


Subject	Work at home ideas
Reading	<p>Home Reading book 4 x weekly (this could be a magazine, newspaper...).</p> <p>Complete 4 reading journal activities from the grid. See grid below. If you have access to the internet then:</p> <p>Reading Plus – as directed by your teacher (feel free to do more if you want).</p> <p>Oxford Owl has reading books for each level to https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/</p> <p>Find a new book to read on here: https://magicblox.com</p> <div data-bbox="715 835 967 974">A blue square icon with a white video camera symbol in the center and the word "zoom" in white lowercase letters below it.</div> <p>This week your teacher will arrange a Guided Reading group Zoom for you to take part in.</p> <p>Read your group's text before your Zoom time. It would be really useful if you could have this text available during the sessions. The Reading tests can be found below:</p> <p>Reading Extracts can be found below.</p>

My heart is thumping so fast, I feel like it wants to jump right out of my chest. My shoulder muscles are aching and my hands burn as they pull the oars. Behind me, I can hear Jim counting the strokes – two hundred and ten, two hundred and eleven ... As I lean backwards on each stroke, I can sense my ponytail brushing the floor of the boat – swish, swish, swish. The boat is rocking like crazy, and I wonder if I'm going to be thrown out. A sudden rush of ice-cold water hits me in the face, and drips down my cheeks, but I don't even blink. I have to keep going, no matter what. A small silvery fish flies past my face, just missing my nose. I want to give up, but I can hear Beth's voice from what feels like a million miles away.

'Keep going, Molly. You can do it. Don't stop now – you can't let the team down. We're almost there.'

It seems like a million years have passed before I hear the most beautiful sound in the world – the bell announcing the end of the race. I let go of the oars, and before I have time to check my hands for blisters, Beth is hugging me.

'We did it!' she shrieks. 'We did it!'

My legs are a bit wobbly as I climb out of the boat so I quickly sit down on the grass next to the washing line. Mum hands me a glass of water.

'Well done, darling,' she says. 'All you needed were three hundred strokes in your ten minutes, and you even went over that! You and Beth have beaten Jim and me in the Saturday challenge – again!'

I don't know what it feels like to row the whole way across the Atlantic, but I wonder if it feels a bit like this?

Continued....

Even though I was rowing a battered old dinghy that Jim found in a skip somewhere.
Even though the boat was on the grass, and Mum had been rocking it from side to side while I rowed.

Even though the spray of water came from the garden hose that Jim was holding.
Even though the only fish in the garden came from an old fishing game Beth had found in the shed.

Even though the finishing bell was a saucepan and a wooden spoon.
Beth was dancing around the garden, singing 'We are the champions.' Mum and Jim were laughing like little kids. I lay back on the grass and tried to catch my breath.

My best friend Beth and her dad moved in with Mum and me ages ago. At first that was really weird, but now I was getting used to it, and sometimes I can hardly remember a time when they didn't live with us. Like all dads, Jim can be a bit annoying sometimes, but he comes up with the craziest and best ideas. The Saturday challenge was in its third week, and it was always Mum and Jim against Beth and me. The rules were a bit vague, but no one cared – mostly we were all too busy laughing for anything else to matter.

The first week, Jim set up a very complicated obstacle course in the garden, where you had to run the first half in odd wellies, and the second half with a glass of water in your pocket. The second week, we all had to pretend to be horses, jumping over bamboo canes propped up on kitchen chairs, with extra points for the best horsey sound effects. These things might sound a bit lame and stupid, but as long as you know there's no one planning to make a video and post it on YouTube, they are really, really fun.

After a while, everyone calmed down.
'That was so brilliant, Jim,' I said. 'I think that was the best challenge ever.'
'Thanks, Molly,' he said. 'I do my best – and wait till you see what I've got planned for next week.'

'Tell us, please, Dad!' said Beth. 'I don't think I can wait a whole week to find out.'
'Sorry, sweetie-pie,' he said as he put his arm around her. 'You're just going to have to be patient. Now let's go inside, I think it's time we ordered that takeaway you've been promised. How about we get a big pot of Irish stew?'

Neverland and Emerald City extracts:

Extract from *Pirate Blunderbeards Worst Movie Ever* by Amy Sparkes



Hellooooo, Crossbones Island! I am BACK!
I've been away a whole year with Grandpa
and my cousin Redruth, exploring the
Seven Seas, capturing ships from fearsome
pirates and rescuing my chicken, Boris,
from various epic disasters.

1

But now Grandpa has gone off to write
his new book, *Proper Pirating for Beginners:
Volume 3*. And I'm stuck here.

After a life of danger and adventure, this
year is probably going to be really dull just
hanging around on the island, but here are
my New Year's resolutions:

1. Prove to my big brother Blackbeard once
and for all that I am NOT a waste of space
2. Teach Boris a special new skill
3. Do something awesome and make it into
Pirate Monthly — well, why not?
4. Find an ice-cream boat and get an ice cream!
5. Find a way to get rid of Redruth



Booked Boris in for some karate lessons. It
was that or ballet. You never know, karate
may be a useful skill.



Wonder what I'll do this year?
Nothing ever happens on Crossbones
Island.

Nothing.

Ever.



I can't believe what's happening this year!

THIS is amazing!
THIS is going to
change my life!



Jolly Roger

PRODUCTIONS PRESENTS:

The Perfect Life of Pirates: THE MOVIE

Amazing, Golden Eyepatch Award-winning actor and director Jolly Roger will be directing *PLOP: The Movie* on Crossbones Island this year.

New cast and crew members required. (Jolly sent the last ones on an all-expenses-paid vacation to his private island to celebrate him winning the Golden Eyepatch Award. It was only after they left that he realised he had no one to make the new film.)

PUBLIC MEETING ABOUT THE FILM:
APRIL 1ST, The Barrel Theatre

AUDITIONS: JUNE 1ST, The Barrel Theatre

Wow! Jolly Roger! He's been in all my favourite pirate movies, like *Feather Island* and *Yo Ho Ho and a Bottle of Prune Juice Because We Ran Out of Everything Else*. And he's really good. He won last year's fabulous Golden Eyepatch Award for Best Actor! THIS is the start of something big!



I can feel it in my belly.
Oh, wait. No, that's just yesterday's leftover squid curry . . . Back in a bit!



1. Buy haddock to cook fish and chips for lunch
2. Public meeting 10am, The Barrel Theatre!

Can't believe I'm going to see Jolly Roger face to face!

11am

The Barrel Theatre is amazing – shaped round like a barrel, with wooden walls and a stage at the back. The crowd went wild



when Jolly Roger appeared. It was brilliant to see him in real life! People threw flowers at his feet. I didn't think to bring any so I threw the haddock I bought instead.

It would have been fine if it hadn't knocked Jolly's hat off (whoops). All the pirates in the audience gasped but Jolly just laughed (phew).



Then Jolly made an exciting speech –
exciting as a triple-chocolate cupcake with
double-chocolate sparkly bits on top and
hidden chocolate inside!

IP SE

I scribbled it all down so I wouldn't forget:

“Friends, pirates, ocean-folk, lend me
your ears! For I have the most excellent
news! I, Jolly Roger, award-winning

actor and director, winner of the amazing
Golden Eyepatch for Best Actor at the
last ceremony for PANTS (Pirate Actors,
Newcomers and Talented Stars), will be
producing my latest fabulous film, *The
Perfect Life of Pirates: The Movie*, also known
as *PLOP: The Movie*, on this very island!”

