

Week 1 Timetable:

Day	Core	Foundation
Monday	Reading – Persuasive letter Writing – Reading model text and identifying structure Maths – Fractions greater than 1 Handwriting – Introducing ss (diagonal join, no ascender, to an anticlockwise letter)	Science – Explore the Kingdoms of Life.
Tuesday	Reading – Persuasive letter Writing – Toolkit – Show not tell and empty words practice Maths – Fractions greater than 1 Spelling – Doubling the consonant when adding a suffix	Thematic – Which mode of transport brought Birmingham the most financial success: canals or trains?
Wednesday	Reading – Persuasive letter Writing – Suspense features and short burst writing Maths – Count in fractions Handwriting – Introducing ff (horizontal join to ascender)	PSHE – Mental health
Thursday	Reading – Persuasive letter Writing – Generating ideas for own story Maths – Count in fractions Spelling – Doubling the consonant when adding a suffix	Computing – Coding Spanish – Weather and seasons
Friday	Reading – Persuasive letter Writing – Drawing and describing a setting Maths – Google forms quiz Handwriting – Capital letter practice: height of ascenders and capitals	RE – What can we learn from religion about harmony where we live? PE – Jumping and landing

Monday 22nd February



Reading

Listen to Miss Fouracre reading the text for this week on Class Dojo. It is a persuasive letter all about killer whales.

Persuasive letter – Whales in captivity

14 Dunbar Drive
Earley
Reading
Berkshire
RG5 4HA

Date: 12/01/2014
Re: Killer whales in captivity

Dear Sea Parks,

I am writing to complain about your policy of keeping killer whales in captivity for entertainment purposes at your venues. I strongly feel that you are not only breaching the most basic of animal rights by keeping the whales in your pools but also believe that you are harming them in the process too.

Killer whales are very large animals that, by their very nature, need vast room to swim and hunt within. It is a well-known fact that they can swim up to 100 miles a day whilst in the wild and I believe that you are restricting this instinct by holding them in small pools at your parks. Surely it must frustrate the whales and cause them stress being held in captivity like this.

In my opinion, making the whales perform to audiences on a daily basis is a cruel practice and one that you should be deeply ashamed about. Killer whales were not born to perform and should not need to be bribed to do the tricks that you ask of them. Would you enjoy being made to perform for food on a daily basis? Would this not be humiliating? I ask that you think carefully about the impact that these shows have on the whales' lives and put yourself in their shoes for a moment or two to consider how they must be feeling every single day.

Finally, I was shocked to find out recently that whales living in captivity typically live shorter lives than those in the wild. How do you feel knowing that you are responsible for this? It is not right that you are allowed to be involved in affecting the whales' lengths of life in this way.

In summary, I believe that you need to stop your shameful practice and release the whales back into the wild as soon as possible. It is outrageous that you have been allowed to get away with this for such a long time and I will do all I can to help ensure the safe release of the whales back into their natural habitat.

Jenny Pierce

1. When was this letter written?

2. What city is Jenny from?

3. What is Jenny's reason for writing this letter?

4. Find and copy **one word** that informs us of Sea Parks' purpose for keeping the killer whales.

5. Up to how many miles can a killer whale swim per day?

75 miles

125 miles

100 miles

150 miles

6. What does a persuasive letter try to do? What is the purpose of writing it?

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



Writing – Reading model text and identifying structure

Treasure

Imagine stumbling across hidden treasure the next time you are out on the beach or in the woods with your friends. What would you do? Open the treasure chest? Keep it all to yourself? Hand it in to the police? Show it to your family? I think we have probably all thought about this! Treasure or precious objects are often used in myth, legend, cartoons, books and films. In our unit, we will use treasure and interesting objects as the stimulus to write fantastic adventure stories.



Introducing suspense

Your work in this unit is going to focus on building suspense. We will build on this when we return to school. First, watch the video on Class Dojo of Miss Fouracre reading today's model text, 'Adventure at Sandy Cove'. In this video, Miss Fouracre will also talk you through today's task and give you instructions, so be sure to watch the whole thing!



Model text - Adventure at Sandy Cove

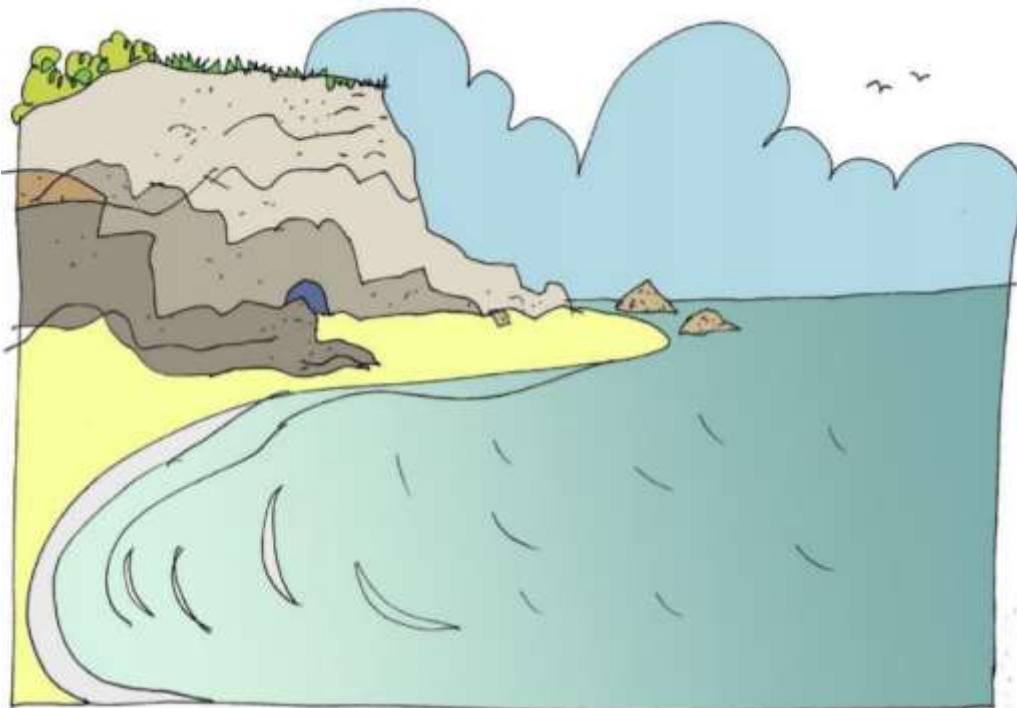
"Hurry up," shouted Joe as he climbed over the rocks. Carefully, Rahul followed. The two boys stopped at a rock pool and began to search for shells. "Hey, what's this?" shouted Joe to Rahul. In the rock pool was a small, black box wrapped in plastic. The boys tugged it loose. What was inside? Joe pressed the silver catch and the lid popped open. The box was full of sparkling jewels!

At that moment, a scruffy old man shouted at the boys. His wolf-like dog barked menacingly. Joe snapped the lid down, picked up the box and the two boys began to scramble over the rocks. They slipped and struggled towards the cliffs.

"Quick! Let's hide in here," said Joe, rushing into a cave. It was dark and damp inside and they could hear water dripping. They felt their way further in and crouched behind a rock. Rahul's heart pounded like a bass guitar. All at once, the scruffy man appeared at the cave mouth. He shone a torch around. The light cast shadows on the cave wall. The children ducked down and kept as still as stone, but the dog could sense them. It padded closer and closer, growling menacingly. Rahul gripped Joe's arm. They could see its white teeth, smell its damp hair and feel its hot meaty breath.

Suddenly, there was a distant shout. "Here, dog!" hissed the man, roughly grabbing its collar. "Those boys have got away - quick, after them!" Joe and Rahul held their breath until they could hear the sound of the man and his dog stumbling back across the rocks. They waited for a long while before creeping out. Even though the beach was empty, the boys ran home as fast as they could.

At first, Mum didn't believe them. It was only when Joe opened the box that she decided to call the police. When the police arrived, they told Mum that the big house up the road had been burgled only the night before. They had spent all day searching for a trace of the jewels. Their only clue had been the footprints of a large dog. Joe shut his eyes. He could imagine the headlines: 'PRICELESS JEWELS FOUND BY SCHOOLBOY DETECTIVES. And there was a reward too.



