

Home Learning – **Week 7** – Amethyst Class

Please remember:

- 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



All ONLINE LESSONS this week will be taking place on Zoom.

The links and information for these Zoom lessons will be posted on Dojo daily.

You will need to either download Zoom onto your device, or if you are using a computer or laptop you can search Zoom on Google.

The Holy Spirit Catholic Primary School – KS2 Weekly Timetable – Week beginning 22nd February 2021

Day	Session 1		B R E A K	Session 2	L U N C H	Session 3	Session 4	
Monday 22 nd February	Maths YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 6: Measure: Area and Perimeter, Lesson 1			English		Reading Independent Reading	Research Project	Whole School Reading
Tuesday 23 rd February	Maths YEAR 4 – SEE MR FOSTER'S PowerPoint Lesson 4 YEAR 5 – My Maths	Drama ONLINE LESSON 10:00– 10:30AM		Music		English	RE	Whole School Reading
Wednesday 24 th February	Maths YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 6: Measure: Area and Perimeter, Lesson 2			English		Science	Guided Reading	Whole School Reading
Thursday 25 th February	Maths YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 6: Measure: Area and Perimeter, Lesson 3			Spanish ONLINE LESSON 11:00 – 11:45AM		Dance ONLINE LESSON 1:30 – 2:00PM	RE	Whole School Reading
Friday 26 th February	Maths YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 6: Measure: Area and Perimeter, Lesson 4			English		Reading Comprehension	Wellbeing Friday	Whole School Reading & Assembly

Monday 22nd
February

Make sure you read today!

**And will you succeed?
Yes you will indeed!
98 and 3/4 percent
guaranteed.**

Dr. Seuss

Lesson 4: Calculating Area (I)

→ pages 149–151

1. a) 18
10
 $18 \text{ squares} \times 10 \text{ m}^2 = 180 \text{ m}^2$
b) $12 \text{ squares} \times 10 \text{ m}^2 = 120 \text{ m}^2$
c) $35 \text{ squares} \times 10 \text{ m}^2 = 350 \text{ m}^2$
2. $A = 16 \text{ squares} \times 3 \text{ m}^2 = 48 \text{ m}^2$
 $B = 12 \text{ squares} \times 5 \text{ m}^2 = 60 \text{ m}^2$
 $C = 21 \text{ squares} \times 2 \text{ m}^2 = 42 \text{ m}^2$
C A B
3. a) Children should draw a 1×8 , 4×2 , 2×4 or 8×1 rectangle.
b)

If 1 square is equal to ...	the actual area is ...
1 cm ²	8 cm ²
1 m ²	8 m ²
4 cm ²	32 cm ²
9 m ²	72 m ²
25 cm ²	200 cm ²

4. $90 \div 10 = 9 \text{ cm}^2$, so the area of each square is 9 cm^2 .
5. 600 cm^2

6. Left-hand grid: Children should draw a rectangle with an area of 40 squares; for example:
 4×10 or 5×8
Right-hand grid: Children should draw a rectangle with an area of 20 squares; for example:
 2×10 or 5×4

Reflect

The actual area of the room in real life is 96 m^2 .
I know this because the drawing contains 24 squares (8×3) and each square is worth 4 m^2 .
 $24 \text{ squares} \times 4 \text{ m}^2 = 96 \text{ m}^2$



Please use these answers to mark your Maths work from Monday!

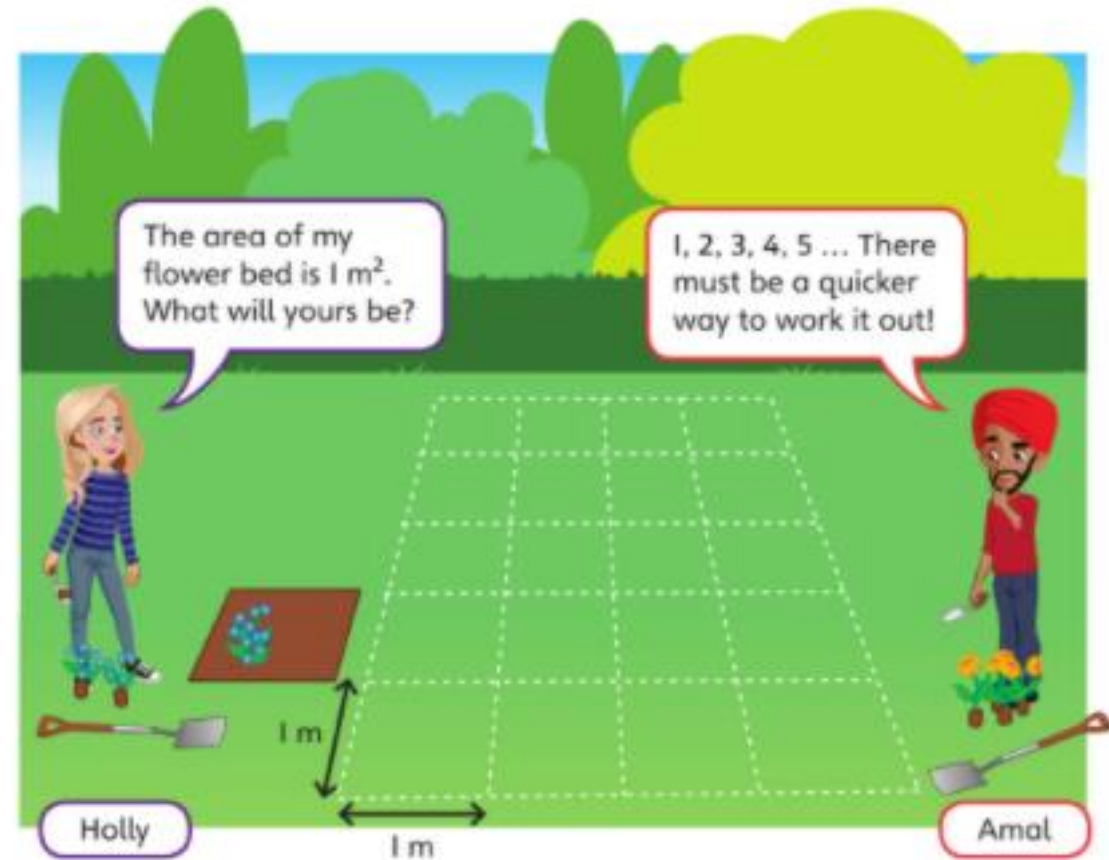
Session 1 – Maths (Year 5)

Please complete this
in your journal.



Calculating area 2

Discover



- 1 a) What will the area of Amal's flower bed be?
- b) A third gardener digs a rectangular flower bed with an area of 8 m^2 . What could its length and width be?

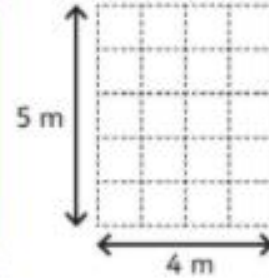
Share

a)



I will find the area by counting each of the squares separately.

The metre squares make a 5×4 array. I can use this fact to find the area more quickly!



You can write a formula for the area of a rectangle.

There are 5 rows of squares.

Each row contains 4 squares.

$$5 \times 4 = 20$$

There are 20 metre squares altogether.

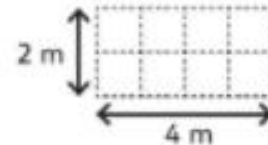
The area of Amal's flower bed will be 20 m^2 .

Formula for area of a rectangle:
 $A = l \times w$



b) Number of rows \times number of columns = total number of squares
length \times width = Area

I think the length and the width must be two numbers that multiply together to make 8.



$$1 \text{ m} \times 8 \text{ m} = 8 \text{ m}^2$$

$$2 \text{ m} \times 4 \text{ m} = 8 \text{ m}^2$$

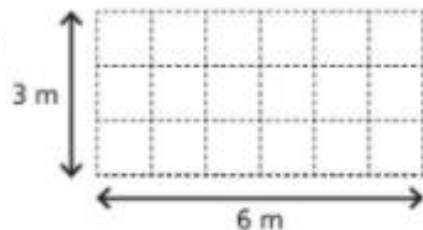
The length and width could either be $1 \text{ m} \times 8 \text{ m}$ or $2 \text{ m} \times 4 \text{ m}$.

Now check your discover!
Did you get the correct answer?



Think together

1 What is the area of this flower bed?



There are rows of metre squares.

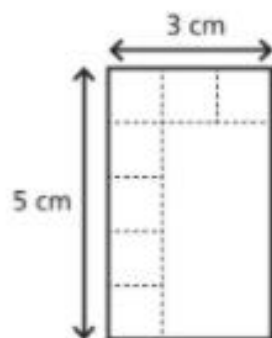
Each row contains squares.

$$\square \times \square = \square$$

There are metre squares altogether.

The area of the flower bed is m².

