is no recorded history of this time that we can read, just clues left behind that archaeologists have to interpret.

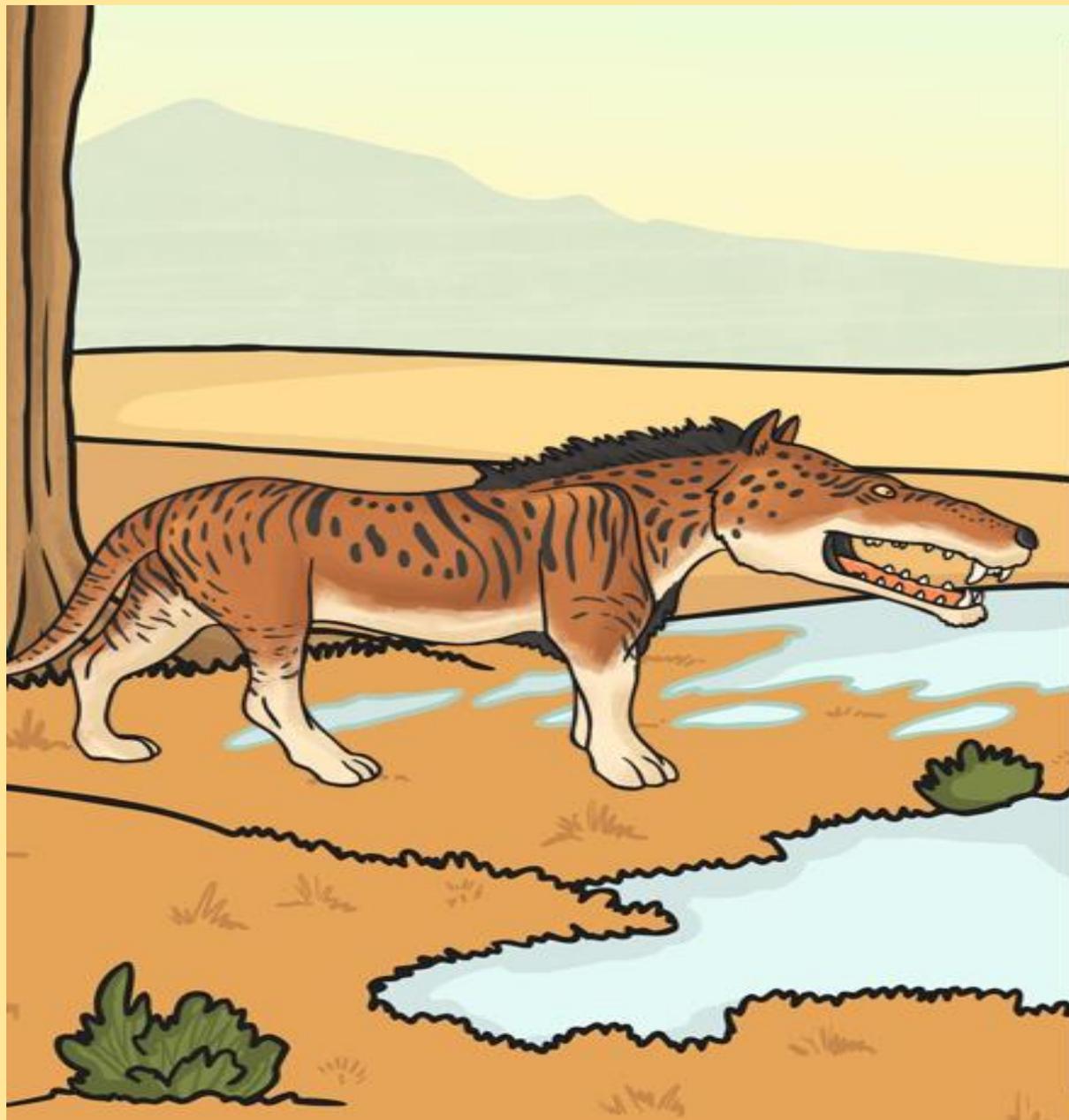


This week we are going to look in more detail at the animals that were alive in the pre-historic times.

