

Week 1 Timetable:

Day	Core	Foundation
Monday	Reading – Reflection questions – Elephant canvas Writing - 'What do you want to be?' Maths – Using arrays	Handwriting Science – Soluble or insoluble? (Experiment)
Tuesday	Reading – Dindy and the Elephant – Extract 1: Finding clues about a character Writing - Alliteration Maths – Doubles	Spelling Theme – Volcanoes around the world
Wednesday	Reading – Dindy and the Elephant – Extract 2: Personal response Writing - Repetition Maths – Multiplying by 2	Handwriting PE – Jumping and landing/Scavenger hunt Spanish- Los Numeros
Thursday	Reading – Dindy and the Elephant – Both extracts: Personal choice Writing – Adjectives Maths – Multiplying by 5	Spelling PSHE – Healthy Choices Art - Savoldelli's Earthquake
Friday	Reading – Reflection link question plus completing the likes/dislikes/patterns/puzzles response grid Writing – Write a poem Maths – Multiplying by 10	Handwriting Music – Rhythm reading skills

Monday 22nd February

Reading

Take a moment to look at the picture. Write down any questions you have, then answer the questions below.



1. Look closely at the picture. How many animals are there in total and what animals are they?
2. Do you think the animals in the picture have a good or a bad relationship? What makes you think this?
3. What accessories can you see on the table? Make a list of all the items.
4. What are the most noticeable colours in the image? Make a list.
5. How does this picture make you feel? Does it make you feel scared/calm/happy/sad? Explain why?

Write answers to the questions in your English books and send me a photograph of them on ClassDojo.

Writing – What do you want to be?

Please write the date and the title into your lined activity book



The theme for the next two weeks is 'Hopes and Dreams'. In this unit we will look at the poem 'What do you want to be?'. By the end of the two weeks, you will have written your own poem.

Listen to the recording of Miss Hill reading the poem and sharing the task on ClassDojo.

Today's Task:

1. Read 'What do you want to be?' Note: A frock is a girl'
2. Make a list of all the things the poet wants to be.
3. Make a list of 8 things that you want to be.

What do you want to be?

When I grow up I want to be
A rocking rock star,
A chocolate cupcake sprinkler,
A frilly frock fashion designer
And maybe a Formula One racing car driver.

When I grow up I want to be
A lizard trainer,
A potato chip creator,
A clown or circus entertainer
And maybe an ice cream sundae scooper!


Remember to share your work with me by posting a picture of it on ClassDojo!



Maths – Using Arrays

To start your Maths work for today, log on and do 5 minutes of Times Tables Rock Stars.

Today's Arithmetic Starter:

- 1) What is 2×8 ?
- 2) There are 5 flowers in each vase.
How many flowers altogether?

- 3) Complete the sequence. 2, 4, 6, __, __
- 4) Find the sum of 3, 4 and 7

Today's Activity – using arrays

Follow the link to watch the explanation video: <https://vimeo.com/490417143> and complete questions 1 – 8 below.



At the back of the work pack, there is a number line, number square and times tables square to help you.

An **array** is a picture which shows things in columns or rows. For example, look at the arrays below:

In the first array they are 4 columns and 2 rows of windows.



This shows us that:

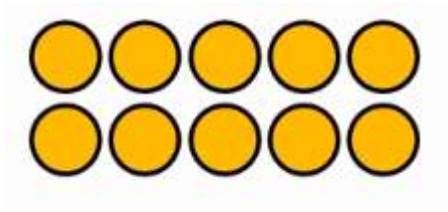
$$4 + 4 = 8$$

$$2 + 2 + 2 + 2 = 8$$

$$2 \times 4 = 8$$

$$4 \times 2 = 8$$

Look at this array using counters. Here there are **5** columns and **2** rows of counters.



This shows us that:

$$5 + 5 = 10$$

$$2 + 2 + 2 + 2 + 2 = 10$$

$$2 \times 5 = 10$$

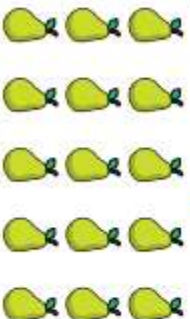
$$5 \times 2 = 10$$

Remember to share your answers with me on ClassDojo so that I can see how you are getting on with your Maths.



Use arrays

1 How many pears are there?



$$\begin{array}{l} \square + \square + \square = \square \\ \square \times \square = \square \end{array}$$

There are pears.

2 How many stars are there?



$$\begin{array}{l} \square + \square + \square = \square \\ \square \times \square = \square \end{array}$$

There are stars.

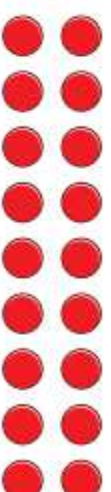
3 Write two additions and two multiplications for the array.



$$\begin{array}{l} \square + \square + \square = \square \\ \square \times \square = \square \\ \square + \square + \square + \square = \square \\ \square \times \square = \square \end{array}$$

What do you notice?

4 Write two multiplications for this array.



$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \end{array}$$

5

Draw an array to show 7×3
Complete the number sentence.

$$7 \times 3 =$$

Is there more than one way to draw the array?

6

Draw three different arrays to show 12



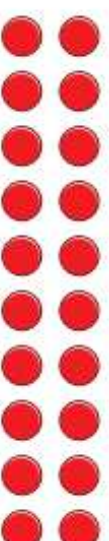
7

Draw dots to show each multiplication in two ways.
The first one has been done for you.

Multiplication	Array 1	Array 2
3×8		
2×5		
4×9		
6×1		

8

Can you see the multiplications 5×4 and 4×5 in the array?



Talk about it with a partner.

Name

Date

Practise the joins.

*ight**ough*

Write rhyming words.

night → *br**sight* → *fr**bought* → *th**flight* → *sl**tighten* → *l**might* → *f**rough* → *t**fought* → *b*Science- Soluble or Insoluble? (Experiment)

Log on to Developing Experts and go through the Presentation entitled: 'Be able to explain the words dissolve and solution'

We are now going to explore different materials to see if they are soluble or insoluble.

