

## Week 3 Timetable:

| Day       | Core  | Foundation  |
|-----------|---|---|
| Monday    | Reading – ‘The Mystery of the Colour Thief’ – Front cover and blurb<br>Writing – ‘The Door’ poem<br>Maths – Equivalent fractions: Task 1<br>Handwriting – Number formation                                      | Science – Explain what effects the output of a circuit      |
| Tuesday   | Reading – ‘The Mystery of the Colour Thief’ – Retrieval Questions<br>Writing – Grammar and sentence level work<br>Maths – Equivalent fractions: Task 2 and Extension<br>Spelling – Proofreading exercise part 1 | Thematic – Where is Birmingham and what makes it unique?    |
| Wednesday | Reading – ‘The Mystery of the Colour Thief’ – Vocabulary Questions<br>Writing – Through the eyes of a character<br>Maths – Simplify fractions: Task 1<br>Handwriting – Joining: Diagonal joins                  | RE – What religions are found in our local area?            |
| Thursday  | Reading – ‘The Mystery of the Colour Thief’ – Inference Questions<br>Writing – Planning a portal story<br>Maths – Simplify fractions: Task 2 and Extension<br>Spelling – Proofreading exercise part 2           | PE – Real PE: Seated balance<br>Spanish – Food and drink    |
| Friday    | Reading – Reflection: Personal response<br>Writing – Writing a portal story<br>Maths - Google Form Quiz: Recap of work from the week<br>Handwriting – Joining: Horizontal joins                                 | Art – Who is William Morris and how is his art influential? |

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.

# Monday 18<sup>th</sup> January

## Reading

Look closely at the cover of the book our comprehension extract has been taken from and then read the blurb alongside.



### Blurb:

First the accident, then the nightmares.

A shadowy thief steals the colours from Izzy's world.

Will her new neighbour and a nest full of cygnets save Izzy and solve the mystery of the colour thief?

This is the story of a girl called Izzy, of a friendship lost and another one found, of a cygnet called Spike and the power of feathers gathered from strong wings. It is about hope, healing, nature and new beginnings.

1. What is a cygnet? Look closely at the front cover for clues and then use an online dictionary to find out!

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2. What effect does the question have on the reader? Why have they chosen to include this question within the blurb?

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3. Do you think you would enjoy reading this book? Why/why not?

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Share your answers on ClassDojo – we'd love to see your thoughts and responses!



# Doors

-the world of possibility



## Introduction

Have you ever looked at a door and wondered what might be on the other side? Where may it lead? What may be hiding within? At first glance, a door is just a piece of wood, glass or metal that is opened and closed so that people can get in and out of a room, a vehicle or a space. But in the hands of a writer, a door represents a world of possibility, a world where things are not only hidden but often closed off and restricted. Together, through poetry, text games and narrative, we shall explore the potential that a door offers to you, the writer.

In this session we are going to explore a poem called 'The Door'. Begin by watching these two contrasting performances of the poem. Think carefully about the importance of fluency and expression when we read while you're watching them!

Reading 1:

<https://www.youtube.com/watch?v=bazJvnuOLMM&t=30s>

Reading 2: <https://www.bbc.co.uk/programmes/p011kx3r>

★ **Decide which reading you prefer and why and jot down your response.**



SCAN ME

Reading 1



SCAN ME

Reading 2





Now make some notes on the poem:

- What did you like about the poem? What was your favourite line and why?
- How did the poem make you feel?
- Which line in the poem did you find the most interesting and why?
- Are there any parts of the poem that leave you with unanswered questions?
- What questions would you like to ask the poet, Miroslav Holub?

You can make notes and answer these questions in your exercise book 😊

Please share your responses on ClassDojo.

[Additional Extra Activity!](#)

★ **Decide how you would perform this out loud and have a go at performing at home.**

If you choose to do this, upload the video onto your portfolio on ClassDojo so I can see your performances, I know how wonderful you are at drama and can't wait to see some of these!



## The Door

by Miroslav Holub

Go and open the door.  
Maybe outside there's  
a tree, or a wood,  
a garden,  
or a magic city.  
Go and open the door.  
Maybe a dog's rummaging.  
Maybe you'll see a face,  
or an eye,  
or the picture  
of a picture.

Go and open the door.  
If there's a fog  
it will clear.

Go and open the door.  
Even if there's only  
the darkness ticking,  
even if there's only  
the hollow wind,  
even if  
nothing  
is there,  
go and open the door.


At least  
there'll be  
a draught.

# Maths - Equivalent Fractions

Starter: Answer the following questions including the Roman Numeral.

**Flashback 4** C

1) What multiplication has been represented by the counters?



2) Which of the numbers are common multiples of 4 and 6?  
12   18   24   30   36  

3) Work out  $3,000 + 250 + 75$

4) How many degrees are there in two full turns?

White Rose Maths

Times Tables Practice:

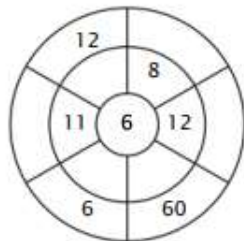
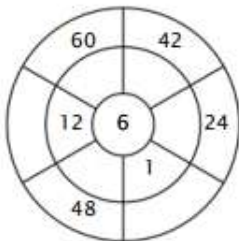
## Exercise 1:

Color in all of the boxes that are the solutions of this time table.

|    |    |    |    |    |
|----|----|----|----|----|
| 24 | 22 | 18 | 60 | 30 |
| 60 | 36 | 48 | 48 | 72 |
| 1  | 5  | 37 | 6  | 49 |
| 54 | 65 | 55 | 23 | 6  |
| 44 | 9  | 24 | 12 | 66 |

## Exercise 2:

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



## Exercise 3:

Fill in the correct product.

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

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

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

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

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

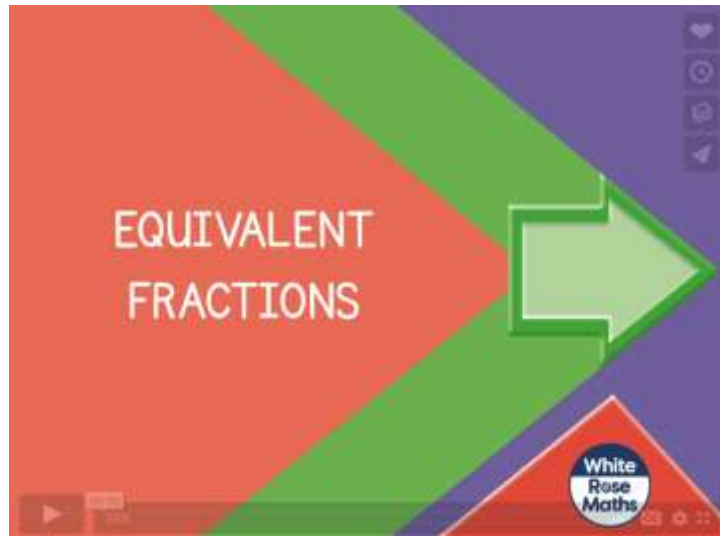
f)  $1 \times 6 = \underline{\quad}$

**Main Activity:**

Follow the link to watch the explanation video: <https://vimeo.com/466488832>



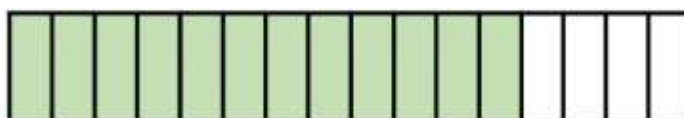
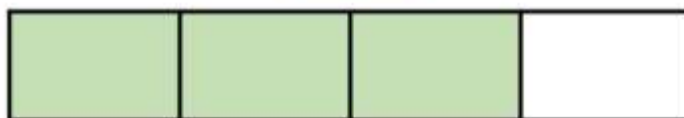
**SCAN ME**



Example to support you:

$$\frac{3}{4} = \frac{12}{16}$$

The equation is supported by two blue curved arrows. The top arrow points from the numerator 3 to the numerator 12, with "× 4" written above it. The bottom arrow points from the denominator 4 to the denominator 16, with "× 4" written below it.

