

Class 4 working from home information for week beginning Monday

2nd November 2020

If you are working from home due to having to self-isolate, try your best to complete this work. I will endeavour to match it as close as I can to what we are doing in class, so you do not miss anything. If you would like any work checking or marking, please email messages and photos of your work to the Slingsby Admin team and they will forward it on to me. Do your best to also read to an adult for 15-20 minutes a day.

Looking forward to seeing you again soon.

Miss Secker

Monday

English

O LO: Can I describe and explain the difference between an explanation and instruction text?

Today in English, we are going to start looking at explanation texts and instruction texts. I have included a definition of each type of text below to support you in your first task.

- Explanation text: this tells how or why a process happens (or how something works).
- Instruction text: tells you how to do or make something.

I have included some images of different pieces of text below. For example, there may be text from a recipe, science experiment, textbook, encyclopaedia entry or others. Look at the images and their names and see if you can work out which text belongs to the instruction category and which belongs to the explanation category. Can you explain why you think this for each example?

Judges explain their Voting - Kim Marsh

Len: I'll tell you what I thought. I thought you did a great job because the jive isn't easy; the steps have got to be clean, got to be precise and yet you've still got to show the fun, and exuberance of the dance. That you pulled off great - footwork spot on. There were one or two dodgy moments. I was a little bit anxious when you went flying through the legs but you got up from the nicely. In the end, the spins were a little bit off at one stage but overall, well done. Nice job.



Craig: I could not agree more. I thought that was absolutely brilliant. Fast efficient footwork, I thought. Synchronicity was absolutely excellent. I loved the double turn at the end into the end pose - great technique. As Len said, going through the legs was very clumsy and for that reason you'll lose points. But you did a cracking job.

What makes Green Vale School Football Team so Successful?

For the last five years, this village school football team has come top of the Small Schools' League. This year they entered and gained won the County Cup, a competition open to all schools in the area. How is it that a small school can produce such winning results, time after time?

Size

A surprising fact about the school is its size. Green Vale is a small school, comprising of fifty pupils. Whereas a typical school may have 60 children in Year 6 to choose from, Green Vale must select its team from across the KS2 classes in order to have enough players to make up a team. It is the small size of the school, however, which gives the team an edge over other schools. With such small class sizes, the pupils who attend the school know each other very well; the team often has siblings playing together. It is for this reason that the team's communication is very strong. Every player on the pitch is quick to call for passes and the goalkeeper keeps the team informed of close marking.

Location

On initial inspection, Green Vale's football pitch is unsuitable for practice. It is on a slope, uneven and on occasion has livestock grazing on it. It is because of the unfavourable conditions that Green Vale players have developed renowned skills. The unpredictability of the ball movement results in quick reaction times for both attackers and defenders. Training on a slope results in greater fitness and avoiding a passing sheep presents players with practice in defensive dribbling and scanning the changing surroundings.

Extra-curricular Activity

One of the lesser known features of the school, is its dance programme. All pupils attend ballet, tap and ballroom lessons from the age of five. In addition to PE lessons, clubs are run at lunchtime for those who wish to learn bhangra, Irish or street dance. Pupils often take part in festivals and performances. Dance develops balance, fitness and fast footwork. It is because of this that Green Vale players have great ball control. Players easily change direction, use all parts of the foot, and trips and falls are rare. Players, used to leaps, springs and turns, demonstrate agility and poise on the pitch. It is this combination which proves devastating to opponents.

For the explanation for Green Vale's football success, local coaches and referees are invited to benefit from the school's next project: a coach academy. It is hoped that the team will develop its own worthy competition.

Team Statistics:

- 12 wins
- 3 draws
- 1 loss
- 52 goals scored
- 7 goals conceded








How to make your own spider!

What to do:

1. Collect all of the materials that you will need
2. Start with your pipe cleaners. Cut them up so that you have 8 legs for the spider of equal size.
3. Stick the spider legs to the bottle cap. You can choose whether to stick the legs to the top of the bottle cap or underneath. Will this affect the way the spider travels at all?
4. Grab the pom pom you have picked out as well as the two eyes.
5. Stick the two eyes to the pom pom.
6. Stick the pom pom to the body of the spider (bottle cap). You can choose whether you use tape or glue to do this.
7. Pick out a straw or toilet paper roll, trim it to a smaller size and then stick it to the top of the spider. You can choose whether you stick it with tape or glue. Will this affect how fast the spider travels?
8. Well done, you have created a spider for the spider race!