1. You will need: warm water, cold water, a clock and 4 different materials (e.g. coffee, sugar, salt, pepper, sand, mud).
2. For each material place it in a jug of cold water and time how long it takes to dissolve. If it doesn't dissolve stop timing. Your material is insoluble.
3. Then repeat the exercise placing the material in warm water and timing how long it takes to dissolve.

Make sure it is a fair test by keeping the amount of water and material the same each time.

Think about these questions:

1. How can we investigate if a material is soluble?
2. How will we know if it soluble?
3. What test can we do?

Use the sheet below to record your findings.



Soluble or Insoluble?

Material	Soluble or insoluble?	Time taken to dissolve in warm water	Time taken to dissolve in cold water

What if no materials in the world were soluble?

Think of three pros (good things about it) and three cons (bad things about it).

Pros	Cons
1.	1.
2.	2.
3.	3.

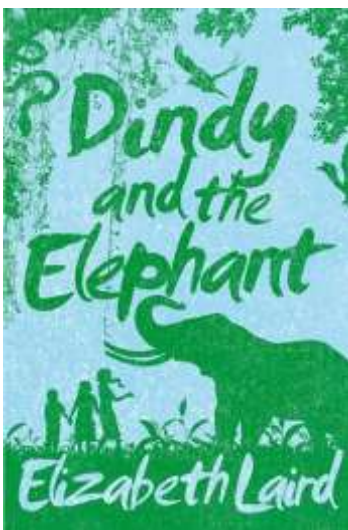
Remember to share your answers with me on ClassDojo



Tuesday 23rd February

Reading

Our reading this week will be focused around the novel Dindy and the Elephant by Elizabeth Laird. Terrified by wild animals and ignored by the other children, a little girl named Dindy starts to realise how little she knows about India, even though it's the only place she has ever called home. But her life is about to be turned upside down as her father tells her they are leaving India for good.



Read along with Mrs Spencer by watching the video on Class Dojo or read the extract below:

Extract 1

Something was moving on the ground behind him, across the very bit of the path we had just come down. Something long and thin and grey, that slithered from one side of the path to the other.

I grabbed Pog's hand.

'Come on! Run!'

He tried to snatch his hand away.

'I won't. I'm going home.'

He turned as if to go back up the path. 'Pog, you can't! There's a snake. A cobra! I saw it!'

And then we were both running, crashing through the bushes, tearing our clothes, scratching our bare legs, until we almost fell out on to the wide track below that ran down to the stream.

Pog was crying. 'I told you we shouldn't have come. I told you! I hate you, Dindy! We might have been bitten to death!'

'Yes, but we weren't, were we?' I was feeling so guilty that I needed to sound extra brave to cover it up. 'And it mightn't have been a cobra. It might have been one of the harmless ones.'

Your Task – Finding clues about a character:

1. The writer gives you lots of information about Pog in this extract. Read through the extract above and underline or highlight everything about Pog.
2. Think about how the writer tells you about Pog, using description and dialogue (what Pog says and how he reacts) and then, using the text, fill in the fact file below to show what you know about Pog

Examples from the description of what Pog does	Examples from dialogue – what Pog says
What Pog does:	What Pog says:
What Pog does:	What Pog says:
What Pog does:	What Pog says:

Remember to share your work with us on ClassDojo! You might see your work shared with the class later.



Writing – Alliteration

Please write the date and the title into your lined activity book.

Today's Task:

1. Watch the video on Class Dojo explaining today's work.
2. Watch the following video that explains alliteration:
https://www.youtube.com/watch?v=5_b845Lxtq4



3. If you need more support, look at the information below which explains alliteration.


Alliteration (Example)

repeating a sound at the start of words

I have heard how hedgehogs hog the hedge.

also at the start of stressed syllables

...but we scoff sticky slugs.



4. Now, underline or highlight all of the alliteration in the poem. Be careful just because two words start with the same letter, it does not mean it is alliteration. For example: 'chocolate cupcake' is NOT alliteration. The first one has been done for you.

What do you want to be?

When I grow up I want to be
A rocking rock star,
A chocolate cupcake sprinkler,
A frilly frock fashion designer
And maybe a Formula One racing car driver.

When I grow up I want to be
A lizard trainer,
A potato chip creator,
A clown or circus entertainer
And maybe an ice cream sundae scooper!

5. Write three sentences in your book that include alliteration.

Maths – Making doubles

To start your Maths today have a look at the number bonds questions below:

Colour all the number bonds to 20

$14 + 3$	$17 + 3$	$2 + 18$	$0 + 20$	$3 + 16$	$9 + 11$	$17 + 3$	$18 + 2$	$2 + 0$
$18 + 1$	$3 + 7$	$12 + 7$	$5 + 15$	$4 + 8$	$1 + 19$	$13 + 5$	$20 + 0$	$1 + 15$
$11 + 8$	$11 + 9$	$19 + 1$	$3 + 17$	$10 + 0$	$13 + 7$	$16 + 2$	$8 + 12$	$5 + 5$
$5 + 6$	$4 + 16$	$19 + 0$	$10 + 1$	$2 + 0$	$14 + 6$	$17 + 1$	$11 + 9$	$11 + 8$
$12 + 5$	$12 + 8$	$18 + 2$	$15 + 5$	$4 + 15$	$16 + 4$	$10 + 10$	$15 + 5$	$13 + 3$

Today's Arithmetic Starter:

- 1) Divide 12 by 2
- 2) One triangle has 3 sides.
How many sides do 5 triangles have?
- 3) Use $<$, $>$ or $=$ to compare.
 3×2 2×3
- 4) Calculate $75 - 10$

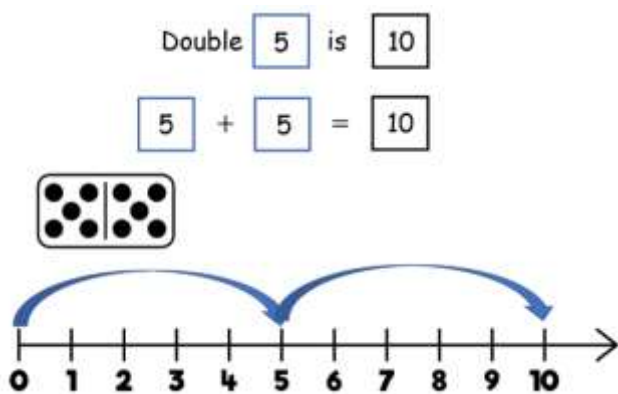
Today's Activity – making doubles

Follow the link to watch the explanation video: <https://vimeo.com/490420115> and complete questions 1 – 4 below.



