

Emotional Well-Being:

Taking time for yourself to do something that relaxes you is so important. I personally like to read books set in foreign countries to relax me; it makes me feel like I am having an adventure from my sofa! Today, I would like you to spend some time thinking about what makes you feel relaxed and happy. Maybe you like reading, colouring, artwork, listening or playing music or maybe you like chatting with your family. Whatever it is that you like to do, I would like you to spend some time today doing something that relaxes you. You can send me a picture on Class Dojo if you like as well!

English:

This week is writing week! We are going to be writing the traditional tale of Beowulf but...with a twist at the end! I would like you to write that Grindel wins and Beowulf was actually a phoney! You have a word bank to help you, but I don't just want to see that, I want to see your own ideas. The sub-headings on the word bank represent each of the paragraphs that you should write. Today, please roughly plan how you would like your story to go. Include the grammatical features you plan on using. I don't mind how you lay this out. Do your best!

Grammatical Expectations:

Capital letters, finger spaces, full stops, correct tense (past), expanded noun phrases, apostrophe for possession (singular) and different sentence types.

Maths:

Today we are looking at height and length. You are going to be measuring lengths in cm so you will need a ruler.

This video will help you:

https://www.youtube.com/watch?v=Mt8VjQEo9h0&ab_channel=myGuru

https://www.youtube.com/watch?v=-Op2RD0VnR0&ab_channel=iprepjunior

Expectations:

- Everyone will complete all the fluency questions, 1 reasoning and 1 problem solving.
- Some people will complete all the reasoning questions as well.
- Few people will complete all the problem-solving questions as well.

Collective Worship:

Have any of you heard the phrase, 'happily ever after'? 'Happily ever after' is usually found at the end of a story that ends well. Many stories have their ups and downs, their problems and the solutions, their struggles and their victories. Most stories end when things have been sorted and life seems to be good. Fairy tales like Snow White and the Seven Dwarfs and Cinderella have a happily ever after. Can anyone remind us of how any of these stories end?

Over the last week, we have been following the life of Joseph as he'd gone from his dad's favourite son to a prison guard's favourite prisoner. It's hard to imagine that one day you're sitting boasting to your family about how great you think you are going to be, and a few years later you're sitting around in prison wondering what the future holds. Can anyone tell me the bad things that happened to Joseph? I'm impressed that even though Joseph had been through all this, he was prepared to work hard. What do you think will happen to Joseph next? Do you think there will be a happily ever after to the story of Joseph? Well, events took an unexpected turn when the Pharaoh had a dream.

Pharaoh

"I'm Pharaoh, king of Egypt and last night I had a most weird dream. I dreamt that I was standing by the river Nile when seven healthy, fat cows came up out of the river and started feeding on the grass at the side of the river. Suddenly, after them, came more cows, these cows were much much thinner and looked very unhealthy. Then the seven thin cows started eating the seven fat cows. I woke up in a panic, but I realised it was just a dream, as I started drifting off I started dreaming again. In the second dream I saw seven heads of grain on a stalk, these heads of grain were plump, and then seven thin heads of grain sprang up, and they swallowed up the seven fatter heads of gain. As you can probably tell, I was shocked and confused about my dreams. I asked many of my palace officials to interpret my dreams, but they all said they didn't know what the dreams meant. It was then that my butler told me about Joseph.

Butler

Remember me? I'm Brian, the Pharaoh's butler. It's been two years since I was released from prison. I'd completely forgotten about Joseph, well that was until the Pharaoh asked us if we knew anyone that could interpret dreams. Nobody throughout Egypt could interpret the dream, that is no one was brave enough, the Pharaoh's a powerful man, if you interpreted the dream wrongly there's no knowing what the Pharaoh may do. Anyway, I told the Pharaoh about Joseph and told him where Joseph could be found. I'll never forget the relief on the Pharaoh's face as he realised that there was someone that could help him."

Imagine if the story of Joseph was turned into a film. Think of the music that would be playing in the background while Joseph is waiting in prison, wondering if the butler ever told the pharaoh about him and his ability to explain the meaning of dreams. Imagine the slow and sad music changing to an upbeat and hopeful tune as the butler begins telling Pharaoh about Joseph. Joseph may have thought that his conversation with the butler had been forgotten. Pharaoh's dream reminds the butler of the conversation he'd had with Joseph two years before. The butler has a conversation with Pharaoh and Joseph is freed.

At school we need to think about our actions and the things that we say to others. In this story, Joseph's 'bad time' was changed in an instant. Although he'd been waiting for two years, one conversation between the butler and Pharaoh changed his situation. What

we say today may not get someone out of prison, but a kind word may certainly brighten someone's day. By thinking about others, being kind with our words and possibly even letting someone else have the last slice of pizza in the dinner hall, you may make a bigger difference than you think. We all have the ability to help create a happily ever after.