How to make a dumper truck

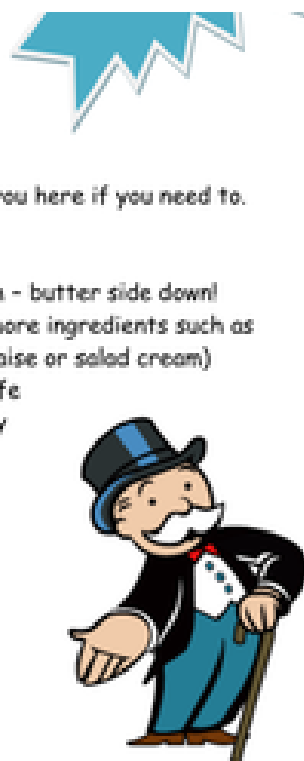
Method:

	<ol style="list-style-type: none"> 1. Cut the small cereal box in half, lengthways. 2. Stick it on top of the larger cereal box using sticky tape on one side only.
	<ol style="list-style-type: none"> 3. Cut the second small cereal box in half, widthways and stick this on the other end of the large cereal box, standing upright. 4. Stick a shoebox lid on the highest part of the truck to make a roof. 5. Stick a strip of blue paper just underneath the roof to make a window.
	<ol style="list-style-type: none"> 6. Stick two bottle tops onto the lower front of the truck to make the headlights. 7. Paint the truck red and yellow.
	<ol style="list-style-type: none"> 8. Paint four round lids black. When they are dry, stick them around the bottom of your truck to make the wheels.
	<ol style="list-style-type: none"> 9. Scrunch up pieces of old newspaper and paint them grey to make some boulders for your truck to carry.

Instructions for the Monopoly Man's Lunchbox

Method:

1. Get a slice of bread
2. Put it on the plate
3. Butter the bread using a butter knife
4. Do this again with the second slice
5. Open the packet of ham - get an adult to help you here if you need to.
6. Take one slice of ham out of the packet
7. Place the ham on top on the bread
8. Put the second slice of bread on top of the ham - butter side down!
(before doing this you might like to add some more ingredients such as cucumber or tomato, or a condiment of mayonnaise or salad cream)
9. Cut the sandwich carefully in half using the knife
10. Finally, sit back and let the Monopoly Man enjoy his delicious treat!



Monday

Maths - Year 5

O LO: Can I add and subtract whole numbers (with more than 4 digits) using column addition and subtraction?

<https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/zc78srd> - this link will take you to a bitesize page with a video explaining column subtraction if you feel you want to refresh your memory.

I have included some addition and subtraction questions below. Use these to practice your column addition and subtraction methods.

Top tip: read the questions below carefully! They are mixed addition and subtraction so try not to get the operations confused.

1. $2357 + 1428 =$

12. $36,432 + 57,478 =$

2. $4374 - 2183 =$

13. $24,642 - 19,758 =$

3. $5643 + 2942 =$

14. $32,846 + 21,427 =$

4. $3750 - 2834 =$

15. $26,375 - 25,342 =$

5. $7543 + 3251 =$

16. $17,563 + 42,869 =$

6. $4638 - 2709 =$

17. $58,567 - 33,642 =$

7. $2378 + 4284 =$

18. $72,466 - 51,966 =$

8. $8328 - 4127 =$

19. $68,213 + 2734 =$

9. $6753 - 3842 =$

20. $72,246 - 5196 =$

10. $6753 - 3842 =$

21. $43,271 - 33,482 =$

11. $4278 - 3746 =$

22. $38,423 - 32,857 =$

Monday

Maths - Year 6

O LO: Can I solve addition and subtraction multi-step word problems?

I have included some written addition and subtraction word problems for you to work out the answers to below. Your challenge is to work out the operation that each question is asking you to carry out to help you find the final answer. It may be asking you to add, subtract or do both operations (one after the other). Read each question carefully and underline any vocabulary that may help you work out the operation it wants you to complete. Please show your working using either column addition or subtraction.

1. In January, there were 4,371 new born dragons. In February, another 1,428 dragons were born. How many dragons were born **altogether?**
 - a. *For this question, the word 'altogether' shows you that you must add both numbers in the question together. See if you can do this to find the answer then work through the next questions by underlining key vocabulary to help you.*
2. The dragon master trained 3,417 dragons, but sadly, 1,259 of those dragons died. How many trained dragons are left?
3. Merlin trained 82,016 dragons, and Gandalf trained 3,427. What is the difference in the amount of dragons trained?
4. The dragon keeper had 3,502 dragon eggs in a deep cave. A powerful magician had 419 dragon eggs less than the dragon keeper. How many dragon eggs does the magician have?
5. The Iron Swords Company employed 62,134 men, but then the industry experienced a decline, and 3,986 men left. However, business began to pick up again, and the Iron Swords Company increased its employment of men by 761 men. How many men work at the Iron Swords Company now?
6. Merlin was selling 63,004 dragon spikes a month, and 3,265 dragon teeth. After a year, the sales of dragon spikes decreased by 7,567. How many spikes does he sell a month now?
7. The Dragon Shop had a fantastic day of sales. In the morning, they made £3,214.27, and in the afternoon, they made £1,256.49. However, they did have to refund £647.99. What was the total for the day?

