

Monday

# The Decider



"It's over, Doctor Magnetor."

A scrawny man dressed head to toe in purple spandex turned his head slowly. One of his hands was tightly gripping the overhanging rock above his head. The other was inching slowly towards his utility belt.

"Don't do it, Doctor. I've got you surrounded." A tall, brawny man stood on the damp floor of the vaulted cave. One hand was resting on his hips in a classic superhero pose. The other held a flaming torch that bathed both of them in a flickering pool of light. A gentle breeze played with his long, golden hair.

Doctor Magnetor looked around, from the ground to the ceiling far above them. "There's nobody else here, Professor Amazing," he said through gritted teeth.

"It's a figure of speech!" Professor Amazing shouted angrily.

"You'll never catch me!" Doctor Magnetor swung on the ledge and grabbed hold of what turned out to be an angry bat. He shrieked and tumbled to the ground. Shadows engulfed him.

A purple flash sprang out of the darkness and darted towards the professor. He'd been expecting it though and swivelled out of the way. There was a heavy thud. Professor Amazing shook his head sadly as he watched Doctor Magnetor dust himself off and rub his head where he'd crashed into the wall.

"This is getting ridiculous," Professor Amazing said. "You've been evading me for three years now."

"And I've been getting away with it!" Doctor Magnetor said proudly.

"Until now. You do know there's only one way we can settle this forever, don't you?"

Doctor Magnetor took a deep breath. He nodded slightly.

"If I win," Professor Amazing continued, "it will all be over for you. You understand that?" Another nod. "If you win, you'll be able to continue your plans for world domination, and I'll leave you alone."

Doctor Magnetor stepped forward suddenly. Professor Amazing flinched but realised his nemesis was holding out his hand. He shook it firmly. "It's been an honour," said the evil doctor.

"Any last words?" asked the professor.

"You need a better catch-phrase."

"What's wrong with 'You've been caught by Professor Amazing'?"

"It sounds too much like a TV advert." The doctor thought for a moment. "Maybe something like 'There's only room for one Amazing'." He thought again for a second and said, "Maybe not. But work on it. It's pretty terrible."

"Fair enough. Is that it?"

"Will you pass on a message to my dear old mum?" Professor Amazing nodded, and Doctor Magnetor continued, "Tell her to send me my sonic blaster hidden in a birthday cake. It will help me escape."

"No," said Professor Amazing, flatly. "Let's get this over and done with. I don't want to drag it out any longer."

The two men cautiously approached each other. "Are you sure you're ready for this?" Professor Amazing asked.

"Get on with it."

"Okay." Both men held out their right hand in a tensely curled fist. They raised them together three times and muttered under their breath, "Rock, paper, scissors..." Each of them opened their hand at precisely the same time.



## The Truth about Trolls



Many people believe trolls are angry, mean beasts that terrify goats and people. However, this is not true. Here is the truth about trolls.

### What do trolls look like?

Like the ogre, trolls are huge. They look fierce and ugly but to another troll they are kind and beautiful. The adult troll has small, beady eyes, a bulbous, warty nose and sharp, yellow teeth. Most trolls have long, curly horns on their heads similar to a goat. Interestingly, a few trolls do not have any horns at all. No one knows why.

### Where do trolls live?

Trolls are usually found in very cold countries like Iceland. They make their homes in caves near volcanoes which provide both warmth and shelter. They live peacefully in small family groups, hidden away from people. One troll, who was very grumpy, lived alone under a wooden bridge. Because he bullied the local goats, he gave all trolls a very bad name.

### What do trolls eat?

Trolls enjoy eating all types of seafood. Trolls fish in total darkness so that they are not seen by anyone. They mostly eat their food raw. Sometimes, when the volcanoes have erupted, they cook their food on the hot rocks. In addition, they gather large mushrooms and dig up juicy roots that grow in the forest. Surprisingly, goats are not on the menu!

### Did you know?







Amazingly, trolls like to have fun. They love singing and dancing. When they sing, it sounds like a rumble of thunder. When they dance, it feels like an earthquake. Sadly, because of the troll that upset the goats, all trolls now hide away from view. They can still be seen, though, if you look really hard and believe. The rocks here are actually just sleeping trolls!







1 Dora uses base 10 to work out  $34 \times 3$

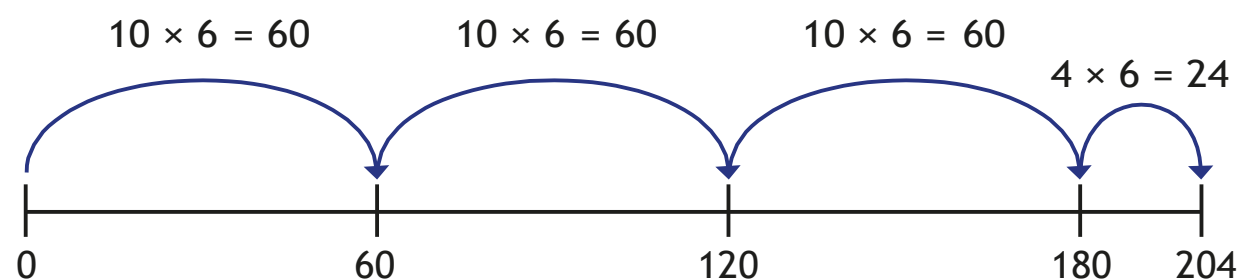
Tens	Ones
	
	
	

