
Work pack- Group 1 – 29th June- 3rd July (1 week)

Timetable:

| Day | Core | Foundation |
|-----------|-----------------------------|--------------|
| Monday | Reading Writing Maths | PE and Music |
| Tuesday | Reading Writing Maths | Thematic |
| Wednesday | Reading Writing Maths | Art |
| Thursday | Reading Writing Maths | Science |
| Friday | Reading Writing Maths | RE |

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 day's 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.

There will be some QR codes (barcodes) that you will be able to scan. These will take you to a website with further information or activities on. Any scanning app, eg Barcode Scanner, on a mobile device or tablet will enable you to do this.

Monday 29th June

Reading

This week we are going to focus on skimming and scanning texts to quickly retrieve information.



Click the link or QR code to find out more about skimming and scanning.

<https://www.bbc.co.uk/teach/skillswise/skimming-and-scanning/zd39f4j>

Skimming text

Skimming is a reading technique that can help you:

- read more quickly
- decide if the text is interesting and whether you should read it in more detail

You can use the skimming technique when you want to identify the main ideas in the text.

How is skimming different to scanning?

The term skimming is often confused with scanning.

- You skim a text to obtain the **gist** - the overall sense - of a piece of writing. This can help you decide whether to read it more slowly and in more detail.
- You scan a text to obtain specific information. For example, to find a particular number in a telephone directory.

Sometimes you can use **both** reading methods. After you've skimmed a piece of text to decide whether it's of interest, you might then use scanning techniques to find specific information.

How do you skim read?

When you use the skimming technique you don't read the whole text word for word. You should use as many clues as possible to give you some background information. There might be **pictures** or images related to the topic, or an eye-catching **title**. Let your eyes skim over the surface of the text and look out for **key words** while thinking about any clues you've found about the subject.

- Read the title, subtitles and subheadings to find out what the text is about.
- Look at the illustrations to give you more information about the topic.
- Read the first and last sentence of each paragraph.
- Don't read every word or every sentence. Let your eyes skim over the text and look out for key words.
- Continue to think about the meaning of the text.

Scanning text

You can use the scanning technique to look up a phone number, read through the small ads in a newspaper, or for browsing television schedules, timetables, lists, catalogues or webpages for information. For these tasks you **don't need to read or understand every word**.





Scanning is also useful when you don't have time to read every word. This could be when you're studying or looking for specific information from a book or article and need to find it quickly.

Tips: better scanning

- Don't try to read every word. Instead let your eyes move quickly across the page until you find what you're looking for.
- Use clues on the page, such as headings and titles, to help you.
- In a dictionary or phone book, use the header words to help you scan. You can find these in bold type at the top of each page.
- If you're reading for study, start by thinking up or writing down some questions that you want to answer. Doing this can focus your mind and help you find the facts or information that you need more easily.
- Many texts list things in alphabetical order from A to Z. These include everyday materials, such as the phone book or indexes to books and catalogues.
- There are many ways to practise scanning skills. Try looking up a favourite recipe in the index of a cookbook, search for a plumber in your local Yellow Pages or scan webpages on the internet to find specific information.

Task:

Have a go at scanning this BBC television guide to answer the questions. See how quickly you can find the information you need. You might want to time yourself!

|  |  |  |  |
|--|---|--|--|
| <p>19.00 The One Show</p> <p>The One Show team bring viewers the stories that matter from across the country.</p> | <p>19.00 Escape to the country</p> <p>A couple from Wimbledon want to escape the suburbs for countryside living in East Sussex.</p> | <p>19.00 Top Gear</p> <p>The team sets out to end the chaos that snowfall brings to Britain every year.</p> | <p>19.00 World News Today</p> <p>The latest news, exploring the day's events from a global perspective.</p> |
| <p>19.30 Waterloo Road</p> <p>Sambuca enlists Lauren and Finn's help to track her father down in Blackpool.</p> | <p>19.30 Springwatch</p> <p>Iolo Williams takes to the water to reveal puffins at their best - diving for fish.</p> | | <p>19.30 Born to be Wild</p> <p>We meet the amateur naturalist who has turned his garden into a lizard empire.</p> |
| <p>20.27 BBC News and Regional News</p> <p>The latest national and international news stories from the BBC, followed by the weather.</p> | | <p>20.00 Great Movie Mistakes</p> <p>Robert Webb uncovers the clangers and gaffes in Hollywood's biggest blockbusters.</p> | <p>20.00 Explosions: How We Shook the World</p> <p>Engineer Jem Stansfield investigates the science of explosions.</p> |
| <p>20.30 In with the Flynns</p> <p>Liam and Caroline work extra shifts, but who is looking after the kids?</p> | <p>20.30 Springwatch Unsprung</p> <p>Kate Humble, Chris Packham and Iolo Williams answer audience questions.</p> | | |

| | | | |
|---|---|---|--|
| <p>21.00 The Apprentice</p> <p>Lord Sugar instructs the teams to build junk collection businesses.</p> | <p>21.00 Wonderland</p> <p>Film that climbs aboard with four families as they take to the road.</p> | <p>21.00 Cannabis: What's the Harm?</p> <p>Exploring the world of organised crime linked to the supply of cannabis in the UK.</p> | <p>21.00 Hidcote: A Garden for All Seasons</p> <p>The story behind Hidcote, the most influential English garden of the 20th century.</p> |
| <p>22.00 BBC News at Ten</p> <p>Latest national and international news, with reports from BBC correspondents worldwide.</p> | <p>22.00 The Apprentice: You're Fired</p> <p>This week's task of making money from rubbish ended with someone being dumped.</p> | <p>22.00 Kill Bill: Vol 2</p> <p>The assassin, The Bride, concludes her ruthless quest for revenge against her nemesis.</p> | <p>22.00 Nurse Jackie</p> <p>After breaking up with Eddie, Jackie tries to reconnect with her family.</p> |

1. If you miss the news at 19.00, when can you next catch the news?
2. If you're interested in gardening, what programme might you look out for?
3. What time, and on which channel, would you catch The Apprentice?
4. When, and on which channel, can you see the weather forecast?
5. At what time, and on which channel, can you settle down to watch a film?



Share your answers on Dojo. If you decided to time yourself, you may also wish to share your time.

Writing

Today we will be developing vocabulary to describe our changing world. We will use our ideas from today when we write a non-chronological report on Friday about climate change. (Your learning about climate change in tomorrow's thematic lesson will support you with this.)

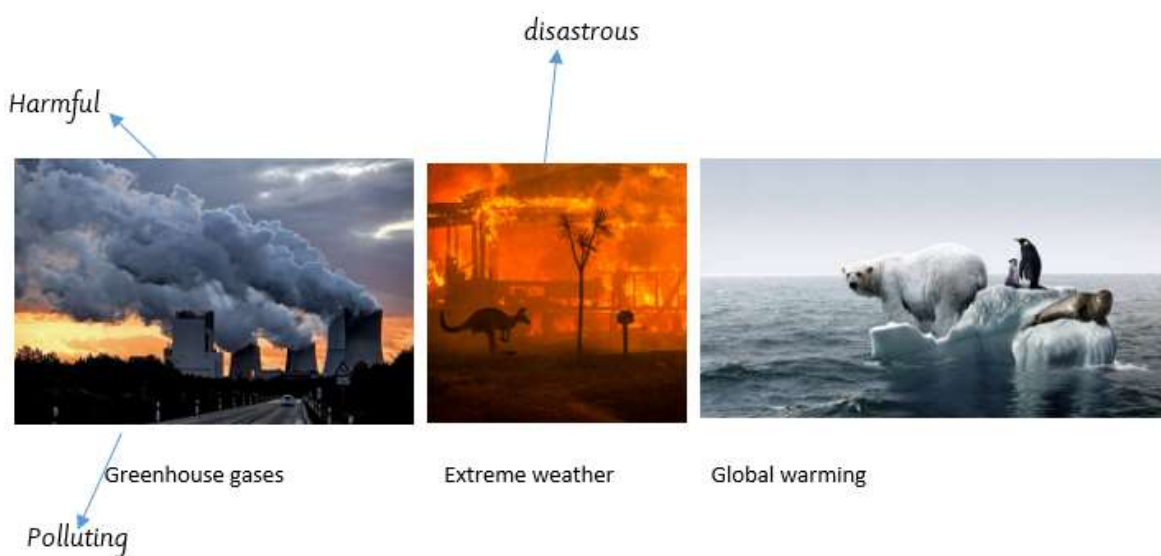
Watch the National Geographic 'Causes and effects of climate change' video clip until 1 minute 50 seconds https://www.youtube.com/watch?v=G4H1N_yXBIA.



