

Year 4 – PACK 2 – Week 3 – Week Beginning 18.01.2021

Monday	Reading – ‘Three Warty Toads’ Writing – Identifying Adjectives Handwriting Practice Maths – Add 3- and 2-digit numbers – crossing 100 Thematic – Who was Julius Caesar?
Tuesday	Reading – ‘Three Warty Toads’ Writing – Reordering Sentences Spelling Practice Maths – Subtract a 2-digit number from a 3-digit number - crossing 100 Science – What is an Eco System?
Wednesday	Reading – ‘Three Warty Toads’ Writing – Generating Adjectives Handwriting Practice Maths – Add and subtract 100s PE – Catch and Clap
Thursday	Reading – ‘Three Warty Toads’ Writing – Extending sentences with conjunctions Spelling Practice Maths – Adding two 2-digit numbers - crossing 10 - add ones & add tens Music – Virtual Percussion
Friday	Reading – ‘Three Warty Toads’ Writing – Short writing Task – Character description Handwriting Practice Maths – Subtract a 2-digit number from a 2-digit number - crossing 10 - subtract ones & subtract tens 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 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	Reading – ‘Three Warty Toads’ Writing – Identifying Adjectives Handwriting Practice Maths – Add 3- and 2-digit numbers – crossing 100 Thematic – Who was Julius Caesar?
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READING Monday 18th January 2021 – ‘Three Warty Toads’

Activity 1 – Reading

Read the first paragraph from the text ‘Three Warty Toads’ and answer the questions below.



Once upon a time, in the cold river, there were three warty toads, shivering. “It’s no good”, the first toad said. “We need to build ourselves a house to keep out that huge, prickly beast”. They were talking about the hedgehog who lived on the riverbank with them. Sadly, he had eaten several of the warty toads’ friends quite recently.

Activity 2 – Questions:

Retrieval

1. What did the toads want to build?

2. Who else lives on the riverbank with them?

Find and copy **two** adjectives that describe the ‘beast’ of a hedgehog.

1. _____

2. _____

Vocabulary

3. Tick the correct definition for the word ‘several’

A large number of	
Being more than two but fewer than many	
To keep apart	

Inference

4. Why did the toads decide to build themselves a house?

They build houses because _____

Writing - Monday 18th January – Identifying Adjectives

In your writing this week you will be creating your very own **character description**, following on from the sentence structure work on animals from last week.

Character description –Your task for this week is to write a character description. You will complete different tasks throughout the week that will support you with your writing. On Friday you will write your final piece.

What is a character description? Discuss with an adult or write notes in your exercise book.

A character description is a piece of writing that describes how a character looks and how they act.



Read the example character description below of the Hodag.

You can use this description to support you when writing your own!

Today you will be looking at ADJECTIVES:

Adjectives

An **adjective** is a word that describes a noun or a pronoun.



Jane is a clever girl.

Clever is an adjective and it describes Jane

Task 1:

Read through the model text of 'The Hodag' and highlight the **adjectives** that are used to describe the creature – the ones in the first sentence are done for you.

The Hodag

The Hodag has two **large**, **curved** horns at the top of his head. Strangely, he has bright

orange eyes and a slimy, black tongue. On the end of his wet nose, he has an enormous, poisonous wart. Running all down his back are sharp, pointy prickles. His claws are as sharp as razors but his teeth are blunt and brittle. His fur feels as soft as a cotton wool but it is matted and tangled. He has knobbly knees and turned out toes. His feet are gigantic and he stomps through the forest whilst swishing his long, dangerous tail. The animals are scared of him because he is so terrifyingly large.



Task 2:

Use the adjectives in the table below to help you complete the sentences. You can also use your own exciting ideas to complete them.

An **adjective** is used to describe a noun or a pronoun.
It can tell us many things, such as:

Size small big enormous large tiny	Colour blue red green purple yellow	Shape circular oval triangular square conical
Number seven many hundreds few couple	Sound soft roaring bubbling loud irritating	Feel hard lumpy smooth rough slimy
Taste spicy sour sweet bland bitter	Smell enticing pleasant acidic salty nasty	Weather rainy windy sunny foggy cloudy

1. The dragon had _____, _____ teeth.
2. On the tiger's back was _____, _____ fur.
3. The lion's roar was very _____.
4. Giraffes have very _____, _____ necks.

HANDWRITING – Monday 18th January 2021

Read and then join the words.