Use base 10 to work out  $3 \times 28$  and  $3 \times 36$

$$3 \times 28 = \boxed{\phantom{000}}$$

$$3 \times 36 = \boxed{\phantom{000}}$$

2 Class 4 are using number lines to solve  $6 \times 34$



a) Talk about Class 4's method with a partner.

b) Use a number line to complete the multiplications.

$$5 \times 32 = \boxed{\phantom{000}}$$



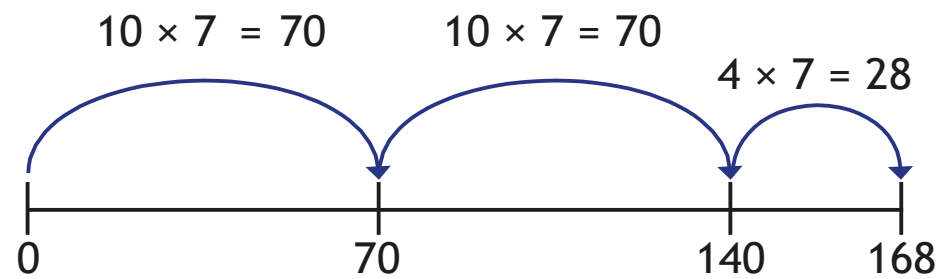
$$7 \times 32 = \boxed{\phantom{000}}$$



$$4 \times 56 = \boxed{\phantom{000}}$$



3 Mo uses a number line to work out  $7 \times 34$

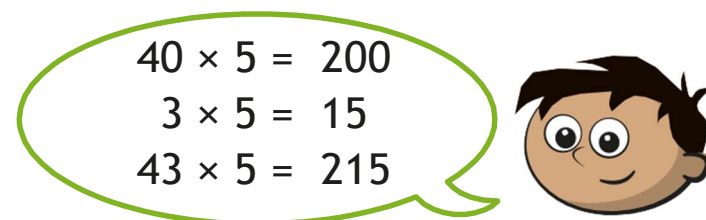


What mistake has Mo made?

Talk about it with a partner.

What should the number line look like? Draw it here.

4 Amir is working out  $43 \times 5$



a) Talk about Amir's method with a partner.

b) Use Amir's method to complete the multiplications.

$$32 \times 6 = \boxed{\phantom{000}} \qquad 7 \times 31 = \boxed{\phantom{000}}$$

$$8 \times 42 = \boxed{\phantom{000}}$$

A farmer is calculating the number of sheep on her farm.

She has 6 fields.

Each field has 35 sheep.

Use a written method to work out how many sheep there are altogether.

Here are 6 multiplications.

$4 \times 59$	$3 \times 33$	$5 \times 36$	$9 \times 32$	$7 \times 21$	$6 \times 25$
A	B	C	D	E	F

Which of the multiplications would you calculate mentally?

Which of the multiplications would you use a written method for?

Talk about your choices with a partner.

Complete the multiplications. Show your working where necessary.

$4 \times 59 =$	$9 \times 32 =$
$3 \times 33 =$	$7 \times 21 =$
$5 \times 36 =$	$6 \times 25 =$

Monday February 2021

Can I remember?

1. Name 3 parts of the digestive system.

>

2. What is an insulator?

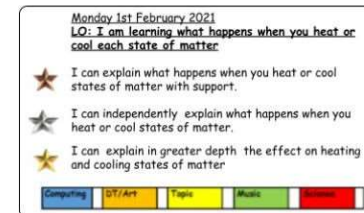
>

3. What happens if there is a break in the circuit

>



Now watch the video and completing the work in your books as you go through.



<https://classroom.thenational.academy/lessons/what-happens-when-you-heat-or-cool-each-state-of-matter-68w3at>

When work is work is finished

A fun way to learn more

[https://www.youtube.com/watch?v=jyFIHm\\_3pNY](https://www.youtube.com/watch?v=jyFIHm_3pNY)

Tuesday

Tuesday 2nd February 2021

LO: I am learning to correctly use commas in my writing.



## Grammar Games

★ Let's investigate some of the words and phrases that help you to write interesting information text.

**Adjectives** are used to describe a noun. For example:

The tired, old man wandered over the busy road.

To make information writing interesting for the reader you can add adjectives to describe different nouns.

In 'The Truth about Trolls', the writer, Professor Folklore, has decided to describe the eyes, nose and teeth of the trolls using two adjectives. These have been separated using a comma as this is a list.

small, beady eyes \_\_\_\_\_, \_\_\_\_\_ eyes  
bulbous, warty nose \_\_\_\_\_, \_\_\_\_\_ nose  
sharp, yellow teeth \_\_\_\_\_, \_\_\_\_\_ teeth

Try and think of some interesting adjectives to describe different bits of a troll. Try to make your troll seem friendly or unfriendly.

