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 22nd February 2021

Day	Session 1		BREAK	Session 2	LUNCH	Session 3	Session 4
Monday 11th January	**Maths** Plotting coordinates in the first quadrant – Power Maths Practice Book Pg 155 - 157			**English** Editing		**Reading** Independent Read and Respond	**Research Projects** History and Geography
Tuesday 12th January	**Maths** MyMaths	**Drama** Live Lesson with Andrew (Zoom)		**Music** Live Lesson (Zoom)		**English** Improving	**RE** Jesus The Messiah - Big Questions
Wednesday 13th January	**Maths** Plotting Coordinates - Power Maths Practice Book Pg 158 - 160			**English** Start Publishing		**Science** Evolution	**English** Continue Publishing
Thursday 15th January	**Maths** Plotting Translations and Reflections - Power Maths Practice Book Pg 161 - 163			**Spanish** Live Lesson (Zoom)		**Dance** Live Lesson with Rebecca (Zoom)	**RE** Answering Big Questions
Friday 16th January	**Maths** Reasoning about shapes with coordinates AND End of Unit Check – Power Maths Practice book pg 164 - 169* LONG SESSION*			**English** Finish Publishing * Short SESSION*		**Reading** Comprehension – Edible Cutlery - CGP pg 14 - 15	**Wellbeing Friday** National Skip the Straw Day

Thought of the week

Monday 22nd February 2021

Session 1
Maths

Starter

Mark your work from last session ☺

End of unit check

→ pages 153–154

My journal

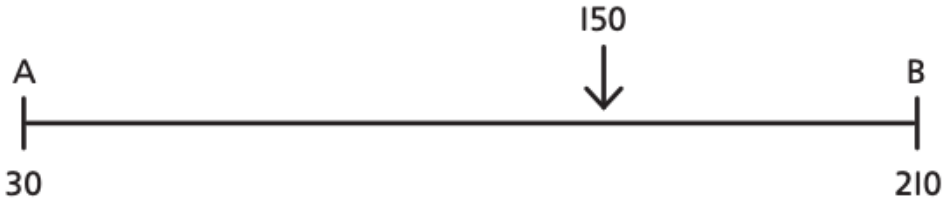
Answers will vary – encourage children to show step-by-step with reasoning to demonstrate their understanding of fractions and the four operations. Are they able to teach a partner?

Power puzzle

1.

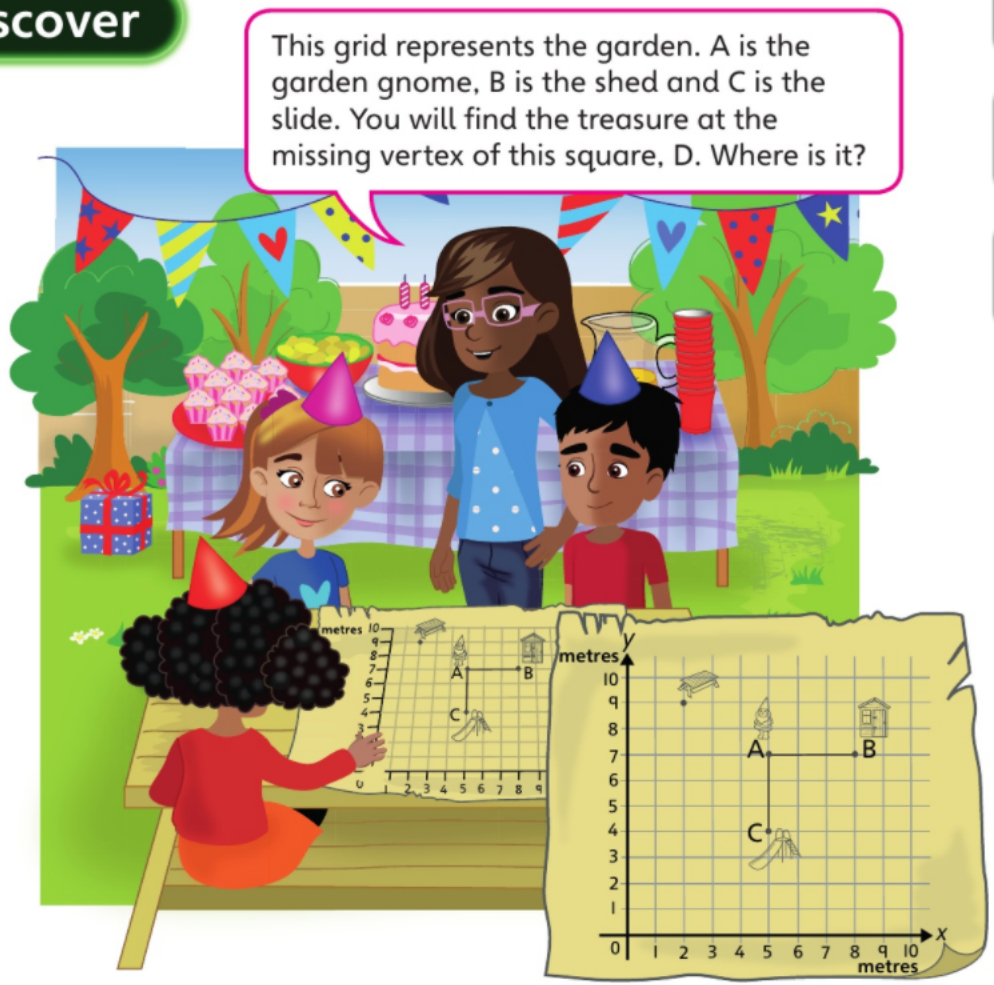
A	B	C	D	E	F	G	H
36	18	27	15	4·5	8	2	$\frac{1}{20}$

2.



Plotting coordinates in the first quadrant

Discover



1 **a)** The points A, B and C are vertices of a square. The treasure is at the missing vertex, point D.

What coordinates take you to the treasure?

b) What is the perimeter of the square?

Plotting coordinates in the first quadrant

Discover

This grid represents the garden. A is the garden gnome, B is the shed and C is the slide. You will find the treasure at the missing vertex of this square, D. Where is it?

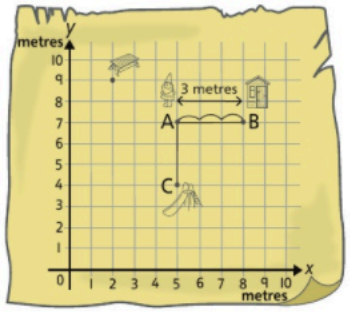
1 **a)** The points A, B and C are vertices of a square. The treasure is at the missing vertex, point D.

What coordinates take you to the treasure?

b) What is the perimeter of the square?

Share

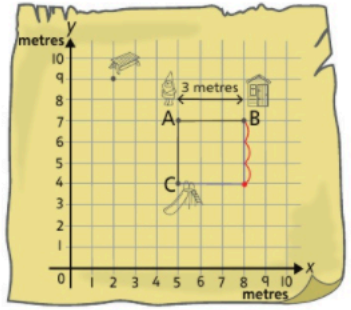
a) B(8,7) is 3 metres away from A(5,7).



The horizontal axis is called the *x*-axis. The vertical axis is called the *y*-axis. The *x*-axis is always given first in a set of coordinates.

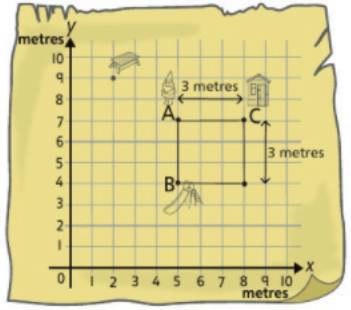
I will count how many metres point B is from point A. The missing point will be the same distance from B but downwards.

Counting 3 metres down from B(8,7) takes you to (8,4).
So D is (8,4), which is where the treasure is hidden.



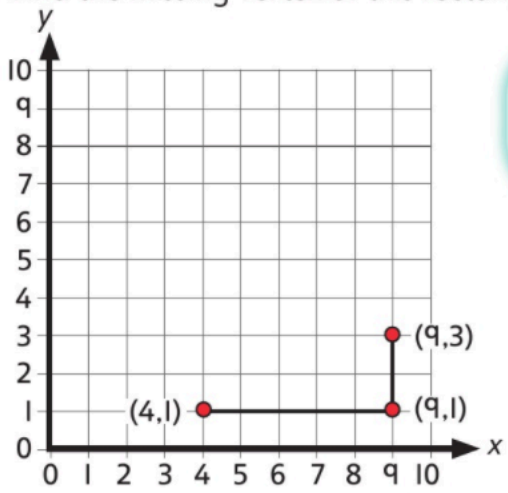
I could count across from C.

b) The length of each side is 3 metres.
Therefore the perimeter is 3 × 4 = 12 metres.



Think together

1 **a)** Find the missing vertex of this rectangle.

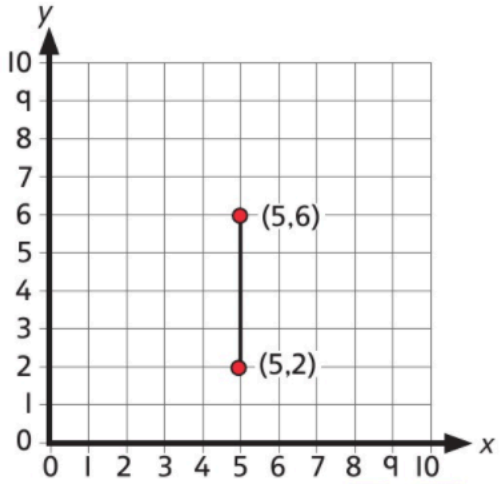


I could count up from one vertex or across from another to find the missing vertex.

The missing vertex is at coordinates (☐, ☐).

b) This line is part of a square.

What could two other vertices of the square be?

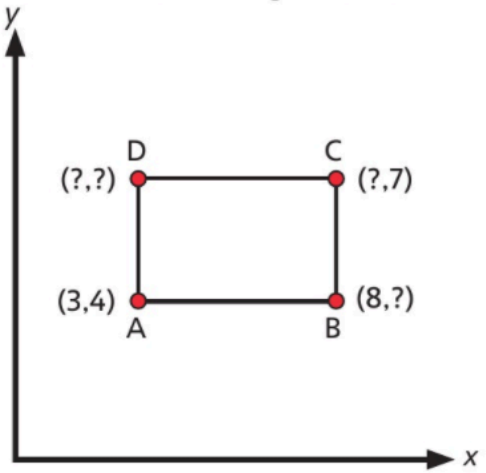


I think there is more than one correct solution.

One vertex could be at (☐, ☐).

Another vertex could be at (☐, ☐).

2 Point A of a rectangle is at (3, 4).
Work out the missing coordinates.

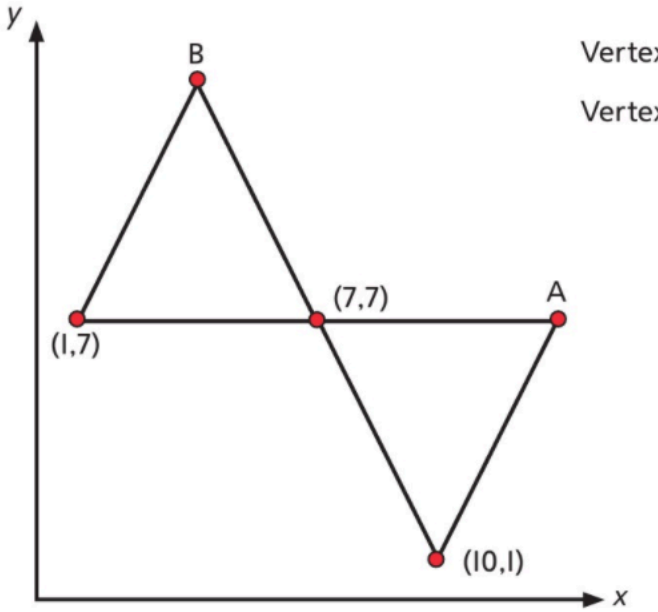


B (8, ☐)

C (☐, 7)

D (☐, ☐)

3 There are two identical isosceles triangles.
What are the coordinates of vertices A and B?



Vertex A (☐, ☐)

Vertex B (☐, ☐)

Now you have completed the new learning, complete **page 155 – 157 of the Power Ma**ths Practice book.

