

Week 1 Timetable:

Day	Core	Foundation
Monday	Reading – Journey to the Centre of the Earth Writing – Exploring and boxing up model text Maths – Add mixed numbers – Task 1 Handwriting – Letter orientation: ascenders and descenders	Science – Explore the Kingdoms of Life.
Tuesday	Reading – Journey to the Centre of the Earth Writing – Vocabulary challenge and response questions Maths – Add mixed numbers – Task 2 Spelling – Spelling puzzle challenge – anagrams!	Thematic – Which mode of transport brought Birmingham the most financial success: canals or trains?
Wednesday	Reading – Journey to the Centre of the Earth Writing – Grammar activities: Relative clauses, sentence imitations and adjectives focus Maths – Subtract mixed numbers – Task 1 Handwriting – Spacing: between letters	PSHE – Mental health
Thursday	Reading – Journey to the Centre of the Earth Writing – Generating ideas part 1 Maths – Subtract mixed numbers – Task 2 Spelling – Spelling puzzle challenge – crossword!	Computing – Coding Spanish – Weather and seasons
Friday	Reading – Journey to the Centre of the Earth film clip Writing – Generating ideas part 2 Maths – Google Forms Quiz Handwriting – Spacing: between words	RE – What can we learn from religion about harmony where we live? PE – Jumping and landing

Monday 22nd February



Reading – Journey to the Centre of the Earth by Jules Verne

Listen to Miss Fouracre reading the extract on Class Dojo before answering the questions.

Journey to the Centre of the Earth follows the adventures of Professor Otto Lidenbrock and his nephew, Axel, who narrates the story. After deciphering a cryptic message the leads them to Iceland, they meet a guide names Hans and the three start a dangerous underground journey.

Our real journey had finally begun. Until now, our courage and determination had been enough to overcome all the difficulties we faced. We were sometimes tired, but that was about the worst of it. Now we were going to face unknown and terrifying dangers.

I had not yet dared to peer into the horrible abyss that I was about to enter. However, the point of no return had finally arrived and I had to make a decision. This was my last chance to turn my back on the whole foolish adventure.

Gingerly, I approached the edge of the gaping hole.

It stretched out in front of me, at least a hundred feet wide. I leaned warily on a rock which jutted out from the edge, and looked down. My hair stood on end, my teeth chattered, I shook uncontrollably. I felt completely off balance, and my head was in a sort of whirl. I felt a pull from my core towards the endless darkness that lay below. I was about to fall head first into the black void when I was drawn back by the firm and powerful hand of our guide, Hans.

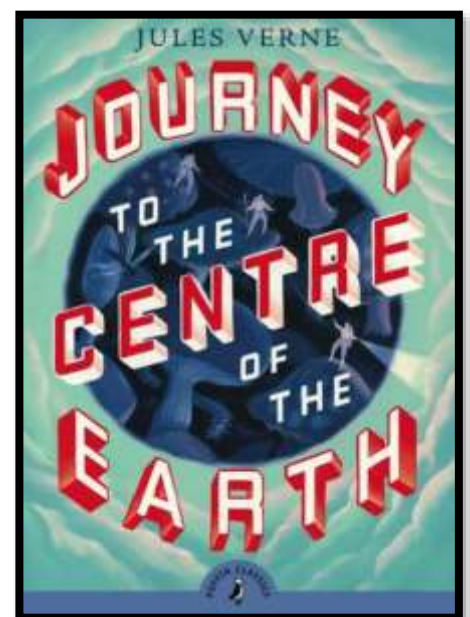
I had only looked into this astonishing shaft for a few short moments, but it had been enough to give me a good idea of its physical structure. Its sides, despite being almost completely vertical, offered numerous nooks and ledges which would help us make our way down into the depths. In fact, it was a sort of wild and savage staircase, without bannister or fence.

We fastened a rope to a sturdy boulder at the surface and began our descent. Hans went first, my uncle followed, and I went last. Our progress was made in absolute silence – a silence broken only by the fall of pieces of rock, which broke from the jagged sides and fell with a roar into the depths below.

At first, I allowed myself to slide downwards, holding the rope frantically with one hand and using the other to keep myself off the rocks. However, with every passing moment I was gripped by a growing fear that the rope would fail us, for it seemed far too fragile to support three. Increasingly, therefore, I did my best not to put my full weight on the rope, and instead clutched at the craggy rock face with desperate hands and feet.

After three hours of grim concentration, we seemed as far from the bottom of the well as when we set out. When I looked up, however, I could see that the hole through which we had entered was becoming ever smaller, letting in less and less light. We were entering the regions of eternal night.

And still we continued to descend!



1. Where is the story set?

2. Can you match these words with the correct definitions?

If you need to, use a dictionary to help you with this:

<https://kids.wordsmyth.net/we/>

Deciphering

Cryptic

Abyss

A vast pit, too big to be measured.

To change from a code into ordinary language.

Difficult to understand; mysterious in meaning.

3. a) What personal traits had helped them so far on their adventure?

b) Why would these be helpful traits to have when facing difficult challenges or obstacles?

4. At the start of the extract, does the narrator know what they will encounter on the next stage of their journey? How do you know? Find **two** pieces of supporting evidence in the text:

• _____

• _____

5. Why is this his '*last chance to turn my back on the whole foolish adventure?*'



Remember to check your answers and self-mark at the end of the day!



Writing – Boxing up model text

Watch today's instructional writing video - Miss Fouracre will be reading the model text and explaining today's activities.



Stimulus - The World of Jumanji

In 1981 Chris Van Allsberg wrote a book called *Jumanji*. In the story, a brother and sister discover a game that turns fiction into real life. Whatever square you land on in the game, brings a new challenge to overcome. Worst still, the challenge becomes a reality for everyone around.



This was adapted into a classic film (one of Miss Fouracre's favourites!) Follow the QR code or this link to watch the trailer: <https://www.youtube.com/watch?v=8WaAUE4MXs8>



Think carefully about the trailer and answer the following questions.

1. What persuasive features does the trailer have? How have they tried to convince the audience to want to see the film?

☐

☐

☐

2. Write three persuasive sentences to convince others to want to see the film:

☐

☐

☐

THE GAME

Bored. Beyond belief. It was wet play *again* and Danny felt like they hadn't seen the playground for weeks. Rivers of greasy rain streaked the classroom windowpanes and pooled to make gigantic puddles in the centre of the netball court. Another lunchtime inside was clearly distressing Mrs Allbright, as she seemed even more tense and snappier than usual. She sat at her desk with a steaming cup of tea, marking books with the ferocity of a wild beast. To top it all, every decent game was being used and only the tub of dominoes was left. Everyone knew that half of them were missing, which made the game utterly redundant. Danny caught Susie's eye and beckoned her to come over. Desperately, they began to search the classroom for something to do.

To their dismay, the comic box was empty, the iPads had been snapped up by Freya and her gang and Billy seemed to have started a resurgence of the game Slap, which didn't look like fun at all. As the two friends squeezed past the art table to get to the wet-play books, a tatty, cardboard box fell from the top shelf of the bookcase. Cautiously, Susie picked it up.

"I've never seen this game before," she said, wiping the dust from the unusual lid. It was embossed with intricate patterns and around the edges were pictures of animals – insects and other strange creatures. "An animal game? Bor-ing!" Danny moaned, already losing interest. "Oh, come on. Let's play? There's nothing else to do," reasoned Susie, smiling widely and shaking the box invitingly.

They sat down in a quiet corner, lifted the lid and took out the board...



What next? We've stopped at an interesting part of the story. Summarise below what you think could happen next.



I predict...

"Looks simple enough," said Danny, impatient as ever, as he set the counters onto the start line. They were jungle animals: a rhino and a jaguar. He shuffled the game cards and laid them in a neat pile adjacent to the board. "Let's just start and learn as we go."

Susie went first. She grasped the dice and threw them down onto the centre of the board. An eight! She moved her rhino eight places, to land on an orange-coloured square. It showed a picture of a giant tarantula. She lifted a game card and read it out: "If you do not catch this exotic beast, then you'll be on the menu for its next daily feast." She stared at Danny. "I don't get it!" she shrugged.

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

"EARTHQUAKE!" shouted Billy, bursting into laughter. He soon stopped, as in the blink of an eye, an enormous spider larger than a horse shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce, and its whole body seemed to pulse. Eight, bulging eyes scanned the room and then ... It sprang into action. It crushed tables, smashed the windows and flung children all around the classroom with a rapid flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair.

"What shall we do?" shouted Danny desperately, pressing himself tightly against the wall.

"Read the instructions," ordered Susie. "We have to stop it!"

Quickly, they scabbled around to find the box underneath all the mess. They rescued it from under a pile of maths books and scanned the upturned lid to read the instructions. All the while, the spider was inching closer and closer to their teacher. It stretched out its forelegs, ready to grab her. Her eyes widened in horror as she realised what was coming next.

"It says we've got to throw two sixes to end the game," screeched Danny, looking pale. Susie grasped the dice again. She threw and she threw and she threw. No luck. She glanced up and saw the spider had her teacher in its grasp. Its striped legs were holding her in a vice-like grip. She threw again and then again, faster and faster each time and then, just as she was losing all hope... TWO SIXES!

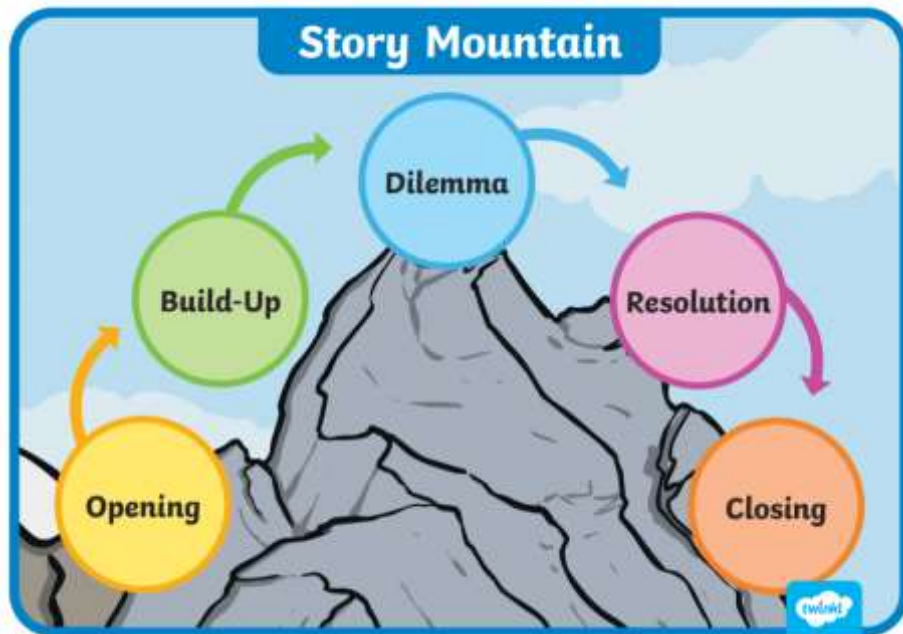
Out of nowhere, an ear-splitting sound erupted, destroying everything in its path. It pierced the air. A flash of light streaked through the classroom as the game rattled into life. It started to suck everything into a vortex in the centre of the room: the mess, the spider, Mrs Allbright. There was an almighty BOOM and then ... nothing.

