

Monday



Picture News

Do walls divide us or protect us?

What is happening in the news this week?

Egyptian authorities have recently completed a 22-mile (36km) wall around the tourist resort of Sharm El-Sheikh. Anyone entering the city by road will now have to pass through one of four gates equipped with cameras and scanners.

What do you know about Egypt?



How does it make me feel?

sad      angry      happy      confused      excited      worried      shocked      afraid

despondent	aggrieved	beaming	addled	animated	agitated	astonished	alarmed
disconsolate	annoyed	buoyant	baffled	elevated	anxious	astounded	apprehensive
dismal	discontented	cheery	bemused	enlivened	apprehensive	disconcerted	daunted
doleful	disgruntled	delighted	bewildered	enthusiastic	concerned	distressed	fearful
downhearted	distressed	enraptured	disoriented	exhilarated	disquieted	dumbfound	frantic
forlorn	exasperated	gleeful	indistinct	exuberant	distraught	ed	horrified
gloomy	frustrated	glowing	muddled	thrilled	distressed	horrified	petrified
melancholic	indignant	joyful	mystified		disturbed	staggered	terrified
miserable	offended		perplexed		fretful	startled	
woeful	outraged		puzzled		perturbed	stunned	
	resentful				troubled	surprised	

Learn more about this week's story [here](#).  
Watch this week's useful video [here](#).  
This week's Virtual Assembly [here](#).



Assembly Resource

Read through the information about the resort of Sharm El-Sheikh and the new wall below.  
Talk about what we think about the new wall, do we think it was a good idea?



Where is Sharm El-Sheikh?

Sharm El-Sheikh is an Egyptian resort town between the Red Sea and the desert of the Sinai Peninsula. It is famous for year-round warm climate, clear waters and coral reefs. It is also world famous for its scuba diving due to the coral reefs there.



Assembly Resource

Read through the information about the resort of Sharm El-Sheikh and the new wall below.  
Talk about what we think about the new wall, do we think it was a good idea?

Why was a wall built around Sharm El-Sheikh?

For the past 5 years the holiday resort of Sharm El-Sheikh has had very few tourists due to it being considered a dangerous place to visit. The authorities there decided to build a wall around the resort to try to encourage visitors from other countries to return.



Pictured above: A popular beach resort in Sharm El-Sheikh



Assembly Resource

Read through the information about the resort of Sharm El-Sheikh and the new wall below.  
Talk about what we think about the new wall, do we think it was a good idea?



Who will the new wall affect?

The new wall has taken 3 years to build. It is 6m high, 37km long and made of concrete and wire. It's emblazoned with peace signs every 50m. Its aim is to ensure the safety of tourists, who will fly in and out through the local airport, and not to segregate the people living on the outside of the wall.

Pictured above: A section of the new wall around Sharm El-Sheikh showing a peace symbol.



Resource 1

Look at the resource below, which shares examples of some walls we might find.

What do you think each of these walls is used for?



Resource 1

Look at the resource below, which shares examples of some walls we might find.

A stone wall surrounding a field



A wall at a zoo



A flood defence wall



A climbing wall



Resource 1

Look at the resource below, which shares examples of some walls we might find.

A wall surrounding a school



Hadrian's Wall



Resource 2

Look at the resource below, which explores the benefits of tourism for some places.

Tourism

Tourism is an industry where people travel for pleasure. Often people select the area they travel to based on their interests e.g. a beach holiday, a holiday to learn about the history or culture of an area, an outdoor adventure holiday.







Resource 2

Look at the resource below, which explores the benefits of tourism for some places.

**Tourism can benefit an area. Some of the positive impacts can be:**

- more jobs created
- more money and wealth for the area
- more demand for local food and crafts
- local traditional shows are more popular meaning local customs can be kept alive
- new facilities built for tourists such as roads or swimming pools can also benefit locals
- historical, cultural and environmental preservation



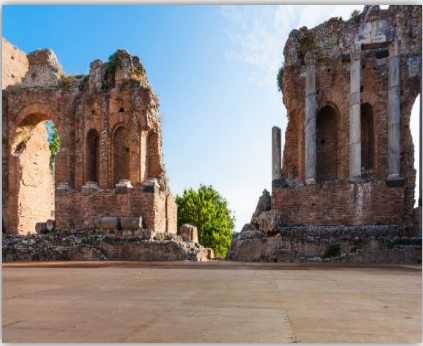
Resource 2

Look at the resource below, which explores the benefits of tourism for some places.



Resource 2

Look at the resource below, which explores the benefits of tourism for some places.



# Reflection

Walls can both protect us and separate us. It is important for us to consider the purpose of walls that are built and how they may affect those either side of it.

# British Values

## Individual Liberty

Sometimes people make decisions on our behalf, such as building a wall to protect us. If we think that this decision affects our freedoms, we have the right to speak out about it.



22<sup>nd</sup> February 2021

## UN Rights of a Child

The law must protect children's rights to privacy, a happy family life and a safe home. If these rights become threatened, building a wall around a child's home may be needed in order to protect them.



This week's useful vocabulary. Can you use any of them in your writing this week?



**Benefit** – an advantage or profit gained from something.

**Consequences** – the consequences of something are the results or effects of it.

**Equipped** – supplied with the necessary items for a particular purpose.

**Protect** – to preserve and keep safe.

**Resort** – a place many people visit for holidays or recreation.

**Tourism** – an industry where people travel for pleasure.



# Mission Possible

By Kat Pennington

Pete and Polly were completely ordinary, totally normal and utterly boring twins – or so everyone thought. They wore ordinary clothes, took part in normal, everyday activities and were, in fact, boring – or so everyone thought. You see, Pete and Polly Powers had a secret. It wasn't an ordinary, normal or boring secret and it was a secret that lived just between them (and you, in a moment, if you keep on reading!) Not even their teachers, parents or Scout Leader knew about their secret. No one ... until now. Now, this secret can only be entrusted to the most daring, brave and adventurous of children – do you think you can be trusted? Okay then ... well ... here we go ... Pete and Polly are spies!

It all began last summer when they saw an article in the local newspaper advertising for two undercover agents to help fight global crime. Pete and Polly wasted no time in applying and, after a rigorous induction process, they were accepted into the governments' secret Spy Programme. Their assignments have involved the most daring of adventures like rescuing the Prime Minister from a sudden volcanic eruption and preventing the kidnap of the Queen's corgis from Buckingham Palace! Pete and Polly were very good at their job and very good at keeping their identity a secret.

One spring morning, while having breakfast, Pete's watch lit up – it was a message from the Government's top chief of security, Cyril Secret, and it read:

**“Background: Last week the notorious thieves Dodgy Roger and Raucus Reggie stole the Yata no Kagami - a mirror which belongs to the Three Sacred Treasures of Japan.**

**Your Mission: To retrieve the Yata no Kagami - and return it to the Japanese embassy in London.**

**When: Tonight**

**Where: You will find it and the thieves in the abandoned riverboat docked on the Thames.**

**Note: Delete this message instantly.”**

Pete and Polly looked at each other and, in unison, smirked: “No problem.”

Pete, quickly switched his phone off and threw it into his school bag.

The day soon passed and, at precisely midnight, the sharp shrill of an alarm woke the twins. Instantly, they jumped out of bed, grabbed their spy bags and flew down the stairs, closing the front door quietly behind them so as to not

wake anyone else. Ten minutes later, they found themselves on the edge of the Thames staring at the abandoned riverboat. Outside the cold wind howled and bit at their ears, street lights flickered and an uncomfortable mist slithered across the dangerously deep water. Inside the boat, Pete and Polly saw the silhouette of two large men sitting hunched across a table from one another with the only light coming from an old oil lantern. They seemed to be arguing. With 5 hearts pounding and hands trembling, Pete and Polly snuck into the boat and hid behind the broken door.

