Work pack – Group 2 – Week 2 - 18th January – 22nd January

Week 2 Timetable:

Day	Core	Foundation
Monday	Reading – Reflection questions – Front cover stimulus Writing- Captions and pictures Maths - Inverse operations	Science- Identifying solids, liquids and gases
Tuesday	Reading – Percy Jackson and the Lightning Thief: Extract 1: First Impressions Writing- Facts and opinions Maths - Multi-step addition and subtraction	Thematic – Plate Tectonics
Wednesday	Reading – Percy Jackson and the Lightning Thief: Extract 1: Portrayal of the main character Writing- Third person Maths - Multi-step addition and subtraction	Computing- Hour of code PE – One Leg Balance
Thursday	Reading – Percy Jackson and the Lightning Thief: Extract 2: Inference questions Writing- Past tense Maths - Multi-step addition and subtraction	PSHE – Dreams and Goals
Friday	Reading – Percy Jackson and the Lightning Thief: Extract 2: Summarising Writing- Baby Boy Bewilderment! Maths - Multi-step addition and subtraction	RE- Spirited Arts and Spirited Poetry

This timetable is flexible. Some days will be more productive than others. We ask that you do the core subjects (Reading, Writing and Maths) daily, and then balance the other subjects as suits you. You may find that doing all of the day's work in one go works best (remember to take a short break though) or splitting it into morning and afternoon suits you better.

If you are unable to complete everything then do not worry. Do your best and that will be good enough. Try to start at the same time every day, in a quiet place if possible and it may help you to have a clear plan for the day ahead. Remember that exercise and sleep are also important in making sure our brains and bodies work at their best.

Monday 18th January

Reading

Go to https://www.nasa.gov/about/index.html and find out what NASA is.

Zoom out

Take a look at the newspaper title and headline below.

1. What do you think this newspaper report is going to be about? Explain your reasons.

_____

_____

_____

2. Write an opening sentence for this newspaper report. Remember, the opening sentence always tells the reader what the report is going to be about.

_____

_____

Writing- Captions and pictures

Below is a photo and caption.

A ZOOKEEPER counts the goats during the annual stocktake at ZSL London Zoo.

Write a sentence about this picture, explaining what is happening in the picture.

Maths

To start your Maths work for today, log on and do 5 minutes of Times Tables Rock Stars.

Today's Arithmatic Starter:

Remember, < means smaller than, > means bigger than and = means the same as. For examples 3 is smaller than 5 so 3 < 5.

Use <, > or = to complete these number sentences:

1. 5 ☐ 8
2. 12 ☐ 7
3. 3 + 1 ☐ 2 + 2
4. 10 + 2 ☐ 11 + 3
5. 2 x 3 ☐ 2 x 5

Todays Activity:

Follow the link to watch the explanation video: https://vimeo.com/468561808 and complete questions 1 -3 below.

You won't have the base 10 cubes at home but remember when looking at the worksheet:

10 =

1 =

So the below = 38

Use this hundred square to help instead of base 10 when completing the questions.

For example, if you want to know 21 – 12, you start at 21 and then count back 12 digits on the number square. You would end on 9 so 21 – 12 = 9.

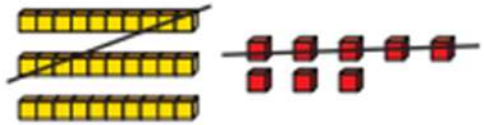
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Remember to share your answers with me on ClassDojo so that I can see how you are getting on.

Subtract 2-digit numbers (1)

1 Complete the sentences to describe each step of the subtraction.

First the number is ☐



Then ☐ is crossed out.

Now the number is ☐

☐ − ☐ = ☐

2 Draw base 10 to represent the number 35

Now cross out 12

What number is left?

35 − 12 = ☐

3 Use base 10 to complete the subtractions.

a) 7 − 2 = ☐

b) 30 − 10 = ☐

c) 37 − 12 = ☐

d) 47 − 12 = ☐

e) 48 − 11 = ☐

f) 27 − 16 = ☐

g) 63 − 61 = ☐

h) 45 − 33 = ☐

Handwriting

UNIT 1 Revising joins in a word: *ness, ship*

1

Name ..... Date .....

Practise the joins. *ness* *ship*

Add **ship** or **ness** to these words to make nouns.

_____ _____

_____ _____

_____ _____

relation good sick leader member tidy

Science - Identifying Solids, Liquids and Gases

Materials

We use different materials for different jobs based on their **properties.**

Bricks are used to build houses because they are strong, hard and **durable.**

Houses used to be built from wood. Why do you think we don't do this anymore?

_____

_____

_____

_____

Properties – a quality or characteristic of something.
Durable – able to withstand wear, pressure, or damage; hard-wearing.

Rubber is used for tyres on vehicles because rubber is strong, **flexible** and durable.

Flexible – able to bend easily without breaking.
Durable – able to withstand wear, pressure, or damage; hard-wearing.

Why do you think tyres have to be flexible?

Challenge Can you think of any materials that have these properties?

Property	Example of material
durable	
flexible	
waterproof	
magnetic	

Next Step How could we find out which materials are magnetic and which are not?

Tuesday 19th January

Zoom in

Read the opening paragraph of the newspaper report and answer the questions below.

Yesterday, astronaut Neil Armstrong climbed down the ladder of the lunar module Eagle and became the first man to stand on the moon. This marks a huge milestone in the history of space exploration.

1. Look back at the opening sentence you wrote yesterday. How does your sentence compare to the report? Was your sentence about space?

Retrieval

1. What did Neil Armstrong do that was so special?

2. What is the time-conjunction in the first sentence?

Vocabulary

1. There are two definition for the word 'milestone'. Which is most appropriate for this text? Tick one.

A stone or mark that shows the distance in miles to a specific place.	
An important event or turning point in history or in a person's life.	

2. Can you think of a time where you achieved an important milestone in your life?

Writing – Facts and opinions

Please write the date and the title into your lined activity book

A quality newspaper should provide information which is factually correct and unbiased.

Spot the fact! Which sentence below is a fact?

