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*Work pack- Group 1 – 13<sup>th</sup> July – 17<sup>th</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.

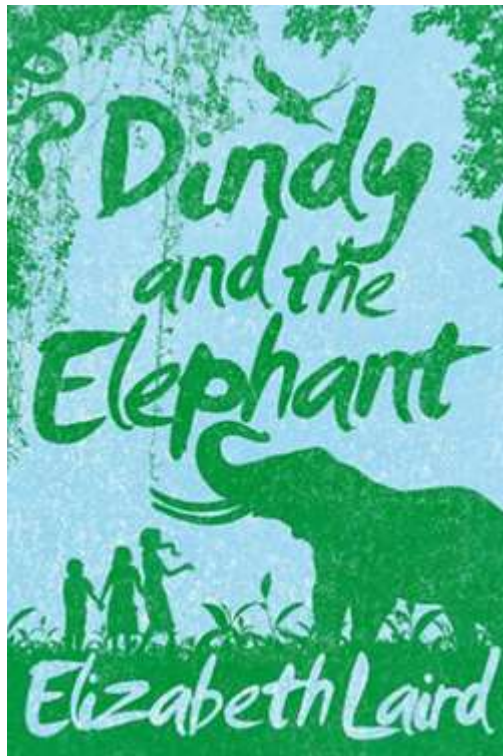
Remember the assembly on routines – try to start at the same time every day, in a quiet place if possible. Have a clear plan for the day.

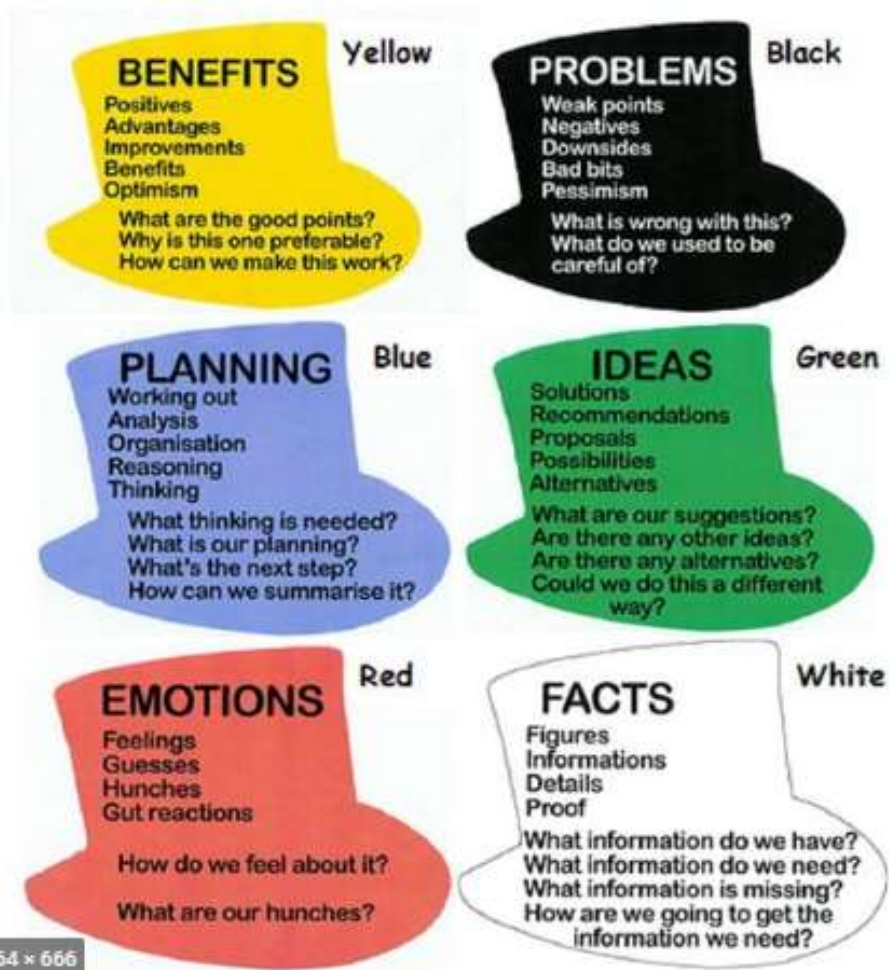
There will be some QR codes (barcodes) that you will be able to scan. These will take you to a website with further information or activities on. Any scanning app, eg Barcode Scanner, on a mobile device or tablet will enable you to do this.

**Monday 13<sup>th</sup> July**

### **Reading**

Our reading this week will be focused around a novel called Dindy and the Elephant. Today we are going to use De Bono's thinking hats to reflect on the front cover. Think back to the work we did in class about the text 'Coram Boy'. We used thinking hats to explore the front cover and you presented your work creatively. You are going to complete this challenge again using the front cover of Dindy and the Elephant.



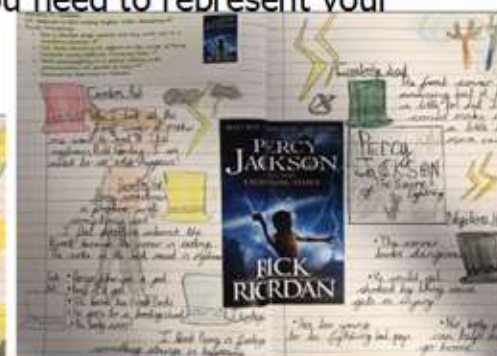
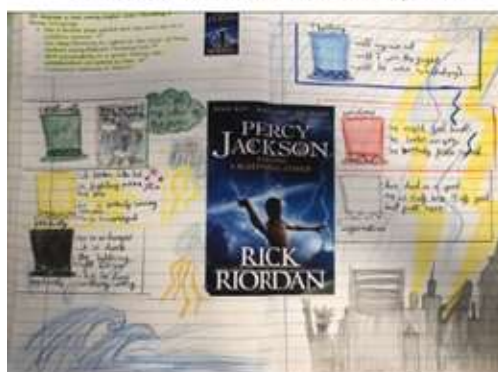


54 x 566

Each 'hat' represents a different area.

Using a double page spread, you need to represent your work in a creative way.

Here are some examples:





Share your work on Dojo. I look forward to seeing how you have presented it!

## **Writing**

### **Starter: SPAG Review**

- 1. Spot the error/s and use your reasoning to explain why it is wrong.**

*Pog was crying I told you we shouldn't have come. I told you! I hate you, Dindy! We might have been bitten to death*

- 2. Rewrite the above sentences using inverted commas and punctuating speech.**

This week we will be looking at the purpose of dialogue, what makes realistic dialogue, punctuating speech, using contractions and creating dialogue between characters.

Today we will be using our imagination to try to picture the character of Dindy from 'Dindy and the Elephant' in more detail.



- 1. Expand the kernel sentences.**

Use the picture of the girl and the elephant as a stimulus for your ideas.

