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 1st February 2021

Day	Session 1				Session 2			Session 3	Session 4
Monday 11th January	**Maths** Multiplying Fractions CGP Targeted question books page 22		B R E A K		**English** Setting description of the giant's garden		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** Comparing the giant	**RE** Receiving Holy Communion
Wednesday 13th January	**Maths** Dividing a fraction by a whole number (1) Power Maths Practice book 135 - 137				**English** Giant comparison paragraph			**Science** What do you need to do to keep your body healthy?	**Guided Reading** Drawing inferences
Thursday 15th January	**Maths** Dividing a fraction by a whole number (2) Power Maths Practice book 138 - 140				**Spanish** Live Lesson (Zoom)			**Dance** Live Lesson with Rebecca (Zoom)	**RE** Jesus is the source of life
Friday 16th January	**Maths** Dividing a fraction by a whole number (3) Power Maths Practice book 141 - 143				**English** Newspaper report – The Missing Boy			**Reading** Comprehension – The Yellow Train – CGP pg 10 - 11	**Wellbeing Friday** World Nutella Day

Monday 1ˢᵗ February 2021

Session 1
Maths
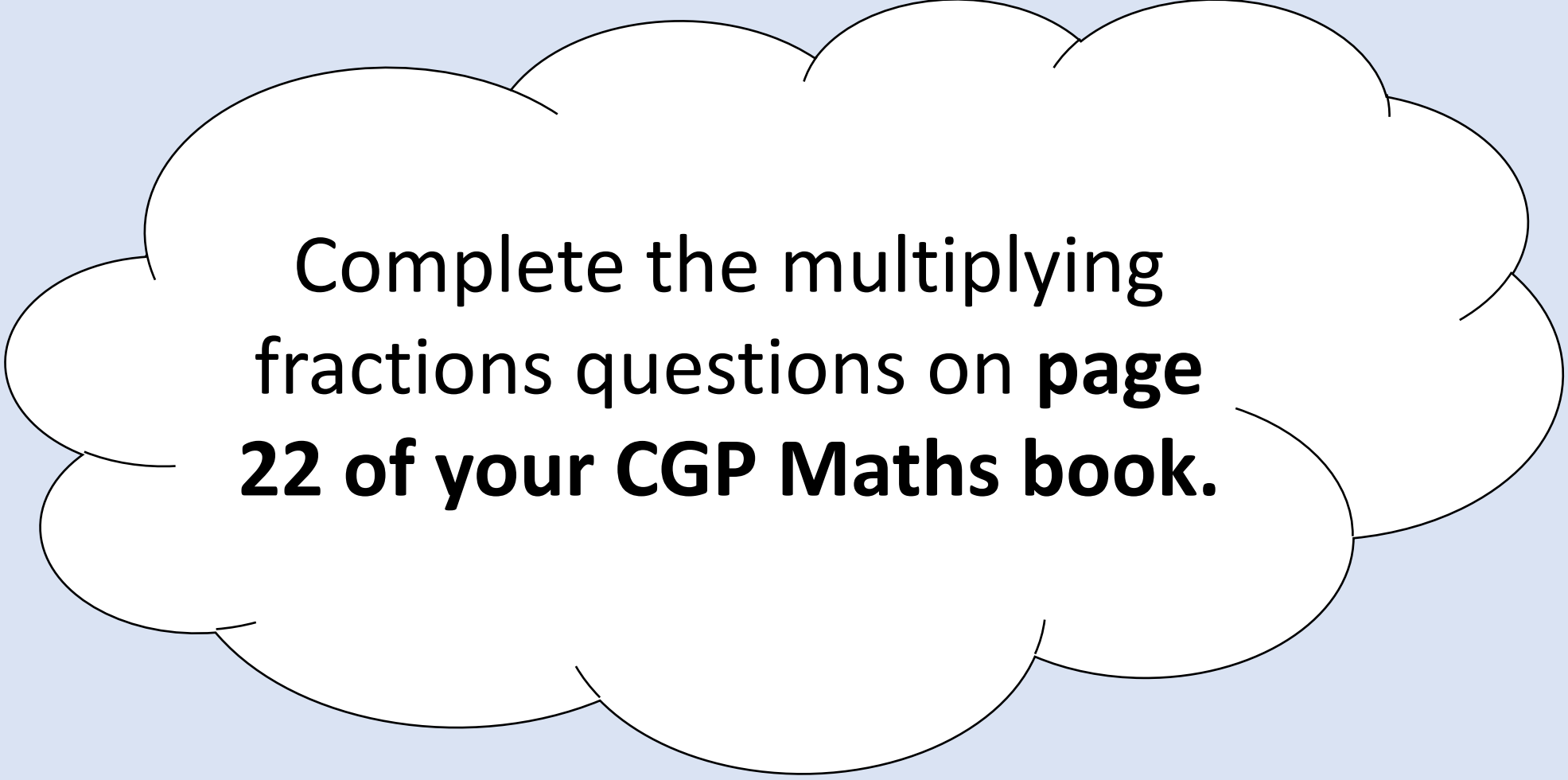
Multiplying fractions

Watch the videos below to recap your learning from power Maths.

https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/z8fyv4j

Complete the how to multiply fractions quiz on the link

Complete the multiplying fractions questions on **page 22 of your CGP Maths book.**

Session 2
English

Starter

Use a thesaurus to improve some of your vocabulary from the letter you wrote last session.

Eg:
Stop – prevent
I don't know – I am unaware
Sad – miserable
Never – oh no occasion

Re-read

"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?

What do you think he saw?

Write a noun phrase in your notebook to describe something he saw...

e.g. an **elegant** **bluebird** **on the top of** the **cherry** tree

adjective

Noun

Preposition

...**Using a clear noun, adjective and prepositional phrase**.

These are expanded noun phrases. Write your own and highlight the noun, adjective and preposition in each sentence. Focus on your choice of language to ensure these are formal.

Where could a verb be added?

e.g. An elegant bluebird <u>was singing</u> tunefully on top of the cherry tree.
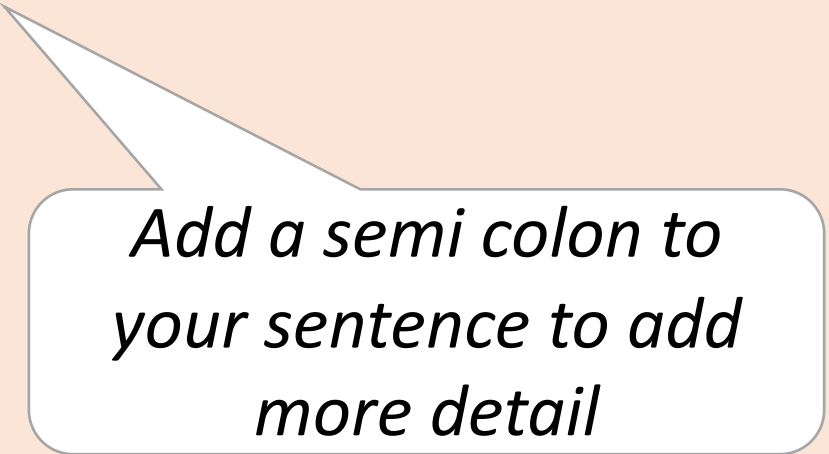
Add a verb to your sentence

Use a semi-colon

Add further detail to your description.

e.g. An elegant bluebird was singing tunefully on top of the cherry tree; his voice reached every corner of the garden.

Add a semi colon to your sentence to add more detail

He saw a most wonderful sight. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees. In every tree that he could see there was a little child. And the trees were so glad to have the children back again that they had covered themselves with blossoms, and were waving their arms gently above the children's heads. The birds were flying about and twittering with delight, and the flowers were looking up through the green grass and laughing. It was a lovely scene, only in one corner it was still winter. It was the farthest corner of the garden, and in it was standing a little boy. He was so small that he could not reach up to the branches of the tree, and he was

Adverbial phrases...

Can you include them too?

wandering all round it, crying bitterly. The poor tree was still quite covered with frost and snow, and the North Wind was blowing and roaring above it. "Climb up! little boy," said the Tree, and it bent its branches down as low as it could; but the boy was too tiny.