At the back of the work pack, there is a number line, number square and times tables square to help you.

Look at the example below:

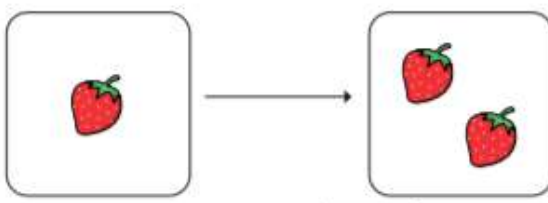


When we **double a number** we add it to itself ($5 + 5 = 10$) or we multiply it by 2 ($5 \times 2 = 10$).

I Complete the sentences.

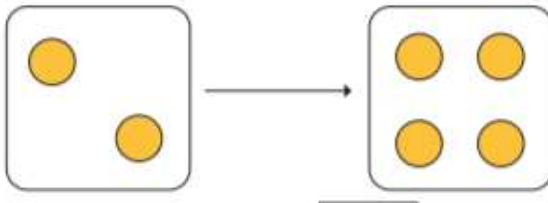
Use the pictures to help you.

a)



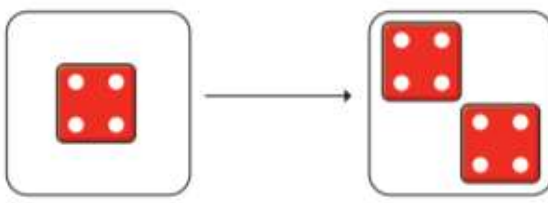
Double 1 is

b)

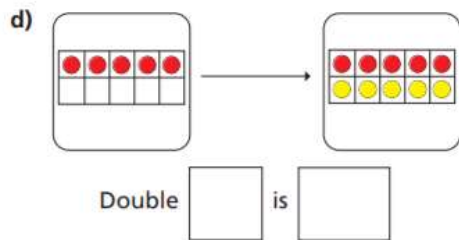


Double 2 is

c)



Double is



2 Match the doubles to the additions.

Double 3	$6 + 6$
Double 6	$7 + 7$
Double 10	$3 + 3$
Double 7	$10 + 10$

3 Fill in the gaps.

a) Double 15 is

b) Double 11 is

c) Double 12 is

d) Double 20 is

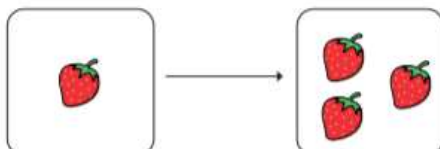
e) Double is 8

f) Double is 16

4



I have doubled the number of strawberries.



Do you agree with Mo? _____

Make sure you share your work with me so that I can see how you are getting on with your Maths.

Spellings: -ge and -dge words

Sort the words beneath the table into the right columns:

-dge	g	-ge	j

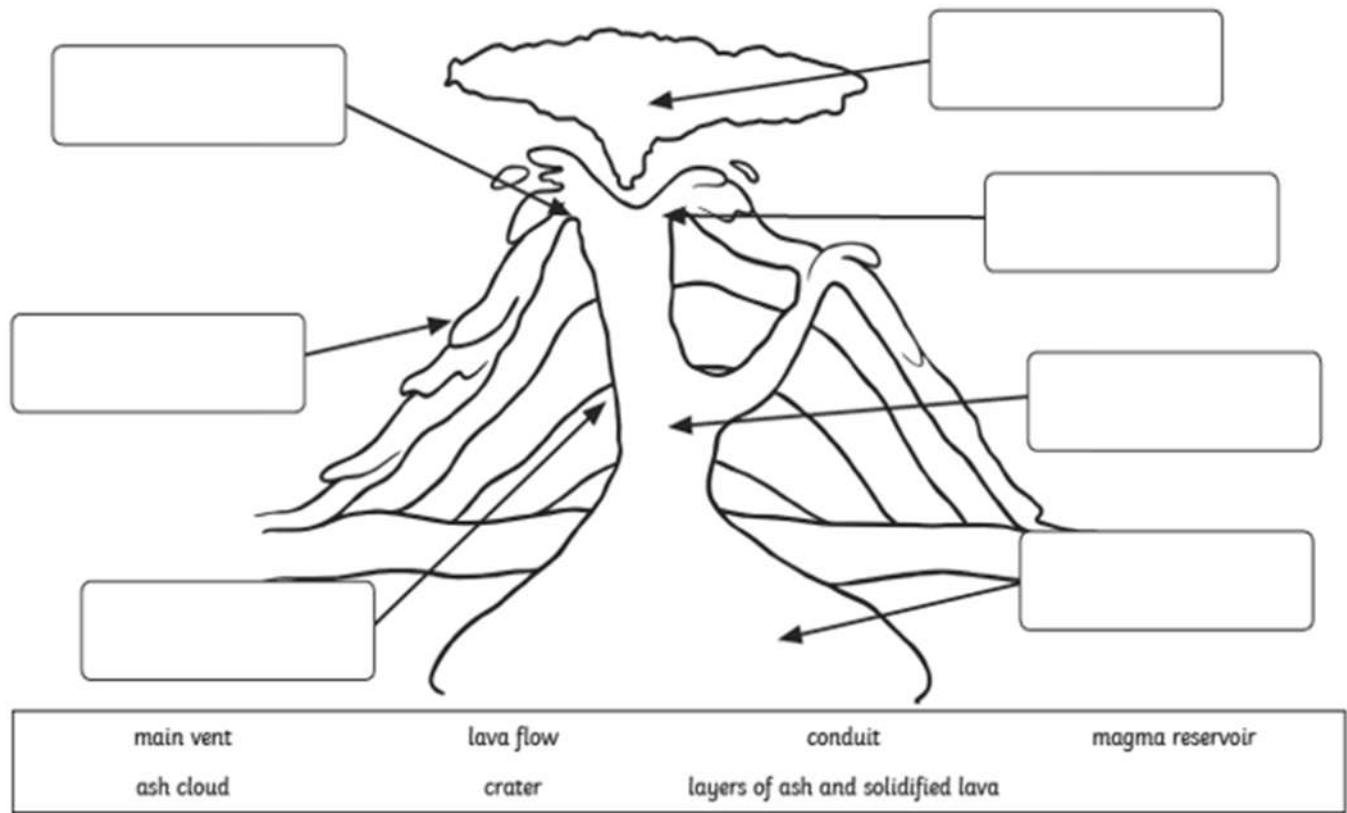
badge	gem	jaw	age
giant	join	bridge	energy
dodge	huge	joke	bulge
village	adjust	jack	jet

