

Year 4 - PACK 1 - Week 4 – Week Beginning 25.01.2021

Monday	Reading – ‘Attack of the Demon Dinner Ladies’ – Pamela Butchart Writing – Exploring Setting Descriptions Handwriting Practice Maths – Divide by 10 ($\div 10$) Thematic – What was Britain like before the Romans?
Tuesday	Reading – ‘Attack of the Demon Dinner Ladies’ – Pamela Butchart Writing – Describing using the 5 senses Spelling Practice Maths – Divide by 100 ($\div 100$) Science – How do we classify the diet of animals?
Wednesday	Reading – ‘Attack of the Demon Dinner Ladies’ – Pamela Butchart Writing – Expanded noun phrases Handwriting Practice Maths – Multiplying by 1 and 0 PE – Burpees Challenge Computing – NASA Moon to Mars
Thursday	Reading – ‘Attack of the Demon Dinner Ladies’ – Pamela Butchart Writing – Fronted Adverbials Spelling Practice Maths – The 3 times table PSHE - My Hopes and Dreams RE – What Matters to Jewish People?
Friday	Reading – ‘Attack of the Demon Dinner Ladies’ – Pamela Butchart Writing – Show not tell description Handwriting Practice Maths – Multiply and divide by 3 Spanish – Spanish Colours

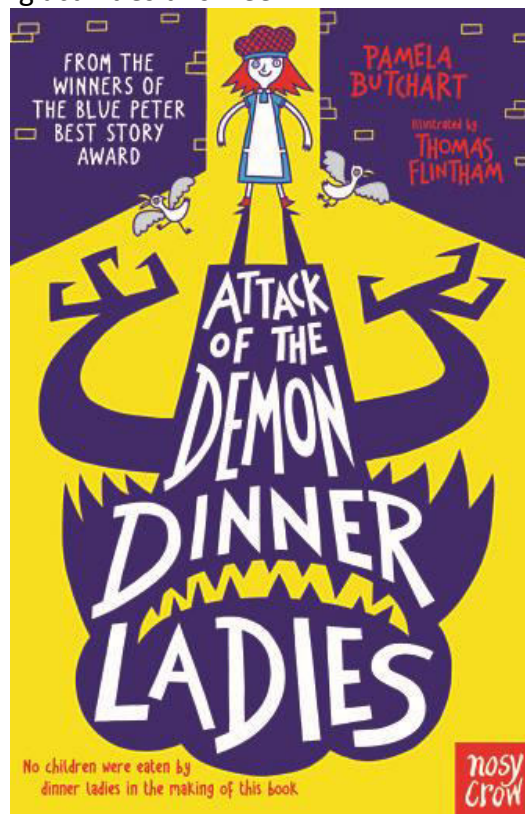
This timetable is flexible. Some days will be more productive than others. We ask that you do the core subjects (reading, writing, maths) daily, and then balance the foundation subjects as suits you. You may find that doing all of the days work in one go works best (remember to take a short break, though) 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 – ‘Attack of the Demon Dinner Ladies’ – Pamela Butchart Writing – Exploring Setting Descriptions Handwriting Practice Maths – Divide by 10 ($\div 10$) Thematic – What was Britain like before the Romans?
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READING Monday 25th January 2021 – ‘Attack of the Demon Dinner Ladies’ – Pamela Butchart’

Front Cover Analysis: Take a moment to look at the picture, which is the front cover of the book that we will be exploring through our reading activities this week.



Front Cover Analysis:

1. What do you think is the genre of this novel? (Do you think it is a romance/ comedy/action/adventure/thriller/sci-fi/ or a combination of a few of these?) What **evidence** makes you think this?

I think _____ *because* _____

2. What do you predict this story would be about? What evidence makes you think this?

I think _____ *because* _____

3. The aim of a front cover is to persuade (cause someone to do something) potential buyers to want to read the book. Would you choose to buy this book? Why/why not?



Do not forget to share your answers with us on ClassDojo.

WRITING Monday 25th January 2021 – Exploring Setting Descriptions

Over the next two weeks, you will be looking at all of the features that make up a good **setting description**. We will be practicing lots of different types of description and sentence structure this week to help us with our planning and drafting next week.

Task 1 – What are setting descriptions?



What do you already know about setting descriptions (**remember, we looked at these at the start of Year 4**)? Discuss with an adult or write notes in your exercise book. Do this before you watch the video and after, so that you can add to your mind map/list.



Watch the video by following the link below or scanning the QR code to find out more about setting descriptions.

<https://www.bbc.co.uk/bitesize/clips/z2vpyrd>

DEFINITION:

A story setting is the location (place) in which a story takes place. The setting could be a forest, a haunted house, a magical wonderland or even Mars!

Task 2 – Reading a setting description:

Read the **setting descriptions** below and then listen to me reading them (I will post the video on Class Story). **Circle** any words that you don't know how to pronounce, so that you can listen out for them.

The Never-ending Forest

Anxiously, I crept through the deserted, silent forest. I thought I could feel something behind me, but when I looked back, not a soul was there. As the path reached deeper and deeper into the mysterious woods, my torch flickered and eventually turned off. Everything went dark, but I stumbled on, feeling my way around, finding new paths that would hopefully lead me out, in my desperate attempt to escape this nightmare that I feared would never end. My heart pounded in my chest, like it was trying to escape. My body began to shake as the lightning ripped across the sky like ferocious knives.



As I continued my journey, the trees started to shiver and the birds cried out in fear as they flew from their nests. The smell of burning, rotten wood flew through the air, spreading its vile smell all around me. Beneath my feet, twigs and dead leaves made a deafening, violent crunch as my never-ending journey carried on. With every step forward, the falling raindrops left a worrying taste in my mouth.

When I turned the next corner, the trees stopped shivering and everything went deadly silent. I was scared that if I took one tiny step I would wake up the whole world. I didn't move, but as the trees started to cast towering shadows over me my whole body began to tremble. I was desperate to move but I didn't dare disturb the peace that the forest had created...just in case something was waiting for me.

Abandoned?

It was midnight. All around was silent and still. Total darkness everywhere. A grimy cobweb flew off the peculiar gatepost like a piece of cotton wool floating in the damp air. The broken gates were open, creaking loudly in the icy wind. On either side were eerie gargoyles, who were watching over the grounds like hawks. Suddenly, without warning, the night sky was lit up by flashes of electricity. The lightning cut through the sky like ferocious knives. The house was dark and gloomy. It had narrowed broken windows and an open wooden doorway, it looked abandoned but it couldn't be, a light was on in the attic room. Was something there?

Through the open, groaning door was a long and winding corridor. The walls were plastered with different materials that lead to an abandoned library. Within the library stood a wooden, spiral staircase, which twisted into eerie shadows. A taste of fear lingered all around like an aggressive ghoul. Empty, dust-ridden bookshelves rose towards the strange ceiling and their books were scattered amongst the filthy, dusty floor. The air, which was cool and misty, was filled with the smell of neglect and sadness. Not a sound could be heard, apart from a single cry from above.



Task 3 – Setting Description Toolkit:

What **features** you can spot in the setting description? Write them down on this sheet or in your exercise book to create a toolkit. **(One has been done for you.)** After you've written them down, watch the video of me identifying the features on ClassDojo. Were there any features that you didn't notice? If so, add them to your work as this will help you when writing your own setting description.

Setting Description Toolkit

**5 Senses (smell,
hear, touch, see,
taste)**



HANDWRITING – Monday 25th January 2021

Trace and copy the pattern.

rs

rs

Choose one of the rs words and write it in each space.

Mr and Park

It's mine,

Close the

It's code.

of course

doors

Morse

Mrs

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.

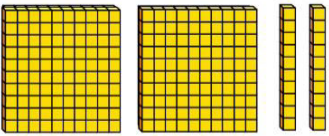
MATHS – Monday 25th January – Divide by 10 ($\div 10$)

STARTER – Times Table Practice:

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


Use these examples to help you with your work today:

$220 \div 10 =$ _____

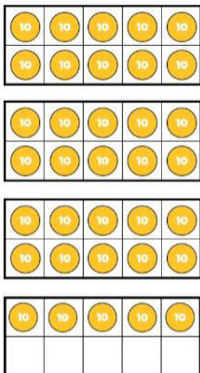


220 = 2 hundreds + 2 tens
 1 hundred = 10 tens
 2 hundreds = 20 tens
 There are 22 tens altogether.

