

## Year 4 – PACK 1 – Week 3 – Week Beginning 18.01.2021

<b>Monday</b>	Reading – ‘The London Eye Mystery’ – Siobhan Dowd Writing – Identifying Verbs Handwriting Practice Maths – Calculating Perimeter of Shape on a Grid Thematic – Who was Julius Caesar?
<b>Tuesday</b>	Reading – ‘The London Eye Mystery’ – Siobhan Dowd Writing – Features of a diary Spelling Practice Maths – Calculate the perimeter of rectangles Science – What is an Eco System?
<b>Wednesday</b>	Reading – ‘The London Eye Mystery’ – Siobhan Dowd Writing – Planning a Diary Entry Handwriting Practice Maths – Calculate the perimeter rectilinear shapes PE – Catch and Clap
<b>Thursday</b>	Reading – ‘The London Eye Mystery’ – Siobhan Dowd Writing – Short Writing Task Drafting Spelling Practice Maths – Multiplying by 10 (x 10) Music – Virtual Percussion
<b>Friday</b>	Reading – ‘The London Eye Mystery’ – Siobhan Dowd Writing – Short Writing Task Editing Handwriting Practice Maths – Multiplying by 100 (x 100) Art - Origami Artwork Boats

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, e.g. Barcode Scanner, on a mobile device or tablet will enable you to do this.

<b>Monday</b>	Reading – ‘The London Eye Mystery’ – Siobhan Dowd Writing – Identifying Verbs Handwriting Practice Maths – Calculating Perimeter of Shape on a Grid Thematic – Who was Julius Caesar?
---------------	---

## READING Monday 18<sup>th</sup> January 2021 – ‘The London Eye Mystery’ – Siobhan Dowd

### Session 1 – Blurb:

The piece of writing we will be focusing on for our reading this week is from a novel *The London Eye Mystery* by Siobahn Down.

### Activity 1:

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

*Monday 24 May, 11.32 a.m.*  
*Ted and Kat watch their cousin Salim get on board the London Eye. The pod rises from the ground.*

*Monday 24 May, 12.02 p.m.*  
*The pod lands and the doors open. People exit – but where is Salim?*

*Has he spontaneously combusted? [Ted's theory.]*  
*Has he been kidnapped? [Aunt Gloria's theory.]*  
*Is he even still alive? [The family's unspoken fear.]*

*Even the police are baffled. Ted, whose brain runs on its own unique operating system, and his older sister, Kat, overcome their prickly relationship to become sleuthing partners. They follow a trail of clues across London in a desperate bid to find their cousin, while time ticks dangerously by . . .*

WORD	DEFINITION
Sleuthing	careful investigation into a crime or mystery.
Theory	a reasonable explanation for why something happens.
Plausible	Something that seems reasonable or true

1. What does the writer mean by a **‘prickly relationship’** between Ted and Kat?

This shows that \_\_\_\_\_

\_\_\_\_\_

2. **‘Even the police are baffled...’** What does this show about what the police know about what has happened?

The word **baffled** shows that the police \_\_\_\_\_

\_\_\_\_\_

3. You are given three different theories on what has happened to Salim in the pod. Come up with your own **plausible** (reasonable) idea of what may have happened to him on the London Eye.

I think that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Writing - Monday 18<sup>th</sup> January – Identifying Verbs



We are continuing our unit 'Animals' this week.

Make sure that you are looking back at the sentences that you created last week to help you with your sentence structure this week.

By the end of this week you will write a short diary extract.



PAUSE

*PAUSE POINT - We looked at diary entries during our first half term. Can you share with someone what a diary entry is, what it looks like and some of the features that are included within a diary?*

### Task 1

1. Read the explanation below then complete 'Verb Activity' on the next page (match the present tense verbs to their past tense version).

#### **VERBS:**

**A verb is a word used to describe an action, state or occurrence.**

Verbs can be used to describe an action, that's doing something. For example, like the word 'jumping' in this sentence:

**The rabbit was jumping in the field.**

They can also be used to describe a state of being, that's feeling something. For example, the word 'likes' here:

**The monster likes rollercoasters.**

Or a verb can be used to describe an occurrence, that's something happening. For example, the word 'became' in this sentence:

**The caterpillar became a butterfly.**

When writing, make sure every sentence includes a verb.

## TASK 1 – VERB ACTIVITY

Because a diary entry is written about things that have happened in the **PAST**, we need to use the **PAST TENSE** of our verbs.

Fill in the blanks with the appropriate verb form.

Example: Today and everyday I eat vegetables.

Yesterday I ate vegetables.

# Present

# Past

## Today and everyday

## Yesterday

I walk to school.

I walked to school.

Tom bikes to school.

Tom biked to school.

I dream of being free.

I \_\_\_\_\_ of being free.

I study hard.

I \_\_\_\_\_ied hard.

I buy milk.

I bought milk.

I read my book.

I \_\_\_\_\_ my book.

Jim texts his friends.

Jim \_\_\_\_\_ his friends.

Pam kisses her Mom.

Pam kis\_\_\_\_ her Mom.

It is sunny.

It \_\_\_\_ sunny.

Time flies.

The time just fl\_\_\_\_.

I say, "Hello."

I sa\_\_\_\_, "Hello."

## TASK 2 – Reading:

- Read through Rat's Diary (below).
- Listen to the recording of me reading the diary entry (this will be up on the ClassDojo page)

## TASK 3 – Highlighting verbs:

Circle all the verbs that Rat has included in his writing (the first three have been done for you).

### Rat's Diary

Sunday 3<sup>rd</sup> January 2021

Dear Diary,

What a day it has **been!** I **felt** extremely hungry when I **woke** up and I knew Cat's milk would be waiting for me if I was lucky, so I set off to have a cheeky gulp. I had just sniffed the bowl when I saw a flash of orange. Without even turning around I knew it was Cat because I heard her fierce growl and hiss.

All of a sudden, I was frozen in fear because she has a rather violent temper, especially when she is angry, which is all of the time. I ran back to my burrow as fast as I could and had just laid down in the straw when Cat's snarling face appeared at the door. Luckily, she pushed off pretty quickly. It took me until the evening to recover, my heart was beating like a raging thunderstorm all day.

I won't be doing that again tomorrow that's for sure – I don't think my little heart can take it! It looks like I'll have to find another way of pinching some food that doesn't involve facing that evil beast!

Speak tomorrow,

Rat



Make sure you look at the answers on class dojo and see if you have correctly identified the verbs and share your examples via your portfolio.



**HANDWRITING – Monday 18<sup>th</sup> January 2021**

Trace and copy the pattern. Say the word.

*air* *air*

Do the word sums.

p + air = \_\_\_\_\_

ch + air = \_\_\_\_\_

h + air = \_\_\_\_\_

f + air = \_\_\_\_\_



+ y = \_\_\_\_\_

+ y = \_\_\_\_\_

**Use the space below to practice the joins and words you have been using today. Can you think of any other words that uses these joins?**

Handwriting practice area with a vertical red line on the left and horizontal blue lines for writing.

# MATHS – Monday 18<sup>th</sup> January – Calculating Perimeter of Shape on a Grid

## STARTER – Times Table Practice:

$3 \times 1 = \underline{\quad}$

$11 \times 3 = \underline{\quad}$

$9 \times 3 = \underline{\quad}$

$12 \times 3 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$3 \times 7 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$4 \times 3 = \underline{\quad}$

$3 \times 12 = \underline{\quad}$

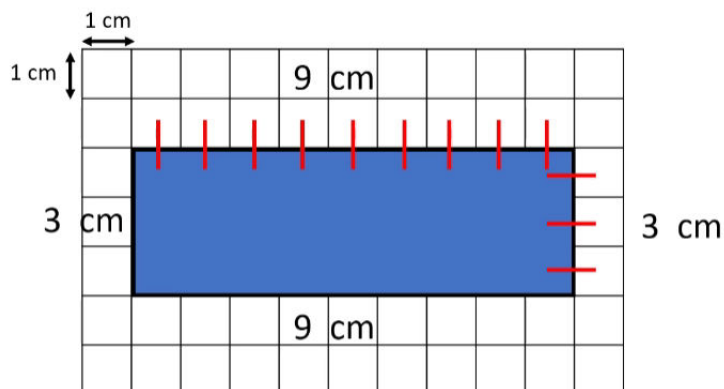
### Main Activity:

Follow the link <https://vimeo.com/470182402> or scan the QR Code to watch the video explaining how to find the perimeter of a shape on a grid.



### Use this example to help you with your work today:

Calculate the perimeter of the rectangle.