8. The dragon master trained 34,417 dragons, but sadly, 1,259 of those dragons died. The dragon master needs 50,000 dragons. How many more dragons does he need?
9. Eleanor polished the scales of 395.2 dragons on Wednesday, and George polished 863.492 on Thursday. How many more scales did George polish?
10. The great dragons of the west burnt 19,426 houses in their first week. They burnt 73,645 houses in their second week and more in their third week. In total, 155,478 houses were burnt. How many did they burn in week 3?

Tuesday

English

O LO: Can I identify and start to accurately use punctuation in an explanation text?

Today, we are going to be thinking about the specific punctuation that should be used in an explanation text. Read the text below. Make a note of the punctuation marks that you can see and think about where they are placed and why. When you have had a go at this independently, look at the next page to see which bits of punctuation you have found and which you have missed.

Flugtag

Flugtag (German for flight day) is an event in which competitors attempt to fly home-made, human-powered flying machines.



The flying machines are usually launched off a pier about 30 feet (9.1 m) high into the sea. Most competitors enter for the entertainment value, and the flying machines rarely fly at all.

Flugtag Rules

The safety rules must be followed by all participants:

- All participants who jump **MUST** wear the buoyancy aid and helmet provided by the organisers;
- The Pilot **MUST NOT** be strapped into the plane, or enclosed in any capsule or cockpit from which they can't readily escape;
- All Pilots and Ground Crew who jump must be able to swim 100 metres unaided; and
- Your craft must be able to float.

Punctuation in the text:

- Brackets are used to surround parenthesis. Parenthesis is extra information added into a sentence. What extra information has been given in the summary of Flugtag?
- There are bullet points in the rules. These are used at the beginning of each rule to organise them into an order.
- There is a colon at the end of "the safety rules must be followed by all participants" to lead into each rule.
- There are capital letters at the start of each rule because each one is a full sentence.
- Semi-colons are used at the end of each rule to separate each one.
- The word 'and' links the last rule to the rest of the list.
- A full stop ends the list of rules.

Read the 'Worm Charming' text below. There are rules included in the text, but they are not written in a bullet pointed list with the correct punctuation. Can you:

- write a list of the rules that you find in the text?
- punctuate it correctly, using the Flugtag example to help you do this?

Worm Charming

This Worm Charming event was first devised in 1980 by Mr John Bailey who was the deputy headmaster of Willaston County Primary School, Nantwich, Cheshire (1961 to 1983). It was designed as a fund raising event.



Competitors compete for a trophy in the shape of a golden worm which is awarded to the person charming the most worms from their plot (3m x 3m) in thirty minutes. The title is held for one year.



The most successful method used so far is that of hand vibrating a garden fork inserted (approximately 15cms) into the turf, now known locally in South Cheshire as '**twanging**'. The record is held by Miss S and Mr M Smith who charmed an incredible 567 worms from their plot in 2009!

A judging team was formed to compile the **rules** governing all aspects of Worm Charming. They ensure that worms are not dug from the ground; competitors must only use vibrations. Water is not allowed, but any type of music may be used. Garden forks can be used, but only to produce vibrations. The judging team make sure that worms are handled carefully, and collected in a damp peat pot. It is important that the collected worms are released after the birds have gone to roost on the evening of the event.



The worms are counted by the judging team.

The competitor who 'charms' the most worms is the winner.

Tuesday

Maths - Year 5 and 6.

O LO: Can I solve addition and subtraction multi-step word problems that include real life contexts?

Today in maths, we are building on our task from yesterday by trying to complete more addition and subtraction multi-step word problems. Some of these questions may also include other parts of maths we've looked at before such as money, measurement, shape and others. Read the questions carefully and decide what operation (addition, subtraction or both) you need to use to work out the answers. There are some extension mastery questions for you to think about working out towards the end of the set. See if you can challenge yourself to complete some of them.

