

Year 4 - PACK 1 - Week 7 – Week Beginning 22.02.2021

Monday	Reading – Rainforests Writing – Exploring Instructions Handwriting Practice Maths – Written methods of multiplication Thematic – How did the Romans change Britain?
Tuesday	Reading – Rainforests Writing – Identifying and using imperative verbs Spelling Practice Maths – Multiplying 2 digits by 1 digit Science – How do we construct a food web?
Wednesday	Reading – Rainforests Writing – Using adverbs to describe actions Handwriting Practice Maths – Multiplying 2 digits by 1 digit PE – Super Strength PSHE - Everyday Feelings
Thursday	Reading – Rainforests Writing – Using adverbials of time to order instructions Spelling Practice Maths – Multiply 3 digits by 1 digit Music - Household Percussion
Friday	Reading – Rainforests Writing – What are subordinate clauses and parenthesis? Handwriting Practice Maths – Divide 2 digits by 1 digit Art - Michelangelo, the Renaissance and Sketching

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

If you are unable to complete everything then do not worry. Do your best and that will be good enough. Remember the assembly on routines – try to start at the same time every day, in a quiet place if possible. Have a clear plan for the day.

There will be some QR codes (barcodes) that you will be able to scan. These will take you to a website with further information or activities on. Any scanning app, eg Barcode Scanner, on a mobile device or tablet will enable you to do this.

Monday	Reading – Rainforests Writing – Exploring Instructions Handwriting Practice Maths – Written methods of multiplication Thematic – How did the Romans change Britain?
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TASK 1 – Reading and listening:

Listen to the recording on Class Dojo and read along.

Rainforests

What Is a Rainforest?

Rainforests are large forests that have tall trees, warm weather and lots of different species of animals living there.

They are called rainforests because they get lots of rain.

They are found in hot places such as Africa, Asia and Australia. The largest rainforest is called the Amazon in South America.

Animals and Wildlife

There are so many different animals, insects and plants in rainforests. Some have not yet been discovered!

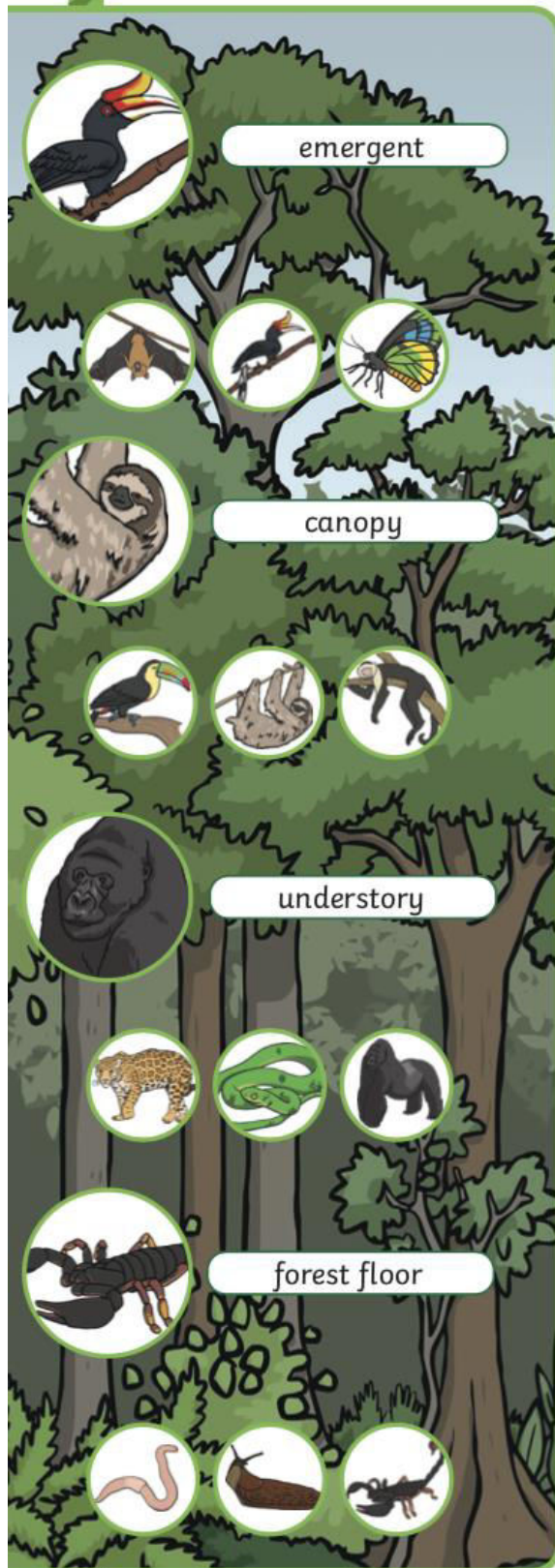
Most of the life in the rainforest is in the canopy where it is hot and dry. Here, there is plenty of food and shelter.

The animals and reptiles move around by flying, jumping and swinging on the vines.

Did You Know...?

- Rainforests get at least 200cm of rain every year and sometimes more!
- Rainforests produce oxygen that we need to breathe.
- We get many things from rainforests such as bananas, chocolate, nuts, coffee and rubber.
- Around one quarter of the medicines we use come from plants in the rainforest.





The Emergent Layer

At the top is the emergent layer, also known as the sunlit zone.

This layer has the tallest trees and is sunny, wet and windy. Only a few animals live here such as bats, birds and butterflies.

The Canopy

This is where the branches and leaves of the trees are so close together that they join up to form a kind of umbrella. This is home to most of the animals and plants of the rainforest such as toucans, sloths, howler monkeys and fig trees.

The Understory

This layer is found under the canopy. It does not get much sunlight. The understory is home to animals such as jaguars, gorillas, elephants and snakes.

The Forest Floor

Here it is dark and humid. This means damp and hot. Very little sun reaches the forest floor as the leaves of the canopy block the sunlight. The smaller animals live here, such as slugs, scorpions and worms.

TASK 2 – Read today's extract 'What is a rainforest?' and 'Did you know?'

What Is a Rainforest?

Rainforests are large forests that have tall trees, warm weather and lots of different species of animals living there.

They are called rainforests because they get lots of rain.

They are found in hot places such as Africa, Asia and Australia. The largest rainforest is called the Amazon in South America.



Did You Know...?

- Rainforests get at least 200cm of rain every year and sometimes more!
- Rainforests produce oxygen that we need to breathe.
- We get many things from rainforests such as bananas, chocolate, nuts, coffee and rubber.
- Around one quarter of the medicines we use come from plants in the rainforest.



TASK 3 – Reading Responses:

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

This text is a _____. I know this because _____

2. Find and copy the phrase that tells you why the rainforests are called 'rainforests'.

3. Give two reasons why the rainforests are important for all humans on the planet.

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



WRITING – Monday 22nd February – Exploring Instructions

Over the next few weeks, you will be looking at all of the features that make up a good **set of instructions**. We will be practicing lots of different types of sentence structure and features this week to this week to help us with our planning and drafting next week.



Task 1 – What are instructions?



What do you already know about instructions (**you will see these in lots of different places – toys, cookbooks, games**) Discuss with an adult or write notes in your exercise book. Do this before you watch the video and after, so that you can add to your mind map/list.

Watch the video by following the link below or scanning the QR code to find out more about instructions:

<https://classroom.thenational.academy/lessons/to-identify-the-features-of-instructions-cru38r?activity=video&step=1>

DEFINITION:

Instructions can be defined as two things:

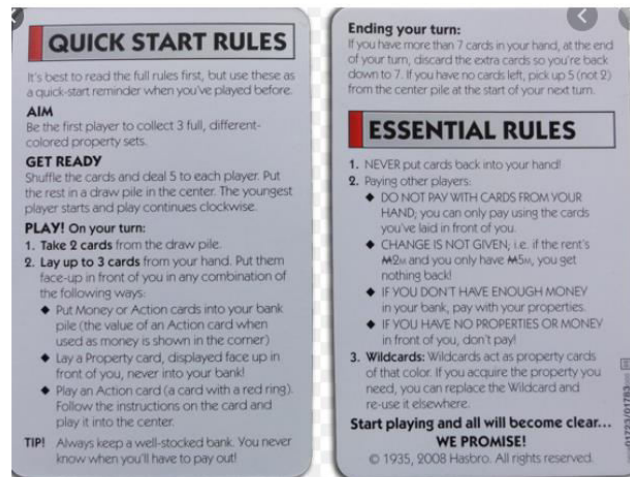
- 1) A direction or order
- 2) Information on how a task should be completed

Task 2 – Where do you see instructions?

Take a look at the examples below of different types of instructions and answer the questions:



Recipes for cooking



Board Games



Building Toys

Why do we need instructions?

Where else might you see or hear instructions?

Task 3 – Reading instructions:

Read the **instructions** below and then listen to me reading them (I will post the video on Class Story). **Circle** any words that you don't know how to pronounce, so that you can listen out for them.

How to Trap the Iron Man

Are you kept awake by the sound of something trampling through your garden? Do you lie in your bed trembling at the sound of another car being squashed? Do you live in fear of what might await you round the corner? If so, the chances are that you have the Iron Man in the neighbourhood! **Do not fear!** Help is at hand! The Iron Man is not so hard to defeat,

as they he is rather dim-witted. Read these step-by-step instructions and soon, you too could be rid of this terrible pest.

What you will need (Equipment):

- a large spade
- a camouflage sheet
- 20 tent pegs
- a sack of dried leaves
- some branches
- plenty of soil
- barbed wire fencing
- a large lump of metal (possibly a lorry or a tractor)



What you have to do (Method):

1. Initially, you must dig a very large and deep hole (deep enough to hold the Iron Man) somewhere the Iron Man is likely to roam.
2. Once your hole is dug, you must carefully cover it with a brown sheet, which you must pin securely by tent pegs into the earth's crust.
3. After that, cautiously scatter leaves, a few branches and cover the top sheet with a thin layer of soil (this will serve as camouflage and trick your Iron Man).
4. Now you have to tempt the Iron Man. This can be done by cleverly placing bait (a large, rusty tractor) on top of the sheet, which will draw the beast towards your trap.
5. After the trap has been set and the bait has been laid, you must find a secure place to hide nearby and patiently wait for his arrival (making sure you do not distract it on its way towards the trap).
6. Eventually, the creature will take the bait. You now need to carefully remove any leftover sheets and branches, making sure that the Iron Man is securely deep within the hole.
7. Finally, you must quickly and securely surround the hole with the barbed wire fencing (to ensure the Iron Man cannot escape and to protect any trespassers from harm).

Important note

An angry Iron Man can be a frightening sight, so keep all little children inside and well away from this frightening being. He will try relentlessly to escape, so make sure that you do not go too near the edge in case he can reach over the top. The Iron Man may try to bargain his way out he may sob and weep and beg for his freedom. He may even promise you vast wealth, pretending that they know the whereabouts of a dragon's treasure trove. Do not be fooled, the Iron Man only thinks of eating and sleeping.

Task 4 – Structural Features:

The **structural features** are the **layout** of our piece of writing.



Watch the video on Class Dojo of Mr Jenkins / Miss Schweizer labelling and boxing these up and label onto your own text to support you throughout this week:

Feature	What is its job?	✓
Heading	Tells the reader what the instructions are about	
Introduction	Explains in more detail what the text is about and persuades people to read the instructions	
Equipment subheading	Tells the reader what they will need to compete the instructions	
Method	Give the reader steps to follow in order to complete the instructions	
Conclusion	Provides extra tips and additional information to help the reader complete the instructions.	



Remember to re-watch the video on the class story to complete your tasks and share a picture of your labelled instructions over Dojo so that I we can share them with others on Class Story.

HANDWRITING – Monday 22nd February 2021

Trace and copy the pattern. Say the sound.

ff

ff

Finish and copy the words.

o

hu

pu

o er

di erent

stu

Use the space below to practice the joins and words you have been using today. Can you think of any other words that uses these joins? Try and use these words in your own sentences.

A writing practice area consisting of 12 horizontal blue lines. A vertical red line is positioned on the left side, creating a margin. The lines are evenly spaced and extend across the width of the page.

