

Week 12 Home Learning Tasks 29th June 2020



| | Task | Success criteria | The tasks below should be <u>completed in order</u> . We look forward to reading your work. | |
|----------|----------------|--|--|--|
| Literacy | describe | Read and understand 2a Conjunctions adverb | Read the story 'The Badly Behaved Bus'. Adults, please read it to your child if necessary. Use the 'Wanted' poster to tell people about the bus. Look at the explanation of how to complete your poster. | Try to use an adverb in your description. |
| Literacy | Write a list | Do...rules Don't..rules Start a new line for each sentence Conjunctions Adverb 2a | You are going to write some rules for the Badly Behaved Bus to follow. Look at the example of Bus Rules. In your book or on a piece of paper draw a line down the middle, write Do... on one side, and Don't.. on the other side. Write some rules for the Badly Behaved Bus to follow. | |
| Literacy | Write a recipe | 2a Adverb Simile New line for each ingredient | In Chapter 3, Simon makes a calming mixture for the Badly Behaved Bus. If you were making a calming mixture, what would you put in it? Write a list of ingredients. Remember to start a new line for each ingredient. Write step by step instructions explaining how to make your mixture. | Draw a picture of what the mixture looks like and give it a name. Use alliteration for the name, ie. Soft, Soothing Mixture |

| | | | | |
|----------|---------------------------|---|---|---|
| Literacy | Write an ending | 2a Adverb Conjunction simile | In Chapter 5, Daisy came up with a plan for the Badly Behaved Bus. What would your plan be for the bus? Can you write your own ending for the story? What would happen to the bus? Where would it go? | Read your writing to check it makes sense. Now can you use a good sentence starter to make it more interesting? |
| Litera | SPAG | Write as many words as possible | Words within a name activity sheet | |
| Reading | Read and answer questions | Read the text and the questions. Underline the important part of the question where appropriate. Tick answers. Draw lines for answers. Fill in missing words. Complete sentences. | The Badly Behaved Bus ADULTS PLEASE NOTE THAT THE ANSWERS ARE INCLUDED. | Check that you have answered all the questions. |
| Topic | research | 2a Adverb conjunction | Look at the pictures of the old and new aeroplanes. What differences can you see? Write a sentence about the differences you can see. Research any information you can about when airplanes were invented. Can you find out the name of the first person to fly in an airplane? | What different types of transport fly in the air? |

The Badly Behaved Bus

Reading for Writing

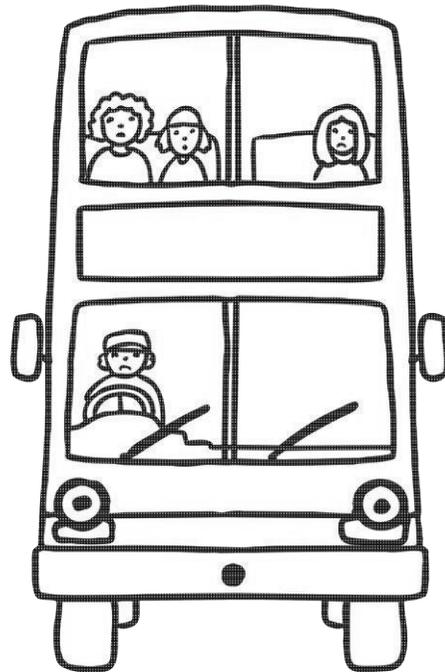


Chapter 1

There was once a very badly behaved bus.

When this bus got to a roundabout, he would drive straight over it and ruin all the lovely flowers! When people were waiting at the bus stop, he would drive straight past them, even when he had lots of room! And when this bus saw a big puddle, he would drive straight through it, soaking everybody in the street.

None of the bus drivers wanted to drive him because they all knew just how naughty he could be. The only people who liked the bus were the school children, who thought riding him was a lot of fun.



One day, three of the bus drivers got together.

“Someone needs to show him how to behave,” said bus driver Katy crossly.

