

Year 4 - PACK 1 - Week 8 – Week Beginning 01.03.2021

Monday	Reading – ‘The Man Who Bought a Mountain’ Writing – Rhetorical questions and introduction features Handwriting Practice Maths – Diving 2 digits by 1 digit Thematic – What did the Romans Believe?
Tuesday	Reading – ‘The Man Who Bought a Mountain’ Writing – Planning a set of instructions Spelling Practice Maths – Diving 2 digits by 1 digit Science – What can cause disruptions to food webs?
Wednesday	Reading – ‘The Man Who Bought a Mountain’ Writing – Drafting the introduction and equipment of instructions Handwriting Practice Maths – Diving 2 digits by 1 digit PE – Feeling Flexible Computing - Code your own sports game
Thursday	Reading – ‘The Man Who Bought a Mountain’ Writing – Drafting the method and extra information Spelling Practice Maths - Divide 3 digits by 1 digit RE – The Christian Worldview PSHE - Expressing Feelings
Friday	Reading – ‘The Man Who Bought a Mountain’ Writing – Editing and final draft Handwriting Practice Maths – Multiplication End of Unit Assessment Spanish - Days of the week

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 – ‘The Man Who Bought a Mountain’ Writing – Rhetorical questions and introduction features Handwriting Practice Maths – Diving 2 digits by 1 digit Thematic – What did the Romans Believe?
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TASK 1 – Reading and listening:

Listen to the recording on Class Dojo and read along.

The Man Who Bought a Mountain

“Everyone: stick together, look out for each other and stay on the trail, please. The path is really rocky and steep. It’s mostly uphill from here – but I suppose you’d all guessed that! As the elders say, the longest journey begins with a single step.”

Yash finished his speech and smiled at the weather-beaten faces looking back at him. He had spoken loudly and clearly to the group of nine men and women, most of whom shuffled from foot to foot, adjusting huge rucksacks as they listened.

“Jeez! How old is this kid, eleven?” muttered one man towards the back.

“Actually, I’m twelve.” Yash gritted his teeth.

Twelve years living at the base of this mountain, he thought to himself, compared with the twelve hours since you got off the plane.

A wise voice then echoed in his head.

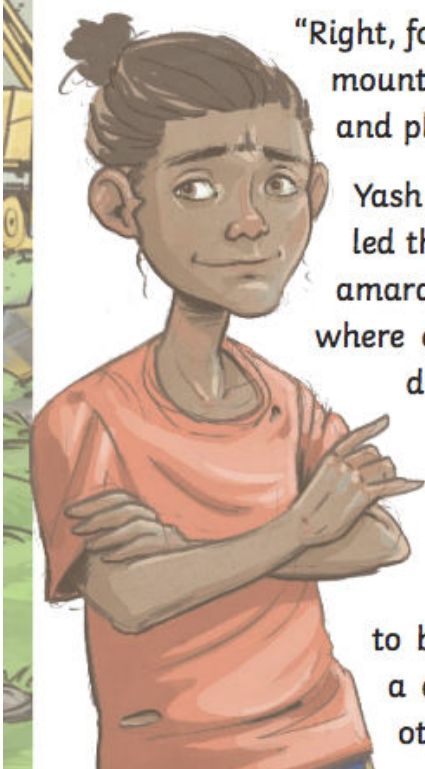
Always be welcoming to friends but be even more welcoming to visitors.

He forced another smile and then fastened his rarely brushed brown hair into a messy knot with a plain elasticated band which he took from his wrist.

“Right, follow me. It’s a few hours to the base camp. The Jagurdwa mountain is home to thousands of different species of animals and plants...”

Yash began his ritual of information and storytelling as he led the trek. He weaved his familiar route through the fields of amaranth crops, up a steep slope and past the Spring of Hope, where clear, cool ground water pooled gently before tumbling down the mountain rocks.

The area around the Spring of Hope always reminded him how much new life came from even the tiniest nooks and crannies on the vast Jagurdwa mountain. Cracks and crevices along the side of the steep path were home to beetles and spiders and, behind the cascading waterfall, a damp, shallow cave served as a perfect hiding place for other small creatures who preferred the darkness. The river



The Man Who Bought a Mountain

that cascaded from here with its streams and pools provided homes for fish and other creatures, and food for people.

Some visitors squealed or jumped in fright at the sight of the many animal species living on its slopes, but Yash loved to see them and took pleasure in trying to identify one set of distinguishing features from another. He knew that some animals lived only in this mountain region and nowhere else.

The group wound their way along the rocky track which led to the path of yaks. Yash's scratched and faded boots glided deftly over each section of the rough ground. He gripped a finely crafted stick with his right hand, made by his grandfather. The tip of it reached shoulder height and he planted it into the ground with every alternate footstep. Yash knew this – and every – path up the mountain like the back of his hand, and he adored every inch of the familiar landscape.

Behind him trudged the group, each kitted out with walking boots and hats and weighed down with their heavy bags. Sometimes, the groups were chatty and asked lots of questions; sometimes, they marched silently as though they had been sent as a punishment. Thankfully, this lot seemed like a fairly interesting bunch.



TASK 2 – Read today's extract

The Man Who Bought a Mountain

1 “Everyone: stick together, look out for each other and stay on the trail, please. The path is really rocky and steep. It’s mostly uphill from here – but I suppose you’d all guessed that! As the elders say, the longest journey begins with a single step.”

5 Yash finished his speech and smiled at the weather-beaten faces looking back at him. He had spoken loudly and clearly to the group of nine men and women, most of whom shuffled from foot to foot, adjusting huge rucksacks as they listened.

9 “Jeez! How old is this kid, eleven?” muttered one man towards the back.
“Actually, I’m twelve.” Yash gritted his teeth.

TASK 3 – Reading Responses:

1. Who is talking in lines 1-5? How do you know?

2. Find and copy three things Yash asks his group to do.

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

3. What job do you think Yash has and who are the people in the group?

4. In line 7 it says, “He had spoken loudly and clearly to the group”. What does this tell you about Yash’s personality?

I think Yash is a _____ person because _____

5. In the last line it says ‘Yash gritted his teeth’. This is an example of ‘show not tell’. How do you think Yash is feeling when he is gritting his teeth and why?

I think he is feeling _____ because _____

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



WRITING – Monday 1st March 2021 – Rhetorical questions and introduction features

In today's session we will be looking at the purpose of **rhetorical questions** in instructions and what makes a **good introduction** in a set of instructions to make the reader want to read on.

Rhetorical Questions

Do you really want...?
Do you think...?
Have you longed for a solution to...?
Have you always wanted...?
Have you considered...?
Have you tried...?
How can you live without...?
What are you waiting for?
What is better than...?
Why don't you...?
Why not try...?

TASK 1 – What are Rhetorical Questions?

Rhetorical questions are a useful technique in persuasive writing. As there is nobody to answer the question, a rhetorical question is usually designed to speak directly to the reader.

It allows the reader a moment to **pause** and **think** about the question. For that reason, they are effective in hooking a reader's **interest** and making them think about their own response to the question.

- **Are you sick and tired of having to make your own breakfast?**
- **Do you wish you could save yourself hours of time a day?**

Task 2 – Identifying Rhetorical Questions:

Rhetorical questions are used throughout the introductions of instructions to make the reader **WANT TO READ ON** and to **PERSUADE** them to follow your instructions.

Highlight the rhetorical questions in our 'How to Trap the Iron Man' and the 'How to Escape a Pyramid' instructions:

How to Trap the Iron Man

Are you kept awake by the sound of something tramping 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 around 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.

How to escape a pyramid

Have you found yourself trapped deep in the heart of an ancient pyramid with no idea about how to get out? Did the mystifying hieroglyphics and never-ending, spiralling tunnels leave your brain scrambled like eggs in the morning? If so, don't despair! Help is at hand. Pyramids can be straightforward to escape from. However, you must follow these simple instructions carefully if you wish to ever see daylight again!

- **These rhetorical questions make the reader want to read on because:**
 - o They make the reader think about what problems they might be having
 - o Provides them with a solution to their problems
 - o Talks about their EMOTIONS to engage them

Task 3 – Using Rhetorical Questions:



In this task, use the question stems to create your own rhetorical questions for the introduction of instructions for 'How to make the world's best sandwich':

Are you bored of _____
_____?

Do you wish _____
_____?

Have you ever found yourself _____
_____?

Task 4 – Features of an Introduction:

Follow the video on Class Dojo and highlight the following features of the introductions below:

Title	
Rhetorical Questions	
Supporting information	
'Read on' statement	

Use the example below to help you highlight your own:

How to Trap the Iron Man

Are you kept awake by the sound of something tramping 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 around 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.

Title	
Rhetorical Questions	

Supporting information	
'Read on' statement	

How to escape a pyramid

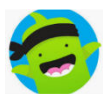
Have you found yourself trapped deep in the heart of an ancient pyramid with no idea about how to get out? Did the mystifying hieroglyphics and never-ending, spiralling tunnels leave your brain scrambled like eggs in the morning? If so, don't despair! Help is at hand. Pyramids can be straightforward to escape from. However, you must follow these simple instructions carefully if you wish to ever see daylight again!

Title	
Rhetorical Questions	
Supporting information	
'Read on' statement	

How to mummify a body

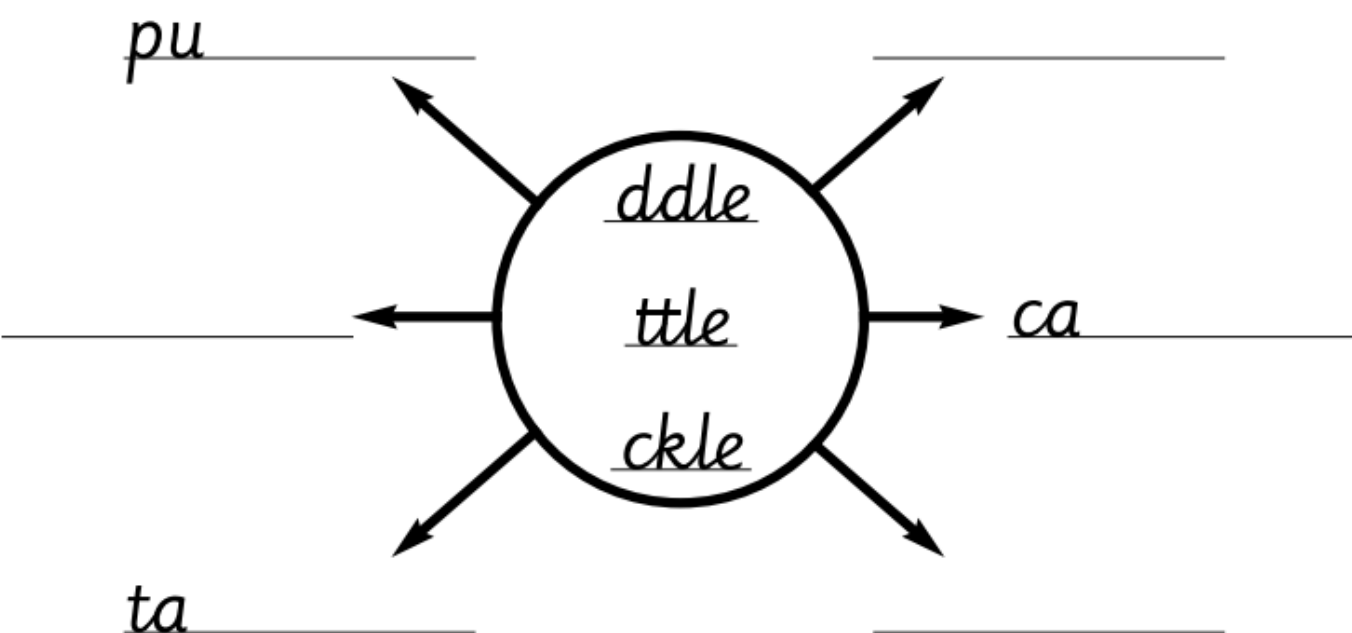
Instructions

Are you an Ancient Egyptian embalmer trying to help someone reach the afterlife without interruption? Is this the first time you've been expected to mummify a dead body on your own? If so, you've come to the right place. Mummification can be a complicated and lengthy process; however, if you follow these instructions carefully, we can guarantee that you will be successful!



