

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

Monday	Reading – ‘The Dragon’s Eggs’ Writing – Rhetorical questions and introduction features Handwriting Practice Maths – Consolidate 2, 4- and 8-times tables Thematic – What did the Romans Believe?
Tuesday	Reading – ‘The Dragon’s Eggs’ Writing – Planning a set of instructions Spelling Practice Maths – Multiplying 2 digits by 1 digit Science – What can cause disruption to food webs?
Wednesday	Reading – ‘The Dragon’s Eggs’ Writing – Drafting the introduction and equipment of instructions Handwriting Practice Maths – Multiply 2 digits by 1 digit PE – Feeling Flexible Computing -Code your own sports game
Thursday	Reading – ‘The Dragon’s Eggs’ Writing – Drafting the method and extra information Spelling Practice Maths - Divide 2 digits by 1 digit RE – The Christian Worldview PSHE - Expressing Feelings
Friday	Reading – ‘The Puncture’ Writing – Editing and final draft Handwriting Practice Maths – Divide 2 digits by 1 digit 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 Dragon’s Eggs’ Writing – Rhetorical questions and introduction features Handwriting Practice Maths – Consolidate 2, 4- and 8-times tables 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 Dragon’s Eggs

One day, my friend and I went for a walk in the park.

“Look!” I exclaimed. “What is that over there? Can you see... next to the trees?”

“Shh, let’s walk over to it – but don’t make a sound,” replied my friend.

There, next to the trees, was a giant purple and green dragon. By her feet were ten, twelve, no, fourteen, big round white eggs! She opened one of her eyes and looked at us. Oh, no! The air around us was very hot. We stopped very still. The dragon moved her head and looked up at the blue sky. She looked at us and then at her eggs.

Suddenly she said, “I need to fly away to find food, but I can’t leave my little eggs. What am I to do?”

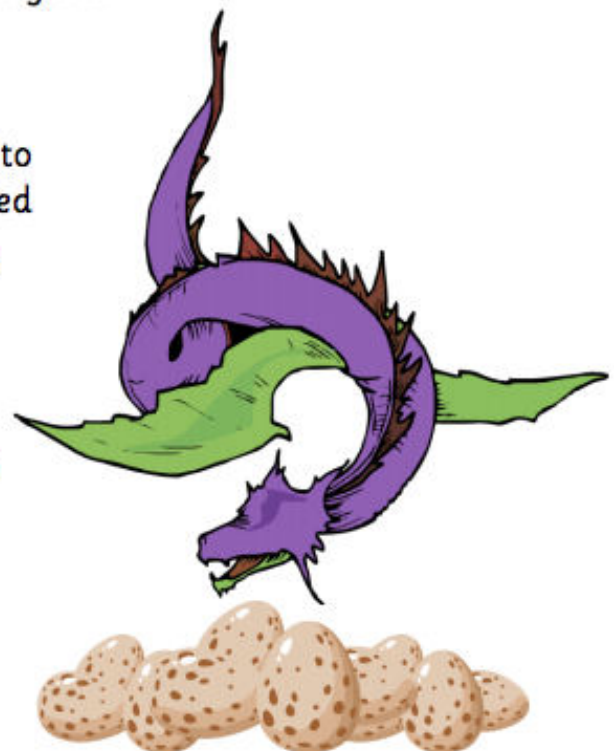
We looked at each other, “Can we help you by looking after the eggs while you look for food?”

The dragon looked hard at us with both of her yellow eyes. She thought for a long time and then, with a whoosh, she was gone.

We sat down next to the eggs, under the trees. After a little time, we heard a small sound. “Tap, tap!” One of the eggs started to move. “Tap, tap!” again! Another egg started to make a sound and then, all of a sudden, all of the eggs were making sounds and moving! What were we to do?

From out of the sky, the dragon landed down on the earth again. She looked at all of her eggs and was very happy.

“Thank you for looking after my baby dragons,” she said. “I’m going to be a mother at last!”



TASK 2 – Read today's extract

The Dragon's Eggs

One day, my friend and I went for a walk in the park.

"Look!" I exclaimed. "What is that over there? Can you see... next to the trees?"

"Shh, let's walk over to it – but don't make a sound," replied my friend.

There, next to the trees, was a giant purple and green dragon. By her feet were ten, twelve, no, fourteen, big round white eggs! She opened one of her eyes and looked at us. Oh, no! The air around us was very hot. We stopped very still. The dragon moved her head and looked up at the blue sky. She looked at us and then at her eggs.

TASK 3 – Reading Responses:

1. What was next to the trees?

Next to the trees were _____ and _____

2. Why did the children think that they should be quiet? Tick the right reason.

The children were scared that the dragon might attack them if it spotted them.	<input type="checkbox"/>
The children did not want to scare the dragon.	<input type="checkbox"/>

3. Why do you think that the air near the dragon was very hot?

I think the air was hot 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

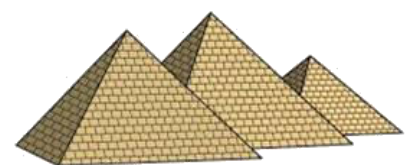


Are you kept awake by the sound of something in your garden? Do you lie in your bed shaking at the sound of another car being squashed? If so, the chances are that you have the Iron Man in the neighbourhood! **Do not fear!** Help is at hand!

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.

How to escape a Pyramid

Have you ever found yourself trapped in deep inside an ancient pyramid with no idea of how to get out? Do you find that the strange symbols on the wall and the long, winding passageways



confuse you and make your brain all fuzzy? If so, do not worry! Help is here! Pyramids can be really easy to escape from. Follow these step-by-step instructions carefully if you wish to escape these horrible maze-like pyramids.

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

Do you wish you could _____
_____?

Have you ever found yourself thinking _____
_____?

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

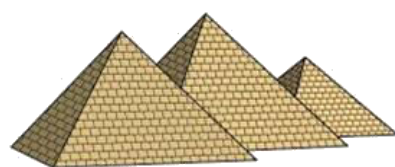
Are you kept awake by the sound of something in your garden? Do you lie in your bed shaking at the sound of another car being squashed? If so, the chances

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.

Title	
Rhetorical Questions	
Supporting information	
'Read on' statement	

How to escape a Pyramid

Have you ever found yourself trapped in deep inside an ancient pyramid with no idea of how to get out? Do you find that the strange symbols on the wall and the long, winding passageways confuse you and make your brain all fuzzy? If so, do not worry! Help is here! Pyramids can be really easy to escape from. Follow these step-by-step instructions carefully if you wish to escape these horrible maze-like pyramids.



Title	
Rhetorical Questions	
Supporting information	
'Read on' statement	

How to Make an Alien's Sandwich

Do you often find unexpected aliens arriving at your house and asking you for lunch? Do you wish you could feed them in order to save your planet? If so, you will need to know how to create a delicious sandwich to avoid them trying to take over your planet. Have no fear! Help is here! Read these step-by-step instructions and soon, you will be able to give these aliens a snack so delicious, they will leave your planet in peace!



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.

HANDWRITING – Monday 1st March 2021

Trace and copy the pattern. Say the sound.

WS

WS

Sort and copy the words.

sounds like

cows

Which two
words fit in both
columns?

sounds like

grows



windows
shows

rows
eyebrows

crows
bows

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 1st March 2021 – Consolidate 2, 4- and 8-times tables

STARTER – Times Table Practice:

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

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

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

$3 \times 8 = \underline{\quad}$

$9 \times 8 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$8 \times 3 = \underline{\quad}$

$1 \times 8 = \underline{\quad}$

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

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

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

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

$8 \times 10 = \underline{\quad}$

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

$8 \times 9 = \underline{\quad}$

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

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

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

$8 \times 1 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

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

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

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

Use these examples to help you with your work today:

One lolly costs 12p



What is the total cost of

2 lollies?