Remember when we looked at story mountains last month when we wrote our superhero stories?



1. Can you remember what the word dilemma means? _____
2. Using the same five colours as in this story mountain diagram, can you box up the story on the model text?
3. Write a sentence to summarise (put into your own words) 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 – Fractions Greater Than 1.

Starter: Answer the following questions including the time on the clock.


Flashback

4


1) Calculate $\frac{1}{8}$ of 32


2) Subtract $\frac{8}{11}$ from $\frac{10}{11}$

3) What fraction of the shape is shaded?



4) Find the sum of 2,409 and 3,930





Times tables Practice: x7

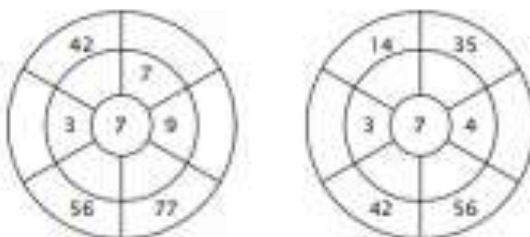
Exercise 1:

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

35	70	14	28	3
65	44	77	9	14
77	56	1	70	42
56	19	37	7	22
49	28	35	63	33

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

b) $10 \times 7 = \underline{\quad}$

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

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

e) $7 \times 7 = \underline{\quad}$

f) $6 \times 7 = \underline{\quad}$

Main Activity:

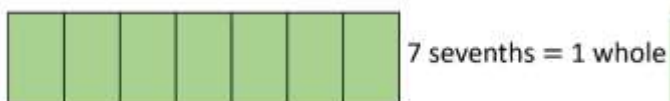
Follow the link to watch the explanation video: <https://vimeo.com/498362964>



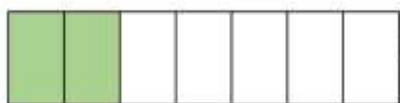
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Here are some worked examples to support you:



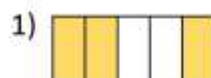
7 sevenths = 1 whole



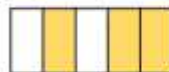
2 sevenths

There are 9 sevenths altogether.

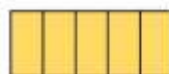
9 sevenths = 1 whole + 2 sevenths



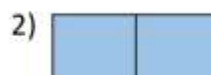
Have a think



There are 11 fifths altogether.



11 fifths = 2 wholes + 1 fifth.



There are 3 halves altogether.

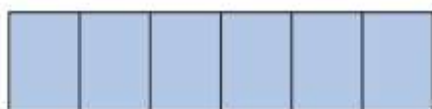


3 halves = 1 whole + 1 half.

$$\frac{12}{6} = 2 \text{ wholes}$$

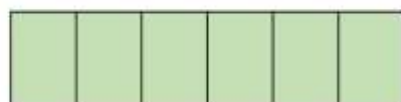


$\frac{6}{6}$

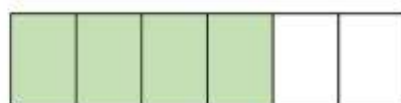


$\frac{6}{6}$

$$\frac{10}{6} = 1 \text{ whole} + 4 \text{ sixths}$$



$\frac{6}{6}$

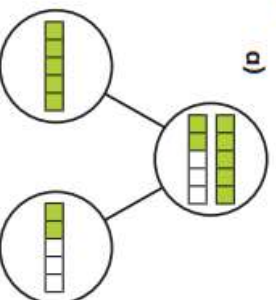


$\frac{4}{6}$

Fractions greater than 1

1 Complete the sentences.

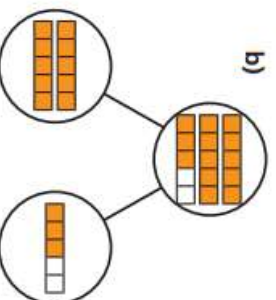
a)



There are 7 fifths altogether.

7 fifths = whole + fifths

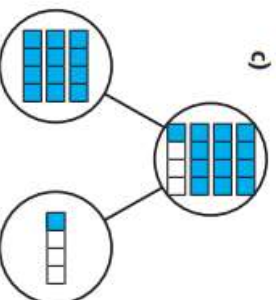
b)



There are fifths altogether.

fifths = wholes + fifths

c)



There are quarters altogether.

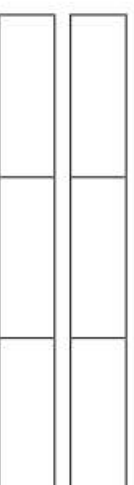
quarters = wholes + quarter

2

Shade the bar models to represent the fractions.

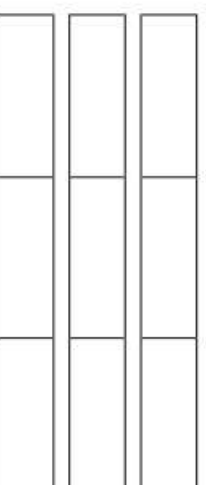
Complete the number sentences.

a) $\frac{5}{3}$



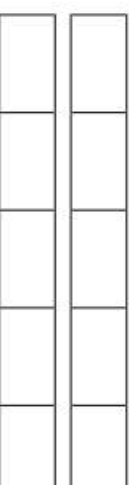
$\frac{5}{3}$ = whole + thirds =

b) $\frac{8}{3}$



$\frac{8}{3}$ = wholes + thirds =

c) $\frac{8}{5}$



$\frac{8}{5}$ = whole + fifths =

Task 1:

Trace and copy the pattern. Say the sound.

SS

SS

Finish and copy the words.

<i>cro</i>		<i>hi</i>	<i>ed</i>	
<i>pa</i>		<i>fu</i>	<i>ed</i>	
<i>hi</i>		<i>pa</i>	<i>ed</i>	
<i>a</i>	<i>ist</i>	<i>mi</i>	<i>ing</i>	

A sheet of white paper with three sets of horizontal lines for handwriting practice. Each set consists of a solid blue top line, a dashed red middle line, and a solid blue bottom line. The sets are evenly spaced vertically.

Science – Explore the Kingdoms of Life

Read through PowerPoint:

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



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Task 1:

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.

Prediction

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

I think that the dry slice of bread will _____

and the damp slice of bread will _____

2) Why do you think this will happen?

I think this will happen because _____

Task 2: Write or draw what you can see on each slice of bread.

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?

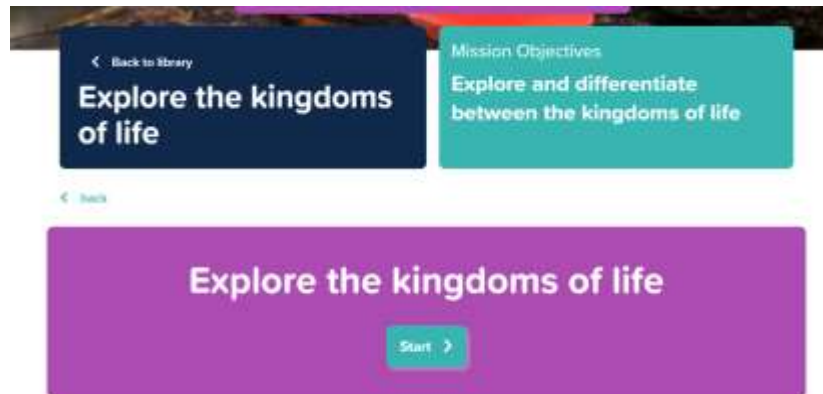
Why do you think this happened?

Assessment Quiz

Follow the link to complete the assessment quiz: <https://www.developingexperts.com/s/missions/242>
Scroll down to the assessment quiz and click start.



SCAN ME



Tuesday 23rd February



Reading

Listen again to Miss Fouracre reading the text for this week on Class Dojo. Read along with your copy of the text below.

Persuasive letter – Whales in captivity

14 Dunbar Drive
Earley
Reading
Berkshire
RG5 4HA

Date: 12/01/2014
Re: Killer whales in captivity

Dear Sea Parks,

I am writing to complain about your policy of keeping killer whales in captivity for entertainment purposes at your venues. I strongly feel that you are not only breaching the most basic of animal rights by keeping the whales in your pools but also believe that you are harming them in the process too.

