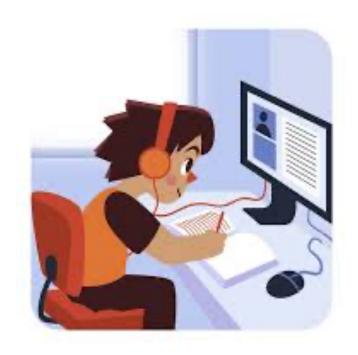
Home Learning Expectations

- 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,

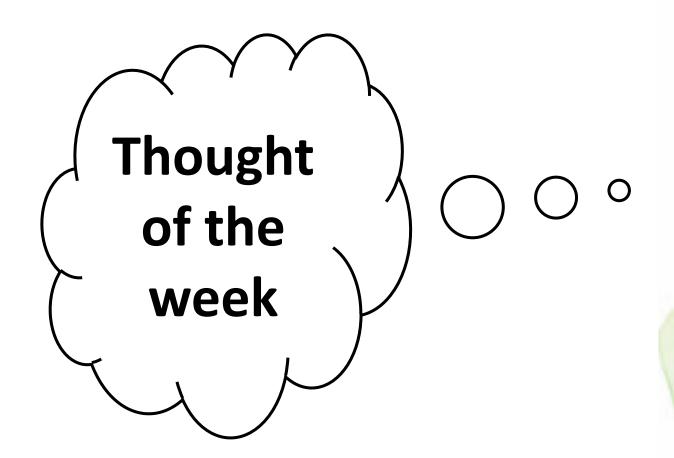
2:30pm each day – Zoom details found on class dojo



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 8th February 2021

Day	Session 1		Session 2		Session 3	Session 4	
Monday 11 th January	Maths Four Rules with <u>Fractions</u> - Power Maths Practice book 144 - 146	B R	English Passive voice and personification paragraph		Guided Reading End of term reading challenge	Research Projects History and Geography	
Tuesday 12 th January	Maths MyMaths Live Lesson with Andrew (Zoom)	E A	Music Live Lesson (Zoom)	N C	English Emotions graph for the children and the giant based on the main events of the story	RE The Blessed Sacrament	
Wednesday 13 th January	Maths Calculating Fractions of Amounts - Power Maths Practice book 147 - 149	K	English Plan your own story	Н	Science The effect of drugs on our bodies	English Start to write the story you planned this morning	
Thursday 15 th January	Maths Problem Solving -Fractions of Amounts - Power Maths Practice book 150 - 152	1	Spanish Live Lesson (Zoom)		Dance Live Lesson with Rebecca (Zoom)	RE Benediction	
Friday 16 th January	Maths End of Unit Check - Power Maths Practice book 153 – 154 * SHORT SESSION *		English Continue to write your own story based off your plan * LONG SESSION *		Reading Comprehension – David Copperfield - CGP pg 12 - 13	Wellbeing Friday Valentine's Day activities	



"Let us be grateful to people who make us happy; they are the charming gardeners who make our souls blossom.

- Marcel Proust



Monday 8th February 2021

Session 1 Maths

Starter

Mark your work from last session ©

Lesson 6: Dividing a fraction by a whole number (3)

→ pages 141-143

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

b)
$$\frac{6}{15} \div 3 = \frac{2}{15}$$

2. a)
$$\frac{6}{10} \div 2 = \frac{3}{10}$$
 b) $\frac{6}{14} \div 2 = \frac{3}{14}$

b)
$$\frac{6}{14} \div 2 = \frac{3}{14}$$

c)
$$\frac{15}{24} \div 3 = \frac{1}{2}$$

3. a)
$$\frac{10}{16} \div 2 = \frac{5}{16}$$
 c) $\frac{15}{24} \div 3 = \frac{5}{24}$ e) $\frac{10}{45} \div 5 = \frac{2}{45}$ b) $\frac{12}{15} \div 3 = \frac{4}{15}$ d) $\frac{12}{40} \div 4 = \frac{3}{40}$ f) $\frac{10}{18} \div 2 = \frac{5}{18}$

b)
$$\frac{12}{15} \div 3 = \frac{4}{15}$$

d)
$$\frac{12}{40} \div 4 = \frac{3}{40}$$

f)
$$\frac{10}{18} \div 2 = \frac{5}{18}$$

4. a)
$$\frac{8}{20} \div 4 = \frac{2}{20} = \frac{1}{10}$$
 b) $\frac{6}{18} \div 3 = \frac{2}{18} = \frac{1}{9}$

b)
$$\frac{6}{18} \div 3 = \frac{2}{18} = \frac{1}{9}$$

- **5.** $\frac{4}{50}$ or $\frac{2}{25}$ of the bottle of milk will be in each glass.
- **6.** Square = $\frac{3}{16}$ Circle = $\frac{2}{5}$

Rhombus = 5 Triangle = 4

a)
$$\frac{3}{80}$$

- b) $\frac{2}{20}$ or $\frac{1}{10}$ c) $\frac{2}{25}$

Reflect

Explanations may vary. Children may explain that they will need to find equivalent fractions to make the numerator a multiple of the divisor 4 and then divide. Some children may have figured out a shortcut of multiplying the denominator by 4, but do ensure that children understand why it works. Some children may also see that 'dividing by 4' is the same as finding 'a quarter of and so choose to do $\frac{2}{7} \times \frac{1}{4}$.

$$\frac{2}{7} \div 4 = \frac{8}{28} \div 4 = \frac{2}{28} = \frac{1}{14}$$

Four rules with fractions

Discover









- 0
- a) How far did Luis walk from Monday to Friday?
- b) Luis's target was to walk 5 km in total in the week.
 Did he meet his target?