Spelling:

Can you underline all of the words in the paragraph below that end with a shus sound? I have highlighted two to help you:

Suspicious activity

PC Rana was suspicious. He had heard that some precious stones had been stolen from a spacious stately home by someone driving a white van, and here was a white van, parked by the side of the road. However, it was guarded by a vicious-looking black dog. PC Rana was ambitious, but he was cautious too. What should he do?

What do you notice about these words?
Do you think these words are adjectives (describing a noun) or adverbs (describing a verb)?
Is the shus sound at the end always spelt in the same way?

We will come back this this later in the week.

Maths

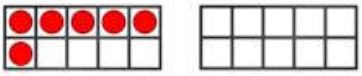
Check your answers from yesterday. How did you do?

To start your Maths work for today, log on and do 5 minutes of Times Tables Rock Stars.

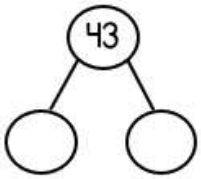
Today's Arithmatic Starter:

1) What is 20 + 50?

2) Complete the number bond 6 + ☐ = 20



3) Complete the part-whole model.



4) What is double 7?

Todays Activity:

Re-watch yesterday's explanation video: https://vimeo.com/468561808 and complete questions 4 - 6.

Here is another number square to help you:

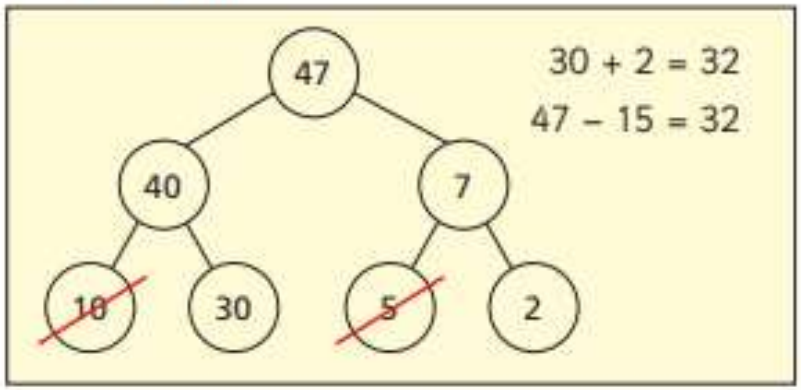
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

When using the column method below, remember to take away the left-hand column first. This is the ones column. Then take away the next column. This is the tens column.

In the example below, we take 2 away from 6 to get 4 and then 2 tens away from 4 tens to get 2 tens.

Share your answers with me on ClassDojo – you may see your answer featured later!

4 Jack is working out 47 – 15



Talk about Jack's method with a partner.

Use Jack's method to complete the calculations.

a) 47 – 16 = ☐

b) 36 – 22 = ☐

c) 37 – 15 = ☐

d) 57 – 31 = ☐

5 Complete the subtractions.

a)

	T	O
	5	2
–	1	1

b)

	T	O
	1	5
–	1	2

c)

	T	O
	8	7
–	3	4

d)

	T	O
	6	3
–	5	2

6 Rosie has 25 balloons.

Scott has 11 fewer balloons than Rosie.

How many balloons does Scott have?

☐

How many balloons do they have altogether?

☐

Thematic

We are continuing with our Shake, Rattle and Roll theme.

Recap quiz - What is the earth made of?

How many layers is the earth made up of?

a) 1
b) 2
c) 3
d) 4

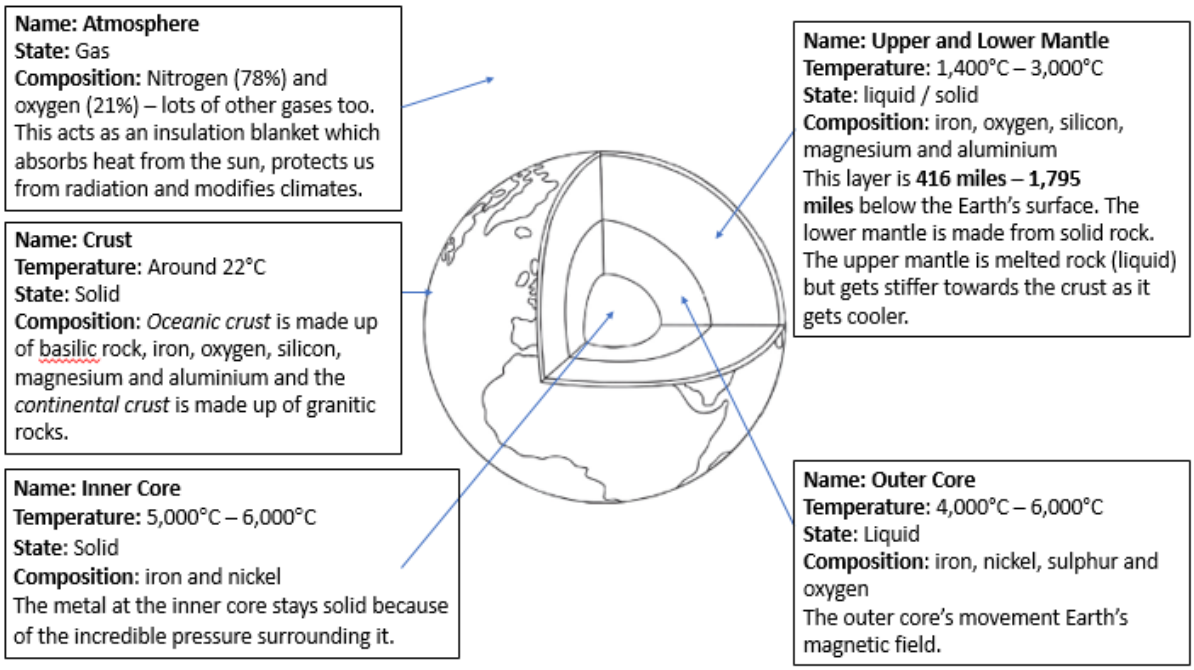
Which two metals are the main components of the Earth's inner and outer core?

a) iron and aluminium
b) iron and nickel
c) nickel and aluminium
d) aluminium and copper

Which is the hottest layer of the Earth?

a) Inner core
b) Outer core
c) Mantle

If you need to double check your answers – have a look at the diagram below.