Time to reflect

- Think of a time when someone has made you feel good with a kind word.
- Make a decision today to say something nice and consider the feelings of others.

Reflection (Prayer)

(Dear God)

We know the power of kind words and we know that they can change a situation, they can improve a bad mood or even help us to think positively when we're feeling sad. Let us, with the small words that we say, help others on their way to a 'happily ever after'. (Amen)

Curriculum:

Watch these video:

https://www.youtube.com/watch?v=OHSJcYDaKlc&ab_channel=CarsonMacPherson-Krutsky

https://www.youtube.com/watch?v=NzbxZwmork0&ab_channel=metfan869

Today we are going to be looking at the plate boundaries, fault lines and the Mercalli scale. When two plates meet, they rub against each other and cause tension which leads to an earthquake. We measure the damage of the earthquake on something called the Mercalli scale. To label the plate boundaries please use an Atlas or world map of some sort to help you. The answers for the Mercalli scale are provided.

Work:

English:

<u>Beginning - describe the setting and the characters.</u>	<u>Problem - Grindel comes during the night and kills people.</u>	<u>Solution - They have to fight Grindel.</u>	<u>Ending - TWIST Grindel wins!</u>
The geats and the danes.	A foul, evil, disgusting monster called Grindel.	A brave, fearless warrior comes to the rescue.	Grindel returns with his mother who is a deadly monster as well.
Beowulf's eyes have seen many battles.	If he grabs you with his hand, he crushes you.	He rips off one of Grindel's arms.	How terrifying and evil!
He has long, tangled hair the colour of hay.	When he enters the hall, he goes crazy and starts killing people.	They think that they have won because Grindel is injured.	Grindel and his mother fight the geats and the danes and they win.
How handsome!	After he leaves, everyone is heartbroken at the death.	Could Grindel come back?	Finally, Grindel becomes king!
Beowulf doesn't smile very often because he is serious.	He looks like an awful, vile creature of the night.		
His face looks serious but he is mostly kind.	Would you want to fight him?		

Conjunctions:

Co-ordinating	Subordinating
For, and, but, yet, so, or	Because, although, even though, when, if, that

Maths:

Fluency:

F1)

Circle the units of length.

Cm. m. mm. centimetres. Litre.

Fluency:

F2)

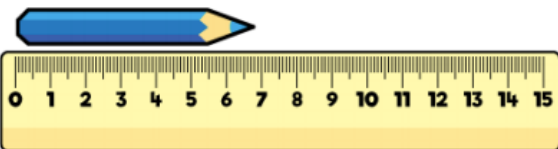
Circle the equipment that you would use to measure length.



Fluency:

F3)

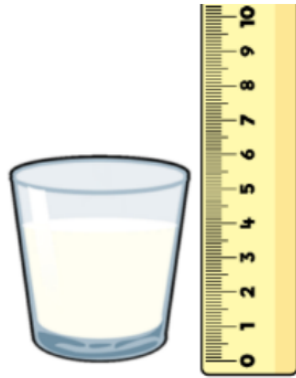
How long is the pencil?



Fluency:

F4)

How tall is the glass?



Fluency:

F5)

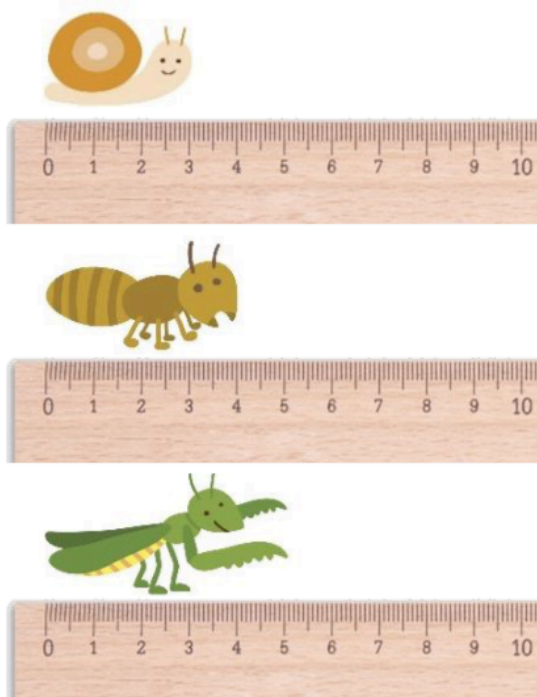
Draw a line that is:

1. 5 centimetres long.
2. 8 cm long.
3. Double 3 cm long.
4. Half of 6 cm long.