Challenge:



Geography– Volcanoes around the world

Can you recall the parts of a volcano – see if you can label the picture below without looking at last week's work:



Check your work from last week – did you remember all of the parts?

Today we are going to create a **volcano fact file**. This can be a poster, powerpoint presentation, newspaper article, written report or even a poem.

I have included some information about two famous volcanoes below (Krakatoa and Mount Vesuvius) should you wish to design your own fact file about one of these. See if you can find any more facts about them.

However, you can use another volcano if you would like. Some other possible volcanoes to focus your research on are: Mount Saint Helens, Mount Pinatubo or Popocatepetl.

When creating your fact file, you should include the following:

- Volcano's name and location.
- What type of volcano it is (i.e. stratoclava, caldera).
- Whether it is active, dormant or extinct.
- The date it last erupted and details about what happened.
- Any other interesting facts.
- A picture – you can draw this yourself if you would like to.

Some useful websites to look at are:

<https://www.3dgeography.co.uk/iceland-volcano-eruption>



<https://www.activewild.com/famous-volcanoes/>



https://www.ducksters.com/history/us_1900s/mount_st_helens_eruption.php



<https://easyscienceforkids.com/mount-pinatubo/>



Make sure you share your work with me – I will be putting the best ones on the learning wall in school and sharing them on ClassDojo.



Krakatoa



- Krakatoa is a volcanic island in Indonesia.
- It erupted in 1883 killing 36,000 people.
- Many of the people were killed by the giant tsunamis which followed when the volcano collapsed into the sea and the island was destroyed.
- The debris and ash thrown up darkened skies up to 275 miles away and dawn did not return to the local area for 3 days.
- The shock waves in the atmosphere circled the planet at least seven times.
- Within 13 days, a layer of sulphur dioxide and other gases began to filter the amount of sunlight able to reach Earth. The atmospheric effects made for spectacular sunsets all over Europe and the United States.
- Average global temperatures were up to 1.2 degrees cooler for the next five years.
- In 1927, some fishermen were startled as a column of steam and debris began spewing from the collapsed caldera. Krakatoa had awakened after 44 years of calm. Within weeks, the rim of a new cone appeared above sea level. Within a year, it grew into a small island, which was named Anak Krakatoa, or Child of Krakatoa.
- Anak Krakatoa has continued to erupt periodically, although mildly.

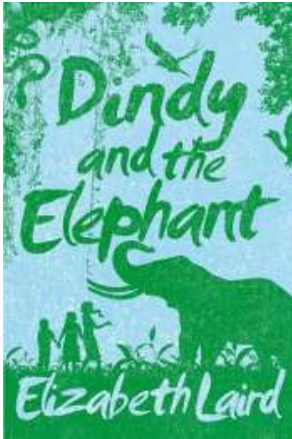
Famous Volcanoes – Mount Vesuvius

- Mount Vesuvius is in Italy and is the only active volcano in Mainland Europe.
- In AD 79 it erupted violently for the first time in 800 years – no-one realised it was a volcano.
- The city of Pompeii was 15 km south of Vesuvius but was completely buried by ash. Ash and pumice rained down on the city, filling the streets and collapsing buildings.
- People had little time to escape and thousands of people died as they tried to run away. They were suffocated by the hot choking ash. Excavations have uncovered the remains of people and animals.
- Mount Vesuvius is still dangerous and has erupted dozens of times since AD 79. It has regularly destroyed nearby towns and villages but people still live close by.
- Mount Vesuvius last erupted in 1944.



Wednesday 24th February

Reading



Watch Mrs Spencer read extract 2 from *Dindy and the Elephant* by logging onto Class Dojo or read the extract below:

Extract 2

The four working elephants were standing in the shade. They were chained by the back legs to huge posts. They stood quite still, their trunks limp and drooping, as if they were resting. Only their ears flapped from time to time as they tried to shake off the flies that buzzed around their eyes.

Pog and I had seen the estate's tame working elephants quite often before. They weren't usually at this end of the tea plantation, but sometimes, when they were, Daddy would drive us down in his car as a treat to look at them. We'd even ridden on an old one once. I'd been a bit scared of falling off, but Pog had loved it. He'd shouted so loudly that the mahout (the man who looked after the elephants) had to tell Daddy to keep him quiet in case the elephant got upset.

'Why don't we shout and see if anyone will come?' I said.

'You don't want to scare the elephants,' said Nikhil. 'And, anyway, we don't shout. It's rude.'

I bit my lip. Daddy was always shouting at people. Mother shouted at Sunderam all the time too.

Your Task - Personal Response:

Answer the questions below:

1. The writer tells you lots of information about the elephants. When you heard that this book was called *Dindy and the Elephant*, what were you expecting?
2. How did you feel when you read this section about the elephants?
3. Did it match your expectation?

4. Write a short paragraph or record a little video of you talking about how you feel about this description of the elephants.

You might want to use some of these sentence starters to help you.

- I felt when I read the description because
- It made me feel because
- This part of the text made me feel
- I liked the part when because
- I did not like the part when..... because
- I was surprised because I thought

Remember to send us your paragraph or little video on ClassDojo - we'd love to see your thoughts!



