

Monday

Monday 25th January 2021

LO: I am learning to find the meaning of new vocabulary.

What do the words mean?

Re-read Lockdown Park.

See if you can complete the table. Work your way through the different challenges, can you get to gold?

Bronze- Definition.

Silver- Synonyms.

Gold-Write a sentence.

If you are stuck, you could ask someone else in your home, use a dictionary or the internet.

I have done the first one for you as an example!

<u>Word</u>	<u>Definition</u>	<u>Synonym</u>	<u>Sentence</u>
Tenses	make (a muscle or one's body) tight or rigid	Becomes edgy/jumpy	When the body is stressed, muscles tense up.
Clutches			
Frayed			
Shackles			
Rhythm			
Slackens			
Scowls			

Lockdown Park

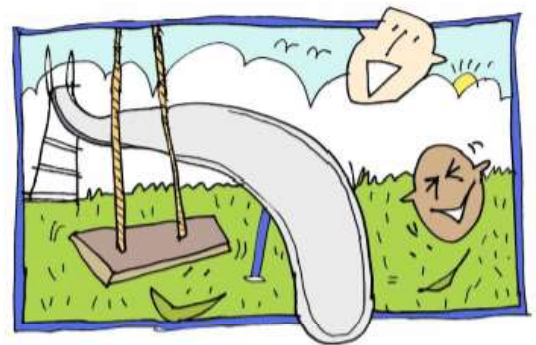
Cawston Park watches and waits. Suddenly, squealing children enter, laughing. The rope swing giggles. The slide smiles.

The trampoline tenses. A child clutches the thick, frayed rope and swings and sways over the soft sand, shrieking.

Another child skids down the slide, grinding to a sudden halt. The gentle thump, thump, thump of a distant trampoline provides a steady heartbeat.

Steel springs squeak in rhythm, providing a welcome tune.

Cawston Park sighs and smiles.



Lockdown Park watches and waits.

Suddenly, a sign arrives with shackles.

No squeals. No laughter. No children.

The rope swing stares.

The slide glares.

The trampoline slackens.

No one clutches the thick, frayed rope. No one swings and sways over the soft, yellow sand.

No steady heartbeat. No squeaky tune.

Empty, Lockdown Park scowls and frowns.



The house watches and waits.

Suddenly, a child enters squealing and laughing.

The TV stares.

The mat smiles.

The table awaits.

A child stretches and strains, watching TV PE.

Weekly street clapping provides a new heartbeat.

Steel saucepans and wooden spoons provide a new clanging tune.

A child clutches an array of thick, coloured crayons and creates.

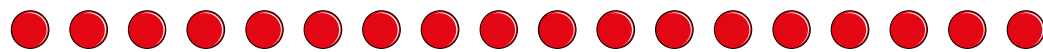
Red. Orange. Yellow. Green...

Something to display in the window of hope

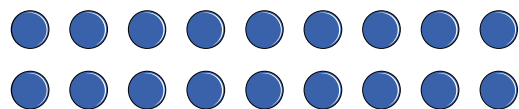
Factor pairs

1 Alex is making arrays using counters.

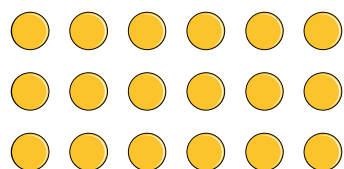
a) What calculation is represented in each array?



$$\square \times \square = 18$$



$$\square \times \square = 18$$



$$\square \times \square = 18$$

b) Use your answers from part a) to help you write all the factors of 18

2 Use counters to make arrays and find the factor pairs for each number.

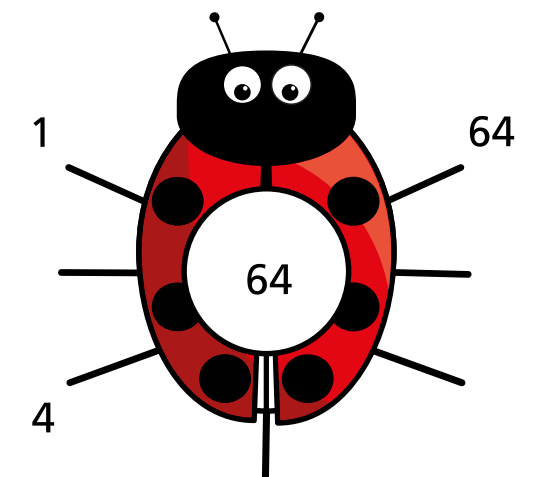
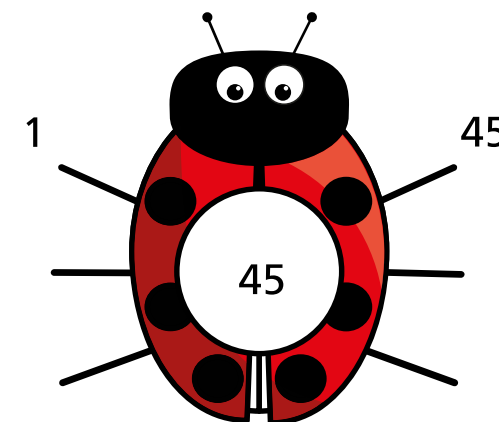
a) 12 _____

b) 15 _____

c) 24 _____

Which of the numbers has the most factor pairs? _____

3 Complete the factor bugs for 45 and 64



4 Find all the factor pairs for the number 72

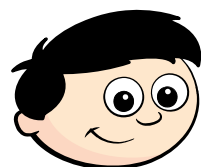
The factor pairs of 72 are _____

5 Are these statements true or false?

	True	False
8 and 2 are both factors of 10	<input type="checkbox"/>	<input type="checkbox"/>
5 and 50 are both factors of 50	<input type="checkbox"/>	<input type="checkbox"/>
25 has only three factors.	<input type="checkbox"/>	<input type="checkbox"/>
All the factors of 15 are odd.	<input type="checkbox"/>	<input type="checkbox"/>

Talk about your answers with a partner.