Danny and Susie opened their eyes. Everything was back to normal; even Mrs Allbright was back in her chair, marking with the ferocity of a wild beast. Then the bell went.

"Pack up, Class 6!" ordered Mrs Allbright. "Science starts in two minutes. We're going to be learning about animals in their habitats."

Susie looked at Danny and raised her eyebrows in disbelief. They carefully packed the contents of the game back into the box. Everything went in except the dice and the animal counters, which Susie wrapped in a paper towel and placed in the bin instead. They put the lid on the box and lifted it high up onto the bookshelf. They never wanted anyone to experience that game, ever again! Everyone settled down to afternoon lessons.

Everyone, that is, except Billy. He had spotted something on top of the bookshelf that he'd never noticed before... He intended to investigate it, the next time they were in for wet play.



1. Using the same five colours as in this story mountain diagram, can you box up the story on the model text?
2. Summarise what happens at each stage of the story mountain:

OPENING: _____

BUILD UP: _____

DILEMMA: _____

RESOLUTION: _____

CLOSING: _____

Share a picture of your boxed-up text and your sentence summaries with your teacher on Class Dojo.



Maths – Add Mixed Numbers

Starter: Answer the following questions including the Roman Numeral.

Flashback 4
Year 6 | Week 10 | Day 2

LX

- 1) What is $\frac{2}{3} \div 5$?

- 2) Find the product of $\frac{2}{3}$ and 5

- 3) What number is the arrow pointing to?

- 4) 1 inch \approx 2.5 cm
How many centimetres are there in 3 inches?

Times tables Practise: x12

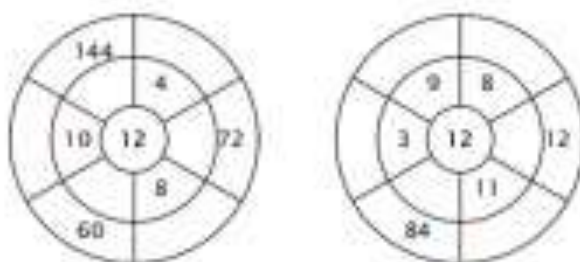
Exercise 1:

Color in all of the boxes that are the solutions of this time table.

65	110	72	132	48
86	12	74	84	108
48	144	99	120	84
33	96	24	108	60
112	56	36	120	11

Exercise 2:

Complete the circle by multiplying the number in the center by the middle ring to get the outer numbers.



Exercise 3:

Fill in the correct product.

- | | | |
|--------------------------------------|---------------------------------------|---------------------------------------|
| a) $8 \times 12 = \underline{\quad}$ | b) $5 \times 12 = \underline{\quad}$ | c) $3 \times 12 = \underline{\quad}$ |
| d) $7 \times 12 = \underline{\quad}$ | e) $12 \times 12 = \underline{\quad}$ | f) $11 \times 12 = \underline{\quad}$ |

Main Activity:

Follow the link to watch the explanation video: <https://vimeo.com/471345176>



SCAN ME

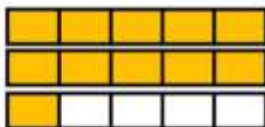


Here are some worked examples to support you:

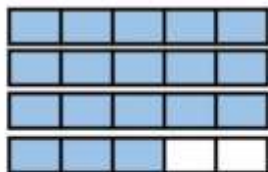
$$2\frac{1}{5} + 3\frac{3}{5} = \frac{29}{5} \text{ or } 5\frac{4}{5}$$



I'm going to convert both mixed numbers to improper fractions first



$$2\frac{1}{5} = \frac{11}{5}$$

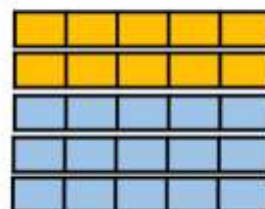


$$3\frac{3}{5} = \frac{18}{5}$$

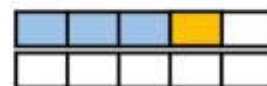
$$2\frac{1}{5} + 3\frac{3}{5} = 5\frac{4}{5}$$



I'm going to add my whole numbers and fractions separately.

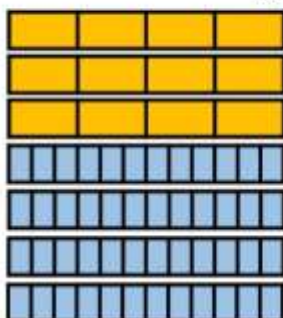


$$2 + 3 = 5$$



$$\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$$

$$3\frac{1}{4} + 4\frac{5}{12} = 7\frac{8}{12}$$



$$3 + 4 = 7$$



$$\begin{aligned} &\times 3 \left(\frac{1}{4} + \frac{5}{12} \right) \\ &\quad \frac{3}{12} + \frac{5}{12} = \frac{8}{12} \end{aligned}$$

Add mixed numbers

- 1 Teddy and Mo are adding mixed numbers.



Teddy

$$3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$$



Mo

$$3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$$

Whose method do you prefer? _____
Talk about it with a partner.

- 2 Complete the calculations.

a) $1\frac{2}{5} + 2\frac{3}{10} = \square$

b) $2\frac{2}{5} + 2\frac{3}{10} = \square$

c) $1\frac{3}{4} + 3\frac{3}{20} = \square$

e) $4\frac{1}{4} + 2\frac{11}{16} = \square$

d) $1\frac{3}{16} + 4\frac{3}{4} = \square$

f) $1\frac{4}{15} + 3\frac{2}{3} = \square$

- 3



$$2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$$

How can Ron improve his answer?

- 4 Complete the additions.

a) $2\frac{3}{4} + 3\frac{5}{12} = \square$

b) $3\frac{2}{3} + 2\frac{7}{12} = \square$

c) $5\frac{1}{6} + 3\frac{11}{12} = \square$

d) $6\frac{7}{15} + 3\frac{3}{5} = \square$

- 5 A blue ribbon is $2\frac{4}{9}$ metres long.



A yellow ribbon is $3\frac{2}{3}$ metres long.

- a) What is the total length of the blue and yellow ribbon?

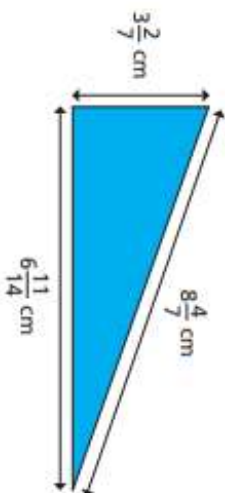
 m

- b) A red ribbon is $1\frac{5}{18}$ metres longer than the yellow ribbon.

How long is the red ribbon?


 m

- 6 Calculate the perimeter of the triangle.


 cm

- 7 Complete the calculation in three different ways.

$\square \frac{\square}{5} + \square \frac{\square}{15} = 6 + \frac{11}{15} = \square$

$\square \frac{\square}{5} + \square \frac{\square}{15} = 6 + \frac{11}{15} = \square$

$\square \frac{\square}{5} + \square \frac{\square}{15} = 6 + \frac{11}{15} = \square$

Compare answers with a partner.

- 8 Here are some number cards.

$3\frac{1}{6}$

$2\frac{11}{12}$

$2\frac{5}{6}$

$3\frac{5}{6}$

$4\frac{1}{12}$

$4\frac{1}{3}$

- a) What is the greatest total you can make with two cards?

- b) What is the smallest total you can make with two cards?

Handwriting

UNIT 21 Letter orientation: ascenders and descenders

21

Add at least four new words to complete these alliterative sentences.

Yellow yaks _____

Pretty pajamas _____

Floating flamingos _____

Jiggling jellyfish _____

Giggling goats _____

Evaluation

Check those ascenders and descenders!

Circle any that you could improve.

Comments



Handwriting practice lines consisting of solid blue top and bottom lines with a dashed red middle line. There are four sets of these lines for practice.

Science – Explore the Kingdoms of Life

Read through PowerPoint:

<https://www.developingexperts.com/s/missions/242?slide=1&noExit=false&presentation=242>



SCAN ME



Task 1:

 Explore the kingdoms of life

You will conduct a comparative test to explore what conditions fungi need to grow.

Method

1. Place a dry slice of white bread into a grip seal bag.
2. Seal the bag, leaving a slight opening at one end.
3. Dampen another slice of white bread with water. Do not completely soak the bread.
4. Place the damp slice in another grip seal bag and seal as before.
5. Leave the two slices next to each other and make regular observations over the next week.

Stretch:

Where are you likely to find fungi in a house?

Challenge:

Conduct the test with five slices of bread. One slice should be dry. Add 5 ml, 10 ml, 15 ml, and 20 ml of water to the other four slides and compare all five.

Prediction

1. What do you think will happen to each slice of bread?

2. Why do you think this will happen?

3. Why is it important that the bag is not completely sealed?



Explore the kingdoms of life

Use this table to write down your observations.

	Dry Slice	Wet Slice
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Results

What happened to each slice of bread?

Conclusion

Why did this happen? What did you learn about fungi?

Tuesday 23rd February



Reading – Journey to the Centre of the Earth by Jules Verne

Listen to Miss Fouracre reading the extract on Class Dojo before answering the questions.

Journey to the Centre of the Earth follows the adventures of Professor Otto Lidenbrock and his nephew, Axel, who narrates the story. After deciphering a cryptic message the leads them to Iceland, they meet a guide names Hans and the three start a dangerous underground journey.