Writing – Repetition

Please write the date and the title into your lined activity book

Today's Task:

1. Watch the video on Class Dojo explaining today's activity.
2. Read the information below which explains repetition. In the example, the words 'a mayor they can.' is repeated:

REPETITION

- ❑ **DEFINITION:** occurs when words are repeated in order to make a stronger impact on the reader
- ❑ **EXAMPLE:** The people of this city deserve a mayor they can trust, a mayor they can respect, a mayor they can count on.

3. Look at your poem. Underline or highlight all of the repeated phrases – see the example below:

What do you want to be?

When I grow up I want to be

A rocking rock star,

A chocolate cupcake sprinkler,

A frilly frock fashion designer

And maybe a Formula One racing car driver.

When I grow up I want to be

A lizard trainer,

A potato chip creator,

A clown or circus entertainer

And maybe an ice cream sundae scooper!

4. Write a sentence to explain why poets use repetition.

Make sure you share your work with me so that I can see how you are getting on with your poetry.



Maths

To start your Maths work for today, log on and do 5 minutes of Times Tables Rock Stars.

Today's Arithmetic Starter:

- 1) Is 13 odd or even?
- 2) Divide 14 by 2
- 3) There are 5 players on a football team.
How many players on 4 football teams?
- 4) How much money is there altogether?



Today's Activity – multiplying by 2

Follow the link to watch the explanation video: <https://vimeo.com/490420447> and complete questions 1 – 6 below.



At the pack of the work pack, there is a number line, number square and times tables square to help you.

Look at the picture below. Here we have 3 plates with 2 cookies on and 6 cookies altogether.

We can write this as $3 \times 2 = 6$.



Here we have 6 pairs of socks. Each pair has 2 socks in it and there are 12 socks in total.

We can write this as $6 \times 2 = 12$.



Make sure you share your work with me so that I can see how you are getting on with your Maths.



The 2 times-table

- 1 Write a fact from the 2 times-table to match the picture.

a)



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

b)



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

c)



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

- 4 Complete the number sentences.

a) $3 \times 2 = \square$

f) $\square = 12 \times 2$

b) $\square = 9 \times 2$

g) $2 \times \square = 2$

c) $2 \times 5 = \square$

h) $2 \times 0 = \square$

d) $2 \times \square = 4$

i) $14 = 2 \times \square$

e) $12 = \square \times 2$

j) $\square \times 2 = 22$

- 5 Teddy has £8

Rosie has twice as much money as Teddy.
How much money does Rosie have?

Rosie has £ \square

- 2 a) Complete the number line.



- b) Which times-table does the number line show?

Tick your answer.

1 times-table 2 times-table

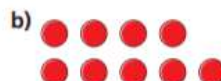
3 times-table

How do you know?

- 3 Complete the array and times-table fact so that they match.



$$2 \times 2 = \square$$

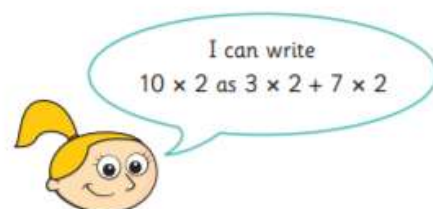


$$2 \times 5 = \square$$



$$2 \times \square = 8$$

- 6 Eva is writing 10×2 in different ways.



Find three more ways that you can write 10×2

Use counters to help you.

$$\square \times \square + \square \times \square$$

$$\square \times \square + \square \times \square$$

$$\square \times \square + \square \times \square$$

Compare answers with a partner.

UNIT 14

Size, proportion and spacing: *ious*

Name

Date

14

Practise the joins.

ious

Match the nouns and adjectives.

suspicion

infection

conscience

glory

labour

seriousness

infectious

glorious

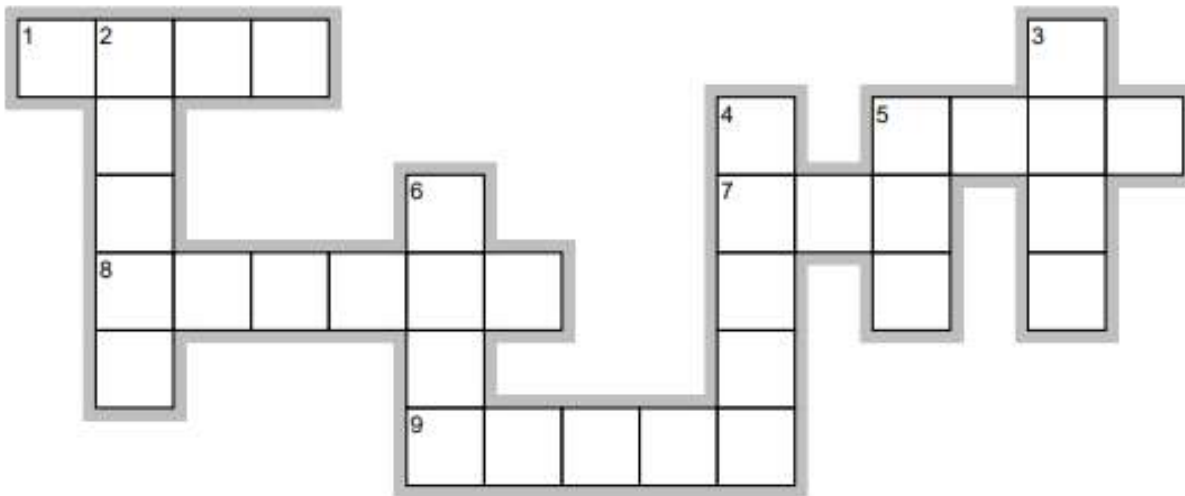
laborious

conscious

suspicious

serious

Los Números 1-10 Crossword



Word bank

CINCO CUATRO DIEZ DOS NUEVE OCHO SEIS SIETE TRES UNO

Across

- 1. Eight
- 5. Ten
- 7. One
- 8. Four
- 9. Seven

Down

- 2. Five
- 3. Six
- 4. Nine
- 5. Two
- 6. Three

Remember to hare your work with me so that I can provide you with some feedback.



