

Week 4 Timetable:

Day	Core	Foundation
Monday	Writing – Exploring a model text Reading – Response to model text Maths – Equivalent fractions task 1 Spelling – ‘ou’ spellings	Science – Compare electrical conductors and insulators
Tuesday	Reading – Retrieving information part 1 Writing – Superhero ideas and design part 1 Maths – Equivalent fractions task 2 Handwriting – Introducing diagonal join from s, no ascender: si, su, se, sp, sm	Thematic – How has Birmingham evolved over time?
Wednesday	Reading – Retrieving information part 2 Writing – Designing own superhero part 2 Maths – Simplifying fractions task 1 Spelling – ‘ou’ word quiz!	Computing - Coding
Thursday	Reading – Making inferences part 1 Writing – Planning a superhero story Maths – Simplifying fractions task 2 Handwriting – Introducing horizontal join from r to an anticlockwise letter: rs	PE – Floor work PSHE – Personal learning goals
Friday	Reading – Making inferences part 2 Writing – Writing a superhero story Maths - Google Form Quiz Spelling – ‘ou’ words – inserting the blanks and writing sentences of your own	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


Writing

This week's writing will revolve around superheroes! Today, you will be meeting characters and exploring a model text. Firstly, read the superhero fact file cards and then read (or listen to!) the model text.



FACT FILE	
SUPERHERO NAME	JO AWESOME
SUPERPOWER	SPORTY
SUPERPOWERS	RUNNING, JUMPING, SWINGING, CLIMBING, HIDING
SUPERHERO CALL	LEGS AND TOES TINGLE
OTHER FEATURES	SUPER-BOOSTER BUTTON ON BELT

FACT FILE	
SUPERHERO NAME	RAJA EXTRAORDINARY
SUPERPOWER	ART
SUPERPOWERS	CAN DRAW ANYTHING AND MAKE IT COME TO LIFE
SUPERHERO CALL	DRAWING HAND IS PULLED TOWARDS A PEN OR PAINTBRUSH
OTHER FEATURES	PEN OR PAINTBRUSH FAST-FORWARDS MOVEMENTS



FACT FILE	
SUPERHERO NAME	SAMMY EXCEPTIONAL
SUPERPOWER	LISTENING
SUPERPOWERS	LISTENING TO HELP PEOPLE
SUPERHERO CALL	EARS PRICK UP AND AN ALARM SOUNDS IN SAMMY'S HEAD
OTHER FEATURES	SAMMY IS A DOG

Jo, Raja and Sammy have helped lots of people. Here's one of their stories.

★ Let's start by reading it together. You can also listen to an audio recording of this story here:

<https://soundcloud.com/talkforwriting/playground/s-UJObMpzawKu>



Playground Rescue

It was an **ordinary** day. Jo was on her own in the backyard, kicking a football into the **makeshift** goal that she'd once scratched into the wall with the edge of a sharp stone. She was dreaming of a time when she would play for the local football team again. Raja was covered in paint. She'd been busy **occupying** her brothers and sisters while her mum tried to get her work done, and Sammy, in the meantime, slept **soundly** in his basket. One of his enormous ears had flopped over his eye, his favourite squeaky bacon toy was trapped beneath a podgy paw and his droopy eyelids **flickered** as he chased wasps in his dreams.

Activity in the local park was ordinary too, or so it seemed. Children played on the playground whilst adults chattered, groups of teenagers were **gathering**, and joggers **sprinted** along the paths.

"HELP! HELP!" came a sudden shout from the playground.

Jo's legs and feet began to tingle. Raja's drawing hand pulled her towards a paint brush and Sammy stretched, turned over noisily and went back to sleep! As Jo and Raja left their homes, they changed. Jo Awesome's blue cape glided behind her as she dashed towards the park, **activating** her super-booster to help her get there more quickly. Raja Extraordinary's red cuffs glowed as he desperately held onto the flying paintbrush.

They arrived at the park at the same time, "What's the problem?" panted Jo.

"Follow me!" Raja called over her shoulder as the paintbrush dragged her towards the playground.

As Raja and Jo reached the edge of the playground, they could see that a crowd had gathered at the bottom of the spider's web climbing frame. Children giggled and pointed, and adults stared up in silence. "Look!" whispered Jo, nodding her head towards the top of the spider's web.

Raja followed her gaze up to a small, **snivelling** child who was dangling from the top of the climbing frame with one hand, about to fall!

"This one's mine!" declared Jo ...

Quick as a flash, Raja painted a mini trampoline which Jo used to bounce up and over the crowd and then grabbed the child as she somersaulted them both down to safety. With the crowd's whoops and cheers buzzing in their ears, Jo raced home while Raja flew back to her house on the flying carpet she'd painted. Jo returned to ordinary Jo playing keepy-uppy in the back yard and Raja returned to ordinary Raja cleaning up the painting mess she'd left behind.

And as for Sammy, an alarm sounded in his head and his ears pricked up. Someone somewhere was crying. They needed to talk and Sammy Exceptional to listen...

• Vocabulary challenge

Read each sentence and think about what the words in bold might mean.

1. It was an **ordinary** day.
2. Jo was on her own in the backyard, kicking a football into the **makeshift** goal.

3. She'd been **occupying** her brothers and sisters.
4. Sammy, in the meantime, slept **soundly** in his basket.
5. His droopy eyelids **flickered**.
6. Groups of teenagers were **gathering**.
7. Joggers **sprinted** along the paths.
8. She dashed towards the park, **activating** her super-booster.
9. A small, **snivelling** child was dangling from the top of the climbing frame.

- Now match the word to the correct meaning (don't forget to find it in the sentences above if you're not sure what it means).

ordinary	ran as fast as they could
makeshift	if you sleep soundly you sleep deeply and don't wake up
occupying	made small, quick movements
soundly	doesn't last long, made because nothing else is available
flickered	sniff and cry because you are upset
gathering	not special or interesting
sprinted	keeping someone busy
activating	meeting, coming together
snivelling	making something start to work

- Now that you have matched the words to the correct definitions, read the story again and add your response to these headings:

What I liked about this story:

What I didn't like about this story:

Questions I have about the story:

Upload your responses onto ClassDojo – I would love to see your thoughts! Remember to check the answers at the end of the day to see if you correctly matched the vocabulary.



Reading – Response to model text

- **Reading challenge:** Can you answer these questions about the story in complete sentences? (Don't forget to read the story again to help you.)

1. What is special about Jo, Raja and Sammy?

2. The story talks about Raja's family. Who is in her family?

3. Describe what you think Jo's house is like.

4. A park is the setting for the story. Can you describe this setting?

5. How do you think the crowd at the bottom of the climbing frame felt when the child had been rescued?

6. Would you like to be a superhero? Why?

Maths - Equivalent Fractions

Starter: Answer the following questions including the time on the clock.