We need to find how many **groups of 10** are in 220




$350 \div 10 =$ 35



Ten 10s = 1 hundred

$\pounds 3 \text{ and } 50 \text{ p} \div 10 \text{ p} =$ 35



Ten 10 p = $\pounds 1$

Th	H	T	O
	4	3	0
		4	3

$\div 10$ $\div 10$ $\div 10$

$430 \div 10 =$ 43

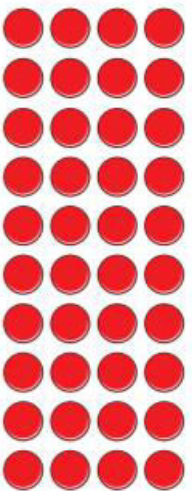
The digits move one place to the **R I G H T**.

Main Activity:

Follow the link <https://vimeo.com/475113712> or scan the QR Code to watch the video explaining how to divide by 10.



1 Complete the calculation shown by the array.



$$40 \div 10 = \square$$

2 Complete the calculations.

a) $30 \div 10 = \square$

d) $80 \div 10 = \square$

b) $60 \div 10 = \square$

e) $100 \div 10 = \square$

c) $90 \div 10 = \square$

f) $\square = 120 \div 10$

3 Balloons come in bags of 10

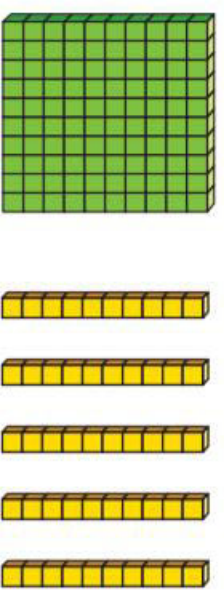
Huan has 130 balloons.

How many bags does he have?

Huan has bags of 10 balloons.



4 a) Whitney makes 150 using base 10



I am going to exchange my hundred for tens

Complete the sentences.

$150 = 1 \text{ hundred} + \square \text{ tens}$

$1 \text{ hundred} = \square \text{ tens}$

Whitney has tens altogether.

$150 \div 10 = \square$

b) Make 230 using base 10

Complete the sentences.

$230 = \square \text{ hundreds} + \square \text{ tens}$

hundreds = tens

There are tens altogether.

$230 \div 10 = \square$

5

Fill in the missing numbers.

a) $360 \div 10 =$

c) $10 \times$ $= 520$

b) $630 \div 10 =$

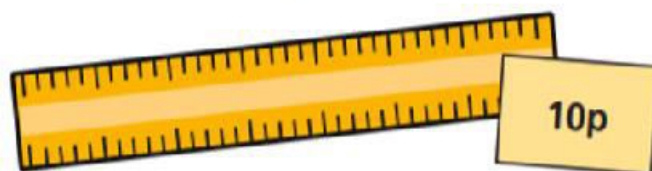
d) $\div 10 = 41$

6

Mr Smith has this amount of money.



He buys some rulers costing 10p each.



Mr Smith spends all of his money.

How many rulers does he buy?

THEMATIC Monday 25th January 2021 – What was Britain like before the Romans?

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

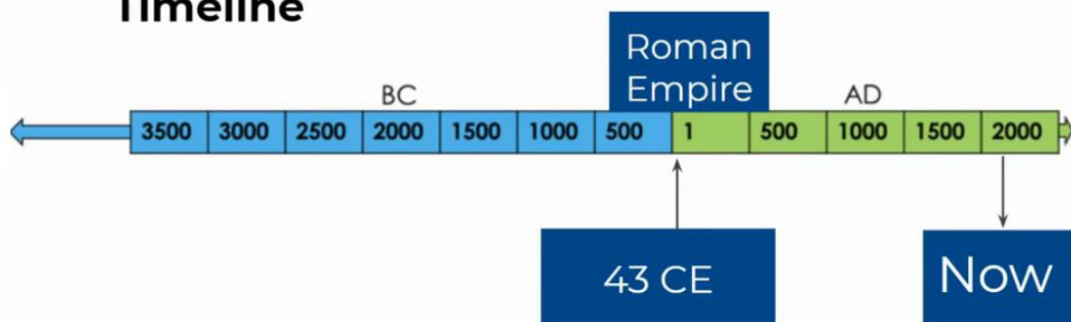
Tribal society - Celts

No national leader

Failed Roman invasions
- 55 BCE/54 BCE



Timeline



Key Vocabulary:

WORD	DEFINITION
Tribes	a group of people, families, or villages that share the same language, community, and ancestors.
Artefacts	An object of historical importance made by human beings.
Historical excavations	Where you dig into the ground to find objects from the past (artefacts)

Task 1 – True or False?

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

	<u>TRUE</u>	<u>FALSE</u>
The Romans travelled to Britain in 55BCE		
In 43 CE, Britain had a single King		
Julius Caesar successfully conquered Britain in 55BCE		
People in Britain lived in tribes that were called 'Celts'		

Task 2 – How do we know about life in Britain Before the Romans?

For each sentence, fill in the missing words that complete each sentence.

artefacts

iron

metalworkers

- In 43 CE, Britain was living in the _____ Age.
- Many people in Britain were very skilled _____ who made tools, weapons and cooking pots.
- Historians have learnt a lot about this period through the discovery of _____.

Task 3

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

- Why do historical excavations take place?

Historical excavations take place to _____

- Why were Hill Forts built during the Iron Age?

Hill Forts were built because _____

- What evidence of the past did they discover at Maiden Castle?

During the excavation at Maiden Castle they discovered evidence of _____



(Excavations of the Iron Age Hill Top Fort Maiden Castle, 1937)

Tuesday	Reading – ‘Attack of the Demon Dinner Ladies’ – Pamela Butchart Writing – Describing using the 5 senses Spelling Practice Maths – Divide by 100 ($\div 100$) Science – How do we classify the diet of animals?
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READING Tuesday 26th January 2021 – ‘Attack of the Demon Dinner Ladies’ – Pamela Butchart’



Izzy and her friends have never liked school dinners. Just recently, things have been a bit strange as the dinner ladies are wearing a new uniform and have new rules. When the lollipop man tells them that the new dinner lady has been here before, the children start to investigate.

TASK 1 - READING:

Watch footballer **Jessie Lingard** read **extract 1** from *Attack of the Demon Dinner Ladies* by scanning the QR code or read the extract below.

EXTRACT 1:

It all started on a Friday when we were on our way to school dinners.

We were walking down the stairs and that's when Maisie said, 'That's weird. I still can't smell it.'

*And it WAS weird because Maisie meant that she couldn't smell the SHEPHERD'S PIE and Maisie ALWAYS smells the shepherd's pie before we get to the dining hall when it's Shepherd's Pie Day. And we all knew that it was **definitely** Shepherd's Pie Day because it was Friday, and the dinner ladies hadn't served it yet this week, and they ALWAYS serve it at LEAST once a week, even though it's stinking.*

*When we got to the dining hall me, Jodi, Zach and Maisie sat down at the Packed Lunch Table because we had packed lunches that day because we all hate the shepherd's pie and Maisie is actually **terrified** of it.*

*One time, Mrs. Kidd (the evil dinner monitor), tried to make Maisie eat the shepherd's pie and Maisie **fainted** head first into it because Maisie faints most of the time when she's scared.*

WORD / PHRASE	DEFINITION
<i>definitely</i>	Something that WILL happen
<i>terrified</i>	Extremely scared or fearful
<i>fainted</i>	To pass out or lose consciousness for a short time

TASK 2 – Impression Reflection:

What do you think or know about the characters now you have read this extract?

Look at the word / phrase that describes Maisie and then find some evidence from the extract that proves your point. **Complete the table below**

Impression:	How I know (evidence from the text)
Maisie was confused	'That's weird. I still can't smell it'
Maisie did not enjoy shepherd's pie	
Mrs Kidd is not a nice character	



WRITING Tuesday 26th January 2021 – Describing using the 5 senses



Recap -What features must we include in a setting description? Discuss with an adult or write your thoughts in your exercise book.

Today you will be looking at how the **5 senses** are used in setting descriptions and generating some of your own descriptive sentences using the 5 senses.

What are the 5 senses?

Our 5 senses are: **see, touch, smell, hear, taste**

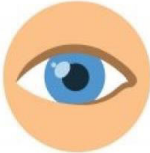




We use our 5 senses when describing settings to give the reader a detailed picture in their head of what the setting is like.

5 Senses



TASK 1 – Senses Examples

Here are some examples from the model texts you looked at yesterday that use the 5 senses to describe. Read through these carefully and **highlight them in the texts below, labelling each sense** (look at the examples to help you). Try and use a different colour for each sense.