Can you guess any animals that may have been alive then?

What do you think they looked like?

Over the next few slides you will learn about some of the animals.



Andrewsarchus

When: Late Eocene (the formation is dated from 37 to 34 million years ago)

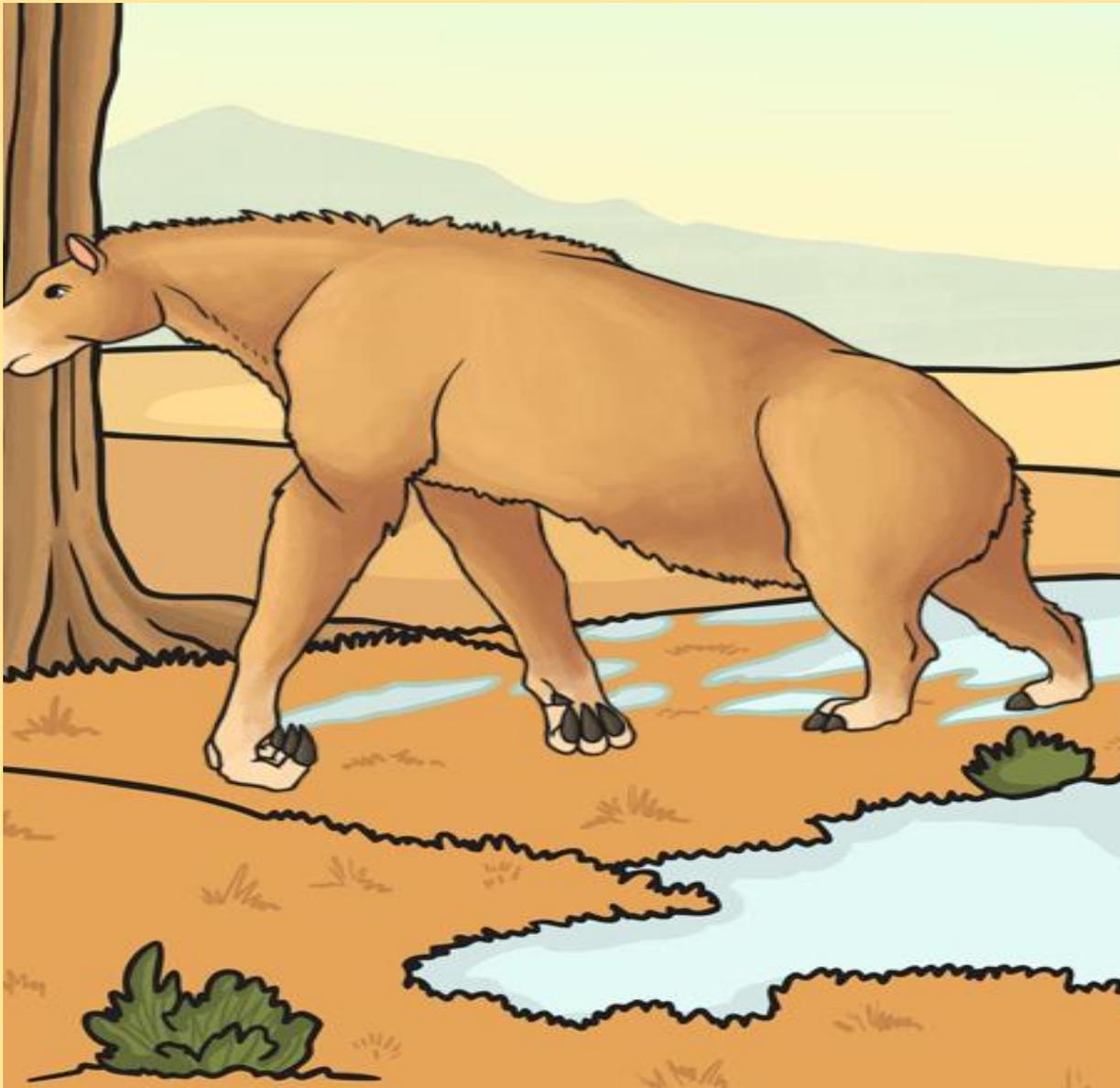
Where: Asia

Dietary type: carnivore. It ate other mammals such as chalicotherium and mammoth.

