Year 4 - PACK 1 - Week 5 – Week Beginning 01.02.2021

Monday	Reading – 'A Love Letter to the Stars' – Ruth Awolola Writing – Description recap and Similes Handwriting Practice Maths – 6 times table and division facts Thematic – How did the Romans conquer Britain?
Tuesday	Reading – 'A Love Letter to the Stars' – Ruth Awolola Writing – Personification Spelling Practice Maths – Multiply and divide by 6 Science – Why are producers so important?
Wednesday	Reading – 'A Love Letter to the Stars' – Ruth Awolola Writing – Using conjunctions to extend sentences Handwriting Practice Maths – Multiply and divide by 9 PE - Lights, Camera, Action & Cross the River
Thursday	Reading – 'A Love Letter to the Stars' – Ruth Awolola Writing – Planning a setting description Spelling Practice Maths – 9 times table and division facts Music - Body Percussion
Friday	Reading – 'A Love Letter to the Stars' – Ruth Awolola Writing – Short Writing Task - drafting a setting description Handwriting Practice Maths – Multiply and divide by 7 Art - Learn about Michelangelo and the ceiling painting in the Sistine Chapel

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 – 'A Love Letter to the Stars' – Ruth Awolola
	Writing – Description recap and Similes
	Handwriting Practice
	Maths – 6 times table and division facts
	Thematic – How did the Romans conquer Britain?

TASK 1 – Reading and listening:
Read along whilst you listen to Ruth Awolola perform her
poem by scanning the QR code or following the link:
https://vimeo.com/263683732

SCAN ME

A Love Letter to the Stars

I have always wanted to be nocturnal,
To Live by the light of the moon.
There's something about the stars – they're eternal.
I pray the sun sets soon.

Dreams and wishes and hope and light,
Placed perfectly in the sky.
I'll never understand the power of the night,
How it fills me with love or why?

There are things I hate about space,
It's far too big and unknown.
But it is my safe place,
I long to call it home.

I'm in love with the stars,
how they are mine and ours.

TASK 2 – Reading Responses:

What kind of text is this and how do you know?

This text is a _____. I know this because _____

_____

_____

TASK 3 – Rhyme Schemes:

Scan the QR code or follow this link to watch the video about rhyme scheme.

https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z83g2nb

Look at the first verse of our text 'A love letter to the star' below.
1. Label the words that rhyme with A or B (write it above the word).

I have always wanted to be nocturnal,

To Live by the light of the moon.

There's something about the stars – they're eternal.

I pray the sun sets soon.

2. What rhyme scheme can you see? The rhyme scheme is: ___ ___ ___ ___

Top Tips to help you:

- Rhyming words are usually at the end of a line.
- Reading it aloud or listening to the recording again will help you spot the rhyming words.

EXTENSION: Have a go at recording yourself reading the poem with expression and share this with us on ClassDojo.

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

Monday 1st February 2021 – Description recap and Similes

Last week we looked at a range of features that will help you to plan and write your own setting description this week – today you will be looking at similes!

TASK 1 - RECAP:
What are setting descriptions?
Watch the video by following the link below or scanning the QR code to revise what setting descriptions are.
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 - Features of a setting description revision
Last week you looked at: the 5 senses, expanded noun phrases, fronted adverbials and show not tell description.

Draw a line to match the feature to its correct explanation:

5 senses description	When a word phrase that describes time, place or manner is moved to the start of a sentence. **Aggressively, the horrific darkness filled the room.**
Expanded noun phrases	Where taste, smell, sight, hearing and touch are used to add description to a setting. **Everything went dark as I crept through the silence.**
Fronted adverbials	Describes what is happening in a setting / how a character feels without explaining **His jaw dropped to the floor as his entire body froze.**
Show not tell description	Where one or more adjectives are used to describe a noun: **Her aggressive, wild heart raced as she stepped into the haunted castle.**

What are similes?
A simile describes something by **comparing it to something else**, using like or as:
- The snake moved like a ripple on a pond.
- It was as slippery as an eel.
- Jess is as graceful as a gazelle.

Listen to me reading the setting description on Class Dojo and highlight the similes that appear in this description. The first one has been done for you (**there are 2 more**).

TOP TIP: Remember to look out for the comparison words '**like**' and '**as**'.

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 lightening cut through the sky as violently as 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?

TASK 4 – Completing similes
Complete the similes below. Think carefully about using exciting adjectives.

Bad example: The air was <u>as</u> cold <u>as</u> ice.

Good Example: The air was <u>as</u> cold <u>as</u> the icy depths of the ocean.

1. Raindrops fell down the window pane **like** _____

2. Smoke floated on the air **as** peacefully **as** _____

3. The surface of the water is as smooth <u>as</u> _____

4. The icicles pointed downwards <u>like</u> _____

5. The fog covered the city <u>like</u> _____

6. The clouds were <u>as</u> dark <u>as</u> _____

Using what you have looked at today using the descriptive device of similes, come up with your very own list of similes to describe the setting below (remember to use **like** and **as** to describe). Think about what you might see, hear, smell or feel.

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

Trace and copy the patterns. Say the sounds.

ea   *ear*

Sort and copy the words. Add one more in each column.

sounds like		sounds like
hear	*fear*	_head_
_____	*bread*	_____
_____	*tread*	_____
_____	*near*	_____
_____	*clear* *dear*	_____
_____	*spread*	_____
_____	*thread*	_____

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?

Times Table Grid

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Number Square

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150

MATHS – Monday 1st February 2021 – 6 times table and division facts

STARTER – Times Table Practice:

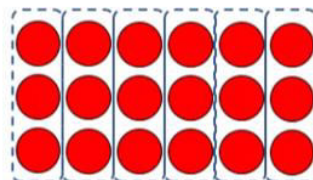Complete the circle by multiplying the number in the center by the middle ring to get the outer numbers.

a)

Middle ring: 1, 3, 9, 4; outer: 24; center: 3; outer left: 5

b)

Middle ring: 8, 7, 15, 12, 3; outer: 36; center: 3

c)

Outer: 27; middle ring: 8, 33, 7, 15; middle: 12; center: 3

d)

Outer: 27; middle ring: 2, 11, 1, 36; outer: 24; center: 3

e)

Middle ring: 7, 1, 6, 11, 12; outer: 5; center: 3

f)

Middle ring: 9, 33, 3, 15, 3, 12; outer: 36; center: 3

Use these examples to help you with your work today:

6 TIMES TABLE

6 X 0	=	0
6 X 1	=	6
6 X 2	=	12
6 X 3	=	18
6 X 4	=	24
6 X 5	=	30
6 X 6	=	36
6 X 7	=	42
6 X 8	=	48
6 X 9	=	54
6 X 10	=	60
6 X 11	=	66
6 X 12	=	72
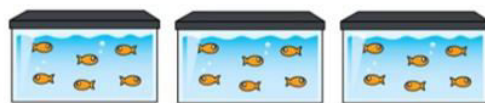
$6 + 6 + 6 = 18$

$3 \times 6 = 18$
$6 \times 3 = 18$
$18 \div 6 = 3$
$18 \div 3 = 6$

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

6	12	18	24	30	36	42	48	54	60	66	72

Main Activity:

Follow the link https://vimeo.com/499267479 or scan the QR Code to watch the video explaining the 6 times table and division facts.

1

Write the multiplication fact to work out how many there are in total.

a)

$\square$ × $\square$ = $\square$

b)

$\square$ × $\square$ = $\square$

2
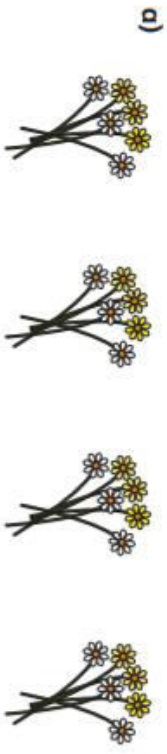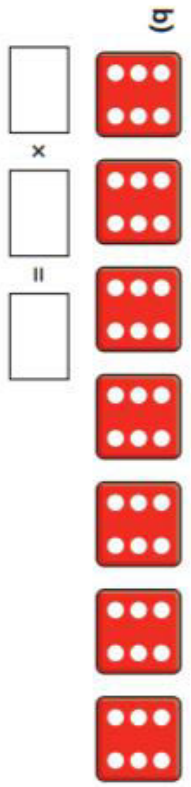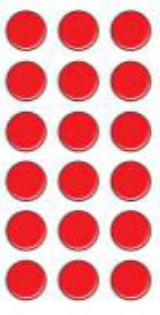
Complete the facts represented by the array.