2 What is the area of this rectangle?



length \times width = Area

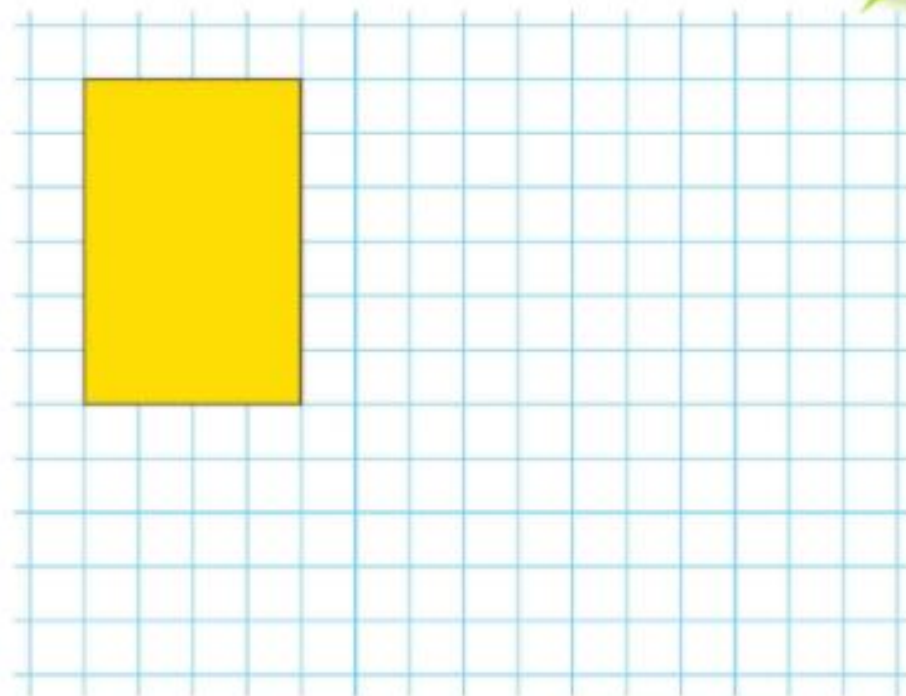
$$\square \text{ cm} \times \square \text{ cm} = \square \text{ cm}^2$$

The area of this rectangle is cm².

Please complete this in your journal.

3 How many different rectangles can you make that have an area of 24 cm²? Explain how you know.

CHALLENGE



I am going to use a table to record my results.

I can think of a way to order them so we do not miss any out!



Activity Time

Turn to your Power Maths practice book and complete pages 152 – 154.

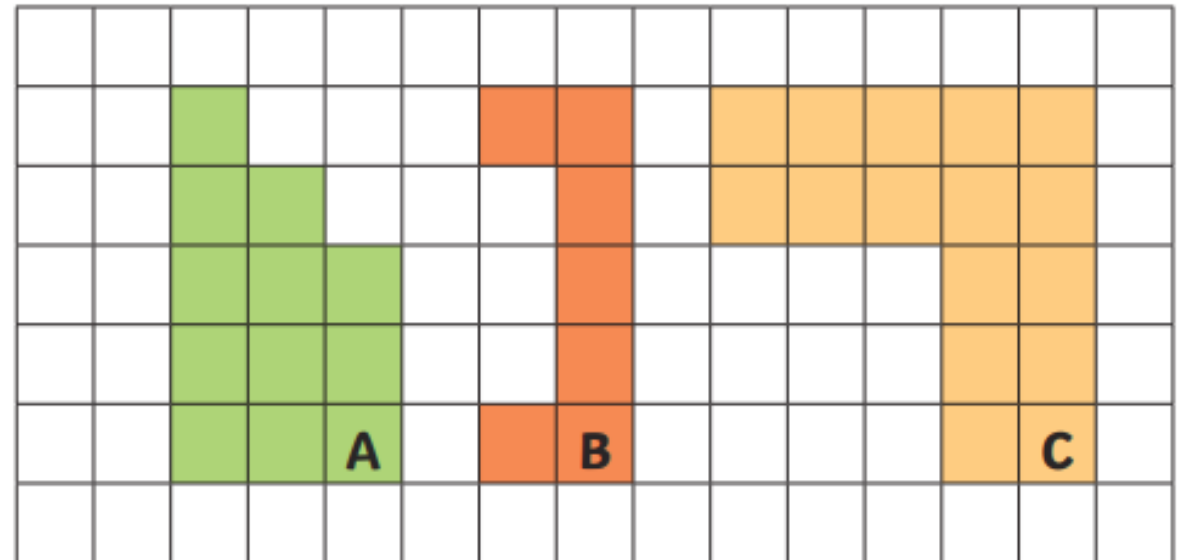


Please complete this
in your journal.



Find the perimeter of these shapes in centimetres.

*not to scale



Session 2 – English

Read the selection of myth openings – on the next slide.

Decide whether each one is:

- Character description
- Setting description
- Action
- Dialogue

In the beginning there was a king of Sweden called Gylfi. He knew a great deal more than most men and women because he listened to story tellers.
Which matters more? Mastery of the skills of warfare or mastery of the skills of farming and fishing?
No sooner had the gods built their halls in Asgard than they began to argue. Then they began to fight.
Warriors and farmers and slaves, mused Odin. Some are wise, some are fools. Some are generous, some are stingy. Some rely on themselves, some on others. Some are rich, some poor. Some beautiful, some ugly. Some are curious, and some are blind to all the wonders of Midgard. To tell the truth, ever since I and my brothers fashioned the first human beings from two fallen trees - an ash and an elm - most people are a mix of these things. Each person is made of many ingredients.
Thor and Loki walked together across the Plain of Ida towards Odin's hall. Loki amused himself by seeing how long he could kick the same stone along the path but he kept getting in front of Thor and in his way until Thor kicked the stone right over the wall of Asgard.
It was June and almost midnight. The sun drifted and then dipped just under the horizon. Midgard became very still. The land, the lakes and the mountains away to the north were lost in dreams of themselves.
High in the mountains, where all the frost giant's lived, Skadi prowled from room to room in her father's fortress.
"It was you wasn't it?" Thor gave Loki a good shake. "Wasn't it?" "Just a joke!" whined Loki. Thor lowered Loki onto the ground and the trickster cautiously reached for the top of his head.
Summer comes late to the north and it leaves early. But that first summer morning...It's so blue you believe it will always be blue.
"Your father Njord," said shining Skinnir, Freyr's servant, "has asked me to talk to you." The God of Sun and everything that grows gave a deep sigh.

Choose one you like and could use in your myth – this could be written in your books ready for planning.



B.ANG! When Loki walked into Thor's hall he was met by a thunderstorm. With both hands, Thor smashed the table top. "WHERE IS MY HAMMER?" he yelled.
"Faster!" urged Skinnir. "Faster or some hideous troll will ambush us and eat us!"
There was a rather messy river running alongside a stone fence wall. It was wide and quite shallow and it was very swift. Big boulders littered it. It had a clay bed so it always looked milky.
In the early days of the world there came a boat sailing over the sea in the fair summer weather.
There was peace throughout the nine worlds. The dwarves were busy at their forges under the earth. In Jotunheim, the giants rested uneasily and plotted no new evil.

Session 3 – Reading

Half an hour independent reading – log on to Oxford Reading Buddy or Bug Club.

Each time you finish a book, create a book review in your journal.

Session 4 - Topic

Has anyone been to Greece before?


Do you know any interesting facts about Greece or the Ancient Greeks?

Where is Greece on a world map?

What countries are close by?

Watch - <https://www.youtube.com/watch?v=XdNHG7QtBsg>

Activity Time

What do I know?	What do I want to know?	What have I learnt?
		

Reading ZOOM

Link to be posted on Dojo.



Tuesday 23rd February

Make sure you read today!

**THINK AND WONDER,
WONDER AND THINK.**


~ DR. SEUSS



Session 1 – Maths (Year 5)

[All Classes](#) > [Amethyst - Year 5](#)

[Set task](#) [Set activity](#) [Delete](#) [Toggle Fullscreen](#)

<input type="checkbox"/>	Task or activity	Type	Created	Completed	Start	Due	Feedback
<input type="checkbox"/>	Area of a parallelogram		08/02/21	0/14	23/02/21	<u>24/02/21</u>	Task not started



In today's Maths lesson you will need to log onto My Maths and complete your set tasks.

If you don't score 70% or more, please have another go.

Drama Session

ONLINE ZOOM lesson with Andrew at 10am.

Link to be posted on Class Dojo.

Session 2 - Music

ONLINE ZOOM LESSON 11:00 – 11:45

Link to be posted on Class Dojo.

Session 3 – English – Planning you own Myth

What to think about:

- Create your own hero – draw and label with qualities.
- Use your 'Inside my Norse myth' poem to choose three magical objects for the hero to collect. Consider the quests and how the magical objects will support your hero.
- Choose your monster and what it will do.
Use the picture of Yggdrasill/ pictures from the Arthur text to select settings for your quests.

Activity Time

Complete this grid in your books.
(If you want to print it out there is
a bigger copy on the next slide).

Use your creative ideas and
descriptive techniques.

The better your planning – the
easier it will be, when you come
to writing.

<i>Hero</i>		<i>Villain/monster</i>
<i>Three magical objects and quests</i>		<i>Settings</i>

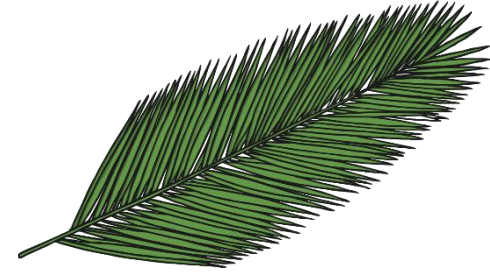
Hero

Villain/monster

Three magical objects and quests

Settings

Session 4 – RE - Lent



What does Lent mean?

Lent comes from the Middle English word 'lenten' or the Old English 'lencten', both of which mean spring (the season).

Lent is the time of new beginnings, new growth and a time to go and get fit to live the life of a Christian.

