



Morning Everyone ☺ Halfway through our second week. I hope you are all okay. You are all doing really well completing tasks set to move your learning forward. Please just contact me if you need any support

Again, please remember, the work set is a reflection of the work you would have been completing in class. Please ensure that the work you submit is also a reflection of the standard you would have produced in class.

Emotional well-being

Just be

Take some time today to just chill. Stop. Don't do anything. Put everything down, don't look at a screen and switch off your tv or any music. Find somewhere comfortable and just sit. Relax in the silence. Close your eyes and listen very carefully. Give yourself some thinking time – let your thoughts wander. You don't need to think about anything specific and you don't need to tell me what you thought about. What I would like you to do is encourage other members of your household to do the same at some point in their day – and let them enjoy the silence too! ☺

Time for prayer and reflection

Judah's story

This week we have been reading Joseph's story. Think about how the story finished yesterday. Today you are going to read about Judah, another one of Joseph's brothers to find out why Joseph wasn't in the well when Rueben returned.

Read Judah's section of the story below.

Take some time to reflect - *Think of actions that can lead to bad consequences (not looking before crossing a road). What can we do today to reduce the impact of some of our actions? (Listen to advice, consider the feelings of others, etc.)*

Dear God, help us to remember today that our words and actions have consequences. May we listen to the advice of others and act on the lessons we learn about caring for others. Let us become a community that considers the feelings of all its members.

Amen

Maths

Sequencing fractions

Following yesterday's Maths work, a number of children need to look over some of their answers again and perhaps attempt questions that they found a little tricky. If this was you, please use some time today to do that. If not, then I have included some problems to be completed today using your learning from yesterday. Please re-watch the videos as a refresher, if you feel you need to.

Please also access Times Tables Rockstars or SATs Companion (for Year 6 only). It would be beneficial to spend a short amount of time each day on these resources in order to improve maths skills, and further consolidate your learning. There are a number of children who have still not accessed these resources – please do so ASAP.

English: Reading

Again, spend 30mins (minimum) reading a book of your choice quietly – or aloud if you'd like to.

Please also complete the short reading comprehension attached below.



English

Punctuation

Colons, semi-colons and bullet points are all punctuation marks commonly found in instructions.

Colons can be used to introduce lists.

Semi-colons can be used to separate items in lists. We use them when it will make the list clearer.

Bullet points help to give information in a clear and concise way.

Today, I would like you to watch the following video and then complete the tasks attached below to practise what you have learned.

<https://www.youtube.com/watch?v=Kb5o9F35tkI>



Science

Please see attached work set by Miss Swan



Time for prayer and reflection

Judah's Story

"My name is Judah. I have 11 brothers, and I'm the 4th eldest. I'm sure you've heard all about Joseph, the dreamer, the one with

the nice coat. Well after we'd thrown Joe in the well, and after Reuben made his excuses and left, we saw a bunch of Ishmaelites coming towards us on their camels. I knew that the Ishmaelites would buy Joseph and take time far away to be sold as a slave. We'd get rid of Joseph, get some money and plus there was no way anyone would bow to a slave. We removed his coat and gave him to the Ishmaelites. They tied him to some other slaves and he was dragged off towards Egypt. We killed a goat and dipped Joe's coat in it. It was great to ruin that coat, we all hated it. We told dad that we'd found the coat, he thought that Joseph had been killed by a lion or a bear."

Well, it just seems to be getting worse for poor old Joseph. He thought others would be proud of him; he never thought telling everybody his dreams and showing off his coat would lead to this. It is important to

remember that many of our actions have consequences. They may not be as extreme as Joseph's, but some may have outcomes that we can't imagine.



Maths

Year 5

Number Sequences

1. Below is a number sequence. Use the clues to find the possible values of B and D.

B is a mixed number with an odd whole number that is less than 5.	In the fraction for B, the numerator is a third of the denominator.	D is an improper fraction with a multiple of 3 as the denominator.	The sequence increases by a fraction that has a numerator greater than 1.
---	---	--	---



Use the possible values for B and D to investigate the values of A and C, where A is a mixed number and C is an improper fraction.

DP

2. Caroline has been learning about number sequences and has thought of a number sequence of her own. She has given you some clues to help you find her sequence.



Caroline

The number sequence starts with $4 \frac{6}{14}$.

The number sequence is descending by a fraction that has an even numerator and an odd denominator.

There are 6 numbers in the sequence.

Explore the different number sequences that Caroline could be thinking of.

DP

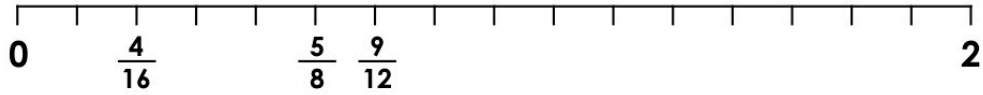


Maths

Year 6

Fractions on a Number Line

1. The following fractions have been placed on the number line below.



Investigate 5 other fractions that can be placed on this number line based on the statements below:

2 of the 5 fractions are mixed fractions.

3 of the 5 fractions have denominators that are not direct multiples of each other.

All of the fractions have different numerators.