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: She thought it was magical.**

What:

Who:

Why:

**Kernel: It spoke about the wonders.**

Who:

What:

Where:

**Maths**

$18 + 6 + 6 =$

$3005 + 1000 =$

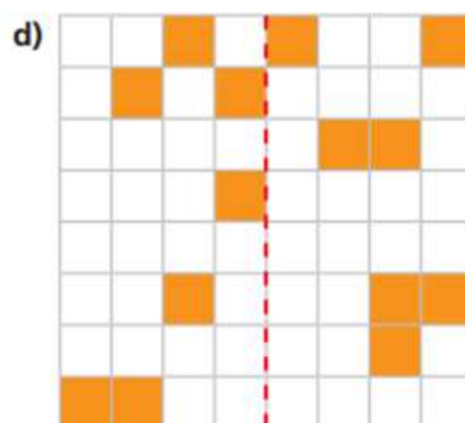
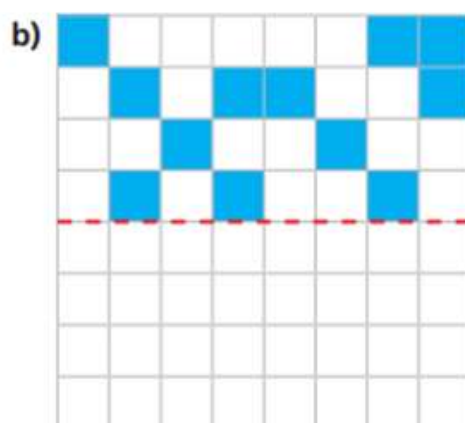
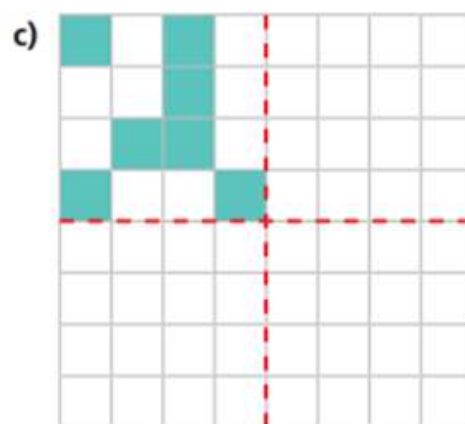
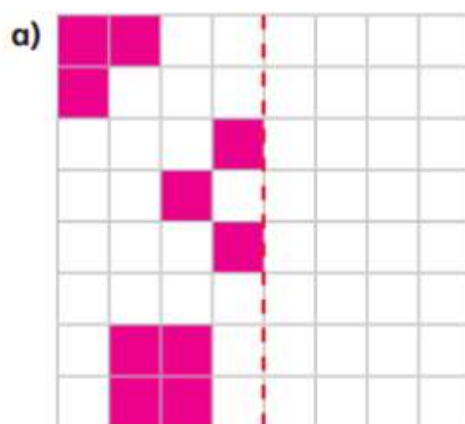
$5 \times 6 =$

$34 \times 1 =$

$250 - 25 - 25 =$

## Complete a symmetric figure

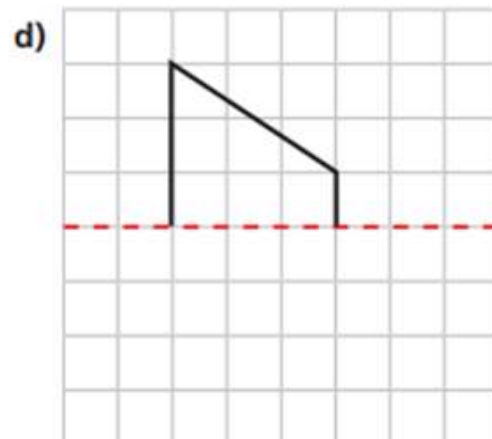
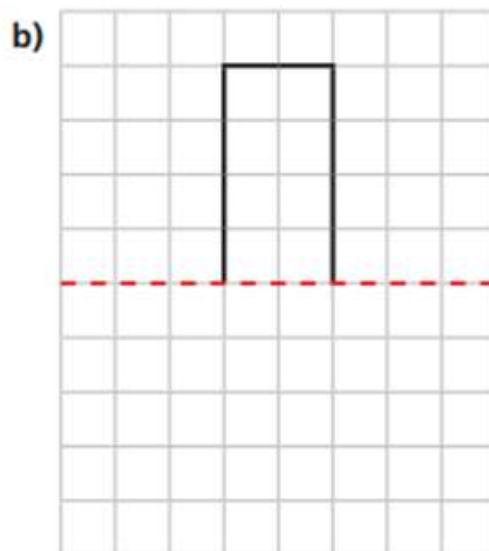
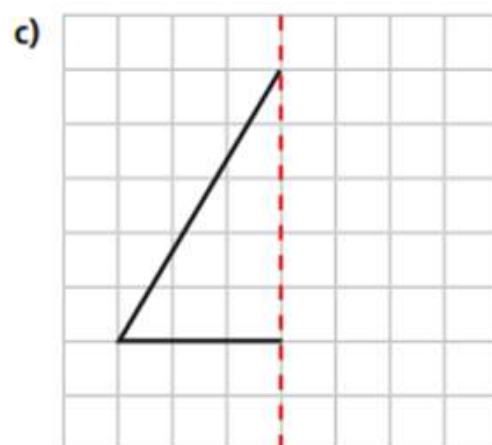
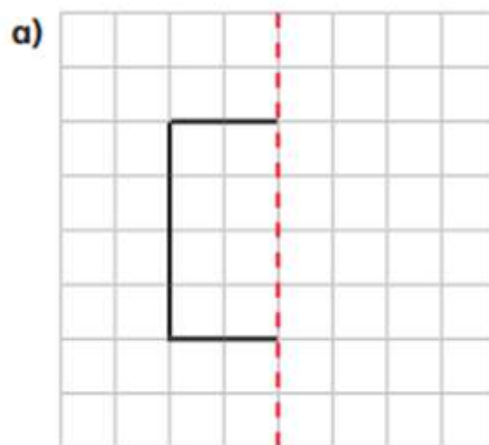
1 Shade squares to make the patterns symmetrical.



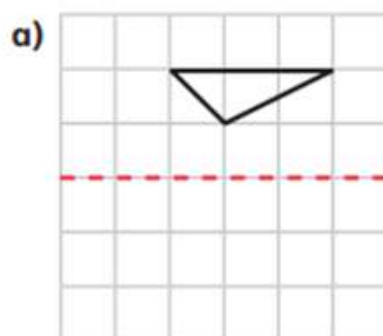
Compare methods with a partner.



- 2** Complete the shapes according to the lines of symmetry. Name each shape once you have drawn it.



- 3** Reflect the shapes in the given mirror line.



## PE

Have a go at the 60 second challenges and send us your videos. Good luck!

# 60 Second Challenge

## Figure of 8

Do you believe in yourself and keep trying if you drop the ball?

### The Physical Challenge

How many times can you pass the ball through both of your legs in 60 seconds?

If you drop the ball you need to pick it up quickly and carry on.



### #StayHomeStayActive

#### Equipment

A ball

If you do not have a ball use a toilet roll or a cuddly toy.

#### Achieve Gold

35 times through your legs



#### Achieve Silver

25 times through your legs



#### Achieve Bronze

15 times through your legs





# 60 Second Challenge

## Bunny Jumps

Can you keep going even when you are tired?

### The Physical Challenge

How many bunny jumps over a bench or stool can you complete in 60 seconds?

Place two hands on the bench or stool and jump side to side making sure both feet go over the bench. To make it easier step over.



**#StayHomeStayActive**

### Equipment

A bench or a stool\*

\*Make sure that the object you are jumping over is fixed to the floor.

If you do not have a bench or stool place two hands on the floor and jump side to side.

**Achieve Gold**

80 Bunny Jumps



**Achieve Silver**

60 Bunny Jumps



**Achieve Bronze**

40 Bunny Jumps



## Music

Miss Wrighton has sent another music challenge for you to try. She has also sent a list of optional websites that you may wish to explore over the summer holidays.

### Challenge 1:

#### PERCUSSION WITH A CUP!

The cup song came about when the song 'When I'm gone' written by the Carter Family in the 1930s was combined with the cup game. It became really famous after it was performed by Anna Kendrick in the film Pitch Perfect. This sheet will show you how to do the cup game clapping pattern. All you need is a plastic or paper cup and a flat surface eg, a table. Top tip – start slowly and say the words to help you remember the pattern of the actions. Have fun!



**CLAP CLAP**  
(clap hands together twice)



**TA-BLE TA-BLE**  
(tap the table left hand then right hand twice)



**CLAP**  
(clap hands together)



**UP**  
(lift cup up with right hand)



**DOWN**  
(put cup down)



**CLAP**  
(clap hands together)



**SWEEP**  
(twist right hand over and pick cup up)



**TOP**  
(tap top of cup with left hand)



**TABLE**  
(put cup down but don't let go!)



**BOTTOM**  
(lift cup and tap bottom with left hand)



**HAND**  
(take hold of cup with left hand)



**DOWN**  
(put cup down)

There are lots of videos on YouTube to show you how to do the cup game and fit it with the song. Here are some links you might find useful:

How to video - <https://www.youtube.com/watch?v=Y5kYLOb8i5I>

When I'm Gone with lyrics - <https://www.youtube.com/watch?v=gjcQzqxu4JQ>

Cup Song Performance by lots of people! - <https://www.youtube.com/watch?v=09Y5QrB2VwI>

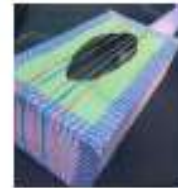


I'd love to see a video of you completing this challenge!

