

Summer 2

A Happy Tuesday



Week 7 – Tuesday
14th July 2020
The Last Week!

What does your day look like?



Lesson 1: Reading

Lesson 2: Maths

Free time

Lesson 3: Grammar/Spelling

Lesson 4: Writing

Lunch

Lesson 5: project

Don't forget to READ!

The words "HOME LEARNING" are written in a colorful, bubbly font. Each letter is filled with a different pattern of colors, including red, yellow, blue, green, and purple. The letters are outlined in black and have a slight 3D effect.

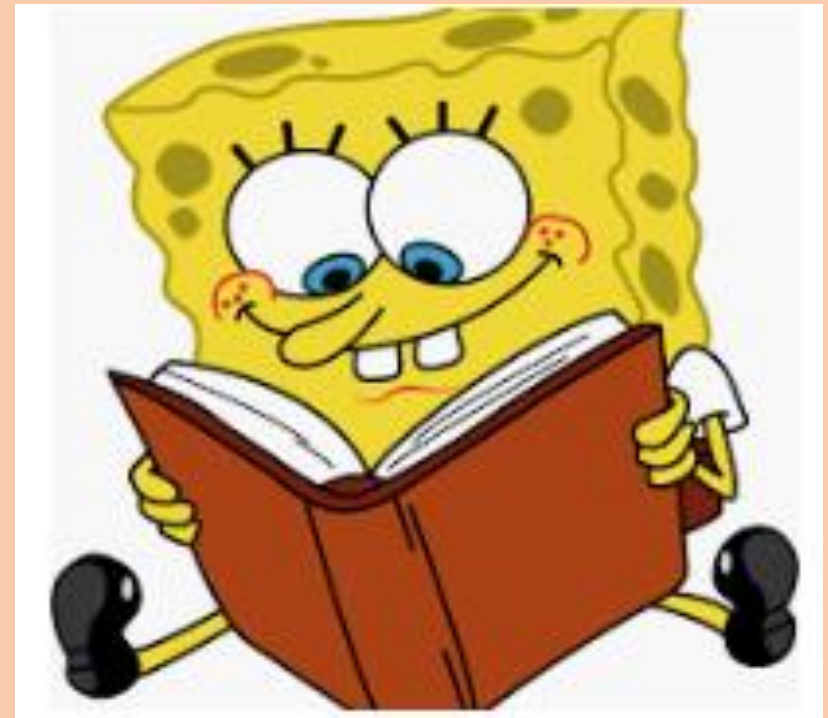
Reading

Activity:

1. Read the text
2. Read the questions and answer what you can.
The Deeper Reading questions are extensions for those of you who normally do three chillies.

If these are too easy or too hard, get in touch on Teams or on email (year5@thepalmeracademy.com) to let us know. We hope you enjoy!

Mrs Brettal's Group:
Reading Eggs



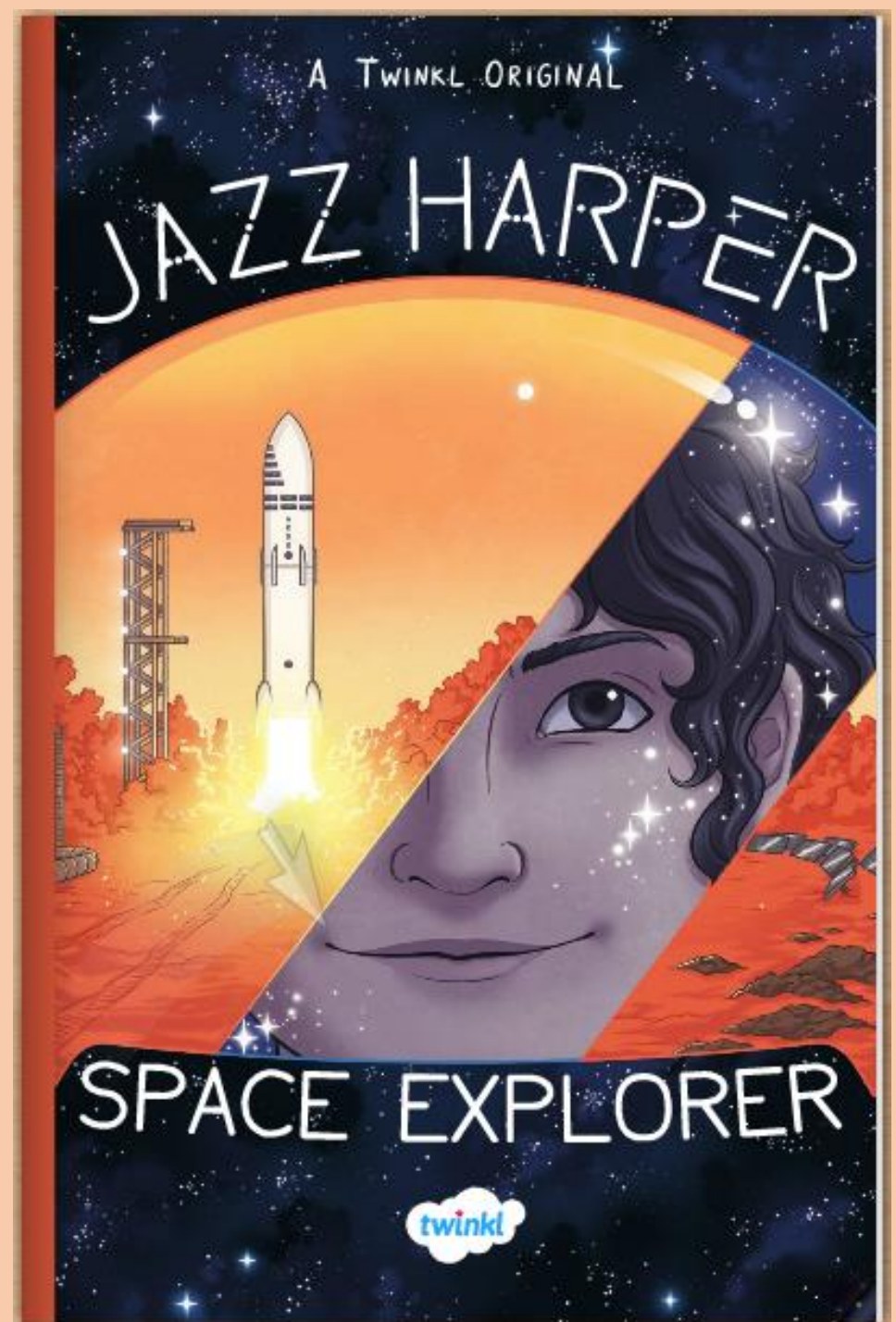
Today you are going to have Chapter Four of the story read to you. See if you can follow the text as she reads.