12	12
----	----

 $2 \times 12 = 24p$

4 lollies?

12	12	12	12
----	----	----	----

 $4 \times 12 = 48p$

8 lollies?

12	12	12	12	12	12	12	12
----	----	----	----	----	----	----	----

 $8 \times 12 = 96p$

$1 \times 2 = 2$

$2 \times 2 = 4$

$3 \times 2 = 6$

$4 \times 2 = 8$

$5 \times 2 = 10$

$6 \times 2 = 12$

$7 \times 2 = 14$

$8 \times 2 = 16$

$9 \times 2 = 18$

$10 \times 2 = 20$

$11 \times 2 = 22$

$12 \times 2 = 24$

$1 \times 4 = 4$

$2 \times 4 = 8$

$3 \times 4 = 12$

$4 \times 4 = 16$

$5 \times 4 = 20$

$6 \times 4 = 24$

$7 \times 4 = 28$

$8 \times 4 = 32$

$9 \times 4 = 36$

$10 \times 4 = 40$

$11 \times 4 = 44$

$12 \times 4 = 48$

$1 \times 8 = 8$

$2 \times 8 = 16$

$3 \times 8 = 24$

$4 \times 8 = 32$

$5 \times 8 = 40$

$6 \times 8 = 48$

$7 \times 8 = 56$

$8 \times 8 = 64$

$9 \times 8 = 72$

$10 \times 8 = 80$

$11 \times 8 = 88$

$12 \times 8 = 96$

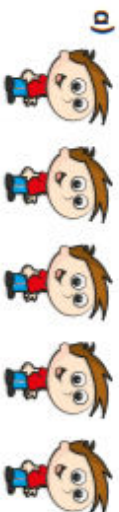
Main Activity:

Follow the link <https://vimeo.com/485432791> or scan the QR Code to watch the video explaining the consolidation of the 2, 4- and 8-times tables.



1 How many legs are there altogether?

Complete the multiplications



$$2 \times \square = \square$$



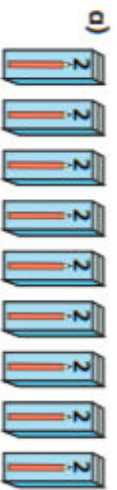
$$4 \times \square = \square$$



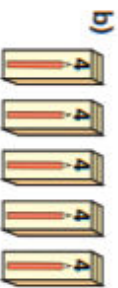
$$8 \times \square = \square$$

2 How many pencils are there?

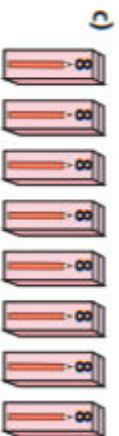
Complete the multiplications.



$$2 \times \square = \square$$



$$4 \times \square = \square$$



$$8 \times \square = \square$$

3 A paper clip is 3 cm long.



a) What is the total length of 2 paper clips?

$$2 \times 3\text{cm} = \underline{\hspace{1cm}} \text{ cm}$$

$$\square \text{ cm}$$

b) What is the total length of 4 paper clips?

$$4 \times 3\text{cm} = \underline{\hspace{1cm}} \text{ cm}$$

$$\square \text{ cm}$$

c) What is the total length of 8 paper clips?

$$8 \times 3\text{cm} = \underline{\hspace{1cm}} \text{ cm}$$

$$\square \text{ cm}$$

4 Complete the multiplications.

a) $1 \times 2 = \square$

b) $1 \times 4 = \square$

c) $1 \times 8 = \square$

$2 \times 2 = \square$

$2 \times 4 = \square$

$2 \times 8 = \square$

$3 \times 2 = \square$

$3 \times 4 = \square$

$3 \times 8 = \square$

$4 \times 2 = \square$

$4 \times 4 = \square$

$4 \times 8 = \square$

$5 \times 2 = \square$

$5 \times 4 = \square$

$5 \times 8 = \square$

5 Complete the multiplications.

a) $6 \times 4 = \square$

e) $8 \times 4 = \square$

b) $2 \times 10 = \square$

f) $2 \times 11 = \square$

c) $7 \times 8 = \square$

g) $4 \times 9 = \square$

d) $12 \times 2 = \square$

h) $10 \times 8 = \square$

6 Work out the missing numbers.

a) $\square \times 8 = 16$

d) $8 \times \square = 0$

b) $4 \times \square = 20$

e) $2 \times 4 \times \square = 64$

c) $24 = \square \times 2$

f) $40 = \square \times 5 \times \square$

EXTENSION:

7 Work out the value of each shape.

$\text{red circle} + \text{red circle} + \text{red circle} + \text{red circle} = 16$

$\text{red circle} \times \text{green triangle} = 32$

$\text{green triangle} \times 1 = \square \times \square \times \square$

$\text{red circle} = \square$

$\text{green triangle} = \square$

$\text{blue square} = \square$

8 Tennis balls come in packets of 2, 4 and 8

Rosie buys 5 of each different size pack.

How many tennis balls does she buy altogether?

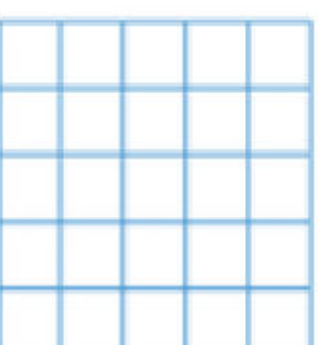
Show your workings.



$2 \times 5 = \underline{\hspace{2cm}}$

$4 \times 5 = \underline{\hspace{2cm}}$

$8 \times 5 = \underline{\hspace{2cm}}$



$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \square$

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/>




DK findout! Subjects I want to find out about... Are you a parent or teacher? Books

Roman gods and goddesses

The people of the Roman Empire worshipped hundreds of different gods and goddesses. The most important gods, such as Jupiter, were similar to the Ancient Greek gods. They were worshipped across the empire, and so were the spirits of the emperors. Some gods, such as Isis and Mithras, originally came from regions that had been conquered by the Romans, but they became popular across the empire. Other gods were only worshipped by one region, one town, or even one family.

A **haruspex** was a Roman priest who read messages from the gods by cutting open animals to look at their livers.



Venus

Share your amazing work with us on Class Dojo!



Tuesday	Reading – ‘The Dragon’s Eggs’ Writing – Planning a set of instructions Spelling Practice Maths – Multiplying 2 digits by 1 digit Science – What can cause disruption to food webs?
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READING Tuesday 9th March 2021 – ‘The Dragon’s Eggs’

TASK 1 – Read today’s extract

Suddenly she said, “I need to fly away to find food, but I can’t leave my little eggs. What am I to do?”

We looked at each other, “Can we help you by looking after the eggs while you look for food?”

The dragon looked hard at us with both of her yellow eyes. She thought for a long time and then, with a whoosh, she was gone.