### Challenge 2:

## MAKE YOUR OWN INSTRUMENT CHALLENGE!

Did you know that there are lots of things around your house that you could use to make your own musical instrument? You could use pans and boxes to make your own drums, an empty tissue box and elastic bands to make a guitar, fill an empty bottle with rice to make a shaker.....anything that you can use to create a sound. I wonder what you can find at home to create your own musical instrument? It can be as crazy and inventive as you like, just make sure you check with an adult that it's ok first!



Once you have made your instrument, see if you can use it to play some funky rhythms. Maybe you'll make more than one and you could compose a piece of music to be played by your homemade instrument orchestra!

### LINKS/THINGS TO LISTEN TO AND WATCH

The Recycled Orchestra – Paraguay all play instruments made from things found on the rubbish dump where they live. It's a really inspiring story. Find out more here –

<https://www.youtube.com/watch?v=MaFY6wu3FfU>

Stomp are a percussion group who perform amazing pieces of music just using their bodies and instruments made of everyday things. Originally based in Brighton in the UK, they now tour all over the world.

<https://www.youtube.com/watch?v=5WJ4kBOIXH4>



Send a photo of your creation on Dojo.

Optional websites to explore:



## **SUMMER 4**

Hi everyone!

Over the last few weeks I've been collecting links to loads of different online music activities, so I thought I'd share them with you. Make sure you get an adult to help you find the different sites. I hope you have lots of fun exploring them with your family, and have a great half term too!

From,  
Miss Wrighton



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**Bouncy Balls** - sound activated so make sure you turn your device microphone on! - <https://bouncyballs.org/> Ps. I LOVE this one!!!

**Chrome Music Lab** – lots of things to do on this site - <https://musiclab.chromeexperiments.com/Experiments>

**What Did The Keyboard Say** – listening game - <https://www.youtube.com/watch?v=T86owr8Y6Qg>

**Benedetti Sessions Creative Warm Ups** – warm up and singing games - [https://www.youtube.com/playlist?list=PLpKfHOzsdGY\\_IpZwgRoKPbEWcWJ6i00n](https://www.youtube.com/playlist?list=PLpKfHOzsdGY_IpZwgRoKPbEWcWJ6i00n)

**Myleene's Music Klass** – fun music facts and games with Myleene Klass and her daughters! - <https://www.youtube.com/channel/UCQh2wgJ5tOrxYBn6jFXsXQ/videos>

**BCMG** – ideas for creating your own music at home – <http://resources.bcmg.org.uk/creating-music-at-home/>

**BBC Ten Pieces** – films clips and resources to find out more about music and get creative - <https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-at-home/zjy3382>

**David Walliams' Marvellous Musical Podcast** – find out all sorts of crazy facts about classical music with David Walliams - <http://marvellousmusicalpodcast.com/>

**Minute of Listening** – listen to minute long recordings of all types of different sounds and try out the activities - <https://www.minuteoflistening.org/>

**BBC Young Musician of the Year** – prepare to be amazed by performances by some of the most talented young musicians in the country – TOP TIP - the percussion performances are always really exciting! - <https://www.bbc.co.uk/programmes/b00bb3wt>

**Berlin Philharmonic Puzzle and Colouring Book** – <https://www.berliner-philharmoniker.de/en/education/projects/against-boredom/>

**Services for Education** – links to even more free resources! - <https://www.servicesforeducation.co.uk/blog/advice-for-parents/primary-music>

**Tuesday 14<sup>th</sup> July**

### **Reading**

Dindy and the Elephant- Terrified by wild animals and snubbed by the local children, Dindy starts to realise how little she knows about India, even though it's the only place she has ever called home. But her life is about to be turned upside down as her father tells her they are leaving India for good.



Use the QR code or the link to watch TV presenter Ed Petrie read extract 1 from Dindy and the Elephant. If you cannot access the video, you will find the extract below.

<https://www.bbc.co.uk/bitesize/articles/z62fvk7>

### **Extract 1**

*Something was moving on the ground behind him, across the very bit of the path we had just come down. Something long and thin and grey, that slithered from one side of the path to the other.*

*I grabbed Pog's hand.*

*'Come on! Run!'*

*He tried to snatch his hand away.*

*'I won't. I'm going home.'*

*He turned as if to go back up the path. 'Pog, you can't! There's a snake. A cobra! I saw it!'*

*And then we were both running, crashing through the bushes, tearing our clothes, scratching our bare legs, until we almost fell out on to the wide track below that ran down to the stream.*

*Pog was crying. 'I told you we shouldn't have come. I told you! I hate you, Dindy! We might have been bitten to death!'*

*'Yes, but we weren't, were we?' I was feeling so guilty that I needed to sound extra brave to cover it up. 'And it mightn't have been a cobra. It might have been one of the harmless ones.'*

**Task:** Finding clues about a character.

The writer gives you lots of information about Pog in this extract.

Read through the extract and underline everything that is related to Pog.

Think about how the writer tells you about Pog, using description and dialogue (what Pog says and how he reacts).

Now fill in the fact file about what we know about Pog from this extract.

What I know about Pog:

Examples from the description of what Pog does	Examples from dialogue – what Pog says
What Pog does:	What Pog says:
What Pog does:	What Pog says:
What Pog does:	What Pog says:



**Remember to share your work with us on ClassDojo!**



## Writing

Starter: Review Punctuating speech.

*He turned as if to go back up the path so I wailed, "Pog, you can't! There's a snake. A cobra! I saw it!"*

1. Look at the above dialogue. Write 3 rules you can remember about punctuating speech.

Please watch the BBC How to use inverted commas video and complete the quiz:

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/ztcp97h>



Today we are going to look at how character speech gives us an impression of what a character is like.

Features to describe:


Stream of consciousness questions (week 2)

Expanded noun phrases. (week 2 and 3)

Character speech (week 4)

*Challenge:* Can you think of 3 more ways?

1. Read the character speech and answer the questions in your book to consider the impression we get of Dindy.

Character	Evidence	Impression
Dindy 	<i>'Yes, BUT we weren't, were we?' I was feeling so guilty that I needed to sound extra brave to cover it up. 'And it mightn't have been a cobra. It might have been one of the harmless ones.'</i>  a. Why do you think the author uses contractions like 'weren't' instead of were not and 'mightn't' instead of 'might not'?  b. What is the effect?	<b>c. Why has the author capitalised 'BUT'?</b>  <b>d. What does this tell you about Dindy?</b>  <b>e. What did Dindy say to sound 'extra brave'?</b>  <b>f. What does this tell you about Dindy?</b>