Four rules with fractions

Discover







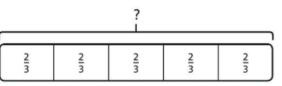


- How far did Luis walk from Monday to Friday?
 - b) Luis's target was to walk 5 km in total in the week.Did he meet his target?

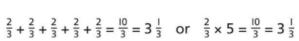
Share

a) Luis walked $\frac{2}{3}$ km each day from Monday to Friday.





I could add or multiply to work out the answer.







	<u> </u> 3	1 3	<u> </u> 3	<u> </u>	<u> 3</u>	_ _ _	<u> </u>	<u> </u> 3	1 3	<u> </u>			
Н	-		_	_	_			_	_	_	-	1	-I
												$3\frac{2}{3}$	

Luis walked $3\frac{1}{3}$ km from Monday to Friday.

b) Luis's goal was to walk 5 km in total in the week.
He walked ⁷/_q km on Saturday and ⁷/_q km on Sunday.

		<u>2</u> 3	× 5 =	<u>10</u> 3	$\frac{7}{q} \times 2 = \frac{14}{q}$				
ſ)(
	2/3	2/3	2/3	2 3	2 3	$\frac{7}{9}$	<u>7</u>		

I worked out Monday to Friday first and then the weekend. I added the answers by finding a common denominator.

$$\frac{10}{3} + \frac{14}{9} = \frac{30}{9} + \frac{14}{9} = \frac{44}{9} = 4\frac{8}{9}$$

 $4\frac{8}{9}$ < 5, so Luis did not meet his target.



Think together



Max is working out the perimeter of this rectangle.



 $\frac{1}{6}$ m

I multiplied the length by 2 and the width by 2 and then added together.





Work out the perimeter using Max's method.



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



Max











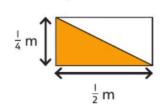
The perimeter of the rectangle is



What is the area of the shaded part of the rectangle?

$$\frac{1}{2} \times \bigcirc \times \bigcirc = \bigcirc$$

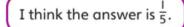
The area of the shaded part is = m^2 .



Jamilla and Alex have worked out the answer to this calculation.

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

I think the answer is $\frac{7}{20}$.









Alex

- a) Whose answer is correct?
- b) Explain how Jamilla and Alex worked out their answers. Explain why one of them is wrong.



You need to remember the order of operations. Which operation do you do first – multiplication or addition? Now you have completed the new learning, complete page 144 – 146 of the Power Maths Practice book.

Session 2 English

Starter

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

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

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

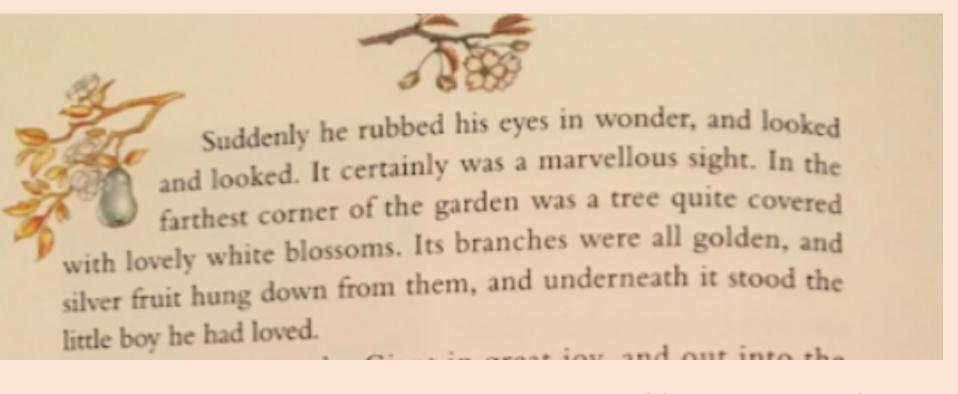
"But where is your little companion?" he said: "the boy I put into the tree." The Giant loved him the best because he had kissed him.

"We don't know," answered the children; "he has gone away." "You must tell him to be sure and come here to-morrow," said the Giant. But the children said that they did not know where he lived, and had never seen him before; and the Giant felt very sad.

Every afternoon, when school was over, the children came and played with the Giant. But the little boy whom the Giant loved was never seen again. The Giant was very kind to all the children. yet he longed for his first little friend, and often spoke of him. "How I would like to see him!" he used to say.

Years went over, and the Giant grew very old and feeble. He could not play about any more, so he sat in a huge armchair, and watched the children at their games, and admired his garden. "I have many beautiful flowers," he said; "but the children are the most beautiful flowers of all."

One winter morning he looked out of his window as he was dressing. He did not hate the Winter now, for he knew that it was merely the Spring asleep, and that the flowers were resting.



Language Choices

Formal language in the text

- 'merely'
- 'rubbed his eyes in wonder'

Precise noun phrases

- 'in the farthest corner of the garden'
- 'silver fruit hung down from them'
- 'the flowers were resting'

Personification

'He did not hate the Winter now, for he knew that it was merely the Spring asleep'. Refer back to session 5 (personification). Consider the actions of Spring. What would Spring do to wake up the garden?

Write down some ideas and then change your sentences form active to passive

e.g

Spring opened up the petals of the blossom – the petals were opened up by Spring.

Activity

Write a paragraph using personification and passive voice to describe what happened to the tree in the corner of the garden.

