Mossbourne Riverside Academy
Home Learning Year 3 & 4
Date: 29 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: Adjusting a factor by 10

The purpose of this session is to explore partitioning strategies and the relationship between calculations where a factor is ten more or less.
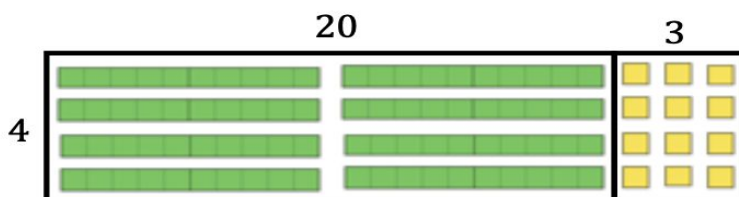
### Starter:

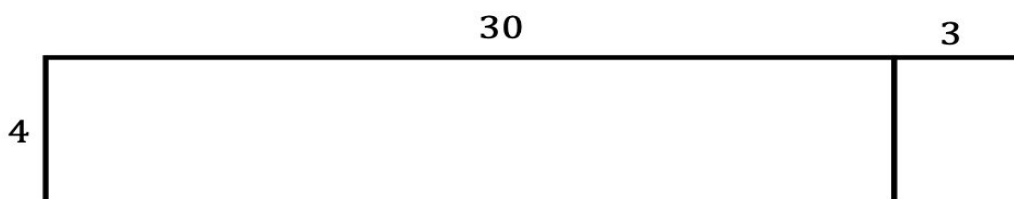## Talk Task: Derived facts — adjusting by a factor by 10

$3 \times 4$

$13 \times 4$

$10 \times 4 + 3 \times 4$

**20**   **3**

**4**

$23 \times 4$
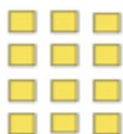
$20 \times 4 + 3 \times 4$

**30**   **3**
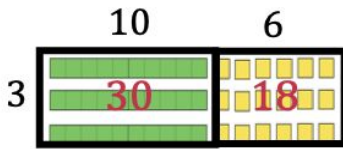
**4**

$33 \times 4$

$30 \times 4 + 3 \times 4$

Discuss *What do you see? What do you notice?* Take the time to discuss and explain how each model shows each calculation, discussing what has changed as you move down the page. From the second model, the calculations are written in two ways. Ask pupils to explain how the model shows the calculation. *The two digit number is partitioned into tens and ones and each part is multiplied. This is shown in the tens and ones.*

*At the end of the page, a double number line is shown with the values from the model above. Spend time describing how the number line is connected to the Dienes and the calculations. If you have not already done so, focus on the difference between the total value for each model/calculation and discuss why it increases by 40.*
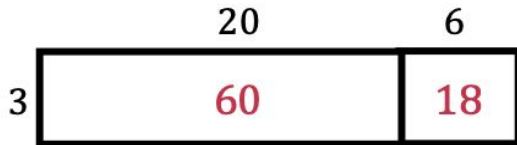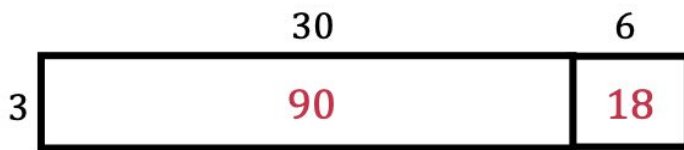
## Activity: Derived facts – adjusting a factor by 10

1) Label the area models and complete the calculations.

```
      10        6
   ┌─────────┬────────┐
 3 │   30    │  18    │
   └─────────┴────────┘
```

$16 \times 3 = \boxed{\phantom{00}} + 18 = \boxed{\phantom{00}}$

```
       20         6
   ┌──────────┬──────┐
 3 │    60    │  18  │
   └──────────┴──────┘
```

$26 \times 3 = \boxed{\phantom{00}} + 18 = \boxed{\phantom{00}}$

```
        30          6
   ┌──────────┬────────┐
 3 │    90    │   18   │
   └──────────┴────────┘
```

$36 \times 3 = \boxed{\phantom{00}} + 18 = \boxed{\phantom{00}}$

2) Draw models to represent multiplication calculations

Draw an array with Dienes to represent 24 × 3

Draw and label a rectangle to represent 29 × 4

3) Complete the statements.

14 × 5 is 50 more than $\boxed{\phantom{00}}$ × 5

$\boxed{\phantom{00}}$ × 3 is 30 less than 18 × 3

16 × $\boxed{\phantom{00}}$ is 40 more than 6 × 4

8 × 7 is 70 less than $\boxed{\phantom{00}}$ × 7

The worksheet provides a similar experience as in the talk task connecting a model of Dienes to area models using rectangles.Children  have the opportunity to sketch models to represent calculations and complete statements to describe the relationship between calculations.
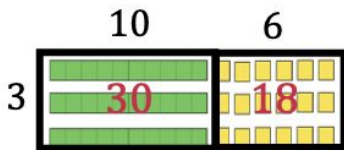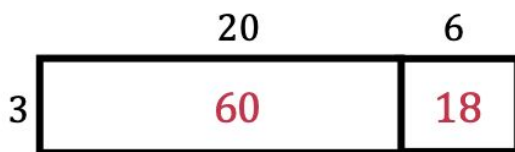
*Answers*

**Activity:** Derived facts –adjusting by a factor by 10

1) Label the area models and complete the calculations.