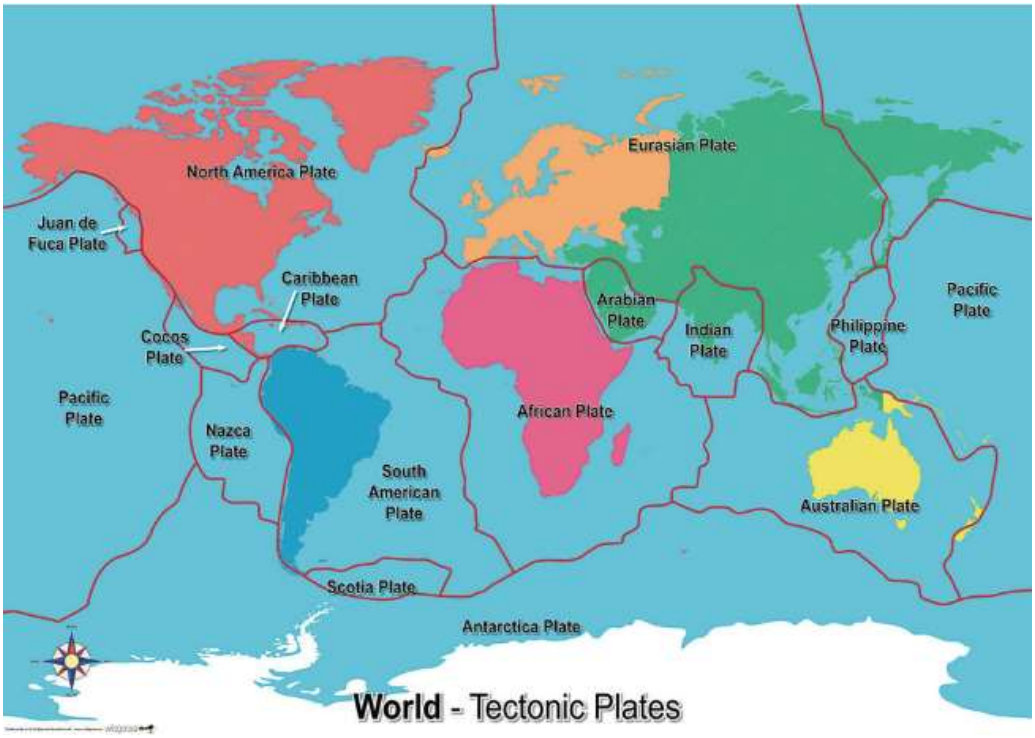
In our last lessons, we were exploring the layers of the Earth. This week we are going to look at the top layers including the crust in more detail and specifically, the tectonic plates.

Watch the TED-ed presentation at https://www.youtube.com/watch?v=p-vNSqUy0l4 and read the comprehension below.

Mrs Spencer has put a recording of the text below on dojo today so you can listen to this and read along.

The surface of the Earth is always moving. The movement is extremely slow and cannot be felt or noticed by people on the Earth. It moves between one to six inches every year (one inch is about 2.5cm). For the land to move a noticeable and significant amount takes millions of years. The movement of the Earth is due to tectonic plates.

The Earth's surface is made up of several layers, but the part of the land that is moving is called the lithosphere, which is the made up of the Earth's crust and a part of the upper mantle . This layer of the Earth moves in big pieces of land called tectonic plates. Some of the plates cover entire continents.



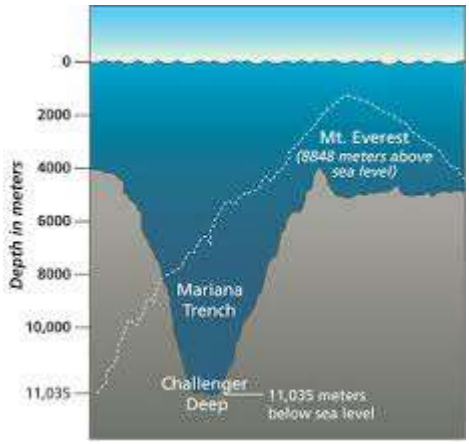
There are minor plates and major plates. Seven major plates include the African, Antarctic, Eurasian, North American, South American, India-Australian, and Pacific plates. Notice how each of the plates closely match the seven continents. The eight minor plates include the Arabian, Caribbean, Nazca, and Scotia plates. The plates can be seen as pieces of a jigsaw puzzle that make up the surface of the Earth.

The tectonic plates are around 62 miles thick, and there are two main types: oceanic and continental. The oceanic plates are the parts of the crust which sits underneath the oceans. These are mostly made up of silicon and magnesium. The second type of plate - the continental plates, mostly includes the surfaces of the Earth below the land and are mostly made up of silicon and aluminium.

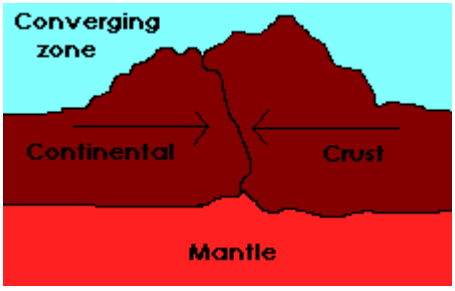
Because there are different plates, just like different jigsaw pieces in a puzzle, there are plates boundaries. These are the edges of the plates and it is here, at the plate boundaries, that we can most easily find evidence of plate movement.

There are three main types of boundaries: convergent, divergent, and transform.

At a convergent boundary two tectonic plates push together and one plate will move under another. Convergent means ‘coming together or meeting’. Volcanoes and earthquakes can happen along convergent boundaries. An example of a convergent boundary is the deepest part of the ocean, the Mariana Trench which sits between the Pacific and Mariana plates. Here, the Pacific plate moves under the Mariana plate and a large trench is created. As you can see from the picture, the trench is deeper than Mount Everest is high.



Collison boundaries are a type of convergent boundary. Here, two plate boundaries move into one another but instead of one plate sliding under the other, the plates slowly crash into each other causing the land or seabed to rise. Mount Everest and the Himalayan Mountains were formed by the Indian and Eurasian plates converging and colliding.



