

# Merdon

# Junior School



## 2-day Remote Learning Pack

*Please use this pack to access learning for the first two days of remote learning. It contains skills-based learning activities from each subject across the curriculum designed to be accessible for all children. Work can be completed in your child's home learning book or electronically and uploaded onto Google Classroom. Your child's login for this is kept in their home school diary.*

*Following this, your child's class teacher will upload teaching and learning onto Google Classroom in line with your child's current learning journey.*

## English: Reading Activities

Choose one of these activities to go alongside your reading book each day!

<p style="text-align: center;"><b>In a nutshell...</b></p> <p>Write a ten word summary of the pages (or book!) you have just read.</p> 	<p style="text-align: center;"><b>Dear diary...</b></p> <p>In first person as the main character, write a diary entry about the main event.</p> 	<p style="text-align: center;"><b>Sam-I-Am...</b></p> <p>How are you similar to the character in the book? How are you different? Create a table.</p> 	<p style="text-align: center;"><b>Word Detective...</b></p> <p>Find 10 words that you are unsure of the meaning and, using the sentence, find the definition.</p> 
<p style="text-align: center;"><b>Incredible Illustration...</b></p> <p>Choose the favourite page you've read today and create an illustration for it.</p> 	<p style="text-align: center;"><b>Perfect Prediction...</b></p> <p>If you're starting a new book, before you begin write <b>three</b> predictions you can make from the front cover!</p> 	<p style="text-align: center;"><b>Front Cover</b></p> <p>When you finish the book can you create a front cover? Remember - don't give the story away!</p> 	<p style="text-align: center;"><b>Act it out...</b></p> <p>Act out a scene from the book - can someone guess what's happening?</p> 
<p style="text-align: center;"><b>I say...</b></p> <p>Draw a speech bubble - what was a character thinking during the events of the page?</p> 	<p style="text-align: center;"><b>Vocabulary Ninja...</b></p> <p>Find 5 words which add <b>atmosphere</b> to the book. Use them in your own sentence.</p> 	<p style="text-align: center;"><b>20 Questions...</b></p> <p>Write down 10 questions you'd want to ask the characters from the book.</p> 	<p style="text-align: center;"><b>Decisions, decisions...</b></p> <p>Choose a decision the character has made and write reasons 'for' and 'against'.</p> 
<p style="text-align: center;"><b>Hear Hear...</b></p> <p>Tell someone the favourite part of your book and why.</p> 	<p style="text-align: center;"><b>Time to...</b></p> <p>Create a timeline for your book with 5 main events on.</p> 	<p style="text-align: center;"><b>In the news...</b></p> <p>Write a newspaper report of an event from your book.</p> 	<p style="text-align: center;"><b>Valiant values...</b></p> <p>How did a character show our school values?</p> 

## English: Writing Activities



Follow the rope that is holding the dog in the bucket. Where do you think the rope leads? Describe what/where you have imagined.



Think about what the captain of the ship looks like. Describe what you have imagined. Then draw your ship's captain.

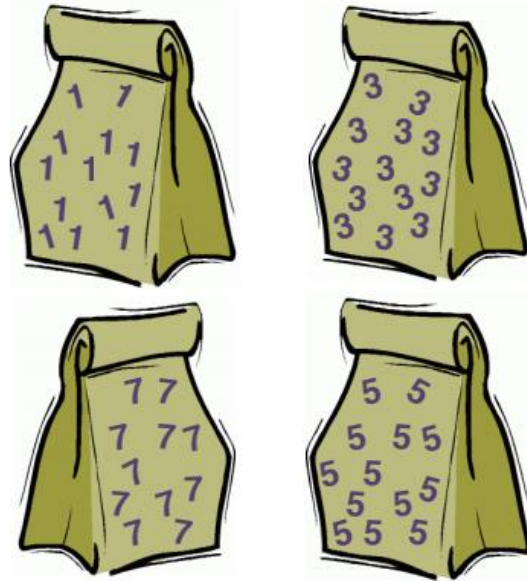
## Maths Activities

### Make 37



Four bags contain a large number of 1s, 3s, 5s and 7s.

Can you pick ten numbers from the bags that add up to 37?



[nrich.maths.org](http://nrich.maths.org)

### Dicey Operations in Line



Find a partner and a die (preferably 0 - 9 but if you don't have one you can use a 1 - 6 die).

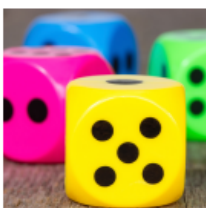
Each of you draw an addition layout like this:

$$\begin{array}{|c|c|c|} \hline \square & \square & \square \\ \hline \end{array} + \begin{array}{|c|c|c|} \hline \square & \square & \square \\ \hline \end{array} + \begin{array}{|c|c|c|} \hline \square & \square & \square \\ \hline \end{array} = \begin{array}{|c|} \hline \square \\ \hline \end{array}$$

Take turns to throw the die and decide which of your cells to fill in.

