
Work pack – Group 1 – Week 5 – 29th June – 3rd July

Week 5 Timetable:

Day	Core	Foundation
Monday	Reading – Tell Me No Lies: Blurb Writing – Vocabulary Maths – Roman numerals	Science - Dissolving
Tuesday	Reading – Tell Me No Lies – Extract 1: First Impressions Writing – Parenthesis Maths – Roman numerals	Thematic – Where is Baghdad?
Wednesday	Reading – Tell Me No Lies – Extract 2: Retrieval Questions Writing – Features of a playscript Maths – Addition and subtraction problems	Spanish- Quiz
Thursday	Reading – Tell Me No Lies – Extract 2: Vocabulary Questions Writing – Playscript Maths – Addition and subtraction problems	Art – Creating mosaics
Friday	Reading – Tell Me No Lies – Both extracts: Inference Questions Writing - Editing Maths – Divide 4 digits by 1 digit	PE – Standing long jump

This timetable is flexible. Some days will be more productive than others. We ask that you do the core subjects (reading, writing, maths) daily, and then balance the foundation subjects as suits you. You may find that doing all of the days work in one go works best (remember to take a short break, though) or splitting it into morning and afternoon suits you better.

If you are unable to complete everything then do not worry. Do your best and that will be good enough.

Remember the assembly on routines – try to start at the same time every day, in a quiet place if possible. Have a clear plan for the day.

Monday

Reading – Tell Me No Lies: Blurb

Writing – Vocabulary

Maths – Roman numerals

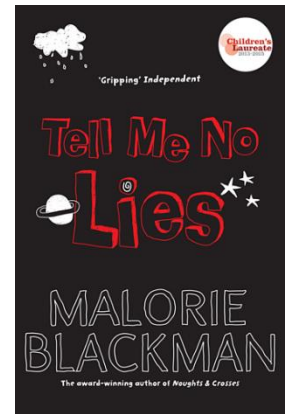
Science – Dissolving

Monday 29th June

Reading

The extracts that we will be focusing on for our reading this week is from a book called 'Tell Me No Lies'.

Read the blurb below carefully to get an idea of what the story may entail, then answer the questions below.



TELL ME NO LIES

Gemma longs for her lost mother, taking comfort from the cuttings in her scrapbook; pictures of mothers who loved their children come what may.

Mike is new to the area; a boy with a terrible secret to hide. A secret about his missing mother.

Gemma and Mike – two kids hurt by their past and now inextricably linked. Their effect on each other's lives will be explosive.

1. What does the word 'inextricably' mean? Find a definition and copy it below.

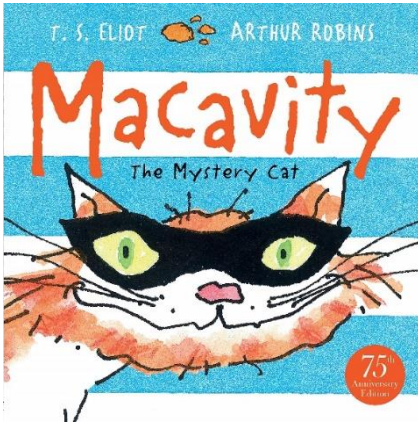
2. What do the characters of Gemma and Mike have in common?

3. The final sentence states that: '*Their effect on each other's lives will be explosive.*' Based on only what you have read in the blurb, make a prediction on what you think might happen in the book.

4. Do you think you would enjoy this book? Why/why not?

Writing – Vocabulary

Please write the date and the title into your lined activity book.



The theme for the next week is 'Macavity the Mystery Cat by TS Eliot'. By the end of the week, you will have written your own playscript.



Today's Task:

1. Listen to Macavity the Mystery Cat read by the poet, TS Eliot. Follow the words of the printed poem in your packs as you listen.

<https://www.youtube.com/watch?v=Mz29e3lv3Js>

2. Underline any words in the poem that you don't know the meaning of
3. Research the meanings of the following words and write a short definition or explanation for each word.

Use a book dictionary or this online version: <https://kids.wordsmyth.net> to research the meaning.

- a) Scotland Yard:
- b) Levitation:
- c) fakir:
- d) brow:
- e) feline:
- f) depravity:
- g) Peke:
- h) trellis:
- i) Admiralty:
- j) disclosed:
- k) deceitfulness:
- l) alibi:
- m) Napoleon:



Macavity – The Mystery Cat



By T.S. Eliot

Macavity's a Mystery Cat: he's called the Hidden Paw—
For he's the master criminal who can defy the Law.
He's the bafflement of Scotland Yard, the Flying Squad's despair:
For when they reach the scene of crime—Macavity's not there!

Macavity, Macavity, there's no one like Macavity,
He's broken every human law, he breaks the law of gravity.
His powers of levitation would make a fakir stare,
And when you reach the scene of crime—Macavity's not there!
You may seek him in the basement, you may look up in the air—
But I tell you once and once again, Macavity's not there!

Macavity's a ginger cat, he's very tall and thin;
You would know him if you saw him, for his eyes are sunken in.
His brow is deeply lined with thought, his head is highly domed;
His coat is dusty from neglect, his whiskers are uncombed.
He sways his head from side to side, with movements like a snake;
And when you think he's half asleep, he's always wide awake.