(YEEEEEEEEEEEEK!!!!!!)

Read or reread a chapter/section of your book. Now choose and complete one of the response activities. Try to choose a different one each day.

<p>Predict What will happen to the main character in the next chapter/section? Write the opening paragraph.</p>	<p>Clarify Make a list of the words you don't know yet. Find and write the definition using a dictionary. Use them in a sentence.</p>	<p>Question Write a quiz about the book/section you have reread. Ask the adult you read with at home to put their finger on the answer!</p>	<p>Summarise What were the three main events/ideas in this book/chapter/section? What is your opinion about them? Write three paragraphs to explain each one.</p>
<p>Predict What do you think will happen at the end of the book? Write the ending you imagine.</p>	<p>Clarify Research the <u>setting</u> of your book. Is it set in a different country, or a different time? Gather information and images and write a fact file about the setting.</p>	<p>Question Ask the adult you read with at home to ask you at least 10 questions about your book. Ask this adult to sign and date this box, to show you've completed this.</p>	<p>Summarise Design and illustrate a new front cover for the book. Write a blurb for the back which is no more than 50 words long.</p>
<p>Analyse How many different ways has the author used to start sentences? Rewrite 10 of the author's sentences by changing their word order, or adding in your own sentence starter. Can you improve the author's sentences with other vocabulary?</p>	<p>Analyse Make a list of 7 powerful <u>vocabulary</u> choices the author has made. (Words / phrases / sentences.) Write next to each one why you feel it is powerful and what image it created in your mind.</p>	<p>Analyse Make a list of all the author's tricks can you spot e.g. similes, metaphors, alliteration, personification. Choose one trick and draw the picture it makes you imagine. Explain below what you have drawn.</p>	<p>Summarise Draw a picture of the main character(s) in the book/chapter you are reading. Write a paragraph about one thing they want most in the world and why.</p>
<p>Draw a picture of your main character(s) and surround your illustration with at least 10 adjectives to describe the character.</p>	<p>Write a diary entry from the point of view of your main character(s) during an important part of the story. What are they thinking and how do they feel?</p>	<p>Make a graph showing the main character's feelings, or their progress towards their goals. Under the graph, explain what happens in the story to make it go up or down.</p>	<p>Draw a cartoon strip showing the most important events in the story. Underneath each picture, explain what is happening.</p>
<p>Using speech bubbles, write an imaginary conversation between two characters from the story.</p>	<p>Write a letter to another character in the role of your main character.</p>	<p>Write a poem, paint a picture, or create a model to explain the main events of the book you are reading.</p>	<p>Make a graph of the storyline - and plot out the main events to show which parts were least or most exciting/scary/happy/sad etc. Under the graph, explain what happens in the story to make it go up or down.</p>
<p>Fiction—Compare two very different characters found in your book. Non-fiction— Compare two different opinions or ideas found in your book. Write at least one paragraph on each.</p>	<p>Fiction—Write a script to turn your story into a play. Non-fiction— Write a script for a TV documentary on the topic you are reading about. Have a go at filming it!</p>	<p>Non-fiction—Make a chart of new facts you have learnt. Make a column for the questions you still have about the topic.</p>	<p>Research a topic or issue you have discovered from your reading that interests you. Make a poster or booklet.</p>

Keep up with the learning of the 3/4 and 5/6 spelling lists and complete a section or 2 of your Read Write Inc booklets each day.

These are the units that each group will be working on this week.

• Mrs Bader Group – Unit 12

Welcome, Earthlings! You are about to enter the Spelling Zone.
Our Star Speller for today is... Zeta!

Greetings, Earthlings. I have some great words for you today. Let's get started straight away. Ready for My turn/Your turn? Let's go.

regular
responsible
resistible
relevant

Now let's see those words match to their meanings.

definition	word
something that keeps happening at the same time	regular
something you can fight against	resistible
able to be trusted to do something	responsible
connected to a particular topic	relevant

Which consonant do all of the words begin with? Tell me after three: one, two, three... Go!

Yes – of course – each word begins with the consonant r. Let's have a look at which prefix we can use in front of these words to make antonyms.

You have already looked at the family of prefixes we can use to make a word into its opposite. Here they are: **u-n-**, *un*, **i-n-**, *in*, **d-i-s-**, *dis*, and **m-i-s-**, *mis*.

They all mean 'not' or 'wrong' and show a word's antonym.

Before a root word beginning with the letter r, the prefix **i-n-**, *in*,

changes to **i-r-**, *ir*
regular irregular
responsible irresponsible
resistible irresistible
relevant irrelevant

Now let's say them together. After three: one, two, three...

regular irregular
responsible irresponsible
resistible irresistible
relevant irrelevant

Galloping galactics – that was fantastic!

Look at the root word, before **ir-**. What letter does it start with? Turn to your partner, then tell me.

Tell me after three: one, two, three... Go!

Yes. The letter r.

Let's see some word building:

root word	root word + prefix ir-
responsible	irresponsible
resistible	irresistible
relevant	irrelevant
regular	irregular

Now let's see some words matched to their meanings. Can you guess which word goes with the definitions? Turn your brains on!

definition	word
not connected to a particular topic	irrelevant
something that does not always keep happening at the same time	irregular
something you cannot fight against	irresistible
not able to be trusted to do something	irresponsible

Well done. Until next time... keep spelling!

You are about to leave the Spelling Zone. Take your new spelling knowledge with you. Goodbye, Earthlings...

disconnect

illegible

Spelling 4 U12

illogical

Spelling 4 U12

imperfect

Spelling 4 U12

impractical

Spelling 4 U12

incorrect

Spelling 4 U12

irregular

Spelling 4 U12

irrelevant

Spelling 4 U12

irresistible

Spelling 4 U12

irresponsible

Spelling 4 U12

misspell

Spelling 4 U12

unfair

Spelling 4 U12

untidy

Spelling 4 Unit 12 File 12.2 Dots and dashes

relevant	8
practical	9
correct	6
resistible	9

connect	6
perfect	6
tidy	4
fair	2

responsible	10
logical	7
appear	3
patient	6

Miss Franks Group – Unit 12

Welcome, Earthlings! You are about to enter the Spelling Zone. Our Star Speller for today is... Gamma!

Hello. I travelled here today straight from a zoneball game on a different planet from the Spelling planet. I got a bit lost! I set off in a clockwise direction but then got stuck in a space shuttle jam and ended up going in the opposite direction – **anticlockwise**. My navigation system had broken down, too. What a day! Anyway – here I am at last and ready to talk about a prefix I've already mentioned...

The prefix is **a-n-t-i-**, **anti**. It means 'against' or 'opposite to'. Anticlockwise is the word I used. Take a look at what it means. The hands of your Earth clocks go in this direction. It is called 'clockwise'. Look what happens if the hands go in the opposite direction! It is called 'anticlockwise'. Draw a circle in the air going in a clockwise direction. Now draw a circle in the air going in the opposite direction – anticlockwise.

So, you can see that the prefix **anti-**, means 'against' or 'opposite'. **Anti-** can be added to the front of some other words to show that someone or something is 'against' or 'opposite'.

Let's do My turn/Your turn and say these words. Repeat them after me:

clockwise
septic
social
freeze

Like most other prefixes, we can just add the prefix **anti-** to root words – no need to **swap**, **double** or **drop** any letters.

Let's do My turn/Your turn again:

anticlockwise
antiseptic
antisocial
antifreeze

Let's build some words with the prefix **anti-**:

root word	prefix anti- + root word
freeze	antifreeze
clockwise	anticlockwise
social	antisocial
septic	antiseptic

Oh, here comes a Weird Word Warning! What will it be?