$\square$ × $\square$ = $\square$

$\square$ × $\square$ = $\square$

$\square$ ÷ $\square$ = $\square$

$\square$ ÷ $\square$ = $\square$

3

Fill in the gaps.

3 times-table

0 × 3 =

1 × 3 = 3

2 × 3 = 6

3 × 3 = 9

4 × 3 = $\square$

5 × 3 = $\square$

6 × 3 = 18

6 times-table

0 × 6 = $\square$

1 × 6 = $\square$

2 × 6 = 12

3 × 6 = $\square$

4 × 6 = 24

5 × 6 = $\square$

6 × 6 = $\square$

What patterns can you see?

Talk about it with a partner.

4

Complete the number tracks.

30	36				60	66	

36	30	24				

5 Complete the calculations.

a) $3 \times 6 = \boxed{}$

b) $2 \times \boxed{} = 12$

c) $6 \times 4 = \boxed{}$

d) $\boxed{} \div 6 = 1$

e) $11 \times 6 = \boxed{}$

f) $\boxed{} \times 6 = 30$

g) $6 \times 6 = \boxed{}$

h) $\boxed{} \div 6 = 7$

i) $6 \times \boxed{} = 48$

j) $\boxed{} \div 6 = 11$

k) $10 \times 6 = \boxed{}$

l) $\boxed{} \times 3 = 30$

6 Colour the multiples of 6

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Use the grid to complete the calculations.

$72 \div 6 = \boxed{}$ $78 \div 6 = \boxed{}$

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!

https://classroom.thenational.academy/lessons/how-did-the-romans-conquer-britain-6gwk6d

Claudius

Failed Roman invasions - 55 BCE/54 BCE

Rome invades again in 43 CE

Emperor Claudius

Key Vocabulary:

WORD	DEFINITION
Invasion	Attacking and invading a country or region with an armed force. *The German invasion of Poland took place in 1939, which started World War II.*
Conquer	To take over a place by force, usually wars or battles *Alexander the Great conquered Egypt.*
Amphitheatre	An open circular or oval building with a central space used for entertainment.
Legions	An army unit in ancient Rome that was made up of soldiers on foot and on horseback. *The emperor sent his legions into battle.*

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.

Julius Caesar becomes dictator

250 BCE | 200 BCE | 150 BCE | 100 BCE | 50 BCE | 1 | 50 CE

Julius Caesar's failed invasions of Britain

Roman invasion of Britain

Timeline: Stuart Tiffany
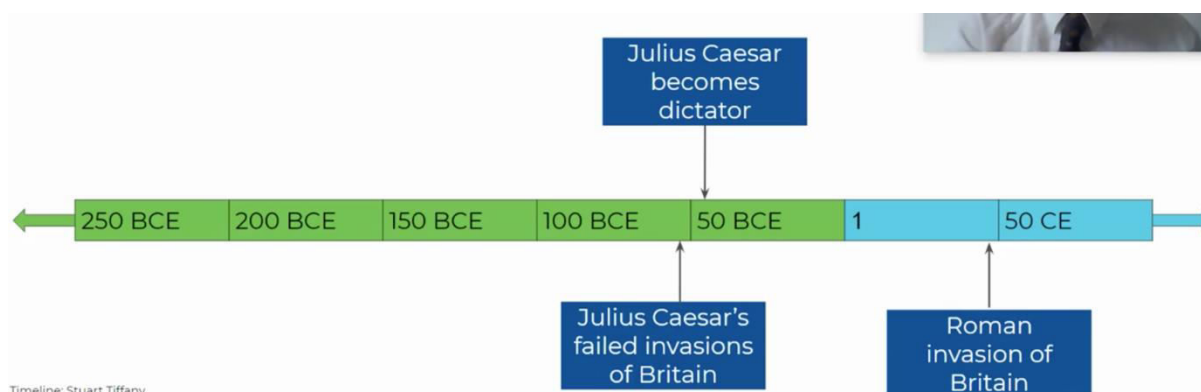
TASK 2 – Answer the question:

Why do you think Claudius wanted to invade Britain in 43 CE?

Claudius wanted to invade Britain because _____

_____

_____

TASK 3 – Complete the sentence

The Romans beat the Celtic armies because _____

_____

_____

Task 4 – Draw your own plan of a Roman town and include the features below:

Use the example to help you:

- *Villas*
- *Forum*
- *City Walls*
- *Shops*
- *Temples*
- *Amphitheatre*
- *EXTENISON: Search for examples of Roman place names and create one for your town.*

Share your plans on Class Dojo so we can compare our plans for our Roman towns!

Tuesday	Reading – 'A Love Letter to the Stars' – Ruth Awolola Writing – Personification Spelling Practice Maths – Multiply and divide by 6 Science – Why are producers so important?

STAR Vocabulary:

nocturnal
adjective

Definition 1: active at night.

"Owls are nocturnal animals."

Definition 2: happening at night.

"A racoon made a nocturnal visit to our garbage can."

TASK 1: Read the first verse of our poem again.

> ## A Love Letter to the Stars
>
> I have always wanted to be nocturnal,
> To Live by the light of the moon.
> There's something about the stars – they're eternal.
> I pray the sun sets soon.

Eternal	Lasting always and forever

TASK 2 – Questions:

1) In line 1 it says: "*I have always wanted to be nocturnal*". If you were nocturnal, when would she sleep and when would she be awake?

   _____

   _____

2) Why does the poet want the sun to set soon? (line 4)

   The poet wants the sun to set because_____

   _____

3) Tick the sentence that means the same as:
   "There's something about the stars – they're eternal."

There's something about the stars – they will always be in the night sky.	
There's something about the stars – they might disappear one day.	

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

PERSONIFICATION – We have been looking at the descriptive devices that we can use that make setting descriptions exciting. One of the features that we can use is **personification**. Today we will be looking at these in more depth and creating our own examples.

Before you watch the video, can you remember what **personification is**? (we looked at it at the start of the year)
What is personification? Watch the video to find out!
https://www.bbc.co.uk/bitesize/topics/z4jf6g8/articles/zfn2mfr

What is personification?

What is Personification?

We all know what a person is.

Can you think of some things that a person does?

What is Personification?

Now can you imagine an object rather than a person doing these things?

That's personification !!

Personification is when you give an object that is **not human** (and often not even alive) **qualities of a human**. Writers often use personification to help describe something. They use it to create an image in the readers mind.

Examples of Personification from the model texts:

In the examples from the model text, all of actions (VERBS) that are used describe actions that a human would do.

1. the trees started to shiver

2. birds cried out in fear

3. twigs and dead leaves made a deafening scream beneath my feet

4. the trees stopped shivering

5. eerie statues were watching over the house

TASK 1 – Creating personification sentences

Using the images and actions provided (remember, you can use your own as well), create your own personification sentences to describe what these objects could do that would be **qualities of a human**. The first two have examples for you to help you.:

OBJECT	ACTIONS	SENTENCE
Trees / branches	Grabbed, snatched, scratched	Twisted tree branches <u>grabbed</u> at everything in their path.
Birds	Screamed, cry, wailed, howled	Birds <u>cried</u> in the treetops above.
Lightening	Roared, raced, danced	
Statues	Watched, whispered, stared	
Moon	Guided, watched, crept	

EXTENSION:
Using what you have looked at today using the descriptive device of personification), come up with your very own personification sentences to describe the setting below. Think about what you might see, hear, smell or feel and how these might be like actions that a human would do.

Take a photograph of your descriptive personification examples and upload them onto Dojo so that we can share these with the class.

SPELLING – Tuesday 2nd February 2021

This week, we are going to look at adding the suffix –ation to verb root words to create nouns.