the the the

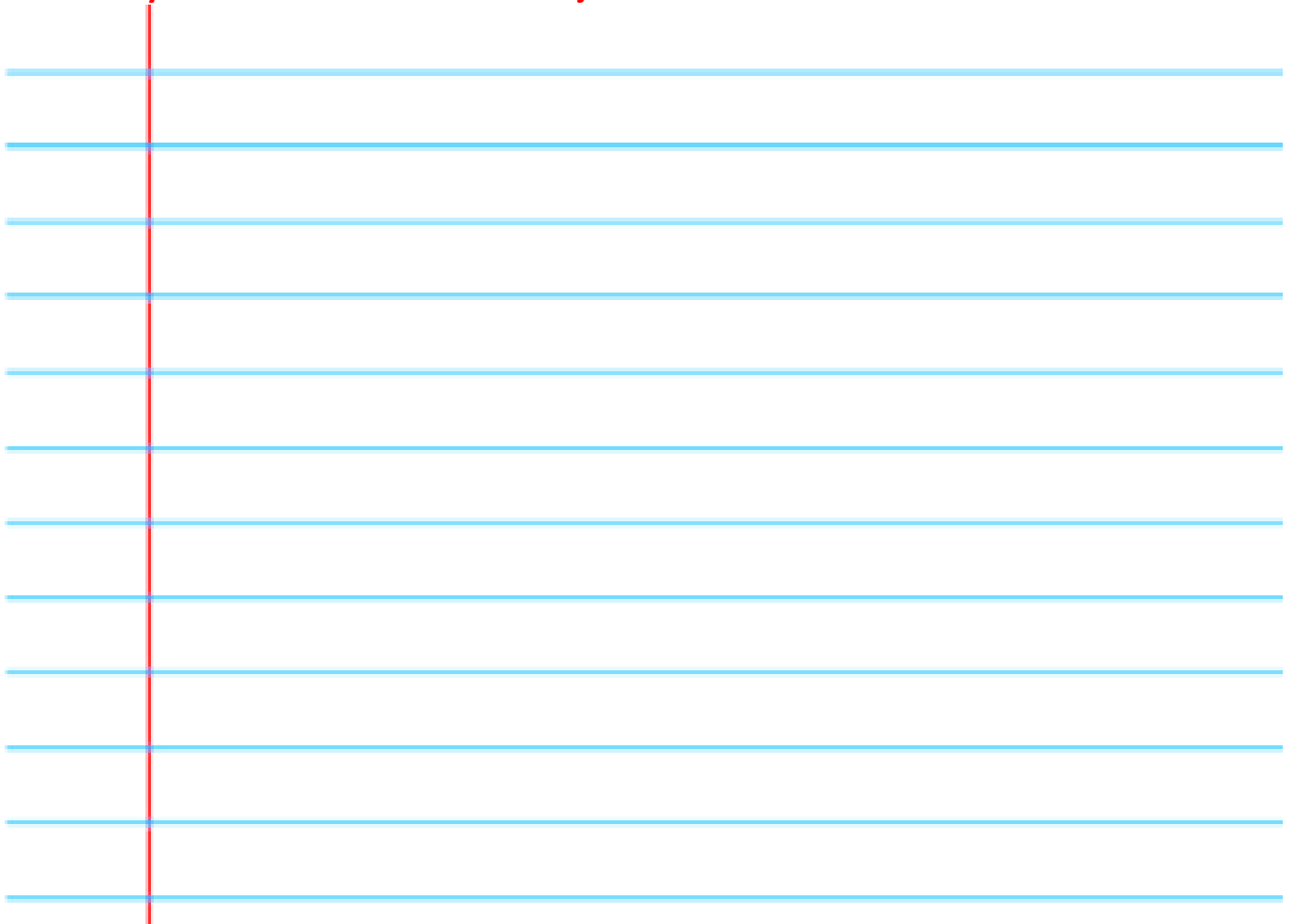
what what

who

that

them

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?



MATHS – Monday 18th January – Add 3- and 2-digit numbers – crossing 100

STARTER – Times Table Practice:

$2 \times 11 = \underline{\quad}$

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

$8 \times 2 = \underline{\quad}$

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

$11 \times 2 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$2 \times 1 = \underline{\quad}$

$10 \times 2 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

$12 \times 2 = \underline{\quad}$

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

$6 \times 2 = \underline{\quad}$

$9 \times 2 = \underline{\quad}$

$7 \times 2 = \underline{\quad}$

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

Worked Example:

H T O

$$\begin{array}{r} 462 \\ + 60 \\ \hline 522 \end{array}$$

1

$2 + 0 = 2$

$6 + 6 = 12 \quad (60 + 60 = 120)$

$4 + 1 = 5 \quad (400 + 100 = 500)$

$$\begin{array}{r} 93 \\ + 74 \\ \hline 167 \end{array}$$

1

$3 + 4 = 7$

$9 + 7 = 16 \quad (90 + 70 = 160)$

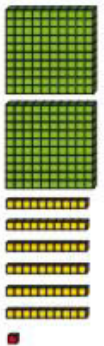
Main Activity:

Follow the link <https://vimeo.com/461794950> or scan the QR Code to watch the video explaining how to add 3 and 2-digit numbers when crossing 100.



SCAN ME

1 complete the additions.



a) $261 + 10 =$

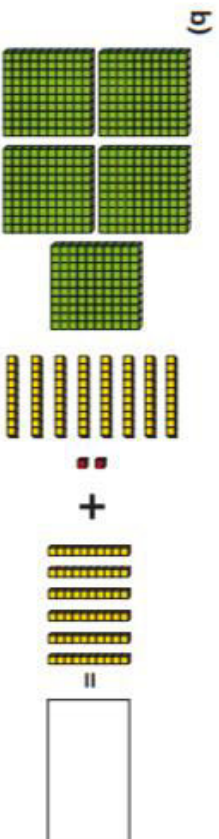
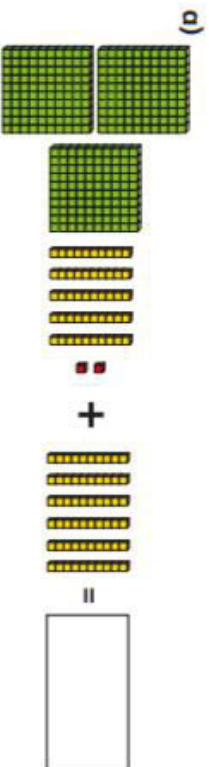
c) $261 + 30 =$

b) $261 + 20 =$

d) $261 + 40 =$

What do you notice?

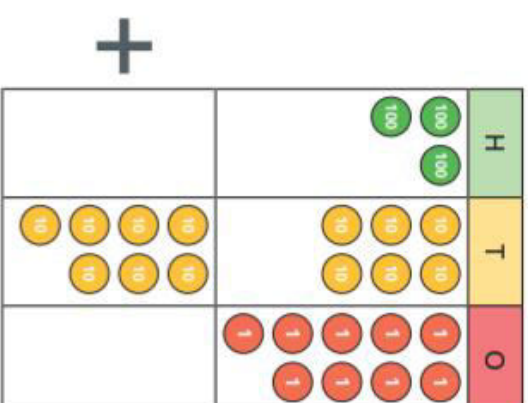
2 Complete the additions.



3 Complete the number sentence.

Use the place value chart to help you.

$369 + 70 =$



When you add 5 tens to a 3-digit number, only the tens column changes.

Write three examples to show Amir is wrong.

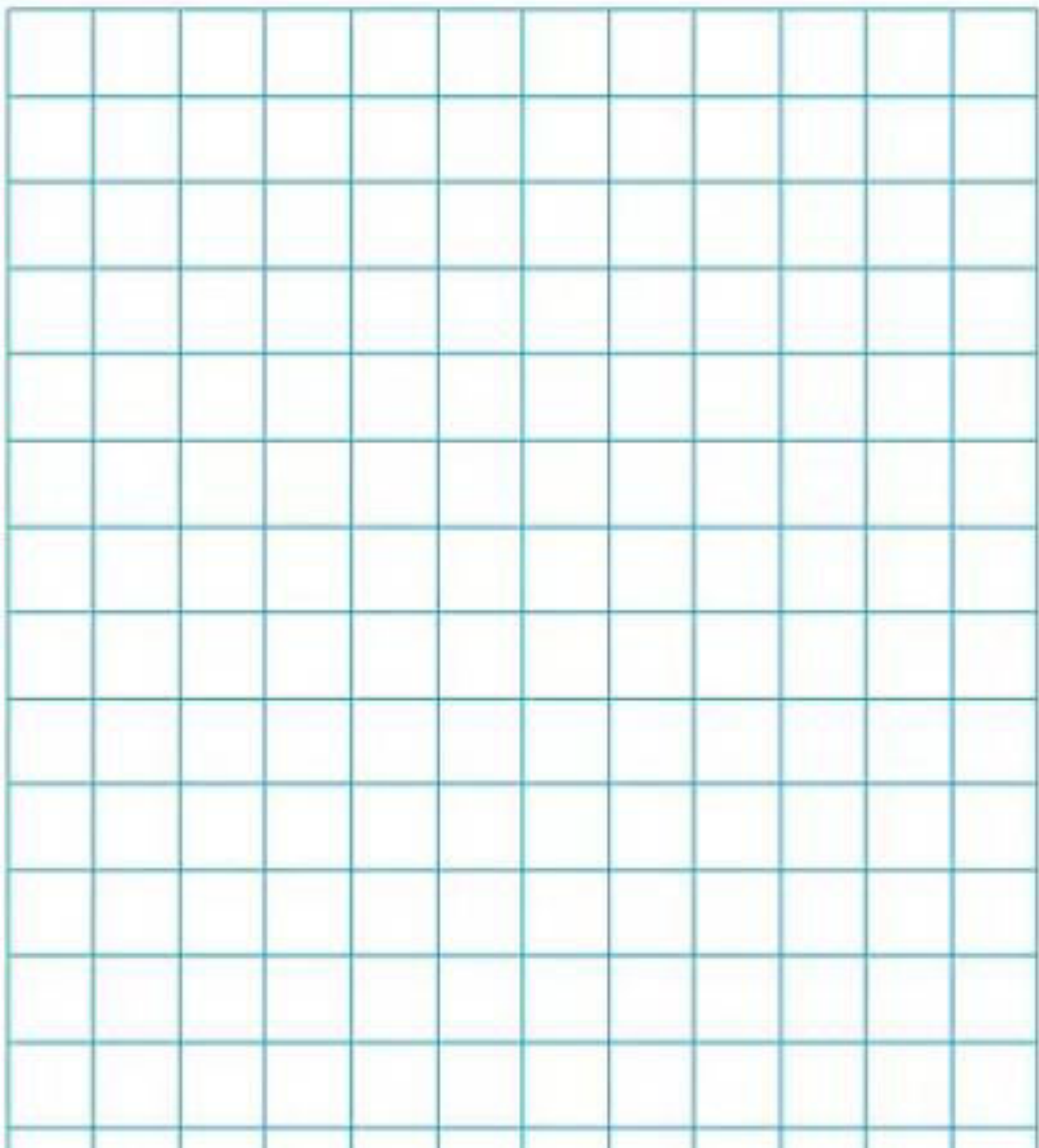
5 Complete the number sentences.

