

	<p><u>Main</u>: Read through the show not tell examples of Madeline. How do the sentences get across how Madeline is feeling?</p> <p><u>Activity</u>: Write your own sentences using show not tell.</p>	
Thursday	<p>LO - To write a character description</p> <p><u>Starter</u>: Recap what we know about Madeline as a character. Tell someone in your house about her. Remember to describe her appearance and her personality.</p> <p><u>Main</u>: Today you will be doing an extended write on Madeline and you will need to draw on all of your learning from the week to create a detailed character description. Read the WAGOLL and identify the different features used.</p> <p><u>Activity</u>: Write your own using the scaffold to help you.</p>	1 hour
Friday	<p>LO - To identify word classes (Grammar focus)</p> <p><u>Starter</u>: Recap what we know about word classes. What word classes do we know?</p> <p><u>Main</u>: Today we are focusing on common nouns, verbs and adjectives. Remember: A <i>common noun</i> is a name for a person, place or thing A <i>verb</i> is a doing word. An <i>adjective</i> is a describing word.</p> <p><u>Activity</u>: Read the text and highlight the common nouns, verbs and adjectives in your chosen colour.</p>	1 hour
Handwriting:	<p>Please continue to practise your handwriting every day. Use tips on our website to help you.</p> <p>Practice the spellings with plurals with the –s, -es and –ies endings from your spellings.</p>	10 minutes a day

Maths: Addition and Subtraction

<u>Mental maths:</u>	Practise all your times tables on TT Rockstars each day	10 minutes a day
Tuesday	<p>LO - To subtract whole numbers with more than 4 digits (column method)</p> <p><u>Starter</u> – Daily Fluent in Five for given number – Today's number is 456 + 10, -10, x 10, x 100, ÷ 10, ÷ 100, Double it, Half it.</p> <p><u>Input</u> – Remind children how to subtract whole numbers with more than 4 digits using the column method.</p> <p><u>Activity</u> – Solve subtraction problems <u>Success Criteria</u> – 1. Write the two numbers down under each other, ensuring the biggest number is on top, make sure you line up the 100's, 10's and units. 2. Start by subtracting the units. 3. If the top number is smaller than the bottom number then knock next door and exchange a ten. Borrow the ten and write in the unit's column. 4. Subtract the two numbers and write the answer underneath. 5. Continue doing this with the tens and hundreds column. 6. Complete the number sentence.</p>	1 hour
Wednesday	<p>LO - To round to estimate and approximate</p> <p><u>Starter</u> –</p>	1 hour

