

Home Learning Expectations

- ALL BOOKS WILL BE RETURNED TO SCHOOL WHEN YOU RETURN (CGP books, Power Maths Practice books, New Journal)
- Take as much care and pride in your work at home as you do in school.
- Set out your work with an underlined date, an underlined title and a clear topic.
- Keep your books and journal tidy and away from food and drink.
- Only use black pen or pencil to do your work in.
- THANK YOU for your continued hard work and thank you to parents for their support.

Online Lessons

Daily Read with the teacher,

2:30pm each day – Zoom details found on class dojo

Music, Spanish, Drama and Dance are all now also on Zoom. All details found on class. Keep an eye out for the links



The Holy Spirit Catholic Primary School – KS2 Weekly Timetable – Week beginning 18th January 2021

Day	Session 1		Session 2		Session 3	Session 4
Monday 11 th January	Maths Problem Solving Adding and Subtracting Fractions 1 Practice Book Pg 117 - 119		English What is formal and informal writing? page 27 - 29 of your CGP SPaG	B R E A K H O L I D A Y	Reading Independent Reading	Research Projects History and Geography
Tuesday 12 th January	Maths MyMaths	Drama Live Lesson with Andrew (Zoom)	Music Live Lesson (Microsoft Teams)		English Formal and Informal language – create your own short poem form formal noun phrases	RE Liturgy of the Word and The Gospel
Wednesday 13 th January	Maths Problem Solving Adding and Subtracting Fractions 2 Practice Book Pg 120 - 122		English Changing Active voice to Passive voice		Science Human Body introduction – the heart	Guided Reading Read to page 11 of 'The Happy Prince' answer the Questions
Thursday 15 th January	Maths End of Unit Check and Power Puzzle Practice Book Pg 123 - 125		Spanish Live Lesson (Microsoft Teams)		Dance Live Lesson with Rebecca (Zoom)	RE The Offertory
Friday 16 th January	Maths Learning Recap (BBC bitesize) and CGP maths adding and subtracting fractions		English Write a short monologue from the giant's POV		Reading Comprehension – The Story of My Life – CGP pg 6 - 7	Wellbeing Friday POPCORN

**Thought
of the
week**

Be Brave!
You can do
anything!

Monday 18th January 2021

Session 1

Maths

Starter

Mark your
work from
last week



Lesson 9: Subtracting fractions

→ pages 114–116

1. a) $1\frac{3}{4}$ c) $6\frac{11}{12}$
 b) $\frac{11}{15}$ d) $4\frac{17}{20}$
2. a) $3\frac{3}{5}$ b) $2\frac{2}{5}$
3. $1\frac{11}{15}$
4. The baby giraffe is $1\frac{13}{20}$ m tall.
5. Add together the difference of $\frac{1}{6} + 1 + \frac{1}{5} = 1\frac{11}{30}$.
6. $1\frac{7}{10}$
7. Heart = $4\frac{5}{12}$ (Star = $1\frac{11}{12}$)

Reflect

Methods may vary – children may choose to convert both mixed numbers to improper fractions, then find equivalent fractions with the same denominator, before doing the subtraction and simplifying/converting back to a mixed number.

or

Children may opt to exchange one whole into fifths to ensure the fraction part in the minuend is bigger than the fraction part in the subtrahend, before finding equivalence with the same denominator and subtracting.

or

Children could show finding the difference by counting on from the subtrahend to the minuend and adding the parts together, for example: $\frac{1}{4} + 2 + \frac{1}{5}$.

Solution: $5\frac{1}{5} - 2\frac{3}{4} = 2\frac{9}{20}$

Problem solving – adding and subtracting fractions 1



Discover



Instructions to make purple paint

$1\frac{1}{2}$ litres of blue paint

$2\frac{3}{5}$ litres of red paint

$\frac{3}{4}$ litres of white paint

- 1 a) The children are going to make some purple paint using the instructions.

How many litres of purple paint will they make?

- b) $3\frac{1}{2}$ litres of purple paint are needed to fully cover all the roofs.

$1\frac{1}{5}$ litres of purple paint are needed to paint the wooden poles.

Will there be enough paint to paint both the roofs and the poles?

Problem solving – adding and subtracting fractions 1

Discover



Instructions to make purple paint

- $1\frac{1}{2}$ litres of blue paint
- $2\frac{3}{5}$ litres of red paint
- $\frac{3}{4}$ litres of white paint

- 1 a) The children are going to make some purple paint using the instructions.
How many litres of purple paint will they make?
- b) $3\frac{1}{2}$ litres of purple paint are needed to fully cover all the roofs.
 $1\frac{1}{5}$ litres of purple paint are needed to paint the wooden poles.
Will there be enough paint to paint both the roofs and the poles?

Share



I added the red and blue paint first and then added the white paint.

Method 1

Add the red paint and blue paint: $2\frac{3}{5} + 1\frac{1}{2}$

Add the wholes: $2 + 1 = 3$

The lowest common denominator of 5 and 2 is 10.

Add the fractions: $\frac{3}{5} + \frac{1}{2} = \frac{6}{10} + \frac{5}{10} = \frac{11}{10} = 1\frac{1}{10}$

So $3 + 1\frac{1}{10} = 4\frac{1}{10}$

Now add on the white paint: $4\frac{1}{10} + \frac{3}{4} = 4\frac{2}{20} + \frac{15}{20} = 4\frac{17}{20}$

The total paint made is $4\frac{17}{20}$.

Method 2

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

Add the wholes: $2 + 1 + 0 = 3$

Add the parts: $\frac{3}{5} + \frac{1}{2} + \frac{3}{4} = \frac{12}{20} + \frac{10}{20} + \frac{15}{20} = \frac{37}{20} = 1\frac{17}{20}$

Add the wholes and the parts: $3 + 1\frac{17}{20} = 4\frac{17}{20}$

The children will make $4\frac{17}{20}$ litres of purple paint.

I added all the fractions at once.



Complete this in your journal

b) Paint needed for the roofs and poles.

Add the wholes: $3 + 1 = 4$

Add the parts: $\frac{1}{2} + \frac{1}{5} = \frac{5}{10} + \frac{2}{10} = \frac{7}{10}$

Add the wholes and the parts: $4 + \frac{7}{10} = 4\frac{7}{10}$

Compare the fractions using equivalent fractions with a common denominator.

$$4\frac{7}{10} = 4\frac{14}{20}$$

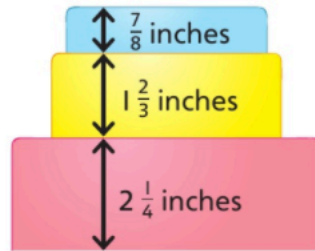
$4\frac{17}{20} > 4\frac{14}{20}$ so there will be enough purple paint to paint the roofs and the poles.

Think together

1 Holly makes a wedding cake.

Calculate the total height of the cake using the two different methods.

The total height of the cake is $\square \frac{\square}{\square}$ inches.



2 Work out the missing numbers.

a) $\square \frac{\square}{\square} - 2\frac{1}{3} = 1\frac{5}{6}$

b) $2\frac{1}{3} - \frac{\square}{\square} = 1\frac{5}{6}$

3 Lee has some sheets of card.



Area = $15\frac{4}{9} \text{ cm}^2$



Area = $17\frac{1}{6} \text{ cm}^2$

Lee places the star on the blue card and sticks it down. What is the area of the blue background?



I think you need to add the areas together because you are putting them together.



I am not sure that is correct.



CHALLENGE

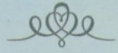
Now you have completed the new learning, complete page 117 – 119 of the Power Maths Practice book.

Session 2

English

The children always played in the Giant's garden,
but when he returned after years away, he said,
'What are you doing here?' and the children fled.

