



# Dashwood Banbury Academy

an Aspirations Academy

Growing together; succeeding together

## Working from home plans for Year Three

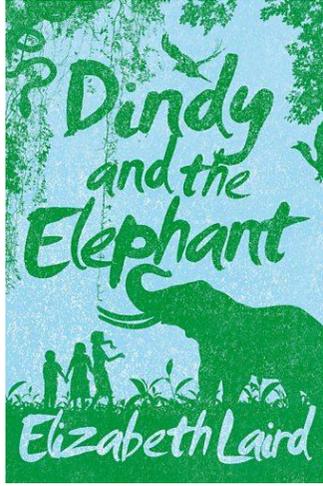
**We hope you're all enjoying time at home! We're so proud of you all for keeping safe at this challenging time and we will stay positive that we'll see you all again in the near future and share some of the fantastic things you have achieved in your time at home! Remember you can now do this on Seesaw, which we will be checking every day in the week. Aim to upload something everyday if you can - or a least once a week to show us all you have achieved! Keep smiling :) From Mr Shaw and Mrs Rogers**

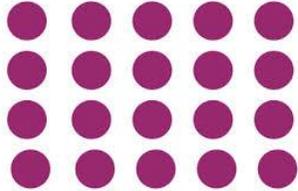
Staff have been working hard to create a proposed plan for you to work on with your child(ren) at home whilst the school is shut. Here is a suggested plan for spreading out learning over the period of closure. You will also find additional activities and ideas on our website under the news tab, letters to parents and your child's year group. Thank you for your support and understanding. We hope you stay safe and are able to continue to develop your child's knowledge and understanding.

**Accelerated Reader Information** - Pupils can log on at home to complete quizzes on the books they're reading, when finished. To do this they will need to go to <https://ukhosted44.renlearn.co.uk/6702756/>

Here they can use their log in details and click the orange box titled 'accelerated reader' and find their book through the quiz pages. There may also be a linked vocabulary quiz they can complete too. If your child finishes their book / wants to complete more reading activities they can click on the second orange box titled 'accelerated reader articles' and find short pieces of text with linked quizzes too. They'll need to take note of the ATOS BL (book level), which will indicate how difficult the quiz is (The higher the number, the harder the quiz) If you look in the front of your child's book it should give you a rough indication on an appropriate level for them

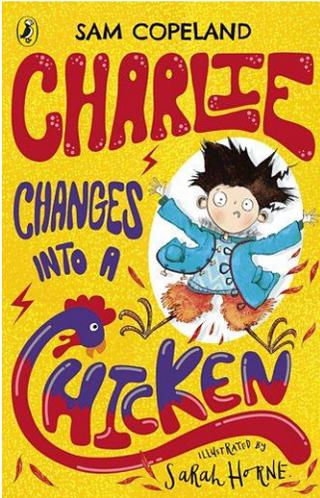
	Day 1 (08.06)	Day 2 (09.06)	Day 3 (10.06)	Day 4 (11.06)	Day 5 (12.06)
Spellings	build	Busy / business	calendar	caught	centre
English / Reading <i>(Please read for at least 20 minutes a day -</i>	Lesson 1 - Recount <a href="https://www.bbc.co.uk/bitesize/articles/zkpvbdm">https://www.bbc.co.uk/bitesize/articles/zkpvbdm</a>	Lesson 2 - Reading <a href="https://www.bbc.co.uk/bitesize/articles/zvmy382">https://www.bbc.co.uk/bitesize/articles/zvmy382</a>	Lesson 3 - similes and metaphors <a href="https://www.bbc.co.uk/bitesize/articles/zmmpscw">https://www.bbc.co.uk/bitesize/articles/zmmpscw</a>	Lesson 4 - diary entry <a href="https://www.bbc.co.uk/bi">https://www.bbc.co.uk/bi</a>	Lesson 5 - proofreading <a href="https://www.bbc.co.uk/bitesize/articles/zryxt39">https://www.bbc.co.uk/bitesize/articles/zryxt39</a>

