

Good morning,

Here are your answers for Friday 3<sup>rd</sup> July

1 Match the durations on the clocks to the labels.

15 minutes    40 minutes    5 minutes    half an hour

1 Write <, > or = to compare the durations of time.

- a) 50 minutes < 1 hour  
 b) quarter of an hour = 15 minutes  
 c) half an hour > 25 minutes

5 The table shows information about some children's journeys to school.

Name of child	Left home	Arrived at school	Journey time
Annie			30 minutes
Alex			10 minutes
Jack			30 minutes
Mo			20 minutes
Dexter			15 minutes

The clocks show the times that Ron and Teddy started and finished tidying their rooms.

Ron started finished  
 Teddy started finished

Who tidied their room in the shortest amount of time?

Ron

How did you work this out?

Day of week	Core	Foundation
Monday	<p><b>Maths – Multiplication- Use arrays</b>  <b>Reading – Grandma Bird Prediction</b>  <b>Writing – Create a toolkit for a story opening</b></p>	<p>Thematic – Identify and evaluate differences between an urban and a rural school</p>

## Monday 6<sup>th</sup> July – Maths

### Starter:

Remind yourself of how to tell the time. Look back at videos from last week if you still need further input.

Draw the time on each clock.



half past 3



quarter past 2



quarter to 1



3 o'clock

This week we are going to be focusing on multiplication and division.



What does multiply mean?

What does divide mean?

Can you explain to a grown up how you would work out the following number sentences?

$$6 \times 5 =$$

$$30 \div 6 =$$

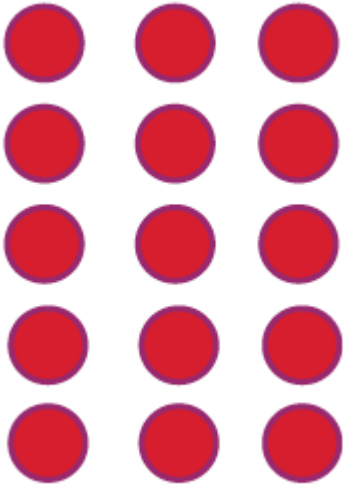
Today, we will focus on using arrays to support us in working out multiplication number sentences.

What is an array?

Arrays are a pictorial representation to help children understand times tables. For example, a child may be given the following word problem:

I have 3 bags. There are 5 pennies in each bag. How many pennies do I have altogether?

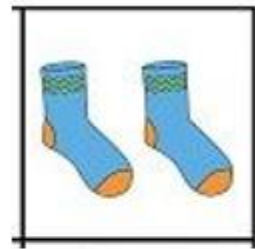
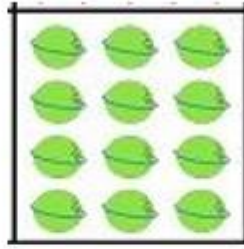
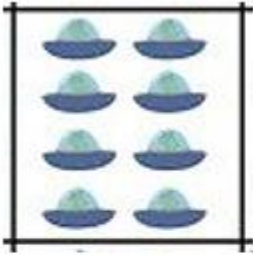
A teacher might show the children that the first bag has five pennies and draw the five pennies in a line. Then they would explain that the second bag also has five pennies and draw a second line. They would continue until they had drawn 3 lines of 5 pennies like this:



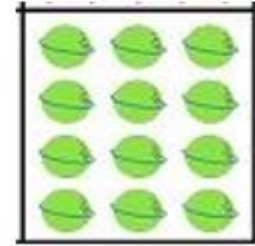
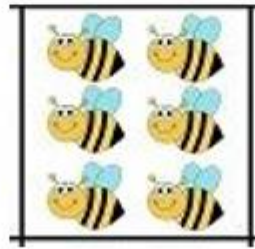
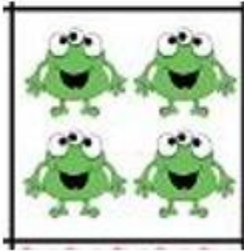
Watch the video provided <https://vimeo.com/417922235>

Main activity:

Find and tick  $2 \times 4 = 4 \times 2$



Find and tick  $3 \times 4 = 4 \times 3$



- 5 Draw an array to show  $7 \times 3$   
Complete the number sentence.

$7 \times 3 = \square$

Is there more than one way to draw the array?

- 6 Draw three different arrays to show 12



- 7 Draw dots to show each multiplication in two ways.

