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*Work pack- Group 2 – 29<sup>th</sup> June – 3<sup>rd</sup> July (1 week)*

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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 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.

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 29<sup>th</sup> 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 recipe to answer the questions. See how quickly you can find the information you need. You might want to time yourself!

## Mild chicken tikka masala



By Matthew Martin

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10 minutes preparation time

30 minutes cooking time

Serves 4-6

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### Ingredients

- 500g boneless chicken
- 2 tbsp vegetable oil
- Half an onion or 2 shallots
- 2 cloves garlic
- 1 large jar tikka masala sauce
- 100ml plain yoghurt

### To garnish

- Flat leaf parsley
- A lemon (cut into wedges)

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### Method

1. Fry the onion and garlic gently in the oil. Add the chicken pieces and fry until golden brown and cooked all the way through.
2. Add the sauce and simmer for 5 minutes.
3. Add the yoghurt and stir through the sauce.
4. Serve the chicken with rice.

1. Whose recipe is this?
2. How many cloves of garlic are used?
3. What comes in a jar?
4. How long should you simmer the sauce?
5. What should you serve the chicken with?



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

### Writing

Today we will be writing adjectives 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](https://www.youtube.com/watch?v=G4H1N_yXBiA).



It is important that you understand the meaning of the following words:

- 1. Find out the meaning from the words in the video and fill in the gaps in the definitions.**




(The pictures below will help you.)

- a. Greenhouse gases: Gases that trap ..... such as methane and .....
- b. Extreme weather: unexpected and severe weather like floods and .....
- c. Global warming: The temperatures around the world are getting .....

2. Brainstorm a list of negative words-adjectives- using the pictures to expand the nouns you have just learned.

*Harmful*

*dangerous*



*Polluting*

Greenhouse gases

Extreme weather

Global warming

## Maths

$2 + 2 + 2 =$

$16 + 3 =$

$90 - 70 =$

$57 + 7 =$

$11 - 8 =$



## The 4 times-table

1 Complete the multiplication.



$$\square \times \square = \square$$



$$\square \times \square = \square$$

2 Complete the number sentences.

a)  $6 \times 4 = \square$

g)  $24 \div 4 = \square$

b)  $4 \times 3 = \square$

h)  $8 \div 4 = \square$

c)  $\square = 7 \times 4$

i)  $0 \div 4 = \square$

d)  $4 \times \square = 48$

j)  $\square \div 11 = 4$

e)  $0 \times 4 = \square$

k)  $\square \div 4 = 5$

f)  $4 \times 9 = \square$

l)  $1 \times 4 = \square$



- 3 What multiplication and division statements does the array represent?

Complete the statements.



$$\square \times \square = \square$$

$$\square \times \square = \square$$

$$\square \div \square = \square$$

$$\square \div \square = \square$$

- 4 Complete the number sentences.

a)  $2 \times 4 = \square$

$4 \times 4 = \square$

$8 \times 4 = \square$

b)  $8 = 4 \times \square$

$16 = 4 \times \square$

$32 = 4 \times \square$

c)  $3 \times 4 = \square$

$3 \times 8 = \square$

$3 \times 12 = \square$

What patterns do you notice?

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 30<sup>th</sup> June

## Reading

Recap skimming and scanning:

# The Powers of... Skimming and Scanning




**Skimming**

Skimming is useful when you want to get a **general idea** of what a text is about. When skimming, you ignore the details and look for the **main ideas**. Main ideas are usually found in the **first sentences of each paragraph** and in the **first and last paragraphs**.

**Scanning**

Scanning rapidly covers a great deal of material to locate a **specific fact or piece of information**. Scanning is very useful for finding a specific **name, date, statistic, or fact** without reading the entire article.



### 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	wrists	telephone
famous	thick	cruel



### A description based on Roald Dahl's Miss Trunchbull



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 strong 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 a stubborn chin, a cruel mouth and small arrogant eyes.

1. What did Miss Trunchbull used to be?
2. What does the author think she can do to iron bars?
3. How is her face described?



Share your answers to the questions on Dojo.

### Writing

#### Starter: Nouns Review

**1. Circle the common noun/noun phrase and underline the proper noun in each sentence.**

*Ava was shocked about climate change.*

*Zac loved the video of the penguins.*

Today we are going to review adjectives and list sentences with commas.

Please watch 'Adjectives' video: [https://www.youtube.com/watchv=khWocOScC0w&feature=emb\\_logo](https://www.youtube.com/watchv=khWocOScC0w&feature=emb_logo).