On the table, they could see the Emperor's mirror.

"What now?" asked Pete in trepidation.

"You distract 'em and I will grab the mirror," replied Polly confidently.

They both nodded. They knew what they had to do.

Without hesitation, Pete dropped a small green capsule which filled the boat with a fine green mist. At the same time, Polly ran towards the table where the men sat, grabbed the mirror, flung it into her rucksack and then they both sprinted back up onto the deck.

Suddenly, coming from the cabin, they heard the unmistakable sound of fast-paced, heavy footsteps and loud angry voices.

"Quick!" Shouted Polly and, on that command, they fled. They didn't look back. They didn't stumble. They were trained for moments like this. Fast, focused and determined they continued sprinting until eventually the angry footsteps and loud shouting faded.

On the way to school the next morning, Polly and Pete made a small detour to a beautiful Victorian building in Piccadilly, Mayfair, that had a large Japanese flag blowing gentle in the breeze. On the doorstep they carefully placed an object concealed in brown cloth and gave each other a high five and knowing wink. "Mission possible!" Polly chuckled.

Just then, Pete stopped suddenly.

Slowly, he looked down at his wrist to see his watch flashing once more. It was another message from Cyril Secret ...





1 Write fractions to complete the sentences.



a)  of the counters are yellow.

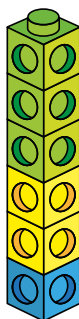
b)  of the counters are red.

2 Write fractions to complete the sentences.

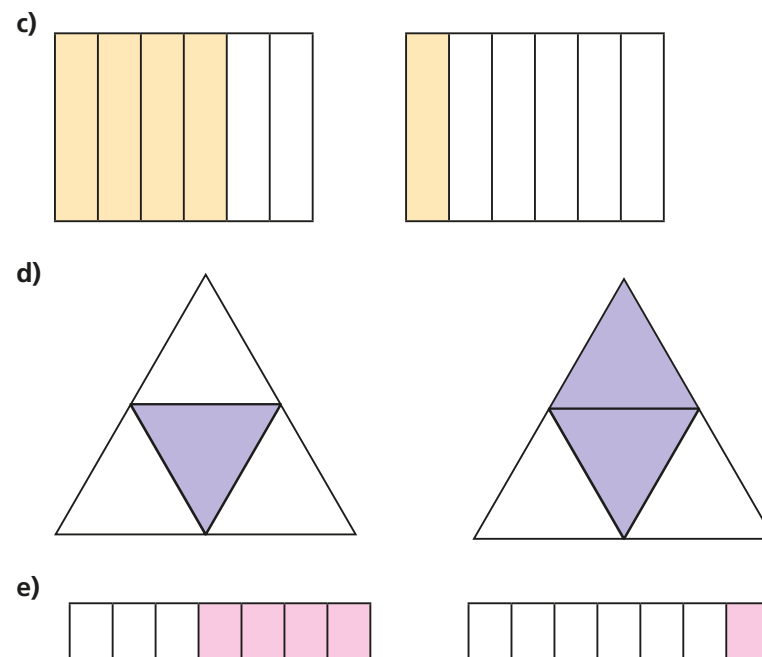
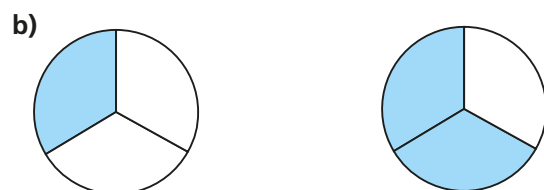
a)  of the tower is green.

b)  of the tower is yellow.

c)  of the tower is blue.

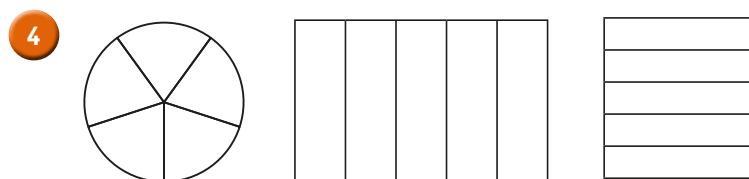


3 What fraction of each shape is shaded?



Which is the unit fraction in each pair of shapes?

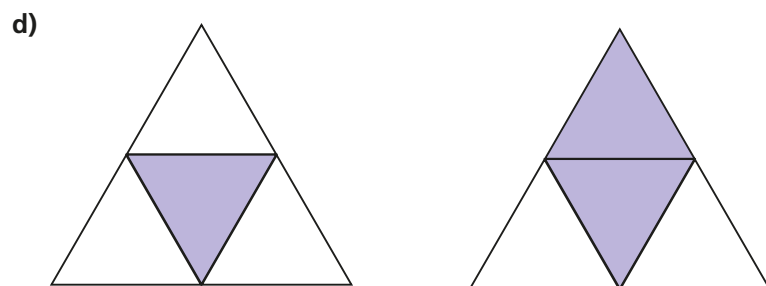
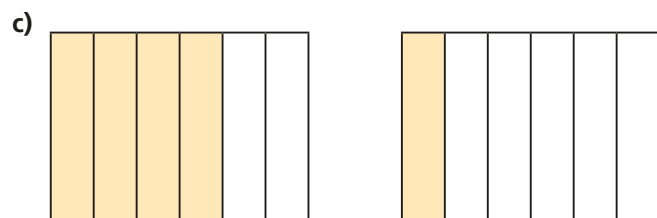
How did you know which was the unit fraction?



a) Colour  $\frac{1}{5}$  of each shape.

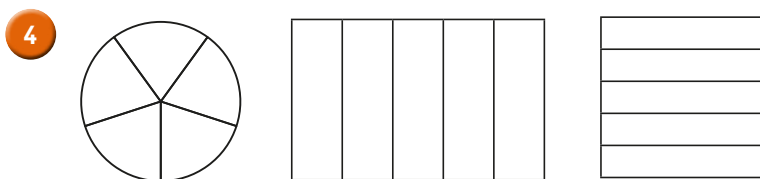
b) Colour  $\frac{3}{5}$  of each shape.

What is the same and what is different about your answers?



Which is the unit fraction in each pair of shapes?

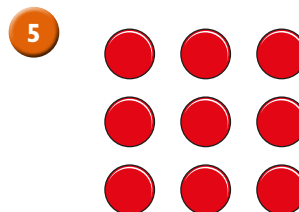
How did you know which was the unit fraction?



a) Colour  $\frac{1}{5}$  of each shape.

b) Colour  $\frac{3}{5}$  of each shape.

What is the same and what is different about your answers?



a) Circle  $\frac{1}{3}$  of the counters.

b) Circle  $\frac{2}{3}$  of the counters.

What is the same and what is different about your answers?

6 Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{6}{1}$	$\frac{1}{250}$

Unit fractions	Non-unit fractions

Write two more examples of your own in each column.

7 a) What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

b) Complete the sentences.

An example of a unit fraction is

The numerator is always

An example of a non-unit fraction is

The numerator is always greater than

# Ssssshhhh.

Can I remember?

1. What is digestion?
2. Where does digestion begin?
3. What are the 3 states of matter?
4. What are all things made from?



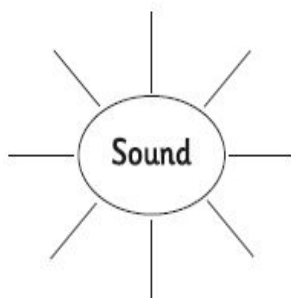
Monday 22<sup>nd</sup> February 2021

LO: I am learning to describe a range of sounds and explain how they are made and associate some sounds with something vibrating.