The Colour Purple

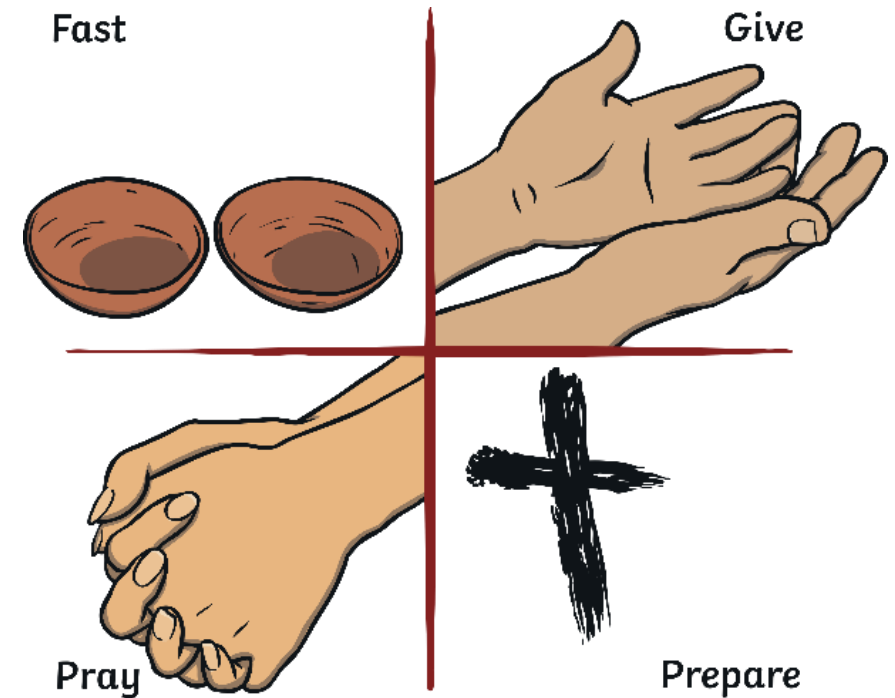
The priest wears purple garments and a purple cloth is placed on the altar during Lent.

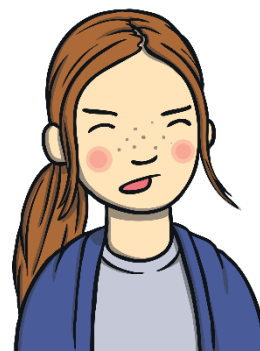
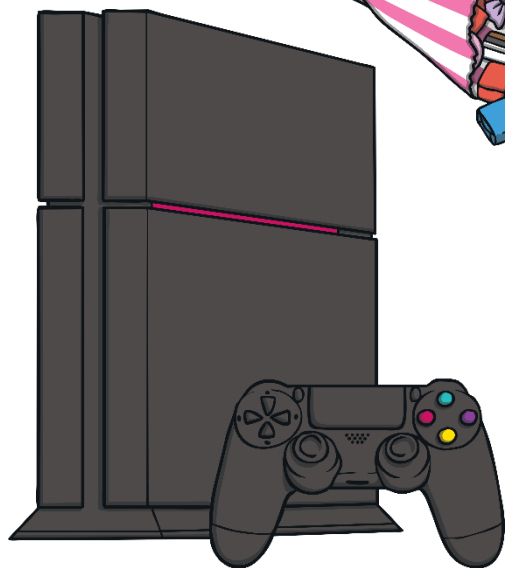
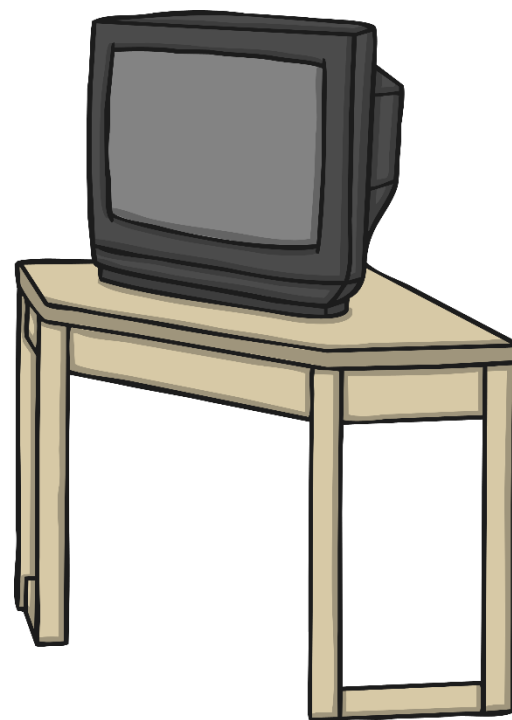
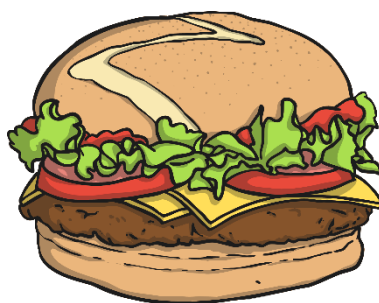
Why?

- Purple symbolises both pain and suffering leading up to the crucifixion of Jesus.
- It also symbolises the suffering of all humans and the world under sin.
- Purple is also the colour of royalty. This reminds people that Jesus is King.

How Can People Remember What God Sacrificed?

Giving up some treats or home comforts helps people understand how much Jesus sacrificed.





What would you give up for Lent?

Lent is a very special time for Christians. It lasts for 40 days, from Ash Wednesday to Easter Sunday. It is a time to remember the sacrifice Jesus made, as well as his example in resisting temptations. Lent is also a time of new beginnings and new growth, the perfect time to get fit and healthy for life.

Fasting is an important part of Lent. Christians usually give up something for Lent which they really enjoy so that it is a real sacrifice for them to be without it for 40 days. Traditionally, Christians fast but you can give up anything for Lent, from a video game to using plastic.



Activity Time

What would/ have you given up for Lent?

Can you draw a picture and label your sacrifice?



Reading ZOOM

Link to be posted on Dojo.



Wednesday 24th February

Make sure you read today!

So be sure when you **STEP**,
Step with **CARE** and great **TACT**.
And remember that Life's
A great **Balancing Act!**
-Dr. Seuss



Lesson 5: Calculating Area (2)

→ pages 152–154

1. a) 6 rows

5 squares in each row

$$6 \times 5 = 30$$

$$\text{Area} = 30 \text{ cm}^2$$

b) 7×6

$$\text{Area} = 42 \text{ cm}^2$$

c) 9×8

$$\text{Area} = 72 \text{ cm}^2$$

2. a) Possible arrays: 1×16 , 2×8 , 4×4

b) Children should draw two rectangles from: 1×16 ,
 2×8 , 4×4

3.

Shape	Length	Width	Area (cm ²)
A	9	7	63
B	7	7	49
C	11	3	33
D	7	4	28

4. Factor pairs for 40: 1×40 2×20 4×10 5×8

Rectangles: $1 \text{ cm} \times 40 \text{ cm}$ $2 \text{ cm} \times 20 \text{ cm}$

$4 \text{ cm} \times 10 \text{ cm}$ $5 \text{ cm} \times 8 \text{ cm}$

5. 100 cm^2

$$\text{Area of card} = 25 \text{ cm} \times 20 \text{ cm} = 500 \text{ cm}^2$$

$$\text{Area of square} = 20 \text{ cm} \times 20 \text{ cm} = 400 \text{ cm}^2$$

$$500 \text{ cm}^2 - 400 \text{ cm}^2 = 100 \text{ cm}^2$$

Reflect

Length of each side = 8 m

$$\text{So, area} = 8 \text{ m} \times 8 \text{ m} = 64 \text{ m}^2$$

CHALLENGE

Answers

A **16cm**

B **16cm**

C **20cm**



Please use these answers to mark your Maths work from Monday!

Session 1 – Maths (Year 5)

Comparing area

Discover



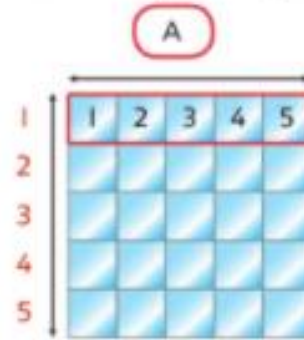
Please complete this
in your journal.



- 1** a) Which window has the larger area, A or B?
b) What is the area of window C in square metres (m^2)?

Share

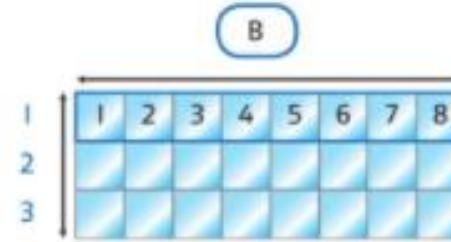
- a) Each small pane of glass has an area of 1 square metre.



A has 5 rows of 5 panes

$$5 \times 5 = 25 \text{ panes}$$

The area of window A is 25 m².



B has 3 rows of 8 panes

$$3 \times 8 = 24 \text{ panes}$$

The area of window B is 24 m².

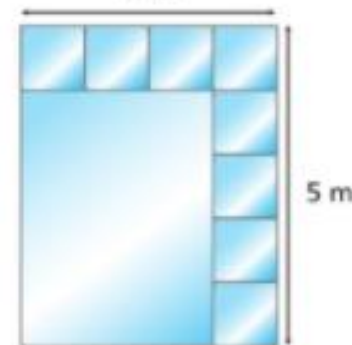
25 > 24, so window A has the larger area.

b)



I am going to use
length \times width to
work out the area
of window C.