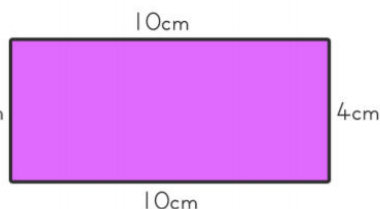
$$9 \text{ cm} + 3 \text{ cm} + 9 \text{ cm} + 3 \text{ cm} =$$

SCAN ME

### Finding the Perimeter: Rectangles and Parallelograms

The perimeter:

$$10\text{cm} + 10\text{cm} + 4\text{cm} + 4\text{cm} = 28\text{cm}$$



Rectangles and parallelograms have two pairs of equal parallel sides, so you could also work it out like this:

multiply 10cm by 2 and 4cm by 2 and add the totals together:

$$10 \times 2 = 20 \quad \text{and} \quad 4 \times 2 = 8 \quad \text{so} \quad 20 + 8 = 28\text{cm}$$

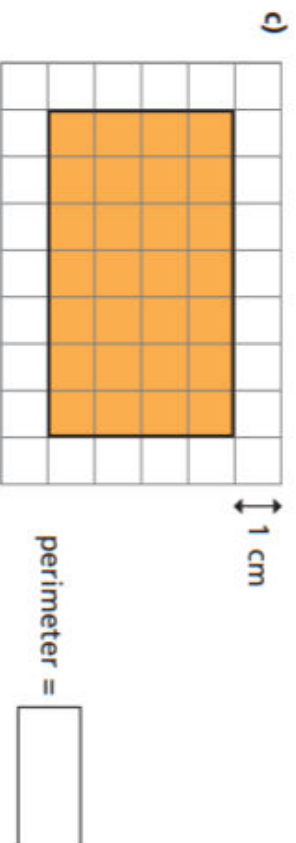
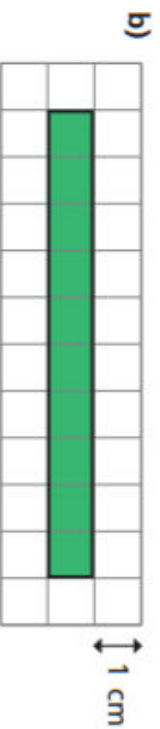
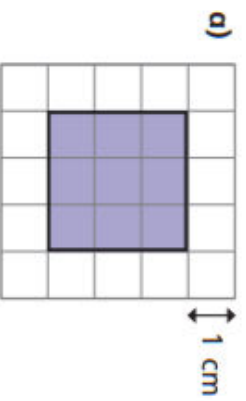
or

add 10cm and 4cm then multiply by 2:

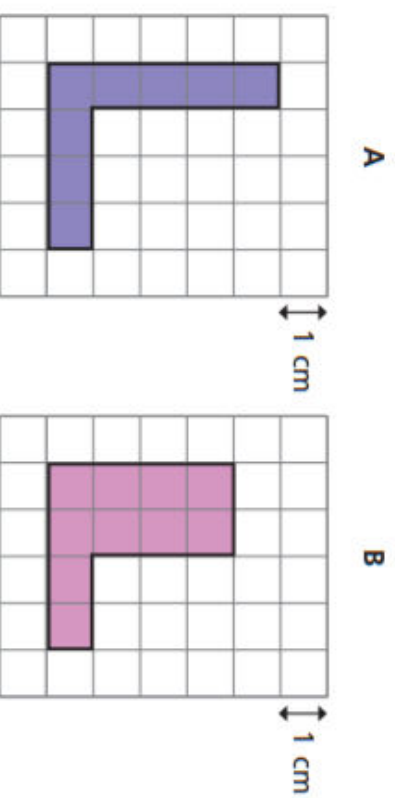
$$10 + 4 = 14 \quad \rightarrow \quad 14 \times 2 = 28\text{cm}$$



1 Work out the perimeter of each rectangle.

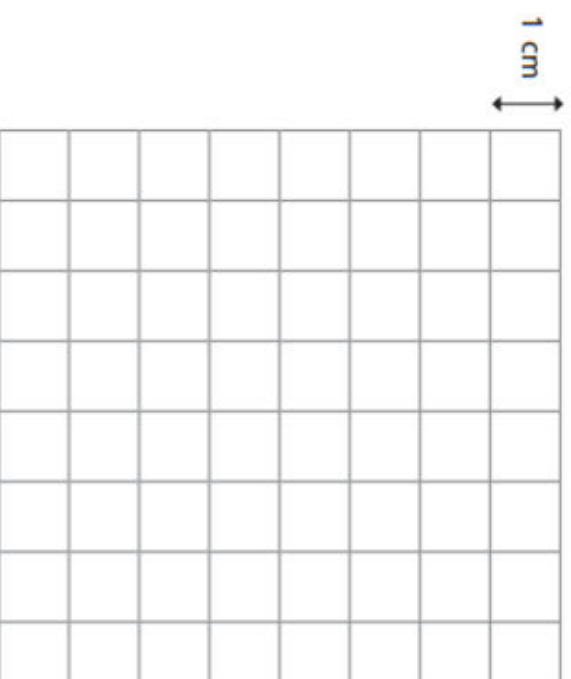


2 Which of the hexagons has the greatest perimeter?  
Show all your workings.

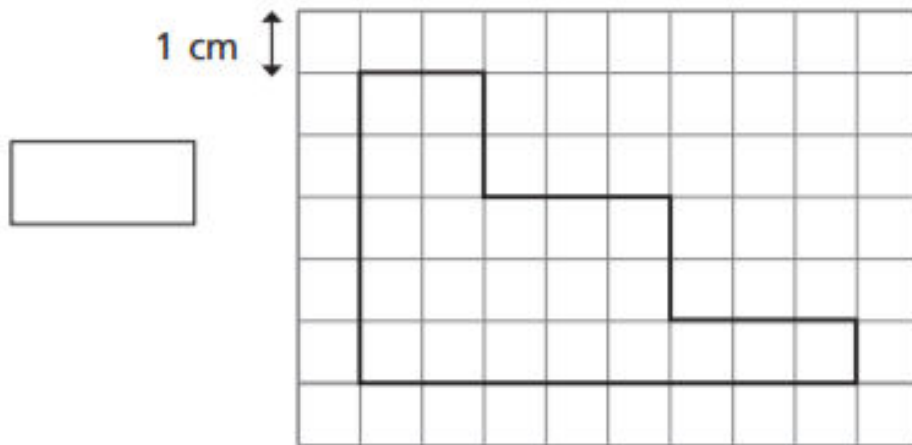


Shape \_\_\_\_\_ has the greatest perimeter.

3 Draw two different rectangles with a perimeter of 14 cm.

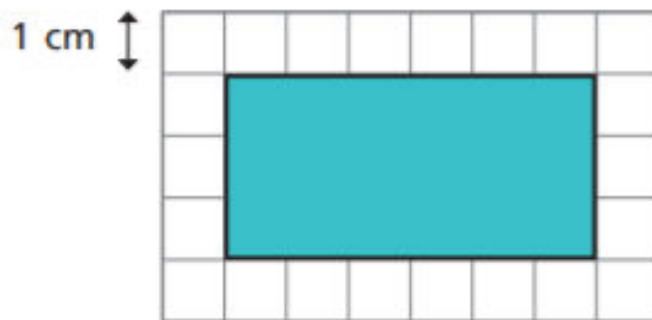


4 Work out the perimeter of the shape.



Work out the perimeter of the rectangle.

5



## THEMATIC Monday 18<sup>th</sup> January 2021 – Who was Julius Caesar?

Scan the QR code which will take you to a video on the Oak Nation Academy. As you watch the video, answer these questions – remember that you can pause and rewind at any point to help you answer these questions!



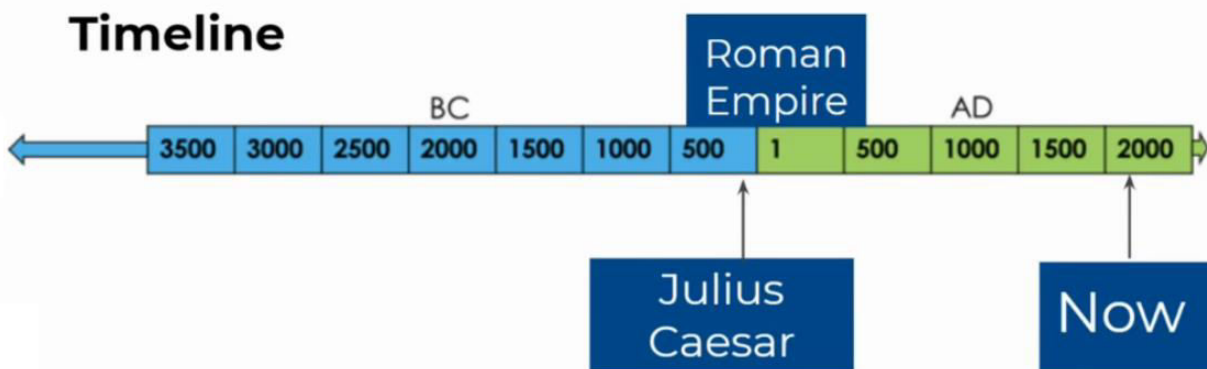
SCAN ME

Famous Roman Leader

General, politician and scholar



### Timeline



### Key Vocabulary:

<u>WORD</u>	<u>DEFINITION</u>
Conquer	To take over somewhere by force
Legions	An army in ancient Rome that was made up of soldiers on foot and on horseback.
Dictator	A ruler / leader who has total power over somewhere
Gaul	An area in Europe during the Roman period

### Task 1 – Who was Julius Caesar?

For each sentence, write down the missing words that complete each one. Remember, rewind the video if you need to refresh yourselves.

*generals*

*politician*

*grow*

- Caesar was a famous Roman leader who won many battles for Rome and helped the empire \_\_\_\_\_ .
- Caesar had a very successful career as a general, \_\_\_\_\_ and scholar.
- Historians consider Caesar to be one of the greatest \_\_\_\_\_ in all of history.

## Task 2 –Caesar’s conquering of Gaul?

Which of these sentences are true or false? Remember, rewind the video if you need to refresh yourselves.

