Mossbourne Riverside Academy
Home Learning Year 3 & 4
Date: 15 June 2020

Suggested Daily Timetable

Time	Activity
07:30 – 08:30	**Get dressed –** Time to get ready for your day. Get dressed, have breakfast and brush your teeth
08:30 – 09:00	**"Walk to school" –** use this time to exercise or take a look at the MRA website and select the work you will be completing for the day
9:00 – 9:30	**P.E -** complete a P.E activity, eg, Watching Joe Wicks or Cosmic Yoga on YouTube, playing in your garden or completing the '1 minute challenge' - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!
09:30 – 10:00	Literacy - Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
10:00 – 10:30	***Break time** – Have a snack and a break*
10:30 – 11:30	**Maths activity –** Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
11:30-12:00	**Quiet reading time –** choose a story to read to yourself quietly or watch a story on YouTube.
12:00 – 13:00	*Lunch*
13:00 – 13:30	**Free time/playtime**
13:30 – 14:15	**Topic/Spanish activity – Homework provided by teacher**
14:15 – 15:00	**Creative activity –** visit the MRA website and select an activity that you would like to do or draw a picture, design and build a junk model
15:00 – 15:30	**Home time exercise activity - P.E -** complete a P.E activity, eg: Watching Joe Wicks or Cosmic Yoga on Youtube, playing in your garden or completing the '1 minute challenge' - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!

Monday

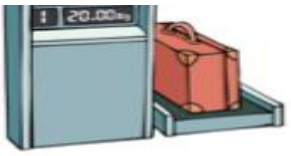
Maths

Task: Addition strategies

The purpose of this session is to explore addition strategies for 2-digit numbers. Encourage children to talk, draw and build models to explain what they are doing and discuss other strategies to complete the same or similar calculations.

Starter:

Talk Task: Addition strategies



Pack all of the items into crates.

No crate can weigh more than 100 kilograms.

What is the fewest number of crates?

65 kg	13 kg	19 kg
53 kg	22 kg	16 kg
48 kg	9 kg	27 kg
39 kg	35 kg	26 kg
18 kg	6 kg	

The chosen context is packing items into crates and an image of luggage on a scale is provided to discuss situations where knowing the weight of items is important when packing or loading. Clarify that kg means kilograms. There are cards with the weights of different items on them. These items need to be packed into crates and no crate can hold more than 100 kilograms. How many crates are needed?

Ask children to draw or build models and write calculations to explain their strategies. Or, you can draw and write while they explain and then ask them to check if what you recorded is what they described. Some targeted questions and prompts for discussion: *Which items cannot go together in the same crate? Is there any space left in any of the crates?* The total of all the numbers is 396 kg and they will go into four crates. This will probably involve moving them around to make them fit. A possible solution: 65kg and 35 kg.

Worksheet:

Activity: Addition strategies

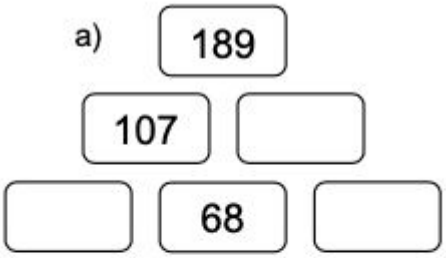
1) Add these numbers using two different strategies. Draw a diagram and write calculations to show the steps of what you did.

$$67 + 52 + 43$$

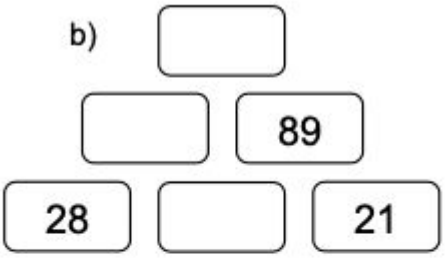
Strategy 1	Strategy 2

2) Complete the three pyramids so that each brick is the sum of the two bricks below.

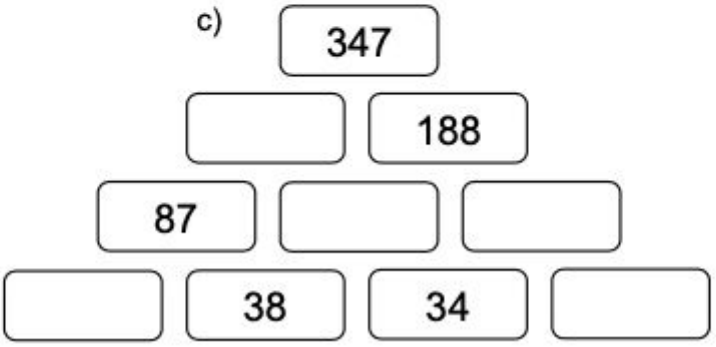
a)



b)



c)



The first question involves completing a calculation in two different ways. There is space to show the steps by recording calculations and a diagram. To complete the pyramids pupils need to use the relationship between addition and subtraction and can explore a range of subtraction strategies.

Parent/Carer Guidance:

Please find the answer sheet below.

Answers

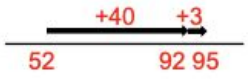
Activity: Addition strategies

1) Add these numbers using two different strategies. Draw a diagram and write calculations to show the steps of what you did.