	<p>Daily Fluent in Five for given number – Today's number is 234 $+ 10, -10, \times 10, \div 10, \times 100, \div 100$, Double it, Half it.</p> <p><u>Input</u> – Remind children how to round numbers to the nearest 10, 100 and 1000</p> <p><u>Activity</u> – Round numbers to 10, 100 and 1000</p> <p><u>Success Criteria</u> –</p> <ol style="list-style-type: none"> 1. Check the number you are rounding? 34. 2. Check what you are rounding it to? Nearest 10. 3. Find the two numbers which end in 0 on either side. 30 and 40. 4. If it ends in a 1,2,3 or 4 – round down. 5. If it ends in a 5,6,7,8 or 9 – round up. 6. Write down the answer. 34 \rightarrow 30. 	
Thursday	<p>Thursday – To use inverse operations (addition and subtraction)</p> <p><u>Starter</u> –</p> <p>Daily Fluent in Five for given number – Today's number is 105 $+ 10, -10, \times 10, \div 10, \times 100, \div 100$, Double it, Half it.</p> <p><u>Input</u> – Remember that inverse means opposite. So the inverse of addition is subtraction and the inverse of multiplication is division. We will only be focussing on addition and subtraction for now. We can use the inverse to check our answers are correct.</p> <p><u>Activity</u> – Use the inverse to find the answer to the given questions.</p> <p><u>Success Criteria</u> – From Monday and Tuesday</p> <p>Addition</p> <ol style="list-style-type: none"> 1. Line up the numbers when you write them down, e.g. 100's, 10's and units. 2. Start by adding up the units (smallest first) and record under the answer line. * 3. Then add up the tens and record this underneath. * 4. Then add up the hundreds and record this underneath. 5. Complete the number sentence. <p>(* If the answer goes over ten, record this in the next column – carrying)</p> <p>Subtraction</p> <ol style="list-style-type: none"> 1. Check the number you are rounding? 34. 2. Check what you are rounding it to? Nearest 10. 3. Find the two numbers which end in 0 on either side. 30 and 40. 4. If it ends in a 1,2,3 or 4 – round down. 5. If it ends in a 5,6,7,8 or 9 – round up. 6. Write down the answer. 34 \rightarrow 30. 	1 hour
Friday	<p>LO - To solve multistep addition and subtraction problems</p> <p><u>Starter</u> –</p> <p>Daily Fluent in Five for given number – Today's number is 637 $+ 10, -10, \times 10, \div 10, \times 100, \div 100$, Double it, Half it.</p> <p><u>Input</u> – Look at the first question together. Discuss how you would solve the question. Is it asking you to add or subtract? How do you know? Solve the problem and use inverse to check your answer.</p> <p><u>Activity</u> – Solve one and two step problems.</p> <p><u>Success Criteria</u> –</p> <ol style="list-style-type: none"> 1. Use the S.C. from Monday and Tuesday as a guide to working out the inverse operations. 	1 hour
Curriculum		

<p>PSHE:</p>	<p>It can be hard to think of ways to keep your children occupied, especially without resorting to screen time. One way to occupy their time during the day, and help them feel calmer at the same time, is to play games that involve the senses. This can help them bring their attention back to the present moment and create a feeling of mindfulness.</p> <p>Here are some quick, simple, mindful games you can get your children involved in, without much preparation time and hassle:</p> <ul style="list-style-type: none"> - Touch: Put a bunch of mystery items in a paper bag and take turns feeling one object at a time and guess what it is as you describe the texture and shape. - Sight: Look around the room in silence for one minute, and point out all of the things you never noticed before. - Sound: Set a timer for one minute and count how many different sounds you can hear with your eyes closed, and then share what you heard with each other. 	<p><u>On Going</u></p>
<p>Geography:</p>	<p>Our topic this half term is France and for this activity you will need to complete the following activity from Purple Mash. Can you identify some of the main countries in Europe?</p> <div data-bbox="400 842 1225 1563" style="text-align: center;">  <p>European Countries</p> <p>Can you Label these countries in Europe?</p> </div>	<p><u>One Afternoon</u></p>
<p>Science States of Matter</p>	<p>This week in Science we are going to be looking at Solids, Liquids and Gases. If you go to the following website https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/zsgwwxs you will find some information about states of matter. There is a video and a quiz to complete.</p> <p>Once you have completed your own research, go to the Purple Mash website and complete the activity about 'Solids, Liquids and Gases.'</p>	<p><u>One Afternoon</u></p>

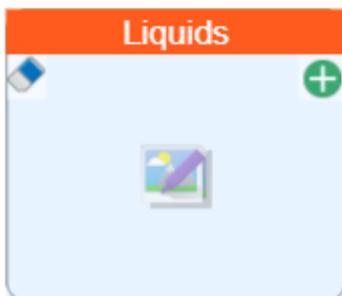
Solids, Liquids and Gases

Solids



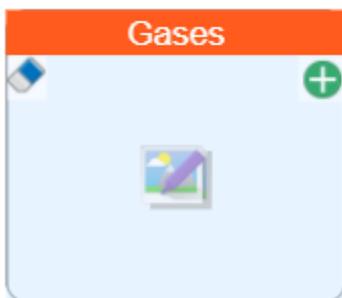
Write in here..