a) $452 + 70 =$

b) $692 + 60 =$

c) $357 + 70 =$

d) $84 + 70 =$



THEMATIC Monday 18th 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!



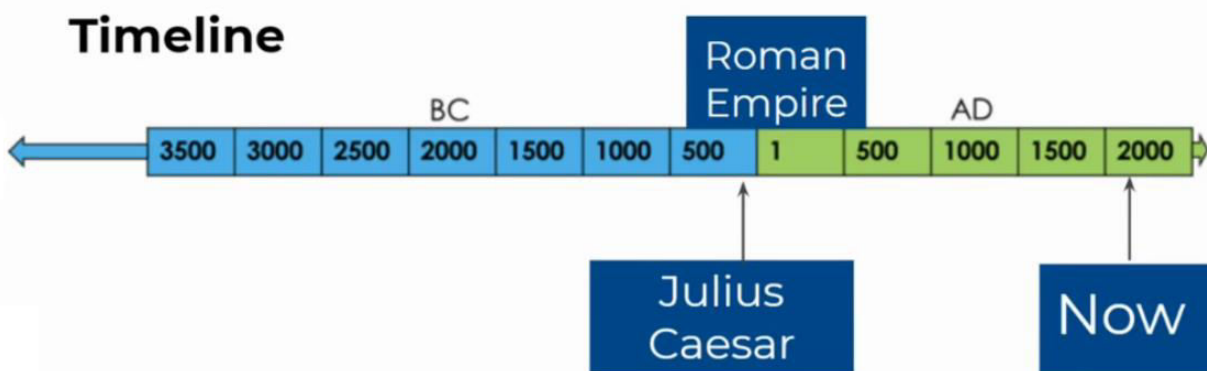
SCAN ME

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** _____

Tuesday	Reading – ‘Three Warty Toads’ Writing – Reordering Sentences Spelling Practice Maths – Subtract a 2-digit number from a 3-digit number - crossing 100 Science – What is an Eco System?
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READING Tuesday 19th January 2021 – ‘Three Warty Toads’

Activity 1 – Reading

Read the second paragraph from the text ‘Three Warty Toads’ and answer the questions below.

So, the warty toads set off to gather materials for their houses. Before long, the first warty toad spotted some pretty flowers on the riverbank. “Oh, how beautiful my house will be!” she cried, as she gathered up the flowers and sat in the middle of them, proudly. Before long, the hedgehog appeared. “Oh, look at how beautiful this house is!” he thought. Then he spotted the warty toad in the middle and in the next second, the toad had been snaffled up and was never seen again.

Activity 2 – Questions:

Retrieval

1. What material did the first warty toad use to build her house?

2. Where did the warty toad sit?

Vocabulary

3. *‘Then he spotted the warty toad in the middle and in the next second, the toad had been snaffled up and was never seen again.’*

Look at the quote above. **Find and copy one word** that means the same as ‘eaten’.

Inference

4. Why do you think the hedgehog able to snaffle up the toad easily?

The hedgehog was able to snaffle him up easily because _____

Writing - Tuesday 19th January – Reordering Sentences

In today's lesson you will be looking at putting sentences in the **correct order**.



A sentence is a complete thought.

It must have:

- . A capital letter at the beginning
- . A full stop at the end



The cat is curled up in her basket.

Capital letter

Full stop

Here are some examples of a sentences using adjectives that has been jumbled up:

claws	cats	sharp	have
-------	------	-------	------

Cats have sharp claws.

Hodag	two	the	horns	large	has	curved
-------	-----	-----	-------	-------	-----	--------

The Hodag has two large, curved horns.

REMEMBER:

- Capital letters at the start of your sentences
- Full stops at the end of your sentences.
- Commas to separate two adjectives in a list.

MAIN ACTIVITY:

long	monkeys	for	have	tails	swinging
------	---------	-----	------	-------	----------

are	sharp	A	sand	dragon's	teeth	dangerous
-----	-------	---	------	----------	-------	-----------

has	and	a	loud	the	lion	scary	roar
-----	-----	---	------	-----	------	-------	------



Share your completed sentences with us on [ClassDojo](#) and check the answers at the end of the day.

SPELLINGS – Tuesday 19th 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.

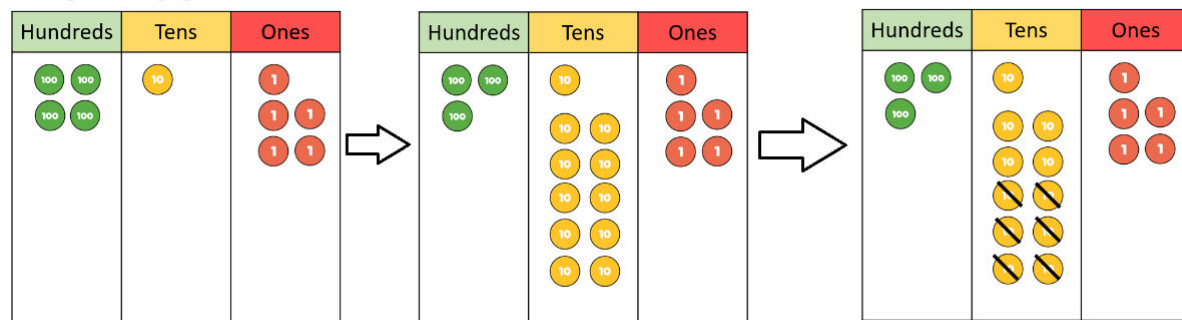
STARTER – Times Table Practice:

$1 \times 2 =$ _____	$5 \times 2 =$ _____	$11 \times 2 =$ _____
$8 \times 2 =$ _____	$2 \times 1 =$ _____	$6 \times 2 =$ _____
$2 \times 12 =$ _____	$2 \times 11 =$ _____	$2 \times 10 =$ _____
$4 \times 2 =$ _____	$3 \times 2 =$ _____	$2 \times 9 =$ _____
$10 \times 2 =$ _____	$2 \times 5 =$ _____	$2 \times 7 =$ _____

Worked Examples:

H T O $\begin{array}{r} 7 \cancel{8} 3 0 \\ - \quad 7 0 \\ \hline 7 6 0 \end{array}$	Exchange 100 from the H column to the T column
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$415 - 60$



$415 - 60 = 355$

Main Activity:

Follow the link <https://vimeo.com/461795311> or scan the QR Code to watch the video explaining how to subtract a 2-digit number from a 3-digit number when crossing 100.