A divergent boundary is the opposite of convergent boundary as here, the plates ‘diverge’ which means they move away from each other. A crack called a ‘rift’ appears in the ground and through this, magma (hot, liquid rock) from below the Earth's surface pushes up from the mantle and reaches the Earth's surface. Volcanoes can occur at these boundaries and, when they happen in the sea, new islands can be formed. Iceland was created by a divergent boundary happening. The magma which came up settled and created the land.

The tectonic plates slide past each other at a transform boundary. Earthquakes may occur when this happens and faults (large cracks in the land and rocks) are created. An example of a transform plate boundary is the San Andreas Fault located in California in the USA. Many earthquakes have happened at this transform boundary between the North American and Pacific Plates. The last major earthquake here was in 1989 when some 4,000 people were injured and many buildings and roads damaged.

Finally, scientists are able to use GPS to track the movement of the tectonic plates throughout the world, which may be able to help accurately predict where earthquakes might happen in the future.

In summary, plate tectonics involves the movement of pieces of the Earth's crust. The movements of these plates and what happens at the plate boundaries are responsible for mountain formation, volcanoes, trenches, earthquakes and other geologic activity.

Now, using the information you have learnt, see if you can answer the questions below.

1. Name two major tectonic plates.

2. Name two minor tectonic plates.

3. What are the two types of tectonic plates?

4. What do Scientists use today to track the movement of tectonic plates?

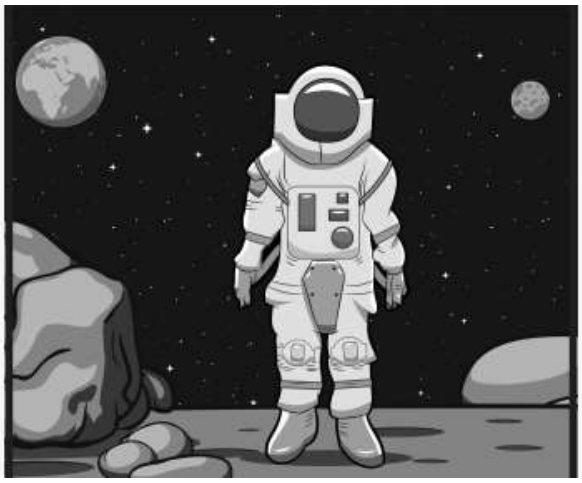
If you have time and would like to have a go at a plate-related activity, grab a pair of scissors (safely) and have a go at the ’50 million years from now puzzle on the last page of this pack, which asks you to reflect on the future movement of tectonic plates.

Wednesday 20th January

Zoom in

Read the next paragraph from the newspaper report 'One Giant Leap for Mankind' and answer the questions below.

One-fifth of the world's population tuned in to watch as Armstrong stepped on to the Moon. The adventure began on 16th July, when three men left Earth in their space capsule Apollo 11, fired into space by its powerful Saturn 5 rocket. Four days later, the astronauts arrived on the moon.



Retrieval

1. What was the name of the space capsule used for the adventure?

Armstrong	
Apollo 11	
Saturn 5	
Eagle	

2. How long did it take the astronauts to reach the moon?

_____

3. How did the space capsule get into space?

_____

Vocabulary

1. Find a copy one word from the text that means the same as 'quest'.

_____

Inference

1. Write a caption to go with the picture in the newspaper report extract above.

_____

Writing – Person

Please write the date and the title into your lined activity book

Newspapers are written in the third person as they report about what happened to others (e.g. he, she, they, them, it) and not from your own perspective.

First Person

If writing a story in the first person, write as though you are a character inside the story.

Describe how you feel and what you are doing or have done.

Use the pronoun 'I'

For example:
Last year, I went to Spain with my family. I loved it!

Other pronouns used in the first person:

my
me
mine
we
our
ours
us

Second Person

If writing in the second person, talk to the reader directly.

Use the pronoun 'you'.

The second person is used a lot non-fiction as well as in fiction texts.

For example:
Before you begin, make sure that you have all of the tools listed above.

Other pronouns used in the second person:

your
yours

Third Person

If you are writing in the third person, you write about other people or characters.

You use the character's name or pronouns such as 'he', 'she' and 'they'.

Other pronouns used in the third person:

her/hers
his
theirs

For example:
Michelle sped off at top speed and was soon in first place. She couldn't believe that she was going to win!

a) Sort the pronouns into the table below:

she	I	they	he	you	me	us
your	his	ours	mine	hers	theirs	we

first person pronouns	second person pronouns	third person pronouns

Maths

Check your answers from yesterday. How did you do?

To start your Maths work for today, log on and do 5 minutes of Times Tables Rock Stars.

Today's Arithmatic Starter:

1. What do you add to 5 to make 10?
2. What do you add to 11 to make 20?

3. 2 x 5 =

4. 10 x 2 =

5. Which is bigger, 3 x 5 or 2 x 6?

Todays Activity:

Follow the link to watch the explanation video: https://vimeo.com/468562834 and then complete the questions 1 – 2 below.

You won't have base 10 at home but here is a number square to help you again with these questions. **For example, if you want to know 62 – 21, you start at 62 and then count back 21 digits on the number square. You would end on 41 so 62 - 21 = 41.**

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

Remember to share your answers with me on ClassDojo so that I can see how you are getting on!

Subtract 2-digit numbers (2)

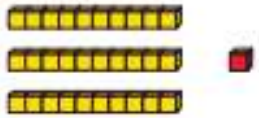
1 **a)** What number is represented?

Subtract 12

What number is left?

□ − 12 = □

b) What number is represented?



Subtract 12

What number is left?

□ − 12 = □

What is the same about your answers?

What is different?

2 Use base 10 to complete the subtractions.

a) 23 − 6 = □

b) 33 − 7 = □

c) 33 − 17 = □

d) 45 − 26 = □

e) 63 − 35 = □

f) 82 − 24 = □

3 Tommy is working out 43 − 5

		T	O	
		~~3~~ 4	13	
	−		5	
		3	8	

Talk about Tommy's method with a partner.

Computing:

Go to: https://hourofcode.com/uk/learn. Choose one game to complete.

PE:

Go to https://real.jasmineactive.com/login.

Click on KS2 and then the link to the one leg balance activity. Watch the video and then, have a go yourself.

Use the colour tabs to change the difficulty of the challenge and share pictures on ClassDojo of you completing it at home.

