

Week 4 Timetable:

Day	Core	Foundation
Monday	Reading – ‘A Girl of Ink and Stars’ – Illustration and blurb: Predictions and inferences Writing – Exploring a model text and levels of formality. Maths – Improper fractions to mixed numbers Spelling – Solving crossword based on focus words	Science – Compare electrical conductors and insulators
Tuesday	Reading – ‘A Girl of Ink and Stars’ Extract 1 Writing – Topic sentences Maths – Improper fractions to mixed numbers Handwriting – Joining : tricky joins	Thematic – How has Birmingham evolved over time?
Wednesday	Reading – ‘A Girl of Ink and Stars’ Extract 2 Writing – Generating ideas Maths – Mixed numbers to improper fractions Spelling – Can you spot the sound patterns?	Computing - Coding
Thursday	Reading – ‘A Girl of Ink and Stars’ Extract 3 Writing – Planning an information text Maths – Mixed numbers to improper fractions Handwriting – Joining at speed: variations on f,g, s, t, y	PE – Floor work PSHE – Personal learning goals
Friday	Reading – ‘A Girl of Ink and Stars’ Extract 4 Writing – Writing an information text Maths - Google Form Quiz Spelling – Inserting missing words ‘ch’ sound	Music – Learn to sing in harmony

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.

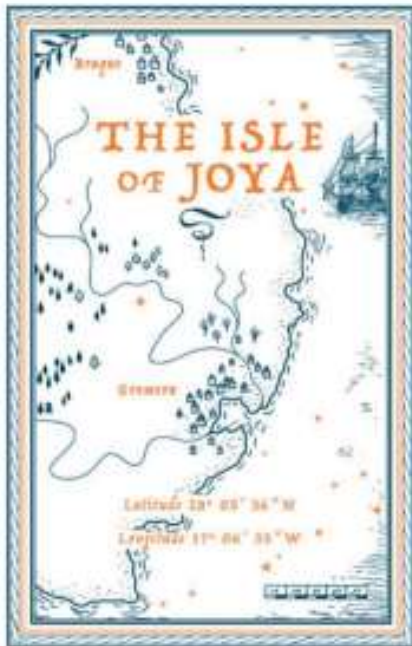
If you are unable to complete everything then do not worry. Do your best and that will be good enough.

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 25th January

Reading

ILLUSTRATION AND BLURB: PREDICTIONS AND INFERENCES



Look carefully at the first illustration and the book's blurb.

'Each of us carries the map of our lives on our skin, in the way we walk, even in the way we grow'

Forbidden to leave her island, Isabella dreams of adventure and the faraway lands her father once mapped. When her best friend disappears and strange things start happening on the island, Isabella joins the search party and sets out, with nothing but an ancient map, to find her friend. Isabella navigates the island's dangerous and foreboding Forgotten Territories. But far beneath the dry rivers and poisoned forests, a fiery beast is stirring from its slumber...

1. When and where do you think this story might be set? Explain in full sentences, giving reasons for your answer.

.....

.....

.....

2. Why do you think Isabella might be forbidden to leave her island?

.....

.....

3. What might have caused the rivers to be dry and the forests to be poisoned?

.....

.....

4. What physical features do you think the Isle of Joya has? Use symbols on the map to help you.

.....

.....

5. Who might the fiery beast be? What role might they have in the story?

.....

.....

Share your predictions and inferences (thoughts) with us on ClassDojo – we'd love to see what you think!



Professor Behemoth's Monsterology



World famous monster expert Professor Behemoth is putting together a **Monsterology** of different types of monsters and beasts. He has spent years researching all sorts of weird and wonderful monsters and has a wide variety for his encyclopedia. Your job, in this booklet, is to provide the professor with another entry for his book; you'll have to use your imagination unless you have actually seen a monster!



Information with a touch of 'faction'

In this workbook, we are going to be writing an information text about a made-up monster or beast. Even though this is a non-fiction genre of writing, we can still be inventive and creative. I like calling it **FACTION** when teaching it (the form fits information about facts but the content is fiction).

To get us started, here is a model of a fictional information text about swamp monsters. As you are listening, you might want to think about which type of monster you will write about.

<https://soundcloud.com/talkforwriting/swamp/s-28ED2KJCK6n>



Swamp Monsters

Do you ever wonder what might be lurking in the murky swamps of our world? Rumour has it that the fabled swamp monster is not just a creature mentioned in myth and legend but it actually exists! Now is your chance to find out all that has been discovered about this unique being.

Swamp monsters are rumoured to inhabit the most remote and humid swamps of the Amazon rainforest. Living in total solitude, it is believed that there is, perhaps, only one swamp monster on our planet, making it a mystery how they reproduce. Dr Patrick Thurston - world renowned monsterologist from Bristol University - could perhaps be the only living person ever to see this magnificent creature: "You cannot believe the pure majesty of the swamp monster. They seem as if they are 'one with the swamp' living in pure harmony with their habitat."

Swamp monsters don't just live in swamps they resemble them. Being experts in camouflage, they are indistinguishable from their environment. Their bodies are made from this environment: limbs of gnarled branches, incredibly long fingers and glowing, iridescent hair which changes colour to match their mood. The most incredible thing about a swamp monster is that they have translucent breathing tubes meaning they can stay underwater indefinitely but continue to breathe.

Have you ever wondered what a swamp monster eats? Their diet consists of herons, rats and even alligators which they hypnotise with their ever-staring, haunting eyes. Transfixed, any animal is helpless to the swamp monster who squeezes the life from them with its lean, powerful limbs. The swamp monster's tongue has the ability to taste the air; this allows it to identify when its prey is close by.

If you are now tempted to try and spot a swamp monster, we advise extreme caution! This beautiful but deadly creature should be left in solitude to be studied only by experts trained in monsterology.

Activity 1: Match the vocabulary to its definition

You might not know all of the vocabulary that is in our model text. Don't worry as this activity will help! Match the word to the correct definition and then check at the end of the booklet to see if you have them all right.

Word	Definition
myth	not distinguishable
translucent	the state of living alone in seclusion
indistinguishable	agreement or harmonious relations
resemble	displaying lustrous colours like those of a rainbow
renowned	a traditional or legendary story
majesty	rugged, bent, twisted or weather-beaten
iridescent	to be like or similar to
harmony	permitting light to pass through but any objects on the other side are not clearly visible
gnarled	to hold motionless with amazement
solitude	supreme greatness
transfixed	to be celebrated or famous

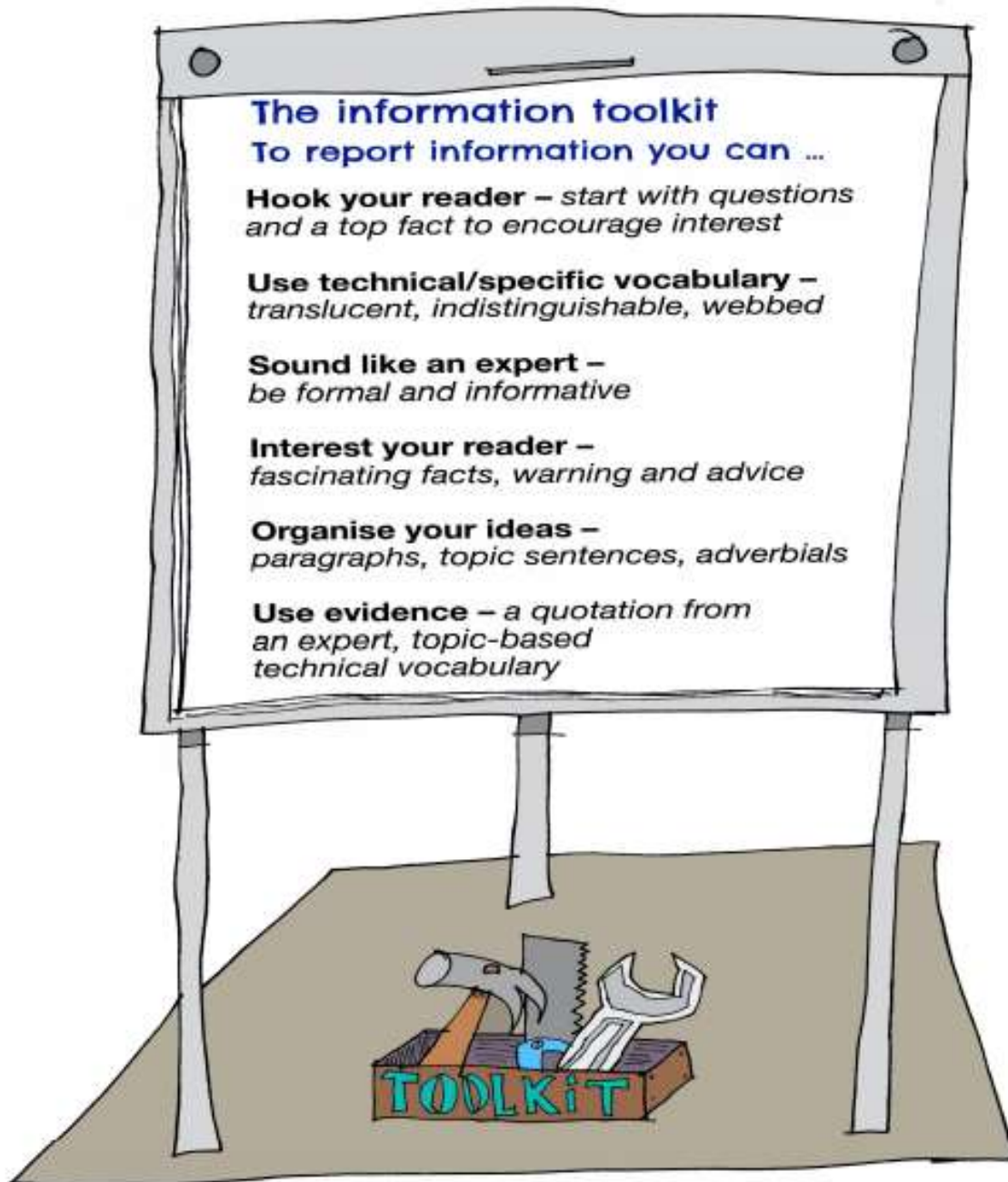
You could magpie some of these words and use them in your own writing later on.