Macavity, Macavity, there's no one like Macavity,
For he's a fiend in feline shape, a monster of depravity.

You may meet him in a by-street, you may see him in the square—
But when a crime's discovered, then Macavity's not there!

He's outwardly respectable. (They say he cheats at cards.)
And his footprints are not found in any file of Scotland Yard's
And when the larder's looted, or the jewel-case is rifled,
Or when the milk is missing, or another Peke's been stifled,
Or the greenhouse glass is broken, and the trellis past repair
Ay, there's the wonder of the thing! Macavity's not there!

And when the Foreign Office find a Treaty's gone astray,
Or the Admiralty lose some plans and drawings by the way,
There may be a scrap of paper in the hall or on the stair—
But it's useless to investigate—Macavity's not there!
And when the loss has been disclosed, the Secret Service say:
It must have been Macavity!'—but he's a mile away.
You'll be sure to find him resting, or a-licking of his thumb;
Or engaged in doing complicated long division sums.

Macavity, Macavity, there's no one like Macavity,
There never was a Cat of such deceitfulness and suavity.
He always has an alibi, and one or two to spare:
At whatever time the deed took place—Macavity wasn't there!
And they say that all the Cats whose wicked deeds are widely known
(I might mention Mungojerrie, I might mention Griddlebone)
Are nothing more than agents for the Cat who all the time
Just controls their operations: the Napoleon of Crime!

4-a-Day Arithmetic Practice

1 $\frac{1}{4}$ of 64 =

2 $3,422 - 2,721 =$

3 $647 \div 10 =$

4 $873 \div 7 =$

Follow the link to watch the explanation video: <https://www.youtube.com/watch?v=luioW-43Vtg>

Support chart:

Roman Numerals: 1 - 1000

I	V	X	L	C	D	M
1	5	10	50	100	500	1000

1	I	11	XI	200	CC
2	II	20	XX	300	CCC
3	III	30	XXX	400	CD
4	IV	40	XL	500	D
5	V	50	L	600	DC
6	VI	60	LX	700	DCC
7	VII	70	LXX	800	DCCC
8	VIII	80	LXXX	900	CM
9	IX	90	XC	1000	M
10	X	100	C	1001	MI



Complete questions 1-4.

Roman numerals

1 Complete the tables.

10		30	40	50	60	80	90	100
X	XX		XL	L		LXX		C

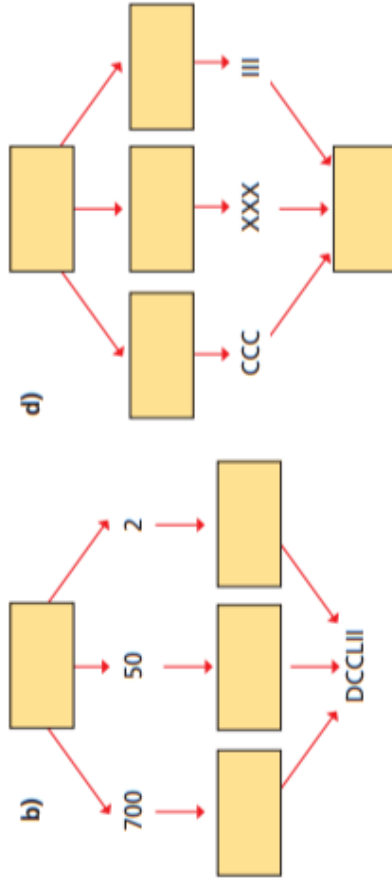
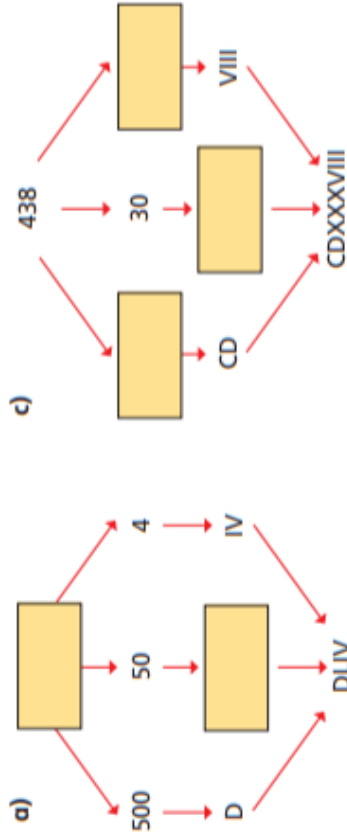
100	200	300	400	600	700	900	1,000
		CCC		D	DC	DCCC	M

2



What year is shown at the end of the film?

3 Write the numerals and Roman numerals to complete the diagrams.



4 Dora and Amir are writing 520 in Roman numerals.



a) Who is correct? _____

b) What mistake has the other person made? _____

Dissolving

Some materials **dissolve** when you mix them with a **liquid**.

When a material dissolves in water it may look like it has disappeared but in fact it has just mixed in to make a transparent (see-through) liquid called a solution.

