Year 4 - PACK 2 - Week 7 – Week Beginning 22.02.2021

Monday	Reading – Rainforests Writing – Exploring Instructions Handwriting Practice Maths – The 4 times table Thematic – How did the Romans change Britain?
Tuesday	Reading – Rainforests Writing – Identifying and using imperative verbs Spelling Practice Maths – Divide by 4 (÷ 4) Science – How do we construct a food web?
Wednesday	Reading – Rainforests Writing – Using adverbs to describe actions Handwriting Practice Maths – Th 8 times table PE – Super Strength PSHE - Everyday Feelings
Thursday	Reading – Rainforests Writing – Using adverbials of time to order instructions Spelling Practice Maths – Multiply by 8 (x 8) Music - Household Percussion
Friday	Reading – Rainforests Writing – What are subordinate clauses and parenthesis? Handwriting Practice Maths – Divide by 8 (÷ 8) 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 – The 4 times table Thematic – How did the Romans change Britain?

READING Monday 1st March 2021 – 'Rainforests'

TASK 1 – Reading and listening:

Listen to the recording on Class Dojo and read along.

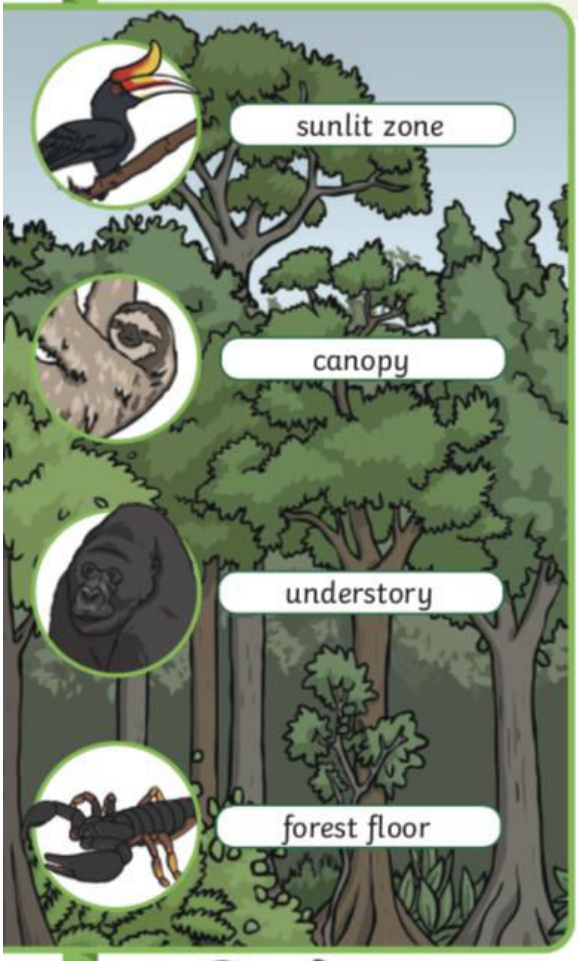
Rainforests

What Is a Rainforest?

Rainforests are big forests that get lots of rain. They are found in warm places.

Parts of a Rainforest

A rainforest is made up of different parts.



The **sunlit zone** has lots of sunlight and tall trees.

The **canopy** is where the leaves of the trees join up to form a kind of umbrella. Red-eyed tree frogs and toucans are some of the animals that live in the canopy.

The **understory** is found under the canopy.

The **forest floor** is dark, damp and hot.

- Rainforests give us oxygen that we need to breathe.
- We get many things from rainforests such as bananas, chocolate, nuts and rubber.
- Lots of medicines we use come from plants in the rainforest.
- Rainforests are full of lots of different kinds of wildlife. Most of the animals here live in the canopy.

TASK 2 – Read today's extract 'What is a rainforest?' and 'Parts of a Rainforest'

Rainforests

What Is a Rainforest?

Rainforests are big forests that get lots of rain. They are found in warm places.

Parts of a Rainforest

A rainforest is made up of different parts.

TASK 3 – Reading Responses:

1. Why are rainforests called 'rainforests'?

They are called rainforests because _____

_____

2. Where can rainforest be found? Tick one.

- ◯ cold places
- ◯ warm places
- ◯ icy places

3. Why are the phrases 'What Is a Rainforest?' and 'Parts of a Rainforest' printed in a different colour and bigger than the rest? Tick one.

- ◯ To show the reader what the next part of the text is about.
- ◯ To show the reader that they are less important than the rest of the text.
- ◯ To tell the reader that they have to read it in a loud voice.

4. What kind of text is this (letter, fact sheet, poem, …) and how do you know?

This text is a _____. *I know this because* _____

_____

_____

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:

Crispy Fish Fingers

This should take about 45 minutes

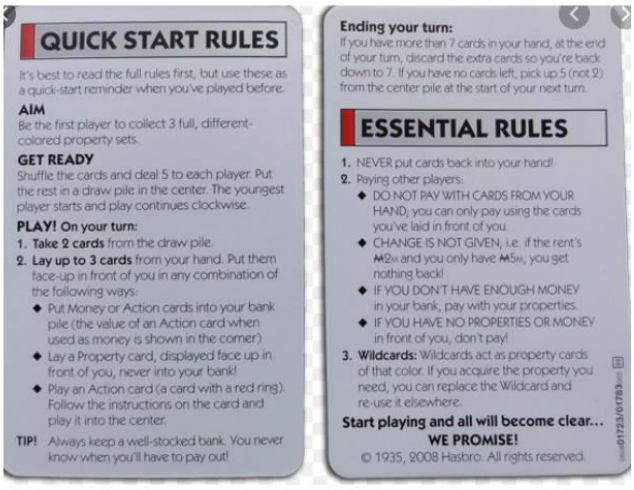
You will need:

- vegetable oil
- 1 egg
- 1 slice day old bread
- 2 tbsp polenta (quick cook, dried)
- 3 tbsp plain flour
- Pinch paprika
- 1 white fish fillet (skinned and boned)
- ½ lemon (ask an adult to cut this for you) or lemon juice

Method:

1. Weigh and measure the ingredients.
2. Grate the bread into bread crumbs and put these into a bowl.
3. Add the polenta and black pepper to the breadcrumbs.
4. Mix together with the spoon.
5. Put the plain flour and a pinch of paprika into another bowl and mix.
6. Place some baking paper onto a baking tray and brush with vegetable oil.
7. Cut the fish fillet into strips about 3 cm wide using the scissors.
8. Squeeze the lemon juice all over the fish pieces.
9. Break the egg into another bowl and mix it well with the fork.
10. Arrange the three mixing bowls in order.
11. Turn and roll each fish strip in the flour bowl, then the egg bowl and finally the polenta mix bowl.
12. Put the fish on the oiled baking paper.
13. Put the fish in the oven for 10 - 12 minutes.
14. Serve with fresh vegetables.

Recipes for cooking



QUICK START RULES

It's best to read the full rules first, but use these as a quick-start reminder when you've played before.

AIM

Be the first player to collect 3 full, different-colored property sets.

GET READY

Shuffle the cards and deal 5 to each player. Put the rest in a draw pile in the center. The youngest player starts and play continues clockwise.

PLAY! On your turn:

1. **Take 2 cards** from the draw pile.
2. **Lay up to 3 cards** from your hand. Put them face-up in front of you in any combination of the following ways:
   - Put Money or Action cards into your bank pile (the value of an Action card when used as money is shown in the corner)
   - Lay a Property card, displayed face up in front of you, never into your bank!
   - Play an Action card (a card with a red ring). Follow the instructions on the card and play it into the center.

TIP! Always keep a well-stocked bank. You never know when you'll have to pay out!

Ending your turn:

If you have more than 7 cards in your hand, at the end of your turn, discard the extra cards so you're back down to 7. If you have no cards left, pick up 5 (not 2) from the center pile at the start of your next turn.

ESSENTIAL RULES

1. NEVER put cards back into your hand!
2. Paying other players:
   - DO NOT PAY WITH CARDS FROM YOUR HAND; you can only pay using the cards you've laid in front of you.
   - CHANGE IS NOT GIVEN; i.e. if the rent's M2M and you only have M5M, you get nothing back!
   - IF YOU DON'T HAVE ENOUGH MONEY in your bank, pay with your properties.
   - IF YOU HAVE NO PROPERTIES OR MONEY in front of you, don't pay!
3. **Wildcards:** Wildcards act as property cards of that color. If you acquire the property you need, you can replace the Wildcard and re-use it elsewhere.

Start playing and all will become clear... WE PROMISE!

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Board Games

USA Toyz
www.usatoyz.com

Rocket Ship Play Tent Set Up Guide

Step 1: Unzip the carrying bag. Inside you will find one play tent and a small bag containing 4 poles.

Step 2: Take out the poles and set aside for later.

Step 3: Carefully place the tent and poles into the carrying bag.

Step 4: When the poles are folded out, one side is noticeably longer. Insert the longer end into the FLOOR SLEEVE, and shorter end into the ROOF SLEEVE. (See reference pictures below) The middle connector section of the pole should run along the seam line of the tent.

Reference pictures:

Building Toys

Why do we need instructions?

We need instructions **because** they help us / show us _____

_____

Where else might you see or hear instructions?

You might **use** instructions to _____

You might **hear** instructions _____

Task 3 – Reading instructions:

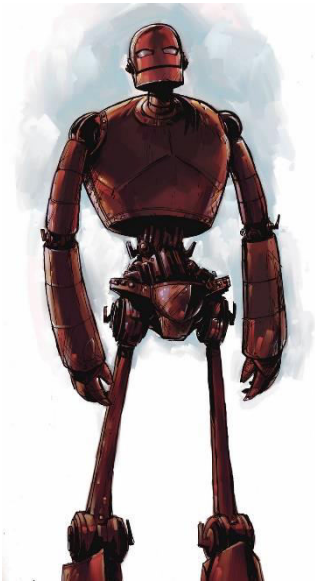
Read the **instructions** below and then listen to me reading them (I will post the video on Class Story). **Circle** any words that you don't know how to pronounce, so that you can listen out for them.