The garden was awoken by Spring. Tiptoeing around with delicate footsteps, Spring sprinkled droplets of water at the foot of the tree in the farthest corner. The tree stretched out its branches and opened its leaves. Below the tree, small shoots of green were pushed up through their earthy nest. The sun pulled back her curtain of mist and peered down at the garden. Lovely white blossoms uncurled and yawned; they were heaved up and out by their mistress.

Session 3 Reading



End of half term reading challenge

Write about the best book you have read so far this year. This could be one from Oxford Reading buddy/ Bug club or it could be one of your own books that you are reading for pleasure.

Would you recommend the book? If so, who to? If not, why? What are the characters like?

What is the book about?

Where is it set?

or non-fiction?

Why did you enjoy the book?

Session 4 Project Work



Research Project finalisation.

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

You should have now **finished**, or be nearly finished with your **research projects**. These will be used when you return to school. If you have done something on the computer, **email** it to Sec.HolySpiritPrimary@halton.gov.uk – I will look through it and print it off for you for your topic book. If you have done something on pen and paper, photograph it and **upload onto your portfolio** and then keep it safe in your workbook to return to school.

Research Project — Geography Help Project questions:

Research Project — History 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?

- 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 persuasive leaflet/ booklet
 - A PowerPoint presentation

You could make:

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

Additional information and videos to watch/read about Ernest Shackleton

https://www.youtube.com/watch?v=2yzq96ZUi7A

or

https://www.youtube.com/watch?v=OmlwipIhRq8

or

http://www.bbc.co.uk/history/historic figures/shackleton ernest.shtml

Tuesday 9th February 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

Suddenly he rubbed his eyes in wonder, and looked and looked. It certainly was a marvellous sight. In the farthest corner of the garden was a tree quite covered with lovely white blossoms. Its branches were all golden, and silver fruit hung down from them, and underneath it stood the little boy he had loved.

Downstairs ran the Giant in great joy, and out into the garden. He hastened across the grass, and came near to the child. And when he came quite close his face grew red with anger, and he said, "Who hath dared to wound thee?" For on the palms of the child's hands were the prints of two nails, and the prints of two nails were on the little feet.

"Who hath dared to wound thee?" cried the Giant; "tell me, that I may take my big sword and slay him."

"Nay!" answered the child; "but these are the wounds of Love."

"Who art thou?" said the Giant, and a strange awe fell on him, and he knelt before the little child.

Continue reading

And the child smiled on the Giant, and said to him, "You let me play once in your garden, to-day you shall come with me to my garden, which is Paradise."

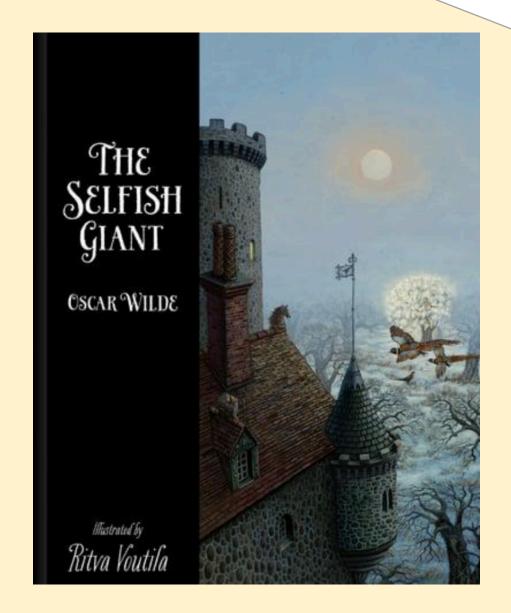
And when the children ran in that afternoon, they found the Giant lying dead under the tree, all covered with white blossoms.

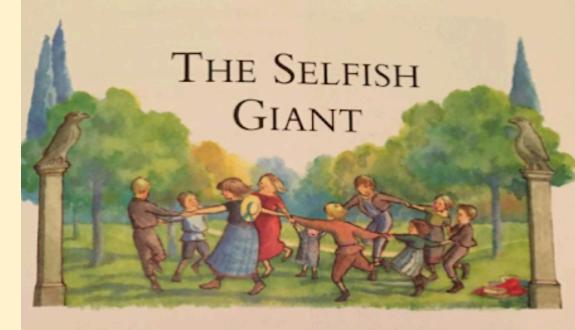


Thinking about the story

- Can you find any links to other stories?
- Who is this boy? What other evidence can you find?
- What are the main themes in this story?
- Is there a moral?

Re-read the whole story





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.

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.



"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?

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

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.

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, 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." "You must tell him to be sure and come here to-morrow," said the Giant. But the children said that they did not know where he lived, and had never seen him before; and the Giant felt very sad.

Every afternoon, when school was over, the children came and played with the Giant. But the little boy whom the Giant loved was never seen again. The Giant was very kind to all the children, yet he longed for his first little friend, and often spoke of him. "How I would like to see him!" he used to say.

Years went over, and the Giant grew very old and feeble. He could not play about any more, so he sat in a huge armchair, and watched the children at their games, and admired his garden. "I have many beautiful flowers," he said; "but the children are the most beautiful flowers of all."

One winter morning he looked out of his window as he was dressing. He did not hate the Winter now, for he knew that it was merely the Spring asleep, and that the flowers were resting.



Suddenly he rubbed his eyes in wonder, and looked and looked. It certainly was a marvellous sight. In the farthest corner of the garden was a tree quite covered with lovely white blossoms. Its branches were all golden, and silver fruit hung down from them, and underneath it stood the little boy he had loved.