6



The bigger the number the more factor pairs it has.

Use examples to show that Dexter is wrong.

7 Tommy is finding factors of 12 and 18

12 and 18 have the same number of factor pairs.



a) Is Tommy correct? _____

Explain your answer.



b) Find two other numbers with the same number of factor pairs.

8

Class 4B is having a sports day.

There are 36 children in the class.

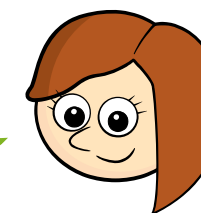
The children need to be in equal groups.

What group sizes are possible?

9

Rosie is investigating factor pairs.

6 is a perfect number because when you add its factors together, apart from itself, they equal 6



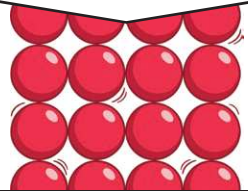
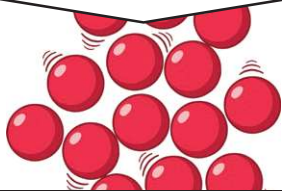
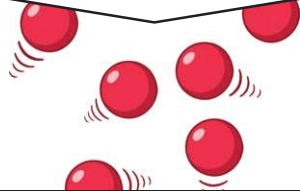
What is the next perfect number after 6?

Key Vocabulary

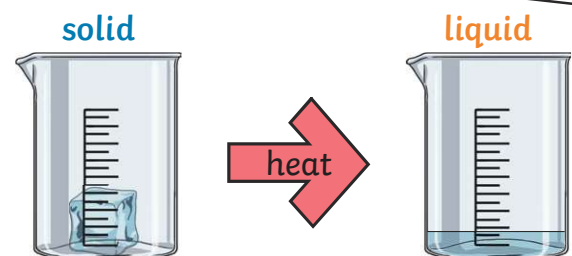
states of matter	Materials can be one of three states: solids , liquids or gases . Some materials can change from one state to another and back again.
solids	These are materials that keep their shape unless a force is applied to them. They can be hard, soft or even squashy. Solids take up the same amount of space no matter what has happened to them.
liquids	Liquids take the shape of their container. They can change shape but do not change the amount of space they take up. They can flow or be poured.
gases	Gases can spread out to completely fill the container or room they are in. They do not have any fixed shape but they do have a mass.
water vapour	This is water that takes the form of a gas . When water is boiled, it evaporates into a water vapour .

Key Knowledge

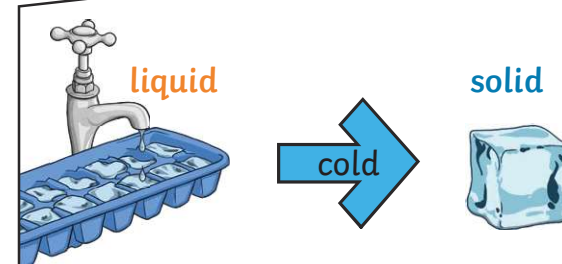
There are three states of matter.

Solid	Liquid	Gas
		
Particles in a solid are close together and cannot move. They can only vibrate.	Particles in a liquid are close together but can move around each other easily.	Particles in a gas are spread out and can move around very quickly in all directions.

When water and other **liquids** reach a certain temperature, they change state into a **solid** or a **gas**. The temperatures that these changes happen at are called the boiling, **melting** or **freezing** point.



If a **solid** is heated to its **melting** point, it **melts** and changes to a **liquid**. This is because the particles start to move faster and faster until they are able to move over and around each other.



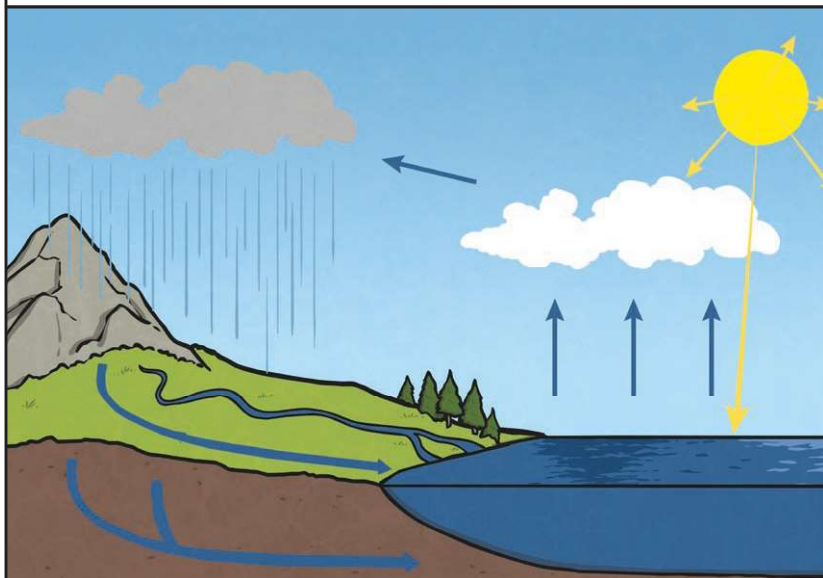
When **freezing** occurs, the particles in the **liquid** begin to slow down as they get colder and colder. They can then only move gently on the spot, giving them a **solid** structure.