The first one has been done for you.

Multiplication	Array 1	Array 2
$3 \times 8$		
$2 \times 5$		
$4 \times 9$		
$6 \times 1$		

- 8 Can you see the multiplications  $5 \times 4$  and  $4 \times 5$  in the array?





Watch the story 'The Black hat' on <https://vimeo.com/45584240>



This week you are going to be writing an opening for a story. Listen carefully to 'The Black Hat' and think about the different ways the author helps build an image in your mind by using a wide range of exciting vocabulary.

Read through the model texts below. Create a toolkit to identify all of the key features of a story opening. What does the author do to make you interested in the book? Think back to our story of Jack and the Beanstalk. What can you remember?

#### Model Text 1

*There was once a boy, quite ordinary, like any other. He lived in an old, wooden cabin with his mute Grandmother. There weren't too many things a lonely, young boy like him could do so he went for long forest walks hoping to find something new. His ears rejoiced at the creak of a branch, the crunch of a twig; he loved the smells. The forest was deep, dark, damp and big. One day the boy found a black hat so he picked it up from the ground and placed it neatly on his head, delighted by what he had found. He grew attached to it, refusing to take it off his head but, at last, when night came, he placed it carefully by his bed. Little did he know about the magic about to begin, as he drifted off to sleep strange creatures climbed out from within.*

#### Model Text 2



Through the undergrowth, in the dusky night sky, skulked a fierce nasty beast preparing to pounce on his unsuspecting prey. He believed he owned this territory. All creatures bowed down to his greatness - they cowered in his presence and acted upon his every purr. Once he had terrorised all creatures great and small, he slithered back to his indulgent castle, scratched his talons upon the plush rug and curled up for his slumber to begin. His castle was like no other as it was high above the Earth, suspended in thin air on a cloud. No expense had been spared on the quality of the furnishings, wooden and strong; extensive gardens provided exercise and shelter and the quality of the food was simply exquisite. From this position on the cloud he looked down on all the earthlings fighting for space on the tiny planet below. He basked in the heat of a spherical fire ball and watched the wonders of shooting stars and asteroids for entertainment. High above the sky he felt like the Ruler of the Universe. And then he woke up!

### Model Text 3

Ashanti was playing in the park with her brothers. They were playing on the pirate ship climbing frame. Max was always the captain because he was the oldest. Dez was always the first mate because he was the second oldest. Ashanti was the youngest. Her brothers always made her walk the plank when they played pirates. She sometimes asked if she could be captain but they always said no.

One day Ashanti was being made to walk the plank because she hadn't washed the decks clean. Captain Max had been out burying his treasure. He had stomped back onto the ship with mud all over his boots. What a mess he made! Ashanti had tried to clean the decks but she couldn't clean up the mud. Both of her brothers laughed when she jumped off the edge of the pirate ship climbing frame. She landed with a bump. She looked up at her brothers laughing at her then she saw something odd. Underneath the climbing frame was a strange drawing. It was a skull and crossbones. She reached out and she touched the drawing. There was a flash of light and Ashanti was in a ship at sea! She could feel the ship tipping from side to side.



Story opening 'cheat sheet'

## Story toolkit

Does my story have:

<i>capital letters to start sentences</i>	
<i>full stops to end sentences</i>	
<i>a character introduction</i>	
<i>a descriptive setting</i>	
<i>Conjunctions</i>	
<i>what the characters, see, hear, smell, touch or feel</i>	
<i>different words to start sentences</i>	
<i>speech marks for words spoken “”</i>	
<i>Joined handwriting</i>	

## Monday 6<sup>th</sup> July – Reading



This week in reading, we will be focusing on the book 'Grandma Bird' by the author Benji Davies.

*What do you predict will happen in this story?*

*The characters are on a boat. Where do you think they will sail to?*

*Why do you think the little boy is with his Grandma?*

What would you like to find out about Grandma Bird? Write down or share any questions you may like to ask.

Tomorrow you will listen to the story to find out more.



## Monday 6<sup>th</sup> July – Thematic (Geography)

Can I compare schools in rural and urban areas?

Today you are going to be comparing schools in rural and urban areas.

What are some of the key features of our school?