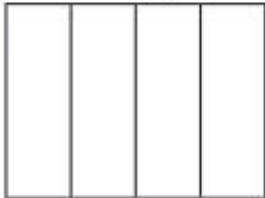
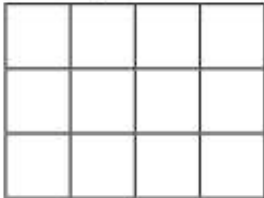


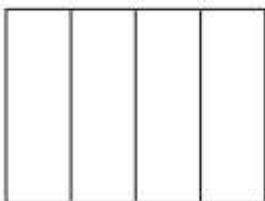
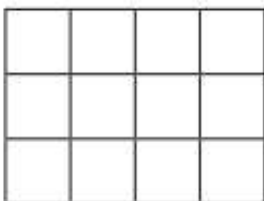
Task 1: Complete Questions



## Equivalent fractions

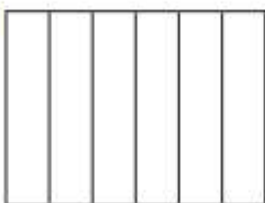
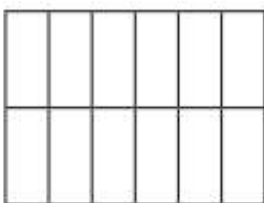
1 Shade the shapes to show the equivalent fractions.



a)    $\frac{1}{4} = \frac{\square}{12}$

b)    $\frac{3}{4} = \frac{\square}{12}$

c)    $\frac{1}{6} = \frac{\square}{\square}$

d)    $\frac{5}{6} = \frac{\square}{\square}$

2 Draw two rectangles to show that  $\frac{1}{3} = \frac{4}{12}$



3 a) Sort the fractions into the groups.

Equivalent to  $\frac{1}{4}$

Equivalent to  $\frac{1}{3}$

$$\frac{5}{15}$$

$$\frac{2}{6}$$

$$\frac{3}{12}$$

$$\frac{6}{24}$$

$$\frac{8}{24}$$

$$\frac{5}{20}$$

$$\frac{4}{12}$$

$$\frac{2}{8}$$

b) Write one more fraction in each group.

4 Complete the equivalent fractions.

a)  $\frac{1}{7} = \frac{\square}{14}$

d)  $\frac{3}{4} = \frac{6}{\square}$

g)  $\frac{2}{\square} = \frac{10}{15}$

b)  $\frac{5}{7} = \frac{\square}{14}$

e)  $\frac{3}{4} = \frac{12}{\square}$

h)  $\frac{2}{\square} = \frac{10}{25}$

c)  $\frac{7}{8} = \frac{14}{\square}$

f)  $\frac{3}{4} = \frac{\square}{12}$

i)  $\frac{2}{7} = \frac{10}{\square}$

j) Describe the pattern in parts g), h) and i) to a partner.

7

Here are some equivalent fractions.

Find the values of A, B and C.

|               |               |                |                |
|---------------|---------------|----------------|----------------|
| $\frac{A}{9}$ | $\frac{3}{B}$ | $\frac{2}{18}$ | $\frac{C}{90}$ |
|---------------|---------------|----------------|----------------|

5 Find three ways to make the fractions equivalent.

a)  $\frac{1}{\square} = \frac{\square}{7}$

b)  $\frac{7}{\square} = \frac{14}{\square}$

c)  $\frac{\square}{7} = \frac{\square}{14}$

$\frac{1}{\square} = \frac{\square}{7}$

$\frac{7}{\square} = \frac{14}{\square}$

$\frac{\square}{7} = \frac{\square}{14}$

$\frac{1}{\square} = \frac{\square}{7}$

$\frac{7}{\square} = \frac{14}{\square}$

$\frac{\square}{7} = \frac{\square}{14}$

8 Here are three fraction cards.

All the fractions are equivalent.

|               |                |                |
|---------------|----------------|----------------|
| $\frac{3}{A}$ | $\frac{B}{14}$ | $\frac{12}{C}$ |
|---------------|----------------|----------------|

$A + B = 13$

Work out the value of C.

6 Ron is finding equivalent fractions to  $\frac{1}{4}$



$\frac{1}{4}$  is equivalent to  $\frac{5}{8}$   
and  $\frac{9}{12}$

Do you agree with Ron?

Draw a diagram to support your answer.

Compare answers with a partner.

9

$\frac{1}{5} = \frac{3}{1 + \bullet}$

Find the value of  $\bullet$



# Handwriting

Henry VIII married 6 times. His wives were:

|                     |              |                |              |
|---------------------|--------------|----------------|--------------|
| Catherine Howard    | married 1540 | Anne Boleyn    | married 1533 |
| Anne of Cleves      | married 1540 | Jane Seymour   | married 1536 |
| Catherine of Aragon | married 1509 | Katherine Parr | married 1543 |

Add **three** events to the timeline for Henry VIII.



### Evaluation

Check that all the numbers are correctly formed and clear to read.

### Comments

Here is some handwriting paper for any additional practice that you may want to do. Write on the red lines and use the blue lines to focus on the length of your ascenders and descenders.

Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid blue top line, a dashed red middle line, and a solid blue bottom line.

# Science: Explain what effects the output of a circuit

Follow the link to watch explanation slides:

<https://developingexperts.com/s/missions/895?slide=1&noExit=false&presentation=895>



SCAN ME



Task – Complete the following worksheet. Remember to keep flicking back to the slides on the video clip to help you.

Resource Handout: S06.05.03 Handout



General Mercury wants you to know that the brightness of a lamp is linked to the number and voltage of cells used in the circuit

General Mercury wants you to write a report which explains the importance for generating a light source in different situations, using the following headings: Emergency Power, Convenient Power and Outdoor Power.

## Emergency Power

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**Stretch:**  
To identify how wind up power can be used in a variety of contexts for the benefit of society.

## Convenient Power

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**Challenge:**  
To identify how wind up power can be used for the benefit of society.

## Outdoor Power

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## Assessment Quiz

Follow the link to complete the assessment quiz: <https://developingexperts.com/s/missions/895>

Scroll down to the assessment quiz and click start.



Tuesday 12<sup>th</sup> January

Scan the QR code or type in the link to hear a reading of the opening of 'The Mystery of the Colour Thief' by Ewa Jozefkowicz:

[https://www.youtube.com/watch?v=WtWnyCR3x\\_0&t=2s](https://www.youtube.com/watch?v=WtWnyCR3x_0&t=2s)



**H**e came out of nowhere, a man in the smoke. He was nothing more than a shadow at first, a smudge of black in the grey. But as he loomed closer, he grew bigger, became more solid. My heart was a drum. He was shouting at me, but the sound bounced off my ears in eerie echoes. His long arms reached out. He was so close that I could smell him - a mix of sweat and burning rubber. He leaned in...