Subject-specific nouns are a feature of non-chronological reports. They are nouns that refer to a particular thing and relate to the subject or topic of a piece of writing. *We used subject-specific nouns like 'civilization', 'Parthenon' and 'The Olympics' when we wrote about the ancient Greeks.*

Today we will look at subject-specific nouns for the subject: Climate Change.

1. Find out the meaning of the following subject-specific nouns from the video and write a definition in your own words in your books.
 - a. Greenhouse gases:
 - b. Extreme weather:
 - c. Global warming:
2. Scan tomorrow's thematic reading text to find two more subject-specific nouns and write a definition in your own words in your books.
3. Emotive language: Brainstorm a list of negative words-adjectives- using the pictures to expand the noun phrase.



Maths

$$456 - 10 =$$

| | | | | | | |
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$$9439 - 655 =$$

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$$1\frac{3}{4} \times 4 =$$

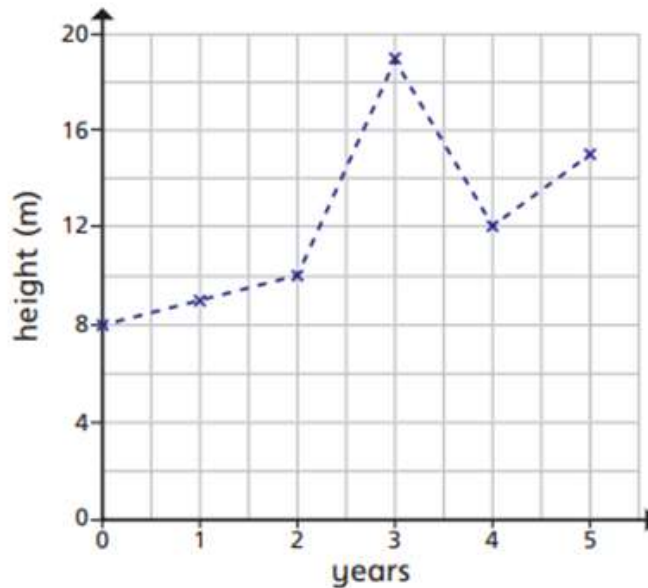
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$$9.07 + 3.3 =$$

| | | | | | | |
|--|--|--|--|--|--|--|
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| | | | | | | |

Line graphs

- I** The line graph shows the growth of a tree.



- a) What is the difference in height between the start and end of recording? m
- b) How much did the tree grow between the 2nd and 3rd year? m
- c) What happened in year 3?
What might have caused this?
- d) By the 6th year the tree grows to three times the height it was in the 1st year.



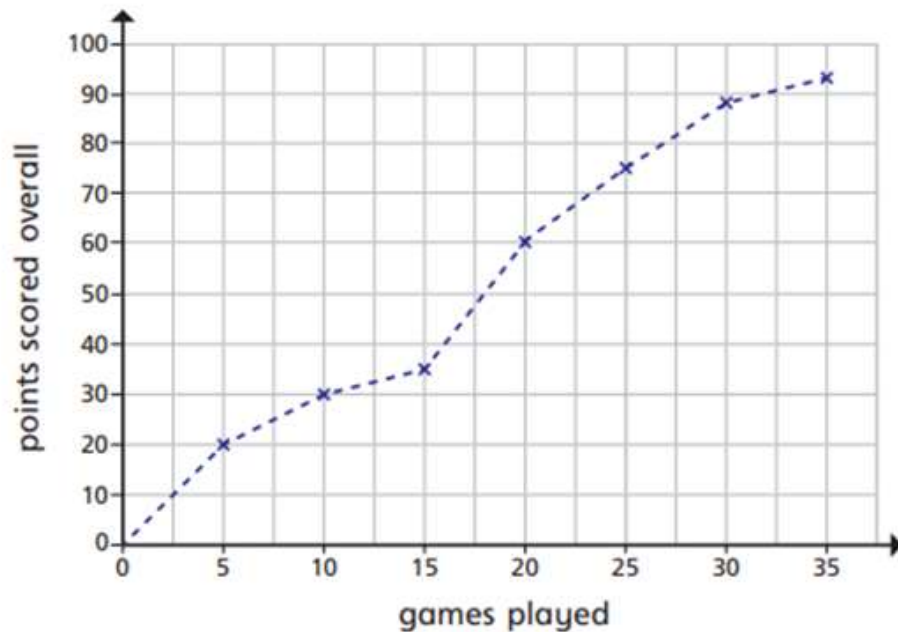
The tree will be at the tallest height it has ever been.

Do you agree with Whitney? _____

Explain your answer.

2

The line graph shows the number of points scored over 35 games.



a) Use the line graph to complete the table.

| | | | | | | | | |
|--------|---|---|--|--|--|--|----|----|
| Games | 0 | 5 | | | | | | |
| Points | 0 | | | | | | 88 | 93 |

b) How many points were scored between games 10 and 25?

c) Between which games did the points exactly double?

between game and game

d) Between which games were the least number of points scored?

game and game

e) Estimate how many games it took to score 50 points.

PE

This has got to be one of our favourite tunes to dance to. Have a go and send us a video!

<https://youtu.be/Myecliz2O0s>

Eye Of The Tiger



Music

Your music challenge for this week has been sent by Miss Wrighton. She is missing teaching you but we have been in contact and she has planned some really fun activities for you to try!

Challenge 1:

BODY PERCUSSION CHALLENGE No.3

Building on challenges 1 and 2, have a go at this body percussion piece based on the STOMP 'Hands and Feet' routine! Remember to repeat each pattern lots of times, starting slowly and gradually speeding it up.

Start with this **foot pattern**:

| | | | | | | | | |
|--------|-----------------------|------------------------|---|-----------------------|------------------------|---|---|---|
| Count: | 1 | & | 2 | & | 3 | & | 4 | & |
| | LEFT FOOT STAMP | RIGHT FOOT STAMP | | LEFT FOOT STAMP | RIGHT FOOT STAMP | | | |

Now try these **hand patterns** (x = clap your hands):

| | | | | | | | | |
|--------|----|----|----|----|----|----|----|----|
| Count: | 1 | & | 2 | & | 3 | & | 4 | & |
| | X | | X | | X | | X | |
| | | X | | X | | X | | X |
| | XX | | XX | | XX | | XX | |
| | | XX | | XX | | XX | | XX |

Then try **combining** the foot pattern with the different hand patterns! Go slowly and keep counting in your head to help. For another hands and feet pattern see this video by members of the Stomp cast -

<https://www.youtube.com/watch?v=CX6tKPte33A>

On your instrument: try swapping the clapping patterns for a rhythm pattern on your instrument.

Challenge 2:

BODY PERCUSSION – USING YOUR VOICE

BEATBOXING

1. Starting slowly, say "boots and cats and baboons and cats"
2. Then say it more like a whisper. See if you can make the consonants louder eg. 'b', 't', 's', 'c' and the vowel sounds quieter.
3. Keep repeating the phrase like this and really bring out the rhythm of the words – get into the groove of how the words sound!
4. Then gradually speed it up so you end up hearing more of the consonant sounds than the whole words. And there you have it, you'll be beatboxing!