Adjectives describe what is named by a noun/noun phrase. They can describe personality, appearance, action or quality. *We have used **adjectives** in the last two weeks to expand **noun phrases**.*

*Example: The **shocked**, **young** **boy**.*

The words **shocked** and **young** describe the boy's **personality** and **appearance**.



1. Find and label the two adjectives in the below sentence:

*The boy sat on the magic flying carpet.*

Adjectives can go before the noun in a noun phrase, or we can write an adjective list sentence.

Example: The carpet was *red, unusual and magic*.

2. What do you notice about punctuation in an adjective list?
3. Watch the following BBC Commas in Lists video, complete the activity to put commas in the correct places.



4. Using your negative adjectives from yesterday's work, write 3 sentences with adjective lists in your books.

Example: *Greenhouse gases are harmful, polluting and dangerous.*

Maths

$18 + 80 =$

$8 \div 2 =$

$9 + 8 + 7 =$

$12 \times 5 =$

$\frac{1}{2} \text{ of } 22 =$

## Multiply 2-digits by 1-digit (2)

- 1 There are 23 marbles in a jar.  
There are 5 jars.



Tens	Ones

How many marbles are there in total?

$$5 \times 3 \text{ ones} = \boxed{\phantom{00}}$$

$$5 \times 2 \text{ tens} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$5 \times 23 = \boxed{\phantom{00}}$$

There are  $\boxed{\phantom{00}}$  marbles in total.

2 Work out  $4 \times 15$

Tens	Ones
10	1 1 1 1 1
10	1 1 1 1 1
10	1 1 1 1 1
10	1 1 1 1 1

$$4 \times 5 = \square$$

$$4 \times 10 = \square$$

$$4 \times 15 = \square$$

3 Complete the multiplications.

a)  $4 \times 24 = \square$

b)  $3 \times 17 = \square$

c)  $3 \times 25 = \square$

d)  $34 \times 4 = \square$

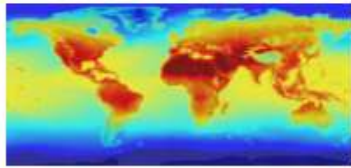
4 Complete the column multiplications.

Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1
10 10	1 1 1 1

	T	O	
	2	4	
x		3	

## 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?

	was	could	if
What			
When			
How			
Why			

#### READING

The global climate has been changing since time began.

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

However, since around 1950 there has been a large increase in global temperatures. This increase is called global warming.

#### PAUSE POINT:

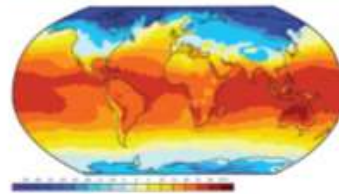
2. Did you know the Earth's temperature has been increasing? What do you know already?

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

4. What is climate change?

Temperatures around the world are ....

World annual average air temperatures

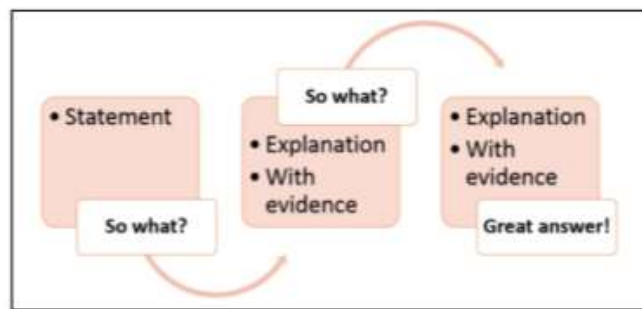


<https://www.youtube.com/watch?v=7ZnvFkiZmDM>



SCAN ME

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



Copy and complete the sentences.

There are more greenhouse gases in the atmosphere.



So what?

...so temperatures on Earth are getting

hotter colder

So what?

...so extreme weather is more common.

For example: This year in 2020, there has been flooding, ...

Extreme weather events

6. How does climate change affect the earth?

Think about the learning challenge question and write about the pictures.





**Wednesday 1<sup>st</sup> July**

### Reading

Practice your scanning skills by playing the following game with an adult or a sibling. How fast can you be?

#### **Task:**

Look at the words below. Your adult (or sibling) will give you some challenges such as:

1. Find me a funny shaped fruit.
2. Find me something you would wear to school.
3. Find something you would eat with.
4. Find me a fluffy animal.

You have to find a word from the sheet that is an answer to the challenge.