Our real journey had finally begun. Until now, our courage and determination had been enough to overcome all the difficulties we faced. We were sometimes tired, but that was about the worst of it. Now we were going to face unknown and terrifying dangers.

I had not yet dared to peer into the horrible abyss that I was about to enter. However, the point of no return had finally arrived and I had to make a decision. This was my last chance to turn my back on the whole foolish adventure.

Gingerly, I approached the edge of the gaping hole.

It stretched out in front of me, at least a hundred feet wide. I leaned warily on a rock which jutted out from the edge, and looked down. My hair stood on end, my teeth chattered, I shook uncontrollably. I felt completely off balance, and my head was in a sort of whirl. I felt a pull from my core towards the endless darkness that lay below. I was about to fall head first into the black void when I was drawn back by the firm and powerful hand of our guide, Hans.

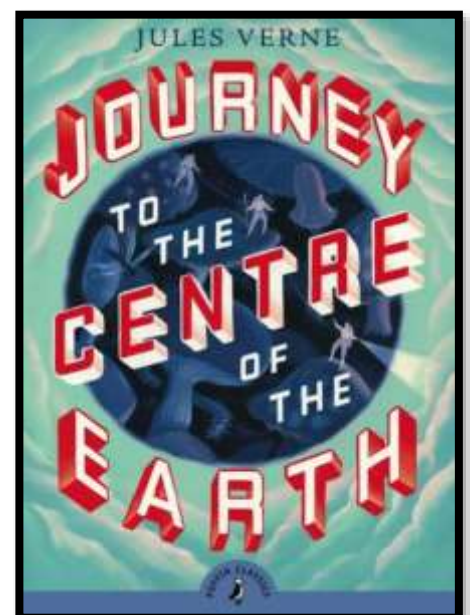
I had only looked into this astonishing shaft for a few short moments, but it had been enough to give me a good idea of its physical structure. Its sides, despite being almost completely vertical, offered numerous nooks and ledges which would help us make our way down into the depths. In fact, it was a sort of wild and savage staircase, without bannister or fence.

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At first, I allowed myself to slide downwards, holding the rope frantically with one hand and using the other to keep myself off the rocks. However, with every passing moment I was gripped by a growing fear that the rope would fail us, for it seemed far too fragile to support three. Increasingly, therefore, I did my best not to put my full weight on the rope, and instead clutched at the craggy rock face with desperate hands and feet.

After three hours of grim concentration, we seemed as far from the bottom of the well as when we set out. When I looked up, however, I could see that the hole through which we had entered was becoming ever smaller, letting in less and less light. We were entering the regions of eternal night.

And still we continued to descend!



1. a) What does the adverb '*gingerly*' tell us about how Axel approached the hole?

- b) Can you think of a synonym for the word '*gingerly*'?

2. The author has used a 'show not tell' technique to describe how Axel is feeling when he first looks over into the abyss. Can you find three other descriptions and think about how his physical reaction reflects his emotions? I have done one for you as an example.

Physical reaction – evidence in the text	Emotional reaction – this shows us he is feeling...?
1. ' <i>My hair stood on end</i> '	Axel is feeling extremely frightened, nervous and exhilarated. The phrase 'my hair stood on end' shows he's shocked by what he sees.
2.	
3.	
4.	

3. Can you think of a synonym for the word '*void*'?

4. Axel's physical reaction is so strong that he almost falls into the deep void. What stops him from falling? Support your answer with evidence from the text.

Remember to send your work and check answers at the end of the day!



Writing – Vocabulary challenge and response questions



Watch today's instructional writing video - Miss Fouracre will be explaining today's activities.

THE GAME

Bored. Beyond belief. It was wet play *again* and Danny felt like they hadn't seen the playground for weeks. Rivers of greasy rain streaked the classroom windowpanes and pooled to make gigantic puddles in the centre of the netball court. Another lunchtime inside was clearly distressing Mrs Allbright, as she seemed even more tense and snappier than usual. She sat at her desk with a steaming cup of tea, marking books with the ferocity of a wild beast. To top it all, every decent game was being used and only the tub of dominoes was left. Everyone knew that half of them were missing, which made the game utterly redundant. Danny caught Susie's eye and beckoned her to come over. Desperately, they began to search the classroom for something to do.

To their dismay, the comic box was empty, the iPads had been snapped up by Freya and her gang and Billy seemed to have started a resurgence of the game Slap, which didn't look like fun at all. As the two friends squeezed past the art table to get to the wet-play books, a tatty, cardboard box fell from the top shelf of the bookcase. Cautiously, Susie picked it up.

"I've never seen this game before," she said, wiping the dust from the unusual lid. It was embossed with intricate patterns and around the edges were pictures of animals – insects and other strange creatures.

"An animal game? Bor-ing!" Danny moaned, already losing interest.

"Oh, come on. Let's play? There's nothing else to do," reasoned Susie, smiling widely and shaking the box invitingly.

They sat down in a quiet corner, lifted the lid and took out the board...

"Looks simple enough," said Danny, impatient as ever, as he set the counters onto the start line. They were jungle animals: a rhino and a jaguar. He shuffled the game cards and laid them in a neat pile adjacent to the board. "Let's just start and learn as we go."

Susie went first. She grasped the dice and threw them down onto the centre of the board. An eight! She moved her rhino eight places, to land on an orange-coloured square. It showed a picture of a giant tarantula. She lifted a game card and read it out: "If you do not catch this exotic beast, then you'll be on the menu for its next daily feast." She stared at Danny. "I don't get it!" she shrugged.

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

"EARTHQUAKE!" shouted Billy, bursting into laughter. He soon stopped, as in the blink of an eye, an enormous spider larger than a horse shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce, and its whole body seemed to pulse. Eight, bulging eyes scanned the room and then ... It sprang into action. It crushed tables, smashed the windows and flung children all around the classroom with a rapid flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair.

"What shall we do?" shouted Danny desperately, pressing himself tightly against the wall.

"Read the instructions," ordered Susie. "We have to stop it!"

Quickly, they scabbled around to find the box underneath all the mess. They rescued it from under a pile of maths books and scanned the upturned lid to read the instructions. All the while, the spider was inching closer and closer to their teacher. It stretched out its forelegs, ready to grab her. Her eyes widened in horror as she realised what was coming next.

"It says we've got to throw two sixes to end the game," screeched Danny, looking pale. Susie grasped the dice again. She threw and she threw and she threw. No luck. She glanced up and saw the spider had her

teacher in its grasp. Its striped legs were holding her in a vice-like grip. She threw again and then again, faster and faster each time and then, just as she was losing all hope... TWO SIXES!

Out of nowhere, an ear-splitting sound erupted, destroying everything in its path. It pierced the air. A flash of light streaked through the classroom as the game rattled into life. It started to suck everything into a vortex in the centre of the room: the mess, the spider, Mrs Allbright. There was an almighty BOOM and then ... nothing.

Danny and Susie opened their eyes. Everything was back to normal; even Mrs Allbright was back in her chair, marking with the ferocity of a wild beast. Then the bell went.

"Pack up, Class 6!" ordered Mrs Allbright. "Science starts in two minutes. We're going to be learning about animals in their habitats."

Susie looked at Danny and raised her eyebrows in disbelief. They carefully packed the contents of the game back into the box. Everything went in except the dice and the animal counters, which Susie wrapped in a paper towel and placed in the bin instead. They put the lid on the box and lifted it high up onto the bookshelf. They never wanted anyone to experience that game, ever again! Everyone settled down to afternoon lessons.

Everyone, that is, except Billy. He had spotted something on top of the bookshelf that he'd never noticed before... He intended to investigate it, the next time they were in for wet play.

Vocabulary Challenge

Read the example sentences from the model text and their definitions, then come up with a sentence of your own, using the word in the right context.



... rain **streaked** the classroom windowpanes

To **streak along** – to move rapidly

e.g. John **streaked** along the pavement towards the crowd.



... a **resurgence** of the game slap

A **resurgence** – something that returns or starts again after disappearing for a while

e.g. The teachers have seen a **resurgence** of skipping games in the playground.





... the ferocity of a wild beast

Ferocity - extremely fierce (fierce = strong, powerful, violent or frightening)

e.g. We were surprised by the ferocity of the storm.



Find the three words listed above in the model text and circle them. Then use your skimming and scanning reading tools to also find the seven words listed below.

Now see if you can write a definition for each of these words that appear in the model text. Can you also think of synonyms for each of them? Use an online dictionary to help you if you need to: <https://kids.wordsmysmith.net/we/>



Word	Definition that fits the model text	Synonym
Redundant		
Embossed		
Intricate		
Adjacent		
Forelegs		
Vice-like		
Vortex		

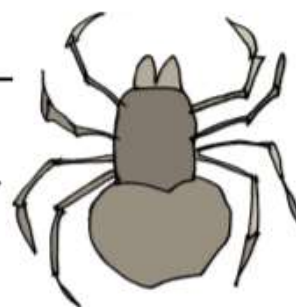
Does *The Game* remind you of any other stories that you know? List them below.



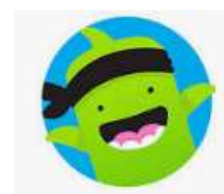
Why did Susie put the dice and counters into the bin?



Billy spotted the game on the shelf at the end of the story. What do you predict might happen the next time it's wet play?



Remember to share your vocabulary challenge and answers to the response questions with your teacher on Class Dojo.



Maths – Add Mixed Numbers.

Starter: Answer the following questions including the Roman Numeral.

Flashback

4

Year 6 | Week 10 | Day 3

LXIX

1) Work out $1 - 10 \times \frac{1}{17}$

2) Calculate $\frac{1}{5} \times \frac{2}{3}$

3) Write the fractions in ascending order.
 $\frac{2}{3}$ $\frac{1}{6}$ $\frac{5}{12}$ $\frac{1}{3}$

4) How many minutes are there in 20 hours?