When no more material can dissolve into the liquid we say that it is saturated. This is a scientific way of saying it is 'full' and no more material can fit into it.

Materials that dissolve in water are soluble. Sugar and salt are both **soluble**, when mixed with water, they dissolve to make a transparent solution. **Materials that do not dissolve in water are insoluble.** Sand and flour are both **insoluble**, when mixed with water, they do not dissolve.

Match up the word with its definition:

insoluble

soluble

solution

saturated

when nothing more can be dissolved into the solution

cannot dissolve in a liquid

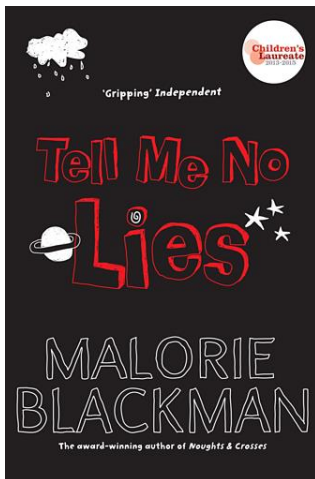
the result of two materials being mixed together

when a material can be dissolved into a liquid

Tuesday	Reading – Tell Me No Lies – Extract 1: First Impressions Writing – Parenthesis Maths – Roman numerals Thematic – Where is Baghdad?
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Tuesday 30th June- Miss Hill's birthday!

Reading



Watch *Strictly Come Dancing* dancer Dianne Buswell read extract 1 from *Tell Me No Lies* by scanning the QR code or read the extract below:

Extract 1

Gemma turned the page. Here, a mum with smiling eyes and untidy hair like a halo hugged her daughter tight, whilst the headline below the photograph yelled out, MOTHER SAVES CHILD FROM OVERTURNED CAR. And on the opposite page, a mum standing next to a boy, her arm around his shoulders. The headline that went with this photograph declared, MUM FLIES OFF WITH SON FOR NEW HEART. Gemma only ever kept the headlines that went with her mums – never the full newspaper article – but she could remember the story that went with this one. The mum's son needed a heart and liver transplant and the doctors in Britain had all but written him off. But not his mum. His mum was determined to do whatever it took to keep her son alive, so she'd taken him to America. And it had had a happy ending. The boy received his transplant and lived.

Gemma sighed. She liked happy endings.

First Impressions:

1. What impression do you have of Gemma so far? If you had to describe Gemma, what would you say?

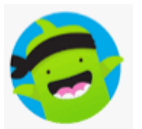
In this activity, you will need to use evidence from the text to support your answer.

When you have chosen a way to describe Gemma (an impression/a point) find a section of the text that supports your argument (evidence).

You might like to present your answer in a table like this:

Impression (what do you think?) Make a point	Evidence (section of text to prove your point)

Share your response grid on ClassDojo and add to it in tomorrow's lesson based on other children's responses.



Writing – Parenthesis

Please write the date and the title into your lined activity book

Today's Task:

1. Read the information on 'What is Parenthesis?' and read the slide below.
2. Write 3 sentences about Macavity the Cat. Make sure one sentence uses commas, the second uses brackets and the third uses dashes.

For example:

Macavity, who is a thin and ginger cat, is very deceitful.

I saw Macavity (the thief) steal two apples from that old lady.

Macavity -that sly creature- is often on my mind.

What is Parenthesis?

- Parenthesis is extra information added into a complete sentence.
- The original sentence makes sense without it.
- The extra information can be separated using commas, brackets or dashes
- **Commas** are used very often – they do not draw much attention to the extra information and hardly break up the sentence at all.
- **Brackets** are used to draw more attention to the additional information. The reader knows that they are being told something extra.
- **Dashes** are commonly used in informal writing. They break up the sentence more than commas or brackets, and therefore draw attention to the extra information.

Parenthesis

There are 3 ways to separate the extra information,
commas, **brackets** and **dashes**.

The choice of which punctuation to use is yours, they all do the same job.

*There is disagreement about when the different punctuation should be used but, in general, you can think of **commas**, **brackets**, and **dashes** as being on a line from quite low key to quite high visibility! Commas don't break up the sentence much, brackets break it up a bit, and dashes really do disrupt the sentence.*

commas are the quiet conversational voice of a friend walking by your desk

brackets are the behind your hand whisper of an aside

dashes are the shout of a pirate dashing into a fight

4-a-Day Arithmetic Practice

1 $80 + 70 =$

2 $60 \times 40 =$

3 $528 \div 8 =$

4 $4,543 + 5,567 =$

Check your answers from yesterday. How did you do? Rewatch yesterday's video (<https://www.youtube.com/watch?v=luioW-43Vtg>) to remind yourself of what you need to do.

Support chart:

Roman Numerals: 1 - 1000						
I	V	X	L	C	D	M
1	5	10	50	100	500	1000

1	I	11	XI	200	CC
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5	V	50	L	600	DC
6	VI	60	LX	700	DCC
7	VII	70	LXX	800	DCCC
8	VIII	80	LXXX	900	CM
9	IX	90	XC	1000	M
10	X	100	C	1001	MI



Complete questions 5-8.