<p>accelerated reader book, library bus book or a book from home)</p>	<p>Write your own recount. You could choose from the following titles:          My life          A funny story from my life          A day in lockdown          My favourite hobbyyay</p> <p>Aim to write at least <b>two paragraphs</b> with at least <b>four sentences in each</b>.  <b>Remember to:</b></p> <ul style="list-style-type: none"> <li>● write in first person</li> <li>● use the past tense</li> <li>● keep in chronological order (the order in which things really happened - adverbs of time help)</li> <li>● use descriptive words and expanded noun phrases</li> <li>● focus on the most exciting parts</li> </ul>	<p>Or you could: Or you could: Look at the front of the book and predict what will happen in the story. Why do you think this?</p>  <p>Terrified by wild animals and snubbed by the local children, Dindy starts to realise how little she knows about India, even though it's the only place she has ever called home. But her life is about to be turned upside down as her father tells her they are leaving India for good.</p>	<p>Or you could: write a list of as many similes you can think of.</p> <p>-----A simile describes something by <b>comparing it to something else</b>, using the words <b>like</b> or <b>as</b>.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>● The snake moved <b>like</b> a ripple on a pond.</li> <li>● It was <b>as</b> slippery <b>as</b> an eel.</li> <li>● Jess is <b>as</b> graceful <b>as</b> a gazelle.</li> </ul>	<p><a href="https://www.tesize.com/articles/z6yxt39">tesize/articles/z6yxt39</a></p> <p>Or you could: write a diary entry for yesterday</p> <p>-----</p> <p>A diary entry is a form of <b>recount</b> in which the writer explains what has happened to them.</p> <p>Here's a <b>checklist</b> of the key features to use when you write a diary entry.</p> <ul style="list-style-type: none"> <li>● Start with '<b>Dear Diary</b>'.</li> <li>● <b>Describe</b> the places where the events happened.</li> <li>● Write in the <b>past tense</b>.</li> <li>● Use <b>pronouns</b> like <b>I</b>, <b>my</b> and <b>me</b> to show that the events happened to you.</li> <li>● Talk about how you were <b>feeling</b> or what you were <b>thinking</b> when each event happened.</li> </ul>	<p>Or you could: Proofread your diary entry from yesterday. How many mistakes can you spot? Can you fix them? Look out for:</p> <ul style="list-style-type: none"> <li>● spelling mistakes</li> <li>● punctuation mistakes (such as missing full stops and capital letters)</li> <li>● grammatical errors (such as missing words or words not in the past tense)</li> </ul> <p>Can you improve it?          You could:          -add more impressive vocabulary          -add adjectives          -add adverbs          -add more detail</p>
<p>Maths</p>	<p>Lesson 1 - Multiply and divide by 4 and 8</p>	<p>Lesson 2 - Multiply 2-digits by 1-digit</p>	<p>Lesson 3 - Divide 2-digits by 1-digit</p>	<p>Lesson 4 - Multiplication and division problem solving</p>	<p>Arithmetic practice          Challenge yourself by</p>

