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 25th January 2021

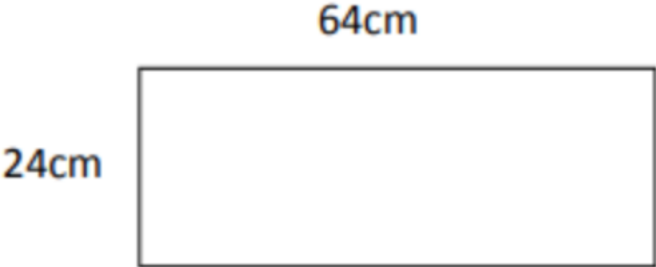| Day	Session 1			Session 2		Session 3	Session 4
Monday 11th January	**Maths** Last Week, Last Month. Last Topic, Last Term & Monday Maths Questions		**B R E A K**	**English** Note to the giant	**L U N C H**	**Reading** Independent Reading	**Research Projects** History and Geography
Tuesday 12th January	**Maths** MyMaths	**Drama** Live Lesson with Andrew (Zoom)		**Music** Live Lesson (Zoom)		**English** Personification of the weather	**RE** The Consecration
Wednesday 13th January	**Maths** Multiplying a fraction by a whole number. Power Maths Practice book pg 126 - 128			**English** Semi-Colons SPaG book pg 60 – 61.		**Science** The heart documentary	**Guided Reading** Continue reading and identify the moral of the story
Thursday 15th January	**Maths** Multiplying a fraction by a fraction 1. Power Maths Practice book pg 129 - 131			**Spanish** Live Lesson (Zoom)		**Dance** Live Lesson with Rebecca (Zoom)	**RE** Our Father
Friday 16th January	**Maths** Multiplying a fraction by a fraction 2. Power Maths Practice book pg 132 - 134			**English** Write a letter to Spring		**Reading** Comprehension – The Lost Diary of Snow White– CGP pg 8 – 9.	**Wellbeing Friday** National Draw a Dinosaur Day

Monday 25th January 2021

Session 1
Maths
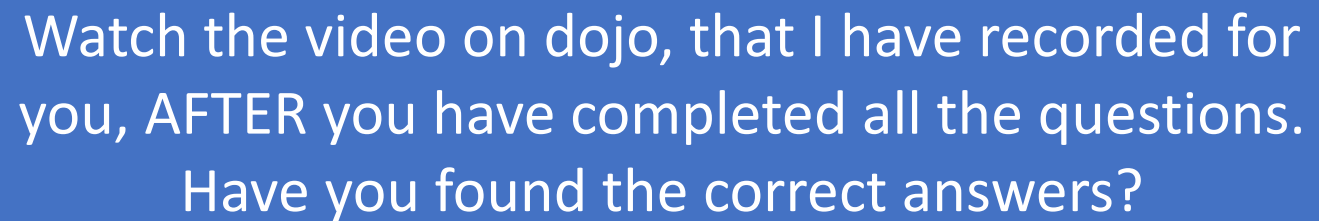
Today is all about recapping your learning and putting into practice what you already know.

| Last week	Last month
At a class party, the teacher provided Pizzas for the whole class. He bought 12 whole pizzas. All pizzas were eaten. Table A ate 3 ½ Pizzas. Table B ate 4 9/10 pizzas. How much pizza did table C eat?	Simplify these improper fractions and then show your answer as a mixed number: $\dfrac{90}{20} =$ $\dfrac{850}{120} =$ $\dfrac{245}{56} =$ $\dfrac{58}{14} =$
Last Topic	**Last Year**
Use BODMAS to solve: 1) $(56 \div 8) \times 2^2 =$ 2) $9 + 17 - (8 \times 2) + 10 =$ 3) $8 + 4 \times 3 \div 2 + 5 =$	Find the perimeter of this shape 64cm 24cm

Complete the following arithmetic problems :

Watch the video on dojo, that I have recorded for you, AFTER you have completed all the questions. Have you found the correct answers?

Q 1

100 + [   ] = 1014

Q 2

$6 \times 5 \times 8 =$

Q 3
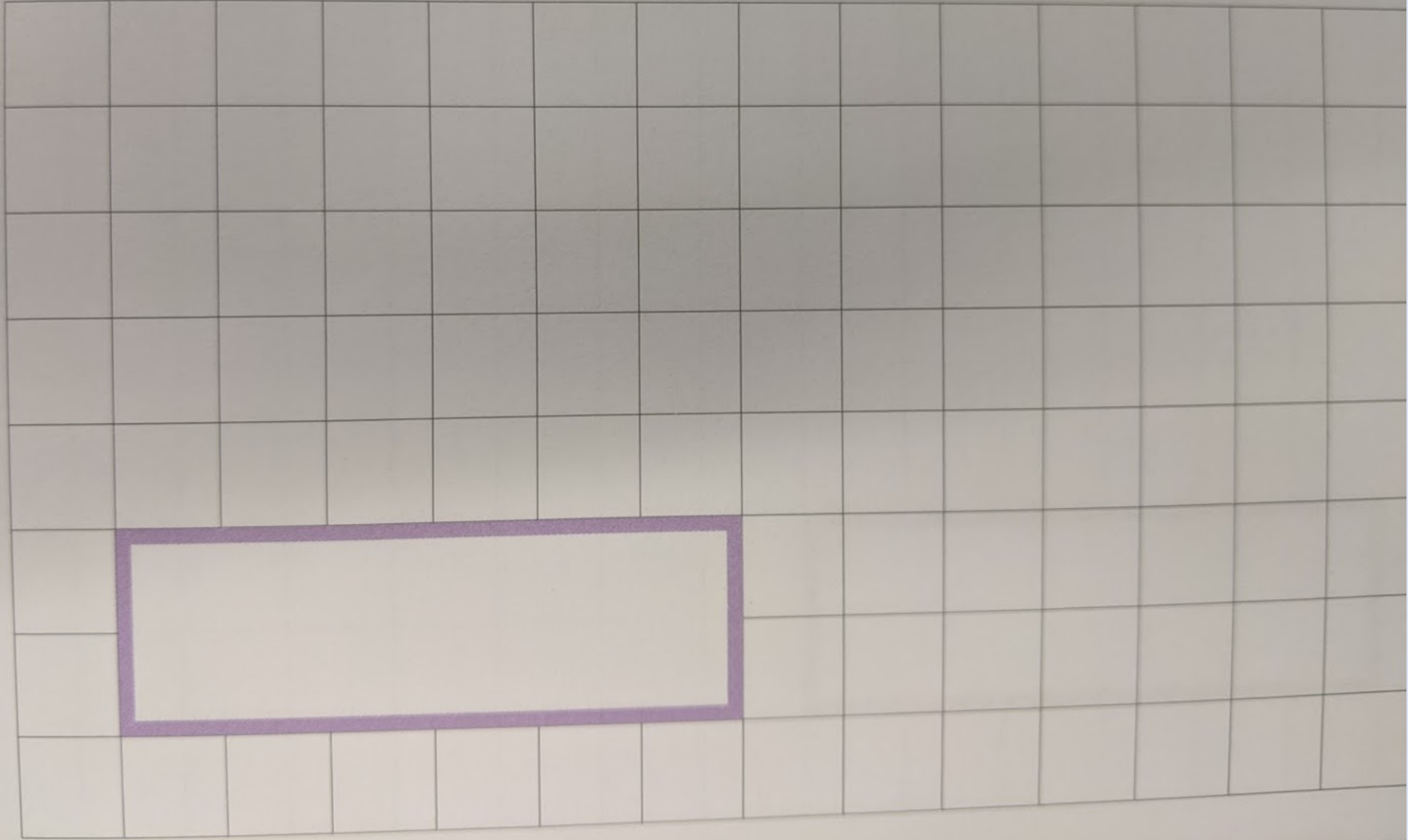
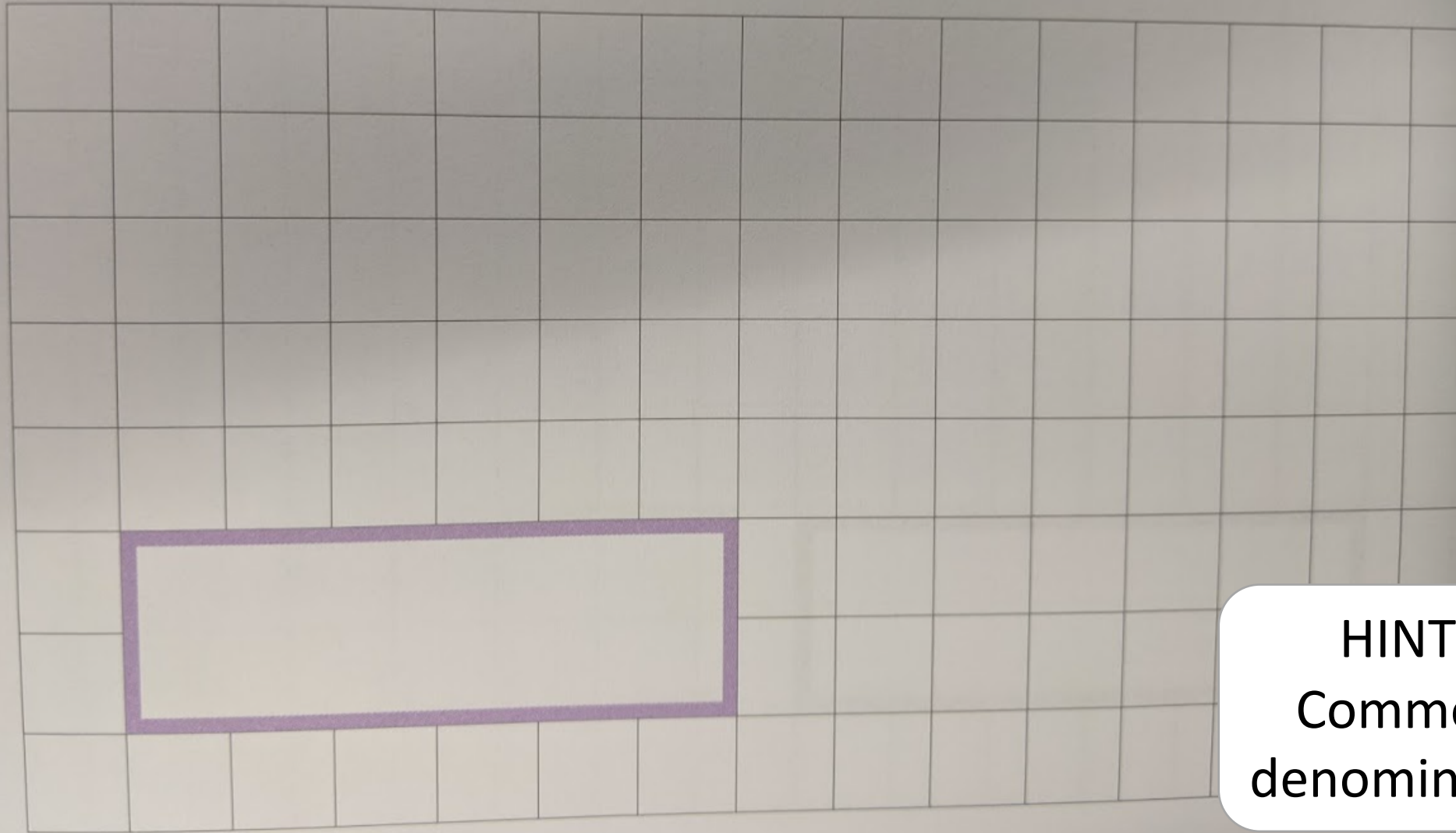156 223 − 86 517 =