**Maths**

$2200 + 500 =$

$12 \times 3 =$

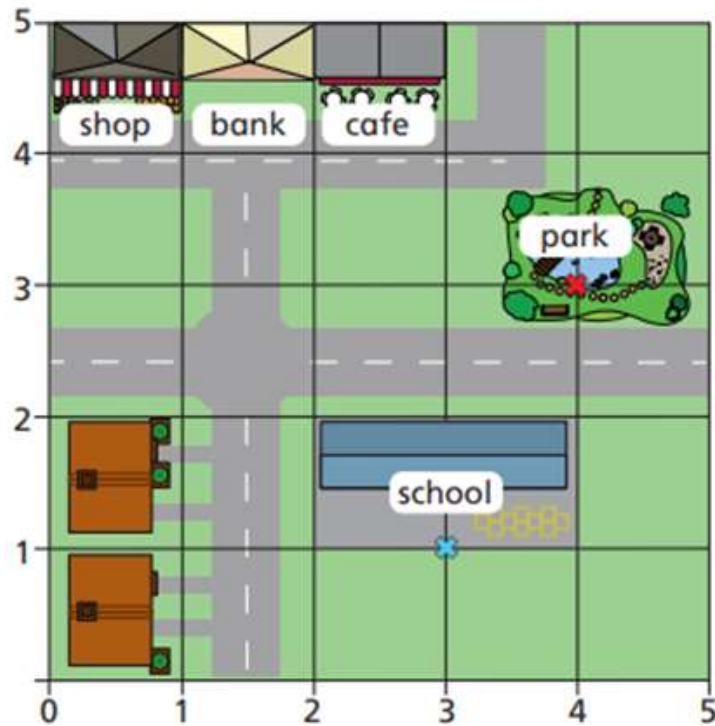
$11 \times 7 =$

$24 \div 4 =$

$\frac{3}{8} + \frac{3}{8} =$

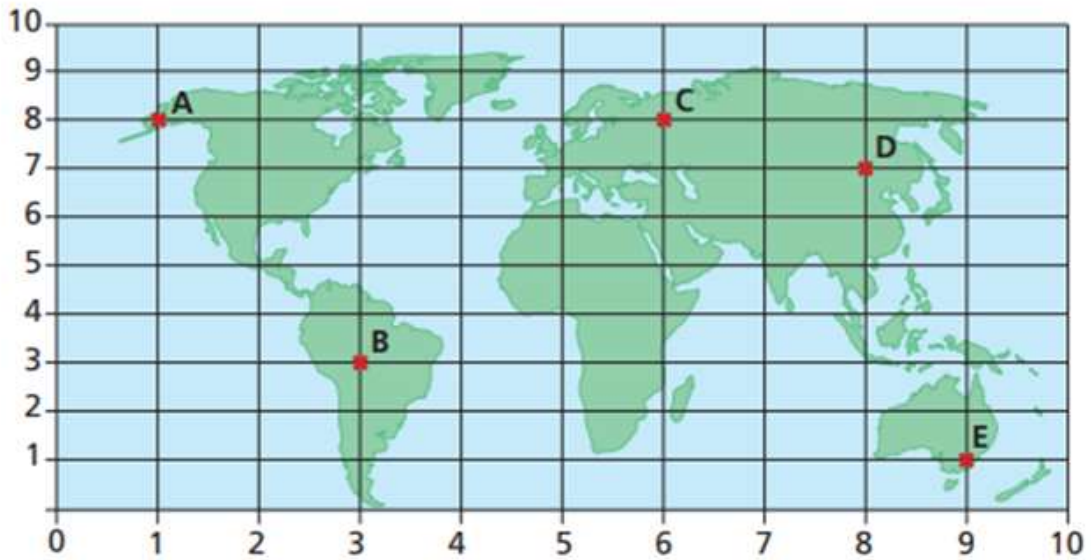
## Describe position

1 Here is a map of part of a town.



- a) Which place is next to the shop? \_\_\_\_\_
- b) Which place is next to the bank and close to the park? \_\_\_\_\_
- c) The front gates of the school have been marked with a cross.  
Write the coordinates of the school gates. (  ,  )
- d) The slide in the park has been marked with a cross.  
Write the coordinates of the slide. (  ,  )

- 2 A map of the world is drawn on a grid.  
Some locations are marked at points A to E.



a) Which point is at the bottom right of the grid?

\_\_\_\_\_

b) Which two points are to the left of point C on the map?

\_\_\_\_\_ and \_\_\_\_\_

c) Write the coordinates of each location.

A (  ,  )

D (  ,  )

B (  ,  )

E (  ,  )

C (  ,  )

## Thematic

### *Learning Review*

1. Review your learning with a 'Memory Dump'. Write everything you remember using spider diagrams in your books with the following headings:

- a. Climate and Climate Zones
- b. Climate Change
- c. Plastic Pollution

### *Help My World Challenge*

In the U.K. and around the world, our rubbish goes to landfill sites and stays in the ground. Actually, the U.K's rubbish is also sent to different country's landfills.

Can you imagine how it gets there?  
Why is this an additional problem?



DISCUSS: But what happens when our landfills are full?



It is not sustainable for us to keep filling up our land with rubbish.



This is why it is so important to...

**REUSE  
REDUCE  
RECYCLE**

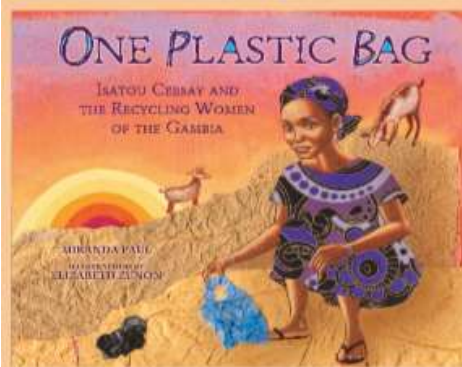


Reuse things. Example: .....

Reduce the amount of packaging we use. Example: .....

Recycle plastics, paper, card, metal and glass. Examples: .....

### So, what can we do?



One Plastic Bag is the story of a woman called Isatou Ceesay who made a small step that had a big change on the plastic pollution she lived amongst.

*'People thought I was too young and that women couldn't be leaders. I didn't call out the problems-I called out the solutions.'*

2. **PAUSE POINT** Pause the video at ...

What do you think Isatou will recycle the plastic bags into?



I hope the One Plastic Bag story and Hope video has inspired you to act & help your world. It only takes one small step and act of kindness to make a huge difference...

1. Please listen to the story at <https://www.youtube.com/watch?v=7JHesyYfcF>.



3.. Please watch the Blue Whale video at <https://www.youtube.com/watch?v=xFPoIU5uYQ>





#### 4. What can you do to help our world?

##### Try this!

What can you do with a plastic water bottle?

Plastic water bottles have become one of the most common items that are found in the oceans. Learn how to reuse this item in creative ways.

How can you reuse a plastic bottle? Consider using the internet to find more ideas.

Here are some to help, but be as creative as you can!

- ◊ Vase (cut off the top and decorate it)
- ◊ Musical instrument (fill the bottle with dry beans or rice)
- ◊ Pencil case (cut off the tops of 2 bottles, glue a zipper between them to allow easy access to the pencils)
- ◊ Planters (cut off the tops and use the base to plant seeds)
- ◊ Watering cans (poke holes in the plastic lids and fill with water)
- ◊ Piggy bank (glue tops to the bottom to act as legs, place 2 dots on the lid to look like a snout, draw on eyes and glue paper ears to it)



In the U.K. there is a 5p bag charge to reduce plastic bag use

Most countries in Africa have now banned all plastic bag use with a huge fine and/or time in prison in Kenya

*Do you really need a plastic bag?*

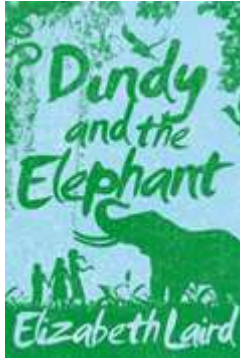


The best way is to inform people about the damage and what we can do to help...

Maybe you could write and post letters try persuade people to stop using plastic bags?

**Wednesday 15<sup>th</sup> July**

**Reading**



Re-watch TV presenter Ed Petrie read extract 1 from *Dindy and the Elephant*. If you cannot access the video, you will find the extract below.

<https://www.bbc.co.uk/bitesize/articles/z62fvk7>

**Task:**

Focus on this part of extract 1 and answer the question below.

*Pog was crying. 'I told you we shouldn't have come. I told you! I hate you, Dindy! We might have been bitten to death!'*

**Do you think Pog is fair to Dindy here?**

Yes, no or unsure? Explain your opinion using evidence from the text.

Use the following questions to help you make your decision.

- Is it Dindy's fault?
- Should Pog say that he hates Dindy?

If you choose 'Yes' or 'No', you will need *two pieces of evidence* that support Yes or No.