Killer whales are very large animals that, by their very nature, need vast room to swim and hunt within. It is a well-known fact that they can swim up to 100 miles a day whilst in the wild and I believe that you are restricting this instinct by holding them in small pools at your parks. Surely it must frustrate the whales and cause them stress being held in captivity like this.

In my opinion, making the whales perform to audiences on a daily basis is a cruel practice and one that you should be deeply ashamed about. Killer whales were not born to perform and should not need to be bribed to do the tricks that you ask of them. Would you enjoy being made to perform for food on a daily basis? Would this not be humiliating? I ask that you think carefully about the impact that these shows have on the whales' lives and put yourself in their shoes for a moment or two to consider how they must be feeling every single day.

Finally, I was shocked to find out recently that whales living in captivity typically live shorter lives than those in the wild. How do you feel knowing that you are responsible for this? It is not right that you are allowed to be involved in affecting the whales' lengths of life in this way.

In summary, I believe that you need to stop your shameful practice and release the whales back into the wild as soon as possible. It is outrageous that you have been allowed to get away with this for such a long time and I will do all I can to help ensure the safe release of the whales back into their natural habitat.

Jenny Pierce

1. Find and copy **one word** that shows what a whale is not born to do.

2. **Draw** lines to match the following words to their definitions.
If you need to, use a dictionary to help you with this:

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



captivity

To break something.

breaching

Making someone feel embarrassed.

restricting

Put a limit on.

humiliating

Being imprisoned or confined.

3. List **three** arguments used by Jenny Pierce to persuade Sea Parks that keeping killer whales in captivity is wrong.

- ---

- ---

- ---

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



Writing – Toolkit, show not tell and empty words



First, re-watch the video on Class Dojo of Miss Fouracre reading the model text, 'Adventure at Sandy Cove'. Watch today's instructional writing video - Miss Fouracre will be talking about the features that create suspense. Make your toolkit as she talks you through it and creates hers.



Now we are going to look more closely at two of these: show not tell and empty words.

Show-not-tell practice

This is a great tool to use not only for suspense but for characterisation. We don't just want to **TELL** the reader how the character is feeling. We want to **SHOW** them by what is happening to their body, how they are talking, how they are moving or how they treat people.

For example:

Telling

Joe was scared.

Showing

Joe froze.

The hair on the back of his neck stood up.

Joe's heart raced

★ Now it's your turn! I want you to change the telling emotions to showing. You could act out the emotions yourself or think of a time when you felt like that. What was happening to your body? Voice? Breathing?

★ Try and write 2 or 3 idea down under showing – you might be able to use this in your writing later on.

Telling

Zara was sad.

Showing



Jonah felt shy.



Tom was angry.



He was frightened.



Remi was nervous.



Empty words

Which has more suspense?

The scary monster came up the stairs

OR

It crept up the stairs

Hopefully you can see it is the 2nd one and the reason why is that we are hiding the threat from the reader. This means they have to imagine what 'it' is. Every reader will imagine something different that is really scary for them.

List of empty words to use:

someone

somewhere

something

no-one

nowhere

nobody

it

shadow

silhouette

figure

object

premonition

Can you now try to write your own sentences that contain empty words?

Remember to send your work through to your teacher on Class Dojo!



Maths – Fractions Greater Than 1.

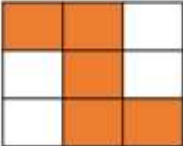
Starter: Answer the following questions including the time on the clock.

Flashback 4


1) Calculate $\frac{3}{8}$ of 32


2) Find the difference between $\frac{3}{7}$ and 1

3) What fraction of the shape is shaded?



4) Multiply 37 by 4





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

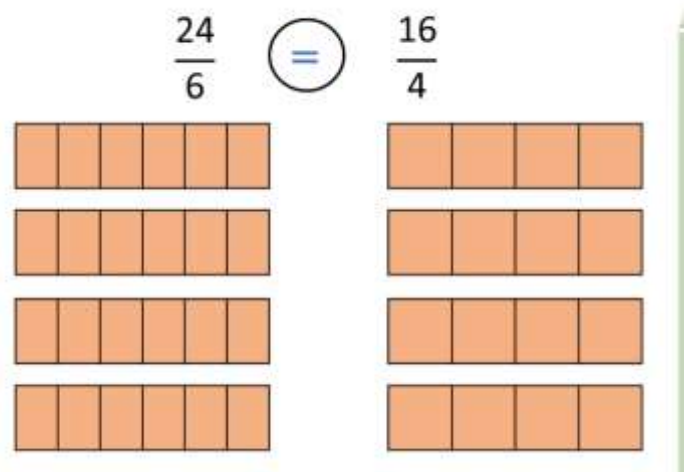
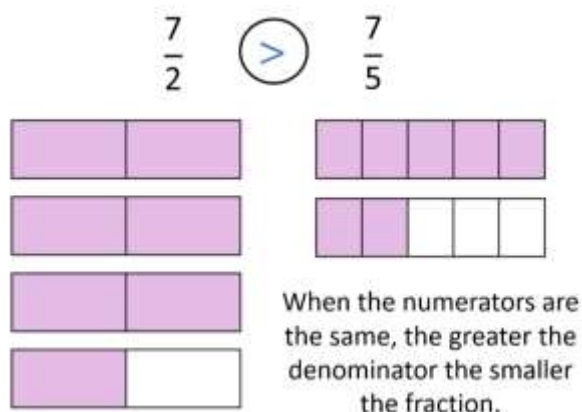
x	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												


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/498362964>



Here are some worked examples to support you:



- Have a think 
- 1) 2 wholes and 3 fifths $>$ 9 fifths
- 2) 28 sevenths $=$ 12 thirds
- 3) $\frac{9}{6}$ $<$ $\frac{17}{8}$ 4) $\frac{20}{10}$ $<$ $\frac{20}{9}$

3 Complete the statements.

a) $\frac{12}{2} = \square$ wholes e) $\frac{15}{3} = \square$ wholes

b) $\frac{12}{4} = \square$ wholes f) $\frac{15}{5} = \square$ wholes

c) $\frac{12}{6} = \square$ wholes g) $\frac{15}{4} = \square$ wholes + \square quarters

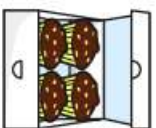
d) $\frac{12}{3} = \square$ wholes h) $\frac{15}{2} = \square$ wholes + \square half

4

Whitney bakes 26 muffins.

Muffins are packed in boxes of 4

a) How many boxes can Whitney fill?



Whitney can fill \square boxes.

b) How many more muffins does Whitney need to fill another box?

Whitney needs \square muffins to fill another box.
Explain how you know.

How does writing $\frac{26}{4}$ help you to answer this?

5 Write $<$, $>$ or $=$ to complete the statements.

a) 2 wholes and 3 quarters \bigcirc 5 quarters

b) 2 wholes and 3 quarters \bigcirc 15 quarters

c) 2 wholes and 3 sixths \bigcirc 15 sixths

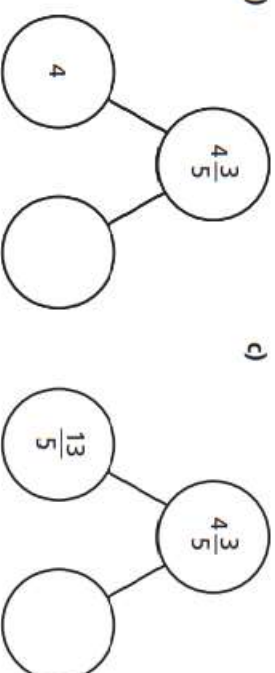
d) 2 wholes and 3 eighths \bigcirc 15 eighths

e) $\frac{15}{3} \bigcirc \frac{15}{5}$

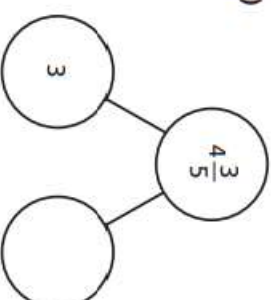
f) $\frac{15}{3} \bigcirc \frac{20}{4}$

6 Complete the part-whole models.

a) c)



b)



When do we double the consonant?

