

Mossbourne Riverside Academy

Home Learning Year 3 & 4

Date: 6 July 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 <u>take a look</u> 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 - <u>Take a look</u> 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	<i>Break time – Have a snack and a break</i>
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	<i>Lunch</i>
13:00 – 13:30	<i>Free time/playtime</i>
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: Describing polygons

The purpose of this session is to create lots of different shapes and think about the different ways that we describe and label them.

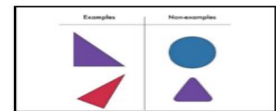
<https://www.bbc.co.uk/bitesize/topics/zvmxsbk/articles/z98n4qt> Watch this video about polygons before starting the task.

<https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-understanding-angles/zk7tf4j> Watch this video on angles before starting the task.

Geoboard resource: <https://mathsbot.com/manipulatives/geoboard>

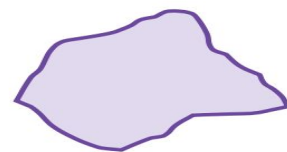
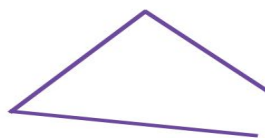
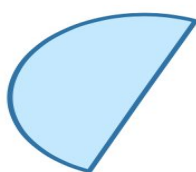
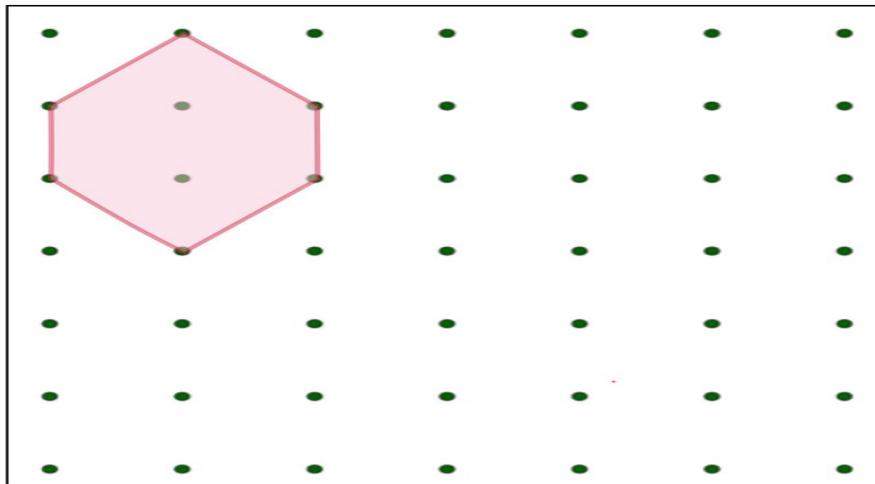
Starter:

Talk Task: Describing polygons



An acute angle is less than 90° or a right angle

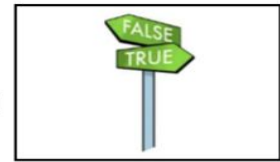
An obtuse angle is greater than 90° or a right angle



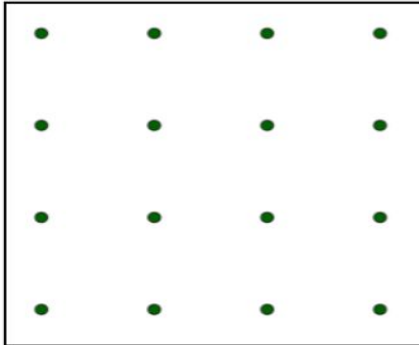
Ask learners to use geoboards to show you what they know about 2-D shapes. Encourage them to make examples and think about the different ways to talk about the shapes. E.g. shape name, number of sides, angles, vertices. Let the learners take the lead in where the discussion goes. Here are some questions to guide what to find out about: Do they know the mathematical word for 'corners' is vertex or vertices when there is more than one? Do they know the shape names: triangle, quadrilateral, pentagon, ... ? Do they know the names of any special quadrilaterals? E.g. rectangle, parallelogram, trapezium, kite, rhombus.

Worksheet:

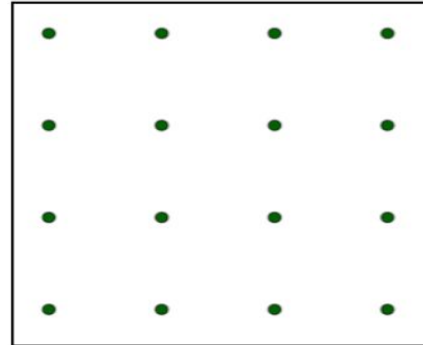
Activity: Describing polygons



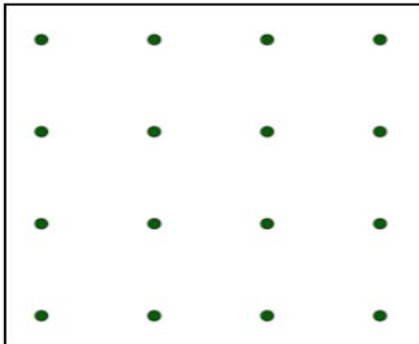
- 1) Is each one true or false? Show an example or if you think it is false, show how close you can get.



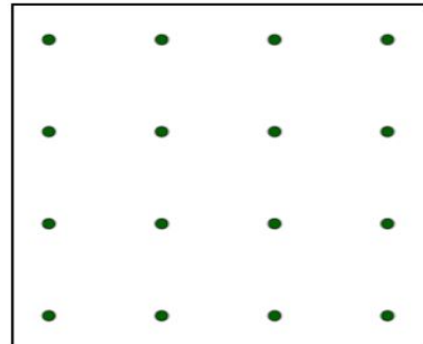
I can make a pentagon with two right angles



I can make a quadrilateral with three acute angles

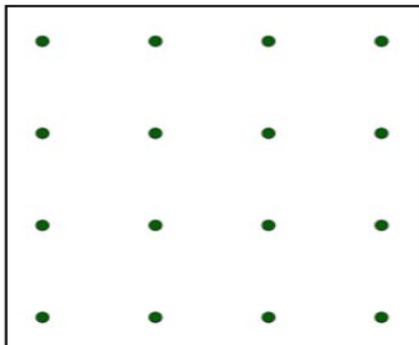


I can make a hexagon with two right angles

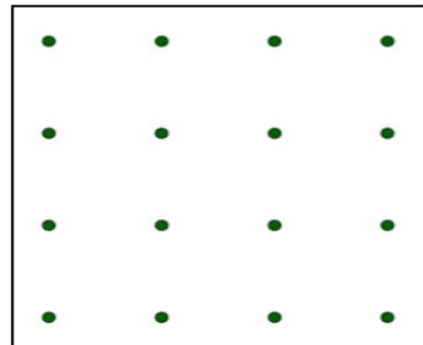


I can make a triangle with an acute angles

- 2) Write your own statements. One true and one false.