3.05 a.m.



The luminous figures stared back at me in the dark. The glow of a street lamp seeped through the wooden slats of my blinds. It was quiet. The man had gone. A nightmare. Though somewhere in the depths of my mind I knew that it was more than a nightmare.

That morning I was late getting ready because Milo wouldn't come in from the garden. He'd been leaping around like a maniac, chasing a tiny vole that he'd found. Eventually I managed to get him indoors and I waited for my best friend, Lou, while grabbing scraps of breakfast. Dad had gone to work already, leaving me a note on the kitchen table:

*Diz, see you after school. Have a good day x*

Lou usually arrived at 8:45am on the dot, so we didn't have to rush, but it was almost 8:50am and she wasn't here. She must have been running late herself and decided to go in on her own. I couldn't wait any longer.

I broke into a run as soon as I was outside. My feet hit the pavement in sync with the beating of my heart. The houses on either side of Gulliver Avenue shifted and swayed, and my ears ached inside from the sharp nip in the early autumn air. Clusters of people huddled at the bus stop passed me in a burst of charcoal greys, the white and black of offices and banks and traffic merged into a single, moving stream.

I ran and ran until I reached the finish line of the school gates, my arms propped against the railings, my chest ready to burst. The bell had gone. Even the usual crowds of sixth formers with their slouchy rucksacks and rolled up blazer sleeves had disappeared inside. I walked into the empty entrance hall.



## Retrieval Questions

1. Who was 'a smudge of black in the grey'?

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2. Is Lou a boy or a girl?

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3. Where does the narrator of the story (Izzy, called 'Diz' by her Dad) live?

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4. What time of year is it? How do you know?

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5. Can you find an example of hyperbole used in the first paragraph?

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Remember to check Class Dojo at the end of the day to self-mark your work against the answers that will be posted!



## Writing

### Grammar & Sentence Work



Read this extract from *The Snow-Walker's Son* by Catherine Fisher. You can listen to the extract here: <https://soundcloud.com/talkforwriting/doors/s-ltAy0hpt715>

The door was the last one in the corridor.

As the flames flickered over it, they showed it was barred; a hefty iron chain hung across it, and the mud floor beneath was red with rust that had flaked off in the long years of locking and unlocking.

The keeper hung his lantern on a nail, took the key from a dirty string around his neck, and fitted it into the keyhole. Then he looked behind him.

'Get on with it!' the big man growled. 'Let me see what she keeps in there!'

The keeper grinned; he knew fear when he heard it. With both hands he turned the key, then tugged out the red chain in a shower of rust and pushed the door. It opened, just a fraction. Darkness and a damp smell oozed through the black slit.

He stepped well back, handed the stranger the lantern, and jerked his head. He had no tongue to speak with; she'd made sure he kept her secrets.

The stranger hesitated; a draught moved his hair and he gazed back up the stone passageway as if he longed suddenly for warmth and light. And from what I've heard, the keeper thought, you won't be seeing much of those ever again.

Then the man held up the lantern and pushed the door. The keeper watched his face intently in the red glow, and his great hand, as it clutched a luck-stone that swung at his neck. The man went in, slowly. The door closed.

Now complete the three activities a, b and c relating to grammar and sentence level.

These are effective writing techniques that the author has used here.

Make any notes in your exercise books to respond to the blue questions (6)

### a. Pattern of three:

Fisher uses the **pattern of three** actions in a sentence to advance the action and inject a sense of pace into her writing. This helps to balance description, action and dialogue. e.g.

- The keeper **hung** his lantern on a nail, **took** the key from a dirty string around his neck, and **fitted** it into the keyhole.
- With both hands he **turned** the key, then **tugged** out the red chain in a shower of rust and **pushed** the door.
- He **stepped** well back, **handed** the stranger the lantern, and **jerked** his head.

★ Can you come up with three of your own sentences using this skill?

### b. Semicolon for independent clauses

A semicolon can be used between independent clauses that are closely related in theme. In the following sentences, Catherine Fisher chooses to use semicolons in both of these sentences rather than using a joining word (conjunction) like *because*.

- The keeper grinned; he knew fear when he heard it.
- He had no tongue to speak with; she'd made sure he kept her secrets.

★ In your opinion, why has she made this choice and what impact does it have on you as the reader?

★ Can you write two or three sentences of your own that illustrate the power of the semicolon over the use of a conjunction?



### c. Adverbs – roving reporters

In the sentences below, the adverb 'slowly' is used to describe how the man enters the room. Adverbs are like roving reporters – they can be moved around the sentence, e.g.

- a. The man went in, slowly.
- b. Slowly, the man went in.
- c. The man went slowly in.
- d. The man slowly went in.



By changing the position of the adverb, we can often either alter the meaning or add emphasis to a sentence. In this instance, by placing the *slowly* at the end, we infer that the character has a heightened awareness of the situation they are in and therefore deliberately enters with caution.

★ Try playing around with the adverb position in the following sentences. Consider how it alters the meaning and where the emphasis is best placed.

1. Cautiously, Samantha crept towards the door that stood before her.

2. Sadly, the boy stared out of the window.

★ Now try this out with a sentence of your own.

Share the grammar and sentence level work with me on ClassDojo – I will collate the best ones and you can see if yours has been used to inspire others!





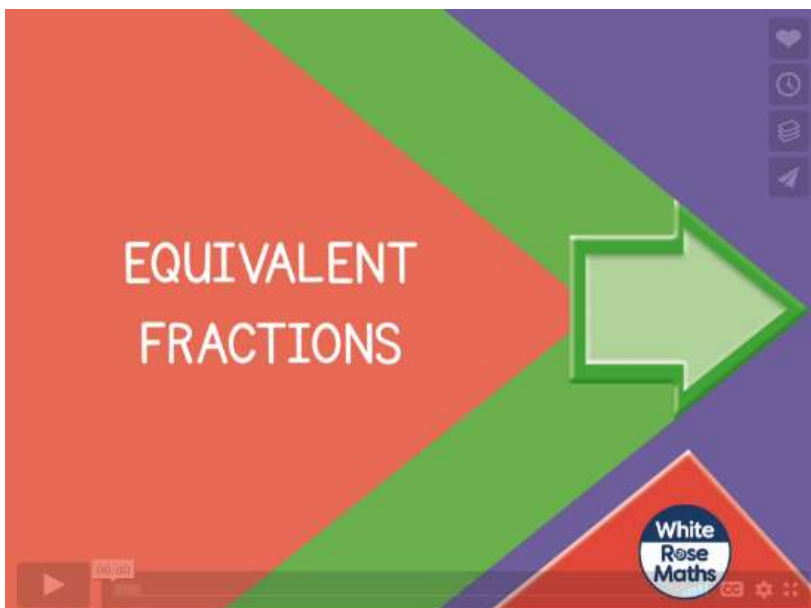


### Main Activity:

Have you marked your work from yesterday? How did you get on? Follow the link to watch the explanation video again to remind you about what we covered: <https://vimeo.com/466488832>



SCAN ME



### Examples to support you:

$$\frac{3}{4} = \frac{9}{12}$$

$\times 3$  (above the arrow)

$\times 3$  (below the arrow)

$$\frac{3}{5} = \frac{9}{15}$$

$\div 3$  (above the arrow)

$\div 3$  (below the arrow)



$$\frac{12}{15} = \frac{40}{\square} = \frac{\square}{5}$$

$\div 3$  (above the arrow)

$\div 3$  (below the arrow)

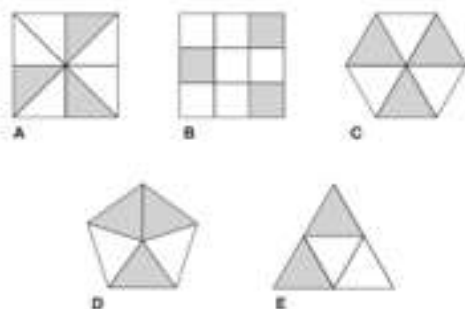
$$\frac{12}{15} = \frac{40}{50} = \frac{4}{5}$$

$\times 10$  (above the arrow)

$\times 10$  (below the arrow)

## Task 2: Problem Solving and Reasoning

1. Each of these diagrams is divided into equal parts. Some of the parts are shaded.



Write the letters of all the diagrams that have exactly  $\frac{1}{2}$  shaded.