Q 4

Write $\frac{38}{9}$ as a mixed number.

Q 5

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

HINT: Common denominator

Q 6

$$
\begin{array}{r}
5\ 4\ 7\ 9 \\
\times\quad\quad\ 2\ 8 \\
\hline
\end{array}
$$

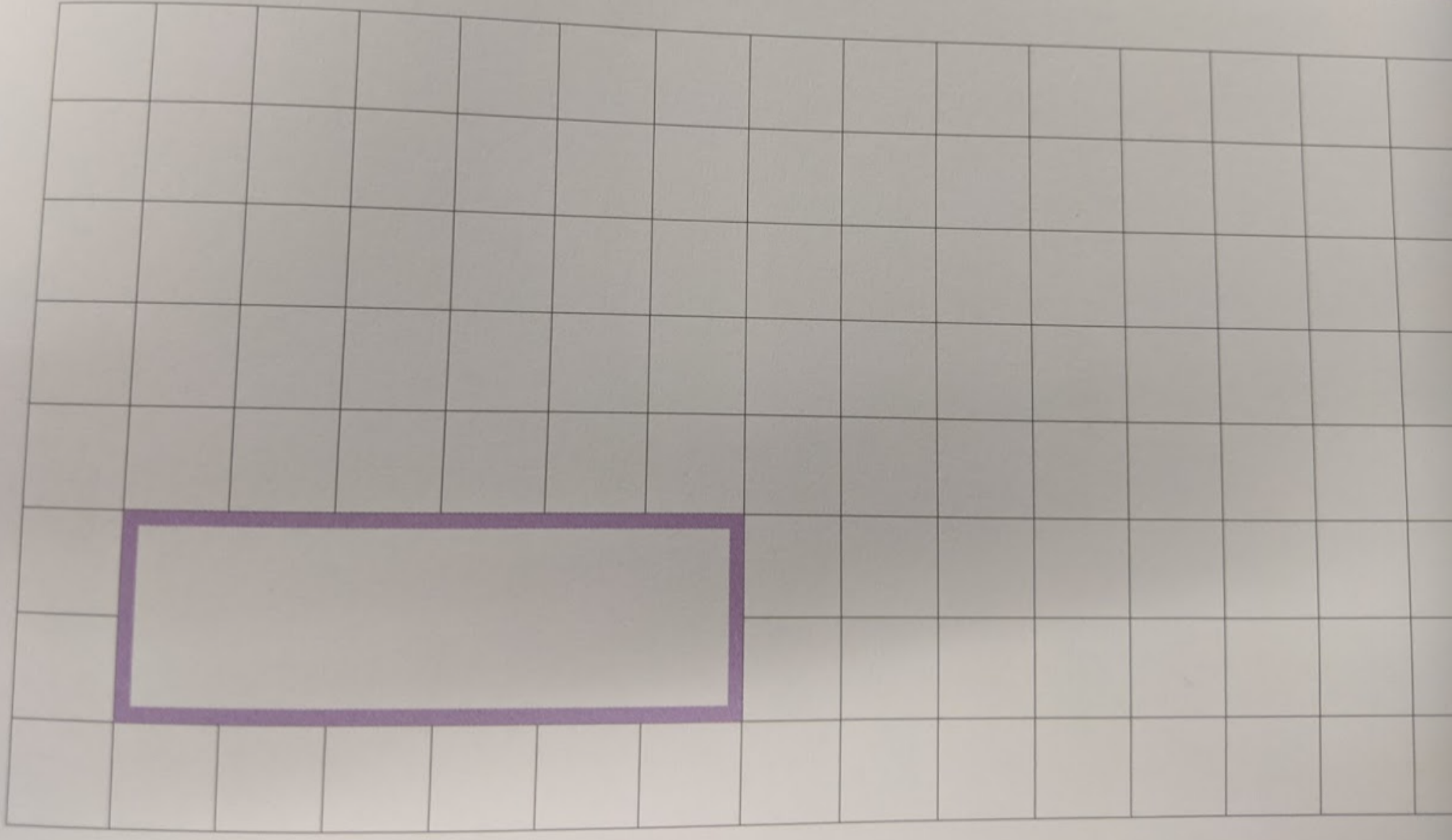HINT: Cheeky zero

Q 8

48.5 − 15.342 =

HINT: Line up the decimal points

Q 9

35% of 520 =

Well done!

Watch the video that will be posted on dojo this afternoon to mark these answers and see how you have done ☺

Session 2
English

IF I WERE A GIANT

by **JACKIE HOSKING** / Illustrated by **KIM GAMBLE**

If I were a giant I wonder if I
could stand on my tiptoes and paint the sky.

I'd fashion paintbrushes from branches of trees
and paint all the clouds as they float on the breeze.

I'd wake up quite early when morning was new
and paint all the daisies with pollen and dew.

I'd blend all the colours from deserts so dry
and mix up a sunrise to splash on the sky.

I'd stride to the mountains and gather the snow
to paint snow-white blossoms where blossoms should grow.

I'd dip my tree brush in the yellow corn … and
I'd paint golden beaches by waving my hand.

I'd grind autumn leaves, some pink ones, some red,
and cover the sun as she set off to bed.

I'd hunt all the shadows that hide from the light
and dip them in pen ink and blacken the night.

I can dream I'm a giant from the books on my shelf
but I know when I wake Nature's painted herself.
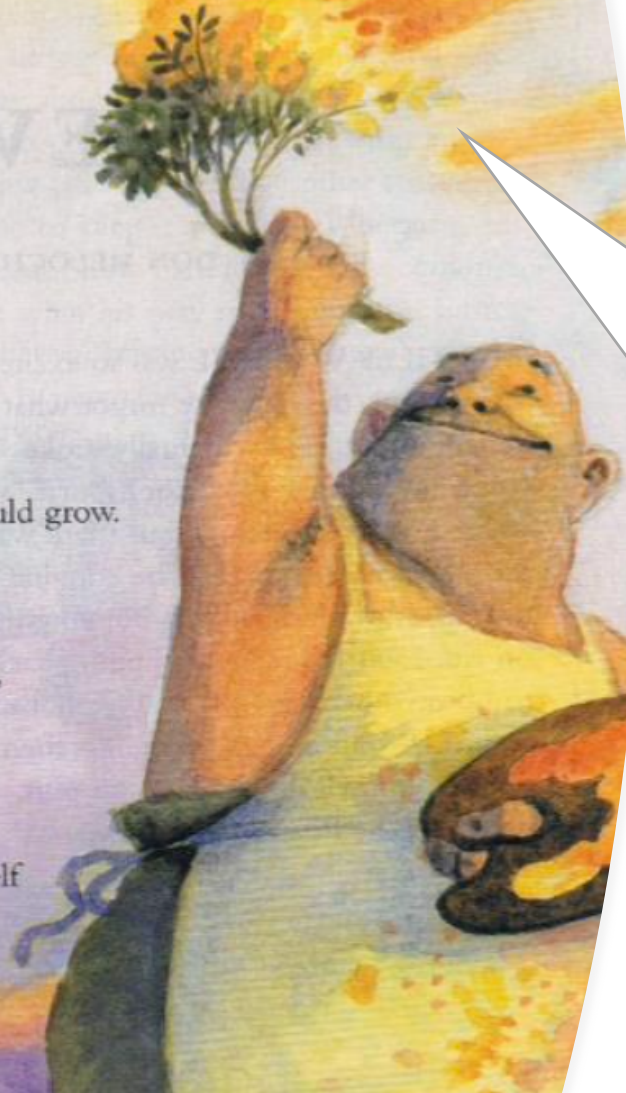
Read this poem by Jackie Hosking
- *How does the author make it clear she is not a giant?*
- *What kind of giant does the author wish to be?*

CONTRACTIONS

A contraction is a shorter way of saying two word.

| I | + | have | = | I've |

An apostrophe will fill in the place of the missing letters.

I + would = I'd

I + cannot = I can't

You + are = You're

They + are = They're

You + have = You've

www.teachers-bestie.com

Write down the contractions with the comma in the correct place.

do	not
it	will
he	will
can	not

did	not
she	will
will	not
has	not

The subjunctive form

'If I were...'

Learning Target
To understand the subjunctive form

The subjunctive form might sound difficult, but it's actually really easy.

We use the subjunctive form for the following reasons:
- To give advice
- To indicate that something is being suggested or demanded
- To imagine an unreal situat...

Write down sentences, in the subjunctive form, about what you would do if you were a giant

If I were a giant, I'd travel around the world in a few hundred steps.

Continue reading

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.

"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.

TRESPASSERS
WILL BE
PROSECUTED

He was a very selfish Giant.