	<u>TRUE</u>	<u>FALSE</u>
Caesar was a commander of the Roman navy during the Gallic Wars.		
Caesar’s only aim in the Gallic wars was to expand Rome?		
The conquest of Rome expanded the empire to the North Sea.		



## Task 3 –How did Caesar become a dictator?

Answer the following questions, using the sentence stems to help you:

1. Why was Caesar worried about returning to Rome?

**Caesar was worried about returning to Rome because** \_\_\_\_\_

2. What happened at the end of the civil war?

**At the end of the civil war, Caesar** \_\_\_\_\_ **his enemies and became** \_\_\_\_\_

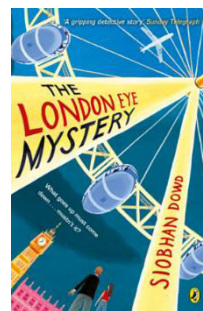
<b>Tuesday</b>	Reading – ‘The London Eye Mystery’ – Siobhan Dowd Writing – Features of a diary Spelling Practice Maths – Calculate the perimeter of rectangles Science – What is an Eco System?
----------------	--

## READING Tuesday 19<sup>th</sup> January 2021 – ‘The London Eye Mystery’ – Siobhan Dowd

### READING Tuesday 23<sup>rd</sup> June – ‘The London Eye Mystery’ – Siobhan Dowd

#### Task 1:

Read **Extract 1** from *The London Eye Mystery* below:



#### Extract 1:

‘Kat?’ I said.

‘What?’

‘What does it mean when something is up your street?’

‘Huh?’

‘Salim said *The Tempest* would be right up my street. He acted in it at school last term.’

Kat laughed. ‘We’ve been reading it at school too. Mr. Moynihan keeps making me read Miranda’s part and she’s such a ... dishrag.’

I considered this. ‘So, it’s not up your street?’

‘No way.’

The pod was nearing one o’clock. ‘What d’you think of Auntie Glo?’ Kat asked.

I remembered what Dad said about her leaving a trail of **devastation** in her wake. Then I remembered how she’d said I was like Andy Warhol, a **cultural icon**. ‘I don’t know.’

‘Me neither. I heard Dad say to Mum that Auntie Glo drives him bananas. And I found two empty bottles of wine on top of the fridge.’

In my mind’s eye, Aunt Gloria turned into a motorist with driving goggles and a huge **consignment** of bananas in the back seat.

‘You mean, she drives him bananas the same way I drive you nuts?’ I said.

‘Bananas. Nuts. Round the bend. Off your trolley. Whatever.’

She laughed and I joined in because it showed I knew what she meant even if I wasn’t sure what was funny about Aunt Gloria making Dad feel insane.

WORD / PHRASE	DEFINITION
Devastation	Causing great destruction or damage
Cultural icon	A person or object that is very famous from a particular point in time
Consignment	A large collection of something to deliver

#### Session 2 - Retrieval Questions:

1. What does Salim say is up Ted’s street?

---

2. Whose part has Kat been reading in school?

---

3. What position is the pod at in this extract?

---

4. Why did Ted laugh?

---



## Writing - Tuesday 19<sup>th</sup> January – Features of a diary

### TASK 1:

Re-read the diary entry below that we looked at yesterday – you may also want to watch the video again of me reading it to you on Class Dojo.

### Rat's Diary

Sunday 3<sup>rd</sup> January 2021

Dear Diary,

What a day it has been! I felt extremely hungry when I woke up and I knew Cat's milk would be waiting for me if I was lucky, so I set off to have a cheeky gulp. I had just sniffed the bowl when I saw a flash of orange. Without even turning around I knew it was Cat because I heard her fierce growl and hiss.

All of a sudden, I was frozen in fear because she has a rather violent temper, especially when she is angry, which is all of the time. I ran back to my burrow as fast as I could and had just laid down in the straw when Cat's snarling face appeared at the door. Luckily, she pushed off pretty quickly. It took me until the evening to recover, my heart was beating like a raging thunderstorm all day.

I won't be doing that again tomorrow that's for sure – I don't think my little heart can take it! It looks like I'll have to find another way of pinching some food that doesn't involve facing that evil beast!

Speak tomorrow,

Rat

## TASK 2 – Identifying Features of a diary

- Carefully read through the Diary Features Checklist to remind yourself about the language and layout of diaries (**remember, we looked at diaries at the start of year 4 when we wrote them for our time capsules**).
- Find examples of the features that are used in the **Rat's Diary** and add them to the table as examples.
- Use the examples that we have added to help you find the examples in the text.

Diary feature	Example
Written in the <b>first person</b> (I / my – personal pronouns)	I woke up very early. I ate a huge breakfast.
Written in the <b>past tense</b> - talking about things that have already happened with <b>PAST TENSE VERBS – Look at yesterday's work on past tense verbs</b>	I went to school this morning. I worked really hard today.
Recount <b>events in order</b> (chronological order)  Order the main events that happened throughout the rat's day	I walked home and then I watched some TV. Later I played a game.  1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____
Thoughts and feelings of the character <i>How do they describe their feelings and thoughts using adjectives?</i>	I was full of fear when I woke up this morning. My heart was beating like a thunderstorm.

**SPELLINGS – Tuesday 19<sup>th</sup> January 2021**

**Spellings:**

suffix **-ly**

[add 'ly' to an adjective to make an **adverb**; describes 'how' something is done]

If the *root* word ends in '**-le**', the '**-le**' is changed to '**-ly**'

simple + **ly** = simply

humble + **ly** =

crumble + **ly** =

wobble + **ly** =

bubble + **ly** =

idle + **ly** =

gentle + **ly** =

tickle + **ly** =

freckle + **ly** =

*EXTENSION:* Use these words in sentences with different sentence openers.

## MATHS – Tuesday 19<sup>th</sup> January – Calculate the perimeter of rectangles

### STARTER – Times Table Practice:

$27 \div 3 = \underline{\quad}$

$21 \div 3 = \underline{\quad}$

$3 \div 3 = \underline{\quad}$

$9 \div 3 = \underline{\quad}$

$30 \div 3 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$36 \div 3 = \underline{\quad}$

$15 \div 3 = \underline{\quad}$

$18 \div 3 = \underline{\quad}$

$6 \div 3 = \underline{\quad}$

$33 \div 3 = \underline{\quad}$

$21 \div 3 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

$9 \div 3 = \underline{\quad}$

### Main Activity:


Follow the link <https://vimeo.com/470606504> or scan the QR Code to watch the video explaining how to calculate the perimeter of rectangles.



**SCAN ME**

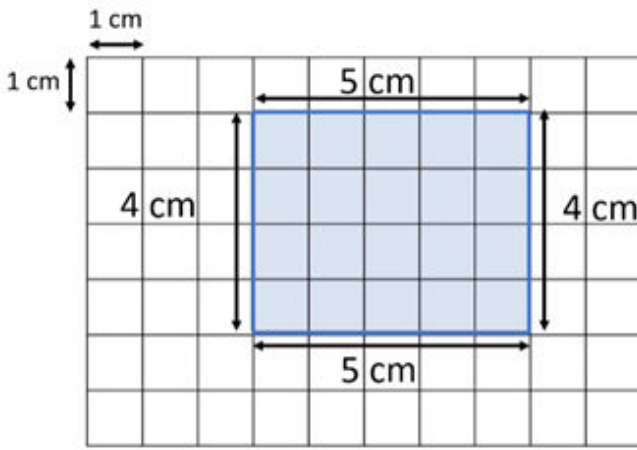
### Use these examples to help you with your work today:

Remember to use your column method of addition to calculate your final answer.



6 cm

2 cm

$$6 \text{ cm} + 2 \text{ cm} + 6 \text{ cm} + 2 \text{ cm} = 16 \text{ cm}$$
$$6 \text{ cm} \times 2 + 2 \text{ cm} \times 2 = 16 \text{ cm}$$
$$8 \text{ cm} \times 2 = 16 \text{ cm}$$


1 cm

1 cm

5 cm

4 cm

4 cm

5 cm

$$5 \text{ cm} + 4 \text{ cm} + 5 \text{ cm} + 4 \text{ cm} = 18 \text{ cm}$$

1 Work out the perimeter of each rectangle.

a)

1 cm

1 cm

cm +  cm +  cm +  cm +  cm =  cm

b)

1 cm

1 cm

cm +  cm +  cm +  cm +  cm =  cm

c)

1 cm

1 cm

cm +  cm +  cm +  cm +  cm =  cm

2 Work out the perimeter of the rectangles.

a)

4 cm

7 cm

7 cm

4 cm

b)

3 cm

12 cm

c)

4 cm

9 cm

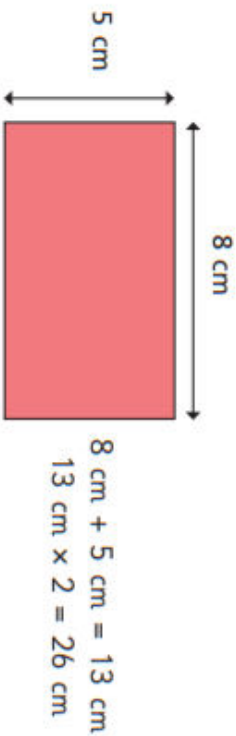
d)

500 m

2 km

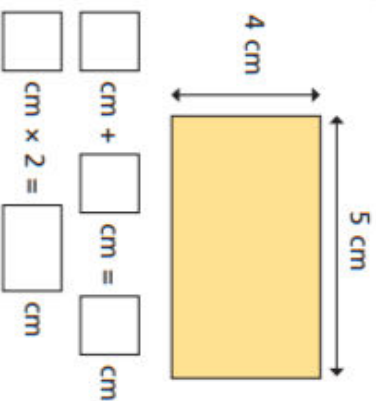
3

Tommy is working out the perimeter of some rectangles.