Closest living relative: mammals such as pigs and deer, even though it looked dog like

Size: it had a large, 83cm long skull and was 1.8m tall and 5m long. It was the largest meat-eating land mammal to ever exist.

Other features: it had very strong teeth and a very strong jaw so it could eat bone and turtle shell.



Chalicotherium

When: Miocene Epoch (23.7 to 5.3 million years ago)

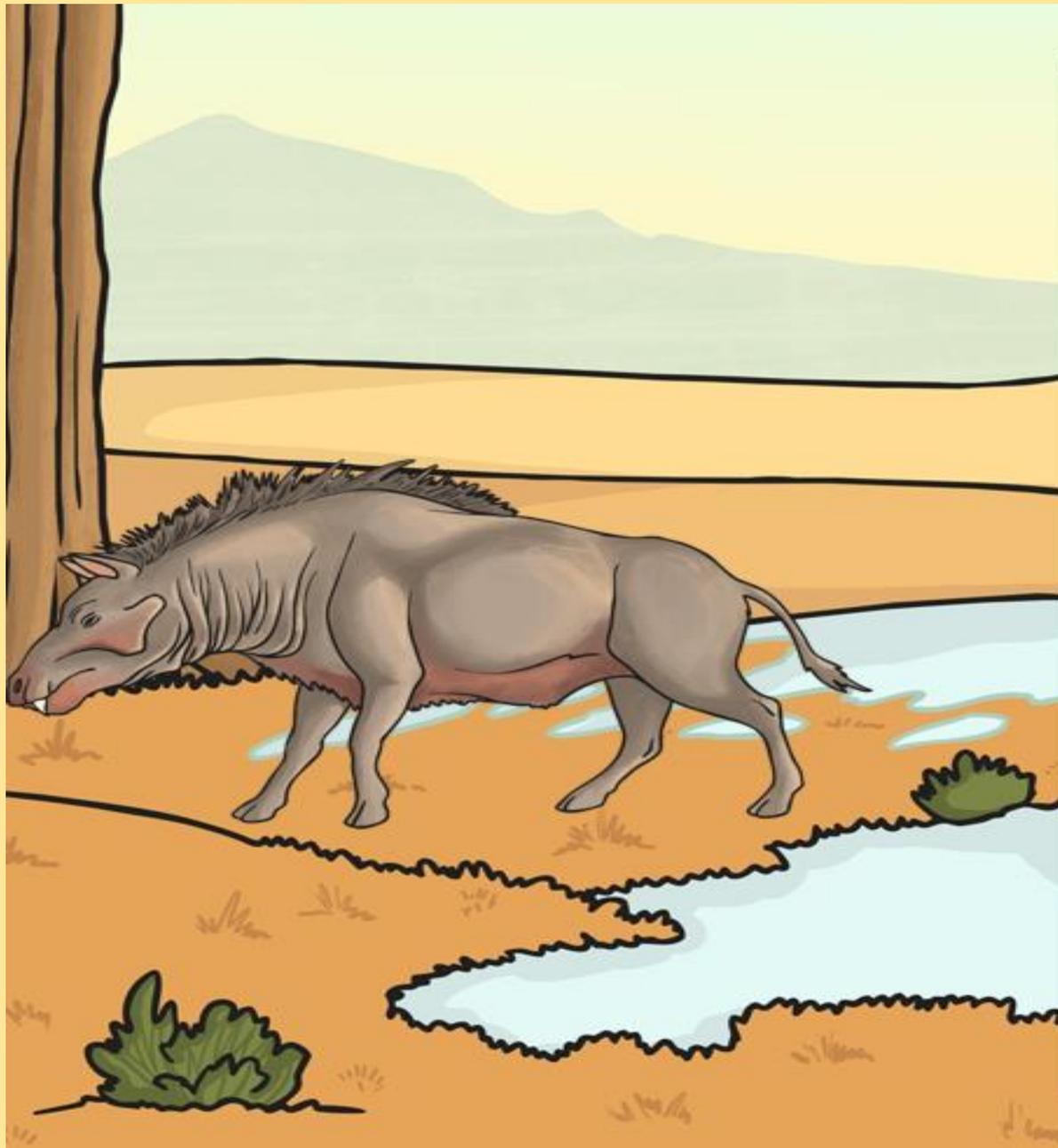
Where: Europe, Africa and Asia

Dietary type: herbivore

Closest living relative: horse

Size: it was around 3 metres tall with very long limbs and claws which helped it to strip leaves from branches.

Other features: it had a horse-like snout, clawed feet and longer front legs than back legs. It walked on all fours like a gorilla and ate like a giant panda.



Dinohyus

When: Miocene Epoch (23.7 to 5.3 million years ago)