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

Write at least two words for each ending. Think about the joins.



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.

This image shows a blank sheet of white paper designed for writing. It features a series of evenly spaced horizontal light blue lines across its entire width. A single vertical red line runs down the left side of the page, creating a narrow margin. The paper is otherwise empty, with no text or other markings.

×	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 1st March 2021 – Diving 2 digits by 1 digit

STARTER – Times Table Practice:

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

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

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

$3 \times 11 = \underline{\quad}$

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

$2 \times 12 = \underline{\quad}$

$11 \times 8 = \underline{\quad}$

$11 \times 4 = \underline{\quad}$

$11 \times 10 = \underline{\quad}$

$12 \times 10 = \underline{\quad}$

$11 \times 1 = \underline{\quad}$

$1 \times 12 = \underline{\quad}$

$12 \times 11 = \underline{\quad}$

$9 \times 11 = \underline{\quad}$

$4 \times 11 = \underline{\quad}$

$12 \times 1 = \underline{\quad}$

$11 \times 5 = \underline{\quad}$

$11 \times 9 = \underline{\quad}$

$12 \times 9 = \underline{\quad}$

$1 \times 11 = \underline{\quad}$

$11 \times 2 = \underline{\quad}$

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

$12 \times 5 = \underline{\quad}$

$3 \times 12 = \underline{\quad}$





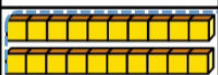

$8 \times 11 = \underline{\quad}$

$5 \times 11 = \underline{\quad}$

$2 \times 11 = \underline{\quad}$

Use these examples to help you with your work today:

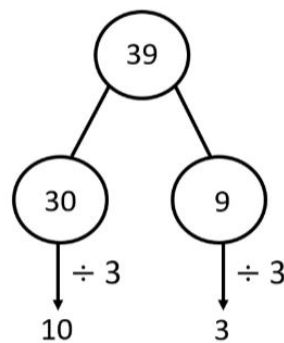
$66 \div 3 = 22$

Tens	Ones
	
	
	

$84 \div 6 = 14$

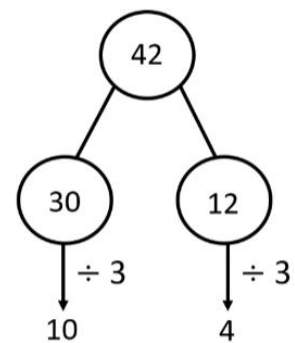
Tens	Ones
10	1 1 1 1
10	1 1 1 1
10	1 1 1 1
10	1 1 1 1
10	1 1 1 1
10	1 1 1 1

$39 \div 3 = 13$



$10 + 3 = 13$

$42 \div 3 = 14$



$10 + 4 = 14$



Main Activity:

Follow the link <https://vimeo.com/497573248> or scan the QR Code to watch the video explaining dividing 2 digits by 1 digit.

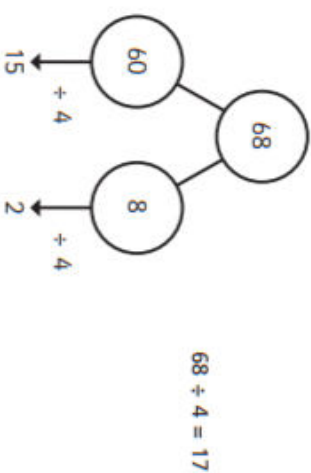
4 Teddy is working out $57 \div 3$



How does Teddy know this?

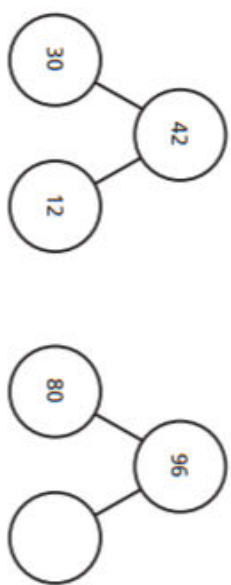
He knows this because _____

Amir is working out $68 \div 4$

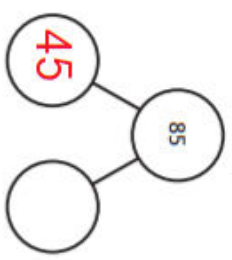


Use Amir's method to complete these calculations.

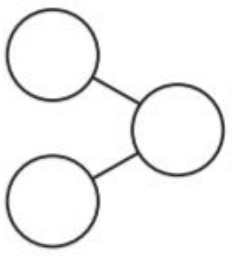
a) $42 \div 3 = \square$ b) $96 \div 4 = \square$



c) $85 \div 5 = \square$



d) $84 \div 6 = \square$



Kim has 92 beads.

She wants to share them equally between 4 friends.

How many beads will each friend get?

Tens	Ones

Extension:

Write <, > or = to make the statements correct.

$96 \div 8$ $72 \div 6$ $95 \div 5$ $63 \div 3$

$51 \div 3$ $64 \div 4$ $98 \div 7$ $95 \div 5$

What did the Romans believe?

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/what-did-the-romans-believe-60tp2r>

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.

Key Words

Polytheism	A religion that beliefs in more than one god.
Worship	Showing love and respect, often by praying to or celebrating gods.

TASK 2 – Fill in the missing words

worshipped

mixed

multiple

- a) One similarity between Roman and Celtic religions is that they both believed in _____ gods
- b) One difference between Roman and Celtic religions was in how they _____
- c) Roman and Celtic gods became _____ because Romans made agreements with Celts in their gods' name

TASK 3 – Complete the sentences by drawing a line to the correct ending:

Many Romans believed that

people were worshipping
the same god.

The Imperial Cult helped
unify the Roman world
because

the Emperor and his family
were gods.

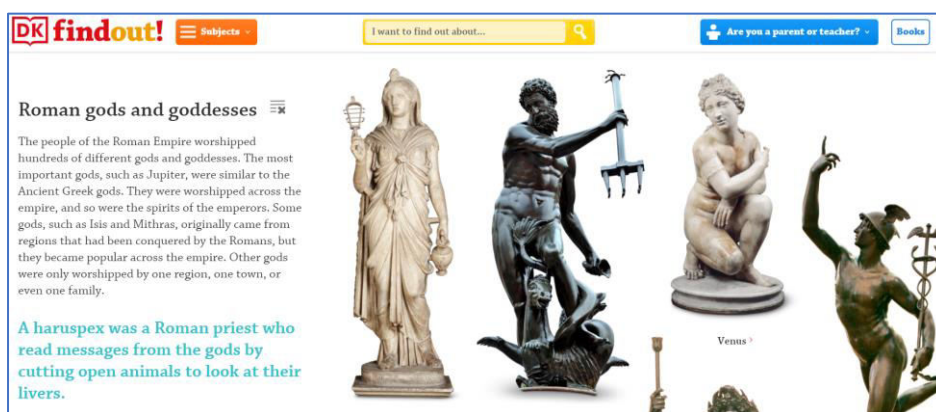
TASK 4 – True or false?

	True	False
A) Christianity arrived in Britain in the 1 st century.		
B) Constantine told his soldiers to draw a cross on their shields.		
C) Everyone in Britain began to follow Christianity.		

EXTENSION:

Research one of the original Roman Gods or goddesses and create a fact file about who they were, what they were the god of and how people worshipped them.

<https://www.dkfindout.com/uk/history/ancient-rome/roman-gods-and-goddesses/>



Share your amazing work with us on Class Dojo!



Tuesday	Reading – ‘The Man Who Bought a Mountain’ Writing – Planning a set of instructions Spelling Practice Maths – Diving 2 digits by 1 digit Science – What can cause disruptions to food webs?
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TASK 1 – Read today’s extract

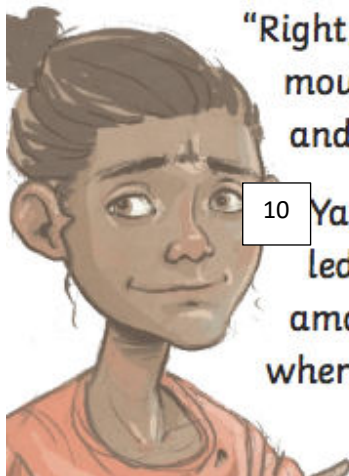
Amaranth	A plant that produces a kind of grain.		
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- 1 *Twelve years living at the base of this mountain, he thought to himself, compared with the twelve hours since you got off the plane.*

A wise voice then echoed in his head.

- 5 *Always be welcoming to friends but be even more welcoming to visitors.*

He forced another smile and then fastened his rarely brushed brown hair into a messy knot with a plain elasticated band which he took from his wrist.



“Right, follow me. It’s a few hours to the base camp. The Jagurdwa mountain is home to thousands of different species of animals and plants...”

10 Yash began his ritual of information and storytelling as he led the trek. He weaved his familiar route through the fields of amaranth crops, up a steep slope and past the Spring of Hope, where clear, cool ground water pooled gently before tumbling down the mountain rocks.

TASK 2 – Reading Responses:

1. Find and copy the phrase that tells you what hairstyle Yash wore.

2. How long will the walk to the base camp take?

3. Why are lines 1-5 written in *italics*? Tick the correct answer.

To show that these sentences should be read in a loud voice.	
To show that these sentences are Yash's thoughts and he does not say them out loud.	
To show that these sentences are less important.	

4. In line 10 it says, "Yash began his ritual of information and storytelling". What does this tell you about how often Yash has done this already? (Is this the first time he does it? Has he done it many times?)

The phrase "began his ritual" shows that _____

5. It says that Yash 'weaved' his route on the journey. What does this verb show about how he was travelling?

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



WRITING – Tuesday 2nd March 2021 – Planning a set of instructions

Today you are going to be **planning** your very own set of instructions so that you can draft and complete these this week.

RECAP: What are the features of instructions?



Last week we looked at all of the features that we must include in a set of instructions.

Can you think of all of features that make a piece of writing instructional?