Thursday 21st January

Zoom in

Read the paragraph below from the newspaper report 'One Giant Leap for Mankind' and answer the questions below.

"That's one small step for man, one giant leap for mankind," were Armstrong's first words, broadcast to Texas, over 384,000 kilometres away. Armstrong was joined on the moon by Edwin 'Buzz' Aldrin. The third man, Michael Collins, was still in orbit around the Moon.

Retrieval

1. What are the names of the two men who landed on the moon?

_____

2. What was the third man doing at this time?

_____

Vocabulary

1. List two words that have a similar meaning to the word ‘mankind’.

_____

Inference

1. “That’s one small step for man, one giant leap for mankind,”
What do you think Armstrong meant by this comment?

_____

_____

_____

Writing – Past tense

Please write the date and the title into your lined activity book

Newspaper articles are normally an example of a recount text. They are written in the past tense as the event has already taken place.

Check! Do these look right?
John playd tennis yesterday.
Ash lookd in the mirror.

Today’s Task:

Change these sentences to the past tense. Remember -ed.

For example: Dad packs the suitcases. (packed)- Dad packed the suitcases.

1. Tom borrows the book. (borrowed)
2. He paints a picture. (painted)
3. They throw the ball over the hedge. (threw)
4. I pay the milkman. (paid)
5. Katie does a lot. (did)
6. We use the train. (used)

Remember to share your answers with me on ClassDojo – you may see your answer featured later!

Maths

Check your answers from yesterday. How did you do?

To start your Maths work for today, log on and do 5 minutes of Times Tables Rock Stars.

Today's Arithmatic Starter:

1) What is 24 plus 6?

2) What addition can you do to check 12 – 5 = 7?

3) Write 16 as a word.

4) Write the numbers in order starting with the greatest.

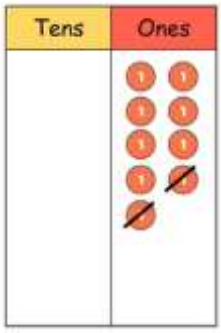
27 19 40

Todays Activity:

Re-watch the explanation video: https://vimeo.com/468562834 and complete questions 4 - 5.

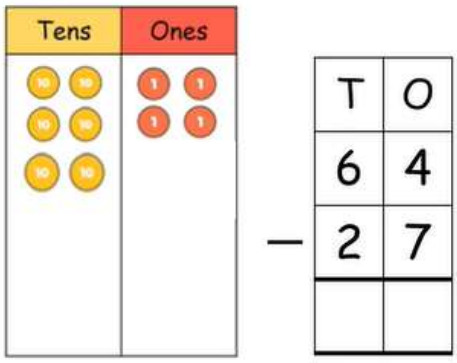
You can use a place value to chart help you when subtracting. For example:

9 – 2 would look like this:



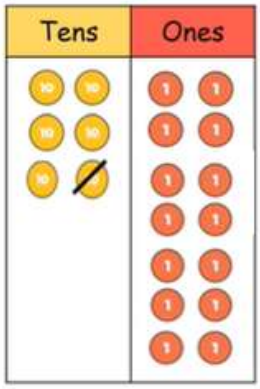
We started with 9 ones and took 2 away (crossed them out). This leaves us with 7 ones so 9 – 2 = 7.

64 - 27 would look like this:



	T	O
	6	4
−	2	7

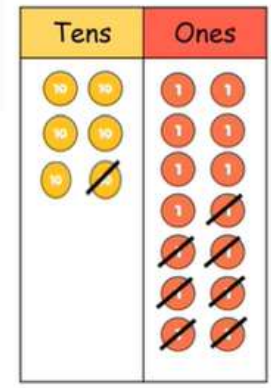
We start with our larger number 64 and show 6 tens and 4 ones on our chart. We have written the column method next to the chart.



	T	O
	5 ~~6~~	1 4
−	2	7

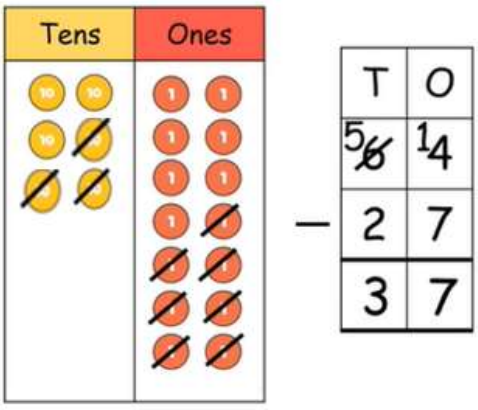
We can't take 7 ones from 4 ones as we don't have enough ones so we exchange one 10 for 10 ones. On the chart we have crossed out one ten and added ten ones to the ones column. We now have 14 ones in the ones column.

On our written column method, we have crossed out the 6 tens and changed it into 5 tens and we have put 1 in front of the 4 to show we have moved 10 across to this column to make 14 (10 + 4).



	T	O
	5 ~~6~~	1 4
−	2	7
		7

We can now take away the 7 ones in the one column as we have enough ones, 14 – 7 = 7. On the chart we have crossed out the 7 ones and we are left with 7 ones. On the written column method we have taken 7 away from 14 and written 7 underneath.



	T	O
	5 ~~6~~	1 4
−	2	7
	3	7

To finish we need to take 2 tens away from 5 tens. On the place value chart, we have crossed out two more tens. On the written column method we have taken 2 tens aware from 5 tens and written 3 beneath to show 3 tens in the tens column.

Here are some empty place value charts for you to draw on to help you with the questions:

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Remember to share your answers with me on ClassDojo so that I can see how you are getting on.

4 Complete the subtractions.

a)

		T	O	
		2	3	
	−		6	

b)

		T	O	
		3	3	
	−		7	

c)

		T	O	
		3	3	
	−	1	7	

d)

		T	O	
		4	5	
	−	2	6	

e)

		T	O	
		6	3	
	−	3	5	

f)

		T	O	
		8	2	
	−	2	4	

5 Dexter has 33 bricks.

Rosie has 19 bricks.

a) How many bricks do Dexter and Rosie have altogether?

b) How many more bricks does Dexter have than Rosie?

Spelling:

We are looking at spelling words ending in -cious or -tious.