Session 2
English
Today is all about editing

FIRST

Re-read! The first thing I need you to do is re-read your own story all the way through, ideally out loud. This will help you to identify any major errors, hopefully any grammatical mistakes and any part that does not make sense.

Step 1 (Punctuation):

Read your writing again, this time focus on full stops, capital letters, commas, semi-colons and dashes. Have you used them where they are needed? Are they used correctly? If they are incorrect, change them and if they are missing, put them in.

Punctuation

I can

- use a semi-colon, colon and dash to mark independent clauses
- use a colon to introduce a list
- use a semi-colon within lists
- punctuate bullet points of information
- recognise how hyphens can be used to avoid ambiguity

Finally, read for a final time and look for our mastery keys. You could identify these in your writing by using four different colour pencils or four different highlighters. If you and missing any or have not got examples of any, put them in now using a purple pen.

DON'T FORGET OUR NON-NEGOTIABLES TOO.

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

This may help you look for what's important in your writing.

…

Year 6
Vocabulary, Grammar and Punctuation

Word
I can

- recognise the difference between the vocabulary of informal and formal speech and writing
- identify how words are related by meaning as synonyms and antonyms

Sentence
I can

- use the passive voice to present information
- recognise the difference between the structures of informal and formal speech and writing, including question tags and subjunctive forms

Text
I can

- link ideas across paragraphs using repetition, adverbials and ellipsis
- use appropriate layout devices to structure a text (headings, sub-headings, columns, bullets, tables)

Punctuation
I can

- use a semi-colon, colon and dash to mark independent clauses
- use a colon to introduce a list
- use a semi-colon within lists
- punctuate bullet points of information
- recognise how hyphens can be used to avoid ambiguity

I can talk about my work using these words

subject colon object

active passive

synonym antonym

ellipsis

hyphen

bullet points semi-colon

Session 3
Reading

Independent Reading

Log onto

https://www.oxfordreadingbuddy.com/uk

or

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

and spend half an hour reading independently. Remember, when you have finished a book, complete the online quiz or if there is no quiz available, write a short book review about it.

Session 4
Project Work

History and Geography projects.

You should be near the end of your history and geography projects now and bringing your new learning together. Use this time to ensure you're projects are completed to the best of your ability.

If you have already finished -

- Use your creation to teach someone at home about Shackleton

OR

- Watch the videos below to find out even more

Additional information and videos to watch/read about Ernest Shackleton

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

or

https://www.youtube.com/watch?v=OmIwipIhRq8

or

http://www.bbc.co.uk/history/historic_figures/shackleton_ernest.shtml

Tuesday 23rd February 2021

Session 1
Maths
MyMaths

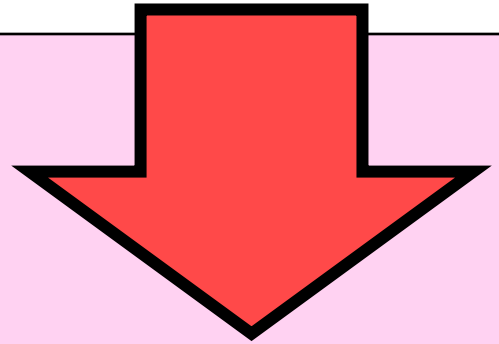
https://app.mymaths.co.uk/

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

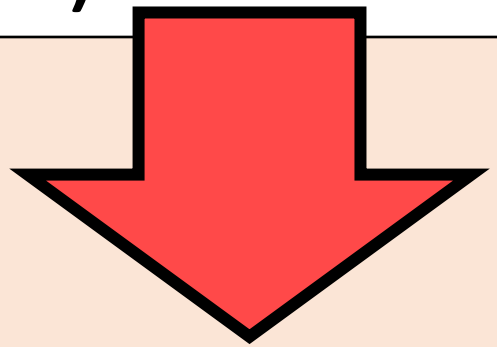


Live Zoom

(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
Improving

Yesterday you did lots of rereading, and any final alterations to your writing.

Today, we are improving, just as we usually would in school. I would like you to highlight between 3 and 5 sentences and then improve and rewrite them at the end of your story.

Session 4
RE

Thinking big!

Read the questions from the children at St Benedicts school.

Do you have any of your own big questions to ask

How do we know that Jesus is truly God?
Anna

Why did Jesus have to die on a cross?
Ben

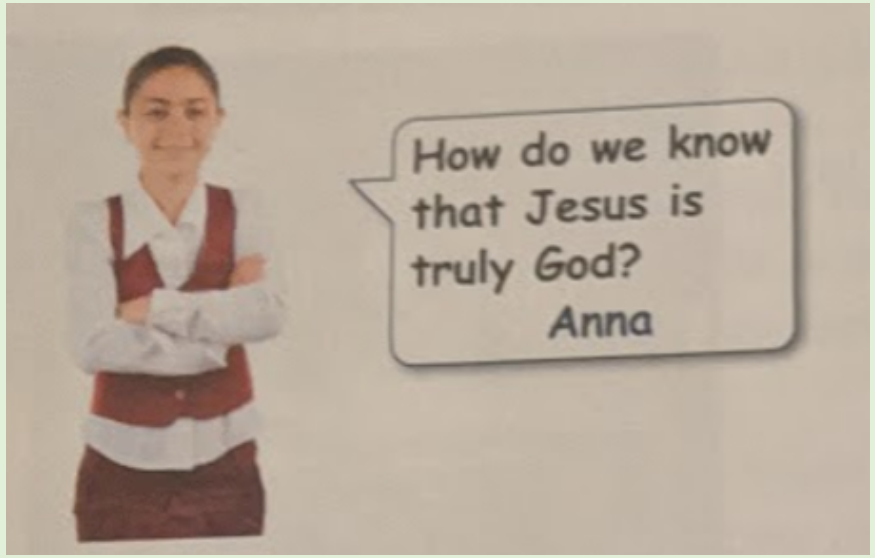
How do we know that Jesus is truly human?
Luc

Why did Jesus make a New Covenant with us?
Sophie

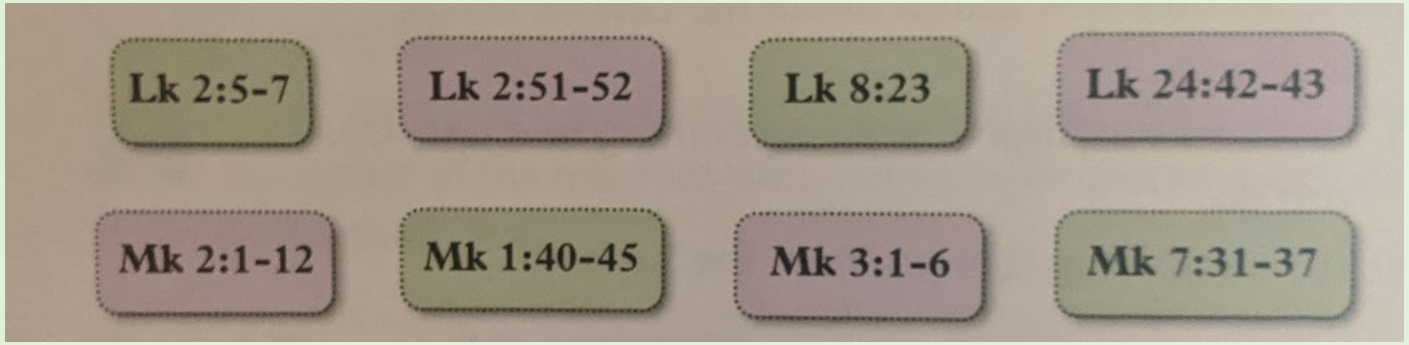
Why did some of the Jewish authorities not like Jesus?
Rasha

When Jesus was arrested, couldn't he have worked a miracle and escaped?
Carlo

Let’s start to answer some big questions…



Use these bible verses to help you answer the first question



Why did Jesus make a New Covenant with us?

2. Let us go back to look at the reasons for the New Covenant.

a) What do you know about Adam and Eve?

b) What happened when they disobeyed God?

c) What were the effects of their first sin?

d) How did God continue to help them?

e) With whom did God make a covenant?

f) What did God give the Israelites to help them?

g) Eventually, who did God send to help the people?

h) Why did God send Jesus?

i) Why did Jesus make a New Covenant with us?

Wednesday 24th February 2021

Session 1
Maths

Starter

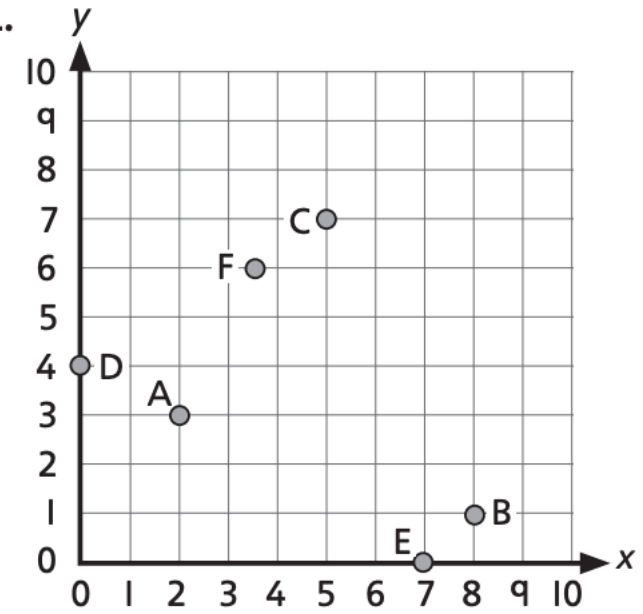
Mark your work from last session ☺

Unit 6: Geometry – position and direction

Lesson I: Plotting coordinates in the first quadrant

→ pages 155–157

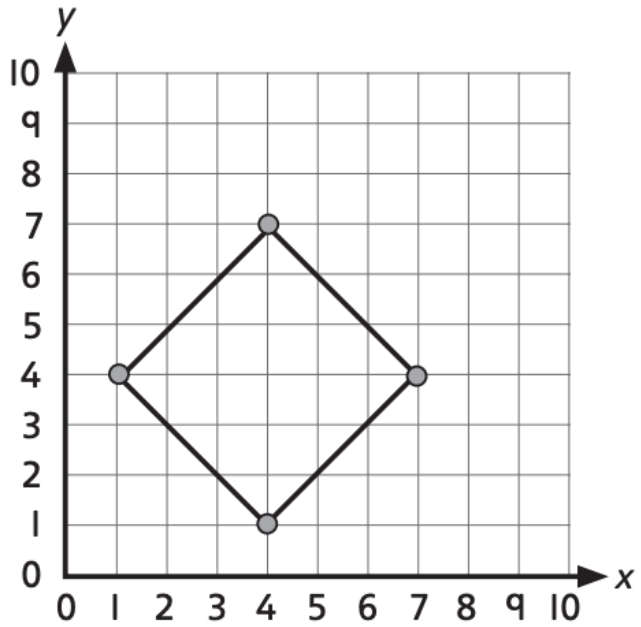
1.