To look at all the planning resources linked to the States of Matter unit, [click here](#).

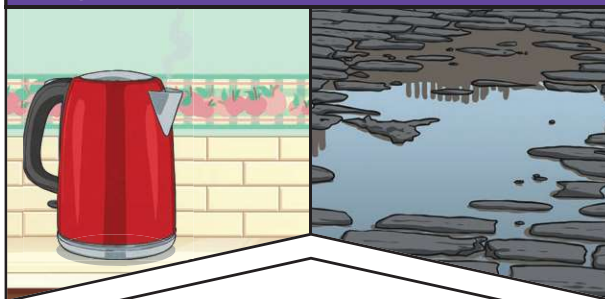
Key Vocabulary

melt	This is when a solid changes to a liquid .
freeze	Liquid turns to a solid during the freezing process.
evaporate	Turn a liquid into a gas .
condense	Turn a gas into a liquid .
precipitation	Liquid or solid particles that fall from a cloud as rain, sleet, hail or snow.

Condensation and **evaporation** occur within the water cycle.



Evaporation



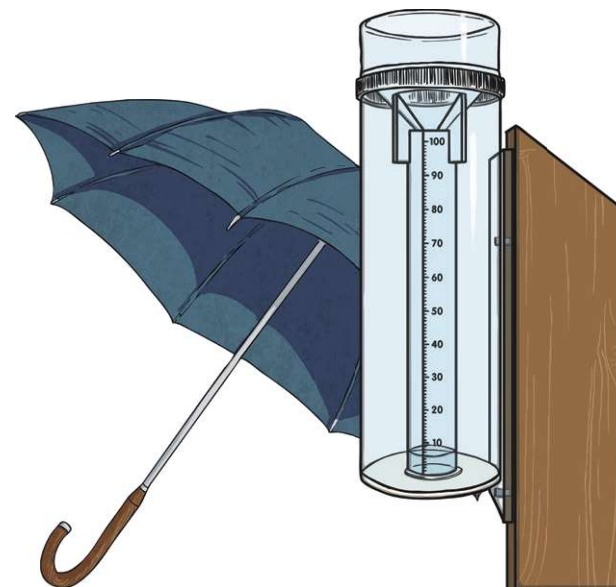
Evaporation occurs when water turns into **water vapour**. This happens very quickly when the water is hot, like in a kettle, but it can also happen slowly, like a puddle **evaporating** in the warm air.

Condensation



Condensation is when **water vapour** is cooled down and turns into water. You can see this when droplets of water form on a window. The **water vapour** in the air cools when it touches the cold surface.

1. Water from lakes, puddles, rivers and seas is **evaporated** by the sun's heat, turning it into **water vapour**.
2. This **water vapour** rises, then cools down to form water droplets in clouds (**condensation**).
3. When the droplets get too heavy, they fall back to the earth as rain, sleet, hail or snow (**precipitation**).



Tuesday

Tuesday 26th January 2021

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

Let's write a list about somewhere you know well before and after the Lockdown.

Try and bring the place alive and show how it has changed.

Underlying structure	New ideas
Decide on a favourite place or activity to describe.	
Before the lockdown <ul style="list-style-type: none">• Describe different things you saw there.• What were the things that you did?• How did you feel there?• What's your best memory?	
After the lockdown How does it feel now? Describe how the mood or feeling has changed. What do you now do or not do?	

Multiply and divide by 9

1 Complete the sentences.

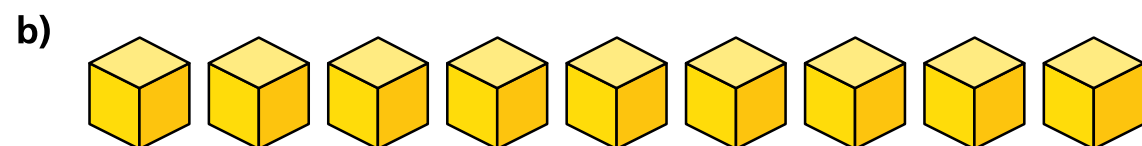


There are boxes.

There are chocolates in each box.

There are chocolates altogether.

$$2 \times 9 = \text{}$$



There are cubes.

There are faces on each cube.

There are faces altogether.

$$\text{} \times \text{} = \text{}$$

2 There are 9 players in a baseball team.

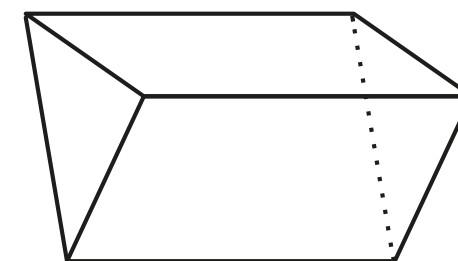
a) How many players are there in 7 baseball teams?