Liquids



Write in here..

Gases



Write in here..

PE

PE with Joe Wicks

Joe Wicks will be taking our PE sessions again throughout the latest lockdown. Make sure you are up and ready from Monday 11th January at 9:00 to take part in the exercise with the Body Coach.

He will be streaming live on his You Tube channel <https://www.youtube.com/user/thebodycoach1> every Monday, Wednesday and Friday.

Yoga Bugs

Another way you stay fit and healthy is by taking part in these Yoga sessions. Visit the following website <https://vimeo.com/showcase/7488612> and use the password **schoolbugs321***

3 Times a week



Don't forget- we love seeing your home learning. You can always take a photo and email to school or tweet us! We are looking forward to seeing what you have been up to.

Spelling – Daily – Plurals

This weeks focus is on plurals, adding –s, -es and –ies. Work through the list of words on the provided sheet and add the correct plural to the end using the clues below.

- Most nouns add –s in the plural
- Nouns ending a hissing/buzzing/shushing sound add –es because it makes it easier to say
- Nouns ending in –y change the ‘y’ to ‘i’ and add ‘-es’
- Several nouns ending in ‘o’ add ‘-es’ (potato), but newer words just ass ‘-s’ (radio)

bus	cup	baby
balloon	box	fish
party	patch	word
worry	try	hiss
school	lunch	city
potato	meal	rope

Spelling Strategies

Use some of these strategies to help you practise your spellings.

<p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar</p>	<p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p>6. Pyramid Words</p> <p>s sp spe spel spell spelli spelling spelling (or make them boat shaped, star, smiley face, etc.)</p>	<p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 

Reading - Comprehension



All about France



One fifth of the population of France live in and around Paris. It is one of Europe's most popular cities with many famous monuments and museums. The Eiffel Tower is one of the most famous buildings in the world. It stands 324 m tall and was built in 1889. The Louvre in Paris is the most visited art gallery in the world.



France

Quick facts

Capital: Paris

Population (approx): 60,742,000

Area: 543,965 sq km

Language: French

Religion: Roman Catholic

Currency: Euro



France is the largest country in western Europe. It is a land of green, open spaces dotted with small cities and picturesque towns.

The weather in northern France is cool and wet, but the south, with its Mediterranean coast, is dry and warm. Mountain ranges line the southwest and eastern borders including the Pyrenees and the Alps. Mont Blanc, located in the Alps, is Europe's tallest peak and stands about 4,807 m tall.

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There are churches in every village and cathedrals in the cities. France is a mainly Roman Catholic country. There are lots of festivals and parades in France. Bastille Day, 14 July, is a national holiday.

France has a long and interesting history and is famous for its food, fashion, culture, art and advances in science and philosophy. Fashion and perfume are two of France's best-known industries. France also produces about a quarter of the world's wine. France has many good restaurants and the quality of ordinary daily food is very high. French cheeses like Camembert, Brie and Emmental are eaten all over the world.

The gist

What is the text about?

1. What kind of text is this?

A newspaper

A non-chronological report

A recipe

A self-story

2. What is the text about?

Germany

Spain

Switzerland

France

3. Which of these is a famous French landmark?

The Hague

Eiffel Tower

Statue of Liberty

London Eye

4. What is the currency of France?

They don't have a currency in France

Pounds

Francs

Euros

5. Which of these is NOT a famous French cheese?

Emmental

Brie

Camembert

Wensleydale

6. What is the name of the French mountains?

The Alps

The Pyrenées

The Rockies

The Andes

7. What French cycle race takes place each year? Tour de France and

Giro d'Italia

Tour de France

Tour de Yorkshire

Vuelta a España

Vocabulary

Word or Phrase	What do you think the word means?	Dictionary Definition
<i>Monuments</i>		
<i>Temporary</i>		
<i>Philosophy</i>		
<i>Picturesque</i>		

All about France? - Vocabulary Questions

1) Which word in the text means the same as *scenic*?