HUMAN DRUMKIT

Try out these different vocal patterns to sound like the different parts of a drumkit:

Cymbal - say 'tschh tschh tschh ___'



Bass and snare drum – say 'dum dum chh dum chh chh'



Hi hat – say 't t t t'



Then play around with the patterns. Try them in different orders and see if you can come up with a drum kit piece by joining the patterns together. Or, teach the patterns to different people and then you can try doing them all at the same time as a group performance!



LINKS/THINGS TO LISTEN TO AND WATCH

Schlomo – How to Beatbox -

<https://www.youtube.com/watch?v=IWEEyMq8ETc>

Beatbox Collective – Pass the Sound -

<https://www.youtube.com/watch?v=8WmmoEkz-pl>

Greg Patillo – Flute Beatboxing -

<https://www.youtube.com/watch?v=59ZX5qdIEB0>

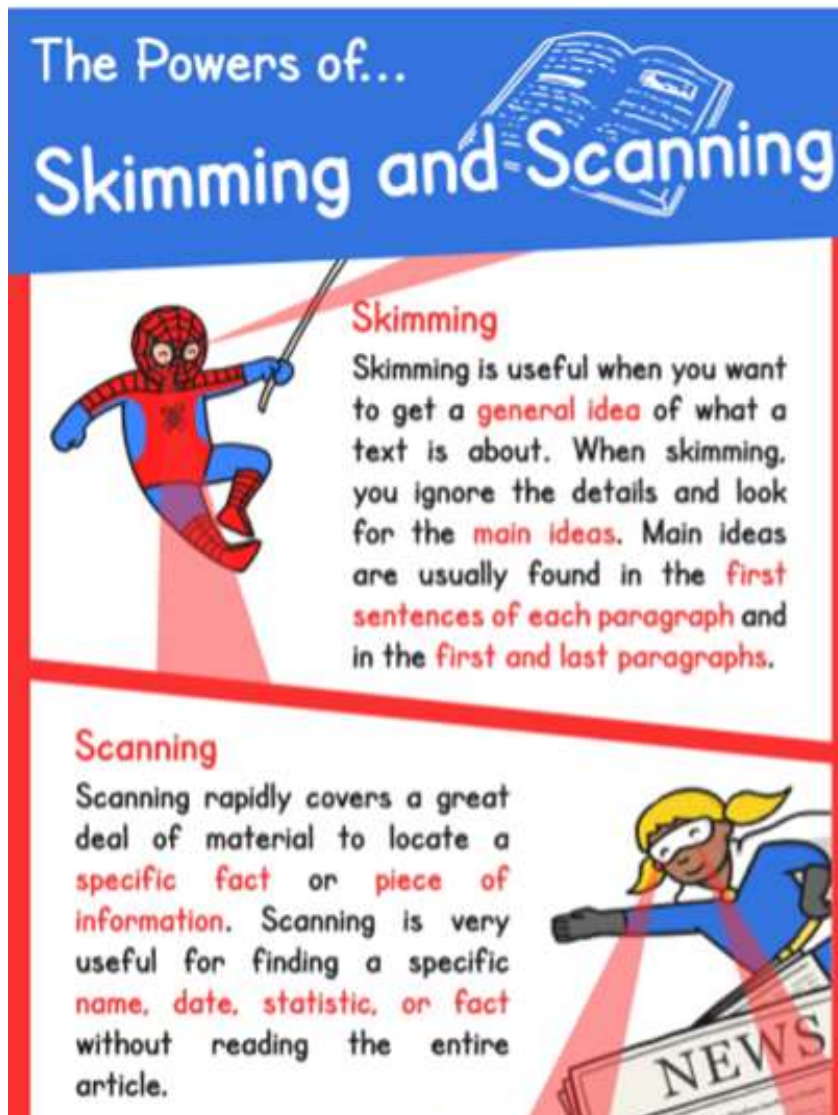
Pentatonix – Daft Punk - <https://www.youtube.com/watch?v=3MteSlpxCpo>

Film yourself completing these challenges and send them on Dojo.

Tuesday 30th June

Reading

Recap skimming and scanning:



Task:

Scan the text to find the following words and then answer the questions below. You can identify the words in any way you choose- highlight, underline, circle etc.

| | | | | |
|-------|-----------|--------|---------|-----------|
| mouth | eccentric | smock | wrists | telephone |
| odd | obstinate | coarse | sported | cruel |

A description based on Roald Dahl's Miss Truchbull



She was above all the most formidable female. She had once been a famous athlete, with incredible muscles. You could see them in the bull-neck, in the big shoulders, in the thick arms, in the sinewy wrists and in the powerful legs. Looking at her, you got the feeling that this was someone who could bend iron bars and tear telephone directories in half. Her face, I'm afraid, was neither a thing of beauty nor of joy. She had an obstinate chin, a cruel mouth and small arrogant eyes. And as for her clothes...they were, to say the least extremely odd. She always had on a brown cotton smock which was pinched in around the waist with a wide leather belt. This belt was fastened in front with an enormous silver buckle. The massive thighs which emerged from out of the smock were encased in a pair of extraordinary breeches, bottle-green in colour and made of coarse twill. These breeches reached to just below the knees and she sported green stockings with turn-up tops, which displayed her calf muscles to perfection. On her feet she wore flat-heeled brown brogues with leather flaps. She looked, in short, more like a rather eccentric and blood-thirsty follower of the stag-hounds than the headmistress of a nice school for children.

1. What does Miss Truchbull wear on her feet?
2. What does the author think Miss Truchbull can do to iron bars?
3. What colour are Miss Truchbull's breeches?
4. What did Miss Truchbull used to be?
5. Which item of Miss Truchbull's clothing 'displays her calf muscles to perfection'?
6. What does the word '**arrogant**' mean?



Share your answers to the questions on Dojo.

Writing

Starter: Pronouns Review

1.Circle the pronouns in the sentence.

Ava was shocked about climate change so she decided to do something about it.

Dylan heard some voices outside and he couldn't wait to see if they belonged to his friends.

2. Rewrite the sentence below changing the appropriate noun into a pronoun.

Climate change is rapidly becoming more evident and climate change is causing extreme weather across the globe.

Main: Present Perfect Tense.

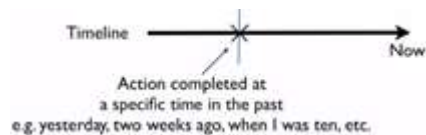


What has happened here? Write a full sentence in your book.

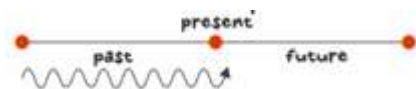
Today we will plan sentences to use in our report under the subheading 'Climate Change Effects'.

In this paragraph, you will write about extreme weather and other effects that have happened so far this year due to climate change.

2. Which tense / tenses could you use to write about extreme weather events in 2020 and why?



Simple Past Function: Action that happened in a completed time frame in the past.



Present Perfect/Present perfect continuous Function: Action that began in the past and is still true/continues into the present.


















Watch the class video modelling the present perfect tenses with examples.

3. Use the present perfect to write 2 sentences about what you have done in 2020 in your books.
(You could use the picture prompts to help).

Present Perfect Form: **Subject** + **have / has** + **past participle** (usually verb + -ed)

*Example: In 2020, I **have** **danced** the salsa for the first time.*

| | | | | | | |
|--|--|---|--|--|--|---|
|  cycle |  be |  see |  drive |  call |  buy |  live |
|  lie |  win |  travel |  take |  work |  shout |  cry |
|  make |  laugh |  speak |  dance |  think |  smile |  show |

1. Use the present perfect/ present perfect continuous to write 2 sentences about extreme weather events that have happened in 2020. **Challenge:** Use some of your emotive language (negative adjectives) from yesterday in your sentences.

Example: In 2020, there has been an increase in floods in the U.K. They have been disastrous and some of the worst on record.

Share your best sentences on Class Dojo and I will choose a winner!