Focus: adding suffixes



In a word where two vowels are separated by a consonant (a split digraph), the first vowel is usually long (*hope*). A double consonant means the first vowel is short (*hopped*). So, when you add an ending to a short vowel word, you double the consonant (e.g. *run* + *-ing* = *running*, *sun* + *-y* = *sunny*). The spelling rule is: *When you add a suffix that starts with a vowel to a short vowel word, you usually double the consonant.*

Practice doubling the consonant by looking at these root words and adding the suffixes.

Missing words

- a) My mum (drop) _____ a box of eggs on the floor.
- b) We climbed the hill on the (hot) _____ day of the year.
- c) I think my cat is the (sad) _____ cat in the world.
- d) I was just (get) _____ on my bike when I spotted him!
- e) I told the teacher that I had (forgot) _____ to do my homework.
- f) Billy (admit) _____ that he had broken the window.
- g) The man was fully (equip) _____ when he set off up the mountain.
- h) My little brother is just (begin) _____ to learn to swim.
- i) You are (forbid) _____ to enter the field.
- j) I (regret) _____ having said anything.

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



Reading

Listen again to Miss Fouracre reading the text for this week on Class Dojo. Read along with your copy of the text below.

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I am writing to complain about your policy of keeping killer whales in captivity for entertainment purposes at your venues. I strongly feel that you are not only breaching the most basic of animal rights by keeping the whales in your pools but also believe that you are harming them in the process too.

Killer whales are very large animals that, by their very nature, need vast room to swim and hunt within. It is a well-known fact that they can swim up to 100 miles a day whilst in the wild and I believe that you are restricting this instinct by holding them in small pools at your parks. Surely it must frustrate the whales and cause them stress being held in captivity like this.

In my opinion, making the whales perform to audiences on a daily basis is a cruel practice and one that you should be deeply ashamed about. Killer whales were not born to perform and should not need to be bribed to do the tricks that you ask of them. Would you enjoy being made to perform for food on a daily basis? Would this not be humiliating? I ask that you think carefully about the impact that these shows have on the whales' lives and put yourself in their shoes for a moment or two to consider how they must be feeling every single day.

Finally, I was shocked to find out recently that whales living in captivity typically live shorter lives than those in the wild. How do you feel knowing that you are responsible for this? It is not right that you are allowed to be involved in affecting the whales' lengths of life in this way.

In summary, I believe that you need to stop your shameful practice and release the whales back into the wild as soon as possible. It is outrageous that you have been allowed to get away with this for such a long time and I will do all I can to help ensure the safe release of the whales back into their natural habitat.

Jenny Pierce

1. Tick **one** box to complete this sentence.

Whales living in captivity typically live ...

☐

happier lives.

☐

shorter lives.

☐

healthier lives.

2. Look at paragraph 3. How would Jenny Pierce feel if she was a whale at Sea Parks? **Use evidence** from the text to justify your answer.

3. *By keeping killer whales in captivity, Sea Parks are violating basic animal rights.*

Do you agree with this statement? **Use evidence** from the text to justify your answer.

☐

Yes

☐

No

☐

Yes and no

4. If you were the owner of sea parks, how would you respond to this letter?



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

Writing – Suspense sentences and short burst writing



Watch today's instructional writing video - Miss Fouracre will be recapping the adventure story toolkit and talking about your task today.

Can you spot effective suspense sentences?

Have a look at the four sentences below. Which do you think builds the most suspense and why? Remember to look back at the toolkit to see what tools help with suspense.

Lenny was petrified as the monster was scary.

Thud. He froze. Panic filled his chest. There was no escape. Would he survive?

The door in front of her screeched open. Footsteps moved towards her but she could see nothing.

This was it. They held onto each other tightly and prayed. Why did they come here?

★ Choose the sentence with the most effective suspense and say why!

Short-burst writing



Now we have seen the model and looked at some of the tools, I want you to have a go at a paragraph or two of suspense writing. Try to use a few tools like *empty words*, *threatening noises* or *show not tell*.

A series of ten horizontal lines for writing, enclosed within a green dashed border.




Remember to send your work through to your teacher on Class Dojo!

Maths – Count in Fractions

Starter: Answer the following questions including the time on the clock.

Flashback 4



1) What is $\frac{3}{4}$ of 28?

2) What is $\frac{3}{4}$ less than $\frac{7}{4}$?

3) Complete the equivalent fractions.
 $\frac{7}{25} = \frac{\text{ }{100}$

4) Divide 81 by 3

White Rose Maths

Times tables Practice: x7

Exercise 1:

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

6 x 7	35	
12 x 7		42
4 x 7	28	
1 x 7		56
11 x 7	49	
3 x 7		14
7 x 7	77	
8 x 7		7
5 x 7	84	
2 x 7		21

Exercise 2:

Fill in the missing number.

- a)  x 7 = 7 b)  x 7 = 63 c)  x 7 = 21

Exercise 3:

Fill in the correct product.

- a) $12 \times 7 = \underline{\quad}$ b) $7 \times 7 = \underline{\quad}$ c) $10 \times 7 = \underline{\quad}$
d) $3 \times 7 = \underline{\quad}$ e) $8 \times 7 = \underline{\quad}$ f) $9 \times 7 = \underline{\quad}$

Main Activity:

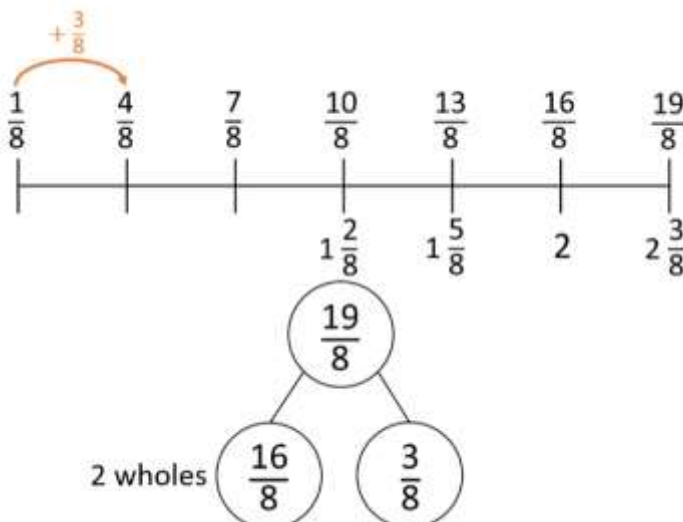
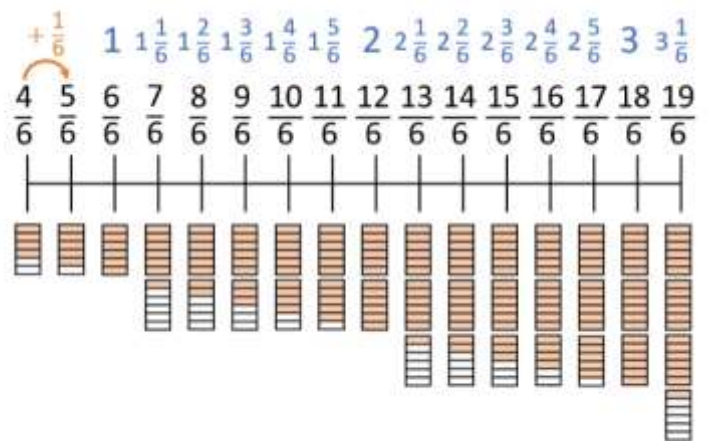
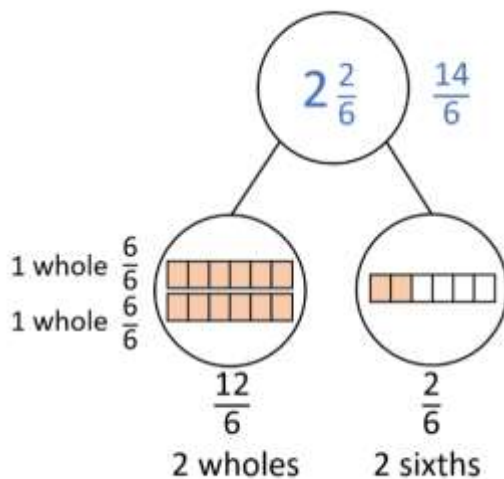
Follow the link to watch the explanation video: <https://vimeo.com/506082065>



SCAN ME



Here are some worked examples to support you:

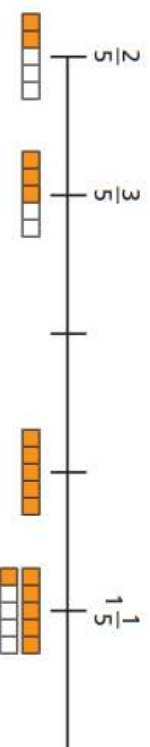


Count in fractions

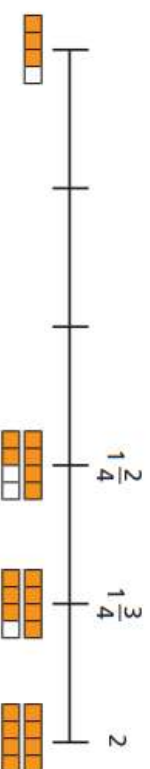
1

Complete the number lines.

a)



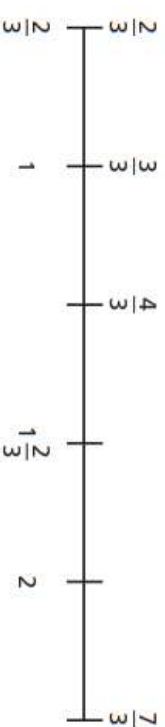
b)



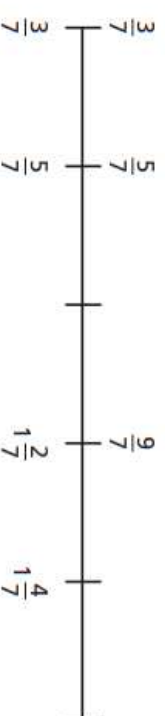
2

Complete the number lines.

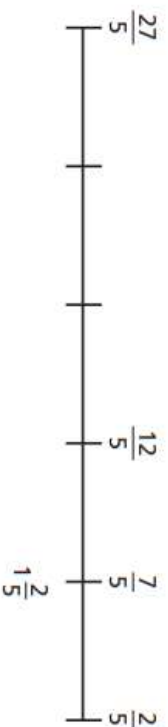
a)



b)



c)



Trace and copy the pattern. Say the sound.

ff

ff

Finish and copy the words.

o

hu

pu

ff

o

er

di

erent

stu

Handwriting practice lines (blue top and bottom lines, red dashed middle line) for copying the words.

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:

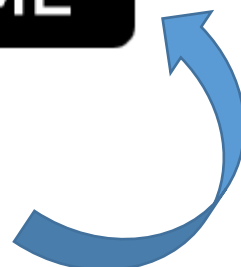
- about mental health; what it means and how we can take care of it



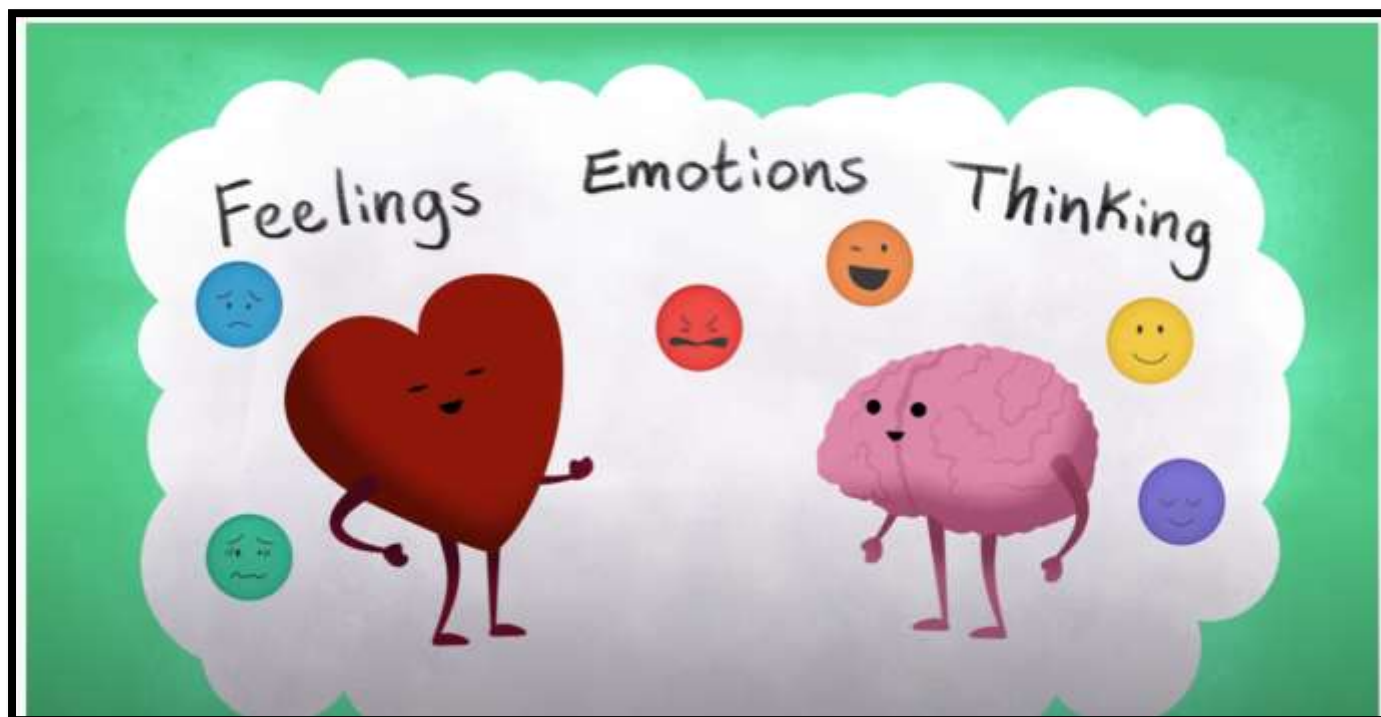
Learning outcomes

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.

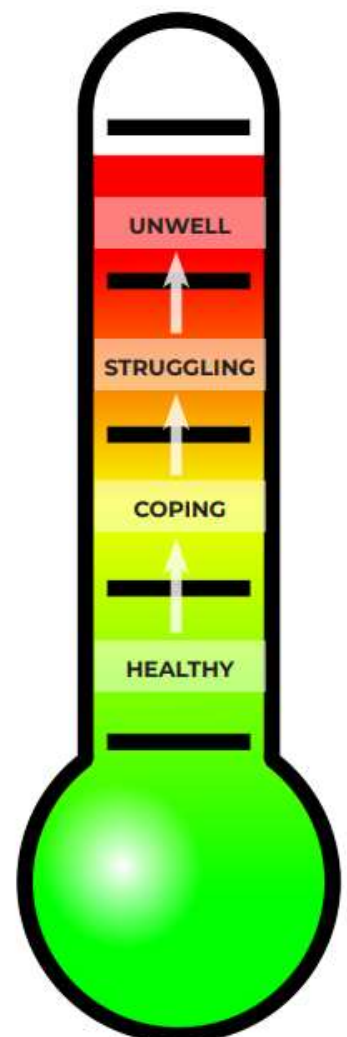
Mental health is a bit like a continuum — people can move along it and feel better or worse at different times, just like with physical health.



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!



Reading

Listen again to Miss Fouracre reading the text for this week on Class Dojo. Read along with your copy of the text below.

Persuasive letter – Whales in captivity

14 Dunbar Drive
Earley
Reading
Berkshire
RG5 4HA

Date: 12/01/2014
Re: Killer whales in captivity

Dear Sea Parks,

I am writing to complain about your policy of keeping killer whales in captivity for entertainment purposes at your venues. I strongly feel that you are not only breaching the most basic of animal rights by keeping the whales in your pools but also believe that you are harming them in the process too.

Killer whales are very large animals that, by their very nature, need vast room to swim and hunt within. It is a well-known fact that they can swim up to 100 miles a day whilst in the wild and I believe that you are restricting this instinct by holding them in small pools at your parks. Surely it must frustrate the whales and cause them stress being held in captivity like this.

In my opinion, making the whales perform to audiences on a daily basis is a cruel practice and one that you should be deeply ashamed about. Killer whales were not born to perform and should not need to be bribed to do the tricks that you ask of them. Would you enjoy being made to perform for food on a daily basis? Would this not be humiliating? I ask that you think carefully about the impact that these shows have on the whales' lives and put yourself in their shoes for a moment or two to consider how they must be feeling every single day.