Flashback

4

1) Complete the sentence.

There are thirds altogether.

2) Draw a shape with an area of 8 squares.

3) Multiply 124 by 4

4) What is the value of the digit 5 in 7,567?

Times Tables Practice:

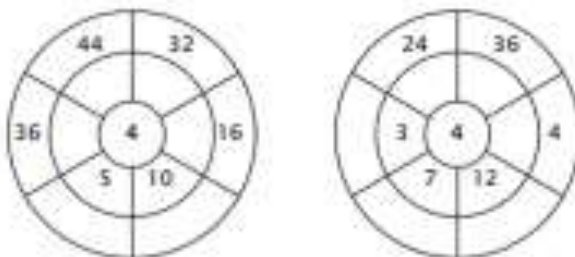
Exercise 1:

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

36	37	8	20	34
11	4	24	22	16
23	2	44	6	40
3	36	20	48	12
24	19	32	28	44

Exercise 2:

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



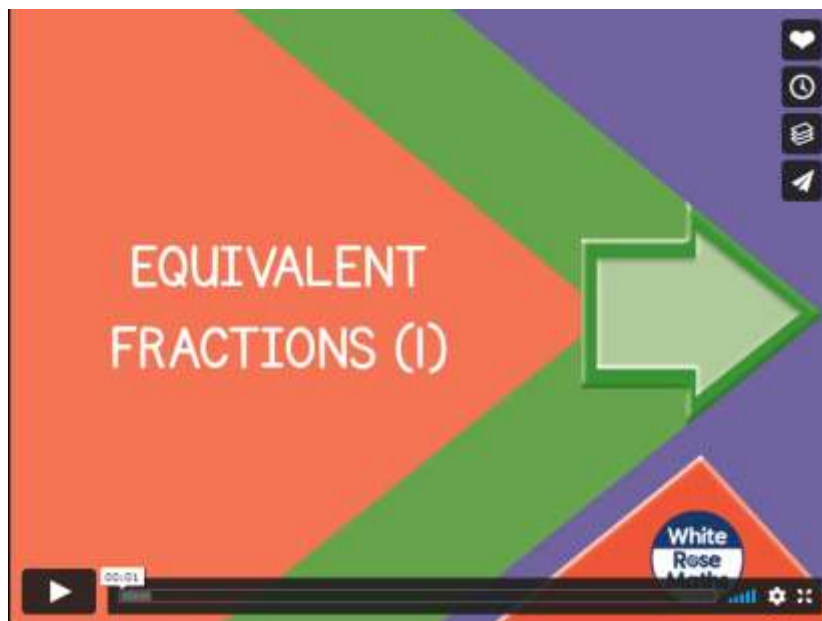
Exercise 3:

Fill in the correct product.

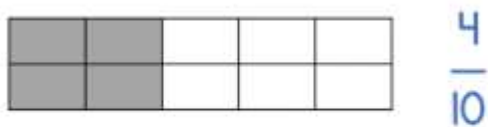
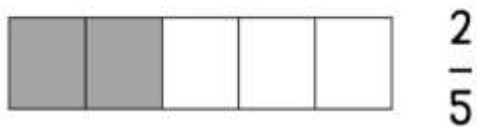
- | | | |
|--------------------------------------|-------------------------------------|--------------------------------------|
| a) $11 \times 4 = \underline{\quad}$ | b) $3 \times 4 = \underline{\quad}$ | c) $10 \times 4 = \underline{\quad}$ |
| d) $8 \times 4 = \underline{\quad}$ | e) $4 \times 4 = \underline{\quad}$ | f) $6 \times 4 = \underline{\quad}$ |

Main Activity:

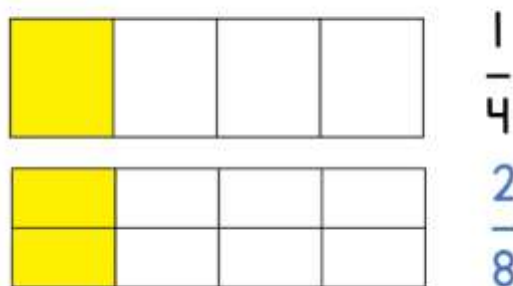
Follow the link to watch the explanation video: <https://vimeo.com/498327458>



Examples to support you:



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Task 1: Complete Questions

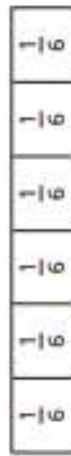
Equivalent fractions (1)



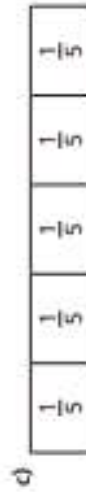
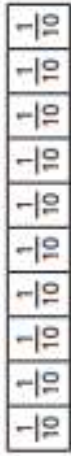
1 Shade the bar models to represent the equivalent fractions.



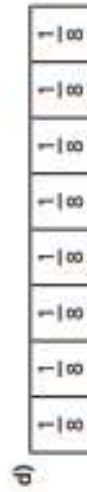
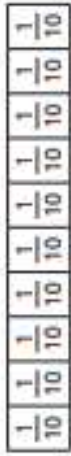
$$\frac{1}{2} = \frac{3}{6}$$



$$\frac{1}{2} = \frac{5}{10}$$



$$\frac{4}{5} = \frac{8}{10}$$



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



2 Use the fraction wall to complete the equivalent fractions.



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

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

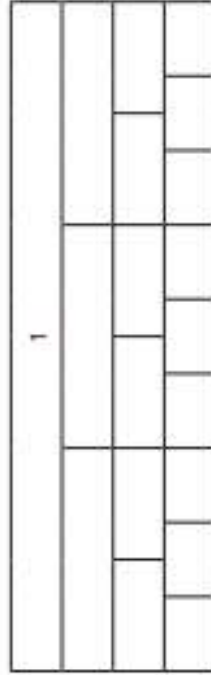
e) $\frac{\square}{8} = \frac{3}{4}$

b) $\frac{1}{2} = \frac{\square}{8}$

d) $\frac{2}{8} = \frac{\square}{4}$

f) $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

3 a) Label the fractions on the fraction wall.



b) Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$

$\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$

$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$

Spelling

Word list

touch

double

cousin

nourish

young

trouble

enough

courage

tough

couple

encourage

rough

country

flourish

Practice writing out the words in your exercise book. Use the look, cover, write technique to practice. Then, hide the word list so you can no longer see it (don't be tempted to peek!) Can you work out which word is missing in each sentence in the following passage of text and spell it correctly?