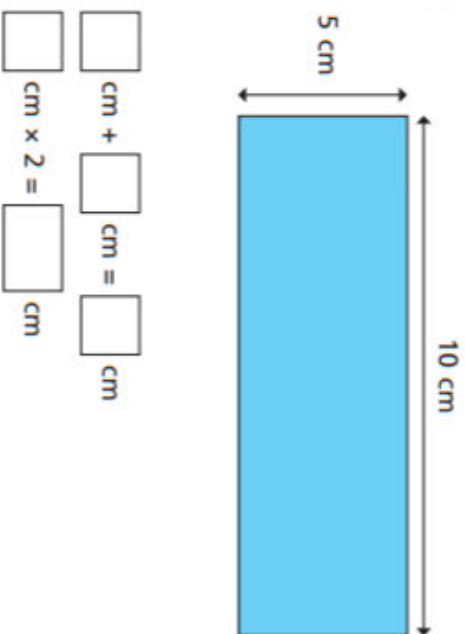


Use Tommy's method to find the perimeter of these rectangles.

a)



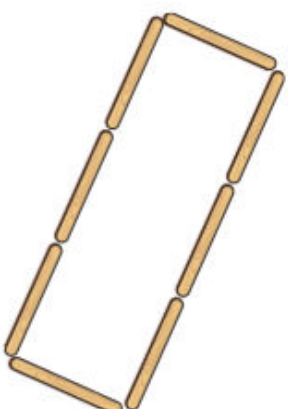
b)



4

Each lolly stick is 8 cm long.

Find the perimeter of the shape.

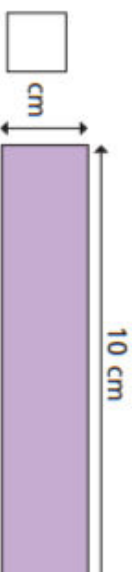


5

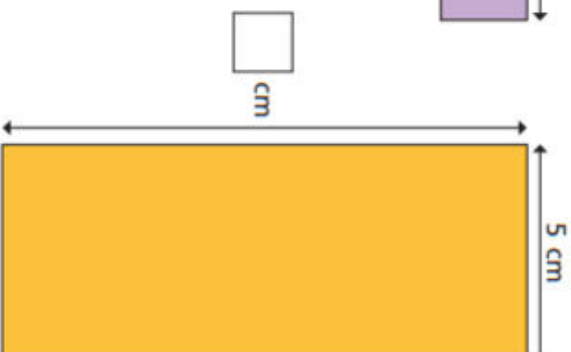
Each of these rectangles has a perimeter of 24 cm.

Work out the missing lengths and label the diagrams.

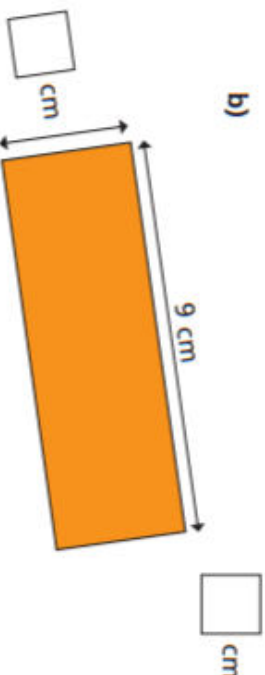
a)



c)



b)



What do you notice?

Find any other rectangles that have the same perimeter.





**SCAN ME**

## What is an ecosystem?

In this lesson, we will recap our knowledge of plants, animals and habitats and learn about ecosystems.

Watch the video by following the link or scanning the QR code.

<https://classroom.thenational.academy/lessons/what-is-an-ecosystem-cgtpcr>

### **STAR Vocabulary:**

Use this to help you with your answers in today's work

**ecosystem**

### **definition:**

everything that exists in a particular environment, including living things (such as plants and animals) and things that are not living (such as rocks, soil, sunlight, and water)

### **example:**

An ecosystem can be small (for example a pond) or large (for example a rainforest)



### **TASK 1:**

Listen carefully to the video and note down all of the animals, plants, habitats and microorganisms that live in each ecosystem.

## **Ecosystem - Rainforest**

Animals \_\_\_\_\_

Habitats \_\_\_\_\_

Plants \_\_\_\_\_

Microorganisms \_\_\_\_\_

## Ecosystem - Pond

Animals \_\_\_\_\_

Habitats \_\_\_\_\_

Plants \_\_\_\_\_

Microorganisms \_\_\_\_\_

## Ecosystem - Coral reef

Animals \_\_\_\_\_

Habitats \_\_\_\_\_

Plants \_\_\_\_\_

Microorganisms \_\_\_\_\_

### TASK 2:

Match the key vocabulary words to the correct definitions.

### Organism

- Natural home of an organism.

### Habitat

- A community of plants, animals and microorganisms together with their habitat.

### Microorganism

- Anything that is alive.

### Ecosystem

- An organism that is too small to be seen by the human eye.

**Wednesday**

Reading – ‘The London Eye Mystery’ – Siobhan Dowd

Writing – Planning a Diary Entry

Handwriting Practice

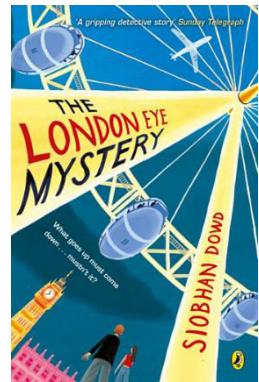
Maths – Calculate the perimeter rectilinear shapes

PE – Catch and Clap

## READING Wednesday 20<sup>th</sup> January 2021 – ‘The London Eye Mystery’ – Siobhan Dowd

### Task 1:

Read **Extract 1** from *The London Eye Mystery* below:



### Extract 1:

‘Kat?’ I said.

‘What?’

‘What does it mean when something is up your street?’

‘Huh?’

‘Salim said *The Tempest* would be right up my street. He acted in it at school last term.’

Kat laughed. ‘We’ve been reading it at school too. Mr. Moynihan keeps making me read *Miranda’s* part and she’s such a ... dishrag.’

I considered this. ‘So, it’s not up your street?’

‘No way.’

The pod was nearing one o’clock. ‘What d’you think of Auntie Glo?’ Kat asked.

I remembered what Dad said about her leaving a trail of devastation in her wake. Then I remembered how she’d said I was like Andy Warhol, a cultural icon. ‘I don’t know.’

‘Me neither. I heard Dad say to Mum that Auntie Glo drives him bananas. And I found two empty bottles of wine on top of the fridge.’

In my mind’s eye, Aunt Gloria turned into a motorist with driving goggles and a huge consignment of bananas in the back seat.

‘You mean, she drives him bananas the same way I drive you nuts?’ I said.

‘Bananas. Nuts. Round the bend. Off your trolley. Whatever.’

She laughed and I joined in because it showed I knew what she meant even if I wasn’t sure what was funny about Aunt Gloria making Dad feel insane.

### IDIOMS

This section of the story uses lots of idioms to describe what people are doing or thinking.

# Idiom

Idioms are an expression in which the meaning of the whole sentence is different from the meaning of its individual words.

#### EXAMPLE IDIOMS:

- A grey area - Something unclear
- A rip-off - Too expensive
- Add fuel to the fire - To add more to an existing problem
- As easy as ABC - Something is very easy
- Call it a day - Time to quit
- Cool as a cucumber - To be very calm under stress
- Crack a book - Open up a book and study
- Down to the wire - At the last minute
- Draw a blank - Can't remember
- Fill in the blanks - Provide more information

Session 3 – Idiom Questions:

Using the text to help you, can you explain what these idioms actually mean?