“Someone needs to fix him,” said bus driver Simon sadly.

“Someone needs to teach him a lesson,” said bus driver Gus grumpily.

They all agreed that something had to be done about the badly behaved bus. But what?

Chapter 2



Bus driver Katy had a plan.

“I know,” she said, “I’ll make him watch how the other buses behave!” She asked one of the drivers to drive a well behaved bus in front and she would drive the badly behaved bus behind.

At first, it all seemed to be going well. The good bus stopped at the bus stops, and so did the naughty bus. The good bus stopped at the traffic lights, and so did the naughty bus.

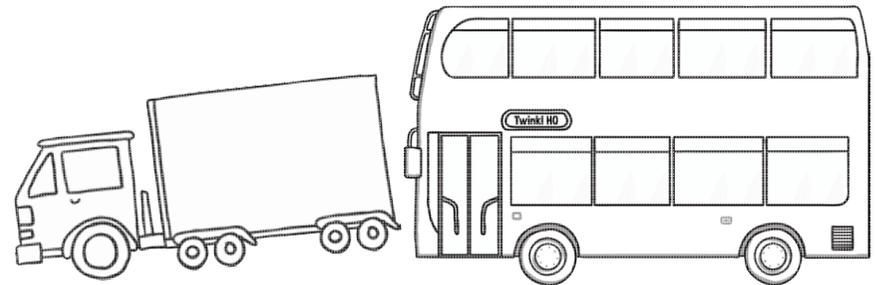
“It’s working!” thought bus driver Katy.

The good bus was driving nice and slowly.

“Go a bit faster, I’m getting bored,” whispered the naughty bus. The good bus drove a little bit faster, and a little bit faster until.... CRASH!!!

The good bus had driven straight into a lorry!

“You are the nastiest bus I have ever driven!” shouted bus driver Katy and she gave up.



Chapter 3

Next, bus driver Simon had a plan.

“The badly behaved bus must have the wrong kind of petrol,” he said, “that’s what’s making him so naughty!” He decided to make a special petrol mix to help the bus calm down.

He mixed up milk, honey and flower petals and he poured the mix into a petrol can. Late at night, when the naughty bus was asleep in the bus garage, Simon filled up his tank with the calming mixture.

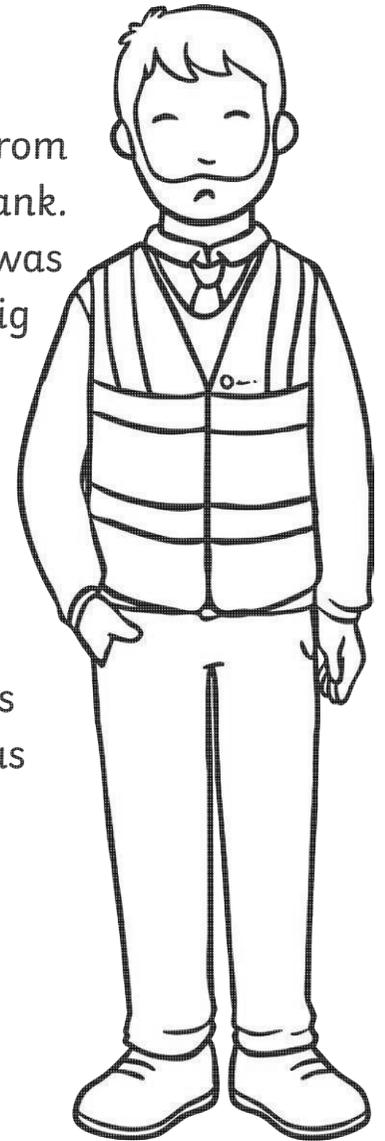
The next day, the bus woke up feeling happy. Bus driver Simon drove him around the block. At first, the bus drove calmly and quietly.



