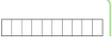
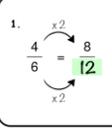
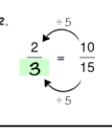
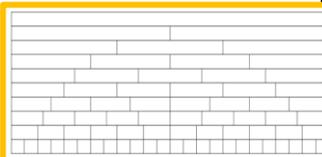


	Maths	Reading	Writing	Spelling/Phonic s	HPPS Creative																														
<b>Monday</b>	<p>Daily Drilling for the week:</p> <p>(See Distance Learning Folder)</p> <p><b>LA – 3 Tasks</b></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"><math>\frac{8}{8}</math></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"></div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"><math>\frac{3}{12}</math></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"></div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">10</div> <div style="border: 1px solid black; padding: 5px; text-align: center;"></div> </div> <p style="text-align: center;"><b>Equivalent Fractions</b></p> <p>Examples:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>1.</p>  </div> <div style="text-align: center;"> <p>2.</p>  </div> </div> <p>Find the missing values in the following equivalent fractions. Show your working as demonstrated above.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"><math>\frac{12}{11} = \frac{12}{44}</math></div> <div style="text-align: center;"><math>\frac{4}{5} = \frac{12}{15}</math></div> <div style="text-align: center;"><math>\frac{6}{12} = \frac{24}{36}</math></div> </div> <p>Mr Graham has <math>\frac{3}{6}</math> of a cake and Mr Graham has <math>\frac{1}{2}</math> of a cake. Mr Graham says 'I have more than you Mr Graham!' Is he correct? Explain your answer.</p>	<p><b>15 Minutes Daily Reading</b></p> <p><b>With 15 minutes Answering Questions for comprehension:</b></p> <p><a href="http://www.oxfordreadingbulletin.com">www.oxfordreadingbulletin.com</a></p> <p>Think about the title/genre/author/pictures/setting.</p> <p>What do you think the story/book will be about? What makes you think that?</p> <p>What challenges do you think the characters might face?</p> <p>What clues from the text helped you make your prediction?</p> <p>What information from your own life helped you make your prediction?</p> <p>How do you think the story might end? Why do you think that?</p>	<p>Starter: Presentation on Adverbials will be left on Distance Learning Planning Folder</p> <p><b>LA – 4 words</b> <b>CORE – 6 words</b> <b>HA – All words</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Task 1 – Sort the number adverbials from the place adverbials.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="6">Adverbials of place</th> </tr> <tr> <th colspan="3">Adverbials of time</th> <th colspan="3">Adverbials of number</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center; font-size: small;"> <tr> <td>Finally</td> <td>Tomorrow</td> <td>Next</td> <td>Then</td> <td>In a year</td> <td>Finally</td> </tr> <tr> <td>Yesterday</td> <td>Secondly</td> <td>Today</td> <td>Last week</td> <td>After that</td> <td>In a fortnight</td> </tr> </table> <p>Are there any other adverbials you can think of?</p> </div> <p>Main Maia's Luggage Trunk Print p1 and 3, Page 2 on Beard</p> <p>Task 2 Following Task 1, you need to use adverbials of number to create an instructions text for Maia to follow: As Maia's governess, it is your job to prepare Maia for her long, arduous journey to Brazil.</p>	Adverbials of place						Adverbials of time			Adverbials of number									Finally	Tomorrow	Next	Then	In a year	Finally	Yesterday	Secondly	Today	Last week	After that	In a fortnight	<p><b>Unit 4 Spellings from RWInc:</b></p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write out 2 lines of each word checking spellings.</li> </ul> <p>trees plants bark leaf animals spacious ferocious precious vicious suspicious malicious</p> <p><b>Create 2 sentences using 2 words</b></p> <p><b>Create a paragraph using all words.</b></p>	<p><b>Lesson 1 – Life Cycle of Humans</b></p> <p>Date: 11.01.21 LI: To order the stages of the human life cycle. Success Criteria:</p> <ul style="list-style-type: none"> <li>Know the stages of a lifecycle.</li> <li>Order the stages.</li> <li>Describe each stage.</li> <li>Compare with other animals.</li> </ul> <p>National Curriculum Objectives: (progression of skills document for specific subjects) Describe the changes as humans develop to old age.</p> <p>Key Vocab: Life cycles, maturation, puberty, expectancy, gestation, foetus, baby etc. Starter/ Intro: (vocabulary/prior knowledge links/any new concepts)</p> <p>Recap Humans – What are we made of? Mind Map on board as class. Main Activity: (ability groups/mixed groups. Summary of activity- e.g. enquiry, investigation) Chn to use differentiated activity sheets to complete a human timeline - identifying the different stages of the human lifecycle.</p> <p>Using netbooks and resources, to summarise the information and record the key details/aspects of each stage</p>
Adverbials of place																																			
Adverbials of time			Adverbials of number																																
Finally	Tomorrow	Next	Then	In a year	Finally																														
Yesterday	Secondly	Today	Last week	After that	In a fortnight																														