- Something is up your street

---

- Drives him bananas

---

- Round the bend

---

- Off your trolley

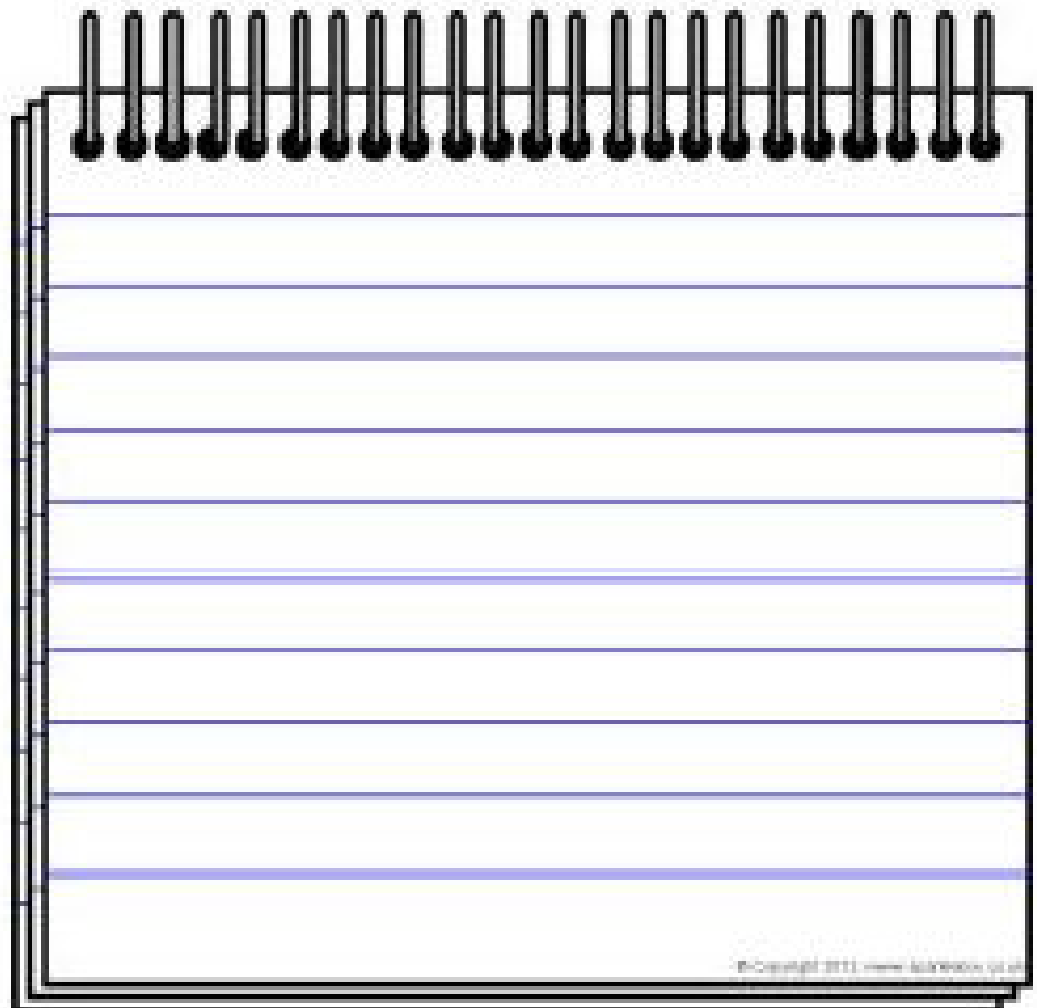
---



Try to collect four more **idioms** to add to the list below to help you with your writing! Look at this website if you are struggling for ideas. Share your **idioms** list with us on ClassDojo once you have completed it so we can see how you have got on and you can compare idioms from other children.



**IDIOMS LIST**



## Writing – Wednesday 20<sup>th</sup> January – Planning a Diary Entry

Tomorrow you are going to write a draft of a diary entry, as if written by an animal of your choice.

Make sure your diary entry is about **one main thing that happened that day**.

For example: **Rat was scared because she drank Cat's milk.**

### TAKS 1 – Example Plan:

Read the example plan below to give you an idea of how to set your plan out, focusing on the KEY EVENTS that happened that day.

#### EXAMPLE:

**1. Choose an animal.**

For example: **Monkey**

**2. Think about something naughty that they could do.**

For example: **Stole food from visitors at the zoo**

**3. Why did your animal do this naughty thing?**

For example: **I only did this because I was so hungry.**

**4. Who caught your animal?**

For example: **The older monkeys caught me when I started to lean over the fence and pinch food from out of their backpacks.**

**5. How did the character that caught your animal respond?**

For example: **They chased me round and round the treetops until I threw their food back and shouted at me for being disrespectful.**

**6. How does your character feel at the end?**

For example: **I feel ashamed and disappointed that I let the other monkeys down.**



## **Today's Task – Planning:**

Use the example above to create your own plan for your diary entry, focusing on the key events that happened during that day – try to make it as exciting as possible with lots of adjectives and past tense verbs.

**1. Choose an animal.**

---

**2. Think about something naughty that they could do.**

---

**3. Why did your animal do this naughty thing?**

---

---

**4. Who caught your animal?**

---

**5. How did the character that caught your animal respond?**

---

---

**6. How does your character feel at the end?**

---

---



Remember to share your plans on ClassDojo today so that you can magpie ideas that will make your writing even more exciting.

**HANDWRITING – Wednesday 20<sup>th</sup> January 2021**

Trace and copy the patterns. Say the sounds.

*is*

*is*

*dis*

*dis*

Write the opposites.

*brother* \_\_\_\_\_

*hers* \_\_\_\_\_

*like* \_\_\_\_\_

*agree* \_\_\_\_\_

**Use the space below to practice the joins and words you have been using today. Can you think of any other words that uses these joins?**

A writing area consisting of a vertical red line on the left side and ten horizontal blue lines extending across the page, providing space for practicing handwriting joins and words.

**MATHS – Wednesday 20<sup>th</sup> January - Calculate the perimeter rectilinear shapes**

**STARTER – Times Table Practice:**

$4 \times 11 = \underline{\quad}$

$4 \times 12 = \underline{\quad}$

$4 \times 10 = \underline{\quad}$

$4 \times 2 = \underline{\quad}$

$1 \times 4 = \underline{\quad}$

$11 \times 4 = \underline{\quad}$

$8 \times 4 = \underline{\quad}$

$6 \times 4 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$

$10 \times 4 = \underline{\quad}$

$4 \times 5 = \underline{\quad}$

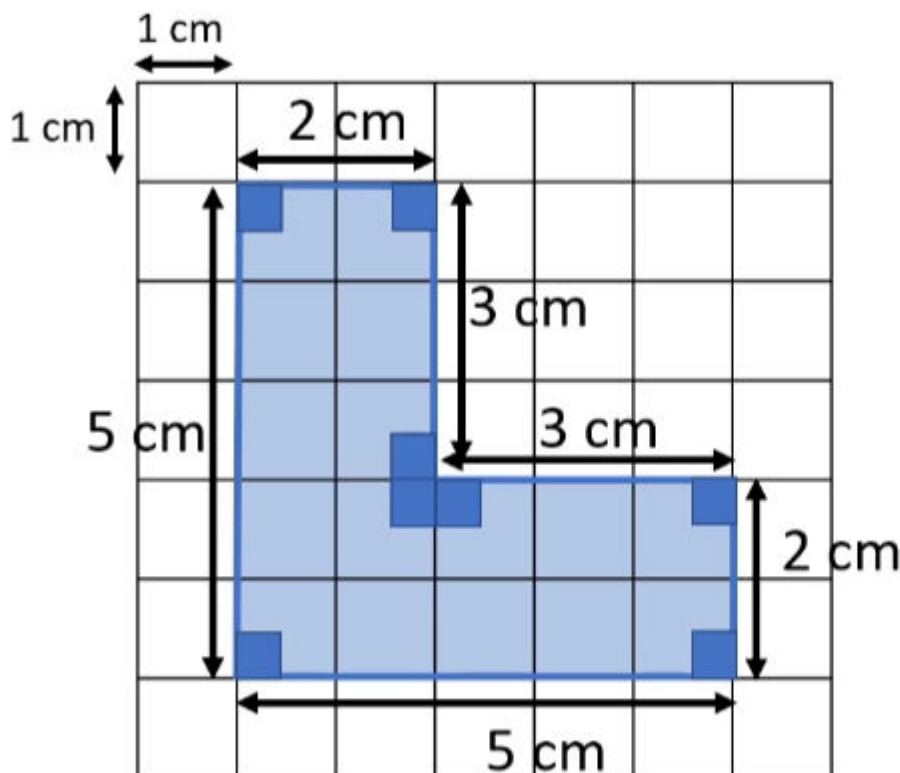
$4 \times 4 = \underline{\quad}$

$5 \times 4 = \underline{\quad}$

$4 \times 8 = \underline{\quad}$

$4 \times 9 = \underline{\quad}$

**What is a rectilinear shape?**



A rectilinear shape is a shape where all the sides meet at right angles.

$$2 \text{ cm} + 3 \text{ cm} + 3 \text{ cm} + 2 \text{ cm} + 5 \text{ cm} + 5 \text{ cm} = 20 \text{ cm}$$

**Main Activity:**

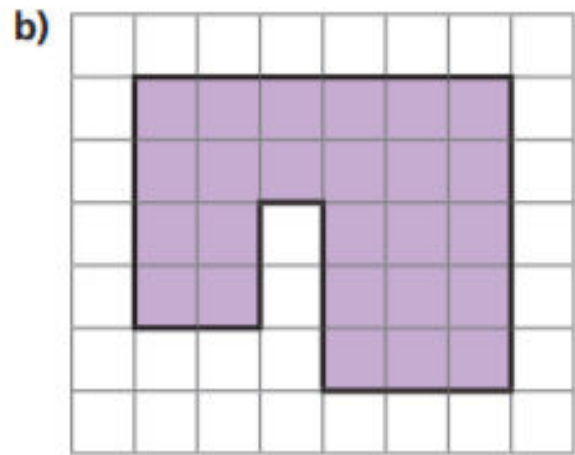
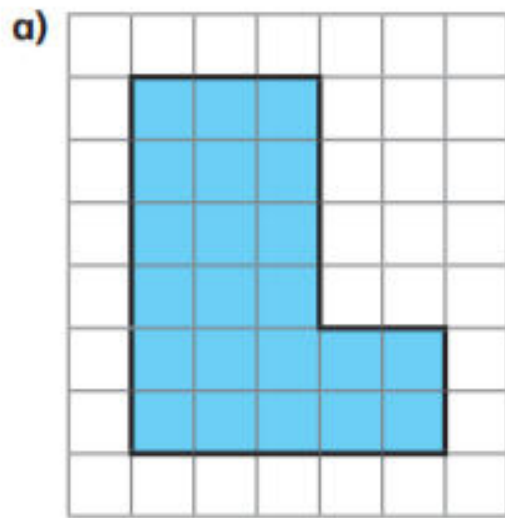
Follow the link <https://vimeo.com/470607065> or scan the QR Code to watch the video explaining how to calculate the perimeter rectilinear shapes.