If you choose 'Unsure', you will need *one piece of evidence from 'Yes' and one from 'No'*.

You might want to organise your answer like this:

I chose...

First piece of evidence	Second piece of evidence
Evidence-	Evidence-



Share your work on Dojo.

## Writing

Today we will be learning about contractions and their use in direct speech.

Contractions are joined words shortened by dropping one or more letters.

We use them a lot when speaking to help the flow of speech.

For example: We rarely use *I am* in speech and substitute this for *I'm*.

## Noticing Task:

We use contractions in direct speech so that the speech sounds more realistic.

*"I won't. I'm going home."*

*"Pog, you can't! There's a snake. A cobra! I saw it!"*

*Pog was crying, "I told you we shouldn't have come. I told you! I hate you, Dindy!"*

*"Yes, but we weren't, were we?" 'And it mightn't have been a cobra."*

**1. Look at the extract and circle the contracted words.**

**2. In your books, list the contractions with the word 'not' and see if you can add any more to your list.**

*An apostrophe is used to show the missed out (omitted) letters.*

*For example: That is = That's= ' replaces the letter i*

**3. What do you notice about contractions with the word 'not'?**

Please watch the BBC on apostrophes for contraction and complete the quiz:

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zcyv4qt>



**4. Identify words that can be contracted in each speech example. Rewrite the sentence with the contracted form in your books.**

- "You will scare the elephants," said Nikhil.*
- "Pog, I'm sure it is rude to shout but adults shout all the time!" Dindy muttered.*
- "Do you remember when we would ride on the elephants Dindy?" Pog questioned.*

**5. Spot the error and use reasoning to explain why it is wrong in your books.**

*"His scared of falling off the elephant!" Dindy shouted to Nikhil.*

**Maths**

$$? + 110 = 450$$

$$48 \div 12 =$$

$$9000 - 500 =$$

$$96 \div 8 =$$

$$2 \times 3 \times 4 =$$

## Draw on a grid

I The cards show the coordinates of six points.

A (4, 4)

B (2, 3)

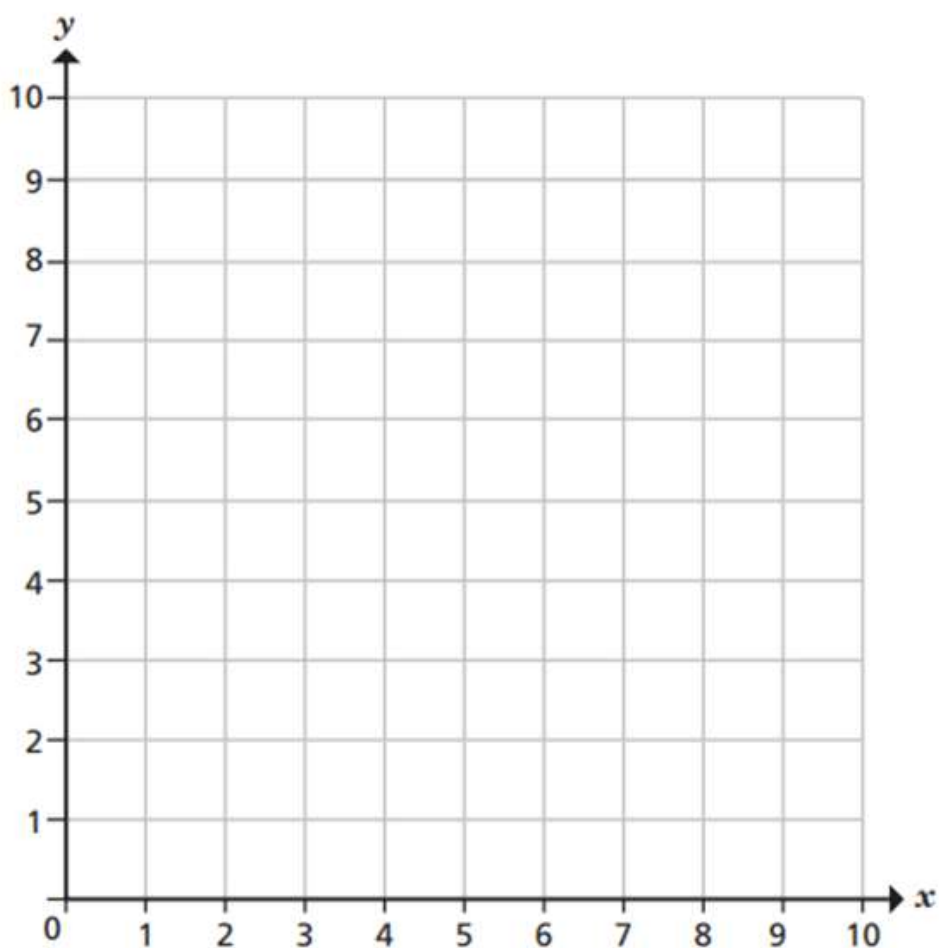
C (6, 4)

D (10, 8)

E (0, 5)

F (9, 0)

Plot and label the points on the grid.



2

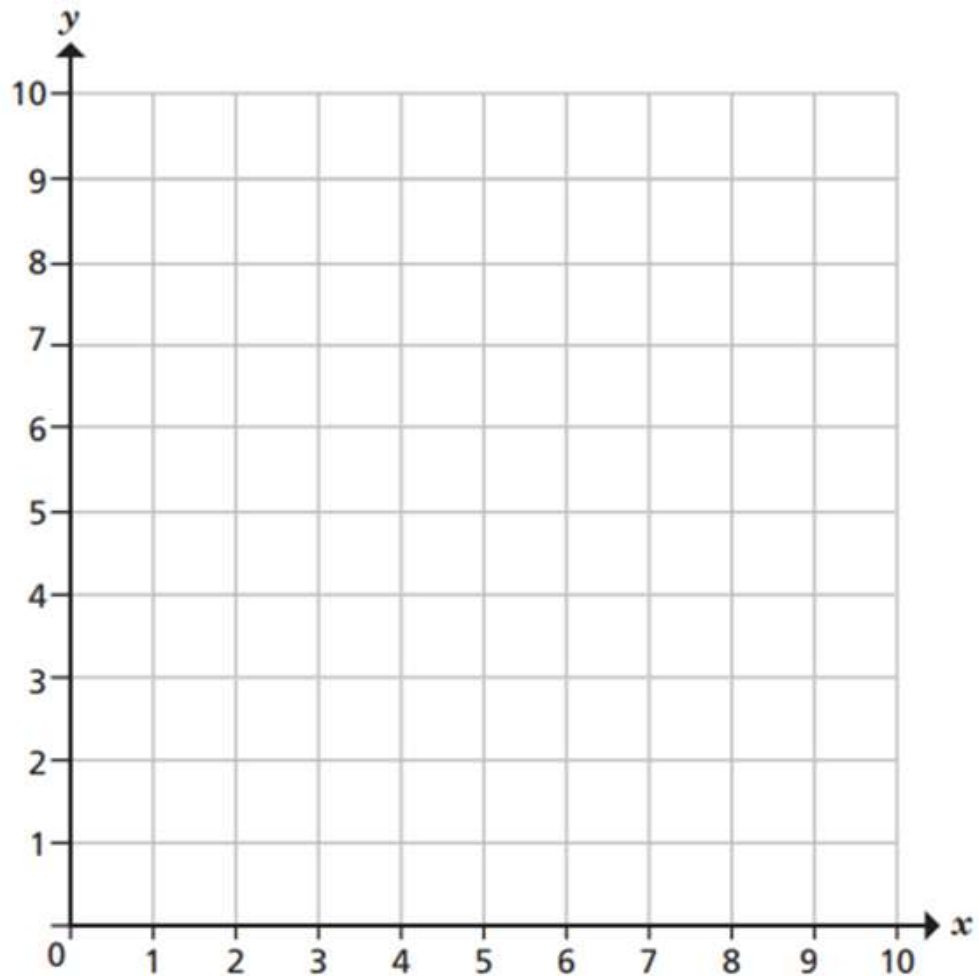
Here are the coordinates of three points.