Throw the die nine times each until all the cells are full.

Whoever has the sum closest to 1000 wins.



[nrich.maths.org](http://nrich.maths.org)

## Maths Activities

Using different coloured pencils on the grid below, colour in your times tables. What patterns do you notice? What links can you make between certain times tables? Why is this?

What can you tell me about the different types of numbers on the 100 square that have been coloured? What about the squares that have only been coloured once or not coloured at all?

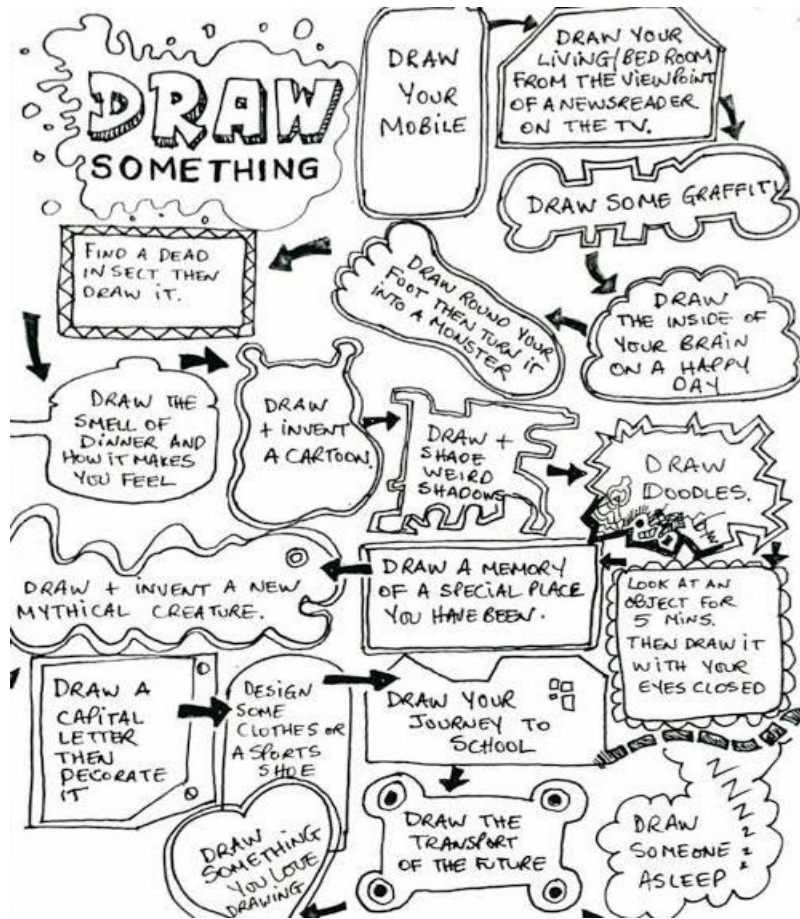
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Other useful websites:

<https://play.trockstars.com/auth/school/student>

<https://www.mathletics.com/uk/>

## Art Activities



## BANKSY



*Find out....*

**WHO IS BANKSY?  
WHAT DOES HE DO?**

**WHAT DOES  
MONOCHROME MEAN?**

**WHAT MESSAGE IS  
BANKSY SHARING  
THROUGH HIS WORK?**

A NEW BANKSY ARTWORK HAS APPEARED AT SOUTHAMPTON GENERAL HOSPITAL. THE LARGELY MONOCHROME PAINTING, WHICH IS ONE SQUARE METRE, WAS HUNG IN COLLABORATION WITH THE HOSPITAL'S MANAGERS IN A FOYER NEAR THE EMERGENCY DEPARTMENT. IT SHOWS A YOUNG BOY KNEELING BY A WASTEPAPER BASKET DRESSED IN DUNGAREES AND A T-SHIRT. HE HAS DISCARDED HIS SPIDERMAN AND BATMAN MODEL FIGURES IN FAVOUR OF A NEW FAVOURITE ACTION HERO - AN NHS NURSE. THE NURSE'S ARM IS OUTSTRETCHED AND POINTING FORWARD IN THE FASHION OF SUPERMAN ON A MISSION. SHE IS WEARING A FACEMASK, A NURSE'S CAPE, AND AN APRON WITH THE RED CROSS EMBLEM (THE ONLY ELEMENT OF COLOUR IN THE PICTURE). THE ARTIST LEFT A NOTE FOR HOSPITAL WORKERS, WHICH READ: "THANKS FOR ALL YOU'RE DOING. I HOPE THIS BRIGHTENS THE PLACE UP A BIT, EVEN IF ITS ONLY BLACK AND WHITE."

