



Week beginning: Monday 20th April

English-

<https://www.literacyshed.com/the-other-cultures-shed.html>

Our next sequence is 'The catch'. Watch this link and familiarise yourself with the plot.

This week, we would like you to write character description of the two main characters. Try to use fronted adverbials, expanded noun phrases and as much description as possible.

Also consider their thoughts, emotions, physical appearance and actions.



Reading-

Read independently and discuss what you have read.

Write a persuasive paragraph to encourage your friend to read your favourite story/ text.

Challenge yourself to read a style of book or writing that you would not normally read. We wonder if you will enjoy something different.

Spellings-

Choose 10 words related to your daily exercise, for example: running, exhausted, breath, exasperated... These will then be your spellings. Perhaps you could use them to help describe your characters.

Maths-

Practise your times tables on Hit the button, Topmarks or Times Table Rockstars.

This week we would like to have received a challenge from each of you on Times tables Rockstars. Do this in the Rockslam section. We will sign on and see if we can beat your score. Good luck!

Have a go at making your own super movers song/ video or routine to help you learn one of your times tables.

Create a place value grid in your book. Roll a dice and make two or three digit numbers. Plot them on your grid and explore how numbers change when they are multiplied by 10 and 100. If you are feeling confident, why not try to multiply by 1000? You may also want to try and start with your numbers in the decimal columns.

Multiplying and Dividing by 10, 100 and 1000

10 000	1000	100	10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

Multiplying

X 10 digits move LEFT 1 space
X 100 digits move LEFT 2 spaces
X 1000 digits move LEFT 3 spaces



Dividing

÷ 10 digits move RIGHT 1 space
÷ 100 digits move RIGHT 2 spaces
÷ 1000 digits move RIGHT 3 spaces



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Science and Foundation subjects

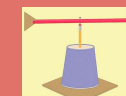
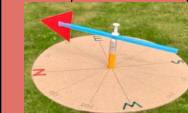
Science- Follow this link and research to learn all about your digestive system. Answer these questions. What is the digestive system? What body parts/ organs included in your digestive system and what are their jobs? What do you think is the most important part of your digestive system?

<https://www.childrensuniversitymanchester.ac.uk/learning-activities/science/the-body-and-medicines/digestive-system/>



Art/ DT- Create a model or poster about the digestive system that you have researched and label it using what you have found out in your science research. You could use junk art, clay, paper mache, play dough, fimo (anything that you wish).

Geography- This week we would like you to make a wind vane and find out what they are used for. Here is an example in case you are unsure how to create one.



PSHE- Our skill for success this term is cooperation. Think about how you can cooperate with your family while you are at home. Can you put this skill into practice?

P.E

SPELL YOUR NAME

AND DO THE WORKOUT!

- | | |
|-------------------------|-------------------------|
| A: 15 PUSHUPS | N: 10 PUSHUPS |
| B: 50 JUMPING JACKS | O: 20 LUNGES (TOTAL) |
| C: 20 CRUNCHES | P: 10 TRICEP DIPS |
| D: 10 BURPEES | Q: 20 JUMPING JACKS |
| E: 60-SECOND WALL SIT | R: 60-SECOND PLANK |
| F: 20 ARM CIRCLES | S: 30 BICYCLE CRUNCHES |
| G: 20 SQUATS | T: 60-SECOND WALL SIT |
| H: 30 JUMPING JACKS | U: 40 HIGH KNEES |
| I: 60-SECOND PLANK | V: 30 SQUATS |
| J: 20 MOUNTAIN CLIMBERS | W: 15 TRICEP DIPS |
| K: 40 CRUNCHES | X: 10 MOUNTAIN CLIMBERS |
| L: 12 BURPEES | Y: 12 JUMPING LUNGES |
| M: 15 JUMP SQUATS | Z: 30 CRUNCHES |

Websites

<https://spellingframe.co.uk/> Keep working on your spellings.

<https://www.topmarks.co.uk/maths-games/7-11-years/times-tables>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://play.ttrockstars.com/> Login using our school name

<https://www.twinkl.co.uk/offer>

<https://www.bbc.co.uk/teach/primary/zd7p47h>

<https://www.bbc.co.uk/teach/supermovers>