The word 'antibiotic' is a combination of anti + biotic from the Greek word '*bios*' meaning 'life'.

It sounds as though antibiotics are against life, and yet we use them to keep us well when we are ill.

However, they are **anti-** or against the life of harmful bacteria. They kill harmful bacteria to keep us healthy.

What a weird word!

Well, I don't want to be **antisocial** but I really must go now. Goodbye!

You are about to leave the Spelling Zone. Take your new spelling knowledge with you. Goodbye, Earthlings...

antibiotic

ant climax**Spelling 3 Unit 12 File 12.2 Dots and dashes**

<u>antifreeze</u>	8
<u>antisocial</u>	9
<u>anticlockwise</u>	11

<u>antiseptic</u>	10
<u>ant climax</u>	10
<u>antibiotic</u>	10

anticlockwise

antifreeze

antiseptic

antisocial

- Miss Judge and Miss Banks Group – Unit 15

Read Write Inc. Spelling 2B**Unit 15: Adding the suffix -es**

Welcome, Earthlings! You are about to enter the Spelling Zone.
Our Star Speller for today is... Mu!

Hello there Earthlings. I visited the Spelling Zone Space Museum again and started reading about very old word games that Earthlings play. I found out about a game called 'I spy'. It sounded good fun and is very useful because the word spy ends in a **y** and so do all of our words today.

Look at today's words. They all end in the letter **y**.

body	copy
lady	family
<u>baby</u>	carry
cry	spy
try	fly
reply	multiply

Let's play My turn/Your turn to say all of these words. Repeat them after me.

body	copy
lady	family
<u>baby</u>	carry
cry	spy
try	fly
reply	multiply

Well done!

Is there a vowel or a consonant before the letter **y** in these words?
Turn to your partner and then tell me!

[Pause video]

The answer is that they are all consonants before the letter **y**.
Here they are:

body copy

lady	family
<u>baby</u>	carry
cry	spy
try	fly
reply	multiply

If I need to add **-es**, I have to **swap** the **y** for an **i** first.

baby **babies**

For example:

Is there just one **baby** or are there lots of **babies**?

I **rely** on my friend but she **relies** on me too!

Guess what? I have a rhyme about it! Ask yourself this before you add **-es**:

I spy a **y**.

Does it change to an **i**?

Your turn.

[Pause video]

Now for some practice. I spy a **y**. Does it change to an **i**?

Let's swap the **y** for an **i** before adding -es.

root word	swap y to i before <u>adding -es</u>
fly	flies
reply	replies
cry	cries
copy	copies
body	bodies
family	families

Well done! I must fly... bye!

You are about to leave the Spelling Zone. Take your new spelling knowledge with you. Goodbye, Earthlings...



Spelling 2B Unit 15 File 15.2 Dots and dashes

body		fly		carry	
lady		reply		baby	
family		cry		hobby	
copy		rely		spy	
try		multiply		fry	

Spelling 2B Unit 15

babies

Spelling 2B Unit 15

bodies

Spelling 2B Unit 15

carries

Spelling 2B Unit 15

copies

Spelling 2B Unit 15

cries

Spelling 2B Unit 15

families

Spelling 2B Unit 15

flies

Spelling 2B Unit 15

fries

Spelling 2B Unit 15

hobbies

Spelling 2B Unit 15

ladies

Spelling 2B Unit 15

multiplies

Spelling 2B Unit 15

replies

Spelling 2B Unit 15

spies

Spelling 2B Unit 15

tries

You can listen to a recording of The Game story below here:
<https://soundcloud.com/talkforwriting/game>

We will continue with the text 'The Game' this week. Re-read the text so you are familiar with it.

The Game

Danny and Susie were bored. It was wet play *again* and it 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 stressing Mrs Allbright, as she seemed to be tense and a bit more snappy than usual. She sat at her desk with a steaming cup of tea and marked books with the ferocity of a wild beast. To top it all, every good game was being used and only the tub of dominoes was left. Everyone knew that half of them were missing and the other half had been chewed by the school 'Reading Dog'. Danny and Susie searched 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

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

"Looks simple enough," said Danny, ever impatient, as he set the counters onto the start line. They were jungle animals: a rhino and a jaguar. He also shuffled the game cards and laid them in a neat pile. "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 paces, 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 beast, then you're on the menu for its next feast." She stared at Danny and shrugged. "I don't get it!" she said.

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 a blink of an eye, an enormous spider, bigger 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 sprung into action. It crushed the tables, smashed the windows and flung children all around the classroom with a 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 scrabbled 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 got 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!

Suddenly, out of nowhere, there was a loud hissing sound. It pierced the air and everyone covered their ears. A flash of light streaked through the classroom and the game rattled into life. It started to suck everything into a vortex in the centre of the room: the mess, the

children, 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 5!" ordered Mrs Allbright. "Science starts in two minutes and we're looking at animals in their habitats."

Susie looked at Danny and raised her eyebrows. 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 into the bin instead. They put the lid on the box and lifted it high up onto the bookshelf. They never wanted anyone to play that game, ever again!

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

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This week you will be writing your own story based on the boxed-up planner that you completed last week. Think about sentence structures, use different sentence openers (ISPACED), use description (figurative language and expanded noun phrases) to add interest.

I ing- Smiling sweetly, she turned and walked away.

S simile- Like the chocolates in the box, she vanished quickly.

P preposition- On the top of the hill, the wolf stood and watched.

A adverb- Hurriedly, he snatched the ticket.

C conjunction- When he found his bone, the dog settled at the bottom of the stairs.

E ed- Pleased with what he had done, he stood back and admired his work.

D dialogue- 'Who can that be?' Kate asked herself, as she heard a loud, slow knocking on the door.

Metaphor

She is a ray of sunshine.
I smell a rat.
He is the light of my life.
A rollercoaster of emotions.

Personification

The snow speaks.
The grass tickled my feet.
The leaves danced on the trees.
The husky corn spoke.

Onomatopoeia

Crash! Splash! Boom!
Pop! Bam! Snap!
Honk! Buzz! Drip!
Swish! Ring! Crackle!

Alliteration

Eric's eagle eats eggs.
Dreary, dismal darkness.
Pretty purple purses.
All apples are alike.

Simile

White as snow.
Quiet as a mouse.
Busy as a bee.
Cute as a kitten.

Idiom

Time flies.
Cat got your tongue?
Broken heart.
Face the music.

Hyperbole

For the millionth time, be quiet!
He's got a brain the size of a pea.
These shoes are killing me.
A snail can go faster than you!

Repetition

"A horse is a horse, of course, of course."
-Mister Ed
"And miles to go before I sleep,
And miles to go before I sleep."
-Robert Frost

Day 1 – Today focus on the opening. Look back at the story 'The Game' see if you can use the structure form that. Introduce the character and describe the setting.

Day 2 – Today's focus is the main character finding something they have not seen before and what happens to the main character.

Day 3 – Today write the resolution – how did the main character stop the strange things and end the story by showing how it all went back to normal.

Day 4 – Spend some time editing and improving your work today.

Day 5: Publish it. Write it out or type it up, if you have the time why not include an illustration.

This week we are going to look at synonyms.

Synonyms are words with the same or similar meaning:

Words such as happy, cheerful and merry.

Words such as sad, miserable and heartbroken

Watch this video to recap on synonyms and then have a go at the worksheet below.