And the Giant's heart melted as he looked out. "How selfish I have been!" he said; "now I know why the Spring would not come here. I will put that poor little boy on the top of the tree, and then I will knock down the wall, and my garden shall be the children's playground for ever and ever." He was really very sorry for what he had done.

Activity

Write a setting description using expanded noun phrases and adverbial phrases to describe all that can be seen in the garden.

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?*

© Ian Joughin/University of Washington

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

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.

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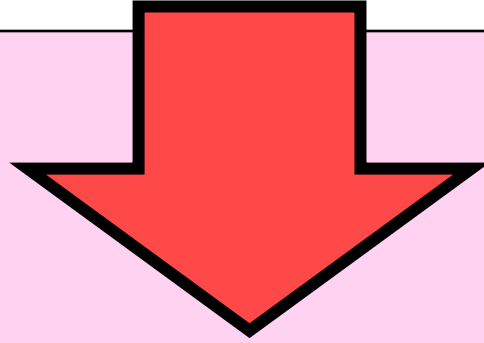
Live Zoom

(details available on class dojo)

Session 2
Music

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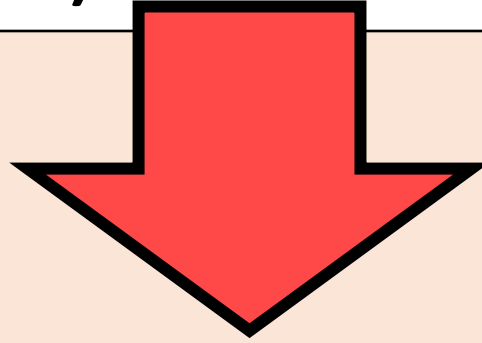
Live Zoom

(details available on class dojo)

Session 3
English

And the Giant's heart melted as he looked out. "How selfish I have been!" he said; "now I know why the Spring would not come here. I will put that poor little boy on the top of the tree, and then I will knock down the wall, and my garden shall be the children's playground for ever and ever." He was really very sorry for what he had done.

So he crept downstairs and opened the front door quite softly, and went out into the garden. But when the children saw him they were so frightened that they all ran away, and the garden became winter again. Only the little boy did not run, for his eyes

were so full of tears that he did not see the Giant coming. And the Giant stole up behind him and took him gently in his hand, and put him up into the tree. And the tree broke at once into blossom, and the birds came and sang on it, and the little boy stretched out his two arms and flung them round the Giant's neck, and kissed him. And the other children,

Create your own

Role on the wall

Outside: literal descriptions from the text about the giant

Inside: inferred personality traits
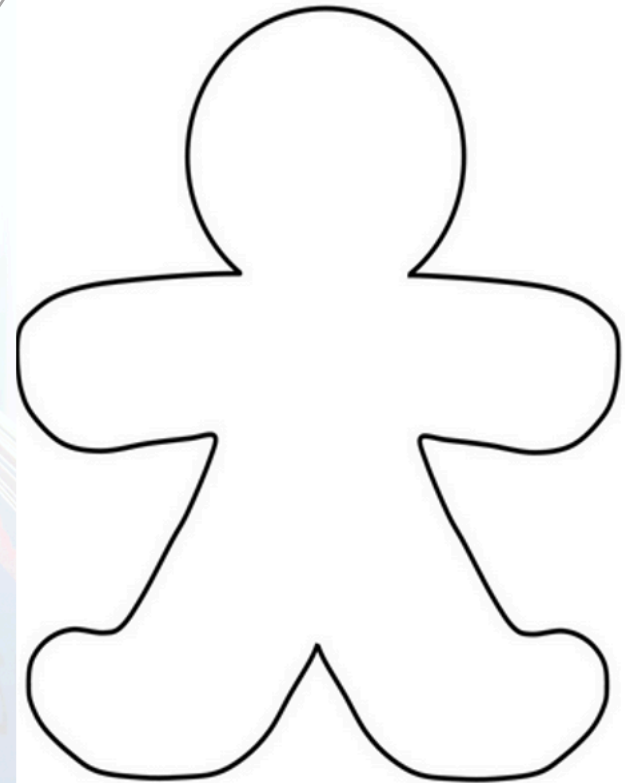
How does the giant change through the story?

When he arrived he saw the children playing in the garden.

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

'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.'

- page 6

And the giant's heart melted as he looked out. 'How selfish I have been!' he said; 'now I know why the Spring would not come here. I will put that poor little boy on the top of the tree, and then I will knock down the wall, and my garden shall be the children's playground for ever and ever.' He really was very sorry for what he had done.

- page 19

Giant Comparison

Make a list of antonyms to describe the giant at the start and at the end of a story. Use a dictionary and thesaurus to help you.

LOOK AT:
Prefixes and suffixes – how do they change the meaning of a word?

Start Giant	End giant
Selfish	Unselfish
Unkind	Kind
Uncaring	Caring
Thoughtless	Thoughtful

Session 4
RE

Receiving Holy Communion

As we prepare for to receive Jesus in Holy Communion, we remember that he is the nourishment we need for our souls, for our inner lives, because:

*Jesus is the **way** to the Father*

*Jesus teaches us the **truth** about life*

*Jesus offers us eternal **life** with God.*

Jesus, the Way, the Truth, and the Life
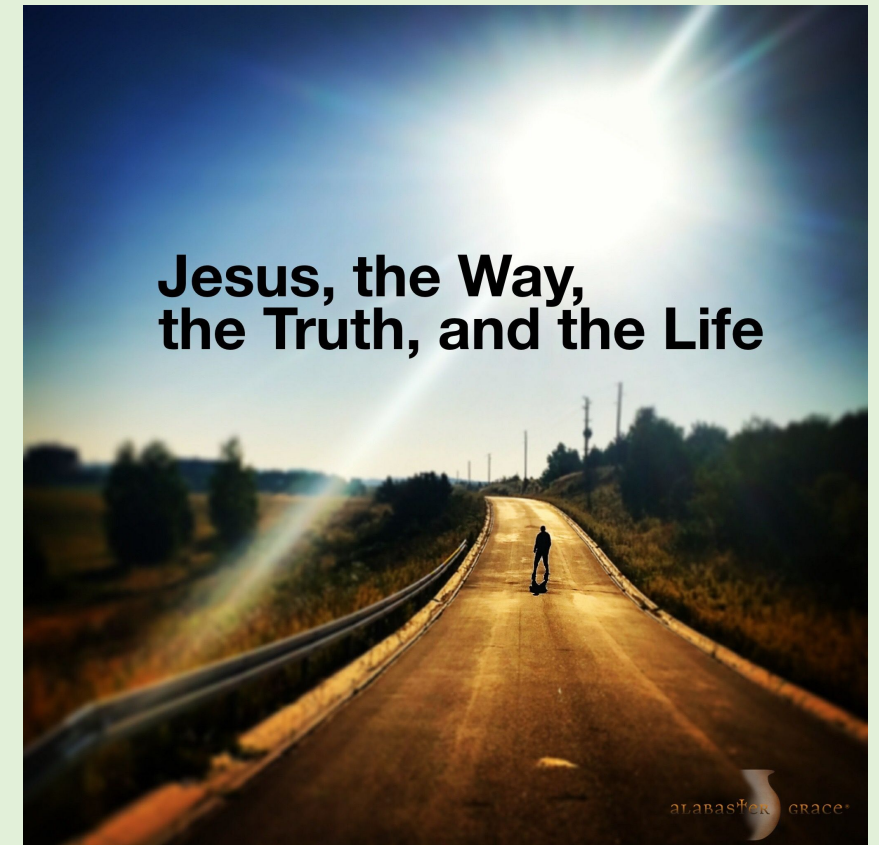
When we receive Jesus in Holy Communion, we become more deeply part of him and we are given a promise of sharing his life fully in heaven.

We welcome Jesus into our hearts. The time after Holy Communion is a time of most special prayer. During it, we speak personally to Jesus who is present within us.