Let's look at the toolkit



Before we start thinking about our own ideas for our monster, we need to look closely at the text and see what writing tools/tips/tricks the author has used so we can do the same in ours. Here is a toolkit I have made for writing information texts.



Our last exploration activity to do with the model text is related to levels of formality.



You might have heard your teachers talking about 'being formal'. The best way to explain it in this type of writing is to: **SOUND LIKE AN EXPERT.**

Imagine you are David Attenborough narrating a TV show or your writing will feature in a non-fiction book from the library. We don't need to make our reader laugh, persuade them or in fact give any opinion at all. Our main job is to give information as precisely as possible.

Here are two texts. Spot which is formal and which is informal!

- 1) Swamp monsters have a proper rancid diet. They love to eat all sorts of weird and unusual stuff like slugs - uuurrrggghhh! Also, they glug down the dirty swamp water by the gallon!
- 2) It has been discovered that swamp monsters have an unusual diet. In the main, these creatures are known to consume only gastropods. In addition, they have a preference for water from their swamps as it contains essential minerals.

Which one is **informal** and why?

Which one is **formal** and why?

Now decide whether these are formal or informal sentences?

- ★ I really want you to come to my party – please come!
formal/informal
- ★ Henry VII didn't like his wife – he chopped off her head!
formal/informal
- ★ The teacher-pleaser machine is a state-of-the-art contraption.
formal/informal
- ★ Your presence is requested at the Queen's celebration.
formal/informal
- ★ At 6:00pm on the 24th December Mr Jones was arrested by the police and detained at the local police station.
formal/informal

Challenge: can you re-write each sentence the other way round so the formal ones become informal and the informal ones become formal!

Maths

Improper Fractions to Mixed Numbers

Starter: Answer the following questions including the Roman Numeral.

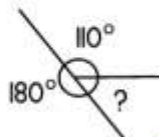
Flashback 4

1) Write the fractions in descending order.
 $\frac{2}{5}$ $\frac{2}{3}$ $\frac{2}{7}$ $\frac{2}{11}$ $\frac{2}{2}$

2) Work out the total of 1,783 and 17

3) Calculate $1,512 \div 12$

4) What is the value of the missing angle?



White Rose Maths

Times Tables Practice:

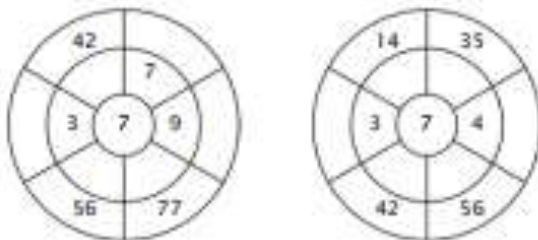
Exercise 1:

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

35	70	14	28	3
65	44	77	9	14
77	56	1	70	42
56	19	37	7	22
49	28	35	63	33

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

b) $10 \times 7 = \underline{\quad}$

c) $12 \times 7 = \underline{\quad}$

d) $4 \times 7 = \underline{\quad}$

e) $7 \times 7 = \underline{\quad}$

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

Main Activity:

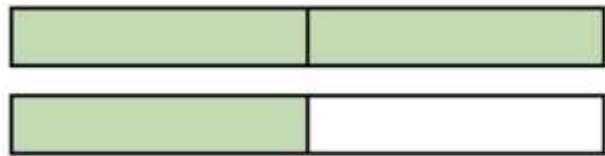
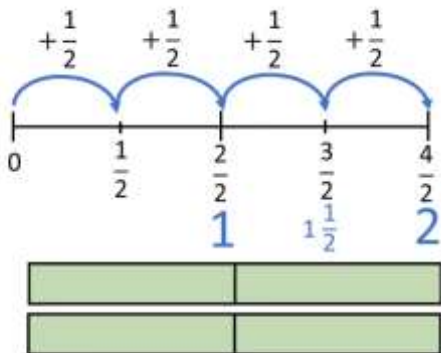
Follow the link to watch the explanation video: <https://vimeo.com/467394996>



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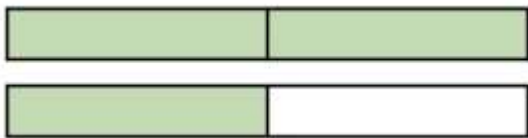
Examples to support you:



This is an **improper** fraction.

$\frac{3}{2}$

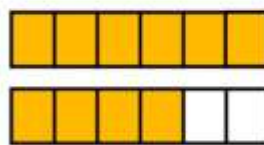
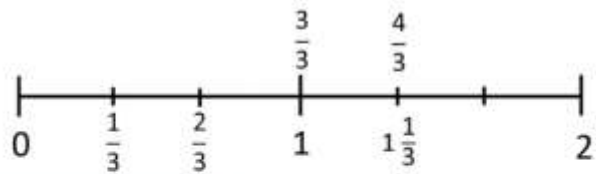
An improper fraction is where the **numerator** is greater than the **denominator**.



$\frac{3}{2} = 1 \frac{1}{2}$

This is a **mixed number**.

It is a number with a whole and a fraction.



$\frac{10}{6}$ $1 \frac{4}{6}$

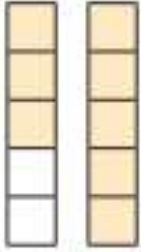


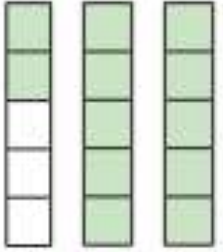
$2 \frac{1}{2}$ $\frac{5}{2}$

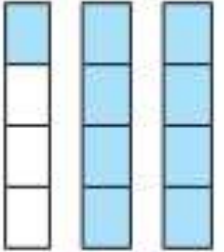
Improper to mixed numbers

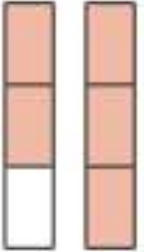


1 Convert the improper fractions to mixed numbers.

a)  $\frac{8}{5} = \square$

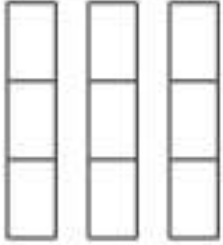
b)  $\frac{8}{3} = \square$

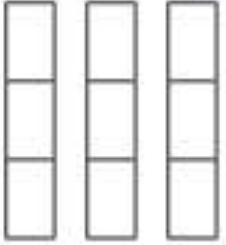
c)  $\frac{8}{4} = \square$

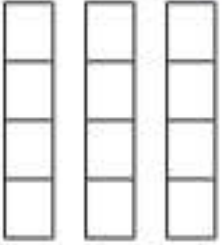
d)  $\frac{8}{2} = \square$

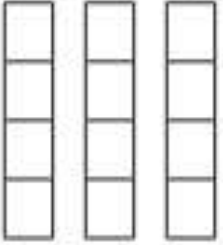


2 Shade the bar models to represent each improper fraction. Convert the improper fractions to mixed numbers.

a)  $\frac{7}{3} = \square$

b)  $\frac{8}{3} = \square$

c)  $\frac{9}{4} = \square$

d)  $\frac{11}{4} = \square$

3 Convert the improper fractions to mixed numbers.

a) $\frac{10}{2} =$

e) $\frac{12}{5} =$

b) $\frac{10}{3} =$

f) $\frac{13}{6} =$

c) $\frac{10}{4} =$

g) $\frac{13}{7} =$

d) $\frac{10}{5} =$

h) $\frac{31}{8} =$

4 Eva has 7 bottles of juice:

Each bottle contains half a litre of juice.



How many litres of juice does Eva have altogether?

Write your answer as a mixed number.

5 Dexter is converting improper fractions.



$\frac{32}{3} = 3\frac{2}{3}$

Explain why Dexter is incorrect.