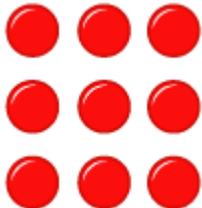
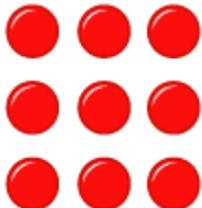
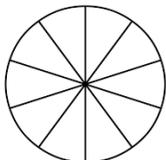
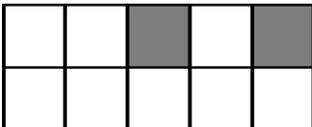
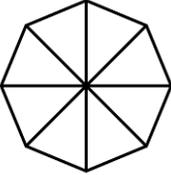
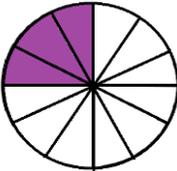
	<p>Video: <a href="https://vimeo.com/415086682">https://vimeo.com/415086682</a></p> <p>Worksheet: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-1-The-4-and-8-times-tables-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-1-The-4-and-8-times-tables-2019.pdf</a></p> <p>Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-1-Answers-The-4-and-8-times-tables-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-1-Answers-The-4-and-8-times-tables-2019.pdf</a></p> <p>Or write the multiplication and division statements that the below array represents:</p>  <p>___ x ___ = ___</p> <p>___ x ___ = ___</p> <p>___ □ ___ = ___</p> <p>___ □ ___ = ___</p>	<p>Video: <a href="https://vimeo.com/415086842">https://vimeo.com/415086842</a></p> <p>Worksheet: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-2-Multiply-2-digits-by-1-digit-2-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-2-Multiply-2-digits-by-1-digit-2-2019.pdf</a></p> <p>Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-2-Answers-Multiply-2-digits-by-1-digit-2-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-2-Answers-Multiply-2-digits-by-1-digit-2-2019.pdf</a></p> <p>Or complete the below multiplications:</p> <p>4 x 24 = ___</p> <p>3 x 25 = ___</p> <p>17 x 3 = ___</p> <p>34 x 4 = ___</p>	<p>Video: <a href="https://vimeo.com/415087020">https://vimeo.com/415087020</a></p> <p>Worksheet: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-3-Divide-2-digits-by-1-digit-2-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-3-Divide-2-digits-by-1-digit-2-2019.pdf</a></p> <p>Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-3-Answers-Divide-2-digits-by-1-digit-2-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-3-Answers-Divide-2-digits-by-1-digit-2-2019.pdf</a></p> <p>Or complete the below divisions:</p> <p>45 □ 3 = ___</p> <p>57 □ 3 = ___</p> <p>92 □ 4 = ___</p> <p>72 □ 3 = ___</p>	<p>Video: <a href="https://vimeo.com/415087218">https://vimeo.com/415087218</a></p> <p>Worksheet: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-4-Scaling-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-4-Scaling-2019.pdf</a></p> <p>Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-4-Answers-Scaling-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-4-Answers-Scaling-2019.pdf</a></p> <p>Or solve the following problem:</p> <p>Ron has 5 bananas. Esther has 6 times as many bananas as Ron. Draw a diagram to show how many bananas Esther has got.</p>	<p>practicing your arithmetic skills on either of the following websites:</p> <p><a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p><a href="https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check">https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check</a></p> <p>Or choose a times table to practice that you don't know or are not very confident with.</p> <p>After practicing either test yourself or ask someone at home to test you.</p>
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<p>Creative Curriculum/topic</p>	<p>Computing - Coding</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zht4kmn">https://www.bbc.co.uk/bitesize/articles/zht4kmn</a></p> <p>Or you could: Try to create a simple program sequence for a set of traffic lights using their own command language. Think about how the sequence of real traffic lights works. Or create a simple program sequence for how to make a sandwich.</p>	<p>Science - vertebrates or invertebrates?</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z4m6hbk">https://www.bbc.co.uk/bitesize/articles/z4m6hbk</a></p> <p>Or you could: Make a list of all the vertebrates you can think of, then all the invertebrates.</p> <p><b>Vertebrates</b> are animals that have a backbone inside their body.</p> <p>The major groups include fish, amphibians, reptiles, birds and mammals.</p> <p><b>Invertebrates</b> are animals that <b>don't</b> have a <b>backbone</b>.</p> <p>Some have soft bodies, like worms, slugs and jellyfish.</p> <p>Other invertebrates, like insects, spiders and crustaceans, have a hard outer casing called an <b>exoskeleton</b>.</p> <p>This protects their body a bit like a suit of armour.</p>	<p>PE - Become a super movers champion</p> <p>Try to add an extra 10 minutes of high intensity physical exercise into your routine each day:</p> <p><a href="https://www.bbc.co.uk/teach/supermovers/champions-active-me/zkpvpg8">https://www.bbc.co.uk/teach/supermovers/champions-active-me/zkpvpg8</a></p> <p>Create your own super move to help you reach your target:</p> <p><a href="http://teach.files.bbci.co.uk/supermovers/SuperMoversChampions_Active_Me_1.pdf">http://teach.files.bbci.co.uk/supermovers/SuperMoversChampions_Active_Me_1.pdf</a></p>	<p>Science - muscles needed for movement</p> <p>Follow the link and watch the video on muscles:</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zpp6n39">https://www.bbc.co.uk/bitesize/clips/zpp6n39</a></p> <p>Draw a picture of your favourite sports star. Annotate to show which muscles they use the most.</p> <p>Challenge - show which direction a contraction or extension causes movement.</p>	<p>Designing</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z4bnf4j">https://www.bbc.co.uk/bitesize/articles/z4bnf4j</a></p> <p>Or you could: design a new layout for your garden or bedroom.</p>
<p>PHSE/ E-safety</p>	<p><b>PHSE:</b> Follow the link and watch the video <a href="https://www.bbc.co.uk/bitesize/clips/zcw9wmn">https://www.bbc.co.uk/bitesize/clips/zcw9wmn</a> think why it is important to eat healthy foods for your body and your brain.</p> <p><b>E-safety:</b> Follow the link and watch the video <a href="https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter1">https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter1</a></p>				