The troll has:

\_\_\_\_\_, \_\_\_\_\_ horns

\_\_\_\_\_, \_\_\_\_\_ hair

\_\_\_\_\_, \_\_\_\_\_ ears

\_\_\_\_\_, \_\_\_\_\_ hands

**Challenge 1:** Choose some other parts of a troll to describe using two adjectives.

**Gigantic, sharp claws.**

\_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_, \_\_\_\_\_.



**Challenge 2:** Could you use two adjectives that start with the same sound – this repetition is called alliteration? For example,

bright, bulbous eyes.

huge, hairy ears.

\_\_\_\_\_ , \_\_\_\_\_ .

\_\_\_\_\_ , \_\_\_\_\_ .

**Sentence of 3 game.**

You can see that 3 features have been used to help describe the troll:  
The troll has beady eyes, a bulbous nose and yellow teeth.

Now use your nouns and adjectives from above to write new sentences of three to describe your troll.

The troll has \_\_\_\_\_ , \_\_\_\_\_ and \_\_\_\_\_ .

You need a comma after the first of the three things. Then use **and** after the second of the three things you are describing.

Example:

**The troll has wicked eyes, a hooked nose and terrible breath.**

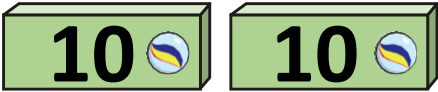





**Creative challenge:** Use your ideas to draw your troll – label the different features.

# Multiply 2-digits by 1-digit (1)



1

Ron, Eva and Mo each have 23 marbles.

Tens	Ones
	
	
	

How many marbles are there in total?

$$3 \times 3 \text{ ones} = \square$$

$$3 \times 2 \text{ tens} = \square$$

$$\square + \square = \square$$

$$3 \times 23 = \square$$

There are  $\square$  marbles in total.

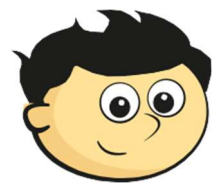
c)  $31 \times 3$


d)  $42 \times 2$


Compare answers with a partner.



5 Jack is trying to work out  $34 \times 2$  using the column method.



I'm not sure what to do.

			2	
	$\times$	3	4	

Show how Jack could improve his column method and work out the answer.


6 One toaster costs £32  
How much do 3 toasters cost?



--

7 Whitney has multiplied a 2-digit number by a 1-digit number.



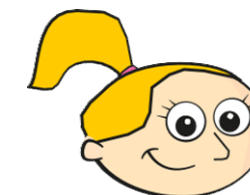
I had to do  $30 + 9 = 39$  to get my answer.

What numbers is Whitney multiplying?

Fill in the missing digits.

	$\times$			
		3	9	

8 Filip used the column method to work out  $41 \times 2$



I can work this multiplication out in my head.

		4	1	
	$\times$		2	

- a) How do you think Eva will work this out in her head?  
b) Tick the multiplications that you can work out in your head.

$4 \times 22$

$3 \times 23$

$3 \times 33$

$12 \times 4$

$3 \times 32$

$4 \times 20$



Tuesday 2nd February 2021

LO: I am learning to compare the modern British justice system with that of Anglo-Saxons.

Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. They invaded as many different tribes and each took over different parts of Britain.

Each group of Anglo-Saxon settlers had a leader or war-chief. A strong and successful leader became 'cyning', the Anglo-Saxon word for 'king'. Each king ruled a kingdom and led a small army.

From time to time, the strongest king would claim to be 'bretwalda', which meant ruler of all Britain

Many laws we have in Britain today are not that different from the laws of Anglo-Saxon Britain.

However, the punishments were considerably different.

There were no prisons to send criminals to, so punishments were designed to be a huge deterrent to those thinking of breaking the law and they were often pretty brutal.

The different Anglo-Saxon kings and kingdoms had their own laws and punishments.

## **Did they have laws?**

The Anglo-Saxons didn't have prisons. People found guilty of crimes were either executed or punished with fines. If they ran away, they became 'outlaws' (outside the law), and anyone could hunt them down -unless they hid in a church.

The fine for breaking into someone's home was five shillings (25p), paid to the homeowner.

For minor crimes like stealing, a nose or a hand might be cut off.

The Saxons had a system called 'weregild', which meant that if you injured someone, you had to pay for the damage! If a person killed someone, they paid money to the dead person's relatives. The idea was to stop long fights or 'blood feuds' between families by making them pay money instead.

Follow the below link to watch and video and read some more information about Anglo-Saxon law and punishment.

When you have finished can you create two posters, one showing crime and punishment during the Anglo-Saxon times and the other showing crime and punishment today.

<https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/zxhqkty>



Wednesday

Wednesday 3rd February 2021

LO: I am learning about adverbs.

Information texts have lots of 'facts' about a topic. It is helpful to have words that 'add on' facts for the reader and not just use and ... and ... and ... .

For example, in the 'Truth about Trolls', 'In addition' has been used as a sentence starter to 'add on' other things that trolls like to eat:

In addition, they gather large mushrooms and dig up juicy roots that grow in the forest.

You need to use a comma after In addition when it is at the start of the sentence

Read the sentence above again out loud and change In addition to Additionally, Also or Furthermore.

These are other adverbs that help you add on information. What else do you think trolls might like to eat? Write out a list of food. Try thinking about food you really like or dislike.