Our new science topic  
is about  
Sound!

Try very hard to be silent  
until I say talk.

Draw or write about the things you already know about sound.



How are sounds made?

What makes sounds louder or quieter?

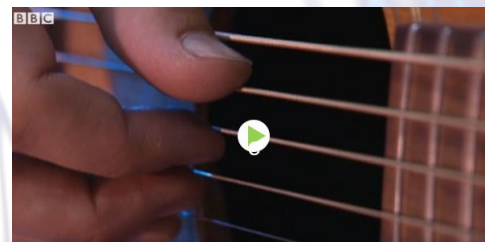
How do musical instruments work?

How do we hear sounds?

What makes sounds higher or lower?

How can sounds be made quieter?

Watch this clip to see to see how the different families of musical instrument create different sounds.



<https://www.bbc.co.uk/bitesize/clips/zqtxpv4>

# What is Sound?

Did you come up with some words to explain how the musical instruments make sounds?  
Look at the words below. Did you choose any of these words?

Vibrate

Vibration

Twang

Blow

Bang

Scrape

Shake

Pluck

## Vibrations

All the instruments are played in different ways, but they all have something in common. They all create sounds by vibrating.

The strings of the guitar and the Gopichand vibrate when they are plucked.

The pan pipes and horn are filled with air, which vibrates when they are blown.

The balafon and the bongos make sounds when they are hit or banged, causing the blocks or the skin to vibrate.



But what is a vibration?



## Vibrations

We can see and feel vibrations whenever sounds are made.

Gently place your hand on your throat.

Say 'Ah!'

Can you feel the vibrations from your vocal cords?

Ahh

## Vibrations

Place a few grains of rice on a drum skin and gently bang the drum.

What do you observe?

The grains of rice bounce on the drum skin when it is hit.



This is because the drum skin vibrates, and the vibrations pass to the grains of rice, which also vibrate.



## Vibrations

Gently hit a tuning fork and listen to the sound it makes. Lower the tuning fork into a bowl of water.

What do you observe?

You can see the ripples in the water when you place the tuning fork into it.



The tuning fork vibrates when it is hit, making the sound. These vibrations travel through the water, making the ripples as the water vibrates.

Decide which area of the school will be the quietest.

If you are at home you can use your house instead!

Write it on your grid and list some of the sounds you might hear when sitting in that area.



Decide which area of the school will be the noisiest.

Write it on your grid and list some of the sounds you might hear when sitting in that area.



Stand up.  
Is there any area of the school that will be silent?

Show your answer by moving to the correct side of the classroom.

YES

NO

We are going to move to different areas of the school.

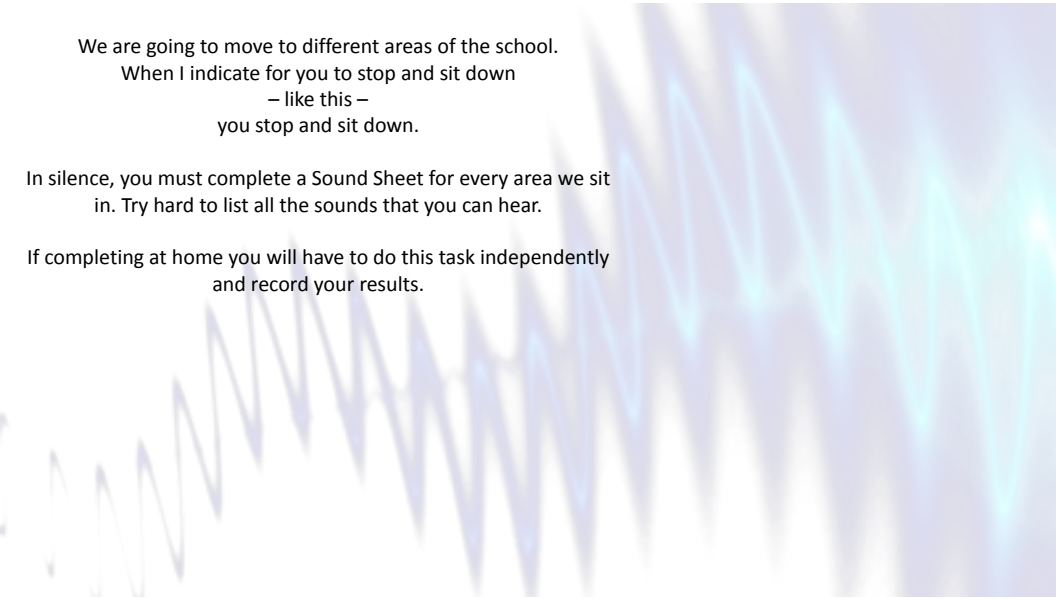
When I indicate for you to stop and sit down

– like this –

you stop and sit down.

In silence, you must complete a Sound Sheet for every area we sit in. Try hard to list all the sounds that you can hear.

If completing at home you will have to do this task independently and record your results.



# Sound

## Mind Map

Write down about the things you already know about sound.



## Sound survey

I predict the loudest part of my house will be \_\_\_\_\_  
because \_\_\_\_\_.

I predict the quietest part of my house will be \_\_\_\_\_  
because \_\_\_\_\_.

## Sound Survey Results

Where are you?	What sounds could you hear?	Rate the noise level between 0-5 0 being silent and 5 being the loudest.	What was vibrating to make the sound?

Was your prediction correct?



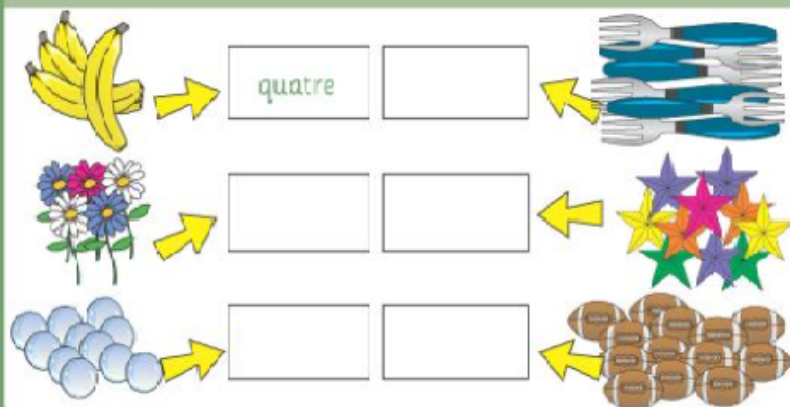
# Numbers

## Les nombres

Here are the numbers from 1 to 20 in French.

1 un	6 six	11 onze	16 seize
2 deux	7 sept	12 douze	17 dix-sept
3 trois	8 huit	13 treize	18 dix-huit
4 quatre	9 neuf	14 quatorze	19 dix-neuf
5 cinq	10 dix	15 quinze	20 vingt

Write the number of items in French in each box.



Write the answers to these sums in numbers.

$$\text{neuf} + \text{sept} = \boxed{16}$$

$$\text{huit} + \text{trois} = \boxed{\phantom{00}}$$

$$\text{onze} + \text{quatre} = \boxed{\phantom{00}}$$

$$\text{quatre} + \text{quatorze} = \boxed{\phantom{00}}$$

$$\text{vingt} - \text{sept} = \boxed{\phantom{00}}$$

$$\text{dix-neuf} - \text{deux} = \boxed{\phantom{00}}$$

Quel âge as-tu?

How old are you?

J'ai huit ans.

I'm eight years old.

Il a seize ans.