There are players in 7 baseball teams.

b) If there are 81 players, how many full teams are there?

There are full teams.

3 A triangular prism has 9 edges.



Use this information to complete the sentences.

a) 5 triangular prisms have edges.

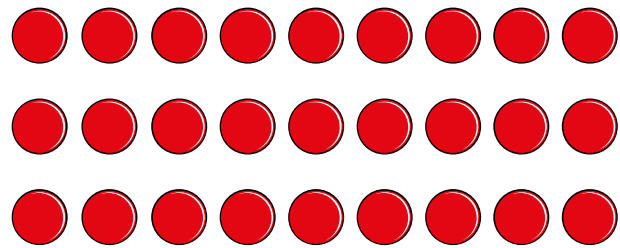
b) triangular prisms have 90 edges.

c) triangular prisms have 99 edges.

d) 6 triangular prisms have edges.



- 4 Complete the number sentences to describe the array.



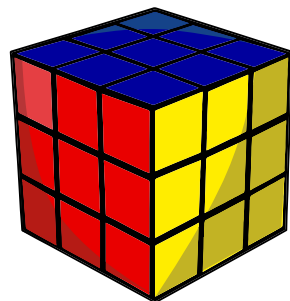
$$3 \times 9 = \square$$

$$9 \times \square = \square$$

$$\square \div 9 = 3$$

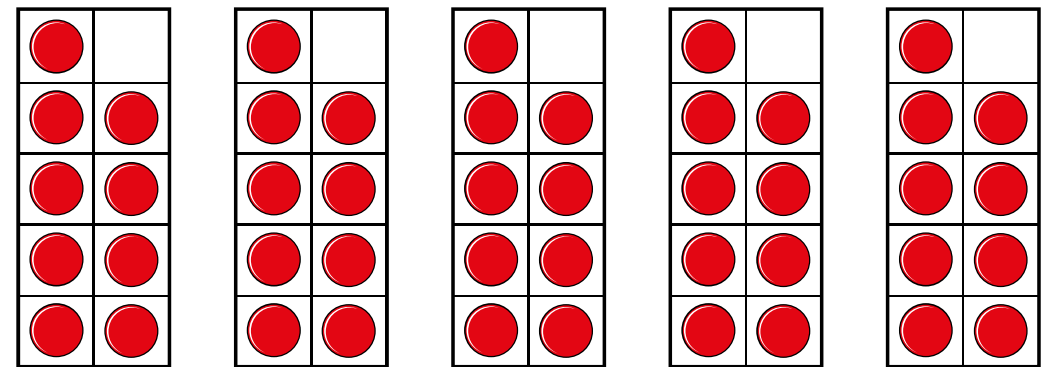
$$\square \div \square = 9$$

- 5 There are 9 coloured squares on each face of a puzzle cube.



How many coloured squares are there on the whole puzzle cube?

- 6 Eva is making groups of 9 on ten frames.



How can Eva work out how many counters she has altogether?

Compare your method with a partner.

- 7 Here is a number puzzle.

$$\square \times \square \times \triangle = 81$$

Find three different values of the square and triangle.

$$\triangle = \square \quad \triangle = \square \quad \triangle = \square$$

$$\square = \square \quad \square = \square \quad \square = \square$$

LO: I am learning about how punishments have changed over time.

Place the correct words where you think they belong in the table.

<u>The Romans</u>	<u>The Anglo-Saxons</u>	<u>The Tudors</u>	<u>The Victorians</u>

Tithings	Scold's Bridle	Hue and Cry	Legionaries
Treadwheel	Twelve Tables	Drunkard's cloak	Hard labour
Wergild	Trail by judge and jury	Oath-Keeper	Picking Oakum
Transportation	Treason	Ducking stool	Police force
Prisons	Trail by ordeal		

Gold Extension- Fill in the missing words.

Communities were divided into groups of 10 men, called _____.

These men were responsible for each other's behaviour. When a village needed to find a criminal, they would call upon all of the community to find them. This was called _____.

A common way to solve disputes between a victim's family and a criminal was through payment called _____.

Punishments ranged from hanging, branding and whipping to trials by ordeal. If the person accused of the crime could not find enough _____ (to say they were innocent of the crime) then they may face a trial by ordeal. Anglo-Saxons believed that through these trials, God would decide whether the person was guilty or not.

Wergild	Oath-keepers
Tithings	Hue and cry

Wednesday

Multiply 3 Numbers

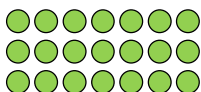
Multiply 3 Numbers

5a. Complete the calculations below.

$$6 \times 2 \times 4 = \square$$



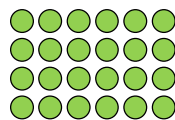
$$7 \times 3 \times 3 = \square$$



VF

5b. Complete the calculations below.

$$5 \times 4 \times 4 = \square$$



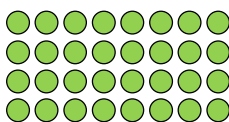
$$7 \times 2 \times 6 = \square$$



VF

6a. True or false?

$$8 \times 4 \times 3 = 92$$



VF

6b. True or false?

$$8 \times 2 \times 5 = 42$$



VF

7a. Complete the calculation. Write three different multiplication calculations using all of the numbers below.

$$6 \times 9 \times 2 = \square$$



VF

7b. Complete the calculation. Write three different multiplication calculations using all of the numbers below.

$$7 \times 2 \times 8 = \square$$



VF

8a. Tick the calculation that is correct.