PE – jumping and landing

Go to <https://real.jasmineactive.com/login>.



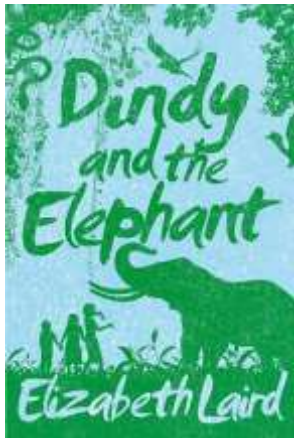
Log in with the details sent to you via Class Dojo and click on KS2. Go to the jumping and landing activities. Watch the video and then, have a go yourself.

Use the colour tabs to change the difficulty of the challenges and share pictures on ClassDojo of you completing them at home.

If you'd like an additional PE activities how about a **scavenger hunt** around your neighbourhood – remember you must take an adult with you! As you walk, keep your eyes peeled and score a point for everything you see. Let me know how many points you scored:

Item	Tick if seen
A red door	
An oak tree	
A bird (one point for every bird you see)	
A blue car	
A crocus (a small purple, yellow or white flower)	
A dog (one point for every dog you see)	
A pond or pool	
A pedal bike	
A garden gnome or statue	
A person wearing a hat	

Reading



Watch Mrs Spencer reading extract 1 from *Dindy and the Elephant* by logging onto Class Dojo or re-read the extracts from earlier in the week.

Whilst reading or listening to the extracts, focus on the behaviour of Dindy and Pog, then look at how they talk to each other – what they say and how they say it.

Your Task – Personal choice:

1. Who would you prefer to be friends with, Dindy or Pog? Think about what you look for in a friend and decide if you would prefer to be friends with Dindy or Pog.
2. Write a short paragraph or record a little video of you talking who you have chosen and why.

You could use these sentence starters to help you.

- I have chosen because
- My first reason is
- Another reason is that
- I did not choose because
- My final reason is



Remember to send us your paragraph or video on ClassDojo - we'd love to see your thoughts!

Writing – Adjectives

Please write the date and the title into your lined activity book

Today's Task:

1. Watch the video on ClassDojo explaining today's task.
2. Read the PowerPoint slide which explains adjectives.
3. Watch this song about adjectives: <https://www.youtube.com/watch?v=QxoDGIPUmyU>



4. Write a sentence to explain what an adjective is. The information below will help you.



5. Write a list of adjectives. For example: red, quick, happy
6. Underline or highlight the adjectives in the poem. The first one has been done for you.

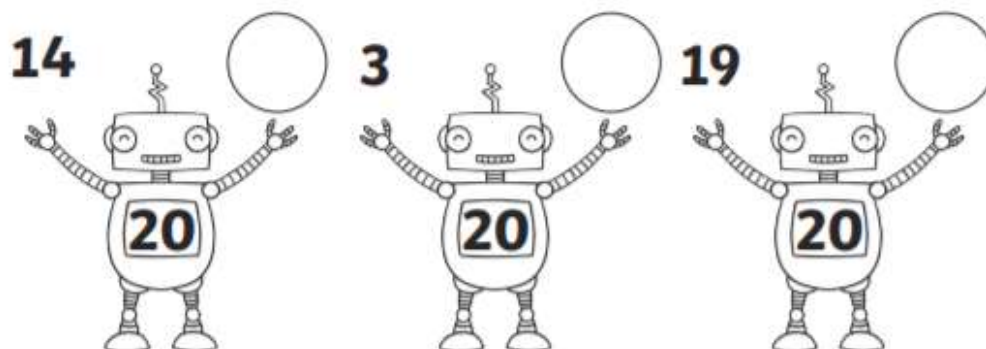
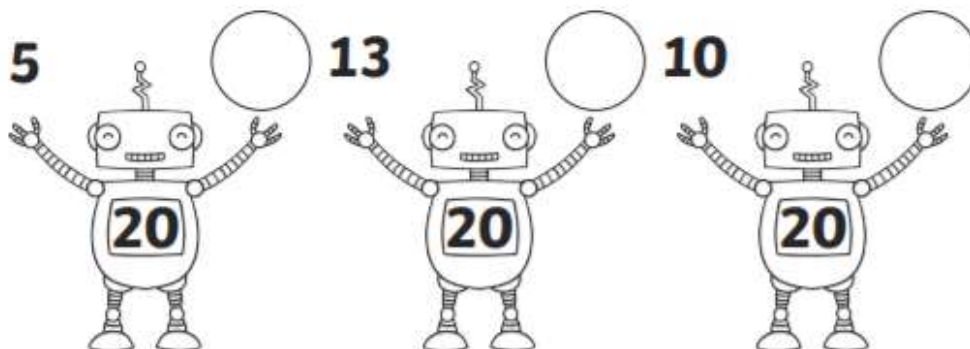
What do you want to be?
When I grow up I want to be
A rocking rock star,
A chocolate cupcake sprinkler,
A frilly frock fashion designer
And maybe a Formula One racing car driver.

When I grow up I want to be
A lizard trainer,
A potato chip creator,
A clown or circus entertainer
And maybe an ice cream sundae scooper!

Maths

To start your Maths today:

Can you find the missing number bond to make 20?



Today's Arithmetic Starter

- 1) Is 14 odd or even?
- 2) What is $18 \div 2$?
- 3) There are 5 pencils in a pot.
How many pencils in 3 pots?



- 4) How many tens are there in 24?

Today's Activity – multiplying by 5

Follow the link to watch the explanation video: <https://vimeo.com/490421314> and complete questions 1 – 6 below.



At the pack of the work pack, there is a number line, number square and times tables square to help you.

Look at the picture below. Here we have 2 fishbowls with 5 fish in each and 10 fish altogether.

We can write this as $2 \times 5 = 10$.



Here we have 5 bags of apples each with 5 apples and 25 apples altogether.

We can write this as $5 \times 5 = 25$.