$16 \times 3 = \mathbf{30} + 18 = \mathbf{48}$



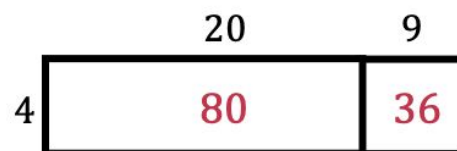$26 \times 3 = \mathbf{60} + 18 = \mathbf{78}$
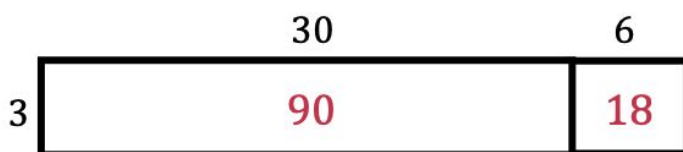


$36 \times 3 = \mathbf{90} + 18 = \mathbf{108}$

2) Draw models to represent multiplication calculations

Draw an array with Dienes to represent 24 × 3



Draw and label a rectangle to represent 29 × 4



3) Complete the statements.

14 × 5 is 50 more than  **4** × 5

16 × **4**  is 40 more than 6 × 4

**8** × 3 is 30 less than 18 × 3

8 × 7 is 70 less than **18** × 7

1. **Read the poem 'Things I have been doing lately' by Allan Ahlberg**

### Things I Have Been Doing Lately

Things I have been doing lately:
Pretending to go mad
Eating my own cheeks from the inside
Growing taller
Keeping a secret
Keeping a worm in a jar
Keeping a good dream going
Picking a scab on my elbow
Rolling the cat up in a rug
Blowing bubbles in my spit
Making myself dizzy
Holding my breath
Pressing my eyeballs so that I become temporarily blind
Being very nearly ten
Practising my signature . . .

Saving the best till last.

*Allan Ahlberg*

p269, The Works

Practise reading the poem in your head. Then try reading it out loud. *What do you like or dislike about the poem?*

**2. Make up your own ideas**

Think of some ideas for a poem called: Things I did last week.

Make these as imaginative as you can, e.g. Last week, I battled a ferocious dragon. Last week, I discovered long-lost treasure. Last week, I invented a contraption for travelling through time.

Look at the nouns, verbs and adjectives that you have used and try to improve some so that they are really vivid and memorable. Use the *Revision Card* to help you remember the types of words.

**3. Present your poem**

Choose your favourite ideas and carefully handwrite a version of your poem. When you have finished, add an illustration.

Find someone that you can perform your poem to. Make actions for the verbs so that your performance is dramatic.

# Revision Card

## Nouns and Pronouns
*Can you remember?*

imagination
bear
rain
feather
words
night

A noun is... a person, place or thing.

Proper nouns start with a ... capital letter.

Tuesday    Paddington    Robert

A pronoun... can replace a noun.

he    them    I
it    she    his

## Adjectives
*Can you remember?*

light
bouncy
bold    half-made
wet
younger

An adjective describes... a noun.

An adjective can be modified.

very    really    quite

very bouncy

really wet

quite light

## Verbs
*Can you remember?*

do
collect    is
dance
am    think
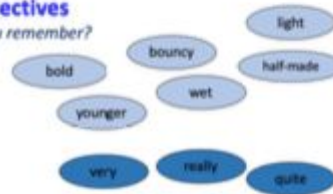
A verb is a... *doing* or *being* word.

Verbs usually have tense.

collect    collected    will collect

Some verbs help the main verb.

auxiliary verbs

I    am    dancing
He    has    collected

# <u>Computing</u>

**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.

## Maths

### Task Exploring calculation strategies :

The purpose of this session is to explore different ways to complete the same calculation and describe how strategies work. Understanding from previous sessions and packs is drawn upon to develop flexibility when calculating.
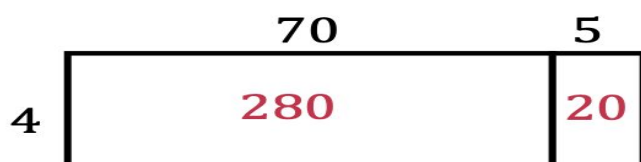
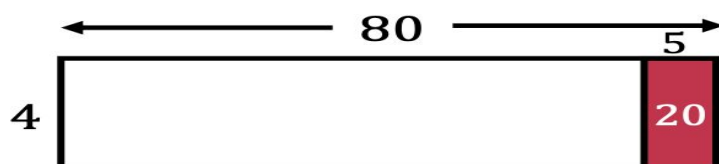### Starter:

**Talk Task: Exploring calculation strategies**

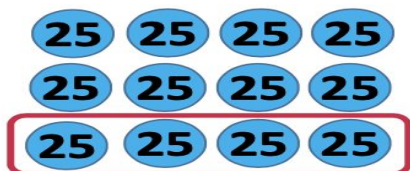$$75 \times 4 = 300$$

| 75 | 75 | 75 | 75 |
|----|----|----|----|
| **150** | | **150** | |
| **300** | | | |

Double 75 is 150

Double 150 is 300

70    5

4    280    20

$(70 + 5) \times 4$

$70 \times 4 + 5 \times 4$

$280 + 20$

80    5

4    20

$(80 - 5) \times 4$

$80 \times 4 - 5 \times 4$

$320 - 20$

25 25 25 25
25 25 25 25
25 25 25 25

$(3 \times 25) \times 4$
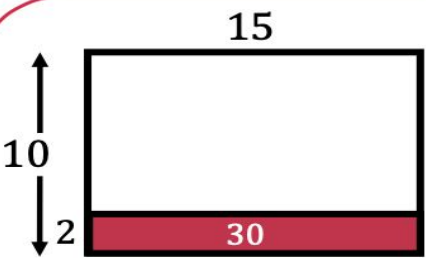
$3 \times (25 \times 4)$

$3 \times 100$

The talk mat shows four different strategies for calculating 75 × 4. The answer, 300, is provided as the purpose is not to find the answer but instead to explore the different strategies and explain how they work.Each strategy has been represented with a model. Below are some suggestions for ways to talk about each model:*The bars double in length as you go down. Doubling and doubling again is the same as multiplying by 4. The open array shows that 75 has been split into 70 and 5 and each part multiplied by 4.*