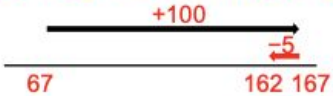
67 + 52 + 43

Strategy 1

52 + 43 = 95



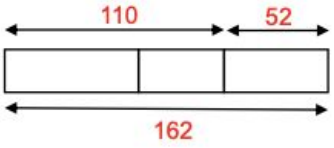
67 + 95 = 67 + 100 - 5



Strategy 2

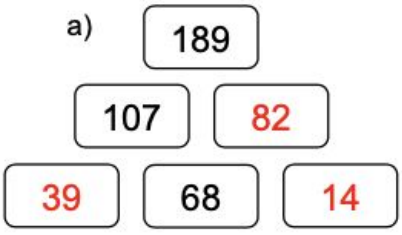
67 + 43 = 110

110 + 52 = 162



2) Complete the three pyramids so that each brick is the sum of the two bricks below.

a)



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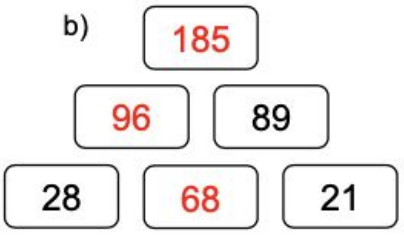

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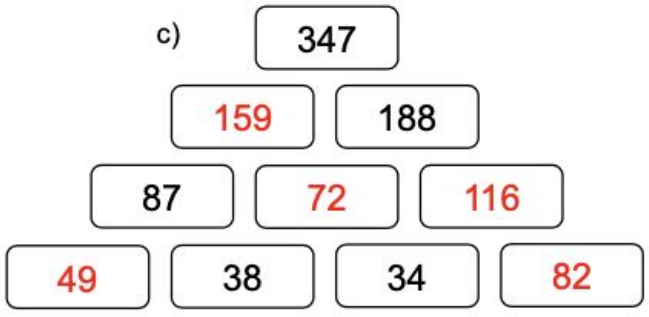


Literacy

Non-Fiction: Persuasion and Argument: Animals in Captivity

This week you will be researching and writing about animals in captivity. You will be researching zoos, generating arguments 'for' and 'against' zoos and at the end of the week you will be writing a persuasive letter to encourage a zoo keeper to improve the conditions at a zoo.

Task 1:

Think about these questions:

Have you ever been to a zoo? Where was it? Why did you go? What was it like?

Have a look at some of the virtual tours on the Chester Zoo YouTube channel https://www.youtube.com/chesterzoo and answer the following questions:

1. *What did you think of the zoo/enclosures? Are they suitable for the animal?*

2. *Which animal did you like the most?*

3. *Were there any animals that you hadn't seen before?*

4. *How did the animals seem?*

Your next task today is to come up with three research questions to find out more about the history, features and purposes of zoos. For example, my three questions were

1. *When were zoos first opened in the UK?*

2. *How do zoos help animals?*

3. *Can anyone have a zoo animal as a pet*?

Parent/ Carer Guidance: General e-safety rules should be followed when using a computer, tablet or smartphone particularly if accessing the Internet for research purposes. All KS2 have had lessons on e-safety and how to use the Internet for research activities. Allow your child to use only child-safe search engines. These will allow your child to search the Internet without the worry that they will come across something inappropriate or scary.

Here is a list of websites you can use for your research:

National Geographic: ENCYCLOPEDIC ENTRY Zoo

nationalgeographic.org/encyclopedia/zoo/

Battersea Park Children's Zoo: Conservation

batterseaparkzoo.co.uk

Zoological Society of London: Kids Page

zsl.org/kids-zsl

Chester Zoo: Explore the Zoo

chesterzoo.org/explore-the-zoo

Computing

Task:
Your task, if you haven't already started, is to access the series of coding lessons on **code.org**:

Year 3: https://studio.code.org/sections/QDSJGM

Year 4: https://studio.code.org/sections/ZMVXZL

Optional: If you have successfully completed your course, then explore code.org for any ***Hour of Code*** lesson: https://code.org/hourofcode/overview

You have been given your personal login details by Mr Jones already (this should appear in your stream in Google Classroom).
Try and complete each task before moving onto the next one. Remember, coding can be challenging at times and computational thinking requires a lot of thought, concentration and resilience. If it doesn't work, debug and start again. Really think carefully about the algorithm you need and apply that in your sequence of code. Good luck!

Parent/Carer Guidance:
Children have been given access to a series of lessons on code.org, a safe and secure environment for them to practice and consolidate their coding skills. Inevitably, children will always ask for help when their code doesn't work but it is really important they take the time to examine their code and work out what is going wrong themselves. Of course, if they get really stuck and frustrated, they can contact Mr Jones on their code.org login post on Google Classroom.

Extra Task:

Have a go at creating a short stop-motion animation clip about an animal kept in a zoo.

Stop motion animation (also called stop frame animation) is animation that is captured one frame (image) at a time, with physical objects that are moved between frames. When you play back the sequence of images rapidly, it creates the illusion of movement. Watch these videos to find out more:

https://www.bbc.co.uk/programmes/p01150tr

https://www.bbc.co.uk/cbbc/watch/p02hw9t0

What you will need:

- A selection of objects to animate (you could use a toy or make your own using paper or modelling clay)
- A smartphone or tablet to take photographs with
- A tripod or a stand to hold your device steady
- A Stop Motion Animation App (there are a variety of free apps/ computer software to choose from. I used the FREE version of Stop Motion Studio from the App Store)

Please remember to ask for your parents/ carers permission before downloading an app or software onto your device.

You will need to set up your objects to animals. When you are set up and ready you will take your first photograph. Then move the object/s little by little, taking a photo each time. Once you have finished the photographs are stitched together via the app and it will appear as if the objects are moving.

Have fun creating your own stop-motion animation.