We have to be very careful not to be distracted by others around us. We must find our own way of focusing on the presence of Jesus within us. If we deliberately let our thoughts wander, Jesus will not give us a nudge to remind us that he is with us. It is up to us to really make an effort to be with him. He loves each of us immensely.

Don't miss this precious opportunity to ask Jesus to help you. Share your most private thoughts with Jesus and let him know how much you love him.

Write in your book
Two ways to help you remain present with Jesus when you receive Holy Communion.

Our mission to to fulfil our part of the New Covenant by putting into practice the New Commandment

Blessing at the end of Mass

At the end of Mass, the priest gives us a blessing and we are called to live out the Mass in our daily lives.

It is by fulfilling this new commandment that other will know we are truly Christians.

A new commandment I give unto you,
That ye love one another; as I have loved you,
that ye also love one another.

John 13:34

DailyVerses.net

LOVE

Activities

1) Make a list of ways that you cab put the new commandment into practice in your daily life.

2) *Mass is split into the beginning, the readings, the offertory, communion, the consecration and the final blessings. How do you think each part of Mass will help us to live our lives more fully? (split your answer into 6 different parts and write a short sentence or two for each part).*

Wednesday 27th January 2021

Session 1
Maths

Starter

Mark your work from last session ☺

Lesson 3: Multiplying a fraction by a fraction (2)

→ pages 132–134

1. a) $\frac{3}{8}$
   b) You can multiply the numerators together and the denominators together.

2. a) $\frac{2 \times 1}{9 \times 4} = \frac{2}{36} = \frac{1}{8}$ b) $\frac{2 \times 3}{9 \times 4} = \frac{6}{36} = \frac{1}{6}$ c) $\frac{1 \times 10}{5 \times 11} = \frac{10}{55} = \frac{2}{11}$

3. a) $\frac{1}{12}$ c) $\frac{4}{15}$ e) $\frac{35}{48}$
   b) $\frac{3}{28}$ d) $\frac{7}{16}$ f) $\frac{63}{230}$

4. a) $\frac{1}{3} \times \frac{2}{5} = \frac{2}{15}$ c) $\frac{3}{5} \times \frac{1}{2} \times \frac{3}{7} = \frac{9}{20}$
   b) $\frac{1}{3} \times \frac{5}{6} = \frac{5}{18}$ or $\frac{5}{3} \times \frac{1}{6} = \frac{5}{18}$ d) $\frac{7}{12} \times \frac{1}{3} = \frac{1}{6} \times \frac{7}{6}$

5. a) Aki has added the numerators instead of multiplying them.
   b) Kate has the correct answer of $\frac{6}{56}$, she has just simplified it to $\frac{3}{28}$.

6. a) Answers may vary.
   Some possible solutions: $\frac{2}{3} \times \frac{4}{5}; \frac{1}{5} \times \frac{8}{3}$
   b) Answers may vary.
   Some possible solutions: $\frac{2}{3} \times \frac{6}{7}; \frac{3}{7} \times \frac{4}{3}$
   c) Answers may vary.
   Some possible solutions: $\frac{2}{4} \times \frac{2}{2}; \frac{3}{4} \times \frac{2}{3}$
   d) Answers may vary.
   Some possible solutions: $\frac{1}{2} \times \frac{3}{3} \times \frac{3}{8}; \frac{3}{4} \times \frac{1}{2} \times \frac{3}{6}$

Reflect

Answers may vary – encourage children to relate the shortcut method of multiplying numerators together and denominators together to using pictorials to help explain what is going on and why it works.

Dividing a fraction by a whole number ❶

Make a pop-up card

For the spring
- Fold a paper strip into quarters.
- Divide one of the quarters at the end of the strip into 2.
- Put glue on one of these 2 parts at the end of the strip.

Instructions

For the penguin's body
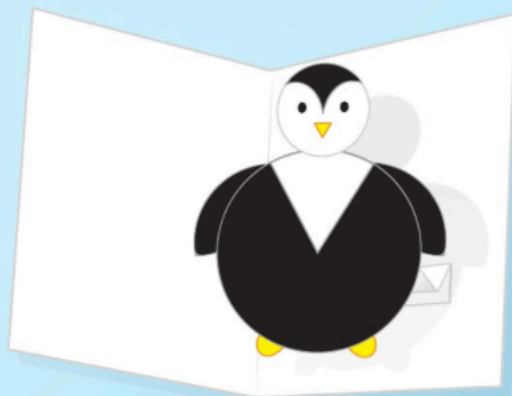- Divide a circle into thirds.
- Divide one of the thirds into 2 equal parts.
- Leave one of these 2 parts white and put it at the top. Colour the rest of the circle black.

❶ a) What fraction of the penguin's body is white?

b) What fraction of the strip of paper is covered in glue?

Dividing a fraction by a whole number ❶

Discover

Make a pop-up card

Instructions

For the penguin's body
- Divide a circle into thirds.
- Divide one of the thirds into 2 equal parts.
- Leave one of these 2 parts white and put it at the top. Colour the rest of the circle black.

For the spring
- Fold a paper strip into quarters.
- Divide one of the quarters at the end of the strip into 2.
- Put glue on one of these 2 parts at the end of the strip.

❶ a) What fraction of the penguin's body is white?

b) What fraction of the strip of paper is covered in glue?

Share

a) The circle is divided into thirds.
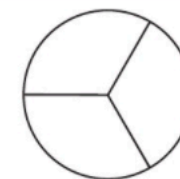
One of the thirds is divided into 2 equal parts.
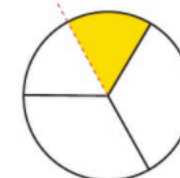
There are 6 of these equal parts in the circle.

$\frac{1}{3} \div 2 = \frac{1}{6}$
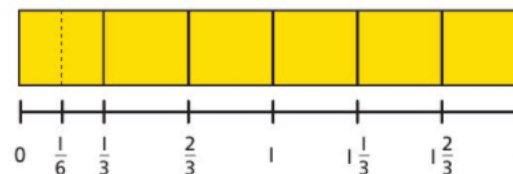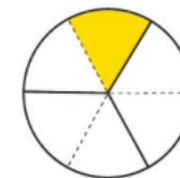
$\frac{1}{6}$ of the penguin's body is white.

> I divide $\frac{1}{3}$ into 2. This is the same as dividing $\frac{1}{3}$ by 2. When I divide $\frac{1}{3}$ by 2, I can see that I have $\frac{1}{6}$.
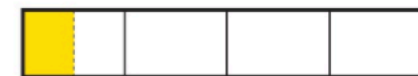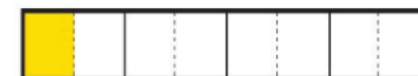
b) The strip of paper is folded into quarters.
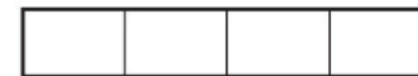
One of the quarters is divided into 2.

There are 8 equal parts this size.

$\frac{1}{4} \div 2 = \frac{1}{8}$

$\frac{1}{8}$ of the strip of paper is covered in glue.
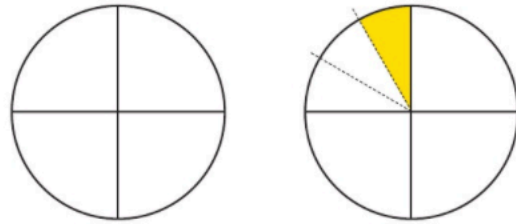
Complete this in your journal

1 Divide a circle into quarters.

Divide 1 of the quarters into 3 parts. Shade in 1 of these parts.

What fraction of the circle is shaded?

$$\frac{1}{4} \div \boxed{} = \frac{\boxed{}}{\boxed{}}$$

$\dfrac{\boxed{}}{\boxed{}}$ of the circle is shaded.

2 Fold a strip of paper into thirds.

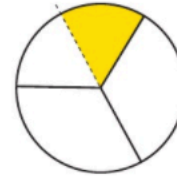Divide 1 of the thirds into 3 parts. Shade in 1 of these parts.
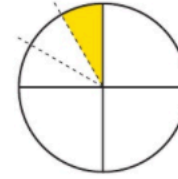
What fraction of the paper is shaded?