**Core - 3 Tasks**



1) Fill in the fractions on the fraction wall. For example the top row is one whole unit, the row below contains two halves (2).

2) Using the completed fraction wall to help you, identify which of these statements is true and which is false:

- a) Two quarters is equivalent to one half
- b) Four tenths is equivalent to two thirds
- c) Three fifths is equal to eight tenths
- d) Six hundredths is equal to one quarter
- e) One fifth is half of one tenth
- f) One eighth is half of one quarter
- g) One sixth is half of one third
- h) One third is half of one sixth
- i) One tenth is half of one fifth
- j) One tenth is double one fifth
- k) One hundredth is half of one tenth
- l) Two fortyeighths are one twentyfourth

Find the missing values in the following equivalent fractions. **Show your working** as demonstrated above.

$$\frac{1}{6} = \frac{\square}{18} \quad \frac{2}{4} = \frac{\square}{16} \quad \frac{4}{\square} =$$

$$\frac{2}{7} = \frac{\square}{28} \quad \frac{5}{6} = \frac{\square}{18} \quad \frac{7}{8} =$$

Mr Graham has 3/8 of a cake and Mr Graham has 5/16 of a cake. Mr Graham says 'I have more than you Mr Graham!' Is he correct? Explain your answer.

**HA – 3 Tasks**

Find the missing values in the following equivalent fractions. **Show your working** as demonstrated above.

$$\frac{1}{6} = \frac{\square}{18} \quad \frac{2}{4} = \frac{\square}{16} \quad \frac{4}{\square} =$$

$$\frac{2}{7} = \frac{\square}{28} \quad \frac{5}{6} = \frac{\square}{18} \quad \frac{7}{8} =$$

Were your predictions right? How do you know?

Do you want to change your prediction know that you have read the story?

For her trip, Maia needs to be prepared. To achieve this, you will need to provide instructions that are:

1. Specific
2. Clear
3. Suitable

**Your Task**

**LA**

1. Choose a number adverbial
2. Decide on an imperative verb
3. Add your item (repeat)

**CORE**

1. Choose a number adverbial
2. Decide on an imperative verb
3. Add your item
4. Insert an adverb (gently, carefully,) (repeat)

**HA**

1. Choose a number adverbial
2. Decide on an imperative verb
3. Add your item
4. Insert an adverb (gently, carefully,)
5. Change the order of the yellow instructions to

Challenge: (for all abilities)

HA to include lengths of each stage, capabilities and compare with other stages by discussing statements such as "Childhood is the most important stage".

CORE and LA to have differentiated challenge from AfL

Evaluation / Evidence: (where will learning be recorded? Prompts/questions for pupil evaluation)

To complete statement "The human lifecycle stage I would like to be in is..." and state at which stage would be best and why.

Order these fractions from smallest to largest. You may wish to write t

1.

$\frac{2}{3}$

$\frac{7}{12}$

$\frac{1}{6}$

$\frac{1}{3}$

$\frac{1}{12}$

$\frac{1}{12}$

$\frac{1}{12}$

$\frac{1}{12}$

— — — —

Smallest

Mr Graham has  $\frac{2}{5}$  of a cake and Mr Graham has  $\frac{3}{4}$  of a cake. Mr Graham says 'I have more than you Mr Graham!' Is he correct? Explain your answer.

add a variety of sentence type. (repeat)

Helpsheet

1. Here is a checklist of number adverbials to help order your work (Use each only once)

Firstly,

Secondly,

Next,

Then,

After that,

Thirdly,

Now,

After this,

When this has been added,

Finally .