How to Trap the Iron Man

Are you kept awake by the sound of something in your garden? Do you lie in your bed shaking at the sound of another car being squashed? 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 beat, as they he is rather stupid. Read these step-by-step instructions and soon, you too could be rid of this horrible creature.

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. First, you must dig a very large and deep hole (deep enough to hold the Iron Man) somewhere the Iron Man is likely to walk.
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 ground.

3. After that, carefully scatter leaves, a few branches and cover the top sheet with a thin layer of soil (this will hide the hole and trick your Iron Man).
4. Now you have to catch the Iron Man. This can be done by cleverly placing food (a large, rusty tractor) on top of the sheet, which will bring the beast towards your trap.
5. After the trap has been set, you must find a safe place to hide 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 placed barbed wire fencing around the hole (to make sure the Iron Man cannot escape and to protect people from getting hurt).

Important note

An angry Iron Man can be very frightening, so keep all little children inside and well away from this trap. He will try 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 cry and beg for his freedom. He may even promise you money, pretending that they know the whereabouts of a dragon's treasure. Do not be tricked, 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 the 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.	

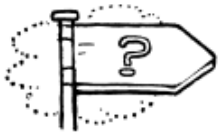
Remember to re-watch the video on the class story to complete your tasks and share a picture of your labelled instructions over Dojo so that I we can share them with others on Class Story.

HANDWRITING – Monday 22nd February 2021

Trace and copy the pattern. Say the sound.

ere ere

Finish the words, then copy them.



h th wh

somewh anywh

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.

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

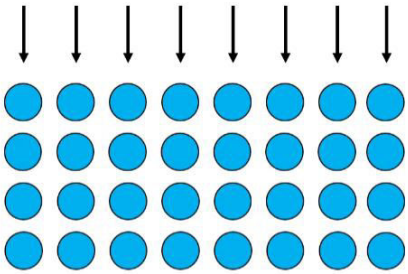
MATHS – Monday 22nd February 2021 – The 4 times table

STARTER – Times Table Practice:

3 × 10 = _____	3 × 11 = _____	6 × 3 = _____
2 × 3 = _____	3 × 2 = _____	3 × 1 = _____
3 × 9 = _____	3 × 12 = _____	1 × 3 = _____
3 × 7 = _____	10 × 3 = _____	9 × 3 = _____
12 × 3 = _____	3 × 6 = _____	4 × 3 = _____
3 × 8 = _____	3 × 5 = _____	3 × 4 = _____
5 × 3 = _____	11 × 3 = _____	7 × 3 = _____
3 × 3 = _____	8 × 3 = _____	3 × 6 = _____

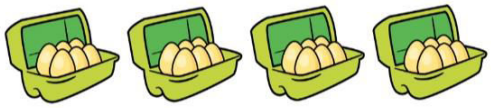
Use these examples to help you with your work today:

$1 \times 4 = 4$
$2 \times 4 = 8$
$3 \times 4 = 12$
$4 \times 4 = 16$
$5 \times 4 = 20$
$6 \times 4 = 24$
$7 \times 4 = 28$
$8 \times 4 = 32$
$9 \times 4 = 36$
$10 \times 4 = 40$
$11 \times 4 = 44$
$12 \times 4 = 48$



4 rows of 8
$4 \times 8 = 32$
8 columns of 4
$8 \times 4 = 32$

5 lots of 4 biscuits = 20 biscuits
$5 \times 4 = 20$ $4 \times 5 = 20$



4 lots of 6 eggs = 24 eggs
$4 \times 6 = 24$ $6 \times 4 = 24$

2	4	6	8	10	12	14	16	18	20	22	24

4	8	12	16	20	24	28	32	36	40	44	48

$6 \times 2 = 12$ $11 \times 2 = 22$
$6 \times 4 = 24$ $11 \times 4 = 44$

Main Activity:

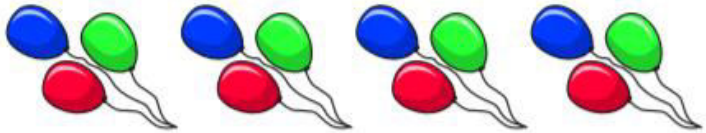
Follow the link https://vimeo.com/480759672 or scan the QR Code to watch the video explaining the 4 times table.

1 Complete the multiplication.

a)

□ × □ = □

b)



□ × □ = □

2 Complete the number sentences.

a) 6 × 4 = □

b) 4 × 3 = □

c) □ = 7 × 4

d) 4 × □ = 48

e) 0 × 4 = □

f) 4 × 9 = □

g) 24 ÷ 4 = □

h) 8 ÷ 4 = □

i) 0 ÷ 4 = □

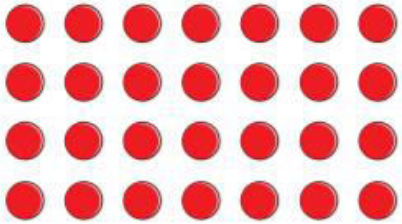
j) □ ÷ 11 = 4

k) □ ÷ 4 = 5

l) 1 × 4 = □

3 What multiplication and division statements does the array represent?

Complete the statements.



□ × □ = 28

□ × □ = 28

28 ÷ □ = □

28 ÷ □ = □

4 Complete the number sentences.

a) 2 × 4 = □

4 × 4 = □

8 × 4 = □

b) 8 = 4 × □

16 = 4 × □

32 = 4 × □

c) 3 × 4 = □

3 × 8 = □

3 × 12 = □

5 Write <, > or = to compare the statements.

a) 48 ÷ 12 ◯ 4

b) 36 ◯ 40 ÷ 4

c) 16 ÷ 4 ◯ 4 × 4

d) 4 ÷ 4 ◯ 4 × 4

e) 1 × 4 ◯ 4 × 1

f) 4 × 2 ◯ 32 ÷ 4

6 A paper clip is 4 cm long.

How long are 6 of these paper clips?

6 x 4cm = _____cm

☐

7 Dexter buys 10 mugs and 4 key rings.

How much money does he spend in total?

10 x £4 = £_____

4 x £3 = £_____

£____ + £_____ = £_____

☐

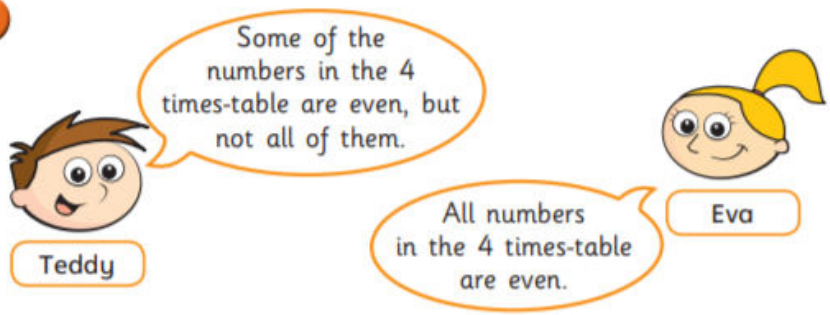
8 The pictogram shows the animals a group of children have as pets.

Complete the pictogram.

Animal	Pictogram	Number of animals
cat	● ● ● ●	
dog		28
bird	● ● ● ● ●	
mouse	●	

● = 4 animals

9



Who is correct? _____

How do you know?

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

SCAN ME

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

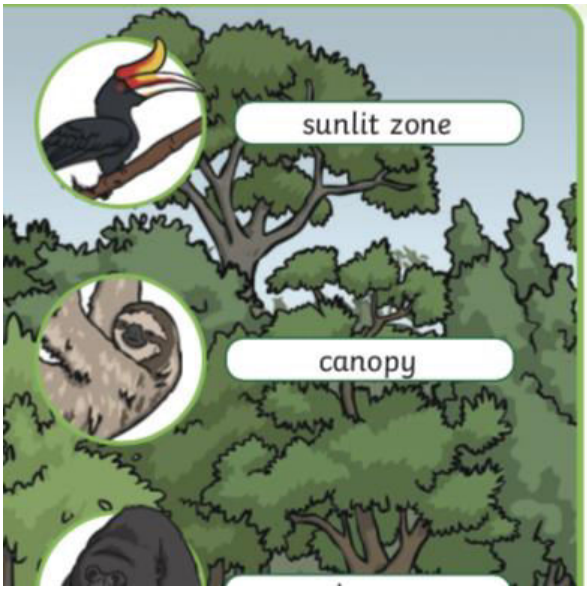
EXTENSION: Using the image on the previous page, have a go at sketching a Roman aqueduct.

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 – Divide by 4 (÷ 4) Science – How do we construct a food web?

READING Tuesday 2nd March 2021 – 'Rainforests'

TASK 1 – Read today's extract



The **sunlit zone** has lots of sunlight and tall trees.

The **canopy** is where the leaves of the trees join up to form a kind of umbrella. Red-eyed tree frogs and toucans are some of the animals that live in the canopy.

TASK 2 - Answer the questions

1. True or false? Tick the right one.

	True	False
Toucans live in the canopy.		
There are small trees in the sunlit zone.		
Red eyed tree frogs live in the sunlit zone.		
The canopy has lots of leaves and trees.		

2. What shape do the leaves of the trees form in the canopy? Find and copy the word that tells you this.

_____

3. Which zone (the sunlit zone or canopy) is the highest zone of the rainforest and how do you know?

The _____*highest zone. I know this because* _____

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.

These words are all actions (things that you DO).

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.

- First, you must dig a very large and deep hole (deep enough to hold the Iron Man) somewhere the Iron Man is likely to walk.

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

- After that, carefully scatter leaves, a few branches and cover the top sheet with a thin layer of soil (this will hide the hole 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 on has been done for you (there may be more than one in each sentence).

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

- Now you have to catch the Iron Man. This can be done by cleverly placing food (a large, rusty tractor) on top of the sheet, which will bring the beast towards your trap.

- After the trap has been set, you must find a safe place to hide 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 an imperative verb 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.

