English:

This week, we are going to do some of the activities from Pobble 365 which you will be familiar with from using in class. We are going to use the same picture all week so each day's activity will be linked to the following picture...

Monday:

Question time!

What does the word 'perplexed' mean?

Why are the scientists huddling around a machine?

Why is their laboratory underground?

What do they do in their laboratory?

Do you think anyone knows about it?

Why might they be in 'BIG' trouble this time?

What is happening in the picture?

Do you think this is just happening in their home?

Tuesday:

Sentence challenge!

Can you make a list of verbs that could replace 'went' in my sentences below?

The girl went across the room.

Can you add an adverb to this sentence?

Can you use the adverb in a different place?

Can you improve the sentence in any other way?

Ways to improve the sentence: 2AD, 3ED, alliteration, parenthesis, fronted adverbial, relative clause. How many ways can you improve the sentence?

Wednesday:

Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

Something bad had happened. Something had gone wrong. Objects started going around the room. The girls started going around the room.

Thursday:

Perfect picture!

Imagine the same thing was happening in your classroom! Can you draw what it would look like?

Extension: create a tier two vocabulary word bank for your picture.

Friday:

Story starter!

The scientists huddled around the machine looking perplexed. Their laboratory was buried deep underground, away from prying eyes. Usually their experiments went completely unnoticed, apart from the occasional smell of sulphur or waft of grey smoke that made its way to the surface, but this particular experiment would certainly not avoid the headlines... They were in BIG trouble...

Spellings:

definite

desperate

literate

secretary

stationary

dictionary

Wednesday

familiar

original

animal

Which of your spelling words is a homophone? Don't get confused when writing it in to a sentence.

Polysyllabic words with unstressed vowels can often be tricky to spell as they aren't always pronounced exactly how they are actually spelt. A handy tool for learning words like this can be to create a mnemonic to help you to remember them.

Mnemonics can just use the letters in a spelling to create a memorable phrase, or you may want to create a little saying to help you remember a certain rule. For example:

animal	**definite**
all **n**ature **i**n **m**y **a**wesome **l**and	I saw a 'nit' in definite!

Can you create your own mnemonics for your other eight spelling words?

Maths:

We have some different activities for you to have a go at this week. Please continue following BBC Bitesize or White Rose if this is what you prefer- or have a god at both! Keep up the work on Times Table Rockstars- you're all doing great!

Monday:

Four-digit Targets

Age 7 to 11 ★

You have two sets of the digits from 0 to 9.

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

The idea is to arrange these digits in the five boxes to make four-digit numbers
as close to the target number as possible.
You may use each digit once only.

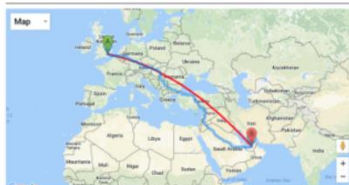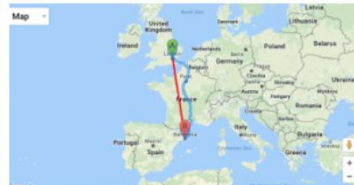|	
	largest odd number
	largest even number
	largest multiple of 3
	smallest multiple of 5
	number closest to 5000

What Distance?

Age 7 to 11 ★★
Here are the distances (as the crow flies) in km from London to various cities in the world:
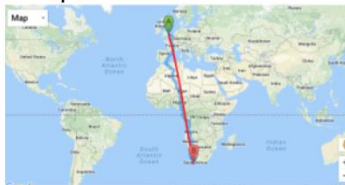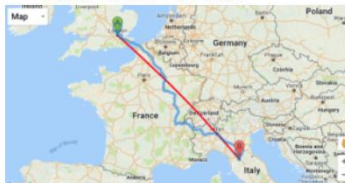
Abu Dhabi 5480

Barcelona 1139

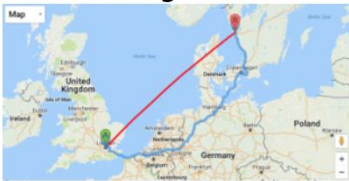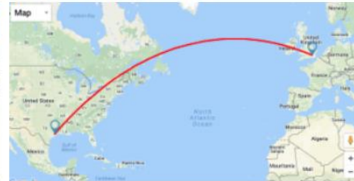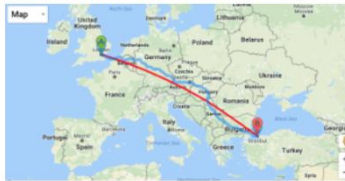Cape Town 9680

Delhi 6718

Edmonton 6805

Florence 1209

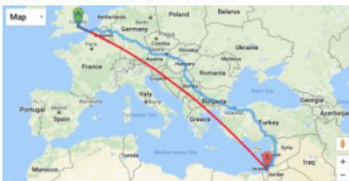

Gothenburg 1039

Houston 7812

Istanbul 2501

Jerusalem 3611

Karachi 6314

Lauceston 17425

Challenge 1

If someone took you the first 1000km how much further would you have to go for each of the twelve journeys?
Rather than actually performing each calculation, could you say which you think will be the most difficult and which will be the easiest, and why?