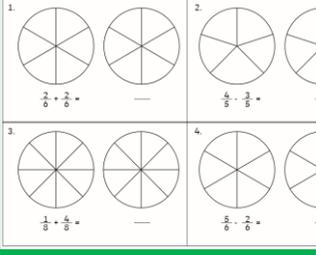
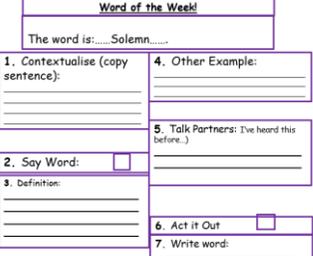
To finish,

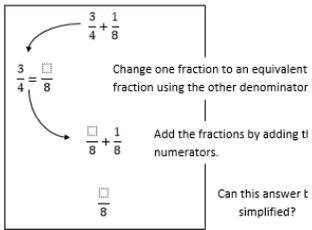
2. Your imperative verbs will follow the number adverbials to complete your sentences

Place, Put, add, insert, set, lay, situate, fold, pack,

3. Here are a number of key items available in 1910 that Maia would have needed:

- School uniform,
- ribbons (for tying up ponytail),
- inkwell (black ink)
- quill,
- travelling hat,

			<ul style="list-style-type: none"> <li>• bonnets,</li> <li>• parasol (sun umbrella),</li> <li>• Bible (for religious studies)</li> <li>• day dresses,</li> <li>• long raincoat</li> <li>• hairbrush</li> <li>• Reading books (Amazon River and South America)</li> <li>• Gifts for the Twins (Beatrice and Gwendoline)</li> </ul>		
Tuesday	<p><b>LA:</b></p>  <p>Shade a half on the first grid and a quarter on</p>  <p>What is <math>\frac{1}{2} + \frac{1}{4}</math>?</p> <p>Mr Woolley eats <math>\frac{2}{16}</math> of a cake. He then eats a further <math>\frac{3}{8}</math> of a cake. What fraction of the cake has he eaten all together?</p> <p><b>Core:</b></p>	<p><b>15 Minutes Daily Reading</b></p> <p><b>With 15 minutes Answering Questions for comprehension:</b></p> <p><a href="http://www.oxfordreadingbuddy.com">www.oxfordreadingbuddy.com</a></p> <p>What does this paragraph/story/character remind you of?</p> <ul style="list-style-type: none"> <li>• How does what you know about _____ (genre) help you understand this story?</li> <li>• Have you read another story with similar characters/setting/ending?</li> <li>• How did this story make you feel? What other books/events</li> </ul>	<p>Mixed Ability lesson</p> <p><b>TEACHER TO READ CHAPTER 2 TO CHILDREN VIA LOOM. AND UPLOAD TO GOOGLE CLASSROOM</b></p> <p>SPAG Starter – Word of the Week</p>  <p>Complete this sheet to learn about the word of the week.</p> <p>Main Task:</p> <p>To help us in our upcoming writing,</p>	<p>Task:</p> <ul style="list-style-type: none"> <li>- Read each word and say each word out loud.</li> </ul> <p>trees plants bark leaf animals spacious ferocious precious vicious suspicious malicious</p> <ul style="list-style-type: none"> <li>- What are the root words?</li> <li>- How have the root words changed?</li> </ul>	<p><b><u>Lesson 2 – Comparing Life Cycles</u></b></p> <p>Date: 12.01.21</p> <p>LI: To compare stages of the human lifecycle</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>• Understand each stage.</li> <li>• Compare physical and psychological states.</li> <li>• Sort and explain how you know.</li> <li>• Check with a partner.</li> </ul> <p>National Curriculum Objectives:</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> <p>Progression of Skills:</p> <p>Describe the life cycle of humans from fertilised egg to baby, up through child and adult to old age.</p> <p>Key Vocab:</p> <p>Life cycles, maturation, puberty, expectancy, gestation, foetus, baby etc. Starter</p> <p>Chn to match definitions with key terms and images.</p> <p>HA to create own definitions.</p> <p>Activity</p> <p>Share enquiry with all groups</p>



from your life have made you feel that way?  
 • What lessons did you learn that you can use in your own life?