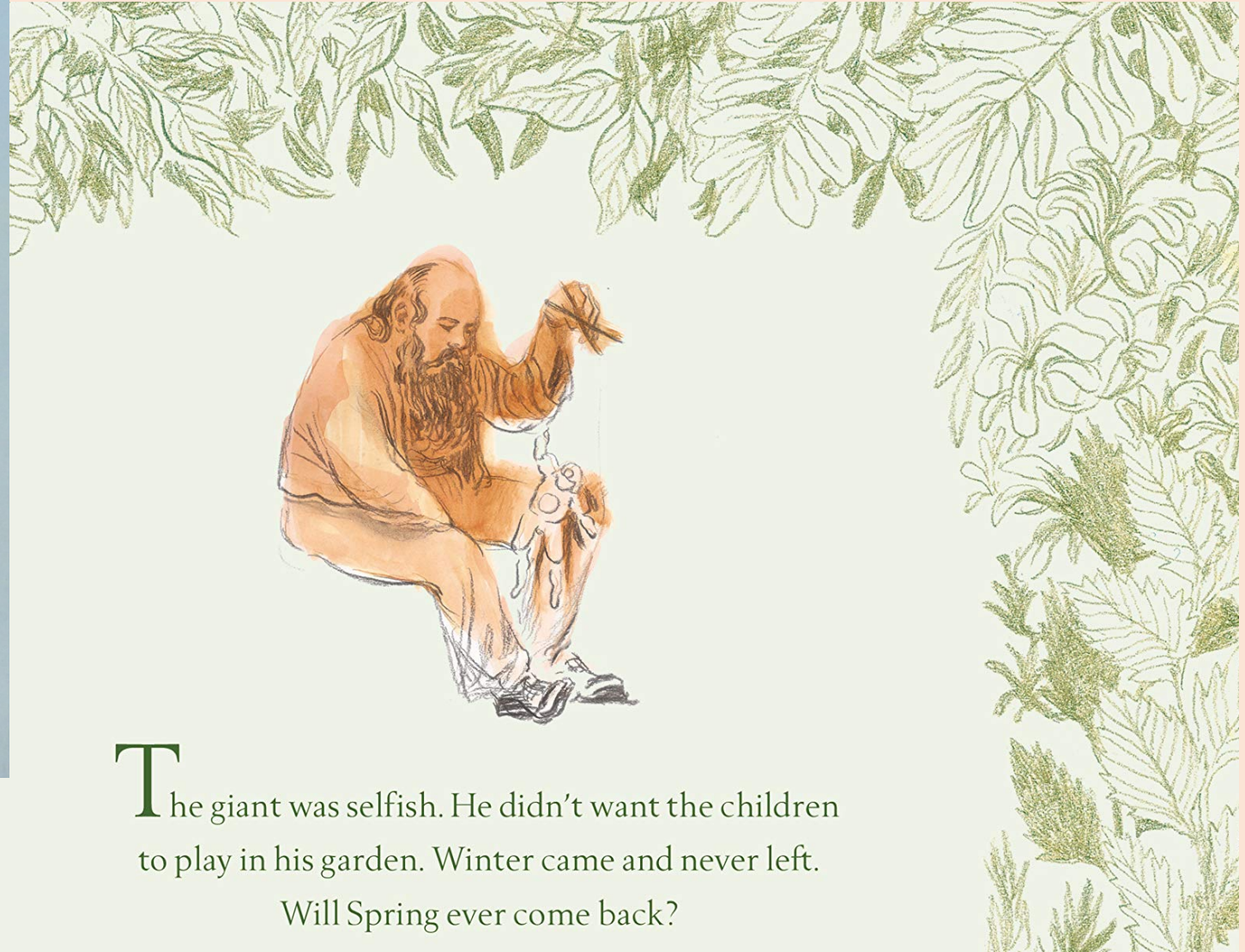
'My own garden is my own garden,' said the Giant;
'anyone can understand that, and I will allow nobody
to play in it but myself.'



Oscar Wilde's classic tale of forgiveness is one of the
most beautiful stories in the English language.

With magnificent illustrations by Ritva Voutila,
this is a book for the whole family to treasure.

This is the blurb
of our new book



The giant was selfish. He didn't want the children
to play in his garden. Winter came and never left.
Will Spring ever come back?

THE SELFISH GIANT



EVERY AFTERNOON, as they were coming from school, the children used to go and play in the Giant's garden.

It was a large lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. "How happy we are here!" they cried to each other.

What is so special about the garden?

Why do the children love playing in there?

What are all the attractive elements of the giants garden?



Look at the first paragraph:

How does the author describe the garden?

What type of vocabulary is used?

Formal descriptions compared to informal

Formal

Delicate blossoms of pink
and pearl

Formal to informal

Formal

Bright pink flowers

What Are Formal and Informal Language?

Can you write definitions for 'formal' and 'informal' language?

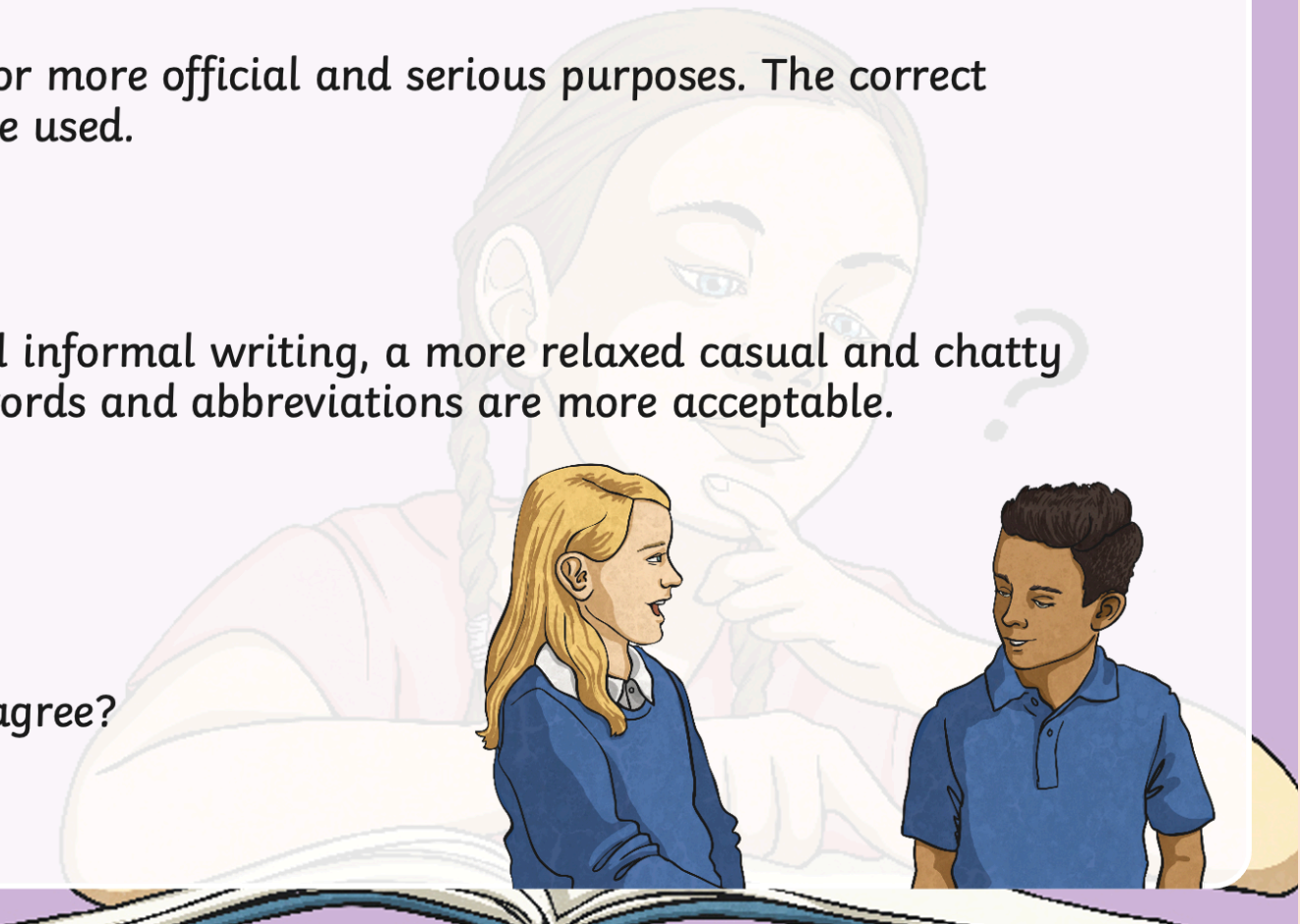
Formal Language

Formal language is used for more official and serious purposes. The correct grammar should always be used.

Informal Language

In **informal** situations and informal writing, a more relaxed casual and chatty style can be used. Slang words and abbreviations are more acceptable.

Do you and your partner agree?



What Are Formal and Informal Language? Answers

formal

uses specific vocabulary for the subject

uses the correct grammar and punctuation

has a more serious tone

often uses complex sentence structures

informal

use more contractions and abbreviations (e.g. it's or TV)

is clear and to the point

has a more 'chatty' tone

uses clichés (e.g. raining cats and dogs)

uses text-style words (lol)

Formal Language

talking to the headteacher
presenting an award
writing a letter of complaint
writing a report

Informal Language

talking to friends
talking on the phone to gran
writing an email to a cousin
sending a text to a friend
writing a personal diary

Formal or Informal Vocabulary

Some vocabulary is more formal, whereas other is more informal in tone. Can you match these formal and informal words with the same meanings (synonyms)?

Formal

profession

injustice

sufficient

opportunity

sacrifice

immediately

Informal

now

chance

enough

job

give up

not fair



Formal or Informal?

Read the following emails and decide whether they are **formal** or **informal**:

Dear Sir/Madam,

I am writing to inform you of my upset when I opened the lucky dip bag I had recently purchased with my own pocket money.

I was disappointed to find that my favourite toy brand had been replaced with an inadequate copy, which even had pieces missing.

I shall expect to be fully compensated for the distress and inconvenience this experience has caused me and hope that you send a replacement promptly.

Yours sincerely,
Miss F. James

Hi Kerry,

You know the lucky dip bag I bought when we went into town yesterday? Well, you'll never believe what happened when I opened it – there was a broken, copy of the toy instead of the real thing!

I was so shocked and annoyed that I've emailed the company to tell them what I think.

I hope they send me a new one ASAP so I can complete the set.

Was your pack ok? I hope so.

C u soon,
Frankie

Please come to see me tomorrow.