I can make _____



I can make _____

The activity sheet provides statements for learners to investigate if true or false. There is space provided to draw examples of the true statements. When the statement is false, encourage them to draw something that is as close as they can get. The final question is more open and can be extended to thinking of questions to investigate.

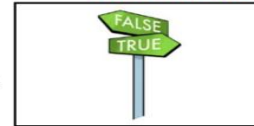
Parent/Carer Guidance:

Additional information: <https://www.theschoolrun.com/what-are-right-acute-obtuse-and-reflex-angles> angles explanation

<https://www.theschoolrun.com/what-is-a-polygon> polygon explanation

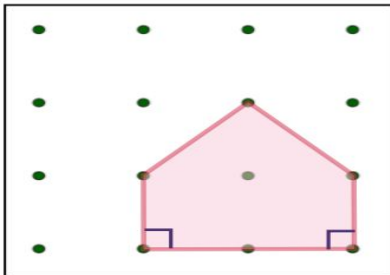
Please find the answer sheet below.

Answers

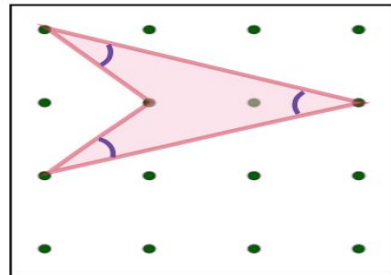


Activity: Describing polygons

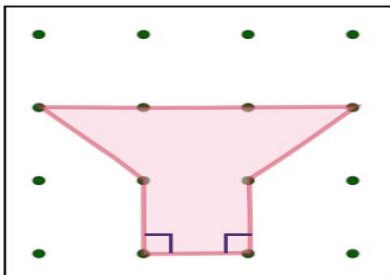
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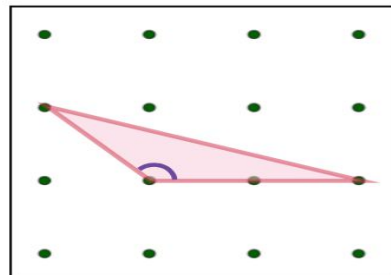
I can make a pentagon with two right angles



I can make a quadrilateral with three acute angles

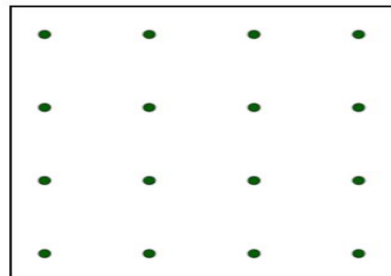
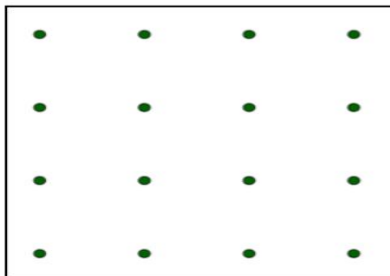


I can make a hexagon with two right angles



I can make a triangle with an acute angles

- 2) Write your own statements. One true and one false.



Literacy: Non-Chronological Reports

Day 1- Wolves

1. **Watch the Steve Backshall video clip about Grey Wolves:**

<https://www.youtube.com/watch?v=pi3KPf1LuLM>

When you have finished, make some notes about 3-5 things that you remember from the video.

Now watch again. As you watch, look for answers to these questions:

- How much more powerful is a wolf bite than a German Shepherd police-dog?
- How much more powerful is a wolf's sense of smell than ours?
- How far away can wolves hear another's howl?

2. **Answer questions from a report**

Read the *Wolf Report* below. As you read, you may want to highlight some of the important facts. Then answer the *Wolf Report Questions*. When you have finished, talk to a grown-up about your answers. Show them where you found the answers in the text.



Wolf Report

Appearance

Adult wolves are usually 1.4 to 1.8 metres in length from nose to tail. Wolves living in the far north tend to be larger than those living further south. As adults they may weigh typically between 23 to 50 kilograms. The heaviest wolf recorded weighed 86 kilograms.

Wolves usually measure 65–97 centimetres at the shoulder. Wolves have fur made up of two layers. The top layer is resistant to dirt, and the under layer is water resistant. The colour of their fur can be any combination of grey, white, red, brown, and black.

Diet

Wolves are carnivores and eat mostly medium to large size hoofed animals, but they will also eat smaller animals. Some wolves have been seen eating salmon, seals, beached whales, lizards, snakes and birds. Wolves usually stalk old or sick animals, but they do not always catch what they stalk. They may go days without food. Sometimes only one out of twelve hunts are successful. But the way they eat stays the same. The alpha male and female feed first. Then the other members feed. Sometimes (especially if the prey they have killed is large) wolves may store food and come back that day to feed on it. Wolves have very sharp teeth which helps them tear large chunks of meat from a dead animal. Wolves will also swallow food and then bring it back up for pups to eat.

Life

Wolves live in groups called "packs". They hunt in packs. The members of the pack are usually family members, often just the parents and offspring. Wolves that are not family may join if they do not have a pack of their own. Packs are usually up to twelve wolves, but they can be as small as two or as large as twenty-five. The leaders are called the parent male and the parent female. Their territory is marked by scent and howling; they will fight any intruders. Young wolves are called 'pups' or 'whelps'. Adult females usually give birth to five or six pups in a litter.

Wolves make a noise called a howl. They howl to communicate with each other from long distances and to mark the edges of their territory. Wolves have a complicated body language.

Wolves can run very fast and far. A wolf can run 20–30 miles in a day.

Wolf Report Questions

These questions are about Wolves Appearance

How long are adult wolves?

What are they measured to and from?

What was the weight of the heaviest wolf recorded?

What colours can wolf fur be?

These questions are about Wolves Life

What is the name for a group of wolves?

What is the largest size of a pack of wolves?

What are two names for young wolves?

How far can a wolf run in a day?

These questions are about Wolves Diet

What do wolves mainly eat?

What type of animals do wolves stalk?

Which wolves feed first?

What do their sharp teeth help wolves to do?

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.