TASK 2 – Reading Responses:

1. What colour were the dragon’s eyes?

2. Why did the dragon have to leave her eggs?

The dragon had to leave her eggs because _____

3. Why do you think the dragon was worried about leaving her eggs?

The dragon was worried about leaving her eggs because _____

4. What was the dragon thinking when she looked hard at the children thought for a long time?

The dragon thought _____



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

	<p>he is trapped and cannot escape</p> <p>7) Surround the hole with barbed wire to stop trespassers and also to stop him from escaping</p>
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/> <hr/>
What you will need (Equipment):	<hr/> <hr/> <hr/> <hr/> <hr/>

What you have to do (Method):	
Important Information:	

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Remember to re-watch the video on the class story to complete your planning and share a picture of these on your portfolio so that we can share them with others on Class Story.

SPELLING – Tuesday 2nd March 2021

Odd One Out!

Think carefully about your -ly adverb spelling words. They all follow the rule that if the root word ends in 'y' and has more than one syllable, the 'y' changes into an 'i' when the suffix is added.

Which of the words on each of the lines is spelt correctly? Put a circle around all of the correct spellings.

clumsyly	clumsily	cluimsly	culmsily
wearily	waerily	wearyly	wearliy
hapily	happyly	happily	happliyl
messyly	mesily	messily	messiley
greedily	greedyly	gredily	grediley
angriyly	angrily	angerily	angryly
clumsily	clumsilly	clumsyly	clumsely
cheklyly	chekkily	cheekyly	cheekily
lazily	lazzily	lazeily	lazyley
busyly	buzily	busiley	busily

Practise your weekly spelling words using continuous cursive handwriting.

happily

angrily

lazily

easily

busily

greedily

messily

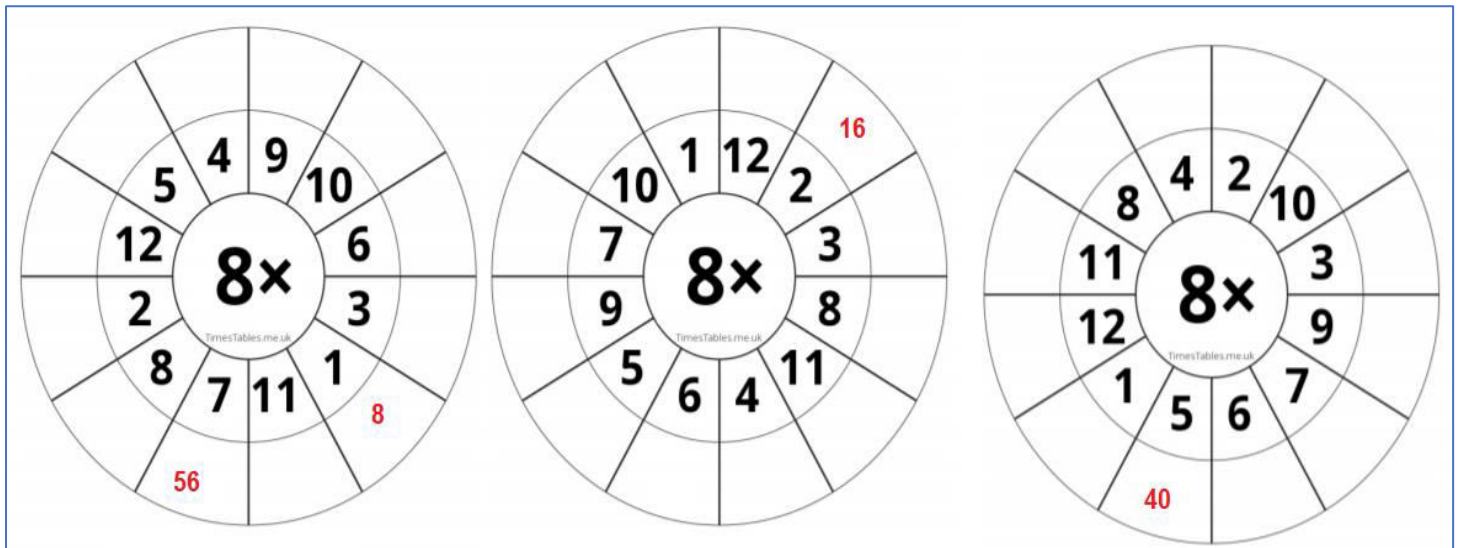
wearily

cheekily

clumsily

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

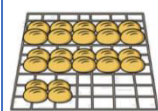
STARTER – Times Table Practice:



Use these examples to help you with your work today:

Each tray has 24 rolls.

How many rolls are there in total?



$$2 \times 20 = 40$$

$$2 \times 4 = 8$$

$$2 \times 24 = 48$$

There are 48 rolls in total.

	T	O
×	2	4
	4	8

$$31 \times 3$$

	T	O
×	3	1
	9	3

	T	O
×	3	1
	9	3

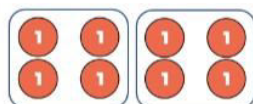
$$32 \times 3$$

	T	O
×	3	2
	9	6

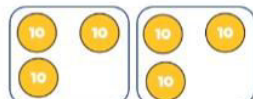
	T	O
×	3	2
	9	6

	T	O
×	3	4
	6	8

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



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


















Main Activity:

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

1

Ron, Eva and Mo each have 23 marbles.

Tens		Ones
		  
		  
		  

How many marbles are there in total?

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

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













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

$$3 \times 23 = \square$$

There are marbles in total.

2

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

Tens	Ones
 	   
 	   













$$2 \times 4 = \square$$

$$2 \times 20 = \square$$

$$2 \times 24 = \square$$

3

Annie works out $43 \times 2 = 86$

Tens	Ones
  	  
  	  

		T	O	
		4	3	
	x		2	
		8	6	

Talk about Annie's methods with a partner.

What is the same? What is different?

They are the same because _____

They are different because _____

4

Complete the multiplications.

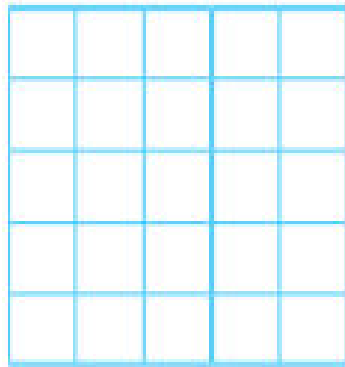
a)

			T	O		
			2	4		
		x		2		

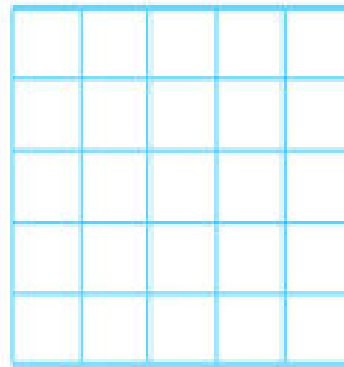
b)

			T	O		
			4	4		
		x		2		

c) 31×3



d) 42×2



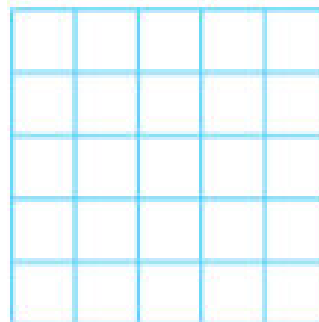
- 5 Jack is trying to work out 34×2 using the column method.



I'm not sure what to do.

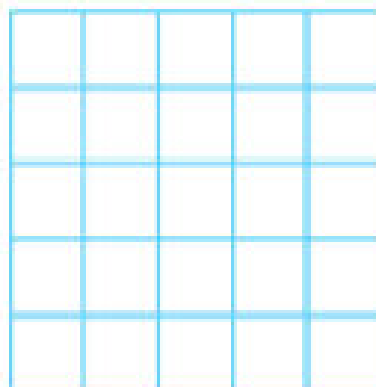
			2	
	\times	3	4	

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



- 6 One toaster costs £32

How much do 3 toasters cost?