SCAN ME

1 Use base 10 to make the number 235

a) Complete the subtraction.

$$235 - 20 = \boxed{}$$

b) Complete the subtraction.

$$235 - 30 = \boxed{}$$

c) Show how you can work out $235 - 50$ using base 10

Talk to a partner about how you did it.

d) Complete the number sentences.

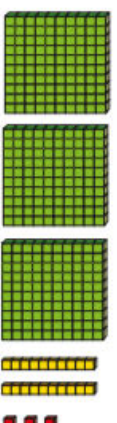
$$235 - 50 = \boxed{}$$

$$235 - 70 = \boxed{}$$

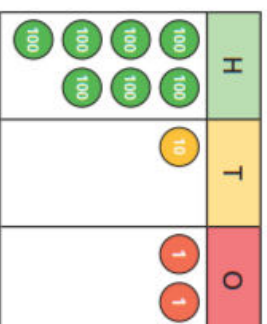
$$235 - 90 = \boxed{}$$

2 Complete the number sentences.

a) $323 - 60 = \boxed{}$



b) $712 - 40 = \boxed{}$



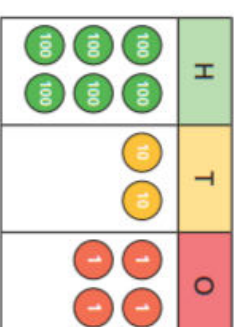
3



You can't subtract 70 from 624 as there aren't enough tens.

Rosie is wrong.

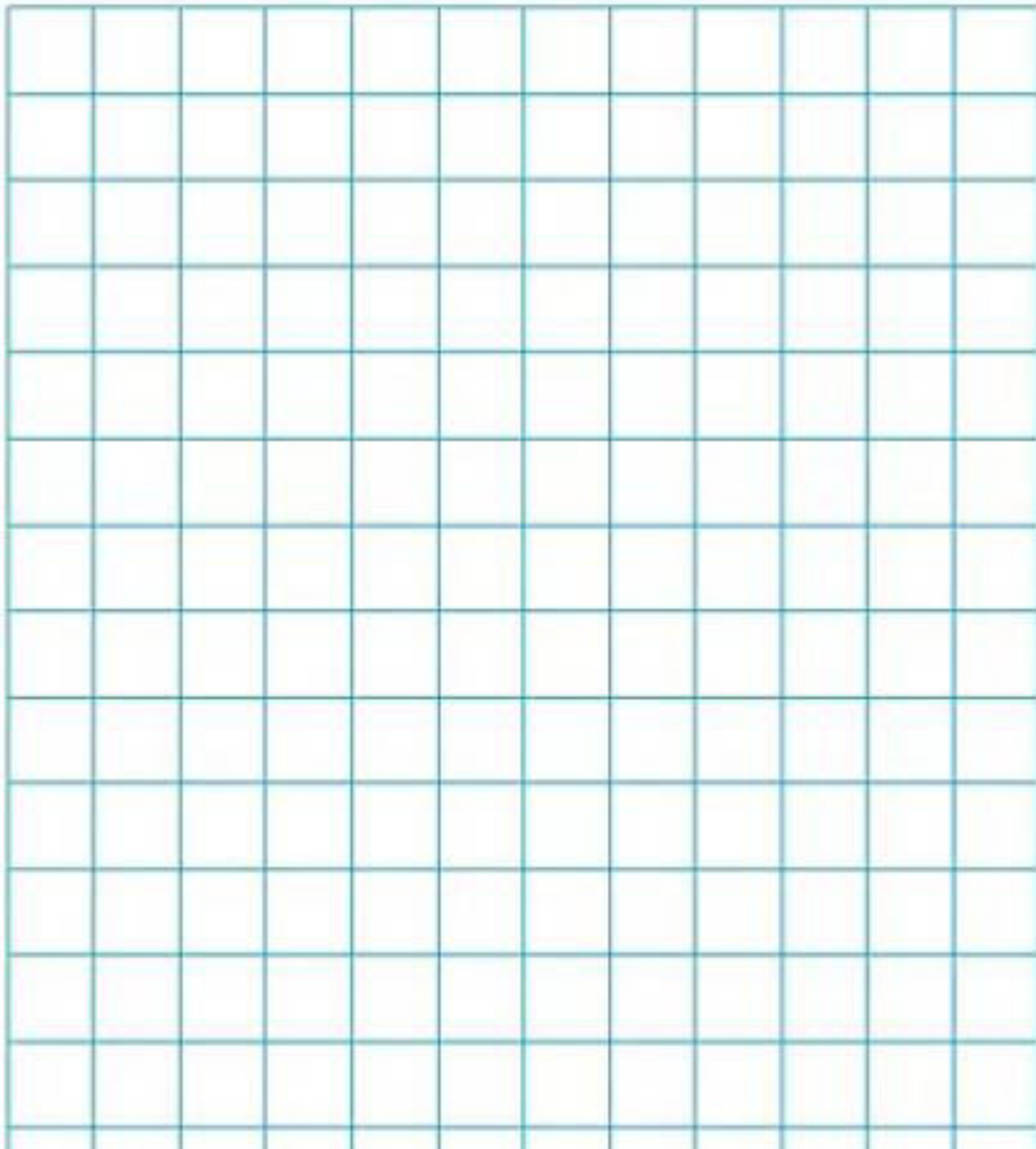
How do you know?



4 Complete the number sentences.

a) $720 - 60 =$ c) $248 - 60 =$

b) $338 - 40 =$ d) $937 - 50 =$



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>



SCAN ME

STAR Vocabulary:

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

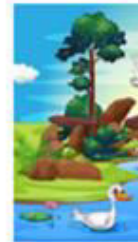
ecosystem

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 a puddle) or large (for example, a forest or a desert)



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 – ‘Three Warty Toads’
Writing – Generating Adjectives
Handwriting Practice
Maths – Add and subtract 100s
PE – Catch and Clap

READING Wednesday 20th January 2021 – ‘Three Warty Toads’

Activity 1 – Reading

Read the next paragraph from the text ‘Three Warty Toads’ and answer the questions below.