SENSE	The Never-ending forest	Abandoned?
SEE 	<ul style="list-style-type: none">• my torch flickered• Everything went dark• lightening ripped across the sky like ferocious knives• the trees started to cast towering shadows	<ul style="list-style-type: none">• Total darkness everywhere• The broken gates were open• the night sky was lit up by flashes of electricity
HEAR 	<ul style="list-style-type: none">• I crept through the deserted, silent forest• birds cried out in fear• Beneath my feet, twigs and dead leaves made a deafening, violent crunch	<ul style="list-style-type: none">• All around was silent and still• creaking loudly in the icy wind• a single cry from above
SMELL 	<ul style="list-style-type: none">• The smell of burning, rotten wood flew through the air	<ul style="list-style-type: none">• filled with the smell of neglect and sadness
TOUCH / FEEL 	<ul style="list-style-type: none">• I thought I could feel something behind me• My heart pounded in my chest• My body began to shake	<ul style="list-style-type: none">• walls were plastered with different materials• The air, which was cool and misty
TASTE 	<ul style="list-style-type: none">• the falling raindrops left a worrying taste in my mouth.	<ul style="list-style-type: none">• A taste of fear lingered all around like an aggressive ghoul

The Never-ending Forest

hear

Anxiously, I crept through the deserted, silent forest. I thought I could feel something behind me, but when I looked back, not a soul was there.



As the path reached deeper and deeper into the mysterious woods, my torch flickered and eventually turned off. Everything went dark, but I stumbled on, feeling my way around, finding new paths that would hopefully lead me out, in my desperate attempt to escape this nightmare that I feared would never end. My heart pounded in my chest, like it was trying to escape. My body began to shake as the lightning ripped across the sky like ferocious knives.

See

See

hear

As I continued my journey, the trees started to shiver and the birds cried out in fear as they flew from their nests. The smell of burning, rotten wood flew through the air, spreading its vile smell all around me. Beneath my feet, twigs and dead leaves made a deafening, violent crunch as my never-ending journey carried on. With every step forward, the falling raindrops left a worrying taste in my mouth.

When I turned the next corner, the trees stopped shivering and everything went deadly silent. I was scared that if I took one tiny step I would wake up the whole world. I didn't move, but as the trees started to cast towering shadows over me my whole body began to tremble. I was desperate to move but I didn't dare disturb the peace that the forest had created...just in case something was waiting for me.

Abandoned?

hear



It was midnight. All around was silent and still. Total

darkness everywhere. A grimy cobweb flew off the

peculiar gatepost like a piece of cotton wool floating in the damp air. The

broken gates were open, creaking loudly in the icy wind. On either side were

eerie gargoyles, who were watching over the grounds like hawks. Suddenly,

without warning, the night sky was lit up by flashes of electricity. The lightning

cut through the sky like ferocious knives. The house was dark and gloomy. It had

narrowed broken windows and an open wooden doorway, it looked abandoned

but it couldn't be, a light was on in the attic room. Was something there?

Through the open, groaning door was a long and winding corridor. The walls

were plastered with different materials that lead to an abandoned library.

Within the library stood a wooden, spiral staircase, which twisted into eerie

shadows. A taste of fear lingered all around like an aggressive ghoul. Empty,

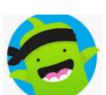
dust-ridden bookshelves rose towards the strange ceiling and their books were

scattered amongst the filthy, dusty floor. The air, which was cool and misty, was

filled with the smell of neglect and sadness. Not a sound could be heard, apart

from a single cry from above.

see



Look at the examples on Dojo at the end of the day and add any that you missed to your annotated sheets.

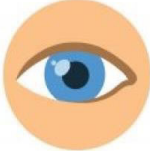




TASK 2 – Senses Description

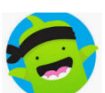
Now you have identified the different examples of the senses from the model text, have a go at writing your own sentences, using your senses, about the setting image to the right. Use the examples in the model texts to help you write your own.



Checklist:

- Exciting adjectives (describing words)
- Different sentences openers (use the text to help you)
- Capital letters and full stops.

SEE 	<hr/> <hr/> <hr/>
HEAR 	<hr/> <hr/> <hr/>
SMELL 	<hr/> <hr/> <hr/>
TOUCH / FEEL 	<hr/> <hr/> <hr/>
TASTE 	<hr/> <hr/> <hr/>



Send a picture of your sentences over Dojo so that I can share it with others on Class Story.

Spellings:

suffix **-ly**

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

If the *root* word ends in a '**y**', change the '**y**' to an '**i**' and then add '**ly**'

<u>ROOT WORD</u>	<u>ADVERB</u>
------------------	---------------

angry + ly	= angrily
-------------------	-----------

happy + ly	=
-------------------	---

easy + ly	=
------------------	---

fussy + ly	=
-------------------	---

funny + ly	=
-------------------	---

greedy + ly	=
--------------------	---

merry + ly	=
-------------------	---

crazy + ly	=
-------------------	---

heavy + ly	=
-------------------	---

Handwriting practice lines consisting of 12 horizontal blue lines and a vertical red margin line on the left side.

MATHS – Tuesday 26th January - Divide by 100 ($\div 100$)

STARTER – Times Table Practice:

$6 \times 12 = \underline{\quad}$

$6 \times 11 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

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

$6 \times 10 = \underline{\quad}$

$7 \times 6 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

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

$10 \times 6 = \underline{\quad}$

$6 \times 1 = \underline{\quad}$

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

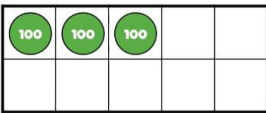
$6 \times 2 = \underline{\quad}$

$12 \times 6 = \underline{\quad}$

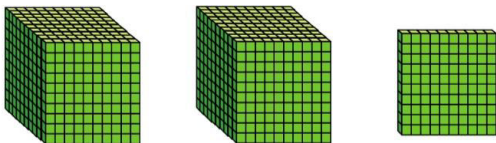
$4 \times 6 = \underline{\quad}$

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

Use these examples to help you with your work today:

 $300 \div 100 = \underline{3}$
 $300 = 3 \text{ groups of } 100$

$2,100 \div 100 = \underline{21}$



$2,100 = 2 \text{ thousands} + 1 \text{ hundred}$
 $1 \text{ thousand} = 10 \text{ hundreds}$
 $2 \text{ thousands} = 20 \text{ hundreds}$
There are 21 hundreds altogether.
 $2,100 = 21 \text{ groups of } 100$

Th	H	T	O
4	1	0	0
		4	1

$\div 100$ $\div 100$

$4,100 \div 100 = 41$

Digits move 2 places to the RIGHT \rightarrow .

Main Activity:

Follow the link <https://vimeo.com/475385464> or scan the QR Code to watch the video explaining how to divide by 100.



- 1 There are 400 pins altogether.

The pins are packed in jars of 100

How many jars are there?



- 2 Complete the calculations.

a) $700 \div 100 =$ d) $7,000 \div 100 =$

b) $800 \div 100 =$ e) $8,000 \div 100 =$

c) $200 \div 100 =$ f) $= 2,000 \div 100$

- 3 a) Teddy makes 2,300 using base 10



Complete the sentences.

$2,300 = 2$ thousands + hundreds

1 thousand = hundreds

2 thousands = hundreds

Teddy has hundreds altogether.

$2,300 \div 100 =$

I will make groups of 100



- 4 One hundred 1p coins is equal to £1

a) Dexter has seven hundred 1p coins.

How many £1 coins is this equal to?

b) Aisha has seven thousand 1p coins.

How many £1 coins is this equal to?

c) Jack has 170 1p coins.

He says, "This is the same as £17"

Is Jack correct? _____

How do you know?

He is correct because _____

5

Complete the number sentences.

a) $40 \div 10 = \square$

$400 \div 10 = \square$

$400 \div 100 = \square$

$4,000 \div 100 = \square$

b) $80 \div 10 = \square$

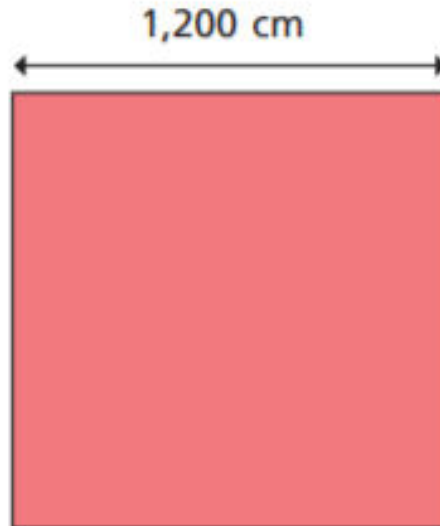
$800 \div 10 = \square$

$800 \div 100 = \square$

$8,000 \div 100 = \square$

6

The side length of a square is 1,200 cm.



a) What is the perimeter of the square in metres?

How do we classify the diets of animals?




In this lesson we will learn the difference between carnivores, herbivores and omnivores and classify organisms into a Venn diagram.