Watch the video below or scan the QR code to remind yourself of all of the features:

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

TASK 1 – Reading planning Example:

Below is an example planning sheet that was used for the ‘How to trap the Iron Man’ instructions.

Look at each section and read the bullet point notes that were created to help with the drafting of the instructions. **WATCH THE VIDEO ON CLASSDOJO TO HELP SUPPORT YOU WITH YOUR PLANNING!**

Title:	<ul style="list-style-type: none">• How to Trap the Iron Man
Introduction:	<ul style="list-style-type: none">• Rhetorical Questions – are you being kept awake? Do you live in fear of what may be around the corner? Do you lie trembling in your bed?• Supporting information – Do not fear! Help is at hand!• Read on – Read these step-by-step instructions to get rid of this terrible pest.
What you will need (Equipment):	<ul style="list-style-type: none">• 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):	<ol style="list-style-type: none">1) Dig a large, deep hole2) Cover it with a sheet and pin it securely to the ground3) Scatter leaves and branches across the sheet and cover with soil4) Place bait on top of the sheet to tempt the Iron Man into the trap5) Find a secure place to hide and wait6) When the Iron Man is in the trap, remove leftover branches and check that he is trapped and cannot escape7) Surround the hole with barbed wire to stop trespassers and also to stop him from escaping
Important Information:	<ul style="list-style-type: none">• Keep children well away from this frightening being• He will try to escape so stay away from the edge of the trap• He will try to trick you by crying or making a deal – he may offer to tell you the whereabouts of the dragon’s treasure• Do not be fooled – he is dangerous and only thinks about himself.

REMEMBER: This is a plan of your ideas, so does not need to be written in full sentences and be your FINAL ideas – these will be written fully in your draft this week.

TASK 2 – Planning your instructions:

For your own instructions, you will be planning how to capture a creature or being of your own. This could be one from a story, a real-life animal or one from your own imagination.

Here are some ideas to support you if you are struggling to come up with your own:

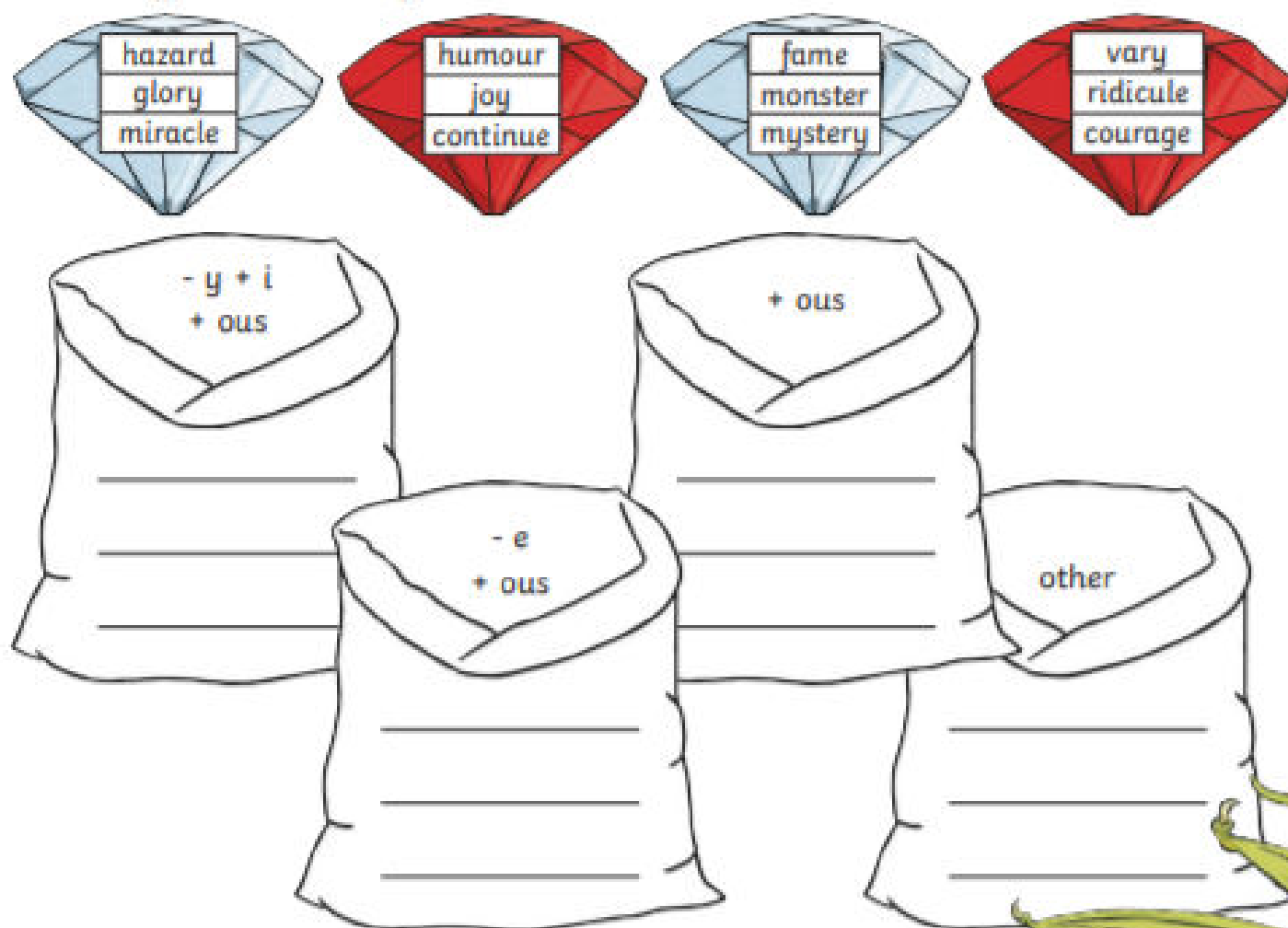
- How to capture a dragon
- How to capture a unicorn
- Trapping a wild lion
- Capturing an Ancient Egyptian Mummy
- How to capture a Minotaur



Title:	
Introduction:	<hr/> <hr/> <hr/> <hr/>
What you will need (Equipment):	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

SPELLING – Tuesday 2nd March 2021

Guster the dragon is supposed to be organising his treasure by adding suffixes, but he has got all mixed up! Can you help him? For each root word, decide what rule Guster should follow to add the suffix and write the full word in the correct sack.



Guster has made some mistakes. Can you let him know whether his words are spelled correctly (✓) or incorrectly (X)?

Word	✓/X
vicous	
jealous	
fabullous	
gorgeous	
adventurous	
dangerrous	

For each of Guster's incorrect words, write the correct spelling below:

WORDSEARCH – can you find all of the ‘ous’ words in your wordsearch?

Words with the Suffix ‘-ous’

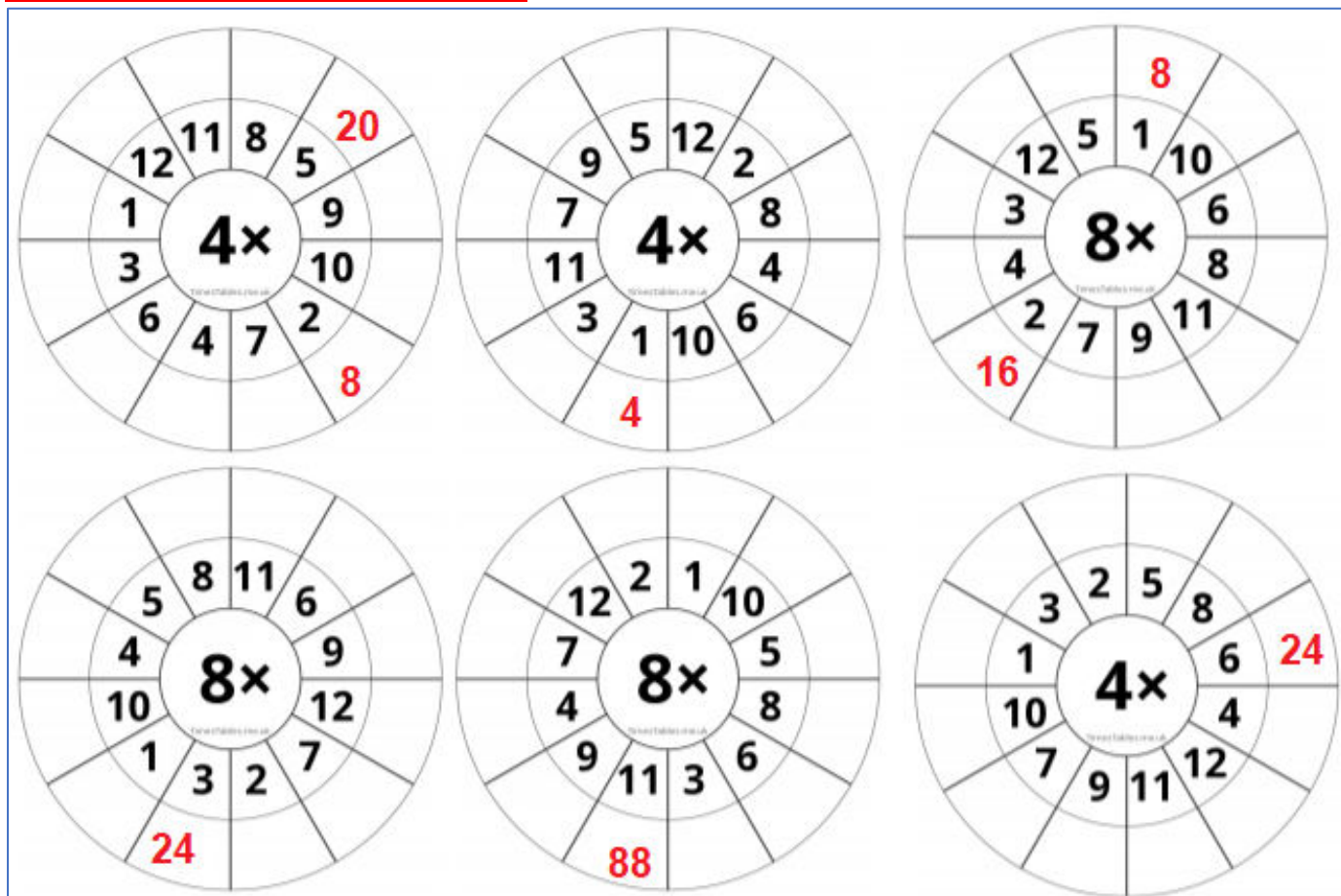
t	y	y	n	p	w	b	u	w	n	p	l	j	f	d
c	n	w	g	t	t	s	u	o	r	o	m	u	h	u
v	r	p	w	w	j	j	z	o	m	i	q	g	n	n
d	i	a	r	q	t	g	m	w	y	z	x	l	a	s
c	o	c	j	l	m	s	u	u	s	g	m	o	m	u
d	w	d	t	f	g	i	u	o	t	n	s	r	f	o
v	g	o	c	o	u	p	p	o	e	w	z	i	b	i
s	g	l	d	y	r	r	i	y	r	e	m	o	x	r
m	u	e	a	o	r	i	i	p	i	o	i	u	n	a
z	l	x	t	m	r	e	o	o	o	c	g	s	t	v
h	v	s	j	i	o	o	o	u	u	y	u	i	t	d
l	e	p	u	h	m	r	u	i	s	s	a	v	v	k
k	h	n	o	e	b	d	o	s	s	t	q	a	m	z
u	i	w	m	k	h	o	q	u	r	s	s	a	o	j
s	u	o	r	o	g	i	r	x	s	d	z	q	d	h

various
furious
glorious
victorious
mysterious

humorous
glamorous
vigorous
odorous
rigorous

MATHS – Tuesday 2nd March 2021 – Diving 2 digits by 1 digit

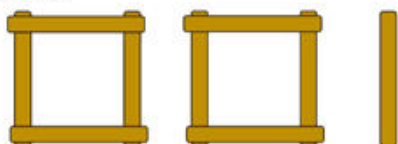
STARTER – Times Table Practice:



Use these examples to help you with your work today:

Mo has 9 lolly sticks.