Times Table Grid

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

Number Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150

STARTER – Times Table Practice:

1) $\square \div 6 = 3$

8) $3 \times \square = 27$

15) $12 \div \square = 4$

2) $3 \times \square = 12$

9) $60 \div \square = 10$

16) $0 \times 3 = \square$

3) $48 \div \square = 8$

10) $\square \times 6 = 6$

17) $24 \div \square = 4$

4) $6 \times \square = 36$

11) $72 \div \square = 12$

18) $3 \times 4 = \square$

5) $36 \div \square = 6$

12) $3 \times \square = 24$

19) $60 \div 6 = \square$

6) $\square \times 6 = 18$

13) $66 \div \square = 11$

20) $3 \times \square = 3$

7) $36 \div 6 = \square$

14) $\square \times 3 = 33$

21) $30 \div 6 = \square$

Use these examples to help you with your work today:

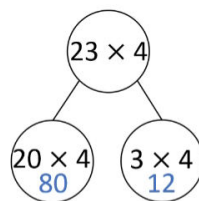
$2 \times 3 = 6$

$2 \times 30 = 60$

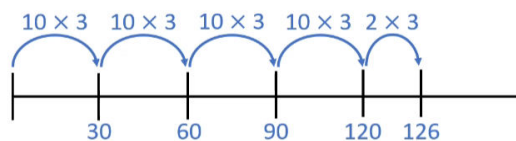
$4 \times 6 = 24$

$4 \times 60 = 240$

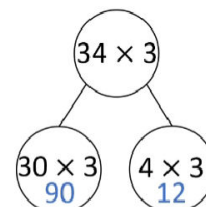
$23 \times 4 = \boxed{92}$



$42 \times 3 = 126$



$34 \times 3 = \boxed{102}$



Tens	Ones

Tens	Ones

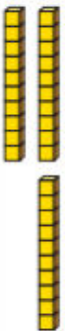

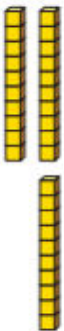

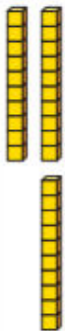

Main Activity:

Follow the link <https://vimeo.com/491687378> or scan the QR Code to watch the video explaining written methods of multiplication.



1

Dora uses base 10 to work out 34×3

Tens	Ones
	
	
	

Use base 10 to work out 3×28 and 3×36

$$3 \times 28 = \square$$

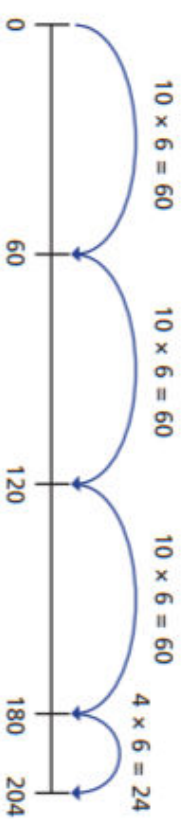
Tens	Ones

$$3 \times 36 = \square$$

Tens	Ones

2

Class 4 are using number lines to solve 6×34



b) Use a number line to complete the multiplications.

$$5 \times 32 = \square$$



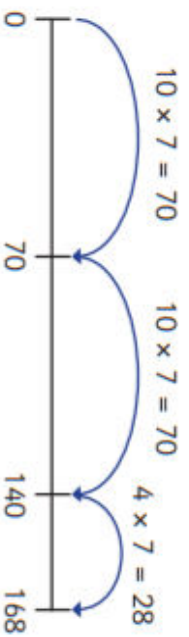
$$7 \times 32 = \square$$



$$4 \times 56 = \square$$



3 Mo uses a number line to work out 7×34



What mistake has Mo made?

What should the number line look like? Draw it here.

Journal Pre-proof

4 A farmer is calculating the number of sheep on her farm.

She has 6 fields.

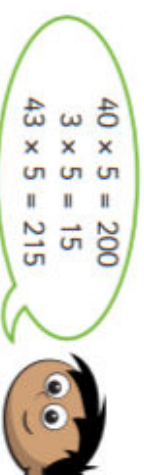
Each field has 35 sheep.

Use a written method to work out how many sheep there are altogether.

1001

[illegible]

5 Amir is working out 43×5



Use Amir's method to complete the multiplications.

32 x 6 =	
----------	--

$7 \times 31 =$

$8 \times 42 =$

A blank 10x10 grid of squares, intended for drawing a picture.

EXTENSION:

Lauren buys 4 ice creams.

Each ice cream costs 85p.



How much do they cost altogether?

£

THEMATIC Monday 22nd February 2021 – How did the Romans change Britain?

Scan the QR code which will take you to a video on the Oak Nation Academy. As you watch the video, answer these questions – remember that you can pause and rewind at any point to help you answer these questions!

<https://classroom.thenational.academy/lessons/how-did-the-romans-change-britain-60r3gt>



TASK 1 – Introductory Quiz:

Follow the link to the quiz which will help you to check any previous learning on this topic and recap anything that you may have forgotten.

TASK 2 – Fill in the missing words

Watch the video carefully and fill in the gaps using the words below:

straight

easily

roads

quickly

- a) There were few _____ in Britain before the Romans arrived
- b) The Romans built roads so they could move their troops more _____ and _____
- c) The Romans tried to build _____ roads to make journeys faster

Key Words

Taxes	A certain amount of money you have to pay regularly.
Aqueduct	A construction that carries water from one point to another.



TASK 3 – Answer the questions

- 1) How did the Romans supply their towns with water?**

The romans supplied their towns with water by _____

- 2) How did the Romans keep their towns clean?**

The Romans kept their towns clean by _____

TASK 3 – Answer the questions

- 1) Why do you think a tribal king promised to pay taxes and leave their land to the Romans?**

The tribal king promised to pay taxes because _____

- 2) Why would the Romans let the tribal kings stay in charge, instead of fighting all of them to take their land?**

The Romans let the tribal kings stay in charge because _____

TASK 4 – Complete the exit quiz online

EXTENSION: Using the image on the previous page, have a go at sketching a Roman aqueduct.



Remember to share your amazing answers on Class Dojo and check your answers at the end of the day!

Tuesday	Reading – Rainforests Writing – Identifying and using imperative verbs Spelling Practice Maths – Multiplying 2 digits by 1 digit Science – How do we construct a food web?
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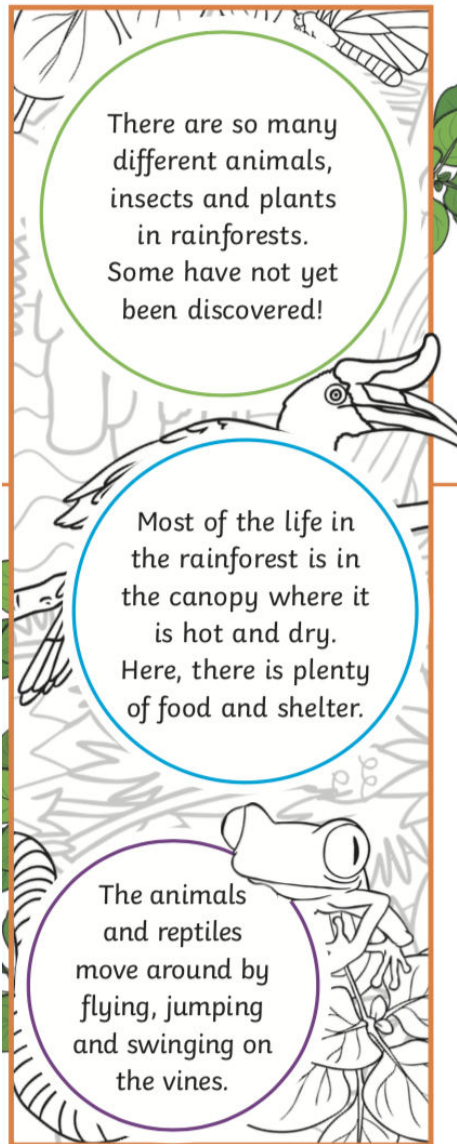
TASK 1 – Read today’s extract ‘Animals and Wildlife’

KEY VOCABULARY

canopy

The layer of the rainforest that is off the ground and consists of overlapping branches and leaves. Usually between 5m and 30m above the ground.

Animals and Wildlife



TASK 2 - Answer the questions

1. In which part of the rainforest do most animals live?

2. **Find and copy** the phrase that tells you why most animals live in this part of the forest.

3. Find and copy three words that tell you how animals move around the forest.

1. _____
2. _____
3. _____

TASK 3 – Watch the clip by scanning the QR code or clicking on the link.

<https://www.bbc.co.uk/programmes/p01pkt5b>



TASK 4 – Answer the questions

1. Which two animals is this clip about?

2. True or false?

	TRUE	FALSE
Leaves are the monkeys' favourite part of a plant.		
The older they get, the more confident the monkeys are.		
The monkey only needs to learn what food to eat and where to find it.		

3. The clip stops at an exciting point. What do you think will happen next and why?



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

WRITING – Tuesday 23rd February – Identifying and using imperative verbs

TASK 1: RECAP

What are verbs?



Verbs are words that show actions, motions, doing, or states of being.

Verbs

A verb is a **doing** or a **being** word.

EXAMPLES:

- Can I **run** to the other side of the playground?
- I **jumped** over the enormous puddle.
- All I could **see** in the snow were footsteps.

TASK 2: What are imperative verbs?

Imperative verbs are sometimes known as **bossy** verbs.

They are verbs which **tell you what to do** and are found in sets of **instructions**.

They are often seen at the beginning of a sentence and create a **command**.

Watch the video or scan the QR code to find out more about imperative verbs.

<https://classroom.thenational.academy/lessons/to-use-imperative-verbs-6tj32d?step=1&activity=video>



Let's look at some examples from our model text.

- Initially, you must **dig** a very large and deep hole (deep enough to hold the Iron Man) somewhere the Iron Man is likely to roam.
- Once your hole is dug, you must carefully **cover** it with a brown sheet, which you must **pin** securely by tent pegs into the earth's crust.
- After that, cautiously **scatter** leaves, a few branches and cover the top sheet with a thin layer of soil (this will serve as camouflage and trick your Iron Man).

These words tell you **WHAT YOU NEED TO DO** to complete the instructions!

TASK 3: Identifying imperative verbs

Highlight or circle the imperative verbs in each sentence below from our model text, the first one has been done for you.

REMEMBER: These are the verbs (actions) that are telling you WHAT TO DO.

- Now you have to **tempt** the Iron Man. This can be done by cleverly placing bait (a large, rusty tractor) on top of the sheet, which will draw the beast towards your trap.
- After the trap has been set and the bait has been laid, you must find a secure place to hide nearby and patiently wait for his arrival (making sure you do not distract it on its way towards the trap).
- Eventually, the creature will take the bait. You now need to carefully remove any leftover sheets and branches, making sure that the Iron Man is securely deep within the hole.
- Finally, you must quickly and securely surround the hole with the barbed wire fencing (to ensure the Iron Man cannot escape and to protect any trespassers from harm).

TASK 4: Using imperative verbs

For each of the sentences below, write two different imperative verbs that could be used to complete these sentences:

CHALLENGE: Try and think of the most detailed words that you could use:

EXAMPLE: Use 'slice' instead of 'cut' / Use 'collect' instead of 'get'



_____ / _____ your ice cream out of the tub and
_____ / _____ it into a bowl.



_____ / _____ the chocolate into little chunks
and carefully _____ / _____ these onto the top of
the ice-cream.



Next, _____ / _____ the chocolate sauce from the fridge and _____ / _____ it on top of your dessert.



You might also like to _____ / _____ some cherries or sprinkles onto the top.



Finally, _____ / _____ your delicious dessert, making sure that you _____ / _____ up

after you have finished.

EXTENSION:

Using the imperative verb word mat below, create your own command instructions for the hand washing, remembering to use **adjectives** to describe the objects.

IMPERATIVE VERBS

add	explain	jump	roll	stick
beg	fetch	listen	serve	stop
bake	fill	mix	sequence	swim
bring	flip	move	set	swing
buy	fly	open	shop	switch
behave	fold	order	shout	throw
close	get	paint	shut	tidy
chop	go	pick	sit	travel
catch	grill	play	slice	turn
crouch	heat	plug	slide	use
crack	hide	pour	sort	undo
	hold	put	spread	whisper
	improve	rest	stand	write



A series of horizontal blue lines for writing, with a vertical red line on the left side.