A. $2 \times 3 \times 4 = 32$ ☐

B. $2 \times 3 \times 6 = 36$ ☐

C. $3 \times 6 \times 7 = 125$ ☐



VF

8b. Tick the calculation that is correct.

A. $7 \times 3 \times 6 = 120$ ☐

B. $6 \times 0 \times 6 = 36$ ☐

C. $8 \times 4 \times 3 = 96$ ☐



VF

Multiply 3 Numbers

Multiply 3 Numbers

9a. Match the calculations to their missing numbers.

$$4 \times 6 \times 8 = \square$$

$$9 \times \square \times 7 = 126$$

$$4 \times 8 \times \square = 128$$



192

4

2

3

190

VF

9b. Match the calculations to their missing numbers.

$$3 \times \square \times 4 = 108$$

$$\square \times 6 \times 9 = 270$$

$$6 \times 6 \times 6 = \square$$



5

7

9

214

216

VF

10a. True or false?

The missing number is 3.

$$5 \times \square \times 7 = 105$$



VF

10b. True or false?

The missing number is 9.

$$\square \times 5 \times 4 = 160$$



VF

11a. Complete the calculation. Write three different multiplication calculations using the same numbers.

$$7 \times \square \times \square = 196$$



VF

11b. Complete the calculation. Write three different multiplication calculations using the same numbers.

$$\square \times \square \times 8 = 224$$



VF

12a. Complete the calculations below.

A. $2 \times \square \times 6 = 84$

B. $\square \times 3 \times 6 = 144$

C. $9 \times 3 \times \square = 135$



VF

12b. Complete the calculations below.

A. $\square \times 7 \times 3 = 126$

B. $9 \times 2 \times \square = 144$

C. $8 \times \square \times 6 = 192$



VF

Wednesday 27th January

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

- 1) What is the name of the park in the first paragraph?
- 2) What were the children doing when they entered the park?
- 3) What creates a new **clanging tune**?
- 4) Find one thing that the children do at the park?
- 5) What does the house do in the fourth paragraph?

Wednesday 27th January 2021

LO- I am learning to plan my writing.

Innovation ideas!

Let's have a go at writing a list poem to describe a different favourite place and how lockdown has changed it.

Pick a place or activity that you want to write about.

There are hundreds of possibilities.

Here are just a few:

classroom, school, playground, sport club, park, grandparent's house, friend's house, picnic, birthday party, swimming pool, football club.

My turn

I decided on a place and named it: Cawston Park

Then I thought about how I felt about the place before and after the lockdown: I felt happy then sad. So I jotted down a few words that went with these moods:

What would I see? <i>Cawston Park</i> (nouns)	List things you do when you feel: <i>happy</i> (verbs)	List things you do for a <u>different</u> mood when you feel: <i>sad</i> (verbs)
<i>slide</i> <i>trampoline</i> <i>swing</i> <i>trees</i> <i>picnic bench</i> <i>zip-wire</i> <i>see-saw</i>	<i>dance</i> <i>squeal</i> <i>giggle</i> <i>sing</i> <i>laugh</i> <i>jump</i> <i>chuckle</i>	<i>sulk</i> <i>moan</i> <i>sleep</i> <i>tremble</i> <i>shake</i> <i>cry</i> <i>sob</i>

Now use the next page to have a go yourself.

My activity or place is

(B) Before lockdown I felt

(A) After lockdown I felt

What would you see at your place or activity? (Nouns)	List things you would do when you feel positive. (B) Action- verbs	List things you would do when you feel negative. (A) Action- Verbs

Thursday

Thursday 28th January 2021

LO- I am learning how to write a list poem.

My turn:

I had a go at drafting my poem.

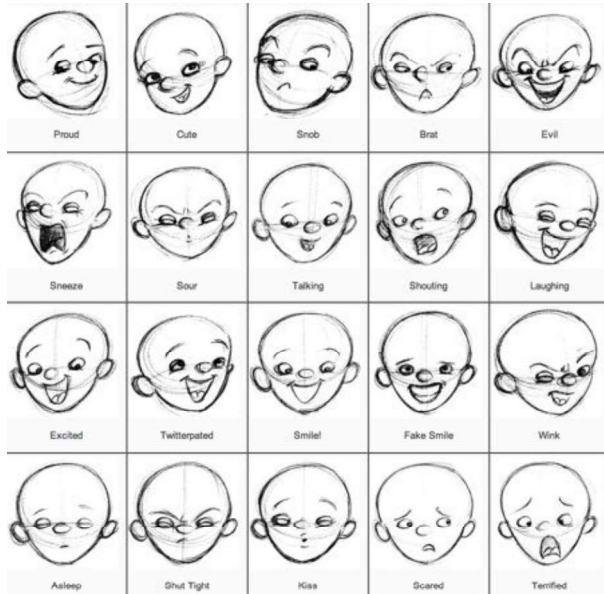
Before, in Cawston Park -
I saw a soaring slide giggle,
a quivering trampoline dance
And a smiling swing sing.