Discuss which strategy is the most efficient. There is no definite answer to this and the purpose of the discussion is not to decide which but rather to think about what makes a strategy efficient.
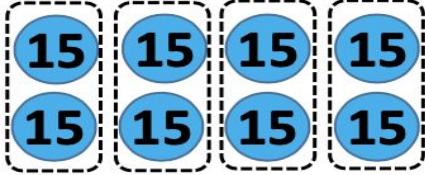
## Activity: Exploring calculation strategies

1) Complete the calculations for two ways to calculate $15 \times 8$

$$15 \times 8 = 15 \times 10 - 15 \times \boxed{\phantom{0}}$$
$$= \boxed{\phantom{00}} - 30$$

$$15 \times 8 = 15 \times 2 \times \boxed{\phantom{0}}$$
$$= \boxed{\phantom{0}} \times 4$$

2) Show with models and calculations three different ways to calculate $25 \times 12$

The worksheet has two models representing different strategies for calculating 15 × 8 and children are to complete the steps of the calculations. Then children are given space to record three different strategies for completing the same calculation. Encourage them to draw and write for each.
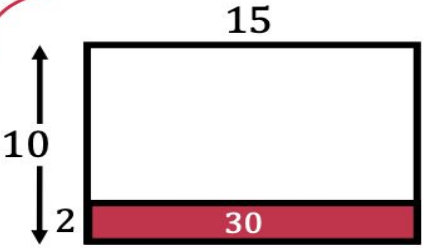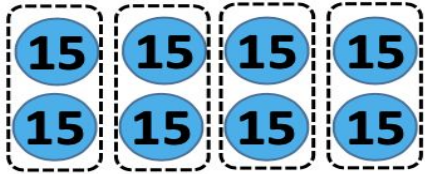
*Answers*

## Activity: Exploring calculation strategies

1) Complete the calculations for two ways to calculate 15 × 8

15

10

2    30

$$15 \times 8 = 15 \times 10 - 15 \times 2$$
$$= 150 - 30$$

15  15  15  15
15  15  15  15
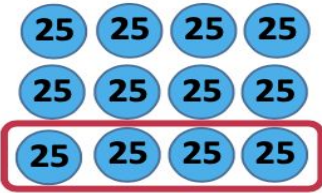
$$15 \times 8 = 15 \times 2 \times 4$$
$$= 30 \times 4$$

2) Show with models and calculations three different ways to calculate 25 × 12

25

10    250

2    50

$$25 \times 12 = 25 \times 10 + 25 \times 2$$
$$= 250 + 50$$

25  25  25  25
25  25  25  25
25  25  25  25

$$25 \times 12 = 25 \times 4 \times 3$$
$$= 100 \times 3$$

20    5

12    240    60

$$25 \times 12 = 20 \times 12 + 5 \times 12$$
$$= 240 + 60$$

<u>Literacy Day 2: Poetry</u>

**1. 'In the Cave'**

Read the poem '*In the Cave*' and highlight the nouns in this poem in one colour. Now search for verbs and highlight those a different colour. Finally search for and highlight the adjectives.

**In the Cave**

When we went to explore

the cave on the shore,

Here's what we found . . .

a rusty tin,

a bottle with a message in,

an old and crumpled treasure map,

a brass badge from a sailor's cap,

strips of canvas from a sail,

planks from a ship wrecked in a gale, slimy seaweed, polished stones, shiny shells and whitened bones.

In the cave that's what we found, scattered on the sandy ground.

*Sean Forbes*

p172, The Works 8

**2. Create your own version of 'The Teacher's Day in Bed'**

Read the poem '*The Teacher's Day in Bed*'.

**The Teacher's Day in Bed**

Our teacher's having a day in bed – She's sent her pets to school instead!

There's . . .

A parrot to read the register,

A crocodile to sharpen the pencils,

A canary to teach singing,

An adder to teach maths,

An octopus to make the ink,

An elephant to hoover the floor,

An electric eel to make the computer work,

A giraffe to look for trouble at the back,

A tiger to keep order at the front,

A reed bunting (can't you guess?  to help with reeding, of course!),

A secretary bird to run the office,

A piranha fish to give swimming lessons (Glad I'm off swimming today!),

A zebra to help with crossing the road,

Oh, and a dragon to cook the sausages.

I bet that none of you ever knew

Just how many things a teacher can do!


*David Orme*

p263, The Works

Highlight the nouns, adjectives and verbs in this poem.


Now think about some ideas to create your own version of *'The Teacher's Day in Bed'.*
Think about other animals and what they could do in the classroom.

# Word Classes – ANSWERS
## noun, adjective, verb

**In the Cave**

When we went to explore
  the cave on the shore,
    here's what we found . . .

a rusty tin,
a bottle with a message in,
an old and crumpled treasure map,
a brass badge from a sailor's cap,
strips of canvas from a sail,
planks from a ship wrecked in a gale,
slimy seaweed, polished stones,
shiny shells and whitened bones.

In the cave that's what we found,
scattered on the sandy ground.

*Sean Forbes*

**The Teacher's Day in Bed**

Our teacher's having a day in bed –
She's sent her pets to school instead!

There's . . .

A parrot to read the register,
A crocodile to sharpen the pencils,
A canary to teach singing,
An adder to teach maths,
An octopus to make the ink,
An elephant to hoover the floor,
An electric eel to make the computer work,
A giraffe to look for trouble at the back,
A tiger to keep order at the front,
A reed bunting (can't you guess?
to help with reeding, of course!),
A secretary bird to run the office,
A piranha fish to give swimming lessons
(Glad I'm off swimming today!),
A zebra to help with crossing the road,
Oh, and a dragon to cook the sausages.

I bet that none of you ever knew
Just how many things a teacher can do!