2. A (4,7)
B (6,5)
C (4,3)
D (2,5)
E (7,7)
F (9,7)
G (10,5)
H (8,4)
I (6,5)

3. a) (4,10) and (1,10) or (4,4) and (1,4)
b) (8,4) and (8,2) or (0,4) and (0,2)

4. a)



b) The vertices of the square are:
(1,4)
(4,7)
(7,4)
(4,1)

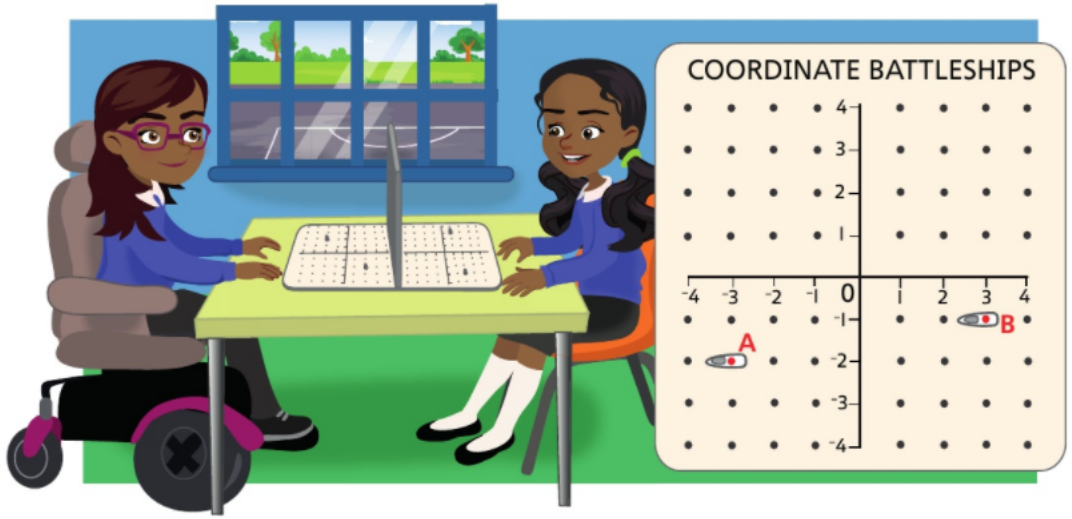
5. Point A (2,4)
Point B (8,7)
Point C (11,4)
Point D (11,1)
Point E (8,1)

Reflect

It tells me that the point lies on one of the axes. If the zero is the first coordinate, then the point lies on the *y*-axis; if the zero is the second coordinate, then the point lies on the *x*-axis.

Plotting coordinates

Discover



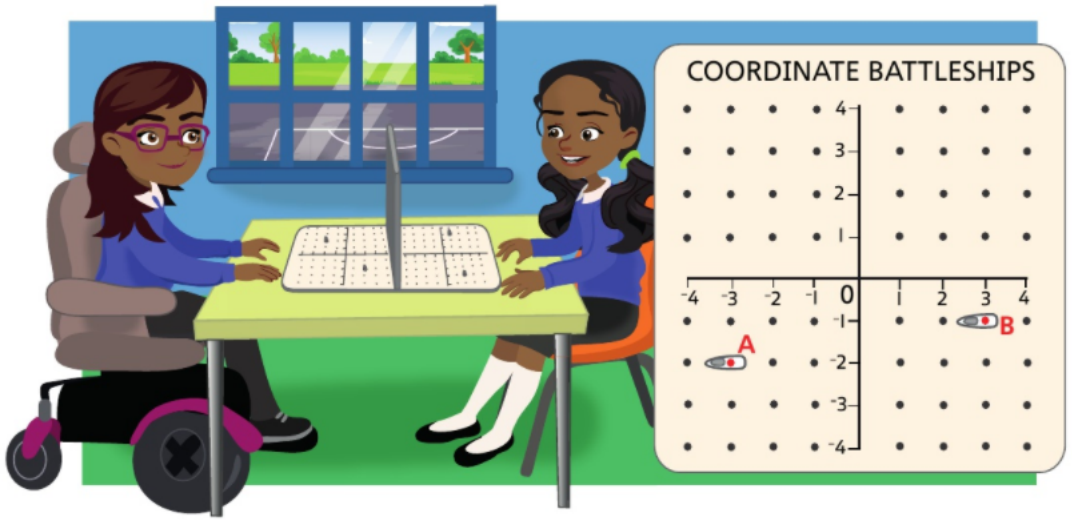
1 **a)** What are the coordinates of the ships A and B?

b) Ambika guesses that Reena has a ship at the coordinates $(^{-}2,3)$.

Where is this point on the grid?

Plotting coordinates

Discover



1 **a)** What are the coordinates of the ships A and B?

b) Ambika guesses that Reena has a ship at the coordinates $(^{-}2,3)$.

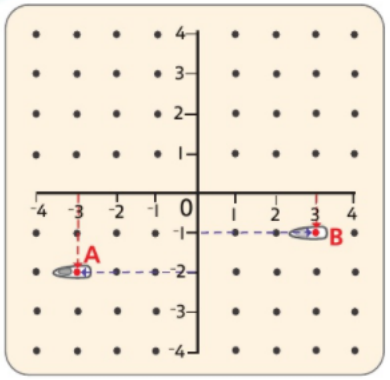
Where is this point on the grid?

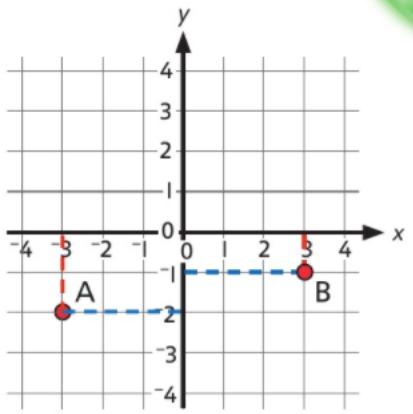
Share

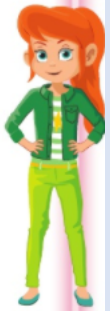
a)

I think coordinates can also have negative values.

I remember that I should read the *x*-axis coordinate first, and then the *y*-axis coordinate.



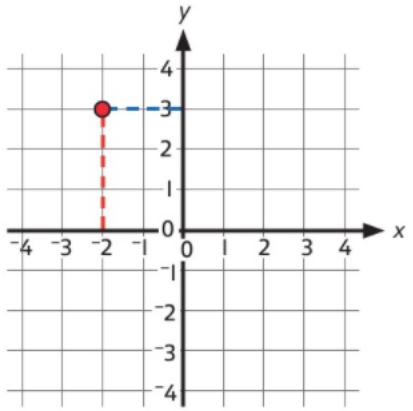




Ship A is in line with $^{-}3$ on the *x*-axis and it is in line with $^{-}2$ on the *y*-axis. The coordinates of ship A are $(^{-}3,^{-}2)$.

Ship B is in line with 3 on the *x*-axis and it is in line with $^{-}1$ on the *y*-axis. The coordinates of ship B are $(3,^{-}1)$.

b)



We say a coordinate grid like this has four **quadrants**. Coordinate grids that show just positive values have only one quadrant.

Point $(^{-}2,3)$ is at $^{-}2$ on the *x*-axis and 3 on the *y*-axis.

Think together

Complete this in your journal

1 **a)** At what coordinates has Liam plotted his ships?

Ship A is at ☐ on the *x*-axis and it is at ☐ on the *y*-axis.

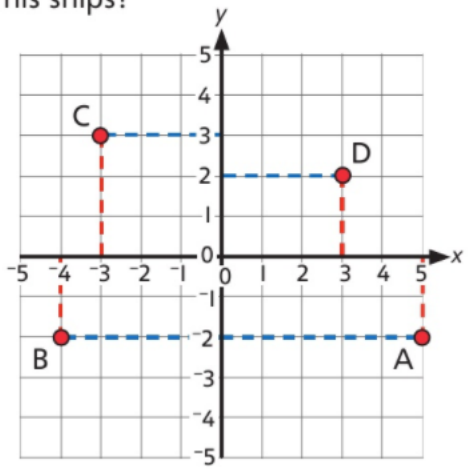
The coordinates of ship A are (☐, ☐).

The coordinates of the other ships are:

Ship B (☐, ☐)

Ship C (☐, ☐)

Ship D (☐, ☐)



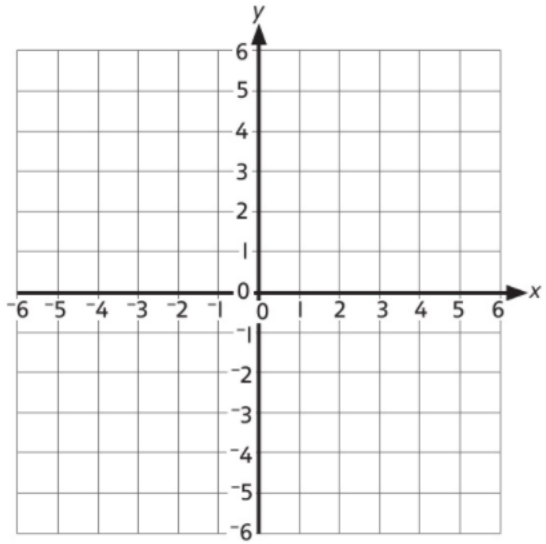
b) Liam guesses where his partner's ships are.

Guess 1 (⁻4,5)

Guess 2 (4,⁻2)

Guess 3 (⁻5,⁻4)

Point to each of his guesses on the grid.



2 Mark says that his points are at:

A(1,⁻4)

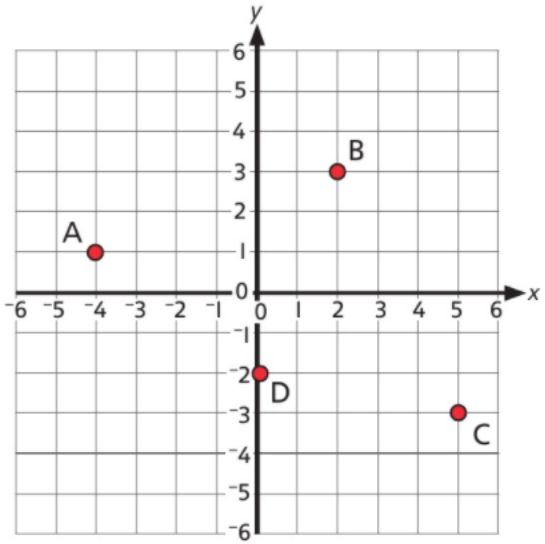
B(2,3)

C(⁻5,⁻3)

D(⁻2,0)

Three of his coordinates are wrong. Can you work out which ones?

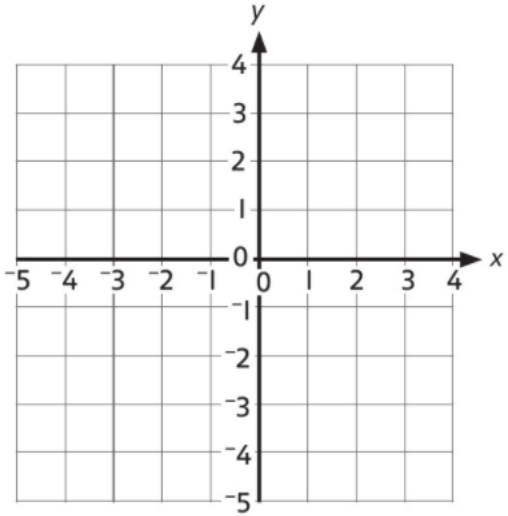
What mistakes did Mark make?



3 Maisy knows her partner's four points make a rectangle.

Which of the coordinates below are the coordinates of Maisy's partner's points?

(2,1)	(1,⁻1)	(2,⁻1)
(1,1)	(3,⁻2)	(2,⁻3)
(⁻1,1)	(⁻1,2)	(4,1)



Now you have completed the new learning, complete **page 158 – 160 of the Power Ma**ths Practice book.

Session 2
English
Publish

Your writing has now been checked, edited and improved. Now it is time to publish.