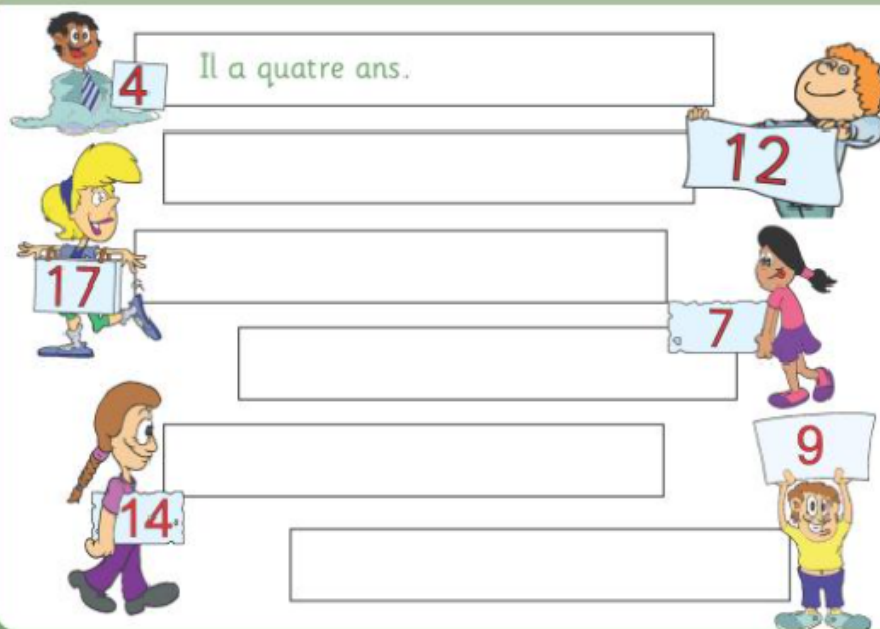
He is sixteen years old.

Elle a dix-neuf ans.

She is nineteen years old.



Write how old each person below is in French.



Write your reply to the question below in French.



Quel âge as-tu?

.....



# Hello! Bonjour!

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**bonsoir** good evening

**bonne nuit** good night

**à bientôt** see you soon

**pas mal** not bad


**très bien** very well

**pas très bien** not very well


Fill in the gaps below to make a phrase for each picture.

**Remember!**


"Bonne nuit" is what you'd say before going to bed — just like 'good night'.




b \_ \_ e \_ \_ i \_ \_



\_ o \_ \_ o \_ \_




\_ a \_ \_ \_ è \_ \_ \_ \_



a \_ \_ r \_ \_ \_ \_


The characters below have been asked "Ça va?".  
Read their replies and answer the questions below.

Ça va bien.




Claude

Pas mal.




Alfonse

Ça va très bien.



Renée

Pas très bien.



Gérard

- 1 Who said that they are not bad? .....
- 2 Who said that they are very well? .....
- 3 Who said that they are well? .....
- 4 Who said that they are not very well? .....

Unscramble these French words.

b j r o n u

l u s a t

r v u i e a r

.....

.....

.....

Draw lines to match the French words to the English words.

bonjour

salut

hi

bonne nuit

bonsoir

hello

à bientôt

good evening

see you soon

good night

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Tuesday

Tuesday 23rd February 2021

LO: I am learning to retrieve and record information from a text.

Let's think about our story. Answer the following questions.

What did you like about the story?

Was there anything you didn't like or understand?

Does the story remind you of any books or films you have read/seen?

Do you have any questions about the story?

True or false quiz.

Look at my answers, are they correct?

Remember to explain how you know!

Question	My answer	Is my answer right?	How do you know?
Pete and Polly are brother and sister.	True		
Pete and Polly's scout leader knew they were spies.	True		
One of the twins' missions was to save the Prime minister from an earthquake.	False		
The Yata no Kagami is one of the 5 sacred treasures of Japan.	False		
The story is set in London.	True		
The Yata no Kagami is a mirror.	True		
They set off on their adventure to retrieve the mirror at midnight.	False		

The mirror was hidden underground.	False		
The green capsule created a green mist when it was dropped.	True		
The last day of the story was a Saturday.	False		

## **Task 2**

Be detectives and look for clues to these statements. Here are four statements, which I am not sure of the answer to so I need your help. What do you think the answers are and why? Can you find any clues in the story to help you?

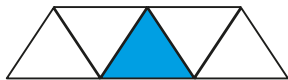
- 1) The men on the boat were Dodgy Rodger and Raucus Reggie.
- 2) Polly and Pete were successful in their mission and left the mirror on the doorstep of the Japanese Embassy.
- 3) At the end of the story Pete is given another mission.
- 4) Pete and Polly are brave.

## **Challenge**

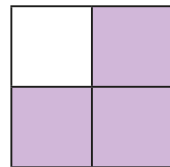
Can you create your own quiz on our story for someone to answer? You need to make sure you know the answers!

1 What fraction of each shape is shaded?

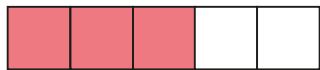
a)



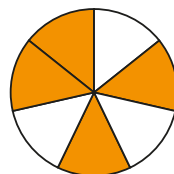
c)



b)

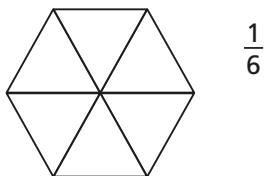


d)



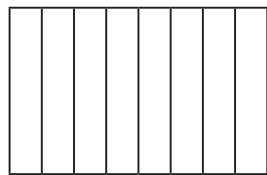
2 Shade each diagram to represent the fractions.

a)



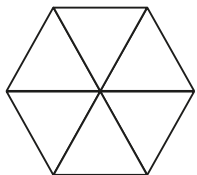
$\frac{1}{6}$

c)



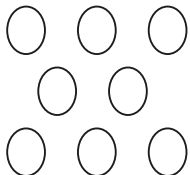
$\frac{5}{8}$

b)



$\frac{5}{6}$

d)



$\frac{5}{8}$

3 Which are unit fractions?

$\frac{1}{3}$

$\frac{1}{5}$

$\frac{3}{5}$

$\frac{1}{8}$

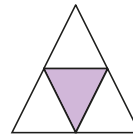
$\frac{2}{3}$

$\frac{10}{11}$

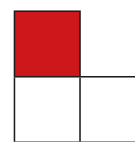
How do you know?

4 a) Which shapes have one third shaded?

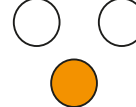
A



C



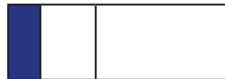
E



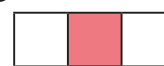
G



B



D



F



b) Complete the sentences to describe the shapes with one third shaded.

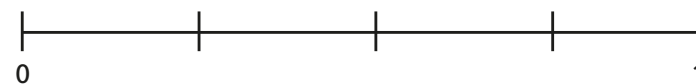
There are  equal parts altogether.

out of  equal parts is shaded.

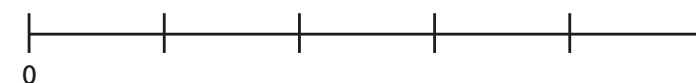
of the shape is shaded.