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:

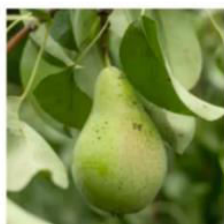
Follow the link to the quiz which will help you to check any previous learning on this topic and recap anything that you may have forgotten.

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

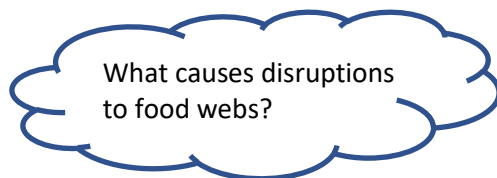


TASK 3 – Complete the sentences

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 _____

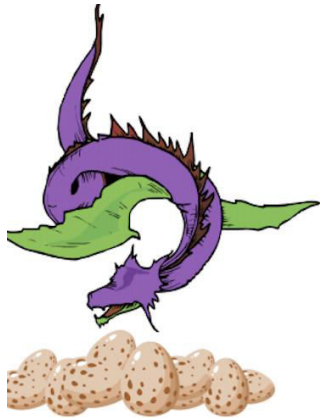
TASK 4 – Follow the instructions in the video to complete the mind map on food bew disruption.



Share your work on Class Dojo.

Wednesday	Reading – ‘The Dragon’s Eggs’ Writing – Drafting the introduction and equipment of instructions Handwriting Practice Maths – Multiply 2 digits by 1 digit PE – Feeling Flexible Computing -Code your own sports game
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TASK 1 – Read today’s extract



We sat down next to the eggs, under the trees. After a little time, we heard a small sound. “Tap, tap!” One of the eggs started to move. “Tap, tap!” again! Another egg started to make a sound and then, all of a sudden, all of the eggs were making sounds and moving! What were we to do?

TASK 2 – Reading Responses:

1. Where did the children sit down?

	True	False
All eggs started to hatch at the same time.		
The children were running around the trees when the hatching started.		
The eggs moved and made sounds.		
The children knew what to do when the eggs were hatching.		

2. True or false?

3. Find and copy the phrase that shows the eggs were starting to hatch. .

4. How do you think the children felt when the eggs started hatching?

The children felt _____ 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 annoying monster.
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 lying awake in fear of the dangerous beast that wanders around in the skies? Do you wish there was something you could do to stop this fire breathing monster from destroying everything in sight? Look no further! Help is here! Follow these simple, step-by-step instructions to get rid of this annoying monster for good!

You Will Need:

- a large net
- a deep, empty cave
- 2 pieces of rope
- one large rock (big enough to cover the hole of the cave)
- barbed wire fencing



-

As you draft, look at 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.

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



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

Trace and copy the pattern. Say the sound.

sh

sh

Finish the words.

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

pu

and

spli

and

scream and

could and

should

shout

splash

shove

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 3rd March 2021 – Multiply 2 digits by 1 digit

STARTER – Times Table Practice:

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

$4 \times 3 = \underline{\quad}$

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

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

$3 \times 4 = \underline{\quad}$

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

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

$3 \times 10 = \underline{\quad}$

$4 \times 5 = \underline{\quad}$

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

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

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

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

$6 \times 4 = \underline{\quad}$

$4 \times 10 = \underline{\quad}$

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

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

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

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

$4 \times 12 = \underline{\quad}$

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







Use these examples to help you with your work today:

STEP 1:

Multiply your ones by 3.

$$5 \times 3 = 15$$

25 × 3





T	O
	
	
	


	T	O	
	2	5	
×		3	

STEP 2:

Place the 5 from the 15 into the ones column and exchange the 10 ones into the tens column as a ten.

25 × 3

T	O
	
	
	








	T	O	
	2	5	
×		3	
		5	
	1		

STEP 3:

Multiply the 2 tens by 3 ($2 \times 3 = 6$) and add the additional 10 you carried over: $6 + 1 = 7$

25 × 3

T	O
	
	
	



	T	O	
	2	5	
×		3	
	7	5	
	1		

**Main Activity:**

Follow the link <https://vimeo.com/489850121> or scan the QR Code to watch the video explaining multiplying 2 digits by 1 digit.

1

There are 23 marbles in a jar.
There are 5 jars.



Tens	Ones

How many marbles are there in total?

$5 \times 3 \text{ ones} = \square$

$5 \times 2 \text{ tens} = \square$

$\square + \square = \square$

$5 \times 23 = \square$

There are \square marbles in total.

2

Work out 4×15

Tens	Ones

$4 \times 5 = \square$

$4 \times 10 = \square$

$4 \times 15 = \square$

3

Complete the multiplications.

a) $4 \times 24 = \square$

$4 \times 20 = \underline{\hspace{2cm}}$

$4 \times 4 = \underline{\hspace{2cm}}$

b) $3 \times 17 = \square$

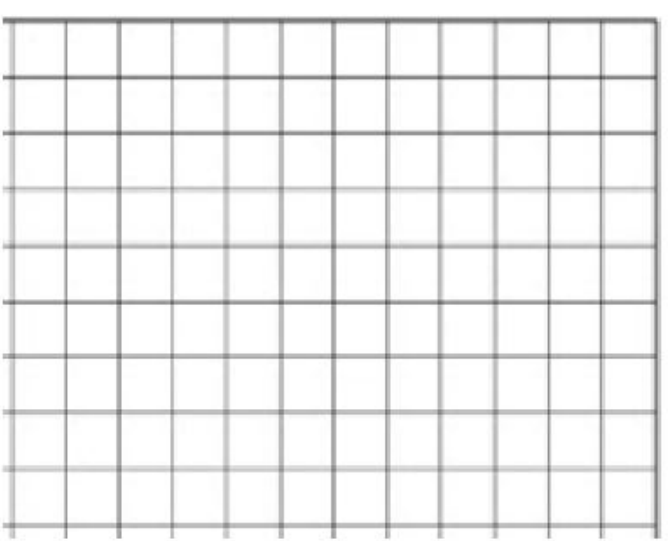
$3 \times 7 = \underline{\hspace{2cm}}$

$3 \times 10 = \underline{\hspace{2cm}}$

c) $3 \times 25 = \square$







$3 \times 5 = \underline{\hspace{2cm}}$

$3 \times 20 = \underline{\hspace{2cm}}$



4

Complete the column multiplications.

Tens	Ones
	
	
	

	x	T	O		
		2	4		
			3		

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

			T	O			
		3	5				
x			4				

5

Work out the multiplications.

a) 25×5

[illegible]

c) 5×26

b) 35×6

	x				
		6	5	T	
			3	O	


d) 4×36

9

Tommy works out 37×2

$$\begin{array}{r} \text{T O} \\ 37 \\ \times 614 \\ \hline \end{array}$$

What mistake has Tommy made? Work out the correct answer.