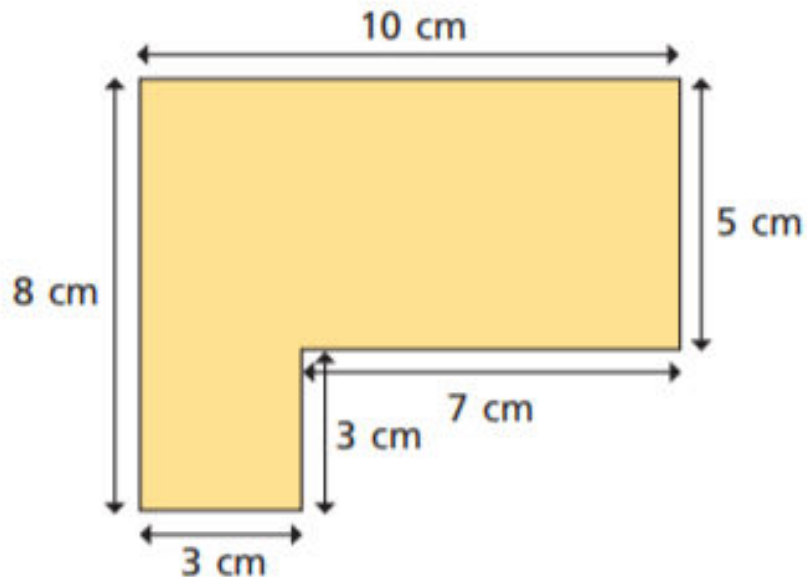
**SCAN ME**

1 The length of each square on the grid is 1 cm.

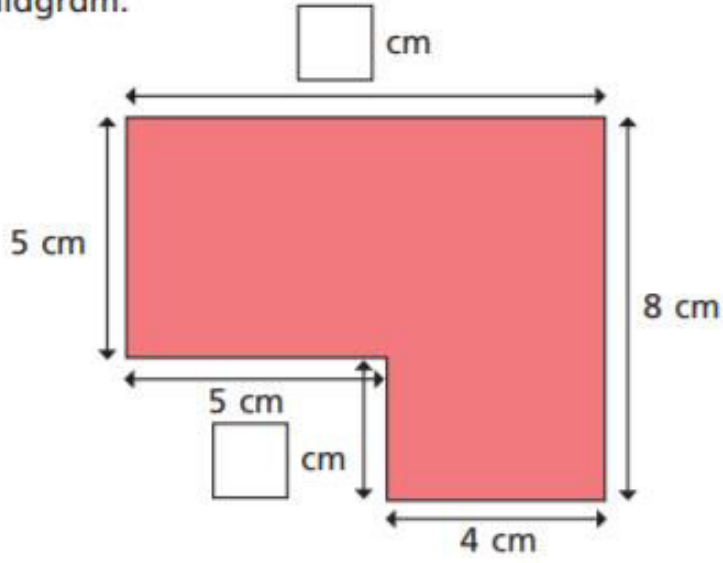
Work out the perimeter of the shapes.



2 Work out the perimeter of the shape.

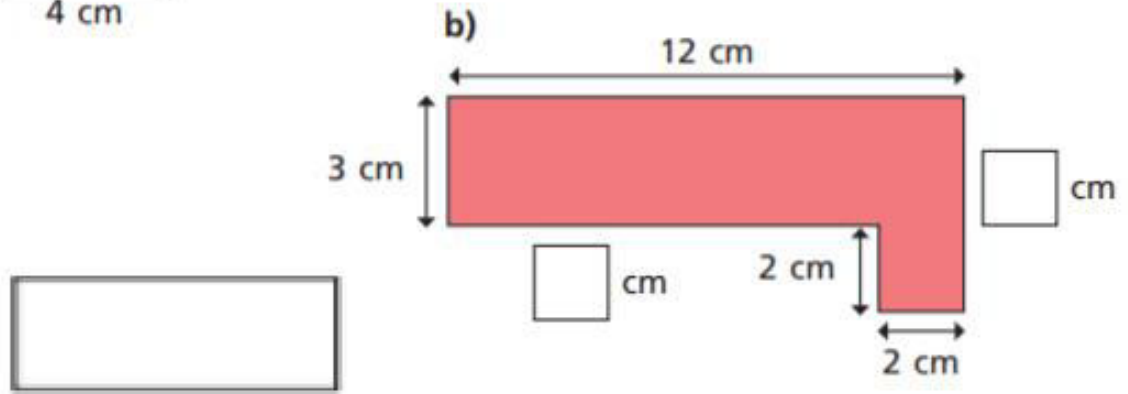
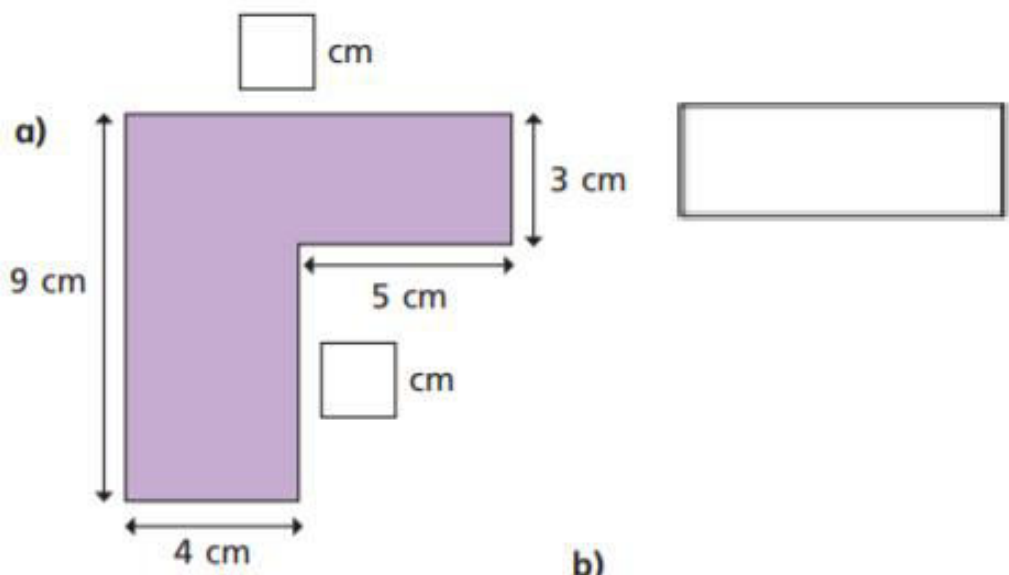


- 3 a) Work out the missing lengths and label them on the diagram.



- b) What is the perimeter of the shape?

- 4 Work out the perimeter of each shape.



# 60 Second Challenge

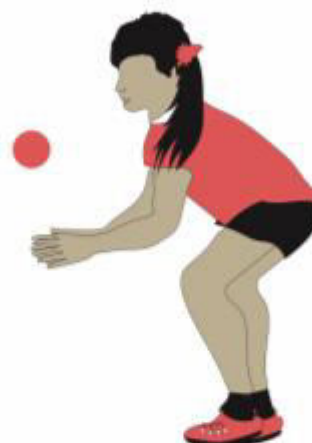
## Catch and Clap

Which skills do you think will be key to succeed?

### The Physical Challenge

How many times can you throw a ball up, clap once and catch it in 60 seconds?

The ball must go above your head. If you drop the ball, carry on counting your score from where you left off.



**#StayHomeStayActive**

### Equipment

A ball

If you do not have a ball use a toilet roll or pair of socks.

#### Achieve Gold

35 catch and claps



#### Achieve Silver

25 catch and claps



#### Achieve Bronze

15 catch and claps



Share some pictures and videos of you completing the challenge and share these with us in ClassDojo and we will see if we have an overall winner for the class!



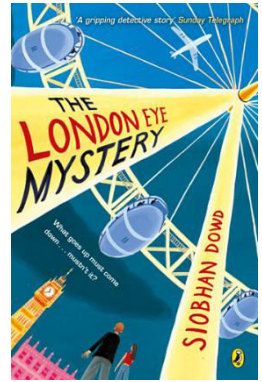


<b>Thursday</b>	Reading – ‘The London Eye Mystery’ – Siobhan Dowd Writing – Short Writing Task Drafting Spelling Practice Maths – Multiplying by 10 (x 10) Music – Virtual Percussion
-----------------	---

## READING Thursday 21<sup>st</sup> January 2021 – ‘The London Eye Mystery’ – Siobhan Dowd

### **Task 1:**

Read **Extract 2** from *The London Eye Mystery* below:



### **Extract 2:**

*She dropped my hand and ran off. I didn't like being left on my own in those crowds. I kept blinking and looking around, thinking Salim would re-materialize. Then I started to think I'd lost Kat too. Then I realized I didn't know how to find Mum and Aunt Gloria, which meant I was lost as well. My hand flapped and I forgot about trying to stop it.*

*Then Kat came back. 'No sign of Salim?'*

*'No, Kat.'*

*'I bought this,' she said. 'A souvenir photo. I looked at all of them, the ones before and the ones after, but I couldn't find any with Salim in. This is the one with the Japanese and the African ladies.'*

*She showed me the photograph and I looked at the faces of strangers, smiling and waving at the camera. Various bits of people were chopped off, as the pod had been quite full. You could see half a face here, an arm there. But nothing that looked remotely like Salim.*

*'Salim isn't there,' I said.*

*Then I said, 'Salim has disappeared.'*

*Kat groaned. 'Mum and Auntie Glo are going to be livid.'*

<b>WORD / PHRASE</b>	<b>DEFINITION</b>
Realized	To become aware of something and fully understand
Various	More than one
Remotely	In the slightest / not at all

## Session 4 – Vocabulary Questions:

1. '*...thinking Salim would re-materialize*' What does the word **re-materialize** mean in this sentence?