Which of the diagrams has exactly  $\frac{1}{3}$  shaded?

2. Sarah has a packet of balloons.

The contents of the packet are

- 5 red balloons
- 5 blue balloons
- 10 yellow balloons



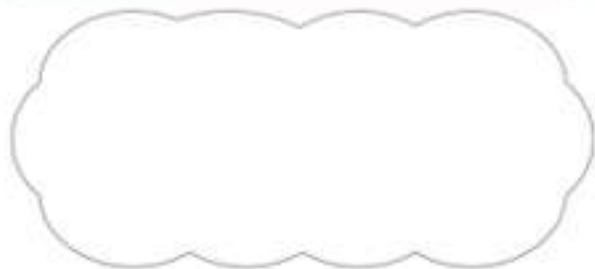
Sarah says,

*'One-quarter of the balloons are red.'*

Is Sarah correct?  
Circle Yes or No.

Yes / No

Explain how you know.



3. Write the two missing values to make these equivalent fractions correct.

$$\frac{\square}{3} = \frac{8}{12} = \frac{4}{\square}$$

4. Two of the fractions below are equivalent.

Circle them.

$\frac{2}{3}$       $\frac{6}{10}$       $\frac{9}{12}$       $\frac{10}{15}$       $\frac{16}{20}$

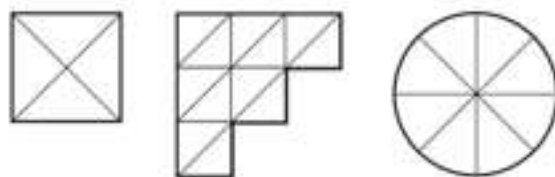
5. Complete these fractions to make each equivalent to  $\frac{3}{5}$ .

$\frac{\square}{10}$                         $\frac{\square}{15}$

$\frac{12}{\square}$

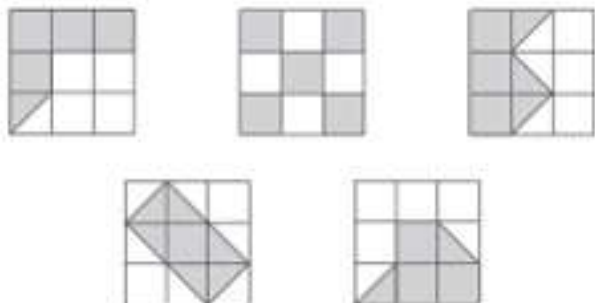
6. Each diagram below is divided into equal sections.

Shade three-quarters of each diagram.



7. Here are five diagrams.

Put a tick (✓) on the diagram if exactly  $\frac{1}{2}$  of it is shaded.  
Put a cross (✗) if it is not.



## Extension

In each number sentence, replace the boxes with different whole numbers less than 20 so that the number sentence is true:

$$\frac{1}{\square} = \frac{3}{\square}$$

$$\frac{\square}{3} = \frac{\square}{12}$$

$$\frac{\square}{\square} = \frac{\square}{\square}$$

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

$$\frac{30}{\square} = \frac{45}{\square}$$

## Plenary

True or False ?

Equivalent fractions

$$\frac{81}{126} = \frac{9}{14}$$

Remember to check the answers at the end of the day and self-mark your work!





## What is proofreading?

Focus: words from the Year 5/6 word list



### Proofreading:

To read over written work and fix any mistakes or errors.

★ Read Codename: Rose passage aloud.

★ This is an early draft of a spy novel, written by someone who has some talent as a writer, but finds spelling difficult.

★ Can we identify and correct their spelling mistakes?

### Codename: Rose

I arranged to meet my contact in a busy resteront in the city centre.

'How will I reconise you?' I said on the telephone.

'I will be wearing a red rose in my buttonhole,' he replied. 'I thought it would be relivent, as my codename is Mr Rose.'

'Suppose there are a number of people in the restaurant with roses in their buttonholes?' I said. 'You can't be too careful.'

'Then I recomend you use a password to introduce yourself,' said Mr Rose.

'How about: Do you know what rymes with rose?' I said, cheekily.

'I think I then reply, who knows?' he said, quick as a flash, with a strong sense of rythem.



★ Pick out the misspelled words and highlight them.

★ Do you know the correct spellings?

★ Find and check them in the dictionary.

<https://kids.britannica.com/kids/browse/dictionary>



## Thematic – Where is Birmingham and what makes it unique?



Can you label the four countries that make up the United Kingdom on this map?

England is divided into nine governmental regions. Do you know where the following regions are?

- East of England
- London
- South West
- North East
- West Midlands
- Yorkshire and the Humber
- South East
- North West
- East Midlands

Have a go at labelling them on your map.



Check your answers using the following website: <http://projectbritain.com/regions/index.htm>

Where is Birmingham? Draw a big dot and label it!

Click on the West Midlands tab on the website to check your positioning – were you close?

Birmingham is a **diverse** and **multi-cultural** city.

Use the dictionary to find definitions of these words.



**Diverse:** \_\_\_\_\_

**Multi-cultural:** \_\_\_\_\_

What is your ethnicity? \_\_\_\_\_

What country do you originate from? \_\_\_\_\_

What languages can you speak? \_\_\_\_\_



How does this picture represent the idea that Birmingham is a diverse and multi-cultural city?

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Wednesday 13<sup>th</sup> January

## Reading

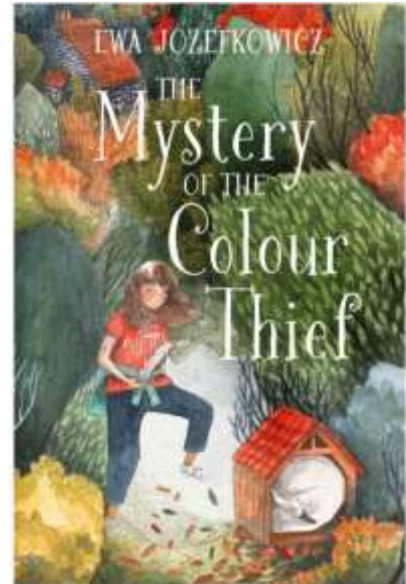
Scan the QR code or type in the link to hear a reading of the opening of 'The Mystery of the Colour Thief' by Ewa Jozefkowicz:

[https://www.youtube.com/watch?v=WtWnyCR3x\\_0&t=2s](https://www.youtube.com/watch?v=WtWnyCR3x_0&t=2s)



**H**e came out of nowhere, a man in the smoke. He was nothing more than a shadow at first, a smudge of black in the grey. But as he loomed closer, he grew bigger, became more solid. My heart was a drum. He was shouting at me, but the sound bounced off my ears in eerie echoes. His long arms reached out. He was so close that I could smell him - a mix of sweat and burning rubber. He leaned in...