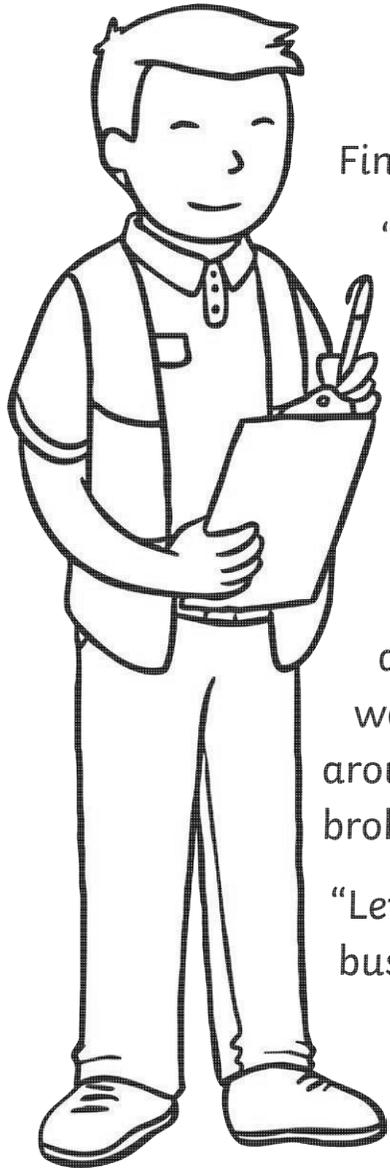
But then there was a splutter from the engine and a gurgle in the tank. The bus started revving like he was about to sneeze. The bus saw a big crowd of people watching, turned around and... SPLOOSH!!!

The badly behaved bus had sprayed petrol mix all over the people!

“You are the most disgusting bus I have ever driven!” shouted bus driver Simon and he gave up.



Chapter 4



Finally, bus driver Gus had a plan.

“I’m going to teach that bus a lesson,” he said, “So that he is never naughty again.” Tippi the tow truck agreed to tow the badly behaved bus away and lock him up in the Car Pound.

The bus felt sad when he was towed away and he felt scared when he was locked up in the Car Pound. All around him were other cars who had broken rules or that no one wanted.

“Let’s get out of here,” whispered the bus to the cars.

“How?” asked a rusty car, “The fence is so high and the gates are locked.” The badly behaved bus got ready. He revved his engine and then 1,2,3...

SMASH!!!

The bus had crashed through the gate at top speed, breaking the padlocks! All the cars cheered and followed him out into the night.

“He is the worst bus I have ever driven! I give up!” said Gus to his family that evening over dinner.

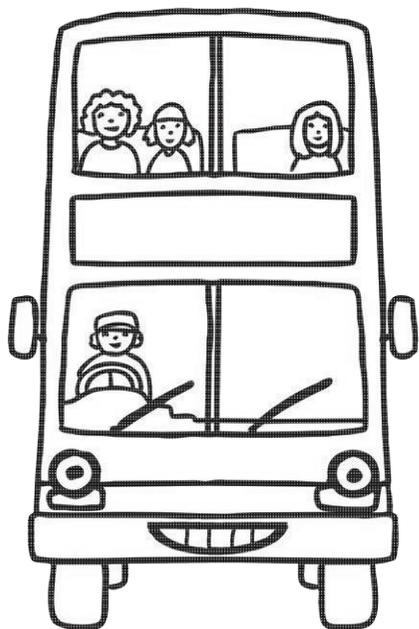
“Let’s not give up yet,” said Gus’ daughter Daisy, “I have a different kind of plan.”



Chapter 5

Like all the children at her school, Daisy loved the badly behaved bus. They loved that he was noisy and went fast, and you never knew when he was going to stop. It was just like being on a roller coaster.

“He’s not a badly behaved bus,” said Daisy, “he’s just a bored bus, doing the wrong job.”



So Daisy went to see the owner of a theme park nearby.

“Would you like a new ride for your theme park?” she asked. “It can go really fast and lots of children want to ride on it.” The theme park owner said he would.