Downstairs ran the Giant in great joy, and out into the garden. He hastened across the grass, and came near to the child. And when he came quite close his face grew red with anger, and he said, "Who hath dared to wound thee?" For on the palms of the child's hands were the prints of two nails, and the prints of two nails were on the little feet.

"Who hath dared to wound thee?" cried the Giant; "tell me, that I may take my big sword and slay him."

"Nay!" answered the child; "but these are the wounds of Love."

"Who art thou?" said the Giant, and a strange awe fell on him, and he knelt before the little child.

And the child smiled on the Giant, and said to him, "You let me play once in your garden, to-day you shall come with me to my garden, which is Paradise."

And when the children ran in that afternoon, they found the Giant lying dead under the tree, all covered with white blossoms.

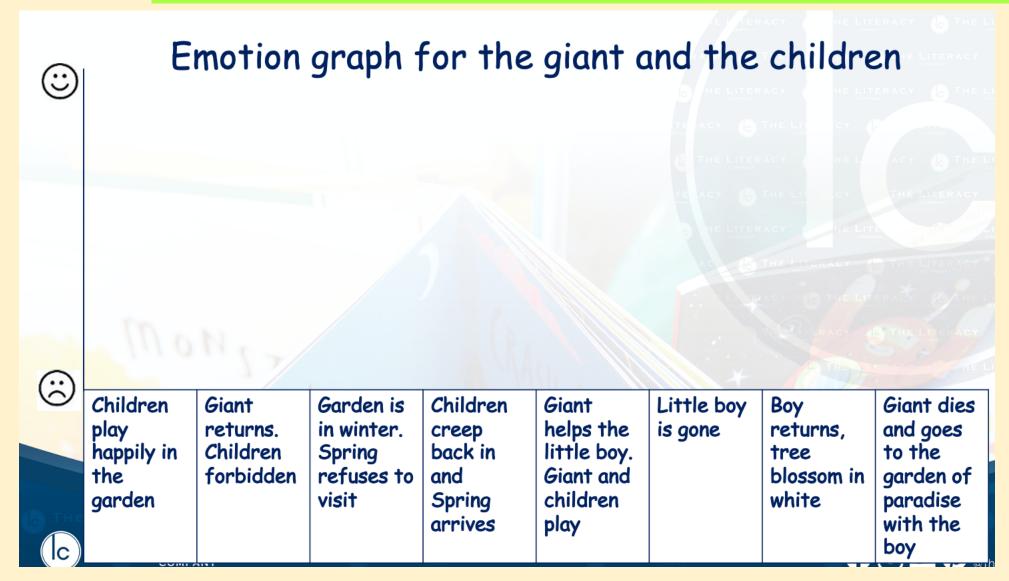


Main Events of the story:

- 1) Children play happily in the garden
- Giant returns and children are forbidden to enter
- 3) Garden is in winter; Spring refuses to visit
- 4) Children creep back in and Spring arrives
- 5) The giant helps the little boy. Giant and children play together.
- 6) The little boy is gone, and the giant feels sad.
- 7) The tree blossoms in white because the boy is back
- 8) The giant dies and goes to the garden of paradise with the boy

Your Task

Create an emotion graph, plotting the emotions of the giant in one colour and the children in another colour for each of the main events of the story.



Session 4 RE



The Blessed Sacrament

Jesus has promised to be with his Church until the end of time. One of the ways in which he fulfils this promise is through his permanent presence in the Blessed Sacrament.



To all Catholics, the Blessed Sacrament is very precious. It is what we call the consecrated hosts. These are kept in a ciborium in the tabernacle so that we can always pray in the presence of Jesus.

The Blessed Sacrament can also be taken to people who are very ill in hospital or at home and are unable to get to Mass.





Throughout the world, in every tabernacle, in every church Jesus waits for us to come to him. It is important to show reverence for Jesus in the Blessed Sacrament. While we are in church, we try to be very quiet. The sanctuary lamp is a sign that Jesus is present in the tabernacle. In

reverence for the Blessed Sacrament, we genuflect towards the tabernacle when we enter and leave the church.

Watch these before answering the questions

https://www.youtube.com/wa tch?v=X5O8IRLosI8

And

https://www.youtube.com/wa
tch?v=ewaqrKl57mQ

Question 1

In what ways do the words speak to us of the presence of Jesus?

Task 2

Write your own prayer to Jesus in the blessed sacrament. Present this beautifully (you may illustrate and colour it) and take a phot to post on dojo.



- Jesus is waiting for us. He knows us well.
- We allow time for our hearts and minds to become conscious of his presence.
- We share out deepest thoughts and desires with Jesus.
- We listen to Jesus
- We can tell him everything and anything.
- We remember that Jesus has told us to trust in God and trust in him
- Slowly and surely we will experience his peace coming over us.

Wednesday 10th February 2021

Session 1 Maths

Starter

Mark your work from last session ©

Lesson 7: Four rules with fractions

→ pages 144-146

- **1.** a) $\frac{8}{3} = 2\frac{2}{3}$ The perimeter is $2\frac{2}{3}$ cm.
 - b) $\frac{3}{7} \times 6 = \frac{18}{7} = 2\frac{4}{7}$ The perimeter is $2\frac{4}{7}$ cm.
- 2. The area is $\frac{8}{35}$ cm². The perimeter is $2\frac{6}{35}$ cm.
- **3.** Richard walks $4\frac{2}{7}$ km in total.
- **4.** a) $\frac{5}{12}$

- b) $\frac{1}{15}$
- **5.** Each side of the square is $\frac{1}{10}$ m.
- **6.** $\frac{3}{20}$ of the middle rectangle is shaded.