X (1, 3)

Y (2, 5)

Z (3, 7)

a) Plot and label the points on the grid.



b) Join up the points.

What do you notice?

c) Write the coordinates of two other points that fit this pattern.

(, ) and (, )



## Art

Today you are going to use your knowledge of Banksy and his work to create a design of a piece of art that shares an important message.

### How can we use Banksy as an inspiration for our own art work?



#### Retrieval questions

Why is Banksy's work important?

What does it mean to be an inspiration?

Why might he be called an 'inspiration'?

What art techniques have we explored so far?

Task: Design a piece of art work that shares an important message.  
Your design should show a mixed media 'collage' combining the techniques we have been experimenting with- photography, printing, collage and textiles.



For example: Cityscape- create a background using collage, layering materials and different textures.

Add photos of buildings or walls for your 'graffiti' to go on.

Add the graffiti using printing techniques.

Think about Banksy's use of colour

What do you notice?

How will you incorporate this style into your own design?



Your designs need to be annotated:

- Materials you are going to use
- Techniques you would use on each section
- Resources you would need.

## Ideas

- Captain Tom Moore- walking for the NHS
- NHS workers/8pm Clap for the NHS following Coronavirus pandemic.
- Greta Thunberg- climate change
- Reduce, Reuse and Recycle

**Remember, you are only creating a design of your art work. You do not need any extra resources and you do not need to create a mixed media piece of art.**

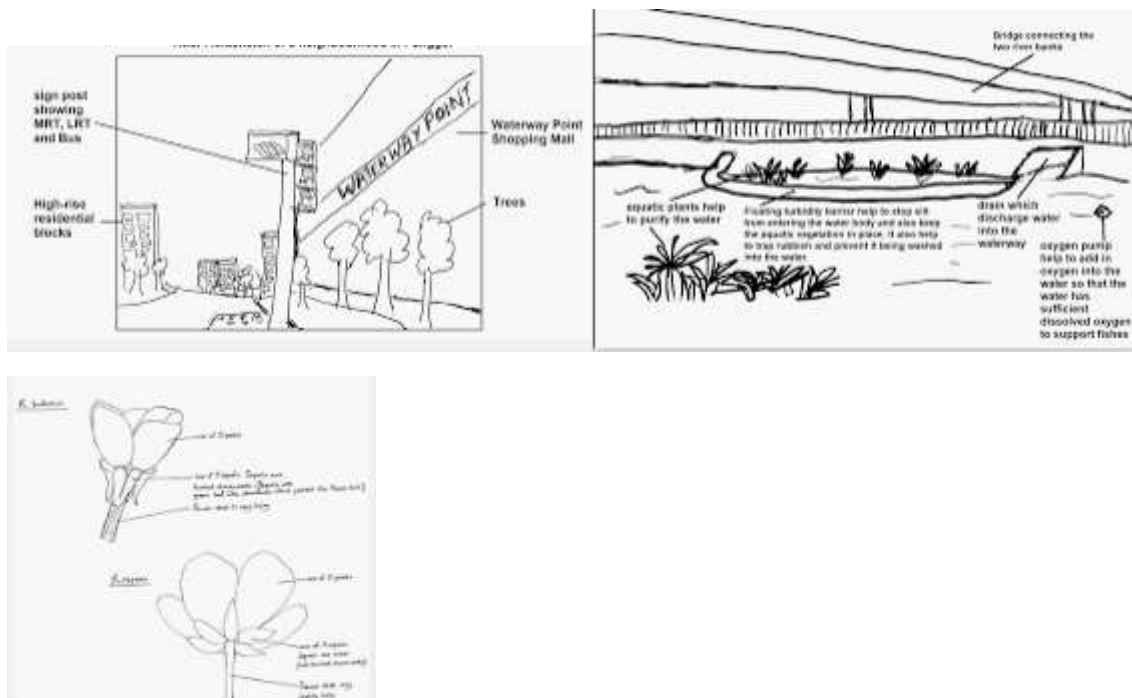
**All you will need is:**

**A plain piece of paper**

**A pencil**

**You should end up with a detailed, labelled sketch.**

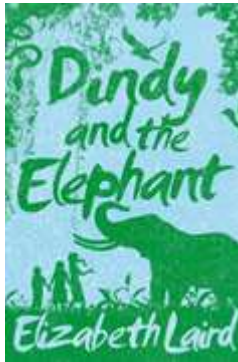
Examples of labelled sketches/designs:



**Share a photograph of your design on Dojo.**

**Thursday 16<sup>th</sup> July**

**Reading**



Use the QR code or the link to watch TV presenter Ed Petrie read extract 2 from Dindy and the Elephant. If you cannot access the video, you will find the extract below.

<https://www.bbc.co.uk/bitesize/articles/z62fvk7>

**Extract 2**

*The four working elephants were standing in the shade. They were chained by the back legs to huge posts. They stood quite still, their trunks limp and drooping, as if they were resting. Only their ears flapped from time to time as they tried to shake off the flies that buzzed around their eyes.*

*Pog and I had seen the estate's tame working elephants quite often before. They weren't usually at this end of the tea plantation, but sometimes, when they were, Daddy would drive us down in his car as a treat to look at them. We'd even ridden on an old one once. I'd been a bit scared of falling off, but Pog had loved it. He'd shouted so loudly that the mahout (the man who looked after the elephants) had to tell Daddy to keep him quiet in case the elephant got upset.*

*'Why don't we shout and see if anyone will come?' I said.*

*'You don't want to scare the elephants,' said Nikhil. 'And, anyway, we don't shout. It's rude.'*

*I bit my lip. Daddy was always shouting at people. Mother shouted at Sunderam all the time too.*

**Task:**

Think about what new information you know now, what has the writer told you.

If a friend who hadn't read this extract asked you what happened in it, what *five* things would you tell them?

Have a look back through the text and jot down some important information – it may be an event, a theme, a feeling. Think back to the work we completed previously about themes.

Then number your five pieces of information 1-5 with number one being the most important.

You could share this with somebody at home.



**Or even better, share this on Dojo and compare it to your class mate's to see if you have chosen any of the same information.**

## Writing

Today we are going to look at using show don't tell in character speech to create an impression about a character.

SHOW DON'T TELL...

1. Show how the character is feeling through **what** they say.
2. Show how the character is feeling through **how** they speak and **what they do**.

### EXAMPLE:

Poor Dialogue:	"Honestly, I don't want to talk about it," I said.
Improved Dialogue:	"I'm fine," I mumbled, not moving my eyes away from my feet, "Leave me alone."

In the improved dialogue, we can tell a lot more about the character:

- The character does not want to talk as he 'mumbled'
- He is nervous / worried as he is looking at the floor

The second sentence **shows** the reader that he does not want to talk but does not **tell** the reader this.

1. Read extract 1 and 2 again. Brainstorm a list of adjectives and descriptions for 'Dindy':

(It will help if you can compare her to someone you already know, maybe a sister, cousin or friend, that way she is easier to describe 😊)



1. In your books, write 3 examples of character speech that shows (don't tell) how you have described Dindy in Q1.

*For example:* To show 'mischievous' and 'loves animals':

*Dindy whispered to Pog with a gleam in her eye, "I know we shouldn't climb into the tea plantation, but I must get a closer look at these beautiful creatures Pog."*