**Challenge:** Now tell me a range of food that trolls like to eat – making it seem really tasty or disgusting! Remember, you can be creative and make things up as you are now the expert on trolls!

Now use the 'add on' adverbs to write some new sentences.

Use these sentences to help you.

In addition, they enjoy eating large mushrooms and juicy roots. Also, they enjoy eating poisonous mushrooms and rotting roots.

Say your sentence aloud first before you write it down. Does it sound right? Remember to use a capital letter to start, a comma after the 'add on' adverb and a full stop at the end of your sentence.

Adverbs can be used at the start of a sentence to make the information engage the reader. In 'The Truth about Trolls', Professor Folklore has used Interestingly, Surprisingly and Amazingly to start some of his sentences:

Interestingly, a few trolls do not have any horns at all.

Surprisingly, goats are not on the menu!

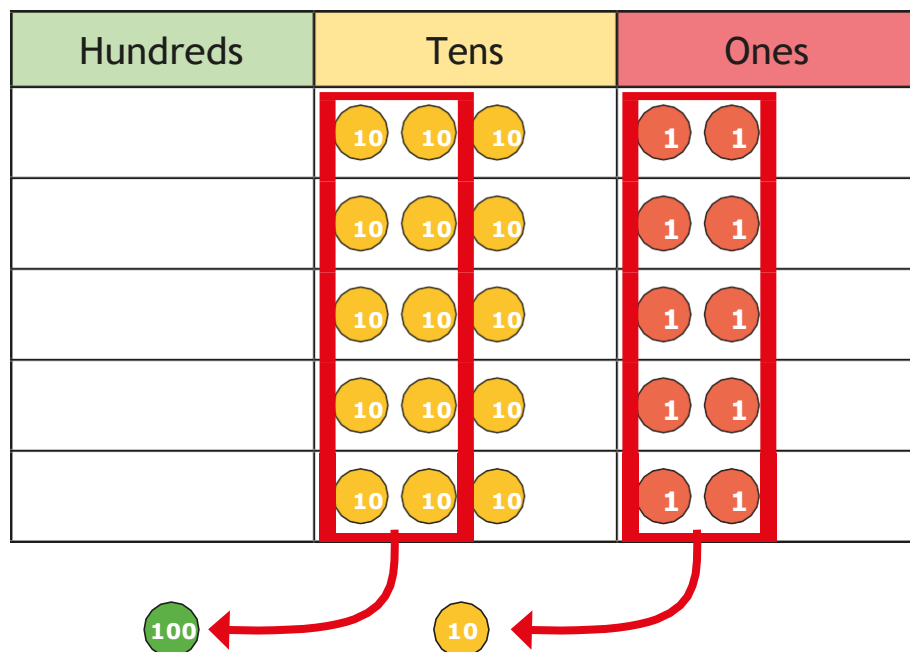
Amazingly, trolls like to have lots of fun.

Try and think of something interesting, something surprising and something amazing about your trolls and use adverbs based on these emotions to introduce this information when you write your own engaging sentences.

# Multiply 2-digits by 1-digit

1

Brett uses a place value chart to work out  $5 \times 32$



Talk about Brett's method with a partner.

Complete the multiplication.

$$5 \times 32 = \boxed{\phantom{000}}$$

Use Brett's method to work out  $6 \times 34$

$$6 \times 34 = \boxed{\phantom{000}}$$



A 10x10 grid of squares. A black rectangle is drawn in the bottom right corner, spanning 3 squares horizontally and 2 squares vertically. The rectangle is located in the bottom-right corner of the grid, starting from the 7th column and 7th row, extending to the 10th column and 9th row.

a)  $38 \times 6 =$        c)  $45 \times 9 =$

[illegible]

b)  $71 \times 3 =$        d)  $52 \times 5 =$

[illegible]

e)  $29 \times 8 =$        f)  $17 \times 4 =$

[illegible]

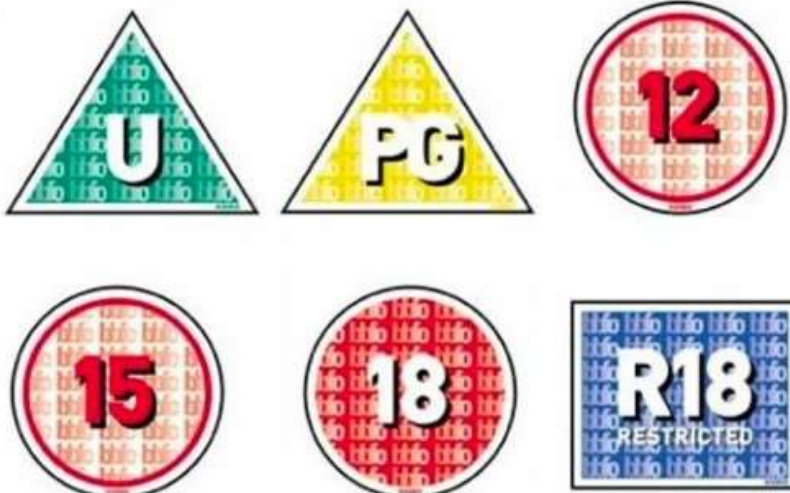
How much money has Class 4 collected?