Meanwhile, the second warty toad had found some sticks lying around the woods. “I’ll take those” he said, before dragging them back to the riverbank and propping them up into a house shape. “How warm I am!” he giggled. But soon the hedgehog came trundling along, knocked over the sticks, discovered the warty toad and gobbled him all up!

Activity 2 – Questions:

Retrieval

1. Fill in the table to show whether the statements are true or false. The first one is done for you:

	True	False
The toad built a house from sticks.	✓	
The house was in the river.		
The toad was warm inside his house.		
The toad escaped the hedgehog.		

2. What did the hedgehog do to the sticks?

The hedgehog _____

Vocabulary

3. Find and copy one word that means ‘laughed’.

4. ‘But soon the hedgehog came trundling along...’

Tick one word that describes how you would move if you were ‘trundling’.

Energetically	
Slowly	
At speed	

Inference

1. Why did the toad giggle when he built his house?

The toad giggled because _____

Writing – Wednesday 20th January – Generating Adjectives



RECAP – Yesterday and Monday, you looked at adjectives to describe and how to accurately order sentences using capital letters and full stops.

Today, you will be coming up with your own adjectives to describe an animal creature that you will use to create your own character description.

TASK 1:

Come up with a name for your creature:

NAME: _____

Example: The Woffleblat

TASK2:

To write sentences using adjectives that describe a creature. Use the image and the word mat to support you. REMEMBER – you also need to be choosing your own adjectives to describe different parts of your creature.

1. The Wobbleblat has **long, sharp** teeth.
2. Their skin is covered in **dark orange** fur and **rough** scales.
3. The Wobbleblat has bright blue eyes and a long, scaly



Choose the words and phrases that describe the monster.

hairy	kind
scaly	lonely
fluffy	crusty toes
orange	stripy nose
blue	pointy tusks
green	long horns
big	spotty tail
enormous	purple claws
small	long neck
tiny	yellow tummy
scary	

1. _____
2. _____
3. _____
4. _____



Now write your own sentences. Take a look at the word mat for support. When you've written your sentences, send a picture over Dojo and I'll share them on Class Story.

HANDWRITING – Wednesday 20th January 2021

Join the words – watch out for the break letters.

blue blue fawn

purple gold

jade yellow

soft aqua

blazing red

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?



MATHS – Wednesday 20th January - Add and subtract 100s

STARTER – Times Table Practice:

$5 \times 3 =$ _____	$7 \times 5 =$ _____	$5 \times 2 =$ _____
$5 \times 7 =$ _____	$5 \times 6 =$ _____	$10 \times 5 =$ _____
$9 \times 5 =$ _____	$6 \times 5 =$ _____	$5 \times 10 =$ _____
$5 \times 12 =$ _____	$5 \times 11 =$ _____	$4 \times 5 =$ _____
$1 \times 5 =$ _____	$5 \times 8 =$ _____	$2 \times 5 =$ _____

Worked Examples:

634 - 400

634
- 400

234

Subtract 400

What will their new number be?

234




Main Activity:

Follow the link <https://vimeo.com/463009671> or scan the QR Code to watch the video explaining how to add and subtract 100s.



SCAN ME

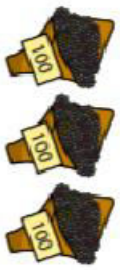
1 Brett has some flowers.

Hundreds	Tens	Ones
		

He buys 3 more bunches of these flowers.

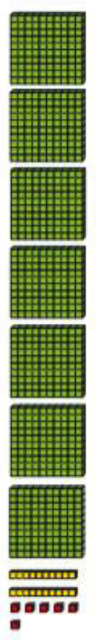
How many flowers does he have now?

Complete the number sentence.



=

2 Filip makes the number 726



Cross out the hundreds to help you complete the number sentences.

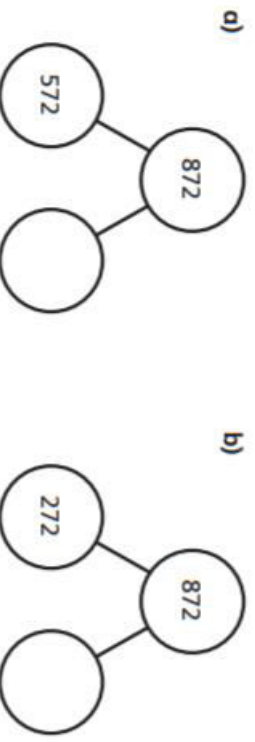
- a) $726 - 100 =$
- b) $726 - 200 =$
- c) $726 - 400 =$
- d) $726 - 700 =$

3 Complete the number sentences.

- a) $400 + 300 =$
- b) $700 - 200 =$
- $430 + 300 =$
- $780 - 200 =$
- $439 + 300 =$
- $783 - 200 =$
- $300 + 477 =$
- $701 - 200 =$

What patterns do you notice?

4 Complete the part-whole models.



60 Second Challenge

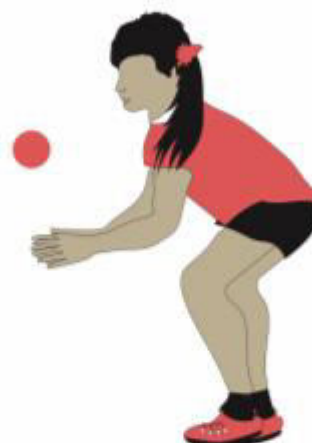
Catch and Clap

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!



Thursday	Reading – ‘Three Warty Toads’ Writing – Extending sentences with conjunctions Spelling Practice Maths – Adding two 2-digit numbers - crossing 10 - add ones & add tens Music – Virtual Percussion
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READING Thursday 21st January 2021 – ‘Three Warty Toads’

Activity 1 – Reading

Read the next paragraph from the text ‘Three Warty Toads’ and answer the questions below.

Luckily, the final warty toad was not going to be so silly. He knew that toads don't live in flower houses, or in stick houses. They actually live on lily pads. So off he hopped, to the centre of the river, and sat waiting on the biggest and best lily pad he could find. Sure enough, the hedgehog soon appeared. But the warty toad didn't panic because he had a plan. Sitting with one eye open, he watched as the hedgehog spotted him. "This is my lucky day," grinned the hedgehog. "Three toads? Who would have thought it?!" He jumped into the river towards the toad.

Activity 2 – Questions:

Retrieval

1. What did the final toad know that the other toads didn't?

He knew that _____

2. Where do toads actually live?

3. Where did the final toad wait for the hedgehog?

He waited _____

Inference

4. Why didn't the final toad panic when the hedgehog appeared?

He didn't panic because _____

5. Why does the final toad sit with one eye open?

Writing - Thursday 21st January – Extending sentences with conjunctions



Conjunctions – Today we will learn about conjunctions so that we can extend our sentences about our creatures.

What is a conjunction? Watch the video to find out!

Conjunctions are words used to connect words, phrases, or clauses that add **EXTRA INFORMATION**.



Take a look at the examples below where the conjunctions add more information to the description.

- Elephants have long trunks **and** enormous ears.
- Monkeys have long, strong tails **because** they use them for swinging between the trees.
- Lions have a loud, aggressive roar **but** they only use it to scare other animals.