'ou' spellings

- a) I knew I was in t _ _ _ _ _ when I saw the broken window.
- b) I have two c _ _ _ _ _ who live in the c _ _ _ _ _.
- c) My brother is y _ _ _ _ _ than me.
- d) Mum said, 'Don't t _ _ _ _ the plate because it is very hot.'
- e) If someone is brave, it means they have c _ _ _ _ _.

Science – Compare electrical conductors and insulators.

Read through PowerPoint -

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



SCAN ME



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>



SCAN ME



Let us know you agree...
BBC
Home | Learn | Support | Games | My Bitesize | All Bitesize

KS2
What are conductors and insulators?
Part of Science | Electricity and conductors

+

Add to My Bitesize



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



SCAN ME



Metals such as Copper, Steel and Aluminium are all good conductors.



Main Activity:

Complete the following grid carefully.

Extension: Think of two 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			

Tuesday 26th January

Reading - Skill Focus: Retrieving information

BIG BEN GETS A BATH!



People from all over the world come to London and visit Big Ben but one week this August, they would have seen an unusual sight!

Five highly-trained abseiling experts started cleaning all four clock faces on 18th August. It will be the clock's first scrub for 4 years. Experts think it will take a week to complete the cleaning so long as the weather stays fine.

The Houses of Parliament clock (nicknamed Big Ben), which was built in 1859, will also be checked for damage to the dials. Each clock face is made up of 312 pieces of opal glass, which must be treated carefully. The hands of the clock were made in copper because it is lighter than other metals.

To keep the climbing cleaners safe, the clock's hands have been frozen in the midday position.

DID YOU KNOW?

Big Ben's real name is the Great Clock of Westminster which is at the top of the Elizabeth Tower (named after the Queen). The Elizabeth Tower is part of the Houses of Parliament.

1. Where is Big Ben?

2. How long has it been since it was last cleaned?

3. Over 250 pieces of opal glass are used to create the clock faces of Big Ben. True or false?

4. What material was chosen to make the hands of the clock and why?

5. How have they made sure the cleaners will not be in danger?

Remember to check and self-mark your answers on Class Dojo at the end of the day!



Writing – Superhero ideas and design part 1



DO YOU KNOW THAT EVERYONE HAS A SUPERPOWER - SOMETHING THAT THEY ARE REALLY GOOD AT? SOME SUPERPOWERS ARE INSIDE US AND SOME ARE ON THE OUTSIDE THAT EVERYONE CAN SEE. JO IS REALLY GOOD AT SPORT AND USING HER BODY TO DO THINGS LIKE HIPE AND CRAWL; RAJA IS A BRILLIANT ARTIST AND I'M A GREAT LISTENER.

Creative challenge:

Can you make up a superhero name for yourself?

1. Write your first superhero name here (you could shorten your own name or make up a new superhero name):
2. Choose an adjective from the list below or think of your own and write it here:

Superhero adjectives

astonishing

magnificent

superior

excellent

marvellous

supreme

fantastic

remarkable

wonderful

impressive

superb

wondrous

Jo Awesome

Raja Extraordinary

Sammy Exceptional

3. Write your superhero names here:
4. Now think about your superpower. What are you really good at? Read the ideas below to help you. Write it here:

Superpowers

sport

playing games

giving hugs

art

general knowledge

making people laugh

music

science

being kind

singing

nature

looking after a pet

lego

cooking

helping

making things

eating fruit & veg

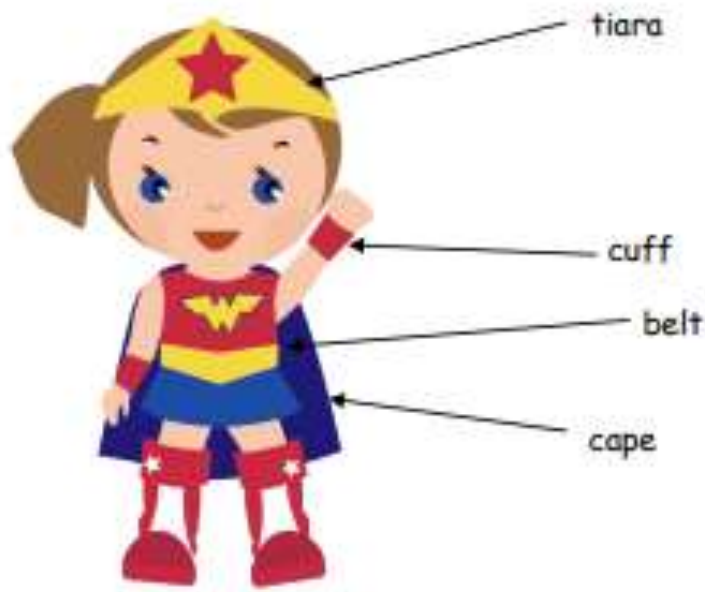
problem solving

taking photographs

caring for people

recycling

Did you know that most superheroes have capes and some have belts, cuffs and even crowns or hats?



<http://download-library.com/>

They also have special symbols (shapes) that decorate their clothing and show who they are.

- Here are some well-known symbols. Do you know whose symbols each of these are? Put a ✓ or a ✗ in each box.



- Use the space below to draw your superhero symbol. It could be the first letter of your name or a shape that shows what your superpower is.



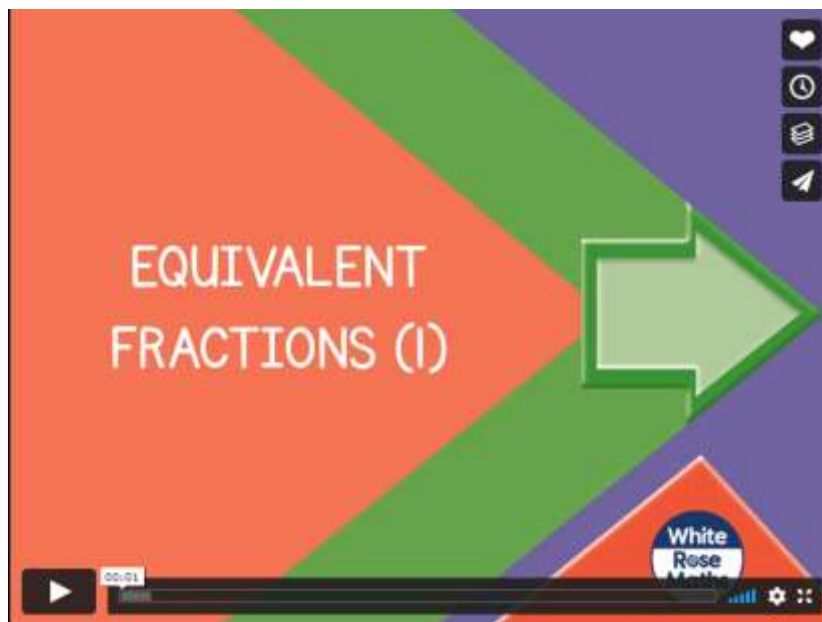
Explain your symbol here. Tell the reader what the image you have chosen represents:

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/498327458>



SCAN ME



Examples to support you:

$$\frac{1}{6} \quad \begin{array}{c} \times 3 \\ \times 3 \end{array} \quad \frac{3}{18}$$

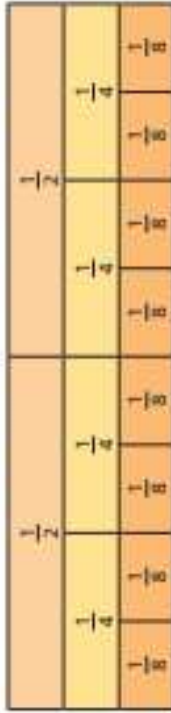
1					
6					
1					
6					

$$\frac{5}{20} \quad \begin{array}{c} \div 5 \\ = \\ \div 5 \end{array} \quad \frac{1}{4}$$

$$\frac{12}{40} \quad \begin{array}{c} \times 4 \\ = \\ \times 4 \end{array} \quad \frac{3}{10}$$

Equivalent fractions (1)

2 Use the fraction wall to complete the equivalent fractions.



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

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

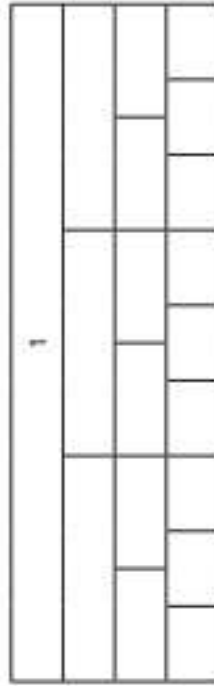
e) $\frac{\square}{8} = \frac{3}{4}$

b) $\frac{1}{2} = \frac{\square}{8}$

d) $\frac{2}{8} = \frac{\square}{4}$

f) $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

3 a) Label the fractions on the fraction wall.



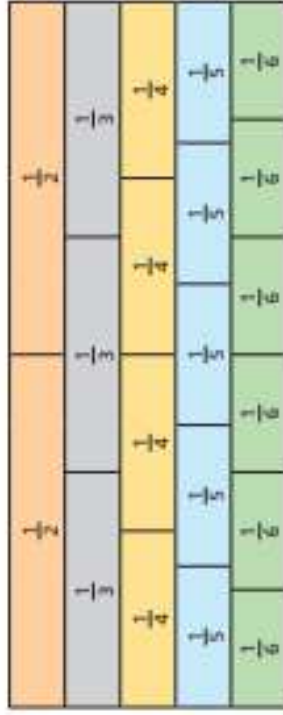
b) Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$

$\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$

$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$

4 Here is a fraction wall.



Is each statement true or false?

- a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$
- b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$
- c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$
- d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$
- e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$
- f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.

5 Are the statements always, sometimes or never true?

Draw a diagram to support your answer.

- a) The greater the numerator, the greater the fraction.
- b) Fractions equivalent to one half have even numerators.
- c) If a fraction is equivalent to one half, the denominator will be double the numerator.



Handwriting

UNIT 19 Introducing diagonal join from s, no ascender: *si, su, se, sp, sm*

19

Name

Date

Trace and copy the patterns. Say the sounds.

si su se sp sm

Write two words which begin with each letter pattern.

si _____

se _____

su _____

sm _____

sp _____

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. 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 there 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.
- 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 - Skill Focus: Retrieving information

“Ahoy me hearties!”

A man in Suffolk has built a giant pirate ship in his back garden. Tim Jones spent half a year creating the captain's cabin, deck and seven metre mast (more than 3 times the height of a door). He then added several humorous finishing touches including a toy parrot called Polly and a Jolly Roger pirate flag. Tim said, "I spent every free hour I had and weekends building it. It was a tiring time but now I know it was all worthwhile."

Tim said the idea for the pirate ship came from his themed birthday party. He gathered and used discarded wood to build the pirate ship at minimum cost. Some trees had to be cut down to fit it in.

The unusual garden feature has become well known by locals as the mast can be seen from the road. "It really makes me chuckle every time I walk past," said a neighbour.

"Everyone loves it," Tim said. "I'd love to make it bigger but I really don't have the room."



1. How many months did it take Tim to build the pirate ship?

2. Did it cost Tim a lot of money to build the pirate ship? How do you know?

3. The neighbours don't like the pirate ship – true or false? Explain how you know.

4. How did Tim come up with the idea for the pirate ship?

5. “The pirate ship is large.” True or false? Explain how you know.

Writing – Superhero ideas and design part 2

Yesterday, you thought about yourself as a superhero, imagined your own superpower and designed a unique symbol to represent your superhero persona.

Today, you are going to design another superhero character who is going to work alongside you in your superhero story. Complete the sheet below to invent your 'sidekick' character!

DESIGN YOUR OWN SUPERHERO

Superpower.....

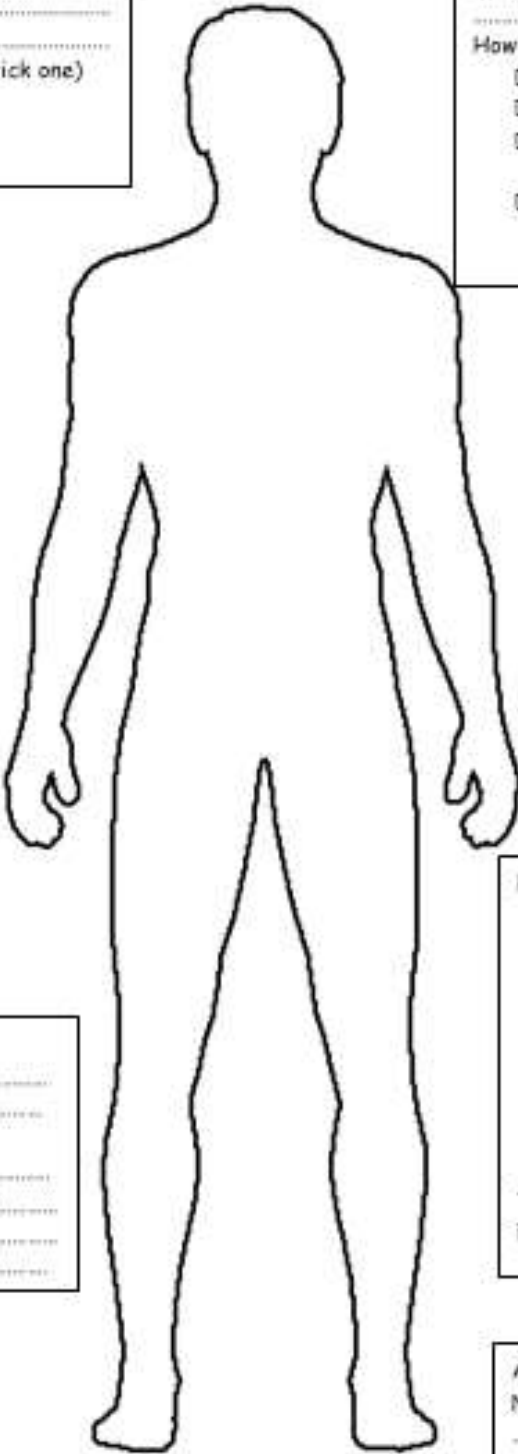
How They Obtained It (tick one)

- Born
- Mutated
- Man-Made

Name.....