**6** Rosie buys 8 bunches of flowers. Each bunch has 17 flowers. How many flowers does she have altogether?

Wednesday 3rd February 2021  
LO: I am learning to stay safe online



What are these symbols below?  
What do they mean?  
Why do you think they are used?





Do you know the age rating of these popular games and apps?  
Can you have a guess if you do not know.

List of Games, Apps and Websites	Age Rating
Fortnite	
YouTube	
Facebook	
Twitter	
Minecraft	
Snapchat	
Roblox	



Did you get them right?  
Have you been on any which you are too young for?  
Why do you think they are set for the age group?

Can you suggest ways of making online games and social media safer?

Write your ideas down in a list.

Then use these ideas to create an online gamer safety poster.  
Here is an example to help you!



## Safer Online Gaming

- Check the rating of the games
- Adult Supervision Required
- Read the game's Terms and Conditions
- Do not use personal information
- Use Good Sportsmanship
- Never agree to meet an online gamer
- Report inappropriate behavior



Thursday

Thursday 4th February 2021

LO: I am learning to expand my sentences by adding a relative clause.

Have a go at dropping extra information into a sentence using a relative clause that starts with who.

In 'The Truth about Trolls', Professor Folklore first wrote:

One troll lived alone under a bridge.

Then he added in another bit of information using who.

One troll, who was very grumpy, lived alone under a wooden bridge.

What else could you 'drop-in' to tell the reader something else about the troll?

One troll, who \_\_\_\_\_, lived under a bridge.

Use this sentence to drop-in extra information for the reader starting with who. Remember to use a comma before and after the dropped in information.

Use a different coloured pencil for your drop-in information.

### **Short burst write**

**Using all the new skills you have learnt this week, I would like you to write a short newspaper report about discovering a troll!**

**Some key points to remember:**

**Use the model text to help you.**

**Ensure you follow the correct structure**

**Use a catchy headline (Title) Remember alliteration would be useful for this!**

**Remember to use adverbs to add on information!**

**Can you add a sentence of 3?**

**Be descriptive!**





# STAFF SHOCKED AT SLIMEY SURPRISE!

The staff at Gateway Academy have been left in a state of shock after an unexpected, slimy visitor was found sleeping in their school.

By Ms Sinclair

On Monday 1<sup>st</sup> January 2021 at approximately 7am, teachers at Gateway Academy discovered a large quantity of revolting, green-coloured slime spread around their classrooms, school hall and playground. The slime was discovered when the school was reopened after the weekend but nobody knows where it has come from or why it is there. As they followed the trail of green gunge they were astonished to find a gigantic sleeping troll, with a bulbous, warty nose and sharp, yellow teeth.

Mr Clarkson, the site manager, was the first to discover this slime when he noticed some covering the alarm panel in the school's entrance hall. "I thought it was just mess left from one of the classes," Mr Henry explained to our reporter. However, upon closer inspection of the school grounds he realized that this could not be the case.

Everything was normal when the school was locked up on Friday 29th and as far as staff know, nobody entered the building over the weekend. So where and how did this monster get into the school?

The troll, who was in a very deep sleep, had been locked in the classroom by Mr Clarkson, whilst authorities work out the best solution to remove it from the school grounds.



An artist draws an interpretation of the unexplained troll which has been found sleeping in the school.

Children have been kept away from school whilst police officers and detectives have investigated. "We have never seen anything like this," one officer confessed, "and to be honest, it has left us completely clueless."

The head teacher at the school, Mrs Robinson, has supported police in asking anyone with any information to contact the school immediately and sent a message out to all parents highlighting that the school are doing everything in their power to remove the creature as safely and quickly as possible.

# Multiply 3-digits by 1-digit

- 1 Filip uses a place value chart to help him multiply a 3-digit number by a 1-digit number.

Hundreds	Tens	Ones
100	10 10	1 1 1 1
100	10 10	1 1 1 1
100	10 10	1 1 1 1

- a) What multiplication is Filip working out?

$\times$

- b) What is the answer to Filip's multiplication?

- 2 Use place value counters to complete the multiplications.

a)  $3 \times 213 =$

d)  $6 \times 106 =$

b)  $4 \times 216 =$

e)  $4 \times 209 =$

c)  $5 \times 106 =$

f)  $317 \times 3 =$



- 3 Complete the multiplication.

Use the place value chart to help you.