1. In the library, there are 6054 science books on the top shelf, and 425 science books on the bottom shelf. How many science books are there altogether?
2. There are 11485 picture books in the library. On Monday 2333 were taken out and on Tuesday 3212 are taken out. How many picture books are left?
3. Two classes collected marbles. One class had 33672 marbles, the second class had 36820.
 - a. How many marbles did both classes have altogether?
 - b. Which class had the most marbles and by how many?
4. On Sunday, Jacob spent 86 minutes on his maths homework and 37 minutes reading. On Tuesday, he spent 69 minutes on his homework project. Find the difference between the time Jacob spent on his homework on Sunday and Tuesday?
5. Kyle received £25.90 for his birthday. He spent £8.99 on a book and £7.50 on a computer game. How much money does he have left?

Ext:

1. Alisha has £18.35 in her purse. Her father gives her £5 pocket money. She buys a book for £7.99 and a bag for £13.49. How much money will she have left?
Naomi says Alisha has £1.87 left.
Jack says Alisha has £3.13 left.
Who is correct? Have any mistakes been made by them to reach their answers?
2. Can you write a word problem to fit each of the calculations and answers below?
 - a. $£9.67 + £8.22 = £17.89$
 - b. $£3.49 + £5.75 = £9.24$
 - c. $£17.89 - £9.24 = £8.65$

3. A pizza shop makes 176 pizza bases before opening. Over the evening, they sell 247 pizzas. During the evening, they make another 80 pizza bases. How many pizza bases will be left at the end of the evening?

Bailey says they have 151 pizza bases left.

Ashleigh says they have 9 pizza bases left.

Who is correct?

For the person who is incorrect, what mistakes did they make in their working out?

Tuesday

RE/PSHE

So far in RE, we have been looking at the story of Exodus where Moses freed the Israelites from slavery after being chosen by God to do so. Today, we are going to focus on the Ten Commandments that can be found in both the Bible (Christianity) and the Jewish Torah (Judaism). The Ten Commandments are a set of rules that both Christian and Jewish people live by as they feel they are the ways in which God wants them to live. Read the Ten Commandments below:

1. Worship your God
2. Respect God (don't worship false idols)
3. Respect your parents
4. Don't kill
5. Don't steal
6. Don't swear
7. Don't be unfaithful
8. Don't lie about people
9. Don't be jealous of others and their possessions
10. Keep the Sabbath day holy

Note: The Sabbath day is a day of rest within the week for Christians and Jewish people. This is a time where they do not work, and they spend it with their families worshipping their God.

In the lesson, we are going to take the time to discuss each of the commandments and answer the following questions. If you're working from home on this task, you could write down your answers to the questions below. It is up to you whether you write these in full sentences or if you choose to create a mind map to brainstorm ideas.

- Do you think we need these rules today? How different or similar is the world now? Can you think of 3 good reasons as to why Christians and Jews argue that the 10 commandments are just as important today?
- Which of these do you think would be hardest to keep?
- Is it possible to always keep all ten? Why/why not?

- Should a person be punished or helped if they believe in the Ten Commandments but fail to follow them? (think about each Commandment individually when answering this question).
- Which commandments would have the most impact on the world today if everyone followed them?

Wednesday:

English:

O LO: Can I edit a set of instructions to make them easier to follow?

Today in English, we will be following a set of instructions to see how effective they are in helping us make a paper aeroplane. Read the instructions below, try to follow them and see if you have created a paper aeroplane by the time you get to the end.

- Make a line in the centre of the paper by folding it in half. Then unfold it again
- Before that, grab a piece of paper
- Fold in two of the corners
- Fold in the other two corners
- Fold the wings out
- Before that, you could turn the paper over and fold it again
- You now have a paper aeroplane

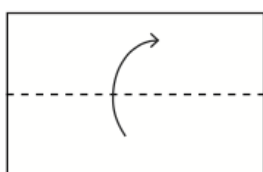
Look at what you have managed to create after following the instructions. Is it a paper aeroplane? If you have not managed to create one, what do you think happened? Are the instructions accurate? Are the steps in (chronological) time order? Does every step include an imperative (bossy) verb? Think about these questions and use your responses to edit these instructions to make them more detailed and easier to follow. I have included some images below to help you work out how to re-write each step.

1

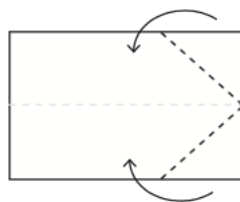


You will need a piece of A4-sized paper.