---

2. '*I kept blinking and looking around...*' What does this phrase show about how Ted is feeling at this point in the story?

He is feeling \_\_\_\_\_ because \_\_\_\_\_

---

3. Which word has the closest meaning to the word 'souvenir'?

Tick **one**.

new.	<input type="checkbox"/>	reminder.	<input type="checkbox"/>
old.	<input type="checkbox"/>	scary.	<input type="checkbox"/>

4. '*Various bits of people were chopped off...*' What does the word **various** mean in this sentence?

---

**Remember to use the online dictionary by scanning the QR code, or using a dictionary at home if you have one!**



## Writing - Thursday 21<sup>st</sup> January – Short Writing Task Drafting

### Today's Task:

Today you are going to write a draft of a diary entry as if written by your chosen animal. As you write, refer to the Checklist to make sure you have used all the features mentioned. When you have finished, tick off each one you have used.

<b>Dairy Entry Checklist</b>			
Capital letters and full stops		Past tense verbs	
First person (I / my pronouns)		Events in chronological order (in the order that they happened during the day)	
Described thoughts and feelings		Used conjunctions of time (then, next, after that)	

**DATE:**

### **Dear Diary**

Paragraph 1 – How is your character feeling when they wake up? What are they planning on doing that day?

---

---

---

---

---

---

---

---

---

---

Paragraph 2 – What did your character then do? How did that get them into trouble? What did the other characters do that made you change your actions?

---

---

---

---

---

---

---

---

---

---

Paragraph 3 – Based on what happened to your character that day, how are they feeling now and what are they thinking? What will they do differently tomorrow based on the events of today?

---

---

---

---

---

---

---

---

---

---

SIGN OFF:

---

---

---



Remember to share your drafts on your **PORTFOLIO PAGES** on ClassDojo today so that I can give you some feedback on how to improve your writing for your final draft tomorrow.

**SPELLINGS – Thursday 21<sup>st</sup> January 2021**

**Spellings:**

suffix **-ly**

[add 'ly' to an adjective to make an **adverb**; describes 'how' something is done]

If the *root* word ends in '**-le**', the '**-le**' is changed to '**-ly**'

muscle + **ly** = muscul**ly**

sensible + **ly** =

cuddle + **ly** =

fiddle + **ly** =

giggle + **ly** =

wriggle + **ly** =

drizzle + **ly** =

horrible + **ly** =

possible + **ly** =

*EXTENSION: Use these words in sentences with different sentence openers.*

A series of horizontal blue lines for writing, with a vertical red margin line on the left side.

# MATHS – Thursday 21<sup>st</sup> January – Multiplying by 10 (x 10)

## STARTER – Times Table Practice:

$20 \div 4 = \underline{\quad}$	$48 \div 4 = \underline{\quad}$	$32 \div 4 = \underline{\quad}$
$8 \div 4 = \underline{\quad}$	$36 \div 4 = \underline{\quad}$	$24 \div 4 = \underline{\quad}$
$12 \div 4 = \underline{\quad}$	$28 \div 4 = \underline{\quad}$	$16 \div 4 = \underline{\quad}$
$40 \div 4 = \underline{\quad}$	$44 \div 4 = \underline{\quad}$	$4 \div 4 = \underline{\quad}$
$24 \div 4 = \underline{\quad}$	$16 \div 4 = \underline{\quad}$	$36 \div 4 = \underline{\quad}$



**SCAN ME**

Use this example and the place value board to help you with your work today:

Th	H	T	O
		2	4
	2	4	0

10 times the size      10 times the size      10 times the size

$24 \times 10 = 240$       Place holder

### Main Activity:

Follow the link

<https://vimeo.com/474994166>

or scan the QR Code to watch the video explaining how to multiply by 10.

Th	H	T	O

10 times the size      10 times the size      10 times the size





6

Which of these is the odd one out? Tick your answer.

There are 10 teams with 7 players on each team.

There are 10 red flowers and 7 yellow flowers.

There are 7 ten frames with 10 counters in each.

7

Complete the calculations.

a)  $45 \times 10 = \square$

e)  $10 \times \square = 140$

b)  $36 \times 10 = \square$

f)  $\square = 40 \times 10$

c)  $\square = 10 \times 78$

g)  $32 \times 10 = 10 \times \square$

d)  $31 \times \square = 310$

h)  $670 = 2 \times 5 \times \square$

8

Eva walks 60 m to school.

Teddy walks 10 times as far as Eva to school.

How far does Teddy walk to school?

Teddy walks  $\square$  m to school.

# MUSIC Thursday 21<sup>st</sup> January – Virtual Percussion

## 1. Virtual Percussion

Have a play with the virtual boom whackers on the Musick8 website...



## 2. Listening to notes and pitch

- Now listen to the opening of 'Somewhere Over the Rainbow' by Judy Garland from the film 'The Wizard of Oz'
- Listen carefully to the pitch (high or low) of the notes and the speed at which the notes are played



### crotchet

A symbol used in written music notation that represents a note that lasts for one beat.



### quaver

In written music, a symbol used to show a note that lasts for half a beat.



## 3. Playing

Now you've become familiar with how the boom whackers work, look at the music below and try to follow the notes to 'Somewhere Over the Rainbow' – [the song that has been dedicated to the workers in the NHS.](#)

### Somewhere Over the Rainbow: Boomwhackers

 <b>C - c -</b>	 <b>B GA B c</b>	 <b>C - A -</b>	 <b>G - - -</b>
 <b>F - F -</b>	 <b>E CD E F</b>	 <b>D DD D E</b>	 <b>C - - -</b>

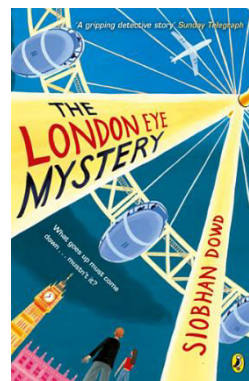
Big C for longer tube  
Little c for shorter tube

<b>Friday</b>	Reading – ‘The London Eye Mystery’ – Siobhan Dowd Writing – Short Writing Task Editing Handwriting Practice Maths – Multiplying by 100 (x 100) Art - Origami Artwork Boats
---------------	--

## READING Friday 22<sup>nd</sup> January 2021 – ‘The London Eye Mystery’ – Siobhan Dowd

### Task 1:

Read **Extract 2** from *The London Eye Mystery* below:



### Extract 2:

*She dropped my hand and ran off. I didn't like being left on my own in those crowds. I kept blinking and looking around, thinking Salim would re-materialize. Then I started to think I'd lost Kat too. Then I realized I didn't know how to find Mum and Aunt Gloria, which meant I was lost as well. My hand flapped and I forgot about trying to stop it.*

*Then Kat came back. 'No sign of Salim?'*

*'No, Kat.'*

*'I bought this,' she said. 'A souvenir photo. I looked at all of them, the ones before and the ones after, but I couldn't find any with Salim in. This is the one with the Japanese and the African ladies.'*

*She showed me the photograph and I looked at the faces of strangers, smiling and waving at the camera. Various bits of people were chopped off, as the pod had been quite full. You could see half a face here, an arm there. But nothing that looked remotely like Salim.*

*'Salim isn't there,' I said.*

*Then I said, 'Salim has disappeared.'*

*Kat groaned. 'Mum and Auntie Glo are going to be livid.'*

WORD / PHRASE	DEFINITION
Livid	Extremely angry / furious

**Session 5 – Inference Questions:**

1. *My hand flapped and I forgot about trying to stop it.* What do you think this shows about how Ted was feeling and what he was thinking about?

This shows that Ted is feeling \_\_\_\_\_ because \_\_\_\_\_

---

---

2. *Kat groaned. ‘Mum and Auntie Glo are going to be livid.’*

What does the word **groaned** show about how Kat spoke?

---

---

3. *‘I looked at the faces of strangers, smiling and waving at the camera...’.*

How do you think this would make Ted and Kat feel seeing these happy people when they cannot find their friend? Explain your answer.

\_\_\_\_\_ **because** \_\_\_\_\_

---

---

## Writing – 22<sup>nd</sup> January – Short Writing Task Editing and Re-Drafting



It is time to look at your work with fresh eyes.

### **TASK 1 – Editing**

1. Watch the video on ClassDojo which will talk you through how to edit your writing
2. Go through each bullet point on the success criteria and edit your diary entry using a different coloured pen / pencil.