Fluency:

F6)

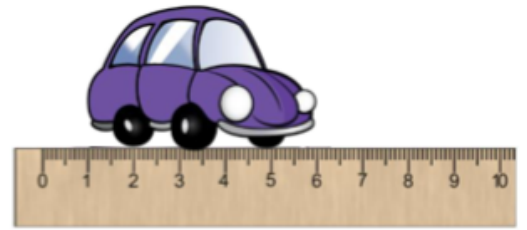
How long are each of these insects?



Reasoning:

R1)

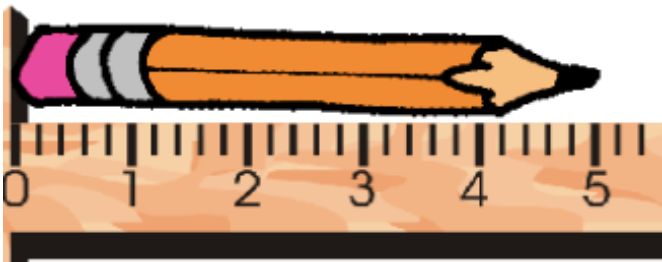
Tom is measuring a toy car. He puts it on the ruler and says that it is 6cm long. Is he right? Explain why.



Reasoning:

R2)

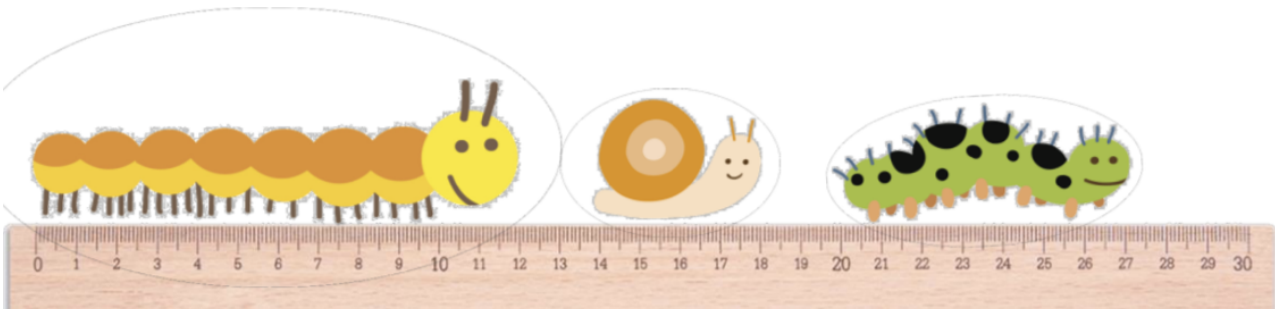
Jack says that he has measured this pencil correctly. Is he correct? Explain why.



Reasoning:

R3)

Joseph says that the bugs are 27 cm long altogether. Is he correct? Explain why.