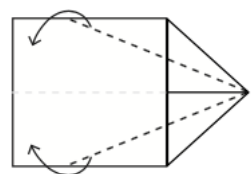
2



3

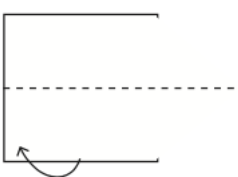


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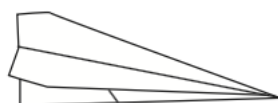


Now that you have re-written your instructions, try to follow them again. Have you been able to make the

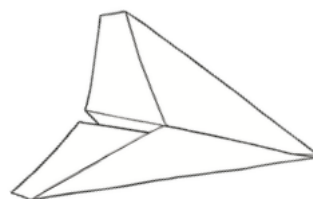
5



6



7



instructions are now successful.

paper aeroplane? If you have, think about why your

Wednesday:

Maths - Year 5.

O LO: Can I multiply numbers up to 4-digits by a one-digit number using short multiplication?

Today in maths, we are working on multiplication. I have included a BBC Bitesize link here: <https://www.bbc.co.uk/bitesize/articles/zjbyvk7> so that you can read up on how to carry out short multiplication. In short multiplication, you multiply a number by a one-digit number. Have a look at the bitesize article and see if you can attempt the questions below. Do not worry if you are not 100% sure. The green questions are designed to be a bit easier to help you get used to short multiplication. The orange and red questions are a bit more challenging. You are welcome to attempt any colour depending on how confident you feel.

1. $67 \times 5 =$	1. $285 \times 5 =$	1. $7400 \times 9 =$
2. $3 \times 84 =$	2. $4 \times 673 =$	2. $6 \times 3875 =$
3. $124 \times 2 =$	3. $462 \times 3 =$	3. $7 \times 8651 =$
4. $3 \times 232 =$	4. $6 \times 2352 =$	4. $4390 \times 8 =$
5. $453 \times 4 =$	5. $876 \times 5 =$	5. $9 \times 2979 =$
6. $5 \times 735 =$	6. $3 \times 689 =$	6. $3986 \times 7 =$
7. $874 \times 3 =$	7. $875 \times 4 =$	7. $4 \times 9678 =$
8. $2 \times 978 =$	8. $7 \times 452 =$	8. $9 \times 7965 =$
9. $569 \times 5 =$	9. $397 \times 8 =$	9. $8693 \times 8 =$

Wednesday:

Maths - Year 6.

O LO: Can I multiply numbers up to 4-digits by a two-digit whole number using long multiplication?

Today in maths, we are going to be looking at multiplying a number (up to 4-digits) by a 2-digit number using long multiplication. I have attached a BBC Bitesize video and slideshow to support you in doing this: <https://www.bbc.co.uk/bitesize/articles/z4chnrd>. You can refer back to this as many times as you like to support you as you can click the arrows to move between each slide. Once you have watched the video and looked at the slides on the web page, have a go at the questions below. Don't worry if you do not feel 100% confident on this, we will continue to look at this method in lessons together. Again, I have included a table below with green, orange and red sums. You can decide which questions you try depending on how confident you feel.

1. $12 \times 5 =$	1. $12 \times 15 =$	1. $1200 \times 15 =$
2. $22 \times 4 =$	2. $22 \times 24 =$	2. $2215 \times 24 =$
3. $88 \times 5 =$	3. $88 \times 35 =$	3. $88 \times 3532 =$
4. $74 \times 6 =$	4. $74 \times 16 =$	4. $7410 \times 16 =$
5. $51 \times 44 =$	5. $120 \times 15 =$	5. $5123 \times 84 =$

6. $81 \times 77 =$	6. $221 \times 24 =$	6. $81 \times 1785 =$
7. $12 \times 23 =$	7. $88 \times 353 =$	7. $1264 \times 52 =$
8. $33 \times 35 =$	8. $741 \times 16 =$	8. $33 \times 1365 =$
9. $21 \times 77 =$	9. $512 \times 84 =$	9. $1923 \times 77 =$
10. $81 \times 67 =$	10. $81 \times 170 =$	10. $5824 \times 67 =$

Wednesday

French

Today in French, we will be looking at more role play games and activities to help us with our pronunciation of breakfast items and how we could order them. Your task this week is to match the images of the breakfast foods to the phrases below. Think about if the noun for the image is masculine or feminine.

Your two phrases are:

Je voudrais un / du ... = I would like a / some (masculine)	Je voudrais une / de la ... = I would like a / some (feminine)
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Put the images below into the correct side of the table:



du miel



un café



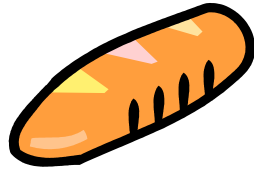
un
chocolat



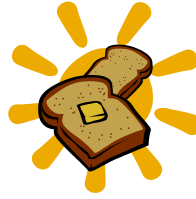
de l'eau



un croissant



du pain



du pain grillé



**un pain au
chocolat**

Ext: Can you use the phrases in the table and the nouns to write a full sentence about the food or drink you would like to order?