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

Adding the Suffix -ous

- Words ending in 'y' become 'i'
- Words ending in 'our' become 'ous'

This week, we are looking at a group of words with the suffix **-ous**. They all have a root word that ends in a 'y'. Look . . .

Root word	Suffix	Spelling word
vary	-ous	var ious
mystery	-ous	mys ter i ous
fury	-ous	fur ious
glory	-ous	glori ous
victory	-ous	victori ous

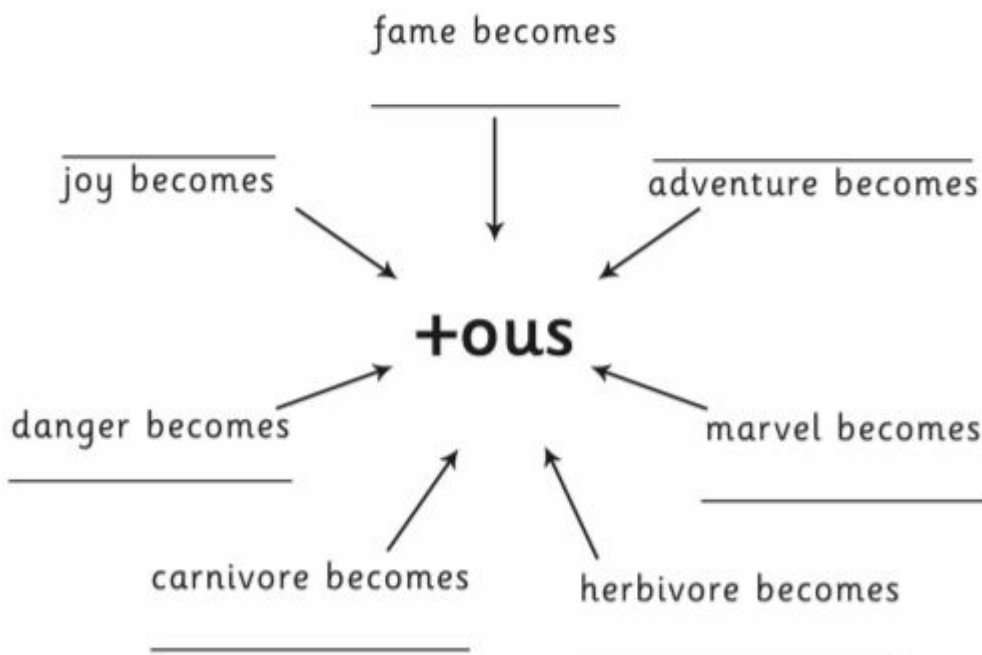
~~mystery~~
↓
mys**ter**i + **ous**
↓
mys**ter**i**ous**

Our other group of words all have the suffix **-ous** added to a root word that ends in a 'our'. Look...

Root word	Suffix	Spelling word
rigour	-ous	rigor ous
vigour	-ous	vigor ous
odour	-ous	odor ous
glamour	-ous	glamor ous
humour	-ous	humor ous

~~humour~~
↓
hum**or** + **ous**
↓
hum**or****ous**

1. Add 'ous' to the words below to make a word.

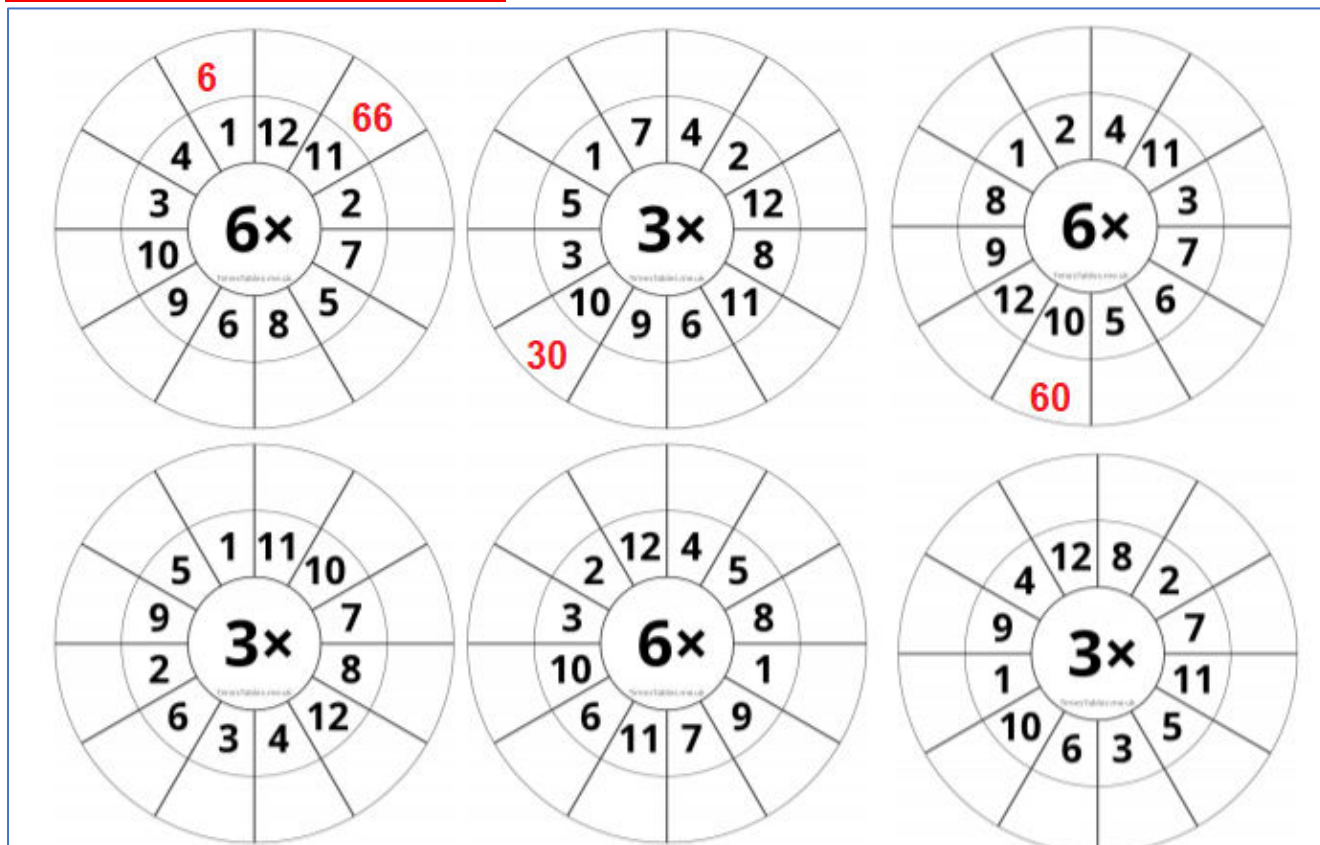


Look, Say, Cover, Write and Check!

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

	Look	Say	Cover	Write	Check	Correction
various						
furious						
glorious						
victorious						
mysterious						
humorous						
glamorous						
vigorous						
odorous						
rigorous						

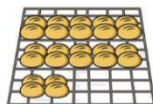
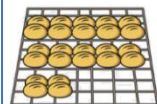
STARTER – Times Table Practice:



Use these examples to help you with your work today:

Each tray has 24 rolls.

How many rolls are there in total?



$$2 \times 20 = 40$$

$$2 \times 4 = 8$$

$$2 \times 24 = 48$$

There are 48 rolls in total.

	T	O
	2	4
x	2	
	4	8

$$31 \times 3$$

T	O
31	
x 3	
93	

	T	O
	3	1
x	3	
	9	3

$$32 \times 3$$

T	O
32	
x 3	
96	

	T	O
	3	2
x	3	
	9	6

	T	O
	3	4
x		2
	6	8

$$\underline{2} \times \underline{4} = 8$$

$$\underline{2} \times \underline{30} = 60$$













Main Activity:

Follow the link <https://vimeo.com/492101238> or scan the QR Code to watch the video explaining how to multiply 2 digits by 1 digit.



1

Ron, Eva and Mo each have 23 marbles.

Tens		Ones
		 
		 
		 

How many marbles are there in total?

$$3 \times 3 \text{ ones} = \square$$

$$3 \times 2 \text{ tens} = \square$$











$$\square + \square = \square$$

$$3 \times 23 = \square$$

There are marbles in total.

2

Use the place value chart to work out 2×24 .
Complete the multiplication sentences.

Tens		Ones
 		  
 		  













$$2 \times 4 = \square$$

$$2 \times 20 = \square$$

$$2 \times 24 = \square$$

3

Annie works out $43 \times 2 = 86$

Tens		Ones
  		 
  		 

		T	O	
		4	3	
	x		2	
		8	6	

Talk about Annie's methods with a partner.

What is the same? What is different?

They are the same because _____

They are different because _____

4

Complete the multiplications.

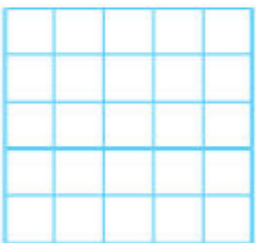
a)

			T	O		
			2	4		
		x		2		

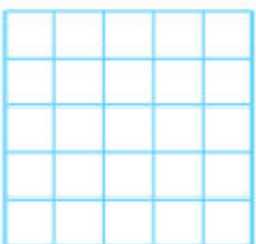
b)

			T	O		
			4	4		
		x		2		

c) 31×3



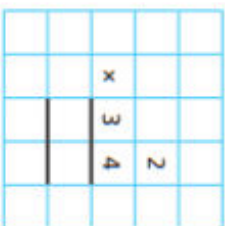
d) 42×2



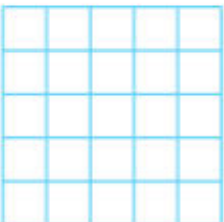
5 Jack is trying to work out 34×2 using the column method.



I'm not sure what to do.

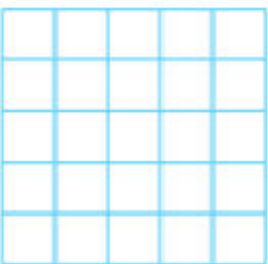


Show how Jack could improve his column method and work out the answer.



6 One toaster costs £32

How much do 3 toasters cost?



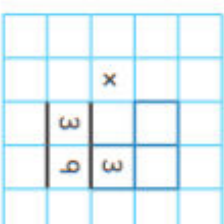
7 Whitney has multiplied a 2-digit number by a 1-digit number.



I had to do $30 + 9 = 39$ to get my answer.

What numbers is Whitney multiplying?

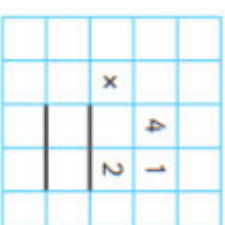
Fill in the missing digits.



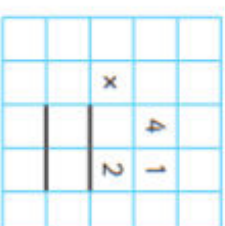
8 Filip used the column method to work out 41×2



I can work this multiplication out in my head.



a) How do you think Eva will work this out in her head?



EXTENSION:

Explain the mistakes

34×6

Method 1

$\begin{array}{r} 30 \\ 6 \overline{) 160} \end{array}$	$\begin{array}{r} 4 \\ 24 \end{array}$
---	--

 $\begin{array}{r} 160 \\ + 24 \\ \hline 184 \end{array}$

Method 2

$\begin{array}{r} 30 \\ 6 \overline{) 180} \end{array}$	$\begin{array}{r} 4 \\ 24 \end{array}$
---	--

 $\begin{array}{r} 180 \\ + 24 \\ \hline 210 \end{array}$

Method 3

$\begin{array}{r} 3 \\ 6 \overline{) 18} \end{array}$	$\begin{array}{r} 4 \\ 24 \end{array}$
---	--

 $18 + 24 = 42$

The mistake in method one is that

The mistake in method two is that

The mistake in method three is that

How do we construct a food web?

In this lesson we will recap our knowledge of drawing food webs and then learn how to construct a food web.