Now, children queue up to be splashed with puddles by the bus. Families buy tickets to ride on the bus at top speed as he crashes through gates. And all the parents are happy because he has been fitted with special seat belts, so everyone is safe.

“You are the best bus we have ever been on!” shout all the children after their ride. He isn’t badly behaved or bored anymore. The sign above him reads ‘THE BEST AND MOST BRILLIANT BUS!’

The Badly Behaved Bus

Comprehension Questions

1. Which is your favourite chapter of the story and why?



2. Can you find any adjectives in the story that are used to describe the bus?



3. Why do you think the children in the story like the badly behaved bus and the grown ups don't?



4. Can you number these sentences 1-5 to show the order they happen in the story? The first one has been done for you.

Bus driver Simon had a plan. It didn't work.

Bus driver Gus had a plan. It didn't work.

1 Three bus drivers got together to do something about the badly behaved bus.

Bus driver Gus' daughter, Daisy, had a plan. It worked!

Bus driver Katy had a plan. It didn't work.

5. What do you think will happen next? Will the bus carry on being good or will he start being badly behaved again?



The Badly Behaved Bus

Comprehension Answers

1. Which is your favourite chapter of the story and why? **Accept any chapter as long as a reason is given, e.g. My favourite chapter is Chapter 3 because it's funny when the bus sprays the people with petrol**