144 Club: Put a five-minute timer on – can you beat your previous score?

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

Main Activity:

Have you marked your work from yesterday? How did you get on? Follow the link to watch the explanation video again to remind you about what we covered: <https://vimeo.com/471345176>



SCAN ME



Here are some worked examples to support you:

$$6\frac{2}{4} + 1\frac{1}{4} = 7\frac{3}{4}$$

$$3\frac{4}{6} + 2\frac{1}{3} = \frac{36}{6} = 6$$

$$3 + 2 = 5$$

$$\frac{4}{6} + \frac{1}{3} = 1$$

$\frac{2}{6}$

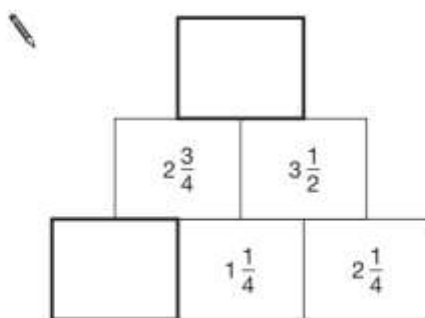
Task 2 – Problem Solving and Reasoning

- 1) Tick (✓) **two** cards that give a **total of 5**.



- 2) In this diagram, the number in each box is the **sum** of the two numbers below it.

Write the missing numbers.



- 3) Here are five number cards.



Use **three** of the number cards to make this calculation correct.

$(\square + \square) \times \square = 10$

- 4) On Monday I ran $1\frac{2}{3}$ km and on Tuesday I ran $2\frac{2}{5}$ km.
How far did I run altogether on these two days?

- 5) A recipe calls for $2\frac{2}{4}$ cups of walnuts and $3\frac{3}{8}$ cups of pecans. How many cups of nuts are needed in all for the recipe?



- 6) In my first triathlon I ran for $5\frac{1}{4}$ km, swam for $2\frac{1}{2}$ km, and rode my racing bike for $4\frac{7}{8}$ km. What was the total distance I completed in the triathlon?



Extension

Altogether on Monday and Tuesday I ran $3\frac{1}{2}$ km. On neither day did I run a whole number of km.

Suggest how far I ran on Monday and how far on Tuesday.

On Wednesday I ran some km and my sister ran $1\frac{1}{6}$ km further than I did. Altogether we ran $4\frac{1}{2}$ km.

How far did I run on Wednesday?

Plenary

Dora is baking muffins.

She uses $2\frac{1}{2}$ kg of flour, $1\frac{3}{5}$ kg of sugar and $1\frac{1}{4}$ kg of butter.

How much flour, sugar and butter does she use altogether?

Anagrams



Some of your spelling words have got into a muddle! How many can you put back together?



ahtyc

eatetmerpur

rghtooouh

irtevay

lbteveeeag

ttelfhw



Write the words in the box below – can you solve all six?

A large rectangular box with a dashed red border, intended for writing the solutions to the anagrams.

Thematic - Which mode of transport brought Birmingham the most financial success: canal systems or trains?

Recap quiz

1. Which of these were leading factories in Birmingham? Circle 3.

- a) Austin car Factory
- b) PG Tips
- c) Typhoo Tea
- d) Cadbury Factory
- e) Nescafe Factory
- f) Jaguar Car Factory

2. Why did Birmingham's population grow? Circle all that you think apply.

- a) Factories brought job opportunities to Birmingham.
- b) Birmingham was a desirable place to live and work.
- c) People wanted to live far away from the sea.
- d) Lots of famous people lived in Birmingham.
- e) Birmingham had more hospitals and housing – they wanted a better quality of life.
- f) Canals were used for holidays and brought tourists from all around.

3. What mode of transport was first used for trading goods?

- a) Trains
- b) Canal boats
- c) Trucks and lorries

Over the next two weeks, we are going to be exploring how canal systems and trains helped Birmingham to be successful. Look closely at the image below and then complete the question matrix on the next page.



Question Matrix

	Is?	Did?	Can?	Would?	Will?	Might?
What?						
Where?						
When?						
Who?						
Why?						
How?						

- Narrowboats and the canal system were the main form of transport in Birmingham during the industrial revolution.
- Birmingham has more canals than Venice!
- Many products were traded using canal systems - coal was a major one during the 19th century.
- During the Industrial Revolution, the canals were busy waterways transporting coal, iron and other heavy goods.
- They played a crucial role in the development of Birmingham and the Black Country.
- More than 100 miles of **canals** make up the **Birmingham Canal** Navigations (BCN) today.

Now watch the first part of this episode of 'The History of Birmingham, England - Industrial Revelations':

<https://www.youtube.com/watch?v=mD8qmA4CRXY&t=1080s> – up to 9:07.

You may recognise the presenter, Mark Williams – he is the actor who played Arthur Weasley (Ron's Dad) in the Harry Potter films. He grew up in Birmingham is passionate about it!



and

Write down 5 fascinating facts that you have learned from the video today:

- 1
- 2
- 3
- 4
- 5

Wednesday 24th February



Reading – Journey to the Centre of the Earth by Jules Verne

Listen to Miss Fouracre reading the extract on Class Dojo before answering the questions.

Journey to the Centre of the Earth follows the adventures of Professor Otto Lidenbrock and his nephew, Axel, who narrates the story. After deciphering a cryptic message the leads them to Iceland, they meet a guide names Hans and the three start a dangerous underground journey.

Our real journey had finally begun. Until now, our courage and determination had been enough to overcome all the difficulties we faced. We were sometimes tired, but that was about the worst of it. Now we were going to face unknown and terrifying dangers.

I had not yet dared to peer into the horrible abyss that I was about to enter. However, the point of no return had finally arrived and I had to make a decision. This was my last chance to turn my back on the whole foolish adventure.

Gingerly, I approached the edge of the gaping hole.

It stretched out in front of me, at least a hundred feet wide. I leaned warily on a rock which jutted out from the edge, and looked down. My hair stood on end, my teeth chattered, I shook uncontrollably. I felt completely off balance, and my head was in a sort of whirl. I felt a pull from my core towards the endless darkness that lay below. I was about to fall head first into the black void when I was drawn back by the firm and powerful hand of our guide, Hans.

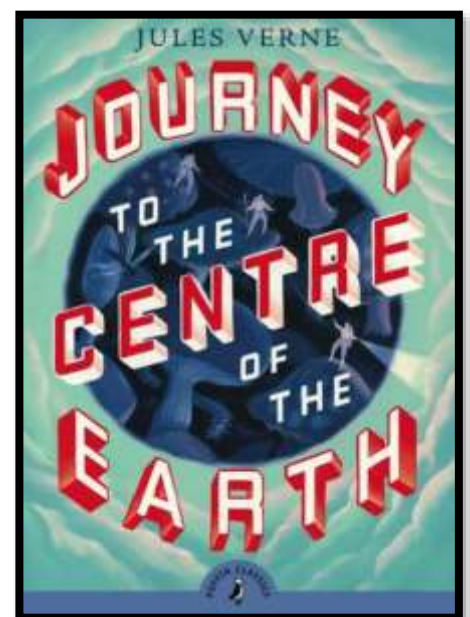
I had only looked into this astonishing shaft for a few short moments, but it had been enough to give me a good idea of its physical structure. Its sides, despite being almost completely vertical, offered numerous nooks and ledges which would help us make our way down into the depths. In fact, it was a sort of wild and savage staircase, without bannister or fence.

We fastened a rope to a sturdy boulder at the surface and began our descent. Hans went first, my uncle followed, and I went last. Our progress was made in absolute silence – a silence broken only by the fall of pieces of rock, which broke from the jagged sides and fell with a roar into the depths below.

At first, I allowed myself to slide downwards, holding the rope frantically with one hand and using the other to keep myself off the rocks. However, with every passing moment I was gripped by a growing fear that the rope would fail us, for it seemed far too fragile to support three. Increasingly, therefore, I did my best not to put my full weight on the rope, and instead clutched at the craggy rock face with desperate hands and feet.

After three hours of grim concentration, we seemed as far from the bottom of the well as when we set out. When I looked up, however, I could see that the hole through which we had entered was becoming ever smaller, letting in less and less light. We were entering the regions of eternal night.

And still we continued to descend!



1. How is the physical structure of the shaft described? Can you pick out three descriptions?

- _____
- _____
- _____

2. Axel thinks that the nooks and ledges within the rock will be useful. How?

3. a) What adjectives does the author use to describe the 'staircase'?

b) What impression does this create for the reader?

4. Can you find the personification used to describe the sound that breaks the silence?

5. Why do you think the author has used this personification here? What impression does it create?



Remember to send your work to your teacher and check the answers at the end of the day!

Writing - Grammar activities: Relative clauses, sentence imitations and adjectives focus



Watch today's instructional writing video - Miss Fouracre will be explaining today's activities.



WHAT IS A RELATIVE CLAUSE?

WHAT IS A RELATIVE PRONOUN?

Now for Some Grammar

1. Relative clauses

These clauses give more information about somebody or something in a sentence. They begin with a relative pronoun like *which/who/whose/ that*.



Let's add some relative clauses into sentences that could be used in our story.

This is the Drop-In Game:

We're going to drop a relative clause into sentences using *who*.

For example:

Mrs Allbright was marking books.

Mrs Allbright, *who* was tired and cross, was marking books.

Now you drop in a clause into the sentences below, using *who*:

Danny was looking out of the window.



Susie ran to the door with the box.



Freya watched *The Voice* on the iPad.



Now have a go at dropping a relative clause into the sentences below using which. For example:

The desks were covered in board games.

The desks, **which** were bright blue, were covered in board games.

The board game intrigued Susie.

The netball court looked slippery.

The dominoes were in the basket.



Now for some sentence imitation:

Let's try using some sentence patterns from The Game and create new sentences using the same structure.

1. Opening a story with a single word. Then two words. With alliteration.

Bored. Beyond belief.

Try your imitation: _____

2. Sentence of 3 for description

It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs.

It _____, _____ and _____.

Try your imitations: e.g. It ran down the road, crossed the bridge and jumped into the boat.

Write Away!



Now let's concentrate on writing a story. Before we start, let's do some warming up, so we're ready to be creative!

The Adjective Game

Adjectives describe a noun, for example:

The red car drove down the misty lane.

You can change the mood of your writing by choosing your adjectives carefully. Read this description of the Tarantula.

The handsome Tarantula looked at the children. Its glistening, hazel eyes scanned the room. Delicate hairs covered its plump body and swayed like shimmering grass. Its solid legs, like thick branches, stood strong.

The spider sounds quite pleasant. However, if we change the adjectives, you can make it sound much more scary. Give it a try! Fill in the gaps with an adjective that will help to make the spider sound gruesome. Complete this task in your exercise books – don't try to squeeze it in!

The _____ Tarantula looked at the children.