If the root word doesn't end in an 'e', no change is needed when –ation is added.	If the root word ends in an 'e' (but not 'ate') , drop the 'e' when –ation is added.	If the root word ends in 'ate', drop the 'ate' when –ation is added.
inform + ation = **information**	imagine + ation = **imagination** sense + ation = **sensation** prepare + ation = **preparation** organise + ation = **organisation** adore + ation = **adoration**	concentrate + ation = **concentration** exaggerate + ation = **exaggeration** locate + ation = **location** educate + ation = **education**

to turn the verb into a noun, turn the 'ate', into 'ation'

educate ⬆ education

emigrate

equate

evacuate

evaluate

exaggerate
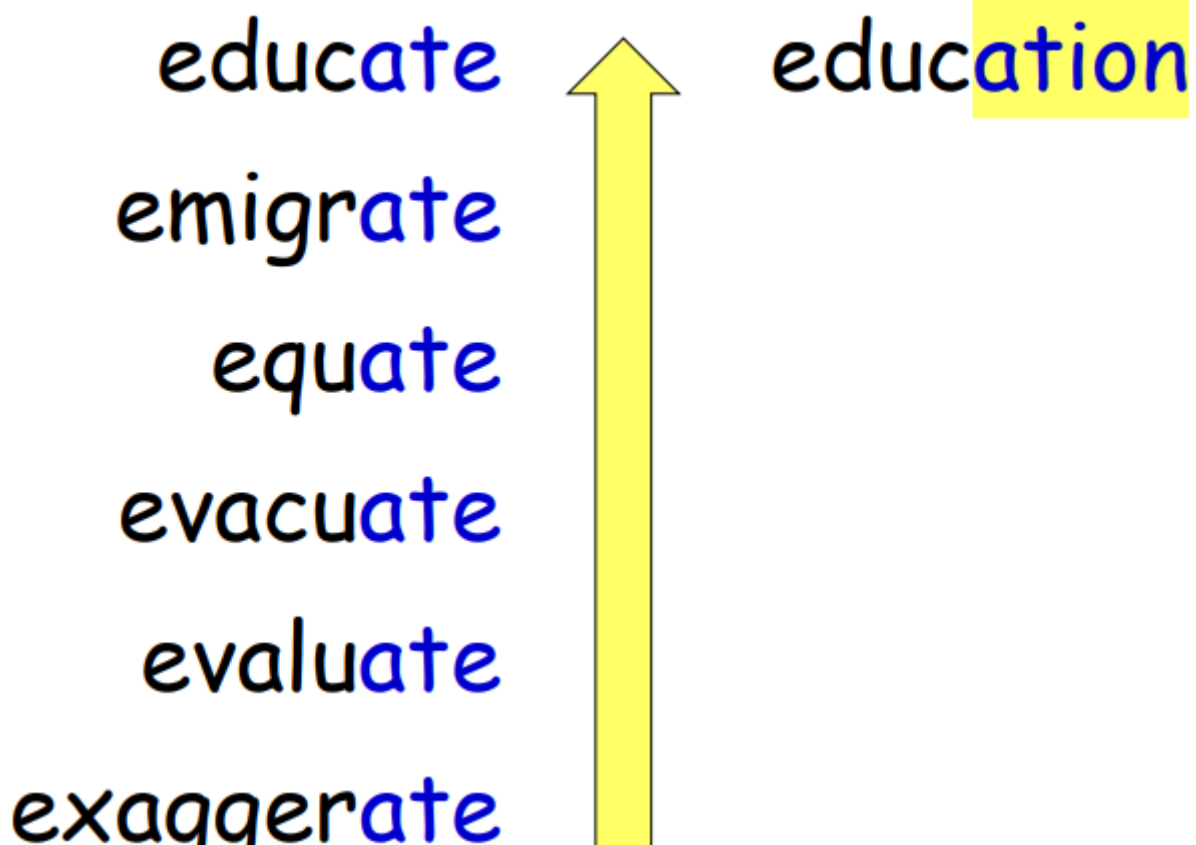
Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the 'correction' column.

	Look	Say	Cover	Write	Check	Correction
information						
adoration						
sensation						
preparation						
education						
location						
exaggeration						
concentration						
imagination						
organisation						

MATHS – Tuesday 2nd February 2021 – Multiply and divide by 6

$6 × 2 =$ _____ $3 × 12 =$ _____ $3 × 3 =$ _____

$3 × 10 =$ _____ $6 × 5 =$ _____ $8 × 3 =$ _____

$3 × 6 =$ _____ $6 × 1 =$ _____ $11 × 6 =$ _____

$6 × 12 =$ _____ $5 × 6 =$ _____ $11 × 3 =$ _____

$6 × 10 =$ _____ $6 × 7 =$ _____ $5 × 3 =$ _____

Use these examples to help you with your work today:

6 TIMES TABLE

$6 × 0$	$=$	0
$6 × 1$	$=$	6
$6 × 2$	$=$	12
$6 × 3$	$=$	18
$6 × 4$	$=$	24
$6 × 5$	$=$	30
$6 × 6$	$=$	36
$6 × 7$	$=$	42
$6 × 8$	$=$	48
$6 × 9$	$=$	54
$6 × 10$	$=$	60
$6 × 11$	$=$	66
$6 × 12$	$=$	72
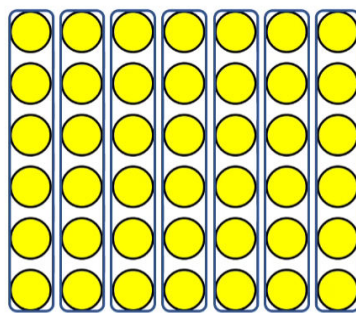
There are _6_ rows of _7_
There are _7_ columns of _6_

$6 × 7 = 42$ $7 × 6 = 42$
$42 ÷ 6 = 7$ $42 ÷ 7 = 6$

What do you see?

There are _3_ equal groups of _6_

$6 + 6 + 6 = 18$

$3 × 6 = 18$ $6 × 3 = 18$
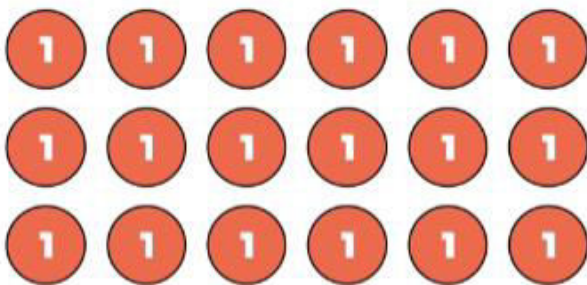
$3 × 6 = 18$
$18 ÷ 6 = 3$
$6 × 3 = 18$
$18 ÷ 3 = 6$

Main Activity:
Follow the link https://vimeo.com/478522348 or scan the QR
Code to watch the video explaining how to multiply and divide by
6.

1 Complete the sentences.

a)

There are ☐ boxes.

There are ☐ eggs in each box.

There are ☐ eggs altogether.

b)
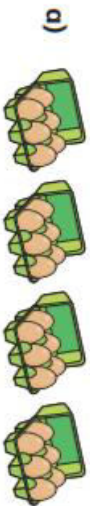
There are ☐ spiders.

There are ☐ legs on each spider.

There are ☐ legs altogether.

c)
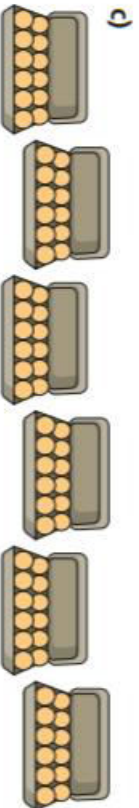
There are ☐ boxes.

There are ☐ eggs in each box.

There are ☐ eggs altogether.

2 **a)** Rosie has 30 strawberries.
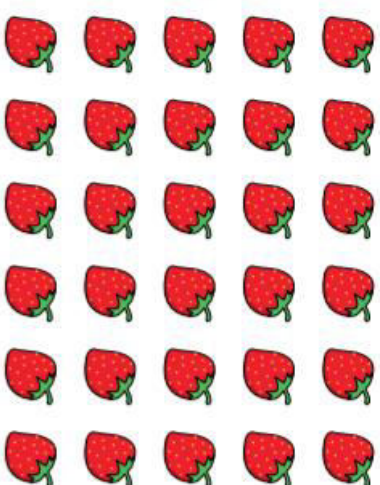
She shares them equally between 6 bowls.

a) Draw on the picture to show how Rosie shares the strawberries.

b) How many strawberries does Rosie put in each bowl?

Rosie puts ☐ strawberries in each bowl.