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

<https://classroom.thenational.academy/lessons/how-do-we-classify-the-diets-of-animals-6rup2c>

SCAN ME

KEY VOCABULARY		
<p>herbivore</p>  <p>An animal that eats only plants</p>	<p>carnivore</p>  <p>An animal that eats only other animals</p>	<p>omnivore</p>  <p>An animal that eats both plants and animals</p>
Organisms	A living animal, plant or single cell life form (e.g. bacteria)	

Suffix '-vore' means to EAT!

TASK 1 – Introductory Quiz:

Follow the link to the quiz which will help you to check any previous learning on this topic and recap anything that you may have forgotten.

TASK 2:

1. Name 3 examples of organisms that are herbivores:

a. _____

b. _____

c. _____

2. Why do some herbivores have a special digestive system?

3. Why are carnivores sometimes called meat-eaters?

TASK 3:

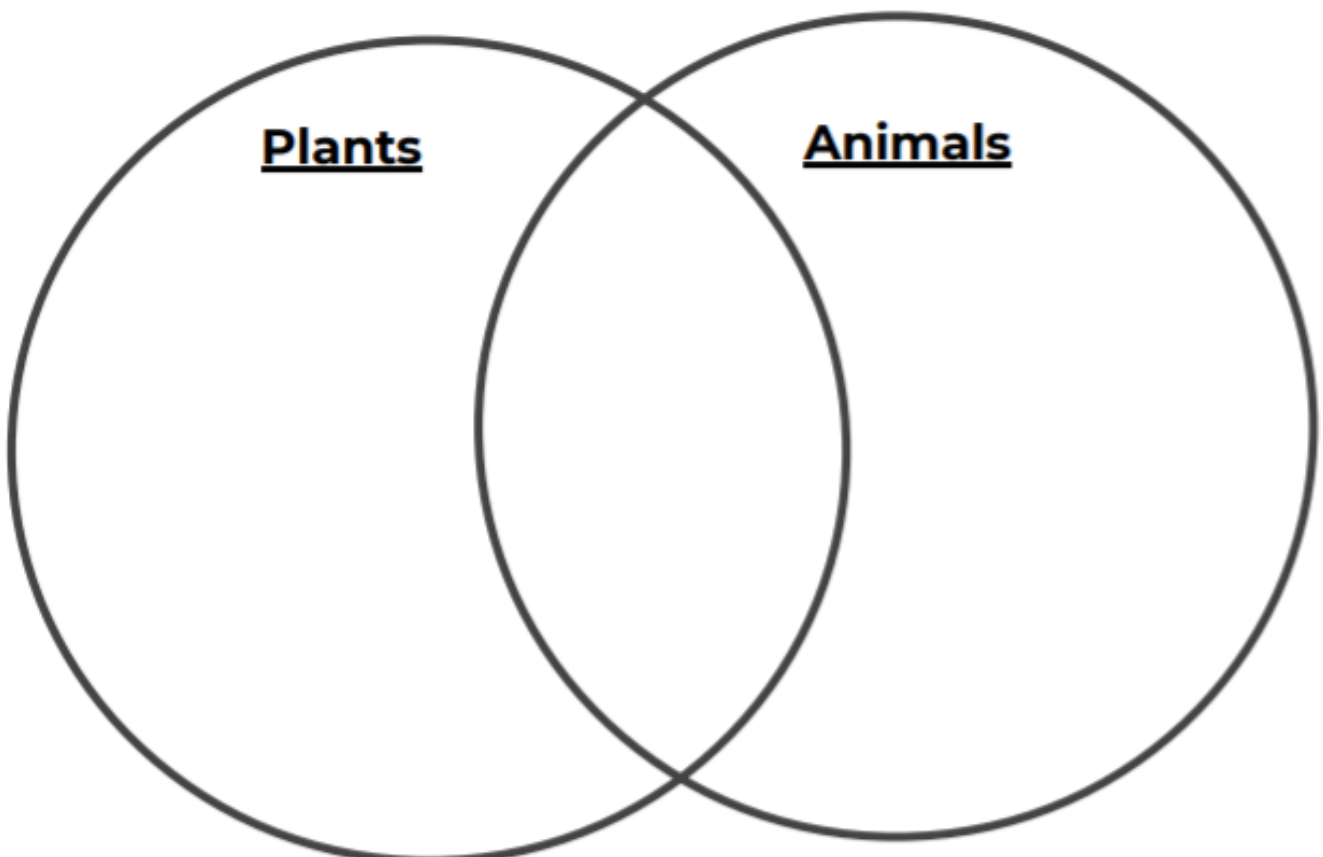
Tick which animals in the table are carnivores, herbivores or omnivores.

Animal	Carnivore	Herbivore	Omnivore
Human			
Spider			
Rabbit			
Bear			

TASK 4:

Place these organisms in your Venn diagram

Organism	Bear	Robin	Goat	Leopard
Diet	<ul style="list-style-type: none">• Berries and nuts• Insects	<ul style="list-style-type: none">• Berries• Worms	<ul style="list-style-type: none">• Grass• Flowers	<ul style="list-style-type: none">• Monkeys• Antelope
Organism	Squirrel	Giraffe	Snail	Eagle
Diet	<ul style="list-style-type: none">• Fruits and nuts• Insects	<ul style="list-style-type: none">• Leaves	<ul style="list-style-type: none">• Fruits• Leaves	<ul style="list-style-type: none">• Birds• Snakes



Wednesday

Reading – ‘Attack of the Demon Dinner Ladies’ – Pamela Butchart’

Writing – Expanded noun phrases

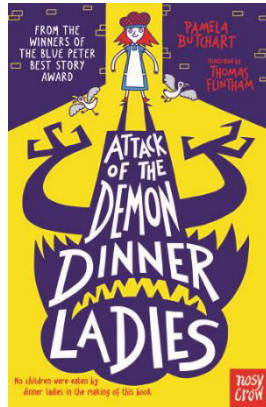
Handwriting Practice

Maths – Multiplying by 1 and 0

PE – Burpees Challenge

Computing – NASA Moon to Mars

READING Wednesday 27th January 2021 – ‘Attack of the Demon Dinner Ladies’ – Pamela Butchart’



Izzy and her friends have never liked school dinners. Just recently, things have been a bit strange as the dinner ladies are wearing a new uniform and have new rules. When the lollipop man tells them that the new dinner lady has been here before, the children start to investigate.

TASK 1 - READING:

Watch footballer **Jessie Lingard** read **extract 1** from *Attack of the Demon Dinner Ladies* by scanning the QR code or read the extract below.

EXTRACT 1:

It all started on a Friday when we were on our way to school dinners.

We were walking down the stairs and that’s when Maisie said, ‘That’s weird. I still can’t smell it.’

And it WAS weird because Maisie meant that she couldn’t smell the SHEPHERD’S PIE and Maisie ALWAYS smells the shepherd’s pie before we get to the dining hall when it’s Shepherd’s Pie Day. And we all knew that it was definitely Shepherd’s Pie Day because it was Friday, and the dinner ladies hadn’t served it yet this week, and they ALWAYS serve it at LEAST once a week, even though it’s stinking.

When we got to the dining hall me, Jodi, Zach and Maisie sat down at the Packed Lunch Table because we had packed lunches that day because we all hate the shepherd’s pie and Maisie is actually terrified of it.

One time, Mrs. Kidd (the evil dinner monitor), tried to make Maisie eat the shepherd’s pie and Maisie fainted head first into it because Maisie faints most of the time when she’s scared.

TASK 2 – VOCABULARY QUESTIONS

1. Find and copy **two words** that are used to describe what the children think of the shepherd’s pie.

2. Why was it described as **weird** that they could not smell the shepherd’s pie?

It was described as weird because _____

3. Find and copy a group of words in the last paragraph that shows how Maisie reacts when she is afraid:

Do not forget to share your answers with us on ClassDojo.



WRITING Wednesday 27th January 2021 – Expanded noun phrases



Expanded noun phrase – In today's lesson we will be looking at expanded noun phrases so that we can include these in our setting descriptions. Before watching the video, can you think of some expanded noun phrases from our work in the Autumn term?



What is an expanded noun phrase? Watch the video to find out!