### **Success Criteria:**

- Included conjunctions (because / but / so)
- Included a conjunction at the start of a sentence
- Has all the features on the 'Diary features' checklist

<b>Dairy Entry Checklist</b>			
Capital letters and full stops		Past tense verbs	
First person (I / my pronouns)		Events in chronological order (in the order that they happened during the day)	
Described thoughts and feelings		Used conjunctions of time (then, next, after that)	

- Neat handwriting
- Capital letters and full stops
- Accurate use of punctuation (commas, exclamation marks, question marks)
- Carefully selected vocabulary choices



## **TASK 2 – Re-Drafting:**

Now you have edited your draft from yesterday, it is time to re-draft this in your NEATEST HANDWRITING on the paper below, making sure that you add in all of the edits that you have made.

A blank sheet of lined paper for re-drafting. It features a vertical red margin line on the left side and 20 horizontal blue lines for writing.

A writing template consisting of a vertical red margin line on the left and 25 horizontal blue lines for writing.



Share your work on ClassDojo so that we can celebrate your excellent writing.

**HANDWRITING – Friday 22<sup>nd</sup> January 2021**

Trace and copy the pattern. Say the sound.

WS

WS

Sort and copy the words.

sounds like

**COWS**

Which two words fit in both columns?

sounds like

**grows**



windows  
shows

rows  
eyebrows

crows  
bows

Use the space below to practice the joins and words you have been using today. Can you think of any other words that uses these joins?

Handwriting practice area with a vertical red line on the left and horizontal blue lines for writing.

**MATHS – Friday 22<sup>nd</sup> January – Multiplying by 100 (x 100)**

**STARTER – Times Table Practice:**

$9 \times 4 =$ _____	$3 \times 9 =$ _____	$3 \times 6 =$ _____
$10 \times 4 =$ _____	$5 \times 4 =$ _____	$1 \times 4 =$ _____
$3 \times 7 =$ _____	$3 \times 12 =$ _____	$4 \times 12 =$ _____
$5 \times 3 =$ _____	$4 \times 1 =$ _____	$4 \times 11 =$ _____
$4 \times 10 =$ _____	$4 \times 4 =$ _____	$3 \times 4 =$ _____

**Use this example and the place value board to help you with your work today:**

SAME	GREATER THAN	LESS THAN
=	>	<
$5 = 5$	$5 > 4$	$5 < 6$
5 equals 5	5 is greater than 4	5 is less than 6

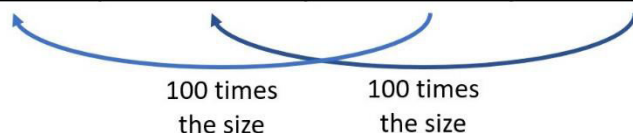
Th	H	T	O
1	3	0	0
		2 place holders	

**Main Activity:**

Follow the link

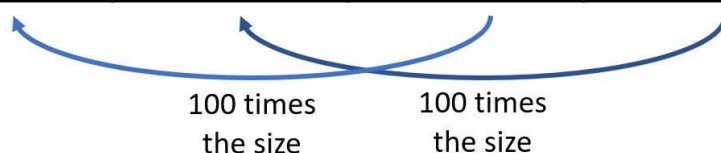
<https://vimeo.com/474994600> or

scan the QR Code to watch the video explaining how to multiply by 100.



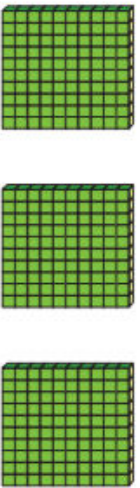
$13 \times 100 = 1300$

Th	H	T	O



**SCAN ME**

1 Complete the calculation shown in base 10



$3 \times 1$  hundred =  hundreds

$3 \times 100 =$

2 Complete the number sentences.

a)  $2 \times 100 =$        d)  $5 \times 100 =$

b)  $4 \times 100 =$        e)  $100 \times 10 =$

c)  $100 \times 8 =$        f)  =  $20 \times 100$

3 There are 7 boxes of 100 crayons.



Circle the calculations that work out the total number of crayons.

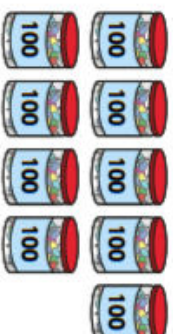
$100 + 7$        $100 \times 7$        $7 + 100$        $7 \times 100$

4 Match the images to the calculations.

Complete the calculations.



$9 \times 100 =$



$6 \times 100 =$



$12 \times 100 =$

5 Complete the calculations.

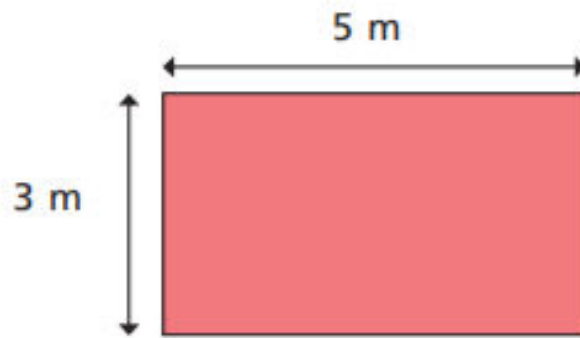
a)  $32 \times 100 =$        d)  $5 \times 7 \times 100 =$

b)  $29 \times 100 =$        e)   $\times 100 = 6,500$

c)  $100 \times 72 =$        f)  $100 \times$   = 3,000

6

Calculate the perimeter of the rectangle.



Give your answer in centimetres.

The perimeter of the rectangle is  cm

7

Write  $<$ ,  $>$  or  $=$  to compare the statements.

a)  $45 \times 100$    $45 \times 10$

b)  $36 \times 100$    $100 \times 36$

c)  $100 \times 27$    $26 \times 100$

d)  $31 \times 100$    $31 \times 10 \times 10$

e)  $30 \times 10$    $3 \times 100$

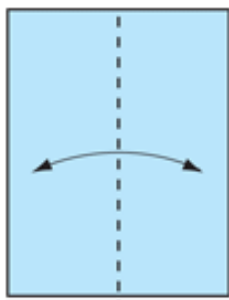
# ART /DT Friday 15<sup>th</sup> January 2021 – Origami Artwork Boats

## ORIGAMI

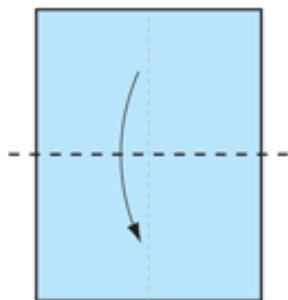
Origami is the art of paper folding, which is often associated with Japanese culture.

Today you will be creating an origami boat and you will need:

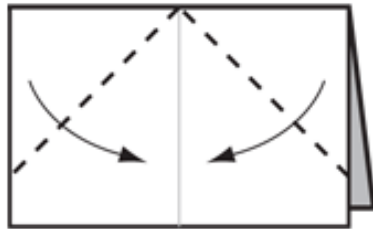
- A piece of A4 card / paper
- Patience!



1. FOLD IN HALF



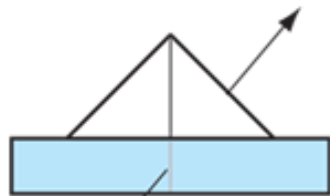
2. FOLD IN HALF AGAIN



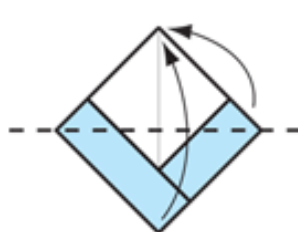
3. FOLD IN CORNERS



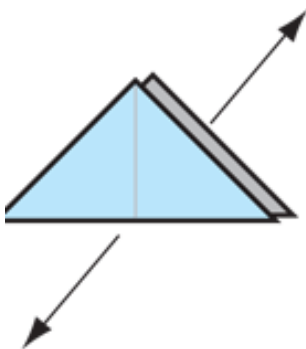
4. FOLD UP EDGES ON BOTH SIDES



5. PULL THE SIDES OUT AND FLATTEN



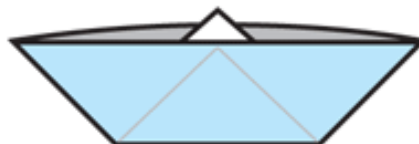
6. FOLD FRONT AND BACK LAYERS UP



7. PULL SIDES APART AND FLATTEN

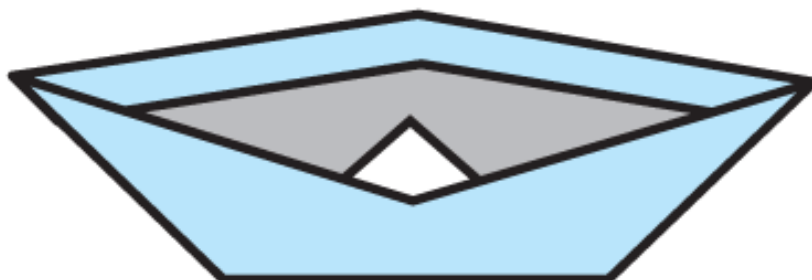


8. PULL TOP FLAPS OUTWARDS



9. SQUISH THE BOTTOM AND PULL THE SIDES UP

10. TA DAAA!



### Video Tutorial:

Follow the video tutorial below also to help you and pause throughout:



Share your origami boats with us on class dojo and test them out to see if they float!



### Extension:

By following different tutorials, can you create anything else using the art of origami?