What if Mo used his sticks to make squares?



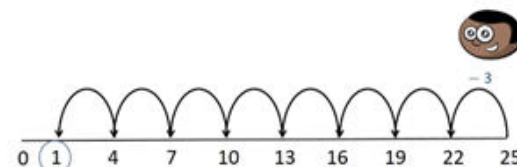
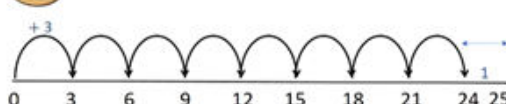
Each square uses 4 sticks.

Mo can make 2 squares with 9 sticks.

There is one stick remaining.

$$9 \div 4 = 2 \text{ remainder } 1$$

$$25 \div 3 = 8 \text{ r } 1$$



$$64 \div 3 = 21 \text{ remainder } 1$$

Tens	Ones
10 10	1
10 10	1
10 10	1

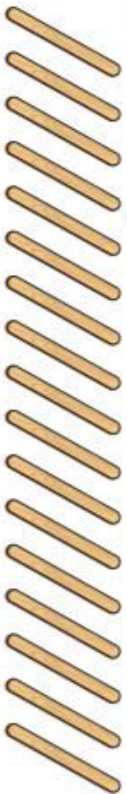
1



Main Activity:

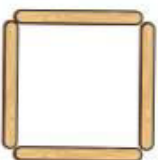
Follow the link <https://vimeo.com/497601665> or scan the QR Code to watch the video explaining dividing 2 digits by 1 digit.

1 Mo has these lolly sticks.



He uses them to make squares.

How many squares can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are groups of 4

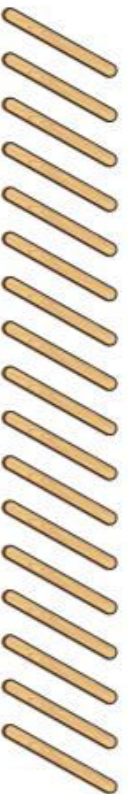
There is lolly stick remaining.

$17 \div 4 =$ remainder

Mo can make squares.

2 Mo now uses the lolly sticks to make triangles.

How many triangles can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are groups of 3

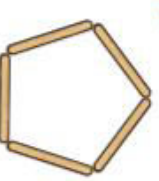
There are lolly sticks remaining.

$17 \div 3 =$ remainder

Mo can make triangles.

3 Finally, Mo uses the lolly sticks to make pentagons.

How many pentagons can Mo make?



Complete the sentences.

There are 17 lolly sticks.

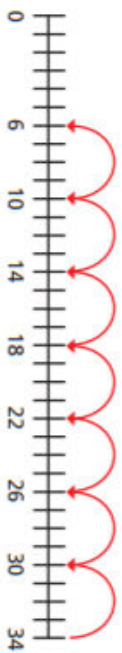
There are groups of 5

There are lolly sticks remaining.

$17 \div 5 =$ remainder

Mo can make pentagons.

4

Eva works out $34 \div 4$ 

There is a remainder of 6



Is Eva correct? _____

She is correct / incorrect because _____

5

Complete the calculations.

a) $29 \div \square = 4$ remainder 5 c) $29 \div \square = 14$ remainder 1

b) $29 \div \square = 4$ remainder 1

6

How do you know there is no remainder when 75 is divided by 5?

Without doing the division, what is the remainder when 76 is divided by 5?

7

Use place value counters and a place value chart to work out the divisions.

a) $87 \div 4 = \square$ remainder

Tens	Ones

b) $77 \div 3 = \square$ remainder

Tens	Ones

EXTENSION:

Teddy has fewer than 60 marbles but more than 40

When he shares them equally into 3 pots he has no remainders.

When he shares them equally into 4 pots he has remainder 3

When he shares them equally into 5 pots he has remainder 1

How many marbles could Teddy have?

What can cause disruptions to food webs?

In this lesson we will learn about the main factors that are affecting food webs and changing our planet's ecosystems.



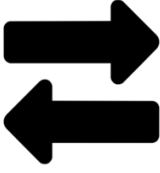
<https://classroom.thenational.academy/lessons/what-can-cause-disruptions-to-food-webs-69jk2r>



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.

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.

TASK 2 – Follow the instructions in the videos and draw arrows to complete the food web and label each part carefully.

F



TASK 3 – Complete the sentences

If pear trees were removed from the food web, I predict that _____
_____ because _____

If ladybirds are removed from the food web, I predict that _____
_____ because _____

TASK 4 – Follow the instructions in the video to complete the mind map on food bew disruption.

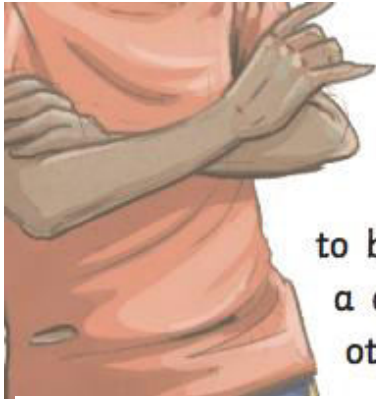


Share your work on Class Dojo.

Wednesday	Reading – ‘The Man Who Bought a Mountain’ Writing – Drafting the introduction and equipment of instructions Handwriting Practice Maths – Diving 2 digits by 1 digit PE – Feeling Flexible Computing - Code your own sports game
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READING Wednesday 10th March 2021 – ‘The Man Who Bought a Mountain’

TASK 1 – Read today’s extract



The area around the Spring of Hope always reminded him how much new life came from even the tiniest nooks and crannies on the vast Jagurdwa mountain. Cracks and crevices along the side of the steep path were home to beetles and spiders and, behind the cascading waterfall, a damp, shallow cave served as a perfect hiding place for other small creatures who preferred the darkness. The river

that cascaded from here with its streams and pools provided homes for fish and other creatures, and food for people.

Crevice	A narrow opening in a wall or rock.	
Cascading	To fall from one level to the next.	<i>After the storm, water was cascading into the canyon.</i>

TASK 2 – Reading Responses:

1. What is the name of the mountain that the group is trekking on?

2. What animals live in the cracks and crevices of the mountain?

3. True or false?

	True	False
The path they were walking on was flat.		
The area Yash is talking about is close to a spring.		
Beetles and spiders like living in the caves behind the waterfalls.		

4. Based on today's extract, what do you think Yash thinks of the area described? Explain your thinking using evidence from the text.

I think Yash _____ *because* _____

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



WRITING – Wednesday 3rd March 2021 – Drafting the introduction and equipment of instructions

Today you are going to write the draft of your introduction and equipment using all of the features that you have been looking at over the past two weeks.

TASK 1 – Instructional Video:

Watch the video on ClassDojo explaining how to turn your planning ideas into full sentences.

USE THIS EXAMPLE TO SUPPORT YOU WITH YOUR OWN PLANNING:

Title:	<ul style="list-style-type: none">• How to Capture a wild Dragon
Introduction:	<ul style="list-style-type: none">• Rhetorical Questions – Are you fed up of sitting inside scared? Do you wish you could stop the fire-breathing monster from ruining your house?• Supporting information – Look no further! Help is here.• Read on – Read these step-by-step instructions to get rid of this frustrating nuisance.
What you will need (Equipment):	<ul style="list-style-type: none">• a large net• a deep, empty cave• 2 fireproof pieces of rope• one large rock (big enough to cover the hole of the cave)• barbed wire fencing• a large piece of bait (possibly a large picture of a goat or human)

How to Capture a wild Dragon

Are you fed up of spending sleepless nights laying awake in fear of the horrific beast that roams around terrorising the skies? Do you wish there was something you could do to prevent this fire breathing monster from destroying everything that comes into its path? Have you ever found yourself praying that something could be done to capture this beast and end their reign of terror? Look no further! Help is at hand! Follow these simple, step-by-step instructions to rid yourself, and your country, of this frustrating nuisance for good!

You Will Need:

- a large net
- a deep, empty cave
- 2 fireproof pieces of rope
- one large rock (big enough to cover the hole of the cave)
- barbed wire fencing
- a large piece of bait (possibly a large picture of a goat or human)

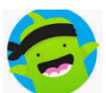


TASK 2 – Drafting:

As you draft, refer to the checklist and your plan to make sure you have used all the features you have been looking at. When you have finished, tick off each one you have used and go back and edit your work with purple pen.

Checklist			
Title		Subheading (equipment)	
Rhetorical Questions		Exciting adjective choices	
Bullet points		Supporting information	
Capital letters and full stops		'read on' sentence	

A large area for drafting, consisting of 20 horizontal blue lines and a vertical red margin line on the left.



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

HANDWRITING – Wednesday 3rd March 2021

Write the *ing* forms. Think about the joins.

sing + *ing* = _____ *ring* + *ing* = _____

ping + *ing* = _____ *cling* + *ing* = _____

spring + *ing* = _____ *fling* + *ing* = _____

sting + *ing* = _____ *swing* + *ing* = _____

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.

MATHS – Wednesday 3rd March 2021 – Diving 2 digits by 1 digit

STARTER – Times Table Practice:

$2 \times 12 = \underline{\quad}$

$4 \times 1 = \underline{\quad}$

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

$96 \div 8 = \underline{\quad}$

$16 \div 8 = \underline{\quad}$

$16 \div 4 = \underline{\quad}$

$48 \div 8 = \underline{\quad}$

$56 \div 8 = \underline{\quad}$

$12 \times 8 = \underline{\quad}$

$4 \times 11 = \underline{\quad}$

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

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

$24 \div 8 = \underline{\quad}$

$12 \div 2 = \underline{\quad}$

$1 \times 2 = \underline{\quad}$

$4 \div 2 = \underline{\quad}$

$2 \times 10 = \underline{\quad}$

$48 \div 4 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$2 \times 11 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

$24 \div 4 = \underline{\quad}$

$8 \times 11 = \underline{\quad}$

$2 \times 1 = \underline{\quad}$

Use these examples to help you with your work today:

$72 \div 3 = 24$

$92 \div 4 = 23$

$73 \div 3 = 24 \text{ r } 1$

$93 \div 4 = 23 \text{ r } 1$

$74 \div 3 = 24 \text{ r } 2$

$94 \div 4 = 23 \text{ r } 2$

$75 \div 3 = 25$

$95 \div 4 = 23 \text{ r } 3$

$76 \div 3 = 25 \text{ r } 1$

$96 \div 4 = 24$

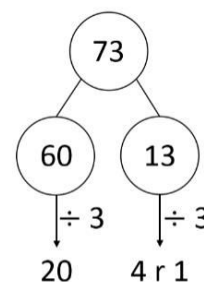
$97 \div 4 = 24 \text{ r } 1$

The remainder must be less than the divisor.