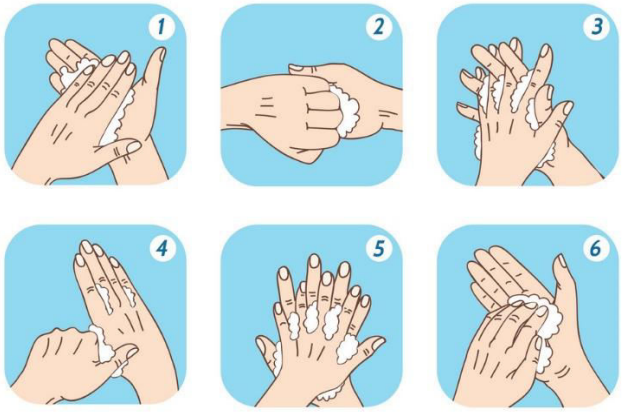
Next, _____ the chocolate sauce from the fridge and _____ it on top of your dessert.

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.

TASK 5:

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



rinse spread squirt rub dry scrub

1. Firstly, your need to _____some soap into your hands.
2. Then, _____ the soap into your nails.
3. After that, you must _____ the soap into the gaps in between your fingers.
4. Now, _____ in between your fingers for 30 seconds.
5. Finally, _____ your hands under the water and _____ them with a towel.

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

SPELLING – Tuesday 23rd February 2021

This week, we are going look again at adverbs.
PAUSE POINT: Can you remember what an adverb is?

Remember, a verb describes an action.

An adverb is a word or phrase that usually describes a verb.

Adverbs can describe time, frequency, manner, place or to what degree something is happening.

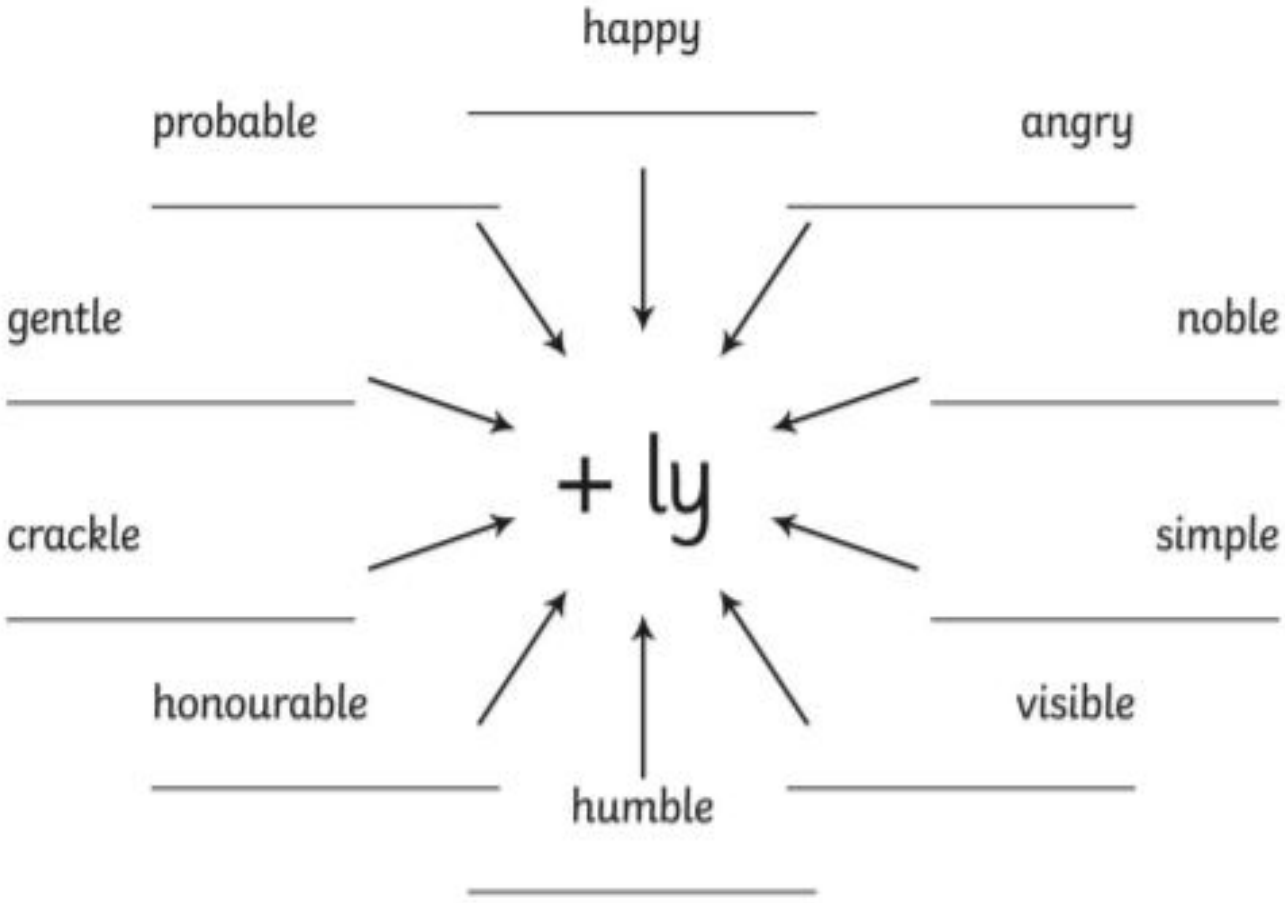
Usually, the 'y' disappears and changes to an 'i' in words that end in y and also have more than one syllable, for example...

happy + ly = happily	angry + ly = angrily	weary + ly = wearily

Words that end in 'y' that have only one syllable tend to keep their 'y' and add 'ly'.

sly + ly = slyly

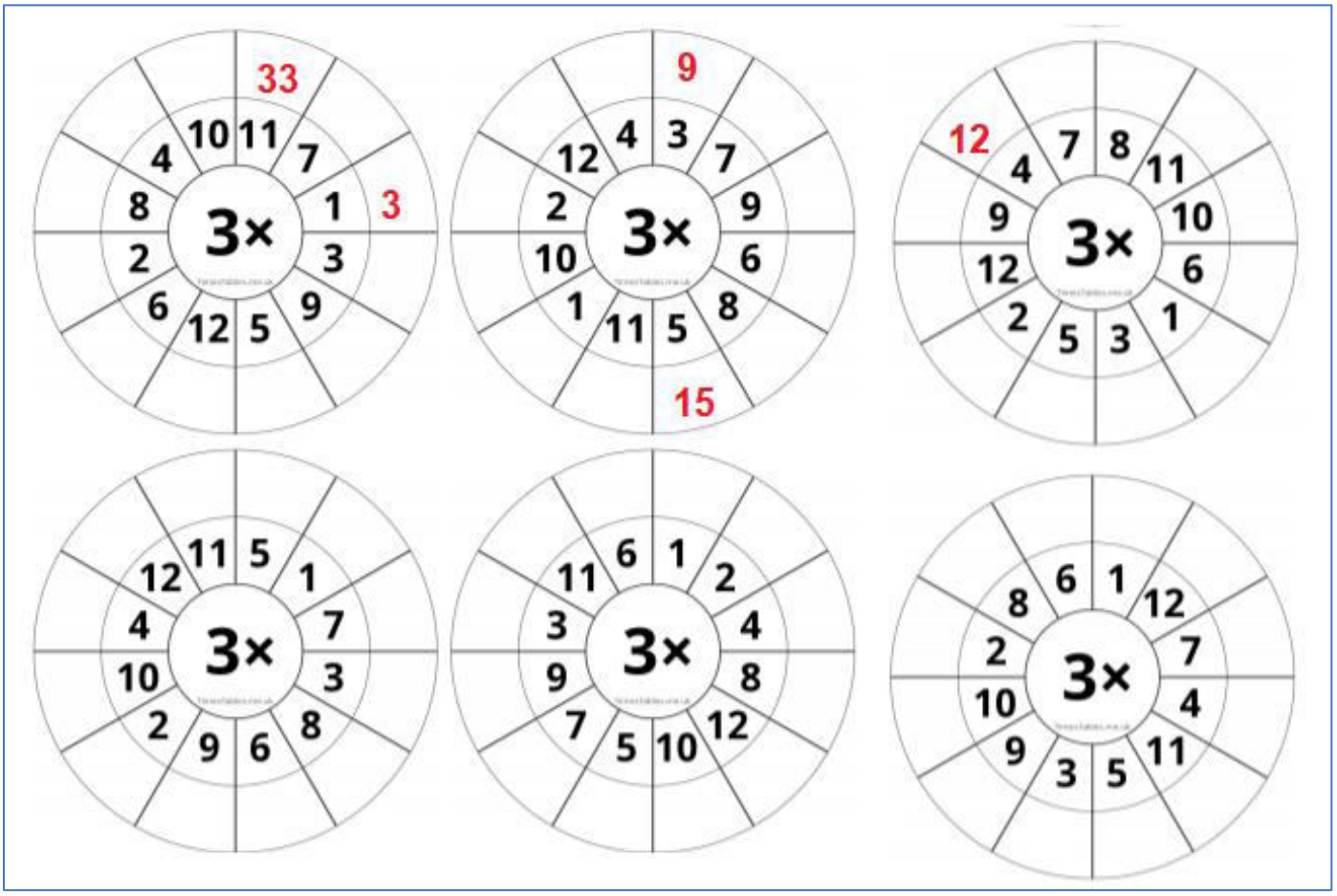
1. Write the words with the suffix 'ly'.



2. Now choose 5 of the words. Write each word into a sentence below.
Don't forget capital letters and full stops!

MATHS – Tuesday 23rd February 2021 – Divide by 4 (÷ 4)

STARTER – Times Table Practice:

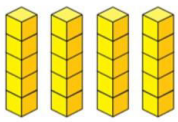


Use these examples to help you with your work today:

$1 \times 4 = 4$
$2 \times 4 = 8$
$3 \times 4 = 12$
$4 \times 4 = 16$
$5 \times 4 = 20$
$6 \times 4 = 24$
$7 \times 4 = 28$
$8 \times 4 = 32$
$9 \times 4 = 36$
$10 \times 4 = 40$
$11 \times 4 = 44$
$12 \times 4 = 48$

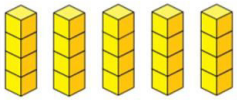
$20 \div 4 = 5$

Shared into 4 equal towers



There are **5** cubes in each tower.