5 Complete the table.

Numerals	Words	Roman numerals
52		
	six hundred and thirty-five	
		CMXCI
	four hundred and seven	
		DCCCXXXIX

6 Match the calculations to the answers.

XXVII + III

D - XXX

M ÷ D

DCCC - CC

L x VII

CDLXX

DC

CCCL

XXX

II

7 Complete the sequences.

- a) V, X, , XX, , XXX,
- b) C, CL, , CCL, CCC,
- c) X, XX, XXX, , , LX,
- d) III, , IX, , XV, XVIII,

8



a) What month is shown? _____

b) What year is shown?

c) Write today's date in Roman numerals.

Thematic- Where is Baghdad?

Watch: <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-baghdad-in-900ad/zjfxpg8>



Look at the map below and then answer the following questions:



1. What is Baghdad?

2. Which country is Baghdad in?

3. What countries surround Iraq?

4. Which continent is Iraq a part of?

On the blank map, label the following:

- The United Kingdom
- Ireland
- Iraq
- Syria
- Iran
- Saudi Arabia
- Kuwait
- Jordan
- Baghdad!

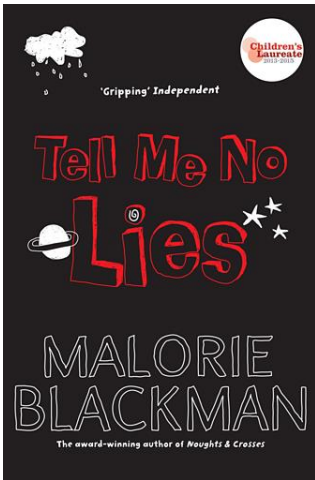


Wednesday

Reading – Tell Me No Lies – Extract 2: Retrieval Questions
Writing – Features of a playscript
Maths – Addition and subtraction problems
Spanish – Quiz

Wednesday 1st July

Reading



Watch *Strictly Come Dancing* dancer Dianne Buswell read extract 2 from *Tell Me No Lies* by scanning the QR code or read the extract below:

Extract 2

Mike glared at his grandad. All the long drive down, Mike hadn't said a single, solitary word. He'd nodded, shaken his head or shrugged as appropriate whenever Nan or Gramps asked him a question, but that was it. Mike remembered how months before Gramps and Nan sat together in the courtroom never saying a word to him or each other. And how much he'd hated them for it.

'I know what you're thinking and you needn't worry.' Mike glared at his grandparents. *'I'm not going to disappoint you.'*

Let them take that any way they wanted!

'I see that whatever else your mother did, she certainly didn't teach you any manners,' Gramps told him. *'Or respect for your elders.'*

'My mum taught me that families are supposed to stick together.' Mike said pointedly.

'Meaning?' Gramps prompted with a frown.

'The meaning can wait until Mike has settled in,' Nan said briskly. *'We're all getting off on the wrong foot here. Come on, Mikey. I'll show you up to your room.'*

Nan took hold of one of Mike's smaller bags and led the way up the stairs. Reluctantly, Mike picked up his larger suitcase and followed her. Nan waited until they were on the landing before she spoke again.

'You mustn't mind your grandad,' she said smiling. *'He's all bark and no bite.'*

His bark is so bad that he doesn't need to bite, Mike couldn't help thinking.

Retrieval Questions

1. Write down **three** things that Mike had done during the car journey in response to his Nan and Gramps asking him a question:

a. _____

b. _____

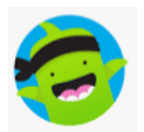
c. _____

2. According to the text, what did Mike's mother teach him?

3. Tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Nan and Gramps were not present in the courtroom	<input type="checkbox"/>	<input type="checkbox"/>
Mike carries his suitcase up the stairs reluctantly	<input type="checkbox"/>	<input type="checkbox"/>
Gramps smiles at Mike	<input type="checkbox"/>	<input type="checkbox"/>

The correct answers will be posted at the end of the day on ClassDojo.



Writing – Features of a playscript

Today's Task:

1. Read Play Script Features.
2. Annotate the playscript to show these features.

Playscripts Features:

- Write information about the setting of the scene at the start of the script.
- Write the characters' names clearly on the left-hand side.
- Separate these character's names from what is said using a colon.
- Include any instructions for the actors (stage directions) in brackets. It is useful to write these in a different font style or italics. Instructions can include:
 - o How something is to be said
 - o Movements or gestures
 - o Scene changes

Macavity Scene

The scene is a courtroom. Macavity is in the dock. He looks defiant and unafraid. Beside him is a lawyer. They are both facing the judge.

Prosecuting Lawyer: Your worship, we shall be alleging that the defendant, Macavity, is not an innocent cat but is in fact the brains behind a series of terrible crimes ...

Judge: *(Scratching his chin and looking doubtful)*
When you say the 'brains', what exactly do you mean?

Prosecuting Lawyer: The mastermind, your worship. The very 'Napoleon' of crime.
(Everyone in court gasps)

Judge: Well, what do you have to say about this Macavity?

Macavity: I'd just like to know where I was supposed to be and when.