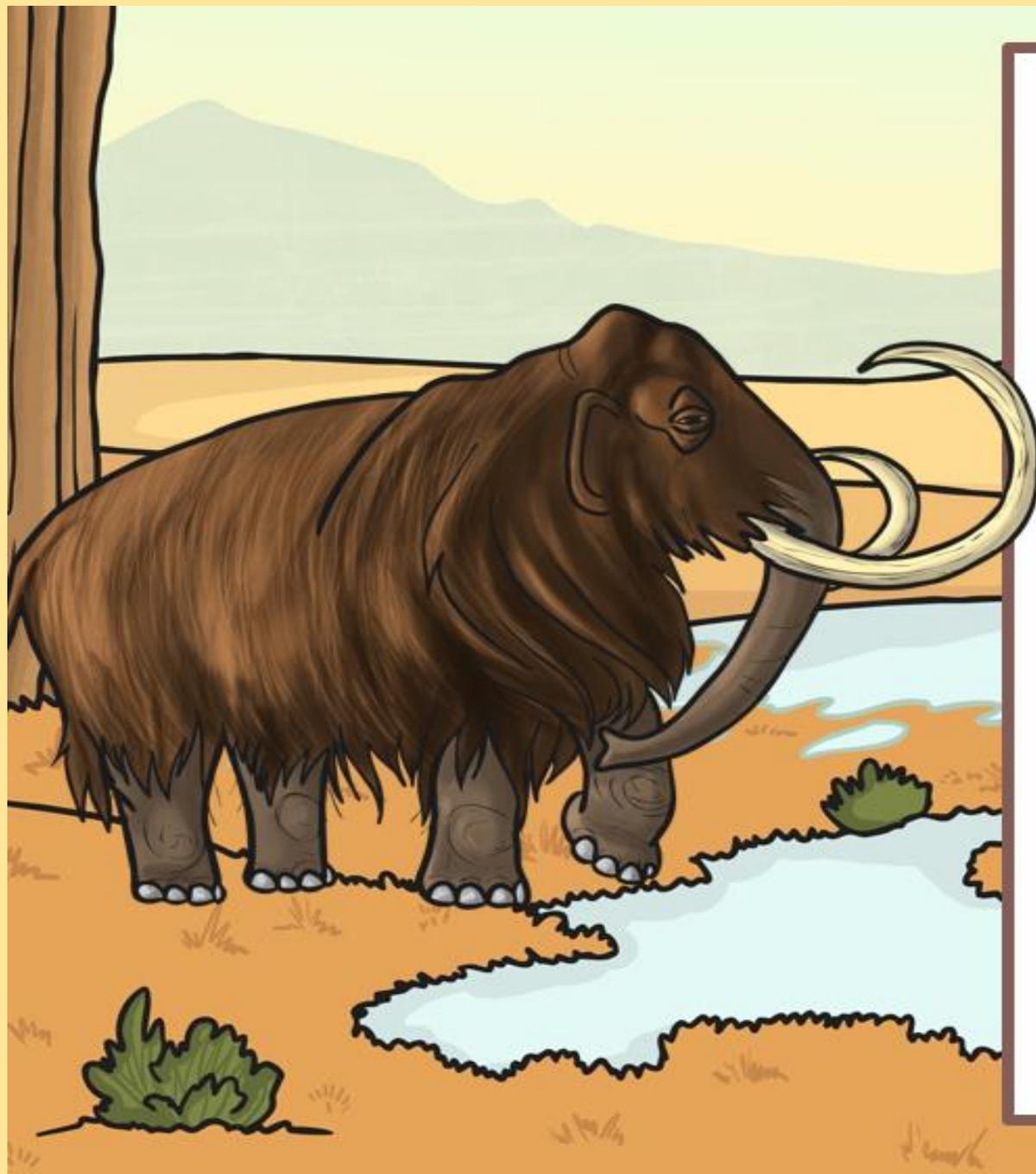
Where: North America

Dietary type: omnivore

Closest living relative: pig

Size and weight: it was nearly 4m long. It weighed around a ton!

Other features: it had a long, narrow head covered in warts.



Mammoth

When: Pleistocene (2.6 million years ago and ended 11,700 years ago) and the Holocene Epoch (11,700 years ago and continues through to present day)

Where: Everywhere except Australia and South America

Dietary type: herbivore

Closest living relative: modern elephant

Size: it was one of the largest land mammals. Adults were around the same size as elephants today. They were around 3m high and weighed around 4 tons.

Other features: they had smaller ears than elephants today, had thick wool to keep warm and they had very long tusks about 5m long. Their tusks were used for fighting and digging in deep snow.