Bastille

Comenbert

Temporary

Picturesque

2) In the 'Quick Facts' section of the text

Find and copy one word that means 'the money used by a country'

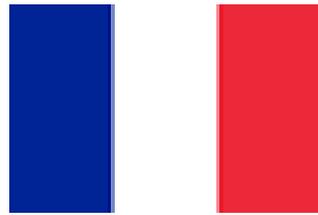
3)

One fifth of the population of France live in and around Paris. It is one of Europe's most popular cities with many famous monuments and museums. The Eiffel Tower is one of the most famous buildings in the world. It stands 324 m tall. When the Eiffel Tower was completed in 1889 it was only supposed to be a temporary feature. Since then around 250 million people have climbed it. At night the Eiffel Tower is lit by 20,000 light bulbs. The Louvre in Paris is the most visited art gallery in the world.

Choose a word in the passage that could be replaced with the word 'finished'

Find and copy one word that means 'not meant to last'

All about France - Comprehension Questions



1) Using the text, are these statements true or false?

Statements	True or False
The Eiffel Tower receives 20,000 visitors every year.	
A quarter of the world's wine comes from France.	
The main religion in France is Roman Catholic.	
The Milan fashion show takes place in Paris.	

2) Link the attraction to the fact.

Eiffel Tower
The Louvre
Mount Blanc

Most visited gallery
4807m tall
250 million people have climbed it

3.

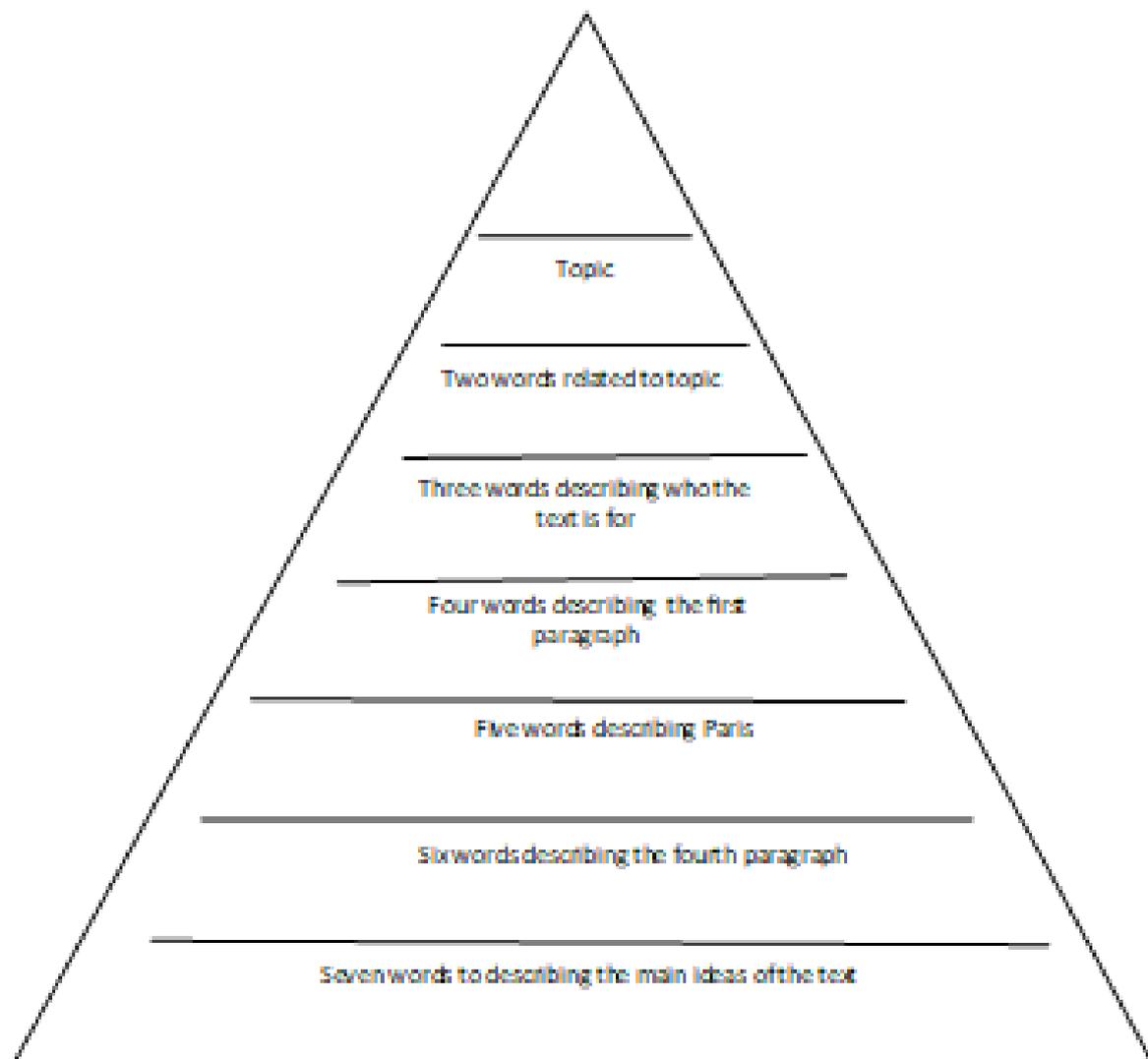
If you was to visit France, what would you like to do and where would you go? Use evidence from the text to support your answer.