Finally, I was shocked to find out recently that whales living in captivity typically live shorter lives than those in the wild. How do you feel knowing that you are responsible for this? It is not right that you are allowed to be involved in affecting the whales' lengths of life in this way.

In summary, I believe that you need to stop your shameful practice and release the whales back into the wild as soon as possible. It is outrageous that you have been allowed to get away with this for such a long time and I will do all I can to help ensure the safe release of the whales back into their natural habitat.

Jenny Pierce

1. Find the three questions that Jenny Sea Parks within her letter.

- _____

- _____

- _____

2. Why do you think Jenny asks these questions?

3. What does Jenny vow to do at the end of her letter?

4. Find two words in the final paragraph that show how disgusted Jenny feels with the staff at Sea Parks:

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



Writing – Generating ideas for your own story



Watch today's instructional writing video - Miss Fouracre will explaining today's task and giving you examples.

New ideas for your story



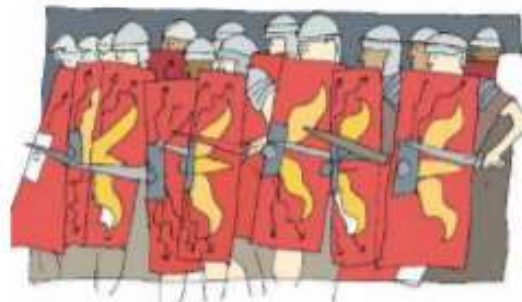
Now comes the fun part! You might already have the beginnings of an idea for your story from what you have read so far. If not, don't worry we are going to generate our ideas one step at a time.

3 MAIN CHOICES

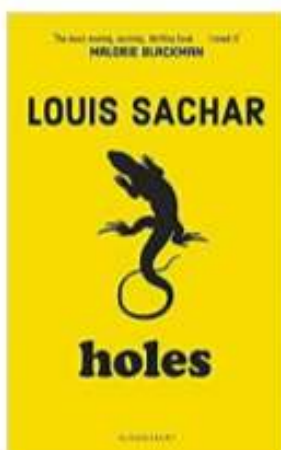
- 1) A realistic story based on Sandy Cove that could happen to you e.g. *in the woods, in the park, on holiday, at a new house ...*



- 2) A story based on a topic you know a lot about: e.g. *Romans, Space, Vikings...*



- 3) A story based on/set in the world of a book you know. You can take some of the characters, settings and objects from the story e.g. *Holes, Harry Potter, Skellig ...*



STEP 1: Treasure/object



For a cracking finding tale you are going to need an object that interests both the characters in your story and your reader. Here are some categories and examples of objects to choose from:

Treasure

gold, money, jewels,
locket, coins ...

Technology

mobile phone, laptop ...

Writing

scroll, letter, newspaper,
book, coded message ...

Bags

suitcase, rucksack ...

Locked

door, locker, chest ...

History

medals, time capsule ...

Images

painting, photograph ...

Possessions

glasses, locket, ring ...

Living

egg, bones, fossils ...

Circle one of these ideas or choose one of your own. Draw it in the box below and label it with adjectives.

Have a think about each of these elements that will help you to create your own adventure story. Make brief notes underneath each heading. I've given you some ideas or inspiration in brackets.

STEP 1: MY OBJECT:

STEP 2: Main Characters (*one per son, brothers, sisters, friends, twins, a group*)

STEP 3: Danger (*weather, lost, trap, enemy*)

STEP 4: Setting (*woods, junkyard, abandoned fairground*)

STEP 5: Reward/Next Day (*in the paper, exhibit named after you in the museum, money*)

Remember to send your work through to your teacher on Class Dojo!



Maths – Count in Fractions

Starter: Answer the following questions including the time on the clock.

Flashback 4


1) Complete $\frac{1}{5}$ of = 5


2) Calculate $5 - \frac{5}{8}$

3) Complete the sentence.

There are fifths altogether.

4) Find the product of 139 and 5





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

x	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
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/506082065>



SCAN ME



Here are some worked examples to support you:

$$\begin{array}{ccccccc} & -\frac{2}{6} & & & & & \\ & \text{---} & & & & & \\ 2\frac{4}{6} & , & 2\frac{2}{6} & , & 2 & , & 1\frac{4}{6} \\ \frac{16}{6} & , & \frac{14}{6} & , & \frac{12}{6} & , & \frac{10}{6} \end{array}$$



$+\frac{1}{5}$

$$\frac{10}{5} , 2\frac{1}{5} \dots 2\frac{2}{5} \quad 2\frac{3}{5} \quad 2\frac{4}{5} \quad 3$$



$-\frac{4}{6}$

$$5\frac{4}{6} , 5 \dots 4\frac{2}{6} \quad 3\frac{4}{6} \quad 3$$



$+\frac{3}{4}$

$$\frac{3}{4} , \frac{6}{4} \dots \frac{9}{4} \quad \frac{12}{4}$$

Ron will reach 3 wholes first.

3 Write the next three fractions in each sequence.

a) $\frac{1}{8}, \frac{2}{8}, \frac{3}{8},$, ,

b) $\frac{1}{4}, \frac{2}{4}, \frac{3}{4},$, ,

c) $\frac{1}{4}, \frac{3}{4}, 1\frac{1}{4},$, ,

d) $4, 3\frac{1}{3}, 2\frac{2}{3},$, ,

4 What is the missing fraction?

Give two possible answers.

a) $\frac{8}{3}, \frac{12}{3}, \frac{16}{3}, \frac{20}{3},$, $\frac{28}{3}, \frac{32}{3}$

b) $\frac{8}{5}, \frac{12}{5}, \frac{16}{5}, \frac{20}{5},$, $\frac{28}{5}, \frac{32}{5}$

c) $\frac{8}{7}, \frac{12}{7}, \frac{16}{7}, \frac{20}{7},$, $\frac{28}{7}, \frac{32}{7}$

5 Amir, Dexter and Dora are counting in fractions.

$\frac{8}{10}, \frac{9}{10}, \frac{10}{10}, \frac{11}{10}$



Amir

The next fraction is $\frac{12}{10}$



Dexter

The next fraction is $1\frac{2}{10}$



Dora

The next fraction is $1\frac{1}{5}$

a) Who is correct? _____

Explain your answer.

b) Compare answers with a partner.

Task 1:

Spelling

Can you decide which word belongs in the space and insert it, making sure it is spelt correctly?

permitted	spotted	admitted	fattest	grabbing
forbidden	hopping	equipped	upsetting	forgotten
sitting	travelling	occurred	dropped	

Naughty Miss Muffet

Miss Muffet was _____ on her stool eating a large bowl of curds and whey when a movement caught her eye. She _____ a large spider _____ along a web towards her.

‘You are _____ to come any closer!’ she said firmly, _____ a can of spider spray. ‘I am fully _____ to deal with spiders.’

The spider, which was the _____ creature Miss Muffet had ever seen, _____ onto the stool beside her.

‘You are not _____ on my stool!’ Miss Muffet said, _____ to her feet.

Later, Miss Muffet _____ that what had _____ had been very _____.

‘I want the whole thing to be _____,’ she said.