In your activity on Tuesday, did you notice that:

- We can spell the shus sound using both a c and a t -cious and -tious?
- There words are all adjectives?

Complete the following two exercises using words which end is -cious and -tious:

Example sentences

Set A

Use one of these words to complete the following sentences: *malicious*, *vicious*, *suspicious*, *spacious*, *gracious*.

a) The princess gave a _____ wave from the window of her carriage.

b) The house was much more _____ than it looked from the outside.

c) The dog snarled as the postman approached the front gate. It looked particularly _____.

d) 'Have you been spreading _____ rumours about me?' asked my sister. I tried to look innocent.

e) 'Let me know if you see anything _____,' said the detective as he left.

Set B

Use one of these words to complete the following sentences: *cautious*, *ambitious*, *nutritious*, *superstitious*, *infectious*.

a) 'Is the disease _____? Will I have to have time off school?' I asked hopefully.

b) The zookeeper was _____ as she approached the sleeping lion.

c) It's not that I'm _____; I just don't like walking under ladders.

d) The good thing about oranges is that they taste good, as well as being _____.

e) The swimmer was _____. She always wanted to improve on her time.

PSHE

Today in PSHE we will be thinking about our dreams and goals.

As we have discussed at school, having **dreams, goals and ambitions** is important as it gives us something to aim for and work towards. Our ambitions may change over time but we should always have high expectations for ourselves and what we can achieve.

To begin our lesson today, watch https://www.youtube.com/watch?v=e0tRDhEmdO4.

When watching, think about what this song is about, what is the message? Make a note of your thoughts in your book or on a piece of paper.

Now, in your books or on a piece of paper can you consider and write down your thoughts on the following questions:

1. What would your life be like when you are grown up? How might it be different to now?

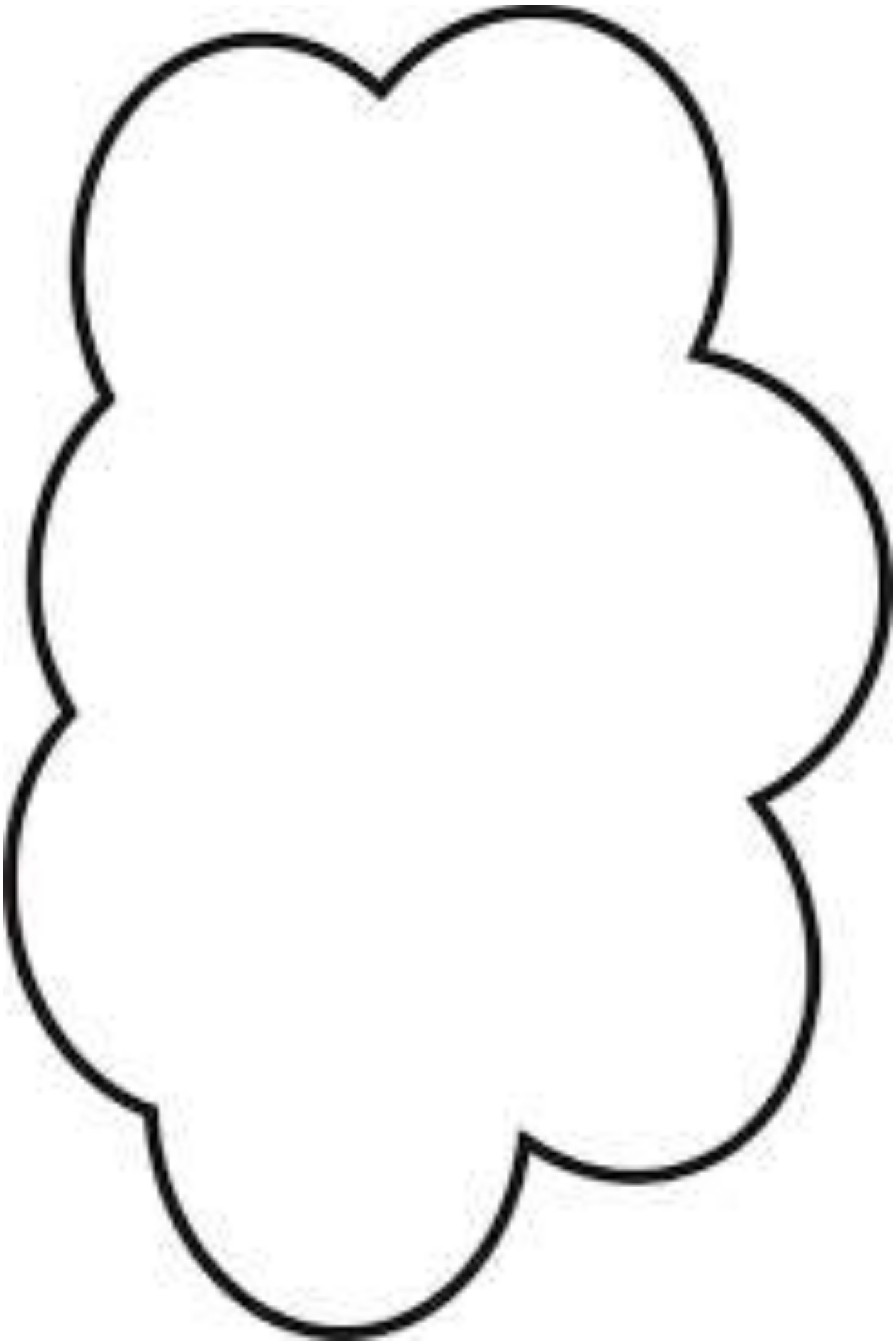
2. What might you be able to do that you can't do now? What might you like to be able to do?

3. What dreams and ambitions do you have? What might you need to do to achieve your ambitions? Can you achieve all or any of your dreams and ambitions without money?

If there is someone available for you to share your ideas with talk to them about your thoughts. Perhaps you could use this an opportunity to speak to a family member who you haven't seen for a while because of lockdown, maybe an aunt, uncle or a grandparent. You could ask them about their ambitions, what did they want to be when they were growing up, did they achieve their ambitions, did their ambitions change?