All about France - Comprehension Questions

4) In your opinion, what is the most interesting piece of information you have found out about France. Give reasons for your answer.

5) Give each paragraph a subheading that summarises it (on your text sheet).

6) Having read the text, can you complete this summary triangle?



English – Tuesday – To describe a characters appearance

Appearance WAGOLL:

Walking towards the Arc de triomphe, were two perfectly straight lines of twelve children in total. The girls were all dressed the same but one girl, who was much smaller than the rest, stood out. She was called Madeline. Her sky blue dress danced in the breeze and her glittering sapphire eyes sparkled underneath her dainty straw hat. Madeline gazed around the beautiful city of Paris as she carefully plotted her next adventure. Forming an idea in her mind, her ruby lips broke into a wicked smile and her pale cheeks flushed with colour. As she turned her head to the left to scan her surroundings, strands of flaming red hair escaped from her hat and obscured her vision. Madeline shook her eyes free from her hair and gazed up at the sky- she loved to try to spot shapes in the clouds -once she even saw a cloud shaped like Miss Clavell.

Appearance Scaffold

Write a sentence describing the two straight lines of children and where they are heading.

Can you use a simile?

Write a sentence introducing Madeline and explaining why she stands out from the other children.

Can you use a relative clause?

Write a sentence describing what Madeline is wearing.

Can you use personification?

Write a sentence describing Madeline's eyes.

Can you use a simile?

Write a sentence describing Madeline's lips and skin.

Can you use a relative clause?

Write a sentence describing Madeline's hair.

Can you use an expanded noun phrase?

English – Wednesday – To use show not tell

Mischievous -

Madeline rubbed her gloved hands together in glee as she gazed around the beautiful city of Paris and carefully plotted her next adventure.

Impulsive

Suddenly Madeline's glittering, piercing blue eyes spotted a narrow ledge overlooking the river Seine.

Quick witted

Swiftly, Madeline ran towards the ledge and clambered onto it.

Agile

Deftly, Madeline leaped off the ledge onto the pavement.

Confident

Waving her arms in the air Madeline gestured to get the other children's attention, she took a bow in front of her admiring audience- who broke into a round of applause (much to Miss Clavel's annoyance) and joined the back of the line.