6 Find the value of \bullet

$\frac{27}{\bullet} = \bullet\frac{2}{\bullet}$

$\bullet =$

7 Find two possible values for \star and \blacktriangle

$\frac{30}{\star} = \blacktriangle\frac{2}{\star}$

$\star =$

$\blacktriangle =$

$\star =$

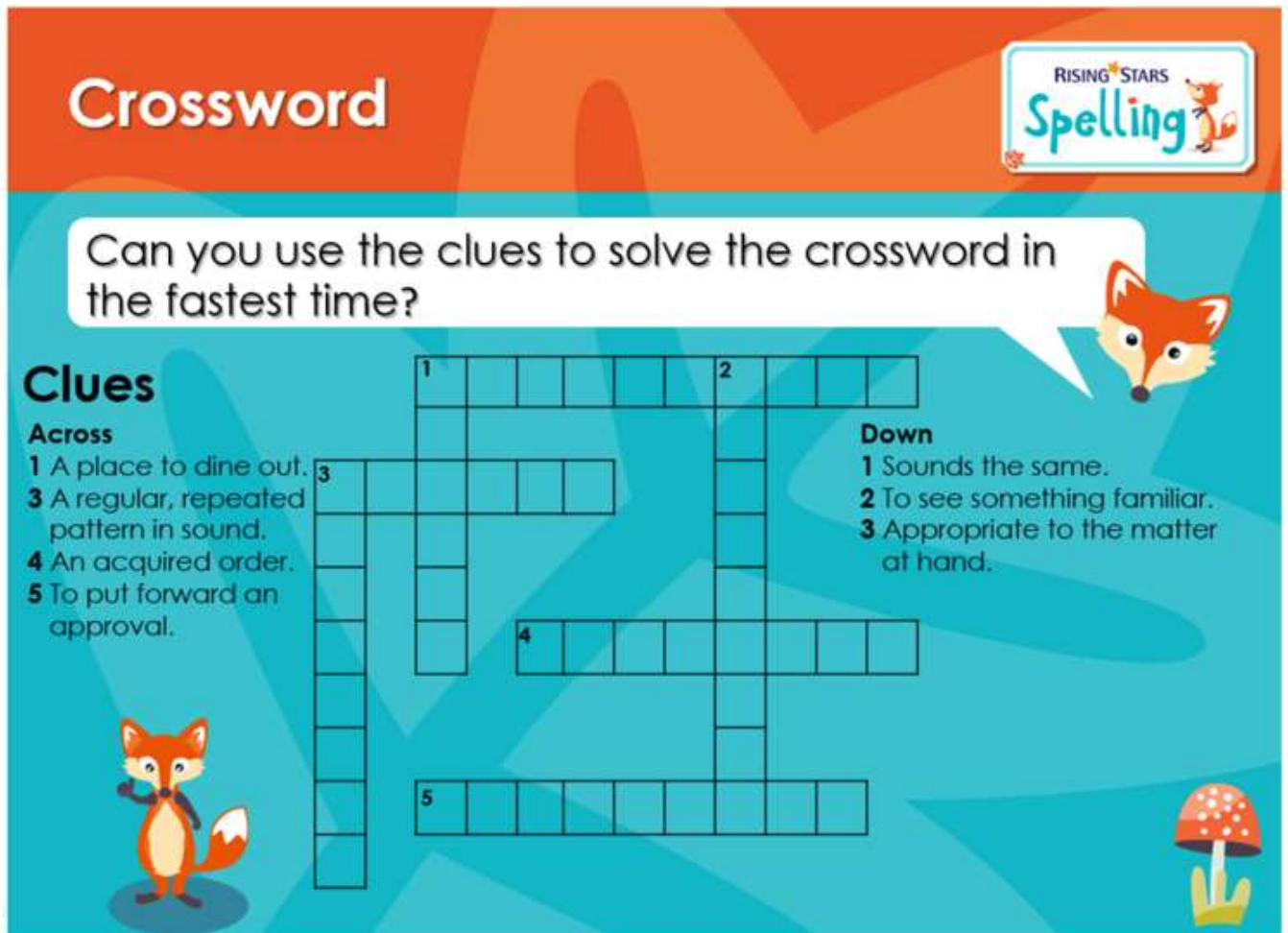
$\blacktriangle =$

Spelling

Here is a reminder of the focus word list from last week:

arranged, restaurant, recognise, relevant, recommend, rhymes, rhythm

Can you solve the crossword and decide which word belongs in which space based on the definition clues?



Crossword

RISING STARS
Spelling

Can you use the clues to solve the crossword in the fastest time?

Clues

Across

- 1 A place to dine out.
- 3 A regular, repeated pattern in sound.
- 4 An acquired order.
- 5 To put forward an approval.

Down

- 1 Sounds the same.
- 2 To see something familiar.
- 3 Appropriate to the matter at hand.

The crossword grid consists of 10 rows and 10 columns. The starting positions for the words are:

- Across 1: Row 1, Columns 3-9
- Across 3: Row 3, Columns 3-7
- Across 4: Row 4, Columns 4-10
- Across 5: Row 5, Columns 3-10
- Down 1: Column 3, Rows 1-5
- Down 2: Column 9, Rows 1-5
- Down 3: Column 4, Rows 3-5

Illustrations include a fox in the top right, a fox in the bottom left, and a mushroom in the bottom right.

Science – Compare electrical conductors and insulators

Read through PowerPoint -

<https://www.developingexperts.com/s/missions/270?slide=1&noExit=false&presentation=270>



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Mission Objectives:

- Know about conductors and insulators
- Know how to use electricity safely

Rocket Words:
insulator, conductor, copper, short circuit, fuse

Scientific Skill: Plan different types of scientific enquiries to answer questions, recognise control variables where necessary

As you are unable to physically test whether a material is a conductor or insulator, I have found the following websites where you can test them. Click on the links below to see which materials are conductors or insulators of electricity.

<https://www.bbc.co.uk/bitesize/topics/z2882hv/articles/zxv482p>



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<https://www.learningcircuits.co.uk/tutorial6>



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Main Activity:

Complete the following grid carefully.

Extension: Think of more objects and write them in the space provided.

Complete the grid

Object	Is the object a conductor?	Is the object an insulator?	Explain your answer.
Metal Paperclip			
Eraser			
Plastic ruler			
Wooden Stick			
Coin			

Stretch: Identify the parts of an electric circuit and draw a labelled diagram. Identify if a material is conductive or insulating.

Challenge: Identify the parts of an electric circuit and materials which are conductive or insulating.



Stretch: Identify the parts of an electric circuit and draw a labelled diagram. Identify if a material is conductive or insulating.

Challenge: Identify the parts of an electric circuit and materials which are conductive or insulating.

Design your circuit here:

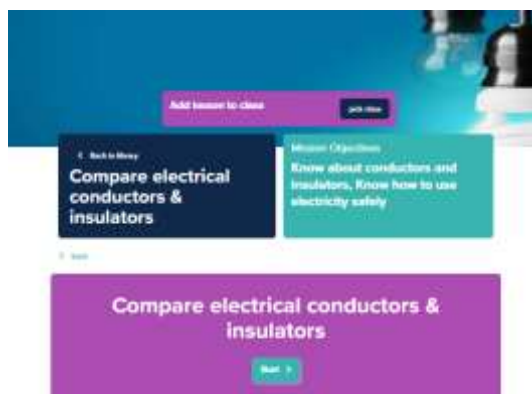
Assessment Quiz

Follow the link to complete the assessment quiz:
Scroll down to the assessment quiz and click start.

<https://www.developingexperts.com/s/missions/270>



SCAN ME



Tuesday 26th January

Reading

https://www.youtube.com/watch?v=n_9kDF3PWc0

Listen to a teacher reading the first chapter of 'The Girl of Ink and Stars'. You could choose to read along with the extract included in your pack or simply sit back and listen!



Extract 1

They say the day the Governor arrived, the ravens did too. All the smaller birds flew backwards into the sea, and that is why there are no songbirds on Joya. Only huge, ragged ravens. I'd watch them perch on the rooftops like omens, and try to squint them into the chaffinches and goldcrests Da drew from memory. If I imagined hard enough, I could almost hear them singing.

'Why did the songbirds leave, Da?' I'd ask.

'Because they could, Isabella.'

'And the wolves? The deer?'

Da's face would darken. 'Seems the sea was better than what they were running from.'

Da would tell me another story then, about the girl-warrior Arinta, or about Joya's mythical past as a floating island, and refuse to say more about the wolves and the backwards birds. But I kept asking, until the day came when I found my own answers.

The morning it began was like any other.

I woke in my narrow bed, sunrise just starting to brighten the mud walls of my room. The smell of burnt porridge hung on the air. Da must have been up for hours, as it took a long time for the fire to heat the heavy clay pot. I could hear Miss La, our hen, scratching about outside my room, seeking out crumbs. She was thirteen years old, same as me, but even though it's young for a person, it's very, very old for a chicken. Her feathers were grey, her mood was black and even our cat Pep was scared of her.

My tummy rumbled as I stretched out my arms. Pep was sprawled across my legs and he yowled loudly as I sat up.

'You awake, Isabella?' Dad called from the kitchen.

'Morning, Da.'

'Porridge is ready. A little over-ready, in fact...'

'Coming!' I eased my legs out and smoothed the cat's rough fur where it had ruffled in the night. 'Sorry, Pep.' He purred and closed his green eyes.

I washed my face in the basin by the window, and stuck a tongue out at the reflection in the polished metal above Gabo's bed, straightening his sheets, dustier every day, but still made. The voice line arched next to his pillow – a long, thin hollow Da had etched for us up the walls and over the ceiling. When we pressed our lips to it and whispered, it carried our voices so we could talk even when we were at each end of the room in our separate beds.

Three years now. Three years since I sat there, my twin's hand fire in mine as he faded in the night, fast as a blown-out match. But still I could conjure him. Easy as breathing.

