



Dear parents/carers,

Try to keep your child's day as structured as possible whilst they are not at school. Below is a suggested timetable to support you with this structure and also to support you in helping your child with their home learning.

Please do send any work that you complete at home to classroom@templegroveacademy.com so that work can be celebrated, feedback and support given where you need it. Please enter BLAKE into the subject of the email with your child's name so that we can sort and feedback as quickly as possible.

As always, please do not hesitate to get in touch with any questions or concerns.

Stay safe, stay at home, save lives.
Mrs Jaques & Mrs Coxon

A little extra:

Here is a link to a writing competition about life in lockdown for children aged 7 to 17. All the details and information are really clear on the website, so I won't say any more about it, except that it's a super writing opportunity for children, with the potential of being published! Whether you win or not, your work will be read by a published author – a rare opportunity!

Submissions are made online.

<https://generationlockdown.co.uk/>

Year 5

Monday – 18.05.20

Activity 1: (9.00am): P.E. – Joe Wicks live on YouTube (The Body Coach TV)

<https://www.youtube.com/user/thebodycoach1>

Activity 2: (9:30am- 10.30am) Maths

Lesson 1 – Adding and subtracting fractions.

<https://whiterosemaths.com/homelearning/year-5/> *(Please watch the video tutorial)*

Add and subtract fractions



1 Complete the calculations.

Use the bar models to help you.



$$\frac{4}{5} + \frac{3}{5} = \square = \square$$



$$\frac{6}{5} + \frac{3}{5} = \square = \square$$



$$\frac{8}{5} - \frac{6}{5} = \square$$



$$\frac{9}{5} - \frac{3}{5} = \square = \square$$



4 Dora has $2\frac{3}{8}$ litres of juice.

She pours out $\frac{9}{8}$ litres of juice.

How many litres of juice does she have left?

Dora has litres left.

5 Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\square}{8} = \frac{13}{8}$

g) $\frac{4}{7} + \frac{\square}{7} + \frac{4}{7} = 2$

b) $\frac{13}{8} - \frac{\square}{8} = \frac{7}{8}$

h) $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 2$

c) $\frac{13}{8} - \frac{\square}{8} = 1$

i) $\frac{6}{7} + \frac{\square}{7} + \frac{6}{7} = 2$

d) $\frac{11}{9} + \frac{\square}{9} = \frac{22}{9} = 2\frac{\square}{9}$

j) $\frac{14}{7} + \frac{\square}{7} + \frac{4}{7} = 3$

e) $\frac{11}{9} + \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

k) $\frac{15}{7} + \frac{\square}{7} + \frac{5}{7} = 3$

f) $\frac{22}{9} - \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

l) $\frac{16}{7} + \frac{\square}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?



2 Complete the calculations.

a) $\frac{4}{7} + \frac{2}{7} = \square$

f) $\frac{17}{9} - \frac{8}{9} = \square = \square$

b) $\frac{4}{7} + \frac{3}{7} = \square = \square$

g) $\frac{16}{9} - \frac{8}{9} = \square$

c) $\frac{4}{7} + \frac{4}{7} = \square = \square$

h) $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \square = \square$

d) $\frac{8}{7} - \frac{3}{7} = \square$

i) $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \square = \square$

e) $\frac{7}{9} + \frac{8}{9} = \square = \square$

j) $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \square$

3

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

What could the missing numerators be?

Give six different possibilities.

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

6 Here are some fraction cards.



Use the cards to write pairs of fractions with a total of 2

$$\square + \square = 2$$

$$\square + \square = 2$$

$$\square + \square = 2$$

7 Annie and Dexter both have a skipping rope.

Annie's rope is $\frac{3}{4}$ m shorter than Dexter's rope.

The ropes are $\frac{13}{4}$ m altogether.

How long is each skipping rope?

Annie's rope is m long.

Dexter's rope is m long.

Break 1: (10.30-10.50)

Activity 3: TTrackstars (10.50-11.10)

<https://ttrackstars.com/>

Activity 4: English (11.10-12noon)

This week in your literacy lessons we would like you to complete some of the activities in this Talk for Writing Booklet. We have separated out the work across the literacy lessons during the week. Please remember to refer back to the story that you read about in Monday's lesson in lessons later on in the week.

The Game – By Maria Richards

Stimulus - The World of Jumanji

In 1981 Chris Van Allsberg wrote a book called *Jumanji*. In the story, a brother and sister discover a game that turns fiction into real life. Whatever square you land on in the game, brings a new challenge to overcome. Worst still, the challenge becomes a reality for everyone around.

If you have access to the Internet, type this into Google:



<https://cutt.ly/JtxrUyf>

This is a link to the original movie trailer for *Jumanji* in 1995 and you can see the consequences of playing the game!