In your home learning book.....

- Create a factfile all about the animals that were alive in pre-historic times.
- Include facts and pictures.
- You could even do your own research.

Day 2 Spanish

Hola



Day 2- Spanish!

Can you recap the sounds?
What sound does your name begin with?

A  ah	J  hota	R  erre
B  beh	K  ka	S  esse
C  theh	L  elleh	T  teh
D  deh	M  emeh	U  ooh
E  eh	N  eneh	V  oohveh
F  ehfeh	Ñ  enyeh	W  doble-oohveh
G  heh	O  oh	X  ehkis
H  ache	P  peh	Y  yeh
I  ee	Q  kuu	Z  thehta

Can you practise saying the animals below in Spanish?



Keep practising what we have already learned in Spanish.

- [Numbers - 2nd level Spanish - BBC Bitesize](#)
- You can find a lot of videos to help you on BBC Bitesize.

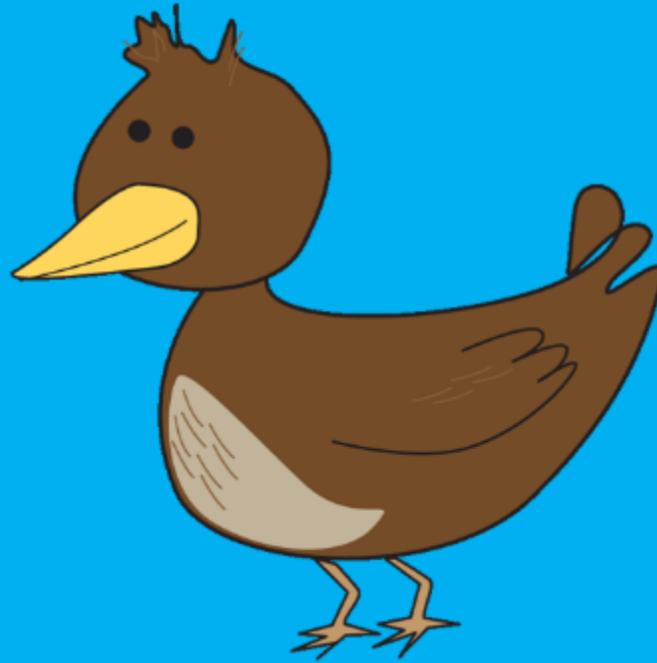
Can you practise saying the animals below in Spanish?