2 of the 5 fractions are improper fractions.

DP

2. Percy, Paris and India are running in a race. They must run around the track twice.



Use the clues below to plot their current distances on the number line.

Percy has already run around the track once. He has more than $\frac{9}{15}$ left to run.

The distance that Paris has run is less than $1\frac{2}{5}$, but more than $\frac{15}{25}$.

India is currently in third position. The distance that she has run is less than $\frac{6}{20}$.



DP

Reading

Comprehension

Quick Questions



1. Where did the voice come from?



2. Define: inaudible.



3. Why was her 'heart pounding'?

Give **two** reasons.



4. What do you predict Lucy will do next?

Use the text to support your answer.



Help!

10 The trees were like inky giants menacingly looming over
17 the house with twisted, reaching arms. Their decaying
25 leaves rustled loudly and the air smelled damp.

35 Lucy arrived at the door. Her chest tightened. Her eyes
44 widened. She lifted her shaking, clammy hand to knock
55 on the door but, before she could touch it, it creaked
56 open...

61 They wouldn't find her here.

70 Slowly edging across the threshold, her heart began to
78 pound. Thoughts were racing wildly around her head
87 as she tentatively peered into the darkness, trying to
98 see if the coast was clear. After moments of silence and
107 stillness, she had reassured herself; judging by the state
116 of the house, nobody had ventured there in years.

117 Relief.

126 Then, from the floors above, a small, almost inaudible
130 voice called, "Help... me..."



English

Colons, Semi-colons & Bullet Points

Understand

Place the colon in the correct place in the sentences below.

Alfie had a list of things that he still needed to organise for cub camp a sleeping bag, pillow, torch and a notebook.

There are three places that I would like to visit America, Australia and Italy.

The school offered three outings in year 5 a visit to an historic castle; a walk in the local woodlands; and a theatre trip to see a Shakespeare play.

The recipe needed three large eggs; ham, smoked rather than unsmoked; and freshly ground pepper.

Rewrite this sentence, using colons and semi-colons to punctuate the list correctly.

When we are writing we must remember to join our handwriting include interesting vocabulary by using synonyms and proofread once we are finished.

Challenge

I am going to bake a cake but I need to buy eggs, flour and sugar.

Write a list using a colon and bullet points for him to take to the shop so that he remembers what to buy.



SPaG Challenge
Colons and semi-colons used in lists

Write a sentence showing what she will need to take using a colon and semi-colons to separate items within the list.

What do I need to pack for my swimming lesson?



Test

Tick which sentence uses a colon correctly.

- I have brought: several toys to grandma's house a car, a football and a board game.
- I have brought several toys to grandma's house: a car, a football and a board game.
- I have brought several: toys to grandma's house a car, a football and a board game.
- I have brought several toys: to grandma's house a car, a football and a board game.

Write the correct punctuation marks needed in the boxes to make these sentences correct.

My favourites colours are blue red and purple.

□ □

The house for sale has three bedrooms, one with an en suite

□

bathroom a spacious living room a large kitchen diner and an

□

□

□

enclosed garden suitable for young children and pets.

Explain

For the camping trip, children need to bring with them: an extra blanket to use around the campfire; a cup, a plate, a bowl and cutlery; a toothbrush, toothpaste and wash kit; and spare shoes to use when canoeing.

Why does this sentence use semi-colons to separate items in the list? Explain in your own words why this punctuation is needed.

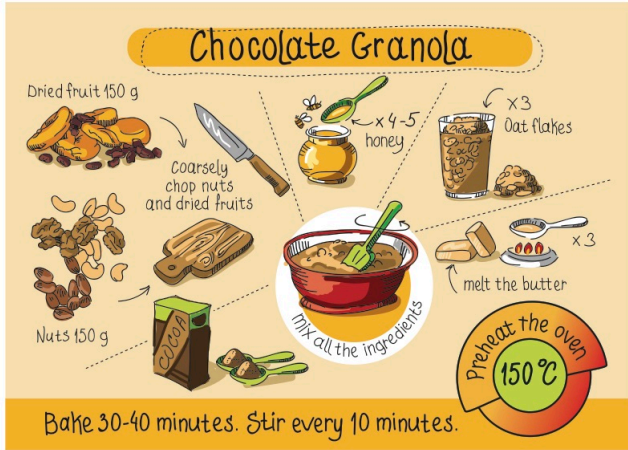


English

Colons, Semi-colons & Bullet Points

Apply

Use the picture below to write an ingredients list for the chocolate granola recipe shown below. Think carefully about how best to present the information and which punctuation to use.





Science

Y5/6

Properties and Changes of Materials

Today we are going to be learning about materials dissolving in a liquid to form a solution. To start, follow the link below and complete the online activities:

<https://www.bbc.co.uk/bitesize/topics/zjty4wx/articles/zpbdpbk>

I would now like you to carry out your own investigation.

Can you test some materials to find out if they dissolve?

Some possible materials to test - salt, sand, pepper, sugar, coffee, flour. Just use whatever you can find. I would like you to design your own investigation. Please record how you carried out your investigation and your results. Please take a photograph of your work and send it in using Dojo.

Have fun investigating! 😊