Reflect

Max forgot about the order of operations. He should have done the multiplication calculation first and then the addition. So the correct answer is $\frac{5}{8}$.

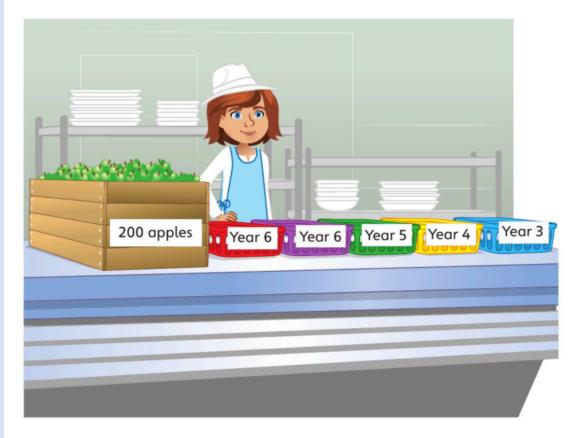
Calculating fractions of amounts

Discover









- 0
- a) The apples are shared into the baskets equally.

How many apples will the Year 6 children get?

b) The Year 6 children eat $\frac{3}{10}$ of their apples in the morning and the remaining apples in the afternoon.

How many apples do they eat in the afternoon?

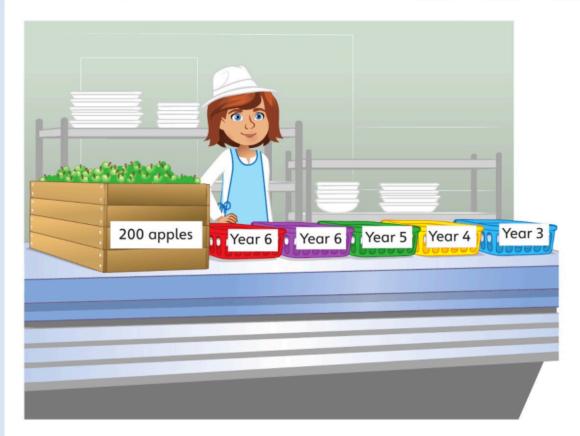
Calculating fractions of amounts

Discover









- a) The apples are shared into the baskets equally. How many apples will the Year 6 children get?
 - b) The Year 6 children eat $\frac{3}{10}$ of their apples in the morning and the remaining apples in the afternoon.

How many apples do they eat in the afternoon?

Share

a) There are 200 apples in the box.

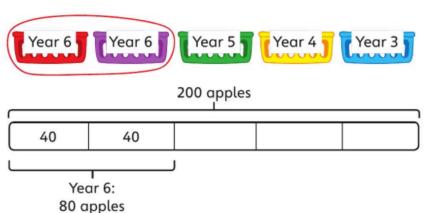


The apples are shared equally between the baskets.

There are only 4 year groups, so will Year 6 receive $\frac{1}{4}$ of the apples, which is 50?

No, there are two baskets for Year 6, so the apples are shared between 5 baskets.





The 200 apples are shared between 5 baskets.

$$\frac{1}{5}$$
 of 200 = 200 ÷ 5 = 40

There are 2 baskets for Year 6. The Year 6 children will get $\frac{2}{5}$ of the apples.

$$\frac{2}{5}$$
 of 200 = 2 × 40 = 80

The Year 6 children will get 80 apples.

9

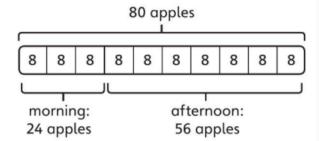
b) The Year 6 children eat $\frac{3}{10}$ of their apples in the morning.

$$\frac{1}{10}$$
 of 80 = 8

$$\frac{3}{10}$$
 of 80 = 3 × 8 = 24

$$80 - 24 = 56$$

The Year 6 children eat 56 apples in the afternoon.

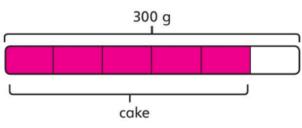




I just found $\frac{7}{10}$ of 80. If the children eat $\frac{3}{10}$ in the morning, they eat $\frac{7}{10}$ in the afternoon.

Think together

 $\underbrace{\mathbf{0}}_{\overline{6}}$ of this bag of flour is needed for a cake. How much flour is needed for the cake?





$$\frac{5}{6}$$
 of 300 g is \times $=$ $=$ \bigcirc g

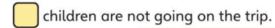




Complete this in your journal

There are 28 children in a Year 6 class. ⁵/₇ of the children are going on a school trip.

How many children are not going on the trip?



I think I could complete this question without subtracting.



3 There are 36 children in a swimming lesson.



Mo and Richard are working out how many of the boys wear goggles.

I think I8 boys wear goggles, because $\frac{1}{2}$ of 36 is I8.



I did $36 \div 3 = 12$. I think 12 of the boys wear goggles.



Richard

Mo and Richard are both incorrect.

What mistakes have they made?

What is the correct answer?

Mo

Remember, you can draw a bar model to help you.



Now you have completed the new learning, complete page 147 – 149 of the Power Maths Practice book.

Session 2 English

ACTIVITY

Create your own story plan to write a retelling of the classic narrative either in 3rd or 1st person (from the viewpoint of the giant or one of the children introduced at the beginning) using vocabulary appropriate to formal writing.