How I gave him his name

- Their powers
- A positive adjective
- Something that reveals the characters story
- A name that sums up something about their character



Costume

Colour.....

Reason for Choice.....

Human Flaw:

- It could be related to their power
- It could be something that makes them weak
- It could be a physical weakness (e.g. The Daredevil is blind)
- A piece of equipment
- Their personality

Their Flaw.....

Alter Ego

Name.....

Job.....

★Your final challenge is to come up with a superhero pet like Sammy Exceptional. Have a think and, when you're ready, do these activities:

1. Draw and label your superhero pet:

2. Come up with a superhero name for your pet.

3. Complete this fact file about your superhero pet:

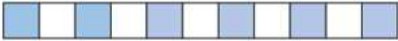
SUPERHERO PET NAME	FACT FILE
SUPERPOWER	
HOW IT HELPS PEOPLE	
SPECIAL CLOTHING	
FAVOURITE SUPERFOOD	
FASCINATING FACT	


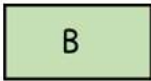
Maths – Simplifying Fractions

Starter: Answer the following questions including the time on the clock.


Flashback 4

1) Write the next two fractions in the sequence.
 $\frac{1}{10}, \frac{3}{10}, \frac{5}{10}, \frac{7}{10},$

2) What fraction is shaded?


3) Which shape has the larger area?
 

4) Subtract 386 from 1,202


White Rose Maths

Times Tables Practice:

Exercise 1:

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

8 x 4	44	
11 x 4		16
6 x 4	12	
9 x 4		32
1 x 4	8	
10 x 4		4
3 x 4	36	
2 x 4		28
7 x 4	40	
4 x 4		24

Exercise 2:

Fill in the missing number.

a)  x 4 = 36 b)  x 4 = 48 c)  x 4 = 44

Exercise 3:

Fill in the correct product.

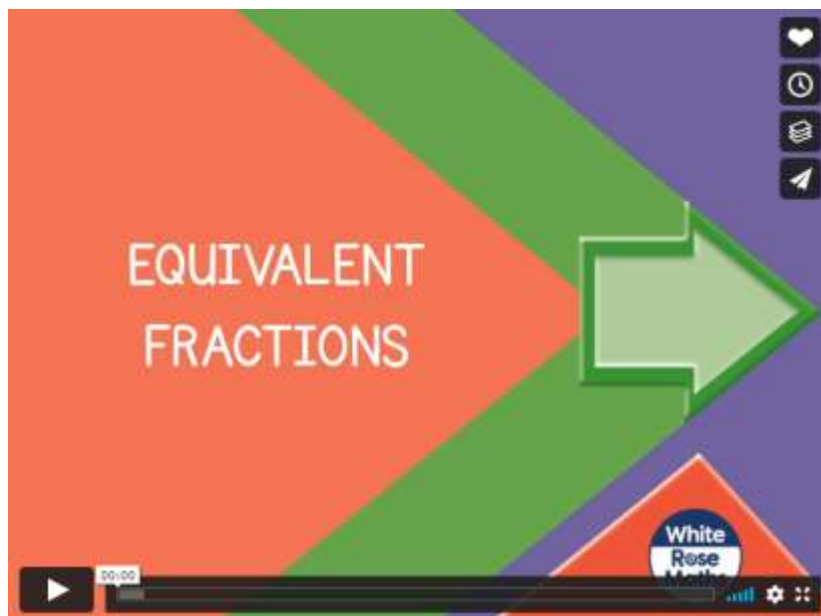
a) $3 \times 4 = \underline{\quad}$ b) $2 \times 4 = \underline{\quad}$ c) $7 \times 4 = \underline{\quad}$
d) $6 \times 4 = \underline{\quad}$ e) $12 \times 4 = \underline{\quad}$ f) $4 \times 4 = \underline{\quad}$

Main Activity:

Follow the link to watch the explanation video: <https://vimeo.com/498327611>

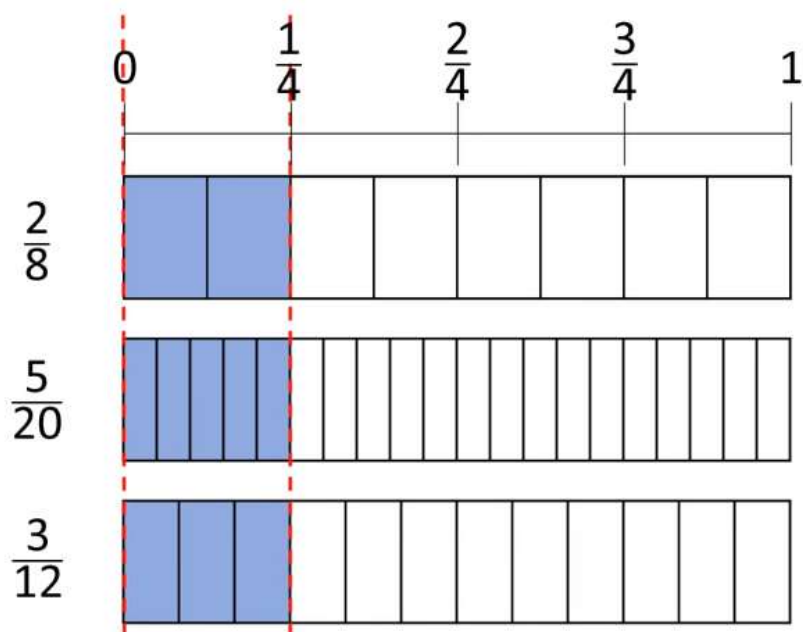


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Examples to support you:

$$\times 2 \left(\frac{1}{2} \right) \div 2 \quad \div 2 \left(\frac{2}{4} \right) \times 2$$