The poor children had now nowhere to play. They tried to play on the road, but the road was very dusty and full of hard stones, and they did not like it. They used to wander round the high wall when their lessons were over, and talk about the beautiful garden inside. "How happy we were there," they said to each other.

Activity

Make use of the 'if I were...' subjunctive form to write a note to the giant in the Selfish Giant story to persuade him to let the children back into the garden. Use formal tone and subjunctive.

Model

Dear Giant,
*I think it is disgraceful that you have locked the children out of your garden. They were not doing any harm and they kept the isolated animals company. **If I were you,** I would immediately open the gates and allow the return of the children. The children will be happy again and you will be able to watch them smile and laugh...*

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 BE 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**

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 26th January 2021

Tuesday 26th January 2021

Session 1
Maths
MyMaths

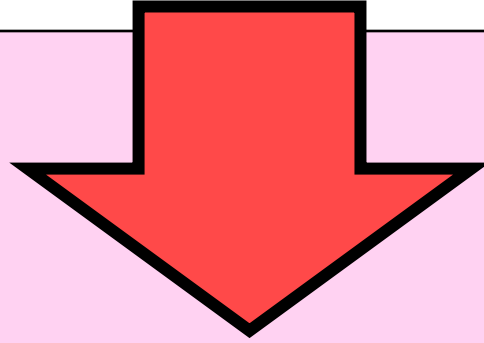https://app.mymaths.co.uk/

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

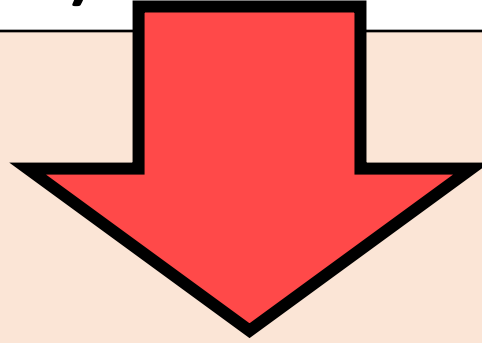Drama – Stream **online drama session at 10:00** with Andrew here

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

Then the Spring came, and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still winter. The birds did not care to sing in it as there were no children, and the trees forgot to blossom. Once a beautiful flower put its head out from the grass, but when it saw the notice-board it was so sorry for the children that it slipped back into the ground again, and went off to sleep. The only people who were pleased were the Snow and the Frost. "Spring has forgotten this garden," they cried, "so we will live here all the year round." The Snow covered up the grass with her great white cloak, and the Frost painted all the trees silver. Then they invited the North Wind to stay with them, and he came. He was wrapped in furs, and he roared all day about the garden, and blew the chimney-pots down. "This is a delightful spot," he said, "we must ask the Hail on a visit." So the Hail came. Every day for three hours he rattled on the roof of the castle till he broke most of the slates, and then he ran round and round the garden as fast as he could go. He was dressed in grey, and his breath was like ice.

Propper noun hunt
–
what proper nouns can you see on these pages?

Does the weather usually have a capital letter?
Why has the author given them capital letters here?

The author brings it to life using personification.

Examples in the text

North Wind – 'The North Wind was wrapped up in furs'
Snow -
Frost -
Hail -

"I cannot understand why the Spring is so late in coming," said the Selfish Giant, as he sat at the window and looked out at his cold white garden; "I hope there will be a change in the weather."

But the Spring never came, nor the Summer. The Autumn gave golden fruit to every garden, but to the Giant's garden she gave none. "He is too selfish," she said. So it was always Winter there, and the North Wind and the Hail, and the Frost, and the Snow danced about through the trees.

What type of person is Hail?
Focus on *'round and round the garden as fast as he could', 'rattled on the roof', 'he broke most of the slates', 'breath was like ice'.*

'Spring has forgotten this garden.' Look at the picture on p.11 – *what does this mean?*

Consider a weather type as a person –

Would it be male or female?
What would it wear?
What would it say and how?
What would it do?

Activity

Choose a weather type or a season (choose one that would fit with winter e.g. thunder, rain, wind, cold, ice, snow, hail etc) and use personification to write about that weather
e.g.

Thunder charged in like he was king of the sky. Wearing his dark cloak, he smashed into all the innocent clouds nearby. Suddenly, he bellowed his command then left as quickly as he had entered...

Challenge

Write personification of the season 'Winter' (or a season of choice) to incorporate all weather types.
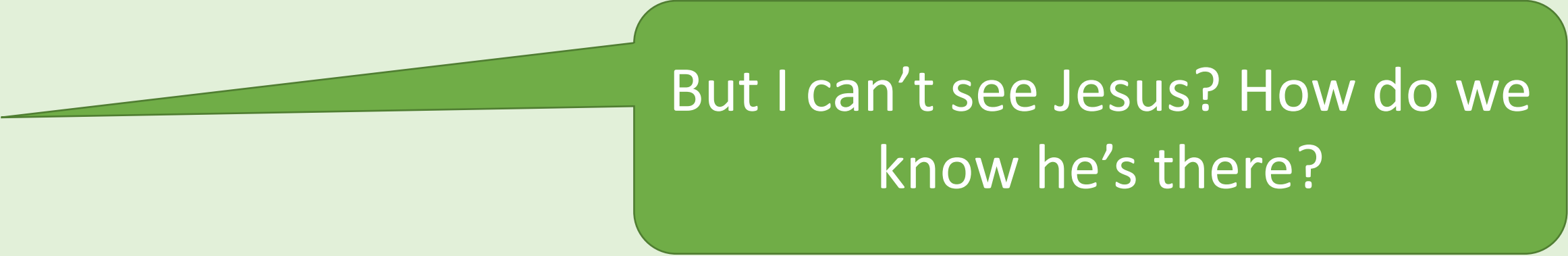
Session 4
RE

The Consecration

At the consecration, Jesus becomes truly present in the bread and wine. This is the way God reaches out to us. He gives Himself to us in the gift of Jesus, who is truly God and truly human.

"Take this all of you and drink from it. This is the cup of my blood, the blood of the new and everlasting covenant. It will be shed for you and for all so that sins may be forgiven. Do this in memory of me."

> But I can't see Jesus? How do we know he's there?

We cannot see everything that exists. We do not see our intelligence, yet we know we have it. WE do not see out mind but, we can still experience its effects because we cant think and make decisions.

It is only by the gift of faith that we can believe in the presence of Jesus in the Eucharist. At the last supper, when Jesus gave bread to the apostles, he said, "This is my body". When have gave them the cup of wine to drink, he said, "This is my blood". Jesus can bring about what he says.

At the consecration, we remember and participate in the Last Supper, which Jesus had with the apostles before he was crucified. The miraculous change in the brad and wine is brought about by the power of the Holy Spirit.

Catholic's believe Jesus is present when the priest raises the sacred host and says:

"Take this, all of you and eat of it,
for this is my body,
which will be given up for you".

Catholic's believe Jesus is present when the chalice is raised and the priest says:

"Take this, all of you and drink from it,
for this is the chalice of my blood,
the blood of the new and eternal Covenant,
which will be poured out for you and for many
for the forgiveness of sins".

Jesus makes the perfect sacrifice

It is at the consecration in the Mass when we remember the sacrifice that Jesus made when he freely offered his life on the cross. He handed over his life in love to the Father as the most perfect sacrifice to take away the sins of the world. His love was so perfect that it overcame death and he rose triumphantly.

Now Jesus, in the person of the priest, offers the sacrifice of his Body and Blood and invites us to offer ourselves in thanksgiving to the Father. The priest says:
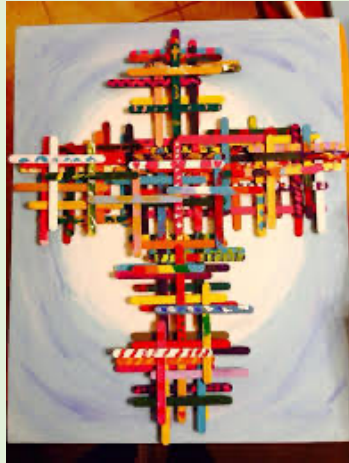
"Through him, and with him, and in him, O God, almighty Father

in the unity of the Holy Spirit, all glory and honour in yours, for

ever and ever"

We reply: AMEN

Activities

1. Write an explanation to someone about how we know that Jesus is present even though we can't see him.

2. Create a piece of art work about the consecration, the last supper or the eucharist.

Wednesday 27th January 2021

Session 1
Maths

Starter

Mark your work from last session ☺

End of unit check

My journal

1. $A = 1\frac{7}{15}$ $C = 1\frac{1}{24}$ $E = 5\frac{7}{18}$

$B = \frac{19}{20}$ $D = 8\frac{3}{20}$ $F = 1\frac{1}{12}$

2. Danny's method is correct. Jamie's method is not quite correct as first she will need to exchange one whole for 4 quarters to ensure that the fraction part of the minuend is bigger than the fraction part of the subtrahend.

Solution: $1\frac{17}{20}$

Power puzzle

1. a) $6\frac{3}{7} + 3\frac{4}{5} = 9\frac{8}{35}$

b)

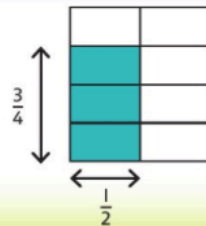| $1\frac{3}{10}$	$2\frac{1}{2}$	$3\frac{1}{5}$
$4\frac{3}{4}$	$\frac{2}{3}$	$1\frac{7}{12}$
$\frac{19}{20}$	$3\frac{5}{6}$	$4\frac{47}{60}$

Unit 5
Fractions ❷

In this unit we will …

⚡ Multiply any fraction by a whole number or another fraction

⚡ Divide a fraction by a whole number

⚡ Solve problems involving all four operations with fractions

⚡ Solve problems involving a fraction of an amount

We will need some maths words. How many of these can you remember?

numerator   **denominator**   **whole number**

mixed number   **proper fraction**
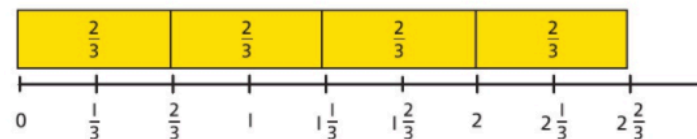
improper fraction   **convert**   **simplify**

You will be able to multiply a fraction by a fraction by showing each fraction on the side of a grid. What is $\frac{1}{2} \times \frac{3}{4}$?