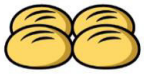
Grouped into towers of 4

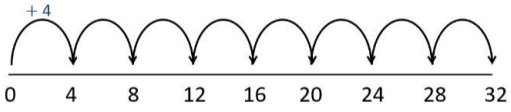


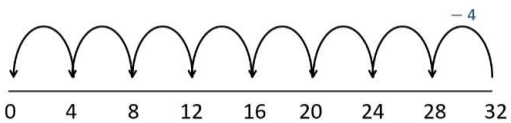
There are **5** towers of 4 cubes.

The baker has 32 bread rolls.
He puts them into packs of 4
How many packs can he fill?

$32 \div 4 = 8$



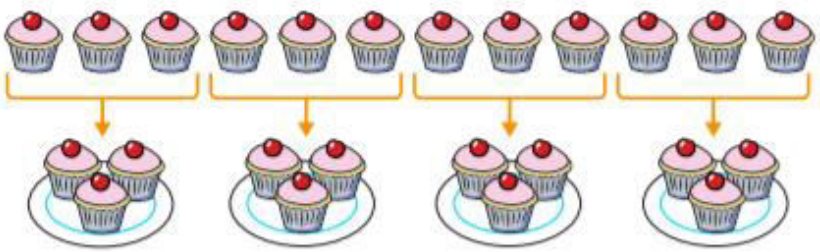




Main Activity:

Follow the link https://vimeo.com/477072164 or scan the QR Code to watch the video explaining how to divide by 4.

1 Here are 12 cakes.



Complete the sentences.

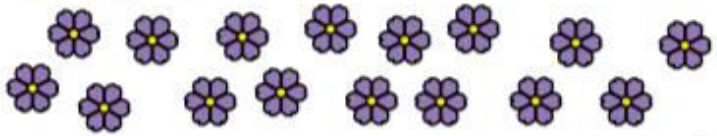
There are ☐ plates.

Each plate has ☐ cakes.

12 shared into ☐ equal groups is ☐

12 ÷ 4 = _____

2 Circle groups of 4 flowers.



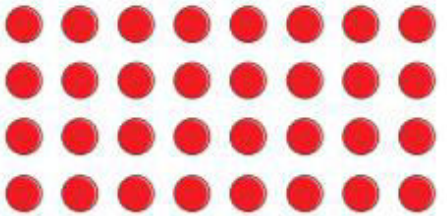
a) How many groups of 4 flowers did you make? ☐

b) Complete the sentence.

There are ☐ groups of 4 in 16

16 ÷ 4 = _____

3 Eva makes an array with 32 counters.



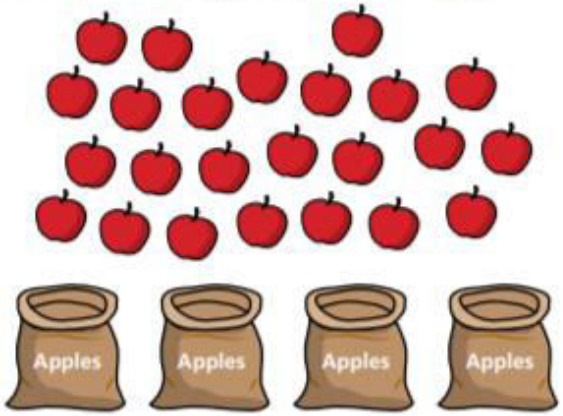
a) How many groups of 4 are in the array? ☐

b) Use this to complete the division sentence.

32 ÷ 4 = ☐

4 A farmer has 24 apples.

He wants to pack the apples equally into 4 bags.



How many apples will be in each bag?

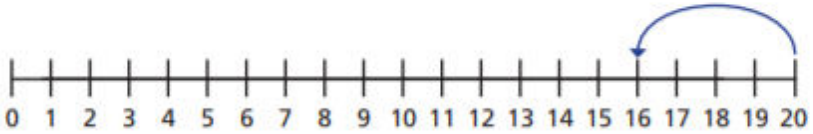
24 ÷ 4 = ☐

There will be ☐ apples in each bag.

5 There are 20 muffins.

4 muffins fit in 1 box.

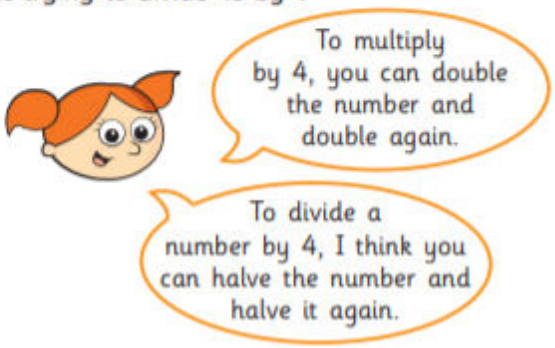
Use the number line to work out how many boxes can be filled.



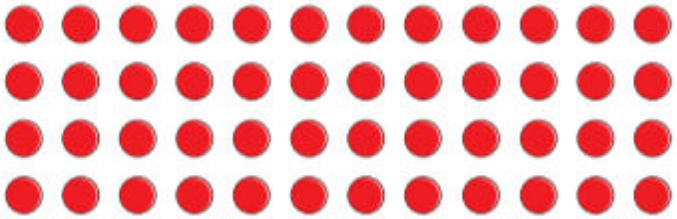
☐ boxes of muffins can be filled.

20 ÷ 4 = _____

6 Alex is trying to divide 48 by 4

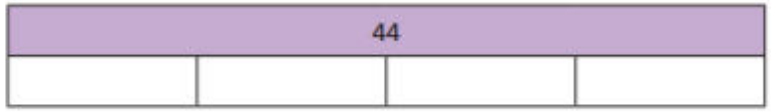


Divide the array to show that Alex's method works.



Does Alex's method always work?

7 Complete the bar model.



Complete the division statement to match the bar model.

44 ÷ ☐ = ☐

8

40 ÷ 4 = _____

44 ÷ 4 = _____

32 ÷ 4 = _____

8 ÷ 4 = _____

16 ÷ 4 = _____

28 ÷ 4 = _____

8 ÷ 4 = _____

12 ÷ 4 = _____

28 ÷ 4 = _____

16 ÷ 4 = _____

4 ÷ 4 = _____

36 ÷ 4 = _____

24 ÷ 4 = _____

32 ÷ 4 = _____

40 ÷ 4 = _____

20 ÷ 4 = _____

16 ÷ 4 = _____

32 ÷ 4 = _____

SCIENCE - Tuesday 23rd February 2021

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.

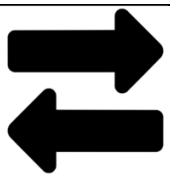
https://classroom.thenational.academy/lessons/how-do-we-construct-a-food-web-c4vk0c

SCAN ME

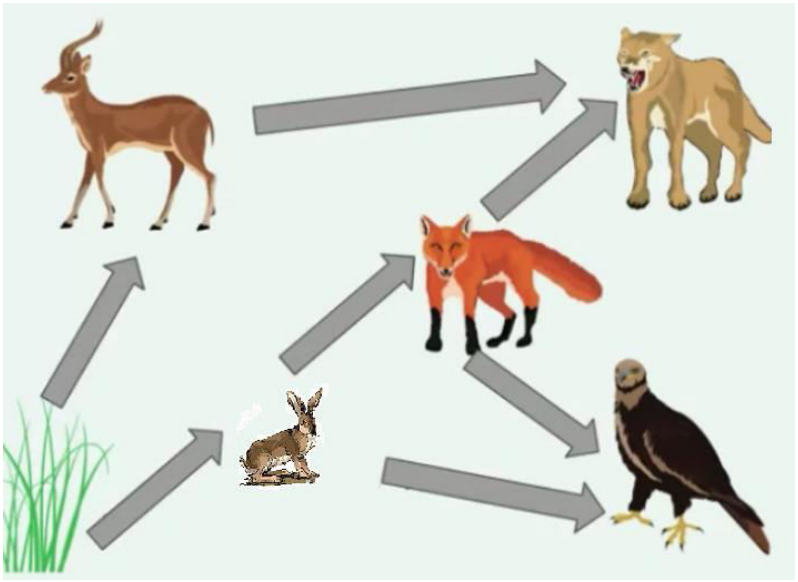
TASK 1 – Introductory Quiz:

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

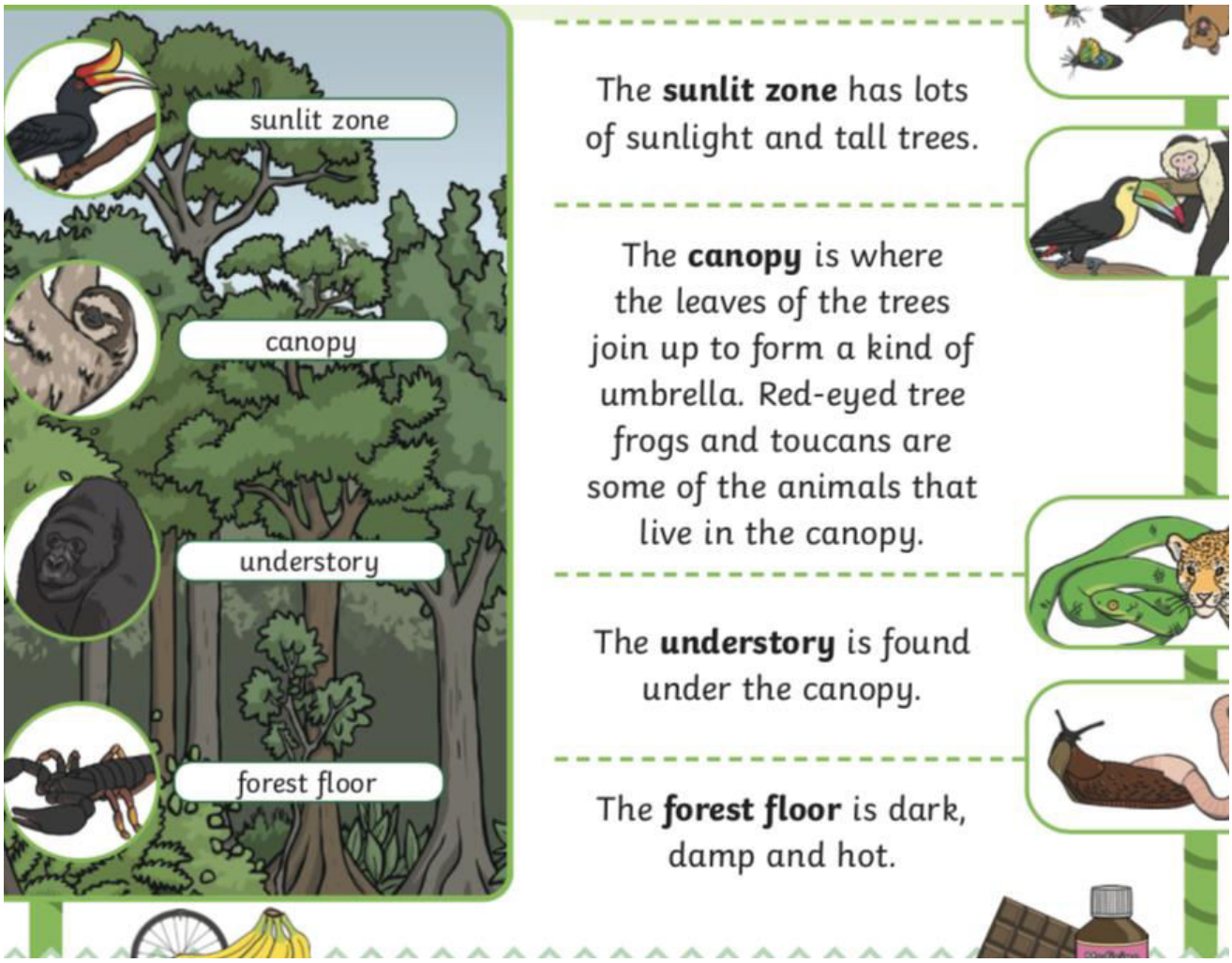
FOOD WEB:

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 – Th 8 times table PE – Super Strength PSHE - Everyday Feelings

READING Wednesday 3rd March 2021 – 'Rainforests'

TASK 1 – Read the whole extract about the different zones of the rainforest.



TASK 2 - Answer the questions

1. Find and copy the two adjectives that describe the **forest floor**.

1) _____

2) _____

2. In which zone do these animals live? Look at the pictures as well as the text to help you.

Sloth ___*canopy*_____ slug _____

Toucan ___ _____ Snakes _____

3. Bring the zones into the right order. Start with the highest one.

Forest floor canopy sunlit zone understory

Highest _____

_____

_____

Lowest _____

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

DEFINITION:

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 doe 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**

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

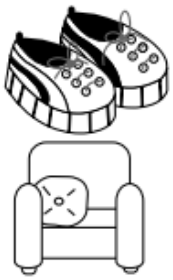
Trace and copy the pattern. Say the word.

air air

Do the word sums.

p + air = _____

ch + air = _____



h + air = _____ + y = _____

f + air = _____ + y = _____

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.

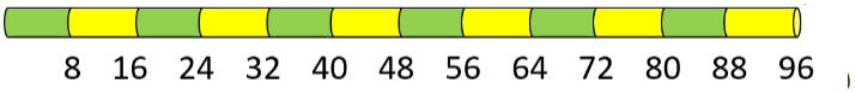
MATHS – Wednesday 24th February 2021 – Th 8 times table

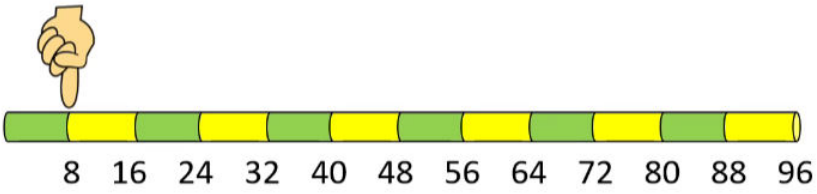
STARTER – Times Table Practice:

12 × 4 = _____	4 × 11 = _____	4 × 7 = _____
4 × 9 = _____	4 × 3 = _____	8 × 4 = _____
4 × 4 = _____	5 × 4 = _____	4 × 6 = _____
3 × 4 = _____	4 × 2 = _____	7 × 4 = _____
10 × 4 = _____	1 × 4 = _____	6 × 4 = _____
2 × 4 = _____	4 × 8 = _____	4 × 10 = _____
9 × 4 = _____	4 × 5 = _____	11 × 4 = _____

Use these examples to help you with your work today:

$1 \times 8 = 8$
$2 \times 8 = 16$
$3 \times 8 = 24$
$4 \times 8 = 32$
$5 \times 8 = 40$
$6 \times 8 = 48$
$7 \times 8 = 56$
$8 \times 8 = 64$
$9 \times 8 = 72$
$10 \times 8 = 80$
$11 \times 8 = 88$
$12 \times 8 = 96$





4	8	12	16	20	24	28	32	36	40	44	48

8	16	24	32	40	48	56	64	72	80	88	96

$3 \times 4 = 12$ $\quad$ $8 \times 4 = 32$

$3 \times 8 = 24$ $\quad$ $8 \times 8 = 64$

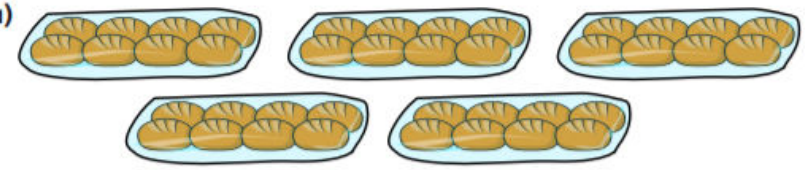
Main Activity:

Follow the link https://vimeo.com/480763110 or scan the QR Code to watch the video explaining the 8 times table.

1 How many are there in total?

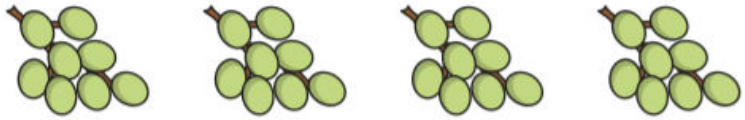
Complete the multiplications.

a)



□ × □ = □

b)



□ × □ = □

2 Complete the number tracks.

a)

0	8	16	24				

b)

96	88	80					

3 Here is an array made up of triangles.

a) What multiplication sentence can you see?

□ × □ = □

b) What division sentence can you see?

□ ÷ □ = □

4 Complete the calculations.

Try to do the calculations in your head.

a) 6 × 8 = □

b) 8 × □ = 56

c) 10 × 8 = □

d) □ = 8 × 4

e) 72 ÷ 8 = □

f) □ ÷ 11 = 8

g) □ ÷ 8 = 5

h) 8 × 1 = □

5 What multiplication can you see?

6 Complete the multiplications.

a) 2 × 8 = ☐

4 × 8 = ☐

8 × 8 = ☐

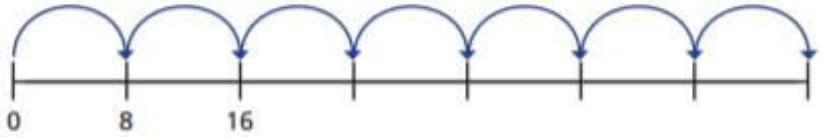
b) 8 = 8 × ☐

16 = 8 × ☐

32 = 8 × ☐

What patterns do you notice?

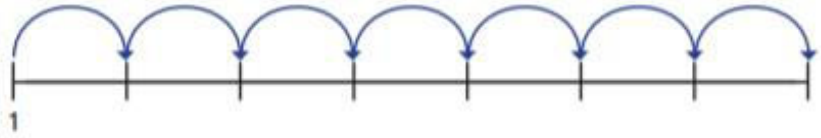
7 **a)** Amir draws 7 jumps of 8 on a number line.



What number does Amir end on? ☐

Explain how you worked it out.

b) This time, Amir makes 7 jumps of 8, but starts from 1



What number does Amir end on this time? ☐

Explain how you know.

8 Boats can be hired on a lake.

There are 5 large boats and 8 small boats on the lake.

Each boat is full.

How many people are on the lake?

☐ 5 x 8 = ____

8 x 4 = ____

9 ____ + ____ = ____

8 × 4 = ____

8 × 12 = ____

8 × 11 = ____

4 × 8 = ____

8 × 3 = ____

8 × 8 = ____

8 × 9 = ____

6 × 8 = ____

8 × 7 = ____

10 × 8 = ____

8 × 7 = ____

9 × 8 = ____

8 × 6 = ____

1 × 8 = ____

12 × 8 = ____

7 × 8 = ____

8 × 1 = ____

10 × 8 = ____

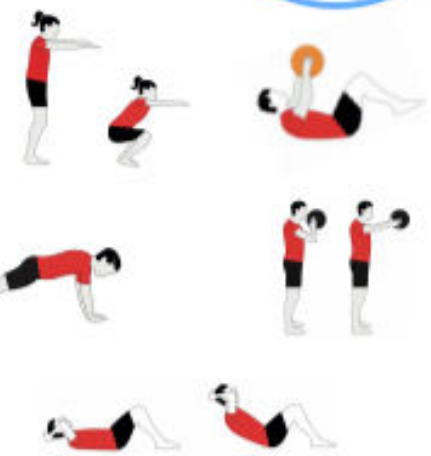
PE – Wednesday 24th February 2021 – Super Strength

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?

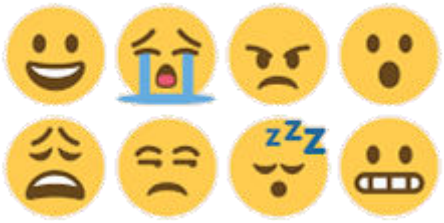
Watch the video below to help you in completing some of these exercises.

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

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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 by 8 (x 8) Music - Household Percussion

READING Thursday 4th March 2021 – 'Rainforests'

TASK 1 – Read the extract.

- Rainforests give us oxygen that we need to breathe.
- We get many things from rainforests such as bananas, chocolate, nuts and rubber.
- Lots of medicines we use come from plants in the rainforest.
- Rainforests are full of lots of different kinds of wildlife. Most of the animals here live in the canopy.