*Other topic ideas:*

*School uniform*

*Months of the year*

*Girls names*

*Boys names*

*Kitchen*

October	fish	Sarah	apple	kettle	oven	blazer	May
Tie	December	cat	dog	fork	Jack	plate	bowl
Banana	shirt	orange	knife	sink	mug	March	rabbit
January	Mike	Clare	spoon	shoes	trousers	July	
Jenny	guinea pig	pots	jumper	David	February	mouse	
Hamster	April	plum	peach	June	Danielle	kitten	
Grapes	puppy	August	Robert	microwave	Helen	rat	
Mango	parrot	fridge	Andrew	socks	glasses	lizard	
Freezer	September	Jamie	Joanna	belt	cupboards	spider	



## Writing

### Starter: Adjectives Review:

#### **1. Underline the adjective in the sentence.**

Climate change is causing scary weather events.

Today we are going to learn about comparative adjectives and spellings.

Comparative adjectives are describing words that compare two things (nouns).

Example: The earth is *hotter* than it used to be.

Please watch the Comparatives video [https://www.youtube.com/watch?v=2fQb7\\_KUs3A](https://www.youtube.com/watch?v=2fQb7_KUs3A) and pause it at 1 minute 51 seconds.



1. What is the rule for making a comparative adjective? + \_\_\_\_

2. What is the rule for when an adjective ends in y? + \_\_\_\_

3. What is the rule for when an adjective ends in e? + \_\_\_\_

4. What is the rule for when an adjective is a long (2+ syllable) word? Use the word \_\_\_\_\_ before the adjective.

5. Copy and complete the table in your books.

<u>Adjective</u>	<u>Comparative</u>
old	
blue	
	funnier
happy	
	more harmful
dangerous	

6. Write 3 comparative sentences in your books comparing the different pictures.

Example: The polar zone is *drier* than the tropical zone.



Maths

$21 + 4 =$

$6 + 3 + 3 =$

$60 + 20 =$

$13 - 7 =$

$2 + 9 =$

## Divide 2-digits by 1-digit (2)

**I** Rosie has 56 pencils.

**a)** Draw base 10 to represent the pencils.

Rosie shares the 56 pencils equally between 4 pots.

**b)** Draw base 10 on the place value grid to share the pencils.

Tens	Ones

**c)** How many pencils are in each pot?

**d)** Did you have to make an exchange?

- 2 Eva has this money.



She wants to share the money equally between 3 people.

- a) Use the place value chart to show how Eva can share the money.

Tens	Ones

- b) How much money does each person get?

- 3 Divide 72 by 3



Tens	Ones

Use the place value counters to help you.

$$72 \div 3 = \boxed{\phantom{00}}$$

## 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

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

He just wanted attention

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



Share a photograph of your chosen completed task on Dojo.

**Thursday 2<sup>nd</sup> 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 (remembers this means you don't have to read the whole text).



The amount of plastic on our planet is increasing and it is damaging the environment, wildlife and our health. Large amounts of plastic rubbish is thrown away every year and this ends up on land and in oceans.

### **Uses of Plastic**

Plastic can be useful. It is used to make all sorts of everyday items such as food containers and toys. Look around you and you will see many things which are made of plastic.

### **Dangers of Plastic**

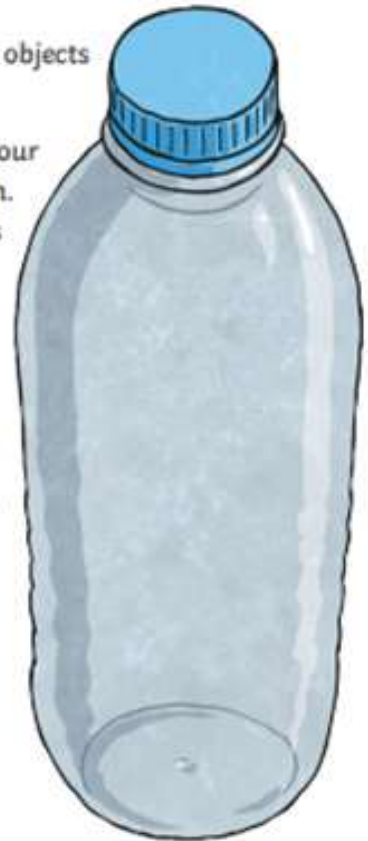
Although Plastic can be useful, it can also be dangerous. Plastic is made of oil and chemicals. Plastics that are left in landfills or in our oceans give out these harmful chemicals. This can then damage the environment and the wildlife that lives in it.

Animals and marine creatures can become trapped in plastic objects which then make it hard for them to move, eat or even breathe.