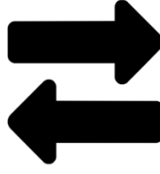
<https://classroom.thenational.academy/lessons/how-do-we-construct-a-food-web-c4vk0c>



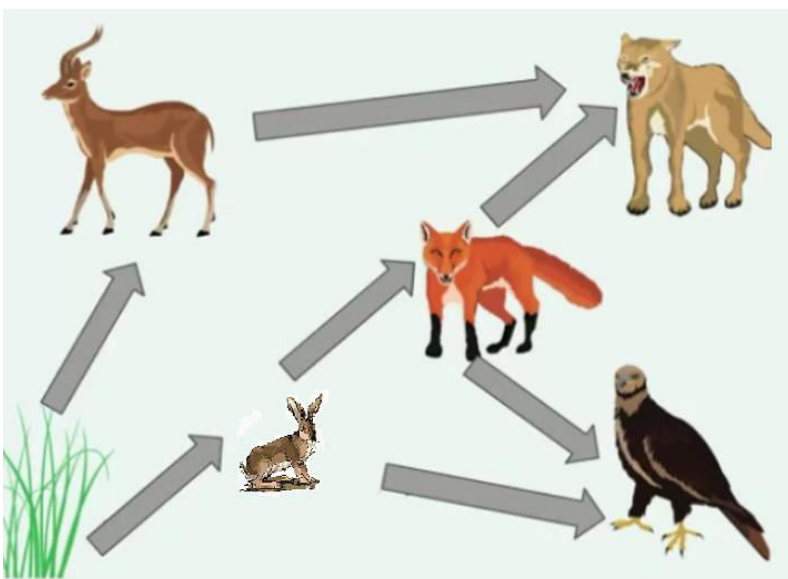
TASK 1 – Introductory Quiz:

Follow the link to the quiz which will help you to check any previous learning on this topic and recap anything that you may have forgotten. *Share your score with us on Class Dojo.*

STAR Words

Consumer	Producer	Energy Transfer
		
Organisms that need to eat to get energy.	Organisms that make their own food.	The process of energy being taken by one organism from another.

What is a food web?



Most plants and animals are part of more than one **food chain**. When a number of food chains in a specific habitat (a forest habitat, for example, or a desert habitat) are **joined together** we call them a **food web**.

As you can see in this example:

- Both the rabbit **and** the deer eat the grass.
- The hawk eats both the fox **and** the rabbit.
- The wolf eats both the fox **and** the deer.

TASK 2

Using the table and the instructions in the video, label each organism and then draw your arrows to show which organisms consume (eat) the other organisms, and how these are connected in a food web.

	Organism	Diet
	Mayfly nymph	Pondweed, microscopic algae
	Microscopic algae	Makes its own food
	Dragonfly nymph	Freshwater shrimp, mayfly nymph
	Freshwater shrimp	Microscopic algae
	Brown trout	Mayfly nymphs, dragonfly nymphs, freshwater shrimps
	Pond weed	Makes its own food

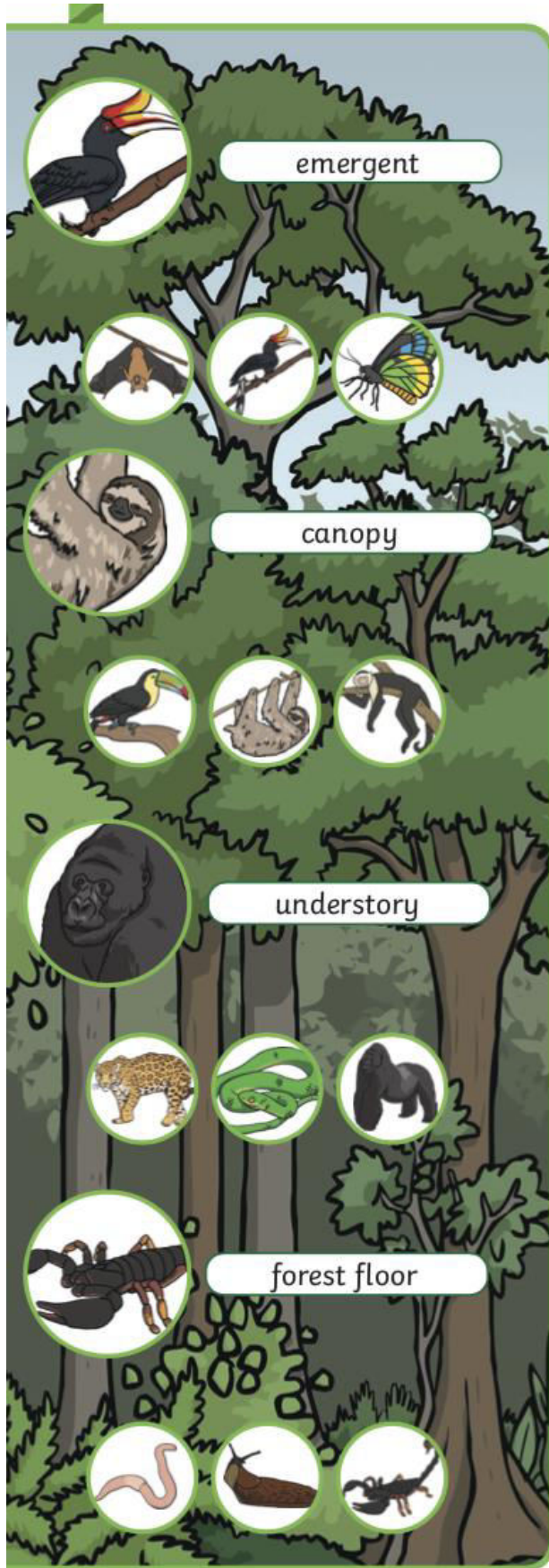
FOOD WEB:



Share your work on Class Dojo. **EXTENSION:** challenge yourself and draw another food chain!

Wednesday	Reading – Rainforests Writing – Using adverbs to describe actions Handwriting Practice Maths – Multiplying 2 digits by 1 digit PE – Super Strength PSHE - Everyday Feelings
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TASK 1 – Read today's extract about the different layers of the rainforest



The Emergent Layer

At the top is the emergent layer, also known as the sunlit zone.

This layer has the tallest trees and is sunny, wet and windy. Only a few animals live here such as bats, birds and butterflies.

The Canopy

This is where the branches and leaves of the trees are so close together that they join up to form a kind of umbrella. This is home to most of the animals and plants of the rainforest such as toucans, sloths, howler monkeys and fig trees.

The Understory

This layer is found under the canopy. It does not get much sunlight. The understory is home to animals such as jaguars, gorillas, elephants and snakes.

The Forest Floor

Here it is dark and humid. This means damp and hot. Very little sun reaches the forest floor as the leaves of the canopy block the sunlight. The smaller animals live here, such as slugs, scorpions and worms.

TASK 2 – Vocabulary

The highest layer of the rainforest is called 'Emergent Layer'.

emerge	To come out or come into view	<i>A shape emerged from the mist.</i>
humid	Having a high amount of water in the air.	<i>Because of the constant rain, it was not only hot, but humid.</i>

Knowing what the verb '**emerge**' means, why do you think the top layer of the rainforest is called 'Emergent Layer'?

I think it is called 'Emergent Layer' because _____

TASK 3 – Reading Responses:

1. In which layer does each animal live? Write your answers next to the names of the animals. The first one has been done for you.

- a) **Butterflies** __ *emergent layer* _____ b) **Sloths** _____
b) **Gorillas** _____ c) **Toucans** _____
c) **Scorpions** _____ d) **Bats** _____

2. Find and copy the four adjectives that describe the forest floor.

- 1) _____
2) _____
3) _____
4) _____

3. Jaguars, gorillas, elephants and snakes live most of their lives in the 'understory'. Why do you think this might be? **Explain using evidence from the text.**



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

WRITING – Wednesday 24th February –Using adverbs to describe actions

TASK 1 – Thinking Time

What are adverbs?



This week we have been looking at the features of instructions. One of the features that we have discussed are **adverbs**. Today we will be looking at these in more depth and creating our own examples.

Before you watch the video, can you think of any adverbs? If you can, write them down.



What is an adverb? Watch the video to find out!

<https://www.bbc.co.uk/bitesize/articles/zv73bdm>

An adverb is simply a word that **describes a verb** (an action or a doing word).

- He ate his breakfast **quickly**.

The word 'quickly' is an adverb as it tells us **how he ate (the verb) his breakfast**.

MODEL TEXT EXAMPLE:

- Once your hole is dug, you must **carefully** cover it with a brown sheet, which you must pin **securely** by tent pegs into the earth's crust.

In this example, the words '**carefully**' and '**securely**' tell you how to **cover** the hole and **pin** the tent pegs.

TASK 3 – Identifying adverbs

Below is a set of instructions for cooking Spaghetti Bolognese.

Highlight the adverbs that are used in each command (the first one has been done for you).

1. **Carefully** bring a large pan of water to a rapid boil.
2. Drop the spaghetti into the water. If the pan is smaller than the spaghetti, slowly put it into the water and you can bend it to fit.
3. Boil the spaghetti rapidly for 10 to 12 minutes.
4. Heat the oil in a medium pan and carefully add the tinned tomatoes whilst stirring continuously.
5. Slowly crumble in the stock cube and stir well.
6. Let the Bolognese simmer slowly for 10 to 12 minutes and stir the Bolognese regularly so that it does not stick to the pan.
7. Finish with the fresh herbs and serve promptly to ensure the meal is hot!

TASK 3 – Using adverbs to describe actions

Using the word bank below to support you (or selecting your own), add adverbs to describe **HOW** you would need to complete the actions (imperative verbs) in the instructions.

Safely	Rapidly	Sensibly	cautiously	clearly
Carefully	gently	Securely	Slowly	bravely
Furiously	repeatedly	softly	frequently	Completely

Firstly, _____ empty all of the sparkling moon-water into the jug – do this _____ because it may splash out.

When you have finished whisking, _____ pour the mixture through a sieve so it is smooth.

Finally, you now need to _____ remove any leftover tools and equipment, making sure that you pick them up _____ as they may be sharp and dangerous.

Once you are able to handle the dragon _____, you must now hold the beast up in the air and speak _____ so that it can hear you.

Now, it is important that you _____ select four or five of your fattest worms to increase the taste of the meal and then _____ drop them into the disgusting mixture.

EXTENSION:

Using the adverb word mat below (or selecting your own), create your own command instructions for **MAKING A SANDWICH**, remembering to use **adverbs** to describe HOW actions are completed. Use the image below to help you plan your steps in the right order.



Safely	Rapidly	Sensibly	cautiously	clearly
Carefully	gently	Securely	Slowly	bravely
Furiously	repeatedly	softly	frequently	Completely

This image shows a blank sheet of white paper designed for writing. It features ten horizontal blue lines spaced evenly across the page. A single vertical red line runs down the left side, creating a margin. The paper is otherwise empty of any text or markings.



Take a photograph of your imperative verb and adverb instructions and upload them onto Dojo so that we can share these with the class.

HANDWRITING – Wednesday 24th February 2021

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Make sure that capital letters are the same height as ascenders.

Monday

Saturday

Remember that t is a little bit shorter.

Use the space below to practice your spellings in sentences, sharing what you may have done on certain days of the week. For example:

- On Monday, I woke up early and did some morning exercises.

MATHS – Wednesday 24th February 2021 – Multiplying 2 digits by 1 digit

STARTER – Times Table Practice:

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

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

$28 \div 7 = \underline{\quad}$

$49 \div 7 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$8 \times 7 = \underline{\quad}$

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

$14 \div 7 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

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

$21 \div 7 = \underline{\quad}$

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

$11 \times 7 = \underline{\quad}$

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

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

$56 \div 7 = \underline{\quad}$

$70 \div 7 = \underline{\quad}$

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

$7 \times 9 = \underline{\quad}$

$7 \times 11 = \underline{\quad}$

$5 \times 7 = \underline{\quad}$

Use these examples to help you with your work today:

25×3

T	O

$$5 \times 3 = 15$$

$$20 \times 3 = 60$$



$25 \times 3 = 75$

T	O

$$5 \times 3 = 15$$

$$20 \times 3 = 60$$

$$15 + 60 = 75$$

24×4

T	O

T	O
2	4
\times	4
1	6 (4 \times 4)
8	0 (20 \times 4)



T	O

T	O
2	4
\times	4
1	6 (4 \times 4)
8	0 (20 \times 4)
9	6

$24 \times 4 = 96$

T	O

T	O
2	4
\times	4
9	6
1	

Step 1: Ones Column

$4 \times 4 = 16$

place your 6 in the ones column and your 10 underneath the tens column

Step 2: Tens Column

$2 \times 4 = 8$

$8 + 1 = 9$

(remember that because these are tens, '9' stands for 9 tens = 90)



Main Activity:

Follow the link <https://vimeo.com/492463370> or scan the QR Code to watch the video explaining multiplying 2 digits by 1 digit.