3 These apples are being put into bags of 6
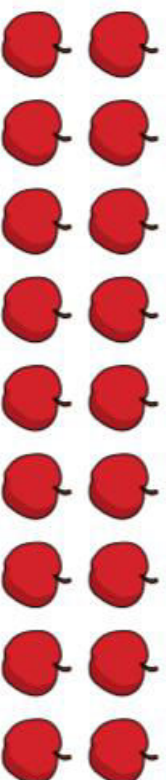
How many bags are needed?

☐

4 Complete the number sentences to describe the array.
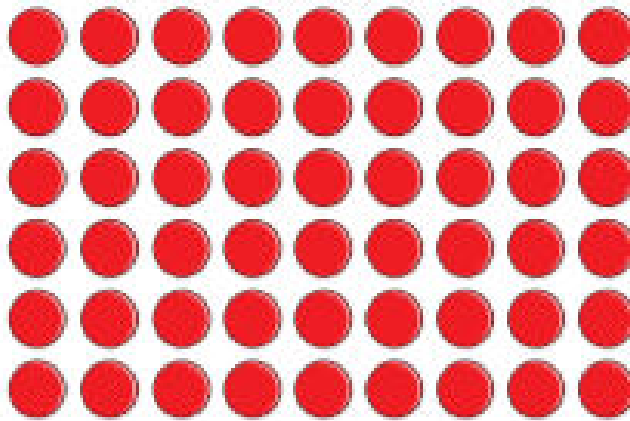
$\boxed{}$ × 6 = $\boxed{}$

$\boxed{}$ × $\boxed{}$ = $\boxed{}$

$\boxed{}$ ÷ 6 = $\boxed{}$

$\boxed{}$ ÷ $\boxed{}$ = $\boxed{}$

5 A red ribbon is 6 cm long.

A yellow ribbon is 7 times as long as the red ribbon.

How long is the yellow ribbon?

$\boxed{}$ × $\boxed{}$ = $\boxed{}$

REMEBER YOUR UNIT OF MEASURE (cm)

The yellow ribbon is $\boxed{}$ cm long.

SCIENCE – Tuesday 2nd February 2021 – Why are producers so important?

In this lesson we will learn all about producers and consumers and think carefully about where plants get their energy from.
Watch the video by following the link or scanning the QR code.
https://classroom.thenational.academy/lessons/why-are-producers-so-important-74rp2e

Key Vocabulary:

Consumer	Producer	Organism
Organisms that need to eat to get energy.	Organisms that make their own food.	Anything that is living (animal, plant or bacteria)
Photosynthesis	The process by which a green plant uses sunlight to change water and carbon dioxide into food for itself.	

TASK 2 - Create a fact file:
1. *Choose a producer.*
2. *Use your research skills to find out key facts about the producer.*
3. *Key facts: where can you find it? Does it flower? How long does it live? How tall does it grow? Are there any organisms that use it as their habitat?*

    You can use bullet points or subheadings to organise your fact file.

_____

Where can you find it?

_____

_____

Does it flower? _____

_____

How long does it live? _____

_____

How tall does it grow? _____

_____

_____

_____

TASK 3 – What is photo synthesis?

Edit your definition as you go through the lesson.

_Photosynthesis is _____

_____

TASK 4 – Think question

What would happen if we removed the leaves from a plant? Explain your thinking using the word 'because'.

_If we removed all of the leaves from a plant _____

_____

_____

_____

Share your fact files on Class Dojo so that we can compare information on our

producers!

Wednesday	Reading – 'A Love Letter to the Stars' – Ruth Awolola
	Writing – Using conjunctions to extend sentences
	Handwriting Practice
	Maths – Multiply and divide by 9
	PE - Lights, Camera, Action & Cross the River

READING Wednesday 26th January 2021 – 'A Love Letter to the Stars' – Ruth Awolola

TASK 1 – Reading:

Read the second verse of our poem and answer the questions.

You can always re-watch the poet's performance by scanning the QR Code.

> Dreams and wishes and hope and light,
>
> Placed perfectly in the sky.
>
> I'll never understand the power of the night,
>
> How it fills me with love or why?

TASK 2 – Questions:

1) What does the author not understand?

_____

_____

2) **Find** and **copy** the question that the author asks herself in this verse.

_____

3) What feeling does the author have towards the night? Find and copy the phrase that tells you this.

The author _____

I know this because_____

_____

4) Read line 1 and 2. What is the author referring to when she says: "placed perfectly in the sky"? Explain your thinking.

She is talking about_____

_____

WRITING - Wednesday 3rd February 2021 – Using conjunctions to extend sentences

We can extend sentences by joining another clause to the original sentence with a conjunction.

CLAUSES:
Clauses are a group of words that contain a subject and a verb

CONJUNCTIONS:
Words used to join two clauses together that extend our sentences and add more information.

For example:
The birds screamed in fear **when** I stepped further into the woods.

There are lots of different conjunctions, but the ones we are looking at today are:

because   when   but   so

TASK 1 – Identifying conjunctions and clauses
For each sentence below, highlight / underline the conjunctions in the sentences in one colour and the clauses that have been added in another colour.

1. Twisted tree branches grabbed at everything in their path when the children tiptoed through.

2. Raindrops fell down the window pane like tears but started to freeze in the icy wind.

3. The clouds were as dark as an endless cave because of the thunderstorm getting closer.

4. Odd statues stood staring into the forest so I stopped and froze in fear.

TASK 2 – Extend similes and personification using conjunctions and clauses

Mr Jenkins and Miss Schweizer have created some examples of similes and personification; **however**, they have forgotten to extend them with conjunctions and extra clauses.

Extend each sentence to and more information using the conjunctions **because, when, but** and **so**.

1. The trees started to shiver **when** _____

_____

2. Up above, birds cried out in fear **because** _____

_____

3. Twigs and dead leaves made a deafening scream beneath my feet **but** _____

_____

4. The trees stopped shivering **so** _____

_____

5. The lightening cut through the sky as violently as ferocious knives **when** _____

_____

Using your example similes and personification sentences from Monday and Tuesday, extend your ideas using the conjunctions because, when, but,

Take a photograph of your extended personification and simile sentences using conjunctions and upload them onto Dojo so that we can share these with the class and give you feedback on your vocabulary choices.

Trace and copy the patterns. Say the sounds.

fl _____   ft _____

Sort and copy the words. Think of one more for each group.

fl _____

after fly
loft flap
left flan
often flare

ft _____

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 3rd February 2021 – Multiply and divide by 9

STARTER – Times Table Practice:

3 × 2 = _____	10 × 5 = _____	5 × 2 = _____
1 × 3 = _____	5 × 12 = _____	9 × 3 = _____
3 × 11 = _____	10 × 6 = _____	7 × 6 = _____
1 × 6 = _____	6 × 12 = _____	3 × 3 = _____
4 × 5 = _____	6 × 7 = _____	3 × 7 = _____
4 × 3 = _____	3 × 10 = _____	12 × 6 = _____
5 × 3 = _____	3 × 5 = _____	4 × 6 = _____

Use these examples to help you with your work today:

There are 27 fish.
An equal amount are put into each of the 9 tanks.
How many fish are put in each tank?

$27 \div 9 = 3$
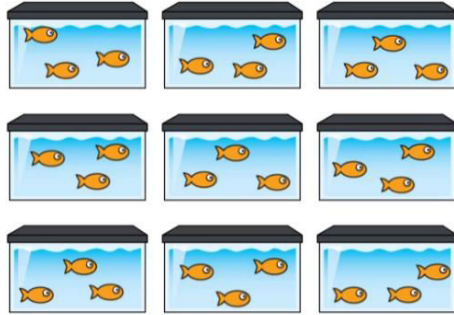
Total number of fish   Number of fish tanks   Number of fish in each tank

Complete the missing numbers.

There are __4__ cookies.
There are __9__ chocolate chips in each cookie.
There are __36__ chocolate chips altogether.

$9 + 9 + 9 + 9 = 36$

$4 \times 9 = 36$

$9 \times 4 = 36$

Main Activity:
Follow the link
https://vimeo.com/499730735
or scan the QR Code to watch the video explaining how to multiply and divide by 9.
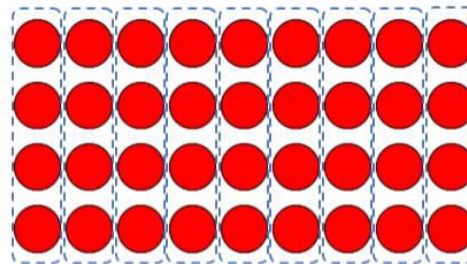
$9 \times 4 = 36$
$4 \times 9 = 36$
$36 \div 4 = 9$
$36 \div 9 = 4$

9 TIMES TABLE

9×0	=	0
9×1	=	9
9×2	=	18
9×3	=	27
9×4	=	36
9×5	=	45
9×6	=	54
9×7	=	63
9×8	=	72
9×9	=	81
9×10	=	90
9×11	=	99
9×12	=	108

1 Complete the sentences.

a)
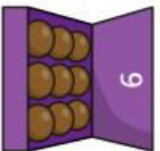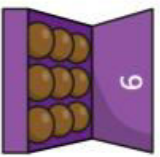
There are [ ] boxes.