$73 \div 3 = 24 \text{ remainder } 1$

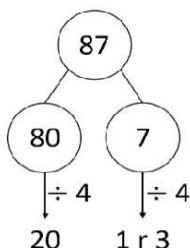
1

Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1
10 10	1 1 1 1



$87 \div 4 = 21 \text{ remainder } 3$

Tens	Ones
10 10	1
10 10	1
10 10	1
10 10	1



Main Activity:

Follow the link <https://vimeo.com/497936690> or scan the QR Code to watch the video explaining dividing 2 digits by 1 digit.

1 Whitney is working out $49 \div 4$ using a place value chart.

Tens	Ones
10	1 1
10	1 1
10	1 1
10	1 1

1

a) Talk about Whitney's method with a partner.

b) Why is there one counter left over?

c) Complete the division.

$$49 \div 4 = \boxed{}$$

d) Use place value counters to complete the divisions.

$$50 \div 4 = \boxed{}$$

$$51 \div 4 = \boxed{}$$

What do you notice?

2

Complete the divisions.

a) $36 \div 4 = \boxed{}$

$$37 \div 4 = \boxed{}$$

$$38 \div 4 = \boxed{}$$

$$39 \div 4 = \boxed{}$$

$$40 \div 4 = \boxed{}$$

Tens	Ones

b) $70 \div 5 = \boxed{}$

$$71 \div 5 = \boxed{}$$

$$72 \div 5 = \boxed{}$$

$$73 \div 5 = \boxed{}$$

$$74 \div 5 = \boxed{}$$

Tens	Ones

c) $45 \div 3 = \boxed{}$

$$46 \div 3 = \boxed{}$$

$$47 \div 3 = \boxed{}$$

$$48 \div 3 = \boxed{}$$

$$49 \div 3 = \boxed{}$$

Tens	Ones

d) $92 \div 4 = \boxed{}$

$$91 \div 4 = \boxed{}$$

$$90 \div 4 = \boxed{}$$

$$89 \div 4 = \boxed{}$$

$$88 \div 4 = \boxed{}$$

Tens	Ones

Dora has been working out some divisions.



I know without working it out that $76 \div 4$ must be 18 r4

$$72 \div 4 = 18$$

$$73 \div 4 = 18 \text{ r}1$$

$$74 \div 4 = 18 \text{ r}2$$

$$75 \div 4 = 18 \text{ r}3$$

o) Why does Dora think this?

She thinks this because

b) Explain why Dora is wrong.

She is wrong because

7

Eggs come in boxes of 6

Annie has 75 eggs.

She wants to know how many boxes she can fill.



a) Complete the division to work it out.

+

=

-

Tens		Ones	

5

Jack has these bulbs.



Daffodils 49



Tulips 63



Crocuses 98

Equal numbers of each bulb are put into 4 tubs.

How many of each bulb will be in each tub?

Daftodils

Tulips

21

Crocuses

How many of each bulb will be left over?

Daftodils

10

Tulips

10

Crocuses

21

How many tubs could Jack use so that there are no bulbs left over?

EXTENSION:

Explain

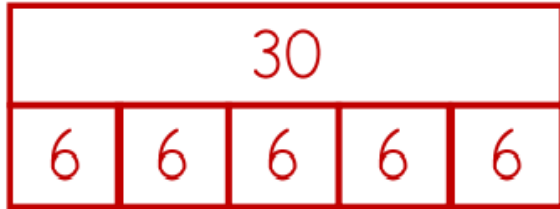
$$30 \div 6$$

Joy's method



'Split 30 into 6 boxes.
5 per box.'

Fred's method



'How many 6s in 30?
There are 5.'


I agree with Joy

I agree with Fred

I agree with both

Explain:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.




Feeling Flexible? PE Home Learning

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

Time to Learn:

- Layout five markers in a space around your area. These are your five flexibility circuit activities.
- Station 1:** Perform ten extended tucks.
- Station 2:** Perform ten roll and release.
- Station 3:** Perform ten lunges.
- Station 4:** Perform ten arches, holding each one for five seconds.
- Station 5:** Perform ten extended leg raises.
- 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

Stretch Out!

- By stretching this will improve our flexibility.

Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion.

Let's Reflect

How do you think stretching will improve flexibility?

Why is being flexible important when playing sport?

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

<https://www.youtube.com/watch?v=J7ymsKEgKtw&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=36&t=0s>



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!



COMPUTING – Wednesday 3rd March 2021 -Code your own sports game

In today's lesson you will be learning to create computer code in order to create your very own sports game.



Code your own sports game



TASK 1:

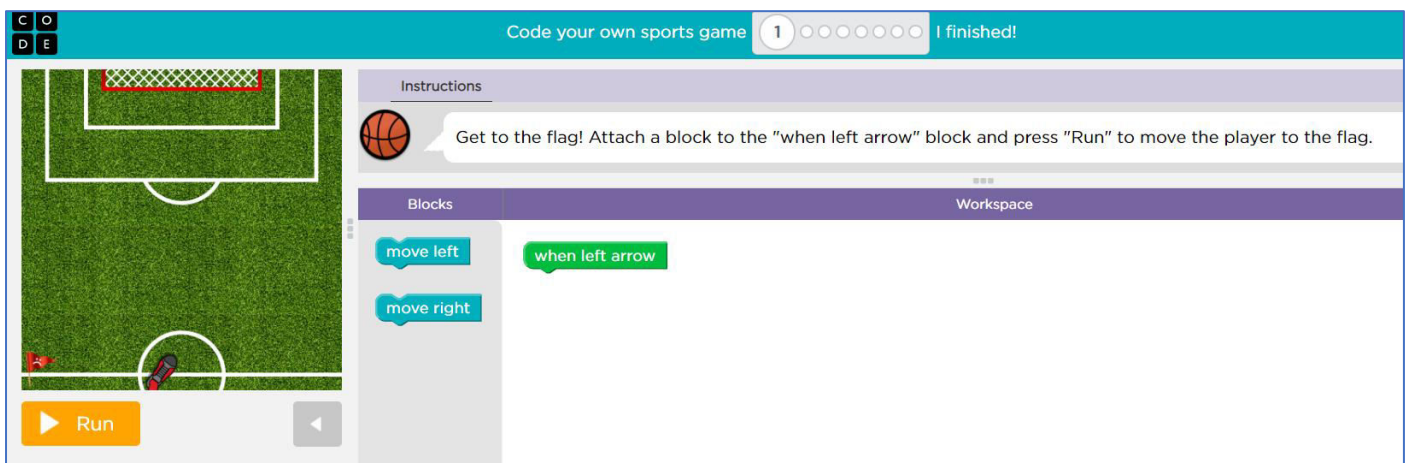
Follow the link below or scan the QR code:

<https://studio.code.org/s/sports/stage/1/puzzle/1>



TASK 2:

Follow the different levels which will teach you how to code different commands and sequences to create your very own sports computer game.




Thursday	Reading – ‘The Man Who Bought a Mountain’ Writing – Drafting the method and extra information Spelling Practice Maths - Divide 3 digits by 1 digit RE – The Christian Worldview PSHE - Expressing Feelings
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TASK 1 – Read today’s extract

Some visitors squealed or jumped in fright at the sight of the many animal species living on its slopes, but Yash loved to see them and took pleasure in trying to identify one set of distinguishing features from another. He knew that some animals lived only in this mountain region and nowhere else.

The group wound their way along the rocky track which led to the path of yaks. Yash's scratched and faded boots glided deftly over each section of the rough ground. He gripped a finely crafted stick with his right hand, made by his grandfather. The tip of it reached shoulder height and he planted it into the ground with every alternate footstep. Yash knew this – and every – path up the mountain like the back of his hand, and he adored every inch of the familiar landscape.

Distinguish	To tell apart by seeing differences.	<i>People who are colour blind can often not distinguish red from green.</i>
Yaks	A large, heavy animal with long fur. They are closely related to cows.	
Deftly	In a skilful, quick and clever way.	<i>Her fingers flew deftly as she knitted.</i>

STAR VOCABULARY

TASK 2 – Answer the questions

1. Complete the table, finding evidence from the text to support each statement.

STATEMENT	<i>Evidence from the text</i>
Some of the visitors were afraid of the wildlife.	"Some visitors squealed or jumped in fright"
Yash adored the wildlife.	<hr/> <hr/>
Yash is a skilful hiker.	<hr/> <hr/>

2. Find and copy the phrase that tells you how tall Yash's walking stick was.

3. In the text it says, "Yash knew this – and every – path up the mountain like **the back of his hand.**" What does this phrase tell you about Yash's knowledge of the mountains?

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



WRITING – Thursday 4th March 2021 – Drafting the method and extra information

Today you are going to write the draft of your method and extra information using all of the features that you have been looking at over the past two week and your plan.

TASK 1 – Instructional Video:

Watch the video on ClassDojo explaining how to turn your planning ideas into full sentences.

USE THIS EXAMPLE TO SUPPORT YOU WITH YOUR OWN PLANNING:

What you have to do (Method):	<ol style="list-style-type: none">1) Find a large, deep cave2) Place the large net inside the cave3) Balance a rock (big enough to cover the entrance) above the cave4) Place the bait (picture of an animal or human) just inside the cave5) Find a secure place to hide and wait6) When the dragon is in the trap and caught in the net, tie up his wings and mouth with the rope and check that he is trapped and cannot escape7) Push the rock down to cover the entrance of the cave8) Surround the cave with barbed wire to stop trespassers moving the rock and releasing the beast
Important Information:	<ul style="list-style-type: none">• Keep children and adults well away from this frightening being• He will try to escape so stay away from the edge of the cave• He will try to trick you by crying or making a deal – he may offer to tell you the whereabouts of his treasure• Do not be fooled – he is dangerous and only thinks about himself.

What you have to do (Method):

1. Initially, you must find a very large and deep cave (deep enough to hold the dragon) somewhere the dragon is likely to fly.
2. Once you have found your cave, you must carefully place the large net inside, making sure that it cannot be seen from the outside.
3. After that, balance a large rock (big enough to cover the entrance to the cave) just above, making sure it will not fall before you need to use it.
4. Now you have to tempt the Dragon. This can be done by cleverly placing bait (a large picture or cut-out of a human or animal) just inside the cave, 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 its arrival (making sure you do not distract it on its way towards the trap).
6. Eventually, the creature will take the bait. Once the dragon is caught up in the net, you will need to carefully tie up his wings and his mouth, stopping him from flying away or burning his way out with his immense fire!

7. Finally, you must quickly and securely cover the hole entrance with the large rock and the barbed wire fencing (to ensure the dragon cannot escape and to protect any trespassers from harm).