H	T	O
100 100	10	1 1 1 1 1
100 100	10	1 1 1 1 1
100 100	10	1 1 1 1 1

		H	T	O	
		2	1	5	
	$\times$			3	

- 4 Complete the multiplications.

a)

		H	T	O	
		2	1	7	
	$\times$			4	

c)

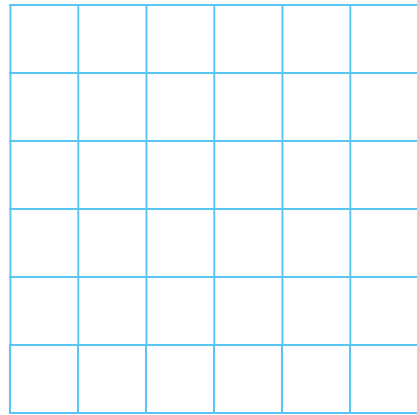
		H	T	O	
		1	0	8	
	$\times$			6	

b)

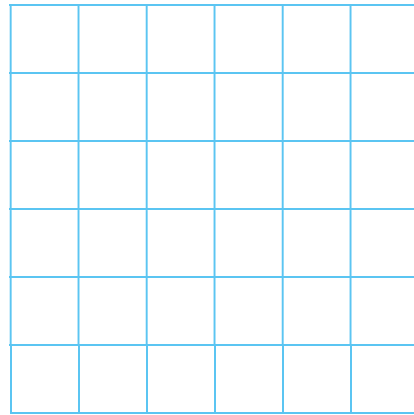
		H	T	O	
		4	3	9	
	$\times$			2	

d)  $163 \times 5$


e)  $3 \times 240$

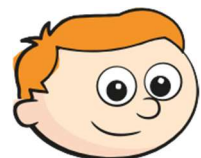


f)  $7 \times 131$



- 5 A lorry driver travels 156 km per day.  
How many kilometres will the lorry driver have travelled after 3 days?

- 6 Ron and Teddy are working out  $5 \times 245$



Ron

I know the answer will be greater than 1,000 because I know  $5 \times 200$  is 1,000

I know the answer should end in 5 because I know  $5 \times 5$  is 25



Teddy

- a) Who is correct? Circle your answer.

Ron

Teddy

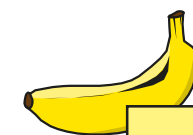
both

neither

- b) Use a written method to work out  $5 \times 245$

- 7 There are 7 year groups in a school.  
There are 112 children in each year group.  
How many children are there in the whole school?

- 8 A banana weighs 140 g  
A pineapple weighs 345 g



140 g



345 g

- Bag **A** contains 8 bananas and bag **B** contains 3 pineapples.  
Which bag weighs more and by how much?  
Show your working.

Bag \_\_\_\_\_ weighs  g more than bag \_\_\_\_\_.

Thursday 4th February

LO: I am learning to explain the Buddha's teachings through stories.

★ I can recall one of the Buddha's stories and start to say what it means.

★ I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.

★ I can make links between one of the Buddha's stories and his teachings about what causes suffering.

<https://buddhiststories.wordpress.com/2012/11/05/taming-the-mad-elephant/>

Buddha and the angry elephant

**'Suffering is caused by greed and selfishness'**

1. What is greed? What is suffering?
2. Who was suffering in the story?
3. Why was he suffering?
4. Could he have acted in a different way? How?
5. Why would this way have been better?

Friday

**Friday 5th February 2021**

**LO: I am learning to draft and write by boxing up ideas.**

Today, we are going to be writing some new information about trolls.

In 'The truth About Trolls', Professor Folklore used questions as subheadings to help organise his writing and make it easier for the reader.

Let's look at the underlying structure of the professor's information text about trolls.

Underlying Structure
Heading: The Truth About Trolls Introduction to get reader interested in topic
What do trolls look like?
Where do trolls live?
What do trolls eat?
Did you know? <i>Keep your best facts for the end!</i>

**Challenge:**

**What other sections could you add?**

- What is troll school like?
- What jobs do trolls do?
- How do trolls look after their babies?
- What do trolls do on holiday?
- What is in a troll's cave?
- ??????????????????????

Use the boxing up template to enter all your own ideas for information about trolls!

Remember to use the new writing skills you have learnt!

Underlying structure	New ideas
<b>Heading</b> <b>Introduction - to get the reader interested in trolls.</b>	
<b>What do trolls look like?</b>	
<b>Where do trolls live?</b>	
<b>What do trolls eat?</b>	
<b>Did you know?</b> <b>Keep your best facts till the end!!</b>	

# Divide 2-digits by 1-digit (2)

**1** Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.

Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones

c) How many pencils are in each pot?

d) Did you have to make an exchange?







4 Use base 10 or counters to work out the divisions.

a)  $45 \div 3 =$

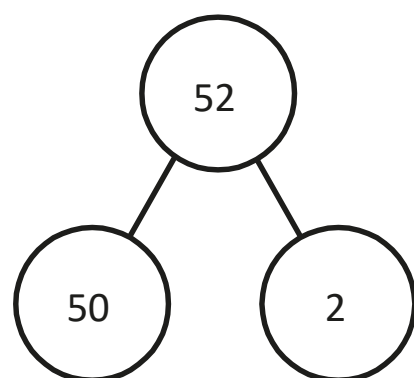
b)  $57 \div 3 =$

c)  $92 \div 4 =$

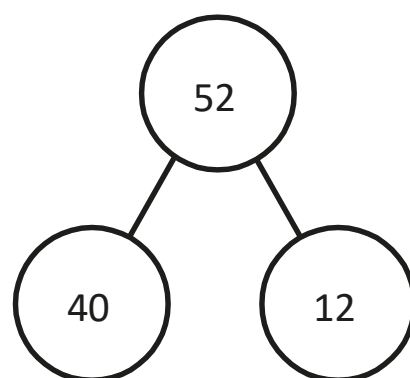
5 Rosie and Tommy are working out  $52 \div 4$

They both use a part-whole model.