Front of school

Key stag 2 hall





Year 1 terrace

Key stage 2 playing field



**Key stage 1 playground**



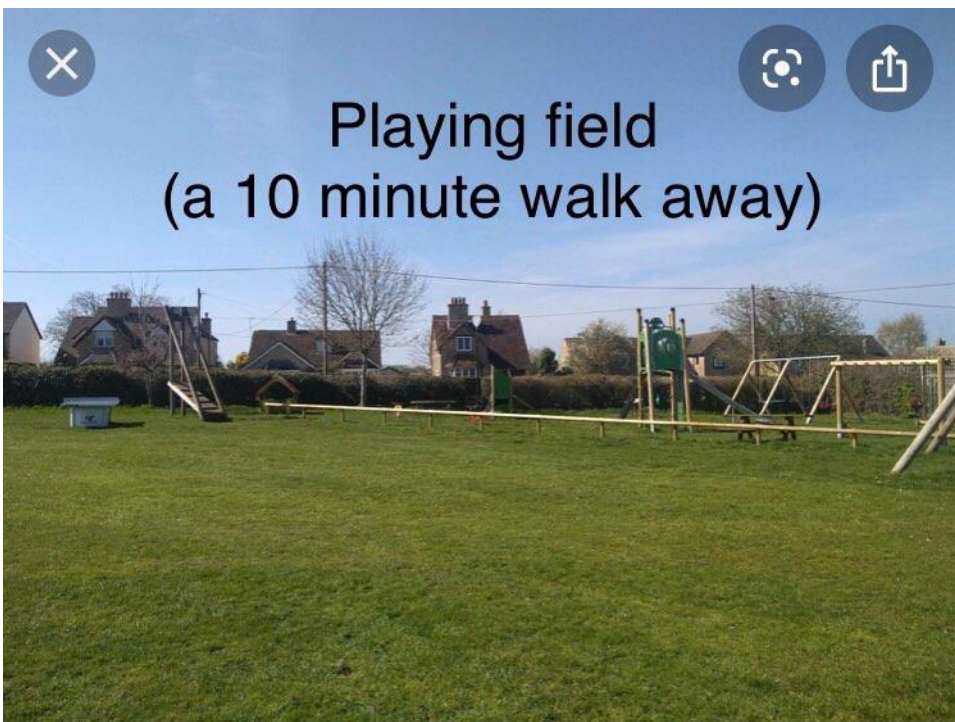
**Key stage 1 quad area**

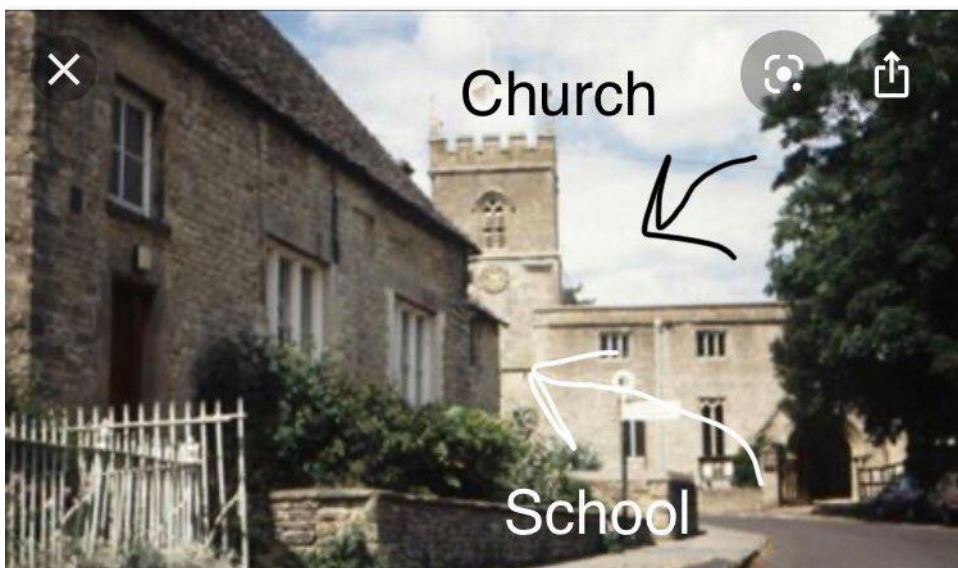
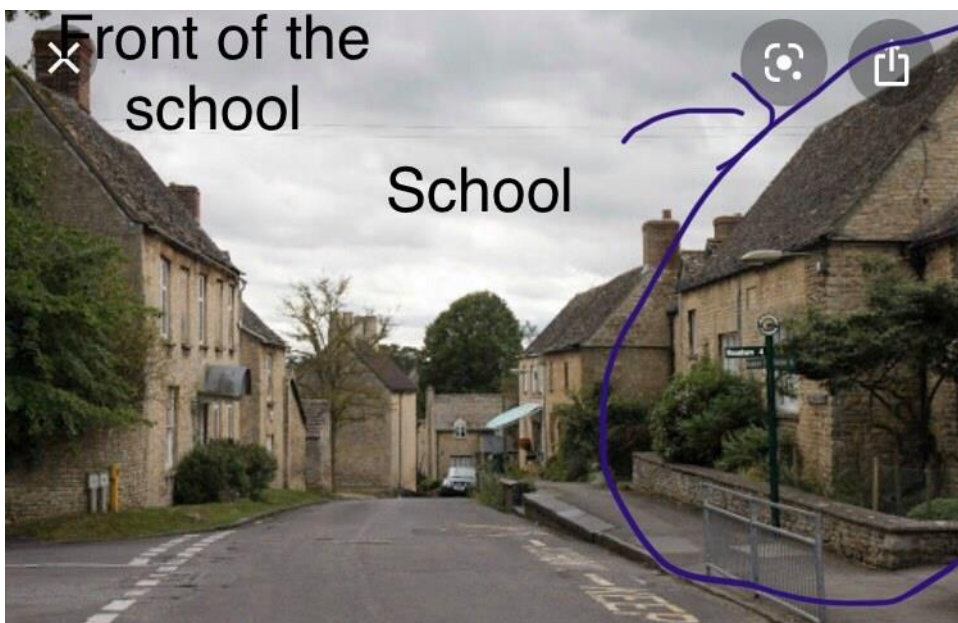