7

Use a written method to complete the multiplications.

d) $38 \times 6 =$

c) $45 \times 9 =$

[illegible]

b) $71 \times 3 =$

d) $52 \times 5 =$

A full-page sheet of graph paper featuring a uniform grid of small squares. The grid consists of 20 columns and 30 rows, creating a total of 600 square units. The lines are thin and light blue, set against a white background. There are no margins, text, or other markings on the page.

e) $29 \times 8 =$

f) $17 \times 4 =$

A full-page sheet of graph paper featuring a uniform grid of small squares. The grid consists of 20 columns and 20 rows, creating a total of 400 squares. The lines are thin and light blue, set against a white background. There are no margins, text, or other markings on the page.

5

Class 4 is selling tickets for a play.

Tickets cost £5 per person.

56 tickets have been sold so far.

How much money has Class 4 collected?

1001

A blank 10x10 grid of squares, intended for drawing a picture.

9

Rosie buys 8 bunches of flowers. Each bunch has 17 flowers.

How many flowers does she have altogether?

1001

A blank 10x10 grid of squares, intended for drawing a picture.

EXTENSION:

Is it the same?

11×11

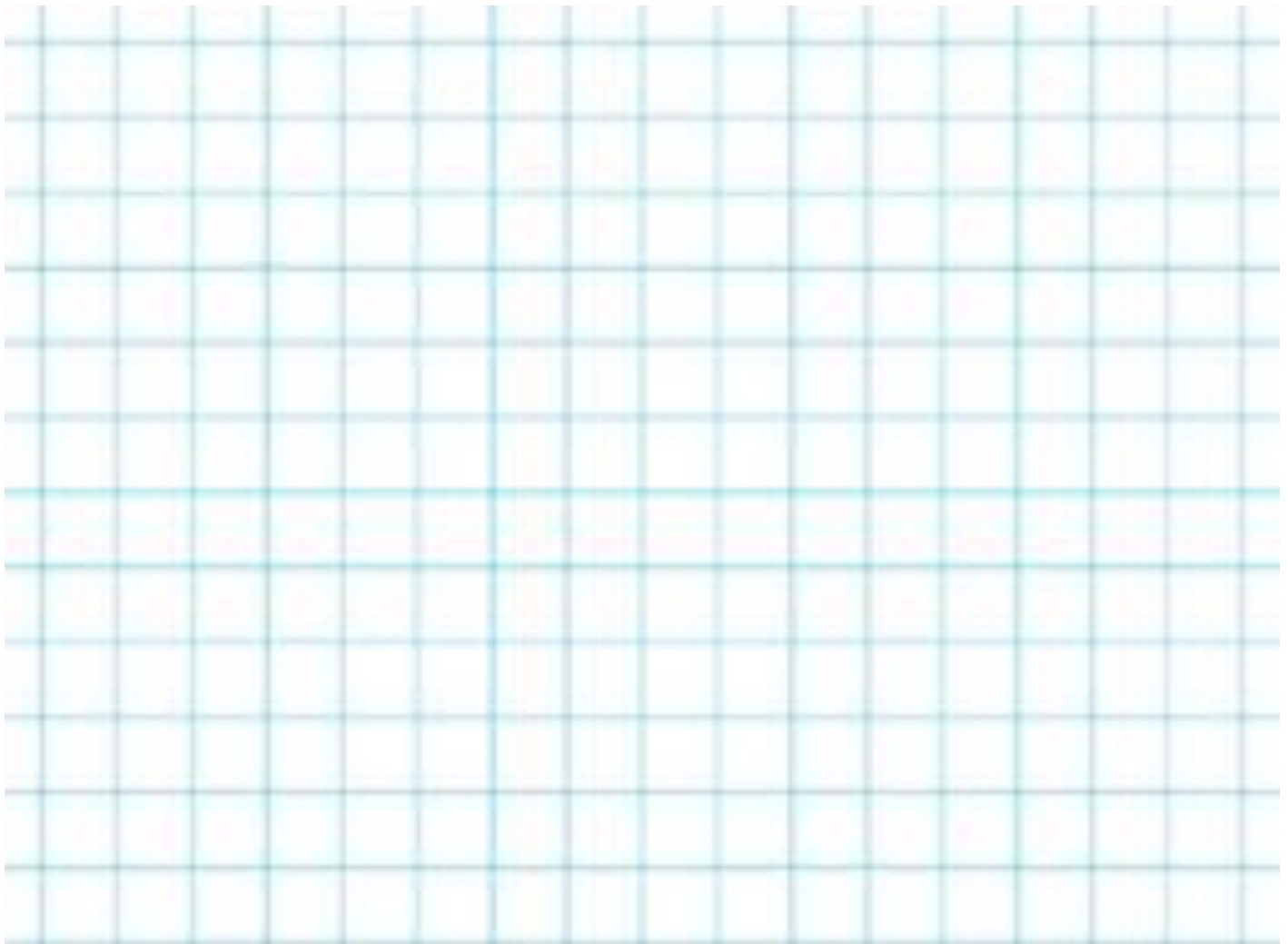
$99 + 18$


Is 13×9 the same as...

$130 - 9$

39×3

Calculate the answers to each of these number sentences and then explain if they are the same or different.



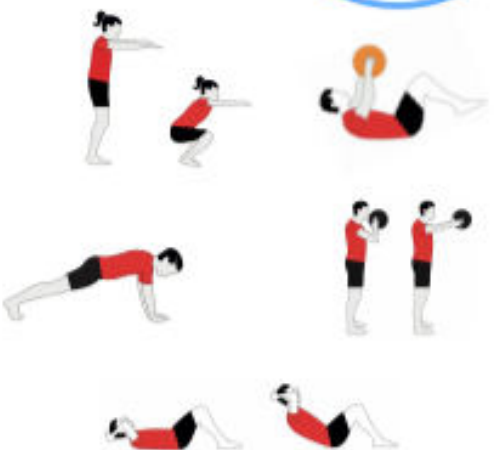


Super Strength PE Home Learning

Can you try your hardest on each station and ensure you do not give up?

Time to Learn:

- Lay out five markers in a space around your area. These are your five strength circuit activities.
- **Station 1:** Perform ten squat jumps.
- **Station 2:** Perform ten lying ball lifts.
- **Station 3:** Perform ten push outs.
- **Station 4:** Perform ten sit ups.
- **Station 5:** Perform ten box press ups.
- How many times can you repeat the circuit?



Perform five 'repetitions' on each station instead of ten.

Exercise for one minute at each station before moving to the next one.

Challenge other members of your family to complete the circuit with you.

Top Tips

Work Hard!

- By working hard we will improve our strength.

Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort.

Let's Reflect

Do you understand why working hard will help improve the strength of your muscles?

Do you understand why it is important to be strong when playing sport?

Watch the video below to help you in completing some of these exercises.

https://youtu.be/_4B_h3nEU78

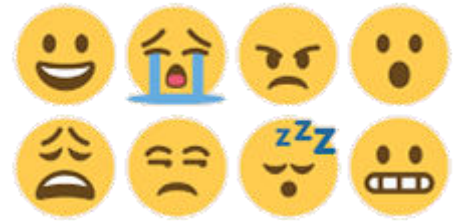


Share some pictures of your exercises with us on ClassDojo through picture and videos and let us know how well you did at these exercise games!



PSHE – Wednesday 24th February 2021 – Everyday Feelings

In today's session we will be looking at the range of feelings that you might have during a single day (**REMEMBER**: it is totally normal to have lots of different feelings throughout the day).



TASK 1:

Make a list in the box of all of the different feelings that you might have on a normal day:

EVERYDAY FEELINGS:

What is a feeling?

DEFINITION:


'A feeling is our emotional state, or our reaction to something. Feelings are important because they help us to manage different situations and look after ourselves. Feelings and emotions are about our minds but we might also experience them in our bodies.'

TASK 2 – Timeline of feelings:

We have lots of different feelings all the time and different things can influence and affect our feelings (our feelings change often and throughout the day).

Using Resource 1: Ziggy's day, plot a character's possible changing feelings at different times of the day. Think about **HOW** Ziggy might be feeling at this time of the day and **WHY**!



Read the day-in-a-life story below. Add possible feelings to the timeline. 

7:00am	Ziggy wakes up, gets dressed and ready for the day ahead.	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
7:30am	Ziggy eats a healthy breakfast.	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
8:45am	Ziggy arrives at school and plays football in the playground.	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
9:00am	Lessons begin – maths is first.	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
11:15am	It's playtime!	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
11:30am	Back to lessons – PSHE.	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
12:30pm	Lunchtime.	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
1:30pm	Afternoon lessons: science and PE.	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
3:30pm	End of the school day.	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
3:45pm	Ziggy goes to after-school art-club.	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
5:00pm	Ziggy arrives home, has something to eat and watches TV.	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>
7:00pm	Ziggy reads and gets ready for bed – the end of the day.	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>

TASK 3 – How to change or feelings for the better:

Read Sammi's blog post below. There are times in Sammi's day where he doesn't feel so good. However, he makes lots of suggestions on how your day can be made better by focusing on the good things and not the bad.

Get the good feels!

Feeling good every day

Different things happen every day that make us feel good and not so good. For example, I missed the bus this morning and was late, I felt worried about it so that was a not so good feeling. But then I got a star for my art-work and I felt proud, so that was a good feeling.

There are ups and downs all the time. But there are some things we can do to help us have more of the good feels - simple ideas of things you can do every day...

- Go outside! Get some fresh air
- Run around or play – do something active that gets your body moving
- Have you got a hobby that you enjoy? Learn something new!
- Hang out with your family or friends
- Doing something nice for someone else
- Helping others – it feels good for you too!
- Read books you like
- Listen to your favourite music – sing and dance!
- Have a good night's sleep
- Relax...

What to do if something feels not so good

If things happen that make us feel not so good... don't worry! There are things you can do to feel better. Here are some ideas...

- Talk to someone about it
- Take your mind off it – do something else
- Take some deep breaths
- Count to 10!
- Know that this moment will pass
- Choose something from the list above
- If it feels very bad or not right... tell a trusted adult – they can help you!

I hope this blog helps you to get more of the good feels!



Author

Sammi Clarke

Basketballer, Teenage blogger, Big brother,
Lover of fruit milkshakes

TASK 4 – Top Tips for Feeling Good Every Day:

Using Sammi's blog post, as well as your own ideas from your own experiences, create a poster to share with the class on 'Top Tips For Feeling Good Every Day':

Top Tips for Feeling Good Every Day!

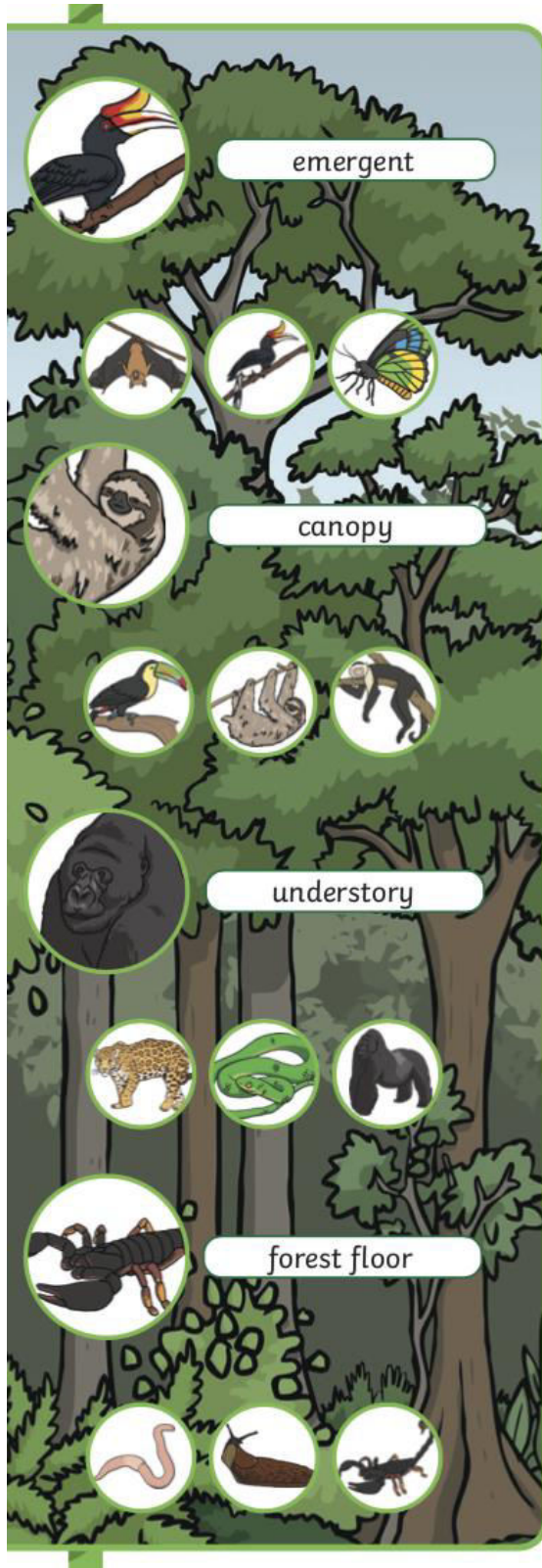


Remember to post your amazing posters on Class Dojo so that we can all share the amazing, different ways to make ourselves feel good every single day!