*David Orme*

# 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.

Thank you for joining us today; my name is David and I will be your tour guide. The Pacific Ocean and the enchanted volcanic islands of Galapagos are places unlike any other. They are home to an incredible collection of animals who have adapted to the harsh landscape around them. Most of them were discovered by an astounded Charles Darwin on his first trip to these islands over two hundred years ago.

On our right, you can see one of the islands' most remarkable inhabitants – the giant tortoise. There are hundreds of them on the beach at any time, lying in the sun to warm their blood and gather energy. Many may be older than you are right now and some will live for over one hundred years. Impressive, right?

## Questions

**Vocabulary**
Who discovered most of the animals on the Galapagos Islands?

**Retrieval**
Sum up the second paragraph in 20 words or less.

**Compare and contrast**
How has the author made the Galapagos Islands sound special within the text?

**Inference**
Name one other creature you could expect to see on this tour

| Inference Questions | Author Choice Questions | Prediction Questions | Retrieval Questions | Summary Questions |
|---|---|---|---|---|
| 2d: Make inferences from the text/explain and justify inferences with evidence from the text. | 2g: Identify/explain how meaning is enhanced through choice of words and phrases. | 2e: Predict what might happen from details stated and implied | 2b: Retrieve and record information/identify key details from fiction and non-fiction | 2c: Summarise main ideas from more than one paragraph. |
| Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening. | Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how the words/phrases that have been used add to the meaning of the text. | Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text. | Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details. | Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text. |

**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.
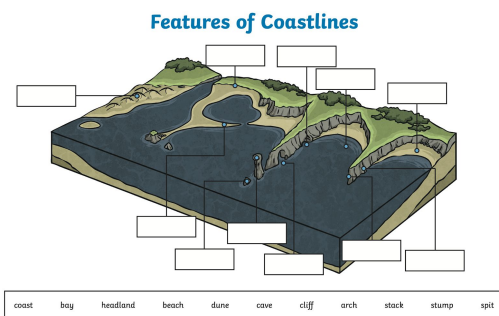
# History/ Geography

**Task**

**Activity:**
1. Watch this: https://www.bbc.co.uk/programmes/p0115j83
2. Watch this: https://www.bbc.co.uk/bitesize/clips/z8tyr82

Research a coastline in Europe. Draw, design or build a model of a coastline in Europe. Label the coast line with the different features and geographical questions.
Geographical question example: Which climate zone do you think this country is in? Explain why?

Helpful links: https://www.dkfindout.com/uk/earth/coasts/

https://kids.britannica.com/kids/article/coast/476241



**Features of Coastlines**

coast    bay    headland    beach    dune    cave    cliff    arch    stack    stump    spit

**Parent/Carer Guidance:**
The purpose of this activity is for children to understand the geographical similarities and differences through the study of human and physical geography of a region in a European country. Children should describe what they understand the key aspects of physical and human geography are.
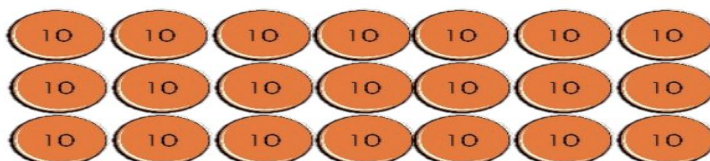
# Wednesday

## Maths

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

**Starter:**

**Talk Task: Division and multiplication**



___ is a multiple of ___

___ is divisible by ___



150    200

How many numbers **divisible by seven** can you place on the line?

An array of counters each labelled with the value of 10 is presented. Ask children to tell you what they can see and describe any calculations they think the model represents. This should be a familiar model of multiplication and children should be able to identify and describe equal groups and write multiplication calculations. Use the suggested sentences to discuss the language 'multiple of' and 'divisible by'. Connect these ideas using the array of counters to support explanations.

- 210 is a multiple of 70
- 210 is divisible by 70. I can divide 210 into 3 groups of 70
- 210 is a multiple of 3
- 210 is divisible by 3. I can divide 210 into 3 equal groups. Each group is 70.
  Think carefully about how to describe the division based on the model. For example, it is not easy to see 210 divided into 70 groups of 3 with this model.
- 210 is a multiple of 30
- 210 is divisible by 30. I can divide 210 into 7 groups of 30.
- 210 is a multiple of 7
- 210 is divisible by 7. I can divide 210 into 7 equal groups. Each group is 30.

While working through these, write division calculations that the array can represent.
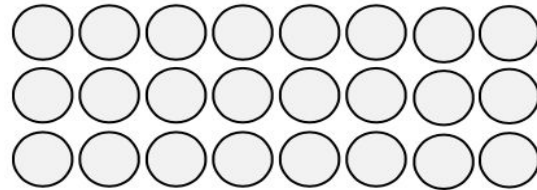
**Worksheet:**

## Activity: Division and multiplication

1) Copy and complete the calculations this array could represent as the value of each counter is changed.

a) Each counter has a value of (1)

$3 \times 8 = \boxed{\phantom{00}}$

$\boxed{\phantom{00}} \times 3 = 24$

$24 \div 8 = \boxed{\phantom{00}}$

$\boxed{\phantom{00}} \div 3 = 8$

b) Each counter has a value of (10)

$30 \times 8 = \boxed{\phantom{00}}$

$\boxed{\phantom{00}} \times 30 = 240$

$240 \div 8 = \boxed{\phantom{00}}$

$240 \div \boxed{\phantom{00}} = 8$

$3 \times 80 = \boxed{\phantom{00}}$

$\boxed{\phantom{00}} \times 3 = 240$

$\boxed{\phantom{00}} \div 3 = 80$

$240 \div \boxed{\phantom{00}} = 3$

$24 \times 10 = \boxed{\phantom{00}}$

$\boxed{\phantom{00}} \times 24 = 240$

$\boxed{\phantom{00}} \div 10 = 24$

$240 \div \boxed{\phantom{00}} = 10$

2) Use the fact that $4 \times 6 = 24$ to answer the following:

| | |
|---|---|
| £240 is shared equally between 4 people. How much does each person get? | 240 grams of sugar is split into bowls with 60 g in each. How many bowls of sugar are there? |
| Completing a level of a game gets you 60 points. You have 2400 points. How many levels have you completed? | I do 40 minutes of exercise every day. How many days until I have done 240 minutes? |