Tuesday

Maths

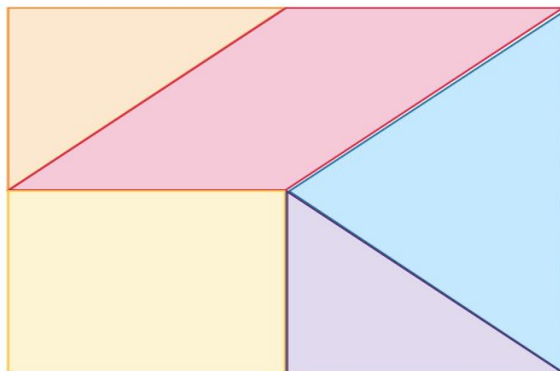
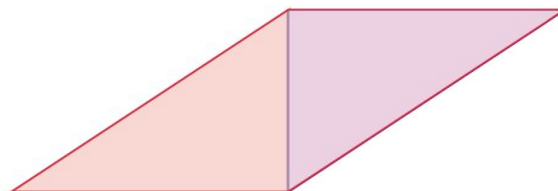
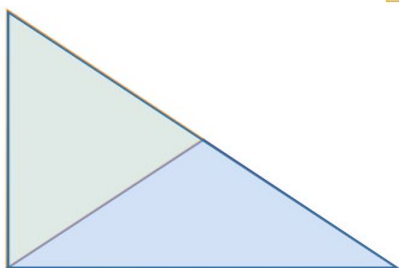
Task Division with remainders:

The purpose of this session is to explore different models for representing division

Starter:

Pack 15 Session B

Talk Task: Composing shapes

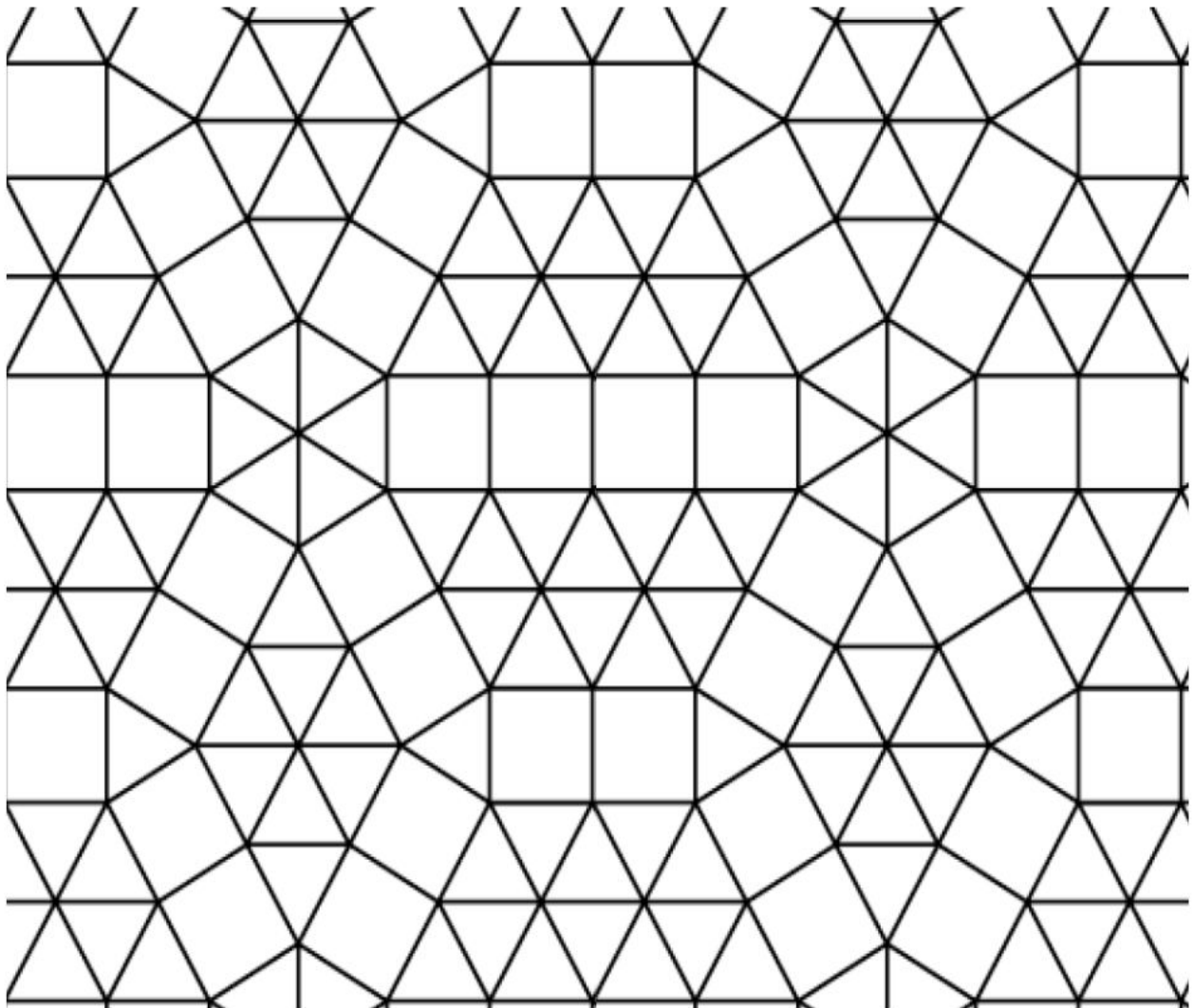


Look at the different shapes, talk about the shapes using the language and properties explored in the previous session: shape names, sides, angles, vertices. Pause and focus on the properties of each of the five shapes that are being used to build. There is a square and the two smaller triangles fit inside. Ask learners to talk about what they know about the angles within these three shapes. *Every angle in the square is a right angle. How can you convince me that these are 45 degree angles in the triangles?* Write the value of each angle onto the shapes and use the triangles to work out the angles within the larger triangle and the parallelogram. The sheet shows how the two smaller triangles fit within them. The parallelogram has two angles that are $90 + 45 = 135$ degrees.

Worksheet:

Activity: Composing shapes

Squares and equilateral triangles have been used to make a pattern.
How many different shapes can you find in the pattern? Shade some in.



Write the names of the shapes you found.

What can you write about each shape?

The activity sheet provides a pattern of squares and equilateral triangles. Learners are to visualise, identify and shade in lots of different shapes on the pattern. Space is provided below for them to write what they know about the shapes they have found.

Parent/Carer Guidance:

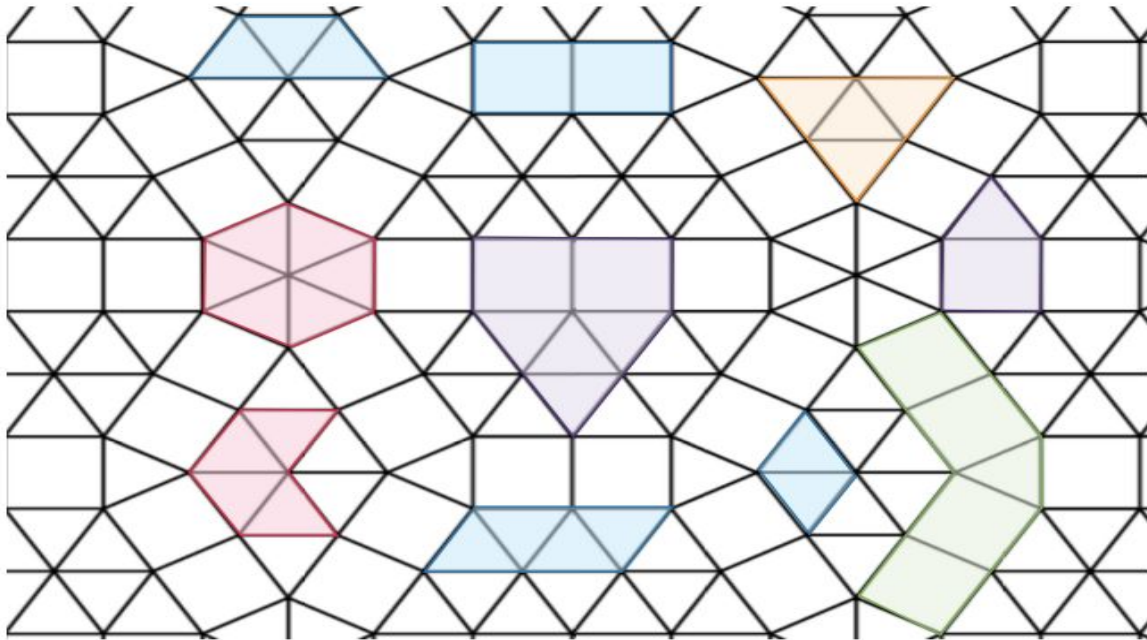
<https://www.theschoolrun.com/what-is-a-polygon> polygon explanation

Please find the answer sheet below.