Task 1: Complete Questions



3 Match the equivalent fractions.

- $\frac{1}{4}$
- $\frac{4}{10}$
- $\frac{10}{15}$
- $\frac{1}{7}$

- $\frac{3}{21}$
- $\frac{2}{3}$
- $\frac{2}{5}$
- $\frac{3}{12}$

4 Complete the equivalent fractions.

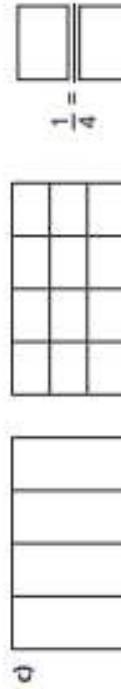
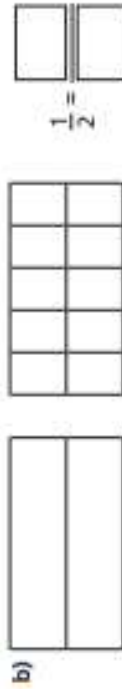
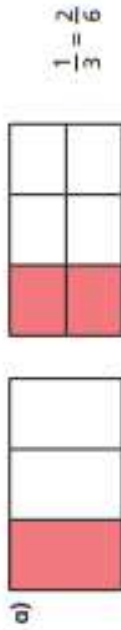
- a) $\frac{\square}{5} = \frac{\square}{10}$
- b) $\frac{4}{5} = \frac{\square}{10}$
- c) $\frac{3}{10} = \frac{6}{\square}$
- d) $\frac{3}{10} = \frac{9}{\square}$
- e) $\frac{6}{8} = \frac{3}{\square}$
- f) $\frac{8}{12} = \frac{\square}{3}$
- g) $\frac{8}{12} = \frac{2}{\square}$
- h) $\frac{2}{\square} = \frac{10}{25}$
- i) $\frac{1}{\square} = \frac{4}{28}$

Equivalent fractions (2)



1 Shade the diagrams to help you complete the equivalent fractions.

The first one has been done for you.



2 Draw a diagram to show that $\frac{3}{4} = \frac{6}{8}$

Spelling

'ou' quiz

1. _____ A building that people live in.
2. _____ Musical instruments make this.
3. _____ Not lost anymore.
4. _____ The worm lives here.
5. _____ Not in.
6. _____ Belongs to us.
7. _____ When you have tried your best you feel
8. _____ A part of your body used for eating.
9. _____ The clock tells us the of the day.
10. _____ Opposite of sweet.
11. _____ To use a loud voice.

hour

sour

mouth

ours

sound

shout

found

out

house

ground

proud

Computing

Coding

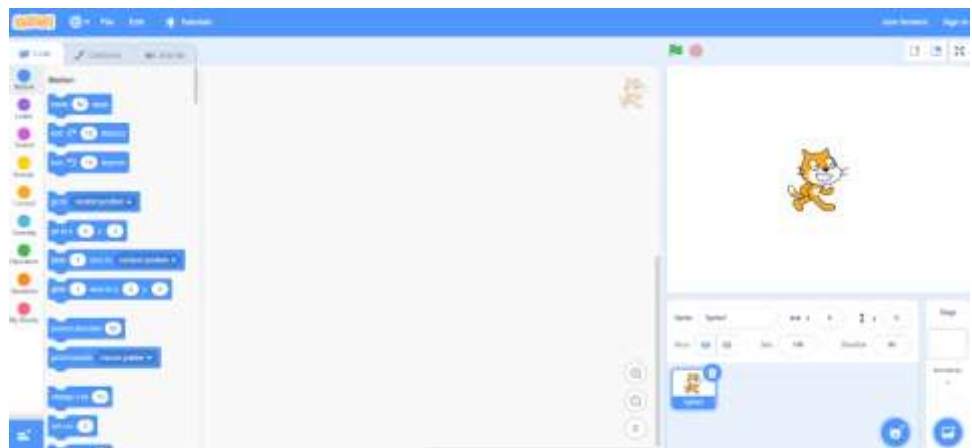
Activity 2: Learn how to repeat...

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)



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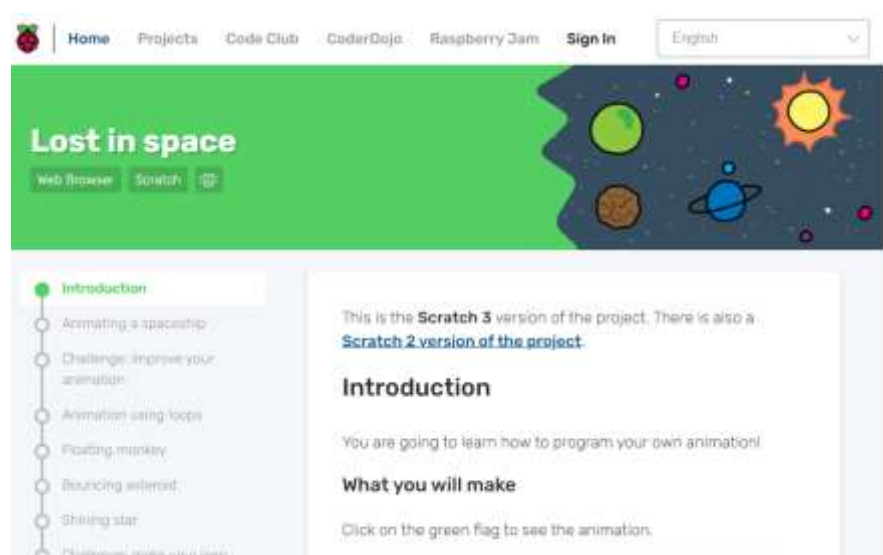


Now follow the next link which will talk you through the activity:

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



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Thursday 28th January

Reading – Skill focus: Making inferences

Opening night

James took another deep breath. Inside his chest, he could feel his heart pounding like a bass drum. Again, he took slow, deep breaths and picked up his script. Flicking through the pages, he read through his lines quietly to himself, mumbling under his breath. All his hard work over the last few months had been for tonight. Crossing his fingers tightly, he wished for good luck.

“James, are you ready? You’re on in two minutes,” said Mr. Smith.

“I think so, Sir,” replied James in a shaky voice.

“Don’t worry, you’ll be fine, James. Break a leg!”



Slowly, James stood up and made his way towards the heavy, red velvet curtain. He pulled it to the side and stepped through.