First check with an adult that it's ok to do this.

Get Plotting!



Now let's take a look at a story that follows the same plot idea as *Jumanji*. *The Game* is a **finding tale** and has this simple underlying plot pattern:

Basic story structure	Structure of a finding tale
Opening	Introduce the main character/s (MC)
Build up	MC goes somewhere and finds an unusual/amazing/important object
Problem	Something goes wrong – it is the fault of the object
Resolution	MC puts back/hides/throws away the object – the problem is solved
Ending	All is well again and lessons have been learnt

You can listen to a recording of The Game story below here:
<https://soundcloud.com/talkforwriting/game>

The Game

Danny and Susie were bored. It was wet play again and it felt like they hadn't seen the playground for weeks. Rivers of greasy rain streaked the classroom windowpanes and pooled to make gigantic puddles in the centre of the netball court. Another lunchtime inside was clearly stressing Mrs Allbright, as she seemed to be tense and a bit more snappy than usual. She sat at her desk with a steaming cup of tea and marked books with the ferocity of a wild beast. To top it all, every good game was being used and only the tub of dominoes was left. Everyone knew that half of them were missing and the other half had been chewed by the school 'Reading Dog'. Danny and Susie searched the classroom for something to do.

To their dismay, the comic box was empty, the iPads had been snapped up by Freya and her gang and Billy seemed to have started a resurgence of the game Slap, which didn't look like fun at all. As the two friends squeezed past the art

table to get to the wet-play books, a tatty, cardboard box fell from the top shelf of the bookcase. Susie picked it up. “I’ve never seen this game before,” she said, wiping the dust from the unusual lid. It was embossed with intricate patterns and around the edges were pictures of animals, insects and other strange creatures.

“An animal game? Boring!” said Danny, already losing interest.

“Oh come on, let’s play. There’s nothing else to do,” suggested Susie, smiling widely and shaking the box. They sat down in a quiet corner, lifted the lid and took out the board.



What next? We’ve stopped at an interesting part of the story. Summarise below what you think could happen next.

I predict...

“Looks simple enough,” said Danny, ever impatient, as he set the counters onto the start line. They were jungle animals: a rhino and a jaguar. He also shuffled the game cards and laid them in a neat pile. “Let’s just start and learn as we go.”

Susie went first. She grasped the dice and threw them down onto the centre of the board. An eight! She moved her rhino eight paces, to land on an orange-coloured square. It showed a picture of a giant Tarantula. She lifted a game card and read it out. “If you do not catch this beast, then you’re on the menu for its next feast.” She stared at Danny and shrugged. “I don’t get it!” she said.

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

“EARTHQUAKE!” shouted Billy, bursting into laughter. He soon stopped, as in a blink of an eye, an enormous spider, bigger than a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight, bulging eyes scanned the room and then ...

It sprung into action. It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair.

“What shall we do?” shouted Danny desperately, pressing himself tightly against the wall.

“Read the instructions,” ordered Susie. “We have to stop it!”

Quickly, they scabbled around to find the box underneath all the mess. They rescued it from under a pile of maths books and scanned the upturned lid to read the instructions. All the while, the spider got closer and closer to their teacher. It stretched out its forelegs, ready to grab her. Her eyes widened in horror as she realised what was coming next.

“It says we’ve got to throw two sixes to end the game,” screeched Danny, looking pale. Susie grasped the dice again. She threw and she threw and she threw. No luck. She glanced up and saw the spider had her teacher in its grasp. Its striped legs were holding her in a vice-like grip. She threw again and then again, faster and faster each time and then, just as she was losing all hope, TWO SIXES!

Suddenly, out of nowhere, there was a loud hissing sound. It pierced the air and everyone covered their ears. A flash of light streaked through the classroom and the game rattled into life. It started to suck everything into a vortex in the centre of the room: the mess, the children, the spider, Mrs Allbright. There was an almighty boom and then ... nothing.

Danny and Susie opened their eyes. Everything was back to normal; even Mrs Allbright was back in her chair, marking with the ferocity of a wild beast. Then the bell went.

“Pack up, Class 5!” ordered Mrs Allbright. “Science starts in two minutes and we’re looking at animals in their habitats.”

Susie looked at Danny and raised her eyebrows. They carefully packed the contents of the game back into the box. Everything went in except the dice and the animal counters, which Susie wrapped in a paper towel and placed into the bin instead. They put the lid on the box and lifted it high up onto the bookshelf. They never wanted anyone to play that game, ever again!

Everyone settled down to afternoon lessons. Everyone, that was, except Billy. He had spotted something on top of the bookshelf that he’d never noticed before and he intended to investigate it, the very next time they were in for wet play ...