C



Area = length \times width

$$\text{Area of window C} = 5 \text{ m} \times 4 \text{ m} = 20 \text{ m}^2$$

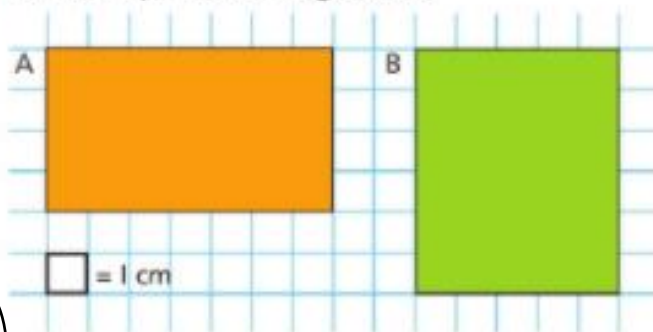
The area of window C is 20 m².

Now check your discover!
Did you get the correct
answer?



Think together

1 Which shape has the larger area?



Shape A has rows of .

\times = cm^2

$\text{cm}^2 >$ cm^2

Shape has the larger area.

Shape B has rows of .

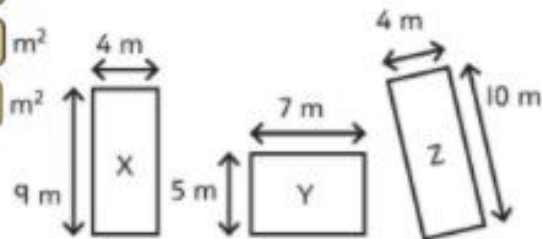
\times = cm^2

2 a) Use multiplication to find the area of these rectangles.

Area of X = \times = m^2

Area of Y = \times = m^2

Area of Z = \times = m^2



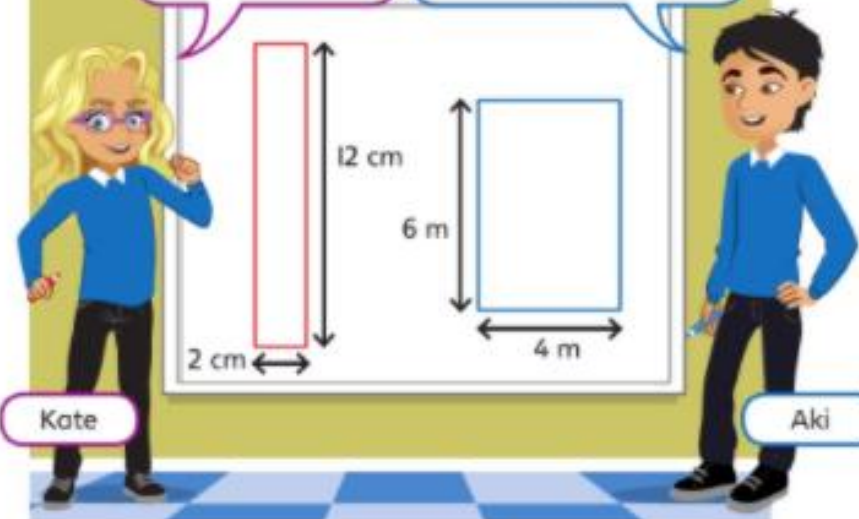
b) Using the letters X, Y, Z, order the rectangles from the largest to smallest area.

Please complete this in your journal.

3 Kate and Aki have each drawn a rectangle.

We have drawn shapes with the same area.

That is not right. My shape has a larger area than yours.



Kate

Aki

Who is correct?

Explain your answer.

I compared 2×12 with 4×6 .

I looked at the units of measure too. That helped me answer the question.



Activity Time

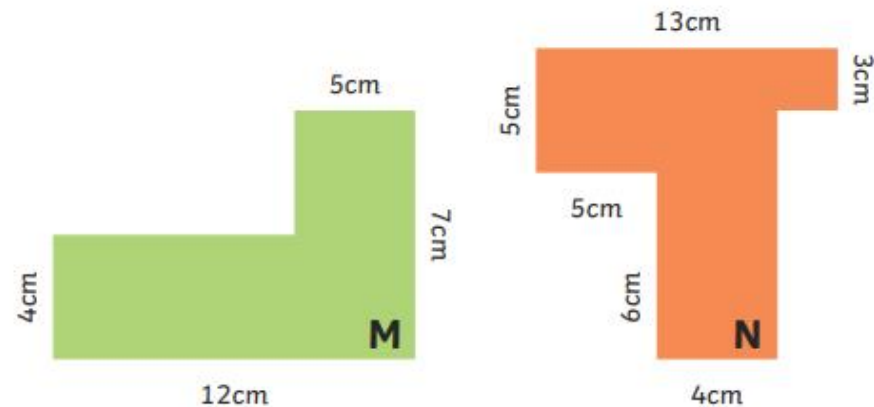
Turn to your Power Maths practice book and complete pages 155 – 157.



Please complete this in your journal.

Find the perimeter of these shapes in centimetres.

*not to scale



Draw a rectilinear shape with a perimeter of 38cm. Mark the length of each side.



Session 2 – English – Final Planning

Activity Time

Complete the planning grid on the next slide.

Remember – the more detailed and descriptive your planning is, the easier it will be when you are writing your own Myth.

ALSO – remember all the hard work you have been working on in our English lessons – try to include some of this in your planning and writing.

<i>Opening</i>	<i>Build-up</i>	<i>Quest 1</i>	<i>Quest 2</i>	<i>Quest 3 Resolution</i>	<i>Ending</i>
<ul style="list-style-type: none">• Introduction of the main hero• Setting description of where s/he lives• Description of the main character's magical object collection	<ul style="list-style-type: none">• A monster arrived at the setting• Peace and harmony at the setting was destroyed• Villagers were in danger• Main character asked for Thor's help	<ul style="list-style-type: none">• Main character had to collect a rare item• Used one of the magical objects to help with the quest• Main character made it to safety	<ul style="list-style-type: none">• Main character had to visit Yggdrasill to collect another rare item• An accident happened• One of the magical objects came to the hero's rescue	<ul style="list-style-type: none">• Both items were taken to Thor• Odin appeared and helps to make a magic item to defeat the monster• Thor and the main character set about capturing the monster• The monster had set a trap• The last magical item was used to defeat the monster alongside Odin's item	<ul style="list-style-type: none">• Thor took the main character back to the setting/village• Main character was a hero• Everyone celebrated

Session 3 - Science

<https://www.bbc.co.uk/bitesize/topics/z2882hv/articles/zxv482p>

As well as electrical conductivity and insulation, we also have thermal conductors and insulators.

What does the word thermal mean?

Investigation Time

With an adult, get a cup of hot water with both a plastic spoon and a metal tea spoon in it.

What do you notice?



Did you notice that...

The metal spoon handle gets hotter much quicker than the plastic one. Metal is a better thermal conductor than plastic.

A material that is a good thermal conductor lets heat pass through it easily. Sometimes we need to use materials that are good thermal conductors.

Can you think of something else that we use for cooking that is made from a good thermal conductor?

Materials

Extreme clothing

What would you wear to survive in the extreme cold? Early humans protected themselves from cold weather by wearing animal skins.



Today, scientists have designed special clothing to help us survive in very cold places. Trapped air is a good insulator so it's important to wear layers.

The layer against the skin is called the base layer. This helps keep you warm even when you sweat.



base layer



Materials

The middle layer protects you from the cold. It is often made of a material called fleece. Fleece is light-weight and insulates you even when it is wet.



middle layer

Find out

Find out how fleece is made. What other materials are used to make the middle insulating layer?

Finally there is a wind and waterproof shell layer. This layer is made from a material that is treated with a special chemical that stops water getting in, but allows sweat to escape.



waterproof layer

Find out

People who don't wear correct clothing when it is extremely cold can get frostbite. What happens if you get frostbite?

Making a prediction...

Complete the table using these 5 materials...



Woolly Jumper



Bubble wrap



Cotton T-Shirt



Tin Foil



Paper

The best thermal insulators

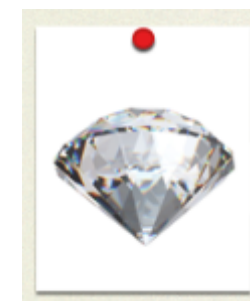
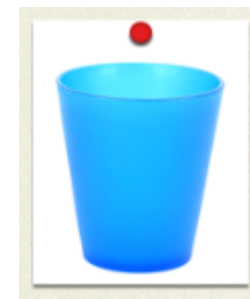
Put the materials in order of how well you think they will keep an object warm. Give reasons for your choices.

Material (most warm to least warm)	Reason
1.	
2.	
3.	
4.	
5.	








Put the materials on the right into the table below.



	Good thermal conductor	Good thermal insulator
Good electrical conductor		
Good electrical insulator		



Check your answers...

	Good thermal conductor		Good thermal insulator	
Good electrical conductor				
Good electrical insulator				

Session 4 – Guided Reading

CHAPTER FIVE

At Mimir's Well



Really, truly, with all of his heart, Odd found that he wanted to believe that he was still in the world he had known all his life. That he was still in the country of the Norse folk, that he was in Midgard. Only he wasn't, and he knew it. The world smelled different, for a

ODD AND THE FROST GIANTS

start. It smelled *alive*. Everything he looked at looked sharper, more real, more *there*.

And if there was any doubt, then he only had to look at the animals.

'You got bigger,' he told them. 'You've grown.'

And they had. The fox's ears were now level with Odd's chest. The eagle's wingspan, when it preened in the sunshine, was as wide as a longboat's huge sail. The bear, which had not been small to begin with, was now the size of Odd's father's hut, enormous in its bulk and in its bearishness.

'We didn't grow,' said the fox, its fur the vivid orange colour of a blazing fire. 'This is how big we are here. We're normal-sized.'

Odd nodded. Then he said, 'So this whole place is called Asgard, and the town we have to

AT MIMIR'S WELL

go to is also called Asgard, yes?'
'We named it after ourselves,' said the bear. 'After the Aesir.'