Answers

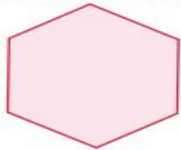
Activity: Composing shapes

Squares and equilateral triangles have been used to make a pattern. How many different shapes can you find in the pattern? Shade some in.



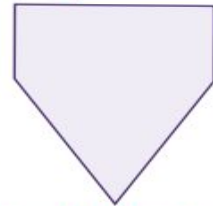
Write the names of the shapes you found.
What can you write about each shape?

Hexagons have six straight sides and six angles



A heptagon has seven straight sides and seven angles

Pentagons have five straight sides and five angles



Polygons with four straight sides are called quadrilaterals.

A rectangle, a parallelogram, a rhombus and a trapezium are all quadrilaterals



Literacy: Non-Chronological Reports

Day 2- Wolves

1. Read a report and decide subtitles for the paragraphs

Grey Wolf Report

The grey wolf is a member of the dog or canine family. They are a territorial, social and predatory animal. Their Latin name is *Canis lupus*.

The grey wolf inhabits the wilderness and remote areas of Eurasia and North America. They can live in a variety of habitats and may be found in deserts, grasslands, forests and arctic tundras.

The grey wolf can appear similar to other types of wolf. Like the red wolf though, it is distinguished by its larger size and less pointed features, particularly on the ears and muzzle. Its fur is long and bushy and is mainly mottle grey in colour.

The grey wolf is large, powerful and heavy. Its body is designed so that it can cover long distances and it can move very quickly when it is hunting. It has very strong teeth that are sufficient to break open most bones. Its fur is highly resistant to cold and provides better insulation than dog fur.

Wolves are carnivores and mainly eat large, hooved mammals (ungulates). It specialises in preying on vulnerable individuals of large prey. It will hunt in packs or individually. Grey wolves locate their prey through scent and then conceal themselves as they approach. They try to intimidate their prey into running and then chase it (to wear it out) before catching and eating it.

Wolf pups are born in the spring. On average a litter will consist of 5-6 pupils. Female wolves give birth in dens. Pups first leave the den after 3 weeks. After six weeks they are agile enough to escape from danger. By the autumn they are mature enough to accompany adults on hunts for large prey. Wolves tend to live together in groups called 'packs'. Most wolves live about seven years.

The Wolf is now extinct in much of Western Europe, in Mexico and in the United States. This is mainly because of the actions of humans who fear wolves' attacks on their livestock. Wolves are an important predator and their presence in the environment can help the health of other animals and plants.

Now decide a sub-heading for each of the paragraphs. Write your subheading on the report, above each of the paragraphs.

Possible subheadings could be:

Habitat

Identification

Life Cycle

Conservation

Adaptation

Introduction

Hunting/ Diet

2. Researching vocabulary

Read the [Vocabulary List](#). This is a list of some technical vocabulary to do with wolves. Choose five words from the report or from the list below that you are not sure about and use a web- search to find out the meaning. Write a short definition.

You could make a visual glossary. Choose some words, write the meanings and illustrate them to make the meaning really clear.

canine offspring

native predator

species carrion

muzzle habitat

mottled insulation

gregarious territorial

hybrid litter

distinguished carcass

Definition: _____

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
 24. Make inferences from the text/region and justify inferences with evidence from the text.	 25. Identify/explain how meaning is enhanced through choice of words and phrases.	 26. Predict what might happen from details stated and implied.	 27. Retrieve and record information/identify key details from fiction and non-fiction.	 28. 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:

Watch this to remind yourself of a capital city:

<https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhw>

Create a poster, fact file or powerpoint presentation for a capital city of your choice within Europe.

Key points:

- How many people live there?
- Why is it a capital city?
- Where is it located?
- What is the history of the capital city?

Use google earth or maps to locate your capital city on a map. Reflect on the questions below.

- What do you notice?
- Are there any symbols that indicate that your city is a capital city?
- Why do you think the capital city is located here?
- Why are capital cities important?

Challenge: Login to Google Classroom and have a go at the capital cities quiz!



Parent/Carer Guidance:

The purpose of this activity is to give children the opportunity to interpret the key and/ or symbols on a range of maps to locate capital cities. To use online sources to locate and explore Europe's capital cities.

<http://maps.google.com/> Google Maps

<https://earth.google.com/web/> Google Earth

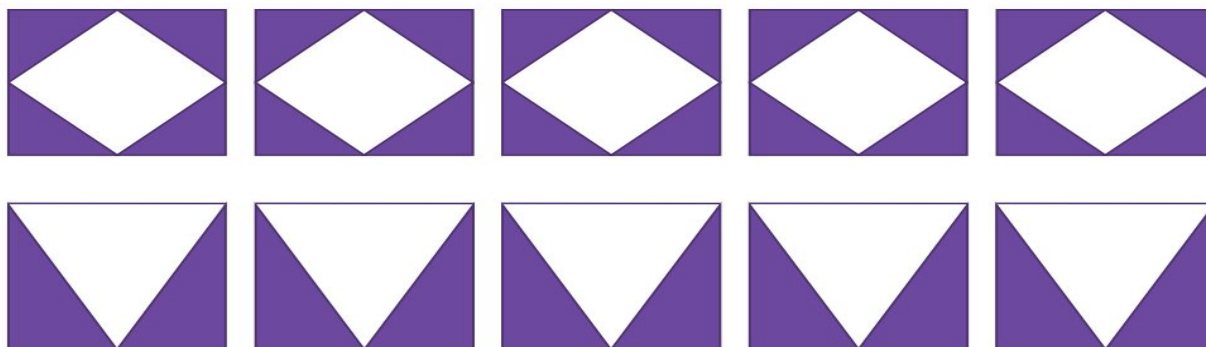
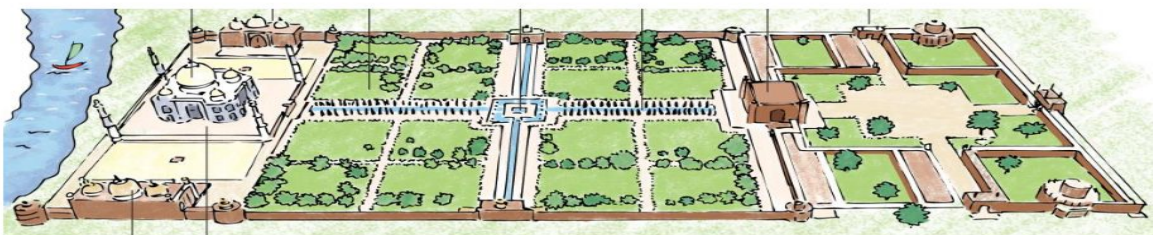
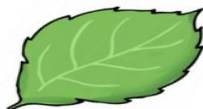
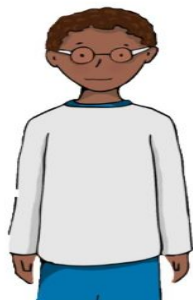
Wednesday