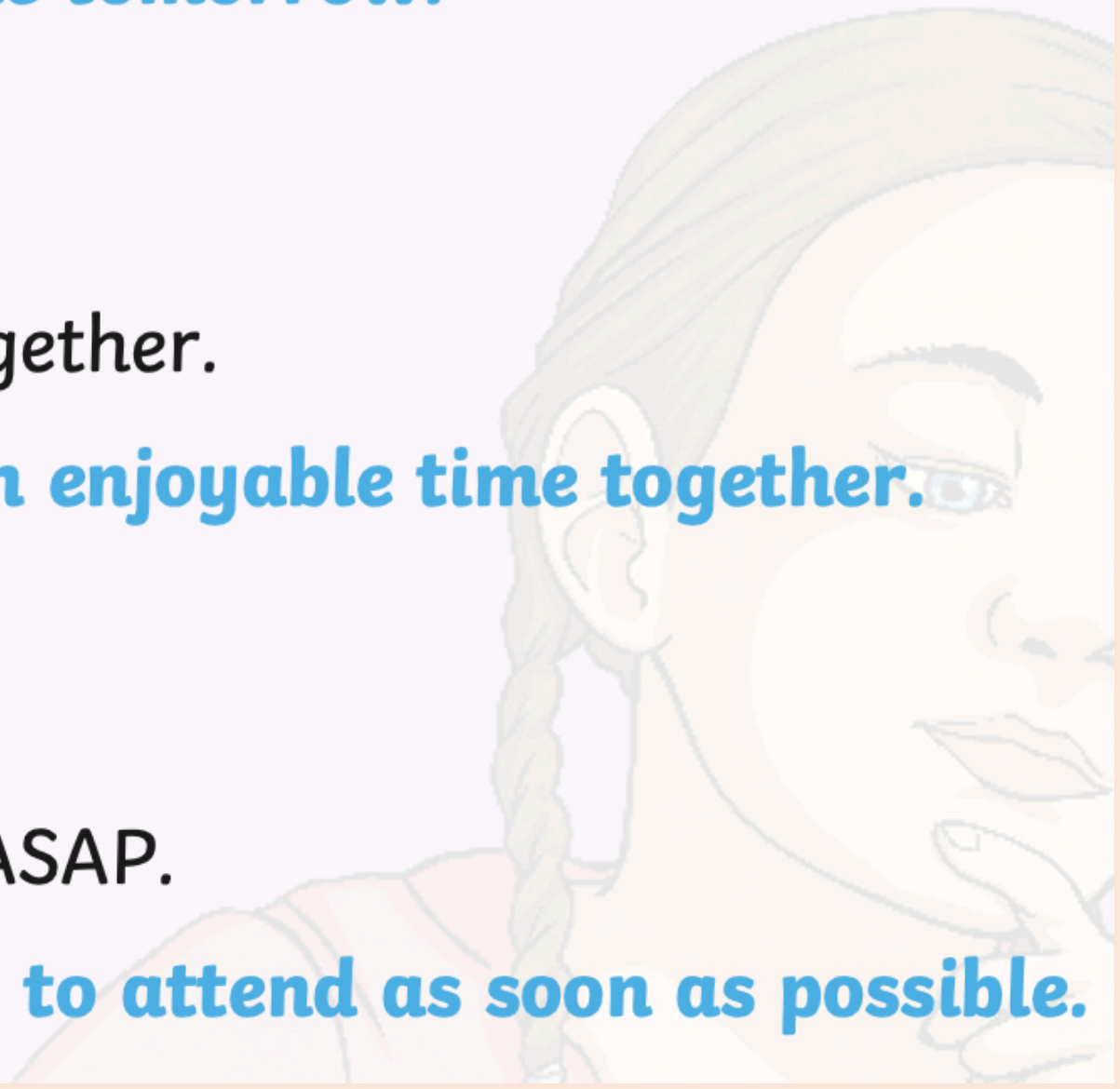
I am requesting that you visit me tomorrow.

I reckon we'll have a fun time together.

I guarantee that we will have an enjoyable time together.

Let me know if you can make it ASAP.

Please inform me if you are able to attend as soon as possible.



Activity

After thinking about the formal and informal vocabulary, complete page 27 - 29 of your CGP SPaG book on formal and informal writing.

Session 3

Reading



Reading

Use

<https://www.oxfordreadingbuddy.com/uk>

or

<https://www.activelearnprimary.co.uk/login?c=0>

to read independently for 30 minutes. Every time you finish a book during reading sessions, create a short book review in your journal.

Session 4

Project Work



Research Project- Introduction

- **Geography:** WHAT IS THE POLAR ICE CAP BIOME? HOW ARE THE POLAR ICE CAPS AFFECTED BY CLIMATE CHANGE?
- **History:** WHO WAS SHACKLETON?

If we were in school, these would be our topics in Geography and History. Therefore, in some of our afternoons this half term, I would like you to create two different projects –one for Geography based on the Ice Biome and Climate change and one for History based on the Explorer Shackleton.

Research Project – Geography Help

Project questions :

- *Where are the Polar Ice Caps located?*
- *What is a Biome?*
- *How have the polar ice caps changed?*
- *Why have they changed?*

You could make:

- An informative and persuasive leaflet/ booklet
 - A PowerPoint presentation



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Research Project – History Help

Project questions:

- *Who is Shackleton?*
- *Where is he from?*
- *Why is he well known?*
- *What expeditions did he go on? Why?*

You could make:

- An informative and explanatory factfile/ booklet
 - A PowerPoint presentation



Tuesday 19th January 2021

Session 1

Maths

MyMaths

<https://app.mymaths.co.uk/>

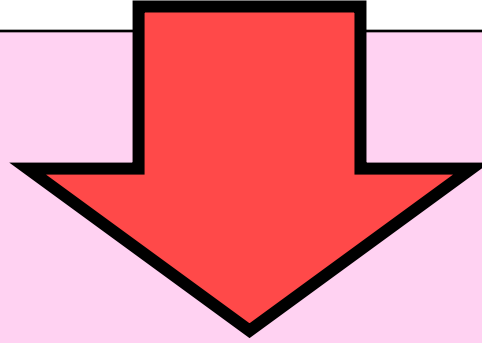
FIRST – Work through the lesson

NEXT - Complete the homework

If you get less than 70% on your homework, look back at the lesson and then try the homework again.

Challenge

**Drama – Stream online drama session at
10:00 with Andrew here**



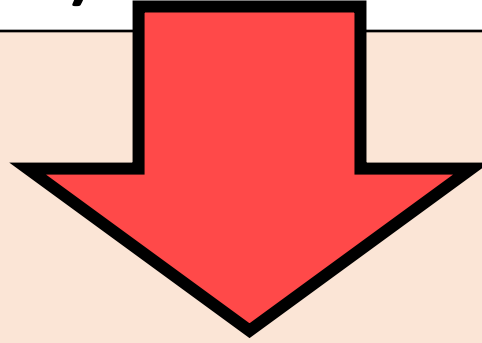
Live Zoom

(details available on class dojo)

Session 2

Music

Music – Stream online music session 11:00 –
11:45 here (zoom)



Live Zoom

(details available on class dojo)

Session 3

English

Using the same picture as yesterday, create some formal noun phrases to describe the garden.

An elegant
giraffe atop the
stone staircase

Clouds of candy
floss float
silently above
the idealistic
orchard.

A trickling water feature
surrounded by
overgrown shrubary

Delicate
butterflies
flutter from tree
top to tree top



Use the formal noun phrases you have written to write a short poem starting '*This is the garden where...*'

This garden is where delicate peach trees blossom and the flowers shine out from the grass like stars in the night sky.

This garden is where stone water features trickle silently in the background while children play joyfully.

This is the garden where...

Session 4

RE



The Gloria

On most Sundays and certain feast days, we sing or say the Gloria. It is a hymn of praise to God. It is a song of rejoicing in God's goodness.

Gloria

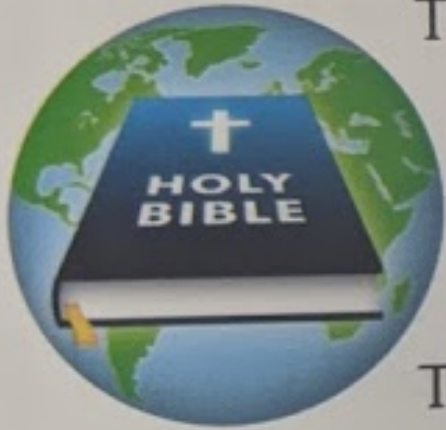
**Glory to God in the highest,
and on earth peace to people of good will.**

**We praise you,
we bless you,
we adore you,
we glorify you,
we give you thanks for your great glory,
Lord God, heavenly King,
O God, almighty Father.**

**Lord Jesus Christ, Only Begotten Son,
Lord God, Lamb of God, Son of the Father,
you take away the sins of the world,
have mercy on us;
you take away the sins of the world,
receive our prayer;
you are seated at the right hand of the Father,
have mercy on us.**

**For you alone are the Holy One,
you alone are the Lord,
you alone are the Most High,
Jesus Christ,
with the Holy Spirit,
in the glory of God the Father.
Amen.**

Liturgy of the Word



The readings are from the Old Testament, the Letters of the New Testament and from the Gospels. These are called the **Word of God** because the writers of the Bible were inspired by God.

The words we hear in the readings are not just about what happened in the past. In them, God is speaking to us now. So we have to listen carefully, not just with our ears, but with our hearts and minds.