'How far is it to your place?'

The fox sniffed the air, then it looked around them. There were mountains behind them, and a forest all around them. 'A day's travel. Maybe a little more. Once we get through this forest we reach the plain, and the city is in the centre of the plain.'

Odd nodded. 'I suppose we should get on with it, then.'

'There will be time,' said the bear. 'Asgard is not going anywhere. And right now, I am hungry. I am going fishing. Why don't you two build us a fire?' And without waiting to see what would happen, the great beast lumbered off into the darkness of the forest. The eagle

flapped its wings, loud as a small thunderclap, and it took off, circling higher and higher, and then followed the bear.

Odd and the fox gathered wood, finding dry twigs and dead branches and gathering them together, and then Odd heaped them high. He took out his knife and sliced a point on to a hard stick, put the point against a piece of dry, soft wood, preparing to rotate the stick between his hands, to use the friction to make a fire.

The fox eyed him, unimpressed. 'Why bother?' it said. 'This is easier.' It put its muzzle against the heap of wood and breathed on the twigs. The air above the twigs wavered and shimmered, then, with a crackle, the sticks caught fire.

'How did you do that?'

'This is Asgard,' said the fox. 'It's less . . . solid . . . than the place you come from. The Gods . . . even transformed Gods . . . well, there is power in this place . . . you understand?'

'Not really. But not to worry.'

Odd sat beside the fire and he waited for the bear and the eagle to return. While he waited, he took out the piece of wood his father had started to carve. He inspected it, puzzling over the shape, familiar yet strange, wondering what it had been intended to be, and why it should bother him so. He ran his thumb over it, and it comforted him.

It was twilight by the time the bear brought back the largest trout Odd had ever seen. The boy gutted it with his knife (the fox devoured the raw guts enthusiastically), then he speared

it through with a long stick, cut two forked sticks to make an improvised spit and he roasted it over the fire, turning it every few minutes to ensure it did not burn.

When the fish was cooked, the eagle took the head, and the other three divided the meat between them, the bear eating more than the other two put together.

The twilight edged imperceptibly into night, and a huge, dark yellow moon began to rise on the horizon, achingly slowly.

When they had finished eating, the fox went to sleep beside the fire, and the eagle flapped heavily off into a dead pine to sleep. Odd took the leftover fish and pushed it into a drift of snow, to keep it fresh, as his mother had taught him.

The bear looked at Odd. Then it said,

casually, 'You must be thirsty. Come on. Let's look for some water.'

Odd climbed on to the bear's broad back, and held tight as it lumbered off into the darkness of the forest.

It didn't feel like they were looking for anything, though. It felt like the bear knew exactly where he was going, that he was heading somewhere. Up a ridge, and down into a small gorge, and through a copse of trees, magical in its stillness, and then they were pushing through scratchy gorse, and now they were in a small clearing, in the centre of which was a pool of liquid water.

'Careful,' said the bear quietly. 'It goes down a long way.'

Odd stared. The yellow moonlight was deceptive, but still . . .

'There are shapes moving in the water,' he said.

'Nothing in there that will hurt you,' said the bear. 'They're just reflections, really. It's safe to drink. I give you my word.'

Odd untied his wooden cup from his belt. He dipped it into the water, and he drank. The water was refreshing and strangely sweet. He had not realised how thirsty he had been, and he filled and emptied his wooden cup four times.

And then he yawned. 'Feel so sleepy.'

'It's all the travelling,' said the bear. 'Here. Let me.' It pulled over several fallen fir branches at the edge of the clearing with its teeth. 'Curl up on these.'

'But the others . . . ' said Odd.

'I'll tell them you fell asleep in the woods,'

said the bear. 'Just don't go wandering off. For now, just rest.'

And the bear lay down on the branches, crushing them under its bulk. The boy lay beside the animal, smelling the deep bearish scent of it, pushing against the fur and feeling the softness and the warmth.

The world was comfortable and quiet and warm. He was safe, and everything was entered by the dark . . .

When he opened his eyes once more, he was cold, and he was alone, and the moon was huge and white and high in the sky. *More than twice as big as the moon in Midgard*, thought Odd, and he wondered if that was because Asgard was closer to the moon, or whether it had its own moon . . .

The bear was gone.

In the pale moonlight Odd could see shapes moving in the water of the pool, and he pulled himself to his feet and limped over to look more closely.

At the water's edge he crouched down, made a cup from his hand and drank from it. The water was icy cold, but as he drank he felt warmed and safe and comfortable.

The figures in the water dissolved and reformed.

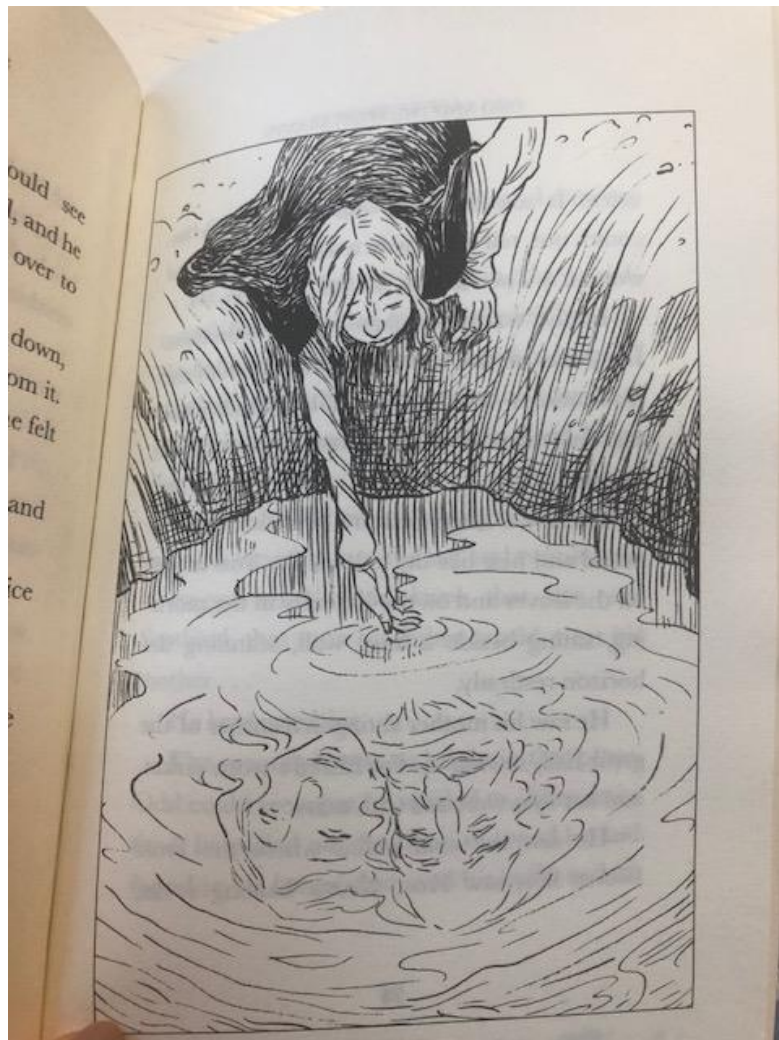
'What do you need to see?' asked a voice from behind Odd.

Odd said nothing.

'You have drunk from my spring,' said the voice.

'Did I do something wrong?' asked Odd.

There was silence. Then, 'No,' said the



voice. It sounded very old – so ancient he could not tell if it was a man's voice or a woman's. Then it said, 'Look.'

In the water's surface he saw reflections. His father, in the winter, playing with him and his mother – a silly game of blind man's buff that left them all giggling and helpless on the ground...

He saw a huge creature, with icicles in its beard and hair like the pattern the frost makes on the leaves and on the ice early in the morning, sitting beside a huge wall, scanning the horizon restlessly.

He saw his mother sitting in a corner of the great hall, sewing up Fat Elfred's worn jerkin, and her eyes were red with tears.

He saw the cold plains where the Frost Giants live, saw Frost Giants hauling rocks,

and feasting on great horned elk, and dancing beneath the moon.

He saw his father, sitting in the woodcutter's cottage he had so recently left himself. His father had a knife in one hand, a lump of wood in the other. He began to carve, a strange, distant smile on his face. Odd knew that smile . . .

He saw his father as a young man, leaping from the longship into the sea and running up a craggy beach. Odd knew that this was Scotland, that soon his father would meet his mother . . .

He kept watching.

The moonlight was so bright in that place. Odd could see what he needed to. After some time, he pulled out the lump of wood he had found in his father's hut, and his knife, and he

began to carve, in smooth, confident strokes, removing everything that wasn't part of the carving.

He carved until daybreak, when the bear crunched through the trees into the clearing.

It did not ask what Odd had seen in the pool, and Odd did not volunteer anything.

Odd climbed on to the bear's back. 'You're getting smaller again,' said Odd. It was no longer the huge bear of the previous evening. Now it seemed only slightly bigger than it had been the first time Odd had ridden it. 'You've shrunk.'

'No, I'm the same size that I was last night,' said the bear. 'But you have drunk from Mimir's Well. And you cannot expect to do that and stay unchanged.'

'Where do the Frost Giants come from?'

asked Odd, as they bounded through the forest.

'Jotunheim,' said the bear. 'It means *Giants* home. It's across the great river. Mostly they stay on their own side. But they've crossed before. One time one of them wanted the sun, the moon, and Lady Freya. The time before that, they wanted my hammer, Mjollnir, and the hand of Lady Freya. There was one time they wanted all the treasures of Asgard, and Lady Freya . . .'

'They must like Lady Freya a lot,' said Odd.

'They do. She's very pretty.'