It would not do to start the day sad. Shaking the thoughts out of my head, I pulled on my school dress. It was as big as it had been six weeks before. My best friend Lupe would laugh. 'Still the shortest in the class!' she'd say.

1. Find and copy **two** adjectives used to describe the ravens.

.....
.....

2. What do you think the songbirds and animals have been running from?

.....
.....

3. What is the name of Isabella's hen?

.....

4. Find evidence in the text that shows that the hen is often grumpy:

.....
.....

5. Gabo's bed is '**dustier every day**'. What does this mean? What does it suggest?

.....
.....

6. 'The voice line arched next to his pillow – a long, thin hollow Da had etched for us up the walls and over the ceiling.' What does this tell you about Gabo and Isabella's relationship?

.....
.....
.....
.....

Remember to check your answers on ClassDojo at the end of the day and self-mark your work.



Writing

Activity 2: Underlying pattern of information texts

Let's go back to the model text. I have picked out the underlying pattern for you by boxing up the structure for you; this will help guide your writing. Remember this is just a guide and, if you are confident, you could add in extra paragraphs, different sections, diagrams etc.

Title	Swamp Monsters
Opening hook – to make the reader interested in finding out more. Fascinating fact for interest	Do you ever wonder what might be lurking in the murky swamps of our world? Rumour has it that the fabled swamp monster is not just a creature mentioned in myth and legend but it actually exists! Now is your chance to find out all that has been discovered about this unique being.
Habitat Information about the area the creature lives in	Swamp monsters are rumoured to inhabit the most remote and humid swamps of the Amazon rainforest. Living in total solitude, it is believed that there is, perhaps, only one swamp monster on our planet, making it a mystery how they reproduce. Dr Patrick Thurston - world renowned monsterologist from Bristol University - could perhaps be the only living person ever to see this magnificent creature: "You cannot believe the pure majesty of the swamp monster. They seem as if they are ' <i>one with the swamp</i> ' living in pure harmony with their habitat."
Appearance Information about what the creature looks like including evidence	Swamp monsters don't just live in swamps they resemble them. Being experts in camouflage, they are indistinguishable from their environment. Their bodies are made from this environment: limbs of gnarled branches, incredibly long fingers and glowing, iridescent hair which changes colour to match their mood. The most incredible thing about a swamp monster is that they have translucent breathing tubes meaning they can stay underwater indefinitely but continue to breathe.
Diet Information about what the creature eats	Have you ever wondered what a swamp monster eats? Their diet consists of herons, rats and even alligators which they hypnotise with their ever-staring, haunting eyes. Transfixed, any animal is helpless to the swamp monster who squeezes the life from them with its lean, powerful limbs. The swamp monster's tongue has the ability to taste the air; this allows it to identify when its prey is close by.
Warnings and advice to the reader	If you are now tempted to try and spot a swamp monster, we advise extreme caution! This beautiful but deadly creature should be left in solitude to be studied only by experts trained in monsterology.

Topic sentences

You might have noticed that the model text does not have sub-headings. Instead, in Year 6, we can use TOPIC SENTENCES. These are like little introductions to the paragraph allowing you to add more detail than you would in a simple heading.

Examples from our model:

Swamp monsters don't just live in swamps they resemble them.

This topic sentence introduces our APPEARANCE paragraph

Have you ever wondered what a swamp monster eats?

This topic sentence introduces our DIET paragraph and uses another question to interest the reader.

Swamp monsters are rumoured to inhabit the most remote and humid swamps of the Amazon rainforest.

This topic sentence introduces the paragraph which is about DIFFERENT SPECIES and HABITAT.



- ★ Use these examples to have a go at writing some topic sentences of your own for the topics below



Topic sentences for the appearance, diet and habitat of a lion:



Topic sentences for the habitat, diet, and appearance of a swamp monster:



Topic sentences for the appearance, powers, enemies or abilities of a storm giant:

Share your topic sentences with me on ClassDojo and I will share the best ones with the class at the end of the day!



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/467394996>

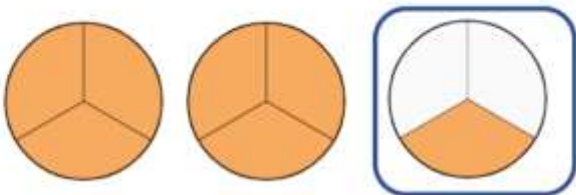


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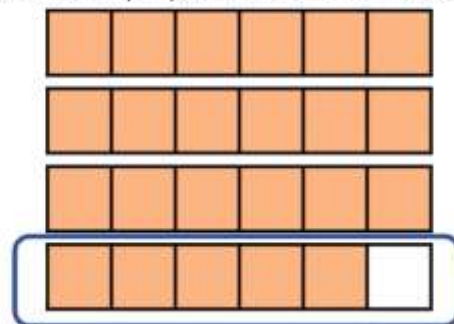
Examples to support you:

Convert the improper fraction to a mixed number



$$\frac{7}{3} = 2 \frac{1}{3}$$

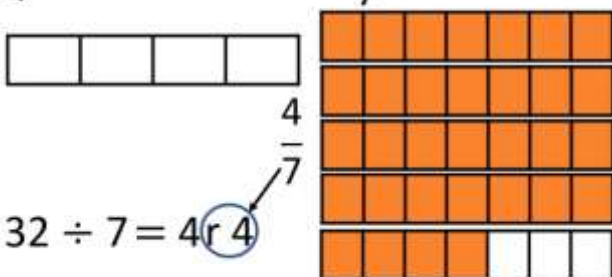
Convert the improper fraction to a mixed number



$$\frac{23}{6} = 3 \frac{5}{6}$$

Convert the improper fractions to mixed numbers.

$\frac{1}{4}$ means $1 \div 4$ so $\frac{32}{7}$ means $32 \div 7$



$$32 \div 7 = 4 \text{ r } 4$$

Convert the improper fractions to mixed numbers

$$\frac{107}{10} = 10 \frac{7}{10}$$

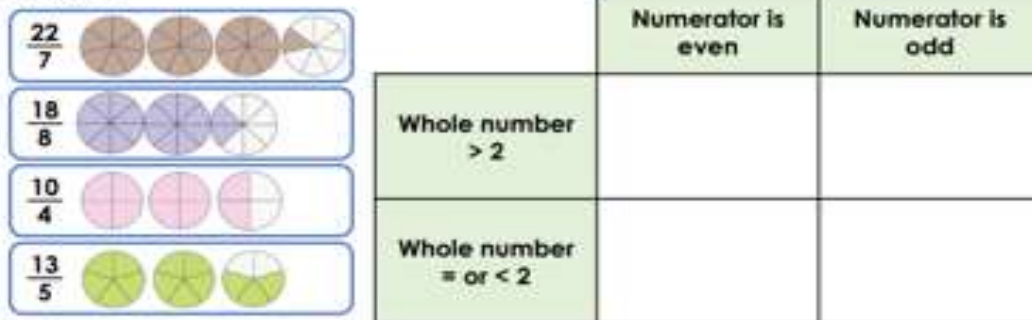
$$\frac{22}{3} = 7 \frac{1}{3}$$

Task 2 Problem Solving and Reasoning

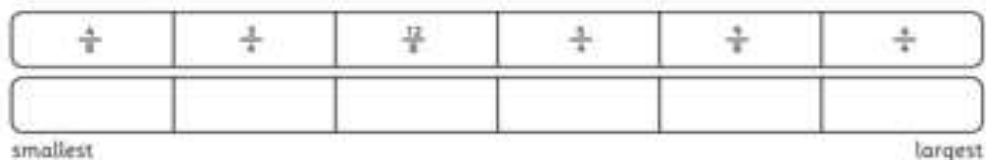
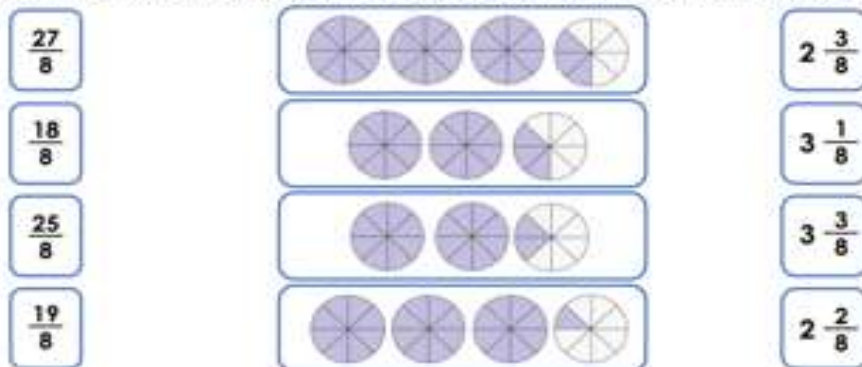
1) Put these fractions in order, from smallest to largest.



2. Convert the improper fractions to mixed numbers and sort them into the Carroll diagram.



3) Match the improper fraction to its visual representation and then its mixed number.



5) Identify the odd one out. Explain your answer.



Extension

William ate $5\frac{1}{8}$ bars of chocolate on Monday and Tuesday.

How many bars could he have eaten each day?

Write your answers as improper fractions.