3.05 a.m.



The luminous figures stared back at me in the dark. The glow of a street lamp seeped through the wooden slats of my blinds. It was quiet. The man had gone. A nightmare. Though somewhere in the depths of my mind I knew that it was more than a nightmare.

That morning I was late getting ready because Milo wouldn't come in from the garden. He'd been leaping around like a maniac, chasing a tiny vole that he'd found. Eventually I managed to get him indoors and I waited for my best friend, Lou, while grabbing scraps of breakfast. Dad had gone to work already, leaving me a note on the kitchen table:

*Diz, see you after school. Have a good day x*

Lou usually arrived at 8:45am on the dot, so we didn't have to rush, but it was almost 8:50am and she wasn't here. She must have been running late herself and decided to go in on her own. I couldn't wait any longer.

I broke into a run as soon as I was outside. My feet hit the pavement in sync with the beating of my heart. The houses on either side of Gulliver Avenue shifted and swayed, and my ears ached inside from the sharp nip in the early autumn air. Clusters of people huddled at the bus stop passed me in a burst of charcoal greys, the white and black of offices and banks and traffic merged into a single, moving stream.

I ran and ran until I reached the finish line of the school gates, my arms propped against the railings, my chest ready to burst. The bell had gone. Even the usual crowds of sixth formers with their slouchy rucksacks and rolled up blazer sleeves had disappeared inside. I walked into the empty entrance hall.



## Vocabulary Questions

1. Can you think of a synonym for the word 'eerie'? What alternative word would fit well in this sentence: '*the sound bounced off my ears in eerie echoes...*'

---

2. Which word in the text means 'radiating light'?

---

3. Which phrase shows us that Lou is rarely late?

---

4. Which word in the penultimate (second to last) paragraph means 'to gather in a close group'?

---

5. Can you think of any synonyms for the word 'slouchy'? How else could the sixth-former's rucksacks be described?

---

Remember to check Class Dojo at the end of the day to self-mark your work against the answers that will be posted!



## Through the eyes of a character



One of the things I love exploring when I'm writing is what must be going on in a character's mind. Whenever I read great portal stories, I always try to put myself into the shoes of the character, to try to imagine how they must be feeling as they discover this passageway to a new world. How must Alice have been feeling as she fell through the never-ending tunnel into Wonderland?

**First, think of your character** – it's easier if you base this on someone you know.

- What are they called?
- What do they look like?
- What sort of a person are they (miserable/friendly/kind/aggressive)?
- What do they say?
- What do they do?
- How do they treat other people?
- How do other people treat them?

Now compose a short piece of descriptive writing based on seeing a mysterious door through the eyes of your character. To do this, we will use a simple opener to drop the reader straight into the action:

Samantha stared. ...

Ali hesitated. ...

We will also try to use some of the tools we explored in *The Snow Walker's Son*. Look at this example:

**Samantha stared.** There, rising out of the cliff, was an unfamiliar door; its metallic panels were tarnished in rust. Paint flaked off the brittle walls that made up its frame and the door handle rattled in the bitter breeze. Slowly, Samantha gazed all around her, took a deep breath and stepped forward.

### Here are the tools I used:

|   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Show the setting through the eyes of the main character (MC)</li></ul>  | Samantha stared.  |
| <ul style="list-style-type: none"><li>• Describe the door/portal. (You may like to use two sentences that are closely linked in meaning and connect them with a semicolon.)</li></ul> | There, rising out of the cliff, was an unfamiliar door; its metallic panels were tarnished in rust.         |
| <ul style="list-style-type: none"><li>• Add some more detail.</li></ul>   | Paint flaked off the brittle walls that made up its frame and the door handle rattled in the bitter breeze. |
| <ul style="list-style-type: none"><li>• Include an adverb to hint at how the MC feels. Remember, you can move the position within the sentence.</li></ul>                             | Slowly,   |
| <ul style="list-style-type: none"><li>• Use the pattern of three to advance the action and inject a sense of pace into your writing.</li></ul>  | Samantha gazed all around her, took a deep breath and stepped forward.                                      |



★ Now Imagine your main character is walking along the road when they come across a mysterious doorway. Describe this through their eyes. Use my model above to help you.

Complete this activity in your exercise book. Remember to take a photograph and send it to me on Class Dojo. I'd love to see your imaginative writing, through the eyes of a character!



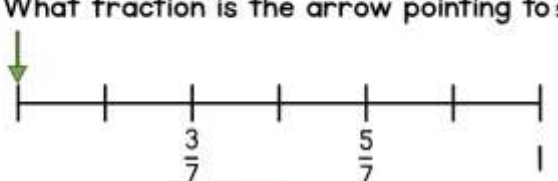

# Maths – Simplify Fractions


Starter: Answer the following questions including the Roman Numeral

Flashback

4

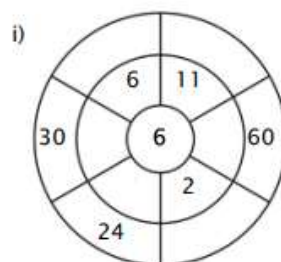
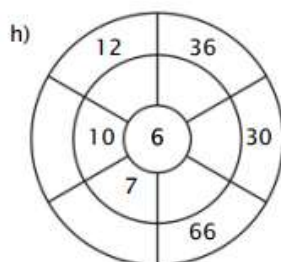
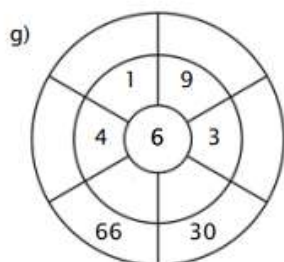
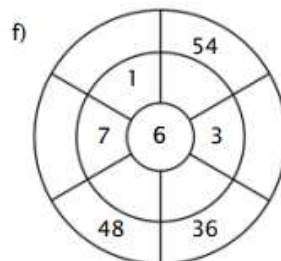
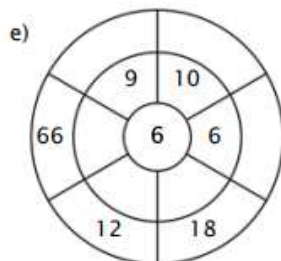
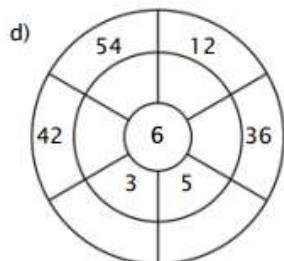
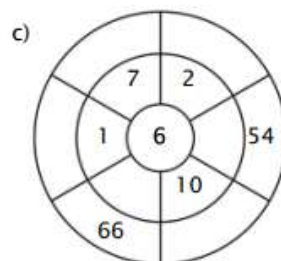
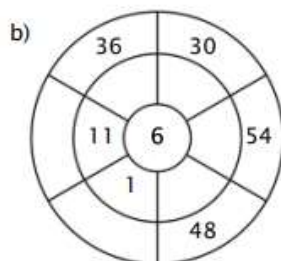
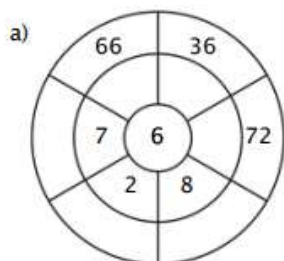
XXVII

- 1) What fraction is the arrow pointing to? 