un león 🔊



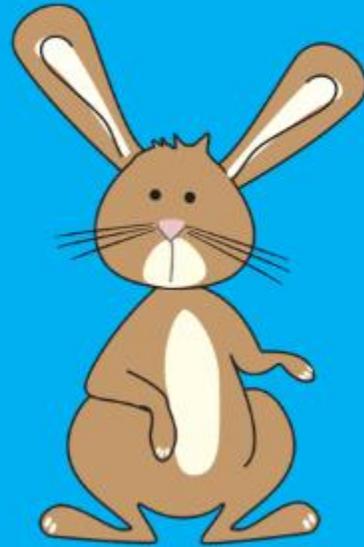
Can you practise saying the animals below in Spanish?

un pájaro 🔊



Can you practise saying the animals below in Spanish?

un conejo 



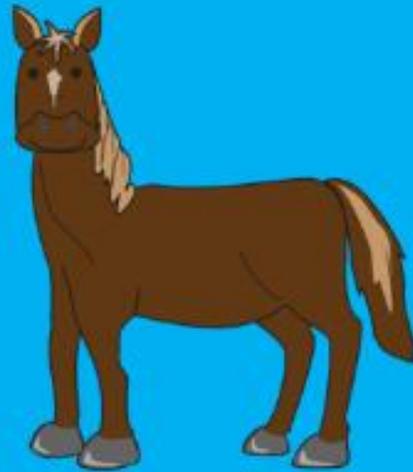
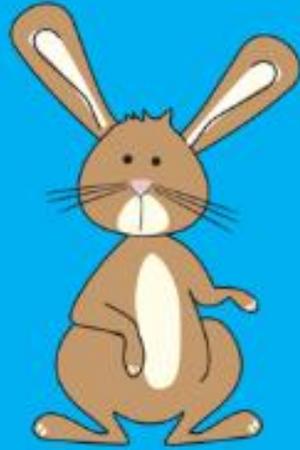
Can you practise saying the animals below in Spanish?

un caballo 

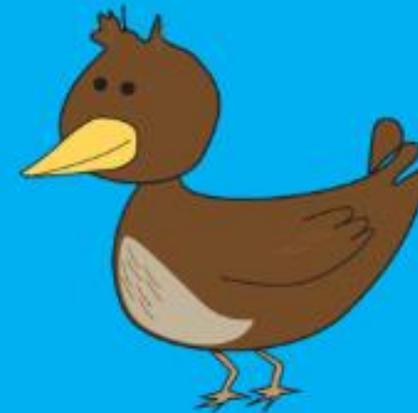


ANGELS

Which animal is it?



un león



It is a lion!



Which animal is it?



un caballo



© LANGUAGE ANGELS

It is a horse!



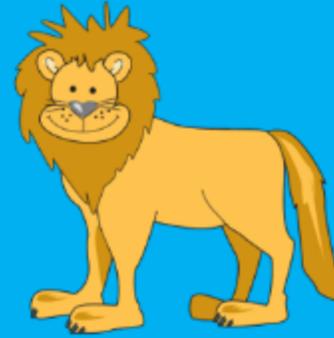
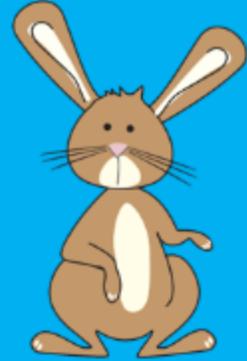
Which animal is it?



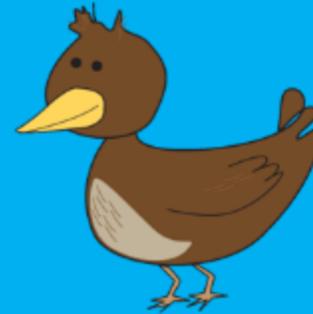
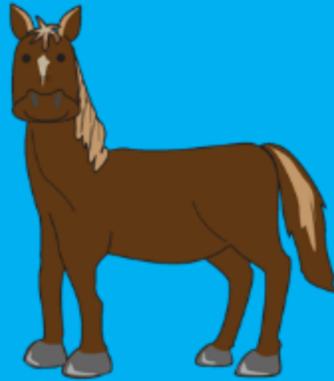
It is a rabbit!