Challenge 2

If you started at Copenhagen then went to London, which is about 1000 km away each time for all of the journeys shown above, how far would you have travelled in each case?

Fractional Wall

Age 7 to 11 ★

Using the image above, how many different ways can you find of writing $\frac{1}{2}$?

From the picture, what equivalent fractions for $\frac{1}{3}$ can you find?

Again, using the image of the fraction wall, how else could you write $\frac{3}{4}$?

What other fractions do you know that are the same as $\frac{1}{2}$?

Find some other fractions which are equivalent to $\frac{3}{4}$.

Can you find any "rules" for working out equivalent fractions?

Greater Than or Less Than?

Age 7 to 11 ★

5.☐☐ ☐ 5.☐☐

Use the symbols and numbers below to make the above number sentence correct.

< > 1 1 2 3

For example:

5.31 > 5.21

How many different sentences can you make?
How will you know when you have found them all?

Multiply Multiples 1

Age 7 to 11 ★

In this calculation, each square represents a missing digit:

☐0 x ☐ = ☐0 x ☐

One possible solution is:

10 x 2 = 20 x 1

Can you work out some different ways to balance the equation?

Picture News:

Look at the statement 'Having a routine is better than not having one'. Split a piece of paper in half and list reasons for and against this statement. What do you think? Find out what someone in your family or in your class thinks. Use your points to write a discussion text. Include a question e.g. 'Is having a routine better?', an introduction, reasons for having a routine, reasons against having a routine, conclusion.

Create a list of some of the things you do in a typical day. For each of these, draw a picture then cut it out. Use them to help organise part or all of your day.

Create a timetable for a typical weekday before lockdown and a typical weekday during lockdown. Compare the two timetables. Which timetable do you prefer? Does one have more routine than the other?
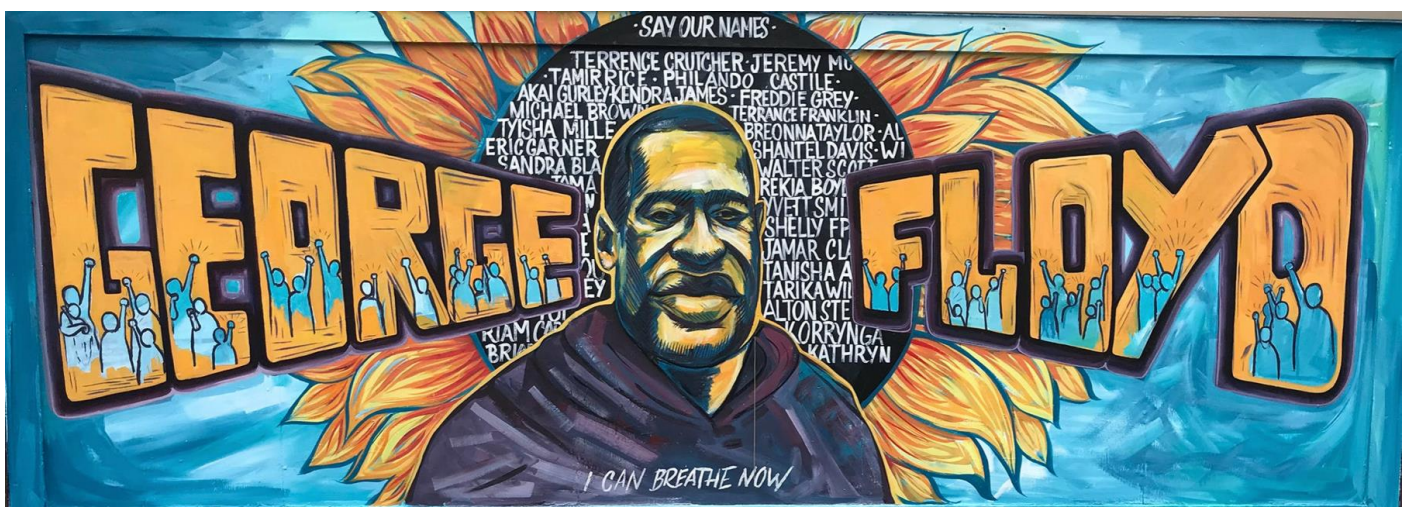
Being able to tell the time is very useful when following a routine. Practise telling the time on an analogue clock. If you feel confident with this perhaps you could look at digital time and record it on an analogue clock or record digital times in 12- and 24-hour clock.

Design and make your own diary or calendar. This could be for a week or a month or longer!