The following link will take you to a YouTube video of chapter one of the book being read aloud

<https://www.youtube.com/watch?v=yVYifEHhLMo&feature=youtu.be>

The questions / activities she talks about are on the slides after the text.

Use the text in the video or on the PowerPoint to help you find the answers.





CHAPTER 4: Minor Emergencies

Sol 42, Mars Year 57, 1:59 a.m.

Dear Diary,

It's the middle of the night but I can't sleep! I'm too excited about starting Mars school. I've already tried to sneak out of the flat to visit Elijah but when I got there, his door was locked. Since there are no webspectacles or phones on Mars, I couldn't even call him to let me in.

Instead, I turned to go home. The corridors were deserted and the lights flickered dim blue. My footsteps echoed as I shivered down the hallways. It is only when you are alone — really, properly, 'everybody else is asleep' alone — that you start to realise where you are. I was underground, on a strange planet, far away from my real home.

I started to worry. What if the colony wasn't safe? What if there were aliens hiding just beyond the valley waiting to gobble us up? What if everyone else in the colony had mysteriously vanished and it was just me, alone with my echoing footsteps?

I was so scared that when I got to the corner between

Elijah's corridor and mine, I stopped. I was sure that I could hear deep, hissing breaths and strange slurping noises. Before I could stop it, my brain had conjured an alien: big and purple and oozing, with one enormous eye. I wanted to scream. I wanted to run. But I was frozen to the spot.

Then, a long way off, I heard a BANG!

I jumped and dashed round the bend and in through the front door. As soon as I got inside, I could hear Mum snoring and I stopped being scared. I went straight to bed.

I still don't feel tired, though. I've decided that, if I don't get to sleep soon, I'm going to find my explorer hat and my warmest socks and go looking for the alien that I DEFINITELY heard. After all, explorers can't afford to be scared. They have to face their fears with courage and determination.

Also, how cool would it be to be the first person ever to discover an alien on Mars, the night before my first day of Mars school? I'd be a hero! There would probably be a celebration in my honour — with cake — and everyone would want to be my friend. The teacher would ask me to come

to the front and teach a lesson about how to be a brave explorer. Then, in science, we'd write observations about the alien's behaviour and in English, we'd write news reports to send to Earth and

7:00 a.m.

Oh, no. It looks like I fell asleep in the middle of a sentence and I can't remember what I was going to write. Not only that, but Mum says that I have ink on my face - on my very first day of Mars school! This is so embarrassing.

Sol 42, Mars Year 57, 5:00 p.m.

Dear Diary,

School was not at ALL like I had expected! I don't know how I'm going to survive on this planet if it carries on this way.

First of all, the classroom was the most uninspiring room in the entire world. It had grey walls and grey desks and grey chairs and an actual, old-fashioned interactive whiteboard. At first, I thought the board was cool, like going back to Victorian times or something like that, but then I realised that the lessons were like Victorian lessons, too.

What was even more upsetting was the teacher. She is not a robot with a drawer in her belly for felt-tip pens and glue sticks. She's a human. She's called Ms Kay. She wears a beige cardigan and tan trousers and a taupe shirt. She's VERY dull.

There are sixteen children in the class and they are all different ages. Ellie-May sits at the little table at the front with the little children. The big table at the back is just for teenagers. Elijah and I are on the middle table.

"Letitia's been here the longest," said Ms Kay, pointing to a tall girl with ginger hair. She was sitting at the middle table, too, but she looked a year or two older than me. "I'm sure that she'll be happy to help while you're finding your feet."

Elijah and I greeted everyone as we sat down. Some of them answered back but Letitia didn't even smile. She just folded her arms and scowled.

"You've got writing on your face. Did you know that?" she asked me.

I tried to explain that I had been writing about aliens when I had fallen asleep, but she didn't care.

"You could have washed it off, couldn't you?" she sneered. Letitia didn't seem like a very helpful person, whatever Ms Kay said.

In our maths lesson, we didn't learn Martian maths. We just did ordinary maths using Earth numbers. Elijah said that the questions were too easy for him but Ms Kay said that he had to do them anyway. In English, we read a bit

of an Earth story and then we answered questions in full sentences. I asked if we could read some Mars poetry in the next lesson. Ms Kay gave me a sharp look, like she wanted to pin me to my seat with her eyes. She just said, "Don't be ridiculous."

I didn't mean to be ridiculous. I just wanted to know.