START PUBLISHING

Remember:

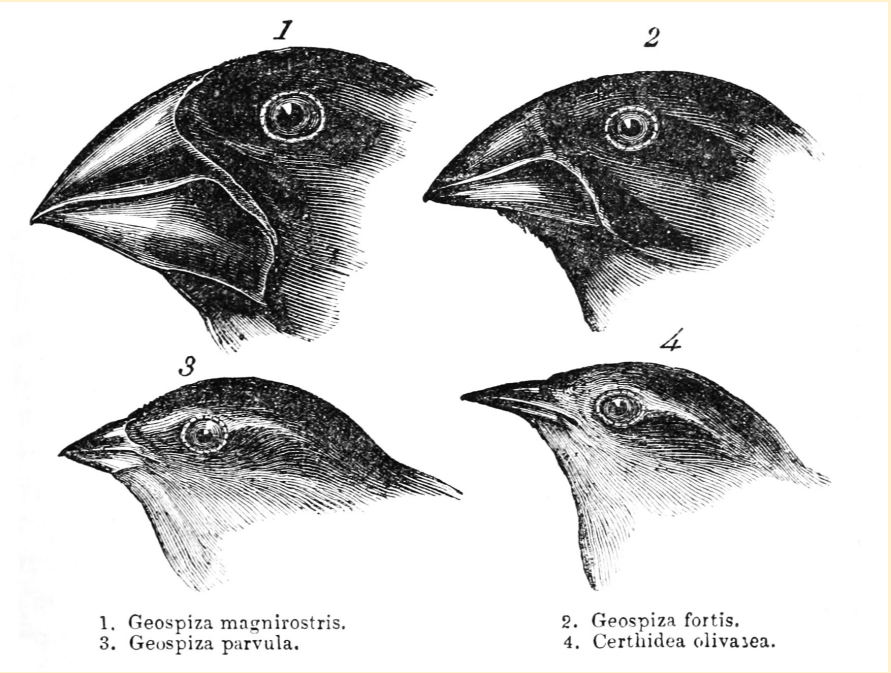
- Publishing should be done carefully.
- Use your best handwriting
- No mistakes (well nearly none)

Session 3
Science
Evolution and Inheritance

Initial thoughts:

How do living things evolve?

What does evolution mean?



Make notes

Charles Darwin

*Watch the video you have been set , entitled **Charles Darwin**, on active learn Science bug:*

https://www.activelearnprimary.co.uk/

Activity

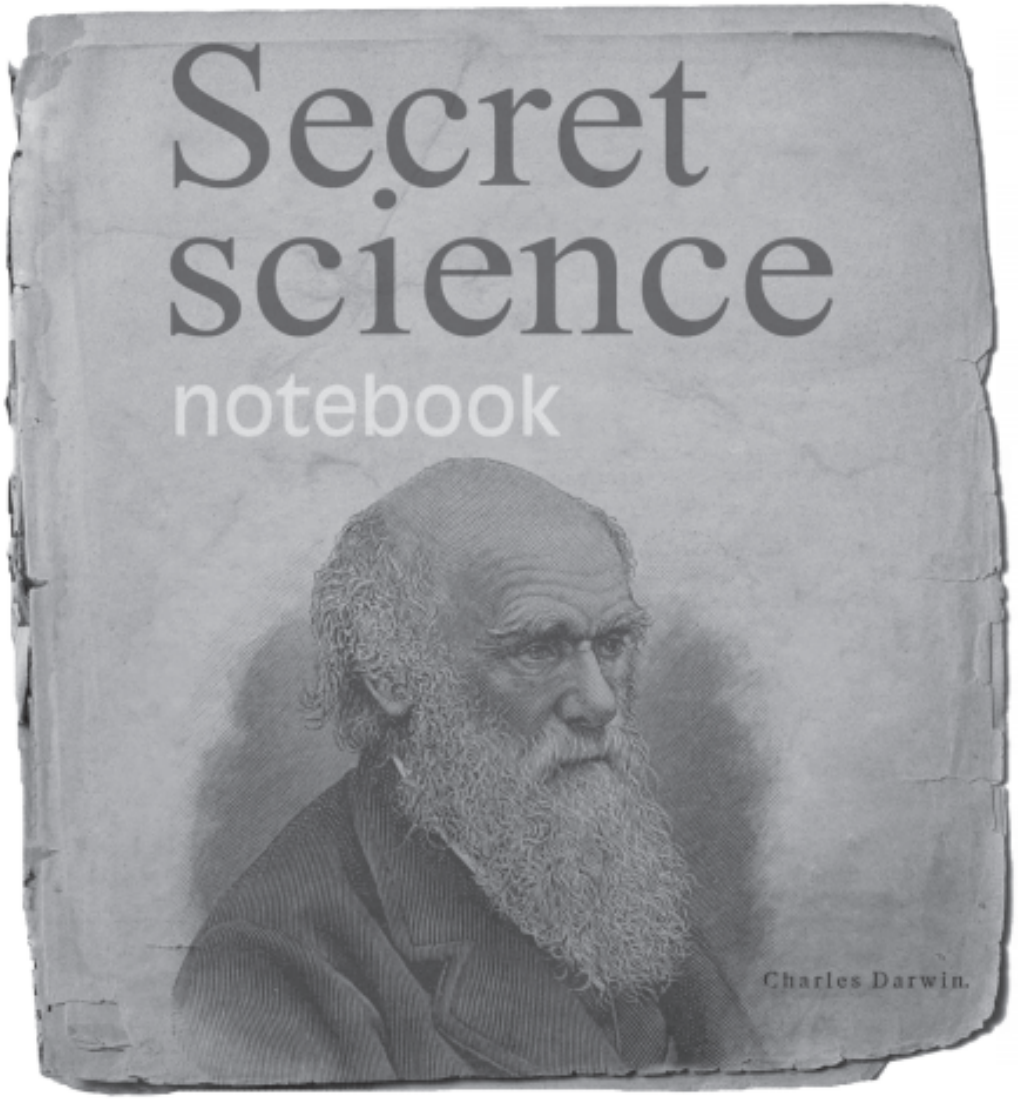
Write down:

- Three things you believe about evolution
- Three things you would like to find out about evolution.

You could print the next slide to write these down on. A secret notebook just like Charles Darwin.

Secret science notebook

Add notes on evolution and inheritance to your secret science notebook.



Evolution is a very slow process and changes occur over many thousands of years.

Dinosaurs are not alive today.

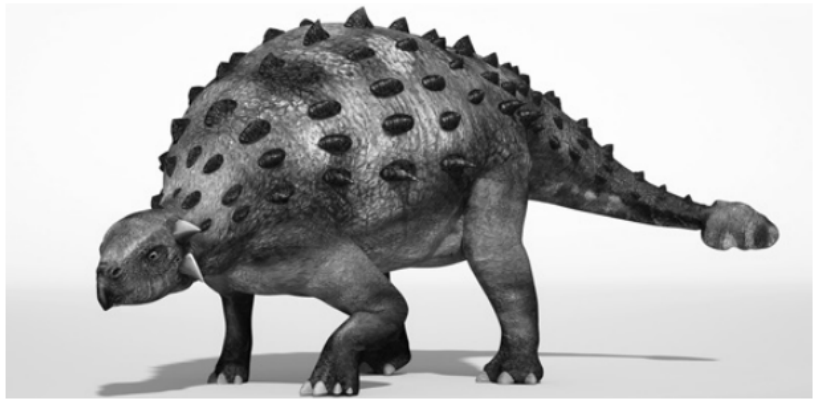
But this is what they may have looked like.

Why do you think dinosaurs are not around today?

Scientists believe that some dinosaurs, over time, changed to become birds.

Timeline cards

Cut out the cards and put them in chronological order to show when you think they happened.



dinosaurs

the Big Bang

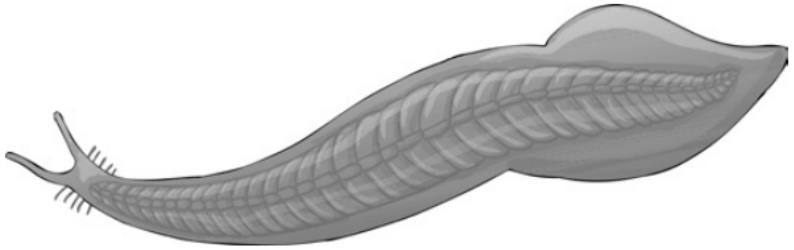
hard-shelled fossils

first plants

first bird

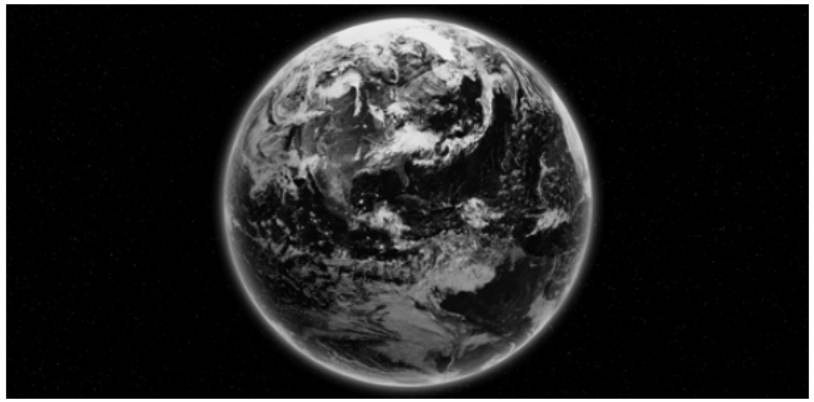
first homosapiens

first mammals

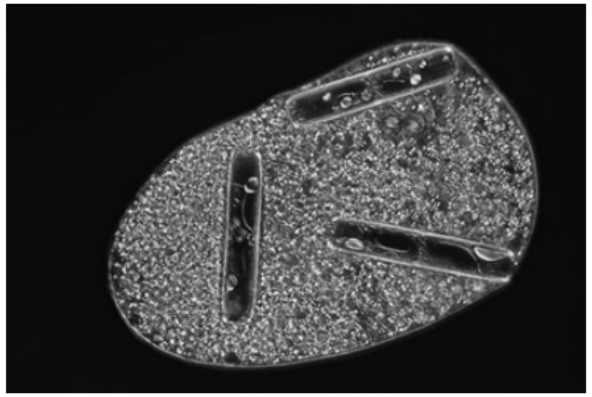


first fish

jellyfish



Earth



single-celled organisms

dinosaur fossils

Now watch the video on active learn called **‘Human Timeline’.**

https://www.activelearnprimary.co.uk/

Watch this video

https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/z9qs4qt

Fossil mysteries

People have always wondered about how life began on Earth.

About 200 years ago, scientists began to ask questions about fossils. They wondered why fossils of giant sea creatures were found on the tops of mountains and why these giant creatures were not found alive anymore. Perhaps Earth had not always been the same. Perhaps Earth and the creatures living on it had changed over time. Perhaps these changes had been going on for a very long time.

A blast from the past!

We know now that Earth is very, very old; about 4.54 billion years old.

Did you know?

The earliest animal fossils are a mere 650 million years old. That's very young in geological time!

Find out

Find out how fossils are formed.

She Sells Sea Shells By The Sea Shore

She sells sea shells by the sea shore.
The shells she sells are sea shells I'm sure.
For if she sells sea shells by the sea shore,
Then I'm sure she sells sea shore shells.

This tongue twister is about Mary Anning (1799-1847). She was one of the first palaeontologists (a scientist who studies fossils).

Mary was only twelve when she discovered the first ichthyosaur fossil in the cliffs at Lyme Regis on the south coast of England. She wasn't trained in science and came from a poor family, but she became one of the greatest palaeontologists ever known.

Activity

You have done lots of watching and learning this lesson.

Simply make notes on anything interesting you have learnt this session. You could make short bullet points which are easy to read and will help you to remember the information.