There are [ ] chocolates in each box.

There are [ ] [ ] [ ] chocolates altogether.

$2 \times 9 =$ [ ]

b)

There are [ ] cubes.

There are [ ] faces on each cube.

There are [ ] [ ] faces altogether.

[ ] × [ ] = [ ]

2 There are 9 players in a baseball team.

a) How many players are there in 7 baseball teams?

There are [ ] × [ ] = [ ] players in 7 baseball teams.

b) If there are 81 players, how many full teams are there?

81 ÷ 9 = _____

There are [ ] full teams.

3 A triangular prism has 9 edges.
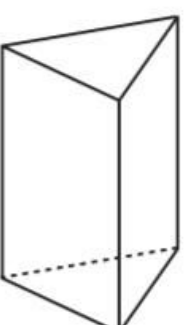
Use this information to complete the sentences.

a) 5 triangular prisms have [ ] [ ] edges.

b) [ ] triangular prisms have 90 edges.

90 ÷ 9 = _____

c) [ ] triangular prisms have 99 edges.

99 ÷ 9 = _____

d) 6 triangular prisms have [ ] edges.

6 × 9 = _____

Complete the number sentences to describe the array.

$3 \times 9 =$ ▢

$9 \times$ ▢ $=$ ▢

▢ $\div 9 = 3$

▢ $\div$ ▢ $= 9$

There are 9 coloured squares on each face of a puzzle cube.

(there are 6 faces on a cube)

How many coloured squares are there on the whole puzzle cube?

_____ x 9 = _____

▢
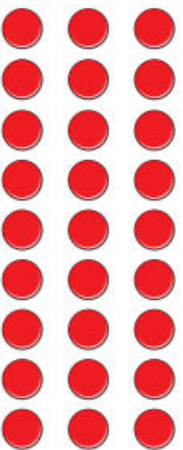
Eva is making groups of 9 on ten frames.
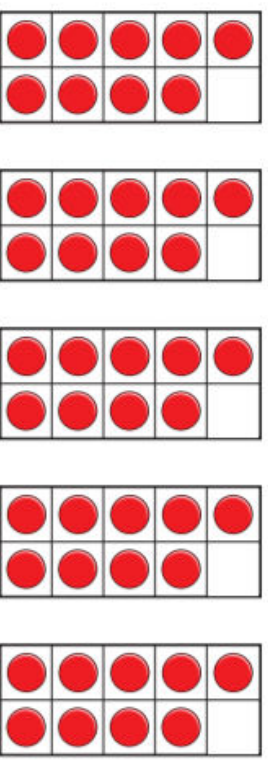
How can Eva work out how many counters she has altogether?

Compare your method with a partner.

EXTENSION:

Here is a number puzzle.

▢ × ▢ × ▲ = 81

Find three different values of the square and triangle.

▲ = ▢   ▲ = ▢   ▲ = ▢

▢ = ▢   ▢ = ▢   ▢ = ▢

PE – Wednesday 3rd February 2021 – Lights, Camera, Action & Cross the River

Your challenge today s to try and complete the following two tasks:
- Lights, Camera, Action!
- Cross the River.

ACTIVE KIDS DO BETTER

ACTIVE HOME

20 MINUTES

LIGHTS, CAMERA, ACTION!

YOU WILL NEED

- Family or friends
- A space to perform
- Paper
- Pen
- Box or bag

HOW TO PLAY

- Write down different actions on pieces of paper, such as throwing a ball, jumping, crawling, rolling, jogging, catching a fish.
- Put them all in a box or bag.
- One player takes one out and mimes the action.
- The others guess what the action is. How many can they guess correctly in one minute?

REMEMBER...

- Be careful not to knock anything over if you move around the room.

CROSS THE RIVER!

YOU WILL NEED

- Family or friends
- Cushions

HOW TO PLAY

- Imagine there is a river running across your playing area with a riverbank on each side.
- One-player game: Using two cushions as lily pads, try to cross the river without touching the floor.
- Two or more player game: Using three cushions as lily pads, work together to try to cross the river.
- Only one person is allowed on a lily pad at a time.

REMEMBER...

- Make sure you have enough room to cross the river safely.
- Make sure the 'lily pads' won't slip and slide across the floor.

Share some pictures of your exercises with us on ClassDojo through picture and videos and let us know how well you did at these exercise games!

Thursday	Reading – 'A Love Letter to the Stars' – Ruth Awolola
	Writing – Planning a setting description
	Spelling Practice
	Maths – 9 times table and division facts
	Music - Body Percussion

TASK 1 – Reading:
Read the third verse of our poem and answer the questions.
You can always re-watch the poet's performance by scanning the QR Code.

> There are things I hate about space,
>
> It's far too big and unknown.
>
> But it is my safe place,
>
> I long to call it home.

TASK 2 – Questions:

1) **Read line 1**. Which meaning of the word '**space**' does the author mean in line 1? Tick the right box.

Definition	Example	
An area used for a particular use.	"Your car is in my parking space."	
A period of time.	"I got two phone calls in the space of five minutes."	
The area that contains the entire universe.	"Earth is a planet in space."	

2) Name two things that the author does not like about space.

   1) _____

   2) _____

3) Complete the table below to show how the author feels towards 'space'. **Use the examples for lines 1 and 2 to help you**.

	Feelings	Evidence
Line 1	Dislike, resentment	"things I hate"
Line 2	Unsure, apprehensive	"too big", "unknown"
Line 3	Confident, comfortable	
Line 4		

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

Thursday 4th February 2021 – Planning a setting description

Today you are going to plan your setting description using all of the descriptive devices and sentence structures that you have been looking at over the last two weeks.

TASK 1
Watch the video on ClassDojo of how to plan you setting description to support you in planning your own.

TASK 2 – Setting Description Planning:
Using the image below, begin to plan your setting description, using the checklist to tick of all of the features you have been practicing over the past two weeks to describe from your senses.

Checklist:
- Exciting adjectives (describing words)

- Expanded noun phrases

- Similes (describing using like or as)

- Personification (describing objects as having human qualities)

- Conjunctions to extend sentences (because, when, so, but)

- Show not tell description
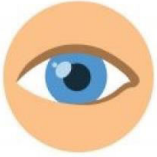
SEE	_____ _____ _____ _____
HEAR	_____ _____ _____ _____
SMELL	_____ _____ _____ _____
TOUCH / FEEL	_____ _____ _____ _____

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

Practice your -ation spellings using your nearest handwriting.

information

adoration

sensation

preparation

education

location

exaggeration

concentration

imagination

organisation

MATHS – Thursday 4th February 2021 – 9 times table and division facts

$45 \div 5 =$ _____ $30 \div 6 =$ _____ $18 \div 3 =$ _____

$27 \div 3 =$ _____ $66 \div 6 =$ _____ $3 \div 3 =$ _____

$48 \div 6 =$ _____ $30 \div 5 =$ _____ $24 \div 6 =$ _____

$55 \div 5 =$ _____ $60 \div 5 =$ _____ $5 \div 5 =$ _____

$33 \div 3 =$ _____ $21 \div 3 =$ _____ $40 \div 5 =$ _____

$12 \div 3 =$ _____ $24 \div 3 =$ _____ $35 \div 5 =$ _____

Use these examples to help you with your work today:

$9 + 9 = 18$
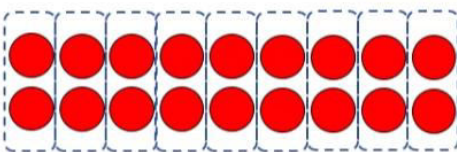
$2 \times 9 = 18$
$9 \times 2 = 18$
$18 \div 9 = 2$
$18 \div 2 = 9$
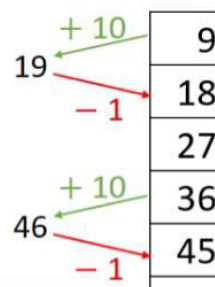
Ma in Act ivit

So to find multiple of 9
10 and su

9 TIMES TABLE

9×0	=	0
9×1	=	9
9×2	=	18
9×3	=	27
9×4	=	36
9×5	=	45
9×6	=	54
9×7	=	63
9×8	=	72
9×9	=	81
9×10	=	90
9×11	=	99
9×12	=	108

y:
Follow the link
https://vimeo.com/500334842 or scan the QR Code to watch the video explaining the nine times table and division facts.