Which animal is it?



un mono



It is a monkey!



Which animal is it?



It is a bird!



Day 3-

PE

Warm up!

Its important to warm up so your heart and
your muscles are ready for exercise!

It helps you to exercise better and it means
you don't cause yourself injury



Warm up!

10 Star jumps

20 high jump on the spot

1 minute of sprinting on the spot

10 x Reach to the sky and down to the ground!

Try to keep active if you can.

- [8 Minute Kids Workout With Spiderman | The Body Coach TV - Bing video](#)
- Remember Joe Wicks can help us stay fit and healthy.
- There is a link above or go onto You Tube for Joe Wicks Kids.

Other Activity Idea!
Dance to your favourite 3 songs!

How many minutes did you dance for?

How did you feel?

Was your heart beating fast?

Cool Down

Why do you need to cool down after exercise?

Its important to cool down after exercise so your heart rate and body temperature can return to normal!



Steps to cool down....

Make sure you find a space and get comfortable

Close your eyes and take some deep breaths in and out

Do this until you can feel your heart go to a normal
beat and you have cool down.

Remember to stretch up and down to look after your
muscles!



Day 4

PSHE!

We are learning about what is safe and an unsafe.

- Make a list in your home learning book of things you think are safe to do.
- Examples: Playing with your own toys.
- Going to the shop with your parents/carers.

Safe and unsafe

Now think about different times when you might feel safe or unsafe.

- How could you make it safer?

Example: Going to the shop by yourself might be unsafe BUT going with your Mum /Dad or Auntie would make it safer.

In your learning books.....

1. Write down how you can stay safe when cooking.

2. Write down how you can stay safe when going somewhere new.

Talk over your ideas with your family.

Day 5

Music

Today you are going to continue to learn to sing
the song How Far I'll Go

Click on the link, read the lyrics and sing along.

[How Far I'll Go \(Lyrics\) - Moana/Vaiana - Bing video](#)

Think about what instruments you can hear here.

Further Challenge; What are the lyrics? What is the
genre?

What is NOTATION?

When you make up new music and need to remember it, you write it down using notation. Notation allows players to read the pitch and duration of the notes they are supposed to play.

We can write it down in different ways. Using pictures or symbols OR the correct notes.

Music is written , or composed using different notes.

This is called NOTATION.

The different notes last for different lengths of time.

Today we are going to learn the names of some of the notes and how long they last for.



Crotchets and Quavers

Crotchet



Quaver



We will look at the notes then find out how long they last for and then use claps to put notes together to compose a tune.

This is Crotchet

Crotchet



He is worth one beat

Clap four crotchets:

Clap, clap, clap, clap.

Now Let's Try Following Some Music



I will clap first, then you.

This is Quaver

(It's not a cheesy crisp!)

She has a little tail so we can tell the difference between a quaver and a crotchet.

She is worth **half** a beat.

Quaver



So we sometimes see two quavers together so they add up to **ONE** beat...

These Are the Quaver Twins

(They still aren't cheesy crisps!)

Their tails are joined together like they are holding hands to stick together.

They are worth one beat together...

Quavers



but they are twice as fast because they need to fit into the same one beat as a crotchet.

Now Let's Try Clapping Some Quavers

1

2

3

4



Now Try Mixing up Crotchets and Quavers and Spiders and Flies...

1



Fly

2



Fly

3



Fly

4



Spider

Try repeating it 4 times.

Minims and Semibreves



Here's Minim.

He looks like a hollow crotchet.

He is worth **two** beats
(that's worth two crotchets or four quavers!)

When we play a minim we can say the word 'snail' and make it last **two** beats... "snaaaaail"

minim



Here's Semibreve...he's even slower! He looks like a minim with no stick.

He is worth four beats.