•••

Beginning	Build-up	Problem	Resolution	Ending
 Children were happy playing in garden until giant returned He wouldn't let the children play 	 Spring didn't come - the giant wondered why? Children broke in and Spring came 	 One little boy couldn't play - so giant helped him When the children came to play in the garden, the little boy didn't come Giant was upset 	 Giant aged and was content watching his garden and the children Still the boy didn't come to play 	 The boy returned to take the giant to the garden of paradise The giant died

Session 3 Science The Human Body

Initial thoughts:

If an adult did no exercise at all, was very overweight and smoked, why might their doctor worry about their health? What might the doctor suggest they do? What kinds of food would they be recommended to eat? What other things might they do to become healthier?

Make notes on this. You could write:

- A mind map
- A list
- A diagram
- A swaps grid
- Make notes on a large piece of paper

Our Bodies

Drugs and you



To stay healthy we not only need to eat the right sort of foods in the right quantities, but we also need to avoid substances that could cause us harm.

A drug is a substance that causes our bodies to change. Drugs can change the way we feel, make our heart beat faster or make our thinking slower. Some drugs are addictive; once we start using them it may be very hard to stop.

Medicines are also drugs but they are only used to prevent or treat illness.

Did you know?

Tobacco smoke contains carbon monoxide which is a poisonous gas.





Watch the video you have been assigned on Active Learn entitles DRUGS:

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

Activity:

Design and make a health education poster. You could choose to emphasise the positive aspects of elements of a healthy lifestyle (e.g. eating five portions a day of fruits and vegetables, drinking lots of water, taking regular exercise) or they can emphasise a negative aspect of not eating healthily, not taking exercise and/or drinking too much alcohol or smoking.

Session 4 English START TO WRITE

Write Paragraph 1 and 2

Use your own story plan to write a retelling of the classic narrative either in 3rd or 1st person (from the viewpoint of the giant or one of the children introduced at the beginning) using vocabulary appropriate to formal writing.

MODEL ON DOJO

Mastery Keys I'm looking for:

- Distinguish between the language of speech and writing
- Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
- Use passive verbs
- Use semi-colons to mark boundaries between independent clauses

Thursday 11th February 2021

Session 1 Maths

Starter

Mark
your
work
from last
session

Lesson 8: Calculating fractions of amounts

→ pages 147–149

- 1. 8 of the buttons are blue.
- 2. Andy had £480 left.
- **3.** Kate sells 5 more cookies than Ebo.
- **4.** Sofia pays £2.88 more than Holly.
- **5.** a) 153 km
 - b) 36 minutes (accept $\frac{3}{5}$ hour)
 - c) 50 metres or 0.05 kilometres
- **6.** a) <

b) <

7. 9

Reflect

Answers will vary – encourage children to explain what they found challenging and how they might help themselves make it easier.

Problem solving – fractions of amounts

Discover









- a) Lee spends $\frac{1}{4}$ of his pocket money on sweets. How much pocket money did Lee have to begin with?
 - b) The jar was full before Lee bought any sweets.
 Lee bought ²/₅ of the jar.
 How many sweets were in the jar when it was full?

Problem solving – fractions of amounts

Discover







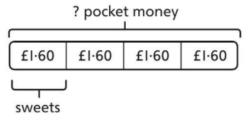


- a) Lee spends ½ of his pocket money on sweets.

 How much pocket money did Lee have to begin with?
 - b) The jar was full before Lee bought any sweets.
 Lee bought ²/₅ of the jar.
 How many sweets were in the jar when it was full?

Share

a) Lee spends $\frac{1}{4}$ of his pocket money on sweets. The sweets cost £1.60.



 $\frac{1}{4}$ of his pocket money is £1.60.

$$f1.60 \times 4 = f6.40$$

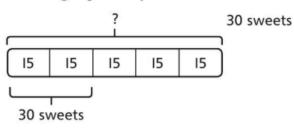
Lee had £6.40 to begin with.

When I first tried this, I made the mistake of finding $\frac{1}{4}$ of £I·60 to get £0·40. It is okay to make mistakes if I learn from them.



b) The jar was full before Lee bought any sweets.

Lee bought $\frac{2}{5}$ of the jar.



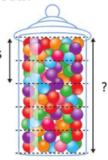
 $\frac{2}{5}$ of the jar = 30 sweets

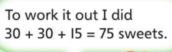
$$30 \div 2 = 15$$
 sweets

15 sweets = $\frac{1}{5}$ of the jar

$$15 \times 5 = 75$$

There were 75 sweets in the jar when it was full.



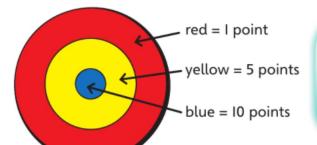




Think together

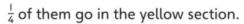
Complete this in your journal

Kate gets 24 darts.



First, I am going to work out how many shots went in each section. I know how much each section is worth.

 $\frac{1}{3}$ of Kate's darts go in the red section.



The rest go in the blue section.

How many points does Kate score?

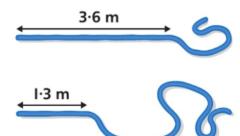




There are two pieces of rope.

 $\frac{2}{3}$ of rope A is 3.6 m.

 $\frac{1}{4}$ of rope B is I·3 m.



Which piece of rope is longer? By how much?

Rope ______ is longer by n



 $\frac{2}{3}$ of my number is 30.



What is $\frac{8}{9}$ of Amelia's number?

Remember, you can draw a bar model to help you.

I think I can work this out without having to find the original number. I can use my knowledge of equivalent fractions to help me.





Create similar questions of your own to ask a partner.

Now you have completed the new learning, complete page 150 – 152 of the Power Maths Practice book.