Maths

$12 + 4 + 4 =$

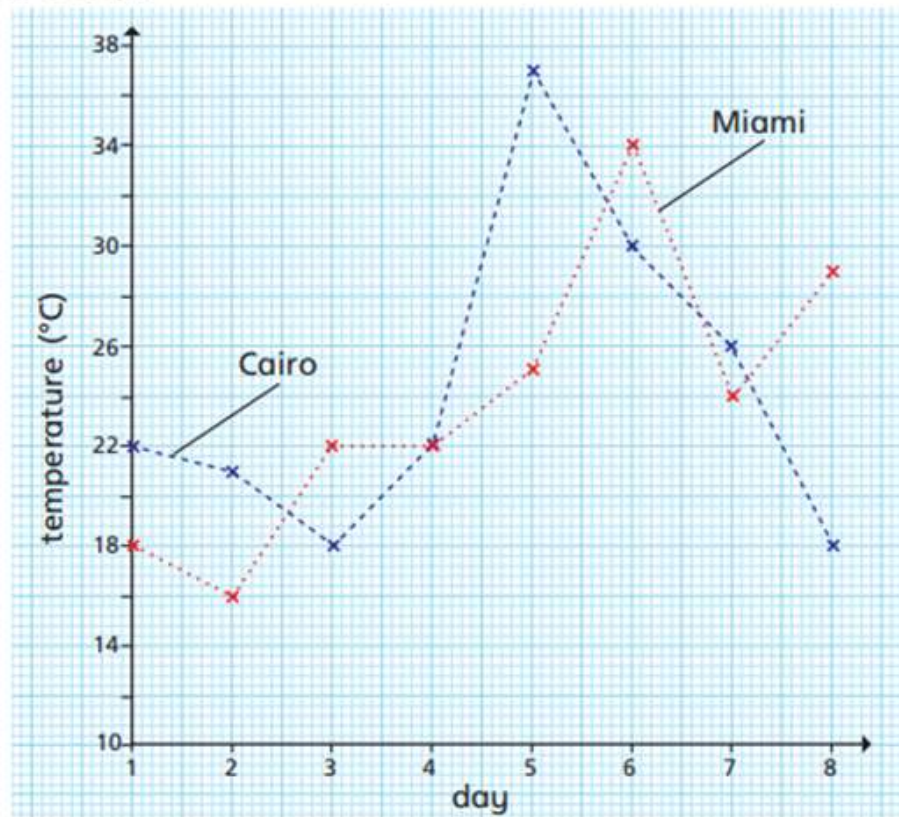
$43 \times 0 =$

$109 - 10 =$

$6 \times 4 =$

3

The line graph shows the temperatures in Miami and Cairo over 8 days.



a) On what day was the temperature the same in both cities?

day

b) What is the difference in temperature between the hottest days in both cities?

°C

c) What is the difference between the hottest recorded temperature and the lowest recorded temperature?

°C

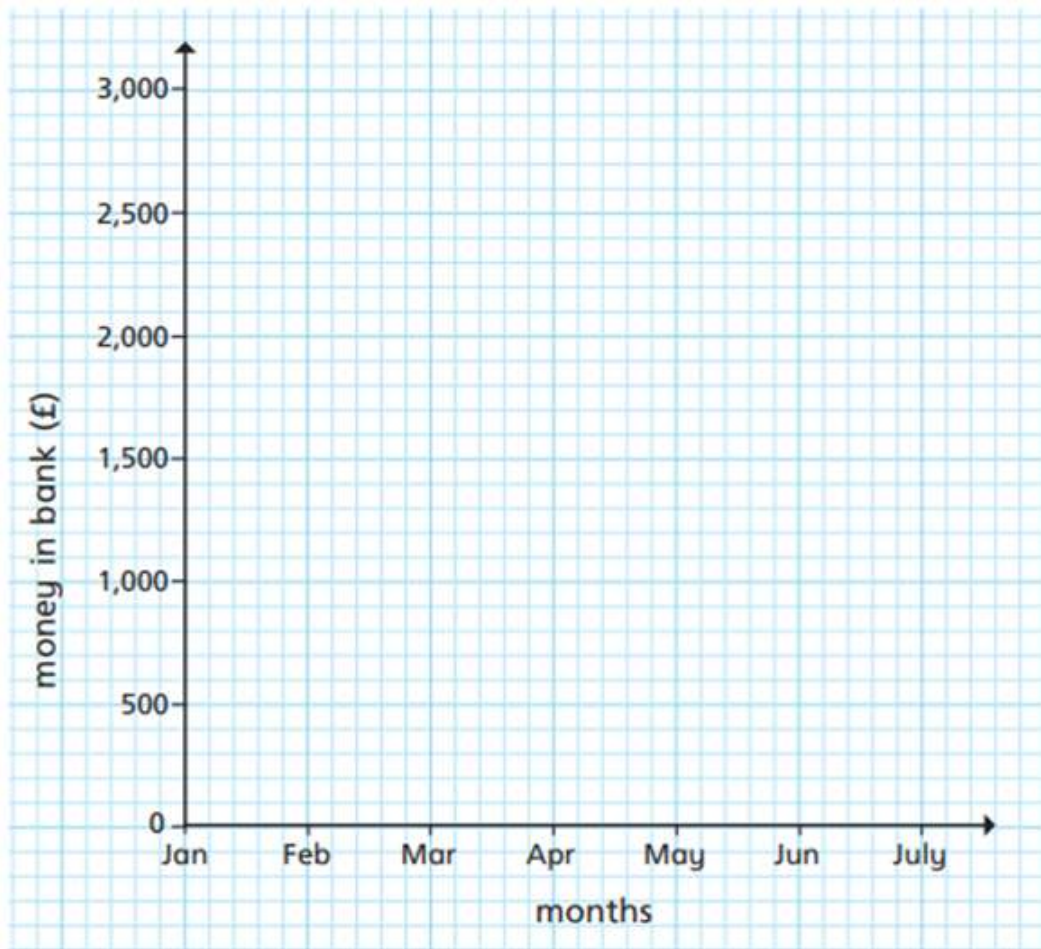
d) On which days was it warmer in Cairo than Miami?

e) On what day was there the greatest difference in temperature between the two cities?

day

4

Use the clues to complete the line graph.

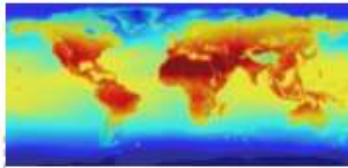


- In February there was £2,800 in the bank, which was the largest overall amount.
- May had the lowest amount.
- In March there was half the amount of February.
- In Jan there was £200 more than March.
- The total of March and April combined was £2,600
- The lowest amount was £2,400 less than the highest amount.
- In July and April there was the same amount of money.
- June = Feb – Mar – May

Compare answers with a partner.

Thematic

Climate Change



STARTER: Questioning

What questions do you have about climate and climate change?

1. Use the question stems to write at least 3 questions.

Example: What is climate change?

How could an increase in temperature affect me?

| | was | could | if |
|------|-----|-------|----|
| What | | | |
| When | | | |
| How | | | |
| Why | | | |

READING

The global climate has been changing since time began.

The Earth's temperature has fluctuated (gone up and down) in the last few hundred years.

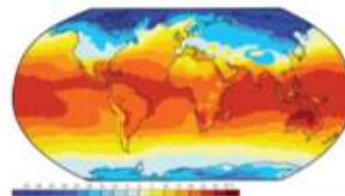
However, since around 1950 there has been a dramatic increase in global temperatures. This increase is known as global warming.

PAUSE POINT:

2. Did you know the Earth's temperature has been increasing? What do you know already?

3. How do you think global warming will affect you?

World annual average air temperatures

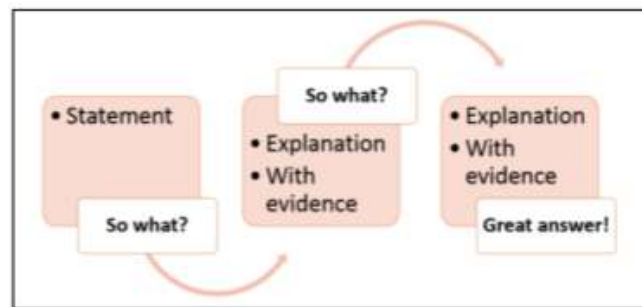


Is our climate changing?

