Home Learning – *27.04.20*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reading  30 minutes | ***My Shadow***  **by Robert Louis Stevenson**  **I have a little shadow that goes in and out with me,**  **And what can be the use of him is more than I can see.**  **He is very, very like me from the heels up to the head;**  **And I see him jump before me, when I jump into my bed.**  **The funniest thing about him is the way he likes to grow—**  **Not at all like proper children, which is always very slow;**  **For he sometimes shoots up taller like an india-rubber ball,**  **And he sometimes gets so little that there's none of him at all.**  **He hasn't got a notion of how children ought to play,**  **And can only make a fool of me in every sort of way.**  **He stays so close beside me, he's a coward you can see;**  **I'd think shame to stick to nursie as that shadow sticks to me!**  **One morning, very early, before the sun was up,**  **I rose and found the shining dew on every buttercup;**  **But my lazy little shadow, like an arrant sleepy-head,**  **Had stayed at home behind me and was fast asleep in bed.**  **Vocabulary**  1. *He hasn’t got a* notion  In this line the word *notion* is closest in meaning to…  **Tick one.**  memory plan  idea picture  2. Look at the third verse. What does the poet mean by the word ***nursie***? **Circle one.**  his mother a doctor his nanny his special teddy  3. Look at the final verse. **Find and copy** **one** word that means the same as ***idle***.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Retrieval**  4. Look at the second verse. Explain why the poet writes that the shadow does not grow *‘like proper children’.*    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. Using information from the poem, tick one box in each row to show whether each statement is true or false.   |  |  |  | | --- | --- | --- | |  | True | False | | The shadow can talk. |  |  | | The shadow changes size. |  |  | | The shadow plays with a rubber ball. |  |  |   **Inference**  6. Why does the poet describe the shadow as a coward?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7. What does the poet think when he gets up very early one morning?  Tick **one** thought.  It’s pitch black - I must stick close to nursie!      My shadow is frightened of the dark, I must look after him.    What a lazy so and so!  I wish I was still fast asleep in my bed!  **Summarise**  8. What is the main point Robert Louis Stevenson is trying to make about his shadow in the final verse?  **Tick two.**  That shadows are lazy.  That shadows cannot be seen when the sun is not out.  That shadows find it hard to get up in the morning.  That shadows are not brave.  **Meaning as a whole**  9. Imagine the poet is writing a diary entry about his shadow. Write a section of the diary in your own words, drawing on ideas from the text.  23rd May  Dear Diary,  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Authorial intent**  10. Why do you think the poet, Robert Louis Stevenson, chose to use *personification* to write about his shadow?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Compare**  11. Look at the whole of the poem. What do you think would be the best thing about being a shadow-boy?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Explain your answer.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| GPS warm-up  10 minutes | ***The challenge activities provide opportunities for children to practise some of the more difficult objectives and question types. Where questions require a written answer, children should be reminded to take particular care with spelling and punctuation (e.g. use of capital letters and full stops). Children can write answers in an exercise books.***  ***If you are unsure what the question is asking, use your homework book to find out what is means. For example if you need to know what a subordinate conjunction is, turn to that page of your book and it should explain.*** |
| Writing  30 minutes | ***Teacher:*** What’s a really ***easy*** way to ***up level*** your work?  C:\Users\Janet\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31TXTJDA\MC900065075[1].wmf  Edit, **edit** and ......***edit again!***  ***You:*** But, what does that mean?  ***Teacher:*** It means ***CHECK*** your work. Find the mistakes ***before*** your teacher doesC:\Users\Janet\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EYTUAVJ3\MC900423151[1].wmf. Then you can get better marks ***EASY.***  ***You:*** So how do I do it?  ***Teacher:*** Just follow these 5 ***easy*** steps.   1. C:\Users\Janet\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31TXTJDA\MC900440428[1].wmfAs you write each sentence, read it back.   ***Does it make sense?*** Is that what you meant to say?  It is a lot easier to make changes now than after you’ve written lots more.   1. C:\Users\Janet\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31TXTJDA\MC900440424[1].wmfWhen you have finished your work read the whole thing back s-l-o-w-l-y. Have you put a ***full stop*** at the end of every sentence and a ***capital letter*** at the start of every sentence? Does it all still make sense? 2. Check that ***names of people, places, days, months*** have capital letters.   **A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**   1. C:\Users\Janet\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FIIPH7B0\MC900440412[1].wmfCheck that you haven’t put capital letters where they shouldn’t be.   **a b c d e f g h i j k l m n o p q r s t u v w x y z**   1. C:\Users\Janet\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FIIPH7B0\MC900423171[1].wmfCheck the ***spelling*** of any high frequency words you have used by using the 200 word list.   ***This week your focus will be to perfect your editing skills. It is a skill which will help you a tremendous amount as you move on through life***  **Editing as you go Task 1**   1. Read the discussion text extract below.   C:\Users\User\Desktop\untitled.png  Others believe that decresing the speed limit on motorways would have a detrimental impact the flow of traffic and consequently the safety of the road users. So some people in the know think that by changing the speed limit from 70 mph (miles per hour) to 60 mph, the number of accidents on road would actually increase by 5%. The reasons for this is as follows: frustrated drivers would taken unnecessary risks and the volume of trafic would increase significantly.  2. After reading the extract, check for the following aspects and underline them:   * **Check** the writing for sense, grammatical accuracy and spelling. * **Choose** at least one element of the section of text that could be improved. * **Make a change** which enhances the writing in relation to the features of the genre.   3. Complete the grid below.   |  |  | | --- | --- | | List the sections of the text which do not make sense. |  | | List the grammatical errors. |  | | List the spelling errors. |  | | Write a sentence which could be improved. |  | | Write a feature of the genre of writing which could be added to the extract. |  |   4. Rewrite the extract, making the amendments which you have identified in the grid above.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Arithmetic  10 minutes |  |