'What's it like in Jotunheim?' asked Odd.

'Bleak. Treeless. Cold. Desolate. Nothing like it is here. You should ask Loki.'

'Why?'

'He wasn't always one of the Aesir. He was born a Frost Giant. He was the smallest Frost Giant ever. They used to laugh at him. So he left. Saved Odin's life, on his travels. And he ...' The bear hesitated, and seemed to think twice about whatever he had been going to say, and finished, 'he keeps things interesting.' And then the bear said, 'Anything that you did last night, anything you saw ...'

'Yes?'

'The wise man knows when to keep silent. Only the fool tells all he knows.'

The fox and the eagle were waiting beside the remains of the fire. Odd finished what was left of the fish. Then the bear said, 'Well? What do we do now?'

Odd said, 'Take me to the edge of the forest. You wait for me. I'll walk alone from

there to the gates of Asgard.'

'Why?' asked the fox.

'Because I don't want the Frost Giants knowing you three are back,' said Odd. 'Not yet.'

They set off.

'I could get very used to travelling by bear,' Odd said. But the bear only grunted.

Predict

- Why does Odd want to travel alone?
- Why doesn't he want the frost giants to know that the three animals/gods are back?
- What do you think is going to happen next? What will Odd do?

Clarify Vocabulary

Find a matching synonym and antonym for the following words

- unimportantly
- with difficulty
- regularly
- seriously
- sometimes
- easily

Word	Synonym (means the same)	Antonym (means the opposite)
occasionally		
laboriously		
portentously		

CHAPTER SIX

The Gates of Asgard



Where the forest ended, the bear stopped, and Odd climbed off. He put his crutch beneath his armpit and gripped it hard with his right hand.

'Right,' he said. 'Wish me good luck. The blessing of the Gods must count for something.'

ODD AND THE FROST GIANTS

'What if you don't come back?' said the fox.

'Then you're no worse off now than you were before you met me,' said Odd cheerfully. 'Anyway, why shouldn't I come back?'

'They could eat you,' said the bear.

Odd blinked. 'Ah . . . *do* Frost Giants eat people?'

There was a pause. The fox said, 'Occasionally,' at the same time as the bear said, 'Almost never.'

The fox coughed. 'I wouldn't worry,' it said. 'There's barely any meat on you. You'd scarcely be worth the trouble of eating.' It grinned. This did nothing to make Odd feel any better. He hefted his crutch and began to walk, slowly, laboriously, towards the huge stone wall that surrounded the City of the Gods.

THE GATES OF ASGARD

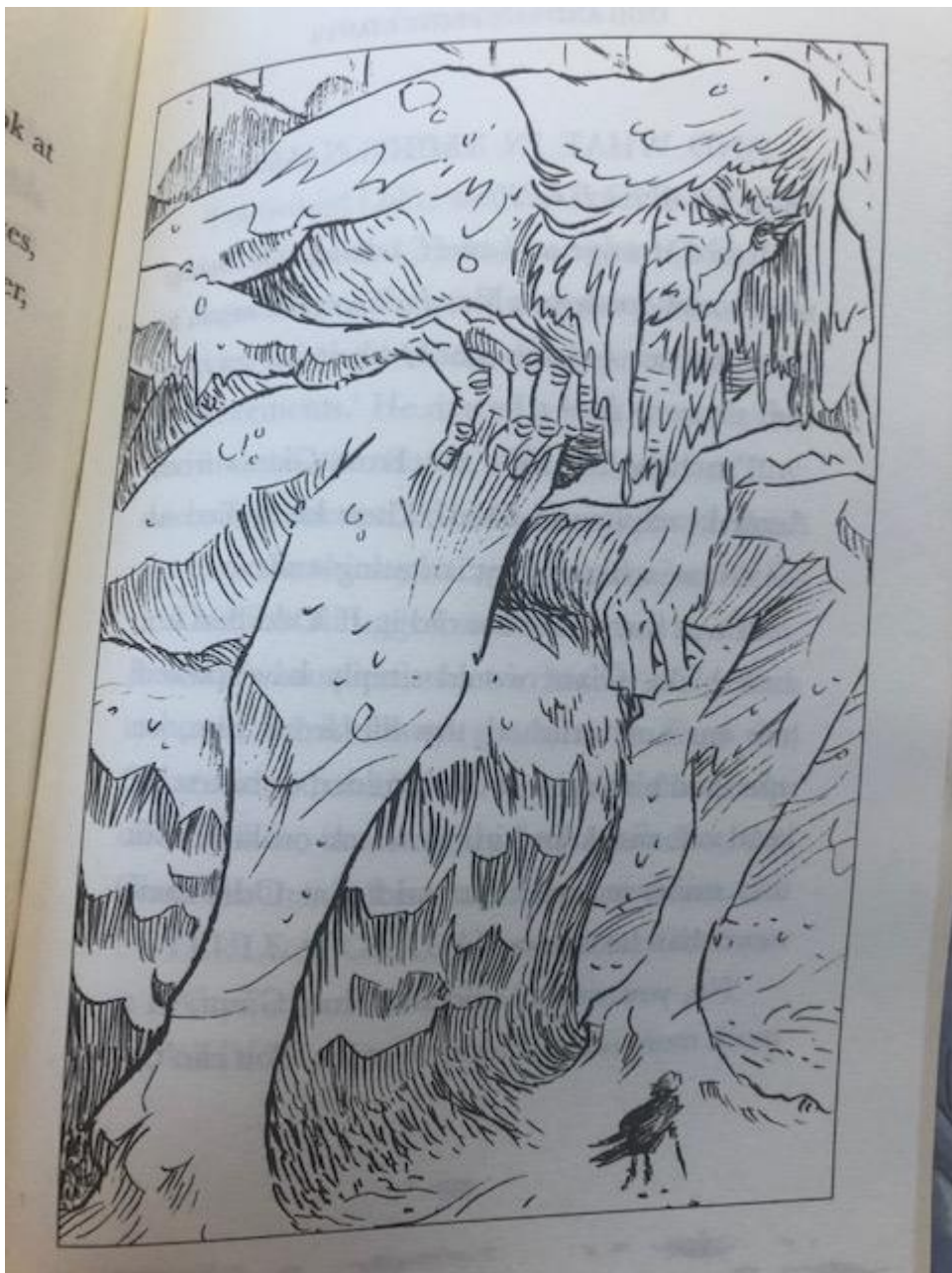
The snow had blown clear of the path, and although the ground was slippery in places, he found the walk was not as hard as he had expected.

Days were longer here in Asgard. The sun was a silver disc that hung in the white sky. Odd pushed himself to keep walking, one step at a time, remembering when he had walked with ease and never thought twice about the miracle of putting one foot in front of the other and pushing the world towards you.

At first, Odd thought that the wall of Asgard was as high as a tall man, and that there was a pale statue of a man sitting on a boulder beside it – at least, he imagined it to be a statue. And then he moved slowly closer, and closer, and the wall grew, and the pale statue grew also, until, as the boy got closer

Read and Retrieve

- Odd must be careful as he is likely to be eaten by a Frost Giant: true or false?
- Where was Odd walking?
- How did Fox react when discussing Odd being eaten?
- List three descriptions of the landscape on the way to the walls of the City of the Gods.



ODD AND THE FROST GIANTS

'AND WHAT IN YMIR'S NAME ARE YOU DOING *HERE*?'

It is a strange sensation, talking to a being who could crush you like a man could crush a baby mouse. *And*, thought Odd, *at least mice can run*.

'I'm here to drive the Frost Giants from Asgard,' explained Odd. Then he smiled at the Giant, a big, happy, irritating smile.

It was the smile that did it. If Odd had not smiled, the Giant would simply have picked him up and crushed the life from him, or squashed him against the boulder, or bitten his head off and kept him to snack on later. But that smile, a smile that said that Odd knew more than he was saying . . .

'No, you won't,' said the Frost Giant, in a much more normal tone of voice. 'You can't.'

Read and Explain

- How does Odd feel when he approaches the Frost Giants?
What is he trying to show on the outside?
What might he be feeling on the inside?

Read and Explain - Answers

How does Odd feel when he approaches the Frost Giants? What is he trying to show on the outside? What might he be feeling on the inside?

Outside:

- It says repeatedly in the text that he smiled.
- He is trying to look brave and unafraid.
- He doesn't want to come across as weak to the Frost Giants.
- He yelled – this shows that he is confident; he meets the giant's voice with his own.

Read and Explain - Answers

How does Odd feel when he approaches the Frost Giants? What is he trying to show on the outside? What might he be feeling on the inside?

Inside:

- He is taking it step by step, unsure what to anticipate, feeling cold.
- He feels anxious about the enormity and strength of the Frost Giants – he is considering that he could be crushed.
- He realises that he has no escape implied by his thought: 'at least mice can run'.

Reading ZOOM

Link to be posted on Dojo.



Thursday 25th February

Make sure you read today!