We cannot know what God is saying to us unless we listen to Him! Jesus says, "Blessed are those who hear the word of God and keep it" (Lk 11:28). He wants us to put into practice what we hear and understand. He wants the **Word of God** to influence what we do and say.

The Gospel

Before the reading of the Gospel the priest greets us with the words:

The Lord be with you.

We reply: *And with your spirit.*

When the priest says:

A reading from the holy Gospel according to ...

We reply: *Glory to you, O Lord.*

While saying these words, it is a tradition for us to make a little cross + on our forehead, lips and heart. This is asking God to be in our thoughts (head), in our words (lips) and in our heart.

At the end of the Gospel, the priest says: *The Gospel of the Lord.*

We reply: *Praise to you, Lord Jesus Christ.*



Activities

1. The readings at Mass can help us when we are sad, lonely, tired, happy, worried, annoyed, in need of something or wanting to feel loved by God.

a) Look up the following quotations from the Bible.

Jn 14:1	Jn 14:14-15	Lk 6:27	Isaiah 43:4	Col 3:12
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b) Choose the quotations that best fit the faces below. Draw the face and put the scripture reference with it. Give reasons for your choice.

😊 😞 😡 😮 😍

If you don't have a bible, you could google these - they are easy to find 😊



2. Explain how some of the readings could influence moral values or behaviour

Wednesday 20th January 2021

Session 1

Maths

Starter

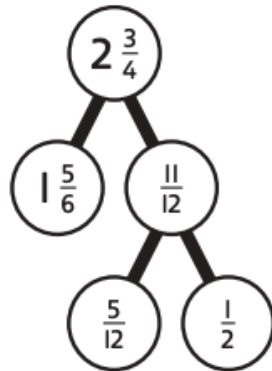
Mark your
work from
last
session 😊

Lesson 10: Problem solving – adding and subtracting fractions (I)

→ pages 117–119

1. The total mass of the apple and pineapple is $\frac{9}{10}$ kg.
2. The perimeter of the triangle is $1\frac{5}{21}$ m.
3. There is $3\frac{9}{10}$ m of wood remaining.

4.



5. The total length of the pencils is $22\frac{7}{20}$ cm.
6. Georgia weighs $1\frac{4}{15}$ lbs more than Anna.

Reflect

Answers will vary – ensure that the calculation in the problem gives an answer of $2\frac{1}{3}$.

Problem solving – adding and subtracting fractions 2



Discover



- 1 a) Aki's bowling balls have a total mass of $15\frac{3}{4}$ kg.
Bella's bowling balls have a total mass of $11\frac{1}{12}$ kg.
Work out the mass of one yellow ball.
- b) Work out the mass of one red striped ball.

Problem solving – adding and subtracting fractions 2

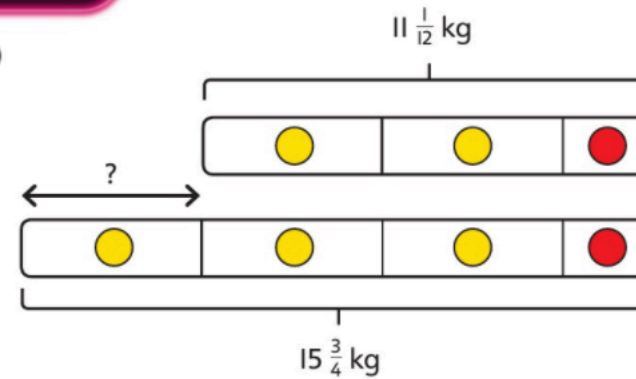
Discover



- 1** a) Aki's bowling balls have a total mass of $15\frac{3}{4}$ kg.
Bella's bowling balls have a total mass of $11\frac{1}{12}$ kg.
Work out the mass of one yellow ball.
- b) Work out the mass of one red striped ball.

Share

a)



I drew a bar model.
I worked out the mass of one yellow bowling ball by subtracting.



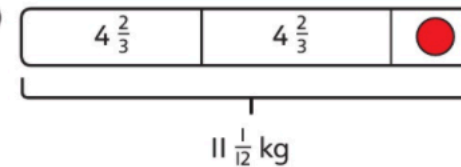
Mass of 1 yellow bowling ball = $15\frac{3}{4} - 11\frac{1}{12}$

$$15\frac{3}{4} = 15\frac{9}{12}$$

$$15\frac{9}{12} - 11\frac{1}{12} = 4\frac{8}{12} \quad 4\frac{8}{12} = 4\frac{2}{3}$$

The mass of 1 yellow bowling ball is $4\frac{2}{3}$ kg.

b)



Now I know the mass of each yellow bowling ball I can put this into my model.



The mass of 2 yellow bowling balls is

$$4\frac{2}{3} + 4\frac{2}{3} = 8\frac{4}{3} = 8 + 1\frac{1}{3} = 9\frac{1}{3} \text{ kg}$$

$$11\frac{1}{12} = 10\frac{13}{12}$$

$$\text{So } 10\frac{13}{12} - 9\frac{1}{3} = 10\frac{13}{12} - 9\frac{4}{12} = 1\frac{9}{12}$$

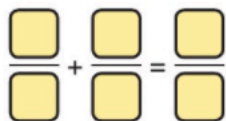
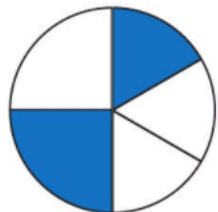
$$1\frac{9}{12} = 1\frac{3}{4}$$

The mass of one red striped bowling ball is $1\frac{3}{4}$ kg.

Think together

Complete this in your journal

- 1 What fraction of the shape is not shaded?



$\frac{5}{8}$ of the shape is not shaded.

- 2 Kate is cycling to the beach. It is $6\frac{1}{3}$ km from her house.
She cycles for $2\frac{4}{5}$ km, has a break and then cycles for another $1\frac{2}{3}$ km.
How much further does she need to cycle?

- 3 Three points are marked on a number line.
C is $1\frac{5}{6}$ less than B.

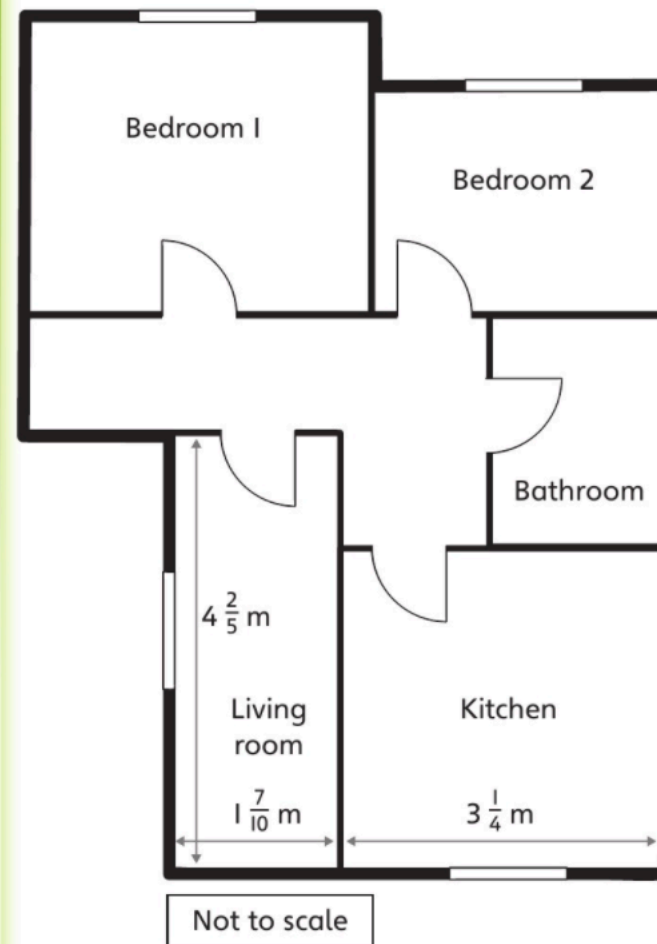


How much bigger is C than A?

- 4 Mo's house has a square shaped kitchen and a rectangle shaped living room.

Which room has the bigger perimeter?

How much bigger?



CHALLENGE

I must think what I know about squares and rectangles. I wonder if I have to add all four sides together to work out the answers.



Now you have completed the new learning, complete page 120 – 122 of the Power Maths Practice book.

Session 2

English

Starter:

- What do you know about giants?
- What kind of stories do giants usually appear in?
- What are their typical characteristics?

THE SELFISH GIANT



EVERY AFTERNOON, as they were coming from school, the children used to go and play in the Giant's garden.

It was a large lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. "How happy we are here!" they cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish ogre, and had stayed with him for seven years. After the seven years were over he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden.

"What are you doing there?" he cried in a very gruff voice, and the children ran away.

Continue reading
our story...



"My own garden is my own garden," said the Giant; "any one can understand that, and I will allow nobody to play in it but myself." So he built a high wall all round it, and put up a notice-board.