Thursday	Reading – Rainforests Writing – Using adverbials of time to order instructions Spelling Practice Maths – Multiply 3 digits by 1 digit Music - Household Percussion
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READING Thursday 4th March 2021 – ‘Rainforests’

TASK 1: Read the extract again about the different layers of the rainforest.



The Emergent Layer

At the top is the emergent layer, also known as the sunlit zone.

This layer has the tallest trees and is sunny, wet and windy. Only a few animals live here such as bats, birds and butterflies.

The Canopy

This is where the branches and leaves of the trees are so close together that they join up to form a kind of umbrella. This is home to most of the animals and plants of the rainforest such as toucans, sloths, howler monkeys and fig trees.

The Understory

This layer is found under the canopy. It does not get much sunlight. The understory is home to animals such as jaguars, gorillas, elephants and snakes.

The Forest Floor

Here it is dark and humid. This means damp and hot. Very little sun reaches the forest floor as the leaves of the canopy block the sunlight. The smaller animals live here, such as slugs, scorpions and worms.

TASK 2 – Answer the questions

1. Find and copy **adjectives** that describe the Emergent Layer. How many can you find?

2. Based on your knowledge about the different layers of the rainforest, in which layer do you think these rainforest creatures live? Read the model answer to help you with your answer.

Example:

Chameleon: *I think the Chameleon lives in the canopy because it is sheltered from predators there. It might go down the forest floor to look for food, such as slugs or worms.*

Blue Dart Frog: *I think the Blue Dart Frog lives in the*



_____ because _____

Parasite Wasp:



Remember to share your explanations with us on ClassDojo and check your answers at the end of the day.

WRITING – Thursday 25th February – Using adverbials of time to order instructions

RECAP: What are adverbials of time?

Adverbials of time They tell the reader **when** to do something in a set of instructions. They can be one word or a phrase to tell you **WHEN** to do something and give you the **ORDER** in which to complete instructions.

For example:

After the trap has been set, you must find a secure place to hide

Finally, you must quickly and securely surround the hole with the barbed wire fencing

TASK 1 – Adverbials of Time (WHEN)

Place these adverbials of time in the correct order that they would appear in a set of instructions:

next first finally then

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

TASK 2: Reordering a sequence of instructions.

Mr. Jenkins has written a set of instructions for brushing his teeth, but he has written them in the **WRONG** order and it is causing him to get really confused.

Write numbers from 1 – 7 showing the order in which these instructions should appear. Use the adverbials of time at the beginning to help you with your order.

Finally, dry your mouth completely with the towel.	
Next, brush the tooth paste all over your teeth.	
After that, rinse the toothbrush under the tap.	
First, squeeze a small amount of toothpaste onto the brush.	
Now, keep brushing carefully for two minutes.	
Then quickly rinse your mouth with water.	
Then turn on the tap and wet the toothbrush.	



TASK 3: Using adverbials of time to sequence instructions:

Using the word bank below, choose adverbials of time to complete the set of instructions. Think carefully about which adverbial you would need to use to order the steps correctly.

Starting adverbials	Adverbials to sequence steps in the middle		Ending adverbials
First	After that	After you have	Finally,
Firstly	Once you have	Now	Lastly
Initially	Then	Next	Once you have finished
To begin with	While	Whilst	To complete your...

HOW TO MAKE A POTION:

1. _____, collect all your equipment from the kitchen. If you do not have an electric whisk, it is possible to use a hand whisk and lots of strength.
2. _____, mix together the chili flakes, curry powder and flea powder in a small bowl.
3. _____ collected a large pan, gently heat the candle wax so that it melts and add the curry powder mix.
4. _____ the wax is melting, mix the shampoo and mouthwash in a large bowl. After that, slowly fold in the oil using the wooden spoon.
5. _____, add all the ingredient from the bowl to the pan and increase the heat. Allow it to simmer for 10 minutes.
6. _____ it has simmered for 10 minutes, add the hair gel and paint stripper and whisk vigorously until it is smooth.
7. _____, pour your potion into the bottle and seal the top immediately.

EXTENSION:

Have ago at writing a short set of instructions, using adverbials of time, explaining the order of 'how to make your favourite meal. Remember to use adverbs and imperative verbs to show the actions and describe how you complete them.

Starting adverbials	Adverbials to sequence steps in the middle		Ending adverbials
First	After that	After you have	Finally
Firstly	Once you have	Now	Lastly
Initially	Then	Next	Once you have finished



Take a photograph of your short instructions using adverbials of time and upload them onto Dojo so that we can share these with the class.

SPELLING – Thursday 25th February 2021

Spelling Rule	Example Words
-our is changed to -or before -ous is added.	humorous
A final e of the root word must be kept if the word ends in ge .	outrageous
If there is an i sound before the -ous ending, it is usually spelt as i . A few words have an e .	obvious hideous
Sometimes there is no obvious root word.	enormous

curious

glorious

outrageous

enormous

venomous

vigorous

1. Fill in the gaps in these sentences using the –ous words above:

- a) Oliver wanted to visit the rainforest because he was _____ about the amazing animals that lived there.
- b) He boarded the plane and set off on his _____ adventure.
- c) The weather was _____ when he landed in Brazil.
- d) Oliver was walking in a _____ manner through the rainforest.
- e) He suddenly saw a _____ snake.
- f) Oliver let out an _____ cry for help!

courageous

serious

tremendous

Challenge:

2. Now write your own sentences using the –ous words shown.

- a) _____
- b) _____
- c) _____

STARTER – Times Table Practice:

- | | | |
|----------------------------|-----------------------------|-----------------------------|
| 1) $\square \div 7 = 4$ | 9) $\square \div 7 = 11$ | 17) $70 \div \square = 10$ |
| 2) $\square \times 7 = 49$ | 10) $\square = 11 \times 7$ | 18) $21 = 7 \times \square$ |
| 3) $\square = 56 \div 7$ | 11) $35 \div 7 = \square$ | 19) $\square = 70 \div 7$ |
| 4) $\square \times 7 = 7$ | 12) $35 = \square \times 7$ | 20) $7 \times 6 = \square$ |
| 5) $\square \div 7 = 3$ | 13) $14 \div 7 = \square$ | 21) $7 \div \square = 1$ |
| 6) $8 \times 7 = \square$ | 14) $7 \times 3 = \square$ | 22) $7 \times \square = 77$ |
| 7) $\square \div 7 = 8$ | 15) $42 \div \square = 6$ | 23) $77 \div \square = 11$ |
| 8) $\square \times 7 = 35$ | 16) $\square = 7 \times 8$ | 24) $7 \times 8 = \square$ |

Use these examples to help you with your work today:

METHOD 1:

243 4 times

$243 \times 4 =$

Hundreds	Tens	Ones
200	40	3
200	40	3
200	40	3
200	40	3



243 4 times

$243 \times 4 = 972$

Hundreds	Tens	Ones
200	40	3
200	40	3
200	40	3
200	40	3

METHOD 2:

$123 \times 4 =$

Hundreds	Tens	Ones
100	20	3
100	20	3
100	20	3
100	20	3

H	T	O
1	2	3
		4
	1	2
	8	0
4	0	0

(3 × 4)

(20 × 4)

(100 × 4)



$123 \times 4 =$

Hundreds	Tens	Ones
100	20	3
100	20	3
100	20	3
100	20	3

H	T	O
1	2	3
		4
	1	2
	8	0
4	0	0
4	9	2

(3 × 4)

(20 × 4)

(100 × 4)

METHOD 3:

$123 \times 4 = 492$

Hundreds	Tens	Ones
100	20	3
100	20	3
100	20	3
100	20	3

H	T	O
1	2	3
		4
4	9	2

1

3 ones × 4 = 12 ones

2 tens × 4 = 8 tens

8 tens + 1 ten = 9 tens

1 hundred × 4 = 4 hundreds

Main Activity:

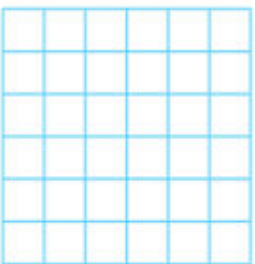
Follow the link

<https://vimeo.com/49245687>

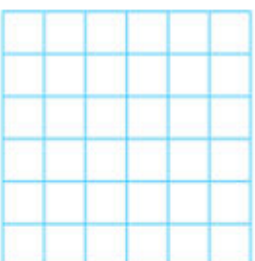
1 or scan the QR Code to watch the video explaining how to multiply a digit number by a 1 digit number.



e) 3×240



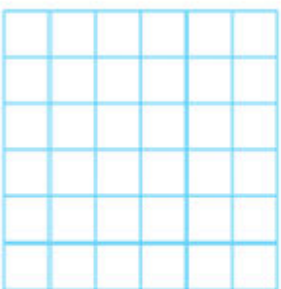
f) 7×131



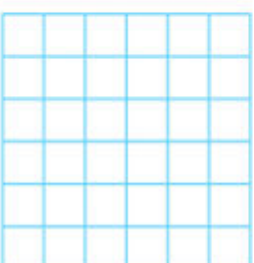
5 A lorry driver travels 156 km per day.

How many kilometres will the lorry driver have travelled after 3 days?

$156\text{km} \times 3 =$



b) Use a written method to work out 5×245

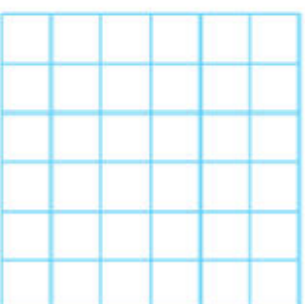


7 There are 7 year groups in a school.

There are 112 children in each year group.

How many children are there in the whole school?

$112 \times 7 =$



6 Ron and Teddy are working out 5×245



Ron

I know the answer will be greater than 1,000 because I know 5×200 is 1,000

I know the answer should end in 5 because I know 5×5 is 25



Teddy

a) Who is correct? Circle your answer.