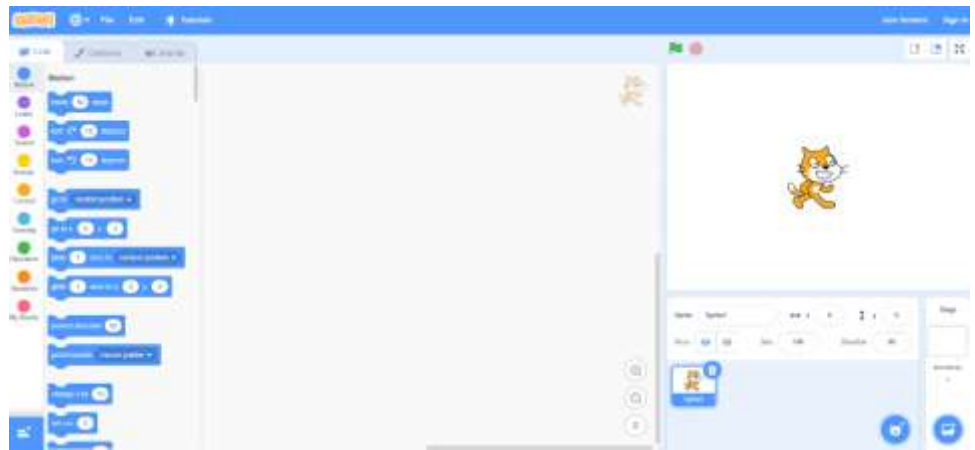


Computing: Coding

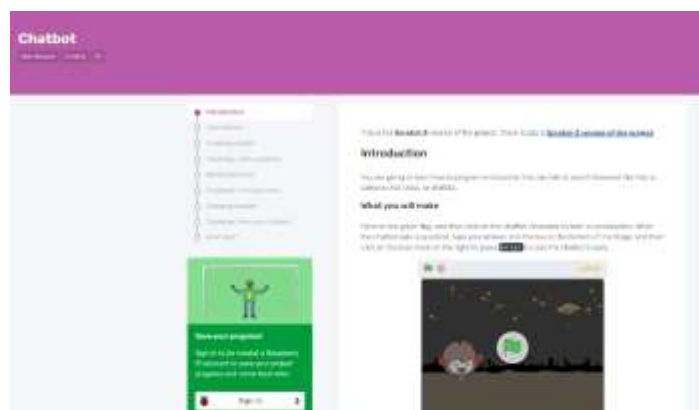
Activity 4: Understand the importance of storing...

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

Listen again to Miss Fouracre reading the text for this week on Class Dojo. Read along with your copy of the text below.

Persuasive letter – Whales in captivity

14 Dunbar Drive
Earley
Reading
Berkshire
RG5 4HA

Date: 12/01/2014
Re: Killer whales in captivity

Dear Sea Parks,

I am writing to complain about your policy of keeping killer whales in captivity for entertainment purposes at your venues. I strongly feel that you are not only breaching the most basic of animal rights by keeping the whales in your pools but also believe that you are harming them in the process too.

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In summary, I believe that you need to stop your shameful practice and release the whales back into the wild as soon as possible. It is outrageous that you have been allowed to get away with this for such a long time and I will do all I can to help ensure the safe release of the whales back into their natural habitat.

Jenny Pierce

1. What was Jenny shocked to discover?

2. Jenny asks the staff at Sea Parks to relate more to the whales and try to see things from their point of view. Find and copy the sentence where she does this:

3. Is this statement true or false? Explain how you know.

Killer whales are given treats to force them to do tricks.

4. In your opinion, is this a strong or weak persuasive letter? Explain why.

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

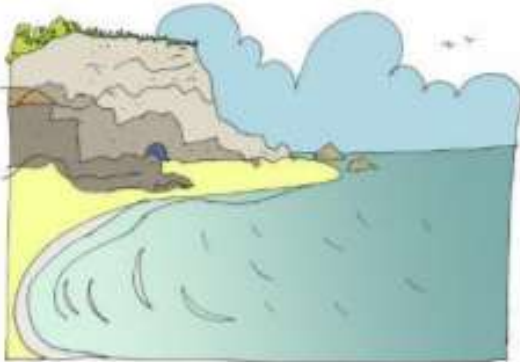


Writing – Drawing and describing a setting



Watch today's instructional writing video - Miss Fouracre will explaining today's task and giving you examples.

Drawing your setting



After listening to many authors interviews on RadioBlogging, many of them – especially Abi Elphinstone – said that they drew pictures of their settings, main characters and scenes from the stories.

To really help picture your main scene, have a go at sketching it out below. It doesn't really matter what it looks like (this isn't an art lesson!) but it

may help you to really picture what is going on and give you a reference point to look back on when writing.

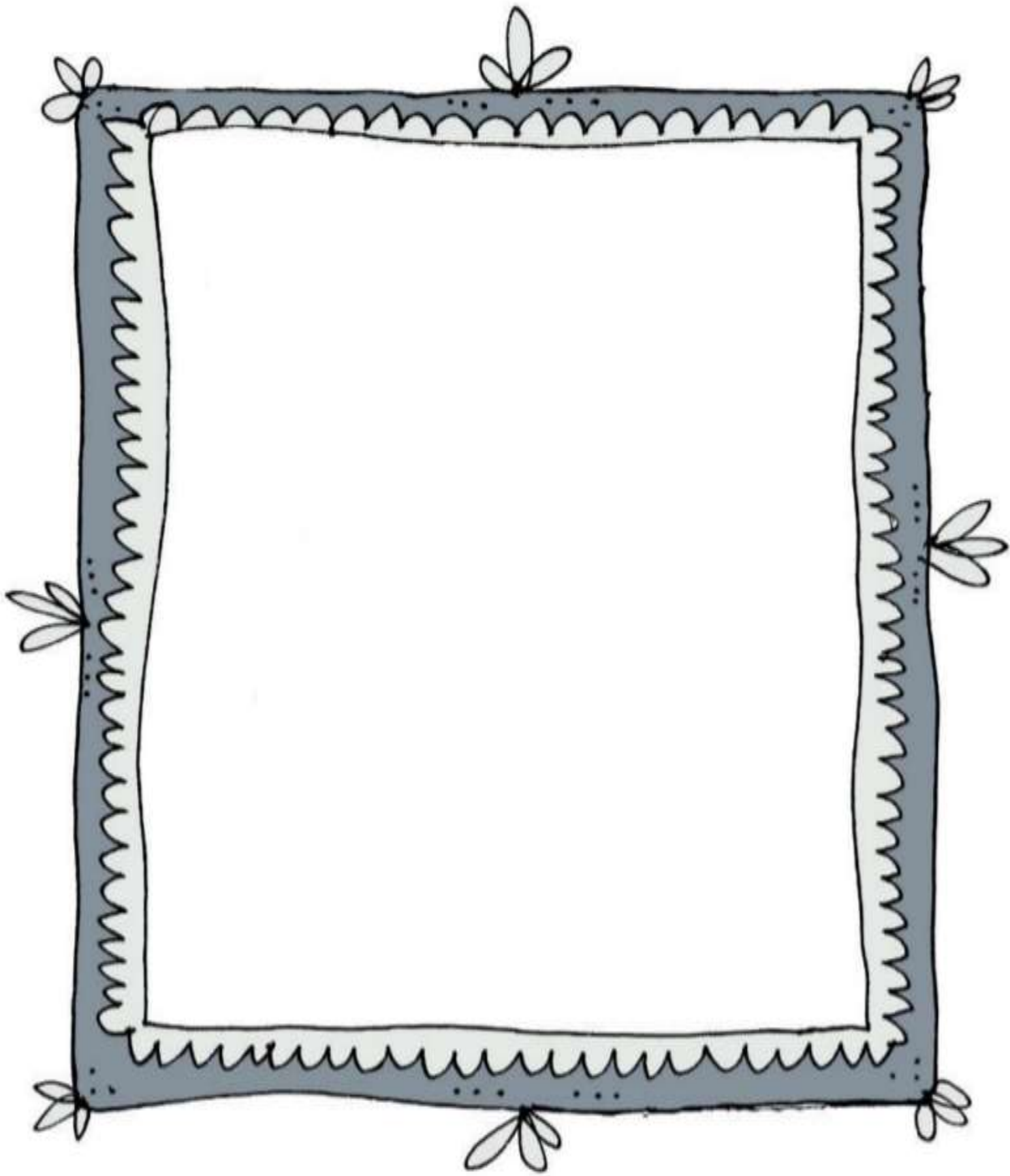
Here are some things you might want to include in your drawing:

Where is your treasure/object?

- Where are your main characters and what are they doing?
- Where or what is your danger?
- What is the weather/time of the day like?

On the next page, there is space for you to draw your story setting and complete this activity. Like yesterday, label your setting drawing with adjectives or descriptive phrases as this will help you with your story writing next week.