- 2) Calculate  $14^2$
- 3) Calculate  $889 \div 4$
- 4) Are these lines parallel or perpendicular? 




## Times Tables Practice:

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



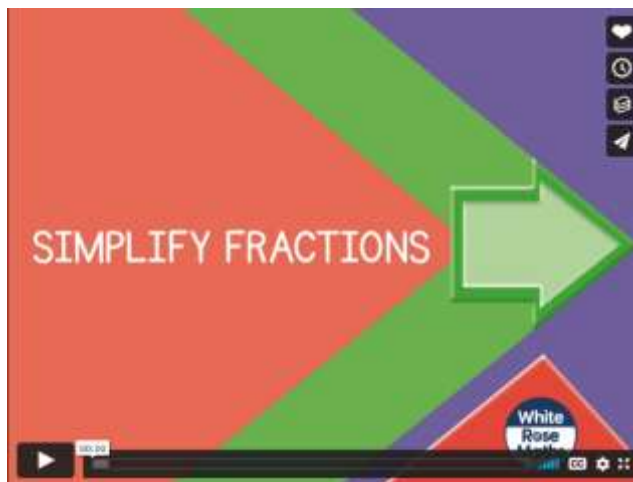


Main Activity:

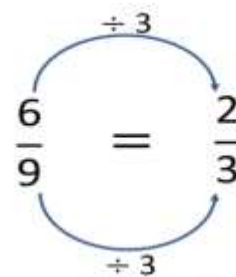
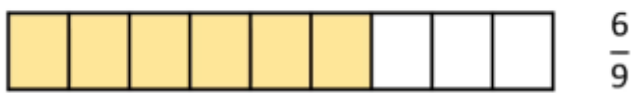
Follow the link to watch the explanation video: <https://vimeo.com/467396285>



**SCAN ME**



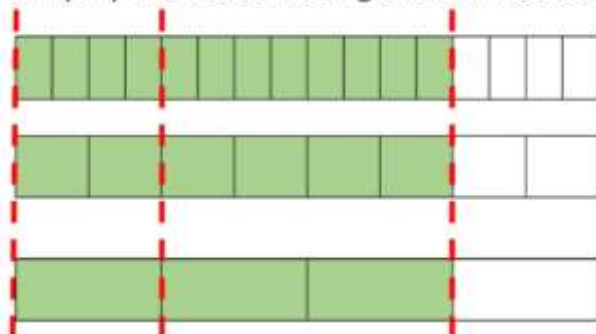
Examples to support you:



Factors of 6: 1, 2, 3, 6

Factors of 9: 1, 3, 9

Simplify the fraction using the bar models.



$$\frac{12}{16} = \frac{6}{8} = \frac{3}{4}$$



## Simplify fractions

- 1 Use a fraction wall to write each fraction in its simplest form.
- a)  $\frac{4}{6}$       b)  $\frac{8}{10}$       c)  $\frac{6}{8}$       d)  $\frac{4}{8}$

- 2 a) Use a fraction wall to explain why  $\frac{7}{10}$  does not simplify.  
b) Find three more fractions on the fraction wall that cannot be simplified.

- 3 Mo, Eva and Ron are trying to simplify  $\frac{5}{20}$

Mo: I can't simplify this because one number is odd and the other is even.

Eva: I can't simplify this because only one number can be halved.

Ron: I can simplify any fraction.

Do you fully agree, partly agree or completely disagree with each person?  
Talk to a partner.

- 4 a) Draw lines on the bar model to show that  $\frac{9}{12}$  is equal to  $\frac{3}{4}$



- b) Complete each bar model and calculation.



$$\frac{\square}{\square} = \frac{3}{9}$$



$$\frac{\square}{\square} = \frac{5}{15}$$

- 5 Simplify the fractions.

|                   |                   |                     |                   |
|-------------------|-------------------|---------------------|-------------------|
| a) $\frac{4}{12}$ | b) $\frac{8}{12}$ | c) $\frac{40}{120}$ | d) $\frac{12}{4}$ |
| $\frac{4}{16}$    | $\frac{8}{16}$    | $\frac{40}{160}$    | $\frac{120}{4}$   |
| $\frac{4}{20}$    | $\frac{8}{20}$    | $\frac{40}{200}$    | $\frac{12}{400}$  |

Describe and explain any patterns that you noticed.

## Task 1: Complete Questions





6 Write 3 fractions that simplify to  $\frac{3}{5}$

7 Teddy and Dora are both simplifying  $\frac{30}{42}$

**Teddy**

$$\frac{30}{42} = \frac{15}{21} = \frac{5}{7}$$

**Dora**

$$\frac{30}{42} = \frac{5}{7}$$

- a) How do you think Dora was able to simplify the fraction in one step?
- b) Simplify these fractions in one step.

$$\frac{24}{30}$$

$$\frac{56}{64}$$

$$\frac{16}{20}$$

$$\frac{99}{121}$$

8  $\frac{\star}{\heartsuit}$   $\star$  is a prime number.  $\heartsuit$  is a multiple of 10

The fraction can be simplified.

What could each number be? Explain your reasoning.

---

# Handwriting

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

Write the longer way of saying these short forms.

e.g. *PC* *personal computer*

|              |       |  |              |       |
|--------------|-------|--|--------------|-------|
| <i>phone</i> | _____ |  | <i>specs</i> | _____ |
| <i>plane</i> | _____ |  | <i>etc.</i>  | _____ |
| <i>TV</i>    | _____ |  | <i>Wed.</i>  | _____ |
| <i>CD</i>    | _____ |  | <i>Jan.</i>  | _____ |
| <i>bike</i>  | _____ |  | <i>e.g.</i>  | _____ |



**Evaluation**

Check those diagonal joins!

**Comments**

Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid blue top line, a dashed red middle line, and a solid blue bottom line.

R.E: What religions are found in our local area?

Complete the mind-map below, writing the names of each religion.



What do you know about each religion?

|         |       |
|---------|-------|
| _____ - | _____ |
|         | _____ |
|         | _____ |
| _____ - | _____ |
|         | _____ |
|         | _____ |
| _____ - | _____ |
|         | _____ |
|         | _____ |
| _____ - | _____ |
|         | _____ |
|         | _____ |

Using the internet, discover what religious buildings can be found in the Weoley Castle/Northfield and Birmingham.

- When were they built?
- Who uses them?
- Which religious groups are represented?
- What happens there each week?

[www.statistics.gov.uk](http://www.statistics.gov.uk)



Think carefully about how you would like to present your discoveries: for example, a poster or a mind-map. Complete this in your exercise book. Take a picture to share with us on ClassDojo.