The most exciting thing happened just before lunchtime. Suddenly, in the middle of checking that all Elijah's sentences had capital letters and full stops (which they did, of course, because Elijah is better at English than Shakespeare), an alarm went off. It was so loud that I wrapped my arms over my head. A red light that I hadn't noticed before flashed and lit up the room.

I sprang from my seat, ready to run for the door. There was probably going to be an explosion or an earthquake, or else a tentacled alien was rampaging through the corridors, or an army of Martians was advancing towards the colony! We had to equip ourselves! We had to fight! We had to flee!

However, none of the other children seemed bothered. Ms Kay gestured at me to sit down. She looked at a message

scrolling across an LED display behind her desk.

BIO LAB COOLER FAULT - ELECTRICAL ENG TO BIO LAB

Moments later, the siren stopped and the light went off. The lesson carried on as if nothing had ever happened.

"What was that about?" I whispered. "Why aren't we doing anything?"

Elijah frowned.

"Cooler fault?" I continued. "Surely Mars is cold enough already. And what's an 'electrical eng'?"

Letitia rolled her eyes. "It's short for 'electrical engineer'. And we do need coolers, actually - the samples in the labs need to be kept at exactly the right temperature. You two obviously don't know ANYTHING about Mars."

"I do, too!" I objected.

"I got 99.8% on the Mars Knowledge Test," Elijah added.

"It was part of our training. And I've read five and a half books about Martian rocks and minerals. The half was because I realised that the book was too easy."

Letitia didn't seem at all interested in listening to us. The morning passed by very, VERY slowly.

In the canteen at lunchtime (where they were serving lab-grown meatballs and mashed potato), I looked for Mum to ask what the alarm was about but she was nowhere to be seen. Elijah's dad was eating at the next table so we asked him instead.

"That's the minor emergency alarm. There was a fault in the biology laboratory - a broken cooling system. Your mum will be busy assessing the damage all day, I expect."

In the afternoon, we had a practical lesson. Organising the class, Ms Kay announced that the little table would be going to the kitchen and the middle table would be going to the equipment room. The big table were staying in the classroom to do geography.

Everyone on the middle table, including me and Elijah, stood

up and headed for the classroom door. Our group left; Elijah dithered in the doorway.

"Go on, Elijah," said Ms Kay. "The others will show you where to go."

As we bounce-walked down the corridors, Elijah was clearly moping. "I was looking forward to geography," he told me. "It's my favourite subject. Do you think they'll be doing fieldwork on the surface of Mars?"

Letitia laughed. "Haven't you ever done a geography lesson before? We don't do fieldwork - we just read facts in textbooks. As if they'd let us kids go out onto the surface of Mars!" she jeered.

After that, Elijah looked REALLY miserable.

The equipment room was a long way away, down the long tunnels to the outside part of the colony. A stern man was waiting for us. He wore khaki all over, as if he were in the army, and he had a very neat moustache.

"Right, recruits. Today, I'll be showing you how to clean the

spacesuits," he said.

"Do we get to try them on?" I asked.

"Maybe - if you get your work done quickly," said the man, with a grin.

Mars spacesuits aren't like the ones that we wore on the spacecraft. They're made of a blue, stretchy material and, when they're not being worn, they look like tiny wetsuits with hands and feet. There are big boots to wear on top, built to withstand the tough Mars landscape. The boots have thick soles and leather straps. The helmet is made of dark acrylic sheet and rounded, so it looks a bit like the head of an alien from one of those old movies. There's a network of speakers and microphones so that you can speak to other people and hear what they say back, just the same as if you weren't wearing an airtight suit.

Each suit has an electronic pack that hangs over your shoulders and attaches at the front and back. It's really heavy but it's also really important because it extracts oxygen from the Mars air and regulates your temperature. If it's really sunny, there's a silvery poncho thing that you can wear

on top which reflects the radiation and keeps your spacesuit from disintegrating.

Somebody asked why the sunlight was more dangerous on Mars than Earth; after all, Mars is further away from the Sun than Earth is. I told them what Mum had said about the atmosphere. Turns out that I (well, she) was right! Mr Moustache said that, because there is less atmosphere here to protect us, the sun could do more damage. Even Elijah was impressed that I knew that!

Our job was to 'maintain' the suits. Elijah panicked and said that there was absolutely no way that we should be doing this job because Mars dust is toxic and we would be in danger. Mr Moustache told us not to worry because the suits had already had their first clean and we were going to be given special masks and goggles to wear while we gave them their second clean. I can't think of anything that really needs two cleans, so I thought that the whole activity was a bit pointless. I wasn't going to say that, though, because I REALLY wanted to be allowed to try one on!

The first job that we had to do was brushing. We brushed the spacesuits clean of leftover particles of red Mars dust,

including all the elbow and knee joints and spaces between the fingers. Then, we dusted the helmets until they didn't have a single smudge on them.

If we found anything that didn't look right, like cracked rubber or a loose wire, we had to tell Mr Moustache straight away (he did tell us his real name but I forgot it).

"We always check the suits thoroughly before any mission but the earlier we can spot problems, the sooner we can fix them," said Mr Moustache, marking some cracked rubber that I'd spotted with yellow tape so that it could be mended later.

We each cleaned three whole spacesuits. Once I'd got my last pair of space boots gleaming, I proudly presented them to Mr Moustache.

"May I try it on, now?"

He wriggled his moustache from side to side as he inspected my work. I held my breath. What if I'd left a smudge or a smear? After a moment, he smiled.

"Excellent work, recruit. Now, let's get you into that spacesuit."