Because people have been watching the weather, and recording it, for a long time, we can predict what it will be like where you live next month or next year. Climate zones around the world can be mapped. But people's activities, like burning oil, coal and gas to make power, are creating some changes. Climate-changing 'greenhouse gases' released into our atmosphere are causing warmer temperatures and less predictable weather. Scientists around the world say that temperatures recorded in 2016 are likely to be the highest seen yet (they're still doing the number-crunching at the moment). They're expected to be even higher than temperatures in 2015 – previously, the warmest year on record.

4. What is climate change?

5. What happens because of this 'thicker blanket' of greenhouse gases in the atmosphere?



Copy and complete the sentences.

| | | |
|--|---|---|
| <p>There are more greenhouse gases in the atmosphere.</p>  <p><i>So what?</i></p> | <p>...<i>so</i> temperatures on Earth are...</p> <p><i>So what?</i></p> | <p>...<i>so</i> extreme weather is more common.</p> <p>For example: This year in 2020,...</p> |
|--|---|---|

Extreme weather events

6. How does climate change affect the earth?

Think about the learning challenge question and annotate the pictures.



Wednesday 1st July

Reading

Today you are going to focus on developing your skimming skills.

- Read the title, subtitles and subheadings to find out what the text is about.
- Look at the illustrations to give you more information about the topic.
- Read the first and last sentence of each paragraph.
- Don't read every word or every sentence. Let your eyes skim over the text and look out for key words.
- Continue to think about the meaning of the text.

Task:

Skim the following text. Make notes on what you think it is about- what is the overall gist? What type of text do you think it is? What information do you think is important?

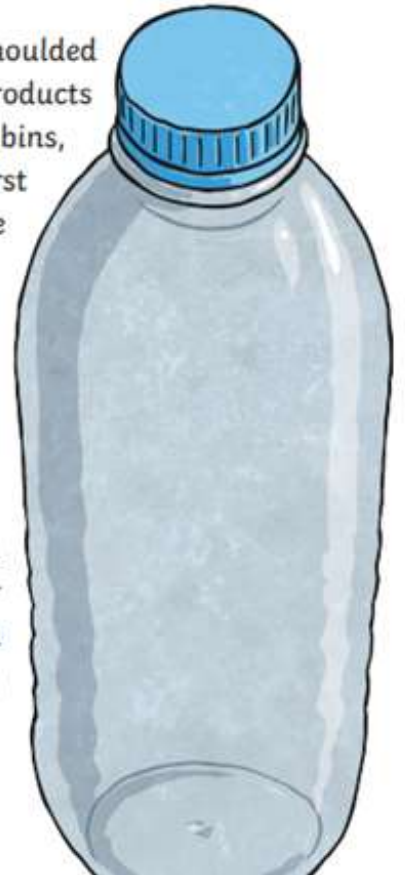
Plastic pollution is the build-up of plastic in the environment. The amount of plastic on the planet is increasing and plastic pollution is damaging wildlife and human health. Tons of plastic rubbish is thrown away every year and this ends up polluting both land and oceans.

History of Plastic

Plastic is a useful resource. It is lightweight, flexible and can be moulded into any shape. Look around you and you will see plastic products being used every day. Plastic is used to make food containers, bins, toys, syringes and hundreds of other items. Plastic bags were first introduced into supermarkets in the 1960s and are used worldwide by many supermarkets and retailers. In 2013, supermarkets in the UK gave out over 7.4 billion plastic bags to customers. Since October 2015 however, customers are charged 5p per plastic bag which may reduce the number of bags that are produced.

Dangers of Plastic

Although plastic is a useful material, it can also be a very dangerous one. Plastic is made of oil and other chemicals which help them keep their shape. Plastics that are left in landfills or in our oceans release these harmful chemicals which then poison and damage the surrounding environment. This can have deadly consequences for wildlife that lives in these contaminated areas.



Leaking chemicals is not the only danger posed by plastic pollution. Animals and marine creatures can become entangled in plastic objects which then make it hard (and sometimes impossible) for them to move, eat or even breathe.

Human health is affected by plastic pollution too. Plastic particles are finding their way into our drinking water and even the food that we eat, such as fish, may be contaminated. The effects of microplastic consumption on humans is not fully understood although evidence suggests that it does have a negative impact on our health.

Reduce. Reuse. Recycle

There are 6.3 billion tons of plastic waste on Earth. We all need to act now to help reduce this number and there are lots of things that we can do to help end plastic pollution.

We need to reduce the amount of plastic that we use. Avoid using straws and plastic takeaway cups and say no to plastic bags at supermarkets. Take a fabric bag instead. We need to reuse plastic items that we already have. Wash plastic bottles and refill them. Avoid wrapping food in clingfilm; use a lunch box and wash it after use. And finally, recycle plastic instead of throwing it in the normal bin. Use recycling boxes or take your plastic to a recycling centre so that it doesn't end up in a landfill site or in the ocean.



Share your notes on Dojo.

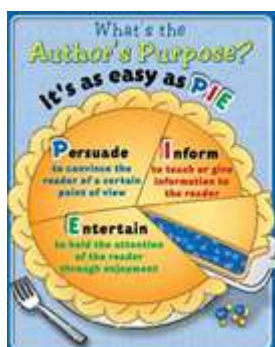
Writing

Please make sure you have completed the Climate Change Thematic lesson before today's work.



Planning: Write a non-chronological report about climate change

1. What are you writing about and what is the purpose of our writing?



1. Who will be the audience for our writing? How will your writing be suited to them?



Today we will look at writing informative statements to use in our non-chronological report introduction. An introduction: gives the reader an idea of what the text is about using 5Ws.

2. Expand the kernel sentences.

Try to focus on choosing the best words possible to express your ideas and write them in your books.

I wonder...can you remember any of the words from our class vocabulary book to use?

Kernel: They agree that it causes climate change.

Who:

What:

Why:

Kernel: The impact of it is disastrous.

What:

Where:

Why:

Maths

$80 \div 1 =$

$499 + 50 =$

$$\begin{array}{r} 354 \\ + 263 \\ \hline \end{array}$$

$43 \times 5 =$

$\frac{3}{7} + \frac{3}{7} =$

$72 \div 8 =$

Identify angles

1 Complete the sentences.

Use the word bank to help you.

90

180

greater

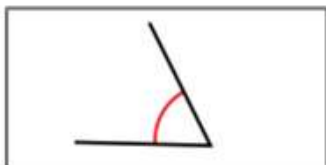
less

a) A right angle is degrees.

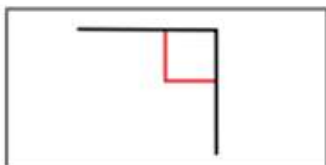
b) An acute angle is _____ than degrees.

c) An obtuse angle is _____ than degrees
but less than degrees.

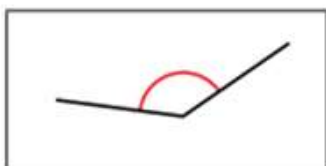
2 Match the angles to the labels.



right angle



acute angle

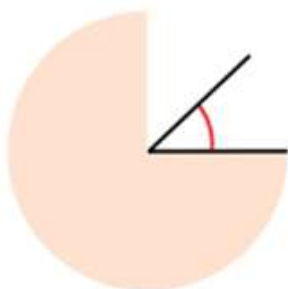


obtuse angle

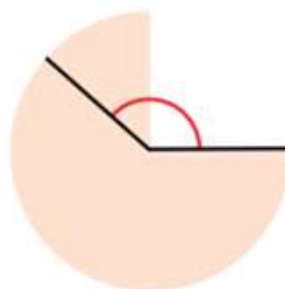
3

Label the angles: acute, obtuse or right angle.