What Do the Words Mean?



Go back through the story and underline any words you don't know the meaning of.

Use google or dictionary to find out their meaning.

Break 2: Lunchtime (12-1pm)

Activity 5: (1-2pm) Science

Break 3: (2-2.15pm)

Activity 6: (2.15-3.15) Art

Take a look at the Vincent Van Gough Museum. A virtual tour!

<https://vangoghmuseum.nl/en?v=1>

Now try to re-create the famous sunflower picture!



Tuesday – 19.05.20

Activity 1: (9.00am): P.E. – Joe Wicks live on YouTube (The Body Coach TV)

<https://www.youtube.com/user/thebodycoach1>

Activity 2: (9:30am- 10.30am) Maths

Lesson 2 – Add fractions.

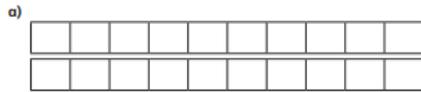
<https://whiterosemaths.com/homelearning/year-5/> (Please watch the tutorial)

Add fractions

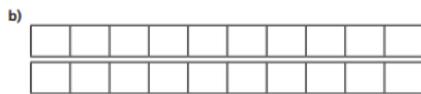


1 Complete the calculations.

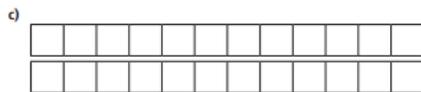
Use the bar models to help you.



$$\frac{1}{2} + \frac{7}{10} = \square = \square$$



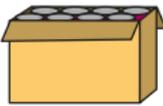
$$\frac{1}{2} + \frac{3}{10} + \frac{1}{5} = \square = \square$$



$$\frac{2}{3} + \frac{5}{6} + \frac{1}{12} = \square = \square$$

4 Dexter has some tins of food. There are four types of food: beans, sweetcorn, soup and tomatoes.

- The total weight of all the tins is 2 kg.
- The tins of beans weigh $\frac{2}{3}$ kg.
- The tins of sweetcorn weigh $\frac{5}{12}$ kg.
- The tins of soup weigh $\frac{1}{4}$ kg.



a) Work out the total weight of the tins of beans, sweetcorn and soup.

b) How much do the tins of tomatoes weigh?

2 Complete the additions.

a) $\frac{4}{5} + \frac{7}{20} = \square = \square$

d) $\frac{4}{3} + \frac{5}{12} = \square = \square$

b) $\frac{5}{4} + \frac{7}{20} = \square = \square$

e) $\frac{3}{5} + \frac{11}{15} = \square = \square$

c) $\frac{3}{4} + \frac{5}{12} = \square = \square$

f) $\frac{5}{3} + \frac{11}{15} = \square = \square$

3 Match the additions that have the same answer.

$$\frac{3}{5} + \frac{9}{20}$$

$$\frac{16}{20} + \frac{9}{20}$$

$$\frac{3}{4} + \frac{9}{20}$$

$$\frac{12}{20} + \frac{9}{20}$$

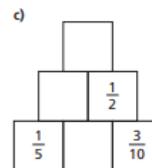
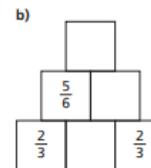
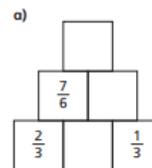
$$\frac{4}{5} + \frac{9}{20}$$

$$\frac{14}{20} + \frac{9}{20}$$

$$\frac{7}{10} + \frac{9}{20}$$

$$\frac{15}{20} + \frac{9}{20}$$

5 Complete the addition pyramids.



6 What could the three missing numerators be?

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

Give three different possibilities.

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

Break 1: (10.30-10.50)

Activity 3: TTrackstars (10.50-11.10)

<https://ttrackstars.com/>

Activity 4: Writing (11.10-12noon)

Today we are continuing with activities on the story that we read yesterday - The Game.

What Do the Words Mean?



Go back through the story and underline any words you don't know the meaning of.

Now let's investigate some of them together.

The Sentence Challenge:

Take a look at the definitions of the following words from the text. Take each word and put them into new sentences. How many sentences can you create?



... rain **streaked** the classroom windowpanes

To **streak along** – to move rapidly

e.g. John **streaked** along the pavement towards the crowd.

Now write your new sentences:





... a **resurgence** of the game slap

A **resurgence** – something that returns or starts again after disappearing for a while

e.g. The teachers have seen a **resurgence** of skipping games in the playground.

Now write your new sentences:





... the ferocity of a wild beast

Ferocity - extremely fierce (fierce = strong, powerful, violent or frightening)

e.g. We were surprised by the ferocity of the storm.