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:

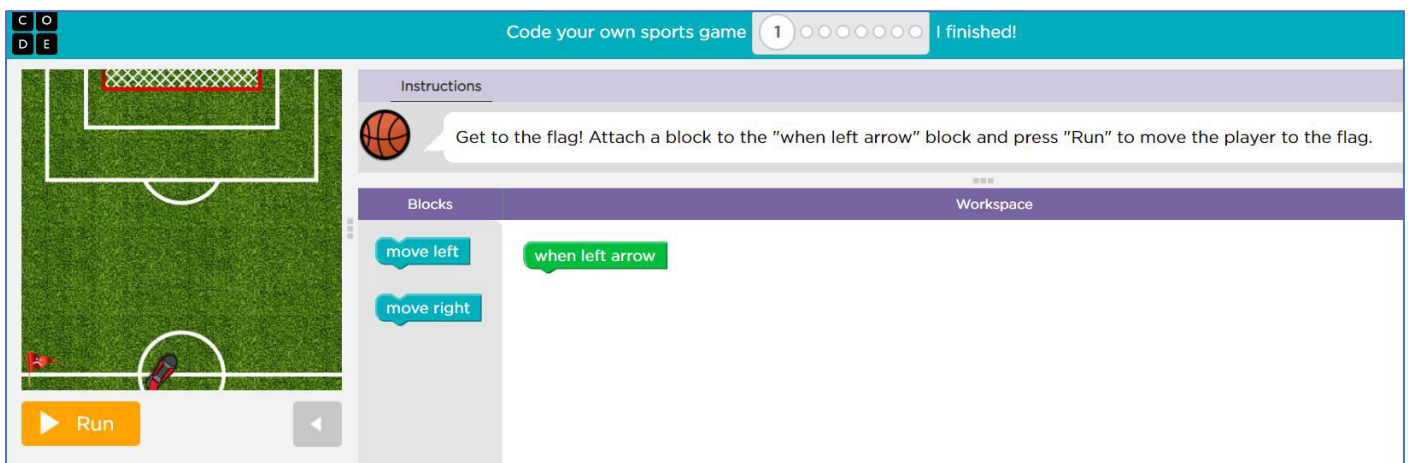
Follow the link below or scan the QR code:

<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.

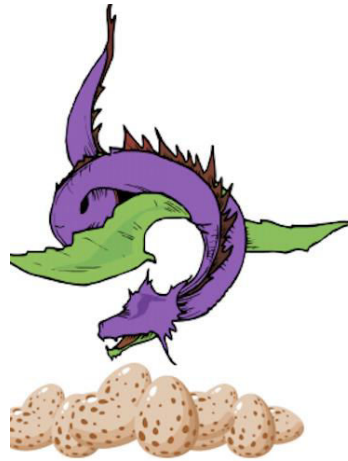


Thursday	Reading – ‘The Dragon’s Eggs’ Writing – Drafting the method and extra information Spelling Practice Maths - Divide 2 digits by 1 digit RE – The Christian Worldview PSHE - Expressing Feelings
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TASK 1 – Read today’s extract

From out of the sky, the dragon landed down on the earth again. She looked at all of her eggs and was very happy.

“Thank you for looking after my baby dragons,” she said. “I’m going to be a mother at last!”



TASK 2 – Reading Responses:

1. Where did the dragon come from?

2. Circle all the words that the dragon might have felt when she returned.

Happy	Sad	Relieved	Angry
Pleased	Proud	Excited	Old

3. In the last line, the dragon says, “I’m going to be a mother at last”. Tick the sentence that is the right explanation.

- a) She had a competition with her friends and came last. ☐
- b) She had been waiting a long time for this. ☐
- c) She does not care about becoming a mother. ☐

4. How do you think the children feel at the end of this story? Explain your thinking.

I think the children felt _____ because

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. First, 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 catch 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 it to appear (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 dangerous fire!
7. Finally, you must quickly cover the hole entrance with the large rock and the barbed wire fencing (to make sure the dragon cannot escape and to protect any trespassers from harm).

Important information:

An angry Dragon can be a very scary, so keep all little children inside and warn all adults to stay well away. He will try to escape, so make sure that you do not go too near to the cave. Dragons are clever creatures and may try to beg with you to set them free. They may even promise to tell you the whereabouts of their secret treasure. Do not be tricked, dragons only think of themselves and it will only end up with the dragons burning down your towns again!

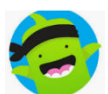
TASK 2 – Drafting:

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 (First, then, once you have, after, eventually, finally)	
Imperative verbs (find, place, balance, tie, push, cover)		Exciting adjective choices	
Adverbs (carefully, securely, cleverly, patiently)		Subordinate clauses (extra information in brackets)	
Capital letters and full stops			

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

A blank sheet of lined paper with a vertical red margin line on the left and horizontal blue lines for writing.



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.

WORDSEARCH – can you find all of the 'ly' words in your wordsearch?

Adverbs where the root word ends in a 'y' and has more than one syllable

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

happily
angrily
lazily
easily
busily

greedily
messily
wearily
cheekily
clumsily

MATHS – Thursday 4th March 2021 – Divide 2 digits by 1 digit

STARTER – Times Table Practice:

$30 \div 3 = \underline{\quad}$

$44 \div 4 = \underline{\quad}$

$18 \div 3 = \underline{\quad}$

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

$12 \div 4 = \underline{\quad}$

$32 \div 4 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

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

$27 \div 3 = \underline{\quad}$

$8 \div 4 = \underline{\quad}$

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

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

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

$33 \div 3 = \underline{\quad}$

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

$40 \div 4 = \underline{\quad}$

$20 \div 4 = \underline{\quad}$

$36 \div 3 = \underline{\quad}$

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

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

$36 \div 4 = \underline{\quad}$

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

$15 \div 3 = \underline{\quad}$

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

Use these examples to help you with your work today:

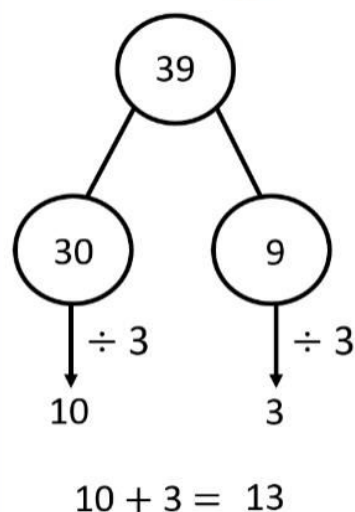
$39 \div 3 = 13$

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

$84 \div 4 = 21$

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

$39 \div 3 = 13$

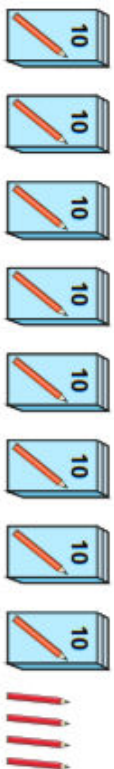


Main Activity:

Follow the link <https://vimeo.com/489844871> or scan the QR Code to watch the video explaining dividing 2-digit numbers by 1-digit numbers,



1 There are 84 pencils to be shared equally into 4 pots.



a) Draw the pencils on the place value chart to show how they are shared.

Tens	Ones

b) Complete the number sentences.

$$8 \text{ tens} \div 4 = \boxed{} \text{ tens} \qquad 4 \text{ ones} \div 4 = \boxed{} \text{ one}$$

$$84 \div 4 = \boxed{}$$

c) How many pencils are in each pot? $\boxed{}$

2 Use a place value chart to work out the calculations.

a) $39 \div 3 = \boxed{}$

b) $68 \div 2 = \boxed{}$

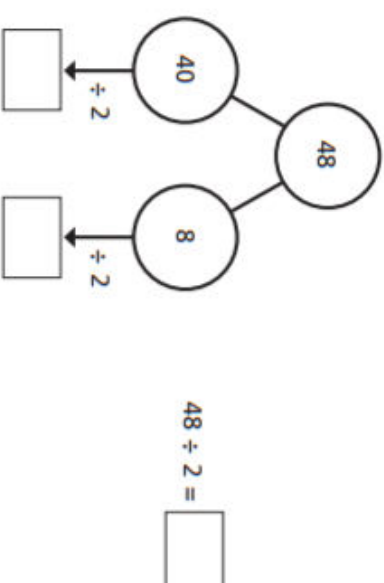
Tens	Ones

Tens	Ones

3 Amir solves $48 \div 2$ on a place value chart.

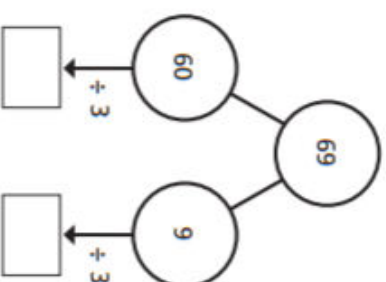
Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1

Complete the part-whole model to show what Amir has done.