(that's worth two minims, four crotchets or eight quavers!)

semibreve



When we play a semibreve we can say the word 'sloth' and make it last four beats... "slooooooth"

(it even sounds a bit like the word 'slow'.

Here's a Semibreve to Play, Say or Clap.

1	2	3	4
			
Slo.....th			

Spaces 2, 3 and 4 are all blank as the semibreve is still playing during these beats.

Only clap on beat 1.

Try Playing, Saying or Clapping 2 Semibreves...

1	2	3	4
			
Slo.....th			

1	2	3	4
			
Slo.....th			

Try a Mix of Minims and Semibreves...

1

2

3

4



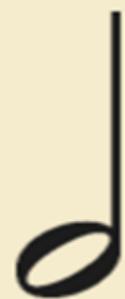
Slo.....th

1

2

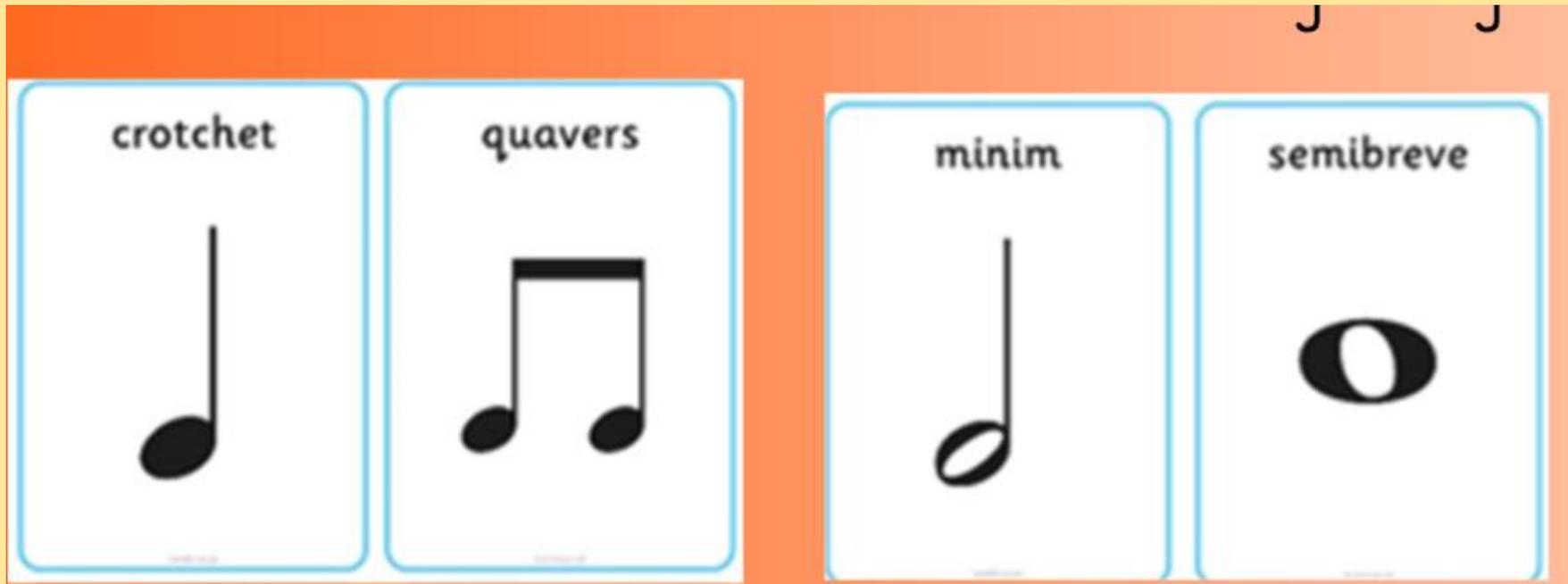
3

4



Sna.....il

Sna.....il



In your home learning books, make your own composition using the notes above.

Create your own pattern using crotchets, quavers, minums and semi-breves.
Then practise it by clapping. Can you make your own instrument?

1	2	3	4