Think of four solutions.

$$\begin{array}{c} \boxed{} \\ \hline \boxed{} \end{array} + \begin{array}{c} \boxed{} \\ \hline \boxed{} \end{array} = 5 \frac{1}{8}$$

Monday Tuesday

$$\begin{array}{c} \boxed{} \\ \hline \boxed{} \end{array} + \begin{array}{c} \boxed{} \\ \hline \boxed{} \end{array} = 5 \frac{1}{8}$$

Monday Tuesday

$$\begin{array}{c} \boxed{} \\ \hline \boxed{} \end{array} + \begin{array}{c} \boxed{} \\ \hline \boxed{} \end{array} = 5 \frac{1}{8}$$

Monday Tuesday

$$\begin{array}{c} \boxed{} \\ \hline \boxed{} \end{array} + \begin{array}{c} \boxed{} \\ \hline \boxed{} \end{array} = 5 \frac{1}{8}$$

Monday Tuesday

Plenary

True or False ? Improper fractions to mixed numbers

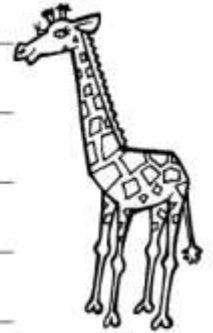
$$\frac{27}{3} = 2\frac{7}{3}$$

Handwriting

Name _____ Date _____

Rewrite this list of animals in alphabetical order.

<i>buffaloes</i>	<i>rabbits</i>	_____	_____
<i>grasshoppers</i>	<i>hippopotamuses</i>	_____	_____
<i>herrings</i>	<i>gibbons</i>	_____	_____
<i>possums</i>	<i>ferrets</i>	_____	_____
<i>lionesses</i>	<i>giraffes</i>	_____	_____
<i>terrapins</i>	<i>parrots</i>	_____	_____



Evaluation

Check those tricky joins around *f, s, r, p, b!*

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.

Thematic – How has Birmingham evolved over time?



Can you correctly sequence these images of Birmingham through time?

Firstly, number them 1, 2, 3 and 4 in the order in which they should be sequenced.

Next, can you label them correctly?

- Birmingham in the middle ages (medieval times)
- Birmingham in the Victorian times (19th century)
- Birmingham in period between WW1 and WW2 (20th century)
- Modern day Birmingham



1. Are these images primary or secondary sources? How reliable are they? Do these images give us a truthful reflection of the history of Birmingham? Why/why not? Which do and which may not?

2. How many years are in a century?

3. Read and make notes on the information below:

- Birmingham began as a Saxon village. In the early 12th century it grew into a town. In 1166, the King gave the Lord of the Manor, Peter De Birmingham, the right to hold a weekly market at Birmingham. Once a market was up and running merchants and craftsmen came to live in Birmingham and it soon developed into a busy little town.
- Medieval Birmingham became known for its wool industry. Wool was woven and dyed in the town. By the late 14th century Birmingham was also known for its metalworking industry. By then it was also known for leather working. Leather was tanned then used to make gloves, saddles, bottles, shoes and many other things.
- By the year 1500 Birmingham was still a small market town with a population of about 1,500.
- The newer industry of metalworking was fast taking over. Tudor Birmingham gained a reputation as a place where cutlers made knives, nailers made nails and many blacksmiths worked at their forges. Birmingham had 3 natural advantages. Firstly it was near to a source of iron ore. Secondly it was by a coal seam, which provided fuel for forges. Lastly it was surrounded by streams so that watermills could power the bellows for forges.
- By 1750 the population had risen to around 24,000.
- In 1801, at the time of the first census Birmingham had a population of 73,670, which meant it was one of Britain's largest and most important towns.

What did you learn in today's lesson? Which fact did you find the most surprising? Take a picture of your notes and upload it onto your portfolio or send it through to me on ClassDojo – I'd love to see how hard you've worked today!



Wednesday 27th January

Reading

https://www.youtube.com/watch?v=n_9kDF3PWc0

Listen to a teacher reading the first chapter of 'The Girl of Ink and Stars'. You could choose to read along with the extract included in your pack or simply sit back and listen!

Extract 2



I quickly braided my unbrushed hair and hoped Da wouldn't notice I hadn't untangled it all summer. Pep was rolling on the bed but I wasn't allowed to stroke him with my uniform on. My teacher, Senora Feliz, was always picking ginger hairs off my dress with irritated fingers.

I pulled aside the curtain that served as my bedroom door, and carefully stepped over Miss La, who squawked as I scattered her small pile of crumbs. She narrowed her misty eyes and pecked at my ankles, chasing me further into the main room where we ate, talked and planned adventures.

A big bowl of blackened porridge sat on our large pine-plank table, marooned among a sea of maps. More of Da's maps were stuck to the walls, and they rustled as I passed, like a talking breeze.

*I traced the papers with my finger as I did every morning, watching how the silver pigment of Afrik's rivers met those of AEgypt; how AEgypt clung to the curve of Europa Bay like one hand grasping another across the sea. On the opposite wall hung the sketchy coast of Amrica and its dragging ocean currents, labelled with strange, wondrous names: the Frozen Circle, the Vanishing Triangle, the Cerulean Sea. The paper was dyed a beautiful deep blue, and the currents were picked out in thread against it. Da had used a needle thin as a hair for these – gold for Cerulean, black for the Triangle, white for the Frozen Circle. But past the eastern coast, everything stopped. Only one word broke the blackness. **'Incognito.'** Unknown.*

I could almost feel Da's disappointment in the long-dried ink of the word. Unfavourable tides on his last trip meant an early return to Joya, and Da never again made it across that wild expanse before the Governor arrived on our island. Governor Adori closed the ports and made the forest that stretched coast-to-coast between our village of Gromera and the rest of the island into a border, banishing anyone who resisted his rule to the other side. Gromera was cut off from the rest of Joya, and the forest was strung with thick thorns and enormous bells to warn the Governor's guards if anyone came through. I had never heard the bells ring.

Da dreamt of filling in the gaps on his Amrica maps, whereas what I wanted, more than anything else, was to cross the forest border and chart the Forgotten Territories which lay beyond, although I had never told him so.

There was only one map that showed the whole of our island, and it hung in Da's study. I called it Ma's map because it had been passed down through her family for generations, maybe ever since Arinta's time, a thousand years ago. It had always felt like a sign that Ma and Da were meant for each other, that he was a cartographer and her only heirloom was a map.

'Each of carries the map of our lives on our skin, in the way we walk, even in the way we grow,' Da would often say. 'See here, how my blood runs not blue at my wrist, but black? Your mother always said it was ink. I am a cartographer through to my heart.'

1. Look carefully at pages 3 and 4. What impressions are we given about Isabella's house? Give two impressions, backing each one up with evidence. One is done for you.

IMPRESSION	EVIDENCE
Isabella's house is cluttered	Isabella's porridge is described as 'marooned among a sea of maps'.

2. Read through the list of words below. Write down the sentence in the story where each word appears.

Can you match each word to its definition? Draw lines to connect them.

- irritated
- marooned
- cartographer
- heirloom

- Trapped and alone on an island.
- A valuable object that has belonged to a family for a long time.
- Showing or feeling anger; annoyed.
- A person who's job is to draw or produce maps.

.....

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.....

.....

3. List **three** places mentioned on Da's map.

.....

.....

.....

4. What are we told Governor Adori did? What does this suggest about him as a character?

.....

.....

.....

Remember to check your answers on ClassDojo at the end of the day and self-mark your work.



Writing



New ideas

Now comes the fun part! You need to write an information text about a monster beast for Professor Behemoth's Monsterology. The choices are endless and I am sure that you already have an idea about what you might do but here are some pictures that might inspire you.



- ★ Coming up with ideas! I have given you a few ideas for what your different paragraphs could be about below and I am sure that you can think of others. Use the space to get as many ideas down as you can or use separate paper

Appearance

-
-
-
-

Diet

-
-
-
-

Habitat

-
-
-
-

Abilities

-
-
-
-

Friends/Enemies

-
-
-
-

Weapons/Powers

-
-
-
-

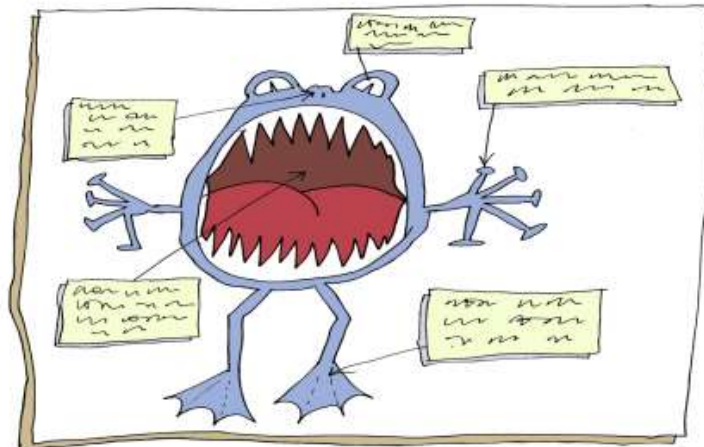
Quotations from an expert

-
-
-
-

???????????

-
-
-
-

Draw your monster





To help you get a real picture of what your monster is like, have a go at sketching them.


Maths - Mixed Numbers to Improper Fractions

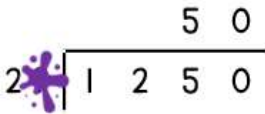
Starter: Answer the following questions including the Roman Numeral



Flashback 4 Year 6 | Week 8 | Day 2

1) Calculate $\frac{3}{8} - \frac{1}{4}$ 

2) Simplify $\frac{8}{12}$ 

3) What digit is covered up? 