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f>

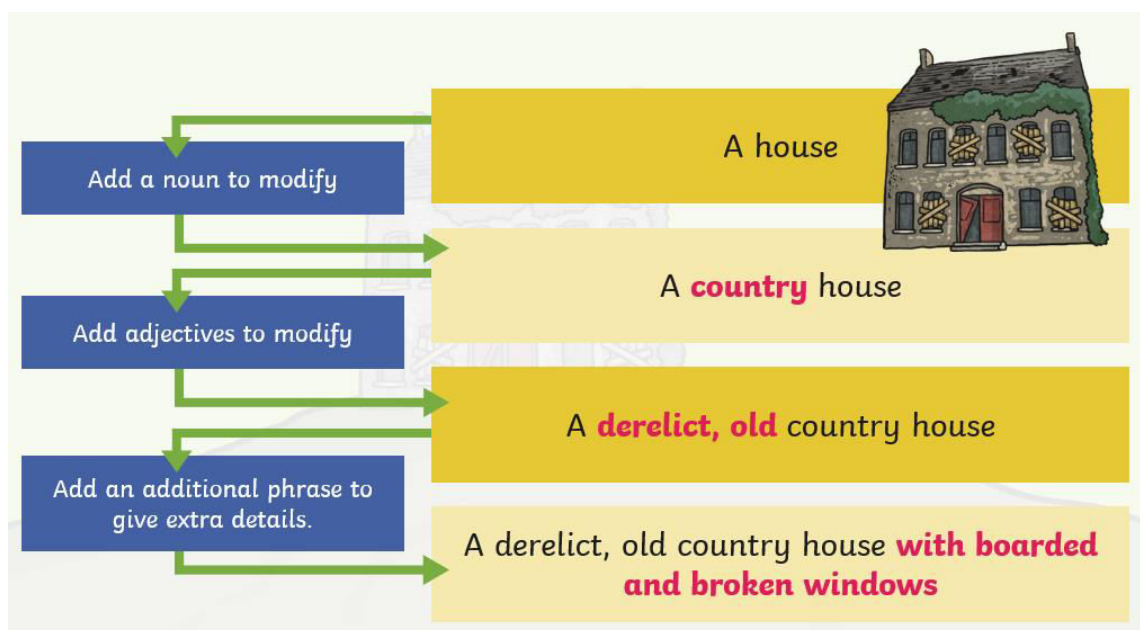
What Is an Expanded Noun Phrase?

An expanded noun phrase gives much more detail than a simple noun phrase, for example. It is where we add **one or more adjectives** to describe the **noun** (person, object or place).

Expanded noun phrase

An expanded noun phrase adds more detail to the noun by adding one or more **adjectives**. An adjective is a word that describes a noun.

For example: **a huge tree, some colourful sweets, the large, royal castle**



EXAMPLE:

Her heart raced.

STEP 1) Add one adjective:

Her **aggressive** heart raced.

STEP 2) Add another adjective (remember to add a comma in between the two adjectives)

Her **aggressive, wild** heart raced.

STEP 3) Add an additional phrase onto the end of the sentence to give extra details.

Her **aggressive, wild** heart raced **as she stepped into the haunted castle.**

TASK – Creating Expanded Noun Phrases:

Using the examples you have just looked at, and the word bank on the next page, follow the steps to expand these noun phrases.

STEP 1) Add one adjective:

STEP 2) Add another adjective (remember to add a comma in between the two adjectives)

STEP 3) Add an additional phrase onto the end of the sentence to give extra details.

Ahead was a forest.

1) Ahead was a _____ forest.

2) Ahead was a _____, _____ forest.

3) Ahead was a _____, _____ forest _____

The trees swayed.

1) The _____ trees swayed.

2) The _____, _____ trees swayed.

3) The _____, _____ trees swayed _____

Lights flickered.

1) _____ lights flickered.

2) _____, _____ lights flickered.

3) _____, _____ lights flickered _____

Footsteps echoed.

1) _____ footsteps echoed.

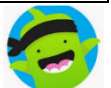
2) _____, _____ footsteps echoed.

3) _____, _____ footsteps echoed _____

WORD BANK

Footsteps 	Heavy, nervous, strong, brave, frightened, peculiar, stealthy, lonely, weak, reluctant, cautious
Forest 	Unusual, dead, overgrown, strangling, silent, thick, damp, bare, savage, dangerous
Trees 	Dreadful, towering, eerie, violent, ancient, gnarled, overhanging, shadowy, depressing, unwelcoming
Light (bright)	Blinding, powerful, fiery, strong, heavenly, dazzling
Light (dim)	Dim, faded, feeble, dull, weak
Echo 	Ear-bleeding, whispered, mysterious, hollow, empty, ghostly, dull, strange, faint

Take a photograph of your expanded noun phrases and upload them onto Dojo so that we can share these with the class.



EXTENSION:

Using a setting of your choice, create your own expanded noun phrases using the steps form today:

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

HANDWRITING – Wednesday 27th January 2021

Trace and copy the pattern. Say the sound.

sh sh

Finish the words.

Choose one of the *sh* words and write it in each space.

pu and

spli and

scream and

could and



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

MATHS – Wednesday 27th January – Multiplying by 1 and 0

STARTER – Times Table Practice:

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

$7 \times 6 = \underline{\quad}$

$6 \times 9 = \underline{\quad}$

$18 \div 6 = \underline{\quad}$

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

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

$8 \times 6 = \underline{\quad}$

$6 \times 1 = \underline{\quad}$

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

$54 \div 6 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$30 \div 6 = \underline{\quad}$

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

$11 \times 6 = \underline{\quad}$

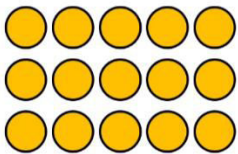
$6 \times 11 = \underline{\quad}$

Use these examples to help you with your work today:

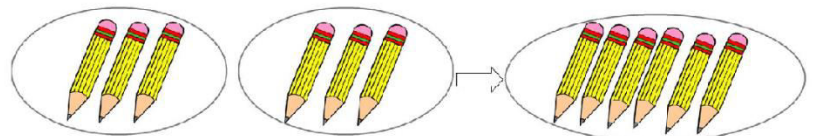
When there are **2 factors** and one of the factors is 1, the product is equal to the other factor.



$5 \times 1 \times 3$



When there are **3 factors** and one of the factors is 1, the product is equal to the product of the other factors.



$2 \times 3 = 6$

FACTORS

PRODUCT

Main Activity:

Follow the link <https://vimeo.com/475452114> or scan the QR Code to watch the video explaining how to multiply by 1 and 0.

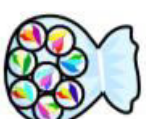


- 1 Write a multiplication to work out the total number of strawberries.



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

- 4 How many marbles are there in total?



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



- a) How many flowers are in each vase?
- b) How many flowers are there in total?

Complete the calculation.

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

- 5 Complete the calculations.

a) $3 \times 1 = \square$

e) $1 \times \square = 4$

b) $1 \times 3 = \square$

f) $1 \times \square = 14$

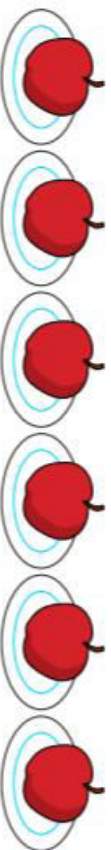
c) $7 \times 1 = \square$

g) $12 \times \square = 0$

d) $7 \times \square = 0$

i) $1 \times \square = 31$

- 3 Circle the calculation that works out the number of apples.



6×0

6×1

6×2

- 6 What could the missing number be?

$0 \times \square = 0$

Explain how you know.

The answer could be _____ because _____

7

a) Circle all the calculations that have an answer of zero.

39×1

95×0

178×0

4×1

0×16

8×0

0×0

42×1

b) How did you work out which calculations to circle?

8

Eva and Mo are working out some multiplication problems.

a)



$1 \times 8 = 9$

What mistake has Eva made?

b)

$12 \times 0 = 12$



What mistake has Mo made?

9

Work out these multiplications.

a) $2 \times 1 =$

b) $8 \times 1 =$

$1 \times 4 =$

$8 \times 1 \times 2 =$

$2 \times 4 \times 1 =$

$8 \times 1 \times 3 =$

What pattern do you notice in each part?

Talk about it with a partner.

c) What multiplication would come next in part b)?

\times \times $=$

60 Second Challenge

Burpees

Do you keep trying even when you want to give up?

The Physical Challenge

How many burpees can you complete in 60 seconds?

Make sure you extend your legs back once you have lowered yourself to the ground.

#StayHomeStayActive



Equipment

Just yourself and enough space on the floor!

If you find it tough do not perform the leg extensions.

Achieve Gold

30 burpees



Achieve Silver

20 burpees



Achieve Bronze

10 burpees

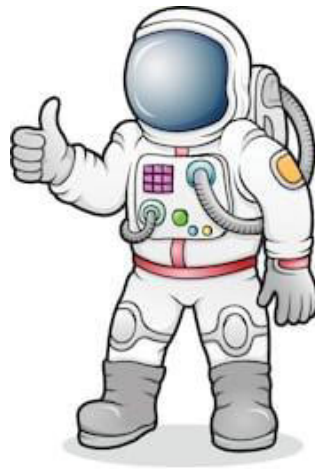


Share some pictures and videos of you completing the challenge and share these with us in ClassDojo and we will see if we have an overall winner for the class!