“Today you are You,
that is truer than true.
There is no one alive
who is Youer than
You.” - Dr. Seuss

Lesson 6: Comparing area

→ pages 155–157

1. a) Window A
2 rows of 6
 $= 2 \times 6$
 $= 12 \text{ m}^2$
Window B
5 rows of 3
 $= 5 \times 3$
 $= 15 \text{ m}^2$
Window C
 $9 \times 8 = 72 \text{ m}^2$
Window D
 $8 \times 8 = 64 \text{ m}^2$
b) C D B A
2. a) $A = 42 \text{ cm}^2$ $B = 49 \text{ cm}^2$ $C = 55 \text{ cm}^2$ $D = 42 \text{ cm}^2$
b) Area of A < Area of C Area of D < Area of B
Area of A = Area of D Area of B < Area of C
3. a) Assuming Max uses one straw for each side, possible rectangles are:

Shape	Length	Width	Area (cm^2)
A	9 cm	9 cm	81 cm^2
B	10 cm	10 cm	100 cm^2
C	12 cm	12 cm	144 cm^2
D	10 cm	9 cm	90 cm^2
E	12 cm	9 cm	108 cm^2
F	12 cm	10 cm	120 cm^2

- b) A
c) 12 12

4. Aki is incorrect; for example, a $2 \text{ cm} \times 4 \text{ cm}$ rectangle has an area of 8 cm^2 whereas a $1 \text{ cm} \times 12 \text{ cm}$ rectangle has an area of 12 cm^2 . The rectangle with the shorter width has the greater area.
5. If area of square is 100 cm^2 then length of side = 10 cm, so width of original strip = 10 cm.
 $82 \text{ cm} - 20 \text{ cm} = 62 \text{ cm}$ $62 \text{ cm} \div 2 = 31 \text{ cm}$
Length of original strip = 31 cm
Length of paper left over = $31 \text{ cm} - 10 \text{ cm} = 21 \text{ cm}$
Area of rectangle leftover is $21 \text{ cm} \times 10 \text{ cm} = 210 \text{ cm}^2$

Reflect

Answers will vary; children should explain why the square with the longer side length will have the greater area.

CHALLENGE

M 38cm

N 48cm



Please use these answers to mark your Maths work from yesterday!

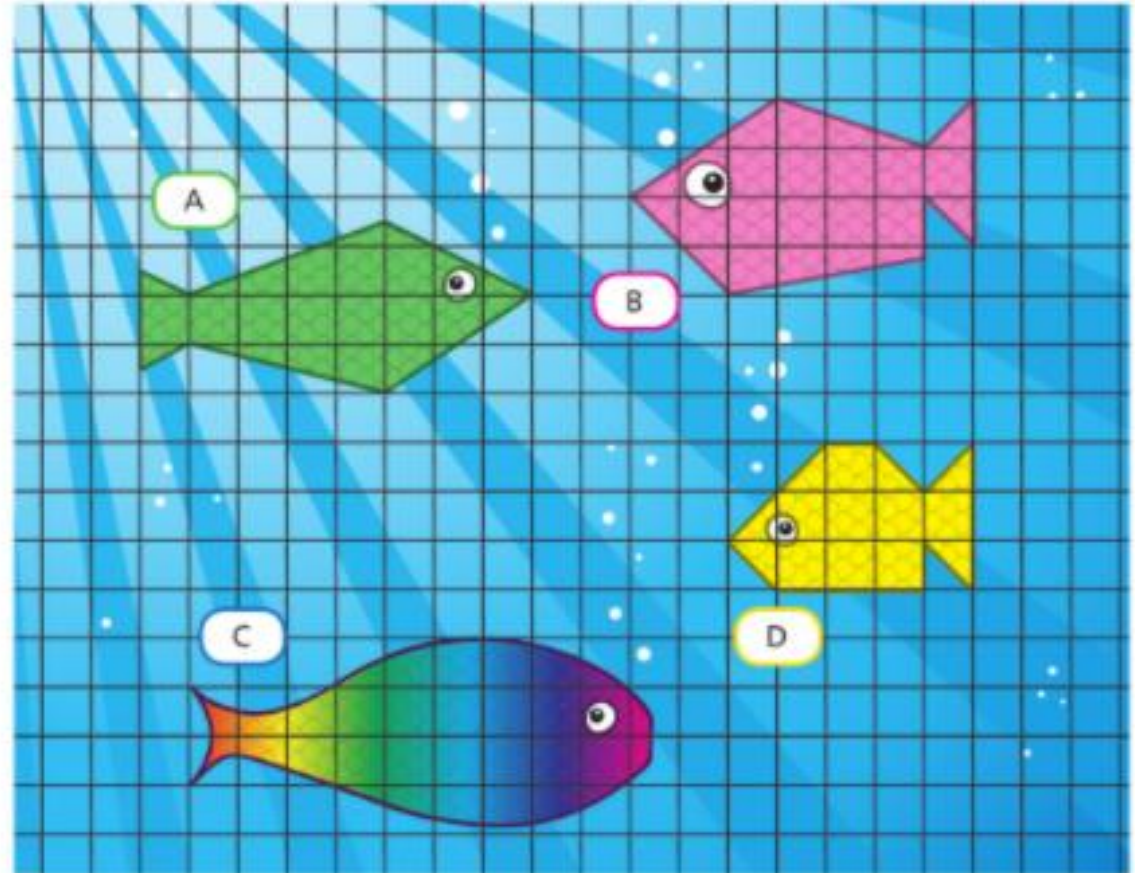
Session 1 – Maths (Year 5)

Please complete this
in your journal.



Estimating area

Discover



$\square = 1 \text{ cm}^2$

- 1 a) How can you estimate the area of fish A?
- b) Which fish has the largest area?

Share

- a) When a shape is made of some whole squares and some part squares, you can estimate its area.

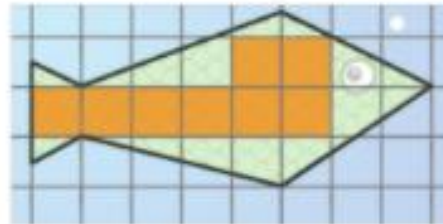


I am going to start by counting the whole squares.

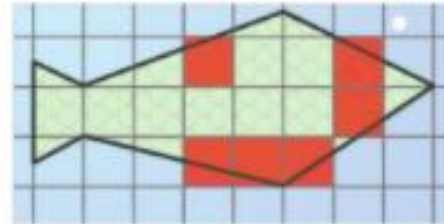


Then we can think about the almost-whole squares, the half squares and those that are less than half.

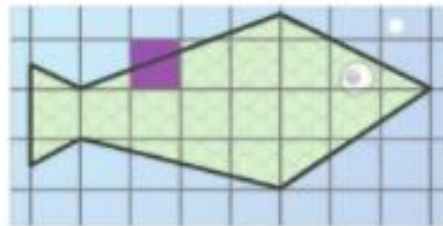
There are 8 whole squares.



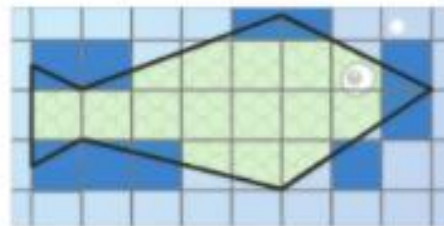
There are 6 almost-whole squares.



There is 1 half square.



Ignore any squares that are less than half.



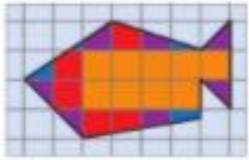
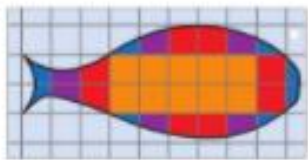
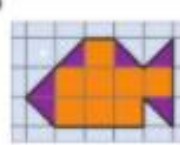
$$8 + 6 + \frac{1}{2} + 0 = 14 \frac{1}{2} \text{ squares}$$

Now check your discover!
Did you get the correct answer?














Please complete this in your journal.

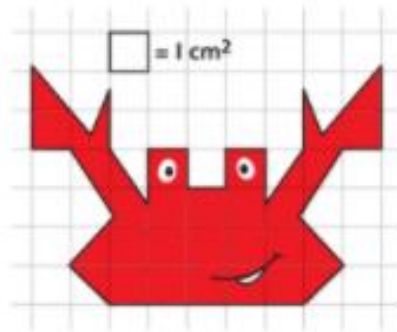
b) B  **C**  **D** 

Fish	Whole squares	Almost-whole squares	Half squares	Estimated area (cm ²)
B	9	5	7 (= 3 $\frac{1}{2}$ whole squares)	17 $\frac{1}{2}$
D	10	8	6 (= 3 whole squares)	21
C	8	0	6 (= 3 whole squares)	11

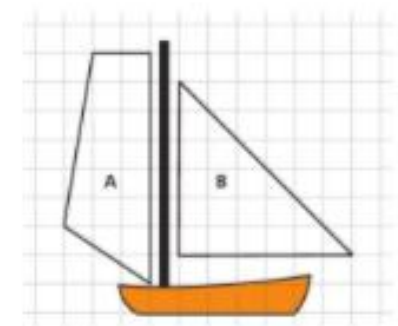
Fish C has the largest area.

Think together

- Estimate the area of this crab.
-  whole squares
 -  almost-whole squares
 -  half squares =  squares
 -  +  +  = 
- The area of the crab is about  squares.

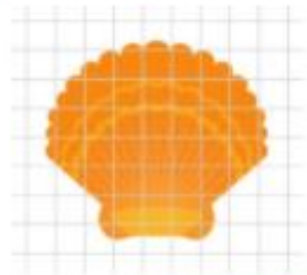


- Use a table to estimate the area of the sails on this boat.



Sail	Whole squares	Almost-whole squares	Half squares	Less-than-half squares	Estimated area (squares)
A					
B					

- Explain who you think is correct, Flo or Astrid.



I want to count the squares that are less than half. They are part of the area too.



I think we should ignore them!



Activity Time

Turn to your Power Maths practice book and complete pages 158 – 160.