We can use a fraction strip above a number line to help us multiply a fraction by a whole number and convert between improper fractions and mixed numbers. What is $\frac{2}{3} \times 4$ as a mixed number?

Discover

I a) The boat uses $\frac{1}{3}$ of a tank of fuel for each trip.

How many tanks of fuel are used in a day?

b) What is the total duration of the boat trips in a day?

Multiplying a fraction by a whole number

Discover

Dolphin Watching Boat Trips

Trip duration: $1\frac{1}{4}$ hrs

5 trips a day

1. a) The boat uses $\frac{1}{3}$ of a tank of fuel for each trip.

   How many tanks of fuel are used in a day?

   b) What is the total duration of the boat trips in a day?

Share

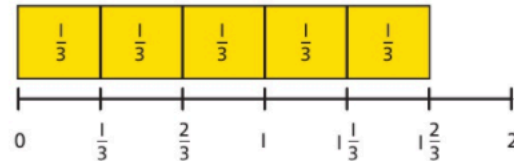a) Each trip uses $\frac{1}{3}$ of a tank of fuel.

There are 5 trips in a day.

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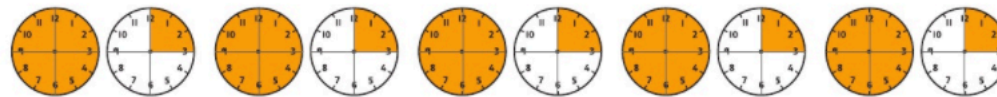
or

$$\frac{1}{3} \times 5 = \frac{5}{3} = 1\frac{2}{3}$$

$1\frac{2}{3}$ tanks of fuel are used in a day.

b) Each boat trip takes $1\frac{1}{4}$ hours and there are 5 trips a day.

> I can multiply the whole and the fraction separately and then add them.

> I will convert the mixed number to an improper fraction first.

Method 1

$$1 \times 5 = 5$$

$$\frac{1}{4} \times 5 = \frac{5}{4} = 1\frac{1}{4}$$

$$5 + 1\frac{1}{4} = 6\frac{1}{4}$$

Method 2

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

$$\frac{5}{4} \times 5 = \frac{25}{4}$$

$$\frac{25}{4} = 6\frac{1}{4}$$

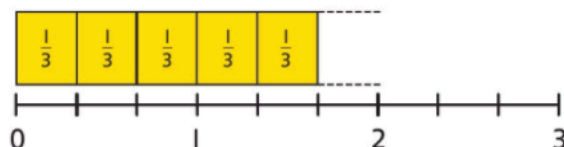The total duration of the boat trips in a day is $6\frac{1}{4}$ hours.

Complete this in your journal

1 On Saturday the boat makes 7 trips. It uses $\frac{1}{3}$ of a tank of fuel for each trip.

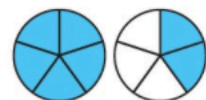How many tanks of fuel are used on Saturday?

$\frac{1}{3} \times \boxed{} = \frac{\boxed{}}{\boxed{}} = \boxed{}\frac{\boxed{}}{\boxed{}}$

| $\frac{1}{3}$ | $\frac{1}{3}$ | $\frac{1}{3}$ | $\frac{1}{3}$ | $\frac{1}{3}$ |

0   1   2   3

$\boxed{}\frac{\boxed{}}{\boxed{}}$ tanks of fuel are used.

2 A fishing boat offers fishing trips. During each trip the boat travels $1\frac{2}{5}$ km.

How far does the boat travel in 4 trips? Work out the answer using both methods.
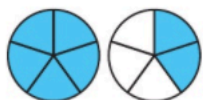
Method 1

$\boxed{} \times 4 = \boxed{}$

$\frac{\boxed{}}{\boxed{}} \times 4 = \frac{\boxed{}}{\boxed{}} = \boxed{}\frac{\boxed{}}{\boxed{}}$

$\boxed{} + \boxed{}\frac{\boxed{}}{\boxed{}} = \boxed{}\frac{\boxed{}}{\boxed{}}$

Method 2

$\boxed{}\frac{\boxed{}}{\boxed{}} = \frac{\boxed{}}{\boxed{}}$

$\frac{\boxed{}}{\boxed{}} \times 4 = \frac{\boxed{}}{\boxed{}}$

$\frac{\boxed{}}{\boxed{}} = \boxed{}\frac{\boxed{}}{\boxed{}}$

The boat travels $\boxed{}\frac{\boxed{}}{\boxed{}}$ km.

CHALLENGE

3 a) Complete the multiplications.

$\frac{1}{4} \times 2 = \frac{2}{4}$ $\frac{1}{6} \times 5 = \frac{5}{6}$

$\frac{1}{4} \times 3 = \frac{3}{4}$ $\frac{2}{6} \times 5 = \frac{\boxed{}}{\boxed{}}$

$\frac{1}{4} \times 5 = \frac{\boxed{}}{\boxed{}}$ $\frac{5}{6} \times 5 = \frac{\boxed{}}{\boxed{}}$

$\frac{1}{4} \times 9 = \frac{\boxed{}}{\boxed{}}$ $1\frac{1}{6} \times 5 = \frac{\boxed{}}{\boxed{}}$

What patterns do you notice?

Can you find a quick way to get the answers?

> I notice something between the numerator of the fraction, the whole number and the numerator of the final answer.

b) Find three fractions that multiply by a whole number to make these numbers.

$\frac{5}{8}$ $\frac{10}{9}$ $1\frac{1}{5}$

Now you have completed the new learning, complete **page 126 – 128 of the Power Ma**ths Practice book.

Session 2
English

Starter: What is a semi-colon and why do we use them?

https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zshfdxs

Watch the video above and complete the quiz.

Although the next link is aimed at KS3, for many of you, if will give you a little bit more information about the semi-colon and make it clear when they can be used properly.

https://www.bbc.co.uk/bitesize/topics/zr6bxyc/articles/z6w6cqt

Semicolons

Semicolons are used to separate two main clauses that are closely related to each other, but could stand on their own as sentences.

I have a big test tomorrow; I can't go out tonight.

I've just had a big meal; however, I am hungry again!

Activity

Now complete pages 60 – 61 in your CGP SPaG Targeted Questions book.

Session 3
Science
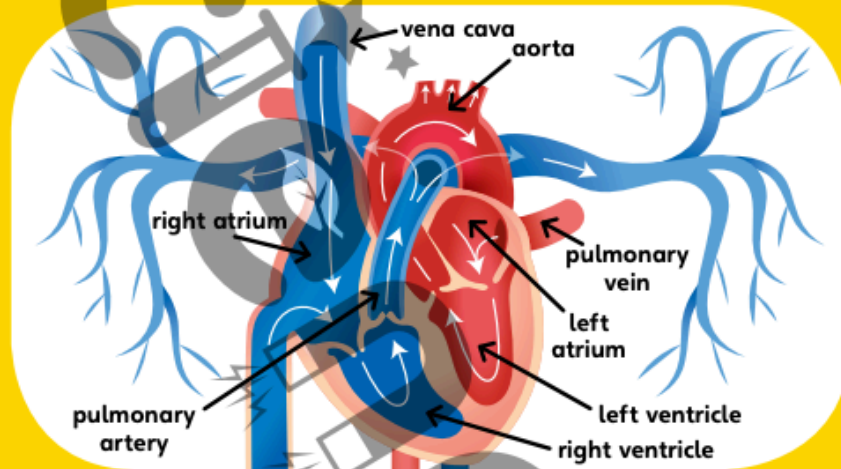# The Human Body

Recap the circulatory system here

Watch the videos and complete the quiz

https://www.bbc.co.uk/bitesize/topics/zwdr6yc/articles/zs8f8mn#:~:text=Your%20circulatory%20system%20is%20made,to%20everywhere%20in%20your%20body.

Circulating blood

Look at this diagram of the heart.

vena cava
aorta
right atrium
pulmonary vein
left atrium
pulmonary artery
left ventricle
right ventricle

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?
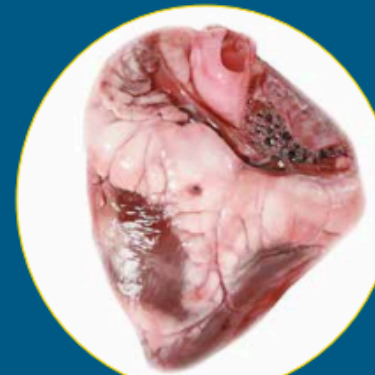
a human heart

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?

Oxygen, nutrients and waste products are transported through the blood and your pulse rate might increase during exercise. This is because there is extra demand for oxygen within the body to help muscles function during exercise and therefore increased production of waste products as a result of the muscles working harder.