TASK 2 – Reading responses

1. True or false?

	True	False
Tomatoes is one of the many things we get from the rainforest.		
The rainforest plants are used to make medicine.		
Most animals live in the sunlit zone.		
Rainforests produce oxygen.		

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

1) _____

2) _____

3. Did any of the facts you learnt today surprise you? Explain why.

*I was (not) surprised to learn that*_____

_____

because _____

_____

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.	1
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

TASK 1:

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
happily						
angrily						
lazily						
easily						
busily						
greedily						
messily						
wearily						
cheekily						
clumsily						

TASK 2:

Now use your spellings to create your own sentences using the words.

For example:

- *Angrily, he stormed his way through the playground.*
- *Rather than complete his homework, he lazily sat around the house.*

MATHS – Thursday 25th February 2021 – Multiply by 8 (x 8)

STARTER – Times Table Practice:

8 ÷ 4 = _____	12 ÷ 4 = _____	4 × 3 = _____
4 × 5 = _____	11 × 4 = _____	48 ÷ 4 = _____
4 × 9 = _____	40 ÷ 4 = _____	4 × 8 = _____
3 × 4 = _____	24 ÷ 4 = _____	10 × 4 = _____
1 × 4 = _____	4 × 1 = _____	44 ÷ 4 = _____
6 × 4 = _____	9 × 4 = _____	4 × 11 = _____
28 ÷ 4 = _____	36 ÷ 4 = _____	7 × 4 = _____
4 × 7 = _____	5 × 4 = _____	4 × 6 = _____

Use these examples to help you with your work today:

$1 \times 8 = 8$
$2 \times 8 = 16$
$3 \times 8 = 24$
$4 \times 8 = 32$
$5 \times 8 = 40$
$6 \times 8 = 48$
$7 \times 8 = 56$
$8 \times 8 = 64$
$9 \times 8 = 72$
$10 \times 8 = 80$
$11 \times 8 = 88$
$12 \times 8 = 96$

What do you see?

There are 3 equal groups of 8

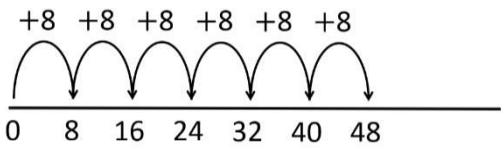
$8 + 8 + 8 = 24$

$3 \times 8 = 24$

$8 \times 3 = 24$

The children are exploring ways to calculate 6 × 8

I used a number line and added 8 six times



Main Activity:

Follow the link https://vimeo.com/480761211 or scan the QR Code to watch the video explaining multiplying by 8.

1 Complete the sentences.

a)

There are ☐ bags of apples.

There are ☐ apples in each bag.

There are ☐ apples in total.

8 x 5 = ____

b)

There are ☐ octopuses.

There are ☐ arms on each octopus.

There are ☐ arms in total.

8 x 4 = ____

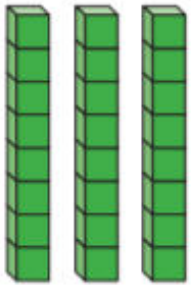
2 Use counters to represent 2 × 8

Draw your representation.

3 Work out how many cubes there are in total.

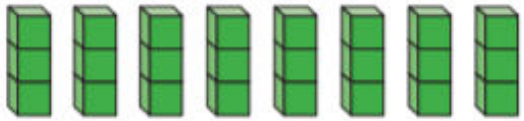
Complete the multiplication sentences.

a)



8 × ☐ = ☐

b)



8 × ☐ = ☐

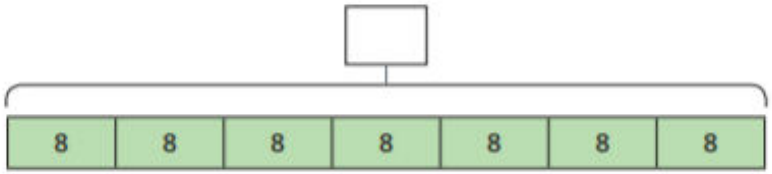
What is the same about your answers? What is different?

4 How many dots are there in total?

☐ × ☐ = ☐

How many different ways can you work this out?

5



a) What multiplication is represented by the bar model?

☐ × ☐

b) Label the bar model with the whole.

c) Draw a bar model to represent 3 × 8

6 Whitney has 10 packets of seeds.

a) How many seeds does Whitney have in total?

8 x ___ = ___ ☐

b) Ron has 4 fewer packets than Whitney.
How many seeds does he have?

8 x ___ = ___ ☐

7 Draw a line connecting the multiplcation expression with the correct product.

6 x 8	56
7 x 8	64
8 x 8	80
5 x 8	48
4 x 8	40
12 x 8	24
3 x 8	88
11 x 8	32
1 x 8	8
10 x 8	96

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)

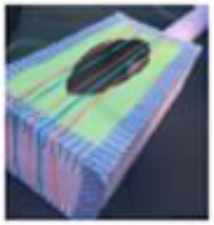
STEP 1: Watch the how to video by following the link or scanning the QR Code
https://www.youtube.com/watch?v=Y5kYLOb6i5I

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

STOPM!
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 by 8 (÷ 8) Art - Michelangelo, the Renaissance and Sketching

READING Friday 5th March 2021 – 'Rainforests'

TASK 1: Read the extract about jaguars.

Jaguar

The elegant jaguar is a member of the wild cat family that can be found in the rainforest regions. It is the largest of all cats in the Americas and is the third largest in the world (behind the lion and the tiger). They are solitary creatures who tend to live and hunt alone. A male jaguar will aggressively protect its territory from other males.

solitary	A creature that lives alone and likes being by themselves.

Answer the questions

1. Where can jaguars be found?

Jaguars can be found in _____

_____

2. True or false?

	True	False
Jaguars are the largest cats in the world.		
They live and hunt in groups.		
A male jaguar will defend its territory.		
Jaguars can be found in the rainforest.		

3. Which sentence means the same as 'a male jaguar will aggressively protect its territory from other males'? **Tick the correct answer**

a) A male jaguar will defend its territory and not let any other jaguar get close.
b) Male jaguars stay out of each other's way and don't like arguments.

EXTENSION: Watch the clip by scanning the QR code or clicking on the link.

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

SCAN ME

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?

_____

_____

_____

_____

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

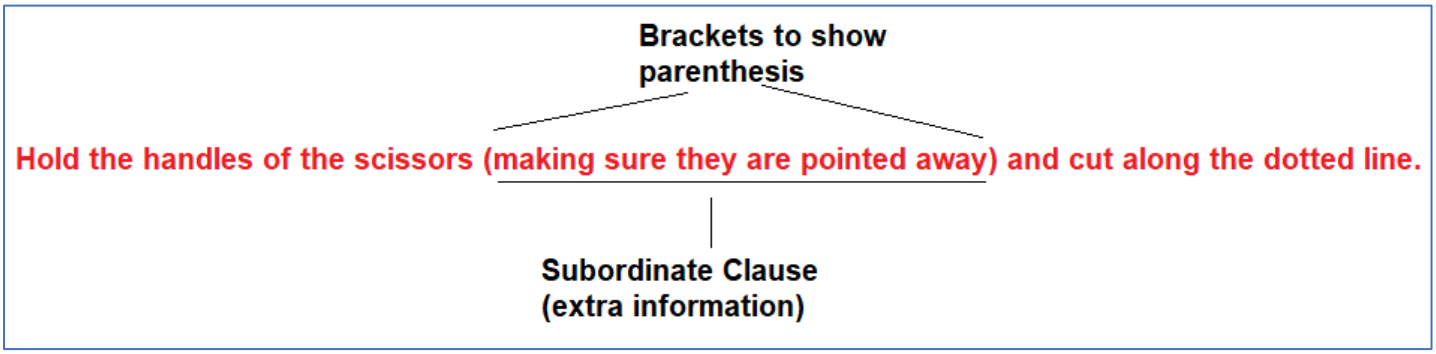
What are subordinate clauses?

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.

What is parenthesis?

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.

2. 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**.

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

Trace and copy the patterns. Say the sounds.

is is

dis dis

Write the opposites.

brother	
hers	
like	dis
agree	dis

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.

MATHS – Friday 26th February 2021 – Divide by 8 (÷ 8)

STARTER – Times Table Practice:

0 × 8 = _____	8 × ☐ = 0	5 × 8 = _____	8 × 11 = _____
1 × 8 = _____	8 × ☐ = 8	7 × 8 = _____	8 × 6 = _____
2 × 8 = _____	8 × ☐ = 16	10 × 8 = _____	8 × 2 = _____
3 × 8 = _____	8 × ☐ = 24	6 × 8 = _____	8 × 0 = _____
4 × 8 = _____	8 × ☐ = 32	9 × 8 = _____	8 × 1 = _____
5 × 8 = _____	8 × ☐ = 40	0 × 8 = _____	8 × 7 = _____
6 × 8 = _____	8 × ☐ = 48	11 × 8 = _____	8 × 10 = _____
7 × 8 = _____	8 × ☐ = 56	1 × 8 = _____	8 × 5 = _____
8 × 8 = _____	8 × ☐ = 64	8 × 8 = _____	8 × 12 = _____
9 × 8 = _____	8 × ☐ = 72	2 × 8 = _____	8 × 3 = _____
10 × 8 = _____	8 × ☐ = 80	12 × 8 = _____	8 × 8 = _____
11 × 8 = _____	8 × ☐ = 88	3 × 8 = _____	8 × 9 = _____
12 × 8 = _____	8 × ☐ = 96		

Use these examples to help you with your work today:

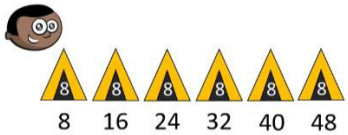
$1 \times 8 = 8$
$2 \times 8 = 16$
$3 \times 8 = 24$
$4 \times 8 = 32$
$5 \times 8 = 40$
$6 \times 8 = 48$
$7 \times 8 = 56$
$8 \times 8 = 64$
$9 \times 8 = 72$
$10 \times 8 = 80$
$11 \times 8 = 88$
$12 \times 8 = 96$

Here are 24 flowers.