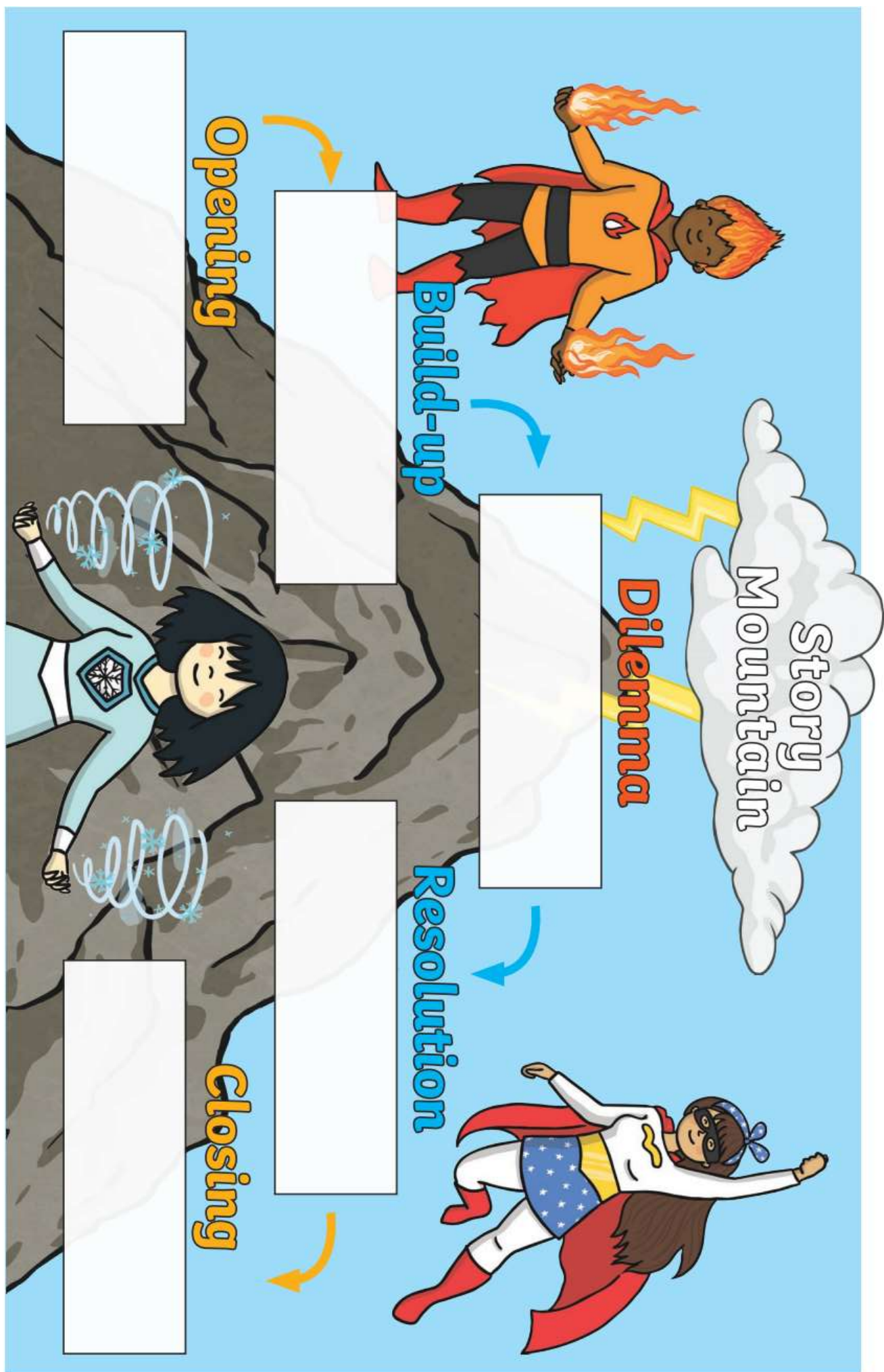
1. How do you think James is feeling at the beginning of the text? Can you find the simile that shows us his emotions?

2. What do you think James is waiting to do?

3. What techniques is James using to try to calm himself down?

4. Who do you think Mr. Smith is?

5. Do you think “Opening Night” is a good title? Why? If you had to give this text a different title, what would you call it?

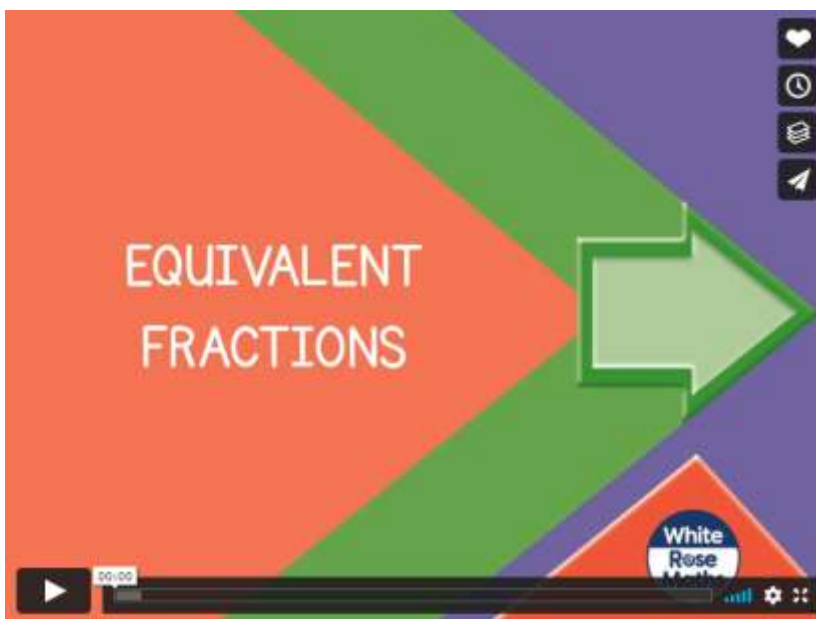


Main Activity:

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/498327611>



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Examples to support you:

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

(Note: The image shows multiplication by 4 for both numerator and denominator.)



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

(Note: The image shows multiplication by 3 for both numerator and denominator.)

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

(Note: The image shows division by 3 for both numerator and denominator.)

Task: Complete Questions

- 5 a) Write the fractions in the correct place on the sorting diagram.

$\frac{8}{24}$	$\frac{3}{12}$	$\frac{5}{15}$	$\frac{6}{24}$	$\frac{4}{12}$	$\frac{9}{36}$	$\frac{3}{9}$	$\frac{4}{16}$
----------------	----------------	----------------	----------------	----------------	----------------	---------------	----------------

	equivalent to $\frac{1}{3}$	equivalent to $\frac{1}{4}$
odd denominator		
even denominator		

- b) Are any of the boxes empty?
 Why do you think this is?
 Talk about your answer with a partner.

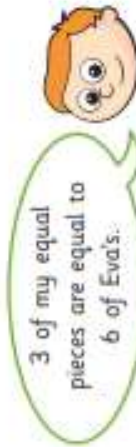
- 6 Find three ways to make the fractions equivalent.

a) $\frac{2}{4} = \frac{\square}{\square} = \frac{2}{4} = \frac{\square}{\square}$

b) $\frac{1}{4} = \frac{\square}{\square} = \frac{1}{4} = \frac{\square}{\square}$

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

- 7 Eva and Ron have a baguette each. The baguettes are the same size. Eva cuts her baguette into 8 equal pieces.