then write some instructions on what to do if you get an email or pop up you don't recognise.

	Day 6 (15.06)	Day 7 (16.06)	Day 8 (17.06)	Day 9 (18.06)	Day 10 (19.06)
Spellings	century	certain	circle	complete	consider
English / Reading  (Please read for at least 20 minutes a day - accelerated reader book, library bus book or a book from home)	<p>Lesson 1 - there, their or they're?  <a href="https://www.bbc.co.uk/bitesize/articles/zk2c92p">https://www.bbc.co.uk/bitesize/articles/zk2c92p</a></p> <p>Or you could: Write nine sentences.</p> <ul style="list-style-type: none"> <li>● Use <b>their</b> in the first three sentences.</li> <li>● Use</li> <li>● <b>they're</b> in the second three sentences.</li> <li>● Use <b>there</b> in your final three sentences.</li> </ul> <p>You can write about anything you want, or you could use the picture of the soldiers fighting as inspiration.</p> <p>For example: <b><u>Their</u> swords were raised</b></p>	<p>Lesson 2 - Reading  <a href="https://www.bbc.co.uk/bitesize/articles/z4vxt39">https://www.bbc.co.uk/bitesize/articles/z4vxt39</a></p> <p>Or you could: Look at the front of the book and predict what will happen in the story. Why do you think this?</p>  <p>Charlie McGuffin seems like a normal school boy but, like we all do, he</p>	<p>Lesson 3 - Fact or opinion?  <a href="https://www.bbc.co.uk/bitesize/articles/zn4dqp3">https://www.bbc.co.uk/bitesize/articles/zn4dqp3</a></p> <p>Or you could: Read these sentences and decide if it fact or opinion. <b>Top tip!</b> If you read the sentence and think that someone might not agree with it then it's an <b>opinion</b>. Facts are <b>always</b> right.</p> <ol style="list-style-type: none"> <li>1. Pandas are cuter than meerkats.</li> <li>2. The Houses of Parliament are in London.</li> <li>3. Apples grow on trees.</li> <li>4. My cat is the best cat</li> </ol>	<p>Lesson 4 - formal and informal language  <a href="https://www.bbc.co.uk/bitesize/articles/zkkj2sq">https://www.bbc.co.uk/bitesize/articles/zkkj2sq</a></p> <p>Or you could: Read these statements carefully and decide whether they are formal or informal. Look at the vocabulary each statement uses and how it sounds.</p> <p>Top tip!</p> <p>Think: 'Would I speak like this to my head teacher?' If you wouldn't, then it is likely that the sentence is informal.</p> <ol style="list-style-type: none"> <li>1. That film was awesome!</li> <li>2. I regret to inform you that the shopping centre</li> </ol>	<p>Lesson 5 - subordinating conjunctions  <a href="https://www.bbc.co.uk/bitesize/articles/zrr8jvh">https://www.bbc.co.uk/bitesize/articles/zrr8jvh</a></p> <p>Or you could: Copy out and complete the sentences below. Use a different <b>subordinating conjunction</b> from the list in each sentence  <b>if, as, when, although, while, after, before, because</b></p> <ol style="list-style-type: none"> <li>1. You have to wake up ..... your alarm starts beeping.</li> <li>2. I have to brush my teeth .....I go to bed.</li> <li>3. I was allowed to choose a special treat from the shop</li> </ol>