5 Draw an arrow to show the position of the fraction on the number line.

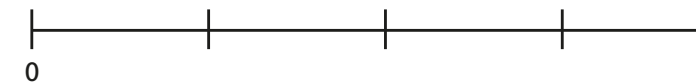
a)  $\frac{1}{4}$



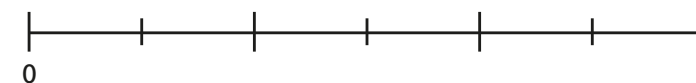
b)  $\frac{3}{5}$



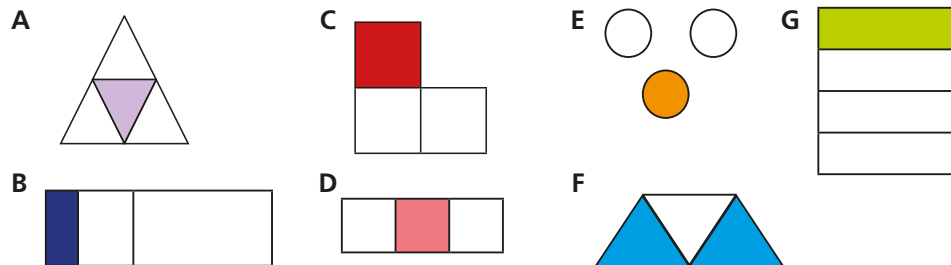
c)  $\frac{1}{2}$



d)  $\frac{1}{3}$



- 4 a) Which shapes have one third shaded?



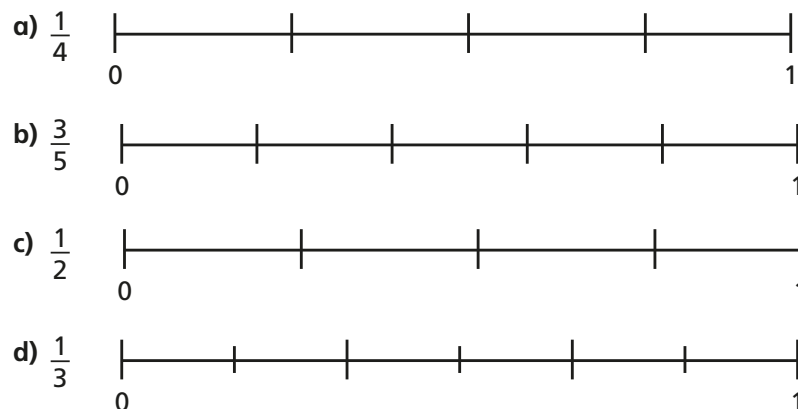
- b) Complete the sentences to describe the shapes with one third shaded.

There are  equal parts altogether.

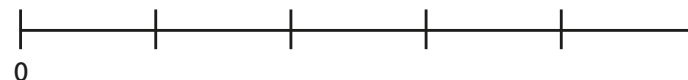
out of  equal parts is shaded.

of the shape is shaded.

- 5 Draw an arrow to show the position of the fraction on the number line.



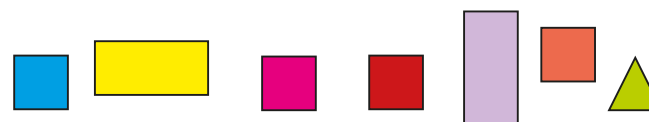
- 6 Draw an arrow to show the position of  $\frac{5}{5}$  on the number line.



What do you notice?

- 7 Draw four different representations of  $\frac{3}{4}$

- 8 Amir has drawn some 2D shapes.



- a) What fraction of the shapes are triangles?

- b) What fraction of the shapes are squares?

- c) What fraction of the shapes have four sides?

- d) Draw 2D shapes to match the description.

$\frac{1}{5}$  are squares,  $\frac{2}{5}$  are triangles,  $\frac{3}{5}$  have more than 3 sides.

Compare shapes with a partner.

What is the same about your shapes? Is anything different?

Wednesday



Wednesday 24th February 2021

LO: I am learning to write character descriptions.

What is your favourite story character? What makes them your favourite character? Draw a picture of them. Send in a picture if you can!

There are lots that we do not know about our characters in the story Mission Possible. Can you complete the character profiles? Make up any information that you do not know.

Name : Polly Powers

Age:

Where they live:

Siblings (brothers or sisters):

Appearance (what they look like):

Personality (what they are like):



Name : Pete Powers

Age:

Where they live:

Siblings (brothers or sisters):

Appearance (what they look like):

Personality (what they are like):



Name : Dodgy Rodger

Age:

Where they live:

Siblings (brothers or sisters):

Appearance (what they look like):

Personality (what they are like):



### **Character Names.**

Characters' names in stories are often very important and can hint at their personality or job. I always think that certain names suit certain kinds of people.

Charles Dickens, David Walliams and Roald Dahl regularly use the names as a clue to what the character is like or what they do. For example:

Mr and Mrs Twit in Roald Dahl's book: 'The Twits' are... twits! Mr Willy Wonka is a silly name for a silly man!

- Miss Root, in the book 'The Demon Dentist' by David Walliams, is a dentist (and not a very nice one!)
- Miss Honey and Miss Trunchbull, in Roald Dahl's 'Matilda', are two very different types of teacher – can you guess which one is nice and which isn't?

In our story, 'Mission Possible', we have the following characters:

- Polly Powers and Pete Powers (secret agent)
- Cyril Secret (Head of the Secret Services)
- Dodgy Rodger and Raucous Reggie (thief)

Do you think their names suggest something about them? Do you like their names? What do you notice about their names?

In real life, some surnames originally suggested the owner's job or special feature. Could you invent a surname to fit your character e.g. name + special feature:

- an evil surgeon could be called Doctor Slice
- a tall teacher: Mr Longlegs
- a boy who can run fast: Samuel Speed
- a girl who is good at scoring goals: Gail Goodshot.

Think of your two main characters for your story.  
What will you name them?

Mr Hawthorn strode into the classroom, slammed his briefcase on top of his desk and perched on the edge of his pristine leather chair. He stared intensely out of the window and his angular nose twitched.

The air was filled with an uncomfortable silence until Jimmy Jones stuttered: "Please, Sir, what will we be learning today?"

A smile slithered across Mr Hawthorn's page-white face. "Today, boy," he hissed through brown, broken teeth, "you will learn nothing."

**From reading the paragraph above what do you know about Mr Hawthorn?**

- Is he nice? How do you know?
- What does he look like?
- How does he move?
- How does he speak? What does that tell us?
- Do you think he suits his name?
- Do you think other people like him? How do you know?
- Do you like him? Explain your answer.

Now complete a profile for your main character/s. Be as descriptive as you can! If you draw a picture try and send it in!

Name :

Age:

Where they live:

Siblings (brothers or sisters):

Appearance (what they look like):

Personality (what they are like):

Name :

Age:

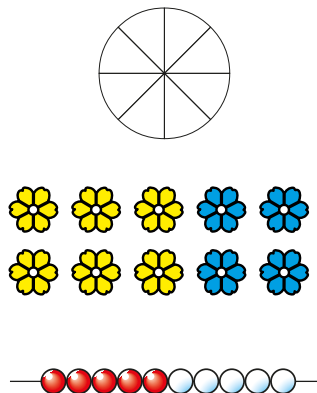
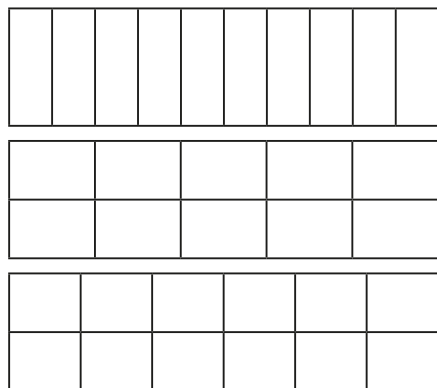
Where they live:

Siblings (brothers or sisters):

Appearance (what they look like):

Personality (what they are like):

- 1 Which pictures show tenths?



- 2 Write fractions to complete the sentences.