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

$\dfrac{\boxed{}}{\boxed{}}$ of the paper is shaded.
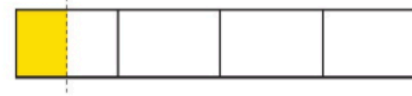
CHALLENGE

3 a) Here are the calculations you have done so far.

$$\frac{1}{3} \div 2 = \frac{1}{6} \qquad\qquad \frac{1}{4} \div 3 = \frac{1}{12}$$
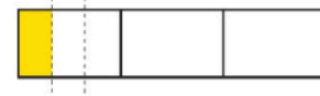
$$\frac{1}{4} \div 2 = \frac{1}{8} \qquad\qquad \frac{1}{3} \div 3 = \frac{1}{9}$$

What is the same about each calculation?

What is different?

b) What do you notice about the answers?

Is there a way you can find the answer without drawing the diagram?

Use your method to work out these divisions.

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

Check your answers using diagrams.

> I think I can see a method for finding the denominator of the fraction in the answer.

Now you have completed the new learning, complete **page 135 – 137 of the Power Ma**ths Practice book.

Session 2
English

Think back to these contrasting parts of the story that we looks at yesterday…

When he arrived he saw the children playing in the garden.

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

'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.'

- page 6

And the giant's heart melted as he looked out. 'How selfish I have been!' he said; 'now I know why the Spring would not come here. I will put that poor little boy on the top of the tree, and then I will knock down the wall, and my garden shall be the children's playground for ever and ever.' He really was very sorry for what he had done.

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ACTIVITY (BUILD ON FROM YESTERDAY)

Write a paragraph to contrast the beginning and end giant. Use a semi-colon in the place of but/however to contrast statements.

e.g.

In the beginning of the story the giant selfishly locked the children out of the garden; he soon began to regret his decision. The giant disregarded the children's wishes to play in his luscious garden ; at the end he realised the garden was better with children in it.

Session 3
Science
The Human Body

Initial thoughts:
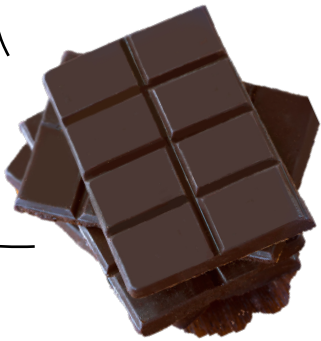
Why do we not eat crisps and chocolate every meal time?

Eating for health

Why aren't you allowed chocolate and chips for dinner every day? Food keeps our body healthy, but it needs to be the right sort of food, not just whatever we fancy.

Some foods are essential to keep us healthy. Some foods give us energy and others help us to grow and repair our bodies. Eating different things makes food interesting and helps make sure we have a balanced diet.

Can you remember the food groups that humans need to eat?

Things to do

Make a list of the fruit and vegetables you usually eat. Over the next week, every time you eat one tick it on the list. Make a chart to show which fruit and vegetables you eat the most.
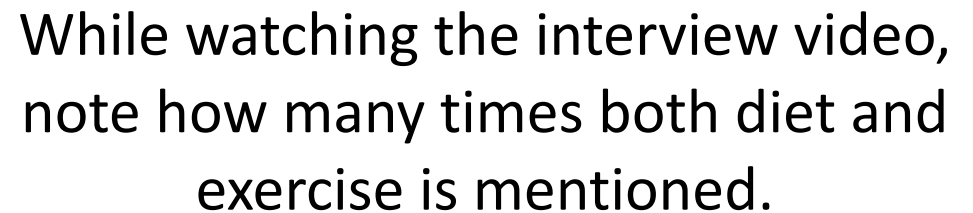
Find out

Energy in food is measured in calories. A 10-year-old child needs about 2 400 calories a day. That's more than an adult needs! Why do you think that is?

Watch the video you have been assigned here on active learn science here:

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

Activity:

Create your own part 2 of your filmed documentary, which was started last week, OR create a poster with the all the information needed on how to stay healthy. Your work should be entitled - what do you need to do to keep your body healthy?

While watching the interview video, note how many times both diet and exercise is mentioned.
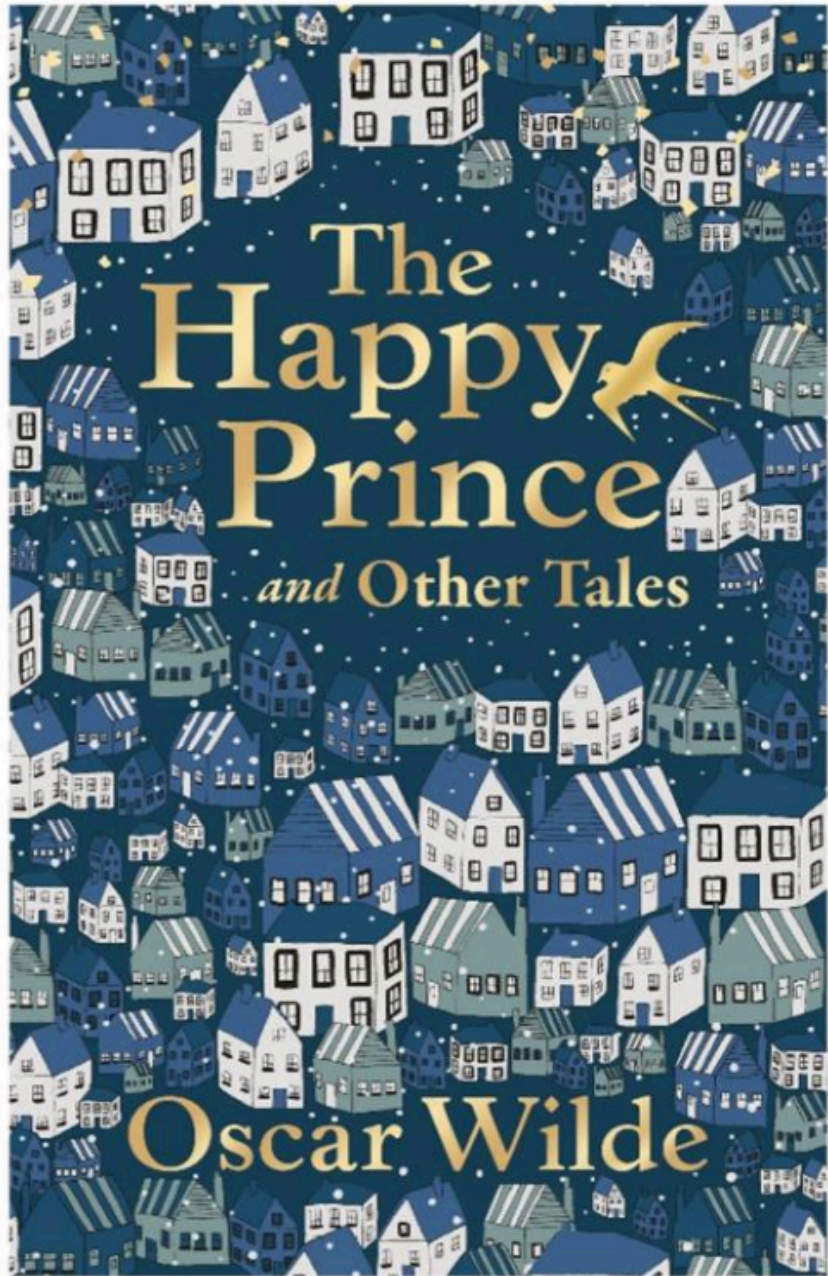
Session 4
Guided Reading

The Happy Prince

The title for our previous book was a bit misleading because although the prince was happy in real life, he was unhappy as a statue (when the bird met him, he was crying) until he was able to help people with the assistance of the swallow. In our English story, 'The Selfish Giant', we have just found out that in the end he was not selfish either.

Our new story is 'The Devoted Friend'.

• What do you think this story is going to be about, using what you know about the title of the previous story?

• What might the moral be?

beady	tolerant
devoted	civilisation
disobedient	watchful
noble	society
patient	honourable
rebellious	advantage
gain	duty
applicable	loyal
alight	responsibility
relevant	land

Match the words into synonym pairs to find words of similar meanings. If you are not sure of the meanings of any words, use

https://www.dictionary.com/

To help you.