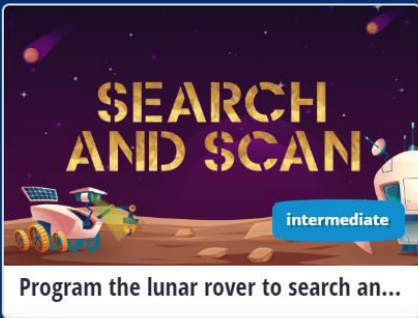






COMPUTING Wednesday 28th January 2021 – NASA Moon to Mars

Explore NASA's exciting new efforts to reach the Moon and then Mars. Design your own animated mission patch, imagine your life as an Artemis astronaut on the Lunar Gateway, and more. Beginners can try step-by-step tutorials, while experienced programmers can create your own original projects with block or text coding.



<https://www.tynker.com/hour-of-code/nasa-moon-2-mars>

 <p>LUNAR TEST DRIVE</p> <p>beginner</p> <p>Take your lunar rover on a test drive!</p>	 <p>SEARCH AND SCAN</p> <p>intermediate</p> <p>Program the lunar rover to search an...</p>	 <p>ROVER RELAY</p> <p>advanced</p> <p>Control a squad of rovers to explore ...</p>
 <p>TELL YOUR LUNAR GATEWAY STORY</p> <p>intermediate</p> <p>Explore life as an Artemis astronaut ...</p>	 <p>JS JavaScript</p> <p>TELL YOUR LUNAR GATEWAY STORY</p> <p>advanced</p> <p>Explore life as an Artemis astronaut ...</p>	 <p>DESIGN A MISSION PATCH</p> <p>beginner</p> <p>Combine your artistic skills with codi...</p>

Thursday	Reading – ‘Attack of the Demon Dinner Ladies’ – Pamela Butchart Writing – Fronted Adverbials Spelling Practice Maths – The 3 times table PSHE - My Hopes and Dreams RE – What Matters to Jewish People?
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TASK 1 - READING:

Watch footballer **Jessie Lingard** read **extract 2** from *Attack of the Demon Dinner Ladies* by scanning the QR code or read the extract below.

EXTRACT 2:

Maisie wouldn't stop screaming about the EYEBALL WATER being on her sleeve so I had to take her jumper off and give her mine to wear so she wouldn't faint, even though my jumper was FAR too big for her.

That's when Jodi said, 'Do you think they were real eyes?' And I gave Jodi a LOOK because I had just managed to calm Maisie down and didn't want her to go all wobbly again.

But then Maisie said it was OK to talk about the eyes, because she wanted to know what was going on so she could decide if she needed her mum to write her a note to say she wasn't allowed to go to the dining hall ever again.

Zach said that the eyes had looked like tiny black, beady animal eyes and we all agreed that they had.

And Jodi said that they were probably COCKROACH EYES. And then Maisie had to put her head between her knees for ages until she started breathing normally again.

Nobody was sure what to do next so we decided to wait until lunch the next day to see if the eyes were in our water jug again.

WORD / PHRASE	DEFINITION
Beady	Very small and round

TASK 2 – RETRIEVAL QUESTIONS:

1. Tick one box in each row to show whether each statement is **fact** or **opinion**.

	Fact	Opinion
The eyes were cockroach eyes		
Maisie put her head between her knees to calm herself down		
The eyes were black, beady animal eyes		

2. Why did Maisie change her mind and say it was OK to talk about the eyes?

3. According to the text, what were they going to do the next day?

Do not forget to share your answers with us on ClassDojo.



WRITING Thursday 28th January 2021 – Fronted Adverbials

Frontal adverbials – This week we have been looking at the features of a setting description. One of the features that we have discussed are fronted adverbials. Today we will be looking at these in more depth and creating our own examples.



at

Before you watch the video, can you think of any fronted adverbials? Write them down.

What is a fronted adverbial? Watch the video to find out!

TASK 1 – Thinking Time

What are adverbs?

An adverb is simply a word that **describes a verb** (an action or a doing word).

- He ate his breakfast **quickly**.

The word 'quickly' is an adverb as it tells us **how he ate (the verb) his breakfast**.

What are the adverbs in these sentences?

What do you notice about where they are placed?

1) Jagged, icy boulders protectively covered the murky entrance.

2) Aggressively, the horrific darkness filled the room.

The adverbs are **protectively** and **aggressively**.

What are fronted adverbials?

Adverbials are words or phrases that give more information to the sentence.

"I discovered fronted adverbials, earlier today."

'Earlier today' is the adverbial.

"**Earlier today**, I discovered fronted adverbials."

A fronted adverbial is when the adverbial word or phrase is moved to the front of the sentence, before the verb. So here, 'earlier today' is a fronted adverbial.



1) **Before the verb:**

Jagged, icy boulders **protectively** covered the murky entrance.

2) **Fronted Adverbials (at the start of the sentence)**

Aggressively, the horrific darkness filled the room.

Fronted adverbials are usually used for 3 reasons:

- 1) Adverbials of time (telling you WHEN something happened)
- 2) Adverbials of place (telling you WHERE something happened)
- 3) Adverbials of manner (telling you HOW something happened)

Fronted Adverbial Examples:

TIME (When)	PLACE (Where)	MANNER (How)
- In the blink of an eye, ... - Suddenly, ... - Before she could catch her breath, ... - Almost immediately, ...	- Above the treetops, ... - Beneath her feet, ... - In the distance, ... - In every possible direction, ... - Through the dense undergrowth, ... - Within the vast emptiness, ...	- Without warning, ... - Without a sound, ... - Anxiously, ... - Unexpectedly, ... - As their heart was beating in their chest, ...

TASK 2 – Adverbials of Time (WHEN)

Fronted adverbials can be used to describe time. They tell the reader when something takes place. For example:

In the blink of an eye, the darkness covered the forest.

The fronted adverbial in this sentence is '**In the blink of an eye**. because it tells the reader when the darkness covered the forest.

Use the word and phrases in the examples box (or come up with your very own) to complete the sentences below.

1. _____, the icy wind surrounded everything in sight.
2. _____, the branches of the trees grabbed at anything in the forest.
3. _____, the darkness of the cave went on forever.

TASK 3 – Adverbials of Manner (HOW)

Fronted adverbials can be added to a sentence to describe manner. They explain how something happens. For example:

Anxiously, I crept through the deserted, silent forest.

The fronted adverbial is '**Anxiously**' because it tells the reader how they crept through the forest. Use the word and phrases in the examples box (or come up with your very own) to complete the sentences below.

1. _____, the birds screamed in fear.
2. _____, her heart pounded within her chest.
3. _____, the night sky was lit up by flashes of electricity.

TASK 4 – Adverbials of Place (WHERE)

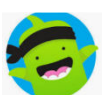
Fronted adverbials can also be used to describe location. They tell the reader where something takes place. For example:

Beneath my feet, twigs and dead leaves made a deafening crunch.

The fronted adverbial in this sentence is '**Beneath my feet**' because it tells the reader where the twigs and leaves made a crunch.

Use the word and phrases in the examples box (or come up with your very own) to complete the sentences below.

1. _____, the trees started to shiver.
2. _____, the falling raindrops left a worrying taste in my mouth.
3. _____, my torch flickered and eventually turned off.



Remember to share your examples of your fronted adverbials on Dojo so that I can share it with others on our Class Story.

SPELLINGS – Thursday 28th 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 '-ic', add '-ally'

basic + **ally** = basic**ally**

frantic + **ally** =

comic + **ally** =

energetic + **ally** =

scientific + **ally** =

terrific + **ally** =

enthusiastic + **ally** =

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

A writing area consisting of 15 horizontal blue lines and a vertical red margin line on the left side.

MATHS – Thursday 28st January – the 3 times table

STARTER – Times Table Practice:

$6 \times 12 = \underline{\quad}$

$48 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$6 \times 7 = \underline{\quad}$

$12 \times 6 = \underline{\quad}$

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

$9 \times 6 = \underline{\quad}$

$10 \times 6 = \underline{\quad}$

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

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

$42 \div 6 = \underline{\quad}$

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

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

$12 \div 6 = \underline{\quad}$

Use these examples 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

3	6	9	12	15	18	21	24	27	30	33	36
---	---	---	----	----	----	----	----	----	----	----	----

$1 \times 3 = 3$

$2 \times 3 = 6$

$3 \times 3 = 9$

$4 \times 3 = 12$

$5 \times 3 = 15$

$6 \times 3 = 18$

$7 \times 3 = 21$

$8 \times 3 = 24$

$9 \times 3 = 27$

$10 \times 3 = 30$

$11 \times 3 = 33$

$12 \times 3 = 36$

odd factor \times odd factor = odd product

even factor \times odd factor = even product

Main Activity:

Follow the link <https://vimeo.com/478518987> or scan the QR Code to watch the video explaining the 3 times table.