Thursday 21<sup>st</sup> January

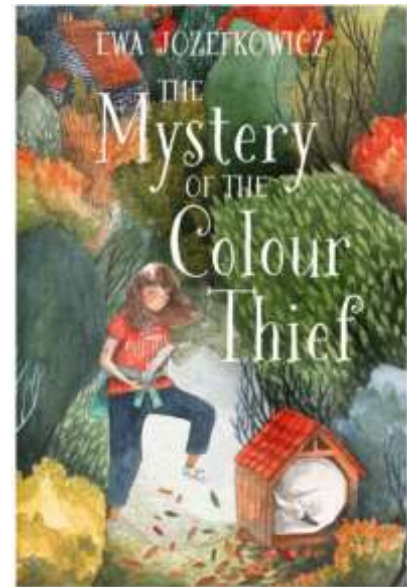
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## Inference Questions

1. Who is Milo? Support your answer with evidence from the text.

---

---

---

2. Is it a cold day? Support your answer with evidence from the text.

---

---

---

3. Was Izzy late for school? Support your answer with evidence from the text.

---

---

---

4. How do we know that Izzy is puffed out when she finally arrives at school?

---

---

5. The author uses short sentences in paragraph 2 – what effect does this have on the reader?

---

---

Remember to check Class Dojo at the end of the day to self-mark your work against the answers that will be posted!



## Writing : Planning a portal story

Nearly all portal stories follow a similar pattern:

- |   |
|---|
| <ul style="list-style-type: none"><li>• Main character (MC) finds magical portal &amp; enters new world</li><li>• Describe new world</li></ul>  |
| <ul style="list-style-type: none"><li>• MC explores this new world &amp; encounters a problem</li></ul>   |
| <ul style="list-style-type: none"><li>• MC has to escape &amp; return through the portal</li><li>• MC cannot find portal again<br/>(sometimes brings back a memento of new world)</li></ul> |

Once you have identified the pattern of the story, the possibilities are endless. Let your imagination run free. Brainstorm lots of ideas and then decide which captures your interest as a writer. Before you start, take a look at my top tips.

### Top tips for story writing:

- **Start in a world/a setting that you know well** – it is far easier to describe something familiar to you, e.g. a garden, your school, your local town, etc.
- **Use a stimulus (e.g. picture) for the new world** – an image will help you focus in on the detail and describe what is there.
- **Let your ideas flow** – don't worry about spelling, handwriting or presentation ... you can go back and edit this later.

Here are a couple of ideas to open your mind to the world of possibility:

| Underlying Pattern  | Story idea 1  | Story idea 2  |
|---|---|---|
| Main character (MC) finds magical portal and enters new world | Elif is playing in her Grandmother's garden and notices a small fairy door. Touches door and shrinks/ enters. | Josh and Archie playing hide and seek in their house. Archie opens hatch in the roof and discovers new world. |



|   |  |  |
|---|--|--|
| Describe new world  | Arrives in an underground world full of caves, giant toadstools and magical creatures.               | Transported to life onboard an enormous sailing ship in Tudor England. |
| MC explores new world and encounters a problem                                  | Elif explores new world and enters an area strictly forbidden. Picks magical flower.                 | Ship is thrown into battle.  |
| MC has to escape and return through the portal                                  | Alarms sound and Elif runs. She is chased through the magical world by unknown threat and escapes.   | Archie desperately searches for portal and way back to own world.      |
| MC cannot find portal again (sometimes has brought back a memento of new world) | Elif cannot find fairy door again, but the cut flower lives on forever reminding her of her journey. | Archie escapes with small pouch of gunpowder in his pocket.            |

★ Using this underlying pattern, plan a few portal stories of your own. You may like to draw upon your own personal experience as well as your wider reading and imagination. I have also included two pictures in case they help you.



Complete this activity in your exercise book. Remember to take a photograph and send it to me on Class Dojo. I'd love to see your imaginative portal planning!





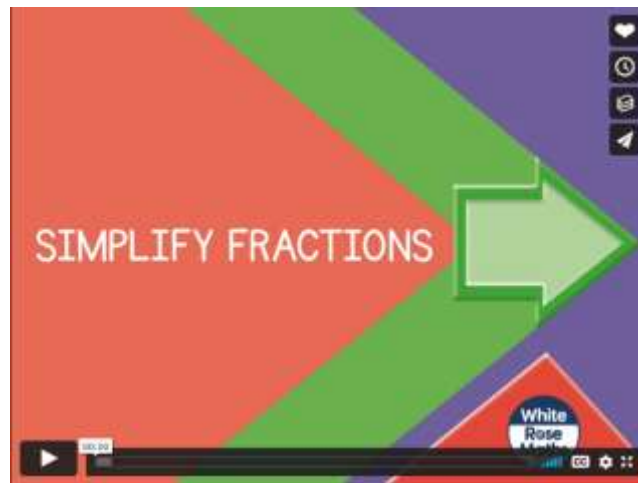


Main Activity:

Have you marked your work from yesterday? How did you do? Follow the link to watch the explanation video again to recap: <https://vimeo.com/467396285>

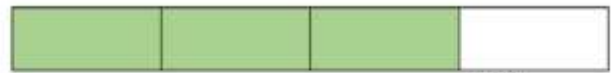
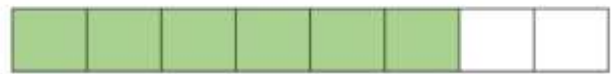
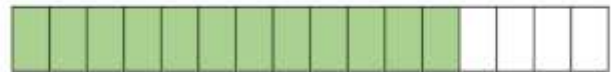


**SCAN ME**



Examples to support you:

Simplify the fraction using the bar models.



Factors of 12: 1, 2, 3, 4, 6, 12

Factors of 16: 1, 2, 4, 8, 16

$$\begin{array}{c} \div 4 \\ \frac{12}{16} = \frac{3}{4} \\ \div 4 \end{array}$$

Tiny has been asked to simplify



$$\frac{35}{40}$$

$$\begin{array}{c} \div 5 \\ \frac{35}{40} = \frac{7}{8} \\ \div 5 \end{array}$$

Factors of 35: 1, 5, 7, 35

Factors of 40: 1, 2, 4, 5, 8, 10, 20, 40

## Task 2 – Problem Solving and Reasoning

1 Simplify the following fractions.

a  $\frac{2}{8} = \frac{\square}{\square}$ ,  $\frac{6}{8} = \frac{\square}{\square}$

e  $\frac{14}{21} = \frac{\square}{\square}$ ,  $\frac{6}{21} = \frac{\square}{\square}$

b  $\frac{5}{10} = \frac{\square}{\square}$ ,  $\frac{2}{10} = \frac{\square}{\square}$

f  $\frac{8}{24} = \frac{\square}{\square}$ ,  $\frac{18}{24} = \frac{\square}{\square}$

c  $\frac{3}{12} = \frac{\square}{\square}$ ,  $\frac{4}{12} = \frac{\square}{\square}$

g  $\frac{27}{36} = \frac{\square}{\square}$ ,  $\frac{24}{36} = \frac{\square}{\square}$

d  $\frac{2}{18} = \frac{\square}{\square}$ ,  $\frac{6}{18} = \frac{\square}{\square}$

h  $\frac{12}{30} = \frac{\square}{\square}$ ,  $\frac{25}{30} = \frac{\square}{\square}$

2. Asha's teacher asked her to simplify the fraction  $\frac{6}{8}$ . What common factor could she use to do that?

---

Simplify  $\frac{6}{9}$ . What common factor did you use?

3. Mr Naveed writes down the fraction  $\frac{10}{14}$  on the whiteboard. He asks his class to write the fraction in its simplest form. What should their answer be?
4. Bisma ran  $\frac{1}{3}$  of the track and Asha ran  $\frac{16}{24}$  of the track. Work out who ran further by simplifying one of the fractions. Explain your answer.
5. **49** out of **84** packets of crisps in a box are plain. What fraction of the box are plain? Give your answer in its simplest form.
6. **264** people out of **512** adults were women. What fraction of the total were men? Give your answer in its simplest form.