THE DEVOTED
FRIEND

ONE MORNING THE OLD WATER-RAT PUT his head out of his hole. He had bright beady eyes and stiff grey whiskers, and his tail was like a long bit of black indiarubber. The little ducks were swimming about in the pond, looking just like a lot of yellow canaries, and their mother, who was pure white with real red legs, was trying to teach them how to stand on their heads in the water.

'You will never be in the best society unless you can stand on your heads,' she kept saying to them; and every now and then she showed them how it was done. But the little ducks paid no attention to her. They were so young that they did not know what an advantage it is to be in society at all.

'What disobedient children!' cried the old water-rat, 'they really deserve to be drowned.'

'Nothing of the kind,' answered the duck, 'everyone must make a beginning, and parents cannot be too patient.'

'Ah! I know nothing about the feelings of parents,' said the water-rat. 'I am not a family man. In fact, I have never been married, and I never intend to be. Love is all very well in its way, but friendship is much higher. Indeed, I know of nothing in the world that is either nobler or rarer than a devoted friendship.'

'And what, pray, is your idea of the duties of a devoted friend?' asked a green linnet, who was sitting on a willow tree hard by, and had overheard the conversation.

'Yes, that is just what I want to know,' said the duck; and she swam away to the end of the pond, and stood upon her head, in order to give her children a good example.

'What a silly question!' cried the water-rat. 'I should expect my devoted friend to be devoted to me, of course.'

'And what would you do in return?' said the little bird, swinging upon a silver spray, and flapping his tiny wings.

'I don't understand you,' answered the water-rat.

'Let me tell you a story on the subject,' said the linnet.

'Is the story about me?' asked the water-rat. 'If so, I will listen to it, for I am extremely fond of fiction.'
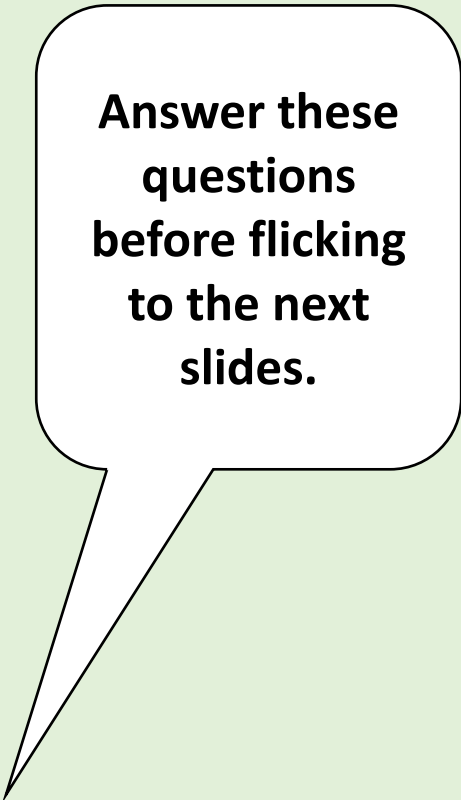
'It is applicable to you,' answered the linnet and he flew down, and alighting upon the bank, he told the story of The Devoted Friend.

Answer these read and retrieve questions:

- Why did the duck need patience?
- What does the water-rat think a good friend should do?

Read and explain

- How are these stories similar / different to *The Jungle Book*?

The author uses dialogue to portray the characters

- What impressions do you get of water-rat from the way the author has chosen to have him speak? Why has the author chosen to portray him in this way?

- What impressions do you get of the green linnet from how it speaks?

What impressions do you get of water-rat from the way the author has chosen to have him speak?

- The water-rat speaks bluntly, using exclamations and short statements which make him seem rude and arrogant.

  - 'they really deserve to be drowned'

  - 'What disobedient children!'

  - 'What a silly question!'

  - 'I don't understand you.'

- He also has been made self-centred/self-important/ arrogant because he talks about himself, his thoughts and ideas, and is only interested in the things that concern him.

  - 'I should expect my devoted friend to be devoted to me, of course'

  - 'Is the story about me?... If so, I will listen to it.'

Why has the author chosen to portray him in this way?

- The author portrays him in this way to make you dislike him.

What impressions do you get of the green linnet from how it speaks?

- Use of the word 'pray' shows its politeness (means please / request politely).

Before you continue reading…

Sweet-williams · Gilly flowers · Shepherd's-purses · Fair-maids of France · Roses (damask) · Crocuses · Violets · Columbine · Lady's-smock · Marjoram · Wild basil · Cowslip · Flower-de-luce (iris) · Daffodil · Clove-pink

Continue reading...

'What disobedient children!' cried the old water-rat, 'they really deserve to be drowned.'

'Nothing of the kind,' answered the duck, 'everyone must make a beginning, and parents cannot be too patient.'

'Ah! I know nothing about the feelings of parents,' said the water-rat. 'I am not a family man. In fact, I have never been married, and I never intend to be. Love is all very well in its way, but friendship is much higher. Indeed, I know of nothing in the world that is either nobler or rarer than a devoted friendship.'

'And what, pray, is your idea of the duties of a devoted friend?' asked a green linnet, who was sitting on a willow tree hard by, and had overheard the conversation.

'Yes, that is just what I want to know,' said the duck; and she swam away to the end of the pond, and stood upon her head, in order to give her children a good example.

'What a silly question!' cried the water-rat. 'I should expect my devoted friend to be devoted to me, of course.'

'And what would you do in return?' said the little bird, swinging upon a silver spray, and flapping his tiny wings.

'I don't understand you,' answered the water-rat.

'Let me tell you a story on the subject,' said the linnet.

'Is the story about me?' asked the water-rat. 'If so, I will listen to it, for I am extremely fond of fiction.'

'It is applicable to you,' answered the linnet and he flew down, and alighting upon the bank, he told the story of The Devoted Friend.

'Once upon a time,' said the linnet, 'there was an honest little fellow named Hans.'

'Was he very distinguished?' asked the water-rat.

'No,' answered the linnet, 'I don't think he was distinguished at all, except for his kind heart, and his funny, round, good-humoured face. He lived in a tiny cottage all by himself, and every day he worked in his garden. In all the countryside there was no garden so lovely as his. Sweet-williams grew there, and gillyflowers, and shepherds'-purses, and fair-maids of France. There were damask roses and

yellow roses, lilac crocuses and gold, purple violets and white. Columbine and ladysmock, marjoram and wild basil, the cowslip and the flower-de-luce, the daffodil and the clove-pink bloomed or blossomed in their proper order as the months went by, one flower taking another flower's place, so that there were always beautiful things to look at and pleasant odours to smell.

'Little Hans had a great many friends, but the most devoted friend of all was big Hugh the miller. Indeed, so devoted was the rich miller to little Hans, that he would never go by his garden without leaning over the wall and plucking a large nosegay, or a handful of sweet herbs, or filling his pockets with plums and cherries if it was the fruit season.

'"Real friends should have everything in common," the miller used to say, and little Hans nodded and smiled, and felt very proud of having a friend with such noble ideas.

'Sometimes, indeed, the neighbours thought it strange that the rich miller never gave little Hans anything in return, though he had a hundred sacks

of flour stored away in his mill, and six milch cows, and a large flock of woolly sheep; but Hans never troubled his head about these things, and nothing gave him greater pleasure than to listen to all the wonderful things the miller used to say about the unselfishness of true friendship.

'So little Hans worked away in his garden. During the spring, the summer and the autumn he was very happy, but when the winter came, and he had no fruit or flowers to bring to the market, he suffered a good deal from cold and hunger, and often had to go to bed without any supper but a few dried pears or some hard nuts. In the winter, also, he was extremely lonely, as the miller never came to see him then.

What is inference?

Authors hide clues in the text which give us clues about what a character is like. When you are reading, try to spot these hidden clues so that you get a good understanding of the character

Inference

Use the CLUES in the text to discover what is NOT directly stated

Text: Ana collected shells. Then she went for a swim in the cool, salty water.

Inference: Ana is at the Ocean.