This worksheet guides students through a similar experience of deriving and recording facts. Then a multiplication fact is given and children are to use this to solve word problems involving division and related facts.
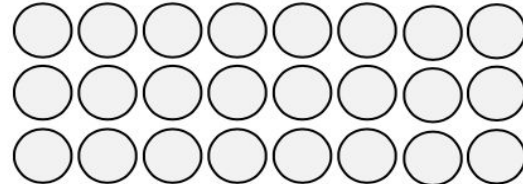
*Answers*

## Activity: Division and multiplication

1) Copy and complete the calculations this array could represent as the value of each counter is changed.

   a) Each counter has a value of ( 1 )

   $3 \times 8 = 24$

   $8 \times 3 = 24$

   $24 \div 8 = 3$

   $24 \div 3 = 8$

   b) Each counter has a value of ( 10 )

   | | | |
   |---|---|---|
   | $30 \times 8 = 240$ | $3 \times 80 = 240$ | $24 \times 10 = 240$ |
   | $8 \times 30 = 240$ | $80 \times 3 = 240$ | $10 \times 24 = 240$ |
   | $240 \div 8 = 30$ | $240 \div 3 = 80$ | $240 \div 10 = 24$ |
   | $240 \div 30 = 8$ | $240 \div 80 = 3$ | $240 \div 24 = 10$ |

2) Use the fact that $4 \times 6 = 24$ to answer the following:

| £240 is shared equally between 4 people. How much does each person get?  ___  £60 | 240 grams of sugar is split into bowls with 60 g in each. How many bowls of sugar are there?  ___  4 bowls of sugar |
|---|---|
| Completing a level of a game gets you 60 points. You have 2400 points. How many levels have you completed?  ___  40 levels | I do 40 minutes of exercise every day. How many days until I have done 240 minutes?  ___  6 days |

**1. Willow Pattern**

Read *Willow Pattern by Tony Mitton*. What do you like about the poem? Can you notice any patterns or puzzles?

### Willow Pattern by Tony Mitton

Look. On my plate
is a blue garden
it happened in China
A long time ago.

There on a bridge
the soldiers are running
to capture the princess,
the Emperor's daughter.

She left with the young man
she wanted to marry.
They fled to an island
That lay on a lake.

The Emperor was angry.
He ordered his soldiers
to capture the princess
and kill the young man.

But the man and the princess
were turned into bluebirds.
They flew from the island
and never returned.

The Emperor, in sadness,
Turned into a willow.
And always he droops
as he weeps in his sorrow.

He weeps on my plate
In a blue garden.
It happened in China
a long time ago.

*Tony Mitton (The Works p462)*

Now watch: https://www.youtube.com/watch?v=4VwAYc7dsUE

How does the poem match the plate?

**2. Write your own story**

Use the Plate Picture below or find another Willow Pattern Plate online and plan to tell the story using the images to help you.

If you want some inspiration watch these versions of the Willow Pattern Story.

Which is your favourite? Why?

www.youtube.com/watch?v=Lj5uTZG6G90

www.youtube.com/watch?v=Ge1LD8JDfYg



Now take some time to create a plan for telling the story.  Use your *Story Plan* to write your own Willow Pattern story. Once you have finished, read your story to a grown-up.

| | |
|---|---|
| How will you introduce your story? | |
| What will be the first event? | |
| What will happen next? | |
| What will be your final event? | |
| How will you round off your story? | |

# Science

**Task:**

1. Watch this video https://www.bbc.co.uk/bitesize/clips/zt3ygk7
2. Watch this video  https://www.bbc.co.uk/bitesize/clips/zg9rkqt
3. Complete the science comprehension sheet about the rock cycle.

Additional information: https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/zsgkdmn

## The Rock Cycle

**Cross-Curricular Focus: Earth Science**

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

Stand outside and look around you. You will see land. Land is made out of **rocks** and soil. A lot of the rocks are under the soil. Rocks are solid things made out of one or more **minerals**. Minerals are tiny solids found in nature. They have never been alive.

The rock cycle describes three things. It shows how rocks are formed. It shows how they **break** apart. Finally, it shows how they are made into other kinds of rocks.

Water, wind, chemicals or growing plants cause **weathering**. Weathering is the process that makes rocks break into smaller pieces. Water causes most of the weathering of rocks. Many rocks have small cracks that can let in water.  The cracks get bigger if the water freezes and then melts again. The cracks finally get so big that the rock breaks into smaller pieces.

Layering is one way new rocks form. Tiny bits of rock and soil build up in layers over long periods of time. The more layers there are, the heavier they are. The top layers push down on the lower layers, and the bits of rock and soil bind together.

1) What is land made out of?  _____

_____

_____

2) What is rock made out of? _____

_____

_____

3) What does the rock cycle describe for us?

_____

_____

_____

4) What is weathering? _____

_____

_____

5) How does water break a rock? _____

_____

_____

_____

_____

**Parent/Carer Guidance:**
Please find the answer sheet below.

## The Rock Cycle
**Cross-Curricular Focus: Earth Science**

Stand outside and look around you. You will see land. Land is made out of **rocks** and soil. A lot of the rocks are under the soil. Rocks are solid things made out of one or more **minerals**. Minerals are tiny solids found in nature. They have never been alive.

The rock cycle describes three things. It shows how rocks are formed. It shows how they **break** apart. Finally, it shows how they are made into other kinds of rocks.