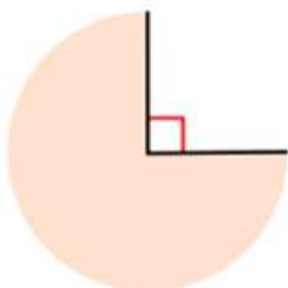
a)



d)



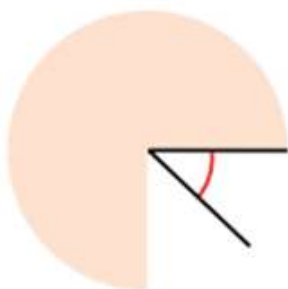
b)



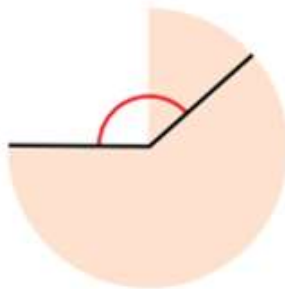
e)



c)

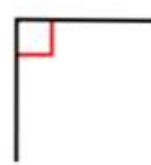


f)



4

Tick all the acute angles.



Art

Think about the questions below.

Experimenting with materials and techniques



Retrieval
Who is Banksy?

What type of art does he create?

Why is his art important?

Today you are going to look at exploring materials and techniques to create a Banksy inspired image.

There are 5 different tasks below. To complete some of the tasks you will need certain materials. You may choose to complete whichever task you have the materials for. You only need to complete one task; however, you may do more if you wish.

Parents: Please don't feel you need to go and buy any resources. You can improvise with what you have at home or your child can complete task 5 which requires no additional materials.

Task 1: Experiment with printing.

Printing gives a similar block shape result to Banksy's graffiti. Watch the video to learn how to create prints by clicking the QR code or the link:



<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-printmaking-different-materials/zhytscw>

Have a go at creating your own Banksy inspired print. You could use:

Sponge

A potato

Foam, Card, Your hand



Task 2: Creating a stencil

Banksy often uses stencils to create his art work- especially when it comes to adding people.

Follow the link or click the QR code to learn how to create your own stencil.



<https://www.bbc.co.uk/bitesize/clips/zsghdmn>

Have a go at creating your own Banksy inspired stencil.

You will need:

A paper plate

Scissors

Paint

Paint brush

Task 3: Photography

As you cannot buy Banksy's work, it is often photographed. Complete this task to practice your own photography skills. You could use an iPad, mobile phone or a camera.

Before you start, explore the Kodak website to find 10 top tips for taking photos.



<https://apps.kodakmoments.com/top-10-tips-for-great-pictures/>

Task 4: Collage

Have a go at using collage to create a Banksy inspired piece of art.

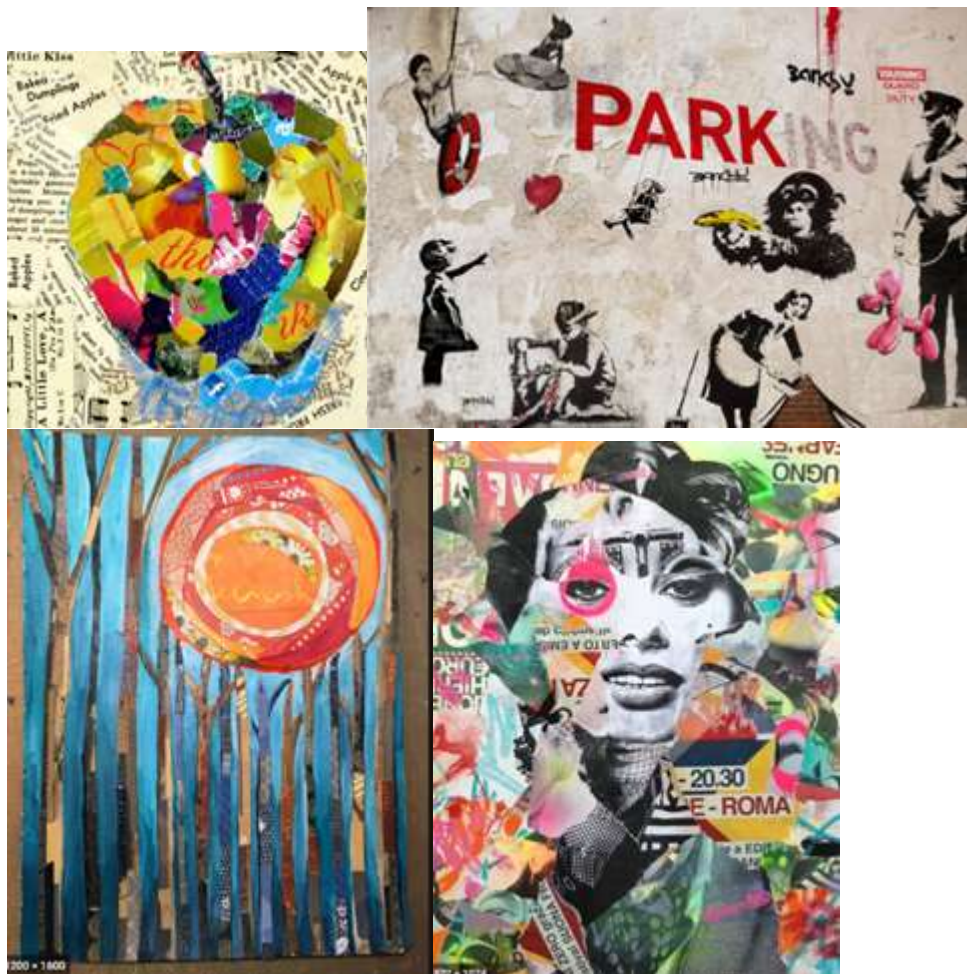
Explore the videos on the following site to get some inspiration:



<https://www.bbc.co.uk/bitesize/topics/zfx6fg8/resources/1>

To create your collage, you could use newspapers, magazines, fabric, coloured paper, wrapping paper, ribbon.

Collage examples:



Task 5: A stunt?

Watch the follow video and consider the questions below. You may present your response in any way you wish. You may choose to write notes, film a video of you discussing your thoughts, draw your response. Be creative!



<https://safeshare.tv/x/z4ZudVf2PNc>

What do you think is happening in the video?

Is there anything unexpected?

The artwork you saw being shredded was called '**Balloon Girl**'. It was a very famous painting up for sale in an **auction**.

Banksy secretly installed a **shredding machine** into the picture frame years ago. As soon as the lady bought the painting, it was **destroyed**!

People think the painting will be worth **even more money** now that it is shredded. Many people called what Banksy did a 'stunt'; something he did deliberately to attract attention.

Auction:
A type of selling where things are sold to the person who offers the most money (the highest bidder).

Watch the video to learn more:




<https://safeshare.tv/x/4lclzeArIkU>

How do you think you would have reacted?

Do you think this is a stunt? Why would he create a stunt like this?

Why do you think people were not surprised by what Banksy did?

Many people say Banksy's work isn't really art because it is graffiti. What is your opinion about this?



Let's go back to **Banksy's shredded painting**. It is now expected to be worth even more than the £1 million it was before!

Perhaps the shredded painting has a **special meaning** and this is why people are willing to pay more for it...

He wanted to destroy it

He wanted to show that art shouldn't be about money

He knew it would make him more money

He just wanted attention

He wanted to make a point that rich people spend their money on the wrong things

Explore the ideas in bubbles behind why Banksy shredded his art. Why do you think he did it?



Share a photograph of your chosen completed task on Dojo.

Thursday 2nd July

Reading -Skimming and scanning. Recap how to skim and scan using the notes from the previous lessons.