Now write your new sentences:

Break 2: Lunchtime (12-1pm)

Activity 5: (1-2pm) Science

We are continuing our learning of sound. Please copy the link below and you will find a video from Empiribox Science.

<https://home.empiribox.com/lessons/sound/>

There is a worksheet below for you to work through that links in with the video.

LESSON STARTER

Close your eyes and focus on the sounds that you can hear. Below write down what sounds you can hear right now. What are the loudest sounds and the quietest sounds?

What sounds make you feel happy and what makes you feel sad? _____

Now let's think very carefully. What actually is sound? Try and write a definition or a brief description of what sound is? Year 5 and Year 6 pupils should try and include the word 'particles' in their definition.

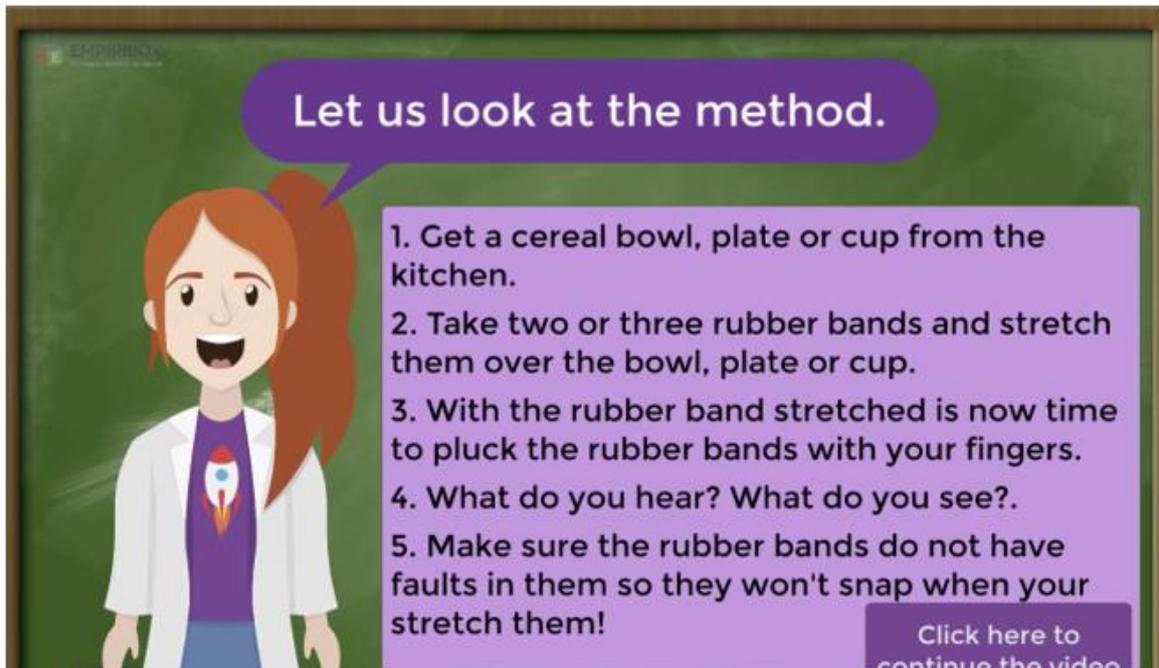
Sound is



When you've finished, watch the video to see how close your definition was to the correct one.

THE INVESTIGATION

In our investigation we are going to look at how stringed musical instruments make their sound.



Let us look at the method.

1. Get a cereal bowl, plate or cup from the kitchen.
2. Take two or three rubber bands and stretch them over the bowl, plate or cup.
3. With the rubber band stretched is now time to pluck the rubber bands with your fingers.
4. What do you hear? What do you see?.
5. Make sure the rubber bands do not have faults in them so they won't snap when your stretch them!

[Click here to continue the video](#)

When you've created your stringed instrument, play around with the strings to see if you can make them create a different noise or pitch. Make a note of what you find out below:



What we learned!

We know that sound is a word we use to describe what is heard when sound waves pass into our ears. All sounds are made by vibrations of molecules. For example when a drum or cymbal is struck, the object vibrates. These vibrations make the air molecules move in a specific way so that when it enters our ears we hear the vibrations as a sound.

Year 5 & 6 pupils – You are carrying out experiments to answer the following question:

Does the length of the rubber band affect the pitch of the sound being made?

What kind of data would you capture to show what happens and why?

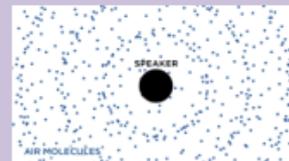
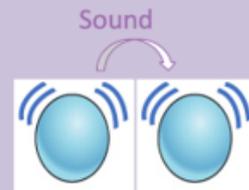
Now carry out your investigation!