Wednesday

PE

Today in PE, we are focusing on two in-game skills: interception and evasion. When we intercept in a team game, we are attempting to catch the ball from the opposing team so that we can have it and possibly score. When we evade in a team game, we are attempting to stop the opposing team from stealing the ball from our team. We are going to play several mini-games to practise these skills. I've written them below so that you could attempt them if you have three other people at home that would be able to join you for this lesson time.

1. Shadow run (evasion game): One person has to try and get as many objects that have been set out in the garden (you could use any small and light household objects for this that adults at home allow you to use) to your side of the garden. The other person has to chase that person like a shadow and attempt to tag them. If you manage to tag the player, you swap roles and the tagger becomes the person who has to try and grab the objects and bring them to their side. The person with the most objects at their side of the garden when all of the objects have been gathered is the winner.
2. Triangles (interception game): Three people are to stand far apart in a triangle shape. The fourth person will stand in the middle. The fourth person is the interceptor and it is their job to try and catch the ball from the other three players. The interceptor can move and mark each player. The other three players are only allowed to rotate in their spaces if they need to but they cannot walk or run to a new space. If the interceptor catches a ball from a player, they swap roles with that player. Use this game to practise your intercepting but also your communication and passes with other people in a small team game.

Thursday

English

O LO: Can I research a topic and plan a set of instructions around it?

Today in English, we are going to use the laptops to research an object or topic of our interest (such as how to bake a cake, how to ride a bike etc.) and see if we can plan a set of detailed instructions to explain how that object can be made or action can be done. Use the time in the lesson today to research a topic you would like to write instructions for and then fill in the plan below with any notes you have found to help you.

Imperative (bossy) verbs to use:	
Topic I am writing instructions for: Title of my instructions:	
Equipment I would need to include:	
Time conjunctions I could use (Firstly, secondly, then, next, finally):	

Thursday

Maths - Year 5.

O LO: Can I divide two-digit numbers by a one-digit number using short division?

Today in maths, we will be looking at short division. Watch this BBC Bitesize video that explains more how short division (the bus stop method) works:

<https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/zgxdfcw> . After you have watched that video and feel comfortable working out how to divide numbers using the bus stop method, try the questions below and show your working. Some of the questions will have answers as a whole number, whilst some others will have remainders as well. Do not worry if you do not feel 100% confident, we will continue to take the time in lesson to refresh our knowledge on this.

1. $25 \div 5 =$	1. $76 \div 7 =$	1. $76 \div 9 =$
2. $82 \div 2 =$	2. $32 \div 6 =$	2. $93 \div 6 =$
3. $63 \div 3 =$	3. $57 \div 8 =$	3. $45 \div 7 =$
4. $64 \div 8 =$	4. $47 \div 9 =$	4. $37 \div 7 =$
5. $92 \div 4 =$	5. $84 \div 7 =$	5. $73 \div 8 =$
6. $27 \div 9 =$	6. $38 \div 7 =$	6. $67 \div 9 =$
7. $36 \div 9 =$	7. $30 \div 4 =$	7. $41 \div 7 =$
8. $24 \div 6 =$	8. $14 \div 9 =$	8. $22 \div 8 =$
9. $96 \div 6 =$	9. $57 \div 4 =$	9. $76 \div 6 =$
10. $28 \div 4 =$	10. $30 \div 7 =$	10. $53 \div 6 =$

Thursday

Maths - Year 6.

O LO: Can I divide three-digit numbers by a two-digit whole number using long division?

Today in maths, we are going to be working on long division. This is an extended version of the bus stop method and it involves a few more steps. Watch this BBC Bitesize video here on how to use long division to divide a three-digit number by a one-digit number:

<https://www.bbc.co.uk/bitesize/topics/zf72pv4/articles/z9rgf82> . Once you feel comfortable with this, attempt the questions below. Some of the answers below will be a whole number, whilst some of them may have a decimal or a remainder. Do not worry if you do not feel 100% confident on this, we will be spending more lesson time building our confidence in this area.