Its _____, _____ eyes scanned the room.

_____ hairs covered its _____ body and swayed like _____.

Its _____ legs, like _____, stood strong.




You could also change the verbs to make it sound even scarier! Share your work.


Maths – Subtract Mixed Numbers.


Starter: Answer the following questions including the Roman Numeral.


Flashback **4** Year 6 | Week 10 | Day 4

CCCIV

1) Work out $\frac{5}{11}$ of 110 

2) What is $\frac{2}{9} \div 3$? 

3) Write the fractions in order from smallest to greatest.
 $\frac{2}{7}$ $\frac{3}{7}$ $\frac{7}{7}$ $\frac{4}{7}$ $\frac{1}{7}$ 

4) Rosie gets on the bus at 13:12
She gets off the bus at 14:02
How long was she on the bus for? 

White Rose Maths

Times tables Practice: x12

Exercise 1:

Draw a line connecting the multiplication expression with the correct product.

3 x 12	48	120
10 x 12	84	132
4 x 12	24	36
5 x 12	72	108
9 x 12	144	60
11 x 12		
7 x 12		
2 x 12		
6 x 12		
12 x 12		

Exercise 2:

Fill in the missing number.

a)  x 12 = 96 b)  x 12 = 12 c)  x 12 = 36

Exercise 3:

Fill in the correct product.

a) 4 x 12 = _____ b) 10 x 12 = _____ c) 2 x 12 = _____
d) 7 x 12 = _____ e) 3 x 12 = _____ f) 11 x 12 = _____

Main Activity:

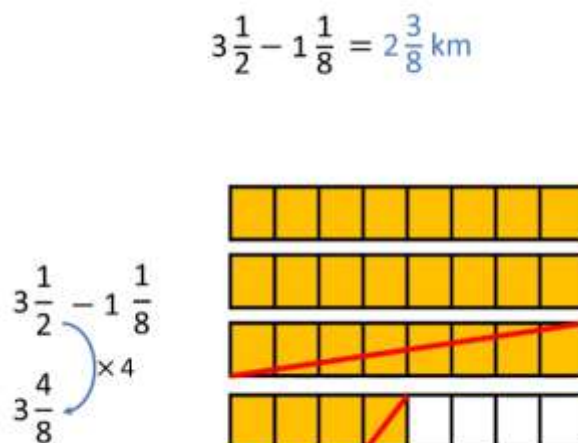
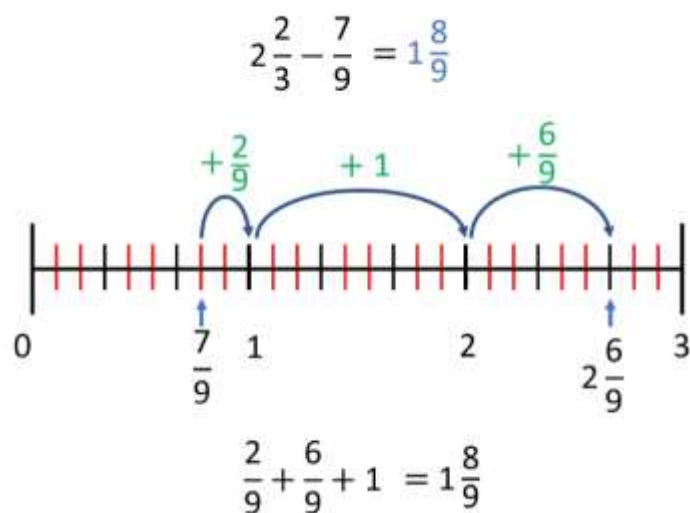
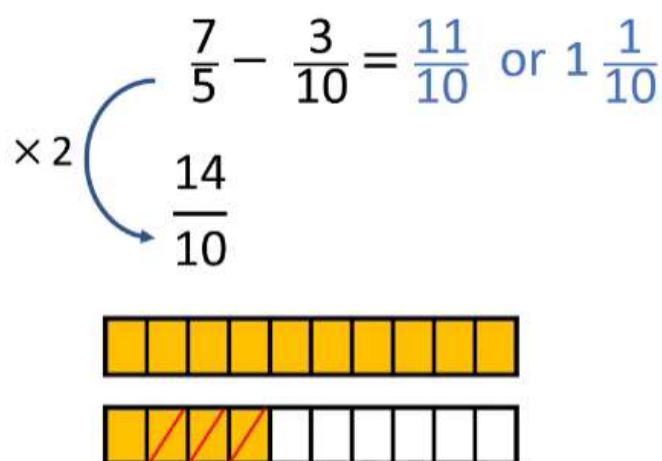
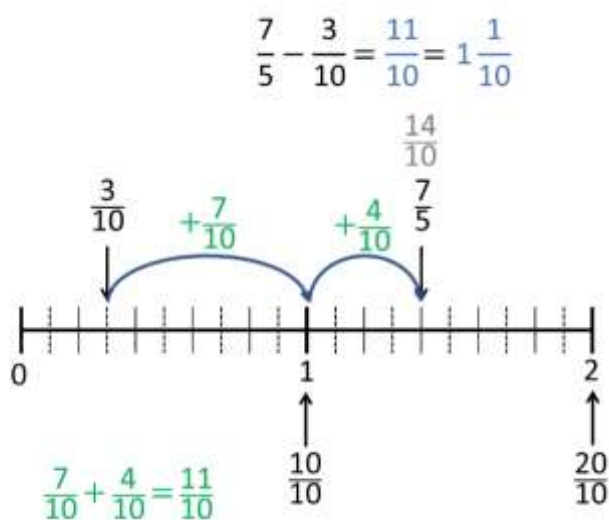
Follow the link to watch the explanation video: <https://vimeo.com/471345369>



SCAN ME



Here are some worked examples to support you:



Subtract mixed numbers



1

Complete the subtractions.

Use the bar models to help you.

a)

$$1\frac{5}{8} - 1\frac{1}{2} = \boxed{}$$

b)

$$1\frac{7}{8} - \frac{3}{4} = \boxed{}$$

c)

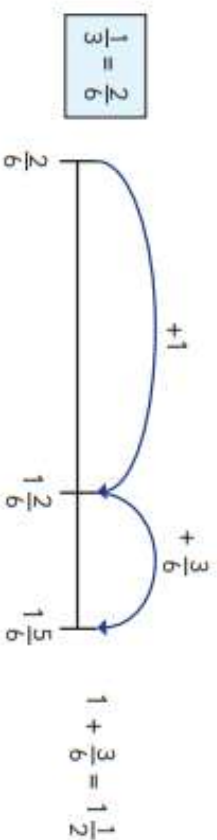
$$1\frac{1}{2} - \frac{3}{8} = \boxed{}$$



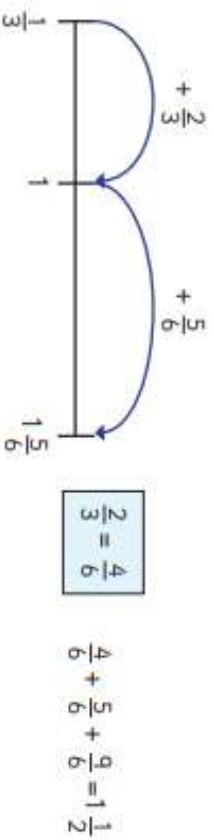
2

Dexter and Whitney are using number lines to work out $1\frac{5}{6} - \frac{1}{3}$

Dexter's method



Whitney's method



What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$



$$1\frac{5}{8} - \frac{3}{16} = \boxed{}$$

Task 1: Complete Questions

3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} = \boxed{}$

d) $7\frac{5}{6} - \frac{13}{24} = \boxed{}$

b) $3\frac{3}{16} - \frac{1}{8} = \boxed{}$

e) $4\frac{4}{9} - \frac{4}{27} = \boxed{}$

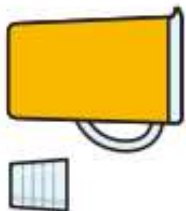
c) $2\frac{5}{6} - \frac{2}{3} = \boxed{}$

f) $6\frac{11}{12} - \frac{3}{4} = \boxed{}$

4 A jug contains $1\frac{3}{5}$ litres of orange juice.

Eva pours $\frac{4}{15}$ litres into a glass.

How much orange juice is left in the jug?



There are litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

$3\frac{\boxed{}}{5} - \frac{\boxed{}}{20} = 3\frac{1}{20}$

$3\frac{\boxed{}}{5} - \frac{\boxed{}}{20} = 3\frac{1}{20}$

$3\frac{\boxed{}}{5} - \frac{\boxed{}}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	
Amir	$13\frac{3}{8}$ m		$12\frac{7}{8}$ m
Annie		9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's.

UNIT 22 Spacing: between letters

Copy the poem at speed.

*'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogroves,
And the mome raths outgrabe.*



From 'Jabberwocky' by Lewis Carroll

Evaluation

Check the spacing between the letters in the words.

Circle any you are not happy with.

Comments

PSHE – Mental Health

Our PSHE unit for this half-term is 'Healthy Me'. We are going to begin the unit by thinking about our mental health.