Important information:

An angry Dragon can be a frightening sight, so keep all little children inside and warn all adults to stay well away from this frightening being. He will try relentlessly to escape, so make sure that you do not go too near to the cave in case he tries to escape. Dragons are clever creatures and may try to plead with you to set them free. They may even promise to tell you the whereabouts of their secret treasure. Do not be fooled, dragons only think of themselves and it will only lead to another dangerous situation!

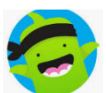
TASK 2 – Drafting:

As you draft, refer to the checklist and your plan to make sure you have used all the features you have been looking at. When you have finished, tick off each one you have used and go back and edit your work with purple pen.

Checklist			
Subheadings (Method / extra information)		Adverbials of time	
Imperative verbs		Exciting adjective choices	
Adverbs		Subordinate clauses (extra information in brackets)	
Capital letters and full stops			

[illegible]

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



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

Which Word Where?

This week, we are learning about adding the vowel suffix -ous to words that end in 'y' and 'our'. Can you match the correct word into the correct sentence?

various	furious	glorious	victorious	mysterious
humorous	glamorous	vigorous	odorous	rigorous

1. The rowing team were _____ at the Olympics and showed off their gold medals proudly.
2. This curry is particularly delicious due to the _____ spices we add to it.
3. Under the cover of darkness, the _____ stranger made his way out of the shadows towards the hotel.
4. Chuckles, the _____ circus clown has a problem. He has lost his red nose and he is the next act to perform in the Big Top.
5. The Whoopsville Annual Ball was one of the most _____ events of the year and the chance for the ladies to show off their finery and for the men to dust off their bowties.
6. This new aerobics class offers a _____ work out. It is suitable for all abilities.
7. _____ at losing out on the title of "Grand Master of Rock, Paper, Scissors", Helga stomped off the stage at the Championships vowing never to play again.
8. The weather was _____ as Stefan and Ginnie walked down the mountain path back to the sun-drenched valley.
9. After a period of _____ testing, the new Twinkl Tone 4.1 was finally ready to go on sale.
10. The collection of shoes and boots by the back door were particularly _____ after a hot and sweaty game of tig in the garden.

Practise your weekly spelling words using continuous cursive handwriting.

various

furious

glorious

victorious

mysterious

humorous

glamorous

vigorous

odorous

rigorous

MATHS – Thursday 4th March 2021 – Divide 3 digits by 1 digit

STARTER – Times Table Practice:

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

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

$3 \times 11 = \underline{\quad}$

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

$18 \div 6 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

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

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

$54 \div 6 = \underline{\quad}$

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

$81 \div 9 = \underline{\quad}$

$9 \times 3 = \underline{\quad}$

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

$21 \div 3 = \underline{\quad}$

$9 \times 10 = \underline{\quad}$

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

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

$6 \div 3 = \underline{\quad}$

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

$3 \times 9 = \underline{\quad}$

$63 \div 9 = \underline{\quad}$

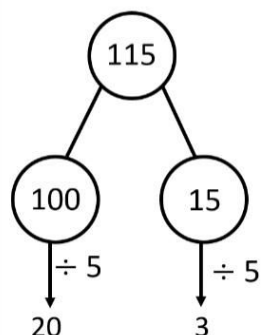
$7 \times 9 = \underline{\quad}$

$54 \div 9 = \underline{\quad}$

$60 \div 6 = \underline{\quad}$

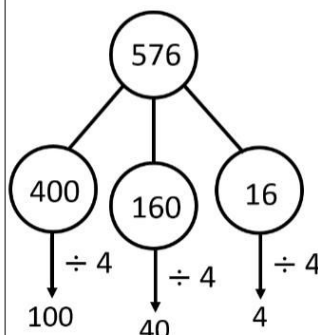
Use these examples to help you with your work today:

$115 \div 5 = 23$



H	T	O
	10 10	1 1 1
	10 10	1 1 1
	10 10	1 1 1
	10 10	1 1 1
	10 10	1 1 1

$576 \div 4 =$



H	T	O
100	10 10 10 10	1 1 1 1
100	10 10 10 10	1 1 1 1
100	10 10 10 10	1 1 1 1
100	10 10 10 10	1 1 1 1
100	10 10 10 10	1 1 1 1

$609 \div 3 = 203$

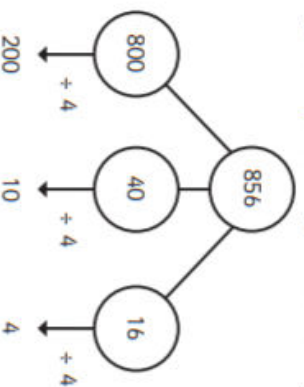
H	T	O
100 100		1 1 1
100 100		1 1 1
100 100		1 1 1



Main Activity:

Follow the link <https://vimeo.com/497992648> or scan the QR Code to watch the video explaining how to divide 3 digits by 1 digit.

5 Whitney is using flexible partitioning to divide a 3-digit number.

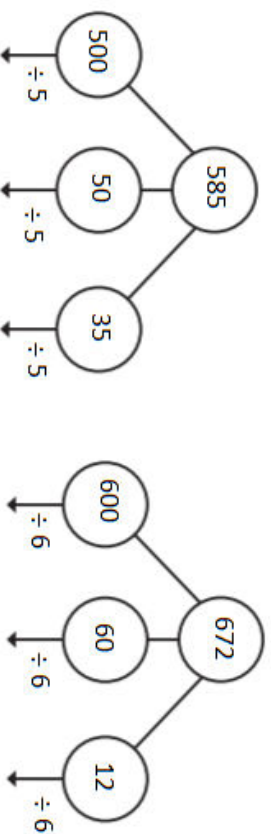


Could Whitney have partitioned her number another way?

Use Whitney's method to work out these divisions.

a) $585 \div 5 = \square$

b) $672 \div 6 = \square$



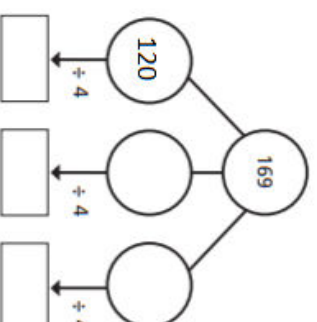
7

Eva has a piece of ribbon.

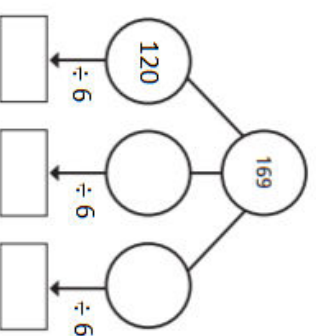
The ribbon measures 839 cm long.

How much ribbon would be left over if she cuts it into:

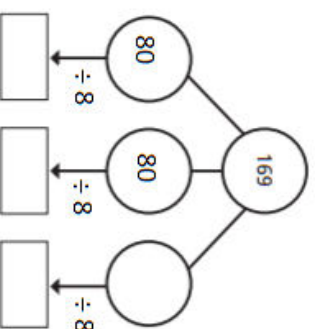
a) 4 equal pieces



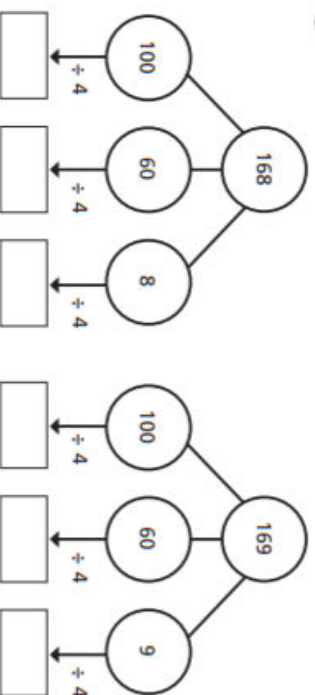
b) 6 equal pieces



c) 8 equal pieces



6 Complete the part-whole models and divisions.



$168 \div 4 = \square$

$169 \div 4 = \square$

EXTENSION:

Is it the same?

a) $80 \div 10$

b) $160 \div 10 \times 2$

Is $160 \div 5$ the same as...

c) $160 \div 2 \div 2 \div 1$

d) $160 \times 10 \div 2$

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

RE – Thursday 4th March 2021 - The Christian Worldview

The film is from BBC Teach: My Life My Religion. It is called 'What is Christianity?'

In it, a Christian boy, Nathan, who lives in Liverpool, England, explains his Christian beliefs. We are also introduced to Lara, who is a Catholic Christian who lives in Jerusalem.

Click this link and watch carefully: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-christianity/znshvk7>



Task 1 – What do you believe in?

1. Make a list of 3 to 5 things you really believe in. These can but do not have to be religious beliefs.
2. Now, think about where these beliefs come from. Maybe they are from a book, your parents, a feeling inside you or somewhere else. Next to each belief on your list, write down where you think the belief comes from.
3. Can you put your beliefs in order from the one which is most important to you to the one that is least important? What are your reasons for thinking that some beliefs are more important than others?

Belief	Where does it come from?	Order of importance
<hr/>	<hr/>	
<hr/>	<hr/>	
<hr/>	<hr/>	
<hr/>	<hr/>	
<hr/>	<hr/>	

Task 2 – Explaining beliefs:

- There's plenty to learn from the clip about Nathan, the young Christian boy from Liverpool. He talks about 'the basis of his beliefs' as a Christian. He mentions 5 main things which he believes in. In the left-hand column of the table are some clues.
- **Can you explain more about each one?**

Five things that Nathan Believes, as a Christian	
Clue:	My explanation:
Son	<hr/>
Sin	<hr/>
Cross	<hr/>
Rose	<hr/>
Victory	<hr/>

- Compare Nathan's list with the one you made: are there any links between the things that you believe and the beliefs that Nathan shared in the clip?

Share your thoughts and answers with me on ClassDojo to see if your beliefs are similar or different to anyone else.



PSHE – Thursday 4th March 2021 – Expressing Feelings

In today's session we will be looking at **describing** and **expressing** feelings and why it is so important to do this!

(**REMEMBER**: it is totally normal to have lots of different feelings throughout the day and it is really important to be able to express and share these with other people to make yourself feel better).