Maths

Task: Reflection symmetry The purpose of this session is for you to find out what learners know about symmetry and explore different ways to explain what reflection symmetry means.

Starter:

Talk Task: Reflection symmetry

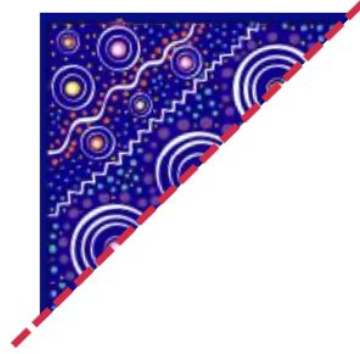


Ask learners to talk about their experiences with symmetry and use the items on the sheet to think about the details of what we mean when we say an image, pattern or shape is symmetrical. The human body and in particular the face is a useful place to start a discussion. The owl, the leaf and the snowflake are there to prompt thoughts about the places in nature that symmetry can be found. Identify lines of symmetry and think about different ways that you can explain how you know that this is a line of symmetry. This could include showing that everything is on one side is also on the other and folding or using a mirror to see how one half reflects exactly onto the other half. The picture of a building is a drawing of the Taj Mahal complex in India. This building and the surrounding gardens are rich in symmetry. The angle of the drawing stops you folding and lining up; however, you can see the symmetry in the gardens and the building. Use the internet to find other images and discuss the line of symmetry that can be seen.

Worksheet:

Activity: Reflection symmetry

1) Complete the other side of the symmetrical images.



2) Draw on the lines of symmetry onto these flags. Ignore the colours.



SOUTH AFRICA

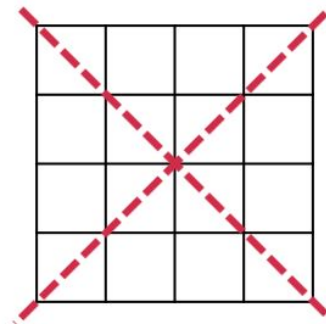
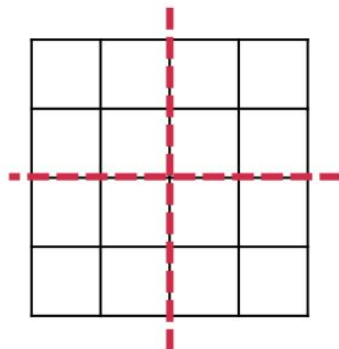
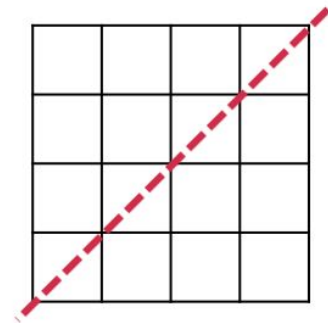
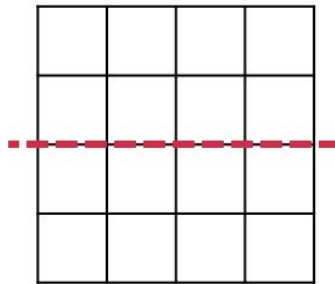
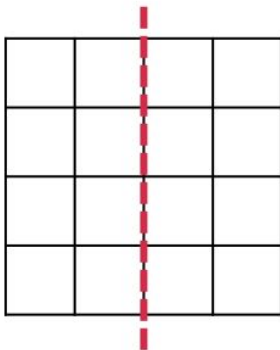


MAURITIUS



TANZANIA

3) Shade in parts of the grids to make patterns with given lines of symmetry.



The worksheet provides experiences with completing symmetrical images and identifying lines of symmetry, then creating patterns with different lines of symmetry by shading in squares on a grid.

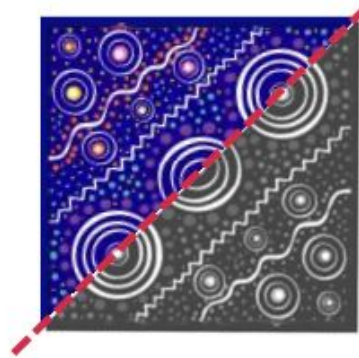
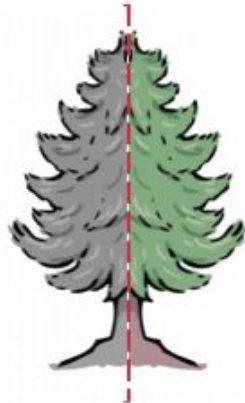
Parent/Carer Guidance:

Please find the answer sheet below.

Answers

Activity: Reflection symmetry

1) Complete the other side of the symmetrical images.



2) Draw on the lines of symmetry onto these flags. Ignore the colours.



SOUTH AFRICA



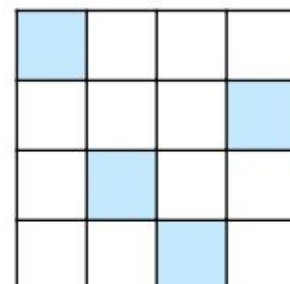
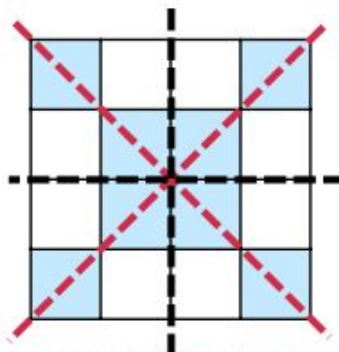
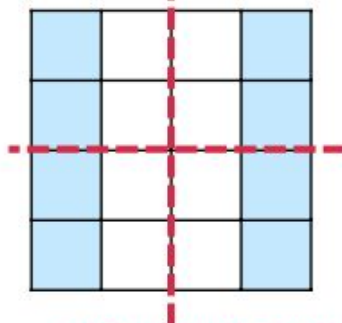
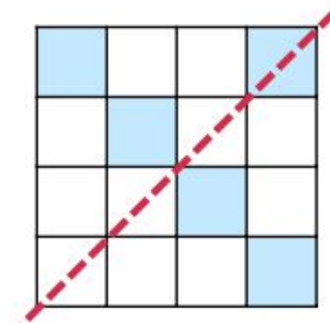
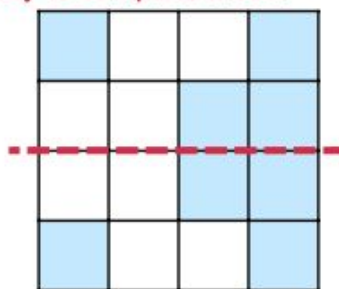
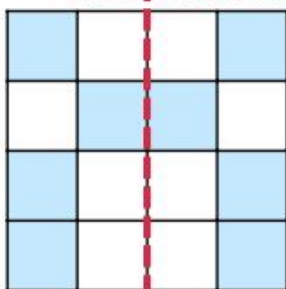
MAURITIUS



TANZANIA

3) Shade in parts of the grids to make patterns with given lines of symmetry.