How many equal pieces has Ron cut his baguette into?

Ron has cut his baguette into equal pieces.

Name

Date

Trace and copy the pattern.

rs

rs

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

Mr and Park

It's mine,

Close the

It's code.



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.

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 - Skill focus: Making inferences

A Busy Morning

“Ouchhhh!” screamed Toby. I ran into the living room to see Toby lying on the hard, wooden floor, tears rolling down his chubby, little cheeks. Behind me, I heard my mum walk into the room.

“What have you been doing to Toby?!” she shouted, her face turning a deep red. “Go upstairs; I haven’t got time for this today.”

“But-“ I started to explain.

“Upstairs. NOW,” Mum ordered. “And finish your packing, we need to leave for the airport in 20 minutes.”

I stomped up the stairs to my room. It wasn’t fair! Angrily, I started throwing things into my suitcase: sunglasses, a swimming costume, shorts, flip-flops.



1. How is Mum feeling when she walks into the room? How can you tell?

2. What does Mum think has happened and why?

3. What do you think the relationship is between Toby and the narrator?

4. Where do you think the family might be going? Explain what clues there are within the text.

Writing – Writing superhero story

Now it's time to write your story!





twinkl.co.uk

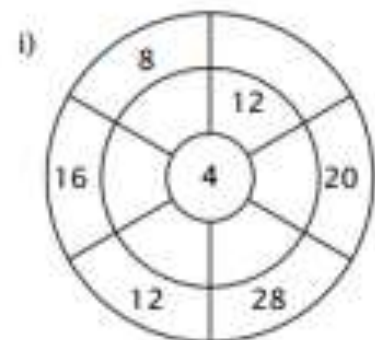
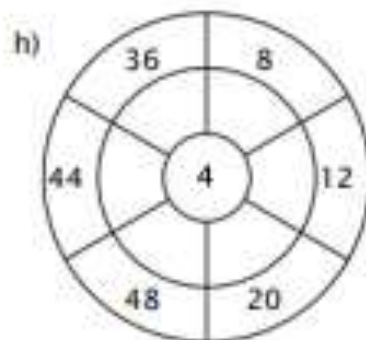
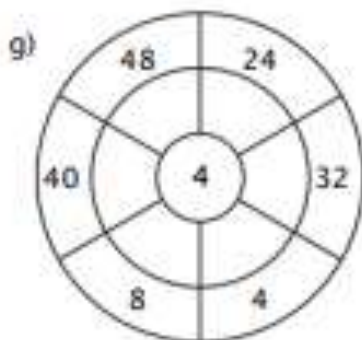
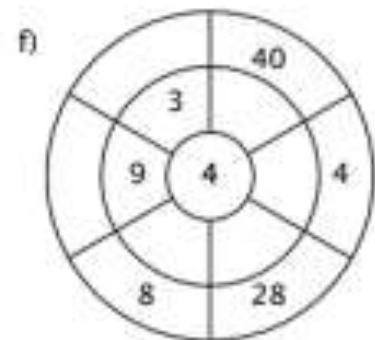
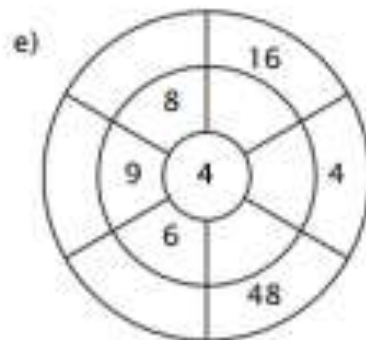
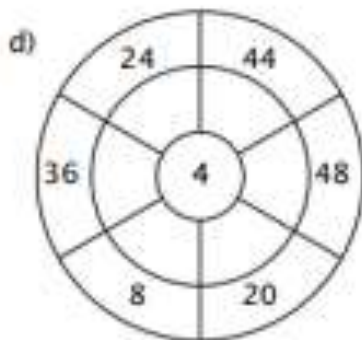
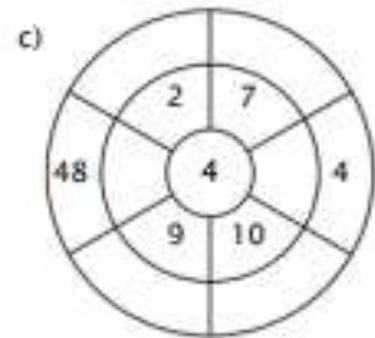
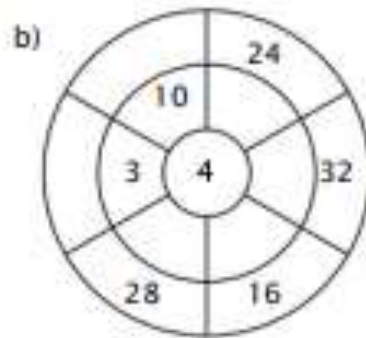
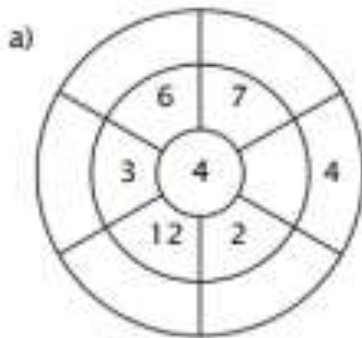
Remember to send me your stories on Class Dojo – I would love to read them!



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/bfxJSUN4GFRvgos37>



SCAN ME

Week 3 - Day 5 - Pack 2



Equivalent Fractions

Name: _____

Short answer text _____

Question 1: *

What equivalent fraction is shown?

 = 

A $\frac{3}{3} = \frac{6}{6}$ B $3 = 1$

Spelling

'ou' words

Complete the sentences using the words below. Try writing the words in your best handwriting.

1. I bought a toy car that cost me one _____.
2. How many fingers do I have? Let's _____ them to see.
3. To make a cake you need _____, eggs and sugar.
4. There are twenty-four _____ in a day.
5. In the sky there are white, fluffy _____.
6. I lost a sock in the washing machine but now I've _____ it hidden in my duvet cover.
7. The music at a concert is _____ so everyone can hear it.
8. My parents are very _____ of me when I try my best.
9. When you read a story to others you must read _____.
10. In the middle of a pond there was a _____ pouring water out.

fountain, proud, pound, found, loud, hours, clouds, aloud, flour, count.

Now complete your own 5 sentences using adjectives, nouns and verbs to make them interesting. Think carefully about the sound the 'ou' makes.

1. _____

2. _____

3. _____

4. _____

5. _____

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!