Humans are affected by plastic pollution too. Plastic is found in our drinking water. Even food that we eat may have plastic chemicals in. We do not know exactly how plastic affects humans but scientists believe that it is not good for our health.

### **Reduce. Reuse. Recycle**

There are lots of things that we can all do to help end plastic pollution. We need to reduce the amount of plastic that we use. We need to reuse plastic items that we already have. And finally, we need to recycle plastic instead of throwing it in the normal bin.



1. Do you think it is a fiction or non-fiction text?
2. What do you think it is about?
3. Can you find and write down one piece of important information from the text?



Share your work on Dojo.

## Writing

Starter: Proper nouns and commas in lists review

### **1. Rewrite the sentence below capitalizing the proper noun.**

Climate change has caused extreme floods in the united kingdom.

### **2. Tick the sentence with the correct punctuation.**

Tick one.

We saw sheep cows, and birds on our walk.

☐

We saw sheep, cows and birds on our walk.

☐

We saw sheep cows and birds, on our walk.

☐

We saw, sheep cows and birds on our walk.

☐

Today we will plan list sentences to use in our report under the subheading 'Helping to stop climate change'.

### **1. Turn the list of different ways to help prevent climate change into a list sentence with commas.**

Challenge: Can you add another idea to the list?

- *Drive less*
- *Eat less meat*
- *Use solar energy*

Sentence starter: *To help prevent climate change you can...*



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



### **2. Write a list sentence of at least 3 different ways to 'help your world'.**

*Example: I can turn off the light switches, turn off the plugs and walk to school.*

### **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

$4 \times 2 =$

$86 - 30 =$

$\frac{1}{2} \text{ of } 6 =$

$70 \div 10 =$

$65 + 29 =$





- 4 Use base 10 or counters to work out the divisions.

a)  $45 \div 3 =$

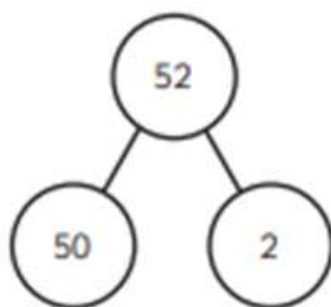
b)  $57 \div 3 =$

c)  $92 \div 4 =$

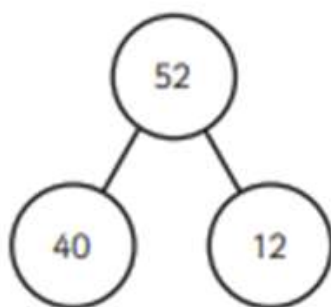
- 5 Rosie and Tommy are working out  $52 \div 4$

They both use a part-whole model.

Rosie



Tommy



- a) Whose part-whole model will help them with the division?

\_\_\_\_\_

How do you know?

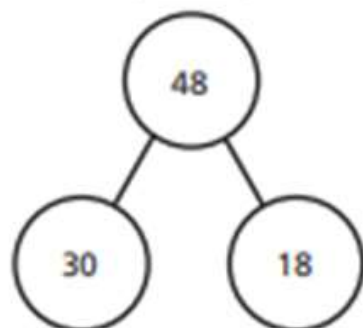
\_\_\_\_\_

\_\_\_\_\_

- b) Use a part-whole model to work out  $52 \div 4$

- 6 Use the part-whole models to complete the divisions.

a)  $48 \div 3 = \square$

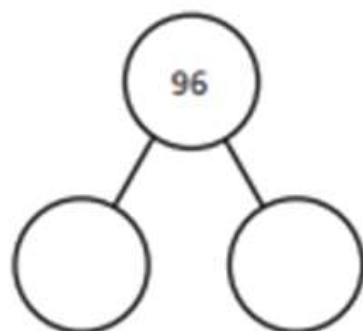


$$30 \div 3 = \square$$

$$18 \div 3 = \square$$

$$48 \div 3 = \square$$

b)  $96 \div 4 = \square$



c)  $65 \div 5 = \square$

d)  $75 \div 3 = \square$

- 7 Here are 3 divisions.

$$96 \div 8$$

$$96 \div 4$$

$$96 \div 2$$

- a) What is the same about the questions? What is different?

- b) Complete the divisions.

$$96 \div 8 = \square$$

$$96 \div 4 = \square$$


$$96 \div 2 = \square$$

- c) What do you notice? Talk about it with a partner.

## 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.



## Omnivores

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

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



#### Task 1:

Can you sort these animals into the correct sections on the table?

- Sheep
- Pig
- Raccoon

- Lion
- Rabbit
- Elephant
- Wolf
- Hedgehog
- Polar bear

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](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 in the tables below.