Now, complete the ambition cloud below by writing or drawing pictures to show the dreams and ambitions you have for yourself when you grow up. These might include **hobbies, a profession (a job), where you will live, how you'll feel, what your family might be like or any other dreams and ambitions you have**. You can show these in whatever way you want on your cloud; you could even compose a poem about your ambitions.

Share your clouds with me – I can't wait to see all of your goals and ambitions.



Friday 22nd January

Zoom in

Read the final extract from the newspaper report 'One Giant Leap for Mankind' and answer the questions below.

Retrieval

While Collins stayed in Apollo 11's command module Columbia, Armstrong and Aldrin explored the area of the moon where they had landed. They proudly put up a US flag with a wire frame to hold it (as there is no wind on the Moon). Then they collected rocks from the Moon's surface to take back to a lab on Earth.

After completing their tasks, the pair returned to Eagle, lit the engine and headed to meet with Columbia.

The United States have now achieved the first part of President Kennedy's promise – to land a man on the moon. Now it is up to NASA to return him safely to Earth.

1. Look at the paragraph that begins with 'While Collins remained…'.
   Use the description to draw a picture of the scene.

2. Why did the astronauts need a wire frame to put up their flag?

_____

Inference

1. Why do you think the astronauts felt proud to put the US flag on the moon?

_____

_____

2. What is the second part of the mission?
   Why is it up to NASA to complete this part?

_____

_____

Writing – One Giant Leap for Mankind

Please write the date and the title into your lined activity book

Today's Task:

Read through the text below. Find the following features:

- Newspaper title
- Headline
- Picture
- Third person
- Past tense
- Quotes

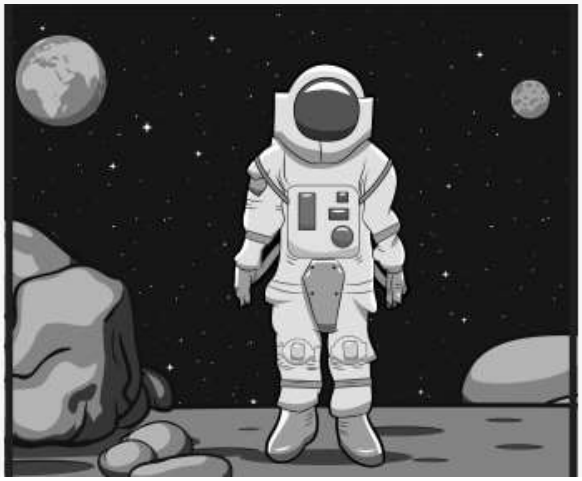
21ST JULY 1969

The NASA News

ONE GIANT LEAP FOR MANKIND

Yesterday, astronaut Neil Armstrong climbed down the ladder of the lunar module Eagle and became the first man to stand on the moon. This marks a huge milestone in the history of space exploration.

One-fifth of the world's population tuned in to watch as Armstrong stepped on to the Moon. The adventure began on 16th July, when three men left Earth in their space capsule Apollo 11, fired into space by its powerful Saturn 5 rocket. Four days later, the astronauts arrived on the moon.



"That's one small step for man, one giant leap for mankind," were Armstrong's first words, broadcast to Texas, over 384,000 kilometres away. Armstrong was joined on the moon by Edwin 'Buzz' Aldrin. The third man, Michael Collins, was still in orbit around the Moon.

Maths

Check your answers from yesterday. How did you do?

To start your Maths work for today, log on and do 5 minutes of Times Tables Rock Stars.

Today's Arithmatic Starter:

Complete the 5 times table activities below:

Tip – the below picture shows 5 x 3 = 15

Count in 5s and colour in the grid:

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

Work out these answers:

a) 2 x 5 = _____

b) 4 x 5 = _____

c) 5 x 5 = _____

d) 6 x 5 = _____

e) 7 x 5 = _____

f) 12 x 5 = _____

How many are there?