1 Complete the multiplications.

a)



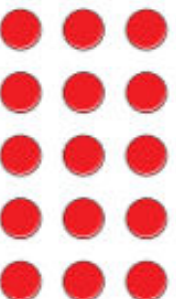
$$\square \times \square = \square$$

b)



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

2 Dani makes an array using counters.



Write two multiplication and two division facts represented by the array.

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

3 Complete the number sentences.

a) $6 \times 3 = \square$

d) $\square \div 3 = 5$

b) $3 \times \square = 27$

e) $12 \times 3 = \square$

c) $\square \div 11 = 3$

f) $\square \times 3 = 0$

4 Complete the number sentences.

a) $2 \times 3 = \square$

b) $6 = 3 \times \square$

$4 \times 3 = \square$

$12 = 3 \times \square$

$8 \times 3 = \square$

$18 = 3 \times \square$

What patterns do you notice?

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

a) $33 \div 11 \bigcirc 3$

d) $6 \times 3 \bigcirc 6 \div 3$

b) $27 \bigcirc 30 \div 3$

e) $3 \times 6 \bigcirc 18 \div 3$

c) $9 \div 3 \bigcirc 3 \times 6$

f) $0 \times 3 \bigcirc 3 \div 3$

- 6 Colour all the numbers in the 3 times-table.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What two patterns do you notice?

- 9 a) Complete the multiplications.

Are the answers odd or even? Tick your answer.

odd **even**

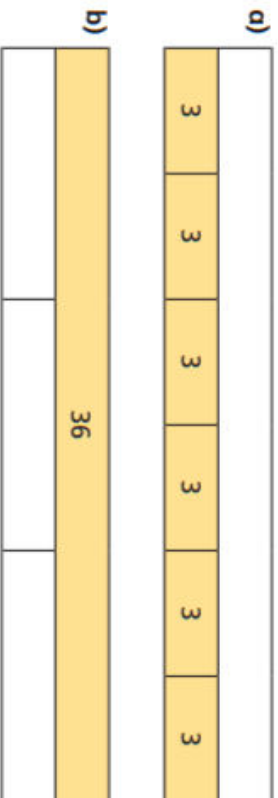
$1 \times 3 = 3$

$2 \times 3 =$

$3 \times 3 =$

$\times 3 = 12$

- 7 Work out the missing values in each bar model.



- 10 Use the fact that $12 \times 3 = 36$ to work out the calculations.

$13 \times 3 =$

$3 \times 15 =$

$14 \times 3 =$

$24 \times 3 =$

How did you work this out?

Did you find the answers in the same way as your partner?

- 8 Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers? _____

PSHE Thursday 14th January – My Hopes and Dreams

1. Hopes and Dreams

I can tell you about some of my hopes and dreams

I know how it feels to have hopes and dreams

In today's lesson, you are going to be thinking about your own hopes and dreams for the future and sharing these with us on ClassDojo.

Key Vocabulary

Hopes	A wish for something that you want to happen <i>I hope that I get to see all of my friends soon.</i>
Dreams	An idea of something that you would like to be or do in the future <i>My biggest dream is that I get to be a police officer when I am older.</i>

Task 1 – Famous Quote:

IF YOU CAN
DREAM IT,
YOU CAN
DO IT.

- WALT DISNEY

This is a very famous quote from Walt Disney.
What do you think he means by this quote?

I think it means _____



Task 2 – My own hopes and dreams:

Hopes & Dreams

Spend a bit of time thinking about your own hopes and dreams – not the dreams you have at night but the dreams you have for the future. Talk about your dreams with someone at home and then fill in the sheet below:

- *My dream is to become a fire fighter when I am older*
- *I want to be able to read difficult books by myself.*
- *I hope that I am able to travel the world*

My hopes and dreams for my family:	
My hopes and dreams for school:	
My hopes and dreams for my future	



Good luck, and remember to share your hopes and dreams with us on ClassDojo so that we can see how we can help you achieve these both in school and at home!

RE Thursday 14th January - What Matters to Jewish People?

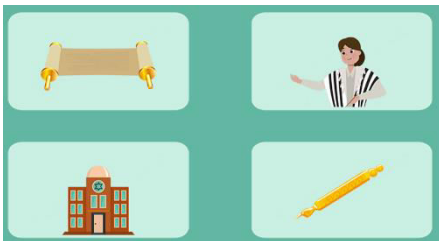
Scan the QR code or follow:

www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7



1. On the web page there is a labelling quiz. Try the quiz out. Can you label the items correctly?

Extension: Make a labelling quiz about Judaism for someone in your family to complete. Draw 4 items you have learnt about from this webpage. Write the correct names in the smaller boxes. Ask someone to draw the links between them. Can they get them right?



2. Read through the webpage. You will see a sign that says 'TAKE THE QUIZ!'. Try it out and see how many of the 5 quiz questions you can get right.

3. **Extension:** Write another quiz question about Judaism in the space below. Give 4 possible answers. One needs to be correct and the others need to be wrong. Who will you ask the question to?

4. You have learnt lots about Jewish people while you have been doing this work. Choose 2 things that you think are really important to Jewish people and draw and write about why you think they are important.

ITEM 1: _____	ITEM 2: _____

Friday

Reading – ‘Attack of the Demon Dinner Ladies’ – Pamela Butchart’

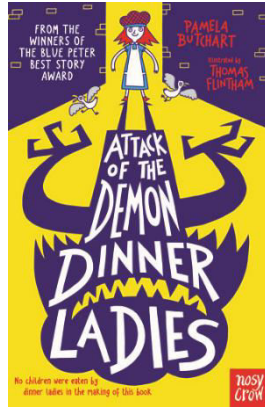
Writing – Show not tell description

Handwriting Practice

Maths – Multiply and divide by 3

Spanish – Spanish Colours

READING Friday 29th January 2021 – ‘Attack of the Demon Dinner Ladies’ – Pamela Butchart



Izzy and her friends have never liked school dinners. Just recently, things have been a bit strange as the dinner ladies are wearing a new uniform and have new rules. When the lollipop man tells them that the new dinner lady has been here before, the children start to investigate.

TASK 1 - READING:

Watch footballer **Jessie Lingard** read **extract 2** from *Attack of the Demon Dinner Ladies* by scanning the QR code or read the extract below.

EXTRACT 2:

Maisie wouldn't stop screaming about the EYEBALL WATER being on her sleeve so I had to take her jumper off and give her mine to wear so she wouldn't faint, even though my jumper was FAR too big for her.

That's when Jodi said, 'Do you think they were real eyes?' And I gave Jodi a LOOK because I had just managed to calm Maisie down and didn't want her to go all wobbly again.

But then Maisie said it was OK to talk about the eyes, because she wanted to know what was going on so she could decide if she needed her mum to write her a note to say she wasn't allowed to go to the dining hall ever again.

Zach said that the eyes had looked like tiny black, beady animal eyes and we all agreed that they had.

And Jodi said that they were probably COCKROACH EYES. And then Maisie had to put her head between her knees for ages until she started breathing normally again.

Nobody was sure what to do next so we decided to wait until lunch the next day to see if the eyes were in our water jug again.

Inference Questions

1. Why do you think some of the words in this extract and in extract 1 are written in capital letters? What is the author trying to do?

2. **Maisie** was feeling **frightened** in this extract... Give **two** pieces of evidence from the text, which suggest this.

3. What caused Maisie to have this reaction?

She was frightened because _____

Do not forget to share your answers with us on ClassDojo.



WRITING Friday 29th January 2021 – Show not tell description

Show not tell description – In today's lesson we will be looking at **Show not tell description** so that we can include these in our setting descriptions. Before watching the video, can you think of some expanded noun phrases?



What is a show not tell description? Watch the video to find out!

<https://www.youtube.com/watch?v=N4RthqSOcR0>

What is 'Show not tell' description?

In real life we learn about people from their clothes and belongings as well as from the things they tell us. We understand someone's mood from their facial expressions, movements and tone of voice – we don't need someone to tell us they are in a bad mood...we can usually figure it out from the way they are shouting!

It is the same when you read. Instead of **telling** your readers everything about a character, try to **show** them instead.

For example:

- **Telling** - *The woman walked into the room looking intimidating and angry.*
- **Showing** - *The woman stormed into the room, her black coat flying behind her. Her scowl was fierce as she scanned the room. Her piercing eyes settled on Sarah.*

TASK 1 – Matching Show Not Tell Descriptions

Carefully read the **exciting** 'show' descriptions and match them to the **boring** 'tell' descriptions.