Learning objective

Pupils will learn:

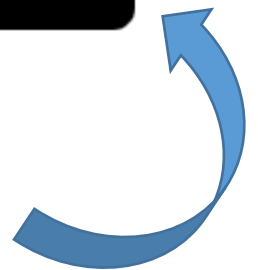
- about mental health; what it means and how we can take care of it



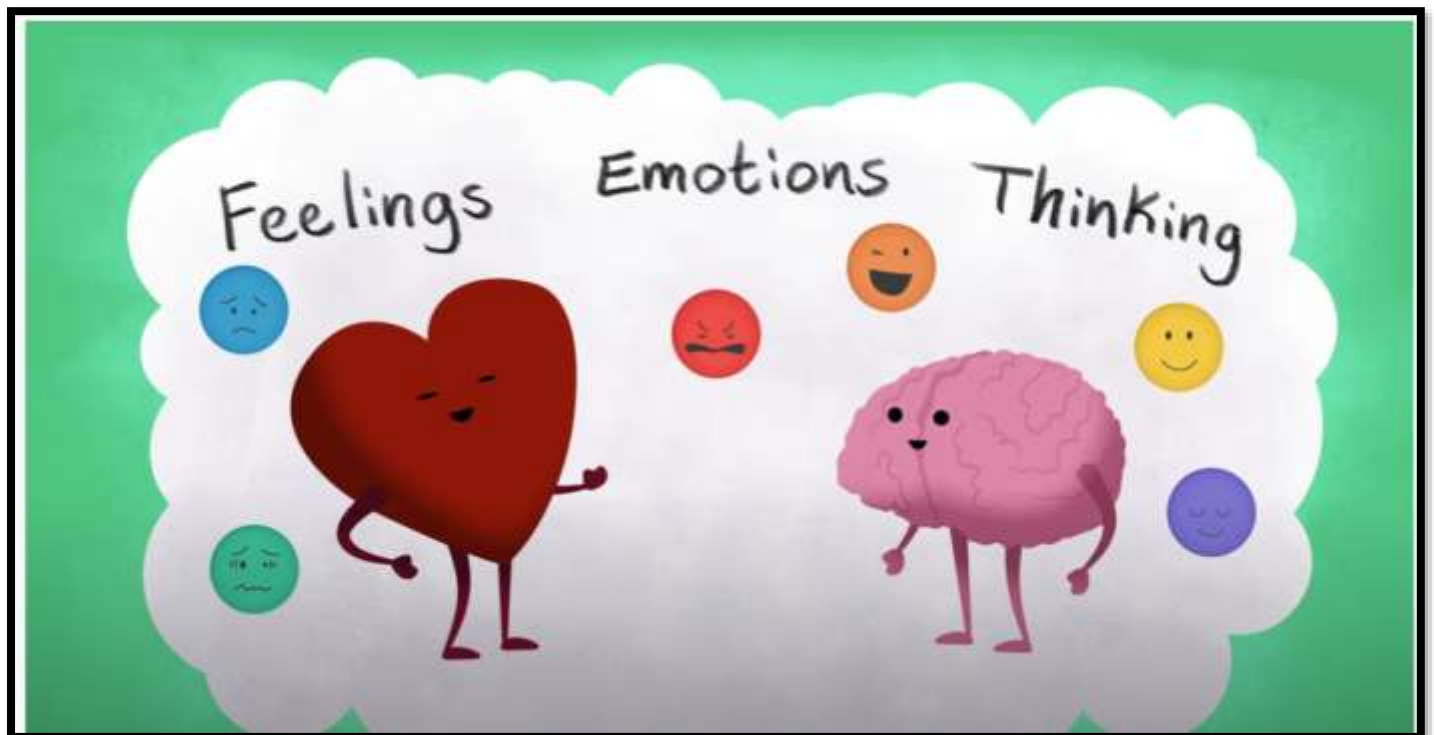
Learning outcomes

By the end of the lesson, pupils will be able to:

- explain what is meant by the term 'mental health'
- identify everyday behaviours that can help to support mental (and physical) health
- recognise that we can take care of our mental health (as well as our physical health)



Start by watching this animation all about mental health: <https://www.youtube.com/watch?v=DxIDKZHW3-E>



1. Are these perceptions of mental health true or false?

Mental health means being happy all the time.

Mental health is about feelings and emotions; knowing how to take care of ourselves so that we can cope with things that happen to us.

Mental health means there is something wrong with a person and they might behave in a strange way.

Mental health means that you often feel worried, anxious or depressed.

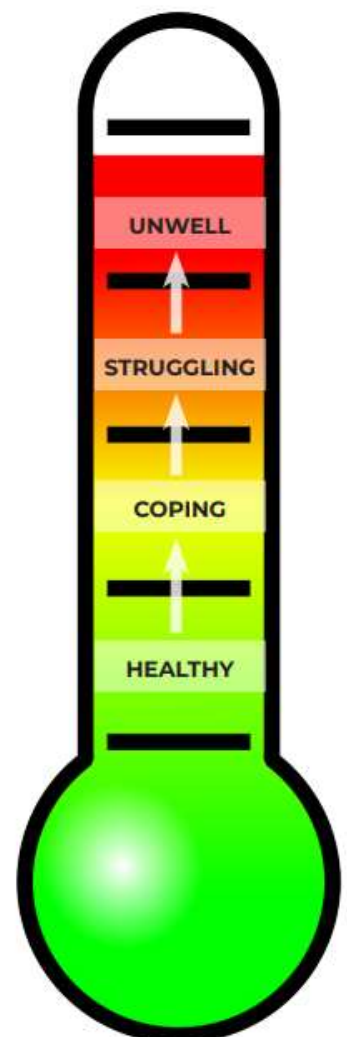
Mental health is a bit like a continuum — people can move along it and feel better or worse at different times, just like with physical health.



2. Have a look at this mental health thermometer.

Where would you place yourself based on your overall mood lately?

Draw an arrow to show this.



3. What are good strategies to help support our mental health? What works for you? Choose your top ten and circle them:

Taking medicine	Spending time with friends	Eating a balanced diet that includes plenty of fruit and vegetables	Going to bed at a sensible time to get enough sleep at night	Expressing feelings
Washing and keeping your body clean	Drinking water regularly	Swimming, dancing or indoor sports	Drinking energy drinks	Reading a good story
Helping an elderly neighbour with their shopping	Having fun with your family	Stroking a pet	Watching tv or favourite films	Helping someone you notice needs help
Taking rest, relaxing, quiet time	Going outside, fresh air	Talking about problems to a doctor, nurse or counsellor	Practising mindfulness	Talking to a trusted adult
Playing board games	Playing active games outdoors	Joining a sports club	Chatting to a friend	Haircut and style
Drawing, painting or making something	Listening to music	Playing on the computer	Volunteering to help	Taking deep breaths
Thinking of happy times	Offering to do a chore at home	Taking the dog for a walk	Learning something new	Walking to school



Mental health is obviously very private and personal, but if you would like to share your reflections with us on Class Dojo, we'd love to see them!

Thursday 25th February



Reading – Journey to the Centre of the Earth by Jules Verne

Listen to Miss Fouracre reading the extract on Class Dojo before answering the questions.

Journey to the Centre of the Earth follows the adventures of Professor Otto Lidenbrock and his nephew, Axel, who narrates the story. After deciphering a cryptic message the leads them to Iceland, they meet a guide names Hans and the three start a dangerous underground journey.

Our real journey had finally begun. Until now, our courage and determination had been enough to overcome all the difficulties we faced. We were sometimes tired, but that was about the worst of it. Now we were going to face unknown and terrifying dangers.

I had not yet dared to peer into the horrible abyss that I was about to enter. However, the point of no return had finally arrived and I had to make a decision. This was my last chance to turn my back on the whole foolish adventure.

Gingerly, I approached the edge of the gaping hole.

It stretched out in front of me, at least a hundred feet wide. I leaned warily on a rock which jutted out from the edge, and looked down. My hair stood on end, my teeth chattered, I shook uncontrollably. I felt completely off balance, and my head was in a sort of whirl. I felt a pull from my core towards the endless darkness that lay below. I was about to fall head first into the black void when I was drawn back by the firm and powerful hand of our guide, Hans.

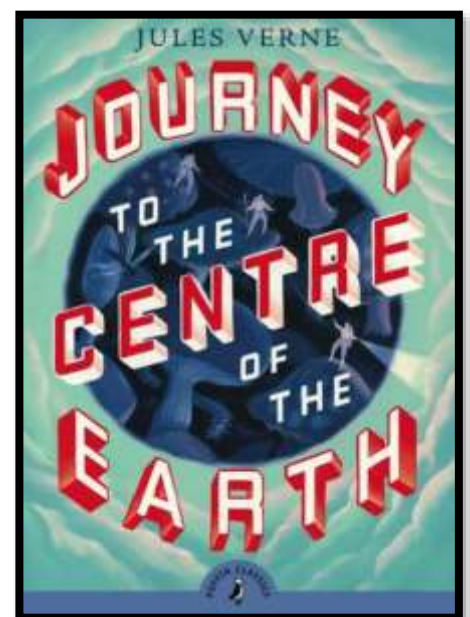
I had only looked into this astonishing shaft for a few short moments, but it had been enough to give me a good idea of its physical structure. Its sides, despite being almost completely vertical, offered numerous nooks and ledges which would help us make our way down into the depths. In fact, it was a sort of wild and savage staircase, without bannister or fence.

We fastened a rope to a sturdy boulder at the surface and began our descent. Hans went first, my uncle followed, and I went last. Our progress was made in absolute silence – a silence broken only by the fall of pieces of rock, which broke from the jagged sides and fell with a roar into the depths below.

At first, I allowed myself to slide downwards, holding the rope frantically with one hand and using the other to keep myself off the rocks. However, with every passing moment I was gripped by a growing fear that the rope would fail us, for it seemed far too fragile to support three. Increasingly, therefore, I did my best not to put my full weight on the rope, and instead clutched at the craggy rock face with desperate hands and feet.

After three hours of grim concentration, we seemed as far from the bottom of the well as when we set out. When I looked up, however, I could see that the hole through which we had entered was becoming ever smaller, letting in less and less light. We were entering the regions of eternal night.

And still we continued to descend!



1. Find the adverb that describes how Axel was holding the rope:

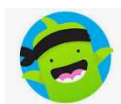
2. Why was Axel feeling afraid? Find evidence in the text to support your answer:

3. What do you think Axel means when he says: *'We were entering the regions of eternal night'*?

4. Sequence the events of the extract. Can you order these statements correctly, numbering them 1-5?

Axel analyses the structure of the shaft.	
They quietly begin their descent into the unknown.	
Looking over the edge into the abyss, Axel has a physical reaction and almost falls.	
Axel reflects on the journey so far and wonders whether he ought to abandon the adventure.	
They cover a good distance and descend slowly into further darkness.	

5. Does this extract make you want to read more of the book? Explain your answer.



Remember to send your work to your teacher and check the answers at the end of the day!

Writing – Generating ideas part 1



Watch today's instructional writing video - Miss Fouracre will be explaining today's activities.

It's now your turn to be an author. Let's look at the dilemma section of *The Game*. We're going to re-write it with new ideas.

The dilemma section:

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.


"EARTHQUAKE!" shouted Billy, bursting into laughter. He soon stopped, as in the blink of an eye, an enormous spider larger than a horse shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce, and its whole body seemed to pulse. Eight, bulging eyes scanned the room and then ... It sprang into action. It crushed tables, smashed the windows and flung children all around the classroom with a rapid flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair.