As well as using the word routine to describe a sequence of actions we follow in our day, we can also use it to describe a set sequence in a dance. Create your own dance routine!

Current Affairs:

Have you heard about George Floyd? Two weeks ago, he was arrested in America and a police officer used an excessive amount of force by kneeling on George's neck, which caused George Floyd's death. Since this tragic moment, there have been many protests around the globe and this has led to a push for the movement Black Lives Matter. This is such an important movement because George Floyd is not the only African American who has been killed by a police officer. It is important to raise awareness for Black Lives Matter to ensure we can do whatever we are able to do to stop this extreme racist behaviour happening.

What were your initial thoughts and feelings when you heard about what happened to George Floyd?
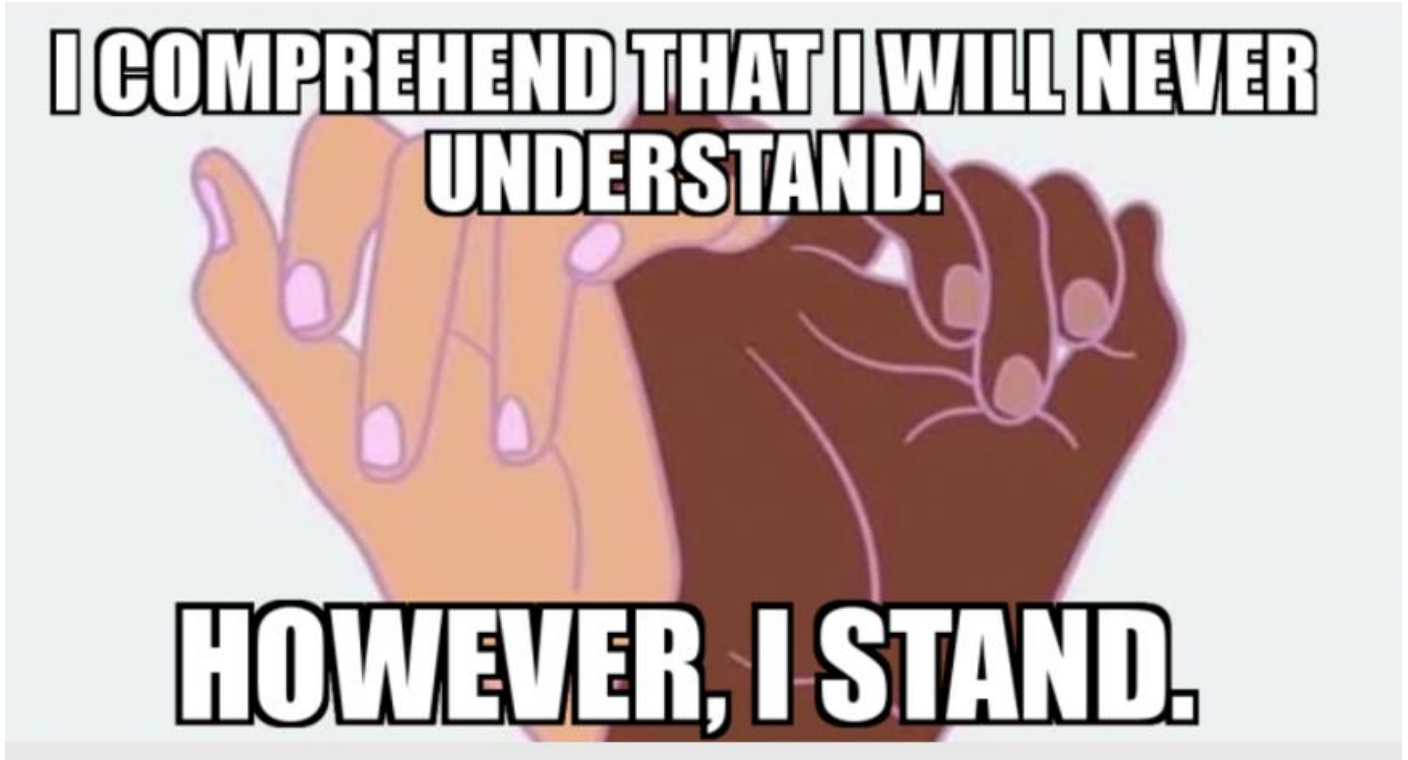
Why do you think the movement to stop police violence against African American people is called Black Lives Matter?

What does it mean to you?

What kind of change are activists and others calling for?

Were you surprised to learn that police officers have used force that has killed so many people?

What are other ways that racism (or other forms of injustice) show up in our institutions (education, government, business, media, etc.) and what can we do about that?

I COMPREHEND THAT I WILL NEVER UNDERSTAND.
HOWEVER, I STAND.

What message is this image trying to portray?

All lives matter. However, at the moment it is black lives that are at the forefront because of the horrific incidents that are still happening today. If you would like to find out more, please talk to an adult at home and do some research together.