Session 4
English

CONTINUE PUBLISHING

Remember:

- Publishing should be done carefully.
- Use your best handwriting
- No mistakes (well nearly none)

Thursday 25th February 2021

Session 1
Maths

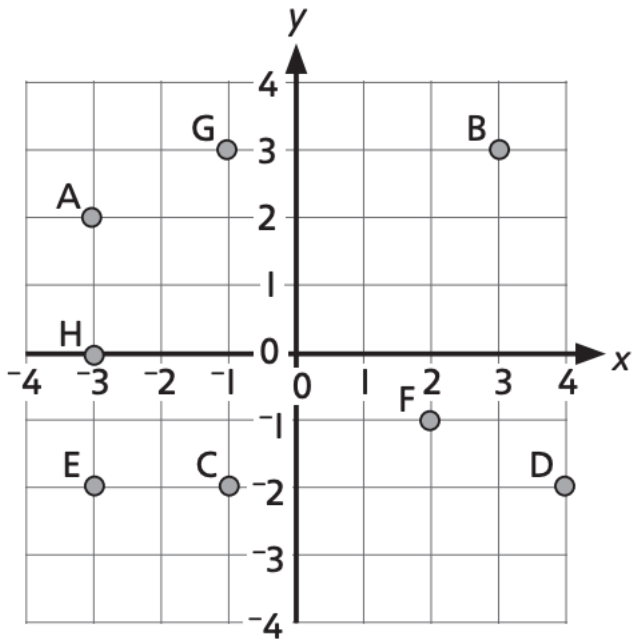
Starter

Lesson 2: Plotting coordinates

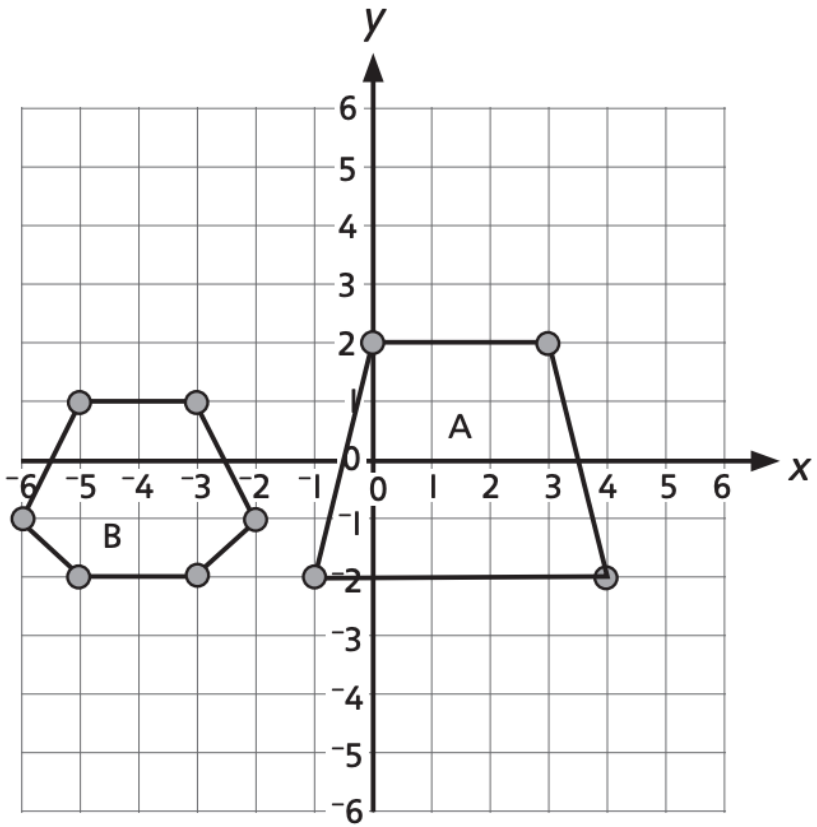
→ pages 158–160

1. a) Point A ($^{-}3$,2)
Point B (3,3)
Point C ($^{-}1$,$^{-}2$)
Point D (4,$^{-}2$)

b)



2.



Shape A is a trapezium.
Shape B is a hexagon.

3. Lucy is not correct. The first coordinate tells you how far the point is from the origin if you move in the *x*-direction (horizontally). The second coordinate tells you how far the point is from the origin in the *y*-direction (vertically). It therefore does matter which way round you write the coordinates as, for example, (2,5) is a different point to (5,2).

4. Mia needs to plot the point ($^{-}3$,$^{-}1$) to complete her rectangle.

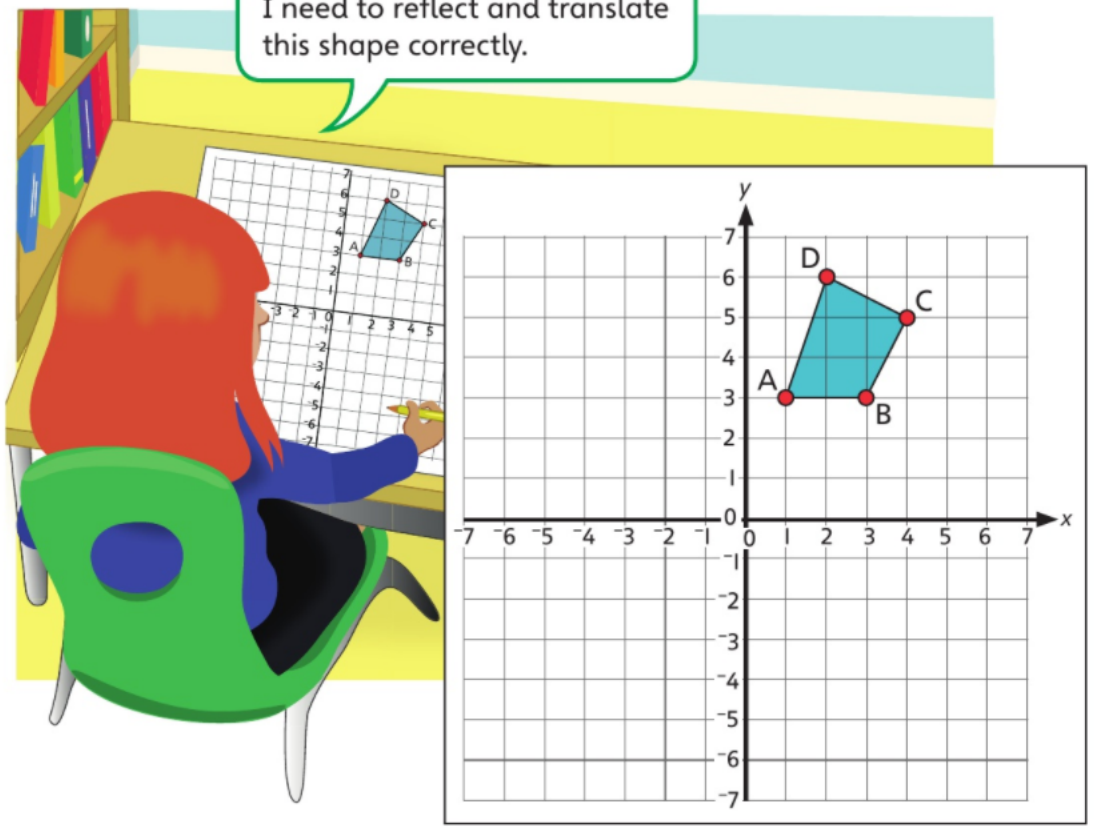
Mark your work from last session ☺

Reflect

Answers may vary; encourage children to justify their reasons and give examples. For example, children might argue that it is harder to plot coordinates in all four quadrants because you have to consider whether the point lies to the left or right of the origin and whether it lies above or below the origin.

Plotting translations and reflections

Discover

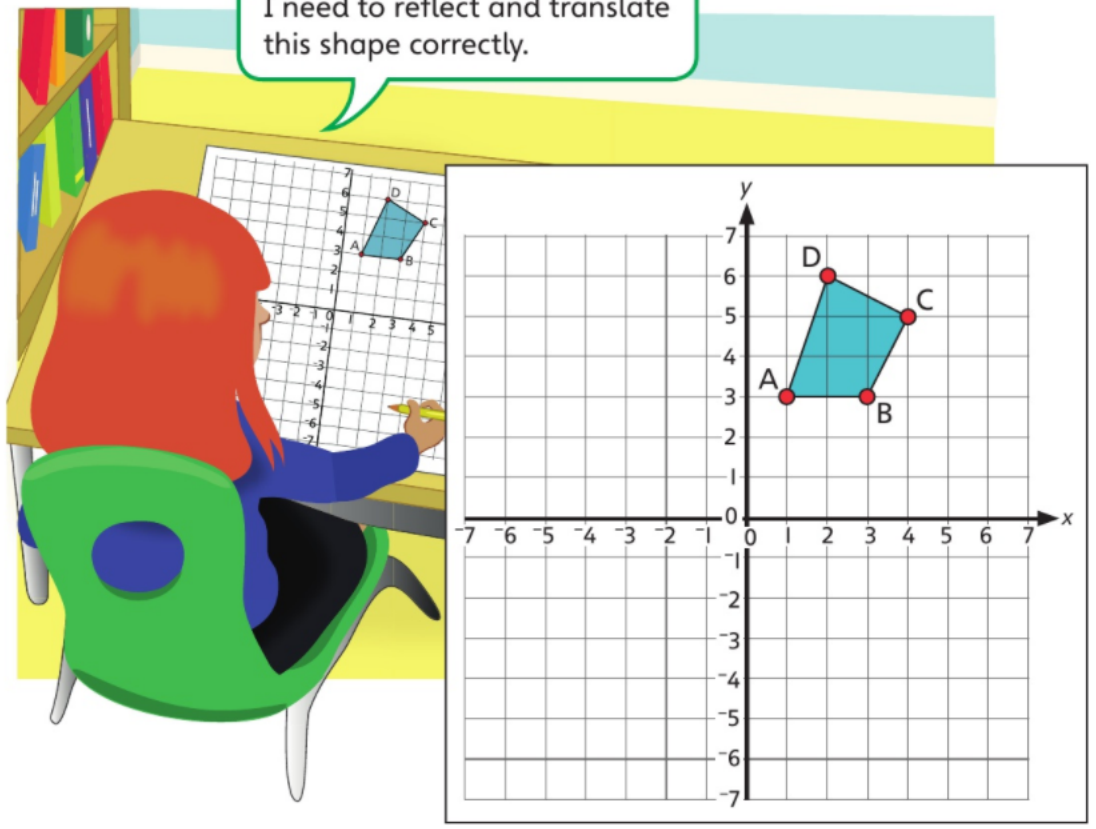


1 **a)** Where would Olivia draw the shape if it was reflected in the x-axis?

b) Where would Olivia draw the shape if her original shape was translated 4 left and 5 down?

Plotting translations and reflections

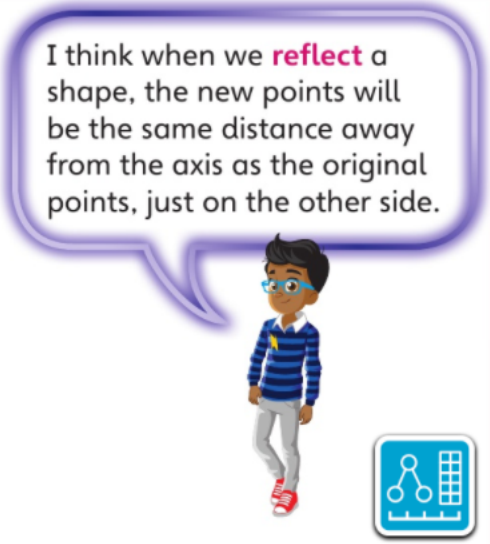
Discover



1 **a)** Where would Olivia draw the shape if it was reflected in the *x*-axis?

b) Where would Olivia draw the shape if her original shape was translated 4 left and 5 down?

Share



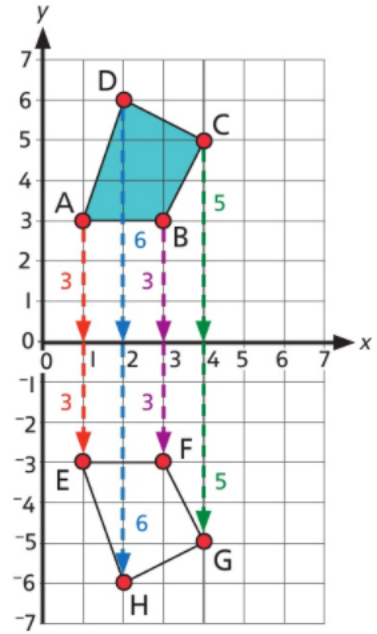
a) Reflect each point one at a time.

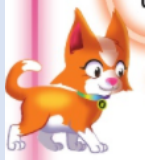
Points A and B are both 3 units away from the *x*-axis. Point C is 5 units away from the *x*-axis. Point D is 6 units away from the *x*-axis.

The reflected points will be the same distance away from the *x*-axis.

Join up the points in order to make the shape after it has been reflected.