Rosie



Tommy



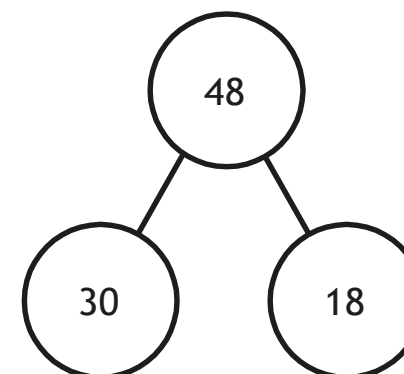
a) Whose part-whole model will help them with the division?

How do you know?

b) Use a part-whole model to work out  $52 \div 4$

6 Use the part-whole models to complete the divisions.

a)  $48 \div 3 =$

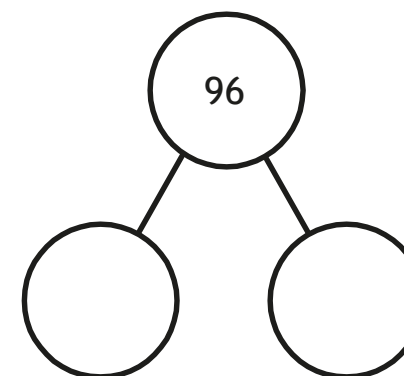


$30 \div 3 =$

$18 \div 3 =$

$48 \div 3 =$

b)  $96 \div 4 =$



c)  $65 \div 5 =$

d)  $75 \div 3 =$

7 Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

a) What is the same about the questions? What is different?

b) Complete the divisions.

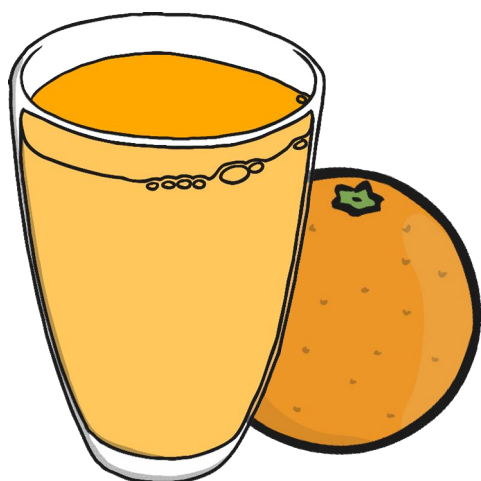
$96 \div 8 =$

$96 \div 4 =$

$96 \div 2 =$

c) What do you notice? Talk about it with a partner.