Use the image to think about these questions

- Why did the giant forbid the giant from entering the garden?
 - What had the children done?
- Create a list of actions (on next slide)

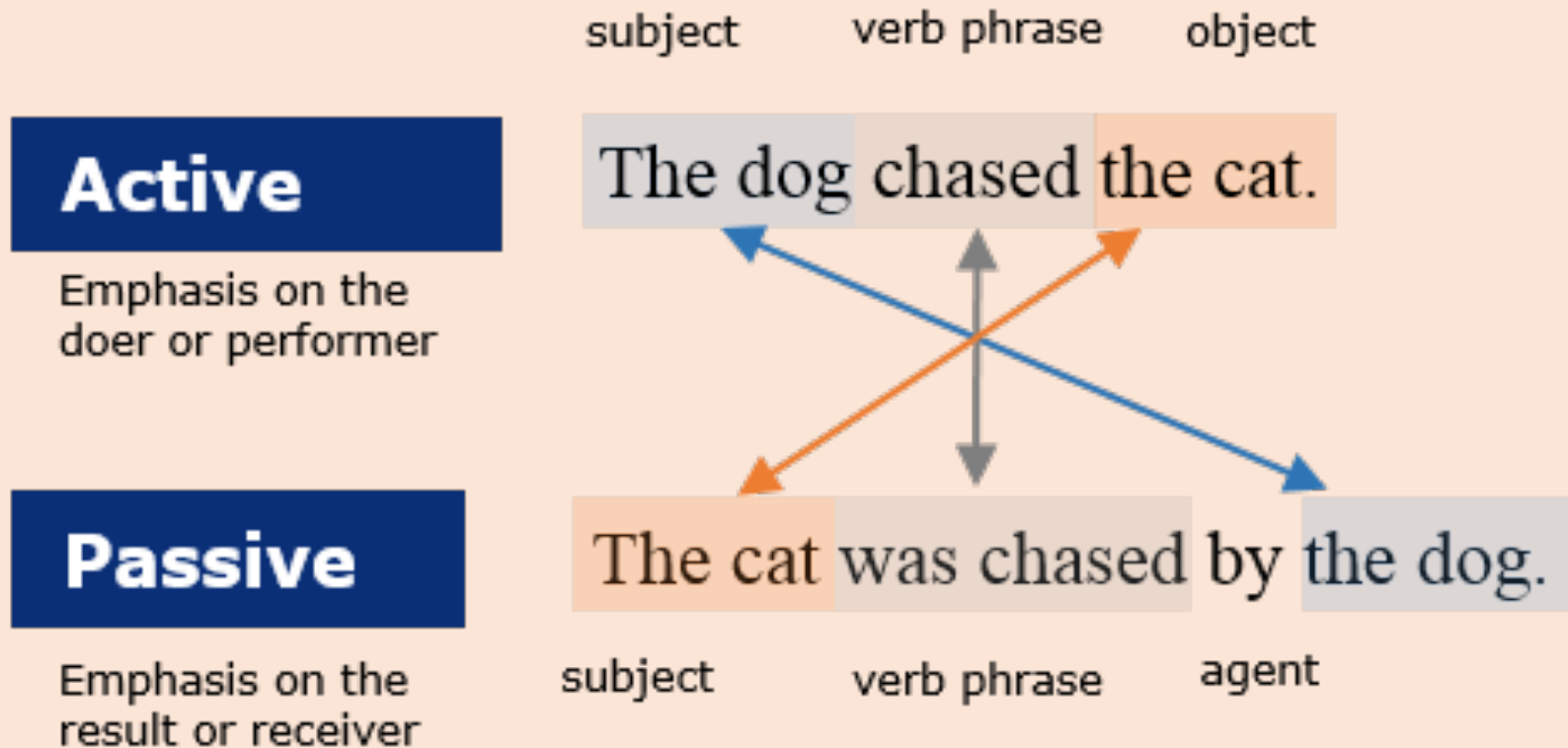


Write some active sentences in a table – I have given you some examples already

[illegible]

Active to Passive

We change sentences from active to passive by putting the object first (think back to when we learnt about this initially when we did 'Star of Fear, Star of Hope').



Activity in your workbook: Change your sentences from active to passive voice

Example:

Active

The children scattered the toys.

Passive

The toys were scattered by the children.

Active

The children left the dominoes everywhere.

Passive

The dominoes were left everywhere

Remember,
You do not
always need a
subject for
the passive
voice to make
sense.

Session 3
Science
The Human Body

Watch this video of the blood's Journey on active learn (log in with your bug club login).

https://resources.activelearnprimary.co.uk/resource_frame.html?resid=362595&origin=https%3A%2F%2Fwww.activelearnprimary.co.uk&type=sciencebug&hideClose=0&returnTo=null&url=/r00/r0036/r003625/r00362595/current/player.html?has_close_button=1

After / while you are watching (you can watch it as many times as you need) you have watched the video, write a definition for the three tubes that carry blood around the body:

arteries:

Capillaries:

Veins:

The heart takes in blood that is low in oxygen (deoxygenated blood) from the body. It pumps it through the right side of the heart (on your right) and on to the lungs where the blood passes through very small blood vessels and absorbs oxygen. This newly oxygenated blood is pumped back through the heart and on to the rest of the body where the oxygen provides fuel for muscles and organs.

Watch this video (How the heart works) on active learn:

<https://bit.ly/2XCj37P>

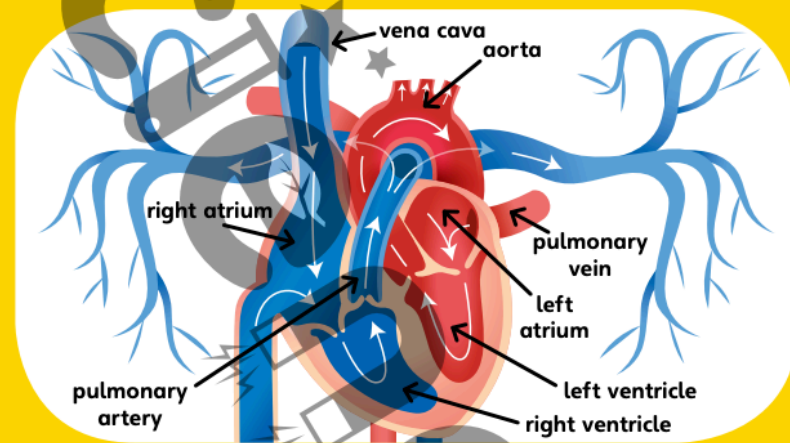
Then (The Circulation Map)

<https://bit.ly/3nEBT8L>

the conventional representation of oxygenated blood is red and deoxygenated blood is blue but this does not mean that the blood is actually that colour. Blood carrying oxygen is bright red and de-oxygenated blood is a darker red in colour. Explain also that oxygenated blood is represented on the right side of a circulatory diagram and deoxygenated blood on the left but this does not mean that the left side only has deoxygenated blood.

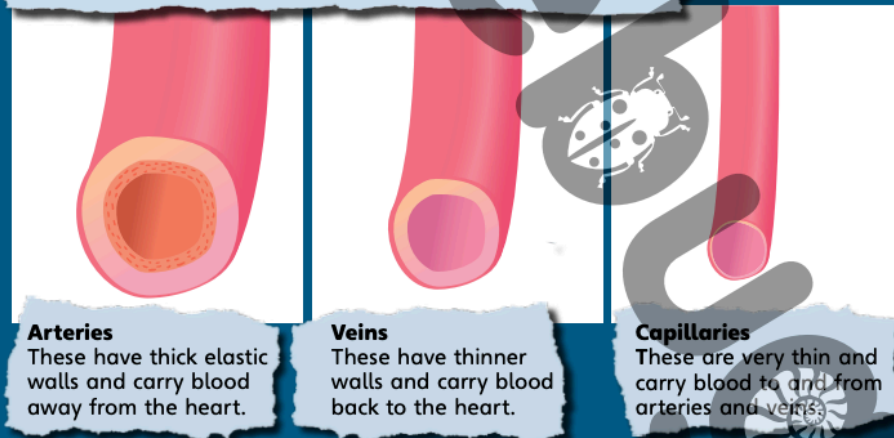
Circulating blood

Look at this diagram of the heart.



The heart has four chambers. There are four blood vessels or tubes coming in or out of the chambers. Which ones do you think carry blood into the heart? What do the other tubes do?

Three types of blood vessels carry blood around your body.



Arteries

These have thick elastic walls and carry blood away from the heart.

Veins

These have thinner walls and carry blood back to the heart.

Capillaries

These are very thin and carry blood to and from arteries and veins.

Did you know?

Your heart beats about 3 000 million times during your lifetime.

AND ...

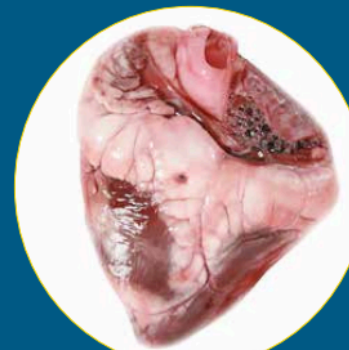
If you stretched out all of your blood vessels they would reach a quarter of the way to the Moon!

Speed up, slow down

When we exercise, our heart beats faster. Try it yourself. Find your pulse and measure it when you are resting. Now exercise hard for a few minutes and take another measurement. Are the numbers of beats per minute the same?



When we exercise, our heart needs to pump blood around our body faster. Why do you think this is?