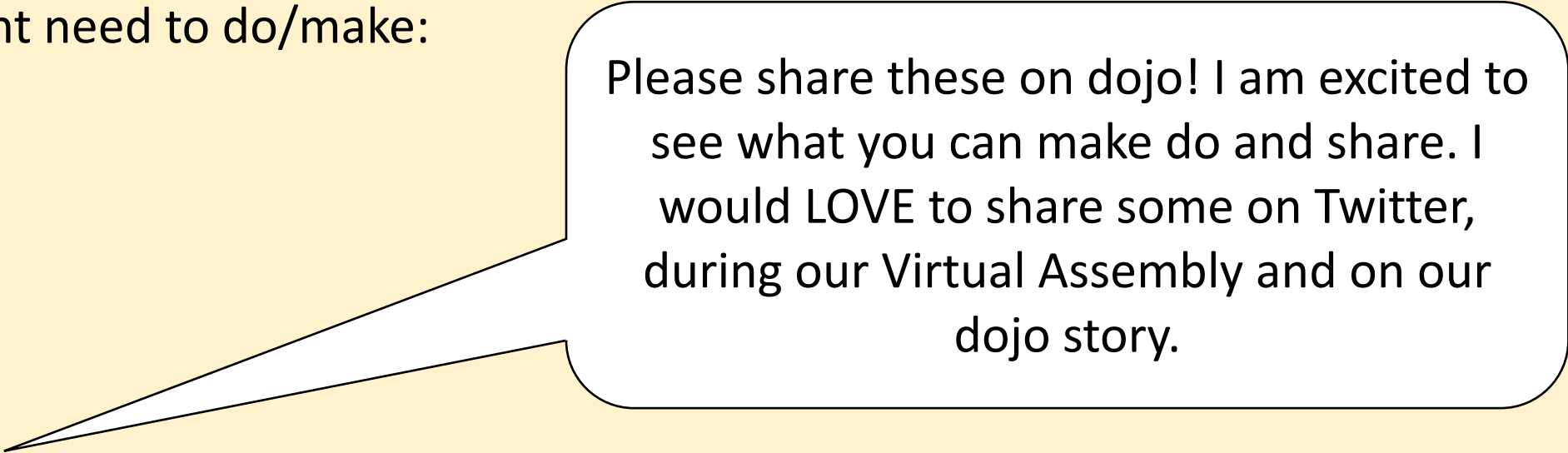**USE EVERYTHING YOU HAVE LEARNT TO COMPLETE THE ACTIVITY**

You will now be documentary film makers

Produce a short segment of film about what the heart is, what it does and why it is important.
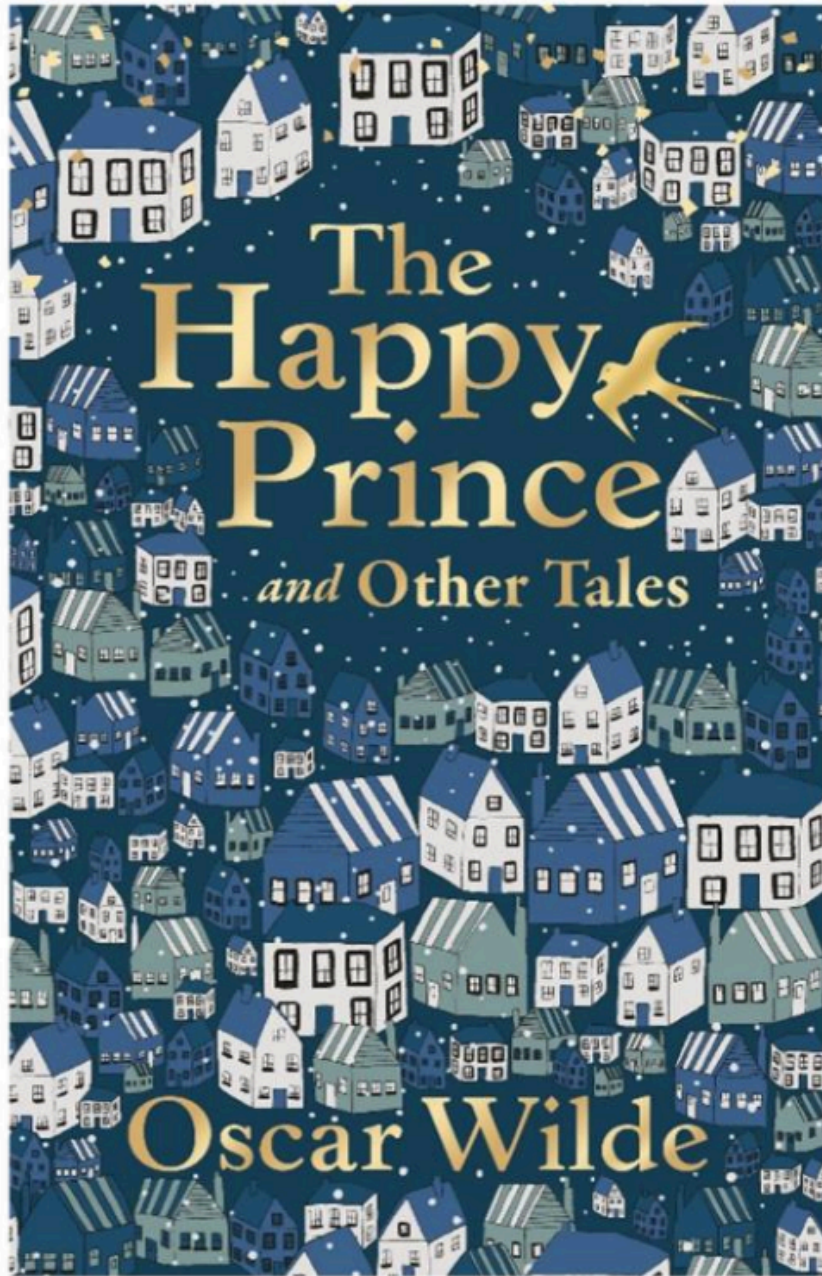
Record your short documentary / film explaining these things and upload it to class dojo.

Things you might need to do/make:

- Scripts

- Props

- Artwork

- Diagrams

Please share these on dojo! I am excited to see what you can make do and share. I would LOVE to share some on Twitter, during our Virtual Assembly and on our dojo story.

Session 4
Guided Reading

Recap the story so far in your head

- How has the swallow changed over the course of the story?
- Has the prince changed?
- What part do you think the people of the city might have to play in the end of the story?
- What will happen to the prince and the swallow?

While you read from page 12 to 19, make a list of any unfamiliar words that you do not know

sparrows chirruped, and said to each other, 'What a distinguished stranger!' so he enjoyed himself very much.

When the moon rose he flew back to the Happy Prince. 'Have you any commissions for Egypt?' he cried; 'I am just starting.'

'Swallow, swallow, little swallow,' said the prince, 'will you not stay with me one night longer?'

'I am waited for in Egypt,' answered the swallow. 'Tomorrow my friends will fly up to the Second Cataract. The river-horse couches there among the bulrushes, and on a great granite throne sits the god Memnon. All night long he watches the stars, and when the morning star shines he utters one cry of joy and then he is silent. At noon the yellow lions come down to the water's edge to drink. They have eyes like green beryls, and their roar is louder than the roar of the cataract.'

'Swallow, swallow, little swallow,' said the prince, 'far away across the city I see a young man in a garret. He is leaning over a desk covered with papers, and in a tumbler by his side there is a bunch

of withered violets. His hair is brown and crisp, and his lips are red as a pomegranate, and he has large and dreamy eyes. He is trying to finish a play for the director of the theatre, but he is too cold to write any more. There is no fire in the grate, and hunger has made him faint.'

'I will wait with you one night longer,' said the swallow, who really had a good heart. 'Shall I take him another ruby?'

'Alas! I have no ruby now,' said the prince, 'my eyes are all that I have left. They are made of rare sapphires, which were brought out of India a thousand years ago. Pluck out one of them and take it to him. He will sell it to the jeweller, and buy firewood, and finish his play.'

'Dear prince,' said the swallow, 'I cannot do that,' and he began to weep.

'Swallow, swallow, little swallow,' said the prince, 'do as I command you.'

So the swallow plucked out the prince's eye, and flew away to the student's garret. It was easy enough to get in, as there was a hole in the roof. Through

this he darted, and came into the room. The young man had his head buried in his hands, so he did not hear the flutter of the bird's wings, and when he looked up he found the beautiful sapphire lying on the withered violets.

'I am beginning to be appreciated,' he cried; 'this is from some great admirer. Now I can finish my play,' and he looked quite happy.

The next day the swallow flew down to the harbour. He sat on the mast of a large vessel and watched the sailors hauling big chests out of the hold with ropes. 'Heave a-hoy!' they shouted as each chest came up. 'I am going to Egypt!' cried the swallow, but nobody minded, and when the moon rose he flew back to the Happy Prince.

'I am come to bid you goodbye,' he cried.

'Swallow, swallow, little swallow,' said the prince, 'will you not stay with me one night longer?'

'It is winter,' answered the swallow, 'and the chill snow will soon be here. In Egypt the sun is warm on the green palm trees, and the crocodiles lie in the mud and look lazily about them. My companions

are building a nest in the Temple of Baalbec, and the pink and white doves are watching them, and cooing to each other. Dear prince, I must leave you, but I will never forget you, and next spring I will bring you back two beautiful jewels in place of those you have given away. The ruby shall be redder than a red rose and the sapphire shall be as blue as the great sea.'

'In the square below,' said the Happy Prince, 'there stands a little matchgirl. She has let her matches fall in the gutter, and they are all spoiled. Her father will beat her if she does not bring home some money, and she is crying. She has no shoes or stockings, and her little head is bare. Pluck out my other eye, and give it to her, and her father will not beat her.'

'I will stay with you one night longer,' said the swallow, 'but I cannot pluck out your eye. You would be quite blind then.'

'Swallow, swallow, little swallow,' said the prince, 'do as I command you.'

So he plucked out the prince's other eye,

and darted down with it. He swooped past the matchgirl, and slipped the jewel into the palm of her hand. 'What a lovely bit of glass!' cried the little girl: and she ran home, laughing.

Then the swallow came back to the prince. 'You are blind now,' he said, 'so I will stay with you always.'

'No, little swallow,' said the poor prince, 'you must go away to Egypt.'

'I will stay with you always,' said the swallow and he slept at the prince's feet.

All the next day he sat on the prince's shoulder and told him stories of what he had seen in strange lands. He told him of the red ibises, who stand in long rows on the banks of the Nile, and catch goldfish in their beaks; of the Sphinx, who is as old as the world itself, and lives in the desert, and knows everything; of the merchants, who walk slowly by the side of their camels and carry amber beads in their hands; of the King of the Mountains of the Moon, who is as black as ebony, and worships a large crystal; of the great green snake that sleeps in a palm tree, and has twenty priests to feed it with honey-cakes; and of the pygmies who sail over a big lake on large flat leaves and are always at war with the butterflies.

'Dear little swallow,' said the prince, 'you tell me of marvellous things, but more marvellous than anything is the suffering of men and of women. There is no mystery so great as Misery. Fly over my city, little swallow, and tell me what you see there.'