*Challenge*

### DESIGN YOUR OWN SUPERHERO OF 2020

Who would they be?  
What would they do?  
What would they wear?

Banksy has used black & white with an element of colour to draw attention to the cross on the nurses uniform. Could you do the same? Would you prefer to use bold colours like that of traditional superheroes?

Work with any materials you have at home and email me your outcomes.



# Geography Activities

## Geographers, 'How global is your \_\_\_\_\_?'

Choose from the following list to investigate how global one of the options is.

- Fridge (food products origin)
- Cupboard (food products origin)
- Wardrobe (clothes manufacturing location)
- Road (car manufactures – please get permission with an adult)
- Music collection (artist home country)
- Film collection (film location/locations)

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### Investigation steps:

1. Collate together a selection of items that link to your chosen question
2. Draw or print yourself a world map
3. Identify the location where the items come from on the map
4. Conclude in a few sentences what you have found out.

YR3/4 - Do all the items come from different places?

YR5/6 – Why do you think the items come from where they do?

What influences it? Link it to population/climate where possible.

### Extension:

To extend this further, create a tally chart and graph for the countries/continents the items are coming from.

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### Example map



Further website games/activities:

<https://getoutside.ordnancesurvey.co.uk/guides/free-maps-to-colour-in/>

<https://www.geography.org.uk/Geographical-quizzes>

<https://world-geography-games.com/>

# Music Activities

## Music all around us

Sounds and music are everywhere...

Try these activities:

### **Sound walk**

- Go on a sound walk around your house and/or garden. What sounds do you hear?

Write them in a list.



- Look at your list – what would each sound look like if you drew it as a symbol?



Long? Short? Wavy? Smooth?



• Draw each sound as a symbol...

- Create a “sound map” of your environment, drawing the symbols where you hear them.
- Use household items to try and replicate the sounds you hear, or your voice/body percussion!

### **Body Percussion**

Listen to Anna Meredith’s Connect It:

<https://www.bbc.co.uk/programmes/p02b5cgg>

- Can you copy some of her body percussion moves?
- Create your own dance/body percussion sequence and rehearse it until it’s really fluent
- Perform your creation!

What other ideas could you think of that involve creating music at home?

Have a go at something new – maybe writing a song about how you feel about being at home? Or a happy song to cheer you up?

# Music Activities

## The Orchestra



Choose from these activities:

- Research an orchestral instrument and create a poster about it.
- Sketch an instrument you have at home/from a picture – paying attention to shading and details.
- Design your own orchestral instrument and describe the sound it makes.
- Listen to different orchestral pieces by exploring BBC Ten Pieces:  
<https://www.bbc.co.uk/programmes/articles/qt76WSzksPSPmkj9tbV0p9/the-pieces-and-composers>

When you find one you like, draw or paint a picture or patterns whilst listening - what does it make you think of?

**Or**

Listen for enjoyment:

- Draw a diagram of the orchestra and name the different “families” of instruments.
- If you are learning an instrument, try to do at least ten minutes practise **every day**.

*Remember: Find the bit of the music you find hard and play it over and over again until you don't even have to think about it!*

## Music Activities

Make your own music!

Next...

### **Create some percussion instruments from objects found around the home**

Look around your home and see if you can find three different types of objects that you could turn into percussion instruments.

You will need objects of different **sizes**, e.g. small, medium and large, and made of different **materials**, e.g. plastic, cardboard and metal, so you can create an interesting range of colour.

You will be hitting them like percussion instruments, so don't use anything delicate or valuable and do check first with an adult.



#### **Small objects might include:**

- Plastic cups
- Small books lying flat on a table or the floor

#### **Medium-sized objects might include:**

- Empty ice cream tub
- Shoe box
- Uprturned plant pot

#### **Large objects might include:**

- An empty storage box
- An upturned bucket
- A large saucepan

You will need to find two 'drum sticks' - pencils or chopsticks would work well but if you use pencils make sure you hold the 'lead' end so the blunt end strikes your instrument.

When you have gathered your instruments, set them up so that they are in easy reach - you could have them on a table or on the floor.

Strike each one in turn:

- What do you notice?
- Which one makes the **highest** sound?
- Which one makes the **lowest** sound?
- What happens to the sound if you strike a different part of the instrument?

Experiment with your percussion instruments and find a collection of sounds that you like.

Have a go at playing these rhythms with your instrument(s):

X		XX	X
XX	XX	X	
X	XX	XX	X
	X		XX

You can play a line at a time or all the way through. Maybe someone else at home could play a line whilst you play another one (texture –layers). Remember to keep the beats steady and even.