Because, I'm pretty sure that you'll actually find I wasn't there (wherever that was) And even if I was, I'm certain that I wasn't there then (whenever that might have been).

Judge: *(Looks puzzled)*

4-a-Day Arithmetic Practice

1

$80 \times 50 =$

2

$600 + 800 =$

3

$54 + 35 =$

4

$8,436 + 1,387 =$

Follow the link to watch the explanation video: <https://www.youtube.com/watch?v=3CGMHq3aDQ>



Complete questions 1-4.

Multi-step addition and subtraction problems

- 1 Eva is reading a book before bedtime.
On Monday she reads 38 pages.
On Tuesday she reads 6 pages more than she did on Monday.

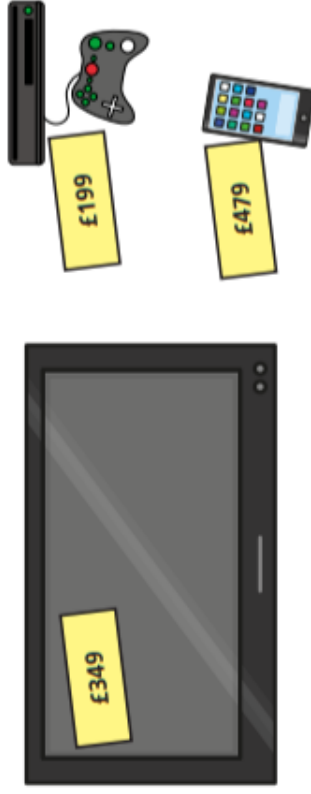
- a) How many pages does she read on Tuesday?
b) How many pages does she read altogether on Monday and Tuesday?

- c) There are 123 pages in the book altogether.
How many pages does Eva have left to read?

- 2 Here are two number cards.

The sum of the two cards is 2,900
What is the difference between the two cards?

- 3 Mo has £1,000 to spend. He buys a TV and a games console.



Does Mo have enough money left to buy the phone? _____
Explain your answer.

- 4 Two families each have £1,800

The table shows how much they need to spend.

	The Websters	The Changs
Housing	£465	£550
Food	£420	£380
Bills	£120	£135

Which family has the most money left?

How much more money do they have?

Spanish - Quiz

Complete the quiz below to revise your last Spanish lesson and then watch the video about how to say when your birthday is in Spanish. Link for the video:

<https://www.thenational.academy/year-5/foundation/saying-your-birthday-in-spanish-year-5-wk3-2#slide-3>



1. How do you say 'good morning' in Spanish? *

1 point

- Buenas noches
- Buenos días
- Buenas tardes

2. How do you say 'my name is' in Spanish? *

1 point

- Hola
- Tengo ____ años
- Me llamo

3. How do you say 'I am ____ years old' in Spanish? *

1 point

- Tengo ____ años
- Me llamo ____ años
- Buenos días ____ años

4. How do you say 7 in Spanish? *

1 point

- Seis
- Siete
- Diez

5. How do you say 9 in Spanish? *

1 point

- Ocho
- Cuatro
- Nueve

Thursday

Reading – Tell Me No Lies – Extract 2: Vocabulary Questions

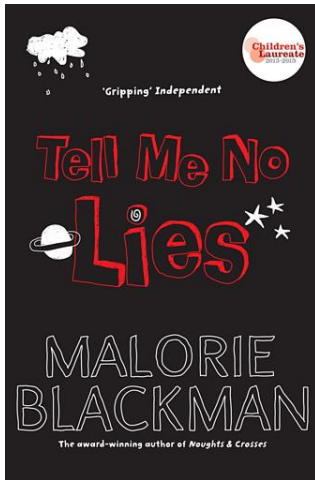
Writing – Playscript

Maths – Addition and subtraction problems

Art – Creating mosaics

Thursday 2nd July

Reading



Watch *Strictly Come Dancing* dancer Dianne Buswell read extract 2 again from *Tell Me No Lies* by scanning the QR code or re-read the extract below:

Extract 2

Mike glared at his grandad. All the long drive down, Mike hadn't said a single, solitary word. He'd nodded, shaken his head or shrugged as appropriate whenever Nan or Gramps asked him a question, but that was it. Mike remembered how months before Gramps and Nan sat together in the courtroom never saying a word to him or each other. And how much he'd hated them for it.

'I know what you're thinking and you needn't worry.' Mike glared at his grandparents. *'I'm not going to disappoint you.'*

Let them take that any way they wanted!

'I see that whatever else your mother did, she certainly didn't teach you any manners,' Gramps told him. 'Or respect for your elders.'

'My mum taught me that families are supposed to stick together.' Mike said pointedly.

'Meaning?' Gramps prompted with a frown.

'The meaning can wait until Mike has settled in,' Nan said briskly. 'We're all getting off on the wrong foot here. Come on, Mikey. I'll show you up to your room.'

Nan took hold of one of Mike's smaller bags and led the way up the stairs. Reluctantly, Mike picked up his larger suitcase and followed her. Nan waited until they were on the landing before she spoke again.

'You mustn't mind your grandad,' she said smiling. 'He's all bark and no bite.'