There is more than one way to complete these.



Notice any extra lines of symmetry in the patterns – some here shown in black

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Literacy: Non-Chronological Reports

Day 3- Wolves

1. Review Wolf Reports

You have found out a lot of interesting facts about wolves for the past two days. Read the [Wolf Reports](#) again and make a list of a few interesting facts you have found out. You may also conduct your own research online to find out more about wolves. You will use some of these facts to write your own short report about wolves.

2. Plan your own Wolf Report

Using these facts and your own research, plan a report about Wolves for a 5-7year old child who wants to learn about wolves. Remember your report should be factual, informative, clearly organised and easy to understand.

Use the *Revision Card* below to remind yourself of the features of a non-chronological report.



Non-chronological report



Structure

- An opening, general classification, e.g. *Sparrows are birds.*
- A number of paragraphs about different aspects of the subject – these could be arranged in any order.
- A detailed description of the chosen topic, using relevant technical vocabulary.
- Conclusion - this may refer back to some of the main points.

Language Features

- Present tense (unless historical).
- Use words which generalise, e.g. *sparrows not sam the sparrow.*
- Factual descriptions.
- Technical vocabulary that is relevant to the subject.
- Formal, impersonal language written in the third person.
- Gives clear information.

Examples of non-chronological reports:
school reports, factfiles on animals.



3. Write the Introduction

After planning your report, make a start on the introduction today of your report. You have two days to complete your report, so make sure you do not rush!

To help guide you when writing your report use the checklist below to make sure you are covering all the bases!

	Topic title covers the whole subject.		Non-chronological reports use factual language .
	Brief introduction paragraph gives who/what/where overview.		Present tense verbs (unless it is a historical report, then it would be past tense).
	The information is organised into paragraphs .		Technical language may be explained in a glossary.
	Each category has a sub-heading .		Third person makes it impersonal.
	Some information may be in fact boxes or bullet-point lists.		Non-chronological reports have a formal tone .
	Extra details support the main points.		General language , not particular examples.

Science

Task:

Human populations are growing and people need more land for buildings, and food production, but what does this mean for habitats? Some animals and plants are in danger! Rainforests are disappearing at an alarming rate.

Watch this: <https://www.bbc.co.uk/bitesize/topics/zp22pv4/articles/z2md82p>

Your task is to write a letter to the government of your city. Discuss the positive and negative effects humans have on the environment. Give ideas on how the government can help the environment.

Think about things that you do:

- Recycle
- Ride a bike or scooter to school
- Take the bus
- Plant trees

Science Appendix 1: Persuasive Letter checklist

Persuasive Letter Writing

	Self-Check
The sender's address is on the right.	
The recipient's address is on the left.	
The letter shows the date on which it was written.	
There is a greeting to the recipient.	
The opening sentence hooks the reader and explains why you are writing.	
There is an introduction.	
The text is organised into paragraphs, which each have their own point.	
Each point has arguments to support it.	
There is a conclusion which summarises the main point of the letter and reiterates the opinion.	
The letter finishes with 'Yours faithfully' if you do not know the name of the recipient or 'Yours sincerely' if you do.	

Science Appendix 2: Persuasive Letter Word Bank

Persuasive Letter Writing Word Bank

Greetings	Opening Sentences	Introductions	Details
Dear Mrs May, Dear Mr Brown, Dear Sir or Madam,	I agree that... It is my belief that... Some people believe that... Recent figures reveal...	For this reason... I am sure that... It is certain... In the same way...	For example... In fact... In support of this... Statistically...
Causal Conjunctions and Adverbials	Conclusions and Summaries	Closing Farewell	Vocabulary
accordingly consequently hence thus otherwise	As you can see... Without a doubt... In brief... On the whole... Undoubtedly...	Yours sincerely, Yours faithfully,	arguments unfair support persuade imperative pros/cons



Thursday

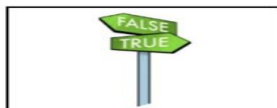
Maths

Task Symmetry of regular polygons:

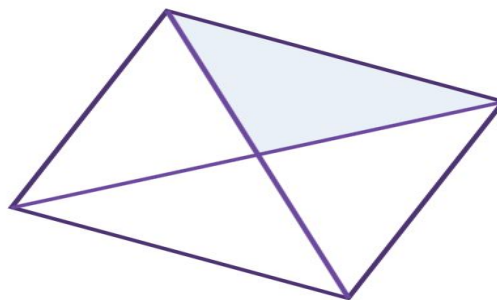
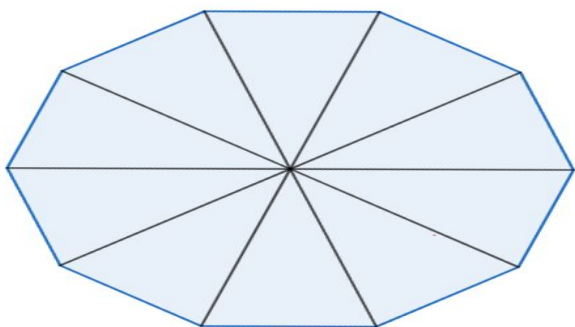
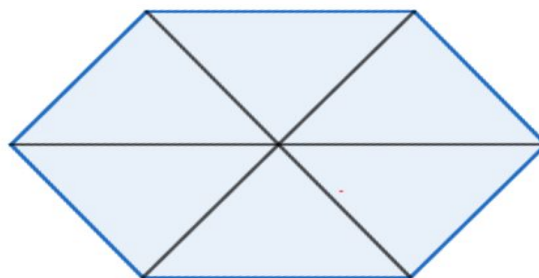
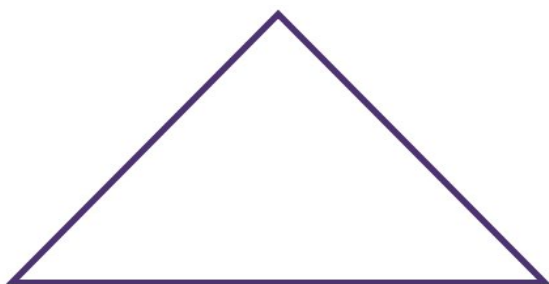
The purpose of this session is to use reflection symmetry to identify that each shape has sides of the same length and angles of the same size and use the words regular and irregular to describe polygons.