X      tea                      XX      cof-fee

Create your own rhythm patterns and write them in the grid below then practise and perform!


Challenge: If you remember **crotchets**, **quavers**, **minims** and **rests** then write those!

## PSHE Activities

Sleep. What's our starting point?

Draw a person getting ready for a good night's sleep — what might they be doing, thinking, feeling?

- How this person will feel when they wake up?
- Anything that is helping them to sleep well?
- Anything that might make it hard for them to sleep well?

Once you've finished your picture, put it to one side — you will come back to this later!

## FACTS ABOUT SLEEP



Children aged 6-12 years old usually need between 10 and 11 hours sleep every night (some may need more or less). To wake up at 7am in time for school, a good time to go to bed is before 9pm.

Doing something relaxing in the hour before going to sleep can really help. This could be things like reading a book or listening to a story being read, having a bath, cuddling a pet, talking to someone in your family about your day, or playing a board game or puzzle.



Spending time outside during the day and exercising can help someone fall asleep and help them to sleep well.

Keeping to the same routine is a good idea, such as going to bed and waking up at the same time every day, even at weekends.



# SLEEP

**FEEL  
happy**

People who get good quality sleep are more likely to...

**MAKE  
GOOD  
decisions**

PERFORM  
better at sports



GET BETTER  
scores in exams

**AVOID  
illness**

**LEARN  
better**

BE MORE  
creative



**REMEMBER  
more**

FEEL  
healthier

**HEAL FASTER  
from an injury**

Why is sleep important?

Look at the information on the posters and use them to help you to answer the questions.

QUESTION	ANSWER
<b>How much sleep do children need each night?</b>	
<b>Find 3 things to start doing that help someone get good sleep:</b>	
<b>Find 3 things to stop doing that would help someone sleep:</b>	
<b>Why is it important to get good sleep?</b>	

Complete the sleep buster solutions grid below by coming up with some possible solutions to the problems people might have when trying to go to sleep. Can you think of any additional problems and solutions? Add them to the table.

It is difficult to go to sleep when...	A solution to this might be....
Someone has been watching TV, or playing games online before bed	
Someone is nervous or worried about something, e.g. a test at school	
Someone drinks a sugary drink, such as orange juice or hot chocolate, before bed	

Individual steps I would need to take to carry out the sleep solution .....
①
②
③
④

Where are we now? Now go back to the starting point activity. Use a different colour pen or pencil to change your draw and write. Is there anything you would like to change about your pictures? Is there anything you would like to add to your pictures?

## Design Technology Activities

### Food:

Option 1 – Choose a recipe to follow.

Option 2- **Around your kitchen:** Have a look in your kitchen and find six different pieces of equipment that can be used to either prepare or cook food with.

Suggest a food or dish that could be made using each piece of equipment. Why not find a recipe and make one of the dishes you suggested, if you have ingredients available?

Option 3- Design your own balanced meal. Learn about the 4 key food groups using this link before designing your dish - <https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/zppvv4j>

### Challenges:

- Can you think about scaling your recipe to feed the correct number of people?
- How could you adapt your recipe?
- Can you evaluate your dish using the template below?

#### **I have made:**

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#### **The skills I have used:**

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#### **Evaluation:**

Do you like the way it looks? Yes/No? Why/Why not?

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Do you like the way it tastes? Why/Why not?

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How could it be improved?

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Did you face any problems? How did you overcome them?

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# Computing Activities

## Year 3 and 4:

How do computers work?

<https://www.bbc.co.uk/bitesize/subjects/zvnrq6f>

Use the resources on this site to learn about how computers work. Then create a poster that could be presented in the ICT suite that explains how computers work. Consider what programme you could use to create a poster and how you could use images and word art to help your explanation of how a computer works.

Coding!

What is coding?

Coding is what makes computer software, apps and websites work. Behind every animation or activity we use on computers, there is a set of instructions that tell the computer what to do. Just like any instructions, coding has to be clear and straightforward. Great coding is almost unnoticeable because the app or website works so well!

<https://www.educationquizzes.com/ks1/computing/>

Use the resources on this website to give you an introduction to coding.

## Years 5 and 6:

<https://scratch.mit.edu/>

With Scratch, you can program your own interactive stories, games, and animations. Scratch helps you learn to think creatively, reason systematically, and work collaboratively.

Use the online scratch site to see what you can create! From this link you can either 'start creating' or at the top of the page there is 'ideas' which when you scroll down has lots of hints and tips on different projects you can complete.



## Outdoor Learning Activities



### Whatever Floats your Boat

Create a large-scale model boat with all the features of a real one – How about a pirate ship complete with a crow's nest and a plank to walk!  
Alternatively go small-scale and see if you can make a boat that floats – how many passengers can yours carry?