Session 2 Spanish

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

Live Zoom

(details available on class dojo)

Session 3 Dance

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

Live Zoom

(details available on class dojo)

Session 4 RE



Start by reflecting on what we paused on last lesson

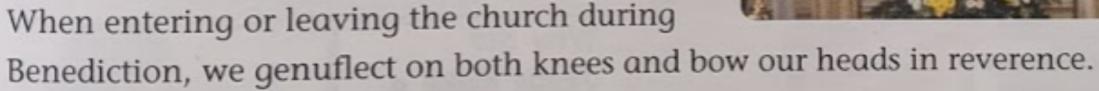
- Jesus is waiting for us. He knows us well.
- We allow time for our hearts and minds to become conscious of his presence.
- We share out deepest thoughts and desires with Jesus.
- We listen to Jesus
- We can tell him everything and anything.
- We remember that Jesus has told us to trust in God and trust in him
- Slowly and surely we will experience his peace coming over us.

Benediction: Adoration of the Blessed Sacrament



The Blessed Sacrament is kept in the tabernacle, but when we have Benediction, it is placed on the altar in a monstrance.

Benediction is a special time of prayer, of adoring Jesus in the Blessed Sacrament.





Activities

Write out the meaning of these words

- Genuflect
- Monstrance
- Sanctuary lamp
- Tabernacle

Research online, use your previous knowledge or use a dictionary. Are there any that you already know?

Task – Make a leaflet to persuade others to visit the blessed sacrament in church. Include;

- What is the blessed sacrament and where to find it;
- Why is it helpful to make a visit;
- A few suggestions for what a person could do during a visit.

Friday 12th February 2021

Session 1 Maths * SHORT SESSION *

Starter

Mark your work from last session ©

Lesson 9: Problem solving – fractions of amounts

→ pages 150-152

- **1.** $17 \times 3 = 51$ There are 51 animals in the field.
- **2.** The number is 72.
- **3.** Danny gets £7.50 pocket money.
- **4.** Toshi earns £51 more per week.
- **5.** a) 80

c) 200

b) 64

- d) 108
- 6. Zac's number is 6.4.
- **7.** a) There are 120 pages in Alex's book.
 - b) There are 60 pages in Lee's book.

Reflect

Answers will vary – although both equations involve $\frac{3}{4}$ of amounts, in one case you know the whole amount and are asked to find $\frac{3}{4}$ of it; in the other, you know the value of $\frac{3}{4}$ of the amount and are asked to find the whole amount.

Solutions: $\frac{3}{4}$ of 60 = 45; $\frac{3}{4}$ of 80 = 60

End of unit check



Work out $\frac{1}{3} \times \frac{2}{5}$.

 $A \frac{2}{15}$

 $\frac{3}{15}$

 $C \frac{3}{8}$

 $D \frac{2}{8}$

2 What is $\frac{1}{4} \div 2$?

A 2

 $B \frac{1}{2}$

C \(\frac{1}{8}\)

 $D \frac{2}{4}$

3 Lee uses $\frac{5}{8}$ of a tin of tuna each day to make a sandwich.

How many tins of tuna will he need to make a sandwich every day for 4 days?

Give your answer in its simplest form.

- A $2\frac{2}{4}$
- $\frac{20}{32}$

- $c_{\frac{1}{2}}$

There are 30 children in a class. $\frac{2}{5}$ of the children are girls. How many boys are in the class?

A I

B 18

C 30

D 75

(5) $\frac{2}{3}$ of a number is 24. What is the number?

A 8

В

C 24

D 36

6 What is the missing fraction?

$$\frac{2}{7} \div 4 = \boxed{}$$

 $A \frac{2}{7}$

 $\frac{8}{7}$

 $C \frac{1}{14}$

D $|\frac{1}{14}|$

7 How many hours are there in $\frac{3}{8}$ of a day?

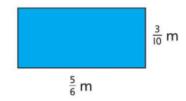
A 24

B

C 8

D 3

8 Find the area of the rectangle.



Give your answer in its simplest form.

 \mathbf{q} $\frac{5}{q}$ of the pencils in a box are red.

There are 40 red pencils in the box.

How many pencils are in the box?

Now you have completed the new learning, complete page 153 – 154 of the Power Maths Practice book.

Session 2 English * LONG SESSION *

Continue
writing
paragraphs
3, 4 and 5
MODEL ON DOJO

Use your own story plan to write a retelling of the classic narrative either in 3rd or 1st person (from the viewpoint of the giant or one of the children introduced at the beginning) using vocabulary appropriate to formal writing.

Mastery Keys I'm looking for:

- Distinguish between the language of speech and writing
- Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
- Use passive verbs
- Use semi-colons to mark boundaries between independent clauses

After half term you will;

- * re-read your own work
- * Edit
- * Improve
- * Publish

Session 3 Comprehension



Mark your comprehension from last week first (The Yellow Train)