<https://www.youtube.com/watch?v=fUOlVcN7tcw>

WORD SWAPPING

Read these sentences and think of a word or phrase that means the same, or is similar, to the one in **bold**. One has already been done for you.



- 1 I ran as fast as I could from the **venomous** snake. _____
- 2 I was very **thankful** when my lost cat was returned. _____
- 3 The food I had at the new restaurant was **delicious**. tasty
- 4 The headteacher told off the boy for being **impolite**. _____
- 5 The reckless driver **disregarded** the No Entry sign. _____
- 6 Even with a map, I was **uncertain** which way to go. _____
- 7 Who replaced Henry VIII as **monarch** when he died? _____
- 8 Is it as hard to **descend** a mountain as it is going up? _____
- 9 I had the **misfortune** of having my car keys stolen. _____
- 10 The twins were **quarrelling** over who owned the ball. _____
- 11 The children **suspended** decorations from the ceiling. _____
- 12 The superhero could **transform** herself into a tiger. _____
- 13 The parents were asked to **donate** money to charity. _____
- 14 Gardeners **prune** roses to encourage growth. _____
- 15 I was happy to **exchange** my old pen for a new one. _____

Day 1: Today we are going to be revising negative numbers.

If you access to the internet watch the short video clip and take part in the quiz before moving onto the activities.

Negative numbers

Numbers don't just stop at **zero**. When you count **backwards** from **zero**, you go into **negative numbers**.

Positive numbers are more than zero: 1, 2, 3, 4, 5, etc.

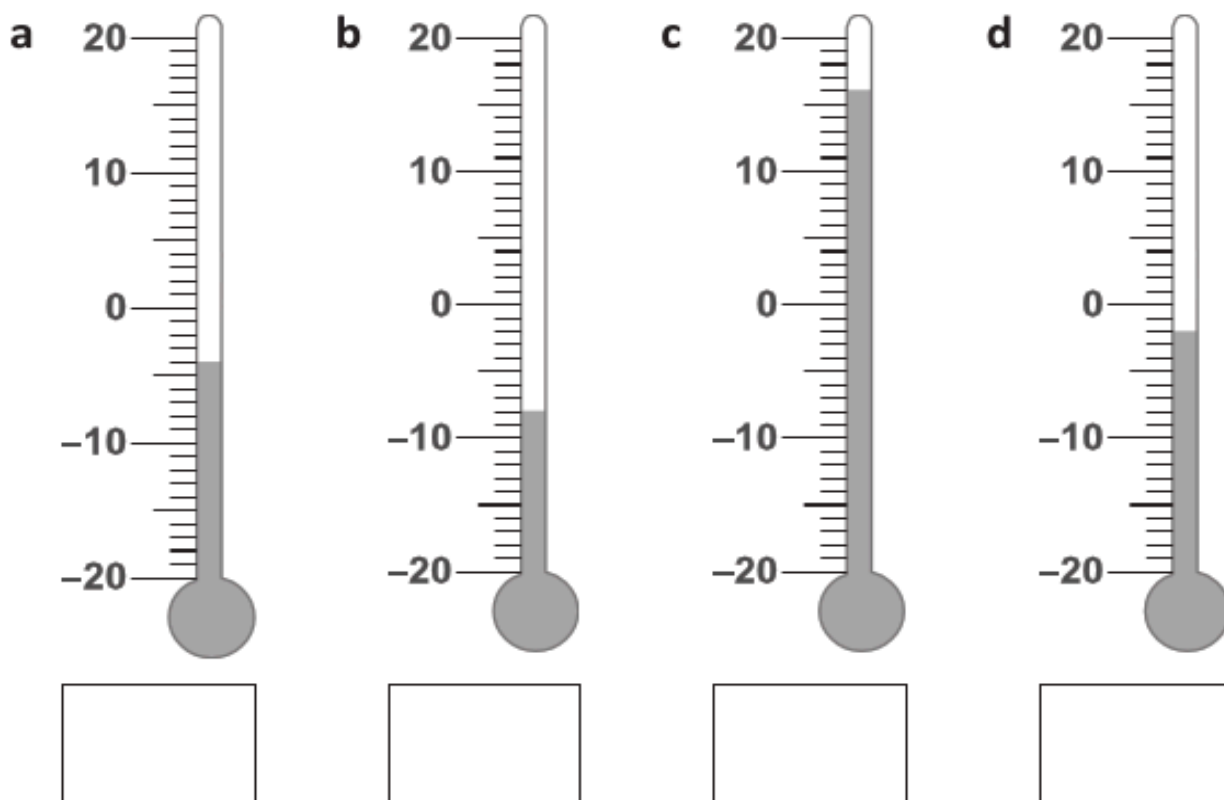
Negative numbers are less than zero: -1, -2, -3, -4, -5, etc.

A number line can be used to order negative and positive numbers.

Zero, 0, is neither positive nor negative.

<https://www.bbc.co.uk/bitesize/topics/znwj6sg/articles/zxthnbk>

Task 1: What is the temperature showing on each thermometer in °C (degree Celsius)?



Task 2:

Put these temperatures in order, starting with the **lowest**.

21°C

-13°C

-24°C

0°C

35°C

 °C

 °C

 °C

 °C

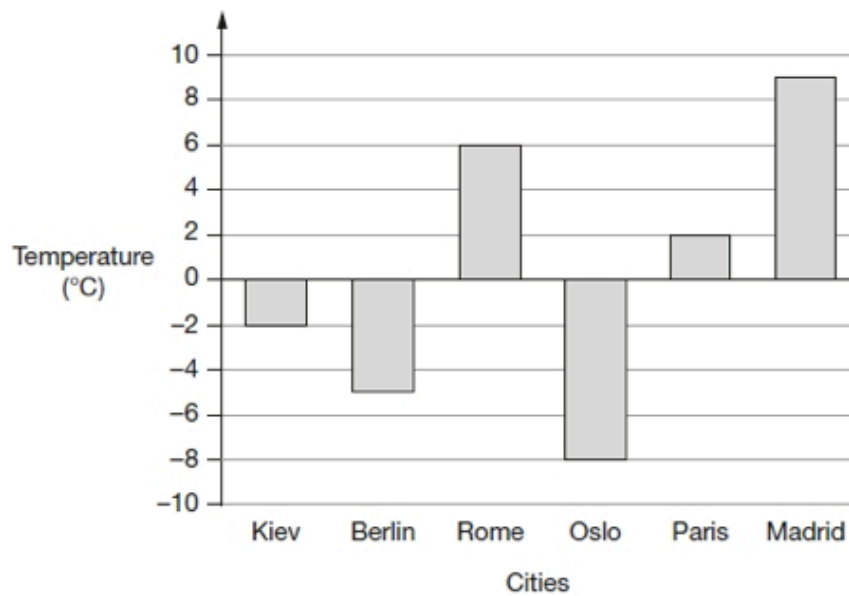
 °C

lowest

1 mark

Task 3:

This graph shows the temperature in six cities on one day in January.



Which city was 4 degrees **warmer** than Kiev?

1 mark

What was the **difference** between the temperature in Oslo and the temperature in Berlin?

°C

1 mark

Day 2:

Let's continue to revise negative numbers.

Task 1: Can you use negative numbers to solve real life problems.

Use the number line to help you if you need to.

1. The temperature at 6 p.m. is 8°C , at 6 a.m. the next morning the temperature has dropped to -7°C . How many degrees has the temperature fallen by?