### Loose Parts Landmarks

We can't go on holiday right now so bring those famous world landmarks to your living room or garden using whatever you must hand to make a model. It can be a scale model or actual size if you have the space – or the landmark is small enough!

### A Wheely Good Vehicle

Make your own pretend vehicle from rockets, to buses to tanks make sure it has all the necessary features!  
Fancy more of a challenge? Then how about a vehicle that can move by itself.



### Ball Run Bonanza

Find a ball and make it travel in a fun way. Think tubes, pipes, ramps, funnels – whatever you have to hand!  
Can you make your ball change direction more than once? Travel in a circle? Change speed? Etc...

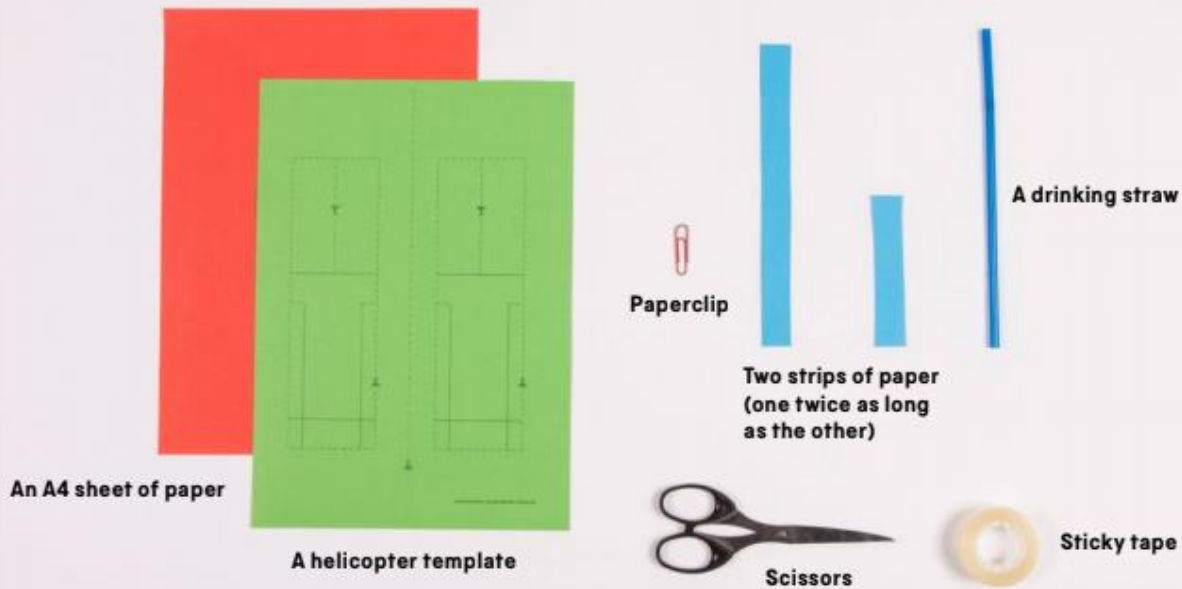
### Scary Scarecrows

Many villages have scarecrow festivals can you bring that spirit to your own street and design a scarecrow for your patch and inspire others to do the same. It'd be great to see nurses, doctors, superheroes - your imagination is the only limitation!



## Science Activities

### You will need...



### Think and talk about...

- Which design travels fastest and why do you think this is?
- Why do these designs behave differently to a crumpled-up piece of paper?
- How do your paper planes compare with the shapes of real planes you've seen?

### Investigate...

- Which way does the helicopter spin? Can you make it spin the other way?
- What do you notice if you make the front of the plane heavier?
- Make your own plane design and see if you can make it travel further than the others.

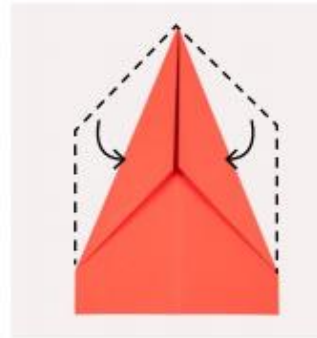
## Follow these steps...