So the swallow flew over the great city, and saw the rich making merry in their beautiful houses, while the beggars were sitting at the gates. He flew into dark lanes, and saw the white faces of starving children looking out listlessly at the black streets. Under the archway of a bridge two little boys were lying in one another's arms to try and keep themselves warm. 'How hungry we are!' they said. 'You must not lie here,' shouted the watchman, and they wandered out into the rain.

Then he flew back and told the prince what he had seen.

'I am covered with fine gold,' said the prince, 'you must take it off, leaf by leaf, and give it to my poor; the living always think that gold can make them happy.'

Leaf after leaf of the fine gold the swallow picked off, till the Happy Prince looked quite dull and grey. Leaf after leaf of the fine gold he brought to the poor, and the children's faces grew rosier, and they laughed and played games in the street. 'We have bread now!' they cried.

Then the snow came, and after the snow came the frost. The streets looked as if they were made of silver, they were so bright and glistening; long icicles like crystal daggers hung down from the eaves of the houses, everybody went about in furs, and the little boys wore scarlet caps and skated on the ice.

The poor little swallow grew colder and colder but he would not leave the prince, he loved him too well. He picked up crumbs outside the baker's door when the baker was not looking, and tried to keep himself warm by flapping his wings.

But at last he knew that he was going to die. He had just enough strength to fly up to the prince's shoulder once more. 'Goodbye, dear prince!' he murmured, 'will you let me kiss your hand?'

'I am glad that you are going to Egypt at last, little swallow,' said the prince, 'you have stayed too long here; but you must kiss me on the lips, for I love you.'

'It is not to Egypt that I am going,' said the swallow. 'I am going to the House of Death. Death is the brother of Sleep, is he not?'

And he kissed the Happy Prince on the lips, and fell down dead at his feet.

At that moment a curious crack sounded inside the statue, as if something had broken. The fact is that the leaden heart had snapped right in two. It certainly was a dreadfully hard frost.

Early the next morning the mayor was walking in the square below in company with the town councillors. As they passed the column he looked up at the statue: 'Dear me! how shabby the Happy Prince looks!' he said.

<u>Answer these read and retrieve questions:</u>

- What happened when the swallow gave out the gold leaf? List three things.
- How did the swallow try to survive in the cold?
- How did the streets change when the snow came? List three ways.

'How shabby, indeed!' cried the town councillors who always agreed with the mayor; and they went up to look at it.

'The ruby has fallen out of his sword, his eyes are gone, and he is golden no longer,' said the mayor: 'in fact he is little better than a beggar!'

'Little better than a beggar,' said the town councillors.

'And here is actually a dead bird at his feet!' continued the mayor. 'We really must issue a proclamation that birds are not to be allowed to die here.' And the town clerk made a note of the suggestion.

So they pulled down the statue of the Happy Prince. 'As he is no longer beautiful he is no longer useful,' said the art professor at the university.

Then they melted the statue in a furnace, and the mayor held a meeting of the corporation to decide what was to be done with the metal. 'We must have another statue, of course,' he said, 'and it shall be a statue of myself.'

'Of myself,' said each of the town councillors,

and they quarrelled. When I last heard of them they were quarrelling still.

'What a strange thing!' said the overseer of the workmen at the foundry. 'This broken lead heart will not melt in the furnace. We must throw it away.' So they threw it on a dust-heap where the dead swallow was also lying.

'Bring me the two most precious things in the city,' said God to one of His angels; and the angel brought Him the leaden heart and the dead bird.

'You have rightly chosen,' said God, 'for in my garden of Paradise this little bird shall sing for evermore, and in my city of gold the Happy Prince shall praise me.'

After you have read:

- What was the moral of the story?

- How has the author made this clear?

- Can you think of any real life examples where people have behaved this way?

Write your answers to these questions and **THEN** check your answers on the next slide. Did you correctly identify the moral of the story?

Moral:
We should do good things to help others, not because we are seeking reward/recognition for those actions but because it is the right thing to do. Because Oscar Wilde was a religious man, he believed that God would reward kind/good actions in heaven.

How the author has shown this:
The Happy Prince was unhappy when he saw all the suffering in the world and asked the bird to help him give away his riches to help them. The bird was taught by the prince that this was the right thing to do and that he felt good for doing it. The people of the city didn't recognise the sacrifices they had made, even though some of them had benefited. At the end of the story God recognised what they did and invited them into heaven.

Thursday 28th January 2021

Thursday 28th January 2021

Session 1
Maths

Starter

Mark your work from last session ☺

Lesson I: Multiplying a fraction by a whole number

→ **pages 126–128**

1. a) $\frac{7}{4} = 1\frac{3}{4}$ b) $\frac{8}{5} = 1\frac{3}{5}$ c) $\frac{12}{3} = 4$

2. a) $\frac{7}{2} = 3\frac{1}{2}$ c) $\frac{18}{8} = 2\frac{2}{8}$ or $2\frac{1}{4}$
   b) $\frac{12}{5} = 2\frac{2}{5}$ d) $\frac{35}{10} = 3\frac{5}{10}$ or $3\frac{1}{2}$

3. $1 \times 3 = 3$
   $\frac{3}{5} \times 3 = \frac{9}{5} = 1\frac{4}{5}$
   $3 + 1\frac{4}{5} = 4\frac{4}{5}$
   So $1\frac{3}{5} \times 3 = 4\frac{4}{5}$
   and
   $1\frac{3}{5} = \frac{8}{5}$
   $\frac{8}{5} \times 3 = \frac{24}{5}$
   $\frac{24}{5} = 4\frac{4}{5}$

4. a) $13\frac{1}{5}$ c) $8\frac{1}{4}$
   b) $18\frac{2}{3}$ d) $20\frac{2}{5}$

5. Kate has multiplied the numerator and the denominator by 4. The denominator is the unit of that number and so does not change when you multiply a fraction. The answer should be $\frac{8}{3} = 2\frac{2}{3}$.

6. $\frac{11}{5} = 2\frac{1}{5}$
   His owner needs to buy 3 bags of dog biscuits.

7. a) The total length of 12 double decker buses is $223\frac{1}{5}$ metres.
   b)
   $\frac{1}{5} \times \boxed{4} = \frac{4}{5}$ $\frac{\boxed{2}}{7} \times 5 = \frac{10}{7}$ $\frac{2}{3} \times \boxed{5} = 3\frac{1}{3}$

   $\frac{3}{5} \times \boxed{4} = \frac{12}{5}$ $\frac{\boxed{5}}{7} \times 3 = \frac{15}{7}$ $\frac{2}{3} \times \boxed{6} = 6$

Reflect

Encourage children to prove that $1\frac{2}{3} \times 4 = 4\frac{8}{3} = 6\frac{2}{3}$. Children could show this with calculations and/or pictorial representations.

Multiplying a fraction by a fraction ❶

❶ Bella and Amal are making flapjacks.

a) They have $\frac{1}{2}$ a bag of oats. They need to use $\frac{1}{2}$ of the oats in the bag.

What fraction of a whole bag do they need to use?

b) They have $\frac{3}{4}$ of a block of butter.

They need $\frac{1}{2}$ of this to make the flapjack.

What fraction of a whole block do they need to use?

Multiplying a fraction by a fraction ❶

Discover

❶ Bella and Amal are making flapjacks.

a) They have $\frac{1}{2}$ a bag of oats. They need to use $\frac{1}{2}$ of the oats in the bag.

What fraction of a whole bag do they need to use?

b) They have $\frac{3}{4}$ of a block of butter.

They need $\frac{1}{2}$ of this to make the flapjack.

What fraction of a whole block do they need to use?

Share

a) There is $\frac{1}{2}$ a bag of oats.

Bella and Amal need to use $\frac{1}{2}$ of the oats in the bag.

I used a grid. I labelled $\frac{1}{2}$ along the bottom and $\frac{1}{2}$ on the side. I shaded in the part of the grid where the $\frac{1}{2}$ labels lined up.
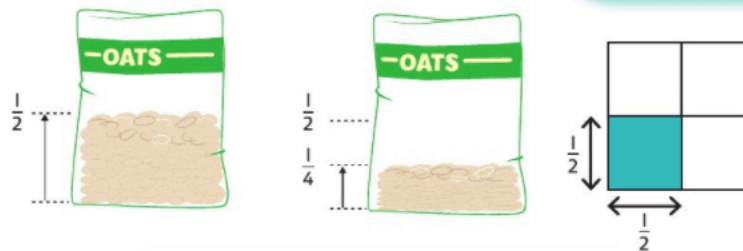
I think $\frac{1}{2}$ of $\frac{1}{2}$ means the same as $\frac{1}{2} \times \frac{1}{2}$.

$\frac{1}{2}$ of $\frac{1}{2}$ is equal to $\frac{1}{4}$.

Write this as $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$.

Bella and Amal need to use $\frac{1}{4}$ of a bag of oats.

b)
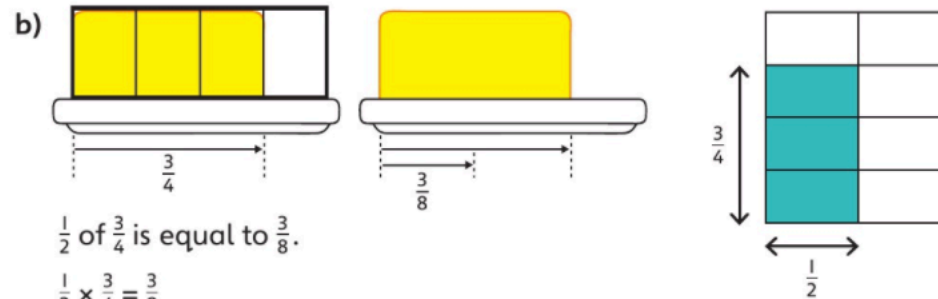
$\frac{1}{2}$ of $\frac{3}{4}$ is equal to $\frac{3}{8}$.

$\frac{1}{2} \times \frac{3}{4} = \frac{3}{8}$

Bella and Amal need to use $\frac{3}{8}$ of a block of butter.

Think together

1 Bella is now making brownies.

The bag of sugar is $\frac{1}{3}$ full. Bella uses $\frac{1}{3}$ of the sugar in the bag.