Questions:

What impressions do you get of little Hans?

What impressions to you get of the miller?

Discuss understanding:

Impressions of little Hans:

kind – *'his kind heart'*

popular/ well-liked – *'Little Hans had a great many friends'*

naïve/ foolish – he thought of the miller as his friend, but he takes his flowers and gives him nothing in return

Impressions of the miller:

selfish – helps himself to Hans's flowers, *'never gave little Hans anything in return'*, *'in the winter...the miller never came to see him then'*

Challenge

Complete a thoughts, feelings and dialogue chart for either water-rat, linnet, the miller or Little Hans (see resources). Try to get across their character in the thoughts and dialogue

Thursday 28th January 2021

Session 1
Maths

Starter

Lesson 4: Dividing a fraction by a whole number (1)

→ pages 135–137

1. a) $\frac{1}{12}$

   $\frac{1}{12}$ of the circle is shaded.

   b) $\frac{1}{10}$

2. $\frac{1}{16}$

3. a) $\frac{1}{12}$ b) $\frac{1}{12}$

4. a) $\frac{1}{3} \div 2 = \frac{1}{6}$ b) $\frac{1}{5} \div 3 = \frac{1}{15}$ c) $\frac{1}{2} \div 4 = \frac{1}{8}$

5. a) $\frac{1}{18}$ d) $\frac{1}{20}$ g) 2
   b) $\frac{1}{18}$ e) $\frac{1}{28}$ h) 3
   c) $\frac{1}{30}$ f) $\frac{1}{24}$ i) 3 $(\frac{1}{3})$

6. a) Each person gets $\frac{1}{6}$ of the pizza.
   b) Max gets $\frac{1}{12}$ of the bar.

7. Answers will vary. The two numbers written into the empty boxes each time should have a product of 48. Examples include:

$$\frac{1}{6} \div \boxed{8} = \frac{1}{48} \qquad \frac{1}{12} \div \boxed{4} = \frac{1}{48} \qquad \frac{1}{16} \div \boxed{3} = \frac{1}{48}$$

$$\frac{1}{2} \div \boxed{24} = \frac{1}{48} \qquad \frac{1}{48} \div \boxed{1} = \frac{1}{48} \qquad \frac{1}{4} \div \boxed{12} = \frac{1}{48}$$

Reflect

Explanations may vary.

It is false as dividing by 2 is the same as finding $\frac{1}{2}$ of $\frac{1}{10}$. This would be smaller than $\frac{1}{10}$. $\frac{1}{5}$ is actually twice as big as $\frac{1}{10}$ so it cannot be correct. $\frac{1}{10} \div 2 = \frac{1}{20}$.

Dividing a fraction by a whole number ❷

I have $\frac{4}{5}$ of the jug of juice left.

1 **a)** The jug is $\frac{4}{5}$ full of juice.

The juice is divided equally between the 2 empty cups.

What fraction of the original jug is in each of these cups?

**b)** $\frac{9}{10}$ of the jar of baby food will be enough for 3 equal meals.

What fraction of the jar of baby food should be put into each bowl?

Dividing a fraction by a whole number ❷

Discover

"I have $\frac{4}{5}$ of the jug of juice left."

I **a)** The jug is $\frac{4}{5}$ full of juice.

The juice is divided equally between the 2 empty cups.

What fraction of the original jug is in each of these cups?

b) $\frac{9}{10}$ of the jar of baby food will be enough for 3 equal meals.

What fraction of the jar of baby food should be put into each bowl?

Share

a) There is $\frac{4}{5}$ of the jug to be shared equally between 2 cups.

"I drew a diagram to represent the juice in the jug and then I divided this by 2. I can write this as a division."
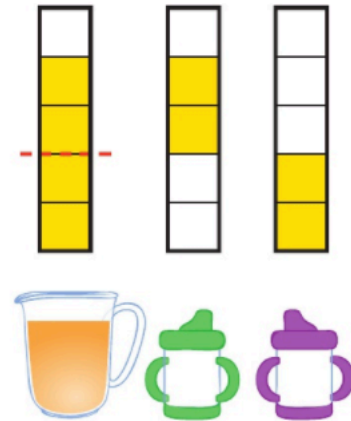
$$\frac{4}{5} \div 2 = \frac{2}{5}$$

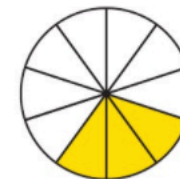$\frac{2}{5}$ of the original jug is in each cup.

b) There is $\frac{9}{10}$ of the jar to be shared equally into 3 bowls.
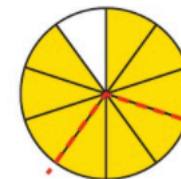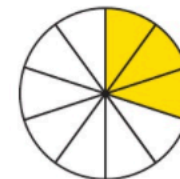
jar   bowl I   bowl 2   bowl 3

$$\frac{9}{10} \div 3 = \frac{3}{10}$$

$\frac{3}{10}$ of the jar of baby food should be put into each bowl.

Complete this in your journal

1 A packet of rusks is $\frac{6}{7}$ full.

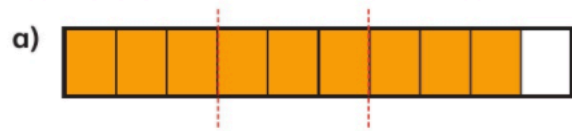Draw a diagram to show how the biscuits can be shared equally between the 3 babies.

Write this as a division calculation.
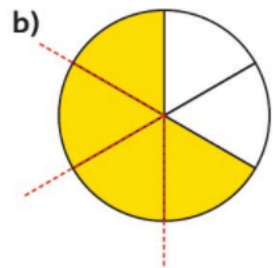
$$\frac{6}{7} \div 3 = \frac{\Box}{\Box}$$

What fraction of the packet does each baby get?

Each baby gets $\frac{\Box}{\Box}$ of the packet.

2 What division calculations are shown?
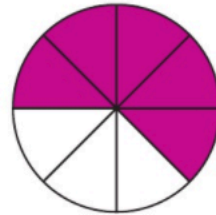
a)

$$\frac{\Box}{\Box} \div \Box = \frac{\Box}{\Box}$$

b)

$$\frac{\Box}{\Box} \div \Box = \frac{\Box}{\Box}$$

3 a) Use the diagrams to complete these calculations.

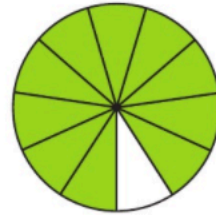$$\frac{3}{5} \div 3 = \frac{\Box}{\Box}$$

$$\frac{\Box}{\Box} \div 4 = \frac{\Box}{\Box}$$

$$\frac{\Box}{\Box} \div 5 = \frac{\Box}{\Box}$$

$$\frac{\Box}{\Box} \div 5 = \frac{\Box}{\Box}$$

> I think there is a link between the numerators and what I am dividing by. I will check whether this works with the other questions I have done.

Is there a way you can find each answer without drawing a diagram?

b) Work out the missing fractions without using a diagram.

$$\frac{3}{4} \div 3 = \frac{\Box}{\Box}$$

$$\frac{12}{25} \div 3 = \frac{\Box}{\Box}$$

$$\frac{8}{9} \div 2 = \frac{\Box}{\Box}$$

$$\frac{\Box}{\Box} \div 4 = \frac{2}{9}$$

> I will check my answers using diagrams.
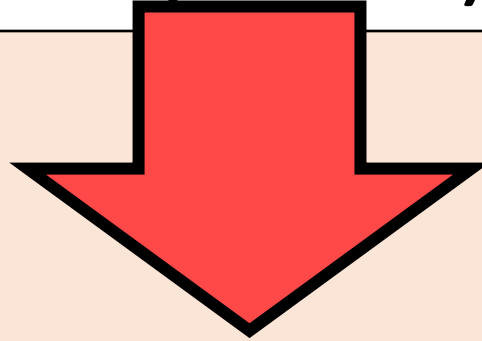
CHALLENGE

Now you have completed the new learning, complete **page 138 – 140 of the Power M**aths Practice book.