Parents/ Carers Guidance: You may want to watch this YouTube video beforehand. It goes into detail on how to use the Stop Motion Studio App:
https://www.youtube.com/watch?v=o0IarOdmxFM

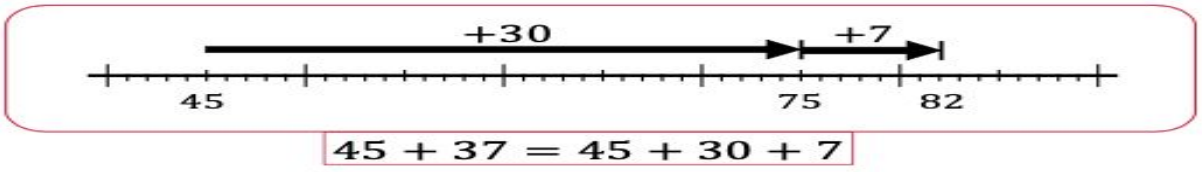
Tuesday

Maths

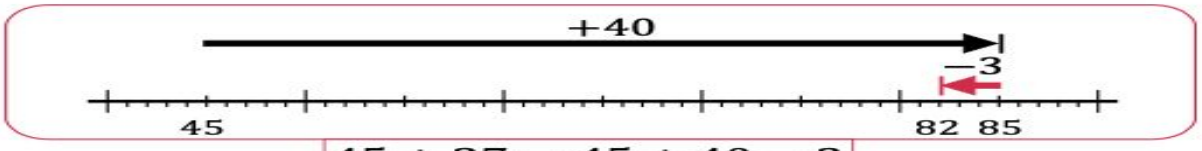
Task Addition written method**:**
The purpose of this session is to understand the written method for addition using Dienes as a tool for explaining each step. Then to explore other strategies for completing the same calculation to support development of flexibility when selecting how to calculate.
https://mathsbot.com/manipulatives/blocks - interactive dienes
Starter:

Talk Task: Addition written method

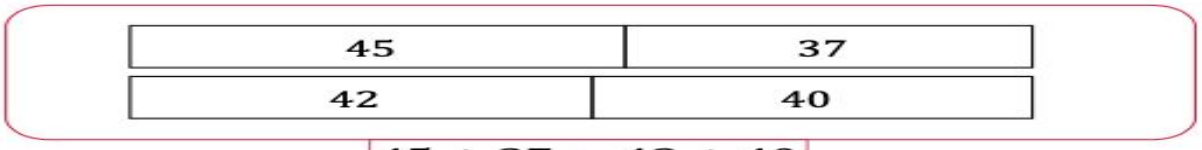
$$\begin{array}{rr} & 4\ \ 5 \\ + & 3\ \ 7 \\ \hline & 7\ 12 \end{array} \qquad \begin{array}{rr} & 4\ \ 5 \\ + & 3\ \ 7 \\ \hline & 7\ \ 2 \\ & {\scriptstyle 1} \end{array}$$



$45 + 37 = 45 + 30 + 7$



$45 + 37 = 45 + 40 - 3$



$45 + 37 = 42 + 40$

Use the deliberate errors on the sheet to prompt a discussion about how the written method for addition works. *What can you say, do and write to help the person who made the errors understand?* Focus on supporting pupils to give a clear explanation of each step of the process using Dienes blocks.

Establish what the answer is and then use the number lines, calculations and bar models to discuss different strategies to complete the same calculation. Spend time describing each diagram and how it shows the calculations below each.The written method partitions both numbers and adds the place value parts, regrouping where necessary.The first number line shows adding on from 45.The second number line shows a compensation strategy where 40 is added and then 3 is subtracted because that is the same as adding 37.The bar model shows a strategy where the parts in the calculation are adjusted. One part is three more, the other part is three less, the total is the same.

Worksheet:

Activity: Addition written method

1a) Correct Sara's error:

$$\begin{array}{r} 1\ 5\ 4 \\ +\ 7\ 3 \\ \hline 8\ 8\ 4 \end{array}$$

Correct calculation:

b) If she makes the same error, what answer would she give for 324+49

Sara's error:

Correct calculation:

2) Complete each calculation using the space to show how you did it.

a) $398 + 24 =$

b) $390 + 32 =$

c) $323 + 99 =$

d) $330 + 92 =$

e) What other calculations have the same result?

The worksheet addresses another common error of incorrectly lining up the digits, challenging children to correct and think about other results this error could produce. Children then complete calculations, using the space to show their working and thinking about other related calculations.

Parent/Carer Guidance:

The purpose of this session is to understand the written method for addition using Dienes as a tool for explaining each step. Then to explore other strategies for completing the same calculation to support development of flexibility when selecting how to calculate. Please use this link to support with understanding. https://mathsbot.com/manipulatives/blocks

Please find the answer sheet below.

Answers

Activity: Addition written method

1a) Correct Sara's error:

$$\begin{array}{r} 154 \\ +\ 73 \\ \hline 884 \\ \hline \end{array}$$

Correct calculation:

$$\begin{array}{r} 154 \\ +\ 73 \\ \hline 227 \\ \hline 1 \end{array}$$

b) If she makes the same error, what answer would she give for 324+49

Sara's error:

$$\begin{array}{r} 324 \\ +\ 49 \\ \hline 814 \\ \hline 1 \end{array}$$

Correct calculation:

$$\begin{array}{r} 324 \\ +\ 49 \\ \hline 373 \\ \hline 1 \end{array}$$

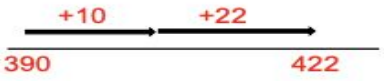
2) Complete each calculation using the space to show how you did it.

a) $398 + 24 = 422$

$398 + 2 + 22$

b) $390 + 32 = 422$

$390 + 10 + 12$



c) $323 + 99 = 422$

$323 + 100 - 1$

d) $330 + 92 = 422$

$330 + 100 - 8$

$330 + 70 + 22$

e) What other calculations have the same result?

$399 + 23$

$324 + 98$

$350 + 72$

$349 + 73$

$298 + 124$

$289 + 133$

Literacy

Non-Fiction: Persuasion and Argument: Animals in Captivity

Task 2:

People may have different viewpoints on the same subject. Children and parents might have different viewpoints on computer games, fast food or homework. From your research activity yesterday you may have noticed different viewpoints of zoos. Some people think that zoos are a good thing while others think that they should be banned. Today you will record arguments 'for' zoos, i.e. to argue that zoos are a good thing.

Remember to be persuasive and justify each argument.

For example:

I think zoos are great because you get to see animals that you would never normally see like Komodo dragons and cheetahs.