"What shall we do?" shouted Danny desperately, pressing himself tightly against the wall. "Read the instructions," ordered Susie. "We have to stop it!"

What other problems could the game cause? What else could come out of the game and what would it do?



Keep the classroom setting the same for now and plan a new idea below. You can make notes or draw what will come out of the game and what it will do once it's released.

Instead of:	Your ideas:
	
... crushing the tables	
... smashing the windows	
... flinging children round the room	
... grabbing the teacher	
... extra ideas	

Now try out your ideas either in your exercise books or on the next page. You can use the sentence structure from the model text or make it more your own

Follow this pattern:

Start with the first strange events as a sentence of three and then show how the children react:

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

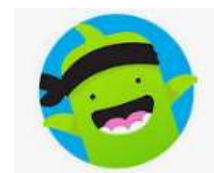
At that moment, ...

Next, introduce the new threat. Tell us where it came from and what it looked like:

In a blink of an eye, an enormous spider, as big as a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight bulging eyes scanned the room and then ...

In the blink of an eye, ...

Remember to share your writing once you have had a go.



Maths – Subtract Mixed Numbers.

Starter: Answer the following questions including the Roman Numeral.

Flashback

4

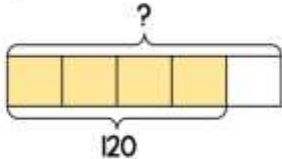
Year 6 | Week 10 | Day 5

1) $\frac{4}{5}$ of a number is 120
What is the number?


2) $\frac{8}{9}$ cm \div 4

3) Subtract $\frac{2}{7}$ from $\frac{6}{7}$

4) How many ml are there in 3.5 litres?



XXXV



144 Club: Put a five-minute timer on – can you beat your previous score?

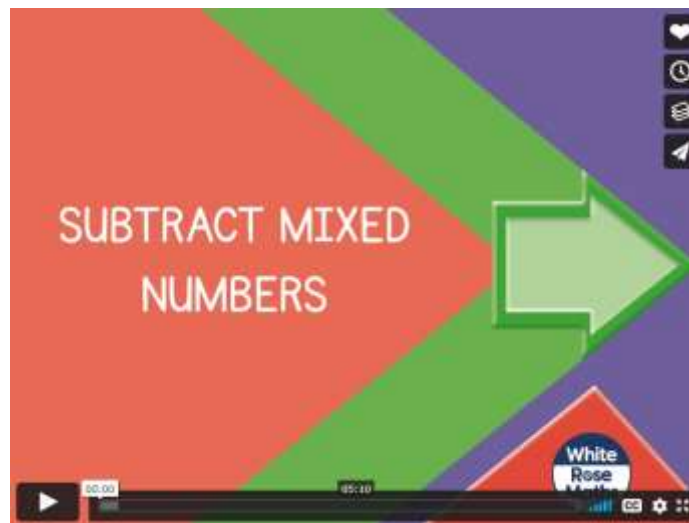
×	1	3	5	7	9	11	2	4	6	8	10	12
2												
5												
8												
11												
1												
4												
7												
10												
3												
6												
9												
12												

Main Activity:

Have you marked your work from yesterday? How did you get on? Follow the link to watch the explanation video again to remind you about what we covered: <https://vimeo.com/471345369>



SCAN ME



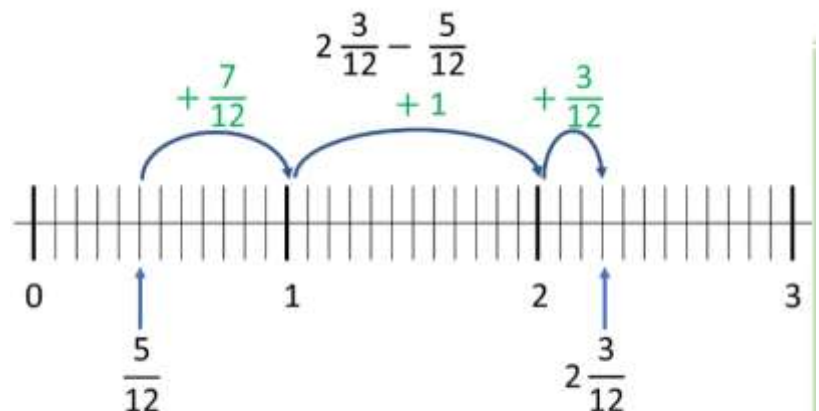
Here are some worked examples to support you:

$$4\frac{3}{4} - \frac{7}{12}$$

$\times 3$

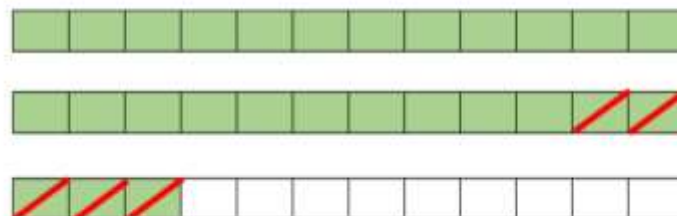
$$4\frac{9}{12}$$

$$4\frac{9}{12} - \frac{7}{12} = 4\frac{2}{12} = 4\frac{1}{6}$$



$$\frac{7}{12} + \frac{3}{12} + 1 = 1\frac{10}{12} = 1\frac{5}{6}$$

$$2\frac{3}{12} - \frac{5}{12}$$



$$2\frac{3}{12} - \frac{5}{12}$$

$\swarrow \quad \searrow$

$$\frac{3}{12} \quad \frac{2}{12}$$

$$2\frac{3}{12} - \frac{3}{12} = 2$$

$$2 - \frac{2}{12} = 1\frac{10}{12}$$

Task 2: Problem Solving and Reasoning

- 1) Miss Lakeland asks her class to find the difference between $\frac{27}{12}$ and $1\frac{1}{6}$. What mixed number answer should her class give?

- 2) **4** You will need to use **BODMAS** for these. If the answer is greater than 1, write it as a mixed number in its simplest form.

a $1\frac{3}{4} + \frac{2}{3} - \frac{1}{2} =$

b $\left(\frac{7}{9} - \frac{1}{3}\right) + \frac{5}{18} =$

c $\left(\frac{3}{4} - \frac{2}{3}\right) + 1\frac{1}{2} =$

- 3) There are **2** whole pizzas and $\frac{7}{8}$ of a pizza on the table. William eats $1\frac{3}{12}$. How much pizza is left?

- 4) On Wednesday I ran $1\frac{2}{3}$ km and my sister ran $2\frac{2}{5}$ km. How much further did my sister run than I did?

- 5) Diane had $1\frac{2}{4}$ cups of sugar. She also had $3\frac{3}{4}$ cups of flour. How much more flour does she have than sugar?



- 6) Bertie ran $6\frac{1}{8}$ miles last week. This week he ran $2\frac{3}{8}$ miles. How many more miles did he run last week than this week?



Extension

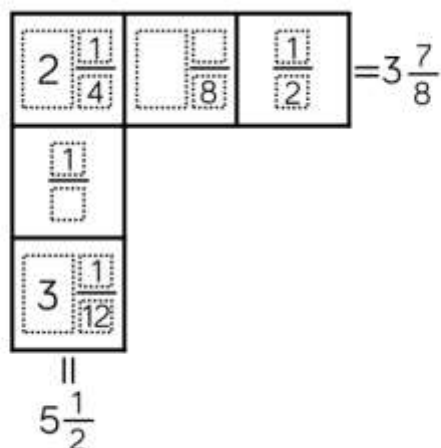
On Wednesday I ran some km and my sister ran $1\frac{1}{6}$ km further than I did. Altogether we ran $4\frac{1}{2}$ km.

How far did I run on Wednesday?

Plenary

Each row and column adds up to make the total at the end.

Use this information to complete the diagram.



Crossword



Can you use the clues to solve the crossword in the fastest time?



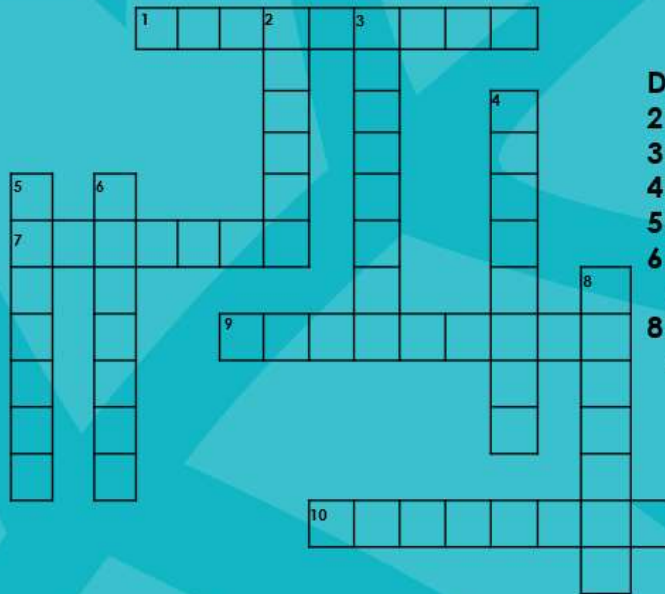
Clues

Across

- 1 Moveable items in a room.
- 7 Free time.
- 9 A daring expedition.
- 10 To get enjoyment.

Down

- 2 The world around us.
- 3 Found in a pirate's chest.
- 4 An animal.
- 5 Shut down.
- 6 Produced by drawing or painting.
- 8 A unit used to state the size of something.



Here are the words you are choosing between:

Pleasure

Adventure

Creature

Treasure

Measure

Leisure

Closure

Nature

Picture

Furniture

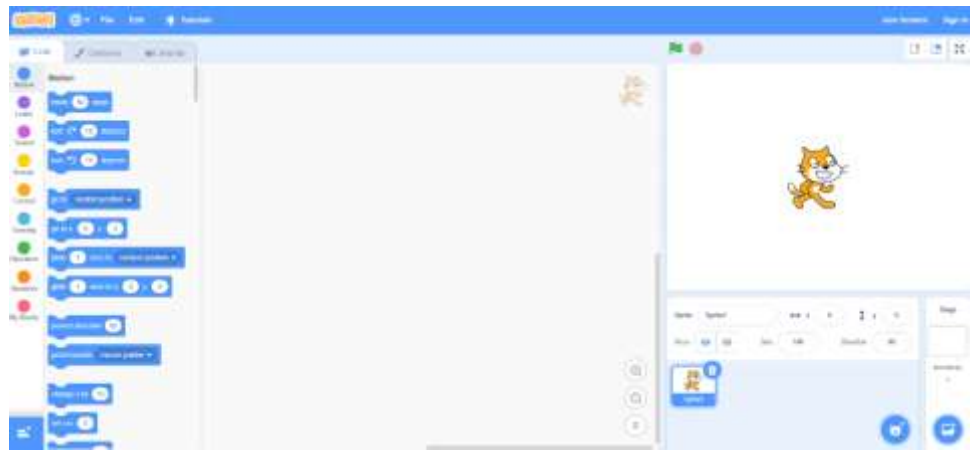
What do all these words have in common?