Task one

Use the conjunctions **because, but, so, and** to extend the sentences below.

1. The Wobbleblat has sharp teeth and _____
2. They have strong arms but _____
3. The Wobbleblat has huge claws because _____

Task 2

Use conjunctions **because, but, so, and** to create sentences describing your creature.

Remember to include:

- *Capital letters and full stops*
- *Exciting adjectives to describe*
- *Because, but, so conjunctions*

Handwriting practice area consisting of ten horizontal blue lines and a vertical pink margin line on the left side.

SPELLINGS – Thursday 21st 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.

Handwriting practice area consisting of a vertical red margin line on the left and ten horizontal blue lines for writing.

MATHS – Thursday 21st January - Adding two 2-digit numbers - crossing 10 - add ones & add tens

STARTER – Times Table Practice:

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

$11 \times 5 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$5 \times 7 = \underline{\quad}$

$5 \times 12 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$9 \times 5 = \underline{\quad}$

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

$2 \times 5 = \underline{\quad}$

$7 \times 5 = \underline{\quad}$

$6 \times 5 = \underline{\quad}$

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

$5 \times 11 = \underline{\quad}$

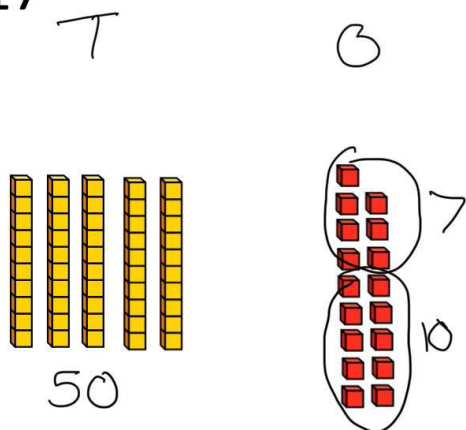
$11 \times 5 = \underline{\quad}$

$1 \times 5 = \underline{\quad}$

Use these examples to help you with your work today:

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

$50 + 17$



$$50 + 10 = 60$$
$$60 + 7 = 67$$

$26 + 47 =$

Tens	Ones
10 10	1 1 1
10 10	1 1 1
7	3

	T	O
	2	6
+	4	7
	7	3

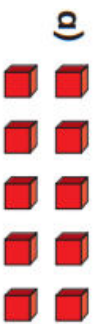
The 10 ones are exchanged for one 10

Main Activity:

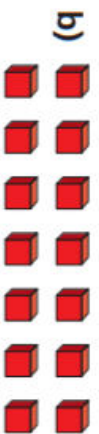
Follow the link <https://vimeo.com/463954202> or scan the QR Code to watch the video explaining how to add two 2-digit numbers when crossing 10 and adding ones and tens.



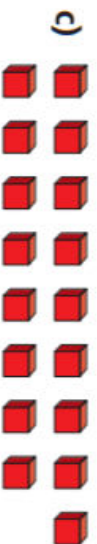
1 Count the ones and complete the sentences.



ones = ten

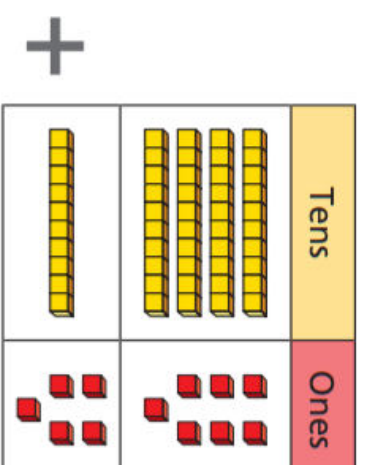


ones = ten and ones



ones = ten and ones

2



Add the ones.

ones + ones = ones

ones = ten + ones

Add the tens.

tens + tens = tens

Complete the addition.

+ =

3 complete the additions.

a) $7 + 4 =$

e) $18 + 64 =$

b) $10 + 30 =$

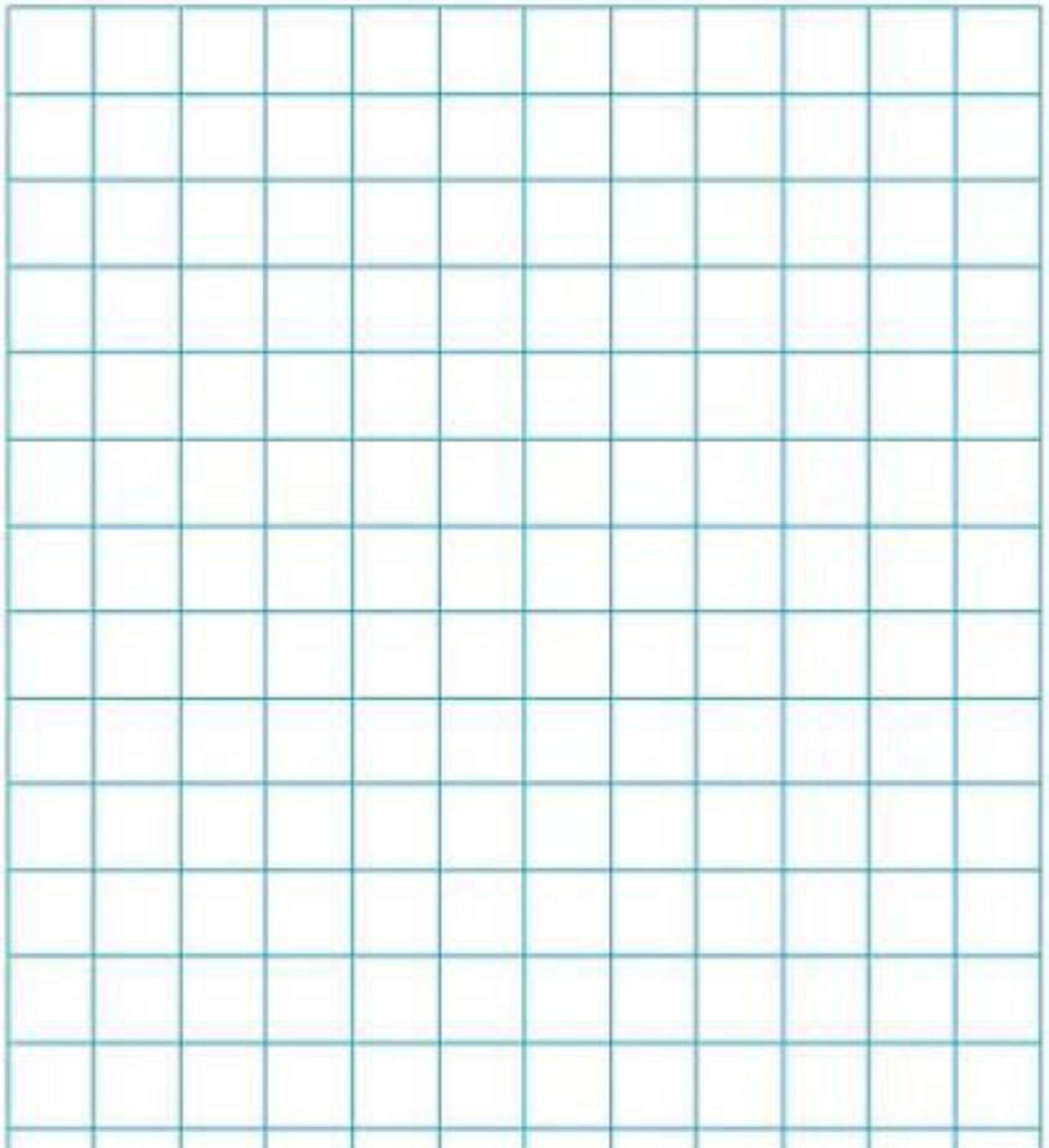
f) $37 + 14 =$

c) $17 + 34 =$

g) $22 + 19 =$

d) $19 + 21 =$

h) $48 + 19 =$



1. Virtual Percussion

Have a play with the virtual boomwhackers on the Musick8 website...