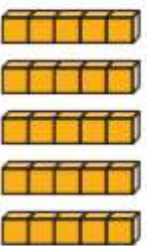


Make sure you share your work with me so that I can see how you are getting on with your Maths.

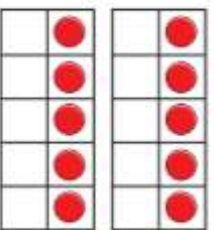


The 5 times-table

- 1 a) Match the picture to the times-table fact.



$$3 \times 5$$



$$2 \times 5$$

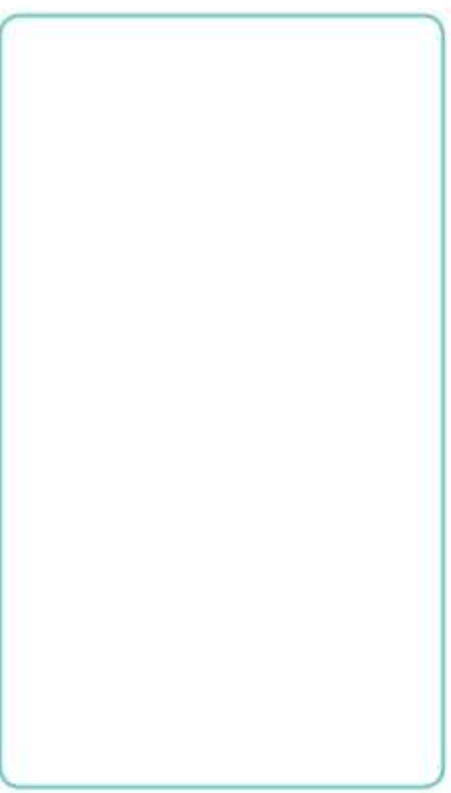


$$1 \times 5$$



$$5 \times 5$$

- b) Draw a picture to show 4×5



- 2 a) Complete the number line.



- b) Which times-table does the number line show?

Tick your answer.

1 times-table 2 times-table

5 times-table

How do you know?

3 Complete the number sentences.

a) $5 \times 5 =$

f) $= 11 \times 5$

b) $= 9 \times 5$

g) $5 \times$ $= 5$

c) $5 \times 6 =$

h) $5 \times 0 =$

d) $5 \times$ $= 40$

i) $10 = 5 \times$

e) $35 =$ $\times 5$

j) $\times 5 = 60$

4 How much money does Ron have?



Complete the multiplication.

\times $=$

Ron has p.

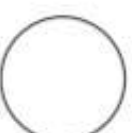
5 Write $<$, $>$ or $=$ to compare the calculations.

7×5



5×8

6×5



$4 \times 5 + 2 \times 5$

2×5



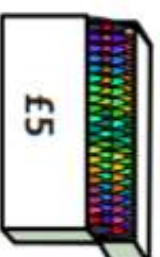
$3 \times 5 - 1 \times 5$

12×2



2×12

6 A sandwich costs £2 and a box of crayons costs £5



Jack buys 5 sandwiches and 3 boxes of crayons.
How much does he spend in total?

Jack spends £

Spellings: -ge and -dge words

Read the text below. Highlight words from the text which end in -ge and -dge and start in g and j. Then, add these words to the table below.

Geoff Giraffe and the Fudge

Geoff the giraffe was charging through the edge of the jungle on a journey when he suddenly found a huge village where they made strange fudge. He jumped for joy because fudge was his favourite food. He searched in his jacket for a jam jar so that he could take some fudge with him on the rest of his journey. Quietly, he jogged across the bridge and stole just a little orange flavoured fudge. Off he jumped with his prize. But what Geoff didn't realise was that the fudge was magic and when he tried to eat it the fudge would turn to jelly!

-dge	g	-ge	j

Make sure you share your work with me so that I can see how you are getting on with your spellings.



Who is Jean-Humbert Savoldelli and how can we use his work for inspiration?

Jean-Humbert Savoldelli is a modern French artist famous for his abstract paintings.



- * What can we tell about the image of him?
- * How does it compare to the one we looked at of Turner?
- * Savoldelli is a modern artist. What does this mean?

What does it mean if you create 'abstract' paintings?

Abstract art is art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours and forms to achieve its effect.

Earthquake

With this last sentence in mind, look at Savoldelli's painting: 'Earthquake'. This painting was created using acrylics on canvas. Savoldelli worked on contrasts between natural earth colours and flashier colours to create an impact.

What do you notice about the painting?
What emotions does it evoke?
How does it represent an earthquake in an abstract way?

In your books, make brief notes about this image and the observations you have made.



PSHE – Healthy Choices

Today we are looking at the importance of making healthy choices for ourselves to look after our own wellbeing, something that is especially important during lockdown.

Watch the video here and then answer the questions below:

<https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/ztsqfcw>



1. According to the video what three things do we need in order to be healthy and for our bodies to work properly?

- 1.
- 2.
- 3.

2. Why is sleep so important?

3. Do you think you get enough sleep? If not, why not?

4. Can you think of 3 unhealthy choices that people should avoid making?

- 1.
- 2.
- 3.

Now, have a go at the '**Need-Don't Need**' game below the video at the link above – click on the hand in the bottom left box and sort the objects into ones that you need and don't need to stay healthy.



Next, have a go the **quiz**:



Finally, reflect on whether you could make healthier choices for yourself. It could be that you need more sleep, less screen time, to drink more water and less sweet drinks, to eat more vegetables or to take more exercise. You could speak with a parent or family member and see what they think of your ideas or whether they have noticed anything that think you could do to make sure you stay healthy.

Write down any ideas that you have here and see if you can make improvements over the next week.

In order to stay healthy, I am going to:

Share your thoughts and work with me – I look forward to seeing it.



Friday 26th February





Reading

Look back at the picture from the start of the week



Consider the following question:

1. How does the image link to the text that we have studied this week?
2. Finally, using the table below, record your responses on Dindy and the Elephant from the work we've done this week. Think about:
 - What did you like about it?
 - What did you dislike?
 - Any patterns (does it remind you of anything else you've read)? Any puzzles (questions you'd like to ask)?