The spacesuits take AGES to get on. The blue rubber isn't just skin-tight, it's practically bone-tight. My legs and arms and middle felt completely squashed and squeezed about.

When I put on the space boots, the electronic box and a silvery anti-radiation cape, I felt like a superhero. The last thing to go on was the helmet.

I stood in the middle of the equipment room with my hands on my hips. Everyone gazed at me, probably really impressed. In my mind's eye, the silver cape flapped behind me on the Martian breeze.

Then, I heard a spluttering noise. I spun round to see Letitia stifling a giggle.

"I'm sorry," she said, though I could tell that she wasn't, really. "It's just... you look a bit like an insect."

"Everyone looks strange in Mars suits, Letitia," said Mr. Moustache.

"We'll all have to wear them if we want to go out rock-collecting," said Elijah.

At that, Letitia snorted. "Yeah, right. As if YOU will ever be allowed out of the colony."

It was a shame because, until then, it had been a fun lesson. Now, I am dreading going back to Ms. Kay and having to spend another day with that meanie, Letitia.



Chapter 4

During the Video



Watch the video, where you will hear Chapter 4 being read to you. There will be some questions to answer during this video. You may choose to write your answers to these questions here. If you decide to do this, pause the video to give yourself time to write.

1. Why do you think the author has finished the paragraph with 'and', leaving it with no punctuation? (p.60)

2. What do you think the new timestamp (7:00 a.m.) tells the reader?

3. What two things has Jazz done to this paragraph to make it look different? (p.64)

BIO LAB COOLER FAULT -
ELECTRICAL ENG TO BIO LAB

After the Video



Answer these questions after watching the video. Look carefully in the eBook for the answers and use what you have learned in the first section.

4. Look at page 58. What does the time of the diary entry tell you about how Jazz feels?

5. Why couldn't Jazz get in touch with Elijah? (p.58)

6. What does Jazz mean when she says that 'explorers can't afford to be scared'?

7. Which new characters do we meet in this chapter and what impression do we get of them?

8. Does the spacesuit look like you expected it to? Why or why not?

Deeper Reading



9. Why does Jazz say that the whiteboard is like it is from Victorian times?

10. Look at the paragraph on page 64 consisting of 'Elijah frowned.' Why is this paragraph on its own, instead of attached to the one before or after it?

Related Activity



Design your own futuristic classroom on paper. You could even create it out of junk modelling materials!

Maths

This week we're going to be looking at a Maths Transition Booklet – Goodbye Year 5, Hello Year 6. Enjoy!



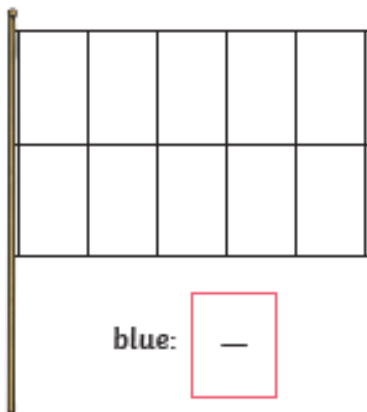
Fraction Flags

Shade each flag using the given fractions.

$$\frac{1}{10} + \frac{1}{5} = \text{green}$$
$$\frac{9}{10} - \frac{1}{2} = \text{yellow}$$

The rest
will be blue.

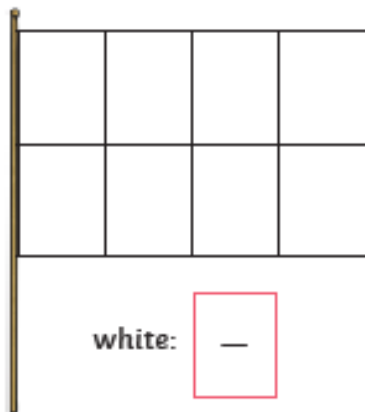
blue:



$$\frac{1}{2} = \text{red}$$
$$\frac{3}{4} - \frac{3}{8} = \text{yellow}$$

The rest
will be white.

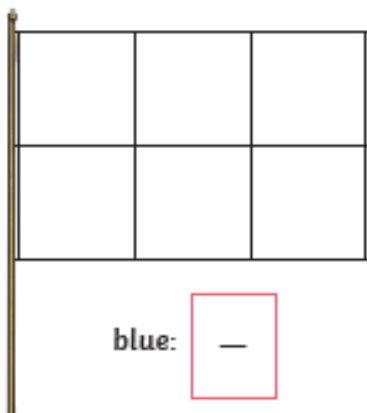
white:



$$\frac{1}{6} + \frac{1}{3} = \text{red}$$
$$\frac{5}{6} - \frac{2}{3} = \text{yellow}$$

The rest
will be blue.

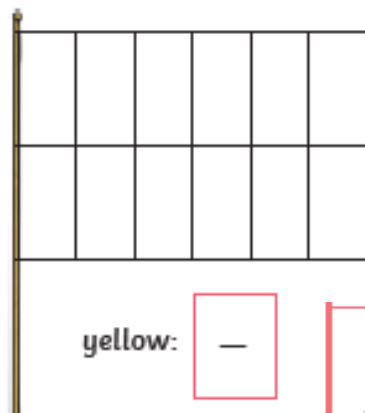
blue:



$$\frac{11}{12} - \frac{2}{3} = \text{green}$$
$$\frac{1}{6} + \frac{1}{3} = \text{red}$$

The rest will
be yellow.