How could we divide the flowers by 8?

There are 3 flowers in each pot.
$24 \div 8 = 3$

48 children go camping.
Each tent holds 8 children.
How many tents are needed?



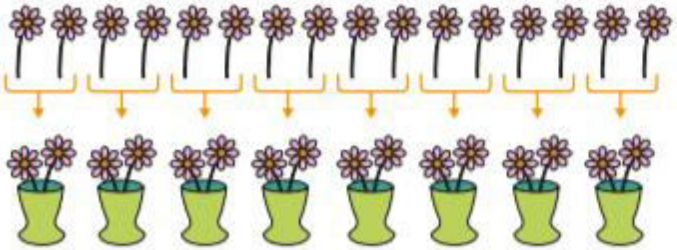
1 tent → 8 children
2 tents → 16 children
3 tents → 24 children
4 tents → 32 children
5 tents → 40 children
6 tents → 48 children

Main Activity:

Follow the link https://vimeo.com/480761847 or scan the QR Code to watch the video explaining dividing by 8.

1 Complete the sentences.

a)



There are ☐ flowers.

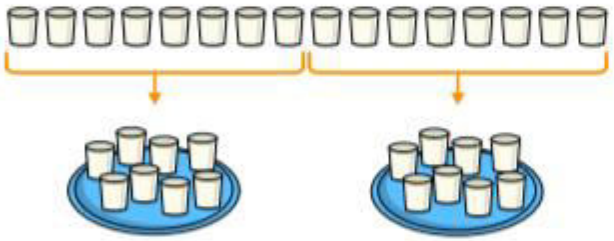
There are ☐ vases.

Each vase has ☐ flowers.

16 shared into ☐ equal groups is ☐

16 ÷ 8 = ____

b)



There are 16 glasses of milk.

There are ☐ glasses of milk on each tray.

There are ☐ trays.

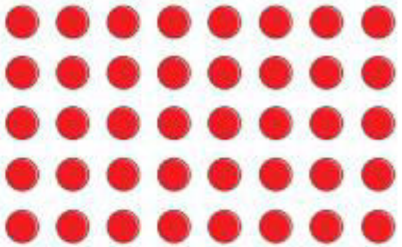
16 shared into ☐ equal groups is ☐

16 ÷ 2 = ____

2 Use the arrays to help you complete the divisions.

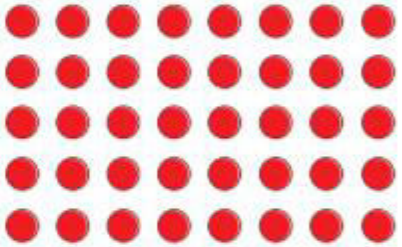
Draw on the arrays to show your workings.

a)



40 ÷ 8 = ☐

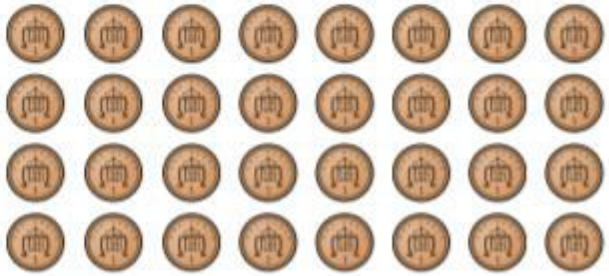
b)



40 ÷ 5 = ☐

3 32 coins are shared between 8 people.

How many coins does each person get?

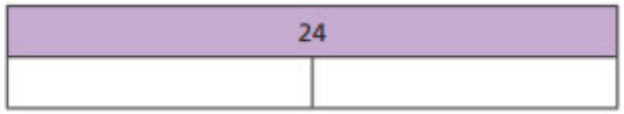


Complete the division.

32 ÷ 8 = ☐

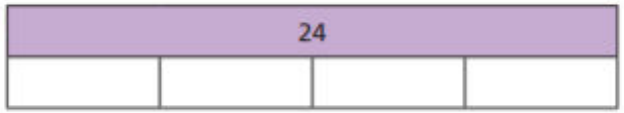
4 Complete the bar models and division statements.

a)



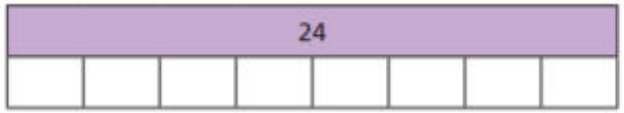
24 ÷ 2 = ☐

b)



24 ÷ 4 = ☐

c)



24 ÷ 8 = ☐

What do you notice?

5 40 kg of potatoes are packed into 8 kg bags.

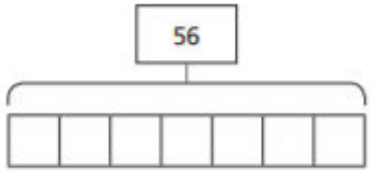
How many 8 kg bags can be filled?

40 ÷ 8 = ____

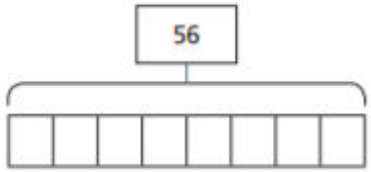
☐

6 a) Match the number story to the bar model.

56 sweets are shared equally between 8 party bags.

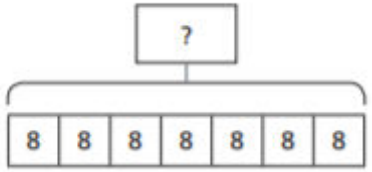


56 sweets are put into party bags. There are 8 sweets in each bag.



b) Complete the bar models.

c) Think of a number story to match this bar model.



7

64 ÷ 8 = _____

24 ÷ 8 = _____

40 ÷ 8 = _____

72 ÷ 8 = _____

48 ÷ 8 = _____

64 ÷ 8 = _____

80 ÷ 8 = _____

48 ÷ 8 = _____

16 ÷ 8 = _____

88 ÷ 8 = _____

80 ÷ 8 = _____

32 ÷ 8 = _____

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.

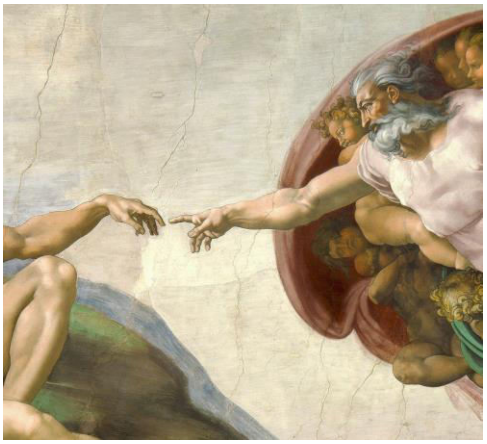
- Humanism was an idea that all people should be educated and learned in the classical arts, literature, and science.
- It looked for realism and human emotion in art, making the artwork look as **REAL** as possible!

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:

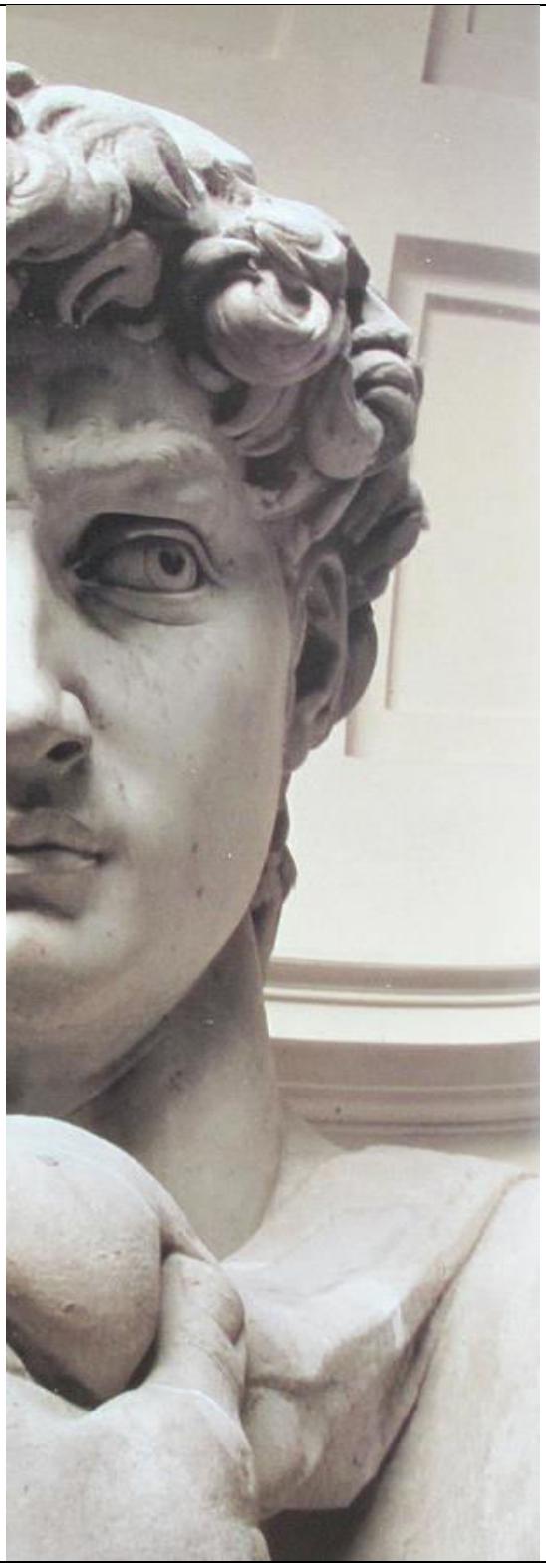
Look carefully at these two pieces of artwork form Michelangelo. Answer the following questions next to each piece.