3. Use the grid to work out  $\frac{5}{8} - \frac{3}{8}$  8.

4. Use the grid to work out  $\frac{3}{10} + \frac{1}{10}$  9.

5. Use the grid to work out  $\frac{8}{9} - \frac{4}{9}$  10.

Mr Woolley eats  $\frac{3}{18}$  of a cake. He then eats a further  $\frac{1}{3}$  of a cake. What fraction of the cake has he eaten all together?

HA:

$\frac{3}{4} + \frac{5}{12} + \frac{1}{6} +$   
 $\frac{1}{12} + \frac{1}{12} + \frac{1}{12} +$   
 $\frac{2}{9} + \frac{5}{18} + \frac{2}{3} +$   
 $\frac{1}{18} + \frac{1}{18} + \frac{1}{18} +$

Hot seat with a partner/family member as Maia.

Remotely, you could film yourself answering the following questions:

- Why did you...?
- What do you think about...?
- Isn't it true that...?
- Are you happy with...?
- What would you do next time...?
- How might things be different...?

Group 1  
 Using a Venn diagram, chn to compare childhood with adulthood.

Group 3-2  
 Using a Venn diagram, chn to compare capabilities between old age and childhood.

Group 5-4  
 Using a carroll diagram, chn to sort statements for the different stages of the human lifecycle.

Challenge:  
 Enquiry/hook to be: Pupil X has discovered a time machine. They can go back to any stage in the human lifecycle. Help them to pick by comparing the stages and explaining which will be best. Give your reasons.

Evaluation / Evidence:  
 Access to BBC Bitesize and BBC learning video clips.

Carroll and Venn diagrams.

Statements to sort.

$$\begin{aligned} \_ - \_ &= \frac{3}{10} \_ \\ \_ - \_ &= \frac{7}{10} \_ \\ \_ - \_ &= \frac{5}{12} \_ \\ \_ - \_ &= \frac{8}{15} \_ \\ \_ - \_ &= \frac{9}{20} \_ \end{aligned}$$

Mr Woolley eats  $\frac{3}{4}$  of a cake. He then eats a further  $\frac{1}{5}$  of a cake. What fraction of the cake has he eaten all together?

**LA:**

Write the mixed number and improper fraction for each pizza:

Mixed Number:      Improper F

$2 \frac{1}{2} =$  

$\_ =$  

$\_ =$  

$\_ =$  

Write the missing numbers.  
One is done for you.

Improper fraction	Mixed number
$\frac{7}{4}$	$1 \frac{3}{4}$
$\frac{\square}{2}$	$5 \frac{1}{2}$
$\frac{17}{5}$	$3 \frac{\square}{5}$

Mr Woolley has 30 pieces of pizza to share with the

**15 Minutes Daily Reading**

**With 15 minutes Answering Questions for comprehension:**

[www.oxfordreadingbuddy.com](http://www.oxfordreadingbuddy.com)

Mixed Ability

Spag Starter

Create **2**, **4**, or **6** sentences using Time adverbials:

Firstly,  
Next,  
After this,  
Then,  
Finally,  
Conclusively,

Main Task:  
Use this Help sheet to create a diary entry for Maia as she journeys to Brazil:

Task:  
- Create a sentence including each of these words:

Find 3 synonyms for the words

Choose 4 of your favourite synonyms for the words

Which one would you definitely include in your

**Lesson 3 – Growth in Humans**

Date: 13.01.21

LI: To investigate how the human body grows.

Success Criteria:

- Devise a question to answer.
- Make a prediction.
- Collect and analyse results.
- Explain results using scientific terms.

Progression of Skills:

Describe the life cycle of humans from fertilised egg to baby, up through child and adult to old age.

Key Vocab:

Life cycles, maturation, puberty, expectancy, gestation, foetus, baby etc. Starter / Intro:

Recap previous/prior learning

Main Activity:

class. Each pizza is split into 5 pieces. How many whole pizzas are there? Explain.