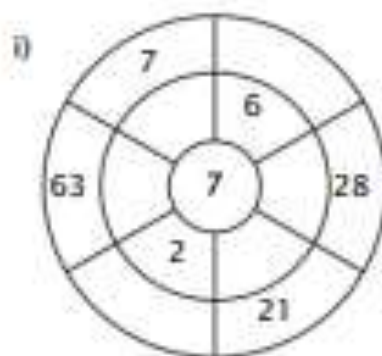
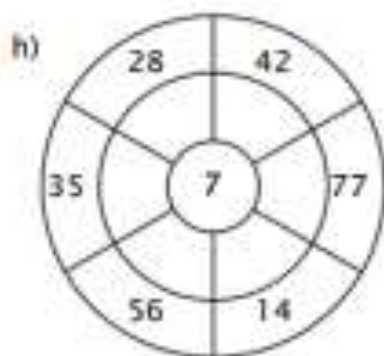
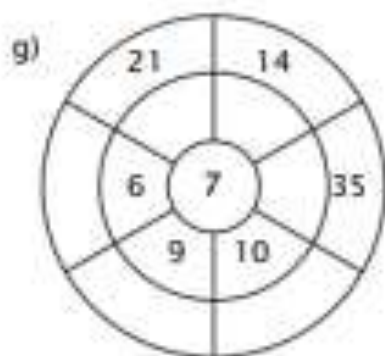
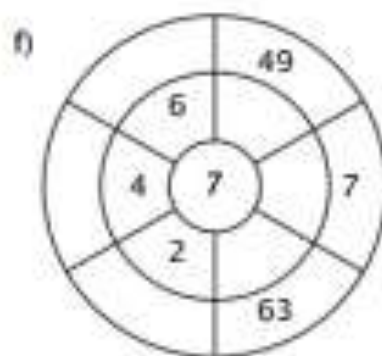
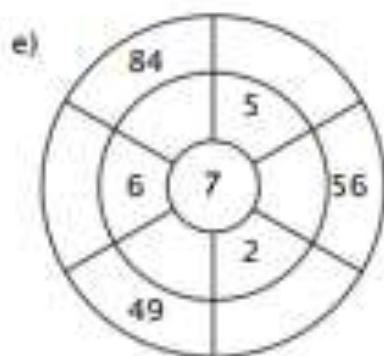
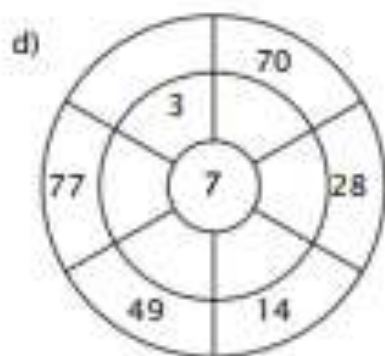
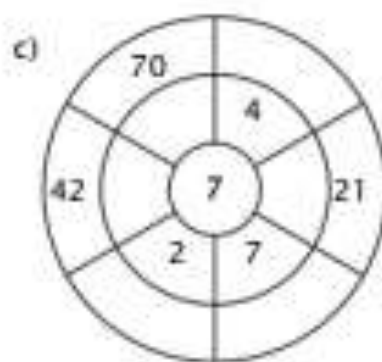
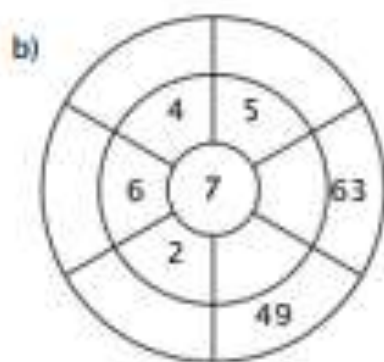
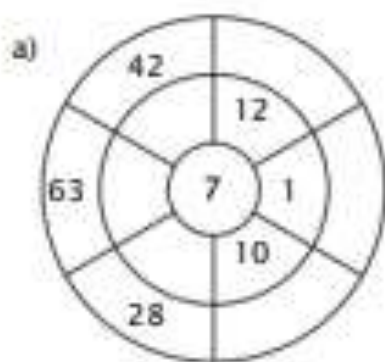
Remember to send your work through to your teacher on Class Dojo!



Maths – Google Forms Quiz on Fractions

Times Tables Practice: x7

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





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/2CNUYKggoT7EDUBo6>



SCAN ME

Spring 2 - Week 1 - Pack 2

Fractions Greater Than 1.

Name: _____

[Short answer test]

Question 1: 1 points

Complete the sentences.

There are 7 fifths altogether.

7 fifths = whole + fifths

Look, say, cover, write and check the days of the week.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Make sure that capital letters are the same height as ascenders.

Monday

Saturday

Remember that t is a little bit shorter.

Handwriting practice lines consisting of four sets of three horizontal lines (top solid blue, middle dashed red, bottom solid blue).

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’

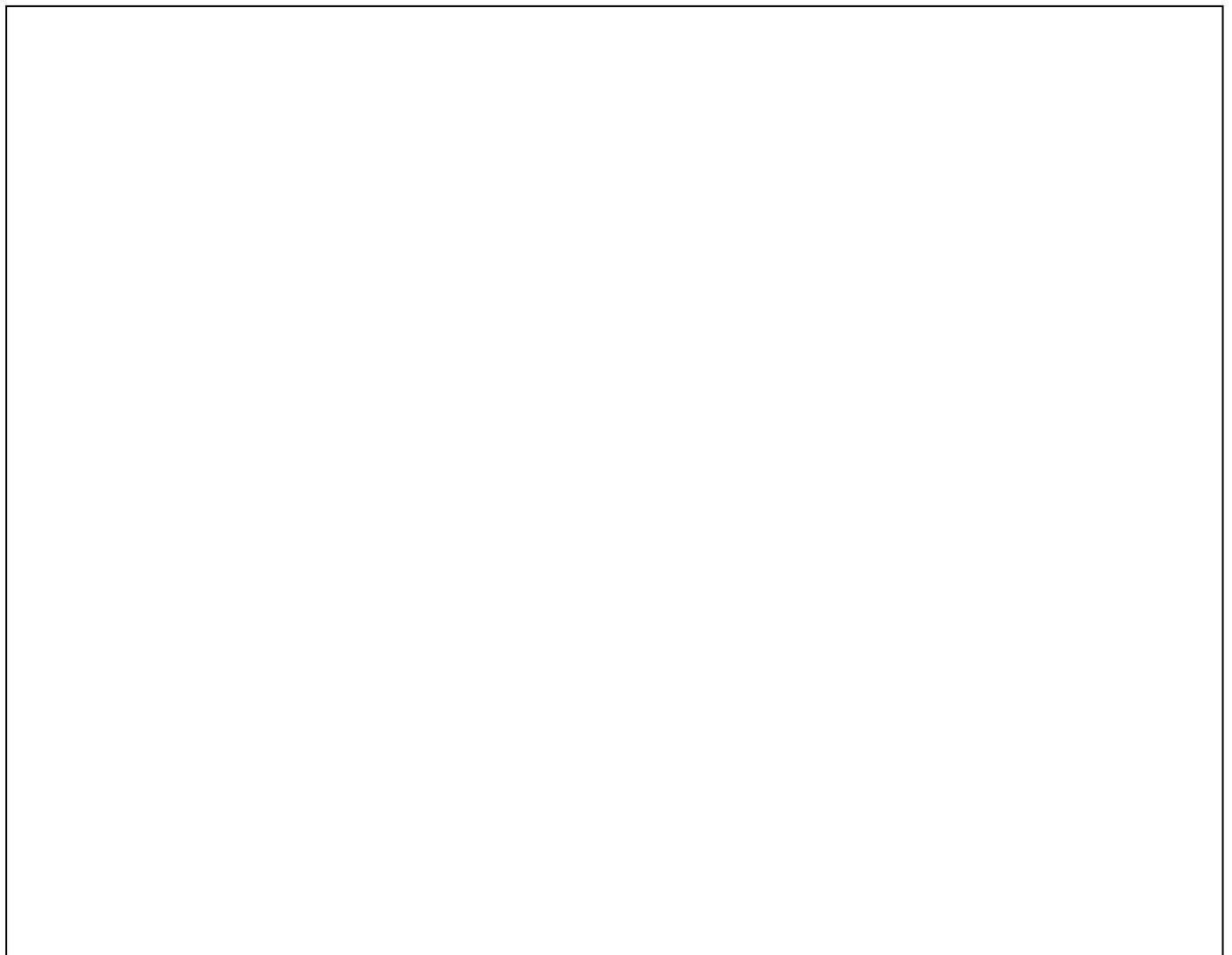
Is using the term ‘us and them’ a good way to look at the world? Why?

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**