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

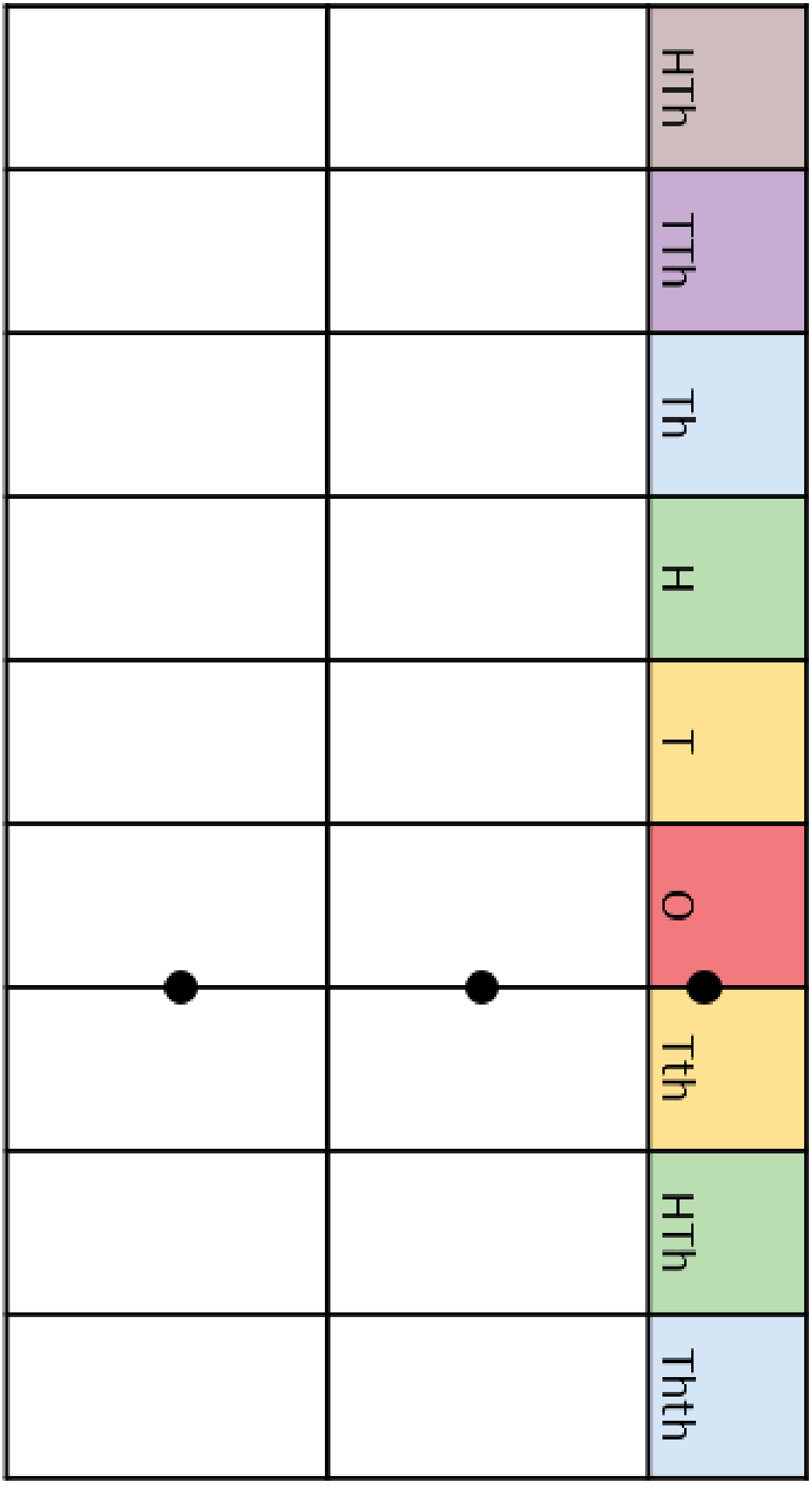
Michelangelo studied the anatomy of the human body (how the body and face look) and focussed in detail on proportion to get his drawings and sculptures to appear realistic (as real as possible) and 3D.

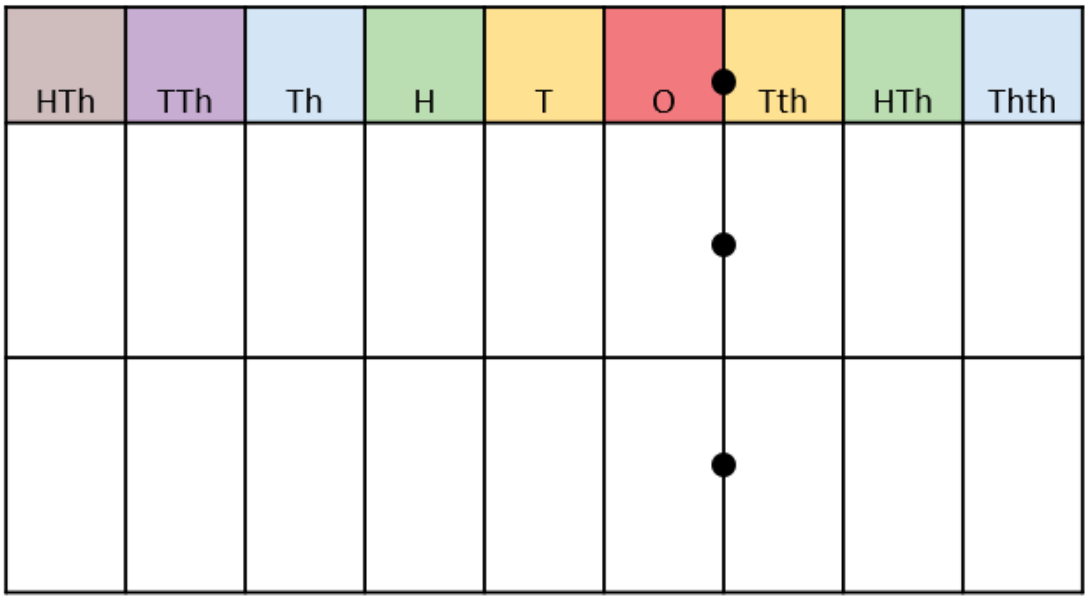
Competition: Draw the opposite side of David's face focussing on symmetry and proportion.



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!

Maths Resources – place value charts

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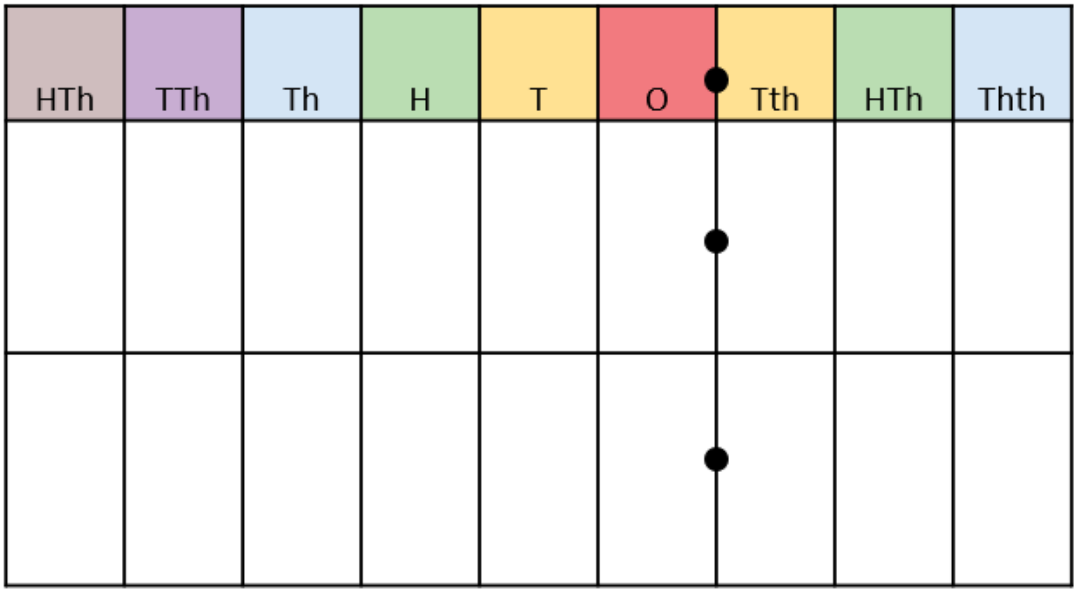
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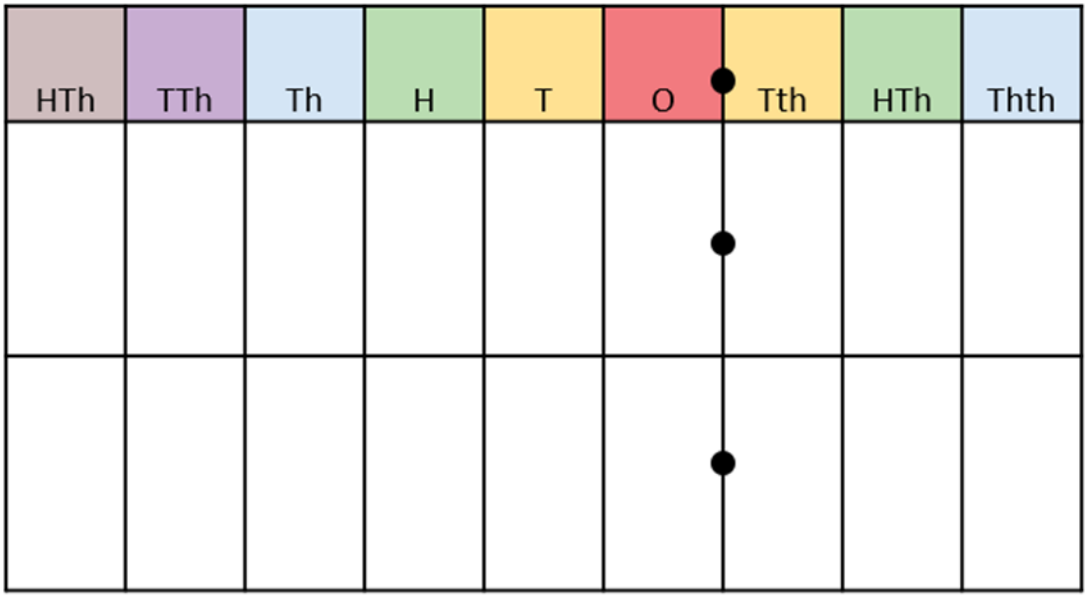
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Times Tables square

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