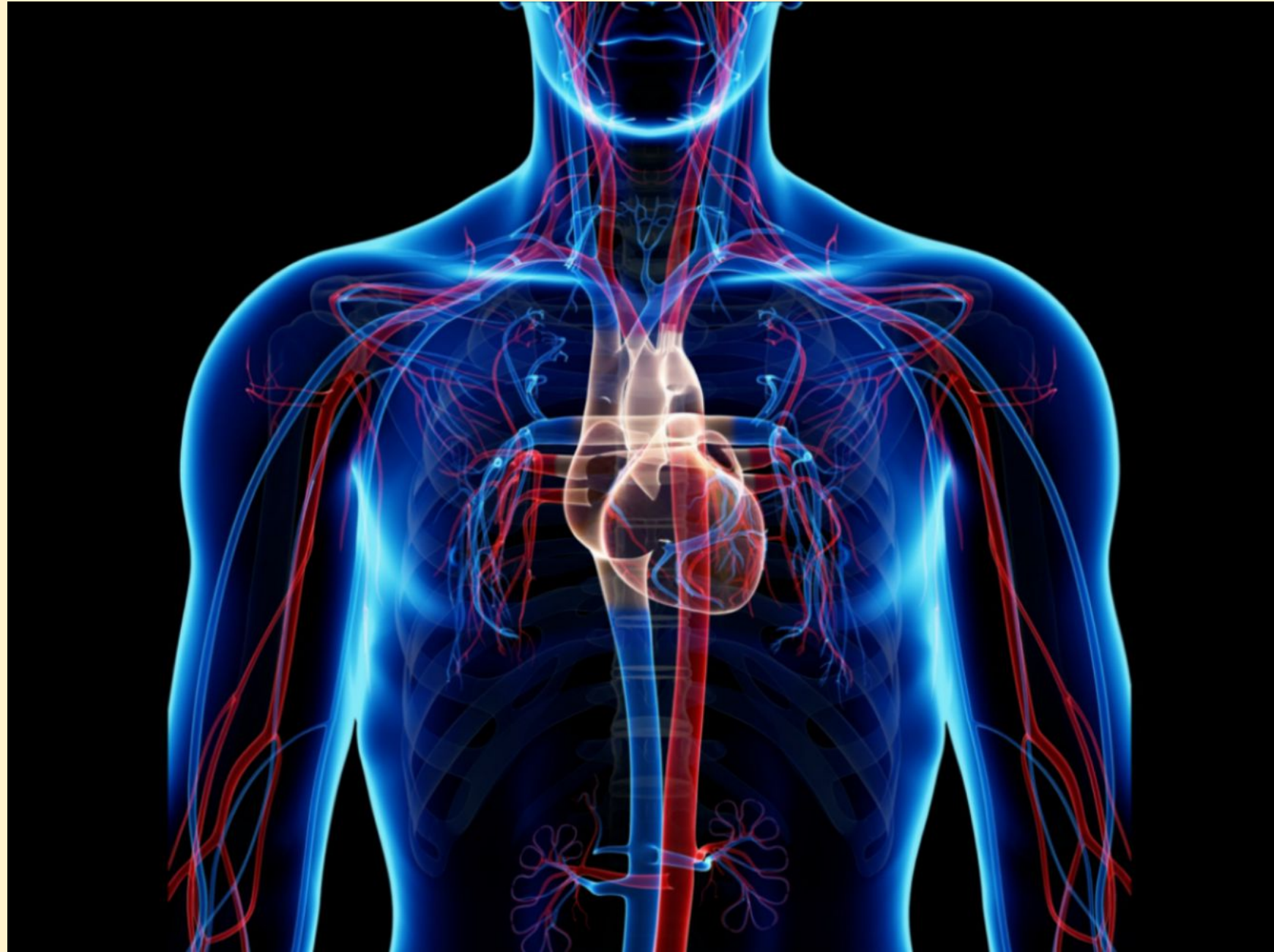
a human heart

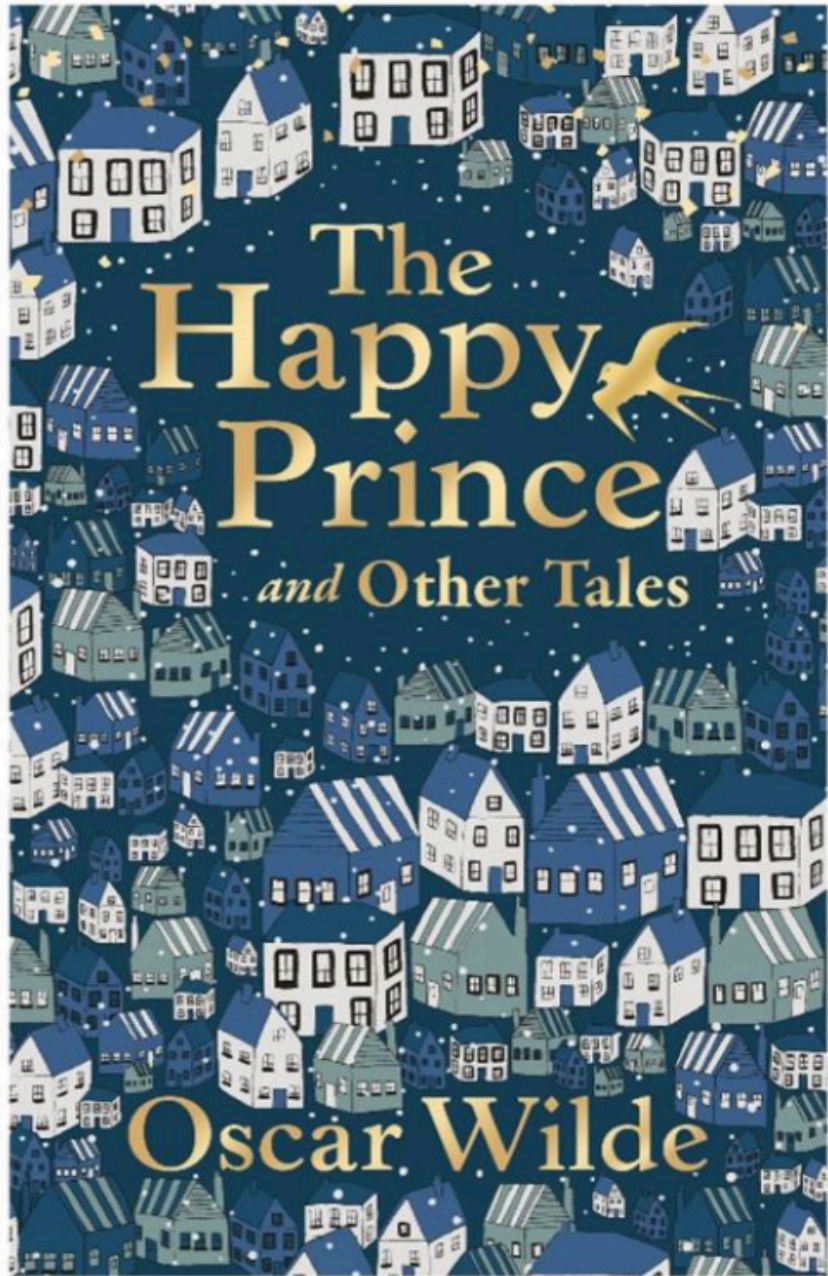
Find out!

The human heart beats about 70 times a minute when we are resting. A hummingbird's heart beats 1 300 times each minute. A blue whale's beats only 10 times each minute! Is there a pattern between the number of heart beats per minute and the size of an animal?

Activity

*Create a **circulatory system fact file** and/or a **labelled diagram** to display what you have learnt from the videos and the notes you have made. Please **upload** these to class dojo.*





Session 4

Guided Reading

Clarify vocabulary



- withered
- agility
- thimble
- curious
- ghetto
- seamstress
- slumber
- sculptured

Complete a word analysis grid for your group's word.

Define it:	Related words or synonyms:
<div>Word:</div>	
Draw it:	Use it in a sentence:

Define it:

Related words or synonyms:

Word:

Draw it:

Use it in a sentence:

THE HAPPY PRINCE

HIGH ABOVE THE CITY, ON A TALL column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby glowed on his sword-hilt.

He was very much admired indeed. 'He is as beautiful as a weathercock,' remarked one of the town councillors who wished to gain a reputation for having artistic tastes; 'only not quite so useful,' he added, fearing lest people should think him unpractical, which he really was not.

'Why can't you be like the Happy Prince?' asked a sensible mother of her little boy who was crying

for the moon. 'The Happy Prince never dreams of crying for anything.'

'I am glad there is someone in the world who is quite happy,' muttered a disappointed man as he gazed at the wonderful statue.

'He looks just like an angel,' said the charity children as they came out of the cathedral in their bright scarlet cloaks and their clean white pinafores.

'How do you know?' said the mathematical master, 'you have never seen one.'

'Ah! but we have, in our dreams,' answered the children; and the mathematical master frowned and looked very severe, for he did not approve of children dreaming.

One night there flew over the city a little swallow. His friends had gone away to Egypt six weeks before, but he had stayed behind, for he was in love with the most beautiful reed. He had met her early in the spring as he was flying down the river after a big yellow moth, and had been so attracted by her slender waist that he had stopped to talk to her.