Starter:

Talk Task: Symmetry of regular polygons



A line of symmetry always goes through a vertex.



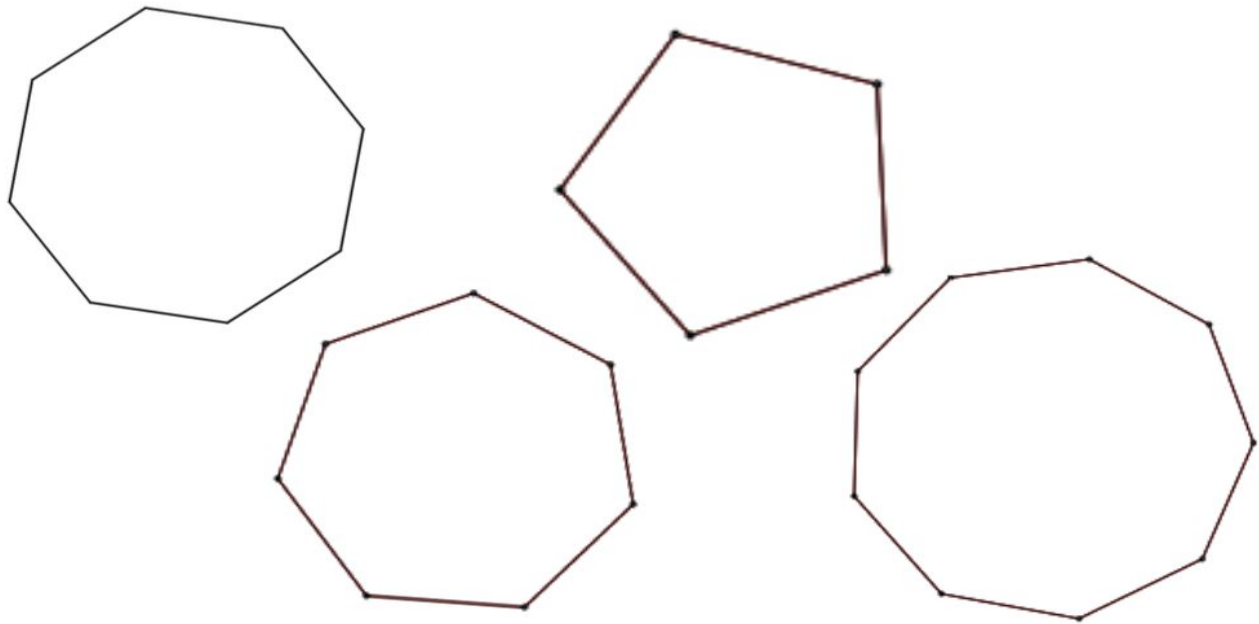
Focus on reflection symmetry, noticing when the lines of symmetry are already marked on the shape. Use these to discuss if the statement at the top of the sheet is true or false. The lines of symmetry already marked all pass through a vertex, however for most of the shapes there are more lines of symmetry. Returning to this after the activity allows you to notice that the regular polygons with all lines of symmetry passing through a vertex have an odd number of sides. You may wish to explore rotation symmetry by holding the cut-out shape in place with a pencil at the centre mark and rotating. This is not necessary but interesting to compare with reflection symmetry. To describe how many times the shape fits onto itself when rotating you say its order of rotational symmetry. *The triangle has rotational symmetry of order 3. The square has rotational symmetry of order 4.*

Worksheet:

Activity: Symmetry of regular polygons

Complete the table with information about each regular polygon. You may wish to explore rotational symmetry. Cut out, fold and rotate the shapes to check the pattern is correct.

Regular polygon	Number of sides	Number of lines of symmetry	Rotational symmetry of order ...
Triangle			
Quadrilateral (square)			
Pentagon			
Hexagon			
Heptagon			
Octagon			
Nonagon			
Decagon			



The worksheet provides a table for learners to complete with the name of each regular polygon and information about symmetry.

Parent/Carer Guidance:

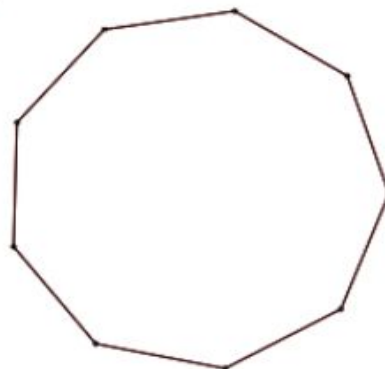
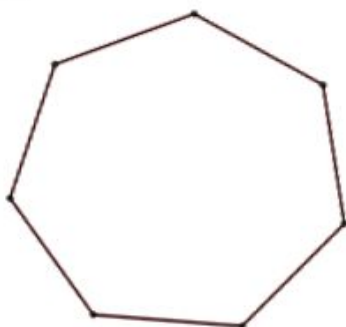
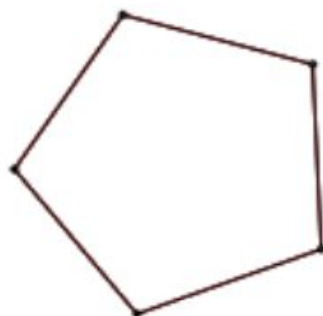
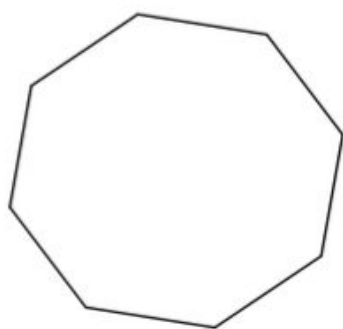
Please find the answer sheet below.

Answers

Activity: Symmetry of regular polygons

Complete the table with information about each regular polygon. Cut out, fold and rotate the shapes to check the pattern is correct.

Regular polygon	Number of sides	Number of lines of symmetry	Rotational symmetry of order ...
Triangle	3	3	3
Quadrilateral (square)	4	4	4
Pentagon	5	5	5
Hexagon	6	6	6
Heptagon	7	7	7
Octagon	8	8	8
Nonagon	9	9	9
Decagon	10	10	10



Literacy: Non-Chronological Reports

Day 4- Wolves

1. Read your introduction

Today you are going to continue writing your own wolf report. Re-read your introduction. This should be a brief introduction into wolves and give the reader an overview of what they will find out. Remember, your read is a 5- 7year old child so make it entertaining and exciting for the reader.

Example:

Wolf Report

When you think of a wolf, one of the first things that probably comes to mind is the Big Bad Wolf who tried to eat Little Red Riding Hood. But that's just a fairy tale. This report is going to teach you lots of real facts about wolves including where they live, what they eat and how they communicate.

2. Complete your report

Take your time to complete your report today.