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

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.

<b>Animal Name</b>	
<b>Type (mammal, reptile, etc.)</b>	
<b>Habitat (Where are they found?)</b>	
<b>Diet (carnivore, herbivore or omnivore)</b>	
<b>Diet facts (What do they eat?)</b>	

<b>Animal Name</b>	
<b>Type (mammal, reptile, etc.)</b>	
<b>Habitat (Where are they found?)</b>	
<b>Diet (carnivore, herbivore or omnivore)</b>	
<b>Diet facts (What do they eat?)</b>	

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<b>Animal Name</b>	
<b>Type (mammal, reptile, etc.)</b>	
<b>Habitat (Where are they found?)</b>	
<b>Diet (carnivore, herbivore or omnivore)</b>	
<b>Diet facts (What do they eat?)</b>	



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 3<sup>rd</sup> July**


## Reading


### Task:


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

**FRIMSBOROUGH COUNTY LIBRARY.**

**INTRODUCTION**  
Welcome to Frimborough County Library!  
This information leaflet will tell you about some of the types of books and other resources that you can borrow. Information about other items you can borrow and how many items can be borrowed can be found at the Enquiry Desk.

**CDS AND CASSETTES:**  
Music: pop, classical, rock, jazz, blues, street, reggae and operatic.  
Stories: famous works, modern literature, children's stories.

**VIDEOS**  
Educational: pre-school, primary and secondary, degree-level, adult.  
Film: recent releases, favourite classics, children's.  
Exercise: for all abilities, pre- and post-natal

**BOOKS:**  
Fiction: romantic, horror, science-fiction, adventure.  
Non-fiction: biographies, geography, history, science, travel, languages.

**REMEMBER: APRIL IS LIBRARY MONTH!**  
Find out more on 01997 179179

1. The text is aimed at:

- A) Librarians
- B) Library users
- C) Council workers



D) School students

2. A telephone number is provided.

A) True

B) False

3. Which month is 'library month'?

A) November

B) August

C) September

D) April

4. What is the name of the library?

A) Frimborough Town Library

B) Frimborough County Library

C) Frimborough Village Library

D) Framborough District Library

10. What type of text is this text?

A) informative

B) descriptive

C) persuasive

D) instructive



Share your quiz answers on Dojo.

### **Writing**

**Non-fiction Writing: Write list sentences in a report about Climate Change.**

Use your adjectives and sentences from this week to support you.

***Climate Change***



**Finish the sentence listing 3 things that create greenhouse gases.**

*Climate change is caused by extra greenhouse gases in the atmosphere from...*\_\_\_\_\_



**Finish the sentence listing 3 examples of extreme weather.**

*This leads to rising temperatures and extreme weather like ...*\_\_\_\_\_



**Finish this sentence listing 3 adjectives to describe climate change.**

*Climate change is ...* \_\_\_\_\_



**Write a final sentence by yourself listing the different ways we can help tackle climate change.**

<u>Success Criteria:</u>	<i>I think...</i>
Commas separating objects or adjectives in lists.	
Use an 'and' before the last item.	
Capital letters and full stops.	
Wow word adjectives.	

**Maths**

$26 - 15 =$

$8 + 7 + 5 =$

$7 \times 4 =$

$60 \div 5 =$

$\frac{1}{3} \text{ of } 18 =$

## Scaling

- 1 Aisha has some fruit.



Complete the sentences to describe the fruit.

There are  apples.

There are  strawberries.

There are  times as many strawberries as apples.

- 2 Huan is comparing 2 pieces of ribbon.



Complete the sentences to describe the ribbon.

The spotty ribbon measures

The plain ribbon measures

The plain ribbon is  times as long as the spotty ribbon.

- 3 Match the bar models to the statements.

Write the missing statement.

girls 

boys 

There are 4 times as many boys as girls.

girls 

boys 

There are 3 times as many boys as girls.

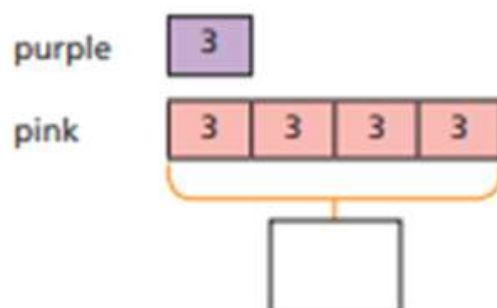
girls 

boys 

- 4 There are 3 purple balloons.

There are 4 times as many pink balloons.

Complete the bar model to show how many pink balloons there are.



### **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?