	<p><b>threateningly.</b></p> <p>If you're really confident, write a sentence that includes all three homophones: <b>their</b>, <b>they're</b> and <b>there</b>.</p> 	<p>has his worries. Except something strange happens to Charlie at random times for no apparent reason: he changes into animals. Charlie feels quite lonely because at first, no one else seems to believe him that this is going on, let alone tries to understand why.</p>	<p>in the world!</p> <p>5. Ice cream is horrible.</p> <p>6. Water will become ice if the temperature is cold enough.</p>	<p>is now closed.</p> <p>3. Wanna go to the chippy?</p> <p>4. We were just hanging out at Em's house.</p> <p>5. The manager requests that everyone arrives for the meeting at 9am prompt.</p> <p>6. That was very amusing. I laughed out loud.</p>	<p>.....I got a certificate from school.</p> <p>4. You need to go to bed now .....you are up early in the morning.</p> <p>5. ....you argue with your brother again, you will both be in trouble!</p> <p>6.....I mixed all the ingredients together, I poured the mixture into the cake tins.</p> <p>7. ....I chop the carrots, can you wash the lettuce leaves?</p> <p>8. ....I enjoy playing basketball, my favourite sport is football.</p>
<p>Maths</p>	<p>Lesson 1 - Unit and non-unit fractions</p> <p>Video: <a href="https://vimeo.com/418151464">https://vimeo.com/418151464</a></p> <p>Worksheet: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Unit-and-non-unit-fractions-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Unit-and-non-unit-fractions-2019.pdf</a></p> <p>Answers:</p>	<p>Lesson 2 - Making the whole</p> <p>Video: <a href="https://vimeo.com/418151644">https://vimeo.com/418151644</a></p> <p>Worksheet: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-Making-the-whole-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-Making-the-whole-2019.pdf</a></p> <p>Answers:</p>	<p>Lesson 3 - Tenths</p> <p>Video: <a href="https://vimeo.com/418151919">https://vimeo.com/418151919</a></p> <p>Worksheet: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Tenths-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Tenths-2019.pdf</a></p> <p>Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Tenths-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Tenths-2019.pdf</a></p>	<p>Lesson 4 - Count in tenths</p> <p>Video: <a href="https://vimeo.com/418153490">https://vimeo.com/418153490</a></p> <p>Worksheet: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Count-in-tenths-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Count-in-tenths-2019.pdf</a></p> <p>Answers:</p>	<p>Arithmetic practice</p> <p>Challenge yourself by practicing your arithmetic skills on either of the following websites:</p> <p><a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p><a href="https://mathsframe.co.uk/en/resources/resource/477/Multiplication-">https://mathsframe.co.uk/en/resources/resource/477/Multiplication-</a></p>