The science behind the investigation



Sound is a kind of energy just like chemical or heat energy. Sound energy causes the particles in either a solid, liquid or gas to vibrate. They vibrate and then knock on the ones next to them and so the sound energy travels on and on until the sound gradually gets weaker and weaker.

This explains why noises that happen right next to us are very loud but the same noise is heard more faintly the further you are away from it.



Your challenge!

This is a puzzle for you to solve!

Mark is playing the xylophone in the school orchestra. When he hits a note normally, the note can be heard for 10 seconds. Mark needs to play a note for 5 seconds.

What can he do to stop the note from being heard after 5 seconds?



Year 5 & 6 pupils, how could Mark make the note play for 15 seconds? Try and use what you know about how sound travels to explain your answer.

Break 3: (2-2.15pm)

Activity 6: (2.15-3.15) Science continued.

Wednesday – 20.05.20

Activity 1: (9.00am): P.E. – Joe Wicks live on YouTube (The Body Coach TV)

<https://www.youtube.com/user/thebodycoach1>

Activity 2: (9:30am- 10.30am) Maths

Lesson 3 – Adding mixed numbers

<https://whiterosemaths.com/homelearning/year-5/>

Add mixed numbers



1 Teddy and Mo are adding mixed numbers.



$$3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$$

Teddy

$$3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$$

Mo



Whose method do you prefer? _____
Talk about it with a partner.

2 Complete the calculations.

a) $1\frac{2}{5} + 2\frac{3}{10} = \square$

b) $2\frac{2}{5} + 2\frac{3}{10} = \square$

c) $5\frac{1}{6} + 3\frac{11}{12} = \square$

d) $6\frac{7}{15} + 3\frac{3}{5} = \square$

5 A blue ribbon is $2\frac{4}{9}$ metres long.



A yellow ribbon is $3\frac{2}{3}$ metres long.



a) What is the total length of the blue and yellow ribbon?

m

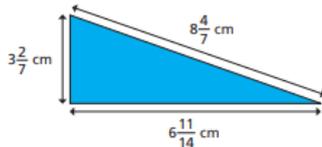
b) A red ribbon is $1\frac{5}{18}$ metres longer than the yellow ribbon.

How long is the red ribbon?



m

6 Calculate the perimeter of the triangle.



c) $1\frac{3}{4} + 3\frac{3}{20} = \square$

e) $4\frac{1}{4} + 2\frac{11}{16} = \square$

d) $1\frac{3}{16} + 4\frac{3}{4} = \square$

f) $1\frac{4}{15} + 3\frac{2}{3} = \square$

3



$$2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$$

How can Ron improve his answer?

4 Complete the additions.

a) $2\frac{3}{4} + 3\frac{5}{12} = \square$

b) $3\frac{2}{3} + 2\frac{7}{12} = \square$

7 Complete the calculation in three different ways.

$$\square \frac{\square}{5} + \square \frac{\square}{15} = 6 + \frac{11}{15} = \square$$

$$\square \frac{\square}{5} + \square \frac{\square}{15} = 6 + \frac{11}{15} = \square$$

$$\square \frac{\square}{5} + \square \frac{\square}{15} = 6 + \frac{11}{15} = \square$$

Compare answers with a partner.

8 Here are some number cards.

$3\frac{1}{6}$	$2\frac{11}{12}$	$2\frac{5}{6}$	$3\frac{5}{6}$	$4\frac{1}{12}$	$4\frac{1}{3}$
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a) What is the greatest total you can make with two cards?

b) What is the smallest total you can make with two cards?

Break 1: (10.30-10.50)

Activity 3: TTrackstars (10.50-11.10)

<https://ttrackstars.com/>

Activity 4: Spelling and reading (11.10-12noon)

We are continuing with our work on story "The Game"

Likes, Dislikes, Puzzles & Surprises!

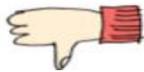


Now you have read the whole story, what did you like & dislike? What puzzled you (what questions do you have – why, what, how ...) and what surprised you?

I liked ...



I disliked ...



I would like to know ...



I was surprised ...



Let's Think About the Text a Little More



We're going to reread the text carefully and answer some comprehension questions about *The Game*.

1. Does *The Game* remind you of any other stories that you know? List them below.



2. Danny and Susie had a good choice of things to do at wet play time. Is that TRUE or FALSE? Circle the answer

3. Find and copy a word that is closest in meaning to [disappointment](#).



4. Write down two things that children are doing in the classroom.

5. Is Mrs Allbright the teacher in the class?

YES or NO? (Circle one)

What are the clues to suggest this?