**Core:**

Tick (✓) two cards that give a total of 5

$1\frac{1}{4}$	$1\frac{1}{2}$
$3\frac{1}{2}$	$3\frac{3}{4}$

Convert these improper fractions into mixed numbers:

e.g.  $\frac{22}{3} = 7\frac{1}{3}$

$\frac{5}{2} =$  \_\_\_\_\_

$\frac{21}{6} =$  \_\_\_\_\_

$\frac{34}{10} =$  \_\_\_\_\_

$\frac{31}{4} =$  \_\_\_\_\_

Tip: Divide the numerator by the denominator.

The remainder is the extra fraction!

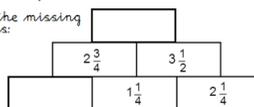
Mr Woolley has 60 pieces of pizza to share with the class. Each pizza is split into 8 pieces. How many whole pizzas are there? Explain.

**HA:**

What number is exactly halfway between  $2\frac{3}{4}$  and  $3\frac{1}{2}$ ?

In this diagram, the number in each box is the sum of the two numbers below.

Fill in the missing numbers:



Mr Woolley needs 30 pieces of pizza to share with the class. Each pizza

**Features of a Diary Entry**

Uses the past tense	
Uses first person pronouns (I, we, my, etc.)	
Describes the writer's point of view, thoughts and feelings	
Includes opinions as well as facts	
Uses ambitious words to describe people and places	
Is written in an informal style, as though speaking to someone	
Uses time conjunctions to link events	
Organises events into paragraphs	
Uses inverted commas to show direct speech	

next writing piece? Why?

**Activity**

Chn to devise own investigation into growth e.g.

- the taller you are, the bigger your foot size;
- people with the longest forearm have the biggest hands;
- shorter people have smaller heads etc.

To make a reasoned predictions and explain basis. In groups, to collect data to investigate their question and record using a table.

MA and HA to plot data using a scatter graph to identify patterns.

LA to plot data using a bar graph.

**Plenary**

To write a conclusion on the basis of their findings and share with the other groups.

**Challenge:**

Make reasoned predictions on the basis of existing knowledge.

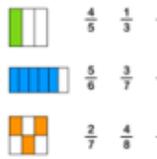
Take measurements, find averages and record data using tables.

Plot data using bar and line/scatter graphs.

Draw conclusions on basis of the data and explain science behind findings.

Evaluation / Evidence:



<p>HA:</p>	<p>Order these fractions from smallest to largest. You may wish to write them with a common denominator.</p>  <p>Explain how you know <math>\frac{3}{5}</math> is more than <math>\frac{1}{5}</math> if but less than a whole.</p> <p>Simon put these fractions in order starting with the smallest:</p> $\frac{4}{20} \quad \frac{3}{10} \quad \frac{2}{5}$ <p>How do you know they are in the correct order?</p>				<p>To compare mass of different animal babies as they grow and plot them on a scatter graph and draw conclusions.</p> <p>Challenge: Compare and contrast lifecycles and gestation periods of other animals.</p> <p>Use mathematical skills to construct scatter graphs.</p> <p>Draw conclusions based on empirical evidence. Evaluation / Evidence Text on animal lifecycles and gestation periods.</p> <p>Graph paper.</p>
<p>Friday</p>	<p>LA:</p> <p>Order the fractions from smallest to largest then shade in these shapes:</p>  <p>Order these fractions from smallest to largest.</p> $\frac{1}{2}, \frac{2}{3}, \frac{1}{6}, \frac{7}{12}$ <p>How did you order these fractions?</p> <p>1. Circle the correct fraction for each shape.</p> <p>2. Now order your answers from largest to smallest.</p>  <p>Core:</p>	<p><b>15 Minutes Daily Reading</b></p> <p><b>With 15 minutes Answering Questions for comprehension:</b></p> <p><a href="http://www.oxfordreadingbuddy.com">www.oxfordreadingbuddy.com</a></p> <p>What is the message/lesson of this story? • What can you figure out that the author didn't put in words? • What is the mood/tone of the story? • Why did the author choose that setting? • How was the setting important to the</p>	<p>PLAN Sustained WRITE</p> <p>We will be writing our sustained piece next week and need to plan</p> <p><b>Instructions – Survival Guide for South America</b></p>	<p>Task:</p> <p>- Create a sentence including each of these words:</p> <p>trees plants bark leaf animals spacious ferocious precious vicious suspicious malicious</p> <p>Find 3 synonyms for instant</p>	<p><b>Lesson 5 – Cornerstones - Beast Creator</b></p> <p>Date: 15.02.21</p> <p>LI: To Record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables, bar and line graphs and models.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>- I can say what a graph does</li> <li>- I can explain using evidence</li> <li>- I can define key terms.</li> </ul> <p>Progression of Skills: Describe the life cycle of humans from fertilised egg to baby, up through child and adult to old age.</p> <p>Key Vocab: Life cycles, maturation, puberty, expectancy, gestation, foetus, baby etc.</p>