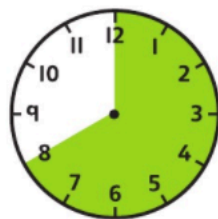What fraction of the bag will she use?

$\frac{\square}{\square} \times \frac{\square}{\square} = \frac{\square}{\square}$

Bella will use $\frac{\square}{\square}$ of the bag of sugar.

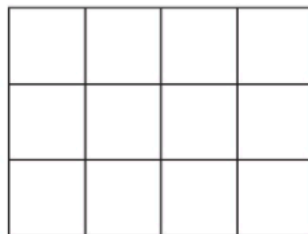**2** The brownies take $\frac{2}{3}$ of an hour to cook.

Amal is going to check on them when they have been cooking for $\frac{3}{4}$ of the time needed.

What fraction of the hour will have passed when Amal checks on the brownies?

$\frac{\square}{\square} \times \frac{\square}{\square} = \frac{\square}{\square}$
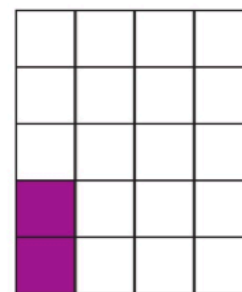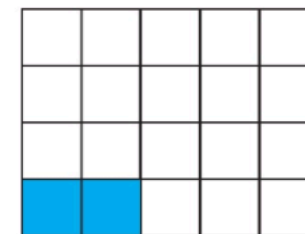
$\frac{\square}{\square}$ of the hour will have passed.

3 a) Amelia and Richard are working out $\frac{1}{4} \times \frac{2}{5}$.

Amelia

Richard

Which diagram is correct? Explain why.

Remember, you could also write this multiplication as $\frac{1}{4}$ of $\frac{2}{5}$.

b) Use diagrams to work out these calculations.

$\frac{1}{3} \times \frac{3}{4}$ $\frac{2}{5}$ of $\frac{1}{4}$

CHALLENGE
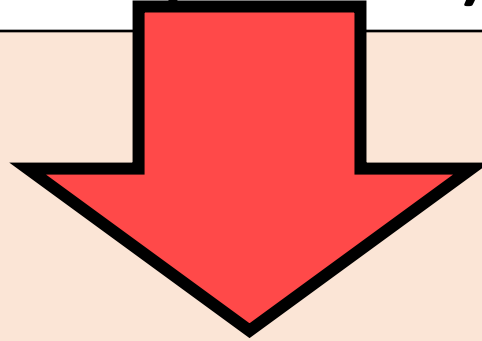
Now you have completed the new learning, complete **page 129 – 131 of the Power M**aths Practice book.

Session 2
Spanish

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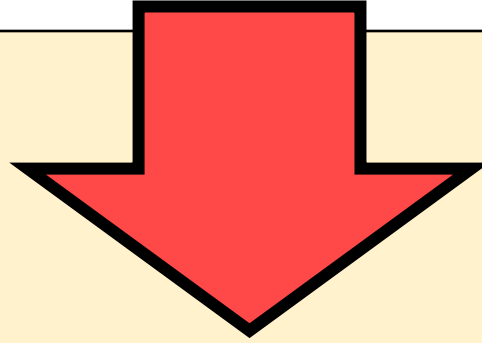**11:00 – 11:45** here (Zoom)

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

In preparation for Holy Communion, we are invited to stand as one family and pray to God our Father. It is the same prayer that Jesus taught to the Disciples

Our Father,
Who art in Heaven,
hallowed be Thy name;
Thy Kingdom come,
Thy will be done
on earth as it is in Heaven.
give us this day our daily bread;
and forgive us our trespasses,
as we forgive those who
trespass against us;
and lead us not into temptation,
but deliver us from evil.
Amen.

OUR FATHER

"Our Father who art in heaven, hallowed be thy name."

"Thy Kingdom come, thy will be done on earth as it is in heaven."

"Give us this day our daily bread."

"Forgive us our trespasses as we forgive those who trespass against us."

"Lead us not into temptation, but deliver us form evil."

May you forgive us our sins in the same was as we forgive those who hurt us

May your Kingdom of love and trust come into our world.

May your name always be kept holy.

Do not let us be tempted to do things that are wrong.

May you give us nourishment for our body and soul

Activities

Answer these questions in full sentences and explain:

1) How can we bring God's Kingdom into the world?

2) Why do you think the Our Father is good preparation for Holy Communion?

3) Give two examples of what forgiving others really means.

Friday 29th January 2021

Session 1
Maths

Starter

Mark your work from last session ☺

Lesson 2: Multiplying a fraction by a fraction (1)

→ pages 129–131

1. a) $\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$

Zac uses $\frac{1}{8}$ of the bag of flour.

b) $\frac{1}{2} \times \frac{3}{4} = \frac{3}{8}$

Zac needs $\frac{3}{8}$ of the bag.

2. a) $\frac{1}{15}$

b) $\frac{2}{3} \times \frac{2}{5} = \frac{4}{15}$

3. a) $\frac{6}{20} = \frac{3}{10}$ b) $\frac{10}{18} = \frac{5}{9}$

4. a) $\frac{2}{3} \times \frac{6}{7} = \frac{12}{21} = \frac{4}{7}$ b) $\frac{3}{4} \times \frac{2}{5} = \frac{6}{20} = \frac{3}{10}$
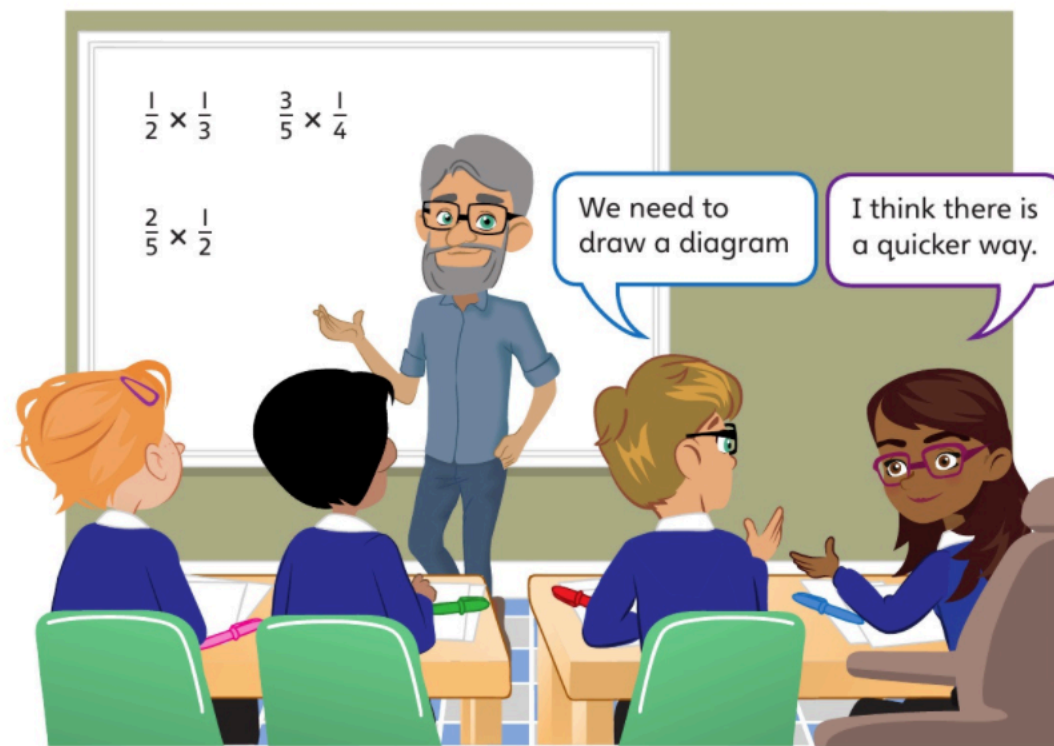
5. This statement is always true because you are multiplying a number less than one by another number less than one. In other words, you are finding a part of a part.

Reflect

Children to show a pictorial representation of $\frac{1}{2} \times \frac{3}{5}$ – encourage children to explain that $\frac{1}{2}$ times $\frac{3}{5}$ is the same as $\frac{1}{2}$ of $\frac{3}{5}$.
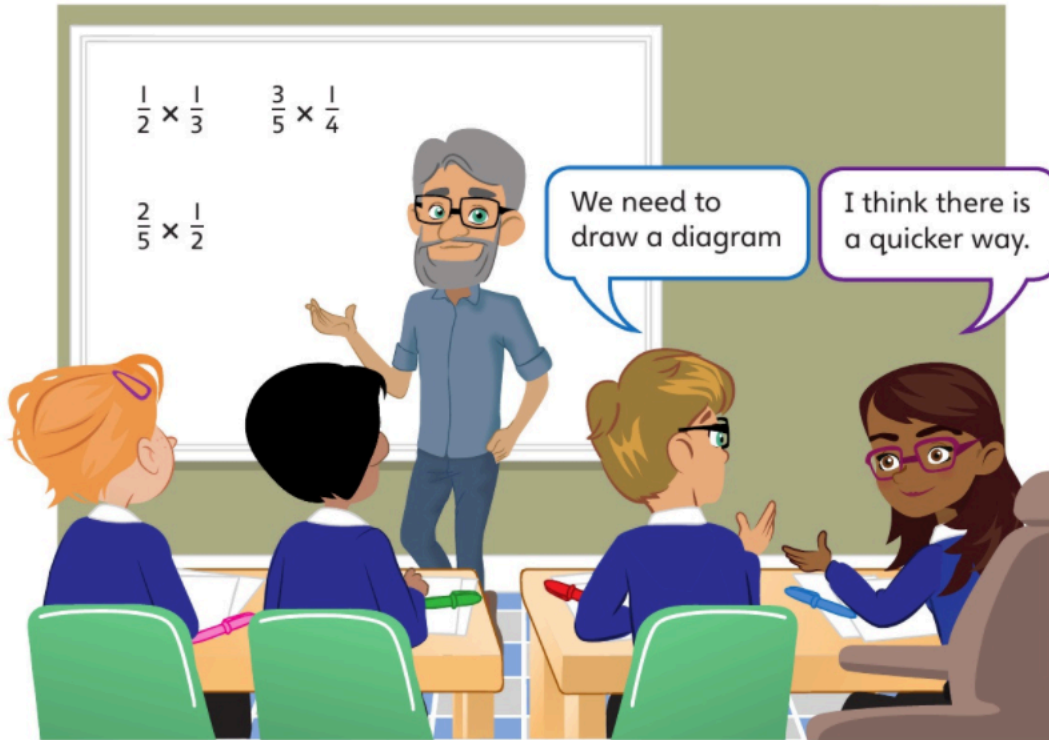
Multiplying a fraction by a fraction ❷

1 **a)** Use diagrams to find the answers to the calculations.

b) Look at your answers.