The new coordinates are:
E is at (1,⁻3)
F is at (3,⁻3)
G is at (4,⁻5)
H is at (2,⁻6)





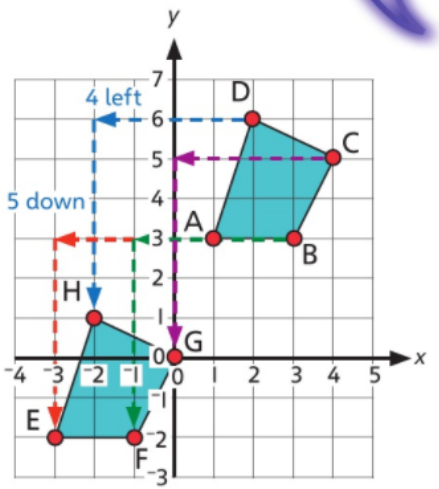
Translate means you move the vertices of the shape according to the instructions you are given.

I am going to move each point one at a time, and then join the points to make my shape.

b) Start by moving point A. Move it 4 left first and then 5 down. Do the same with the other points.

Join up the points in order to make the new shape.

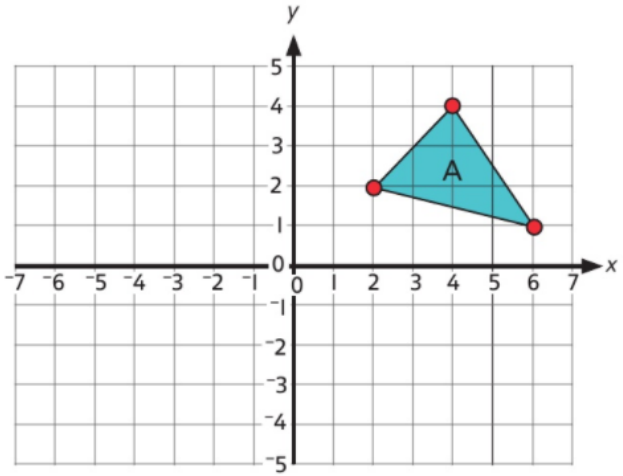
The new coordinates are:
E is at $(^{-}3, ^{-}2)$
F is at $(^{-}1, ^{-}2)$
G is at $(0,0)$
H is at $(^{-}2,1)$



Think together

1 **a)** Reflect shape A in the x-axis. Label your new shape B.

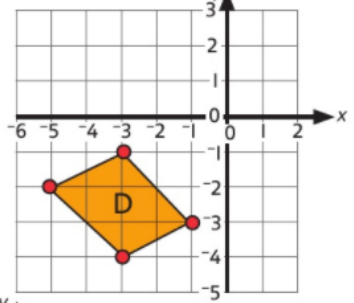
b) Reflect shape A in the y-axis. Label your new shape C.



To reflect in the y-axis, I think I need to work out the distance from the y-axis.

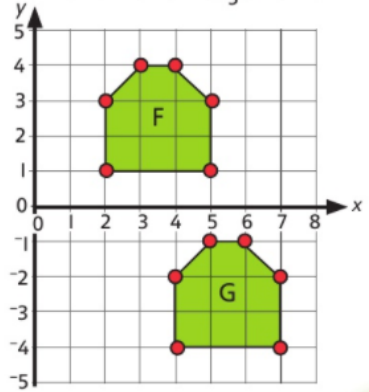
Complete this in your journal

2 **a)** Translate shape D 2 units right and 3 units up. Label your new shape E.



b) Look at this diagram. Complete the sentence:

Shape F has been translated ☐ ____ and ☐ ____ to become shape G.

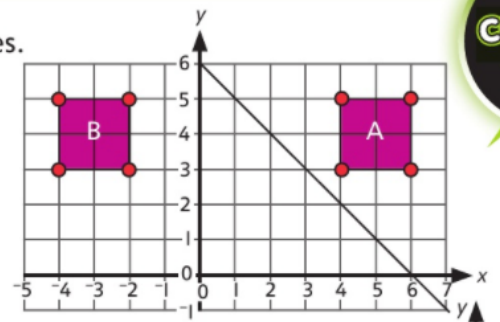


CHALLENGE

3 Spot and explain the mistakes.

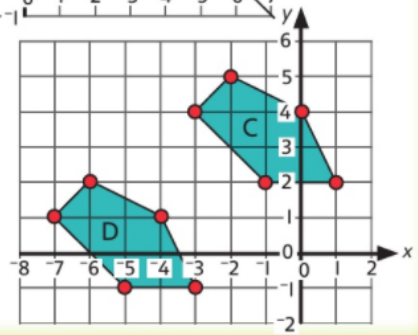
a) Shape B should be a reflection of shape A in the diagonal line.

Explain what mistake has been made. Where should shape B be?



b) Shape D should be a translation of shape C, 4 units right and 3 units down.

Explain what mistake has been made. Where should shape D be?



Now you have completed the new learning, complete **page 161 – 163 of the Power M**aths Practice book.

Session 2
Spanish

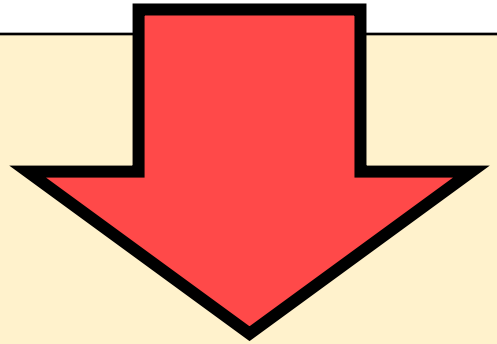
Spanish – Stream online Spanish session
11:00 – 11:45 here (Zoom)

Live Zoom

(details available on class dojo)

Session 3
Dance

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



Live Zoom

(details available on class dojo)

Session 4
RE

We are still thinking about big questions…

3. **Why did the Pharisees, scribes and Sadducees not like Jesus?**

Here are some reasons why the religious authorities objected to what Jesus was doing.

i) This man Jesus mixes with outcasts and sinners.
ii) He heals people on the Sabbath Day.
iii) His disciples do not follow our customs about washing and eating.
iv) He teaches new things about the Law on his own authority.
v) He claims to forgive sins – something that only God can do.
vi) His disciples gather grain on the Sabbath.

Use these references to link the reasons with the evidence.

Mk 2:15-17 **Mk 2:23-3:6** **Mk 2:4-7** **Mk 7:1-5**

4. a) What do you think the religious authorities feared most of all about Jesus?

   b) Were they right to fear him? Why or why not?

Friday 26th February 2021

Session 1
Maths
* LONG SESSION*

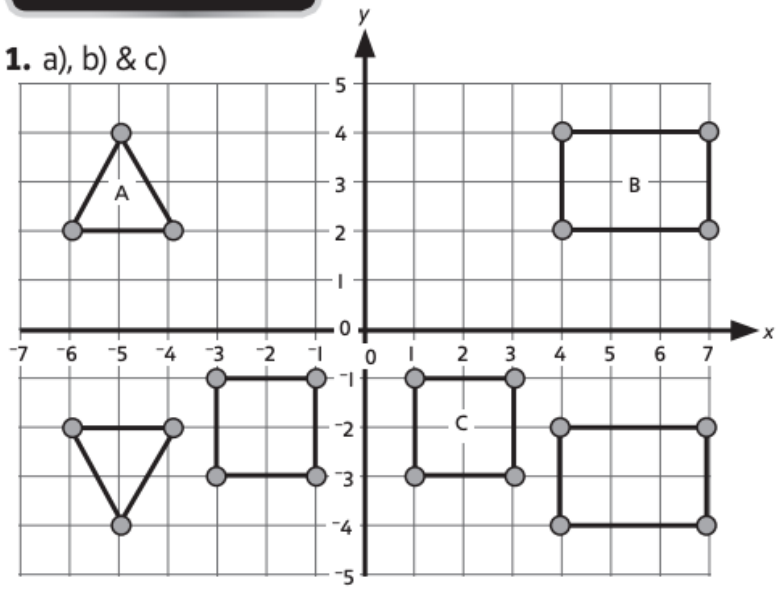
Starter

Mark your work from last session ☺

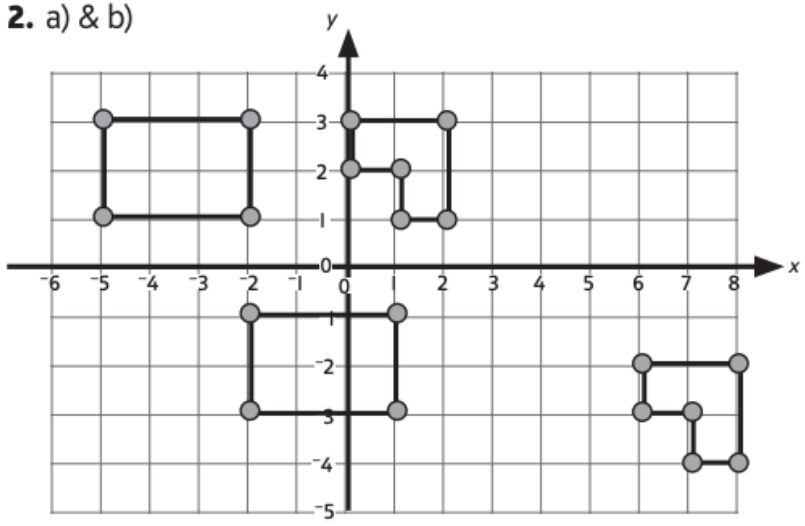
Lesson 3: Plotting translations and reflections

→ pages 161–163

1. a), b) & c)



2. a) & b)

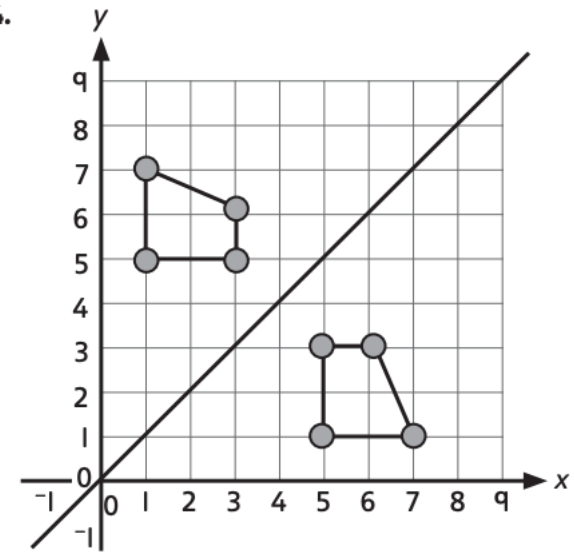


3. Shape A has been reflected in the *x*-axis to make shape B.

Shape C has been reflected in the *y*-axis to make shape D.

Shape E has been translated 6 units right and 3 units up to make shape F.

4.



5. (⁻1,5), (⁻1,2), (⁻5,2), (⁻5,5)

6. a) The coordinates will be: (11,2), (9,3), (7,3), (6,2) and (8,1).