His bark is so bad that he doesn't need to bite, Mike couldn't help thinking.

Vocabulary Questions:

1. Find and copy **one phrase or group of words** that suggests that Gramps seems more grumpy and aggressive than he actually really is underneath:

2. *'The meaning can wait until Mike has settled in,' Nan said briskly.*
In this sentence, the word **briskly** is closest in meaning to...

Circle **one**:

slowly

quickly

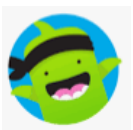
nastily

kindly

3. Find and copy the words which communicate meaning through facial expressions. There are three.

4. *'My mum taught me that families are supposed to stick together.'* Mike said **pointedly**. What does the word **pointedly** mean in this sentence?

The correct answers will be posted at the end of the day on ClassDojo – don't forget to check!



Writing – Playscript

Please write the date and the title into your lined activity book

Today's Task:

1. Write a playscript based on the poem, 'Macavity'. You could choose to either carry on the example or you can create your own. Remember to include the features of a playscript as you write out your playscript. playscript on Dojo!

Macavity Scene

The scene is a courtroom. Macavity is in the dock. He looks defiant and unafraid. Beside him is a lawyer. They are both facing the judge.

Prosecuting Lawyer: Your worship, we shall be alleging that the defendant, Macavity, is not an innocent cat but is in fact the brains behind a series of terrible crimes ...

Judge: *(Scratching his chin and looking doubtful)*
When you say the 'brains', what exactly do you mean?

Prosecuting Lawyer: The mastermind, your worship. The very 'Napoleon' of crime.
(Everyone in court gasps)

Judge: Well, what do you have to say about this Macavity?

Macavity: I'd just like to know where I was supposed to be and when.

Because, I'm pretty sure that you'll actually find I wasn't there (wherever that was)
And even if I was, I'm certain that I wasn't there then (whenever that might have been).

Judge: *(Looks puzzled)*

Share your playscripts with us on Dojo – we'd love to see your work!



4-a-Day Arithmetic Practice

1

$$700 + \underline{\quad} = 1,300$$

2

$$7,543 - 5,636 =$$

3

$$765 \times 10 =$$

4

$$873 \times 8 =$$

Check your answers from yesterday. How did you do? Rewatch yesterday's video (<https://www.youtube.com/watch?v=3CGMHZq3aDQ>) to remind yourself of what you need to do.



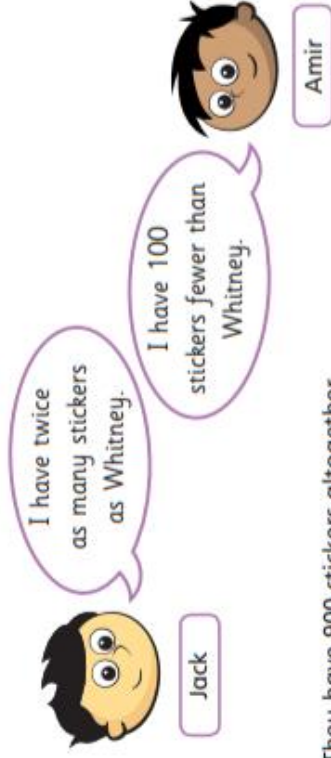
Complete questions 5-8.

- 5 There are 15,600 people at a concert.
There are 9,050 adults.

The rest are children.

How many more adults than children are there?

- 6 Jack, Whitney and Amir are counting their sticker collections.



Jack: I have twice as many stickers as Whitney.

Amir: I have 100 stickers fewer than Whitney.

They have 900 stickers altogether.

How many stickers do they each have?

Jack has stickers.

Amir has stickers.

Whitney has stickers.

- 7 Two numbers have a difference of 1,200 and a total of 6,484.
What are the two numbers?

 and

- 8 Three 4-digit numbers add together to make 10,000.
One of the numbers is 2,560.

Complete the sentences to describe the other numbers.

The total of the two numbers must be .

The two numbers could be and .

One of the numbers cannot be greater than .

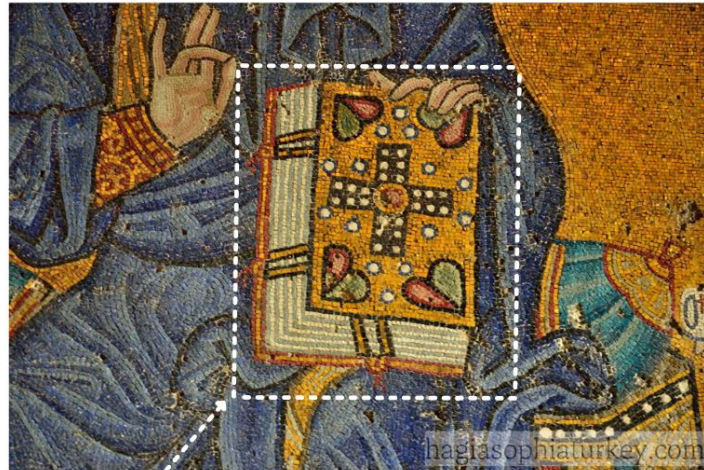
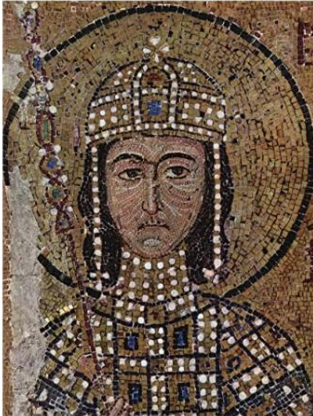
Write your own problem like this for a partner to solve.