1 How many hearts are there in total?

Complete the multiplication fact.

☐ × ☐ = ☐
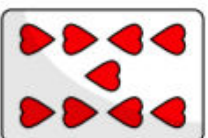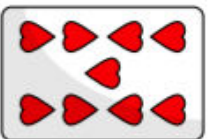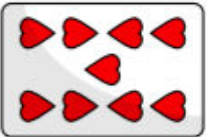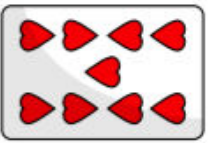
2 Colour all the multiples of 9

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

3 Complete the calculations.

$72 \div 9 = $ ☐ $27 \div 9 = $ ☐

a) $3 \times 9 = $ ☐

b) ☐ $\div 9 = 12$

c) $9 \times 4 = $ ☐

d) ☐ $\div 9 = 1$

e) $11 \times 9 = $ ☐

f) $10 \times 9 = $ ☐

g) $6 \times 9 = $ ☐

h) $9 \times $ ☐ $= 18$

i) $9 \times $ ☐ $= 72$

j) ☐ $\div 9 = 11$

k) ☐ $\times 9 = 45$

l) $20 \times 9 = $ ☐

4 Complete the number tracks.

0	9	18	☐	☐	☐	54	☐

108	99	☐	☐	72	☐	☐	45	36

5

$9 \times 7 = \_\_\_\_\_$ $8 \times 9 = \_\_\_\_\_$ $18 \div 9 = \_\_\_\_\_$

$9 \times 4 = \_\_\_\_\_$ $2 \times 9 = \_\_\_\_\_$ $45 \div 9 = \_\_\_\_\_$

$63 \div 9 = \_\_\_\_\_$ $9 \times 11 = \_\_\_\_\_$ $99 \div 9 = \_\_\_\_\_$

$9 \times 2 = \_\_\_\_\_$ $72 \div 9 = \_\_\_\_\_$ $10 \times 9 = \_\_\_\_\_$

$9 \times 6 = \_\_\_\_\_$ $12 \times 9 = \_\_\_\_\_$ $3 \times 9 = \_\_\_\_\_$

$7 \times 9 = \_\_\_\_\_$ $11 \times 9 = \_\_\_\_\_$ $9 \times 3 = \_\_\_\_\_$

$5 \times 9 = \_\_\_\_\_$ $9 \times 10 = \_\_\_\_\_$ $27 \div 9 = \_\_\_\_\_$

$9 \times 1 = \_\_\_\_\_$ $9 \div 9 = \_\_\_\_\_$ $108 \div 9 = \_\_\_\_\_$

EXTENSION:

Jack is making arrays.
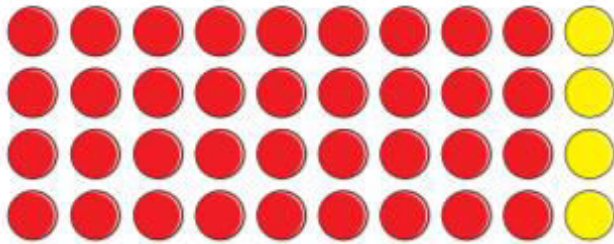
a) Use the arrays to complete the multiplications.

$1 \times 10 = \boxed{}$ $1 \times 9 = \boxed{}$

$2 \times 10 = \boxed{}$ $2 \times 9 = \boxed{}$

$3 \times 10 = \boxed{}$ $3 \times 9 = \boxed{}$

$4 \times 10 = \boxed{}$ $4 \times 9 = \boxed{}$

b) Write steps for a partner to explain how you can use the 10 times-table to multiply by 9
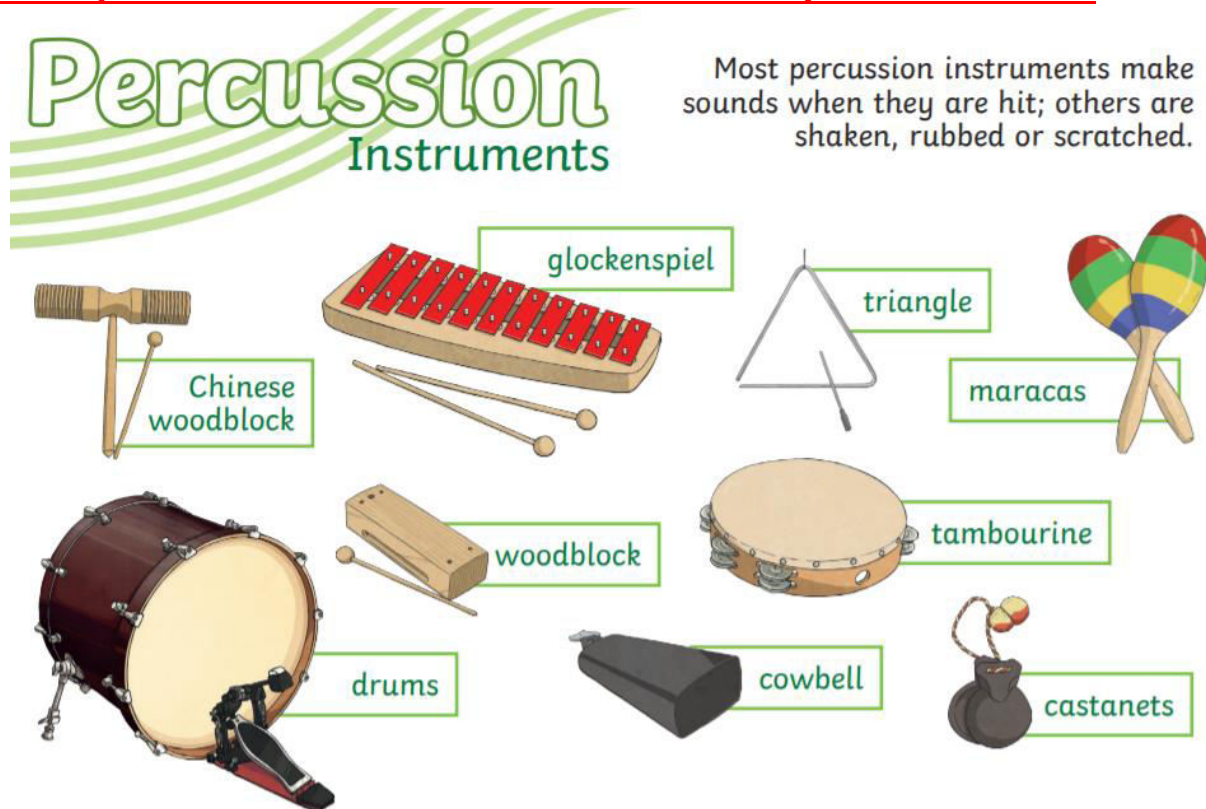
_____

_____

_____

MUSIC – Thursday 4th February 2021 – Body Percussion

Your music challenge for this week has been created by your music teacher. Although you aren't able to have instrument lessons at the moment, it is really important that you continue to practice your music skills.

What are percussion instruments and how do they make a sound?

Percussion Instruments

Most percussion instruments make sounds when they are hit; others are shaken, rubbed or scratched.

glockenspiel — triangle — maracas — Chinese woodblock — woodblock — tambourine — drums — cowbell — castanets

Body Percussion Challenge 1:

1. Walk on the spot at a steady speed
2. Count to 4 in your head in time with your steps (this is your beat)
3. Keep walking and counting, and now add a clap on '1'
4. Then try clapping on 2, or 3, or 4 instead – try each one out and make sure you keep walking and counting!
5. Now decide a different action for each beat eg. chest tap on 1, finger click on 2, head nod on 3, leg tap on 4
6. Walk on the spot, counting to 4 in your head again, and see if you can gradually add your actions on the different beats
7. Try our different combinations eg. actions on beat 1 and 3, 2 and 4, all 4
8. Which pattern do you like the sound of the best? Can you join different patterns together to make your own body percussion piece?
9. Practice your ideas and then try performing your piece to someone!

Body Percussion Challenge 2:

Try out these body percussion patterns. Repeat them lots of times, starting slowly and gradually speeding them up. I wonder how quickly you'll be able to do them once you're really confident? Also try making up your own versions by changing the actions in the pattern, or try doing them backwards!