Water, wind, chemicals or growing plants cause **weathering**. Weathering is the process that makes rocks break into smaller pieces. Water causes most of the weathering of rocks. Many rocks have small cracks that can let in water. The cracks get bigger if the water freezes and then melts again. The cracks finally get so big that the rock breaks into smaller pieces.

Layering is one way new rocks form. Tiny bits of rock and soil build up in layers over long periods of time. The more layers there are, the heavier they are. The top layers push down on the lower layers, and the bits of rock and soil bind together.

**Name:** _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

**Actual answers may vary.**

1) What is land made out of? _____
**rocks and soil**
_____

2) What is rock made out of? _____
**one or more minerals**
_____

3) What does the rock cycle describe for us?
**how rocks are formed, how rocks break apart and how rocks are made into other rocks**

4) What is weathering? _____
**the process that makes rocks break apart.**

5) How does water break a rock? _____
**It gets into cracks and freezes, which makes the crack bigger. When the crack is big enough, the rock breaks.**

## Maths

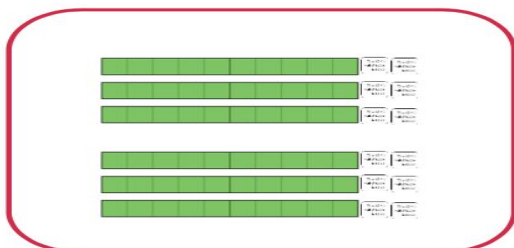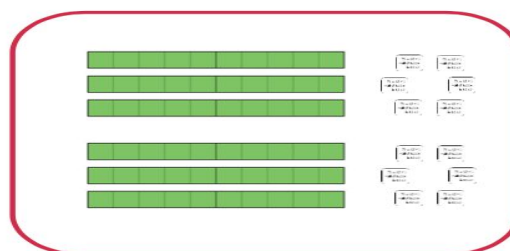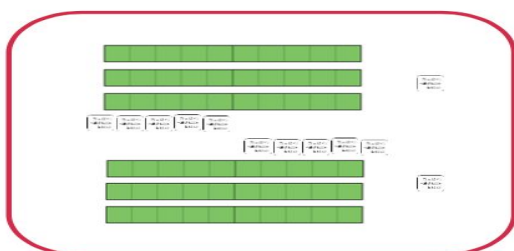**Task** Halving strategies**:**

The purpose of this session is to explore different division strategies that involve halving. Exploring different ways to complete the same calculation allows you to discuss which strategy you would choose.

**Starter:**

**Talk Task: Halving strategies**

What's the same? What's different?
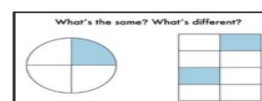
**Half of 72
72 ÷ 2**

| $72 = 12 \times 6$ Half of $12 \times 6$ is $12 \times 3$ | $72 = 60 + 12$ Half of 60 is 30 Half of 12 is 6 | $72 = 70 + 2$ Half of 70 is 35 Half of 2 is 1 | $72 = 6 \times 12$ Half of $6 \times 12$ is $6 \times 6$ |

Online dienes resource https://mathsbot.com/manipulatives/blocks

Four models are shown to represent different ways of seeing half of 72. Start by asking pupils to describe what they can see and discuss what is the same and what is different. Below the models are four sets of calculations describing the steps of four different strategies. Read and discuss which matches which model and think about why and how you can see each calculation in the arrangement of the blocks. Take the time to attach each step of the calculation to the model that it matches, describing the role of each number.The top two strategies partition 72 and halve each part. On the left, 72 is partitioned into 70 and 2 and on the right into 60 and 12. It is important to encourage pupils to be flexible in their choices on how to partition and consider options other than tens and ones.The bottom two strategies identify a multiplication calculation and halve one of the factors to halve the product.
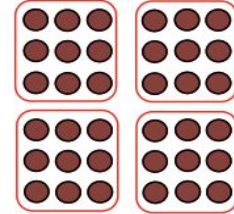
**Worksheet:**

## Activity: Halving strategies

1) The images show a halving strategy. Complete the boxes.
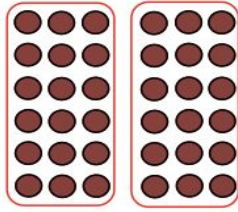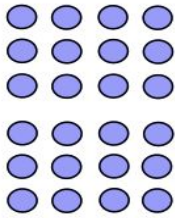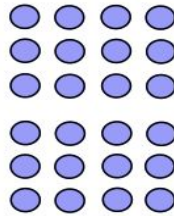
Two groups of [ ]

$36 \div 2 =$ [ ]

[ ] groups of 9

$36 \div$ [ ] $= 9$

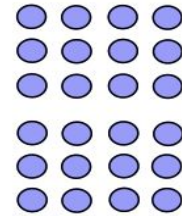2) Complete the images to match the steps of the halving strategy.

Half of 24 is 12

$24 \div 2 = 12$

Half of 12 is 6

$24 \div 4 = 6$

Half of 6 is 3

$24 \div 8 = 3$

3) Complete the strategy and show it works with another calculation.

To divide a number by 6, I can halve and then divide by 3

Half of 48 is [ ]

24 divide by 3 is [ ]

$48 \div$ [ ] $= 8$

The worksheet uses arrays of counters to illustrate division strategies involving halving and repeated halving. Pupils are to look at each step and complete the model by drawing rings around sections of the array and complete the empty boxes.
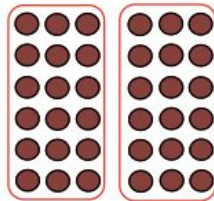
**Parent/Carer Guidance:**
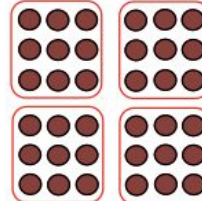
Please find the answer sheet below.