2. If you point to 11 on a number line and then count back 18, which number do you get to?



3. The elevator in a skyscraper travels from floor 19 to the underground car park on level -4. How many floors has it descended?



4. An overdraft is a facility which means you can have a negative amount of money in your bank account. If a saver had a balance of -£19 and then paid £30 into his bank account, how much would he have available to spend?



Day 3: Today we will be revising rounding. Revise rounding by reading the information below and if you have access to the internet, watch the short video clip below:

<https://www.bbc.co.uk/bitesize/topics/zh8dmp3/articles/zpx2qty>

Rounding to the nearest 10

To round a number to the nearest 10, look at the units digit. If the units digit is **5 or more**, round **up**. If the units digit is **4 or less**, round **down**.

- The last digit in 356 is 6. So we round it up to 360.
- The last digit of 352 is 2. So we round it down to 350.
- 475 ends in a 5. We always round a 5 up. So 475 rounds up to 480.

Rounding to the nearest 100

To round a number to the nearest 100, look at the tens digit. If the tens digit is **5 or more**, round **up**. If the tens digit is **4 or less**, round **down**.

- The tens digit in 3281 is 8. So we round it up to 3300.
- The tens digit of 3216 is 1. So we round it down to 3200



When rounding to the nearest 100, 3281 becomes 3300.

Rounding to the nearest 1000

To round a number to the nearest 1000, look at the hundreds digit. If the hundreds digit is **5 or more**, round **up**. If the hundreds digit is **4 or less**, round **down**.

- The hundreds digit in 4559 is 5. So we round it up to 5000.
- The hundreds digit of 4295 is 2. So we round it down to 4000.

Task 1: These six sentences should explain how numbers are rounded to 10, 100 and 1000. Unfortunately, they have all been muddled up. Can you rewrite them putting them in the correct order?

3764	rounded to the nearest 100	is 1990
5250	rounded to the nearest 10	is 3800
3004	rounded to the nearest 100	is 3000
1985	rounded to the nearest 1000	is 5300
2340	rounded to the nearest 10	is 2000
5350	rounded to the nearest 1000	is 5000

Task 2: Pick your challenge (bronze or silver).

Bronze:

Rounding to 10

Circle the numbers that become 40 when rounded to the nearest 10.

34	43	31	39	
38	46	45	42	36

Rounding to 100

Write 3 numbers that, when rounded to the nearest 100, become:

600 _____

200 _____

900 _____

Rounding to 1000

7	3	1	9	2
---	---	---	---	---

Use the digits above to make numbers that round to these values:

7000 _____

4000 _____

9000 _____

Silver:

Rounding to 1000

Circle the numbers that become 6000 when rounded to the nearest 1000.

5462

5897

5254

6578

6243

6582

5487

6129

5547

Rounding to 10 000

Write 3 numbers that, when rounded to the nearest 10 000, become:

50 000 _____

30 000 _____

10 000 _____

Rounding to 100 000

7

3

1

9

2

5

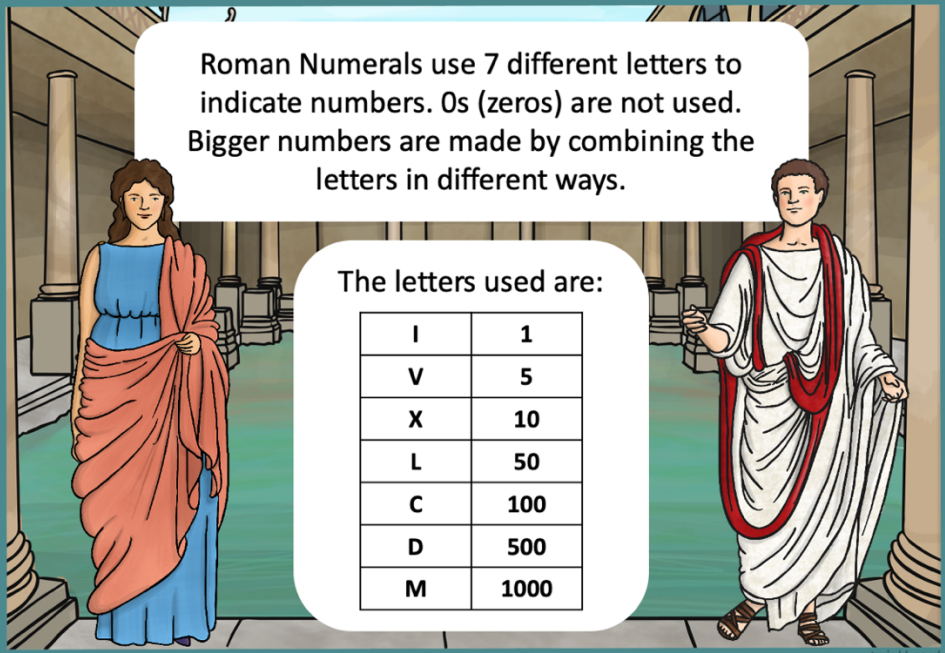
Use the digits above to make 2 numbers that round to each of these values:

600 000 _____

800 000 _____

100 000 _____

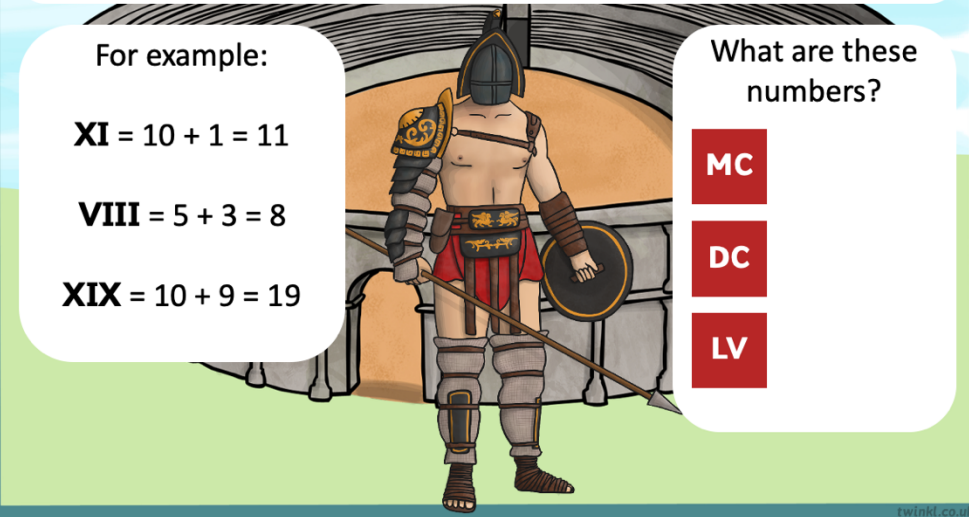
Day 4: Roman Numerals.



Roman Numerals use 7 different letters to indicate numbers. 0s (zeros) are not used. Bigger numbers are made by combining the letters in different ways.

The letters used are:

I	1
V	5
X	10
L	50
C	100
D	500
M	1000



If the larger number symbol is followed by a smaller number symbol you must add the two together. You also add if the two symbols are the same.

For example:

XI = 10 + 1 = 11

VIII = 5 + 3 = 8

XIX = 10 + 9 = 19

What are these numbers?

MC

DC

LV

If a smaller number symbol is followed by a larger number symbol you must subtract the small number from the large one.

For example:

$$9 = 10 - 1 = \mathbf{IX}$$

$$40 = 50 - 10 = \mathbf{XL}$$

$$\mathbf{CD} \text{ (} 500 - 100 = 400 \text{)}$$

What are these numbers?