How can you work out the answers without diagrams?

Multiplying a fraction by a fraction ❷

Discover

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

$\frac{2}{5} \times \frac{1}{2}$

We need to draw a diagram

I think there is a quicker way.

1 a) Use diagrams to find the answers to the calculations.

b) Look at your answers.

How can you work out the answers without diagrams?

Share

a)

The total number of blocks gives the denominator of the answer.

The number of shaded blocks gives the numerator of the answer.

$\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$ $\frac{3}{5} \times \frac{1}{4} = \frac{3}{20}$ $\frac{2}{5} \times \frac{1}{2} = \frac{2}{10}$

I noticed that I multiply the numerators together and the denominators together.

b) $\frac{1}{2} \times \frac{1}{3} = \frac{1 \times 1}{2 \times 3} = \frac{1}{6}$

$\frac{3}{5} \times \frac{1}{4} = \frac{3 \times 1}{5 \times 4} = \frac{3}{20}$

I think I can simplify the last answer by dividing both the numerator and the denominator by 2.

$\frac{2}{5} \times \frac{1}{2} = \frac{2 \times 1}{5 \times 2} = \frac{2}{10}$
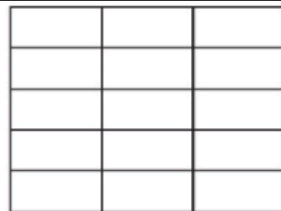
So $\frac{2}{5} \times \frac{1}{2} = \frac{1}{5}$.

Complete this in your journal

1 a) Use a diagram to work out $\frac{2}{3} \times \frac{4}{5}$.

$\frac{2}{3} \times \frac{4}{5} = \frac{\square}{\square}$

b) Now find the answer by multiplying the numerators and the denominators.

$\frac{2}{3} \times \frac{4}{5} = \frac{\square \times \square}{\square \times \square} = \frac{\square}{\square}$

Check your answer is the same.

2 Work out these calculations. Give each answer in its simplest form.

a) $\frac{3}{7} \times \frac{5}{6} = \frac{\square \times \square}{\square \times \square} = \frac{\square}{\square} = \frac{\square}{\square}$

b) $\frac{9}{10} \times \frac{2}{17} = \frac{\square \times \square}{\square \times \square} = \frac{\square}{\square} = \frac{\square}{\square}$

c) $\frac{2}{3} \times \frac{1}{4} \times \frac{1}{2} = \frac{\square}{\square}$

Why would drawing a diagram not be efficient for part b)?

CHALLENGE

3 a) Two fractions have been multiplied together.

$\frac{\square}{\square} \times \frac{\square}{\square} = \frac{5}{9}$

What could the fractions be?

How many different answers can you find?

b) Two more fractions have been multiplied together.

$\frac{\square}{\square} \times \frac{\square}{\square} = \frac{1}{6}$

One of the fractions is $\frac{2}{3}$.

What is the other fraction?

Is there more than one answer?

I do not think this works. Both numerators would have to be 1.

I wonder if the answer was simplified.

Now you have completed the new learning, complete **page 132 – 134 of the Power Ma**ths Practice book.

Session 2
English

"I cannot understand why the Spring is so late in coming," said the Selfish Giant, as he sat at the window and looked out at his cold white garden; "I hope there will be a change in the weather."

But the Spring never came, nor the Summer. The Autumn gave golden fruit to every garden, but to the Giant's garden she gave none. "He is too selfish," she said. So it was always Winter there, and the North Wind and the Hail, and the Frost, and the Snow danced about through the trees.

One morning the Giant was lying awake in bed when he heard some lovely music. It sounded so sweet to his ears that he thought it must be the King's musicians passing by. It was really only a little linnet singing outside his window, but it was so long since he had heard a bird sing in his garden that it seemed to him to be the most beautiful music in the world. Then the Hail stopped dancing over his head, and the North Wind ceased roaring, and a delicious perfume came to him through the open casement. "I believe the Spring has come at last," said the Giant; and he jumped out of bed and looked out.

What did he see?

Continue reading

Find the compound sentences in the text –

*'It was really only a little linnet singing outside his window, **but** it was so long since he had heard a bird...'*

*'North wind ceased roaring, **and** a delicious perfume came to him from the open casement'.*

These sentences joined with *and* or *but* (to add or contrast information) may also be joined with a semicolon:

'It was really only a little linnet singing outside his window; it was so long since he had heard a bird...'

'North wind ceased roaring; a delicious perfume came to him from the open casement'.

clauses should only be joined with a semi-colon if the information is linked – the second clause adds further information or contrasts information to the first clause and the second clause is a complete sentence.

Practice first:

Write some compound sentences and then exchange the conjunction for a semi-colon.

Activity:

write a letter in the first person in role as the giant. Write to Spring to persuade her to pay a visit to the garden. Write sentences linked with a semi-colon. Continue to use a formal style and choose appropriate language. They may choose to use the subjunctive.

Dear Spring,
I am writing to ask you to pay a visit to my garden to bring back the life and colour again. I continue to anticipate a change in the weather. However, on no occasion do you seem to return. I am unaware of any offence I have caused; has something happened to prevent you coming? Please visit soon. It feels much like winter here; it makes me feel miserable. If I were you, I would strongly recommend that you take note of the points in this letter. Yours Faithfully,
The Giant

Session 3
Comprehension

The Story of My Life

CGP
Comprehension
book

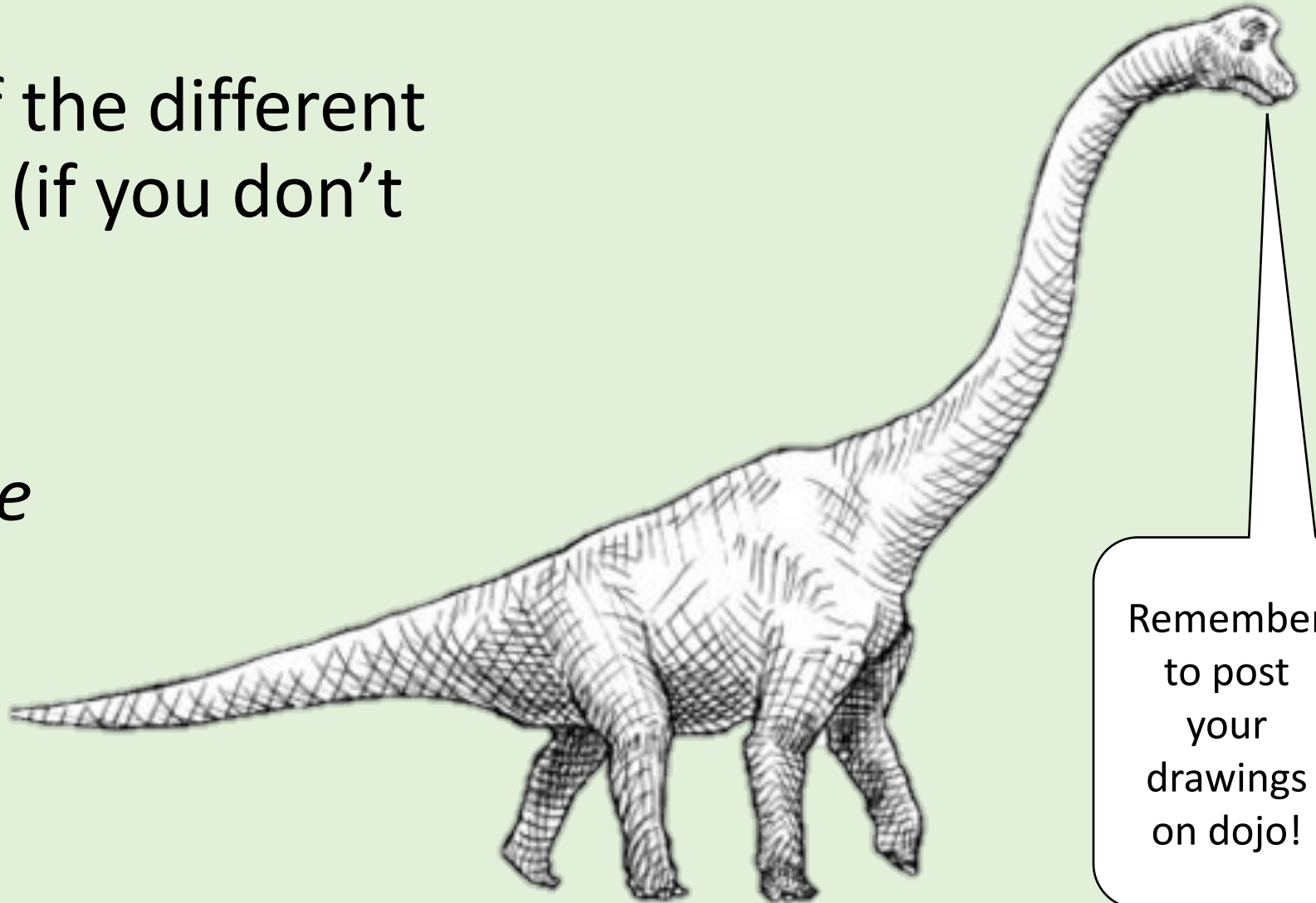**– pg 6 - 7**

Session 4
Wellbeing Friday

30th January is National Draw a Dinosaur Day!

Research some of the different types of dinosaur (if you don't already know).

Pick your favourite

GET DRAWING

Remember to post your drawings on dojo!

Thank you for all your hard work this week!

Week 4 - DONE ☺

stay safe

❤

happy
FRIDAY
Let the WEEKEND begin!