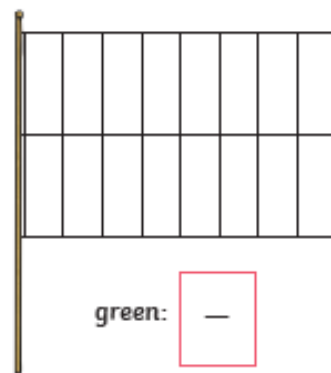
yellow:



$$\frac{1}{8} + \frac{1}{4} = \text{blue}$$
$$\frac{7}{8} - \frac{1}{2} = \text{yellow}$$

The rest
will be green.

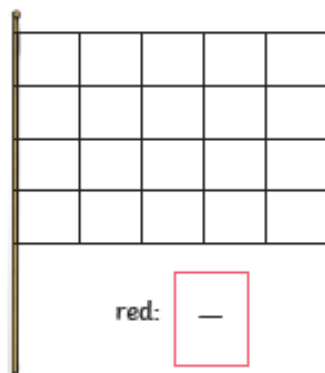
green:



$$\frac{1}{10} + \frac{2}{5} = \text{green}$$
$$\frac{1}{2} - \frac{1}{5} = \text{yellow}$$

The rest will be red.

red:



Can you give a fraction for each of the 'remaining' colours?

Decimal Place Value Game

Each player will need:

0 – 9 digit cards

Instructions:

Shuffle your set of cards and place them face down.

The first player must turn over a digit card and place it on their grid. The second player will take their turn.

Repeat this until both players have a distance.

The aim of the game is to make the greatest distance. The player with the greatest distance scores one point.

The winner is the first player to score five points.



You can create an imaginary Player 1 and Player 2 or you could ask a family member or friend to play with you.













Make your own digit cards by writing the numbers 0 – 9 on pieces of paper.

				km
--	--	--	--	----

Want to try something different? Why not decide on a target distance in metres and the winner is the person who gets closest to the number. For example, try to make a distance closest to 2800m.

Matching Times

Roll two dice and find the time on the grid. If you can say an equivalent time, you can claim the square. For example, if you land on 540 seconds, you could say this is also 9 minutes. If not, your turn passes to the other player. The winner is the first player to connect four in a row, horizontally, diagonally or vertically.

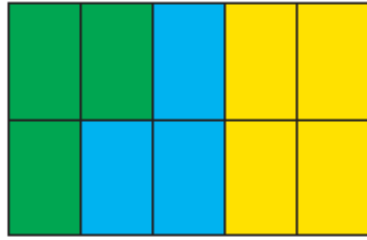
	360 seconds	660 seconds	24 hours	60 seconds	2 weeks	21 days
	120 seconds	72 hours	2 minutes	480 minutes	720 seconds	35 days
	240 minutes	30 seconds	300 minutes	1 hour	35 days	5 minutes
	3 minutes	1 minute	600 seconds	3600 seconds	600 minutes	96 hours
	420 seconds	48 hours	360 minutes	1 week	1 year	240 seconds
	62 minutes	6 minutes	14 days	180 seconds	1 day	720 minutes
						

If you don't have a dice, you could make one, or use an app on a phone or tablet.

Answers

$$\frac{1}{10} + \frac{1}{5} = 3 \text{ green}$$

$$\frac{9}{10} - \frac{1}{2} = 4 \text{ yellow}$$



The rest
will be blue.

$$\text{blue: } \frac{3}{10}$$

$$\frac{1}{2} = 4 \text{ red}$$

$$\frac{3}{4} - \frac{3}{8} = 3 \text{ yellow}$$

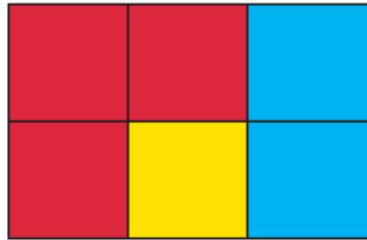


The rest
will be white.

$$\text{white: } \frac{1}{8}$$

$$\frac{1}{6} + \frac{1}{3} = 3 \text{ red}$$

$$\frac{5}{6} - \frac{2}{3} = 1 \text{ yellow}$$

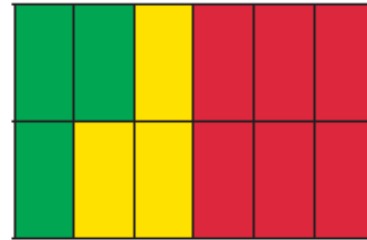


The rest
will be blue.

$$\text{blue: } \frac{2}{6} \text{ or } \frac{1}{3}$$

$$\frac{11}{12} - \frac{2}{3} = 3 \text{ green}$$

$$\frac{1}{6} + \frac{1}{3} = 6 \text{ red}$$

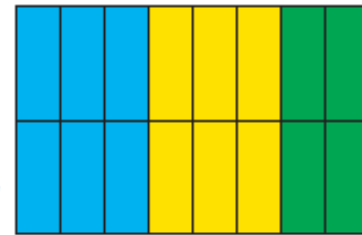


The rest will
be yellow.

$$\text{yellow: } \frac{3}{12} \text{ or } \frac{1}{4}$$

$$\frac{1}{8} + \frac{1}{4} = 6 \text{ blue}$$

$$\frac{7}{8} - \frac{1}{2} = 6 \text{ yellow}$$

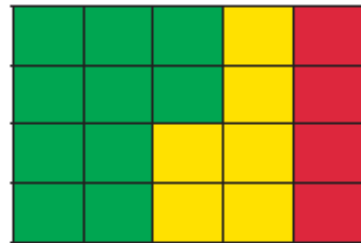


The rest
will be green.

$$\text{green: } \frac{4}{16} \text{ or } \frac{1}{4}$$

$$\frac{1}{10} + \frac{2}{5} = 10 \text{ green}$$

$$\frac{1}{2} - \frac{1}{5} = 6 \text{ yellow}$$



The rest will be red.

$$\text{red: } \frac{4}{20} \text{ or } \frac{2}{10} \text{ or } \frac{1}{5}$$



Take a break – stretch your legs and arms. Have a walk around.
Go outside if you can for some fresh air.