Skimming and Scanning: Space Facts

Skimming and scanning is a useful skill for finding important information in a text quickly. Skim and scan this passage of text to answer the following questions. Read the questions first to work out which key words to look for in the text. **You don't need to read every word in each passage.**

Mars

Mars is the fourth planet from the Sun. It is named after the Roman god of war and is often described as the 'red planet' due to its red appearance. This red tint is caused by a mineral called iron oxide, which is very common on the surface of Mars. Mars has the largest dust storms in the solar system, which can often last for months and cover the entire planet. Olympus Mons is the largest mountain in the solar system and it is found on Mars.

Saturn

Saturn is the sixth planet in the solar system and is famous for the rings which surround it. Saturn is one of the planets known as a 'gas giant' because it is mainly composed of the gases hydrogen, helium and methane. Saturn has many moons, the largest of which are Titan and Rhea.

Neptune

Neptune can only be seen through a large telescope and was not discovered until 1845. It is the eighth planet from the Sun and is also a 'gas giant', as it is mainly composed of hydrogen and helium. It takes Neptune 165 earth years to orbit the sun.

Pluto

Pluto was once described as the ninth planet in the solar system. However, in 2006, it was agreed that it should be classed as a dwarf planet rather than an official planet in the solar system.

1. Why does Mars have a red appearance?
2. What is Olympus Mons?
3. Which is the 6th planet in the solar system?
4. Which planets mentioned in this text are known as 'gas giants'?
5. What was discovered in 1845?
6. Is Pluto a planet in our solar system?



Post your answers on Dojo.

Writing

Starter: Present Perfect Tenses Review

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

Today we will plan sentences to use in our report under the subheading 'How to prevent climate change'.

Please watch the National Geographic video <https://www.youtube.com/watch?v=Ok8rMT2KCyo> about how people have been tackling climate change.



1. Make notes on the video and use the present perfect tenses in your sentences in your books.

Example: People have been driving less and use either public transport, car sharing or walk.



Please watch the video on class Dojo '10 Things I can do to help my world'.

2. Make some notes about other ways to tackle climate change.

3. Which idea/ideas do you like the most from the book and will put into practice this week?

Share your experiences on class dojo to inspire your classmates!



Maths

$$4916 + 358 =$$

$$\begin{array}{r} 945 \\ - 178 \\ \hline \end{array}$$

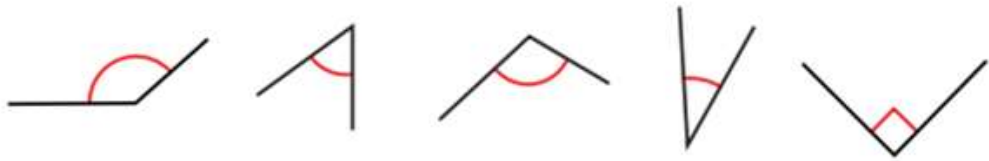
$$2 \times 5 \times 3 =$$

$$36.05 \times 10 =$$

$$0.03 = ?\%$$

$$2.9 + 5.3 =$$

- 5 Tick all the obtuse angles.

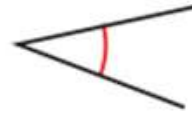


- 6 Label the angles: acute, obtuse or right angle.

a)



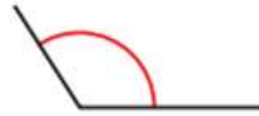
c)



b)



d)



- 7 Is the angle acute, obtuse or a right angle?

a) 35° _____

d) 89° _____

b) 99° _____

e) 121° _____

c) 90° _____

f) 179° _____

How do you know?

8



Angle B is obtuse
because it's bigger than
the right angle.

A



B



Do you agree with Teddy? _____

Explain your answer.

9

Are the statements always true, sometimes true or never true?

Explain your answer.

a) An obtuse angle is a greater turn than an acute angle.

b) An acute angle is a greater turn than a right angle turn.

c) If you turn through two acute angles you will have turned through an obtuse angle.

Science

Animal digestion

Think back to the work we have done about the digestive system. Many animals have similar digestive systems to humans. Different animals have different sorts of diets. Animals are either herbivores, carnivores or omnivores.



Herbivores


Herbivores are animals that only eat plants.

Carnivores

Carnivores are animals that only eat **meat**.

These animals have to catch animals to eat.





Omnivores

Omnivores are animals that eat **meat** and **plants**.

These are animals like chickens that can eat seeds and worms.



Task 1:

Can you think of some animals to go in the correct sections on the table?

| Herbivore | Carnivore | Omnivore |
|-----------|-----------|----------|
| | | |

Human and animal diets partly depend upon what is available. Humans in other parts of the world eat different fruits, vegetables and animals than in the UK because different plants & animals thrive in that particular climate and terrain, e.g. Inuit eat seals, Peruvians eat guinea pigs, Japanese people eat a lot of seaweed.

Animals have slight adaptations to parts of their digestive system depending on their diet.

Think back to the teeth session. Different animals would have certain teeth because of the food in which they eat.



Scan the QR code or click the link to watch the video to find out more:

https://www.youtube.com/watch?v=oX3_CmPQ-dM

Task:

Use the National Geographic to research diet facts about one herbivore, 1 carnivore and 1 omnivore of your choice. Present your information however you wish.



<https://www.nationalgeographic.com/animals/facts-pictures/>

Information you need to include:

- Animal name
- Type of animal (mammal, reptile etc.)
- Diet (herbivore, carnivore, omnivore)
- Diet facts (what do they eat?)

Here is an example:

| | |
|-------------|---|
| Animal name | Red fox |
| Type | mammal |
| Habitat | Forest, grassland, mountains, deserts or farms. |
| Diet | Carnivore |
| Diet facts | Feed on rodents, rabbits or birds. Will eat fish or frogs. Go through rubbish bins in built up areas. |

See how creative you can be with your presentation!



Share your research on Dojo.



Listen to the following story: 'The Mole who knew it was none of his business'

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

Why might different animals do different sorts of poos?

Friday 3rd July

Reading

Task:

Use the skimming and scanning skills you have learnt this week to answer the quiz questions about the text below.

Karina

A beautiful and generously proportioned suite. 54% polyester, 46% cotton. Foam filled seat cushions. Reversible cushions. Suitable for general domestic use. Home delivery available.



3 seater sofa. **£409.95**

Size (W) 215, (D) 108, (H) 96cm.
Order number 57/402/15

2 seater sofa. **£189.95**

Size (W) 168, (D) 108, (H) 96cm.
Order number 57/404/26

Large 2 seater sofa. **£479.95**

Size (W) 188, (D) 108, (H) 96cm.
Order number 57/404/98

Armchair. **£232.99**

Size (W) 98, (D) 108, (H) 96cm.
Order number 57/406/61

Large armchair. **£209.99**

Size (W) 118, (D) 108, (H) 96cm.
Order number 57/406/02

Metal-action sofa-bed. **£379.95**

Size (W) 192, (D) 112, (H) 94cm.
Order number 57/409/22

Futon. **£359.95**

Size (W) 158, (D) 102, (H) 88cm.
Order number 57/406/11

Footstool. **£59.95**

Size (W) 75, (D) 75, (H) 75cm.
Order number 57/406/72

1. The text is aimed at:

- A) People who are selling furniture
- B) People who want to buy furniture
- C) Karina

2. The suite is made of:

- A) 50% polyester, 50% cotton.
- B) 49% polyester, 51% cotton.
- C) 54% polyester, 46% cotton.
- D) 46% polyester, 54% cotton.

3. Does the catalogue company offer a home delivery service?

- A) Yes. It costs £100.00.
- B) Yes. Delivery is free.
- C) There is no delivery service offered.
- D) Yes, but the cost of the service is unknown.

4. The large armchair costs £232.99.

- A) True
- B) False

5. How much does the 3 seater sofa cost?

- A) £479.95
- B) £409.95
- C) £359.95
- D) £232.99

6. For what type of use is the Karina range designed / made?

- A) heavy domestic use
- B) general domestic use
- C) light domestic use
- D) commercial use

7. The futon costs more than the armchair.

- A) True
- B) False

8. How much does the smallest piece of furniture cost?

- A) £59.95
- B) £69.99
- C) £79.99
- D) £189.95

9. The metal-action sofa-bed is wider than the 2 seater sofa.

- A) True
- B) False

10. How many pieces of furniture cost more than £350?

- A) 1
- B) 2
- C) 3
- D) 4



Share your quiz answers on Dojo.