Computing: Coding

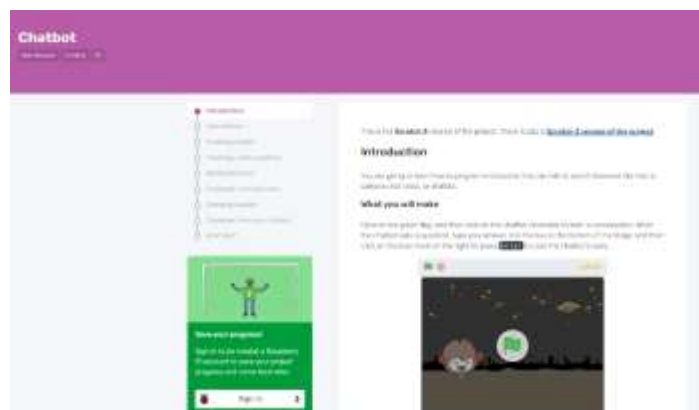
Activity 4: Understand the importance of storing...

By completing this activity, you will use Scratch to learn how to program your own animation including: Using code to join text in Scratch, know that variables can be used to store user input and use conditional selection to respond to user input in Scratch.

Follow the link to access the Scratch program: <https://scratch.mit.edu/projects/editor>




Follow the link to access the Scratch program: <https://projects.raspberrypi.org/en/projects/chatbot>



Spanish – Weather and seasons

<https://www.bbc.co.uk/bitesize/topics/zh7wqp3/articles/zr274xs>



Follow the activities on BBC Bitesize to learn all about how to talk about the weather and seasons in Spanish! Press the little orange speaker button  to hear the pronunciation. Repeat it out loud. Once you've completed it, take the quiz to test your knowledge!

How did you score?

Friday 26th February

Reading

Recently, a film version of 'Journey to the Centre of the Earth' was released. In today's lesson, you are going to watch the scene that corresponds to the extract we've been exploring in this week's reading lessons:



<https://www.youtube.com/watch?v=PxCqrjP9pw&list=PLZbXA4lyCtqo4jn0Bct6ApZ22LG8l5yZS&index=2>

Now complete the comparison grid to compare the book extract with the film interpretation. What's similar? What are the differences?

Similarities	Differences

Share your thoughts with your teacher on Class Dojo.



Writing – Generating ideas part 2




Watch today's instructional writing video - Miss Fouracre will be explaining today's activities.



Where else could this happen? Try a new setting for *The Game*. Change the classroom setting to somewhere else. Where could this happen? Plan a new idea below. You can

make notes or draw. What will come out of the game in the new setting and what will it do once it's released?

Instead of:	Your ideas:
	
... what comes out of the game?	
... what will it do?	
... extra ideas	

Now write your new problem, set somewhere else: start with the first strange event, then introduce the new threat and finally describe what the threat does. Do this on a separate piece of paper.



Maths – Google Forms Quiz on Fractions

Times Tables Practice: x12

$3 \times 12 = \underline{\hspace{2cm}}$

$4 \times 12 = \underline{\hspace{2cm}}$

$8 \times 12 = \underline{\hspace{2cm}}$

$7 \times 12 = \underline{\hspace{2cm}}$

$12 \times 12 = \underline{\hspace{2cm}}$

$10 \times 12 = \underline{\hspace{2cm}}$

$6 \times 12 = \underline{\hspace{2cm}}$

$3 \times 12 = \underline{\hspace{2cm}}$

$1 \times 12 = \underline{\hspace{2cm}}$

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$2 \times 12 = \underline{\hspace{2cm}}$



Follow the link below or scan the QR code and complete the quiz. All the questions are related to what you have been working on this week in Maths: <https://forms.gle/xNqHU3WRxweGCNFV9>



SCAN ME

Spring 2 - Week 1 - Pack 1

Adding and Subtracting Mixed Numbers

Name: _____

Short answer text

Question 1: *

Choose the correct answer.

$$1\frac{4}{15} + 3\frac{2}{3} = \boxed{}$$

Handwriting

UNIT 23 Spacing: *between words*

23

Rewrite the poem by Alan Ahlberg in joined writing. Remove the hyphens and make sure that parts of words are reconnected. e.g. *read - ers* = *readers*

Slow Reader

I - am - in - the - slow

read - ers - group - my - broth

er - is - in - the - foot

ball - team - my - sis - ter

is - a - ser - ver - my

lit - tle - broth - er - was

a - wise - man - in - the

in - fants - christ - mas - play

I - am - in - the - slow

read - ers - group - that - is

all - I - am - in - I

hate - it

Comments

Evaluation

Check the spacing
between words.

Circle any you are
not happy with.

RE: What can we learn from religion about harmony where we live?

Lesson: Can our community be more harmonious?

Harmonious means showing agreement in action or feeling.

Who is ‘us’ and who is ‘them’?

Below is a long and diverse list of membership groups.

Diverse means different from each other.

football fans	Catholics	British	Africans
Europeans	asylum seekers	children	
pensioners	workers	mothers	males
females	comic book fans	married people	
single people	divorced people	English	Irish
Muslims	Disney fans		

Now sort the groups into two groups:

Who is ‘us’	Who is ‘them’

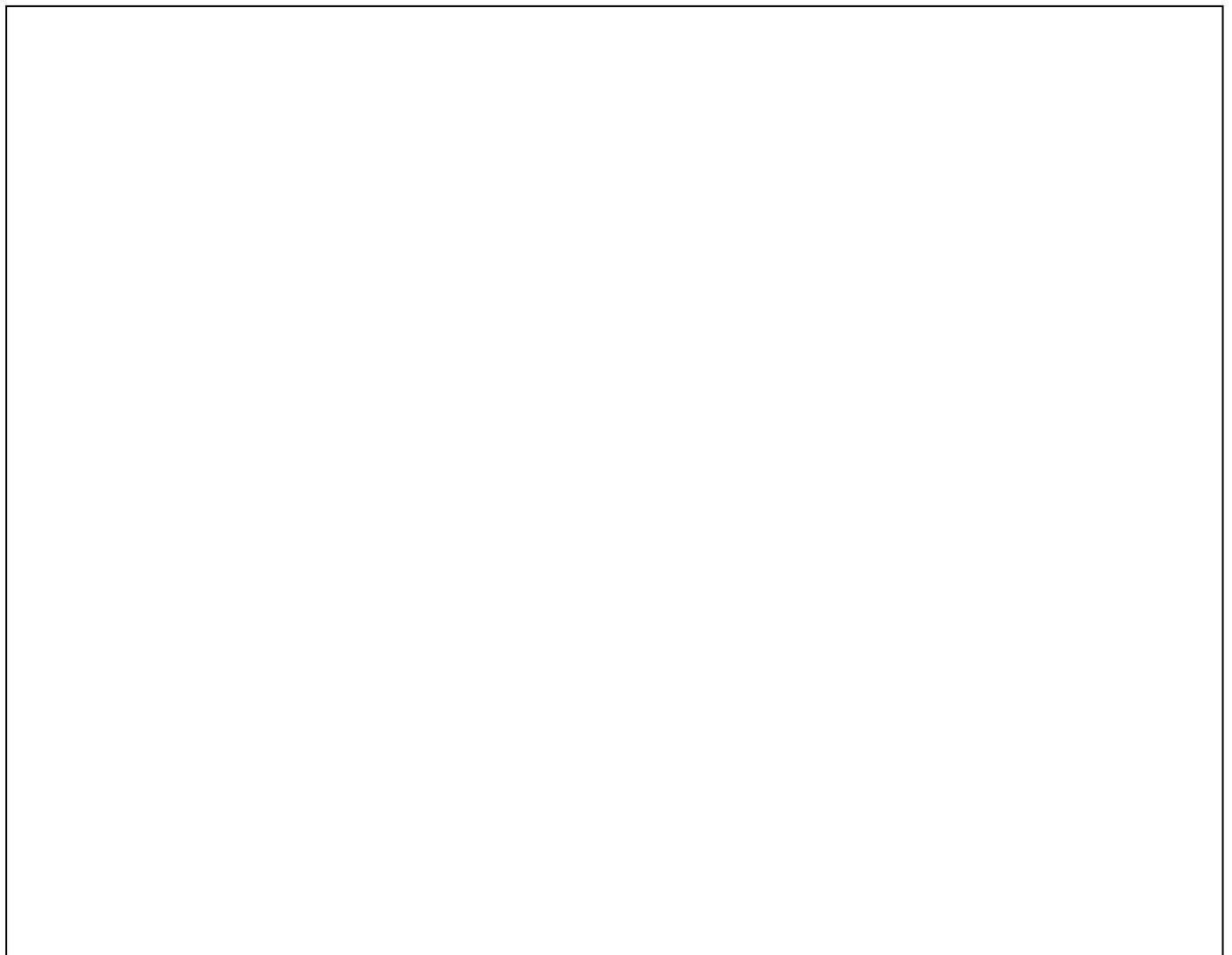
Is using the term ‘us and them’ a good way to look at the world? Why?

Think about all the religions in our area – *should we use the term ‘us and them’ when discussing different religions? Why?*

What does it mean to say ‘we’re all human’?

Task: *Make a symbol or design a flag that is not just for one group, but for all humanity.*

Humanity is the race of human beings; people.



PE – Jumping and Landing

Scan the code or follow the link to access the Jumping and Landing challenge. Use the colour tabs at the bottom to change the difficulty of the challenge and share pictures on ClassDojo of you completing it at home: <https://real.jasmineactive.com/home/funs/jumping-and-landing/skill/jumping-and-landing>



SCAN ME

Jumping and Landing



**I can jump from 2 feet to 2 feet forwards,
backwards and side-to-side**