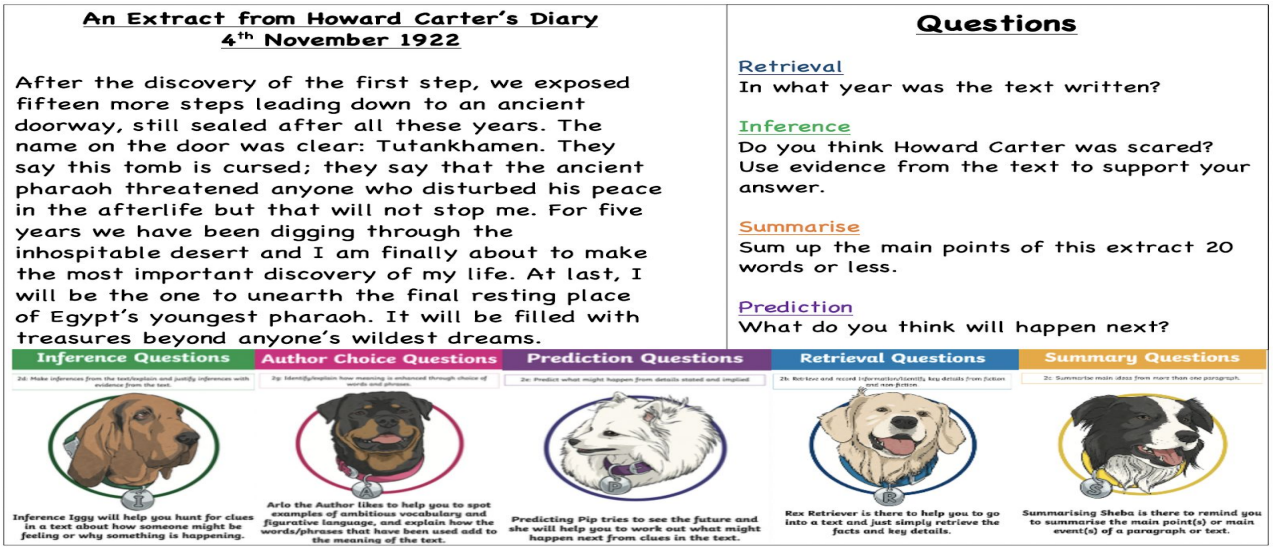
It is up to you how you would like to record your ideas, you may want to use post- it notes, group similar themed ideas together or a spider diagram.

You may already have some useful facts and arguments in favour of zoos from yesterday's research activity.

https://www.bbc.co.uk/teach/what-are-zoos-for/z649f4j

Guided Reading

Login to google classroom and follow the instructions for your Guided reading **'Learning by questions'** lesson.If you are unable to access your **'Learning by questions'** lesson, this is an alternative guided reading session.



Parent/Carer Guidance:
Please encourage children to log into their google classrooms to participate in the **'Learning by questions'** lesson. The link will go live today and be posted into the stream.

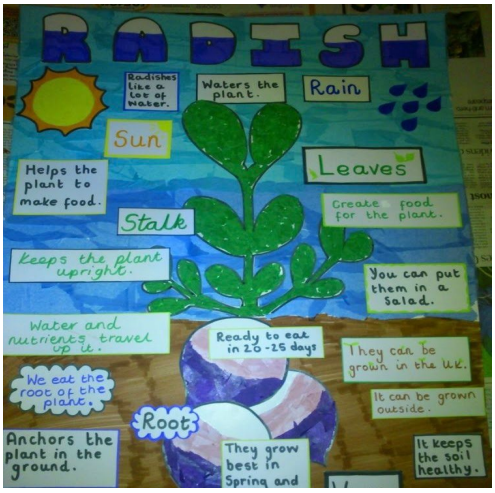
Science

Task: Across Europe there are many flowers which are native to the country they are found. Plants are not only nice to look at but they also play an important role in our environment. Plants provide habitats for animals, provide us food and even help in the battle against climate change.

Activity:

1. Watch this: https://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/zss9msg
2. Watch this: https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-parts-of-a-plant/zvdkpg8

On your daily walk to the local park, field or marshes, find an interesting plant. Take a picture of the plant (try not to pick plants as they are incredibly important for the environment). If you are unable to find a plant, research a plant that grows in the UK. Draw a scientific diagram of your plant then label the parts of the plant using the scientific name. Once you have labelled the diagram, have a go at identifying the use of each part of the plant. For example leaves allow the plant to..?