4) What shape is this?  

XXXV

White Rose Maths

Times Tables Practice:

Exercise 1:

Draw a line connecting the multiplication expression with the correct product.

6 x 7	35	42
12 x 7	28	56
4 x 7	49	14
1 x 7	77	7
11 x 7	84	21
3 x 7		
7 x 7		
8 x 7		
5 x 7		
2 x 7		

Exercise 2:

Fill in the missing number.

a)  x 7 = 7 b)  x 7 = 63 c)  x 7 = 21

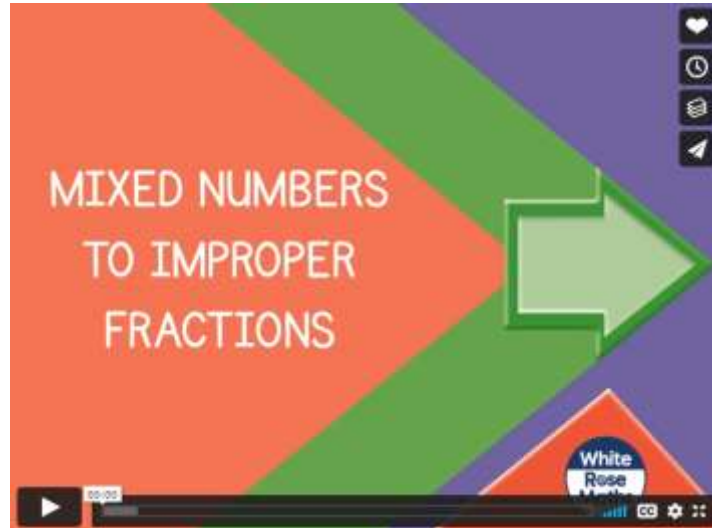
Exercise 3:

Fill in the correct product.

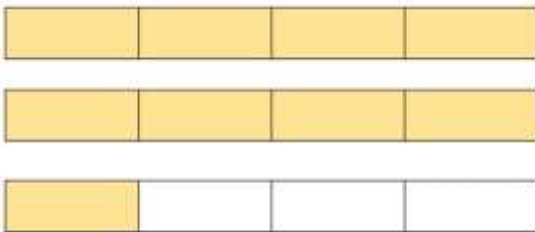
a) $12 \times 7 = \underline{\quad}$ b) $7 \times 7 = \underline{\quad}$ c) $10 \times 7 = \underline{\quad}$
d) $3 \times 7 = \underline{\quad}$ e) $8 \times 7 = \underline{\quad}$ f) $9 \times 7 = \underline{\quad}$

Main Activity:

Follow the link to watch the explanation video: <https://vimeo.com/468942374>

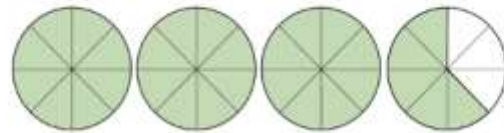


Examples to support you:



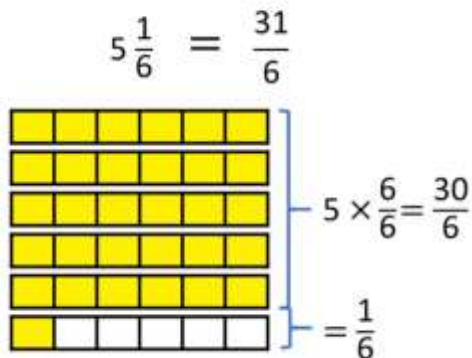
$$2 \frac{1}{4} = \frac{4}{4} + \frac{4}{4} + \frac{1}{4} = \frac{9}{4}$$

Convert the mixed number to an improper fraction



$$3 \frac{5}{8} = \frac{8}{8} + \frac{8}{8} + \frac{8}{8} + \frac{5}{8} = \frac{29}{8}$$

Convert the mixed numbers to improper fractions.



Convert the mixed numbers to improper fractions

$$2 \frac{4}{5} = \frac{14}{5}$$

$$2 \times \frac{5}{5} = \frac{10}{5}$$

$$\frac{10}{5} + \frac{4}{5}$$

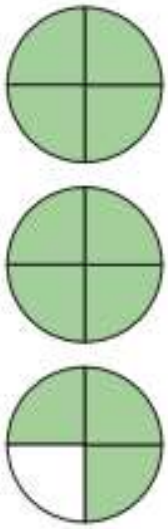
$$10 \frac{5}{6} = \frac{65}{6}$$

$$10 \times \frac{6}{6} = \frac{60}{6}$$

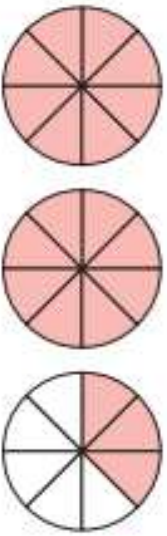
$$\frac{60}{6} + \frac{5}{6}$$

Mixed numbers to improper fractions

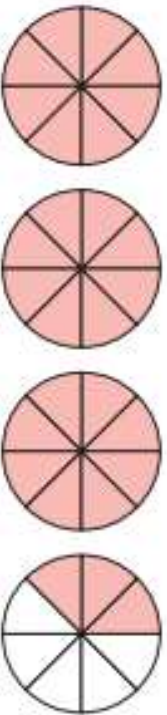
1 Convert the mixed numbers to improper fractions.



$$2\frac{3}{4} = \frac{\square}{4}$$



$$2\frac{3}{8} = \frac{\square}{8}$$



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

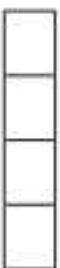


2 Convert the mixed numbers to improper fractions.

Colour the bar models to help you.



$$2\frac{1}{4} = \square$$



b)



$$2\frac{1}{3} = \square$$



c)



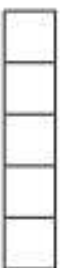
$$3\frac{1}{3} = \square$$



d)



$$3\frac{2}{5} = \square$$



- 3 Convert the mixed numbers to improper fractions.

Write the next conversion in each part.

a) $2\frac{1}{7} = \square$

$2\frac{2}{7} = \square$

$2\frac{3}{7} = \square$

$\square = \square$

c) $5\frac{1}{2} = \square$

$5\frac{1}{4} = \square$

$5\frac{1}{8} = \square$

$\square = \square$

b) $3\frac{1}{5} = \square$

$4\frac{1}{5} = \square$

$5\frac{1}{5} = \square$

$\square = \square$

Talk to a partner about any patterns you spot.

- 4 Here are 4 whole pizzas and $\frac{3}{5}$ of a pizza.



How many children can have $\frac{1}{5}$ of a pizza?

- 5 Whitney is converting mixed numbers to improper fractions.



$4\frac{1}{7} = \frac{28}{7}$

Do you agree with Whitney? _____

Explain your answer.

- 6

$\frac{3}{5} = \frac{\triangle}{5}$


The table shows some possible values of the circle. Use this to find the corresponding value of the triangle.

1	
2	
4	
8	88
16	
	803

Spelling

What do all these words have in common?

Can we spot the pattern?



scheme	chorus	parachute	moustache
chemist	echo	chemistry	mechanic
choir	stomach	chrysalis	architect
ache	chef	orchestra	water chute
machine	brochure	pistachio	chalet

Say them all out loud. Can you hear that some of them use the soft 'sh' sound whereas some have a hard 'k' pronunciation, despite all being spelt with a ch?



Choose two colours. Circle the words with the soft 'sh' sound of the 'ch' spelling in one colour and the hard 'k' sound of the 'ch' spelling in another colour.

Computing: Coding

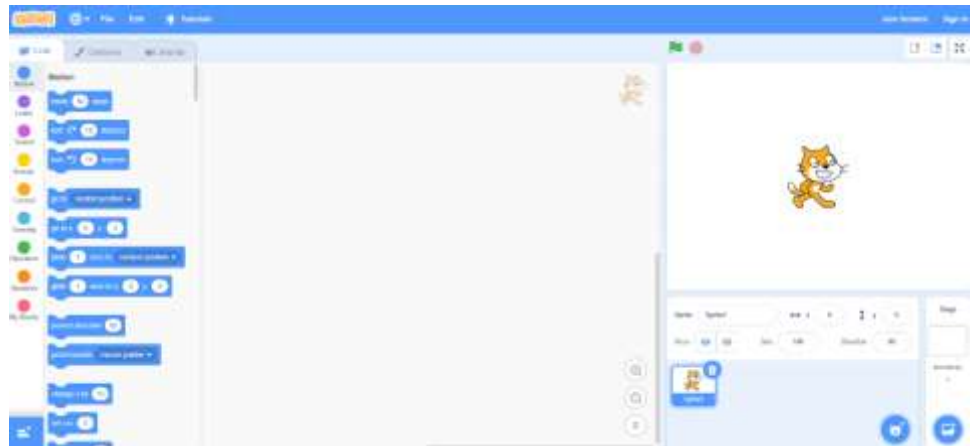
Activity 2: Learn how to repeat...

By completing this activity, you will use Scratch to learn how to program your own animation including how to repeat instructions.