Writing

Non-fiction Writing: Write a non-chronological report about Climate Change.

Use your sentences and developed vocabulary from this week to support you.

Model of a paragraph:

WHY DOES IT MATTER?

Human activity has caused the Earth to get warmer in the last 100 years.

Climate change caused by our greenhouse gases is changing our weather patterns leading to rising temperatures and extremes of weather - both of which are damaging our natural environment.

Think back to the places around the globe you named earlier. How do you think weather extremes and climate change will affect the animals and people that live there?



Title / Heading:

Subheadings that you could use to structure your writing:

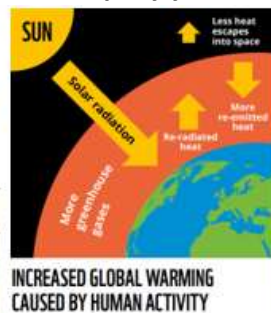
Introduction:

What is Climate Change?

What are the causes and effects of Climate Change?

How to prevent Climate Change.

Images to cut out and accompany your writing (or you could draw your own!)



Take a photograph of your final piece (checked and edited) and share it on Class Dojo.

| <u>Success Criteria:</u> | <i>I think...</i> |
|---|-------------------|
| <i>Subject specific nouns in expanded noun phrases (review in week 2 and 3)</i> | |
| <i>Present perfect tenses</i> | |
| <i>Subheadings</i> | |
| <i>Time Openers (fronted adverbials reviewed in week 1)</i> | |
| <i>Formal language</i> | |

Maths

$$10,348 - 458 =$$

$$\frac{2}{5} \text{ of } 30 =$$

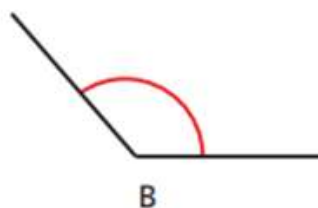
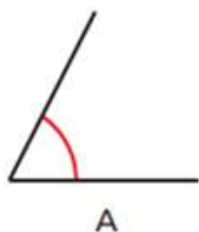
$$20 \times 40 =$$

$$5316 \div 6 =$$

$$\frac{1}{3} \text{ of } 507 =$$

Compare and order angles

1 Here are two angles.

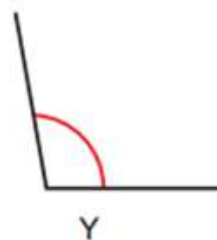
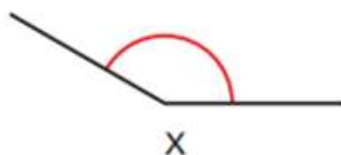


a) Which angle is obtuse?

b) Which angle is acute?

How do you know?

2 Here are two angles.



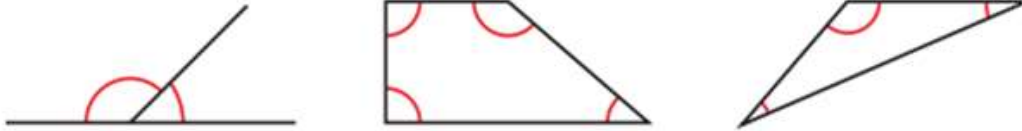
a) What type of angle is angle X?

b) What type of angle is angle Y?

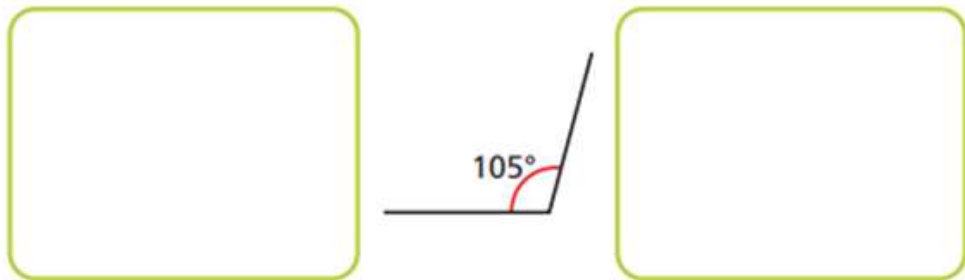
c) Which angle is smaller?

How do you know?

- 3 Circle the greatest angle in each diagram.



- 4 Here is an angle.



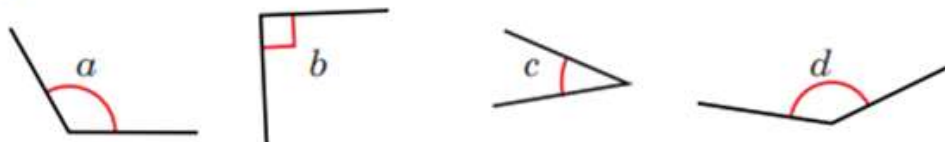
- Draw a smaller angle than 105° in the box on the left.
- Draw a greater angle than 105° in the box on the right.
- Is this statement true or false?

The angles are in ascending order of size.

Explain your answer.

- 5 Order the angles from greatest to smallest.

a)



The Good Samaritan: Stop and Think

There are some phrases in life that are supposed to make us stop and think. I wonder if you can think of any? There are some examples below;

Absence makes the heart grow fonder

I think this means...

I agree/disagree with this because..

Rome wasn't built in a day

I think this means...

I agree/disagree with this because..

If you can't beat them join them

I think this means...

I agree/disagree with this because..

Who is my neighbour?

Read the story on the next page or get someone to read it to you. If you have a bible in the house you can read it from there (Luke Chapter 10 verse 25-29). Write what you think the hidden meaning in the story is below.

I think the hidden meaning is...

The parable of the Good Samaritan

Jesus loved talking to people. He loved telling them about God and how God wanted people to be kind and to 'love one another'. He really wanted them to understand this- and so he told them the best way was to 'love your neighbour as you love yourself'.

One man wasn't very sure what Jesus meant by this, so he asked him a question. 'Who is my neighbour?' he asked.

Jesus answered by telling a story.

'There was once a man travelling from Jerusalem to Jericho. It was a long hot dusty road. On the way he was attacked by robbers. They took his clothes, beat him up, and went off leaving him half-dead.

Luckily, a holy man - a priest - was on his way down the same road, but when he saw him he turned away and walked on by on the other side.

Then another man came along. This man was also a holy man. He worked in the temple in Jerusalem. But he too carried on walking, taking no notice of the injured man.

Next, a visitor from another country (a Samaritan) travelling the road came across the injured man. When he saw him, his heart went out to him. He gave him first aid, disinfecting and bandaging his wounds. Then he lifted him onto his donkey, led him to an inn, and made him comfortable.

In the morning he took out two silver coins and gave them to the innkeeper, saying, "Take good care of him. If it costs any more, put it on my bill - I'll pay you on my way back."

Based on Luke Chapter 10, verses 25-29

In order to understand this story, it is really important to think about what the people listening to the story would have expected to happen. They might have really expected the Priest to help. They would have expected the same with the Levite. Using a Samaritan as the hero in the story would have been a real surprise because Jesus was telling the story in Israel, and there was real hatred between the people of Israel and the Samaritans.

What does this story really mean?

You have already written what you think the meaning of this parable was. Parables were stories with a hidden meaning that Jesus told to make a point. The end of the story shows Jesus explaining the meaning of the story. Read it below.

What do you think?' Jesus asked. 'Which of the three was a neighbour to the man attacked by robbers?'

'The one who treated him kindly,' the man replied. Jesus said, 'Go and do the same.'

Based on Luke Chapter 10, verses 30-33

After you have read the end of the story answer these questions.

Why do you think Jesus told this story?

One reason Jesus told this story was to teach people how to behave. How might people have been behaving for Jesus to need to tell this story?