Art - Creating mosaics

In your last thematic lesson you made a sketch for your mosaic. Today you will make your mosaic. To do this, work out what colours you will need and cut the coloured paper into squares. Then follow your sketch and stick the coloured squares in the right places to make the mosaic.

Send a picture on Dojo of your completed work.



You may just want to recreate this section from this one:

Choose one of the sections of a mosaic taken from the Hagia Sophia. Complete an observational drawing of this mosaic in your sketch books. We are going to be creating a mosaic so if you finish the sketch, plan which coloured squares you intend to use in each section by clearly labelling them.



Friday

Reading – Tell Me No Lies – Both extracts: Inference Questions

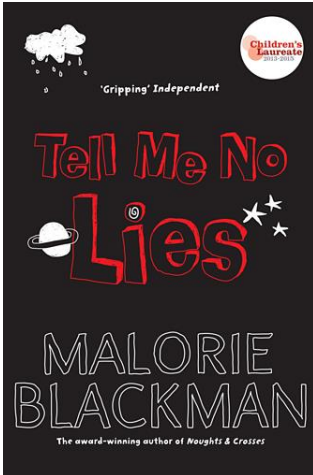
Writing - Editing

Maths – Divide 4 digits by 1 digit

PE – Standing long jump

Friday 3rd July

Reading



Watch *Strictly Come Dancing* dancer Dianne Buswell read both extracts from *Tell Me No Lies* again by scanning the QR code or re-read the extracts below:

Extract 1

Gemma turned the page. Here, a mum with smiling eyes and untidy hair like a halo hugged her daughter tight, whilst the headline below the photograph yelled out, MOTHER SAVES CHILD FROM OVERTURNED CAR. And on the opposite page, a mum standing next to a boy, her arm around his shoulders. The headline that went with this photograph declared, MUM FLIES OFF WITH SON FOR NEW HEART. Gemma only ever kept the headlines that went with her mums – never the full newspaper article – but she could remember the story that went with this one. The mum's son needed a heart and liver transplant and the doctors in Britain had all but written him off. But not his mum. His mum was determined to do whatever it took to keep her son alive, so she'd taken him to America. And it had had a happy ending. The boy received his transplant and lived.

Gemma sighed. She liked happy endings.

Extract 2

Mike glared at his grandad. All the long drive down, Mike hadn't said a single, solitary word. He'd nodded, shaken his head or shrugged as appropriate whenever Nan or Gramps asked him a question, but that was it. Mike remembered how months before Gramps and Nan sat together in the courtroom never saying a word to him or each other. And how much he'd hated them for it.

'I know what you're thinking and you needn't worry.' Mike glared at his grandparents. *'I'm not going to disappoint you.'*

Let them take that any way they wanted!

'I see that whatever else your mother did, she certainly didn't teach you any manners,' Gramps told him. *'Or respect for your elders.'*

'My mum taught me that families are supposed to stick together.' Mike said pointedly.

'Meaning?' Gramps prompted with a frown.

'The meaning can wait until Mike has settled in,' Nan said briskly. 'We're all getting off on the wrong foot here. Come on, Mikey. I'll show you up to your room.'

Nan took hold of one of Mike's smaller bags and led the way up the stairs. Reluctantly, Mike picked up his larger suitcase and followed her. Nan waited until they were on the landing before she spoke again.

*'You mustn't mind your grandad,' she said smiling. 'He's all bark and no bite.'
His bark is so bad that he doesn't need to bite, Mike couldn't help thinking.*

Inference Questions:

1. Look at extract 2.

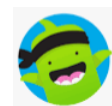
**'Nan takes the lead in a confrontational situation.' Do you agree or disagree with this statement?
You will need to find some evidence from the text to support your response.**

2. Look at the following sentence taken from the start of the first extract.

Here, a mum with smiling eyes and untidy hair like a halo hugged her daughter tight, whilst the headline below the photograph yelled out, MOTHER SAVES CHILD FROM OVERTURNED CAR.

What conclusion can you draw about how Gemma views this mother from the description of her?

3. How do you know that Gemma cares about the newspaper clippings?



Writing – Editing

Please write the date and the title into your lined activity book



Today's Task:

1. Read through the examples of good work posted on Dojo.
2. Edit your playscript using a different coloured pen.
3. Remember to include all of the features of a playscript that we explored earlier in the week.