SHOW

Her heart raced relentlessly in her chest.

As her eyes welled up, a deep pain raged in her stomach.

His jaw dropped to the floor as his entire body froze.

He pursed his lips and clenched his fists into tight balls.

TELL

He was shocked.

He was angry.

The girl was scared.

She felt sad.

TASK 2 – Creating show not tell description sentences

Complete the table below, making sure that you SHOW the feeling instead of TELLING.

Remember to try and include:

- *Expanded noun phrases*
- *Fronted adverbials*
- *5 senses description*

TELL	SHOW NOT TELL – Describe how it affects people, places or things.
It was foggy.	<i>As the mist wrapped itself around her like a python, Sarah shivered.</i>
It was dark.	<hr/> <hr/>
The birds screeched.	<hr/> <hr/>
He was scared.	<hr/> <hr/>
She was nervous.	<hr/> <hr/>



Remember to share your examples of your show not tell on Dojo so that I can share it with others on our Class Story.

HANDWRITING – Friday 29th January 2021

Trace and copy the patterns. Say the sounds.

si *su* *se* *sp* *sm*

Write two words which begin with each letter pattern.

si _____

se _____

su _____

sm _____

sp _____

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 large writing area consisting of 15 horizontal blue lines. A vertical red line runs down the left side of the area, creating a margin. The lines are evenly spaced and extend across the width of the page.

MATHS – Friday 29th January – Multiply and divide by 3

STARTER – Times Table Practice:

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

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

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

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

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

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

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

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

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

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

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

$9 \times 6 = \underline{\quad}$

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

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



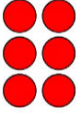
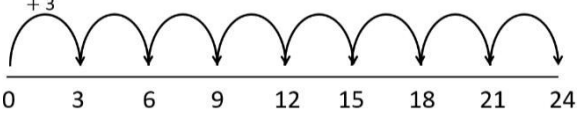
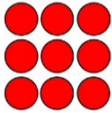
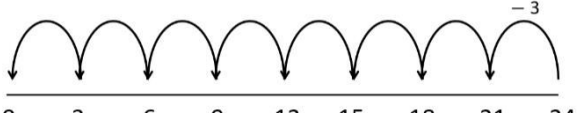
$4 \times 5 = \underline{\quad}$

$6 \times 12 = \underline{\quad}$

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

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

Use these examples to help you with your work today:

MULTIPLYING BY 3	DIVIDING BY 3	
 $1 \times 3 = 3$ $3 \times 1 = 3$	<p>A baker has 24 tarts. She puts 3 tarts into each box. How many boxes can she fill?</p>  $24 \div 3 = 8$	
 $2 \times 3 = 6$ $3 \times 2 = 6$		
 $3 \times 3 = 9$		

Main Activity:

Follow the link <https://vimeo.com/478514773> or scan the QR Code to watch the video explaining multiplying and dividing by 3.



MULTIPLY BY 3:

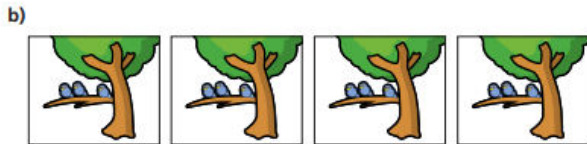
1 Complete the sentences.



There are equal groups of

+ + + + + =

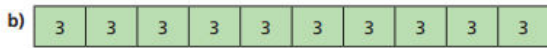
× =



There are equal groups of

= + + +

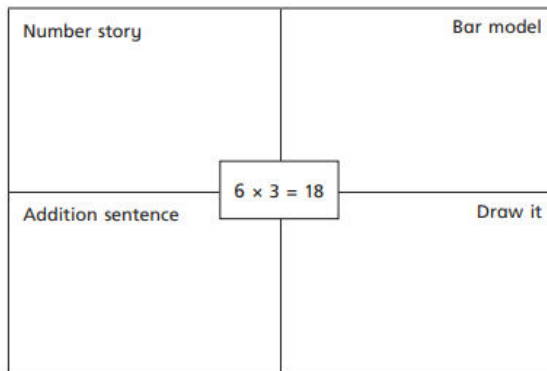
= ×



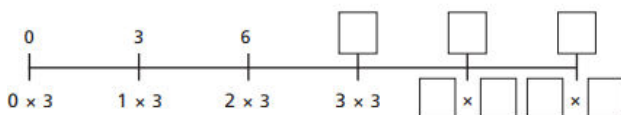
× =

× =

3 Complete the diagram.



4 Complete the number line.



c)



There are equal groups of

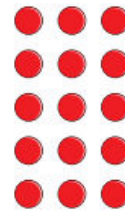
+ + + + + + =

× =

Could you write the number sentences in a different way?

2 Write two multiplication sentences for each part of the question.

a)



× =

× =

5



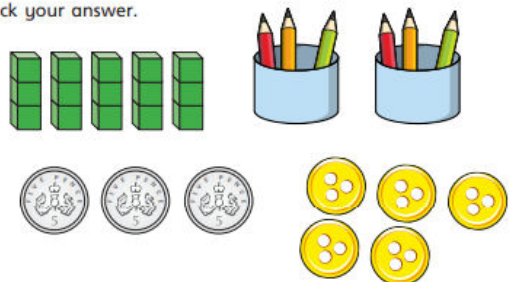
6 lots of 3
is 6 more than
5 lots of 3

Do you agree with Dora? _____

Explain why.

6 Which is the odd one out?

Tick your answer.

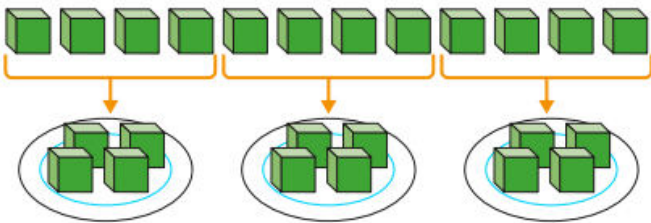


Explain your answer.

Is there more than one answer?

DIVIDE BY 3:

1



Complete the sentences.

There are 12 cubes.

There are plates.

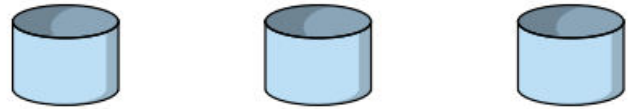
Each plate has cubes.

12 divided into equal groups is

2

Mo has 15 pencils.

He shares them equally into 3 pots.



How many pencils will there be in each pot?

There will be pencils in each pot.

3

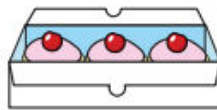
Divide 18 counters into groups of 3 counters.

Draw a picture to show what this would look like.

4

There are 27 cakes.

A box can hold 3 cakes.



How many boxes of 3 cakes can be filled?

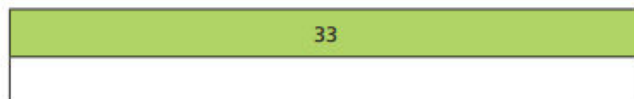
Use the number line to help you.



boxes of 3 cakes can be filled.

5

Complete the bar model for the division $33 \div 3 = 11$



Is there more than one way to do this?

6

Complete the division statements for each problem.

a) Esther has 21 balloons.

She puts them into 3 party bags.

How many balloons are in each party bag?

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

SPANISH Friday 15th January 2021 – Spanish Colours



TASK 1:

Follow the link or scan the QR code to learn the colours in Spanish.

<https://www.youtube.com/watch?v=9gyGENGd9pY>

Watch the video and practice your pronunciation.

Further practice – click on the colour, listen and repeat.

<https://www.thinglink.com/scene/1101294229591687170>

TASK 2:



Can you match the correct words to the colours in Spanish? Please share some videos on ClassDojo of you naming the colours of objects in your home using Spanish!

Match the word to the correct colour:

verde



gris



rojo



rosa



marrón



azul



naranja



negro



amarillo



blanco



morado



TASK 3:

Find the Spanish colours in the word search. Can you remember the English equivalent?

Los colores en español

b l a n c o a w e r t y
h ó j k l o u r o j o n
t y u m o r a d o n m l
i a h n a r a n j a t g
u i m d f g h j k n l r
u i j a h g ó t h e h i
r a f g r h t r w g b s
o z n h t i d w e r p k
s u h g j k l m n o p y
a l t y h j l l m n b c
o i m a r r ó n o b h ó
ó n h g t d e v e r d e

blanco
marrón
gris
amarillo

rojo
rosa
morado

verde
negro
naranja
azul