2. Listening to notes and pitch

- Now listen to the opening of 'Somewhere Over the Rainbow' by Judy Gardland 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 boomwhackers 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

d d	□	d d	d . .
C - c -	B G A B c	C - A -	G - . .
d d	□	□	d . .
F - F -	E C D E F	D D D D E	C - . .

Big C for longer tube
Little c for shorter tube

Friday	Reading – ‘Three Warty Toads’ Writing – Short writing Task – Character description Handwriting Practice Maths – Subtract a 2-digit number from a 2-digit number - crossing 10 - subtract ones & subtract tens Art - Origami Artwork Boats
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READING Friday 22nd January 2021 – ‘Three Warty Toads’

Activity 1 – Reading

Read the last paragraph from the text ‘Three Warty Toads’ and answer the questions below.

But before long, he realised he’d made a terrible mistake... the hedgehog couldn’t swim! “Argh!” he screamed. “Help me!” he shouted. But the warty toad just sat on his lily pad, pretending not to hear a sound. Before long, the hedgehog had disappeared, and the warty toad was free to roam the river-bank once more.

Activity 2 – Questions:

Retrieval

1. *‘But before long, he realised he’d made a terrible mistake...’*

Look at the quote above. Who has made the mistake?

2. What could the hedgehog not do?

The hedgehog could not _____

3. What did the toad pretend he could not do?

The toad pretended he could not _____

Vocabulary

4. What do you think the word ‘roam’ means?

Inference

5. Why was the toad now free to roam the river-bank?

Writing – Friday 22nd January – Short writing Task – Character description

Using the model text, you will draft your character description of your creature. Remember to include **conjunctions** and **adjectives**.

The Hodag

The Hodag has two large, curved horns at the top of his head.

Strangely, he has bright orange eyes and a slimy, black tongue.

On the end of his wet nose, he has an enormous, poisonous wart.

Running all down his back are sharp, pointy prickles. His claws are as sharp as razors but his teeth are blunt and brittle. His fur feels as soft as a cotton wool but it is matted and tangled. He has knobbly knees and turned out toes. His feet are gigantic and he stomps through the forest whilst swishing his long dangerous tail. The animals are scared of him because he is so terrifyingly large.



I have used the model text of The Hodag for support but have changed parts so that the description matches my creature (The Wobbleblat).

The Wobbleblat has **large, sharp** horns that stick out from its mouth **and fierce blue** eyes. It has **thick, orange** fur **because** it needs to camouflage in the **hot** desert. Their claws are **razor-sharp** **but** they do not attack other animals **because** they only eat **dead** leaves and bushes. The Wobbleblat's feet are **enormous** **and** their **crusty** toes curl up at the ends. Other animals are scared of the **gentle** Wobbleblat **because** it is such a **colossal** beast.

I have remembered to include **conjunctions** and **adjectives**. Can you do the same too?



Task – to write your own character description of your creature. Use both of the models to help you with your sentence structure.



Take a photo and send it to me on Dojo. I can check your work and tell you how you can make edits to improve your writing.

HANDWRITING – Friday 22nd January 2021

Trace and copy the patterns. Say the sounds.

eet eek eel

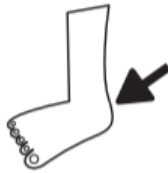
Finish the words, then copy them.

sw



ch

h



str

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 ten horizontal blue lines for writing.

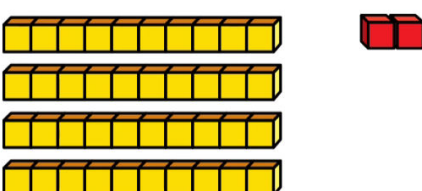
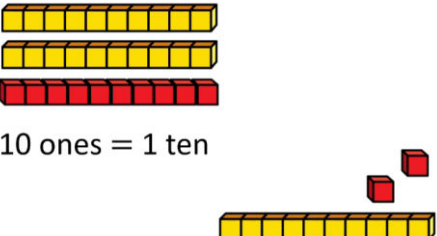
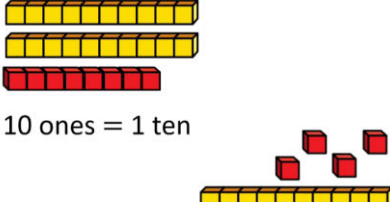
MATHS – Friday 22nd January - Subtract a 2-digit number from a 2-digit number - crossing 10 - subtract ones & subtract tens

STARTER – Times Table Practice:

$5 \times 11 =$ _____	$9 \times 2 =$ _____	$5 \times 1 =$ _____
$2 \times 5 =$ _____	$2 \times 4 =$ _____	$5 \times 6 =$ _____
$5 \times 5 =$ _____	$5 \times 7 =$ _____	$5 \times 9 =$ _____
$2 \times 11 =$ _____	$8 \times 5 =$ _____	$2 \times 12 =$ _____
$2 \times 8 =$ _____	$8 \times 2 =$ _____	$2 \times 3 =$ _____

Use these examples to help you with your work today:

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

<p>$42 - 14 =$</p> 	 <p>10 ones = 1 ten</p>	<p>$42 - 14 = 28$</p>  <p>10 ones = 1 ten</p>
	<p>Exchange one of your 10s for 10 ones.</p>	<p>You can now subtract your ones and your 10, which leaves you with 28.</p>

		T	O	
		2	12	
-			6	
		<hr/>		
		2	6	
		<hr/>		

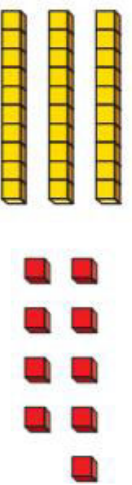
		T	O	
		5	12	
-			5	
		4	5	
		<hr/>		
		1	7	
		<hr/>		

Main Activity:

Follow the link <https://vimeo.com/463955357> or scan the QR Code to watch the video explaining how to subtract a 2-digit number from a 2-digit number when crossing 10.



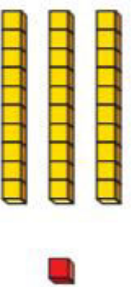
1 a) What number is represented?



Subtract 12
What number is left?

$$\square - 12 = \square$$

b) What number is represented?