After, in Lockdown Park -
I saw a lonely slide sulk.
A gloomy trampoline tremble.
And a grinning swing groan.

Your turn

Draft your poem carefully and keep on reading it aloud and altering it until it sounds just right. Help the reader understand exactly how you were feeling.

Drawing Portraits With Expression

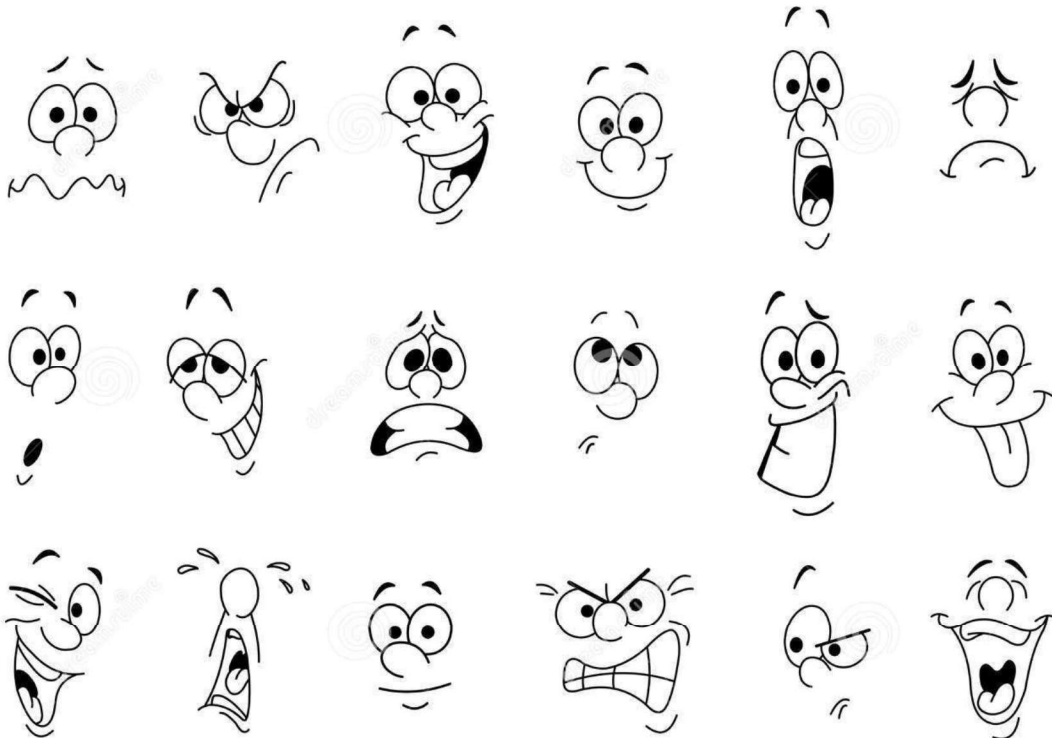
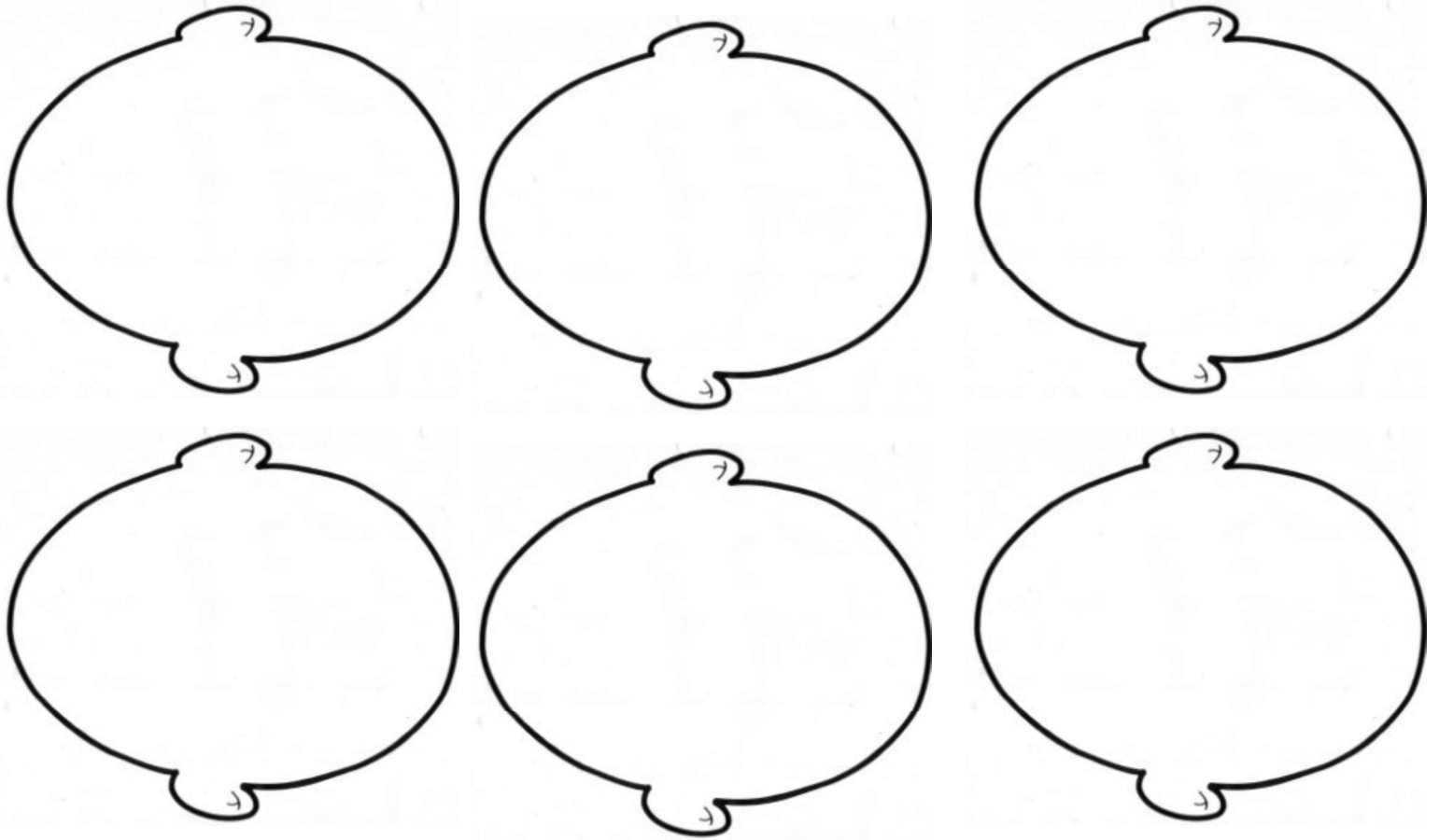