2. Can you find any adjectives in the story that are used to describe the bus? **Accept any of the following: badly behaved, naughty, nastiest, disgusting, sad, worst, noisy, fast, bored, best, brilliant.**
3. Why do you think the children in the story like the badly behaved bus and the grown ups don't? **Accept any inferential answer, that uses clues from the text, e.g. I think the children like the bus because children like going fast and think it is fun. The grown ups don't like going fast so they don't like the bus.**
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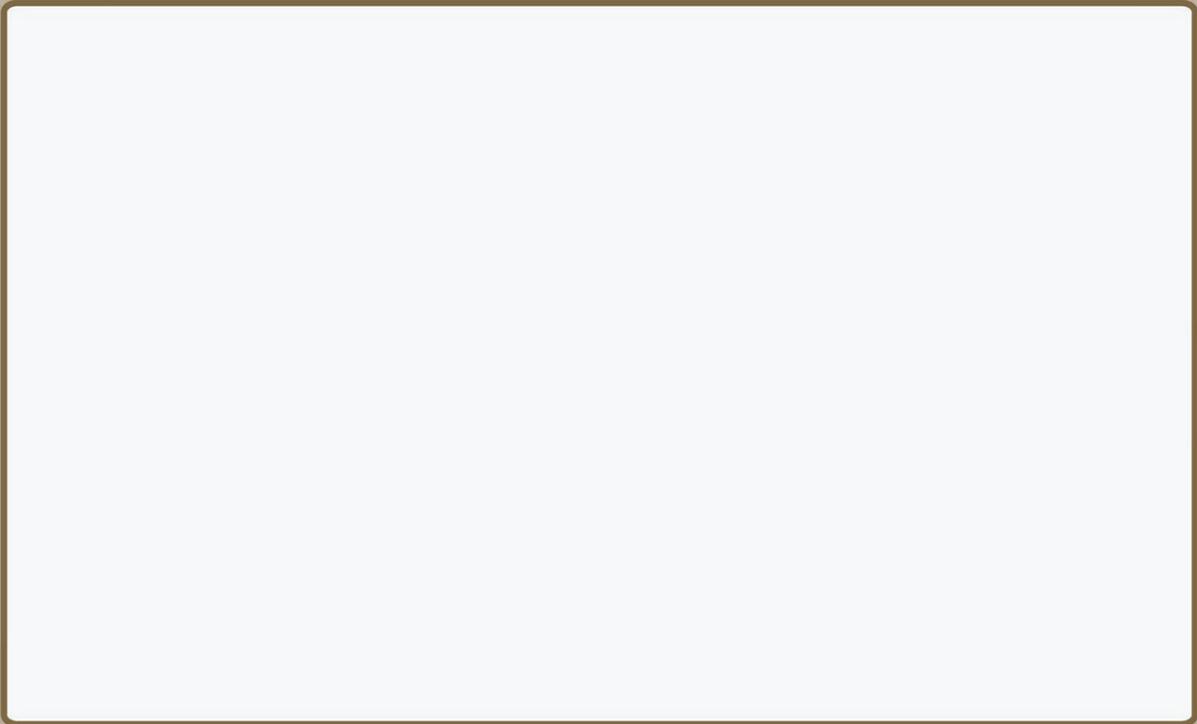
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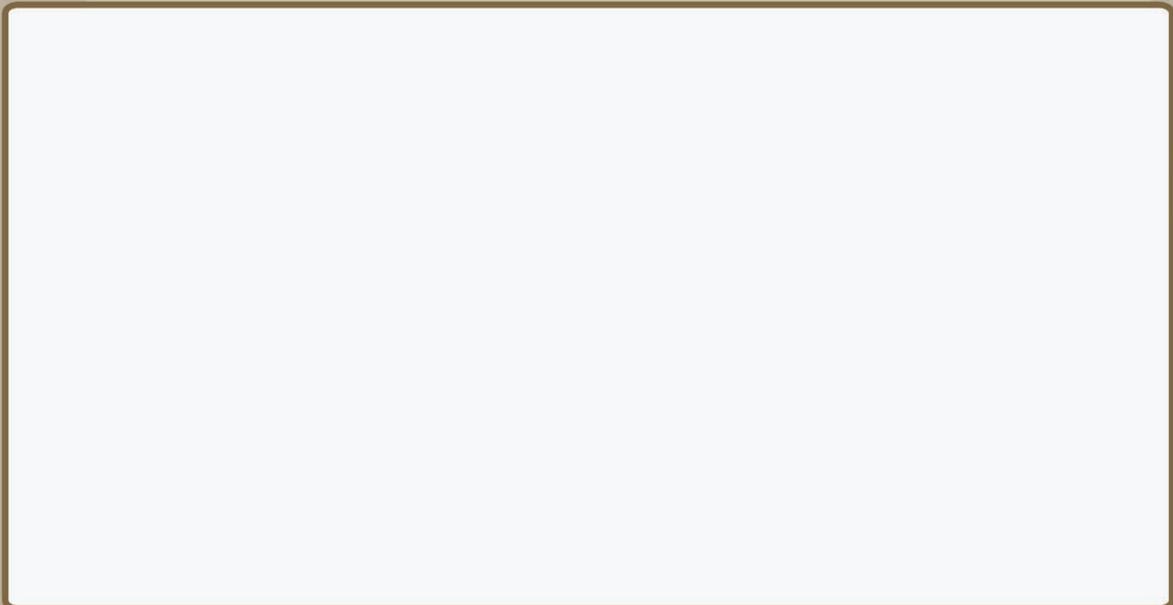
5. What do you think will happen next? Will the bus carry on being good or will he start being badly behaved again? **Accept any plausible prediction, e.g. I think the bus will carry on being good because he has found something to do that he is good at and everyone thinks he is brilliant.**

WANTED

Name: _____



FOR

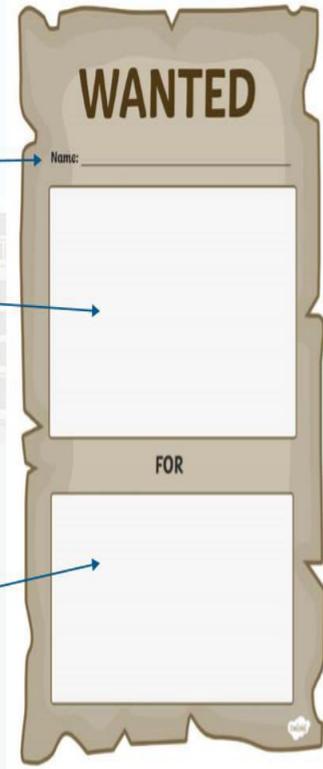


Wanted poster and Bus Rules examples

Wanted Poster

Make sure your WANTED poster includes:

- The name of the **Badly Behaved Bus**.
- A picture of the Badly Behaved Bus.
- Sentences explaining what the badly behaved bus is wanted for.
- Try to use the word 'and' to join your words e.g. For driving straight through a puddle **and** splashing people.