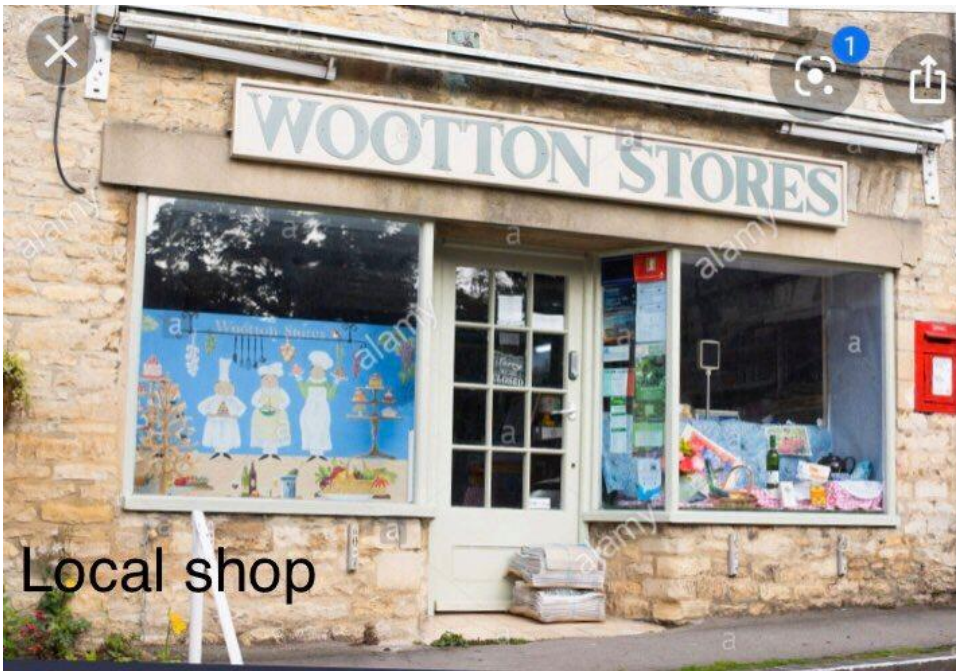
Key stage 2 playground

Look carefully at the pictures of Wooton by Woodstock C of E Primary school. What are the key features of this school? Are there any similarities? Are there any differences?









Local shop



Front of school





There are 2 classes in this school. One class of 8 children including Reception, Year 1 and Year 2 and one class of 10 children including Year 3, 4, 5 and 6.

**What are the pros and cons of going to a rural school?**

**What would you like to ask the children at Wootton by Woodstock C of E primary school?**