1. $205 \div 5 =$	1. $250 \div 50 =$	1. $765 \div 65 =$
2. $872 \div 2 =$	2. $750 \div 50 =$	2. $733 \div 83 =$
3. $631 \div 3 =$	3. $326 \div 63 =$	3. $268 \div 92 =$
4. $178 \div 6 =$	4. $923 \div 45 =$	4. $416 \div 72 =$
5. $923 \div 4 =$	5. $843 \div 73 =$	5. $221 \div 8 =$

Thursday

Science

Today in science, we are going to think about how successful our spiders were at travelling down the line. If you have your spider at home, take a look at it and remind yourself of the materials you used to make it. Think about and answer the following questions:

- Do you think you made the right choice with the materials you used? Did they help the spider move faster? Why/why not?
- Would the string we used have a negative effect on the spiders speed? Why/why not?
- Did you have to move or swing the string in any way to try and make the spider move? Do you think this actually helped?
- Was there any friction between your spider and the string? Would this have made your spider move faster or slower?

When you are ready to answer the above questions, write a little paragraph explaining if your spider was successful in the spider race and why that might be. It will be interesting to discuss these together as a class to try and work out what we could do next time to improve.

Friday

English

O LO: Can I write my own set of instructions using my plan?

Today we are going to be writing our own set of instructions. Use the notes you gathered in the plan yesterday to do this. Here are a few top tips:

- Make sure to include a title for your instructions e.g. "How to make a..."
- Include some subheadings such as 'Equipment', 'Instructions' etc.
- Don't forget about those imperative (bossy) verbs e.g. put, place, stick, hold etc.
- Remember to include some time conjunctions in your instructions (firstly, secondly, next, then, finally) to make sure that your steps are written in chronological (time) order.
- Remember to add a number in front of each step to also show people the order that they need to read the instructions.

How to make a...

Equipment:

-
-
-

Instructions:

- 1.
- 2.
- 3.
- 4.
- 5.

Friday

Maths - Year 5.

O LO: Can I divide two-digit numbers by a one-digit number using short division?

Today in maths, we are going to continue looking at short division to build our confidence. However, we are going to be reading division word problems and using our short division (bus stop method) to help us find an answer. Read the questions below very carefully and show your working using short division when answering them.

1. I cut my cake into 16 pieces to share with my friends. There are four of us altogether. How many pieces will we each get?



2. There are 24 children in the class. They need to be split into 4 groups. How many children will there be in each group?



3. Thirty six penguins need to be put into 3 pools. How many will go in each pool?



4. There are 32 Anglo-Saxons living in 8 round houses. How many live in each house?



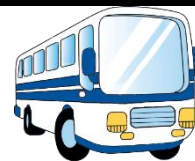
5. There are 48 potatoes left in the pan and 4 children in the queue. How many potatoes will they each get?



6. There are 36 paint brushes in the cupboard and 3 pots. How many paint brushes should go in each pot?



7. 64 children need to go to the swimming baths. Two buses are sent to take them there. How many children should go on each bus?



8. A supermarket has 4 shelves for soup and 84 tins to put on them. How many tins should they put on each shelf?



Illustration: 27/08/2009

Friday

Maths - Year 6.

O LO: Can I start to divide four-digit numbers by a two-digit whole number using long division?

Today in maths, we are going to continue looking at long division to build our confidence. However, we are going to be reading division word problems and using our long division to help us find an answer. Read the questions below very carefully and show your working using long division when answering them. Refer back to yesterday's work and the bitesize link if you feel you need to refresh your memory.

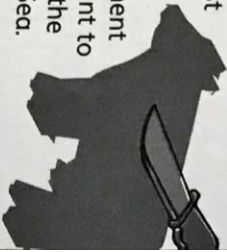
1. A school raises £3168 from doing a sponsored run for charity. Each runner paid £22 to enter the run. How many runners entered?
2. Bill spends £2,829 on covering his roof in new tiles. The roofing shop charged him £23 per tile. How many tiles did it take to cover his roof?
3. A cyclist went on tour through Italy. He cycled 2688 miles altogether. The ride took him 24 days. How many miles did he cycle each day?
4. Alexandra Cinemas hold a film festival. They make £4148 in total. 34 people bought tickets to go to the festival. How much did a ticket cost?
5. A van driver delivers computers to schools. On Monday morning he carries 3059kg in weight. There are 23 people on the van. How much must each parcel weigh?
6. The organisers of a school fete sell 2688 cans of drink on their stall. The drinks come in packs of 24. How many packs of 24 did they sell in total?
7. A bakery uses 2829 litres of milk to make the bread on Saturdays. A large carton of milk holds 23 litres. How many cartons of milk did they use altogether on Saturday?