Remember, when writing your facts, you must think about a few things:

- You can use bullet points to separate your facts
- You must write in the third person. This means NOT using I, you or we. Remember this is a factual report, not your opinions about the animal!
- Present tense. You are not re-telling a story so the tense must be present: 'This animal **is** a carnivore and **eats** small insects'. Not, 'This animal **was** a carnivore and **ate** small insects.' Unless you are creating a fact file for a dinosaur, which don't exist today!
- The tone of your writing must be formal, this means you are not giving an opinion. You can use exclamation sentences to WOW your reader, but be factual in your writing.

3. Read and review your Wolf Report

Once you have finished, read through your work carefully. Check if it makes sense and see if there are any grammatical errors and/ or spelling errors you need to correct. Read your report to a grown-up and impress them with your report writing skills.

RE: Life is a Journey

This week you'll be finding out about the different ways of welcoming new life.

Have a think about these questions:

1. Why are babies special?
2. How do you welcome a new baby into a family?
3. What do names mean and why are they important?

Welcoming a new life

The birth of a baby is a very special occasion and in many religions there are special ceremonies to mark the birth of a baby.

Christians celebrate the birth of a new baby with an **Infant Baptism**. The **Infant Baptism** in Christianity. Babies are baptised to show that they belong to the Christian family, the Church. Baptism is a sign that someone belongs to Christ, which is why it is sometimes called **Christening**.

Watch to find out what happens during the service:

<https://www.bbc.co.uk/bitesize/clips/zm87tfr>

<https://www.bbc.co.uk/bitesize/clips/zr34wmn>

Note: Baptism as a baby is common for Anglican and Catholic Christians. Baptists and some other free Churches don't baptise people until they are old enough to believe in Jesus for themselves.

Muslims celebrate the birth of a new baby with an **Aqiqah** ceremony. The ceremony takes place on the seventh day after birth, where the child's hair is shaved. This is called **Aqiqah** and is performed as part of the naming ceremony. At the Aqiqah ceremony the parents give thanks to Allah (God) for the gift of the baby. The shaving of the head symbolises the cleansing of the baby from impurities and the start of its life afresh in the presence of Allah.

Research Task: Can you find out about other ceremonies/ rituals for welcoming a baby?

Naming a baby

When a baby is born, parents have the important job of naming their baby. Some babies are named after other family members. Some families choose names for religious reasons. For example, a Christian family may choose a biblical name for their child or a Muslim family may choose for their baby to be named after one of the great men or women in early Islam.

Think about your own names and ask a grown-up about why your name was chosen and its meaning. Were you named after someone else? Is there a story to go with your name?

Write a short paragraph about what you find out.

Friday

Maths

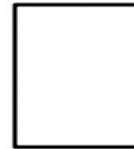
Task: Properties of Quadrilaterals and Polygons

The purpose of this session is to advance and revise the understanding of the properties of quadrilaterals and polygons.

Worksheet:

Properties of Special Quadrilaterals and Polygons

Look at the special quadrilaterals below. Choose from the list below and write the correct name beneath each quadrilateral. Then use the images to help you complete the table.



Kite

Parallelogram

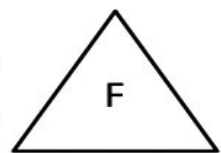
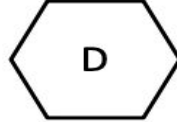
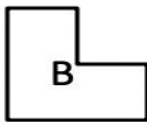
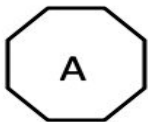
Rectangle

Rhombus

Square

Shape	Number of Equal sides	Number of Equal Angles	Lines of Symmetry	Order of Rotation Symmetry

Look at the shapes below. These are examples of Polygons. Use them to fill in the gaps in the sentences underneath.



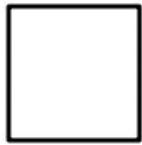
1. A quadrilateral is a shape with _____ sides.
2. A regular polygon is a polygon where all the sides are _____ and all the angles are _____.
3. Shapes B and D are examples of _____.
4. Shapes _____, _____, and _____ are examples of Octagons.
5. Shapes _____, _____, and _____ are examples of regular polygons.

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

Parent/Carer Guidance:

Properties of Special Quadrilaterals and Polygons

Look at the special quadrilaterals below. Choose from the list below and write the correct name beneath each quadrilateral. Then use the images to help you complete the table.



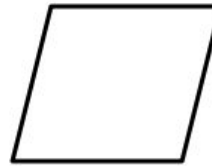
square



kite



parallelogram



rhombus

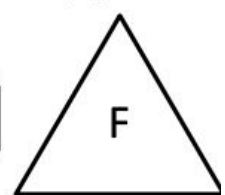
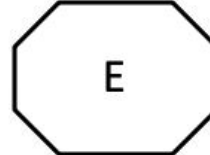
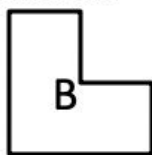


rectangle

Kite	Parallelogram	Rectangle	Rhombus	Square
------	---------------	-----------	---------	--------

Shape	Number of Equal sides	Number of Equal Angles	Number of corners
Square	4	4	4
Kite	2	2	4
Parallelogram	2	2	4
Rhombus	4	4	4
Rectangle	2	4	4

Look at the shapes below. These are examples of Polygons. Use them to fill in the gaps in the sentences underneath.



1. A quadrilateral is a shape with **four** sides.
2. A regular polygon is a polygon where all the sides are **equal** and all the angles are **equal**
3. Shapes B and D are examples of **polygons**.
4. Shapes **A, C,** and **E** are examples of Octagons.
5. Shapes **B, D,** and **F** are examples of regular polygons.

Literacy: Non-Chronological Reports

Day 5

You are going to write one more report today. But THIS time you aren't going to be choosing an animal from the animal kingdom. You can choose a mythical or fantasy creature from stories, films or legends!



1. Choose your mythical/ fantasy creature

You might want to choose an ancient monster like The Cyclops!



Or perhaps something from modern fantasy like a Hippogriff!



Decide what you would like to write about in your report e.g. habitat, behaviour, diet, appearance, magical properties! You can use the internet, books or even watch a film to learn about your creature and research facts! If you are having trouble finding some facts, you can create a fact or two of your own.

Write your report

Use your work from earlier this week to help guide you when writing your report and use the checklist to make sure you include the features of a non-chronological report.

Art- Andy Goldsworthy, Natural Sculptures

Andy Goldsworthy is a British artist, sculptor and photographer. He is best known for his nature sculptures. Goldsworthy works with natural materials, and most of his art is made in the landscape. He has used stone, twigs, leaves and even ice to make his sculptures. Have a look at some of his work:



<https://www.bbc.co.uk/bitesize/clips/zh4wmp3>

Most of his work doesn't last a long time so he has to rely on his photography skills to capture his work. Create your own artwork in the style of Andy Goldsworthy using natural materials. You could use leaves, bark, sticks, flowers, stones, feathers, grass or sand. *Tip: Goldsworthy often makes spirals, circles, swirls and arches.* Make sure you take a photograph to capture your work.