4 Work out the divisions.

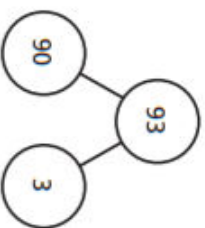
a) $69 \div 3 = \boxed{}$



Tens	Ones

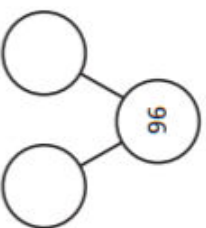
5 Work out the divisions.

a) $93 \div 3 = \square$



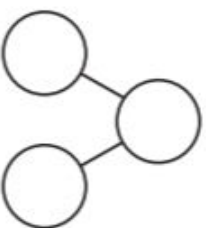
Tens	Ones

b) $96 \div 3 = \square$



Tens	Ones

c) $86 \div 2 = \square$



6

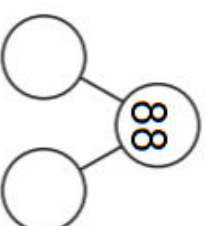


88 can be divided equally by 2 and by 4

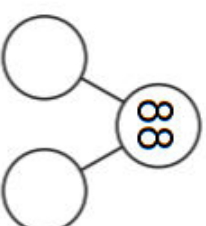
Do you agree with Annie? _____

Explain why.

I agree / disagree with Annie because _____



Tens	Ones



Tens	Ones

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

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?

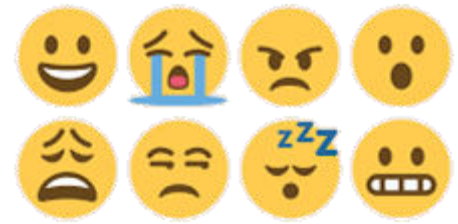
Share your thoughts and answers with me on ClassDojo to see if your beliefs are similar or different to anyone else.



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

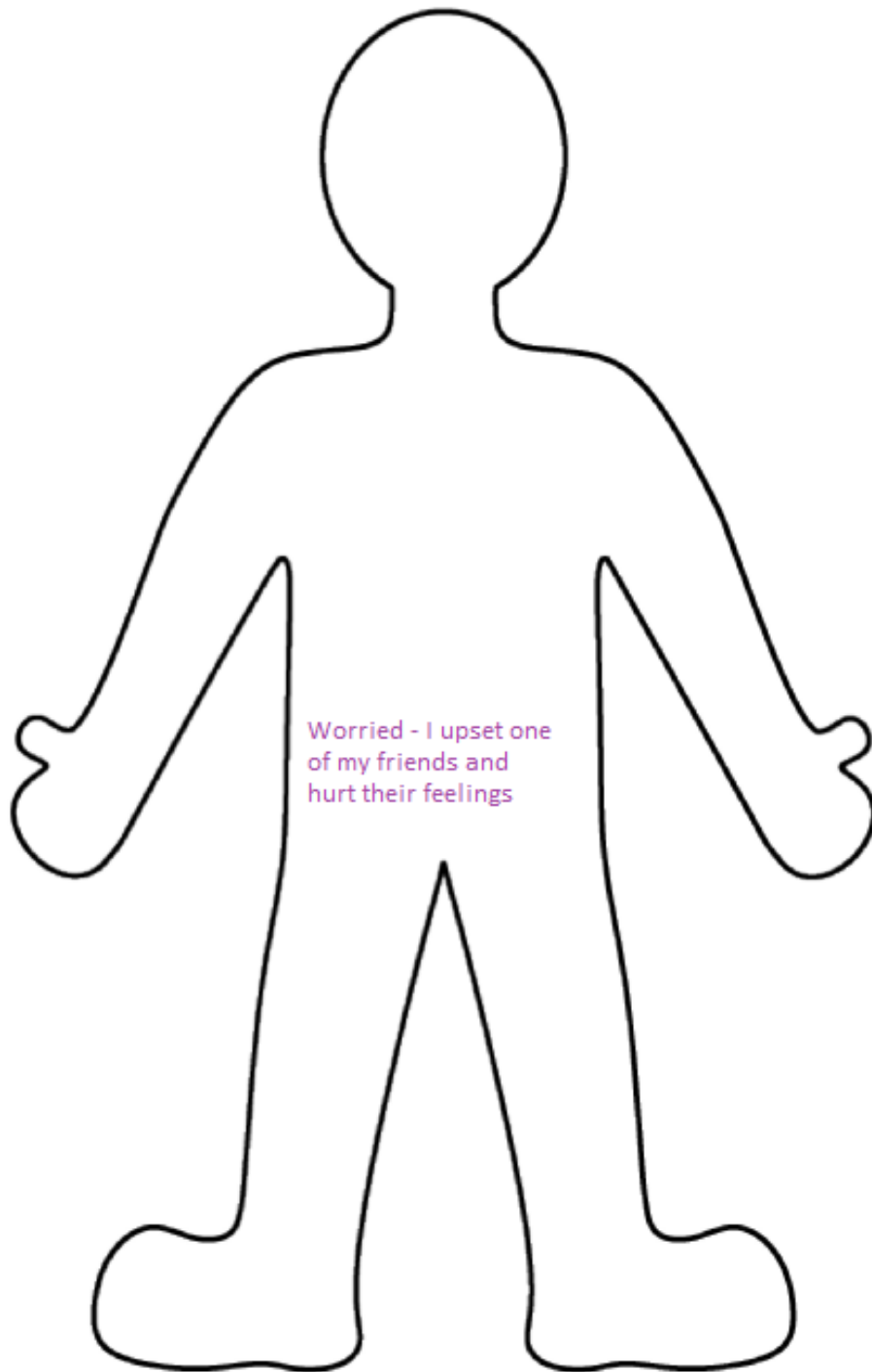
worried

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?



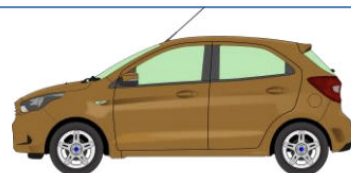
Remember to post your amazing work on Class Dojo so that we can all share the amazing, different ways to make ourselves feel good and express our feelings!

Friday	Reading – 'The Puncture' Writing – Editing and final draft Handwriting Practice Maths – Divide 2 digits by 1 digit Spanish - Days of the week
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READING Friday 12th March 2021 – ‘The Puncture’

TASK 1 – Read today’s extract



David groaned as rain spotted the windscreen and he switched on the wipers. It was after six o’clock and the light was beginning to fade as they drove the last few miles home.



Then it happened ... Suddenly the car went into a skid and Dave steered as best he could until it came to rest at the side of the road with one very flat tyre. Sue was first to get out and she took the jack from the boot to raise the front of the car. Dave soon had the wheel off while Andy loosened the nuts on the spare.