Keep up the hard work 😊

The slide features a central white diamond shape with a thin white border, set against a light gray background. The text "SPAG activities" is centered within this diamond. The background is decorated with four overlapping diamond shapes in the corners: yellow in the top-left and bottom-right, and blue in the top-right and bottom-left. Each corner diamond consists of a larger, semi-transparent outer diamond and a smaller, more opaque inner diamond.

SPAG activities



1. Which verb is created when these suffixes are added to the noun? **Write the correct verb** for each example.

class + -ify

advert + -ise

assassin + -ate



2. **Circle the modal verbs** in the sentence below.

‘We should leave,’ he whispered. ‘They could come back at any time.’



3. **Underline the relative clause** in the sentence below.

We are going to go back to Devon this year, which is where I first learnt to surf.



4. Read this sentence. What type of word is underlined? **Tick one.**

That's the lady who teaches me to play the drums.

possessive pronoun

relative pronoun

personal pronoun



5. The passage below has an error in it. Underline the error and **write the correction** in the box.

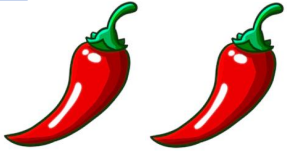
That behaviour is unrespectful.



6. Read the sentences below. **Circle** the word which links the sentences together to create cohesion.

It's important to follow a recipe when making a cake. , you need to make sure you have the ingredients to hand.

Then	After that	Firstly	This
------	------------	---------	------



1. Which conjunction creates **cohesion** by following on logically from sentence one? **Tick one.**

I never enjoyed learning languages. , I passed my French exam with ease.

Subsequently

Despite this

Even if



2. Read the sentences below. Which **adverbial of place** should be used to link the ideas in sentence 1 to those in sentence 2? **Write your answer in the space.**

1. Walk past the bank and continue for half a mile.

2. turn left, then right.

Outside At the end of the road Everywhere

3. **Tick** the sentence which uses a modal verb.

I am thinking about joining a karate club.

I should think about joining a karate club.

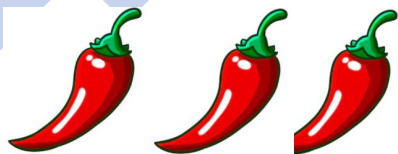
4. Tick the box which shows where the **relative pronoun has been omitted** in the sentence below.

This is the gentleman I was telling you about.



5. Which verb prefix matches each word? **Tick one box** for each example.

Verb	dis	de	mis	over	re
understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
believe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hydrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
react	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



1. Which sentence uses a **relative clause**? Tick one.

The map that I brought with me is out of date.

I bought an out-of-date map yesterday.

.....

2. Circle the **adverbial of number** which links the sentences below to create cohesion.

My health has always been very good. Consequently, I have visited the doctors

in five years.

many times

frequently

only once

3. **Add parenthesis** to the sentence below.

Despite the excellent sailing conditions which were totally unexpected my dad's boat came last.

4. Read this sentence. What type of word is underlined? **Tick one.**

This is the book that I was telling you about.

possessive pronoun

relative pronoun

5. The passage below has an error in it. **Underline** the error and **write the correction** in the box.

'Misactivate the weapons!' cried the General.

6. Look at the suffixes below. Which **suffix** should be added to the adjective 'glamour' to create the appropriate verb? **Tick one.**

Some people believe that certain forms of street art can glamour graffiti.