*Answers*

**Activity:** Halving strategies

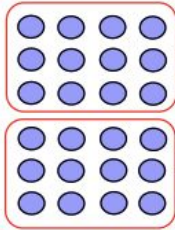1) The images show a halving strategy. Complete the boxes.
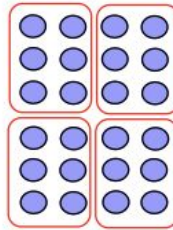
Two groups of 18

$36 \div 2 = 18$

Four groups of 9

$36 \div 4 = 9$

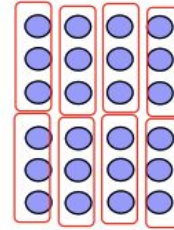2) Complete the images to match the steps of the halving strategy.

Half of 24 is 12

$24 \div 2 = 12$

Half of 12 is 6

$24 \div 4 = 6$

Half of 6 is 3

$24 \div 8 = 3$

3) Complete the strategy and show it works with another calculation.

To divide a number by 6, I can halve and then divide by 3

Half of 48 is 24

24 divide by 3 is 8

$48 \div 6 = 8$

Half of 186 is 96

96 divide by 3 is 32

$186 \div 6 = 32$

There are different ways to complete question 2 and many different examples that could be given for question 3.

**1. Read a poem 'How the Tortoise Got His Shell' and think about the story.**

**How the Tortoise Got His Shell**

*Come to my feast!*

cried the great god Zeus.

*Today I shall be wed!*

And from each corner of the earth


all Zeus's creatures sped…

The fliers and the creepers,

The long, the short, the tall;

The crawlers and the leapers,

The feathered, furred and bald;

Hunters, biters, finders, fighters,

Hooters, whistlers, roarers;

Squeakers, screamers, squawkers, dreamers,

Nibblers, gulpers, borers.

Paws and claws from hills and shores

From south, from north, from west and east,

From mountain tops and forest floors

*all* Zeus's creatures joined the feast

except

                          *the tortoise*

They raved, they pranced, they feasted, danced;

six days and nights each creature stayed

to chatter, flatter, clap and cheer

at the great god Zeus's grand parade

except

*the tortoise*

Next day…

*Why weren't you there, my friend,* asked Zeus,

*the day that I was wed?*


The tortoise smiled her small, slow smile

and raised her small, slow head.


*A wedding feast is fun, I guess,*

*But I'm a simple one.*

*I'm happy by myself, she said.*

*There's no place quite like home!*


*How dare you stay away! roared Zeus.*

*I'll show you just what for!*

*From this day on you'll carry your home*

*On your back, for evermore!*

*Judith Nicholls  (The Works p57)*


*Why was Zeus so angry with Tortoise? How did Zeus punish Tortoise? Do you think this was fair?*

**2. Imagine a conversation**

Try writing a conversation between Zeus and the Tortoise. This could be a conversation they have before the wedding feast or after the wedding. You could use the *Speech Bubbles* below to write out your conversation.
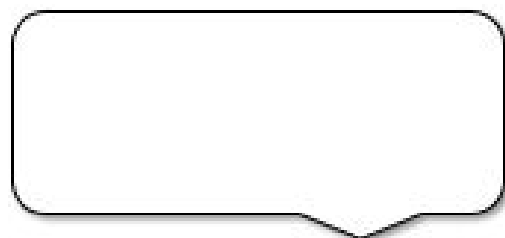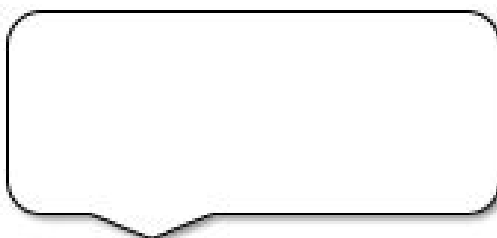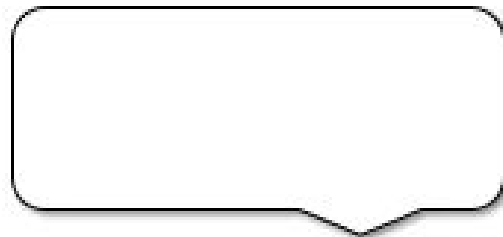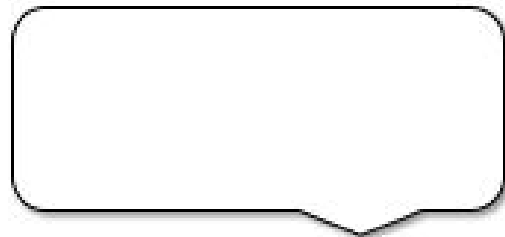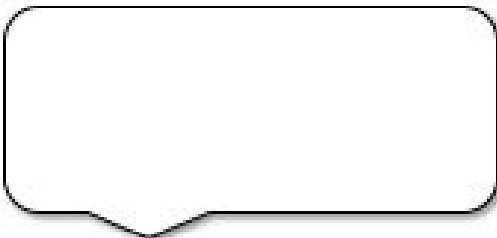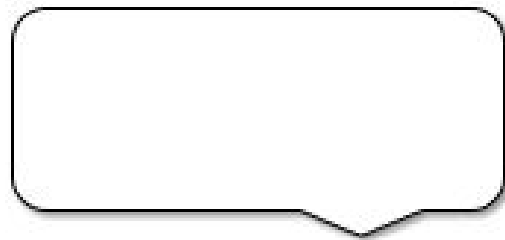
Watch this video to help you remember how to correctly structure and punctuate direct speech when writing fiction. If you scroll down the page you can also try the quiz before you start.

https://www.bbc.co.uk/bitesize/topics/zr6bxyc/articles/zhqh92p

**Speech Bubbles**

| Zeus | Tortoise |
|---|---|

# RE: Life is a Journey

This week we are looking at how Hindu's mark the passing of time.