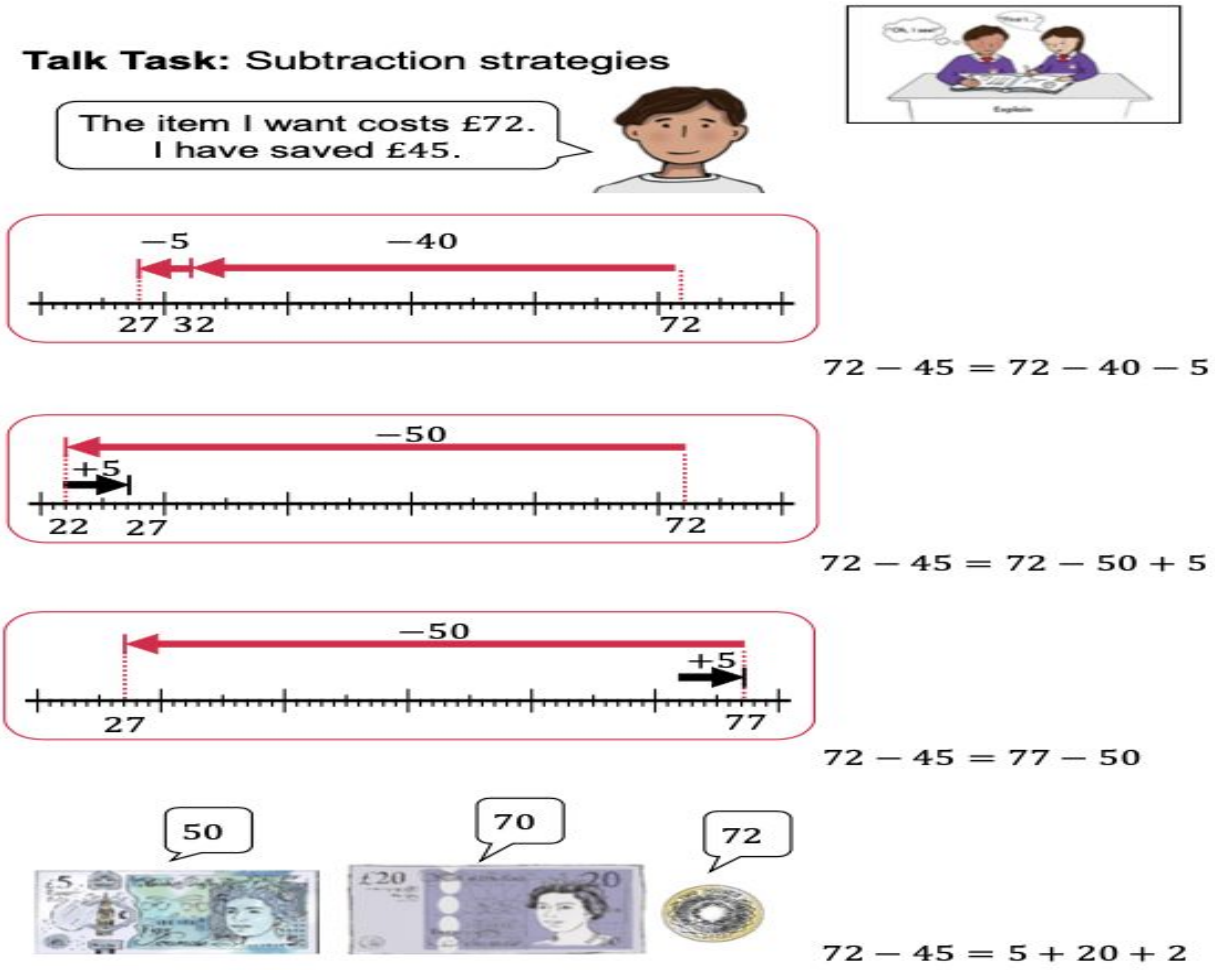
Parent/Carer Guidance:
Children need to understand the important role plants have in the environment. Discuss the benefits of plants and possible experiences the children have had contributing to encouraging nature in the local area. For example their Year 3 tree planting trip to Hackney Marshes.

Wednesday

Maths

Task Subtraction written method**:** The purpose of this session is to explore subtraction strategies for 2-digit numbers by completing the same calculations in different ways.

Starter:



Discuss the speech bubble and ask pupils to explain what information is known about the situation and what else they could work out. *He has £45 and he wants £72. I can work out how much more he needs to save.* Look at each strategy for working this out. Take the time to connect the calculations to the arrows on the number lines. Asking pupils to describe how the arrows show the steps of the strategy.

For the last strategy, a number line is not provided. Instead money is shown and speech bubbles are shown. Act out the situation to help pupils visualise what is happening. *I have £45.* (Place money in jar) *Now I have £50.* (Place money in jar) *Now £70.* (Place money in a jar and make a clink noise) *Now £72.*This strategy uses counting on to find the difference between 45 and 72. Ask pupils to draw a number line to show this strategy. The line will be different to the ones on the sheet because it shows that 27 is the distance between 45 and 72 rather than 45 is the distance between 27 and 72. As a result, you may need to repeat the actions above to help pupils think about what they are trying to show. Encourage them to think about where they are starting, what arrows to draw, in what direction and what labels to write.

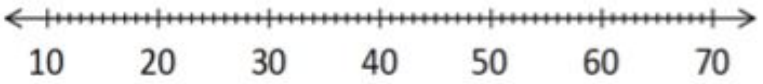
Worksheet:

Activity: Subtraction strategies

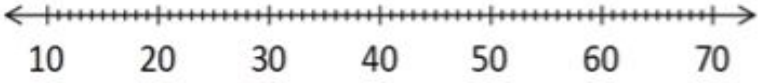
1) Draw arrows on each diagram to show the strategy that is described

$63 - 48$

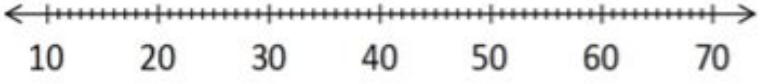
Subtract 50 then add 2



Subtract 3 then subtract 40 then subtract 5



It is the same as 65 subtract 50



Find the difference between 48 and 63

2) Calculate $135 - 98$ in two different ways and draw a diagram to show each.

Strategy 1

Strategy 2

The worksheet provides four descriptions of ways to complete the same calculation. For each, pupils are to draw arrows on a number line to show the strategy. Then they choose two different strategies and show the steps by writing calculations and drawing a diagram.

Parent/Carer Guidance:
Online dienes resource https://mathsbot.com/manipulatives/blocks
Please find the answer sheet below.