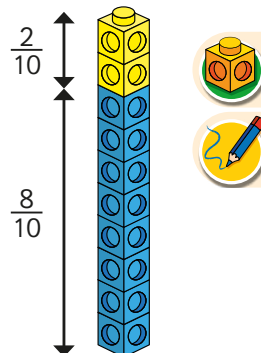


- a)  of the counters are yellow.
- b)  of the counters are red.
- c)  of the counters are green.

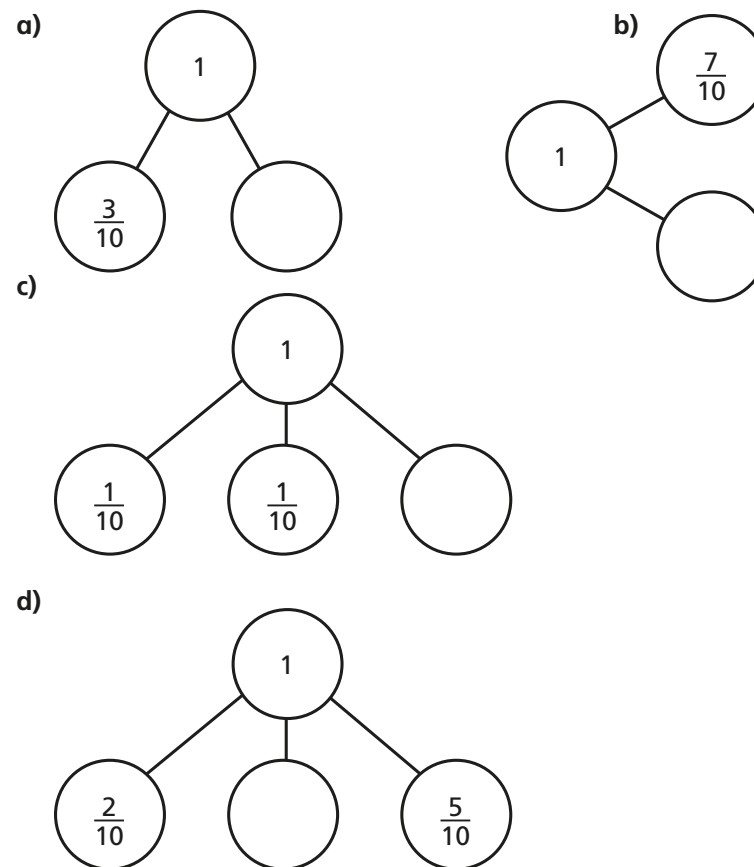
- 3 Amir has some blue and yellow cubes.

He makes a tower using 10 cubes.

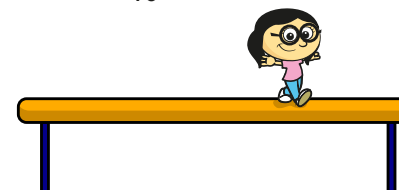
Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.



- 4 Complete the part-whole models.

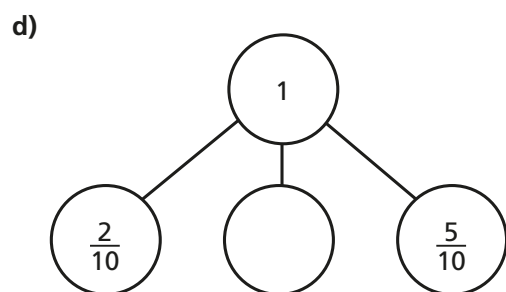
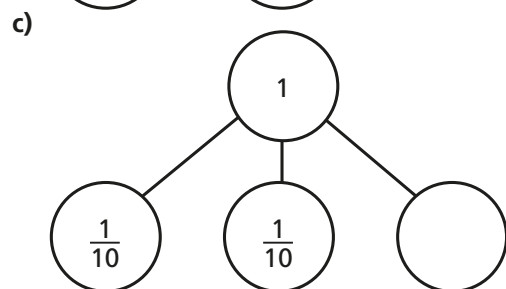
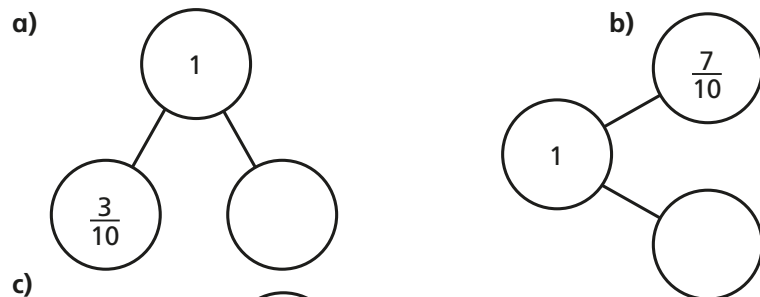


- 5 Annie has travelled  $\frac{7}{10}$  of the way across a balance beam.

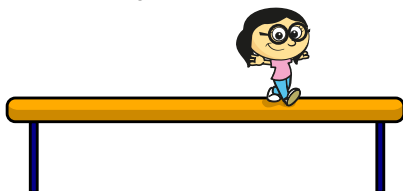


How many tenths does she have left to travel?

- 4 Complete the part-whole models.

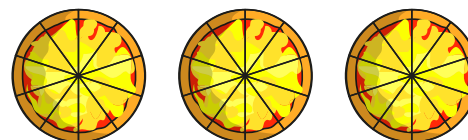


- 5 Annie has travelled  $\frac{7}{10}$  of the way across a balance beam.



How many tenths does she have left to travel?

- 6 10 boys share 3 pizzas equally.



What fraction of a pizza do they each get?

- 7 Dani has a bag of sweets.

$\frac{1}{2}$  of the sweets are red.

$\frac{3}{10}$  of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?



- 8 Mo also has a bag of sweets.

$\frac{4}{10}$  of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

What fraction could be yellow?

How many possible answers can you find?

Compare answers with a partner.



Wednesday 24th February 2021

LO: I am learning about bullying and how attitude and behaviour, including bullying, may affect others.



Think about a time when someone was mean to someone else because they were frustrated.

If you can, can you create that scene? What got said, how did the other person react. It could be someone calling someone else a name or doing something that wasn't kind like nipping someone.

Now try and create the scene again but this time can you change how the situation got dealt with?

- Maybe the victim could stand up to the bully?
- Maybe someone who was there could seek help?

We are now going to share your dramas and alternative endings. If you are at home can you share them with someone at home?

**Think about**

What emotions are there within the dramas?

Do these change?

Discuss the endings and what could be done if there isn't a positive ending.

How could you find a solution and apologise?

Thursday

Thursday 25th February 2021

LO: I am learning to write a setting description.

Settings (where the story takes place) are really important. They can make the reader feel safe or scare them. What settings from stories or films can you think of? Write a quick list!

Let's look at using adjectives (describing words) in our story.

Sometimes it is really useful to provide the reader with a clear picture of what something or someone looks like.

Top Tip! Every word must earn its place – if you use too many adjectives it can spoil your writing – only use a few that really work.

The crown was bright gold and covered in delicate, shimmering jewels. At the front was a large scarlet ruby, the size of a coffee cup and the base was covered in the softest, pale-green velvet. The crown looked very heavy but it was breathtakingly beautiful.

Can you spot the adjectives? Highlight them!