PATTERN 1

Count:	1	&	2	&	3	&	4	&
	LEFT FOOT STAMP	CLAP	RIGHT FOOT STAMP	CLAP	LEFT FOOT STAMP	CLAP	RIGHT FOOT STAMP	CLAP

PATTERN 2

Count:	1	2	3	4	5	6
	CLAP	LEFT FOOT STAMP	RIGHT FOOT STAMP	CLAP	LEFT FOOT STAMP	RIGHT FOOT STAMP

PATTERN 3

Count:	1	&	2	&	3	&	4	&
	RIGHT LEG TAP	LEFT LEG TAP	RIGHT FOOT STAMP	LEFT FOOT STAMP	RIGHT LEG TAP	LEFT LEG TAP	RIGHT FOOT STAMP	LEFT FOOT STAMP

Film yourself completing the challenges and send them on Dojo. Can you get creative and make some of your own percussion instruments with things you have in your house (e.g. wooden spoons and a cooking pan)?

Friday	Reading – 'A Love Letter to the Stars' – Ruth Awolola Writing – Short Writing Task - drafting a setting description Handwriting Practice Maths – Multiply and divide by 7 Art - Learn about Michelangelo and the ceiling painting in the Sistine Chapel

TASK 1 – Reading:
Re-read the whole poem again. You can always re-watch the poet's performance by scanning the QR Code.

A Love Letter to the Stars

I have always wanted to be nocturnal,
To Live by the light of the moon.
There's something about the stars – they're eternal.
I pray the sun sets soon.

Dreams and wishes and hope and light,
Placed perfectly in the sky.
I'll never understand the power of the night,
How it fills me with love or why?

There are things I hate about space,
It's far too big and unknown.
But it is my safe place,
I long to call it home.

I'm in love with the stars,
how they are mine and ours.

1) In which verse does the author talk about space?

   _____

2) Circle the odd one out and explain why you chose this word.

   nocturnal   stars   daylight   moon

   _____ is the odd one out because _____

   _____

3) Who is the author talking about when they say "**ours**" in the last line?

   _____

   _____

4) True or false? Tick the right box in each row.

	True	False
The author would rather sleep during the day and be awake at night.		
The author likes everything about space.		
The author thinks the stars only belong to her.		
The author is not entirely sure why she is so fascinated by the stars.		

EXTENSION:
Based on what you have read this week, have a go at writing your very own poem about the night-time, stars or space.

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

Friday 5th February 2021 – Short Writing Task - drafting a setting description

Today you are going to write a draft of your setting description using all of the features that you have been looking at over the past two weeks.

TASK 1 – Watch the video on ClassDojo explaining how to turn your planning ideas into full sentences

TASK 2 – Drafting:
As you draft, refer to the checklist and you plan to make sure you have used all the features you have been looking at. When you have finished, tick off each one you have used and go back and edit your work with purple pen.

Dairy Entry Checklist			
Capital letters and full stops		Past tense verbs	
Similes		Personification	
Senses: • See • Touch • Smell • Hear		Expanded noun phrases (The **aggressive**, **wild** trees were…)	
Shoe not tell description		Exciting adjective choices	
Different sentences openers			
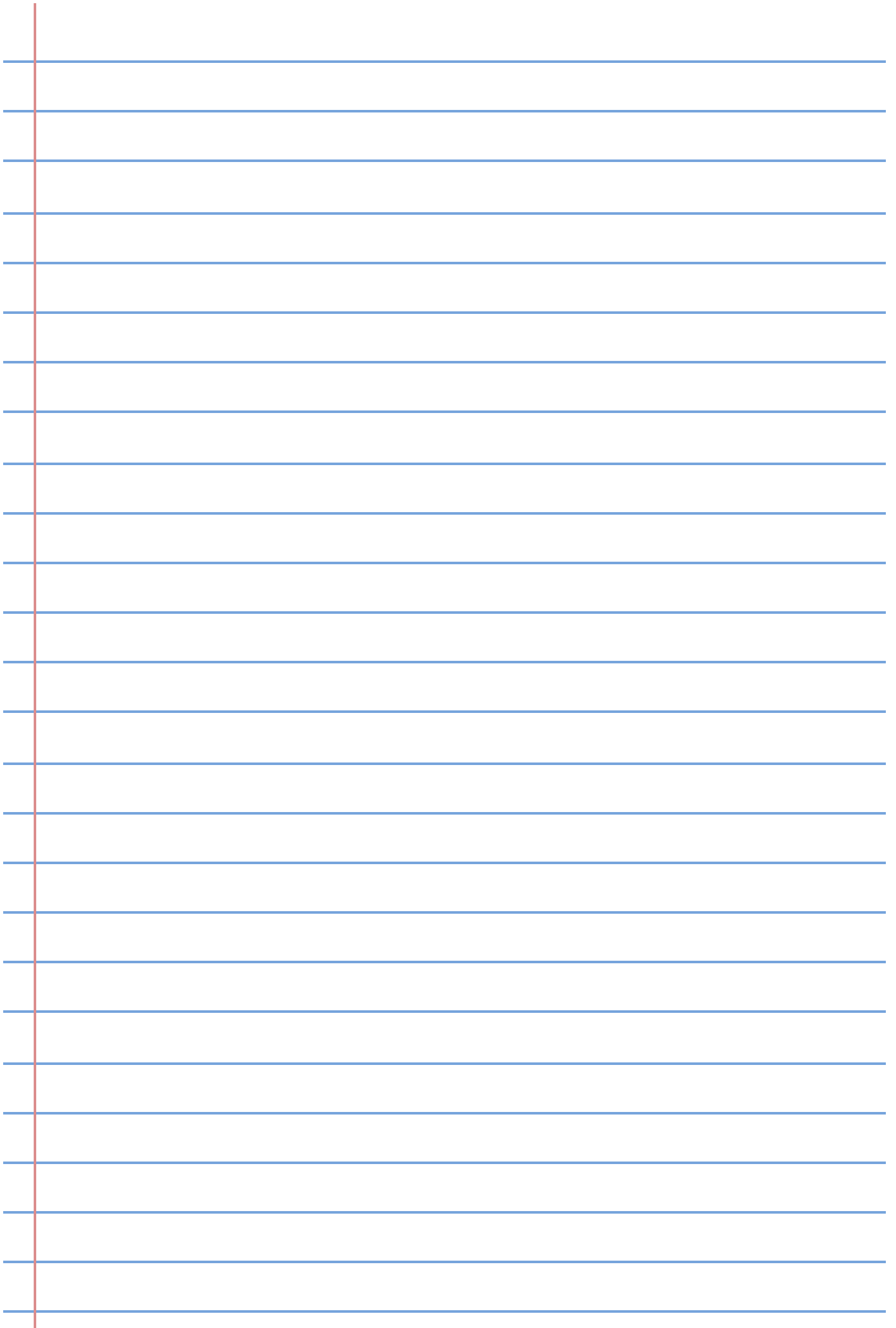
Share your work on ClassDojo so that we can celebrate your excellent writing and give you your next steps for your editing.

Trace and copy the patterns. Say the sounds.

fu   *fr*
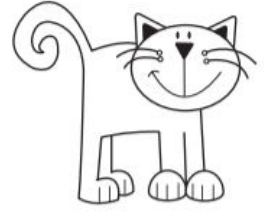
Read the sentence. Circle all the *fu* and *fr* patterns.

My frantic friend is full of fun and frolics.

Now write the sentence.

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?
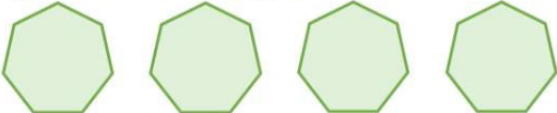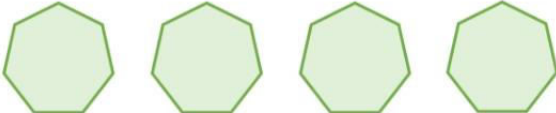
MATHS – Friday 5th February 2021 – Multiply and divide by 7

STARTER – Times Table Practice:

10 × 9 = _____   9 × 3 = _____   9 × 8 = _____

5 × 9 = _____   9 × 6 = _____   9 × 2 = _____

6 × 9 = _____   9 × 12 = _____   9 × 1 = _____

11 × 9 = _____   12 × 9 = _____   4 × 9 = _____

9 × 7 = _____   7 × 9 = _____   9 × 11 = _____

8 × 9 = _____   9 × 5 = _____   3 × 9 = _____
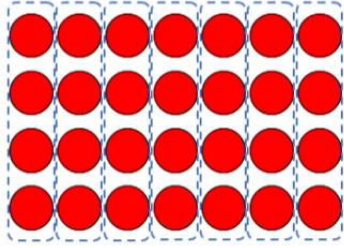
Use these examples to help you with your work today:

Complete the missing numbers.