TASK 1:

Make a list in the box of all of the different feelings and emotions that you can think of and write them into the feelings box (remember to think of exiting synonyms for these)

FEELINGS BOX:

Task 2: Matching Feelings Vocabulary:

Below is a box of different words used to describe the feelings of:

- **Happy**
- **Sad**
- **Scared**
- **Angry**
- **Worried**
- **Pleased**

Match the words to the correct boxes. One has been done for you:

Cheery	Anxious	Heart-broken
Petrified	Satisfied	Irritated
Concerned	Joyful	Upset

Miserable	Troubled	Delighted
Distressed	Furious	Ecstatic
Cross	Frightened	Overjoyed

happy

cheery

sad

scared

angry

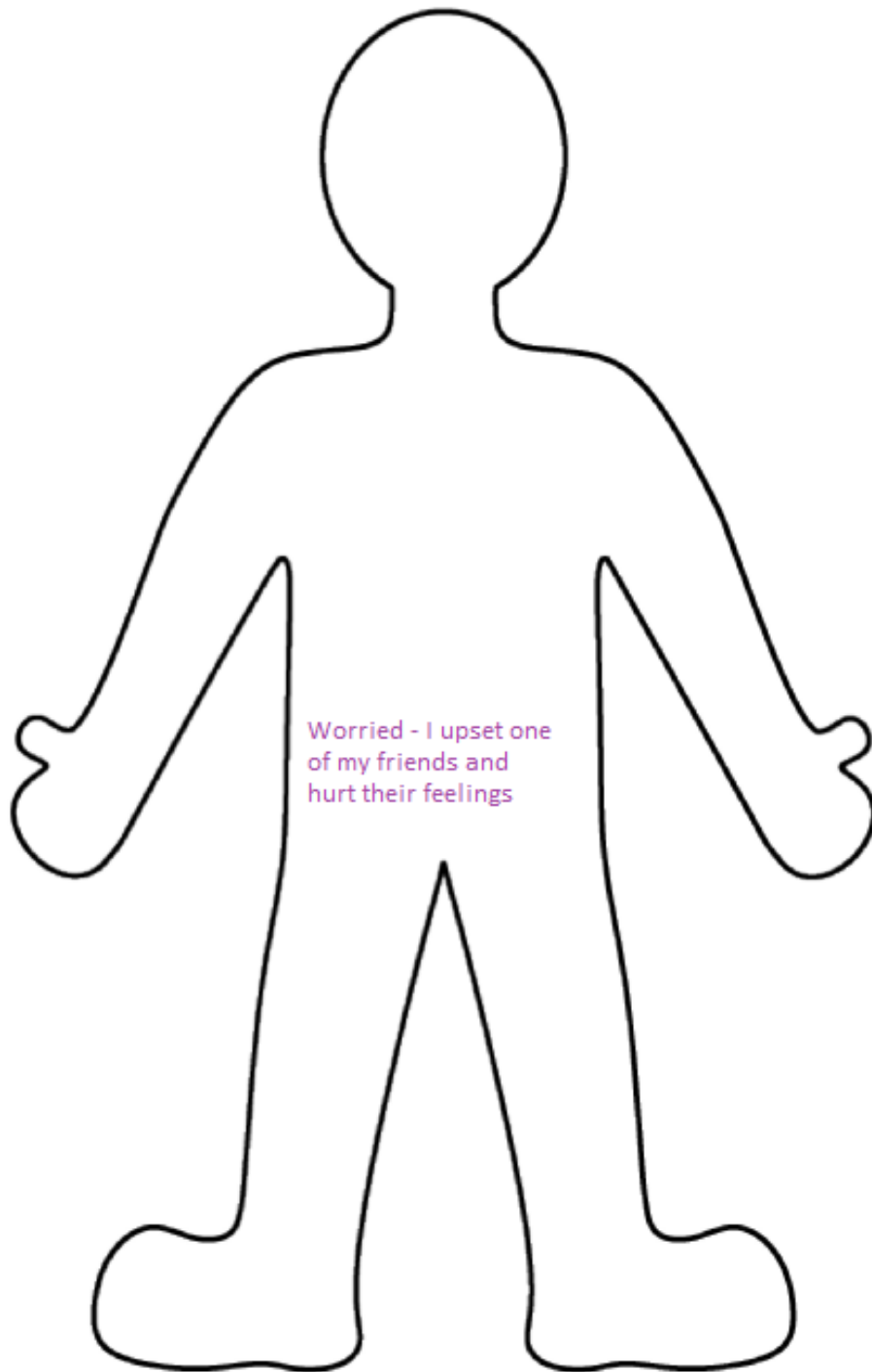
worried

pleased

TASK 3 – Where do we feel these feelings:

Using the words you have just sorted into feelings, use bright colours and examples to add these to your person outline, showing WHERE you might have these feelings in your body and WHY.

- Happy
- Sad
- Scared
- Angry
- Worried
- Pleased



TASK 3 – What to do with these feelings:

It is really important for your emotional health and wellbeing to **share** these emotions with other people.

EXAMPLE:

If we allow a feeling (like anger) to build up without expressing it, it can build up so much that it explodes and this may come out in unhealthy or not-very-nice



ways, like if someone shouts at someone else for no reason (a bit like a volcano).

TOP TIPS FOR EXPRESSING AND HELPING YOUR EMOTIONS:

- 1) **Share your feelings with someone** – talking always makes you feel better, even if you can't fix the problem, sharing how you feel makes you feel better.
- 2) **Exercise** – Do some exercise to relax your body and mind
- 3) **Be Creative** – Take part in some artwork or reading, this will help to relax you and take your mind to a calmer place

TASK 4 – What would you do?

Think of a time when you have felt really sad, worried, scared, anxious or angry recently. Using these tips, what do you think you could have done (and do next time) to make yourself feel better?



Remember to post your amazing work on Class Dojo so that we can all share the amazing, different ways to make ourselves feel good and express our feelings!

Friday	Reading – ‘The Man Who Bought a Mountain’ Writing – Editing and final draft Handwriting Practice Maths – Multiplication End of Unit Assessment Spanish - Days of the week
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READING Friday 12th March 2021 – ‘The Man Who Bought a Mountain’

TASK 1 – Read today’s extract

Behind him trudged the group, each kitted out with walking boots and hats and weighed down with their heavy bags. Sometimes, the groups were chatty and asked lots of questions; sometimes, they marched silently as though they had been sent as a punishment. Thankfully, this lot seemed like a fairly interesting bunch.



Trudge	To walk in a heavy way with much effort.	<i>The tired mountaineers trudged to the base camp.</i>
--------	--	---

TASK 2 – Answer the questions

1. What three things were the hikers wearing and carrying?

1) _____

2) _____

3) _____

2. In the last line it says, ‘**Thankfully, this lot seems like an interesting bunch.**’ Why is Yash ‘**thankful**’ that his group seems interesting?

Yash is thankful because_____

3. The text is the first part of a book called, 'The Man Who Bought a Mountain'. Based on the title and the extract you read this week, make a prediction of what might happen in the book.

4. Put these events in the correct order that they appear in the text. The first one has been done for you.

He fixed his hair into a knot with an elastic band.	
The group wound their way along the rocky trails.	
Yash smiled at the weather-beaten faces.	1
Yash decided that the group were and interesting bunch.	
He weaved a familiar route through the fields.	

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



WRITING – Friday 5th March 2021 – Editing and final draft



It is time to look at your work with fresh eyes.

Task 1 – Editing Practice

Watch the video on class Dojo of Mr Jenkins / Miss Schweizer editing their draft piece of work using a purple pen.

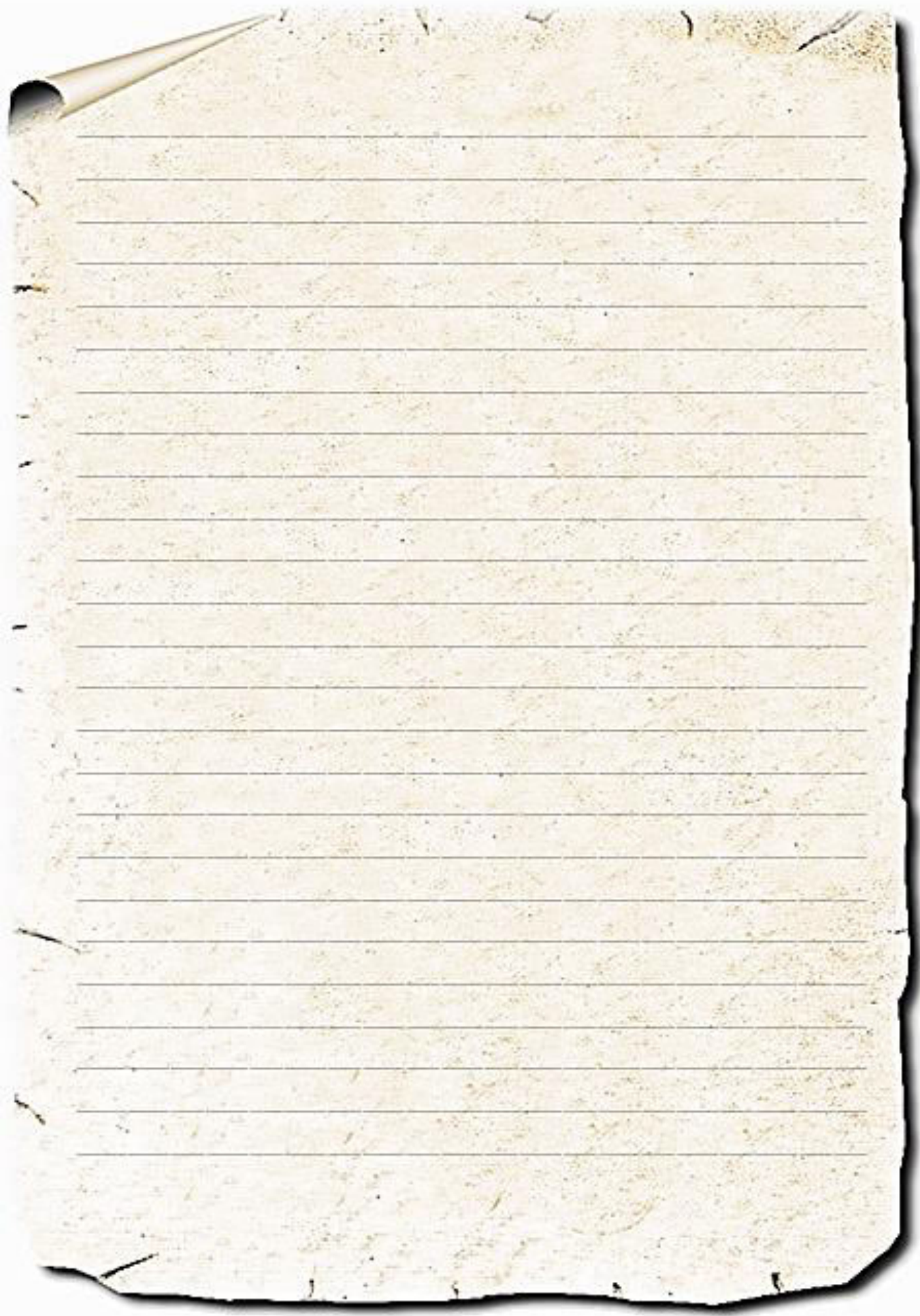
Now go back to your own draft and spend some time checking:

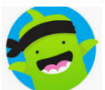
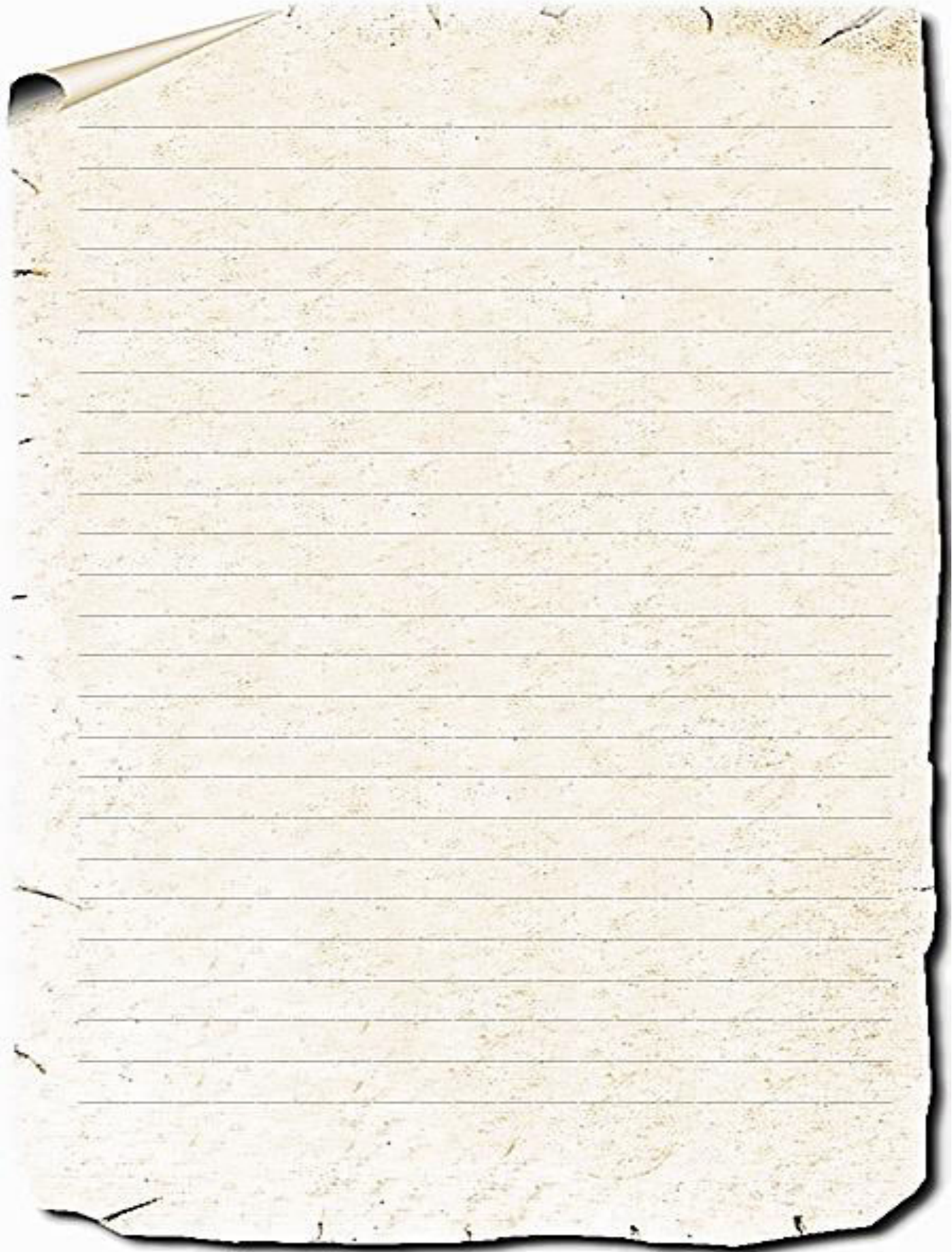
- *Correct punctuation*
- *Exciting adjectives to describe*
- *Exciting adverbs*
- *Adverbials of time*
- *Correct spellings*
- *Extending sentences using conjunctions*

<u>Checklist</u>			
Title		Subheading	
Rhetorical Questions		Exciting adjective choices	
Bullet points		Supporting information	
Capital letters and full stops		'read on' sentence	
Imperative verbs		Adverbials of time	
Adverbs		Subordinate clauses (extra information in brackets)	

TASK 2 – Final Published Draft:

Now you have edited your draft from yesterday, it is time to re-draft this in your NEATEST HANDWRITING on the paper below, making sure that you add in all of the edits that you have made.





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

HANDWRITING – Friday 5th March 2021

Write the opposites. Think about the joins.

before

under

up

less

dark

first

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.

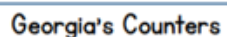
A series of horizontal blue lines for handwriting practice, with a vertical red line on the left side to guide letter width.

STARTER – Times Table Practice:



Following on from everything you have learnt this half term, complete the questions below, making sure that you show all of your working out.

- I** Georgia and Dan each have some counters.



Write down a multiplication to work out how many counters Georgia has.

$$\square \times \square = \square$$

Write down a multiplication to work out how many counters Dan has.

$$\square \times \square = \square$$

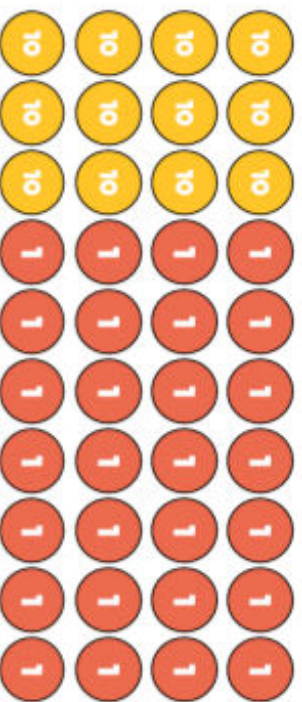
How many counters do they have altogether?

counters

[illegible]

2 Amir is working out 37×4

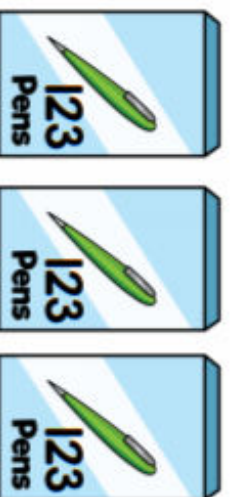
He uses place value counters to help him.



Work out 37×4

Show all your working.

ω



How many pens in total?

pens

4 Work out the following multiplications.

--	--	--	--	--	--	--	--

$36 \times 8 =$ _____	
-----------------------	--

$$215 \times 7 = \underline{\hspace{2cm}}$$

--	--	--	--	--	--	--

5 Tina has £2,000

She buys 6 new paintings.

Each painting costs £259

How much money does she have left?

[illegible]

6 Work out $5 \times 797 \times 2 =$ _____

--	--	--	--	--	--

Show or explain your method.							
------------------------------	--	--	--	--	--	--	--

[illegible]

7 Complete the missing numbers.

	5	4	2
x			
			8

8 A small bag of sweets contains 15 sweets.

A large bag of sweets contains 7 times as many as the small bag.

Max buys 8 bags of each.

How many sweets does he buy in total?

sweets

[illegible]

SPANISH – Friday 5th March 2021 – Days of the week

Listen to this song all about the days of the week in Spanish and join in with it:

<https://www.youtube.com/watch?v=SQbspMMdJU8>

What does '**siete días de la semana**' mean?



TASK 1: Days of the week matching

Match the days of the week in English to their Spanish wording.

English	Spanish	Phonetic Pronunciation
Sunday		doe-min-go
Monday		lou-ness
Tuesday		mar-tess
Wednesday		mee-air-couless
Thursday		whey-vess
Friday		vee-air-ness
Saturday		saa-ba-doe

martes

sábado

lunes

miércoles

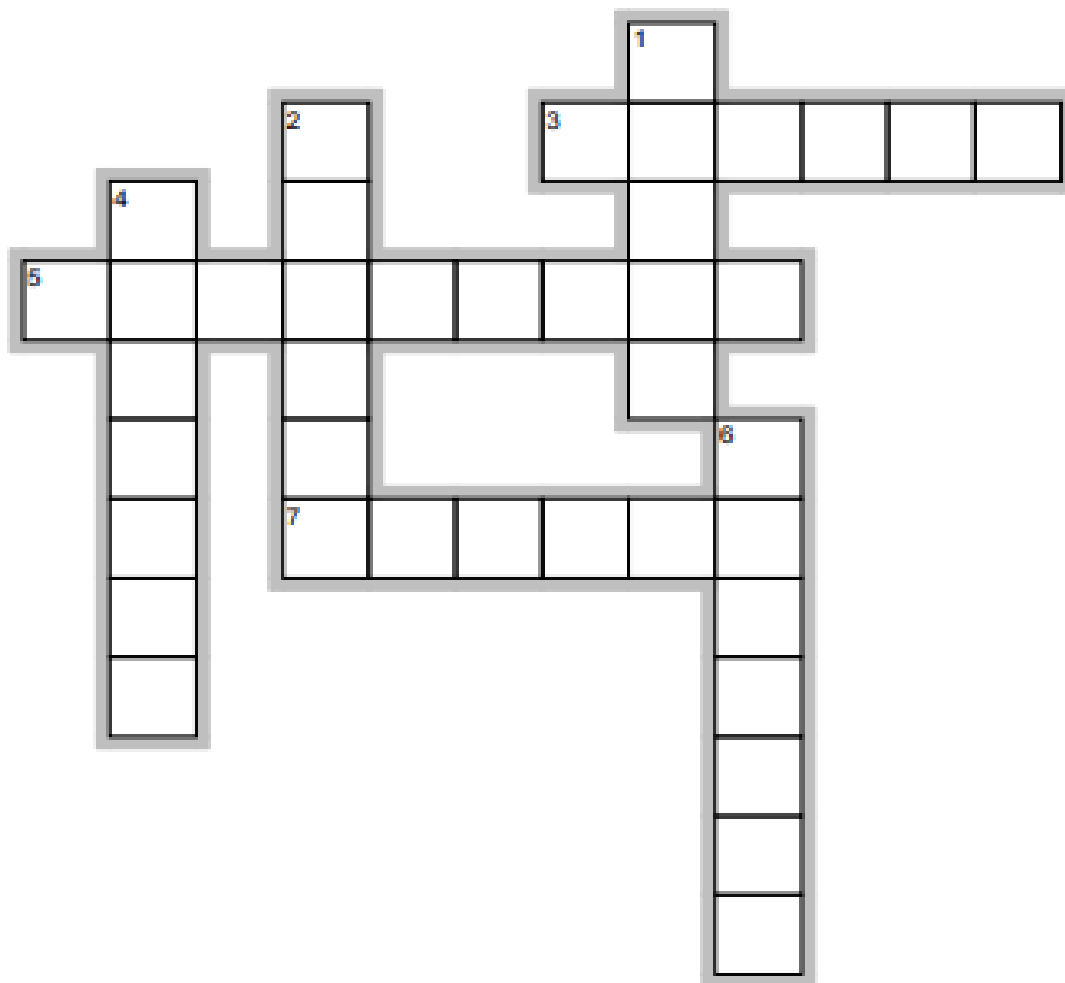
domingo

jueves

viernes

TASK 2: Days of the week Crossword

Los Días Crossword



Word bank

DOMINGO JUEVES LUNES MARTES MIÉRCOLES SÁBADO VIERNES

Across

- 3. Thursday
- 5. Wednesday
- 7. Saturday

Down

- 1. Monday
- 2. Tuesday
- 4. Friday
- 6. Sunday

TASK 3: Days of the week wordsearch

días de la semana






lunes
martes
miércoles
jueves




viernes
sábado
domingo






Please send some pictures and videos of you naming the days of the week in Spanish.

		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