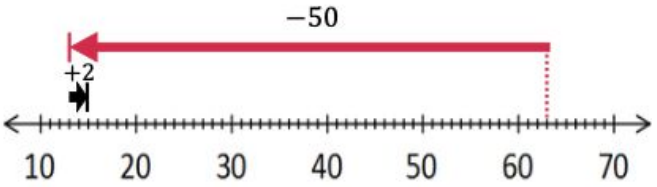
Answers

Activity: Subtraction strategies

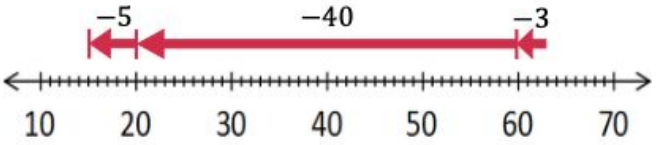
1) Draw arrows on each diagram to show the strategy that is described

$63 - 48$

Subtract 50 then add 2



Subtract 3 then subtract 40 then subtract 5



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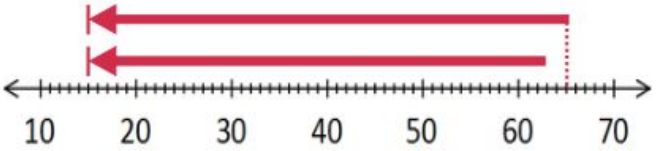
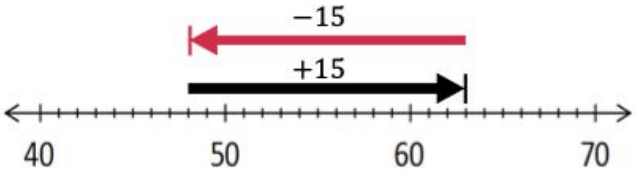


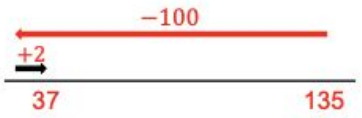
Find the difference between 48 and 63



2) Calculate $135 - 98$ in two different ways and draw a diagram to show each. There are many possible strategies and diagrams

Strategy 1

$135 - 100 + 2$



Strategy 2

Find the difference between 98 and 135

Literacy

Non-Fiction: Persuasion and Argument: Animals in Captivity

Task 3:

Watch: **Zoo by Anthony Browne**

What did you think of the story? How did it make you feel?

***I**s the book for or against zoos?*

Today you will think about some of the arguments 'against' keeping animals in captivity. Think about ideas from the book and Day 1's research, e.g. crowds shouting to get their attention, flash photography, children copying animal noises and jeering (tiger).

Just like yesterday, record your arguments against zoos, remembering to justify each argument.

For example:

I think keeping animals in zoos is not right because wild animals like rhinos and cheetahs are meant to be free and live in their natural habitat. In zoos, animals are controlled by humans and that is not right.

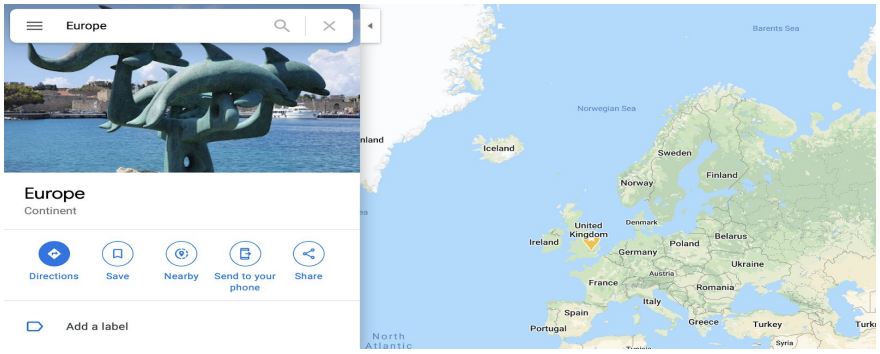
History & Geography

Task:

1. Watch this video to remind yourself about the different continents. https://www.youtube.com/watch?v=7yXDYvWSswI
2. Watch this video about the use of maps https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/znm7vk7
3. Draw as accurately as possible a map of Europe. Remember to label each of the countries. If you would like to challenge yourself have a go at plotting the capital cities of each country! Use a map, atlas or google Earth to help you.

Resources needed: pencil, paper, colouring pencils and ruler.

Additional links:
www.google.com/maps Type in Europe in the search bar.



Google Earth
https://earth.google.com/web/search/Europe/@49.49999931,21.99999852,427.12736334a,6184032.97456946d,34.99999567y,0h,0t,0r/data=CnEaRxJBCiUweDQ2ZWQ4ODg2Y2ZhZGRhODU6MHg3MmVmOTllNmIzZmNmMDc5Gaz6AbRSQ0tAITEyEuuegi5AKgZFdXJvcGUYAiABIiYKJAlkbVGLQf-PPBGobIGLQf-PvBk74XKioPVUwCE74XKioPVUwA

Parent/Carer Guidance:
If possible, allow children to explore a range of different media, for example: maps, atlases, Google Earth.

Thursday

Maths

Task Subtraction written method**:**

The purpose of this session is to understand the written method for subtraction, using Dienes as a tool for explaining each step.

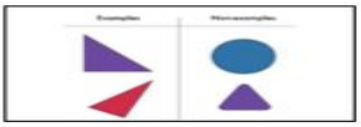
Starter:

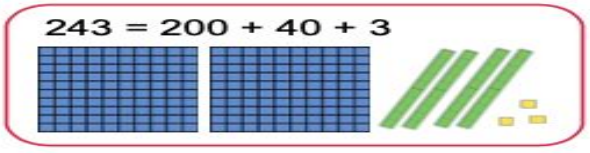
Talk Task: Subtraction written method

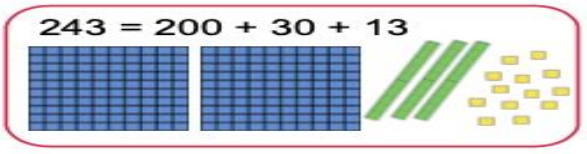
$$\begin{array}{r} 8\ 2 \\ -\ 4\ 5 \\ \hline 4\ 3 \end{array} \qquad \begin{array}{r} {}^{7}8\ {}^{1}2 \\ -\ 4\ 5 \\ \hline 4\ 7 \end{array}$$

Generate examples

$$\begin{array}{r} 2\ 4\ 3 \\ -\ \square\ \square\ \square \\ \hline \\ \hline \end{array}$$







Online dienes resource https://mathsbot.com/manipulatives/blocks
Use the deliberate errors on the sheet to prompt a discussion about how the written method for addition works. *What can you say, do and write to help the person who made the error understand?* Focus on supporting pupils to give a clear explanation of each step of the process using Dienes blocks.