TASK 2 – Reading Responses:

1. In the last sentence it says, 'Andy loosened the nuts.' The word 'nuts' has more than one meaning. Tick the definition is meant in this text.

A dry seed with a hard tough shell.		
A piece of metal in which a bolt is screwed.		

Explain your choice:

I chose this because _____

2. What time was it when they were driving?

3. True or false?

	True	False
It was raining when they were driving.		
They were almost home.		
They had more than one tool.		
Sue was driving the car.		



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.

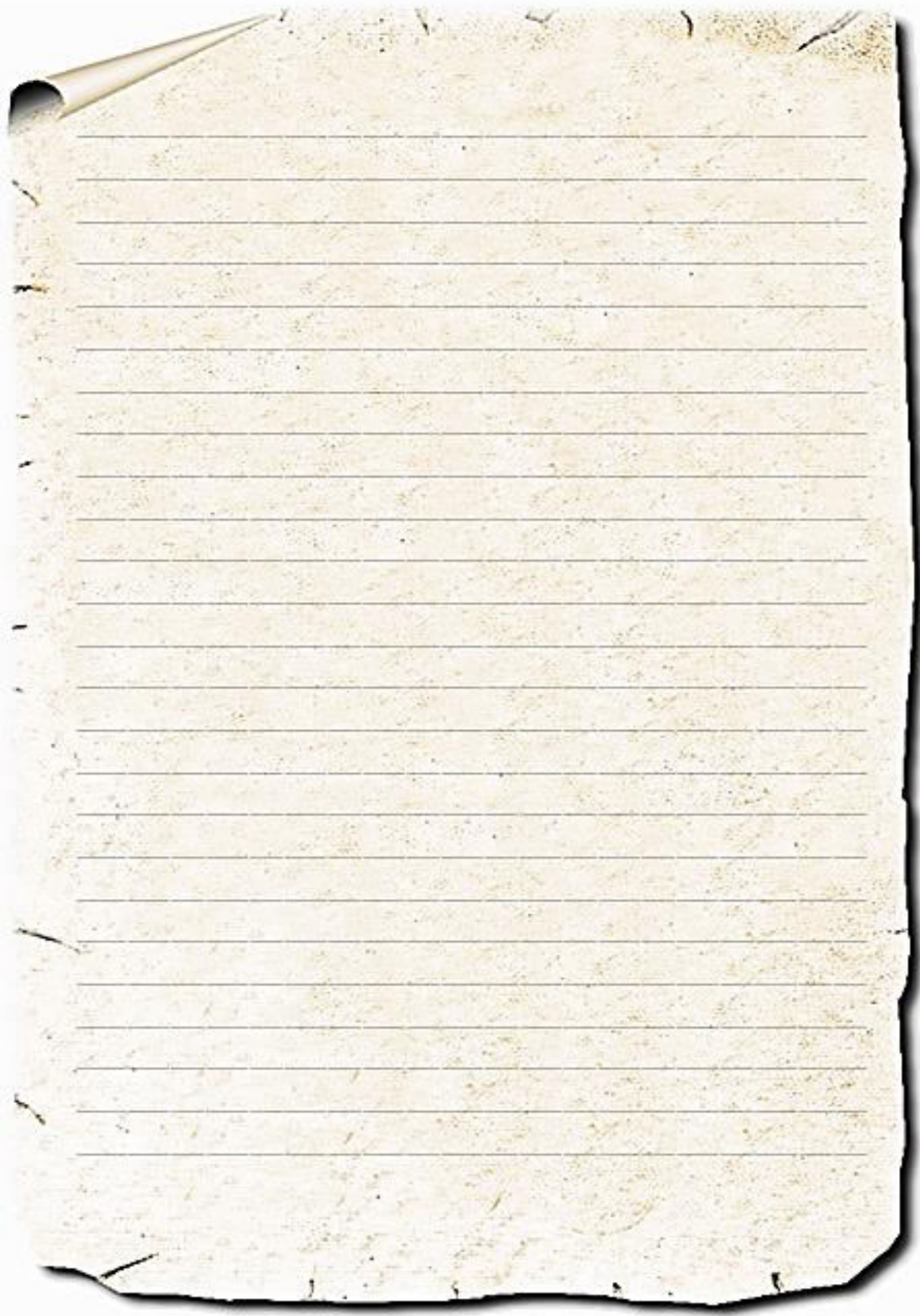
Now go back to your own draft and spend some time checking:

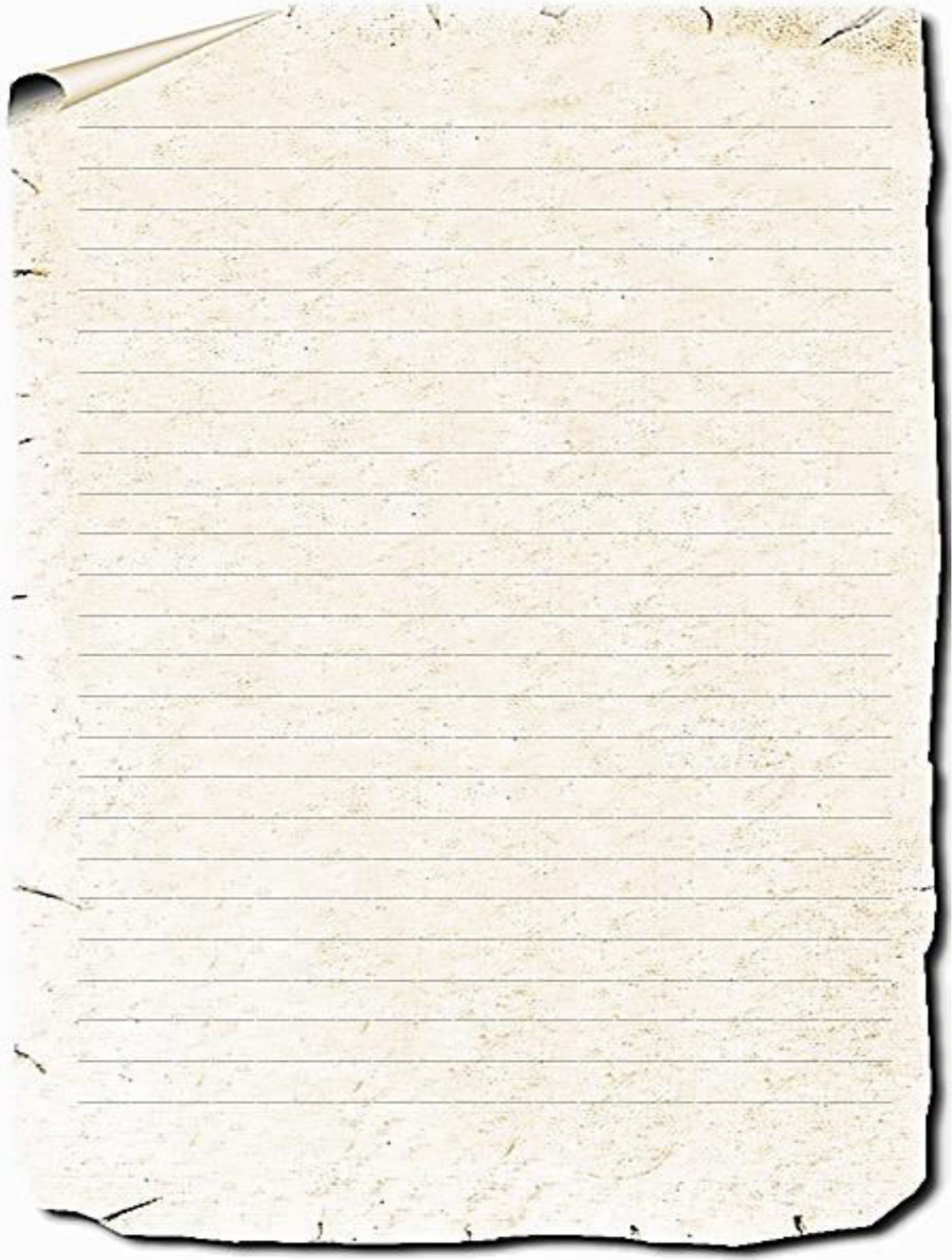
- *Correct punctuation*
- *Exciting adjectives to describe*
- *Exciting adverbs*
- *Adverbials of time*
- *Correct spellings*
- *Extending sentences using conjunctions*