<https://www.youtube.com/watch?v=4za5eEmkcCM>

**First, watch
this clip**

Now print or draw the face outlines on the next page and add expression to them by drawing facial features.

Use the examples to help with your design.



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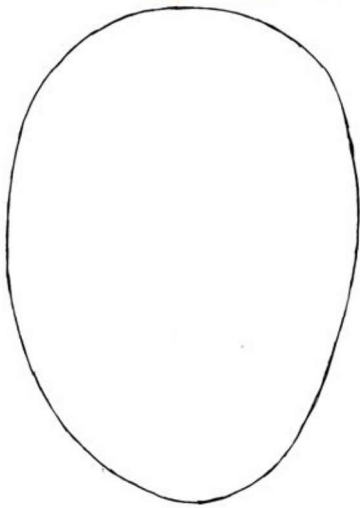
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Yael Weiss | Dreamstime.com

**Alternatively, follow the
step-by-step guide to drawing a
portrait.**

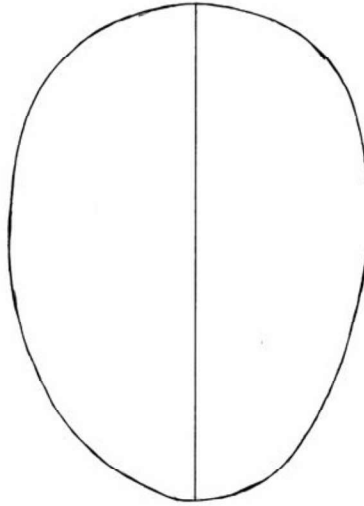
**Choose an expression to add
to your face.**

1. Draw an egg shape (but remember
not all faces are egg shaped!)



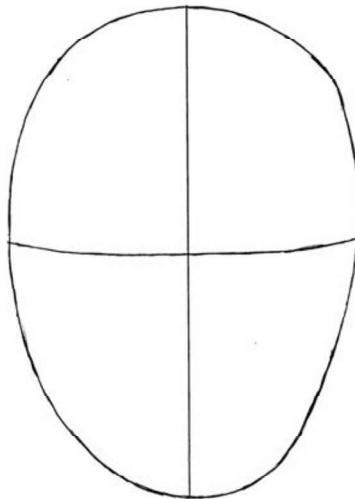
This bit can be difficult so remember to use
your pencil **lightly**, just in case you need to
rub out mistakes!

2. Draw a centre line vertically right through the centre of the egg



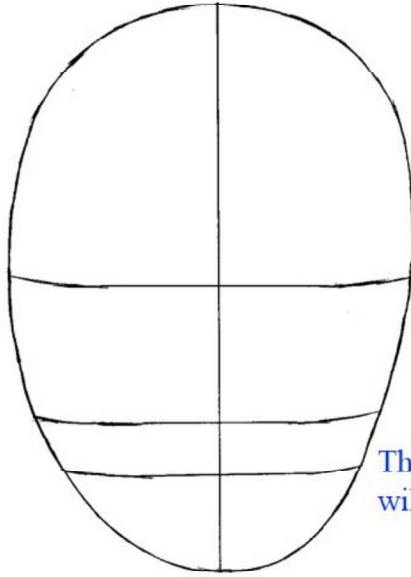
This helps you make sure that you line up the nose, mouth and eyes correctly