| Maths  30 minutes | ***HELPFUL HINT FOR TODAYS LESSON:***     1. *The diagram shows four angles by two straight lines.*      1. *Estimate the sizes of the angles.*   *a=*  *b=*  *c=*  *d=*   1. *What is the total of angles a and b?*   *Explain your answer:*   1. *Angles a and c are vertically opposite angles. What do you notice about the sizes of angles a and c?*   *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*   1. *Angles b and d are also vertically opposite angles. What do you notice about the sizes of b and d?*   *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*   1. *Complete the sentence.*   *Vertically opposite angles \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*   1. *Tick the pairs of angles that are vertically opposite.*        1. Work out the sizes of the unknown angles. Give reasons for your answers.     *Y=*  *Because*    *Z=*  *Because*   1. *Annie is working out the size of the angle f.*     *Do you agree with Annie? Yes/no*  *Explain your answer:*   1. *Work out the unknown angles.*        1. *Angle b is three times the size of angle a.*     *Workout the sizes of a and b?*  *a=*  *b=*   1. *Angle f is one quarter of the size of angle g.*   *Angle f is 28°*    *Are angles x and y vertically opposite?*  *Explain your answer.* |
| Enquiry/Project work  30 minutes | ***PE***  ***In today’s lesson we will learn…***   * *What fitness is* * *Why we need to keep fit* * *How we can maintain our fitness*   ***Words and phrases I will hear and use:***   * *Healthy body* * *Oxygen* * *Exercise* * *Activity* * *Heart Rate* * *Muscles* * *Strength* * *Flexible* * *Fitness*   ***What do we mean by fitness?***   * *The condition of being physically fit and healthy.* * *Having strong muscles and bones.* * *Keeping our hearts, lungs and other body organs healthy.* * *Doing exercise and keeping active, e.g. jogging, rowing, jumping rope, swimming or even dancing.* * *Resting is as important as exercise.*   ***Ask yourself…***   * *How do you stay fit and active?* * *Which physical activities do you like and why?* * *How does being active make you feel?*   ***Fit quiz*** *(*write your answers on a piece of paper or in your exercise book)   1. *List three things you can do to be physically fit.* 2. *True or false: Exercise is a kind of activity that requires oxygen?* 3. *If you eat more calories than your body needs, it may be stored as excess \_\_\_\_\_\_\_* 4. *Sweat leaves your skin through tiny holes called \_\_\_\_\_\_\_\_* 5. *List two activities that can build strong muscles:* 6. *True or false: Exercise helps keep your heart healthy?* 7. *True or false: Exercise strengthens muscles?* 8. *True or false: Exercise makes you flexible?* 9. *True or false: Exercise makes you feel good?* 10. *True or false: Young people shouldn’t exercise or be active every day?*   ***Understanding exercise***   * *When muscles are doing more work they need more oxygen.* * *To get more blood to the muscles,****the heart****beats faster and our* ***heart rate****or****pulse rate****increases.* * *Izzy is going to help us* ***measure*** *our pulse rates..*     ***Activity: Measuring pulse rate***   1. *Locate your pulse on your wrist or neck. (Remember our science lesson)* 2. *Count the number of beats in 15 seconds.* 3. *Multiply this by 60 seconds.* 4. *This is how many times your heart beats per minute.* 5. *Let’s jump up and down for 2 minutes.* 6. *Now let’s re -measure our pulse.*     ***What are your favourite activities?***  ***TASK:***   * *Choose one of your favourite activities.* * *Describe some of the movements you do in your chosen activity, e.g. playing football – you need to run, kick and tackle.* * *Can you think of any physical activities or exercises that would help you improve your chosen activity?*   *(write your answers on a piece of paper or in your exercise book)*  ***How much fitness?***  *To stay healthy or to improve health, young people need to do three types of physical activity each week:*   * *aerobic exercise.* * *exercises to strengthen their bones.* * *exercises to strengthen their muscles.*   ***Types of fitness***   * *At least 60 minutes of physical activity every day – this should range from moderate activity, such as cycling and playground activities, to vigorous activity, such as running and tennis.* * *On three days a week, these activities should involve exercises for strong muscles and bones, such as swinging on playground equipment, hopping and skipping, and sports such as gymnastics or tennis.*   ***THINKING TASK: Keeping fit***   * *Write down all the different ways you could keep each body part fit and healthy (arms, legs, stomach, heart and lungs, back, etc.).*   (write your answers on a piece of paper or in your exercise book)  ***TASK: Fitness circuit***  *Design a circuit of fitness activities which you could do at home.*  *Think of any equipment you could use, or be creative, e.g. using tin cans or bottles of water for weights.*  ***(Draw your circuit on a piece of paper or in your exercise book)***    ***THINKING questions:***   * You know you feel great after a bike ride, but why? * What does exercise actually do for your body? * What could happen if you don’t lead a healthy and active lifestyle?     ***TASK:***  *Design a poster showing all the benefits that physical activity can have on your mind and body.*  ***(Draw your poster on a piece of paper or in your exercise book)*** |