- Cut out the fractions.
- Order them from smallest to largest.
- Stick them in order on the next sheet.

$\frac{1}{4}$	$\frac{1}{2}$	$\frac{7}{8}$	$\frac{11}{14}$
$\frac{3}{8}$	$\frac{16}{16}$	$\frac{3}{4}$	$\frac{1}{8}$

Order from smallest to largest.

--	--	--	--	--	--	--	--

Make each number sentence correct using  $+$ ,  $-$  or  $\times$ .

$4 \div 4 =$	$1 \times 2 =$
$4 \div 4 =$	$1 \times 2 =$
$4 \div 4 =$	$1 \times 2 =$

Mark and label this number line where you estimate  $\frac{3}{4}$  and  $\frac{1}{2}$ .



Explain where  $\frac{3}{4}$  is on the line.

HA:

Write these fractions in order of size starting with the smallest.

$\frac{3}{4}$	$\frac{3}{5}$	$\frac{9}{10}$	$\frac{17}{20}$

smallest

Which fraction is the odd one out?

—  $\frac{4}{5}$   $\frac{9}{18}$   $\frac{1}{9}$   $\frac{5}{9}$   $\frac{1}{3}$

....

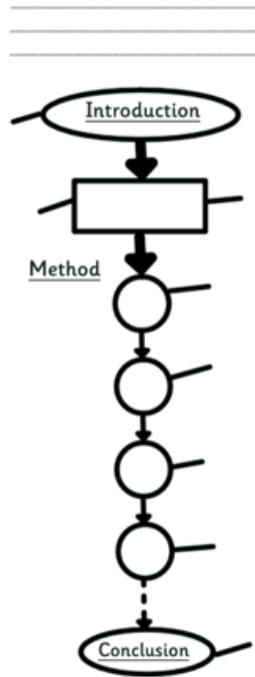
Explain why:

Write a 4-step guide on how to order these fractions and decimals from largest to smallest.

0.6	$\frac{3}{10}$	0.2	$\frac{9}{10}$
-----	----------------	-----	----------------

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

story? • Why do you think the character \_\_\_\_\_? • How did the character feel when \_\_\_\_\_? How did you know that? • What do the character's actions/choices tell you about him/her? • When the character said \_\_\_\_\_ what did he/she really mean?



Choose 4 of your favourite synonyms.

Which one would you definitely include in your next writing piece? Why?

Starter / Intro:

Find out about the life cycle of a chosen minibeast, researching the information using several non-fiction sources.

Watch time-lapse footage of minibeast life cycles including stages of metamorphosis.

**Mixed Ability**

Draw scientific diagrams to record the life cycles observed, labelling each stage and making simple annotations to describe what happens.

Note

Alternatively, you could source pupae from a reputable hatching kit supplier and observe caterpillar to butterfly transformation in the classroom! To ensure survival, butterflies should only be released in the warmer months of spring, summer and early autumn.

### Daily Activities

**Daily Raving Reading:** Read for at least 15 minutes and record it in your home reading record. Remember there is a reward if you read and record every day

**Daily Maths:** Login and practise times tables rockstars  
( <https://trockstars.com/> )

### Useful Online Resources

<https://www.oxfordreadingbuddy.com/uk>

<https://www.mathletics.com/uk/>

<https://www.purplemash.com/sch/horton-bd5>

<https://www.bbc.co.uk/bitesize/levels/z3g4d2p>

<https://uk.ixl.com/>

Please use the links below to help you learn at home. You can do this work on the computer or in your Home Learning book and upload it onto Seesaw. It is important to complete all the work to ensure you keep up with the learning we are doing in school.