Session 2
Spanish

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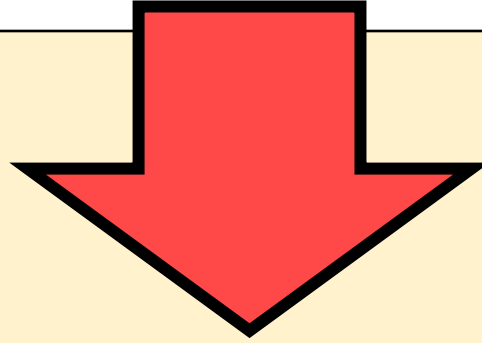
Live Zoom

(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

Jesus as a source of Life

Think of the power of electricity. When we plug in and switch on, this source of energy makes things happen: lights blaze, kettles boil, we can charge laptops and phone to stay communicated. Well, things will happen when we also 'plug in' to Jesus. He is our source of strength and energy which enables us to become fully committed Christians.

To understand what is meant by Jesus being the 'source of life', let us look again at what

*happened at the **last supper, Good Friday** and **Easter Sunday**.*

Holy Thursday: Last Supper

At the **Last Supper**, Jesus told his disciples that he was about to **hand over** his life for us. In this way, he made a **New Covenant**. He was saying that he was going to give his life for us, and he was asking us to do the same for him.

In entering into this New Covenant with Jesus, we can be sure:

- Jesus is with us – when we are happy.
- He is with us – when we are anxious.
- He is with us – when someone hurts us.

Good Friday: Crucifixion

On the day after the Last Supper, Good Friday, Jesus actually handed over his life. When dying on the cross, he offered his life for each one of us.

Jesus gave himself to the Father as the most perfect sacrifice to take away the sins of the world and to open the way to heaven for us. This was the fulfilment of the New Covenant.
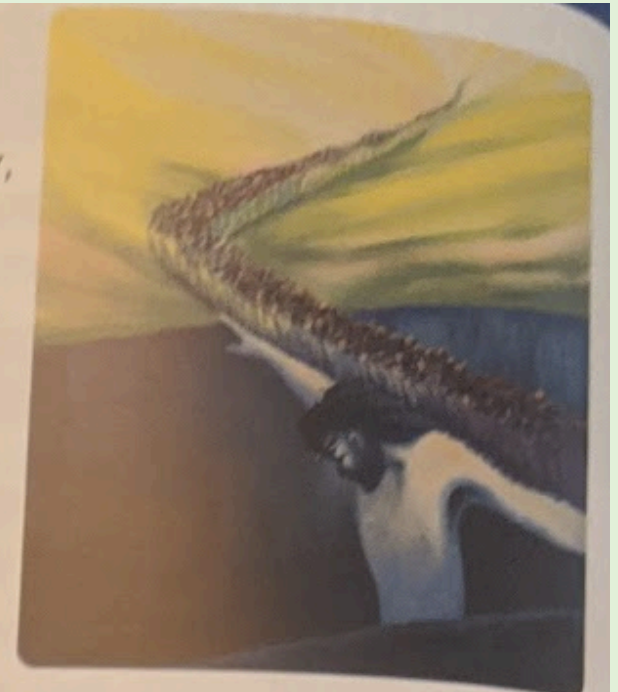
Easter Sunday: Resurrection
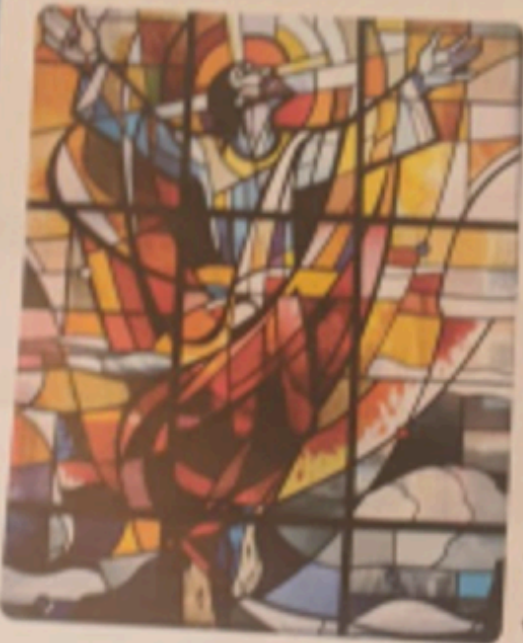
Three days later on **Easter Sunday**, Jesus rose to be the Lord of the living and the dead, that is, to be the **Saviour**.

Since rising from the dead, Jesus has a totally new relationship with us. He is able to share his **new** life with us. Jesus has become the **source of eternal life**.

We receive this life from him in a very special way when we celebrate the Eucharist.

The summit of Christian life

The summit of a mountain is the highest peak. So the summit of Christian life is like reaching the highest peak of our relationship with Jesus.

In celebrating the Eucharist, which we call the **Mass**, Jesus gives himself to us.

Why is it so important?

Jesus asks us to offer to him all that we do to help others. Insofar as we truly and sincerely do this, we reach the **summit of life.**

The Eucharist is the source and summit of Christian life

The **source of life** is in the Mass, when we draw spiritual strength and energy from Jesus in the Eucharist to help us to live out the values of the Kingdom of God. This is the **source** of Christian life.

The **summit of life** is when we offer the whole of our lives to Jesus in the Mass. He promises that he will always be with us to help us to live out the **New Commandment** in our daily lives.
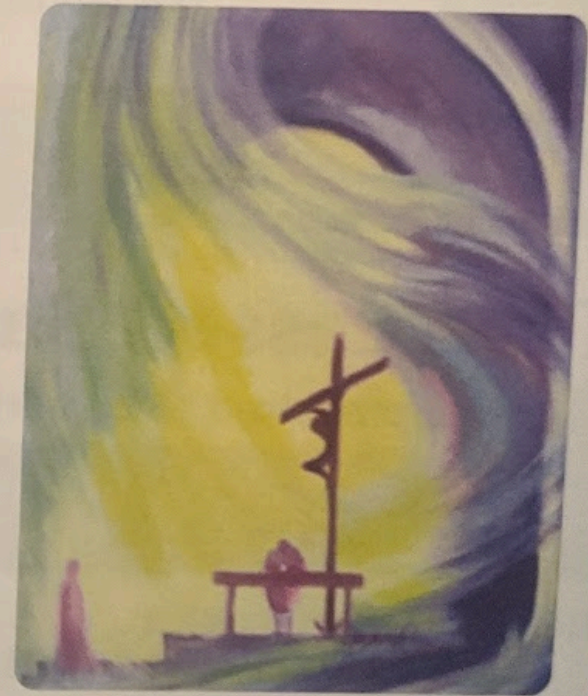
Activities

Questions

1) *At the last supper, what did Jesus say he would do?*
2) *What was he asking us to do?*
3) *What did Jesus do on Good Friday?*
4) *Why did he do this?*
5) *What happened on Easter Sunday?*
6) *What is Jesus able to give us now?*
7) *What has he become for us?*

__Task__ – Identify how the eucharist is the source and summit of Christian life. Explain how this belief has arisen.

Friday 29th January 2021

Session 1
Maths

Starter

Lesson 5: Dividing a fraction by a whole number (2)

→ pages 138–140

1. There are 2 twelfths in each group.

   $\frac{2}{12}$

2. a) $\frac{2}{9}$ b) $\frac{3}{10}$ c) $\frac{4}{9}$

3. a) $\frac{2}{11}$ b) $\frac{1}{5}$

4. Answers may vary. Possible solution: $\frac{6}{9} \div 2 = \frac{3}{9}$

5. a) $\frac{1}{9}$ c) $\frac{3}{7}$
   b) $\frac{1}{4}$ d) $\frac{4}{15}$

6. a) 2 $\left(\frac{2}{5}\right)$ c) 7 d) 10
   4 $\left(\frac{4}{5}\right)$ 2 8
   b) 6 $\left(\frac{6}{20}\right)$ 14 2
   15 $\left(\frac{15}{20}\right)$ 1 5

7. The snail travels $\frac{4}{15}$ km each day.

8. 12 $\left(\frac{12}{18}\right)$
   56 $\left(\frac{56}{60}\right)$
   18 $\left(\frac{18}{24}\right)$

Reflect

The correct answer is $\frac{2}{15}$. Danny has divided both the numerator and denominator by 5. As the divisor is a factor of the numerator, the denominator, which is just the unit of that number, will not need to change here.