Break 2: Lunchtime (12-1pm)

Activity 5: (1-3pm) Topic

Topic lesson

These are all inspirational people. Imagine you were on their team and they were campaigning about how their efforts have been substantial for the greater good. Create a poster to advertise why they are inspirational and what they have already done. You might want to add what they hope to do in the future if they are still alive.

Barack Obama

David Attenborough

Thomas Edison

Beethoven

The Queen

Winston Churchill

Ellie Simmonds

Captain Tom

Greta Thunberg

Break 3: (2-2.15pm)

Thursday – 21.05.20

Activity 1: (9.00am): P.E. – Joe Wicks live on YouTube (The Body Coach TV)

<https://www.youtube.com/user/thebodycoach1>

Activity 2: (9:30am- 10.30am) Maths

Lesson 4 – Subtract mixed numbers.

<https://whiterosemaths.com/homelearning/year-5/>

Subtract mixed numbers

1 Complete the subtractions.
Use the bar models to help you.

a)

$\frac{15}{8} - \frac{1}{2} = \square$

b)

$1\frac{7}{8} - \frac{3}{4} = \square$

c)

$1\frac{1}{2} - \frac{3}{8} = \square$

2 Dexter and Whitney are using number lines to work out $1\frac{5}{6} - \frac{1}{3}$

Dexter's method

$\frac{1}{3} = \frac{2}{6}$

$1 + \frac{3}{6} = 1\frac{1}{2}$

Whitney's method

$\frac{2}{3} = \frac{4}{6}$

$\frac{4}{6} + \frac{5}{6} + \frac{9}{6} = 1\frac{1}{2}$

What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$

$1\frac{5}{8} - \frac{3}{16} = \square$

3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} = \square$

d) $7\frac{5}{6} - \frac{13}{24} = \square$

b) $3\frac{3}{16} - \frac{1}{8} = \square$

e) $4\frac{4}{9} - \frac{4}{27} = \square$

c) $2\frac{5}{6} - \frac{2}{3} = \square$

f) $6\frac{11}{12} - \frac{3}{4} = \square$

4 A jug contains $1\frac{3}{5}$ litres of orange juice.

Eva pours $\frac{4}{15}$ litres into a glass.

How much orange juice is left in the jug?



There are litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	
Amir	$13\frac{3}{8}$ m		$12\frac{7}{8}$ m
Annie		9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's.

Break 1: (10.30-10.50)

Activity 3: TTrackstars (10.50-11.10)

<https://ttrackstars.com/>

Activity 4: Spelling and reading (11.10-12noon)

Please look back to the story, "The Game", that we have been reading this week and refresh your memory. Then have a go at the questions below.

6. Why might another lunchtime inside be stressing Mrs Allbright?



7. Look at this comment from Danny:

“An animal game? Boring!” said Danny, already losing interest.
Why might Danny think the game would be boring?



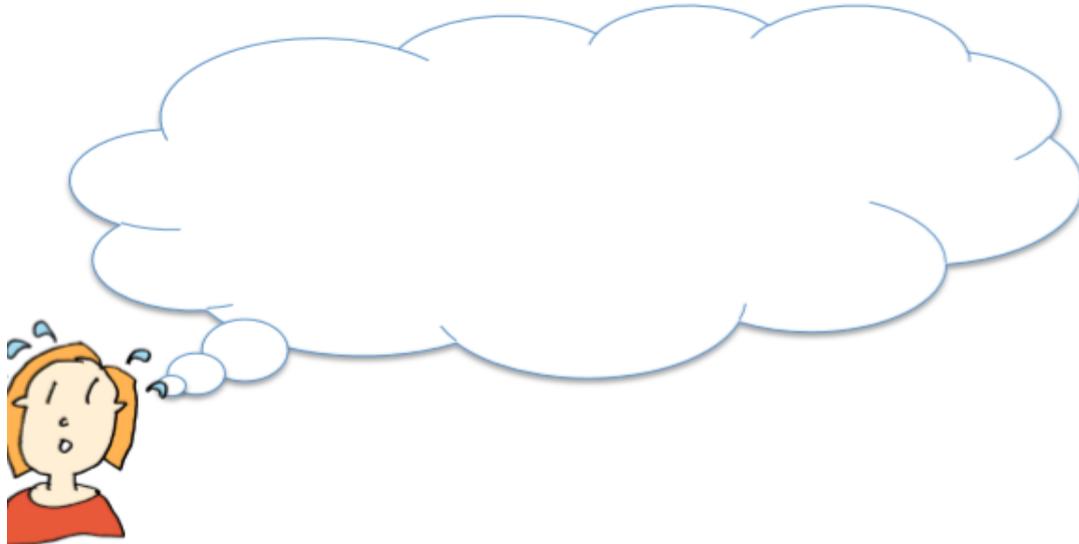
8. What were the three signs that something bad was going to happen once the game started?