'Shall I love you?' said the swallow, who liked to

come to the point at once, and the reed made him a low bow. So he flew round and round her, touching the water with his wings, and making silver ripples. This was his courtship, and it lasted all through the summer.

'It is a ridiculous attachment,' twittered the other swallows, 'she has no money, and far too many relations,' and indeed the river was quite full of reeds. Then, when the autumn came they all flew away.

After they had gone he felt lonely, and began to tire of his lady-love. 'She has no conversation,' he said, 'and I am afraid that she is a coquette, for she is always flirting with the wind.' And certainly, whenever the wind blew, the reed made the most graceful curtseys. 'I admit that she is domestic,' he continued, 'but I love travelling, and my wife, consequently, should love travelling also.'

'Will you come away with me?' he said finally to her, but the reed shook her head, she was so attached to her home. 'You have been trifling with me,' he cried. 'I am off to the Pyramids. Goodbye!' and he flew away.

All day long he flew, and at night-time he arrived at the city. 'Where shall I put up?' he said; 'I hope the town has made preparations.'

Then he saw the statue on the tall column.

'I will put up there,' he cried; 'it is a fine position, with plenty of fresh air.' So he alighted just between the feet of the Happy Prince.

'I have a golden bedroom,' he said softly to himself as he looked round, and he prepared to go to sleep; but just as he was putting his head under his wing a large drop of water fell on him. 'What a curious thing!' he cried; 'there is not a single cloud in the sky, the stars are quite clear and bright, and yet it is raining. The climate in the north of Europe is really dreadful. The reed used to like the rain, but that was merely her selfishness.'

Then another drop fell.

'What is the use of a statue if it cannot keep the rain off?' he said. 'I must look for a good chimney-pot,' and he determined to fly away.

But before he had opened his wings, a third drop fell, and he looked up, and saw – Ah! what did he see?

The eyes of the Happy Prince were filled with tears, and tears were running down his golden cheeks. His face was so beautiful in the moonlight that the little swallow was filled with pity.

'Who are you?' he said.

'I am the Happy Prince.'

'Why are you weeping then?' asked the swallow; 'you have quite drenched me.'

'When I was alive and had a human heart,' answered the statue, 'I did not know what tears were, for I lived in the Palace of Sans-Souci, where sorrow is not allowed to enter. In the daytime I played with my companions in the garden, and in the evening I led the dance in the great hall. Round the garden ran a very lofty wall, but I never cared to ask what lay beyond it, everything about me was so beautiful. My courtiers called me the Happy Prince, and happy indeed I was, if pleasure be happiness. So I lived, and so I died. And now that I am dead they have set me up here so high that I can see all the ugliness and all the misery of my city, and though my heart is made of lead yet I cannot choose but weep.'

'What! is he not solid gold?' said the swallow to himself. He was too polite to make any personal remarks out loud.

'Far away,' continued the statue in a low musical voice, 'far away in a little street there is a poor house. One of the windows is open, and through it I can see a woman seated at a table. Her face is thin and worn and she has coarse, red hands, all pricked by the needle, for she is a seamstress. She is embroidering passion-flowers on a satin gown for the loveliest of the queen's maids-of-honour to wear at the next court-ball. In a bed in the corner of the room her little boy is lying ill. He has a fever and is asking for oranges. His mother has nothing to give him but river water, so he is crying. Swallow, swallow, little swallow, will you not bring her the ruby out of my sword-hilt? My feet are fastened to this pedestal and I cannot move.'

'I am waited for in Egypt,' said the swallow. 'My friends are flying up and down the Nile, and talking to the large lotus-flowers. Soon they will go

to sleep in the tomb of the great king. The king is there himself in his painted coffin. He is wrapped in yellow linen, and embalmed with spices. Round his neck is a chain of pale green jade, and his hands are like withered leaves.'

'Swallow, swallow, little swallow,' said the prince, 'will you not stay with me for one night, and be my messenger? The boy is so thirsty, and the mother so sad.'

'I don't think I like boys,' answered the swallow. 'Last summer, when I was staying on the river there were two rude boys, the miller's sons, who were always throwing stones at me. They never hit me, of course; we swallows fly far too well for that, and besides, I come of a family famous for its agility; but still, it was a mark of disrespect.'

But the Happy Prince looked so sad that the little swallow was sorry. 'It is very cold here,' he said, 'but I will stay with you for one night, and be your messenger.'

'Thank you, little swallow,' said the prince.

So the swallow picked out the great ruby from

The Happy Prince

the prince's sword, and flew away with it in his beak over the roofs of the town.

He passed by the cathedral tower, where the white marble angels were sculptured. He passed by the palace and heard the sound of dancing. A beautiful girl came out on the balcony with her lover. 'How wonderful the stars are,' he said to her, 'and how wonderful is the power of love!'

'I hope my dress will be ready in time for the state ball,' she answered; 'I have ordered passion-flowers to be embroidered on it: but the seamstresses are so lazy.'

He passed over the river, and saw the lanterns hanging from the masts of the ships. He passed over the ghetto, and saw the old Jews bargaining with each other, and weighing out money in copper scales. At last he came to the poor house and looked in. The boy was tossing feverishly on his bed, and the mother had fallen asleep, she was so tired. In he hopped, and laid the great ruby on the table beside the woman's thimble. Then he flew gently round the bed, fanning the boy's

forehead with his wings. 'How cool I feel!' said the boy, 'I must be getting better,' and he sank into a delicious slumber.

Then the swallow flew back to the Happy Prince, and told him what he had done. 'It is curious,' he remarked, 'but I feel quite warm now, although it is so cold.'

'That is because you have done a good action,' said the prince. And the little swallow began to think, and then he fell asleep. Thinking always made him sleepy.

When day broke he flew down to the river and had a bath. 'What a remarkable phenomenon!' said the professor of ornithology as he was passing over the bridge. 'A swallow in winter!' And he wrote a long letter about it to the local newspaper. Everyone quoted it, it was full of so many words that they could not understand.

'Tonight I go to Egypt,' said the swallow, and he was in high spirits at the prospect. He visited all the public monuments, and sat a long time on top of the church steeple. Wherever he went the

After you have read:

- Why does the swallow not like boys?
- How did the swallow help the boy?
- Why did the swallow feel warm?



Think out loud

The author wants you to think that the beautiful girl is self-absorbed. Find evidence to support this view.

What does the prince mean when he says, 'That is because you have done a good action'?

What does the author want you to think about the prince?

Write your answers to these questions and **THEN** check your answers on the next slide. Did you identify the correct information from the text and infer the correct things?

The author wants you to think that the beautiful girl is self-absorbed. Find evidence to support this view.

- 'I hope my dress will be ready in time for the state ball,'
- '...but the seamstresses are so lazy.' She is only concerned with her dress, not if the seamstress making it is ok

What does the prince mean when he says, 'That is because you have done a good action'?

- He is telling the swallow that the reason he feels warm inside is because he has done something good. He is probably referring to belief that doing good deeds can be good for your soul.

What does the author want you to think about the prince?

- He wants you to realise that although in life the prince seemed self-centred because of his privileged life-style, since he has become a statue he has become more compassionate and caring and believes it is the right thing to help people in need. He is now kind, caring and far less selfish.

Thursday 21st January 2021

Session 1

Maths

Starter

Mark your work from
last session 😊

Lesson II: Problem solving – adding and subtracting fractions (2)

→ pages 120–122

1. The height of the tallest elephant is $2\frac{17}{20}$ metres.
2. The mass of the empty picnic basket is $\frac{1}{4}$ kg.
3. There were $11\frac{3}{4}$ million downloads in total.
4. The spider is $\frac{23}{30}$ metres from the top of the drain pipe.
5. The distance BC is bigger than the distance AB by $\frac{8}{9}$.

Reflect

Answers will vary – encourage children to spot their mistakes and learn from them. How could they make things easier? Would being fluent with their times-tables help?

End of unit check



1 What is $\frac{2}{3} + \frac{3}{5}$?

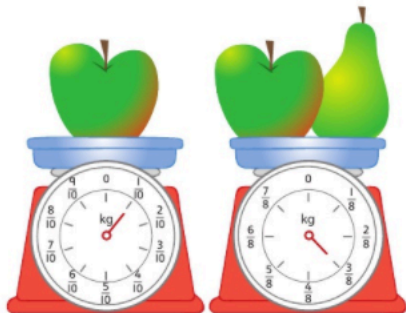
A $1\frac{4}{15}$

B $1\frac{9}{15}$

C $\frac{5}{8}$

D $\frac{5}{15}$

2 How much does the pear weigh?



A $\frac{3}{8}$ kg

B $\frac{11}{40}$ kg

C $\frac{4}{18}$ kg

D $\frac{19}{40}$ kg

3 Which one of these fractions is the biggest?

A $\frac{3}{4}$

B $\frac{4}{5}$

C $\frac{3}{5}$

D $\frac{7}{10}$

4 What is $2\frac{1}{5} + 3\frac{5}{6}$?



A $5\frac{6}{11}$

B $5\frac{6}{30}$

C $5\frac{1}{30}$

D $6\frac{1}{30}$

5 What is the missing denominator?

$$1\frac{1}{4} + 1\frac{1}{\boxed{}} = 2\frac{9}{12}$$

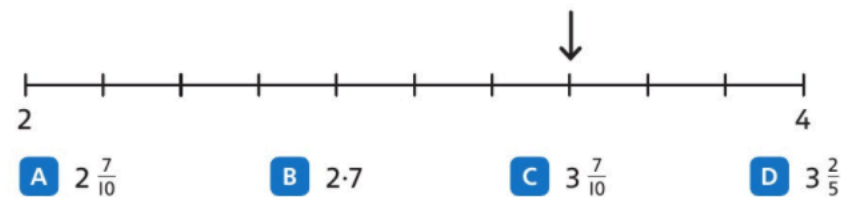
A 3

B 12

C 2

D 8

6 What is the number shown by the arrow?



A $2\frac{7}{10}$

B 2.7

C $3\frac{7}{10}$

D $3\frac{2}{5}$

7 At the school fete Lee is helping at the cake stall. He has $3\frac{1}{2}$ cakes.



Lee sells $2\frac{1}{6}$ cakes.