a) _____ x _____ = _____

b) _____ x _____ = _____

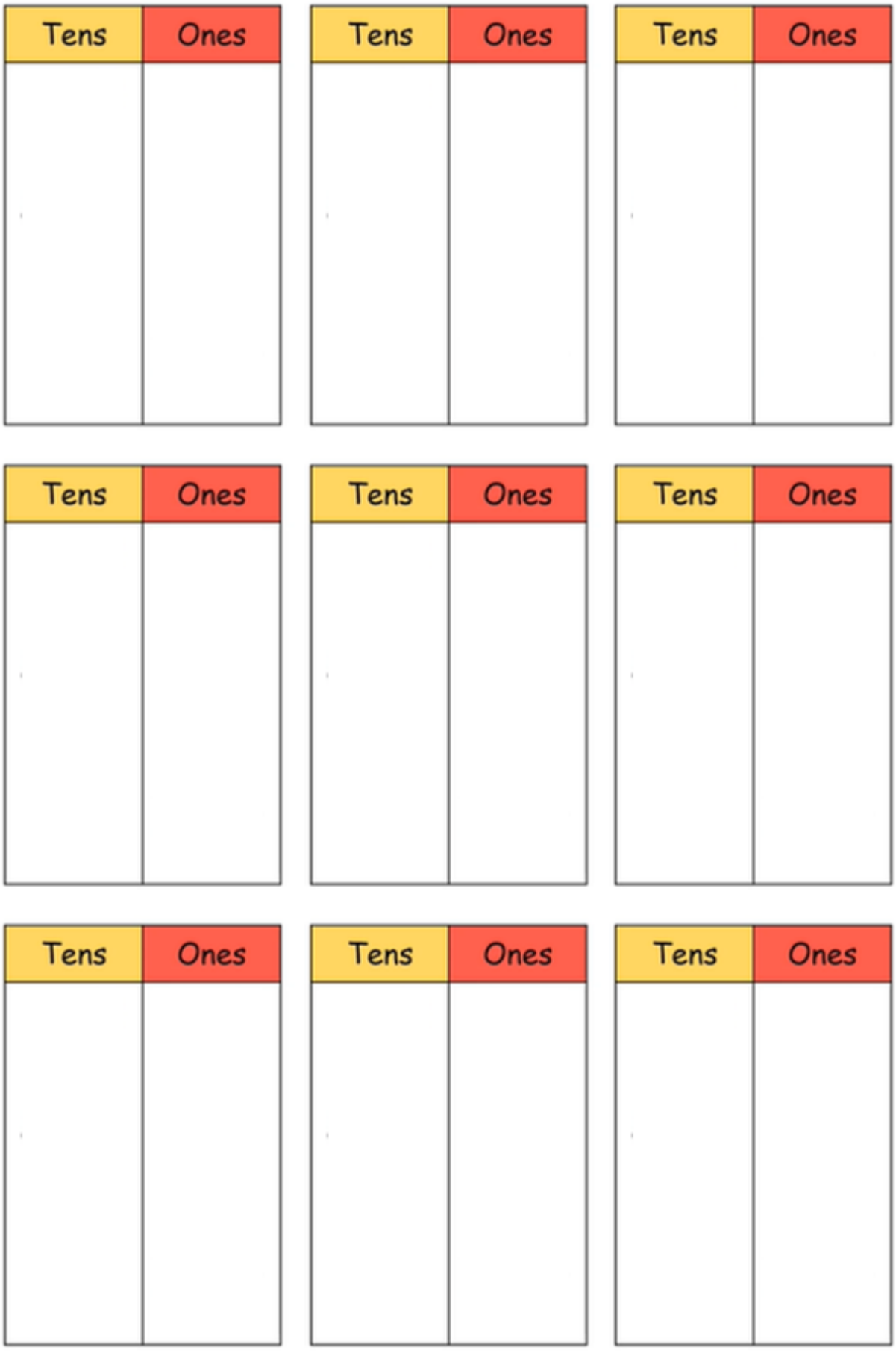
c) _____ x _____ = _____

Todays Activity:

Re-watch yesterday's explanation video: https://vimeo.com/468562834 and complete the questions below.

Remember to share your answers with me on ClassDojo – you may see your answer featured later!

Here are some more place value charts to help you with your answers:



a.			b.			c.			d.			e.		
	3	3		2	5		1	6		2	7		2	9
-	1	1	-	1	3	-	1	0	-	1	6	-	1	2

a.			b.			c.			d.			e.		
	2	3		2	6		2	2		3	8		2	1
-	1	7	-	1	9	-	1	6	-	2	9	-	1	3

Handwriting:

UNIT 3 Revising joins in a word: *s* **3**

Name ..... Date .....

Practise the joins. *ies es ns ps*

Complete the table.

ed form	**s** form
helped	
married	
tackled	
hurried	
stopped	
opened	

RE

Spirited Arts and Spirited Poetry

This is an exciting RE project that you can do at home. Over 350 000 children and young people have entered a competition to make a work of art in RE in recent years. Now is your chance to do the same. There are £25 prizes for the winners, and your work may appear on our web gallery.

The art you make should be all about your own ideas on a big religious question. It can be 2D art, painting, drawing, pastel colours. It can be 3D, fabric or sculpture, video art, music or poetry. You will do your best work if you consider how other children have done the task.

This is RE: so expressing your own ideas and comparing them to ideas from different religions and beliefs is what it is all about. Good luck.

Look at the web gallery, and choose some favourite art

Here is a good place to start looking:

https://www.natre.org.uk/aboutnatre/projects/spirited-arts/spirited-arts-gallery/2019/?ThemeID=66

If you prefer to start with poetry, here are some poems to look at –

and listen to. https://www.natre.org.uk/about-natre/projects/spiritedarts/spirited-poetry-2019/spirited-poetry-collection/2019/?ThemeID=83

Imagine you are a judge for this competition. Look at ten or more examples from your age group, and select your three favourites for 'gold, silver and bronze' medals. Make a 3-minute pencil sketch of the three you like best, and say why you gave them prizes.

We will continue with this project next RE lesson. The deadline for the competition is 31st July. For more detail about it, go to: for further details https://www.natre.org.uk/aboutnatre/projects/spirited-arts/spirited-arts-2020/

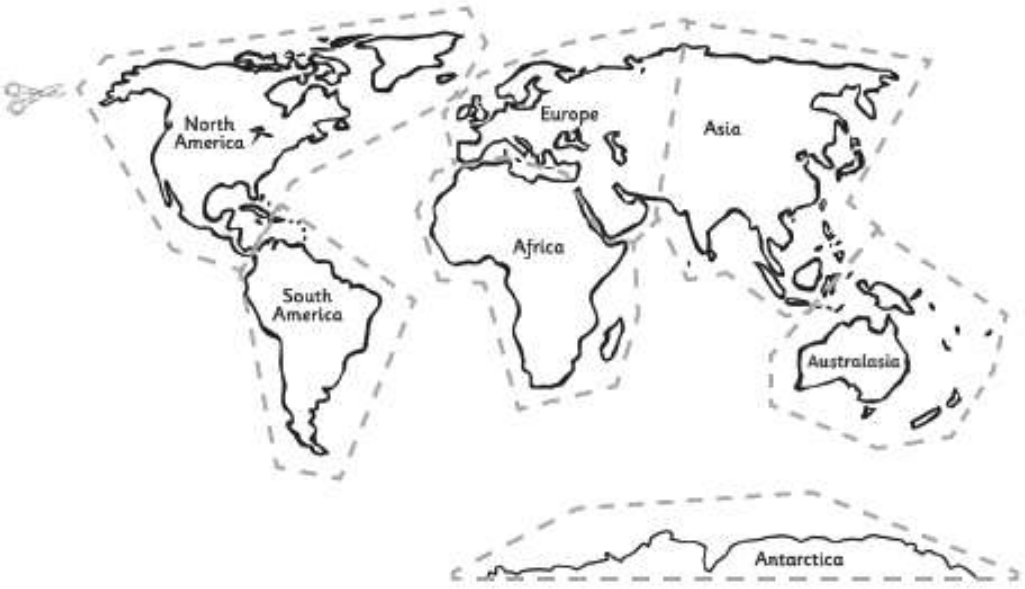
Shake, Rattle and Roll – Extra Activity from Tuesday

50 Million Years From Now....

Cut out the continents from the map below.

Use the facts below to stick the continents onto your second world map, to show where they might be in 50 million years from now.

1. South America is moving towards North America.
2. North America is moving away from Europe.
3. Australasia is moving towards Asia.



50 Million Years From Now....