**1** Take the A4 sheet of paper. Fold it in half, as shown, then unfold it.



**2** Fold the two top corners in to make a point.



**3** Now fold the edges in again so they meet in the middle from the tip.



**4** Fold the plane in half again.



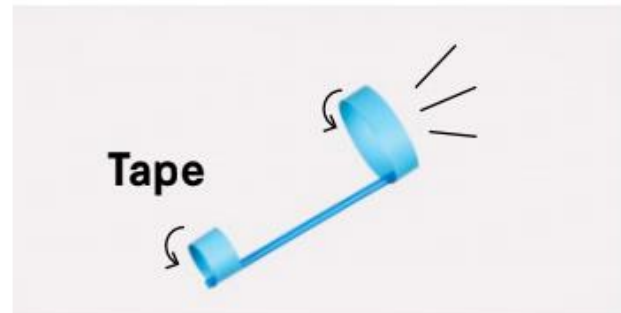
**5** Now fold the diagonal edge down to meet the straight edge on each side, making the wings. Your plane is complete.



**6** Test out your paper plane!



**7** Use the template and the diagram to help you make a paper helicopter, and then drop it to see it spin.

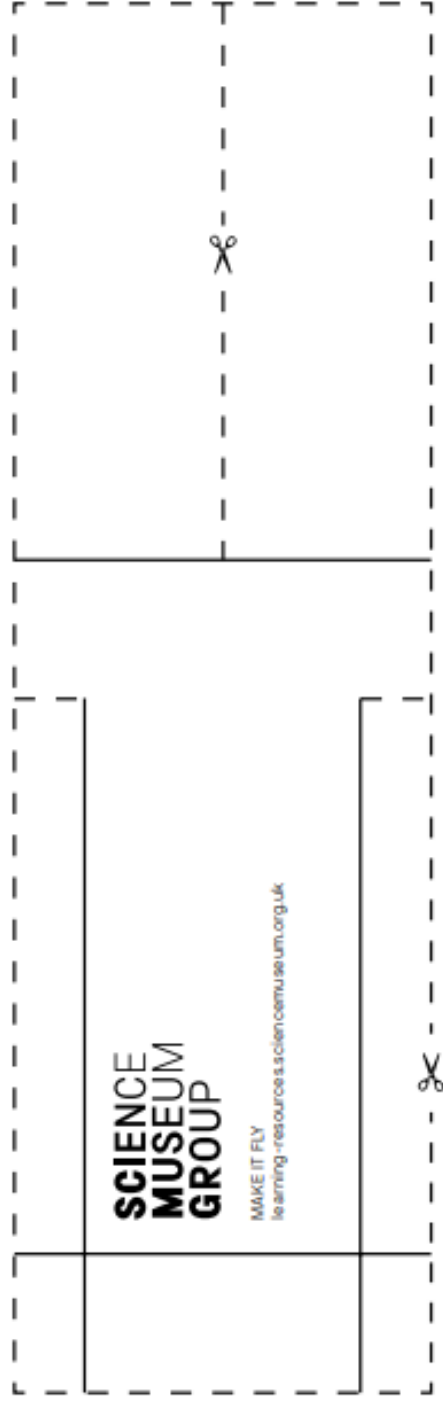
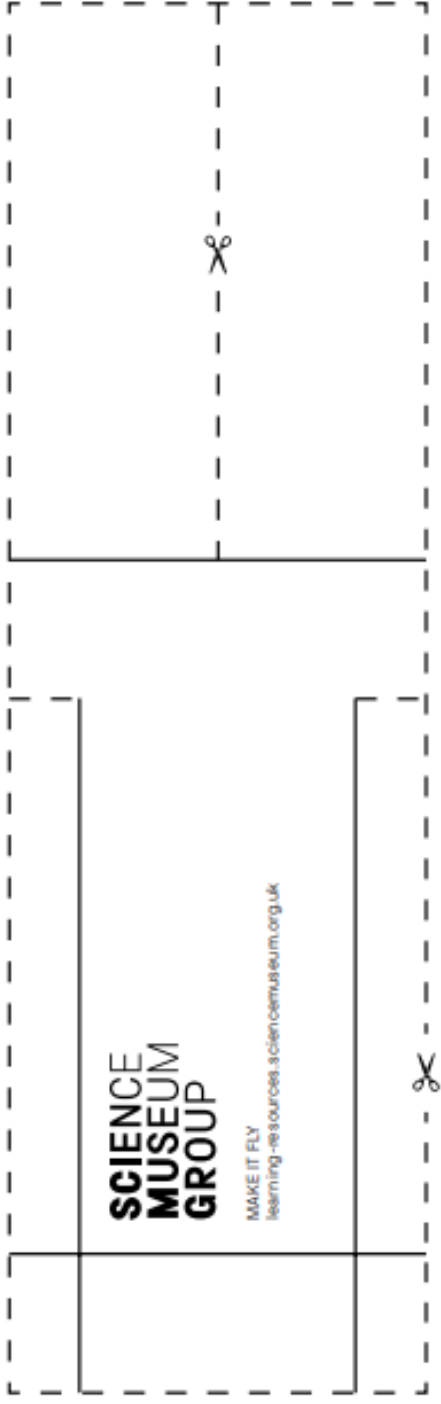


**8** Curl the strips of paper into loops and tape them to each end of a straw to make a glider.

## Science in your world

Real aircraft behave in very similar ways to your glider and paper plane – but they have powerful engines that keep pushing them through the air, so they stay up. Real helicopter blades are pushed around by powerful engines too. Look out for these designs in nature as well.