Bus Rules

Do...

- Do stop at red traffic lights.
- Do stop at bus stops when people are waiting.

Don't...

- Don't drive too fast.
- Don't drive over roundabouts.

Words within a Name

Amazing Fact

'Smith' is the most common surname in the UK, used by more than 1 in every 100 people.

Challenge

Write your first name and surname in the large box.

Then write all the different words you can find using the letters in your name.

| | |
|--|--|
| | |
|--|--|

You could also try to find out:

- what the most common first names are;
- why we have surnames;
- whether surnames are used in all countries;
- what unusual names people have chosen for themselves.

The Badly Behaved Bus

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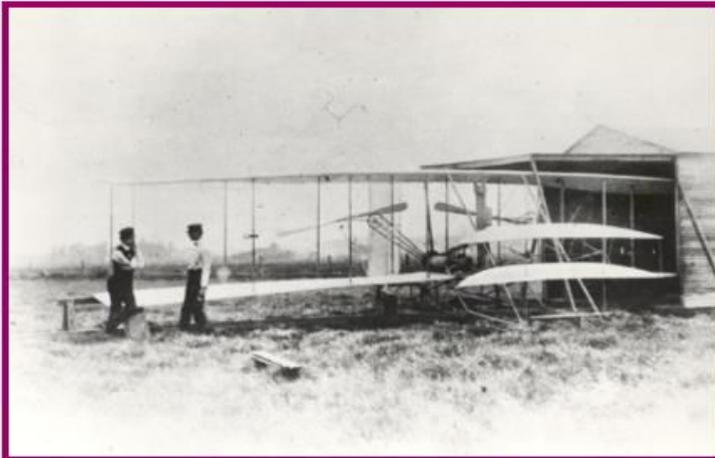
Old and New Transport



How do these modes of transport work?

The first aeroplane was built in 1903.

What differences can you see between the first aeroplane compared with today's aeroplanes?



Week 12 Home Learning Tasks

29th June 2020



| Task | | Success criteria | The tasks below should be done in the order given. | |
|-------|----------------|---|---|---|
| Maths | Solve problems | £ P Add Subtract | Look at the Monday problem solving Money worksheet and do as many as you can. Remember to write the calculations out in full. You can also show your workings out. | CHALLENGE What is the largest/smallest amount you can make using 5 different coins? |
| Maths | Solve problems | Use a coin Sharing Division | Look at Tuesday problem solving questions. Draw the circles to help you with the sharing. Use a coin to help with the second question. Remember to write out any calculations that you do. Use your maths book if you need the space. | Does it make a difference if you use a different coin? |
| Maths | Solve problems | Multiply divide | Look at Wednesday problem solving questions and do as many as you can. | Can you recite the 2x, 5x and 10x tables from memory? |
| Maths | Solve problems | Add subtract | Look at inverse missing number worksheet. These are 2 step problems where you have to find the missing number. Do the first part of the calculation then use that answer to begin the second part of the calculation. | Try this. ____ + 14 - 12 = 6 What is the missing number? |
| Maths | Solve problems | Pictogram How many does the symbol represent? Tally chart | Look at the Friday problem solving worksheet. We have done pictograms and tally charts previously in school. The tally chart question is quite tricky. Do what you can. | Choose 5 things you like to eat and make a tally chart of your family's favourite. |



Deepen Activities

1



- a) What amounts can you make using exactly three coins?
- b) Can you find more than ten solutions?

What amounts could I make if I used four coins?



2

Amy has £20 more than Bilal.

Bilal has £11 more than Cleo.

Amy has as much as Bilal and Cleo put together.