IV

XC

XL

Don't forget: Sometimes numbers are formed by addition but other numbers are formed by subtraction.

Can you make these numbers?

86

49

120

1900

2000

Task 1 Now have a go at completing these activities:

Roman Numerals Worksheet

Translate these Roman numerals. Don't forget to show your working out!

1. MD _____ 4. CXVI _____

2. MCD _____ 5. DCLX _____

3. XXXIV _____ 6. CXIII _____

Write these numbers in Roman numerals.

1. 35 _____ 4. 283 _____

2. 100 _____ 5. 570 _____

3. 99 _____ 6. 27 _____

Arrange these numbers in size order.

XXXV, XL, XXX, LX, LV, L, XLV, LXV

_____, _____, _____, _____, _____, _____, _____, _____

Arrange these numbers in size order.

CL, CCC, CCL, C, CD, CC, L, CCCL

_____, _____, _____, _____, _____, _____, _____, _____

Count in hundreds from one hundred.

C, CC, _____, _____, D, _____, _____, _____, _____

Count in five hundreds from five hundred.

D, _____, _____, _____, MMD, _____, _____

Complete these calculations.

1. CD + DC = _____ 4. XL + LX = _____

2. VI + IV = _____ 5. CM + MC = _____

3. XI + IX = _____ 6. CX + XC = _____

Day 5 : Lets continue with our revision of Roman Numerals. Can you solve these problems?

Q1.

Here is a number written in Roman numerals.

CXV

Write the number in figures.

Q2.

At the end of a film, the year is given in Roman numerals.



Write the year MMVI in **figures**.

Q3.

Write the answers to these calculations in Roman numerals.

One has been done for you.

$$V + VI = XI$$

$$IX + XLV =$$

$$XC - XXIV =$$

Task 2:

Roman Numerals 1 to 50 Mosaic

Work out the numbers to reveal the hidden picture. Each answer has a special colour.

grey =

11 - 20

gold =

21 - 30

white (blank) =

31 - 40

black =

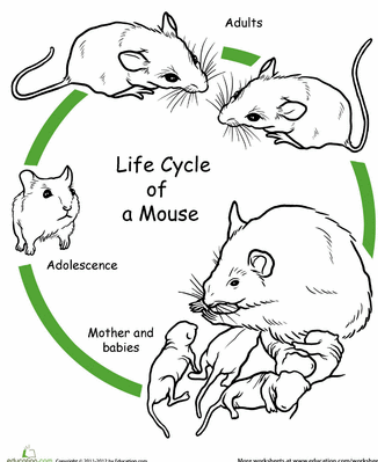
50

red =

any other number

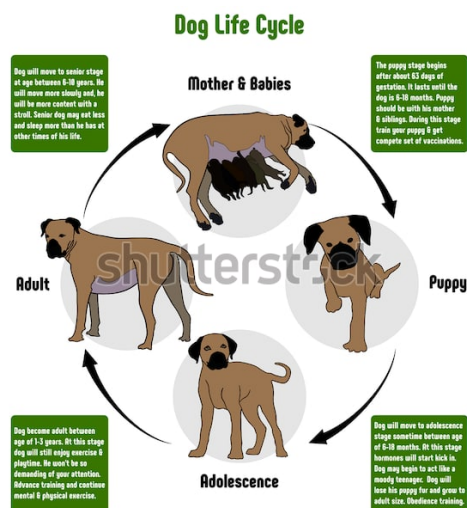
XXXI	XXXV	V	II	XXV	XLIX	XLIV	XXXII	XL
XXXVI	XLV	XLIX	XLI	XXI	XLVI	XLIX	XLVIII	XXXIV
XXXVIII	XXI	XLIII	XLV	XXIV	V	II	XXVIII	XXXII
XXXIX	IX	XXVI	XLVII	XXIII	XLIX	XXIX	XLIX	XXXVIII
XXXIV	III	XLVIII	XV	XII	XVI	XLVIII	XLV	XXXII
XXXVII	XXV	XXIII	XX	L	XIII	XXIX	XXV	XXXIV
XXXIX	XLIII	XLIX	XVII	XIV	XIX	XLVI	XLIX	XXXIX
XL	XLV	XXV	XLIX	XXVI	XLI	XXVII	XLI	XXXV
XXXII	XXI	XLII	XLVII	XXII	XLV	IX	XXVII	XXXI
XXXIX	XXXII	XLII	XLIX	XXX	XLIV	III	XXXII	XL

Challenge: How many possible answers are there that could be shaded grey? Which numbers have not been included?



This week we are going to look at the life cycle of mammals.

Watch the video below if you are able to and/or look at the pictures of the lifecycle of a mouse and dog.



https://www.youtube.com/watch?time_continue=3&v=V4j20B66t_0&feature=emb_logo

Now draw a lifecycle of another mammal. Can you annotate your lifecycle with information and keywords that you have learnt from the video?

Before starting these activities, you MUST let an adult know what you are doing - find a clear area to do this and follow the instructions carefully!

Now complete your own exercise:

- Joe Wicks PE session YouTube 30-minute activity twice a week.
- Personal Best Goal
- PE at Home challenges

Cosmic Yoga

le lièvre



lent



la tortue



rapide



dormir



terminer

la ligne d'arrivée

encourager



une fable



perdre

Ésope

gagner



une course



We are going to look at a well-known fable this week – you may have heard of it – The Hare and the Tortoise. Listen to the story

https://www.youtube.com/watch?v=zIAoNA0Ei_k . Now draw a story map. Can you use any of these words to annotate your story map?

If you do not have access to the internet, then use last week's work to write a simple conversation about the weather this week.

1. What does the boy do whilst saying the words?

2. How often is the Shema said?

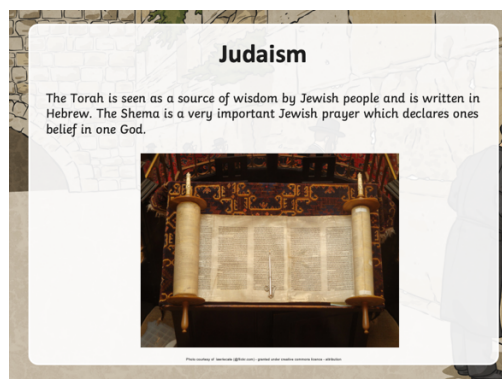
3. What did he wear on his head and why?

4. When a Jewish person says the Shema, what are they expressing?

5. What was Abraham unsure of to begin with?

6. What did he come to realise?

This week we are going to find out the **Shema**, which is one of the most important prayers in the Jewish faith.



Watch this video to find out about it
<https://www.bbc.co.uk/bitesize/clips/zqkq6sg>
 Now answer these questions in full sentences.



2 week Project task



Over the **next two weeks** we would like you to combine all your topic and computing skills together to produce an introductory piece of work for our next topic - **Ancient Greece**.

Pick from **one** of these activities. You will need to research using the information below and the internet if you have access to it.

- Make a replica of an ancient Greek building using junk modelling
- Create a fact file on Ancient Greece
- Write a message using the Ancient Greek alphabet
- Draw a map of Ancient Greece

Some useful websites:

<https://www.bbc.co.uk/bitesize/topics/z87tn39>

https://www.ducksters.com/history/ancient_greece/architecture.php

Useful information

About **2,500 years ago** , Greece was one of the most important places in the ancient world. The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians.

