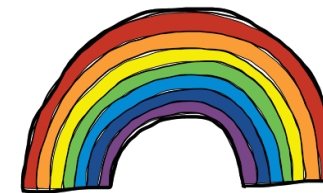


Name .....



⚙ Expectations – 1 Maths Task + 1 Literacy Task Each Day and 1 Topic Task per week.

*This task overview sheet is designed to be used by parents and pupils in the event of a school closure. Tasks and activities do not need to be completed in the order that they are written. Once a task is completed write the date that it was completed underneath the task. Please return this task sheet to your child's class teacher on their return to school. If you are reading a paper version of this task sheet go to [www.brynhafodprm.co.uk](http://www.brynhafodprm.co.uk) or [www.glanyrafonprimary.com](http://www.glanyrafonprimary.com) and visit your child's class page to view this sheet electronically any hyperlinks will work and you can visit them directly.*

**Numeracy**

**Literacy**

**Topic**

**To use knowledge of coordinates and grids to calculate**  
 Draw this on a large piece of paper and complete the questions.

Answer the questions about what is in each part of the grid.

1	12	●	■	2
2	9	⬠	6	16
3	⬡	5	T	4
4	▲	↓	⬢	8
	A	B	C	D

a Name the shape at C4. \_\_\_\_\_

b Multiply the number at A2 by 3. \_\_\_\_\_

c Name the shape at B2. \_\_\_\_\_

d Add the numbers at D1 and A1. \_\_\_\_\_

e What is different about the shape at B1 compared with the other shapes in this grid?

Date completed .....

**To ask questions**  
 Make a list of questions about the best place to set up camp. Remember Who? What? Where? When? Why? How?

Date completed .....

**Home Learning Topic Task Task Overview**

**Summer Camp - Engage**  
 Learning doesn't always have to take place in the classroom. We can learn so much from the outdoors. This week can you:

- Set a shelter outside to create an 'outdoor classroom'. Discuss the best place to set up camp and why.
- Explore a range of camping equipment. Make a list to identify items, the materials they are made from and their functions.
- If you have been camping before describe the camp site. What facilities did they have? Could you draw a

**To plot points on a coordinate grid**  
 Create your own larger grid on paper using a ruler and label the axis.

Plot and join the following points. What picture have you made?

a D1 to A3, A3 to C3, C3 to C7, C7 to E7, E7 to E3, E3 to G3, G3 to D1.

	A	B	C	D	E	F	G	H
1								
2								
3								
4								
5								
6								
7								
8								

Picture: \_\_\_\_\_

b E1 to D4, D4 to A4, A4 to C6, C6 to B9, B9 to E7, E7 to H9, H9 to G6, G6 to I4, I4 to F4, F4 to E1.

	A	B	C	D	E	F	G	H	I
1									
2									
3									
4									
5									
6									
7									
8									
9									

Picture: \_\_\_\_\_

Date completed .....

**To form opinions and make decisions**  
 Introduce safety rules and measures for use of camping resources and camping in general. Watch presentations about camping in harsh and challenging environments and find out about methods of survival. Discuss what they have seen and identify ways of looking after yourselves and others in potentially dangerous places and environments. Make a list of resources you would need for an extreme camping trip. Introduce safety rules and measures for use of camping resources and camping in general.

Date completed .....

<https://www.cgpbooks.co.uk/info/times-table-tester>

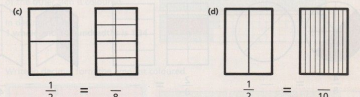
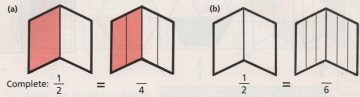
If the link doesn't work - use google to search for cpg times table tester - you will find it there!

Use the times table tester to revisit your **9,10,11** times tables

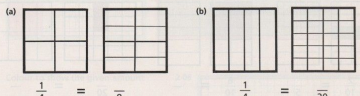
Date completed .....

### To use diagrams to calculate equivalent fractions

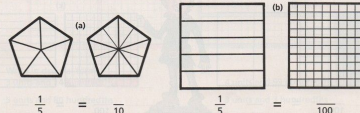
1 Colour one half of each design. The first pair are done for you.



2 Colour one quarter of each design. Complete the fractions.



3 Colour one fifth of each design. Complete the fractions.



### To activate prior skills, knowledge and understanding

Make a shopping list to buy resources for your ideal camping trip and explain why you've chosen the items. Think about how many people will be on the trip. Total up the items. Then play games, take photographs, sing songs, have a picnic and enjoy spending the day together outdoors.

Date completed .....

### To locate, select and use information using different strategies

Investigate local websites to find out if and where outdoor activities take place in your immediate locality and further afield. Search for different types of activities such as festivals, camps, walking holidays, activity breaks and other outdoor and adventurous activities. Make lists and displays of activities using either your book or ICT.

Date completed .....

### To plot given points on a coordinates grid and identify the shapes.

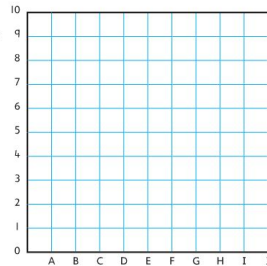
Copy the grid on a large piece of paper and then plot your points - join with a ruler to reveal the hidden shapes.

Use these coordinates to draw quadrilaterals on the grid. Label each point with its coordinates.

- Shape A: (B,3), (B,1), (E,1), (E,3)
- Shape B: (B,6), (B,10), (I,10), (I,6)
- Shape C: (A,10), (A,5), (G,5), (G,10)
- Shape D: (G,5), (E,8), (G,10), (I,7)

Is Shape D a rectangle?

\_\_\_\_\_



Date completed .....

### To organise ideas and information To communicate ideas and emotions

Write a simple account of your outdoor classroom and what you liked about the experience using either your book or ICT.

Date completed .....

map of the site? What attractions are there nearby?

- Research a range of places in Wales where people can camp and say why these areas are popular. What attracts people to these sites. Draw maps and identify the key features.
- Take a torch apart to explore how they are made. Recall information about electrical circuits and circuit switches. Can you draw a diagram of a circuit and explain how it works.
- Take part in regular exercise throughout the week. What are the benefits of exercise for minds and bodies? Wear appropriate clothing for outdoor activities. Why are these important?

You can be creative in how you present these tasks. Can you create a PowerPoint on Google Slides? Or maybe design a poster? The choice of how you present this information is up to you.