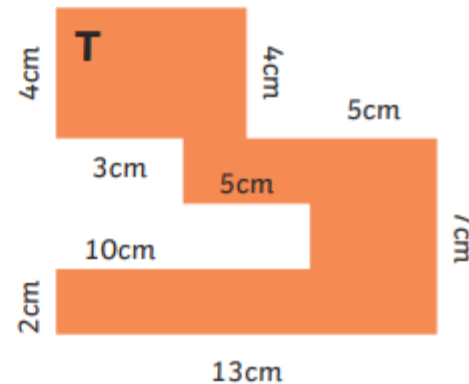
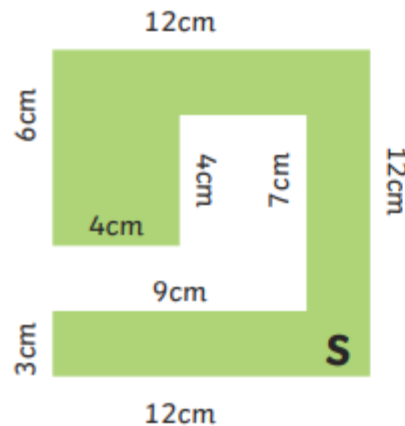
CHALLENGE

Please complete this in your journal.



Find the perimeter of these shapes in centimetres.

*not to scale



Draw a rectilinear shape with a perimeter of 76cm. Mark the length of each side.

Session 2 – Spanish

ONLINE ZOOM LESSON 11:00 – 11:45PM

Link to be posted on Dojo.

Session 3 – Dance

Live ZOOM lesson with Becky at 1:30pm

Link to be posted on Dojo.

Session 4 – RE - Lent

Jesus Goes into the Wilderness

Before Jesus began his teaching, he spent 40 days and 40 nights in the desert, to be with God. During this time, he had no food. Whilst Jesus was in the desert, the Devil appeared, trying to tempt Jesus.



Jesus Goes into the Wilderness

The Devil knew that Jesus was hungry, so he told him that if he was indeed the Son of God, to turn the rocks nearby into bread. The Devil knew Jesus could do this, but Jesus knew it was a trap and told him 'No!'.



Jesus Goes into the Wilderness

Next, the Devil took Jesus to the Holy City and to the top of a temple. He told Jesus to throw himself off the temple. "If you are the Son of God," he told Jesus, "then the angels will save you." But Jesus knew it was a trick and he told the Devil that he was not to test God.



Jesus Goes into the Wilderness



Finally, the Devil took Jesus to a very high mountain and told him "All the kingdoms of the world will be yours if you worship me."

But Jesus told him to leave and that he only worshipped and served God.

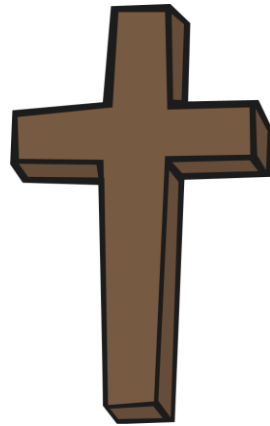
God was very pleased with Jesus and how he resisted the Devil's temptations.



Jesus Resisted Temptation

Jesus spent 40 days and 40 nights in the desert. He had no food. Whilst he was in the desert, the Devil tried to tempt him with food. The Devil made Jesus many promises, but each time Jesus told him 'No!'.

Lent lasts 40 days, to remind Christians of Jesus' sacrifices when he was in the desert and also of his refusal to be tempted by the Devil.



Activity Time – My Lenten Promise

Last year during Lent I promised to:

This year during Lent I promise to:

Lent is a special time because



Reading ZOOM

Link to be posted on Dojo.



Friday 26th
February

Make sure you read today!



Lesson 7: Estimating areas

→ pages 158–160

1. Answers may vary slightly.

Footprint	Whole squares	Almost-whole squares	Half squares	Less-than-half squares	Estimated area
A	12	4	6 (= 3 whole squares)	4	19
B	18	4	8 (= 4 whole squares)	4	26
C	27	11	4 (= 2 whole squares)	10	40
D	24	9	2 (= 1 whole square)	15	34

- Answers vary; squares should be divided in half in a variety of ways, not always with straight lines.
- The area of the paint spillage is about 30 cm^2 .
- Children should draw shapes with areas of about 15 squares.
- Children should draw round their own hand and record their findings in the form of whole, almost whole, half and less than half, then estimate their hand area.

Reflect

Explanations may vary; for example:

I would count whole squares then look at part-squares. I will count part-squares that are larger than half towards the area. I will count half-squares as one half. I will ignore part-squares smaller than half.

CHALLENGE

S 74cm

T 66cm



Please use these answers to mark your Maths work from yesterday!

Session 1 – Maths – End of Unit Check (Year 5)

Please complete this
in your journal.



End of unit check



- 1 Use a ruler to measure the perimeter of this shape. What is it?



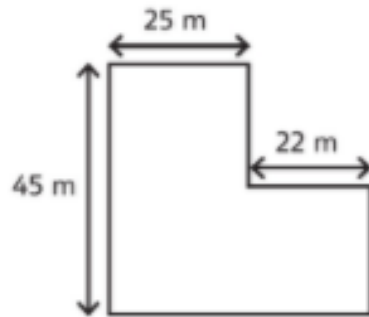
- A 5 cm B 15 cm C 8 cm D 16 cm

- 2 Which of these is not true?

- A To find the perimeter of a rectangle, double the length and add it to double the width.
B To find the perimeter of a square, measure one side length and multiply it by 4.
C To find the perimeter of a rectangle, multiply the length by the width.
D To find the perimeter of a rectangle, measure each of the four sides and add them all together.

- 3 What is the perimeter of this field?

- A 184 m
B 92 m
C 45 m
D 47 m

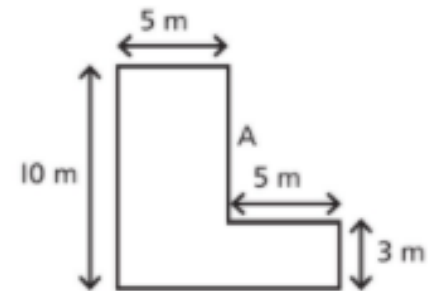


- 4 A square has a side length of 7 cm. What is its area?

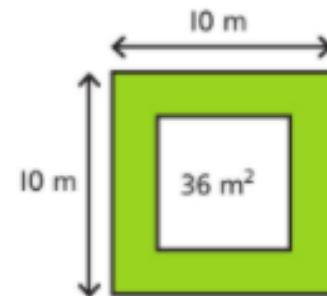
- A 28 cm^2 B 49 cm^2 C 7 cm^2 D 49 cm

- 5 What is the side marked A?

- A 3 m
B 5 m
C 7 m
D 10 m



- 6 A gardener has planted a square flower bed in the middle of a square lawn.



The flower bed has an area of 36 m^2 .

The lawn is the shaded area on the diagram.

What is the area of the lawn?

m^2

Activity Time

Turn to your Power Maths practice book and complete pages 161 – 162.

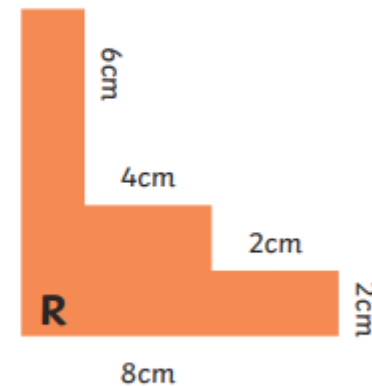
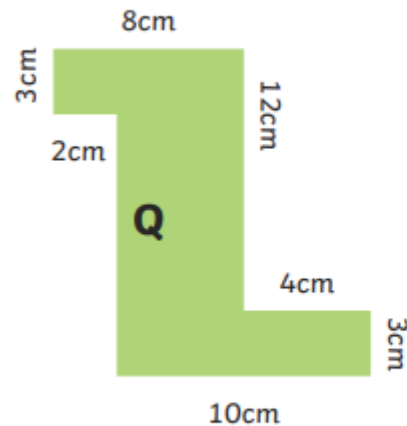
CHALLENGE

Please complete this in your journal.



Find the perimeter of these shapes in centimetres.

*not to scale



Draw a rectilinear shape with a perimeter of 56cm. Mark the length of each side.

Session 2 – English – ZOOM Model Write

Opening

- Introduction of the main hero
- Setting description of where s/he lives
- Description of the main character's magical object collection

- ➔ Use expanded noun phrases to convey complicated information concisely
- ➔ Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
- ➔ Link ideas across paragraphs using adverbials
- ➔ Use commas to clarify meaning and avoid ambiguity in writing

Activity Time

Write your opening and build up of your myth.

<i>Opening</i>	<i>Build-up</i>
<ul style="list-style-type: none">• Introduction of the main hero• Setting description of where s/he lives• Description of the main character's magical object collection	<ul style="list-style-type: none">• A monster arrived at the setting• Peace and harmony at the setting was destroyed• Villagers were in danger• Main character asked for Thor's help

CHECKLIST:

- ➡ Use expanded noun phrases to convey complicated information concisely
- ➡ Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
- ➡ Link ideas across paragraphs using adverbials
- ➡ Use commas to clarify meaning and avoid ambiguity in writing

Session 3 – Reading Comprehension

Complete a comprehension.

Year 4 – CGP Comprehension Book – Pgs. 14 – 15
(The Story of Nu Wa)

Year 5 – CGP Comprehension Book – Pgs. 14 – 15
(Pompeii)

Session 4 – Wellbeing Friday

National Tell a Fairytale Day

What is your favourite fairytale?

Can you have a go at creating a story map?

Or maybe you want to challenge yourself and write your favourite fairytale set in modern day?



Can you guess my favourite fairytale?



Did you get it right?



Reading & Assembly ZOOM

Link to be posted on Dojo.



Have a **fab** weekend!
Thank you for working so
hard!

KEEP SAFE!