English – Thursday – To write a character description

Character Description WAGOLL

Walking towards the Arc de triomphe, were two perfectly straight lines of twelve children in total, who were all dressed in flowing sky blue dresses and yellow straw hats. Although they were all dressed the same, one little girl stood out from the rest. She was called Madeline. Underneath her dainty hat, mischievous Madeline gazed around the beautiful city of Paris as she carefully plotted her next adventure. As she turned her head to the left to scan her surroundings, strands of red hair escaped from her hat and obscured her vision. Madeline shook her eyes free from her hair and gazed up at the sky- she loved to try to spot shapes in the clouds -once she even saw a cloud shaped like Miss Clavel! Risk taking Madeline was so busy admiring the clouds that she clumsily almost walked into a lamppost.

Suddenly Madeline's glittering, piercing blue eyes spotted a narrow ledge overlooking the river Seine. Unfortunately, Miss Clavel had also noticed the ledge and knowing Madeline well, she turned the girls to walk in the opposite direction. However, Madeline was far more quick witted than Miss Clavel and was already running towards the ledge and clambering onto it. Balancing precariously, Madeline began to wander along the edge - her arms outstretched like a famous tightrope walker in the circus. Waving her arms in the air Madeline gestured to get the other children's attention. From the corner of Miss Clavel's eye she noticed a flash of blue. A gasp escaped Miss Clavel's mouth as she turned and noticed Madeline wobbling near the edge of the ledge. "Madeline get down!" Miss Clavel bellowed as she ran towards her. The other children stopped and stared - their mouths open wide. Deftly, Madeline leaped off the ledge onto the pavement - took a bow in front of her admiring audience- who broke into a round of applause (much to Miss Clavel's annoyance) and joined the back of the line. Sighing, Miss Clavel joined the back of the line and they headed back towards home.

Character Description Scaffold

Write a sentence describing the two straight lines of children and where they are heading.

Can you use a simile?

Write a sentence introducing Madeline and explaining why she stands out from the other children.

Can you use a relative clause?

Write a sentence describing what Madeline is wearing.

Can you use personification?

Write a sentence using show not tell that describes Madeline as mischievous

Can you start with a fronted adverbial?

Write a sentence describing Madeline's eyes.

Can you use a simile?

Write a sentence describing Madeline's lips and skin.

Can you use a relative clause?

Write a sentence using show not tell that describes Madeline as impulsive

Can you use a conjunction?

Write a sentence describing Madeline's hair.

Can you use an expanded noun phrase?

Write a sentence using show not tell that describes Madeline as agile.

Can you use an adverbial phrase?

Word Classes

Read the extract below. Use this key to choose your colours, then find as many words as you can which belong to each class.



Word Class	Colour
common nouns	
verbs	
adjectives	

Ever since Mr Rivers told me that I'd got the lead part in our school play, *Robin Hood: Superstar!*, I'd dreamed about opening night. Whenever I was stuck on a tricky maths question or drifting off in assembly, my mind would wander to the moment when I would step out on stage in front of a hundred wide-eyed, gaping-mouthed kids and parents, and belt out my first solo number:

*I'm Robin Hood – superstar!
I steal from the rich to give to the poor.*

But now that the moment had arrived, I had the jitters. This made it very hard to put my costume on.

"Ash?"

I pulled on my green leggings, only to realise that one leg was inside out and twisted round and very uncomfortable.

"Ash..."

I tried to tie my laces, but they ended up looking like balls of spaghetti.

"Ash!"

I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.

"Earth to Ash." A grubby hand waved in front of my face. "Are you ready? Everyone's waiting to go on."

That's when I realised that the classroom was empty.

Extract from the Twinkl Originals KS2 story 'Under the Lights'

Find and copy one conjunction from the text. _____

Find and copy one preposition from the text. _____

Find and copy one pronoun from the text. _____

Maths – Tuesday – To subtract

1. $682 - 113$
2. $321 - 225$
3. $459 - 444$
4. $567 - 451$
5. $650 - 357$
6. $864 - 349$
7. $810 - 529$
8. $973 - 629$
9. $870 - 597$
10. $987 - 123$



Remember to set out your work using the column method.