The Greeks called themselves **Hellenes** and their land was **Hellas** . The name 'Greeks' was given to the people of Greece later by the Romans. They lived in mainland Greece and the Greek islands, but also in colonies scattered around the Mediterranean Sea. There were Greeks in Italy, Sicily, Turkey, North Africa, and as far west as France.

They sailed the sea to trade and find new lands. The Greeks took their ideas with them and they started a way of life that's similar to the one we have today.

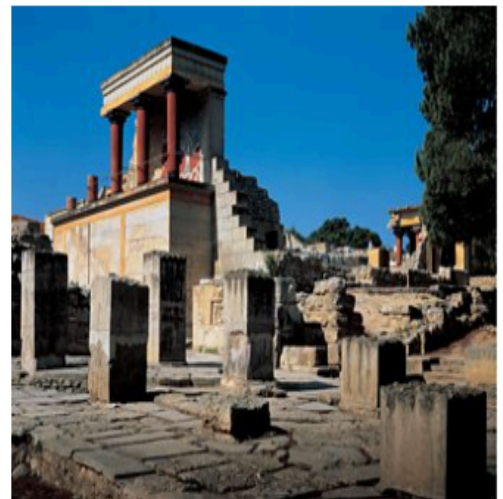
The early history of ancient Greece

People have been living in Greece for over **40,000 years** . The earliest settlers mostly lived a simple hunter-gatherer or farming lifestyle.

The **Minoans** were the first great Greek civilisation. They didn't live on mainland Greece but on the nearby **island of Crete** , between 2200BC and 1450BC. They were known as the Minoans after their legendary king, Minos.

After the Minoans came the **Mycenaean civilisation** , from mainland Greece. They were fine builders and traders, but they were also great soldiers. They famously fought in the battle of Troy. **Homer** , an important Greek writer, told stories of the Mycenaean age in his books **The Iliad** and **The Odyssey**.

After the Mycenaean age ended in about 1100BC, Greece entered a **Dark Age** . It is known as a dark age because nobody knows much about what happened - all written language and art disappeared.



This is the Great Palace of Knossos on the island of Crete. The Minoan civilisation grew rich on trade and they built glorious palaces decorated with beautiful wall paintings.

Greek Alphabet

Α

Alpha

Β

Beta

Γ

Gamma

Δ

Delta

Ε

Epsilon

Ζ

Zeta

Η

Eta

Θ

Theta

Ι

Iota

Κ

Kappa

Λ

Lambda

Μ

Mu

Ν

Nu

Ξ

Xi

Ο

Omicron

Π

Pi

Ρ

Rho

Σ

Sigma

Τ

Tau

Υ

Upsilon

Φ

Phi

Χ

Chi

Ψ

Psi

Ω

Omega



www.twinkl.co.uk

Ancient Greece

Architecture

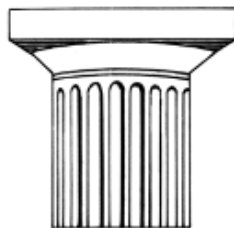
[History](#) >> [Ancient Greece](#)

The Ancient Greeks had a unique style of architecture that is still copied today in government buildings and major monuments throughout the world. Greek architecture is known for tall columns, intricate detail, symmetry, harmony, and balance. The Greeks built all sorts of buildings. The main examples of Greek architecture that survive today are the large temples that they built to their gods.

Greek Columns

The Greeks built most of their temples and government buildings in three types of styles :Doric, Ionic, and Corinthian. These styles (also called "orders") were reflected in the type of columns they used. Most all of the columns had grooves down the sides called fluting. This gave the columns a feeling of depth and balance.

- Doric - Doric columns were the most simple and the thickest of the Greek styles. They had no decoration at the base and a simple capital at the top. Doric columns tapered so they were wider on the bottom than at the top.
- Ionic - Ionic columns were thinner than the Doric and had a base at the bottom. The capital at the top was decorated with scrolls on each side.
- Corinthian - The most decorative of the three orders was the Corinthian. The capital was decorated with scrolls and the leaves of the acanthus plant. The Corinthian order became popular in the later era of Greece and also was heavily copied by the Romans.



DORIC



IONIC



CORINTHIAN

Greek Orders by Pearson Scott Foremen

Temples

Greek temples were grand buildings with a fairly simple design. The outside was surrounded by a row of columns. Above the columns was a decorative panel of sculpture called the frieze. Above the frieze was a triangle shaped area with more sculptures called the pediment. Inside the temple was an inner chamber that housed the statue of the god or goddess of the temple.

The most famous temple of Ancient Greece is the Parthenon located on the Acropolis in the city of Athens. It was built for the goddess [Athena](#). The Parthenon was built in the Doric style of architecture. It had 46 outer columns each 6 feet in diameter and 34 feet tall. The inner chamber contained a large gold and ivory statue of Athena.



The Parthenon

Source: Wikimedia Commons

Other Buildings

Besides temples, the Greeks built numerous other types of public buildings and structures. They built large theaters that could hold over 10,000 people. The theaters were usually built into the side of a hill and were designed with acoustics that allowed even the back rows to hear the actors. They also built covered walkways called "stoas" where merchants would sell goods and people held public meetings. Other public buildings included the gymnasium, court house, council building, and sports stadium.

Architectural Elements

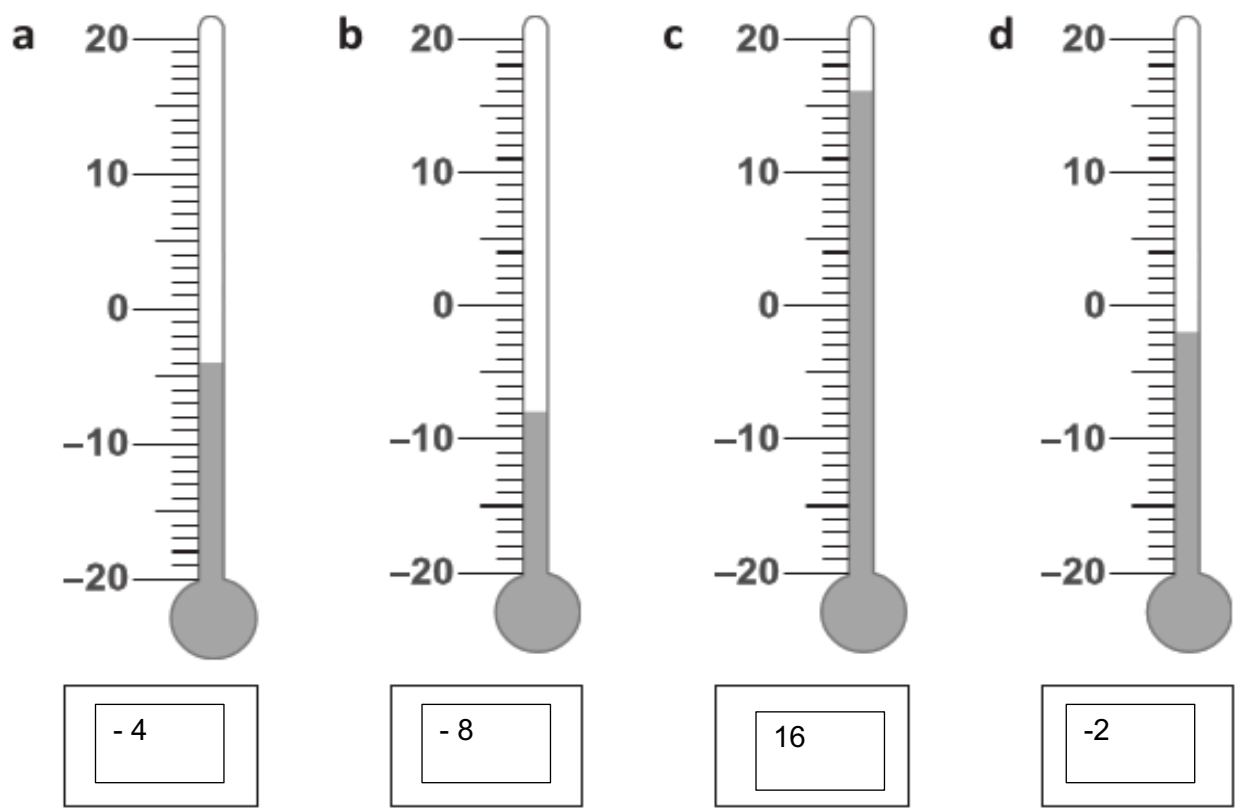
- Column - The column is the most prominent element in Ancient Greek architecture. Columns supported the roof, but also gave buildings a feeling of order, strength, and balance.
- Capital - The capital was a design at the top of the column. Some were plain (like the Doric) and some were fancy (like the Corinthian).
- Frieze - The frieze was a decorative panel above the columns that contained relief sculptures. The sculptures often told a story or recorded an important event.
- Pediment - The pediment was a triangle located at each end of the building between the frieze and the roof. It also contained decorative sculptures.
- Cella - The inner chamber in a temple was called the cella or the naos.
- Propylaea - A processional gateway. The most famous one is at the entrance to the Acropolis in Athens.