3. Draw a horizontal line $\frac{1}{2}$ way down the egg



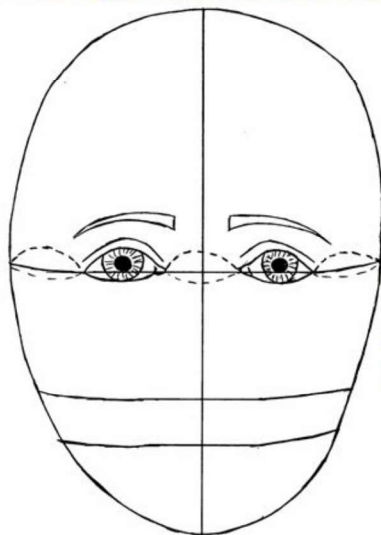
This is where the eyes and top of the ears will go

5. 1/3 of the way down from the nose draw a 3rd horizontal line



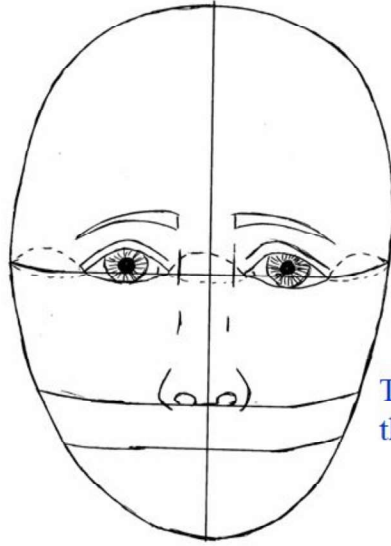
This is where the mouth will go.

6. Draw in the eyes with the corners on the line



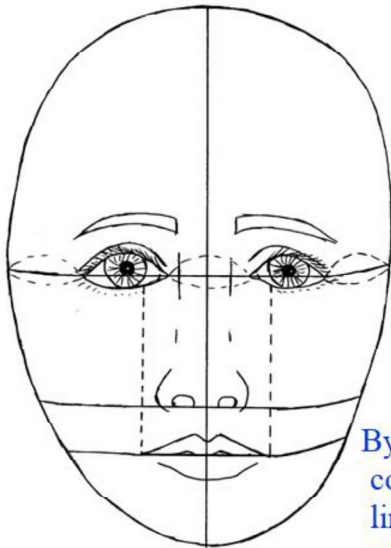
To ensure the eyes are the correct size you should be able to fit 5 equal eye widths across the head.

7. Draw the bottom of the nose



The nostrils should rest on the line.

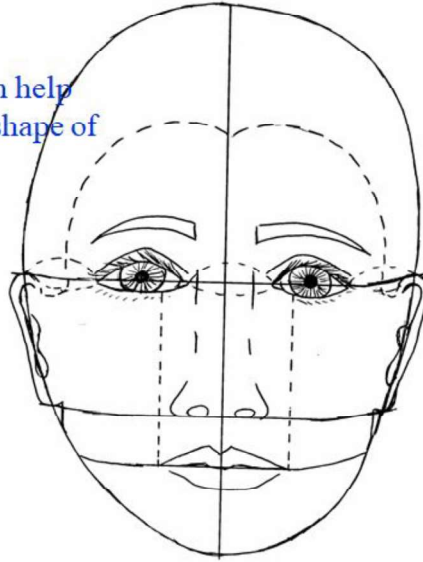
8. Draw in the mouth with the line dividing the 2 lips



By measuring $\frac{1}{3}$ in from the corner of the eye and drawing a line vertically on each side, you can achieve an accurate mouth width

9. Draw in the ears and the hairline

The hairline can help
determine the shape of
the face



Remember the ears
should fit snugly
between the eye and
nose lines

Thursday 28th January

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://www.youtube.com/watch?v=aJ7kNfzXvJE>

Kisa and the Mustard Seed

Listen to the story, 'Kisa and the Mustard Seed'.

What was the Buddha trying to teach Kisa?

Draw and annotate a picture that represents his teachings.

Friday

Friday 29th January

LO: I am learning to apply a range of reading skills to answer comprehension questions.

- 1) How do you think the author feels about Cawston Park? Explain your answer.

- 2) How do you think the author feels about Lockdown park? Explain your answer.

- 3) Cawston park and Lockdown park are the same place. Why has the author changed the name?

- 4) Write a definition for the word **“clutches”**.

- 5) What does the child create with coloured crayons at the end of the poem?

- 6) Where do you think they display their creation?
Explain how you might know this?

Friday 29th January 2021

LO- I am learning to edit and improve my writing.

My turn

When I read through the poem I decided to change some of the words to make it more powerful.

Have a read through. Are the underlined words that I changed more effective? Why?

Before, in Cawston Park -
I noticed a soaring slide giggle,
a quivering trampoline dance
And a grinning swing sing.

After, in Lockdown Park -
I spotted a lonely slide sulk.
A gloomy trampoline tremble.
And a shivering swing groan.

Your turn

Read through your poem. Can you change any of the words to make it more powerful like I did?

Tip- Use a thesaurus to help!

Make sure you:

- Check correct punctuation, capital letters/full stops/commas/speech marks/exclamation marks/question marks.
- Use a dictionary to check any spellings you are unsure of!
- Read each sentence out loud to make sure it makes sense!
- Have you used figurative language?
Similes/Metaphors/Personification.