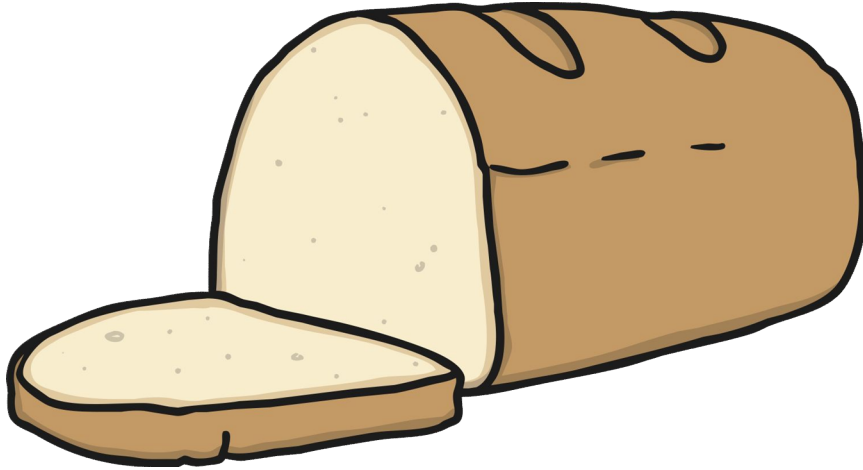
# French Food and Drink



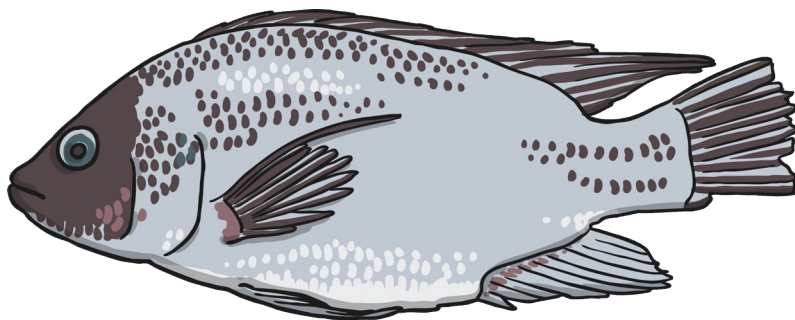
le jus  
d'orang



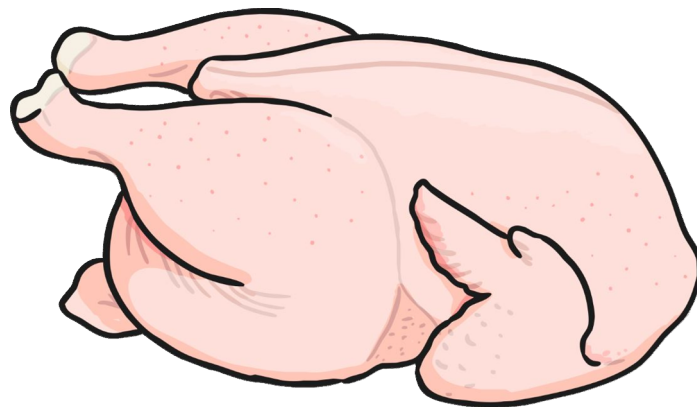
le pain



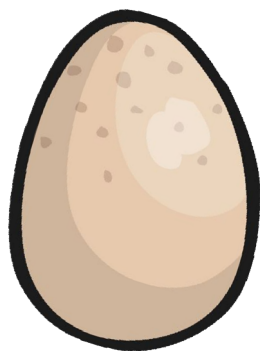
le poisson



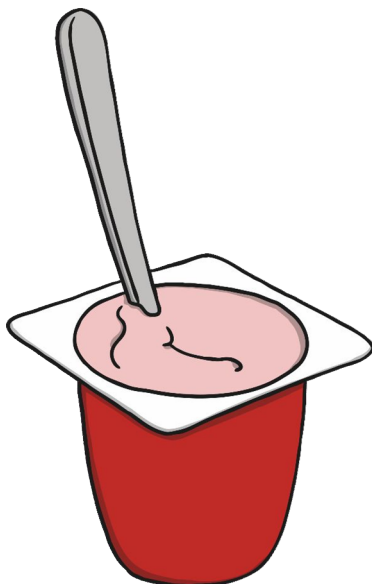
# les saucisses



# le poulet



l'œuf

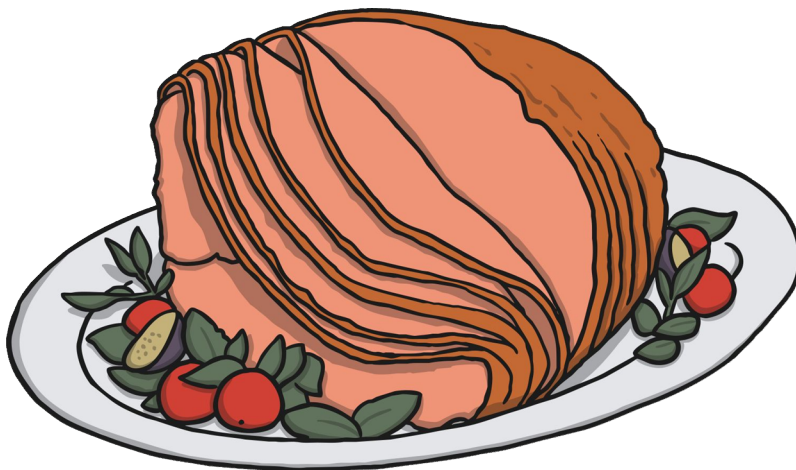


le yaourt





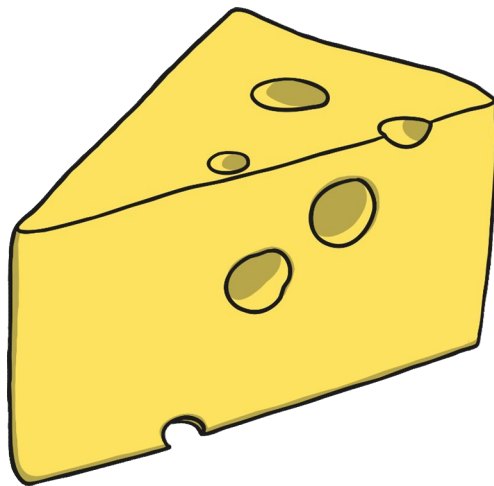
le chocolat 



le jambon 

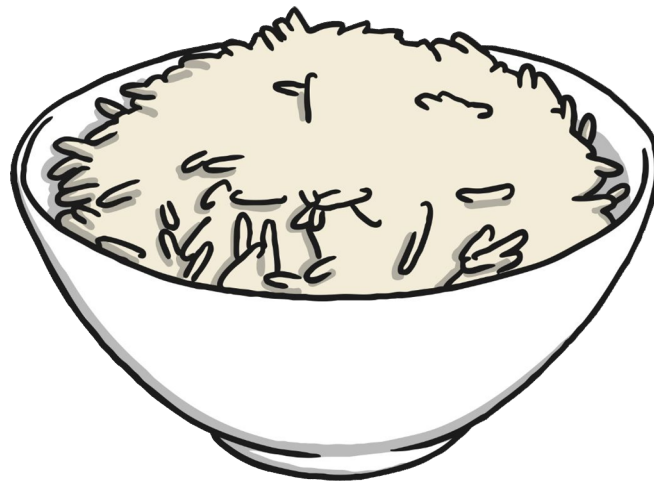


la glace



le fromage





le riz 

## Gold Challenge

In French “I like to eat” is “J'aime manger”.

Can you use this new knowledge to write a sentence in French about what you like to eat?