Subtract 12

What number is left?

$$\square - 12 = \square$$

2

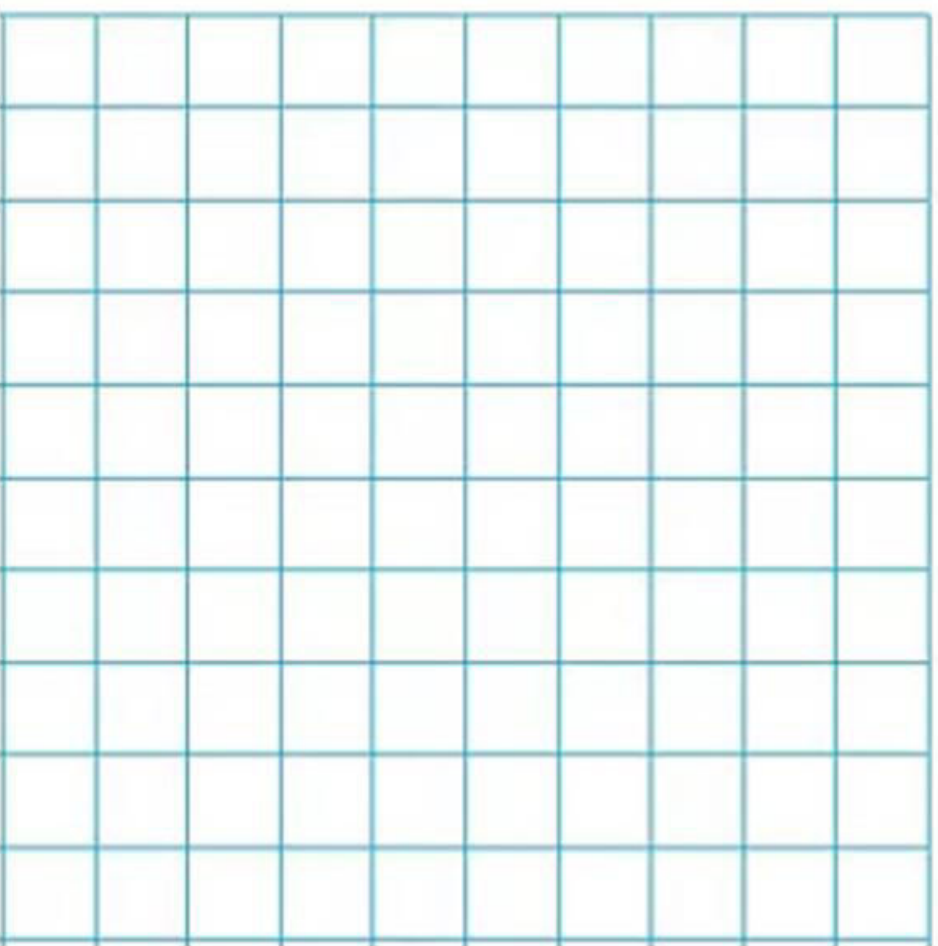
complete the subtractions.

a) $23 - 6 = \square$

c) $33 - 17 = \square$

b) $33 - 7 = \square$

d) $45 - 26 = \square$



3

Complete the subtractions.

a)

		T	O	
		2	3	
	-		6	
		<hr/>		
		<hr/>		

d)

		T	O	
		4	5	
	-	2	6	
		<hr/>		
		<hr/>		

b)

		T	O	
		3	3	
	-		7	
		<hr/>		
		<hr/>		

e)

		T	O	
		6	3	
	-	3	5	
		<hr/>		
		<hr/>		

c)

		T	O	
		3	3	
	-	1	7	
		<hr/>		
		<hr/>		

f)

		T	O	
		8	2	
	-	2	4	
		<hr/>		
		<hr/>		

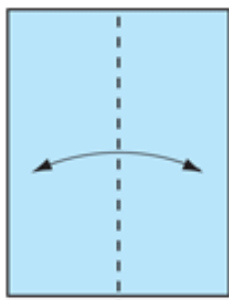
ART /DT Friday 15th January 2021 – Origami Artwork Boats

ORIGAMI

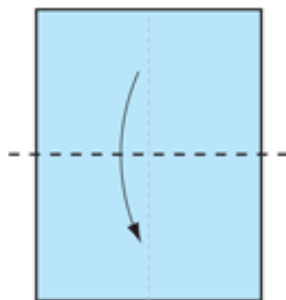
Origami is the art of paper folding, which is often associated with Japanese culture.

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

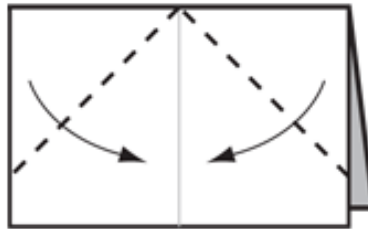
- A piece of A4 card / paper
- Patience!



1. FOLD IN HALF



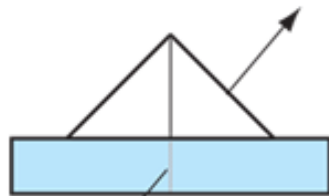
2. FOLD IN HALF AGAIN



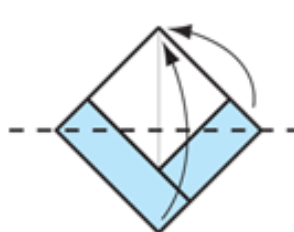
3. FOLD IN CORNERS



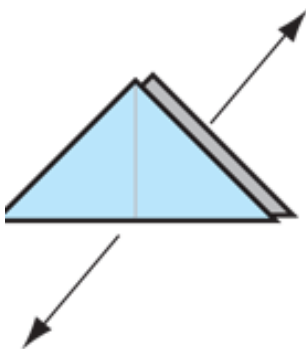
4. FOLD UP EDGES ON BOTH SIDES



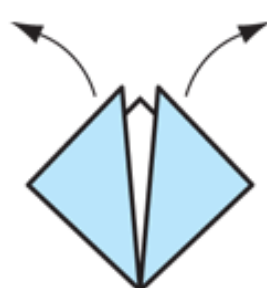
5. PULL THE SIDES OUT AND FLATTEN



6. FOLD FRONT AND BACK LAYERS UP



7. PULL SIDES APART AND FLATTEN

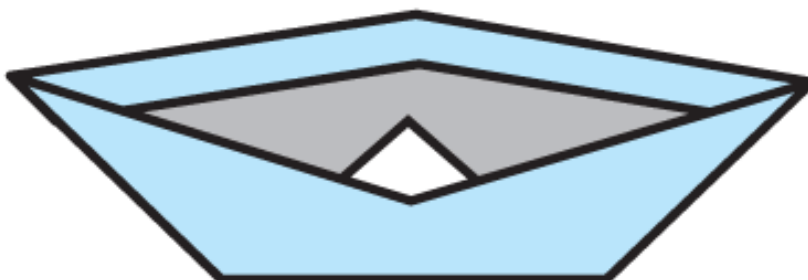


8. PULL TOP FLAPS OUTWARDS



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?