**Share your best example of punctuated speech and I will choose a winner!**

Maths

$3 \times 5 =$

$4444 - 1000 =$

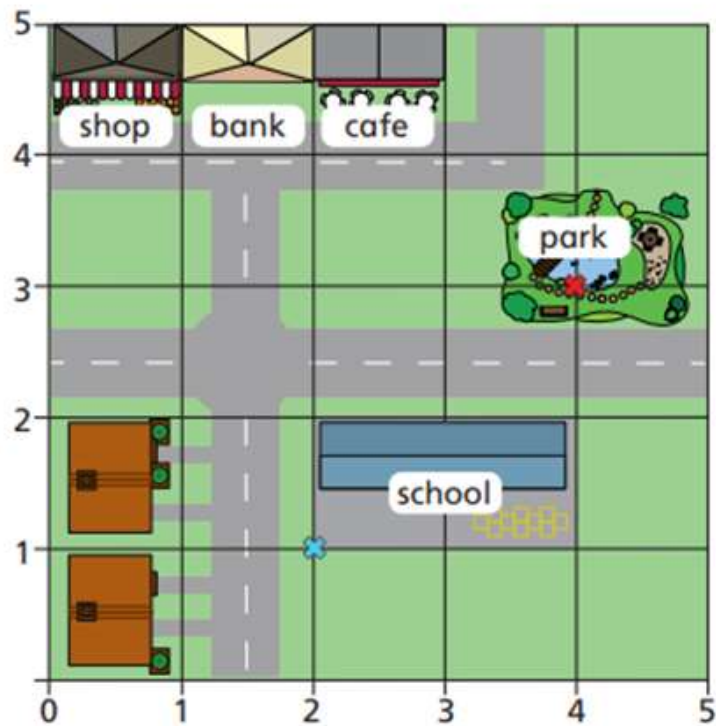
$70 + 7 + 7 =$

$61 \times 0 =$

$18 \div 3 =$

## Move on a grid

1 Here is a map of part of a town.



a) Annie is at the park at the coordinate (4, 3).

She moves 3 squares to the left.

Draw on the grid to show where Annie is now.

What are the coordinates of this point?

(  ,  )

b) Mo is at school at the coordinate (2, 1).

He walks 2 squares up.

Draw on the grid to show where Mo is now.

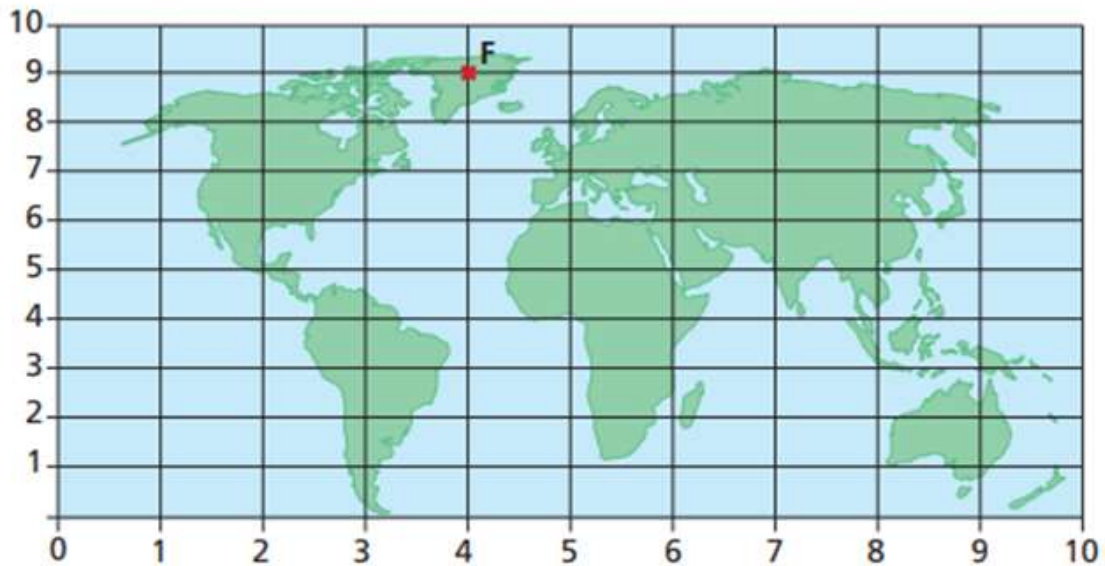
What are the coordinates of this point?

(  ,  )



2

A map of the world is shown on a grid.



- a) A plane is at point F.

What are the coordinates of this point?

(  ,  )

- b) The plane takes off from point F and travels 2 right and 5 down.

Mark its new position on the grid and label this as point G.

What are the coordinates of point G?

(  ,  )

- c) The plane now takes off from point G and travels 4 left and 2 up.

Mark its new position and label this point H.

What are the coordinates of point H?

(  ,  )

## Science

Consolidate your knowledge by completing this quiz. It is not a test and your scores will not be collected it.

1. Explain what these words mean.

/3

predator

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prey

---

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producer

---

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2. Create a food chain using these animals. Draw the food chain in the box below.

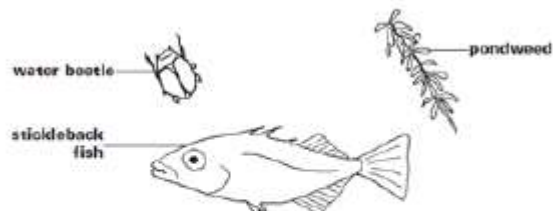
/5

Make sure to include the arrows.

shark seaweed small fish seal

3. The pictures below show some of the things Tom sees in a pond.

/1



The stickleback fish is a predator. Explain why.

---

---

4. Tick ONE box to show which life process a food chain shows. /1

☐ movement

☐ nutrition

☐ growth

☐ reproduction

5. Match the type of tooth with it's function. /5

incisors	tearing and ripping food
canines	holding and crushing food
pre molars	does not have a function
molars	bitingand cutting food
wisdom	grinding food

6. Why does brushing teeth help to reduce tooth decay? /1

---

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7. Write 2 other ways we can keep our teeth healthy. /2

1. Brush our teeth twice a day.

2. \_\_\_\_\_

3. \_\_\_\_\_

8. Josh is finding out about the digestive system.

Tick ONE box to show why we need a digestive system. /1

☐ To control how the body moves.

☐ To break down food for the body to absorb.

☐ To give support to the body.

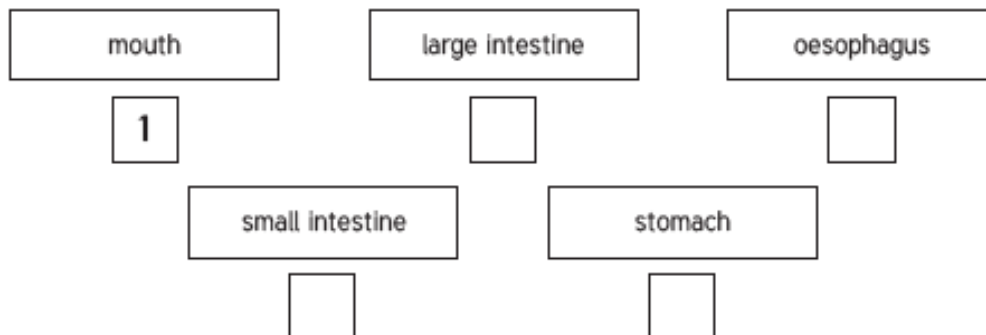
☐ To transport blood around the body.

9. Josh has some cards labelled with parts of the digestive system.

14

Write 1 to 5 to show the correct path through the parts of the digestive system.

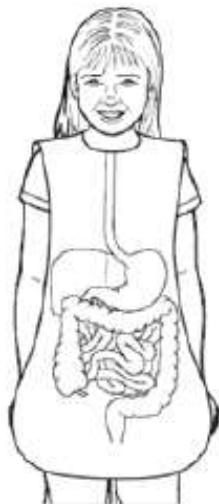
The first one has been done for you.






10. The girl below is wearing an apron to show parts of the digestive system.

11

Draw an **X** to show the part that is the stomach.

**TOTAL MARKS- / 24**

**Reflection:**

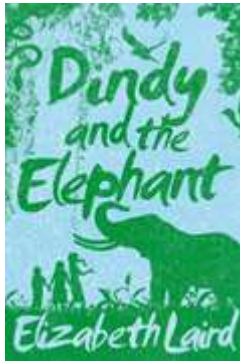
Write <b>3 things</b> you know about our <b>digestive system</b> or our <b>teeth</b> .	Write <b>3 questions</b> you have about our <b>digestive system</b> or our <b>teeth</b> .	Write <b>3 things</b> you have learnt about our <b>digestive system</b> or our <b>teeth</b> .
		