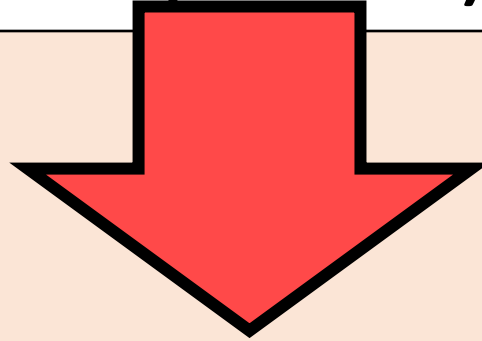
How many cakes does he have left?

Now you have completed the new learning, complete page 123 – 125 of the Power Maths Practice book.

Session 2

Spanish

Spanish – Stream online Spanish session
11:00 – 11:45 here (Zoom)



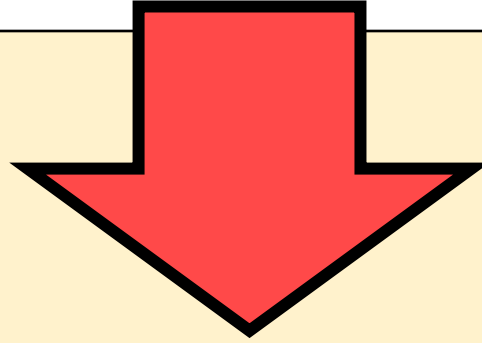
Live Zoom

(details available on class dojo)

Session 3

Dance

Drama – Stream online dance session 13:30
with Rebecca here



Live Zoom

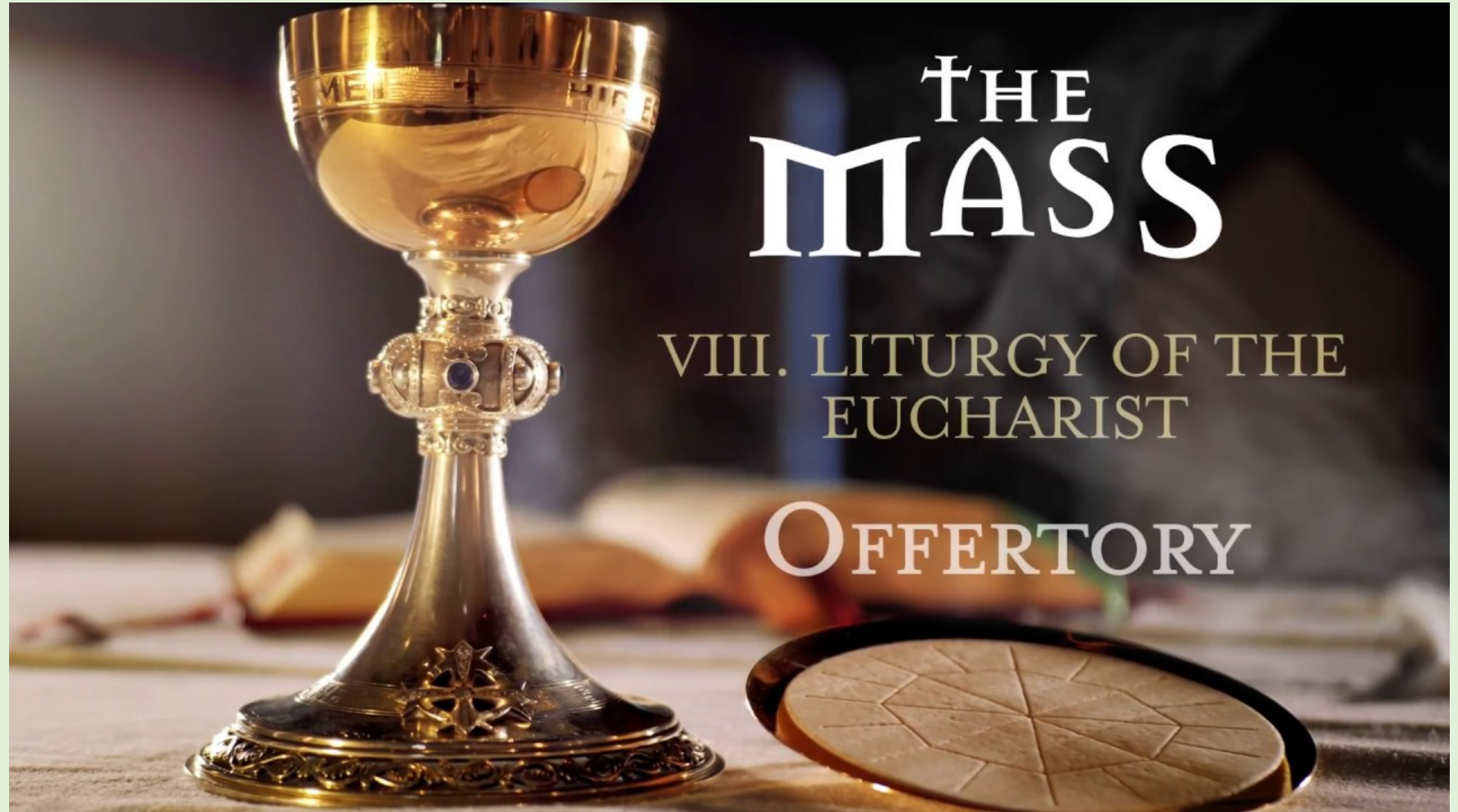
(details available on class dojo)

Session 4

RE

What is the offertory?

Watch the link below to have the offertory explained



<https://www.youtube.com/watch?v=6xXOT5Oq8TA>

Examples of what we can offer:

- *The times we have helped others*
- *The successes and good things that have happened*
- *Our disappointments and difficulties*

All these gifts are offered to God the Father when the priest says:



*Blessed are you, Lord, God of all creation,
for through your goodness we have the bread we offer
you:*

*fruit of the earth and work of human hands,
it will become for us the bread of life.*

We reply: ***Blessed be God forever.***

*Blessed are you, Lord, God of all creation,
for through your goodness we have received
the wine we offer you,*

*fruit of the vine and work of human hands,
it will become our spiritual drink.*

We reply: ***Blessed be God forever.***

The gift of ourselves and all that we do to help others, God transforms into something beautiful. In return, we receive God's love and grace.

Activities

Number 1

Explain what happens at the Offertory at the mass and why it is important.

Number 2

Give examples of the offerings we can make to Jesus

Friday 15th January 2021

Session 1

Maths

Problem solving

Starter Questions

1.

Emily measured her mum and dad. Her mum was $1\frac{2}{3}$ metres tall and her dad was $1\frac{6}{8}$ metres tall. How much taller is her dad than her mum?



2.

Raul walked $12\frac{6}{7}$ km on Monday. He walked $8\frac{2}{3}$ more on Friday. How many more km did he walk on Monday than on Friday?



Adding and Subtracting Fractions

Before we move onto our next topic, recap what you have learnt about adding and subtracting fractions by solving equations from the CGP book.

If you want any further reminders about adding and subtracting fractions (I know that the more help with fractions, the better because they are difficult to understand), watch the videos and complete the activities on this bbc bitesize link:

<https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/z9n4k7h>

Complete the activities in the CGP
Maths book on page 20 and 21

Session 2

English

Activity : Using your sentences from Wednesday, write a monologue from the giants POV to explain why he did not want the children to play in the garden.

After returning to my castle after seven year away, I was disgusted to find several beastly children playing in my garden. They had made such a terrible mess and their toys were scattered everywhere. I was mortified to discover that they assumed it was acceptable to disrespect my garden in the way they did.

Ensure you
use formal
language
and the
passive
voice

Session 3

Comprehension



The Story of My Life

CGP

Comprehension
book

– pg 6 - 7

B A N T A M C L A S S I C

THE STORY OF MY LIFE *by* Helen Keller



Session 4

Wellbeing Friday



Tuesday 19th January was National Popcorn Day!

Get yourself some popcorn, or your favourite snack, grab your favourite book and get comfy for half an hour of independent reading, or log online and listen to today's read with the teacher.

THEN.... Put on a film and RELAX



Thank you for all
your hard work
this week!

Week 3 - DONE 😊

stay safe



ALWAYS BELIEVE
SOMETHING
WONDERFUL IS
ABOUT TO HAPPEN.

HAPPY WEEKEND