The word 'regroup' is useful: *5 ones is greater than 2 ones so I need to regroup. Regroup 1 ten for 10 ones. Cross out 8 and write 7 and write 1 beside the 2.* Have pupils point to these as they explain regrouping. *8 tens and 2 ones is the same as 7 tens and 12 ones. 12 ones subtract 5 ones is 7 ones.* Repeat with another example, asking pupils to think of an error that could be made for 76 − 48 and clearly explaining how to complete correctly. For the next section, challenge pupils to generate examples that:

- do not involve regrouping
- involve regrouping from the tens to the ones
- involve regrouping from the hundreds to the tens.

Worksheet:

Activity: Subtraction written method

1) Work out the missing digits to correctly complete each calculation.

a)

$$\begin{array}{r} 5\ 3 \\ -\ \square\ 6 \\ \hline 1\ \square \\ \hline \end{array}$$

b)

$$\begin{array}{r} 5\ 1\ 6 \\ -\ \square\ \square\ 4 \\ \hline 2\ 9\ \square \\ \hline \end{array}$$

c)

$$\begin{array}{r} 3\ \square\ 4 \\ -\ \square\ 2\ 6 \\ \hline 5\ \square \\ \hline \end{array}$$

2) Choose numbers that will create calculations that will need

a) regrouping once

$$\begin{array}{r} 4\ 8\ 5 \\ -\ \square\ \square\ \square \\ \hline \\ \hline \end{array}$$

b) regrouping twice

$$\begin{array}{r} 4\ 8\ 5 \\ -\ \square\ \square\ \square \\ \hline \\ \hline \end{array}$$

3) Write subtraction calculations with the answer 167 and sort them:

do not involve regrouping	involve regrouping

The worksheet provides similar experiences where pupils demonstrate understanding of the written method for subtraction.

Parent/Carer Guidance:

Please find the answer sheet below.

Activity: Subtraction written method

1) Work out the missing digits to correctly complete each calculation.

a)

$$\begin{array}{r} 5\ 3 \\ -\ 3\ 6 \\ \hline 1\ 7 \\ \hline \end{array}$$

b)

$$\begin{array}{r} 5\ 1\ 6 \\ -\ 2\ 2\ 4 \\ \hline 2\ 9\ 2 \\ \hline \end{array}$$

c)

$$\begin{array}{r} 3\ 8\ 4 \\ -\ 3\ 2\ 6 \\ \hline 5\ 8 \\ \hline \end{array}$$

2) Choose numbers that will create calculations that will need

a) regrouping once

$$\begin{array}{r} 4\ 8\ 5 \\ -\ \square\square\square \\ \hline \\ \hline \end{array}$$

357, 291, 89, ...

b) regrouping twice

$$\begin{array}{r} 4\ 8\ 5 \\ -\ \square\square\square \\ \hline \\ \hline \end{array}$$

397, 298, 96, ...

3) Write subtraction calculations with the answer 167 and sort them:

do not involve regrouping	involve regrouping
$298 - 131 = 167$ $189 - 22 = 167$ $478 - 311 = 167$	$248 - 59 = 167$ $184 - 17 = 167$ $413 - 246 = 167$

Literacy

Non-Fiction: Persuasion and Argument: Animals in Captivity

Task 4:

Recap: Zoo by Anthony Browne- https://www.youtube.com/watch?v=T07u0AggVsg&t=174s

How would you feel if you visited this zoo?

Remember that this story is just one portrayal of zoos and this story was published almost 30 years ago. How does it compare to the videos you saw on the Chester Zoo YouTube channel or from your own experience of visiting a zoo?

Is there a better way to keep animals in a zoo than the ones in the picture? What if we could write to the zoo owners in the story- what would we say to them? What advice could we give?

Create a list or brainstorm some ideas to improve this zoo.

RE

Task:
This is an interesting comprehension worksheet about World religion day.

World Religion Day

World Religion Day is celebrated annually on the third Sunday of January. The idea for it originated with followers of the Bahá'í faith. Bahá'ís believe that all religions have common features and similarities. This feeds into their belief that all human beings are different but equal. They believe that there is one god who is known by a range of names in all religions and that the diversity between the religions are due to the way people think about god.

The purpose of the day is to promote these principles and the idea that religions can contribute to unifying humanity, rather than being used for division.

World Religion Day was first observed by the Spiritual Assembly of the Bahá'í faith. The day was initially referred to as World Peace Through World Religion which took place in the state of Maine, United States, in 1947. By 1949, it was recognised in a range of communities in the US and became known as World Religion Day. Internationally, it began to be celebrated in Australia, in 1950, then throughout the world.

The Six Main Religions

The six main worldwide religions are Christianity, Islam, Buddhism, Judaism, Hinduism and Sikhism. Each of these religions encourages kindness to others.

Sikhism

I am a stranger to no one and no one is a stranger to me. I am a friend to all.

Christianity

In everything, do to others as you would have them do to you.

Hinduism

This is the sum of duty; do not do to others what would cause pain if done to you.

Buddhism

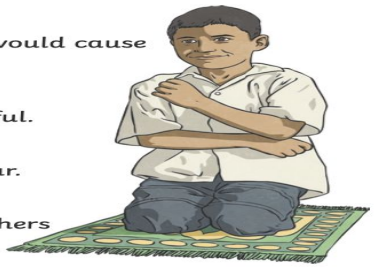
Treat not others in ways that you would find hurtful.

Judaism

What is hateful to you, do not do to your neighbour.

Islam

Not one of you truly believes until you wish for others what you wish for yourself.



Aims of World Religion Day

- To promote understanding and harmony between all religions.
- To unite everyone, regardless of faith.

Celebrating World Religion Day

World Religion Day is celebrated in a wide range of ways but many people will attend special services which highlight the need to respect other religions and demonstrate how everyone can cooperate to create a cohesive world for everyone.