4-a-Day Arithmetic Practice

1

$30 \times 70 =$

2

$\underline{\quad} + 7,643 = 9,876$

3

$900 + \underline{\quad} = 1,700$

4

$731 \div 8 =$

Follow the link to watch the explanation video: <https://vimeo.com/413577975>

Worked example:

$$186 \div 6 =$$

	0	3	1	
6		1	8	6

no groups of 6
can be made

3 × 6 = 18

1 × 6 = 6

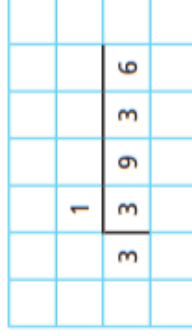
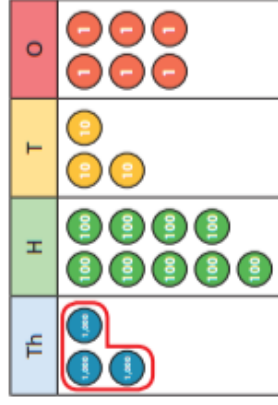


Complete questions 1-2.

Divide 4-digits by 1-digit

- 1 a) Circle the groups of 3 to help you complete the sentences and calculation.

The first step has been done for you.



There is 1 group of 3 thousands.

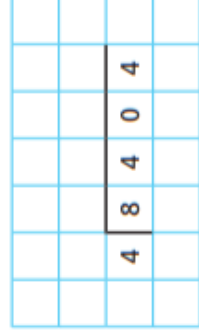
There are [] groups of 3 hundreds.

There is [] group of 3 tens.

There are [] groups of 3 ones.

$3,936 \div 3 =$ []

- b) Use the place value chart to work out $8,404 \div 4$

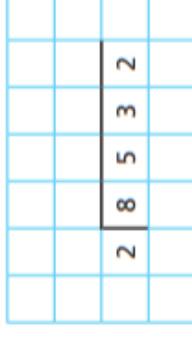
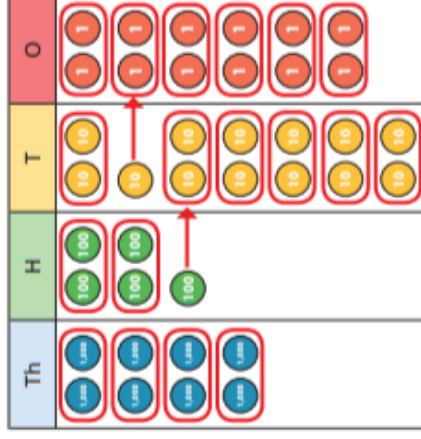


$8,404 \div 4 =$ []

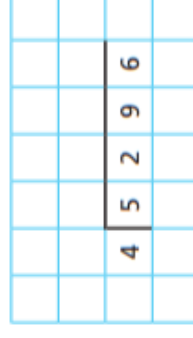
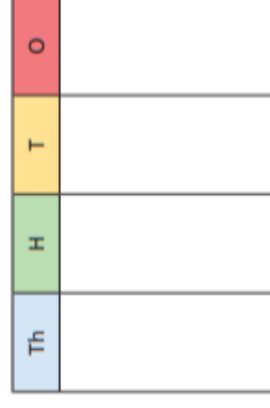


- 2 Use the place value charts to work out the divisions.

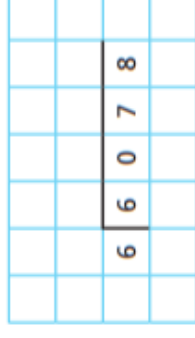
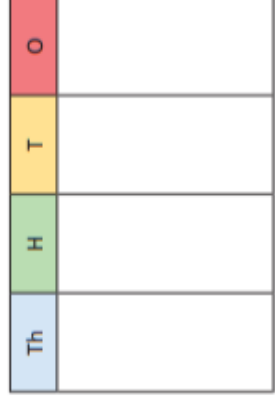
a) $8,532 \div 2 =$ []



b) $5,296 \div 4 =$ []



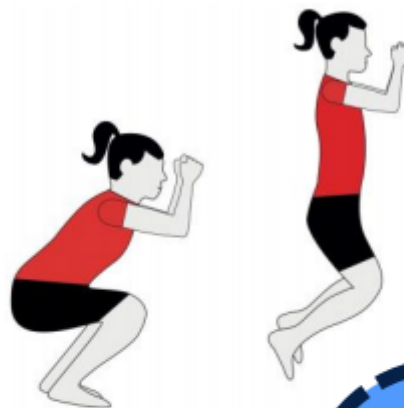
c) $6,078 \div 6 =$ []



Can you focus on your technique and concentrate on your landing?

How to play:

- Place a starting marker on the floor.
- Stand beside the starting marker on two feet, how far can you jump landing balanced on 2 feet?
- Challenge a partner to see who can jump the furthest.
- If you have space, place down a marker at 8.31m, the distance Greg Rutherford jumped to win a gold medal in 2012. How many jumps does it take to jump that distance?



Can you keep trying even if you miss the target?

Top Tips

Jumping Further

Keep your head up, swing your arms and bend your knees when you land.

Let's Reflect

What did you learn after each jump?

How did you keep focused?



Watch the video of Catherine Fitzpatrick from Complete PE to give you some tips on how this can be done in all types of homes and outdoor areas.

Share some pictures and the distances that you have managed to jump with us in ClassDojo and we will see if we have an overall winner for the class!