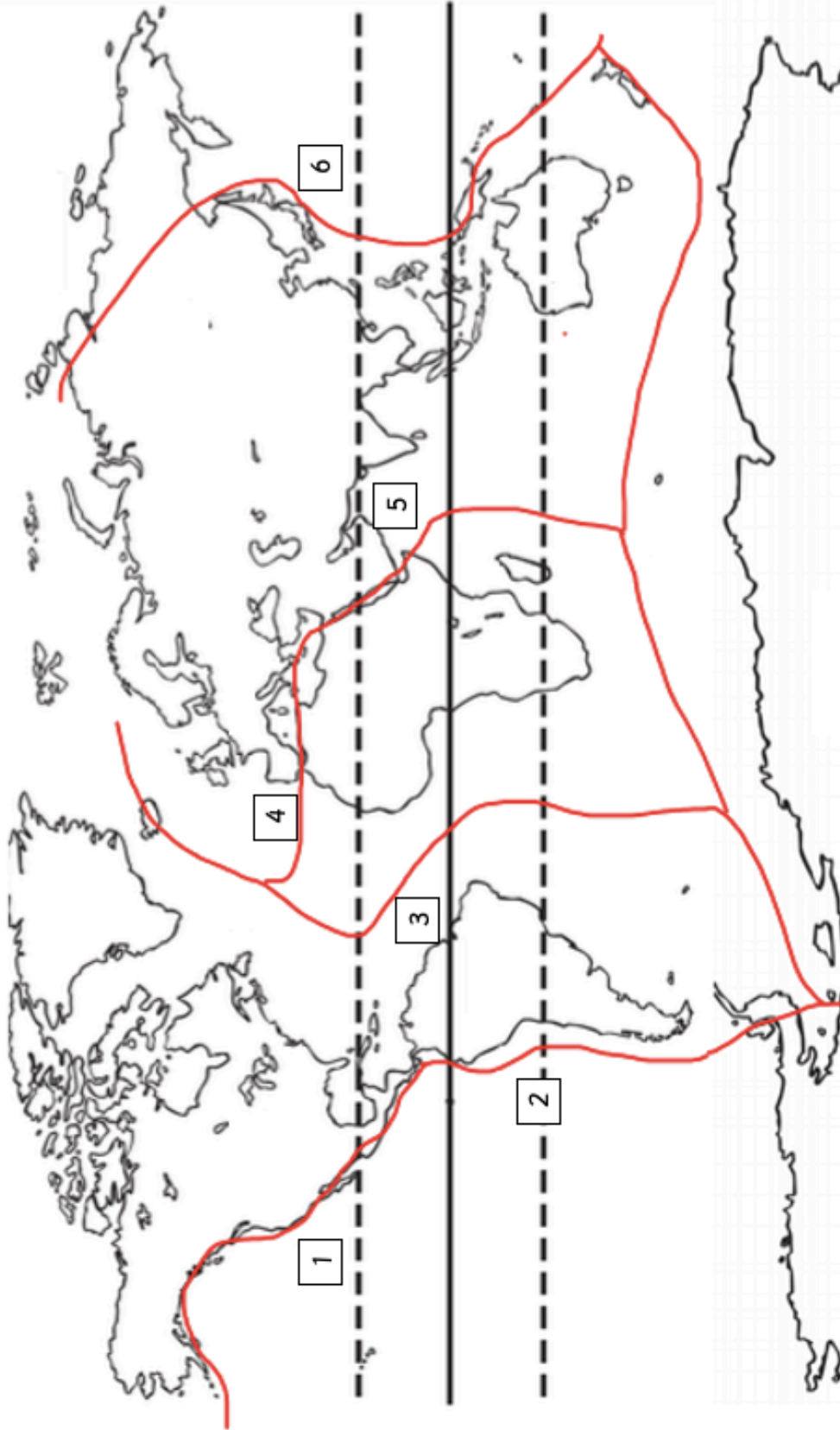
Problem Solving:

P1)

How long is this piece of string? How could you find out? Does the string change length when you put it in a straight line?



Curriculum:




Label the fault lines. Write numbers 1-6 in your book and write the correct name of the fault line next to the number. Use the clues and an atlas to help you.

- San Andreas (Near California)
- North Anatolian (Near Italy)
- Atacama (Near Peru)
- Mid Atlantic Ridge (In the Atlantic Ocean)
- Zagros (Near Saudi Arabia)
- Median tectonic line (Near Japan and New Zealand)


You need to write the correct number, from 1-10 in the circle to show where on the Mercalli scale you think this would be. 10 is the most destruction.

I would cut these out and arrange them in order before writing the numbers in the circles.


Felt by nearly everyone. Sleeping people may be woken. Trees and Telegraph poles sway.




Felt by all. People run outside. Furniture moves. Slight damage to property.




Felt by many but they don't realise it is an earthquake.




Felt indoors by most people. Vibrations similar to a lorry hitting a building.




Specially designed buildings damaged, others collapse.




Felt all. People run outside. Moderate damage to buildings.




Felt by no-one.




Total destruction. Waves seen on the ground.




Many buildings destroyed. Ground is badly cracked.




Almost all buildings destroyed. Wide cracks in the ground. Water, gas and electricity out of action.



Felt by few people. Hanging objects may swing.



All buildings damaged. Cracks appear in the ground.



Answers:

<p>9</p> <p>All buildings damaged. Cracks appear in the ground.</p>	<p>7</p> <p>Felt by all. People run outside. Moderate damage to buildings.</p>
<p>2</p> <p>Felt by very few people. Hanging objects may swing.</p>	<p>8</p> <p>Specially designed buildings damaged, others collapse.</p>
<p>11</p> <p>Almost all buildings destroyed. Wide cracks in the ground. Water, gas and electric out of action.</p>	<p>4</p> <p>Felt indoors by most people. Vibrations similar to a lorry hitting a building.</p>
<p>10</p> <p>Many buildings destroyed. Ground is badly cracked.</p>	<p>3</p> <p>Felt by many but they don't realise it is an earthquake.</p>
<p>12</p> <p>Total destruction. Waves seen on the ground.</p>	<p>6</p> <p>Felt by all. People run outside. Furniture moves. Slight damage to property.</p>
<p>1</p> <p>Felt by no-one.</p>	<p>5</p> <p>Felt by nearly everyone. Sleeping people may be woken. Trees and Telegraph poles sway.</p>