	<p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Answers-Unit-and-non-unit-fractions-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Answers-Unit-and-non-unit-fractions-2019.pdf</a></p> <p>Or circle 1/3 of the counters:</p>  <p>Circle 2/3 of the counters:</p>  <p>What is the same and what is different about your answers?</p>	<p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-Answers-Making-the-whole-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-Answers-Making-the-whole-2019.pdf</a></p> <p>Or look at the fractions below:</p> <p>3/5    4/4    6/10</p> <p>2/2    10/10    8/9</p> <p>3/3    4/7    5/5</p> <p>Circle the fractions that are equivalent (the same as) one whole.</p>	<p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Answers-Tenths-2019.pdf">osemaths.com/wp-content/uploads/2020/05/Lesson-3-Answers-Tenths-2019.pdf</a></p> <p>Or tick the pictures that show tenths:</p>    	<p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Answers-Count-in-tenths-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Answers-Count-in-tenths-2019.pdf</a></p> <p>Or write the missing fractions in the sequence:</p> <p>1/10    2/10    _____</p> <p>4/10    _____    6/10</p> <p>7/10    8/10    _____</p> <p>_____</p>	<p><a href="#">Tables-Check</a></p> <p>Or choose a times table to practice that you don't know or are not very confident with.</p> <p>After practicing either test yourself or ask someone at home to test you.</p>
<p>Creative Curriculum/topic</p>	<p>Computing - search engines</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zn6vgwx">https://www.bbc.co.uk/bitesize/articles/zn6vgwx</a></p> <p>Or you could: Create your own password. When browsing the internet you will need to make accounts and</p>	<p>History - Stonehenge</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zr2djhv">https://www.bbc.co.uk/bitesize/articles/zr2djhv</a></p> <p>Or you could: Research Stonehenge and create a factfile all about Stonehenge. Or you could create your own model of stonehenge.</p>	<p>PE - Become a super movers champion</p> <p>Try to build on your extra 10 minutes of intense physical activity a day by introducing intensity gears</p> <p><a href="http://teach.files.bbci.co.uk/supermovers/Super">http://teach.files.bbci.co.uk/supermovers/Super</a></p>	<p>Science - Food chains</p> <p>Follow the link and play the woodland food chain challenge:</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/zsphrwx">https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/zsphrwx</a></p> <p>Or draw your own food</p>	<p>Science - Friction</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zvp8j hv">https://www.bbc.co.uk/bitesize/articles/zvp8j hv</a></p> <p>Or you could: Using a toy car, push it along a selection of smooth and rough surfaces eg. carpet, tiles, concrete, and see how far it</p>

	<p>create passwords to make sure you are safe online.</p> <p>Your password should:</p> <ul style="list-style-type: none"> <li>- Include numbers, letters and symbols.</li> <li>- Have at least one capital letter.</li> <li>- Be something you will remember but others will not guess.</li> <li>- Be at least 8 characters long.</li> </ul>		<p><a href="#">MoversChampions_ActiveMe_2.pdf</a></p> <p>Or create your own super move and try completing it at 4 different speeds:</p> <ol style="list-style-type: none"> <li>1 - Super slow</li> <li>2 - Slow</li> <li>3 - Pretty quick</li> <li>4 - Super fast</li> </ol>	<p>chain including these living things:</p> <p>Leaf litter</p> <p>Owl</p> <p>Earthworm</p> <p>Wood mouse</p> <p>Remember to put them in the correct order with the arrow meaning 'is eaten by'.</p> <p>Challenge - use the following vocabulary to label your food chain: producer, consumer, prey, predator.</p>	<p>travels. Ask your children if they can predict how far they think the car will travel on each surface. What did you discover?</p>
<p>PHSE/ E-safety</p>	<p>PHSE: Talk to an adult or write down in your book how the coronavirus makes you feel. It is ok to feel lots of different emotions about the coronavirus sometimes telling people or writing them down can help to make feelings you don't like feel smaller.</p> <p>E-safety: Follow the link and have a go at the 'Are you smart online quiz' <a href="https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/are-you-smart-online-quiz">https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/are-you-smart-online-quiz</a></p> <p>Or you could write a list of ways you can be smart using the internet.</p>				

You could complete some learning activities on the following websites:

- You could also visit [www.discoveryeducation.co.uk](http://www.discoveryeducation.co.uk) with the login ID as student26108 and the password is Dashwood. Choose KS1 activities and there are loads there!
- BBC has also launched an education package with loads of learning activities for all ages, here's the link: <https://www.bbc.co.uk/bitesize>
- Here are more resources you could try: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education>