Follow the link to access the Scratch program: [Scratch - Imagine, Program, Share \(mit.edu\)](https://scratch.mit.edu)



SCAN ME

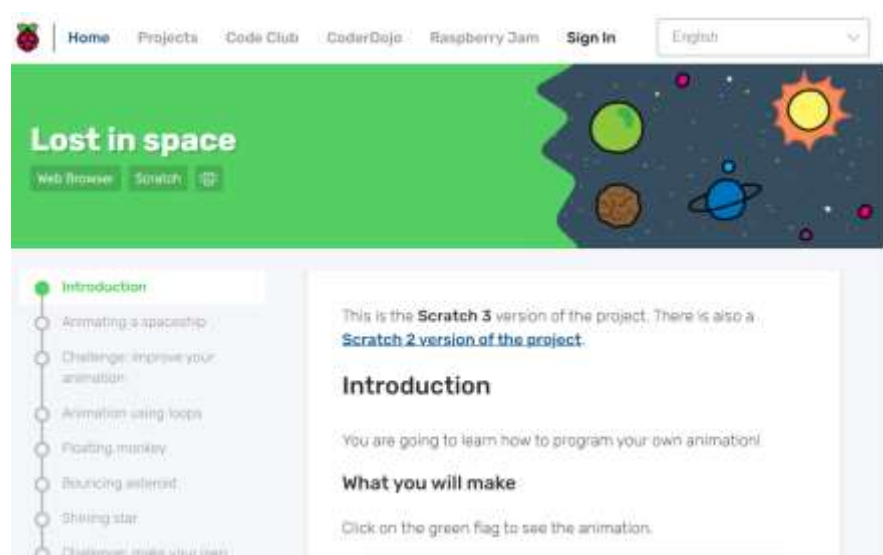


Now follow the next link which will talk you through the activity:

<https://projects.raspberrypi.org/en/projects/lost-in-space>



SCAN ME



Thursday 28th January

Reading

https://www.youtube.com/watch?v=n_9kDF3PWc0

Listen to a teacher reading the first chapter of 'The Girl of Ink and Stars'. You could choose to read along with the extract included in your pack or simply sit back and listen!



Extract 3

'Fetch the jug, would you?' Da's voice made me jump, pulling me back into the room. I dragged a chair to the shelves, carefully taking the jug from high up, and put it on the table next to the porridge. It was forest green and special, because it was the last thing Ma made. We used it only on the first day of school, and on birthdays and feast days. Da kept it out of reach and washed it with great care.

I could remember Ma, sometimes – dark-eyed and mostly smiling, smelling of the black clay she worked with, making pots for the villagers and delicate pieces for the Governor. Or maybe I imagined her, her the songbirds.

'Good morning, little one.' Da limped from the kitchen. I rushed to take the milk pail and cups he was carrying.

'You shouldn't walk without your stick,' I scolded.

Da had broken his leg as a young man, leaping from the jetty of an AEgyptian port on to a moving ship, and now used a walking stick carved from a fragment of his great-grandfather's fishing boat. It was my favourite thing out of the many favourite things in the room. Light as paper, it floated even in the thinnest skim of water, but most miraculously of all glowed in the dark. Da said it was because of the sap, but I knew it was magic.

I hurried to clear a space on the table, shifting the Himalay Mountains on to a shelf. Da poured the milk into Ma's jug, then settled down on the bench next to and grinned. 'Pick a pocket.'

I rolled my eyes. 'Left.'

He wiggled his eyebrows like two black caterpillars. 'Right answer.' He pulled a small jar from his pocket.

'Pine honey!' I unscrewed the lid and the smell filled my nostrils, making my mouth water. 'Thank you, Da.'

'Nothing but the best for your first day back at school.'

I shrugged. 'It's only school...'

'Oh, well, I suppose I'll just have to eat all of this myself then...' He took the open jar and mimed pouring the honey into his mouth.

'No!' I grabbed it back. 'You're right, it's a very important day. I'm only surprised you didn't get two jars.'

The honey was so good I hardly noticed the porridge was burnt, but when I looked up Da's food was untouched. He was sitting in that hunched way that meant he was thinking. His hand rested on the milk jug and I could see the pulse in his wrist. His eyes had a faraway look.

First days of school were hard for both of us.

I cleared away my bowl as quietly as possible and pushed his closer to his hand. 'I'll see you later, Da.'

When he didn't answer I picked up my satchel and left the house, closing the peeling green door gently behind me.

1. "Da's voice made me jump, pulling me back into the room." What tool is being used here? Circle **one**.

simile alliteration personification

2. How can we tell the jug is special to Isabella and her Da? Find **three** pieces of evidence.

-
-
-

3. "You shouldn't walk without your stick," I scolded. This suggests that Isabella... (tick **two**)

Is protective of Da	
Is patronising towards Da	
Looks after Da	
Is older than Da	
Tells Da off	

4. How was Da injured?

-
-

5. "Light as paper, it floated in even the thinnest skim of water, but most miraculously of all it glowed in the dark."

Replace the gaps in this sentence with alternative synonyms (words with the same meaning).

Light as _____, it floated in even the thinnest skim of water, but most _____ of all it glowed in the dark.

6. What simile is used to describe Da's eyebrows?

-

7. Why do you think the first days of school were hard for both Isabella and Da?

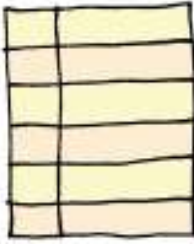
-
-

Remember to check your answers on ClassDojo at the end of the day and self-mark your work.



Writing

Planning



Now we are going to organise our ideas into a box-up planner to help structure your writing. Remember you can pick different topics than appearance, habitat and diet and also you can have your quotation in a different section. I have left the right-hand column blank as you might want to have 2, 3, 4, 5 or 6 different sections so draw your own lines!

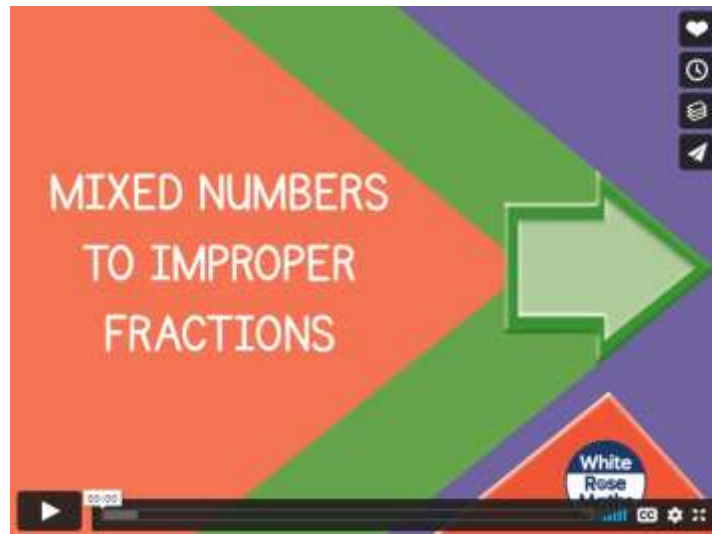
Structure of monster information text	Your ideas
Title of monster	
Opening hook – to make the reader interested in finding out more. <i>Fascinating fact for interest</i>	
Habitat <i>Information about the area the creature lives in</i>	
Appearance <i>Information about what the creature looks like including evidence</i>	
Diet <i>Information about what the creature eats</i>	
Warnings and advice to the reader	

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/468942374>

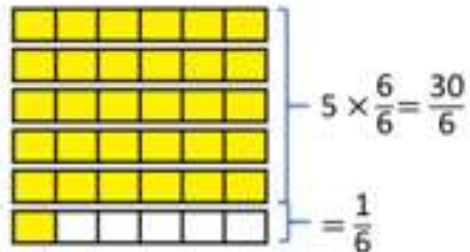


SCAN ME



Examples to support you:

Convert the mixed numbers to improper fractions.

$$5 \frac{1}{6} = \frac{31}{6}$$


$5 \times \frac{6}{6} = \frac{30}{6}$

$= \frac{1}{6}$

Convert the mixed numbers to improper fractions

$$2 \frac{4}{5} = \frac{14}{5}$$

$$2 \times \frac{5}{5} = \frac{10}{5}$$

$$\frac{10}{5} + \frac{4}{5}$$

$$10 \frac{5}{6} = \frac{65}{6}$$

$$10 \times \frac{6}{6} = \frac{60}{6}$$

$$\frac{60}{6} + \frac{5}{6}$$

Task 2 Problem Solving and Reasoning

1)

(a) $2\frac{\square}{5} = \frac{11}{5}$

(c) $4\frac{1}{\square} = \frac{\square}{2}$

(b) $\square\frac{3}{4} = \frac{7}{4}$

(d) $\frac{24}{\square} = \square\frac{\square}{7}$

2) Pizzas are eaten at a party.

Each pizza is cut into eight slices.

42 slices are eaten.

(a) How many whole pizzas are eaten at the party?

(b) At another party seven and a half pizzas are eaten.

How many slices are eaten?

3)

Mixed Numbers

Sang shows these pictorial representations of these mixed numbers. Discuss with a partner whether they are correct and what errors, if any, have been made.