1. $7682 - 5113$
2. $6321 - 225$
3. $1459 - 444$
4. $7567 - 6451$
5. $9650 - 2357$
6. $8864 - 4349$
7. $6810 - 4529$
8. $3973 - 2629$
9. $1870 - 597$
10. $16987 - 10123$



Remember to set out your work using the column method.

1. A plane is flying at 29,456 feet. During the flight, the plane descends 8,896. It then descends another 989 feet. What height is the plane now flying at?
2. Using column subtraction answer the following:

Adam earns £37,506 pounds a year.

Sarah earns £22,819 a year.

How much more money does Adam earn than Sarah?

3. Work out: $4,648 - 2,347$

Th	H	T	O

Remember to set out your work using the column method.

Challenge

Gina makes a 5-digit number. Mike makes a 4-digit number.

The difference between their numbers is 4,365

What could their numbers be?



Maths - Wednesday – To round

06.01.21

LO: Use rounding to estimate answers to calculations.

Use rounding to the nearest hundred/thousand to answer these questions.

Car Shopping

Challenge #1 ● ● ●

1. Is £7000 enough to buy the green and yellow cars?
2. Which costs more, three motorbikes or 5 green cars?
3. Can I buy 2 purple cars for £7000?
4. Can I get a red car and a green car for £5000?



Challenge #2 ● ● ● ●

1. Can I buy 7 blue cars for £7500?
2. Will one of each vehicle cost me more or less than £20000?
3. If I have £5000, can I afford to buy the three cheapest vehicles?
4. Which would cost more, 4 bikes or 2 purple cars?
5. I had £10000 and got 3 red cars. Have I got enough change to buy a green car?



Challenge #3 ● ●

1. Four yellow cars - more or less than £30000?
2. How many bikes could I buy for the price of the most expensive car?
3. I can only get 2 of these for £10000. Which car am I looking at?
4. On the lottery Jagga and Millie won £10000. Can they each get a bike and a blue car?
5. I sold my yellow car half price. Can I afford a purple car?
6. Which costs most, 4 green cars, 4 blue cars, 1 purple car or 2 bikes?