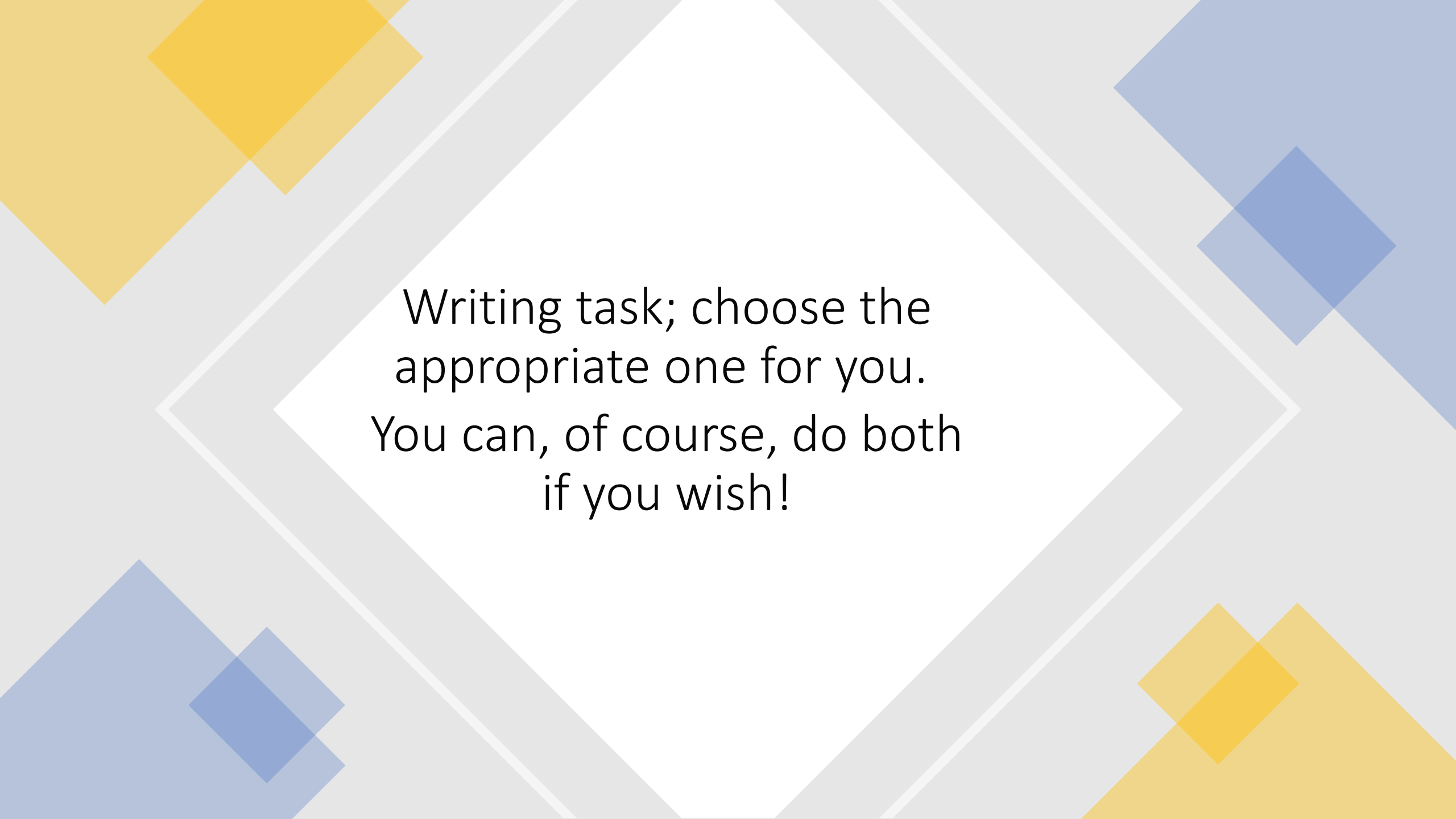
ise

ify

ate

7. **Circle** the **modal verbs** in the sentence below.

I can assure you that whatever happens, we will not make this mistake again.



Writing task; choose the
appropriate one for you.
You can, of course, do both
if you wish!

Use your super sentence writing skills to create sentences with a relative clause. Read the main clause, add an appropriate relative pronoun from the list below and then add your own relative clause. The first one is done for you as an example.

Relative pronouns - who, which, where, when, whose, that

1. We often visit the seaside **when the sun shines**.
2. The girl jumped into the pool, _____

3. We went on a long plane journey _____

4. The boy sprayed his friend with the water pistol, _____



This time, read the main clause. Then re-write the sentence, adding an appropriate relative pronoun and embedded relative clause in the middle of each sentence. Don't forget your commas if you need them! The first one is done for you as an example.

1. We went to the beach, **which was on the east coast**, to go surfing.

2. The ice-cream melted quickly. _____

3. Our dog dug a deep hole in the sand. _____

4. My dad paddled the dinghy out to sea. _____



LUNCH TIME!



Get outside if the weather is nice, or try and do some exercise or meditation. Try Just Dance, Go Noodle or Joe Wickes fitness videos



<https://www.gonoodle.com/>
<https://www.youtube.com/user/CosmicKidsYoga>
<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>
https://www.youtube.com/results?search_query=just+dance



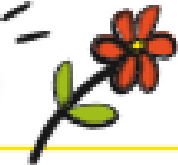
Topic – pick one of the following tasks

Screen Free Challenge: Pick one of these activities to do in the afternoon for some screen free time. You could do one a day or just have one or two afternoons of screen free time this week. Enjoy!

21 How many words can you think of that rhyme with WRITE?



22 Write a recipe for 'Springtime'. What will you include? Flowers? Sunshine? What else?



23 Use your body to make the shape of a letter. How many more can you make? Can you make every letter in the alphabet?

24 Play alphabet bingo!
Can you spot an item in your home or garden that starts with the letter a,b,c and so on?

ABC

25 Start a diary. Write a short entry every day about what you do and how you feel. It will be good to look back on when you're older.

Topic

This week is going to be different from normal – we are going to do some reflecting and transition work, ready for your move to Year 6 next year.

We Went On A Trip!

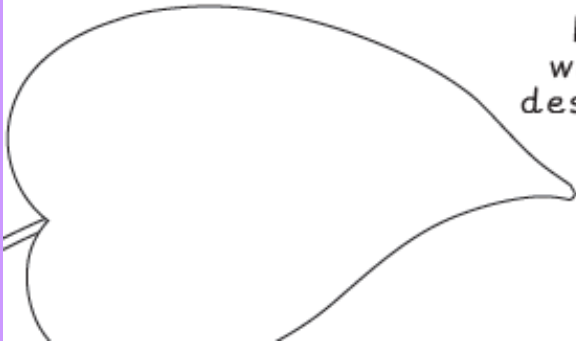
This year we went to visit somewhere new and exciting.



Where we went and why.

A large rectangular box with a black border containing ten horizontal lines for writing.

Fill the leaf with words to describe the trip.



Two things that happened on the trip.

A rectangular box with a purple border containing ten horizontal lines for writing.



A rectangular box with a brown border containing ten horizontal lines for writing.



Exploring Uncharted Areas!

I started a new hobby and also had lots of fun this year.