### **Short burst write**

Now your turn. In the story it says:

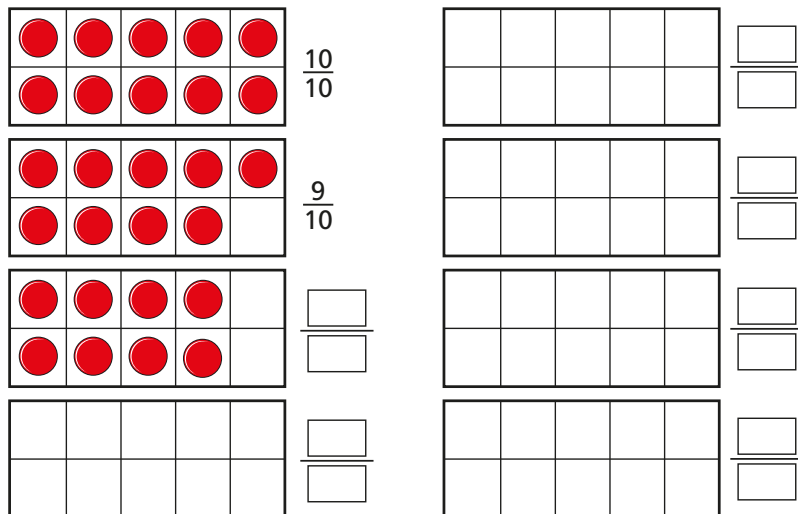
On the table, they could see the Emperor's mirror.

But it doesn't tell us what the mirror looks like!

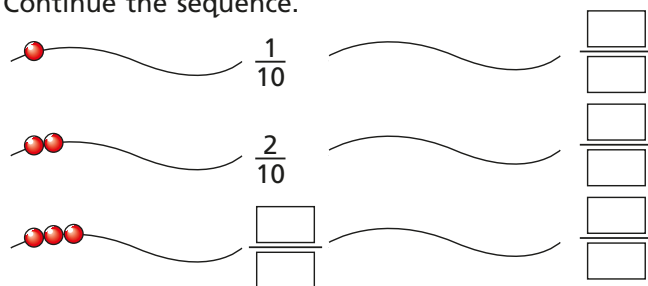
Can you draw a picture of what you think the mirror looks like and then use

adjectives to help describe it? Write a paragraph that could go into the story.

1 Continue the sequence.

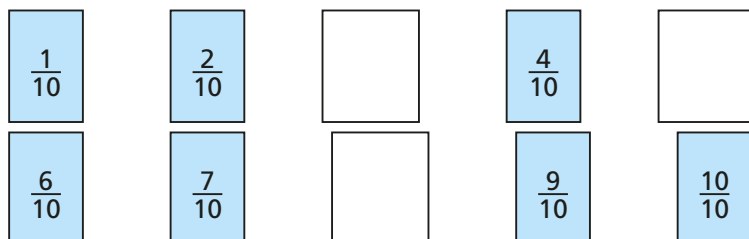


2 Continue the sequence.

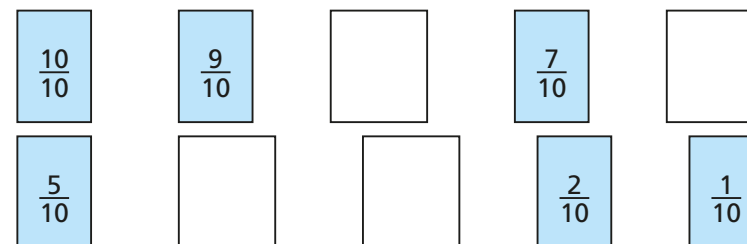


3 Write the missing fractions in each sequence.

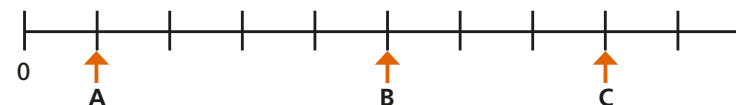
a)



b)

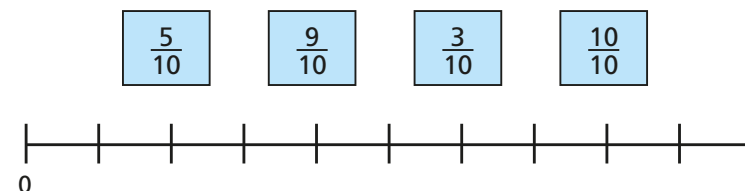


4 What fraction is each arrow pointing to?

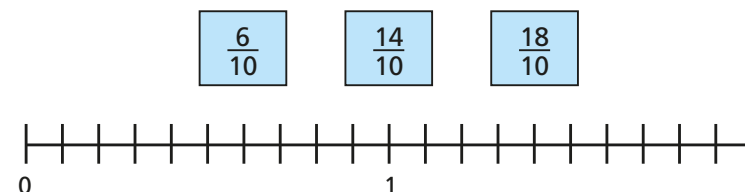


5 Write the fractions in the correct places on the number lines.

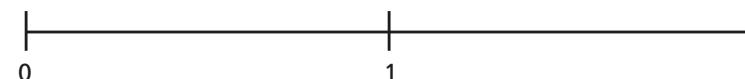
a)



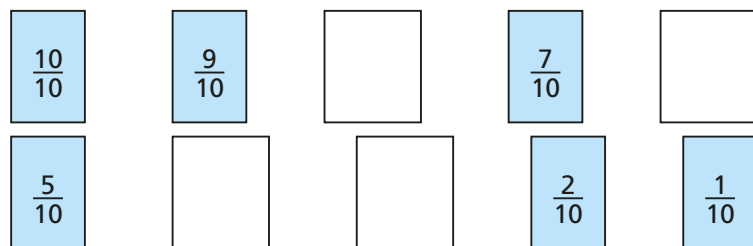
b)



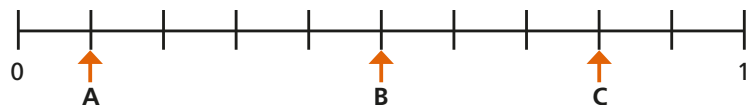
6 Draw and label arrows to estimate the position of the fractions on the number line.



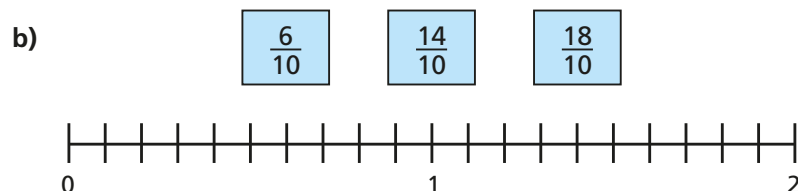
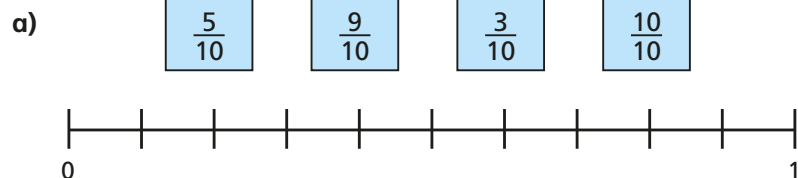
b)



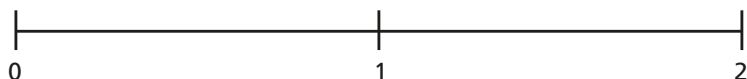
4 What fraction is each arrow pointing to?



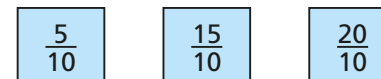
5 Write the fractions in the correct places on the number lines.



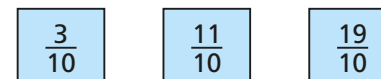
6 Draw and label arrows to estimate the position of the fractions on the number line.



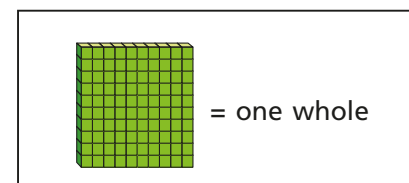
a)



b)

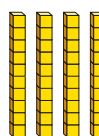


7

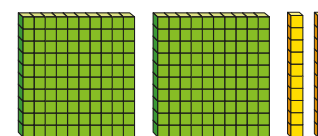


What number is represented in each picture?