Share your reflection on Dojo.

**Friday 17<sup>th</sup> July**

**Reading**



Re-read or watch both extracts from Dindy and the Elephant.

<https://www.bbc.co.uk/bitesize/articles/z62fvk7>

**Task:**

Imagine that you are writing a diary entry as one of the children. You have two decisions to make.

1. *Whose diary do you want to write? Do you feel more in tune with Dindy or Pog?*
2. *Which event would you like to recount – the snake or the elephants?*

Once you have made your decisions, you can start writing your short diary entry. Aim to write three paragraphs.

Here are some tips to help when writing a diary entry:

- greeting (Dear Diary/Hi Diary) Your greeting should reflect your character
- write in the first person – you are Dindy or Pog so use 'I'/'me'/'my'
- recount the event in the past tense (it has already happened)
- engage with your diary

For example:

- 'You won't believe what happened next...'

Remember to end your diary entry appropriately.

For example:

- 'Got to go, dinner is ready.'



**Share your diary entry on ClassDojo.**

**Creative Writing: Write a short dialogue.**

**Continue the dialogue by imagining you are either Dindy or Pog (whoever you feel you can relate most to!) Use your ideas from yesterday, this week's learning about punctuated speech and contractions to support you.**

Ideas...

- Perhaps Pog and Dindy have an argument about being in danger.
- Perhaps Dindy starts talking to the elephant and the elephant talks back.
- It is totally up to you!

*Dindy whispered to Pog with a gleam in her eye, "I know we shouldn't climb into the tea plantation, but I must get a closer look at these beautiful creatures Pog. I'm sure that one elephant is staring right at us....like he wants to say something. Are you in Pog? Please Pog let's go!"...*

### Word bank.



<u>SPAG Success Criteria:</u>	<i>I think...</i>
" " inverted commas (speech marks) around speech only.	
Capital letter at the start of speech.	
Punctuation inside inverted commas.	
Comma after speech verb before " or before " if speech verb is at the end of the sentence.	
Use a range of speech verbs and adverbs.	



Take a photograph of your final piece (once you have checked and edited it) and share it with me on Class Dojo.

### Maths



$12 \times 4 =$

$7 \times 9 =$

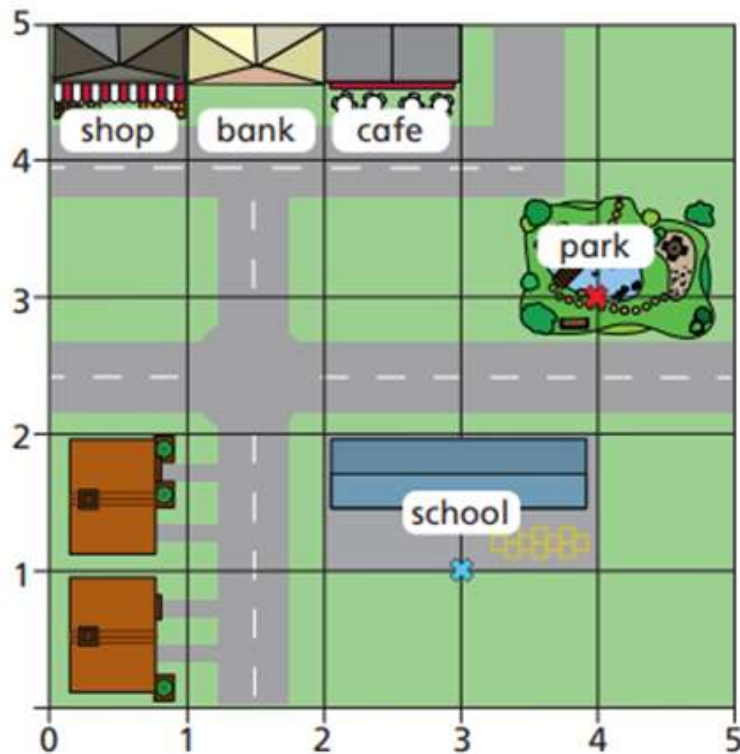
$6 \times 8 =$

$98 \div 1 =$

$99 \div 11 =$

## Describe a movement on a grid

1 Here is a map of part of a town.



a) Ron is standing at (1, 1).

He walks to the school gates at point (3, 1).

Complete the sentence to describe his journey.

Ron walks  to the right.

b) Rosie is standing at (4, 0).

She walks to the slide in the park at point (4, 3).

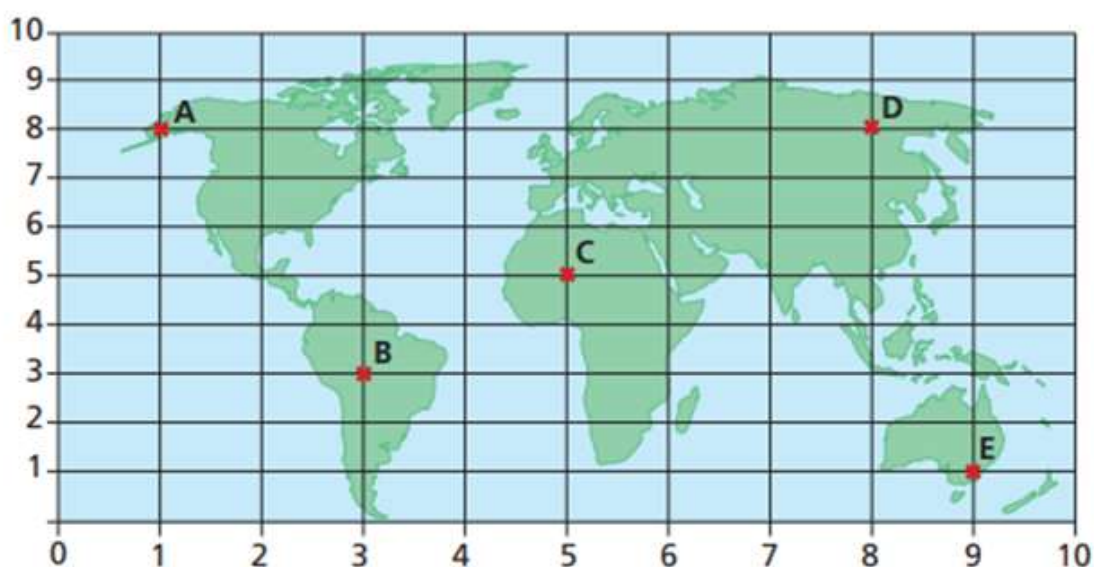
Complete the sentence to describe her journey.

Rosie walks  up.

c) Annie is at (5, 5) and wants to walk to the slide in the park.

What route could she take to get there?

- 2 A map of the world is shown on a grid.



Complete the sentences to describe the movement of planes.

- a) Plane 1 flies from A to D.

Plane 1 flies  right.

- b) Plane 2 flies from A to B.

Plane 2 flies  right and  down.

- c) Plane 3 flies from C to D.

Plane 3 flies  right and  up.

- d) Plane 4 flies from E to D.

Plane 4 flies  left and  up.

## RE

We are continuing our learning on The Good Samaritan

© RE Today / NATRE: Religious education lessons to take away

### **Who is your neighbour?**

It is clear from the story that Jesus wanted people to understand that their neighbour could be anyone, certainly not just the person living in the next door house. This teaches many Christians nowadays to love and care for all others, even other people different from themselves. People who are not religious or who come from religions other than Christianity also have this belief. It is often called the Golden rule.

Think about who your neighbour is (remember, do not just choose next door neighbour!). Why is it important to 'love your neighbour' or follow the Golden rule?

<b>My neighbour is...</b>	<b>It is important to love this neighbour because...</b>

### **Good Samaritans in my area**

At the moment we all have to stay in our houses as much as possible to keep us all safe. Lots of people are helping people in their local community. Almost a million people have signed up to help people on an App called GoodSam. I bet you can guess why it is called that!

Think about what is happening where you live. Draw or write about one or two examples of people being 'Good Samaritans' in your area.

