



<p>Reading 30 minutes</p>	<p>Please follow the instructions below:</p> <ol style="list-style-type: none">1. Read the text in bold below. Record how long it takes you to read the text: _____2. Once you have read it, read it again underlining any words that you're unsure of. Next, use a dictionary to find their meaning. This will help you to understand the text better and expand your vocabulary.3. Lastly, answer the questions below the text. Record how long it takes you to answer all 6 questions: _____ <p>Once again, the slamming of the door was followed by the clunk of the key turning in the lock. Maude stared miserably at the hunk of bread and wedge of cheese. Even though she was ravenous, she resisted the temptation to scrape off the layer of blue-green mould and bolt it down – after all, there would be nothing else until the same time tomorrow. Instead, she tried to distract herself by looking into the full-length mirror on the wardrobe, partly to confirm her existence, partly to imagine how she might have looked had she been born into a happier household.</p> <ol style="list-style-type: none">1. Why did Maude not eat the bread and cheese straight away? _____ (1 mark)2. What does the word ravenous mean? _____ (1 mark)3. What kind of person do you think Maude was? Use evidence from the text to support your answer. _____ _____ (2 marks)4. Find and copy a group of words that means the same as prove she was still alive. _____ (1 mark)5. What evidence is there that Maude is being held against her will? Give two examples. a) _____ b) _____ (2 marks)6. Look at the last sentence. How does it make the reader feel about Maude? _____ _____ (2 marks)
<p>GPS warm-up 10 minutes</p>	<p><i>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.</i></p>

If you are unsure what the question is asking, use your homework book to find out what it means. For example if you need to know what a subordinate conjunction is, turn to that page of your book and it should explain.

1. Which sentence uses an **exclamation mark** correctly?

Tick **one**

“Stop”! shouted Beth angrily.

1

“Stop!” shouted Beth angrily.

2

“Stop!” shouted Beth angrily!

3

“Stop” shouted Beth angrily!

4

1 mark

CHALLENGE: Rewrite the sentence as reported speech.

2. Tick **one** box in each row to show whether the sentence is written in the **active** or **passive voice**.

Sentence	Active voice	Passive voice
a) The boy was pushed over by a dog.	<input type="checkbox"/>	<input type="checkbox"/>
b) The rain soaked my coat.	<input type="checkbox"/>	<input type="checkbox"/>
c) The door must be locked by an adult.	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

CHALLENGE: Rewrite the final sentence in the active voice.

3. Insert two **hyphens** in the correct places in the sentence below.

After sitting on an uncomfortable bus for over
twenty four hours, I was glad to finally see
the twinkling multi coloured lights of London.

1 mark

CHALLENGE: Explain the difference in meaning between 'a twenty-four hour break' and 'twenty four-hour breaks'.

Writing
30 minutes



Carrying on from yesterday and working alongside the plan you have picked to follow, write the dilemma and resolution to your story. First, read your opening and build up before starting. This will help you remember what has already happened in your story. You may even need to finish your build up if you did not manage to finish it yesterday- make sure you do this before starting the next part of your story.

Those of you due to come back to school tomorrow, please make sure you are to this point of your story. We will continue and finish it off together in school 😊

30 minutes

If you need support for this lesson please click on the link below:

<https://www.bbc.co.uk/bitesize/articles/zhfj2sq>

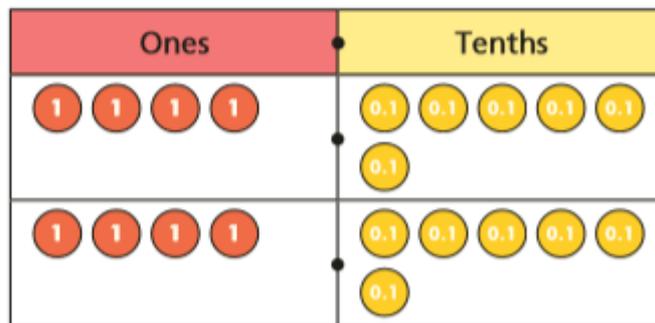
Scroll down and watch the 2 video clips.

1 Use place value counters to solve the calculations.

a) $3.2 \times 3 =$



b) $4.6 \times 2 =$



2 Solve the multiplication. Draw your answer.

$12.2 \times 3 =$

Tens	Ones	Tenths

- 3 Nijah uses long multiplication to solve 3.72×3

		3	7	2	
	x			3	
		0	0	6	
		2	1	0	
		9	0	0	
		1	1	1	6

Use long multiplication to work out the calculations.

a)

		4	8	6	
	x			4	

b)

		2	0	9	
	x			6	

- 4 Work out the multiplications.

a) $5.2 \times 4 =$

d) $= 2.34 \times 3$

b) $14.3 \times 3 =$

e) $11.505 \times 4 =$

c) $6 \times 9.1 =$

f) $9.602 \times 6 =$

- 5 0.25 kg of flour is needed to make one cake.
How much flour is needed to make four cakes?



- 6 Work out the multiplications.

a) $7.2 \times 2 =$

$7.2 \times 4 =$

$14.4 \times 4 =$

$7.2 \times 8 =$

b) $= 3.45 \times 3$

$= 34.5 \times 3$

$= 345 \times 3$

- 7 Amir is solving 3.4×4



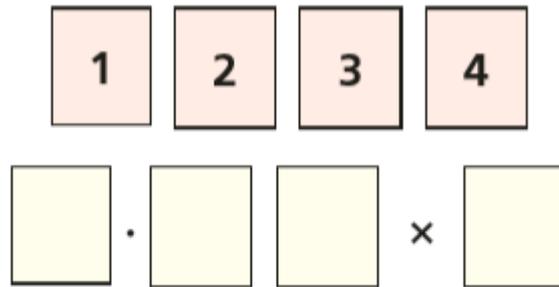
To solve this, I
did 34×4 , which was 136
Then I multiplied my answer
by 10 to get an answer
of 1,360

Do you agree with Amir? _____

Explain why.

8

Use the digits 1, 2, 3 and 4 once each to create a calculation.



a) How many different products can you make?

b) What is the greatest possible product?

c) What is the smallest possible product?

d) What is the product closest to 12?

Enquiry/Project
work
30 minutes

Computing- internet safety

Activity 1: Watch First to a Million

Download the First to a Million PowerPoint file. You'll find this at:

<https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/11-13s/first-to-a-million/> . It's a big file so it may take a few minutes.

Open the PowerPoint and watch the film. First to a Million is an interactive drama where you choose what happens next.

In the final scene of First to a Million Jamal looks to camera and says “You were there, what do you think we should do?”.

Write down and answer these questions:

How has each character been affected by what has happened? (Jamal, Meg, Tariq, Aleeya, Lucas)

What do you think each character should do next?