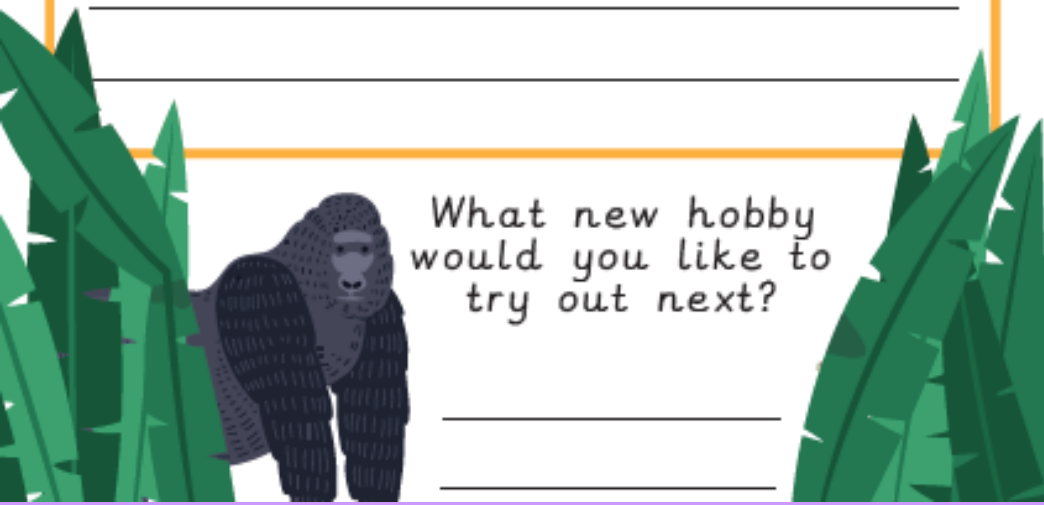
I joined a club to learn something new...

This is what I learned there!

Handwriting practice area with 10 horizontal lines inside an orange border.

What new hobby would you like to try out next?

Handwriting practice area with two horizontal lines.



Lots of wacky things happened this year!

This day made me laugh the most



Handwriting practice area with 10 horizontal lines inside a green border.

Lots of people made me laugh this year

Handwriting practice area with four horizontal lines.



Machine!

If you could invent a machine that could do anything – what would it be? It might make lollipops or catch pigeons. It could turn a cloud into ice cream or corn into gold. Perhaps it is a bread slicer or an egg poacher. It could make endings for dreams, colours for rainbows, or money. You decide!

Talk about what your machine might make or do with someone or do some thinking in your head.

Watch some videos of machines in operation and making things. What type of movements do you notice? What are the machines made out of? What noises do they make?

Design your own machine in the space on the next sheet using the gridlines. The pictures below might help you with ideas for things which you might include in your machine.

In the boxes around the machine write some of the noises your machine might make to bring it to life.

e.g **CHUGGA CHUGGA CHUGGA!**

KWEESH....SCHKLOP!

PSSSSSCHHHH-K-CLANK.

Label some of the parts of your machine to show what it is made from and use arrows to show the direction it works in.



exhaust pipe



gear



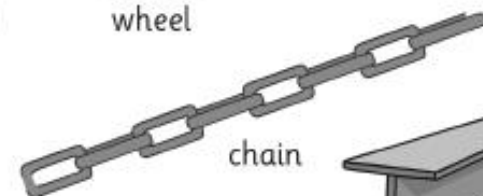
wheel



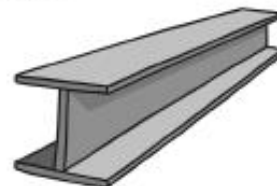
robot arm



pipes



chain



girders



conveyor belt



power button



My Machine is called...

What it does...

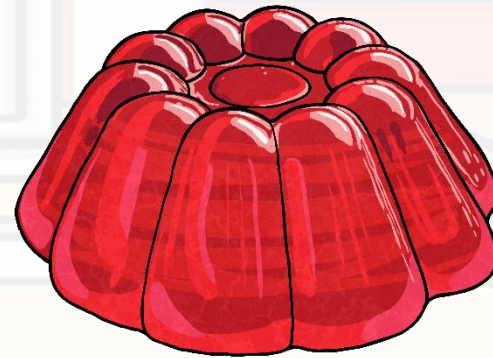
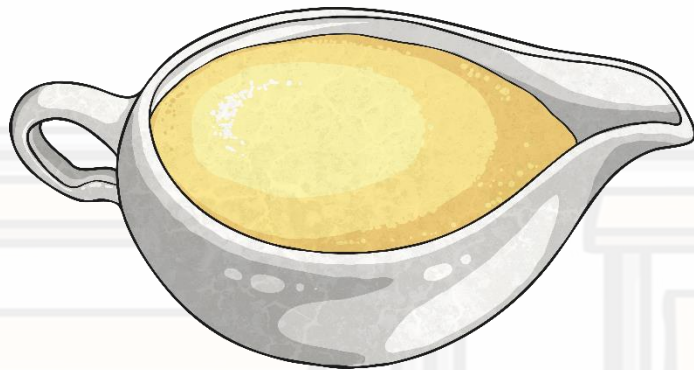
Next, I will invent...

You could make a model of your machine out of junk modelling, Lego, playdough, salt dough, papier mâché or even just paper.

Would You Rather?

Jump into a pool of custard?

Jump into a pool of jelly?



Explain your reasons.

Would You Rather?

It rained cats?



It rained dogs?



Explain your reasons.



What else can I do today?

- Read for 30 minutes – Take an AR quiz
- PiXL Vocab App
- Times tables (Hit the Button, TT Rockstars, TopMarks, PiXL Times tables)
- Art Hub
- Newsround