Encourage children to prove their calculation with a pictorial representation.

Dividing a fraction by a whole number ③

Discover

1 **a)** The bamboo shoots are $\frac{2}{3}$ m long.

If the pandas share one bamboo shoot equally, how much will each panda get?

b) Another panda comes along to share the bamboo shoot.

How much will each panda get now?

Dividing a fraction by a whole number ❸

Discover

1 a) The bamboo shoots are $\frac{2}{3}$ m long.

If the pandas share one bamboo shoot equally, how much will each panda get?

b) Another panda comes along to share the bamboo shoot.
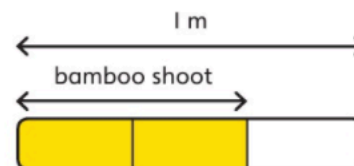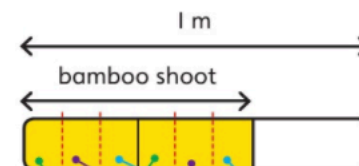
How much will each panda get now?

Share

a) The bamboo shoot is $\frac{2}{3}$ m long.

3 pandas share the shoot equally.

> I drew a bar model. I shaded in $\frac{2}{3}$. I do not think I can share this equally between 3 pandas, can I?

> Yes, you can. I divided each $\frac{1}{3}$ into 3 so I could give each panda a part of the bamboo. This is the same as $\frac{6}{9}$ m divided by 3.

$$\frac{2}{3} \div 3 = \frac{6}{9} \div 3$$
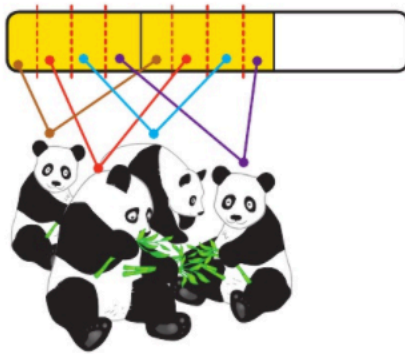
$$\frac{6}{9} \div 3 = \frac{2}{9}$$

Each panda will get $\frac{2}{9}$ m of bamboo shoot.

b) There are now 4 pandas.

$$\frac{2}{3} \div 4 = \frac{8}{12} \div 4$$
$$= \frac{2}{12}$$
$$= \frac{1}{6}$$

Each panda will get $\frac{1}{6}$ m of bamboo shoot.

> I wonder if I need to divide each part into 4. I did it by dividing each part into 2.

Think together

1 A bamboo shoot is $\frac{5}{6}$ metre long. Share this between 3 pandas.

$$\frac{5}{6} \div 3 = \frac{\boxed{}}{\boxed{}} \div 3 = \frac{\boxed{}}{\boxed{}}$$

Each panda will get $\frac{\boxed{}}{\boxed{}}$ m of bamboo shoot.

2 Use the diagram to help you work out $\frac{3}{5} \div 6$.

$$\frac{3}{5} \div 6 = \frac{\boxed{}}{\boxed{}}$$

CHALLENGE

3 a) Max and Ambika are working out $\frac{2}{3} \div 6$.

> Max: I will divide each $\frac{1}{3}$ into 6 pieces.

> Ambika: I will divide each $\frac{1}{3}$ into 3 pieces.

Will they get the same answer? Show all the calculations.

Whose method do you prefer?

b) Use Max and Ambika's methods to work out $\frac{3}{4} \div 6$.

> I drew a diagram to represent $\frac{3}{4}$ and then divided each part into 6 equal pieces.

> I do not think you needed to do that. Look at the pattern between the numerator and the number we are dividing by.

Complete this in your journal

Now you have completed the new learning, complete **page 141 – 143 of the Power Ma**ths Practice book.

Session 2
English

were so full of tears that he did not see the Giant coming. And the Giant stole up behind him and took him gently in his hand, and put him up into the tree. And the tree broke at once into blossom, and the birds came and sang on it, and the little boy stretched out his two arms and flung them round the Giant's neck, and kissed him. And the other children, when they saw that the Giant was not wicked any longer, came running back, and with them came the Spring. "It is your garden now, little children," said the Giant, and he took a great axe and knocked down the wall. And

when the people were going to market at twelve o'clock they found the Giant playing with the children in the most beautiful garden they had ever seen.

All day long they played, and in the evening they came to the Giant to bid him good-bye.

"But where is your little companion?" he said: "the boy I put into the tree." The Giant loved him the best because he had kissed him.

"We don't know," answered the children; "he has gone away."

Can you find examples of formal language in the text?

Create questions to hot seat the giant and the children to find out about the missing boy/ how they feel about his disappearance.
When in role as the giant, use some of the language from the text to create a formal voice.
"I feel so miserable that my little companion has disappeared."
"I bid him a safe return."
"If I were him, I should return at once to the garden."

Idea:
You could role play this with someone at home is possible OR write and respond to your own written questions.

ACTIVITY

Create a news headline about the missing boy.

No more than 7 words – make sure they are concise, catchy and summarise the event.

e.g.   **MISSING BOY LEAVES GIANT DEVASTATED**

Activity:

Who?	Where?	What?	When?	Why?

Use the plan above to make sure that you do not miss out any vital information, then write a short newspaper report about the missing boy.

✎ Distinguish between the language of speech and writing

✎ Use passive verbs

DO THIS WITH ME!
Watch video, using link on dojo, to see how I plan and write my newspaper report
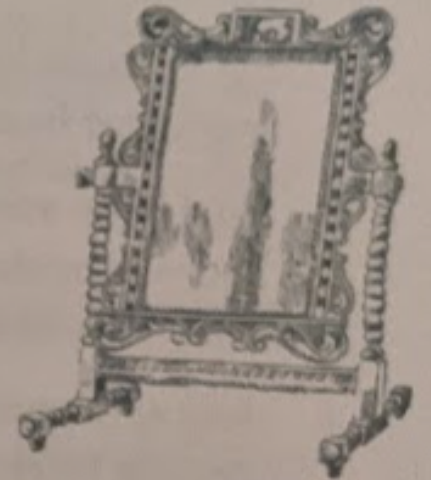
Session 3
Comprehension

Mark your comprehension from last week first (The Lost Diary of Snow White)

Answers

1. Any two from: it is written in the first person; the entry starts with "Monday"; it contains the writer's thoughts and feelings; it talks about events that happened that day; it uses informal language; it has a chatty tone.

2. E.g. To make it stand out, which emphasises just how pale Snow White is.

3. E.g. "welcome to my fairytale paradise"

4. E.g. The names of the dwarves represent Snow White's personality, so she's pessimistic, unsure, interfering, sad and awkward.

5. E.g. Most traditional fairy tales use quite formal language. The language in this story is a lot more informal and chatty, for example "Cripes" and "No pressure, then".

6. E.g. No, because she says she needs to rest for a hundred years to be "up to the challenge", which suggests that she is reluctant about living happily ever after.

The Yellow Train

The Telegraph

Session 4
Wellbeing Friday

Today is World Nutella Day!

10 SIMPLE WAYS TO HAVE A PARTY

MAKE A RECIPE WITH NUTELLA®	WRITE A SONG OR POETRY DEDICATED TO NUTELLA®	ENJOY NUTELLA® IN A PARTICULAR PLACE	PUT YOURSELF WITH NUTELLA®	DEDICATE A WORK OF ART TO NUTELLA®
COMBINE FLAVORS IN AN ORIGINAL WAY	RELIVE YOUR FIRST EXPERIENCE WITH NUTELLA®	GIVE NUTELLA® TO THE PEOPLE YOU LOVE	LET SOMEONE KNOW NUTELLA® FOR THE FIRST TIME	ORGANIZE A DELICIOUS PARTY IN HONOR OF NUTELLA®

Thank you for all your hard work this week!

Week 5 - DONE ☺

stay safe