Step by Wicked Step

Mordanger School. If there's a meaner place on earth, I wish it burnt to ashes. In four long years at this Mordanger School, I have learned nothing except how to freeze, and how to starve, and how to be bullied and beaten. I have been robbed of all my precious little tokens from home. And, in its cold corridors, I have learned how to wait for hour after hour for nothing worth the waiting. Truly, I believe that the entire herd of little wooden cows on Charlotte's toy farm owe their existence to all my teachers' gruesome training. After so many cries of, "Sit still, boy!" and "Stop that fidgeting!" now, on my short visits home, I cannot sit for a moment with idle fingers.

"Here, Charlotte. Here's another cow."

She took it and blew it hard, to watch the sawdust fly. And then she marched it over the brow of the huge, glossy globe my stepfather has kindly bought me for my birthday, so he can better torment me with cuffs and blows for not being able to point to China in a moment, or tell him instantly whether the Indian Ocean is larger or smaller than the Pacific Sea.



"Charlotte," I begged her. "Give over spinning the globe. Its very rumble turns my stomach to knots." Her face went wistful.

"Oh, Dickie," she said. "Why must you hate him so?"

"Perhaps," I said to Charlotte, "you would get closer to an answer if you were to ask him why he so hates me."

Charlotte sighed deeply.

"Mama says that everything he does is for your own good, so you can grow up strong and manly, and be a son of whom they can be proud."

"I'll be no son of his! Not ever!"

Charlotte turned the cow upside down, and inspected its tiny hooves. "He has been kind enough to me," she whispered.

Now this was brave of Charlotte! In all the time this man has been in our house, she's picked her way between the two of us like someone stepping on stones over a river with water roging on both sides.

Anne Fine

Name: _____

Date: _____

Questions: Step by Wicked Step

1 Name two ways in which the other boys ill-treated Dickie.

1 mark

2 What did Dickie do to stop his fingers being idle?

2 marks

3 Why does Dickie use the word 'kindly' to describe his stepfather?

1 mark

4 Why did the spinning of the globe turn Dickie's stomach to knots?

2 marks

5 How did Charlotte show that she was embarrassed at what she was going to say?

2 marks

6 'Now this was brave of Charlotte!' In your own words, explain how Charlotte was brave.

2 marks

Total marks

Class 4 spelling list for group 4: Week 7

After completing 'look, cover write, check,' please try to write 5 interesting sentences in your spelling homework book. You can use more than one word from your spelling list in each sentence.

Objective: How the spellings of verbs alter when -ing is added.

Spellings	Look, cover, write, check			
	Monday	Tuesday	Wednesday	Thursday
ask				
asking				
do				
doing				
pull				
pulling				
push				
pushing				
try				
trying				
go				
going				
enjoy				
enjoying				
help				
helping				
annoy				
annoying				
allow				
allowing				

Test Score =

Class 4 spelling list for group 3: Week 7

After completing 'look, cover write, check,' please try to write 5 interesting sentences in your spelling homework book. You can use more than one word from your spelling list in each sentence.

Objective: Revision of the suffixes 'able' and 'ment'.

Spellings	Look, cover, write, check			
	Monday	Tuesday	Wednesday	Thursday
drinkable				
thinkable				
sinkable				
readable				
breakable				
enjoyment				
movement				
experiment				
employment				
statement				
management				
agreement				
development				
argue				
argument				
payment				
tournament				
assessment				
treatment				
parliament				

Test Score =

Class 4 spelling list for group 2: Week 7

After completing 'look, cover write, check,' please try to write 5 interesting sentences in your spelling homework book. You can use more than one word from your spelling list in each sentence.

Objective: To use adverbs

Spellings	Look, cover, write, check			
	Monday	Tuesday	Wednesday	Thursday
weakly				
silently				
smugly				
exactly				
beautifully				
loudly				
angrily				
properly				
bravely				
carefully				
usually				
carelessly				
wickedly				
recently				
probably				
slightly				
roughly				
shakily				
unhappily				
excitedly				

Test Score =

Class 4 spelling list for group 1: Week 7

After completing 'look, cover write, check,' please try to write 5 interesting sentences in your spelling homework book. You can use more than one word from your spelling list in each sentence.

Objective: To collect, and investigate the meanings and spellings of words using the following prefixes: To use adverbs

Spellings	Look, cover, write, check			
	Monday	Tuesday	Wednesday	Thursday
worriedly				
nervously				
gradually				
especially				
heroically				
brilliantly				
deliberately				
unfortunately				
supposedly				
magnificently				
magically				
majestically				
cautiously				
eventually				
enthusiastically				
thoroughly				
accidentally				
passionately				
stupendously				
triumphantly				

Test Score =