<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

Trace and copy the patterns. Say the sounds.

si su se sp sm

Write two words which begin with each letter pattern.

si

se

su

sm

sp

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 – Friday 5th March 2021 – Divide 2 digits by 1 digit

STARTER – Times Table Practice:

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

$3 \times 5 = \underline{\quad}$

$10 \times 3 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

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

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

$1 \times 10 = \underline{\quad}$

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

$5 \times 8 = \underline{\quad}$

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

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

$2 \times 5 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$9 \times 5 = \underline{\quad}$

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

$10 \times 1 = \underline{\quad}$

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

$9 \times 2 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

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

$5 \times 2 = \underline{\quad}$

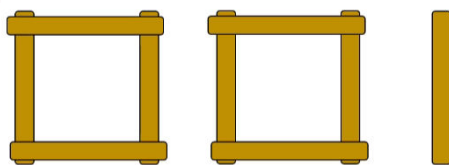
$2 \times 7 = \underline{\quad}$

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

Use these examples to help you with your work today:

Mo has 9 lolly sticks.

What if Mo used his sticks to make squares?



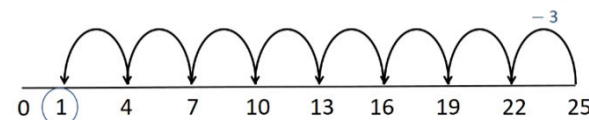
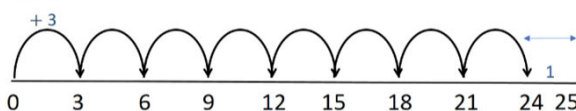
Each square uses 4 sticks.

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
	
	
	

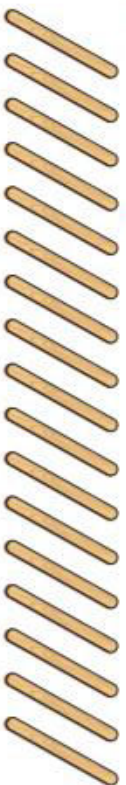
1



Main Activity:

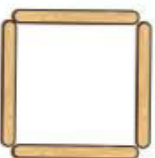
Follow the link <https://vimeo.com/494126561> or scan the QR Code to watch the video explaining dividing 2-digit numbers by 1-digit numbers.

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

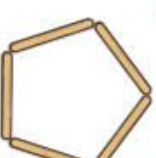
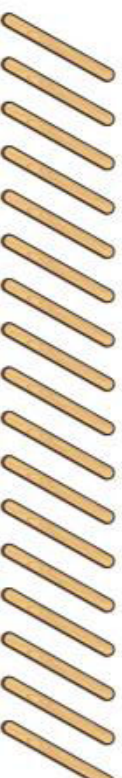
There are lolly sticks remaining.

$17 \div 3 =$ 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.

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

a) $87 \div 4 =$ remainder

Tens	Ones

b) $77 \div 3 =$ remainder

Tens	Ones

c) $74 \div 5 =$ remainder

Tens	Ones

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

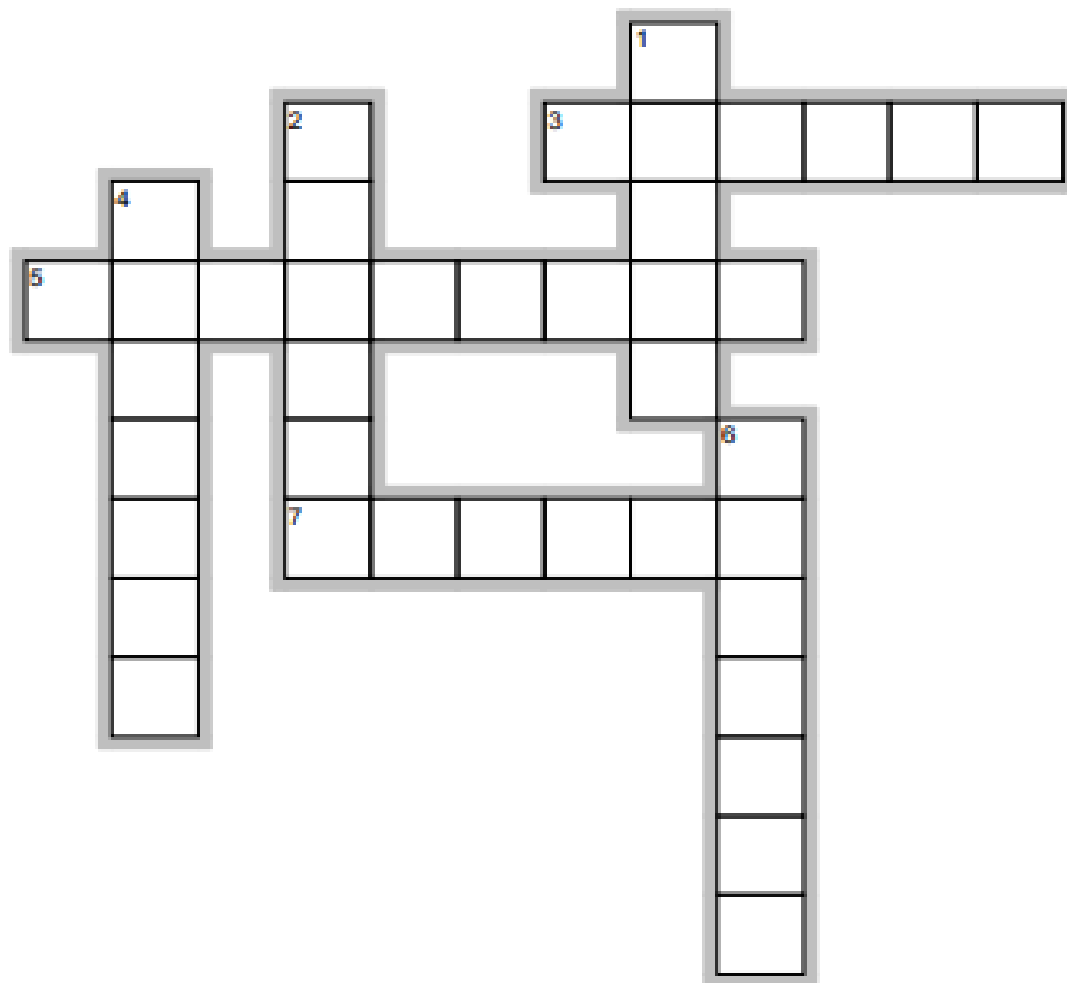
domingo

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