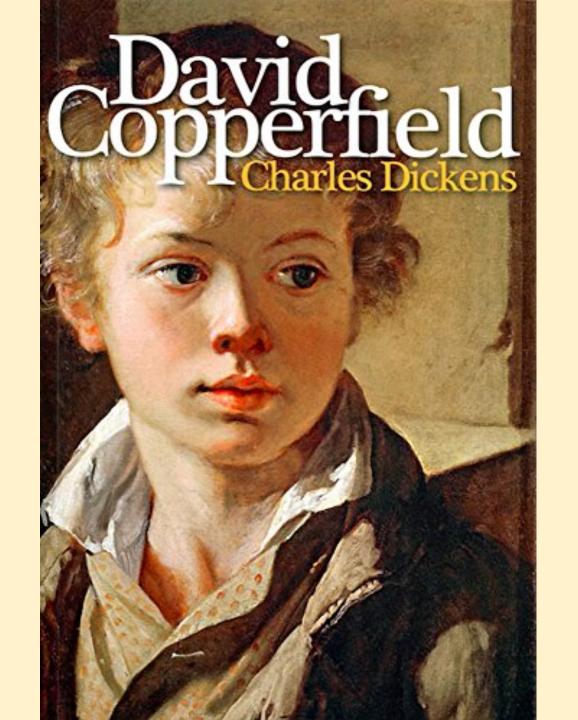
Answers

- 1. E.g. Because the train isn't like modern trains, so it's like going back in time.
- 2. E.g. A symphony is where all the different instruments in an orchestra feature in a piece of music. I think the author is saying that the Yellow Train's surroundings are made up of lots of different natural features.
- 3. b. a metaphor
- 4. a. c. to inform b. E.g. Because it contains facts which tell the reader about the train journey.
- 5. Any appropriate answer. E.g. Different, because the newspapers that I've read usually talk about current affairs, not travel. They also don't use as much descriptive language. OR E.g. Similar, because it is a non-fiction text that gives information about something.
- 6. Any appropriate answer. E.g. Yes, because the article makes a journey on the Yellow Train sound like an amazing experience, for example the author calls it a "magical trip". OR E.g. No, because I don't like heights and the article describes part of the train journey as being like "the roof of the world".

David Copperfield

CGP Comprehension book

- pg 12 - 13

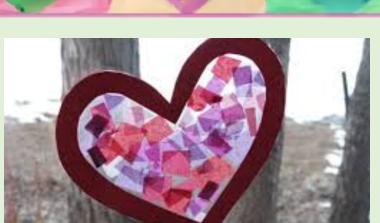


Session 4 Wellbeing Friday



February 14th is Valentines Day!





Create your own Valentines art work this afternoon. Here are some examples!





Valentine's Day

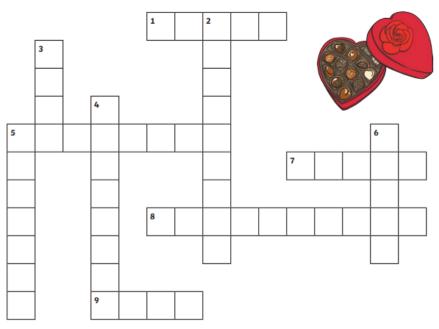
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k
       0
           S
          р
d
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bow arrow Valentine cupid

gift flowers chocolate cherub

> love heart hug kiss

Valentine's Day Customs





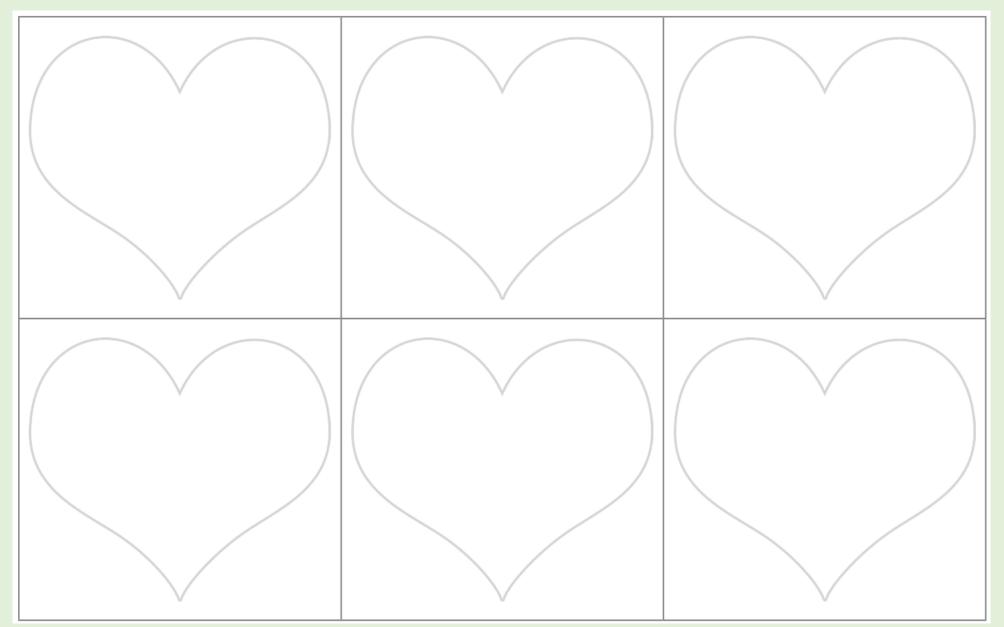
Across

- 1. A symbol associated with St. Valentine's Day.
- 5. The month in which we celebrate St. Valentine's Day.
- 7. The name of the God who is said to shoot arrows of love.
- 8. The date St. Valentine's Day is celebrated.
- 9. St. Valentine's Day is a celebration of

Down

- 2. When someone sends a card without signing their name, it is
- 3. Saint Valentine lived in the city of
- 4. When someone asks somebody to marry them, this is called a marriage
- 5. A popular gift to send is _____.
- 6. People might send each other different _____.

Wassily Kandinsky



You could print me off to create your own Wassily Kandinsky art Thank you for all your hard work this week and this term. Your perseverance has continued to impress me and your hard work has paid off.

Week 6 - DONE ©

Stay safe and have a lovely half term break – Mrs G