### Extension

Find the total of the fractions.

Give your answer in its simplest form.

$$\frac{5}{9} + \frac{1}{9} = \quad \frac{5}{9} + \frac{3}{9} = \quad \frac{5}{9} + \frac{7}{9} =$$

Do all the answers need simplifying?  
Explain why.

### Plenary

$12\frac{3}{4}$  simplifies to  $3\frac{3}{4}$   
because  $12 \div 4 = 3$

---

Remember to check the answers at the end of the day and self-mark your work!





# Spelling

## Codename: Rose (corrected)

I **arranged** to meet my contact in a busy **restaurant** in the city center.

'How will I **recognise** you?' I said on the telephone.

'I will be wearing a red rose in my buttonhole,' he replied. 'I thought it would be **relevant**, as my codename is Mr Rose.'

'Suppose there are a number of people in the restaurant with roses in their buttonholes?' I said. 'You can't be too careful.'

'Then I **recommend** you use a password to introduce yourself,' said Mr Rose.

'How about: Do you know what **rhymes** with rose?' I said, cheekily.

'I think I then reply, who knows?' he said, quick as a flash, with a strong sense of **rhythm**.



★ Read the corrected version.

★ Copy out the word list (the words in bold writing that were spelt incorrectly) neatly in the space below.

★ Compose your own sentences using these words in the right context.

### Word List:

- 
- 
- 

- 
- 

- 
- 

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## PE – Seated Balance

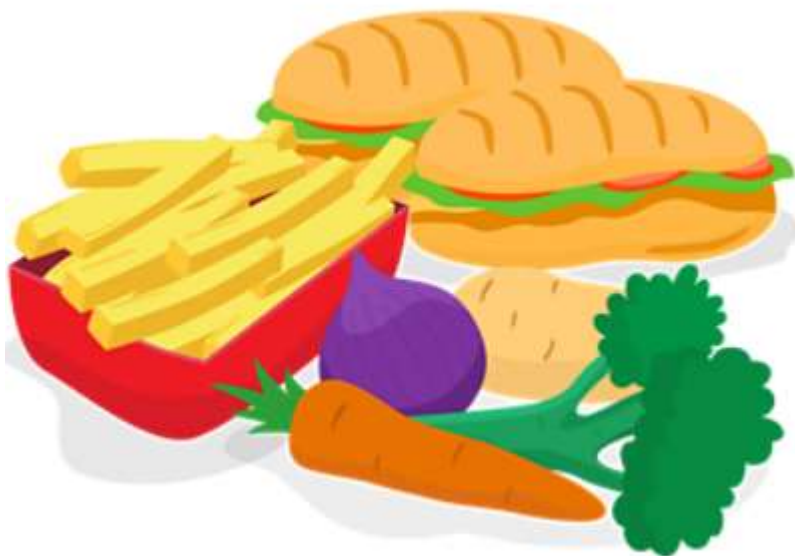
Scan the code or follow the link to access the seated balance challenge. Use the colour tabs at the bottom to change the difficulty of the challenge and share pictures on ClassDojo of you completing it at home.




**SCAN ME**

## Spanish

<https://www.bbc.co.uk/bitesize/topics/zh7wqp3/articles/zwfbp4j>








**SCAN ME**

Follow the activities on BBC Bitesize to learn all about how to talk about food and drink in Spanish! Press the little orange speaker button  to hear the pronunciation. Repeat it out loud. Once you've completed it, take the quiz to test your knowledge! How did you score?

Friday 22<sup>nd</sup> January

Reading

Based purely on the first page of the story, reflect on your thoughts and opinions so far. Complete the response grid, making a few notes in each box.

|  |   |
|--|---|
|  <p>Something I like about the story...</p>         |  <p>Something I dislike about the story...</p> |
|  <p>Questions I have...</p>                         |  <p>My predictions...</p>                      |
|  <p>Other stories I am reminded of and why...</p> |   |

Would you like to read the rest of this story? Why/why not?

---

## Writing – Writing a portal story



You now have all of the tools required to write your own portal story. You may like to write about a more traditional portal that leads you to a magical world, or you may prefer to draw upon your personal experiences, as we have explored throughout this unit.

To recap on all the key points we've been learning:

- a. **Describe the portal in detail.** You may want to show the portal through the eyes of the main character.
- b. **Think about what lies on the other side of the door.** Allow yourself the opportunity to write about what interests you and what is important to you.
- c. **Great writers steal ideas ('magpie') from other great writers.** Reflect upon the portal stories that you have loved reading and consider what made these so engaging. Try to bring in some of these skills and techniques into your own work.
- d. **Enjoy it.** Writing is all about sharing a passion for words, stories and the world of possibility. If you love the story you are writing – so too will your reader.

★ **Now write your portal story, drawing on all that you have learned. Don't**

Complete this activity in your exercise book. Remember to take a photograph and send it to me on Class Dojo. I'd love to see your imaginative portal planning!





## Maths: Recap of the work from this week

### Times Tables Practice:

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

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

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

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

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

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

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

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

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

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

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

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

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

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





Follow the link below or scan the QR code and complete the quiz. All the questions are related to what you have been working on this week in Maths.

<https://forms.gle/UGgYLFAdTH6xATuL9>



Week 2 - Day 5 - Pack 1

Username

Name

Class/Year/Level

Question 1 \*

What is the missing fraction in this sequence?

$$\frac{24}{32}, \frac{12}{16}, \boxed{\phantom{00}}, \frac{2}{4}$$

Remember to watch the misconceptions video which will be uploaded onto ClassDojo after the weekend!



# Handwriting


## UNIT 12 Joining: horizontal joins

12

Name .....

Date .....

Fill in the gaps in the table.

| singular     | plural       | singular      | plural  |
|--------------|--------------|---------------|---|
|              | <i>geese</i> | <i>wife</i>   |   |
| <i>woman</i> |              |               | <i>lice</i>   |
|              | <i>mice</i>  | <i>tomato</i> |   |
| <i>wolf</i>  |              |               | <i>octopi</i>   |
|              | <i>teeth</i> | <i>loaf</i>   |  |

### Evaluation

Check those horizontal joins!

### Comments

Handwriting practice lines consisting of solid blue top and bottom lines and a dashed red middle line. There are four such sets of lines provided for practice.

## Art: Who is William Morris and how was his art influential?



*Have you ever heard of this artist?*

*Do you have any existing knowledge around this artist?*



SCAN ME

Watch the introduction to William Morris video: <https://www.youtube.com/watch?v=pl3EN407rbs>

This is a piece of artwork by William Morris called **'The Strawberry Thief'**





What is your impression of this piece of artwork? What do you notice about it? What do you like? What do you dislike? Why do you think he called it 'The Strawberry Thief'? What colours can you see? Make bullet point notes answering these questions in the box below.



### How is William Morris linked to Birmingham?

Watch the YouTube video and explore the website to see if you can answer this question.

This first video shows you lots of examples of William Morris' work and gives you information. You may wish to make additional notes on what you've learned in your exercise books: [https://www.youtube.com/watch?v=aRmDkH\\_SLk](https://www.youtube.com/watch?v=aRmDkH_SLk)



This website is great and contains relevant, interesting information that will be useful if you would like to research further into William Morris:

<https://mymodernmet.com/arts-and-crafts-movement-william-morris/>

Can you now answer this question: **How is William Morris linked to Birmingham?**

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