Hindu religious practices and beliefs are based on a set of

Holy Scriptures (the Vedas).

Hindu's believe that life is a journey from one body to another and each life itself a journey from birth to death. Hindu's believe in 'Reincarnation'- that life is a cycle of birth, death and rebirth, with our actions, our 'karma' effecting our future incarnations.

Watch this short clip about the Hindu belief in reincarnation and note down any important facts:
https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3

You can use this table to help you compare Hindu beliefs about life and your own thoughts on the cycle of life:

| Hindu Beliefs about Life | My Beliefs about Life |
|---|---|
| - Hindus believe in reincarnation (life, death and rebirth)<br><br>- Hindus believe in Karma<br><br><br><br>-<br><br><br>- | -<br><br>-<br><br><br><br>-<br><br><br>- |

In the video Vraj draws a picture to explain his understanding of the cycle of life. Draw your own circle of life diagram, showing key moments such as birth, learning to walk, going to school, getting a job etc.

# Friday

## Maths

**Task:** Division word problems

The purpose of this session is to continue to practice the division strategies , using Dienes if necessary.

**Worksheet:**

## Division Word Problems

Work out the answers to these division problems.

1) An episode of Salamander Safari takes 10 minutes.
   How many episodes could Sally watch in an hour?

2) A pen cost £7
   How many pens could I buy for £35?

3) Frazer runs 3 metres in a minute.
   How long will it take him to run 27 metres at this speed?

4) Quadra has 32 socks which he puts into pairs.
   How many pairs of socks can he make?

5) A length of rope is 20cm long.
   If I cut it into 10 equal length pieces, how long is each piece?

6) Newton sells raffle tickets for £7 each.
   How many tickets does he need to sell to make £70?

7) An active dolphin needs to breathe 8 minutes a minute.
   How long would it take them to breathe 48 times?

The purpose of this worksheet is to practice the division strategies learnt throughout the week. Please use the online dienes resource to assist with any misconceptions. Online dienes resource https://mathsbot.com/manipulatives/blocks

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

## Division Word Problems

Work out the answers to these division problems.

1) An episode of Salamander Safari takes 10 minutes.
   How many episodes could Sally watch in an hour?
   60 ÷ 10 = 6. She could watch 6 episodes.

2) A pen cost £7
   How many pens could I buy for £35?
   35 ÷ 7 = 5. You could buy 5 pens.

3) Frazer runs 3 metres in a minute.
   How long will it take him to run 27 metres at this speed?
   27 ÷ 3 = 9. It will take 9 minutes.

4) Quadra has 32 socks which he puts into pairs.
   How many pairs of socks can he make?
   32 ÷ 2 = 16. She can make 16 pairs.

5) A length of rope is 20cm long.
   If I cut it into 10 equal length pieces, how long is each piece?
   20 ÷ 10 = 2m. Each piece would be 2m long.

6) Newton sells raffle tickets for £7 each.
   How many tickets does he need to sell to make £70?
   20 ÷ 10 = 2m. Each piece would be 2m long.

7) An active dolphin needs to breathe 8 minutes a minute.
   How long would it take them to breathe 48 times?
   48 ÷ 8 = 6. It would take 6 minutes.

**1. Read a poem and think about the story.**

Read the poem *How Tortoise Got His Shell* again.

## How the Tortoise Got His Shell

*Come to my feast!*
cried the great god Zeus.
*Today I shall be wed!*
And from each corner of the earth
all Zeus's creatures sped...

The fliers and the creepers,
The long, the short, the tall;
The crawlers and the leapers,
The feathered, furred and bald;
Hunters, biters, finders, fighters,
Hooters, whistlers, roarers;
Squeakers, screamers, squawkers, dreamers,
Nibblers, gulpers, borers.
Paws and claws from hills and shores
From south, from north, from west and east,
From mountain tops and forest floors
*all* Zeus's creatures joined the feast
except
                 *the tortoise*

They raved, they pranced, they feasted, danced;
six days and nights each creature stayed
to chatter, flatter, clap and cheer
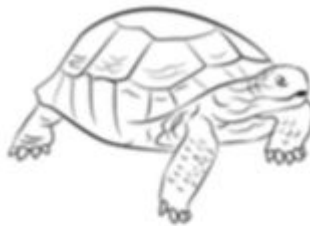at the great god Zeus's grand parade
except

*the tortoise*

Next day...
*Why weren't you there, my friend, asked Zeus,*
*the day that I was wed?*

The tortoise smiled her small, slow smile
and raised her small, slow head.

*A wedding feast is fun, I guess,*
*But I'm a simple one.*
*I'm happy by myself, she said.*
*There's no place quite like home!*

*How dare you stay away! roared Zeus.*
*I'll show you just what for!*
*From this day on you'll carry your home*
*On your back, for evermore!*

Judith Nicholls  (The Works p57)

**2. Now for some writing**

Today you will rewrite this poem into a story. Make a plan for the story of 'Zeus and the Tortoise''.

Read your plan through and then try writing your story. Include some of your direct speech that you made up yesterday.

## Art- Georgia O' Keeffe

You may remember looking at the work of Georgia O'Keeffe in your Art lessons at school. Georgia O'Keeffe was incredibly famous for her flower paintings. Find out more about Georgia O'Keeffe: https://www.youtube.com/watch?v=C3iKpM0H6Ek

This week look out for plants or flowers growing in your local park, garden or around the academy and draw your own plant/ flower in the style of Georgia O'Keeffe.



What you need to do:

1.  Choose your plant or flower in real life.  Take some photographs (a close up photograph would be good).

2.  Sketch it out- the lines should be very smooth and blend together!

3.  Use pencils, paint or pastels to blend colours together from light to dark. Take your time and try to use interesting colours not just green for leaves and red for roses.

4.  Remember to fill the whole page.

**Have a look at an example below:**