<p>Dislikes</p> 	<p>Patterns</p> 
<p>Likes</p> 	<p>Puzzles</p> 

Send in your completed grids on ClassDojo and we'll share them to see what everybody else thought of it!



Writing – Write a poem

Please write the date and the title into your lined activity book

Today's Task:

Today we are going to write the first draft of our own 'What do you want to be?' poem. [Watch the video on Class Dojo which explains the activity.](#)

1. Use the template below to help you write your own 'What do you want to be?' poem.

What do you want to be?

When I grow up I want to be

A _____,

A _____,

A _____,

And maybe a _____.

When I grow up I want to be

A _____,

A _____,

A _____,

And maybe a _____.

2. Go through the checklist below and make sure you have all the parts of your poem so far.

In my poem I need to include...	✓
Alliteration	
Repetition	
Adjectives	
Neat handwriting	

You have written the first half of your poem!

Once you are happy with it, share it on [ClassDojo](#) so that we can celebrate your excellent writing!



Maths - multiplying by 10

To start your Maths work for today, log on and do 5 minutes of Times Tables Rock Stars.

Today's Arithmetic Starter:

- 1) Calculate $15 \div 5$
- 2) Multiply 2 by 7
- 3) How much money altogether?



- 4) Find the sum of 22 and 35

Today's Activity:

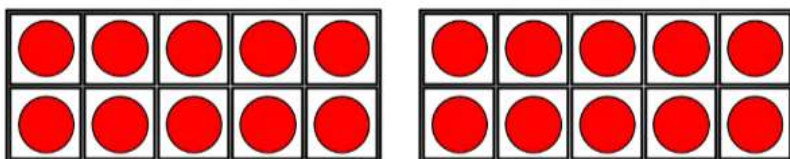
Follow the link to watch the explanation video: <https://vimeo.com/490421912> and complete questions 1 – 7 below.



At the back of the work pack, there is a number line, number square and times tables square to help you.

Look at the picture below. Here we have 2 ten frames each with 10 counters in. In total there are 20 counters.

We can write this as $2 \times 10 = 20$



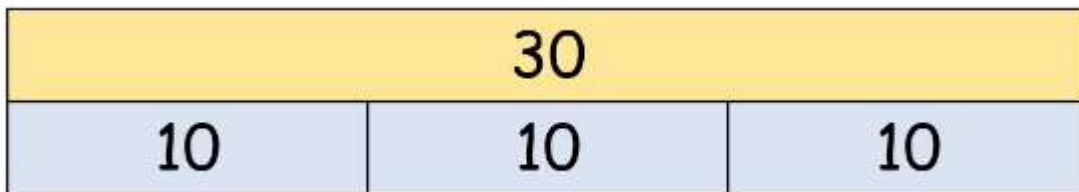
Below I have 4 10p pieces - when I add them together they total 40p.

We can write this as $4 \times 10 = 40$



Below I have a **bar model**. This bar model shows me that 30 can be made from adding 3 tens together.

This can be written as $3 \times 10 = 30$



Make sure you share your work with me so that I can see how you are getting on with your Maths.



The 10 times-table

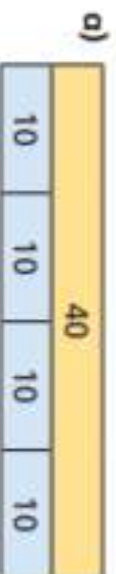
1 How many cookies are there?



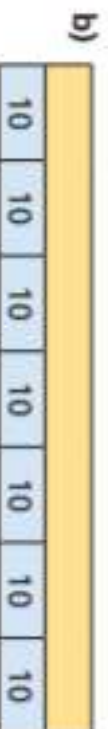
$$\boxed{} \times 10 = \boxed{}$$

There are $\boxed{}$ cookies.

2 Complete the multiplication fact to match the bar model.

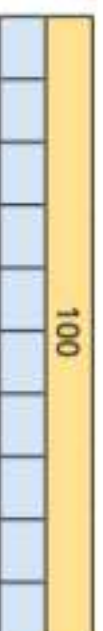


$$\boxed{} \times \boxed{} = \boxed{}$$



$$\boxed{} \times \boxed{} = \boxed{}$$

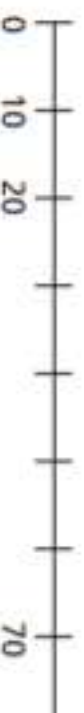
c)



$$\boxed{} \times \boxed{} = \boxed{}$$

3 Draw a bar model to represent 5×10

4 a) Complete the number line.



b) Which times-table does the number line show?

Tick your answer.

10 times-table 5 times-table 1 times-table

How do you know?

5 Complete the number sentences.

a) $2 \times 10 =$ f) $= 10 \times 10$

b) $= 7 \times 10$ g) $10 \times$ $= 10$

c) $10 \times 4 =$ h) $10 \times 0 =$

d) $10 \times$ $= 110$ i) $30 = 10 \times$

e) $80 =$ $\times 10$ j) $\times 10 = 90$

6 Eva is 7 years old.

Her gran is 10 times older.

How old is Eva's gran?

Eva's gran is years old.

7 Four children each have some money.

Teddy has this money.



I have twice
as much money
as Teddy.

I have five times
as much money
as Teddy.

Dora

I have ten times
as much money
as Dora.

Jack

Rosie

How much money do they each have?

Teddy has

p

Dora has

p

Jack has

p

Rosie has

p

Name

Date

Practise the joins.

*able**ful*Make adjectives by adding **able** or **ful**.

Write the whole word.

*careful**peace**break**careful**fashion**truth**colour**clean**collect**help***Music**

Complete the lesson on developing our rhythm reading skills by watching and joining in with the online video from Oak National Academy:

<https://classroom.thenational.academy/lessons/developing-reading-rhythm-cnj34c>



Add the rest symbol to the notes table you created last week and write how many beats it represents.

Now, can you write your own rhyme and notate it to show the rhythm? I have attached a 4-beat template below to help you.

Share your work with me on Class Dojo – I will share the best examples and we might even try out your rhythms in class!





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

Number Line



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

Counters