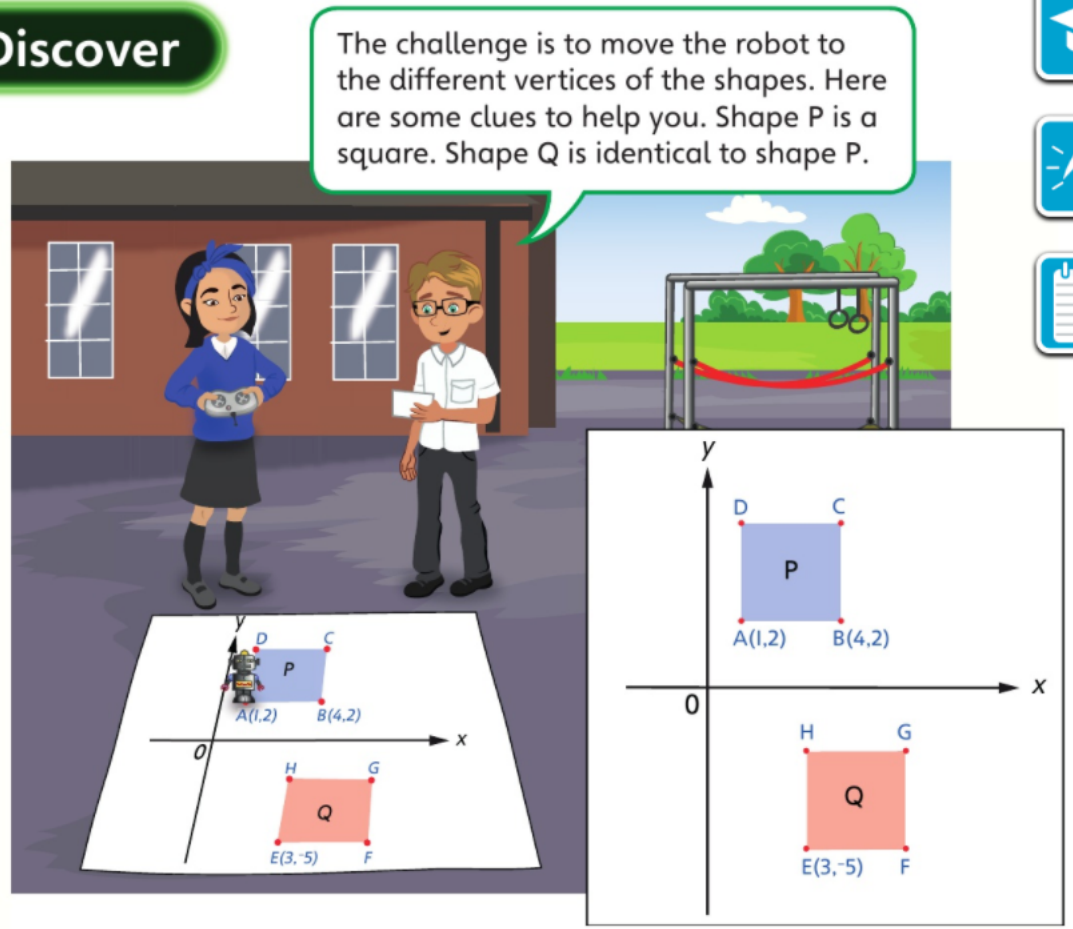
b) The coordinates will be: (5,2), (3,3), (1,3), (0,2) and (2,1).
Explanations will vary, for example: I do not get the same answers because the order you do reflections and translations matters.

Reflect

Yes, the shape is identical as you have not changed the dimensions of the shape – you have just changed its position (and possibly orientation).

Reasoning about shapes with coordinates

Discover



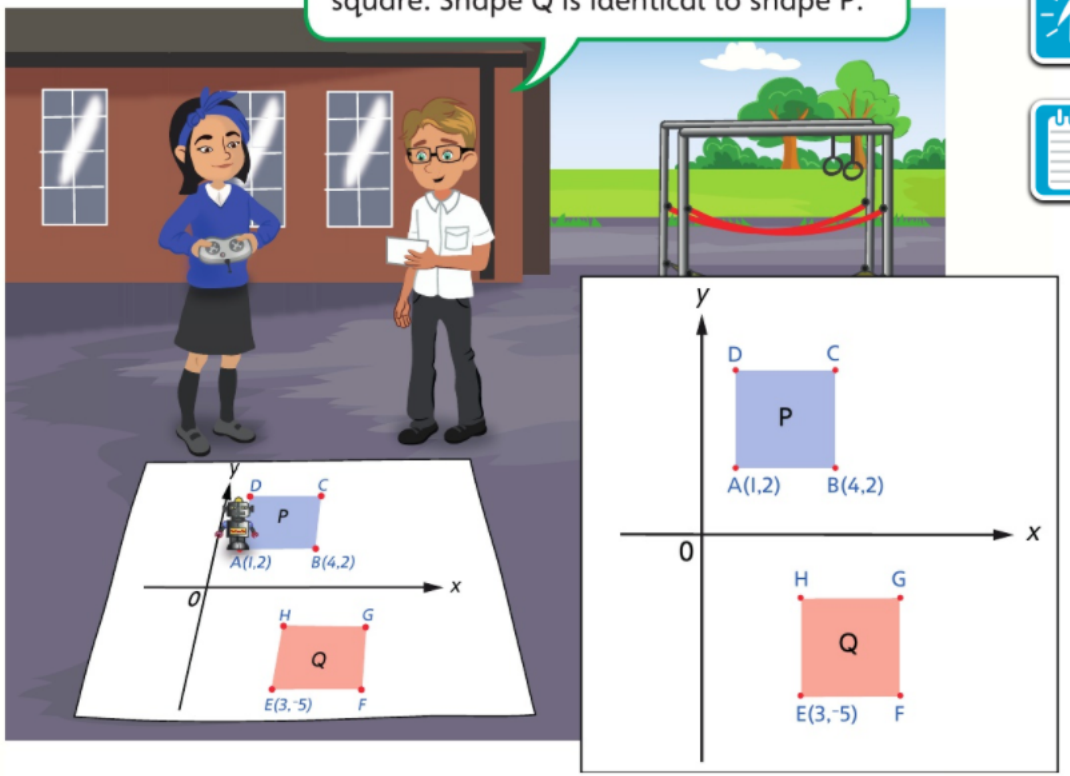
1 Lexi and Andy are trying to solve a puzzle.
They have been given some clues.

a) What are the coordinates of points C and D in shape P?

b) What are the coordinates of points F, G and H in shape Q?

Reasoning about shapes with coordinates

Discover



1 Lexi and Andy are trying to solve a puzzle.
They have been given some clues.

a) What are the coordinates of points C and D in shape P?

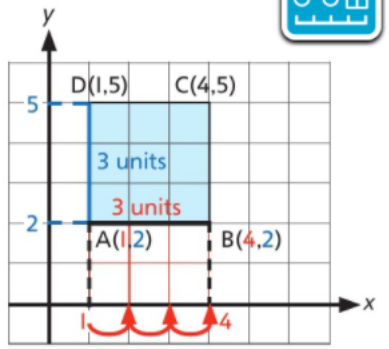
b) What are the coordinates of points F, G and H in shape Q?

Share

a) The line AB is 3 units long. This means the square has sides 3 units long.

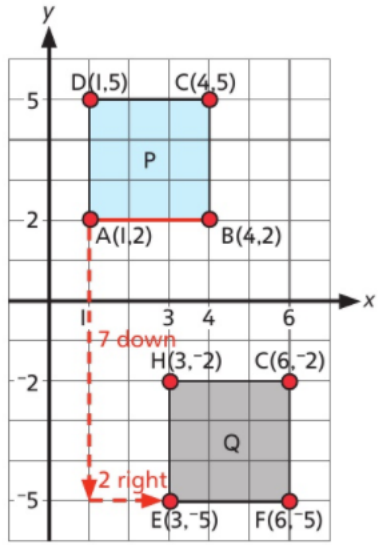
D has the same *x*-coordinate as A but is 3 units higher on the *y*-axis than A. So the coordinates of vertex D are (1,5).

C has the same *x*-coordinate as B and the same *y*-coordinate as D. So the coordinates of vertex C are (4,5).



b) Shape Q is identical to shape P.

I think I need to work out what the shape has been translated by first.
I can do this by looking at the difference between vertex A and vertex E.



We know that vertex E is (3,⁻5). Vertex A has therefore been translated 2 units right and 7 units down.

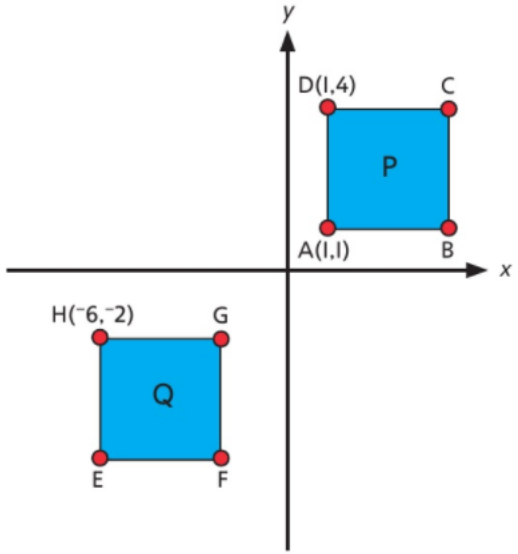
So each vertex has been translated 2 units right and 7 units down.

The missing coordinates for shape Q are:

F (6,⁻5) G (6,⁻2) H (3,⁻2)

Think together

1 Eden and Noah have been given some axes showing two squares. The squares are identical.



a) What are the coordinates of points B and C?

Point B (,)

Point C (,)

b) What are the coordinates of points E, F and G?

Point E (,)

Point F (,)

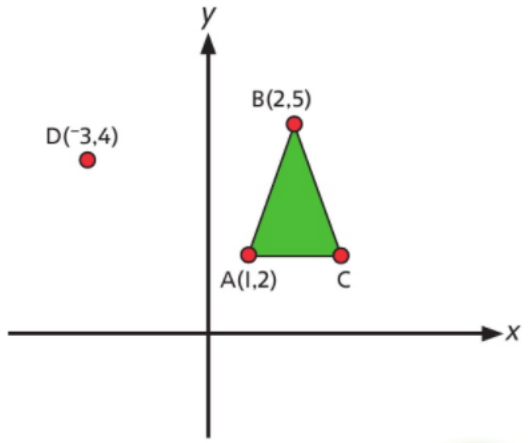
Point G (,)

Complete this in your journal

2 This is an isosceles triangle.

a) What are the coordinates of point C?

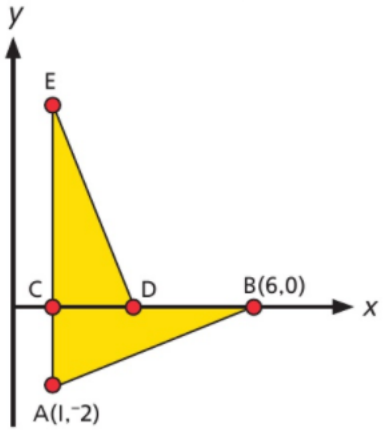
b) The triangle is translated. Point A has moved to where point D is. What are the coordinates of the other two vertices of the triangle?



3 Eden and Noah have another puzzle to solve.

The triangles are identical.

What are the coordinates of vertices C, D and E?



One side of the triangles is the same as the *x*-axis. I know this means it must be at 0 on the *y*-axis.

I can use the information I have to work out the length of two of the sides of the triangle.

Now you have completed the new learning, complete **page 164 – 166 of the Power Ma**ths Practice book.

Mark your work

Lesson 4: Reasoning about shapes with coordinates

→ pages 164–166

1. $(^{-}4,1)$, $(^{-}4,^{-}1)$ or $(0,1)$, $(0,^{-}1)$

2. C $(^{-}3,^{-}2)$ D $(1,^{-}6)$

3. a) Point B (0,2)
Point C $(^{-}2,5)$
b) Point D $(1,^{-}5)$
Point E $(5,^{-}5)$

4. Point A $(1,^{-}5)$
Point B $(5,^{-}5)$

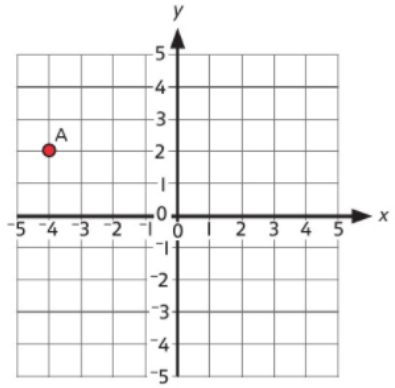
5. Point A (3,2)
Point B $(9,^{-}1)$
Point C $(5,^{-}4)$
Point D $(^{-}1,^{-}1)$

Reflect

Answers will vary; encourage children to think about which aspects were challenging and why. What could they do to help this become easier in the future?