9. List the things the spider did once it was out of the game:



10. The text says: “Her eyes widened in horror as she realised what was coming next.” What might Mrs Allbright be thinking at this point?



11. Why did Susie put the dice and counters into the bin?

12. Billy spotted the game on the shelf at the end of the story. What do you predict might happen the next time it's wet play?

Break 2: Lunchtime (12-1pm)

Activity 5: (1-3pm) History

This term you have looked at all things the Tudors. Make it your project over the week and half term to create an ‘All about the Tudors’ fact file/ poster or information leaflet. The best ones will be shown on the newsletter or website.

Break 3: (2-2.15pm)

Friday – 22.05.20

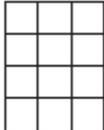
Activity 1: (9.00am): P.E. – Joe Wicks live on YouTube (The Body Coach TV)
<https://www.youtube.com/user/thebodycoach1>

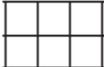
Activity 2: (9:30am- 10.30am) Maths

Use the grids to help you solve the calculations.

Example: $\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$ 

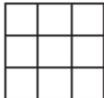
1. $\frac{1}{3} + \frac{1}{6} =$ 

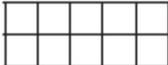
5. $\frac{2}{3} + \frac{1}{12} =$ 

2. $\frac{2}{3} + \frac{1}{6} =$ 

6. $\frac{1}{3} + \frac{2}{9} =$ 

3. $\frac{1}{2} + \frac{1}{6} =$ 

7. $\frac{2}{3} + \frac{1}{9} =$ 

4. $\frac{4}{5} + \frac{1}{10} =$ 

Example: $\frac{1}{4} + \frac{2}{8}$ $\frac{2}{8} = \frac{1}{4}$ $\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$ can be simplified to $\frac{1}{2}$

1. $\frac{2}{3} + \frac{1}{6} =$

2. $\frac{1}{4} + \frac{1}{8} =$

3. $\frac{1}{2} + \frac{3}{10} =$

4. $\frac{2}{5} + \frac{7}{15} =$

5. $\frac{3}{4} + \frac{1}{12} =$

6. $\frac{1}{2} - \frac{1}{6} =$

7. $\frac{6}{8} - \frac{1}{4} =$

8. $\frac{3}{5} - \frac{3}{10} =$

9. $\frac{2}{3} - \frac{4}{15} =$

10. $\frac{4}{5} - \frac{4}{20} =$

1. Circle any mixed number that is equivalent to the improper fraction.

$\frac{13}{3}$	$2 \frac{2}{3}$	$4 \frac{1}{3}$	$5 \frac{1}{3}$	$4 \frac{2}{3}$	$2 \frac{2}{3}$
$\frac{14}{4}$	$3 \frac{2}{4}$	$4 \frac{1}{2}$	$3 \frac{1}{2}$	$4 \frac{1}{4}$	$2 \frac{1}{2}$
$\frac{16}{10}$	$1 \frac{4}{10}$	$1 \frac{2}{5}$	$1 \frac{3}{5}$	$1 \frac{6}{10}$	$1 \frac{8}{10}$
$\frac{20}{6}$	$2 \frac{2}{3}$	$3 \frac{2}{6}$	$3 \frac{2}{3}$	$2 \frac{1}{3}$	$3 \frac{1}{3}$
$\frac{19}{5}$	$4 \frac{1}{5}$	$4 \frac{2}{5}$	$3 \frac{4}{5}$	$3 \frac{3}{5}$	$5 \frac{1}{5}$

2. Write the following improper fractions and mixed numbers.

- a) $\frac{22}{3} =$ _____ b) $\frac{14}{5} =$ _____ c) $\frac{23}{10} =$ _____ d) $\frac{34}{10} =$ _____ e) $\frac{21}{5} =$ _____
- f) $\frac{5}{2} =$ _____ g) $\frac{16}{3} =$ _____ h) $\frac{19}{4} =$ _____ i) $\frac{31}{4} =$ _____ j) $\frac{30}{6} =$ _____
- k) $\frac{21}{6} =$ _____ l) $\frac{17}{8} =$ _____ m) $\frac{19}{7} =$ _____ n) $\frac{22}{9} =$ _____ o) $\frac{27}{12} =$ _____

Break 1: (10.30-10.50)

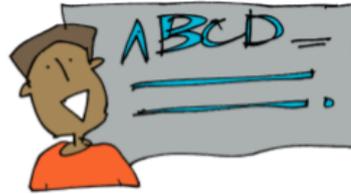
Activity 3: TTrackstars (10.50-11.10)

<https://ttrackstars.com/>

Activity 4: Spelling and reading (11.10-12noon)

Today we are going to do some grammar related work on "The Game". We are going to look at relative clauses - which we have looked at in class. Then please have a go at some sentence imitation at the end of this.