Maths – Thursday – To use inverse operations

Red

LO – To use inverse operations

1) $\square + 23 = 97$

11) $\square + 42 = 99$

2) $154 - \square = 98$

12) $112 - \square = 9$

3) $\square + 37 = 57$

13) $\square + 85 = 196$

4) $138 - \square = 79$

14) $145 - \square = 77$

5) $\square + 58 = 148$

15) $\square + 96 = 200$

6) $79 - \square = 61$

16) $98 - \square = 75$

7) $\square + 39 = 112$

17) $\square + 46 = 90$

8) $95 - \square = 57$

18) $367 - \square = 123$

9) $\square + 74 = 172$

19) $\square + 134 = 341$

10) $137 - \square = 42$

20) $643 - \square = 501$

Blue and Green

LO – To use inverse operations

1) $\square + 137 = 235$

11) $\square + 49 = 140$

2) $280 - \square = 193$

12) $320 - \square = 120$

3) $\square + 145 = 260$

13) $\square + 90 = 221$

4) $223 - \square = 182$

14) $249 - \square = 75$

5) $\square + 60 = 157$

15) $\square + 113 = 189$

6) $271 - \square = 158$

16) $291 - \square = 172$

7) $\square + 142 = 217$

17) $\square + 150 = 295$

8) $302 - \square = 165$

18) $399 - \square = 224$

9) $\square + 268 = 380$

19) $\square + 17 = 386$

10) $145 - \square = 87$

20) $499 - \square = 289$

Yellow and Orange

LO – To use inverse operations

1) $\square + 127 = 635$

2) $370 - \square = 273$

3) $\square + 165 = 523$

4) $443 - \square = 221$

5) $\square + 80 = 399$

6) $551 - \square = 240$

7) $\square + 192 = 376$

8) $432 - \square = 165$

9) $\square + 228 = 389$

10) $695 - \square = 188$

11) $\square + 59 = 522$

12) $510 - \square = 260$

13) $\square + 97 = 460$

14) $441 - \square = 194$

15) $\square + 123 = 429$

16) $341 - \square = 180$

17) $\square + 170 = 355$

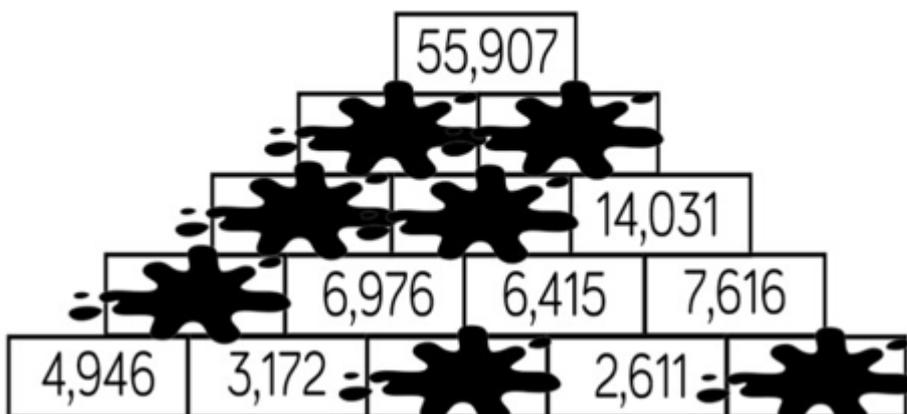
18) $569 - \square = 198$

19) $\square + 87 = 587$

20) $659 - \square = 372$

Challenge

Complete the pyramid using addition and subtraction.

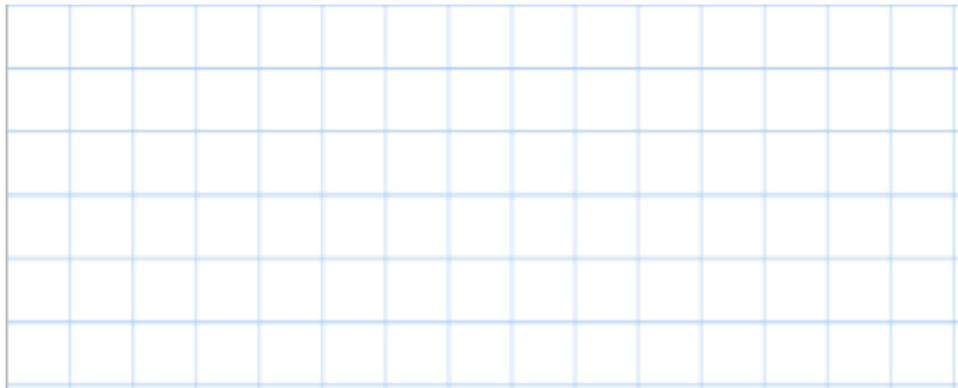




5. Here are some distances:

Journey	Distance (kilometres)
London to Paris	934 km
London to Rome	1461 km
Paris to Rome	1186 km

A plane flies from London to Rome and then on to Paris.
How much further is this than flying direct to Paris from London?



6. Round these numbers to the **nearest thousand** to find an estimated answer.

$$63751 + 5624 + 9431$$



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Journey	Distance (kilometres)
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A plane flies from London to Rome and then on to Paris.
How much further is this than flying direct to Paris from London?

6. Round these numbers to the **nearest thousand** to find an estimated answer.

$$63751 + 5624 + 9431$$

7. A company has two factories that make mobile phones.
The company records the number of mobile phones made each year in a table.

	Hillside Factory	Green Lane Factory
2012	341675	275643
2013	294631	413054