## French Activities

### Year 3

## Les numéros

**1** Write the numbers 1 to 6 in words.  
Use the word snake to help you.



**Undeuxtroisquatrecinqsix.**

1.	2.	3.
4.	5.	6.

**2** Do the calculations and write your answer in digits  
AND in French.

$$7 + 3 = \underline{10 \text{ dix}}$$

$$12 - 7 = \underline{\hspace{2cm}}$$

$$9 + 3 = \underline{\hspace{2cm}}$$

$$13 - 5 = \underline{\hspace{2cm}}$$

$$19 - 12 = \underline{\hspace{2cm}}$$

$$6 + 5 = \underline{\hspace{2cm}}$$

**3** Do the calculations and write your answer in digits  
AND in French.

$$\text{six} + \text{deux} = \underline{\hspace{2cm}}$$

$$\text{cinq} + \text{cinq} = \underline{\hspace{2cm}}$$

$$\text{trois} + \text{neuf} = \underline{\hspace{2cm}}$$

$$\text{neuf} - \text{trois} = \underline{\hspace{2cm}}$$

$$\text{trois} + \text{deux} - \text{un} = \underline{\hspace{2cm}}$$

$$\text{huit} - \text{trois} + \text{deux} + \text{quatre} - \text{cinq} + \text{six} - \text{trois} = \underline{\hspace{2cm}}$$

## Les numéros

1 Say the numbers out loud in French and continue the number sequence.

A 1 2 3 4 5 \_\_\_\_\_

B 10 9 8 7 \_\_\_\_\_

C 1 3 5 \_\_\_\_\_

D 2 1 3 1 4 1 \_\_\_\_\_

E 2 \_\_\_ 6 \_\_\_ 10

F 5 7 9 5 7 \_\_\_\_\_ 9

2 Write the correct number in French to complete the number bonds to 10 (dix).

A	neuf	+	_____	=	dix
B	huit	+	_____	=	dix
C	cinq	+	_____	=	dix
D	trois	+	_____	=	dix
E	quatre	+	_____	=	dix
F	deux	+	_____	=	dix

3 Use numbers you know to write number bonds to 20 (vingt).

A		+		=	vingt
B		+		=	vingt
C		+		=	vingt

## Year 4

**A** Say these sums out loud.

$2 + 5 = \dots \quad 3 + 12 = \dots \quad 7 + 6 = \dots \quad 9 - 1 = \dots$

$14 - 4 = \dots \quad 11 - 7 = \dots \quad 3 \times 4 = \dots \quad 2 \times 7 = \dots$

**B** Fill in appropriate numbers in each box.

- |   |                      |   |                      |   |             |
|---|----------------------|---|----------------------|---|-------------|
| 1 | <input type="text"/> | + | <input type="text"/> | = | treize      |
| 2 | <input type="text"/> | - | <input type="text"/> | = | vingt       |
| 3 | <input type="text"/> | + | <input type="text"/> | = | douze       |
| 4 | <input type="text"/> | x | <input type="text"/> | = | neuf        |
| 5 | <input type="text"/> | - | <input type="text"/> | = | trois       |
| 6 | <input type="text"/> | + | <input type="text"/> | = | quinze      |
| 7 | <input type="text"/> | x | <input type="text"/> | = | seize       |
| 8 | <input type="text"/> | + | <input type="text"/> | = | vingt-et-un |

Le Président de la République

☎ 30.11.14.29.22

Marion Cotillard

☎ 17.30.15.26.20

Jean Dujardin

☎ 16.23.31.28.34

Tu veux  
mon numéro?



**Loto!**

1	14	3
6	7	8

**D** Now play bingo  
with a partner.

**C** Say the telephone numbers.

## Les numéros 1 - 31

1	un	16	seize
2	deux	17	dix-sept
3	trois	18	dix-huit
4	quatre	19	dix-neuf
5	cinq	20	vingt
6	six	21	vingt-et-un
7	sept	22	vingt-deux
8	huit	23	vingt-trois
9	neuf	24	vingt-quatre
10	dix	25	vingt-cinq
11	onze	26	vingt-six
12	douze	27	vingt-sept
13	treize	28	vingt-huit
14	quatorze	29	vingt-neuf
15	quinze	30	trente
		31	trente-et-un
Combien ?		How many?	
plus		plus	
moins		minus	

## Les numeros 1 – 31

**A** Write the numbers in words in the table. Use the squares to help you.

d	f	c	u	ui	i
n	or	ou	é	q	en
x	in	ei	eu	tre	t
a	qu	tr	g	oi	h
e	è	on	v	un	ze

4 = quatre	13 =	1 =	8 =
10 =	9 =	20 =	12 =
5 =	11 =	14 =	2 =

**B** Do the calculations and write the answers as a French word.

1. dix + dix = **vingt**
2. vingt + six =
3. douze + douze =
4. trente + un =
5. dix + dix + dix =
6. vingt + huit =
7. trente – trois =
8. trente – cinq =
9. trente – huit =
10. Make up your own!