There are __4__ heptagons.
Each heptagon has __7__ sides.
There are __28__ sides altogether.

$$\boxed{7} + \boxed{7} + \boxed{7} + \boxed{7} = \boxed{28}$$

$$\boxed{4} \times \boxed{7} = \boxed{28}$$

$$\boxed{7} \times \boxed{4} = \boxed{28}$$

$7 \times 4 = 28$
$4 \times 7 = 28$
$28 \div 4 = 7$
$28 \div 7 = 4$

Main Activity:

Follow the link
https://vimeo.com/500538469 or
scan the QR Code to watch the video
explaining how to multiply and divide
by 7.

7 TIMES TABLE

7 × 0	=	0
7 × 1	=	7
7 × 2	=	14
7 × 3	=	21
7 × 4	=	28
7 × 5	=	35
7 × 6	=	42
7 × 7	=	49
7 × 8	=	56
7 × 9	=	63
7 × 10	=	70
7 × 11	=	77
7 × 12	=	84

1 Complete the sentences.
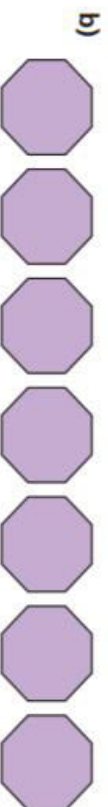
a)

There are ☐ triangles.

There are ☐ sides on each triangle.

$7 \times 3 =$ ☐

There are ☐ sides altogether.

b)

There are ☐ octagons.
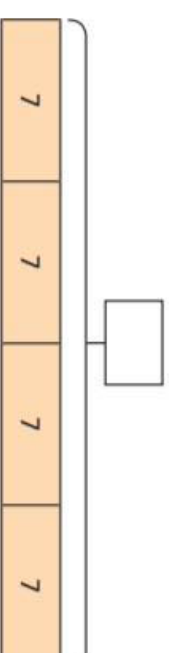
There are ☐ sides on each octagon.

☐ × ☐ = ☐

There are ☐ sides altogether.

2 There are 7 players in a netball team.

a) How many players are there in 4 netball teams?

Label the whole on the bar model

Complete the sentences.

☐ × ☐ = ☐

There are ☐ players in 4 netball teams.

b) If there are 56 players, how many full teams are there?

56 ÷ 7 = _____

There are ☐ full teams.

c) How many players are there in 9 netball teams?

9 x 7 = _____

There are ☐ players in 9 netball teams.

3 Complete the sentences.

a) 1 week has ☐ days.

b) 5 weeks have ☐ days. **5 x ☐ = ☐**

c) ☐ weeks have 70 days. **70 ÷ 7 = ___**

d) ☐ weeks have 63 days. **63 ÷ 7 = ___**

4 The Patel family went on holiday for 6 weeks. **6 x 7 = ___**

The Logan family went on holiday for 40 days.

Who went on holiday for the longest? _____

How do you know?

_____

_____

5 Complete the number sentences to describe the array.

2 × 7 = ☐

7 × ☐ = ☐

☐ ÷ 7 = 2

☐ ÷ ☐ = 7

6 A flower has 7 petals.

How many petals are there on 6 flowers?

6 x 7 = ___

☐

7 A computer mouse costs £7

A keyboard costs 7 times as much as the mouse.

How much does a mouse and a keyboard cost in total?

£7 x 7 = £___

£___ + £7 = ___

8

21 ÷ 7 = ___	7 ÷ 7 = ___
63 ÷ 7 = ___	8 × 7 = ___
7 × 12 = ___	12 × 7 = ___
7 × 4 = ___	7 × 10 = ___
9 × 7 = ___	14 ÷ 7 = ___

Look at these pictures of artwork.
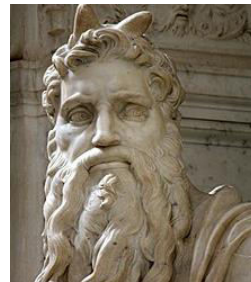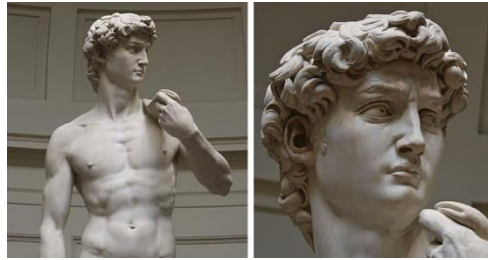
What themes do you think the artist was interested in? How do you know?

_____

_____

_____

These artworks were all made by an artist called **Michelangelo.**
Three key facts about Michelangelo:
- *Lived in Italy from 1475-1564*
- *Famous for his sculptors and paintings*
- *He was interested in the shapes the human body*
-

TASK 1 – Michelangelo's Sistine Chapel:
One of Michelangelo's most famous work are the ceiling paintings in the Sistine Chapel in Rome. Watch this video to learn about the Sistine Chapel and how you can create your very own inspired piece of artwork.
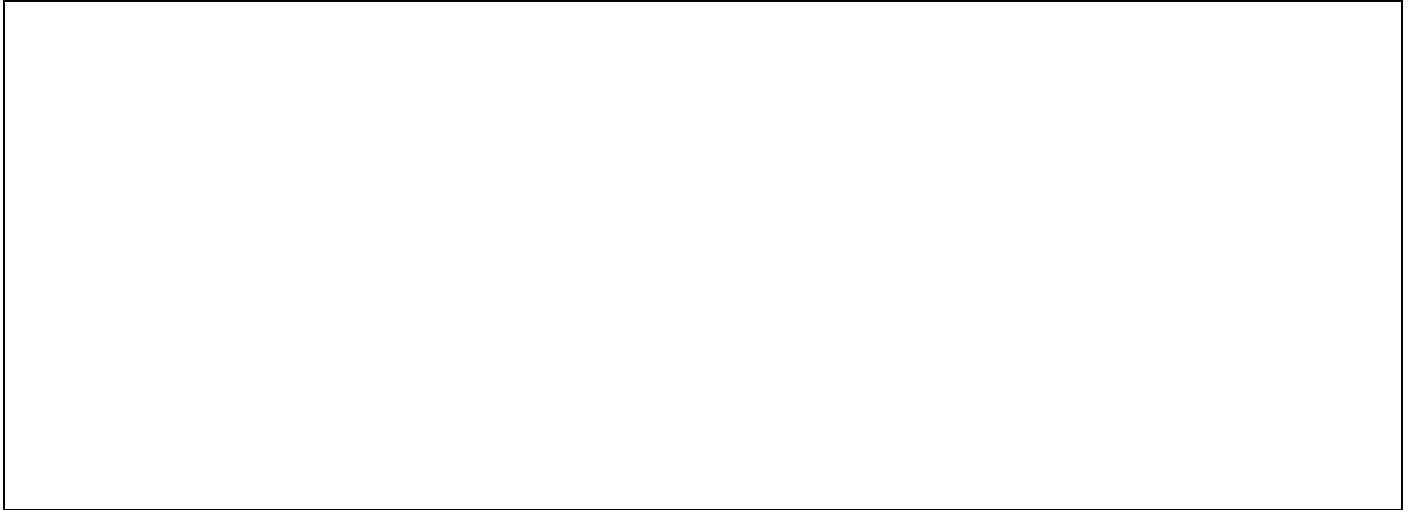https://www.youtube.com/watch?v=abW2kZ5_Eww

You will need:

-Paper

-Crayons / paint, / felt tips

-Tape / blue tack

1. Think of people that are important in your life. What do they look like?
2. Draft how you want to arrange the people in your drawing. Look back at Michelangelo's ceiling paintings to see how he arranged different people.

3. Take the paper and tape it underneath a table with tape. You'll want to secure all four sides of the paper to keep it stuck to the table.
4. Start your drawing / painting, making it as colourful as you can!

Remember to share some pictures of your final piece and your process of painting / drawing (under a table / desk)! We can't wait to see them!