Questions

1. Write two things we are told about the Bahá'ís in the first paragraph.

2. What happened during the following years, regarding World Religion Day?

   1947:

   1950:

3. In your own words, describe the purpose of World Religion Day.

4. What sub-heading would you give for the section including the first three paragraphs? Explain your choice.

5. Identify three of the world's main religions.

6. Find and copy a synonym for 'society'.

Parent/Carer Guidance:

Answers

1. Write two things we are told about the Bahá'ís in the first paragraph.
   Accept any two of the following: Bahá'ís believe that all religions have common features; Bahá'ís believe all religions should be respected. They believe that there is one God who is known by different names in all religions.

2. What happened during the following years, regarding World Religion Day?

   1947: **The day was first known as World Peace Through World Religion which took place in the state of Maine, USA.**

   1950: **It was renamed World Religion Day.**

3. In your own words, describe the purpose of World Religion Day.
   Accept any suitable explanation of the purpose of World Religion Day, such as: I think the function of World Religion Day is that the things which were similar and different between worldwide religions, should be recognised and celebrated.

4. What sub-heading would you give for the section including the first three paragraphs? Explain your choice.
   Accept any suitable answer, such as: Introduction to World Religion Day is the sub-heading that I would give to the first section because this part of the text explains the background of the day.

5. Identify three of the world's main religions.
   Accept any three of the following: Christianity, Islam, Buddhism, Judaism, Hinduism and Sikhism.

6. Find and copy a synonym for 'society'.
   humanity

Friday

Maths

Task: Missing numbers

The purpose of this session is to continue to practice the written method for subtraction, using Dienes if necessary. Check the website's maths page for help videos by Mr Richmond.

Worksheet:

1.
4 2 5
\+ □ 3 □
5 □ 7

2.
□ 4 6
\+ 1 □ 3
6 6 □

3.
7 □ 2
\+ 2 4 □
□ 8 9

4.
2 □ 3
\+ 5 2 7
□ 9 □

5.
□ 2 6
\+ 3 □ 8
7 9 4

6.
6 □ 6
\+ 3 8 □
□ 9 9

7.
5 3 1
\+ □ 2 □
8 □ 9

8.
□ 6 □
\- 3 □ 1
4 0 1

9.
4 3 □
\- □ 3 4
3 □ 1

10.
7 □ □
\- 3 5 1
□ 4 0

11.
6 4 9
\- 3 □ 2
2 8 □

12.
□ 5 5
\- 4 □ □
2 3 2

13.
8 5 0
\- □ 3 □
3 □ 9

14.
8 5 □
\- □ 2 6
4 □ 0

The purpose of this worksheet is to practice the strategies learnt throughout the week. Please use the online dienes resource to assist with any misconceptions or revisit the talk task from the previous lesson. Online dienes resource https://mathsbot.com/manipulatives/blocks

Challenge: Login to google classroom and follow the instructions for your **'Learning by questions'** lesson.

Parent/Carer Guidance:

1. $425 + 132 = 557$

2. $546 + 123 = 669$

3. $742 + 247 = 989$

4. $263 + 527 = 790$

5. $426 + 368 = 794$

6. $616 + 383 = 999$

7. $531 + 328 = 859$

8. $762 - 361 = 401$

9. $435 - 134 = 301$

10. $791 - 351 = 440$

11. $649 - 362 = 287$

12. $655 - 423 = 232$

13. $850 - 531 = 319$

14. $856 - 426 = 470$

Literacy

Non-Fiction: Persuasion and Argument: Animals in Captivity

Task 5:

Today you are going to write a persuasive letter to encourage the zookeepers to improve the zoo's conditions.

Starter: https://www.bbc.co.uk/bitesize/clips/zxbs34j

Watch this short clip about 'how to write a balanced argument'. Note down any ideas you may want to take from it to use for your own writing.

Main Task: Imagine that you have just visited the zoo from the story by Anthony Browne and write a persuasive letter to encourage the zookeepers to improve the zoo's conditions.

Before you start, spend some time thinking, talking and planning out your letter. You may want to start by recapping your 'for' and 'against' arguments and your ideas to improve the zoo. You may want to create a plan for each paragraph and the points you are going to make.

My Plan

Dear Sir/ Madam,

Introduction:

I am writing to persuade you to improve the conditions at your zoo because….

1st Paragraph:

Some may argue that zoos are not a good thing at all and should be banned because….

1. Animals should be in their natural habitat

2. Animals are confined to small enclosures

2nd Paragraph:

On the other hand, I know that zoos are good because…

1. Zoos are educational

2. Zoos save endangered species

3rd Paragraph:

In my opinion, I think that zoos are a good thing/ not a good thing because…

4th Paragraph:

Since zoos will continue to exist, the best way to move forward is to ensure that zoo conditions are the best possible for the animals that live in captivity. Therefore, I would like to put forward some ideas on how to improve the conditions at your zoo.

1. Naturalistic enclosures

2. Regular cleaning

Conclusion:

I hope that you take my ideas in consideration.

Yours sincerely,

Art

Pop Art Inspired by Romero Britto

Romero Britto is a Brazilian artist. He was born in 1963 and had a modest childhood growing up with eight brothers and sisters. He drew and painted on any scrap of newspaper or cardboard he could find and filled them with colourful images of a beautiful world. In 1983, Britto went to Paris France, where he was introduced to the works of Matisse and Picasso (other famous artists). Britto was encouraged to travel to the United States where Pop Art was flourishing. Today he is an internationally renowned pop artist. His use of vibrant colours and eye-catching patterns help him spread a message of optimism and love around the globe.

Have a look at some of Britto's work online. What are some of the features of his work?

(*Bright colours, simple shapes, the work is divided into sections that are filled with patterns, thick black outlines)*

Have a go at creating your own Pop Art in the style of Romero

Watch this video to see an example: https://www.youtube.com/watch?v=mbOBvu_496w