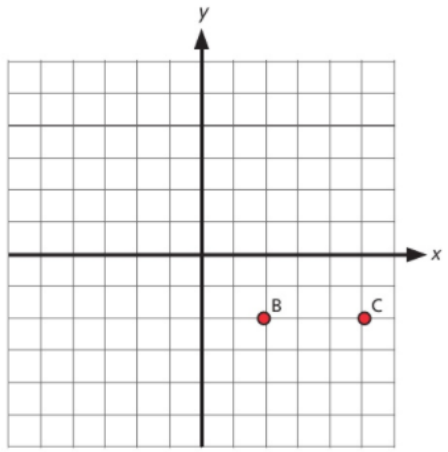
End of unit check

1 What are the coordinates of point A?



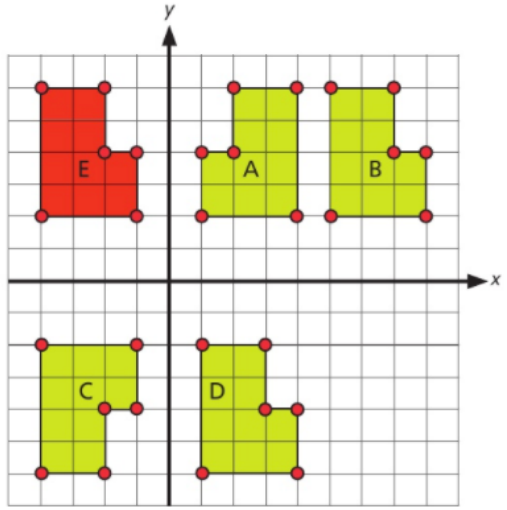
- **A** (2,⁻4)
- **B** (⁻2,⁻4)
- **C** (2,4)
- **D** (⁻4,2)

2 Points B and C are 2 vertices of a square. Which of the coordinates below could **not** be coordinates of another vertex of the same square?



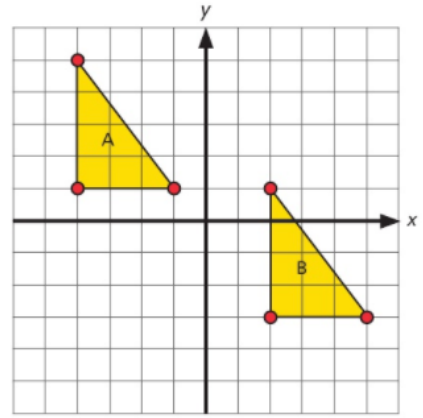
- **A** (5,⁻5)
- **B** (5,1)
- **C** (2,2)
- **D** (2,1)

3 Which shape shows shape E after it has been reflected in the *y*-axis?

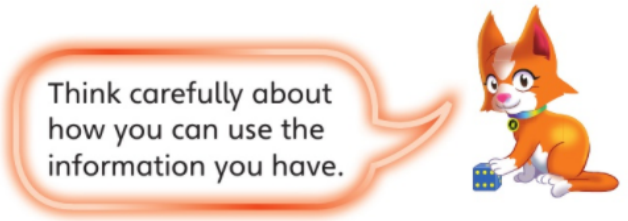


- **A** Shape A
- **B** Shape B
- **C** Shape C
- **D** Shape D

4 Shape A is translated and the result is Shape B. What was the translation?

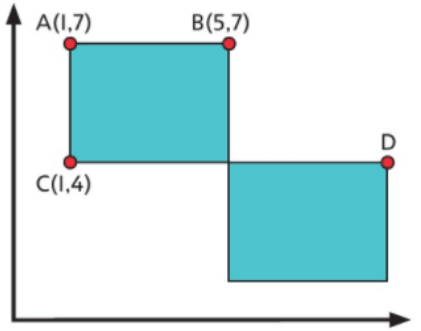


- **A** Translation 6 left and 4 up
- **B** Translation 4 right and 4 down
- **C** Translation 6 right and 4 down
- **D** Translation 6 right and 5 down



5 The diagram shows two identical rectangles.

Find the coordinates of point D.



Complete this in your journal

Complete the final end of unit check on **page 167** of your **Power Maths Practice book.**

Keep your Practice book safe. Even though it is now complete, it will need to be returned to school when you come back.

Mark your work

End of unit check

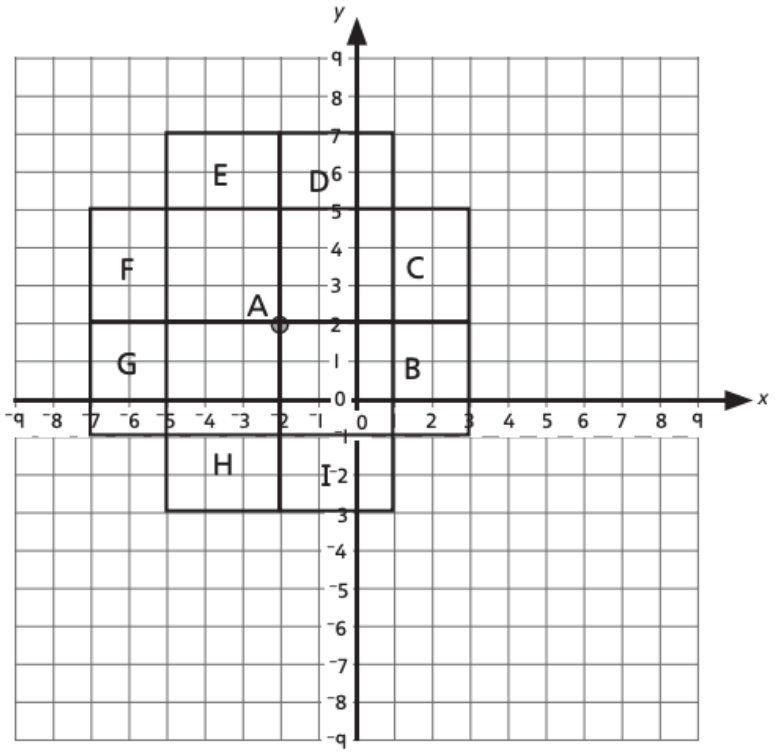
→ pages 167–169

My journal

1. Reasons and justifications may vary. A possible response could be:

No, Kate is incorrect as we can work out any missing information. As the shape is a square, we can use the properties of a square to help us. When reflecting in the *y*-axis, there is no need to know the coordinates of the shape, as you are simply reflecting the same distance from the *y*-axis either side.

2.



Rectangle B (3,2), (3,⁻1), (⁻2,⁻1)
Rectangle C (3,2), (3,5), (⁻2,5)
Rectangle D (1,2), (1,7), (⁻2,7)
Rectangle E (⁻2,7), (⁻5,7), (⁻5,2)
Rectangle F (⁻2,5), (⁻7,5), (⁻7,2)
Rectangle G (⁻7,2), (⁻7,⁻1), (⁻2,⁻1)
Rectangle H (⁻5,2), (⁻5,⁻3), (⁻2,⁻3)
Rectangle I (⁻2,⁻3), (1,⁻3), (1,2)

Power play

Answers will vary depending on the squares drawn by the child and their partner.

Session 2
English

FINISH PUBLISHING

Remember:

- Publishing should be done carefully.
- Use your best handwriting
- No mistakes (well nearly none)

Session 3
Comprehension

Mark your comprehension from last week first (David Copperfield)

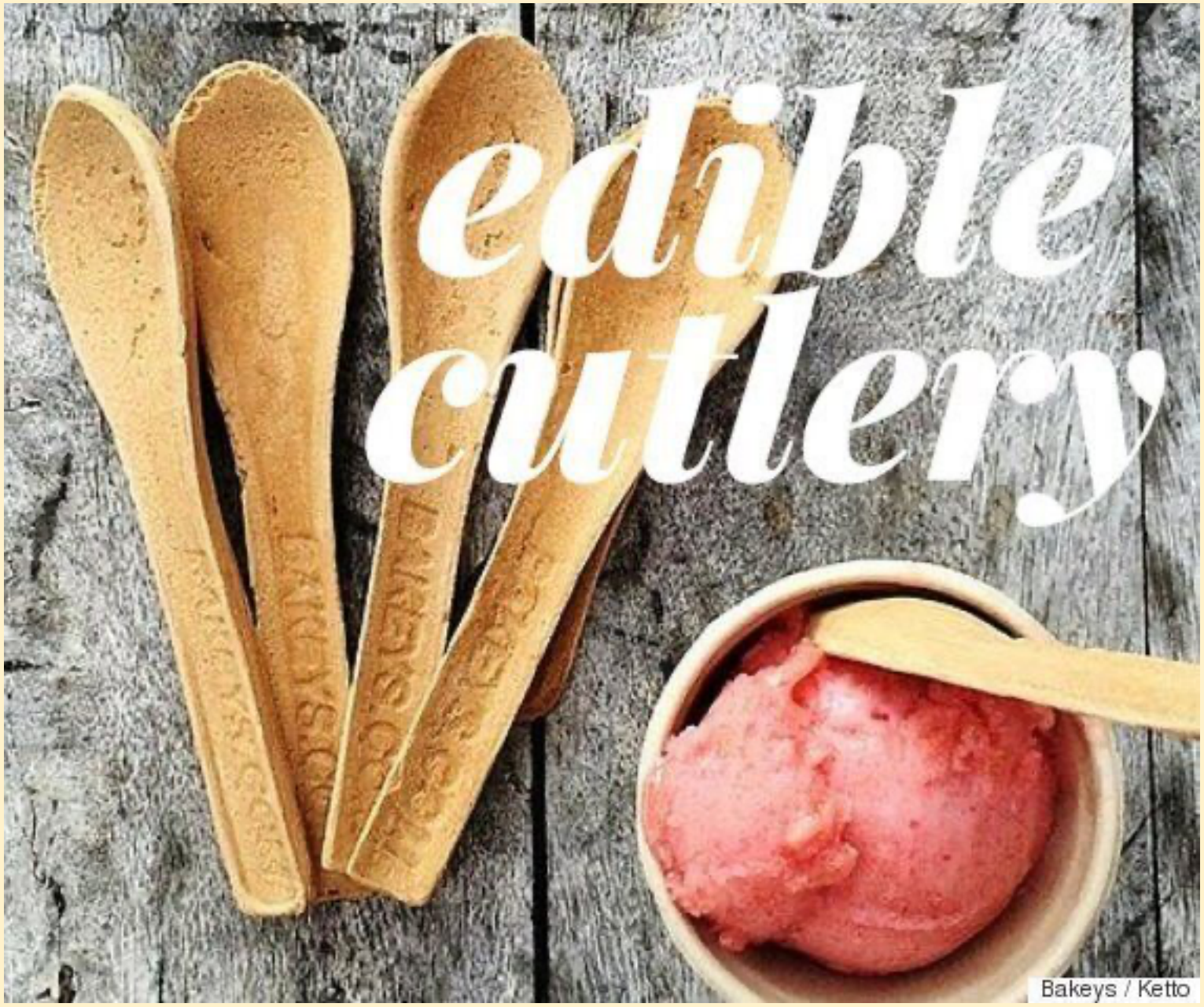
Answers

1. E.g. The text is partly based on real events from Charles Dickens' life and partly fictional.
2. E.g. Words like "ghostly" and "bleak" make the setting seem lonely and depressing. The author chose this setting to create a suitable mood for the bad news David is about to receive.
3. E.g. The phrase "surprisingly softly" suggests that Mr Sharp is usually quite blunt.
4. E.g. Mrs Creakle feels sad and uncomfortable. She is sad because David's mother has died, but she also feels uncomfortable because she has to break the news to David.
5. E.g. The "mist" is tears forming in David's eyes, which are stopping him from seeing properly.
6. E.g. hopeless; miserable; bleak; dismal
7. E.g. Candles are used to light the room rather than electric lights. The extract uses old-fashioned language like "parlour" and "mamma". The news of David's mother's death was sent by letter, rather than by a phone call or an email.

Edible Cutlery

CGP Comprehension book

– pg 14 - 15



Session 4
Wellbeing Friday

Today is National Skip The Straw Day

This day highlights the importance of reducing our use of single use plastics and why.

Activity

Do a short bit of research into why we shouldn't use plastic straws or single use plastics and create a poster

Well done! First week of Spring 2 is complete!

Week 7 - DONE ☺

Stay safe – Mrs G