Column 1: $2\frac{3}{4}$ (4 circles, 3 shaded blue)

Column 2: $4\frac{3}{4}$ (16 small squares, 15 shaded orange)

Column 3: $1\frac{3}{8}$ (8 small rectangles, 6 shaded green)

Column 4: $2\frac{2}{3}$ (6 triangles, 4 shaded pink)

4) . Answer these questions, writing your answer as mixed numbers

a. 27 children sit at tables of 6, filling all the tables where possible. Express how the tables are filled using a mixed number. _____

b. A teacher asks 2 children to sort 73 tennis balls into baskets of 10 balls, filling the baskets where possible. Express how the baskets are filled using a mixed number. _____

c. A pizza van sells pizza slices. Each slice is one quarter of a pizza. At the end of the day the pizza seller works out how many pizzas he has left. On one day he has 9 pieces. How many pizzas does he have left? _____

Extension

Bisma found the difference between two improper fractions.

The difference was $1\frac{1}{3}$.

What improper fractions could she have started with?

Give four solutions.

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

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

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

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

Plenary

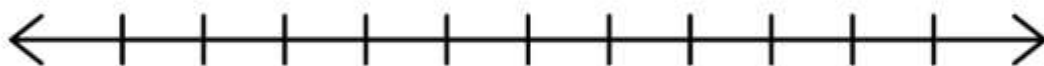
Rosie is counting backwards in fifths.

She starts at $3\frac{2}{5}$ and counts back nine fifths.



What number does Rosie end on?

Show this on a number line.



PE

Floor Work

<https://real.jasmineactive.com/home/funs/floor-work/skill/floor-work>



Floor Work



I can reach round and point to the ceiling with either hand in a mini-front support



Floor Work



Front Curling (PB Challenge)



Reverse Formation (Personal)



Front Support Hockey (Social)



Hand Tap Game (Cognitive)



Distance Objects (Creative)

PSHE

Piece 1- Personal Learning Goals.

Calm Me - Is your mind quiet and calm, ready to learn?

Focus on the calmest picture!



Have a look at the strength cards on the next page. Circle the ones that you consider to be particular strengths of yours. What are you good at? Once you've circled all the ones that describe you, pick out your top 5 strengths and list them below:

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



Strength Cards:

Writing	Stories
Reading	Maths
Science	Listening to others
Being a good friend	Being helpful

Dance	Music
Cooking	Other

Looking after a pet	Looking after a brother or sister
Football	Drawing
Computer games	Netball
Hockey	Running

You might choose to add ones of your own in the blank boxes if you can think of ones that haven't been included on the list!



Reflection time:

How did completing that activity make you feel?

I bet you found that you have far more strengths than you realised! 😊

Today we are going to explore personal goals.

We are going to choose 2 personal goals:

1 school based goal (based around school subjects or learning) and 1 external goal (outside of school e.g. learn the piano, play for a sports team, get a belt in karate)

Record your two goals and add an explanation as to why you chose these goals.

Dreams and Goals
Goal Cards - Year 6 - Piece 1

My Goal

.....

.....

.....

.....

My Goal

.....

.....






.....

.....

Friday 29th January

Reading

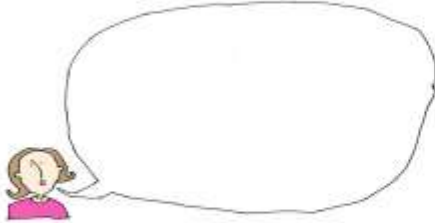
Let's take a pause and reflect on what we've read so far. Use the reflection grid to share your thoughts, feelings and ideas about *The Girl of Ink and Stars* so far.

 Something I like about the story...	 Something I dislike about the story...
 Questions I have...	 My predictions...
 Other stories I am reminded of and why...	

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

Writing

Talk your plan through



It is really important to have a good read through your plan to make sure that it makes sense. Why not read it aloud to someone in your house and see if they have any suggestions for how to improve it.

It's time to write your monster report

To help you with your writing, you have lots of different things to help you:

- ✓ The original text about monsters
- ✓ The toolkit for reporting information
- ✓ Your ideas page
- ✓ Your diagram
- ✓ The vocabulary we learned from the model
- ✓ And most importantly, your plan

Draft your ideas on one piece of paper and edit it so you really like the words you have chosen. Read it through again to check spelling and punctuation and then write your final draft.

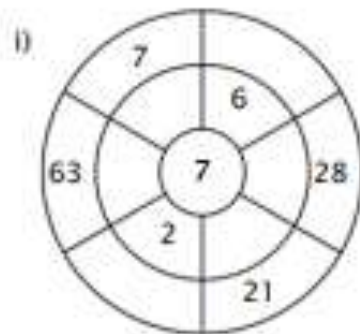
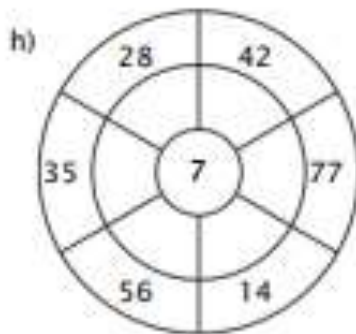
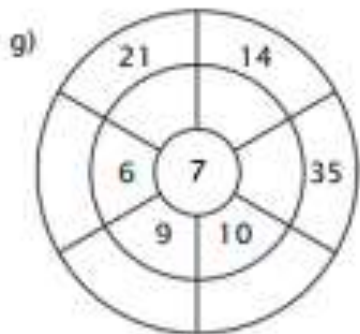
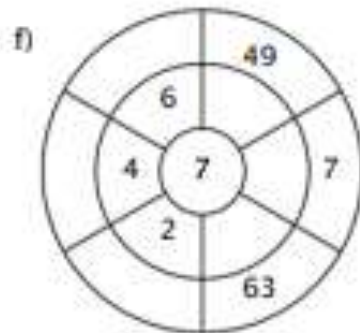
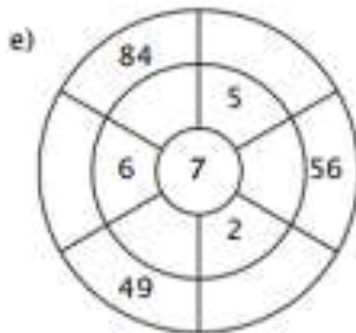
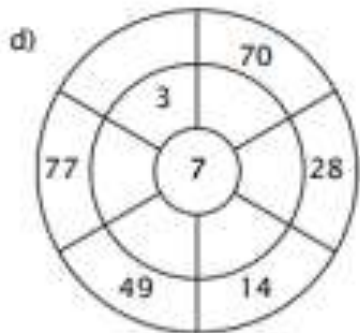
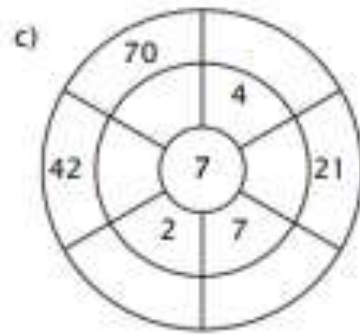
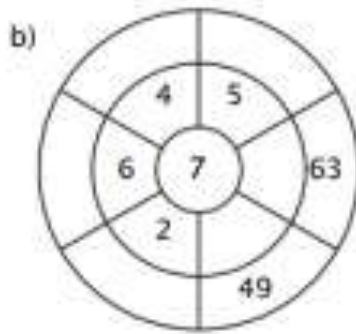
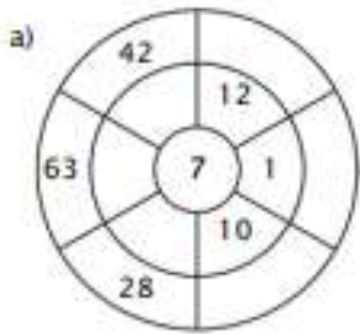
You can write your final information text about your monster in your exercise book. Remember to send it to me or upload it onto your portfolio on ClassDojo – I would really love to see it and maybe even share it with the class!



Maths – Google Forms Quiz on Fractions

Times Tables Practice:

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





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/ZpGcCobnLD9FBbsa7>



SCAN ME

Week 3 - Day 5 - Pack 1
Improper Fractions and Mixed Numbers

Name: _____

Short answer text

Question 1 *

What improper fraction is shown on the number line?

$\frac{7}{4}$ $1\frac{3}{4}$ $\frac{3}{4}$ $\frac{7}{3}$

Spelling

English is a language which has borrowed words from many other languages and often retains the pronunciation from the original language.

Words containing a hard 'k' pronunciation are often derived from ancient Greek: e.g. chemist, chorus, choir.

Words containing a soft 'sh' sound are often derived from French: e.g. chef, chalet.

Missing words

Can you find the missing words?

chemist

choir

chorus

moustache

parachute

- a) We did not know the words to all of the verses of the song, but we joined in each time when it got to the _____.
- b) When I jumped out of a plane for the first time I was relieved when the _____ finally opened.
- c) 'I'm just popping down to the _____ to pick up my prescription,' said Mum.
- d) Every November my dad grows a _____ for charity, and it makes his face look completely different.
- e) I enjoy singing so I thought I would join the school _____.

Music

<https://classroom.thenational.academy/lessons/to-understand-the-difference-between-three-and-four-time-crrkac>



To understand the difference between three and four time

In this lesson, you will warm-up by moving to the pulse, and identifying different beats of the bar. Following that, you will learn two songs which can be performed with a cup pattern as an accompaniment. Finally, you will understand simple musical notation and compose your own three beat pattern.

If you'd like to and you're feeling brave enough, film a little video of yourself completing this activity and upload it onto your portfolio on ClassDojo – I'd love to see it!