How much do they each have?

3

Draw four items for a shop.

Put a price label on each item.

One item should give change of £2 from £10.

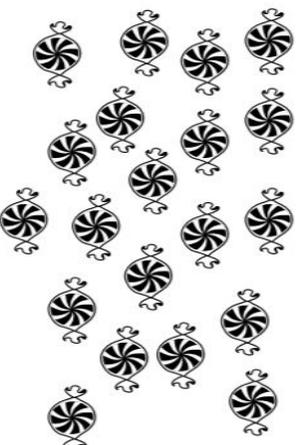
One item should give change of £3 from £20.

One item should give change of £5 from £30.

One item should give change of £12 from £40.

What would your four items cost altogether?

Astrid shares
20 sweets into equal
groups so that all
her friends have the
same number.



How many groups are there?

How many sweets are in each group?

I found lots of
different answers!



A coin has two sides.



Ash starts on tails.

heads

tails

He chooses a number less than 30 and turns
the coin over that many times. The coin now
shows heads.

What could Ash's number have been?

What do you notice?

Can I look at the ones
digit to work out if I will
finish on heads or tails?



Have you mastered multiplying by 2, 5, and 10?

a) Write the missing numbers.

$6 \times 5 = \square$

$\square \times 2 = 24$

$10 \times 10 = \square$

$\square \times 5 = 35$

$9 \times 2 = \square$

$\square \times 10 = 120$

b) Mark Tina's maths homework for her.

$5 \times 2 = 10$

$7 \times 2 = 14$

$11 \times 10 = 101$

$6 \times 5 = 60$

$8 \times 5 = 80$

$8 \times 2 = 16$



Champions' Challenge

1. Write the missing numbers to complete the table.

| | 4 | 6 | 9 | 3 | 8 |
|------------|----|----|---|----|---|
| $\times 5$ | 20 | | | 15 | |
| $\times 2$ | | 12 | | | |

2. Is this true?

$13 \times 5 \text{ is the same as } 13 \times 10 \div 2$



Reasoning – Inverse Operations

Calculate the missing number.

$$3 + 2 - \square = 4$$

2. Calculate the missing number.

$$7 + 1 - \square = 3$$

Calculate the missing number.

$$9 - 2 + \square = 8$$

4. Calculate the missing number.

$$8 - 1 + \square = 9$$

Reasoning – Inverse Operations

5. Calculate the missing number.

$$5 - 2 + \square = 6$$

6. Calculate the missing number.

$$6 - 4 + \square = 8$$

7. Calculate the missing number.

$$3 + 6 - \square = 1$$

8. Calculate the missing number.

$$4 + 2 - \square = 3$$

Reasoning – Inverse Operations

9. Calculate the missing number.

$$7 + 2 - \square = 6$$

10. Calculate the missing number.

$$5 + 3 - \square = 4$$

13. Calculate the missing number.

$$4 + 6 - \square = 3$$

14. Calculate the missing number.

$$7 + 3 - \square = 1$$

11. Calculate the missing number.

$$8 - 3 + \square = 7$$

12. Calculate the missing number.

$$9 - 6 + \square = 8$$

15. Calculate the missing number.

$$9 - 7 + \square = 8$$

16. Calculate the missing number.

$$8 - 5 + \square = 7$$

This pictogram shows the number of pies sold by a bakery in one day.

| Flavour of pie | Number sold in one day |
|----------------|--|
| Apple |  |
| Rhubarb |  |
| Blueberry |  |
| Pumpkin |  |

 = ?

The bakery sold 100 pies altogether.
How many rhubarb pies did it sell?



I will need to work out how many pies each symbol represents.

30 children were asked if they preferred Maths, English, Art or Music.

- The number who preferred Maths is a multiple of 10.
- The number who preferred Music added to the number who preferred Art equals 19.
- An odd number preferred Music.
- More children preferred Art to Maths.

Draw a tally chart with the numbers you know.

What could the other numbers be?



There are four possible charts.