Now for Some Grammar



1. Relative clauses

These clauses give more information about somebody or something in a sentence. They begin with a relative pronoun like **which/who/whose/ that**.

Let's add some relative clauses into sentences that could be used in our story.

This is the Drop-In Game:

We're going to drop a relative clause into sentences using **who**.

For example:

Mrs Allbright was marking books.

Mrs Allbright, **who** was tired and cross, was marking books.

Now you drop in a clause into the sentences below, using **who**:

Danny was looking out of the window.



Susie ran to the door with the box.



Freya watched *The Voice* on the iPad.



Now have a go at dropping a relative clause into the sentences below using which. For example:

The desks were covered in board games.

The desks, **which** were bright blue, were covered in board games.

The board game intrigued Susie.

The netball court looked slippery.

The dominoes were in the basket.



Now for some sentence imitation:

Let's try using some sentence patterns from The Game and create new sentences using the same structure.

1. Opening a story with names + a short sentence

Danny and Susie were bored.

____ and ____ were ____.

Try your imitations: e.g. Gaby and Jonathan were excited.

2. Sentence of 3 for description

It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs.

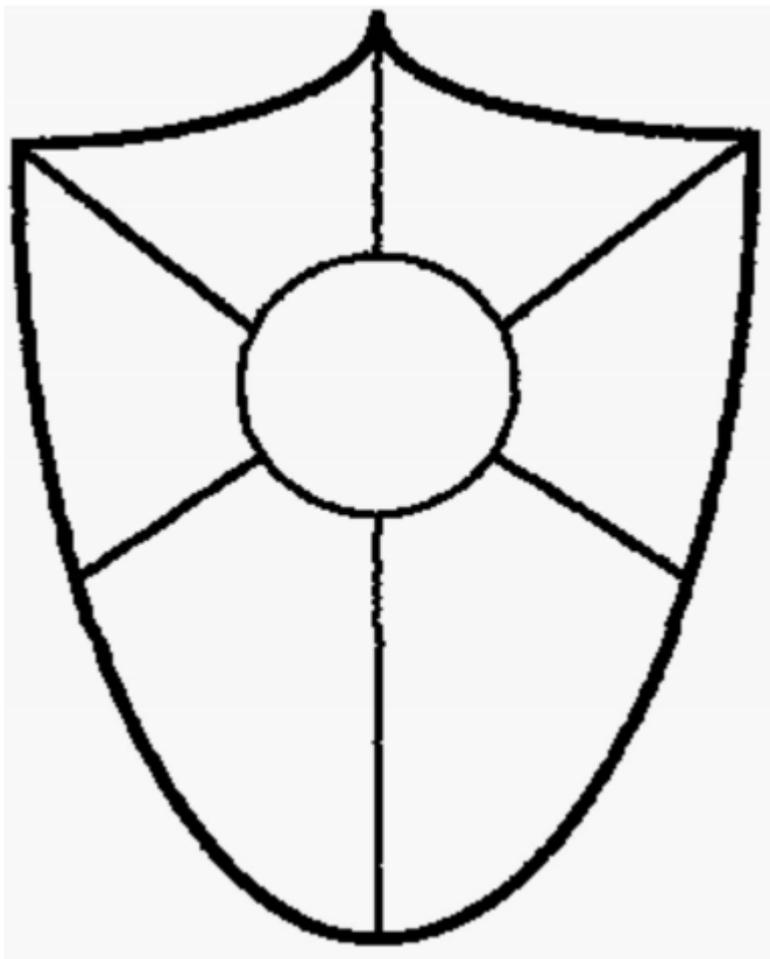
It _____, _____ and _____.

Break 2: Lunchtime (12-1pm)

Activity 5: (1-3pm) Well-being

For this afternoon, I only ask of you to complete the following short activity and then relax. Go for a walk, a bike ride or somewhere new. Be safe, take some time to be proud of yourself and give yourself some credit for all of the hard work that you have put in. You are all doing an incredible job at home and I cannot wait to see you again in school. Mrs Jaques ☺

My Personal Shield Draw a symbol in each block of the shield to correspond with the topics listed at the bottom of the page and then some of your own.



Something I do well

The best compliment I have received

Something I would like to do

My greatest character strength

My favourite place