

Design and Technology/Maths

I've already had the pleasure of seeing some of your clock creations. They are looking good. Who's up for the challenge of recreating a giant cardboard Big Ben Clock Tower? Or a grandfather clock? I can't wait to see how they all turn out!

Here's a reminder of things you could be working on.

I'm going to hand over a lot of the decision making to you, but I think spending several sessions working on it would be the best way to approach the project. You may wish to work through the steps advertised, but you might also decide to do your own thing.

Step 1 – Scavenge/Visualise. Have a bit of a hunt around the house to see what you might be able to make the clock body out of. Is there anything circular that you already have that would make a great clock face? A wheel off an old toy/a CD/an old Rick Astley vinyl/lid of a box of celebrations.

Step 2 – Plan and design. You might want to use my [plan and design sheet](#). I don't expect that anyone's clock will end up looking like their drawing!

Step 3 – Make the main structure of the clock.

Step 4 – Paint or decorate it, including placing the numbers on the clock face.

Step 5 – Install the mechanism so that you have a working clock.

Step 6 – Evaluate your creation using my [clock evaluation](#). I'll include this in next week's bundle of work.

Maths

Here are some more activities to help with learning to tell the time. You can now use your very own clock to help!

You should know that to make the expected standard for maths, children should be able to tell the time to the nearest five minutes on an analogue clock (the ones with the minute hand and the hour hand). They should also know that there are 60 minutes in an hour and 24 hours in a day.

Maths part 1

For this one, you the children need to be able to count forwards and backwards in time. Using the clocks on the worksheet will help with the visualising of the hours changing. [Adding and subtracting time](#).

Maths part 2

Here are some time based word problems. They get more difficult as you go along. How far can you get? [Time problems](#)

Maths part 3

Here we have a selection of brainteasers to get you thinking about clocks and telling the time. Some of them really make you think. [Maths brainteasers](#)



English

Using the information about London that was sent out during the last two weeks, identify some of the common features of the pages. They all had a title, pictures with captions and other interesting facts. For this week, we'll be working on an extended writing project. You'll need to choose a London landmark of your own to write about. You could choose some of the ones from the information sheets we've already looked at (The Tate Modern, Tower Bridge etc). Or if you were feeling up for a bit more of a challenge, you could choose one of the many interesting places that we haven't already learned about. You could use the Natural History Museum, The Shard, London Zoo, St Pancras Station, Buckingham Palace, Olympic Park... There are loads.

English part 1.

Here you'll have to do a bit of research. Once you've chosen which landmark to write about – you'll need to find out some facts. Remember – asking Mum or Dad is probably the quickest way to find out something about the monuments. If you need more information, then you could ask Uncle Google. If you're feeling a bit adventurous then Keyworth library is reopening from today. If you're feeling really adventurous or just plain mad, head down the M1 and do some fieldwork.

Write down your five key facts on the [fact organising sheet](#).

English part 2.

This part is quite extended, so you might want to work on it over several days. It is also a good time to put those proofreading skills to the test – on their own work!

I've included an A3 sheet of paper which you can use to produce a page of information writing, complete with pictures, titles, captions and fun facts all about your chosen landmark. I've left a border around the sheet so that the children can decorate it, and it also tends to help keep things looking more organised. If you can't print an A3 piece of paper, then you can always stick two pieces of A4 together with some sellotape.

I've included the alphabet that can be used to trace over so that you can produce a nice large title that can be coloured in. Holding up the letters to a window makes this technique work brilliantly.

You should also decorate your work with some hand drawn pictures. You might want to also print off other pictures you have from elsewhere and add them to your work. The children should think carefully about the layout of their work too.

See [London Landmarks writing sheet](#). Once you've finished, I'd love to see the results. With all this time, it could end up being the best piece of work these children have ever produced!

Spellings.

And spellings seem to still be proving popular – I can't think why! [Spellings week 11 – change the y to an i](#)

Question of the week

You know the drill - here is another question to get you thinking. See [Question of the week 11 –wind](#)

Weekly guide

Another weekly guide!

Monday 3 rd July	Maths 1 Adding and subtracting time	English 1 Research session using Fact organising sheet to record ideas.	Ongoing throughout the week. Question of the week 11 - wind Spellings BBC Bitesize Reading – everything and anything. Anything from ten minutes to an hour a day. It's all good!
Tuesday 4 th July	Maths 2 Time problems	English 2 Writing using the London Landmarks Writing sheet .	
Wednesday 5 st July	Maths 3 Time brainteasers	English 3 Finishing writing using the London Landmarks Writing sheet .	
Thursday 6 th July	Design and Technology Finishing the clock housing.	Design and Technology Clock evaluation .	
Friday 7 th July	Creative Friday – Refer to Mrs Ballard's plan!	Spelling test! See Spellings week 11 change the y to i .	

As ever, feel free to E-mail me with work or questions. I'm always happy to help!

Mr Jones