Interesting Facts About the Architecture of Ancient Greece

- The "tholos" was a small circular temple built by the Greeks.
- Major construction projects were managed by an architect who directed the workers and craftsmen.
- Many of the Greek temples and sculptures were painted with bright colors.
- Roofs generally were constructed with a small slope and covered with ceramic terracotta tiles.
- Most temples were built on a base that included two or three steps. This raised the temple above the surrounding land.

MATHS ANSWERS:

Day 1



Task 2

Temperatures in ascending order, as shown:

-24°C -13°C 0°C 21°C 35°C

Task 3

- (a) Paris
- (b) 3 *Do not* accept -3.

Day 2

Word Problems Involving Negative Numbers: Answers

question	answer
1	15°C
2	-7
3	23
4	£11

Day 3

Set 1

1985	rounded to the nearest 10	is 1990
3004	rounded to the nearest 10	is 3000
3764	rounded to the nearest 100	is 3800
5250	rounded to the nearest 100	is 5300
5350	rounded to the nearest 1000	is 5000
2340	rounded to the nearest 1000	is 2000



Rounding Challenges **Answers**

Rounding to 10

Circle the numbers that become 40 when rounded to the nearest 10.

34 43 31 39
38 46 45 42 36

Rounding to 100

Write 3 numbers that, when rounded to the nearest 100, become:

600 *Numbers in the range 550 to 649*

200 *Numbers in the range 150 to 249*

900 *Numbers in the range 850 to 949*

Rounding to 1000

7 3 1 9 2

Use the digits above to make numbers that round to these values:

7000 *Multiple answers possible, including 7319*

4000 *Multiple answers possible, including 3721*

9000 *Multiple answers possible, including 9132*



Rounding Challenges **Answers**

Rounding to 1000

Circle the numbers that become 6000 when rounded to the nearest 1000.

5462 5897 5254 6578
6243 6582 5487 6129 5547

Rounding to 10 000

Write 3 numbers that, when rounded to the nearest 10 000, become:

50 000 *Numbers in the range of 45 000 to 54 999*

30 000 *Numbers in the range of 25 000 to 34 999*

10 000 *Numbers in the range of 5 000 to 14 999*

Rounding to 100 000

7 3 1 9 2 5

Use the digits above to make 2 numbers that round to each of these values:

600 000 *Multiple answers possible, including 592 713*

800 000 *Multiple answers possible, including 752 913*

100 000 *Multiple answers possible, including 125 317*

Day 4 answers

Roman Numerals Worksheet - Answers

Translate these Roman numerals. Don't forget to show your working out!

1. MD $1000 + 500 = 1500$
2. MCD $1000 + 400 = 1400$
3. XXXIV $(3 \times 10) + 4 = 34$
4. CXVI $100 + 10 + 6 = 116$
5. DCLX $500 + 100 + 50 + 10 = 660$
6. CXIII $100 + 10 + (3 \times 1) = 113$

Write these numbers in Roman numerals.

1. 35 XXXV
2. 100 C
3. 99 XCIX
4. 283 CCLXXXIII
5. 570 DLXX
6. 27 XXVII

Arrange these numbers in size order.

- | | | | | | | | |
|-------|-----|------|-----|-----|----|------|-----|
| 35 | 40 | 30 | 60 | 55 | 50 | 45 | 65 |
| XXXV, | XL, | XXX, | LX, | LV, | L, | XLV, | LXV |

Arrange these numbers in size order.

- | | | | | | | | |
|-----|------|------|-----|-----|-----|----|------|
| 150 | 300 | 250 | 100 | 400 | 200 | 50 | 350 |
| CL, | CCC, | CCL, | C, | CD, | CC, | L, | CCCL |

Count in hundreds from one hundred.

C, CC, **CCC**, **CD**, D, **DC**, **DCC**, **DCCC**, **CM**, M

Count in five hundreds from five hundred.

D, **M**, **MD**, **MM**, MMD, **MMM**, **MMMD**

Complete these calculations.

1. CD + DC = **M**
2. VI + IV = **X**
3. XI + IX = **XX**
4. XL + LX = **C**
5. CM + MC = **MM**
6. CX + XC = **CC**

Day 5

Task 1: Use your understanding of Roman Numerals to solve these problems.

Q1.

115

[1]

Q2.

2006

Do not accept 'two thousand and six' in words.

[1]

Q3.

LIV

1

LXVI

1

[2]

Roman Numerals 1 to 50 Mosaic **Answers**

Work out the numbers to reveal the hidden picture. Each answer has a special colour.

grey = 11 - 20	gold = 21 - 30	white (blank) = 31 - 40	black = 50	red = any other number
-------------------	-------------------	----------------------------	---------------	---------------------------

XXXI	XXXV	V	II	XXV	XLIX	XLIV	XXXII	XL
XXXVI	XLV	XLIX	XLI	XXI	XLVI	XLIX	XLVIII	XXXIV
XXXVIII	XXI	XLIII	XLV	XXIV	V	II	XXVIII	XXXII
XXXIX	IX	XXVI	XLVII	XXIII	XLIX	XXIX	XLIX	XXXVIII
XXXIV	III	XLVIII	XV	XII	XVI	XLVIII	XLV	XXXII
XXXVII	XXV	XXIII	XX	L	XIII	XXIX	XXV	XXXIV
XXXIX	XLIII	XLIX	XVII	XIV	XIX	XLVI	XLIX	XXXIX
XL	XLV	XXV	XLIX	XXVI	XLI	XXVII	XLI	XXXV
XXXII	XXI	XLII	XLVII	XXII	XLV	IX	XXVII	XXXI
XXXIX	XXXII	XLII	XLIX	XXX	XLIV	III	XXXII	XL

Challenge: How many possible answers are there that could be shaded grey? Which numbers have not been included?

10 answers are possible (11 – 20). 11 (XI) and 18 (XVIII) have not been included.