Ron Teddy both neither

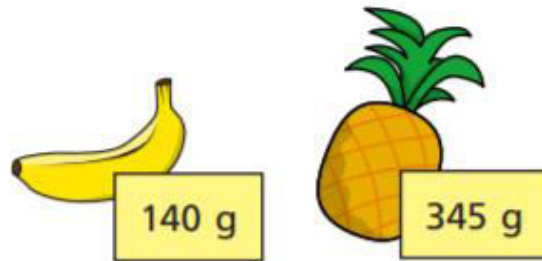


_____ is correct because _____

EXTENSION:

A banana weighs 140 g

A pineapple weighs 345 g

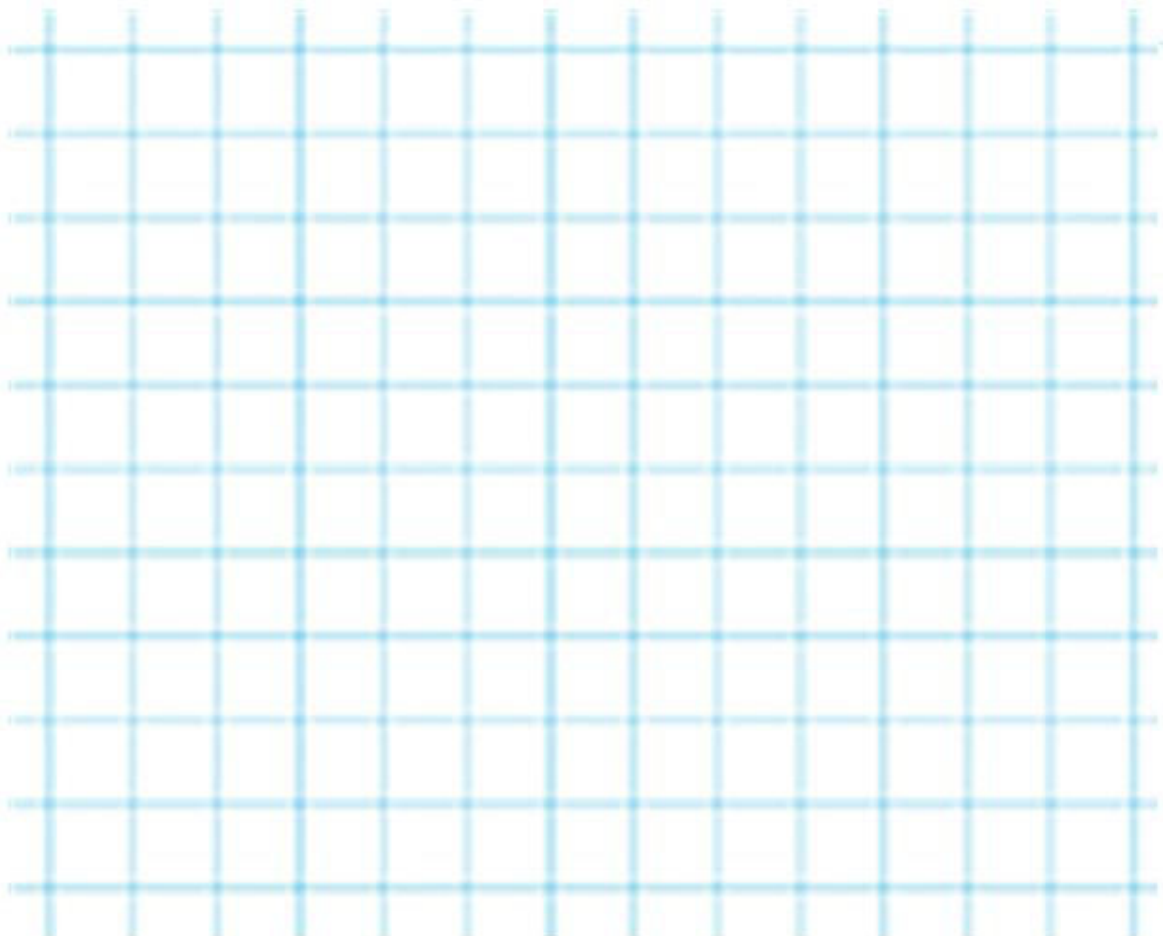


Bag **A** contains 8 bananas and bag **B** contains 3 pineapples.

Which bag weighs more and by how much?

Show your working.

Bag _____ weighs g more than bag _____.



MUSIC – Thursday 25th February 2021 – Household Percussion

Today, you will be following on from our last music lesson on 'body percussion' and you will be using a cup to create different types of percussion sounds.

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



CHALLENGE 1:

PERCUSSION WITH A CUP!

The cup song came about when the song 'When I'm gone' written by the Carter Family in the 1930s was combined with the cup game. It became really famous after it was performed by Anna Kendrick in the film Pitch Perfect. This sheet will show you how to do the cup game clapping pattern. All you need is a plastic or paper cup and a flat surface eg. a table. Top tip – start slowly and say the words to help you remember the pattern of the actions. Have fun!



CLAP CLAP
(clap hands together twice)



TA-BLE TA-BLE
(tap the table left hand then right hand twice)



CLAP
(clap hands together)



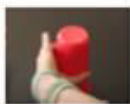
UP
(lift cup up with right hand)



DOWN
(put cup down)



CLAP
(clap hands together)



SWEEP
(twist right hand over and pick cup up)



TOP
(tap top of cup with left hand)



TABLE
(put cup down but don't let go!)



BOTTOM
(lift cup and tap bottom with left hand)



HAND
(take hold of cup with left hand)



DOWN
(put cup down)

STEP 1: Watch the how to video by following the link or scanning the QR Code
<https://www.youtube.com/watch?v=Y5kYLOb6i5I>



STEP 2: Practice the cup song by following the steps and watching the videos below to help you with the beat and timing:

<https://www.youtube.com/watch?v=-XOR3k-wa4k>

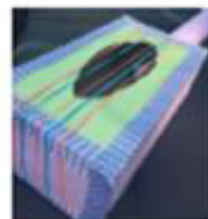
<https://www.youtube.com/watch?v=09Y5QrB2VwI>



CHALLENGE 2:

MAKE YOUR OWN INSTRUMENT CHALLENGE!

Did you know that there are lots of things around your house that you could use to make your own musical instrument? You could use pans and boxes to make your own drums, an empty tissue box and elastic bands to make a guitar, fill an empty bottle with rice to make a shaker.....anything that you can use to create a sound. I wonder what you can find at home to create your own musical instrument? It can be as crazy and inventive as you like, just make sure you check with an adult that it's ok first!



Once you have made your instrument, see if you can use it to play some funky rhythms. Maybe you'll make more than one and you could compose a piece of music to be played by your homemade instrument orchestra!

LINKS/THINGS TO LISTEN TO AND WATCH

The Recycled Orchestra – Paraguay all play instruments made from things found on the rubbish dump where they live. It's a really inspiring story. Find out more here –

Stomp are a percussion group who perform amazing pieces of music just using their bodies and instruments made of everyday things. Originally based in Brighton in the UK, they now tour all over the world.



[The Recycled Orchestra – Paraguay](https://www.youtube.com/watch?v=MaFY6wu3FfU)

<https://www.youtube.com/watch?v=MaFY6wu3FfU>

[STOPM!](https://www.youtube.com/watch?v=CZSTFAWfQEg)

<https://www.youtube.com/watch?v=CZSTFAWfQEg>



We'd love to see a video of you completing this challenge and creating your very own recycled musical instruments!

Friday	Reading – Rainforests Writing – What are subordinate clauses and parenthesis? Handwriting Practice Maths – Divide 2 digits by 1 digit Art - Michelangelo, the Renaissance and Sketching
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TASK 1 – Read today’s extract about one of the rainforest’s most famous creatures

Red-Bellied Piranha

ON THE HUNT

Red-bellied piranhas live in lakes and rivers in South America. They sometimes use their mighty mouths to gobble up other fish or animals such as shrimp, worms, and mollusks. They swim and hunt in shoals, or schools, that can include more than a hundred individuals. According to legend, the animals, which can grow about 14 inches long, have even devoured human swimmers.



MISUNDERSTOOD FISH

Despite their big bite, scientists believe that the animals’ fearsome reputation has been exaggerated. Researchers think that these fish swim in groups for protection, not to carry out underwater takedowns. And reports of the fish going after humans are extremely rare.

When some red-bellied piranhas do get aggressive, they have an interesting way of telling others to "back off"—they make bark-like sounds!

shoal	A group of fish	<i>A shoal of piranhas was on the hunt.</i>
devour	Eat or swallow in a greedy way.	<i>Our hike made us so hungry, we devoured our lunch.</i>

TASK 2 – Answer the questions

1. What do piranhas eat?

2. In which sentence is the word ‘**devour**’ used correctly? Tick the right one.

- a) *The hungry wolves devoured their prey.*
- b) *They are devoured believers; they prey each morning.*

3. According to legend, what do some people believe that the Piranhas have 'devoured'?

4. What reason is given for the Red-Bellied Piranha travelling in groups?

They travel in groups_____

5. How do they scare off other creatures when they get aggressive?

6. The second part of the text is called '**Misunderstood Fish**'. What do most people think about Piranhas and how did they 'misunderstand' the piranhas behaviour?

I think that they are misunderstood because _____



Remember to share your explanations and answers with us on ClassDojo and check your answers at the end of the day.

WRITING – Friday 26th February – What are subordinate clauses and parenthesis?

TASK 1 – Thinking Time

Can you remember what subordinate clauses and parenthesis are?



This week we have been looking at the features of instructions. One of the features that allow us to add more information are **parenthesis in subordinate clauses**. Today we will be looking at these in more depth and creating our own examples.



Before you watch the video, can you think what a subordinate clause is and what parenthesis are? If you can, write them down.

What is parenthesis? Watch the video to find out!

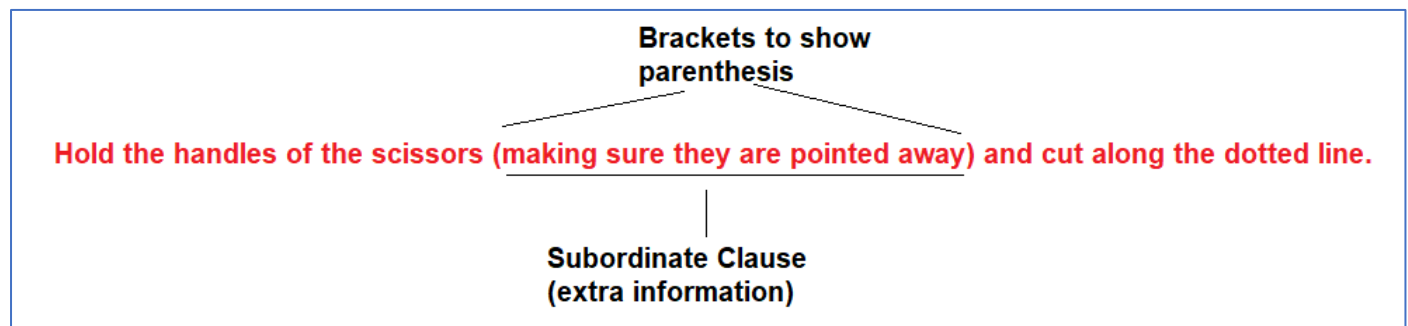
<https://www.bbc.co.uk/bitesize/articles/zcnbn9q>

What are subordinate clauses?

Subordinate clauses are piece of information which **DO NOT** make sense on their own. They are used to provide **EXTRA** information about the object or action you are doing.

A pair of brackets are used to go around this information – this is called **parenthesis**.

TOP TIP: To check that your subordinate clause works accurately, read the sentence without it and it should still MAKE SENSE.



Examples from the Model Text:

1. Initially, you must dig a very large and deep hole (**deep enough to hold the Iron Man**) somewhere the Iron Man is likely to roam.

Here, the subordinate clause within the parenthesis gives more information on how deep your hole needs to be.

4. Now you have to tempt the Iron Man. This can be done by cleverly placing bait (**a large, rusty tractor**) on top of the sheet, which will draw the beast towards your trap.

Here, the subordinate clause within the parenthesis gives you an example of what you could use to catch the Iron Man.

TASK 2 - Identifying and highlighting subordinate clauses

Below are lots of different instructions that contain subordinate clauses inside parenthesis about Egyptian mummification.

1. Circle the brackets used for parenthesis
2. Underline the subordinate clause which adds extra information.

a) Before starting to collect your equipment, remember to carefully place your jars on the worktop (they are very valuable and could severely hurt you if they break).

b) Now you have collected your jars, place the lungs and stomach into the jars (saying a prayer as you do this).

c) Now dry the body in Natron (a special type of salt) to help the body stay whole in the afterlife.

d) After bandaging the Pharaoh, place jewellery and scrolls (which they can give to the gods) into their hands.

e) Finally, place the mummy into the Sarcophagus (a special type of coffin covered in gold) and lock them away in their tomb.

TASK 3 – Adding subordinate clauses.

Now that you have identified subordinate clauses and parenthesis in instructions, it is time to add your own extra information into this set of simple instructions.

REMEMBER:

- Subordinate clauses provide **EXTRA** information about the object or action you are doing.
- A pair of brackets are used to go around this information – this is called **parenthesis**.