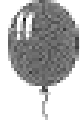








## Les numéros 1 - 31

1	un	16	seize
2	deux	17	dix-sept
3	trois	18	dix-huit
4	quatre	19	dix-neuf
5	cinq	20	vingt
6	six	21	vingt-et-un
7	sept	22	vingt-deux
8	huit	23	vingt-trois
9	neuf	24	vingt-quatre
10	dix	25	vingt-cinq
11	onze	26	vingt-six
12	douze	27	vingt-sept
13	treize	28	vingt-huit
14	quatorze	29	vingt-neuf
15	quinze	30	trente
		31	trente-et-un
Combien ?		How many?	
plus		plus	
moins		minus	

## Year 6

### Quelle est la date de ton anniversaire ?

Choose different identities and have conversations with a partner.

<p>Nom: Pierre Age: 9 ans Anniversaire: 1 / 8</p> 	<p>Nom: Émilie Age: 8 ans Anniversaire: 12 / 3</p> 	<p>Nom: Alexandre Age: 13 ans Anniversaire: 21 / 4</p> 
<p>Nom: Mia Age: 11 ans Anniversaire: 2 / 5</p> 	<p>Nom: Thomas Age: 12 ans Anniversaire: 12 / 2</p> 	<p>Nom: Sylvie Age: 7 ans Anniversaire: 24 / 9</p> 
<p>Nom: Maxime Age: 14 ans Anniversaire: 3 / 10</p> 	<p>Nom: Julien Age: 10 ans Anniversaire: 13 / 6</p> 	<p>Nom: Marc Age: 15 ans Anniversaire: 20 / 11</p> 
<p>Nom: Philippe Age: 6 ans Anniversaire: 4 / 8</p> 	<p>Nom: Marie Age: 12 ans Anniversaire: 14 / 1</p> 	<p>Nom: Camille Age: 9 ans Anniversaire: 28 / 10</p> 
<p>Nom: Anne Age: 10 ans Anniversaire: 27 / 6</p> 	<p>Nom: Sophie Age: 11 ans Anniversaire: 25 / 5</p> 	<p>Nom: Thibault Age: 9 ans Anniversaire: 10 / 10</p> 

Comment tu t'appelles ? Je m'appelle

Quel âge as-tu ? J'ai \_\_\_ ans.

Quelle est la date de ton anniversaire ?

Mon anniversaire est le \_\_\_\_\_.

Make sure you know how to ask these questions off by heart!

Les mois de l'année	The months of the year
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

Les jours de la semaine	The days of the week
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday

## History Activities

The British History museum offers virtual tours of its collection. Look around the online museum and find an area that interest you or that you have studied before in your history lessons.

[https://blog.britishmuseum.org/how-to-explore-the-british-museum-from-home/?gclid=EAlaQobChMIvei-yYH56AIVwu7tCh13bgOyEAAAYASAAEgJE8vD\\_BwE](https://blog.britishmuseum.org/how-to-explore-the-british-museum-from-home/?gclid=EAlaQobChMIvei-yYH56AIVwu7tCh13bgOyEAAAYASAAEgJE8vD_BwE)

Activity 1: Create an information page of some of the artefacts for the time period you have chosen.

Consider how you might present this to a chosen audience, thinking carefully about how you could make the information page accessible for different age groups. What might help younger children read your information page? How could you use pictures and diagrams with labels and captions? How could you use 'Did you know?' boxes? Think carefully about your presentation.



Activity 2: Narrate the exhibit of your choice. Think about the words you will use to describe the exhibit and use information to include about the time period you have chosen.

You might find it helpful to write a script which you could then use to practice narrating the exhibit with. Try sharing your narration with your family. What have they learnt from your narration? Could you create a quiz for them to share what they know?

Activity 3: Recreate some of the artefacts using items from around the home. How might you use junk modelling and items from your recycling to recreate the artefacts?

Provide a small summary of information for your artefact explaining what it is, when it was used and who it was used by. Then research and see if your artefact (or a similar item) was used in other parts of history!