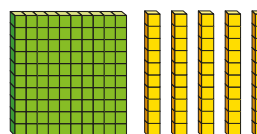
a)



c)



b)



8

Whitney is thinking of a fraction



My fraction is more than one whole but less than 2  
My fraction has an odd number as the numerator.

What could Whitney's fraction be?

List all the possible fractions.

Compare answers with a partner.

## Key question for this half term:

### Is forgiveness always possible for Christians?



## Can I remember?

Was Jesus a  
forgiving  
person?



Type your ideas here:



Thursday 25th February

LO: I am learning to talk about how I might show forgiveness and why it is important.

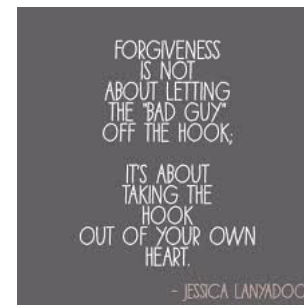
★ I can talk about how easy it is to forgive some people some times, or how difficult it might be.



I can talk about what sort of help I might need to show forgiveness.



I can give my opinion as to why showing forgiveness may be important.



What does Forgiveness mean?

What do you understand by any of these pictures?



*For children at home*, watch this story about forgiveness then answer the questions:

<https://www.youtube.com/watch?v=-aEUjixOK-Y>

When have you forgiven somebody? How did it feel?

When did somebody forgive you? How did it feel?

Can you think of a situation when a person does not deserve forgiveness? How do you think it would feel not to forgive?

*For children at school*, listen to the story about forgiveness, Max's Bad Week, then answer the questions:

When have you forgiven somebody? How did it feel?

When did somebody forgive you? How did it feel?

Can you think of a situation when a person does not deserve forgiveness? How do you think it would feel not to forgive?

LO: I am learning to evaluate products on their purpose and appearance.



To evaluate products on their appearance.



To evaluate products both on their purpose and appearance.



To evaluate products on their purpose and appearance in detail.



Name of product	Book or card?	How is the movement generated?	Do you like it? Do you think it would be easy to replicate?

Friday

1 Shade the bar models to represent the fractions.

a) Shade  $\frac{1}{2}$  of the bar model.

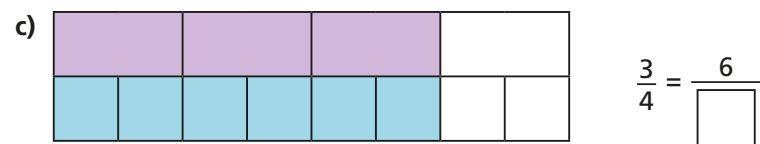
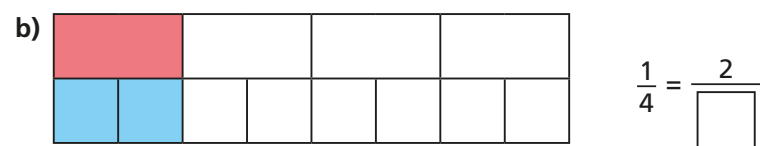
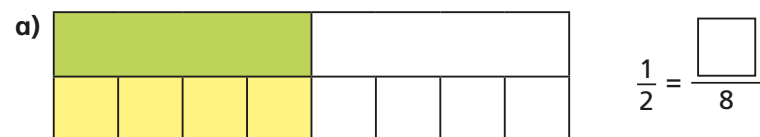


b) Shade  $\frac{2}{4}$  of the bar model.

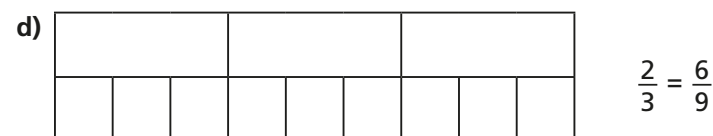
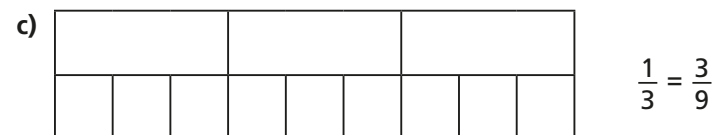
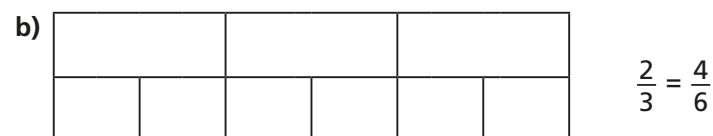
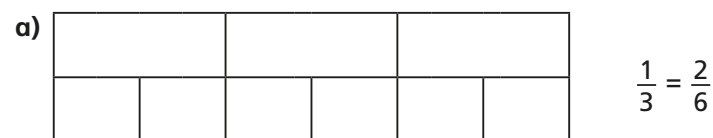


What do you notice?

2 Complete the equivalent fractions.

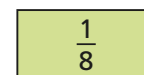
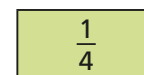
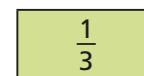
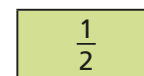


3 Shade bar models to help you represent the equivalent fractions.

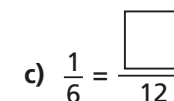
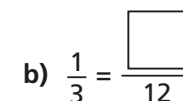
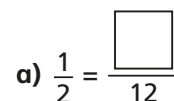


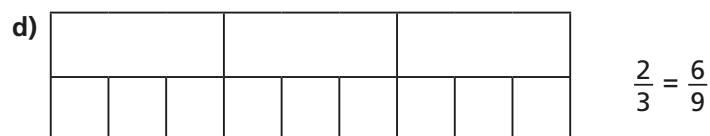
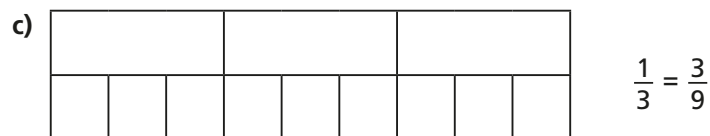
Can you find any more equivalent fractions using the bar models?

4 Match each bar model to its equivalent fraction.



5 Shade bar models to help you complete the equivalent fractions.

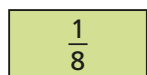
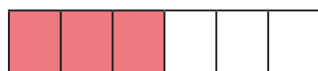
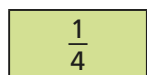
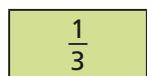
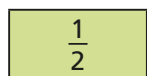




Can you find any more equivalent fractions using the bar models?



4 Match each bar model to its equivalent fraction.



5 Shade bar models to help you complete the equivalent fractions.

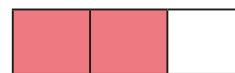


a)  $\frac{1}{2} = \frac{\square}{12}$

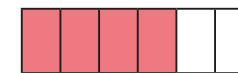
b)  $\frac{1}{3} = \frac{\square}{12}$

c)  $\frac{1}{6} = \frac{\square}{12}$

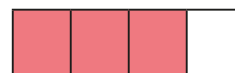
6 The bar models represent fractions.



A



C



B



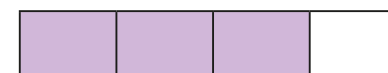
D

Which is the odd one out?

Why do you think this?



7 This bar model represents  $\frac{3}{4}$



Which bar models can be used to show a fraction that is equivalent to  $\frac{3}{4}$ ?

Shade the bar models to support your answers.



Talk to a partner about your answers.