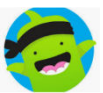
Mind-blowing, chocolate-covered apples

1. Firstly, wash your hands (using _____).
2. Next, gather all of your ingredients and equipment and lay them out onto a clean surface.
3. Using boiling water from the kettle (making sure _____), pour it into the pan and turn the heat on low.
4. Break the chocolate up into pieces (about _____) and put them in the glass bowl.
5. Carefully, place the glass bowl into the pan. After a few seconds, the chocolate will begin to melt (keep stirring _____).
6. Whilst the chocolate is melting, stick the lollipop sticks into the top of the apples (_____).
7. Once the chocolate has thoroughly melted, dunk the apple into the chocolate (hold it _____) so that there is a smooth, even layer all over.
8. Immediately after that, dip roughly 1/4 of your chocolate-covered apple into the popping candy.
9. Without dripping it everywhere, put the apple onto a clean plate and repeat steps 6-8 until all apples are done.

EXTENSION:

Can you create some example instructions that contain **subordinate clauses** using brackets as **parenthesis**?

Also remember to include **adverbials of time and imperative verbs**.

This image shows a blank sheet of white paper designed for writing. It features ten horizontal blue lines spaced evenly across the page. A single vertical red line runs down the left side, creating a margin. The paper is otherwise empty of any text or markings.

Take a photograph of your short instructions using subordinate clauses and parenthesis and upload them onto Dojo so that we can share these with the class.

HANDWRITING – Friday 26th February 2021

Match and write the rhyming words. Think about the joins.

nose

knees

toes

mouth

ears

fears

south

sees

goes

rose

Use the space below to practice the joins and words you have been using today. Can you think of any other words that uses these joins? Try and use these words in your own sentences.

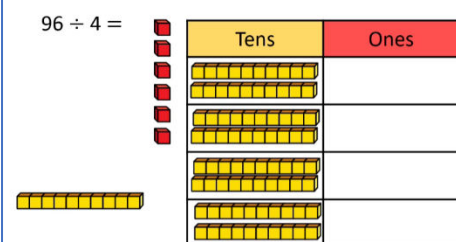
A series of horizontal blue lines for handwriting practice, with a vertical red line on the left side to guide letter width.

STARTER – Times Table Practice:

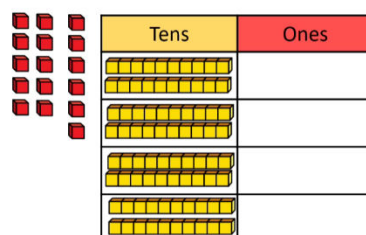
$6 \times 6 =$ _____	$4 \times 3 =$ _____	$5 \times 9 =$ _____
$3 \times 8 =$ _____	$9 \times 9 =$ _____	$9 \times 12 =$ _____
$8 \times 3 =$ _____	$9 \times 10 =$ _____	$10 \times 9 =$ _____
$11 \times 9 =$ _____	$3 \times 6 =$ _____	$3 \times 5 =$ _____
$3 \times 9 =$ _____	$9 \times 5 =$ _____	$11 \times 3 =$ _____
$7 \times 6 =$ _____	$9 \times 2 =$ _____	$6 \times 12 =$ _____
$12 \times 6 =$ _____	$3 \times 9 =$ _____	$6 \times 7 =$ _____
$9 \times 11 =$ _____	$3 \times 4 =$ _____	$6 \times 3 =$ _____

Use these examples to help you with your work today:

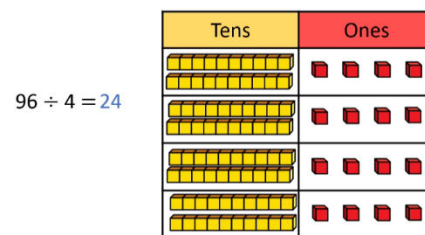
STEP 1: Share the tens equally.



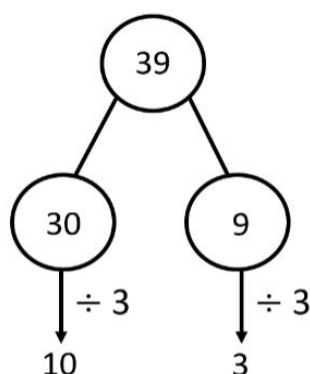
STEP 2: Exchange the remaining ten for 10 ones



STEP 3: Share the ones equally between 4.

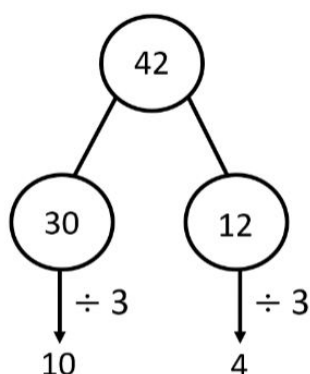


$39 \div 3 = 13$



$10 + 3 = 13$

$42 \div 3 = 14$



$10 + 4 = 14$



Main Activity:

Follow the link <https://vimeo.com/492601303> or scan the QR Code to watch the video explaining dividing 2 digits by 1 digit using place value boards and partitioning.

- 1 Rosie has 56 pencils.

Rosie shares the 56 pencils equally between 4 pots.

- a) Use the place value chart to share the pencils.

Tens	Ones

How many pencils are in each pot?

- 2 Eva has this money.



She wants to share the money equally between 3 people.

- a) Use the place value chart to show how Eva can share the money.

Tens	Ones

- b) How much money does each person get?

- 3 Divide 72 by 3



Tens	Ones

Use the place value counters to help you.

$$72 \div 3 = \square$$

- 4

a) $45 \div 3 = \square$

Tens	Ones

b) $57 \div 3 = \square$

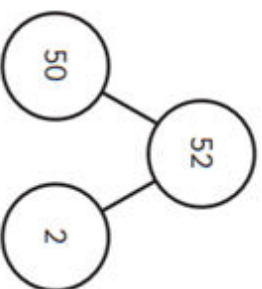
Tens	Ones

5

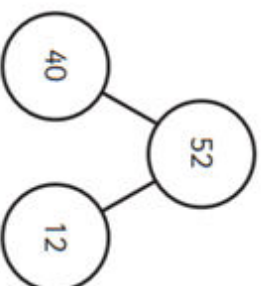
Rosie and Tommy are working out $52 \div 4$

They both use a part-whole model.

Rosie



Tommy



a) Whose part-whole model will help them with the division?

How do you know?

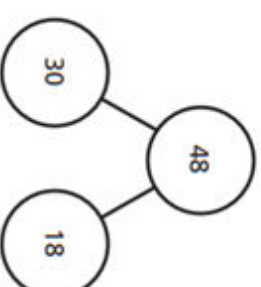
will help because

b) Use a part-whole model to work out $52 \div 4$

6

Use the part-whole models to complete the divisions.

a) $48 \div 3 =$

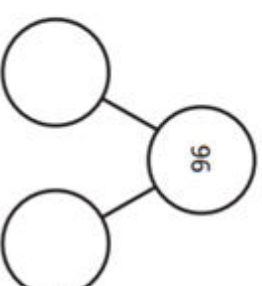


$$30 \div 3 = \square$$

$$18 \div 3 = \square$$

$$48 \div 3 = \square$$

b) $96 \div 4 =$



c) $65 \div 5 =$

d) $75 \div 3 =$

EXTENSION:

7 Here are 3 divisions.

$$96 \div 8$$

$$96 \div 4$$

$$96 \div 2$$

a) What is the same about the questions? What is different?

b) Complete the divisions.

$$96 \div 8 = \square$$

$$96 \div 4 = \square$$

$$96 \div 2 = \square$$

The similarities are that _____

The differences are that _____



ART – Friday 26th February 2021 – Michelangelo, the Renaissance and Sketching

What was the Renaissance period of art?

The Renaissance was a period of time from the 14th to the 17th century in Europe. This era bridged the time between the Middle Ages and modern times. The word "Renaissance" means "rebirth".

A big part of the Renaissance was something called humanism.

- Humanism was an idea that all people should be educated and learned in the classical arts, literature, and science.
- It looked for realism and human emotion in art, making the artwork look as REAL as possible!

Who was Michelangelo?



Michelangelo di Lodovico Buonarroti Simoni (6 March 1475 – 18 February 1564), known as Michelangelo, was an Italian Renaissance painter, sculptor, architect, poet, and engineer. Along with Leonardo da Vinci, he is often called a "Renaissance man" which means that he had great talent in many areas and people still admire his work to this very day!

TASK 1:

Look carefully at these two pieces of artwork from Michelangelo. Answer the following questions next to each piece.

The Statue of David:



What materials do you think were used and why?

How does the artist make this piece look realistic?

What details can you notice from this piece of work?

Section from 'The creation of Adam'



What materials do you think were used and why?

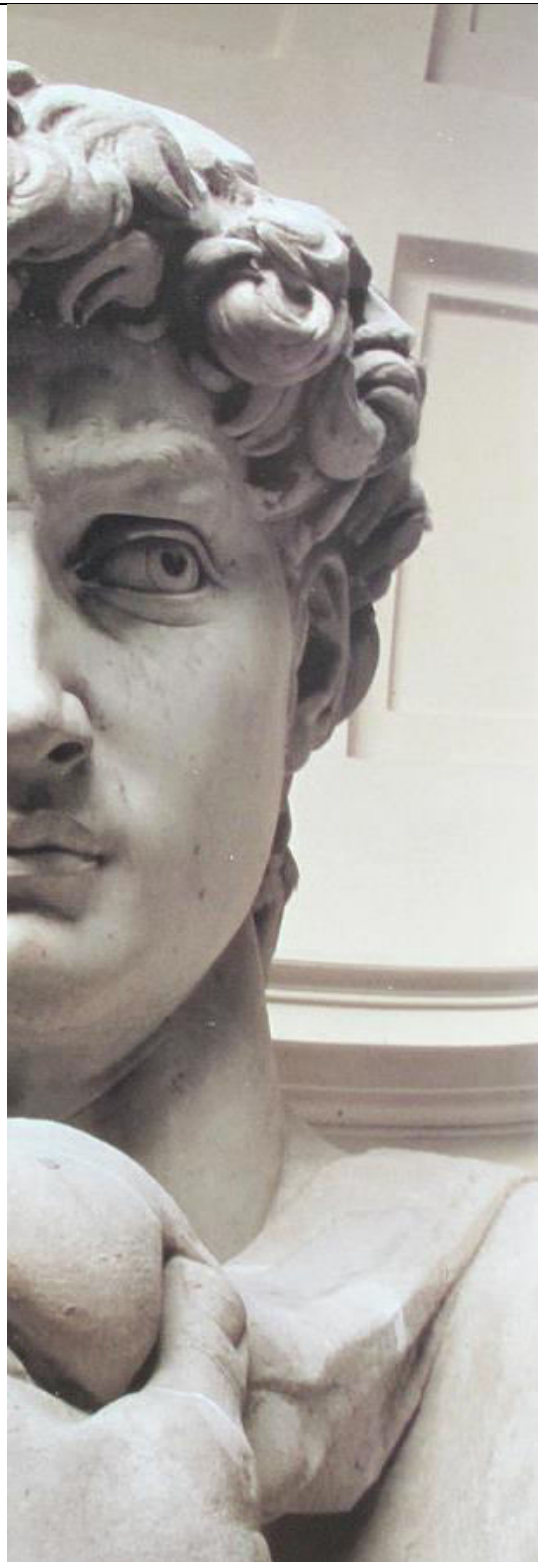
How does the artist make this piece look realistic?

What details can you notice from this piece of work?

Task 2: Michelangelo Art Competition

Michelangelo studied the anatomy of the human body (how the body and face look) and focussed in detail on proportion to get his drawings and sculptures to appear realistic (as real as possible) and 3D.

Competition: Draw the opposite side of David's face focussing on symmetry and proportion.



We'd love to see some pictures of your final sketched pieces and share these with the rest of the class – Dojo points for the most effort put into this piece of work!

		HTh
		TTh
		Th
		H
		T
		O
		Tth
		HTh
		Thth

HTh	TTh	Th	H	T	O	Tth	HTh	Thth

HTh	TTh	Th	H	T	O	Tth	HTh	Thth

HTh	TTh	Th	H	T	O	Tth	HTh	Thth

HTh	TTh	Th	H	T	O	•	Tth	HTh	Thth
						•			
						•			

HTh	TTh	Th	H	T	O	•	Tth	HTh	Thth
						•			
						•			



Times Tables square

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